Civil Rights Data Collection (CRDC)
Webinar:
Using the Data in Local Work
December 2, 2016

Janice Harper ♦ Nollie Jenkins Family Center
Harold Jordan ♦ ACLU Pennsylvania
Dan Losen ♦ Center for Civil Rights Remedies at the Civil Rights Project at UCLA
Liz Olsson ♦ NAACP Legal Defense and Educational Fund, Inc.
Agenda

I. Introduction - Janice
   • 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. Identifying discipline disparities and other issues within the data
    • Dan Losen

IV. Closing and Next Steps – Janice
    • Collection of issues (e-mail to Liz at eolsson@naacpldf.org)
    • Letter to OCR on data issues
    • ESSA data requirements and potential timeline

V. Sample Advocacy Tools
Intro to CRDC and Local Work

Janice Harper
Nollie Jenkins Family Center
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 2013-2014, and the data is being collected right now for 2015-2016.
  - OCR is gathering input for what should be in the 2017-2018 now.

- 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.
What new info is in the 2013-2014 CRDC?

For the first time, the CRDC collected data on:
- Chronic student absenteeism
- Availability of free or partial-payment preschool
- Educational access in justice facilities
- Civil rights coordinators
- Presence of sworn law enforcement/school resource officers
- Access to distance education courses, credit recovery, and dual enrollment/dual credit programs
Why CRDC Matters?

- It matters more than ever- 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
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:
  - During the previous data collection, it was reported that no students were referred to Law Enforcement; but through our 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

In 2016 many new features were added:

- Data Analysis Tools - automate the process of making calculations and comparisons
- Discipline Report (from homepage)
- But some tools don’t use most recent data
- And some tools use data only for school-administered discipline (suspensions, etc.), but not police discipline
HOW TO: Explore the District Data Summaries from Office for Civil Rights

Go to ocrdata.ed.gov.
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 2013-14 data just yet
Data Analysis Tools in a Nutshell

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 2013-14 data just yet**
Data Analysis Tools in a Nutshell

Outcome Calculator

- Includes 2013-14 data
- Allows you to compare rates of ethnic/racial groups vs. whites
- Can select up to 250 schools or districts (LEAs)
- Focuses on OSS and expulsions, not law enforcement data
- Generates tables only (no graphs)
- Can export table into Excel
Approaches to Pulling/Displaying Data

1. Use OCR’s Data Analysis Tools
   ✓ But only Outcome Calculator is current
   ✓ Does Not Include Complete law enforcement data

2. Use Discipline Report (homepage)
   ✓ Easy Quick Snapshot with helpful line graphs
   ✓ Does Not Include Arrest Data

3. Use School and District Search
   ✓ Access to complete data w/visuals
   ✓ Requires an extra step to get arrest data

4. Use Detailed Data Tables
   ✓ Displays all discipline data in one table
   ✓ #s and %s can be downloaded in Excel, CSV, or PDF
   ✓ Best choice for the data hound, but you must do the math
Lesson 1 – School/District Search

Click to find your district

District name
Lesson 1 – School/District Search

Get arrest info
Lesson 1 – School/District Search

Click for table
Lesson 1 – School/District Search

Voila! SWD arrest table
Lesson 2 – Discipline Report
Lesson 2 – Discipline Report

SPECIAL REPORTS

- English Learner (EL) Report
  Select a school or district and view selected data elements

- Discipline Report
  Select a school or district and view selected discipline data elements

- Educational Equity Report
  Select a district and view resource indicators across schools
Lesson 2 – Discipline Report

Welcome to the 'Discipline Report'. Follow the instructions below to select the criteria to build the report and then click "View Report".

1. Select collection year □ 2013-14 □ 2011-12
2. Select the level of data □ School □ District
3. Further refine your report by selecting the school/district name or by other criteria

Find Districts by Name or State

If you know the district name, then type it in the district name field and click 'Find'. Additionally, you can search by State or ID only, or a combination of the three fields.

District Name: Shelby County
ID: 4700148
State: Tennessee

Search for Districts Based on Data Element Criteria

4. View your custom report: View Report

Selected Data Set

<table>
<thead>
<tr>
<th>State</th>
<th>District Name</th>
<th>District ID</th>
<th>School Name</th>
<th>School ID</th>
<th>View</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clear All
Lesson 2 – Discipline Report

<table>
<thead>
<tr>
<th>Suspension Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School Suspensions</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-School Suspensions</td>
<td>12</td>
</tr>
<tr>
<td>Expulsions</td>
<td>4</td>
</tr>
<tr>
<td>Referrals to Law Enforcement</td>
<td>2</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>0</td>
</tr>
</tbody>
</table>

**Non-Disabled Students Receiving Out-of-School Suspensions, Race/Ethnicity by Sex**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage Male</th>
<th>Percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am Ind./AK Nat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat Hl./Pac Isl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IDEA Students Receiving Out-of-School Suspensions, Race/Ethnicity by Sex**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage Male</th>
<th>Percentage Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
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<tr>
<td>Am Ind./AK Nat</td>
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<td>Asian</td>
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<td></td>
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</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nat Hl./Pac Isl</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**504 Data**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>490</td>
<td>333</td>
</tr>
<tr>
<td>Male Out-of-School Suspensions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Female Out-of-School Suspensions</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**IDEA Status of Students Receiving Disciplinary Actions**

<table>
<thead>
<tr>
<th>Suspension Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
</tr>
</tbody>
</table>

Another view of suspensions:
NEW ACLU OF PA SITE
www.s2pp.org or
www.endzerotolerance.org
Identifying Disparities, Data Pitfalls, and More….

Dan Losen
www.schooldisciplinedata.org
How to Calculate for Students With and Without Disabilities

- OCR does this for you in the section that provides a discipline report.
- That set of graphs separates students with and without disabilities for comparison.
- To create the overall out-of-school suspension rates you need to combine the data found on the OCR website.
- Add the numbers of students with disabilities to the numbers of students without disabilities.
- Add these combined numbers of students suspended just once, with the number of students suspended two or more times.
<table>
<thead>
<tr>
<th>Students with Disabilites SWD</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>All Students**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs Suspended Once</td>
<td>35</td>
<td>35</td>
<td>100</td>
<td>170</td>
</tr>
<tr>
<td>Students with IEPs Suspended Two or More Times</td>
<td>45</td>
<td>65</td>
<td>145</td>
<td>255</td>
</tr>
<tr>
<td>Total Enrollment of Students With IEPs</td>
<td>190</td>
<td>350</td>
<td>1190</td>
<td>1785</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>42.1% (=80/190)</td>
<td>28.6% (=100/350)</td>
<td>20.6% (=245/1190)</td>
<td>23.8% (=425/1785)</td>
</tr>
<tr>
<td>Students without IEPs Suspended Once</td>
<td>75</td>
<td>150</td>
<td>360</td>
<td>605</td>
</tr>
<tr>
<td>Students without IEPs Suspended Two or More Times</td>
<td>90</td>
<td>130</td>
<td>300</td>
<td>535</td>
</tr>
<tr>
<td>Total Enrollment of Students Without IEPs</td>
<td>760</td>
<td>1295</td>
<td>5560</td>
<td>8090</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>21.7% (=165/760)</td>
<td>21.6% (=280/1295)</td>
<td>11.9% (=660/5560)</td>
<td>14.1% (=1140/8090)</td>
</tr>
<tr>
<td>All Students</td>
<td>80 +165/190+760</td>
<td>100+280/350+1295</td>
<td>245+660/1190+5560</td>
<td>425+1140/1785+8090</td>
</tr>
<tr>
<td>% OSS</td>
<td>25.8% (=145/590)</td>
<td>23% (=380/1645)</td>
<td>13.4% (=905/6750)</td>
<td>15.8% (=1565/9875)</td>
</tr>
</tbody>
</table>
Secondary Suspension Rates: Then and Now
Suspension Trend Data Are Often the Most Compelling

[Graph showing suspension rates for different groups, including White, Latino, American Ind., and Asian American, with rates indicated at key points.]
Data misuse and misunderstandings

- 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 are often useful for conveying the injustice in a given school or district, but because they are purely relative measures, they are not recommended for comparing schools or measuring progress over time.
- One cannot tell from a relative measure whether the underlying risk for suspension is high or low, and that is critically important.
Change over time:

- Compare progress between districts you need an absolute measure.
- Within the district you need to know the answer to the question, “Are suspension rates increasing or decreasing?”
- You also want to see if the racial gap is increasing or decreasing.
- Use absolute numbers not ratios.
- Use ratios to say why the status quo is still not acceptable.
Despite Dramatic Reduction in Suspension Use and Near Elimination of the Racial Gap: City A Increased the Risk Ratio (from 2 to 20)
Issues with comparisons to enrollment

- Known as “composition index” because it compares the composition of the enrollment to the composition of a comparison group…which in this case is the composition of the group of all suspended students.
- Next set of slides will demonstrate that this measure does not work for schools and districts with high concentrations of children of color.
- And I’ll discuss why it
- Why it does not work well for comparing schools and districts
Composition Index Baltimore City
Black Variance = 11%
Composition Index Dorchester City
Black Variance = 68%

Percentage of Enrolled

- Black: 37%
- White: 51%
- Latino: 6%
- Other: 6%

Percentage of ALL Suspended

- Black: 62%
- White: 30%
- Latino: 1%
- Other: 7%
Composition Index Montgomery City
Black Variance = 132%

Percentage of Enrolled

- Black: 19
- White: 33
- Latino: 27
- Other: 21

Percentage of ALL Suspended

- Black: 49
- White: 29
- Latino: 14
- Other: 8
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>
There Are Other Disparities

- **Opportunity Gaps**
  - Limited access within and between schools
    - High-level math and science courses
    - Gifted and Talented
    - AP
CENTER FOR CIVIL RIGHTS REMEDIES: Complete Analysis of all OCR discipline data: Coming This Winter.

- Every breakdown for every district with reliable data.
- Elementary and secondary levels.
- District Level Profiles Report
- Corporal Punishment Report
- Some state data analysis.
- Info on where to get more recent state data.
- www.schooldisciplinedata.org
Why You Should Request the 2015-16 CRDC Data Now

- All schools required to submit no later than the Spring of 2017
- But advocates can ask for it now
- Waiting for federal release could take two years.
- New kinds of data:
  - Number of Suspensions (required 2015-16)
  - Days of lost instruction (required 2015-16)
How to Request the Most Recent CRDC Data

- Templates on DSC website.
- Importance of showing recipient of request that you know they are obligated by law to collect and report the 2015-2016 data this year.
- Also that you know exactly what they are supposed to collect and other related information.
- One approach asks for all the CRDC data
- The other asks for just the enrollment and subset of discipline data.
- Context should influence what you ask for….some considerations include:

  **Less is More?**
  - Streamlines what you need to sort through and analyze.
  - Limited data crunching resources
  - If it comes in paper you won’t have pages of waste.
  - Easier to manage, even if electronic.
  - Less susceptible to claim that request is overbroad or a burden
  - Respondent can often charge you for copying.

  **More is better?**
  - Might be easier for district to comply
  - Contains other important data elements you didn’t think to ask for.
  - Less likely that respondent will omit something.
  - Adding a complaint about access to gifted programs, frames your concerns as academic opportunity.
Possible Next Steps and Closing

- Compile concerns about data
  - Can report to Liz at eolsson@naacpldf.org
  - Letter to Office for Civil Rights
- Public Education- using complaints to educate public
- Open Records Requests under state law
- Title VI Complaints?
- Other possible next steps?
ESSA data requirements and timeline

● ESSA requires states and districts to publish discipline data reported under the CRDC on annual report cards

● Report cards for 2017-2018 must be published by Dec 31, 2018

● Check for assurances to comply with reporting requirements in your state’s ESSA plan

● Make sure the data is on report cards!
Resources

- Center for Civil Rights Remedies Data Tool: www.schooldisciplinedata.org
- DSC Links to Data and Campaign Tools: www.dignityinschools.org/data-and-campaign-tools
- ACLU-PA STPP site see Using Data page www.s2pp.org or www.endzerotolerance.org
- Open records act request templates are available at: http://www.dignityinschools.org/resources/ocr-data-webinar-2016
Q & A

Any remaining questions for our panelists?
Presenter Contact Information

Janice Harper - janice@nolliejenkinsfamilycenter.org
Harold Jordan - hjordan@aclupa.org
Dan Losen - losendan@gmail.com and www.schooldisciplinedata.org

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