

Monitoring Disaggregated Enrollment, Program, and Course Data: Guidance

One of the requirements frequently found to be out of compliance during site visits relates to the annual review of attendance center, program, and course enrollment data disaggregated by gender, racial/ethnic background, and disability (see 281—IAC 12.1[1]). Specifically, districts are asked to provide the following pieces of evidence to help clarify how the district is addressing the “reviewed annually” requirement:

- a summary of attendance center, program, and course enrollment-related trends noted over the past three years; and
- a description of how these data are collected and used, with what frequency, by whom, and for what purposes.

Federal and state legislation speaks to the need of physical access to a quality education for all children. Chapter 12 of Iowa Administrative Code requires districts to take steps to integrate students in attendance centers, programs, and courses on the basis of racial/ethnic background, gender, and disability. It also speaks to the need for access plus support services to help students with special needs achieve success. Gender segregation, racial isolation, and disability isolation do not constitute a violation of law in and of themselves; however, when these conditions exist the district is required to do a review of its policies and practices to ensure they are not contributing to the isolation or segregation. In addition, steps must be taken by counselors and teachers to recruit students into the course, program, or activity.

Guidelines included in Equity Review materials provide the following definitions of segregation/isolation by gender, race/ethnicity, and disability:

Gender:

More than 80% of the enrollment in a class, program, or activity is male or female.

Race:

The percentage of minority students in a class, program, or activity is more than ten percentage points greater or less than the percentage of minority students in the school or the district.

Disability:

The percentage of students with a disability in a class, program, or activity is more than ten percentage points greater or less than the percentage of students with a disability in the school or the district.

Answering and maintaining documentation of the following questions would assist the district in meeting federal and state requirements:

1. Who in the district is assigned responsibility for the collection/review of attendance center, program, and course enrollment data? What evidence (i.e., reports) are completed by those assigned this responsibility?
2. What student demographic changes, by attendance center, have there been over the past three years in regard to gender, racial/ethnic background, and disability?
3. Do segregated attendance centers, programs, or courses exist within the district? If so, which ones? Has the number of occurrences of segregation changed over the past three years?
4. How has information regarding disaggregated enrollment patterns been shared with staff?

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5. Have registration handbooks, course descriptions, program brochures, course announcements, been reviewed to ensure language, illustrations, content, or course titles which imply courses or programs are not for everyone, or which are not inclusive of all groups are not being used? If so, who was involved in the review and when did it occur? If not, why?
6. Have course schedules been reviewed to determine whether they limit access of certain groups of students to certain programs (e.g., CTE) or other course offerings? If so, who was involved in the review and when did it occur? If not, why?
7. When instances of segregated enrollment/participation have been identified, what steps have been taken to encourage students who have been traditionally under-represented in the courses/programs to enroll/participate?
8. Have the district facilities been reviewed to ensure all programs/courses are accessible by students, staff, parents, and community members with disabilities? If so, who was involved in the review and when did it occur? If not, why?
9. If inaccessible facilities do exist, is there a written plan which describes how the programs and services in those buildings or areas of buildings are made available to students, staff, parents, and community members with disabilities? Where is the plan located? How are individual made aware of the plan?