Back to School with Civil Rights

Presented by:
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Stephanie Miller, CRDC Team Leader
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Agenda

- Overview
- Data Highlights in Discipline
- Accessing the Data
- Resources
- Questions
Overview
The Civil Rights Data Collection (CRDC) covers nearly every public school (pre-K – 12th grade) in all 50 states, D.C., and Puerto Rico.

It measures factors that impact education equity and opportunity for students, including student access to courses, programs, resources, instructional and other staff — and school climate factors, such as student discipline.

Its purpose is to monitor how schools are meeting their responsibility to provide equal educational opportunities to students regardless of race/ethnicity, English learner, sex, or disability.

It is part of OCR’s overall strategy for administering and enforcing civil rights statutes that prohibit discrimination based on race, color, national origin, sex, and disability.
The CRDC is a mandatory data collection, authorized under the following statutes and regulations:

- Title VI of the Civil Rights Act of 1964,
- Title IX of the Education Amendments of 1972,
- Section 504 of the Rehabilitation Act of 1973, and
The CRDCs from 2011-12 onward were universe collections that included approximately 17,000 school districts and approximately 95,500 schools.
  • Prior to the 2011-12 collection, most collections were samples.

Puerto Rico was added to the CRDC beginning with the 2017-18 data collection.

The CRDC includes:
  • Public schools, charter schools, alternative schools, schools serving students with disabilities, and juvenile justice facilities,
  • Juvenile justice facilities that serve more than 5 students who stay for more than 60 cumulative calendar days.
  • Schools where students attend 50% or more of the school day, and
  • “State operated programs” in which the school district is responsible for providing educational services.
Data Users

- **Office for Civil Rights**
  - Complaint Investigations
  - Technical Assistance
  - Compliance Reviews

- **Offices across the U.S. Department of Education**
  - Office of English Language Acquisition: Evaluation and technical assistance
  - Office of Planning, Evaluation and Policy Development: State equity profiles
  - Office of Elementary and Secondary Education: School improvement

- **Department of Justice**
  - Joint and related civil rights enforcement activities

- **Researchers, School Districts, Advocates, and the Public**
CRDC Lifecycle – Current Status

- **Survey Development**
- **Pre Collection**
- **Data Collection**
- **Post Collection**
- **Analysis & Reporting**
- **Research & Evaluation**

**2017-18**
- **Survey Development**
- **Pre Collection**
- **Data Collection**
- **Post Collection**
- **Analysis & Reporting**
- **Research & Evaluation**

**2020-21**
- **Survey Development**
- **Pre Collection**
- **Data Collection**
- **Post Collection**
- **Analysis & Reporting**
- **Research & Evaluation**

**2021-22**
- **Survey Development**
- **Pre Collection**
- **Data Collection**
- **Post Collection**
- **Analysis & Reporting**
- **Research & Evaluation**
Data Elements for 2017-18

**Staffing & Resources**
- Teachers
- Teacher Experience
- Teacher Absenteeism
- Teacher Certification
- School Support Staff
- School-level Expenditures

**Enrollment & School Characteristics**
- Overall Enrollment
- Preschool
- IDEA and Section 504
- Interscholastic Athletics
- Single Sex Classes

**School Climate**
- Corporal Punishment
- Suspensions: in-school and out-of-school
- Expulsions: with & without ed. services, zero tolerance
- Referrals to Law Enforcement & School-related Arrests
- Students Subjected to and Instances of Mechanical Restraint, Physical Restraint, and Seclusion
- Harassment or Bullying on the Basis of Sex, Race/Color/National Origin, and Disability

**College & Career Readiness**
- Algebra I: classes, enrollment, course passing
- Geometry: classes & enrollment
- Algebra II: classes & enrollment
- Advanced Mathematics: classes & enrollment
- Calculus: classes & enrollment
- Biology: classes & enrollment
- Chemistry: classes & enrollment
- Physics: classes & enrollment
- Computer science: classes & enrollment*
- AP: courses & test-taking
- IB Enrollment
- SAT/ACT test-taking

**Pathways to College & Career**
- Early Childhood Education
- Gifted & Talented
- Student Retention by Grade

*Data elements were optional for 2017-18 but required for 2020-21.
Status of the 2017-18 CRDC

- **June 2019** – The submission window closed to districts.
  - The response rate was 99.8% of school districts.
  - This includes 17,604 school districts and 97,632 schools.
- **October 2020** – The initial data were released.
  - Along with the data, two issue briefs were published:
    - The Use of Restraint and Seclusion on Children with Disabilities in K-12 Schools
    - Sexual Violence in K-12 Schools
- **May 2021** – The final (corrected) data were released.
- **June 2021** – State and National Estimations were released.
2020-21 CRDC Schedule

- **June 2021** – Partner Support Center opened for technical assistance.
- **October 2021** – Registration process begins.
- **December 2021** – Data submission period opens.
- **February 2022** – Data submission period closes.
- **Spring 2022** – Post-collection data quality reviews begin.
- **2023** – Data release.
The 2020–21 CRDC includes many of the data elements that were previously collected by the 2017–18 CRDC.

Computer science data elements and Internet access and devices data elements that were optional for the 2017–18 CRDC, are now required for the 2020–21 CRDC.

**New and Required**
- Number of preschool students who received one or more out-of-school suspension (disaggregated by race, sex, disability- IDEA, EL).

**New and Optional**
- Number of reported allegations of harassment or bullying of K-12 students on the basis of perceived religion (disaggregated by religion type).
- Number of documented incidents of rape or sexual assault committed by a student or school staff member.
- Number of allegations of offenses that occurred at the school against a school staff member.

For a complete list of all 2020–21 CRDC data elements, go to https://crdc.ed.gov.
Data Highlights in Discipline
In 2017-18, 50.9 million students attended public schools in the 50 states, Washington, D.C., and Puerto Rico.

**Boys:** 26,171,327 (51%)  
**Girls:** 24,750,697 (49%)

**Students with Disabilities**: 8,108,190 (16%)  
**English Learners:** 5,296,940 (10%)

**Number of school districts:** 17,604  
**Numbers of schools:** 97,632

*“Students with Disabilities” include students served under the Individual with Disabilities Education Act and students served only under Section 504 of the Rehabilitation Act of 1973.

Understanding the enrollment is quite important when looking at disparities or disproportionalities.

Disproportionality refers to a group’s representation in a particular category that does not meet the expectations for that group.

Disproportionality is manifested as an over-representation or under-representation of a specific group relative to the presence of the group in the overall student population.

**Over-representation** in terms of disproportionality, usually we are talking about negative outcomes, such as suspensions, expulsions, restraints, seclusions, etc.

**Under-representation** in terms of disproportionality, usually we are talking about positive outcomes, such as access to STEM courses or enrollment in AP courses.
### Table 1. Percentage distribution of preschool out-of-school suspensions and expulsions, by race/ethnicity, 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Hispanic or Latino of any race</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Black or African American</th>
<th>White</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>29.3</td>
<td>1.1</td>
<td>4.1</td>
<td>0.2</td>
<td>18.2</td>
<td>43.0</td>
<td>4.1</td>
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<td><strong>Suspensions</strong></td>
<td>11.0</td>
<td>1.7</td>
<td>0.4</td>
<td>0.1</td>
<td>43.3</td>
<td>37.0</td>
<td>6.5</td>
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<tr>
<td><strong>Expulsions</strong></td>
<td>17.6</td>
<td>0.3</td>
<td>0.0</td>
<td>0.3</td>
<td>38.2</td>
<td>37.6</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Preschool children with disabilities who received special education services under the Individuals with Disabilities Education Act (IDEA) represented 22.7 percent of the preschool enrollment but accounted for 23.6 percent of out-of-school suspensions and an alarming 56.9 percent of expulsions.
Table 2. Percentage distribution of K-12 exclusionary discipline, by race/ethnicity and sex, 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Hispanic or Latino of any race</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Black or African American</th>
<th>White</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>13.9</td>
<td>0.5</td>
<td>2.6</td>
<td>0.2</td>
<td>7.7</td>
<td>24.4</td>
<td>1.9</td>
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<td>In-School Suspensions</td>
<td>15.8</td>
<td>0.9</td>
<td>0.8</td>
<td>0.2</td>
<td>20.1</td>
<td>28.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>15.3</td>
<td>1.0</td>
<td>0.9</td>
<td>0.3</td>
<td>24.9</td>
<td>24.9</td>
<td>3.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>15.8</td>
<td>0.9</td>
<td>0.6</td>
<td>0.2</td>
<td>25.9</td>
<td>26.5</td>
<td>2.7</td>
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<tr>
<td>Referrals</td>
<td>17.7</td>
<td>1.1</td>
<td>1.2</td>
<td>0.3</td>
<td>18.8</td>
<td>27.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Arrests</td>
<td>18.5</td>
<td>1.1</td>
<td>0.8</td>
<td>0.6</td>
<td>20.6</td>
<td>25.2</td>
<td>2.6</td>
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<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>13.3</td>
<td>0.5</td>
<td>2.5</td>
<td>0.2</td>
<td>7.4</td>
<td>22.9</td>
<td>1.9</td>
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<tr>
<td>In-School Suspensions</td>
<td>7.4</td>
<td>0.4</td>
<td>0.2</td>
<td>0.1</td>
<td>11.2</td>
<td>10.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>6.4</td>
<td>0.4</td>
<td>0.2</td>
<td>0.1</td>
<td>13.3</td>
<td>7.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Expulsions</td>
<td>5.6</td>
<td>0.3</td>
<td>0.2</td>
<td>0.1</td>
<td>11.8</td>
<td>8.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Referrals</td>
<td>8.0</td>
<td>0.6</td>
<td>0.4</td>
<td>0.1</td>
<td>9.9</td>
<td>10.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Arrests</td>
<td>8.0</td>
<td>0.6</td>
<td>0.3</td>
<td>0.3</td>
<td>11.0</td>
<td>9.2</td>
<td>1.2</td>
</tr>
</tbody>
</table>

K-12 Discipline by Disability

K-12 students with disabilities who received special education services under IDEA were disproportionately disciplined. While they represented 13.2 percent of student enrollment, students with disabilities were 21.3 percent of in-school suspensions, 25.4 percent of the out-of-school suspensions, 22.3 percent of the expulsions, 27.1 percent of referrals to law enforcement, and 26.8 percent of school-related arrests.
Accessing the Data
Downloadable Data File

LEA-level Files
- Distance Education
- High School Equivalency GED
- LEA Characteristics

School-level Files
- Advanced Mathematics
- Advanced Placement Optional Elements
- Advanced Placement Required Elements
- Algebra I
- Algebra II
- Biology
- Calculus
- Chemistry
- Computer Science
- Corporal Punishment
- Credit Recovery
- Dual Enrollment
- Enrollment
- Expulsions
- Geometry
- Gifted and Talented
- Harassment and Bullying
- International Baccalaureate
- Internet Access and Devices
- Justice Facilities
- Offenses
- Physics
- Referrals and Arrests
- Restraint and Seclusion
- Retention
- SAT and ACT
- School Characteristics
- School Expenditures
- School Support
- Single-sex Athletics
- Single-sex Classes
- Suspensions
- Transfers

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Data Website (ocrdata.ed.gov)
Data Analysis Tools

Comparison Graphs and Data
Select up to 12 schools, districts and/or states and view and compare data elements

Examples:
* For 10 schools, a district and a state, compare the in-school suspension rates for black students
* Compare the multiple out-of-school suspension rates for LEP students across 10 districts in a state
* Additional assistance is available through this tutorial

Detail Graphs and Data
Select up to 2 schools, districts or states and compare detailed data elements

Examples:
* For two districts, compare single out-of-school suspension rates for students, by race/ethnicity
* Examine one school’s expulsion rates for students, by disability status
* Additional assistance is available through this tutorial

Outcome Rate Calculator
Select up to 250 schools or districts and view and sort outcome rate calculations

Examples:
* For 100 districts, view the out-of-school suspension rates for all students and by race/ethnicity
* For 10 schools, view how much greater or lesser expulsion rates are for non-white students compared to white students
* Additional assistance is available through this tutorial
Resources
Important Websites

• Federal websites for formal public comments: www.federalregister.gov & www.regulations.gov

• CRDC Resource Center: https://crdc.communities.ed.gov

• CRDC Data and Reporting Site: http://ocrdata.ed.gov

• ED OCR CRDC Site: http://crdc.ed.gov

CRDC Contact

• ED OCR CRDC Customer Service Help Desk: ocrdata@ed.gov
Questions