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## DEPARTMENTALIZATION

MODULAR  
SCHEDULING

MEDIA CENTER  
CONSULTATIVE  
SERVICES

THIS BOOK IS THE PROPERTY  
OF  
DEPARTMENT OF  
PUBLIC INSTRUCTION  
DES MOINES, IOWA

# ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES

IN IOWA PUBLIC SCHOOL DISTRICTS  
FOR THE 1970 - 1971 SCHOOL YEAR

MIDDLE SCHOOL  
TEAM TEACHING

UNSTRUCTURED TIME  
CONTINUOUS  
PROGRESS



STATE OF IOWA

DEPARTMENT OF PUBLIC INSTRUCTION

1971

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State of Iowa

1971

ADMINISTRATIVE AND INSTRUCTIONAL

PRACTICES IN IOWA SCHOOLS

1970-1971 SCHOOL YEAR

State Department of Public Instruction

Published by  
the State of Iowa  
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## INTRODUCTION

The collecting of educational data has become a rather acceptable practice in many circles. For some, however, data collecting has resulted in merely another form, among the multitude of forms, to be completed and returned to their sender. We in the Department of Public Instruction are very appreciative of the fact that administrators in 413 public school districts took the time to correctly complete the necessary forms so that this booklet could be produced.

We feel that this publication, "Administrative and Instructional Practices in Iowa Schools," will give interested school persons pertinent data on the administrative and instructional practices of the public schools of Iowa during the 1970-71 school year.

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State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Paul F. Johnston, Superintendent  
Grimes State Office Building  
Des Moines, Iowa 50319

ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES IN IOWA SCHOOLS

--	--	--	--	--	--

(Co. & Dist. No.)

(Legal Name of School District)

Instructions: Please complete this form which should represent your entire school district, using 1970-1971 data. Return to Dr. Lynn W. Glass, Department of Public Instruction, by January 5, 1971. Please use "X" in response to the questions. If any grade at a given level is applicable to a question, mark that level.

Organization

1. Indicate each grade in which you have departmentalization. (See page 13)

30	3rd
96	4th
206	5th
262	6th
383	7th
384	8th
19	None

Each teacher specializes in one or two subject-matter areas and gives instruction in these areas to several classes. Under departmentalized organization, pupils or teachers move from room to room for different classes during the day.

2. Indicate each level in which you have modular scheduling. (See page 14)

1	K-6
41	7-9
53	10-12
4	Other level
348	None

A school day is divided into units of time modules (usually 10 or 20 minutes) grouped together to coordinate them with the curriculum. Perhaps a student might remain for only 10 minutes in a group to receive an assignment for individual study, whereas he might stay several hours in a group such as chemistry laboratory or an art workshop.

3. Indicate each grade for which you have a "Middle School." (See Page 15)

2	4th
15	5th
36	6th
45	7th
45	8th
358	None

The "Middle School" is a separately organized and administered school division usually including students between 11 and 15 years of age. It, therefore, has a transitional function as the middle unit of an educational system.

4. Does the school district operate a nursery school? (See page 16)

☒ 9 Yes  
☐ No

This is a distinctly structured program for groups of children during the year or years preceding kindergarten.

#### Facilities & Centers

5. Indicate each level at which the district provides flexible working areas.  
(See page 17)

☒ 51 K-6  
☒ 67 7-9  
☒ 97 10-12  
☐ 6 Other level  
☒ 275 None

Both walls and furniture are movable to provide for large groups or small groups and for individual study.

6. Indicate each level at which the district provides a media center.  
(See page 18)

☒ 247 K-6  
☒ 275 7-9  
☒ 295 10-12  
☐ 9 Other level  
☒ 71 None

A modern library of books, audiovisual materials, and other pertinent teaching aids form the "hub" of the media center.

7. Indicate each subject matter area in which the district provides a learning center for that discipline. (See page 19)

☒ 102 Communica-  
tions  
☒ 112 Mathematics  
☒ 149 Science  
☒ 76 Social Sci.

A learning center is a room adopted largely to the utilization of resources and activities unique to a given discipline where pupils, instructors, and others may work together for varying lengths of time, e.g., mathematics laboratories, etc.

\_\_\_\_ No. of calculators used in mathematics instruction.

8. Does the school district utilize the evaluation and adjustment center services available through the Division of Rehabilitation Education and Services for students with disabilities that substantially handicap them in employment? (See page 20)

☒ 281 Yes  
☐ No

9. Indicate each level at which the district provides access to a foreign language laboratory. (See page 21)

☐ 3 K-6  
☒ 132 7-9  
☒ 244 10-12  
☒ 13 Other level  
☒ 150 None

A language laboratory is a classroom or other area containing electronic and mechanical equipment and arranged to make foreign language instruction more effective.

10. Does the school district provide a writing laboratory? (See page 22)

☒ 42 Yes  
☐ No

Students can get individual help with their writing problems either on a required regular basis or a voluntary need basis either for credit or without credit. The room is equipped with resource books, typewriters, etc.

### Programs & Methodology

Instructions: Use the following codes with the appropriate levels in response to questions about the disciplines for which various programs or methods apply.

0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - All Disciplines

rd 2 11. Indicate each level and discipline at which the district provides homogeneous grouping. (See page 23 and page 24)

Levels	Disciplines
145 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
149 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
209 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
168 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
139 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students are grouped according to pre-determined similarities in IQ, standardized tests, previous grades, etc.

12. Indicate each level and discipline at which the district provides heterogeneous grouping. (See page 25 and page 26)

Levels	Disciplines
289 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
289 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
281 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
292 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
74 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students are grouped by specified random selection techniques without regard to similarities in I.Q., standardized tests, previous grades, etc.

ard 3 13. Indicate each level and discipline at which the district provides independent study for the students. (See page 27 and page 28)

Levels	Disciplines
38 K-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
82 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
192 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
199 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students can work independently to investigate particular areas of interest in seminar-type sessions in a given school subject.

14. Indicate each level and discipline at which team teaching is provided by the district. (See page 29 and page 30)

Levels	Disciplines
43 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
61 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
72 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
293 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Several teachers work together under the guidance of a team leader to instruct students in small and/or large groups.

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - All Disciplines

15. Indicate each level and discipline at which the district makes provision for the academically talented. (See page 31 and page 32)

Levels	Disciplines
40 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
78 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
216 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
177 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students who demonstrate considerably above average ability, intellect, and interest are given encouragement to expand their scope and develop their talents through special course offerings or grouping.

Card 4 16. Indicate each level and discipline at which the district makes provision for the reluctant learner as opposed to the slow learner. (See page 33 and page 34)

Levels	Disciplines
80 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
81 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
107 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
122 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
234 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students who have untapped potential are motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se).

17. Indicate each level and discipline at which the district makes provision for the slow learner. (See page 35 and page 36)

Levels	Disciplines
270 K-3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
266 4-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
253 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
209 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
78 None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Students who have problems and low mental ability are given learning experiences that will enable them to feel some measure of accomplishment. (In addition to reimbursable special education classes.)

18. Indicate each level at which the district provides a continuous progress program. (See page 37)

57	K-3
41	4-6
30	7-9
43	10-12

This plan permits nongraded progress for the learner; achievement, performance, and mastery then become the criteria of progress rather than grade level or number of years a student has spent in school. The continuous progress plan is individual-oriented rather than class-oriented and allows rapid learners to expand into a wide variety of depth of experience while the slow learner may master the basic material step by step.

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - All Disciplines

19. Indicate each discipline in which the district provides an advanced placement or advanced standing program. (See page 38 and page 39)

Disciplines

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
335	None		

This is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.

20. Does the school district provide for accelerated procedures? (See page 40)

51	Yes
<input type="checkbox"/>	No

A promotion indicates that progress is more rapid than the usual practice; this may involve a "double promotion" (Two grades' progress in one year) or some other arrangement for promoting a child at a rate more rapid than one grade per year.

urd 5 21. Do migrant children live in the district? (See page 41)

19	Yes
<input type="checkbox"/>	No

Children whose parents are migrant workers and who are within the age limits for which the local school district provides free education.

22. Is a program provided for migrant children living in the district? (See page 42)

11	Yes
<input type="checkbox"/>	No

Children whose parents are migrant workers and who are within the age limits for which the local school district provides free education are offered specifically designed courses or are given special guidance.

23. Does the district have a rehabilitation program? (See page 43)

170	Yes
<input type="checkbox"/>	No

A cooperative agreement with the Division of Rehabilitation Education and Services to provide a rehabilitation counselor to work directly with your school system in providing necessary vocational rehabilitation services to handicapped students including evaluation, pre-vocational training and work experience, or a similar program utilizing community and other resources to restore the physical, mental, social, or environmental well-being of the pupils.

Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - All Disciplines

24. Indicate each level at which the district offers a camping program.  
(See page 44)

2	K-3
12	4-6
14	7-9
4	10-12
1	Other level
388	None

### Curriculum

25. Indicate each discipline in which the district provides the following practices. (See page 45)

#### Disciplines


- Behavioral objectives
- Community resources
- Differentiated staffing
- Extended school year
- Interaction analysis
- Microteaching
- Performance contracting
- Teacher aides

26. Indicate each discipline and each level at which the district provides self-teaching materials (Programed Instruction). (See page 46 and page 47)

#### Level

153	K-3
156	4-6
125	7-9
119	10-12
7	Other level

#### Disciplines


Instruction is provided by self-teaching materials (e.g., a programed text and/or teaching machines which enable pupils to progress at their own pace).

Card 6 27. Indicate each discipline and each grade at which the district provides semester electives. (See page 48 and page 49)

#### Level

81	7th
103	8th
263	9th
322	10th
351	11th
361	12th
32	None

#### Disciplines


Discipline Codes	
0 - Business Education	5 - Mathematics
1 - Communications	6 - Science
2 - Fine Arts	7 - Social Science
3 - Foreign Languages	8 - Special Education
4 - Health & P.E.	9 - All Disciplines

28. Indicate each discipline in which sex education is integrated as a part of that discipline. (See page 50)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

44 Sex education not integrated

124 Sex education not taught

29. Indicate the kind of program in which the district provides special classes for students who need remedial reading (at least two grade levels below expected performances) in grades 9, 10, 11, or 12. (See page 51)

191 ESEA Title I

82 Other kind of program

191 No special classes for remedial reading in grades 9, 10, 11, or 12

30. Indicate each level at which Programed readers were adopted in your school. (See page 52)

153 K-3

125 4-6

80 7-9

33 10-12

6 Other level

203 None

31. Indicate each level at which Linguistic readers were adopted in your school. (See page 53)

99 K-3

81 4-6

51 7-9

21 10-12

4 Other level

268 None

32. Indicate each area in which your school uses linguistic methods in teaching. (See page 54)

197 Grammar

144 Spelling

161 Vocabulary development

119 Writing

164 Linguistic methods not used

Card 7 33. Indicate the method used in the linguistic approach to the teaching of grammar in your school. (See page 55)

- ☐ 60 Structural
- ☐ 37 Transformational generative
- ☐ 149 A combination
- ☐ 153 Linguistic approach not used

34. Indicate each level and discipline at which your school provides a course in the humanities. (See page 56 and page 57)

Level	Disciplines
<input type="checkbox"/> 87 K-6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> 108 7-9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> 182 10-12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> 3 Other level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> 200 None	

One or more classes which combine instruction in two or more of the following humanity disciplines is offered for at least a semester of credit.

Humanity Disciplines

0 - Art	3 - Philosophy
1 - Music	4 - History
2 - Literature	5 - Science

35. Mark the foreign language activities in which your school participates. (See page 58)

- ☐ 218 Audiolingual method
- ☐ 151 Audiolingual-visual method
- ☐ 32 Bilingual programs
- ☐ 58 Exchange programs
- ☐ 3 Family-to-family program
- ☐ 208 Films & filmstrips correlated with texts
- ☐ 7 FLES
- ☐ 28 High school foreign study program
- ☐ 1 Interdisciplinary courses
- ☐ 3 Language camps
- ☐ 9 Language festivals
- ☐ 53 Native speaking aides in the classroom
- ☐ 233 Use of visuals
- ☐ 25 None of the above listed activities

36. At what grade level does the district provide for offering a sex education course per se. (See page 59)

- ☐ 17 K-3
- ☐ 26 4-6
- ☐ 41 7-9
- ☐ 46 10-12
- ☐ 346 None

37. Indicate the nature of summer school offerings. (See page 60)

- ☐ 65 Regular academic term courses
- ☐ 101 Enrichment courses
- ☐ 249 Remedial courses
- ☐ 328 Driver education
- ☐ 34 Other
- ☐ 47 No summer school

38. Indicate at what level a course in environmental education per se is offered. (See page 61)

8	K-3
14	4-6
21	7-9
31	10-12
352	None

39. Indicate at what level environmental education is integrated with another course. (See page 62)

154	K-3
230	4-6
284	7-9
292	10-12
62	None

### Services

Card 8 40. Indicate each level at which the district receives consultative services on a continuing basis. (See page 63)

72	District
286	County
155	Area (RESA)
191	Department of Public Instruction
87	Other source
26	No consultants used

41. Indicate what administrative services are provided for by the computer. (See page 64 and page 65)

Provided for by a ...

Commercial firm    Public agency

6	58	Attendance
27	75	Scheduling
9	70	Grade reporting
		Records:
0	14	Elementary
6	36	Secondary
58	103	Test scoring
38	68	Test analysis
5	37	Census
4	27	Salary analysis
		Accounting (property)
19	17	General control
27	22	Inventory control
		Accounting (financial)
6	15	Encumbrance
20	56	Payroll
1	3	Other _____

42. Indicate what instructional services are provided for by the computer.  
(See page 66 and page 67)

Program was a ...

Computer Terminal   U.S. Mail   Other

7	1	4	Introduction to computer course (credit)
17	8	9	Mathematics (credit)
3	0	1	Science (credit)
0	1	0	Economics (credit)
1	0	2	Computer club (extra credit)
1	1	0	Other areas _____

### Policy

43. Indicate each level at which the district offers a certificate of attendance. (See page 68)

7	7-9	This document certifies the pupil's presence in school during given years, but it does not certify that standard requirements have been met. It is awarded in lieu of a diploma.
211	10-12	
189	None	

44. Indicate the recognition of academic standing given at graduation.  
(See page 69)

231	Valedictorian	(Other Type of Recognition)
229	Salutatorian	
316	Honors group, e.g., top 10%, etc.	
51	Other type of recognition _____	
7	No recognition	

45. Indicate each level at which the district approves assigned homework.  
(See page 70)

313	4-6	Regularly assigned work to be completed at home.
356	7-9	
361	10-12	
6	Other level _____	
39	None	

- Card 9 46. Does the administration have a written policy regarding homework assignments? (See page 71)

113	Yes
	No

47. Indicate each level that follows the practice of having unstructured time.  
(See page 72)

87	Kindergarten	Time in which the student is free to determine what type of activity he wishes to pursue.
76	First	
74	Second	
77	Third	
78	Fourth	
87	Fifth	
90	Sixth	
280	No unstructured time given	

48. Does the district budget at least 1% or more of the total budget for teacher inservice? (See page 73)

184

Yes  
No

Budgeted amount includes monies set aside for teacher salaries, travel, speaker expenses, etc.

49. Does the district make provision for sabbatical leave? (See page 74)

23

Yes  
No

A leave of absence with full or partial remuneration, following a designated number of consecutive years of service, provides members of the instructional staff with opportunity for self-improvement.

50. Make any additional comments that describe some innovative practices in your school that you feel would be of interest.



# QUESTION 1

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH DEPARTMENTALIZATION IN THE  
ELEMENTARY GRADES DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE  
DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level						
		3rd	4th	5th	6th	7th	8th	None
200-499	108	5.5%	14.8%	25.9%	37.0%	88.0%	89.8%	8.3%
500-749	100	5.0	23.0	54.0	67.0	92.0	91.0	4.0
750-999	62	7.6	22.7	59.1	74.2	97.0	97.0	4.5
1000-1499	54	5.6	22.2	63.0	79.6	96.3	96.3	
1500-1999	22	13.6	22.7	45.5	72.7	90.9	90.9	4.5
2000-2999	38	13.2	42.1	71.1	81.6	94.7	94.7	2.6
3000 over	<u>25</u>	<u>12.0</u>	<u>36.0</u>	<u>56.0</u>	<u>64.0</u>	<u>96.0</u>	<u>96.0</u>	<u>4.0</u>
State	413	7.3%	23.2%	49.9%	63.4%	92.7%	93.0%	4.6%

The table shows that most of the districts have departmentalization in grades seven and eight. Departmentalization at the third grade shows a marked trend upward from 3.2% in 1968-69 to 7.3% in 1970-71.

Each teacher specializes in one or two subject-matter areas and gives instruction in these areas to several classes. Under departmentalized organization, pupils or teachers move from room to room for different classes during the day.

# QUESTION 2

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH MODULAR-SCHEDULING DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108		6.5%	10.2%	0.9%	89.8%
500-749	100		8.0	11.0		89.0
750-999	66		6.1	9.1	1.5	90.9
1000-1499	54		9.3	13.0	1.9	79.6
1500-1999	22		9.1	22.7	4.5	72.7
2000-2999	38	2.6%	26.3	23.7		65.8
3000 over	<u>25</u>	—	<u>20.0</u>	<u>16.0</u>	—	<u>72.0</u>
State	413	0.2%	9.9%	12.8%	1.0%	84.3%

The table shows that most of modular-scheduling programs are in the secondary school, grades 7-12. However, many of the districts in the 2000 and over enrollment size category provide for this program in the junior high schools, grades 7-9.

A school day is divided into units of time modules (usually 10 or 20 minutes) grouped together to coordinate them with the curriculum. Perhaps a student might remain for only one module in a group to receive an assignment for individual study, whereas he might stay for several modules in a group such as a chemistry laboratory or an art workshop.

# QUESTION 3

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH A MIDDLE SCHOOL DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level					
		4th	5th	6th	7th	8th	None
200-499	108	0.9%	3.7%	5.6%	4.6%	4.6%	94.4%
500-749	100	1.0	2.0	8.0	11.0	11.0	86.0
750-999	66			3.0	7.6	7.6	90.9
1000-1499	54		13.0	16.7	18.5	18.5	77.8
1500-1999	22		9.1	31.8	27.3	27.3	63.6
2000-2999	38			5.3	10.5	10.5	86.8
3000 over	<u>25</u>	—	—	<u>8.0</u>	<u>16.0</u>	<u>16.0</u>	<u>84.0</u>
State	413	0.5%	3.6%	8.7%	10.9%	10.9%	86.7%

This table shows that most of the middle schools are in grades seven and eight.

The middle school is a separately organized and administered school division usually including students between 11 and 15 years of age. It, therefore, has a transition function as the middle unit of a public school education.

# QUESTION 4

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OPERATING A NURSERY SCHOOL DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent of dist. with nursery school
200-499	108	
500-749	100	1.0%
750-999	66	
1000-1499	54	
1500-1999	22	4.5
2000-2999	38	10.5
3000 over	<u>25</u>	<u>12.0</u>
State	413	2.2%

This table shows that nursery schools are most common in districts in the 2000 and over enrollment size category. Smaller school districts do not provide for nursery schools in the degree that larger ones do.

A nursery school is a distinctly structured program for groups of children during the year or years preceding kindergarten.

QUESTION 5

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FLEXIBLE WORKING AREAS  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108	3.7%	5.6%	9.3%	0.9%	86.1%
500-749	100	8.0	17.0	19.0		75.0
750-999	66	12.1	9.1	13.6	4.5	78.8
1000-1499	54	11.1	9.3	35.2		57.4
1500-1999	22	4.5	27.3	36.4	4.5	45.5
2000-2999	38	26.3	26.3	34.2	2.6	31.6
3000 over	<u>25</u>	<u>56.0</u>	<u>68.0</u>	<u>76.0</u>	—	<u>8.0</u>
State	413	12.3%	16.2%	23.5%	1.5%	66.6%

This table shows that most of the school districts provide for flexible working areas in senior high school, grades 10-12. Larger school districts tend to provide for this practice more than smaller districts. Two-thirds of the districts reporting do not have this practice.

Flexible working areas are defined as areas where both walls and furniture are movable to provide for large groups or small groups and for individual study.

# QUESTION 6

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A MEDIA CENTER DURING THE  
1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108	64.8%	62.0%	70.4%	1.9%	18.5%
500-749	100	61.0	70.0	71.0	2.0	18.0
750-999	66	57.6	59.1	63.6	3.0	27.3
1000-1499	54	51.9	63.0	66.7		22.2
1500-1999	22	36.4	81.8	81.8	4.5	
2000-2999	38	60.5	71.1	73.7	5.3	7.9
3000 over	<u>25</u>	<u>76.0</u>	<u>80.0</u>	<u>96.0</u>	—	—
State	413	59.8%	66.6%	71.4%	2.2%	17.2%

This table shows that more than half of the public school districts provide for a media center in grades K-12. Of the districts reporting 17.2% do not provide for any type of media center.

A media center is defined as a modern library of books, audiovisual materials, and other pertinent teaching aids from the "hub" of the media center.

# QUESTION 7

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA THAT PROVIDED A LEARNING CENTER DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Communication	Mathematics	Science	Social Science
200-499	108	20.4%	23.1%	39.8%	15.7%
500-749	100	24.0	30.0	40.0	13.0
750-999	66	18.2	25.8	28.8	12.1
1000-1499	54	24.1	13.0	33.3	18.5
1500-1999	22	36.4	36.4	27.3	27.3
2000-2999	38	21.1	28.9	23.7	15.8
3000 over	<u>25</u>	<u>60.0</u>	<u>56.0</u>	<u>56.0</u>	<u>64.0</u>
State	413	24.7%	27.1%	36.1%	18.4%

This table shows that a majority of the school districts in the over 3000 enrollment size category have access to a learning center.

# QUESTION 8

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA UTILIZING SERVICES AVAILABLE  
THROUGH THE DIVISION OF REHABILITATION EDUCATION AND SERVICES DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent of dist. utilizing services
200-499	108	54.6%
500-749	100	71.0
750-999	66	72.7
1000-1499	54	63.0
1500-1999	22	90.9
2000-2999	38	78.9
3000 over	<u>25</u>	<u>76.0</u>
State	413	68.0%

This table shows that a majority of the school districts reporting utilize the services available through the Division of Rehabilitation Education and Services.

# QUESTION 9

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING ACCESS TO A FOREIGN LANGUAGE LABORATORY DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108	0.9%	22.2%	44.4%		52.8%
500-749	100	2.0	31.0	50.0	6.0%	44.0
750-999	66		33.3	65.6	4.5	31.8
1000-1499	54		35.2	64.8	1.9	35.2
1500-1999	22		40.9	72.7	9.1	18.2
2000-2999	38		31.6	78.9	2.6	13.2
3000 over	<u>25</u>	—	<u>60.0</u>	<u>88.0</u>	—	—
State	413	0.7%	32.0%	59.1%	3.1%	36.3%

This table shows that most of the foreign language laboratories are at the senior high level, grades 10-12. A higher percent of the districts in the larger enrollment categories have these laboratories at the senior high level than the smaller districts. More than half of the districts reporting indicated that they had language laboratories at one or more of the levels.

A language laboratory is a classroom or other area containing electronic and mechanical equipment and arranged to make foreign language instruction more effective.

# QUESTION 10

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A WRITING LABORATORY DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent of dist. with writing lab.
200-499	108	0.9%
500-749	100	5.0
750-999	66	6.1
1000-1499	54	13.0
1500-1999	22	9.1
2000-2999	38	21.1
3000 over	<u>25</u>	<u>20.0</u>
State	413	10.2%

This table shows that districts with writing laboratories generally fall in the 2000 and over enrollment categories. Only 10.2% of the school districts reporting indicated that they have a writing laboratory.

A writing laboratory gives students an opportunity to get individual help with their writing problems either on a required regular basis or a voluntary need basis, either for credit or without credit. The room is equipped with resource books, typewriters, etc.

QUESTION 11a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING HOMOGENEOUS GROUPING DURING THE  
1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	17.6%	18.5%	32.4%	20.4%	1.9%	59.3%
500-749	100	34.0	32.0	49.0	37.0	1.0	37.0
750-999	66	43.9	50.0	66.7	42.4	3.0	15.2
1000-1499	54	33.3	27.8	51.9	46.3	1.9	29.6
1500-1999	22	50.0	54.5	54.5	50.0	4.5	13.6
2000-2999	38	50.0	52.6	60.5	65.8	5.3	13.2
3000 over	<u>25</u>	<u>60.0</u>	<u>68.0</u>	<u>72.0</u>	<u>80.0</u>	—	<u>16.0</u>
State	413	35.1%	36.1%	50.6%	40.7%	2.2%	33.7%

This table shows that most of the school districts reporting indicate that the practice of homogeneous grouping is greatest at the junior high level, grades 7-9. This practice is more common in the larger districts than in the smaller ones.

Students are grouped according to predetermined similarities in I.Q., standardized tests, previous grades, etc.

# QUESTION 11b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR PROVIDING HOMOGENEOUS GROUPING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				Other level
	K-3	4-6	7-9	10-12	
Business Education			5	5	
Communication	86	120	86	85	1
Fine Arts		1	9	9	
Foreign Language		2	21	21	
Health & P.E.	9	18	12	12	
Mathematics	32	50	93	92	
Science	8	18	58	57	
Social Science	9	11	35	36	
Special Education	61	92	54	53	8
All Disciplines	22	22	14	15	1

The table shows that most of the districts providing homogeneous grouping have this practice in communication subjects. The greatest number of districts with homogeneous grouping in any given subject is found in communication at the intermediate level, grades 4-6. Science, mathematics, and special education also lend themselves to this practice.

State totals seem to indicate that most of the districts practice homogeneous grouping from grades 4 through 12.

Homogeneous grouping is defined as grouping students according to predetermined similarities in I.Q., standardized tests, previous grades, etc.

QUESTION 12a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING HETEROGENEOUS GROUPING DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	56.5%	56.5%	61.1%	61.1%		32.4%
500-749	100	66.0	67.0	64.0	70.0	2.0%	20.0
750-999	66	74.2	69.7	60.6	74.2	1.5	13.6
1000-1499	54	75.9	79.6	72.2	74.1	9.3	9.3
1500-1999	22	81.8	81.8	90.9	81.8	4.5	9.1
2000-2999	38	84.2	84.2	76.3	65.8		7.9
3000 over	<u>25</u>	<u>88.0</u>	<u>88.0</u>	<u>92.0</u>	<u>96.0</u>	—	—
State	413	70.0%	70.0%	68.0%	70.7%	2.2%	17.9%

Information in this table should be considered in the light of a diversity of interpretation of the term "heterogeneous grouping." Apparently some of the respondents assumed that if homogenous grouping is not practiced, then automatically the students were grouped heterogeneously. Also, in smaller districts where classes are too small for any type of grouping the responses were assumed to be heterogeneous in grouping.

The definition given in the questionnaire was "Students are grouped by specified random selection techniques without regard to similarities in I.Q., standardized tests, previous grades, etc." Emphasis should have been on the fact that grouping actually was practiced rather than on "without regard to..."

Heterogeneous groupings may be formed by actually choosing every third pupil, alternate by boy and girl, or some other specific trait. However, some type of controlled grouping should be done before it would be classified as heterogeneous grouping.

QUESTION 12b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR PROVIDING HETEROGENEOUS GROUPING AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				Other level
	K-3	4-6	7-9	10-12	
Business Education	5		10	33	
Communication	16	20	29	25	
Fine Arts	20	21	36	46	1
Foreign Language	2	2	16	36	1
Health & P.E.	43	39	47	62	4
Mathematics	38	35	21	11	
Science	44	49	35	24	
Social Science	37	42	44	43	
Special Education	5	6	3	8	1
All Disciplines	198	191	152	179	12

Refer to the comments for Question 12a.

QUESTION 13a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING INDEPENDENT STUDY FOR THE STUDENTS DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108	8.3%	17.6%	39.8%		57.4%
500-749	100	9.0	21.0	41.0	1.0%	51.0
750-999	66	7.6	13.6	33.3	3.0	60.6
1000-1499	54	3.7	16.7	44.4		51.9
1500-1999	22	4.5	18.2	56.4	4.5	13.6
2000-2999	38	13.2	21.1	60.5	2.6	31.6
3000 over	<u>25</u>	<u>28.0</u>	<u>48.0</u>	<u>80.0</u>	<u>4.0</u>	<u>12.0</u>
State	413	9.2%	19.9%	46.5%	1.5%	48.2%

This table shows that most of the school districts providing independent study for students have the program in the senior high school, grades 10-12. Larger school districts tend to provide for this practice more than the smaller ones.

Independent study means that students can work independently to investigate particular areas of interest in a given school subject. (They may confer with a teacher or with peer groups in seminar-type sessions.)

QUESTION 13b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR PROVIDING INDEPENDENT STUDY AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	K-6	7-9	10-12	
Business Education	2	2	19	1
Communication	19	26	58	
Fine Arts	2	13	27	2
Foreign Language	1	4	15	2
Health & P.E.	4	3	3	
Mathematics	10	23	46	1
Science	7	26	82	2
Social Science	6	29	58	2
Special Education	2	3	4	
All Disciplines	17	25	46	2

This table shows that the greatest provisions for independent study is made in science. This practice is more prevalent in the senior high school, grades 10-12.

Independent study means that students can work independently to investigate particular areas of interest in a given school subject. (They may confer with a teacher or with peer groups in seminar-type sessions.)

QUESTION 14a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING TEAM TEACHING DURING THE  
1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		4-6	7-9	10-12		
200-499	108	0.9%	2.8%	5.6%	0.9%	91.7%
500-749	100	7.0	8.0	8.0	1.0	81.0
750-999	66	9.1	6.1	7.6	1.5	78.8
1000-1499	54	7.4	11.1	13.0	1.9	75.9
1500-1999	22	18.2	27.3	36.4		40.9
2000-2999	38	28.9	44.7	47.4	5.3	23.7
3000 over	<u>25</u>	<u>40.0</u>	<u>68.0</u>	<u>80.0</u>	<u>8.0</u>	<u>8.0</u>
State	413	10.4%	14.8%	17.4%	1.9%	70.9%

This table shows that most of the districts providing for team teaching have it at the secondary level, grades 10-12. Larger school districts tend to provide for team teaching more than the smaller districts.

Team teaching allows several teachers to work together under the guidance of a team leader to instruct students in small and/or large groups.

# QUESTION 14b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE  
AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR WITH TEAM TEACHING  
AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	4-6	7-9	10-12	
Business Education			2	
Communication	20	28	32	3
Fine Arts	6	1	10	
Foreign Language		1		
Health & P.E.	1	7	13	
Mathematics	18	20	9	2
Science	15	17	17	2
Social Science	19	28	33	3
Special Education	1	2		
All Disciplines	12	6	8	5

This table shows that most of the team teaching is in communication or the social sciences and in grades 10-12. Team teaching is defined as several teachers working together under the guidance of a team leader to instruct students in small and/or large groups.

QUESTION 15a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE ACADEMICALLY  
TALENTED DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE  
DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		4-6	7-9	10-12		
200-499	108	3.7%	10.2%	40.7%		57.4%
500-749	100	9.0	12.0	49.0	2.0%	48.0
750-999	66	13.6	24.2	42.4	3.0	48.5
1000-1499	54	5.6	16.7	53.7	1.9	38.9
1500-1999	22	27.3	27.3	68.2		22.7
2000-2999	38	7.9	26.3	81.6		13.2
3000 over	<u>25</u>	<u>24.0</u>	<u>56.0</u>	<u>80.0</u>	<u>8.0</u>	<u>16.0</u>
State	413	9.7%	18.9%	52.3%	1.7%	42.9%

This table shows that most of the school districts providing for the academically talented have it at the senior high level, grades 10-12. Larger school districts tend to provide for the academically talented more often than the smaller districts. A little less than half of the districts in the state do not provide for this practice.

Academically talented programs are for students who demonstrate considerable above average ability, intellect, and interest and are given encouragement to expand their scope and develop their talents through special course offerings or grouping.

QUESTION 15b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR WITH ACADEMICALLY TALENTED PROGRAMS AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	4-6	7-9	10-12	
Business Education	1		14	
Communication	24	21	75	3
Fine Arts	1	9	31	
Foreign Language		7	31	1
Health & P.E.	1	1	1	1
Mathematics	16	42	119	1
Science	7	27	115	4
Social Science	5	5	32	2
Special Education	1	3	2	
All Disciplines	16	23	32	2

This table shows that academically talented programs are most frequent in mathematics. However, science and communication also is quite commonly adapted to this type of program. The greatest number of these programs are at the senior high school level, grades 10-12.

Academically talented programs are for students who demonstrate considerable above average ability, intellect, and interest and are given encouragement to expand their scope and develop their talents through special course offerings or grouping.

QUESTION 16a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE RELUCTANT LEARNER  
AS OPPOSED TO THE SLOW LEARNER DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF  
THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	18.5%	21.3%	22.2%	20.4%	0.9%	64.8%
500-749	100	17.0	17.0	23.0	28.0	1.0	63.0
750-999	66	13.6	16.7	19.7	22.7		66.7
1000-1499	54	16.7	14.8	22.2	27.8		55.6
1500-1999	22	27.3	22.7	31.8	59.1		31.8
2000-2999	38	21.1	18.4	34.2	42.1		36.8
3000 over	<u>25</u>	<u>44.0</u>	<u>40.0</u>	<u>60.0</u>	<u>52.0</u>	—	<u>24.0</u>
State	413	19.4%	19.6%	25.9%	29.5%	0.5%	56.7%

This table shows that provision for the reluctant learner as opposed to the slow learner is made nearly equally well at all grade levels. However, more of the school districts in the larger enrollment categories provide for this practice than in the smaller categories. There are 56.7% of the school districts that reported having no program for these pupils.

Programs for the reluctant learner as opposed to the slow learner are for students who have untapped potential and can be motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se.)

QUESTION 16b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR WITH RELUCTANT LEARNER PROGRAMS AS OPPOSED TO THE SLOW LEARNER AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				Other level
	K-3	4-6	7-9	10-12	
Business Education				5	
Communication	51	43	53	66	1
Fine Arts	3	8	6	11	
Foreign Language			2	2	
Health & P.E.	1	1	1	2	
Mathematics	17	25	36	32	
Science	5	9	16	12	1
Social Science	5	8	14	22	
Special Education	4	6	5	6	1
All Disciplines	26	23	29	26	

This table shows that reluctant learner programs are most frequent in communications. Programs are also found quite often in mathematics and social studies. These programs are found equally often at all grade levels.

Programs for the reluctant learner as opposed to the slow learner are for students who have untapped potential and can be motivated by fresh approaches and a pertinent curriculum (e.g., mass media in place of English per se.)

QUESTION 17a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA MAKING PROVISION FOR THE SLOW LEARNER  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	62.0%	64.8%	55.6%	43.5%		21.3%
500-749	100	65.0	65.0	64.0	42.0	2.0%	21.0
750-999	66	62.1	62.1	54.5	40.9	1.5	27.3
1000-1499	54	61.1	55.6	57.4	50.0	1.9	16.7
1500-1999	22	72.7	72.7	63.6	72.7	4.5	13.6
2000-2999	38	73.7	65.8	65.8	68.4		7.9
3000 over	<u>25</u>	<u>80.0</u>	<u>76.0</u>	<u>92.0</u>	<u>96.0</u>	—	<u>4.0</u>
State	413	65.4%	64.4%	61.3%	50.6%	1.2%	18.9%

This table shows that school districts make provisions for slow learners at about the same percentage at all levels. Larger districts tend to have more programs for slow learners than the smaller districts. Nearly one-fifth of all the districts reporting indicated that no provisions are made for slow learners.

Slow learners are students who have problems and low mental ability and are given learning experiences that will enable them to feel some measure of accomplishment (In addition to reimbursable special education classes).

QUESTION 17b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR WITH SLOW LEARNER PROGRAMS AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level				Other level
	K-3	4-6	7-9	10-12	
Business Education	2	1	7	14	
Communication	158	149	130	94	
Fine Arts	6	8	8	7	
Foreign Language			1	1	
Health & P.E.	2	2	3	4	
Mathematics	59	63	80	70	1
Science	18	20	31	39	
Social Science	17	17	31	39	
Special Education	37	34	35	28	2
All Disciplines	76	67	63	54	1

This table shows that most of the slow learner programs are in communications. There are also many programs for slow learners in mathematics. Science, social science, and special education also have several of these programs.

Slow learners are students who have problems and low mental ability and are given learning experiences that will enable them to feel some measure of accomplishment (In addition to reimbursable special education classes).

QUESTION 18

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A CONTINUOUS PROGRESS PROGRAM DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			
		K-3	4-6	7-9	10-12
200-499	108	7.4%	6.5%	5.6%	12.0%
500-749	100	9.0	8.0	9.0	9.0
750-999	66	12.1	12.1	10.6	9.1
1000-1499	54	13.0	3.7	3.7	7.4
1500-1999	22	4.5			13.6
2000-2999	38	23.7	18.4	7.9	7.9
3000 over	<u>25</u>	<u>60.0</u>	<u>36.0</u>	<u>12.0</u>	<u>20.0</u>
State	413	13.8%	9.9%	7.3%	10.4%

This table shows that most of the districts providing a continuous progress program have it at the elementary level, grades K-3. However, grades 10-12 show a remarkable increase--from 3.9% in 1968-69 to 10.4% in 1970-71. Larger districts generally provide this type of program more often than the smaller districts.

This plan permits nongraded progress for the learner; achievement, performance, and mastery then become the criteria of progress rather than grade level or number of years a student has spent in school. The continuous progress plan is individual-oriented rather than class-oriented and allows rapid learners to expand into a wide variety of depth of experience while the slow learner may master the basic material step by step.

QUESTION 19a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING ADVANCED PLACEMENT OR  
ADVANCED STANDING PROGRAMS DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT  
OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	14.8%
500-749	100	14.0
750-999	66	13.6
1000-1499	54	20.4
1500-1999	22	13.6
2000-2999	38	36.9
3000 over	<u>25</u>	<u>44.0</u>
State	413	18.9%

This table shows that more of the larger school districts tend to provide for advanced placement programs than the smaller districts. Approximately one-fifth of the districts in the state have some type of advanced placement program.

This is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.

QUESTION 19b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR WITH ADVANCED PLACEMENT OR STANDING PROGRAMS IN DIFFERENT DISCIPLINES

Discipline	No. of dist.
Business Education	10
Communication	55
Fine Arts	8
Foreign Language	22
Health & P.E.	
Mathematics	50
Science	34
Social Science	9
Special Education	
All Disciplines	
None	335

This table shows that the practice of providing for advanced placement or standing programs is most common in communications. However, mathematics and science also lend themselves to this practice.

An advanced placement or standing program is a secondary school program of studies requiring added quantity and quality of school work, designed primarily to enable pupils to enter college with advanced placement at entrance, and, possibly with some college credit.

# QUESTION 20

## NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR ACCELERATED PROCEDURES DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	8.3%
500-749	100	7.0
750-999	66	7.6
1000-1499	54	14.8
1500-1999	22	13.6
2000-2999	38	15.8
3000 over	<u>25</u>	<u>52.0</u>
State	413	12.3%

This table shows that more of the larger school districts tend to provide for accelerated procedures than the smaller districts. A little over 12% of the school districts in the state provide some type of accelerated procedure.

Accelerated procedures provide for a promotion that indicates that progress is more rapid than the usual practice; this may involve a "double promotion" (two grades' progress in one year) or some other arrangement for promoting a child at a rate more rapid than one grade per year.

QUESTION 21

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH MIGRANT CHILDREN LIVING IN THE DISTRICT DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No of dist.	Percent
200-499	108	3.7%
500-749	100	4.0
750-999	66	6.1
1000-1499	54	3.7
1500-1999	22	4.5
2000-2999	38	2.6
3000 over	<u>25</u>	<u>12.0</u>
State	413	4.6%

This table shows that a little less than 5% of the school districts reporting have migrant children living in the school district.

Migrant children are children whose parents are migrant workers and who are within the age limits for which the local school district provides free education.

# QUESTION 22

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR MIGRANT CHILDREN  
LIVING IN THE DISTRICT DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF  
THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	1.9%
500-749	100	1.0
750-999	66	3.0
1000-1499	54	1.9
1500-1999	22	9.1
2000-2999	38	
3000 over	<u>25</u>	<u>12.0</u>
State	413	2.7%

This table shows that only 2.7% of the school districts in the state provide for migrant children, since most of the districts do not have children in their district classified as migrant children (see Question 21).

Migrant children are children whose parents are migrant workers and who are within the age limits for which the local school district provides free education and are offered specifically designed courses or are given special guidance.

QUESTION 23

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH A REHABILITATION PROGRAM  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	39.8%
500-749	100	43.0
750-999	66	37.8
1000-1499	54	37.0
1500-1999	22	36.4
2000-2999	38	44.7
3000 over	<u>25</u>	<u>56.0</u>
State	413	41.2%

^ This table shows that over forty percent of the school districts in Iowa have a rehabilitation program.

QUESTION 24

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING A CAMPING PROGRAM  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-3	4-6	7-9	10-12	None
200-499	108		2.8%	0.9%	1.9%	94.4%
500-749	100		2.0	2.0		99.0
750-999	66		3.0	3.0		95.5
1000-1499	54			3.7	1.9	94.4
1500-1999	22			4.5		90.9
2000-2999	38	2.6	2.6	5.3		92.1
3000 over	<u>25</u>	<u>4.0</u>	<u>16.0</u>	<u>16.0</u>	<u>4.0</u>	<u>72.0</u>
State	413	0.5%	2.9%	3.4%	1.0%	93.9%

This table shows that over 90% of the districts in the state reported that this program is not offered.

QUESTION 25

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL PRACTICES DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Practices	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Behavioral objectives	19.4%	27.0%	33.3%	48.1%	41.0%	47.4%	80.0%	34.6%
Community resources	31.4	30.0	30.0	59.3	77.8	57.9	96.0	43.3
Differentiated staffing	4.6	5.0	10.6	5.6		5.3	24.0	6.8
Extended school year	10.2	14.0	13.6	13.0	16.6	26.3	32.0	15.0
Interaction analysis		1.0	4.5	3.7		5.3	8.0	2.4
Microteaching		1.0		7.4		10.5	10.0	3.4
Performance contracting	4.6	12.0	10.6	20.4	27.3	26.3	36.0	14.5
Teacher aides	29.6	38.0	40.9	53.7	86.4	60.5	92.0	46.2

This table shows that a greater number of districts are involved in the special practices of utilizing teacher aides, community resources, and behavioral objectives than in any other practice.

QUESTION 26a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SELF-TEACHING MATERIALS  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-3	4-6	7-9	10-12	None
200-499	108	23.1%	27.8%	29.6%	19.4%	2.8%
500-749	100	34.0	42.0	24.0	32.0	
750-999	66	36.4	30.3	25.8	25.8	3.0
1000-1499	54	38.9	37.0	29.6	29.6	1.9
1500-1999	22	54.5	45.5	36.4	54.5	
2000-2999	38	47.4	47.4	42.1	28.9	
3000 over	<u>25</u>	<u>76.0</u>	<u>64.0</u>	<u>48.0</u>	<u>40.0</u>	<u>4.0</u>
State	413	37.0%	37.8%	30.3%	28.8%	1.7%

This table shows that less than 2% of the school districts in the state make no provisions for self-teaching materials.

Self-teaching materials include programmed texts and/or teaching machines which enable pupils to progress at their own pace.

QUESTION 26b

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SELF-TEACHING MATERIALS BY  
DIFFERENT DISCIPLINES DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE  
DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Discipline	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Business Education	3.7%	4.0%		5.6%			4.0%	2.9%
Communication	31.5	41.0	43.9%	55.6	50.0%	50.0%	68.0	43.6
Fine Arts	1.9	2.0			4.5		8.0	1.7
Foreign Languages	0.9	4.0	3.0	11.1			12.0	3.6
Health & P.E.	0.9				4.5	2.6		0.7
Mathematics	19.4	26.0	22.7	36.5	27.3	50.0	60.0	29.8
Science	2.8	6.0	15.1	11.1	22.7	18.4	40.0	11.4
Social Science	1.9	4.0	7.6	3.7	9.1	10.5	28.0	6.3
Special Education	2.8	6.0	6.1	5.6	4.5	5.3	4.0	4.8
All Disciplines	2.8	3.0	1.5	3.7	4.5	5.3	16.0	3.9

This table shows that it is more common to find self-teaching materials in communication. Mathematics also appears to lend itself to the use of self-teaching materials.

QUESTION 27a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SEMESTER ELECTIVES DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level						None
		7th	8th	9th	10th	11th	12th	
200-499	108	11.1%	13.0%	66.7%	76.9%	81.5%	82.4%	13.0%
500-749	100	29.0	29.0	63.0	75.0	83.0	83.0	9.0
750-999	66	18.2	22.7	71.2	77.3	83.3	100.0	3.0
1000-1499	54	20.4	24.1	51.9	72.2	85.2	81.5	9.3
1500-1999	22	9.1	13.6	50.0	90.9	86.4	90.9	4.5
2000-2999	38	23.7	47.4	68.4	84.2	97.4	92.1	
3000 over	25	24.0	44.0	64.0	88.0	92.0	96.0	4.0

This table shows that semester electives are more common in grades 10-12. Larger school districts provide semester electives more often than do the smaller school districts.

QUESTION 27b

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SEMESTER ELECTIVES BY  
DIFFERENT DISCIPLINES DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT  
OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Discipline	Enrollment K-12						
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over
Business Education	46.3%	39.0%	68.5%	37.0%	59.1%	39.5%	36.0%
Communications	20.3	29.0	40.9	35.2	54.1	55.3	44.0
Fine Arts	43.5	51.0	50.0	48.1	50.0	63.2	60.0
Foreign Languages	34.3	32.0	28.8	16.7	22.7	28.9	32.0
Health & P.E.	3.7	1.0		1.9	4.5	2.6	8.0
Mathematics	38.9	32.0	36.4	27.8	27.3	31.6	32.0
Science	28.7	20.0	15.2	13.0	4.5	34.2	24.0
Social Science	48.1	55.0	65.2	37.0	59.1	60.5	56.0
Special Education	2.8	2.0	3.0	5.6			
All Disciplines	19.4	19.0	16.7	24.1	4.5	26.3	48.0

This table shows that Health & P.E. are seldom taught as are semester electives. The Fine Arts and Social Studies are most often taught as semester electives.

# QUESTION 28

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA NOT TEACHING SEX EDUCATION IN ANY OF THEIR CURRICULUM DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	36.1%
500-749	100	39.0
750-999	66	25.8
1000-1499	54	22.2
1500-1999	22	22.7
2000-2999	38	21.1
3000 over	<u>25</u>	<u>16.0</u>
State	413	30.0%

This table shows that nearly one-third of the school districts in Iowa do not teach sex education in any of their curriculum.

QUESTION 29

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING SPECIAL CLASSES FOR STUDENTS WHO NEED REMEDIAL READING (AT LEAST TWO GRADE LEVELS BELOW EXPECTED PERFORMANCES) IN GRADES 9, 10, 11 OR 12 DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Kind of program		
		ESEA I	Other	None
200-499	108	53.7%	7.4%	46.3%
500-749	100	42.0	17.0	45.0
750-999	66	47.0	13.6	54.5
1000-1499	54	40.7	22.2	51.9
1500-1999	22	45.5	36.4	40.9
2000-2999	38	42.1	34.2	47.4
3000 over	<u>25</u>	<u>48.0</u>	<u>60.0</u>	<u>20.0</u>
State	413	46.2%	19.9%	46.2%

This table shows that more than half of the school districts reported that they provided special classes for students who need remedial reading work. These special programs deal with students who are at least two grade levels below expected performances in grades 9, 10, 11, and 12.

QUESTION 30

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING PROGRAMED READERS DURING THE  
1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	27.8%	31.5%	20.4%	6.5%	0.9%	58.3%
500-749	100	43.0	38.0	15.0	5.0	2.0	45.0
750-999	66	36.4	24.2	22.7	6.1	1.5	53.0
1000-1499	54	44.4	35.2	24.1	11.1		37.0
1500-1999	22	27.3	18.2	18.2	22.7	4.5	45.5
2000-2999	38	39.5	23.7	18.4	7.9	2.6	50.0
3000 over	<u>25</u>	<u>44.0</u>	<u>20.0</u>	<u>16.0</u>	<u>12.0</u>	—	<u>44.0</u>
State	413	37.0%	30.3%	19.4%	8.0%	1.5%	49.2%

This table shows that programed readers have been adopted for all grade levels with the greatest percent in grades K-3. However, nearly half of the districts do not use these materials.

QUESTION 31

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA ADOPTING LINGUISTIC READERS DURING THE  
1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY  
ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				Other level	None
		K-3	4-6	7-9	10-12		
200-499	108	19.4%	17.6%	12.0%	9.3%		70.4%
500-749	100	15.0	18.0	10.0		2.0%	70.0
750-999	66	27.3	21.2	15.2	6.1	1.5	60.6
1000-1499	54	29.6	20.4	13.0	1.9		64.8
1500-1999	22	22.7	9.1	4.5	9.1		68.2
2000-2999	38	31.6	23.7	10.5	2.6	2.6	60.5
3000 over	<u>25</u>	<u>48.0</u>	<u>32.0</u>	<u>24.0</u>	<u>12.0</u>	—	<u>36.0</u>
State	413	24.0%	19.6%	12.3%	5.1%	1.0%	64.9%

This table shows that linguistic readers have been adopted for all grade levels with the highest percent in grades K-3. Almost two-thirds (64.9%) of the districts do not use these materials.

QUESTION 32

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA USING LINGUISTIC METHODS IN TEACHING DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Subject				
		Grammar	Spelling	Vocabulary	Writing	None
200-499	108	37.0%	31.5%	34.3%	25.0%	49.1%
500-749	100	44.0	28.0	34.0	25.0	43.0
750-999	66	53.0	37.9	47.0	25.8	31.8
1000-1499	54	46.3	31.9	33.3	27.8	37.0
1500-1999	22	50.0	36.4	31.8	27.3	36.4
2000-2999	38	50.0	42.1	42.1	36.8	44.7
3000 over	<u>25</u>	<u>92.0</u>	<u>64.0</u>	<u>72.0</u>	<u>60.0</u>	<u>8.0</u>
State	413	47.7%	34.9%	39.0%	28.8%	39.7%

This table shows most of the linguistic methods in teaching were done in grammar subjects as compared to other communication courses. A larger percent of the larger districts used this method than in the smaller districts. However, 39.7% of the districts in the state do not use linguistic methods in teaching the communication courses.

QUESTION 33

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA USING THE LINGUISTIC APPROACH TO THE TEACHING OF GRAMMAR DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Linguistic Approach			
		Structural	Transform	Combine	None
200-499	108	11.1%	7.4%	29.6%	48.1%
500-749	100	16.0	7.0	31.0	43.0
750-999	66	16.7	9.1	42.4	33.3
1000-1499	54	20.4	5.6	31.5	27.8
1500-1999	22	18.2	9.1	40.9	31.8
2000-2999	38	10.5	10.5	42.1	28.9
3000 over	<u>25</u>	<u>8.0</u>	<u>28.0</u>	<u>64.0</u>	<u>12.0</u>
State	413	14.5%	8.1%	36.1%	37.0%

This table shows that most of the school districts using the linguistic approach to teaching grammar use a combined structural and transformational generative approach. However, 37.0% of the districts in the state do not use the linguistic approach at all.

QUESTION 34a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A COURSE IN THE HUMANITIES  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		K-6	7-9	10-12		
200-499	108	21.3%	26.9%	43.5%	0.9%	50.9%
500-749	100	29.0	32.0	39.0		50.0
750-999	66	22.7	28.8	42.4		50.0
1000-1499	54	14.8	22.2	44.4		51.9
1500-1999	22	18.2	22.7	36.4	9.1	50.0
2000-2999	38	18.4	21.1	52.6		44.7
3000 over	25	4.0	21.0	64.0	—	24.0
State	413	21.1%	26.2%	44.1%	0.7%	48.4%

This table shows that most of the humanities courses are taught in the senior high school, grades 10-12. Nearly half of the districts in Iowa do not teach humanities courses.

There is a greater percent of the larger districts offering humanities courses in the senior high school than for the smaller districts, while the smaller districts are more numerous with this program in the elementary grades.

A humanities course is defined as a course in which instruction in two or more disciplines is combined into one course.

QUESTION 34b

NUMBER OF THE 413 PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SPECIAL ADMINISTRATIVE  
AND INSTRUCTIONAL PRACTICES DURING THE 1970-1971 SCHOOL YEAR PROVIDING COURSES  
IN HUMANITIES AT DIFFERENT LEVELS AND IN DIFFERENT DISCIPLINES

Discipline	Grade level			Other level
	K-6	7-9	10-12	
Art	69	76	109	2
Music	63	77	102	3
Literature	33	54	130	2
Philosophy		2	25	3
History	53	63	109	1
Science	30	34	31	2

This table shows that generally most of the humanities courses were offered in music and art.

QUESTION 35

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PARTICIPATING IN DIFFERENT FOREIGN LANGUAGE ACTIVITIES DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Activity	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000 over	
Audiolingual method	45.4%	49.0%	56.1%	59.3%	68.2%	57.9%	56.0%	52.8%
Audiolingual-visual method	34.3	33.0	31.8	33.3	50.0	42.1	60.0	36.6
Bilingual programs	6.5	10.0	6.1	3.7	9.1	5.3	20.0	7.7
Exchange programs	4.6	21.0	10.6	11.1	9.1	18.4	40.0	14.0
Family-to-family program				3.7			4.0	0.7
Films & filmstrips	44.4	44.0	47.0	59.3	63.6	55.3	72.0	50.4
FLES		3.0		1.9	4.5	2.6	4.0	1.7
H.S. foreign study program	3.7	3.0	3.0	5.6	18.2	10.5	32.0	6.8
Interdisciplinary courses	0.9							0.2
Language camps		2.0	1.5					0.8
Language festivals	0.9	2.0	1.5	3.7		2.6	8.0	2.2
Native speaking aides	11.1	9.0	15.2	11.1	18.2	15.8	24.0	12.8
Use of visuals	55.6	51.0	54.5	53.7	72.7	52.6	84.0	56.4
None of above	9.3	8.0	6.1	1.9		5.3		6.1

This table shows that about half of the districts use the following activities most: audio-lingual method, films and filmstrips, and use of visuals.

QUESTION 36

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR A SEX EDUCATION COURSE  
PER SE DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
 REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-3	4-6	7-9	10-12	None
200-499	108	1.9%	3.7%	10.2%	9.3%	87.0%
500-749	100	4.0	6.0	8.0	10.0	84.0
750-999	66	3.0	3.0	7.6	13.6	84.8
1000-1499	54	3.7	7.4	9.3	5.6	83.3
1500-1999	22		4.0	12.0	16.0	68.0
2000-2999	38	10.5	13.2	10.5	10.5	86.8
3000 over	<u>25</u>	<u>12.0</u>	<u>16.0</u>	<u>20.0</u>	<u>24.0</u>	<u>68.0</u>
State	413	4.1%	6.3%	9.9%	11.1%	83.8%

This table indicates that over 83% of the schools in the state do not offer a sex education course per se. A sex education course per se is most often offered in grades 10-12.

# QUESTION 37

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA REPORTING SUMMER SCHOOL BY NATURE  
OF OFFERINGS AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Offering	Enrollment K-12						
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over
Regular academic term courses	2.8%	10.0%	15.2%	9.3%	20.0%	44.7%	60.0%
Enrichment courses	13.0	12.0	18.2	24.1	36.0	50.0	88.0
Remedial courses	52.8	59.0	57.6	57.4	68.0	68.4	84.0
Driver education	62.0	76.0	84.8	85.2	88.0	94.7	100.0
Other	4.6	11.0	4.5	16.7	12.0	5.3	4.0
No summer school	20.4	13.0	9.1	7.4		5.3	

This table indicates that the summer course offerings are predominantly those of remedial and driver education. Only the largest schools show a significant offering of regular academic courses.

QUESTION 38

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING A COURSE IN ENVIRONMENTAL  
EDUCATION PER SE DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF  
THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-3	4-6	7-9	10-12	None
200-499	108	3.7%	3.7%	9.3%	9.3%	78.7%
500-749	100	1.0	2.0	2.0	10.0	86.0
750-999	66	1.5	3.0	6.1	4.5	90.9
1000-1499	54		3.7	1.9	7.4	81.5
1500-1999	22					84.0
2000-2999	38	5.3	10.5	10.5	7.9	84.2
3000 over	<u>25</u>	—	—	—	<u>4.0</u>	<u>96.0</u>
State	413	1.9%	3.4%	5.1%	7.5%	87.4%

This table shows that an environmental education course per se is offered in less than 13% of the districts. The smaller schools more often offer an environmental education course per se than do the larger districts.

QUESTION 39

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING AN ENVIRONMENTAL EDUCATION  
COURSE INTEGRATED WITH ANOTHER COURSE DURING THE 1970-1971 SCHOOL YEAR AS A  
PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level				
		K-3	4-6	7-9	10-12	None
200-499	108	31.5%	50.0%	60.2%	60.2%	18.5%
500-749	100	26.0	45.0	64.0	68.0	20.0
750-999	66	43.9	65.2	75.8	75.8	12.1
1000-1499	54	37.0	53.7	66.7	68.5	14.8
1500-1999	22	48.0	52.0	72.0	80.0	8.0
2000-2999	38	63.2	73.7	73.7	78.9	10.5
3000 over	<u>25</u>	<u>36.0</u>	<u>72.0</u>	<u>92.0</u>	<u>88.0</u>	—
State	413	37.3%	55.7%	68.8%	70.7%	15.0%

This table indicates that only about 15% of the schools do not have some environmental education materials integrated into the existing curriculum. Also see Question 38.

QUESTION 40

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA RECEIVING CONSULTATIVE SERVICES ON A CONTINUING BASIS DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Source					
		District	County	Area (RESA)	DPI	Other	None
200-499	108	12.1%	79.6%	34.3%	44.4%	15.7%	3.7%
500-749	100	8.0	69.0	36.0	42.0	12.0	11.0
750-999	66	16.7	65.2	46.1	48.5	25.8	6.1
1000-1499	54	9.3	70.4	33.3	46.3	16.7	5.6
1500-1999	22	27.3	45.5	59.1	50.0	31.8	
2000-2999	38	34.2	5.3	31.6	55.3	42.1	7.9
3000 over	<u>25</u>	<u>60.0</u>	<u>72.0</u>	<u>32.0</u>	<u>48.0</u>	<u>36.0</u>	<u>4.0</u>
State	413	17.4%	69.2%	37.5%	46.2%	21.1%	6.3%

This table shows that the greatest percent of the districts reported using consultative services from county centers.

Only about six percent of the schools do not use any outside consultive help.

QUESTION 41a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA UTILIZING A COMPUTER PROVIDED FOR BY A  
COMMERCIAL FIRM FOR ADMINISTRATIVE SERVICES DURING THE 1970-1971 SCHOOL YEAR AS  
A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Administrative Service	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Attendance				7.4%		2.6%	4.0%	1.5%
Scheduling	1.9%	2.0%	1.5%	11.1		28.9	20.0	6.5
Grade reporting	0.9			7.4		5.3	8.0	2.2
Records Elementary Secondary	0.9			3.7		2.6	8.0	1.5
Test scoring	9.3	11.0	15.2	16.7	9.1%	26.3	24.0	14.0
Test analysis	6.5	8.0	10.6	7.4	4.5	15.8	20.0	9.2
Census	0.9			1.9		5.3	4.0	1.2
Salary analysis	1.9	1.0			4.5			1.0
Accounting (property) General control Inventory control	2.8 5.6	3.0 3.0	4.5 6.1	3.7 7.4	4.5 9.1	13.2 13.2	8.0 12.0	4.6 6.5
Accounting (financial) Encumbrance Payroll	0.9 1.9		3.0 6.1	1.9 3.7		2.6 13.2	4.0 4.0	1.5 4.8
Other	0.9							0.2

This table indicates that the most common usage of commercial firm sponsored computer service is in test scoring.

QUESTION 41b

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA UTILIZING A COMPUTER PROVIDED FOR BY A  
PUBLIC AGENCY FOR ADMINISTRATIVE SERVICES DURING THE 1970-1971 SCHOOL YEAR AS  
A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Administrative Service	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Attendance	4.6%	9.0%	13.6%	13.0%	22.7%	23.7%	56.0%	14.0%
Scheduling	3.7	9.0	15.2	18.5	31.8	39.5	80.0	18.2
Grade reporting	4.6	10.0	15.2	14.8	27.3	36.8	68.0	16.9
Records								
Elementary	2.8	2.0	3.0	3.7			20.0	3.4
Secondary	3.7	6.0	6.1	13.0	13.6	7.9	36.0	8.7
Test scoring	13.0	20.0	21.2	22.2	31.8	47.4	72.0	24.9
Test analysis	11.1	9.0	13.6	18.5	9.1	28.9	60.0	16.5
Census	2.8	9.0	3.0	13.0	13.6	15.8	28.0	9.0
Salary analysis	0.9	6.0	4.5	9.3		7.9	36.0	6.5
Accounting (property)								
General control		1.0	6.1	7.4	4.5	7.9	16.0	4.1
Inventory control		2.0	7.6	7.4	13.6	5.3	24.0	5.3
Accounting (financial)								
Encumbrance	0.9	2.0	3.0	5.6		5.3	20.0	3.6
Payroll	6.5	10.0	18.2	16.7	9.1	10.5	48.0	13.6
Other	0.9	2.0						0.7

This table shows that the larger schools (3000 or greater enrollment) make the most use of computer services. All schools use the computer most often to score or analyze tests.

QUESTION 42a

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS PROVIDING INSTRUCTIONAL SERVICES THROUGH A  
COMPUTER VIA A TERMINAL DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT  
OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Instructional Service	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Introduction to computer course (credit)					4.5%	2.6%	20.0%	1.7%
Mathematics (credit)			3.0%	1.9%	9.1	13.2	28.0	4.1
Science (credit)				1.9			8.0	0.7
Economics (credit)								
Computer club (extra credit)							4.0	0.2
Other areas						2.6		0.2

This table shows that the computer is being used as a teaching aid mostly by the larger districts with introduction to the computer and mathematics being the two most common courses.

QUESTION 42b

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS PROVIDING INSTRUCTIONAL SERVICES THROUGH A  
COMPUTER VIA SOURCES OTHER THAN A TERMINAL DURING THE 1970-1971 SCHOOL YEAR  
AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Instructional Service	Enrollment K-12							State
	200- 499	500- 749	750- 999	1000- 1499	1500- 1999	2000- 2999	3000- over	
Introduction to computer course (credit)	0.9%	1.0%	1.5%			2.6%	4.0%	1.2%
Mathematics (credit)	0.9	1.0	6.0			7.9	8.0	4.1
Science (credit)							4.0	0.2
Economics (credit)			1.5					0.2
Computer club (extra credit)			1.5	3.7%	9.1%	2.6	8.0	0.5
Other areas							4.0	0.2

See comments Question 42a.

QUESTION 43

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA OFFERING A CERTIFICATE OF ATTENDANCE DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K 12	No. of dist.	Grade level		
		7-9	10-12	None
200-499	108	2.8%	54.6%	42.6%
500-749	100	2.0	54.0	42.0
750-999	66	1.5	51.5	48.5
1000-1499	54		48.1	48.1
1500-1999	22		54.5	45.5
2000-2999	38		42.1	55.3
3000 over	<u>25</u>	<u>4.0</u>	<u>40.0</u>	<u>48.0</u>
State	413	1.7%	51.1%	45.8%

This table shows that over half of the school districts in Iowa reported that they offer a certificate of attendance in the senior high school, grades 10-12. Fewer large districts proportionately follow this practice than smaller ones.

A certificate of attendance is defined as a document that certifies the pupil's presence in school during given years, but it does not certify that standard requirements have been met. It is awarded in lieu of a diploma.

QUESTION 44

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA GIVING RECOGNITION OF ACADEMIC STANDING  
AT GRADUATION DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Type of recognition				
		Valedictorian	Salutatorian	Honors	Other	None
200-499	108	71.3%	71.3%	64.8%	15.7%	0.9%
500-749	100	52.0	52.0	81.0	6.0	1.0
750-999	66	51.5	51.5	81.8	12.1	1.5
1000-1499	54	50.0	50.0	70.4	9.3	3.7
1500-1999	22	50.0	45.5	95.5	13.6	
2000-2999	38	47.4	47.4	78.9	21.1	5.3
3000 over	<u>25</u>	<u>48.0</u>	<u>44.0</u>	<u>88.0</u>	<u>16.0</u>	—
State	413	55.9%	55.9%	76.5%	12.3%	1.7%

This table shows that about 45% of the school districts in Iowa do not give recognition for valedictorian and salutatorian at graduation exercises, and that 1.7% of the school districts give no recognition to graduates. A greater percent of the smaller districts, however, do have recognition for valedictorian and salutatorian than the larger ones.

QUESTION 45

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA APPROVING ASSIGNED HOMEWORK DURING  
THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING  
BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level			Other level	None
		4-6	7-9	10-12		
200-499	108	80.6%	84.3%	86.1%	2.8%	10.2%
500-749	100	73.0	88.0	89.0		9.0
750-999	66	78.8	89.4	89.4		9.1
1000-1499	54	68.5	85.2	88.9	1.9	7.4
1500-1999	22	68.2	81.8	81.8		13.6
2000-2999	38	68.4	78.9	78.9	2.6	13.2
3000 over	<u>25</u>	<u>92.0</u>	<u>96.0</u>	<u>96.0</u>	<u>4.0</u>	<u>4.0</u>
State	413	75.8%	86.2%	87.4%	1.5%	9.4%

This table shows that less than ten percent of the districts reporting do not approve of assigned homework.

QUESTION 46

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA WITH A WRITTEN ADMINISTRATIVE POLICY  
REGARDING HOMEWORK ASSIGNMENTS DURING THE 1970-1971 SCHOOL YEAR AS A  
PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Percent
200-499	108	22.2%
500-749	100	20.0
750-999	66	24.2
1000-1499	54	31.5
1500-1999	22	50.0
2000-2999	38	39.5
3000 over	<u>25</u>	<u>40.0</u>
State	413	27.4%

This table shows that 27.4% of the school districts in Iowa have written administrative policies regarding homework assignments.

QUESTION 47

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA FOLLOWING THE PRACTICE OF HAVING  
UNSTRUCTURED TIME DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE  
DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No. of dist.	Grade level							
		K	1st	2nd	3rd	4th	5th	6th	None
200-499	108	15.7%	14.8%	13.9%	13.9%	15.7%	16.7%	14.8%	76.9%
500-749	100	23.0	22.0	22.0	23.0	21.0	25.0	26.0	65.0
750-999	66	16.7	16.7	16.7	15.2	15.2	16.7	16.7	75.8
1000-1499	54	29.6	22.2	20.4	20.4	18.5	18.5	20.4	59.3
1500-1999	22	9.1	9.1	9.1	9.1	9.1	13.6	18.2	72.7
2000-2999	38	13.2	10.5	10.5	15.8	21.1	23.7	28.9	68.4
3000 over	<u>25</u>	<u>52.0</u>	<u>36.0</u>	<u>36.0</u>	<u>40.0</u>	<u>40.0</u>	<u>44.0</u>	<u>44.0</u>	<u>32.0</u>
State	413	21.1%	18.4%	17.9%	18.6%	18.9%	21.1%	21.8%	67.8%

This table shows that about two-thirds of the schools do not provide for unstructured time. The practice of providing for unstructured time is most common in the larger school districts.

Unstructured time permits the student to determine what type of activity he wishes to pursue during a specified time interval.

QUESTION 48

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS PROVIDING AT LEAST 1% OR MORE OF THE TOTAL BUDGET FOR TEACHER INSERVICE DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll. K-12	No of dist.	Percent
200-499	108	44.4%
500-749	100	40.0
750-999	66	50.0
1000-1499	54	38.9
1500-1999	22	45.5
2000-2999	38	50.0
3000 over	<u>25</u>	<u>52.0</u>
State	413	44.6%

This table shows that almost 45% of the school districts budgeted 1% or more of the total budget for teacher inservice during the current school year.

The budget amount includes monies set aside for teacher salaries, travel, speaker expenses, etc.

QUESTION 49

NUMBER OF PUBLIC HIGH SCHOOL DISTRICTS IN IOWA PROVIDING FOR SABBATICAL LEAVE  
DURING THE 1970-1971 SCHOOL YEAR AS A PERCENT OF THE DISTRICTS  
REPORTING BY ENROLLMENT SIZE CATEGORIES

Dist. enroll K-12	No. of dist.	Percent
200-499	108	4.6%
500-749	100	2.0
750-999	66	1.5
1000-1499	54	
1500-1999	22	4.5
2000-2999	38	10.5
3000 over	<u>25</u>	<u>40.0</u>
State	413	5.6%

This table shows that 5.6% of the school districts provide for sabbatical leave. Most of these districts are in the over 3000 enrollment size class.

A leave of absence with full or partial remuneration, following a designated number of consecutive years of service, provides members of the instructional staff with opportunity for self-improvement.

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