

U.S. DEPARTMENT OF EDUCATION

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DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	September 2020	This is technical documentation for the public-use data file for the 2017-18 CRDC.
2.0	May 2021	Revised to reflect the new public-use data file, which includes data corrections submitted to OCR up until one year past the submission system close, which was June 22, 2020.

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1. Purpose

The purpose of the 2017-18 Technical Documentation is to provide data users with guidance and details pertaining to the 2017-18 Civil Rights Data Collection (CRDC). The following documentation provides general information on the CRDC. It describes different aspects of the 2017-18 data collection, including response rates, details for addressing data quality concerns, and privacy protection methodology. This documentation also includes an overview of post-collection outreach efforts and updates to the data files made as a result of the CRDC data corrections period.

2. About CRDC Data

The CRDC is a biennial survey that has been conducted by the U.S. Department of Education's (Department) Office for Civil Rights (OCR) since 1968. Since the 2011-12 collection, the CRDC has been a universal collection that collects data from all public local educational agencies (LEAs) and schools, including charter schools, alternative schools, schools serving students with disabilities, and long-term secure juvenile justice (JJ) facilities.¹

The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at early childhood through 12th grade levels. The CRDC is also a longstanding and critical aspect of the overall enforcement and monitoring strategy used by OCR. It provides data that supports OCR's mission to ensure that recipients of the Department's federal financial assistance do not discriminate based on race, color, national origin, sex, or disability. OCR relies on the CRDC data it receives to:

- Investigate complaints alleging discrimination.
- Determine whether federal civil rights laws have been violated.
- Initiate proactive compliance reviews that focus on both acute and nationwide issues.
- Provide guidance and technical assistance to educational institutions and the communities they serve.

In addition, the CRDC is a valuable resource for other Department offices and federal agencies, policy makers and researchers, educators and school officials, parents and students, and all those who use data to better inform decisions concerning student equity and opportunity. For additional background information and FAQs regarding the CRDC, please visit: [Frequently Asked Questions](#).

2.1. Response Rates

Historically, the CRDC has achieved very high response rates. The 2017-18 CRDC included 17,637 LEAs and 97,763 schools (including JJ facilities and charter schools). Table 1 shows the total number of LEAs and schools included in the 2017-18 CRDC, as well as the counts and percentages of respondents that certified their data. Less than 1% of LEAs did not certify data for the 2017-18 collection (34 LEAs). The list of LEAs that did not certify their data can be found in [Appendix A](#).

¹ The 1976 CRDC collected LEA-level data from a universe of LEAs; a sample of those LEAs also provided school-level data. The 2000 CRDC collected from all LEAs and schools, as in the 2011-12 and subsequent collections.

Table 1. Response Rates

	Total	Certified	
	Universe	Count	Percent
LEAs	17,637	17,604	99.81%
Schools	97,763	97,632	99.90%

2.2. Data Disaggregation

CRDC student count data are generally reported by race/ethnicity, sex, disability status, and English learner status.

CRDC uses the 2007 race and ethnicity guidance published by the U.S. Department of Education. The guidance includes seven race and ethnicity categories (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, and two or more races). For more information on the Department's guidance regarding race and ethnicity categories, please visit [New Race and Ethnicity Guidance for the Collection of Federal Education Data](#).²

3. Data Quality Suppression on the Public-Use Data File

Prior to its release, the public-use data file for the CRDC undergoes data quality suppression (DQ Suppression), which is standard methodology used to improve both the reliability and usability of data. The Department's Institute of Education Sciences' National Center for Education Statistics routinely uses data quality suppression methodology to improve the reliability and usability of its data. This process includes data quality checks and verification from external data sources to identify data that appears to be of poor quality. OCR implemented this process as a pilot in 2017-18 specifically to address potentially flawed or problematic data submissions. The pilot was conducted on a small scale for the 2017-18 collection to evaluate the feasibility of implementation on additional modules in future collections.

For the 2017-18 collection, these methods were implemented on the following modules: Discipline (DISC)³, Offenses (OFFN), Harassment or Bullying (HIBS)⁴, and Restraint and Seclusion (RSTR). Each module was subject to data quality checks. In addition to these checks, some modules were verified using external data sources. Elements flagged⁵ during these checks were then suppressed.

Based on the results of DQ Suppression, some data in the public-use file have been replaced with a special reserve code.⁶ Any data suppressed due to data quality has a -11 as the reserve code in the

² Guidance surrounding race and ethnicity has not changed from the previous collection.

³ Data quality suppression for the DISC module was limited to questions involving corporal punishment.

⁴ While there is a Harassment and Bullying (HIBD) module at the LEA level, the Harassment or Bullying (HIBS) module used in DQ Suppression is at the school level.

⁵ The word "flag" indicates whether a LEA is identified as having a particular data quality issue.

⁶ Reserve codes are negative values within the data set that are not an actual count. They represent variables that do not have reported values, or values that have been suppressed due to data quality. A list of reserve codes and their definitions can be found in [the CRDC User Manual](#).

public-use data file, meaning that -11 replaces the data submitted by the LEA and the original data are not available in the public files.

It is important to note that not all elements within each module were subject to such data quality methods. More details on the post-submission data quality checks used for DQ Suppression can be found in [Appendix B](#).

4. Privacy Protection on the Public-Use Data File

In order to prevent the disclosure of identifying information, most data in the public-use file have been privacy protected by making small, random adjustments to the data. This process, also called perturbing, used a low-frequency perturbation routine.⁷ The methodology applied to the data added or subtracted one case to blur the data and used random data swapping. The routine protected true zeros, except for outcome data (e.g., Algebra passing), for which zeros are included in the perturbation routine. The routine was applied to all student count data elements. It is important to note that the perturbation routine rolls up to the specified change thresholds at the state and national levels, but there are no threshold for roll ups at the LEA level.

There were several bounds set for these privacy protections. Perturbed data counts for outcome data were bounded to not exceed the number of students who took a class. Perturbations of related data elements (i.e., student counts and instances) were bounded so that perturbed data counts for the number of students do not exceed the number of instances. Finally, the margin of difference between perturbed and unperturbed counts varied by the size of the data sample being perturbed. The perturbation routine was re-run until it fell within the acceptable ranges.

5. Post-Collection Outreach to Correct Data Quality Errors

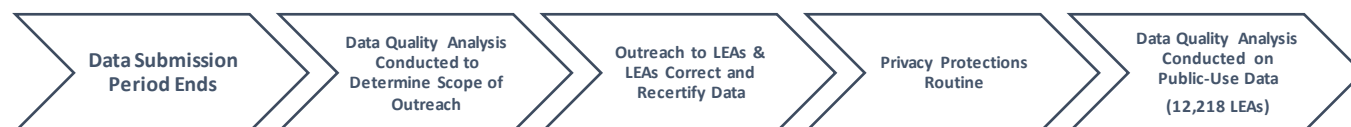
After the data submission period ended on June 21, 2019, a comprehensive set of data quality checks were conducted on the data, looking for results that might suggest data errors. For example, if the number of instances of an event is larger than the count of students for that event, that would suggest an error. After these comprehensive data quality reviews were conducted, OCR identified priority data quality issues. Outreach was conducted to LEAs identified as having these observed data quality issues, alerting LEAs to possible errors in their data submissions. In total, outreach was conducted on almost 90% of LEAs who submitted data for the 2017-18 collection. This was a marked increase from the 2015-16 collection when outreach was targeted to a smaller subset of LEAs. OCR undertook an expanded outreach effort in order to improve overall data quality.

In response to outreach, LEAs were given an opportunity to correct and recertify their data in the summer of 2019; this is otherwise known as a data correction. A data correction is revised data for a data element (e.g., enrollment numbers for female students). It is important to note that it is critical for LEAs to review their data elements for accuracy. Data quality checks identify data observations that are surprising or that fall outside of expected ranges. These observations could be reflecting reality in a given district or school, or it could be an entry error. This is why LEAs have the opportunity to review data quality checks and either correct the data or provide an explanation.

⁷ Low frequency means that a small percentage of the data were perturbed.

See Figure 1 below for a visual timeline of the 2017-18 Post-Collection Outreach process.

Figure 1. 2017-18 Post-Collection Outreach Timeline



5.1. Identifying Data Anomalies Using General and Specific Checks

The data anomalies used to inform outreach were identified through a series of general and specific data quality checks. The general checks — which were piloted for the 2017-18 collection — cover the majority of data elements in the CRDC. These checks identify extreme values in terms of: 1) unexpected data across a single data element, 2) an unexpected change from the previous collection, or 3) unexpected data among all responses in a module.⁸

In addition to the general checks, there are specific data quality checks which are used in certain modules. An example of a specific data quality check is if a “school has reported Teacher FTE count that is zero.” In total, the results of 36 specific data quality checks were addressed via outreach, some of which were broken into sub-parts. In addition to these specific checks, three general checks, described above, were used. Details and definitions for the specific and general data quality checks, about which LEAs were contacted during outreach, can be found in [Appendix C](#).

Outreach to LEAs Concerning Data Anomalies In response to the results of the data quality checks, OCR reached out to LEAs immediately after the collection closed to remedy potential data quality issues. OCR also reached out to all LEAs to verify reports of all zeros within the Restraint and Seclusion module. All zeros in a module can be a cause for concern if LEAs are reporting a zero where they should be reporting “do not have data/did not collect data.” The zero has meaning and should only be reported to mean “no cases.”

Thirty-seven percent of LEAs included in outreach either amended their data, submitted a data note, or both. If the LEA determined that the data identified for review needed correction, LEAs were able to make corrections within the data submission tool. Of the LEAs that submitted explanations, a large portion indicated that their data were correct-as-reported.⁹

⁸ Extreme values, considered potential outliers, were determined using a threshold of four standard deviations based on univariate distributions and based on changes between collections. We also flagged outliers using a multivariate clustering technique.

⁹ The term “correct-as-reported” indicates that a LEA submitted an accompanying explanation that verifies their data were correct as initially reported in response to a data quality check. For example, an LEA flagged with inconsistencies in student enrollment may indicate their responses are correct-as-reported because they are a high mobility school.

5.2. Data Corrections or Explanations for Data Quality Errors

As stated earlier, after the CRDC submission period closed LEAs flagged for a particular data quality check had the opportunity to submit an explanation and/or correct their data. If an LEA could not make changes to the data, or believed that no changes were needed, the LEA was asked to submit an explanation justifying their data submission.¹⁰

5.3. LEAs Flagged By Data Quality Checks in the Public-Use Data File

The accompanying data tables, located in [Appendix C](#), contain 1) definitions for the data quality checks included in outreach, 2) LEAs flagged with these checks in the current public-use data file,¹¹ and 3) whether LEAs submitted correct-as-reported explanations for identified issues during outreach. The purpose of these tables is to provide detail on the data quality issues identified, and in some cases corrected, during post-collection. The LEA-level detail also provides information about those LEAs that still have data quality issues in the public-use file. For those LEAs who received outreach on data quality checks, we also provide where LEAs stated their data were correct-as-reported despite the issue identified.

In summary, 12,218 out of the 17,604 LEAs that certified their data were flagged by at least one data quality check in the public-use file, which can be seen in the summary sheet in [Appendix C](#). It is important to note that these accompanying data tables include those LEAs flagged by data quality checks in the public-use data file and do not include all LEAs included in outreach originally. On average, LEAs were flagged with two data quality checks when analyses were conducted on the public-use data file.

6. Additional Corrected Data Errors

In addition to data corrections made as a result of outreach in the summer of 2019, OCR included an extended correction period for data quality issues in the fall of 2019 (ending December 15, 2019). The current public-use file also includes data corrections made after December 2019 explained in 6.2 below.

6.1. Force Certification

It is important to note that as part of the data corrections process after the collection close, there were a large number of force certifications in post-collection. Force certification indicates instances where a submission system business rule error was unresolved by the data submitter, and the Partner Support Center manually reviewed the data submission and certified the data on the data submitter's behalf. Normally, data that are force certified require the submission of an action plan. Action plans are required in cases where a school or LEA is unable to provide data for the CRDC, or when data is force certified. An action plan is meant to ensure that accurate data are submitted for future collections.

The large number of force certifications in the 2017-18 collection was due to the changing of data in the Restraint and Seclusion module from zeros to nulls, meaning that the data were not collected. As mentioned earlier, a focus of the post-collection data quality outreach was on ensuring the distinction between zeroes and nulls and reporting correctly, particularly for the Restraint and Seclusion module.

¹⁰ Only LEAs that provided documentation for data notes in the correct format were processed.

¹¹ Outreach was conducted on an earlier extract of data from the submission system.

For this collection, data force certified for this reason during the post-collection work were not required by OCR to have an action plan.

6.2. Data Errors Corrected

A data correction is revised data for a data element (e.g., enrollment numbers for female students). OCR generally does not allow LEAs to make amendments to the data after the close of the collection. However, OCR recognizes that minor corrections to the data may be necessary. The CRDC accepts data correction requests from LEAs for up to one year from the time the submission period closes. For the 2017-18 collection, the corrections period closed on June 22, 2020. In [Appendix D](#) of this document, we provide a list of LEAs that made corrections between December 15, 2019 and June 22, 2020. Those corrections are included in the May 2021 data release. [Appendix E](#) of this document includes a list of LEAs that contacted OCR with requests to make corrections after the deadline (June 22, 2020). LEAs that contacted OCR with requests to make corrections after the deadline do not have updated data in the data file. Following the close of the data corrections period, data quality checks were conducted again to ensure that the lists provided in the appendices were complete and updated as needed.¹²

7. Other Data Anomalies

There were instances when the data submission system did not function as expected, or where other data anomalies occurred in the public-use file. A summary of those issues follows.

7.1. New York City Public Schools Action Plan

For the 2017-18 school year, an action plan was issued for the New York City Public Schools due to a large amount of missing data. Because of the size of the LEA, the electronic action plan timed out before the submission system could populate the missing data. Therefore, the district submitted a paper action plan and was force certified. Instead of receiving a reserve code indicating an action plan, this district was incorrectly assigned a reserve code indicating force certification. Thus, the action plan reserve code was not accurately displayed in New York City's data. Table 2 lists the CRDC questions and elements affected by this anomaly.

Table 2. Elements Affected By New York City Public Schools Action Plan

Question	Title	Elements Affected
SECR-1	Security Staff	All data elements
ARRS-1b	Discipline of Students Without Disabilities – School-Related Arrest	All data elements
ARRS-2b	Discipline of Students With Disabilities – School-Related Arrest	All data elements
RSRT-1a	Non-IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint	All data elements
RSTR-2a	IDEA Students Subjected to Restraint or Seclusion – Mechanical Restraint	All data elements
RSTR-3	Instances of Restraint or Seclusion	Data elements RSTR-3.1 - RSTR3.3
OFFN-1	Offenses – Number of Incidents	Data elements OFFN-1.1 - OFFN-1.11

¹² With the exception of multivariate analysis, all data quality checks were conducted following the corrections period close.

7.2. Skip Logic

For the 2017-18 collection, there were instances where the skip logic¹³ in the Student Discipline - Referrals to Law Enforcement & School Related Arrests (ARRS) module did not function as expected. In this module, the skip logic functionality failed to update related data fields. This functionality failure allowed data elements to require data entry, when according to their skip flag those elements should have been skipped. Conversely, there were also elements that required data entry according to their skip flag, but were skipped due to this skip logic failure. The failure in the skip logic occurred due to intense system load, which may cause the system to slow down and not update skip logic flags effectively. Any schools involved in this skip logic failure will have a “-3” reserve code listed for the module.

7.3. Misalignment Across Student Counts and Instances of Out-Of-School Suspension (OSS)

A subset of schools in the 2017-18 public-use data file for the CRDC report fewer instances of out-of-school suspension (OSS)¹⁴ than students identified as receiving OSS¹⁵ in the Student Discipline (DISC) module. This is logically inconsistent with OCR guidance. The total count of instances of OSS should always be greater than or equal to the total count of students identified as receiving OSS, because each student receiving OSS should only be reported once, regardless of how many times the student was suspended.

The misalignment across student counts and instances of OSS is a data quality issue that occurred as a result of incorrect data submissions (despite outreach conducted to LEAs regarding this issue). This relationship will be preserved in future data collections by including a submission system business rule that checks that the data was inputted correctly and by maintaining the relationship as part of the perturbation requirements.

7.4. Data Quality Review: Sexual Harassment and Violence

On February 26, 2020, the U.S. Secretary of Education announced an initiative led by the Department’s OCR focused on combating sexual harassment, including sexual violence, in elementary and secondary schools.¹⁶ As part of this initiative, OCR conducted Data Quality Reviews (DQR’s) on the data submitted by districts through the CRDC, for the 2017-18 school year with respect to:

- Incidents of rape or attempted rape;
- Incidents of sexual assault (other than rape);
- Allegations of harassment or bullying on the basis of sex;
- Students reported as harassed or bullied on the basis of sex; and
- Students reported as disciplined for harassment or bullying on the basis of sex.

¹³ Skip logic is a submission system functionality that redirects respondents to different points in the survey based on answers to specific questions.

¹⁴ Instances of OSS are reported in question DISC-11 of the CRDC submission system.

¹⁵ Students identified as receiving OSS are reported in questions DISC-7c and DISC-9c of the CRDC submission system.

¹⁶ See Civil Rights Initiative to Combat Sexual Assault in K-12 Public Schools, available at:

<https://www.ed.gov/news/press-releases/secretary-devos-announces-new-civil-rights-initiative-combat-sexual-assault-k-12-public-schools>.

OCR selected 50 districts, based on a statistical review of their 2017-18 CRDC data. The data for these 50 districts submitted for some or all of the referenced elements appeared to be inaccurate. OCR requested that the district review their data submission for those elements and either confirm that the data were accurate or submit corrected data. The 50 districts and the results of the DQR are listed in [Appendix F](#).

8. Appendices

8.1. Appendix A. LEAs That Did Not Certify

The following LEAs did not certify their data by the close of the CRDC.

LEA ID	LEA Name	State Abbreviation
0100300	Barbour County	AL
0400390	Camelback Education Inc	AZ
0400613	Educational Impact Inc.	AZ
0625470	Montebello Unified	CA
0699744	Foothill Leadership Academy	CA
06CC293	Collegiate Charter High School of Los Angeles	CA
1100079	National Collegiate Preparatory PCHS	DC
1700003	Blue Ridge CUSD 18	IL
1704380	Ashton-Franklin Center CUSD 275	IL
1810110	M S D Shakamak Schools	IN
2600080	El-Hajj Malik El-Shabazz Academy	MI
2630120	Romulus Community Schools	MI
2700335	Hennepin Elementary School	MN
3303292	PACE Career Academy Charter School	NH
3400752	The Kingdom Charter School of Leadership	NJ
3405370	Franklin Lakes School District	NJ
3500116	Alma D'Arte Charter	NM
3501530	Las Vegas City Public Schools	NM
3502160	Questa Independent Schools	NM
3502490	Springer Municipal Schools	NM
3600001	Dolgeville Central School District	NY
3600163	International Leadership Charter School	NY
3601133	Charter High School for Law and Social Justice	NY
3901473	Hope Academy for Autism	OH
4000794	Langston Hughes Academy for Arts and Technology	OK
4005160	Bowring	OK
4009000	Crescent	OK
4015450	Indianola	OK
4016410	Keyes	OK

4026640	South Coffeyville	OK
4030048	Woodland	OK
4105640	Glendale SD 77	OR
4700147	Achievement School District	TN

8.2. Appendix B. Data Quality Suppression Table for Public-Use Files

Below we provide a description of the DQ Suppression methods applied to the 2017-18 public-use data.

Module	Check Type	Description	Information Not Shown in the Public Release
Restraint & Seclusion (RSTR)	General	Year-to-Year: Flag when absolute difference and percentage difference both exceed four standard deviations. [Exceptions: 1) Data flagged as univariate outliers in 2017-18 are excluded. 2) Data where there were zeros in 2015-16 and values in 2017-18 were excluded.]	Any individually flagged data element, including related calculated totals
RSTR	General	Multivariate: Flag when responses do not cluster with other schools in ways that appear erroneous based on a multivariate analysis and a manual secondary review.	Entire module
RSTR	New	External Data Validation- News: School or LEA data report zero incidents of restraint and seclusion in 2017-18 data but the media reports incidents of restraint and seclusion during the same time frame.	Entire module
RSTR	New	External Data Validation- RSTR Data Quality Review: For those districts that were a part of OCR's 2015-16 Data Quality Review, flag LEAs that submitted zeros or no data for all elements in the module for both 2015-16 and 2017-18.	Entire module
RSTR	Specific	Check 57: Student count by race-ethnicity/sex should not be identical across mechanical restraint, physical restraint, and seclusion for (A) IDEA and (B) non-IDEA <i>Threshold:</i> greater than 10 students for any duplicate count.	If any race/ethnicity flagged, all flagged RSTR student count data elements for IDEA and non-IDEA

Module	Check Type	Description	Information Not Shown in the Public Release
RSTR	Specific	Check 58: Non-zero instances of mechanical restraint, physical restraint, and seclusion (A) IDEA and (B) non-IDEA) should not be identical. <i>Threshold:</i> greater than 10 instances.	If any race/ethnicity flagged, all flagged RSTR student count data elements for IDEA and non-IDEA
RSTR	Specific	Check 59: Reported student counts subjected to mechanical restraint, physical restraint, and seclusion by sex and race/ethnicity should not be larger than student enrollment by sex and race/ethnicity (A) IDEA and non-(B) IDEA <i>Threshold:</i> if number of students subjected to mechanical restraint, physical restraint or seclusion is greater by a magnitude of 10 or more students compared to the total enrollment in a school.	If any race/ethnicity flagged, all flagged RSTR student count data elements for IDEA and non-IDEA
RSTR	New-Specific ¹⁷	Check 74: Counts of total students should not exceed number of instances by the following groupings: 1. Mechanical restraint- without disability 2. Mechanical restraint- IDEA 3. Mechanical restraint- 504 4. Physical restraint- without disability 5. Physical restraint- IDEA 6. Physical restraint- 504 7. Seclusion- without disability 8. Seclusion- IDEA 9. Seclusion- 504	All flagged data elements Checked separately for #1-9
Offenses (OFFN)	General	Year-to-Year: Flag when absolute difference and percentage difference both exceed four standard deviations. [Exceptions: 1) Data flagged as univariate outliers in 2017-18 are excluded. 2) Data where there were zeros in 2015-16 and values in 2017-18 were excluded.]	Any individually flagged data element
OFFN	General	Multivariate: Flag when responses do not cluster with other schools in ways that appear erroneous based on a multivariate analysis and a manual secondary review.	Entire module

¹⁷ “New-Specific” checks are specific checks that were developed for data quality suppression. These checks will also be used in future collections.

Module	Check Type	Description	Information Not Shown in the Public Release
OFFN	New	External Data Validation: School or LEAs tracked in shooting database "Everytown" as having previous incidents/reports of firearm possession or use in 2017-18, but the school or LEA did not include incidents/reports in their data submission.	All flagged data elements
OFFN	Specific	Check 66: The total number of offenses reported by schools within large LEAs (enrollment greater than or equal to 25,000 students) should not be zero.	Entire module
OFFN	Specific	Check 67: The sum of reported offenses should not be greater than or equal to the total student enrollment. <i>Threshold:</i> Absolute difference over 10 and the percentage difference was over 200%.	Entire module
OFFN	New-Specific	Check 75: Counts of offenses within the following data elements should not be identical: 1) all data elements in question OFFN-1, 2) threat incidents, 3) attack incidents, 4) robbery incidents. <i>Threshold:</i> 10.	1) Entire module; 2) All threat incidents 3) All attack incidents 4) All robbery incidents
OFFN	New-Specific	Check 76: Counts of offenses should not exceed expected range. A. Rape>15 B. Robbery with a firearm>29 C. Possession with a firearm>75 (4 standard deviations)	Any individually flagged data element
Harassment or Bullying (HIBS)	General	Year-To-Year: Flag when absolute difference and percentage difference both exceed four standard deviations. [Exceptions: 1) Data flagged as univariate outliers in 2017-18 are excluded. 2) Data where there were zeros in 2015-16 and values in 2017-18 were excluded.]	Any individually flagged data element, including related calculated totals
HIBS	General	Multivariate: Flag when responses do not cluster with other schools in ways that appear erroneous based on a multivariate analysis and a manual secondary review.	Entire module
HIBS	New	External Data Validation- News: School or LEA reports zero incidents of bullying or harassment when news	Entire module

Module	Check Type	Description	Information Not Shown in the Public Release
		articles report previous incidents/patterns of bullying or harassment.	
HIBS	Specific	Check 72: Allegations/reports/disciplined students should not be greater than enrollment. <i>Threshold:</i> Difference between instances and enrollment > 10.	All flagged data elements
DISC	New-Specific	Rule 77: Instances of corporal punishment are less than number of students who received corporal punishment: a) all preschool children, b) preschool children with disabilities (IDEA), c) K-12 students without disabilities, d) K-12 students with disabilities.	All flagged data elements

8.3. Appendix C. LEAs Identified with Post-Submission Data Quality Checks

The corresponding data tables contain (a) LEAs flagged with post-submission data quality checks included in outreach using the public-use data file, (b) definitions of these data quality checks, and (c) whether LEAs submitted correct-as-reported explanations for identified checks. The “Read Me” tab outlines guidance for how to navigate through the tables.

8.4. Appendix D. LEAs That Made Corrections After Outreach and Before Deadline

The table below lists all LEAs that made data corrections after the outreach period ended (December 15, 2019) and prior to June 22, 2020. These are included in the May 2021 data release, including the module for which they made corrections. A notation of “YES” indicates that the listed LEA made corrections for the associated module.

LEA ID	Name	State	HIBS	OFFN	RSTR	DISC	STAF	EXPD	ARRS
0100270	Baldwin County	AL	YES						
06CC357	Aspire Alexander Twilight Secondary Academy	CA		YES					
06CC297	Aspire Lionel Wilson College Preparatory Academy	CA		YES					
06CC137	Aspire Vanguard College Preparatory Academy	CA		YES					
0603630	Bakersfield City	CA	YES	YES					
0640150	Tustin Unified	CA	YES	YES					
0803990	Poudre School District R-1	CO	YES	YES					
N/A	Florida (SEA)	FL	YES						
1301290	Cobb County	GA	YES						
1302040	Emanuel County	GA			YES				
1304410	Rockdale County	GA			YES				
1500030	Hawaii Department of Education	HI	YES	YES	YES				YES
1719230	Hillside SD 93	IL			YES				
1707290	Lemont-Bromberek CSD 113A	IL			YES				
1734990	Round Lake CUSD 116	IL			YES				
2400330	Frederick County Public Schools	MD	YES	YES					
2634470	Utica Community Schools	MI	YES						
2928860	SPRINGFIELD R-XII	MO			YES				
3700142	KIPP: Charlotte	NC		YES					
3200060	CLARK COUNTY SCHOOL DISTRICT	NV	YES	YES					
4030240	TULSA	OK	YES						
4109150	Oakridge SD 76	OR				YES	YES		
4210710	Gettysburg Area SD	PA			YES				

4213140	Lancaster SD	PA			YES				
4824420	IRVING ISD	TX	YES						
4829670	MCALLEN ISD	TX			YES				
4841220	SPRING ISD	TX	YES						
5103130	PRINCE WILLIAM CO PBLC SCHS	VA		YES					
5103240	RICHMOND CITY PBLC SCHS	VA	YES						
5307920	Shoreline School District	WA		YES					
5506120	Hartford UHS School District	WI						YES	

8.5. Appendix E. LEAs That Requested Data Correction After Deadline

The table below lists all LEAs that requested to make data corrections past the data corrections deadline of June 22, 2020, including the module that they requested to make changes in. These LEAs do not have corrections included in the May 2021 data release.

LEA ID	Name	State	Modules With Requested Corrections Past Deadline
0402920	Florence Unified School District	AZ	DISC
1300120	Atlanta Public Schools	GA	OFFN
2010500	Paola	KS	ENRL
2607090	Public Schools of Calumet Laurium & Keweenaw	MI	OFFN
0405530	Nogales Unified District	AZ	ENRL
0401860	Flagstaff Unified District	AZ	ENRL
0400960	Avondale Elementary District	AZ	ENRL

8.6. Appendix F. Data Quality Review Results

OCR requested that the following districts review their data submission for the elements listed in Section 7.4 and either confirm that the data were accurate or submit corrected data. The 50 districts and the results are listed below.

LEAID	LEA NAME	OUTCOME
0806900	Adams 12 Five Star Schools	District submitted corrected data
4808090	ALVIN ISD	District confirmed data are correct
0500390	ARKANSAS YOUTH SERVICES SCHOOL SYSTEM	District cannot submit correct data
06CC357	Aspire Alexander Twilight Secondary Academy	District submitted corrected data
06CC247	ASPIRE CAPITOL HEIGHTS ACADEMY	District submitted corrected data
06CC297	ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY	District submitted corrected data
1300120	Atlanta Public Schools	District submitted corrected data
0603630	Bakersfield City	District submitted corrected data
0100270	Baldwin County	District submitted corrected data
2502790	Boston	District did not respond
0802490	Boulder Valley School LEA No. Re2	District submitted corrected data
1709930	City of Chicago SD 299	District confirmed data are correct
3200060	CLARK COUNTY SCHOOL LEA	District submitted corrected data
3904378	Cleveland Municipal	District confirmed data are correct
1301290	Cobb County	District submitted corrected data
4814730	COMAL ISD	District confirmed data are correct
1200390	DADE	District submitted corrected data
1711610	Dakota CUSD 201	District submitted corrected data

4816740	DENTON ISD	District submitted corrected data
0803450	Douglas County School LEA No. Re 1	District did not respond
4819650	FORT BEND ISD	District confirmed data are correct
2400330	Frederick County Public Schools	District submitted corrected data
4820250	GALENA PARK ISD	District confirmed data are correct
1302550	Gwinnett County	District did not respond
4824420	IRVING ISD	District submitted corrected data
5400600	KANAWHA COUNTY SCHOOLS	District cannot submit correct data
3700142	KIPP Charlotte	District submitted corrected data
4826130	LA JOYA INDEPENDENT SCHOOL LEA	District confirmed data are correct
4827030	LEANDER ISD	District confirmed data are correct
0509000	LITTLE ROCK SCHOOL LEA	District confirmed data are correct
0622230	Lodi Unified	District submitted corrected data
4829850	MCKINNEY ISD	District confirmed data are correct
2921000	MILLER R-II	District confirmed data are correct
4834860	PHARR-SAN JUAN-ALAMO ISD	District confirmed data are correct
1201560	PINELLAS	District submitted corrected data
0803990	Poudre School LEA R-1	District submitted corrected data
5103130	PRINCE WILLIAM CO PBLC SCHS	District submitted corrected data
2607690	Public Schools of Calumet Laurium & Keweenaw	District submitted corrected data
5103240	RICHMOND CITY PBLC SCHS	District submitted corrected data
5307920	Shoreline School LEA	District submitted corrected data
5308250	Spokane School LEA	District confirmed data are correct
4841220	SPRING ISD	District submitted corrected data
0512660	SPRINGDALE SCHOOL LEA	District did not respond
2201650	St. Tammany Parish	District cannot submit correct data
0639420	Torrance Unified	District confirmed data are correct
4030240	TULSA	District submitted corrected data
0640150	Tustin Unified	District submitted corrected data
4843650	UNITED ISD	District confirmed data are correct
2634470	Utica Community Schools	District submitted corrected data
4846680	YSLETA ISD	District confirmed data are correct