



U.S. Department of Education
Office for Civil Rights

***UPDATE (as of 10/28/16):**
The state of Florida, on behalf of its school districts, corrected data it previously submitted to the 2013-2014 Civil Rights Data Collection. Those data are now incorporated in this revised document. See page 13 for details.

2013-2014 CIVIL RIGHTS DATA COLLECTION A FIRST LOOK

KEY DATA HIGHLIGHTS ON EQUITY AND OPPORTUNITY GAPS IN OUR NATION'S PUBLIC SCHOOLS

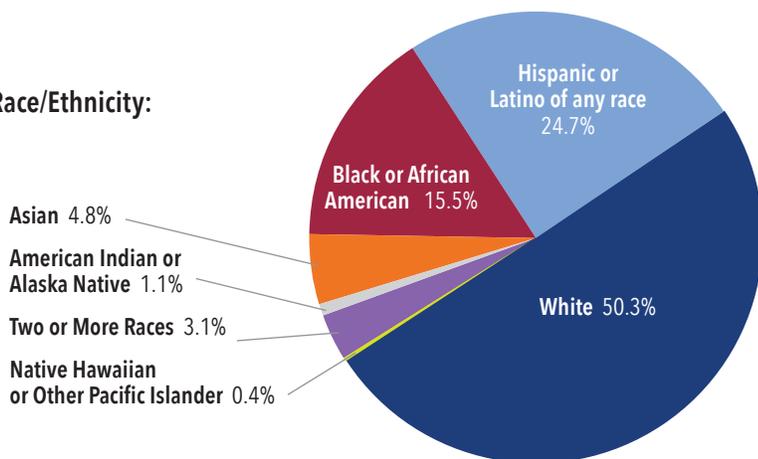
The **2013-14 Civil Rights Data Collection (CRDC)** is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional and other staff, and resources – as well as school climate factors, such as student discipline and bullying and harassment – that impact education equity and opportunity for students. The U.S. Department of Education (ED) will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now; please visit crdc.ed.gov for more information. In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at ocrdata.ed.gov.

Who's in the 2013-14 CRDC?

Number of school districts: 16,758 (99.2% of all school districts)
Number of schools: 95,507 (99.5% of all public schools)
Total number of students: 50,035,744

Nationwide Student Demographics:

Race/Ethnicity:



Boys: 51.4% Girls: 48.6%

English Learners: 9.9%

Students with Disabilities: 14.0%

(includes students receiving services under IDEA and/or Section 504 of the Rehabilitation Act)

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Newly Published Data

In this document, data highlights marked as **NEW** indicate that the CRDC collected new information on the topic for the first time in the 2013-14 CRDC.

About the CRDC

The purpose of the CRDC is to obtain data related to the obligation of public school districts and of elementary and secondary schools to provide equal educational opportunity. Since 1968, the CRDC has collected a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner status, and disability, from public schools across the nation.

The CRDC is a longstanding and important aspect of the Office for Civil Rights' overall strategy for administering and enforcing the civil rights statutes for which it is responsible. Other ED offices, as well as policymakers and researchers outside of ED, also use CRDC information. Additionally, the CRDC database, with hundreds of data elements, is fully accessible to the public. School districts self-report and certify all data presented.

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.

For more information about the CRDC, please visit crdc.ed.gov.

What's in the 2013-14 Civil Rights Data Collection?

■ The 2013-14 CRDC provides equity and opportunity data on a wide array of topics, including:

- Bullying and harassment
- Early learning
- Pathways to college and career readiness (including access to math/science and AP courses)
- Restraint and seclusion
- School finance
- Prevalence of and student participation in interscholastic athletics
- Student discipline
- Teachers and other school personnel

What's Coming Next In The CRDC?

Topics collected for the first time in the 2013-14 CRDC as optional data items, and that will be collected from every school in the 2015-16 CRDC, include:

- Allegations of bullying or harassment on the bases of sexual orientation and religion
- Discipline-related transfers to alternative schools
- Number of students participating in education programs in justice (detention, correctional or residential) facilities, by number of days of participation
- Preschool corporal punishment
- Number of instances of and school days missed due to out-of-school suspensions
- Number of criminal acts committed at school that would lead to discipline
- Number of preschool children enrolled in district who are served in non-district facilities
- Number of students enrolled in distance education, dual enrollment/dual credit, and credit recovery programs
- Access to instructional aides, support services staff, psychologists, social workers, nurses, and school administrators
- Number of security guards and sworn law enforcement/school resource officers
- Teacher churn/turnover

■ NEW Data topics now available in the 2013-14 CRDC include:

- Chronic student absenteeism
- Availability of free or partial-payment preschool in school districts
- Educational access in justice (detention, correctional or residential) facilities
- Civil rights coordinators in school districts
- Sworn law enforcement/school resource officers in schools
- Access to distance education courses, credit recovery, and dual enrollment/dual credit programs

2013-14 CRDC DATA HIGHLIGHTS: A FIRST LOOK[†]

School Discipline

- Black public preschool children are suspended from school at high rates:** Black preschool children are 3.6 times as likely to receive one or more out-of-school suspensions as white preschool children.

 - Black children represent 19% of preschool enrollment, but 47% of preschool children receiving one or more out-of-school suspensions; in comparison, white children represent 41% of preschool enrollment, but 28% of preschool children receiving one or more out-of-school suspensions.
 - Black boys represent 19% of male preschool enrollment, but 45% of male preschool children receiving one or more out-of-school suspensions.
 - Black girls represent 20% of female preschool enrollment, but 54% of female preschool children receiving one or more out-of-school suspensions.
- Most public preschool children suspended are boys:** While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions.
- Children with disabilities and English learners are not disproportionately suspended in public preschool:**

 - Children with disabilities served by the Individuals with Disabilities Education Act (IDEA) represent 20% of preschool enrollment, but 15% of preschool children receiving one or more out-of-school suspensions.
 - English learners represent 12% of preschool enrollment, but 7% of preschool children receiving one or more out-of-school suspensions.
- Nationwide, 2.8 million K-12 students received one-or-more out of school suspensions:**

 - These include approximately 1.1 million black students; 610,000 Latino students; 700,000 students served by IDEA; and 210,000 English learners.
- Racial disparities in suspensions are also apparent in K-12 schools:** While 6% of all K-12 students received one or more out-of-school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls.

 - Black K-12 students are 3.8 times as likely to receive one or more out-of-school suspensions as white students.
 - Black girls are 8% of enrolled students, but 13% of students receiving one or more out-of-school suspensions. Girls of other races did not disproportionately receive one or more out-of-school suspensions.
 - American Indian or Alaska Native, Latino, Native Hawaiian or other Pacific Islander, and multiracial boys are also disproportionately suspended from school, representing 15% of K-12 students but 19% of K-12 students receiving one or more out-of-school suspensions.

ED Initiative Spotlight

Reforming School Discipline Policy and Practice

The Department has made school discipline reform a top priority. In the 2016 [Investing in Innovation \(i3\) Program](#), the Department seeks to support innovative alternatives to suspension. This priority builds on the [#RethinkDiscipline](#) campaign to increase awareness about the detrimental impacts of exclusionary discipline, our investment in [School Climate Transformation Grants](#) to help states and districts strengthen behavioral supports for students, and a [School Discipline Guidance Package](#) to clarify schools' obligation not to discriminate on the basis of race in discipline.

For more information on the programs and initiatives appearing in this document, please visit www.ed.gov.

[†] Note: Except where the percentage is below 1%, the percentages listed in these data highlights are rounded to the nearest whole number. Numbers in phrases such as “__ times more likely” are rounded to nearest tenth (one decimal place). *Black* refers to persons who are black or African American; *Latino* refers to persons who are Hispanic or Latino of any race; and *multiracial* refers to persons of two or more races. The numbers in these data highlights reflect a privacy protection protocol and other methodologies for collecting and preparing the data.¹ For additional information on the methodology for collecting and preparing the data cited in this document, please visit ocrdata.ed.gov.

- 11% of American Indian or Alaska Native boys received one or more out-of-school suspensions, as did 10% of multiracial boys, 8% of Native Hawaiian or other Pacific Islander boys, and 7% of Latino boys.
- Asian and white students did not disproportionately receive one or more out-of-school suspensions.

■ **Students with disabilities in grades K-12 are disproportionately suspended from school:**

- Students with disabilities served by IDEA (12%) are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities (5%).
- More than one out of five American Indian or Alaska Native (23%), Native Hawaiian or other Pacific Islander (23%), black (25%), and multiracial (27%) boys with disabilities served by IDEA received one or more out-of-school suspensions, compared to one out of ten white (10%) boys with disabilities served by IDEA.
- More than one in five multiracial girls with disabilities served by IDEA (21%) received one or more out-of-school suspensions, compared to one in twenty white girls with disabilities served by IDEA (5%).

■ **English learners are not disproportionately suspended from school:**

- English learners make up 10% of all students, but they are 7% of those who received one or more out-of-school suspensions.

■ **Black students are expelled from school at disproportionately high rates:**

- Black students are 1.9 times as likely to be expelled from school without educational services as white students.
- Black boys represent 8% of all students, but 19% of students expelled without educational services.
- Black girls are 8% of all students, but 9% of students expelled without educational services.

■ **American Indian or Alaska Native, white, and multiracial boys are also disproportionately expelled from school without educational services:**

- White boys represent 26% of all students, but 35% of students expelled without educational services.
- American Indian or Alaska Native boys represent 0.6% of all students, but 2% of students expelled without educational services.
- Multiracial boys represent 2% of all students, but 4% of students expelled without educational services.

■ **Latino and Asian boys and girls, as well as Native Hawaiian or other Pacific Islander and white girls, are not disproportionately expelled without educational services from schools.**

- Latino students represent 25% of all students, but 15% of students expelled without educational services.
- Asian students represent 5% of all students, but 1% of students expelled without educational services.
- Native Hawaiian or other Pacific Islander girls represent 0.2% of all students, but 0.1% of students expelled without educational services.
- White girls represent 24% of all students, but 12% of students expelled without educational services.

■ **Black students are more likely to be disciplined through law enforcement:** Black students are 2.2 times as likely to receive a referral to law enforcement or be subject to a school-related arrest as white students.

ED Initiative Spotlight

Increasing Equity for Students of Color in Special Education

Students of color are more likely to be identified as having a disability and face harsher discipline than their white classmates. To address these inequities, in February 2016, the Department [proposed a new rule to improve equity in the Individuals with Disabilities Education Act \(IDEA\)](#). IDEA requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers. The proposed Equity in IDEA rule would, for the first time, require states to implement a standard approach to compare racial and ethnic groups, with reasonable thresholds for determining when disparities have become significant, and would also provide identified districts with new flexibility to support student needs.

- **NEW** A significant number of schools have sworn law enforcement officers (SLEOs), including school resource officers (SROs):
 - 24% of elementary schools (grades K-6, excluding justice facilities) have SLEOs; 42% of high schools (grades 9-12, excluding justice facilities) have SLEOs.
 - 51% of high schools with high black and Latino student enrollment* have SLEOs.

Restraint and Seclusion

- More than 100,000 students were placed in seclusion or involuntary confinement or were physically restrained at school to immobilize them or reduce their ability to move freely – including almost 69,000 students with disabilities served by IDEA:
 - Students with disabilities served by IDEA represent 12% of all students, but 67% of students subject to restraint or seclusion.
 - American Indian or Alaska Native and multiracial boys represent 2% of all students, but 5% of students subject to restraint or seclusion.
 - Black boys and white boys represent 8% and 26% of all students, respectively, but 18% and 43% of students subject to restraint or seclusion.
 - Asian, Latino, and Native Hawaiian or other Pacific Islander boys are not disproportionately subject to restraint or seclusion; neither are girls of any race or ethnicity.

ED Initiative Spotlight

Supporting Early Learning Educators

In 2014, the U.S. Departments of Education and Health and Human Services issued a [Policy Statement on Expulsion and Suspension Practices in Early Childhood Settings](#) to assist states and public and private early childhood programs in preventing and severely limiting expulsions and suspensions in early learning settings. In 2016, through the Departments' [Preschool Development Grants Program](#) national activities funds, model sites will be developed to implement strategies that improve social, emotional, and behavioral outcomes in preschoolers and support preschool teachers, administrators and families in addressing and reducing disproportionate discipline practices in early learning settings.

Early Learning

- More than half of school districts provide public preschool programs beyond providing those services required by federal law for children with disabilities – but many children are still left without access to early learning:
 - By law, all school districts must provide special education and related services for preschool children with disabilities under the Individuals with Disabilities Education Act (IDEA). In addition, 54% of all school districts report providing preschool programs to children not served by IDEA.
- Among school districts that report offering preschool programs for children not served by IDEA, nearly half provide full-day preschool:
 - 48% of these school districts offer full-day preschool programs.
 - 70% of these school districts offer part-day preschool programs.

(Percentages above do not sum to 100% because districts can offer both full-day and part-day programs.)
- Of the school districts that offer preschool programs for children not served by IDEA, 73% extend preschool eligibility to all children in the district (but do not necessarily provide preschool programs universally to every child):
 - The remaining 27% of school districts extend preschool eligibility to children from low-income families or children in Title I schools, but not to all children.
- **NEW** Most, but not all, public preschools are free: Of the school districts that provide preschool programs for children not served by IDEA, 86% offer part-day or full-day preschool at no cost; the remaining 14% require parents or guardians to pay for part or all of the cost to enroll children in preschool.

College and Career Readiness

- **High-rigor course access is not a reality across all of our nation's schools:** Nationwide, 48% of high schools offer calculus; 60% offer physics; 72% offer chemistry; and 78% offer Algebra II.
- **Black and Latino students have less access to high-level math and science courses:**
 - 33% of high schools with high black and Latino student enrollment* offer calculus, compared to 56% of high schools with low black and Latino student enrollment.
 - 48% of high schools with high black and Latino student enrollment* offer physics, compared to 67% of high schools with low black and Latino student enrollment.
 - 65% of high schools with high black and Latino student enrollment* offer chemistry, compared to 78% of high schools with low black and Latino student enrollment.
 - 71% of high schools with high black and Latino student enrollment* offer Algebra II, compared to 84% of high schools with low black and Latino student enrollment.
- **Course enrollment rates differ by race/ethnicity, and by disability and English learner status:**
 - Black and Latino students are 38% of students in schools that offer Algebra II and 37% of students enrolled in Algebra II; they are 36% of students in schools that offer calculus and 21% of students enrolled in calculus; and they are 37% of students in schools that offer physics and 35% of students enrolled in physics.
 - White students are 53% of students in schools that offer Algebra II and 53% of students enrolled in Algebra II; they are 55% of students in schools that offer calculus and 61% of students enrolled in calculus; and they are 54% of students in schools that offer physics and 53% of students enrolled in physics.
 - Students with disabilities served by IDEA are 12% of students in schools that offer Algebra II and 6% of students enrolled in Algebra II; they are 11% of students in schools that offer calculus and 1% of students enrolled in calculus; and they are 11% of students in schools that offer physics and 6% of students enrolled in physics.
 - To close the participation gap in physics, more than 104,000 additional students with disabilities served by IDEA would need to participate in physics classes nationwide.
 - English learners are 5% of students in schools that offer Algebra II and 4% of students enrolled in Algebra II; they are 5% of students in schools that offer calculus and 1% of students enrolled in calculus; and they are 5% of students in schools that offer physics and 4% of students enrolled in physics.
 - To close the participation gap in physics, more than 16,000 additional English learners would need to participate in physics classes nationwide.
- **Girls are underrepresented among students enrolled in physics, but not in calculus:**
 - Girls represent 49% of all students nationwide and 49% of students enrolled in calculus, but 46% of students enrolled in physics.
 - To close the participation gap in physics, more than 91,000 additional girls would need to participate in physics classes nationwide.

ED Initiative Spotlight

Boosting STEM and Computer Science Education

The President has proposed a \$4.1 billion [Computer Science for All](#) program that would support states' and school district's efforts to expand access for all students to computer science instruction and programs. And in April 2016, the Department issued a [Dear Colleague](#) letter to states, school districts, schools and education partners on how to maximize federal funds to support and enhance innovative science, technology, engineering and math (STEM) education for all students and decrease the equity and opportunity gaps for historically underserved students in STEM.

- **Unequal access to accelerated courses or programs:** Black and Latino students represent 42% of student enrollment in schools offering gifted and talented education (GATE) programs, yet 28% of the students enrolled in GATE programs.
 - White students are 49% of all students in schools offering GATE programs and 57% of students in GATE programs.
 - While English learners are 11% of students in schools offering GATE programs, fewer than 3% of GATE students nationwide are English learners.
 - Similarly, students with disabilities served by IDEA are 12% of all students in schools offering GATE programs, but represent fewer than 3% of GATE students nationwide.
- **Student enrollment in Advanced Placement (AP) courses is unequal:**
 - Black and Latino students represent 38% of students in schools that offer AP courses, but 29% of students enrolled in at least one AP course.
 - English learners represent 5% of students in schools that offer AP courses, but 2% of the students enrolled in at least one AP course.
 - Students with disabilities served by IDEA represent 11% of all students in schools that offer AP courses, but fewer than 2% of students enrolled in at least one AP course.
- **English learners, students with disabilities, and students of color are more likely to be retained or held back in high school:** Students with disabilities served by IDEA and English learners are 12% and 5% of high school student enrollment, but 22% and 11% of high school students held back or retained.
 - Black students are 16% of high school students but 30% of high school students retained, while white students are 53% of high school students but 31% of high school students retained.
 - Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and multiracial high school students are also retained at disproportionately high rates, representing 27% of high school students but 35% of high school students retained.

Chronic Student Absenteeism

- **NEW Nationwide, more than 6.8 million students – or 14% of all students – are chronically absent (absent 15 or more school days during the school year).**
- **NEW More than 3 million high school students – or 19% of all high school students – are chronically absent.**
 - 20% or more of American Indian or Alaska Native (27%), Native Hawaiian or other Pacific Islander (25%), black (23%), multiracial (21%), and Latino (21%) high school students are chronically absent.
 - High school students with disabilities served by IDEA are 1.4 times as likely to be chronically absent as high school students without disabilities.
 - 21% of all English learner high school students are chronically absent.

***UPDATE (as of 10/28/16):** The New York City Department of Education has acknowledged anomalies in its chronic student absenteeism data that may affect the numbers reported in this document.

Using Data to Ensure Equity in the Every Student Succeeds Act (ESSA)

Under the [new law](#), Congress required that states and districts include new information in their annual report cards, including data about student discipline, school arrests, chronic absenteeism, preschool enrollment, accelerated coursework, and per pupil expenditures. Access to this important data is a critical step forward in ensuring that school communities are able to have meaningful conversations about equity in their communities and may help states and districts identify schools and students for supports to improve student outcomes.

ED Initiative Spotlight

Addressing Chronic Absenteeism in Schools

In 2015, the Obama Administration launched [Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism](#) to support coordinated community action that addresses the underlying causes of local chronic absenteeism affecting millions of children each year. A core component of the effort is the [MBK Success Mentor Initiative](#) – a partnership between the Department and key institutions to match chronically absent students with school-linked mentors in 30 communities to improve their school attendance and achievement.

- **NEW** More than 3.8 million elementary school students – or 11% of all elementary school students – are chronically absent.
 - American Indian or Alaska Native and Native Hawaiian or other Pacific Islander elementary school students are 1.9 times as likely to be chronically absent as white elementary school students.
 - Black elementary school students are 1.4 times as likely to be chronically absent as white elementary school students.
 - Elementary school students with disabilities served by IDEA are 1.5 times as likely to be chronically absent as elementary school students without disabilities.
- **NEW** Chronic student absenteeism where the majority of teachers are also frequently absent:
 - Native Hawaiian or other Pacific Islander students represent 0.4% of all students, but 2% of chronically absent students who attend schools where more than 50% of teachers were absent for more than 10 days.
 - Black students represent 16% of all students, but 21% of chronically absent students who attend schools where more than 50% of teachers were absent for more than 10 days.

***UPDATE (as of 10/28/16):** The New York City Department of Education has acknowledged anomalies in its chronic student absenteeism data that may affect the numbers reported in this document.

Education in Justice Facilities

The 2013-14 CRDC collected, for the first time, the days and hours of educational programs – consisting of credit-granting courses and classroom instruction through grade 12 – at justice facilities. Justice facilities are short- and long-term public or private facilities (including correctional facilities, detention centers, jails, and prisons) that confine (before or after adjudication or conviction) juveniles under 18 years of age, adults who are 18 years of age and older, or both; however, the CRDC included data only from justice facilities confining individuals up to 21 years of age.

- **NEW** On average, justice facilities report offering 26 hours per week of educational programming during their regular school year. But more than one in seven (15%) offers less than 20 hours per week during the school year – which is less than four hours each day in a five-day week.
- **NEW** While state requirements for public schools vary, the majority of states require 180 days of school instruction. More than one in five justice facilities (21%) reports having fewer than 180 days in a regular school year, and one in 20 (5%) reports having fewer than 170 days. By contrast, 24% of justice facilities report having more than 230 days in a regular school year, reflecting the year-round nature of these facilities.

ED Initiative Spotlight

Promoting Correctional Education and Reentry

The Department has prioritized access to education as a tool and resource for incarcerated and formerly incarcerated individuals through [Improved Reentry Education \(IRE\)](#) and [Promoting Reentry Success Through the Continuity of Educational Opportunities \(PRSCOE\)](#) grants, [Reentry Education Toolkit](#), and [Guidance on Correctional Education in Juvenile Justice Facilities](#). And through the [Juvenile Justice Reentry Education Program](#), the Department is helping schools provide robust Career and Technical Education (CTE) and wraparound reentry supports for juveniles involved in the justice system.

Teacher and Staffing Equity

- **Black, Latino, and American Indian or Alaska Native students are more likely to attend schools with higher concentrations of inexperienced teachers:**
 - 7% of black students, 6% of Latino students, and 6% of American Indian or Alaska Native students attend schools where more than 20% of teachers are in their first year of teaching, compared to 3% of white students and 3% of Asian students.
 - 9% of teachers in schools with high black and Latino student enrollment* are in their first year of teaching, compared to 5% of teachers in schools with low black and Latino student enrollment.
- **Nearly 800,000 students are enrolled in schools where more than 20% of teachers have not met all state certification or licensure requirements:**
 - 3% of black students and 2% of Latino and American Indian or Alaska Native students attend these schools, compared to 1% of white students.
- **While most teachers are rarely absent, 27% of teachers are absent more than 10 school days per year for reasons unrelated to school activities:**
 - About 6.5 million students attend schools where more than 50% of teachers were absent more than 10 days per year.
 - 35% of Native Hawaiian or other Pacific Islander students attend schools where more than 50% of teachers were absent for more than 10 days, compared to 12% of white students.
- **Most high school students have access to a school counselor:** About 95% of high school students have access to at least one school counselor.
 - But 21% of high schools and about 850,000 high school students nationwide do not have access to any school counselor.
 - 1.6 million students attend a school with an SLEO, but not a school counselor.
 - Latino students are 1.4 times as likely to attend a school with an SLEO but not a school counselor as white students; Asian students are 1.3 times as likely; black students are 1.2 times as likely.

ED Initiative Spotlight

Focus on Teacher Diversity

In May 2016, the Department released a report titled [The State of Racial Diversity in the Educator Workforce](#) in conjunction with the National Summit on Teacher Diversity. Using data collected by the Department as well as data from public school districts collected by the U.S. Equal Employment Opportunity Commission (EEOC), the report reviews trends in educator diversity and reveals that, while students of color make up 50% of students according to the CRDC, and are expected to make up 56% of the student population by 2024, the educator workforce is still overwhelmingly white. Other report highlights:

- In school districts with more than 100 employees that responded to the EEOC's survey, black and Latino teachers represent 17% of the teacher workforce and 21% of newly hired teachers.
- In those same school districts, 27% of principals (including assistant principals) and 26% percent of new principals are black and Latino.

CRDC Endnotes and Definitions

¹ The data analyses and highlights presented in this document are based on student privacy-protected CRDC data. The CRDC data is privacy-protected by rounding student counts in groups of three to prevent the disclosure of individual student information. For example, student counts from 1-3 are rounded to two, and student counts from 4-6 are rounded to five. True zeroes are revealed where possible. In general, the distortion of rounding one student to two is balanced by the rounding down of three students to two. However, this privacy protection method may inflate total counts for CRDC data elements in which schools report only one student; for example, one student retained or held back a grade in school is rounded to two students retained.

For additional information on the methodology for collecting and preparing the data cited in this document, please visit ocrdata.ed.gov.

* "High/low black and Latino enrollment" refers to schools with more than 75 percent and less than 25 percent black and Latino student enrollment, respectively.

Students

English learner (limited English proficient student): In coordination with the state's definition based on Title IX of the Elementary and Secondary Education Act, limited English proficient students (referred to in this document as "English Learner") are students:

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

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

Students with disabilities: Unless otherwise indicated, "students with disabilities" refers to students who receive special education and related services under the Individuals with Disabilities Education Act (IDEA) and who receive related aids and services under Section 504 of the Rehabilitation Act of 1973.

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

Student Discipline

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

- **For students with disabilities (served under IDEA):** Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days. *Note: the CRDC also collects data on expulsion with educational services.*

Preschool out-of-school suspension:

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

which educational services are provided (e.g., school-provided at home instruction or tutoring).

Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.

School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

Restraint and Seclusion

Restraint refers to both mechanical and physical restraint.

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Early Learning

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

Preschool provided by the district: District-provided preschool includes preschool services or programs that the district provided by contracting with another entity to provide those services or programs; preschool programs or services that are operated by a non-district facility (including intermediate units, residential facilities, social service agencies, hospitals, and private

schools) contracted by the district are considered district-provided preschool. Also, please note that responses from school districts that serve only vocational or high school students were among the 16,757 districts surveyed as to whether they provide preschool programs and services for children ages 3 through 5.

Full-day preschool program is a program that a child attends each week-day for approximately six hours or more.

College and Career Readiness

Advanced Placement (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 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.

Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Calculus (college-preparatory) course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

Chemistry (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

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

Physics (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

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

Chronic Student Absenteeism

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

Teacher and Staffing Equity and Other Personnel

Teacher refers to a person who provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.

- **Teachers include:** Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool-8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool-12.
- **Teachers exclude:** Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

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

Sworn law enforcement officer (SLEO): A sworn law enforcement officer is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be considered a school resource officer (who is assigned to work at a school in collaboration with school and community-based organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school).

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

Teacher absenteeism: A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

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

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

Justice Facilities

Justice facility: a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.

Justice facility educational program: a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

Availability of Alternate Formats:

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202.260.0852 or by contacting the Section 508 Coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited-English-Proficient Persons:

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1.800.872.5327) (TTY: 1.800.877.8339) or e-mail us at ED.Language.Assistance@ed.gov. You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC, 20202.

Document History:

This document was originally issued on June 7, 2016. On August 10, 2016, the document was updated by adding a text box (on page 1) that stated that the Department had been alerted to errors in data the state of Florida submitted on behalf of its school districts as part of the 2013-2014 Civil Rights Data Collection and that, as a result, the data referenced in this document might not fully represent all students in Florida. The text box continued by stating that the Department was working with Florida to address the issue and would be making updates accordingly. On September 29, 2016, after the Department received corrected data from Florida, the document was updated by amending the text box (on page 1) to remove the discussion of working with Florida and making updates. On October 28, 2016, the document was updated to incorporate corrected data submitted by the state of Florida, on behalf of its school districts. That corrected Florida data resulted in changes to some of the national numbers reported for out-of-school suspensions (pages 3-4), restraint and seclusion (page 5), retention (page 7), chronic absenteeism (pages 7-8), and inexperienced teachers (page 9). In addition, the text box (on page 1) was amended to note the incorporation of Florida's corrected data and text boxes were added (on pages 7 and 8) noting that the New York City Department of Education had acknowledged anomalies in its chronic student absenteeism data.

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