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# **EDUCATIONAL EQUITY STATUS REPORT 1993-94 SCHOOL YEAR**

**PREPARED FOR THE  
STATE BOARD OF EDUCATION  
AUGUST 11, 1994**

**IOWA DEPARTMENT OF EDUCATION  
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION  
BUREAU OF SCHOOL ADMINISTRATION AND ACCREDITATION**

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The Department of Education provides civil rights technical assistance to public school districts, non-public schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact Dwight R. Carlson, Chief, Bureau of School Administration and Accreditation, Iowa Department of Education, 515-281-5811.

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## **SUMMARY**

This Educational Equity Status Report is based on information gathered in one of three ways. The bulk of the information was gathered during Educational Equity On-site Reviews of twenty-seven (27) school districts, two (2) area education agencies, and one community college during the 1993-94 school year. Other data and information was gathered in technical assistance and monitoring visits to the eleven school districts in Iowa where racial integration is an issue. The last source of information was the Basic Educational Data System (BEDS)

It is important to remember that most of the educational agencies reviewed are selected using a desk audit procedure, which is designed to identify districts that have more statistical indicators of potential equity related problems. The only exceptions to this rule were two educational agencies that proactively requested reviews. It does not constitute a random sample of Iowa educational agencies. Although some statewide data are included in this report, the Department's Basic Educational Data System does not consistently collect data by race, gender and disability; therefore, a statewide statistical analysis is not possible at this time.

The body of the report covers five broad equity categories. They are multicultural, nonsexist education; employment and affirmative action; attendance center integration; integration into programs, courses and activities; and student achievement.

### **Multicultural, Nonsexist Education**

The component of the report on multicultural, nonsexist education includes information related to school board nondiscrimination policies; multicultural, nonsexist education plans; infusion of multicultural, nonsexist concepts into written curriculum; educational equity coordinators; civil rights grievance procedures; library/media programs; and guidance programs. Districts had higher compliance rates in the areas of board policy, the assignment of a functioning educational equity coordinator, and the inclusion of diversity in media center collections. Districts had lower rates of compliance in the areas of equity related grievance procedures; notification of parents, students and staff about equity policy and practices; and implementation of multicultural, nonsexist curriculum. Sixteen of the agencies reviewed were making significant progress in complying with federal and state requirements in these areas. Eleven educational agencies had significant areas of non-compliance. This is a small improvement over the compliance rate of the districts reviewed one year ago.

### **Employment and Affirmative Action**

The employment component of the report includes four topical areas. They are school board employment policies and practices, affirmative action plans, membership on advisory committees, and staff evaluation. The districts reviewed had higher compliance rates in the area of employment policies and the elimination of bias from employment practices. There was a lower compliance rate in the area of affirmative action plans and their implementation. Approximately eighteen agencies were complying with requirements, and nine agencies had compliance problems. This is somewhat misleading, because most of the districts that were in paper compliance have low numbers of women in school administration, and low numbers of employees from diverse racial/ethnic groups in all job categories. Statewide data does show a significant increase in women in administration below the superintendency over the past five years. This area continues to be a major concern statewide.

## **Attendance Center Integration and Accessibility**

In state-wide terms, gender segregation and disability related segregation at the building level is not a major problem. None of the twenty-nine agencies reviewed were cited in these areas. Racial isolation in attendance centers is still a major issue in five (5) Iowa districts. They are the Sioux City, Waterloo, Des Moines, Davenport, and Muscatine school districts. Three of those districts received reviews in the past year. Waterloo and Muscatine were cited for non-compliance with School Standards which require affirmative steps to integrate students in attendance centers. Parts of this report specifically speak to issues in those and other integrating school districts.

Physical accessibility of educational facilities to persons with disabilities is a concern in Iowa. Fifteen of the agencies reviewed were in general compliance with this federal and state requirement, but twelve agencies were in noncompliance. A positive note is that the percentage of districts in compliance increased when compared to last year's report. Physical inaccessibility remains a major concern in many smaller, rural Iowa school districts with enrollments of fewer than five hundred students, and which maintain K-12 facilities built prior to 1973.

## **Program Integration and Accessibility**

This component of the report includes issues related to disaggregation of data, program/course/activity enrollments, talented and gifted programs, special education, and language services to limited English proficiency students. Compliance rates were higher in the areas of integration of students with disabilities into activities and courses as well as the integration of students in gifted programs, special education programs and extracurricular activities on the basis of race and gender. Compliance rates were lower in the areas of gender segregation in vocational education programs and in services to students whose primary language is one other than English.

Nineteen of the educational agencies reviewed were taking significant action to integrate both males and females, students from diverse racial/ethnic groups and students with disabilities into all of their programs, courses and activities. Eight of the agencies reviewed had significant compliance problems in this area. This is an improvement over last year's findings. Gender segregation in vocational education programs remains a significant problem in school districts and community colleges. This is particularly true in courses related to industrial technology. Racial isolation is a concern in special education enrollments and in participation in extracurricular activities within some school districts having racially/ethnically diverse enrollments.

## **Student Achievement**

Equity issues in the area of student achievement are complex issues and still very difficult to assess. This is because many districts are still not collecting, analyzing, or reporting standardized achievement data by race, gender, or disability. In this component of the report, issues related to disaggregation of data, suspensions and dropouts, scholarships and awards, enrollment in upper level courses, and harassment of staff and students are discussed. Twenty-four agencies were found to be taking significant steps to comply in this area. Three agencies had significant compliance problems.

This area presents more concerns than the above numbers might suggest. Those districts that were providing equity review teams with data disaggregated by race/national origin, gender and disability often

were doing so manually for this report, and had not built those factors into their computerized system. Although an increasing number of agencies were requesting that their ITEDS and ITBS test data be disaggregated by race and gender, fewer than half the districts reviewed were doing so.

Sexual harassment of staff or students and harassment based upon their race, national origin, gender, religion, and disability continues to be a concern. Eight of the educational agencies reviewed were cited for not taking steps to prevent such harassment. The efforts of the other nineteen agencies to prevent harassment had weaknesses. In many instances, the district policies were limited to sexual harassment, and in others the district's discipline policies did not speak directly to the issue, even though there was a general board policy. A positive note is that a higher percentage of districts were taking some to prevent harassment than one year ago.

## **Technical Assistance**

The Department of Education receives a grant from the United States Office of Education under Title IV of the Civil Rights Act to provide leadership and technical assistance for educational agencies on race, national origin, and gender equity issues in programs and employment. This grant funds salaries and activities of five staff members. This includes an educational equity team leader, a race equity consultant, a gender equity consultant, a national origin (language) equity consultant, and one secretary. A Vocational equity consultant is funded out of vocational education funds and is part of the vocational education Bureau. The educational equity staff spends approximately twenty-five (25%) of their time in monitoring activities and the other seventy-five (75%) per cent in providing technical assistance. A major effort was made in the past year to provide technical assistance to educational agencies in the areas of preventing student and staff harassment. A summary of the technical assistance activities during the 1993-94 school year is found in this report.

## **Issues of Concern**

A number of statewide concerns related to equal educational opportunities emerge from this report. The first is the need to better prepare Iowa educators for working with diverse populations of students and for using cultural and gender inclusive approaches in their schools and classrooms. The second is the need for schools to be more proactive in acting to prevent harassment of staff and students. The third is a disturbing trend toward resegregation in some of the state's urban districts, and a relatively high suspension and dropout rate among minority students in the state. The fourth major concern is the growing gap between the percentages of minority students and minority educators in the state, as well as the continued disparity in the number of male and female school administrators. The last concern is the number of districts that are not closely monitoring student achievement or not disaggregating basic educational data on the basis of race, national origin, gender and disability. This is exacerbated by similar gaps in the statewide basic educational data system. There is a need to get more schools in the state to disaggregate their educational data on the basis of race, national origin, gender, and disability so that educational equity becomes an integral part of local needs assessments, program evaluations, and school improvement efforts.

# **Educational Equity Status Report**

**August 1994**

## **A. INTRODUCTION**

It is the intent of the Iowa Department of Education to improve the equity of access and delivery of quality instructional programs, services and activities for all Iowans, and to eliminate barriers to achieving educational success based upon race, national origin, gender, language background, or disability. The educational equity review process and civil rights technical assistance activities are two ways the Department goes about working toward these goals.

These activities can produce positive outcomes if they are projected and perceived as an opportunity to examine the status of existing conditions, to identify equity concerns that arise from this examination, to implement strategies to deal with those concerns, and to change the instructional programs and services to be more inclusive of all Iowans.

### **Statement Of Purpose : Educational Equity Reviews**

The primary purpose of the Educational Equity Review Process is to examine state and local educational agency policies and practices for discriminatory exclusion; denial of services; segregation and inequitable treatment or services relative to race, color, national origin, gender, religion, creed, marital status or disability as required by federal and state civil rights laws. In addition, equity related requirements in accreditation standards including the multicultural, nonsexist approaches to the programs are also included. The Educational Equity Monitoring Process includes the following activities:

- 1) collecting and analyzing civil rights related data;
- 2) conducting periodic on-site reviews;
- 3) providing technical assistance through the on-site review visit, follow-up activities and regional workshops and training.
- 4) reporting annually to the United State Office for Civil Rights.

### **Educational Equity Review - The Process**

The selection of local educational agencies for on-site visits is made using a desk audit conducted annually by Department staff. During the desk audit, data collected by the State is analyzed for indications of equity concerns and compliance problems. The data analyzed includes, but is not limited to, employment trends, course enrollments, building enrollments, advisory committee composition, complaints filed by students, parents, and staff, or referrals from staff within state agencies. Because there are major gaps in the Department of Education's Data System in relationship to race and disability, gender data has the greatest impact on district selection. The desk audit is completed by August 15th each year and notification is sent to all agencies being reviewed by September 5th. The on-site reviews are conducted between October 1 and April 30 each year.



Districts, area education agencies and community colleges which have the most indicators of potential equity problems are selected for on-site reviews. All districts operating a high school are part of the desk audit each year unless they have received an on-site visit within the past five years. On-site reviews could be conducted more often if circumstances dictate.

The on-site visits to school districts are conducted by a team of two to five members depending on the size of the agency to be visited. This is a Department-wide effort coordinated through the Bureau of School Administration and Accreditation. Staff members from all the divisions and nearly all the bureaus of the Department are involved as team leaders or team members. This past year the use of team members from area education agencies, colleges, universities and local school districts was piloted on five of the reviews. It is the intent to expand this practice in future years. All team leaders and team members are provided training each year. This training is provided by the equity staff within the Bureau of School Administration and Accreditation.

The on-site visit includes a thorough review of various materials and policies, interviews with students, staff, administrators, advisory committee members and others, as well as observation of programs and facilities. An exit meeting is held at the close of the review, and a written report of the findings is provided within thirty days of the review. If there are areas of noncompliance, the agency is required to submit a voluntary compliance plan within sixty days of the date of the review findings. The voluntary compliance plans are reviewed by Department staff and the agency receives a response as to the acceptance of their plan. An appeal process is provided should the need arise. A follow-up visit is conducted by the on-site team leader to each agency during the second semester of the year following the on-site visit. The purpose of this visit is to monitor the progress the agency is making toward implementing its voluntary compliance plan.

## **Area Education Agencies**

The Educational Equity Review Manuals used for school districts have been adapted into an AEA manual that fits the unique characteristics and roles of the area education agencies. The AEAs are covered by most of the same federal and state equity related laws that cover school districts, but some of these laws may have more direct implications for AEAs than others. The role of the AEA in delivering technical assistance and services can have a major impact on the response of local school districts to equity issues.

For example, the legislation requiring non-discrimination policies, equity coordinators, grievance procedures, and affirmative action plans apply to the AEAs just as they do to school districts. However, the multicultural education requirement is applied differently to an AEA. Equity review teams look at the technical assistance materials and training done by the agency to see if it is consistent with multicultural, nonsexist standards. The human relations in-service training programs operated by the AEAs are also monitored on the reviews. At least one AEA receives an on-site review each year.

## **Community Colleges**

Just as for area education agencies, there is an Educational Equity Review Manual that has been adapted to the unique characteristics and roles of the community colleges. The community colleges are covered by the same federal civil rights legislation that covers school districts. In some instances the equity related requirements in the school standards do not apply to the community colleges. In those instances, concerns are raised rather than citing noncompliance. Historically, community colleges in Iowa have not had the same civil rights related oversight that K-12 school districts and four year colleges and universities have received. At least one community college receives an on-site review each year.

## **Educational Equity Technical Assistance - The Process**

The Department receives a grant from the United States Department of Education to provide civil rights related technical assistance to school districts in the state. The funds are provided under the 1964 Civil Rights Act.

Upon request the Department provides technical assistance to school districts, area education agencies and community colleges. This technical assistance may take the form of information, materials, planning meetings, workshops, and regional and state conferences.

This past year approximately two hundred seventy-five school districts requested assistance. Given the number of districts involved, it has become virtually impossible to serve all of them individually. For this reason there has been an emphasis on greater AEA involvement in providing civil rights related technical assistance, as well as greater emphasis on Training of Trainers workshops to increase statewide training capacities.

A summary of the technical assistance activities conducted during the course of the 1993-94 school year is included in this report.

### **Format of this Report**

This report summarizes the findings of the twenty-seven Educational Equity Reviews conducted during the 1993-94 school year, as well as the twenty-nine visits to school districts, area education agencies and community colleges that had reviews during the 1992-93 school year. Three of the eleven integrating school districts (Muscatine, Des Moines, and Waterloo) had on-site reviews during this past school year. Follow-up visits were made to three others (Iowa City, South Tama, and Sioux City). Technical assistance visits were made to the remainder of the integrating school districts.

For each of the topical areas addressed in the body of this report, there will be a summary of the findings in all twenty-seven of the agencies reviewed. That will be followed by specific information related to the integrating school districts reviewed. The summaries will speak to areas of compliance and commendation, areas of compliance with concern, and areas of non-compliance.

There will be tables in both the body of this report and in the appendix. At times the tables will include statewide data, and at other times they will include data limited to the twenty-nine educational agencies reviewed this past year. A third set of tables will include data for the eleven integrating school districts. Each table will be specified as belonging to one of these three categories.

## B. MULTICULTURAL NONSEXIST EDUCATION

**Table B-1: Board Policies on Nondiscrimination**

<b>Commendations</b>	<b>Compliance with Concern</b>	<b>Noncompliance</b>
<b>18</b>	<b>5</b>	<b>4</b>

The Educational Equity Review Teams look at school board policies, when visiting on-site, to ascertain if the local school board is setting a positive environment for implementing educational programs free of discrimination. Policies are reviewed to see whether they cover the necessary protected classes (eg race, national origin, gender, disability, religion, age etc.), and to determine if they cover both employment and programs.

Eighteen (18) of the twenty seven (27) agencies visited during the 1992-93 school year were commended for the quality of their policies. Five (5) agencies were in compliance with both federal and state requirements, but had weaknesses in policies for which the teams raised concerns. Four (4) agencies were found to be in noncompliance with the requirements. In most instances their policies either did not cover both employment and program, or did not cover the necessary protected classes. The compliance rate in this area was significantly improved over the districts reviewed one year ago.

**Table B-2: Multicultural, Nonsexist Education Plans**

<b>Commendations</b>	<b>Compliance With Concern</b>	<b>Noncompliance</b>
<b>2</b>	<b>9</b>	<b>16</b>

The on-site teams also review the multicultural, nonsexist education plans which have been adopted by local educational agencies. These plans are required under Iowa School Standards and they are intended to provide the blueprint for implementing multicultural, nonsexist programming throughout the agency. These plans are to include goals and objectives for all program areas, descriptions of staff development efforts, strategies for involving diverse groups in the development and implementation of the plan, the district's plan for infusing the objectives into written curriculum, and a strategy for evaluating the implementation of the plan. They are to be updated every five years.

Two (2) agencies were commended for the quality of their multicultural, nonsexist education plans and their commitment to their plans. Nine (9) districts' plans had the necessary components, but had weaknesses about which concerns were raised. Sixteen (16) agencies were in noncompliance because their plans did not contain the necessary components, or their plans were not being implemented. The most frequent reasons for findings of noncompliance were a lack of specific objectives for all program areas, no description or documentation of the staff development provided, or no description of the process for curriculum infusion. The compliance rate was down slightly from last year.

**Table B-3: Infusion of Multicultural, Nonsexist Concepts Into Written Curriculum**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>3</b>	<b>16</b>	<b>8</b>

A major thrust of the multicultural, nonsexist education plan is to provide a link to the curriculum development process through the description of the infusion process and the development of objectives for each program area. Written curriculum guides in the agencies are reviewed to see whether they reflect the objectives indicated in the multicultural, nonsexist education plan. Guides from the four (4) most recently revised curricula are reviewed on each visit.

Three (3) of the local education agencies visited were commended for the leadership they were providing in the infusion process. Written curriculum in these districts reflected multicultural, nonsexist concepts. Sixteen (16) other districts were in compliance with the requirement, but concerns were raised about one or more weaknesses. Eight (8) agencies were in non-compliance with the requirement and written curriculum did not consistently reflect multicultural, nonsexist concepts. This does not mean that there were no efforts in these districts, only that their efforts were not effective. The compliance rate for curriculum infusion was slightly improved from last year.

**Table B-4: Educational Equity Coordinator**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>16</b>	<b>8</b>	<b>3</b>

One of the first steps in providing multicultural, nonsexist approaches to the teaching/learning process is to assign responsibility for coordinating the agency's equity related activities. Both federal and state laws require that districts designate such a coordinator. Past educational equity reviews have shown that this step is crucial to effective implementation.

Sixteen (16) agencies were commended for having actively functioning coordinators who were keeping staff focused on the implementation of equity related objectives. These coordinators were proactive both in implementing inclusive approaches to programming and in taking steps to prevent inequities from occurring. Eight (8) other agencies were in compliance with the requirement, but the coordinators were more reactive than proactive. Three (3) agencies were in noncompliance. In these agencies the designation was in name only with little activity actually occurring. The responsibilities of the coordinator were not clearly spelled out, and the coordinators were not being held accountable for functioning. The compliance rate was down slightly from that of last year.

**Table B-5: Civil Rights Grievance Procedures**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>8</b>	<b>2</b>	<b>17</b>

Title IX of the Education Amendments of 1972 (Gender Equity), Section 504 of the Vocational Rehabilitation Act of 1973 (Disability Equity), as well as Chapter 95 of the Iowa Administrative Code (Affirmative Action in Employment), require that local boards adopt grievance procedures for processing complaints of discrimination from parents, students, staff, and applicants for employment. Such grievance procedures provide for resolving relatively small conflicts at the local level without involving outside enforcement agencies.

Eight (8) of the agencies reviewed were commended for having strong grievance procedures which were being used. Clients and employees felt that concerns about discrimination and bias were taken seriously. Two (2) agencies were in compliance with this requirement, but had weaknesses in their grievance process. Seventeen (17) agencies were in noncompliance with the requirement. In most instances these districts had grievance procedures, but they either did not cover both program and employment, or they did not cover the necessary protected classes. In these districts, grievance procedures were seldom used. The compliance rate for grievance procedures was similar to that of one year ago.

**Table B-6: Notification**

<b>Commendations</b>	<b>Compliance with Concerns</b>	<b>Noncompliance</b>
<b>2</b>	<b>2</b>	<b>23</b>

The same federal and state laws that require board policies, equity coordinators and grievance procedures, also require that schools annually notify parents, students, staff and applicants for employment of these policies, the identity of their equity coordinator and the existence of the grievance procedure. They also require that this information be included in all major annual publications and handbooks. These requirements assume that the policy, the coordinator, and the grievance procedure will be ineffective and unutilized if clients are unaware of them.

Two (2) agencies were commended for their notification procedures and for the inclusion of the required information in all of their student, staff, and parent handbooks. Two (2) agencies were found to be in compliance, although there were some inconsistencies in the content of their notification. Twenty three (23) agencies were found to be in noncompliance in that they were not meeting the full notification requirements. It is important to understand that all these districts were including some notice statement in their publications, but they were not including all of the required information or targeting all the required groups. This area was not included in last year's report

**Table B-7: Media Programs**

Commendations	Compliance With Concerns	Noncompliance
13	13	1

Multicultural, nonsexist approaches are to be used across the total school program. One area outside the "traditional" curricula which plays a key role in exposing students and staff to cultural and other forms of diversity is the school media program. Iowa school standards require that there be a written curriculum to build student skills for utilizing media resources and that media collections foster gender fair, multicultural approaches to curriculum studies.

Thirteen (13) agencies were commended for maintaining strong media programs and curriculum which reflected diversity and were inclusive of equity concepts. Thirteen (13) agencies were found to be in compliance although concerns were raised regarding weaknesses in their programs. One (1) agency was found to be in noncompliance. They either did not include equity criteria in their material selection policies, did not have a K-12 written media curriculum which reflected multicultural, nonsexist concepts, or did not have reflect diversity in their media collection. The media center compliance rate was significantly better than that of one year ago.

**Table B-8: Guidance Programs**

Commendations	Compliance With Concerns	Noncompliance
12	8	7

The guidance program is another key component in a district's equity program. Because of their unique roles in school districts, counselors can play a key part helping districts identify problem areas and in facilitating solutions to problems.

Twelve (12) agencies were commended for maintaining guidance programs which helped students reduce stereotypes of themselves and others. These districts had a K-12 guidance curriculum which was inclusive of diversity, which regularly reviewed enrollments in courses and programs to see if all students were getting involved, and which also regularly reviewed guidance policies and practices when gender typed or racially isolated enrollment patterns were identified. Eight (8) agencies met the requirements, but had weaknesses for which concerns were raised. Seven (7) agencies were cited for not being in compliance with the requirements. In most instances the citations were issued because agency guidance programs were not disaggregating basic data to determine where patterns of segregation were emerging, or because policies and practices were not reviewed when such patterns were discovered. The compliance rate for guidance programs was up significantly from one year ago.

## C. DIVERSE ROLE MODELS: EMPLOYMENT AND AFFIRMATIVE ACTION

**Table C-1: Employment Policies And Practices**

Commendations	Compliance With Concerns	Noncompliance
12	10	5

School boards set the climate for the implementation of open and fair employment practices. These policies either reflect their concern for the provision of diverse role models for students, or a lack of that concern. Both federal and state laws require that school boards adopt non-discrimination policies for employment and inform employees and applicants for employment of that policy. During the course of the on-site reviews, the district's employment and personnel practices are also reviewed to insure that they are consistent with federal and state non-discrimination laws. Recruitment, application, interview, and placement practices are some of the items reviewed.

Twelve (12) agencies had strong board policies on non-discrimination in employment which also included statements related to sexual harassment. Ten (10) agencies were in compliance with the requirement but had weaknesses in the implementation of their policies, or had policies that did not speak clearly on the issue of harassment in the work place. Five (5) agencies were in noncompliance. In most instances, they had a board-adopted policy, but they were either incomplete, or they were not regularly notifying employees and applicants for employment about the policy. The compliance rate was similar to that of a year ago.

**Table C-2: Affirmative Action Plans**

Commendations	Compliance With Concerns	Noncompliance
7	5	15

Iowa law requires that educational agencies do more than avoid discriminating in their employment policies and practices. Chapter 19B.11 of the Iowa Code requires school districts, area education agencies and community colleges to adopt and implement affirmative action plans and strategies for recruiting and employing persons from diverse racial/ethnic groups, women and men, as well as persons with disabilities when they are under-represented in various job categories within the current work-force.

Seven (7) agencies were commended on the quality of their affirmative action plan and their efforts to diversify their work-force. Five (5) agencies had adopted acceptable affirmative action plans, but exhibited weaknesses in their efforts to implement the plan. Fifteen (15) agencies were cited for having inadequate affirmative action plans. The most common deficiencies in these plans were (1) lack of training for supervisory employees on implementing equal employment opportunity and affirmative action plans, (2) lack of numerical hiring goals for specific job categories and (3) lack of documentation of a self-evaluation of current employment practices or (4) failure to update the plan. The number of districts commended for their efforts in this area increased from last year, but the compliance rate remained the same.

Under-representation of women in administration, men in elementary teaching positions, and persons from diverse racial/ethnic groups in both certified and classified positions is pervasive statewide. Factors that contribute to this lack of diversity are the declining enrollment trends over the past ten years, collective bargaining agreements with over-emphasis on seniority, which often place the security of current

staff over the needs of students. These factors tend to jeopardize the jobs of female administrators and minority employees who often tend to be lower on the tenure list. The increase in numbers of students from diverse racial/ethnic backgrounds coupled with the lack of racial/ethnic diversity on staff is creating severe problems in a number of school districts in Iowa.

**Table: C-3: Advisory Committee Membership**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>8</b>	<b>11</b>	<b>8</b>

Equity review teams scrutinize the makeup of advisory committees utilized by school districts to insure that they are including both men and women, persons from diverse racial/ethnic groups and persons with disabilities in an equitable manner. This is especially important in Iowa educational agencies where there are few women in administrative positions and little cultural diversity on staff. The closest scrutiny was applied to multicultural, nonsexist education, vocational education, curriculum and 280.12 Needs Assessment Advisory committees.

Eight (8) agencies were commended for having diversity and gender balance reflected on their advisory committees. Eleven (11) agencies were in compliance with requirements, but concerns were raised about the districts' support and coordination of advisory committee activities. Eight (8) agencies were cited for non-compliance because they reflected little diversity on their advisory committees. The compliance rate on advisory committee membership was the same as for last year.

**Table C-4: Staff Evaluation**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>11</b>	<b>16</b>	<b>0</b>

The quality and content of staff evaluation systems have a significant impact on the implementation of inclusive approaches by administrators, teachers, and classified staff in educational agencies. When equity criteria are visibly included in staff evaluation, staff members who are sensitive to the needs of diverse students are reinforced for their efforts, and those who implement less than inclusive approaches are given the message that such approaches are essential to being an effective educator in Iowa schools.

Iowa schools are required to establish a system for evaluating their employees. However, the law does not specify what criteria will be used in the evaluation process. For this reason the number of agencies in the noncompliance column above is zero (0). Eleven (11) agencies reviewed received commendation for visibly including equity criteria in the evaluation of its employees. Concerns were raised in sixteen (16) agencies over the lack of equity criteria in staff evaluation procedures. Although this record is not good, it constitutes a significant increase over the number of districts that included equity components in there staff evaluation a year ago. The lack of an equity component in evaluation is one key reason why some school districts never translate their multicultural, nonsexist education and affirmative action plans into action.



## **D. ATTENDANCE CENTER INTEGRATION AND PHYSICAL ACCESSIBILITY**

### **D-1: Racial Integration of Attendance Centers**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>24</b>	<b>1</b>	<b>2</b>

Iowa school standards require that school districts take affirmative steps to integrate students in attendance centers on the basis of race, national origin, gender and disability. Racial isolation in attendance centers was not an issue in 24 of the agencies reviewed. Three of the school districts visited operated attendance centers with racially isolated enrollments (20% points above the district-wide percentage of African American, Hispanic American, Asian American, and American Indian students). For a complete statewide list of school districts still maintaining racially isolated attendance centers, please see Appendix Table 7.

The three school districts visited that still maintain racially isolated attendance centers are Waterloo, Muscatine and Des Moines. The Des Moines School district was found to be in compliance with school standards, while Waterloo, and Muscatine were found to be in non-compliance. The Des Moines District has implemented a variety of affirmative strategies to integrate attendance centers and has consistently maintained them. Despite those efforts, there is a slow increase in racial isolation in several buildings. There is a need for the district to examine its integration plan and revise and renew its components. Neither the Waterloo or the Muscatine School District have implemented current affirmative steps to eliminate the racial isolation in their districts. Waterloo is experiencing significant resegregation accompanied by increasing racial tensions. Specific information on the Des Moines, Waterloo, and Muscatine School Districts is included later in this report.

None of the twenty-five(25) agencies reviewed operated attendance centers that were illegally gender segregated or segregated on the basis of disability.

**Table D-2: Physical Accessibility**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>9</b>	<b>6</b>	<b>12</b>

A primary issue related to disability integration is the accessibility of facilities, programs and activities to students, staff, parents, and community members with disabilities. Section 504 of the Vocational Rehabilitation Act of 1973, and the more recent Americans With Disability Act of 1992, require that all programs and services be accessible to persons with disabilities. This does not mean that every building must be barrier free. In fact in instances where architectural changes were the only way to provide accessibility, those changes were to have been made by the end of 1985. If there are architectural barriers still remaining, and physical remodeling is not currently underway as the remedy, the agency must have a written plan outlining how all programs and services are being made accessible.

During the 1993-1994 educational equity review visits, nine (9) agencies were commended for the actions they had taken to make their facilities and programs accessible. Six (6) agencies were in compliance with the requirements but had weaknesses in their delivery system. Twelve (12) agencies still maintained facilities with physical barriers and had no written plan for making their programs, activities, and services accessible. Physical inaccessibility is a major problem in smaller, rural Iowa school districts with facilities

built prior to 1973 and which have enrollments of fewer than 500 students. However, the compliance rate on accessibility was significantly higher this year than last.

## **E. PROGRAM INTEGRATION AND ACCESSIBILITY**

**Table E-1: Data Collection**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>7</b>	<b>9</b>	<b>11</b>

Iowa School Standards require that educational agencies take affirmative steps to integrate students in attendance centers, programs and courses. The standards require that program and course enrollment data be collected on the basis of race, national origin, gender and disability. The rationale for this standard is based on school effectiveness research, which indicates that until educators know what is happening to sub-groups within their building population, it is difficult for them to implement school improvement programs effectively. Collecting and reviewing educational data by race, national origin, gender, disability and socio-economic status gives schools a much more analytical picture of how all students are affected by the programs provided by the school. The Educational Equity Review Teams monitor for the collection and use of disaggregated data by educational agencies.

Seven (7) of the agencies visited during the 1993-94 school year received commendations for the way they were collecting and reviewing disaggregated data. Nine (9) districts were regularly reviewing disaggregated data; however, these districts often had not built these factors into their computer systems. This meant the process was more tedious than need be and provided little guarantee that the reviews were being institutionalized. Eleven (11) agencies were cited for not regularly collecting or analyzing data in a disaggregated fashion. These findings were a significant improvement over the findings of a year ago.

### **E-2: Integration in Programs, Courses and Activities**

For the purposes of equity monitoring, gender segregation is defined as when either males or females make up eighty percent (80%) or more of the participants in the program, course or activity. Segregation on the basis of race and disability is defined as when the combined percentage of African American, Hispanic American, Asian American and American Indian students varies more than ten percent (10%) from the percentage of those combined groups in the school district or community college. The standard for disability segregation is the same as for race. A citation occurs when segregation as defined above is present, and the agency has not reviewed their program policies and practices to determine if they contribute to this segregation, or if they have failed to target information about the program to the groups of students who have not been involved.

### **E-3: Racial Integration**

<b>Commendations</b>	<b>Compliance With Concern</b>	<b>Noncompliance</b>
<b>21</b>	<b>4</b>	<b>2</b>

Twenty one (21) agencies either received commendations for their efforts for integrating students from diverse racial/ethnic groups into programs, courses and activities, or did not have significant numbers of students from diverse racial/ethnic backgrounds for this to be an issue. Four (4) agencies were in compliance with the requirements, but had enrollment trends in some programs which caused concern. Two agencies were cited for racial segregation in one or more programs. These citations were in the areas of enrollments in upper level courses, and in involvement in extra-curricular activities.

**Table E-4: Gender Integration**

<b>Commendations</b>	<b>Compliance With Concern</b>	<b>Noncompliance</b>
7	7	13

Seven (7) agencies were commended for their efforts to integrate both males and females into all their programs, courses and activities. Seven (7) agencies were in compliance with Title IX requirements, but still had gender typed enrollments in some programs. Thirteen (13) agencies were cited for noncompliance because they had sex segregated enrollments in one or more program areas, and they had not reviewed their policies and practices to see if they were contributing to the segregation, nor had they taken steps to target program information at students who had not historically been involved.

Gender segregation is pervasive in vocational education programs across the state of Iowa, especially in the area of industrial technology programs and courses. Other program areas cited were agricultural education, business education, health occupations, music/chorus, foreign language, upper level and advanced mathematics, and behavioral disability programs within special education.

On the other hand there is some good news, because the percentage of districts found to be in compliance with gender integration requirements was greater than it was a year ago.

**Table E-5: Disability Integration**

<b>Commendations</b>	<b>Compliance With Concern</b>	<b>Noncompliance</b>
20	4	3

Twenty (20) of the agencies reviewed were commended on their efforts to integrate students with disabilities into all programs, courses and activities. Four (4) agencies were found to be in compliance with disability integration standards, but received recommendations for strengthening their efforts. Concerns were often related to the lack of involvement of students with disabilities in extra-curricular programs or for not meeting the least restrictive environment clause of Section 504. The rate of compliance on disability integration was slightly up from one year ago.

**Table E-6: Talented and Gifted Programs**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
15	9	3

Iowa School Standards require the provision of differentiated programming for gifted and talented students. In an effort to provide equitable access to these programs, the standards require that schools use multiple criteria for identifying gifted students and not over rely on test scores. Districts must take affirmative steps to include students from diverse racial/ethnic groups in their gifted programs.

Fifteen (15) districts reviewed were commended on their efforts to include students from diverse groups in their gifted programs. Nine other districts were in compliance with the requirement, but received

recommendations for broadening accessibility to or strengthening their program. Three districts were cited for noncompliance. In most instances, they were not using multiple criteria for identifying gifted students and were over-relying on test data. They were not implementing strategies for including students from diverse groups into their programs. The rate of compliance within talented and gifted programs was up considerably from the past year.

**Table E-7: Special Education**

<b>Commendations</b>	<b>Compliance with concerns</b>	<b>Noncompliance</b>
<b>15</b>	<b>11</b>	<b>1</b>

Fifteen (15) educational agencies were commended for their efforts to equitably serve all students in their special education programs. Eleven (11) agencies were found to be in compliance with nondiscrimination standards, but concerns were raised primarily about gender typed enrollments in behavioral and mental disability programs. In some instances this involved an almost 3:1 ratio of boys to girls in these programs. One (1) agency reviewed was cited for noncompliance. The level of compliance was up slightly from one year ago.

**Table E-8: Language Services to Limited English Proficiency Students**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>7</b>	<b>5</b>	<b>15</b>

Both federal and state legislation requires school districts to provide language assistance to students whose primary language is one other than English. All districts are required to identify the home (primary) language of students when they first enter the school district. If the student's home language is one other than English, the district is required to measure the student's oral and written language proficiency to ensure that the student has the English skills necessary to successfully function in the classroom. If the language assessment tests administered determine that the student needs language assistance, the district is required to provide needed English language assistance and support services. These programs could take one of several forms including bilingual education, English as a Second Language and language tutoring services. Once the program is established, criteria for exiting the program must be established and evaluation criteria developed.

Seven (7) of the educational agencies visited were commended for their programs for providing language assistance to limited English proficiency students. Five (5) other agencies were in compliance with the requirements, but had concerns raised about weaknesses in their services. Fifteen (15) agencies were cited for not taking the necessary steps to adequately provide language assistance to these students. The primary reason for the citations was that districts were not identifying the home language of the students upon their admission to the school district. A few school districts were not doing the necessary language proficiency testing after they knew that students came from homes where the primary language was one other than English. Many of these districts were providing some language assistance to some students, but this often began after the students experienced problems and failure for a significant period of time, or the district was not serving all the students who had needs. This area remains problematic across the state, but the rate of compliance was up from last year.

**Table E-9: Extra-curricular Activities**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>17</b>	<b>4</b>	<b>6</b>

Just as integration is an issue for the classroom, so it is also an issue for co-curricular activities. A very powerful indicator of how comfortable students feel about collaborating with students of the other gender, persons from other racial/ethnic groups and persons with disabilities is the degree to which diverse racial/ethnic groups, both males and females and students with disabilities are involved together in extra-curricular activities.

Seventeen (17) educational agencies were commended for their effective involvement of all groups of students in their extracurricular programs. Four (4) agencies were in compliance with the law, but often had weaknesses in the way they disseminated information to students about extracurricular opportunities. Six (6) agencies were cited for maintaining segregated extracurricular activities. The areas cited included chorus, cheerleading, drill teams, and athletic programs. Six (6) of the districts were cited for gender segregation, and two (2) districts were cited for racial segregation. The rate of compliance was up considerably from one year ago.

**Table E-10: Athletic Logos and Mascots**

<b>Commendations</b>	<b>Compliance with Concerns</b>	<b>Noncompliance</b>
<b>18</b>	<b>5</b>	<b>4</b>

An issue closely related to extra-curricular activities is one of athletic team mascots which are stereotyped in nature or which reinforce negative stereotypes about groups of people. In Iowa this most often takes one of three forms. The first is the use of American Indian related names and mascots, the second is the use of the Confederate flag as an athletic logo, and the third is the use of diminutive terms or suffixes to the names of girls' teams which imply that they are an appendage to the boys' programs.

Eighteen districts were commended for having mascots and logos free of stereotypical implications. Five districts were in compliance, but concerns were raised in terms of gender inferences. Four districts were cited for maintaining athletic logos and mascots that reinforced student stereotypes of a racial/ethnic group or which might be offensive to an ethnic group. This issue was not included in last year's report.

## F. STUDENT ACHIEVEMENT

For the purposes of this report, student achievement will be assessed by looking at disaggregated data on standardized tests, reception of scholarships and awards, dropout rates and student discipline. Looking at this information regarding groups of students gives a fairly meaningful assessment of their success or lack of success in the school environment.

**Table F-1: Standardized Achievement Tests**

Commendations	Compliance With Concern	Noncompliance
10	15	2

This is an area where the Department of Education is just beginning to collect data. Educational agencies are wary about how the information will be used and are often reluctant to collect or release the data in a disaggregated format. This past year we requested the average grade level equivalency by gender and by racial/ethnic group at the fifth and tenth grade for reading comprehension and math problem solving.

Ten (10) agencies were commended for providing the information requested and giving evidence that they were using the information in programmatic planning. Fifteen (15) agencies provided the information, but provided no evidence that they were consistently making use of it in their strategic planning and program planning and evaluation activities. Two (2) agencies were cited for not collecting this information in a disaggregated fashion.

**Table F-2: Suspensions and Expulsions**

Commendations	Compliance With Concerns	Noncompliance
16	8	3

Student suspensions and expulsion are rather explicit indicators of student problems in a school system or that the system is not working for the student. Members of Educational Equity Review teams review discipline policies for factors that may create bias in the system and review suspension and expulsion rates on a disaggregated basis.

Sixteen (16) agencies were commended for their efforts to develop unbiased discipline systems and for suspension rates which reflected equitably the student population of their school district. Eight (8) agencies were found to be in compliance with non-discrimination requirements, but concerns were raised because there were still significant disparities between the suspension rates of male and female students and students from diverse racial/ethnic groups. Another common weakness was that student discipline codes did not speak to the issue of student intolerance toward one another based upon their race, gender, disability or religion. Three (3) agencies were cited for having disparate rates of suspension for students based upon race, gender, and disability, without having taken significant steps to review policies and practices to see if they may be contributing to the disparity, and without taking steps to intervene in a preventative way.

**Table F-3: Dropout Rates**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>21</b>	<b>5</b>	<b>1</b>

Twenty-one (21) of the agencies were found to be in compliance with non-discrimination standards. One (1) agency was cited for disparate dropout rates based upon race and gender and having no preventative plan in place to reduce the rates and disparities in the future.

**Table F4: Scholarship and Awards**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>17</b>	<b>9</b>	<b>1</b>

It is generally a good sign when the students in an educational agency who receive awards and scholarships reflect the demographic makeup of the school as a whole. For this reason Equity Review Teams scrutinize the lists of such awards given out in the year previous to the visit. Seventeen (17) of the agencies reviewed were commended for recognizing excellence in students from diverse racial/ethnic groups as well as both males and females and students with disabilities. Nine (9) were in compliance with equity requirements, but received recommendations on how the program might be more inclusive. One (1) agency was cited for noncompliance in this area.

**Table F-5: Enrollment in Upper Level Courses**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>17</b>	<b>10</b>	<b>0</b>

Seventeen (17) agencies reviewed were commended for their efforts to involve all their students in more advanced upper level courses in mathematics, science, language arts, and social studies. Ten (10) agencies were found to be in compliance with non-discrimination requirements, but received recommendations on how they might be more inclusive. No agencies were cited for segregation in those programs based on race, national origin, and gender.

**Table F-6: Harassment of Staff and Students**

<b>Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>8</b>	<b>11</b>	<b>8</b>

Sexual harassment of staff or students, and harassment based upon their race, national origin, disability, gender, or religion has been ruled a form of discrimination by the Supreme Court. This includes harassment by administrators, fellow employees, or students. There have been several highly visible incidents of hate crimes and harassment in Iowa schools over the past four years. Over the



past two years Department equity staff have received more requests for assistance, information, and training on this topic than any other.

Eight (8) agencies visited received commendations for their efforts to prevent harassment. Eleven (11) had some form of board policy on harassment, but the equity review teams raised concerns about limitations in these policies, and how they were being implemented. Eight (8) agencies were cited for having no policies related to harassment or for taking no proactive steps for the prevention of harassment.

The most common concern of the Equity Review Teams were that policies often covered staff or students only, but not both. Other policies covered sexual harassment only, but did not include racial and other forms of harassment. Some districts that had policies on student harassment did not have the policy infused into their discipline codes. Others had policies in place, but administrators were not diligently carrying them out. The number of students and staff members interviewed who described rather blatant forms of harassment was significant.

## **G. EDUCATIONAL EQUITY REVIEWS IN INTEGRATING SCHOOL DISTRICTS**

The educational equity review process is set up to insure that integrating school districts will have a comprehensive review at least once every five years, and more often if necessary. Reviews were conducted in three such districts during the 1993-94 school year. They were the Muscatine, Des Moines, and Waterloo School Districts. A summary of the findings of those reviews follows.

### **G-1: Muscatine Community School District**

The Department of Education conducted an educational equity review in the Muscatine Community School District on November 29 - December 3, 1994. The last previous review was conducted during the 1989-90 school year. At that time the district expressed a commitment to address equity concerns, and was making progress in doing so. However, the district was cited for not providing language assistance to all its students whose primary home language was one other than English. The district since then was cited by the United States Office of Civil Rights for the same issue and is in the process of adding ESL/Bilingual education staff to meet those needs. The district has also just received for, the first time, a Title VII Bilingual Education grant from the United States Office of Education, which should allow the district to raise the quality of its programs in a significant way.

Also at the time of the 1989 visit, there was a concern raised about the growing racial isolation at Jefferson Elementary School. At that time Jefferson's minority enrollment had just exceeded the state guideline by one (1) percentage point. It was recommended that the district take steps to turn this trend around before it became a major problem. The district has taken no significant action since then, and Jefferson Elementary School now exceeds the state racial isolation guidelines by nine (9) percentage points. The following is a summary of the findings of this past year's review:

### **STRENGTHS**

- The district has benefitted greatly from the support of and collaboration with local businesses and foundations. Community time, talent, and money have been invested in educating the children of the school district.
- The major advisory committees of the district are in place and functioning. The district's Educational Equity Committee is active, informed, and enthusiastic. Their activities are reflective of broad based concerns for educational equity issues. The multicultural, nonsexist education plan is in its third revision.
- The most recently revised curricula reviewed by the visiting team demonstrated infusion of multicultural nonsexist concepts.
- The district has provided a significant number of staff training activities to address gender and racial/ethnic equity and to promote sensitivity to diversity within the school district. Approximately two-thirds of the district's staff have received GESA training (Gender/Ethnic Expectations and Student Achievement).
- There is a strong commitment in the district to meeting the needs of students with disabilities. The rapport and collaboration between special education staff and other staff members is good. Students with disabilities are well integrated into the programs of the district.
- There is a comprehensive program for addressing the needs of the At-Risk students. The staff is innovative, concerned, and supportive.

- The agricultural education program has done an exceptional job of involving and enrolling both males and females.
- The district has revised and upgraded its affirmative action plan. The plan is being implemented, and at the time of the review, some progress in diversifying staff was being made.
- The district's programs are supported by an excellent media staff. There is a new computerized research system at the high school media center. A variety of resources, including those which foster MCNS education, support the needs of the instructional staff and the students.
- The textbooks reviewed were up-to-date and depicted diverse men and women in a variety of traditional and nontraditional roles in keeping with MCNS goals.

## **AREAS OF NON-COMPLIANCE**

The district was asked to submit a voluntary compliance plan to address the following issues:

- At the time of the 1990-91 review, Jefferson Elementary School was 1% above the state guideline level defining racial isolation. At the time of the 1993-94 review, the building was 9.3 percent above the guideline. Although the district has established a committee to discuss the issue, it has not taken affirmative steps to integrate its attendance centers or to prevent the further growth of racial/ethnic isolation at the Jefferson attendance center. The district must move to implement affirmative strategies to integrate attendance centers on the basis of race/national origin. In fact there is some evidence to show that the maintenance of the bilingual education program in only one elementary attendance center is directly contributing to the increase of racial/ethnic isolation.
- The district has adopted several non-discrimination policies which have caused some fragmentation and inconsistencies throughout the district. Notification to staff, students, and parents do not consistently include all the policies. Furthermore, such notification does not appear on all publications that are generated and circulated by the district. It was recommended that one comprehensive policy be adopted and communicated consistently.
- Currently the district makes use of four persons who have been assigned responsibility for equity. This again has led to considerable inconsistencies in the district's equity efforts. The identification of all four coordinators does not appear in all major district publications. It is recommended that the district consolidate these responsibilities in no more than two persons, one with responsibilities for employment and another with responsibilities for program issues.
- The district's equity related grievance procedure is also fragmented into several components, and it does not provide for grievance from employment applicants. It must be expanded to do so, and we again recommend that the various equity grievance procedures be consolidated into one to avoid confusion. The district is not annually communicating information about the grievance procedure to parents, staff, students, and employment applicants through major annual publications.
- The district's policies and plans for curriculum development should be revised to provide for the infusion of multicultural, nonsexist education.
- While some services are available, the district does not have a policy or plan for identifying and educating homeless children and youth (whether enrolled or not) or for posting information in the local shelters and other locations to encourage the enrollment of homeless children.

## CONCERNS AND RECOMMENDATIONS

- The equity efforts of the district should be consolidated and coordinated under the responsibility of one or two persons, and those persons should be given the time and authority to ensure that those responsibilities are carried out. It is clear that the fragmentation of the responsibilities among several coordinators is leading to fragmented efforts and results. In addition, one comprehensive grievance procedure should be adopted for the district's equity needs, and the nondiscrimination policies should be combined into one.
- It is recommended that the central administrative office develop one standard statement on the district's nondiscrimination policy, the identity of its equity coordinator, and the grievance procedure and hold all administrative employees accountable for including this information in all their handbooks and major annual publications.
- Although the district's equity committee is active, many staff members seemed unaware of the district's plan for MCNS education or how it might affect their program area. It is recommended that the goals, objectives, and timeliness of the multicultural nonsexist education plan be related to those of the curriculum and that the relationship of the equity committee to the curriculum development process be examined and clarified.
- While the district's MCNS Plan is acceptable, the district needs to continually update the staff development component of the plan to document its equity training activities.
- The district has not disaggregated achievement test scores by race, national origin, gender, and disability. The district is urged to continually collect and review all enrollment, participation, achievement, and employment data in disaggregated form.
- It is recommended that all staff and students be provided training on how to recognize and deal with all forms of harassment. Student-to-student, gender, and racial/ethnic harassment is occurring, according to some students.
- It is important in a diverse community such as Muscatine to seek men and women for advisory committees (for example, TAG) who represent persons with disabilities and various racial/ethnic groups. We recommend that the district expand efforts to do so.
- Mathematics courses are not clearly described in the registration handbook. Sequences are not clearly outlined. As a result, student choice may not be as well informed as it could be.
- The district is urged to revise the board policy on tests and testing to include language which addresses the issue of bias in tests and the ways tests may be utilized.
- The district is encouraged to integrate educational equity concepts into staff evaluation instruments and practices. This would provide further incentive for developing and using MCNS concepts in all aspects of the school environment.
- Given the district's significant enrollment of students of Hispanic/Latino background, it is recommended that all registration materials be translated into Spanish. A significant number of those Hispanic students come from homes where the primary language is not English.

## **G-2 DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT**

The Department of Education conducted an educational equity review of the Des Moines Community School District on February 14-18, 1994. The last previous equity review was conducted in Des Moines during the 1988-89 school year. The district had provided evidence of significant responses to the issues that were raised in that report. The following are the findings from the past year's review.

### **STRENGTHS**

- The district was well prepared for the equity review and forthcoming with assistance and information. The district does a good job of documenting its equity related activities, especially considering the size of the district and the number of programs that fall under the equity umbrella.
- Many district and building level documents routinely carry a statement notifying patrons of the district's intent to make all programs and services of the district available to persons with disabilities. While some of the current facilities present barriers to persons with disabilities, there is a building-by-building written plan describing how all programs and activities in the district are being made accessible.
- The school district has created a climate for the growth of equity principles. Selection of "Effective, Equitable, Efficient" as the three goals of school improvement indicate signs of strong district commitment. A positive equity posture is made an integral part of the district's mission statement and is seen on posters and in documents within attendance centers.
- The equity-related school advisory committees are committed and functioning effectively. There is a sense among committee members that their work and recommendations are taken seriously.
- Supervisors/coordinators of most curriculum and program areas evaluate course enrollments with an eye toward monitoring the involvement of all students. There was concern expressed about reaching parity, and strategies are in place to encourage enrollment of underrepresented students.
- The district has a strong harassment policy and has made its stance quite visible to students, staff and parents. The discipline policy includes a strong harassment component, and it is a visible part of the data collection system on disciplinary infractions.
- The district has developed and implemented a number of specialized programs in seeking to achieve racial integration and to meet the needs of a culturally and economically diverse student population.
- The district continues to implement an educational equity audit system which simultaneously provides a view of progress within each attendance center, as well as a district wide overview, and offers ongoing encouragement to staff for continuous improvement.
- Subject area coordinators are knowledgeable about multicultural, nonsexist considerations within their curriculum areas. MCNS criteria is embedded in the materials selection process, and there is evidence that the process is being followed.
- The employment policies and practices of the district are clearly designed to fulfill the spirit of equal employment opportunity and affirmative action. All job descriptions are clearly designed from an equity perspective. There are evaluation instruments. The affirmative action plan of the district is strong.

- The district is implementing a comprehensive plan for providing a wide variety of services to students who are at-risk. The district has developed a K-12 Guidance Curriculum in which multicultural nonsexist approaches and content are readily apparent. There has been progress made in diversifying the guidance staff over the past few years.
- Media specialists spoke with understanding about the need for instructional resources to foster multicultural nonsexist approaches in the classroom, and the media centers visited reflected this understanding. Even where budget restrictions have resulted in overall collections that are too small and less than current, the proportion of MCNS related materials appeared to be fair and carefully selected.

## **AREAS OF NONCOMPLIANCE:**

- Although most building level handbooks include information about the district's nondiscrimination policy, the identity of the educational equity coordinator and information about equity related grievance procedures, there were some important exceptions. The registration/course description handbooks at the high school level often did not include this information, and oddly enough many of the publications that originated in the central office did not include them. The district should review all documents in those two categories to insure that they include the same equity-related information as their other handbooks.
- The district's grievance procedure for civil rights complaints does not include applicants for employment as required by Chapter 95 of the Iowa Administrative Code. It should be modified to do so.
- The district's curriculum development policy which guides the development of written curriculum does not include a description of how multicultural, nonsexist curriculum infusion will occur. The policy does not seem to reflect current practice in that it speaks only to the development of "courses" and appears to address only secondary education.
- Although the district's affirmative action plan is quite strong, it has not been updated in the past two years. There is a need to do so.
- The locker room facilities at Roosevelt High School for boys and girls are not comparable. The males have five locker rooms and the females just two. The disparity is a violation of Title IX of the Education Amendments of 1972 and must be rectified.
- The visiting team was not provided evidence that the district is meeting the requirements for the education of homeless children and youth. There must be a process for identifying school age homeless children whether enrolled or not and a procedure for posting information in local community shelters and other locations to encourage the enrollment of homeless children. District policies and practices must be reviewed to assure that they present no barrier to the education of homeless children.

## **CONCERNS AND RECOMMENDATIONS**

- The district has an up-to-date plan for achieving multicultural education. While all the required components of a plan are present, the plan could be improved to describe in greater detail how the role and functions of the Latino Advisory Committee and the Board Advisory committee relate to those of the Educational Equity Advisory Committee. There were also several programs for which there were no objectives in the MCNS Plan. They included special education, the talented and gifted program, health occupations and computer education. Objectives for these program areas should be added to the plan. The MCNS plan would be more reflective of the district's efforts if it included a description of the equity audit system, how building goals and objectives dovetail with those of the district's MCNS plan.

- There is some concern about the mechanics of linking the goals and objectives of the district's multicultural, nonsexist education plan with the written curriculum. While the district is fairly rigorous about applying MCNS considerations to the selection of instructional materials, there is concern that MCNS considerations are not similarly embedded in the written curriculum development process itself. While the district's MCNS Plan clearly addresses curriculum development, the "Curriculum Development Process Manual" makes no corresponding mention of MCNS consideration in generating the curriculum philosophy, goals, objectives, etc. This is important because written curriculum drives test selection.
- Some counselors expressed concern about the lack of ready access to student enrollment, achievement and participation data. Federal civil rights law stresses the importance of the counselor's role in reviewing student data, insuring that counseling practices are unbiased, and taking affirmative steps to counsel students in ways that broaden their educational and career choices. Ideally counselors should have direct access through a computer to data for analysis and planning purposes.
- The district is encouraged to amend its policy on tests and testing to include language addressing the issues of bias in tests and bias in the ways tests may be used.
- The district is urged to phase out any lingering American Indian symbolism used in connection with the East High "Scarlets" nickname. Also the Harding Middle School athletic nickname "Eskimos" is also problematic. This is so partly because the term itself is not how the native people of Canada and Alaska name themselves, and partly because of the extreme difficulty of avoiding stereotyped images however benignly meant, while using an ethnic group as a school symbol. We suggest that this issue be addressed through the curriculum, that alternatives be explored, and that the Eskimo name and associated symbols also be phased out.
- Students from Weeks Middle School expressed the feeling that they were not being provided enough information regarding diversity and multicultural education in the classroom. Racial tensions have emerged there in the past two years. It is recommended that the staff review this concern and implement an active program for assisting students deal positively with issues of diversity and coordinate that program with the one currently being implemented at Lincoln High School.
- There is a strong concern about the limited number of African American, Hispanic American, and American Indian students in the district's talented and gifted program. The district should strengthen its efforts to insure diversity and to monitor its progress accordingly.
- Although the district has the required Vocational Education Advisory Council, members interviewed seemed unaware of their responsibilities related to equity concerns as these relate to vocational and career education.
- A review of the district's building enrollments (below) reveals that there is has been some growth in racial isolation within the district using the 20% guidelines established by the State Board of Education. In the period between 1989 and 1994, there has been an increase in isolation in five attendance centers. The most extreme examples are Moulton Elementary School which went from 38.6% minority enrollment in 1989 to 51.2% minority enrollment in 1994. During the same period, Longfellow Elementary School increased from 34.8% to 47.2% in minority enrollment. In each case the isolation growth rate is over 2% a year which is actually about double the general population growth in the number of minority students in the district as a whole. It is still a matter of conjecture as to the actual effect the Open Enrollment Law has had on this increase in racial isolation, but it certainly has not helped.

Building	% Minority 1989	% Minority 1994	% Over 1989	% Over 1994
Martin Luther King	39.8	46.4	1.8	4.9
Edmunds	39.4	45.6	1.4	4.1
McKinley	40.8	47.4	2.3	5.9
Longfellow	34.8	47.2	-3.4	5.7
Moulton	38.6	51.2	.4	9.7

The district has implemented several integration strategies to keep racial isolation in check or to reduce it where the occurrence has moved buildings over the state 20% guideline. These strategies include a voluntary transfer program, an extended day kindergarten program, magnet schools, paired schools, and revisions of attendance center boundaries and feeder systems. In conjunction with these steps are strategies aimed at achieving integration such as efforts to employ diverse staff role models, to reflect diversity through the curriculum, to provide staff development on equity issues, and efforts to create a climate in which equity is seen as an integral component of excellence.

While the district has taken ongoing affirmative steps to integrate students in attendance centers and has in no way backed away from its integration efforts, it is also clear that the strategies currently being used are not totally ameliorating the situation. The district is losing some ground in its battle against racial isolation. It is essential that the district continue to renew and reevaluate its existing efforts and explore new ways to achieve greater integration.

### **G-3: WATERLOO COMMUNITY SCHOOL DISTRICT**

There was an educational equity review conducted in the Waterloo Community School District on February 22-25, 1994. The last previous equity review was conducted during the 1989-90 school year. At that time, it was noted that because of budget restraints and declining federal funding, there had been a steady decline in the resources made available for equity-related activities. There were a number of indicators at that time that resegregation was occurring, community tensions were building, and new concerns related to race equity, gender equity, and disability equity were emerging. The following is a summary of findings from the February 1994 visit:

#### **STRENGTHS:**

- The school board has developed comprehensive non-discrimination policies as well as policies dealing with the harassment of staff and students. The policies are clearly communicated to staff, parents, and students through all major annual publications.
- The school board has appointed three individuals who have equity related coordination responsibilities. The coordinators have been active and effective in their roles. They are clearly identified in staff, student, and parent publications, and their phone numbers are included. The Multicultural, Gender-Fair Education Coordinator has been very visible in buildings demonstrating multicultural, gender-fair techniques and approaches. The Equity Coordinator has also played a major role in mediating equity-related disputes when they occur and in assisting administrators in dealing with equity issues.
- The school board has adopted a civil rights related grievance procedure which includes the necessary protected classes and which can be used by students, staff, parents, and applicants for employment. Information about the grievance process is included in all major annual publications.
- The district has broadened and strengthened its multicultural, nonsexist education plan since 1989. The plan includes the necessary components required by the Iowa School Standards and includes specific objectives for most program areas.
- The curriculum development policy for the district provides for the infusion of multicultural, nonsexist concepts and content.
- The instructional materials adoption policies of the district clearly include language related to the inclusion of ethnically diverse persons, both men, women, and persons with disabilities. Textbooks generally were kept up to date and reflected this policy.



- The physical education program is offered and taught on a co-educational basis as required by Title IX (Gender Equity) and emphasizes lifetime recreational and wellness skills.
- Students participating in cooperative education (workplace based) programs reflect the diversity of the student population. The contract for these programs includes a non-discrimination clause which is signed by the student, the school district, and the place of business involved.
- The media centers have retained strong support through financially difficult times. The policy for purchase of materials includes multicultural, nonsexist criteria, and most of the collections reviewed reflected diversity in their collections.
- The enrollment in the district's TAG (Talented and Gifted Program) reflects the diversity of the student population in general.
- The elementary counseling program and the home school liaison programs have been strengthened since our 1989 visit. Students, staff, and parents applaud these efforts.
- The district has done a commendable job of increasing the numbers of women and persons of color in administrative positions. This role modeling has had a positive impact on students.
- The district's program for serving limited English proficiency students has been strengthened since the 1989 review. Services are now being provided to secondary as well as elementary students.
- The district has made progress in integrating students with disabilities into regular education classrooms through the implementation of RSDS (The Renewed Service Delivery System). There is evidence of increased collaboration between special education and regular education staff.
- The student discipline policy of the district clearly speaks to the sexual harassment and to the harassment of students because of their race, national, origin gender, religion, or disability.
- The district has initiated much-needed day-care and parental assistance programs for students.
- Since 1989, the district has extended its efforts to identify homeless students and has begun to provide program assistance to those students.

## AREAS OF NONCOMPLIANCE

- The district's major desegregation efforts were made in the 1970s. The district has taken no recent significant affirmative steps to integrate students in attendance centers. Racial isolation has been increasing in several attendance centers. There is evidence to show that as that isolation increased, white parents have attempted to remove their children from the district through open enrollment and that racial tensions have increased.

Building	% Minority 1989	% Minority 1994	% Minority Over 1989	% Minority Over 1994
Grant	50.5	52.6	8.7	7.5
Longfellow	46.7	57.4	5.1	12.3
Roosevelt	58.7	72.6	15.9	27.5

Although there are no middle schools over the state guidelines, there was evidence of increasing racial isolation at the middle school level. A high percentage of the district's minority middle school students attend Central and Logan Middle Schools. This has also contributed to greater socio-economic isolation in those buildings. There was evidence that this growing isolation was contributing to increased tensions in the buildings. One indicator of this was that the entire administrative staff of Central Middle School was replaced in the middle of the last school year just a few days before the review.

- The Waterloo School District reported an inordinantly high number of dropouts during the 1993-94 school year. The total number reported was four hundred and ninety five (495), more than any other school district in the state. The rate was high for both majority and minority students. This high dropout rate is symptomatic of other problems in the district, and at the time of the review the district was not taking significant strides to address it.
- African American students make up 50% of the students suspended for disciplinary reasons during the past year. The same students make up 24% of the student population. This is a statistically significant disparity and reflects the growing racial tensions in the school district and in the community. Again, the school district is not taking the kinds of steps necessary to turn this situation around.
- There was no evidence that counseling policies and practices were being reviewed to insure that they were not contributing to race and gender-typed enrollments in courses and activities in the district. The counseling program seemed to lack resources. There was some indication of limited student access to counselors at the high schools. There are no minority counselors at West High School. The counseling staff is not taking a systematic approach to disaggregation of enrollment and achievement data in order to help planning for educational program improvements in general, and for the improvement of the counseling program specifically. The secondary guidance program and curriculum must be reviewed to insure that it articulates with the elementary program and to insure that it reflects multicultural, nonsexist approaches throughout. Special care should be taken to insure that career education components deal directly with stereotyping in educational, vocational, and avocational choices.
- The district's Equal Employment Opportunity/Affirmative Action Plan does not include all the required components of Chapter 95 of the Iowa Administrative Code. Specifically the plan lacks (1) documentation of a qualitative analysis (self evaluation) of personnel and employment policies and practices from an equity perspective; (2) qualitative goals for strengthening the employment and personnel policies and practices based upon the findings of the self-evaluation; (3) identification of job categories where persons from diverse racial/ethnic groups, men or women, or persons with disabilities are underrepresented, and (4) numerical goals and timeliness targeting each area of underrepresentation.
- There was no evidence provided that the district has done a self-evaluation of disability equity issues under Section 504 of the Vocational Rehabilitation Act and most recently under ADA Americans With Disabilities Act. No transition plan was available as a result of the evaluation. The district is currently operating in buildings which present barriers to persons with disabilities. There was no written documentation provided to the team which listed the buildings that were accessible, the parts of buildings that were not accessible, as well as the ways that programs in those buildings are being made accessible to parents, students, staff, and community persons with disabilities.
- Employment application forms include illegal inquiries such as: (1) Do you have any physical defects? (2) Have you ever been treated for.....? (3) What magazines do you regularly read? (4) Why are you leaving your present position?
- The district's multicultural, nonsexist education plan does not contain objectives for the special education program, the physical education program, and the K-12 Guidance Programs. These should be added to the objectives component of the plan as soon as possible.
- Locker room facilities and access to weight training equipment is not equitable for males and females at East High School.
- When special education conferencing results in a decision not to place a student with a disability in the special education program, students and their parents are not notified of their rights under Section 504 which may require accommodation or program services even though the student is not in special education.

## CONCERNS AND RECOMMENDATIONS

- The district has designated three persons to serve as the required equity coordinators, and there is evidence that they have been functioning in that role. However, there is need for clarifying each coordinator's role and

responsibility and for holding regular meetings between the three coordinators in a true team concept where equity activities can be jointly planned, shared, and coordinated. The weakest areas of coordination are related to employment and disability concerns. Special education teachers did not know the identity of the Section 504 Coordinator (Disability Equity), and there was weakness in the Section 504 activities and in personnel/employment equity activities.

- The Educational Equity Advisory Committee was formed in 1991, to provide systematic input to the district in the implementation of its Multicultural, Gender-fair Education Plan and its affirmative action plans. The committee has made recommendations to the Board of Education in each of the past two years. Up to the time of our visit, the Board of Education has not acted on any of their recommendations. Committee members are becoming disenchanted, and some understandable disarray in committee attendance and function is resulting. Racial tensions are increasing among staff and students, and lack of decisive action is contributing to this tension.
- The district needs to make a more concerted effort to communicate the objectives of its multicultural, nonsexist education plan to staff, parents, and students. The plan was not on file at each of the attendance centers, and interviews with staff and students indicated a lack of familiarity with the plan.
- The district should intensify its efforts to make aptitude, interest, and achievement tests available to limited English proficiency students in their first or primary language. There is also a need to develop more effective methods for communicating with the parents and families of limited English proficiency students.
- There has been a lack of follow through on the district's affirmative action plan. There was little evidence of creative recruitment strategies. In too many instances vacancies are not advertised outside the district. The district is encouraged to develop more creative and collaborative recruitment strategies and to review its qualitative goals relative to traditional staffing patterns in areas such as vocational education, library/media, food service, coaching, teacher associates, and physical education. The district is encouraged to utilize a more structured interviewing and decision-making process for all job searches.
- The district is encouraged to make stronger efforts to include Hispanic Americans, Asian Americans, American Indians, and persons with disabilities in its various advisory committees and task forces.
- Since each staff member is responsible for helping to achieve educational equity, there should be a mechanism for reinforcing those who are effectively doing so. The district is urged, therefore, to include an explicit component related to educational equity into the evaluation process and instruments used for teaching and support staff. The administrative evaluation component was recently revised to include equity concerns.
- The district is implementing a comprehensive, board-approved plan for serving and supporting at-risk students, but there is some concern about the lack of consistent leadership for this effort. Also the district is encouraged to monitor the involvement of students in the program on the basis of race, national origin, gender, disability, and socio-economic status.
- The district is strongly encouraged to take a more affirmative approach to reducing the increasing racial tensions in the district and in the community. Staff development activities should be introduced as well as curriculum activities for students in the district.
- At the time of the review there was little concrete evidence of strong parent involvement in the Waterloo schools. There is a need for the school district to implement changes and programs to get all parents, and in particular minority parents, more involved with school programs and with the decisions which affect their children.

The trends emerging from the Waterloo School District at the time of the 1989 report have continued and have increased in severity. There is increasing racial isolation, increasing racial tension amongst students, employees and community members, and a strong emigration of white students from the district under open enrollment. There are students, parents, staff, and community members who recognize these trends and are concerned about them, but there is evidence of a lack of leadership from the school board and the central administration in developing a systematic plan for turning them around.

## **H. FOLLOW-UP VISITS 1993-94**

In addition to the educational equity reviews conducted during the 1993-94 school year, twenty nine (29) follow-up visits were made to the educational agencies that received equity reviews during the 1992-93 school year. Each team leader visits the districts and reports back to the Educational Equity Review Coordinator on the progress the agencies have made in implementing their voluntary compliance plans. Although not all of the followup reports have been processed, at least ten (10) of the districts visited have completely implemented their plans. The remaining agencies have been visited and will receive letters outlining the areas of their plan that still remain to be completed, what must be done to complete them and a date by which they should be completed.

Of the twenty nine agencies, approximately twenty four of them have implemented a major portion of their plan. At least five agencies are not making satisfactory progress and their files will not be closed until next year. Three Integrating school districts received follow-up visits. They were the South Tama, Sioux City and Iowa City Community School Districts. Specific comments on their follow-up visits are included in this section of the report. One of other districts that was not making satisfactory progress in implementing their voluntary compliance plan was the Fort Madison Community School District. Because of its diverse student population, we have included some specific comments about their follow-up visit. The Council Bluffs Community School District received a follow-up visit one year ago. Based on the findings of their last equity review, their followup visit and communications over the past year, it is the intent of the staff to remove the district from the list of integrating school districts for review and reporting purposes.

### **H-1: South Tama County Community School District**

A follow-up visit was conducted as a required component of the Educational Equity Review which took place November 2-4, 1993. The district had submitted a voluntary compliance plan in response to the letter of findings that resulted from the review. That letter spelled out the nine areas of non-compliance to which the district was asked to respond. At the time of the follow-up, all nine items in the voluntary compliance plan had been addressed, and the district presented written evidence to substantiate that it had addressed the issues cited in the letter.

During the visit, other issues were discussed with the Superintendent and included providing training for students and staff in the area of cultural sensitivity. The district had scheduled sexual harassment training for the staff to take place at the end of the school year. (That training for all staff was conducted by Molly Wheeler of the Department on June 8, 1994.) Also during the discussion, reference was made to two other training components that are available to the district. One is Respecting Ethnic and Cultural Heritage (R.E.A.C.H.). There has been interest expressed in providing this training for the sixth grade at the middle school. Another component is one developed through the Iowa Civil Rights Commission which focuses upon valuing diversity. Although designed for middle school, many elements of the program are suited for high school students as well.

On April 15, 1994, the Culture Committee of the South Tama High School sponsored a "Diversity Day", which was an effort to promote intercultural awareness. In light of recent conflicts between American Indian and non-Indian students, special efforts were made to include American Indian students in the activities of the day.

There appears to be growing awareness that greater dialogue between the district staff and the American Indian community will be necessary, if the District is to improve services to American Indian students. That effort began last fall when the administration arranged for all staff to visit the settlement and its school.

The district is aware of a growth in the community of gang activity which will eventually affect the schools. The first indications of this growth have been the appearance of fringe groups. The Department will assist in addressing this concern by referring the district to a consultant in the area of law enforcement.

The Department has been in dialogue with the district and representatives of the tribal settlement leadership since the walk-out of American Indian students from the South Tama County High School in February. The Department will continue to work with the leadership of the district and the settlement, when appropriate, to assist in promoting cultural awareness and quality educational services to the students of the district, especially

those from the settlement. An additional followup visit to the District will be scheduled for the next school year to monitor the district's activities related to harassment of students based upon race and gender.

## **H-2: Sioux City Community School District**

Between 1988 and 1992, there had been a steady increase in racial isolation and its accompanying inequities within the Sioux City School district. In September of 1992, the Department of Education outlined six major equity concerns that needed to be addressed by the district. The district submitted a plan which was not approved by the Department because it was felt there was not a strong commitment on the part of the district to deal comprehensively with the issues. The district was then requested to submit 45-day progress reports, and the race equity consultant scheduled quarterly visits to the district to monitor its progress toward addressing the six areas of concern spelled out in the Department's letter of September, 1992.

In the 1992-93 school year, the district operated four buildings that were racially isolated based upon the state board guidelines. During the 1993-94 school year, two of those buildings reduced minority enrollment and operated below the state board guidelines. Of the two remaining buildings, one reduced its level of isolation by 3.6%, while the other increased its level of isolation by 1.3%.

There is evidence of other positive steps being taken by the district. They include the following:

- Beginning with the fall semester, breakfasts will be available to students in each attendance center in the district. To protect the confidentiality of socio-economic information and to encourage poor children to take part in the program, a bar code system will be used to analyze information, as well as to encourage all students to participate in the program.
- Increased support for equity issues was reflected in additional support for affirmative action efforts and in the provision of additional resources for use in racially and socio-economically impacted buildings. Media facilities in the same buildings have also received additional attention and dollars.
- The coordination of educational equity efforts has been consolidated in the office of the Director of Educational Equity and Affirmative Action. This has resulted in better and more consistent oversight and monitoring of the district's equity related programs. This includes several programs such as ESL/Bilingual Education, Talented and Gifted Programs, Indian Education and equity related staff development. The director's office is also responsible for collecting and analyzing data related to equity issues.
- Accelerated School Program: Everett Elementary School, one of the remaining racially isolated schools sought and received a waiver from the Department to operate on 169 day schedule with each school day being extended by 30 minutes. This arrangement will allow for staff development every fifteenth day while all the students, in cooperation with and support of a number of community service agencies, will participate in a program which will use the "community as school" concept. The program will provide culturally related opportunities to the students at Everett that they would not normally have. It is hoped that these opportunities will lead to improved achievement in the classroom.
- The district has provided staff development during the past year in the several areas. Because of concern raised about student achievement, members of the staff received training on student assessment which was tied to cultural diversity and discipline. As a district with a very diverse population which is steadily growing, such training is timely and necessary. Another area where training has occurred is in the area of English as a Second Language. The District has one of the largest E.S.L. enrollments in the state.

The Sioux City School District has taken steps to stop the rapid increase in racial isolation and to reduce it in two of the four buildings that were racially isolated. It has made a beginning in what must be an on-going battle to serve all of its students effectively. The equity staff will continue to monitor the district's efforts.

### **H-3 Iowa City Community School District**

An educational equity review was conducted in the district in December, 1992. At the time of the visit, the Department's review team cited the district for six issues of non-compliance. At that time the district was requested to submit a voluntary compliance plan to address those issues. On a follow-up visit on April 5, 1994, the district was found to be in compliance on the issues that had been cited the previous year. The staff then recommended that the review file on the district be closed since compliance standards had been met. The Department's staff is still in communication with the district relative to staff development issues and is willing to assist in that area. During the past year, the district became a part of the Minority Recruitment Consortium which is intended to enhance efforts at affirmative action in employment. The district's goal is to have a staff that more closely reflects the composition of its student population.

### **H-4 Council Bluffs Community School District**

The Council Bluffs Community School District has been reviewed as an integrating school district since 1978. Although the district has never maintained a racially isolated attendance center, in 1978 representatives of the community requested that the State Director and the State Board intervene in conflicts that had emerged between the school administration and the minority community.

Since that time the Department has treated Council Bluffs as an integrating school district for reporting and review purposes. The district's last comprehensive review took place three years ago. Since that time a follow-up visit and a technical assistance visit have been made to the school district. The district maintains no racially isolated attendance centers or programs and has been proactive in dealing with race equity concerns.

At this time we recommend that Council Bluffs be removed from their status as an integrating school district. The equity staff will continue to work with the district, and the district will be included in equity desk audits just like all other districts in the state.

### **H-5: Fort Madison Community School District**

The Fort Madison Community School District received an educational equity review during the 1992-93 school year. The district enrolls two hundred thirty-five (235) minority students, one hundred sixteen of whom are Hispanic Americans and ninety-two of whom are African Americans. Minority students make up 8.5% of the student population. A number of concerns and problems related to implementation of state and federal equity requirements were identified at the time of the review. The follow-up visit that was conducted during the 1993-94 school year revealed that the district had failed to implement major components of its voluntary compliance plan.

A second follow-up visit will be conducted in the district in January of 1995. If the district has not made substantial progress in implementing its voluntary compliance plan by that time, the educational equity staff will recommend that the Fort Madison Community School District be added to the group of integrating school districts and treated as such for reporting and monitoring purposes. If necessary, that recommendation will be made as part of the Equity Status Report to the State Board in August, 1995.

## **I. STATEWIDE TECHNICAL ASSISTANCE**

The Department of Education receives a grant under Title IV of the Civil Rights Act to provide leadership and technical assistance to educational agencies on race, national origin (language) and gender equity in programs and employment. This provides for an educational equity team leader, a race equity consultant, a gender equity consultant, a national origin (language) equity consultant and one secretary. A vocational equity consultant, funded under the Carl Perkins Vocational Education Program, is located in the Bureau of Vocational Education and makes the fifth and final member of the Educational Equity Team. The equity staff spend about 25 percent of their time in monitoring activities and the other 75 percent on providing technical assistance. The following is a summary of the technical assistance activities conducted over the past year:

### **CONFERENCE FOR INTEGRATING SCHOOL DISTRICTS**

In October of 1993, teams from Iowa's 12 integrating school districts were invited to a two-day workshop at which they could discuss common issues and concerns as well as share strategies that seemed to be working. One half-day was devoted to training related to equity issues in student assessment. Dr. Yolanda Garcia from the Intercultural Development Research Center in San Antonio, Texas, presented the training. Other workshop topics presented during the two days included the following:

- Recruiting For Diversity: A New Strategy The Metro Minority Recruitment Consortium for minority
- Update on Harassment Issues
- I-LEAD Iowa Leadership in Educational Administration:  
A Training Component on the Need for Diversity in School Leadership
- Educational Equity: Current Issues and Concerns
- The Identification, Investigation and Prevention of Hate Crimes in Iowa and in Iowa Schools
- Reducing Prejudice and Promoting Conflict Resolution Skills Through Education

### **TECHNICAL ASSISTANCE VISITS TO INTEGRATING SCHOOL DISTRICTS**

During the 1993-94 school year, technical assistance visits were made to the five integrating school districts that did not have an equity review or followup visit during the year. The visits were made to the Burlington, Cedar Rapids, Council Bluffs, Davenport, and Fort Dodge School Districts. These visits provided opportunities to talk to district staff persons about some of their equity related needs, and how the Department could better assist them in their efforts. It also provided an opportunity for planning future staff development activities for the district's staff. At least two of these districts will be included in the educational equity reviews scheduled for the 1994-95 school year.

### **PROJECT REACH**

REACH stands for Respecting Ethnic And Cultural Heritage. It is a program which provides training and a seed curriculum to help teachers in assisting students to gain a personal understanding and appreciation of cultural diversity in America. Thirty Iowa educators have been trained as trainers for the REACH program so that districts can have greater access to the program. This past year five (5) REACH workshops were conducted in the state. The workshops were presented in the Dubuque, Linn Mar and Des Moines Community School Districts.

## **AEA EQUITY SEMINAR**

In May, 1994, a 2-day seminar was sponsored for representatives of area education agencies. A half-day training session on Harmony in a World of Difference, A Training Resource for Sensitizing Staff and Students to Diversity was provided by the staff of the program's Kansas City office. The seminar also included presentations on the following topics:

- The Lieutenant Governor's Diversity Task Force
- Hate Crimes: Whats happening in Iowa and How Schools Should Respond
- The Iowa AAUW Gender Equity Project
  - Increasing Diversity in Educational Administration: An I-LEAD Training module
  - Section 504/Disability Equity: Issues and Concerns
  - United States Office of Civil Rights: Priority Issues
  - Iowa Peace Institute: School Based Conflict Resolution Programs

The workshop provided an opportunity for the various area education agencies to share issues and concerns as well as equity- related strategies they were using. The seminar is used as an opportunity to keep the AEAs informed on civil rights-related matters and to encourage them to become more involved in offering equity-related technical assistance to local school districts.

## **MEETING OF THE STATE EDUCATIONAL EQUITY ADVISORY COMMITTEE**

The Advisory committee is made up of teachers, administrators, school board members, and community representatives. They meet at least once a year to provide input on equity issues and concerns to the Department of Education and the Director of Education. The committee met in April, 1994, and a subcommittee of the committee will be meeting with the Director of Education and the cabinet to present and discuss their new recommendations.

## **IOWA E.S.L./BILINGUAL EDUCATION CONFERENCE**

A statewide conference entitled "Global Palette: A Gallery of Vision" was sponsored for educators who work with students whose primary language is one other than English. Approximately 500 educators and community representatives attended the conference. Forty-eight workshops on various topics were presented over the course of the two-day conference, which has become the best attended conference on this topic in the Midwest. Although the conference targets Iowa educators, there were significant numbers of educators from Minnesota, Nebraska, Kansas, and Missouri in attendance. A sampling of the workshops presented are as follows:

- Working with Non-Literate LEP Students
- Motivation, Self-Esteem, and Classroom Management
- Sexual Harassment in Iowa Schools: An Overview of the Problem and What We Can Do to Help our Kids
- Technology and Teaching English as a Second Language
- Culturally Specific HIV Prevention in the ESL Classroom
- Involving the Parents of LEP Students in School
- Implications of the New Math Standards for the Education of LEP Children
  - Working with the Mainstream Teacher: The Role of the ESL/Bilingual Teacher
  - Refugees from Bosnia: A Firsthand Perspective
- Testing: What Does It Really Tell You?
- Teaching Beginning Level Reading to LEP Students
- Making Grammar Mean Something



## **REGIONAL WORKSHOPS FOR SCHOOL DISTRICTS ENROLLING LIMITED ENGLISH PROFICIENCY STUDENTS (STUDENTS WHOSE PRIMARY LANGUAGE IS ONE OTHER THAN ENGLISH)**

Approximately fifty regional and individual district workshops were held across the state for the staff of school districts enrolling limited English proficiency students. These workshops were designed to meet the needs of districts as identified in the letters of request they submitted to the Department. Some of the workshops conducted were the following:

- Strategies for Regular Classroom Teachers Working with LEP Students
- Components of an Effective ESL/Bilingual Education Program
- Developing and Adapting Regular Classroom Materials for Limited English Proficient Students
- Developing intensive ESL Curriculum Programs for K-6 students
- Effective Use of Tutors in the ESL and Mainstream Classroom
- Running Parent Institutes
- Entrance and Exit Assessment Instruments and Procedures
- Cross Cultural Counseling at the Elementary and Secondary Level
- Portfolio Assessment
- ESL and Special Education Issues
- Understanding Second Language Acquisition and Cultural Adjustment

## **ACTIVITIES TO PROVIDE STATEWIDE LEADERSHIP AND IMPROVE THE QUALITY AND EFFECTIVENESS OF LANGUAGE ASSISTANCE PROGRAMS**

General assistance was provided to Iowa School Districts which enroll language minority students. The following were some of the activities that took place in the state to provide statewide leadership and improve the quality of bilingual/ESL programs:

- A statewide language survey of students was coordinated to determine language proficiency in reading, listening, writing and speaking, and to identify LEP students in all schools enrolling LEP students.
- Statewide data on the services provided to LEP students and their educational status was collected and analyzed.
- Two regional workshops on the rules for Title VII Bilingual Education funding (federal) were held for schools and universities applying for those funds.
- Emergency Immigration Education funds were available and student counts of all eligible children in the state were conducted in order to facilitate the distribution of those funds.
- Three issues of a Department Bilingual/ESL Newsletter were published and disseminated to Iowa school districts, area education agencies and community colleges.
- The National Origin Equity Consultant worked with Department staff and legislative staff members to revise and update Iowa's state law and rules requiring language assistance to students whose primary language is one other than English.

## **UPDATE AND ORIENTATION FOR EDUCATIONAL EQUITY COORDINATORS**

One-day workshops were conducted for the educational equity coordinators from local school districts, area education agencies and community colleges in five area education agencies. The objectives of these workshops were to provide orientation to newly assigned coordinators and to update other coordinators on current equity issues. Approximately 150 coordinators attended the five sessions.

### **"No Big Deal," A SEXUAL HARASSMENT CURRICULUM FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS**

A secondary curriculum on issues related to sexual harassment was developed by the Gender Equity Consultant and distributed to school districts across the state. The curriculum includes specific guidelines for teachers to follow as they teach the curriculum. The curriculum has been well received and has received positive evaluations from the educators who have used it.

### **TRAINER OF TRAINER WORKSHOPS: SEXUAL HARASSMENT**

Twenty-two (22) regional Training of Trainer workshops were presented in area education agencies, for consortiums of districts or in large school districts. The objectives of the workshops were to provide staff development to educators who were using the "No Big Deal" curriculum. All school districts in the state had the opportunity to have staff trained at these workshops. Participants were provided with the information, materials and skills to effectively work with students and staff to broaden awareness of the issues related to harassment.

### **OTHER HARASSMENT TRAINING**

Seventy four (74) additional workshops were presented for local school districts on issues related to staff and student harassment. Some of these workshops were done in person and others were conducted using the fiberoptic system. Over three hundred school districts have been involved in either regional or local level workshops.

### **IOWA SURVEY AND TRAINING VIDEO ON HARASSMENT**

The Gender Equity Consultant has served in an advisory capacity to a consortium of organizations that surveyed Iowa students on issues related to sexual harassment. The study, entitled "An Abuse of Trust," was released in May, 1994. An accompanying training video, entitled "Stop It!" has been produced and will be distributed to Iowa school districts in August, 1994. The project was partially funded by a vocational equity grant from the Department with funding assistance from the Principal Financial Foundation and Iowa State Education Association.

### **"THE HOSTILE SCHOOL BUS"**

A training manual on preventing the harassment of students was developed for school bus drivers. School transportation was targeted for this training because research has shown that the school bus is one of the most common sites where harassment occurs and where students are most vulnerable to harassment. Workshops have been presented for Iowa School Bus Driver Instructors on the use of the manual so that all school bus drivers in Iowa can receive training.

## **Presentations at State and Regional Conferences**

Equity staff have encouraged organizations doing state conferences for educators to include equity issues in their agendas. This past year the educational equity staff made presentations at the following conferences:

- The Iowa School Bus Instructors Conference
- Iowa State Conference - American Association of University Women
- Iowa State Education Association Leadership Conference
- Annual Iowa School Transportation Conference
- Iowa Special Education Conference
- Iowa Home Economics Conference

## **ORIENTATION FOR TEAM LEADERS AND TEAM MEMBERS PARTICIPATING IN EDUCATIONAL EQUITY REVIEWS**

In September, 1994, the Educational Equity Staff provided a half-day orientation and training for the Department of Education staff who are involved in Educational Equity Reviews. This orientation provides staff with the necessary skills and information to enable them to be effective team members. It also provides them with the background to better infuse equity concepts into their regular roles within the Department of Education.

## **ORIENTATION FOR EDUCATIONAL AGENCIES RECEIVING IN EDUCATIONAL EQUITY REVIEWS**

In October, 1994, a half-day orientation was provided for administrators and equity coordinators from educational agencies that were scheduled to have educational equity reviews during the 1993-94 school year. The objective of the orientation sessions is to help the agencies prepare for the reviews and to answer any questions they may have. I also tends to alleviate any concerns they may be having about the review.

## **AAUW EDUCATIONAL EQUITY COUNCIL**

The educational equity team of the Department is represented on the AAUW Educational Equity Council. The Council was put together to provide focus and leadership on gender equity in Iowa schools.

## **THE LIEUTENANT GOVERNOR'S DIVERSITY COUNCIL**

The Race Equity Consultant represents the Department of Education on the Lieutenant Governor's Council on Diversity. The Council was set up originally to counter open displays of bigotry and hate crimes that were occurring in Iowa. The Council is sponsoring a State Conference on Diversity in Iowa during the fall of 1994. Teams representing business, education, religious and community leaders will be invited from communities across the State of Iowa.

### Challenge to Change Newsletter

Three Educational Equity newsletters, entitled A Challenge to Change were developed and disseminated during the course of the 1993-94 school year. The newsletters go to all Iowa school districts, area education agencies, community colleges and teacher education programs. The newsletter serves as an efficient vehicle for getting current information on equity issues to Iowa educators.

## **DISSEMINATION OF INFORMATION AND MATERIALS**

Educational equity staff have developed publications and materials on equity issues which are disseminated on a regular basis to school districts, area education agencies and community colleges. The following list includes the materials that are most commonly requested:

- Model board policy statements related to equity and non-discrimination
- Model grievance procedures for processing civil rights related complaints
- The role of the educational equity coordinator
- Required components of equal employment opportunity/affirmative plans
- Self-evaluation of personnel and employment policies
- Preventing sexual harassment and other forms of harassment of employees and students in educational agencies
- Guidelines for the development and upgrading of multicultural,nonsexist education plans
- A model multicultural nonsexist education plan
- Major federal and state civil rights legislation in education
- Educational equity review manual
- Multicultural, nonsexist education pamphlets (13 pamphlets for various curriculum & program areas)
- Guide for integrating multicultural nonsexist education across the curriculum
- Selection of instructional materials: a model policy and model rules
- Legal and illegal pre-employment inquiries
- Model employment application forms
- The role of the multicultural, nonsexist education advisory committee
- Educating Iowa's limited English proficiency students

**Strategies for eliminating segregation in the classroom**

**Disability equity self-evaluation instrument**

**Strategies for identifying gifted, ethnic, and language  
diverse students in Iowa's schools**

**Components of a disability accessibility plan**

## **TECHNICAL ASSISTANCE THROUGH MONITORING**

Equity staff serve as team leaders for many of the Educational Equity On-Site Reviews. Reviews were made in twenty-seven (27) school districts, area education agencies and community colleges during the 1993-94 school year. Although the focus of these visits is monitoring for compliance, a considerable amount of time is spent on providing information and technical assistance on each visit. In fact agencies are most open to technical assistance efforts when specific weaknesses or problems are initially identified. Approximately thirty (30%) percent of staff time during on-site reviews is spent providing technical assistance. The same can be said for the follow-up visits that are conducted one year after the reviews. Twenty-nine (29) follow-up visits were conducted this past year.

## **J. IDENTIFIED CONCERNS NEEDING STUDY AND ACTION**

1. It is evident from the field experiences of the educational equity review teams, and the comments of local educators that educator-training programs have not adequately prepared teachers, counselors, or administrators for dealing with issues of diversity, for working in diverse environments, or for implementing inclusive approaches in school and classrooms. The current human relations courses are effective in sensitizing prospective educators to issues of diversity, but instruction related to applying this sensitivity is not consistently reinforced throughout educator preparation programs. The Bureau of Practitioner Licensure is currently working on the development of outcomes for Educator Preparation Programs which will include outcomes related to equity and diversity.

2. Twenty-nine percent of the districts reviewed this past year were not taking steps to prevent the sexual harassment of staff and students, or the harassment of staff and students based upon their race, national origin, gender, religion, disability, or sexual orientation. Although this is an improvement from last year's findings, when 50 percent of the districts were in this category, it still leaves too many students vulnerable to this destructive form of harassment.

In the past year there has been a major department effort to provide technical assistance to school districts on this issue. A curriculum for secondary students was designed, and seventeen training of trainer sessions on its use were provided across the state. Over five thousand educators took part in staff development sessions provided by the Department. The extent of the problem in Iowa was again highlighted by a statewide survey of Iowa students, conducted this past year and partially funded by the Department. An Iowa based training video has been developed and will be available this fall.

An elementary curriculum related to harassment is currently being developed and will be available later this fall. Staff will continue to conduct training sessions for school bus drivers, and for elementary teachers in the use of the curriculum. Model harassment policies will be disseminated, and local boards will be strongly encouraged to adopt them. A survey will be conducted of school districts in the state in an attempt to get a more definitive picture of local board and district efforts to prevent student and staff harassment. Staff will also explore the Department's legal authority to require harassment policies under current federal and state law. A series of meetings is currently being held with leaders from the education, business, and religious communities to garner support for the implementation of curricula which teach about diversity, tolerance for diversity, and the destructive effects of stereotyping, prejudice, and discrimination.

3. The third issue of concern is a slowly emerging trend toward resegregation on the basis of race and national origin within some of Iowa's urban school districts. Data from integrating school districts, as well as statewide data, also show disparately high rates of suspension of minority students in some districts, as well as a disparately high rate of minority student school dropouts across the state. It is the intent of the Department to convene a state-wide task force to review issues related to the education of African American, Hispanic American, American Indian, and Asian American students in Iowa's schools, and to make recommendations to the Department and the State Board.

4. There is a growing gap between the percentages of minority students and minority educators in Iowa's schools. The number of minority educators would have to be tripled to reflect the racial diversity within Iowa's current student population. This is despite districts' affirmative action efforts. This lack of role models is detrimental to achieving the educational goals of all Iowa's students. When this gap becomes too great within individual attendance centers, it tends to increase the defensiveness of both students and staff when conflict

occurs. The percentage of minority students in Iowa's Educator Preparation programs is even lower than the percentage employed in the schools. There is a need to develop and implement more systematic statewide efforts to increase the number of minority students in Iowa's educator preparation programs.

5. The process of attempting to develop a state-wide Educational Equity Status Report, is extremely difficult without the consistent statewide collection of basic educational data on the basis of race, national origin, gender and disability. This has been an on-going concern within the Department. It is the intent of the Department to convene an internal work group to review the current basic educational data system and make recommendation for change to the the Director and the State Board of Education.

# APPENDIX



## **TABLE SUMMARIES**

The following is a summary of the tables provided in the appendix. They highlight major trends, but the reader should refer to the actual tables for details. Tables are designated as either statewide or limited to integrating school districts.

### **Table 1: Educational Agencies Receiving Educational Reviews During the 1993-94 School Year**

Twenty-seven agencies received reviews during the school year and form the basis for much of the report.

### **Table 2: Statewide Student Enrollment by Race for the 1993-94 School Year**

This table indicates that there was an overall increase in the student population as well as the number of students of non-European American backgrounds.

#### **Table 2-A: Statewide Enrollment by Race, Gender, and Grade Level**

Student population increased from the previous year (1992-93) by approximately .6% or 2,850 students. Overall enrollment of males statewide exceeds that of females by 15,500. This table further illustrates that there is a precipitous drop in male enrollment between the ninth and eleventh grades. For males from non-European American backgrounds, the drops are even more noticeable. Also, the positive growth trend in overall student population has continued for the past four years.

### **Table 3: Statewide Employment by Race and Gender**

In studying the data for a five year period from 1989-90 through 1993-94, figures show that overall employment has increased. It also shows that the employment of staff of non-European American backgrounds has remained flat. This takes on a greater significance in light of the fact that the non-European American student population has steadily increased over the same period. The number of women in administrative positions below the level of superintendency has increased significantly.

### **Table 4: Statewide Enrollment of Limited English Proficiency Students for the 1993-94 School Year**

For comparison purposes, the data for the most recent school year was compared with that of the 1988-89 school year. Based upon that information, the number of students identified and served increased from 3,190 to 4,656, representing a difference of 1,466 students or 31.5%. At the same time, two languages, Spanish and Vietnamese, accounted for most of that increase. The number of students in these groups have more than doubled during that period.

### **Table 5: Statewide Dropouts by Race and Gender**

In reviewing the data, it becomes readily apparent that despite the low overall dropout rate, students from non-European backgrounds have a much greater rate than do students of European American backgrounds. In the case of African American, American Indian, and Hispanic American students, the rates for a given grade level may be as much as six times as high as their European American counterparts. While the

figures for the ninth grade were used for comparison, in some instances, the dropout rates were even higher at the tenth and eleventh grades.

**Table 6: Districtwide Enrollments (Integrating School Districts)**

The eleven integrating school districts enrolled 128,307 students, representing a drop over the previous year of 2,670 or 2%. At the same time, the enrollment of students of non-European backgrounds was 22,063, an increase of 1,128 or 5.1%. While students of non-European American backgrounds increased overall by 2.0%, students of European American backgrounds decreased overall by 3.3%. There seems to be some connection with open enrollment given the fact that 640 more students left these districts than in the prior year.

**Table 7: District Building Enrollments Above State Guidelines (Integrating School Districts)**

During the past school year, six of the eleven districts operated elementary attendance centers with enrollments of non-European American student percentages above the guidelines set by the State Board. During the year, Cedar Rapids became the sixth district to operate such a building. At the same time, Sioux City was able to decrease the number of centers above the guideline from four to two. At the time of this report, there were fifteen buildings above the guideline compared to sixteen a year ago.

**Table 8: Open Enrollment (Integrating School Districts)**

It appears that again this year, open enrollment has had a negative impact on these districts as the number of students leaving them far exceed the number entering. When the figures are compared, for 1992-93 and the past school year, 852 students entered compared to 604 for the previous year (+236) while 1,844 left these districts compared to 1,204 the previous year (+604). In two districts this in/out ratio is revealed: Burlington 1 to 9 and Waterloo 1 to 28.

**Table 9: Suspension Rates (Integrating School Districts)**

In comparing the data in the table with that from one year ago, the increase in suspensions for students of non-European American back

-grounds is cause for some concern. Two districts have rates of over 50%. Additional information is included at the bottom of the table which further points to disproportion in those rates for certain districts. Also, the districts with the highest rates of suspensions also have the largest number of school dropouts.

**Table 10: Employment Data (Integrating School Districts)**

The employment data for these districts looks very similar to that of the previous year. There was no appreciable gain in the number or percentage of employees of non-European American backgrounds in either administrative, certified, or classified (support) positions. Diversifying staff is a real concern of the Department in that diversity in the student population is steadily increasing.

**Table 11: Dropout Rates (Integrating School Districts)**

A review of the dropout rates for these districts show that only two of them have rates that exceed the 10% guideline. Collectively they have a population of non-European American students of 17.2% and a dropout rate of 22%. In looking at the actual numbers, it is interesting to note that Davenport and Waterloo have actual higher numbers of dropouts than does Des Moines, a district which is considerably larger. Those districts also had the highest percentage of suspensions as well.

**Table 12: Talented and Gifted Education: (Integrating School Districts)**

As was the case for the 1992-93 school year, the data show that all the districts' programs enrolled a percentage of students from non-European backgrounds that was within the 10% guideline for integrated programs. Also, Asian American students are enrolled in excess of their representation in the general student population. Figures seem to indicate that districts are doing a better job of using multiple criteria to identify and place students from diverse backgrounds in their Talented and Gifted programs.

**Table 13: Special Education Enrollments (Integrating School Districts)**

Students of non-European American backgrounds are enrolled in slightly greater percentages in special education programs than their actual percentages in school populations. However, when the 10% guideline is applied, only 5 of the 33 programs represented in the table are above the guideline. The Department expresses concern whenever the special education enrollment does not reflect the general school population.

**Tables 14-23: Statewide Course Enrollment by Gender 1993-94**

It is very difficult to determine statewide enrollment figures without consistency in reporting course title or content. Consequently, the tables which follow do not represent absolute accuracy, but rather an attempt to offer a general representation of gender enrollment in those courses which have traditionally reflected imbalance.

It is worthwhile noting that although great strides have been made in equitable enrollment in some courses (notably math and science), a tremendous gender gap still exists in other areas (notably the vocational clusters).

Also, there is no determination of enrollment by race or disability since the Department does not collect information on that basis.

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It is worthwhile noting that although great strides have been made in equitable enrollment in some courses (notably math and science), a tremendous gender gap will exists in other areas (notably the vocational clusters).

Also, there is no determination of enrollment by race of disability since the Department does not collect information that basis.

**Table 1: Educational Agencies Receiving Educational Equity Reviews During the 1993-94 School Year**

1. Clay Central-Everly Community School District
2. Martensdale-St. Marys Community School District
3. Whiting Community School District
4. Thompson-Buffalo Center-Rake-Lakota Community School District
5. Aplington & Parkersburg Community School Districts
6. Muscatine Community School District
7. Bridgewater-Fontanelle Community School District
8. Storm Lake Community School District
9. Prairie Valley Community School District
10. Tri-County Community School District
11. Nashua Community School District
12. Manson-Northwest Webster Community School District
13. Allison Bristow Community School District
14. Mallard & West Bend Community School Districts
15. Vinton-Shellsburg Community School District
16. Area Education Agency 14 - Creston
17. Montezuma Community School District
18. Lisbon Community School District
19. Fredricksburg Community School District
20. Des Moines Community School District
21. Emmetsburg Community School District
22. Grinnell Community School District
23. Waterloo Community School district
24. Iowa Valley Community College - Marshalltown
25. Boyden-Hull Community School District
26. Indianola Community School District
27. Area Education Agency 9 - Bettendorf

**Table 2: State Enrollment by Race**

**1992-93**

K-12 Total	Euro. Amer.	Amer. Ind.	Afr. Amer.	Asian Amer.	Hisp. Amer.	Total Minority	% Minority
489,670	459,573	1,751	14,199	6,926	7,221	30,097	6.15

**1993-94**

K-12 Total	Euro. Amer.	Amer. Ind.	Afr. Amer.	Asian Amer.	Hisp. Amer.	Total Minority	% Minority
492,520	460,016	1,906	15,229	7,513	7,856	32,504	6.6

**Table 2A: Statewide Enrollment  
By Race, Gender, and Grade Level**

District Name Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	UNG	TOTAL
White															
Males	17251	16816	17303	17715	17284	17983	17965	18709	18330	18334	17521	16519	15540	10059	237329
Females	16265	15623	16261	16651	16576	17135	17326	17870	17939	17852	16811	16348	15220	4810	222687
Black															
Males	677	590	587	623	533	523	560	523	531	587	441	423	331	868	7797
Females	634	655	613	607	548	515	584	532	530	524	503	425	337	425	7432
Asian American															
Males	313	292	325	293	328	325	278	248	225	282	254	285	302	86	3836
Females	301	290	282	290	310	291	289	263	244	261	257	287	263	49	3677
Hispanic															
Males	361	370	347	308	311	291	293	264	272	345	260	227	227	209	4085
Females	339	304	328	327	301	277	283	260	283	268	251	208	237	105	3771
American Indian															
Males	85	71	70	65	65	73	63	78	65	62	71	63	41	91	963
Females	85	80	74	84	68	71	63	64	76	69	59	60	47	43	943
Males	18687	18139	18632	19004	18521	19195	19159	19822	19423	19610	18547	17517	16441	11313	254010
Females	17624	16952	17558	17959	17803	18289	18545	18929	19072	18974	17881	17328	16104	5432	238510
State Totals	36311	35091	36190	36963	36324	37484	37704	38811	38495	38584	36428	34845	32545	16745	492520

**Table 3: Statewide Employment by Race and Gender  
In Public Schools 1989-1994**

	Male					Female					
Position	Amer. Ind.	Afr. Amer.	Asian Amer.	Hisp. Amer.	Euro. Amer.	Amer. Ind.	Afr. Amer.	Asian Amer.	Hisp. Amer.	Euro. Amer.	Totals
<b>1989-90</b>											
Administrators	3	25	3	4	1961	1	17	0	2	391	2407
Student Services	0	2	0	2	669	1	13	3	1	961	1652
Teachers	9	55	18	24	10044	15	162	37	54	18512	28930
Totals	12	82	21	30	12674	17	192	40	57	19864	32989
<b>1990-91</b>											
Administrators	3	24	3	5	1939	3	17	0	3	447	2444
Student Services	0	2	0	1	672	0	14	3	1	1011	1704
Teachers	9	53	21	22	9885	23	155	39	59	18816	29082
Totals	12	79	24	28	12496	26	186	42	63	20274	33230
<b>1991-92</b>											
Administrators	3	25	2	6	1900	1	19	0	2	515	2473
Student Services	0	3	0	1	683	0	15	3	1	1094	1800
Teachers	11	56	24	21	9782	32	147	40	57	19141	29311
Totals	14	84	26	28	12365	33	181	43	60	20750	33584
<b>1992-93</b>											
Administrators	4	27	2	5	1882	2	19	1	3	564	2509
Student Services	0	4	0	2	693	0	14	4	1	1172	1890
Teachers	13	62	22	26	9768	31	149	40	58	19492	29661
Totals	17	93	24	33	12343	33	182	45	62	21228	34060
<b>1993-94</b>											
Administrators	7	26	2	6	1767	2	22	1	5	602	2440
Student Services	1	3	1	2	677	1	18	3	0	1243	1949
Teachers	13	67	23	30	9713	38	155	41	63	19764	29907
Totals	21	96	26	38	12157	41	195	45	68	21609	34296

Table 4: Limited English Proficiency Student in Iowa Schools

1993-94 School Year

Language	Tot	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
Spanish	2297	75	285	248	240	207	210	178	169	148	134	159	101	74	69
Viet	894	11	60	42	56	57	58	55	46	63	41	116	111	114	64
Thai Dam	152	3	11	10	22	13	23	16	10	9	5	5	9	8	8
Lao	318	1	29	29	35	31	41	30	24	21	11	12	16	15	23
Hmong	64	0	12	9	10	2	7	6	2	6	5	1	2	1	1
Cambodian	155	0	18	12	19	20	13	18	15	14	10	4	6	5	1
American Indian	98	16	15	9	3	12	12	6	3	3	7	6	4	0	2
German	130	0	31	17	23	10	6	12	10	7	9	0	0	2	3
Korean	101	1	18	16	13	10	5	5	6	7	7	2	9	2	0
French	8	0	1	0	1	0	2	1	1	0	0	2	0	0	0
Chinese	107	1	15	20	17	13	4	6	5	2	7	4	6	4	3
Arabic	10	0	1	1	3	1	1	1	1	0	0	0	1	0	0
Other	321	2	49	34	29	24	29	30	23	19	19	20	15	12	16
Total	4656	110	545	447	471	400	411	364	315	299	255	331	280	237	191



**Table 5: Statewide Dropouts by Race and Gender  
1993-94 School Year**

State Totals	Male	Female	Total	Enrollment	Percent
White					
Grade 7	4	2	6	36412	0.02
Grade 8	17	7	24	34827	0.07
Grade 9	312	237	549	35029	1.57
Grade 10	533	442	975	33717	2.89
Grade 11	674	559	1233	31222	3.95
Grade 12	650	477	1127	31299	3.60
Totals	2190	1724	3914	202506	1.93
Black					
Grade 7	0	3	3	1071	0.28
Grade 8	4	2	6	975	0.62
Grade 9	66	60	126	905	13.92
Grade 10	59	49	108	826	13.08
Grade 11	68	42	110	672	16.37
Grade 12	48	43	91	676	13.46
Totals	245	199	444	5125	8.66
Asian American					
Grade 7	1	1	2	462	0.43
Grade 8	0	0	0	434	0.00
Grade 9	19	16	35	517	6.77
Grade 10	26	12	38	523	7.27
Grade 11	22	10	32	541	5.91
Grade 12	11	15	26	533	4.88
Totals	79	54	133	3010	4.42
Hispanic					
Grade 7	0	0	0	536	0.00
Grade 8	0	0	0	498	0.00
Grade 9	38	29	67	504	13.29
Grade 10	27	17	44	468	9.40
Grade 11	24	26	50	414	12.08
Grade 12	26	16	42	428	9.81
Totals	115	88	203	2848	7.13
American Indian					
Grade 7	0	0	0	132	0.00
Grade 8	0	0	0	105	0.00
Grade 9	11	9	20	139	14.39
Grade 10	13	7	20	122	16.39
Grade 11	14	14	28	98	28.57
Grade 12	1	5	6	72	8.33
Totals	39	35	74	668	11.08

**Table 6: Districtwide Enrollment (Integrating School Districts)  
1993-94**

School	Euro. Amer.	Afr. Amer.	Amer. Ind.	Hisp. Amer.	Asian Amer.	LEP	Total	%min.
Burlington	4,851	431	17	77	75	14	5,451	11.0
Cedar Rapids	15,593	1,188	93	246	365	128	17,485	10.5
Council Bluffs	9,488	158	52	220	57	19	9,975	5.1
Davenport	13,704	2,729	129	843	419	319	17,982	22.9
Des Moines	24,010	3,871	177	966	1,562	1,198	30,586	21.5
Fort Dodge	4,113	297	21	73	43	8	4,559	9.5
Iowa City	8,585	457	43	256	501	158	9,842	12.8
Muscatine	4,592	75	3	734	43	147	5,447	15.7
Sioux City	11,745	629	594	813	471	503	14,252	17.6
South Tama County	1,463	6	198	70	12	23	1,749	16.3
Waterloo	8,100	2,623	21	79	156	25	10,979	25.1
<b>Total</b>	<b>106,244</b>	<b>12,464</b>	<b>1,348</b>	<b>4,377</b>	<b>3,704</b>	<b>2,542</b>	<b>128,307</b>	<b>17.2</b>

Total Number of Minority Students 22,063

**Table 7: Educational Equity Review  
Districts with Buildings  
Above State Guidelines (all Elementary Bldgs.)  
1993-94**

District	M	F	Euro. Amer.	Afr. Amer.	Amer. Ind.	Hisp. Amer.	Asian Amer.	Disab.	Total	%Min	%Min Above
<b>Cedar Rapids</b>											
Polk	151	147	200	80	2	16	0	1	298	32.9	2.4
<b>Davenport</b>											
Hoover	66	49	53	55	0	4	3	N/A	115	53.9	11.0
Jefferson	314	284	201	204	1	179	13	N/A	598	66.4	23.5
Madison	230	235	227	198	0	19	2	N/A	465	47.1	4.2
<b>Des Moines</b>											
Edmonds	171	180	191	140	3	12	5	N/A	351	45.6	4.1
King	155	147	162	131	8	0	1	N/A	302	46.4	4.9
Longfellow	142	125	141	94	4	17	11	N/A	267	47.2	5.7
McKinley	117	132	131	11	2	13	92	N/A	249	47.4	5.9
Moulton	211	176	189	175	0	10	13	N/A	387	51.2	9.7
<b>Muscatine</b>											
Jefferson	149	144	161	5	0	127	0	37	293	45	9.3
<b>Sioux City</b>											
Everett	130	163	155	45	82	20	2	28	304	49	11.4
Irving	173	156	166	39	45	58	37	0	345	52	14.4
<b>Waterloo</b>											
Grant	158	131	137	148	0	0	4	0	289	52.6	7.5
Longfellow	217	184	171	228	0	2	0	22	401	57.4	12.3
Roosevelt	126	111	65	168	0	2	2	4	237	72.6	27.5

N/A - NO INFORMATION PROVIDED

**8. Open Enrollment (Integrating School Districts)  
1993-94**

District		M	F	Euro Amer.	Afr. Amer.	Amer.Ind.	Hisp. Amer.	Asian Amer.	Other Disab.	Total	% Min
<b>Burlington</b>	IN	10	13	20	1	0	2	0	0	23	13.0
	OUT	96	112	202	0	4	0	2	16	208	2.9
<b>Cedar Rapids</b>	IN	130	137	251	9	1	0	6	27	267	6.0
	OUT	146	155	285	7	2	3	4	33	301	5.3
<b>Council Bluffs</b>	IN	45	38	81	1	0	1	0	4	83	2.4
	OUT	99	83	181	0	0	1	0	13	182	.5
<b>Davenport</b>	IN	15	10	19	6	0	0	0	0	25	24.0
	OUT	42	32	64	3	0	7	0	0	74	13.5
<b>Des Moines</b>	IN	150	134	259	13	2	5	5	12	284	8.8
	OUT	261	251	476	12	5	9	10	30	512	7.0
<b>Fort Dodge</b>	IN	12	11	23	0	0	0	0	0	23	0
	OUT	36	36	72	0	0	0	0	0	72	0
<b>Iowa City</b>	IN	30	20	50	0	0	0	0	0	50	0
	OUT	15	12	27	0	0	0	0	0	27	0
<b>Muscatine</b>	IN	25	18	39	2	0	2	0	2	43	9.3
	OUT	31	30	60	0	0	1	0	3	61	.2
<b>Sioux City</b>	IN	14	9	23	0	0	0	0	1	23	0
	OUT	28	29	57	0	0	0	0	1	57	0
<b>South Tama Co.</b>	IN	10	9	19	0	0	0	0	4	19	0
	OUT	6	11	17	0	0	0	0	2	17	0
<b>Waterloo</b>	IN	8	4	10	2	0	0	0	0	12	16.7
	OUT	188	145	302	28	0	0	3	0	333	9.3

**Table 9: Suspension (Integrating School Districts)**

**1993-94**

District	M	F	Euro Amer.	Afr. Amer.	Amer. Ind.	Hisp. Amer.	Asian Amer.	Disab.	Total	% Min
Burlington	652	126	572	128	2	19	0	58	778	19.1
Cedar Rapids	457	296	711	94	16	19	6	N/A	846	13.8
Council Bluffs	984	199	1,091	28	9	55	0	170	1,183	7.7
Davenport	1,297	443	855	791	17	55	16	N/A	1,740	50.5
Des Moines	9,344	3,800	9,022	3,185	76	481	380	2,963	13,144	31.4
Fort Dodge	243	94	250	73	5	6	2	N/A	337	25.5
Iowa City	317	105	372	31	3	7	8	30	422	11.6
Muscatine	387	126	358	33	1	121	0	78	513	30.2
Sioux City	998	458	1,104	117	131	109	26	75	1,456	26.3
South Tama Co.	140	44	132	1	45	8	1	6	187	29.4
Waterloo	998	383	674	695	3	2	7	287	1,381	51.2

American Indian - Tama - 24%

Hispanic American- Muscatine - 23.6%

African American - Waterloo - 50%

African American - Des Moines - 24.2%

African American - Davenport - 45.5%

African American - Fort Dodge - 21.7%

**Table 10: EMPLOYMENT  
By Gender and Race (Integrating School Districts)  
1993-1994**

District	M	F	Euro Amer.	Afr. Amer.	Ind. Amer.	Hisp. Amer.	Asian Amer.	Disab.	Total	%Min
<b>Burlington</b>										
Administrative	17	4	21	0	0	0	0	0	21	0
Certified	103	241	338	2	1	3	0	0	344	1.7
Classified	50	233	272	11	0	0	0	0	283	3.9
<b>Cedar Rapids</b>										
Administrative	50	20	65	4	0	1	0	N/A	70	7.7
Certified	348	828	1,139	24	0	7	6	N/A	1,176	3.1
Classified	247	936	1,140	33	3	4	3	N/A	1,183	3.6
<b>Council Bluffs</b>										
Administrative	28	15	43	0	0	0	0	0	43	0
Certified	192	483	667	2	1	3	2	0	675	1.2
Classified	98	249	328	8	0	11	0	4	347	5.8
<b>Davenport</b>										
Administrative	51	30	71	9	0	1	0	0	81	12.3
Certified	365	919	1,206	48	3	20	7	9	1,284	6.1
Classified	225	817	861	105	7	61	8	10	1,042	17.4
<b>Des Moines</b>										
Administrative	96	37	121	22	0	2	4	1	149	18.8
Certified	698	1831	2376	115	0	20	18	0	2529	6.0
Classified	543	917	1243	141	20	26	30	0	1460	14.9
<b>Fort Dodge</b>										
Administrative	19	7	25	1	0	0	0	1	26	3.8
Certified	92	241	329	1	0	2	1	3	333	1.2
Classified	53	110	150	12	0	1	0	11	163	8.0
<b>Iowa City</b>										
Administrative	19	13	30	2	0	0	0	1	32	6.2
Certified	220	421	617	15	0	3	8	5	641	4.0
Classified	75	354	406	14	0	5	4	1	429	5.6
<b>Muscatine</b>										
Administrative	12	8	20	0	0	0	0	0	20	0
Certified	95	240	327	1	2	5	0	4	335	2.4
Classified	56	273	316	1	1	11	0	3	329	4.0
<b>Sioux City</b>										
Administrative	44	17	59	1	1	0	0	0	61	3.3
Certified	285	651		5	4	10	5	2	936	2.6
Classified	14	437	432	5	4	7	3	0	451	4.2
<b>South Tama Co.</b>										
Administrative	6	1	7	0	0	0	0	N/A	7	0
Certified	48	88	133	0	2	0	1	N/A	136	2.2
Classified	28	91	113	1	5	0	0	N/A	119	5.0
<b>Waterloo</b>										
Administrative	29	20	37	11	0	1	0	1	49	24.5
Certified	230	459	642	43	0	0	4	0	689	6.8
Classified	63	431	422	68	0	1	3	1	494	14.6

N/A - NO INFORMATION PROVIDED

Table 11: Dropouts (Integrating School Districts)

District	M	F	Euro. Amer.	Afr. Amer.	Amer. Ind.	Hisp. Amer.	Asian Amer.	Disab.	Total	% Min
Burlington	22	14	33	1	0	2	0	7	36	8.3
Cedar Rapids	89	66	132	22	1	0	0	0	155	14.8
Council Bluffs	60	25	79	1	1	4	0	6	85	7.0
Davenport	252	215	283	141	4	15	24	136	467	39.4
Des Moines	240	193	311	69	2	17	34	64	433	28.1
Fort Dodge	44	47	73	15	0	3	0	N/A	91	19.8
Iowa City	28	13	34	2	1	4	0	0	41	17.1
Muscatine	75	45	91	0	2	27	0	13	120	24.2
Sioux City	113	112	166	10	22	19	5	5	225	24.8
South Tama Co.	21	18	18	0	21	0	0	N/A	39	53.8
Waterloo	288	207	339	143	1	5	7	29	495	31.5

N/A - NO INFORMATION PROVIDED

**Table 12: Talented and Gifted Enrollment (Integrating School Districts)**  
**All Grade Levels**  
**1993-94**

District	M	F	Euro. Amer.	Afr. Amer.	Amer. Ind.	Hisp. Amer.	Asian Amer.	Disab.	Total	%Min
Burlington	83	82	148	11	1	2	3	0	165	10.3
Cedar Rapids	669	599	1,175	54	2	3	34	2	1,268	7.5
Council Bluffs	630	621	1,197	10	3	22	19	1	1,251	4.3
Davenport	459	510	779	89	7	42	43	N/A	969	18.7
Des Moines	N/A	N/A	1,003	71	3	13	69	N/A	1,159	13.5
Fort Dodge*	77	68	130	5	0	1	9	N/A	145	10.3
Iowa City	597	612	1,095	27	2	12	73	0	1,209	9.4
Muscatine	374	356	600	11	1	99	19	1	730	17.8
Sioux City	361	381	671	23	10	12	26	1	742	9.6
South Tama Co.	65	51	101	0	11	2	2	N/A	116	12.9
Waterloo	266	301	429	101	1	6	50	7	587	26.9
Total			7,328	402	41	214	347		8,341(12%)	

\* NO GIFTED PROGRAM AT HIGH SCHOOL LEVEL

N/A - NO INFORMATION PROVIDED

XX - MINORITY ENROLLMENT 12% OF TOTAL



**Table 13: Educational Equity Review  
Special Educational Enrollments By Gender and Race - 1993-94**

District	M	F	Euro.	Afr.	Ind.	Hisp.	Asian	Total	%Min.
<b>Burlington</b>									
MD	471	306	678	91	0	8	0	777	12.7
BD	98	106	171	29	0	4	0	204	16.2
LD	68	6	64	9	0	1	0	74	13.5
<b>Cedar Rapids</b>									
MD	189	183	296	44	1	7	7	372	15.9
BD	277	52	271	31	0	7	1	329	11.9
LD	809	370	1005	83	4	19	10	1,179	9.8
<b>Council Bluffs</b>									
MD	808	406	1161	23	6	22	2	1,214	4.4
BD	162	132	283	5	1	4	1	294	3.7
LD	149	25	163	5	1	4	1	174	6.3
<b>Davenport</b>									
MD	226	203	262	136	3	22	6	429	38.9
BD	271	42	193	107	4	7	2	313	38.3
LD	665	331	698	235	10	52	1	996	29.9
<b>Des Moines</b>									
MD	502	427	689	203	11	16	10	929	25.8
BD	625	132	559	177	5	14	2	757	12.9
LD	934	416	1066	219	7	41	17	1350	21.0
<b>Fort Dodge</b>									
MD	84	57	127	11	1	1	1	141	10.0
BD	84	8	72	16	1	2	1	92	21.7
LD	173	81	232	19	0	3	0	254	8.7
<b>Iowa City</b>									
MD	82	71	128	11	4	4	5	153	15.7
BD	53	6	53	5	0	1	0	59	10.2
LD	319	162	439	26	1	9	5	481	8.5
<b>Muscatine</b>									
MD	91	56	120	5	0	22	0	147	18.4
BD	57	20	61	6	0	10	0	77	20.8
LD	293	149	361	5	0	75	1	442	18.3
<b>Sioux City</b>									
MD	117	106	175	22	19	5	2	223	21.5
BD	233	46	193	44	21	10	1	279	27.2
LD	685	382	834	83	68	65	17	1,067	21.8
<b>South Tama Co.</b>									
MD	10	11	14	0	5	2	0	21	33.3
BD	18	3	16	0	5	0	0	21	23.8
LD	9	6	13	0	2	0	0	15	13.3
<b>Waterloo</b>									
MD	179	126	203	100	0	0	2	305	33.4
BD	338	105	276	164	0	1	2	443	37.7
LD	525	197	555	157	1	4	5	722	23.1

Statewide Course Enrollment by Gender 1993-94

Table 14: Art

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Art 40417		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Commerical Design	528	60	367	40
Art I	6200	53	5524	47
Art II	1393	55	1136	45
Art III	650	52	594	48
Art IV	263	55	216	45
Crafts	2825	47	3222	53
Art History	213	54	185	46
Lettering	64	49	66	51
Design	1686	56	1340	44
Painting	4520	57	3394	43
Photography	1615	46	1876	54
Sculpture	1222		1338	

**Statewide Course Enrollment by Gender 1993-94**

**Table 15: Reading**

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Reading 4668		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Developmental Reading	416	59	291	41
Independent Reading	614	52	577	48
Reading	1503	54	1267	46

**Statewide Course Enrollment by Gender 1993-94**

**Table 16: Music**

Iowa Department of Education				
Public Schools				
Enrollment Number 1993-94				
Total Music 35524		Male (%)		Female (%)
Selected Coures	Male	%	Female	%
General Music	21	30	48	70
Band	10318	38	16734	62
Vocal	9209	29	22744	71
Orchestra	550	30	1310	70
Music Theory	162	47	180	53
Other Music	596	46	704	54

Statewide Course Enrollment by Gender 94-95

Table 17: Foreign Language

Iowa Department of Education				
Public Schools				
Enrollment Numbers 93-94				
Total Foreign Language		Male (%)		Female(%)
73,301				
Selected Courses	Male	%	Female	%
Latin	115	53	100	47
French	4,859	37	8,119	63
German	2,981	49	3,075	51
Russian	268	58	195	42
Spanish	22,753	43	30,036	57
Chinese	68	60	46	40
Japanese	365	61	235	39
Italian	19	30	44	70
Norwegian	10	43	13	57

Statewide Course Enrollment by Gender 1993-94

Table 18: Math

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Math 106,698	53,307	Male (%)	53,391	Female (%)
Selected Courses	Male	50%	Female	50%
Algebra	17,221	50	17,353	50
Advanced Algebra	11,143	48	12,122	52
Geometry	13,578	49	14,189	51
Trigonometry	2,544	52	2,369	48
Calculus	2,076	54	1,788	46
Computer Math	2,959	61	1,880	39
Sr. Topical Math & Prob. & Statistics	3,786	51	3,690	49

Statewide Course Enrollment by Gender 1993-94

Table 19: Science

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Science 79,916	39,434	Male (%)	40,482	Female (%)
Selected Courses	Male	49%	Female	51%
Biology/Botany/Zoology	20,577	50	20,841	50
Chemistry	10,874	48	11,986	52
Physics	6,306	57	4,756	43
Physiology	1,677	37	2,899	63

**Statewide Course Enrollment by Gender 1993-94**

**Table 20: Business**

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total 54,540		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Accounting\Bookkeeping	2,090	40	3,103	60
Business	3,677	45	4,573	55
Business Law	1,367	47	1,528	53
Computer	5,309	46	6,214	54
Office Occupation	111	24	368	76
Office Procedures	148	15	812	85
Keyboarding/Typing	9,891	45	11,988	55
Wordprocessing	1,484	45	1,817	55



**Statewide Course Enrollment by Gender 1993-94**

**Table 21: Home Economics**

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Home Economics	31%	Male (%)	69%	Female (%)
Total: 38,900				
Selected Courses	Male	%	Female	%
Child Care	128	13	913	87
Child Development	1,094	18	4,849	82
Clothing and Textiles	253	10	2,191	90
Family and Ind. Living	3,083	34	5926	66
Food Management and Service	157	45	189	55
Food/Nutrition	5,383	43	7,228	57
Home Economics	978	30	2,289	70
House, Home, Furniture	458	22	1,613	78
Parent Education	607	28	1,561	71

**Statewide Course Enrollment by Gender 1993-94**

**Table 21: Speech and Theater**

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total Speech and Theater 12620		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Debate	718	47	823	53
Basic Speech	4406	50	4337	50
Advanced Speech	659	45	801	55
Drama I	1055	38	1697	61
Drama II	262	44	331	56

Statewide Course Enrollment by Gender 1993-94

Table 22: Agriculture

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Total 14917		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Agriculture Plant and Animal Science, Management	5305	78	1461	22
Ag. Mechanics	1997	95	11	5
Natural Resources	629	78	175	22
Processing	136	82	30	18
Business, Service and Supply	2618	82	575	18
Horticulture	1274	68	606	32

Statewide Course Enrollment by Gender 1993-94

Table: 23 Industrial Ed.

Iowa Department of Education				
Public Schools				
Enrollment Numbers 1993-94				
Industrial Education				
Total 42148		Male (%)		Female (%)
Selected Courses	Male	%	Female	%
Automotive	5419	91	504	9
Construction	3210	95	161	5
Drafting/Drawing/Graphic Art	10,123	85	1564	15
Elect/Electronics	2505	96	105	4
Energy and Power	1886	96	76	4
General Industrial Tech	1675	88	208	12
Mechanics	1036	96	42	4
Metals	3418	98	79	2
Tech. Principals	915	91	96	9
Welding	1630	98	40	2
Wood	7409	94	474	6