



The Center for
Learner Equity

***Examining Data to Inform Policy and Practice:
An Analysis of the Federal Civil Rights Data Collection***

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Goodbye, National Center for
Special Education in Charter
Schools.

Hello,
**Center for
Learner Equity.**



The Center for
Learner Equity

Our Mission

We are committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn. We accomplish this through research, advocacy, coalition formation, and capacity building with national, state, and local partners.



**Document and
Communicate Facts**



Inform Policy



Develop Coalitions



Build Capacity

Presentation Overview

- Objective
- CRDC Overview
- 2017–2018 Findings
 - Enrollment Trends and Variances
 - Enrollment Composition
 - Education Setting
 - Discipline and Engagement of Law Enforcement
 - Specialized Charter Schools
- Questions via the chat box



Objective:

Conduct a secondary analysis of the federal Civil Rights Data Collection (CRDC) to understand the status and experiences of students with disabilities in traditional and charter public schools on key indicators of access and instructional opportunities over time




Are data from 2017-2018 relevant in light of COVID-19?

Yes! Disruptions caused by the COVID-19 pandemic and documented increases in charter school enrollment mean it remains important to track the degree to which:

- students with disabilities are accessing charter schools
- understand the characteristics of students and their experiences prior to the pandemic to examine shifts as schools focus on recovery

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NATIONAL CENTER FOR
SPECIAL EDUCATION

IN CHARTER SCHOOLS

NCSECS.ORG
National Center for Special Education in Charter Schools

The interactive data visualization below is an additional resource to **our most recently released report** on the state of special education in charter schools and traditional public schools, as seen from the analysis of the CRDC and IDEA data collected by the U.S. Department of Education. With this visualization, we aim to further our goal of establishing and communicating the facts about special education, as well as informing both policy and practice to ensure equity for students with a range of learning differences.

Disciplinary Removals of Students with Disabilities
 (Source: CRDC Data 2013-14)

Suspensions (At least one out-of-school suspension)			Expulsions (with and without educational services)		
All Students, Suspensions	Students with Disabilities, Suspensions	Students without Disabilities, Suspensions	All Students, Expulsions	Students with Disabilities, Expulsions	Students without Disabilities, Expulsions
6.61%	12.28%	5.94%	0.20%	0.39%	0.16%
5.64%	11.56%	4.80%	0.26%	0.51%	0.23%
■ Charter Schools			■ Traditional Public Schools		

What is the Civil Rights Data Collection?

The purpose of the CRDC is to obtain data 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 CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from preschool through 12th grade



CRDC Overview



CIVIL RIGHTS Data Collection

HOME

SCHOOL & DISTRICT SEARCH

DETAILED DATA TABLES

DATA ANALYSIS TOOLS

SPECIAL REPORTS

STATE AND NATIONAL ESTIMATIONS

2015-16 FIRST LOOK REPORT

ADDITIONAL RESOURCES

FAQ/USER GUIDE

OFFICE FOR CIVIL RIGHTS (OCR)


Looking for the 2015-16 CRDC?



CRDC


Civil Rights Data Collection

**WIDE-RANGING EDUCATION ACCESS AND EQUITY
DATA COLLECTED FROM OUR NATION'S PUBLIC SCHOOLS**



School and District Search

View a summary of selected facts about a school or district as well as tables and graphs of reported data




Detailed Data Tables

Explore and analyze data across schools or districts



Data Analysis Tools

- Explore discipline data across schools, districts and/or states
- Analyze trends in students characteristic data for schools or districts



Special Reports for Schools and Districts

- English Learner (EL) Report
- Discipline Report
- Educational Equity Report

DID YOU KNOW?

The CRDC includes data about:

- Enrollment
- Demographics
- Preschool
- Math & Science Courses
- Advanced Placement
- SAT & ACT
- Discipline
- School Expenditures
- Teacher Experience

New data items for 2015-16 CRDC include:

- Math and science classes taught by certified teachers
- Enrollment in Algebra I in Grade 7 and Geometry in Grade 8
- Offenses
- Pre-K discipline
- Days missed due to suspensions
- Transfers to alternate schools

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School Types Included in the 2017–18 CRDC Sample

School Type	Number of Schools	Percent of Schools
Traditional	89,264	92.7%
Charter	7,036	7.3%
Alternative	3,335	3.5%
Magnet	4,123	4.3%
Special Education	1,998	2.1%



Enrollment



The Landscape

**Over 330,000
students with
disabilities have
chosen to enroll in
charter schools
across the country**





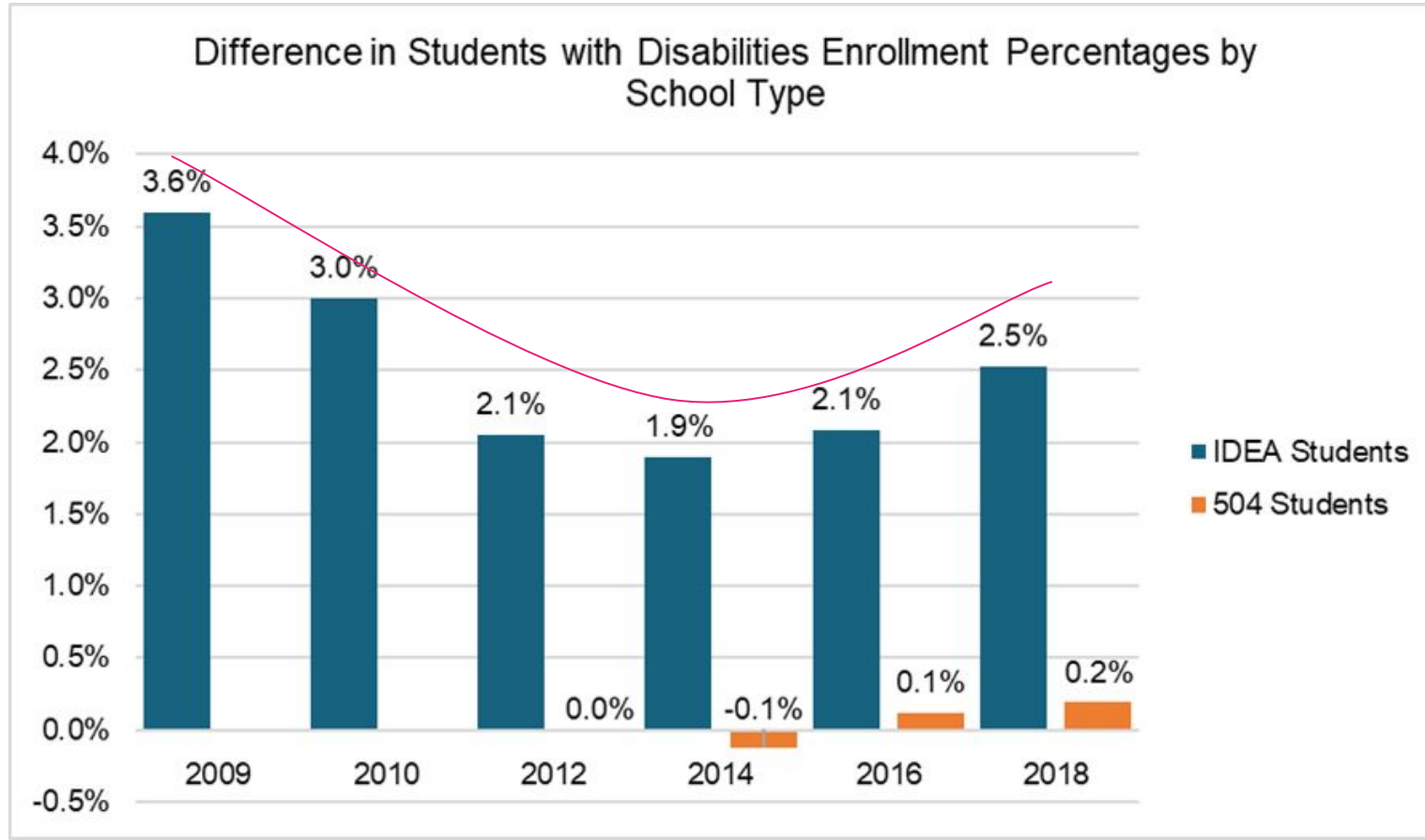
ENROLLMENT – KEY FINDINGS:

More Students Eligible for Special Education Overall
13.2% in Traditional Schools (12.9% in 2016)
10.7% in Charter Schools (10.8% in 2016)

Difference between Sectors Increasing
2.5% for Students w/Disabilities (IEP) (2.1% in 2016)
0.2% for Students w/Section 504 Plans (0.1% in 2016)

More Students with Disabilities in LEA Charters
11.2% LEA Charters
9.9% Charters Part of an LEA

After Period of Decreasing, Difference Between Sectors is Increasing

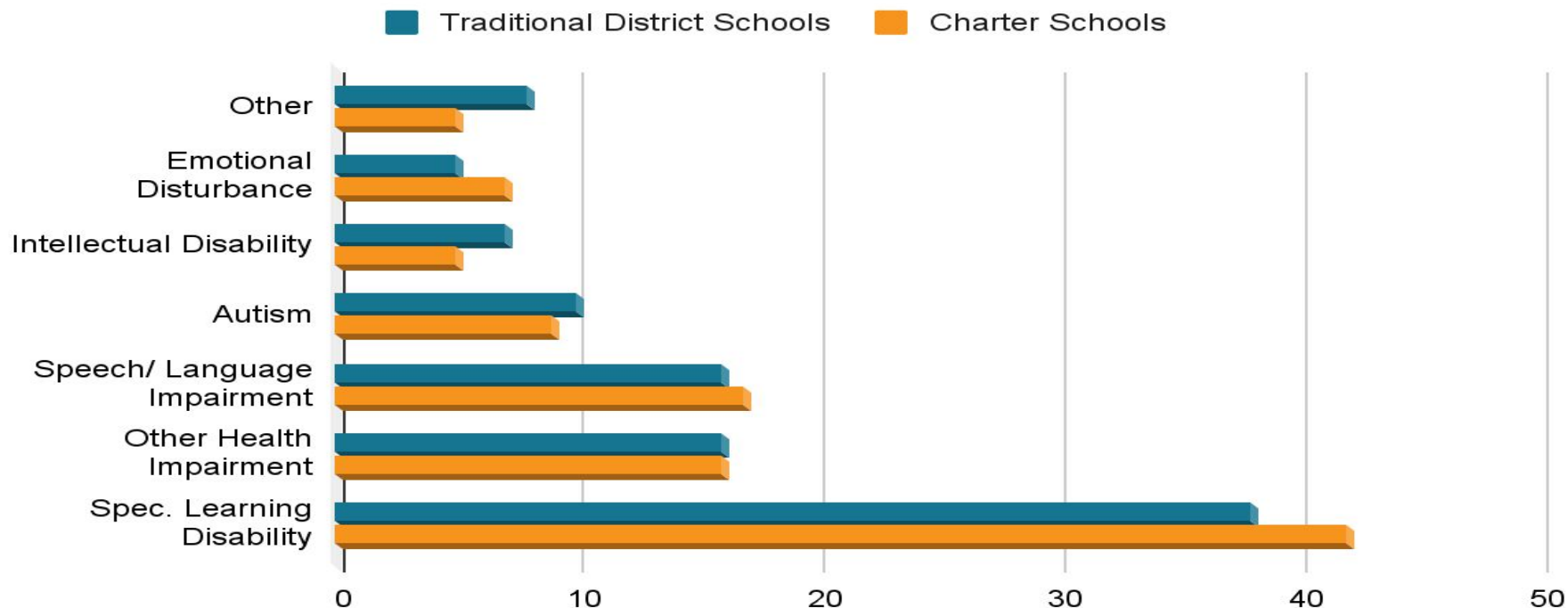


Enrollment Composition



Similar Profile of Students with Some Notable Variances (i.e., ED, ID, ASD, SLD, and aggregate low incidence)

2017-2018 Enrollment By Primary Disability

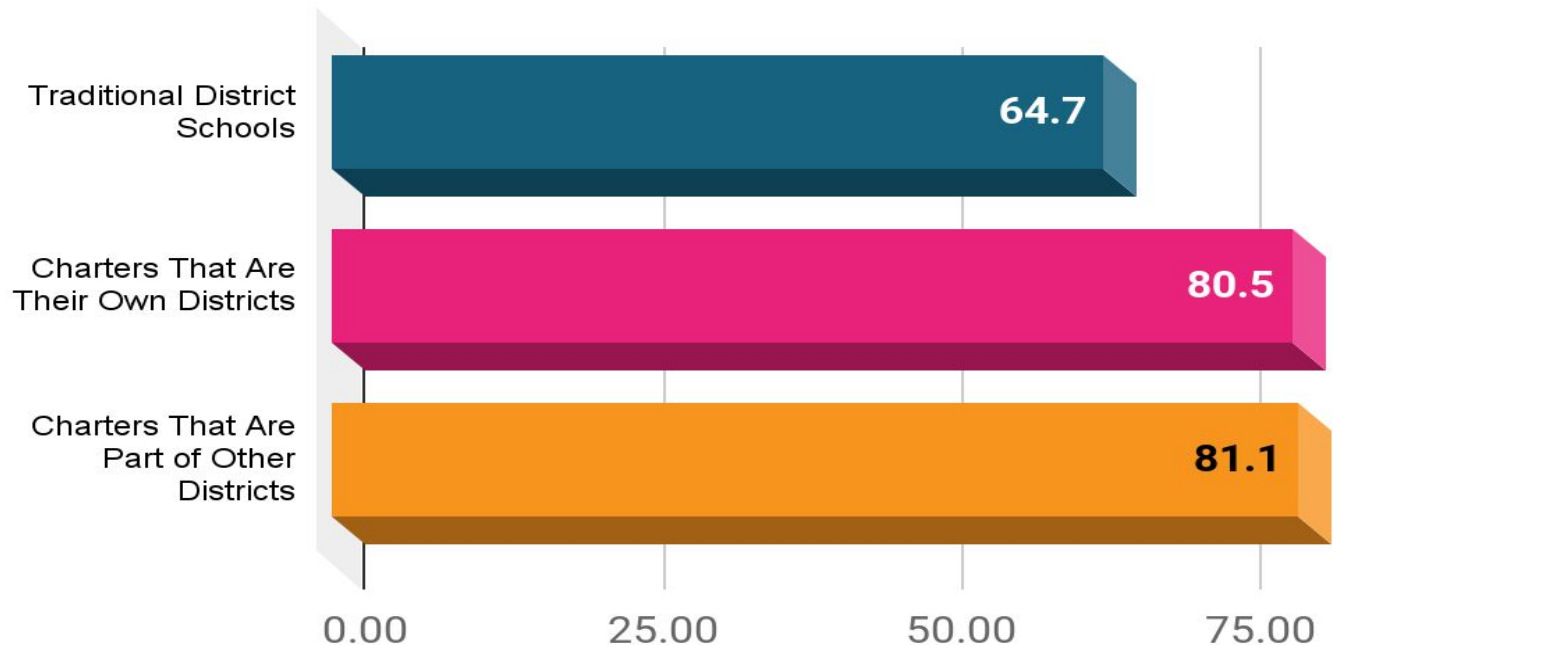


Educational Placement



Charter Schools Continue to Educate a Greater Proportion of Students in General Education Classrooms

2017-2018 Percentage of Students Placed in General Education Setting Over 80% of Day (National)

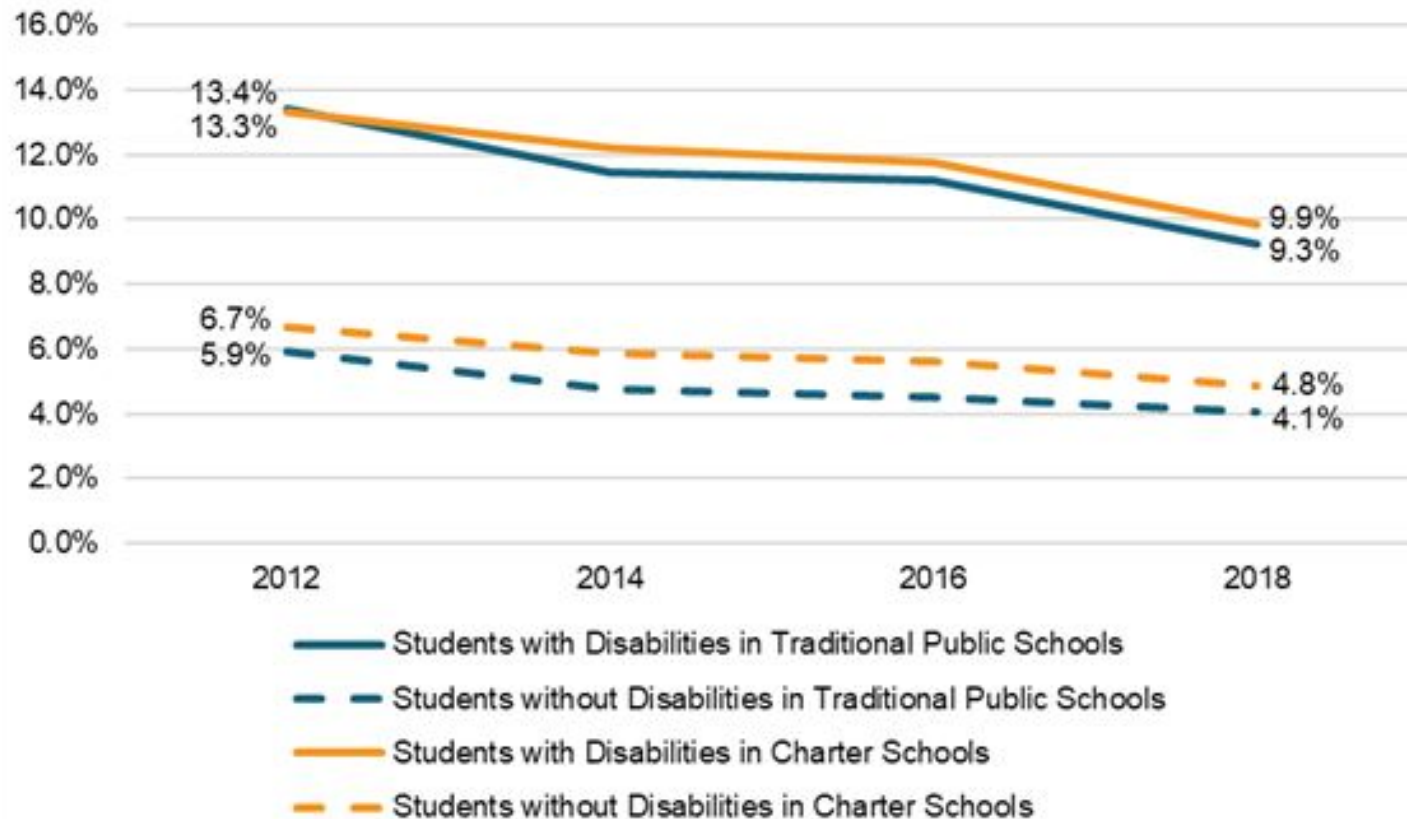


Discipline and Engagement of Law Enforcement



Overall, Suspensions are Decreasing

Students who Received Out-of-School Suspension by Student Group and School Type



Disproportionality Persists Across Sectors

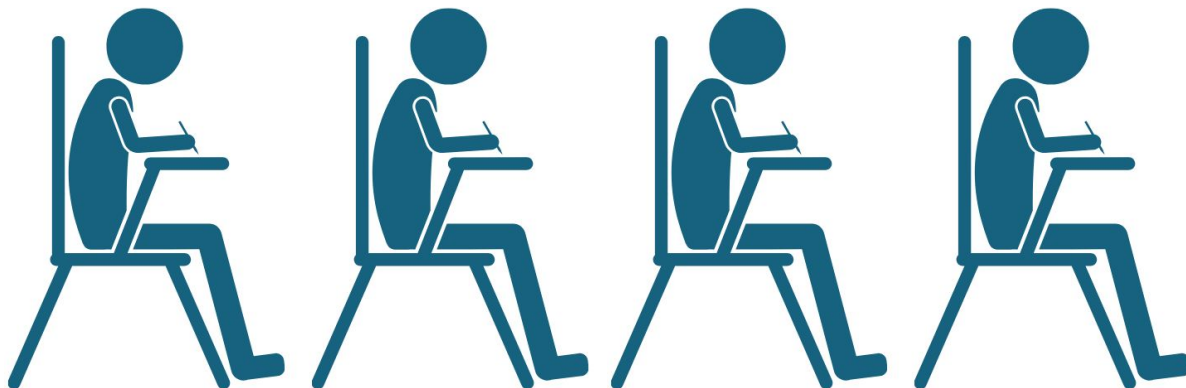
STUDENTS WITHOUT DISABILITIES



In-School Suspension
4.7% Traditional Schools
2.5% Charter Schools

Out-of-School Suspension
4.1% Traditional Schools
4.8% Charter Schools

STUDENTS WITH DISABILITIES



In-School Suspension
8.3% Traditional Schools
4.4% Charter Schools

Out-of-School Suspension
9.3% Traditional Schools
9.9% Charter Schools

Disproportionality of Law Enforcement Referrals

STUDENTS WITHOUT DISABILITIES



0.4% Traditional Schools
0.1% Charter Schools

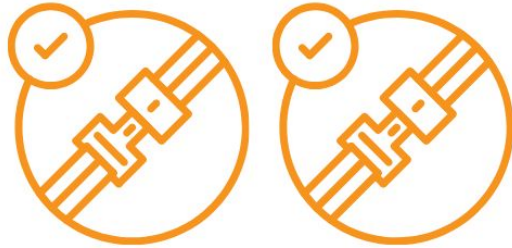
STUDENTS WITH DISABILITIES



0.9% Traditional Schools (58,695)
0.3% Charter Schools (1,037)

Disproportionality of Student Restraints

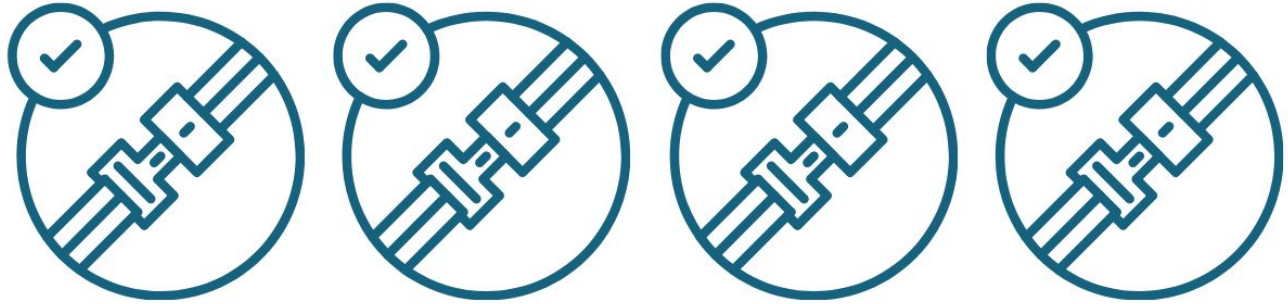
STUDENTS WITHOUT DISABILITIES



0.03% Physical – Traditional
0.04% Physical – Charter

0.005% Mechanical – Traditional
0.001% Mechanical – Charter

STUDENTS WITH DISABILITIES

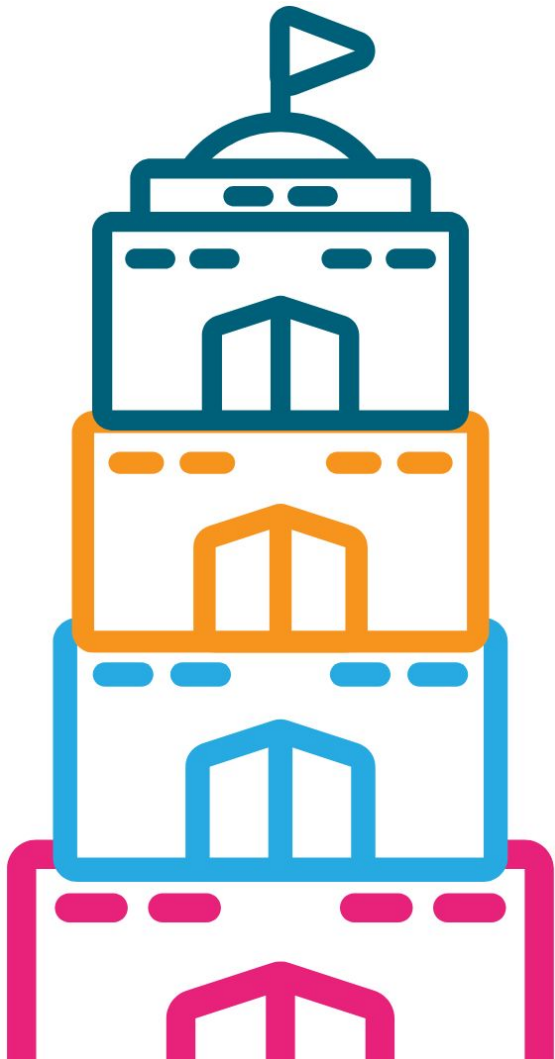


0.86% Physical – Traditional (54,208)
0.48% Physical – Charter (1,596)

0.023% Mechanical – Traditional (1,470)
0.007% Mechanical – Charter (23)

Specialized Charter Schools



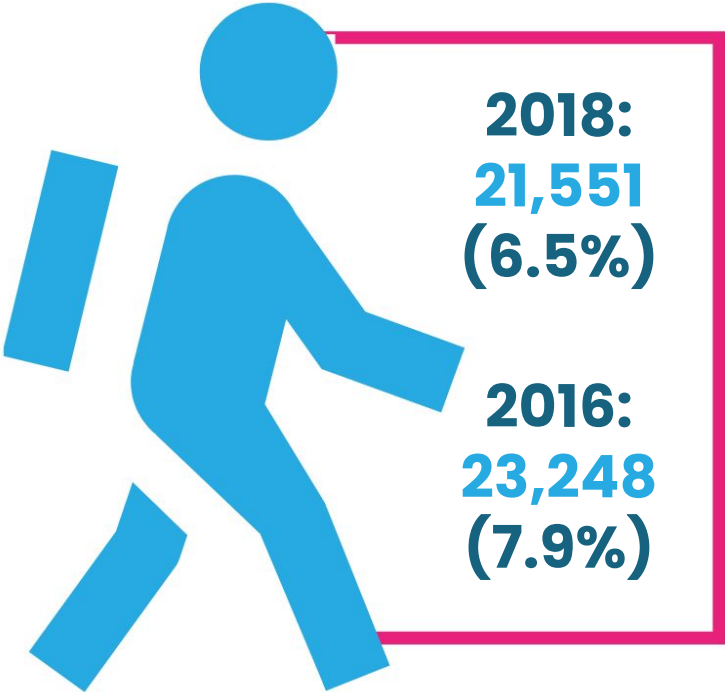


Specialized Charter Schools are Growing in Number

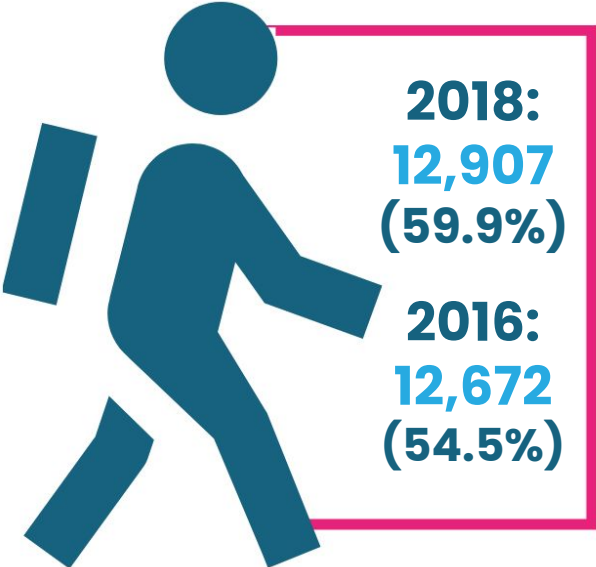
- The number of specialized charter schools **increased from 165 in 2015–2016 to 185 in 2017–2018.**
- The vast majority of specialized charter schools are in **Florida, Ohio, and Texas.**
- About **68% of specialized charter schools** appear to serve students with a variety of disabilities.

Enrollment of Students with Disabilities in Specialized Charter Schools

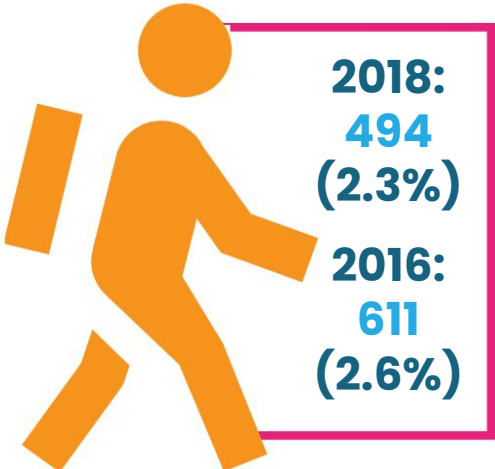
Total Enrollment



Services – IDEA

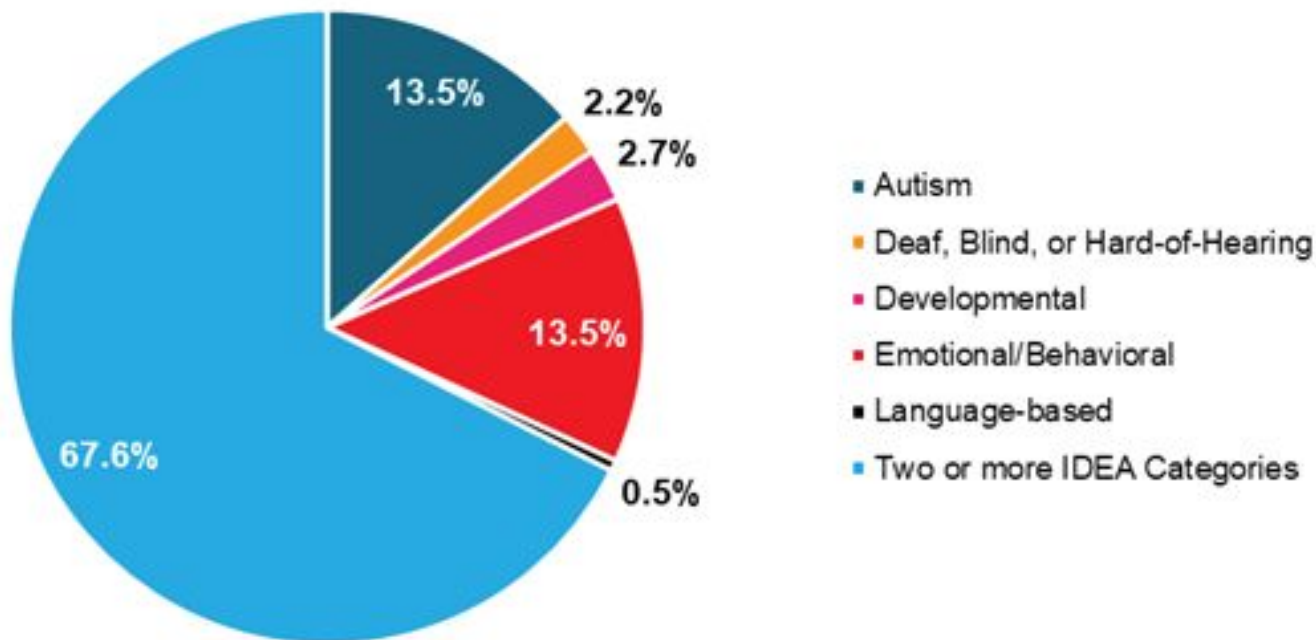


Services – 504

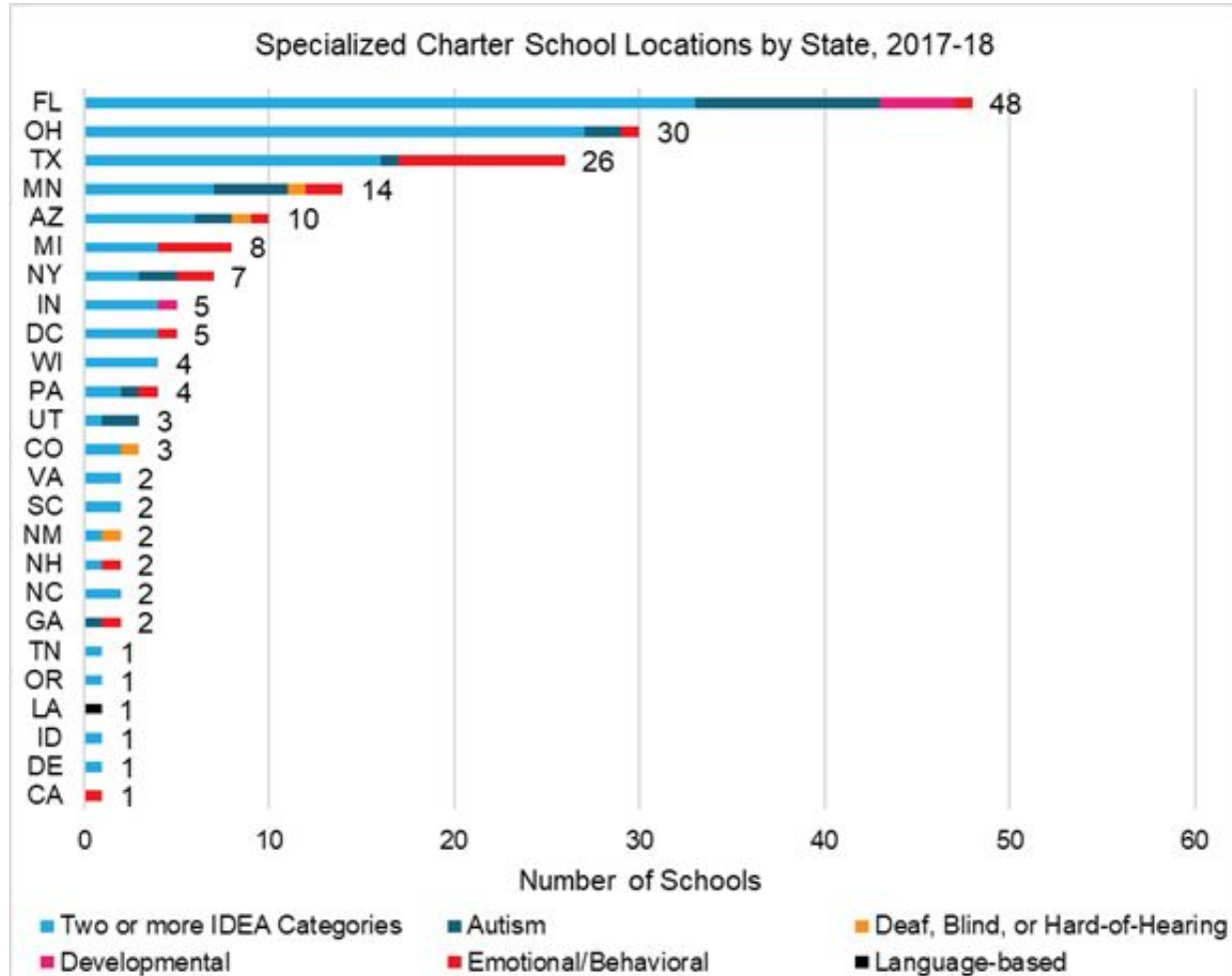


Most Specialized Schools Educate Students with a Variety of Disabilities

Disability Focus in Specialized Charter Schools, 2017-18



Specialized Schools Largely Clustered in Small Group of States





Key Takeaways

1

The number of students qualifying for special education and related services continues to increase across the nation.

2

Charter schools continue to enroll a smaller proportion of students with disabilities and after a period of decreasing, the difference has increased.

3

The legal status of a charter school appears to influence the extent to which students with disabilities have access, most likely due to IDEA assigning responsibility for the provision of FAPE to LEAs and not schools.

4

Charter schools educate more students with disabilities in the general education classrooms, but traditional public schools continue to educate more students with disabilities who are typically educated in more restrictive settings.

5

Across the board, students with disabilities are subject to 2X to 3X more discipline (i.e., suspensions, seclusion, and restraint), and this discipline leads to notably more involvement with law enforcement.

6

The sub-sample of “specialized” charter schools continues to grow but remains largely clustered in FL, OH, and TX.



Questions?

FIVE FULL TECHNICAL BRIEFS & DETAILED METHODOLOGY AVAILABLE NOW



A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



Enrollment of Students with Disabilities in Charter and Traditional Public Schools

TECHNICAL BRIEF 1



NOVEMBER 2021



A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



Enrollment Characteristics of Students with Disabilities in Charter and Traditional Public Schools

TECHNICAL BRIEF 2



NOVEMBER 2021



A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



Education of Students with Disabilities in Charter and Traditional Public Schools by Educational Setting

TECHNICAL BRIEF 3



NOVEMBER 2021



A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



School Discipline and Engagement of Law Enforcement in Charter and Traditional Public Schools

TECHNICAL BRIEF 4



NOVEMBER 2021



A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



Specialized Charter Schools

TECHNICAL BRIEF 5



NOVEMBER 2021

WWW.CENTERFORLEARNEREQUITY.ORG

Follow up Questions?

Contact me:

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The Center for
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Thank you!



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