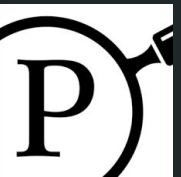
REPORTING WITH CIVIL RIGHTS DATA

The Good, the Bad … and the Basics of Holding Schools Accountable



ProPublica/Education Writers Association
October 30, 2018
Annie Waldman | ProPublica | annie.waldman@proublica.org
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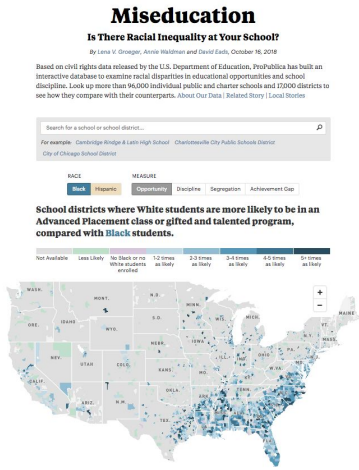
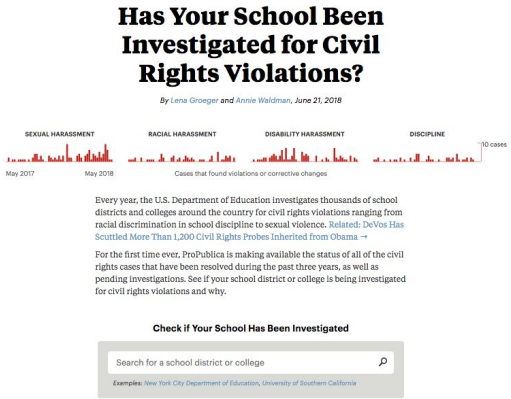


Trinity Hughes, left, and Zyahna Bryant at Charlottesville High School, where they are seniors. (Matt Eich, special to ProPublica)

Charlottesville's Other Jim Crow Legacy: Separate and Unequal Education

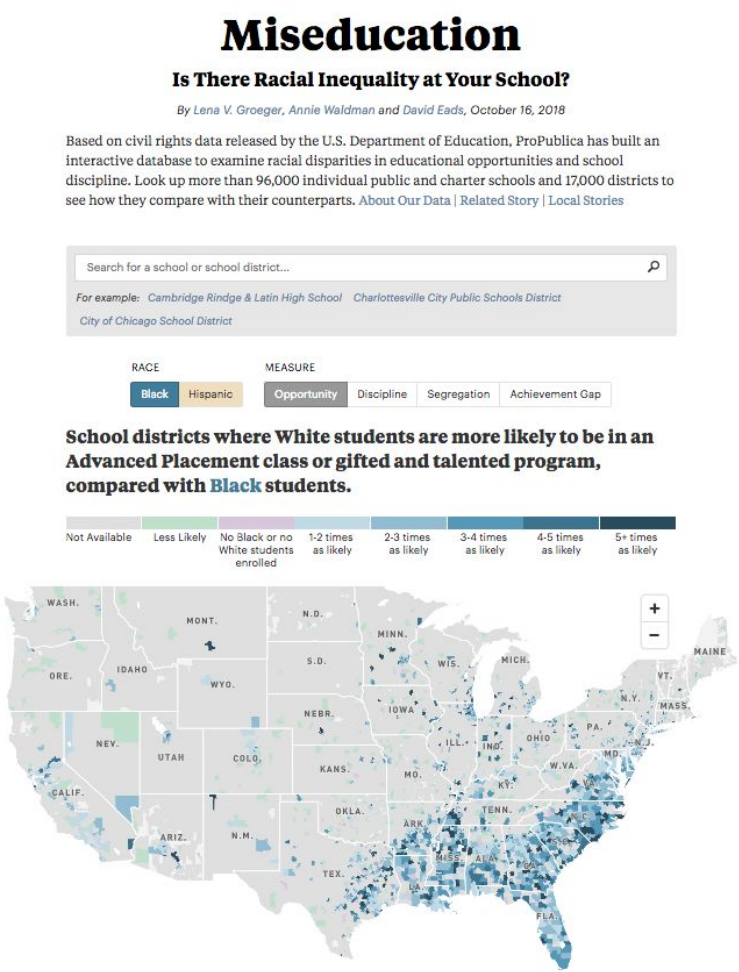
André da Loba, special to ProPublica

DeVos Has Scuttled More Than 1,200 Civil Rights Probes Inherited From Obama



Goals

- **Data:** What data is available to evaluate your local schools and school districts' performance on measures of equal opportunity for students?
- **Story Ideas:** How can reporters assess differences across their state or district to identify promising accountability angles for their stories?
- **Other Resources:** What additional information and resources are available for reporters looking to go beyond the data in reporting on civil rights issues in education?



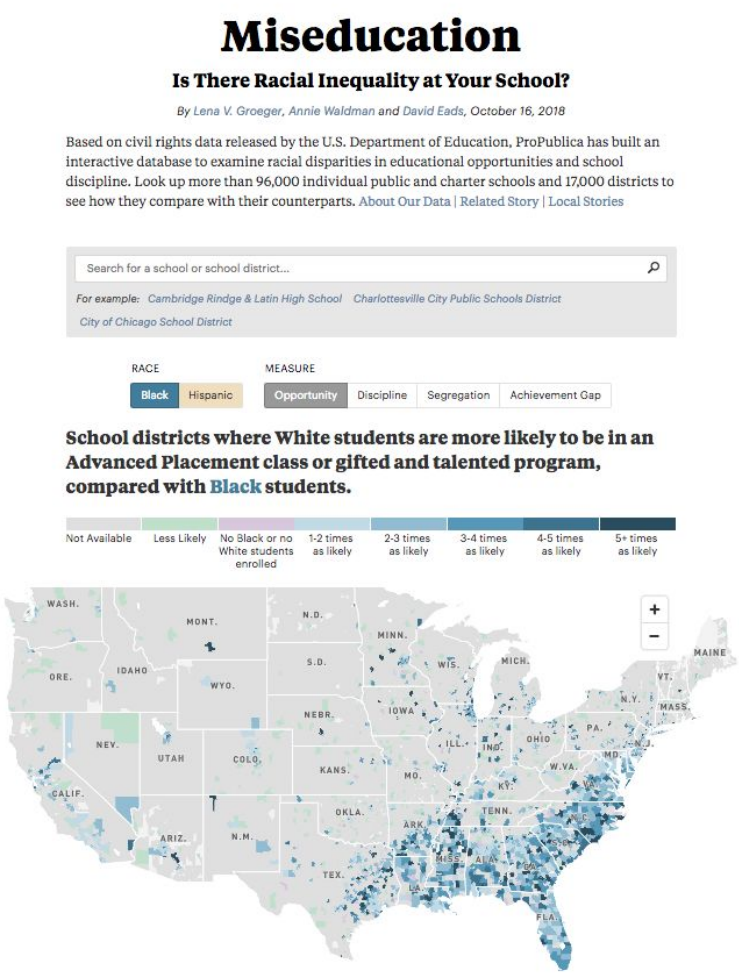
Data

At ProPublica, we recently created two apps that can help you investigate a local school or school district:

- **Miseducation,** which looks at measures of racial inequity across schools.
- The **Civil Rights Investigations** news app, a database of pending and closed civil rights investigations over the past three years.

Today, we'll go over a couple things:

- What are the key concepts to understand?
- How to navigate the online databases
- What are the data sources we used?
- What are the opportunities and limitations of working with our data?



Miseducation

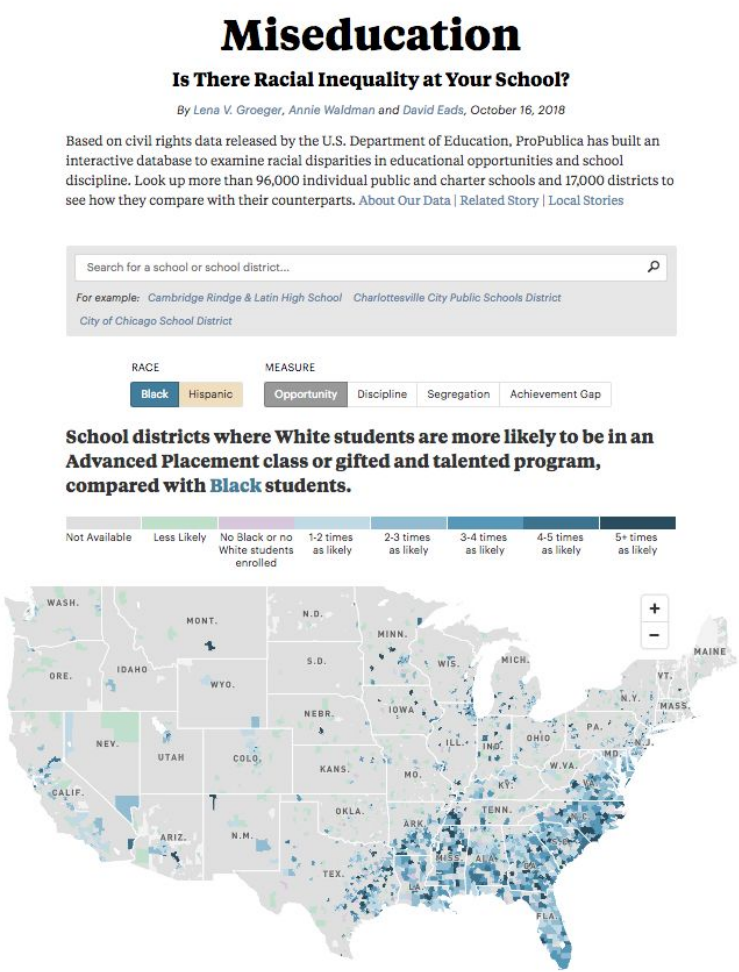
Link: https://projects.propublica.org/miseducation/

*What is the goal of **Miseducation**?*

Miseducation is intended to help students, parents, families, teachers, administrators, advocates and journalists examine racial disparities in educational opportunities and school discipline.

*What data is used in **Miseducation**?*

We include data from more than 96,000 individual public and charter schools and 17,000 districts. The majority of our data come from federal sources (the Civil Rights Data Collection, or CRDC, and the Common Core of Data, or CCD) for the 2015-2016 school year.

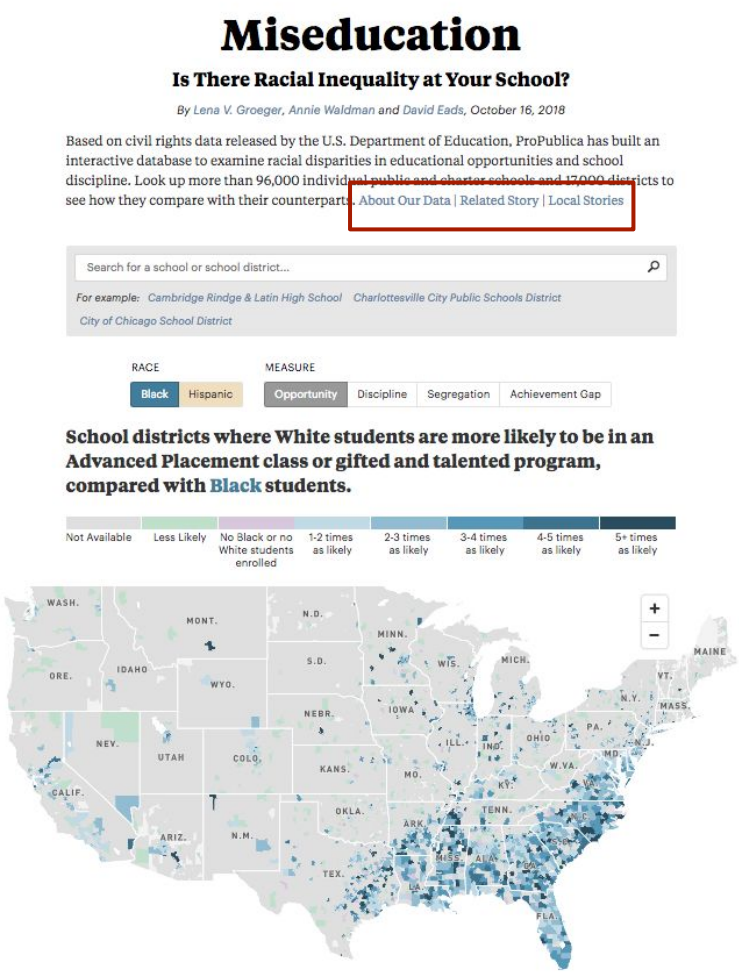


Key Concepts

A **dissimilarity index** is one of the most commonly used measures of segregation. In our online database, we calculate how evenly distributed two racial or ethnic groups of students are across schools in a district.

The "**achievement gap**" refers to a persistent gap in academic performance between certain racial and ethnic groups of students.

A **risk ratio** is a measurement that compares the risk of an event between two groups. In our news application, we have calculated risk ratios to illustrate racial gaps in how often students are suspended, or participate in high level academic programs.



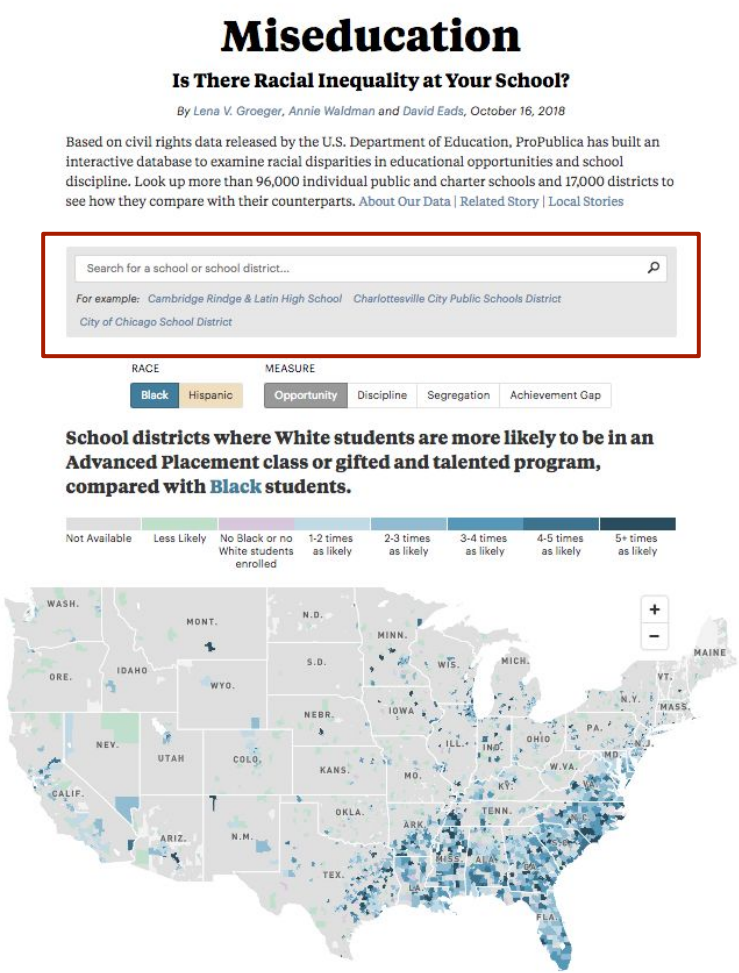
How to Navigate: Homepage

Links: We include three links at the top of the page: our methodology, our main bar story and other local stories.

Search: We provide several examples of schools and districts, but you can type in any school or district in the search bar. Note: Sometimes school districts have names in the data that differ from what they are typically known as.

Map: We show a map of risk ratios of advanced placement courses and out-of school suspension rates, as well as dissimilarity index (to show segregation) and the achievement gap data from Stanford.

State table: We provide statewide figures in a number of measures.



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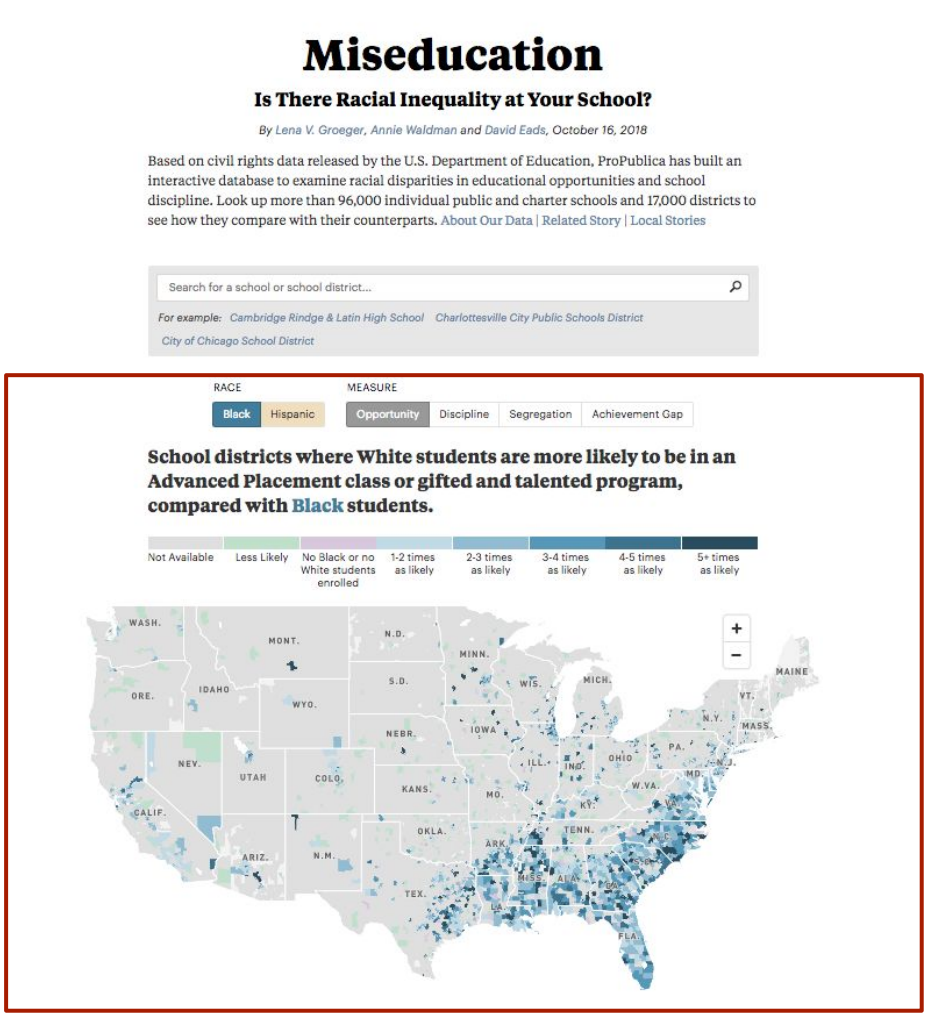

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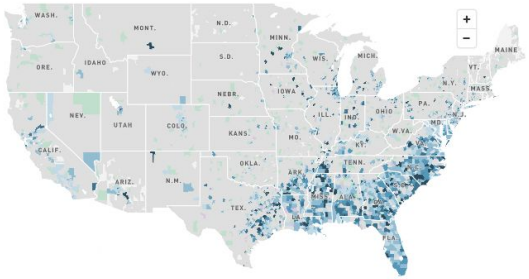
RACE: Black | Hispanic

MEASURE: Opportunity | Discipline | Segregation | Achievement Gap

School districts where White students are more likely to be in an Advanced Placement class or gifted and talented program, compared with Black students.

Not Available | Less Likely | No Black or no White students enrolled | 1-2 times as likely | 2-3 times as likely | 3-4 times as likely | 4-5 times as likely | 5+ times as likely

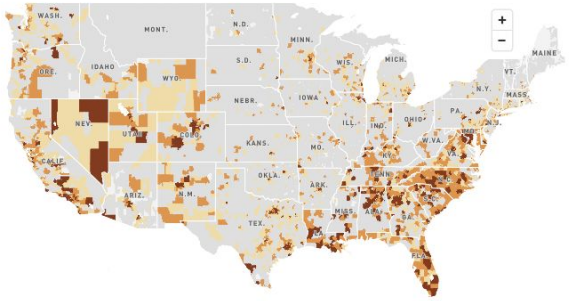


RACE: Black | Hispanic

MEASURE: Opportunity | Discipline | Segregation | Achievement Gap

School districts where there is an uneven distribution of Hispanic students and White students across schools.

Not Available | Low | Medium | High

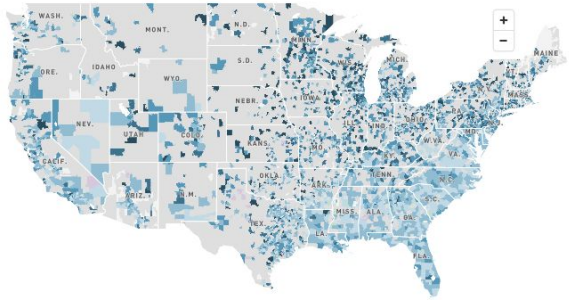


RACE: Black | Hispanic

MEASURE: Opportunity | Discipline | Segregation | Achievement Gap

School districts where Black students are more likely to be suspended than White students.

Not Available | Less Likely | No Black or no White students suspended | 1-2.5 times as likely | 2.5-4 times as likely | 4-6 times as likely | 6-10 times as likely | 10+ times as likely

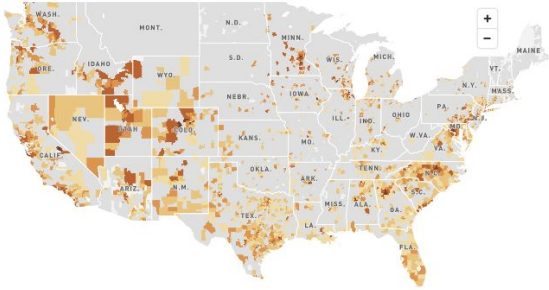


RACE: Black | Hispanic

MEASURE: Opportunity | Discipline | Segregation | Achievement Gap

School districts where Hispanic students are on average academically behind White students, in grade level equivalence.

Not Available | 0-1 grades behind | 1-1.5 grades behind | 1.5-2 grades behind | 2-3 grades behind | 3+ grades behind



ALL STATES

Compare student access to opportunities and discipline on average, across states. Click on each state for full details.

Black Hispanic

State ↑	Nonwhite Students	Students Who Get Free/Reduced-Price Lunch	High School Graduation Rate	Opportunity (White students are this number of times as likely to be in an AP class, compared with Black students)	Discipline (Black students are this number of times as likely to be suspended, compared with White students)
Alabama	45%	51%	87%	1.8x	3.7x
Alaska	52%	43%	76%	1.5x	3.3x
Arizona	60%	44%	80%	1.8x	3.4x
Arkansas	38%	63%	87%	1.5x	3.6x
California	76%	59%	83%	1.8x	3.4x
Colorado	46%	42%	79%	1.4x	3.3x
Connecticut	44%	38%	87%	2.3x	6x
Delaware	54%	38%	86%	2.1x	3.5x
District Of Columbia	90%	77%	69%	1.5x	11.7x
Florida	61%	59%	81%	2.2x	2.4x
Georgia	59%	62%	79%	1.8x	3.6x
Hawaii	87%	50%	83%	Not Available	Not Available
Idaho	24%	47%	80%	Not Available	Not Available
Illinois	51%	50%	86%	1.9x	4.6x
Indiana	31%	48%	87%	1.9x	4.5x
Iowa	23%	41%	91%	1.2x	5.4x
Kansas	35%	49%	86%	2.1x	5x
Kentucky	22%	59%	89%	1.7x	3.5x
Louisiana	54%	58%	79%	1.8x	2.5x
Maine	10%	46%	87%	1.6x	2.4x
Maryland	62%	45%	88%	2.3x	3x
Massachusetts	38%	40%	88%	1.6x	4x
Michigan	33%	46%	80%	2.6x	4.1x
Minnesota	32%	38%	82%	1.9x	6.2x
Mississippi	56%	75%	82%	2.1x	3.1x

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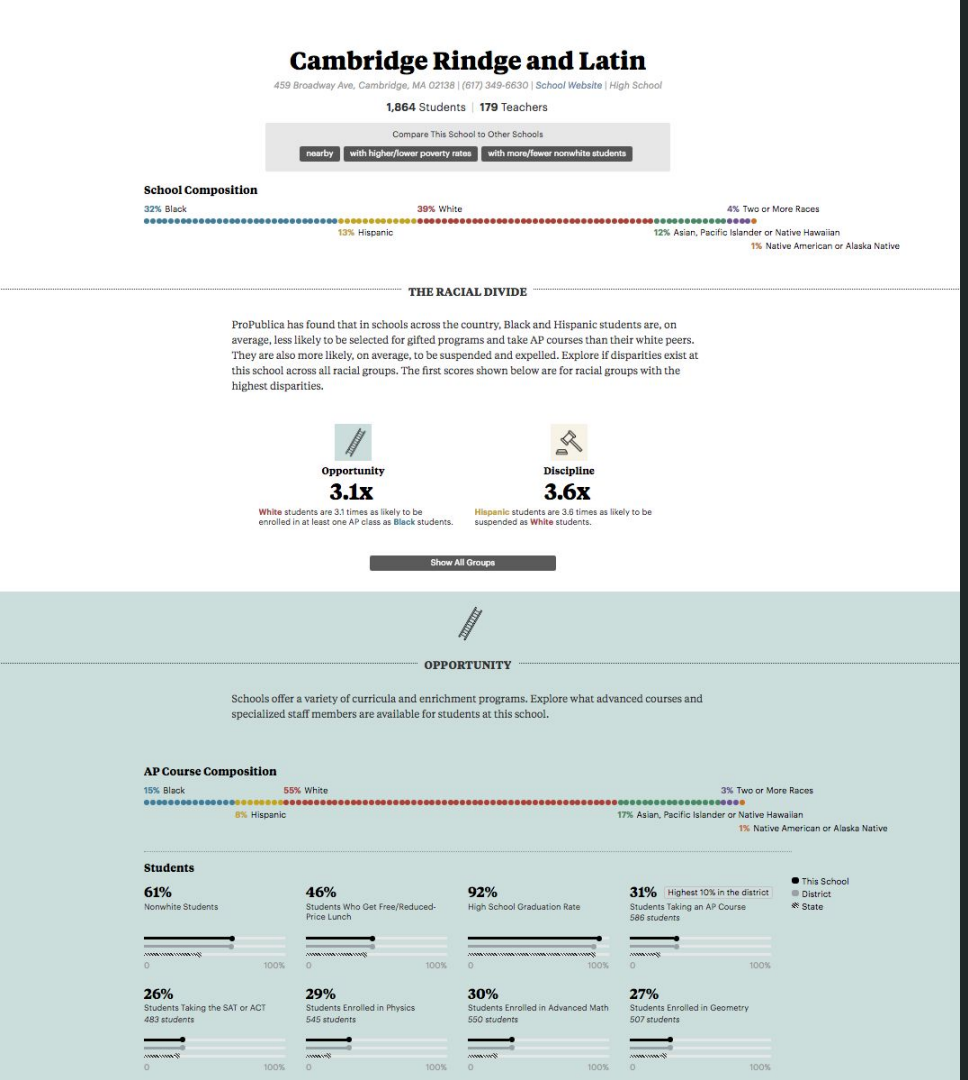


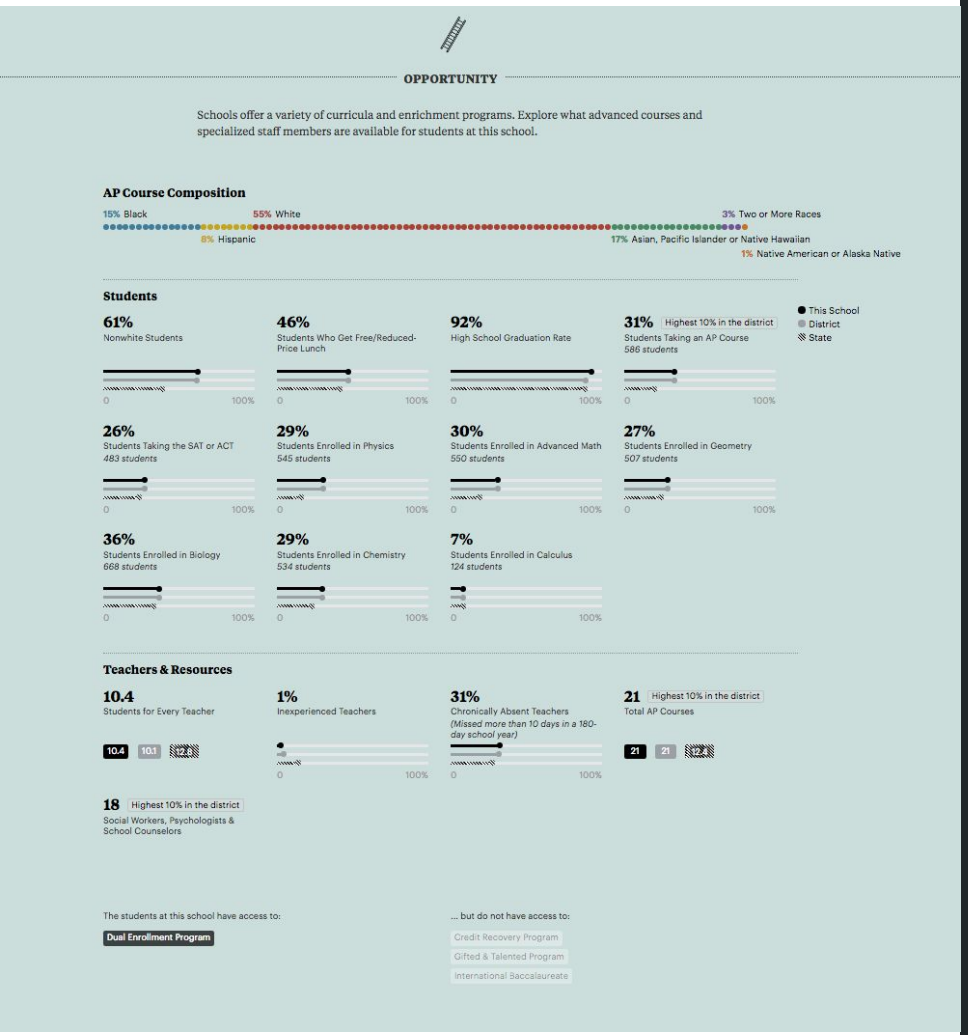
How to Navigate: School Pages

Basic info: Using data from CCD and CRDC, we provide a school's address, website and school type. Note: We merged the two datasets, so school type may not be available for all schools.

School demographics: We show enrollment, broken down by race, and the number of teachers for each school (CRDC).

School comparisons: We show comparisons with local schools, schools with higher or lower poverty rates, and those with more or fewer non-white students.

Racial inequity scores: For schools, we provide two quick measures: an opportunity risk ratio (advanced placement or gifted and talented data, when available) and a discipline risk ratio (out-of-school suspension data). We do not show a measure if it's not statistically significant.



How to Navigate: School Pages

AP/Gifted Composition: We provide the racial breakdown of AP and gifted programs in schools (CRDC).

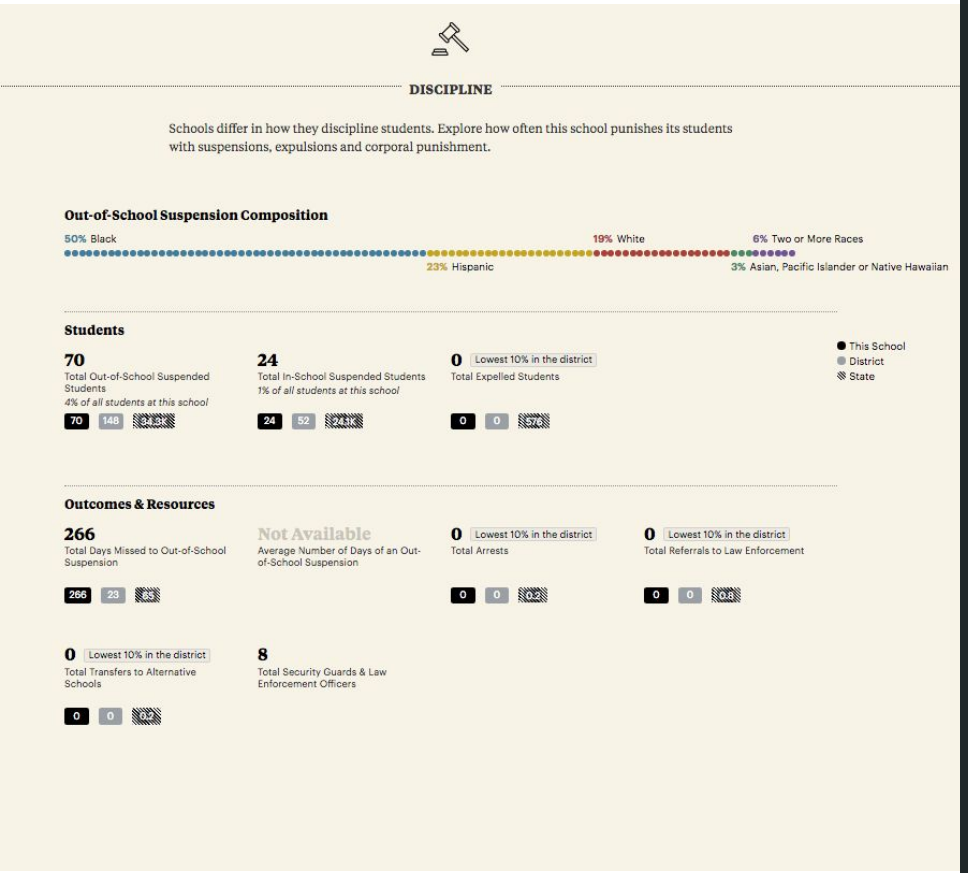
FRPL: We show the percent of students who received free or reduced-price lunch (CCD).

Graduation rates: We show four-year adjusted cohort graduation rates. This is frequently a range (EdFacts).

% Students Advanced classes: We show the percent of students taking at least one AP class, taking the SAT/ACT, enrolled in physics, advanced math, geometry, biology, chemistry and calculus. For schools labeled as high school, we use the high school enrollment as denominator. We also show number of AP courses (CRDC).

Teachers: We show student-teacher ratio, percent of inexperienced teachers, chronically absent teachers, number of social support staff (CRDC).

Special programs: We show whether students have access to dual enrollment, credit recovery, GT and IB (CRDC).



How to Navigate: School Pages

Out-of-School Suspensions: We provide the racial breakdown of out-of-school suspensions in schools. We also provide the total number of out-of-school and in-school suspensions, as well as the percent of students that have received them (CRDC).

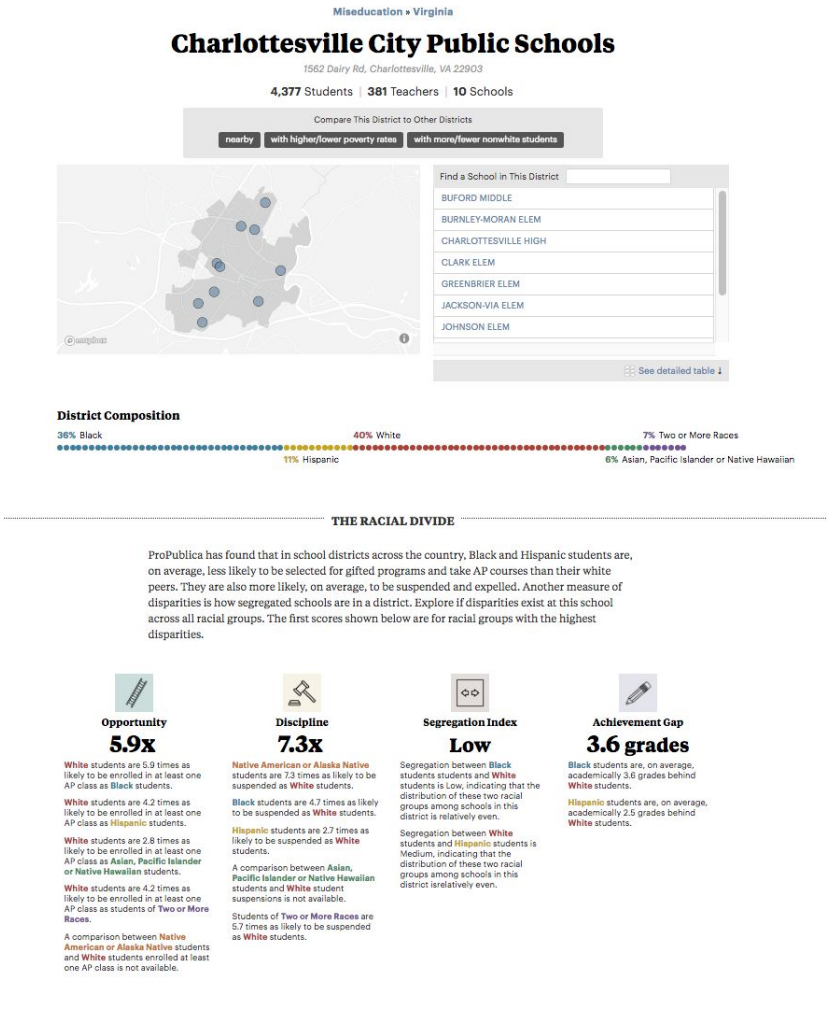
Expulsions: We show the total number of expulsions per school and the percent of students that received an expulsion (CRDC).

Total Days Missed to OSS: We show how many days students missed due to OSS and the average number of days per suspension (CRDC).

Referrals to law enforcement: We show the total number of arrests and referrals to law enforcement (CRDC).

Transfers to alternative schools: We show the total number of transfers to alternative schools for disciplinary reasons (CRDC).

Security staff: We show the total number of security guards and law enforcement officers. Note: This number is a minimum (CRDC).



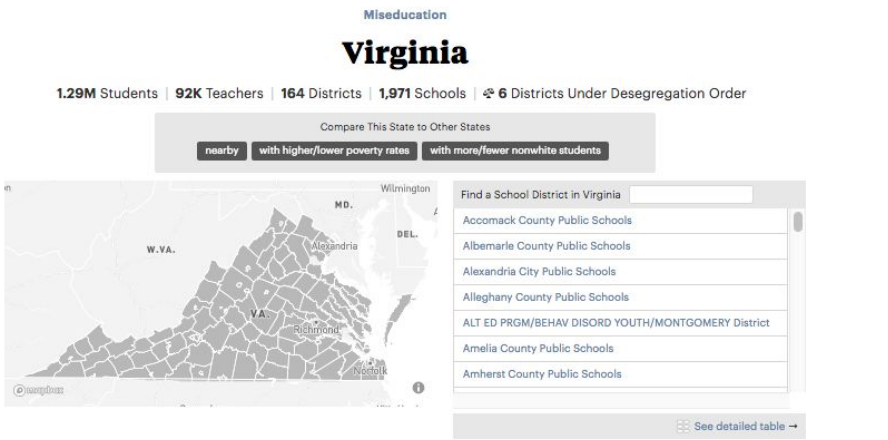
How to Navigate: District Pages

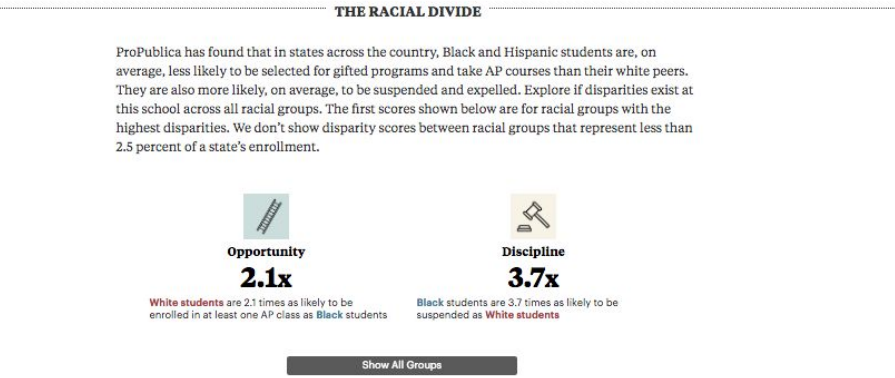
List of Schools: We provide a list, and a map, of all schools in the district.

Segregation Index: For districts, we show a dissimilarity index, which shows how evenly distributed racial groups are across schools in a district.

Achievement Gap: For districts, we show achievement gap data from the Stanford Education Data Archive at the Center for Education Policy Analysis. We provide data on the white-black divide as well as the white-hispanic divide.

School table: We provide a table all all schools in a district to help with comparisons.





How to Navigate: State Pages

Interactive map: We include an interactive map so you can explore districts that are in close proximity to each other.

State table: We have a list of all schools in a state, which can help with making comparisons.

Aggregate figures: We show statewide aggregate figures for a number of measures.

```
#################### SCRIPT TO MAKE DATA FOR APP #############
#################### #################### ####################
#################### #################### ####################

############# PACKAGES #############
install.packages("tidyverse")
install.packages("naniar")
install.packages("textclean")
require(tidyverse)
require(tidyr)
require(naniar)
require(readxl)
library(mgsub)
require(stringi)

############# SET WORKING DIRECTORY #############
setwd("~/OPP_GAP")

############# LOADING IN DATA  #############
RAW_CRDC_SCHOOL_DATA = read_csv("CRDC 2015-16 School Data.csv")
RAW_CRDC_SCHOOL_DATA_recordLayout = read_csv("CRDC 2015-16 School Data R
RAW_CRDC_LEA_DATA = read_csv("CRDC 2015-16 LEA Data.csv",col_types = col
RAW_CRDC_LEA_DATA_recordLayout = read_csv("CRDC 2015-16 LEA Data Record
RAW_CCD_1516 = read_csv("ccd_sch_029_1516_w_2a_011717.csv")
RAW_CCD_1617 = read_delim("ccd_sch_029_1617_w_0e_050317.txt", delim = "\
RAW_CCD_1718 = read_csv("ccd_sch_029_1718_w_0a_03302018.csv")
RAW_CCD_1516_FRL = read_csv("ccd_sch_033_1516_w_2a_011717.csv")
RAW_CCD_1415_FRL = read_delim("ccd_sch_033_1415_w_0216161a.txt",delim =
RAW_CCD_1516_MEMBER = read_csv("ccd_sch_052_1516_w_2a_011717.csv") ##CCD
RAW_CCD_1415_MEMBER = read_delim("ccd_sch_052_1415_w_0216161a.txt", deli
RAW_CCD_LEA_GRAD = read_csv("acgr-lea-sy2015-16.csv")
RAW_CCD_STATE_GRAD = read_csv("grad_rate_states_acgr_ccd_1516.csv") # ht
RAW_EDFACTS_SCHOOLINFO = read_csv("ID 22 SCH - Title I Status.csv")
RAW_CCD_LEA = read_csv("CCD_LEA_059_1516_W_1a_011717.csv")
```

Data Sources

We used a number of data sources for Miseducation:

- **Civil Rights Data Collection**
- **Common Core**
- **Edge**
- **EdFacts**
- **SEDA's Achievement Gap Data**

Civil Rights Data Collection

Most of the data comes from the Civil Rights Data Collection (CRDC), which is administered by the U.S. Department of Education's Office for Civil Rights with the aim of civil rights monitoring/enforcement.

- The department collects data every two years from all schools and districts across the country on a range of topics from Advanced Placement enrollment to suspension rates.
- The most recent data release, and the one displayed in our interactive, covers the 2015-16 school year.
- All public schools and districts are required to report data to the department.
- Many of the fields are broken down by race and ethnicity, providing a snapshot of inequities across the nation's schools.
- The CRDC data was used as the master list for all schools and districts to be included in the interactive.

OTHER “NEW” DATA ELEMENTS:

The following required data elements were new for the 2015–16 CRDC:

- Number of students served by LEA in preschool programs in LEA and non-LEA facilities (disaggregated by age 2)
- Number of Algebra I classes in grades 7-8
- Number of Algebra I classes in grades 9-12
- Number of Algebra I classes in grades 7-8 taught by teachers with a mathematics certification
- Number of students enrolled in Algebra I in grade 7
- Number of students enrolled in Algebra I in grade 8 (disaggregated by race/ethnicity, sex, disability status, and English-learner status)
- Number of students who passed Algebra I in grade 7
- Number of students who passed Algebra I in grade 8 (disaggregated by race/ethnicity, sex, disability status, and English-learner status)
- Number of Geometry classes in grades 9-12
- Number of students enrolled in Geometry in grade 8
- Number of students enrolled in Geometry in grades 9-12 (disaggregated by race/ethnicity, sex, disability status, and English-learner status)
- Number of math classes in grades 9-12 taught by teachers with a mathematics certification (Algebra I, Geometry, Algebra II, Advanced Math, and Calculus)

The following data elements were optional for the 2013–14 CRDC, but required for the 2015–16 CRDC:

- Number of incidents of violent and serious crimes
- Number of school days missed by students who received out-of-school suspensions
- Number of students transferred for disciplinary reasons to alternative schools
- Number of instances of corporal punishment for student’s in preschool through grade 12
- Number of preschool students who received corporal punishment
- Number of allegations of harassment or bullying on the basis of sexual orientation or religion
- Number of students who participated in justice facility educational program, by specific length
- Number of students enrolled in any distance education course, or dual enrollment/dual credit programs, and number of students who participated in a credit recovery program
- Number of science classes in grades 9-12 taught by teachers with a science certification (Biology, Chemistry, and Physics)
- Number of FTEs for psychologists, social workers, nurses, security guards, and sworn law enforcement officers
- School-level expenditures for teachers and total personnel (funded with federal and state/local funds)
- School-level expenditures and number of FTEs for instructional aides, support services staff, and school administration staff (funded with federal and state/local funds; funded with state/local funds), as well as amount of non-personnel expenditures (funded with federal and state/local funds)
- Number of preschool students served by the LEA in preschool programs in LEA and non-LEA facilities
- Number of students enrolled in LEA and served in non-LEA facilities only
- Number of current teachers employed at the school, and number of teachers also employed at the school in the prior year

Source: https://ocrdata.ed.gov/Downloads/2015-16-Public-Use-Data-File-Manual.pdf

Public Elementary/Secondary School Universe Survey Data

2015-16 (v.2a)		**N/A**	**PDF (744 KB) ZIP (635 KB)[3] Crossfile Companion (411 KB)**	**Master Layout (37 KB)**	**https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html**
	Directory (v. 2a) Flat file (ZIP 4.70 MB) SAS file (ZIP 6.17 MB)	SAS Formats SPSS Read Program	Companion file Excel file (660 KB)	Excel file (17.5 KB)	See N029 - Directory file specifications for this year on this site: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html
	Membership (v. 2a) Flat file (ZIP 10.0 MB) SAS file (ZIP 14.4 MB)	SAS Formats SPSS Read Program	Companion file Excel file (660 KB)	Excel file (27.0 KB)	See C052 - Membership file specifications for this year on this site: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html
	Staff (v. 2a) Flat file (ZIP 2.16 MB) SAS file (ZIP 2.74 MB)	SAS Formats SPSS Read Program	Companion file Excel file (592 KB)	Excel file (12.8 KB)	See C059 - Staff file specifications for this year on this site: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html
	School Characteristics (v. 2a) Flat file (ZIP 2.05 MB) SAS file (ZIP 2.65 MB)	SAS Formats SPSS Read Program	Companion file Excel file (590 KB)	Excel file (13.9 KB)	See C129 - CCD School file specifications for this year on this site: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html
	Lunch Program Eligibility (v. 2a) Flat file (ZIP 2.37 MB) SAS file (ZIP 3.03 MB)	SAS Formats SPSS Read Program	Companion file Excel file (652 KB)	Excel file (13.0 KB)	See C033 - Free Reduced Price Lunch file specifications for this year on this site: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html

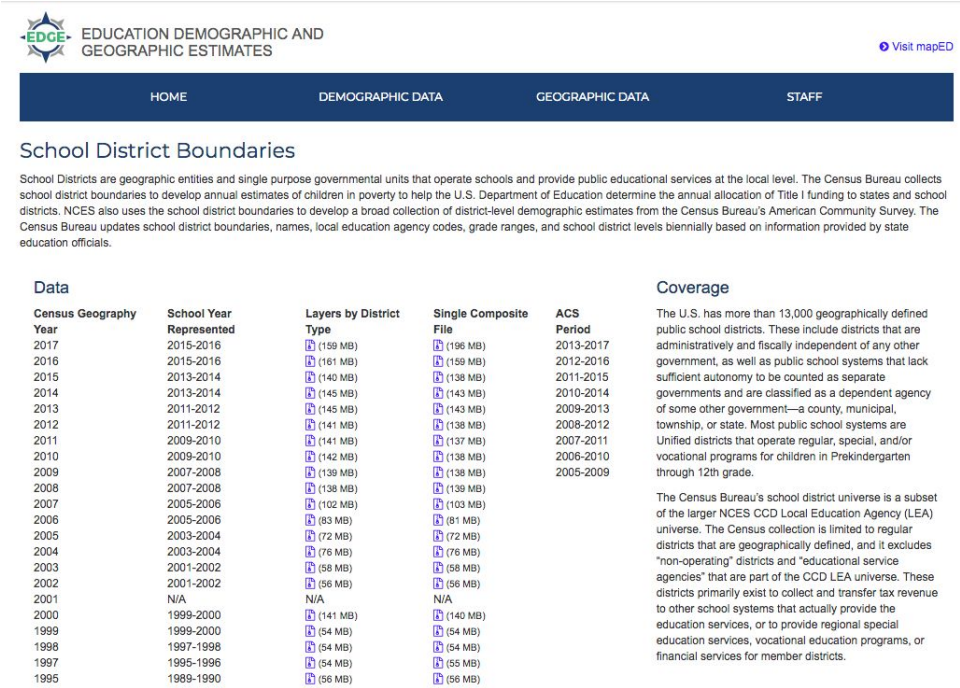
Source: https://nces.ed.gov/ccd/pubschuniv.asp

Common Core of Data

CCD is the department's main database on public elementary and secondary schools in the US. It is a "comprehensive, annual, national database of all public elementary and secondary schools and school districts." This includes:

- Directory and status data (whether it's open or not).
- Student enrollment broken down by grade, race or ethnicity and sex.
- Full-time employment of teachers.
- The number of students eligible for free and reduced-price lunch.

For each school, district and state, we show the percent of students who receive FRPL, which is frequently used by researchers as a proxy for student poverty.



EDUCATION DEMOGRAPHIC AND GEOGRAPHIC ESTIMATES

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School District Boundaries

School Districts are geographic entities and single purpose governmental units that operate schools and provide public educational services at the local level. The Census Bureau collects school district boundaries to develop annual estimates of children in poverty to help the U.S. Department of Education determine the annual allocation of Title I funding to states and school districts. NCES also uses the school district boundaries to develop a broad collection of district-level demographic estimates from the Census Bureau's American Community Survey. The Census Bureau updates school district boundaries, names, local education agency codes, grade ranges, and school district levels biennially based on information provided by state education officials.

Data

Census Geography Year	School Year Represented	Layers by District Type	Single Composite File	ACS Period
2017	2015-2016	(159 MB)	(196 MB)	2013-2017
2016	2015-2016	(161 MB)	(159 MB)	2012-2016
2015	2013-2014	(140 MB)	(138 MB)	2011-2015
2014	2013-2014	(145 MB)	(143 MB)	2010-2014
2013	2011-2012	(145 MB)	(143 MB)	2009-2013
2012	2011-2012	(141 MB)	(138 MB)	2008-2012
2011	2009-2010	(141 MB)	(137 MB)	2007-2011
2010	2009-2010	(142 MB)	(138 MB)	2006-2010
2009	2007-2008	(139 MB)	(138 MB)	2005-2009
2008	2007-2008	(138 MB)	(139 MB)	
2007	2005-2006	(102 MB)	(103 MB)	
2006	2005-2006	(83 MB)	(81 MB)	
2005	2003-2004	(72 MB)	(72 MB)	
2004	2003-2004	(76 MB)	(76 MB)	
2003	2001-2002	(58 MB)	(58 MB)	
2002	2001-2002	(56 MB)	(56 MB)	
2001	N/A	N/A	N/A	
2000	1999-2000	(141 MB)	(140 MB)	
1999	1999-2000	(54 MB)	(54 MB)	
1998	1997-1998	(54 MB)	(54 MB)	
1997	1995-1996	(54 MB)	(55 MB)	
1995	1989-1990	(56 MB)	(56 MB)	

Coverage

The U.S. has more than 13,000 geographically defined public school districts. These include districts that are administratively and fiscally independent of any other government, as well as public school systems that lack sufficient autonomy to be counted as separate governments and are classified as a dependent agency of some other government—a county, municipal, township, or state. Most public school systems are Unified districts that operate regular, special, and/or vocational programs for children in Prekindergarten through 12th grade.

The Census Bureau's school district universe is a subset of the larger NCES CCD Local Education Agency (LEA) universe. The Census collection is limited to regular districts that are geographically defined, and it excludes "non-operating" districts and "educational service agencies" that are part of the CCD LEA universe. These districts primarily exist to collect and transfer tax revenue to other school systems that actually provide the education services, or to provide regional special education services, vocational education programs, or financial services for member districts.

EDGE Data

The Education Demographic and Geographic Estimates (EDGE) program creates resources that examine "the social and spatial context of education" across the United States. Essentially, it merges data from the Census Bureau's American Community Survey to "create custom indicators of social, economic, and housing conditions for school-age children and their parents." We used school district boundaries from EDGE data in our interactive database.

Source: https://nces.ed.gov/programs/edge/

Regulatory Adjusted Cohort Graduation Rate

Beginning in SY 2015-16, the public file data documentation and data notes have been split into separate documents.

EDFacts File Long Title	LEA Level CSV File*	School Level CSV File*	File Documentation	Data Notes
SY 2015-16 Adjusted Cohort Graduation Rate	Flat File (1.3 MB)	Flat File (3.4 MB)	Documentation	Data Notes

SY 2014-15 and Earlier

EDFacts File Long Title	LEA Level CSV File*	School Level CSV File*	File Documentation
SY 2014-15 Adjusted Cohort Graduation Rate	Flat File (1.3 MB)	Flat File (3.2 MB)	Documentation
SY 2013-14 Adjusted Cohort Graduation Rate	Flat File (1.3 MB)	Flat File (3.4 MB)	Documentation
SY 2012-13 Adjusted Cohort Graduation Rate	Flat File (1.3 MB)	Flat File (3.2 MB)	Documentation
SY 2011-12 Adjusted Cohort Graduation Rate	Flat File (1.2 MB)	Flat File (3.1 MB)	Documentation
SY 2010-11 Adjusted Cohort Graduation Rate	Flat File (1.2 MB)	Flat File (3.1 MB)	Documentation

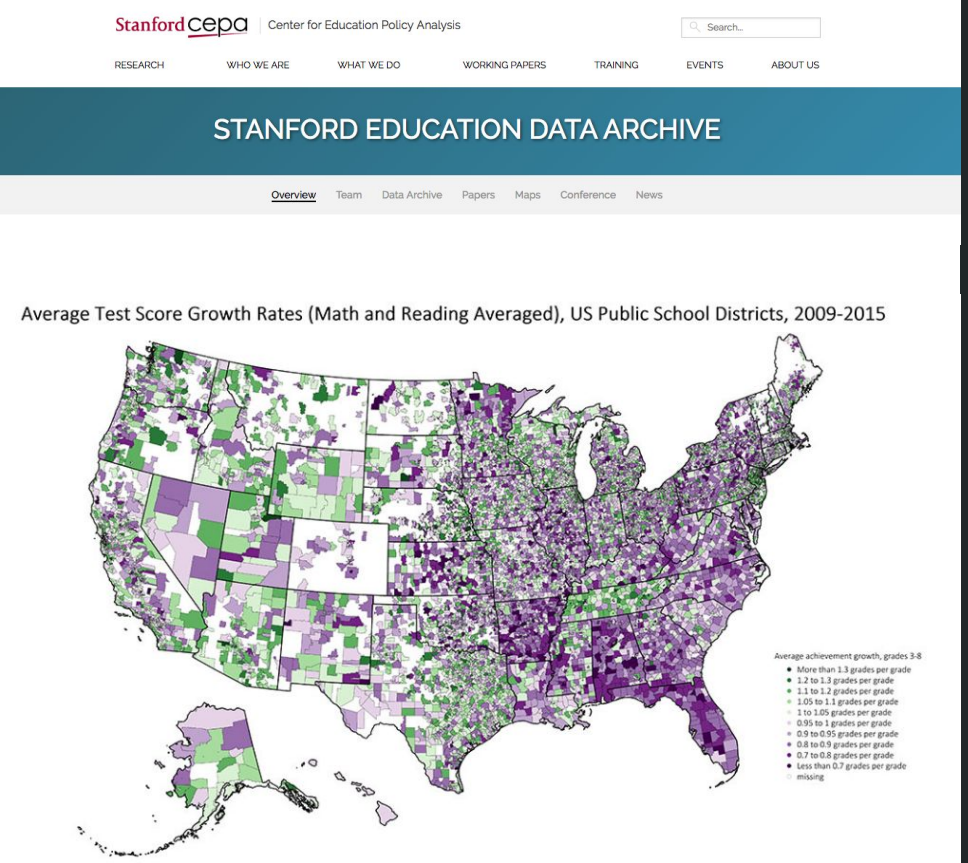
EDFacts Data

EDFacts is yet another department initiative to collect “high-quality, pre-kindergarten through grade 12 data.” We used adjusted cohort graduation rate data, which is the rate of students who graduate from high school within four years with a diploma, but there are a number of other data elements including:

- Assessment data
- Homeless enrollment
- Improvement status
- Some LEP data
- Some IDEA data

Note: To protect the privacy of students, the department has released graduation rate ranges for some small schools and districts, instead of exact numbers.

Source: https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html



SEDA's Achievement Gap Data

For the homepage and district pages, we included data from the Stanford Education Data Archive (SEDA), which was compiled and analyzed by researchers from the Stanford Center for Education Policy Analysis, including Sean F. Reardon, Demetra Kalogrides, Andrew Ho, Ben Shear, Kenneth Shores and Erin Fahle. The SEDA dataset, which is comprised of pooled test score data from the 2008-09 to 2014-15 school years, reveals the average difference in grade-level equivalence of students from different racial groups.

We also display an achievement gap measure from SEDA, which shows the average difference in grade-level equivalence between black and white students or Hispanic and white students. This measure is only available for districts where both student subgroups have at least 20 students. We display an Empirical Bayes estimate for the measure.

Source: https://cepa.stanford.edu/seda/overview

LOCAL STORIES

ProPublica database shows racial disparities in Lebanon County school districts but low segregation: LebTown, *Oct. 23, 2018,* PA

Data Shows Minority Students in MCPS More Likely To Be Disciplined, Behind Academically: Bethesda Magazine, *Oct. 22, 2018,* MD

What Data On The Racial Divide In Schools Says About The Washington Region: WAMU, *Oct. 18, 2018,* Washington, D.C.

New numbers show minorities in Hamilton County schools are behind in academics: WTVC NewsChannel 9, *Oct. 18, 2018,* TN

Maine went all in on 'proficiency-based learning' — then rolled it back. What does that mean for the rest of the country?: Chalkbeat, *Oct. 18, 2018,* ME

ProPublica reports racial disparities in schools nationwide, locally: The Almanac, *Oct. 17, 2018,* CA

More than half of Manchester teachers take 10 or more sick days a year: New Hampshire Union Leader, *Oct. 17, 2018,* NH

Database delves into racial disparities in schools: Evanston Now, *Oct. 16, 2018,* IL

In Colorado's high-poverty schools, many teachers are just starting their careers: Chalkbeat Colorado, *Oct. 16, 2018,* CO

A Report on Racial Inequality Reveals the Relationship Between School Segregation and Achievement: D Magazine, *Oct. 16, 2018,* TX

In Newark, reporting lapses hide thousands of student suspensions from public view: Chalkbeat Newark, *Oct. 16, 2018,* NJ

Tennessee has a lot of early-career teachers, especially at schools with more students of color. Here's why it matters.: Chalkbeat Tennessee, *Oct. 16, 2018,* TN

In one Chicago neighborhood, three high schools offer dramatically different opportunities: Chalkbeat Chicago, *Oct. 16, 2018,* IL

'Some kids are getting in, when others get left out': Examining racial gaps in Indiana gifted programs: Chalkbeat Indiana, *Oct. 16, 2018,* IN

'You try to triage': NYC is spending big on counseling, but staff on the front lines say needs are going unmet: Chalkbeat New York, *Oct. 16, 2018,* NY

Promising students in Detroit lack access to high-level AP classes that are common in suburban schools: Chalkbeat Detroit, *Oct. 16, 2018,* MI

In Wake Schools, Black Students Are 5.6 Times More Likely to Be Suspended Than White Students: Indy Week, *Oct. 16, 2018,* NC

What can you do with Miseducation?

You can tell great stories!

Miseducation: About Our Data

Details behind our database on racial inequality across America's schools.

ProPublica's Miseducation interactive reveals disparities in discipline and educational opportunities in more than 96,000 public schools and 17,000 districts in the United States.

Data Sources

Most of the data in our interactive comes from the Civil Rights Data Collection (CRDC), which is administered by the U.S. Department of Education's Office for Civil Rights. The department collects data every two years from all schools and districts across the country on a range of topics from Advanced Placement enrollment to suspension rates. The most recent data release, and the one displayed in our interactive, covers the 2015-16 school year. All public schools and districts are required to report data to the department. Many of the fields are broken down by race and ethnicity, providing a snapshot of inequities across the nation's schools. The CRDC data was used as the master list for all schools and districts to be included in the interactive.

Our interactive also includes data from the department's Common Core of Data (CCD) from the 2015-16 school year. The maps in our interactive include geographic information from the National Center for Education Statistics' Education Demographic and Geographic Estimates (EDGE) dataset from the 2015-16 school year.

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Disparity Scores

For many schools, districts and states, we developed measures to illustrate segregation as well as disparities in discipline and access to educational opportunities.

To illustrate gaps in opportunity, we calculated incidence rates, or risk ratios, showing the likelihood of students in each racial group to participate in AP courses or gifted programs.

For our ratios, we used data from the CRDC, which is disaggregated by race and ethnicity. The gifted and talented data tallies students who participate in accelerated programs. The AP measure consists of high school students who are enrolled in at least one advanced course that gives them college credit if they pass a standardized exam. When broken down by race and ethnicity, many student groups are too small to calculate risk ratios that are statistically significant. If a ratio is not statistically significant, we cannot be confident in the direction of the effect. In an effort to reduce the uncertainty of our measures, we calculated 95 percent confidence intervals for each risk ratio and do not display figures where the results were not statistically significant.

For more than 2,500 districts, we calculated a dissimilarity index, a commonly used measure of segregation. This index shows the distribution of students of different races across schools in a district. We grouped districts into three categories — low, medium and high — to describe levels of racial imbalance in a district. We broke down the data into six groups using Jenks breaks, and

What are the limitations of Miseducation?

- There may be errors in the CRDC, as with any self-reported data. Though districts are required to ensure accuracy of their data, some may still report incorrect figures. The Office for Civil Rights attempts to identify and probe data anomalies and occasionally releases updates. We intend to update the data in our interactive shortly after updates or changes.
- Hawaii's Department of Education incorrectly reported data on its gifted and talented participation, so we removed these measures for the state. For schools that did not answer a survey question, or if there was an error in the data collection process, we marked the data as "Not Available."
- Other than reporting errors, the survey had technical issues. The survey question related to sworn law enforcement officers was incorrectly displayed in the most recent data collection, causing more than 69,000 schools to skip this required question. We have shown the data from the schools that did report law enforcement officers as required and have indicated that this is a minimum, not exact, number of staff.

Source: https://projects.propublica.org/miseducation/methodology

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What are the limitations of Miseducation?

- CRDC has replaced with a special code or rounded some data values to prevent identification of students. Sometimes, this type of privacy protection occurs in fields with small numbers. For example, the gifted and talented program data redacts two or fewer students in a category. In these cases, we rounded to one.

- Additionally, for some variables, the CRDC rounds students in groups of three for privacy reasons. For example, student counts from four to six are rounded to five, and from seven to nine are rounded to eight. In these cases, groups of students may represent a slight undercount or overcount.

- For our analysis, we merged several different data sources. Our two main sources were datasets from the federal civil rights office and Common Core. While most schools have a universal identifier that is used in both sources, a number of schools do not have matching identifiers. We made an effort to link the two different identifiers, using a crosswalk that we pulled from individual school pages on the federal site, but there are some schools which we weren't able to match and they may have fewer data points than the rest.

Source: https://projects.propublica.org/miseducation/methodology

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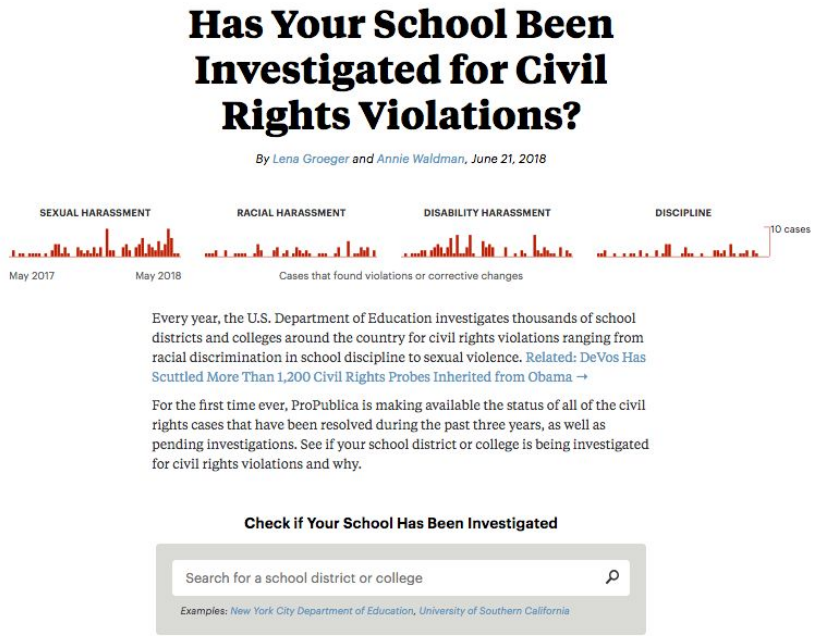
What are the limitations of Miseducation?

- The federal data designates the majority of schools as either a primary, elementary or high school. This enabled us to create district measures that specifically reflect high school enrollment (for example, the number of high school students taking an AP course). However, there are a handful of schools for which the data did not note the school level. For these schools, the denominator for a number of our measures are total district enrollment, instead of high school enrollment across the district.

- School addresses were sometimes missing in the 2015-16 school year data. For those schools, we used address data from the 2016-17 and 2017-18 school years. For the free and reduced-price lunch measure, Massachusetts did not report data for the 2015-16 school year, so we used figures from the 2014-15 school year.

- Are you looking at our database and have some information you want to share about local disparities? Or are you finding data inaccuracies? Either way, we want to hear your thoughts. Please send an email to education@propublica.org.

Source: https://projects.propublica.org/miseducation/methodology



Our Civil Rights Investigation App

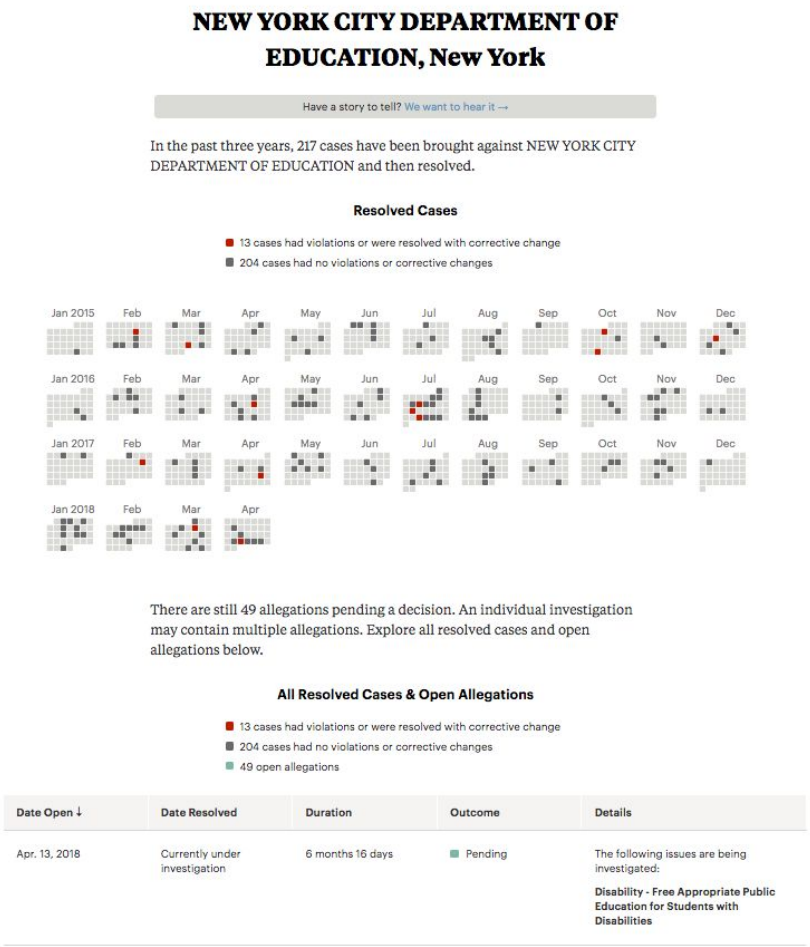
Link: https://projects.propublica.org/graphics/civil-rights-violations

What is the goal of the database?

Every year, the U.S. Department of Education investigates thousands of school districts and colleges around the country for civil rights violations ranging from racial discrimination in school discipline to sexual violence. For the first time ever, ProPublica has made available the status of all of the civil rights cases that have been resolved during the past three years, as well as pending investigations. You can use this data to tell stories on civil rights probes at colleges and in school districts.

What data is used?

The resolved civil rights case data came from the U.S. Department of Education, through several Freedom of Information Act requests. The open allegations are available on the department's website: https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/index.html

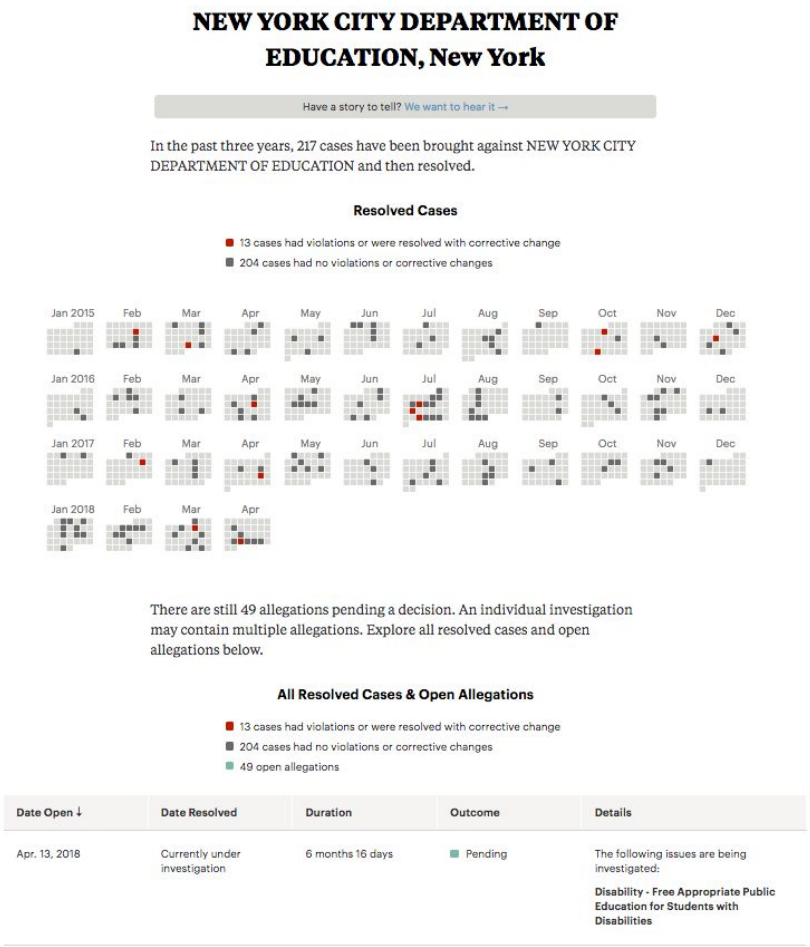


How to Navigate

Search: You can look up any school or district that had or currently has an open civil rights investigation.

Calendar: Our calendar shows the date that each civil rights complaint was formally opened. Cases in grey indicate those that have been closed with no violations found or corrective changes required. Cases in red indicate those that had violations or were resolved with corrective changes.

Table of Cases: Our table of cases shows each resolved case, the number of days the case was open, the outcome, and the issues the case was investigating. For pending cases, an individual case may appear on multiple rows if there are multiple allegations associated with it.



NEW YORK CITY DEPARTMENT OF EDUCATION, New York

Have a story to tell? We want to hear it →

In the past three years, 217 cases have been brought against NEW YORK CITY DEPARTMENT OF EDUCATION and then resolved.

Resolved Cases

13 cases had violations or were resolved with corrective change

204 cases had no violations or corrective changes

Jan 2015 Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Jan 2016 Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Jan 2017 Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Jan 2018 Feb Mar Apr

There are still 49 allegations pending a decision. An individual investigation may contain multiple allegations. Explore all resolved cases and open allegations below.

All Resolved Cases & Open Allegations

13 cases had violations or were resolved with corrective change

204 cases had no violations or corrective changes

49 open allegations

Date Open ↓	Date Resolved	Duration	Outcome	Details
Apr. 13, 2018	Currently under investigation	6 months 16 days	Pending	The following issues are being investigated: **Disability - Free Appropriate Public Education for Students with Disabilities**

Data Sources

The resolved data includes all cases the OCR reported as resolved between Jan. 20, 2015, and May 2, 2018. We also added about 220 cases, most of which were resolved in a two-week period in December 2017, that were omitted from the most recent data provided by the department. Dates for when these cases were opened are not yet available.

The open case data includes open cases as of April 27, 2018. Unlike the resolved data, each entry in the open case data represents an individual allegation that may be associated with a broader probe. Similarly, there may be multiple open cases, even if only one allegation appears on a school's page. We will be updating the open investigation data as it becomes available.

If an investigation found insufficient evidence of noncompliance, or all claims in a case were dismissed or administratively closed, we considered the case to be resolved with no findings of violations or corrective change. If OCR settled with an entity through a resolution agreement, enforcement, a complaint mediation process, or other OCR involvement, we considered the case to be resolved with findings of violations or corrective change. If one allegation in a case resulted in a finding of noncompliance or corrective change, we marked the entire case as having findings of noncompliance or corrective change. We have also standardized comparable resolution and allegation issue descriptions.

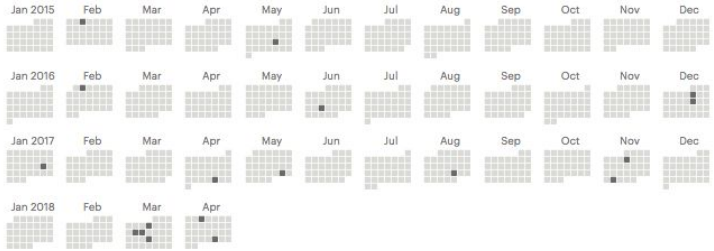
DESOTO COUNTY SCHOOL DISTRICT, Mississippi

Have a story to tell? We want to hear it →

In the past three years, 19 cases have been brought against DESOTO COUNTY SCHOOL DISTRICT and then resolved.

Resolved Cases

■ 19 cases had no violations or corrective changes



There are still four allegations pending a decision. An individual investigation may contain multiple allegations. Explore all resolved cases and open allegations below.

All Resolved Cases & Open Allegations

■ 19 cases had no violations or corrective changes
■ 4 open allegations

Date Open ↓	Date Resolved	Duration	Outcome	Details
Mar. 8, 2018	Apr. 3, 2018	26 days	■ Resolved: No violations or corrective changes	The issue and the outcome provided, for this case: **Retaliation**: Consent not received or complainant withdraws allegation, refuses to give information or cannot be reached.
Feb. 23, 2018	Mar. 12, 2018	17 days	■ Resolved: No	The issues and the outcomes provided.

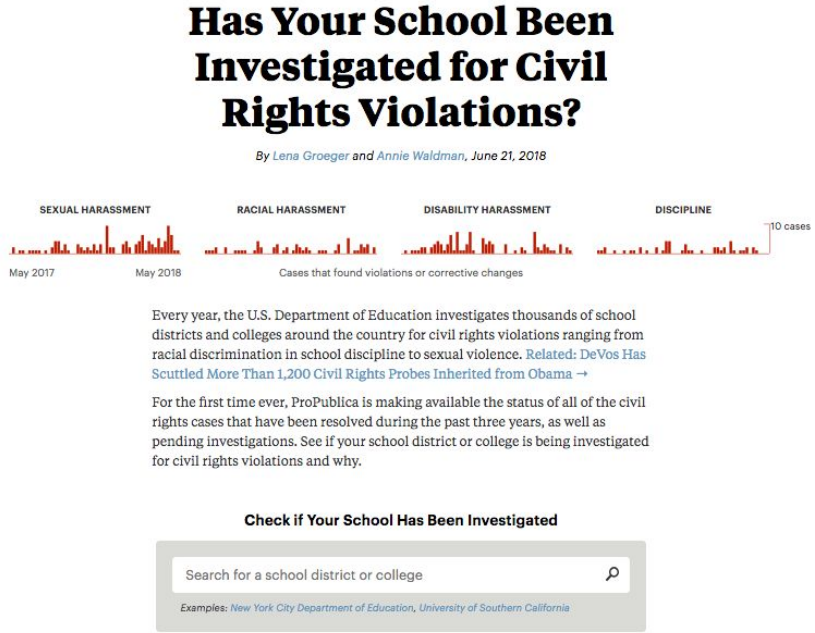
What can you do with our Civil Rights App?

You can tell great stories!

"Whether schoolchildren in DeSoto County, Mississippi, are paddled varies by their race. Black students are almost two and a half times more likely than whites to endure the corporal punishment permitted under school district policy for skipping class, insubordination, repeated tardiness, flagrant dress code violations, or other misbehavior: up to three "licks per incident on the buttocks with an appropriate instrument approved by the principal....

...Citing such disparities, a group of families in the county filed a federal complaint in 2015 with the help of the Advancement Project, a national advocacy group. For three years, the U.S. Department of Education's Office for Civil Rights investigated DeSoto, visiting schools and meeting with parents and administrators, according to the complainants. Then, this past April, the department closed the probe without finding any violation, due to 'insufficient evidence.'"

Source:
https://www.propublica.org/article/devos-has-scuttled-more-than-1-200-civil-rights-probes-inherited-from-obama

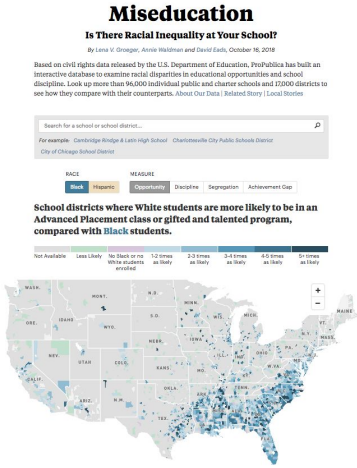


What are the limitations of the Civil Rights App?

- Limited time period of data.
- Broad information on each investigation.
- A complaint does not necessarily indicate wrongdoing.
- The administration shift.

What can you do to get more information?

- Public information requests.
- Talk to people.

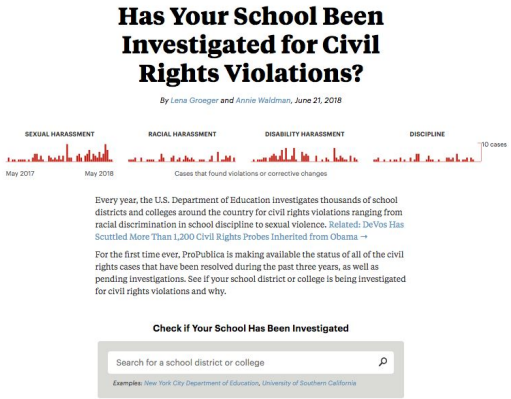


Trinity Hughes, left, and Zyahna Bryant at Charlottesville High School, where they are seniors. (Matt Eich, special to ProPublica)

Charlottesville's Other Jim Crow Legacy: Separate and Unequal Education

André da Loba, special to ProPublica

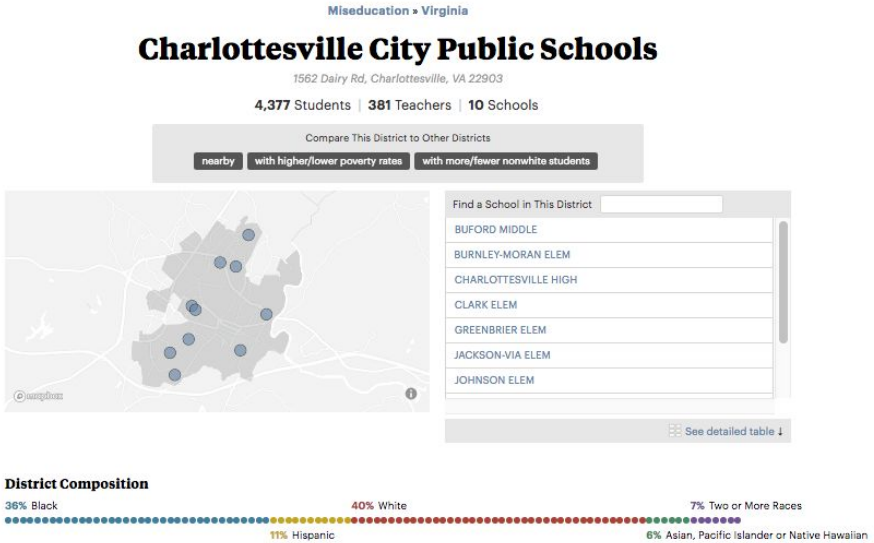
DeVos Has Scuttled More Than 1,200 Civil Rights Probes Inherited From Obama



STORY IDEAS:

There are dozens of stories you can report out in any school or district. Here are a few ideas to help you launch an investigation into local education inequities:

- AP/Gifted inequities
- Racial discipline disparities
- Segregation within school districts
- Civil rights investigations
- Bad data



THE RACIAL DIVIDE

ProPublica has found that in school districts across the country, Black and Hispanic students are, on average, less likely to be selected for gifted programs and take AP courses than their white peers. They are also more likely, on average, to be suspended and expelled. Another measure of disparities is how segregated schools are in a district. Explore if disparities exist at this school across all racial groups. The first scores shown below are for racial groups with the highest disparities.

Opportunity
5.9x
White students are 5.9 times as likely to be enrolled in at least one AP class as Black students.

Discipline
7.3x
Native American or Alaska Native students are 7.3 times as likely to be suspended as White students.

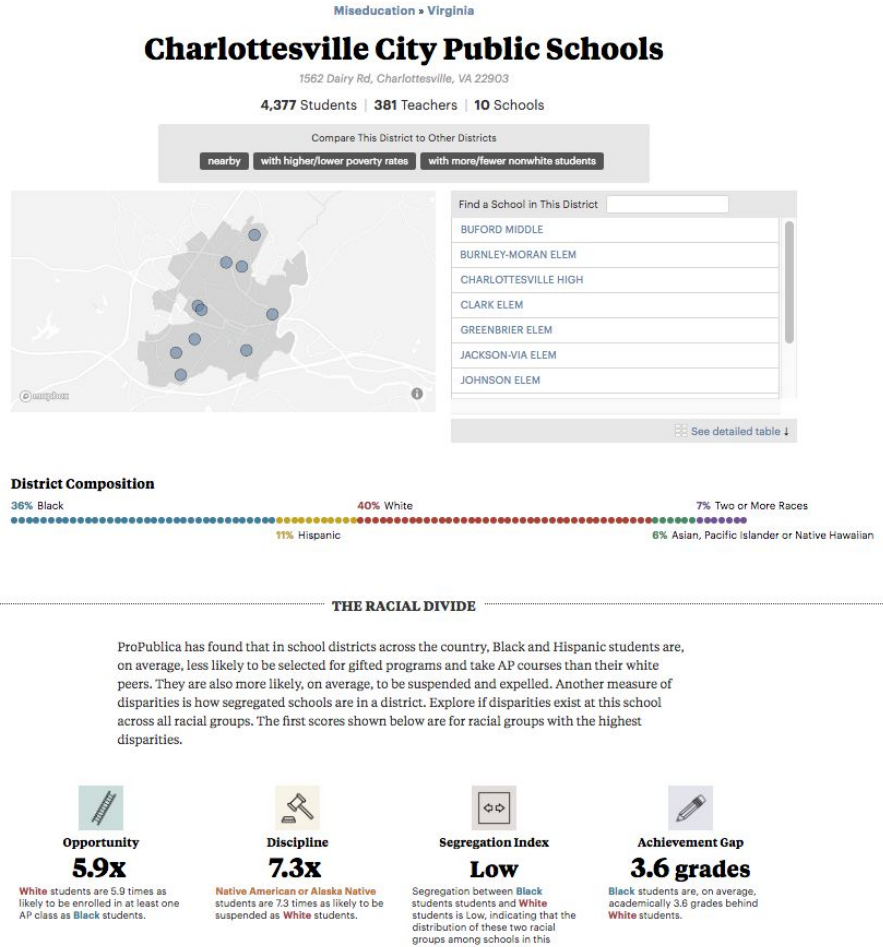
Segregation Index
Low
Segregation between Black students students and White students is Low, indicating that the distribution of these two racial groups among schools in this district is relatively even.

Achievement Gap
3.6 grades
Black students are, on average, academically 3.6 grades behind White students.

STORY IDEA I

White students nationally are more likely than other groups to participate in gifted programs and Advanced Placement classes, which contributes to the achievement gap. Does this reflect in your local schools?

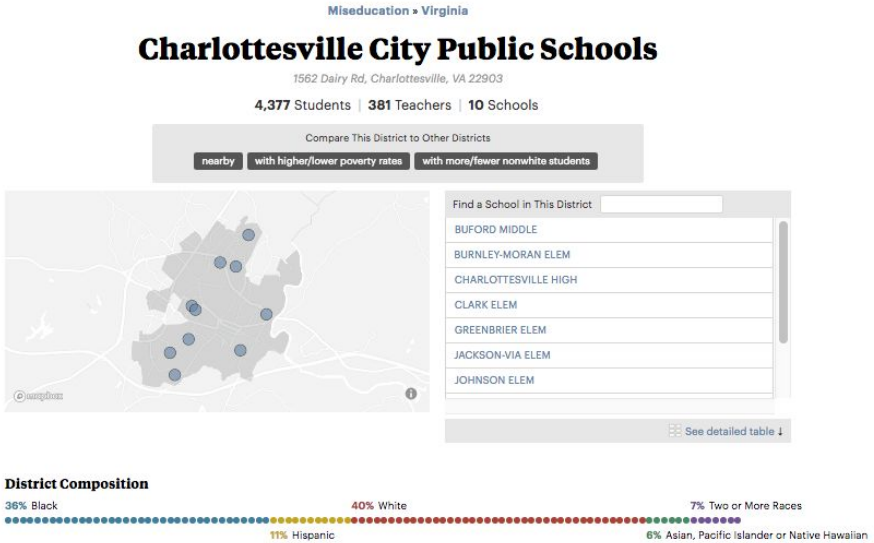
Some schools and districts provide excellent enrichment opportunities for their students. However, not all groups participate at the same rate in these programs. In Charlottesville, for example, white students are nearly six times as likely as their black peers to be enrolled in at least one Advanced Placement course. This trend is not unique to Charlottesville. Across the country, white students are on average about twice as likely as their black peers to participate in gifted programs and advanced courses.



How to report on this:

- **Take a look at the opportunity scores in our online database.** On most school and district pages, we provide a risk ratio that shows the likelihood that students of certain racial or ethnic groups will participate in Advanced Placement courses or gifted and talented programs. How does your school compare with other schools? How does your district compare with other districts in your state?

- **Explore the achievement gaps between white and Hispanic, and white and black students in your school district.** For more than 2,000 districts, we show how many grade levels that on average black and Hispanic students are behind their white peers. The data comes from the Stanford Education Data Archive (SEDA). Interview school and district officials about why the gap exists. Look up your district's performance on state exams over time, and if possible, obtain data disaggregated by race and income level.



- **Investigate how students are chosen for gifted and talented programs in your district.** Districts vary in the criteria they use to identify students as gifted, from early childhood testing to teacher and parent recommendations. Do parents of all racial and ethnic backgrounds feel that their children have equal access to the gifted programs? Is the identification process giving students of all backgrounds a fair shot at the gifted program?

- **Look up the academic requirements for higher level courses in the district, including Advanced Placement courses.** Some schools require students to obtain a teacher's approval before taking honors or AP courses, which may limit students of color from access to higher-level classes that they may need for admission to a selective college. Interview students about their experiences trying to enroll in advanced classes.

Student Name	Student ID	Race	Date of Offense	Sanction
[redacted]	[redacted]	African American	12/8/11	1 day ISS
[redacted]	[redacted]	White	9/8/11	4 hours administrative detention

ii. Offense Code 227 – Disruptive Behavior

Student Name	Student ID	Race	Date of Offense	Sanction
[redacted]	[redacted]	African American	2/12/13	1 day ISS
[redacted]	[redacted]	White	2/7/13	2 hours after-school detention

c) Jane Long Middle School

i. Offense Code 211 – Failure to Follow Directives

Student Name	Student ID	Race	Date of Offense	Sanction
[redacted]	[redacted]	African American	4/11/12	1 day ISS
[redacted]	[redacted]	White	2/2/12	3 hours lunch detention

d) Davila Middle School

i. Offense Code 211 – Failure to Follow Directives

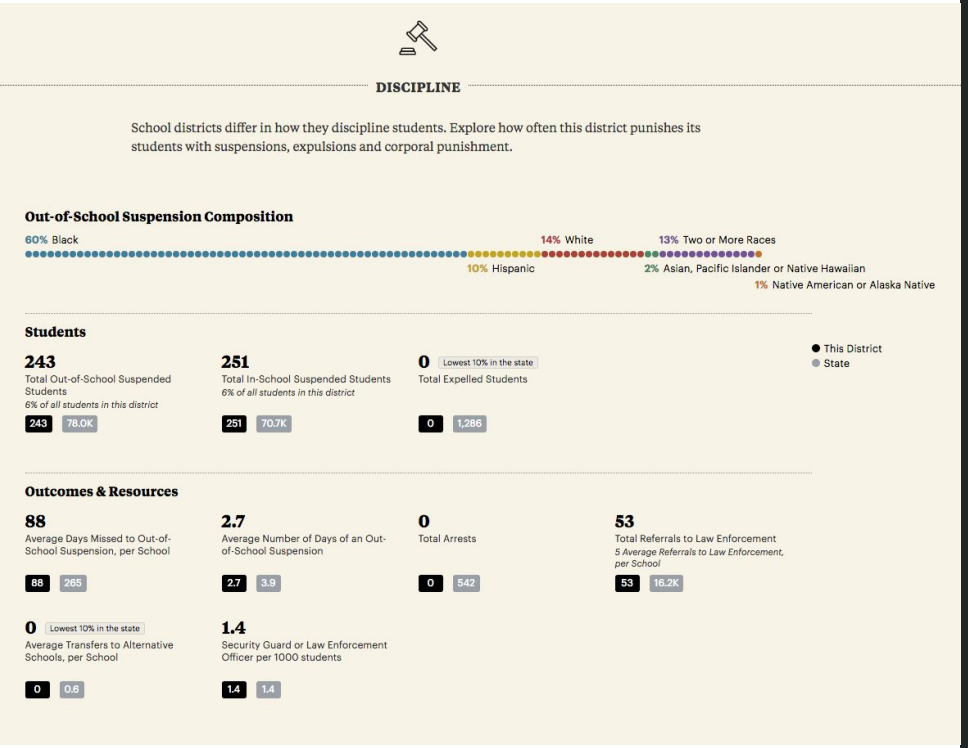
Student Name	Student ID	Race	Date of Offense	Sanction
[redacted]	[redacted]	African American	9/12/11	I day ISS
[redacted]	[redacted]	White	2/6/12	I hour detention

Student Name	Student ID	Race	Date of Offense	Sanction
[redacted]	[redacted]	African American	4/8/13	1 day ISS
[redacted]	[redacted]	White	10/29/12	1 hour detention

STORY IDEA II

Black students nationally bear the brunt of punitive discipline in schools, which may spur some of them to drop out, pushing them into what sociologists call the "school-to-prison-pipeline." Does this affect your local schools?

Across the country, black students are about four times as likely as white students to be suspended out of school, according to ProPublica's analysis of federal data from 2015-2016. In Bryan, Texas, for example, black students are nearly four times as likely to be suspended as their white peers.

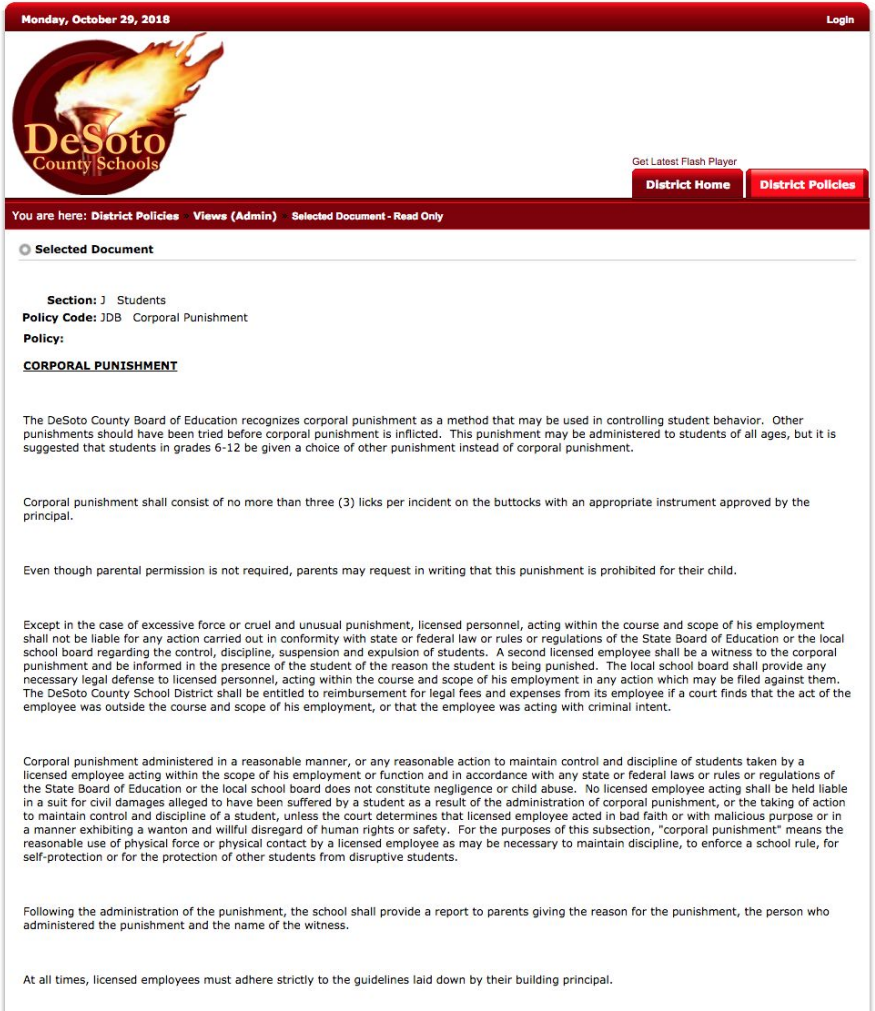


How to report on this:

- **Take a look at the discipline scores in our online database.** On most school and district pages, we provide a risk ratio that shows the likelihood of certain racial or ethnic groups of students to be suspended out of school. How does your school compare with other schools? How does your district compare with other districts nearby or across your state?

- **Explore racial disparities in the use of other disciplinary methods across schools in your district**. In our Miseducation database, you can look up a number of other discipline measures, including the total number of students who received in-school and out-of-school suspensions, the total number of expelled students and the total number of students referred to law enforcement. How do the schools that predominantly serve students of color compare with schools that serve few?

- **Look into the relationship between your school district and local law enforcement.** Many school districts work with local police departments to staff schools with trained police officers. How much is your school district spending on law enforcement? Does your district have more security workers than behavioral support staff?



Monday, October 29, 2018 Login

DeSoto County Schools

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District Home | District Policies

You are here: District Policies Views (Admin) Selected Document - Read Only

Selected Document

Section: J Students
Policy Code: JDB Corporal Punishment
Policy:

CORPORAL PUNISHMENT

The DeSoto County Board of Education recognizes corporal punishment as a method that may be used in controlling student behavior. Other punishments should have been tried before corporal punishment is inflicted. This punishment may be administered to students of all ages, but it is suggested that students in grades 6-12 be given a choice of other punishment instead of corporal punishment.

Corporal punishment shall consist of no more than three (3) licks per incident on the buttocks with an appropriate instrument approved by the principal.

Even though parental permission is not required, parents may request in writing that this punishment is prohibited for their child.

Except in the case of excessive force or cruel and unusual punishment, licensed personnel, acting within the course and scope of his employment shall not be liable for any action carried out in conformity with state or federal law or rules or regulations of the State Board of Education or the local school board regarding the control, discipline, suspension and expulsion of students. A second licensed employee shall be a witness to the corporal punishment and be informed in the presence of the student of the reason the student is being punished. The local school board shall provide any necessary legal defense to licensed personnel, acting within the course and scope of his employment in any action which may be filed against them. The DeSoto County School District shall be entitled to reimbursement for legal fees and expenses from its employee if a court finds that the act of the employee was outside the course and scope of his employment, or that the employee was acting with criminal intent.

Corporal punishment administered in a reasonable manner, or any reasonable action to maintain control and discipline of students taken by a licensed employee acting within the scope of his employment or function and in accordance with any state or federal laws or rules or regulations of the State Board of Education or the local school board does not constitute negligence or child abuse. No licensed employee acting shall be held liable in a suit for civil damages alleged to have been suffered by a student as a result of the administration of corporal punishment, or the taking of action to maintain control and discipline of a student, unless the court determines that licensed employee acted in bad faith or with malicious purpose or in a manner exhibiting a wanton and willful disregard of human rights or safety. For the purposes of this subsection, "corporal punishment" means the reasonable use of physical force or physical contact by a licensed employee as may be necessary to maintain discipline, to enforce a school rule, for self-protection or for the protection of other students from disruptive students.

Following the administration of the punishment, the school shall provide a report to parents giving the reason for the punishment, the person who administered the punishment and the name of the witness.

At all times, licensed employees must adhere strictly to the guidelines laid down by their building principal.

- **Research school discipline policies at your school and district.** Districts differ in what kind of punishment they allow schools to administer. For example, in DeSoto County, Mississippi, corporal punishment is permitted, whereas just across the state border, in Memphis, Tenn., corporal punishment hasn't been used in more than a decade. What are your district's policies on suspension, expulsion and corporal punishment? How did your district develop its disciplinary policy? Are there rules that may affect one racial or ethnic group of students more than another?

- **Interview students about their experience with school discipline.** Find students who are currently enrolled in school, and those who have dropped out. Interview children at the local juvenile justice facility or young adults at the local jail about how education inequalities may have played a role in their incarceration. Have they or their peers received harsh discipline for minor offenses? How does discipline affect a student's ability or desire to get a good education and stay in school?

Segregation Now
Investigating America's Racial Divide

A National Survey of School Desegregation Orders

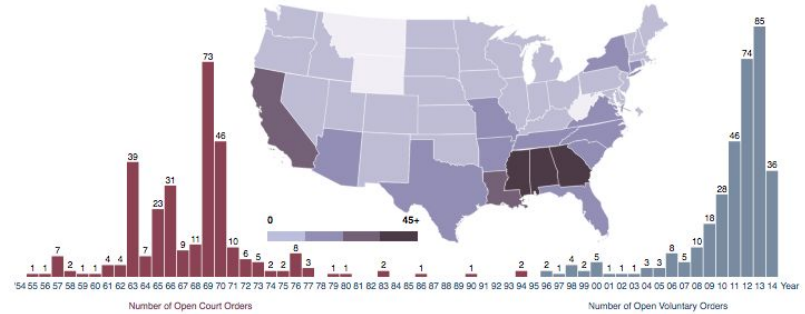
by Yue Qiu and Nikole Hannah-Jones, ProPublica
December 23, 2014

Tweet Like 0

Across the United States, some school districts are bound by orders to increase the racial integration of black and Latino students and improve their educational opportunities. Some of the orders are mandated by federal courts. Others resulted from voluntary agreements between school districts or other educational institutions and the U.S. Department of Education's Office of Civil Rights. Over the last 15 years, many orders have been lifted. This has left many communities uncertain of whether orders still exist and hobbled efforts to ensure they are being followed. The map and tables below are the most comprehensive record of these orders, including never-before-released data on ongoing voluntary desegregation agreements from the Department of Education. **Related Story:** School Segregation, the Continuing Tragedy of Ferguson »

Number of Districts with Currently Open Desegregation Orders

Click on a state to see how many school districts are under orders there.



How to use this data: If a district is under a voluntary order with the Department of Education, you can request a copy of the order from the agency. If a district is under a court order, those records can sometimes be obtained from the school district itself or from the federal courts, though the recording keeping on court-ordered desegregation is in considerable disarray. ProPublica has also compiled a limited number of these records.

Download the data from The Data Store

Court Desegregation Orders

District Name	State	Year Placed
Aberdeen School Dist	Mississippi	1969
Alabaster City	Alabama	1963
Alamo	Tennessee	1966
Alexandria City Pblc Schs	Virginia	N/A
Allendale 01	South Carolina	1968
Amite Co School Dist	Mississippi	1969
Anniston City	Alabama	1963
Appling County	Georgia	1969
Arlington Co Pblc Schs	Virginia	1957
Asheville City Schools	North Carolina	1965
Attala Co School Dist	Mississippi	1970
Augusta Co Pblc Schs	Virginia	1966
Avoyelles Parish	Louisiana	1967
Baltimore City Public Schools	Maryland	1976

Voluntary Desegregation Orders

District Name	State	Year Entered
Adams County 14	Colorado	2010
Adams County 14	Colorado	2014
Addison School Dist 4	Illinois	2013
Adler School Of Professional Psychology	Illinois	2012
Albany City School District	New York	2013
Ames Community School District	Iowa	2004
Anderson Co	Kentucky	2014
Anderson County School District 05	South Carolina	2013
Ansonia Board Of Education	Connecticut	2010
Antioch Unified	California	2011
Antioch Unified	California	2013
Argosy University	California	2013
Arizona Depart Of Education	Arizona	2012

STORY IDEA III

Dozens of school districts across the country are under school desegregation orders with federal agencies or courts, dating back as far as the 1960s. Investigate how segregated your district is today.

Just because a district has been under a desegregation order for years or decades may not mean that it has achieved meaningful integration. For example, Jefferson County School District in Alabama has been under a court-mandated desegregation order since 1965. According to our dissimilarity index, the district remains highly segregated. And in the past few years, a mostly white town within Jefferson County attempted to secede from the district in an effort to resegregate the county's schools.

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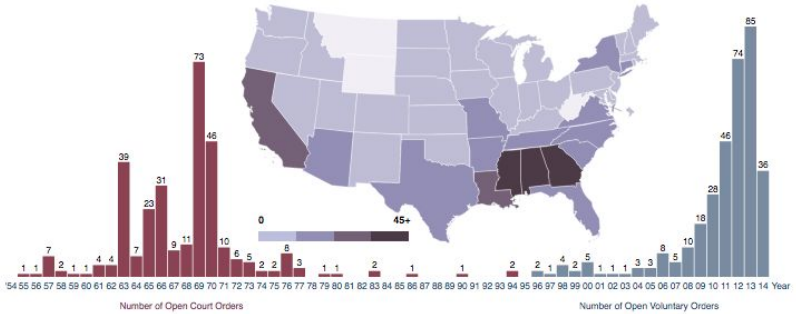

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Argosy University	California	2013
Arizona Depart Of Education	Arizona	2012

How to report on this:

- **Find out if your district is under a desegregation order or plan.** Take a look at ProPublica's desegregation order database to see if your school district is operating under an open order. In Miseducation, we have flagged schools that reported to the federal government that they are under a desegregation order.

- **Look up your district's opportunity and discipline scores in Miseducation.** In districts that are currently under a desegregation order, are students of color more likely to be disciplined? Are white students more likely to participate in gifted programs and enroll in advanced courses? If so, do these disparities violate the order, or indicate a gap in the plan?

Source: https://www.nytimes.com/2017/09/06/magazine/the-resegregation-of-jefferson-county.html

- **Using open record laws, request documents related to the desegregation order.** Ask the district for any documentation that illustrates the district's integration process. Interview the administrator who is responsible for increasing equity within the district. Request several years of data from the district on enrollment, testing and graduation rates, disaggregated by race and ethnicity.

- **Explore your school district's history of segregation.** Even though the nation's schools were required to desegregate after 1954's landmark Supreme Court ruling, Brown v. Board of Education, many districts resisted integration for years. Research how your district responded to the ruling and what its policies were. Interview families about the integration process and whether they view it as successful.

After an incident at Arthur L. Davila Middle School last October, Trah'Vaeziah Jackson, 13, was arrested and sent to juvenile detention for three days. (Ilana Panich-Linsman for ProPublica)

Shutdown of Texas Schools Probe Shows Trump Administration Pullback on Civil Rights

The U.S. Department of Education was investigating why black students in Bryan, Texas, are almost four times as likely as white students to be suspended. Then Betsy DeVos took over.

STORY IDEA IV

Hundreds of school districts across the country are under investigation by the U.S. Department of Education's Office for Civil Rights. Do your own investigation into these districts.

The Trump administration is less likely than its predecessor to regard racial disparities in school districts as an indicator of civil rights violations. For example, for years, the federal government investigated why black students in Bryan, Texas, were almost four times as likely as white students to be suspended. Over the course of the inquiry, federal investigators dug up at least 10 instances where black students received harsher punishment than their white peers for the same behavior. But after Betsy DeVos took over the Education Department, the investigation was closed with no findings of wrongdoing. The Education Department did not respond to ProPublica's questions about the Bryan case.

After an incident at Arthur L. Davila Middle School last October, Trah'Vaeziah Jackson, 13, was arrested and sent to juvenile detention for three days. (Ilana Panich-Linsman for ProPublica)

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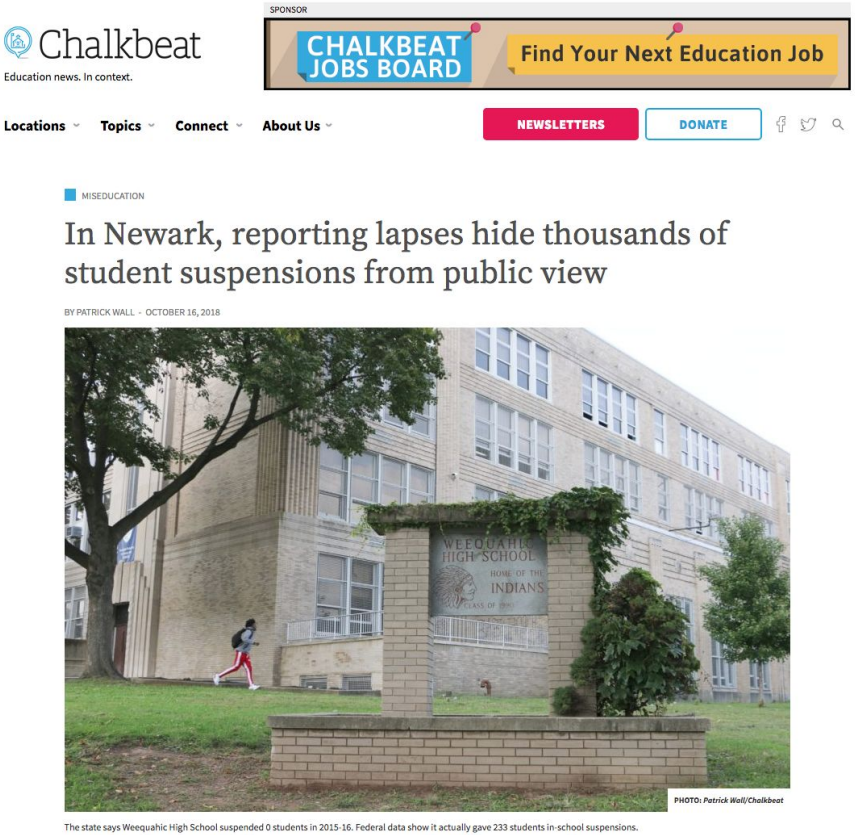
How to report on this:

- **Look up your school district in ProPublica's database of civil rights investigations.** We made a news application that allows you to see if your school district has recently been investigated or is currently being investigated for civil rights violations. What is your school being investigated for? If there is a recent or current investigation into your school district, reach out to the district administrators and ask for more information.

- **File a open records request to get information on the investigation from the Office for Civil Rights as well as the district**. If the district does not want to give you information about a federal investigation, you can file a public records request with the district or even the federal government itself.



Source: https://chalkbeat.org/posts/newark/2018/10/16/in-newark-reporting-lapses-hide-thousands-of-student-suspensions-from-public-view/

STORY IDEA V

Some schools and districts may be misreporting or misrepresenting data to the federal government. Hold them accountable.

Schools in Newark reported to the federal government that thousands of students had been suspended during the 2015-16 school year. But, according to a report from Chalkbeat, the schools are misreporting suspension data to state authorities, making them look better in state reports that parents consult to learn about the quality of a school.

RESTRAINTS

Los Angeles and New York Pin Down School Kids and Then Say It Never Happened

All school districts in the country are required to tell the federal government how many times kids have been restrained in their schools. But some districts aren't following through.

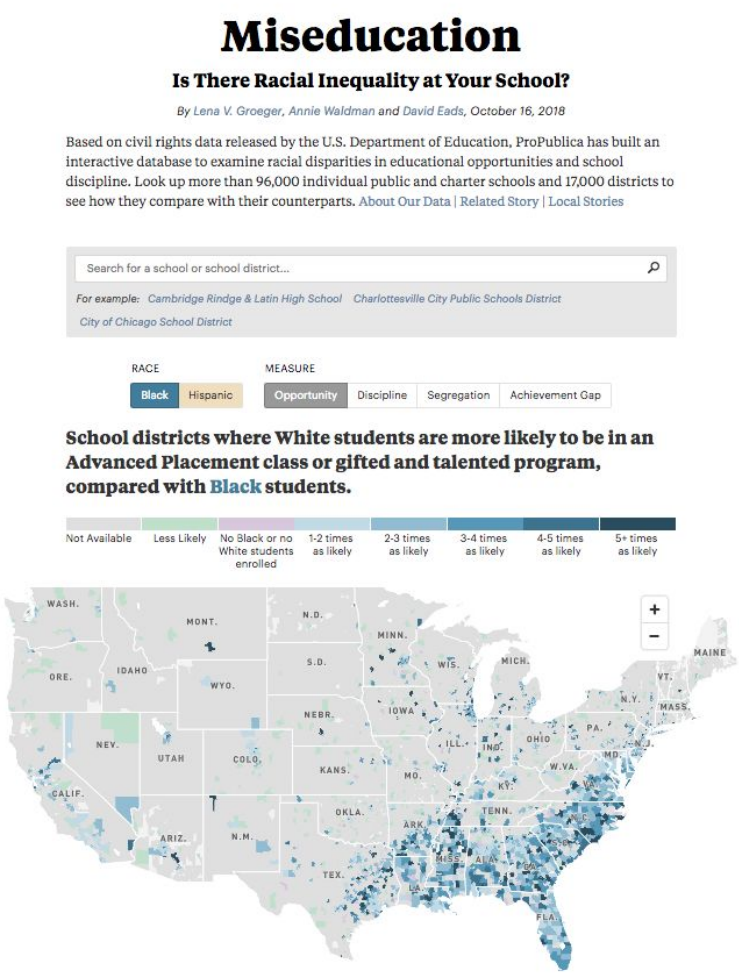
by Annie Waldman, Dec. 2, 2014, 11:18 a.m. EST

How to report on this:

- **Before starting your investigation, always contact the school or district about its reported data.** Most of the data in Miseducation comes from the U.S. Department of Education's Office for Civil Rights. Schools are required to report accurate data to the department every two years, but sometimes schools and districts make technical mistakes in filling out the survey, and therefore it's crucial to ask districts about their data before diving into an investigation.

- **Is a school reporting zero students in a category? Ask why.** Sometimes the data paints a picture that is just too good to be true. For example, the three largest school districts in the country — New York, Los Angeles and Chicago — all incorrectly reported using restraints on zero students to the federal government during the 2012-13 school year. So we wrote a story about it.

- **Interview students and parents about whether they think this data is accurate.** Ask students, parents and community members if they think the reported data accurately reflects their schools and districts.



Other Resources:

There are a number of other resources--from ProPublica and beyond--to help you tell great stories about civil rights disparities in your school, district or across your state, including:

- ProPublica's Miseducation
- ProPublica's Civil Rights Investigation Database
- ProPublica's Desegregation Database
- US Department of Education's Office for Civil Rights
- National Center for Education Statistics
- Center for Education Policy Analysis at Stanford
- UCLA Civil Rights Project

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Tips/errors: education@propublica.org

Data requests: celeste.lecompte@propublica.org