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# **EDUCATIONAL EQUITY STATUS REPORT 1994-95 SCHOOL YEAR**

**SEPTEMBER, 1995**

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

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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 the Educational Equity On-site Reviews of twenty-four (24) school districts, one area education agency and one community college during the 1994-95 school year. Other data and information was gathered during technical assistance and monitoring visits to ten school districts in Iowa where racial integration is an issue. Given the informal process for the collection of this data, there is a potential for error beyond that found in the Department's systemic data system. The last source of information was the Department's Basic Educational Data Survey (BEDS).

It is important to remember that most of the school districts reviewed are selected using a desk audit procedure which is designed to identify school districts that have more statistical indicators of potential equity-related issues. It does not constitute a random sample of Iowa educational agencies. Each of the ten integrating school districts receives an equity review at least once every five years. The area education agency is selected by comparing area-wide data from agencies that have not yet had an equity review. The community college reviewed is randomly selected from the list of those colleges that have not had an equity review.

Also it is important to keep in mind that although the report makes comparisons between the compliance rates of the districts reviewed from year to year, the comparisons should not be viewed as a longitudinal study of the same districts.

The body of the report covers six broad equity categories. They include administrative process requirements related to equity; multicultural, nonsexist education; employment and affirmative action; attendance center integration and accessibility; program integration and accessibility; and student achievement.

The overall compliance rate covering all areas was approximately 70 percent. This is up from last year's overall compliance rate of 60 percent and the overall compliance rate two years ago of 60 percent. The compliance rates went up in seventeen (17) of the areas reviewed. It remained approximately the same as last year in eight (8) other areas and went down in six (6) categories.

The highest compliance rates were found in the following areas: (1) Board policy development, (2) the reflection of diversity in textbooks and media center collections, (3) the integration of students with disabilities into all program areas, (4) the inclusion of all students in gifted programs, and (5) the presentation of scholarships to all students regardless of race, national origin, gender and disability.

The lowest compliance rates were in the areas of: (1) services to homeless students, (2) implementation of civil rights-related grievance procedures, (3) legal notification to parents, students, staff and applicants for employment, (4) multicultural, nonsexist education plans, and (5) affirmative action plans.

There were seven areas where the increase in compliance was up significantly enough to note. They were in the areas of: (1) language assistance to limited English proficient students, (2) Board employment policies, (3) gender inclusive enrollments, (4) representation of diversity on advisory committees, (5) inclusive guidance programs, (6) accessibility of facilities, and (7) measures to prevent harassment of staff and students.

A review of the information submitted by integrating school districts showed that six school districts still maintain school attendance centers that are racially isolated as defined by Iowa guidelines. There are fifteen racially isolated schools in these six school districts. The level of racial isolation remains approximately the same as it was one year ago. It appears that what had been a slow trend toward re-segregation in the past seven years has leveled off this past year. The Iowa City Community School

District is being removed from the list of Integrating School Districts because of the district's proactive equity efforts, its success in eliminating racial isolation in attendance centers, as well as its success at involving students from diverse racial/ethnic backgrounds in a broad spectrum of its programs and activities.

The Department of Education receives a grant from the United States Department of Education under Title IV of the Civil Rights Act to provide leadership and technical assistance to educational agencies on race, national origin, and gender equity issues in programs and employment. This grant funds the salaries 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 by federal vocational education funds and is a member of the Bureau of Technical and Vocational Education. Approximately 75 percent of the educational equity staff time is spent on technical assistance activities and the other 25 percent on monitoring activities. In the past two years there has been a strong staff development effort in the areas of preventing staff and student harassment and serving language minority students.

A number of statewide concerns have emerged from this and preceding reports. They are (1) a growing gap between the percentage of minority students and minority educators as well as the continued disparity in the number of male and female administrators at the secondary school level and the superintendency, (2) the need to better prepare all educators for working successfully and inclusively with diverse populations of students and for using inclusive approaches in their schools and classrooms, (3) the number of school districts that are still not closely monitoring student achievement trends and reporting them publicly, or are not disaggregating achievement data and other significant educational data on the basis of gender, race, national origin and disability, (4) the need for more focused educational curriculum and activities for students on citizenship with emphases on responsibilities, rights and respect for their fellow citizens regardless of their race, national origin, gender, disability, age, or religion, and (5) continuing disparities in the achievement, dropout, suspension, and expulsion rates as well as the rate of enrollment in special education and gifted education programs between minority students and their European American counterparts.



## **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, disability or socio-economic status. The educational equity review process and 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 work to implement instructional programs and services that are 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, the implementation of equity related requirements in the Iowa Code including the one requiring multicultural, nonsexist approaches to instructional programs are also reviewed. The Educational Equity Monitoring Process includes the following activities:

- collecting and analyzing equity related data
- conducting periodic on-site reviews
- providing technical assistance through the on-site review visit, follow-up activities and regional workshops and training.
- reporting annually to the State Board of Education and the United States Department of Education's 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 issues and compliance concerns. 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 still 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.

School districts which have the most indicators of potential equity issues 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. Integrating school districts receive on-site reviews at least once every five years. The educational agencies to be reviewed are invited to an "Equity Review Orientation" session at which they are familiarized with the review process and effective ways of preparing for it. Agency

representatives have an opportunity to ask questions about the reviews and equity issues in general. These orientation sessions have been well attended, and they seem to relieve much of the anxiety related to undergoing external reviews.

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. During the past two years staff members from area education agencies, colleges, universities and local school districts were included on some review teams on a trial basis. The results have been very positive, and it is our intent to include staff from outside the Department on fifteen of the reviews during the 1995-96 school year. Team leaders and team members attend a one-half day training session each year. The training is provided by the educational 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 and to provide additional technical assistance if needed.

## **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, nonsexist 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. The AEA to be reviewed is selected by a desk audit comparison of area-wide data in those AEAs that have not had an equity review.

## **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. At least one community college receives an on-site review each year. The community college to be reviewed is randomly selected from the group of colleges that have never had an equity review.

## **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.

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

A summary of the technical assistance activities conducted during the course of the 1994-95 school year is included in this report on page 46.

### **Format of this Report**

This report summarizes the findings of the twenty-four Educational Equity Reviews conducted during the 1994-95 school year. It also includes more specific information on the integrating school districts that have had reviews, follow-up visits and technical assistance visits during the past year. For each of the topical areas addressed in the body of this report, there will be a summary of the findings in all twenty-four 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 noncompliance.

There are three types of tables in this report. Some are state-wide; others are limited to the twenty-four educational agencies reviewed this past year, and some others are limited to the ten integrating school districts.

## A. PROCESS REQUIREMENTS RELATED TO EDUCATIONAL EQUITY

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

Compliance and Commendations	Compliance with Concern	Noncompliance
16	6	2

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 (e.g. race, national origin, gender, disability, religion, and age), and to determine if they cover both employment and programs.

Sixteen (16) of the twenty-four (24) agencies visited during the 1994-95 school year were commended for the quality of their policies. Four agencies were in compliance with both federal and state requirements, but had weaknesses in policies for which the teams raised concerns. Two (2) agencies were found to be in noncompliance with the requirements. In these instances their policies either did not cover both employment and program, or did not cover the necessary protected classes. The compliance rate of 92 percent was slightly improved over that of the districts reviewed one year ago.

**Table A-2: Educational Equity Coordinator**

Compliance and Commendations	Compliance With Concerns	Noncompliance
7	12	4

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.

Seven agencies were commended for having active 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. Twelve (12) other agencies were in compliance with the requirement, but the coordinators were more reactive than proactive. Four 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 of 79 percent was down slightly from that of last year.

**Table A-3: Civil Rights Related Grievance Procedure**

Compliance and Commendations	Compliance With Concerns	Noncompliance
5	6	13

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.

Five 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. Six agencies were in compliance with this requirement but had weaknesses in their grievance process. Thirteen (13) 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 46 percent, up significantly from last year.

**Table A-4: Notification**

Compliance and Commendations	Compliance with Concerns	Noncompliance
5	6	13

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.

Five agencies were commended for their notification procedures and for the inclusion of the required information in all of their student, staff, and parent handbooks. Six (6) agencies were found to be in compliance, although there were some inconsistencies in the content of their notification. Thirteen (13) agencies were found to be in noncompliance in that they were not meeting the full notification requirements. It is important to understand that 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. The compliance rate of 46 percent was up significantly over that of a year ago.

**Table A-5: Data Collection**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>4</b>	<b>10</b>	<b>10</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.

Four of the agencies visited during the 1994-95 school year received commendations for the way they were collecting and reviewing disaggregated data. These agencies were using this data as they went through the processes of strategic planning and program evaluation. Ten (10) districts were regularly reviewing disaggregated data; however, these districts often had not built these factors into their computer systems and were not using the data in their strategic planning or evaluation processes. This meant the process was more tedious than need be and provided little guarantee that the reviews were being institutionalized. Ten (10) agencies were cited for not regularly collecting or analyzing data in a disaggregated fashion. The compliance rate of 59 percent was approximately the same as that of a year ago.

## B. MULTICULTURAL NONSEXIST EDUCATION

**Table B-1: Multicultural, Nonsexist Education Plans**

Compliance and Commendations	Compliance With Concern	Noncompliance
1	10	13

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 building awareness of and respect for diversity throughout the agency's programs. 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.

One agency was commended for the quality of its multicultural, nonsexist education plan and its commitment to its plan. Ten (10) districts' plans had the necessary components, but had weaknesses about which concerns were raised. Thirteen (13) 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 of 46 percent was up slightly from last year.

**Table B-2: Infusion of Multicultural, Nonsexist Concepts Into Written Curriculum**

Compliance and Commendations	Compliance With Concerns	Noncompliance
7	9	8

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 most recently revised curricula are reviewed on each visit.

Seven of the local education agencies visited were commended for the leadership they were providing in the infusion process. Written curriculum in these districts reflected the contributions and perspectives of diverse racial/cultural groups as well as both men and women. Nine other districts were in compliance with the requirement, but concerns were raised about one or more weaknesses. Eight agencies were in noncompliance with the requirement, and written curriculum did not consistently reflect multicultural, nonsexist concepts. There had been efforts to diversify the curriculum in these districts, but their efforts were not effective. The compliance rate for curriculum infusion was 67 percent, which was down slightly from last year.

**Table B-3 Texts and Instructional Materials**

Compliance and Commendations	Compliance with Concerns	Noncompliance
14	9	1

If multicultural, nonsexist approaches to educational programs are to be implemented, it is important that the texts and materials used in the classroom reflect the contributions and perspectives of diverse racial/ethnic groups as well as both women and men. These criteria should be clearly spelled out in board policies related to the adoption of the selection of instructional materials. Administrative steps should be taken to insure that curriculum committees involved in textbook adoption utilize the adopted board criteria.

Fourteen (14) of the educational agencies reviewed were in compliance or commended for the inclusion of equity related criteria in their textbook adoption policies. The textbooks reviewed in these districts met those criteria. Nine agencies were in compliance, but still had one or more texts that did not meet their own criteria. One district was cited for noncompliance because the board policy on textbook adoption did not include equity related criteria, and the texts reviewed during the equity review were not reflective of multicultural, nonsexist approaches. These findings were not part of last year's report.

**Table B-4: Media Programs**

Compliance and Commendations	Compliance With Concerns	Noncompliance
15	9	0

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.

Fifteen agencies were commended for maintaining strong media programs and curriculum which reflected diversity and were inclusive of equity concepts. Nine agencies were found to be in compliance although concerns were raised regarding weaknesses in their programs. No agencies were found to be in noncompliance. The compliance rate of 100 percent was up slightly from that of a year ago.



**Table B-5: Guidance Programs**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>14</b>	<b>6</b>	<b>4</b>

The guidance program is another key component in a district's equity program. Because of their unique roles in school districts, counselors play a pivotal role in helping districts identify equity related problems and in facilitating solutions to them. They have a comprehensive perspective on course enrollment and achievement trends throughout the district and can alert teachers and administrators to problematic trends before they become major problems.

Fourteen 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. Six agencies met the requirements, but had weaknesses for which concerns were raised. Four 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 of 84 percent was up significantly for the second year in a row.

**Table B-6: Athletic Logos and Mascots**

<b>Compliance and Commendations</b>	<b>Compliance with Concerns</b>	<b>Noncompliance</b>
<b>20</b>	<b>2</b>	<b>2</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.

Twenty (20) agencies were commended for having mascots and logos free of stereotypical implications. Two districts were in compliance, but concerns were raised in terms of diminutive gender inferences in team names. Two districts were cited for maintaining athletic logos and mascots that reinforced stereotypes of a racial/ethnic group or which might be offensive to an ethnic group. The 92 percent compliance rate was up from that of last year.

**Table B-7: Language Services to Limited English Proficiency Students**

Compliance and Commendations	Compliance With Concerns	Noncompliance
5	8	11

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 transitional 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.

Five of the educational agencies visited were commended for their programs for providing language assistance to limited English proficiency students. Eight other agencies were in compliance with the requirements, but had concerns raised about weaknesses in their services. Eleven (11) 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. 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 (54%) was up significantly for the second straight year.

**Table B-8: Harassment of Staff and Students**

Compliance and Commendations	Compliance With Concerns	Noncompliance
11	13	0

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 five years. Over the past three years Department equity staff have received more requests for assistance, information, and training and have provided more assistance and training on this topic than any other.

Eleven (11) agencies were in compliance or received commendations for their efforts to prevent harassment. Thirteen (13) agencies 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. No (0) agencies were cited for noncompliance for not having preventative measures in place. There has been a

very significant improvement in this area each of the last two years. The current 100 percent compliance rate compares to a compliance rate of 21 percent just two years ago.

The most common concern of the Equity Review Teams were that some policies still covered sexual harassment only, but did not include racial, religious or other forms of harassment. Some districts that have board policies on student harassment have not yet infused the policy into their discipline codes. Others had policies in place, but administrators had not received training in how to handle harassment complaints.

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

**Table C-1: Employment Policies**

Compliance and Commendations	Compliance With Concerns	Noncompliance
19	5	0

School boards set the climate for the implementation of open and fair employment practices. Their 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 policies are reviewed to insure that they are consistent with federal and state non-discrimination laws. Recruitment, application, interview, and placement policies are among those reviewed.

Nineteen (19) agencies had strong board policies on nondiscrimination in employment. Five agencies were in compliance with the requirement but had weaknesses in the implementation of their policies. No agencies were cited for noncompliance. The compliance rate of 100 percent was up significantly from a year ago.

**Table C-2 Employment Practices**

Compliance and Commendations	Compliance With Concerns	Noncompliance
10	9	5

During the course of the equity review process, employment practices are reviewed to insure that they are consistent with the non-discrimination policy of the agency. This involves reviewing employment application materials, recruitment materials, the process used for interviewing applicants, as well as personnel practices related to job placement and staff reduction.

Ten (10) agencies visited were in compliance or received commendation for the inclusiveness of their employment practices. Nine agencies were in compliance, but received recommendations for strengthening their employment practices from an equity related perspective. Five agencies were cited for noncompliance. These citations usually involved illegal inquiries on application forms, or lack of structure or accountability in the interview process. This information was not included in last year's report.

**Table C-3: Affirmative Action Plans**

Compliance and Commendations	Compliance With Concerns	Noncompliance
2	5	17

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.

Two agencies were commended on the quality of their affirmative action plan and their efforts to diversify their work-force. Five agencies had adopted acceptable affirmative action plans, but exhibited weaknesses in their efforts to implement the plan. Seventeen (17) 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, (3) lack of documentation of a self-evaluation of current employment practices, or (4) failure to update the plan every two years. The compliance rate of 29 percent was down significantly from that of the agencies reviewed one year ago.

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. This is exacerbated by the low number of minority students in Educator Preparation Institutions in the state. 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-4: Advisory Committee Membership**

Compliance and Commendations	Compliance With Concerns	Noncompliance
6	12	6

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.

Six agencies were commended for having diversity and gender balance reflected on their advisory committees. Twelve (12) agencies were in compliance with the requirements, but concerns were raised about the districts' support and coordination of advisory committee activities. Six (6) agencies were cited for noncompliance because they reflected little diversity on their advisory committees. The compliance rate of 75 percent was up significantly from last year.

**Table C-5: Staff Evaluation**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>11</b>	<b>13</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. Eleven (11) agencies reviewed received commendation for visibly including equity criteria in the evaluation of its employees. Concerns were raised in thirteen (13) agencies over the lack of equity criteria in staff evaluation procedures. Although this record is not good, it constitutes a significant increase for the second year in a row in the number of districts that included equity components in their staff evaluation system. 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 effective action.

## D. ATTENDANCE CENTER INTEGRATION AND PHYSICAL ACCESSIBILITY

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

Compliance and Commendations	Compliance With Concerns	Noncompliance
22	1	1

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 22 of the agencies reviewed. Two 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 22.

The two school districts visited that still maintain racially isolated attendance centers are Davenport and Cedar Rapids. The Cedar Rapids school district was found to be in compliance with school standards, while Davenport was found to be in noncompliance. The Cedar Rapids District has implemented a number of affirmative strategies to integrate attendance centers over the years and has consistently applied them. Despite those efforts, there has been a slow increase in the minority enrollment at Polk Elementary School. This past year for the first time Polk School had a minority enrollment just one (1) percent above the state racial isolation level. It was recommended that the district take steps to insure that this trend at Polk does not continue. The Davenport School District has taken some historical steps to reduce or eliminate racial isolation in several of its buildings. The exception to this rule is Jefferson Elementary School where the racial isolation has actually increased over the past several years. Specific information on the Cedar Rapids and the Davenport Districts is included later in this report.

None of the twenty-two (22) agencies reviewed operated attendance centers that were illegally gender segregated or segregated on the basis of disability. The compliance rate of 92 percent was up slightly from that of last year.

**Table D-2: Physical Accessibility**

Compliance and Commendations	Compliance With Concerns	Noncompliance
9	8	7

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 Disabilities 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 1994-1995 educational equity review visits, nine agencies were commended for the actions they had taken to make their facilities and programs accessible. Eight agencies were in compliance with the requirements but had weaknesses in their delivery system. Seven agencies still maintained facilities with physical barriers and had no written plan for making their programs, activities, and services accessible. Physical inaccessibility is a 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 of 71 percent for accessibility was significantly higher for the second straight year.



## E. PROGRAM INTEGRATION AND ACCESSIBILITY

### E: Integration in Programs, Courses and Activities

For the purposes of equity monitoring, gender typed classes are defined as those where either males or females make up 80 percent 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 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. If these two steps are being taken, the school or agency is not cited.

#### E-1: Racial Integration

Compliance and Commendations	Compliance With Concern	Noncompliance
24	0	0

All twenty-four (24) agencies either received commendations for their efforts for integrating students from diverse racial/ethnic groups into programs, courses and activities, did not have significant numbers of students from diverse racial/ethnic backgrounds for this to be an issue, or were in basic compliance.

#### Table E-2: Gender Integration

Compliance and Commendations	Compliance With Concern	Noncompliance
9	5	10

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

Gender typed enrollments are pervasive in some vocational programs across the state of Iowa, especially in the area of industrial technology programs and courses. Other program areas cited were agricultural education, family and consumer science, business education, health occupations, work-site based education programs, music/chorus, and special education programs. The positive news is the 58 percent compliance is up for the second year in a row.

**Table E-3: Disability Integration**

<b>Compliance and Commendations</b>	<b>Compliance With Concern</b>	<b>Noncompliance</b>
<b>21</b>	<b>1</b>	<b>2</b>

Twenty one (21) of the agencies reviewed were commended on their efforts to integrate students with disabilities into all programs, courses and activities. One (1) agency was found to be in compliance with disability integration standards, but received recommendations for strengthening its efforts. Concerns were 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 88 percent compliance rate was the same as that of a year ago.

**Table E-4: Talented and Gifted Programs**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>19</b>	<b>3</b>	<b>2</b>

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 standardized and I.Q. test scores. Districts must take affirmative steps to include students from diverse racial/ethnic groups in their gifted programs.

Nineteen (19) districts reviewed were commended on their efforts to include students from diverse groups in their gifted programs. Three (3) districts were in compliance with the requirement, but received recommendations for broadening accessibility to or strengthening their program. Two (2) districts were cited for noncompliance. They were not using multiple criteria for identifying gifted students or over-relying on test data. They were not implementing strategies for including students from diverse groups into their programs. The 92 percent compliance rate was up slightly from that of the districts reviewed a year ago.

**Table E-5: Special Education**

<b>Compliance and Commendations</b>	<b>Compliance with concerns</b>	<b>Noncompliance</b>
<b>17</b>	<b>4</b>	<b>3</b>

Historically, there has been an over-representation of minority students and males in special education programs. This has been true nationwide and in some Iowa school districts. The same standards related to segregation apply as in other program areas. Agencies must review policies and practices to determine whether they are contributing to the enrollment trends and if so to change those policies and practices.

Seventeen (17) educational agencies were commended for their efforts to equitably serve all students in their special education programs. Enrollments in their special education programs generally reflected those of their student populations. Four agencies were found to be in compliance with nondiscrimination standards, but concerns were raised about gender-or race-typed enrollments. Three agencies were cited for having gender or race typed enrollments and not having done the required review of policies and practices and/or not taking steps to change these enrollment patterns. The 88 percent compliance rate was down slightly from one year ago.

**Table E-6: Extra-curricular Activities**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>12</b>	<b>5</b>	<b>7</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.

Twelve (12) educational agencies were in compliance or commended for their effective involvement of all groups of students in their extracurricular programs. Five (5) agencies were in compliance with the law, but often had weaknesses in the way they disseminated information to students about extracurricular opportunities. Seven agencies were cited for maintaining segregated extracurricular activities. The areas cited included chorus, cheerleading, school newspaper and speech. The 71 percent compliance rate was down significantly from last year.

### **E-7 Implementation of At-Risk Education Programs**

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>14</b>	<b>5</b>	<b>5</b>

Iowa school districts are required to have board adopted programs to serve students who may be at a high risk of failure or dropping out of school. The purpose of these plans is to identify these students as early as possible and implement individualized intervention strategies. Fourteen (14) of the educational agencies reviewed were either in compliance or commended for the quality of their At-Risk Plans and their implementation of those plans. Five (5) agencies were in compliance with the requirements, but had one or more weaknesses in their plans or the implementation of those plans. Five districts were cited for non-compliance either because their board had not adopted an at-risk plan or the staff were not implementing the plan that was adopted. The compliance rate for at-risk programming was 71 percent. This information was not included in last year's report.

## E-8 Services to Homeless Students

Compliance and Commendations	Compliance With Concerns	Noncompliance
7	5	12

Federal law requires that school districts provide educational services to homeless children who may have no permanent or temporary residential address. The emphases of this requirement is outreach and providing information and notification in places and agencies where the homeless may congregate in search of assistance and the review of policies and practices which may serve as a barrier to the enrollment and educating of homeless youth. Seven of the educational agencies reviewed were in compliance or commended for their efforts to serve homeless students. Five (5) agencies were in minimal compliance, but received recommendations for strengthening their efforts. Twelve (12) agencies were cited for noncompliance with this requirement. The compliance rate is 50 percent. This information 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, 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**

Compliance and Commendations	Compliance With Concern	Noncompliance
7	10	7

Iowa school standards require that each local school district report achievement goals and results to its clients. It does not require that they collect or report this data by race or gender. It is an area where Iowa school districts are just beginning to collect data.

The Department of Education includes statewide ITBS and ITED results in its annual State of the School report, but does not receive the information from individual school districts. The collecting and reporting of achievement information by race and gender is an option provided to local school districts by the Iowa Testing Service, but it is a local decision as to whether data is collected, reviewed and reported in this manner.

That has made the efforts of the Educational Equity Review Teams to collect this information less than successful. Educational agencies are wary about how the information will be used and are often reluctant to collect or release the data in a disaggregated fashion.

This past year we requested the average grade level equivalency by gender and racial/ethnic group at the 5th and 10th grades for reading comprehension and mathematical problem solving. Seven agencies were commended for providing the information requested and giving evidence that they were using the information in their program improvement efforts. Ten agencies either only partially provided the data at only the elementary or secondary level, or were not utilizing the information in school improvement efforts in any visible way. Seven (7) agencies were cited for not collecting this information in a disaggregated fashion. The seventy-one percent compliance rate was down from the compliance rate of the districts that were reviewed one year ago.

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

Compliance and Commendations	Compliance With Concerns	Noncompliance
18	4	2

Student suspensions and expulsions 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.

Eighteen (18) 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. Four agencies were found to be in compliance with nondiscrimination 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. Two (2) 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. The compliance rate of 91 percent was up slightly from last year.

**Table F-3: Dropout Rates**

Compliance and Commendations	Compliance With Concerns	Noncompliance
21	2	1

When a student drops out of school with no intentions of enrolling in an alternative educational institution, there are significant costs to society. Educational agencies with excessively high dropout rates or in which members of student subgroup populations drop out in disproportionately high numbers have an obligation to review policies, practices and programs to insure that they are not contributing to the high dropout rate, and to develop intervention strategies to reduce those rates. Disaggregated dropout data is reviewed by equity review teams as well as the intervention strategies used by the agency to eliminate or reduce dropouts.

Twenty-one (21) of the agencies were found to be in compliance with nondiscrimination standards. Two (2) agencies were in compliance, but concerns were raised regarding disparate dropout rates based upon race and gender and having weak plans in place to reduce the rates and disparities in the future. One (1) district was cited for noncompliance because of disparate dropout numbers based upon gender and having no intervention strategy in place. The 96 percent compliance rate was the same as for a year ago.

**Table F4: Scholarships**

Compliance and Commendations	Compliance With Concerns	Noncompliance
21	2	1

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 scholarships given out in the year previous to the visit. Twenty-one (21) of the agencies reviewed were in compliance or commended for recognizing excellence in students from diverse racial/ethnic groups as well as both males and females and students with disabilities. Two were in compliance with equity requirements, but received recommendations on how the program might be more inclusive. One agency was cited for noncompliance in this area. The compliance rate of 96 per cent is approximately the same as that of last year.

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

<b>Compliance and Commendations</b>	<b>Compliance With Concerns</b>	<b>Noncompliance</b>
<b>21</b>	<b>3</b>	<b>0</b>

Twenty-one (21) agencies reviewed were in compliance or commended for their efforts to involve all their students in more advanced upper level courses in mathematics, science, language arts, and social studies. Three 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. The 100 percent compliance rate mirrored that of one year ago.

## **G. EDUCATIONAL EQUITY REVIEWS CONDUCTED IN INTEGRATING SCHOOL DISTRICTS, AREA EDUCATION AGENCIES AND COMMUNITY COLLEGES**

The educational equity review process is currently set up to insure that Integrating School Districts will have a comprehensive equity review at least once every five years and more often if necessary. An Integrating School District is one which has a desegregation plan and which is still maintaining racially isolated attendance centers or still has programs where students are disparately involved on the basis of race or national origin. There are currently ten such districts in Iowa. Educational equity reviews were conducted in two of those districts this past year. The districts where reviews were conducted were the Davenport and the Cedar Rapids Community School Districts. A summary of the findings of those reviews follows.

### **G-1: DAVENPORT COMMUNITY SCHOOL DISTRICT**

The Department of Education conducted an educational equity review in the Davenport School District on December 5-9, 1994. The previous reviews in the district were a race equity review conducted during the 1990-91 school year and a comprehensive equity review conducted in the district during the 1988-89 school year. The two monitoring processes were consolidated for the first time during the 1992-93 school year.

At the time of the 1990-91 review the district expressed a commitment to address equity concerns and was making progress in doing so. Concerns were raised about growing racial isolation at Jefferson Elementary School and disparate suspension, achievement and dropout rates based upon race/ethnicity. The following is a summary of the findings of this past year's review:

#### **AREAS OF STRENGTH:**

1. Most staff with whom the Department's team visited knew about the district's multicultural, nonsexist education plan and could discuss applications in their own areas of responsibility. The Multicultural, Nonsexist Advisory Committee members exhibited an awareness of their role and function within the district, and general grasp of educational equity issues.
2. The district has an excellent data base of student information and routinely disaggregates data on the bases of race, gender, disability, and national origin. The Department's team was able to quickly answer a number of questions by referring to this data.
3. The Key Club tutoring program and other peer tutoring programs seem quite effective and are well received by students.
4. The district has an extensive program, probably the largest in the state, for minority students considering teaching as a career. Students as low as the sixth grade are participating and those students interviewed spoke highly of the program.
5. There are plans to expand career offerings for students and to articulate these offerings with business, industry, and higher education. There are monthly career awareness programs which use outside speakers to bring a variety of perspectives and a diversity of role models to students.
6. A newly developed English As A Second Language (ESL) Manual for use throughout the district is an excellent guide for helping staff to serve Limited English Proficient (LEP) Students and their families.



7. Plans for serving homeless and at-risk children and youth have been developed and are being implemented.
8. The district's media centers have produced a listing of resource materials available for use in infusing multicultural, nonsexist education into the total educational program. There is also a well-coordinated plan for library media services.
9. The written curriculum reviewed by the equity team reflected the contributions and perspectives of diverse racial/ethnic groups and both men and women. The K-8 mathematics curriculum was especially impressive.
10. The district adheres well to its policy of obtaining diverse input on community advisory committees.
11. Based upon state guidelines, an attendance center is considered racially isolated if its minority student population is 20% or more above the percentage of the minority student population district wide. The current minority enrollment in the school district is now 24.6% so the threshold for racial isolation in any school attendance center is 44.6%. The Davenport School District has historically taken a number of steps to reduce or eliminate racial isolation within its attendance centers. They are as follows:
  - \* The development and implementation of a magnet fundamental educational program at Lincoln Elementary School. This program has effectively attracted students of parents who desired a more traditional educational program for their children. This program has been in place for more than ten years, and it eliminated the racial isolation at Lincoln.
  - \* The implementation of internal transfer guidelines which limit transfers to those that will serve to reduce racial isolation. The district's desegregation plan is designed to regulate the transfers to and from buildings that are racially isolated or buildings whose minority student population is within 5 percent of the racial isolation level 44.6 percent.
  - \* The district has on several occasions revised attendance center boundary lines with the intent of reducing racial isolation in a number of buildings. The most recent boundary changes were made in March of 1994, and will go into effect in September, 1995.
  - \* The district has implemented several programs aimed at improving the quality of educational programming and at the same time reducing teacher/student ratios in buildings that still have racially isolated enrollments.

In 1991-92, the district began its participation in the statewide open enrollment program as both a sending and receiving district. The school board has adopted an open enrollment policy similar to its internal transfer policy to protect its desegregation plan. That policy also calls for the district to review the effects of open enrollment on school integration and to make a report to the board on an annual basis.

#### **AREAS OF NONCOMPLIANCE:**

1. As mentioned above, the district's efforts to integrate students have reduced racial isolation or slowed its growth in some attendance centers. The exception to this had been Jefferson Elementary School. Although the current minority enrollment at Jefferson is 57.2 percent, it has been as high as 66 percent in the past year. The district has not taken effective steps to reduce racial isolation at Jefferson.

Jefferson School is the site of the school district's only bilingual education program. It is a popular and effective educational program which meets the needs of limited English proficient students. However, some minority students are transported to Jefferson so they can take advantage of the program. This adds to the level of racial isolation at the school. The program may also have an impact on the housing decisions of minority parents who choose to settle in the Jefferson area in order to insure their children's participation in the program.

We recommend that the district seriously consider the development of a second bilingual education program in an elementary center which is not racially isolated. The second center could serve those students now being transported to Jefferson as well as serve as a magnet to attract the enrollment of some students currently at Jefferson. If necessary, some of the students in the Jefferson area could be transported to the second site to balance the enrollment of the two centers. This would also have the positive effect of replicating the inclusive multicultural climate of Jefferson at a second elementary site. (Iowa Administrative Code, 12.1(1))

2. At the time of the review, the district had among its written Administrative Procedures one for processing complaints of discrimination. There was evidence that this procedure is used, but it has not been board-adopted. Before adoption, the district should review Chapter 95 of the Administrative Code to ensure that the grievance procedure covers all protected groups. (Section 504, 104.7; Title IX, 106.8; Iowa Administrative Code, 95.3, 95.4(1))
3. At the time of the review the Equity Coordinator's position had been vacant for approximately five months. The district needs to fill this vacancy as soon as possible. (Section 504, 104.7; Title IX, 106.8; Iowa Administrative Code, 95.4(3))
4. The notification of nondiscrimination, of the identity of the equity coordinator and information about the district's grievance procedure does not appear consistently in all major and annual documents and publications of the district. Either absence or inconsistency was noted in handbooks, some agreements for worksite learning programs, articulation agreements, and employment applications. We recommend that the central office develop a common notification statement and require all building administrators to include it in all the major and annual publications published by the district. (Section 504, 104.8; Title IX, 106.9; Office of Civil Rights Guidelines, IV.O.; Iowa Administrative Code, 95.6, 95.6(22))
5. Several of the District's buildings are not accessible for people with mobility impairments. While building administrators have tentative plans for accommodating people who require special accommodations, the review team did not find an overall study which describes barriers and outlines how all programs and services provided in those buildings\ areas are made accessible to students, parents, employees, and community members with physical disabilities (Section 504, 104.22)
6. The district's plan for multicultural, nonsexist education is due for revision. The plans are to be updated and revised at least once every five years. No timeline in the current plan extends beyond 1993. (Iowa Administrative Code, 12.5(8))

#### **AREAS OF CONCERN AND RECOMMENDATIONS:**

1. At the time of the on-site visit, the position of equity coordinator was vacant. The overall observation of the review team was that the district has made notable progress on educational equity in recent years, but that this is a crucial time for consolidating these gains. A person to coordinate educational equity efforts should be in place. Also,

concerns were expressed by the Multicultural, Nonsexist Education Advisory Committee and some staff about how this position will be defined. In brief, the following recommendations are made concerning this position.

- \* Because the responsibilities of this position are both numerous and systemic, i.e., cutting across both program and employment areas, it is recommended that the position be full time and placed in the hierarchy of the school district in a way that allows the coordinator to work effectively across the total spectrum of its programs.
- \* As implied by use of the term Equity Coordinator, it is recommended that the responsibilities of this position be viewed as primarily one of coordination in nature; to serve as a repository and clearinghouse on all equity information and issues for the district, and to work with students, parents, community people and other staff to implement and monitor progress on district goals relative to educational equity in both program and employment.
- \* It is recommended that the person in the position continue to function as the hearing officer for complaints and grievances raised relative to all equity issues. Direct responsibility for minority recruitment and career counseling, training, etc., should not be a part of this position as these functions appear to fit better in the area of human resources/personnel, although close coordination is necessary between the two on all employment issues, including the Equal Employment Opportunity/Affirmative Action plan.

2. A review of the district's building enrollments reveals that despite the district's efforts to reduce racial isolation, there has been slow growth in isolation within the district in the past five years. In 1989, two attendance centers, Hoover and Jefferson Elementary Schools were racially isolated and Madison Elementary School was right at the racial isolation level. By 1994, three buildings, Hoover, Jefferson and Madison Elementary Schools, were racially isolated. The minority student population had increased significantly at Madison and had moved up slightly at Hoover. Although Jefferson's enrollment appears to have stabilized, it was up as high as 66 percent minority within the past year. It appears that the district has been able to somewhat stabilize the enrollments of three other buildings (McKinley, and Washington Elementary and J.B. Young Junior High School) that have enrollments just under the racial isolation guidelines.

Building	1989 % Min.	1989 % Related To Guidelines	1994 % Min.	1994 % Related To Guidelines
Jefferson Elementary	54.0%	+ 14.4	57.2%	+ 12.6
Madison Elementary	40.9%	+ 1.1	54.5%	+ 9.9
Hoover Elementary	43.1%	+ 3.3	50.9%	+ 5.4
McKinley Elementary	34.6%	- 5.2	42.3%	- 2.3
Washington Elementary	33.2%	- 6.5	38.8%	- 5.8
J.B. Young Junior High	39.2%	- .6	42.2%	- 2.4

We recommend that the school district policy which limits internal transfers when they contribute to racial isolation be more closely monitored. There was some evidence at the time of the review that the monitoring process had become somewhat lax. Second, we recommend that the district carefully review the placement of specially designed programs to insure that their placement in certain attendance centers contributes to the reduction of racial and socioeconomic isolation. Third, in addition to the fundamental school, the district should explore other magnet program options which might reinforce

greater racial integration. Last, but not least, the district should continue to closely monitor and review attendance center boundaries and building feeder patterns as to their impact on the racial/socio-economic isolation of students.

3. While collection and disaggregation of participation and achievement data is very good, an effort should be made to include resident special education students being served by the area education agency staff. Once collected, data should be made available to all staff as an aid to evaluating programs and practices and as a guide to planning improvements.
4. Students are not aware of the Postsecondary Enrollment Options. Counselors and instructional staff should be providing more information to students regarding this programming option.
5. It was the observation of the review team that, by board policy and practice, all pregnant students are literally "encouraged" to attend the TAP Program. While TAP is not being criticized, there is a concern that every pregnant student not be routinely counseled out of taking higher level courses not available through TAP. Students may be well-prepared by the TAP program to enter many postsecondary programs and succeed, but not necessarily in mathematics- and science-related areas where high school preparation is crucial. The Postsecondary Enrollment Options may offer a supplement to TAP in some cases.
6. Although high school and middle school counseling appear to be adequate, elementary school student access to counselors is extremely limited. This contention is supported by the fact that the district employs only three certificated counselors at the elementary level.
7. While interpreters are available to translate for parents and others who are developing English proficiency, patrons are not made aware that interpreters are available for parent/teacher conferences. This may have a dampening effect on the attendance of parents whose first language is one other than English.
8. Because inservice in the area of multicultural, nonsexist education is generally offered as a choice among many others on an agenda, it was difficult for the review team or the district to document whether or not MCNS-related inservice is being provided for "all staff" as required by the Standards. It is recommended that the district review its inservice practices to assure that equity concerns are uniformly addressed among all staff throughout the district. Using GESA (Gender/Ethnic Expectation and Student Achievement) training as a common thread should be considered. The district should also consider providing inservice about bilingual education for non-ESL teachers in buildings where ESL students are served.
9. Care should be taken not to lose the vitality and momentum of the MCNS Advisory Committee. Some consideration should be given to sharing or alternating the position of committee chair between district staff and community members.

The Davenport School district has submitted a voluntary compliance plan to deal with the areas of non-compliance cited in this review. The voluntary compliance plan has been approved, and there will be a follow-up visit to the district during the 1995-96 school year to monitor implementation of the plan and to provide technical assistance if necessary.

## **G-2: CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT**

The Department of Education conducted an educational equity review in the Cedar Rapids Community School District on December, 12-14, 1994. The previous educational equity review was conducted in Cedar Rapids during the 1986-87 school year. A race equity review was conducted in the school district during the 1990-91 school year. The two review processes were combined for the first time during the 1992-93 school year.

The Cedar Rapids School District has historically been pro-active in dealing with Equity concerns when they have developed. The 1990-91 race equity report reflected that pattern and was generally a positive report. Concerns were raised as to weaknesses in the district's affirmative action plan and the need to insure greater racial/ethnic diversity and gender balance on the district's advisory committees. The following is a summary of the findings from this past year's review:

### **AREAS OF STRENGTH:**

1. The district has an excellent plan for serving students who are at-risk. Each building has a copy of the plan which has a process for identification and the collection of disaggregated data. A coordinator is in place and the program of service seems to be operating well.
2. The district has an excellent program for alternative education at the high school level. Metro School has a very caring staff and effective support system for students. Further, there are a number of opportunities for students to get work-site based learning experiences and on-the-job training.
3. The district provides services to students, including some from outside the district, who are developing English proficiency. The process for identification is sound and notable for having identification forms in many translations. Students of many languages are served. There are entry and exit criteria and students are evaluated periodically for skill development.
4. The district is commended for the comprehensive service provided to the student population having special needs. The district enrolls students in all categories and works to integrate them into the total educational program to the greatest extent possible.
5. Library/media services in the buildings visited appeared to be of high quality and a variety of materials reflecting America's diversity were available to students and staff. "America On Line" is an asset as an information search system for students.
6. The district is to be commended for its internal and external process for identifying homeless children and youth. The coordinator is resourceful, caring, and has developed contacts in the community.
7. The newly-developed language arts curriculum guides are excellent with regard to incorporation of multicultural, nonsexist concepts. Integration with social studies at the 10th grade level shows careful planning and consideration. The business education curriculum also evidences MCNS infusion.
8. The physical education program places emphasis on the development of lifelong recreational and leisure activity skill development. Of special note is the requirement that basic swimming skills be mastered as a requirement for graduation.
9. The district is commended for encouraging and supporting participation of students in nontraditional extracurricular activities such as males in cheerleading, and females in nontraditional athletic pursuits. Varsity sports offerings are equitable for males and females.
10. The district has a policy which addresses sexual harassment and harassment based on race, national origin, and disability. There is a detailed procedure for filing a complaint of harassment.

11. The Program of Studies Manual is well developed and useful to both students and parents. It helps all students be aware of and consider all academic options available to them.
12. A review of the Board Policy Manual indicated that policies have been reviewed and revised within the timelines specified by the Iowa Code. Board policies on nondiscrimination cover both employment and programs and protect all protected classes under Iowa and federal law.
13. The district has consistently worked toward making its facilities more accessible to persons with disabilities.
14. The Cedar Rapids District has historically taken a number of proactive steps to racially integrate attendance centers. They include the following:
  - \* Tyler Elementary School, a racially isolated school, was closed in 1978. Tyler students were assigned to surrounding attendance centers.
  - \* In 1978, the district put in place a voluntary transfer plan which encouraged, and gave priority to, inter-building transfers which would serve to reduce racial isolation in the district.
  - \* In 1983, the district revised its desegregation plan by limiting internal transfers to those that would lead to greater racial integration.
  - \* The district has been a sending and receiving district under Open Enrollment since 1991. The school board has adopted a policy for denying open enrollment requests that undermine its desegregation plan. This policy has been upheld on appeal by the state hearing officer. There have been 301 transfers out of the district and 267 transfers into the district and open enrollment has had minimal impact on racial isolation in the district.

#### **AREAS OF NONCOMPLIANCE:**

1. While the district has adopted a comprehensive nondiscrimination policy, notification of this policy is not consistently published in all major and annual publications of the district and in all work-site based education training agreements. The notification was not found, for example, in the Metro Student Data Notebook, the DECA training agreement, registration information booklets, or student, parent, and staff handbooks at Jefferson, or staff handbook at Kennedy. When publicizing the nondiscrimination statement and civil rights grievance procedures, the district does not consistently publish the complete identity (name, address, and phone number) of the equity coordinator. (Section 504, 104.7, 104.8; Title IX, 106.8, 196.9; OCR Guidelines, IV.O., VII.A; IAC, 95.6, 95.6(2))
2. The district does not have a plan for multicultural, nonsexist education. The plan should be a blueprint for infusion of multicultural, nonsexist knowledge and skills into the total program, including written curriculum, as well as a guide for monitoring policies, programs, and practices to ensure that opportunities and options are broadened for all students. Such a plan helps insure that staff MCNS efforts are coordinated, consistent and efficient. (Code of Iowa, 256.11, IAC, 12.5(8))
3. At the time of the review, the district had not established an advisory council/committee for vocational education. As this group is formed, the district should keep the requirement for diverse representation in mind. (Code of Iowa, 258.9)
4. The district has an affirmative action plan which was developed prior to 1990. The plan has not been amended since the adoption of legislation and rules requiring affirmative action plans in school districts. The current plan needs to be upgraded to conform to state requirements as well as the District's current practices. One of those requirements is that the plans be updated every two years. (IAC, Chapter 95)

5. The Code of Student Conduct has been revised by district staff. No evidence was provided that parents, students, and people from the community had input into this. Since parents and students are directly affected by the provisions, their input must be sought. (IAC, 12.3(8))

#### **AREAS OF CONCERN AND RECOMMENDATIONS:**

1. It is recommended that the district develop a nondiscrimination notification statement with three parts: (1) a statement of nondiscrimination on the bases of race, national origin, gender, age, disability, creed, color, and religion in employment and programs, (2) a statement about the existence of a civil rights grievance procedure and (3) the complete identity (name, address, phone number) of the Equity Coordinator. This done, a district-wide procedure should be established to assure that this statement is routinely published in all major and annual documents of the district such as all handbooks, registration books, etc.
2. Based on a review of materials provided to the review team, it appears that the district is not routinely disaggregating achievement data. Materials were provided to the team which graphed achievement scores (ITBS, ITED, Holistic Writing Assessment) by grade level. In addition to grade level analysis, the district should be graphing and reviewing achievement data by race, sex, national origin, and disability across time in order to find patterns of achievement for all groups, and to plan for improvements in the educational program. Also, when surveys are used as part of instructional planning and improvement efforts, it is suggested that the population surveyed be representative of the district and that the information gathered be analyzed with an eye toward whether or not different student groups have different opinions and needs.
3. Based on the employee evaluation forms reviewed, there is no consideration given to employee implementation of multicultural, nonsexist approaches in offices, classrooms, corridors, buses, and playing fields, etc. Including criteria related to employee equity related sensitivity, knowledge, skills and implementation in evaluation procedures is an effective way of rewarding efforts to achieve MCNS education and should be considered by the district as part of the overall evaluation of MCNS educational efforts in the district.
4. The district has a comprehensive harassment policy in place and students interviewed seemed aware of it and of the complaint procedure even though information about it is not always communicated explicitly in writing. Handbooks should make clear that harassment is a breach of the district's discipline/behavioral code. For example, a listing of "Student Expectations" from Kennedy does not mention harassment or its consequences, and the "Suspension" section of the Taft Parent Handbook also omits any reference to harassment.
5. Based on interviews, there was concern within the district that gifts to schools should be monitored to ensure that inequities in equipment and facilities among individual buildings are being kept to a minimum.
6. Commendably, the district has an active advisory committee for MCNS education. An effort should be made to increase racial/ethnic diversity, gender balance, community representation, and teacher representation on the committee. The meetings are held mid-morning which may be a barrier to achieving gender balance and the participation by community representatives who could be a source of both diversity and outside viewpoints and expertise.
7. The district is encouraged to continue its efforts to increase staff diversity so that it more closely reflects that of student enrollment. An up-to-date affirmative action plan would be an asset in planning toward this goal.
8. While some follow-up information is gathered on students the first year after graduation, it appeared this is done mostly, possibly only, with students who attend Kirkwood Community College. Interviews failed to elicit information as to whether or not a systematic follow-up of all graduates is undertaken

and how, or if, information gathered is used for planning and improvement. As with enrollment and achievement data, the district is urged to disaggregate data gathered in follow-up studies with an eye toward determining whether the needs of all groups of students have been equally well-served.

9. District preparation for the Educational Equity Review was disappointing. This was evidenced by difficulty the team experienced in obtaining the materials to be reviewed, poor notification about the public meeting conducted as part of the review, and internal confusion related to the review-connected interview schedule. There was some concern on the part of district employees interviewed that information related to equity responsibilities, programs, conferences, activities, and issues, etc. are not being disseminated widely to staff. There has been some difficulty receiving timely equity-related data and reports both inside and outside the district.

These weaknesses are not consistent with the district's past proactive equity efforts and are signs that a review and evaluation of the equity coordinator's role is necessary. More emphasis should be placed on equity-related information dissemination, the oversight and coordination of equity-related activities including the district's Multicultural, Nonsexist Education and Affirmative Action Plans, coordinating equity-related staff development efforts and facilitating the processing of equity-related grievances.

10. An MCNS plan is the district's blueprint for building respect for diversity and implementing multicultural, nonsexist approaches on a system-wide basis. In the absence of an MCNS plan in Cedar Rapids, the district lacks clearly-defined, district-wide MCNS goals and objectives for each area of the educational program. Staff were not able to identify or cite any district-wide direction for systematically incorporating MCNS concepts in areas of guidance, curriculum, co-curricular activities, administration, or media. The lack of a plan leads to inconsistency and inefficiency in the district's implementation efforts.
11. The adequacy of textbooks reviewed regarding equity concerns seems to be closely related to their copyright date. Most texts dated within the last few years do at least a fair job of reflecting the participation and legitimacy of diverse groups in the disciplines they represent. There was a particular inadequacy in the high school mathematics textbooks at Kennedy. They are dated 1983 or earlier and do not reflect an awareness of MCNS concerns.
12. Polk Elementary School currently has a minority student enrollment which is 20 percent above the district-wide minority enrollment level. This is right at the state guideline that defines racial isolation (an attendance center where the minority student enrollment is more than 20 percent higher than the minority enrollment of the district as a whole). Grant Wood and Johnson Elementary Schools have significant minority enrollments, but are both more than 5 percent below the state guideline figure.

The district is currently exploring a number of options for preventing the further growth of minority isolation. Magnet school options are among those being considered. We recommend that the district follow through on these or alternative plans so that increasing minority isolation and its accompanying inequities do not become a problem in the district.

Building	1989% Minority	% in Relation to Guidelines	1994% Minority	% in Relation to Guidelines
Polk Elem.	28.84%	+ .14	30.99%	-
Johnson Elem.	16.63%	- 12.07	25.30%	- 5.50
Grant Wood Elem.	26.11%	- 2.59	22.99%	- 7.46



The Cedar Rapids School District has submitted a voluntary compliance plan which has been approved. A follow-up visit will be made to the district during the 1995-96 school year to monitor the plan implementation and to provide technical assistance if requested.

### **G-3: NORTHERN TRAILS AREA EDUCATION AGENCY**

As was mentioned earlier in this report, there is an on-site visit conducted in one area education agency each year. The agency is selected by comparing area-wide data from area education agencies that have never had an equity review. This is the first educational equity review to be conducted in the Northern Trails Area Education Agency. The following is a summary of the findings:

#### **AREAS OF STRENGTH:**

1. The AEA board has adopted non-discrimination policies for both employment and programs. The policies covered the necessary protected classes. There were also policies which addressed the issues of multicultural, nonsexist education and the harassment of both employees and students.
2. The AEA has given equity coordination responsibilities to a team of five staff members. The individuals assigned were committed to carrying out their assignment.
3. Employees and applicants for employment are notified of the agency's nondiscrimination policies.
4. There is evidence that a recent self-evaluation related to disability equity has been carried out, and that physical accessibility issues within the main AEA facility are being dealt with. This includes current efforts to enhance accessibility to sight and hearing impaired persons.
5. The AEA's holistic and transformational approach to curriculum leadership, "Connecting the Pieces," is commendable, although it provides some challenges in terms of equity accountability. There is a sincere effort to leverage the inclusion of multicultural, nonsexist concepts into the essential learnings and their related benchmarks/indicators used in assessment within local education agencies. The Team Managers in the Design Team are committed to this end.
6. There is an updated catalog of staff development offerings which is written in inclusive language. The diversity theme on the cover is commendable. There is a sincere attempt to be flexible in meeting the needs of the client schools.
7. The board policy for the selection of materials in the media collection includes equity criteria and expresses the need for multicultural, nonsexist resources. The print collection in the lending library reflects this policy.
8. The AEA provides leadership and support to counselors through its Counselor Academy. A number of equity themes have been part of their recent training including gender equity, harassment, conflict resolution, and the biases inherent in testing.
9. The contract agreement with businesses involved in worksite-based education programs includes a nondiscrimination clause. The AEA staff who work with these programs are student advocates and seem to be flexible and creative in their placement efforts.
10. The Special Education Division has taken a number of steps to support and reinforce local district efforts to include students with disabilities in educational programs. They include a record of assertive implementation of R.S.D.S., the elimination of disability labels, and the earmarking of staff development funds for local staff development efforts related to inclusion.

11. Work is in progress to update and upgrade job descriptions in the agency. Employment application forms are free of illegal inquiries with one exception which is mentioned in the concerns section.

12. The AEA has a staff person who has been appointed to provide technical assistance to school districts that have Limited English Proficiency students enrolled. A minimal level of assistance is currently provided within the restraints of the coordinator's other job assignments.

13. The Special Education Division has taken the initiative to plan and implement a Section 504 (disability) workshop with AEAs 1, 7, and 6.

14. The television production program and facilities at AEA 2 are unique and innovative. The productions have included a number of topics related to educational equity and provides a strong tool for assisting local teachers to teach about diversity. It also has great potential as a staff development tool both outside and inside the area education agency.

#### **AREAS OF NONCOMPLIANCE:**

1. There is no evidence of a comprehensive board adopted equity/civil rights grievance procedure. The process seems to differ considerably for staff in different categories. The master contract grievance procedure cannot be used for certified staff civil rights related grievances because the contract does not contain a nondiscrimination clause. The Equity Team should review grievance policies and procedures and make recommendations for change through appropriate channels to the Board. (Section 504, 104.7; Title IX, 106.8; Iowa Administrative Code, Chapter 95, 95.4, 95.4(1))

2. Although the AEA policies meet legal requirements, they often appeared in inconsistent formats within the board policy book. They did not notify parents, students, staff and client schools of the identity of the equity coordinators or provide notification about the grievance procedure. Many of the major publications of the AEA did not include the agency's nondiscrimination policy, the identification of the coordinators and their responsibilities, or information about the equity-related grievance procedure. This was particularly true in terms of media and special education brochures and publications. We would recommend that the Equity Committee develop a standard announcement and disseminate it to the Division Administrators for inclusion in annual and ongoing publications. (Section 504, 104.8; Title IX, 106.9; Office of Civil Rights Guidelines, Section IV.O.; Iowa Administrative Code, Chapter 95, 95.4, 95.4(1), 95.6, 95.6(2))

3. There are a number of satellite offices within the Special Education Division that are inaccessible to persons with disabilities. We are aware that the solutions are tied to future decisions related to the Sector Plan implementation. It is important that the agency follow through on developing and implementing those accessibility plans as soon as possible. (Section 504, 104.22; Americans With Disabilities Act, 35.105)

4. There is no evidence that an affirmative action plan has been adopted or updated by AEA Board action. Many components are either missing or incomplete. The agency's decentralized employment practices do not seem to provide for consistency, quality control or accountability for implementation of affirmative hiring strategies. Neither the affirmative action coordinator or the affirmative action plan are routinely involved or referred to during the hiring process.

The agency has not obtained input from both men and women, diverse racial/ethnic group members or persons with disabilities in the development, implementation and evaluation of the affirmative action plan. This input should come primarily from outside the agency. We recommend that the agency also use the advisory committee as a sounding board for implementing more inclusive program efforts, and for strengthening its human relations program. The committee could work with the internal equity

committee in its efforts to infuse equity threads throughout the agency's programs. (Iowa Administrative Code, Chapter 95)

5. The agency is not currently collecting data in a disaggregated fashion on the basis of race/ethnicity, gender, and disability. This was especially evident in the gaps in data provided for us in preparation for the review. One evidence of an educational agency's concerns related to the effectiveness of its services and educational programs is the review of basic educational data in a disaggregated fashion. This demonstrates concern for all students. We recommend that the agency develop policies for including this demographic information in its record keeping so that equity can truly be part of program needs assessments, strategic planning, and evaluation for the AEA as well as the schools it serves. (Iowa Administrative Code, 12.1(1))

#### **AREAS OF CONCERN AND RECOMMENDATION:**

1. Equity-related Board policies often gave conflicting information about who was to serve as the contact person or equity coordinator. Some policies were outdated and it did not appear the board policy book was being revised and updated on a regular basis. We recommend that the agency review the policies for consistencies in terms of format and identification of coordinator. It is possible that the policies could be consolidated. Where appropriate, legal references should be cited and related AEA policies should be cross-referenced. When practices change, corresponding board and administrative policies should be updated and visa versa.

2. Although an internal Equity Committee has been named and assigned, there is little evidence that they have been empowered to act. It is not clear that they have the support of the Board or Administration to institutionalize equity concepts. They are not routinely involved when key equity-related decisions are made. Because of the inconsistency in policy and notification procedures, there is still broad staff confusion about who is responsible for various equity program implementation.

The committee spent considerable time in a reactive mode preparing for the equity review. It is important that their activities continue in a more pro-active mode. There was little evidence of pro-active activity such as presentations at staff meetings, memos to staff and clients etc. We would also recommend that an annual report be presented to the AEA Board on equity initiatives. The representation on the internal equity committee is heavily centered in the Educational Services Division. There is no one from the Media Division represented on the team. The job descriptions of the equity committee members should be modified to explicitly include their equity responsibilities.

3. The members of the Educational Services Design Team are committed to the inclusion of MCNS concepts into "Connecting the Pieces" essential learnings and their related benchmarks/indicators to better assure the consistent inclusion of MCNS/Equity concepts. It is important to remember that while participating districts do not have a waiver from the MCNS plan requirement, it is quite possible that their plans would look somewhat different than plans from other AEAs. The essential learnings related to diversity could replace the objectives for each program area. There is a need to get input from both men and women, diverse racial/ethnic groups and persons with disabilities into processes for incorporating equity and diversity into "Connecting the Pieces."

4. There is an underrepresentation of staff development offerings for educator growth in the areas of equity and diversity. There is staff concern that equity offerings in the past have not attracted enough participants. There is a need to be more innovative in packaging and marketing these offerings.

5. The audiovisual resources and periodical collections in the media center were somewhat limited in terms of multicultural, nonsexist resources. The AEA might want to use the resources of the Midwest Desegregation Assistance Center at Kansas State University to get ideas for upgrading these areas. There was also little evidence that the Media Division was providing leadership to local LEA staff in terms of equity issues in media programs or the infusion of MCNS concepts into K-12 Media Curriculum.
6. The Special Education and Media Divisions need to address race, national origin, and gender equity issues more explicitly. There needs to be greater internal staff development efforts in all divisions, especially in terms of the relationship between equity initiatives and employee responsibilities.
7. There are related activities such as School to Work, the Regional Vocational Planning Council, Worksite Based Education and the Counselor Academy where the programs could benefit from greater teaming and collaboration. Although there is some communication occurring, there is evidence that the programs could be more inclusive and effective if teaming and networking were increased.
8. The agency is not currently including minority persons, a balance of both men and women, and persons with disabilities on area-wide advisory committees. This is especially important because of the lack of diversity within the agency. We recommend that the board adopt policies for guiding agency practices in this area.
9. The staff person providing services related to Limited English Proficiency students currently is able to spend only about 5-10% of her time in this endeavor. There is consensus that this is not enough time to meet current needs. Some special education staff expressed the need for training in assessing and placing Limited English Proficient students with disabilities. Many special education staff did not know that the agency had a person with language assistance responsibilities. The agency should consider providing internal staff development activities in this area.
10. Some agency staff lacked information about equity initiatives within the agency. Some said they were not always included in the pipeline of information related to activities and issues within the other divisions. This may be the result of the decentralized management system. The agency needs to assure a degree of common information flow between divisions.
11. The human relations offering is in need of updating. The agency's course is offered only once during the summer and attracts only a few participants. The agency should pursue initiatives to update the course and expand it beyond the original requirement. A functioning Equity Advisory Committee could provide input to staff planning, facilitating, and evaluation of this offering. The human relations course offers a potential link to the use of multicultural, nonsexist resources in the agency's professional library.
12. Although there are individuals within the agency who are committed to equity in programs and employment, there is a lack of board and administrative leadership to institutionalize processes and procedures which make those commitments explicit rather than implicit.

The Northern Trails Area Education Agency has submitted a voluntary compliance plan to address the areas of noncompliance, and that plan has been reviewed and approved. There will be a follow-up visit to the area education agency to monitor the implementation of the voluntary compliance plan and to provide technical assistance if requested or necessary.

#### **G-4: KIRKWOOD COMMUNITY COLLEGE**

One community college receives an educational equity review each year. Because of the lack of availability of common data, the community college to be reviewed is randomly selected from those community colleges that have never had a review. For that reason this is the first equity review to be conducted at Kirkwood Community College. The following is a summary of the findings.

##### **AREAS OF STRENGTH:**

1. The grants office and staff of the community college have actively sought grants from governmental and private sources to support program efforts. This successful pursuit of grants is a plus for students and has allowed for programming that would not otherwise be available.
2. The availability of county centers, the telecommunications system, and the ease of registration is a demonstration of the commitment of the college to serve the clients within its district.
3. Kirkwood has a very diverse student population and provided numerous examples of activities to serve these students, and to create opportunities for all students to understand this diversity. An unusually high enrollment of international students contributes to this effort.
4. Students with disabilities are consistently being served in programs alongside students without disabilities. Necessary support services are provided to students with disabilities to enhance their ability to function in the community college environment. Staff are sensitive to students with disabilities and to students whose primary language is one other than English.
5. The community college has developed excellent guidelines for use in the interviewing and hiring of staff.
6. As a result of a recent self-evaluation, the college has established a committee to address equity issues college-wide, with special emphasis on its vocational programs.
7. The college is commended for their support of fifty (50) clubs and organizations serving both males and females. Several of these are support groups where minority students can share interests, issues and concerns.
8. An extensive self-evaluation under the Americans with Disabilities Act has been undertaken to identify and overcome architectural barriers in college facilities. Progress is being made toward the items addressed.

##### **AREAS OF NONCOMPLIANCE:**

1. There are gaps in the agency's civil rights notification procedures. The obligation of the college is to notify students, applicants for admission, all employees, applicants for employment, sources of employee recruitment and cooperating businesses and industries, about: 1) the agency's nondiscrimination policy, 2) the existence of a grievance procedure for civil rights concerns, and 3) the complete identify (name, address, and telephone number) of the equity coordinator. This notification should appear on all major and annual documents of the college.

At Kirkwood some major annual publications and some program brochures, do not carry any notification. Complete coordinator identity and notice of a civil rights grievance procedure was not provided in many handbooks. Current notifications of the complaint process (grievance procedure) do not make clear all groups for whom the process is available. A notice of nondiscrimination does not appear on application forms. Most cooperative agreements used in worksite-based educational programs do not include a nondiscrimination clause. Steps have not been taken to ensure that information is given to students in their primary language.

It is recommended that the college adopt a standard statement of nondiscrimination which includes notice of grievance procedure and coordinator identity, and then develop procedures to ensure that it appears in all major and annual documents (including employment application materials) of all programs and services across the college. (Section 504, 104.7, 104.8; Title IX, 106.8, 106.9; Office of Civil Rights Guidelines, IV.O., VII.A.; Code of Iowa, 19.B.11; Iowa Administrative Code, 95.4(1), 95.4(3), 95.5(1), 95.6, 95.6(2))

2. While the college has completed a physical accessibility study under Section 504/ADA, it has not done a broader self-evaluation of policies and practices relative to programs and employment. (Section 504, 104.6; Americans with Disabilities Act, 35.105)

3. Based on the equity review data provided to the team, there are many courses and programs, especially in vocational areas (and associated mathematics and science courses) which currently enroll greater than 80% of one gender; many are totally made up of males or females. Program enrollment data has not been reviewed with regard to any policies, practices, curriculum, recruitment, counseling, etc. which may contribute to segregation. Positive steps have not been taken by counselors or faculty to encourage students to participate in programs where they have traditionally been under-represented. (Office of Civil Rights Guidelines, V.B., V.C.; Title IX, 106.34)

4. Off-campus housing is advertized at the Cedar Rapids campus. The college needs to validate that there is no housing discrimination. (Section 504, 104.45; Office of Civil Rights Guidelines, VI.C.)

#### **AREAS OF CONCERN AND RECOMMENDATIONS:**

1. Illustrations and text in many college publications lack gender balance, and/or broad representation of students with disabilities and students from diverse racial/ethnic backgrounds. The college should consider equity criteria when selecting the textbooks to be used programs and courses. Because they serve as recruitment materials, it is important that program brochures should be reviewed to insure that they are inclusive. (Please refer to Office of Civil Rights Guidelines, V.C.)

2. While individual staff who hire and supervise employees are provided one-on-one EEO/AA training by the Director of Human Resources, it is recommended that the college make provision for periodic staff development for all staff who hire and supervise as a way of keeping everyone involved and abreast of best practices.

3. Members of the adjunct ESL staff do not feel that grievances are a practical reality for them. Also, they feel they receive less pay than other adjunct faculty and teach more classes than other adjuncts. Moreover, they receive no staff development to improve their skills, programs, and practices. Staff development activities are not being organized and implemented to improve faculty skills in working with ESL students with disabilities. The college should consider at least one full-time staff member as funds become available.

4. Student evaluation of faculty does not allow open-ended comments. The college should consider allowing this type of comment.

5. There was no evidence that a systematic Title IX (Gender Equity) self-evaluation has ever been conducted. A planning committee exists and a technical assistance project is planned, but the area of gender equity has generally been neglected. (Please refer to Title IX, 106.3)

6. Many individual advisory committees lack gender balance. A concerted effort should be made to bring gender balance to individual advisory committees.

7. Although the outside door to the library is automated, the next set of doors is not, resulting in the need for assistance is by people with mobility disabilities.

8. Grading policies relating to attendance are apparently left up to individual instructors. Policies range from allowing absences, to excused absences, or to deduction in grades for absences. These variations exist between and within departments. The college should consider general guidelines applicable to all programs/courses so that students receive equitable treatment.

Kirkwood Community College submitted a voluntary compliance plan to deal with the areas of non-compliance. The plan was reviewed and approved. A follow-up visit will be made to the College in the spring of the 1995-96 school year to monitor the plans's compliance and to provide technical assistance.

#### **H. VOLUNTARY COMPLIANCE PLANS 1994-95**

Twenty-one (21) of the twenty-four (24) educational agencies who received equity reviews during the 1994-95 school year have submitted voluntary compliance plans to the Department of Education. Twenty (20) of those twenty-one (21) voluntary compliance plans were approved. One plan is being sent back to the submitting districts for revisions. One voluntary compliance plan is overdue and communications have gone out to the district notifying them of this. The deadline date for the submission of two other voluntary compliance plans was still in the future at the time this report was developed.

The plans submitted included the following information for each area of citation: (1) The actions to be taken to bring the agency into compliance, (2) The identification of the individual(s) responsible for carrying out the action, (3) The target date for final implementation. Follow-up visits will be made to each of the districts during the 1995-96 school year to monitor the plan implementation and to provide technical assistance.

## **I. FOLLOW-UP VISITS 1994-95**

In addition to the educational equity reviews conducted during the 1994-95 school year, twenty-seven (27) follow-up visits were conducted with the educational agencies that received equity reviews during the 1993-94 school year. In most instances the 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. Occasionally when the district has sent in documentation of their activities, followups are conducted over the phone. Although not all of the follow-up reports have been processed, at least ten of the districts visited have completely implemented their plans. Ten other districts have implemented most of their plans and should finalize implementation this fall. The remaining seven 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.

Two integrating school districts received follow-up visits. They were the Des Moines and Muscatine Community School Districts. Specific comments on their follow-up visits are included in this section of the report. For reasons spelled out below, follow-up visits to the Waterloo Community School District will be conducted during the 1995-96 school year. Two other districts, the Sioux City Community and the South Tama School districts, have on-going equity concerns and progress reports are included in this section. It is recommended that the Iowa City School District be removed from the list of Integrating School Districts because of its proactive equity efforts over the past three years.

### **I-1: WATERLOO COMMUNITY SCHOOL DISTRICT**

There was an educational equity review conducted in the Waterloo Community School District in February of 1990. At that time it was noted that because of budget constraints 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 some resegregation was occurring, community tensions were building, and new concerns related to race equity, gender equity, and disability equity were emerging.

A more recent equity review was conducted in the Waterloo District in February, 1994. At that time it was stated that the trends emerging in 1990 were continuing and that they had increased in severity. It was noted that racial isolation had increased and that there was increasing racial tensions among students, staff, and community members. This was accompanied by a strong emigration of white students from the district under open enrollment. It was stated that "There are students, staff, parents and community members who recognize these trends and are concerned about them, but that 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." Areas of particular concern included increasing racial isolation at three elementary schools, a high dropout rate, high suspension rates for African American students and disparate achievement rates for African American students.

As is the case with all agencies that have educational equity reviews, the Waterloo School District was asked to submit a voluntary compliance plan for each area of noncompliance cited in the review. The voluntary compliance plan was to be submitted by October 1, 1994. The plan was not submitted on October 1st. In November, Department staff met with the Waterloo administration. As a result of that meeting, the Waterloo District requested and was granted an extension of time for the submittal of their compliance plan. The new date was set for January 31, 1995.

The voluntary compliance plan was received on January 30, 1995. The plan was reviewed by department staff and found to be generally acceptable. It was determined that the plan could provide a foundation of programs and activities that would bring the district into compliance and begin to turn around some of the negative trends in the district if implemented. Before the final approval of the plan, the district was asked to provide additional clarifying information in three areas. The areas related to the district's multicultural, nonsexist education plan; the educational equity committee and communications with the minority community; and basic descriptions of programs that were generally



mentioned in the plan. This information was provided and the district has been notified that their compliance plan has been accepted.

Normally the follow-up visit to the Waterloo School District to monitor the implementation of the plan would have been made in April or May of 1995. Because the district's response was delayed, the follow-up visit will be conducted in the fall of 1995. Because of the systemic nature of some of Waterloo's problems and because there have been significant changes in the makeup of the school board and the central administration over the past year, the Department is notifying the Waterloo School District that three follow-up visits will be made to the district during the 1995-96 school year. Those visits will be made in October 1995, January 1996 and April 1996. The purpose of the visits will be to monitor the district's progress in implementing the voluntary compliance plan as well as to provide technical assistance where needed.

## **I-2: DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT**

The Des Moines Independent Community School District received an Educational Equity Review in February of 1994. There were many positive aspects identified in that review report. Although there were a number of concerns, the district had intervention strategies in place to address most of them. The district was cited for non-compliance in six (6) areas (see 1993-94 Educational Equity Status Report, page 26). The district submitted a voluntary compliance plan that was approved by the Department in February of 1995. At the time of the follow-up visit in June of 1995, the District provided documentation which indicated that it has come into compliance in each of the six areas cited.

- The District has notified all administrators to make sure that publications for which they are responsible carry the correct and complete language regarding their non-discrimination policy, the identity of their Equity Coordinator and information about their equity grievance procedure. The District's central office sent sample language to each building and changes will be made as each document is reprinted.
- The District is modifying the equity grievance procedure to conform with standards required by Chapter 95 of the Iowa Administrative Code regarding employee applicants.
- The curriculum staff has developed a recommendation for the Policy Writing Committee of the Board which will modify the curriculum development process to more directly address the infusion of multicultural, nonsexist concepts into written curriculum.
- The Affirmative Action Plan is being revised for the current year and is being submitted to the Board of Education for adoption.
- Locker room facilities at Roosevelt High School have been studied by the building staff and a plan for equalizing locker room facilities for males and females has been developed.
- The District now has a coordinated plan for providing services to Homeless Children and Youth. The Board has adopted a policy (#504) regarding services to homeless students in the past year.

As a result of the submission of the voluntary compliance plan and the district's progress in implementing the plan, the district's equity review file has been closed.

## **I-3: MUSCATINE COMMUNITY SCHOOL DISTRICT**

In a 1988, Educational Equity Review the Muscatine School District was cited for not providing language assistance to all of the Limited English Proficient Students enrolled. There was also a concern raised about the growing racial/ethnic isolation at Jefferson Elementary School. The Federal Office of Civil Rights cited the district for non-compliance in the area of language assistance a year later. Since

that time the Muscatine School District has applied for and received a Title VII Bilingual Education grant. This additional funding source has helped the district shore up and expand its language assistance efforts to Limited English Proficiency Students.

The Department of Education conducted its most recent Educational Equity Review in the Muscatine Community School District in December of 1993. There were six (6) areas of non-compliance cited as a result of the review. The major concerns raised were the continued racial isolation at Jefferson Elementary School and the District's fragmented coordination of equity-related activities. The District expressed a commitment to address the areas cited at the time of the review. A voluntary compliance plan was submitted to the Department of Education in April of 1994, and each of the cited areas were addressed. A follow-up visit to monitor the plan's implementation was made to the district April 1995. The district had taken the following steps:

1. A study of attendance center boundaries was completed and recommended changes were made to the Board of Education. The school board has adopted the changes which are designed to alleviate crowding in some attendance centers and overcrowding in others. The changes were also designed to reduce racial isolation at Jefferson Elementary and eliminate the need to build a new attendance center. The final impact of the changes will not be known until after school opens for the 1995-96 school year. The District is also planning to offer ESL/Bilingual services in elementary buildings other than Jefferson.
2. The notice of non-discrimination was revised to be comprehensive and to include the identity of the District's Equity Coordinator and information about its grievance procedure. A copy of the revised notice has been sent to all buildings and is being placed in all major annual publications at the building and District levels.
3. Although the District will still rely upon several persons to coordinate equity activities, it has established an Equity Coordinating Council (ECC) to monitor progress on the Voluntary Compliance Plan and activities relative to multicultural nonsexist education, educational equity, equal employment opportunity and issues of accessibility.
4. The District's grievance procedure has been revised to include employee applicants.
5. The curriculum development policy adopted by the Board of Directors on April 11, 1994, addresses the inclusion of the seven infusion goal areas including multicultural, nonsexist concepts in compliance with Chapter 256 of the Iowa Code.
6. A process has been put in place to identify homeless children and youth. Community agencies have been notified that the District will provide educational services and appropriate support services to such children and their families. Appropriate staff have received in-service in an effort to better assist homeless children and youth.

As a result of the Muscatine District's response to the Equity Review and the findings of the follow-up visit in April, the Educational Equity Review file for the Muscatine Community School district has been closed.

#### **I-4: SOUTH TAMA COUNTY COMMUNITY SCHOOL DISTRICT**

Because of the location of the Meskwakie Indian Settlement within the South Tama Community School District and the need for providing a smooth transition for Indian students between the Settlement school and the South Tama School District, the District has been included in the group of Integrating School Districts that are monitored for desegregation purposes since 1972.

The last Educational Equity Review was conducted in the School District during the 1992-93 school year. The district submitted a voluntary compliance plan and follow-up visits were conducted in the district during the 1993-94 and the 1994-95 school years. The Department of Education has been

involved in on-going dialogue with the District because of a combination of old and new concerns expressed by the American Indian Community.

A group of residents and parents came to the State Board of Education to issue verbal complaints that the American Indian students were not treated appropriately in the school system and asked the Department to more closely monitor the activities so that their students would have a fair and equal chance at educational success. At the request of the Department's Director, a report was prepared to familiarize him with the history of relations between the Settlement School and the School District. The report revealed that the complaints lodged by the residents and parents were long standing and were very similar to those expressed in 1974. The continuing issues that have been raised by the parents include, racial harassment of students at school, low expectations for academic performance by American Indian students and an atmosphere which is less than welcoming in school buildings.

The District, along with the mayors, police departments, the County Attorney's office and the Sheriff's office are meeting on a regular basis with the Caring Concerned Citizens Committee which is made up of Settlement residents and other American Indian leaders in the area. Each of the agencies mentioned have been given a list of concerns to address from the Committee (CCC). There have been three meetings already held and the next one is scheduled for September, 1995. The District has asked the members of the C.C.C. to assist in planning staff development training for the beginning of the next school year. This is an effort to get more involvement from the American Indian Community.

The Department's Race Equity Consultant is planning to make three visits to the District during the next school year to monitor progress on issues of concern and to offer technical assistance. He has also been invited to participate in the ongoing dialogue meetings described above.

#### **I-5: 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. In 1993, the district adopted its "Winning Combination Plan" for addressing these issues. Because of the systemic nature of these and other problems the district was facing, equity staff from the Department of Education has made periodic technical assistance and monitoring visits to the district. The District has received three visits each school year and has submitted progress reports on the implementation of the Winning Combination Plan.

A year ago it was reported that the district had reduced the number of racially isolated attendance centers from four to two and had stabilized the growth of racial isolation at those two. Other positive trends noted were implementation of district-wide breakfast programs, a move toward central coordination of equity activities, increased equity-related staff development efforts, and increased budget resources for equity-related activities.

During the past school year the district has made progress in the following areas:

1. A Micro Society program was established at West Middle School. The program involves the students in the simulation of running an average community. All the students in the school are involved and participate in the simulation activities.
2. An Academic Enhancement Center has been established at North High School. This too, is an outgrowth of the Plan "Winning Combination" and is another effort at getting more students from lower socio-economic and minority backgrounds more actively involved in their school. The program has excellent leadership and it is growing.
3. "Soaring Higher," an elementary counseling program at Smith Elementary School, was started with funds from an outside grant. Since then the grant has expired, but the District has provided funds to continue it as part of the Plan "Winning Combination". It is extremely

important that the district continue to extend elementary counseling services to other elementary buildings.

4. The district has implemented and strengthened several alternative programs at the middle school and high school levels. The newest of these programs combines academic instruction with residential placement. This allows more students to continue their education in the District and it also allows community service agencies to continue to work with both the students and their families.

One of the major concerns of the District staff is providing for the special needs of the growing number of students whose primary language is one other than English. There were just under a thousand students involved in ESL Programs in the past year. While the general student population has increased from 13,359 in 1984 to 14,468 in 1995 (8 percent), the ESL student population has grown from 103 to 955 (670 percent) during that same period. The district has a focus on equity-related issues that was not there in 1992, and it is making steady progress in implementing the "Winning Combination Program."

## **I-6: IOWA CITY COMMUNITY SCHOOL DISTRICT**

The Iowa City Community School District has been reviewed as an integrating School District since 1986. At that time the district was maintaining two racially isolated attendance centers and had no affirmative steps in place for integrating students. There were also communications problems between the school district and minority citizens in the community.

Since that time, the district has taken steps to eliminate the racial isolation in its attendance centers. The district has been much more proactive in dealing with equity issues and concerns related to race, national origin/language and gender. The School District has a strong equity coordinator and an effective equity advisory committee.

The Department conducted the last Educational Equity Review in the Iowa City School District during the 1992-93 school year. A follow-up visit was made to the district during the 1993-94 school year. During the 1994-95 school year a technical assistance visit was made to the district. The district currently maintains no racially isolated attendance centers or programs. It is continuing its proactive approach to educational equity issues and concerns.

Because of these efforts and success the Iowa City School District is being removed from its status as an integrating school district. The equity staff will continue to work in collaboration with the district, and the district will be included in equity desk audits like most other districts in the state. The Iowa City School District is the fourth district to be removed from the list of integrating districts in the past three years. The others are the Council Bluffs, Mason City, and Dubuque Community School Districts.

## **I-7: FORT MADISON COMMUNITY SCHOOL DISTRICT**

The Fort Madison Community School District received an educational equity review during the 1992-93 school year. A number of concerns and problems related to the implementation of state and federal equity requirements were identified at the time of the review. The follow-up visit conducted during the 1993-94 school year revealed that the district had failed to implement major components of its voluntary compliance plan.

The district was notified at the time, that there would be a 2nd follow-up visit in January of 1995. They were also informed that if the district had not made progress in implementing its voluntary compliance plan, that it would be placed on the list of integrating school districts, which means they would be more closely monitored for implementation of equity related activities.

As a result of a second follow-up visit which was conducted in January of 1995, it has been determined that the district has taken significant steps to implement its voluntary compliance plan. Ten of the 13 areas of their compliance plan had been implemented and three others were in progress. Because of the progress made by the district in implementing its plan, the equity review file for the Fort Madison School District's 1993 review is being closed. It is important that the district be vigilant and proactive in making equity concepts an integral part of strategic planning and program evaluation processes in the future.

## **J. 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 1994, teams from fifteen (15) school districts including those districts with integration plans 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. A half-day workshop was provided for participants on "Working Effectively With Diverse Student Populations". The workshop was presented by Mr. Judson Hixson, Senior Program Consultant for the North Central Regional Educational Laboratory in Oakbrook, Illinois. Other workshop topics presented during the two days included the following:

- New Populations in Iowa
- Prevention of Student to Student Harassment
- Responding to Community and School Violence
- Developing and Implementing Integration Plans
- Priority Issues and Concerns of the United States Office of Civil Rights
- One High School's Response to Racism and Violence

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

During the 1994-95 school year, technical assistance visits were made to the four integrating school districts that did not have an equity review or follow-up visit during the year. The visits were made to the Burlington, Fort Dodge, Sioux City and South Tama Community 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. The Burlington School District will be included in the educational equity reviews scheduled for the 1995-96 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, Sioux City, Urbandale and Des Moines Community School Districts.

## **AEA EQUITY SEMINAR**

In May, 1995, a 2-day seminar was sponsored for representatives of area education agencies. A half-day training session on "Working Effectively With Diverse Student Populations" was provided Judson Hixson, Senior Program Consultant for the North Central Regional Education Laboratory in Oakbrook, Illinois. The seminar also included presentations on the following topics:

- An Update on the Lieutenant Governor's Diversity Task Force
- New Populations in Iowa and the Services of the Iowa Refugee Assistance Bureau
- Update From the United States Office of Civil Rights
- Services of the Americans With Disabilities Act Resource Center
- Project Periscope: An AEA Television Production Project and Its Equity Applications
- The Vocational Gender Equity Facilitator Project
- Current Issues in the Education of American Indian Students and the Services of the North Central Indian Education Assistance Center
- Drawing Cavemen: A Multicultural Women's History Project
- Issues Related to the Education of African American Students: The Iowa Commission on the Status of African Americans

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 Director of the Department of Education. The committee met in May, 1995, and a subcommittee of the committee will be meeting with the Director of Education to present and discuss their recommendations.

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

A statewide conference entitled "Keys of Diversity: Unlocking The Future" was sponsored in February of 1995 for educators who work with students whose primary language is one other than English. Approximately 500 educators, social service workers and community representatives attended the conference. Forty-eight workshops on various topics were presented over the course of the two-day conference. 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:

- Team Building and Communications Skills
- Understanding Differences

- The Information Highway and ESL Students
- Developing Alternative Assessments
- Techniques For Working With Adult ESL Students
- Experiencing Cultural and Language Diversity
- Personality, Culture and learning Styles
- From Dominance to Diversity: The Changing Role of White Americans
- Cultural Proficiency In Human Services
- Teaching ESL Concepts Through Basic Literature
- Welfare Reform and Refugees
- The Education of Bi-racial Children
- Students' Multiple Worlds: Helping Them To Negotiate Boundaries
- Working Together As A Teaching Team

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

Approximately forty 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:

- Bilingual Curriculum Development
- Overview of ESL methodology
- Teaching Strategies For Working With Mainstreamed ESL/Bilingual Students
- Foundations of Bilingual Education Team Teaching
- Teaching the LEP Student In the Early Childhood Education Classroom
- Teaching Reading Across the Curriculum
- Evaluating The Language Assistance Program



- Adapting Instructional Materials For Limited English Proficient Students
- Cultural Implications For Classroom Teachers Working With Latino Students
- Involving the Parents of LEP Students in the Educational Program
- ESL and Special Education Issues

## **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.

## **UPDATE AND ORIENTATION FOR 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. Coordinators from approximately 149 school districts attended the five sessions.

## **WORKSHOPS AND INSERVICES RELATED TO HARASSMENT**

Fourteen (14) workshops on the Prevention of Student and Staff Harassment were conducted in nine different area education agencies. Five similar workshops were provided in community colleges. Harassment training sessions were provided for thirty three (33) school districts. Presentations on "Preventing Harassment and Expecting Respect" were presented at fifteen (15) state and regional conferences.

## **THE HOSTILE SCHOOL BUS**

"The Hostile School Bus", a harassment prevention training manual was developed for school bus drivers. Five thousand (5,000) Iowa school bus drivers were involved in training sessions which used the manual. Research continues to show that school buses are sites where students are particularly vulnerable to harassment. Consequently, harassment training for bus drivers and transportation directors continued to be offered through community colleges and AEAs as part of driver recertification requirements.

The Iowa Training Manual was introduced to the National Association For Pupil Transportation Conference in Albuquerque, New Mexico, in November of 1994. A trainer of trainers workshop prepared transportation directors from across the nation to provide harassment training to bus drivers in all fifty states.

## **EDUCATIONAL MATERIALS FOR STUDENTS**

The video, *Stop It! Students Speak Out About Sexual Harassment* which is designed to accompany the student training manual "No Big Deal" has been distributed free of charge to Iowa school districts through the area education agencies. Districts may request as many copies as they need. The project was funded by a vocational sex equity grant from the Department of Education with assistance from the Principal Foundation, the Iowa Commission On The Status of Women, and the Iowa State Education Association. The video received the 1995 Iowa Education Award given by Movies To Go/Iowa Film Awards.

"It's Okay," (K-2) and "No Big Deal, Jr.", harassment materials for elementary students, are being revised for distribution later this year. The student brochure, "Sexual Harassment: What Every Student Should Know" and the comprehensive model board policy continue to be in extensive use throughout the state.

## **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 Driver Training 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
- Lt. Governor's Diversity Conference

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

In September, 1995, 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, 1995, a half-day orientation was provided for administrators and equity coordinators from educational agencies that were scheduled to have educational equity reviews during the 1994-95 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. Virtually all the educational agencies scheduled for Educational Equity Reviews attended the orientation. Attendance at the orientation tends to alleviate many of the concerns districts may have about the review.

## **IOWA EDUCATIONAL EQUITY COUNCIL**

The educational equity team of the Department is represented on the Iowa 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 sponsored a State Conference on Diversity in Iowa during October of 1994. Six hundred Iowans on teams representing business, education, religious and community leaders from sixty (60) communities across Iowa were in attendance. Equity staff from the Department of Education presented one of the conference workshops. Equity staff also facilitated a student exchange between students from Red Oak and Des Moines in June of 1995. This exchange was the result of communications which started at the Lieutenant Governor's Conference. Equity staff are involved in the planning for the second conference which is scheduled for October, 1995.

## **CHALLENGE TO CHANGE NEWSLETTER**

Two Educational Equity newsletters, entitled *A Challenge To Change*, were developed and disseminated during the course of the 1994-95 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 Related to Equity and Nondiscrimination

Model Grievance Procedures for Processing Civil Rights-Related Complaints

The Role of the Educational Equity Coordinator

Required Components of Equal Employment Opportunity/Affirmative Action Plans

Self-evaluation of Personnel and Employment Policies and Practices

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 Affecting Iowa Schools

Educational Equity Review Manuals for School Districts, Area Education Agencies and Community Colleges

Multicultural, Nonsexist Education Pamphlets (13 Pamphlets for 13 Various Curriculum & Program Areas)

Guide for Integrating Multicultural Nonsexist Education Across the Curriculum

The Role of the Educational Equity Advisory Committee

Guidelines for Educating Iowa's Limited English Proficiency Students

Resource Materials for ESL and Bilingual Education Programs

Strategies for Identifying Gifted, Ethnic, and Language Diverse Students in Iowa's Schools

Components of a Disability Accessibility Plan

"No Big Deal," A Student Training Manual Related to Sexual Harassment

## TECHNICAL ASSISTANCE THROUGH MONITORING

Equity staff serve as team leaders for many of the Educational Equity On-Site Reviews. Reviews were conducted in twenty-four (24) school districts, area education agencies and community colleges during the 1994-95 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 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-seven (27) follow-up visits were conducted this past year.

## TABLE SUMMARIES

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

### **Table 1: Educational Agencies Receiving Educational Reviews During the 1994-95 School Year**

Twenty-four (24) agencies received reviews during the 1994-95 school year and form the basis for Section A through F of this report. Twenty-seven (27) agencies received reviews during the 1993-94 school year.

### **Table 2: Integrating School Districts**

These are school districts that have desegregation plans and which still maintain racially isolated attendance centers or have disparate minority involvement in one or more school programs. The districts receive an Educational Equity Review at least once every five years. The number of districts is down from thirteen to ten as the Council Bluffs and Dubuque School districts were removed from the list last year. The Mason City School District was removed from the list three years ago.

### **Table 3: Statewide Student Enrollment by Race/National Origin and Gender for the 1991-92 Through the 1994-95 School Years**

This table indicates that there has been a small, but steady increase in total student population over the past four years. The increase in the minority enrollment has been significantly greater over the same period and it accounts for 57 percent of the total enrollment increase. The fastest growth among minority students has been in the Hispanic American student population. The ratio of male to female students has stayed fairly stable over that period of time.

### **Table 4: Statewide Enrollment by Race/National Origin, Gender, and Grade Level for the 1994-95 School Year**

This table further illustrates that there is a significant drop in male enrollment between the ninth and twelfth grades. For African American, Hispanic American and American Indian males, the drop is precipitous at almost three times the rate for European American males. The drop in enrollment for African American females is almost as high as that for African American males and three times higher than that for European American females.

### **Table 5: Statewide Enrollment of Limited English Proficiency Students for the 1990-91 Through the 1994-95 School Year**

These students are those whose primary language is one other than English and who are receiving language assistance in their school districts. There has been a 35 percent increase in the number of these students in the past five years. There was a 20 percent increase in the past year alone.

### **Table 6: Enrollment of Limited English Proficient Students by Area Education Agency**

Seventy-one percent of the Limited English Proficient Students served in the state are found within the boundaries of three area education agencies. They are Area Education Agency 9 in Bettendorf, Area Education Agency 11 in Johnston and Area Education Agency 12 in Sioux City.

### **Table 7: Statewide Enrollment of Limited English Proficient Students by Primary Language and Grade Level for the 1994-95 School Year**

Eighty-Four percent of these students have either Spanish or one of five Southeast Asian languages as their primary language.

#### **Table 8: Statewide Dropouts by Race/National Origin and Gender for the 1993-94 School Year**

The dropout rates for all categories actually went down from those reported for the 1992-93 school year. This may be primarily due to a change in the way dropouts are defined and counted statewide. Beginning with the 1993-94 school year, a student was not counted as a dropout if they re-enrolled in school the fall after they dropped out. Although there was a small lessening of the gap between the dropout rates for racial ethnic groups of students, African American, Hispanic American and American Indian students still had a dropout rate three times that for European American students.

#### **Table 9: Statewide Employment by Race/National Origin and Gender for the 1994-95 School Year**

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.

#### **Tables 10 - 20: Selected Statewide Course Enrollments by Gender for the 1994-95 School Year**

It is very difficult to determine statewide course enrollments because there are no standard course titles that districts are expected to use in reporting those enrollments. Consequently, the Tables 10 through 20 do not represent absolute accuracy, but rather an attempt to offer a general representation of gender enrollment in those courses which have traditionally reflected some imbalance. There have been significant strides made in eliminating the gender gap in science and mathematics enrollments. A large gender gap still exists in the vocational clusters.

In seven of the eleven curriculum areas listed in the tables, the gender gap in enrollment has lessened since last year. In four of the eleven areas, the gender gap increased. The largest gender gap in enrollments is found in Industrial Technology, Agricultural Education, Family and Consumer Education, and Business Education, and Music Education. However, the gender gap decreased in three of those areas, (Industrial Technology, Agricultural Education, and Business Education) while it increased in the two remaining areas (Music and Family and Consumer Education). The under-representation of males in Child Care, Parenting, Child Development and Family Living courses is somewhat disconcerting, given the present day need for collaborative parenting and home management. There has also been a trend toward lower male enrollments in both vocal and instrumental music.

The Basic Educational Data Survey (BEDS) does not yet require school districts to report course enrollments by race/national origin or disability so statewide data in these areas is not available. The Department is moving in the direction of having a student-based data system which would include this information, and we are hopeful that it will be available two or three years from now. The collection and reporting by course and program enrollment data by disability and race would provide some indication of how well Iowa's schools are doing in including students from diverse racial/ethnic groups and students with disabilities in all of its educational programs.

#### **Tables 21-28: Data From the Ten Integrating School Districts**

##### **Table 21: District-wide Enrollment (Integrating School Districts)**

The total enrollment of seven of the ten integrating school districts went down slightly from the enrollments they reported a year ago. The Des Moines, Iowa City and Muscatine School Districts showed increases in their total enrollments. Six of the districts showed increases in the percentage of their minority student enrollments.

**Table 22: Districts With Building Enrollments at or Above the State Guidelines For Racial Isolation  
(Integrating School Districts)**

Again this year, six districts have buildings that are at or above the State Board guidelines defining racial isolation. The same number of buildings (15) remain at or above the guidelines as was the case last year. The degree of isolation stayed stable in most of the attendance centers listed. This is encouraging because it shows that the recent trend toward resegregation in several of the districts has been stabilized over the past year.

**Table 23: Open Enrollment (Integrating School Districts)**

Eight of the ten desegregating school districts are losing some enrollment because of the open enrollment option. The only two districts that actually gained students because of open enrollment were the Iowa City and South Tama Community School Districts. Open enrollment is having a greater impact in some districts and a lesser or minimal impact in others. For example, Cedar Rapids had a net loss of eleven (11) students while Waterloo had a net loss of 386 students. Burlington experienced a net loss of 195 students. Over the long term, Davenport and Des Moines will show considerable negative impact, given the number of students currently being lost to open enrollment.

**Table 24: Employment Data (Integrating School Districts)**

The trend in racial diversification in employment is still flat. While there have been limited gains in the number of minority classified employees, their numbers among the certified and administrative ranks have either remained the same or decreased. Employees of non-European backgrounds make up 7.0 percent in the integrating school districts while non-European American students make up 18.8 percent of the student population of the same districts. In most of the districts, the numbers of minority students are increasing while the number of minority staff members are staying the same or lessening. Six of the ten integrating districts showed an increase in the number of female administrators over one year ago. These larger urban districts have generally done a better job of hiring female administrators than their rural counterparts.

**Table 25: Suspension Rates (Integrating School Districts)**

Suspension rates for minority students are higher in all ten of the districts than the percentage of minority students. In seven of the districts the gap between the suspension of European American and non European American students has increased. Five of the ten districts have disparately high levels of minority student suspensions. They are the Davenport, Waterloo, Fort Dodge, Muscatine and Burlington Community School districts in the order of the degree of the disparity. Specific populations have been highlighted at the bottom of the tables so as to illustrate the disproportionality of suspensions for a particular group in a district.

**Table 26: Expulsion Rates (Integrating School Districts)**

This is the first time that an expulsion table has been part of the report. Prior to this year, expulsion was an action of last resort and the numbers were negligible. With stronger discipline codes and policies regarding weapons on school premises, the number of expulsions have gone up over the past two school years. This table has also noted some areas of concern in specific districts where the rates are unusually high.



**Table 27: Dropout Rates (Integrating School Districts)**

The "integrating school districts" have a minority enrollment of 18.8 percent and a dropout rate of 28.6 percent. In all cases that rate is higher than the minority population in each district. The dropout rates for minority students increased in five of the districts and actually went down in five other districts. This provides some reason for concern as the statewide dropout count went down because of the change in the definition of a dropout instituted last year. The South Tama Community School District has a highly disparate dropout rate for its minority students, particularly its American Indian students. There is also a disparate dropout rate for African American students in the Davenport and Waterloo Community School Districts. It should be noted as well that Davenport and Waterloo have the highest suspension rates for African American students as well.

**Table 28: Talented and Gifted Enrollment (Integrating School Districts)**

Minority students make up 18.8 percent of the students in the ten integrating school districts and 12.9 percent of the students in gifted and talented educational programs. The percentage of minority students in gifted programs went down this past year in seven of the ten districts. However, only two of the districts had significantly disparate enrollments of minority students in gifted programs. They were the Waterloo and Sioux City Community School Districts.

**Table 29: Special Education Enrollments (Integrating School Districts)**

A comparison of data from past years indicate that Special Education enrollments for minority students have leveled off. Three districts still had disparately high enrollments of minority students in Special Education programs. They were the Davenport School District in Mental Disability and Behavioral Disability programs, The South Tama School District in Mental Disability and Behavioral Disability programs, and the Fort Dodge School District in Behavioral Disability programs.

**Table 1: Educational Agencies Receiving Educational Equity Reviews During the 1994-95 School Year**

1. Adel-Desoto-Minburn Community School District
2. Benton Community School District
3. Cedar Rapids Community School District
4. Colo-Nesco Community School District
5. Columbus Community School District
6. Corning Community School District
7. Davenport Community School District
8. Hampton Community School District
9. Hartley-Melvin-Sanborn Community School District
10. Hinton Community School District
11. Kirkwood Community College - Cedar Rapids
12. Lamoni Community School District
13. Maquoketa Community School District
14. Moulton-Udell Community School District
15. Nora Springs-Rock Falls Community School District
16. Northern Trails Area Education Agency - Clear Lake
17. Pocahontas Area Community School District
18. Solon Community School District
19. Southeast Warren Community School District
20. Southeast Polk Community School District
21. Southern Cal Community School District
22. Villisca Community School District
23. Wapello Community School District
24. West Des Moines Community School District

**Table 2 Integrating School District  
1994-95 School Year**

1. Burlington Community School District
2. Cedar Rapids Community School District
3. Davenport Community School District
4. Des Moines Independent Community School District
5. Fort Dodge Community School District
6. Iowa City Community School District
7. Muscatine Community School District
8. Sioux City Community School District
9. South Tama Community School District
10. Waterloo Community School District

\* Integrating School Districts are School Districts with Desegregation Plans who are still maintaining one or more racial isolated attendance centers or have disparate involvement in one or more programs within the District.

TABLE 3

STATEWIDE ENROLLMENT BY RACE AND GENDER  
 SOURCE: IOWA DEPARTMENT OF EDUCATION  
 PUBLIC SCHOOLS  
 BASIC EDUCATIONAL DATA SURVEY

*****							
	WHITE	BLACK	ASIAN AMERICAN	HISPANIC	AMERICAN INDIAN	MINORITY TOTAL	TOTAL ENROLLMNT
*****							
STATE TOTALS - 1990-91							
TOTALS	455748	13809	6547	5933	1615	27904	483652
STATE TOTALS - 1991-92							
MALES	235633	7243	3449	3452	896	15040	250673
FEMALES	221482	6834	3253	3145	848	14080	235562
TOTALS	457115	14077	6702	6597	1744	29120	486235
STATE TOTALS - 1992-93							
MALES	236733	7231	3575	3756	892	15454	252187
FEMALES	222840	6968	3351	3465	859	14643	237483
TOTALS	459573	14199	6926	7221	1751	30097	489670
STATE TOTALS - 1993-94							
MALES	237329	7797	3836	4085	963	16681	254010
FEMALES	222687	7432	3677	3771	943	15823	238510
TOTALS	460016	15229	7513	7856	1906	32504	492520
STATE TOTALS - 1994-95							
MALES	237651	8043	3808	4524	977	17352	255003
FEMALES	223014	7645	3656	4205	1016	16522	239536
TOTALS	460665	15688	7464	8729	1993	33874	494539

TABLE 4 PUBLIC SCHOOL ENROLLMENT BY RACE, GENDER AND GRADE  
 SOURCE: IOWA DEPARTMENT OF EDUCATION  
 BASIC EDUCATIONAL DATA SURVEY  
 1994-95 ENROLLMENTS

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12	UNG	TOTAL
STATE TOTALS - 1994-95															
WHITE															
MALES	17910	16526	16474	17350	17703	17334	18210	18318	18789	19308	17983	17103	16183	8460	237651
FEMALES	16541	15821	15589	16233	16592	16640	17339	17640	17900	18664	17619	16337	16003	4096	223014
BLACK															
MALES	695	735	621	600	628	548	562	585	555	681	531	406	359	537	8043
FEMALES	732	621	681	624	595	563	538	588	548	617	501	444	356	237	7645
ASIAN AMERICAN															
MALES	260	311	288	326	318	333	321	271	249	263	272	250	292	54	3808
FEMALES	244	303	272	278	284	302	288	306	271	256	264	259	293	36	3656
HISPANIC															
MALES	423	398	388	392	348	345	316	313	296	361	305	253	246	140	4524
FEMALES	408	407	318	361	330	323	314	307	285	308	284	236	247	77	4205
AMERICAN INDIAN															
MALES	93	87	72	71	69	69	79	69	67	68	50	61	39	83	977
FEMALES	96	92	72	91	93	83	69	62	79	67	65	51	60	36	1016
MALES	19381	18057	17843	18739	19066	18629	19488	19556	19956	20681	19141	18073	17119	9274	255003
FEMALES	18021	17244	16932	17587	17894	17911	18548	18903	19083	19912	18733	17327	16959	4482	239536
TOTALS	37402	35301	34775	36326	36960	36540	38036	38459	39039	40593	37874	35400	34078	13756	494539

**Table 5: STATEWIDE ENROLLMENT: LIMITED ENGLISH PROFICIENCY  
STUDENTS - (FIVE YEAR TREND)**

1990-91	3,583
1991-92	4,115
1992-93	4,322
1993-94	4,424
1994-95	5,554

\* Limited English Proficiency Students. - Students whose primary language is one other than English and who are receiving language services.

**TABLE 6: LIMITED ENGLISH PROFICIENCY STUDENTS  
ENROLLMENT BY AREA EDUCATION  
AGENCY (PUBLIC AND NON-PUBLIC)**

AEA 1	59
AEA 2	91
AEA 3	48
AEA 4	18
AEA 5	388
AEA 6	299
AEA 7	169
AEA 9	1,266
AEA 10	327
AEA 11	1,656
AEA 12	1,032
AEA 13	79
AEA 14	16
AEA 15	50
AEA 16	56
TOTAL	5,554

**Table 7: Limited English Proficiency Students in Iowa Schools  
By Language Background and Grade Level  
1994-95 School Year**

Language	Tot	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
Spanish	2951	63	348	363	284	287	248	238	200	187	168	192	184	104	85
Viet	908	12	56	77	52	60	58	60	64	51	66	62	103	93	94
Thai Dam	149	1	6	9	10	17	11	23	15	13	16	5	9	5	9
Lao	420	0	41	41	40	46	37	51	10	37	28	21	26	21	21
Hmong	80	0	8	14	10	10	7	6	3	3	5	5	2	3	4
Cambodian	129	0	9	13	7	14	18	11	11	12	15	3	6	5	5
American Indian	6	0	0	0	1	1	0	1	1	1	1	0	0	0	0
German	152	0	33	27	22	10	9	13	9	12	6	1	0	3	7
Korean	88	0	9	10	11	11	5	7	5	7	6	10	1	5	1
French	16	0	1	0	3	1	1	2	1	1	1	2	0	1	2
Italian	21	0	5	2	2	2	1	1	2	1	1	0	3	1	0
Chinese	107	1	9	18	11	11	3	6	7	5	3	12	5	8	8
Arabic	29	0	5	8	2	6	1	3	2	0	1	0	0	1	0
Other	498	0	48	56	46	41	39	36	30	34	27	50	37	23	31
Total	5554	77	578	638	501	517	438	458	360	364	344	363	376	273	267



TABLE 8

IOWA DEPARTMENT OF EDUCATION  
 STATEWIDE DROPOUTS BY RACE AND GENDER  
 PUBLIC SCHOOLS  
 1993-94 DROP-OUT FILE

\*\*\*\*\*  
 RACE        MALE        FEMALE        TOTAL        ENROLLMENT        PERCENT  
 GRADE       DROPOUT       DROPOUT       DROPOUTS       TOTAL       DROPOUT  
 \*\*\*\*\*

## STATE TOTALS

## WHITE

GRADE 7	7	9	16	36579	0.04
GRADE 8	20	18	38	36269	0.10
GRADE 9	302	220	522	36186	1.44
GRADE 10	489	431	920	34332	2.68
GRADE 11	707	560	1267	32867	3.85
GRADE 12	746	462	1208	30760	3.93
TOTALS	2271	1700	3971	206993	1.92

## BLACK

GRADE 7	1	0	1	1055	0.09
GRADE 8	3	3	6	1061	0.57
GRADE 9	41	33	74	1111	6.66
GRADE 10	57	37	94	944	9.96
GRADE 11	62	44	106	848	12.50
GRADE 12	49	41	90	668	13.47
TOTALS	213	158	371	5687	6.52

## ASIAN AMERICAN

GRADE 7	0	0	0	511	0.00
GRADE 8	0	0	0	469	0.00
GRADE 9	8	7	15	543	2.76
GRADE 10	13	5	18	511	3.52
GRADE 11	17	11	28	572	4.90
GRADE 12	14	4	18	565	3.19
TOTALS	52	27	79	3171	2.49

## HISPANIC

GRADE 7	0	1	1	524	0.19
GRADE 8	0	3	3	555	0.54
GRADE 9	34	15	49	613	7.99
GRADE 10	31	22	53	511	10.37
GRADE 11	22	14	36	435	8.28
GRADE 12	18	18	36	464	7.76
TOTALS	105	73	178	3102	5.74

## AMERICAN INDIAN

GRADE 7	0	0	0	142	0.00
GRADE 8	0	0	0	141	0.00
GRADE 9	5	5	10	131	7.63
GRADE 10	9	6	15	130	11.54
GRADE 11	7	3	10	123	8.13
GRADE 12	2	9	11	88	12.50
TOTALS	23	23	46	755	6.09

TABLE 9

STATEWIDE EMPLOYMENT BY RACE AND GENDER  
IN PUBLIC SCHOOLS 1990-1995

1990-91	MALE					FEMALE					TOTAL STAFF
	AMERICAN INDIAN	BLACK	ASIAN AMERICAN	HISPANIC	WHITE	AMERICAN INDIAN	BLACK	ASIAN AMERICAN	HISPANIC	WHITE	
ADMINISTRATIVE	3	25	2	6	1,965	1	19	.	2	571	2,594
STUDENT SERVICES	.	3	1	1	715	.	15	4	1	1,253	1,993
TEACHERS	11	59	26	23	10,084	39	152	45	67	21,259	31,765
TOTALS	14	87	29	30	12,764	40	186	49	70	23,083	36,352
-- 1991-92 --											
ADMINISTRATIVE	4	27	2	5	1,959	2	20	1	4	613	2,637
STUDENT SERVICES	.	4	1	2	720	.	14	4	1	1,329	2,075
TEACHERS	13	67	24	28	10,082	37	156	49	67	21,581	32,104
TOTALS	17	98	27	35	12,761	39	190	54	72	23,523	36,816
-- 1992-93 --											
ADMINISTRATIVE	5	29	1	5	1,900	2	23	1	4	620	2,590
STUDENT SERVICES	.	3	1	2	724	.	16	3	2	1,352	2,103
TEACHERS	13	66	21	28	10,016	44	153	48	67	21,607	32,063
TOTALS	18	98	23	35	12,640	46	192	52	73	23,579	36,756
-- 1993-94 --											
ADMINISTRATIVE	6	26	2	6	1,504	2	22	1	5	628	2,202
STUDENT SERVICES	1	3	1	2	697	1	19	3	.	1,378	2,105
TEACHERS	13	69	23	32	9,996	48	159	48	69	21,733	32,190
NON-CERTIFICATED	7.3	131.3	19.4	34.0	5,486.2	14.5	208.9	31.9	106.2	14,488.3	20,528.0
TOTALS	27.3	231.3	45.4	79.0	17,683.2	65.5	411.9	93.9	208.2	38,576.3	57,422.0
-- 1994-95 --											
ADMINISTRATIVE	6	27	2	6	1,468	2	19	1	4	670	2,205
STUDENT SERVICES	1	3	1	2	683	2	19	2	.	1,398	2,111
TEACHERS	16	70	25	37	9,968	48	151	50	77	22,030	32,472
NON-CERTIFICATED	9.1	130.3	20.0	43.7	5,484.0	14.2	244.0	38.9	106.7	14,783.3	20,874.2
TOTALS	32.1	230.3	48.0	88.7	17,603.0	66.2	433.0	91.9	487.7	38,881.3	57,662.2

TABLE 10

ENROLLMENT: BUSINESS EDUCATION  
 IOWA DEPARTMENT OF EDUCATION  
 PUBLIC SCHOOLS  
 1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
ACCT/BKKG	4,565	41.43	6,453	58.57
ACCT/BKKG	839	44.16	1,061	55.84
BUS-GEN/BASIC	2,786	51.35	2,639	48.65
BUSINESS LAW	1,871	50.26	1,852	49.74
BUSINESS-COMPUT	1,152	47.43	1,277	52.57
COMPUTER APPLICA	4,859	47.49	5,373	52.51
DATA PROCESSING	527	44.89	647	55.11
OFFICE OCCUP	355	27.37	942	72.63
OFFICE PROCEDURE	291	22.32	1,013	77.68
TYPING/KEYBDG	12,089	46.44	13,941	53.56
WORD PROCESSING	1,647	39.04	2,572	60.96

TABLE 11

ENROLLMENT IN ART  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

SELECTED COURSES	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
ART	102	56.04	80	43.96
ART I	6,610	52.40	6,004	47.60
ART II	1,675	52.67	1,505	47.33
ART III	713	52.35	649	47.65
ART IV	305	52.77	273	47.23
ART HISTORY	155	45.45	186	54.55
COMMERCIAL DESIG	510	57.82	372	42.18
CRAFTS	2,856	46.30	3,313	53.70
DESIGN	1,719	56.23	1,338	43.77
DRAWING/PAINTING	4,848	57.85	3,533	42.15
LETTERING	53	49.53	54	50.47
PHOTOGRAPHY	1,620	43.23	2,127	56.77
SCULPTURE	1,450	50.84	1,402	49.16

TABLE 12

ENROLLMENT: BUSINESS EDUCATION  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
ACCT/BKKG	4,565	41.43	6,453	58.57
ACCT/BKKG	839	44.16	1,061	55.84
BUS-GEN/BASIC	2,786	51.35	2,639	48.65
BUSINESS LAW	1,871	50.26	1,852	49.74
BUSINESS-COMPUT	1,152	47.43	1,277	52.57
COMPUTER APPLICA	4,859	47.49	5,373	52.51
DATA PROCESSING	527	44.89	647	55.11
OFFICE OCCUP	355	27.37	942	72.63
OFFICE PROCEDURE	291	22.32	1,013	77.68
TYPING/KEYBDG	12,089	46.44	13,941	53.56
WORD PROCESSING	1,647	39.04	2,572	60.96

TABLE 13

ENROLLMENT: FAMILY & CONSUMER SCIENCE  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
CHILD CARE	112	16.97	548	83.03
CHILD DEVELOP	1,105	17.68	5,144	82.32
CLOTH & TEXTILES	315	13.22	2,068	86.78
FAMILY RELATIONS	2,377	32.21	5,002	67.79
FOOD MANAGEMENT	534	43.70	688	56.30
FOOD MGT SERVICE	1	5.88	16	94.12
FOODS/NUTRITION	6,582	42.62	8,860	57.38
HOME EC I	835	27.52	2,199	72.48
HOME EC II	106	23.82	339	76.18
HOME EC III	24	35.82	43	64.18
HOMEMAKING	138	31.94	294	68.06
HOUSE/HOME FURN	336	19.95	1,348	80.05
PARENT EDUC	467	26.62	1,287	73.38

TABLE 14

ENROLLMENT: FOREIGN LANGUAGE  
 IOWA DEPARTMENT OF EDUCATION  
 PUBLIC SCHOOLS  
 1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
CHINESE	37	69.81	16	30.19
FRENCH	4,364	35.54	7,915	64.46
GERMAN	3,011	50.74	2,923	49.26
ITALIAN	23	37.70	38	62.30
JAPANESE	405	62.02	248	37.98
LATIN	116	52.49	105	47.51
NORWEGIAN	3	14.29	18	85.71
RUSSIAN	211	55.82	167	44.18
SPANISH	24,527	42.78	32,811	57.22

TABLE 15 A

ENROLLMENT: INDUSTRIAL TECHNOLOGY  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
AIR CRAFT/FRAME	29	93.55	2	6.45
AUTOMOTIVE	6,010	91.23	578	8.77
AVIATION	34	97.14	1	2.86
BODY & FENDER	557	98.24	10	1.76
CABINTRY/CARPEN	1,993	96.98	62	3.02
COMMERCIAL ART	3	42.86	4	57.14
COMPUTER DRAFT	1,239	88.12	167	11.88
CONSTRUCT PROD	2,142	95.67	97	4.33
DRAFT/DRAW	708	86.98	106	13.02
DRAFT/DRAW I	4,799	86.08	776	13.92
DRAFT/DRAW II	2,018	87.74	282	12.26
ELEC/ELECTRONIC	331	95.11	17	4.89
ELEC/ELECTRONICS	2,623	97.40	70	2.60
ENERGY & POWER	2,241	94.80	123	5.20
ENGINE MECHANICS	453	95.97	19	4.03
ENGINEER/DESIGN	130	92.86	10	7.14
EXPLOR/IND/TECH	11	100.00	0	0.00
GEN IND TECH	3,927	89.90	441	10.10
GRAPHIC ARTS	1,056	69.47	464	30.53
GRAPHIC COMMUNIC	606	82.79	126	17.21
INDUSTRIAL ARTS	945	88.98	117	11.02
MANUF PROD	1,610	94.21	99	5.79
MECHANICS	948	94.61	54	5.39

(CONTINUED)



TABLE 15 B

ENROLLMENT: INDUSTRIAL TECHNOLOGY  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
METALS	3,859	97.50	99	2.50
PAINTING	9	81.82	2	18.18
PHOTOGRAPHY	49	53.85	42	46.15
PLASTICS	142	88.75	18	11.25
PRINTING	40	57.97	29	42.03
RESEARCH & DEV	278	92.67	22	7.33
TECH PRINCIPLES	1,587	92.27	133	7.73
TRADE & IND COOP	462	71.30	186	28.70
TRADE & INDUST	33	100.00	0	0.00
WELDING	2,019	97.58	50	2.42
WOODS	7,379	93.57	507	6.43

TABLE 16

ENROLLMENT: MATHEMATICS  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
ALGEBRA	18,246	49.69	18,474	50.31
ALGEBRA ADV	12,102	48.32	12,942	51.68
CALCULUS	2,129	52.00	1,965	48.00
GEOMETRY	14,358	48.68	15,135	51.32
MATH-COMPUTER	2,878	61.56	1,797	38.44
MATH-SR TOPICAL	3,221	49.85	3,241	50.15
PROB & STAT	914	50.05	912	49.95
TRIGONOMETRY	2,579	51.11	2,467	48.89

TABLE 17

ENROLLMENT: MUSIC  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
BAND	10,738	37.28	18,066	62.72
GENERAL MUSIC	28	35.44	51	64.56
MUSIC OTHER	300	35.84	537	64.16
MUSIC-VOCAL	10,071	29.40	24,186	70.60
ORCHESTRA	531	28.11	1,358	71.89

TABLE 18ENROLLMENT IN READING COURSES  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
READING	1,225	51.64	1,147	48.36
READING - DEV	467	52.89	416	47.11
READING - INDEP	731	51.48	689	48.52

TABLE 19ENROLLMENT: SCIENCE  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
BIOL/BOT/ZOOL	22,196	49.10	23,011	50.90
CHEMISTRY	11,847	48.49	12,585	51.51
PHYSICS	6,384	55.49	5,121	44.51
PHYSIOLOGY	1,749	37.74	2,885	62.26

ENROLLMENT: SPEECH & DRAMA  
IOWA DEPARTMENT OF EDUCATION  
PUBLIC SCHOOLS  
1994-95 CURRICULUM FILE

	MALES	PERCENT MALES	FEMALES	PERCENT FEMALES
SELECTED COURSES				
DEBATE	137	49.64	139	50.36
SPEECH - BASIC	4,721	49.89	4,742	50.11
SPEECH - ADV	648	43.99	825	56.01
DRAMA I	1,186	37.95	1,939	62.05
DRAMA II	251	45.39	302	54.61

**Table 21: District-wide Enrollment By Race/National Origin  
(Integrating School Districts)  
1994-95**

<b>School</b>	<b>American Indian</b>	<b>Asian American</b>	<b>African American</b>	<b>Hispanic American</b>	<b>European American</b>	<b>LEP</b>	<b>Total Students</b>	<b>% Minority</b>
<b>Burlington</b>	19	69	449	81	4,723	12	5,341	11.6
<b>Cedar Rapids</b>	105	370	1,158	238	16,738	123	17,175	10.9
<b>Davenport</b>	186	389	2,751	873	13,357	322	17,722	23.7
<b>Des Moines</b>	197	16,01	4,093	1,131	23,642	1,006	30,664	22.9
<b>Fort Dodge</b>	10	52	286	73	4,043	31	4,464	9.4
<b>Iowa City</b>	45	514	460	265	8,653	151	9,937	12.9
<b>Muscatine</b>	12	43	74	723	4,686	181	5,538	15.4
<b>Sioux City</b>	535	499	565	1,016	10,403	776	13,630	19.2
<b>South Tama County</b>	169	9	5	89	1,414	53	1,686	16.1
<b>Waterloo</b>	27	147	2,650	119	7,795	29	10,738	27.4
<b>Total</b>	1,305	3,693	12,491	4,608	95,454	2,684	117,551	18.8

**Table 22: DISTRICTS WITH RACIALLY ISOLATED ATTENDANCE CENTERS  
(INTEGRATING SCHOOL DISTRICTS)**

**1994-95**

District	M	F	American Indian	Asian American	African American	Hispanic American	Europe American	Total	%Minority	%Minority Above
<b>Cedar Rapids</b>										
Polk	136	140	2	8	61	14	191	276	30.9	-
<b>Davenport</b>										
Hoover	45	43	0	3	37	3	44	88	48.9	5.2
Jefferson	248	243	0	13	149	115	210	491	56.4	12.7
Madison	208	174	1	1	178	19	174	382	52.1	8.4
<b>Des Moines</b>										
Edmunds	170	179	3	3	152	7	184	349	47.3	4.4
King	142	141	4	1	148	1	129	283	54.4	11.5
Longfellow	123	109	5	11	87	0	129	232	44.4	1.5
McKinley	152	142	1	13	18	115	147	294	50.0	7.1
Moulton	225	182	2	15	201	24	165	407	59.5	16.6
<b>Muscatine</b>										
Jefferson	127	123	1	0	7	100	142	250	43.2	7.8
<b>Sioux City</b>										
Everett	145	177	88	6	48	31	149	322	53.7	14.5
Irving	161	152	45	27	31	64	146	313	53.4	14.2
<b>Waterloo</b>										
Grant	139	129	0	1	140	0	127	268	52.6	5.2
Longfellow	176	173	1	2	202	2	142	349	59.3	11.9
Roosevelt	135	117	0	0	178	3	71	252	71.8	24.4



**Table 23: OPEN ENROLLMENT BY RACE/NATIONAL ORIGIN  
(INTEGRATING SCHOOL DISTRICTS)  
1994-95**

District		M	F	American Indian	Asian American	African American	Hispanic American	European American	Total	% Minority
Burlington	IN	16	19	0	0	2	1	32	35	8.6
	OUT	114	116	0	3	2	4	221	230	3.9
Cedar Rapids	IN	133	154	2	5	16	1	263	287	8.4
	OUT	151	147	3	2	10	2	281	298	5.0
Davenport	IN	14	7	0	0	2	0	19	21	9.5
	OUT	56	47	0	2	0	3	98	103	4.9
Des Moines	IN	171	171	3	5	25	12	297	342	13.2
	OUT	273	282	3	8	12	16	516	555	7.0
Fort Dodge	IN	18	19	1	0	0	0	36	37	2.7
	OUT	50	36	0	0	1	0	85	86	1.2
Iowa City	IN	40	26	0	0	6	1	59	66	10.6
	OUT	26	19	0	0	2	2	41	45	8.9
Muscatine	IN	15	17	0	0	2	0	30	32	6.7
	OUT	42	34	0	0	0	0	76	76	0
Sioux City	IN	9	9	0	0	0	0	18	18	0
	OUT	17	21	0	0	0	0	38	38	0
South Tama Co.	IN	15	21	0	0	0	0	26	26	0
	OUT	12	11	0	0	0	0	23	23	0
Waterloo	IN	6	6	0	0	1	1	10	12	16.7
	OUT	212	186	0	3	35	4	356	398	10.6

**Table 24: EMPLOYMENT BY GENDER AND RACE/NATIONAL ORIGIN  
(INTEGRATING SCHOOL DISTRICT)  
1994-1995**

District	M	F	American Indian	Asian American	African American	Hispanic American	European American	Total	% Minority
<b>Burlington</b>									
Administrative	16	4	0	0	0	0	20	20	0
Certified	122	278	0	0	4	2	394	400	1.5
Classified	62	252	1	0	13	1	299	314	4.8
<b>Cedar Rapids</b>									
Administrative	41	27	0	0	4	1	63	68	7.4
Certified	346	853	0	6	27	8	1163	1204	3.4
Classified	243	1010	3	4	39	4	1203	1253	4.2
<b>Davenport</b>									
Administrative	48	29	0	0	8	1	68	77	11.7
Certified	208	525	2	3	31	13	684	733	6.7
Classified	214	830	7	11	98	62	866	1044	17.0
<b>Des Moines</b>									
Administrative	106	74	1	3	28	3	145	180	19.4
Certified	391	1198	0	9	65	11	1504	1589	5.3
Classified	615	1005	1	32	168	31	1388	1619	14.3
<b>Fort Dodge</b>									
Administrative	17	6	0	0	0	0	23	23	0
Certified	91	240	0	1	1	2	214	327	1.2
Classified	87	176	0	0	18	3	242	263	8.0
<b>Iowa City</b>									
Administrative	42	17	0	0	2	0	51	59	3.4
Certified	164	348	0	4	12	0	496	512	3.1
Classified	76	440	0	0	18	5	493	516	4.5
<b>Muscatine</b>									
Administrative	19	12	0	0	0	0	31	31	0
Certified	113	285	0	0	1	4	393	398	1.3
Classified	43	249	1	0	2	15	274	292	6.2
<b>Sioux City</b>									
Administrative	31	18	2	0	2	0	45	49	8.2
Certified	281	678	3	5	4	11	936	959	2.4
Classified	139	506	8	2	9	11	615	645	4.7
<b>South Tama Co.</b>									
Administrative	6	1	0	0	0	0	7	7	0
Certified	42	87	2	0	0	0	127	129	1.6
Classified	23	98	1	0	1	0	119	121	1.7
<b>Waterloo</b>									
Administrative	31	22	0	0	13	0	40	53	24.5
Certified	222	486	0	4	41	3	660	708	6.8
Classified	112	396	0	3	67	2	436	508	14.2

**Table 25: Suspensions By Gender and Race/National Origin  
(Integrating School Districts)  
1994-95**

District	M	F	American Indian	Asian American	African American	Hispanic American	European American	Total Suspensions	% Minority
Burlington*	355	60	0	0	66	0	191	258	25.6
Cedar Rapids	521	147	6	10	92	15	545	668	18.4
Davenport*	1,297	330	6	8	705	53	687	1,414	54.6
Des Moines	9,344	3,800	76	380	3,185	481	9,022	13,144	31.4
Fort Dodge*	261	85	1	0	78	5	262	346	24.3
Iowa City	199	58	4	4	26	10	213	257	17.1
Muscatine*	344	110	0	0	25	113	316	454	30.4
Sioux City	1,992	848	159	86	233	242	1,816	2,534	28.4
South Tama Co.	115	36	19	0	1	18	113	151	25.2
Waterloo*	998	383	3	7	695	2	674	1,381	51.2

\* Districts with disparate suspension rate for minority students (10% or more difference between percent of minority student and percent of minority students a non-minority students)

**% Enrollment**

**% Suspensions**

African American - Waterloo -	24.7	50.3
African American - Des Moines -	13.3	24.2
African American - Davenport -	15.5	49.9
African American - Fort Dodge -	6.4	22.5
African American - Burlington -	8.4	25.6
American Indian - Sioux City -	15.0	25.0
Hispanic American - Muscatine -	13.1	24.9

**Table 26: EXPULSIONS BY GENDER AND RACE/NATIONAL ORIGIN  
(INTEGRATING SCHOOL DISTRICTS)  
1994-95**

District	M	F	Total	American Indian	Asian American	African American	Hispanic American	European American	Disability	L.E.P.
Burlington	8	1	9	0	0	1	0	8	9	0
Cedar Rapids	0	0	0	0	0	0	0	0	0	0
Davenport	23	12	35	0	0	22	1	12	3	0
Des Moines	8	1	9	0	1	3	0	5	0	0
Fort Dodge	0	1	1	0	0	0	0	0	0	0
Iowa City	2	0	2	0	0	1	0	1	0	0
Muscatine	1	0	1	0	0	0	0	1	0	0
Sioux City	12	4	16	2	0	2	5	7	2	3
South Tama Co.	1	0	1	0	0	0	0	1	0	0
Waterloo	7	10	17	0	0	11	1	5	0	0

% Enrollment

% Expulsions

African American - Davenport -  
 Minority Students - Sioux City -  
 African American - Waterloo -

24.7  
 15.5  
 19.2

65  
 63  
 56

**Table 27: DROPOUTS BY GENDER AND RACE/NATIONAL ORIGIN  
(INTEGRATING SCHOOL DISTRICTS)  
1994-95**

District	M	F	American Indian	Asian American	African American	Hispanic American	European American	Disability	Total	% Minority
Burlington	41	38	1	0	9	5	64	0	79	15.2
Cedar Rapids	64	58	1	0	9	1	111	NIP	122	19.0
Davenport	470	360	10	2	214	42	560	2	830	32.5
Des Moines	264	199	2	49	61	25	326	18	463	29.6
Fort Dodge	43	52	0	0	7	6	83	0	95	12.6
Iowa City	36	23	1	0	4	2	52	1	59	11.9
Muscatine	77	47	2	0	0	27	95	13	124	23.4
Sioux City	114	110	19	11	9	19	166	1	224	25.9
South Tama Co. *	11	16	15	0	0	2	10	0	27	63.0
Waterloo	167	114	0	4	80	6	191	21	281	32.0
<b>TOTAL</b>	<b>1,223</b>	<b>959</b>	<b>50</b>	<b>66</b>	<b>384</b>	<b>134</b>	<b>1,547</b>	<b>56</b>	<b>2,182</b>	<b>29.0</b>

NIP - NO INFORMATION PROVIDED

\* District where dropout rate of minority students is 10% or more above percentage of minority students in the District

**Table 28: Talented and Gifted Enrollment By Gender and Race/National Origin  
Integrating School Districts 1994-95**

District	M	F	American Indian	Asian American	African American	Hispanic American	European American	Disability	Total	% Minority
Burlington	99	93	0	6	5	0	181	0	192	5.7
Cedar Rapids	566	515	0	26	31	1	1023	0	1081	5.4
Davenport	425	435	5	35	77	43	690	0	860	18.6
Des Moines	1523	1471	3	175	205	48	2563	0	2994	14.4
Fort Dodge	159	174	0	13	6	4	310	0	333	7.0
Iowa City	301	318	1	42	11	6	559	4	619	9.7
Muscatine	301	267	2	16	13	70	467	1	538	18.8
Sioux City	373	398	8	22	17	9	714	1	771	7.3
South Tama Co.	76	51	12	1	1	2	111	0	127	12.6
Waterloo	300	328	2	42	102	5	477	6	628	24.0
Total	4123	4050	33	378	468	188	7095	12	8143	13.1

**Table 29: SPECIAL EDUCATIONAL ENROLLMENTS BY GENDER AND RACE/NATIONAL ORIGIN  
INTEGRATING SCHOOL DISTRICTS - 1994-95**

<b>District</b>	<b>M</b>	<b>F</b>	<b>Total</b>	<b>American Indian</b>	<b>Asian American</b>	<b>African American</b>	<b>Hispanic American</b>	<b>European American</b>	<b>% Minority</b>
<b>Burlington</b>									
MD	123	107	230	0	0	35	4	191	17.0
BD	78	10	88	0	0	9	1	78	11.4
LD	294	165	459	0	0	51	3	405	11.8
<b>Cedar Rapids</b>									
MD	205	190	395	1	9	44	7	334	14.4
BD	289	54	343	0	2	34	9	298	13.1
LD	854	396	1250	4	10	98	25	1113	11.0
<b>Davenport</b>									
MD	218	204	422	3	7	123	21	264	36.5
BD	239	45	284	5	1	113	6	157	44.0
LD	673	329	1002	14	4	260	46	673	32.3
<b>Des Moines</b>									
MD	566	446	1012	7	11	237	28	729	28.0
BD	700	150	850	6	1	210	18	615	27.6
LD	1009	443	1452	7	20	252	49	1124	22.6
<b>Fort Dodge</b>									
MD	75	52	127	1	1	14	2	109	14.2
BD	86	14	100	1	1	17	3	78	22.0
LD	126	74	200	0	0	17	1	182	9.0
<b>Iowa City</b>									
MD	80	84	164	2	7	14	3	138	15.9
BD	93	11	104	1	0	9	1	93	8.3
LD	408	197	605	1	3	33	13	555	8.3
<b>Muscatine</b>									
MD	86	55	141	0	1	5	23	112	20.6
BD	59	14	73	0	0	5	7	61	16.4
LD	281	132	413	1	1	4	71	336	18.6
<b>Sioux City</b>									
MD	167	107	274	18	3	25	14	214	21.9
BD	172	40	212	15	1	24	5	167	21.2
LD	659	368	1027	56	14	70	57	830	19.2
<b>South Tama Co.</b>									
MD	9	7	16	5	0	0	0	11	31.3
BD	14	5	19	5	0	0	1	13	31.6
LD	2	3	5	0	0	0	0	5	0
<b>Waterloo</b>									
MD	196	143	339	0	2	122	0	215	36.6
BD	317	102	419	0	1	141	2	275	34.4
LD	500	196	696	0	6	158	5	527	24.3

\* Disparate Enrollments  
South Tama School Districts  
Davenport School Districts