

Guide to Item 14.4

Equity in Course and Program Enrollment

Legal Background

At least annually, LEAs must review disaggregated course and program enrollment data at each building to identify disproportionalities based on sex, race, EL status, and disability (special education and Section 504) to ensure the LEA does not discriminate in the counseling and guidance of students.

If the review identifies a substantial disproportionality based on sex, race, EL-status, or disability, LEAs must take prompt action to ensure it is not the result of discrimination, including in:

- The identification and selection of students;
- Course and program enrollment criteria;
- Tests and appraisal instruments;
- Academic, career, and vocational guidance materials;
- Work/study programs and opportunities;
- Educational scheduling or placement; and
- Other factors related to course and program enrollment.

Legal authority: Title IX, [34 C.F.R. Sec.106.36](#); Section 504, [34 C.F.R. Sec.104.34](#); Title VI, [34 C.F.R. Sec.100.3](#); RCW [28A.640.020](#) and [28A.642.010](#); WAC [392-190-010](#).

Description of the Review Process (14.4.A)

Evidence to Provide

- A. A written description of the process the LEA uses to annually review disaggregated course and program enrollment data at each building to identify and address substantial disproportionalities based on sex, race, EL status, special education status, and Section 504 status. At a minimum, the description must include:
1. When the review occurs.
 2. Who is involved in the reviews.
 3. How the reviews are documented.
 4. Which course and programs are reviewed.
 5. How the LEA or building determines whether substantial disproportionalities exist.

OSPI Tools and Resources

[Course and Program Enrollment Data Worksheets](#)—Optional but helpful Excel worksheets!

Tip: Don't skip the "Instructions" and "Analysis" tabs in the Excel workbook!



Tips for Program Review (14.4.A)

- **Please ensure your written description addresses each of the five numbered prompts.** Answering each prompt will help show how the LEA's process aligns with applicable legal requirements and will help OSPI better understand the evidence submitted for Items 14.4.B and 14.4.C. Non-exhaustive guiding questions to consider for each prompt are provided below.

Description Must Include:	Guiding Questions To Consider:
1. When the review occurs.	• <i>Does the annual review happen each year before school starts? Mid-year? Over the summer?</i>
2. Who is involved in the reviews.	• <i>Which district or building employees are responsible for participating on the review team in each building?</i>
3. How the reviews are documented.	• <i>How is data collected and disaggregated for each building?</i> • <i>How are the building team's discussions and decisions documented? For example, is there a worksheet that must be completed? Or does the team rely on keeping meeting notes?</i> • <i>Where is the team's work saved from year to year?</i>
4. *Which courses and programs are reviewed?	• <i>Which courses and programs are offered in each building?</i>
5. How the LEA or building determines whether substantial disproportionalities exist.	• <i>Is this a case-by-case determination?</i> • <i>Or is there a threshold or cut-off point that the district or building is using?</i>

*The review should include, as applicable, Honors, Advanced Placement (AP), Career and Technical Education (CTE), dual credit, Highly Capable, specialized physical education, online learning, pathway programs, and other specialized academic or instructional offerings.

- **OSPI does not require a specific threshold for determining whether disproportionality is "substantial."** Instead, the LEA should make this determination independently for each building through an individualized review of factors such as the size of the school, the size of the student group being analyzed, the group's proportion of the overall student population, the number of students participating in the course or program, and the degree to which the group is overrepresented or underrepresented among enrolled students.

Evidence of Implementation (14.4.B)

Evidence to Provide

Submit evidence from two elementary schools, two middle/junior high schools, two high schools, and two online or ALE programs (as applicable).

- B. Evidence of implementation of the LEA's process to annually review course and program enrollment data for the 2025–26 or 2026–27 school year.

Evidence must include at least the following:

1. A summary of the disaggregated course and program enrollment data that was reviewed in each building, using OSPI's optional worksheets or something similar.
2. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify substantial disproportionalities.
3. A list of any substantial disproportionalities identified in each building, if any.

Tips for Program Review (14.4.B)

- **Please provide responsive evidence for each of the three numbered prompts.** Because this item is intended to verify that the required review was completed within the past year, responses to each prompt are needed to demonstrate full implementation.
- **Ensure the submitted evidence clearly identifies the data reviewed and explains how the LEA and/or building team determined whether substantial disproportionalities were present.** Including this level of detail helps OSPI understand how the team analyzed its data and made decision.
- **Consider using OSPI's [Course and Program Enrollment Data Worksheets](#).** While not required, these Excel worksheets provide step-by-step guidance for conducting the annual review. The Instructions and Analysis tabs that are included also have helpful discussion questions that will help the LEA understand how to conduct and document its root cause analysis.
- **Conduct this review using data from each individual school building, rather than district-wide data.** Enrollment data for *each school building* should be disaggregated by sex, race, EL status, and disability status (including both special education and Section 504). Analyzing data by building allows the LEA to: (1) identify disproportionalities that may not be apparent in LEA-wide data; and (2) address any substantial disproportionalities directly in the building where they occurred.
- **A disproportionality in course and program enrollment data does not automatically mean discrimination occurred.** However, significant and unexplained disproportionalities may signal a need for closer review. This annual review helps schools and districts identify substantial disproportionalities, understand what may be causing them, and determine whether any policy, procedure, or practice played a role. If so, schools and districts should take appropriate corrective action.
- **OSPI does not require a specific threshold for determining whether disproportionality is "substantial."** Instead, the LEA should make this determination for each building through a thoughtful, individualized review of relevant factors, including the size of the school, the size of the student group being analyzed, the group's proportion of the overall student population, the number of students

participating in the course or program, and the degree to which the group is overrepresented or underrepresented among enrolled students.

- **For smaller LEAs, alternative approaches may help support a more meaningful analysis.** For example:
 - **Reviewing multiple years of data together** can help identify trends that may not be apparent in a single year of data, particularly when student populations or enrollment numbers are small.
 - **Analyzing similar courses or programs collectively** (e.g., all AP courses together rather than each AP course separately) may provide more meaningful results. However, LEAs should ensure that combining data in this way does not mask important patterns. Courses or programs with a history of over- or underrepresentation among certain student groups may warrant separate review to better understand enrollment patterns and potential barriers to access.

Evidence of Analysis (14.4.C)

Evidence to Provide

Submit evidence for the same schools selected in 14.4.B. If no substantial disproportionalities were identified, please add a note to this item in EGMS stating grounds for N/A.

- C. If substantial disproportionalities were identified, evidence that the LEA or building is addressing each substantial disproportionality to ensure it is not the result of discrimination.

Evidence must include the following:

1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of substantial disproportionalities (*i.e.*, root cause analysis).
2. The LEA or building's plan to address each substantial disproportionality to ensure it is not the result of discrimination (e.g., reviews of counseling practices, identification and selection of students, recruitment materials and strategies, and course scheduling).

Tips for Program Review (14.4.C)

- **If any substantial disproportionalities were identified**, the LEA must provide evidence (e.g., meeting notes, summaries, reports, or other documentation) showing that the LEA and/or building team analyzed them to identify potential root causes and determine whether bias, discrimination, or other barriers to equitable access may have contributed to the disproportionality. Tips on how to conduct a root cause analysis can be found in

the Instructions and Analysis tabs in OSPI's optional [Course and Program Enrollment Data Worksheets](#).

- **Any plans to address a substantial disproportionality should be informed by the LEA's root cause analysis.** The proposed corrective actions should clearly connect to the findings from the analysis and explain how they will address the identified or suspected causes of the disproportionality. The goal is to reduce barriers to access and participation and promote more equitable enrollment outcomes moving forward.

Learn More about Equity in Course and Program Enrollment

- WAC [392-190-010](#) Counseling and guidance services—Course and program enrollment.
- OSPI [Equity in Courses and Programs](#) webpage