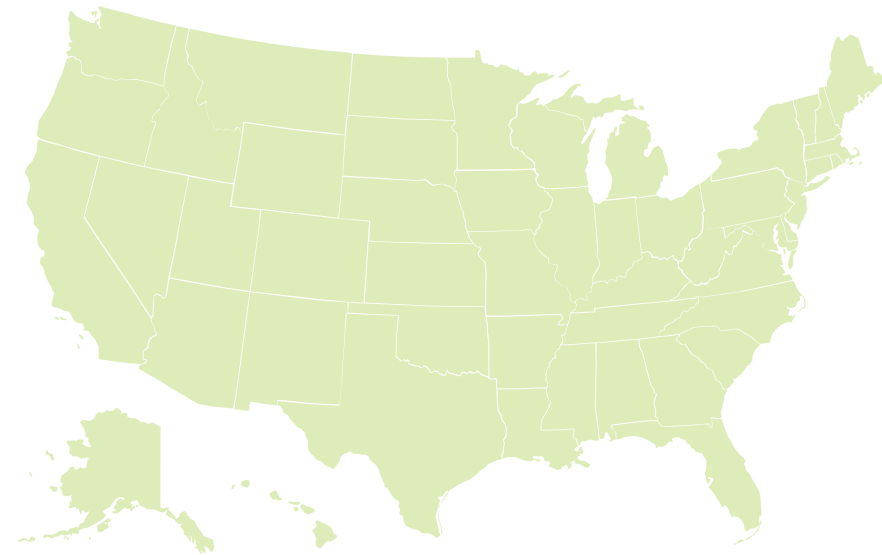# Forum Guide to Planning for, Collecting, and Managing Data About Students Displaced by a Crisis

National Forum on Education Statistics

National Forum on Education Statistics

Mission: To plan, recommend, and develop education data resources that support local, state, and national efforts to improve public and private education throughout the United States.

Members:

- Representatives of offices of the U.S. Department of Education and other federal agencies

- Representatives of state and local education agencies (SEAs and LEAs)

- Associate members from U.S. territories, Regional Educational Laboratories (RELs), and national education associations

Working Group Motivation

- In 2010, the Forum published *Crisis Data Management: A Forum Guide to Collecting and Managing Data About Displaced Students*.

- Recent weather events and other crises highlighted the need for current best practices related to crisis data management.

CRISIS DATA MANAGEMENT: A Forum Guide to Collecting and Managing Data About Displaced Students

National Forum on Education Statistics
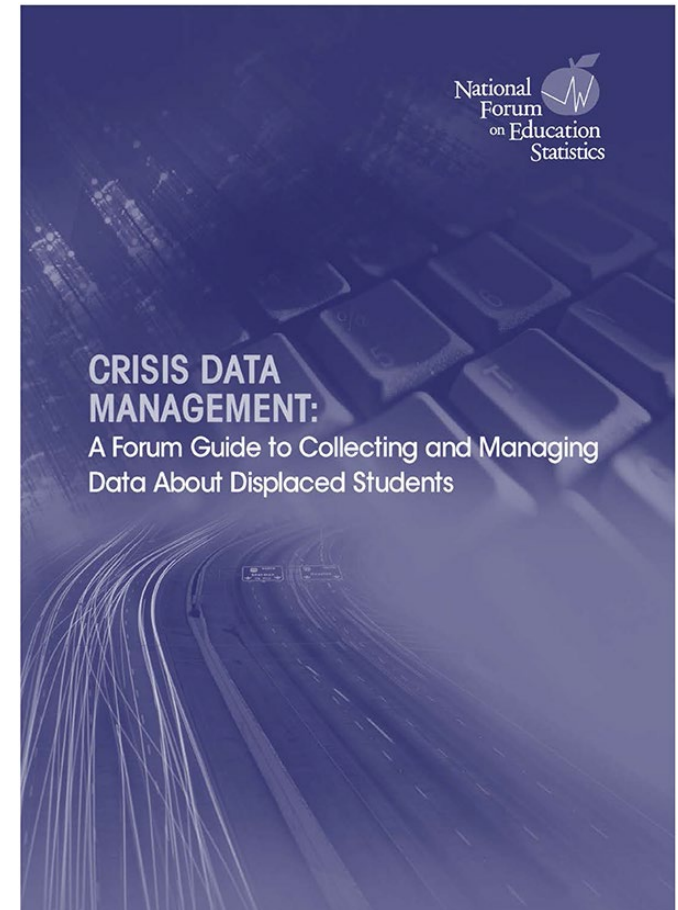
2010 publication

Working Group Outcome

- The Forum convened the Crisis Data Management Working Group to develop a new resource on crisis data management, with a specific emphasis on data on displaced students.

2019 publication

Purpose and Audience

- **Purpose:** To provide timely and useful best practice information for collecting and managing data about students who have temporarily or permanently enrolled in another school or district because of a crisis.

- **Audience:** Sending agencies (i.e., states, districts, and schools) that experience a crisis and receiving agencies that enroll students who have been displaced by a crisis.

Forum Guide to Planning for, Collecting, and Managing Data About Students Displaced by a Crisis

- Chapter 1: Introduction to Crisis Data Management

- Chapter 2: Before a Crisis: Planning for Data on Displaced Students

- Chapter 3: During a Crisis: Restoring Data Systems and Recovering Data on Displaced Students

- Chapter 4: After a Crisis: Reporting and Evaluating Data on Displaced Students

- Chapter 5: Data Challenges

- Chapter 6: Crisis Data Management Tip Sheets for Stakeholders

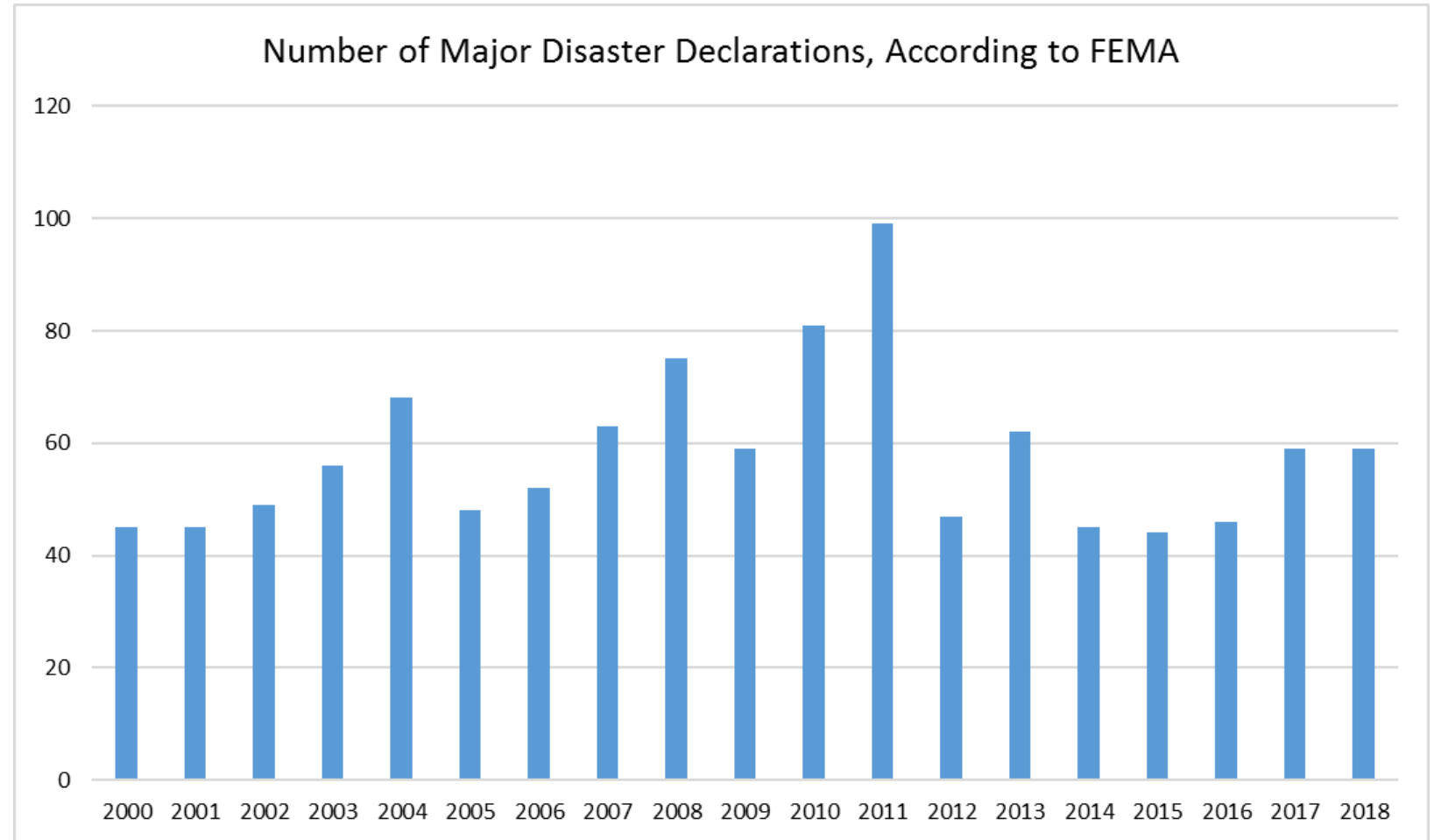# Introduction to Crisis Data Management

Chapter 1

- explains the importance of crisis data management;

- defines the terms "crisis" and "displaced student"; and

- raises key issues identified during past crises.

The Widespread Impact of Crises

On average, 58 Presidentially declared disasters have occurred each year since 2000.
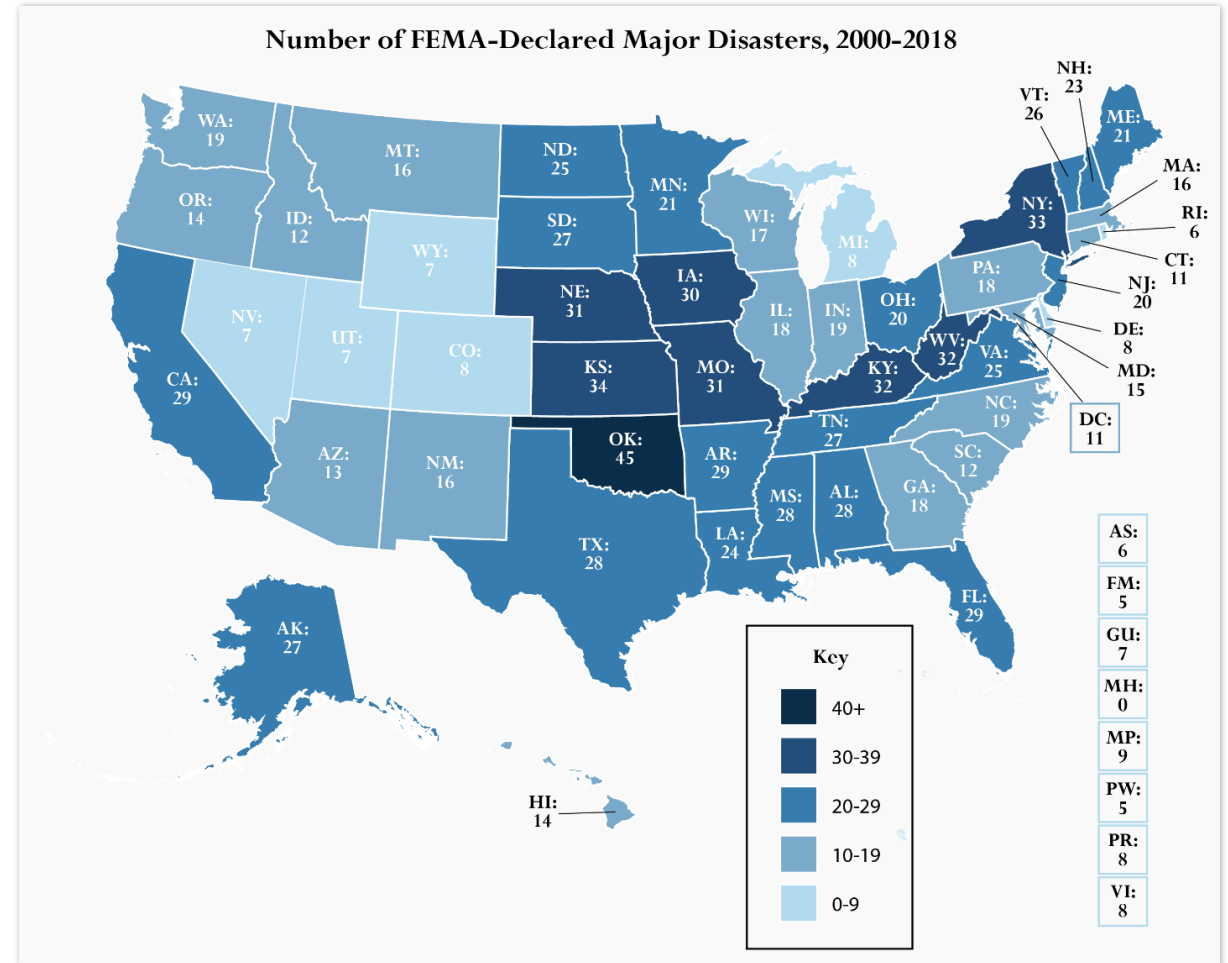
Number of Major Disaster Declarations, According to FEMA

The Widespread Impact of Crises

Every state in the nation, as well as the extra-state jurisdictions, has been affected by at least one FEMA-declared disaster.

Number of FEMA-Declared Major Disasters, 2000–2018

WA: 19, OR: 14, ID: 12, MT: 16, ND: 25, MN: 21, WI: 17, MI: 8, NH: 23, VT: 26, ME: 21, MA: 16, NY: 33, RI: 6, CT: 11, NJ: 20, SD: 27, WY: 7, NE: 31, IA: 30, IL: 18, IN: 19, OH: 20, PA: 18, DE: 8, MD: 15, CA: 29, NV: 7, UT: 7, CO: 8, KS: 34, MO: 31, KY: 32, WV: 32, VA: 25, DC: 11, AZ: 13, NM: 16, OK: 45, AR: 29, TN: 27, NC: 19, SC: 12, TX: 28, LA: 24, MS: 28, AL: 28, GA: 18, AK: 27, FL: 29, HI: 14

AS: 6, FM: 5, GU: 7, MH: 0, MP: 9, PW: 5, PR: 8, VI: 8

Key
- 40+
- 30-39
- 20-29
- 10-19
- 0-9

SOURCE: U.S. Department of Homeland Security, Federal Emergency Management Agency, "Disaster Declarations by Year," 2000-18.

Crisis Data Management Is Important

Accurate and timely student data are needed for many purposes, including

- student placement decisions;

- delivery of appropriate services;

- adjustment to school management practices;

- allocation of disaster-relief funding; and

- tracking of student performance.

Key Definitions

- **Crisis:** A natural or manmade event that causes the disruption of school-level activities and temporarily or permanently displaces students.

- **Displaced Student:** A student who was enrolled, or eligible for enrollment, but has temporarily or permanently enrolled in another school or district because of a crisis.

Before a Crisis: Planning for Data on Displaced Students

Chapter 2 provides best practice information to help education agencies prepare for a crisis by developing and implementing plans, policies, and procedures for tracking displaced students and exchanging student data in a timely manner.

Key Recommendations Before a Crisis

- Establish a disaster recovery team.

- Assess existing data systems.

- Implement placeholders for data about displaced students.

- Maintain related data elements.

- Review federal, state, and local data policies and procedures.

- Review data collection frequency and timing.

- Facilitate communication and provide training.

Crisis-Related Data Elements

- **Displaced Student Status Indicator:** A student who was enrolled, or eligible for enrollment, but has temporarily or permanently enrolled in another school or district because of a crisis.

- **Crisis Code:** A unique number or alphanumeric code used to identify a crisis.

- **Additional Descriptive Information:**

  - **Crisis Name:** The name of the crisis that caused the displacement of students.

  - **Crisis Start Date:** The year, month, and day on which the crisis affected the agency.

  - **Crisis End Date:** The date on which the crisis ceased to affect the agency.

  - **Crisis Description:** A description of the crisis that caused the displacement of students.

  - **Crisis Type:** The type or category of crisis (e.g., chemical, earthquake, flood, wildfire).

During a Crisis: Restoring Data Systems and Recovering Data on Displaced Students

Chapter 3 reviews the crisis declaration and response planning process; underscores the importance of communication; and provides recommendations regarding the restoration and recovery of data systems and data on displaced students after a crisis.

Key Recommendations During a Crisis

- Develop a response after a crisis is declared.

- Maintain communication.

- Assess data systems:

  - Retrieve and restore lost data.

  - Communicate guidance on the use of crisis indicators.

  - Share data in a timely and secure manner.

  - Broker data exchange.

After a Crisis: Reporting and Evaluating Data on Displaced Students

Chapter 4 describes effective data reporting and evaluation following a crisis.

Key Recommendations After a Crisis

- Continue ongoing data sharing.

- Report data to federal and state agencies.

- Meet auditing expectations and accountability requirements.

- Support student progression and attainment.

- Suspend or terminate temporary systems.

- Evaluate response activities.

Data Challenges

Chapter 5 identifies several challenges specifically related to managing data about displaced students, including

- the implications of statewide student information systems (SISs);

- the timing of the crisis;

- the implementation of a displaced status indicator;

- the application of data codes; and

- the reconciliation and recertification of data.

Crisis Data Management Tip Sheets for Stakeholders

Chapter 6

- presents role-specific tip sheets for key education agency stakeholders; and

- includes a suggested timeline.

Crisis Data Management Timeline

Before a Crisis
- Establish a disaster recovery team
- Review policies and procedures
- Review data collection schedules
- Implement displaced student data placeholders
- Provide training

During a Crisis
- Declare a crisis
- Develop a response
- Retrieve and restore lost data
- Initiate use of crisis data codes
- Share and exchange data

After a Crisis
- Continue ongoing data sharing
- Report data to federal and state agencies
- Support progression and attainment
- Discontinue temporary systems
- Evaluate response activities

Assess data systems
Maintain data elements
Communicate with states, districts, and schools
Adhere to privacy, security, and confidentiality laws and policies

Appendices

- **Appendix A:** Understanding Relevant Federal Laws

- **Appendix B:** Select List of Displaced Student Status Indicators and Crisis Codes

- **Appendix C:** Checklist of Crisis Data Management Tasks and Activities

Case Studies and Real-World Examples

- Florida Department of Education
- Hawaii State Department of Education
- Irving Independent School District, Texas
- Louisiana Department of Education
- Meriden Public Schools, Connecticut
- North Carolina Department of Public Instruction
- New York State Education Department
- Texas Education Agency
- U.S. Virgin Islands Department of Education
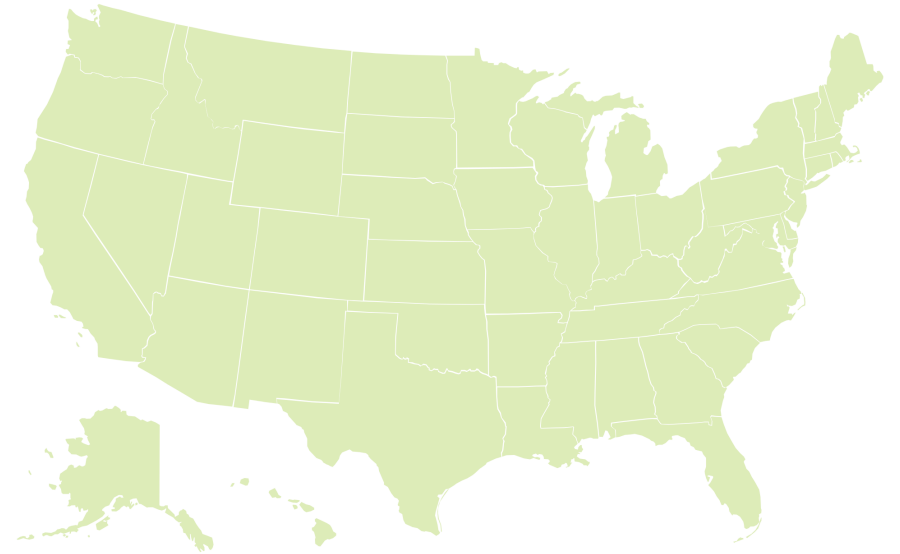
Texas's Experience

- **2005-06:** The Texas Education Agency (TEA) did not collect crisis code data after Hurricanes Katrina and Rita.

- **Summer 2008:** The TEA added a crisis data element to its state-level data system before Hurricane Ike.

- **2017-18:** The TEA developed and used more granular crisis codes following Hurricane Harvey.

Texas's Experience

- **Crisis Code 05A:** A student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in a different LEA.

- **Crisis Code 05B:** A student was enrolled or was eligible to enroll in an LEA impacted by Hurricane Harvey, and the student enrolled in another campus in the same LEA.

- **Crisis Code 05C:** A student is identified as homeless because of Hurricane Harvey but has remained enrolled in their home campus.

- **Crisis Code 06:** A student enrolled in a Texas public school as a result of being displaced from their residence by a hurricane other than Hurricane Harvey.
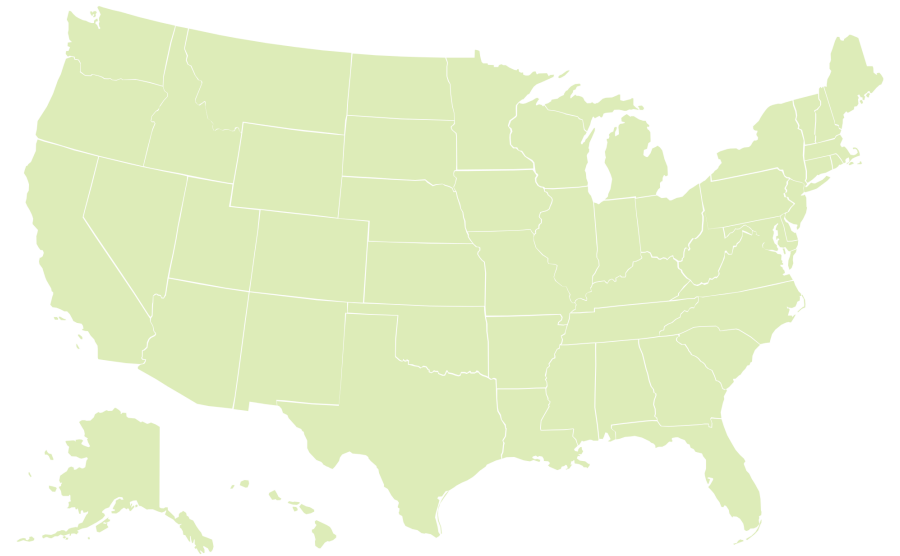
Louisiana Department of Education

Since Hurricanes Katrina and Rita in 2005, Louisiana made several changes to its data practices to ensure that data would be collected and managed during future crises, which proved effective following the August 2016 Louisiana floods.
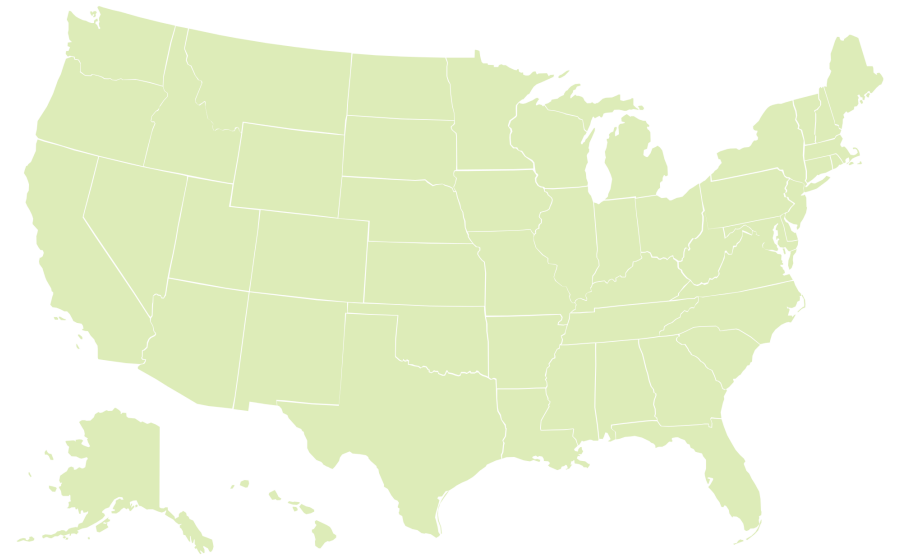
U.S. Virgin Islands Department of Education

In September 2017, Hurricanes Irma and Maria caused severe destruction that crippled the territory's school infrastructure and displaced students from the U.S. Virgin Islands.

Florida Department of Education

In the 2017-18 school year, Florida established emergency weekly procedures for collecting data on students that were displaced by Hurricanes Irma and Maria. Florida also collaborated with the Puerto Rico Department of Education to accommodate and track these students.
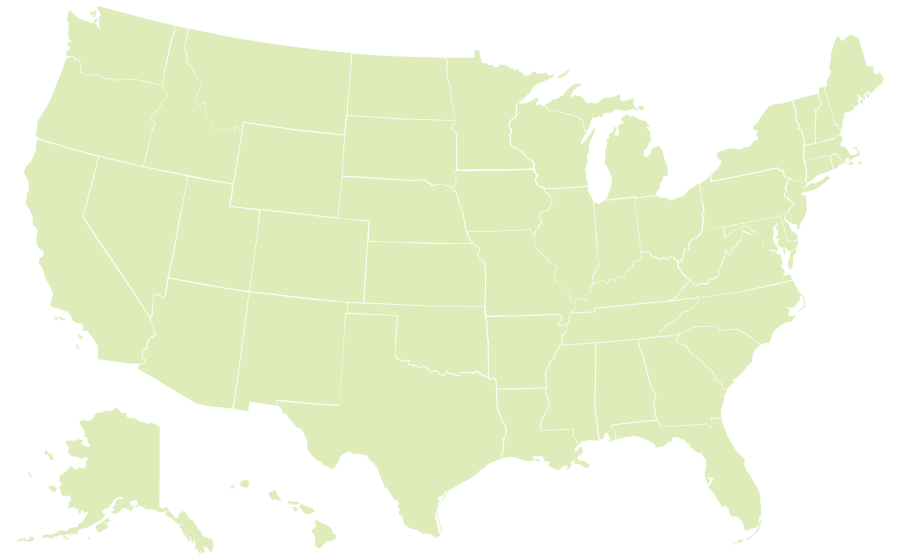
New York State Education Department

Following Hurricanes Irma and Maria in September 2017, New York used surveys to track students who were displaced by the hurricanes and provided accommodations and supports for these students.
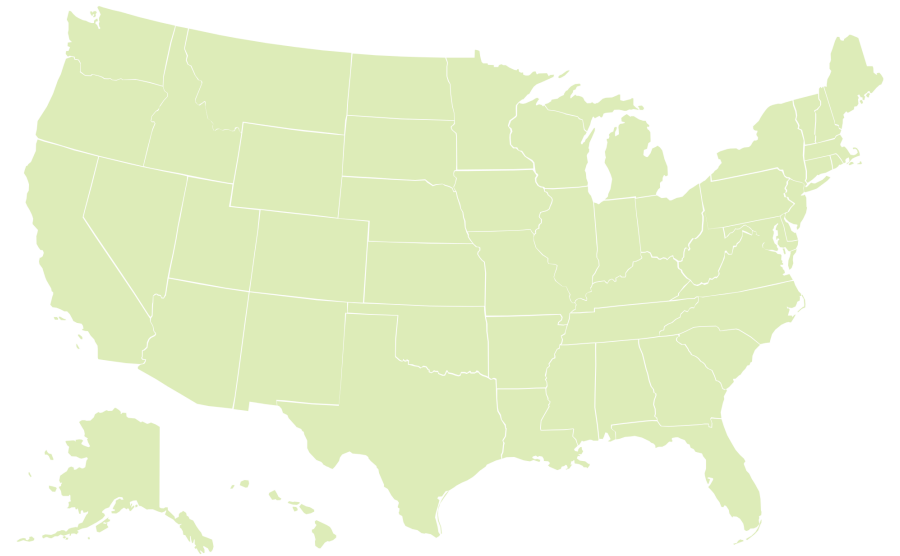
Meriden Public Schools, Connecticut

During the 2017-2018 school year, Meriden Public Schools enrolled close to 200 students who were displaced from Puerto Rico by Hurricane Maria and strived to meet their unique educational and social-emotional needs.
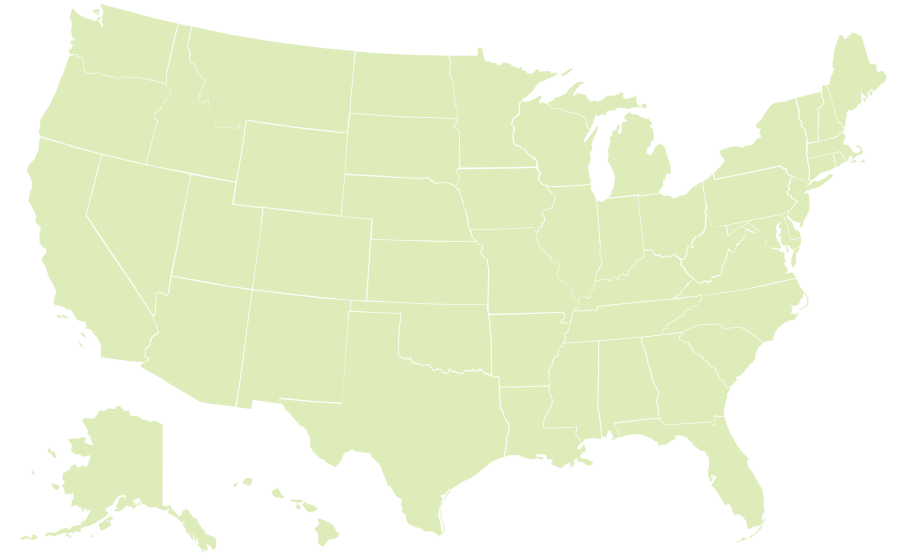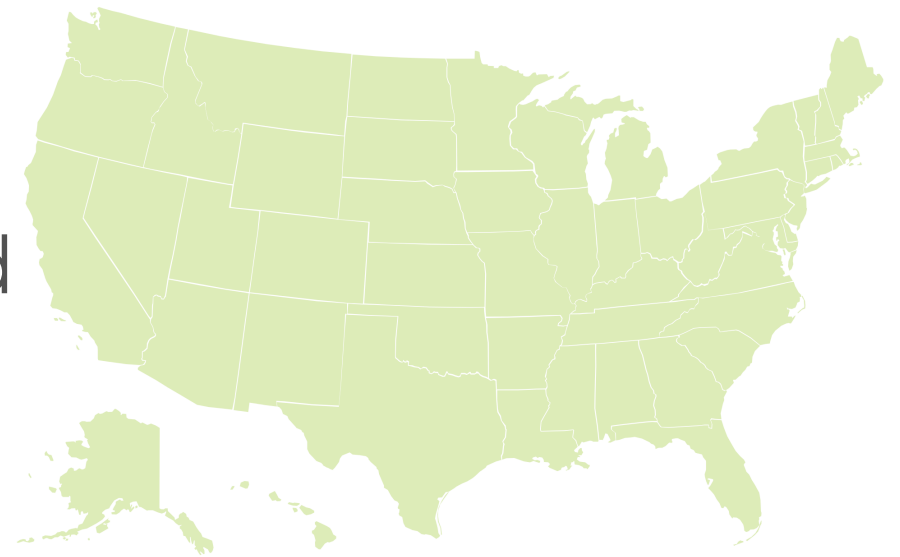
Hawaii State Department of Education

In 2018, the Kīlauea Volcano eruption and lava flows required effective coordination, communication, and training across multiple state and federal agencies.
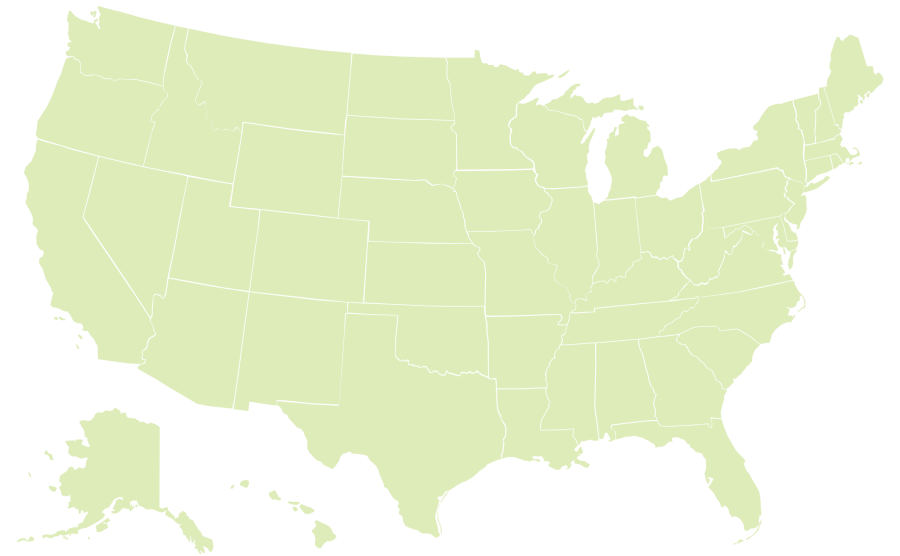
North Carolina Department of Public Instruction

In the wake of Hurricane Florence in 2018, North Carolina worked to reconcile differences in enrollment and attendance data reporting due dates. The state also passed several pieces of legislation to accommodate hurricane-related school closures and their subsequent impact on student membership data, which are used for funding purposes.

Crisis Data Management Working Group

Chair

Jan Petro, Colorado Department of Education

Members

Jon Bridges, Beaverton School District (OR)

Frank Cernik, North Carolina Department of Public Instruction

Stephen Gervais, San Bernardino City Unified School District (CA)

Terri Hanson, Texas Education Agency

Whitcomb Johnstone, Irving Independent School District (TX)

Ryan Kuykendall, DeSoto County Schools (MS)

Bradley McMillen, Wake County Public School System (NC)

Zenaida Napa Natividad, Guam Department of Education

James Richardson, Virgin Islands Department of Education

Julie Riordan, Regional Educational Laboratory—Northeast and Islands

Andre Smith, Florida Department of Education

Steve Smith, Cambridge Public Schools (MA)

Forum Resources

- For more information about the Forum, please visit
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http://nces.ed.gov/forum/publications.asp

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