
PAPERWORK REDUCTION ACT SUBMISSION

Mandatory Civil Rights Data Collection

January 2025

SUPPORTING STATEMENT, PART A: JUSTIFICATION

Revised after 60-day public comment period.

Responses to, and changes made as a result of comments received during the 60-day public comment period are primarily addressed and reflected in Attachment B. In Supporting Statement A, changes were made as a result of comments received during the 60-day public comment period. Additional changes (including technical edits and revisions) were made for clarity, accuracy, and consistency. Additions appear as **red text** and deletions appear as struck-out **dark red** text.

The Civil Rights Data Collection (CRDC) is a longstanding aspect of the overall enforcement and monitoring strategy used by the U.S. Department of Education's (ED) Office for Civil Rights (OCR) to ensure that recipients of ED's federal financial assistance do not discriminate on the bases of race, color, national origin, sex, and disability. OCR uses CRDC data as OCR investigates complaints alleging discrimination to determine whether the federal civil rights laws OCR enforces have been violated, initiates proactive compliance reviews to identify particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others. In this Supporting Statement, Part A: Justification, OCR provides a summary of previous civil rights data collections and a detailed description of and justification for proposed new, restored, revised, and retired civil rights data collected for the 2025–26 and 2027–28 school years.

OCR has collected civil rights data from the nation's public schools on a generally biennial basis since 1968. The CRDC includes data and information on student enrollment, course offerings and school characteristics and climate factors. For many years, the collection operated as the Elementary and Secondary School Civil Rights Compliance Report (approved by **the Office of Management and Budget (OMB)** as control # 1870-0500). OCR administered the 2004, 2006, 2009–10, and 2011–12 CRDC primarily online through a survey tool in partnership with *EDFacts*. As such, OMB approved these four data collections as part of the *EDFacts* information collection package (OMB control # 1875-0240). Since the 2011–12 CRDC, OCR has collected data from a universe of all public schools and local educational agencies (LEA), including juvenile justice facilities, charter schools, alternative schools, and schools serving students with disabilities. The 1976 and 2000 collections were also universe collections. Other collections were from a sample of LEAs.

Over the years, OCR has changed the data collected by the CRDC after considering feedback from school administrators and other stakeholders. For the 2013–14 CRDC and 2015–16 CRDC, OCR submitted an information collection request (ICR) package, which OMB approved under control # 1870-0504. This package included data elements that OCR proposed as mandatory for the 2013–14 CRDC (e.g., whether the school's preschool program served non-IDEA students, by age; the count of students who participated in credit recovery programs), as well as data elements proposed as optional for the 2013–14 CRDC, and mandatory for the 2015–16 CRDC (e.g., the number of current teachers employed at the school, and the number of teachers also employed at the school in the prior year). OMB approved the ICR package in February 2014. Based on feedback received from CRDC respondents, OCR submitted a subsequent ICR package to propose changes to a few 2015–16 CRDC data elements. OMB approved the changes in December 2015.

For the 2017–18 CRDC, OCR submitted an ICR package that OMB approved under OMB control # 1870-0504, in October 2017. The package included data elements that were mostly identical to those found in the 2015–16 CRDC.

For the 2020–21, 2021–22, and 2023–24 CRDCs, OCR's ICR package included new data elements that were optional and data elements that were retired or removed. A few data elements that were

included as optional for the 2017–18 CRDC, became required for the 2020–21 CRDC. Similarly, optional elements introduced in the 2021–22 CRDC became required for the 2023–24 CRDC.

As in previous years, OCR is proposing some changes for the 2025–26 and 2027–28 CRDCs, including the addition of new optional and required data elements as well as revisions to data elements to improve the accuracy of data submitted by schools and LEAs. The proposed additions are reflective of new data elements that OCR considers to be of pressing concern, such as the extent to which students served in non-LEA facilities are subjected to restraint and seclusion. OCR believes these are areas where additional data are needed to better inform both civil rights enforcement and the provision of technical assistance. OCR is also proposing to remove certain COVID-19 related questions about schools that provided remote instruction during the pandemic.

- 1. Explain the circumstances that make the collection of information necessary. What is the purpose for this information collection? Identify any legal or administrative requirements that necessitate the collection. Include a citation that authorizes the collection of information. Specify the review type of the collection (new, revision, extension, reinstatement with change, reinstatement without change). If revised, briefly specify the changes. If a rulemaking is involved, list the sections with a brief description of the information collection requirement, and/or changes to sections, if applicable.**

Section 203(c)(1) of the 1979 Department of Education Organization Act conveys to the Assistant Secretary for Civil Rights the authority to “collect or coordinate the collection of data necessary to ensure compliance with civil rights laws within the jurisdiction of the Office for Civil Rights.” *See* 20 U.S.C. § 3413(c)(1).

The civil rights laws enforced by OCR for which the CRDC collects data include Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex, including sexual orientation and gender identity; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability. OCR’s implementing regulations for each of these statutes require recipients of ED’s federal financial assistance to submit to OCR “complete and accurate compliance reports at such times, and in such form and containing such information” as OCR “may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying” with these laws and implementing regulations. *See*, 34 C.F.R. § 100.6(b), 34 C.F.R. § 106.81, and 34 C.F.R. § 104.61. In addition, pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination based on disability. Any data collection that OCR has determined to be necessary to ascertain or ensure compliance with these laws is mandatory.

Relatedly, Sections 1111(h)(1)(C)(viii) and 1111(h)(2)(C) of the Elementary and Secondary Education Act (ESEA), as amended in 2015 by the Every Student Succeeds Act, require state educational agencies (SEA) and LEAs that receive Title I funds under the ESEA to include in their state and local report cards certain CRDC data. This obligation became effective on December 31, 2018 for the 2017–18 school year. Specifically, when collected by the CRDC, the ESEA

requires that the report cards include information on measures of school quality, climate, and safety, such as information on the following:

- In-school suspensions;
- Out-of-school suspensions;
- Expulsions;
- School-related arrests;
- Referrals to law enforcement;
- Chronic absenteeism, including both excused and unexcused absences; and
- Incidents of violence, including harassment or bullying.

Also, the report cards must include the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school for all students and each student subgroup. OCR has historically collected these data through the CRDC. This information must be reported at the SEA, LEA, and school levels.

Race and ethnicity data in the CRDC have been collected and tabulated based on the Office of Management and Budget's (OMB's) 1997 Statistical Policy Directive No 15 (SPD 15) on federal race and ethnicity data standards. On March 29, 2024, OMB updated SPD 15 to revise the guidance for measuring, collecting, and tabulating information on race and ethnicity. *See* 89 Fed. Reg. 22182 (March 29, 2024). OCR ~~poses~~ **posed** directed questions in Attachment A-5 **during the 60-day comment period** on how revised SPD 15 should affect the reporting of disaggregated racial and ethnic data for the 2025–26 and 2027–28 CRDCs.

OCR has examined the use of data collected for the 2020–21 CRDC collection, and has considered feedback from other ED offices, school administrators, teachers, and nonprofit education advocacy organizations, in preparing this proposal for changes for the 2025–26 and 2027–28 CRDCs. A summary of the proposed changes is below.

A. New Data Elements

OCR proposes the addition of new data elements that are designed to identify possible barriers to equity and nondiscriminatory access to education. The proposed data collections will inform OCR's policy development and enforcement efforts and will allow ED to assess and protect the civil rights of all students throughout the nation.

For the 2023–24 CRDC, in which schools ~~will begin~~ **began** submitting data in December 2024, OCR added 2 directional indicators to the school survey relating to instruction type offered and remote instruction settings due to the COVID-19 pandemic. Because the pandemic has ended, for the 2025–26 and 2027–28 CRDCs, OCR has dropped the 2 directional indicators and proposes to add 2 new school-level data elements that collect instruction type offered and remote instruction settings data not tied to the COVID-19 pandemic.

OCR also proposes to collect during the 2025–26 and 2027–28 CRDCs the school-level counts of students who received at least one informal removal **and the number of instances of informal removals at the school level**. OCR proposes that this collection include the number of preschool students who received at least one informal removal (disaggregated by race, sex, disability, and English learner status), the number of K-12 students without disabilities who received at least one informal removal (disaggregated by race, sex, and English learner status), and the number of K-12 students with disabilities who received at least one informal removal (disaggregated by race, sex, disability, and English learner status). **The instances of preschool and K-12 students who receive an informal removal will be disaggregated by students without disabilities, students with disabilities (IDEA), and students with disabilities (Section 504 only)**. OCR also proposes to define informal removal as **“any action by a school staff member to remove a student (regardless of age, grade level, or disability status) from an education program or activity for a period of time without the incident being entered into a student’s record or without providing written notification about the incident to the student’s guardian** an instance in which a child is temporarily removed from their regular classroom(s), physical school setting, or remote setting (e.g., online classroom where remote learning takes place) for any period of time for disciplinary purposes. Informal removals may stem from a disciplinary incident or incidents that may or may not be documented, and include removals resulting from an informal agreement between the school and student’s parent or guardian to remove the student from the educational setting in lieu of the student facing official exclusionary discipline (e.g., a suspension).” This definition is based, in part, on input provided by the public during the public comment periods for the 2021–22 and 2023–24 CRDCs ~~OCR also poses~~ **and in response to the directed questions posed in Attachment A-5 during the 60-day comment period about the proposed definition for the 2025–26 and 2027–28 CRDCs.**

Additionally, OCR is interested in learning more about the experiences of students enrolled in an LEA but being served only in non-LEA facilities. Accordingly, OCR proposes to collect LEA-level data on the number of preschool students enrolled in an LEA and who are being served in a non-LEA facility only (disaggregated by race, sex, disability, and English learner status) and the number of K-12 students enrolled in an LEA and who are being served in a non-LEA facility only (disaggregated by race, sex, disability, and English learner status). OCR additionally proposes the collection of the number of K-12 students enrolled in an LEA and who are being served in a non-LEA facility only that are subjected to mechanical restraint, physical restraint, and seclusion (disaggregated by race, sex, disability, and English learner status).

Further, OCR is interested in collecting more information about teacher certification in specialized areas, particularly in bilingual education. OCR currently collects data on the number of FTE teachers who are certified/licensed/endorsed in four specialized areas—mathematics, science, special education, and English as a second language. The present category of English as a second language refers to teaching English to non-native speakers. OCR posed a directed question in Attachment A-5 during the 60-day comment period asking whether bilingual education certification/license/endorsement should be added as a fifth specialized area. In response to those comments, OCR proposes collecting the number of FTE teachers who hold bilingual certification.

OCR also proposes definitions of bilingual and English as a second language certification/license/endorsement that explicitly distinguish the two below:

- Bilingual certification/license/endorsements: a certification, license, or endorsement that focuses on bilingualism and biliteracy and may incorporate the use of a child's primary language to provide full access to the curriculum for non-English speakers. *This bilingual certification, license, or endorsement differs from English as a second language certification, license, or endorsement, where the focus is on providing English-only instruction.*
- English as a Second Language certification/license/endorsements: a certification, license, or endorsement that focuses on teaching English to non-native speakers. It is also commonly known as Teaching English to Speakers of Other Languages and English Language Teaching. *This certification, license, or endorsement differs from Bilingual certification, license, or endorsement where the focus is dual language instruction.*

Finally, OCR proposes to collect information on threat assessments. ED's discontinued School Survey on Crime and Safety previously collected information on threat assessments, and OCR's proposal seeks to continue the collection of data on this topic. OCR posed directed questions in Attachment A-5 during the 60-day comment period asking about proposed definitions of threat assessment and threat assessment team. In response to those comments, ~~Specifically,~~ OCR proposes to ask whether schools have a threat assessment team or any other formal group of persons to identify students who ~~may pose a threat of targeted violence in schools might be a potential risk for violent or harmful behavior (toward themselves or others).~~ Additionally, ~~in response to those comments,~~ OCR proposes to define a threat assessment as "a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools. *The term "threat assessment" does not include screening conducted to evaluate a student's need for specialized services or supports under Section 504 or the IDEA, where the focus is on determining eligibility for services and is not an appraisal of a student's behavior to assess a threat.*" OCR also ~~poses~~ posed directed questions in Attachment A-5 during the 60-day comment period on collecting additional information about students who receive a threat assessment referral, ~~and, depending on public comment, may propose collecting additional information on threat assessments as early as the 2025-26 CRDC.~~ In response to those comments, OCR proposes to collect information on the sex, race/ethnicity, disability, and English Learner status of students referred for a threat assessment.

OCR anticipates that the new collections of data related to ~~informal removals~~, students in non-LEA facilities, ~~teacher certification~~, and threat assessments will provide OCR with a greater range of information about the experiences of all students throughout the nation and will inform OCR's policy and enforcement work protecting students' civil rights.

The proposed new data elements follow:

- Non-COVID-19-related Instruction
 - Instruction type (in-person instruction, remote instruction, or both) [*see*, Attachment A-2, page 49 (Data Group 907)]; and
 - Remote instruction setting (students physically in school setting while teachers in remote location, students not physically in school setting, or both) [*see*, Attachment A-2, page 74 (Data Group 1048)].

- Informal Removals
 - **Number of instances of informal removals that preschool students received (disaggregated by students without disabilities; students with disabilities (IDEA), students with disabilities (Section 504 only))** [*see*, Attachment A-2, page 48 (Data Group 1055); *see also*, Attachment A-3, page 30 (Preschool (Informal Removals))];
 - Number of preschool students who received at least one informal removal (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL) [*see*, Attachment A-2, page ~~46~~ **45** (Data Group 1004)];
 - **Number of instances of informal removals that K-12 students received (disaggregated by students without disabilities; students with disabilities (IDEA), students with disabilities (Section 504 only))** [*see*, Attachment A-2, page 48 (Data Group 1054)];
 - Number of K-12 students with disabilities who received at least one informal removal (disaggregated by race, sex [male, female, nonbinary*], disability-Section 504 only, EL) [*see*, Attachment A-2, page ~~47~~ **46** (Data Group 1005)]; and
 - Number of K-12 students without disabilities who received at least one informal removal (disaggregated by race, sex [male, female, nonbinary*], EL) [*see*, Attachment A-2, page ~~48~~ **47** (Data Group 1006)].

* *Only schools/LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data.*

- Non-LEA Facilities
 - Number of preschool students enrolled in the LEA and who were being served in non-LEA facilities only (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL) (LEA-level) [*see*, Attachment A-2, page 62 (Data Group 939)];
 - Number of K-12 students enrolled in the LEA and who were being served in non-LEA facilities only (disaggregated by race, sex [male, female, nonbinary*],

disability-IDEA, disability-Section 504 only, EL) (LEA-level) [*see*, Attachment A-2, page 61 (Data Group 910)];

- Number of K-12 students enrolled in the LEA and who were being served in non-LEA facilities only, subjected to mechanical restraint (disaggregated by race, sex [male, female, nonbinary*], disability-IDEA, disability-Section 504 only, EL) (LEA-level) [*see*, Attachment A-2, page 77 (Data Group 1049); *see also*, Attachment A-3, page 5 (Data Category: Action (Restraint or Seclusion))];
- Number of K-12 students enrolled in the LEA and who were being served in non-LEA facilities only, subjected to physical restraint (disaggregated by race, sex [male, female, nonbinary*], disability-IDEA, disability-Section 504 only, EL) (LEA-level) [*see*, Attachment A-2, page 77 (Data Group 1049); *see also*, Attachment A-3, page 5 (Data Category: Action (Restraint or Seclusion))]; and
- Number of K-12 students enrolled in the LEA and who were being served in non-LEA facilities only, subjected to seclusion (disaggregated by race, sex [male, female, nonbinary*], disability-IDEA, disability-Section 504 only) (LEA-level) [*see*, Attachment A-2, page 77 (Data Group 1049); *see also*, Attachment A-3, page 5 (Data Category: Action (Restraint or Seclusion))].

* *Only schools/LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data.*

- Threat Assessment ~~Team~~

- Whether the school has a threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others) [*see*, Attachment A-2, page 107 (Data Group 1050)].
- Number of preschool students who were referred for a threat assessment (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL) [*see*, Attachment A-2, page 108 (Data Group 1051)];
- Number of K-12 students with disabilities who were referred for a threat assessment (disaggregated by race, sex [male, female, nonbinary*], disability-Section 504 only, EL) [*see*, Attachment A-2, page 108 (Data Group 1052)]; and
- Number of K-12 students without disabilities who were referred for a threat assessment (disaggregated by race, sex [male, female, nonbinary*], EL) [*see*, Attachment A-2, page 109 (Data Group 1053)].

* *Only schools/LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data.*

- **Teacher Certification in Specialized Areas -- Bilingual**
 - Number of full-time equivalent teachers that have a bilingual certification/license/endorsement (values entered as a decimal to the hundredths place) [*see*, Attachment A-2, page 94 (Data Group 1039); *see also*, Attachment A-3, page 7 (Data Category: Certification Areas)].

B. Retired Data Elements

For the 2020–21, 2021–22, and 2023–24 CRDCs, OCR included 2 school-level data elements that asked schools to describe the amount of remote instruction received by students (i.e., how many hours of remote instruction in a day on average; what percent of students received remote instruction) in those schools that offered remote or hybrid instruction due to the COVID-19 pandemic. Because the pandemic has ended, OCR ~~proposes originally proposed~~ to retire the two data elements. **However, in response to the 60-day public comments that OCR received, OCR has decided to propose the retirement of the COVID-related remote instruction amount data element and revise the percentage of students who received remote instruction data element.** The proposed retired data elements follows:

- COVID-related Remote Instruction Amount ~~and Percentage~~
 - The amount of remote instruction provided by teachers [*see*, Attachment A-2, page A-2, page 72 (Data Group 1041)]; and
 - ~~○ The percentage of students who received remote instruction from teachers at any point during the regular school year, not including intersession or summer [*see*, Attachment A-2, page 73 (Data Group 1042)].~~

C. Revised Data Elements

OCR proposes a change to the date of collection for information about the Title IX (prohibits discrimination on the basis of sex) civil rights coordinator, the Title VI (prohibits discrimination on the bases of race, color, or national origin) civil rights coordinator, and the Title II and Section 504 (prohibits discrimination on the basis of disability) civil rights coordinator. Previous CRDCs instructed recipients to provide the name of the person who was coordinator at the end of the school year about which the data were collected. OCR proposes instructing recipients to provide the name of the person who was coordinator in the following school year, on October 1 or the closest school day to October 1, also known as the Fall snapshot date. By collecting the coordinator information about the school year after the year about which the data are collected (the school year in which data usually are reported to OCR), the public will have access to more current contact information.

- Civil Rights Coordinators Contact Information
 - Contact information (first name; last name; email address) for the civil rights coordinators that carry out the LEA's responsibilities under federal law prohibiting discrimination on the basis of: sex; race, color, or national origin; or disability [*see*, Attachment A-2, page 19 (Data Group 916); *see also*, Attachment A-3, page 11 (Data Category: Civil Rights Law (Coordinators))].

Based on the 60-day public comments that OCR received, OCR also proposes to revise the percentage of students who received remote instruction data element by not referring to COVID-related instruction and by limiting it to schools and justice facilities that offered a hybrid of in-person and remote instruction. This data element will capture the percentage of students who received remote instruction from teachers at any point during the regular school year, not including intersession or summer. Data responders may choose from 1-25%, 26-50%, 51-75%, or over 75% to report the percentage of students that received remote instruction from a teacher at any point during the school year.

- Remote Instruction Percentage
 - The percentage of students who received remote instruction from teachers at any point during the regular school year, not including intersession or summer [*see*, Attachment A-2, page 73 (Data Group 1042)].

2. Indicate how, by whom, and for what purpose the information is to be used. Except for a new collection, indicate the actual use the agency has made of the information received from the current collection.

OCR uses CRDC data as OCR investigates complaints alleging discrimination to determine whether the federal civil rights laws it enforces have been violated, initiates proactive compliance reviews to identify particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents/guardians, students, and others.

Other ED offices have used the CRDC for purposes such as monitoring compliance with requirements for federal professional development funding, monitoring states under ESEA flexibility waivers, and evaluating the Office of English Language Acquisition's programs and activities. Other federal agencies and researchers and policymakers also use CRDC data.

Further, as noted above (in response to Item 1), in 2015, Congress amended the ESEA to require SEAs and LEAs that receive Title I funds to include certain information submitted in accordance with the data collection conducted pursuant to OCR's authority, *i.e.*, the CRDC, in their state and local report cards sent to parents and made available to the public (Sections 1111(h)(1)(C)(viii) and 1111(h)(2)(C)).

State and federal agencies, policymakers, researchers, and many others outside of ED also use the CRDC data, which are available to the public via the OCR's website in privacy-protected format. For each of these constituencies, the CRDC is a source of information about our nation's public schools. Researchers, advocacy organizations, and news media have used CRDC data to identify possible civil rights concerns in our nation's schools. And for LEAs and schools across the country, the CRDC data are a tool for self-analysis, and a mechanism for highlighting and correcting areas of educational concern.

3. Describe whether, and to what extent, the collection of information involves the use of automated, electronic, mechanical, or other technological collection techniques or forms of information technology, e.g. permitting electronic submission of responses, and the basis for the decision of adopting this means of collection. Please identify systems or websites used to electronically collect this information. Also describe any consideration given to using technology to reduce burden. If there is an increase or decrease in burden related to using technology (e.g. using an electronic form, system or website from paper), please explain in number 12.

As in past civil rights data collections, the primary collection instrument for the 2025–26 and 2027–28 CRDCs will be a Web-based system; users will either upload data files and/or enter the data in response to questions displayed on the screen; and the data will be transmitted directly into a database. To reduce burden, OCR will continue to use the user-friendly interactive tool, developed for the 2013–14 CRDC that ensures schools and LEAs only have to answer applicable questions. Indicator questions facilitate this approach and may precede data group tables. For example, if a user indicates the school serves only elementary students, the questions about high schools will not be presented. Similarly, only a high school will be asked if the school provided AP courses. If the user answers “No,” then the series of tables about AP will be skipped; if the user answers “Yes,” then the tables about AP will be presented. Additionally, indicator questions can also skip nonapplicable cells in a table, or fill cells with corresponding zeros based on the answers to the guiding questions.

Flat data file submissions, such as Excel files, are allowed for LEAs that have the capacity to create them; and paper submissions are allowed for LEAs with no Internet connectivity or limited Web access. States that volunteer to pre-populate the survey forms with data for their LEAs are allowed to do so, as they have been in the past, to help reduce burden on LEAs. The flexibility in submission methods allows LEAs to submit whatever portion of the CRDC is included in their student information system in flat files. These flat files then “pre-populate” the Web-based screens and allow the school, or another department within the LEA, to either verify or complete the remaining sections of the CRDC. This option will continue to be available in the 2025–26 and 2027–28 CRDCs.

Through computer control of the data collection process and the monitoring of responses, the Web-based system offers the capacity for substantial improvements in data quality and data collection efficiency over a survey conducted using paper and pencil. Incidents of missing and inconsistent data are greatly reduced since questionnaire skip patterns are automatically controlled. Moreover,

invalid entries, contradictory entries, or entries inconsistent with available data on the school or LEA are questioned by the system and must be resolved or confirmed by the respondent during the self-directed Web instrument data collection.

4. Describe efforts to identify duplication. Show specifically why any similar information already available cannot be used or modified for use for the purposes described in Item 2 above.

The CRDC is the unique source of data for the vast majority of data elements collected. Since the 2009–10 CRDC, OCR has leveraged data submitted to ED by SEAs to reduce the burden on LEAs. Additionally, in planning the 2009–10 CRDC, OCR carefully examined all data groups already collected by *EDFacts* and removed several tables previously in the CRDC because the data were available through the state-based portion of *EDFacts*, the EDEN Submission System (ESS).

For the 2013–14 and 2015–16 CRDC collections, OCR met with program offices across ED to eliminate any duplication of data items and, where possible, ensure that the CRDC uses definitions consistent with those used by other program offices. To consolidate and centralize preschool-grade 12 data collections, definitions need to be standardized. If the same term has multiple definitions, then the reporting burden on LEAs and SEAs increases significantly. Therefore, the same definitions of terms are used whenever possible.

To coordinate the definitions used and identify possible duplication of data elements, OCR met with key staff throughout ED and convened a two-day technical working group, including participants from the National Center for Education Statistics (NCES), the Office of Planning, Evaluation and Policy Development, the Office of English Language Acquisition, the Office of Special Education Programs, and the Correctional Re-Entry Group, to review the proposed 2013–14 and 2015–16 CRDC collections. This cross-program office coordination provided an opportunity for experts in content areas and survey design to raise potential areas of overlap. OCR has also worked with the Department of Justice’s Office of Justice Programs to improve the coordination of information about the educational programs and opportunities that are available to youths in justice facilities.

OCR consulted with other program offices within ED in preparation for the 2020–21, 2021–22, 2023–24, 2025–26, and 2027–28 CRDCs. OCR continues to coordinate with other program offices to determine where it is possible to reduce burden and eliminate duplication. For example, OCR has collaborated with NCES to make the NCES School Level Finance Survey (SLFS) collection (OMB control # 1850-0930) mandatory and to use the SLFS expenditure data for civil rights enforcement purposes. This change resulted in the reduction of the reporting burden on LEAs and removed redundancies between the CRDC and the SLFS.

5. If the collection of information impacts small businesses or other small entities, describe any methods used to minimize burden. A small entity may be (1) a small business which is deemed to be one that is independently owned and operated and that is not dominant in its field of operation; (2) a small organization that is any not-for-profit enterprise that is independently owned and operated and is not dominant in its field; or (3) a small government jurisdiction, which is a government of a city, county, town, township, school district, or special district with a population of less than 50,000.

With the exception of LEAs in one state, each LEA that is required to participate in the CRDC submits an LEA summary survey and a survey about each school in the LEA. One SEA provides all the data on behalf of its LEAs. In its smallest collection, the collection included a sample of about 6,000-7,000 LEAs. The 1976, 2000, 2011–12, 2013–14, 2015–16, 2017–18, 2020–21, 2021–22, and 2023–24 collections were universal collections from all LEAs. Similarly, the 2025–26 and 2027–28 collections are being proposed as universal collections. Having a universal collection is particularly appropriate after Congress required in the ESEA in 2015 that LEAs and states use the data reported to OCR in the CRDC to populate their state and local report cards.

Smaller LEAs often face challenges with the timing of the CRDC collection. At the close of the school year, small and rural LEAs “roll over” their data systems, effectively closing out one school year and beginning the next. The end of year “roll over” can make accessing data from the prior school year challenging. OCR previously developed a pre-collection checklist which highlights tools to allow smaller LEAs to collect and store their CRDC data in a format that could be easily uploaded into the CRDC submission system. With these tools, smaller LEAs can store their CRDC data in ready-to-use flat files once the survey submission website opened in the fall of the next school year. Smaller LEAs across the country used these pre-collection tools and OCR received many positive comments regarding their ease of use. As a result, OCR continued to provide these tools for the 2020–21, 2021–22, and 2023–24 CRDCs and will continue to do so for the 2025–26 and 2027–28 CRDCs.

6. Describe the consequences to Federal program or policy activities if the collection is not conducted or is conducted less frequently, as well as any technical or legal obstacles to reducing burden.

OCR collects civil rights data regularly to allow ED and other stakeholders to measure students’ access to educational opportunities and the educational environment in the nation’s public schools. Also, current data are essential to the investigation and resolution of discrimination complaints filed with OCR. The most recent CRDC **released to the public** contained data from the 2021–22 school year. It is critical that more recent information be available so that OCR can carry out its mandate to ensure civil rights under the applicable laws. Further, OCR enforcement offices rely on data in the CRDC to prepopulate data requests to LEAs and schools when conducting compliance reviews. Also, Congress required in the ESEA that states and LEAs use the data reported to OCR in the CRDC to populate their state and local report cards. If the CRDC were not conducted or were conducted less frequently, then schools, LEAs, and states would not be able to include the most up-to-date data in their ESEA reports.

7. Explain any special circumstances that would cause an information collection to be conducted in a manner:

- **requiring respondents to report information to the agency more often than quarterly;**
- **requiring respondents to prepare a written response to a collection of information in fewer than 30 days after receipt of it;**
- **requiring respondents to submit more than an original and two copies of any document;**
- **requiring respondents to retain records, other than health, medical, government contract, grant-in-aid, or tax records for more than three years;**
- **in connection with a statistical survey, that is not designed to produce valid and reliable results than can be generalized to the universe of study;**
- **requiring the use of a statistical data classification that has not been reviewed and approved by OMB;**
- **that includes a pledge of confidentiality that is not supported by authority established in statute or regulation, that is not supported by disclosure and data security policies that are consistent with the pledge, or that unnecessarily impedes sharing of data with other agencies for compatible confidential use; or**
- **requiring respondents to submit proprietary trade secrets, or other confidential information unless the agency can demonstrate that it has instituted procedures to protect the information's confidentiality to the extent permitted by law.**

Race and ethnicity data in the CRDC have been collected and tabulated based on the Office of Management and Budget's (OMB) 1997 Statistical Policy Directive No 15 (SPD 15) on federal race and ethnicity data standards. The present ICR contains no changes to the race and ethnicity items that have historically been part of this collection and is therefore compliant with the 1997 SPD 15 standards. In March 2024, OMB announced revisions to SPD 15 and published the revised SPD 15 standards in the Federal Register (89 FR 22182). ED is currently working on an action plan for compliance with the newly revised SPD 15 standards, which will fully take effect on March 28, 2029. OCR ~~poses~~ **posed** directed questions in Attachment A-5 **during the 60-day comment period** on how revised SPD 15 should affect the reporting of disaggregated racial and ethnic data for the 2025–26 and 2027–28 CRDCs. OCR will submit to OMB either a non-substantive change request to revise the standards for this information collection or an ICR for the 2029–30 school year that includes changes to the race and ethnicity items. Either the change request or the 2029–30 CRDC ICR will address the 2024 SPD 15 standards for the race and ethnicity items.

8. As applicable, state that the Department has published the 60 and 30 Federal Register notices as required by 5 CFR 1320.8(d), soliciting comments on the information collection prior to submission to OMB.

Include a citation for the 60 day comment period (e.g. Vol. 84 FR ##### and the date of publication). Summarize public comments received in response to the 60 day notice and describe actions taken by the agency in response to these comments. Specifically address comments received on cost and hour burden. If only non-substantive comments are provided, please provide a statement to that effect and that it did not relate or warrant any changes to this information collection request. In your comments, please also indicate the number of public comments received.

For the 30 day notice, indicate that a notice will be published.

Describe efforts to consult with persons outside the agency to obtain their views on the availability of data, frequency of collection, the clarity of instruction and record keeping, disclosure, or reporting format (if any), and on the data elements to be recorded, disclosed, or reported.

Consultation with representatives of those from whom information is to be obtained or those who must compile records should occur at least once every 3 years – even if the collection of information activity is the same as in prior periods. There may be circumstances that may preclude consultation in a specific situation. These circumstances should be explained.

ED ~~will~~ provided the public an opportunity to comment on the proposed data elements for the 2025–26 and 2027–28 CRDCs through a 60-day notice published in the Federal Register (Vol 89, pages 83,671-672) on October 17, 2024. A total of 104 commenters submitted comments in response. A summary of the comments received and actions taken in response to them is available in Attachment B. ~~and~~ ED will provide the public a second opportunity to comment through a 30-day notice.

If, after the 30-day comment period, OCR is inclined to recommend to OMB either that new items not proposed in Supporting Statement A, as revised in response to the 60-day comments, be added; or that items previously approved for the 2023–24 collection that are not identified for potential deletion in Supporting Statement A, as revised in response to the 60-day comments, be deleted, OCR will solicit further public comment on those changes before seeking final OMB approval.

9. Explain any decision to provide any payment or gift to respondents, other than remuneration of contractors or grantees with meaningful justification.

There is no current remuneration for any LEA or school.

10. Describe any assurance of confidentiality provided to respondents and the basis for the assurance in statute, regulation, or agency policy. If personally identifiable information (PII) is being collected, a Privacy Act statement should be included on the instrument. Please provide a citation for the Systems of Record Notice and the date a Privacy Impact Assessment was completed as indicated on the IC Data Form. A confidentiality statement with a legal citation that authorizes the pledge of confidentiality should be provided.¹ If the collection is subject to the Privacy Act, the Privacy Act statement is deemed sufficient with respect to confidentiality. If there is no expectation of confidentiality, simply state that the Department makes no pledge about the confidentiality of the data. If no PII will be collected, state that no assurance of confidentiality is provided to respondents. If the Paperwork Burden Statement is not included physically on a form, you may include it here. Please ensure that your response per respondent matches the estimate provided in number 12.

There has been no assurance of confidentiality provided to the respondents beyond the agreement to protect individual student information under the Federal Educational Rights and Privacy Act. The CRDC does not collect any personally identifiable information (PII). Confidentiality issues with the CRDC are specific to the amount of data found in a “cell” that might make the identification of an individual student or staff member possible when combined with other information not collected in the CRDC. OCR privacy protects individual privacy by applying to the collected data a privacy protection routine to mitigate the risk of identifying an individual in the data by perturbing some of the data elements. OCR will continue to review the submitted data for any other security requirements.

The Paperwork Burden Statement is included in the Attachment A-1 document.

11. Provide additional justification for any questions of a sensitive nature, such as sexual behavior and attitudes, religious beliefs, and other matters that are commonly considered private. The justification should include the reasons why the agency considers the questions necessary, the specific uses to be made of the information, the explanation to be given to persons from whom the information is requested, and any steps to be taken to obtain their consent.

As in prior collections, OCR proposes to continue to collect data on the number of allegations received by a school of harassment or bullying on the basis of religion, sexual orientation, or

¹ Requests for this information are in accordance with the following ED and OMB policies: Privacy Act of 1974, OMB Circular A-108 – Privacy Act Implementation – Guidelines and Responsibilities, OMB Circular A-130 Appendix I – Federal Agency Responsibilities for Maintaining Records About Individuals, OMB M-03-22 – OMB Guidance for Implementing the Privacy Provisions of the E-Government Act of 2002, OMB M-06-15 – Safeguarding Personally Identifiable Information, OM:6-104 – Privacy Act of 1974 (Collection, Use and Protection of Personally Identifiable Information).

gender identity in addition to the collection of data on the number of allegations based on sex, race, color, and national origin, and disability.

OMB first approved the collection of religion and sexual orientation allegations data for the 2013–14 and 2015–16 CRDC collections. For the 2021–22 and 2023–24 CRDCs, OMB approved the collection of allegations of harassment or bullying data on the basis of gender identity. OMB also approved the disaggregation of the number of allegations received by a school of harassment or bullying on the basis of perceived religion, regardless of whether the targeted student actually identifies with that religion, for each of 14 religion categories. The 14 religion categories are adapted from the Federal Bureau of Investigation’s (FBI) Uniform Crime Reporting Program, and are described in the FBI’s *Hate Crime Data Collection Guidelines and Training Manual* (2022), available at <https://le.fbi.gov/file-repository/hate-crime-data-collection-guidelines-and-training-manual.pdf/view>.

Harassment or bullying of students on the basis of sexual orientation and religion remains a serious problem. For example, ~~during the COVID-19 pandemic~~, the ~~2020–21~~ 2021–22 CRDC showed that ~~3%~~ 2% of all reported harassment or bullying was about religion and ~~19%~~ 16% was about sexual orientation. OCR proposes to continue the collection of religion harassment allegations data by categories that mirror the FBI’s Hate Crimes Data Collection religion categories because it remains necessary to gain an understanding of the perceived religions targeted with harassing or bullying behavior. This disaggregation is particularly important in light of the reported rise in antisemitic and anti-Muslim harassment.

The harassment or bullying school-level questions are intended to record, for any reported harassment, the school’s understanding of the harasser’s perceived motivation. In classifying the allegations of harassment or bullying, respondents are directed to look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim. For the allegations of harassment or bullying on the basis of perceived gender identity question, this instruction also applies. Because the harassment or bullying allegations questions are not focused on the alleged victim’s sexual behavior or orientation, gender identity, or religious beliefs, OCR does not believe these questions are of a sensitive nature. LEAs will not be required to include religious affiliation, sexual orientation, or gender identity of students as part of their administrative records. The harassment or bullying questions are not intended or expected to elicit private information about students. Since the introduction of the collection of allegations of harassment or bullying on the basis of sexual orientation and religion data in the 2013–14 CRDC, OCR has not received any complaints or reports that these collections have caused LEAs to engage in intrusive questioning of students.

Additionally, OMB approved OCR adding to the 2021–22 and 2023–24 CRDCs a third sex category to capture data regarding students who identify as nonbinary. Responses from the 2021–22 CRDC indicate that in more than a dozen states, at least 10 LEAs collect nonbinary data and have at least 1 nonbinary student. **By-Overall, at least 11% of LEAs (approximately 1,880 out of 17,704) spread across 40 states reported enrolling at least 1 nonbinary student. As explained in more detail in Attachment B, by requiring LEAs and schools that collect nonbinary data and have**

at least one nonbinary student to complete questions that disaggregate by three sex categories (male, female, nonbinary), OCR can monitor the expansion of the use of the category and the growth of the number of students who identify as nonbinary. By collecting these data from those who already record it, OCR recognizes and affirms the existence of individuals who do not identify as male or female. Further, these data may provide some insights into the educational experiences of nonbinary students as a class.

12. Provide estimates of the hour burden for this current information collection request. The statement should:

- **Provide an explanation of how the burden was estimated, including identification of burden type: recordkeeping, reporting or third party disclosure. Address changes in burden due to the use of technology (if applicable). Generally, estimates should not include burden hours for customary and usual business practices.**
- **Please do not include increases in burden and respondents numerically in this table. Explain these changes in number 15.**
- **Indicate the number of respondents by affected public type (federal government, individuals or households, private sector – businesses or other for-profit, private sector – not-for-profit institutions, farms, state, local or tribal governments), frequency of response, annual hour burden. Unless directed to do so, agencies should not conduct special surveys to obtain information on which to base hour burden estimates. Consultation with a sample (fewer than 10) of potential respondents is desirable.**
- **If this request for approval covers more than one form, provide separate hour burden estimates for each form and aggregate the hour burdens in the table below.**
- **Provide estimates of annualized cost to respondents of the hour burdens for collections of information, identifying and using appropriate wage rate categories. [Use this site](#) to research the appropriate wage rate. The cost of contracting out or paying outside parties for information collection activities should not be included here. Instead, this cost should be included in Item 14. If there is no cost to respondents, indicate by entering 0 in the chart below and/or provide a statement.**

Provide a descriptive narrative here in addition to completing the table below with burden hour estimates.

Estimated Annual Burden and Respondent Costs Table

<u>Information Activity or IC</u> (with type of respondent)	<u>Sample Size</u> (if applicable)	<u>Respondent Response Rate</u> (if applicable)	<u>Number of Respondents</u>	<u>Number of Responses</u>	<u>Average Burden Hours per Response</u>	<u>Total Annual Burden Hours</u>	<u>Estimated Respondent Average Hourly Wage</u>	<u>Total Annual Costs (hourly wage x total burden hours)</u>
			17,717	17,717	134.24 130	2,378,410 2,290,195	\$51.48	\$122,440,547 117,899,239
<u>Annualized Totals</u>			17,717	17,717	134.24 130	2,378,410 2,290,195	\$51.48	\$122,440,547 117,899,239

Please ensure the annual total burden, respondents and response match those entered in IC Data Parts 1 and 2, and the response per respondent matches the Paperwork Burden Statement that must be included on all forms.

For the CRDC, data depicted as data groups and data categories are factored into OCR's burden estimates, while data collected by directional indicators are not. Also, the respondent is the LEA; the LEA must complete one LEA-level survey, plus one school-level survey for each of its schools. For the 2023–24 CRDC, the burden was estimated to be 2,191,180 hours across 17,884 LEA respondents, and their approximately 99,477 schools with students in membership, based on an estimated 21.2 hours per school survey and 4.6 hours per LEA survey on average. For elementary schools, the burden was estimated to be 13.7 hours per school survey since several of the data elements are only applicable to secondary schools. For secondary schools, the burden was estimated to be 22.7 hours per school survey.

For the 2025–26 and 2027–28 CRDCs, OCR is proposing to add more items than ~~the items that~~ OCR is proposing to discontinue. Many of the proposed new items at the LEA level are only relevant to those LEAs that have at least one student enrolled who will be served in a non-LEA facility. OCR projects that about one third of LEAs will have at least one student enrolled who will be served in a non-LEA facility² and about two thirds of LEAs will not. There will be an average increase in burden of 52.0 percent for the total number of responses required in the LEA survey (more for LEAs serving students in non-LEA facilities, less for LEAs not serving students in such facilities). For the school survey, there will be an increase in burden of ~~4.1~~ 8.6 percent for an elementary school and ~~3.2~~ 4.8 percent for a secondary school, for the total number of responses

² For the 2021–22 CRDC, 31.2 percent of LEAs reported having at least one student enrolled in an LEA but served in a non-LEA facility only. For the 2025–26 and 2027–28 CRDCs, OCR is assuming that the percent of LEAs that report having at least one student enrolled in an LEA but served in a non-LEA facility only will increase to 35 percent.

required. For elementary schools, the burden is estimated to be ~~14.3~~ 14.9 hours per school survey. For secondary schools, the burden is estimated to be ~~23.4~~ 23.8 hours per school survey.

Previous – CRDC (2023–24)	Schools: 99,477 LEAs: 17,884	Schools: 21.2 LEAs: 4.6	Schools: 2,108,913 LEAs: 82,267 Total: 2,191,180
New – CRDC (2025–26 and 2027–28)	Schools: 98,017 LEAs: 17,717	Schools: 22.1 23.0 LEAs: 7.0	Schools: 2,166,176 2,254,391 LEAs: 124,019 Total: 2,290,195 2,378,410
New Burden (2023–24 to 2025-26 or 2027–28)	Schools: -1460 LEAs: -167	Schools: 0.9 1.8 LEAs: 2.4	Schools: 57,263 145,478 LEAs: 41,752 Total: 99,015 187,230

The number of schools per LEA varies widely. An LEA with only one school would, on the average, take 7.0 hours for the LEA survey and ~~22.1~~ 23.0 hours for the school survey, for a total of ~~29.1~~ 30.0 hours. An LEA with 10 schools would take 7.0 hours on the LEA survey and average ~~22.1~~ 23.0 hours on each of the school surveys, for a total of ~~228~~ 237 hours.

The total cost to respondents for each CRDC is estimated to be ~~\$117,899,239~~ \$122,440,547 (~~2,290,195~~ 2,378,410 hours multiplied by an average wage of \$51.48³ per hour). There is a wide range of hourly salaries associated with the professionals that will provide this data, making this estimation approximate.

³ The mean hourly wage for an LEA education administrator is estimated at \$51.48 per hour (SOC code 11-9039, Education Administrator), based on May 2023 Occupation and Employment Statistics, Bureau of Labor Statistics website, <https://www.bls.gov/oes/current/999201.htm#11-0000>, accessed September 16, 2024.

13. Provide an estimate of the total annual cost burden to respondents or record keepers resulting from the collection of information. (Do not include the cost of any hour burden shown in Items 12 and 14.)

- **The cost estimate should be split into two components: (a) a total capital and start-up cost component (annualized over its expected useful life); and (b) a total operation and maintenance and purchase of services component. The estimates should take into account costs associated with generating, maintaining, and disclosing or providing the information. Include descriptions of methods used to estimate major cost factors including system and technology acquisition, expected useful life of capital equipment, the discount rate(s), and the time period over which costs will be incurred. Capital and start-up costs include, among other items, preparations for collecting information such as purchasing computers and software; monitoring, sampling, drilling and testing equipment; and acquiring and maintaining record storage facilities.**
- **If cost estimates are expected to vary widely, agencies should present ranges of cost burdens and explain the reasons for the variance. The cost of contracting out information collection services should be a part of this cost burden estimate. In developing cost burden estimates, agencies may consult with a sample of respondents (fewer than 10), utilize the 60-day pre-OMB submission public comment process and use existing economic or regulatory impact analysis associated with the rulemaking containing the information collection, as appropriate.**
- **Generally, estimates should not include purchases of equipment or services, or portions thereof, made: (1) prior to October 1, 1995, (2) to achieve regulatory compliance with requirements not associated with the information collection, (3) for reasons other than to provide information or keep records for the government or (4) as part of customary and usual business or private practices. Also, these estimates should not include the hourly costs (i.e., the monetization of the hours) captured above in Item 12.**

Total Annualized Capital/Startup Cost:

Total Annual Costs (O&M):

Total Annualized Costs Requested:

The collection of CRDC data for the foreseeable future will require no additional systems development efforts by the local agencies.

14. Provide estimates of annualized cost to the Federal government. Also, provide a description of the method used to estimate cost, which should include quantification of hours, operational expenses (such as equipment, overhead, printing, and support staff), and any other expense that would not have been incurred without this collection of information. Agencies also may aggregate cost estimates from Items 12, 13, and 14 in a single table.

The estimated annual government cost for the next CRDC is \$5,550,000. This estimate is based on contractual costs to enhance the survey tool, provide technical support for all LEAs in the nation, collect the data, and produce and analyze the resulting database of survey responses.

15. Explain the reasons for any program changes or adjustments. Generally, adjustments in burden result from re-estimating burden and/or from economic phenomenon outside of an agency’s control (e.g., correcting a burden estimate or an organic increase in the size of the reporting universe). Program changes result from a deliberate action that materially changes a collection of information and generally are result of new statute or an agency action (e.g., changing a form, revising regulations, redefining the respondent universe, etc.). Burden changes should be disaggregated by type of change (i.e., adjustment, program change due to new statute, and/or program change due to agency discretion), type of collection (new, revision, extension, reinstatement with change, reinstatement without change) and include totals for changes in burden hours, responses and costs (if applicable).

Provide a descriptive narrative for the reasons of any change in addition to completing the table with the burden hour change(s) here.

	Program Change Due to New Statute	Program Change Due to Agency Discretion	Change Due to Adjustment in Agency Estimate	Requested
Total Burden	0	99,015 187,230 (Annual Burden Hours)	0	2,290,195 2,378,410 (Annual Burden Hours)
Total Responses	0		LEAs: -167 (Annual Number of Responses)	LEAs: 17,717 (Annual Number of Responses)
Total Costs (if applicable)	0	5,491,705 \$10,033,013 (Annual Cost Burden)	0	117,899,239 \$122,440,547 (Annual Cost Burden)

The 2025–26 and 2027–28 CRDC surveys’ content revisions are a result of program change due to agency discretion. Also, OCR’s estimated universe of public LEA respondents decreased for the 2025–26 and 2027–28 CRDC surveys. This was due to a decrease in the number of public LEAs in the U.S. during the 2023–24 school year. Approximately 17,717 LEAs will respond for themselves and their 98,017 schools to the request for data. This results in a total burden estimate of ~~2,290,195~~ 2,378,410 hours for each survey. The annual government cost is similar to the cost of previous surveys, the last of which is the 2021–22 CRDC.

16. For collections of information whose results will be published, outline plans for tabulation and publication. Address any complex analytical techniques that will be used. Provide the time schedule for the entire project, including beginning and ending dates of the collection of information, completion of report, publication dates, and other actions.

ED presently makes CRDC results available on its website (<https://civilrightsdata.ed.gov/>), with privacy protections in place. ED makes data available through a website that displays a “summary of select facts” for the nation, a state, an LEA, or a school, which displays data about key issues through tables and charts. Users also have the option to access complete CRDC restricted-use data files. The website was updated in 2023.

There are three distinct phases of the collection of CRDC data from LEAs:

- A. Notification and verification of reporting status,
- B. Collection of data by LEAs, and
- C. Survey submission window.

The first phase in the CRDC includes notifying LEAs of their obligation to report, having LEAs designate a principal point of contact and an alternate point of contact, and verifying the reporting status of LEAs and schools. The result of this first phase is a full directory of LEAs and schools and their CRDC reporting status. This phase will likely begin in Spring 2026 for the 2025–26 collection and in Spring 2028 for the 2027–28 collection.

During the second phase of the CRDC, LEAs gather and validate the required data to be submitted to OCR. During this time, OCR provides updated training materials for LEAs to understand the data elements collected on the CRDC and the survey submission process, posted on the support center’s website. The support center is also available to LEAs to call or email questions regarding the content of the data to be collected. OCR has also provided pre-collection tools for LEAs to gather and prepare flat files of the required data to prepare for the survey submission opening. This second phase will likely begin in Summer 2026 for the 2025–26 collection and in Summer 2028 for the 2027–28 collection.

During the third phase, the survey submission window opens with email notification to all participating LEAs. LEAs will be given a minimum of 60 days to submit their data to OCR. During the survey submission period, frequent communication occurs with participating LEAs to offer technical assistance and, as the survey due date approaches, reminders are sent to LEAs that have not yet certified their CRDC submission. ED anticipates this third phase will take place in

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Fall and Winter 2026 for the 2025–26 collection and Fall and Winter 2028 for the 2027–28 collection.

Following the close of the survey submission window, OCR reviews the data to identify possible reporting anomalies and offer LEAs an opportunity to amend their CRDC submission as necessary. This process takes approximately three months. Following the data quality review, OCR then works to post the data on its reporting website (<https://civilrightsdata.ed.gov/>) to provide the public with easy access and visually intuitive displays of the data. OCR also makes the data available in a downloadable data file.

17. If seeking approval to not display the expiration date for OMB approval of the information collection, explain the reasons that display would be inappropriate.

This collection will display the OMB approval date in all transmittal documents requesting the information from the state or local agencies and in any written discussion or representation of the collection. The OMB number will be properly displayed on any Web form and paper form used by the Civil Rights Data Collection.

18. Explain each exception to the certification statement identified in the Certification of Paperwork Reduction Act.

ED is requesting no exemptions from the Certification.

APPENDIX:
LIST OF 2025–26 AND 2027–28 CRDC DATA ELEMENTS

Data elements that OCR is proposing to change from the previously-approved 2021–22 CRDC and 2023–24 CRDC Information Collection (approved in April 2023) are indicated by underline (add new element) or ~~strikethrough~~ (delete data element previously collected).

~~COVID-related Items~~

- ~~• Amount of remote instruction provided by teachers.~~
- ~~• Percentage of students who received remote instruction~~

School & LEA Characteristics

- Number of public schools (LEA).
- Grades offered (preschool-12) (Preschool excludes children age birth to 2 years).
- Whether an ungraded school has mainly elementary school age students; middle school age students; high school age students; elementary and middle school age students; middle and high school age students; elementary middle, and high school age students.
- Number of students (preschool-12) enrolled in the LEA and served in LEA facilities, non-LEA facilities, or both (LEA).
- Students enrolled in the LEA and served in non-LEA facilities only:
 - Number of students (preschool-12) enrolled in the LEA and served in non-LEA facilities only (LEA).
 - Number of preschool students enrolled in the LEA and served in non-LEA facilities only (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL) (LEA). (Required for 2025–26 and 2027–28 CRDCs.)
 - Number of students (K-12) enrolled in the LEA and served in non-LEA facilities only (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Required for 2025–26 and 2027–28 CRDCs.)
 - Number of students (K-12) enrolled in the LEA and served in non-LEA facilities only, subjected to mechanical restraint (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
 - Number of students (K-12) enrolled in the LEA and served in non-LEA facilities only, subjected to physical restraint (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
 - Number of students (K-12) enrolled in the LEA and served in non-LEA facilities only, subjected to seclusion (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)

- Number of students (K-12) enrolled in school (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students with disabilities (K-12) served under IDEA (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students with disabilities (K-12) served under Section 504 of the Rehabilitation Act (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of EL students (K-12) enrolled in school (disaggregated by race, sex [male, female, nonbinary]). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of EL students (K-12) enrolled in EL programs (disaggregated by race, sex [male, female, nonbinary], disability-IDEA). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

- Whether the school is operating a magnet program for all students or some students within the school (and if so, whether entire school population participates in the magnet program).
- Whether the school is an alternative school (and if so, for academic, discipline, or both).
- Whether the school is a special education school.
- Whether the school is a charter school.
- For justice facility only:
 - Type of facility (pre- or post-adjudication/conviction or both);
 - Number of days that makeup the justice facility's regular school year;
 - Total number of hours per week that educational program is offered during regular school year;
 - Number of students who participated in educational program for less than 15 calendar days; 15-30 calendar days; 31-90 calendar days; 91-180 calendar days; more than 180 calendar days.

- Number of single-sex academic classes (with males only; with females only) in the following courses/subject areas:
 - Mathematics
 - Science;
 - English/reading/language arts; and
 - Other academic subjects.
- Contact information (first name; last name; email address) for the civil rights coordinators that carry out the LEA's responsibilities under federal law prohibiting discrimination on the basis of: sex; race, color, or national origin; or disability. (LEA).
- Whether an LEA is covered by desegregation order or plan (LEA).

- Instruction type offered (in-person instruction, remote instruction, or both). (Required for 2025–26 and 2027–28 CRDCs.)
- Remote instruction setting (students physically in school setting while teachers in remote location, students not physically in school setting, or both). (Required for 2025–26 and 2027–28 CRDCs.)

- Percentage of students who received remote instruction (excludes COVID-related instruction and is limited to schools and justice facilities that offered a hybrid of in-person and remote instruction). (Required for 2025–26 and 2027–28 CRDCs.)
- Whether the school has a threat assessment team. (Required for 2025–26 and 2027–28 CRDCs.)
- Number of preschool students who were referred for a threat assessment (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
- Number of K-12 students with disabilities who were referred for a threat assessment (disaggregated by race, sex [male, female, nonbinary*], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
- Number of K-12 students without disabilities who were referred for a threat assessment (disaggregated by race, sex [male, female, nonbinary*], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)

Discipline

- Students (K-12) who received one or more in-school suspension:
 - Number of students without disabilities who received one or more in-school suspension (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities who received one or more in-school suspension (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Students who received one out-of-school suspension:
 - Number of preschool students who received one out-of-school suspension (disaggregated by race, sex [male, female], disability-IDEA, EL, disability-Section 504 only).
 - Number of K-12 students without disabilities who received one out-of-school suspension (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of K-12 students with disabilities who received one out-of-school suspension (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Students who received more than one out-of-school suspension:
 - Number of preschool students who received more than one out-of-school suspension (disaggregated by race, sex [male, female], disability-IDEA, EL, disability-Section 504 only). (Data element required for 2025-26 and 2027-28 CRDCs.)

- Number of K-12 students without disabilities who received more than one out-of-school suspension (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of K-12 students with disabilities who received more than one out-of-school suspension (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of preschool students who were expelled (disaggregated by race, sex [male, female], disability-IDEA, EL, disability-Section 504 only).
- Students (K-12) who were expelled (with educational services; without educational services; because of zero-tolerance policies):
 - Number of students without disabilities who were expelled (with educational services; without educational services; because of zero-tolerance policies) (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities who were expelled (with educational services; without educational services; because of zero-tolerance policies) (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Students (K-12) who were transferred for disciplinary reasons to alternative school:
 - Number of students without disabilities who were transferred for disciplinary reasons to alternative school (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities who were transferred for disciplinary reasons to alternative school (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Students who received corporal punishment:
 - Number of preschool students who received corporal punishment (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL).
 - Number of K-12 students without disabilities who received corporal punishment (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of K-12 students with disabilities who received corporal punishment (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of instances of corporal punishment that preschool students received (disaggregated by preschool students without disabilities, preschool students with disabilities-IDEA and Section 504 only).

- Number of instances of out-of-school suspensions that preschool students received (disaggregated by preschool students without disabilities, preschool students with disabilities-IDEA, preschool students with disabilities-Section 504 only).
- Number of instances of corporal punishment that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA and Section 504 only).
- Number of instances of out-of-school suspensions that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).
- Number of school days missed by K-12 students who received out-of-school suspensions (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

Referrals to Law Enforcement and School-related Arrests

- Students (K-12) who were referred to law enforcement agency or official:
 - Number of students without disabilities who were referred to law enforcement agency or official (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities who were referred to law enforcement agency or official (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of instances of referrals to law enforcement that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).
- Students (K-12) who were arrested for school-related activity:
 - Number of students without disabilities who were arrested for school-related activity (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities who were arrested for school-related activity (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of instances of school-related arrests that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).

Offenses

- Number of documented incidents that occurred at the school of:
 - Robbery with a weapon;
 - Robbery without a weapon;
 - Physical attack or fight with a weapon;

- Physical attack or fight without a weapon;
- Threat of physical attack with a weapon;
- Threat of physical attack without a weapon;
- Rape or attempted rape;
- Sexual assault (other than rape);
- Possession of a firearm or explosive device;
- Shooting (regardless of whether anyone was hurt).
- Students, faculty, or staff deaths as a result of a homicide.
- Whether any of the school's students, faculty, or staff died as a result of a homicide committed at the school.
- Whether there has been at least one incident at the school that involved a shooting (regardless of whether anyone was hurt).
- Number of documented incidents of offenses (rape or attempted rape; sexual assault [other than rape]) committed by a student that occurred at the school.
- Number of documented incidents of offenses (rape or attempted rape; sexual assault [other than rape]) committed by a school staff member that occurred at the school.
- Number of allegations made against a school staff member of offenses (rape or attempted rape; sexual assault [other than rape]) that occurred at the school, which were followed by a resignation or retirement prior to final discipline or termination.
- Number of allegations made against a school staff member of offenses (rape or attempted rape; sexual assault [other than rape]) that occurred at the school, which were followed by a determination that the school staff member was responsible for the offense.
- Number of allegations made against a school staff member of offenses (rape or attempted rape; sexual assault [other than rape]) that occurred at the school, which were followed by a determination that the school staff member was not responsible for the offense.
- Number of allegations made against a school staff member of offenses (rape or attempted rape; sexual assault (other than rape)) that occurred at the school, which had a determination that remained pending.
- Number of allegations made against a school staff member of offenses (rape or attempted rape; sexual assault [other than rape]) that occurred at the school, which were followed by a duty reassignment prior to final discipline or termination.

Informal Removals

- Number of preschool students who received at least one informal removal (disaggregated by race, sex [male, female], disability-IDEA, disability-Section 504 only, EL). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
- Number of instances of informal removals that preschool students received (disaggregated by preschool students without disabilities, preschool students with disabilities-IDEA, preschool students with disabilities-Section 504 only). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
- Number of K-12 students without disabilities who received at least one informal removal (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)
- Number of K-12 students with disabilities who received at least one informal removal (disaggregated

by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)

- Number of instances of informal removals that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only). (Optional for 2025–26 CRDC and required for 2027–28 CRDC.)

Harassment or Bullying

- Number of reported allegations of harassment or bullying of K-12 students on the basis of: sex; sexual orientation; gender identity; race, color, or national origin; disability; religion.
- Number of reported allegations of harassment or bullying of K-12 students on the basis of perceived religion (disaggregated by atheism/agnosticism; Buddhist; Catholic; Eastern Orthodox; Hindu; Islamic [Muslim]; Jehovah's Witness; Jewish; Mormon; multiple religions, group; other Christian; other religion; Protestant; Sikh).
- Number of K-12 students who reported being harassed or bullied on the basis of: sex; race, color, or national origin; disability (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of K-12 students disciplined for engaging in harassment or bullying on the basis of: sex; race, color, or national origin; disability (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Whether an LEA has a written policy or policies prohibiting harassment or bullying of students on the basis of all of the following: sex; race, color, or national origin; disability. (LEA).
- Web link to policy or policies prohibiting harassment or bullying of students on the basis of all of the following: sex; race, color, or national origin; disability (LEA).
- Whether an LEA has a written policy or policies prohibiting harassment or bullying of students on the basis of: sexual orientation; gender identity; or religion. (LEA).
- Web link to policy or policies prohibiting harassment or bullying of students on the basis of: sexual orientation; gender identity; or religion (LEA).

Restraint and Seclusion

- Students (K-12) subjected to mechanical restraint:
 - Number of non-IDEA students subjected to mechanical restraint (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities (IDEA) subjected to mechanical restraint (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

- Students (K-12) subjected to physical restraint:
 - Number of non-IDEA students subjected to physical restraint (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities (IDEA) subjected to physical restraint (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Students (K-12) subjected to seclusion:
 - Number of non-IDEA students subjected to seclusion (disaggregated by race, sex [male, female, nonbinary], disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
 - Number of students with disabilities (IDEA) subjected to seclusion (disaggregated by race, sex [male, female, nonbinary], EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of instances of mechanical restraint, physical restraint, seclusion (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).

Interscholastic Athletics

- Number of interscholastic athletics high school sports (with males only; with females only; with all students).
- Number of interscholastic athletics high school teams (with males only; with females only; with all students).
- Number of students in grades 9-12 (or the ungraded equivalent) who participated on interscholastic athletics sports teams (disaggregated by sex [male, female, nonbinary]). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

Early Childhood Education

- Whether the LEA provided early childhood services in LEA or non-LEA facilities to non-IDEA children from birth to age 2 years. (LEA).
- Whether preschool is provided to: all students, students with disabilities (IDEA), students in Title I schools, students from low income families (LEA).
- Whether preschool serves non-IDEA students age: 3 years; 4-5 years (LEA).
- Whether the school's preschool program serves non-IDEA students age: 3 years; 4-5 years.
- Preschool length offered (full-day, part-day) and cost (free, partial/full charge) (LEA).
- Number of students served by the LEA in preschool programs in LEA and non-LEA facilities (disaggregated by age: 3 years; 4 years; 5 years) (LEA).
- Number of students ages 3-5 years enrolled in preschool (disaggregated by race, sex [male, female], EL, disability-IDEA, disability-Section 504 only).
- Number of students in preschool who were ELs (disaggregated by race, sex [male, female]).
- Number of EL preschool students enrolled in EL programs (disaggregated by race, sex [male, female], disability-IDEA).

- Number of preschool students with disabilities served under IDEA enrolled in preschool (disaggregated by race, sex [male, female], EL).
- Number of preschool students with disabilities served under Section 504 only enrolled in preschool (disaggregated by race, sex [male, female], EL).
- Kindergarten length offered (full-day, part-day) and cost (free, partial/full charge) (LEA).

Pathways to College and Career

- Number of students (preschool-12) enrolled in gifted & talented programs (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students (grades 9-12) enrolled in distance education courses (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students (grades 9-12) enrolled in at least one dual enrollment/dual credit program (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students (grades 9-12) who participate in at least one credit recovery program that allows them to earn missed credit to graduate from high school.
- Number of students ages 16-19 years who participated in LEA-operated high school equivalency exam preparation program (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL) (LEA). (Only LEAs that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students enrolled in the International Baccalaureate (IB) Diploma Programme (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of different Advanced Placement (AP) courses provided.
- Whether students are allowed to self-select for participation in AP courses.
- Number of students enrolled in at least one AP course (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, disability-504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students enrolled in at least one AP course in specific subject area (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL): (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data)
 - AP math of any kind;
 - AP science of any kind; and
 - AP computer science of any kind;
 - Other AP subjects of any kind (including world languages and cultures).
- Number of Algebra I classes in grades 7-8.
- Number of students enrolled in Algebra I in grades 7-8 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

- Number of students who passed Algebra I in grades 7-8 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students enrolled in Geometry in grade 8.
- Number of math classes in grades 9-12 (Algebra I, Geometry, Algebra II, Advanced math, Calculus).
- Number of students enrolled in Algebra I in grades: 9-10; 11-12 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students who passed Algebra I in grades: 9-10; 11-12 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students enrolled in math courses in grades 9-12 (Geometry, Algebra II, Advanced math, Calculus) (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of science classes in grades 9-12 (Biology, Chemistry, Physics).
- Number of students enrolled in science classes in grades 9-12 (Biology, Chemistry, Physics) (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of computer science classes in grades 9-12.
- Number of students enrolled in computer science classes in grades 9-12 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of data science classes in grades 9-12.
- Number of students enrolled in data science classes in grades 9-12 (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students who took SAT, ACT, or both, anytime during school year (disaggregated by race, sex [male, female, nonbinary], disability-IDEA, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).
- Number of students retained in specified grade, by grade (K-12) (disaggregated by race, sex [male, female, nonbinary], disability-IDEA; disability-Section 504 only, EL). (Only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data).

- Whether the school is connected to the Internet through fiber-optic connection.
- Whether the school has Wi-Fi access in every classroom.
- Whether the school allows students to take home school-issued devices that can be used to access the Internet for student learning.
- Whether the school allows students to bring to school student-owned devices that can be used to access the Internet for student learning.

- Number of Wi-Fi enabled devices provided by the school to students (preschool-12) for student learning use.
- Number of students (preschool-12) who needed Wi-Fi enabled devices from the school for remote instruction.
- Number of students (preschool-12) who needed a Wi-Fi hotspot from the school for remote instruction.
- Number of students (preschool-12) who received Wi-Fi enabled devices from the school for remote instruction.
- Number of students (preschool-12) who received a Wi-Fi hotspot from the school for remote instruction.

Teachers and other Personnel (funded with federal, state, and/or local funds)

- Number of FTE teachers (preschool-12).
- Number of FTE of teachers (preschool-12) meeting all state licensing/certification requirements.
- Number of FTE of teachers (preschool-12) not meeting all state licensing/certification requirements.
- Number of FTE teachers (preschool-grade 12) certified/licensed/endorsed in specified areas (mathematics, science, bilingual, English as a second language, special education). (All areas required for 2025–26 and 2027–28 CRDCs.)
- Number of FTE first-year teachers (preschool-12).
- Number of FTE second-year teachers (preschool-12).
- Number of FTE teachers (preschool-12) absent more than 10 school days.
- Number of teachers (preschool-12) employed at the school during the regular school year (disaggregated by race, sex [male, female]).
- Number of teachers (preschool-12) employed at the school during both the [2024–25 or 2026–27] and the [2025–26 or 2027–28] regular school year.
- Number of FTE school counselors.
- Number of FTE psychologists.
- Number of FTE social workers.
- Number of FTE nurses.
- Number of FTE security guards.
- Number of FTE law enforcement officers (including school resource officers).