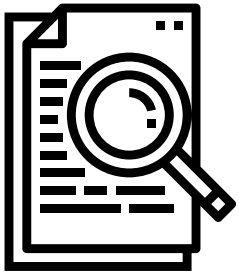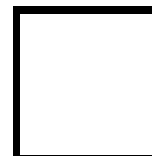# A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

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

Civil Rights Data Collection Detailed Methodology

TECHNICAL BRIEF 6

Civil Rights Data Collection Detailed Methodolgy

The purpose of this document is to provide information on the calculations and data from the 2017–2018 Civil Rights Data Collection (CRDC) that were used to assess the findings in the thematic briefs. Using the 2017–18 CRDC data, variables were selected to observe the enrollment and experiences of students with disabilities in different school settings. However, it was important to make decisions regarding how to clean the data, which variables to use, and how to report the findings. The following sections detail the methodology used to produce the findings reported in the thematic briefs.

>> Data Cleaning

The 2017–18 CRDC collected information from 97,632 schools. Of these schools, 7,049 were charter schools. It was important, however, to select a sample of these schools from the CRDC that had reported student enrollment by school type and enrollment under IDEA and Section 504. Therefore, decisions were made regarding how to deal with missing or suppressed values. The CRDC reports different missing or suppressed values, and the following were taken into consideration when cleaning the CRDC data:

- Missing values were marked with a "-5" and "-6" value
- Suppressed values were marked with a "-11" value

Additionally, decisions were made regarding charter school identification. Since the CRDC is self-reported, it was decided to reclassify schools that mistakenly identified themselves as "charter schools." A school's charter identification was considered incorrect if the school was reported as a charter school in a state without charter school legislation in 2017–18. Seven states (Kentucky, Montana, North Dakota, Nebraska, South Dakota, Vermont, and West Virginia) did not have charter schools or charter school legislation as of the 2017–18 school year.[1]

Detailed below are the six steps that were utilized to create a sample of schools from the CRDC. Table 1 details the schools from the 2017–18 CRDC that were included in the final sample by school type. Table 2 details the total number of schools that were re-categorized or removed from the sample as well.

Step1: The first step removed 11 schools in which the total enrollment of males and females was missing (-5 or -6). The CRDC variable names used in this step were the following:

- TOT_ENR_M
- TOT_ENR_F

Step 2: The second step reclassified two schools that were identified as charter schools in states without charter school laws. Nebraska and West Virginia reported one school each as a charter. These schools were re-categorized as non-charter schools. The CRDC variable names used in this step were the following:

- LEA_STATE
- SCH_STATUS_CHARTER

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[1] Kentucky enacted charter laws in 2017, but the state failed to pass a new funding mechanism for charter schools. Therefore, any school from Kentucky that was reported as a charter school would be re-categorized. For more information regarding charter school legislation, please visit https://www.publiccharters.org/sites/default/files/documents/2019-02/napcs_model_law_2019_web_updated.pdf

Step 3: The third step reclassified schools with missing values (-5 or -6) for school type. No schools were re-categorized. The CRDC variable names used in this step were the following:

- SCH_STATUS_SPED
- SCH_STATUS_MAGNET
- SCH_STATUS_CHARTER
- SCH_STATUS_ALT

Step 4: The fourth step removed schools where the total enrollment of males and females, the total enrollment under IDEA of males and females, and the total enrollment under Section 504 of males and females were suppressed (-11). No schools were removed. The CRDC variable names used in this step were the following:

- TOT_ENR_F
- TOT_ENR_M
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- SCH_ENR_504_M
- SCH_ENR_504_F

Step 5: The fifth step removed 222 schools that reported having more students with disabilities than the total number of students. The CRDC variable names used in this step were the following:

- TOT_ENR_F
- TOT_ENR_M
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F

Step 6: The sixth step removed 1,099 schools that reported their LEA state as Puerto Rico. The CRDC variable name used in this step was the following: LEA_STATE_NAME.

Table 1: Schools from the 2017–18 CRDC Included in Sample by School Type

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

Table 2: Total Number of School Re-Categorized or Removed in Steps 1–5

Steps	Number of Schools Re-Categorized	Number of Schools Removed from the Sample
Step 1	-	11
Step 2	2	-
Step 3	0	-
Step 4	-	0
Step 5	-	222
Step 6	-	1,099
Total	**2**	**1,332**

After cleaning all the data, 96,300 schools were included in the sample. Of those schools, 7,036 were charters and 89,264 were traditional public schools. Table 3 presents the summary statistics for schools included in the sample by school type. Because the CRDC reports total enrollment variables by gender, the gender counts were aggregated to create the total enrollment. This method was also applied to all other variables where counts were disaggregated by gender. Additionally, Table 4 shows the total enrollment of all students and students with disabilities by school type and state. Table 5 also shows the total enrollment of all students and students under Section 504 by school type and state.

Table 3: Summary Statistics of Total Enrollment by School Type

Statistics	All Schools in Analysis	Charter Schools in Analysis	Traditional Public Schools in Analysis
Number of Schools	96,300	7,036	89,264
Average Enrollment of Students	525.0	439.1	531.7
Median Enrollment of Students	441.0	338.0	449.0
Total Enrollment of Students	50,554,179	3,089,531	47,464,648
Enrollment of Students (1st Quartile)	255.0	172.0	265.0
Enrollment of Students (3rd Quartile)	661.0	546.0	668.0
Standard Deviation of Enrollment	449.3	511.3	443.3

Table 4: Total Enrollment and Enrollment under IDEA by School Type and State[2]

State	Traditional Public Schools			Charter Schools		
	Number of Schools	Total Enrollment	Total Enrollment of SWDs	Number of Schools	Total Enrollment	Total Enrollment of SWDs
AK	478	124,874	16,761	28	6,747	688
AL	1,387	742,245	101,370	1	508	58
AR	1,005	464,733	56,393	81	31,747	3,099
AZ	1,461	945,118	120,330	535	201,109	18,130
CA	8,893	5,625,104	654,362	1,211	603,066	61,283
CO	1,657	790,168	91,059	250	120,711	8,131
CT	1,176	518,588	74,702	24	10,406	1,069
DC	115	47,617	6,672	112	37,710	5,483
DE	207	122,664	19,856	22	15,385	1,469
FL	3,316	2,535,509	355,576	647	295,218	26,521
GA	2,318	1,699,435	209,286	95	72,659	7,089
HI	256	169,669	18,024	36	11,145	894
IA	1,340	505,827	61,446	3	428	82
ID	672	283,589	28,588	53	21,756	1,740
IL	3,986	1,928,056	264,221	142	65,132	9,834
IN	1,793	1,005,704	146,817	92	43,245	5,752
KS	1,338	481,941	68,144	10	3,031	348
KY	1,400	679,505	105,618			
LA	1,221	637,031	73,586	144	78,880	8,686
MA	1,768	909,922	158,487	88	45,500	6,932
MD	1,363	880,164	100,954	48	22,641	2,846
ME	567	174,088	30,972	12	2,293	454
MI	3,185	1,366,966	178,703	352	143,972	14,975
MN	1,983	837,028	127,558	218	56,709	8,187
MO	2,305	902,964	125,428	69	24,242	2,298

[2] Kentucky, Montana, North Dakota, Nebraska, South Dakota, Vermont, and West Virginia did not report charter schools in the 2017–18 CRDC.

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MS	956	480,332	59,165	3	948	78
MT	823	148,432	18,060			
NC	2,487	1,458,464	180,858	173	100,469	10,116
ND	483	114,896	15,171			
NE	1,053	325,272	49,108			
NH	462	175,364	27,436	29	3,735	374
NJ	2,458	1,321,851	209,271	95	49,677	4,835
NM	772	306,395	46,708	92	25,567	3,371
NV	631	440,529	54,764	72	44,810	4,334
NY	4,574	2,567,011	431,531	286	134,831	19,418
OH	3,265	1,635,911	242,219	324	96,821	14,533
OK	1,759	664,720	109,510	56	29,262	3,971
OR	1,161	546,283	73,268	125	34,829	3,674
PA	2,813	1,581,042	258,490	186	137,874	25,169
RI	280	133,223	19,742	32	9,009	1,117
SC	1,172	747,024	99,412	68	33,497	3,436
SD	696	138,734	19,046			
TN	1,692	961,571	123,362	85	27,836	2,397
TX	7,989	5,073,799	469,081	758	323,418	21,434
UT	895	586,155	76,649	129	75,678	10,985
VA	1,973	1,292,877	170,640	8	1,183	219
VT	302	83,057	12,726			
WA	2,320	1,117,353	143,379	10	2,465	375
WI	2,006	820,704	116,543	227	42,814	4,866
WV	691	271,404	44,996			
WY	361	93,736	12,950	5	568	66
Grand Total	**89,264**	**47,464,648**	**6,278,998**	**7,036**	**3,089,531**	**330,816**

Table 5: Total Enrollment and Enrollment under Section 504 by School Type and State[3]

State	Traditional Public Schools			Charter Schools		
	Number of Schools	Total Enrollment	Total Enrollment Under 504	Number of Schools	Total Enrollment	Total Enrollment Under 504
AK	478	124,874	1,816	28	6,747	146
AL	1,387	742,245	11,138	1	508	18
AR	1,005	464,733	18,417	81	31,747	1,560
AZ	1,461	945,118	13,117	535	201,109	4,255
CA	8,893	5,625,104	75,111	1,211	603,066	10,016
CO	1,657	790,168	18,395	250	120,711	2,714
CT	1,176	518,588	27,697	24	10,406	363
DC	115	47,617	979	112	37,710	762
DE	207	122,664	3,466	22	15,385	779
FL	3,316	2,535,509	85,629	647	295,218	10,754
GA	2,318	1,699,435	42,080	95	72,659	2,357
HI	256	169,669	3,763	36	11,145	320
IA	1,340	505,827	9,572	3	428	7
ID	672	283,589	8,855	53	21,756	709
IL	3,986	1,928,056	59,445	142	65,132	2,726
IN	1,793	1,005,704	22,246	92	43,245	1,116
KS	1,338	481,941	7,223	10	3,031	34

[3] Kentucky, Montana, North Dakota, Nebraska, South Dakota, Vermont, and West Virginia did not report charter schools in the 2017–18 CRDC.

KY	1,400	679,505	14,344			
LA	1,221	637,031	34,289	144	78,880	6,078
MA	1,768	909,922	41,161	88	45,500	2,119
MD	1,363	880,164	28,141	48	22,641	716
ME	567	174,088	8,377	12	2,293	238
MI	3,185	1,366,966	23,228	352	143,972	1,524
MN	1,983	837,028	15,640	218	56,709	1,185
MO	2,305	902,964	18,175	69	24,242	328
MS	956	480,332	3,135	3	948	-
MT	823	148,432	3,482			
NC	2,487	1,458,464	24,738	173	100,469	1,796
ND	483	114,896	2,641			
NE	1,053	325,272	4,047			
NH	462	175,364	11,035	29	3,735	284
NJ	2,458	1,321,851	37,677	95	49,677	1,071
NM	772	306,395	2,993	92	25,567	337
NV	631	440,529	6,120	72	44,810	1,465
NY	4,574	2,567,011	61,731	286	134,831	2,271
OH	3,265	1,635,911	46,363	324	96,821	1,627
OK	1,759	664,720	9,975	56	29,262	189
OR	1,161	546,283	13,666	125	34,829	1,009
PA	2,813	1,581,042	38,627	186	137,874	2,634
RI	280	133,223	4,888	32	9,009	364
SC	1,172	747,024	16,631	68	33,497	1,139
SD	696	138,734	2,553			
TN	1,692	961,571	16,306	85	27,836	342
TX	7,989	5,073,799	313,464	758	323,418	11,292
UT	895	586,155	8,732	129	75,678	1,630
VA	1,973	1,292,877	26,783	8	1,183	21
VT	302	83,057	4,548			
WA	2,320	1,117,353	32,679	10	2,465	77
WI	2,006	820,704	8,864	227	42,814	431
WV	691	271,404	5,223			
WY	361	93,736	2,065	5	568	3
Grand Total	**89,264**	**47,464,648**	**1,301,270**	**7,036**	**3,089,531**	**78,806**

>> Enrollment by Race/Ethnicity

In order to analyze the demographics of students in different school settings, the following CRDC variables were used to calculate the enrollment of students by race/ethnicity and school type:

- TOT_ENR_F
- TOT_ENR_M
- SCH_ENR_AM_F
- SCH_ENR_AM_M
- SCH_ENR_AS_F
- SCH_ENR_AS_M
- SCH_ENR_BL_F
- SCH_ENR_BL_M
- SCH_ENR_HI_F
- SCH_ENR_HI_M
- SCH_ENR_HP_F
- SCH_ENR_HP_M
- SCH_ENR_TR_F
- SCH_ENR_TR_M
- SCH_ENR_WH_F
- SCH_ENR_WH_M
- SCH_STATUS_CHARTER
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- SCH_IDEAENR_AM_F
- SCH_IDEAENR_AM_M
- SCH_IDEAENR_AS_F
- SCH_IDEAENR_AS_M
- SCH_IDEAENR_BL_F
- SCH_IDEAENR_BL_M
- SCH_IDEAENR_HI_F
- SCH_IDEAENR_HI_M
- SCH_IDEAENR_HP_F
- SCH_IDEAENR_HP_M
- SCH_IDEAENR_TR_F
- SCH_IDEAENR_TR_M
- SCH_IDEAENR_WH_F
- SCH_IDEAENR_WH_M
- LEA_STATE

Since the CRDC disaggregates variables by gender, the variables were aggregated to create total enrollment counts by race/ethnicity and student group. Once all the totals were calculated, the number of students with missing race/ethnicity information was calculated by subtracting the sum of all race/ethnicity variables from the overall student enrollment. There were no students reported with missing race/ethnicity data in the 2017–18 CRDC. Next, the data were aggregated based on school type. For state-level analyses, the data were also aggregated by the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to determine proportions, the enrollment of students by race/ethnicity was divided by the total student enrollment of their respective student group.

>> Enrollment by English Proficiency

The following variables were used to calculate the enrollment of students by English Proficiency:

- TOT_ENR_M
- TOT_ENR_F
- TOT_LEPENR_F
- TOT_LEPENR_M
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- SCH_IDEAENR_LEP_F
- SCH_IDEAENR_LEP_M
- SCH_STATUS_CHARTER
- LEA_STATE

The variables were aggregated to create the total enrollment of students and the number of students who have limited English proficiency (LEP) by student group. The data were aggregated based on school type. For state-level analyses, the data were also aggregated based on the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the enrollment of students by English proficiency was divided by the total student enrollment of their respective student group.

>> Enrollment by Primary Disability and Educational Placement

In order to observe the enrollment of students with disabilities by primary disability type and the placement of students with disabilities, the EDFacts files provided by the Department of Education's Office of Civil Rights (OCR) were used. These files were provided along with the 2017–18 CRDC. There were 18 EDFacts files provided, but the data file titled "2018 ID 74 SCH – Educational Environment by Gender by Disability" was used to analyze the enrollment of students with disabilities by disability category and educational placement.

This file was merged with the list of sample schools from the 2017–18 CRDC using a unique school identifier called the "COMBOKEY" in both datasets. The "COMBOKEY" is a combination of the LEA ID and school ID. However, due to differences in definitions and procedures between EDFacts and the CRDC, the "COMBOKEY" could vary between datasets. Ultimately, this led to an inability to match all the schools in our sample to the schools reported in the EDFacts file. Table 6 shows the results of the merging process by school type.

Table 6: Merging Process Summary by School Type

	Traditional Public Schools	Charters	Total
Number of Schools in Sample	89,264	7,036	96,300
Number of Schools in Disability Category Enrollment Analysis	82,829	5,410	88,239
Percentage of Schools in Disability Category Enrollment Analysis Matched in Sample	92.8%	76.9%	91.6%

Primary Disability
The EDFacts file disaggregates student enrollment and educational placement by disability category (DISABILITY_CATEGORY). The disability categories were defined as follows:

- AUT – Autism
- DB – Deaf-blindness
- DD – Developmental Delay
- EMN – Emotional Disturbance
- HI – Hearing Impairment
- MD – Multiple Disabilities
- MR – Intellectual Disability
- OHI – Other Health Impairment
- OI – Orthopedic Impairment
- SLD – Specific Learning Disability
- SLI – Speech or Language Impairment
- TBI – Traumatic Brain Injury
- VI – Visual Impairment
- MISSING – Missing Data

Using the disability category and the total number of students reported (TOTAL_STUDENTS_REPORTED), the data from EDFacts were modified so that every school was reported once, with student enrollment broken down by disability category. Additionally, the total number of students reported was calculated by summing the enrollment of students for each disability category. Table 7 details the number of traditional public schools and charter schools that reported enrollment by disability category.

All of these modifications allowed the data to be aggregated again based on school type. For state-level analyses, the data were also aggregated based on the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find the proportions, the enrollment of students by disability category was divided by the total number of students reported.

Table 7: Number of Schools Reporting Enrollment by Disability Category and School Type

Disability Category	Traditional Public Schools		Charter Schools	
	Schools in Sample	Enrollment	Schools in Sample	Enrollment
AUT	69,554	538,645	3,839	22,151
DB[4]	1,854	1,087	97	34
DD	21,575	157,848	1,074	4,209
EMN	55,056	280,226	3,255	15,439
HI	28,627	56,722	1,098	1,747
MD	28,880	100,280	728	2,127
MR	56,784	371,331	2,671	11,285
OHI	76,475	869,992	4,759	38,141
OI	19,849	31,172	686	972
SLD	78,714	2,034,030	5,133	98,182
SLI	69,563	867,901	4,267	40,176
TBI	13,363	23,044	595	1,081
VI	16,256	22,024	584	703
MISSING	1,291	55,568	2	72
Total	**-**	**5,409,870**	**-**	**236,319**

Educational Placement
The educational placement variables used for the analyses were as follows:

- RC80_M/RC80_F – the number of male/female students with disabilities in the general education classroom for 80% or more of the school day
- RC79TO40_M/RC79TO40_F – the number of male/female students with disabilities in the general education classroom from 40% to 79% of the school day
- RC39_M/RC39_F – the number of male/female students with disabilities in the general education classroom for 39% or less of the school day
- CF_M/CF_F – the number of male/female students with disabilities in a correctional facility
- HH_M/HH_F – the number of male/female students with disabilities who are homebound or in a hospital
- PPPS_M/PPPS_F – the number of male/female students with disabilities who are parentally placed in private schools
- RF_M/RF_F – the number of male/female students with disabilities in a residential facility
- SS_M/SS_F – the number of male/female students with disabilities in a separate school

First, the data from EDFacts were modified so that every school was reported once, with student enrollment broken down by educational placement. Next, since CRDC disaggregates variables by gender, the variables were aggregated to create the total number of students with disabilities for each educational placement. The disability category was ignored when aggregating. Then, the "other" category was created to report the number of students who do not spend any time in the general education classroom. This included students in a correctional facility, students who are parentally placed in private schools, students in a residential facility, and students in a separate school. Table 8 shows the number of traditional public schools and charter schools that reported enrollment by educational placement.

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[4] The number of schools in the sample exceeds student enrollment because some schools reported zero students with disabilities classified under Deaf-blindness.

All these modifications allowed the data to be aggregated based on school type and/or the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find the proportions, the enrollment of students by educational placement was divided by the total number of students reported.

Table 8: Number of Schools Reporting Students by Educational Placement[5]

Educational Placement	Traditional Public Schools		Charter Schools	
	Schools in Sample	Total Students Reported	Schools in Sample	Total Students Reported
RC80	82,829	3,498,517	5,410	190,769
RC7940	82,829	1,071,644	5,410	28,155
RC39	82,829	718,759	5,410	13,680
Other:	82,829	120,950	5,410	3,715
CF	82,829	5,656	5,410	268
HH	82,829	7,419	5,410	383
PPPS	82,829	16,531	5,410	23
RF	82,829	6,768	5,410	158
SS	82,829	84,576	5,410	2,883
Total	-	5,409,870	-	236,319

>> Gifted and Talented Education

The following variables were used to calculate the number of students participating in gifted and talented education:

- TOT_ENR_M
- TOT_ENR_F
- TOT_GTENR_M
- TOT_GTENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- SCH_GTENR_IDEA_M
- SCH_GTENR_IDEA_F
- SCH_STATUS_CHARTER
- LEA_STATE

Since the CRDC disaggregates variables by gender, the variables were aggregated to create the total enrollment counts and the number of students participating in gifted and talented education based on student group. All the data were then aggregated based on school type. For state-level analyses, the data were also aggregated by the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students participating in gifted and talented education was divided by the total student enrollment of their respective student group.

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[5] The number of schools in the sample may exceed the total students reported because some schools may have reported zero students for different educational placements.

>> Suspension

The following variables were used to calculate the number of students who received suspensions:
- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_DISCWDIS_ISS_IDEA_F
- TOT_DISCWDIS_ISS_IDEA_M
- TOT_DISCWDIS_SINGOOS_IDEA_F
- TOT_DISCWDIS_SINGOOS_IDEA_M
- TOT_DISCWDIS_MULTOOS_IDEA_F
- TOT_DISCWDIS_MULTOOS_IDEA_M
- TOT_DISCWODIS_ISS_F
- TOT_DISCWODIS_ISS_M
- TOT_DISCWODIS_SINGOOS_F
- TOT_DISCWODIS_SINGOOS_M
- TOT_DISCWODIS_MULTOOS_F
- TOT_DISCWODIS_MULTOOS_M
- SCH_STATUS_CHARTER
- LEA_STATE

First, the variables were aggregated to create the total enrollment of students and the number of students who received suspensions by suspension type and student group. The number of students who received one or more out-of-school suspensions was calculated by summing the number of students who received only one and more than one out-of-school suspension. Next, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total enrollment of students. This allowed an analysis to be conducted on students without disabilities who received a suspension. Lastly, all the data were aggregated based on school type. For state-level analyses, the data were also aggregated based on the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students who received suspensions was divided by the total student enrollment of their respective student group.

>> Referrals to Law Enforcement

The following variables were used to calculate the number of students referred to law enforcement:

- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_DISCWDIS_REF_IDEA_F
- TOT_DISCWDIS_REF_IDEA_M
- TOT_DISCWODIS_REF_F
- TOT_DISCWODIS_REF_M
- SCH_STATUS_CHARTER
- LEA_STATE

First, the variables were aggregated to create the total enrollment of students and the number of students referred to law enforcement by student group. Next, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total student enrollment. This allowed an analysis to be conducted on students without disabilities who were referred to law enforcement.

Lastly, all the data were aggregated based on school type. For state-level analyses, the data were also aggregated based on the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students who were referred to law enforcement was divided by the total student enrollment of their respective student group.

>> School-Related Arrests

The following variables were used to calculate the number of students who received a school-related arrest:

- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_DISCWDIS_ARR_IDEA_F
- TOT_DISCWDIS_ARR_IDEA_M
- TOT_DISCWODIS_ARR_F
- TOT_DISCWODIS_ARR_M
- SCH_STATUS_CHARTER
- LEA_STATE

Since the CRDC disaggregates variables by gender, the variables were aggregated to create the total enrollment counts and the number of students who experienced a school-related arrest based on student group. Again, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total student enrollment. This allowed an analysis to be conducted on students without disabilities who experienced a school-related arrest. All the data were then aggregated based on school type. For state-level analyses, the data were also aggregated by the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students who experienced a school-related arrest was divided by the total student enrollment of their respective student group.

>> Restraint

The following variables were used to calculate the number of students subjected to mechanical or physical restraint:

- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_RS_IDEA_MECH_F
- TOT_RS_IDEA_MECH_M
- TOT_RS_IDEA_PHYS_F
- TOT_RS_IDEA_PHYS_M
- TOT_RS_NONIDEA_MECH_F
- TOT_RS_NONIDEA_MECH_M
- TOT_RS_NONIDEA_PHYS_F
- TOT_RS_NONIDEA_PHYS_M
- SCH_STATUS_CHARTER
- LEA_STATE

First, the variables were aggregated to create the total student enrollment and the number of students subjected to mechanical or physical restraints by student group. Next, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total student enrollment. This allowed an analysis to be conducted on students without disabilities who were subjected to mechanical or physical restraint. Lastly, all the data were aggregated based on school type. For state-level analyses, the data were also aggregated based on the LEA state.

Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students who were subjected to mechanical or physical restraint was divided by the total student enrollment of their respective student group.

>> Seclusion

The following variables were used to calculate the number of students subjected to seclusion and the number of instances of seclusion:

- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_RS_IDEA_SECL_F
- TOT_RS_IDEA_SECL_M
- TOT_RS_NONIDEA_SECL_F
- TOT_RS_NONIDEA_SECL_M
- SCH_RSINSTANCES_SECL_IDEA
- SCH_RSINSTANCES_SECL_WODIS
- SCH_STATUS_CHARTER
- LEA_STATE

Since the CRDC disaggregates variables by gender, the variables were aggregated to create the total enrollment counts and the number of students who were subjected to seclusion based on student group. Again, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total student enrollment. This allowed an analysis to be conducted on students without disabilities who were subjected to seclusion. All the data were then aggregated based on school type. For state-level analyses, the data were also aggregated by the LEA state. Variables that had missing or suppressed values were ignored when aggregating. In order to find proportions, the number of students who were subjected to seclusion was divided by the total student enrollment of their respective student group.

>> Corporal Punishment

The following variables were used to calculate the number of students who received corporal punishment:

- TOT_ENR_M
- TOT_ENR_F
- SCH_ENR_IDEA_M
- SCH_ENR_IDEA_F
- TOT_DISCWDIS_CORP_IDEA_F
- TOT_DISCWDIS_CORP_IDEA_M
- TOT_DISCWODIS_CORP_F
- TOT_DISCWODIS_CORP_M
- SCH_STATUS_CHARTER
- LEA_STATE

Since the CRDC disaggregates variables by gender, the variables were aggregated to create the total enrollment counts and the number of students who received corporal punishment by student group. Again, the enrollment of students without disabilities was calculated by subtracting the enrollment of students with disabilities from the total enrollment of all students. This allowed an analysis to be conducted on students without disabilities who received corporal punishment. Next, the data were filtered to only include schools in states in which corporal punishment is allowed.

These states include Alabama, Arkansas, Arizona, Colorado, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Wyoming. Lastly, all the data were then aggregated based on school type. Variables that had missing or suppressed values were ignored when aggregating. In order to determine proportions, the number of students who received corporal punishment was divided by the total student enrollment of their respective student group.

>> Online or Virtual Schools

Since online or virtual schools have alternative discipline strategies, it was decided to observe discipline rates when online or virtual schools were removed from the sample. Additionally, since the CRDC does not provide an indicator for virtual schools, the Common Core of Data (CCD) was used to identify virtual schools in the sample. The CCD reports different values for the virtual status of a school, so any school identified as exclusively virtual, or "FULLVIRTUAL," would be removed from the sample. The CCD reported 656 schools in 2017–18 as exclusively virtual.

The next step was to find the 656 schools in the sample, or clean data, and remove them. First, the dataset from CCD was merged with the clean data using the "COMBOKEY" found in the CRDC and the "NCESSCH" from the CCD. The "COMBOKEY" is a unique school-level identifier developed by the OCR, while the "NCESSCH" is a unique school level identifier developed by the National Center for Education Statistics (NCES). In most cases, the "COMBOKEY" will match the NCES identifier, but there are some schools where the CRDC and NCES identifiers will differ due to different definitions and procedures. Consequently, only 480 out of the 656 virtual schools were found in the CRDC. The remaining 176 schools were manually searched for in the 2017–18 CRDC, but only 34 schools were found. Thus, of the 656 schools identified as virtual in the CCD, only 514 schools (78.4%) were removed from the sample.

>> Charter LEA Status

An additional analysis was conducted regarding charter schools based on their legal status. Charter schools can either be categorized as an independent entity serving as their own LEA or part of another LEA. Since the CRDC does not contain any information pertaining to the charter legal status for a school, the 2017–18 CCD Local Education Agency Universe file and the agency charter status collected using the National Center for Education Statistics' Elementary and Secondary Information System (ELSi) were used to determine a charter's legal status.

The following variables were used to determine charter LEA status:

- Education Agency Type Code (LEA_TYPE):
  - o 1 = Regular public school district that is not a component of a supervisory union
  - o 2 = Regular public school district that is a component of a supervisory union
  - o 3 = Supervisory union administrative center
  - o 4 = Service agency
  - o 5 = State agency
  - o 6 = Federal agency
  - o 7 = Independent charter district
  - o 8 = Other education agency
  - o 9 = Specialized public school district

- LEA Charter School Status for Federal Programs (CHARTER_LEA_TEXT):
  - o LEA for ESEA and Perkins
  - o LEA for federal programs
  - o LEA for IDEA
  - o Not LEA for federal programs
  - o Not a charter district
  - o Not applicable

- Agency Charter Code:
    - o 1 – All associated schools are charter schools
    - o 2 – All associated schools are charter and non-charter
    - o 3 – All associated schools are non-charter
    - o † – Data are not applicable

A charter school was considered to be its own LEA if the following were reported:

1. An "Education Agency Type Code" of 7 (Independent charter district),
2. An "LEA Charter Status" of "LEA for ESEA and Perkins," "LEA for IDEA," or "LEA for federal programs," and
3. An "Agency Charter Code" of "1 – All associated schools are charter schools."

However, certain exceptions were made in this methodology. All charters schools in Connecticut and New Hampshire and charter schools with their reported LEA city as New York, New York were considered part of an LEA for this analysis.

Since the CRDC differs in its definitions and reporting from CCD and NCES, some schools in the CRDC were not found in the CCD or NCES. This resulted in an inability to determine the charter legal status for 882 charter schools—855 located in California, 28 in New Mexico, one in D.C., and one in Minnesota. The charter LEA status was determined for 585 schools using previous charter LEA status classifications. The remaining 270 schools were manually classified. Seven schools from New Mexico were classified using the New Mexico Charter School Directory from 2017–2018. The remaining 263 schools, all located in California, were manually classified by reviewing SELPA Local Plans for 2017–18 and by looking at charters that are locally funded or authorized by the County Office of Education or the State Board of Education. However, only one school could not be classified, so this school was excluded from the analysis. Additionally, the legal status for all charter schools in California was verified using the same resources described above.

Of the 7,035 charter schools included in this analysis, 4,279 (60.8%) were classified as their own LEA, while 2,756 (39.2%) were considered to be part of an LEA. Table 9 details the number of schools by charter legal status and state.

Table 9: Charter Legal Status by State

State	Own LEA	Part of LEA	Total
AK	0	28	28
AL	0	1	1
AR	49	32	81
AZ	486	49	535
CA	468	742	1,210
CO	42	208	250
CT	0	24	24
DC	108	4	112
DE	22	0	22
FL	0	647	647
GA	28	67	95
HI	0	36	36
IA	0	3	3
ID	44	9	53
IL	9	133	142
IN	92	0	92
KS	0	10	10
LA	114	30	144
MA	80	8	88
MD	0	48	48
ME	12	0	12
MI	352	0	352

MN	218	0	218
MO	68	1	69
MS	3	0	3
NC	173	0	173
NH	0	29	29
NJ	94	1	95
NM	55	37	92
NV	49	23	72
NY	229	57	286
OH	322	2	324
OK	56	0	56
OR	0	125	125
PA	170	16	186
RI	29	3	32
SC	38	30	68
TN	0	85	85
TX	707	51	758
UT	129	0	129
VA	0	8	8
WA	10	0	10
WI	23	204	227
WY	0	5	5
National	**4,279**	**2,756**	**7,035**

>> Specialized Charter Schools

A specialized charter school is a school that primarily or entirely focuses on serving students with either a particular disability or any disability. In order to observe the experiences of the students attending these schools, a list of specialized charter schools was created using a combination of quantitative and qualitative analysis.

Using the 2017–18 CRDC data, schools were considered specialized charter schools if:

- The school identified itself as a charter and special education school, with at least 25% of students being served under IDEA, or
- The school identified itself as a charter school, with at least 50% of students being served under IDEA.

Additional schools were included in the list based on prior knowledge or research collected by individuals at the Center for Learner Equity (CLE) and manual research on schools with more than 25% enrollment of students with disabilities. Schools that were included based on prior knowledge or research were manually identified in the CRDC; however, not all were found in the dataset. Of the 185 specialized charter schools in our list, only 159 (85.9%) were found in the 2017–18 CRDC. Table 10 below details the specialized charter schools by disability focus and state.

Table 10: 2017–2018 List of Specialized Charter Schools[6]

School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Arizona Autism Charter	Phoenix	AZ	Autism	K–4	109	96%
Arizona Autism Charter School Upper School Campus	Phoenix	AZ	Autism	5–8	69	100%
Access Charter	Orlando	FL	Autism	6–12	137	99%
Connections Education Center of the Palm Beaches	West Palm Beach	FL	Autism	PK–8	52	100%
Florida Autism Charter School of Excellence	Tampa	FL	Autism	PK–12	129	99%
Palm Beach School for Autism	Lake Worth	FL	Autism	PK–12	325	99%
Princeton House Charter	Orlando	FL	Autism	PK–5	141	100%
South Florida Autism Charter School Inc.	Hialeah	FL	Autism	K–12	220	100%
The Hope Academy for Autism	Stuart	FL	Autism	Unknown	N/A	N/A
The Hope Charter Center for Autism	Stuart	FL	Autism	Unknown	N/A	N/A
The Learning Academy	Jupiter	FL	Autism	9–12	105	98%

[6] The grades served, total enrollment, and enrollment of students with disabilities are not reported for all schools because not all schools were included in the 2017–18 CRDC.

The Learning Center	Jupiter	FL	Autism	PK–8	136	100%
Tapestry Public Charter School	Doraville	GA	Autism	6–11	206	55%
Lionsgate Academy - Lynx Program	Minnetonka	MN	Autism	8–12	5	100%
Lionsgate Academy - Minnetonka	Minnetonka	MN	Autism	7–12	147	95%
Lionsgate Academy AIM	North St. Paul	MN	Autism	12	39	100%
Rochester Beacon Academy	Rochester	MN	Autism	6–12	172	60%
New York Center For Autism Charter School	Bronx	NY	Autism	UG	12	100%
New York City Autism Charter School	New York	NY	Autism	UG	37	100%
Autism Model School	Toledo	OH	Autism	K–12	115	100%
Oakstone Community School	Columbus	OH	Autism	Unknown	N/A	N/A
Spectrum Charter School	Monroeville	PA	Autism	UG	33	94%
The Foundation School For Autism	San Antonio	TX	Autism	PK–1	40	98%
Spectrum Academy - NSL	North Salt Lake	UT	Autism	K–12	608	86%
Spectrum Academy -	Pleasant Grove	UT	Autism	K–11	550	87%

Pleasant Grove						
Sequoia Deaf School	Mesa	AZ	Deaf, Blind, or Hard-of-Hearing	K–12	74	97%
Rocky Mountain Deaf School	Denver	CO	Deaf, Blind, or Hard-of-Hearing	PK–12	69	99%
Metro Deaf School	St. Paul	MN	Deaf, Blind, or Hard-of-Hearing	PK–11	102	100%
Albuquerque Sign Language Academy	Albuquerque	NM	Deaf, Blind, or Hard-of-Hearing	K–12	95	55%
Capstone Academy	Pensacola	FL	Developmental	Unknown	N/A	N/A
Capstone Academy - Milton	Milton	FL	Developmental	PK	9	100%
Early Beginnings Academy Civic Center	Miami	FL	Developmental	PK–2	124	98%
Seagull Academy	Riviera Beach	FL	Developmental	Unknown	N/A	N/A
Damar Charter Academy	Indianapolis	IN	Developmental	K–12	198	96%
Northern Arizona Academy for Career Development - Taylor	Taylor	AZ	Emotional/Behavioral	9–12	48	29%
Rite of Passage	Placerville	CA	Emotional/Behavioral	9–12	151	26%
Kingsman Academy Public Charter School	Washington, D.C.	DC	Emotional/Behavioral	6–12	249	45%

Ed Venture Charter School	Lantana	FL	Emotional/Beh avioral	Unknown	N/A	N/A
Devereux Ackerman Academy	Kennesaw	GA	Emotional/Beh avioral	5–11	78	60%
Clara B. Ford Academy (SDA)	Dearborn Heights	MI	Emotional/Beh avioral	5–12	135	26%
Lakeside Charter School	Kalamazoo	MI	Emotional/Beh avioral	6–12	122	37%
Lighthouse Academy - Eagle Village	Grand Rapids	MI	Emotional/Beh avioral	4–12	75	35%
Lighthouse Academy - St. Johns	Grand Rapids	MI	Emotional/Beh avioral	2–12	15	47%
Minnesota Internship Center - Rondo Campus	Minneapolis	MN	Emotional/Beh avioral	9–12	168	29%
Rosa Parks Charter High School	Rochester	MN	Emotional/Beh avioral	9–12	72	42%
Making Community Connections Charter School - Monadnock	Amherst	NH	Emotional/Beh avioral	9–12	89	33%
John V. Lindsay Wildcat Academy Charter School	New York	NY	Emotional/Beh avioral	9–12	480	43%
John W. Lavelle Preparatory Charter School	Staten Island	NY	Emotional/Beh avioral	3–12	697	38%
Tomorrow Center	Cardington	OH	Emotional/Beh avioral	7–12	133	46%

Dr. Robert Ketterer Charter School Inc.	Latrobe	PA	Emotional/Behavioral	6–12	168	58%
Depelchin - Richmond	Richmond	TX	Emotional/Behavioral	K–8	14	64%
Helping Hand	Austin	TX	Emotional/Behavioral	K–6	23	78%
John H. Wood Jr. Charter School at Afton Oaks	Fort Myers	TX	Emotional/Behavioral	Unknown	N/A	N/A
John H. Wood Jr. Charter School at San Marcos	San Marcos	TX	Emotional/Behavioral	Unknown	N/A	N/A
Ki Charter Academy	San Marcos	TX	Emotional/Behavioral	2–12	179	56%
Laurel Ridge	Austin	TX	Emotional/Behavioral	K–12	38	55%
Trinity Charter School	Canyon Lake	TX	Emotional/Behavioral	Unknown	N/A	N/A
Trinity Charter School	Katy	TX	Emotional/Behavioral	Unknown	N/A	N/A
University of Texas University Charter School - Pathways 3H Campus	Austin	TX	Emotional/Behavioral	6–12	28	46%
Louisiana Key Academy	Baton Rouge	LA	Language-based	1–6	320	36%
Akimel O'Otham Pee Posh (3-5)	Coolidge	AZ	Two or more IDEA Categories	4–5	11	100%
Akimel O'Otham Pee Posh (K-2)	Coolidge	AZ	Two or more IDEA Categories	K–2	8	100%

Arroyo Elementary School	Glendale	AZ	Two or more IDEA Categories	K–8	577	27%
Envision High School	Tucson	AZ	Two or more IDEA Categories	10–12	7	57%
Lifelong Learning Academy	Tucson	AZ	Two or more IDEA Categories	2–8	9	89%
Sweetwater School	Glendale	AZ	Two or more IDEA Categories	K–8, UG	549	33%
Justice High Charter School	Boulder	CO	Two or more IDEA Categories	7–12	79	27%
Reach Charter School	Denver	CO	Two or more IDEA Categories	PK–4	129	31%
Monument Academy	Washington, D.C.	DC	Two or more IDEA Categories	5–7	118	60%
Positive Outcomes Charter School	Washington, D.C.	DC	Two or more IDEA Categories	7–12	128	69%
St. Coletta of Greater Washington	Washington, D.C.	DC	Two or more IDEA Categories	UG	247	100%
The Children's Guild Public Charter School	Washington, D.C.	DC	Two or more IDEA Categories	K–8	361	49%
Gateway Lab School	Wilmington	DE	Two or more IDEA Categories	3–8	191	57%
Achievement Academy	Lakeland	FL	Two or more IDEA Categories	PK	157	80%
Aspire Academy Charter	Orlando	FL	Two or more IDEA Categories	K–5	112	37%

Believers Academy	West Palm Beach	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Chautauqua Charter School	Panama City	FL	Two or more IDEA Categories	12	48	94%
Crossroads Hope Academy	Port Charlotte	FL	Two or more IDEA Categories	6–11	21	29%
Easter Seals Charter School, Deland	Deland	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Easter Seals Child Charter School, Daytona Beach	Daytona Beach	FL	Two or more IDEA Categories	PK	75	100%
Focus Academy	Temple Terrace	FL	Two or more IDEA Categories	9–12	96	99%
Gulfstream L.I.F.E. Academy	Boynton Beach	FL	Two or more IDEA Categories	10–12	75	92%
Language And Literacy Academy For Learning	Winter Haven	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Montessori Academy of Early Enrichment Inc.	West Palm Beach	FL	Two or more IDEA Categories	PK–5	171	30%
Pepin Academies	Tampa	FL	Two or more IDEA Categories	3–12	765	100%
Pepin Academies Pasco	New Port Richey	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Pepin Academies Riverview	Riverview	FL	Two or more IDEA Categories	Unknown	N/A	N/A

Pepin Academies Tampa	Tampa	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Pepin Transitional School	Tampa	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Potentials Charter School	Boca Raton	FL	Two or more IDEA Categories	PK–7	29	97%
South Tech Success Center, Inc (Southtech Academy)	Boynton Beach	FL	Two or more IDEA Categories	Unknown	N/A	N/A
St. Johns Community Campus	St. Augustine	FL	Two or more IDEA Categories	11–12	32	100%
The Einstein School Inc.	Gainesville	FL	Two or more IDEA Categories	2–8	100	67%
Therapeutic Learning Center	St. Augustine	FL	Two or more IDEA Categories	PK	11	100%
UCP Bailes Community Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP Downtown/Beta Charter School	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP East Charter	Orlando	FL	Two or more IDEA Categories	PK–5	281	60%
UCP East Orange/Bailes Early Childhood Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP Middle & High School Transitional Learning Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A

UCP Orange Charter	Orlando	FL	Two or more IDEA Categories	PK–5	167	72%
UCP Osceola Charter School	Kissimmee	FL	Two or more IDEA Categories	PK–3	175	60%
UCP Pine Hills Charter	Orlando	FL	Two or more IDEA Categories	PK–5	153	58%
UCP Seminole Child Development	Lake Mary	FL	Two or more IDEA Categories	PK–3	129	69%
UCP Transitional Learning Academy High Charter	Orlando	FL	Two or more IDEA Categories	6–12	84	99%
UCP West Orange Charter	Winter Garden	FL	Two or more IDEA Categories	PK–5	171	71%
Victory Ridge Academy	Lake Wales	FL	Two or more IDEA Categories	PK–12	230	98%
Another Choice Virtual Charter	Nampa	ID	Two or more IDEA Categories	K–12	517	31%
Canaan Community Academy	Canaan	IN	Two or more IDEA Categories	K–6	103	47%
Options Charter School - Carmel	Carmel	IN	Two or more IDEA Categories	9–12	138	28%
Options Charter School - Noblesville	Noblesville	IN	Two or more IDEA Categories	6–12	200	52%
Rural Community Academy	Graysville	IN	Two or more IDEA Categories	K–8	177	32%
Lighthouse Academy	Grand Rapids	MI	Two or more IDEA Categories	4–12	126	49%

Lighthouse Academy - South	Grand Rapids	MI	Two or more IDEA Categories	Unknown	N/A	N/A
St. Clair County Intervention Academy	Port Huron	MI	Two or more IDEA Categories	6–12	68	44%
Virtual Learning Academy of St. Clair County	Port Huron	MI	Two or more IDEA Categories	6–12	140	26%
Dream Technical Academy	Willmar	MN	Two or more IDEA Categories	7–12	61	59%
Minnesota Internship Center - Downtown Campus	Minneapolis	MN	Two or more IDEA Categories	9–12	107	25%
Minnesota New Country School	Henderson	MN	Two or more IDEA Categories	7–12, UG	129	26%
Northern Lights Community School	Warba	MN	Two or more IDEA Categories	6–12	103	37%
Schoolcraft Learning Community Charter	Bemidji	MN	Two or more IDEA Categories	K–8	200	28%
Spero Academy	Minneapolis	MN	Two or more IDEA Categories	K–6	112	85%
Vermilion Country School	Tower	MN	Two or more IDEA Categories	7–12	37	32%
Grandfather Academy	Banner Elk	NC	Two or more IDEA Categories	7–12	20	60%
Williams Academy	Crossnore	NC	Two or more IDEA Categories	K–12	118	30%

Making Community Connections Charter School	Amherst	NH	Two or more IDEA Categories	6–8	31	32%
La Academia de Esperanza	Albuquerque	NM	Two or more IDEA Categories	6–12	325	38%
New Dawn Charter High School	Brooklyn	NY	Two or more IDEA Categories	9–12	268	60%
New Visions AIM Charter High School II	Bronx	NY	Two or more IDEA Categories	9–12	186	52%
Opportunity Charter School	New York	NY	Two or more IDEA Categories	6–12	399	66%
Foxfire Intermediate School	Zanesville	OH	Two or more IDEA Categories	K–3	29	52%
Hope Learning Academy of Toledo	Toledo	OH	Two or more IDEA Categories	K–8	66	67%
Steel Academy	Akron	OH	Two or more IDEA Categories	7–12	90	63%
Summit Academy - Youngstown	Youngstown	OH	Two or more IDEA Categories	K–7	210	57%
Summit Academy Akron Elementary School	Akron	OH	Two or more IDEA Categories	K–5	144	51%
Summit Academy Akron Middle School	Akron	OH	Two or more IDEA Categories	6–8	70	67%
Summit Academy Alternative Learners Warren	Warren	OH	Two or more IDEA Categories	8–12	90	80%

Middle & Secondary						
Summit Academy Community School - Cincinnati	Cincinnati	OH	Two or more IDEA Categories	K–8	146	61%
Summit Academy Community School - Columbus	Columbus	OH	Two or more IDEA Categories	K–5	80	36%
Summit Academy Community School - Dayton	Dayton	OH	Two or more IDEA Categories	K–8	134	56%
Summit Academy Community School - Painesville	Painesville	OH	Two or more IDEA Categories	K–8	87	46%
Summit Academy Community School - Parma	Parma	OH	Two or more IDEA Categories	K–12	185	66%
Summit Academy Community School - Warren	Warren	OH	Two or more IDEA Categories	K–7	119	65%
Summit Academy Community School Alternative Learners - Lorain	Lorain	OH	Two or more IDEA Categories	K–5	125	57%
Summit Academy Community School Alternative Learners - Xenia	Xenia	OH	Two or more IDEA Categories	K–10	194	70%

Summit Academy Community School For Alternative Learn - Canton	Canton	OH	Two or more IDEA Categories	K–8	143	47%
Summit Academy Middle And Secondary School - Lorain	Lorain	OH	Two or more IDEA Categories	6–12	149	70%
Summit Academy Middle School - Columbus	Columbus	OH	Two or more IDEA Categories	6–8	68	57%
Summit Academy Secondary - Akron	Akron	OH	Two or more IDEA Categories	9–12	81	83%
Summit Academy Secondary - Canton	Canton	OH	Two or more IDEA Categories	9–12	83	70%
Summit Academy Secondary - Youngstown	Youngstown	OH	Two or more IDEA Categories	8–12	235	64%
Summit Academy Secondary School - Middletown	Middletown	OH	Two or more IDEA Categories	7–12	139	68%
Summit Academy Transition High School - Cincinnati	Cincinnati	OH	Two or more IDEA Categories	9–12	81	53%
Summit Academy Transition High School - Columbus	Columbus	OH	Two or more IDEA Categories	9–12	65	71%
Summit Academy Transition	Dayton	OH	Two or more IDEA Categories	9–12	174	62%

High School Dayton						
Summit Acdy Comm Schl for Alternative Learners of Middletown	Middletown	OH	Two or more IDEA Categories	K–6	90	48%
The Autism Academy of Learning	Toledo	OH	Two or more IDEA Categories	1–12, UG	55	100%
Eola Hills Charter School	Amity	OR	Two or more IDEA Categories	4–12	38	26%
New Academy Charter School	Pittsburgh	PA	Two or more IDEA Categories	8–12	96	53%
Provident Charter School	Pittsburgh	PA	Two or more IDEA Categories	3–5	131	73%
Meyer Center For Special Children	Greenville	SC	Two or more IDEA Categories	Unknown	N/A	N/A
Pattison's Academy for Comprehensive Education	Charleston	SC	Two or more IDEA Categories	Unknown	N/A	N/A
Humes Preparatory Upper Academy	Memphis	TN	Two or more IDEA Categories	Unknown	N/A	N/A
Annunciation Maternity Home	Austin	TX	Two or more IDEA Categories	6–12	9	56%
Azleway - Chapel Hill	Austin	TX	Two or more IDEA Categories	3–12	39	64%
Azleway - Willow Bend	Austin	TX	Two or more IDEA Categories	2–12	65	57%
Big Springs Charter School	Leakey	TX	Two or more IDEA Categories	K–12	130	28%

Hill Country Youth Ranch	Ingram	TX	Two or more IDEA Categories	K–12	105	58%
Lakes Academy	Boerne	TX	Two or more IDEA Categories	2–11	54	70%
New Horizons	Goldthwaite	TX	Two or more IDEA Categories	1–11	63	51%
Pegasus School	Austin	TX	Two or more IDEA Categories	5–12	146	36%
TNC Campus (Texas Neurorehabilitation Center)	Austin	TX	Two or more IDEA Categories	K–12	54	85%
Trinity Charter School - Krause	Austin	TX	Two or more IDEA Categories	6–12	57	32%
Trinity Charter School - New Life	Austin	TX	Two or more IDEA Categories	5–12	58	28%
University of Texas University Charter School - Austin Oaks	Austin	TX	Two or more IDEA Categories	6–12	16	31%
University of Texas University Charter School - Georgetown Behavioral Health Institute	Austin	TX	Two or more IDEA Categories	6–12	27	26%
University of Texas University Charter School - High Point	Austin	TX	Two or more IDEA Categories	K–12	22	36%

University of Texas University Charter School - Pathfinder Camp	Driftwood	TX	Two or more IDEA Categories	K–12	19	74%
University of Texas University Charter School - Settlement Home	Austin	TX	Two or more IDEA Categories	6–12	37	65%
Pinnacle Canyon Academy	Price	UT	Two or more IDEA Categories	K–12	448	31%
Albemarle County Community Public Charter School	Charlottesville	VA	Two or more IDEA Categories	6–8	40	43%
Richmond Career Education & Employment (Charter School)	Richmond	VA	Two or more IDEA Categories	9–12	34	100%
Birchwood Blue Hills Charter School	Birchwood	WI	Two or more IDEA Categories	7–12	9	56%
Central High	Sheboygan	WI	Two or more IDEA Categories	9–12	217	28%
New Horizons for Learning	Shorewood	WI	Two or more IDEA Categories	9–12	23	57%
School for Early Development and Achievement (SEDA)	Milwaukee	WI	Two or more IDEA Categories	PK–2	81	49%

>> Local Charter Markets

In addition to performing national- and state-level analyses of the CRDC data, it was decided to observe the regional variation of educational experiences of students with disabilities at charter and traditional public schools. Within specific charter markets, differences can occur at the national and state levels due to the way charter schools are authorized, operated, and resourced in different local markets. The following steps detail how charter markets were determined and how schools were selected to be a part of a charter market.

Step 1: In order to determine which charter markets to analyze, school-level membership data and charter school classifications from the 2019–20 CCD were used. Enrollment from the CCD was aggregated by the reported location city and school type. Cities in which at least 50,000 students were enrolled in charter schools and at least 15% of students were enrolled in charter schools were selected for this analysis. Cities that did not meet these thresholds were selected based on feedback from charter school policy research experts. The following charter markets were selected to analyze the experiences of students with disabilities:

- Los Angeles
- Miami
- Philadelphia
- Cleveland
- Kansas City

Step 2: Using CRDC data, schools were initially considered a part of a certain local charter market if the school's associated district reported their location city as either Miami, Philadelphia, Cleveland, or Kansas City.

Schools under the Los Angeles Unified School District or Los Angeles County Office of Education, as reported in the National Center for Education Statistics' CCD, were considered a part of the Los Angeles charter market. However, definitions and reporting differ between the CCD and the CRDC, so schools in the Los Angeles charter market had to be manually located in the CRDC. Of the 1053 schools determined to be a part of the Los Angeles charter market from the CCD, only 1030 schools (97.8%) were found in the 2017–18 CRDC.

Step 3: The schools initially considered a part of a local charter market had their location city verified by school-level data collected by NCES. First, the location city for all schools was collected using the Elementary and Secondary Information System (ELSi). These data were then merged with the list of schools considered a part of a local charter market. If the school's associated district's location city was the same as the school's location city as reported by NCES, then no changes were made. However, if differences were observed, then manual determinations were made regarding whether a school should be included or excluded from a charter market. In 2018, only two schools in the Cleveland charter market were removed. All other schools were included in the other charter markets. Table 11 shows the total enrollment of students and students with disabilities by school type and local charter market.

Table 11: Total Enrollment of Students by School Type and Local Charter Market

Local Charter Market	Traditional Public Schools			Charter Schools		
	Number of Schools	Total Enrollment	Total Enrollment of SWDs	Number of Schools	Total Enrollment	Total Enrollment of SWDs
Los Angeles	748	472,031	63,294	282	154,289	17,545
Miami	364	289,537	31,791	130	65,311	3,038
Philadelphia	217	130,231	18,704	91	65,496	11,590
Cleveland	108	40,198	8,214	61	19,777	2,381
Kansas City	107	56,633	6,480	35	12,066	952