

National Center for Education Statistics

Attachments

2015-16 Civil Rights Data Collection (CRDC)
Research & Evaluation

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Contents

Attachment A: Recruitment Materials	2
Phase 1. Site Visit Participation Request (via Letter or Email)	2
Phase 1. Site Visit Recruitment Phone Script	3
Phase 2. Cognitive Interview Participation Request (via Email).....	4
Phase 2. Cognitive Interview Recruitment Phone Script.....	5
Phase 3. Pilot Test Invitation (via Letter or Email)	6
Phase 3. Pilot Test Recruitment Phone Script.....	7
Attachment B: Protocols	8
Site Visit Protocol – LEA.....	8
Site Visit Protocol – SEA	12
Cognitive Interview Protocol.....	15
Attachment C: Screen Shots of Focus Areas	19
Login page	19
Data Entry vs Flat File Submission Selection Page	19
Data Entry Page.....	20
Expenditures Module – All Pages	21
Admin	24
Reports - Main Page	26
Error Report Page.....	28
Error Pop-Up.....	28
Attachment D: Error Messages	29

Attachment A: Recruitment Materials

Phase 1. Site Visit Participation Request (via Letter or Email)

June 8, 2016

Dear [Addressee]:

The U.S. Department of Education is preparing for the next Civil Rights Data Collections (CRDC), which will collect data for the 2015-16 school year and beyond. As you know, the CRDC is a valuable source of information about access to educational opportunities in our nation's public schools.

For the 2013-14 CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) collaborated to design a new submission tool to reduce the reporting burden on school districts. This year, we are following up with [school districts/states] to find out what worked, what did not, and what additional features, tools, resources, and procedures NCES and OCR can implement to further improve the data collection [for school districts like yours/in your state]. To accomplish this goal, we need your help.

We hope your [district/state] will be willing to participate in a site visit to guide the Department's improvements to the CRDC data collection process. Your input will ensure that future data collections are less burdensome and the resulting data are more helpful to you and other districts, states, schools, and data users.

During the visit, staff from the NCES contractors for this research, Sanametrix and AIR, will ask you about your plans and procedures related to the CRDC, ask you to look at data forms or spreadsheets that you use in gathering data, and talk with you and your colleagues about any problems you may have had or anticipate having in reporting the required data. To gather input, we would like to involve individuals responsible for coordinating the CRDC, data submission (e.g., technical programming for flat file submissions or data entry for web-based submissions), and certification.

The interviews are estimated to take between 2 and 4 hours, depending on how many people we need to speak to in your district. Participation is voluntary. Someone from NCES CRDC team will be in touch with you to discuss scheduling, and to go over what to expect during the site visit. Please feel free to contact, [staff contact information] to schedule your visit now, or with any questions or concerns.

Thank you.

The CRDC Research & Evaluation Team

Phase 1. Site Visit Recruitment Phone Script

Hello, my name is _____. I work at the U.S. Department of Education and am calling in regards to the upcoming Civil Rights Data Collection, or CRDC, for the 2015-16 School Year.

[Alternative intro for contractors: I am calling from _____ on behalf of the National Center for Education Statistics in regards to the upcoming Civil Rights Data Collection for the 2015-16 school year.]

In preparation for the next CRDC, the National Center for Education Statistics and the Office for Civil Rights are evaluating the 2013-14 submission tool to find out what worked, what did not, and what additional improvements we can make.

In order for this new tool to be successful in improving the CRDC process, we need thoughtful and honest feedback from LEAs. I am calling to ask your LEA to participate in a site visit to guide the Department's improvements to the CRDC data collection process.

Your input will ensure that future data collections are less burdensome and the resulting data are more helpful to you. Let me tell you about what's involved and answer any questions you may have.

During the visit, research contractors, Sanametrix and AIR—working on behalf of NCES—will ask you about your plans and procedures related to the CRDC, ask you to look at data forms or spreadsheets that you use in gathering data, and talk with you and your colleagues about any problems you may have had or anticipate having in reporting the required data.

To gather input, we would like to involve individuals responsible for coordinating the CRDC, data submission, for example, technical programming for flat file submissions or data entry for web-based submissions, and certification.

The interviews are estimated to take about 4 hours, or half a day. Participation in these site visits is voluntary.

Do you have any questions?

[Pause]

Would you be willing to participate?

[If yes] Fantastic. Thank you for agreeing. Your input will help ensure an improved reporting system for the 2015-16 CRDC. As the next step, I'll have someone from the NCES CRDC team contact you to schedule their visit.

Are there any dates you know now that you will be out of the office for a week or more? [Note dates]

Do you prefer we contact you by email or phone? [Note response and verify contact information]

[If no] We know that there are many demands on your time. I completely understand. As always, you can reach out to any member of the CRDC team if you have questions about the upcoming collection or want to provide feedback to the team.

Phase 2. Cognitive Interview Participation Request (via Email)

June 8, 2016

Dear [Addressee]:

The U.S. Department of Education is preparing for the next Civil Rights Data Collections (CRDC), which will collect data for the 2015-16 school year and beyond. As you know, the CRDC is a valuable source of information about access to educational opportunities in our nation's public schools.

For the 2013-14 CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) collaborated to design a new submission tool to reduce the reporting burden on school districts. This year, we are following up with school districts to find out what worked, what did not, and what additional features, tools, resources, and procedures NCES and OCR can implement to further improve the data collection for school districts like yours. To accomplish this goal, we need your help.

We hope your LEA will be willing to participate in a telephone interview to guide the Department's improvements to the CRDC data collection process. Your input will ensure that future data collections are less burdensome and the resulting data are more helpful to you and other districts, states, schools, and data users.

During the interview, staff from the NCES contractors, Sanametrix and AIR, will ask you to go through specific features and sections of the data collection tool. They will ask you to let them know which areas are difficult or confusing. To gather input, we can have a conference call with up to three individuals responsible for gathering data for the CRDC submission.

We expect it will take about 90-minutes per LEA to cover the information we need to ask about. We will also send materials to review in advance of the interview. We expect it will take 90-minutes to review all of the materials. Participation in these interviews is voluntary. Someone from the research team will be in touch with you to discuss scheduling an interview. Please feel free to contact, [staff contact information] to schedule your interview now, or with any questions or concerns.

Thank you.

The CRDC Research & Evaluation Team

Phase 2. Cognitive Interview Recruitment Phone Script

Hello, my name is _____. I work at the U.S. Department of Education and am calling in regards to the upcoming Civil Rights Data Collection, or CRDC, for the 2015-16 School Year.

[Alternative intro for contractors: I am calling from _____ on behalf of the National Center for Education Statistics in regards to the upcoming Civil Rights Data Collection for the 2015-16 school year.]

In preparation for the next CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) are evaluating the 2013-14 submission tool to find out what worked, what did not, and what additional improvements we can make.

In order for this new tool to be successful in improving the CRDC process, we need thoughtful and honest feedback from LEAs. I am calling to ask your LEA to participate in a telephone interview about the CRDC. Let me tell you about what's involved and answer any questions you may have.

During the interview, staff from the NCES contractors, Sanametrix and AIR, will ask you to go through specific features and sections of the data collection tools. They will ask you to let them know which areas are difficult or confusing. To gather input, we can speak to up to three individuals responsible for gathering data for the CRDC submission.

We expect it will take about 90-minutes per LEA to cover the information we need to ask about. We will also send materials to review in advance of the interview. We expect it will take 90-minutes to review all of the materials. Participation in these interviews is voluntary.

Do you have any questions?

[Pause]

Would you be willing to participate in this interview?

[If yes] Fantastic. Thank you for agreeing. Your input will help ensure an improved reporting system for the 2015-16 CRDC. As the next step, I'll have someone from the NCES CRDC team contact you to schedule a date and time for the interview.

Are there any dates you know now that you will be out of the office for a week or more? [Note dates]

Do you prefer we contact you by email or phone? [Note response and verify contact information]

[If no] We know that there are many demands on your time. I completely understand. As always, you can reach out to any member of the CRDC team if you have questions about the upcoming collection or want to provide feedback to the team.

Phase 3. Pilot Test Invitation (via Letter or Email)

June 8, 2016

Dear [Addressee]:

The U.S. Department of Education is preparing for the next Civil Rights Data Collections (CRDC), which will collect data for the 2015-16 school year and beyond. As you know, the CRDC is a valuable source of information about access to educational opportunities in our nation's public schools.

For the 2013-14 CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) collaborated to design a new submission tool to reduce the reporting burden on school districts. This year, we are following up with school districts to find out what worked, what did not, and what additional features, tools, resources, and procedures NCES and OCR can implement to further improve the data collection for school districts like yours. To accomplish this goal, we need your help.

We hope your LEA will be willing to participate in a pilot test of the data collection tool and resources. Your input will ensure that future data collections are less burdensome and the resulting data are more helpful to you and other districts, states, schools, and data users. Participating in the pilot test will also give you an advance look into the 2015-16 CRDC data collection tools and requirements, which will help you prepare for the main study collection later this year.

For the pilot test, we will provide you with access to the data collection system and ask you to test specific aspects of the online tool and submission procedures. We will also ask you to provide either written feedback or will schedule a phone conference to debrief about your experience.

We expect it will take no more than 8 hours over the course of 10 days for an individual to prepare for the testing, conduct the testing, and provide feedback. Someone from research team will be in touch with you to discuss scheduling the pilot. Please feel free to contact, [staff contact information] to volunteer now, or with any questions or concerns.

Thank you.

The CRDC Research & Evaluation Team

Phase 3. Pilot Test Recruitment Phone Script

Hello, my name is _____. I work at the U.S. Department of Education and am calling in regards to the upcoming Civil Rights Data Collection, or CRDC, for the 2015-16 School Year.

[Alternative intro for contractors: I am calling from _____ on behalf of the National Center for Education Statistics in regards to the upcoming Civil Rights Data Collection for the 2015-16 school year.]

In preparation for the next CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) are evaluating the 2013-14 submission tool to find out what worked, what did not, and what additional improvements we can make.

In order for this new tool to be successful in improving the CRDC process, we need thoughtful and honest feedback from LEAs. I am calling to ask your LEA to participate in a pilot test of the data collection tool and resources. Let me tell you about what's involved and answer any questions you may have.

We will provide you with access to the data collection system and ask you to test specific aspects of the online tool and submission procedures. We will also ask you to provide either written feedback or will schedule a phone conference to debrief about your experience.

We expect it will take no more than 8 hours over the course of 10 days for an individual to prepare for the testing, conduct the testing, and provide feedback. Participation is voluntary.

Do you have any questions?

[Pause]

Would you be willing to participate?

[If yes] Fantastic. Thank you for agreeing. Your input will help ensure an improved reporting system for the 2015-16 CRDC. As the next step, someone from the NCES CRDC team will contact you about the dates for the pilot.

Are there any dates you know now that you will be out of the office for a week or more? [Note dates]

Do you prefer we contact you by email or phone? [Note response and verify contact information]

[If no] We know that there are many demands on your time. I completely understand. As always, you can reach out to any member of the CRDC team if you have questions about the upcoming collection or want to provide feedback to the team.

Attachment B: Protocols

Site Visit Protocol – LEA

Name:

Title:

Organization:

Phone:

Email:

Address:

[Confirm above respondent contact information, if necessary]

Thank you for taking the time to speak with us today. My name is _____, and my colleague, _____, and I are members of the Sanametrix and the American Institutes for Research (AIR) project team that is conducting interviews to improve the Civil Rights Data Collection process. Sanametrix provides customized software development and technical consulting, and is located in Washington, DC. AIR is also located in Washington, DC and is a research firm. We have been hired by the National Center for Education Statistics (NCES) to learn about your experiences with the CRDC process in order to improve the data collection tool and processes for future CRDC efforts.

In preparation for the next CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) are evaluating the 2013-14 submission tool to find out what worked, what did not, and what additional improvements we can make.

You were chosen to participate in this interview because we value your opinion and would like to hear your perspective about the CRDC. We recognize that everyone has different experiences with the CRDC and want to stress that 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 will be asking the questions, and _____ will be taking notes. We would like to record our conversation to make sure that we catch all of the important information that you will share with us and it serves as our back up to the notes that _____ will take today. We would like to record the interview. NCES will have access to the recording. Is it okay for me to record you? Do you have any questions before we get started?

1. Before we discuss any technical issues, we'd like to discuss a few background items.
 - a. How would you describe your overall role in the district?
 - b. What are your day-to-day activities?
 - c. How would you describe your responsibilities for the CRDC?
 - d. *[If speaking to POC]* How did you get selected as the CRDC point-of-contact for your district? *[If not POC, continue with sub-question (i)]*
 - i. Did you complete any special training or certification for CRDC data collection and entry?
 - ii. Are there any contractors or vendors you work with on the CRDC?

Overall experience – data collection.

The following questions are designed to assess the overall experience of the SEA's data collection. These questions are not an evaluation, they are simply allowing us to gain an understanding of the data collection.

2. What are the particular challenges you face in coordinating data collection?
3. One of the new tools of the CRDC data collection is the ability to allow you to assign different individuals to enter data.
 - a. Did you use this feature?
 - b. How did you decide who to assign?
4. The 2013-14 submission has some new support tools. What CRDC resources were useful to you (e.g., webinars, forms, Partner Support Center (PSC), templates, online tools).
 - a. What kind of support or resources would be useful for the next data collection? (Focus on what concrete suggestions the respondents can provide).
5. Did you look at any of the data feedback reports before you certified your data?
 - a. We sent you one of these reports. Let's look at it now. What is useful or not useful to you in this report? What is missing/what other information would you want to know.

Mechanics of the data collection

The following questions are designed to assess the mechanics of the LEA's data collection. These questions are not evaluating the quality of their data, they are simply allowing us to gain an understanding of the data collection.

6. We would like to ask some general questions about CRDC data collection. Please describe the extent to which your agency is able to provide data for the CRDC, noting, in particular, data elements that you cannot provide or have trouble providing?

[Provide the following prompts as needed]

- a. Do you encounter any specific problems with particular elements of data collection?
 - i. Can you give us some examples of these problems?
 - ii. Which data elements are easy to provide?
 - iii. What about the optional data elements? How did your district respond to those?
- b. Do you interact with the SEA during the CRDC data collection?
 - i. How would you describe your interaction with the SEA?
 - ii. What problems, if any, do you experience with the SEA?
- c. What about your interactions with Partner Support Center? Did you contact them for help? What kinds of help did you contact them about?

Producing the submission

The following questions are designed to collect data on the process and cycle of data collection. Here we are interested in finding out how the LEA goes about collecting data for the CRDC reports and areas that still need improvement.

7. One of the areas NCES is interested in is the extent to which there is variation in the CRDC activities across districts. Can you explain, in your own words, what the data collection process looks like in your district, from start to finish?
 - a. Start with the communication you receive about the collection before the submission period. Who receives communication? Do you look out for it? How do you know when it is time to submit?
 - b. Who else in the LEA contributes to the process?
 - i. What are their roles?
 - c. Are the data you collect for the CRDC just for the purpose of the CRDC or are there other reasons why they are collected?
 - i. Do you have access to student-level data? Explain.
 - ii. Are student-level data available through a state-wide data system? Explain.
 - iii. Are these data collected over time? Explain.
 - iv. For what reasons are these data collected?

8. Please tell us when and how often you collect CRDC related data?
 - a. What tools, if any, are provided by vendors?
 - b. Did you experience any delays in your submission because you were unable to access the needed data?
 - c. How did you handle this?

9. We are coming down to our final questions. If you had the opportunity to speak directly to someone from NCES, what would you recommend as an improvement in the CRDC communication process with POCs and other leadership?

10. Is there anything else you would like to comment on today—anything else you would like us to share with NCES?

That concludes our questions at this time.

[If interview is complete and no follow-up is anticipated:

“Thank you so much for speaking with us today!”]

[If follow-up is needed:

“Thank you so much for speaking with us today. I will be sending you a follow up email with the questions you weren’t able to answer at this time. Once you’ve had an opportunity to look up the information, we can schedule a phone call or you can provide the responses via email.”]

Site Visit Protocol – SEA

Name:

Title:

Organization:

Phone:

Email:

Address: Confirm above respondent contact information, if necessary

Thank you for taking the time to speak with us today. My name is _____, and my colleague, _____, and I are members of the Sanametrix and the American Institutes for Research (AIR) project team that is conducting interviews to improve the Civil Rights Data Collection process. Sanametrix provides customized software development and technical consulting, and is located in Washington, DC. AIR is also located in Washington, DC and is a research firm. We have been hired by the National Center for Education Statistics (NCES) to learn about your experiences with the CRDC process in order to improve the data collection tool and processes for future CRDC efforts.

In preparation for the next CRDC, the National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) are evaluating the 2013-14 submission tool to find out what worked, what did not, and what additional improvements we can make.

You were chosen to participate in this interview because we value your opinion and would like to hear your perspective about the CRDC. We recognize that everyone has different experiences with the CRDC and want to stress that 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 will be asking the questions, and _____ will be taking notes. We would like to record our conversation to make sure that we catch all of the important information that you will share with us and it serves as our back up to the notes that _____ will take today. We would like to record the interview. NCES will have access to the recording. Is it okay for me to record you? Do you have any questions before we get started?

1. Before we discuss any technical issues, we'd like to discuss a few background items.
 - a. How would you describe your overall role in the SEA?
 - b. What are your day-to-day activities?
 - c. How would you describe your role for the CRDC?
 - d. [If speaking to an SEA POC] How did you get selected as the CRDC point-of-contact? [If not POC, continue with sub-question (i)]
 - i. Did you complete any special training or certification for CRDC data collection and entry?
 - ii. Are there any contractors or vendors you work with on the CRDC?

Overall experience – data collection.

The following questions are designed to assess the overall experience of the SEA's data collection. These questions are not an evaluation, they are simply allowing us to gain an understanding of the data collection.

2. What are the particular challenges you face in coordinating data collection?
3. The 2013-14 submission has some new support tools. What CRDC resources were useful to you or LEAs in your state (e.g., webinars, forms, Partner Support Center (PSC), templates, online tools).
 - a. What kind of support or resources would be useful for the next data collection? (Focus on what concrete suggestions the respondents can provide).

Mechanics of the data collection.

The following questions are designed to assess the mechanics of the SEA's data collection. These questions are not evaluating the quality of their data, they are simply allowing us to gain an understanding of the data collection.

4. We would like to ask some general questions about CRDC data collection. Please describe the extent to which your agency is able to provide data for the CRDC, noting, in particular, data elements that you cannot provide or have trouble providing?
 - a. Do you encounter any specific problems with particular elements of data collection?
 - i. Can you give us some examples of these problems?
 - b. What challenges, if any, do you experience with LEAs including charters schools, state operated programs, juvenile justice facilities?
 - i. What is the most significant challenge?
 - ii. Are there things that have worked well for you?
 - c. What about your interactions with Partner Support Center? Did you contact them for help? What kinds of help did you contact them about?

Producing the submission

The following questions are designed to collect data on the process and cycle of data collection. Here we are interested in finding out how the SEA goes about collecting data for the CRDC reports and areas that still need improvement.

5. One of the areas NCES is interested in is the extent to which there is variation in the CRDC activities across agencies. Can you explain, in your own words, what the data collection process is for you, from start to finish? As you walk me through this, please show me the forms and tools you use in the process.

[Provide the following prompts as needed]

- a. Who in the SEA contributes to the process?
 - i. What are their roles?
 - b. Are you collecting CRDC data just for the purpose of the CRDC or are there other reasons why the data are collected?
6. Please tell us when and how often your agency collects CRDC-related data?
- a. What drives the decision about when to collect the data?
 - b. Are the data collected in stages or in phases?
 - i. Why is it done that way?
 - c. In your opinion, when would be the best time for you to report your data for the CRDC?
 - i. Would this differ depending on the data you need to report?
7. We understand there are different methods for CRDC data submission, and that each requires different activities on the parts of both SEAs and LEAs. From your perspective, how would you say activities differ between large and small school districts? Please provide examples.
8. Have you changed processes since the last data collection? Why? Or why not?

Thank you for sharing your process with us.

9. We are coming down to our final questions. If you had the opportunity to speak directly to someone from NCES, what would you recommend as an improvement in the CRDC communication process with POCs and other leadership?
- a. Is there anything else you would like to add to your comments today—anything else you would like to share with NCES?

That concludes our questions at this time.

[If interview is complete and no follow-up is anticipated:

“Thank you so much for speaking with us today!”]

[If follow-up is needed:

“Thank you so much for speaking with us today. I will be sending you a follow up email with the questions you weren’t able to answer at this time. Once you’ve had an opportunity to look up the information, we can schedule a phone call or you can provide the responses via email.”]

Cognitive Interview Protocol

Introduction:

Thank you for taking the time to speak with us today. My name is _____, and my colleague, _____, and I are members of the Sanametrix and the American Institutes for Research (AIR) project team that is conducting interviews on behalf of the National Center for Education Statistics (NCES) to improve the Civil Rights Data Collection process. NCES has recently assumed responsibility for designing a new data collection tool for the CRDC in coordination with the Office of Civil Rights.

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. We recognize that everyone has different experiences with the CRDC and want to stress that 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 will be asking the questions, and _____ will be taking notes. The interview is expected to last 90 minutes. We would like to record our conversation to make sure that we catch all of the important information that you will share with us and to serve as our back up to the notes that _____ will take today. NCES will have access to the recordings. Is it okay for me to record you?

During our time today, we would like to focus on the CRDC survey 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 and resources in the tool that are difficult to find or understand, as well as any suggestions for improvement.

Do you have any questions before we get started?

Notes to interviewer:

- Listen for and probe on words, instructions, and terms that are confusing.
- Listen for and probe on table layouts that are confusing.

Home Page/Login Page

Let's begin with the Home Page. 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 that is not here? PROBE for why.

If no – Is there any particular reason you decided not to read this information?

Data Entry vs Flat File Submission Page

Go ahead and login and let's continue.

Tell me how you would proceed on this page.

Did you read the notifications?

Data Entry

Did you read the text above the buttons?

Go ahead and select the School Form submission.

Which method would you select here?

Can you tell me in your own words what the difference is between these two data entry options?

Do you have any other thoughts on this page?

For this interview, please select the table entry option.

2013-14 was the first year that the CRDC used the topical module organization for data reporting. I'd like to hear your thoughts on how these topics worked for your district.

Which modules were most difficult for your district to report in 2013-14? Which were easiest?

Let's talk now about those difficult modules.

[I: Continue with module questions for each difficult module mentioned]

Flat File

Did you read the numbered specifications?

Tell me what kind of file you would upload?
Is it a full file or a partial file?

What other resources have you looked at, if any, related to the flat file submission?

Did you look at the data table layouts or school form on the grads360 site? Were these useful or not for your submission?

Go ahead and select the File Upload button now and tell me what you are thinking as you decide what to do next.

Tell me what instructions are confusing? What's missing, if anything?

If you needed more information about the file upload, what would you do?

Difficult Modules

Let's look at [MODULE] first.

In your own words, what data are these tables asking for?

Did you read the module instructions?

Was there anything in these instructions or definitions you found confusing or have questions about? PROBE for why.

Is there any clarification we could provide to make it easier?

Go ahead and browse through these tables and let me know what you are thinking as you go along.

What improvements could we make to the tables to make it easier to report?

What about definitions or the additional information box?

What additional support or resources would you like to have to help you with this module?

EXPD MODULE for all respondents

The last module I want to discuss is Expenditures.

In your own words, what data are these tables asking for?

Did you read the module instructions?

Was there anything in these instructions or definitions you found confusing or have questions about? PROBE for why.

Is there any clarification we could provide to make it easier?

Go ahead and browse through these tables and let me know what you are thinking as you go along.

What improvements could we make to the tables to make it easier to report?

What about definitions or the additional information box?

How do you track high mobility staff?

What about Non-Personnel Expenditures? 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?

What additional support or resources would you like to have to help you with this module?

NOTE: 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.

OPTIONAL QUESTIONS

The 2013-14 CRDC had optional questions that will be mandatory for 2015-16. Were you aware of the optional questions?

How will they help you prepare for 2015-16, if at all?

The purpose of including the optional questions is to make districts aware of the new required data so they can be prepared to report it.

What do you feel would be the most effective way to prepare districts for new reporting requirements?

ADMIN

Let's turn now to the Admin feature in the tool. Are you familiar with this feature?

If yes: Tell me how you used it in the 2013-14 collection.

If no: Tell me what you would expect if you used this feature.

One of the new tools of the CRDC data collection is the ability to allow you to assign different individuals to enter data. Did you use this feature?

If yes: What challenges, if any, did you face in assigning users? How did you decide who to assign? Did this feature do what you expected it to do? If not, how can we improve it?

If no: Tell me what you would expect this feature to do.

REPORTS

I'd like you to talk about the Reports feature now. Are you familiar with this feature?

If yes: Tell me how you used it in the 2013-14 collection.

If no: Tell me what you would expect if you used this feature.

Let's look at it now. I'd like you to read or browse this page and for each report listed, when you have finished, tell me in your own words what the report is.

ERRORS AND CERTIFICATION

Now I'd like to turn to the errors and certification part of the submission. Were you responsible for reviewing any errors in your submission?

If yes: Tell me about that process.

Let's look at an example Error Report now in the tool. I'd like you to browse it and tell me what you are thinking as you do. Expand some of the modules that have errors and click through some of the data tables. Keep telling me what you are thinking as you do this. [Note: If respondent used the Error Resolution Report, download that]

Now I'd like to review a few specific error messages that users might receive about potential errors in a submission. Please take a minute to read it and then tell me in your own words what you think the problem might be with the data.

OTHER

That is all I wanted to talk to you about. We have a few minutes now to go over any other feedback you'd like to provide.

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 _____.

Attachment C: Screen Shots of Focus Areas

Login page



Username Password
[Having issues logging in?](#) [Forgot your password?](#)

Welcome to the CRDC Data Entry Tool

Welcome to the CRDC Data Entry Tool. Use this tool to enter and revise data for any tables you have permission to edit. Tables you do not have permission to edit will appear grayed-out and you will not be able to enter or change data. Email your CRDC coordinator if there is a problem with your permissions.

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.

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.

Where 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>.

Data Entry vs Flat File Submission Selection Page

Your submission is due on Thu Nov 19 2015.

Select a District/Local Education Agency (LEA)

State:
LEA:

Data Entry & Review Tool

Select **District Form Submissions** if you are ready to enter data about the LEA. The LEA Form collects data about the entire LEA.

Select **School Form Submissions** if you are ready to enter data about schools. The School Form collects data about each of the schools in your LEA.

OR

File Upload

Select **File Upload** if you want to submit any of your data by uploading a prepared CSV file (Flat File Submissions). You can use the File Upload feature to upload prepared data for all or part of your submission. Your file **MUST** meet the specifications provided in the [Flat File Submission Instructions](#) (198 KB).

- 1 The file must be a CSV file
- 2 The school or LEA identifier must be included on each row
- 3 There must be a header row that lists the data element names as defined in the Flat File Submission Specifications


School Form Submission

Hide Optional Questions

[List of optional questions](#)

There are two ways you can enter data for schools. Please select one of the options below.


School: [Change School Order](#)

 **Table Navigation**

Select Table Navigation if you want to move from table to table to enter data for one school at a time. For example, you enter data for Table 1, then Table 2, and so on, for the same school.

[➔ Table Navigation](#)

OR

 **School Navigation**

Select School Navigation if you want to move from school to school to enter data for one CRDC table at a time. For example, you enter Table 1 data for School A, then School B, and so on, until you finish entering Table 1 data for all schools.

[➔ School Navigation](#)

Expenditures Module – All Pages

EXPD: School Expenditures (Personnel and Non-Personnel)

Review the module instructions, then select a table for data entry or review. Entered data is automatically saved when users navigate between tables.

Tables
EXPD-1: Salary Expenditures for School Staff Funded with State and Local Funds (P2Q38)
EXPD-2: Salary Amount for Teachers Funded with Federal, State, and Local Funds (P2Q43) (Required for 2015-2016 school year)
EXPD-3: Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds (P2Q39)
EXPD-4: Full-time Equivalency Counts and Salary Amounts for School Staff Funded with State and Local Funds (P2Q41) (Required for 2015-2016 school year)
EXPD-5: Full-time Equivalency Counts and Salary School Amounts for Staff Funded with Federal, State, and Local Funds (P2Q42) (Required for 2015-2016 school year)
EXPD-6: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds (P2Q40)
EXPD-7: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds (P2Q44) (Required for 2015-2016 school year)

Module Instructions

DATES

Report data based on the 12-month fiscal school year, as defined by the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are LEP, other tables that ask for counts of females who are LEP will be automatically filled with a zero.

Need more help with [Skipped Field Warnings](#) (176 KB)? View the Data Tip.

Need more help with [Features and Tips for Data Entry](#) (103 KB)? View the Data Tip.

SPECIAL INSTRUCTIONS

Report only school-level expenditures.

When determining expenditures for teachers and personnel funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

The number of teachers and personnel should be reported in full-time equivalency of assignment (FTE).

FTE and expenditure values should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

EXPD-1: Salary Expenditures for School Staff Funded with State and Local Funds

Save and Review

Save & Go To Module Landing Page

Switch Mode

Save & Go To Next Table

Table Navigation

CRDC Test School (NCES School ID: 480000000000)

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

Show Reference Data

Additional Information

During what time frame should data be reported?

Report data based on the 12-month fiscal school year, as defined by the LEA.

How will these data be collected in 2015-16?

Need help with inclusions and exclusions for expenditures?

Need help with expenditure inclusions and exclusions for total personnel?

What accounting functions relate to these categories?

Who should be included in instructional staff?

For the 12-month 2013-14 fiscal school year, in the top row, enter the amount of salary expenditures for K-12 instructional staff (including [teachers](#) and [instructional aides](#)) funded with STATE and LOCAL funds. In the bottom row, enter the amount for K-12 total personnel (including [instructional staff](#), [support services](#), and [school administrative staff](#)).

	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	\$ 0 04
Salary expenditures for K-12 total personnel (instructional staff, support services, and school administration)	\$ 5 00

EXPD-2: Salary Amount for Teachers Funded with Federal, State, and Local Funds

(Optional for 2013-2014, Required for 2015-2016)

CRDC Test School (NCES School ID: 480000000000)

Save and Review

Save & Go To Previous Table

Switch Mode

Save & Go To Next Table

Table Navigation

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

For the 12-month 2013-14 fiscal school year, enter the amount of salary expenditures for preschool and K-12 teachers funded with FEDERAL, STATE, and LOCAL funds.

	Amount
Teachers	\$ <input type="text" value="5"/> <input type="text" value="00"/>

Additional Information

- During what time frame should data be reported?
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- Is your salary expenditure for EXPD-2 greater than the salary expenditures for EXPD-3?
- Need help with inclusions and exclusions for expenditures?
- Need more help? View Data Tips related to this table.

EXPD-3: Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds

CRDC Test School (NCES School ID: 480000000000)

Save and Review

Save & Go To Previous Table

Switch Mode

Save & Go To Next Table

Table Navigation

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- The number of teachers should be reported in full-time equivalency of assignment.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

Show Reference Data

For the 12-month 2013-14 fiscal school year, enter the number of full-time equivalent (FTE) teachers in grades K-12 funded with STATE and LOCAL funds and the amount of their salary expenditures.

	Amount
FTE	<input type="text" value="0"/> <input type="text" value="00"/>
Salary	\$ <input type="text" value="NA"/> <input type="text" value="NA"/>

Additional Information

- During what time frame should data be reported?
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- How should the number of teachers be reported?
- Is your salary expenditure for EXPD-3 less than the salary expenditures for EXPD-2?
- Need help with inclusions and exclusions for expenditures?
- Which teachers should be reported?
- Need more help? View Data Tips related to this table.

EXPD-4: Full-time Equivalency Counts and Salary Amounts for School Staff Funded with State and Local Funds

(Optional for 2013-2014, Required for 2015-2016)

CRDC Test School (NCES School ID: 480000000000)

Save and Review

Save & Go To Previous Table

Switch Mode

Save & Go To Next Table

Table Navigation

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

For the 12-month 2013-14 fiscal school year, enter the number of full-time equivalent (FTE) personnel (including instructional aides, support services staff, and school administration staff) for GRADES K-12 (or the ungraded equivalent) funded with STATE and LOCAL funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	<input type="text" value="0"/> <input type="text" value="00"/>	\$ <input type="text" value="0"/> <input type="text" value="00"/>
Support Services Staff (for Pupils and for Instructional Staff)	<input type="text" value="0"/> <input type="text" value="00"/>	\$ <input type="text" value="0"/> <input type="text" value="00"/>
School Administration Staff	<input type="text" value="0"/> <input type="text" value="00"/>	\$ <input type="text" value="0"/> <input type="text" value="00"/>

Additional Information

- During what time frame should data be reported?
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- How should the number of teachers be reported?
- Is your salary expenditure for EXPD-4 less than the salary expenditures for EXPD-5?
- Need help with inclusions and exclusions for expenditures?
- What accounting functions relate to these categories?
- Need more help? View Data Tips related to this table.

EXPD-5: Full-time Equivalency Counts and Salary School Amounts for Staff Funded with Federal, State, and Local Funds

Save and Review

Save & Go To Previous Table

Switch Mode
Table Navigation

Save & Go To Next Table

(Optional for 2013-2014, Required for 2015-2016)

CRDC Test School (NCES School ID: 48000000000)

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

For the 12-month 2013-14 fiscal year, enter the number of **full-time equivalent (FTE)** personnel (including **instructional aides, support services staff, and school administration staff**) for **preschool** and grades K-12 (or the **ungraded equivalent**) funded with **FEDERAL, STATE, and LOCAL** funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	5 00	\$ 04564 00
Support Services Staff (for Pupils and for Instructional Staff)	0 5	\$ 5 00
School Administration Staff	999 99	\$ 0435 00
Total personnel (teachers, instructional aides, support services, and school administration)		\$ 563563 00

Additional Information

During what time frame should data be reported?

Report data based on the 12-month fiscal school year, as defined by the LEA.

How should the number of teachers be reported?

Is your salary expenditure for EXPD-5 greater than the salary expenditures for EXPD-4?

Need help with inclusions and exclusions for expenditures?

What accounting functions relate to these categories?

Need more help? View Data Tips related to this table.

EXPD-6: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds

Save and Review

Save & Go To Previous Table

Switch Mode
Table Navigation

Save & Go To Next Table

CRDC Test School (NCES School ID: 48000000000)

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional information box for help determining which revenue sources should be included or excluded.

LEGEND: ● Errors ▲ Warnings

For the 12-month 2013-14 fiscal school year, 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.

	Amount
Non-personnel expenditures	\$ 1500 00

Additional Information

During what time frame should data be reported?

Report data based on the 12-month fiscal school year, as defined by the LEA.

How will these data be collected in 2015-16?

Need help with attributing instructional software to schools?

Need help with inclusions and exclusions for expenditures?

What are non-personnel expenditures?

Admin

Home >> Admin Home

User Management

If you need to add additional CRDC online data entry and file upload users, you must first register their name and email address using the Add New Users feature. Once a user has been registered, you can manage their user permissions immediately. You do not have to wait for them to confirm their registration before assigning permissions.

Register Users

Add New Users

Use Manage User Permissions to designate user permissions to registered users. User permissions include the ability to enter and edit data for schools, LEAs and specific data modules.

Manage User Permissions

LEA Administrators

LEA Staff

School Staff

User Permissions Lookup

System Management

The following are tasks that can be accomplished by PSC Staff and administrators.

Schools and LEAs

Manage LEA

Edit LEA Contacts

Manage Schools

Home >> Admin Home

LEA Admins

The page allows you to view LEA Admins for particular LEAs. Select the LEA you'd like to view below

State: Texas

LEA: CRDC TEST LEA

+ Add User

Remove User(s)

<input type="checkbox"/>	Name	Email
<input type="checkbox"/>		
<input type="checkbox"/>		

Home >> Admin Home >> LEA Staff

LEA Staff Permissions for CRDC TEST LEA

This page allows you to manage user permissions for the LEA Form and School Form modules within this LEA. Modules are groups of tables about the same topic area. For example, tables about math and science courses and classes are grouped in the Courses & Classes(COUR) module. Each module has a 4-letter module acronym that is used to number tables within modules. For example, the first table in the Courses & Classes module is labeled COUR-1.

+ Add User

Permissions include the ability to read, and edit data for schools, LEAs, and specific form modules. Read Access allows users to only read tables and data. Write access allows users to enter and edit data.

To manage a user's permissions click on their name below. To add staff to this LEA click on Add User.

+ [input field]	Remove User	Disable access
+ [input field]	Remove User	Disable access

School Permissions || Texas

4800000:CRDC TEST LEA

480000000000:CRDC Test School

- School permissions allows you to set permissions for school staff to enter and edit data for a specific school.
- The default permission for all registered School Staff is No Access. You must set permissions for all users before they will be able to access the tool.
- Select a user below to set their CRDC system permissions for the School Form. You will be able to give them write access to specific topic modules (e.g. Athletics) or all modules.
- If you want to add a user who is not listed, select Add User to register a new user to this user group.

+ Add User Remove User(s)

<input type="checkbox"/>	Name	Email	
<input type="checkbox"/>			School Module Permissions
<input type="checkbox"/>			School Module Permissions
<input type="checkbox"/>			School Module Permissions

Back

Reports

The reports listed below are designed to support your school district's CRDC data submission.

Submission Review Report

This download provides a compressed zip file containing the following:

- LEA form data in a PDF format.
- Individual school form data for all schools within the LEA, each one in a separate PDF.
- A separate PDF providing Key Definitions for the report.

Note:

This report represents a snapshot of the data submitted at the time you requested the download. Each PDF contains an entire LEA or school form with all questions, instructions, and data elements shown, whether submitted or not, along with any comments or reason codes associated with the data elements or tables. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

Selected LEA ID is 4800000 CRDC TEST LEA

Include reason codes and comments: If you check this box, the downloaded files will also contain any applied reason codes and their associated comments.

[Download Submission Review Report](#)

Data Feedback Reports

These reports display district-level CRDC data on selected data elements with color charts, graphs, and tables. The reports provide a district-level summary of the data your district has submitted about the 2013-14 school year. These reports are designed to allow for easier analysis and interpretation of the data that have been submitted.

The reports focus on selected indicators within the following topic areas:

- District Characteristics and Enrollment
- Gifted and Talented Enrollment
- Out of school suspensions
- Algebra I Enrollment
- Advanced Placement (AP)
- IDEA/Special Education
- Staffing
- Harassment and Bullying

Note: These reports are a snapshot of the data submitted at the time you access them. You will have the ability to download each of the reports as a PDF file from the individual report pages.

Selected LEA ID is 4800000 CRDC TEST LEA

[View Data Feedback Reports](#)

LEA Submissions Download

This download provides a compressed zip file containing the following:

- LEA form data in a comma delimited format
- Individual school form data for all schools within the LEA, each one in a comma delimited format
- A certification form in pdf

Note:

This report is a snapshot of the data submitted at the time you requested the download. If certification has already been requested, then most empty fields will have been populated by NA and/or 0's during the certification process. If certification has not been requested, empty fields will not be populated with NA and/or 0's in the download.

Selected LEA ID is 4800000 CRDC TEST LEA

Include totals: If you check this box, the downloaded files will also contain pseudo-elements representing demographic subtotals and totals. If the resulting files are re-submitted via [File Upload](#) the subtotal and total pseudo-elements will be ignored.

[Download Zipped LEA Submissions](#)

Error Resolution Report for Advanced Users

This feature is only recommended for users that know the CRDC data elements well and understand the technical requirements of the submission. Other users should resolve errors using the CRDC online tool.

Instructions: This file is in Excel 2003 (xls) format and contains the results of all validation checks run based on the data currently submitted for the selected LEA and School forms. You can enter reason codes and comments to explain validation errors, edit existing codes and comments, or enter new data values, and then submit the edited file via [File Upload](#).

Note: If you have recently submitted a large volume of data (e.g. by means of a file upload), please be aware that the results may be incomplete until all processing, including the running of data validation checks on the submitted data, are complete. The time required to process the upload and complete all validation checks depends on the file size and number of other users who are submitting data at the same time. The Scheduled Jobs progress bar on the Certification Dashboard will indicate the system's progress in running these checks.

Did you get a "Have I entered data in other fields correctly so that this field is not considered inapplicable" warning? If you have reviewed your data and these fields should be inapplicable, then you do not need to do anything else. The fields will automatically be filled with "N/A" during certification.

Need more help? View [How To Use the Error Resolution Report](#) (538 KB).

Read more in the Data Tip for [Skipped Field Warnings](#) (176 KB).

Selected LEA ID is 4800000 CRDC TEST LEA

Check this box if you would like to include submission-level checks. These checks compare data across all schools in the district and thus require more processing time. You may not want to check this box until data have been entered for all schools in the district, as these checks are normally only performed as part of certification.

[Download Error Resolution Report](#)

Submission Progress Report

This file is in Excel 2003 (xls) format and contains the progress report for the selected LEA.

Completion percentage is calculated using the following formula:

$(\text{Number of entered values in required cells} + \text{Number of auto-zeros}) / (\text{Number of required cells} - \text{Number of skips})$

Note: "NS" values are not included

Selected LEA ID is 4800000 CRDC TEST LEA

[Download Submission Progress Report](#)

User Access Report

This report shows your user access permissions by State ANSI State Code (FIPS code), LEA ID, School ID, and module. If you are an Admin user and would like to see user access permissions for other users you manage, you can view these in the Admin tool.

[View User Access Report](#)

Error Report Page

Form-Level Checks (Not specific to a single question)	Warning Count: 0	Error Count: 0
SCHR	Warning Count: 3	Error Count: 0
PSCH	Warning Count: 0	Error Count: 0
ENRL	Warning Count: 0	Error Count: 9

Question	Warning Count	Error Count
Overall Student Enrollment	0	0
Enrollment of Limited English Proficient Students - All LEP Students	0	4
Enrollment of Limited English Proficient Students - LEP Students in Programs	0	0
Enrollment of Students with Disabilities - IDEA Only	0	0
Enrollment of Students with Disabilities - Section 504 Only	0	5

PENR	Warning Count: 0	Error Count: 19
COUR	Warning Count: 15	Error Count: 10
APIB	Warning Count: 1	Error Count: 0
EXAM	Warning Count: 1	Error Count: 4
STAF	Warning Count: 0	Error Count: 0

Error Pop-Up

LEGEND: ● Errors ▲ Warnings

For the Fall 2013 snapshot date, enter the number of students who were enrolled under the Act of 1973 (Section 504 Only) who were enrolled in the following categories:

Category	Count
Males with disabilities served under Section 504 only:	
Females with disabilities served under Section 504 only:	
Total number of students with disabilities served under Section 504 only:	

Section 504 Only Enrollment - LEP

Category	LEP
LEP males with disabilities served under Section 504 only:	0
LEP females with disabilities served under Section 504 only:	0

Element Rules

Students with disabilities served under Section 504: Hispanic Male [SCH_504ENR_HI_M]

Data Checks Technical Information Show All Checks

— Have I entered all of the required data? Error

Details

"Students with disabilities served under Section 504: Hispanic Male" is a required field. Please enter data to this field before attempting to certify your submission.

Close

Additional Information

On what date should Section 504 students be counted?

Count of students with disabilities (Section 504 Only) should be based on the Fall 2013 snapshot date, a single day between September 27 and December 31.

What if a student is served under IDEA and Section 504?

Should I include LEP students in the race/ethnicity table?

Can I count students in more than one race/ethnicity column?

Attachment D: Error Messages

NOTE: Respondents will be asked to read and respond about no more than 10 messages, but these messages may vary depending on information established with the respondent during the interview.

Title	Error Message
Have I entered the data in the correct format?	Your entry of [[VALUE]] for <<Name:[[ID]]>> is not in a valid format. Please enter a value in the required format of [[FORMAT]].
Have I entered all of the required data?	<<Name:[[ID]]>> is a required field. Please enter data to this field before attempting to certify your submission.
Have I entered data in other fields correctly so that this field is not considered inapplicable?	<<Name:[[ID]]>> is skipped and considered not applicable (NA) due to data entered elsewhere in the survey. If this field is still skipped when you certify your submission, any data entered to it will be lost. To report a different value here, you must edit the other element(s) responsible for this one being skipped. The elements and values checked by the skip logic for this field are listed below/to the right.
Have I entered data in other fields correctly so that this field is not considered to be zero (0) by default?	<<Name:[[ID]]>> is automatically set to zero (0) due to data entered elsewhere in the survey, but you have entered a non-zero value. To resolve this error, you can edit the other element(s) responsible for this one being set to zero, or provide an explanation using a reason code and comment why it should not be zero. The elements and values checked by the 'Autozero' logic for this field are listed below/to the right.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to [[CONSTANT]]. To resolve this error, you can either change this value, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the value of [[ELEMENT_VALUE_1]] reported for <<NAME:[[ELEMENT_ID_1]]>>, but you have entered a greater value. To resolve this error, you can either change one of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to a number of other element values, but you have entered a greater value. To resolve this error, you can either change one of these values, or provide an explanation using a reason code and comment. The elements and values against which this field are being checked are listed below/to the right.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the value of <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) plus [[CONSTANT]] ([[CALCULATED_1]]), but you have entered a greater value. To resolve this error, you can either change one of these element values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the sum of <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) and <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]), which equals [[CALCULATED_1]], but you have entered a greater value. To resolve this error, you can either change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the sum of <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) and <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]), which equals [[CALCULATED_1]], AND must be less than or equal to <<NAME:[[ELEMENT_ID_3]]>> ([[ELEMENT_VALUE_3]]), but you have entered a greater value. To resolve this error, you can either change one or more of these

	values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the difference between <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) and <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]), which equals [[CALCULATED_1]], but you have entered a greater value. To resolve this error, you can either change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) minus <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]) minus <<NAME:[[ELEMENT_ID_3]]>> ([[ELEMENT_VALUE_3]]), which equals [[CALCULATED_1]], but you have entered a greater value. To resolve this error, you can either change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (maximum value check)	<<Name:[[ID]]>> must be less than or equal to the difference between <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) and <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]), which equals [[CALCULATED_1]], AND must be less than or equal to <<NAME:[[ELEMENT_ID_3]]>> ([[ELEMENT_VALUE_3]]), but you have entered a greater value. To resolve this error, you can either change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (minimum value check)	<<Name:[[ID]]>> must be greater than or equal to 1, but you have entered a lesser value. To resolve this error, you can either change this value, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (minimum value check)	<<Name:[[ID]]>> must be greater than or equal to the value of [[ELEMENT_VALUE_1]] reported for <<NAME:[[ELEMENT_ID_1]]>>, but you have entered a lesser value. To resolve this error, you can either change one of these values, or provide an explanation using a reason code and comment.
Have I entered a value that is in the expected range? (minimum value check)	<<Name:[[ID]]>> must be greater than or equal to a number of other element values, but you have entered a lesser value. To resolve this error, you can either change one of these values, or provide an explanation using a reason code and comment. The elements and values against which this field are being checked are listed below/to the right.
Have I entered a value that is in the expected range? (minimum value check)	<<Name:[[ID]]>> must be greater than or equal to the sum of <<NAME:[[ELEMENT_ID_1]]>> ([[ELEMENT_VALUE_1]]) and <<NAME:[[ELEMENT_ID_2]]>> ([[ELEMENT_VALUE_2]]), which equals [[CALCULATED_1]], but you have entered a lesser value. To resolve this error, you can either change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered the correct enrollment data?	You have entered an enrollment status for this grade (<<Name:[[ID]]>>) that does not match with the student grade-level enrollment of [[EDFACTS_VALUE]] reported by your SEA through ED Facts, a U.S. Department of Education data collection. You may wish to check the accuracy of your reported grade enrollment status. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct school enrollment data?	You have entered data resulting in a total [[GENDER]] [[RACE_ETHNICITY]] enrollment for this school that does not match (within a tolerance of [[TOLERANCE]]%) with the total enrollment of [[EDFACTS_VALUE]] reported by your SEA through ED Facts. You may wish to check the accuracy of your reported enrollment data. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct charter school status	You have entered a charter school status for this school that does not match with the charter school status of "[[EDFACTS_VALUE]]" reported by your SEA through

information?	EDFacts. You may wish to check the accuracy of your reported charter school status. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct magnet school status information?	You have entered a magnet school status for this school that does not match with the magnet school status of "[[EDFACTS_VALUE]]" reported by your SEA through EDFacts. You may wish to check the accuracy of your reported magnet school status. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct alternative school status information?	You have entered an alternative school status for this school that does not match with the alternative school status of "[[EDFACTS_VALUE]]" reported by your SEA through EDFacts. You may wish to check the accuracy of your reported alternative school status. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct special education school status information?	You have entered a special education school status for this school that does not match with the special education school status of "[[EDFACTS_VALUE]]" reported by your SEA through EDFacts. You may wish to check the accuracy of your reported special education school status. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered consistent FTE information for classroom teachers?	You have entered a total number of full-time teachers for this school that differs significantly from the total FTE count of "[[EDFACTS_VALUE]]" reported by your SEA through EDFacts. You may wish to check the accuracy of your reported number of full-time teachers. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct desegregation order or plan information?	You have entered a status for whether this agency is under a desegregation order or plan that does not match with the status reported in the prior CRDC survey. In order to resolve this error, you may either change the reported status or provide an explanation using a reason code and comment.
Have I entered data in this field that is consistent with federal regulations?	You have entered a status of [[VALUE]] for whether you have one or more Civil Rights Coordinators responsible for coordinating compliance efforts under (<<Name:[[ID]]>>), but federal regulations expect a different answer. In order to resolve this error, you may change your response or provide an explanation using a reason code and comment.
Have I entered data in this field that is consistent with federal regulations?	You have entered a status of [[VALUE]] for whether you have one or more Civil Rights Coordinators responsible for coordinating compliance efforts under (<<Name:[[ID]]>>), but federal regulations seem to expect a different answer. You may wish to check the accuracy of your reported status for this type of Civil Rights Coordinator. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct grade enrollment data?	You have entered a status of [[VALUE]] for whether this grade (<<Name:[[ID]]>>) has any students enrolled, but this does not seem consistent with the entries for the adjacent grades. You may wish to check the accuracy of your reported grade enrollment status for all three grades. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct number of classes with students enrolled?	You have reported [[VALUE]] classes of this type (<<Name:[[ID]]>>) with a total of [[CALCULATED_1]] students enrolled. This results in a ratio of students to classes beyond the expected range of 1-100. In order to resolve this error, you may change one or more of your responses or provide an explanation using a reason code and comment.
Have I entered the correct AP enrollment data?	You have entered "Yes" here for whether you have enrollment in this type of AP course (<<Name:[[ID]]>>), but are not reporting a positive count of students actually enrolled. In order to resolve this error, you may either change your response here or enter AP enrollment counts for this type of course.

Have I entered the correct numbers of first and second year FTE teachers?	You have entered values for FTE teachers in their first ([[ELEMENT_VALUE_1]]) and second ([[ELEMENT_VALUE_2]]) years of teaching that add up to more than the overall number of FTE teachers in the school ([[VALUE]]). In order to resolve this error, you may change one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct numbers of certified and non-certified FTE teachers?	You have entered values for certified ([[ELEMENT_VALUE_1]]) and non-certified ([[ELEMENT_VALUE_2]]) teachers that do not add up to the overall number of FTE teachers in the school ([[VALUE]]). In order to resolve this error, you may change one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct number of students enrolled in single sex athletics?	You have entered a value ([[VALUE]]) for [[GENDER]] students enrolled in single-sex athletics that exceeds the total calculated [[GENDER]] enrollment for the school. In order to resolve this error, you may change one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct number of instances of restraint/seclusion?	You have entered zero instances of [[RESTRAINT_TYPE]] applied to students [[DISABILITY_DESCRIPTOR]], but the total number of [[IDEA_FLAG]] students reported as subject to this form of restraint is [[CALCULATED_1]]. This implies some instances must have occurred. In order to resolve this error, you may adjust your values for instances, students restrained, or both, or provide an explanation using a reason code and comment.
Have I entered the correct number of allegations of harassment or bullying?	You have entered a value of [[VALUE]] allegations of harassment or bullying on the basis of [[HB_BASIS]], but no corresponding students are reported as harassed or bullied on that basis. In order to resolve this error, you must adjust your values for allegations, students harassed or bullied, or both, or provide an explanation using a reason code and comment.
Have I entered the correct expenditure value?	This type of school expenditure (<<Name:[[ID]]>>) must have a positive value for any active school, but you have entered a value of zero . In order to resolve this error, you must adjust this value or provide an explanation using a reason code and comment.
Have I entered the correct number of male single-sex athletics teams?	You have indicated there are [[VALUE]] male single-sex interscholastic teams, but have also reported [[ELEMENT_VALUE_1]] for the number of male single-sex interscholastic sports. There must be at least as many teams as there are sports. In order to resolve this error, you must adjust one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct number of female single-sex athletics teams?	You have indicated there are [[VALUE]] female single-sex interscholastic teams, but have also reported [[ELEMENT_VALUE_1]] for the number of female single-sex interscholastic sports. There must be at least as many teams as there are sports. In order to resolve this error, you must adjust one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct number of male participants in single-sex athletics?	You have indicated there are [[VALUE]] male participants in single-sex interscholastic sports, but have also reported [[ELEMENT_VALUE_1]] for the number of male single-sex interscholastic teams. There must be at least as many participants as there are teams. In order to resolve this error, you must adjust one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct number of female participants in single-sex athletics?	You have indicated there are [[VALUE]] female participants in single-sex interscholastic sports, but have also reported [[ELEMENT_VALUE_1]] for the number of female single-sex interscholastic teams. There must be at least as many participants as there are teams. In order to resolve this error, you must adjust one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct salary	You have entered values for total salary expenditures for FTE teachers

expenditure for FTE teachers supported by state and local funds?	(\$[[VALUE]]) and number of FTE teachers ([[ELEMENT_VALUE_1]]) which works out to \$[[CALCULATED_1]] per FTE teacher. This falls outside the expected range of \$10,000 to \$250,000 for other than special education designated schools. In order to resolve this error, you may adjust one or more of these values or provide an explanation using a reason code and comment.
Have I entered the correct salary expenditure for instructional staff / total instructional personnel supported by state and local funds?	You have entered values for <<Name:[[ID]]>> (\$[[VALUE]]) and for total student enrollment ([[CALCULATED_1]]) which work out to \$[[CALCULATED_2]] per enrolled student. This value is greater than the expected maximum of \$300,000. In order to resolve this error, you must adjust either your reported value for salary expenditures or your enrollment counts, or provide an explanation using a reason code and comment.
Have I entered the correct salary expenditure for FTE teachers supported by state and local funds?	You have entered values for total salary expenditures for FTE teachers (\$[[VALUE]]) and number of FTE teachers ([[ELEMENT_VALUE_1]]) which work out to \$[[CALCULATED_1]] per FTE teacher. This value should not be greater than \$1,000,000. In order to resolve this error, you must adjust one or more of your reported values.
Have I entered the correct data for the special education school indicator?	You have indicated that this is a school that focuses primarily on serving the needs of students with disabilities, but not entered any IDEA or 504 students in the overall enrollment counts. In order to resolve this error, you may change the status, adjust your IDEA and 504 enrollment counts, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	You have not entered a positive value to this field (<<Name:[[ID]]>>), but your response of [[ELEMENT_VALUE_1]] for <<NAME:[[ELEMENT_ID_1]]>> indicates that this value must be greater than 0. In order to resolve this error, you must either change this value to a positive one or change the selection in the indicator field.
Have I entered the correct value for this indicator question?	You have entered [[VALUE]] for this indicator field (<<Name:[[ID]]>>), but have not reported positive values for any of the other fields that depend on it. In order to resolve this error, you must either change this indicator or add a positive count for at least one associated field.
Have I entered the correct number of LEP students in this category?	You have entered a value of [[VALUE]] for [[GENDER]] LEP students in this category, but this exceeds the total number of [[GENDER]] students in this category ([[CALCULATED_1]]). In order to resolve this error, you must change one or more of these values.
Have I entered the correct number of IDEA students in this category?	You have entered a value of [[VALUE]] for [[GENDER]] IDEA students in this category, but this exceeds the total number of [[GENDER]] students in this category ([[CALCULATED_1]]). In order to resolve this error, you must change one or more of these values.
Have I entered the correct number of 504 students in this category?	You have entered a value of [[VALUE]] for [[GENDER]] 504 students in this category, but this exceeds the total number of [[GENDER]] students in this category ([[CALCULATED_1]]). In order to resolve this error, you must change one or more of these values.
Have I entered the correct value for this field?	<<Name:[[ID]]>> exceeds the value of [[ELEMENT_VALUE_1]] reported for <<NAME:[[ELEMENT_ID_1]]>> by more than five. To resolve this error, you may change one or more of these values, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:[[ID]]>> exceeds the value of [[ELEMENT_VALUE_1]] reported for <<NAME:[[ELEMENT_ID_1]]>> by more than 10%. To resolve this error, you may change one of these values, or provide an explanation using a reason code and comment.
Have I entered a reasonable value for this field?	<<Name:[[ID]]>> must be less than or equal to [[CONSTANT]]. To resolve this error, you must change this value.

Have I entered the correct value for this field?	<<Name:{{ID}}>> exceeds the value of {{ELEMENT_VALUE_1}} reported for total FTE teachers by more than 10%. To resolve this error, you must change one of these values, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:{{ID}}>> must not exceed the non-disability enrollment of {{CALCULATED_1}} reported for <<NAME:{{ELEMENT_ID_1}}>> (enrollment minus IDEA and 504 students) by more than five, but you have entered a greater value. In order to resolve this error, you may change this value, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:{{ID}}>> exceeds the non-disability enrollment of {{CALCULATED_1}} reported for <<NAME:{{ELEMENT_ID_1}}>> (enrollment minus IDEA and 504 students) by more than 10%. In order to resolve this error, you may change this value, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:{{ID}}>> exceeds the total LEP enrollment ({{ELEMENT_VALUE_1}}) for the same sex by more than five. In order to resolve this error, you may change one of these values, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:{{ID}}>> exceeds the total LEP enrollment ({{ELEMENT_VALUE_1}}) for the same sex by more than 10%. In order to resolve this error, you may change one of these values, or provide an explanation using a reason code and comment.
Have I entered the correct value for this field?	<<Name:{{ID}}>> is currently neither skipped nor automatically set to 0, but you have entered a value of "NS". In order to resolve this error, you may either change this value, change the value of another field so that this one is skipped or set to 0, or provide an explanation using a reason code and comment why a value was not submitted. Be aware that all valid reason codes for this error still require review by the PSC, and certification will not be possible until that review is complete.
Have I entered the correct LEP enrollment data by race/ethnicity?	The sums of the values you have reported for LEP enrollment in the tables for Overall Enrollment ({{CALCULATED_1}}) and in the table specifically for LEP enrollment by racial/ethnic category ({{CALCULATED_2}}) do not match. In order to resolve this error, you may adjust your counts in either or both of these tables so that the totals match, or provide an explanation using a reason code and comment.
Have I entered the correct IDEA enrollment data by race/ethnicity?	The sums of the values you have reported for IDEA enrollment in the tables for Overall Enrollment ({{CALCULATED_1}}) and in the table specifically for IDEA enrollment by racial/ethnic category ({{CALCULATED_2}}) do not match. In order to resolve this error, you may adjust your counts in either or both of these tables so that the totals match, or provide an explanation using a reason code and comment.
Have I entered the correct 504 enrollment data by race/ethnicity?	The sums of the values you have reported for 504 enrollment in the tables for Overall Enrollment ({{CALCULATED_1}}) and in the table specifically for 504 enrollment by racial/ethnic category ({{CALCULATED_2}}) do not match. In order to resolve this error, you may adjust your counts in either or both of these tables so that the totals match, or provide an explanation using a reason code and comment.
Have I entered all values for the number of students in each racial/ethnic category?	You have not yet provided all required counts for male and female students in each racial/ethnic category within this table. Until you do so, the system will be unable to calculate table totals and you will be unable to certify your submission. In order to resolve this error, please provide a count/value in each cell within this table, or provide an explanation using a reason code and comment of why the disaggregated data cannot be reported.
Have I entered the correct overall enrollment values?	You have not yet provided any value greater than 0 for student enrollment in at least one racial/ethnic category and sex disaggregation. In order to resolve this error, you may enter values reflecting overall enrollment greater than zero, or if

	the school does not have any enrollment as defined by students spending at least 50% of the school day there, you may contact the PSC to request that the school be removed from the survey.
Have I entered enrollment values that sum to over 10,000 students?	You have reported data resulting in an overall school enrollment of [[CALCULATED_1]]. Overall enrollment for any single school must be less than or equal to 10,000. In order to correct this error you may adjust your enrollment counts to arrive at a lower total.
Have I entered the correct retention count for the specified grade?	You have reported data resulting in a retention count for [[GRADE]] of [[CALCULATED_1]], but this is greater than 90% of the overall enrollment count of [[EDFACTS_VALUE]] for this same grade. You may wish to check the accuracy of your retention counts. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct number of students taking at least one AP course?	You have reported that there are [[ELEMENT_VALUE_1]] [[GENDER]] [[RACE_ETHNICITY]] students enrolled in at least one AP course, but this value is greater than the sum of all students in this same category enrolled in AP Math, AP Science, and Other AP subjects, which is [[CALCULATED_1]]. In order to resolve this error, you may change one or more of these values so total AP enrollment in at least one course no longer exceeds the sum of enrollment in individual AP subjects, or provide an explanation using a reason code and comment.
Have I entered the correct number of students taking AP Math, AP Science, or other AP subjects?	You have reported that there are [[ELEMENT_VALUE_1]] [[GENDER]] [[RACE_ETHNICITY]] students enrolled in at least one AP course, but the number of students in this same category enrolled in [[AP_COURSE]] courses exceeds this value. In order to resolve this error, you may change one or more of these values so the specific AP course enrollment no longer exceeds total AP course enrollment.
Have I entered the correct information about students taking and passing AP exams?	You have reported that there are [[ELEMENT_VALUE_1]] [[GENDER]] [[RACE_ETHNICITY]] students that took at least one AP exam, but this does not match with the sum of students in the same category who passed at least one exam ([[ELEMENT_VALUE_2]]) and those who did not pass their AP exams ([[ELEMENT_VALUE_3]]). In order to resolve this error, you may change one or more of these values so total number of test takers equals the sum of those who passed and failed, or provide an explanation using a reason code and comment.
Have I entered the correct information about students enrolled in AP courses and exams?	You have reported that there are [[ELEMENT_VALUE_1]] [[GENDER]] [[RACE_ETHNICITY]] students enrolled in at least one AP course, but this does not match with the sum of students in the same category who took at least one exam ([[ELEMENT_VALUE_2]]) and those who did not take any AP exams ([[ELEMENT_VALUE_3]]). In order to resolve this error, you may change one or more of these values so the sum of those who took and did not take AP exams equals at least 90%, but not more than 100%, of total AP course enrollment, or provide an explanation using a reason code and comment.
Have I entered the correct number of single-sex classes in the specified subject area?	You have reported that there are [[ELEMENT_VALUE_1]] [[GENDER]]-only classes in [[SUBJECT]], but total [[GENDER]] enrollment is only [[CALCULATED_1]]. Since this results in a ratio of less than 20 students per single-sex class, you may wish to check that you are reporting total classes rather than number of students enrolled in such classes. If you wish to provide an explanation, you may enter it in the comment field.
Have I entered the correct overall enrollment and expulsion values?	You have reported a total of [[CALCULATED_1]] expulsions, which is greater than 50% of the total school enrollment of [[CALCULATED_2]]. In order to resolve this error, you may adjust your expulsion counts, your enrollment counts, or both, or provide an explanation using a reason code and comment.
Have I entered the correct	You have reported a total of [[CALCULATED_1]] school-related arrests, but only

school-related arrest and law enforcement referral values?	[[CALCULATED_2]] total referrals to law enforcement. You may wish to check the accuracy of your arrest and referral counts, and possibly adjust them so that arrests do not exceed 110% of the number of referrals, or provide an explanation in the comment field below.
Have I entered the correct number of students taking at least one AP course and at least one AP exam?	You have reported a total of [[CALCULATED_1]] students taking at least one AP course, but no students at all taking at least one AP exam. In order to resolve this error, you may enter positive counts for students taking AP exams, review AP enrollment, or provide an explanation using a reason code and comment.
Have I entered the correct number of students participating in single-sex athletics?	You are reporting data resulting in a total enrollment of [[CALCULATED_1]] students, but indicating that there is no involvement in single-sex interscholastic athletics. In order to resolve this error, you may reduce your total enrollment counts below 750, change the single-sex athletics indicator to 'Yes', or provide an explanation using a reason code and comment.
Have I entered the correct number of students enrolled in LEP programs?	You are reporting total LEP enrollment of [[CALCULATED_1]], but no enrollment at all in actual LEP programs. In order to resolve this error, you may reduce your total LEP enrollment count below 500, adjust LEP program enrollment counts to provide a positive value, or provide an explanation using a reason code and comment.
Have I entered the correct number of students within the specified category who were suspended?	You are reporting [[CALCULATED_1]] [[GENDER]] [[RACE_ETHNICITY]] students with a single out of school suspension and [[CALCULATED_2]] students in this category with multiple out of school suspensions. The sum of these counts exceeds the total school enrollment ([[ELEMENT_VALUE_1]]) for this category by more than 5. In order to resolve this error, you may adjust your suspension counts, your enrollment counts, or both for students in this category, or provide an explanation using a reason code and comment.
Have I entered the correct number of students within the specified category who were suspended?	You are reporting [[CALCULATED_1]] [[GENDER]] [[RACE_ETHNICITY]] students with a single out of school suspension and [[CALCULATED_2]] students in this category with multiple out of school suspensions. The sum of these counts exceeds the total school enrollment ([[ELEMENT_VALUE_1]]) for this category by more than 10%. In order to resolve this error, you may adjust your suspension counts, your enrollment counts, or both for students in this category, or provide an explanation using a reason code and comment.
Have I entered the correct number of instances and students subject to restraint and seclusion?	You are reporting [[CALCULATED_1]] instances of restraint or seclusion and [[CALCULATED_2]] students subjected to restraint or seclusion. In order to resolve this error, you may adjust your counts so that the number of students subjected to restraint or seclusion is less than the number of instances of restraint or seclusion, or provide an explanation using a reason code and comment.
Have I entered the correct number of students expelled either with or without educational services?	You are reporting [[CALCULATED_1]] students expelled under zero tolerance policies, but have no counts at all either for students expelled with educational services, or students expelled without educational services. In order to resolve this error, you may adjust your counts so that the sum of students expelled with and without educational services is greater than 0, or provide an explanation using a reason code and comment.
Have I entered the correct enrollment and retention values?	You have reported data resulting in an overall school retention total for of [[CALCULATED_1]], but this is greater the overall school enrollment of [[CALCULATED_2]]. In order to resolve this error, you may adjust your retention counts, your enrollment counts, or both, or provide an explanation using a reason code and comment.
Have I entered the correct number of students within the specified category who were	You are reporting [[CALCULATED_1]] students in the school with a single out-of-school suspension and [[CALCULATED_2]] students in the school with multiple out of school suspensions. The sum of these counts exceeds the total school

suspended?	enrollment ([[CALCULATED_3]]), such that more students have been suspended than are enrolled. In order to resolve this error, you may adjust your suspension counts, your enrollment counts, or both, or provide an explanation using a reason code and comment.
Are the LEA and school enrollment values correct?	You have reported total enrollment of [[ELEMENT_VALUE_1]] students for the LEA as a whole, but the total enrollment for one or more schools within the LEA exceeds this value. In order to resolve this error, you may change the enrollment count for the LEA, adjust your enrollment counts for the affected schools to reflect lower total enrollments, or provide an explanation using a reason code and comment.
Are the numbers of allegations of harassment or bullying on the basis of sex correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any allegations of bullying or harassment on the basis of sex. Based on trends in past data, at least one allegation of bullying or harassment typically occurs within a population greater than 50,000 students. Please review your enrollment counts and number of allegations of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of allegations of harassment or bullying on the basis of race correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any allegations of bullying or harassment on the basis of race or ethnicity. Based on trends in past data, at least one allegation of bullying or harassment typically occurs within a population greater than 50,000 students. Please review your enrollment counts and number of allegations of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of allegations of harassment or bullying on the basis of disability correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any allegations of bullying or harassment on the basis of disability. Based on trends in past data, at least one allegation of bullying or harassment typically occurs within a population greater than 50,000 students. Please review your enrollment counts and number of allegations of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of students harassed or bullied on the basis of sex correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any students as having been harassed or bullied on the basis of sex. Based on trends in past data, at least one report of a student being bullied or harassed typically occurs within a population greater than 50,000 students. Please review your enrollment counts and number of reports of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of students harassed or bullied on the basis of race correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any students as having been harassed or bullied on the basis of race or ethnicity. Based on trends in past data, at least one report of a student being bullied or harassed typically occurs within a population greater than 50,000 students.

	Please review your enrollment counts and number of reports of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of students harassed or bullied on the basis of disability correct?	You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any students as having been harassed or bullied on the basis of disability. Based on trends in past data, at least one report of a student being bullied or harassed typically occurs within a population greater than 50,000 students. Please review your enrollment counts and number of reports of bullying or harassment, then adjust the data if appropriate. If the data is verified correct, please provide a reason code and comment explaining why the data is valid. Note that if you select "data not collected", the PSC may contact your district to develop an action plan.
Are the numbers of students taking the SAT or ACT correct?	You have indicated that there are [[CALCULATED_1]] schools with students enrolled in Grade 12 within the LEA, but no schools are reporting any students as taking the SAT or ACT. In order to resolve this error, you may adjust your count of schools with Grade 12 students enrolled to below 5, report additional SAT and ACT testing data, or provide an explanation using a reason code and comment.
Are the school enrollment totals correct?	There are [[CALCULATED_1]] schools within the LEA, but five or more schools are reporting an identical overall enrollment total of [[CALCULATED_2]]. In order to resolve this error, you may adjust your enrollment data for one or more of these schools, or provide an explanation using a reason code and comment.
Are the single-sex athletics values correct?	You have indicated that there are [[CALCULATED_1]] high schools, excluding juvenile justice facilities, within the LEA, but no school is reporting any participation in interscholastic athletics at all. In order to resolve this error, you may adjust your athletics data for one or more of these schools, or provide an explanation using a reason code and comment.
Are the out-of-school suspension values correct?	You have reported total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any out-of-school suspensions. Some suspensions are to be expected within a population of greater than 50,000 students. In order to resolve this error, you may adjust your LEA enrollment count, report additional school-level data on suspensions, or provide an explanation using a reason code and comment.
Are the in-school suspension values correct?	You have reported total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any in-school suspensions. Some suspensions are to be expected within a population of greater than 50,000 students. In order to resolve this error, you may adjust your LEA enrollment count, report additional school-level data on suspensions, or provide an explanation using a reason code and comment.
Are the non-personnel expenditure values correct?	You have indicated that there are [[CALCULATED_1]] schools within the LEA, but none of them are reporting any non-personnel expenditures. In order to resolve this error, you may adjust your expenditures data for one or more of these schools, or provide an explanation using a reason code and comment.
Are the values of total salary expenditures for FTE teachers correct?	You have indicated that there are [[CALCULATED_1]] schools within the LEA, but each school is reporting precisely the same average salary for FTE teachers of [[CALCULATED_2]]. In order to resolve this error, you may adjust your salary expenditures data for one or more of these schools, or provide an explanation using a reason code and comment.
Are the values for FTE teachers with certifications and all FTE	You have reported data for your schools resulting in a ratio of FTE teachers with certification to all FTE teachers of [[CALCULATED_1]] for the LEA as a whole.

<p>teachers correct?</p>	<p>However, certain schools within the LEA have teacher certification ratios that are significantly different from this average, which may indicate under or over reporting of one category of teacher. You may wish to check the accuracy of your staff reporting for these schools, or If you wish to provide an explanation, you may enter it in the comment field. The schools with disparate teacher certification/FTE ratios are:</p> <p>[[TABLE_1]]</p>
<p>Are the values for first and second year teachers and all teachers correct?</p>	<p>You have reported data for your schools resulting in a ratio of first and second year teachers (combined) to all FTE teachers of [[CALCULATED_1]] for the LEA as a whole. However, certain schools within the LEA have teacher experience ratios that are significantly different from this average, which may indicate under or over reporting of one category of teacher. You may wish to check the accuracy of your staff reporting for these schools, or if you wish to provide an explanation for why the data is valid, you may enter it in the comment field. The schools with disparate teacher certification/FTE ratios are:</p> <p>[[TABLE_1]]</p>
<p>Are the school-related arrest values correct?</p>	<p>You have reported data resulting in total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any students being subject to a school-related arrest. Based on trends in past data, at least one arrest occurs within a population greater than 100,000 students. Please review your LEA enrollment count, student school-related arrests, or provide an explanation using a reason code why the data entered is valid. Note that if you select "data not collected" PSC may contact your district to develop an action plan.</p>
<p>Are the school-related restraint and seclusion values correct?</p>	<p>You have reported total enrollment of [[CALCULATED_1]] students for the LEA as a whole, but no schools within the LEA are reporting any instances of students being subject to mechanical restraint, physical restraint, or seclusion. Based on trends in past data, at least one instance of restraint or seclusion occurs within a population greater than 100,000 students. Please review your enrollment counts and instances of restraint or seclusion, or provide an explanation using a reason code and comment.</p>