



ISC Aggregate Data License Request

Data Research & Oversight Committee (DAROC)







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| ***Agency/ Dept.:*** | Urban Institute at University of North Carolina at Charlotte | | |



The data requested will be used in the Charlotte Equity Indicators Project. The project’s objective is to develop a reporting system that will help Charlotte to monitor its state of equity in important socio-economic outcomes. As part of this initiative, we have identified data from the Charlotte Mecklenburg Schools and Department of Social Services as key indicators in measuring equity in educational outcomes. The metrics requested will be used in analyzing differences in educational outcomes between 1) races/ethnicities 2) specified geographic areas.

Definitions:

1. Race/Ethnicity: All major race / ethnic groups available in the Charlotte-Mecklenburg Schools and Department of Social Services data
2. Geography: To be defined. Broadly, Mecklenburg county census tracts will be classified into two (or three) areas based on the predominant racial/ethnic group in each tract. Tracts will then be aggregated to define the geographies for the project. We will provide the spatial files and request the data to be aggregated for these geographies.



* Better understand how ISC data deposits overlap
* Data story / Data exploration
* For use in a specific grant application (if yes, please state the grant)
* For use in advocating for funding
* Interested in exploring potential for a research study

**X Other:**

Specify: Community Research to create equity indicators report for Charlotte.



The data will be analyzed by staff at the Urban Institute to produce the equity indicators report, and then shared with the general public via an interactive data dashboard.



| **Dataset** | **Variable** | **Statistics** | **Time Period** | **Justification** |
| --- | --- | --- | --- | --- |
| Charlotte Mecklenburg Schools | Indicator: Third-Grade Reading Proficiency  Variables needed:   * ‘race’, * ethnicity’ * ‘school\_year’, * ’status\_code’, * ‘status\_code\_desc’ * ‘grade\_level * ‘zip\_code’, * ‘test\_no’ | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | Drawing from other equity indicators initiatives in other U.S Cities (Oakland, Tulsa, Dallas for example), 3rd grade reading proficiency has been identified as an important marker to evaluate equity in educational outcomes at the school level. Students who are proficient in reading by 3rd grade have better academic success later in their educational career. Children not reading proficiently by the end of 3rd grade are four times more likely not to graduate from high school. (<https://www.aecf.org/resources/double-jeopardy/>) Additionally, the effect is unequal across races and income levels. For African American and Latino children as well as low-income children, failure to read proficiently in 3rd grade is even more strongly correlated with a failure to graduate from high school. (<http://www.aecf.org/resources/double-jeopardy/>) |
| Charlotte Mecklenburg Schools | Indicator: Suspensions:  - In-school  - Out-of-school  for   * Elementary * Middle * High School   Variables needed:   * ‘race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ’status\_code’, * ‘days\_oss’, * ‘days\_iss’ | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | Disciplinary experiences like suspensions have lasting negative impacts, such as students being held back or dropping out later. (<https://www.ojp.gov/ncjrs/virtual-library/abstracts/breaking-schools-rules-statewide-study-how-school-discipline-0>) Out-of-school suspensions additionally mean the student is not receiving educational hours or even having the benefit of spending the day in the safety of their school building. |
| Charlotte Mecklenburg Schools | Indicator: Graduation rates:   * High School   Variables needed:   * ‘race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ‘status\_code’, * ‘cohort\_year’ | Percentages by Race/Ethnicity by year  Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | Completion of high school is a critical step toward opportunity and success later in life. |
| Charlotte Mecklenburg Schools | Indicator: Dropout rates:   * High School   Variables needed:   * ‘race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ‘withdrawal\_date’, * ‘drop\_out’, * ‘withdrawal\_code’, * ’status\_code’ | Percentages by Race/Ethnicity by year  Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | Students who drop out of school may see decreases in employment opportunities, lifetime earnings, and physical health in later life. ([doi/10.1177/2332858418799085](https://journals.sagepub.com/doi/full/10.1177/2332858418799085)) |
| Charlotte Mecklenburg Schools | Indicator: Days of Absence (Based on total number of school days in an academic year)   * Elementary School * Middle School * High School   Variables needed:   * race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ‘semester\_1\_absences’, * ‘semester\_2\_absences’, * ‘unexcused\_absences’, * ‘excused\_absences’, * ‘total\_absences’, * ’status\_code’ * ‘days\_in\_membership’ | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | This data will be used to evaluate chronic absenteeism. Chronic absences can severely impact a child’s ability to succeed in school and therefore potentially their opportunities later in life as well. |
| Charlotte Mecklenburg Schools | Indicator: Test Proficiency scores:   * Elementary School * Middle School * High School   Variables needed:   * ‘race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ‘test\_no’, * ‘grade\_code’   (end of grade scores) | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | Test proficiency scores give us an insight into how the students are performing in school. Based on gender and racial distribution, disparities in test scores give us a good picture of the inequality that exists. |
| Charlotte  Mecklenburg  Schools | Indicator: AP course enrolment  Variables needed:   * ‘race’, * ‘ethnicity’, * ‘school\_year’, * ‘grade\_level’, * ‘zip\_code’, * ‘course\_code’, * ‘course\_code\_desc’ | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race.  List of specifically AP course codes and description of the AP courses | 2014-2019 | AP courses are generally considered important for getting into and succeeding in college. College admissions officers often view successful completion of AP courses as an indicator that a student is college-ready. Depending on the college, AP courses can be used for college credit, allowing the student to graduate more easily and potentially sooner. (https://news.stanford.edu/2013/04/22/advanced-placement-courses-032213/) |
| Department of Social Services (DSS) | Indicator: SNAP benefits recipiency  Variables needed:   * ‘Pr Programdesc’, * ‘Report Month’, * ‘report year’, * ‘Perhist Race Description’, * ‘ethnicity’, * ‘Addr Zip’, . | Counts and Percentages by Race/Ethnicity by year  Counts and Percentages by Geography by year  Comment: ethnicity details needed separate from race. | 2014-2019 | SNAP helps low-income individuals and families afford food. While SNAP is an important federal anti-hunger program, recipiency of SNAP benefits suggests that households are experiencing problems with food security and access. Furthermore, SNAP benefits are not always sufficient to eliminate these issues for families. |

[add more lines as needed]

# Investigator Agreement:

I agree to respond to any questions or concerns of the Data and Research Oversight Committee, and to work in a cooperative manner with DAROC. I agree to obtain approval before making any changes or additions to the project.



Signature of Investigator Da te