The CRDC Improvement Project

Findings and recommendations from cognitive interviews

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Introduction

The Civil Rights Data Collection (CRDC) is a legislatively authorized mandatory survey that collects data on key education and civil rights issues in our nation's public schools. These data are used by the U.S. Department of Education's (ED) Office for Civil Rights (OCR), by the Institute of Education Sciences' National Center for Education Statistics (NCES) and other ED offices, and by policymakers and researchers outside the Department of Education.

The CRDC is a longstanding and critical component of the overall enforcement and monitoring strategy used by the OCR to ensure that recipients of the Department's federal financial assistance do not discriminate on the basis of race, color, national origin, sex, or disability. OCR relies on the CRDC data it receives from public school districts 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. To meet the purpose and intended uses of the data, the CRDC collects information on public school characteristics and about programs, services, and outcomes for students, disaggregated by race/ethnicity, sex, limited English proficiency, and disability. Information is collected on where students receive instruction so that the data OCR collects accurately reflects students' access to educational opportunities at the site where they spend the majority of their school day.

CRDC data have been collected directly from local education agencies (LEAs) covering each of the 50 states and the District of Columbia since 1968, primarily on a biennial basis (i.e., in every other school year). Recent CRDC collections have also included hospitals and justice facilities that serve public school students from preschool to grade 12. Rather than rely on samples, recent collections cover the universe of all LEAs and all public schools, as well as state-operated facilities for students who are deaf or blind and publicly owned or operated justice facilities that provide educational services to youth. The universe includes all public entities providing educational services to students for at least 50 percent of the school day. Data are currently collected using an online data collection tool.

Cognitive Research Recruiting Goals and Procedures

Feedback from prior CRDC collections indicates that LEAs have experienced unacceptable levels of reporting burden. The issues documented fall into two categories: content and the data collection tool. Content issues that contribute to high levels of reporting burden include being asked to provide data already reported by the state education agency (SEA) and being asked to provide data that are not maintained by schools and LEAs at the level of detail required by the CRDC. Another content issue is a lack of clarity in the definitions of key terms. Respondents also reported that the 2011–12 CRDC data collection tool had performance issues; in particular, that there were not enough built-in edits and some edit messages were unclear.

Based on this feedback, the purpose of the CRDC Improvement Project is to develop a new data collection tool and processes that: (1) reduce respondent burden; (2) improve data response and (3) data quality; and (4) make CRDC data more useful and accessible to CRDC stakeholders.

To begin, NCES commissioned a set of research tasks to gather information about the challenges that LEAs, SEAs, and schools have in responding to the CRDC. These research tasks consist of: a review of known issues; expert review of the survey design; site visits to LEAs, SEAs, and schools; cognitive interviews about survey language and wording; and pilot testing of the new data collection tool.

This report summarizes the feedback received from the cognitive interviews and provides recommendations based on this feedback. The methodology used for these interviews is described first, followed by the feedback and recommendations organized by the table layout in the CRDC School Form. The CRDC School Form used in the interviews is attached.

Cognitive Interview Methodology

The purpose of the cognitive interviews was to gather information on which data elements on the CRDC school form are confusing to respondents and what information can be added to instructions, definitions, tables, and questions to make the data request easier for respondents. The cognitive interview protocol focused on specific data elements that NCES, OCR, and the site-visit research found to be problematic for respondents.

An interview protocol was developed, and interviewers were trained on the protocol and in the cognitive interview technique. The protocol is presented at the end of this report. Respondents for the telephone interviews were purposefully selected by NCES. NCES provided a list of 26 points of contact, primarily LEAs in addition to a few SEAs, in order to recruit the target 20 sites. The respondents were recruited via telephone and email, and 20 interviews were scheduled. The CRDC draft school and LEA table layouts were sent to respondents by email in advance of the interview. NCES sent a follow up letter by mail to all respondents once the interviews were scheduled. A total of 20 interviews were conducted over a two-week period in May 2014 by members from the American Institutes for Research (AIR) and Sanametrix team.

Each telephone interview was 90 minutes and up to three respondents involved in the reporting of CRDC data elements participated in the interview. Respondents were on the call at the same time and each respondent answered as needed depending on the questions being asked. Respondents were to spend approximately 90 minutes reviewing the draft tables and definitions prior to the interview.

Data Element Module Groupings

Groupings or modules of the CRDC data elements that were informed by feedback from site visits were developed. The AIR and Sanametrix team requested feedback on the data groupings from site visit participants by e-mail and telephone interview respondents during the interview. Questions included whether it would be easier or more difficult to reorder the questions in the survey by the topic areas in the proposed data groupings; are there other topic areas or different ways to group the data elements that would make it easier for LEAs to submit their data; and whether it is easier or more difficult to keep LEA-level questions and school-level questions about the same topic area separate.

A memo describing the findings and recommendations from the data module groupings research is presented at the end of this report.

Overall Recommendations

This section provides recommendations for general improvements to the table layout text that we recommend NCES/OCR apply to all data elements.

(1) REPHRASING THE KEY DATA REQUEST TO PROVIDE MORE INFORMATION AND DIRECTION

Currently, the key information for most of the tables is written as an instruction. Also, instructions are written in the present tense when all of the data collected will be from the prior school year. We recommend:

- Providing a full sentence initial data request for every table that is separate from secondary instructions;
- Including more specific information about the request in the initial data request sentence, and;
- Making the request past tense.

For example, for Q1 "Grades with Students Enrolled" the initial data request would be revised to read: "**For each grade listed in table 1, please indicate if this school had any students enrolled in that grade on the Fall 2013 snapshot date. Please check "yes" or "no" for each grade.**"

For Q9 on enrollment of LEP students, the program enrollment request would read "**Please enter the number of male and female students who were enrolled in LEP programs on the Fall 2013 snapshot date by their race/ethnicity and IDEA status. Include...**"

If NCES/OCR accepts this recommendation, AIR will revise the text for all items in the school and LEA forms.

(2) REVISING INSTRUCTIONS

Very important instructions should be considered *primary* instructions and should appear directly following the initial data request. Other *secondary* instructions should appear in an instruction box or some visually separate space next to the item.

For items with a lot of secondary instructions, the instructions should be prioritized in order of importance, with the most important instructions appearing first.

(3) REFERENCING DATES

Dates seemed to be generally confusing for respondents on an item-by-item basis, so they should be referenced in the initial data request for all items. This was also mentioned in the site visits. Providing an indicator of the expected date in the initial data request should solve this problem.

We are suggesting the language "Fall 2013 snapshot date" for Part 1 data requests per the examples above, and the following example language for Part 2 data requests. One problem with including the year is that this text needs to be updated for every administration. This should be considered when making a final decision on this recommendation.

If the target population is only students reported in the Fall snapshot:

"Please enter the number of male and female students in grades 7 or 8 who were enrolled in Algebra I on the Fall 2013 snapshot date and who successfully completed (i.e., passed) Algebra I at the end of the year, by their race/ethnicity, LEP, and IDEA status."

If the target population is all passing students:

"Please enter the number of male and female students enrolled in grades 7 or 8 who successfully completed (i.e., passed) Algebra I at the end of the year, by their race/ethnicity, LEP, and IDEA status."

Besides indicating whether or not the data is fall snapshot or end-of-year, the exact reporting criteria should be included in the instructions for the first question in every section/module. Then, for all other questions with the same reporting date after that question in that section/module, refer to it in the text in the instructions for subsequent items along the lines of "**Use the same [FALL] [END OF YEAR] reporting date as Question X**."

If possible in the tool, once an LEA has selected their reporting date, perhaps a little icon can display the date in some fashion either through a click to see or have it listed somewhere on the page. We have some questions about this. How and when are dates selected? Will we know it in advance?

(4) DISPLAYING GENERAL INSTRUCTIONS

We need to further discuss with NCES/OCR how general instructions will be displayed in the module format. Respondents could see a general instructions screen first. They should, however, have a link to those instructions available from every screen that is related to them.

(5) DEVELOPING PROBLEM ITEM FAQS

For items that have a lot of small definitional questions, like LEP, it might be helpful to develop a little item FAQ that can be linked from the online tool and housed on the website. Any question received about the item can be added to the FAQ online and updated for subsequent collections in the tool.

(6) CONSIDERING GRADE AND SCHOOL TYPE AND OTHER FILTERS

Once discussion about how gateway questions will work is further along, we will need to consider whether or not key information about grade levels and school types (and/or other

important filtering characteristics a table applies to) needs to be provided somewhere in or near the initial data request, and which items require it.

(7) REVISING LONG DEFINITIONS

In cases where long definitions are examples of inclusions and exclusions, it may be possible to focus on either one or the other – whichever is shorter. For example, we suggested this approach may be an option for teachers, as follows:

> A <u>teacher</u> provides instruction, learning experiences, and care to students during a particular time period or in a given discipline for grades preschool-12.
>
> Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.
>
> All other types of teachers should be included.

(8) LINKING INSTRUCTIONS TO ROWS AND COLUMNS

One repeated concern was the difficulty of matching bullet points in the question instructions that contained row-specific information to the corresponding row in the data item. Respondents were unsure if rows were counted individually or if sections with multiple components were being counted as a single row (see Question 18 Part 2 as an example). One respondent suggested tagging bullet points directly with their corresponding row numbers. For example, a bullet point might read "**In row 1, enter the number of students who...**"

Where this is a concern, we believe visually splitting the table and using two separate data request statements is a better solution. However, where this cannot be done, providing greater mapping between instructions and the location of the element in the table should be considered. These improvements can be made during the overall survey review.

(9) IMPLEMENTING SURVEY REVIEW AND TEXT EDITING

We recommend a survey specialist revise items not addressed in this cognitive interview report. This will ensure consistency between items receiving attention from the cognitive interviews and other items, and ensure best practices in questionnaire wording are applied to all items. NCES/OCR would be given the opportunity to accept or reject the revisions.

Additionally, although not always called out by respondents, some of the text in the instructions is difficult and may require more than one reading attempt by respondents, which adds to burden. We recommend having all of the final text copy-edited to improve readability. NCES/OCR should be given the opportunity to accept or reject the edited text using track changes.

The remainder of this document presents findings and recommendations from the cognitive interviews for the Introduction, Part 1 and Part 2, by section and data element number. Findings for each data element, instruction, or definition are summarized first, followed by the recommendations.

Table Layouts Introduction

Respondents were familiar with the Civil Rights Data Collection and could accurately explain its purpose and expectations.

While two respondents said that they do not read the introduction because it is the same every year and does not provide substantive information, four other respondents thought that the introduction should include additional information. Suggestions for improvement included: a recommended timeline with deadlines for completion; a list of "Best Practices" to help guide schools through data collection; a reference section with key definitions; and an estimated date of when data would be released.

One SEA respondent also mentioned that districts do not really understand about the OMB approval process. She feels that the "Where Can I Find Information About…" section could be improved and should just include who approved this survey and how a district could contact them. The introduction currently does not say what OMB means, and the respondent does not think the information regarding the study control number is needed.

Additionally, several respondents noted that previous years' introductions significantly underestimated the amount of time it takes a school to complete the CRDC.

> **RECOMMENDATIONS:**
> Recommendations to address most of these comments are provided in the Site Visits Recommendation Report.
>
> We are uncertain if we are able to make substantial changes to the actual text of the introduction without OMB approval. And, OMB numbers and certain required information must appear on the survey. We will discuss the introduction text with NCES/OCR and will suggest improvements if changes are allowed.

Part 1 School Form: Fall Snapshot Data

General Instructions

While respondents understood that this section was requesting counts using a snapshot date (i.e., a single day between September 27th and December 31st for the 2013-2014 collection), several LEAs questioned why the 2015-2016 data collection mandated counts from October 1st. Respondents explained that they regularly choose a snapshot date that aligns with their state reporting and feel that the mandated October 1st date will be an additional burden on schools.

When asked about the second and third bullet points, respondents were able to explain duplicated and unduplicated counts as they relate to relevant sections of the tables.

One respondent suggested moving up the "50% rule" regarding student enrollment to the general instructions. The "50%" rule is currently outlined in the directions for Question 7.

RECOMMENDATIONS:

Include the 50% rule in the general instructions (as well as in the relevant enrollment items).

The reporting date issue is a design change that NCES/OCR has decided on, but which should be revisited if the rationale mentioned has not been previously considered.

Section I | School Characteristics

Question 1 | Grades with Students Enrolled

When asked how they would respond to the table in Question 1, several respondents said that a school would mark "yes" for a grade if the school offered the grade and if the school had at least one student enrolled in the grade.

While one respondent said that they would report children enrolled in Kindergarten but less than five years of age by December 1st as a preschool student, another respondent said that they would not count students enrolled in Kindergarten but less than five years of age as a preschool student.

When asked how she interpreted the first bullet point in the instructions, one respondent said that she assumed she would need to check either "yes" or "no" for each grade as opposed to leaving an item blank.

> **RECOMMENDATIONS:**
>
> Respondents focused on the "yes" column and did not consider the "no" column. This could be due to the instruction which only references the "yes" column. First, we recommend changing the initial instruction to better reflect the task such as "**For each grade listed in table 1, please indicate if this school had any students enrolled in that grade on the Fall 2013 snapshot date. Please check "yes" or "no" for each grade."**
>
> Only marking yes in a yes/no column format is a common problem in survey research. However, without a checked "no" box, it is unclear if the respondent forgot to mark the box or if the answer is a true "no". The online tool should be able to handle this by forcing respondents to select either "yes" or "no" for each option.

Question 2 | Preschool Age for Non-IDEA Children

When asked how they would complete the table in Question 2, respondents wanted to know which date they should use in order to determine whether they have preschool students in the given age categories.

While some LEAs interpreted preschool to be a "catch-all" term and indicated that they would include all students enrolled in a program regardless of the program title or funding source, several other LEAs requested further clarification as to which programs were included in the definition of preschool.

Confusion over the definition of preschool was mentioned repeatedly by respondents throughout the interviews and is a relevant concern for all subsequent preschool-related questions.

We recommend using one of the following definitions of preschool, which would apply to Q1 and throughout as well. One definition allows Q1 to report all students enrolled in preschool regardless of age. The other specifies ages 3 through 5.

- **Preschool programs are defined as district, state, or federally funded programs for children who are a year or two away from entering kindergarten. These programs and classes include prekindergarten, Head Start, and other district, state, or federally funded preschool programs at the school.** [Optional: While these programs are typically designed for children ages 3 to 5, the actual age of the children enrolled in preschool is not relevant for this table.]

- **Preschool programs are defined as district, state, or federally funded programs serving children ages 3 through 5. These programs and classes include prekindergarten, Head Start, and other district, state, or federally funded preschool programs at the school.**

If this definition is used, add the age range to the Preschool table category as in "Preschool (ages 3 through 5)."

The definition assumes NCES/OCR wants to capture only government funded programs. If that is not a concern, remove that terminology.

The data request for this item would be changed to "**Please indicate whether the school's preschool program had non-IDEA students enrolled in the Fall of 2013 in each of in the specified ages. Please check "yes" or "no" for each option.**"

The date problem would be resolved by referencing the snapshot date in the instructions per the general recommendation about dates. However, you could consider making this be age at date of enrollment.

Question 3 | Ungraded Detail

Only one respondent was certain that their LEA had schools with ungraded students, while three other respondents thought they may have some alternative or Montessori schools that fit this definition. The respondent who knew that their LEA had ungraded students suggested adding clarification about the words "mainly" and "wholly ungraded." The respondent was uncertain whether she should interpret these words to mean "100%" or just "greater than 50%."

Two respondents suggested supplying an age range to categorize elementary, middle, and high school students.

RECOMMENDATIONS:

We recommend revising this table to something like the table below. You could specify actual percentages (less than 30 percent but at least 1 student; 30 percent to 49 percent;

50 percent of more) but that would mean the LEAs would have to actually calculate this from student records. That is more of a burden than just giving an indication. Just giving an indication is what the initial table design does and that seems sufficient.

It is unclear if age ranges will work for the purpose of the question. If not, NCES/OCR could replace age range with "Grade equivalent" which is Kindergarten through grade 5; 6 through 8; 9 through 12.

Please indicate the approximate number of students enrolled in this school in the Fall of 2013 that were in each of the age ranges listed. Please check one box for each age range:

Age range	No students	Less than a third but at least one	About a third to less than one half	Half or more
Ages 3 through 10				
Ages 11 through 13				
Ages 14 and older				

Question 4 | School Characteristics

When asked about the definitions included in Question 4, two respondents were uncertain whether they should characterize some of their schools or programs as magnet schools, (e.g., choice schools with a special focus that are initiated by parents, but not set up specifically to attract students of various racial and ethnic backgrounds), and requested further clarification as to the definition of a magnet school. One of these respondents was not sure what was meant by the phrase "capable of attracting" and felt that there is a legacy definition of magnet schools related to increasing participation of minority students, but that magnet schools may now be broader than that legacy. Another respondent questioned the criteria of a special education school. The respondent suggested adding a qualifier to the definition, such as a minimum percentage of special education students.

RECOMMENDATIONS:
There are problems with classifying schools in this table. The magnet school definition in particular needs to make the various types of school allowed clear. The current definition emphasizes the minority group isolation component. If this is the type of magnet program that is desired, it needs to be further defined by specifying something like, "**Count only magnet programs or magnet schools that have a written mission statement with the explicit aim of preventing minority group isolation.**" If all types of magnet schools are to be included, then remove the emphasis on minority group isolation and include a "may include" statement that captures both minority group and topical focus programs.

For special education schools, we are uncertain if it would be possible to quantify the request with a percentage. If not, we recommend providing as much specific detail about what counts as a special education school as possible.

Section II | Student Enrollment

General Instructions

One respondent said that using two different count dates for IDEA has caused errors in previous collections. The respondent suggested adding a note that the same day should be used for both counts.

> **RECOMMENDATIONS:**
> Is it important to have both date options? If it does cause errors, and two count dates continue to be allowed, this scenario should be accounted for in the error logic coding. However, this was not a problem reported by many respondents, so we are uncertain if it requires revision.

Key Definitions

Two LEAs expressed confusion over the phrase "preparing to enroll" in part B of the Limited English Proficient definition either because they were not certain it referred to only LEP students or because it would be difficult to capture information on students intending to enroll.

> **RECOMMENDATIONS:**
> Detailed official definitions should be separate from the reporting instructions to avoid confusing respondents who do not need that extra information. This will be easy to take care of in the online tool. However, a better fix would be to eliminate the official definition and making it more user-friendly while still providing the correct information. A link to the official definitions could also be provided.
>
> For the purposes of CRDC reporting the LEP counts in this section will be of students enrolled in the school at the snapshot date. The "preparing to enroll" language suggests that a student can be enrolled in an LEP program but not yet enrolled in the school. We do not believe NCES/OCR wishes to capture that information. NCEC/OCR should consider removing this instruction from the definition, since it does not apply to the CRDC. The definition issues also appear in Question 9.

Question 7 | Overall Student Enrollment

Two respondents said that it has been difficult to report on co-enrolled students in the past. One respondent said that this problem could be fixed by reporting all co-enrolled students at the primary school since the "50% rule" can be challenging to calculate. The other respondent suggested adding a field on the form where a respondent could indicate that students are also enrolled in another school.

When asked how the instructions could be improved, one respondent suggested changing the second bullet point to read "home school" as opposed to "regular school."

One respondent said that there will need to be some clarification on what is considered distance education. They have students who are in schools that do not offer a particular course and they are doing on-line courses, which could be considered distance courses. Clarification of the definition of distance education and whether "virtual" courses should be counted were also mentioned in site visits.

> ### RECOMMENDATIONS:
> Despite the difficult language in the definition of overall enrollment, respondents seemed to understand what and how to report data for this table. The problems reported were in tracking these students, not in understanding the question. Data reporting problems are documented in the Site Visits Recommendation Report.
>
> NCES/OCR could consider changing "regular" school in the second bullet to "primary" or "home" school or using both terms "regular or home school". The respondent suggestion to add a field to indicate the student is enrolled elsewhere does not seem to ease reporting burden for this item so we do not recommend it.
>
> Any improvements to the definition of distance education should be made here or made available in help screens here.

Question 8 | Preschool Enrollment

See "Question 2 | Preschool Age for Non-IDEA Children."

Question 9 | Enrollment of Limited English Proficient Students

Three LEAs noted that LEP students who have achieved a certain level of proficiency are monitored for several years afterwards and can still be classified as LEP. Respondents were unsure whether or not to include these students in this table.

When asked about the two rows, "Students who are LEP" and "Students enrolled in LEP Programs", two LEAs expressed some confusion about what to include in the "Students who are LEP" row. One indicated that they would only include LEP students "not receiving services," and the other indicated that there could be more students in LEP programs than students who are LEP, although realized that the counts may be inaccurate.

For example, one respondent said this table is a subgroup breakdown of LEP students by race, disability, and gender. This respondent would include the LEP students receiving services at the snapshot date in the second row. The students that are identified as LEP and are not receiving services would be included in the top row. The respondent said it would be helpful to include a statement that the CRDC is looking for enrollment in LEP programs as of the LEA count date with this table.

It is possible that respondents may be interpreting this table incorrectly as follows:

Row 1: LEP but not enrolled in program
Row 2: LEP and enrolled in program

RECOMMENDATIONS:

Please see recommendations for Key Definitions in this section, where the LEP definition is discussed. We have two suggestions to prevent potential misinterpretation of the table.

(1) Make the initial data request more specific. For example, "In the top half of the table, please enter the total number of male and female students who were classified as limited English proficient (LEP) on the Fall 2013 snapshot date by their race/ethnicity and IDEA status. Include…" Also change the row header to "All students who are classified LEP" in the top part of the table.

(2) Another option, and one we prefer, is to make this table visually appear as two separate data requests as shown here:

In table 9a, please enter the number of male and female students who were <u>classified</u> as limited English proficient (LEP) on the Fall 2013 snapshot date by their race/ethnicity and IDEA status. Include…"

9a. Number of students classified as LEP	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP Students with Disabilities (IDEA)
Male									
Students who are LEP: Female									
Students who are LEP: Total									

In table 9b, please enter the number of male and female students who were <u>enrolled in LEP programs</u> on the Fall 2013 snapshot date by their race/ethnicity and IDEA status. Include…"

9b. Number of students enrolled in LEP programs	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP Students with Disabilities (IDEA)
Male									
Students who are LEP: Female									
Students who are LEP: Total									

Additionally, for items that have a lot of small definitional questions, like LEP, it might be helpful to develop a little item FAQ that can be linked from the online tool and housed on the website. Any question received about the item can be added to the FAQ online and updated for subsequent collections in the tool. This would resolve the first problem noted in the findings for this item.

Question 10 | Enrollment of Students with Disabilities Served Under IDEA and Students with Disabilities Served Under Section 504 Only

Respondents understood Section 504 Only and IDEA to be mutually exclusive categories and said that they would not count a student in both groups.

RECOMMENDATIONS:
No specific change needed.

Section III | Classes, Course Enrollment, and Program Enrollment

General Instructions

While some respondents did not understand or misinterpreted the phrase "sum of a count" in the third sub-bullet on block scheduling under "For the 2013-14 CRDC," one LEA suggested that the bullet be reworded to "count the total number of classes or students based on a single day..." Others correctly understood this term to only be relevant to schools with block scheduling. One LEA said that he did not have a problem with the counts.

> **RECOMMENDATIONS:**
>
> Whether or not the count should be additive based on two count dates seems to be the basis of confusion. We recommend the following revision to the language:
>
> **"For schools with block scheduling that allows a full-year course to be taken in one semester, unless otherwise noted, the count reported should be a total from both blocks calculated as—the number of students in the first block who are enrolled in the course on the Fall snapshot date plus the number of students in the second block who are enrolled in the course on a single date in January or February. Apply the same counting procedures for classes."**
>
> If needed, add "**Students counted in the first block should not be counted in the second block.**"

When asked how the instructions could be improved, two respondents suggested including a page number in the second bullet point on "see general instructions," which would lead them back to the general instructions page. One of these respondents suggested that the fourth bullet point that describes the difference between a course and a class be made clearer by using mathematics courses instead of science courses, but this is likely in response to the probing about Algebra courses.

> **RECOMMENDATIONS:**
>
> The need to see the general instructions is something the online tool should provide as part of the help features that can be accessed from every screen. However, in a module format, the general instructions may be parsed out differently. The best placement and access for general instructions is something we will need to consider when the online tool layout is reviewed.

Question 11 | Gifted and Talented Education Programs

Many LEAs requested additional clarification in order to determine whether or not they had a gifted and talented program. Specifically, respondents wanted to know whether to include honors or AP courses at the high school level, art and music courses, and programs housed in another building.

Two respondents thought that use of the word "program" was problematic and questioned whether to include students who received differentiated instruction or accelerated assignments in the regular classroom.

> ### RECOMMENDATIONS:
> This data element seems to need a bit more specific information added to the definition and instructions. We recommend providing additional instructions about exclusions (e.g. AP and arts and music if these are supposed to be excluded) and providing some additional trigger terms or examples in the definition, like "accelerated assignments" and "differentiated instruction" and any others that might be commonly used. We also recommend specifying "either in this school or another building." This data element would also be a good candidate for a data element FAQ.

Question 13 |Classes in Algebra I

Several respondents indicated that they would answer this question using course codes rather than course content. Respondents specifically mentioned mapping this table to SCED (School Codes for the Exchange of Data) codes and suggested that the CRDC include a list of relevant codes to assist districts in answering this question. (This suggestion also applies to Question 18 regarding enrollment in advanced mathematics courses).

When asked if there were any Algebra I classes or students that the LEA would exclude, one respondent questioned whether to include students enrolled in an Algebra I course with an adapted curriculum for Special Education students. Another respondent said that her LEA splits Algebra I into a two-part course, and she does not know whether to include students only enrolled in one part of the course.

> ### RECOMMENDATIONS:
> We recommend the SCED codes be provided as part of the help tool features for the online tool and made available on the CRDC website for flat file submitters.
>
> The other issues mentioned would be candidates for an item FAQ. If they are common problems, they could simply be added to the instructions as "Include adapted curriculum for Special Education students," or vice versa for exclusions.
>
> The issue of two-part courses seems to be a student count issue (in reference to the enrollment question) but different from block scheduling. We are uncertain how these students should be counted, but we assume if they enroll in part 1 but do not enroll in part 2, then they did not complete the course. So if they were enrolled in part 1, they should be counted. They would then not be counted as passing when those questions are asked. Again, using the Fall snapshot date should fix this problem.
>
> Respondents also seem to perhaps be confused about the change in unit of analysis from students to classes. We recommend emphasizing classes. We think this can be done by

using the "key data request" approach and highlighting the term classes. It also is unclear, however, if the data requested is the number of classes with "at least one student" in the age range enrolled, total number of Algebra I classes offered regardless of student grade, or Algebra I classes "intended" for students in grades 7-12. This problem is illustrated better in the comments on Question 18. Whatever the intent is, it needs to be better specified. We recommend the following revision for these types of questions, depending on the correct specification:

This table is about classes. Please enter the number of Algebra I classes offered in this school on the Fall 2013 snapshot date that were open to students in grades 7-12.

OR

This table is about classes. Please enter the number of Algebra I classes offered in this school that had at least one student in grades 7-12 enrolled on the Fall 2013 snapshot date.

OR

This table is about classes. Please enter the number of Algebra I classes offered in this school on the Fall 2013 snapshot date that had a curriculum intended for students in grades 7-12.

Question 18 |Classes in Mathematics Courses in High School

When asked if there were any classes or students that the LEA would exclude, respondents were unsure how to report students enrolled in a mathematics course but in a different grade level than the one specified in the table. The following scenarios were mentioned to be problematic: 6th grade students in Algebra I; 7th and 8th grade students in Algebra II; 7th and 8th grade students in advanced mathematics classes housed at a high school; and high school students in a concurrent enrollment program.

Additionally, three respondents wanted clarification as to whether the term "advanced mathematics" only applies to the specific topics listed or whether the LEA should report all mathematics classes that the LEA categorized as "high level."

RECOMMENDATIONS:
We think rewording the request as discussed for Question 13 will make it more clear what this table is asking for.

The second problem is definitional and we recommend that the item be specific about what courses constitute advanced mathematics, if possible. If this is acceptable, we recommend changing the definition wording to say "Advanced mathematics includes ONLY the following courses:…" This instruction would be considered "very important" but the definitions of the actual courses (trigonometry, etc.) would be secondary.

If specification is not possible, then we recommend loosening the terminology to say "courses similar to, but not limited to, the following:…"

Question 27 | Advanced Placement (AP) Student Enrollment

When asked how this table could be made easier to understand, one respondent suggested changing "at least one AP course" to "one or more AP courses."

RECOMMENDATIONS:
We agree with the suggestion and recommend implementing it.

Question 34 | Dual Enrollment Program

Seven respondents said that their LEAs have a dual enrollment program, but some respondents noted that it would be difficult to provide enrollment counts since the LEA is not currently recording this information.

Four respondents expressed confusion over whether to count AP and IB courses as a dual enrollment program.

Other respondents were uncertain whether the LEA had a dual enrollment program, but felt that the definition was clear.

RECOMMENDATIONS:
We recommend moving the information about AP/IB that is provided in the definition to be an instruction that would appear directly after the initial data request as a few respondents missed it.

Also, we noticed that the reference to Question 32 is incorrect. We believe it should be Question 37.

Question 36 | Single-Sex Academic Classes in the School

The majority of respondents said that their LEA did not have any single-sex classes. However, one respondent asked whether chorus (where students are often grouped by sex) would count as an academic class and should be included in the table.

RECOMMENDATIONS:
Clarification about this issue is provided in the definition. NCES/OCR could consider pulling this information out of the definition and making it a more visible instruction. It was only reported to be a problem by one respondent, but it would be a simple change to make.

Section IV | School Staff

General Instructions

Three respondents expressed confusion over how to count a teacher whose time is split between schools and thought this issue should specifically be addressed in the instructions.

> **RECOMMENDATIONS:**
>
> We recommend adding a general instruction for both teachers and other staff who may split time across schools.

Key Definitions

When asked if there were any teachers in their school/district that the LEA would not know whether to include, respondents requested further clarification as to how an LEA should count a certified teacher who is working in a support capacity or who does not have a full teaching schedule.

Additionally, some respondents did not agree that a teacher with a provisional credential should be excluded in these counts since a teacher with a provisional credential was considered to be fully licensed in their respective states.

> **RECOMMENDATIONS:**
>
> The definition of teachers is long and visually it is difficult to use. The last category is a catch-all other category which contradicts the need for exclusions. The list of exclusions is easier to use than the list of inclusions. Are the inclusions necessary? If so, they should be presented better visually. The online tool should be able to handle this. If we can revise this, we recommend focusing on the exclusions as follows:
>
> **A <u>teacher</u> provides instruction, learning experiences, and care to students during a particular time period or in a given discipline for grades preschool-12.**
>
> **Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.**
>
> **All other types of teachers are included.**
>
> If the support teacher mentioned in the first bullet should be excluded, that can be added to the list of exclusions.
>
> The second issue on a provisional credential is a decision that NCES/OCR should make. The definition could be revised if NCES/OCR decides to include teachers with a provisional credential.

Question 54 | Security Staff

Many LEAs expressed confusion about the difference between a sworn law enforcement officer and a school resource officer. One respondent said she was confused because the bullet points in Questions 53 and 54 contain definitions for three items (sworn law enforcement officer, school resource officer, and security guard), but she is only asked to report on two items. The same respondent suggested that these questions be made clearer by having only two categories "sworn law enforcement officer/school resource officer" and "security guard."

Three LEAs were unsure whether to include contracted employees in their counts and suggested adding additional language with specific inclusion criteria to help determine whether to count these employees.

> **RECOMMENDATIONS:**
> We recommend implementing these suggestions and adding SRO as part of the sworn law enforcement officer definition…as in "**A sworn law enforcement officer is a career law enforcement officer or school resource officer (SRO), with arrest authority**." No respondent specifically mentioned that they needed a definition for SRO, but it could be included in supplemental definition information in the online tool.

Other Respondent Comments

Many respondents reported that they give this section to their HR or financial departments to complete.

One respondent misinterpreted the table in Question 56. The respondent pointed to the definition of "previous school year teachers" as the problematic element, specifically the phrase "subset of teachers employed at the school in the current year." The respondent said that this is not necessarily true and did not understand what the CRDC intended him to report.

> **RECOMMENDATIONS:**
> We recommend using actual school-year dates and remove references to current because the CRDC reporting period is not the current school year. Use of the term "current" is therefore confusing. This would also eliminate one of the instruction bullets. However, as mentioned in the overall recommendations, providing a date requires that the date be changed for every administration. One alternative solution to providing specific dates is to change "current year" to "CRDC reporting year."
>
> We also recommend rephrasing the initial data request to make it clear that the second row is a subset. This table could actually appear as just two questions where the second question is "**Of the number of teachers employed during the 2013-14 school year, how many teachers were also employed at this school during the previous year?**"

Part 2 School Form: Cumulative or End-of-Year Data

General Instructions

Although all respondents understood this section to be asking about the entire school year, respondents interpreted the word "cumulative" differently which may explain the respondents' confusion over how to report Algebra I passing rates in Part 2, Section I.

How LEAs Interpreted "Cumulative" as it relates to Enrollment Counts:

Count of all students ever enrolled in the course *regardless of whether they completed the course or withdrew* – , , , ,

Count of all students ever enrolled in the course throughout the entire school year *who did not withdraw and/or received a final grade (IE count of those who completed the course)* – ,

How LEAs Interpreted "Cumulative" as it related to Passing Counts:

Count of all students who received a passing grade in the specified class *throughout the entire school year* – , , , , ,

Count of all students who received a passing grade in the specified class *using only the "end of the year population"* –

Count of students who received a passing grade in the specified class *of the students who were reported as enrolled in Part 1* –

> ### RECOMMENDATIONS:
> For enrollment counts, we believe improving the initial data request statement as suggested in the overall recommendations will fix this problem.
>
> For passing counts, we believe the main problem with this section is the need to clarify the target population of students; please see our recommendation for Algebra I. We assume, based on the instructions in the Algebra I item, that the last interpretation noted above is correct. However, we can modify the instruction to meet whatever intent is appropriate. It may be useful to provide an example here as well. We would be happy to develop one if NCES/OCR would like to implement this recommendation.
>
> We also recommend that NCES/OCR provide a specific description of what it means to successfully complete or pass a course. This was confusing for some respondents as described in Part 2 Q1. A possible definition might be, "**Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar**

passing mark." If the definition is shorter, then NCES/OCR could replace "successfully completed the course" with the actual definition, e.g. **"…number of students who earned a grade of D or higher or received passing credit in Algebra I at the end of the year."**

Section I | Algebra I Passing

Question 1 | Middle School Students who Passed Algebra I

When asked how they interpreted "passing," many respondents said that this meant that a student received a final grade of a D or higher. Other respondents interpreted "passing" as a student having earned credit for the class, which could be synonymous with receiving a D or higher.

One respondent requested further clarification as to the definition of "passing." The respondent said that "successfully completed" is a very ambiguous phrase and wants to know if schools should determine the definition of passing themselves. If so, the respondent thinks that should be made clear in the instructions.

When asked how reporting the number of students who passed Algebra I differed from the number of students enrolled, respondents gave a wide range of responses as indicated in the examples below:

- Respondent 1 : "For a block scheduling scenario, if there is a fall algebra class and a spring algebra class, the respondent would report passing for a spring class that had an enrollment of zero during the fall snapshot."
- Respondent 2 : "If the respondent used the October 1 count for this table, there will not be a full picture because students can join a class throughout the year…the second bullet in the instructions contradicts the cumulative count."
- Respondent 3 : "This refers to any student that receives the passing grade at any given school over the course of the school year."
- Respondent 4 : "The difference between reporting passing grades and reporting Algebra I enrollment data is that students passing Algebra refers to a cumulative count throughout the school year whereas enrollment refers to the students enrolled in Algebra I on the specific count date…total passing could theoretically be higher than those enrolled on the count date."
- Respondent 5 : "Reporting students who have passed certain classes differs from Algebra enrollment data in that enrollment includes every student taking the class, and passing includes the students of that enrollment count who passed the class."

Overall, respondents appeared to understand that the enrollment counts and passing rates could be different due to student mobility and students not passing the class, but respondents _did not_ understand that they should report the passing rate of _only_ the students who were reported in Part 1.

> **RECOMMENDATIONS:**
> It seems it is unclear if the population of students should be the population enrolled on the fall snapshot date or not. Using the fall snapshot date is recommended and it seems

from this question that is NCES/OCRs intent. If this is the case, clarifying the initial data request should help. For example, the initial data request could be written as:

"Please enter the number of male and female students in grades 7 or 8 who were enrolled in Algebra I on the Fall 2013 snapshot date and who successfully completed (i.e., passed) Algebra I at the end of the year, by their race/ethnicity, LEP, and IDEA status."

Second, an additional column could be provided in the table to account for students who left the school. However, this becomes a more complicated issue of identifying why the student left the school. For example, a student who drops out of school is different from a student who transfers to another school or a student who is arrested. If NCES/OCR decides to provide a means for accounting for students who leave the school, it should be decided what information is necessary. Currently, these students are not tracked at all, so a column that indicates **"Students who transferred or left the school"** would suffice. If this column is added we recommend adding it to the initial data request, as in **"by their race/ethnicity, LEP, IDEA, and transfer status."**

See comments on the general instructions regarding the definition of passing.

Question 2 | High School Students who Passed Algebra I

See "Question 1 | Middle School Students who Passed Algebra I."

Section II | Credit Recovery

Key Definitions

Two respondents thought that the word "program" was problematic since they interpreted a "program" to be more comprehensive than a course. The respondents wanted clarification on whether a "program" should be interpreted as the equivalent of a single course or as a sequence of courses.

> **RECOMMENDATIONS:**
>
> We do not have a solid recommendation to address the confusion over the term "program." We think these programs can take a variety of forms, including classes, individual tutoring, etc. So using "courses" alone would not be appropriate. Perhaps "program, course, or other instruction" would work.

Question 5 | Credit Recovery Program

Several respondents expressed confusion over whether they should count students enrolled in online courses or courses housed in another building, particularly in instances students spend less than 50% of their time in these courses.

Although multiple LEA understood summer school to be included in the definition of a credit recovery program, one LEA questioned whether they should count over-the-summer recovery students on the previous or upcoming year's data collection. The same respondent also asked whether the count should be taken when students enroll in a course or when they complete the course.

> **RECOMMENDATIONS:**
>
> The definition of credit recovery offers answers to most of the other problems noted, but it seems perhaps respondents are not reading it or digesting it. We recommend making the definition an instruction instead. "**Include online courses, summer school, school break courses...**"
>
> There does not appear to be a time limit on course attendance so perhaps the instruction should specify this in some way?
>
> For the question about summer school, including dates in the initial data request or secondary instruction should clarify this. We recommend revising "report data based on the start of the regular school year up to one day prior to the following regular school year" to "...programs, courses, or instruction from the start of 2013-14 school year and through summer, up to one day before the start of the 2014-15 school year."

Section III | SAT Reasoning Test, ACT, and Advanced Placement Exams

Question 9 | Students who Received a Qualifying Score on Advanced Placement (AP) Exams

Several respondents mistakenly thought that a student would be counted in both rows 1 and 2 of the table if a student received a qualifying score on one AP exam but did not receive a qualifying score on another. One respondent suggested rephrasing the final bullet point to help clarify that these rows are mutually exclusive.

Two other respondents misinterpreted the table entirely. One respondent thought that a student would be excluded from the table if he or she did not receive a qualifying score on an exam, while another respondent thought that she should count all students enrolled in AP courses and then add students who took one or more exams.

Additionally, one respondent thought that a "qualifying score" was open to interpretation since colleges accept different exam scores, but several respondents knew to interpret a "qualifying score" as a 3, 4, or 5.

> #### RECOMMENDATIONS:
> This table is a candidate for visual distinction of text, similar to the recommendation for the enrollment of LEP students (Part 1, Question 9) above. Separating the table and providing a new initial data request for the top and bottom rows should resolve the problems with this table. Additionally, we recommend the actual qualifying score **"received a score of 3 or higher"** should be specified in the initial data request, rather than using the term qualifying score.

Other Respondent Comments

Seven respondents indicated that they understood the table, but that the problem was getting good data to report in the table. The LEAs said that not only do they rely on the College Board to provide them with these data, but they also have to pay to receive it. This was also mentioned in the site visits. Respondents said that it is difficult to match the exam results to student records, since students self-identify on the AP exam and are not obligated to provide a social security number. Matching exam results to student records was noted to be especially difficult in cases where a student takes an AP exam when he or she is not enrolled in the corresponding AP course.

Two LEAs mentioned that AP courses in their district are open to all students and wanted somewhere to report this. Another LEA mentioned that there is no data item that collects information on students who do not take an AP course but take the exam, and students who do take the AP course but do not take the exam.

RECOMMENDATIONS:

Issues of availability of the AP data are addressed in the Site Visit Recommendations Report. For the "open to all students" comment, we recommend no change because LEAs would report this in Part 1, Question 26.

Section IV | Chronic Student Absenteeism

Question 10 | Chronic Student Absenteeism

LEAs that record period attendance found this data item to be problematic. Several respondents suggested adding clarification to the definition of a school day, specifically how an LEA should treat students who are absent for a portion of the school day. Respondents also wanted clarification as to whether absences would be additive across partially-missed days or across schools that a student had attended in one school year.

Additionally, several respondents requested clarification as to whether or not the 15 or more school days must be consecutive in order for a student to be counted as chronically absent.

> **RECOMMENDATIONS:**
> We recommend that these issues be clarified in secondary instructions. The clarification for "consecutive days" should be a primary instruction. We can write these instructions with further clarification from NCES/OCR.

Other Respondent Comments

Respondents liked that "unexcused and excused absence" was included in the definition, but suggested drawing attention to this phrase using a bold font or underline.

> **RECOMMENDATIONS:**
> We recommend moving this language to a primary instruction.

Section V | Student Retention

Question 11 | Student Retention Indicator

Respondents stated different methods for calculating the number of students reported in this table, but did not have trouble understanding what the table requested. For example, two respondents reported that they retain students in high school by number of credits and not by grade level.

However, two respondents specifically mentioned that they do not retain students in Kindergarten and were not sure how to correctly indicate this in the table.

Additionally, only one respondent reported that they had transitional Kindergarten but thought that the program was being phased out.

RECOMMENDATIONS:
We have no specific recommended changes.

Section VI | Single-Sex Interscholastic Athletics

Question 14 | Single-Sex Interscholastic Athletics Sports, Teams, and Participants

Several LEAs did not understand how to interpret "single-sex interscholastic athletics" since respondents were unsure whether "single-sex" meant an intentional or coincidental division of the sexes (i.e., LEA does not allow a female on a male team or that there just happens to not be a female on the male team). Respondents said that their athletic teams can be co-ed and do not know how to report this in the table.

Three respondents understood that the third row of the table was requesting duplicate counts of students on multiple teams but suggested adding the word "duplicated" or "total" to the third row or final bullet point to make this clearer.

> **RECOMMENDATIONS:**
> The intentional versus coincidental example could be clarified in the 3rd instructional bullet.
>
> Given that the table asks for male only and female only sports, teams, etc. it is not actually necessary to use the term "single-sex" in the table. We recommend revising the initial data request per the overall recommendation for improvement, "**Please enter the number of sports and teams active during the 2013-14 school year that were male only or female only and the number of students who participated in male only or female only sports teams**" and then revising the language of the data elements to read only "**Number of sports**" "**Number of teams**" and **"Number of students."**
>
> The instruction to double-count students should be a primary instruction.

Other Respondent Comments

Many respondents indicated that this question is sent to the Athletic Department to complete and that they were not too familiar with these data.

> **RECOMMENDATIONS:**
> No data element wording change needed.

Section VII | Student Discipline

Question 18 | Discipline of Students with Disabilities

Respondents understood which rows of the table were mutually exclusive, but many were confused by the column headings. Some respondents understood IDEA and Section 504 Only students to be mutually exclusive categories as they were in previous tables, while others questioned whether they should include both IDEA and Section 504 Only students in all columns to the left of the "total" column. However, respondents did understand that only Section 504 Only students would be counted in the right-most column.

> **RECOMMENDATIONS:**
>
> This issue should be addressed by changing the initial data request to be more informative and using primary instructions as necessary. Additionally, column headings could be changed from "IDEA Hispanic or Latino of any race" to "Hispanic or Latino or any race (IDEA only)" to match more closely with final column heading "Students with Disabilities (Section 504 only).
>
> We also recommend splitting this large table visually into separate tables for corporal punishment, suspension, expulsion, and referrals and arrests (and also for Question 17).

Question 24 | Transfer to Alternative School or Regular School for Students without Disabilities

Several respondents interpreted "transfer to an alternative school" to be synonymous with an expulsion.

However, respondents questioned whether or not they should include students in this table who transferred to another or alternative school for reasons other than disciplinary reasons such as abuse or long-term illness.

> **RECOMMENDATIONS:**
>
> This question seems to inadvertently emphasize the "transfer to" school rather than the transfer. Some respondents almost seem to be working backwards from all students transferred to an alternative school, for example. We think this is mostly due to a clearly specified data request statement. However, it might also be easier for respondents if they had an additional step here that focused on transfer because of disciplinary reasons. First, the respondent needs to know how many students were transferred out of the home school for disciplinary reasons. Then, they need to report of those students, how many ended up at an alternative school and how many ended up in a regular school. If NCES/OCR does not wish to add a "total transfer" part to this question, then just revising the initial data request will help resolve this. For example, the initial data request might read: **"Please enter the number of male and female <u>students without disabilities</u> who were**

transferred for disciplinary reasons to another school or alternative school during the 2013-14 school year by type of school they were transferred to and their race/ethnicity and LEP status."

Create a primary instruction that clarifies the relationship of the transfer to expulsion.

Other Respondent Comments

Several respondents mentioned that their LEA does not have corporal punishment or that it is illegal in their state. Some respondents want to be able to skip all corporal punishment related questions.

RECOMMENDATIONS:

Question 16 in Section VII: Student Discipline is a new guiding question that asks whether a school uses corporal punishment. No change to the data element is needed since the response to this question will trigger the corresponding skip logic.

Section VIII | Offenses

Question 27 | Offenses - Number of Incidents

Many respondents indicated dissatisfaction with the categories provided, specifically that the CRDC categories did not align with the categories used in state reporting, other federal reporting, and/or their own district databases.

Many respondents said that they do not record the level of detail needed to match the CRDC categories and that obtaining this information would require looking through records. Items that were noted to be particularly difficult to report were "incidents of rape or attempted rape", the various "threat" categories ,and whether an incident of robbery included a weapon .

RECOMMENDATIONS:
No data element wording change needed.

Section IX | Harassment or Bullying

Question 30 | Allegations of Harassment or Bullying

Several LEAs (including , , , , and) said that they are not currently collecting information on unsubstantiated allegations. Two of these respondents feel that collecting information on every single allegation is unrealistic and explained that their schools only record an instance of harassment or bullying once the school has proof of its existence and/or a disciplinary action has been taken.

> **RECOMMENDATIONS:**
> No data element wording change needed.

Question 31 | Students Reported as Harassed or Bullied

Respondents indicated that they track students who report being harassed or bullied but not to the detail needed to complete this table. Respondents specifically mentioned that the basis of the harassment or bullying is often unknown (and therefore difficult to report), and one respondent suggested that an "unknown" option should be added.

Additionally, many respondents noted that this data item is requesting information on the victims of harassment or bullying. Some of these respondents said that they only track the characteristics of the harasser or that they only track the characteristics of the victim in instances when the harasser has been charged.

> **RECOMMENDATIONS:**
> No data element wording change needed.

Other Respondent Comments

One respondent said that the questions in this section do not always explain whether duplicated or unduplicated counts are being requested. The respondent questions whether she would count a student who reported being harassed twice during the school year as "one student" or "two instances."

> **RECOMMENDATIONS:**
> Questions 30 and 33 are asking for the number of allegations which could include duplicated counts. Questions 31 and 32 are asking for the number of students which do not include duplicated counts. We recommend that this be specified in the secondary instructions for each data item.

Section X | Restraint and Seclusion

Question 36 | Instances of Restraint or Seclusion

Respondents interpreted the table as the number of instances in which a restraint or seclusion was used, where each instance is defined as a unique occurrence.

One respondent questioned how a school should report an instance in which both a restraint and seclusion were used in response to the same incident. Another respondent wanted additional clarification as to whether counts in this table were duplicated or unduplicated.

> **RECOMMENDATIONS:**
>
> We recommend that the secondary instructions include the following additional language: "**A student may have been subjected to a mechanical restraint, physical restraint, and/or seclusion in response to the same incident and should be counted as separate incidences.**"
>
> There is also a typo in the third bullet. The word "include" is missing.

Section XI | Teacher Absenteeism

General Instructions

When asked how the instructions for this section might be improved, two respondents said that the instructions should address how to count half-day absences and absences for common reasons such as jury duty, military leave, personal leave, and pre-school year administrative days. The same respondents wanted additional clarification as to whether the absences had to be consecutive and if absences were cumulative across all schools in which a teacher had worked that school year.

> **RECOMMENDATIONS:**
> We recommend that these issues be clarified in secondary instructions. The clarification for "consecutive days" should be a primary instruction. We can write the instructions when NCES/OCR provides the clarifications.

Key Definitions

One respondent said that it was helpful that the instructions include "itinerant" in the definition of "teacher," but wanted to know if the definition includes art and music teachers since it does include physical education teachers.

Another respondent suggested changing the language from "the number of FTE teacher who were absent" to "the sum of FTE for teachers who were absent."

> **RECOMMENDATIONS:**
> Please see comments on teacher definitions in Part 1, Section IV: School Staff.
>
> Additionally, the data request is not written clearly, and we are uncertain exactly what the calculation should be. It seems that most respondents understood what it is asking for, but the suggestion by one LEA to change the language indicates that the language is not accurately communicating the data request and respondents are interpreting it, which can lead to measurement error if interpreted incorrectly. We would like to discuss this item with NCES/OCR and then make a recommendation for improvement.

Section XII | School Expenditures

Key Definitions

Many respondents said that they did not have problems understanding the definitions provided in this section but thought that the questions themselves were problematic. Respondents noted that these questions are trying to get financial information at the school level but that financial information is often tracked at the district level and that costs are frequently shared between schools and programs, often over multiple years. Respondents feel that having individual schools report expenses will show an inequitable distribution of funds and will not be an accurate depiction of how money is actually distributed.

When looking at the table labeled "Important Inclusions and Exclusions," two respondents expressed confusion at how the second column differed from the third column. The respondents suggested drawing special attention to "Federal" in the third column using a bold font or underline. One respondent suggested splitting the information into three tables.

Respondents on site visits wanted clarification on the definitions distinguishing support staff from administrative staff and non-instructional support staff.

> **RECOMMENDATIONS:**
> We suggest reformatting the table on Important Inclusions and Exclusions to draw attention to "Federal" in the third column. Perhaps using a spanning header for the common text across both columns and then column headers for the differing text would work (see below). We also recommend splitting the information into three tables, as suggested.

Include and exclude the following expenditures for personnel funded with:	
STATE or LOCAL funds only	**FEDERAL, STATE, or LOCAL funds**

Question 40 | Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds

See "Question 44 | Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds."

Question 44 | Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds

One respondent questioned why federal funds are not reported separately in their own table if that is the only difference between Question 44 and Question 40. Another respondent suggested only including Question 44 to avoid repetition with Question 40, and breaking out the additional

request for federal funds and Pre-K. A third respondent requested clarification on the definition of federal funds, inquiring whether it means E-Rate school funding, whether federal grant funding is separated out from state grant funding, and whether federal pass-through monies should be included. Clarification of the meaning of federal funds was also mentioned on site visits.

RECOMMENDATIONS:
We recommend that the definition of federal funds be added to the key definitions in this section. NCES/OCR could consider splitting out federal funds, but it isn't clear that this is the type of direction desired. We would be happy to discuss this further with NCES/OCR.

Other Respondent Comments

Most respondents noted that a financial person generally completes this section.

When looking at the tables in Questions 38 and 39, two respondents mentioned that it would be difficult to report on salaries for charter school teachers since these teachers are not on the district's payroll.

Looking at this section as a whole, several LEAs noted that it was difficult to distinguish between the data items, and one respondent thought it would be easier to complete a single comprehensive table that included the funding source, amount, and FTE for all relevant expenditures.

RECOMMENDATIONS:
We are uncertain if we are able to make substantial changes to the tables in this section as suggested by several LEAs. We will discuss this issue with NCES/OCR and will suggest improvements if changes are allowed.

Additional Feedback

Some respondents provided additional feedback on the table layouts and data reporting. This feedback and any recommendations to handle the concerns are presented in this section.

New Materials

Respondents noted multiple times throughout the interviews that it is helpful to know ahead of time what data will be included in future data collections. Respondents said that advance notice allows districts to better prepare to collect the information that will be requested. For example, two respondents said that they were able to change their harassment and bullying records to match directly with the CRDC's categories so that these records would be consistent with CRDC reporting.

One respondent suggested including a master table with the data collection tool that categorized all survey questions as "guiding," "new, "revised," or "continuing," so that schools could easily track which items are changing. It was also noted that it would be helpful to know *exactly* what has been revised in each question as well as the justifications for changes since revisions can be a burden for schools. One respondent thought it would be more helpful (and less confusing) to send a separate document with all of the 2015-2016 items and to remove them completely from the 2013-2014 data collection.

Since some LEAs use vendors to complete the CRDC, two respondents thought new materials should be provided in advance to vendors as well.

> ### RECOMMENDATIONS:
> These issues are addressed in the site visit recommendations report.

Formatting

One respondent felt that the revised race/ethnicity tables were much easier to understand but suggested that we include an example table with fake numbers to demonstrate duplicated versus unduplicated counts.

> ### RECOMMENDATIONS:
> We do not have a solid recommendation about this. Sometimes examples are useful, but it they don't look like data an LEA or school will provide, they can be detrimental.

The same respondent gave several additional formatting suggestions including increasing the size of the question numbers and adding space to differentiate between questions, adding "Key Definition" as a separate heading to all questions with embedded definitions, and drawing more attention to the guiding questions. She recommended adding information on the guiding questions in the general instructions rather than including it in the footer on each page. Some

tables did not have a guiding question but there was still a footer on that page. She also had difficulty finding the asterisks for the guiding questions. The respondent thought that the old numbering system (e,g., LEA-0006) was easier to understand than dividing the data collection tool into multiple sections with repeated question numbers. Lastly, she thinks labeling the questions "revised" or "new" is important but the font should be larger.

RECOMMENDATIONS:

We are in the process of considering potential solutions to question numbers.

Consistency

Respondents noted various items in which the data collection tool did not use consistent language. Respondents felt that inconsistent use of the terms listed below interfered with their understanding of the data items.

- "Gifted/Talented" versus "Gifted and Talented"
- "School/Justice Facilities" versus "School and Justice Facilities"
- "All schools" versus "All schools and justice facilities" (specifically in Part 1, Section IV)

Other comments included the inconsistent use of cross-references in applicable tables (see Questions 14 and 17 in Part 1) and inconsistent references to the October 1st date change in applicable sections.

RECOMMENDATIONS:

A professional copy-edit of the text should catch these types of issues.

Submitting Data Items

Some respondents said that they have previously submitted to the CRDC using a flat file submission. Respondents said they received many errors when submitting the file that were time consuming to correct and noted that there was no place for schools to comment on an error.

Two LEAs said that it would be helpful if the CRDC allowed an LEA to submit items as they were completed as opposed to submitting tables all at one time.

RECOMMENDATIONS:

These issues are addressed in the site visit recommendations report.

Reference Guide

Several respondents suggested including a reference guide with the data collection tool. Two respondents imagined this reference guide to be a master glossary that contained all key definitions, such as duplicated and unduplicated counts. Another respondent thought that all acronyms should be written out in a single location. Respondents felt that it would be easier for

schools to consult a reference guide than to "muddle" through long instructions, go online, or consult a district person.

RECOMMENDATIONS:

These issues are addressed in the site visit recommendations report.

Race/Ethnicity Categories

Although a handful of respondents noted the difficulty of categorizing students using a single race category, it was noted to be specifically challenging for .

RECOMMENDATIONS:

No wording changes are needed.

Data Module Groupings

SANAMETRIX

AIR
AMERICAN INSTITUTES FOR RESEARCH®

Date: June 6, 2014

To: Abby Potts- NCES

From   Ilene Klein - Sanametrix, Stacey Bielick - AIR

Re: ESSIN Task 30: CRDC – Subtask 3.5 Cognitive Interviews: Summary of Grouping
              CRDC Elements into Data Modules

This memo presents a summary of responses from LEAs and SEAs about grouping the CRDC
data elements into data modules and recommendations based on these responses.

A request for feedback on a draft of grouping of CRDC data elements (Attachment 1) into data
modules was sent via email to all of the site visit respondents. Feedback was also requested from
all of the respondents who participated in cognitive interviews. A total of 18 respondents, 2
SEAs and 16 LEAs, provided feedback. Their responses are summarized below in the following
four areas: grouping elements by topic area; grouping beginning of school year (Part 1) and end
of school year (Part 2) elements together by topic area; grouping LEA and school-level elements
together by topic area; and suggestions for other topic area groupings.

I.   Grouping Elements by Topic Area

The majority of respondents (14) thought it would be easier to reorder and group the CRDC data
elements in the survey by the topic areas. Individual responses by respondent are presented in
Table 1. For example, some common comments were:

- *"Topic area could help distribute the information to the specific program area to
  respond…"*
- *"I prefer topic areas, all ideas related to each other in one topic area – everything about
  Algebra I, Geometry, and Advanced Math in one section, and Science in another."*
- *"The way the groupings are listed would be helpful. [LEA] would print the pages
  corresponding with each grouping and ask other departments directly to complete the
  various modules. The groupings make sense."*
- *"Easier if the topics are reordered by similar topics."*
- *"The grouping makes a better flow of information when gathering the data requested."*
  Elizabeth, CO

Only three thought that it would not be more helpful and one did not have preference. The three who expressed that it would not be more helpful explained:

- *"The grouping does not really matter, although I suppose moving the IB data to the AP, SAT/ACT section is more logical than where it is now...it wouldn't necessarily be problematic, but why bother reorganizing things – what does that accomplish?"*
- *"The grouping won't make much of a difference…I can't imagine how changing the data groupings and reordering the questions will save anyone much time in responding."*
- *"The groupings are helpful in thinking about the data to be reported, but while they make sense when thinking about the elements they are not related functionally…"*

II. Grouping Beginning of School Year and End of School Year Elements by Topic Area

Among the respondents that expressed a preference, the majority (9) preferred that the beginning of the school year (Part 1) elements be kept separate from the end of school year (Part 2) elements within topic areas. Individual responses by respondent are presented in Table 2.   Some common comments were:

- *"It would perhaps be confusing [to combine Part 1 and Part 2]"*
- *"It would be helpful to have the ability to enter Part 1 data separate from Part 2 data and be able to upload some information at the beginning of the year and some at the end of the year."*
- *"The fewer changes the better. If provided the ability to upload separate data tables than the reordering would not be a problem"*
- *"Like keeping Part 1 and Part 2 separate… These are the data for Part 1 and these are the data for Part 2."*
- *"Topic Area (clearly defined in each section) then Part 1 – Items Part Year, Part 2 – Items Full Year"*

Only four respondents preferred that they be combined and grouped by topic area, and five did not have a preference either way. The four who preferred that they be grouped by topic area explained:

- *"Better if all data for a topic area be together for beginning and end of year"*
- *"It's not problematic to keep them [Parts 1 and 2] within the same survey as long as the time instructions for the timeframe are clear."*
- *"It doesn't matter if it's in Part 1 or Part 2 because all of this stuff in the school year is done, so they are going to get all of it from the same source… Part 1 and Part 2 only confuse people because the school year is already done. There is only Part 2."*
- *"It would not be problematic to group questions that are asked for at the beginning of the school and the end of school year by topic area"*

III.   Grouping LEA-level and School-level Elements Together by Topic Area

The majority of respondents that expressed a preference (9), preferred that the LEA-level items be kept separate from the school-level items. Individual responses by respondent are presented in Table 3. Some common comments include:

- *"…LEA topics be separate from school because many at the division level do the LEA information and then distribute to the schools."* ,
- *"Easier to keep them separate."*
- *"Easier to keep the LEA-level questions separate because they require a different level of programming."* ,
- *"It is easier to leave the LEA and school level groupings separate."* ,
- *"It would be more helpful to keep the LEA and school-level questions separate because that is the way the LEA is used to reporting the data."* , OK
- *"LEA-level should be kept separate from the school-level questions."*

Only two respondents preferred that they be grouped together, and seven did not have a preference. The three respondents explained their preference as:

- *"I'd like them together, school information first then district information like a summary"*
- *"It would be better to group the LEA-level and school-level questions about the same topic area together."*

IV.   Suggestions for Other Topic Area Groupings

Most respondents did not have suggestions for other topic areas or different ways to group the data elements to make it easier to submit their data. The following suggestions presented in Table 4 were provided by the seven respondents that did provide suggestions:

Table 4. Suggestions for Other Topic Area Groupings by Respondent

Suggestion
Overall suggestion of organizing entire survey by the following categories: 1) Courses; 2) Directory Information; 3) Discipline Information; 4) Enrollment; 5) Finance; and 6) Staff. [More specific suggestions are in Attachment 2.]
"I'd like to see an option where I could enter like data for all of the buildings instead of having to scroll through all the parts by building… For instance, I gather all of the course data in one extract broken down by building. I'd like to be able to enter it that way as well."
"LEP and Students with Disabilities" could be a subgroup, similar to grade levels, instead of broken off into their own tables.
"Move Students with Disabilities questions currently under Student Discipline, Restraint and Seclusion to "Students with Disabilities and LEP Students topic area. However, including all students with disabilities in one section depends on the district – discipline might be in one area, special ed might be separate or one department, so either way is fine."
Rearrange the order of the topic areas into the following: 1) School Characteristics; 2) Preschool; 3) Students with Disabilities and LEP Students; 4) Algebra I, Geometry, Advanced Math, and Science; 5) AP/IB, SAT/ACT; 6) Student Absenteeism and Retention; 7) Student Discipline, Restraint, and Seclusion; 8) Offenses; 9) Bullying and Harassment; 10) Justice Facilities; 11) Single-sex Interscholastic Athletics; 12) School Staff; 13) School Finance; 14) LEA-level Items.
"Students with Disabilities and LEP Students elements should be under or right after the School Characteristics elements because they are part of the makeup of the school."
"Reorder the AP/IB, SAT/ACT section closer to the Algebra, Geometry, etc questions. The current outline flips between student demographic data and course offerings."

V.   Recommendations

Typically for cognitive research, recommendations are based on the most frequent response provided by respondents. Using this method, the following recommendations are suggested:

- Group data elements by topic areas
- Keep the beginning of the school year (Part 1) elements separate from the end of school year (Part 2) elements within each topic area.
- Keep LEA-level items separate from the school-level items.
- Reorder/rearrange the proposed topic areas so that:
  - o AP/IB, SAT/ACT questions are closer to the Algebra, Geometry, Advanced Math, and Science.
  - o Students with Disabilities and LEA Students questions are after the School Characteristics questions.

However, NCES/OCR may prefer that responses/suggestions from one or a few respondents be weighted more heavily than others. For this reason we have provided the categorized responses for each respondent in each area. Additionally, the SEA provided detailed responses and suggestions on the groupings, so we have included those details for consideration in Attachment 2. We are happy to revise the recommendations if this is the preferred approach.

Draft Grouping of CRDC Data Elements into Data Modules

6/13/14

<u>**School Form - Modules**</u>

- **1. School Characteristics**
    - o Grades with students enrolled [Part I – 1]
    - o Ungraded [Part 1 – 3]
    - o Magnet/alternative/charter school [Part I – 4, 5, 6]
- **2. Preschool**
    - o Age of students served [Part I – 2]
    - o Preschool enrollment [Part I – 8]
- **3. Enrollment**
    - o Overall enrollment [Part I – 7]
    - o Enrollment of LEP [Part I – 9]
    - o Enrollment of Students with Disabilities served under IDEA/504 [Part 1 – 10]
- **4. Program Enrollment**
    <u>Part I</u>
    - o Gifted and Talented program [Part I – 11]
    - o Students enrolled in gifted and talented programs [Part I – 12]
    - o Dual enrollment program[Part I – 34]
    - o *Students enrolled in dual enrollment [Part I – 37]*

    <u>Part II</u>
    - o Credit recovery Program [Part II - 5]
    - o *Credit recovery student participation [Part II – 6]*
- **5. Courses - Algebra I, Geometry, Advanced Math, Science**
    <u>Part I</u>
    - o Number of algebra & geometry classes offered [Part I – 13, 15, 18]
    - o Students enrolled in algebra & geometry [Part I – 14, 16, 17, 19]
    - o *Algebra, geometry grade 7-8 enrollment [Part 1 – 41, 42, 44, 45, 46, 47, 49]*
    - o *Classes in algebra, geometry [Part 1 – 43, 48]*
    - o Number of science classes offered [Part I - 20]
    - o Students enrolled science classes [Part I- 21]
    - o Single-sex academic classes [Part I – 35]
    - o Number of single-sex classes by class [Part I - 36]

    <u>Part II</u>
    - o Middle School, HS Students passed Algebra 1 [Part II – 1, 2]
    - o *Grade 7 & 8 passed Algebra 1 [Part II – 3, 4]*
- **6. AP/IB**

- o Students enrolled in IB [Part I – 22, 23]
- o Students enrolled in AP [Part I – 24, 27, 28, 29, 30, 31, 32, 33]
- o Number of different AP courses [Part I – 25]
- o AP courses self-selected [Part I- 26]
- **7. SAT/ACT AP Exam Data**
  - o Student participation in AP exam [Part II – 8]
  - o AP exam qualifying score [Part II - 9]
  - o Student participation in SAT/ACT exam [Part II – 7]
- **8. School Staff**
  Part I
  - o Number of FTEs [Part I – 50]
  - o Teacher experience [Part I - 51]
  - o Number counselors [Part I - 52]
  - o *Number support services staff [Part I – 55]*
  - o *Number current year and previous year teachers [Part I – 56]*
  - o *Classes in algebra & geometry taught by certified teachers [Part 1 – 39, 40]*
  - o *Classes in science taught by certified teachers [Part 1 – 38]*
  Part II
  - o *Teacher absenteeism [Part II - 37]*
- **9. School Security Staff**
  - o Sworn law enforcement officers [Part I – 53]
  - o *Number security staff [Part I – 54]*
- **10. Chronic Absenteeism and Retention**
  - o Students chronically absent [Part II - 10]
  - o Students retained by grade [Part II – 11, 12]
- **11. Single-sex Interscholastic Athletics [Part II – 13, 14]**
- **12. Student Discipline (Suspension, expulsion, transfer, corporal punishment, referral to law enforcement, arrest)**
  - o Students without disabilities – corporal punishment, suspension, expulsion, referred to law enforcement / arrest [Part II -17]
  - o *Students without disabilities - transfer to alternative/regular school [Part II – 24]*
  - o Students with disabilities – corporal punishment, suspension, expulsion, referred to law enforcement / arrest [Part II – 18]
  - o *Students with disabilities - Transfer to alternative/regular school [Part II – 25]*
  - o *Instances of suspension [Part II – 23]*
  - o *School days missed due to suspension [Part II – 26]*
  - o Corporal punishment [Part II – 16]
  - o *Instances of corporal punishment [Part II – 22]*
  - o Preschool - number students suspensions/expulsions [Part II - 15]

- o Preschool - instances of corporal punishment [Part II – 19, 20]
- o Preschool - instances of suspension [Part II – 21]
- **13. Referrals to law enforcement and school arrests**
  - o Students without disabilities – referred to law enforcement / arrest [Part II -17]
  - o Students with disabilities – referred to law enforcement / arrest [Part II – 18]
- **14.** *Offenses*
  - o *Number of incidents [Part II - 27]*
  - o *Firearm use [Part II – 28]*
  - o *Homicide [Part II - 29*
- **15. Bullying & Harassment**
  - o Allegations [Part II - 30]
  - o Number of students reported as harassed/bullied [Part II - 31]
  - o Number students disciplined for harassment/bullying [Part II - 32]
  - o *Allegations harassment/bullying basis of sexual orientation/religion [Part II – 33]*
- **16. Restraint/Seclusion**
  - o Non-IDEA students restraint/seclusion [Part II – 34]
  - o IDEA students restraint/seclusion [Part II – 35]
  - o Instances restraint/seclusion [Part II – 36]
- **17. School and Non-personnel Expenditures**
  - o Salary for school staff (state and local funds) [Part II – 38]
  - o FTE and salary for teachers (state and local funds) [Part II – 39]
  - o FTE and salary for teachers (state and local funds) [Part II – 39]
  - o *FTE and salary for staff (state and local funds) [Part II – 41]*
  - o *FTE and salary for staff (federal, state, and local) [Part II – 42]*
  - o *Salary for teachers (federal, state, and local) [Part II – 43]*
  - o Non-personnel expenditures (state and local funds) [Part II – 40]
  - o *Non-personnel expenditures (federal, state, and local) [Part II – 44)*
- **18. Justice facilities**
  - o Justice facility type [Part II – 45]
  - o Days in regular school in justice facility [Part II – 46]
  - o Program hours per week [Part II – 47]
  - o *Educational program participants [Part II – 48]*

LEA Form - Modules

- **1. Students, schools, programs**
  - o Counts of students [LEA Part I – 1]
  - o Count of schools [LEA Part I – 2]

- o *Counts of students in non-LEA facilities [Part I – 9]*
  - o Early childhood program [LEA Part I – 10, 11]
  - o Preschool program [LEA Part I – 12, 13, 14, 15, 16]
  - o *Preschool children served [LEA Part I - 19*
  - o Kindergarten [LEA Part I – 17, 18]
- **2. Civil Rights Coordinator/Desegregation plan**
  - o Civil rights coordinator indicator [LEA Part I – 3]
  - o Civil rights coordinator contact information [LEA Part I – 4]
  - o LEA covered by desegregation plan [LEA Part I – 5]
- **3. Harassment/Bullying**
  - o Harassment/bullying policy [LEA Part I – 6]
  - o Web link to policy [LEA Part I – 7, 8]
- **4. Distance Education**
  - o Distance education enrollment [LEA Part II – 20]
  - o *Distance education enrollment by race/gender/LEP/IDEA [LEA Part II – 21]*
- **5. GED**
  - o GED program [LEA Part II – 22]
  - o Student participation in GED program [LEA Part II – 23]
  - o GED program credentials [LEA Part II – 24]

Cognitive Interview Protocol

Introduction:

Thank you for taking the time to speak with us today. My name is _____, and I am a member of the Sanametrix and the American Institutes for Research (AIR) project team that is conducting interviews to improve the Civil Rights Data Collection (CRDC) process. We have been hired by the National Center for Education Statistics (NCES) to improve the CRDC data collection tool for future CRDC efforts. NCES has recently assumed responsibility for designing a new data collection tool for the CRDC in coordination with the Office for Civil Rights (OCR).

You were chosen to participate in this interview because we value your opinion and would like to understand from you what ways we might be able to improve definitions of key CRDC terms, table layouts, or organization of the survey to make it easier for you to report your data. The definitions and instructions throughout the school and LEA forms are OCR's best thinking on what information LEAs need to provide accurate data. We would like to know how LEAs are interpreting this information to ensure that OCR's intentions match LEAs' interpretations; there are no right or wrong answers. In order for us to advise NCES on how to improve the CRDC process, we need to hear your thoughtful and honest feedback.

I would like to record our conversation to make sure that I catch all of the important information that you will share with me, and it will serve as a back up to the notes that I will take today. NCES is interested in listening to the recording. Is it okay for me to record you?

During our time today, we would like to focus on the CRDC survey (draft school form) rather than the way you store and report the data for the CRDC. I am particularly interested in hearing about definitions, instructions, and terminology that you think are confusing. We also want to hear about table layouts that you think are awkward or difficult to interpret, as well as any suggestions for improvement.

I will be guiding the interview with some general questions and some questions on specific tables. I will be asking some questions that you may not be used to, e.g., what the definition or instructions on the survey mean to you, and can you tell me in your own words what the data in a table is asking for. This is for us to better understand how you are interpreting the information.

Did you get a chance to review the draft survey we sent you? Do you have any questions before we get started?

Notes to interviewer:

- If the respondent has not reviewed the draft survey prior to the phone call, ask only the questions in the gray cells.
- If the respondent has reviewed the draft survey prior to the phone call, ask **ALL** questions.
- Listen for and probe on words, instructions, and terms that are confusing.
- Listen for and probe on table layouts that are confusing.

INTRODUCTION	
Q1. Let's begin with the Introduction. Did you read this information?	

If yes –Can you tell me in your own words what this page tells you about the CRDC?
 	
Is there information you think should be provided in the Introduction that is not? PROBE for why.
	• Look for understanding that –
	   o The CRDC is a mandatory collection of data for the purpose of determining whether schools and districts are meeting the requirements of the civil rights statutes for which OCR is responsible
	   o Data is used not just for compliance measure but publicly posted and analyzed by researchers and parents outside of ED (e.g., their responses matter)

If no – Is there any particular reason you decided not to read this information?	
PART I SCHOOL FORM: Fall Snapshot Data – General Instructions	
Q2. Let's move on to the next page. Did you read the general instructions for Part 1 here?	

If yes – What is your understanding of what the general instructions are explaining/asking for?
 	
What about the second and third bullets? How would you include or exclude students from the race/ethnicity counts?
	• Look for understanding that –
	   o Section 504, LEP, and IDEA students are duplicate counts – included in the race/ethnicity disaggregations AND reported again in the applicable IDEA, LEP , and Section 504 cells
	   o A single, consistent date should be selected for all applicable tables

Is there information you think should be provided in the general instructions that is not? PROBE for why.	
If no – Is there any particular reason you decided not to read this information?	

SECTION I: SCHOOL CHARACTERISTICS	

Q3. Let's look at data tables 1 through 6 on school characteristics. In your own words, what data are these tables asking for?
 	
Generally, can you suggest how the tables might be improved?
	• Look for understanding that –
	  o Skip patterns guide users to more detailed questions
	  o Understanding that a school can be more than one "type" – e.g., alternative & charter.

If yes - Tell me about them. Let's start with the first one you encountered.	
If no – Ask Q4 and Q5.	

Q4. Now turn to the first table in Section 1: Grades with Students Enrolled (**#1**). Take a minute to look at this now and tell me, what does bullet one (under instructions) mean to you?	• Look for understanding that –
	  o [For past reporters] This question has been revised from "offered" to grades with students enrolled – to more directly link to later high school program enrollment tables
	  o [For past reporters] Preschool definition has changed to more narrowly define the ages for preschool programs

How would you determine whether to respond yes or no?	○ Schools with no students in a grade would check no.
Q5. Does your district/school offer preschool? Since preschool can be offered in a variety of ways, such as through private programs, Head start, state-operate programs, and public programs operate by school districts, can you tell me why you answered yes or no? **If yes, let's turn to the next table on preschool age (#2)**. In your own words, what data is this table asking for? Do you have any problems or comments on this table? Can you suggest how the instructions, definitions, and/or table might be improved? Does the definition of preschool match how you define preschool in your district?	• Look for understanding that – ○ Preschool can be a "program" or "service" provided to children. Often "program" conjures images of children in a school building with a teacher, but a respondent may still be considered to provide preschool if the LEA is directly responsible (or contracting with an entity) to provide services to children outside a traditional school building. ○ Preschool programs/services run by other entities (not contracted by the LEA) such as an agency for early childhood, regional educational agency, social services, private programs do not have to be reported by the LEA ○ Preschool enrollment is an unduplicated count (for race/sex) – if a child attends an LEA-operated preschool program and also receives special education services at a private facility, the student should be reported once.
Q6. Let's look at table 3. Do you have any ungraded students? If yes, How would you	• Not every state will have ungraded as an option, so the respondent may simply say that doesn't apply to us.

respond to this question? Did you have any problems or questions about these tables?	
SECTION II: STUDENT ENROLLMENT	

Q7. Let's move on to Section II: Student Enrollment. There are a couple of instructions and a few key definitions at the beginning of this section. Did you read them? [If not,] Why not?
 	
What is your understanding of what the general instructions and key definitions are explaining/asking for?
 	
Is there anything in these instructions and definitions that you noted as unclear or confusing? PROBE for why.
 	
Is there information you think should be provided in the instructions and key definitions that is not? PROBE for why.
	• Look for understanding that –
	  o That a single snapshot date should be selected. October 1 is a frequently used date for student counts, and at times, a later date is selected by IDEA child counts.
	  o Definitions:
	    • LEP students do not include LEP students who are considered "former LEP". ESEA has some flexibility for including former LEP students in accountability determinations, but the CRDC only collect students who are LEP at the snapshot date (not former LEP students)
	  o A student cannot be counted as both served by IDEA and Section 504 Only

Q8. Take a look at data tables on Overall Student Enrollment, Preschool Enrollment, LEP Enrollment and Students With Disabilities Enrollment (#7-10). Do you have	• The CRDC requires LEAs to report students at the school they attend for at least 50% of the day. LEAs may be accustomed to reporting students at the school for which they are held accountable, the school in which they student would attend "residence school", etc. However, in order to gauge whether all students are receiving equal access

any problems or comments on these tables? Can you suggest how the instructions, definitions, and/or tables might be improved? Let's look at the table on LEP students and LEP students enrolled in LEP programs (**#9**); can you tell me what students you would include (or exclude) in the first and second row? Is there information you think should be provided that is not? PROBE for why	to educational opportunities, OCR needs to collect data on where students spend most of their school day. o OCR added a caveat for student receiving distance education (or virtual education) • Really curious what is leading to school districts reporting more LEP students enrolled in LEP programs than LEP students enrolled in the school. Perhaps districts are assuming there is a duplicative count for LEP students enrolled in more than one LEP program?
Q9. What about the table on Students With Disabilities Enrollment (#10)? Can you look over this table and tell me in your own words what data it is asking for? What data would you include and exclude for this table? Can you suggest how the table might be improved? For section 504 students, let's take a look over the instructions. What students would you include or exclude? PROBE for why.	• Looking for understanding that a student can only be reported as Section 504 only OR IDEA + understanding that the IDEA enrollment data should align to the IDEA child count date.
SECTION III: CLASSES, COURSE ENROLLMENT, AND PROGRAM ENROLLMENT	
Q10. Okay. Let's move on to Section III: Classes, Course Enrollment and Program Enrollment.	• Expecting confusion over what's collected and when for middle school Algebra I – here's a quick cheat sheet – o 2013-14 – Number of students enrolled in Algebra I in grades 7/8 (just like

	2011-12)

Can you suggest how the instructions, definitions, and/or tables might be improved?	o 2015-16 – Change in count date to the end-of-year (to align with Algebra I passing)
	    ▪ Separate count of middle school (grade 7/8) Algebra I classes and high school (9-12) classes
	    ▪ Aggregate count of 7th graders enrolled in Algebra I (not disaggregated)
	    ▪ Disaggregated count of 8th grades enrolled in Algebra I

Q11. Turn now to the General Instructions in Section III: Classes, Course Enrollment, and Program Enrollment. Let's take a look at the first bullet under general instructions? How would you determine the count date? Was there anything confusing about this bullet? What about the 3rd bullet in the general instructions? What do you think they mean by the sum of the counts?	• Block scheduling causes countless PSC tickets – basically , it's the sum of "beginning of the block" snapshots
Q12. What about table 11? Is there enough information to determine whether you offer a gifted and talented education program?	• There are vast gifted and talented programs in LEAs (art, music, athletics) – is the respondent excluding any programs? Any programs for which the respondent is uncertain whether to include?

Can you suggest how the instructions, definitions, and/or table might be improved?	
Q13. What about the Algebra I, Geometry and Math tables (#13-18)? Is there anything in these instructions and definitions that you noted as problematic, unclear or confusing? PROBE for why. Would there be any Algebra I classes or students that you would exclude? If so, why? **Let's look at table 18**, number of mathematics classes. Can you look over this table and tell me in your own words what data it is asking for?	• Look for understanding that the definition of Algebra I fits for the district context. Algebra I classes that span two years, transitional Algebra cause concern about whether school districts should include these students/classes. • Look for understanding and a distinction between reporting courses and classes. Advanced mathematics may include trigonometry, analytic geometry statistics. Each of these may be considered 3 different "courses" but a school may offer more than 3 classes (2 trig classes, 3 analytic geo classes and 1 stats class would be reported as 6 advanced mathematics classes)
Q14. Let's move to the tables on the Advanced Placement program and Dual Enrollment program (# 27 and #34). Can you tell me in your own words, what data are these tables asking for? Was there anything in these instructions or definitions you found confusing or have questions about (table **#27**)? PROBE for why.	• Look for understanding the that dual enrollment programs do not include AP and IB • Look for understanding that the count of students taking at least one AP course is unduplicated (a student taking AP math, AP science, and AP foreign language would be counted once in the "students taking at least one AP course" table)

Is there any clarification we could provide to make it easier? What about Dual Enrollment programs? **(#34)** Do you have a dual enrollment/dual credit programs? [If yes], please describe. Would you have any problems reporting these data? PROBE for why.	

Q15. How would you respond to table 36 on single-sex academic classes? Can you look over this table and tell me in your own words what data it is asking for?	• Look for understanding that a physical education class is not considered an academic class and should not be reported on for these questions • Look for understanding that this is a count of classes, LEAs often report students enrolled in classes vs. class counts in this section. How can this be clarified? • Look for understanding on how an elementary school would report data.
SECTION IV: SCHOOL STAFF	
Q16. Let's move on to Section IV: School Staff. What problems or comments do you have in this section? Can you suggest how the instructions, definitions, and/or tables might be improved?	• Look for understanding/confusion over how to report staff that serve multiple schools within an LEA (and any challenges the LEA may have in reporting an FTE)

Q17. The first bullet in the instructions in this section defines an FTE. Did you refer to this information when looking at this section? What instructions did you find useful? Is there information you think should be provided in the instructions that is not? PROBE for why. Let's look over the teacher definition and think about the teachers in your school/district. Are there teachers that you would not know whether to include or exclude after reading this definition?	
Q18. Let's look at Section IV: School Staff. Are there any types of staff listed that would be difficult for you to report on? Can you explain? Is there anything in the staff definitions that is problematic or unclear?	
Q19. Let's look specifically at the optional table for 2013-2014 on Security Staff (#54). Take a minute to review this and in your own words, tell me what security staff you would	• Look for understanding on sworn law enforcement officers and where School Resource Officers would be reported (as sworn law enforcement officers).

include in the data counts. What type of security personnel work at the schools in your district? Are they employed on your payroll or do they contract for services?	

Q20. Now let's turn to Part 2. This section asks for you to report the cumulative number of students for the entire school year. How would you explain what that means to someone you needed to train to report for the CRDC?	• Look for understanding of cumulative and end of year o For cumulative, a student enrolled in the fall who was suspended and subsequently transferred should still be included in the discipline student counts.

SECTION I: ALGEBRA I PASSING

Q21. Let's look at this first set of tables in Part 2 on Algebra I passing. What does Algebra I passing mean to you? What students would you include or exclude in this table? Can you explain why? How does it differ from reporting Algebra enrollment data?	• Look for understanding that Algebra I passing is only to be reported for students reported as enrolled in Part 1. o Probe on any confusion over passing a course vs. passing the end-of-year exam. The CRDC is focused on whether the student can move on to the next highest level mathematics course.

SECTION II: CREDIT RECOVERY	
Q22. Now let's look at the section on Credit Recovery. Please take a minute to read over the definition provided and the table instructions. Do you think this information is easy or difficult to understand? PROBE for why.	

SECTION III: SAT REASONING TEST, ACT AND ADVANCED PLACEMENT EXAMS	
Q23. Let's move on to the next section on the SAT, ACT, and AP exam taking. Did you have any problems or comments on this section? Let's look at the first and second rows in **table 9**, Students who received a qualifying score on AP exams during 2013-14 school year. What students would you include or exclude here? Would you count any students in both rows? Why? Can you suggest how the instructions, definitions, and/or tables might be improved?	• We've changed this question from 2011-12 and REALLY hoping there is improved understanding that students "passing" no AP exams is mutually exclusive from students "passing" one or more AP exams. AND that the number of students passing no exams + students passing one or more should be equal to the number of students taking AP exams. o LEAs also may be interpreting the number of students passing one or more AP exams as a duplicative count → a student passing AP math exams & AP science exams should NOT be counted twice.

SECTION IV: CHRONIC STUDENT ABSENTEEISM	
Q24. Okay, let's turn to the section on Chronic Student Absenteeism. What problems or comments did you note about this section? Take a moment to read the definition and instructions in this section. What is helpful or unhelpful about the definition and instructions? Can you suggest how the instructions, definitions, and/or tables might be improved? Is there information you think should be provided in the instructions or definitions that is not? PROBE for why. Would reporting this data for the CRDC be easy or difficult for your district? Why?	
SECTION V: STUDENT RETENTION	
Q25. The next section is on Student Retention. What problems or comments did you note about this section? Can you suggest how the instructions, definitions, and/or tables might be improved? Do you have transitional kindergarten? **If yes**, could you talk about how you would determine whether and how you would count students in those programs in the retention	• Retention basically means that a student was not promoted to the next grade prior to the beginning of the following school year.

tables?

SECTION VI: SINGLE SEX INTERSCHOLASTIC ATHLETICS	
Q26. Okay. Let's move on to the next section on Single-sex Athletics. In your own words, what data are being requested? Can you tell me in your own words what the third row in **table 14** means to you? What additional information do you need to know to determine whether or not to include certain teams to complete this table? PROBE for why.	• Defining single-sex is a source of confusion for LEAs (e.g, swim teams where males and females practice together but compete separately) [Ideally, capture any scenario where a school district is struggling whether to report the sports, teams, participants & we can have the Title IX team use this to draft clarifying examples]
SECTIONS VII-IX: STUDENT DISCIPLINE, OFFENSES, HARASSMENT OR BULLYING	
Q27. The next sections on Student Discipline, Offenses and Harassment or Bullying are being expanded. There is a lot of information to cover in this section. I'd like to turn specifically to the Optional Tables starting with **table 18** and ending with **table 32**. Please take a few minutes to review these tables and share your thoughts about these tables with me. I am particularly interested in hearing about terms, definitions, and instructions that are unclear. Can you suggest how the instructions, definitions, and/or tables might be improved?	

 Do you have any comments in general on your district's ability to provide this type of information for the CRDC?	

Q28. Let's look at the table of Discipline of Students with Disabilities (#18). Can you tell me in your own words what data this table is collecting?
 	
The column headers in this table **(#18)** refer to total IDEA students, can you talk about how you would report Section 504 only students?
 	
What about rows three and four in table **18**? What do you think they mean by only one and more than one out-of-school suspensions? Would you include any students in both rows? Why?
 	
What do you think they are collecting in rows five through seven in the table (expulsions)? Can you describe how these rows are different from one another?
 	
Do you have any recommendations or comments on how this table can be improved?
	• Look for understanding that this table is collecting counts of students disciplined, not instances of discipline
	• Several student expulsion counts are mutually exclusive (but this may not be sufficiently clear)
	  o Students expelled without educational services and expulsions with educational services are mutually exclusive.
	  o Students expelled under zero tolerance policies may also be counted as expulsions with or without educational services

Q29. Let's turn to table on transfer to alternative school or regular school for students without disabilities (#24), What does transfer for disciplinary reasons mean to you? Which students would you	

include or exclude here?	
Q30. Let's look at the section on Offenses and specifically to the table on Offenses – Number of Incidents (table **#27**). Please take a few minutes to review the table and share your thoughts about the categories. Are these categories difficult for your district to report? Is there anything about this table that could be improved to make it easier for your district to report this information?	
Q31. And let's turn to the Harassment or Bullying definitions and tables (30-32), and tell me in your own words what data are being asked for? Can you suggest how the definitions or instructions could be improved? Let's look at **table 30**, what does allegation mean to you? Let's look at **table 31**, what data are being asked for?	
Section X: RESTRAINT AND SECLUSION	
Q32. Take a moment to read the definition and instructions in Section X: Restrain and Seclusion. What is helpful or unhelpful about the definition and instructions? Is there information you think should be provided in the instructions or definitions that is not? PROBE for why.	

Let's take a look at **table 36**, what does instance mean to you?	

SECTION XII: SCHOOL EXPENDITURES	
Q33. The last section I want to cover is Section XII on School Expenditures. The beginning of this section includes instructions for School Staff Salaries. Please take a moment to review these and let me know if anything is unclear. Can you suggest how the instructions might be improved? How do you track high mobility staff? What about Non-Personnel Expenditures **(Tables 40 & 44)?** Is there anything we should do to improve the information provided to define these expenditures? Are these categories difficult for your district to report? Is there anything about this table that could be improved to make it easier for your district to report this information?	• Non-personnel expenditures for the CRDC reflects only expenditures related to instruction (professional development, library/media materials, etc.) Look for where confusion is occurring over LEAs struggling to report transportation, district IT servers, etc. since these aren't school-level non-personnel expenditures related to instruction.
Q34. Those are all the questions I have for you about the draft survey. Is there anything else you would like to add or any other concerns you would like share with NCES?	
<mark>Q35. IF TIME ALLOWS ASK FOLLOWING</mark>	

 Section XI: Teacher Absenteeism Let's go back to section XI. Take a moment to read the definition and instructions in this section. What is helpful or unhelpful about the definition and instructions? Can you tell me in your own words what you would report? Can you suggest how the instructions, definitions, and/or tables might be improved? Is there information you think should be provided in the instructions or definitions that is not? PROBE for why.	
DRAFT GROUPING OF DATA ELEMENTS	
 We sent you a Draft Grouping of Data Elements. NCES is proposing to change the way data are organized and grouped for reporting to make it easier for LEAs to identify and report CRDC data elements in the upcoming CRDC. Based on information we have collected thus far in the improvement process, we think that it might be useful for you to have other colleagues fill out and submit data in separate modules. Do you have any feedback for us about how we've grouped the different data elements? Would it be easier or more problematic to reorder the questions in the survey by these	

topic areas? Are there other topic areas, or different ways to group the data elements that would make it easier for you to submit your data? Would it be problematic to group questions that ask for beginning of school year data and end of school year data by topic area within the survey? Is it easier or more problematic to keep LEA-level questions and school-level questions about the same topic areas separate? Would it be better to group the LEA-level and school-level questions about the same topic area together? <mark>IF NOT ENOUGH TIME,</mark> ask respondent to provide feedback via email.	

CONCLUDE INTERVIEW:

Thank you for your time. If you think of anything else you would like to share, please give me a call or email me at _____..

CRDC School Form Used in the Interviews

Office for Civil Rights

2013-14 Civil Rights Data Collection

INTRODUCTION

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data related to the nation's public school districts and elementary and secondary schools' obligation to provide equal educational opportunity. To fulfill this goal, the CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, limited English proficiency, and disability. The CRDC is a longstanding and important aspect of ED's Office for Civil Rights overall strategy for administering and enforcing the civil rights statutes for which it is responsible. This information is also used by other ED offices as well as policymakers and researchers outside of ED.

WHO IS CONDUCTING THIS SURVEY?

The ED Office for Civil Rights (OCR) is conducting this survey. The CRDC is a mandatory data collection, authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR 100.6(b); 34 CFR 106.71; and 34 CFR 104.61.

HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on this survey becomes available to the public in a privacy protected format. You can see how the previous CRDC data were reported to the public by going to http://ocrdata.ed.gov.

WHERE CAN I FIND INFORMATION ABOUT THE APPROVAL OF THIS COLLECTION BY OMB?

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. The valid OMB control number for this information collection is 1870-0504. Public reporting burden for this collection of information is estimated to average 14.2 hours per school survey response and 4.2 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914). If you have comments or concerns regarding the status of your individual submission of this survey, please contact the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ, Room 4E342, Washington, D.C. 20202, directly. [Note: Please do not return the completed survey to this address.]

HOW ARE THE QUESTIONS IN THIS SURVEY ORGANIZED?

The CRDC is organized into two parts:

- Part 1 (Enrollment and placement data)
- Part 2 (Cumulative and end-of-year data)

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

PART 1 SCHOOL FORM: Fall Snapshot Data

1. Grades with Students Enrolled* *REVISED*

All schools and justice facilities

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Ungraded* refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

Instructions

- Check "yes" to all grade levels offered at this school where at least one student is enrolled.
- Check ungraded if that applies. You may check grades and also check ungraded if some students are classified by grade and others are not. If the school is wholly ungraded, check ungraded and check no other boxes.
- For this item, preschool and kindergarten are considered to be "grades"; do not check "ungraded" solely because of preschool or kindergarten classes.

Grades	Yes	No
Preschool		
Kindergarten		
Grade 1		
Grade 2		

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Grades	Yes	No
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Ungraded		

2. Preschool Age for Non-IDEA Children *NEW FOR 2013-14 & 2015-16!*

Only for schools offering preschool

- _Preschool_ refers to preschool programs and services for children ages 3 through 5.
- _Non-IDEA children_ include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Instructions

Indicate whether the school's preschool program has non-IDEA students enrolled in the specified age range(s):

Ages	Yes	No
Children age 3 years		
Children age 4 years		
Children age 5 years		

3. Ungraded Detail *NEW FOR 2013-14 & 2015-16!*

Only for schools/justice facilities that are wholly ungraded

Instructions

- Indicate whether the ungraded school has mainly elementary, middle, and/or high school students.

Question	Yes	No
School has mainly elementary school age students?		
School has mainly middle school age students?		
School has mainly high school age students?		
School has mainly elementary and middle school age students?		
School has mainly middle and high school age students?		
School has elementary, middle, and high school age students?		

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

4. School Characteristics

All schools and justice facilities, preschool-grade 12, UG

NOTE: For justice facilities, only the special education question applies.

- A special education school is a public elementary or secondary school that focuses primarily on serving the needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.
- Magnet Program or School: A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.
- A charter school is a nonsectarian public school under contract—or charter—between a public agency and groups of parents, teachers, community leaders or others who want to create alternatives and choice within the public school system. A charter school creates choice for parents and students within the public school system, while providing a system of accountability for student achievement. In exchange for increased accountability, a charter school is given expanded flexibility with respect to select statutory and regulatory requirements.
- An alternative school is a public elementary or 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 of the categories of regular education, special education, or vocational education.

Question	Yes	No
Is this school a special education school?		
Is this school either a magnet school or a school operating a magnet program within the school?		
Is this school a charter school?		
Is this school an alternative school?		

5. Magnet School Detail

Only for magnet schools

Question	Yes	No
Does the entire school population participate in the magnet school program?		

6. Alternative School Detail

Only for alternative schools

School Focus	Yes	No
This alternative school is designed to meet the needs of students with academic difficulties		
This alternative school is designed to meet the needs of students with discipline problems		
This alternative school is designed to meet the needs of students with academic difficulties **and** discipline problems		

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

GENERAL INSTRUCTIONS

- **For the 2013–14 CRDC—**
  - **Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on a single day between September 27 and December 31, inclusive.**
  - **For all other entries, the count should be based on a single day between September 27 and December 31, inclusive.**
- For the 2015–16 CRDC there is an important count data change—
  - Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1. For all other entries, the count should be based on October 1.

KEY DEFINITIONS

- _Limited English Proficient_ (or English Language Learner): In coordination with the state's definition based on Title 9 of ESEA, limited English proficient students are students:

    (A) who are ages 3 through 21;

    (B) who are enrolled or preparing to enroll in an elementary school or 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

      (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)]; or

      (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

      (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 D-I, D- ii, or D-iii.

- _Students with Disabilities (IDEA)_: Students with 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; 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, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

- _Students with Disabilities (Section 504 only)_: Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

7. Overall Student Enrollment* CONTINUING FOR 2013-14 & 2015-16

All schools and justice facilities, preschool-grade 12, UG

- _Overall enrollment_ refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they actually physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.

Instructions

- Enter student enrollment as specified. Include students in preschool, grades K-12, and comparable ungraded levels.

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

- For the purposes of CRDC, students must be counted in the school where they actually physically attend for more than 50% of the school day. If a student attends two schools, each for exactly 50% of his or her school day, then count that student at the "regular" school, rather than at the school of a special program, such as a vocational program.
- For distance education schools or virtual schools, students must be counted in the school from which they receive more than 50% of their coursework.
- *Note: Overall enrollment will also be used for skip logic within tables. For example, if a school reports zero male Asian students, subsequent tables with the same reporting period will not require data to be entered for male Asian students.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Overall enrollment: Male											
Female											
Total											

8. Preschool Enrollment *CONTINUING FOR 2013-14 & 2015-16*

Only for schools offering preschool

- *Preschool refers to preschool programs and services for children ages 3 through 5.*

Instructions
- Enter enrollment of children in preschool programs or services for children ages 3 through 5.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Enrollment of children in preschool programs or services: Male										
Female										
Total										

9. Enrollment of Limited English Proficient Students *CONTINUING FOR 2013-14 & 2015-16*

Only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall LEP student enrollment

- *LEP programs are English language instruction educational programs designed for LEP students.*

Instructions
- Enter the number of students who are limited English proficient (LEP). Include students in preschool, grades K-12, and comparable ungraded levels. Include all LEP students, regardless of whether they are enrolled in LEP programs.
- Enter the number of students who are enrolled in LEP programs. Include students served through ESEA Title III and students receiving LEP services through other programs designed for LEP students.
- A student may be counted in more than one row.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP Students with Disabilities (IDEA)
Students who are LEP: Male									
Female									
Total									
Students enrolled in LEP Programs: Male									
Female									
Total									

10. Enrollment of Students with Disabilities Served Under IDEA and Students with Disabilities Served Under Section 504 Only *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall students with disabilities enrollment]

Instructions

- Enter the number of students with disabilities, as specified. Include students in preschool, grades K-12, and comparable ungraded levels.
- A student may not be counted in both the students with disabilities (IDEA) category and the students with disabilities (Section 504 only) category.
- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or a single day between September 27 and December 31.
- Count of students with disabilities (Section 504 only) should be based on a single day between September 27 and December 31.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP
Students with disabilities served under IDEA: Male									
Female									
Total									
Students with disabilities served under Section 504 of the Rehabilitation Act of 1973, but not served under IDEA: Male									
Female									
Total									

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- For the 2013–14 CRDC—
    - For program enrollment, count should be based on a single day between September 27 and December 31, inclusive.
    - Unless otherwise noted, for schools with regular scheduling, count should be based on a single day between September 27 and December 31, inclusive.
    - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.
- See general instructions for information on duplicated and unduplicated counts.
- **For the 2015–16 CRDC, there is an important count date change—**
    - For program enrollment, count should be based on October 1.
    - Unless otherwise noted, for schools with regular scheduling, count should be based on October 1.
    - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.
- Courses and Classes: Questions in this section collect data on the number of courses or the number of classes with students enrolled.
    - A course is considered a grouping of one or more classes covering the same content. For example, biology is considered a science course for the CRDC collection. A school may also offer several different biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology. For AP courses, the College Board publishes a list, available at www.collegeboard.com/student/testing/ap/about.html
    - A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Introductory Biology, one during second period and one during fourth period; and one class for Genetics, during fifth period. Therefore, the school should report a total of three Biology classes (2 for Biology plus 1 for Genetics).

11. Gifted and Talented Education Programs* _CONTINUING FOR 2013-14 & 2015-16_

All schools and justice facilities, preschool-grade 12, UG

- _Gifted/talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent._

Question	Yes	No
Does this school have any students enrolled in gifted/talented programs?		

12. Gifted/Talented Student Enrollment _CONTINUING FOR 2013-14 & 2015-16_

Only for schools/justice facilities (preschool-grade 12, UG) with gifted/talented programs

- _Gifted/talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent._

Instructions

- Enter the number of students enrolled in gifted/talented programs, as specified. Include students in preschool, grades K-12, and comparable ungraded levels.

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in gifted and talented programs: Male										
Female										
Total										

13. Classes in Algebra I * _CONTINUING FOR 2013-14_

Only for schools/justice facilities with any grade 7-12, UG middle school or high school age students

- _Algebra I is a (college-preparatory) 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._

Instructions
- Enter the number Algebra I classes for students in grades 7-12 enrolled in this school. Include Algebra I classes with ungraded middle school or high school age students in your count.
- Report classes that cover the content of Algebra I outlined in the definition above, even if the name of the course or class is not listed as Algebra I (e.g., Integrated Mathematics I).
- Independent study does not count as a class.
- _See question 43 on page 27 and question 48 on page 29 for how this data will be collected in 2015-16._

Subject	Number of Classes
Algebra I	

14. Middle School Student Enrollment in Algebra I _CONTINUING FOR 2013-14_

Only for schools/justice facilities (with any grade 7- 8, UG middle school age students) reporting greater than zero Algebra I classes

Instructions
- Enter the number of students in grade 7 or 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- _See question 44 on page 27 and question 45 on page 28 for how this data will be collected in 2015-16._

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 7 or 8 or ungraded: Male										
Algebra I Female										
Algebra I **Total**										

15. Classes in Geometry * *Continuing for 2013-14*

Only for schools/justice facilities with any grade 7-12, UG middle school or high school age students

- *Geometry is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.*

Instructions
- Enter the number of Geometry classes for students in grades 7-12 enrolled in this school. Include Geometry classes with ungraded middle school or high school age students in your count.
- Report classes that cover the content of Geometry outlined in the definition above, even if the name of the course or class is not listed as Geometry (e.g., Integrated Mathematics II).
- Independent study does not count as a class.
- *See question 48 on page 29 for how this data will be collected in 2015-16.*

Subject	Number of Classes
Geometry	

16. Student Enrollment in Geometry *Continuing for 2013-14*

Only for schools/justice facilities (with any grade 7-12, UG middle school or high school age students) reporting greater than zero classes in Geometry]

- *Geometry is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.*

Instructions
- Enter the number of students in grades 7-12 enrolled in Geometry. Include ungraded middle school or high school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- *See question 46 on page 28 and question 49 on page 29 for how this data will be collected in 2015-16.*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry : Male										
Female										
Total										

17. High School Student Enrollment in Algebra I *Continuing for 2013-14*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions
- Enter the number of students in grade 9 or 10 enrolled in Algebra I.
- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- *Important note about the 2015-16 CRDC*
  - *If you use regular scheduling, count should be **based on a single day at the end of the regular school year**.*
  - *If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on **a single day at the end of the first block**, and **a single day at the end of the second block**.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 9 or 10: Male										
Algebra I Female										
Algebra I **Total**										
Students enrolled in Algebra I in grade 11 or 12 or ungraded: Male										
Algebra I Female										
Algebra I **Total**										

18. Classes in Mathematics Courses in High School * *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- *Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities;*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

- *Advanced mathematics* (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.
    - o *Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.*
    - o *Analytic geometry courses include the study of the nature and intersection of lines and planes in space.*
    - o *Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.*
    - o *Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.*
    - o *Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.*
- *Calculus* (college-preparatory) course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

Instructions
- Enter the number of classes for students in grades 9-12 enrolled in this school for each mathematics course. Include classes with ungraded high school age students in your count.
- Report classes that cover the content of mathematics courses outlined in the definition above, even if the name of the course or class is not Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a class.

Mathematics Course	Number of Classes
Algebra II	
Advanced mathematics	
Calculus	

19. Student Enrollment in Mathematics Courses in High School *CONTINUING FOR 2013-14 & 2015-16*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions
- Enter the number of students in grades 9-12 enrolled in the listed course. Include ungraded high school age students enrolled in the listed course in your count.
- A student may be counted in more than one row.
- Do not count students scheduled to take the listed course, but not yet enrolled.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
[Algebra II](#) Female										
[Algebra II](#) Total										
Students enrolled in [advanced mathematics](#): Male										
[advanced mathematics](#) Female										
[advanced mathematics](#) Total										
Students enrolled in [Calculus](#): Male										
[Calculus](#) Female										
[Calculus](#) Total										

20. Classes in Science Courses * *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- _Biology_ (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
- _Chemistry_ (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
- _Physics_ (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

Instructions
- Enter the number of classes for students in grade 9-12 enrolled in this school for each science course. Include classes with ungraded high school age students in your count.
- Science courses include introductory and advanced courses.
- Independent study does not count as a class.

Science Courses	Number of Classes
Biology	
Chemistry	
Physics	

21. Student Enrollment in Science Courses *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

- _Biology_ (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

- *Chemistry* (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
- *Physics* (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

Instructions

- Enter the number of students in grades 9-12 enrolled in the listed course. Include ungraded high school age students enrolled in the listed course in your count.
- A student may be counted in more than one row.
- Do not count students scheduled to take the listed course, but not yet enrolled.
- Science courses include introductory and advanced courses.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in **Biology**: Male										
Biology Female										
Biology Total										
Students enrolled in **Chemistry**: Male										
Chemistry Female										
Chemistry Total										
Students enrolled in **Physics**: Male										
Physics Female										
Physics Total										

22. International Baccalaureate Diploma Programme * *New Guiding question!*

Only for schools with any grade 9-12, UG high school age students

- The *International Baccalaureate (IB) Diploma Programme*, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.

Question	Yes	No
Does this school have any students enrolled in the International Baccalaureate Diploma Programme?		

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

23. Student Enrollment in the International Baccalaureate (IB) Diploma Programme *Continuing for 2013-14 & 2015-16*

Only for schools (with any grade 9-12, UG high school age students) with an IB Diploma Programme

- *The* <u>International Baccalaureate (IB) Diploma Programme</u>, *sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.*

Instructions

- Enter the number of students in grades 9-12 enrolled in the IB Diploma Programme. Include ungraded high school age students enrolled in the program.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in the International Baccalaureate (IB) Diploma Programme: Male										
Female										
Total										

24. Advanced Placement Program Indicator * *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students

- <u>Advanced Placement (AP)</u> *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.*

Question	Yes	No
Does this school have any students enrolled in Advanced Placement (AP) courses?		

25. Different Advanced Placement (AP) Courses *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- <u>Advanced Placement (AP)</u> *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.*
- <u>Advanced Placement (AP) course</u> *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.*

Instructions

- Count each course separately. For example, Biology and Chemistry are different courses; Calculus AB and Calculus BC are different courses. But multiple classes in Calculus AB are not different courses. For a list of AP courses, see the Courses and Exams drop-down list at www.collegeboard.com/student/testing/ap/about.html.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Question	Number of Courses
How many different AP courses does the school provide?	

26. Advanced Placement (AP) Course Self-Selection *REVISED*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- *Advanced Placement (AP) course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).*

Instructions

- Answer "Yes" if a student is allowed to enroll in all AP courses that the school offers without needing a recommendation or meeting any other criteria (except for any necessary course prerequisites). Otherwise answer "No."

Question	Yes	No
Is enrollment via self-selection by students permitted for all AP courses offered by the school?		

27. Advanced Placement (AP) Student Enrollment * *CONTINUING FOR 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

- Enter the number of students in grades 9-12 enrolled in at least one AP course. Include ungraded high school age students in the count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course: Male										
Female										
Total										

28. Advanced Placement (AP) Mathematics Enrollment Indicator* *NEW GUIDING QUESTION!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- *AP mathematics courses include calculus (AB and BC) and statistics.*

Instructions

- Answer "Yes" if any student. Otherwise answer "No."

Question	Yes	No
Are any students at this school enrolled in AP mathematics?		

29. Student Enrollment in Advanced Placement (AP) Mathematics *CONTINUING FOR 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- Enter the number of students in grades 9-12enrolled in at least one AP course in the subject area listed. Include ungraded high school age students in the count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in mathematics: Male										
Female										
Total										

30. Advanced Placement (AP) Science Enrollment Indicator* *NEW GUIDING QUESTION!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- <u>AP science courses</u> include biology, chemistry, physics, and environmental science.

Instructions
- Answer "Yes" if any student. Otherwise answer "No."

Question	Yes	No
Are any students at this school enrolled in AP science?		

31. Student Enrollment in Advanced Placement (AP) Science *CONTINUING FOR 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions
- Enter the number of students in grades 9-12enrolled in at least one AP course in the subject area listed. Include ungraded high school age students in the count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in science: Male										
Female										
Total										

32. Advanced Placement (AP) Other Subjects Indicator* *NEW GUIDING QUESTION!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- <u>"Other subjects"</u> include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in "other subjects."

Instructions
- Answer "Yes" if any student. Otherwise answer "No."

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Question	Yes	No
Are any students at this school enrolled in AP subjects other than science and mathematics?		

33. Student Enrollment in Other Advanced Placement (AP) Subjects _REVISED_

Only for schools (with any grade 9-12, UG high school age students) enrolled in AP

Instructions
- Enter the number of students in grades 9-12enrolled in at least one AP course in the subject area listed. Include ungraded high school age students in the count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in subjects other than science and mathematics: Male										
Female										
Total										

34. Dual Enrollment Program * _NEW FOR 2013-14 & 2015-16!_

Only for schools/justice facilities with any grade 9-12, UG high school age students

- _Dual enrollment/dual credit programs_ provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

- _Note: For 2013-14, this question will also be used to determine whether schools are presented with the optional question on students enrolled in dual enrollment programs (question #32)._

Question	Yes	No
Does this school have any students enrolled in a dual enrollment/dual credit program?		

35. Single-Sex Academic Classes * _CONTINUING FOR 2013-14 & 2015-16_

Only for co-educational schools/justice facilities, grades K-12, UG

- _A single-sex academic class_ refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Instructions
- _A physical education class is not considered an academic class._

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Question	Yes	No
Does this school have any students enrolled in one or more single sex academic classes?		

36. Single-Sex Academic Classes in the School Continuing for 2013-14 & 2015-16

Only for co-educational schools/justice facilities, grades K-12, UG with single-sex classes

- A <u>single-sex academic class</u> refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. . A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.
- "<u>Other mathematics</u>" includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.
- <u>English/reading/language arts</u> includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- <u>Science</u> includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.
- "<u>Other academic subjects</u>" includes history, social studies, foreign languages, and computer science.

Instructions

- Enter the number of single-sex academic classes in each course or subject area with one or more students enrolled. Include classes for students in grades K-12, and comparable ungraded levels.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- For a co-educational school/justice facility that has single-sex students who receive all of their academic instruction from one teacher in one classroom, each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single sex math classes should report those classes as other mathematics.
- Independent study is not considered a single-sex class.
- A physical education class is not considered an academic class.
- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.

Subject Areas	Classes for Males only	Classes for Females only	Total Single-Sex Classes
Algebra I, Geometry, Algebra II			
Other mathematics			
Science			
English/reading/language arts			
Other academic subjects			

OPTIONAL Classes and Program Enrollment Items for 2013–14 (Required for 2015–16)

General Instructions

- For the 2013–14 CRDC (optional)—
  - o For program enrollment, count should be based on a single day between September 27 and December 31, inclusive.
  - o Unless otherwise noted, for schools with regular scheduling, count should be based on a single day between September 27 and December 31, inclusive.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- o Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.
- For the 2015–16 CRDC—
  - o For program enrollment, count should be based on October 1.
  - o Unless otherwise noted, for schools with regular scheduling, count should be based on October 1.
  - o Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Key Definitions
- *A <u>teacher</u> provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.*
  - o *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.*
  - o *Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*
- *A <u>certified teacher</u> is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.*

37. Student Enrollment in Dual Enrollment Programs *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*
Only for schools/justice facilities with any grade 9-12, UG high school age students
- *<u>Dual enrollment/dual credit programs</u> provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.*

Instructions
- Enter the number of students in grades 9-12 enrolled in at least one dual enrollment/dual credit program. Include ungraded high school age students in the count.
- Do not include students simply because they are enrolled in the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Dual Enrollment or Dual Credit Programs: Male										
Female										
Total										

38. Classes in Science Courses in High School Taught by Certified Teachers *New! Optional for 2013-14, Required for 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- *Biology (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.*
- *Chemistry (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied*
- *Physics (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.*

Instructions
- Enter the number of classes in each of the listed courses taught in grades 9-12 by teachers certified in science.
- Science courses include introductory and advanced courses.
- Independent study does not count as a class.
- Teachers are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.

Science Courses	Number of Classes Taught by Teachers Certified in Science	Total Number of Science Classes in Grades 9-12
Biology		
Chemistry		
Physics		

Classes and Program Enrollment Items Only Required for 2015–16 (Not Optionally Collected in 2013-14)

39. Classes in Algebra I in Middle School Taught by Certified Teachers *New for 2015-16 Only*
Only for schools/justice facilities with any grade 7-8, UG middle school age students

- *Algebra I is a (college-preparatory) 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*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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.

Instructions

- Enter the number of Algebra I classes taught in grades 7 or 8 by teachers certified in mathematics.
- Independent study does not count as a class.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Course	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Algebra I Classes in Grades 7-8
Algebra I		

40. Classes in Mathematics Courses in High School Taught by Certified Teachers *New for 2015-16 Only*
Only for schools with any grade 9-12, UG high school age students

- *Algebra I is a (college-preparatory) 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.*
- *Geometry is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.*
- *Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents*
- *Advanced mathematics (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.*
    - *Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.*
    - *Analytic geometry courses include the study of the nature and intersection of lines and planes in space.*
    - *Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.*
    - *Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.*
    - *Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.*
- *Calculus course (college-preparatory) topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Instructions

- Enter the number of classes in each of the listed courses taught in grades 9-12 by teachers certified in mathematics.
- Independent study does not count as a class.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Mathematics Courses	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Mathematics Classes in Grades 9-12
Algebra I		
Geometry		
Algebra II		
Advanced mathematics		
Calculus		

41. Algebra I in Grade 7 Enrollment Indicator *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with grade 7

- *Algebra I is a (college-preparatory) 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.*

Instructions

- Indicate whether the school offers Algebra I in grade 7.
- Report data based on October 1.

Question	Yes	No
Does this school have any students enrolled in Algebra I in grade 7?		

42. Algebra I in Grade 8 Enrollment Indicator* *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with grade 8, UG middle school age students

- *Algebra I is a (college-preparatory) 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.*

Instructions

- Indicate whether the school offers Algebra I in grade 8 or a comparable ungraded level.
- Report data based on October 1.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Question	Yes	No
Does this school have any students enrolled in Algebra I in grade 8 or a comparable ungraded level?		

43. Classes in Algebra I in Middle School * *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with any grade 7-8, UG middle school age students

- *Algebra I is a (college-preparatory) 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.*

Instructions
- Enter the number of Algebra I classes in grades 7-8. Include Algebra I classes with ungraded middle school age students in your count.
- Independent study does not count as a class.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Course	Number of Classes
Algebra I	

44. Student Enrollment in Algebra I in Grade 7 *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with grade 7

Instructions
- Enter the number of students in grade 7 enrolled in Algebra I.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- If you use regular scheduling, count should be based on a single day at the end of the regular school year.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block.

Data Element	Number of students
Students enrolled in Algebra I in grade 7	

45. Student Enrollment in Algebra I in Grade 8 *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with grade 8, UG middle school age students

Instructions
- Enter the number of students in grade 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- If you use regular scheduling, count should be based on a single day at the end of the regular school year.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 8 or ungraded: Male										
Female										
Total										

46. Geometry in Grade 8 Enrollment Indicator

Only for schools/justice facilities with grade 8, UG middle school age students

- _Geometry_ is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.

Instructions
- Indicate whether the school offers Geometry in grade 8 or a comparable ungraded level.
- Report data based on October 1.

Question	Yes	No
Does this school have any students enrolled in Geometry I in grade 8 or a comparable ungraded level?		

47. Student Enrollment in Geometry in Grade 8

Only for schools/justice facilities with grade 8, UG middle school age students

- _Geometry_ is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.

Instructions
- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Data Element	Number of students
Students enrolled in Geometry in grade 8 or ungraded	

48. Classes in Algebra I and Geometry Courses in High

School (only for schools/justice facilities with any grade 9-12, UG high school age students)

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Instructions

- Enter the number of classes in grades 9-12 in each of the listed courses. Include classes with ungraded high school age students in your count.
- Independent study does not count as a class.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Mathematics Courses	Number of Classes
Algebra I	
Geometry	

49. Student Enrollment in Geometry *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions

- Enter the number of students in grades 9-12 enrolled in Geometry. Include ungraded high school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry: Male										
...ed in Geometry: Female										
...rolled **Total**										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, for schools, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for justice facilities, count should be cumulative based on the entire regular school year.
- *For the 2015–16 CRDC, there will be an <u>important count date change</u>—*
  - *Unless otherwise noted, for schools and justice facilities, count should be cumulative based on the entire regular school year.*

Key Definitions

- <u>Full-time equivalent (FTE)</u> is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.
- *A <u>teacher</u> provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.*
  - *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.*
  - *Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

50. Teachers – FTE Count and Certification *REVISED*

All schools and justice facilities, preschool-grade 12, UG

- *A <u>certified teacher</u> is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.*

Instructions

- The number of teachers should be reported in full-time equivalency of assignment.
- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).
- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teacher working towards certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- *Note: The FTE count reported for this question may be greater than or equal to the FTE of teachers funded only by state and local funds reported on question 39 on page 62.*

Data Element	FTE
Total number of full-time equivalent (FTE) teachers	xx.xx
Number of FTE teachers who are certified	xx.xx
Number of FTE teachers who are not certified	xx.xx

51. Teacher Years of Experience *CONTINUING FOR 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- <u>*Year of teaching*</u> *refers to the number of year(s) of teaching experience including the current year but not including any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching*

Instructions
- The number of teachers should be reported in full-time equivalency of assignment.
- Enter the number of FTE teachers with the specified length of experience as listed.
- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE teachers in their first year of teaching	xx.xx
Number of FTE teachers in their second year of teaching	xx.xx

52. School Counselors *REVISED*

All schools and justice facilities, preschool-grade 12, UG

- *A* <u>*school counselor*</u> *is a professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.*

Instructions
- The number of school counselors should be reported in full-time equivalency of assignment.
- Enter the number of FTE school counselors.
- Include school counselors for preschool, grades K-12, and comparable ungraded levels, regardless of how school counselors were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE school counselors	xx.xx

53. Sworn Law Enforcement Officers *NEW FOR 2013-14 ONLY!*

All schools, preschool-grade 12, UG

- *A* <u>*sworn law enforcement officer*</u> *is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be considered a school resource officer (who is assigned to work at a school in collaboration with school and community-*

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

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based organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school).

- *A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).*

Instructions
- Indicate whether a sworn law enforcement officer was assigned to the school.
- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Report data based on the entire regular school year.

Question	Yes	No
Does this school have any sworn law enforcement officers?		

OPTIONAL School Staff Items for 2013–14 (Required for 2015–16)

- For 2013–14 (optional)--Count should be based on a single day between September 27 and December 31.
- For 2015–16--Report a cumulative count based on the entire regular school year.

54. Security Staff) *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

All schools, preschool-grade 12, UG
- *A sworn law enforcement officer is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be considered a school resource officer (who is assigned to work at a school in collaboration with school and community-based organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school).*
- *A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).*
- *A security guard is an individual who guards, patrols, and/or monitors the school premises to prevent theft, violence, and/or infractions of rules. A security guard may provide protection to individuals, and may operate x-ray and metal detector equipment. A security guard is not a sworn law enforcement officer.*

Instructions
- The number of security staff should be reported in full-time equivalency of assignment.
- Enter the number of FTE security staff, as specified.
- Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE sworn law enforcement officers	xx.xx
Number of FTE security guards	xx.xx

55. Support Services Staff *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

All schools and justice facilities, preschool-grade 12, UG
- *A nurse is a qualified health care professional who addresses the health needs of students.   The provider meets the state standards and requirements for a nurse. Nurses include school nurses.*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- *A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.*
- *A social worker provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of the children. Typical responsibilities include: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; and 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program. The provider of these services is certified, licensed, or otherwise a qualified professional. Social workers include school social workers.*

Instructions
- The number of support services staff should be reported in full-time equivalency of assignment.
- Enter the number of FTE support services staff.
- Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE nurses	xx.xx
Number of FTE psychologists	xx.xx
Number of FTE social workers	xx.xx

56. Current Year and Previous Year Teachers *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- *Current school year teachers are teachers employed at the school in the current school year. These teachers may include teachers employed at the school in the previous school year.*
- *Previous school year teachers are teachers employed at the school in the previous school year. These teachers are a subset of teachers employed at the school in the current school year.*

Instructions
- Enter the number of teachers employed at the school during the specified school year.
- Current school year refers to the 2013–14 school year. Previous school year refers to the school year preceding the current school year.
- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Teachers do not have to be teaching the same subject or grade level, each school year.
- Report a count, not a full-time equivalency number.

Data Element	Count
Current school year teachers	
Previous school year teachers	

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

PART 2 SCHOOL FORM: Cumulative or End-of-Year Data

Key Definitions
- _Algebra I is a (college-preparatory) 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._

1. Middle School Students who Passed Algebra I _REVISED FOR 2013-14_

Only for schools/justice facilities (with any grade 7-8, UG middle school age students) reporting greater than zero middle school student enrollment in Algebra I

Instructions
- Enter the number of students in grade 7 or 8 who successfully completed (i.e., passed) Algebra I. Include ungraded middle school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the middle school student enrollment in Algebra I item.
- _See question 3 and 4 on page35 for how this data will be collected in 2015-16._

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 7 or 8 or ungraded: Male										
Female										
Total										

2. High School Students who Passed Algebra I _REVISED_

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school student enrollment in Algebra I

Instructions
- Enter the number of students in grade 9 or 10 who successfully completed (i.e., passed) Algebra I.

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

- Enter the number of students in grade 11 or 12 who successfully completed (i.e., passed) Algebra I. Include ungraded high school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the high school student enrollment in Algebra I item.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 9 or 10: Male										
Female										
Total										
Students who passed Algebra I in grade 11 or 12 or ungraded: Male										
Female										
Total										

Algebra I Items Only Required for 2015–16 (Not Optionally Collected in 2013-14)

3. Students who Passed Algebra I in Grade 7 *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities (with grade 7) reporting greater than zero grade 7 student enrollment in Algebra I

Instructions
- Enter the number of students in grade 7 who successfully completed (i.e., passed) Algebra I.
- Count only students who were reported as enrolled in Algebra I in the student enrollment in Algebra I in grade 7 item.
- Report a cumulative count based on the entire regular school year.

Data Element	Number of Students
Students who passed Algebra I in grade 7	

4. Students who Passed Algebra I in Grade 8 *NEW FOR 2015-16 ONLY*

Only for schools/justice facilities (with grade 8, UG middle school age students) reporting greater than zero grade 8 student enrollment in Algebra I

Instructions
- Enter the number of students in grade 8 who successfully completed (i.e., passed) Algebra I. Include ungraded middle school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the student enrollment in Algebra I in grade 8 item.
- Report a cumulative count based on the entire regular school year.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 8 or ungraded : Male										
Female										
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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Key Definitions
- *Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies, often online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.*

5. Credit Recovery Program * *NEW FOR 2013-14 & 2015-16!*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions
- Indicate whether the school has any students who participate in at least one credit recovery program.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- *Note: For 2013-14, this question will also be used to determine whether schools are presented with the optional question on students enrolled in credit recovery programs.*

Question	Yes	No
Does this school have any students who participate in at least one credit recovery program that allows them to earn missed credit in order to graduate from high school?		

Optional Credit Recovery Item for 2013–14 (REQUIRED for 2015–16)

6. Credit Recovery Program Student Participation *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions
- Enter the number of students in grades 9-12 who participate in at least one credit recovery program. Include ungraded high school age students in your count.
- Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

Data Element	Number of Students
Students who participate in at least one credit recovery program	

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

7. Student Participation in the SAT Reasoning Test or ACT *REVISED*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- The <u>ACT Test (ACT)</u> is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.
- The <u>SAT Reasoning Test (SAT)</u> is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.

Instructions

- Enter the number of students in grades 9-12 who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or both. Include ungraded high school age students in your count.
- Include students who participated, regardless of whether they received valid scores on the tests.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year..

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who participated in the SAT Reasoning Test or ACT: Male										
Female										
Total										

8. Student Participation in Advanced Placement (AP) Exams * *REVISED*

Only for schools with any grade 9-12, UG high school age students

- <u>Advanced Placement (AP)</u> 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.
- An <u>Advanced Placement (AP) course</u> 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.

Instructions

- Enter the number of students as specified. Include ungraded high school age students in your count.
- Count only students who were reported as enrolled in at least one AP course in the AP student enrollment item.
- Report the cumulative count based on the entire regular school year.
- Students who took on one or more AP exams and Students who did not take any AP exams are mutually exclusive; a student may not be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Female										
Total										
Students who were enrolled in one or more AP courses but who did not take any AP exams: Male										
Female										
Total										

9. Students who Received a Qualifying Score on Advanced Placement (AP) Exams *REVISED*

Only for schools (with any grade 9-12, UG high school age students) reporting greater than zero student participation in AP exams

- An _Advanced Placement (AP) exam qualifying score_ is a score of 3 or higher on an AP exam. Students who earn AP exam scores of 3, 4, or 5 are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP exam scores are equivalent to a college course score of "middle C" or above. However, the awarding of credit and placement is determined by each college or university.

Instructions
- Enter the number of students in grades 9-12, as specified. Include ungraded high school age students in your count.
- Count only students who were reported as enrolled in at least one AP course in the AP student enrollment item.
- Enter the number of students who received a qualifying score on one or more AP exams taken who were enrolled in at least one AP course. Do not include students who took an AP exam but were not enrolled in an AP course.
- Report an unduplicated count for each table. For example, a student who was enrolled in two AP courses, took two AP exams, and scored a 3 or above on only one AP exam would be reported in the table of students who received a qualifying score on one or more AP exams. The student would not be reported in the table on students who did not receive a qualifying score on any AP exams.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who received a qualifying score on one or more										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
AP exams for one or more AP courses enrolled in: Male										
Female										
Total										
Students who did not receive a qualifying score on any AP exams for the one or more AP courses enrolled in: Male										
Female										
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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10. Chronic Student Absenteeism *New for 2013-14 & 2015-16!*

Schools and justice facilities, grades K-12, UG

- A *chronically absent student* is a student who is absent 15 or more school days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

Instructions

- Enter the number of chronically absent students. Include students in grades K-12, and comparable ungraded levels.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Students absent 15 or more school days during school year: Male											
Female											
Total											

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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General Instruction
- **For the 2013–14 CRDC—**
    - Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

Key Definitions
- *A student is* <u>retained</u> *if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.*

11. Student Retention Indicator * *New Guiding question!*

Schools and justice facilities, grades K-12

Instructions
- Indicate whether any students were retained in any of the grades specified (only for the applicable grades within the school).

Grades	Yes	No
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

12. Retention of Students *Continuing for 2013-14 & 2015-16*

Only for schools and justice facilities (grades K-12) reporting specific grade level student retention

Instructions
- Enter the number of students who were retained in a grade, as specified.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Students who were retained in Kindergarten: Male											
Female											
Total											
Students who were retained in Grade 1: Male											
Female											
Total											
Students who were retained in Grade 2: Male											
Female											
Total											
Students who were retained in Grade 3: Male											
Female											
Total											
Students who were retained in Grade 4: Male											
Female											
Total											
Students who were retained in Grade 5: Male											
Female											
Total											
Students who were retained in Grade 6: Male											
Female											
Total											
Students who were retained in Grade 7: Male											
Female											
Total											
Students who were retained in Grade 8:											

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Male											
Female											
Total											
Students who were retained in Grade 9: Male											
Female											
Total											
Students who were retained in Grade 10: Male											
Female											
Total											
Students who were retained in Grade 11: Male											
Female											
Total											
Students who were retained in Grade 12: Male											
Female											
Total											

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Key Definitions

- *Single-sex interscholastic athletics* refers to team-based organized sports activities that offer competition between schools, and in which only male or only female students participate.

13. Single-Sex Interscholastic Athletics Indicator* *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students

Instructions

- Indicate whether the school has any students in grades 9-12 who participate in single-sex interscholastic athletics. Include ungraded high school age students in your count.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

Question	Yes	No
Does this school have any students who participate in single-sex interscholastic athletics?		

14. Single-Sex Interscholastic Athletics Sports, Teams and Participants *Continuing for 2013-14 & 2015-16*

Only for schools (with any grade 9-12, UG high school age students) offering single-sex interscholastic athletics

- *Interscholastic athletics sports* refers to distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.
- *Interscholastic athletics sports teams* refers to the competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.
- *Interscholastic athletics sports team participant* refers to a student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).

Instructions

- Enter the number as specified.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.
- The count of interscholastic athletics sports includes only distinct sports.
- The count of interscholastic athletics sports teams includes each competitive-level team in each sport.
- For the count of student participants on single-sex interscholastic athletics sports teams, a student should be counted once for each team he or she participated on. For example, a female student who participated in the female basketball junior varsity team and the female soccer varsity team would be counted twice.

Data Element	Male Only	Female Only	Total
Number of single-sex interscholastic athletics sports			
Number of single-sex interscholastic athletics teams			
Number of student participants on single-sex interscholastic athletics sports teams			

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

GENERAL INSTRUCTIONS
- For the 2013–14 & 2015–16 CRDC—
    - o   Unless otherwise noted, count should be cumulative based on the entire regular school year.

KEY DEFINITIONS (K-12 DISCIPLINE)
- *Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.*
- *In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.*
- *Out-of-school suspension* [REVISED]
    - o   *For students without disabilities is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).*
    - o   *For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.*
    - o   *For students with disabilities (served solely under Section 504 of the Rehabilitation Act): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).*
- *Expulsion with educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school or regular school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.*
- *Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.*
- *Expulsion under zero tolerance policies refers to an action taken by the local educational agency of removing a child from his/her regular school for the remainder of school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered "zero tolerance" even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.*
- *Referral to law enforcement* [REVISED] *is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.*
- *School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.*

15. Preschool Suspensions and Expulsions [REVISED]

Only for schools reporting greater than zero preschool enrollment
- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *Preschool out-of-school suspension:*
    - o   *For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

- o   For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

- •   _Preschool expulsion refers to the permanent termination of a preschool child's participation in a preschool program at a school or facility. A preschool child who is transitioned directly from the classroom to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler._

Instructions

- •   Enter the number of preschool children, as specified.
- •   Report a cumulative count based on the entire regular school year.
- •   Do not count a preschool child in both the "one out-of-school suspension" row and the "more than one out-of-school suspension" row. These categories are mutually exclusive.
- •   A preschool child may be counted in both an out-of-school suspension row and the expelled row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Preschool children who received only one out-of-school suspension: Male										
Female										
Total										
Preschool children who received more than one out-of-school suspension: Male										
Female										
Total										
Preschool children who received an expulsion: Male										
Female										
Total										

_16._ **Corporal Punishment** *NEW GUIDING QUESTION!*

All schools and justice facilities, preschool- grade 12, UG

- •   _Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student._

Instructions

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

- Indicate whether the school uses corporal punishment to discipline students.
- Report data based on the entire regular school year.

Question	Yes	No
Does this school use corporal punishment to discipline students?		

17. Discipline of Students without Disabilities *REVISED*
Schools and justice facilities—grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without education services, and expulsion under zero tolerance policies.

Instructions
- Enter the number of students without disabilities as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not count a student in both the "one out-of-school suspension" row and the "more than one out-of-school suspension" row. These categories are mutually exclusive.
- Do not count a student in both the expulsions with educational services and expulsions without educational services row. These categories are mutually exclusive. Otherwise, a student may be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	LEP Students without Disabilities
Students without disabilities who received corporal punishment: Male									
Female									
Total									
Students without disabilities who received one or more in-school suspensions: Male									
Female									
Total									
Students without disabilities who received only one out-of-school suspension: Male									
Female									
Total									
Students without disabilities who received more than one out-of-school suspension Male									
Female									

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	LEP Students without Disabilities
Total									
Students without disabilities who received an expulsion with educational services: Male									
Female									
Total									
Students without disabilities who received an expulsion without educational services: Male									
Female									
Total									
Students without disabilities who received an expulsion under zero tolerance policies: Male									
Female									
Total									
Students without disabilities who were referred to a law enforcement agency or official: Male									
Female									
Total									
Students without disabilities who received a school-related arrest: Male									
Female									
Total									

18. Discipline of Students with Disabilities *REVISED*
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without education services, and expulsion under zero tolerance policies.

Instructions
- Enter the number of students with disabilities as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not count a student in both the "one out-of-school suspension" row and the "more than one out-of-school suspension" row. These categories are mutually exclusive.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- Do not count a student in both the expulsions with educational services and expulsions without educational services row. These categories are mutually exclusive. Otherwise, a student may be counted in more than one row.

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native an or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students with disabilities who received corporal punishment: Male										
Female										
Total										
Students with disabilities who received one or more in-school suspensions: Male										
Female										
Total										
Students with disabilities who received only one out-of-school suspension : Male										
Female										
Total										
Students with disabilities who received more than one out-of-school suspension: Male										
Female										
Total										
Students with disabilities who received an expulsion with educational services: **Male**										
Female										
Total										
Students with disabilities who received an expulsion without educational services: Male										
Female										
Total										
Students with disabilities who received an expulsion under zero tolerance policies: Male										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native an or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Female										
Total										
Students with disabilities who were referred to a law enforcement agency or official: Male										
Female										
Total										
Students with disabilities who received a school-related arrest: Male										
Female										
Total										

OPTIONAL Discipline and Offenses Items for 2013–14 (REQUIRED for 2015–16)

19. Preschool Corporal Punishment *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools reporting greater than zero preschool enrollment, and the use of corporal punishment to discipline students

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Corporal punishment* refers to paddling, spanking, or other forms of physical punishment imposed on a student.

Instructions

- Enter the number of preschool children who received corporal punishment.
- Report a cumulative count based on the entire regular school year.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Preschool children who received corporal punishment: Male										
Female										
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

20. Preschool Instances of Corporal Punishment New! Optional for 2013-14, Required for 2015-16

Only for schools reporting greater than zero preschool enrollment, and the use of corporal punishment to discipline students

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Corporal punishment* refers to paddling, spanking, or other forms of physical punishment imposed on a student.

Instructions

- Enter the number of instances of corporal punishment for preschool children.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of preschool children who received corporal punishment.
- A child may have received corporal punishment more than once if the child was involved in multiple offenses.

Data Element	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of corporal punishment		

21. Preschool Instances of Suspension New! Optional for 2013-14, Required for 2015-16

Only for schools reporting greater than zero preschool enrollment, and greater than zero preschool children suspended

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Preschool out-of-school suspension:*
  - *For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.*
  - *For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).*

Instructions

- Enter the number of instances of out-of-school suspension for preschool children.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of children who received one or more out-of-school suspensions.
- A child may have received an out-of-school suspension more than once if the child was involved in multiple offenses.

Data Element	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of out-of-school suspension		

22. Instances of Corporal Punishment New! Optional for 2013-14, Required for 2015-16

Only for schools and justice facilities (grades K-12, UG) reporting use of corporal punishment to discipline students

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- *Corporal punishment* refers to paddling, spanking, or other forms of physical punishment imposed on a student.
- *Student with disabilities* refers to students with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.

Instructions
- Enter the number of instances of corporal punishment for students. Include instances for students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of students who received corporal punishment.
- A student may have received corporal punishment more than once if the student was involved in multiple offenses.

Data Element	Students without Disabilities	Students with Disabilities
Number of instances of corporal punishment		

23. Instances of Suspension *New! Optional for 2013-14, Required for 2015-16*

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero students suspended out-of-school

Instructions
- Enter the number of instances of out-of-school suspension for students. Include instances for students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of students who received one or more out-of-school suspensions.
- A student may have received an out-of-school suspension more than once if the student was involved in multiple offenses.

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of out-of-school suspension			

24. Transfer to Alternative School or Regular School for Students without Disabilities *New! Optional for 2013-14, Required for 2015-16*

All schools, grades K-12, UG
- *Transfer to an alternative school* for disciplinary reasons and *transfer to a regular school* for disciplinary reasons are subsets of expulsion with educational services.
- An *alternative school* is a public elementary or 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 of the categories of regular education, special education, or vocational education.
- A *regular school* is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.

Instructions
- Enter the number of students without disabilities who were transferred, as specified. Include students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- For the "transferred to an alternative school" row, include students transferred to an alternative school for disciplinary reasons as decided by the school.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- For the "transferred to a regular school" row, include students transferred to a regular school for disciplinary reasons as decided by the school.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	LEP Students without Disabilities
Students without disabilities transferred to an alternative school for disciplinary reasons: Male									
Female									
Total									
Students without disabilities transferred to a regular school for disciplinary reasons: Male									
Female									
Total									

25. Transfer to Alternative School or Regular School for Students with Disabilities *New! Optional for 2013-14, Required for 2015-16*

All schools, grades K-12, UG

- *Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.*
- *An alternative school is a public elementary or 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 of the categories of regular education, special education, or vocational education.*
- *A regular school is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.*

Instructions
- Enter the number of students with disabilities who were transferred, as specified. Include students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- For the "transferred to an alternative school" row, include students transferred to an alternative school for disciplinary reasons as decided by the school.
- For the "transferred to a regular school" row, include students transferred to a regular school for disciplinary reasons as decided by the school.

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska	IDEA Asian	IDEA Native an or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities transferred to an alternative school for disciplinary reasons:										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska	IDEA Asian	IDEA Native an or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Male										
Female										
Total										
Students with disabilities transferred to a regular school for disciplinary reasons: Male										
Female										
Total										

26. School Days Missed Due to Out-of-School Suspension *New! Optional for 2013-14, Required for 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of school days that were missed by students who received one or more out-of-school suspensions. Include school days missed by students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Days when school staff were required to be present at school but students were not, should not be counted.
- Days when students were dismissed early from school, but school staff were not, should be counted as full days.
- Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 only)	Students with Disabilities (IDEA)
School days missed due to out-of-school suspension: Male											
Female											
Total											

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

27. Offenses – Number of Incidents New! Optional for 2013-14, Required for 2015-16

All schools and justice facilities, preschool-grade 12, UG

- *Firearm or explosive device* refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.
- An *incident* refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
- *Physical attack or fight* refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape.
- *Rape* refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.
- *Robbery* is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves threat or battery.
- *Sexual battery* is an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).
- A *threat* refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded.
- A *threat of physical attack with a weapon* includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.
- A *threat of physical attack without a weapon* refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.
- A *weapon* is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

Instructions
- Enter the number of documented incidents that occurred at the school.
- Report a cumulative count based on the entire regular school year.
- Count incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

Category	Number
Incidents of rape or attempted rape	
Incidents of sexual battery (other than rape)	
Incidents of robbery with a weapon	
Incidents of robbery with a firearm or explosive device	
Incidents of robbery without a weapon	
Incidents of physical attack or fight with a weapon	

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Category	Number
Incidents of physical attack or fight with a firearm or explosive device	
Incidents of physical attack or fight without a weapon	
Incidents of threats of physical attack with a weapon	
Incidents of threats of physical attack with a firearm or explosive device	
Incidents of threats of physical attack without a weapon	
Incidents of possession of a firearm or explosive device	

28. Firearm Use *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- An <u>incident</u> refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
- <u>Firearm or explosive device</u> refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Instructions
- Indicate whether there has been at least one incident at the school that involved a shooting.
- Report data based on the entire regular school year.
- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm.

Question	Yes	No
Has there been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt)?		

29. Homicide *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

All schools and justice facilities, preschool-grade 12, UG

Instructions
- Indicate whether any of the school's students, faculty, or staff have died as a result of a school homicide.
- Report data based on the entire regular school year.

Question	Yes	No
Have any of your school's students, faculty, or staff died as a result of a homicide committed at your school? (In other words, have there been any homicides committed at your school that have involved the deaths of any of your school's students, faculty, or staff?)		

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

General Instructions

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

KEY DEFINITIONS

- _Harassment or bullying on the basis of sex_ includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- _Harassment or bullying on the basis of race, color, or national origin_ refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- _Harassment or bullying on the basis of disability_ refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

30. Allegations of Harassment or Bullying CONTINUING FOR 2013-14 & 2015-16

Schools and justice facilities, grades K-12, UG

- An _allegation_ is a claim or assertion that someone has done something wrong or illegal, typically made without proof.

Instructions

- Enter the number of allegations of harassment or bullying reported to responsible school employees (such as teachers and school administrators), as specified.
- Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.

Data Element	Number of Allegations
Allegations of harassment or bullying on the basis of sex	
Allegations of harassment or bullying on the basis of race, color, or national origin	
Allegations of harassment or bullying on the basis of disability	

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

31. Students Reported as Harassed or Bullied *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of students who reported being harassed or bullied to a responsible school employee (such as teacher or school administrator), as specified. Include alleged victims in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.
- A student reported as harassed or bullied on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex count and the disability count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students reported as harassed or bullied on the basis of sex: Male											
Female											
Total											
Students reported as harassed or bullied on the basis of race, color or national origin: Male											
Female											
Total											
Students reported as harassed or bullied on the basis of disability: Male											
Female											
Total											

32. Students Disciplined for Harassment or Bullying *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of students disciplined for harassment or bullying, as specified. Include students disciplined in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.
- A student disciplined for engaging in harassment or bullying on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student disciplined for engaging in harassment

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

or bullying on the basis of both sex and disability should be reported in both the sex count and the disability count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students disciplined for bullying or harassment on the basis of sex: Male											
Female											
Total											
Students disciplined for bullying or harassment on the basis of race, color or national origin: Male											
Female											
Total											
Students disciplined for bullying or harassment on the basis of disability: Male											
Female											
Total											

Optional Harassment or Bullying Items for 2013–14 (REQUIRED for 2015–16)

33. Allegations of Harassment or Bullying *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Schools and justice facilities, grades K-12, UG

- An <u>allegation</u> is a claim or assertion that someone has done something wrong or illegal, typically made without proof.
- <u>Harassment or bullying on the basis of religion</u> refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of religion constitutes religious harassment.
- <u>Harassment or bullying on the basis of sexual orientation</u> refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.

Instructions

- Enter the number of reported allegations of harassment or bullying to responsible school employees (such as teachers and school administrators), as specified. Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and sexual orientation should be reported in both the sex count and the sexual orientation count.

Data Element	Number of Allegations
Allegations of harassment or bullying on the basis of sexual orientation	
Allegations of harassment or bullying on the basis of religion	

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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General Instructions

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

Key Definitions

- _Mechanical restraint_ refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
  - o Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
  - o Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
  - o Restraints for medical immobilization; or
  - o Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- _Physical restraint_ refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
- _Seclusion_ refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

34. Non-IDEA Students Subjected to Restraint or Seclusion ∗ _CONTINUING FOR 2013-14 & 2015-16_

Schools and justice facilities, grades K-12, UG

- _Non-IDEA students_ include students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act.

Instructions

- Enter the number of non-IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student.   However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	LEP Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA students subjected to mechanical restraint: Male										
Female										
Total										
Non-IDEA students subjected to physical restraint: Male										
Female										

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	**Total Non-IDEA Students**	LEP Non-IDEA Students	Students with Disabilities (Section 504 only)
Total										
Non-IDEA students subjected to seclusion: Male										
Female										
Total										

35. IDEA Students Subjected to Restraint or Seclusion * CONTINUING FOR 2013-14 & 2015-16

Schools and justice facilities, grades K-12, UG

- _IDEA students_ are students with disabilities served under the Individuals with Disabilities Education Act.

Instructions

- Enter the number of IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native an or Other Pacific Islander	Black or African American	White	Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities (IDEA)
Students with disabilities (IDEA) subjected to mechanical restraint: Male									
Female									
Total									
Students with disabilities (IDEA) subjected to physical restraint: Male									
Female									
Total									
Students with disabilities (IDEA) subjected to seclusion: Male									
Female									
Total									

36. Instances of Restraint or Seclusion CONTINUING FOR 2013-14 & 2015-16

Only for schools/justice facilities (with grades K-12, UG) reporting students subjected to restraint or seclusion

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

Instructions

- Enter the number of instances, as specified. Include instances for students in grades K-12 and comparable ungraded levels.
- Include the number of instances, not the number of students subjected to restraint or seclusion.
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student.   However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may have been subjected to mechanical restraint, physical restraint, and/or seclusion more than once.

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of mechanical restraint			
Number of instances of physical restraint			
Number of instances of seclusion			

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

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GENERAL INSTRUCTIONS
- For the 2013–14 &2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

Key Definitions
- _Full-time equivalent (FTE)_ _is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts._ _FTE is used to measure a worker's service in a place (e.g., school)._ _FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule._ _An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time._
- _A teacher provides instruction, learning experiences, and care to students during a particular time period or in a given discipline._
  - _Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12._
  - _Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library._

37. Teacher Absenteeism ^{CONTINUING FOR 2013-14 & 2015-16}

All schools and justice facilities, preschool-grade 12, UG

- _A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class._ _This includes both days taken for sick leave and days taken for personal leave._ _Personal leave includes voluntary absences for reasons other than sick leave._ _Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included._

Instructions
- The number of absent teachers should be reported in full-time equivalency of assignment.
- Enter the number of FTE teachers who were absent more than 10 school days during the regular school year.
- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE teachers who were absent more than 10 school days during the school year	xx.xx

Questions noted with an asterisk "*" reflect guiding questions, which ensure schools are only presented with applicable data tables.

GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, report data based on the 12-month fiscal school year, as defined by the LEA.
- For the 2015–16 CRDC—
  - Unless otherwise noted, report data based on the 12-month fiscal school year, as defined by the LEA.

IMPORTANT INCLUSIONS AND EXCLUSIONS

Expenditures	For expenditures for personnel funded with state and local funds, include and exclude the following:	For expenditures for personnel funded with federal, state, and local funds, include and exclude the following:
ALL Expenditures (Personnel and Non-Personnel)		
Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority	Exclude	Include
Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority	Include	Include
Expenditures for preschool programs	Exclude	Include
Expenditures for school nutrition programs	Exclude	Exclude
Expenditures for adult education	Exclude	Exclude
Expenditures for special education	Exclude	Include
Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)	Exclude	Include
Expenditures made by regional educational agencies on behalf of schools	Exclude	Include
Additional Inclusions and Exclusions for Salary Expenditures for School Personnel		
Base salary, incentive pay, and bonuses	Include	Include
Supplemental pay for additional roles	Include	Include
Expenditures for employee benefits	Exclude	Exclude
Additional Inclusions and Exclusions for Non-Personnel Expenditures		
Expenditures for professional development for teachers and other staff	Include	Include
Expenditures for instructional materials and supplies	Include	Include
Expenditures for computers, software, and other technology	Include	Include
Expenditures for contracted services such as distance learning services	Include	Include
Expenditures for library books and media center learning materials	Include	Include
Other non-personnel expenditures (associated with regular K-12 instruction, pupil support, instructional support, and school administration)	Include	Include

KEY DEFINITIONS

- *Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- *The following definitions were adopted from the Census Bureau's classification of school-level personnel who are involved in instructional and support functions, based on the F-33 survey of local government finances:*
  - o *Instructional aides – Includes aides or assistants of any type who assist in the instructional process.*
  - o *Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers*
  - o *School administration staff – Includes principals and other staff involved in school administration*
  - *Instructional aide expenditures are associated with activities dealing directly with the interaction between teachers and students.*
- *Total personnel - regular instructional and support personnel are defined as follows:*
  - o *Instructional staff – Includes teachers and instructional aides*
  - o *Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students*
  - o *Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers*
  - o *School administration staff – Includes principals and other staff involved in school administration*
- *Total personnel salaries include expenditures for regular instructional and support staff that are associated with the following types of activities:*
  - *Instructional functions – Activities dealing directly with the interaction between teachers and students.*
  - *Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process.*
  - *Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students.*
  - *School administration – Activities related to overall administration for a school.*
- *Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.*

38. Salary Expenditures for School Staff Funded with State and Local Funds *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12

Instructions
- Enter the amount of salary expenditures for instructional staff (grades K-12) funded with state and local funds.
- Review the inclusion and exclusion at the beginning of this section to determine which revenue sources should be included or excluded.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for instructional staff funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

- *Note: In 2015-16, salary expenditures for instructional staff will be revised to salary expenditures for instruction aides only. See question 41 on page 63 to see how this data will be collected in 2015-16.*

Data Element	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	$xxxx.xx
Salary expenditures for K-12 total personnel (instructional, support services, and school administration)	$xxxx.xx

39. Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds
CONTINUING FOR 2013-14 & 2015-16

Schools and justice facilities, grades K-12

- *Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

    o   *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); General Elementary Teachers [teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades K–12.*

    o   *Teachers exclude: Special Education Teachers (teach special education classes to students with disabilities); Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

Instructions

- Enter the number of FTE teachers funded with state and local funds. Include teachers for grades K-12, and comparable ungraded levels.
- The number of teachers should be reported in full-time equivalency of assignment.
- For the purposes of reporting school finance data for teachers funded with state and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.
- Enter the amount of salary expenditures for teachers funded with state and local funds. Include salary expenditures for teachers associated with regular K-12 instruction.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining <u>salary expenditures for teachers funded with state and local funds</u>, refer to the list of school-level expenditures to determine what should be included and excluded.
- *Note: The FTE count reported for this question may be less than or equal to the FTE of teachers funded by federal, state and local funds reported in question 50 on page 30.*

Data Element	FTE	Amount
Teachers	xx.xx	$xxxx.xx

40. Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grade K-12

Instructions

- Enter the amount of non-personnel expenditures associated with regular K-12 instruction, pupil support, instructional support, and school administration, funded with state and local funds.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining <u>non-personnel expenditures associated with activities funded with state and local funds</u>, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	Amount
Non-personnel expenditures	$xxxx.xx

Optional School Expenditures Items for 2013–14 (REQUIRED for 2015–16)

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

41. Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds
New! Optional for 2013-14, Required for 2015-16

Schools and justice facilities, grades K-12

Instructions
- Enter the number of FTE personnel funded with state and local funds, as specified. Include personnel for grades K-12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Enter the amount of salary expenditures for each personnel type (grades K-12) funded with state and local funds.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for personnel funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	FTE	Amount
Instructional Aides	xx.xx	$xxxx.xx
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx	$xxxx.xx
School Administration Staff	xx.xx	$xxxx.xx

42. Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12
Instructions
- Enter the number of FTE personnel funded with federal, state, and local funds, as specified. Include personnel for preschool, grades K-12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Enter the amount of salary expenditures for each personnel type (preschool-grade 12) funded with federal, state, and local funds.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for personnel funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	FTE	Amount
Instructional Aides	xx.xx	$xxxx.xx
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx	$xxxx.xx
School Administration Staff	xx.xx	$xxxx.xx
Total personnel (instructional, support services, and school administration)	xx.xx	$xxxx.xx

43. Salary Amount for Teachers Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12
- *Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.*

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- o *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–grade 8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–grade 12.*
- o *Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

Instructions
- Enter the amount of salary expenditures for teachers funded with federal, state, and local funds. Include salary expenditures for teachers associated with preschool-grade 12 instruction.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for teachers funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.
- *Note: The amount reported for this question may be greater than or equal to the amount reported on question 39 on page 60).*
- For the purposes of reporting school finance data for teachers funded with federal, state, and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.

Data Element	Amount
Teachers	$xxxx.xx

44. Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16*
All schools and justice facilities, preschool-grade 12

Instructions
- Enter the amount of non-personnel expenditures associated with preschool-grade 12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining non-personnel expenditures associated with activities funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	Amount
Non-personnel expenditures	$xxxx.xx

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables*.

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GENERAL INSTRUCTIONS
- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, report data based on the entire regular school year.

KEY DEFINITIONS
- A *justice facility* is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.
- A *justice facility educational program* is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

45. Justice Facility Type *NEW FOR 2013-14 & 2015-16!*

For justice facilities only

- A *pre-adjudication facility* confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A *pre-conviction facility* confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged.
- A *post-adjudication facility* confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A *post-conviction facility* confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

Instructions
- Indicate the type that best describes your justice facility. (Choose one type only.)
- Report data based on the entire regular school year.

Type	Yes	No
Pre-adjudication/Pre-conviction facility		
Post-adjudication/Post-conviction facility		
Pre- and post-adjudication/conviction facility		

46. Days in Regular School Year at Justice Facility *NEW FOR 2013-14 & 2015-16!*

For justice facilities only

- A *regular educational program* usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Instructions

- Enter the number of days that make up the justice facility's regular school year. In other words, enter the number of days per year that the regular credit-granting educational program operates.
- Value should be presented as a whole number.
- Report data based on the entire regular school year.

Data Element	Number
Days in the regular school year	

47. Justice Facility Educational Program Hours per Week *New for 2013-14 & 2015-16!*

For justice facilities only

- A <u>regular educational program</u> usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

Instructions

- Enter the number of hours per week that the credit-granting educational program is offered to students during the regular school year at the justice facility.
- Value should be entered as a decimal number to the tenths place (i.e., one decimal place; (e.g., 30.0; 31.5).

Data Element	Number
Hours per week that the educational program is offered during the regular school year	

Optional Justice Facility Item for 2013–14 (REQUIRED for 2015–16)

48. Justice Facility Educational Program Participants *New! Optional for 2013-14, Required for 2015-16*

For justice facilities only

- <u>Length of time</u> refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.
- A <u>regular educational program</u> usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

Instructions

- Enter the number of students who participated in the credit-granting educational program during the regular school year at the justice facility for the length of time specified. Include elementary, middle, and high school age students who participated in the educational program.
- Report a cumulative count based on the entire regular school year.
- Use an unduplicated count of students served.

Cumulative Number of Calendar Days	Number of Students
Less than 15 days	
15 days to 30 days	
31 days to 90 days	
91 days to 180 days	
More than 180 days	

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*