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

Lauren Morando Rhim, Executive Director and Co-Founder
Goodbye, National Center for Special Education in Charter Schools.

Hello, 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.
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
Publish Reports and Tableau Data Files 2012 – 2018

Interactive Report on the Status of Special Education in Public Schools across the U.S.

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 CROIC 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.

Learn more about our findings by reviewing the full report, the executive summary, and the methodology section.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>IDEA Enrollmt</th>
<th>Section 504</th>
<th>Disability Type</th>
<th>Educational Environment</th>
<th>Discipline</th>
</tr>
</thead>
</table>

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

- **Suspensions** (At least one out-of-school suspension)
  - All Students: 6.0%
  - Students with Disabilities: 13.0%
  - Students without Disabilities: 0.0%

- **Expulsions** (At least one expulsion)
  - All Students: 0.0%
  - Students with Disabilities: 0.1%
  - Students without Disabilities: 0.0%

Students with Disabilities with At Least One Out-of-School Suspension, by State

[Map showing state data]
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

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
## School Types Included in the 2017–18 CRDC Sample

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>89,264</td>
<td>92.7%</td>
</tr>
<tr>
<td>Charter</td>
<td>7,036</td>
<td>7.3%</td>
</tr>
<tr>
<td>Alternative</td>
<td>3,335</td>
<td>3.5%</td>
</tr>
<tr>
<td>Magnet</td>
<td>4,123</td>
<td>4.3%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1,998</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
Enrollment
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

- Traditional District Schools
- Charter Schools

Other
Emotional Disturbance
Intellectual Disability
Autism
Speech/Language Impairment
Other Health Impairment
Spec. Learning Disability

0 10 20 30 40 50
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)

- Traditional District Schools: 64.7%
- Charters That Are Their Own Districts: 80.5%
- Charters That Are Part of Other Districts: 81.1%
Discipline and Engagement of Law Enforcement
Overall, Suspensions are Decreasing
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

<table>
<thead>
<tr>
<th>STUDENTS WITHOUT DISABILITIES</th>
<th>STUDENTS WITH DISABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.03% Physical – Traditional</td>
<td>0.86% Physical – Traditional (54,208)</td>
</tr>
<tr>
<td>0.04% Physical – Charter</td>
<td>0.48% Physical – Charter (1,596)</td>
</tr>
<tr>
<td>0.005% Mechanical – Traditional</td>
<td>0.023% Mechanical – Traditional (1,470)</td>
</tr>
<tr>
<td>0.001% Mechanical – Charter</td>
<td>0.007% Mechanical – Charter (23)</td>
</tr>
</tbody>
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Specialized Charter Schools
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

- 2018: 21,551 (6.5%)
- 2016: 23,248 (7.9%)

Services – IDEA

- 2018: 12,907 (59.9%)
- 2016: 12,672 (54.5%)

Services – 504

- 2018: 494 (2.3%)
- 2016: 611 (2.6%)
Most Specialized Schools Educate Students with a Variety of Disabilities

Disability Focus in Specialized Charter Schools, 2017-18

- 67.6%: Two or more IDEA Categories
- 13.5%: Autism
- 13.5%: Emotional/Behavioral
- 2.7%: Developmental
- 2.2%: Deaf, Blind, or Hard-of-Hearing
- 0.5%: Language-based
Specialized Schools Largely Clustered in Small Group of States

Specialized Charter School Locations by State, 2017-18

- Florida (FL): 48
- Ohio (OH): 30
- Texas (TX): 26
- Minnesota (MN): 14
- Arizona (AZ): 10
- Michigan (MI): 8
- New York (NY): 7
- Indiana (IN): 5
- District of Columbia (DC): 5
- Wisconsin (WI): 4
- Pennsylvania (PA): 4
- Utah (UT): 3
- Colorado (CO): 3
- Virginia (VA): 2
- South Carolina (SC): 2
- New Mexico (NM): 2
- New Hampshire (NH): 2
- North Carolina (NC): 2
- Georgia (GA): 2
- Tennessee (TN): 1
- Oregon (OR): 1
- Louisiana (LA): 1
- Idaho (ID): 1
- Delaware (DE): 1
- California (CA): 1

Legend:
- Two or more IDEA Categories
- Autism
- Developmental
- Emotional/Behavioral
- Deaf, Blind, or Hard-of-Hearing
- Language-based
Key Takeaways
The number of students qualifying for special education and related services continues to increase across the nation.

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

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.
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.

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.

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

WWW.CENTERFORLEARNERREQUITY.ORG
Follow up Questions?

Contact me:
Lauren Morando Rhim
Executive Director
lmrhim@centerforlearnerequity.org
Thank you!