

# **WHEN ZEROS ARE REALLY ZEROS: ENSURING HIGH QUALITY DATA IN THE 2017-18 CIVIL RIGHTS DATA COLLECTION**

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**CRDC**  
Civil Rights Data Collection

# AGENDA

1. Overview
2. Timeline of the collection and final close statistics
3. Data quality activities
4. Common data quality issues
5. Feedback and wrap up

# COMMON ACRONYMS AND ABBREVIATIONS

- CRDC – Civil Rights Data Collection
- DISC – Discipline
- DQ – Data Quality
- EXPD – Expenditures
- LEAs – Local Education Agencies
- OCR – Office for Civil Rights
- RSTR – Restraint and Seclusion
- SEAs – State Education Agencies

# CIVIL RIGHTS DATA COLLECTION OVERVIEW

- The Civil Rights Data Collection (CRDC), which began in 1968, is a biennial collection of district- and school-level data
  - The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey)
- The data are collected from nearly all public-school districts and schools within those public districts
- The CRDC is an important aspect of the Office for Civil Rights' overall strategy for administering and enforcing the civil rights statutes for which it is responsible
- The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels

## SURVEY POPULATION

- Historically, the CRDC collected data from a sample of about 6,000 school districts across the nation
- The 2011-12 CRDC was collected from a universe of school districts, juvenile justice facilities and charter schools
- The 2017-18 CRDC included over 17,600 districts and almost 97,800 schools (including juvenile justice facilities and charter schools)

# EXAMPLES OF DATA ELEMENTS FROM THE 2017-18 CRDC

## Discipline, Bullying or Harassment, Restraint & Seclusion

- Corporal punishment
- Suspensions: in-school and out-of-school
- Expulsions: with & without ed. services, zero tolerance
- Referrals to Law enforcement & School-related Arrests
- Instances of mechanical & physical restraint, and Seclusion
- Bullying or harassment on the basis of sex, national origin, and disability

## College & Career Readiness

- Geometry: courses & enrollment
- Algebra II: courses & enrollment
- Other Advanced Mathematics: courses & enrollment
- Calculus: courses & enrollment
- Biology: courses & enrollment
- Chemistry: courses & enrollment
- Physics: courses & enrollment
- Computer science: courses & enrollment
- AP: Courses, Test-taking & Test-Passing
- IB Enrollment
- SAT/ACT

## Enrollment & School Characteristics

- Overall Enrollment
- Preschool
- IDEA and Section 504
- Interscholastic Athletics
- Single Sex Classes

## Staffing & Resources

- Teacher Experience
- Teacher Absenteeism
- Teacher Certification
- School Counselors
- School-level Expenditures

## Pathways to College & Career

- Early Childhood Education
- Gifted & Talented
- Algebra I Enrollment and Passing by grade
- Student Retention by grade

## DISAGGREGATED SUBGROUPS IN THE CRDC

- Race/Ethnicity
- Sex
- Disability
  - IDEA
  - Section 504-only
- English Learner

## DATA TYPES – UNITS OF MEASUREMENT

- **Counts:** Multiple modules include counts of different data types (e.g., counts of schools in the LEA; students; sports and teams; etc.).
- **Indicator or guiding questions:** noted with an asterisk (\*) on CRDC forms. Answers determine whether a respondent is presented with subsequent items.
- **Decimal Numbers:** values are entered to the hundredths place (i.e., two decimal places, such as 4.00, or 4.75). Full-time Equivalent (FTE) is used to collect staff data (e.g., teachers, school counselors, and support services staff).
- **Dollar Amounts:** school expenditures (such as salaries, non-personnel expenditures). Values are entered to the hundredths place (i.e., two decimal places, such as 25,000.56).
- **Yes/No Questions:** for example, PSCH-I, where non-IDEA children of specified ages are indicated as enrolled in the school's preschool program.
- **Other:** for example, LEA's Harassment or Bullying Policy Web Link in HIBD-3, or justice facility types in JUST-I (classified as a pre- or post-adjudication facility, or both).



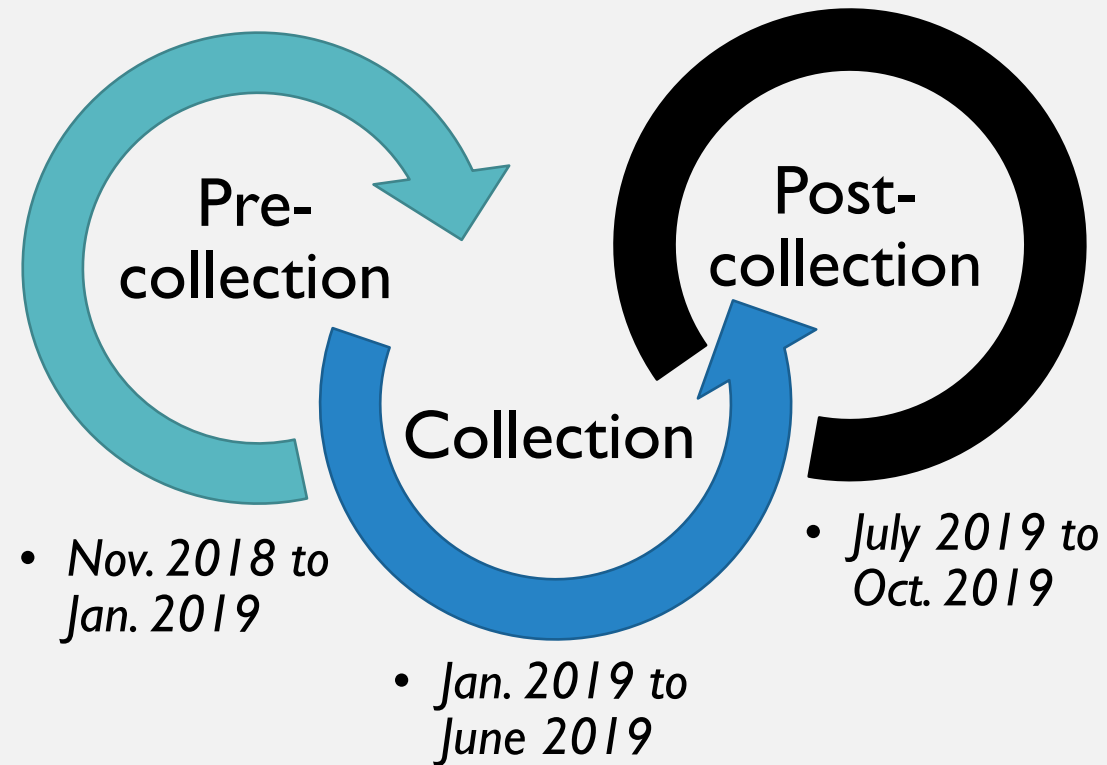
# DATA PRODUCTS

- Data files (public- and restricted-use)
- Issue briefs
- Reporting website
- National- and state-level estimations
- Data stories
- Heat maps

# DATA USERS

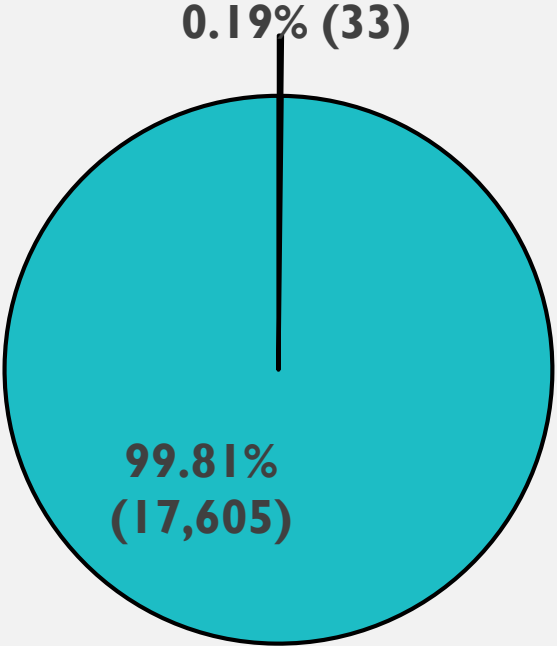
- Office for Civil Rights
  - Complaint Investigations
  - Technical Assistance
  - Compliance Reviews
- Offices across the U.S. Department of Education
  - Office of English Language Acquisition: Evaluation and technical assistance
  - Office of Planning, Evaluation and Policy Development: State equity profiles
  - Office of Elementary and Secondary Education: School improvement
- Other Federal Agencies
  - Joint and related civil rights enforcement activities
- Researchers, School Districts, Advocates, Media, and the Public

# 2017-18 CRDC GENERAL TIMELINE



# FINAL CLOSE STATISTICS

- In 2017-18, 99.81% of LEAs certified (17,605 of 17,638)
- In 2015-16, 99.80% of LEAs certified (17,337 of 17,370)



## CRDC DATA QUALITY: GENERAL FRAMEWORK

- The quality of the CRDC data is affected by completeness, validity, and reliability.
- LEAs and their schools must ensure that all required information is provided in the required timeframe.
- LEAs must review their data with scrutiny and pay attention to how they are reporting their data.
- To address accuracy and reliability, LEAs are encouraged to look for outliers in their data.

## CRDC DATA QUALITY: TOOLS AVAILABLE TO SUPPORT SUBMITTERS

1. **School and LEA forms** provided ahead of the collection with embedded instructions and tips
2. Embedded checks in the **CRDC data submission tool**
  - Warnings and errors detect incompleteness and inconsistencies in reported data
  - When submitting the data, LEAs responsible for addressing all checks.
3. **Data tips** provided via blast messaging and on website
  - CRDC Resource Center: <https://crdc.grads360.org/>
  - Support of **state collaboration** via monthly calls with State Education Agencies
4. Direct support from the **Partner Support Center (PSC)** for one-on-one assistance
5. **Post-collection outreach** to provide opportunity for data corrections and data notes

# DQ TIMELINE AND ACTIVITIES IN COLLECTION PHASES

- **Pre-Collection:**

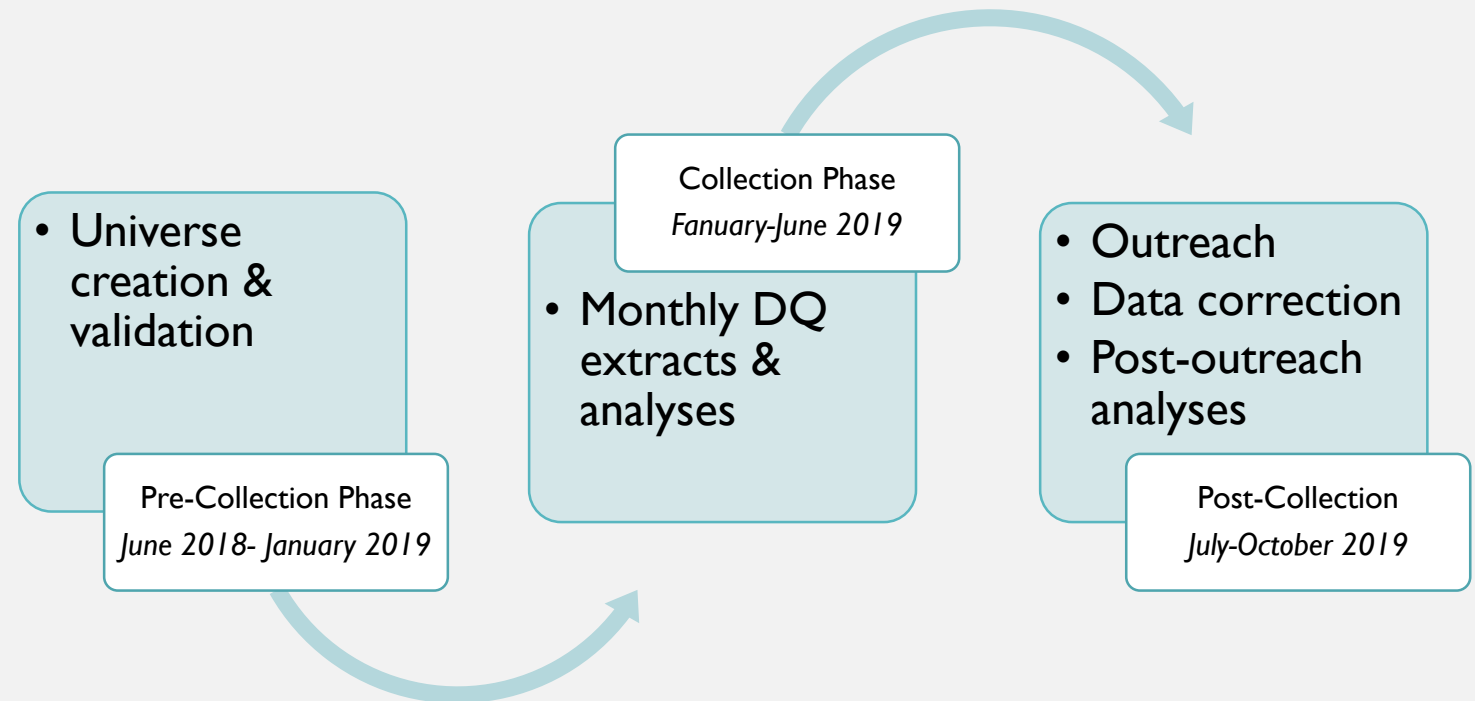
- Establishment of the universe population.

- **Collection**

- Beginning of data analysis, identification of potential data discrepancies or outliers, and the creation of additional technical assistance (TA) documentation.

- **Post-Collection**

- Implementation of an extensive data quality review of certified data, outreach and corrections to data, gathering feedback from LEAs, and the identification of strategic improvements in the processes or technology supporting the CRDC.



# POST-COLLECTION OUTREACH DATA CHECKS

- General issues- outliers based on all responses
  - Module outliers
  - Single data element outlier
  - Year to year single data element outliers
- Specific data quality issues
  - Internal consistency
  - Checks with other data (e.g. Common Core of Data (CCD))



## POST-COLLECTION OUTREACH DATA CHECKS: GENERAL ISSUES – OUTLIERS

- **Systematic, or Module-specific outliers:** based on responses across the whole module and school enrollment size, are responses outside of the typical range?
- **Single data element outlier:** based on all survey responses to the data element, is the response far outside the range of typical responses?
- **Year to year single data element outliers:** based on all survey responses to the data element, is the change in response far outside the range of most responses?
- *Not necessarily inaccurate data, but data to be reviewed and considered.*

## POST - COLLECTION OUTREACH DATA CHECKS: SPECIFIC DATA QUALITY CHECKS

- **Duplicate data:** We will check for exact duplicates of data for a school within a district for a topical module, potentially indicating a copy or upload error
- **Internal consistency:** These are checks on related data elements to verify related elements have logical relationships to each other
- **Summation to totals:** We will ensure totals match the sum of their related data elements
- **Evaluation of reasonableness:** We will compare aggregated data to extant data sources if available, for example, comparing enrollment values to Common Core of Data
- *Most likely data errors, to be corrected as possible*

## POST - COLLECTION OUTREACH: HOW TO UNDERSTAND IDENTIFIED ISSUES

- OCR extends the opportunity for LEAs identified with potential data quality issues to correct their data after they have certified.
- To navigate the correction process, a Data Quality Outreach Manual has been created. (<https://crdc.grads360.org/#program/data-quality>)
- The manual introduction and the corresponding manual modules are designed to explain potential issues and give instructions to LEAs on how to correct their data or provide an explanation of why potential discrepancies are correct.
- Upon LEAs' review of their data, they must determine if the potential concerns identified need to be corrected or if the data are accurate.

## POST - COLLECTION OUTREACH: DATA CORRECTIONS

- LEAs may find that the potential discrepancies identified are true, and will need to make corrections to their data.
- Example:
  - An LEA has indicated that they do not offer a preschool program, and they have entered subsequent data that contradicts their initial response (entering enrollment  $> 0$  for preschool program).

## POST - COLLECTION OUTREACH: DATA NOTES

- If the data are accurate or cannot be revised, the LEA must provide a data note.
- Data notes must contain a detailed explanation of why the data cannot or should not be changed.
- Examples of when to provide a data note include:
  - Data are correct as reported—in these cases it should be explained why the data are correct
  - Data are not collected by the LEA; data are not collected in the correct form (ex. Data is available, but not disaggregated by race/ethnicity and sex)
  - There is an existing policy or law prohibiting the subject of a particular question or module (ex. Restraint and Seclusion).

## POST - COLLECTION NEXT STEPS

- **Analysis of outreach:** data are analyzed to assess data quality progress following outreach.
- **Public data file:** data are made public insuring privacy and data integrity.
- **Data notes:** data notes provided by LEAs are published to give context to data discrepancies not addressed by data corrections.
- **Final data quality analysis:** data are analyzed again to inform improvements.
- **Recommendations for improvement:** may include TA documents, updates to the survey tool or forms, and additional analyses for future collections.

## COMMON DQ ISSUES

- Zeros and nulls
- When and how to submit an action plan
- Student counts and instances
- Internal consistency - ensuring student counts do not exceed enrollment
- Expenditures
- School discipline

# COMMON DQ ISSUES: DISTINCTION BETWEEN ZEROS AND NULLS

1. Reporting zeros
  - A '0' represents an actual count or number where data are available and applicable
  - Inputting a 0 indicates that the data element is applicable to a school or LEA, and there is a count available
  - Do not report a '0' for data not collected
  - Zeros are included in calculations for averages, percentages and other statistical measures
2. Reporting Null Values
  - A null value means data are missing or not applicable to a given school or LEA
3. OCR is aware that some LEAs have previously failed to obtain an action plan for restraint and seclusion and other data elements, therefore it is important to understand that there is a need to do so in order to report null/blank values



## Data Tip: Zeroes, Null and NS

Below are some guidelines about when to use zeroes, nulls or NS in reporting CRDC data.



## WHEN AND HOW TO SUBMIT AN ACTION PLAN

- When a school or LEA is unable to provide required CRDC data, OCR requires the development and submission of an action plan to ensure that accurate and complete data are submitted for the next collection cycle.
  - *This includes LEAs and schools that do not collect data due to policies that prohibit restraint and seclusion of students.*
- To activate the action plan feature in the submission tool, you must send an email to the Partner Support Center, [CRDC@aemcorp.com](mailto:CRDC@aemcorp.com), with the subject line “Action Plan Request,” and your district’s name, state, and 7 digit NCES LEA ID in the body of the email.

## WHEN AND HOW TO SUBMIT AN ACTION PLAN (CONTINUED)

- Prior to submitting an action plan, the LEA will need to do the following:
  - Identify all data elements that cannot be provided for the current collection and why the data cannot be provided
  - Determine who will be responsible for collecting such data in the future
  - Identify how such data will be collected in the future and how the school or LEA will ensure that the data will be complete and accurate for the next CRDC
  - Determine the steps, timelines and responsible parties for the following tasks:
    - Notifying responsible school or LEA personnel;
    - Creation or modification of data collection systems; and
    - Collection of complete and accurate data
- Prior to the start of the next collection, LEAs with action plans will be:
  - Contacted by the PSC reminding them to review their action plans to ensure that they are on track to implement their plan prior to the start of the next collection; and
  - Overseen by OCR as to plan implementation and receive outreach to permit OCR to review the LEA's progress

## COMMON DQ ISSUES - DIFFERENCE BETWEEN STUDENT COUNTS AND INSTANCES

**Student Counts:** Refers to the number of students that are involved with or subjected to a particular action. This does not refer to the number of times the action took place, rather the number of students that were involved.

- Example: Students subjected Restraint & Seclusion or students who received one or more out-of-school suspensions.

**Instances:** Refers to the number of times a particular action took place. This is not a count of students, but rather a total count of occurrences.

- Example: Instances of Restraint & Seclusion refer to the number of times a student was subjected to restraint and/or seclusion.
- Thus, if Student A were subjected to Restraint & Seclusion three times, then Student A would be counted once in the student counts table and three times in the instances table.

## COMMON DQ ISSUES - INTERNAL CONSISTENCY WITH STUDENT ENROLLMENT COUNTS

- Make sure student counts on other areas of the school form do not exceed enrollment counts, except in specific areas where instructions differ
  - Example 1: General rule - Count of number of Asian Females receiving in-school suspensions should not exceed number of Asian Females enrolled
    - Most data should be reported based on a fall snapshot
  - Example 2: Exception - Count of number of Asian Females participating in credit recovery may exceed number of Asian Females enrolled
    - Credit recovery program participation should be cumulative based on the start of the 2017-18 school year up to one day prior to the start of the following school year



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### Data Tip: Duplicated and Unduplicated Student Counts

When reporting student counts in the CRDC, there may be cases where a student falls into more than one "bucket" or category. The guidance below describes which counts should be unduplicated and when a student may be counted more than once in a given table.

# COMMON DQ ISSUES - EXPENDITURES

- School expenditures data related to instruction are collected in two broad funding categories, where the first should be a subset of the second:
  - Expenditures funded with state and local funds for grades K-12, UG
  - Expenditures funded with federal, state, and local funds for preschool-grade 12, UG
- Calculating staff FTE
  - An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.
  - Formula based on hours and days worked and hours and days in the school year

B. Federal, state and locally funded programs and positions

A. State and locally funded programs and positions



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Data Tip: How to Calculate Staff FTE

FTE Formula:

$$\frac{(\text{Number of hours per day worked}) \times (\text{number of days worked})}{(\text{hours in school day}) \times (\text{total days in school year})}$$



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Data Tip: School Expenditures

Expenditures for Personnel and Non-Personnel

## COMMON DQ ISSUES - SCHOOL DISCIPLINE

- Reporting zero preschool suspensions when no students in enrolled in preschool—*should be null*.
- Instances of out-of-school suspensions are reported when no students are reported as receiving out-of-school suspensions.
- School days missed because of out-of-school suspension is less than incidents of out-of-school suspensions.

## ADDITIONAL TIPS AND TRICKS

- Data tips and other useful technical assistance documents are posted on the CRDC Resource Center website (<https://crdc.grads360.org>).
- Data tips on a number of topics include, but are not limited to, the following:
  - Tips for Reviewing Data in the CRDC:  
<https://crdc.grads360.org/#communities/pdc/documents/17707>
  - Duplicated and Unduplicated Student Counts:  
<https://crdc.grads360.org/#communities/pdc/documents/17709>
  - CRDC Race and Ethnicity Reporting:  
<https://crdc.grads360.org/#communities/pdc/documents/17734>
  - CRDC How to Calculate Staff FTE:  
<https://crdc.grads360.org/#communities/pdc/documents/17736>
  - CRDC Zeroes, Null, and NS:  
<https://crdc.grads360.org/#communities/pdc/documents/17703>

## INTERESTED IN PROVIDING MORE STRUCTURED FEEDBACK

- Soliciting volunteers involved in CRDC data submission for focus groups to provide feedback and suggestions for improvement
- Please sign up after the session at the front (sign-up sheet available)



## FEEDBACK

- What is one thing that went particularly well with your 2017-18 data submission?
- What are your biggest challenges with submitting complete, timely, and valid CRDC data?
- What would be useful to LEAs and SEAs to improve data quality?

## CRDC PARTNER SUPPORT CENTER

- Telephone: 855-255-6901
- E-mail: [crdc@aemcorp.com](mailto:crdc@aemcorp.com)
- CRDC Resource Center: <https://crdc.grads360.org>

# PLEASE COMPLETE THE EVALUATION!!

- 4 ways:
  - Paper forms (submission boxes near registration table)
  - Go to <https://www.surveymonkey.com/r/2019STATS-DC>
  - Conference app under “Evaluation Forms”



Session Number: *[Enter Your Session Number, i.e., 2-A]*