

# Civil Rights Data Collection

## 2013-14 Data Notes

### **About the CRDC Data**

The Civil Rights Data Collection (CRDC) is a biennial (*i.e.*, every other school year) survey required by the U.S. Department of Education's (Department) Office for Civil Rights (OCR) since 1968. Similar to the 2011–12 CRDC, the 2013–14 CRDC collected data from a universe of all public local educational agencies (LEA) and schools, including long-term secure juvenile justice facilities, charter schools, alternative schools, and schools serving students with disabilities.

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. The CRDC is also a longstanding and critical aspect of the overall enforcement and monitoring strategy used by OCR to ensure that recipients of the Department's Federal financial assistance do not discriminate on the basis of race, color, national origin, sex, and disability. OCR relies on CRDC data it receives from public school districts as it investigates complaints alleging discrimination, determines whether the Federal civil rights laws it enforces have been violated, initiates proactive compliance reviews to focus on particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others. In addition, the CRDC is a valuable resource for other Department offices and Federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data on student equity and opportunity.

### **Data Corrections**

OCR generally does not allow districts to make amendments to the data after the close of the collection. However, OCR recognizes that minor corrections to the data may be necessary. As part of the 2013-14 CRDC process, districts were allowed to submit data corrections for up to one year after the data submission period closed. A data correction is defined as revised data for a data element (e.g., enrollment numbers for female students).

Following is a summary of data corrections that were incorporated into the data. The following updates were made in the May 2017 data release.

- AppleTree Early Learning Public Charter School in Washington, DC made corrections to preschool expulsions.
- Atlanta Public Schools in Georgia made corrections to chronic student absenteeism.
- Barrington Community Unit School District 220 in Illinois made corrections to teacher absenteeism.
- Belton Independent School District in Texas made corrections to reported allegations of harassment or bullying.
- Columbia 93 in Missouri made corrections to chronic student absenteeism.

- Cypress-Fairbanks Independent School District in Texas made corrections to advanced placement enrollment, advanced placement exams, and SAT.
- Hawaii Department of Education made corrections to school characteristics, preschool enrollment, preschool suspensions, and expulsions.
- Mt. Diablo Unified in California made corrections to referrals to law enforcement and school-related arrests.
- New York City Public Schools in New York made corrections to chronic student absenteeism.
- Newton Unified School District in Kansas made corrections to referrals to law enforcement.
- Northland Preparatory Academy in Arizona made corrections to expulsions without educational services for students with disabilities.
- Perry Township Schools in Indiana made corrections to teacher absenteeism.
- Prince William County Public Schools in Virginia made corrections to teacher absenteeism.
- La Crosse School District in Wisconsin made corrections to chronic student absenteeism.
- Skokie School District 69 in Illinois made corrections to teacher absenteeism.
- Topeka Public Schools in Kansas made corrections to school-related arrests.
- Wisconsin Rapids School District (Lincoln High School) in Wisconsin made corrections to chronic student absenteeism.

There are other known issues with the 2013-14 CRDC data that were not addressed because the data correction was: a) received after the deadline, b) not received at all, or c) not approved. Data users should exercise caution when using these data. Following is a list of data issues that were NOT corrected in the data.

- Several districts in Ohio replicated student counts across suspensions and expulsions data.
- Hopewell Area School District (Beaver County Prison), Stroudsburg Area District (Stroudsburg High School), and Ridgway Area School District (Elk County Jail) in Pennsylvania informed OCR the reported days in regular school year and hours are incorrect.
- Humboldt Elementary School in Kansas informed OCR the number of school-related arrests is incorrect.
- Modoc Joint Unified School District in California informed OCR the number of school-related arrests is incorrect.
- Penfield School District (Penfield High School and Scribner Road Elementary School) in New York informed OCR the number of expulsions is incorrect.
- Prince George's County Public Schools in Maryland reported all schools as charter schools and reported offering no mathematics courses.
- Ritenour School District in Missouri informed OCR teacher absenteeism is incorrect.
- Tempe School District in Arizona informed OCR the indicator for LEA desegregation order or plan is incorrect.
- Waynesboro City Public Schools (Kate Collins Middle School) informed OCR chronic student absenteeism is incorrect.

- Yosemite Unified in California informed OCR teacher absenteeism is incorrect.

The state of Florida, on behalf of its school districts, corrected data it previously submitted to the 2013-14 CRDC. Following is a short description of the corrections that were made in the October 2016 data release.

- Algebra I Courses and Classes – Students who passed Algebra I in grades 9 – 12.
- Chronic Absenteeism – Students who were chronically absent.
- Corporal Punishment – Students with disabilities and English Learners who received corporal punishment.
- Expulsions – Students with disabilities and English Learners who received expulsions.
- Harassment and Bullying - Students who were disciplined for bullying or harassment. Students who were reported as harassed or bullied.
- Preschool – Preschoolers who received corporate punishment.
- Restraint and Seclusion – Students with disabilities and English Learners who were subjected to restraint or seclusion. Number of instances of restraint or seclusion subjected upon students with disabilities and English Learners.
- Retention – Students who were retained.
- School Support and Security Staff – first and second year teachers.
- Student Referrals and Arrests - Students with disabilities and English Learners who received referrals to law enforcement or school-related arrests.
- Suspensions – Students with disabilities and English Learners who received suspensions.

### **About the State and National Estimations**

The national and state estimations are based on data reported by the universe of U.S. public school districts. Data from school districts are self-reported. Despite being drawn from a universe of respondents, the submitted data may differ from their actual values due to the occurrence of measurement errors. Measurement errors are attributed to many sources, including definitional difficulties, the inability of respondents to provide accurate data, differences in the interpretation of questions, errors made in collection (e.g., in recording or coding the data), and errors made in estimating values for missing data. Data quality control and edit procedures were used to reduce errors. However, users should carefully consider the caveats for analyzing the state and national estimations included in this document.

### **Race and Ethnicity**

School districts reported data using the seven race and ethnicity categories (American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, White, and Two or More Races). For more information on the Department's guidance regarding race and ethnicity categories, please visit <http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html>.

### **Response Rates**

Traditionally the CRDC has achieved very high overall response rates. The response rate for the 2013-14 collection was 99.5% of public school districts. Additionally, for the state and national tables, a school response rate is provided for each table. The school response rate is the percentage of schools reporting data for the table.

An important consideration for response rates is that the reporting process for 2013-14 required all school and districts respond to each question on the CRDC prior to certification. Null or missing data prevented a school district from completing their CRDC submission to the Office for Civil Rights. Therefore, in cases where a school district may not have complete data, some schools or districts may have reported a zero value in place of a null value. It is not possible to determine all possible situations where this may have occurred. As such, it may be the case that the item response rates may be positively biased. For the large majority of CRDC data elements the rate of item missing data ranged from 0-5% of reported values.

### **Privacy Protection**

To ensure the protection of privacy while meeting the purposes of the CRDC, state-level estimates were privacy protected by applying perturbation at the lowest level of disaggregation (for many data elements this is the cross-tabulation of race/ethnicity and sex). Perturbation, where applied, involved the addition or subtraction of 1 while preserving true zeros. The rate of perturbation was low for all cases but was somewhat higher for data values less than or equal to 10. Exact perturbation rates are confidential and cannot be disclosed. Totals were recalculated to account for perturbation, and variation in state totals from the original totals was minimized, however some small inconsistencies in the data may remain.

### **Calculation of State and National Totals**

As mentioned, the privacy protection routine allows for the disclosure of true zeros for most CRDC data questions. For those questions, totals that are true zeros are published as zeros and counts of 1, 2, and 3 are published as “1 to 3” (bottom-coding). Bottom-coding was applied at the lowest level of disaggregated state-level data. For the CRDC questions that do require the protection of true zeros (Algebra I passing, AP exam passing, etc.), counts of 0, 1, 2, and 3 are published as “≤3”. To prevent disclosure of a bottom-coded true value by deduction, relevant total row and column counts were calculated using a randomly assigned value within the published range.

### **Data Considerations and Cautions**

Users should exercise caution when comparing the number of students enrolled in Algebra I to the number of students passing Algebra I. The data on the number of students enrolled in Algebra I was collected from the Fall of 2013, while the number of students passing Algebra I was collected at the end of the 2013-14 school year. Due to changes in enrollments over the school year, the count for enrollment and passing may not cover the exact same set of students.

Care must be taken in comparing estimations for various student populations because some of the difference may not be attributable to the education system. Some of the difference may be due to measurement error.

### **Limitations of CRDC Data**

OCR strives to ensure CRDC data are an accurate and comprehensive depiction of student access to educational opportunities in school districts. The submission system includes a series of embedded edit checks to ensure significant data errors are corrected before the district submits its data. Additionally, each district is required to certify the accuracy of its submission. Only a district superintendent, or the superintendent’s designee, may certify the CRDC submission. Ultimately, the quality of the CRDC data depends on accurate collection and reporting by the participating districts.

Some inconsistencies may still remain in the data file. Users should be aware that outliers in the data file may be a function of districts misreporting data. For example, outliers in the data on single-sex classes may be due to reporting the number of students enrolled in single-sex classes rather than the number of single-sex classes. All known data anomalies are noted in the data documentation.

For more information about the CRDC, please visit:  
<http://www2.ed.gov/about/offices/list/ocr/data.html>

**Contact Information**

If you have any comments or questions concerning the use of CRDC data, please write to:

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