Civil Rights Data Collection (CRDC)

Webinar: Using the Data in Local Work
June 28, 2018

Liz Olsson ♦ NAACP Legal Defense Fund
Harold Jordan ♦ ACLU Pennsylvania
Amir Whitaker ♦ ACLU SoCal Attorney & UCLA Researcher
I. **Introduction - Liz**
   - Why CRDC and how to use as an advocacy tool?

II. **Overview of CRDC website and accessing local info - Harold**
   - Accessing Local Information
   - Charts/diagrams that can be generated

III. **Analyzing and Understanding the Data – Amir**
   - Data flaws and issues
   - Data analysis tips
   - Publication preview
   - National and state analysis

IV. **Closing and Next Steps – Liz**
   - Collection of issues (e-mail to Liz at eolsson@naacpldf.org)
   - ESSA data requirements and timeline
Intro to CRDC and Local Work

Liz Olsson
NAACP Legal Defense Fund
What is the CRDC?

- The U.S. Department of Education (ED) conducts the Civil Rights Data Collection (CRDC) to collect data on key education characteristics of school districts.

- Office of Civil Rights (OCR) collects the data to ensure that districts are meeting their civil rights obligations.

- Conducted usually every two years.
  - Current data is for 2015-2016
  - The next data collection will be for 2017-2018.

- Data on individual schools and districts.
What is the CRDC?

- Covers a number of school characteristics, like:
  - Access to Advanced Placement courses, Math and Science courses,
  - SAT/ACT tests,
  - Preschool programs,
  - Percentage of first-year teachers,
  - Enrollment demographics, and
  - Discipline.

- Data is disaggregated by race/ethnicity, sex, limited English proficiency, and for students with disabilities and students without disabilities.
Why CRDC Matters?

- It matters more than ever – it is connected to ESSA
- CRDC is a tool for members to use in their local work
- Reveals school climate disparities related to discipline, restraint and seclusion, retention, and bullying
- Tracks personnel and non-personnel expenditures
- Can be used to check that data is being reported accurately
- Gives State/National estimations
What new info is in the 2015-2016 CRDC?

Several elements were optional for 2013-2014 but required for 2015-2016, including:

- Number of incidents of violent and serious crimes
- Number of school days missed by students who received out-of-school suspensions
- Number of students transferred to alternative schools
- Number of instances of corporal punishment PreK-12
- Number of allegations of harassment or bullying on basis of sexual orientation or religion
- Number of FTEs for psychologists, social workers, nurses, security guards, and SROs

Additional elements included data on school characteristics, early childhood education, college and career readiness, & school staffing/resources.
Local issues with reporting + definitions

- Local districts do not always report data accurately to OCR.
- If a district fails to report certain data, a zero will appear.
- There may also be cases where the data on the OCR website does not match the data you can access locally. One reason may be different rounding of numbers attempting to maintain privacy.
- Some districts may not accurately report particular disciplinary categories because the way OCR defines a category does not match the district’s definition.
Holding Districts Accountable

- Schools and districts can be held accountable if you know that the data reported is incorrect, and you have documentation to prove otherwise.
- For example, in Holmes County Mississippi:
  - During the previous data collection, it was reported that no students were referred to Law Enforcement; but through Nollie Jenkins Family Center’s organizing we had evidence that at least four students had been referred.
  - With regards to school-related arrest, data from the previous collection reported a lower number than actual in elementary, middle and high schools.
Questions

Any questions so far?
HOW TO: Explore the OCR Website

Harold Jordan
ACLU Pennsylvania
OCR website has evolved over time

Features added in 2016:
- Data Analysis Tools - 3 tools that automate the process of making calculations and comparisons
- Discipline Report – but does not include arrests & assignment to alternative schools
- But some tools do not yet use the 2015-16 data
- And some tools use data only for school-administered discipline (suspensions, etc.), not police-administered discipline (arrests)

“School and District Search” and “Detailed Data Tables” display the most complete discipline data
Four Approaches to Accessing Data

HOW TO: Explore the District Data Summaries from Office for Civil Rights

Go to ocrdata.ed.gov
1. Use School and District Search
   ✓ Access to complete data w/visuals

2. Use Detailed Data Tables
   ✓ Displays all categories of discipline data in tables
   ✓ #s and %s can be downloaded in Excel, CSV, or PDF
   ✓ Best choice for the data hound, but you must do the math

3. Use OCR’s Data Analysis Tools
   ✓ But only the Outcome Calculator uses 2015 data (so far)
   ✓ Not all tools report arrest trends

4. Use Discipline Report
   ✓ Easy and quick snapshot with helpful line graphs
   ✓ Does not report arrest and alternative schools data
   ✓ Displays suspensions by race and gender in a unique way
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
Data Analysis Tools in a Nutshell

Comparison Graphs and Data

- Compare up to 12 individual schools, districts (or LEAs), or states
- For each one, rates are also compared to national rates for that category of discipline
- You have the option of generating a bar graph (default) or a table
- You can export data in Excel (from table option)
- BUT No 2015-16 data yet
Detail Graphs and Data

- Similar to comparison graphs and data
- Limited to comparing two schools, districts (or LEAs), or states
- A much more detailed comparison (includes subcategories and interactive options)
- But does not allow you to compare to national rates
- You have the option of generating a bar graph (default) or a table
- You can export data in Excel (from table option)
- BUT No 2015-16 data just yet
Outcome Calculator

- Includes 2015-16 data
- Allows you to compare rates of ethnic/racial groups vs. whites
- Can select up to 250 schools or districts (LEAs)
- Reports OSSs and expulsions, not law enforcement data
- Generates tables only (no graphs)
- Can export table into Excel
Lesson 1 – School/District Search

Click to find your district

District name
Lesson 1 – School/District Search

Click here to get arrest data.
Lesson 1 – School/District Search

Click for table
Lesson 1 – School/District Search

Voila! Arrest table for students w/ disabilities

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrollment with disabilities (District)</th>
<th>Students in Category (District)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>0.0 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Ind/AK Nat</td>
<td>0.0 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Nat</td>
<td>0.0 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Asian</td>
<td>2.7 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Black</td>
<td>64.2 %</td>
<td>100.0 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.8 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Nat</td>
<td>0.0 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Hi/Pac Isl</td>
<td>0.8 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Two or More</td>
<td>27.4 %</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>0.0 %</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

Table of Discipline of Students with Disabilities - School Related Arrest

- % of IDEA Students Subjected to School Related Arrest
- Compared to enrollment of students with disabilities, what is the race/ethnicity, sex, and IEP/disability status of students with disabilities who received a school related arrest?
- Of the total students with disabilities enrolled in the district, what proportion received a school related arrest?
Lost Class Days Due to Suspension (new)
Lesson 2 – Discipline Report
Lesson 2 – Discipline Report

Select by district or school name.
Lesson 2 – Discipline Report

or search by criteria, such as black females suspended >20%
Lesson 2 – Discipline Report

Viewing suspensions by race & gender
HOW TO: Analyzing and Understanding the Data

Amir Whitaker
ACLU SoCal
UCLA Researcher
DATA FLAWS AND ISSUES IN 15-16

- There are a total of 608 juvenile justice facilities in the data collection. Due to a system error, over 400 of those facilities were not able to completely report data for data elements in the juvenile justice module. A data element that should have been reported (but was not) is identified with a -7 in the data file.

- A reserve code of -5 is used to indicate that an LEA is unable to report all required data elements in the current collection, but will be able to report those data elements in the future (action plan). Every data element related to the action plan should have a -5 in the data file. Due to a system issue, LEAs can have a mix of -5s and data values. The most common scenario is where there are -5s and 0s for those data elements related to the action plan.

- The Sworn Law Enforcement Officers indicator question was inadvertently carried over from the 2013-14 data collection and displayed in the submission tool for 2015-16. This carryover caused a reporting issue with the SCH_FTESECURITY_LEO data element. Although the data element was required for all schools, the data element was skipped for over 69,000 of those schools. A -9 in the data file for the SCH_FTESECURITY_LEO

- Hawaii and Florida...again
- Problematic federal interpretations
ANALYZING AND UNDERSTANDING DATA

- **Risk** = absolute values (the percentage of students suspended at least once).
- **Risk difference** = absolute differences. Subtract the highest group from the lowest.
- **Risk Ratio and Composition Index** - useful for conveying the injustices. They are purely relative measures, they are **not recommended for comparing schools or measuring progress**. They **DO NOT** not reveal whether the underlying risk for suspension is high or low.
- **Composition index** - compares the composition of the enrollment to the composition of a comparison group (students suspended). **MAY NOT** work for schools/districts primarily serving students of color.
Which District was Highest Suspending For Blacks? Which had the largest Racial Gap?

<table>
<thead>
<tr>
<th>County</th>
<th>Black Risk %</th>
<th>White Risk %</th>
<th>Racial Gap</th>
<th>Composition Variance For Highest Group</th>
<th>Black to White Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore City</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>11%</td>
<td>4.0</td>
</tr>
<tr>
<td>Dorchester</td>
<td>17</td>
<td>6</td>
<td>11</td>
<td>68%</td>
<td>2.4</td>
</tr>
<tr>
<td>Montgomery</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>132%</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Analysis Tip: Translate to Class Time

**SUSPENDED OPPORTUNITIES**

There were **58,322** suspensions in **MIAMI-DADE PUBLIC SCHOOLS**
(25,819 Outdoor and 32,503 Indoor Suspensions in the 2013-14 school year. Data available at www.dadeschools.net)

**THAT IS...**

1,625 SUSPENSIONS EACH WEEK
325 SUSPENSIONS EACH DAY
1 SUSPENSION EACH MINUTE OF CLASS
Analysis Tips: Report Cards

VIDEO LINK: https://www.youtube.com/watch?v=KAxREnI0NZk
Analysis Tips: Report Cards

**EQUITY AND SCHOOL OUTCOMES:**
(All information in this section is from the 2015 calendar year and 2014-15 school year.)

The ratio of students per counselor in California averages **792:1**, ranking the state among the lowest in the nation.

The ratio of students per counselor in Stockton Unified averages even lower, at **850:1**.

42% of students in California graduated with UC/CSU required courses.

35% of students in Stockton Unified graduated with UC/CSU required courses.

Every year, **THE DISTRICT RECEIVES FUNDS FROM THE STATE** that are earmarked to benefit English Learner, Low-Income, and Foster Youth students.

For the 2016-2017 school year, the District spent nearly **$3 MILLION** of those dollars to **FUND SCHOOL POLICE**.

---

**SCHOOL DISCIPLINE:**
(All information in this section is from the 2013-2014 school year.)

- **24.7%** of all out-of-school suspensions were of Black students.
- **20%** of expulsions were of Black students.
- **9%** of all students with disabilities who received one out-of-school suspension were Native American or Alaskan Native students.
- **42%** of Native American or Alaskan Native students with disabilities received at least one out-of-school suspension.
- **27.5%** of all students with disabilities who received one out-of-school suspension were Black students.

**SCHOOL ARRESTS:**
(All information in this section is from July 2012 through November 2016.)

Black students are **more than 2X as likely** as white students to be arrested or cited by school police.

Black students with disabilities in the District are **more than 2X as likely** as white students with disabilities to be arrested or cited by school police.

Black students were **over 3X more likely** to be arrested or cited for the vague and subjective offense of “disturbing the peace” than every other student group in the District.

Black students in the District were arrested and cited for truancy at **about 2X the rate** of white students.

The data referred to here was for the most recent year we were able to find within each category, and was drawn from three main sources: the California Department of Education Dataquest website, http://data1.cde.ca.gov/dataquest/; the U.S. Department of Education Civil Rights Data Collection, http://ocrdata.ed.gov/; analysis of data for the years 2012-2016 that was received by the ACLU of Northern California from Stockton Unified School District pursuant to the Public Records Act; and Kidsdata.org, a program of Lucile Packard Foundation for Children’s Health, http://www.kidsdata.org/topic/126/pupporthandicap-type/?tablefmt=23911&loc=2,12856&df=84&ch=276,278,280,277,279,807,1136,1204&actionColumnId=6&sortType=asc.

CREATED BY THE STOCKTON EDUCATION EQUITY COALITION
Analysis Tips: Include Solutions and Citations
DASHBOARD AND PUBLICATION PREVIEW
ESSA data requirements and timeline

- ESSA requires states and districts to publish discipline data reported under the CRDC on annual report cards.
- These report cards must be posted on state and district websites.
- Make sure this data is on report cards!
Possible Next Steps and Closing

- Compile and report issues about accuracy of local data
  - Can send issues to Liz at eolsson@naacpldf.org

- Advocacy and Public Education
  - Use CRDC data to educate officials and the public about discipline disparities, resource inequity, etc. and to push for change!
  - The Engage for Education Equity Toolkit can help you develop a strategy: http://partnersforachandevrychild.org/project/engagefored/equity/
Resources

- Dignity in Schools Campaign – “Take Action” page
  http://dignityinschools.org/
- ACLU-PA STPP Site (see: “Using Data” page)
  www.endzerotolerance.org
- ACLU-PA – Open Records Request Templates
  https://www.endzerotolerance.org/data
- ProPublica Tool – Check the Status of Complaints
  https://projects.propublica.org/graphics/civil-rights-violations
- Government Accountability Office Report:
Resources

- The Civil Rights Project Resources
  https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder

- State-level data on discipline in SPED

- Primer on how to measure discipline disparities
  https://supportiveschooldiscipline.org/learn/reference-guides/measuring-discipline-disparities

- U.S. Department of Education CRDC webpage
  https://www2.ed.gov/about/offices/list/ocr/data.html
Any remaining questions for our panelists?
Harold Jordan - hjordan@acluppa.org
Amir Whitaker – Amir@aclusocal.org

To report issues with the data, please contact Liz at NAACP LDF at eolsson@naacpldf.org.