2018 Title IX Data Guidance Standards

Use the following rubric to determine your school's level of proportionality or equity and need for an action plan.

Compliance Area	Proportionality/Equity Level 3	Proportionality/Equity Level 2	Proportionality/Equity Level 1
Student Data Opportunities/Roster spots required: Roster spots refer to the number of opportunities provided by the school rather than the number of unique individual participants.	Less than 10 roster spots required. Schools that show nine or fewer roster spots required are not encouraged to complete an action plan for this section.	10 – 30 Roster spots required. Schools that show between 10 and 30 roster spots required. Schools in this category are encouraged to complete an action plan for this section.	31 or more roster spots required. Schools that show more than 30 roster spots required. Schools that fall into this category are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.
Personnel Compensation Compensation % difference: The percent difference between %compensation for women's program personnel and %female enrollment.	Less than 5% difference Schools that show less than a 5% difference between %compensation for women's program personnel and %female enrollment. These schools will not be encouraged to complete an action plan for this section.	5% - 10% difference Schools that show between a 5% and 10% difference between %compensation for women's program personnel and %female enrollment. Schools in this category are encouraged to complete an action plan for this section.	More than 10% difference Schools that show difference between %compensation for women's program personnel and %female enrollment of more than 10%. Schools that fall into this category are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support.
Expenditures Total expenditures per student difference (TEPSD): The difference in expenditures per student between women's and men's programs. TEPSD (school funds only): The difference in expenditures per student from school based funds only between women's and men's programs.	TEPSD is less than \$10 And/or TEPSD (School Funds only) is less than \$5. Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range will not be encouraged to complete an action plan for this section.	TEPSD is between \$10 and \$40 And/or TEPSD (School Funds only) is between \$5 and \$35 Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range are encouraged to complete an action plan. Within the action plan for this section it is important to take into account cost differences among sports which may account for a large difference in funds spent per student. *See action plan guidance for more information.	TEPSD is greater than \$40 And/or TEPSD (School Funds only) is greater than \$35 Schools that show a TEPSD and TEPSD (schools funds only) that fall within this range are strongly encouraged to complete an action plan for this section and will be prioritized for targeted outreach and support. Within the action plan for this section, schools must take into account and explain differences among sports which may, in part, account for a large difference in funds per student. *See expenditures action plan guidance for more information.

Benefits:	One or none of the three data	Two of the data categories show a significant	All three of the data categories show
	categories show a significant	difference of 25% or more.	a significant difference of 25% or
Facilities Condition Difference:	difference of 25% or more.		more.
% difference of facilities that are		Schools that show a significant difference in two of	ore:
in somewhat good or good	Schools that show a significant	the data categories will be encouraged to complete	Schools that show a significant difference
condition used by male and	difference in one or none of the	an action plan for this section.	in all three data categories will be strongly
female sports.	three data categories will not be	an action plan for this section.	encouraged to complete an action plan for
	encouraged to complete an action	*Schools should use the action plan to explain this	this section and will be prioritized for
Facilities Location: % of facilities	plan for this section.	difference focusing on the specific needs of	targeted outreach and support.
that are off-site	plan for this section.	different sports which require the use of off-site	targeted outreach and support.
	*For "Facilities Location"	facilities.	*Cobooloobould was the section plants
Facility Lights:	differences among off-site locations	** See action plan guidance for more information.	*Schools should use the action plan to
% of facilities with lights	should be assessed.	See detion plan galdance for more information.	explain this difference focusing on the
, so a radimendo trata riginal	Siloulu de assessea.		specific needs of different sports which
			require the use of off-site facilities.
			**See action plan guidance for more
Daysannal	Average eventiones shows a	Avarage evacuiones chaves a difference	information.
Personnel	Average experience shows a	Average experience shows a difference	Average experience shows a
Farmanian and	difference of less than 10 years	between 10 and 15 years and average	difference of more than 15 years and
Experience:	and average number of roles	number of roles shows a difference between	average number of roles shows a
Average experience for	shows a difference of less than	two (2) and four (4) roles.	difference of more than four (4) roles.
personnel.	two (2) roles.		
Multiple Deles		Schools within this range for one or more of these	Schools within this range for both of these
Multiple Roles: Average number of athletic	Schools within this range for both	data points should consider this information along	data points are strongly encouraged to
roles for personnel.	data categories are not encouraged	with the other data points in this rubric. If schools	complete an action plan for this section
Toles for personner.	to complete an action plan and are	fall within proportionality levels one (1) or two (2),	and will be prioritized for targeted
	not required to make any changes.	for two or more additional categories, completing	outreach and support.
		an action plan is encouraged. Making changes to	
		personnel hiring practices should be addressed in	
		the action plan.	
		*6	
Title IV Developed and	Complete CERC Title IV Linings	*See action plan guidance for more information.	Incomplete CERC on Title IV Linings
Title IX Personnel and	Complete GERC, Title IX Liaison	Complete GERC, Title IX Liaison has been	Incomplete GERC, or Title IX Liaison
Training	has been appointed, and the	appointed, and the Athletic Director or	has been appointed, and/or the
	Athletic Director or	Administrator has <u>NOT</u> been trained by	Athletic Director or Administrator has
Complete three member	Administrator has been trained	DCSAA.	NOT been trained by DCSAA.
Gender Equity Review	by DCSAA.		
Committee (GERC).		Schools within this range are encouraged to	Schools within this range are strongly
	Schools within this range are not	complete the action plan for this section.	encouraged to complete the action plan
Title IX School Liaison	encouraged to complete an action		for this section and will be prioritized for
	plan.		targeted outreach and support.
Athletic Director trained in Title			
IX			