



U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Data Snapshot: Early Childhood Education

Issue Brief No. 2 (March 2014)

For other data snapshots in the series, visit the CRDC at: <http://ocrdata.ed.gov>

INSIDE THIS SNAPSHOT: Early Childhood Education Highlights

- **Public preschool access not yet a reality for much of the nation:** About 40% of school districts do not offer preschool programs.
- **Part-day preschool is offered more often than full-day:** 57% of school districts that operate public preschool programs offer only part-day preschool.
- **Limited universal access to preschool:** Just over half of the school districts that operate public preschool programs explicitly make such programs available to all students within the district.
- **Kindergarten retention disparities:** Native-Hawaiian, other Pacific Islander, American Indian, and Native-Alaskan kindergarten students are held back a year at nearly twice the rate of white kindergarten students. Boys represent 61% of kindergarteners retained.
- **Suspension of preschool children** (*new for 2011–12 collection*): Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once. Boys receive more than three out of four out-of-school preschool suspensions.

EARLY CHILDHOOD EDUCATION

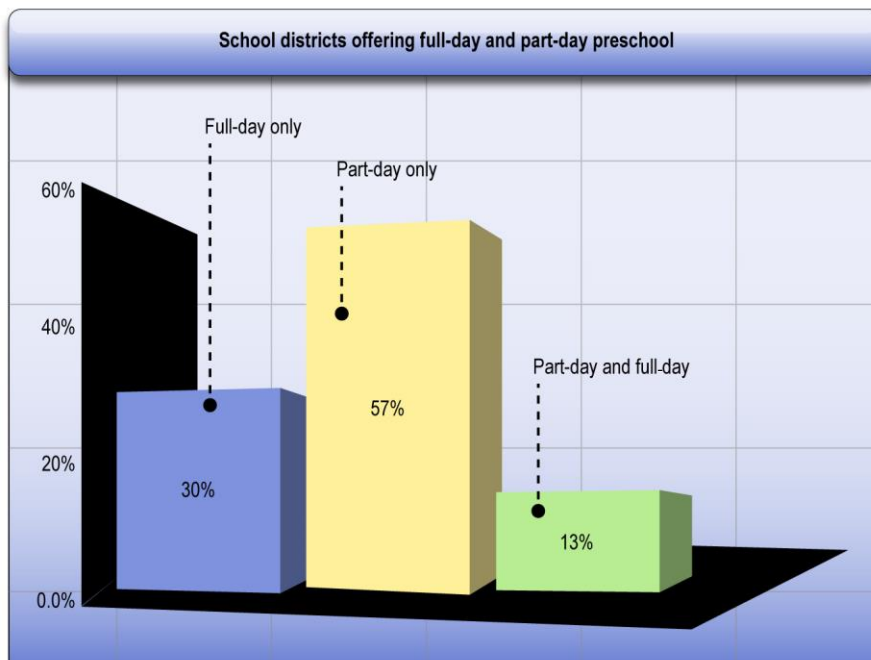
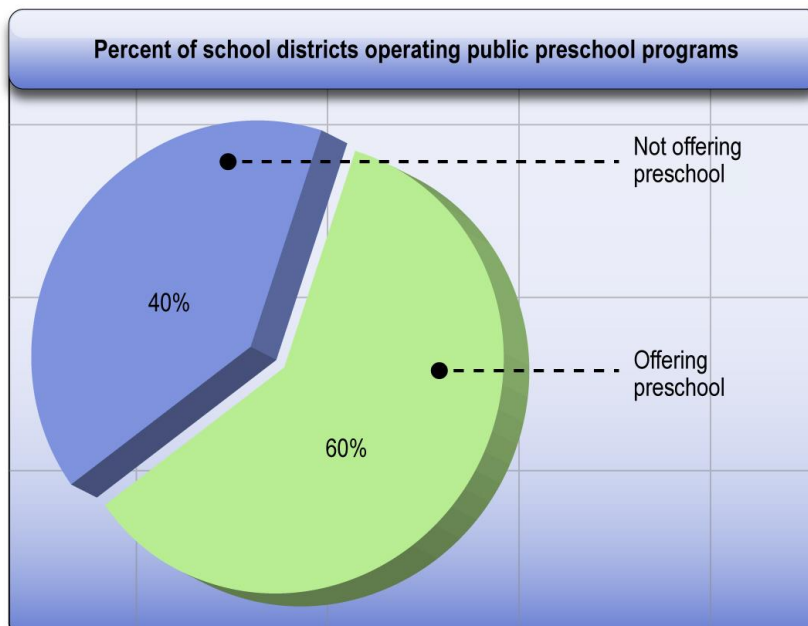
A child's early education, including preschool and elementary school, sets the foundation for his or her future success. The 2011–12 Civil Rights Data Collection (CRDC) collected early-childhood-education-related data such as preschool access and discipline, as well as student retention, in elementary school. For the CRDC, "preschool" means a program operated by a public school for children younger than kindergarten age, including early childhood programs or services. The CRDC does not include data on private preschool programs.

School districts with public preschool programs

While one million children are served in public preschool programs nationwide, 40% of districts report that they do not operate public preschool programs for children within their district.

NOTE: Figure reflects public preschool programs operated by, or on behalf of, public school districts. The CRDC does not collect information related to the quality of public preschool programs. Figure represents 16,503 school districts.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.



Part-day vs. full-day preschool

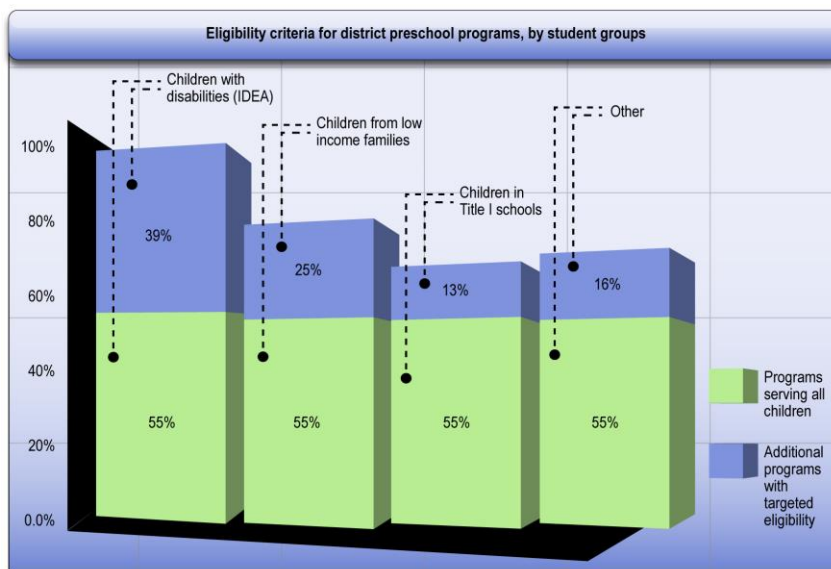
Of the nearly 10,000 school districts offering preschool programs, 30% offer full-day preschool only, 57% offer part-day preschool only, and 13% offer both full-day and part-day programs.

NOTE: Figure represents 9,939 school districts that reported operating preschool programs.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Preschool eligibility criteria

Over half (55%) school districts operating public preschool programs explicitly make them available to all children in the district. An additional 25% of school districts target preschool programs to children from low-income families — which means that 80% of all of school districts make preschool available to all students or specifically target children from low-income families. Thirty-nine percent (39%) of school districts target preschool programs to children with disabilities; 13% target children in Title I schools; and 16% target children on some other basis (e.g., at-risk or other special need).

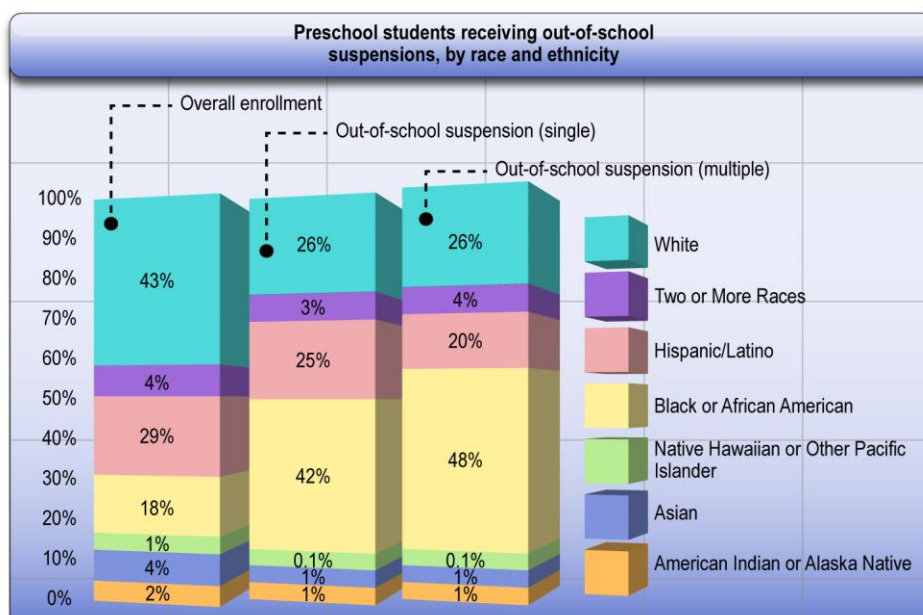


NOTE: Figure represents 9,939 school districts that reported operating preschool programs. School districts could select eligibility for all children or any combination of the remaining choices.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Preschool discipline

Racial disparities in discipline begin in the earliest years of schooling. Black students represent 18% of preschool enrollment, but 42% of preschool students suspended once, and 48% of students suspended more than once.

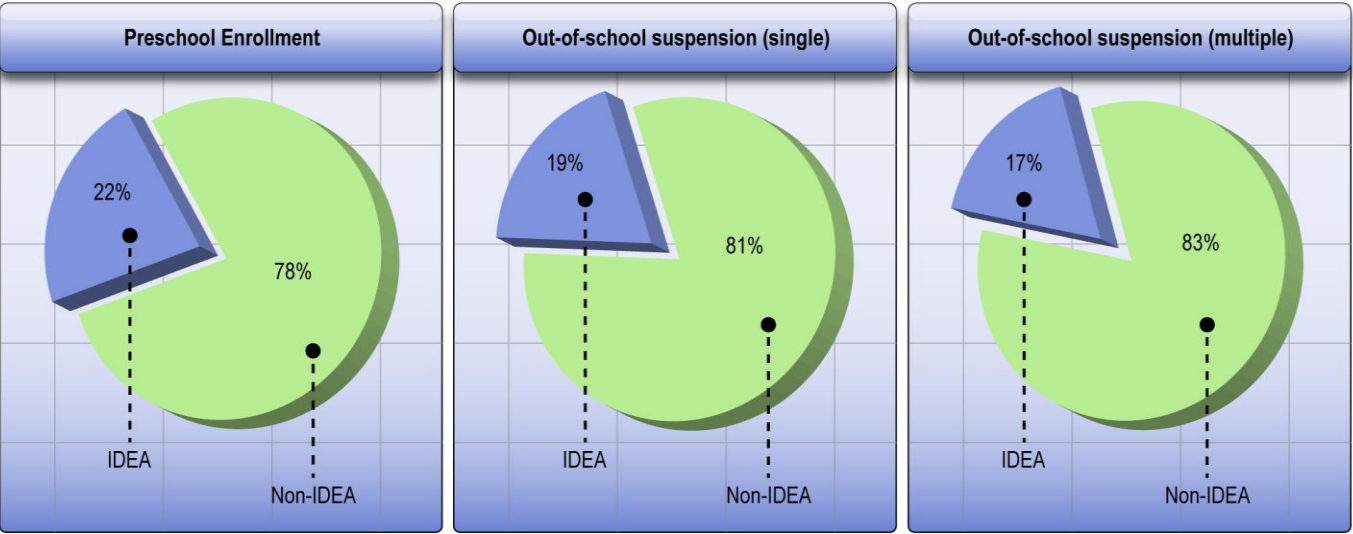


NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled. It also represents over 1 million preschool students, nearly 5,000 students suspended once, and over 2,500 students suspended more than once.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

While boys represent 54% of the preschool population, they represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times. Girls who are black, Native Hawaiian, or other Pacific Islander represent a larger percentage (30% or more) of out-of-school suspensions within their racial or ethnic group than girls within other racial or ethnic groups.

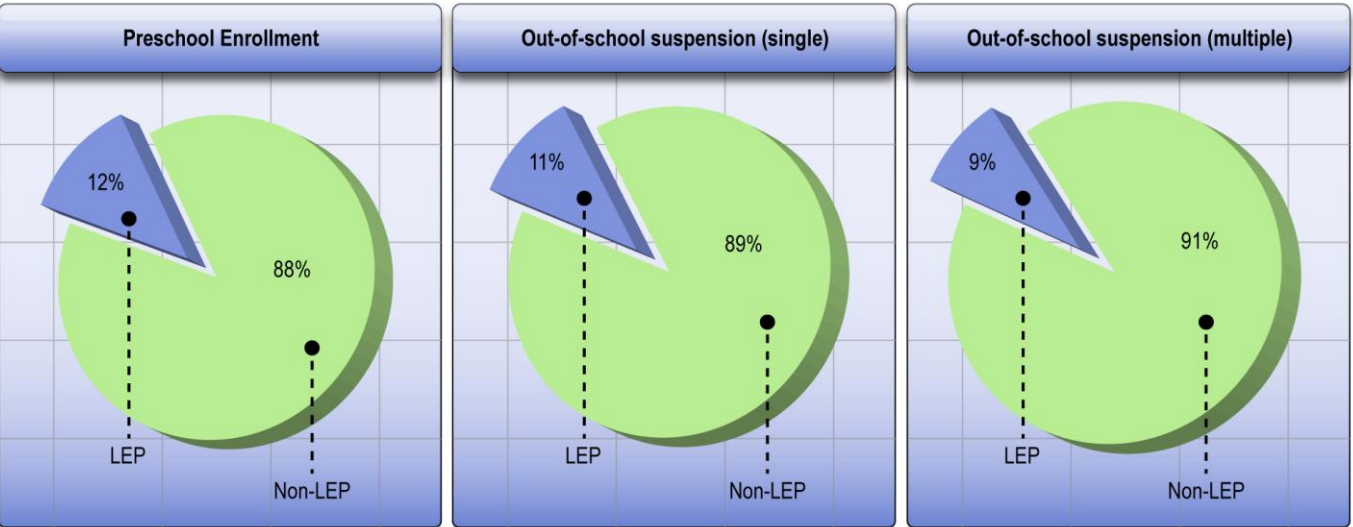
CRDC data suggest that our nation’s preschools are not disproportionately suspending preschool students with disabilities or English learners. Students with disabilities (students served by IDEA) represent 22% of preschool enrollment, 19% of the students suspended once, and 17% of the students suspended more than once.



NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

English learners (i.e., Limited English Proficient or “LEP” children) represent 12% of preschool children, 11% of students suspended once, and 9% of preschool students suspended more than once.

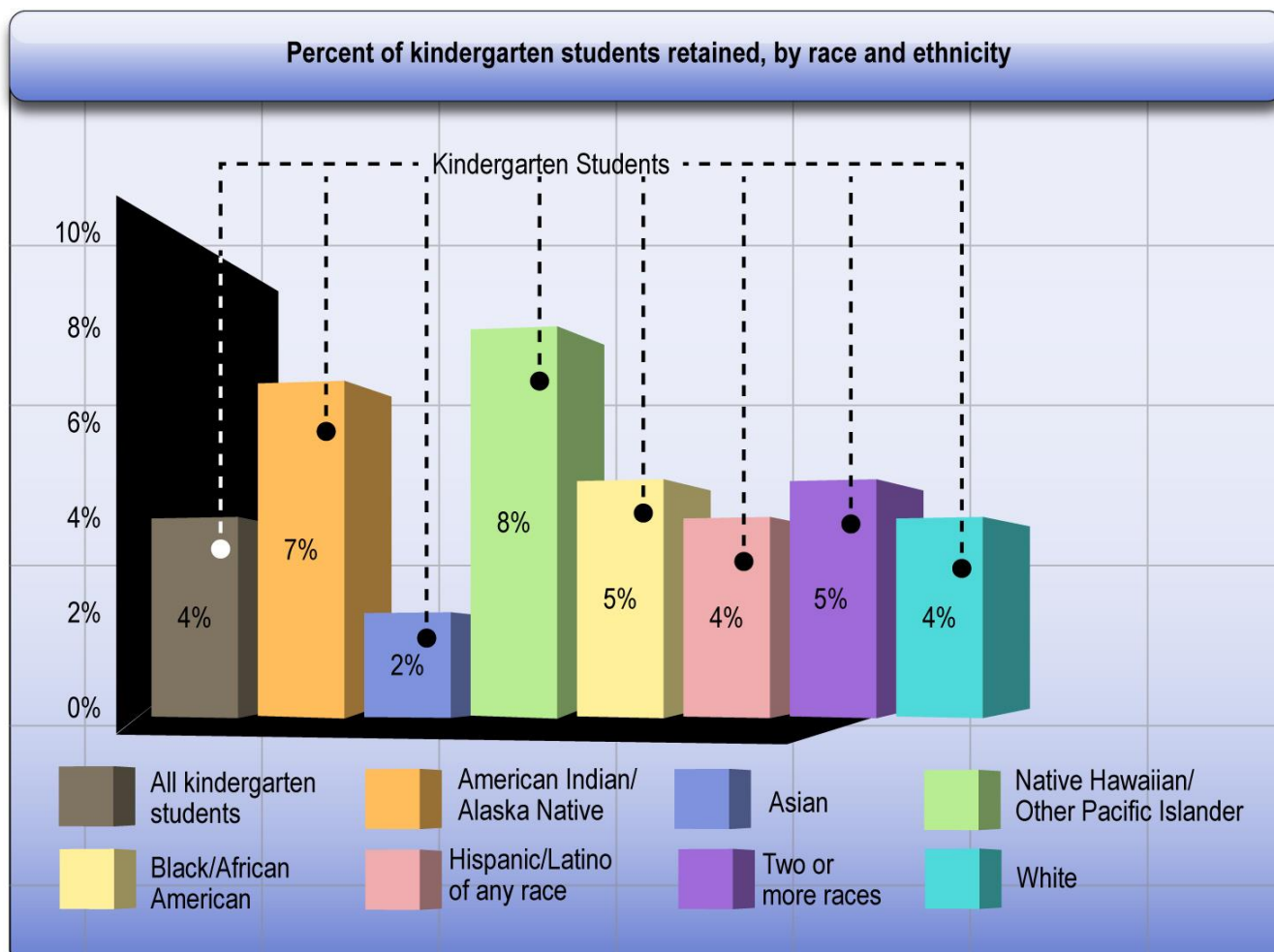


NOTE: Preschool suspensions were collected for the first time in the 2011–12 CRDC. Detail may not sum to 100% due to rounding. Figure represents 99% of schools with preschool students enrolled.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Kindergarten retention

More than 140,000 kindergarten students nationwide were held back a year in 2011–12, representing about 4% of all kindergarten students in public schools. Native Hawaiian, other Pacific Islander, American Indian, and Native Alaskan students are held back a year at nearly twice the rate of white children.



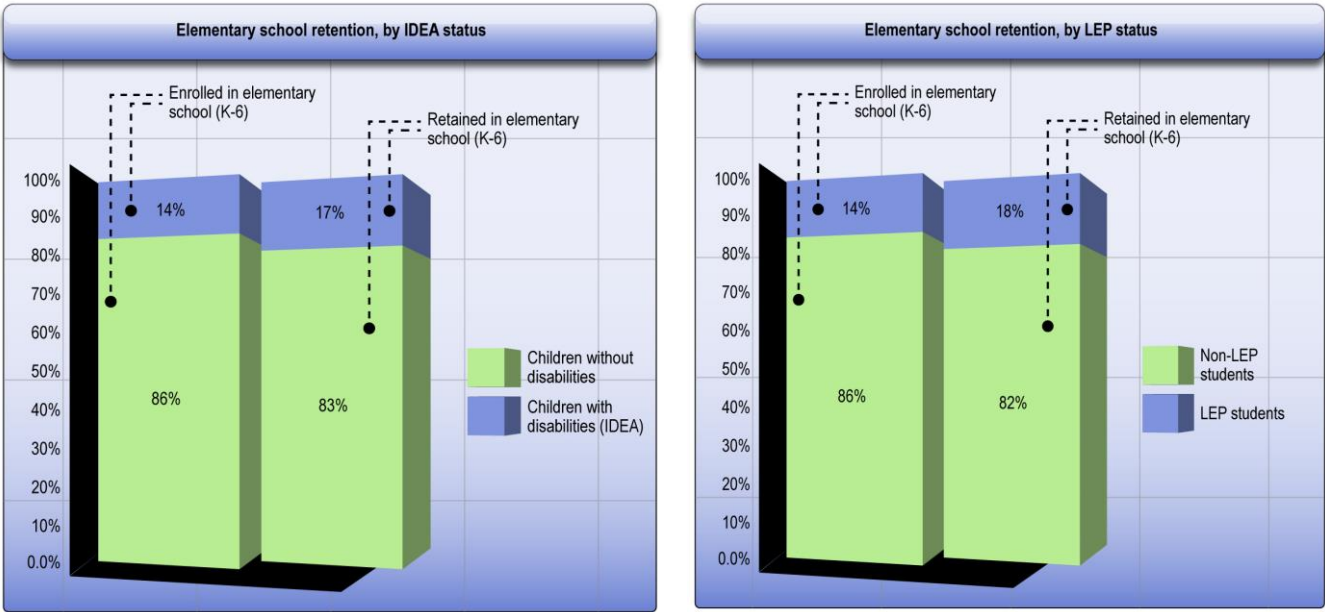
NOTE: Data in this figure represent 98.5% of schools in the CRDC universe that were matched to the National Center for Education Statistics Common Core of Data grade-level enrollment data. Approximately 3.5 million kindergarten students are represented, including 39,000 students who are American Indian/Alaska Native; 150,000 students who are Asian; and 14,000 students who are Native Hawaiian/Other Pacific Islander.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12; the National Center for Education Statistics Common Core of Data, “Public Elementary/Secondary School Universe Survey,” 2011–12.

Boys represent 52% of kindergarten students and 61% of the kindergarten students retained. For each race or ethnicity, more boys are retained in kindergarten than girls. Ten percent (10%) of Native Hawaiian and other Pacific Islander boys are retained in kindergarten.

Elementary school retention, by disability and English learner status

More than 450,000 elementary school students were held back a year in 2011–12, representing about 2% of all elementary school students. Nationwide, students with disabilities served by IDEA represent 14% of students enrolled and 17% of students retained in elementary schools. English learners represent 14% of students enrolled and 18% of students retained in elementary schools.



NOTE: Figures represent 99% of the elementary schools in the CRDC; reflecting 22 million elementary school students and the 450,000 elementary school students retained. Elementary school is defined as schools with the highest grade of 6.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

EARLY CHILDHOOD EDUCATION: STATE-BY-STATE

For the first time since 2000, the 2011–12 CRDC included every public school and district in the nation, allowing more accurate depictions of statewide trends and inter-state disparities. The following tables provide state-level data on indicators related to preschool access and enrollment of English learners and students with disabilities. Here are select highlights:

Preschool Access

- **States with the highest percentage of school districts operating preschool programs:** Hawaii (100%),¹ Tennessee (98%), West Virginia (98%), Oklahoma (96%), and Kentucky (94%)
- **States with the lowest percentage of school districts operating preschool programs:** Oregon (14%), Wyoming (15%), Pennsylvania (16%), Montana (22%), and Arizona (29%)
- **States (and D.C.) with the highest percentage of school districts offering full-day preschool programs only:** Arkansas (97%), District of Columbia (97%), Louisiana (95%), North Carolina (91%), and Georgia (83%)
- **States with the lowest percentage of school districts offering full-day preschool programs only or both full-day and part-day preschool programs:** Oregon (0% for full-day; 11% for both), Idaho (4% for full-day; 4% for both), Alaska (6% for full-day; 9% for both), Nevada (7% for full-day; 7% for both), and Illinois (7% for full-day; 8% for both)
- **States with the highest percentage of public preschool children with disabilities:** Nevada (84%), Delaware (66%), Idaho (59%), Montana (54%), and Oregon (52%)
- **States with the highest percentage of public preschool English learners:** Texas (36%), Illinois (19%), Florida (18%), California (15%), and Oregon (15%)

Kindergarten Retention

- **States with the highest kindergarten retention rates include:** Arkansas (12%); Hawaii (12%)¹; and Mississippi (8%)
- **States with the greatest gap between two different student racial/ethnic groups in kindergarten retention rates:** District of Columbia (32 percentage point gap between American Indian/Alaska Native students and their white peers); Wyoming (29 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers); Maryland (25 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers); and North Dakota (23 percentage point gap between Native Hawaiian/Other Pacific Islander students and their white peers)

¹ Hawaii represents one school district.

Table 1. Percent of school districts operating preschool programs, by type of program and state: 2011-12

State	Percent of districts operating preschool programs	Of the districts operating preschool programs, what percent offer full-day only?	Of the districts operating preschool programs, what percent offer part-day only?	Of the districts operating preschool programs, what percent offer both full-day and part-day?
UNITED STATES	60%	30%	57%	13%
Alabama	62%	70%	19%	11%
Alaska	65%	6%	85%	9%
Arizona	29%	16%	73%	10%
Arkansas	60%	97%	2%	1%
California	36%	13%	68%	19%
Colorado	82%	13%	65%	22%
Connecticut	82%	14%	56%	29%
Delaware	37%	13%	56%	31%
District of Columbia ¹	64%	97%	0%	3%
Florida	89%	53%	3%	44%
Georgia	91%	83%	4%	12%
Hawaii ²	100%	0%	0%	100%
Idaho	65%	4%	91%	4%
Illinois	71%	7%	85%	8%
Indiana	54%	6%	80%	15%
Iowa	90%	23%	62%	15%
Kansas	87%	6%	81%	13%
Kentucky	94%	35%	61%	4%
Louisiana	72%	95%	0%	5%
Maine	59%	20%	77%	3%
Maryland	93%	15%	50%	35%
Massachusetts	68%	7%	50%	44%
Michigan	55%	21%	61%	18%
Minnesota	69%	20%	67%	13%
Mississippi	56%	82%	17%	1%
Missouri	77%	34%	55%	11%
Montana	22%	15%	83%	2%
North Carolina	51%	91%	3%	6%
North Dakota	47%	26%	73%	1%

State	Percent of districts operating preschool programs	Of the districts operating preschool programs, what percent offer full-day only?	Of the districts operating preschool programs, what percent offer part-day only?	Of the districts operating preschool programs, what percent offer both full-day and part-day?
UNITED STATES	60%	30%	57%	13%
Nebraska	69%	11%	83%	6%
Nevada	75%	7%	87%	7%
New Hampshire	54%	1%	89%	10%
New Jersey	71%	23%	51%	26%
New Mexico	52%	25%	70%	5%
New York	50%	19%	69%	12%
Ohio	39%	18%	70%	12%
Oklahoma	96%	79%	15%	5%
Oregon	14%	0%	89%	11%
Pennsylvania	16%	48%	46%	6%
Rhode Island	64%	3%	69%	28%
South Carolina	91%	44%	18%	38%
South Dakota	65%	18%	79%	3%
Tennessee	98%	70%	21%	9%
Texas	85%	45%	47%	8%
Utah	34%	5%	85%	10%
Vermont	56%	11%	86%	3%
Virginia	81%	68%	14%	18%
Washington	78%	4%	86%	10%
West Virginia	98%	74%	6%	20%
Wisconsin	84%	17%	75%	7%
Wyoming	15%	38%	63%	0%

¹ District of Columbia represents 47 school districts, including the District of Columbia Public Schools, charter school districts, and juvenile justice facilities that act as separate school districts.

² Hawaii represents one school district.

NOTE: Across the nation, 23 school districts in 10 states reported offering preschool programs but did not provide complete information on the preschool program daily length (including Arizona, the District of Columbia, Idaho, Minnesota, North Carolina, New York, Ohio, Oklahoma, Pennsylvania, and Texas). These school districts are included in the column reporting the percent of school districts offering preschool, but excluded from the denominator when reporting the percent of school district offering full-day and/or part-day preschool.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

Table 2. Number of preschool children enrolled in district-operated public preschool programs, by disability (IDEA) and English learner (LEP) status and state: 2011–12

State	Preschool children enrolled in district-operated public preschool programs	% Served by IDEA	% LEP
<i>UNITED STATES</i>	<i>1,427,947</i>	<i>22%</i>	<i>12%</i>
Alabama	9,612	20%	2%
Alaska	3,110	33%	1%
Arizona	19,996	46%	2%
Arkansas	11,182	5%	2%
California	85,536	25%	15%
Colorado	31,902	22%	8%
Connecticut	18,122	25%	2%
Delaware	1,837	66%	1%
District of Columbia	10,665	7%	9%
Florida	57,286	29%	18%
Georgia	50,779	17%	1%
Hawaii	18,364	16%	12%
Idaho	3,711	59%	3%
Illinois	86,638	24%	19%
Indiana	16,061	45%	2%
Iowa	21,327	14%	1%
Kansas	18,293	31%	14%
Kentucky	32,378	30%	1%
Louisiana	31,260	12%	1%
Maine	4,466	5%	3%
Maryland	32,222	17%	9%
Massachusetts	31,472	31%	7%
Michigan	42,291	26%	4%
Minnesota	30,368	38%	4%
Mississippi	5,724	29%	2%
Missouri	32,358	28%	2%
Montana	1,186	54%	2%
Nebraska	12,510	34%	5%
North Carolina	25,078	20%	5%
North Dakota	2,175	50%	1%

State	Preschool children enrolled in district- operated public preschool programs	% Served by IDEA	% LEP
UNITED STATES	1,427,947	22%	12%
Nevada	5,052	84%	1%
New Hampshire	4,008	43%	3%
New Jersey	48,186	21%	6%
New Mexico	8,765	46%	4%
New York	56,540	7%	2%
Ohio	33,313	36%	2%
Oklahoma	46,010	11%	8%
Oregon	3,740	52%	15%
Pennsylvania	13,988	9%	1%
Rhode Island	2,161	47%	3%
South Carolina	32,548	12%	8%
South Dakota	4,002	31%	0.4%
Tennessee	29,598	19%	1%
Texas	249,609	10%	36%
Utah	12,495	49%	1%
Vermont	2,986	18%	1%
Virginia	35,466	28%	4%
Washington	19,623	43%	3%
West Virginia	16,879	15%	0.5%
Wisconsin	54,445	18%	3%
Wyoming	624	2%	1%

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011–12.

**Table 3. Percent of kindergarten students retained, by race and ethnicity and state:
2011-12**

State	All students	American Indian/ Alaska Native	Asian	Native Hawaiian/ Other Pacific Islander	Black/ African American	Hispanic/ Latino of any race	Two or more races	White
UNITED STATES	4%	7%	2%	8%	5%	4%	5%	4%
Alabama	6%	8%	5%	14%	5%	9%	9%	5%
Alaska	4%	6%	4%	8%	2%	4%	3%	3%
Arizona	3%	5%	2%	7%	4%	3%	3%	3%
Arkansas	12%	11%	13%	14%	26%	13%	11%	8%
California	3%	9%	2%	5%	5%	3%	4%	4%
Colorado	2%	5%	2%	4%	2%	2%	3%	2%
Connecticut	5%	12%	3%	16%	8%	8%	8%	3%
Delaware	3%	5%	2%	0%	4%	4%	3%	2%
District of Columbia	3%	33%	2%	0%	4%	4%	3%	1%
Florida	5%	9%	3%	4%	7%	5%	7%	4%
Georgia	6%	4%	3%	11%	5%	7%	8%	5%
Hawaii	12%	21%	7%	13%	11%	14%	12%	13%
Idaho	2%	3%	3%	3%	1%	3%	1%	1%
Illinois	2%	2%	1%	2%	2%	1%	3%	2%
Indiana	5%	5%	3%	0%	6%	6%	6%	4%
Iowa	2%	11%	2%	3%	3%	4%	3%	2%
Kansas	2%	4%	2%	0%	2%	3%	2%	2%
Kentucky	4%	8%	3%	5%	2%	5%	5%	4%
Louisiana	4%	3%	2%	0%	5%	4%	4%	4%
Maine	4%	5%	4%	14%	6%	5%	5%	4%
Maryland	2%	0%	2%	27%	3%	4%	2%	2%
Massachusetts	3%	5%	3%	8%	5%	5%	7%	2%
Michigan	7%	12%	5%	7%	6%	9%	11%	6%
Minnesota	2%	7%	1%	11%	4%	3%	2%	2%
Mississippi	8%	10%	7%	5%	8%	14%	1%	8%
Missouri	3%	5%	2%	6%	4%	4%	4%	3%
Montana	4%	6%	0.0%	6%	4%	6%	4%	4%
Nebraska	4%	9%	2%	19%	3%	4%	4%	3%

State	All students	American Indian/ Alaska Native	Asian	Native Hawaiian/ Other Pacific Islander	Black/ African American	Hispanic/ Latino of any race	Two or more races	White
UNITED STATES	4%	7%	2%	8%	5%	4%	5%	4%
North Carolina	5%	9%	3%	5%	6%	5%	6%	4%
North Dakota	5%	8%	14%	27%	13%	10%	3%	4%
Nevada	2%	3%	1%	2%	4%	2%	1%	2%
New Hampshire	3%	0%	1%	0%	5%	5%	0%	3%
New Jersey	3%	6%	1%	3%	5%	4%	5%	2%
New Mexico	4%	6%	2%	0%	5%	4%	3%	4%
New York	3%	4%	2%	4%	4%	3%	3%	2%
Ohio	4%	6%	5%	6%	7%	7%	7%	3%
Oklahoma	7%	9%	5%	8%	8%	8%	6%	7%
Oregon	2%	7%	1%	2%	2%	2%	2%	2%
Pennsylvania	2%	0.0%	1%	0%	3%	2%	2%	2%
Rhode Island	2%	16%	1%	0%	4%	3%	5%	1%
South Carolina	5%	6%	2%	3%	5%	5%	7%	4%
South Dakota	4%	12%	4%	0%	6%	7%	5%	3%
Tennessee	5%	3%	2%	15%	4%	5%	7%	5%
Texas	4%	6%	3%	8%	3%	4%	7%	5%
Utah	1%	1%	0.0%	1%	1%	1%	1%	1%
Vermont	3%	0%	2%	0%	6%	0%	1%	3%
Virginia	4%	4%	2%	4%	5%	5%	4%	3%
Washington	2%	6%	1%	4%	2%	3%	2%	2%
West Virginia	6%	0.0%	3%	0%	7%	7%	7%	6%
Wisconsin	2%	2%	2%	6%	3%	2%	2%	2%
Wyoming	5%	10%	4%	33%	17%	7%	3%	4%

NOTE: Data in this table represent 98.5% of schools in the CRDC universe that were matched to the National Center for Education Statistics Common Core of Data grade-level enrollment data. In nearly all states, the percent of schools reported as offering kindergarten on the CRDC and students enrolled in kindergarten for the Common Core of Data exceeded 95 percent. In four states, the match rate was slightly lower including Montana (91%), Alaska (92%), Minnesota (94%), and Wyoming (94%).

SOURCE: U.S. Department of Education, Office for Civil Rights, *Civil Rights Data Collection, 2011–12*; the NCES Common Core of Data, “Public Elementary/Secondary School Universe Survey,” 2011–12.

Data Notes and Methodology

Since 1968, the Civil Rights Data Collection (CRDC) has collected data on key education and civil rights issues from our nation's public schools for use by the U.S. Department of Education's (Department) Office for Civil Rights (OCR), other Department offices, other federal agencies, and by policymakers and researchers outside of the Department. The CRDC collects information about school characteristics and programs, services, and outcomes for students. Most student data are disaggregated by race/ethnicity, sex, limited English proficiency, and disability.

Schools and Districts

The CRDC has generally been collected biennially from school districts in each of the 50 states, plus the District of Columbia. The 2011–12 CRDC included all public schools and public school districts in the nation that serve students for at least 50% of the school day. The CRDC also includes long-term secure juvenile justice agencies, schools for the blind and deaf, and alternative schools. The response rate for this large national collection was 98.4% of school districts and 99.2% of schools, representing 99.6 % of students in the nation.

Race and Ethnicity

For the 2011–12 CRDC, school districts reported data using the seven race and ethnicity categories (i.e., Hispanic/Latino, white, black/African American, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races). For more information on the Department's 2007 guidance regarding race and ethnicity categories, please visit:

<http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html>.

Privacy Protection and Data Rounding

To ensure the protection of privacy while meeting the purposes of the CRDC, OCR conducted the analysis presented in this document on the privacy protected CRDC data. The CRDC data are privacy protected by rounding student counts in groups of three to prevent the disclosure of individual student information. For example, student counts from 1-3 are rounded to two, student counts from 4-6 are rounded to five.

In previous years, OCR has rounded CRDC data to the nearest five. However, in collaboration with the Department's Disclosure Review Board, OCR implemented a new rounding method for the 2011–12 CRDC to reveal true zeroes where possible and minimize the distortion of rounding. In general, for the 2011–12 CRDC data, the distortion of rounding one student to two would be balanced by the rounding down of three students to two. However, this new privacy protection method may inflate total counts for CRDC data elements in which there are prevalent cases of schools reporting only one student (e.g., one student retained is rounded to two students retained).

Limitations of CRDC Data

OCR strives to ensure CRDC data are an accurate and comprehensive depiction of student access to educational opportunities in school districts. The submission system includes a series of embedded edit checks to ensure significant data errors are corrected before the district submits its data. Additionally, each district is required to certify the accuracy of its submission. Only a district superintendent, or the superintendent's designee, may certify the CRDC submission. Ultimately, the quality of the CRDC data depends on accurate collection and reporting by the participating districts.

After reviewing the data, OCR is aware that inconsistencies may still remain in the data file. Users should be aware that outliers in the dataset may be a function of districts misreporting data. For example, outliers in the data on single-sex classes may be reporting the number of students enrolled in single-sex classes rather than the number of single-sex classes. In the analysis provided in this report, some schools and districts with potential reporting errors were excluded from the analysis. The number of schools included can be found in the notes section below each figure.

Early Childhood Education

CRDC Definitions:

Note: The 2011–12 CRDC survey used the term “prekindergarten,” defined in a manner to be consistent with the common understanding of the term “preschool”; within this document, OCR has substituted “preschool” for “prekindergarten.”

- *Preschool/Prekindergarten:* Preschool is a program for children younger than kindergarten age. For the purposes of the CRDC, preschool includes early childhood or preschool programs or services.
- *Full-day Preschool/Prekindergarten:* A full-day preschool program is a program in which a child attends school each weekday for approximately six hours or more.
- *Preschool/Prekindergarten Out-of-School Suspension:* Preschool out-of-school suspension is an instance in which a preschool child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). For children with disabilities, this includes both removals in which no individualized education plan (IEP) or individualized family service plan (IFSP) services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP or IFSP.

Percent of School Districts Operating Preschool/Prekindergarten Programs: The CRDC collects information about whether a school district operates a preschool program. This does not include private preschool programs or preschool program not run by, or on behalf of, the school district. Additionally, some school districts are organized by elementary and secondary schools. Therefore, OCR would not expect all school districts to offer preschool programs.

Preschool/Prekindergarten Program Daily Length: The CRDC collects information on the daily length of preschool programs operated by the school district. Some school districts offer both part-day and full-day preschool programs. A few school districts were excluded from this analysis due to possible reporting errors, such as reporting preschool programs but no students enrolled in those programs, or mistakenly reporting not operating a preschool program but also reporting offering a part-day preschool program.

Preschool/Prekindergarten Eligibility: The CRDC collects information on whether the preschool services are provided to all children within the district or targeted groups of children. Of the preschool programs operated by school districts, 55% of those programs provided services to all children in the districts. The remaining 45% of the programs offered services to one or more groups of children.

Preschool/Prekindergarten Discipline: The 2011–12 CRDC was the first ever collection of preschool suspension and expulsion data. Over 8,000 preschool students were reported as suspended at least once, out of more than 1 million preschool students enrolled. Because these data were collected for the first time, users should exercise caution when analyzing the data. Some schools reporting zeroes may have been unable to report complete suspension data. Additionally, a few schools reported more preschool students suspended than enrolled and were excluded from the analysis (1%). Finally, while the 2011–12 CRDC collected data on preschool expulsions, the national aggregate number is approximately 220. Since only a small number of schools reported preschool expulsions, this data is not included in this snapshot.

Kindergarten Retention: This analysis combines data from multiple sources. Approximately 98.5% of CRDC schools were matched to schools in the Common Core of Data (CCD). The CCD provides a rich set of grade-level enrollments that are not collected by the CRDC. A few schools reported offering kindergarten on the CRDC, but reported no kindergarten student enrollments on the CCD. These schools were excluded from the analysis. Additionally, a small number of schools reported retaining more kindergarten students on the CRDC than what was reported for kindergarten student enrollments on the CCD. These schools were also removed from the analysis.

Elementary Retention: The retention analysis for elementary schools compares the enrollment in elementary schools to the students retained in grades K-6. Elementary school was defined as the highest grade of 6. There were over 48,000 elementary schools meeting this criterion in the CRDC. A small number of schools reported retaining more elementary students enrolled than retained. These schools were removed from the analysis.

For more information about the CRDC, please visit: <http://www2.ed.gov/about/offices/list/ocr/data.html>.

About the CRDC

Since 1968, the Civil Rights Data Collection (CRDC), formerly the Elementary and Secondary School Survey, has collected data on key education and civil rights issues in our nation's public schools for use by the Department of Education's Office for Civil Rights (OCR) in its enforcement and monitoring efforts regarding schools' and districts' obligation to provide equal educational opportunity. The CRDC is also a tool for other Department offices and federal agencies, policymakers and researchers, educators and school officials, and the public to analyze student equity and opportunity trends locally and nationwide. The CRDC database, with hundreds of data elements, is fully accessible to the public. All data presented are self-reported by school districts. For more information about the CRDC, please visit: <http://ocrdata.ed.gov>.

About the 2011–12 Civil Rights Data Collection (CRDC)

- For the first time since 2000, includes data from *every* public school in the nation (approximately 16,500 school districts, 97,000 schools, and 49 million students)
- Includes traditional public schools (preschool through 12th grade), alternative schools, career and technical education schools, and charter schools
- Data for every public school disaggregated by race/ethnicity, English learner status, sex, and disability
- New for 2014: data for *all* schools now disaggregated by seven race and ethnicity categories, including Native-Hawaiian, Pacific Islander, and multiracial students
- Measures student access to college- and career-preparatory science and math courses, AP courses and tests, SAT/ACT tests, gifted and talented programs, IB programs, preschool programs, and interscholastic athletics
- Tracks teacher and resource equity, including teacher experience and salary levels, other personnel and non-personnel expenditures, and access to school counselors
- Reveals school climate disparities related to student discipline, restraint and seclusion, retention, and bullying and harassment

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