



Civil Rights Data Collection Panel

Summer Forum 2017

Forum Joint Session

Monday, July 31, 2017

Panelists

- Steve Smith, Moderator
 - Cambridge Public Schools (MA)
- Janis Brown
 - Office for Civil Rights, U.S. Department of Education
- Linda Rocks
 - Bossier Parish School System (LA)
- Dede Conner
 - Kentucky Department of Education

Purpose

- Purpose of the panel: to provide updates on the Civil Rights Data Collection and present real-life reporting experiences from an LEA and also an SEA that reports almost 92 percent of the data for its LEAs (SEA participation is completely voluntary and not required)

The Civil Rights Data Collection

Janis Brown, Ph.D.
CRDC Program Manager
Office for Civil Rights

Overview and Purpose

- The Civil Rights Data Collection (CRDC), which began in 1968, is a biennial collection of district- and school-level data
 - The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey)
- The data are collected from every school district for all public schools within a district
- The CRDC is an important aspect of the Office for Civil Rights' overall strategy for administering and enforcing the civil rights statutes for which it is responsible
- The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels

Statutory Authority

- The CRDC data are collected pursuant to the 1979 Department of Education Organization Act, 20 U.S.C. § 3413(c)(1), and the Department's regulations implementing:
 - **Title VI** of the Civil Rights Act of 1964, *race, color, and national origin discrimination*, 34 C.F.R. § 100.6(b)
 - **Title IX** of the Education Amendments of 1972, *sex discrimination*, 34 C.F.R. § 106.71
 - **Section 504** of the Rehabilitation Act of 1973, *disability discrimination*, 34 C.F.R. § 104.61

- In addition, Every Student Succeeds Act (ESSA), Section 1111(h)(1)(c)(viii) of ESEA, requires state and local educational agencies to include information in their state and local report cards

Survey Population

- Historically, the CRDC has collected data from a sample of about 6,000 school districts across the nation
 - The 2009-10 CRDC was the last sample and it expanded the collection to include long-term, secure juvenile justice facilities
- Beginning with the 2011-12 school year, the CRDC has been universe collections that include approximately 17,000 school districts and 95,500 schools
- The CRDC collects data from all public school districts and schools that serve:
 - Students attending at least 50% of the day
 - More than 5 students for more than 60 cumulative days

Survey Population continued

A school includes:

- Public schools
- Charter schools
- Alternative schools
- Schools serving students with disabilities
- Juvenile justice facilities
- “State operated programs” in which the school district is responsible for providing educational services

Data Elements

Staffing & Resources

- Teacher Experience
- Teacher Absenteeism
- Teacher Certification
- School Counselors
- School-level Expenditures

Pathways to College & Career

- Early Childhood Education
- Gifted & Talented
- Algebra I Enrollment and Passing by grade
- Student Retention by grade

Discipline, Bullying or Harassment, Restraint & Seclusion

- Corporal punishment
- Suspensions: in-school and out-of-school
- Expulsions: with & without ed. services, zero tolerance
- Referrals to Law enforcement & School-related Arrests
- Instances of mechanical & physical restraint, and Seclusion
- Bullying or harassment on the basis of sex, national origin, and disability

College & Career Readiness

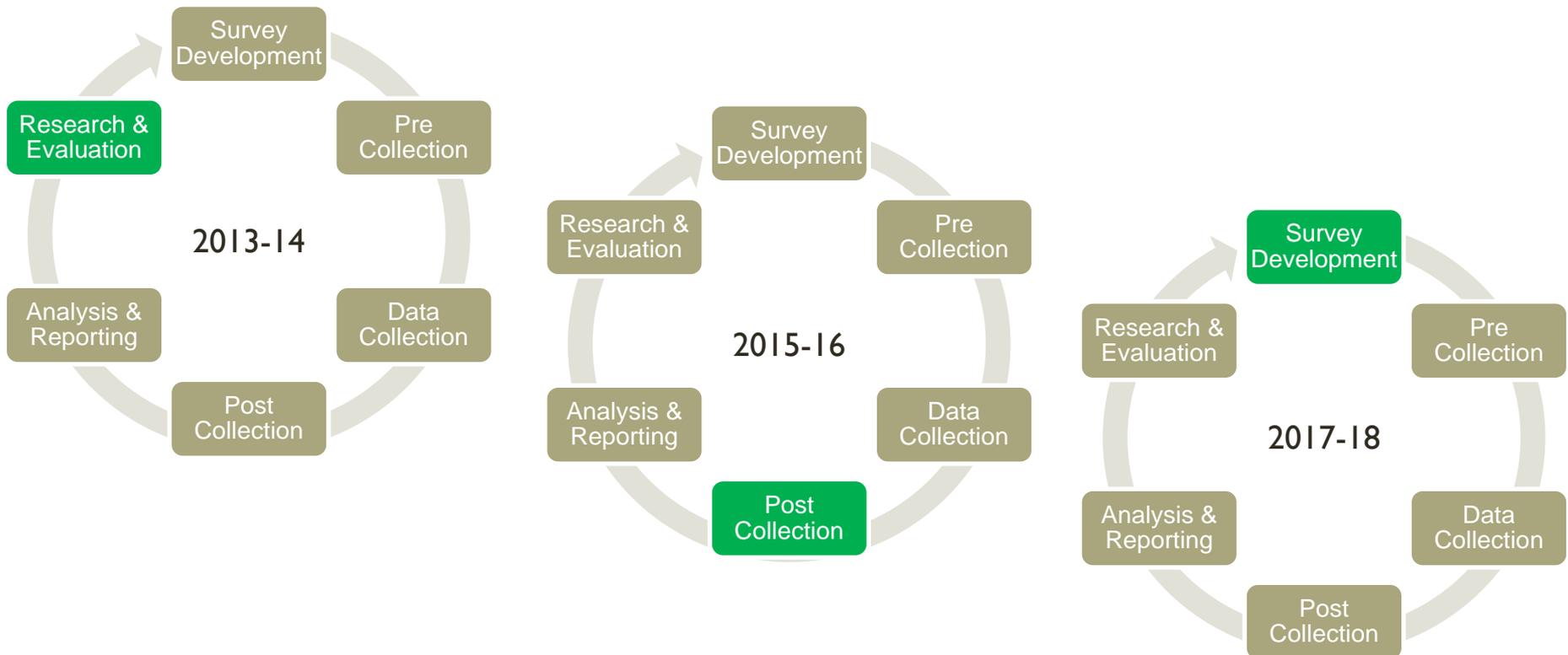
- Geometry: courses & enrollment
- Algebra II: courses & enrollment
- Other Advanced Mathematics: courses & enrollment
- Calculus: courses & enrollment
- Biology: courses & enrollment
- Chemistry: courses & enrollment
- Physics: courses & enrollment
- AP: Courses, Test-taking & Test-Passing
- IB Enrollment
- SAT/ACT

Enrollment & School Characteristics

- Overall Enrollment
- Preschool
- IDEA and Section 504
- Interscholastic Athletics
- Single Sex Classes

Most student count data are disaggregated by race/ethnicity, sex, English learner, and disability status.

CRDC Lifecycle – Current Status



2013-14 CRDC Status

- The 2013-14 CRDC data collection closed on December 31, 2015
 - 99 percent of school districts submitted and certified their data
- Data released
 - “First Look” Report and Data Files (June 7, 2016)
 - “Protecting the Civil Rights of Students in the Juvenile Justice System” Report (December 2016)
 - Civil Rights Coordinators webpage
 - OCR data reporting website (ocrdata.ed.gov)
- Other products released by ED partners
 - Chronic absenteeism Story Map (June 2016)
 - Corporal punishment Map (November 2016)
 - Data provided for Rethink Discipline (December 2016)
- *Upcoming release: State and National Estimations (Summer 2017)*

2015-16 CRDC Status -- Certification

LEA Did Not Start Submission	LEA Did Not Complete Submission	LEA Certified Submission	Total Number of LEAs
5	29	17,336	17,370
0.03%	0.17%	99.8%	

2015-16 CRDC Status – Partner Support Center

Source of Ticket	Number
Phone	9,592
Email	9,477
Outreach	3,323
Voicemail	591
Department of Education	1
Fax	2
TOTAL	22,986

2015-16 CRDC Status – Communities Website

GRADS360 Website	Total
Documents Viewed	133,041
Documents Downloaded	108,884

2017-18 CRDC Status

- Information collection package is in the 30-day OMB clearance process and a Federal Register Notice (<https://www.regulations.gov>) seeking input from the public was published on July 21, 2017
- Public comment period will end on August 21, 2017
- OCR is proposing the following material changes:
 - Add new items on computer science classes and school internet access
 - Re-introduce LEA-level overall student enrollment item
 - Drop chronic student absenteeism item
 - Drop Advanced Placement course exam results item and high school equivalency program exam results item

Bossier Parish School System

Linda Rocks

- My history with the CRDC
- Participant on the CRDC advisory panel via the Forum and OCR
- Vendor support for 2015-16
- Lessons learned

Instructions for Flat File

School Characteristics - 5 Racial and Ethnicity Category

Description of Variable Contents	Length	Format	Type	Start	End	Comments
Reporting Period	1	Full Justify	A	1	1	Always Key as "A"
School Form Record Type Identification Code	1	Right Justify	N	2	2	Always Key as "2"
LEA using the traditional race/ethnic breakdown (five categories)	1	Right Justify	N	3	3	Always Key as "5"
7 Digit LEAID LEA Identification Code	7	Full Justify	A	4	10	Use LEA IDs as Provided by ED - Include all leading zeros if applicable for your LEA.
5 Digit School Identification Code	5	Full Justify	A	11	15	Use School IDs as Provided by ED - Include all leading zeros if applicable to the school.
School Name	120	Left Justify	A	16	135	
School Address	120	Left Justify	A	136	255	
School City	60	Left Justify	A	256	315	
School State	2	Left Justify	A	316	317	
School Zip code	5	Left Justify	A	318	322	Include all leading zeros.
Prekindergarten	1	Full Justify	B	323	323	0 (zero) if not checked, 1 (one) if checked
Kindergarten	1	Full Justify	B	324	324	0 (zero) if not checked, 1 (one) if checked
Grade 1	1	Full Justify	B	325	325	0 (zero) if not checked, 1 (one) if checked
Grade 2	1	Full Justify	B	326	326	0 (zero) if not checked, 1 (one) if checked
Grade 3	1	Full Justify	B	327	327	0 (zero) if not checked, 1 (one) if checked
Grade 4	1	Full Justify	B	328	328	0 (zero) if not checked, 1 (one) if checked
Grade 5	1	Full Justify	B	329	329	0 (zero) if not checked, 1 (one) if checked
Grade 6	1	Full Justify	B	330	330	0 (zero) if not checked, 1 (one) if checked
Grade 7	1	Full Justify	B	331	331	0 (zero) if not checked, 1 (one) if checked
Grade 8	1	Full Justify	B	332	332	0 (zero) if not checked, 1 (one) if checked

New Option for an Excel Template

CRDC SY 2011-12 School Part 1 High & Combo.xlsx - Excel

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	A	B	C	D	E	F	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF		
1		School Information					School #3		School #4		School #5		School #6		School #7		School #8		School #9		School #10										
2		LEA 7 Digit NCES ID Code		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270		2200270	
3		School 5 Digit NCES ID Code		00112		00120		00127		00130		00132		00316		01993		00218		01057		ohunny Gray Jones Youth Shltr & Detention Cntr		Bossier Parish Technical School							
4		School Name		Airline High School		Bossier High School		Haughton High School		Parkway High School		LA New Tech @ Plain Dealing		Charlotte Ann Mitchell Educational Center		Butler Educational Complex															
22	14)	Grade 12		Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes		Yes		YES		YES		YES			
23	15)	Ungraded		No		No		No		No		No		No		No		No		No		No		NO		NO		NO			
25		SCH-0002																													
26		School Characteristics																													
28	1)	Does this school focus primarily on serving the needs of students with disabilities?		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO			
30	2)	Is this school either a magnet school or a school operating a magnet program within the school?		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO			
32	3)	Is this school a charter school?		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO		NO			
34	4)	Is this school an alternative school?		NO		NO		NO		NO		NO		NO		YES		YES		YES		YES		YES		YES		NO			
36	5)	Are any students in this school ability grouped for classroom instruction in math or English/reading/language arts?		YES		YES		YES		YES		YES		YES		NO		NO		NO		NO		NO		NO		NO			
38		SCH-0003																													
39		Magnet School Details																													
41	1)	Does the entire school population participate in the magnet school program?																													

SCH Form Part 1 Data Entry | SCH Form Part 1 Consolidated

Automatic csv File Generation

CRDC SY 2011-12 School Part 1 High & Combos.xlsx - Excel

File Home Insert Page Layout Formulas Data Review View Developer ACROBAT Tell me what you want to do... Sign in Share

Clipboard Font Alignment Number Styles Cells Editing

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1	E		2 2200270	00112	Airline Hi	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	1				
2	E		2 2200270	00117	Benton Hi	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0					
3	E		2 2200270	00120	Bossier Hi	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1				
4	E		2 2200270	00127	Haughton	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1				
5	E		2 2200270	00130	Parkway P	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1				
6	E		2 2200270	00132	LA New Te	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1				
7	E		2 2200270	00316	Charlotte	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	1	0	
8	E		2 2200270	01993	Butler Ed	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	0		1	0	0
9	E		2 2200270	00218	ohnny Gra	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0		0	1	0
10	E		2 2200270	01057	Bossier Pa	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0				
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SCH Form Part 1 Data Entry SCH Form Part 1 Consolidated

Optional Items : Required Items

32. Advanced Placement (AP) Other Subjects Indicator* NEW GUIDING QUESTION

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- * **"Other subjects"** include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in "other subjects."

Instructions

- Answer "Yes" if any student. Otherwise answer "No."

Question	Yes	No
Are any students at this school enrolled in AP subjects other than science and mathematics?		

33. Student Enrollment in Other Advanced Placement (AP) Subjects REVISED

Only for schools (with any grade 9-12, UG high school age students) enrolled in AP

Instructions

- Enter the number of students in grades 9-12 enrolled in at least one AP course in the subject area listed. Include ungraded high school age students in the count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (ID/PA)
Students enrolled in at least one AP course in subjects other than science and mathematics:										
Male										
Female										
Total										

34. Dual Enrollment Program* NEW FOR 2013-14 & 2015-16!

Only for schools/justice facilities with any grade 9-12, UG high school age students

- * **Dual enrollment/dual credit programs** provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the international Baccalaureate Diploma Programme.
- * Note: For 2013-14, this question will also be used to determine whether schools are presented with the optional question on students enrolled in dual enrollment programs (question #32).

Question	Yes	No
Does this school have any students enrolled in a dual enrollment/dual credit program?		

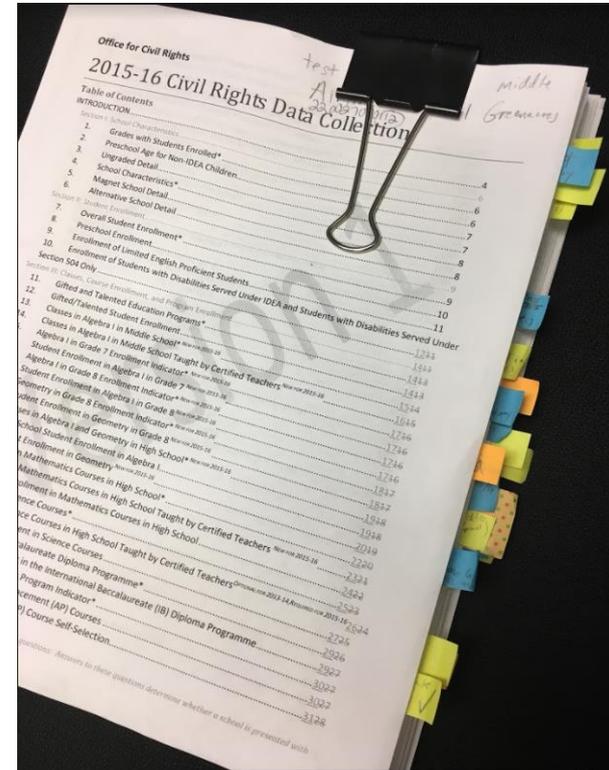
35. Single-Sex Academic Classes* CONTINUING FOR 2013-14 & 2015-16

Only for co-educational schools/justice facilities, grades K-12, UG

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Lessons Learned

- Use the support tools
- Scrutinize the questions and definitions
- Verify your vendor does likewise
- Scrutinize vendor results



Kentucky Department of Education

Dede Conner

Key considerations:

- Take advantage of previously collected data
- Reduce burden on districts

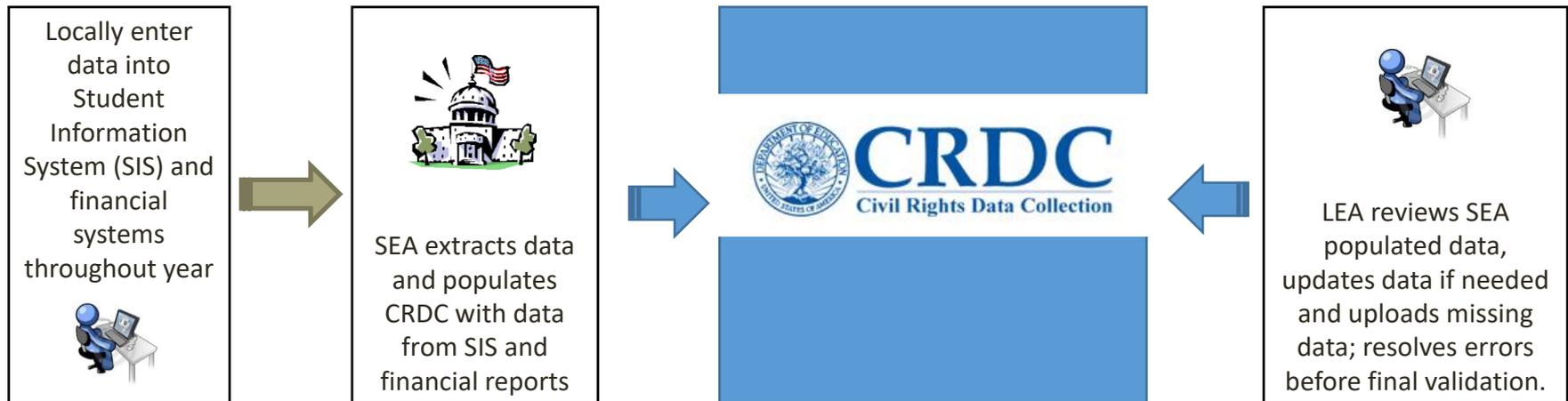
SEA Assistance – it's been a journey.

- 2011-12 – created adhoc reports for school/LEA use – primarily around courses
- 2013-14 – State assistance with reporting – prepopulated data
- 2015-16 – State assistance with reporting – prepopulated data

Communicate....Communicate.....Communicate

CRDC – Kentucky’s Approach

LEA & School data.....KDE creates file extracts and loads data to CRDC SystemLocal validation and data upload



State creates a state-specific timeline to allow time for local verification before school/LEAs begin loading data.

KY Feedback from 2015-16 Collection

- LEA staff working on CRDC:
 - Ranges from 1 person to 50
 - Average 2.5 working on CRDC; median 2.5
- Hours spent working on CRDC:
 - Ranges from 2 hours to 500 hours
 - Average 70 hours; median 40 hours.
- SEA assistance reduces local workload:
 - 50% by more than a week
 - 21% by 3-5 days
 - 17% by 2-3 days
 - 12% by a day or less

Kentucky Stats

Students:	655,000
LEAs:	173
Schools:	1,542

Benefits of SEA Help

- 1 week per LEA = 6,920 hours statewide.
- State effort minimal in comparison
- Reducing school/LEA burden – provides more time for local student/school support

KY Feedback from 2015-16 Collection

- *“It has helped tremendously that KDE populates the data. It is just an overwhelming report.” “KDE does a wonderful job helping with this beast.” “Thank you so much for what you do. I can't imagine doing this report without the data pulls. Just verifying the data takes hours upon hours.”*
- *“Continue the webinars, etc. to keep everyone informed.”*
- *“I would love to see this become a report that could be generated through KDE instead of having to be completed by the district. This report takes a huge amount of time to do correctly. Lots of resources are spent to complete this report every other year.”*
- *Perhaps not a data anomaly, but errors were created in the pre-population that were remedied simply by hand deleting. This would seem to be easily remedied so as not to take so much time with individuals at the district level just scrolling and clicking.*
- *The O/NA process is tedious. Why should I have to review preschool questions or even just flip through them for a high school or vice versa? This would have improved my "speed". Also, for already overworked employees it is difficult to hear that logging on very early or very late will allow one to move through fields/screens more quickly as the report is being done pretty much nationwide.*

KY Feedback from 2015-16 Collection

- *“Would like to know if there are specific results of all this data collection and how is the data used.”*
- *“This report really doesn't give us any usable information in my opinion.”*
- *“Our district is so small and the minority population is less than 2%, including African-American and Hispanic, it's a lot of time spent on a report that due to the previously mentioned, doesn't really effect the education of our students. Quite understandable for larger districts with multiple minorities, etc.”*
- *“This report takes a great deal of time. In order to do it correctly all data is checked, even though it is prepopulated. This report does not serve a purpose for our district. It does not assist us in educating students, which is our priority. I wish we could review the usefulness of this report in the future.”*

CRDC – Benefits to SEA

- Reduces burden on schools and LEA.
- Good public relations for SEA.
- Schools/LEAs see value in State having data and using it for purpose that benefits them.
- Data quality refinement – schools/LEA have opportunity to validate their data in CRDC – as issues with data quality arise, they can be addressed locally. Data quality improves as data is used.

KY CRDC – What’s Next

- Continue to refine data extracts – work with districts to find out what data they had to change –
 - District may have non-standard approach that needs to be reviewed
 - KDE may be able to modify ETL extracts to improve reporting and/or reduce errors.
 - Partner with finance area to expand reporting.
- Add additional adhoc/reports to reduce the burden on the validation process.
- CRDC data not already available will be added to School Report Card.

Each year it gets easier! We'll continue to assist in 2017-18 collection.

QUESTIONS?

Forum Guide to Reporting Civil Rights Data

- Available soon on the Forum website
- Conference session tomorrow, Tuesday, August 1 at 2:30 p.m. in the Pennsylvania Room



Thank You!