Mandatory Civil Rights Data Collection

July 2017

ATTACHMENT A-1

Mandatory Civil Rights Data Collection Data Set for School Year 2017–18: Overview and Information to Assist Reviewers

Revised after 60-day public comment period.

INTRODUCTION

This clearance submission is for the data set to be collected through the Civil Rights Data Collection (CRDC) for school year 2017–18.

Changes made as a result of comments received during the 60-day public comment period are noted with a "†".

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

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

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

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

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

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

SUMMARY OF THE CIVIL RIGHTS DATA COLLECTION

The Civil Rights Data Collection (CRDC) is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Department's Office for Civil Rights (OCR) to ensure that recipients of the U.S. Department of Education's (ED) Federal financial assistance do not discriminate on the bases of race, color, national origin, sex, and disability. OCR relies on CRDC data as it investigates complaints alleging discrimination, determines whether the Federal civil rights laws it enforces have been violated, initiates proactive compliance reviews to focus on particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others. As amended in 2015 by the Every Student Succeeds Act (ESSA), section 1111(h)(1)(c)(viii) of the Elementary and Secondary Education Act (20 U.S.C. § 6311(h)(1)(c)(viii)) requires state educational agencies (SEAs) and local educational agencies (LEAs) that receive Title I funds to include in their state and local report cards to parents and the public certain information submitted to OCR in accordance with the data collection conducted pursuant to OCR's authority, *i.e.,* the CRDC. This obligation starts on December 31, 2018 (for the 2017–18 school year).

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

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

Act of 1990, which prohibits discrimination based on disability. Any data collection that OCR has determined to be necessary to ascertain or ensure compliance with these laws is mandatory.

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

As noted above, the ESEA was amended in 2015 to require that SEA and LEA report cards to parents and the public include data from certain CRDC data categories for all students and student subgroups as required to be reported under the CRDC. (ESEA section 1111(h)(1)(C) (viii); 20 U.S.C. § 6311(h)(1)(c)(viii))). Specifically, the ESEA requires that State and LEA report cards include information on measures of school quality, climate, and safety, including information of the following:

- In-school suspensions;
- Out-of-school suspensions;
- Expulsions;
- School-related arrests;
- Referrals to law enforcement;
- Chronic absenteeism, including both excused and unexcused absences; and
- Incidents of violence, including bullying and harassment.

In addition, SEA and LEA report cards must include the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school for all students and each student subgroup. Under the ESEA, information must be reported at the State, LEA, and school levels.

PLANS FOR THE CRDC

ED proposes that for any CRDC surveys administered for school year (SY) 2017–18, ED would:

- Continue electronic collection.
- Allow flat file submissions, including those submitted by SEAs on behalf of their LEAs.
- Allow paper submissions for LEAs with no Internet connectivity or limited Web access.

- Utilize data submitted by states through the Eden Submission System (ESS) for selected additional data groups to supplement the CRDC dataset with no additional burden.
- Include a full universe of schools and LEAs.

There are three distinct phases to the CRDC:

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

The first phase in the CRDC is to notify school districts of their obligation to report, designate a principal point of contact, and verify the reporting status of LEAs and schools. The result of this first phase is a full directory of LEAs and schools and their CRDC reporting status. The information collected in this directory is outlined in the Directory Record section, starting on page [A1-9].

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

To reduce burden, ED uses an interactive Web-based survey tool that takes into consideration responses provided by LEAs. For example, if a user indicates the school serves only elementary students, then questions about high schools are not presented. To facilitate this approach, directional questions may precede data group tables. For example, the user may be asked if the high school provided Advanced Placement (AP) courses. If the user answers "No," then the series of tables about AP would be skipped; if the answer is "Yes," then the tables about AP would be presented. School districts have the option to submit flat files of their data, use Web screens to enter data, or a combination of these submission methods.

To minimize the reporting burden on school districts, all data collected by school districts will be reported during one submission window. The survey submission window for the 2017–18 CRDC is anticipated to be November 2018 through March 2019.

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KEY POINTS ABOUT THE CRDC

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The following are key points about this collection.

- CRDC does not collect individual student- or staff-level information. All information provided in response to the CRDC is aggregated—often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members. In submitting data required for the CRDC, LEAs and other data suppliers cannot suppress the data in small data cells.

- Data are collected primarily from LEAs. LEAs are responsible for reporting LEA-level and school-level data. Some SEAs may report data on behalf of their LEAs. Most data are collected through the CRDC Web-based Survey Tool. The CRDC survey tool collects flat files submitted electronically by LEAs or data entered by LEAs through Web screens.

- CRDC collects data about where students are receiving instruction. All students are reported where they spend more than 50% of their school day, even if they are reported elsewhere for purposes of accountability or funding.

- Data are reported for a specific period of time. For example, the student membership data group (DG979) is reported on October 1, while the AP exam participation data group (DG904) is reported for a regular school year.

- Data are associated with the school year of performance. For example, the student membership data for October 1, 2017, are associated with SY 2017–18 since the student membership data represent the beginning counts of students for the school year.

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

Component of the CRDC Data Set	Description	Explained in
Directory records	CRDC obtains data from ED*Facts* and collects data from LEAs to build an official directory of LEAs and schools required to report the CRDC to OCR.	Attachment A-1
Data groups and categories collected from LEAs	LEAs upload files or complete a Web form to submit data via the CRDC Survey Submission Tool.	Attachments A-2 (data groups) and A-3 (categories)

STANDARD DEFINITIONS

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

- Children with Disabilities (IDEA)
- English Learner (EL) Students
- Local Educational Agency
- Public Elementary/Secondary School
- Race/Ethnicity

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

English Learner Student – In coordination with the state's definition based on Title IX of the *Elementary and Secondary Education Act* (*ESEA),* student:
(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
(C)(i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
     (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
   (i) the ability to meet the challenging state academic standards;
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.[2]

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[1] Statutory reference – Section 602(3) of *IDEA,* 20 U.S.C. § 1401(3).
[2] Statutory reference – Section 9101 of ESEA, 20 U.S.C. § 7801(20).

Local Educational Agency – Local educational agency or LEA means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary schools or secondary schools.[3]

Public Elementary/Secondary School – A public elementary/secondary school is an organization authorized by public authority and financed primarily through public funds to provide public education to students.

Under this definition, schools:
- Are operated by a public school district, independent charter district or state agency on behalf of the state (or Federal government in the case of Bureau of Indian Education and Department of Defense schools)
- Provides instruction for students
- Have, will have or had one or more students [4]
- Have, will have or had one or more teachers
- Have an assigned administrator(s) (principal) responsible to public authority
- Receive public funds as its primary support

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

REPORTING PERIODS

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[3] Statutory reference – Section 9101 of ESEA, 20 U.S.C. § 7801(30).
[4] A school may not have membership to report. Students could be attending the school part time.

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

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

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

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

DIRECTORY RECORDS

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

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

The state and identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the state and identification numbers of the LEA to which the school belongs. Where possible, the CRDC uses the same identification number used by NCES. However, in some specific cases, an entity may be required to report CRDC data but not be included in the NCES directory. As a result, OCR assigns a new

identification number to the school or LEA using the same format as traditional NCES codes (five-character LEA identification code and seven-character school identification code).

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

SUMMARY OF DIRECTORY DATA GROUPS BY TIER

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

As noted above, the majority of the CRDC directory information is gathered through the OMB approved ED*Facts* information clearance package (OMB Control Number: 1850-0925 v.2) available at https://www.regulations.gov/document?D=ED-2016-ICCD-0092-0001. During the first phase of the CRDC, LEAs verify and correct the information as necessary. Additionally, LEAs provide contact information for the superintendent and a principal point of contact for the CRDC.

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

By Tier	1st State		2nd - LEA		3rd - School	
	DG	Name	DG	Name	DG	Name
Unique Identifiers	559	State code	559	State code	559	State code
			7	Education entity name	7	Education entity name
			1	LEA identifier (NCES/CRDC)	1	LEA identifier (NCES/CRDC)
					529	School identifier (NCES/CRDC)
Contact Information			9	Address location	9	Address location
			8	Address mailing	8	Address mailing
			10	Telephone - education entity	10	Telephone - education entity
			998	Superintendent contact information*		
			999	Principal point of contact for the CRDC*		
Descriptive			572	County name*	572	County name*
			16	LEA operational status	531	School operational status
			453	LEA type[5]	21	School type
			14	Geographic location*	14	Geographic location*
			653	Charter LEA status	27	Charter status

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

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[5] Previously named "Education agency type"

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

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

UNIQUE IDENTIFIERS

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

Definition: The two digit American National Standards Institute (ANSI) code for the state, ~~and~~ the District of Columbia, and the Commonwealth of Puerto Rico. †

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

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

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

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

Name	DG ID	Source	Level(s)
School identifier (NCES/CRDC)	529	SEA/ED*Facts*	School

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

CONTACT INFORMATION

Name	DG ID	Source	Level(s)
Address location	9	SEA/ED*Facts*	School

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

Name	DG ID	Source	Level(s)
Address mailing	8	SEA/ED*Facts*	LEA

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

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

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

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

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

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

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

DESCRIPTIVE INFORMATION

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

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

Name	DG ID	Source	Level(s)
LEA operational status	16	SEA/ED*Facts*	LEA

Definition: The classification of the operational condition of a local educational agency (LEA).

The table below explains the operational status for LEAs.

Status Code	Status	This status applies when the LEA:

1	Open	o In previous SY
		  o Reported with status that is operational
		o In current SY
		  o Is in operation and had no significant changes in geographic boundaries

2	Closed	• In previous SY
		  o Reported with a status that is operational
		• In current SY
		  o Is NOT in operation and is not expected to be in operation in the future

3	New	• In prior SYs
		  o Was NOT in operation in a prior SY
		• In current SY
		  o Is in operation
		
		Note:
		• This status is used in the first SY that the LEA is operational regardless of whether the LEA was reported as "Future" in previous SY.

4	Added	• In previous SY
		  o Was not reported even though it was in operation
		• In current SY
		  o Is in operation
		
		Note:
		• This status is for LEAs that were previously overlooked.

5	Changed	• In previous SY
		  o Was reported
		• In current SY
		  o Is in operation but has undergone a significant change in geographic boundaries

6	Inactive	• In previous SY
		  o Was reported
		• In current SY
		  o Is temporarily closed but expected to reopen
		
		Note
		• When an LEA that has been reported as inactive reopens, it is reported as open (instead of reporting as reopened)

7	Future	• In prior SYs
		  o Was not reported with an operational status.
		• In current SY
		  o Is NOT operational
		• In future SY
		  o Is scheduled to be operational within 2 years

Status Code	Status	This status applies when the LEA:

8	Reopened	• In prior SYs
		   o Was reported as Closed
		• In current SY
		   o Is in operation
		
		Note
		• A reopened LEA must be reported with the NCES LEA ID it had prior to being reported as closed.

Name	DG ID	Source	Level(s)
School operational status	531	SEA/ED*Facts*	School

Definition: The classification of the operational condition of a school.

The table below explains the operational status for schools.

Status Code	Status	This status applies when the school:

1	Open	• In previous SY
		   o Was reported with a status that is operational
		• In current SY
		   o Is in operation and is affiliated with the same LEA as the previous SY

2	Closed	• In previous SY
		   o Was reported
		• In current SY
		   o Is NOT in operation and is not expected to be in operation in the future

3	New	• In previous SY
		   o Was NOT in operation
		• In current SY
		   o Is in operation
		
		Notes:
		• This status is used in the first SY that the school is operational regardless of whether the school was previously reported as future in previous SYs.

4	Added	• In previous SY
		   o Was not reported even though it was in operation
		• In current SY
		   o Is in operation
		
		Note:
		• This status is for schools that were previously overlooked.

5	Changed LEA affiliation	• In previous SY
		   o Was reported
		• In current SY
		   o Is in operation but was previously reported as affiliated with a different LEA

Status Code	Status	This status applies when the school:

6	Inactive	• In previous SY
		   o Was reported
		• In current SY
		   o Is temporarily closed but expected to reopen
		
		Note
		• When an school that has been reported as inactive reopens, it is reported as open (instead of reporting as reopened)

7	Future	• In previous SY
		   o Was not reported as operational
		• In current SY
		   o Is not operational
		• In future SY
		   o Is scheduled to be operational within 2 years

8	Reopened	• In prior SY
		   o Was reported as "Closed"
		• In current SY
		   • Is operational
		Note
		• A reopened school must be reported with the LEA NCES ID and School NCES ID it had before being reported as closed.

Name	DG ID	Source	Level(s)
LEA type	453	SEA/ED*Facts*	LEA

Definition: The classification of an education unit reported in the local educational agency (LEA) file.

Code Set:
- 1 - Regular public school district that is NOT a component of a supervisory union.
  (A regular public school district is a local government administrative authority that governs the education system at a specified local level on behalf of the public and state.)
- 2 - Regular public school district that is a component of a supervisory union.
- 3 - Supervisory union.
  (A supervisory union is an administrative center or county superintendent's office serving as the administrative center.)
- 4 - Service agency.
  (A service agency is an agency that does not operate schools. Instead it provides specialized educational services (such as career and technical education) or related services (such as services in IEPs) to other education agencies that the agencies cannot readily provide for themselves.)
- 5 - State operated agency.
  (State operated agency is an organization overseen by a state agency that operates schools or programs that provide public elementary and/or secondary level instruction.)
- 6 - Federal operated agency.

(Federal operated agency is an organization overseen by a Federal agency that operates schools or programs that provide public elementary and/or secondary level instruction.)

- 7– Independent charter district. (*if the state's legislation for charter schools allows the creation of school districts exclusively for charter schools).*
  (An independent charter district is an education unit created under the state charter legislation that is not under the administrative control of another local education agency and that operates one or more charter schools – and only charter schools.)
- 8 – Other local education agencies.
  (The other local education agencies permitted value is available for SEAs that have data to report at the LEA level for an education unit that the SEA has determined is not one of the existing types.)
- 9 – Specialized public school district.
  (A specialized public school district is a school district that operates one or more schools that are designed for a specific educational need or purpose.)

Name	DG ID	Source	Level(s)
School type[6]	21	SEA/ED*Facts*	School

Definition: The classification of schools based on the curriculum concentration.

Code Set:
- 1 - Regular School.
  A public elementary/secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- 2 - Special Education School.
  A public elementary/secondary school that focuses primarily on serving the educational needs of students with disabilities (IDEA) and which adapts curriculum, materials, or instruction for these students.
- 3 - Career and Technical Education School.
  A public elementary/secondary school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations.
- 4 - Alternative Education School.
  A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program, and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.
- 5 - Reportable Program.
  Program that does not meet the definition of a public elementary/secondary school.

Name	DG ID	Source	Level(s)
Geographic location	14	Outside SEA	LEA, School

Definition: The latitude and longitude where the education entity is physically located.

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[6] Also referenced in *Attachment A-2: Data Groups for Civil Rights Data Collection for School Year 2017–18*.

Name	DG ID	Source	Level(s)
Charter LEA status	653	SEA/ED*Facts*	LEA

Definition: The status of a charter district as an LEA for purposes of Federal programs.

Code Set:
- Not applicable – There is no legislation to permit charter schools
- State has charter schools, but does not permit charter LEAs
- Not a charter district – State has charter LEAs but this LEA is not a charter LEA.
- Charter district which is an LEA for programs authorized under *IDEA, ESEA* and Perkins
- Charter district which is an LEA for programs authorized under *ESEA* and *Perkins* but not under *IDEA*
- Charter district which is an LEA for programs authorized under *IDEA* but not under *ESEA* and *Perkins*
- Charter district which is not an LEA for any Federal program

Name	DG ID	Source	Level(s)
Charter status[7]	27	SEA/ED*Facts*	School

Definition: An indication that a public school provides free public elementary and/or secondary education to eligible students under a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.

Permitted Values:
- Yes
- No
- NA – State does not have legislation for charter schools.

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[7] Also referenced in *Attachment A-2: Data Groups for Civil Rights Data Collection for School Year 2017–18*.

EXPLANATION OF TERMS

What is the CRDC Data Set?

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

What is a data group?

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

> Gifted/talented program enrollment table is data group DG931. Gifted/talented program enrollment table is a series of numbers. It includes the number of students by racial ethnic and sex, by EL status and sex, and by disability status and sex. This data group is described in Attachment A-2 under the section "Data Groups Collected Through CRDC Only."

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

What is a data category?

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

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

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

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

What are data category sets?

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

> Retention table (DG963) has a single category set of grade level (K-12), racial ethnic, and sex (membership). For this category set, data are reported as follows:
> - Kindergarten, American Indian or Alaska Native, Female

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

The data would look completely different if instead of having these categories as a single category set, each category was its own category set. A data group with three category sets of grade level (K-12), racial ethnic, and sex would be reported as follows:
- First data by grade level
    - Kindergarten
    - Grade 1
    - Etc.
- Then data by racial ethnic
    - American Indian or Alaska Native
    - Asian
    - Etc.
- Then data by sex
    - Female
    - Male

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

HOW TO READ THE TABLES ON DATA GROUPS

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

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

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

Group Name: Advanced Placement course enrollment table	DG: 901

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

Definition	The unduplicated number of students enrolled in at least one Advanced Placement (AP) course.

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

Permitted Values	• Yes
	• No

As another example, the data group Advanced Placement course enrollment table collects the count of students which is always an integer.

Permitted Values	• Integer

The reporting period row contains the collection period. Data for some data groups are collected at a point in time (e.g., October 1 or the *IDEA* child count date) while others are cumulative (e.g., regular school year or school year (fiscal)). The reporting period for DG902 Advanced Placement course self-selection is October 1.

Reporting Period	October 1

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

Reporting Levels	School ⬜	LEA ⬜	State ⬜

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

Education Unit Total	⬜

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

Comment	

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

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

HOW TO READ THE TABLES ON CATEGORIES

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

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

Category Name: Academic Subject (Single-Sex Classes)

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

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

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

Comments	Algebra I – Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.

The next row contains the permitted values. For example, below are the permitted values for the data category academic subject (single-sex classes).

Permitted Values	
	• Algebra I, Geometry, and/or Algebra II • Other mathematics • English/reading/language arts • Science • Other academic subjects

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

Data Groups	
	• 976 Single-sex academic classes table

HOW TO READ THE TABLES ON DIRECTIONAL INDICATORS

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

Like data groups, directional indicators are described in tables. The first row of the table contains the directional indicator (DI) name and identification number. For example, "Advanced Placement indicator" is directional indicator #2.

DI Name: Advanced Placement indicator	DI:2

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

Definitio n	An indication of whether the school has any students enrolled in one or more Advanced Placement (AP) courses.

The next row contains the permitted values. For example, below are the permitted values for the directional indicator Advanced Placement.

Permitted Values	• Yes • No

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

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

Reporting Period	October 1

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

Reporting Levels	School ☐	LEA ☐	State ☐

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

Education Unit Total	☐

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

Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.
	Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.
	Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.

The final row lists the data groups where the directional indicator is used to determine whether the data group is applicable to the LEA. For example, the Advanced Placement indicator is used to determine whether the Advanced Placement course enrollment table should be presented to a school district.

GUIDING QUESTION FOR DATA GROUPS:
- 900 Advanced Placement course by subject enrollment table
- 901 Advanced Placement course enrollment table
- 902 Advanced Placement course self-selection
- 903 Advanced Placement different courses provided
- 904 Advanced Placement exam participation table

OTHER INFORMATION

What else should I know to review the attachments?

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

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

Where should I begin in reviewing the attachments?

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

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

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

ACRONYMS

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

- AP – Advanced Placement
- CCD – Common Core of Data
- CFDA – Catalog of Federal Domestic Assistance
- CFR – Code of Federal Regulations
- CRDC – Civil Rights Data Collection
- DG – Data group
- EC – Early Childhood
- ED – U.S. Department of Education
- EDEN – Education Data Exchange Network (synonymous with ED*Facts* or ED*Facts* Submission System)
- EL – English Learner
- ESEA – *Elementary and Secondary Education Act*
- ESSA – *Every Student Succeeds Act*
- ESS – ED*Facts* Submission System
- FS – File Specification
- FTE – Full Time Equivalent
- GED – General Educational Development
- GEPA - *General Education Provisions Act*
- GFSA – *Gun-Free Schools Act*
- HS – High School
- IB – International Baccalaureate Diploma Programme
- IDEA – *Individuals with Disabilities Education Act*
- IEP – Individualized Education Program
- IFSP – Individualized Family Service Plan
- IHE – Institute of Higher Education
- K-12 – Kindergarten through grade 12
- LEA – Local Educational Agency
- NCES – National Center for Education Statistics
- N or D – Neglected or Delinquent
- OCR – Office for Civil Rights, U.S. Department of Education
- OELA – Office of English Language Acquisition, U.S. Department of Education
- OESE – Office of Elementary and Secondary Education, U.S. Department of Education
- OII – Office of Innovation and Improvement, U.S. Department of Education
- OSHS – Office of Safe and Healthy Schools, U.S. Department of Education
- OSEP – Office of Special Education Programs, U.S. Department of Education
- OSERS – Office of Special Education and Rehabilitative Services, U.S. Department of Education

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

Paperwork Reduction Act Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. Public reporting burden for the 2017–18 school year collection of information is estimated to average 14.1 hours per school survey response, and 3.7 hours per local educational agency survey response. The reporting burden includes time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914). If you have comments or concerns regarding the status of your individual submission of this survey, please contact the U.S. Department of Education, Office for Civil Rights, 400 Maryland Ave., SW, Washington, DC 20202-4536 directly. [Note: Please do not return the completed Civil Rights Data Collection survey to this address.]