



OFFICE FOR CIVIL RIGHTS

THE TRANSFORMED CIVIL RIGHTS DATA COLLECTION (CRDC)

Revealing New Truths About Our Nation's Schools

The New CRDC is:

Bigger Than Before: The CRDC, from school year 2009-10, is a representative sample covering approximately 85% of the nation's students.

More Detailed: Data are disaggregated by race and ethnicity, English learner status, sex, and by disability under the IDEA and Section 504 statutes.

More Comprehensive: New data on access to and success in college- and career-ready courses, teacher equity, retention, access to pre-K programs, bullying and harassment, discipline, and more.

More Accessible: The new CRDC features new web tools and school- and district- level reports.
<http://ocrdata.ed.gov/>



The CRDC allows us to shine a spotlight on K-12 schools and districts that are defying trends in pursuit of excellence.

Throughout this document, you'll see examples of success stories illuminated by the CRDC data—schools and districts that are making real progress in specific areas to close opportunity gaps.



Answering Questions About Fundamental Fairness

The Civil Rights Data Collection is a first-of-its-kind national data tool for analyzing equity and educational opportunities.

It reveals new truths about the journey America's young people take from pre-kindergarten through high school graduation. And it shines a new spotlight on whether schools are providing the opportunity for all our students to be prepared to compete in the 21st-century global economy.

The CRDC database, with hundreds of data elements, is fully accessible to the public. The following pages show the kinds of powerful analyses anyone can do using a few of the new key indicators: discipline, seclusion and restraint, college and career readiness, student retention and teacher equity.

To access the new website visit
<http://ocrdata.ed.gov/>

A Snapshot of Opportunity Gap Data*

Resource Equity:

Teachers in elementary schools serving the most Hispanic and African-American students are paid, on average, \$2250 less per year than their colleagues in the same district working at schools serving the fewest Hispanic and African-American students.

College and Career Readiness:

Less than a third of high schools serving the most Hispanic and African-American students offer calculus and only 40% offer physics.

Discipline:

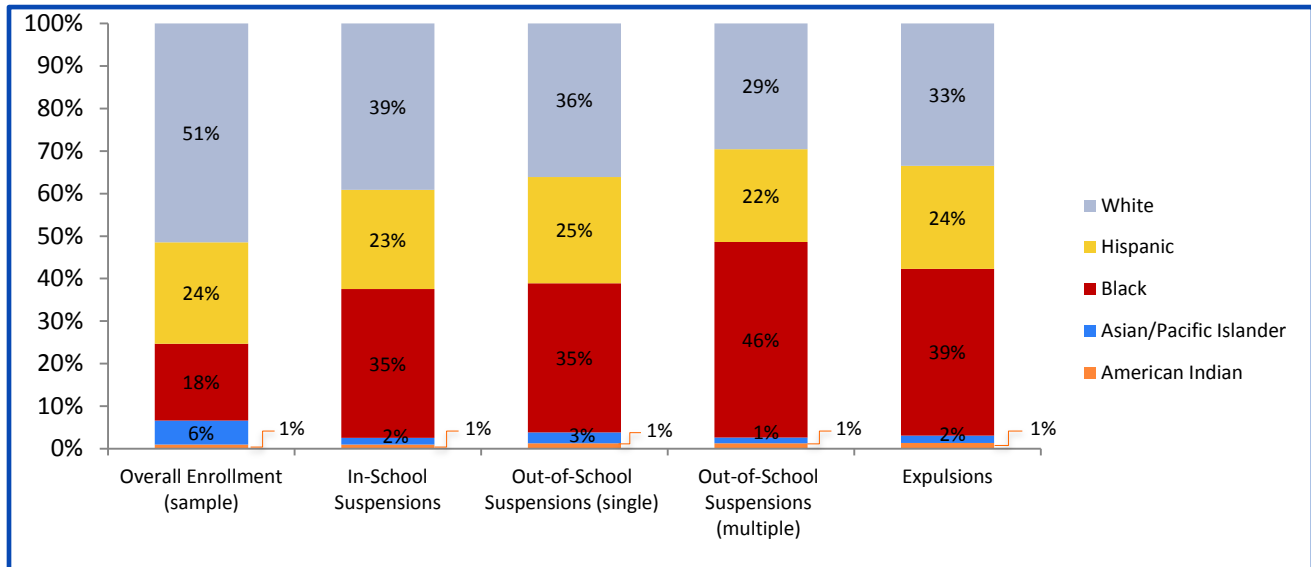
African-American students are over 3½ times more likely to be suspended or expelled than their white peers.

**The data in this document, while covering about 85% of the nation's public school students, are not intended to be an estimation of national data. All data in the CRDC are self-reported.*

Discipline

The transformed CRDC makes public long-hidden data about which students are suspended, expelled, and arrested in school.

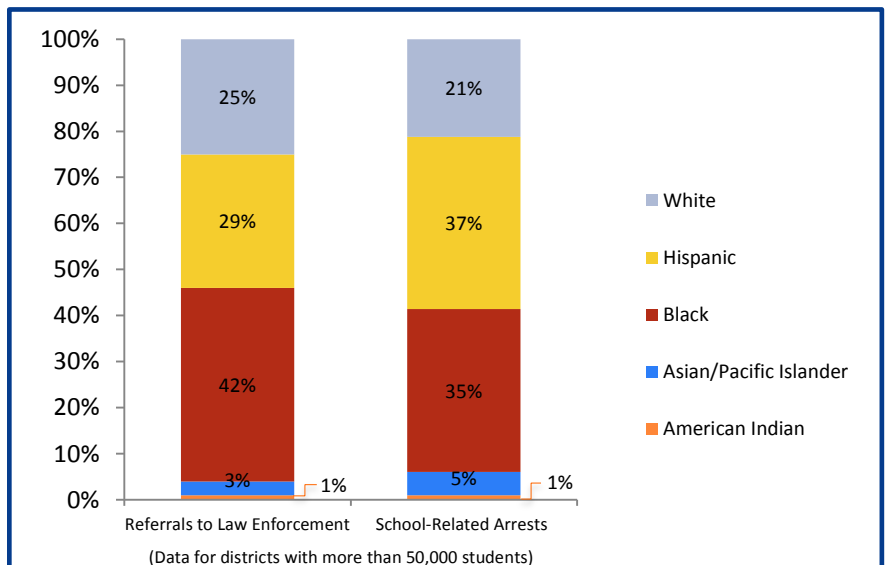
Disparate Discipline Rates



African-American students represent 18% of students in the CRDC sample, but 35% of students suspended once, 46% of those suspended more than once, and 39% of students expelled.

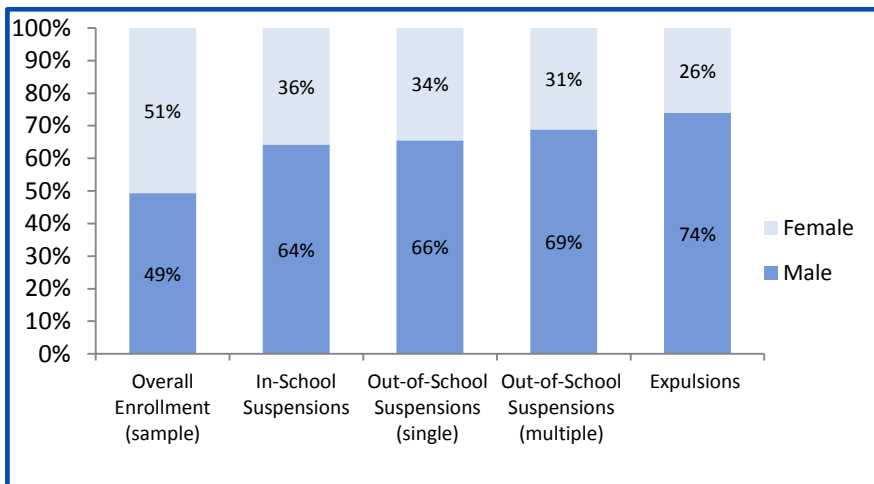
Arrests and Referrals to Law Enforcement

Over 70% of students involved in school-related arrests or referred to law enforcement are Hispanic or African-American.



CRDC also reveals:

- Across all districts, African-American students are over 3½ times more likely to be suspended or expelled than their white peers.
- In districts that reported expulsions under zero-tolerance policies, Hispanic and African-American students represent 45% of the student body, but 56% of the students expelled under such policies.

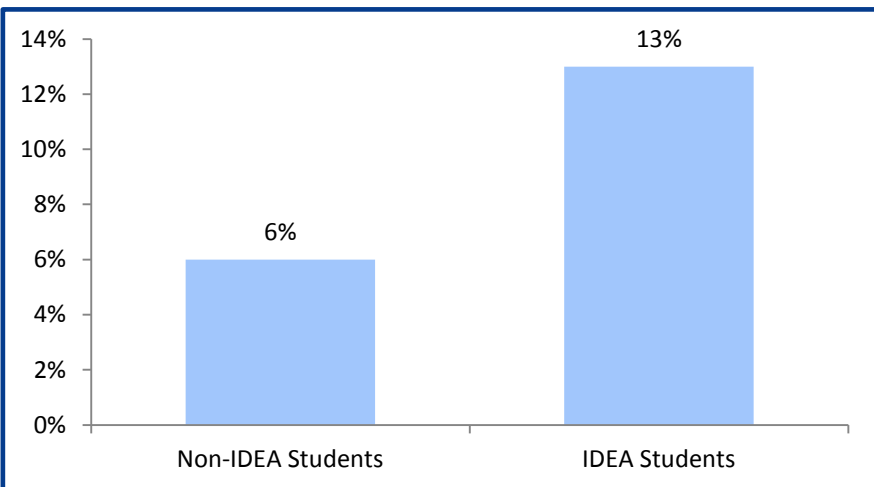
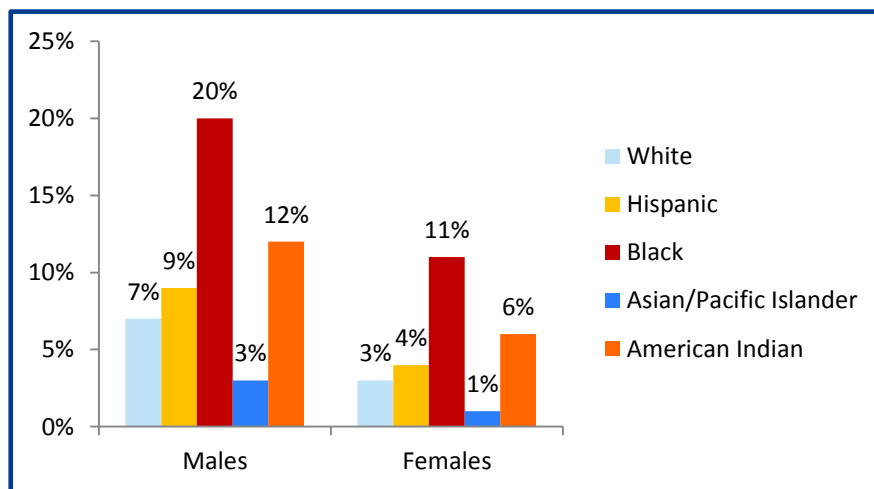


Discipline Boys vs. Girls

While male and female students each represent about half the student population, males made up 74% of the students expelled.

A Look at Race and Gender: Out-of-School Suspensions

African-American boys and girls have higher suspension rates than any of their peers. One in five African-American boys and more than one in ten African-American girls received an out-of-school suspension.



Students with Disabilities

Students covered under IDEA are over twice as likely to receive one or more out-of-school suspensions.

CRDC also reveals:

- 1 out of 8 students in the CRDC sample (12%) has a disability—4.7 million served by IDEA and over 400,000 are served by Section 504 only. Nearly 18% of them are African-American males.

Discipline in the 20 Largest Districts

Students Suspended Compared to Student Enrollment

(Students without disabilities receiving one or more out of school suspensions)

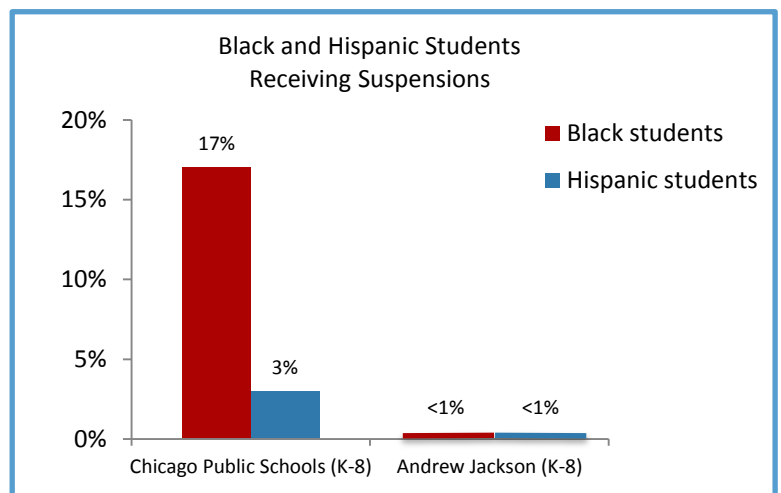
	DISTRICT	STATE	Students Suspended & Student Enrollment	White	African American	Hispanic	Asian/Pacific Islander	American Indian
1	NEW YORK CITY PUBLIC SCHOOLS	NY	Suspensions	8%	46%	42%	2%	1%
			Enrollment	14%	40%	40%	15%	0.4%
2	LOS ANGELES UNIFIED SCHOOL DISTRICT	CA	Suspensions	4%	26%	67%	3%	0.4%
			Enrollment	9%	9%	75%	7%	0.3%
3	CHICAGO PUBLIC SCHOOLS	IL	Suspensions	3%	76%	20%	0.3%	0.3%
			Enrollment	9%	45%	42%	4%	0.2%
4	DADE COUNTY PUBLIC SCHOOLS	FL	Suspensions	4%	50%	46%	0.3%	0.1%
			Enrollment	9%	25%	65%	1%	0.1%
5	CLARK COUNTY SCHOOL DISTRICT	NV	Suspensions	25%	25%	45%	5%	1%
			Enrollment	34%	14%	42%	10%	1%
6	BROWARD COUNTY PUBLIC SCHOOLS	FL	Suspensions	17%	59%	23%	1%	0.3%
			Enrollment	28%	39%	29%	4%	0.3%
7	HOUSTON INDEPENDENT SCHOOL DISTRICT	TX	Suspensions	3%	45%	51%	1%	0.4%
			Enrollment	8%	26%	63%	3%	0.3%
8	HILLSBOROUGH COUNTY PUBLIC SCHOOLS	FL	Suspensions	25%	46%	28%	1%	0.2%
			Enrollment	44%	23%	30%	3%	0.3%
9	FAIRFAX COUNTY PUBLIC SCHOOLS	VA	Suspensions	28%	27%	31%	13%	0.3%
			Enrollment	48%	11%	20%	22%	0.3%
10	PHILADELPHIA CITY SCHOOL DISTRICT	PA	Suspensions	7%	77%	14%	1%	0.1%
			Enrollment	13%	62%	17%	7%	0.2%
11	PALM BEACH COUNTY PUBLIC SCHOOLS	FL	Suspensions	20%	57%	22%	1%	1%
			Enrollment	38%	29%	29%	3%	1%
12	ORANGE COUNTY PUBLIC SCHOOLS	FL	Suspensions	16%	53.7%	29%	1%	0.2%
			Enrollment	34%	28%	33%	5	0.5%
13	GWINNETT COUNTY PUBLIC SCHOOLS	GA	Suspensions	16%	43%	32%	4%	1%
			Enrollment	34%	28%	26%	11%	0.5%
14	DALLAS INDEPENDENT SCHOOL DISTRICT	TX	Suspensions	3%	48%	48%	0.3%	0.5%
			Enrollment	4%	25%	69%	1%	0.4%
15	MONTGOMERY COUNTY PUBLIC SCHOOLS	MD	Suspensions	17%	52%	27%	5%	0.1%
			Enrollment	38%	23%	23%	17%	0.3%
16	WAKE COUNTY PUBLIC SCHOOLS	NC	Suspensions	25%	57%	17%	2%	0.3%
			Enrollment	57%	24%	12%	7%	0.3%
17	SAN DIEGO UNIFIED SCHOOL DISTRICT	CA	Suspensions	12%	24%	57%	7%	0.5%
			Enrollment	24%	11%	48%	17%	0.4%
18	CHARLOTTE-MECKLENBURG SCHOOLS	NC	Suspensions	14%	75%	10%	0.5%	0.5%
			Enrollment	33%	44%	17%	5%	0.4%
19	PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	MD	Suspensions	2%	87%	10%	1%	0.4%
			Enrollment	4%	71%	20%	3%	0.4%
20	DUVAL COUNTY PUBLIC SCHOOLS	FL	Suspensions	22%	72%	6%	1%	0.1%
			Enrollment	42%	46%	8%	4%	0.2%

Closing the Opportunity Gap



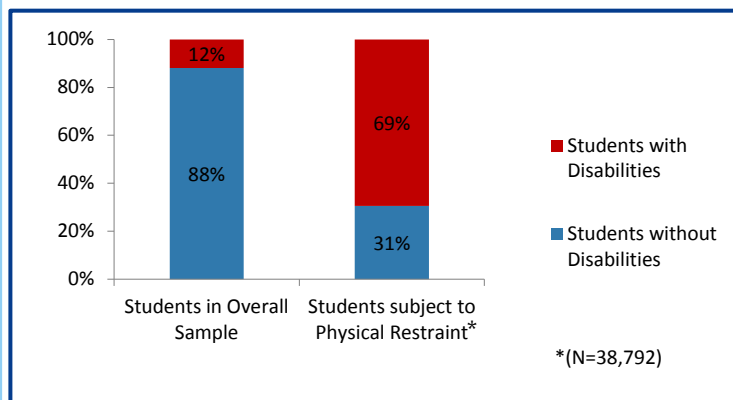
At Andrew Jackson, nearly 70% of students are Asian/Pacific Islander, American Indian/Alaska Native, Black or Hispanic. Yet, there is almost no achievement gap between groups of students in reading and math at Andrew Jackson.

- Andrew Jackson reports a very different pattern around school suspension rates than the rest of Chicago Public Schools (K-8) – fewer than 1% of African-American and Hispanic students received an out-of-school suspension. (NOTE: These rates are for students without disabilities.)
- Additionally, of the African-American and Hispanic students who took Algebra I in grades 7 or 8 in Chicago Public Schools, 78% passed. At Andrew Jackson, all of the African-American and Hispanic students taking Algebra I in grades 7 or 8 passed.



Seclusion & Restraint

The transformed CRDC makes public long-hidden data about which students are subject to seclusion and to physical and mechanical restraint in school.

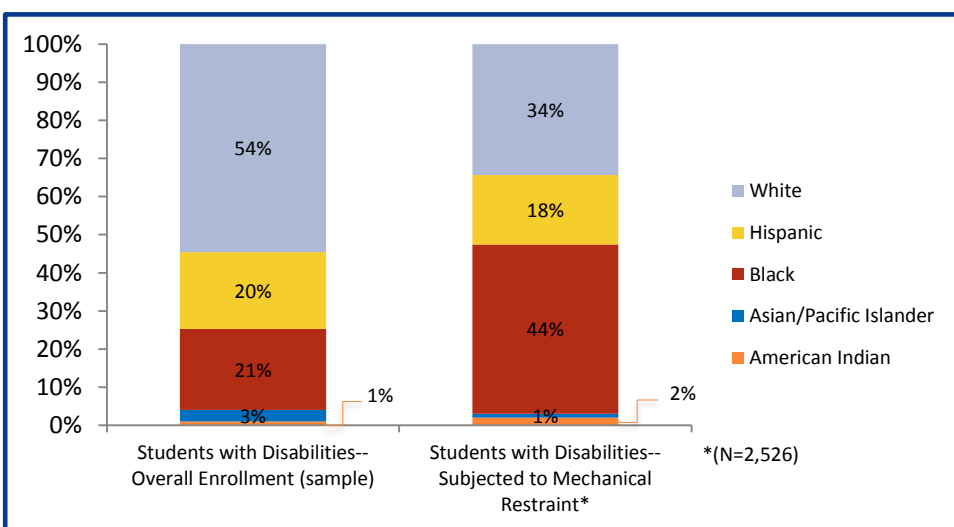
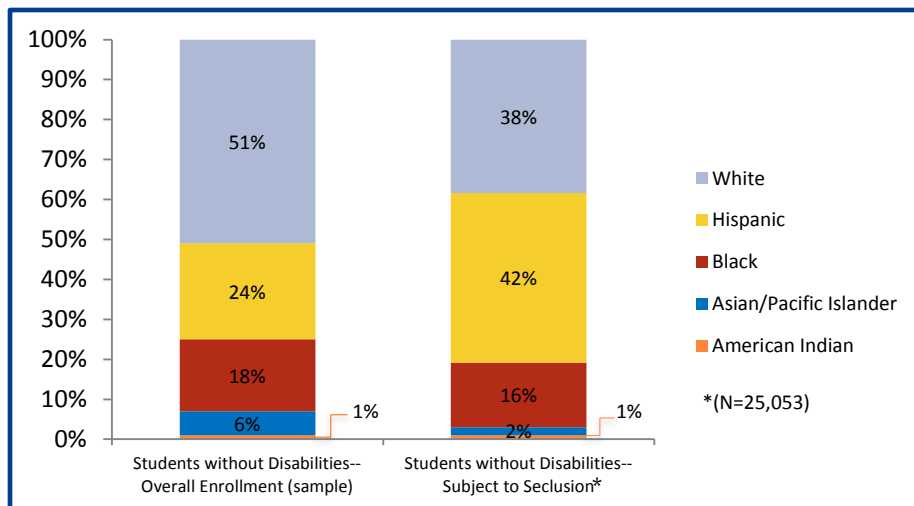


Students with Disabilities: Physical Restraint

Students with disabilities (under the IDEA and Section 504 statutes) represent 12% of students in the sample, but nearly 70% of the students who are physically restrained by adults in their schools.

Students without Disabilities: Seclusion

Hispanic students represent 24% of students without disabilities, but 42% of students without disabilities who are subject to seclusion.



Students with Disabilities: Mechanical Restraint

African-American students represent 21% of students with disabilities (under the IDEA), but 44% of students with disabilities who are subject to mechanical restraint.

CRDC also reveals:

- Males represent about half of students without disabilities, but are 70% of those students subjected to restraint or seclusion.

College and Career Readiness

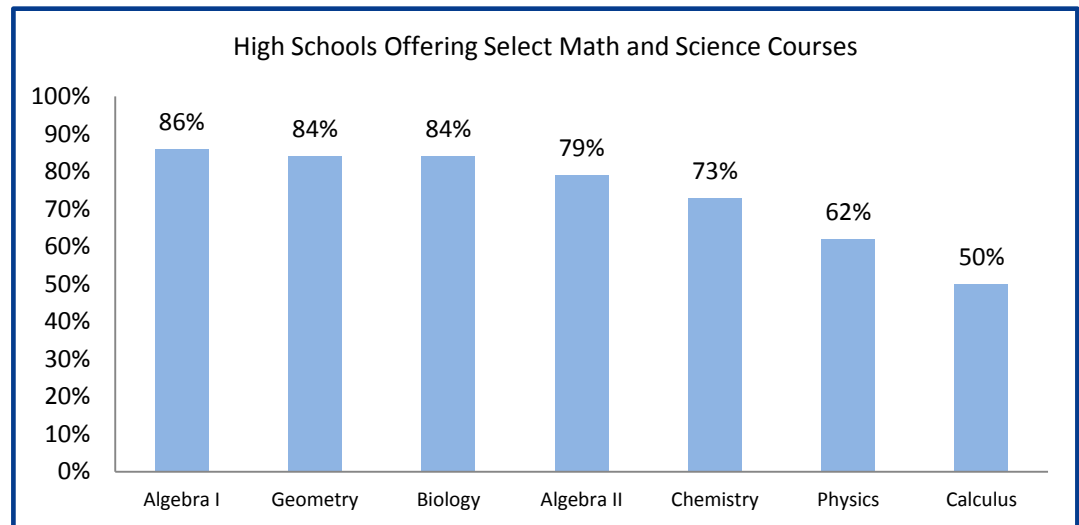
The transformed CRDC shows which students have access to the courses they need to succeed in college and careers.

The good news...

Over 80% of the high schools in the CRDC sample offer their students Algebra I, Geometry and Biology.

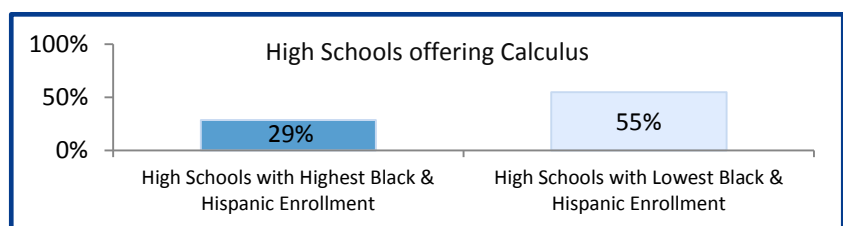
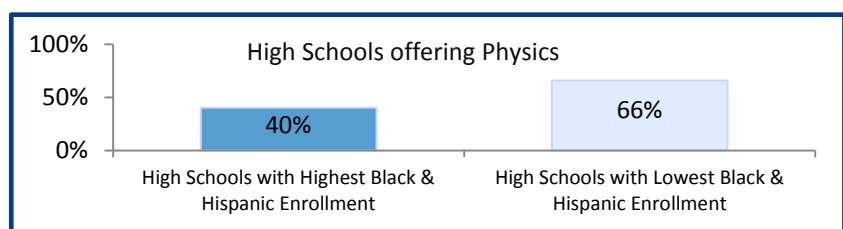
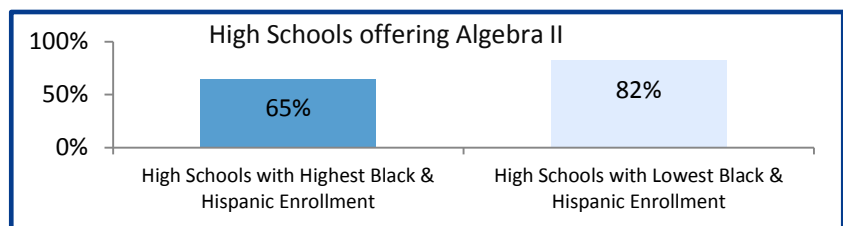
But we have further to go...

Only about 50% offer calculus.



Unequal Access to Rigor

The CRDC reveals disparity in access to high-level math and science courses. While 82% of the schools (in diverse districts) serving the fewest Hispanic and African-American students offer Algebra II, only 65% of the schools serving the most African-American and Hispanic students offer students the same course.



CRDC also reveals disparities in access:

- Hispanic students make up 20% of the student body at high schools offering calculus, but only 10% of the students taking calculus.

College and Career Readiness in the 20 Largest Districts

Differences in Access to Algebra II

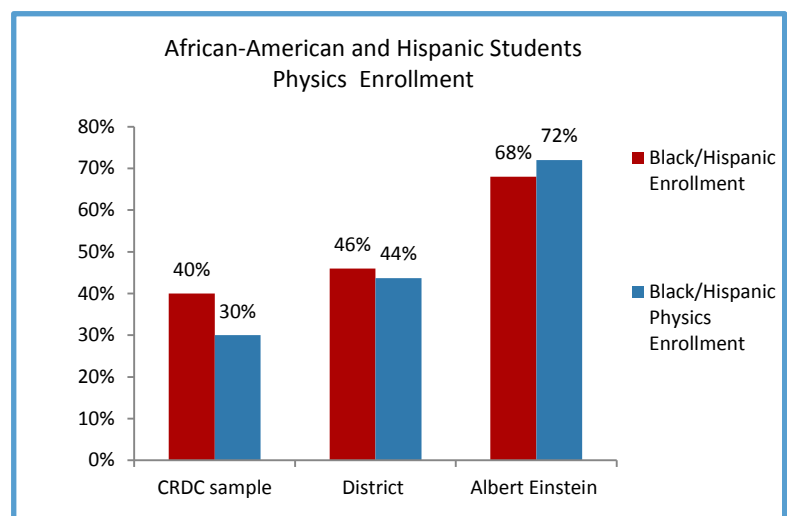
	<i>DISTRICT</i>	<i>STATE</i>	<i>% of high schools offering Algebra II</i>	<i>% of high schools with Highest Latino/Black enrollment offering Algebra II</i>	<i>% of high schools with Lowest Latino/Black enrollment offering Algebra II</i>
1	NEW YORK CITY PUBLIC SCHOOLS	NY	22%	10%	35%
2	LOS ANGELES UNIFIED SCHOOL DISTRICT	CA	59%	67%	64%
3	CHICAGO PUBLIC SCHOOLS	IL	84%	82%	85%
4	DADE COUNTY PUBLIC SCHOOLS	FL	82%	82%	67%
5	CLARK COUNTY SCHOOL DISTRICT	NV	81%	67%	94%
6	BROWARD COUNTY PUBLIC SCHOOLS	FL	88%	94%	100%
7	HOUSTON INDEPENDENT SCHOOL DISTRICT	TX	69%	71%	75%
8	HILLSBOROUGH COUNTY PUBLIC SCHOOL	FL	65%	57%	100%
9	FAIRFAX COUNTY PUBLIC SCHOOLS	VA	82%	81%	71%
10	PHILADELPHIA CITY SCHOOL DISTRICT	PA	89%	100%	100%
11	PALM BEACH COUNTY PUBLIC SCHOOLS	FL	81%	95%	78%
12	ORANGE COUNTY PUBLIC SCHOOLS	FL	52%	38%	62%
13	GWINNETT COUNTY PUBLIC SCHOOLS	GA	91%	100%	75%
14	DALLAS INDEPENDENT SCHOOL DISTRICT	TX	81%	100%	70%
15	MONTGOMERY COUNTY PUBLIC SCHOOLS	MD	87%	86%	100%
16	WAKE COUNTY PUBLIC SCHOOLS	NC	96%	89%	100%
17	SAN DIEGO UNIFIED SCHOOL DISTRICT	CA	82%	93%	71%
18	CHARLOTTE-MECKLENBURG SCHOOLS	NC	91%	91%	100%
19	PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	MD	76%	60%	57%
20	DUVAL COUNTY PUBLIC SCHOOLS	FL	75%	83%	86%

Closing the Opportunity Gap



Albert Einstein High School in Montgomery County Public Schools in Maryland is enrolling students in Physics at high rates.

- Albert Einstein H.S. has a greater percentage of African-American and Hispanic students (68%) than either the overall CRDC sample population (40%) or Montgomery County (46%).
- And yet, a high percentage of African-American and Hispanic students, relative to their population in the school, are enrolled in Physics (72%).



Algebra: The Doorway to College and Career Readiness

Mastery of Algebra early is critical to preparing students for the coursework they'll need to graduate from high school ready for college and careers. The transformed CRDC reveals which students have access to algebra, when they take it, and whether they are succeeding.

Early Access

About a quarter of students taking Algebra I do so in grades 7-8. Most students take Algebra I in high school.

Algebra I Enrollment by grade level



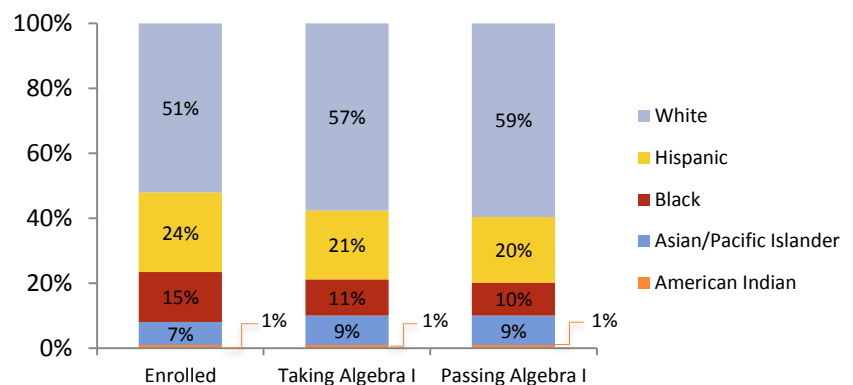
Early Success

86% of white students taking Algebra I in middle school passed the course, as did 79% of Hispanic and African-American students.

Across the sample, white students represent:

- 51% of CRDC students enrolled in grades 7 and 8;
- 57% of the students taking Algebra I in those grades; and
- 59% of students passing it.

Middle School Algebra I



While Hispanic and African-American students represent:

- 39% of CRDC students enrolled in grades 7 and 8;
- 32% of the students taking Algebra in those grades; and
- 30% of students passing it.

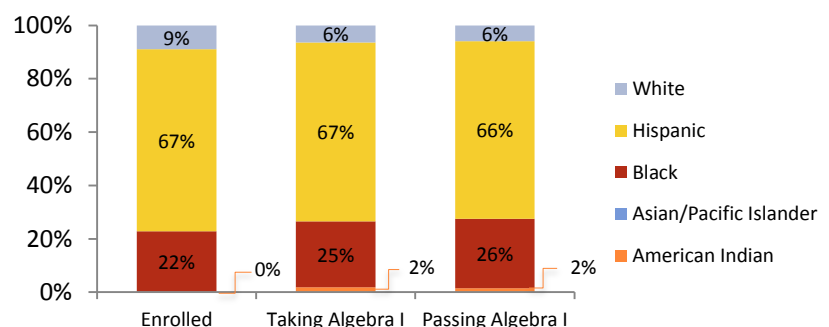
Closing the Opportunity Gap



Some districts are working hard to get all kids into Algebra early. In Elizabeth, NJ, for example, African-American and Hispanic students represent 89% of students in the district. In Elizabeth, all students take Algebra I by the 8th grade.

- Hispanic and African-American students represent 92% of the students taking Algebra I in grades 7 or 8, and 92% of those passing Algebra I in grades 7 or 8.
- Nearly all students who take Algebra I in grades 7 or 8 pass the course (95%).

Middle School Algebra in ELIZABETH, NJ

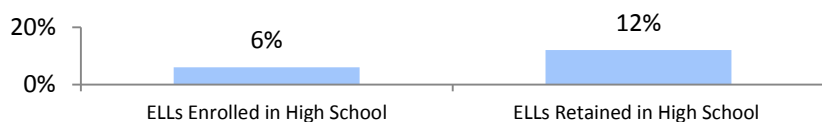
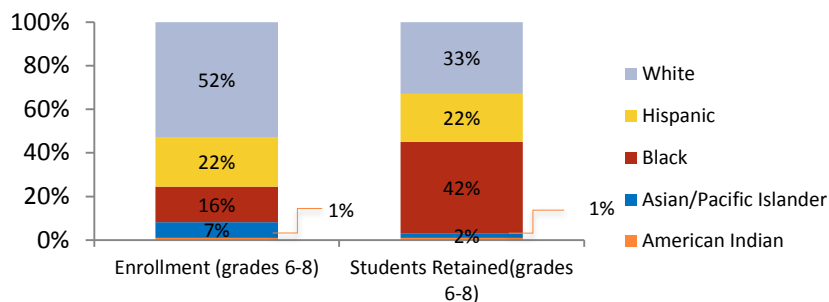
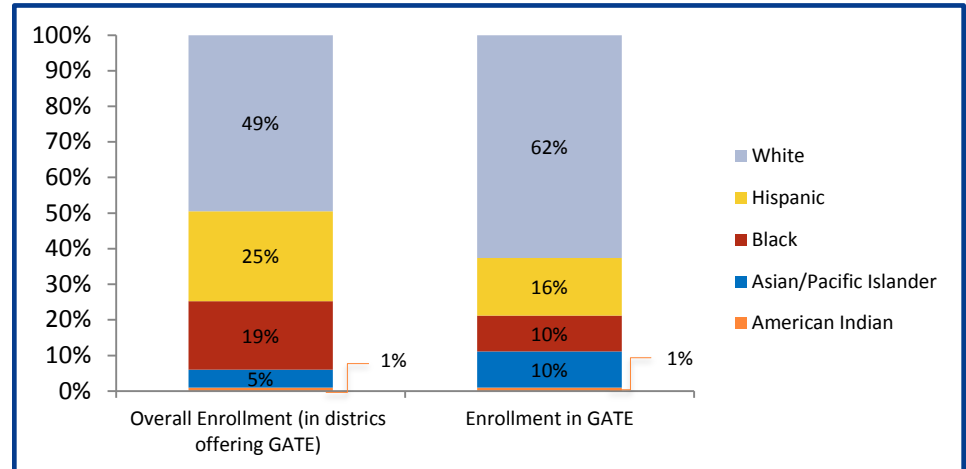


Pathways to Success

The transformed CRDC provides new insight into which students get access to Pre-Kindergarten and Gifted and Talented (GATE) Programs, and which students are not promoted to the next grade level.

Access to Gifted and Talented Education (GATE) Programs

White and Asian students make up nearly three-fourths of students enrolled in GATE. On the other hand, Hispanic and African-American students are disproportionately under-represented in these educational opportunities.



Retention Rates

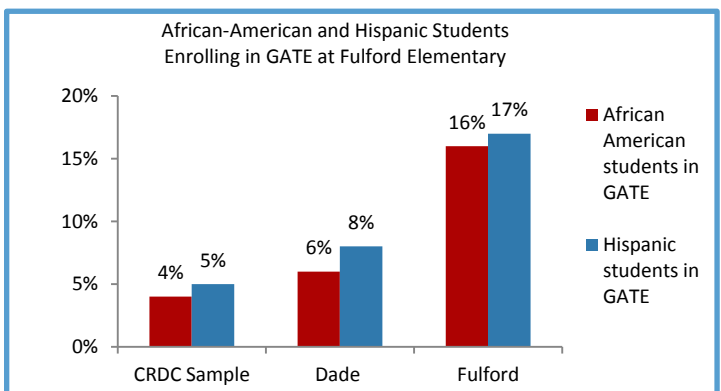
- African-American students represent 16% of 6th-8th graders, but 42% of students in those grades held back a year.
- English Language Learners make up 6% of high school enrollment, but 12% of high school students held back a year.

Closing the Opportunity Gap



Some schools are providing greater access to GATE programs, enrolling African-American and Hispanic students at greater rates. Fulford Elementary in Dade County, Florida, for example, has over 600 students, 96% of them Black and Hispanic and more than 90% growing up in poverty.

- While only 4% of the African-American and 5% of the Hispanic students in the CRDC sample overall is enrolled in a GATE program, at Fulford, the rates are 16% and 17% respectively, outpacing the district as well.



On Early Learning Programs, CRDC also reveals:

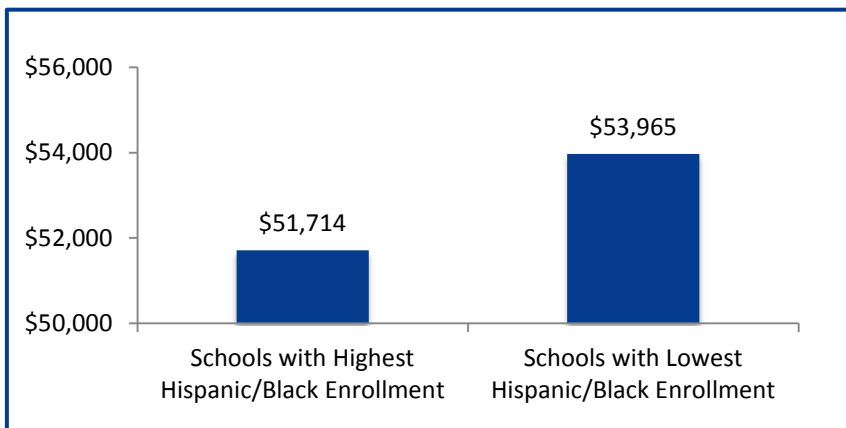
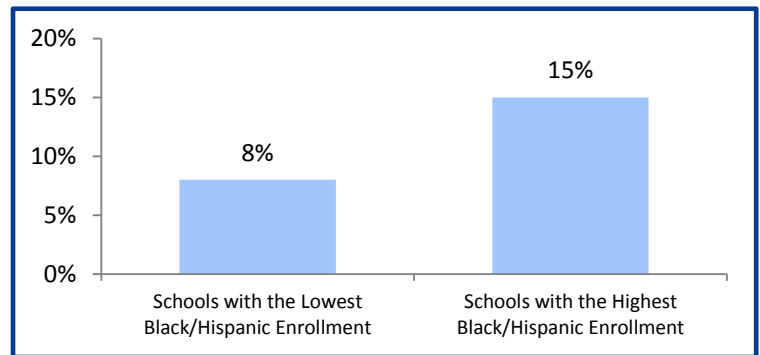
- A fifth of the school districts with pre-K programs target those programs to low-income children. Half offer full-day pre-kindergarten.

Teacher Equity

The transformed CRDC provides new insight into which schools employ the most novice teachers, pay the highest (or lowest) salaries, and have the highest rates of teacher absenteeism.

Teacher Assignments: First and Second Year Teachers

Schools serving the most African-American and Hispanic students are nearly twice as likely to employ teachers who are newest to the profession.



*For more information about the teacher salary differences and the sample's diverse districts see the data notes on page 13.

Teacher Salary Differences

Teachers in elementary schools (in the sample's diverse districts*) serving the most Hispanic and African-American students are paid on average \$2,251 less per year than their colleagues in other schools in the same district who serve the fewest Hispanic and African-American students.

Teacher Absenteeism

37% of teachers (917,658 teachers) in the CRDC sample were absent for 10 or more days of school, for non-school-related reasons. (Note: The data showed no differences associated with the racial enrollment of the schools or districts with these teacher absences.)

CRDC also reveals:

- 15% of high schools in the sample have no guidance counselors.

Teacher Equity in the 20 Largest Districts—Novice Teachers
Differences in Percentage of 1st and 2nd year teachers

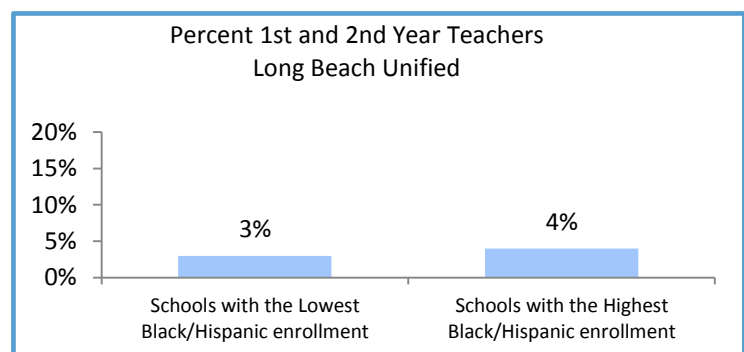
	<i>DISTRICT</i>	<i>STATE</i>	<i>District Average</i>	<i>Schools with highest Hispanic/Black Enrollment</i>	<i>Schools with lowest Hispanic/Black Enrollment</i>
1	NEW YORK CITY PUBLIC SCHOOLS	NY	21%	24%	17%
2	LOS ANGELES UNIFIED SCHOOL DISTRICT	CA	4%	5%	2%
3	CHICAGO PUBLIC SCHOOLS	IL	17%	17%	16%
4	DADE COUNTY PUBLIC SCHOOLS	FL	17%	18%	17%
5	CLARK COUNTY SCHOOL DISTRICT	NV	9%	12%	6%
6	BROWARD COUNTY PUBLIC SCHOOLS	FL	11%	13%	7%
7	HOUSTON INDEPENDENT SCHOOL DISTRICT	TX	19%	19%	18%
8	HILLSBOROUGH COUNTY PUBLIC SCHOOL	FL	23%	28%	20%
9	FAIRFAX COUNTY PUBLIC SCHOOLS	VA	10%	11%	9%
10	PHILADELPHIA SCHOOL DISTRICT	PA	20%	25%	13%
11	PALM BEACH COUNTY PUBLIC SCHOOLS	FL	21%	23%	17%
12	ORANGE COUNTY PUBLIC SCHOOLS	FL	20%	24%	17%
13	GWINNETT COUNTY PUBLIC SCHOOLS	GA	4%	5%	3%
14	DALLAS INDEPENDENT SCHOOL DISTRICT	TX	10%	9%	9%
15	MONTGOMERY COUNTY PUBLIC SCHOOLS	MD	12%	14%	9%
16	WAKE COUNTY SCHOOLS	NC	8%	9%	7%
17	SAN DIEGO UNIFIED SCHOOL DISTRICT	CA	7%	9%	4%
18	CHARLOTTE-MECKLENBURG SCHOOLS	NC	11%	15%	7%
19	PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	MD	9%	13%	7%
20	DUVAL COUNTY PUBLIC SCHOOLS	FL	29%	41%	18%

Closing the Opportunity Gap

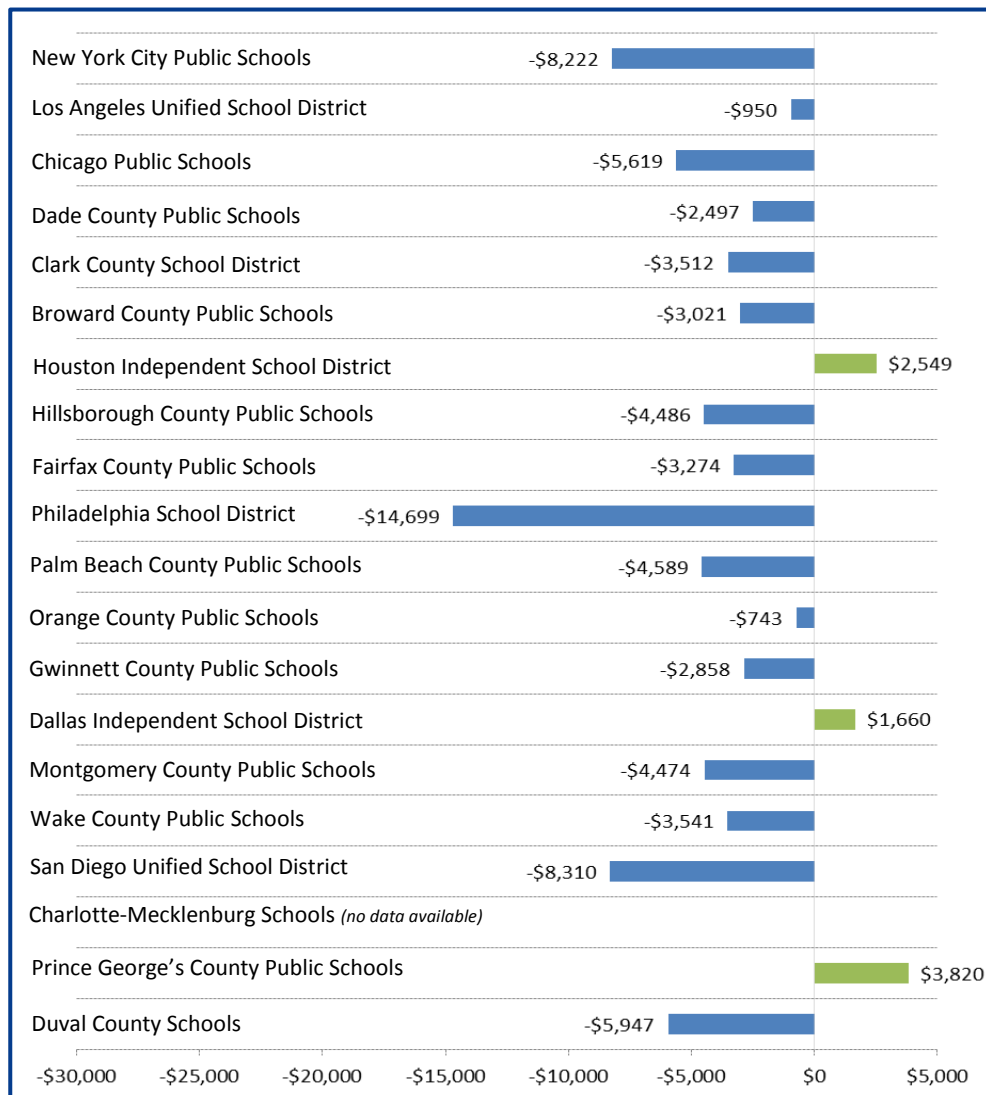


Many districts, including some in the above chart, are working to make sure that some groups of students are not more likely than others to be taught by the least experienced teachers. Take Long Beach Unified, in California, for example, a large and diverse district with 68% Black and Hispanic students, and 67% eligible for free and reduced price lunch.

- In Long Beach, schools with the highest Black and Hispanic enrollment have a teaching staff made up of 4% first and second year teachers compared to schools with the lowest Black and Hispanic enrollment, which have a teaching staff with 3% of these least experienced teachers.



Teacher Equity in the 20 Largest School Districts: Teacher Salaries
 Differences in High School Teacher Salaries between Schools with the
 Highest and Lowest Hispanic and African-American Enrollment



Reading this Chart: When a district spends less on teacher salaries in their high schools with the most Hispanic and African-American students, that amount is indicated in the above chart in **blue**, with a negative number of dollars. When a district spends more in those schools, that amount is indicated above in **green**.

Data Notes and Methodology

Since 1968, the Civil Rights Data Collection (CRDC) 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), other Department offices, other federal agencies, and by policymakers and researchers outside of the Department.

Sample Size

The CRDC has generally been collected biennially from school districts in each of the 50 states plus the District of Columbia. The CRDC for SY 2009-10 was collected in two parts. Part 1 is beginning-of-year "snapshot" data and Part 2 is cumulative and end-of-year data. The 2009-10 CRDC contains information on about 7,000 school districts and over 72,000 schools in those districts. It is important to note that the CRDC does not include data from all school and districts in the nation, although it does include data from all districts with greater than 3,000 students and 85% of all students. The conclusions in this report therefore apply only to these districts and schools sampled.

Race and Ethnicity

For the 2009-10 CRDC, all school districts were able to choose to report data by five race and ethnicity categories (Hispanic, White, Black/African-American, Asian/Pacific Islander, and American Indian/Alaska Native) or seven race and ethnicity categories (Hispanic/Latino, White, Black/African-American, Asian, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and Two or More Races). About 25% of the districts reported by the newer seven category system. Less than 1% of the sample was reported as two or more races. Because the "two or more races" category was such a small component of the sample, responses were excluded from our analysis of these data in this document.

Discipline and Seclusion and Restraint

The CRDC collects detailed disaggregated discipline data for non-disabled students, students served by IDEA, and Section 504 students. Because the CRDC does not include the race/ethnicity breakdown of students served by Section 504 only, the percentages by race/ethnicity of students receiving each type of disciplinary action are calculated based on non-disabled students and students served by IDEA. The percentage of students receiving expulsions includes both expulsions with services and without services. For school-related arrests and referrals to law enforcement, this analysis looked at districts with more than 50,000 students.

College and Career Readiness

For the purpose of this analysis, high schools were defined as offering grades 10 or 11 and middle schools as offering grades 7 or 8. The race/ethnicity of students enrolled within certain grade spans who attended schools in the CRDC sample was calculated using data from the National Center for Education Statistics' Public Elementary/Secondary School Universe Survey from 2009-10. The number of students enrolled in Algebra I was collected at the beginning of the school year and the count of students passing Algebra I at the end of the school year. Therefore, the cohort of students reported as taking Algebra I and passing Algebra I may be slightly different. (See resource equity section for definition of diverse districts).

Resource Equity

Methodology for the 1st and 2nd Year Teacher Analysis: This analysis compares the percentage of teachers in their first or second years of teaching in schools and districts with high and low combined Hispanic and Black enrollment. Specifically, this analysis reports the percentage of novice teachers in the top quintile of schools and districts by enrollment, ranked by percentage of Hispanic and African-American enrollment, with the percentage of novice teachers in the lowest quintile. Note: Schools reporting 250 or more teachers were excluded from the analysis, as these very likely represented reporting errors.

Methodology for the Teacher Salary Differences Analysis: Diverse districts were selected for analysis of within-district teacher salary differences. "Diverse" was defined for this purpose as having between 20 percent and 80 percent combined Black and Hispanic enrollment.

For each diverse district, the upper and lower quintiles of schools in percentage of combined Black and Hispanic enrollment were identified. To assign schools to quintiles, schools were arranged in descending order of combined Black and Hispanic enrollment percentage. For each quintile, schools were selected until each quintile was equal to or greater than 20% of the total district enrollment. The number of students in the top and bottom quintile schools usually exceeds 20% of the total students in the district, because it is unlikely that the schools in the respective quintiles will comprise exactly 20% of the total enrollment. This same methodology was used for analyzing the top 20 districts on pages 7 and 11.

Total teacher salaries and teacher FTEs (full-time equivalents) were used to compute the average teacher salary for each quintile. Schools where the average teacher salary in the district was less than \$10,000 per year or more than \$100,000 per year were excluded from the analysis, as they likely represent reporting errors. For the purposes of this analysis, an elementary school is defined as a school with Grades 3 or 4 and a high school is defined as a school with grades 10 or 11.

Limitations of the Data

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

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 mis-reporting data.

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

CRDC also reveals:

- Additional indicators found in the transformed CRDC include AP course-taking and test-passing, SAT and ACT test-taking, students enrolled in an IB program, interscholastic athletics, and bullying and harassment.

Be Empowered With Data

"The power of the Civil Rights Data Collection is not only in the numbers themselves, but in the impact it can have when married with the courage and the will to change. The undeniable truth is that the everyday educational experience for many students violates the principle of equity at the heart of the American promise. It is our collective duty to change that."

-- Arne Duncan

United States Department of Education

Arne Duncan, Secretary

Office for Civil Rights

Russlynn Ali, Assistant Secretary

Lyndon Baines Johnson
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 877-521-2172

Email: OCR@ed.gov
<http://www.ed.gov/ocr>