

Civil Rights Data Collection: Data Notes

About the CRDC Data

The CRDC has generally been collected biennially from school districts in each of the 50 states and the District of Columbia. Data are collected for each school in the districts included in the survey. For the first time, the CRDC for the 2009-10 school year was collected in two parts. Part 1 is “snapshot” data related to enrollment and Part 2 is cumulative and end-of-year “results” data. The 2009-10 CRDC contains information on about 7,000 school districts and over 72,000 schools in those districts.

OCR strives to ensure CRDC data is an accurate and comprehensive depiction of student access to educational opportunities in sampled school districts. The submission system includes a series of embedded edit checks to ensure 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.

Race/Ethnicity Categories

Users will note that for the 2009-10 CRDC, districts had the option of reporting one of two different sets of race and ethnicity categories. All school districts were able to choose to report data by the traditional five race and ethnicity categories (Hispanic, White, Black/African-American, Asian/Pacific Islander, and American Indian/Alaska Native). Districts that met all of the requirements of the Department’s 2007 Final Guidance on Collecting, Maintaining and Reporting Data on Race and Ethnicity had the option of reporting data using the seven race and ethnicity categories (Hispanic/Latino, White, Black/African-American, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races). Every school within a district must report using the same set of five or seven race and ethnicity categories. For more information on the Department’s 2007 guidance, please visit <http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html>.

Analyzing CRDC Data

The following caveats should be considered when analyzing the data. Questions on the CRDC specifically request information regarding student, class, or incident counts. CRDC training materials provide guidance for districts in reporting the appropriate data to respond to the collection. Users should be aware that outliers in the dataset may be a function of districts mis-reporting data. For example, outliers in the data on single-sex classes may be reporting the number of students enrolled in single-sex classes rather than the number of single-sex classes. Additionally, the submission system does not accept decimal or fractional numbers with the exception of full-time equivalent (FTE) data. Users should exercise caution when analyzing outliers as districts may have inadvertently thought they were including a decimal point in reporting their CRDC submission.

Notes on New CRDC Data Items

After conducting a comprehensive review of the past survey and considering comments from numerous stakeholders, OCR added new data items to the 2009-10 CRDC. The new data items cover topics such as students' participation in algebra and other college-preparatory subjects, retention, teacher experience/absenteeism, school funding, harassment, restraint/seclusion, and additional information related to discipline. The following are caveats users should carefully consider when analyzing the new CRDC data items.

Middle and High School Mathematics and Science Courses

In 2009-10, the CRDC began collecting new data on access to and enrollment in mathematics and science classes. For middle and high schools that offered at least one of the grades 7 through 12, the 2009-10 CRDC included questions on the number of advanced math and science classes available to students. However, due to a data collection tool error, information regarding the count of students enrolled in these advanced mathematics courses was only collected for schools that included at least one of the grades 9 through 12.

Therefore, for schools with the highest grade of 7 or 8, users should be aware that there may be advanced math (beyond Algebra 1) and science courses offered even though no information on the number of students enrolled in these classes is reported.

Additionally, users should exercise caution when comparing the Part 1 number of students enrolled in Algebra 1 to the Part 2 number of students passing Algebra 1. The Part 1 data on the number of students enrolled in Algebra I was collected from the Fall of 2009, while the number of students passing Algebra I was collected at the end of the 2009-10 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.

Finally, outliers in the dataset reporting very high numbers of classes may be a function of districts inadvertently reporting the number of students enrolled in classes versus the number of classes offered in the school.

School-level Expenditures

School-level expenditure data was added to Part 2 of the CRDC for the 2009-10 school year. Previously, the American Recovery and Reinvestment Act of 2009 (ARRA) required each school district receiving Title I, Part A, ARRA funds to report a school-by-school listing of per-pupil education expenditures from state and local funds for the 2008-09 school year to its state education agency and required states to report these data to the U.S. Department of Education. In 2008-09, states were also given a set of recommended inclusions and exclusions, based on type of expenditure and source of funds, in reporting school level expenditure data, and states could choose which to apply. The 2009-10 CRDC used the same guidelines as the ARRA collection for 2008-09.

Many comparisons are possible with the CRDC school-level expenditure data, particularly within-district comparisons. However, data users must analyze the data between states and districts with caution due to variations in the district-selected inclusions and exclusions.

Users should also exercise caution in analyzing very high and very low school-level expenditures. In some cases, districts may have inadvertently reversed the total FTE and teacher salary numbers and, in some cases, districts unable to provide accurate expenditure data reported \$0 or \$1 for school-level expenditures.

Discipline Data

The 2009-10 CRDC expanded the data collected on various disciplinary actions. Users should exercise caution in analyzing outliers in the data set since districts may have accidentally reported the number of disciplinary incidents versus students disciplined. Additionally, some districts, unable to report complete and accurate data for school-related arrests and referrals to law enforcement, may have reported zero students in these categories.

Bullying and Harassment

The 2009-10 CRDC collection included the first of its kind school and district level reporting of bullying and harassment. However, many districts were unable to provide complete data on students reported to have been bullied or harassed, students disciplined, and incidents by type of bullying and harassment. As a result, these data may be underestimated.

Teacher Absenteeism

The FTE of teachers absent for more than 10 days was collected for the first time on the 2009-10 CRDC. OCR's definition for teacher absenteeism excluded days missed for approved professional development where the teacher would have otherwise been teaching. During part of the collection, two different definitions of teacher absenteeism were provided to school districts, one excluding days missed for professional development and one including days missed for professional development as an absence. Therefore, some districts reporting teacher absenteeism may be including days spent on professional development as an absence.

School Directory

To reduce the burden on school districts, the CRDC used data already submitted by State Education Agencies to the U.S. Department of Education's umbrella collection system, *EDFacts*, in the areas of a school's Title I status, students completing high school, and the count of students in various disability categories. Schools included in the CRDC sample but missing data from the *EDFacts* directory are noted with an "*" on the detailed data tables on the CRDC website (less than 2% of all schools in the sample).

Updated Part 1 Data

In some limited circumstances, data that would have otherwise been included in Part 1 of the 2009-10 CRDC were not included with the summer 2011 release. Those data were marked with

an asterisk (*) and a footnote appears stating “* These data will be available when the data from Part 2 of the 2009-2010 CRDC are released.” Less than 1/10 of 1% of the 2009-10 CRDC dataset was not included in the Part 1 release. With the Part 2 release, data that had previously been marked with an asterisk have been updated.

Additionally, a small number of schools reported offering non-consecutive grades (offering grades 1, 2, 4, 5, and 6 but not grade 3) in their Part 1 data. Following the close of the survey, as part of OCR’s ongoing data quality review of the Part 2 dataset, approximately 200 school districts updated their grades offered.

Contact information

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

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