

Civil Rights Data Collection



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Civil Rights Data Collection



“The proposed new data collection on . . . school-based discipline methods and new categories for harassment or bullying will make our communities safer by helping identify at-risk students and schools in order to more effectively target resources to address high dropout rates, disciplinary problems, and incidents of harassment or bullying.”

Fight Crime, Invest in Kids

Civil Rights Data Collection



- **This presentation will address:**
 - Overview of the CRDC
 - Data collected by the CRDC
 - Plans for the 2011-12 CRDC

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- The Civil Rights Data Collection (CRDC) began in 1968
- Primarily a biennial collection of school and district level data
- Data is primarily collected at the school level
- Data is collected for all schools in sampled LEAs
- Data is collected directly from LEAs except Florida, West Virginia and Hawaii
- 1976 and 2000 were universe of districts

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Changes

- Two-part data collection with all data being collected for the same school year
 - ✦ Part 1 - “snap shot data” (membership, etc.)
 - ✦ Part 2 – cumulative and year-end (discipline, bullying and harassment, etc.)
- Sample is increased from 6,000 to 7,000 LEAs
 - ✦ Includes all districts with over 3,000 students and long-term secure juvenile justice facilities

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Student Data

- Student data is disaggregated by race/ethnicity, LEP, disability-IDEA & sex
- Some data is also disaggregated by disability-Section 504 only

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Student Membership

- Total school membership
- Students who are LEP
- Students in LEP programs
- Students with disabilities-IDEA
- Students with disabilities-Section 504 (new)

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Discipline

- All CRDC discipline data are counts of students, not counts of incidents.
- *Two tables* – one for students without disabilities and one for students with disabilities with full disaggregation for both tables
- Previously discipline data on students with disabilities was not disaggregated by race/ethnicity, LEP, sex

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Discipline data – **Counts of Students, not incidents**

- Corporal punishment
- In-school suspension (new)
- One out-of-school suspension (new)
- More than one out-of school suspension (new)
- Expulsion with educational services
- Expulsion without educational services
- Zero tolerance expulsion (new)
- Referral to law enforcement (new)
- School-related arrests (new)

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- **Harassment and bullying data (new)**
 - Categories -- race, sex and disability
 - Number of incidents
 - Number of students subjected to harassment or bullying
 - Number of students disciplined for harassment or bullying
- **Does the district have written policies on harassment and bullying**

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- **Restraints and Seclusion**
 - Separate tables for students with disabilities and without disabilities
 - Mechanical restraints, physical restraints, seclusion
 - Number of incidents
 - Number of students

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- **Classroom teachers**
 - Total teacher FTE
 - Total teacher FTE meeting all state certification/licensing requirements
 - Teachers –first year teaching (new)
 - Teachers- second year teaching (new)
 - Teacher absences – more than 10 days during school year
- **Retention (new)**
 - By grade k-12

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School characteristics

- Grades offered
- School type
 - ✦ Magnet
 - ✦ Charter
 - ✦ Special education
 - ✦ Alternative
 - Disciplinary problems
 - Academic difficulties

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- 2011-12 CRDC will be the next CRDC
- 2011-12 will be a universe of all districts and schools
- Content will be the same as 2009-10 except -
 - New table on preschool suspension and expulsion
 - ✦ Expulsion – cessation of services, not change of placement
 - ✦ Suspended once
 - ✦ Suspended more than once

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More information about the 2009-10 CRDC is available at –

<http://www.crdc2009.org>

The 2009-10 CRDC data will be posted at –

<http://ocrdata.ed.gov/>

Incident Data: Quality and Utility

Fred Springer, Ph.D.
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*OSDFS School Climate Technical Assistance Symposium
New Orleans, LA March 9-11, 2011*

Overview

- What is incident data?
- Why should it be considered for school climate measurement?
- Does it meet measurement quality and utility standards?
- What are its limitations and uses?
- How can it be made more useful?

What is incident data?

From S³ request for applications

- *Incident data* means data from incident reports by school officials including, but not limited to, truancy rates; the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions; and the incidence and prevalence of drug use and violence by students in schools.

Why Consider Incident Data?

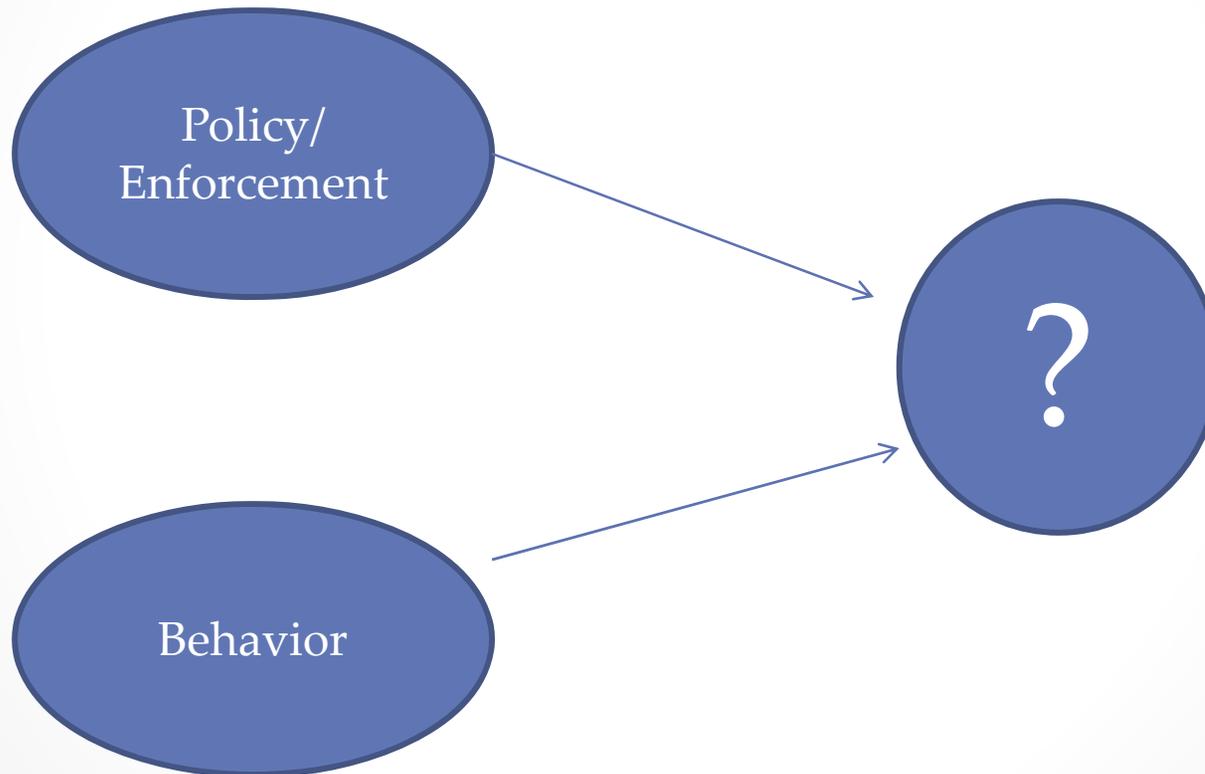
- Availability
 - Importantly, at school level
- Legacy use
 - History of reporting to OSDFS
 - Investment in collection and use
- Events rather than perception
- Accountability

Challenges to Utility

- Data quality challenges
 - Reliability, is measurement stable across time / place?
 - Validity, is it clear what is being measured?
 - Accuracy, does it provide reasonable estimates of population parameters?
- Is improvement feasible?
 - The Uniform Data Set collaboration, 2007

What do incident rates measure?

• -



Data Quality Challenge: CONTEXT!

- States / district / school
 - Policy (e.g., legislation, SOPs)
 - Data systems
 - Locus of discretion
 - Change

Example: Suspension & Expulsion Data (UDS)

- Definition
 - UDS resolution
 - *Removal* from the *regular classroom* for *at least one day*
- Data System
 - Incident or student based
 - Electronic / non-aggregate?

Example: Incident Data / Self Report Comparison

Arizona Dept. of Education, *2007 School Safety Study*

- Compared

YRBS responses to questions about personal behavior or experience at school

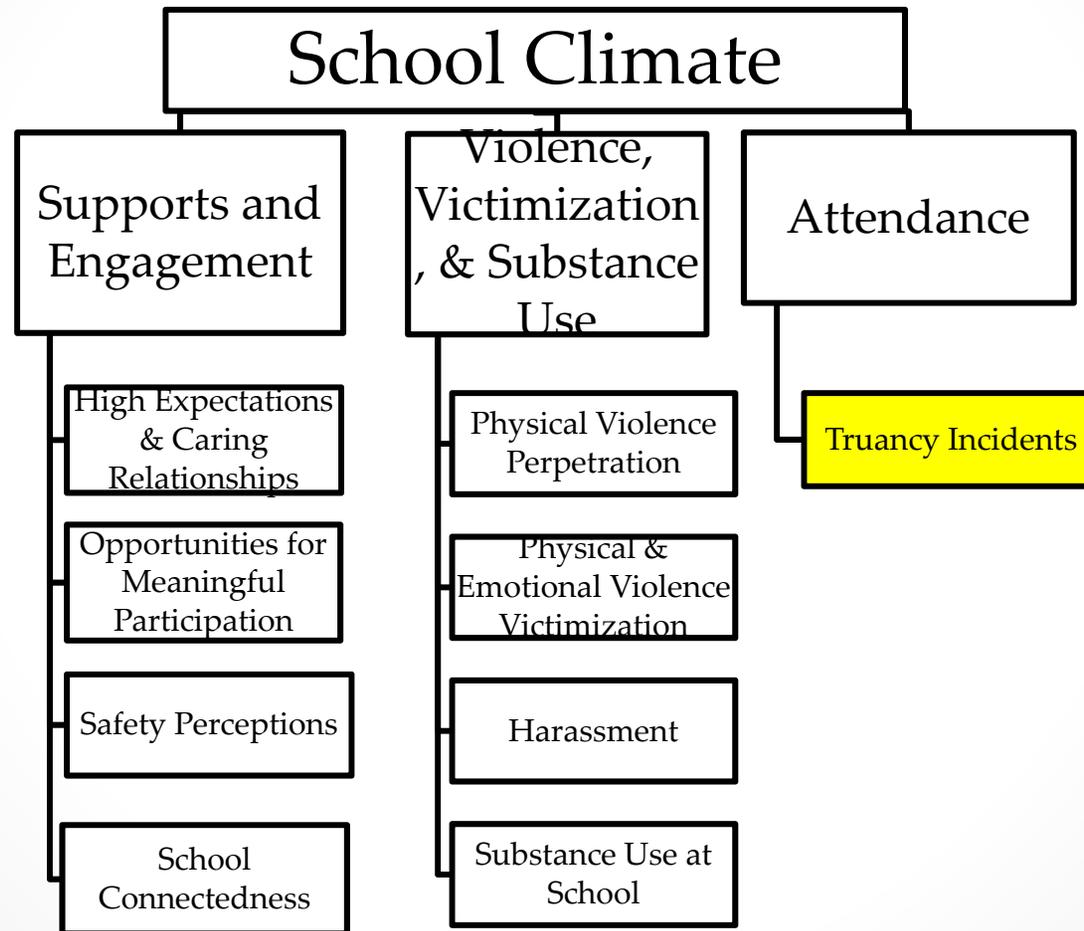
with

School incident data on the same (similar) behaviors or experiences

Select Personal Report and Incident Comparisons

Behavior / experience at school	Reported Incidents K-12	Number of High School Students	Student Reports/ Incident Reports
Offered, sold, given illegal drug	6,035	127,033	21/1
Property stolen or deliberately damaged	11,648	95,849	8/1
Drink of alcohol in past 30 days	1,648	24,619	18/1
Harassed or bullied in past 12 months	21,349	82,063	4/1
Smoked cigarettes in past 30 days	3,255	15,248	5/1
Physical fight in last 12 months	30,289	38,405	1.2/1

Example: CA Preliminary Measurement Model (empirically based)



Using Incident Data : What it is not

- Standard comparative measure
- Measure of behavior incidence or prevalence
- Surveillance measure

Using Incident Data: What it can be?

Place-based measures of:

- Condition of school environment
 - Example: Measuring disciplinary system fairness through referral equity
- Change in context
- Specific aggregate behavior conditions (e.g., truancy, graduation rates)

Improving Incident Data: Bullying

- Need
 - Incident reporting has demonstrated prevalence of bullying as a reason for suspension, particularly in middle school
 - Little detailed reporting on critical elements
- Improvement
 - Revised Department of Education data collection