

Mandatory Civil Rights Data Collection

February 2014

ATTACHMENT A-1

**Mandatory Civil Rights Data
Collection Data Set for School
Years 2013–14 and 2015–16:
Overview and Information to
Assist Reviewers**

*Revisions made as a result of comments received during
the 30-day public comment period are highlighted in green.*

INTRODUCTION

This clearance submission is for the data set to be collected through the Civil Rights Data Collection (CRDC) for school years 2013–14 and 2015–16.

Attachment A contains the data set that is being proposed for collection and is organized into five parts:

- Attachment A-1 – Overview of the collection, including directory information, and information about the CRDC data set to assist reviewers;
- Attachment A-2 – Data groups collected from local educational agencies (LEA);
- Attachment A-3 – Categories used in data groups;
- Attachment A-4 – Directional indicators used to ensure LEAs are only presented with applicable data group tables; and
- Attachment A-5 – Directed questions for public comment.

This part of Attachment A (i.e., A-1) is divided into two parts. The first part contains the overview of the collection, and is organized as follows:

- Summary of CRDC – This section provides background information about the CRDC and an overview for the collection plan.
- Standard definitions – This section provides definitions for terms that are used throughout the data set.
- Reporting periods – This section explains the reporting periods used in the data set.
- Directory records – This section explains the directory or universe of education entities. All data collected through the CRDC are linked to education entities in the directory.

The second part of A-1, which contains an explanation of the data set to assist reviewers, is organized as follows:

- Explanation of terms – This section explains key terms used in the clearance submission.
- Guide to the data group tables and category tables – This section provides information on how to read the data group tables and category tables in the attachments.
- Other information – This section provides an FAQ for reading the clearance submission.
- Acronyms – This section provides a list of acronyms used in the data group and data category definitions.

Changes made as a result of comments received during the 60-day public comment period are noted with a “†”. Additional changes (including technical edits and revisions) that were made for clarity, accuracy, and consistency are noted with a “‡”.

SUMMARY OF THE CIVIL RIGHTS DATA COLLECTION

The Civil Rights Data Collection (CRDC) is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Department’s Office for Civil Rights (OCR) to ensure that recipients of the U.S. Department of Education’s (ED) federal financial assistance do not discriminate on the basis of race, color, national origin, sex, and disability. OCR relies on CRDC data as it investigates complaints alleging discrimination, determines whether the federal civil rights laws it enforces have been violated, initiates proactive compliance reviews to focus on particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others.

ED has collected CRDC data on school characteristics, programs, services, and student outcomes directly from local education agencies (LEA) on a biennial basis since 1968. For many years, the collection operated as the Elementary and Secondary School Civil Rights Compliance Report approved by OMB as 1870-0500. Since 2004, the CRDC has been conducted primarily online (flat file submissions and paper surveys were also allowed). With the exception of two state educational agencies (SEA), each LEA that is included submits an LEA summary survey and a survey about each school in the LEA (one SEA provided all the data on behalf of its LEAs and another SEA provided some data on behalf of its LEAs during this time). All data from these alternate methods were merged with data collected online and the entire dataset was transferred into the *EDFacts* data warehouse, a central data repository for use by offices across ED.

Section 203(c)(1) of the 1979 Department of Education Organization Act conveys to the Assistant Secretary for Civil Rights the authority to “collect or coordinate the collection of data necessary to ensure compliance with civil rights laws within the jurisdiction of the Office for Civil Rights” (20 U.S.C. § 3413(c)(1)). The civil rights laws enforced by OCR include: Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability. OCR’s implementing regulations for each of these statutes requires recipients of the Department’s federal financial assistance to submit to OCR “complete and accurate compliance reports at such times, and in such form and containing such information” as OCR “may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying” with these laws and implementing regulations (34 CFR 100.6(b), 34 CFR 106.71, and 34 CFR 104.61). In addition, pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination based on disability. Any data collection that OCR has determined to be necessary to ascertain or ensure compliance with these laws is mandatory.

OCR also works with Department offices to help them effectively carry out programs of Federal financial assistance that the Secretary of Education is responsible for administering. See generally, Sections 201, 202(g), 411(a), and 412 of the Department of Education Organization Act (20 U.S.C. §§ 3411, 3412(g), 3471(a), and 3472). OCR works with the Department’s Office

of Elementary and Secondary Education, which is responsible for administering the Elementary and Secondary Education Act of 1965 (ESEA). Section 9533 of the ESEA (20 U.S.C. § 7913) prohibits discrimination in the administration of the ESEA in violation of the Fifth or Fourteenth Amendments to the Constitution. In addition, Section 9534 of the ESEA (20 U.S.C. § 7914) prohibits discrimination in funded programs on the basis of race, color, religion, sex (except as otherwise permitted under Title IX), national origin, or disability. Thus, in addition to OCR's authority described above, the ESEA provides authority for the Department to mandate that LEAs respond to this data collection.

PLANS FOR THE CRDC

ED proposes that for any CRDC surveys administered for school year (SY) 2013–14 and SY 2015–16, ED would:

- Continue electronic collection.
- Allow flat file submissions, including those submitted by SEAs on behalf of their LEAs.
- Allow paper submissions for LEAs with no Internet connectivity or limited Web access.
- Utilize data submitted by states through the Eden Submission System (ESS) for selected additional data groups to supplement the CRDC dataset with no additional burden.
- Include a full universe of schools and LEAs.

There are three distinct phases to the CRDC:

- Notification and reporting status,
- Collection of data by LEAs, and
- Survey submission window.

The first phase in the CRDC is to notify school districts of their obligation to report, designate a principal point of contact, and verify the reporting status of LEAs and schools. The result of this first phase is a full directory of LEAs and schools and their CRDC reporting status. The information collected in this directory is outlined in the Directory Record section, starting on page A1-10.

During the collection of data phase by LEAs, OCR intends to provide collection tools for LEAs to organize and prepare their submission to OCR. First used with the 2011–12 universe survey, OCR received positive comments from school districts using the tools to collect, verify, and store their CRDC data files for submission once the survey window opened.

To reduce burden, ED uses an interactive Web-based survey tool that takes into consideration responses provided by LEAs. For example, if a user indicates the school serves only elementary students, then questions about high schools are not presented. To facilitate this approach, directional questions may precede data group tables. For example, the user may be asked if the high school provided Advanced Placement (AP) courses. If the user answers “No,” then the series of tables about AP would be skipped; if the answer is “Yes,” then the tables about AP

would be presented. School districts have the option to submit flat files of their data, use Web screens to enter data, or a combination of these submission methods.

To minimize the reporting burden on school districts, all data collected by school districts will be reported during one submission window. The survey submission for the 2013–14 CRDC will open no later than September 2014 and is expected to close on or around January 2015.

KEY POINTS ABOUT THE CRDC

The following are key points about this collection.

- CRDC does not collect individual student- or staff-level information. All information provided in response to the CRDC is aggregated—often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members. In submitting data required for the CRDC, LEAs and other data suppliers cannot suppress the data in small data cells.
- Data are collected primarily from LEAs. LEAs are responsible for reporting LEA-level and school-level data. Some SEAs may report data on behalf of their LEAs. Most data are collected through the CRDC Web-based Survey Tool. The CRDC survey tool collects flat files submitted electronically by LEAs or data entered by LEAs through Web screens.
- CRDC collects data about where students are receiving instruction. All students are reported where they spend at least 50% of their school day, even if they are reported elsewhere for purposes of accountability or funding.
- Data are reported for a specific period of time. For example, the student membership data group (DG979) is reported for on or close to October 1, while the AP exam participation data group (DG904) is reported for a regular school year.
- Data are associated with the school year of performance. For example, the student membership data for October 1, 2013, are associated with SY 2013–14 since the student membership data represent the beginning counts of students for the school year.

The table below summarizes the CRDC data set proposed for collection.

Component of the CRDC Data Set	Description	Explained in
Directory records	CRDC obtains data from <i>EDFacts</i> and collects data from LEAs to build an official directory of LEAs and schools required to	Attachment A-1

Component of the CRDC Data Set	Description	Explained in
	report the CRDC to OCR.	
Data groups and categories collected from LEAs	LEAs upload files or complete a Web form to submit data via the CRDC Survey Submission Tool.	Attachments A-2 (data groups) and A-3 (categories)

STANDARD DEFINITIONS

In order to consolidate and centralize early childhood through grade 12 data collections, definitions need to be standardized. The same term cannot have multiple definitions. The CRDC uses the same standardized definitions as the Department's *EDFacts* collection wherever possible in order to maintain consistency. This section contains the standard definitions used in the CRDC data set:

- Children with Disabilities (IDEA)
- Limited English Proficient (LEP) Students
- Local educational agency
- Race/ethnicity
- School

Children with Disabilities (IDEA) (also referred to as Students with Disabilities (IDEA)) –

Children having intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; a specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the *Individuals with Disabilities Education Act (IDEA)* according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or services plan.¹

Limited English Proficient (LEP) Students – In coordination with the state's definition based on Title IX of the *Elementary and Secondary Education Act (ESEA)*, students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)²
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3) [of ESEA, 20 U.S.C. 6311(b)(3)];
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

¹ Statutory reference – Section 602(3) of *IDEA*. 20 U.S.C. 1401(3).

² Must be determined by a valid assessment.

(iii) the opportunity to participate fully in society.

Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.³

Local educational agency – A local educational agency (LEA) or educational agency is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.

Race/Ethnicity – Final guidance issued in the Federal Register on October 19, 2007 (72 Fed. Reg. 59267) on the collection and reporting of racial and ethnic data by educational institutions and other grantees now allows individuals to self-identify their ethnicity and race, and select more than one race and/or ethnicity. This change permits individuals to more accurately reflect their racial and ethnic backgrounds by expanding reporting options from five to seven permitted values and permitting individuals to select more than one category. The final guidance requires, beginning with data for SY 2010–11 and future school years, that all SEAs must submit racial and ethnic data (except for assessment and accountability data required under Title I of *ESEA*) by the seven permitted values. The seven race/ethnicity permitted values are listed below:

- American Indian or Alaskan Native,
- Asian,
- Black or African American,
- Hispanic/Latino,
- Native Hawaiian or Other Pacific Islander,
- White, and
- Two or more races.

School – A school is an institution that provides educational services and

- has one or more grade groups (PK through 12 grade) or is ungraded,
- has one or more teachers,
- is located in one or more buildings,
- has assigned administrator(s),
- receives public funds as its primary support, and
- is operated by an educational agency.

Note - For purposes of this definition, "public funds" includes federal, state, and local public funds. "Located in a building" does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An "education agency" is not limited to the state or local educational agency, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services.

³ Statutory reference – Section 9101(25) of *ESEA*.

REPORTING PERIODS

Data groups that are counts of students or staff are assigned to a reporting period. The reporting period is the period of time for the count. Counts can be either cumulative over a period of time or snapshot of a specific day. The following reporting periods are used for cumulative counts:

- Regular school year – The instructional period not including intersession or summer sessions.
- School year (Fiscal) – The 12-month period defined by the LEA. The LEA determines the start and end date for the fiscal year.
- School year – Up to one day prior to the beginning of the following school year.
- School year (CCD) – The 12-month period beginning on October 1 and ending the following September 30. The summer follows the regular school year. †

The following reporting periods are generally used for counts that are snapshots:

- October 1 (or the closest school day to October 1)
- *IDEA* child count date (The date designated by the state that is between October 1 and December 1.)
- Single day at the end of the regular school year
- For block scheduling—
 - October 1 in the first block, and around March 1 in the second block
 - Single day at the end of the first block, and single day at the end of the second block

DIRECTORY RECORDS

As the first phase of the CRDC, OCR maintains a three-tier directory of education units in each of the 50 states and the District of Columbia. The three tiers are the state, the LEA, and the school. For each education unit, a Directory Record is maintained that includes unique identifiers (e.g., name, identification numbers, location), contact information (e.g., addresses), and descriptive information (e.g., reporting status).

The large majority of the CRDC directory information is pre-populated by existing data files from *EDFacts* and used in the National Center for Education Statistics (NCES) Common Core of Data (CCD). As part of the first phase of the CRDC, LEAs are asked to verify the information, update their list of schools and supplement the directory data to provide a principal point of contact. Additionally, the CRDC directory may contain schools that are not under the purview of the SEA. For example, some justice facilities may operate under the state's Department of Corrections, and, therefore not be included in the *EDFacts* directory. As a result, OCR will have justice facilities provide the necessary directory information.

The state and identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the state and identification numbers of

the LEA to which the school belongs. Where possible, the CRDC uses the same identification number used by NCES. However, in some specific cases, an entity may be required to report CRDC data but not be included in the NCES directory. As a result, OCR assigns a new identification number to the school or LEA using the same format as traditional NCES codes (five-character LEA identification code and seven-character school identification code).

Data in the Directory are generally obtained from the *EDFacts* directory supplied by SEAs and supplemented, as necessary, by LEAs. However, ED may obtain some data, for example, directory information for justice facilities, from other state or federal sources instead of SEAs.

SUMMARY OF DIRECTORY DATA GROUPS BY TIER

The following table displays which directory data groups are collected for each tier in the hierarchy of education units in the states.

As noted above, the majority of the CRDC directory information is gathered through the OMB approved *EDFacts* information clearance package (OMB Control Number: 1875-0240) available at

http://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=201302-1875-001&icID=45336.

During the first phase of the CRDC, LEAs verify and correct the information as necessary. Additionally, LEAs provide contact information for the superintendent and a principal point of contact for the CRDC.

Following this summary, there is a detailed description of each of these data groups. Data groups collected solely by the CRDC are noted with an “*”.

By Tier	State		LEA		School	
	DG	Name	DG	Name	DG	Name
Unique	559	State code	559	State code	559	State code
			7	Education entity name	7	Education entity name
			1	LEA identifier (NCES/CRDC)	1	LEA identifier (NCES/CRDC)
Contact Information			529	School identifier (NCES/CRDC)	529	School identifier (NCES/CRDC)
			9	Address location	9	Address location
			8	Address mailing	8	Address mailing
			10	Telephone - education entity	10	Telephone - education entity
			998*	Superintendent contact information		
			999*	Principal point of contact for the CRDC		
		572	County name*	572	County name*	
		16	LEA operational status	531	School operational status	

By Tier	State		LEA		School	
	DG	Name	DG	Name	DG	Name
			453	Education agency type	21	School type
			14	Geographic location*	14	Geographic location*
			657	Charter status	27	Charter Status

* ED plans to obtain these data groups from sources other than the SEA.

DETAILED DESCRIPTION OF DIRECTORY DATA GROUPS FOR FIRST PHASE OF THE CRDC

Below are detailed descriptions of directory data groups. For each data group, there is a header box showing the name of the data group, the data group number, the data provider (SEA vs. another source), and the levels for which the data group is collected. That box is followed by the definition and, as appropriate, the code set or permitted values.

UNIQUE IDENTIFIERS

Name	DG ID	Source	Level(s)
State code	559	SEA/EDFacts	State, LEA, School

Definition: The two digit American National Standards Institute (ANSI) code for the state and District of Columbia.

Name	DG ID	Source	Level(s)
Education entity name	7	SEA/EDFacts	LEA, School

Definition: The full legally accepted name of the school, LEA, SEA, or other entity reporting education data.

Name	DG ID	Source	Level(s)
LEA identifier (NCES/CRDC)	1	SEA/EDFacts	LEA, School

Definition: The seven-digit unique identifier assigned to the LEA by the NCES or OCR.

Format: The LEA identification number is made up of a two-digit state code followed by a five-digit LEA code.

Name	DG ID	Source	Level(s)
School identifier (NCES/CRDC)	529	SEA/EDFacts	School

Definition: The twelve-digit unique identifier assigned to the school by the NCES or OCR.

Format: The school identification number is made up of a two-digit state code followed by a five-digit LEA code which is followed by a five-digit school code.

CONTACT INFORMATION

Name	DG ID	Source	Level(s)
Address location	9	SEA/EDFacts	School

Definition: The set of elements that describes the physical location of the education entity, including the street address, city, state, ZIP Code and ZIP Code + 4.

Name	DG ID	Source	Level(s)
Address mailing	8	SEA/EDFacts	LEA

Definition: The set of elements that describes the mailing address of the education entity, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

Name	DG ID	Source	Level(s)
Telephone – education entity	10	SEA/EDFacts	LEA

Definition: The 10-digit telephone number, including the area code, for the education entity.

Name	DG ID	Source	Level(s)
Superintendent Contact Information	998	LEA	LEA

Definition: The contact information of the superintendent, including first and last name, official title, phone number and email address.

Name	DG ID	Source	Level(s)
Principal Point of Contact Information	999	LEA	LEA

Definition: The contact information of the principal point of contact for the CRDC, including first and last name, official title, phone number and email address.

DESCRIPTIVE INFORMATION

Name	DG ID	Source	Level(s)
County name	572	Outside SEA	LEA, School

Definition: The name of a county, parish, borough, or comparable unit (within a state) in which an education unit is located.

Name	DG ID	Source	Level(s)
LEA reporting operational status	16	SEA/EDFacts	LEA

Definition: The classification of the reporting status of a local educational agency (LEA).

Code Set:

- Open and required to report
Agency is open for the school year and is required to report
- Closed; Not required to report
Agency closed and therefore not required to report
- New; required to report
New agency formed and is required to report
- Operation; not required to report
Agency is listed in the directory, but may not serve students for at least 50% of the school day

Name	DG ID	Source	Level(s)
Education agency type	453	SEA/EDFacts	LEA

Definition: The classification of the education agency within the geographic boundaries of a state according to the level of administrative and operational control granted by the state.

Code Set:

- 1 - Regular local school district that is NOT a component of a supervisory union
Includes both independent school districts and those that are a dependent segment of a local government, such as a city or county. Agencies that do not operate schools (non-ops) but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions should be included.
- 2 - Local school district that is a component of a supervisory union
A superintendent and administrative services are shared with other local school districts. Each agency given this code should have an entry in the Supervisory Union Identification Number data field corresponding to the appropriate type 2 or type 3 agency. Non-ops in supervisory unions should be included in this category.
- 3 - Supervisory union administrative center, (or county superintendent’s office serving the same purpose)
Each agency given this code should have an entry in the Supervisory Union Identification Number data field. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
- 4 - Regional education service agency
Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
- 5 - State agency providing elementary and/or secondary level instruction to school-age children in a specified population, e.g., agency responsible for state schools for the blind or deaf students, correctional facilities, and state hospitals.
- 6 - Federal agency providing elementary- and/or secondary-level instruction to school-age children in a specified population. EXCLUDE Bureau of Indian Education (BIE) and Department of Defense Education Activity (DoDEA).
- 7– Independent charter district
Agencies that administer charter schools that are not under the administrative control of local school districts (i.e., types 1, 2, or 3).

- 8 – Other education agencies
Includes four categories of other education agencies:
 - Intermediate levels of public agencies that provide education but are not school districts, such as county juvenile detention centers, sheriff’s offices, or university lab schools;
 - Non-governmental organizations that provide education such as hospitals, residential treatment centers, YMCA, or Easter Seal Society;
 - Postsecondary schools or agencies reported in order to include a postsecondary ‘shared time’ school, such as community colleges or technical institutes; and
 - Other agencies that do not meet the criteria for other agency types 1 through 7.

Name	DG ID	Source	Level(s)
School type ⁴	977	SEA/EDFacts	School

Definition: The type of education institution as classified by its primary focus. School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students.

Code Set:

- 1 - Regular School
A public elementary/secondary school that does NOT focus primarily on vocational, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- 2 - Special Education School
A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
- 3 - Vocational Education School
A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations.
- 4 - Alternative Education School
A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.
- 5 - Reportable Program
Program that does not meet the definition of a school but that enrolls public school students or otherwise provides education services on a regular basis. (This may include magnet programs operated within public schools when these programs must be reported separate from the schools and postsecondary institutions that are the school of record for students in any grade PK-13 or ungraded classes. Exclude postsecondary institutions that offer programs for students enrolled in elementary or secondary schools, for example,

⁴ Also referenced in *Attachment A-2: Data Groups for Civil Rights Data Collection for School Years 2013–14 and 2015–16* (see page A2-13).

community colleges that provide a limited number of dual enrollment courses for students enrolled in a public high school.)

Name	DG ID	Source	Level(s)
Charter status ⁵	915	SEA/EDFacts	School

Definition: An indication of whether the school provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school.

Permitted Values:

- Yes
- No
- NA

⁵ Also referenced in *Attachment A-2: Data Groups for Civil Rights Data Collection for School Years 2013–14 and 2015–16* (see page A2-8).

EXPLANATION OF TERMS

What is the CRDC Data Set?

The CRDC data set is all the data approved by OMB to be collected for a specific school year.

What is a data group?

A CRDC data group is a specific aggregation (i.e., group) of related data to satisfy the specific information need for OCR. Thus, a CRDC data group does not represent a single data entry but rather a set of related data entries. Each CRDC data group is intended to be discrete, concise, universally understood, and non-redundant. For example,

Gifted/talented program participation table is data group DG931. Gifted/talented program participation table is a series of numbers. It includes the number of students by racial ethnic and sex, by LEP status and sex, and by disability status and sex. This data group is described in Attachment A-2 under the section “Data Groups that are Part of the CRDC.”

The CRDC data groups are listed and explained in Attachment A-2.

What is a data category?

A data category (category) characterizes a count, dollar value, or a full-time equivalent (FTE) in a CRDC data group. A data category is a grouping that an LEA uses to aggregate data before the LEA sends the data to OCR. For example,

Sex (Membership) is a data category. When this category is used, data are reported by sex: the number of female students enrolled, the number of male students enrolled.

Mathematics Course Enrollment is a data category. When this category is used, data are reported by academic subject: the number of students enrolled in Geometry, the number of students enrolled in Algebra II, the number of students enrolled in advanced mathematics courses, and the number of students enrolled in Calculus.

The CRDC data categories are listed and explained in Attachment A-3.

What are data category sets?

A data category set (category set) is a combination of data categories (e.g., racial ethnic by grade level). For example,

Retention table (DG963) has a single category set of grade level (K-12), racial ethnic, and sex (membership). For this category set, data are reported as follows:

- Kindergarten, American Indian or Alaska Native, Female

- Kindergarten, American Indian or Alaska Native, Male
- Grade 1, American Indian or Alaska Native, Female
- Grade 1, American Indian or Alaska Native, Male
- Etc.
- Kindergarten, Asian, Female
- Kindergarten, Asian, Male
- Grade 1, Asian, Female
- Grade 1, Asian, Male
- Etc.

The data would look completely different if instead of having these categories as a single category set, each category was its own category set. A data group with three category sets of grade level (K-12), racial ethnic, and sex would be reported as follows:

- First data by grade level
 - Kindergarten
 - Grade 1
 - Etc.
- Then data by racial ethnic
 - American Indian or Alaska Native
 - Asian
 - Etc.
- Then data by sex
 - Female
 - Male

As the data are reported for DG963, data can be compared between Asian males retained in grade 1 and Hispanic females retained in grade 1. If the data were reported where each category was a separate category set, the data could be compared by students who are male and students who are female but not by females retained in grade 1 and males retained in grade 1.

GUIDE FOR READING THE TABLES ON DATA GROUPS

How do I read the tables on the data groups in Attachment A-2?

Each data group in the CRDC data set is described in a table.

The first row of the table provides the data group name and identification number. For example, below is the first row for the Advanced Placement course enrollment table which is data group number 901 (DG901).

Group Name: Advanced Placement course enrollment table	DG: 901
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The next row in the table indicates the basic content of the data group. The data groups are assigned to one of the following sections: education unit, finance, program, staff, or student. For example, the data group Advanced Placement course enrollment table is assigned to the section “student” because the table collects counts of students.

Section	Student
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The next row contains the definition of the data group. Below is the definition of the data group Advanced Placement course enrollment table.

Definition	The unduplicated number of students enrolled in at least one Advanced Placement (AP) course.
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The row labeled “Permitted Values” contains the acceptable values for data group (e.g., yes, no, and NA) or a format (e.g., integer, percentage, dollars, or short text). For example, the data group Advanced Placement course self-selection (DG902) collects whether or not enrollment via self-selection is permitted for all Advanced Placement courses offered. This data group has acceptable permitted values of either yes it permits student self-selection or no it does not permit student self-selection.

Permitted Values	<ul style="list-style-type: none"> • Yes • No
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As another example, the data group Advanced Placement course enrollment table collects the count of students which is always an integer.

Permitted Values	<ul style="list-style-type: none"> • Integer
------------------	---

The reporting period row contains the collection period. Data for some data groups are collected at a point in time (e.g., October 1 or the *IDEA* child count date) while others are cumulative (e.g., regular school year or school year (fiscal)).

The reporting period for DG901 Advanced Placement course enrollment table is October 1.

Reporting Period	October 1
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Data can be submitted at the state level, for each LEA, and/or for each school. The row labeled “Reporting Levels” indicates the levels for which the data are required to be submitted. In the example below, data are required to be submitted at the school and LEA level.

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
------------------	---------------------------------	------------------------------	--------------------------------

The box on the row “Grand Total (Education Unit Total)” is checked when the grand total for each education unit (state, LEA, and/or school) must be submitted.

Grand Total (Education Unit Total)	<input type="checkbox"/>
------------------------------------	--------------------------

Additional information about the data group is found in the comments row.

Comment	
---------	--

Some data groups include data aggregated by category sets. The category sets are described in the next rows. See the question “what are data category sets” in the previous section of this attachment for an explanation of category sets.

CATEGORY SET	DESCRIPTION
Category Set A	•
Category Set B	•
Category Set C	•
Etc.	•

GUIDE FOR READING THE TABLES ON CATEGORIES

How do I read the tables on the categories in Attachment A-3?

Like data groups, categories are described in tables. The first row of the table contains the category name. For example, below is the first row for the academic subject (single-sex classes) table.

Category Name: Academic Subject (Single-Sex Classes)

The next row contains the definition. For example, below is the definition of academic subject (single-sex classes).

Definition	The course or subject area offered in academic classes in a co-educational school where only male students or only female students are permitted to take the class.
------------	---

The comments row is next. For example, below are some of the comments for the academic subject (single-sex classes) category.

Comments	Algebra I – Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.
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The next row contains the permitted values. For example, below are the permitted values for the data category academic subject (single-sex classes).

Permitted Values	
	<ul style="list-style-type: none"> • Algebra I, Geometry, and/or Algebra II • Other mathematics • English/reading/language arts • Science • Other academic subjects

The final row of the category tables contains the data groups that use the category. For example, below are the data groups that use the category academic subject (single-sex classes).

Data Groups	
	<ul style="list-style-type: none"><li data-bbox="646 390 1179 420">• 976 Single-sex academic classes table

GUIDE TO READING THE TABLES ON DIRECTIONAL QUESTIONS

How do I read the tables on the directional questions in Attachment A-4?

Like data groups, directional questions are described in tables. The first row of the table contains the name and identification (DI) number. For example, “Advanced Placement Indicator” is directional indicator #1.

DI Name: Advanced Placement indicator	DI: 1
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The next row in the table indicates the basic content of the directional indicator. The indicator is assigned to one of the following sections: education unit, finance, program, staff, or student. For example, the Advanced Placement indicator is assigned to the section “Education Unit.”

Section	Education Unit
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The definition row is next. For example, below is the definition of Academic Placement indicator.

Definition	An indication of whether the school has any students enrolled in one or more Advanced Placement (AP) courses.
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The next row contains the permitted values. For example, below are the permitted values for the directional indicator Advanced Placement.

Permitted Values	<ul style="list-style-type: none"> Yes No
-------------------------	---

The reporting period row contains the collection period. Data for some data groups are collected at a point in time (e.g., October 1 or the *IDEA* child count date) while others are cumulative (e.g., regular school year or school year (fiscal)).

The reporting period for the directional indicator Advanced Placement is October 1.

Reporting Period	October 1
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Data can be submitted at the LEA level, and/or for each school. The row labeled “Reporting Levels” indicates at which levels the data are required to be submitted. In the example below, data are required to be submitted at the school level.

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
------------------	---------------------------------	------------------------------	--------------------------------

The box on the row “Grand Total (Education Unit Total)” is checked when the grand total for each education unit (state, LEA, and/or school) must be submitted.

Grand Total (Education Unit Total)	<input type="checkbox"/>
------------------------------------	--------------------------

The next row is for comments. For example, below are some additional details for the Advancement Placement indicator.

Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>
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The final row lists the data groups where the directional question is used to determine whether the data group is applicable to the LEA. For example, the Advanced Placement indicator is used to determine whether the Advanced Placement course enrollment table should be presented to a school district.

GUIDING QUESTION FOR DATA GROUPS:
<ul style="list-style-type: none"> 900 Advanced Placement course by subject participation table 901 Advanced Placement course enrollment table 902 Advanced Placement course self-selection 903 Advanced Placement different courses provided 904 Advanced Placement exam participation table 905 Advanced Placement exam passing table

OTHER INFORMATION

What else should I know to review the attachments?

Data group and data category definitions and comments may include acronyms. To save space and improve technical readability, these acronyms are not defined within each data group or data category description. The acronyms can be found at the end of this attachment.

Definitions and comments may also include citations to federal statutes. Because this is a technical instruction rather than a formal written document, these citations may be abbreviated.

Where should I begin in reviewing the attachments?

Attachment A-1 is a good place to begin. Attachment A-2 contains an overview of the entire CRDC data set.

How are the data groups and categories organized in the attachments?

In Attachment A-2 (data groups) and Attachment A-3 (data categories), the data groups and categories are organized alphabetically by name under each topic. The introduction to the attachments contains a list of the topics in the attachment.

ACRONYMS

Data group and data category definitions and comments may include acronyms. To save space and improve technical readability, these acronyms are defined here. They are not defined within each data group or data category description.

- AP – Advanced Placement
- CCD – Common Core of Data
- CFDA – Catalog of Federal Domestic Assistance
- CFR – Code of Federal Regulations
- CRDC – Civil Rights Data Collection
- DG – Data group
- EC – Early Childhood
- ED – U.S. Department of Education
- EDEN – Education Data Exchange Network (synonymous with *EDFacts* or *EDFacts* Submission System)
- ESEA – *Elementary and Secondary Education Act*
- ESS – *EDFacts* Submission System
- FS – File Specification
- FTE – Full Time Equivalent
- GED – General Educational Development
- GEPA - General Education Provisions Act
- GFSA – Gun-Free Schools Act
- HS – High School
- IB – International Baccalaureate Diploma Programme
- IDEA – *Individuals with Disabilities Education Act*
- IEP – Individualized Education Program
- IFSP – Individualized Family Service Plan
- IHE – Institute of Higher Education
- K-12 – Kindergarten through grade 12
- LEA – Local Educational Agency
- LEP – Limited English Proficient
- NCES – National Center for Education Statistics
- NCLB – *No Child Left Behind Act*
- N or D – Neglected or Delinquent
- OCR – Office for Civil Rights, U.S. Department of Education
- OELA – Office of English Language Acquisition, U.S. Department of Education
- OESE – Office of Elementary and Secondary Education, U.S. Department of Education
- OII – Office of Innovation and Improvement, U.S. Department of Education
- OSHS – Office of Safe and Healthy Schools, U.S. Department of Education
- OSEP – Office of Special Education Programs, U.S. Department of Education
- OSERS – Office of Special Education and Rehabilitative Services, U.S. Department of Education

- OVAE – Office of Vocational and Adult Education, U.S. Department of Education
- PK-12 – Pre-kindergarten through grade 12
- PS -12 – Preschool through grade 12
- PS – Preschool
- SA – School Age
- SEA – State Educational Agency
- Section 504 - Section 504 of the *Rehabilitation Act* of 1973
- SY – School Year
- Title VI – Title VI of the Civil Rights Act of 1964
- Title IX – Title IX of the Education Amendments of 1972
- URL – Uniform Resource Locator

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for the 2013–14 school year collection of information is estimated to average 12.7 hours per school survey response, and 2.8 hours per local educational agency survey response. Public reporting burden for the 2015–16 school year collection of information is estimated to average 14.2 hours per school survey response, and 4.2 hours per local educational agency survey response. The reporting burden includes time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

This collection is authorized under a number of federal statutes and regulations. Section 203(c) (1) of the 1979 Department of Education Organization Act conveys to the Assistant Secretary for Civil Rights the authority to “collect or coordinate the collection of data necessary to ensure compliance with civil rights laws within the jurisdiction of the Office for Civil Rights” (20 U.S.C. § 3413(c)(1)). The civil rights laws enforced by the OCR include: Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability. OCR’s implementing regulations for each of these statutes requires recipients of the Department’s federal financial assistance to submit to OCR “complete and accurate compliance reports at such times, and in such form and containing such information” as OCR “may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying” with these laws and implementing regulations (34 CFR 100.6(b), 34 CFR 106.71, and 34 CFR 104.61). In addition, pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination based on disability. Any data collection that OCR has determined to be necessary to ascertain or ensure compliance with these laws is mandatory.

OCR also works with Department offices to help them effectively carry out programs of Federal financial assistance that the Secretary of Education is responsible for administering. *See generally*, Sections 201, 202(g), 411(a), and 412 of the Department of Education Organization Act (20 U.S.C. §§ 3411, 3412(g), 3471(a), and 3472). OCR works with the Department’s Office of Elementary and Secondary Education, which is responsible for administering the Elementary and Secondary Education Act of 1965 (ESEA). Section 9533 of the ESEA (20 U.S.C. § 7913) prohibits discrimination in the administration of the ESEA in violation of the Fifth or Fourteenth Amendments to the Constitution. In addition, Section 9534 of the ESEA (20 U.S.C. § 7914) prohibits discrimination in funded programs on the basis of race, color, religion, sex (except as otherwise permitted under Title IX), national origin, or disability. Thus, in addition to OCR’s authority described above, the ESEA provides authority for the Department to mandate that LEAs respond to this data collection.

The obligation to respond to this collection is required to obtain or retain benefit. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave.,

SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed Civil Right Data Collection survey to this address.