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# **Review of Race Equity Districts**

**For The**

**1990-1991 School Year**

**Report**

**to**

**State Board of Education**

**By**

**Iowa Department of Education  
Bureau of School Administration and Accreditation**

**April 1, 1992**

**Summary**  
**1990-91 Race Equity Review**  
**Burlington Community School District**

**Commendations**

The staff of the Department of Education commends the Burlington Community School District in the following areas.

**1. MCNS Advisory Committee:**

The Multicultural Nonsexist Advisory Committee has been actively engaged in a number of activities during the school year. These activities have been well focused and planned in such a manner as to support the District's commitment to equity issues and a multicultural, nonsexist approach to education.

**2. Commitment to Equal Educational Opportunity:**

The District has up-to-date policies which address equality of opportunity in its programs, activities and facilities. Those policies are written to reflect concern for equal treatment of students and staff without regard to race, gender or disability. The language in District policies is ethnic and gender fair.

**3. Staff Commitment to Equity Issues:**

In visiting with staff of the District, evidence was provided to indicate that the administration, teaching, and support staff are committed to addressing issues of equity.

**4. Assistance to Minority Students:**

Through programs such as IMAGES and the Minority Scholars, high school staff have been active in recruiting and enrolling students in both so they can make a smoother transition to college. There was concern that more students should take advantage of those programs which will not only help in preparation for college but also provide some financial assistance.

**5. Enrollment in Advanced Courses:**

The high school staff and administration have made a concerted effort to attract more minority students into higher level math and science, foreign language and other college preparatory courses. The report from the District shows very favorable results.

**6. Special Education Placements:**

The staffs of the District and the Area Education Agency have implemented safeguards against over identification of minority students for special education placement. An "alternative assessment" procedure has been instituted which allows for a "second opinion" in the evaluation of individual students who are candidates for special education services.

**7. Dialogue with Parents:**

The Administrative staff expressed a willingness to keep open communication channels with minority parents in working to improve school climate and other equity issues. This has provided an increase in educational opportunities for all students of the District.

**8. Recognition of Student Achievement:**

The high school administrative staff is to be commended for their efforts to recognize the academic growth and achievement of both majority and minority students. A special effort is made to affirm the achievement of each student individually along with whatever recognition is given as part of a group.

**Concerns and Recommendations**

**1. Anti-discrimination Language:**

It is recommended that language regarding nondiscrimination be prominently printed in all major publications of the district to include but not be limited to curriculum guides, handbooks, and reports. While most staff and student handbooks currently have such language, it has been randomly placed in such handbooks. It is recommended that such language appear in the inside of the front cover or within the first two pages of each document.

**2. Policy on Harassment:**

The District's policy on harassment needs to include sexual and verbal harassment directed at persons because of race, gender and disability. Such a policy should include sanctions against such harassment. Student and staff handbooks should be very clear as to the punishment for such offenses.

**3. Orientation for Counselors:**

There is evidence that counselors could benefit from training which would equip them with the interpersonal skills and knowledge to become student advocates. While they are doing well at assisting students with academic issues, there is a growing need for them to serve as "student advocates" and sounding boards for helping students deal with personal problems.

**4. Student Achievement Data:**

Student achievement data needs to be compiled and disaggregated by gender and race. The Iowa Testing Program may be of assistance in this matter. The Department is also requesting that such data be reported in that manner, at least for purposes of this report.

**5. Multicultural, Nonsexist Curricula Development:**

Curriculum guides need to be updated to include the infusion of MCNS and other components necessary to comply with state standards.

**6. Affirmative Action Plan:**

This District plan which was adopted in 1975 (revised in 1981 and 1983) is well developed, however. It needs to be revised again to assure that it meets the new state standards for Affirmative Action Plans and include the eight components listed in Chapter 95 of the Iowa Administrative Code.

**7. Minority Participation on District-Wide Committees:**

The District is urged to continue to work to provide better representation of minorities on district-wide advisory committees. There are still committees which are under-represented by members of minority groups.

**8. Cross Cultural Training for Staff and Students:**

There is ample evidence that the need for cross cultural training exists. It is recommended that such training begin within the next school year. Students, staff and community share the concern that it would improve the educational process. Some felt that it be made a requirement for all persons directly involved in the District's educational program.

### Community Forum

As part of the Race Equity Review Process, the District sponsored a Community Forum to provide the opportunity for input from citizens of the District to air views and concerns relative to equity issues in the District. The forum was attended by persons representing a cross section of the community and staff of the District. During the more than two hours of interaction, the following issues and concerns were raised:

#### **1. Affirmative Action in Employment:**

It was expressed that the District lacked acceptable levels of minority staff across the board and needed to aggressively recruit minority staff, both certificated and support staff. Employing additional minority staff would strengthen the educational objectives of the District by providing significant, positive, role models for all students. Further, it would increase the level of sensitivity to the growing diverse population of the District. Suggestions indicated that due to a lack, of or limited sensitivity to the peculiar problems of minority students, a black counselor should be hired to bridge the gaps that exist in working with students. Such a person would provide assistance in helping other staff to understand the special problems of minority students and could relate to parents as well.

#### **2. Establish Dialogue Between the Community and The Department of Education:**

Parents examined the issues of an on-going dialogue with The Department of Education to provide a vehicle for better monitoring of the District's progress toward addressing and resolving issues of equity in the District.

#### **3. Cross Cultural Training for Students and Staff:**

This recommendation is a carryover from the 1987-88 report from the Community Forum. The point was made that the lack of understanding of cultural differences which leads to a lack of sensitivity toward those differences has caused some of the discipline problems. Conflicts which involved student to student confrontation resulted from the same lack of understanding and sensitivity. The consensus of those in attendance was that such training would be most beneficial if both students and staff took part.

**4. Multicultural Non-Sexist Curricula Infusion:**

Several persons related concerns that the school curriculum did not reflect the diversity they expected for children growing up in a multicultural society. Further, they felt their children should be able to have school experiences which helped to validate their own cultural backgrounds. They strongly suggested that all students would be better trained if they were educated from a multicultural perspective.

**5. Higher Education:**

Graduation and college preparation were discussed along with high expectations for all students. Parents wanted their students held to high academic standards in order to prepare them for college and the world of work. The District staff was concerned that many minority students were not taking advantage of some of the special incentive programs which would make admission, finance, and attendance at college less of a burden. One such program is the IMAGE Program. Some parents had little knowledge of it and staff pleaded with them to work closely with the District to reach more students to get them ready for college.

## Summary

### 1990-91 Race Equity Review Cedar Rapids Community School District

#### Commendations

The staff of the Department of Education commends the Cedar Rapids Community School District in the following areas.

#### 1. Support for Minority Students:

##### a. The Black Academy:

This program is directed toward underachieving black students. Goals of the program include personal development, improved self esteem and academic growth. The six week summer program also provides cultural enrichment through field trips and guest presenters. Students enroll at Kirkwood Community College tuition free. Professional assistance is provided through the University of Iowa and is supported by a grant from the Iowa Department of Education.

##### b. Women and Minorities in Math and Science:

Through a grant from Iowa F.I.N.E. Foundation, the District is working to encourage and support increased enrollment in math and science courses starting at the junior high school level. The goal of the program is to prepare more female and minority students to look toward Math and Science as career options. Iowa State University is providing professional support through role models who work with the students.

##### c. Student Recognition in High School:

The District has, at each high school, a non-academic recognition program which is directed at rewarding a larger number of students for a positive contribution made toward the building's atmosphere. Because of the nature of the criteria used to recognize students, a large number of minority students have been nominated by the staff for having met one or more of the required criteria. They include: service to the building, an outstanding attitude, noteworthy cooperation, unusual initiative and a unique contribution to campus life. The Department sees this as a way of fostering a sense of belonging for students who make up such a small percentage of the overall population. It also promotes a sense of self-worth and success for all recipients.

**2. Cross Cultural Education:**

The District is offering a course entitled "Minorities". This is a high school level survey course which introduces students to the cultural backgrounds of American ethnic minority groups. A second course will be offered in the Spring of 1992 in African American history and culture. This will provide a further opportunity for a more in depth study of the largest American ethnic minority group and further support cultural diversity.

**3. Multicultural Nonsexist Infusion:**

The Multicultural nonsexist content has been infused into the curriculum areas of language arts, wellness, personal development, and living skills. Plans have been well developed and are easy for the staff to follow. Other areas are targeted for infusion as the curriculum guides are due for review and revision.

**4. The Base School Concept:**

This provision is made to minimize the number of disruptions that a student may experience during the school year due to family relocation. Since a large number of those children would be of minority background, the provision can have a significant impact. It allows elementary school children to establish one building as a Base School which they will attend regardless of where the family moves or how often. The base is set for the entire school year.

**5. Student Morale:**

Students at the high school level were positive in their assessment of the school climate. They saw population diversity as an advantage in their overall education. They recommended that more materials of a multicultural nature be added to the curriculum. Contrary to common belief, they said there are few interracial conflicts at school and students generally adapted to each other across racial lines. In addition, they credited the teaching staff for the high quality of instruction they were receiving and spoke of the staff in very complimentary terms.

**6. Staff Support For and Awareness of MCNS Issues.**

The District's staff seemed to have had more experience in working with MCNS concepts than most. All staff have had some training relative to cultural diversity. In discussions, the staff seem to be conversant on MCNS concepts and saw no real barriers to infusing those concepts into the curriculum.



## **7. Cross Cultural Training ESL:**

The staff of the ESL Program is taking advantage of diversity to acquaint students with other cultures. There is sharing among the ESL Students of their cultural background. The media centers have actively collected books and materials from the cultural backgrounds of the ESL students to add more information from which they can learn more about each other.

### **Concerns and Recommendations**

#### **1. Affirmative Action Plan:**

The plan should be revised to include all eight components specified in the Code of Iowa. The District also needs to devise a strategy for dissemination of information about the plan.

#### **2. ESL Bilingual Program:**

##### **a. Contracted Services for other Districts:**

While the District operates a very fine ESL Program, it is also providing these services by contract to neighboring districts. To insure that all students in need of such services are identified, the District should work with the sending districts to make sure that the same procedures and criteria are used for identification, evaluation, and completion of the program. There is concern that because the sending districts are not necessarily using the process used by the Cedar Rapids District, children in need of ESL services may not all be appropriately identified and placed for service. (See attachment).

##### **b. In-District Identification:**

There is a need for a written process to document identification of ESL students at their initial enrollment in the District. A method should be developed for use at Kindergarten registration or a local building enrollment form which can identify the primary language spoken in the home.

#### **3. Minority Representation on Districtwide Committees:**

There continues to be a noticeable absence of minority members on the Advisory Committees of the District. Of seven community based committees, only two have minority representative (both Black). Of eleven in-house committees, only five have minority representatives (all Black, except one Hispanic). Native Americans and Asian/Pacific Islanders are not represented on any of the eighteen committees.

#### 4. Multicultural Nonsexist Curricula Infusion:

The District needs to continue infusing MCNS concepts into curriculum guides. As review cycles approach, goals, objectives, and activities related to MCNS should be developed for infusion before the revised guides are adopted.

#### 5. Non-Discrimination Language:

There is some inconsistency in the placement of language regarding non-discrimination in student and staff handbooks. All major publications of the district should have such language printed in a prominent place. It is suggested that the inside of the front cover or the first or second page of each document would be considered as "a prominent place". This would also make the placement consistent in all documents.

#### Community Forum

As part of the Race Equity Review Process, the Department asks the District to provide for a public forum at which citizens from the community can participate in discussion with officials of the District and staff of the Department. The purpose of such a forum is to assess the progress or lack thereof toward addressing equity issues since the last visit by the Department. There is a specified procedure sent by the Department to the District for setting up such a forum which includes key community contacts.

The forum, was attended by two persons, both from the District's staff. It is the opinion of the Department staff that sufficient notice was not provided to enable people to make preparation for attendance. It is hoped that future forums will net more positive results and a much greater turnout.

**Summary**  
**1990-91 Race Equity Review**  
**Council Bluffs Community School District**

**Commendations**

The staff of the Department of Education commends the Council Bluffs Community School District in the following areas.

**1. Parent Involvement:**

A district-wide, building level program was begun in the fall of 1989 to increase the level of parent participation in the education of their children by providing special back to school nights where parents had the opportunity to discuss a number of issues with teachers and staff as well as to explore ways of helping the school help their children. By all accounts, these sessions were well attended by the parents.

**2. Enrollment of Minority Students in Advanced Level Courses:**

An increased number of minority students are enrolling in upper level courses which are considered college preparatory courses. This is an improvement from the prior visit.

**3. Talented and Gifted Enrollment:**

A similar increase in the identification of minority students in the TAG Program was evident when compared with figures from the last visit.

**4. English as a Second Language (ESL) Programs:**

The district is doing a good job of identifying and providing services to limited English proficient students who have increased in numbers in the district's student population. An outstanding feature of the program is the provision of ESL instruction in the neighborhood school.

**5. School District Climate:**

The administration, staff and students are to be commended for having fostered a generally positive and open environment in which to work and learn. Students, especially at the high school level, felt positive about their teachers and their own sense of place in their building. They were optimistic about their future as well. The staff conveyed the message that their work environment fostered creativity and freedom to experiment.

**Concerns and Recommendations****1. MCNS Plan. The District's Multicultural Non-sexist Plan needs to be revised to include:**

- A. Goals and objectives for each program area.
- B. Timelines for infusion of goals and objectives into curricula areas.
- C. An evaluation component which includes ways of monitoring the implementation of MCNS in each building.
- D. A description of planned inservice training for staff relative to MCNS education.

**2. Affirmative Action Plan. There is a need for revision and/or updating in the following areas:**

- A. Board Policy on Affirmative Action needs to include a statement regarding the elimination of harassment in the work place.
- B. Inclusion of disability in the Quantitative Analysis.
- C. Timeline established for numerical goals.
- D. Specific identification of staff involved in hiring and designated to receive affirmative action training.
- E. Strategies for dissemination of information about the Affirmative Action Plan, including the statement of nondiscrimination provided to potential employees.

**3. District's Curriculum Guides:**

The guides need to be revised to reflect Multicultural Nonsexist goals and objectives as per the new state standards 12.5(16) and 12.8(8).

**4. Achievement Data:**

Such data needs to be collected by race at the high school level. It is currently being done at the elementary level.

**5. Minority Representation on District-wide Committees:**

By all accounts, the level of such participation continues to be extremely low. Efforts should be made to use current committee members in the recruitment of other minorities for such committees as well as using district board and staff.

**6. Racial Sensitivity Training for District Staff:**

There are indications that the need exists for racial sensitivity training for employees and it is recommended that such training be provided for all staff.

**7. Harassment Prevention:**

The district's policies for students and staff need to be expanded to include sanctions against harassment based upon gender, race, disability. The sanctions should also be made a part of the student Code of Conduct.

### Community Forum

A Community forum was held on the evening of March 26, 1991 at 7:00 p.m. in the Board Room at Central Administration. There were nine persons present.

The following concerns were presented:

**1. Communication:**

There needs to be a better way of dissemination of information to parents and patrons of the district.

There seemed to have been little knowledge regarding how one gets appointed to committees of the district. The district needs to make a valiant effort to provide information about advisory committees to parents through various forms of media as well as personal contact and informal groups such as Senior Citizens, Women of Color, Green Thumb and local churches.

**2. Increasing the rate of post-secondary enrollment for students of color and modest income:**

One parent suggested that the district set a goal of one visit for each senior to a post-secondary institution as an experience that could possibly provide another career option after high school.

**3. District contact person for various forms of information:**

Several persons discussed the concern that patrons and parents often do not know where to get answers to questions or access to information. That the District should identify a person who could provide answers for parents and the public when needed. It was determined by staff such a person was on staff in the position of Director of Public Information.

**4. Lack of access to school buildings by students prior to 8:30 a.m., at the elementary level:**

The concerns stemmed from the consideration for safety for those children and what could happen to them once they have been dropped off and sent to school. There was no suggestion as to how this issue might be addressed.

5. **Development of social skills programs at the building level, i.e., conflict resolution:**

Staff and parents felt that there seems to be a growing problem with young people attempting to deal with conflict through negative means. That training in coping skills through a conflict resolution program would help them understand others as well as solve problems in more appropriate ways.

Areas of growth and improvement acknowledged by the public over the past 3 years.

1. Iowa Western Community College has established a program to work with disadvantaged students who have the potential for college but may lack the necessary support system to follow through.
2. Establishment of parent forums at the elementary building level. Participation in the forum each semester has resulted increased parent involvement in buildings that experienced low parent involvement prior to such forums being organized.

**Summary**  
**1990-91 Race Equity Review**  
**Davenport Community School District**

**Commendations**

The staff of the Department of Education commends the Davenport Community School District in the following areas.

**1. Multicultural Nonsexist Advisory Committee:**

The services of this committee, composed of members from the community and staff, have been invaluable to the District in helping it fulfill its MCNS goals and objectives. It has met on a regular basis and has considered many issues of equity. Minutes and agendas attest to a well focused direction and good leadership. As a liaison between the community and District, it has done a very good job of fostering dialogue on those issues that concern a large segment of the community. It closed out the year by carrying out a self-evaluation and developing a list of ten recommendations to present to the District for continued progress toward Multicultural Nonsexist Education in the coming years.

**2. Enrollment in Advanced Courses:**

There has been a substantial increase in the number of minority students enrolled in upper level courses in math and science as well as foreign languages. While the District's minority enrollment is approximately 22%, minority enrollments in math, science and foreign languages are 8%, 14.7% and 17.75% respectively. The staff is to be commended for efforts toward encouraging higher enrollment in these academic areas.

**3. Talented and Gifted Program:**

The staff of the District has done a good job of identifying and recruiting minority students for the Talented and Gifted Program. The inservices provided to staff have been regular and of high quality. Based upon information provided by the District, minority enrollment in the Gifted Education Program is almost equal to the percentage of minority students in the general population. The District also uses multiple criteria for evaluating and identifying students for the Talented and Gifted Program.



**4. Employment:**

The District has done an admirable job of seeking minority candidates for employment at each level. Of 282 new hires for the 1990-91 school year, 78 were minority persons. That figure represents 27.6% of the total of new hires for the District. If such efforts can be continued, the District will be able to equal its staff-to-student ratio of minority representation. It is hoped that the District continues its affirmative efforts to hire minority staff.

**5. Youth Alternatives Program (YAP):**

The District, in cooperation with the City of Davenport has initiated a program directed to discouraging junior high school level students from gang activity. The basis of the program which is administered through the Family Resource, Inc., provides service to youth and his/her family and attempts to bridge the gap between the youth and community. In addition, the program provides tutorial services, family assistance, and positive role models. Persons who serve as interventionists for the program are very enthusiastic about the program and see it as a very positive force in turning around potential gang recruits and maintaining a safe school environment.

**6. ESL/Bilingual Program:**

The District operates an extensive English as a Second Language and Bilingual Program enrolling nearly 200 students and serving six languages. All staff have received inservice relative to working in the program. There has also been established, excellent criteria for placement in and exit out of the program for the students involved. Many of the program staff speak the first language of the students with whom they work.

**7. Minorities In Teaching Program:**

In cooperation with the University of Northern Iowa, the District participates in the Minorities In Teaching Program. This is an effort to encourage students beginning at the elementary school level to become teachers. The goal of the program is to produce teachers from minority backgrounds who have grown up in Iowa. This is a way of increasing the pool of minority applicants for hiring. It will also reduce the expense of nation wide recruiting which has met with limited success. There were 386 students enrolled in the program from both the elementary and secondary levels.

## Concerns and Recommendations

### 1. **Special Education:**

There is an overrepresentation of minority students in the M.D. and B.D. categories of the Special Education Program. The District has been concerned that the rules of Special Education prescribe a fairly tight system of referral and placement. Dialogue between the District, AEA, and the Department of Education needs to be continued. The specific details for working to alleviate this problem are contained in the Plan of Action submitted to the Department by the District, February 28, 1991. Part of that dialogue needs to center around how to assess whether it is a behavior disorder or a misunderstanding of culture which results in unacceptable behavior leading to placement in these categories.

### 2. **Interscholastic Eligibility Policy:**

The District's Board of Education has adopted a policy which sets standards that students must meet to be eligible to participate in interscholastic activities. The policy affects all students grades 7-12 immediately. There is concern that because the implementation timeline is the 1991-92 school year many students will be negatively impacted due to their inability to meet the standards. While steps have been taken by some of the buildings to prevent students from becoming ineligible, it will be important to monitor these efforts districtwide, to ensure that overrepresentation of minority students does not occur.

### 3. **Suspension/Expulsions:**

The percentage of minority students being suspended at the elementary (48%), Junior High (43.4%), Senior High (32.5%), and Alternative School (26.1%) remains a concern. At all levels the number of minority students represented in these rates is well above the number of minority students represented in the general student population. We are requesting that close attention be given to the causes of these suspensions so that intervention methods can be developed to bring these numbers down.

The expulsion rate is also correspondingly high. Of students expelled by the District 56% were minority. It has been related that the recently adopted Proactive Discipline Policy has caused rates to remain high. We recommend that the policy be reevaluated in terms of its negative impact on minority students. Although figures are lower than the year before, they are still at a level which the Department deems as unacceptable. Hopefully, with the implementation of measures outlined in the Plan of Action (2/28/91) the rates will continue to decrease in both categories.

#### **4. Elementary Guidance:**

Currently, the District employs three persons to work with students at the elementary level who are in need of services usually provided by guidance counselors. This has been done in the absence of an elementary guidance program. While the services they provide are invaluable to the students with whom they work, it is impossible for them to do what is needed for 23 buildings. There is also a need to provide more services to buildings with high at-risk populations. This cannot be done with the limited resources and personnel currently in place. It is recommended that the District do what ever is possible to provide a lower ratio of students to counselors for the elementary level. This would mean finding resources to exceed the requirements of the new state standards, if there is to be real impact for the students involved.

#### **Community Forum**

As Part of the Race Equity Review Process, the District held a public forum to assess the status of equity issues during the past year. Approximately sixty persons, representing parents, community organizations, school administrators, staff and board members, minority groups and the press were in attendance. An overview was given by Department staff and the District's Superintendent, to open the discussion. The Department staff praised the District for its successful efforts to enroll more minority students in upper level math, science, and foreign language courses. It has also done a very good job of identifying minority students for the T.A.G. Program. The Superintendent presented an update relating that the District's new hires for the year were 28% minority and the participation in the Minorities in Teaching Program was going well with nearly all buildings participating. The Youth Alternative Program is being used as another tool to address youth at-risk. The Department also related that the District's efforts at achieving equity was equal to and in some cases surpassed those of other Districts in the state.

The following issues were raised by persons in attendance at the forum.

**1. Racial Sensitivity:**

It was an observation that the District still needs to provide sensitivity training for its staff at all levels to help them deal more effectively with issues and persons from a minority perspective. It was felt that the lack of sensitivity was a problem which contributed to the high rate of suspension among minority students and lower achievement levels. The District has recognized this as a concern and has pledged to do what it can do alleviate the problem.

**2. Suspensions:**

The rate of suspensions for minority students is more than twice their rate in the general student population. The Plan of Action submitted by the District (2-28-91) has a component which should address the disparity.

**3. Parent Involvement:**

Persons in attendance were in general agreement that the involvement of parents in the activities of the school is a contributing factor to the success of their children. The District and the Department urged parents to get involved in the education of their children. That all school buildings are open to parents so long as procedures are worked out with building officials. One community organizational representative was puzzled by the fact that efforts to get minority parents involved in the activities of the schools had met with limited success: He felt strongly that persons other than community leaders needed to be involved.

**4. Interscholastic Eligibility:**

The District's Board of Directors has adopted a policy, effective September 1, 1991, which requires all students to be passing all classes and maintaining a 2.00 grade point average on a 4.00 scale. This will apply to 8th graders in 1992 and 7th graders in 1993. A student raised a concern about the impact of the sudden implementation of this policy on a large number of students who see interscholastic activity as a major motivation for school attendance. Others felt that the message of the District is to make classroom work the priority of school rather than other activities. Parents and staff seem to support the District in this matter.

**5. Posting Employment Vacancies:**

Persons from the minority community asked about the channels of information related to job vacancies. The feeling was that when potential minority candidates got information, it was too late to make use of it or the vacancies had been filled. The District pledged to broaden its dissemination of such information by making it available to more community based organizations as well as local churches in the minority community.

**6. Participation on Districtwide Committees:**

Discussion was initiated by the Department concerning the lack of participation on districtwide advisory committees by minority persons. Persons present were concerned about the lack of information about such committees, how members are recruited as well as who the current minority representatives were. They were urged to stay in contact with the District and watch for such information, after board meetings, in the media.

**7. Conclusion:**

The District contacted all media, selected church and community organizations as well as key persons for whom education is a concern. As a result, a broad cross section of community persons were in attendance, making it possible to achieve the objectives of such a forum. It was considered a major success by Department staff and District officials.

**SUMMARY**  
**1990-91 Race Equity review**  
**Des Moines Independent Community School District**

**Commendations**

The staff of the Department of Education commends the Des Moines Independent Community School District in the following areas.

**1. MCNS Education Plan:**

Although the District has been using a MCNS approach to education since 1980, it has recently changed its approach from a "building cadre" to a districtwide one. The new approach allows for the advantages of systematic planning on a districtwide basis and the consistency of process throughout all buildings and grade levels. The plan has been revised to include all of the components required by state standards. Appropriate committees are in place to assist the staff of the District with the implementation of its MCNS strategies. The staff, at all levels, will be provided staff development in an effort to prepare it for its role in the MCNS education process.

The MCNS Committee is composed of persons from a variety of vocational and ethnic backgrounds and includes representation from all protected classes as well. The committee currently meets quarterly to address equity, employment, and other issues.

**2. Affirmative Action Plan:**

The Affirmative Action Plan of the District is a very comprehensive document which should serve as a model for other districts. Containing all the components required by the state standards, the Plan should be of considerable help to the District's Human Resources Office in its efforts to recruit and retain employees representing the protected classes.

**3. ESL Bilingual Program:**

The District operates an extensive ESL Bilingual Education Program which serves nearly 3% of the District's students. A total of twenty-three languages are served in the ESL program and one in the bilingual program. The District has attempted to serve all students who are identified. Currently, 82% of the students served are Asian while 14% are Hispanic, other nationalities makeup the other 4%. All of the tutors in the program speak the first language of the

students enrolled. Another important feature of the program is that it extends to kindergarten. There has been extensive staff development. There is evidence that these programs are contributing to state defined racial isolation and presents a constant challenge to District staff to monitor enrollment and make adjustments to serve the needed population. There are two Advisory Committees in place to work with District staff and to formulate issues and policies relative to ESL/Bilingual Program. The served population is fairly well represented on those committees.

**4. Conflict Management:**

The District has been recognized for its efforts to encourage and enable its students to resolve conflicts through negotiation and mediation. While the Callanan Middle School has received the greatest amount of recognition and publicity, there are programs in other Middle and High school buildings. It is one method used by the District to decrease the rate of suspensions.

**5. Stability Program:**

Des Moines has joined a few large Iowa Districts that have recognized that students are more successful when they have a sense of belonging. As a result the District has begun a Stability Program. This program allows an elementary school student to establish a home or base school for the entire year. The objective is to minimize academic disruption by keeping the attendance in the same building regardless of where or how often the student's family may move. This is a growing trend in efforts to assist young students who are potentially at-risk.

**6. Minority Training and Recruitment:**

Through a grant from the Department of Education, the District has produced a video tape to be used in its efforts to recruit minority teachers for the District. The tape emphasizes the Des Moines Metropolitan Area and the School District as an attractive environment to live and work.

The District works closely with Drake University and has established the C.O.P.S. Program for training current minority staff in the area of teacher preparation. This is an effort to use the available resources to produce its own teachers.

The employment figures for the past year indicate that 9.4% of the District's staff is of minority background, or 50% of the minority student enrollment (18.8%). Like other districts, the employment area of greatest concern is certified staff where the figure falls to 5.4%. Hopefully the aforementioned efforts of the district will begin to address the imbalance.

**7. Assistance to Minority Students:**

There are at least three programs sponsored or co-sponsored by the District to encourage and prepare minority students to achieve at higher levels. The programs used are I.M.A.G.E.S. and Women and Minorities in math and science. These are programs directed at the student who has the academic potential to succeed in the traditional four year college. The Minority Achievement Program (M.A.P.) is a local program which assists students in deciding career options, and may or may not include college, but stresses the development of special talents students may possess. A major thrust of the program is building self-esteem.

**Concerns and Recommendations**

**1. Minority Enrollment in Impacted Buildings:**

The District currently has six buildings that are above the established guideline for minority enrollment. Based upon the District's minority student population of 18.8%, the impact level begins at 38.8% minority enrollment or 20% above the actual percentage of district minority students. The variation between the six buildings ranges from .7% above at Edmunds (39.5%) to 6.4% above at Longfellow Elementary School (45.3%)

Data provided by the district indicates that several outside factors are influencing fluctuations in both minority and non-minority student enrollment, thereby making it more difficult to keep the enrollment patterns in check. The District is currently using a variety of methods to keep the minority enrollment at or near the guideline. The Department encourages the District to continue to monitor its efforts to keep minority enrollment in check and at the same time, maintain the quality and variety of services available to serve the diverse populations in the impacted schools.



**2. Student Achievement:**

Scores on standardized tests indicate that minority students in grades 2-7 tend to lag behind non-minority students. The variation in percentile rank for minority students has been as great as 28% for the second grade in 1989-90 to 18% for 10th graders that same year. The differential for the same two grade levels for the 1990-91 school year were 23% for second grade while the 10th grade remained at 18%. While the District contends that scores have improved over the years, and they have, the Department is concerned with the range in scores given the fact that these students are being educated in the same setting. The Department encourages the District to pay close attention to its districtwide needs assessment relative to student achievement. It concurs with the District's position that performance on standardized tests cannot measure total student academic growth and achievement. In terms of the needs assessment, careful attention should be paid to potential outcome of stated goals as they relate to increased student achievement.

**3. Student Suspensions:**

The suspension rate for minority students is disproportionately high. While the districtwide suspension rate is in a reasonable range of 13.4%, the rate for minority students is 39.6% for elementary, 28.1% for middle school and 26.4% for high school. When combined these figures (27.5%) represent twice the district's rate of 13.4% for overall suspensions. Of minority students being suspended, African American students make up the larger portion of those suspended as they do of minority students enrolled in the district. The District might find some value in keeping such figures on students enrolled in the Special Education Programs which is not currently being done. There is evidence that the District is aware of the disproportionate rate of suspensions among minority students and is exploring alternatives at the building level. It is recommended this be continued and that periodic assessments for effectiveness be made to gauge progress in this area.

**4. Special Education:**

Minority students are not disproportionately represented in the Special Education Programs of the District. A number of activities have been engaged in by the staff of the program and District administration to provide services in the least restrictive environment. The Department would encourage the District to take affirmative steps to diversify its teaching staff to provide more balance across ethnic lines.

**5. Minority Representation on Districtwide Committees:**

The District has a multitude of Advisory Committees which are staffed by district personnel and persons from the community. Many of the key committees have little or no ethnic minority representation. Even more conspicuous is the lack of representation from Native, Asian, and Hispanic American communities. It is recommended that the District continue its efforts to recruit representation from these communities to provide needed input and perspectives on educational issues.

**Community Forum**

The District has not made provisions for a community forum as part of the Race Equity Review Process for the past two visits. In reviewing the information from the 1989-90 visit, the records indicate that no forum was held. For the 1990-91 visit the schedule was prepared by the District and sent to the Department but the lack of a scheduled forum was not noticed until the actual visit was in progress. One observation regarding the apparent oversight by the Department Consultant, the scheduling of seven Race Equity Reviews and two M.O.A. team visits and two M.O.A. follow-ups made for a tight schedule for April and May. The Des Moines and Cedar Rapids visits were conducted the same week due to problems of scheduling. The District has been contacted and will arrange for a Community Forum to be held prior to October 15.

## Summary

### 1990-91 Race Equity Review Sioux City Community School District

#### Commendations

The staff of the Department of Education commends the Sioux City Community School District in the following areas.

#### 1. **Multicultural Non-Sexist Education:**

The District has adopted a Multicultural Nonsexist Education Plan with goals and objectives as well as provisions for staff development. The Department recommends that the District establish timelines for training so that staff development proceeds on a regular basis. The District might also investigate avenues of technical assistance through the Department and/or the Midwest Desegregation Center at Kansas State University. Part of the needed funding for staff development could be obtained from Phase III monies.

#### 2. **ESL Bilingual Education:**

The ESL Bilingual Program of the District operates very well. One of the Positive moves for the District is to restore the coordinators position to full-time. There is increasing numbers and needs for the program so the Department recommends staff maintenance rather than reduction to ensure that students enrolled are served adequately and appropriately.

#### 3. **Staff Development/Equity Training:**

There were several positive comments made regarding the general staff development organized by Ms. Clemmons in January 1991. Department staff reviewed the program agenda and agreed that issues covered were very appropriate for addressing equity related issues. The staff of the District is to be commended for the quality of the program and is encouraged to continue this kind of general staff training on a regular basis.

#### 4. **Talented and Gifted Education:**

According to District data, minority student representation in the Talented and Gifted Programs has improved since the last review report. The Department encourages the District to continue its efforts to identify students who meet the criteria for enrollment.

**5. Assistance to Minority Students:**

The District participates in the Minorities In Teaching program and will send ten students to the University of Northern Iowa this summer to participate in the on-campus segment of the program. This is an effort to address the need to have more minority teachers which are difficult to recruit from outside the region. The department applauds these efforts and encourages the District to recruit more students to participate. In an effort to increase the number of college enrollees, the District has formed a partnership with Briar Cliff College of Sioux City to identify and support students in their efforts to become first generation college attenders. The program works with students and their families to prepare them for the new experience of college attendance and to understand the responsibilities and roles they will play as parent and student in terms of making the experience a successful one. In December, 1990, the District sponsored a college recruitment fair for minority students in the District and surrounding area to provide those students the opportunity to explore post-secondary education options. The fair was well attended and students received valuable information and experience as a result.

**6. Conflict Resolution Pilot:**

The District is concerned about interpersonal relations in its buildings and has piloted a conflict resolution program which will be introduced in other buildings next year. Each building will develop its own plan with the involvement of parents. The three main goals of the program are:

(a) The elimination of discrimination, (b) The elevation of self-esteem in each student and (c) to motivate students academically to raise their level of achievement. A by-product of the conflict resolution programs will be to decrease the number of suspensions both in and out of school.

**Concerns and Recommendations**

**1. Indian Education:**

Historically, the District has operated an exemplary Indian Education Program which is currently serving about 500 students. The Department is concerned with a recent change which reduced the Director's position to .6 FTE and the person has been assigned teaching duties elsewhere in the district. There is a plan to reduce the number of tutors from ten to five. Staff in the program has indicated that

members of the Indian Education Parent Committee are concerned with changes in the program and the long-term impact of recent and possible future changes. The Department recommends that the District review recent and proposed changes to assess the impact they may have on the quality and delivery of program services.

## 2. Racial Isolation:

The District has experienced an increasing degree of racial isolation in some of its buildings due to factors such as closing of buildings and changing demographics in local neighborhoods. As part of its plan of action from the 1989-90 visit, the Racial Isolation Committee was appointed to devise strategies for reducing that isolation in impacted buildings (Racial isolation occurs when the minority enrollment in a building exceeds the minority enrollment of a district by more than 20%. For the District that figure is 34%.) The committee was given the charge initially of devising strategies for implementing a pairing-sharing plan, and given a date by the Board to have the plan ready for September, 1991. A number of events have occurred since the Committee first began its work.

The Department, after its Race Equity Review visit in mid-May has been in contact with District personnel regarding the concerns of both committee and staff about the workability of the initial pairing-sharing plan. In August, the Department made a recommendation that the District reconsider its original plan of implementation and allow an additional year of work with the Committee and Community to come up with a multifaceted plan to reduce racial isolation. In the opinion of Department staff, time was needed to provide adequate input from community and staff as well as the opportunity to explore several options including pairing and sharing. The District has made that decision based on the Department's recommendation. The Department makes the following recommendations to the District to be shared with the Racial Isolation Committee:

- a. That buildings make provisions to have MCNS programs in place to accommodate the diversity of the student population and support the cultural heritage of the students enrolled.
- b. That staff development take place in the affected buildings so that staff will be professionally as well as attitudinally prepared to work with the changed student cliental.

- c. That ample opportunity be provided for the various segments of the community to have dialogue with the members of the Committee and District officials prior to formulating the final plan. This should include all Racial/Ethnic groups and income levels.
- d. That adequate consideration be given to the impact of the plan on the various segments of the community and efforts made to develop a plan that distributes the burden evenly throughout the district.
- e. That efforts be made to achieve integration with as much balance as possible along socio-economic and racial lines.

### 3. Suspensions:

While the suspension rates for minority students do not have a disparate impact, the figures indicate a need to monitor the rates at the elementary and middle school levels where the rate is approximately twice the percentage of minority enrollment for the District overall. At the high school level, the rate is about the same as the percentage of minority students in the general population. In Special Education Programs, the suspension rates are about the same as for general program areas. While the District has made efforts to address the suspension problem through some staff development and parent involvement, there is clearly a need for more involvement of parents and more inservice of staff. The District may also look at some alternatives to suspension as a way to keep the rates in check.

### 4. Affirmative Action Plan:

The current Affirmative Action Plan does not have the following:

- a. Language which addresses the prevention of harassment in the work place.
- b. An evaluation component which assesses accountability for sensitivity.
- c. A provision for the training of staff involved in the hiring and supervision of District personnel.
- d. Numerical goals for recruitment and hiring of staff by job category where underrepresentation has been identified.

A lack of the above criteria means that the Plan does not meet standards set forth in legislation and required to be in place by July 1, 1990.

The District has been working to revise its plan. At the time of the Race Equity Review visit it was in "draft" form. A copy of the draft was mailed to the Department and information from the District's Superintendent indicates that the revised Affirmative Action Plan will be adopted by the Board of Education in September.

**5. Recruitment of Minority Staff:**

While the District has a minority enrollment of 14%, its minority staff in all categories make up only 3% of the work force. Of 1,246 employees, only 38 are from ethnic minority backgrounds. The greatest representation of minority employees, 8% is at the administrative level, while the least representation 2% is among the teaching staff, where the greatest amount of contact with students is possible. The District needs to assess its efforts to recruit minority employees in all categories, and especially teachers, to provide a greater number of diverse role models for all students of the District. The District is in retrenchment at this time but should take affirmative steps to replace needed staff positions with persons from minority backgrounds. While three of 28 new hires for the District were of minority background, none were teachers.

**6. Minority Representation on Districtwide Committees:**

While committees such as Educational Equity and Racial Isolation have good balanced representation racially, other committees used by the District in an advisory capacity have little or no racial diversity. Many of the committees dealing with curriculum and students have no minority representation. The Department recommends that the staff of the District reassess the way committee members are recruited and devise a strategy for increasing minority representation on committees. Emphasis should be placed upon obtaining a variety of viewpoints and gain a broader perspective on issues that relate to education in the District. Some staff dialogue might be helpful in terms of what methods have been used for committee recruitment.

**7. Student Achievement:**

At the elementary and middle school levels, minority students scores on the Iowa Test of Basic Skills was approximate 26% lower than the average score of non-minority students. The Department recommends that the District review the test performance and develop some Plan of Action for decreasing the disparity between the two groups of students. The fact that these students are being educated in the same settings makes the difference in performance scores less acceptable.

At the high school level, the District reported no testing data. The Race Equity Review Process requires that such information be provided and that such data also be reported by race and gender. The Department is requesting that this data be submitted within the time frame to be specified in a separate letter. It is recommended that the District work with the testing service to develop a mechanism for disaggregating test data by gender and ethnicity.

**Community Forum**

As part of the Race Equity Review Process the District held a public forum to assess the status of equity issues during the past year. About twelve persons representing a cross section of the community were present along with a representative of the District's administration and a local media person. The small turn out may have been due to the fact that more than sixty persons had attended the regular school board meeting the previous evening and the meeting of the Racial Isolation Committee the evening prior to that. There was some concern that the forum had not been adequately publicized to ensure a larger turnout. Department staff was in the District but viewed the Board meeting on local television. The following issues were discussed at the forum:

**A. The Community's lack of cohesiveness relative to alleviating racial isolation in the District:**

One parent and member of the Racial Isolation Committee cautioned that the Board's charge to the Committee to prepare a plan to implement pairing and sharing had both limitations and problems. That help was needed from the Department and a study of other options should be examined prior to limiting the integration options to pairing and sharing.



**B. Indian Education Status:**

A representative of the Native American Community expressed a concern that the Indian Education Advisory Committee had not been consulted when the decision was made to move the staff back to the District's Administration Building. There were concerns expressed about the cut back in administrative staff time for the program and the planned reduction in the number of tutors for students.

**C. M.A.C.E.S.A. Funding Cut:**

The District has participated in the Mid-American Consortium for Engineering and Science Achievement. The decision was made this year to not fund the program due to the small number of students enrolled. However, some members of the community felt that the program was a positive incentive for minority students to enroll in upper-level math and science courses. They felt that the District should restore the funds to keep the program going in the District; that the cost was not an overriding reason for not continuing to participate.

**D. Affirmative Action:**

The lack of minority employees in the District was another concern. The general work force is considerably underrepresented in terms of minority staff. The District is in the process of revising its Affirmative Action Plan to address this issue. Longtime residents of the District need reassurance that once in place, the plan will result in an increase in staff representation by minorities. The District should make note of this in terms of its commitments to educational equity.

**E. School Integration:**

Two concerns surfaced from those in attendance regarding the District's Plan to reduce racial isolation. The first was that minority children should make up at least 5% of any building's population so that a reverse form of isolation does not occur. Secondly, the burden of integration should be borne by all neighborhoods in the District. There was the feeling that some neighborhoods would be exempt from sharing in the responsibility for District integration.

The forum ended with concerns about what actions the District would take regarding affirmative action issues, and racial sensitivity training. There was strong indication that the various racial and socio-economic groups needed to be brought together in whatever plans the District formulates so that support would be provided for their success.

**SUMMARY**  
**1990-91 Race Equity Review**  
**Waterloo Community School District**

**Commendations**

The staff of the Department of Education commends the Waterloo Community School District in the following areas.

**1. Talented and Gifted Enrollment:**

The District's staff is to be commended for the great job done in identifying students for talented and gifted programs. The minority enrollment in such programs is equal to or exceeds the minority enrollment in the general student population. If these figures hold, the goal of at least parity in this program will be maintained for minority students. The staff has been provided with a variety of inservice in preparation for working with the gifted students. (see Race Equity Report April 23, 1991).

**2. Enrollment in Advanced Courses:**

The enrollment of minority students in upper level courses in math and science as well as foreign language is to be commended. Though few students in general are taking advanced chemistry and physics, other courses have good minority representation across the board. Enrollment of minority students in foreign language with the exception of German is also very high at about an average of 25% of total enrollment. Upon observation enrollment in German language courses tends to be lower, in general, across the state. In that regard, students in Waterloo are no different than elsewhere.

**3. MCNS Education Plan:**

The District, with the formation and assistance of the Educational Equity Advisory Committee has completed its MCNS Education Plan for the next five year period. The plan is well developed with goals, objectives, infusion timelines as well as cyclical review built within. There has been considerable staff development over the past year to prepare teachers for infusing and using MCNS concepts in teaching and MCNS Education Coordinator and Special Assistant to the Superintendent have done an excellent job of guiding the process of plan development.

**4. ESL Bilingual Program:**

The District provides English as Second Language Program for about 25 students. The students are assisted in four languages and are all of Asian background. The staff is adequate for the number of students served. It does have built in flexibility to accommodate late arrivals and early departures. It is suggested that all staff be provided with inservice to be better able to assist all students.

**5. Employment:**

The work force of the District currently has 10.7% minority employees. The areas of Administrators and classified are fairly well represented. The certified employee staff is still considerably underrepresented at 7%. The District is committed to affirmative action in the hiring process. The Department encourages those efforts and hopes that they will continue to be fruitful. New hires districtwide included 11% minority staff.

**Concerns and Recommendations****1. Racial Isolation:**

With a minority enrollment of 22.8% of the total enrollment, a continuing concern of both the Department and the District is the high minority enrollment in some buildings. There are currently four above the state established guideline of 20% above the average minority population of the District or 42.8% minority enrollment. One building has a minority enrollment of 71.1%. The District needs to address this isolation by looking at some alternatives to increase the ratio of minority to majority students. Since the Educational Equity Advisory Committee has given some consideration to this problem, it is suggested that the Administration utilize the committee to work with designated staff, parents, and community persons to devise strategies and a plan of action to reduce racial isolation (Ref. Plan of Action, 4-26-91)

**2. Suspension Rates:**

This concern is a carryover from the previous year. Not only is the suspension rate for minority students extremely high but the overall rate is high when compared with other districts. The rate for minority students is 40.8% while they comprise 22.8% of the student population. The District is advised to look carefully at its suspension rate to analyze the sources of the problem as well as preventive and corrective measures to be taken to bring the rate down. (See District Plan submitted to the Department April 26, 1991).

**3. Achievement Data:**

The District administers the Iowa Test of Basic Skills and the Iowa Test of Educational Development to its students at the elementary and high school level respectively. There is a disparity of 29 percentile performance points by minority students below that of majority students at the elementary level. High school students fare only slightly better with a variance of 26 percentile points. It is recommended that the District develop a strategy for increasing the performance of minority students to close the performance gap that now exists at both levels. The District is further requested to collect testing data by gender and race for future reports. It is suggested the center from which the tests are obtained be contacted as to what assistance can be provided the District in this regard. The superintendent voiced this as one of his concerns during the visit.

**4. Dropout Rate:**

By Iowa standards, the student dropout rate for high school is inordinately high. At approximately 10% the rate should cause concern for both the District and its patrons. Minority students account for 27.5% of all dropouts with African American students making up 24.6% of the minority dropout or 86/96. It is clear that some plan of action needs to be developed to deal with this high dropout rate. The District should use whatever method necessary to address the problem.

**5. Community Relations:**

It was evident from the community forum that more dialogue between District and the community is needed. Other than service on committees, many families have little contact with schools and/or teachers. Many more contacts between school and community are needed to develop a higher level of trust among minority patrons, especially. Some Strategy needs to be devised to involve parents and other citizens in schools to help forge a support coalition which would help the District work more effectively toward attaining its equity goals.

### Community Forum

As part of the Race Equity Review Process, the Department requested that the District provide for a public forum at which citizens from the community can participate in discussion with officials of the District and staff of the Department. The purpose of the forum is to assess the progress, or lack thereof, toward addressing equity issues since the last visit by the Department. The District's Community Forum was held on the evening of April 30, 1991 from 7-9:00 p.m. There were about forty persons present representing parents, community leaders, district staff, and others.

The following issues were discussed as carryovers from the 1990 visit:

**1. Racial Isolation:**

Most of the parents present were from the African American Community and had a different view point on the issue of racial isolation. They were concerned that some minority children were negatively impacted by attending buildings that had minority populations of 2-10%. The lack of support made it difficult for them to reach a comfort level at which they could reach their potential to learn and participate in the full life of the school. On the other hand, they did not necessarily see that minority children in buildings with minority enrollment above 43% as being negative. They tended to support the concept of "neighborhood school" because of the convenience of family members.

**2. Cross Cultural Training:**

There was a feeling that the District needed to do more in the area of cross cultural training for staff and students. That teachers and support staff needed to become more aware of and sensitive toward ethnic and cultural diversity as a means of reducing teacher-student and student-student conflict.

**3. Minority Student Suspensions:**

Concern was expressed about the disproportionate rate of suspensions for minority students. The District's rate of 40.8%. Parents communicated an expectation that the rate be lowered and that district staff do a better job of handling discipline in ways other than suspension.

#### 4. **Low Expectations For Minority Students:**

Both parents and students felt that far too many teachers held low expectations for minority students, thereby failing to challenge them to work toward their potential and become high achievers. They cited the following to support their feelings:

- Minimal academic requirements for participation in cocurricular activities.
- Lack of encouragement by counselors and staff to enroll in more challenging academic courses.
- Students taking less challenging courses to maintain eligibility for cocurricular activity, especially sports.

#### 5. **Multicultural Education For All Students:**

There was concern about the lack of information and opportunity to learn about the cultural backgrounds of the students who makeup the minority population of the District. Parents and students stressed the importance of not only having students learn more about their own background but also having others learn more about them as well. The underlying belief is that a better understanding of cultural diversity by all persons in the school setting would create a better, more positive school environment. Finally, the generally expressed belief was that all students from whatever background need to have that background and culture validated.

#### 6. **Areas of progress as seen by the Community:**

The following were areas of progress and positive development since the last visit:

##### A. **MCNS Coordinator:**

The appointment of a full time Multicultural Nonsexist Education Coordinator was seen as a step in the right direction for the District. The appointment was partly in response to a recommendation made by the M.O.A. team visit in 1990.

##### B. **Increased Minority Administrative Staff:**

There has been an increase in minorities and females holding administrative positions in the District. There was an expressed concern about the lack of additional teaching staff of minority backgrounds.

**C. Textbook Adoption:**

One minority parent related her experience in reviewing textbooks for adoption and screening them for MCNS inclusions. As a member of that screening committee, she came to realize the importance of the role she played in providing a history textbook that reflected the diversity that minority and other parents have come to expect.

**D. Talented and Gifted Enrollment:**

Based upon information submitted by the District to the Department, the conclusion was drawn that there has been a significant increase in minority enrollment in the District's Talented and Gifted Program. The figures were challenged as to whether the minority enrollment was skewed by an overrepresentation of Asian students. The figures were checked later and it was determined that Asian enrollment only reflected a higher number where they made up the largest portion of minority enrollment. Otherwise, African American students made up both the largest minority enrollment per building as well as the largest T.A.G. enrollment.

The meeting closed with concerns about how to get commitment from the District and Board of Directors to make the necessary changes that would address the concerns of minority parents and students. District staff present made the commitment to welcoming parents to the buildings and making time available to hear their concerns.



**TABLE 1**  
**DESEGREGATION DISTRICTS ENROLLMENTS**  
**1990-91**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 5,715        | 5,079               | 636             | 11.1              |
| Cedar Rapids    | 16,988       | 15,376              | 1,612           | 9.5               |
| Council Bluffs  | 9,917        | 9,427               | 490             | 4.9               |
| Davenport       | 17,874       | 13,924              | 3,950           | 22.1              |
| Des Moines      | 29,743       | 24,163              | 5,580           | 18.8              |
| Sioux City      | 14,948       | 13,085              | 1,863           | 12.5              |
| Waterloo        | 11,781       | 8,976               | 2,805           | 23.8              |

**1985-86**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 5,785        | 5,305               | 480             | 9.0               |
| Cedar Rapids    | 17,927       | 16,528              | 1,399           | 7.8               |
| Council Bluffs  | 9,934        | 9,551               | 383             | 3.9               |
| Davenport       | 18,838       | 15,484              | 3,354           | 17.8              |
| Des Moines      | 30,363       | 25,061              | 5,302           | 17.5              |
| Sioux City      | 13,195       | 12,120              | 1,075           | 8.1               |
| Waterloo        | 12,486       | 9,921               | 2,565           | 20.5              |

**TABLE 2  
EMPLOYMENT  
1990-91**

| <b>District</b>       | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>%Minority</b> |
|-----------------------|--------------|---------------------|-----------------|------------------|
| <b>Burlington</b>     |              |                     |                 |                  |
| Certified             | 357          | 346                 | 11              | 3.1              |
| Classified            | 268          | 259                 | 9               | 3.1              |
| Administrative        | 22           | 21                  | 1               | 4.5              |
| <b>Cedar Rapids</b>   |              |                     |                 |                  |
| Certified             | 1,157        | 1,123               | 34              | 2.9              |
| Classified            | 1,124        | 1,084               | 40              | 3.6              |
| Administrative        | 72           | 66                  | 6               | 8.3              |
| <b>Council Bluffs</b> |              |                     |                 |                  |
| Certified             | 656          | 647                 | 9               | 1.4              |
| Classified            | 321          | 308                 | 13              | 4.1              |
| Administrative        | 45           | 45                  | 0               | 0.0              |
| <b>Davenport</b>      |              |                     |                 |                  |
| Certified             | 1,278        | 1,210               | 68              | 5.0              |
| Classified            | 1,016        | 862                 | 154             | 15.0             |
| Administrative        | 85           | 77                  | 8               | 9.0              |
| <b>Des Moines</b>     |              |                     |                 |                  |
| Certified             | 2,206        | 2,086               | 120             | 5.4              |
| Classified            | 1,196        | 997                 | 199             | 16.6             |
| Administrative        | 165          | 149                 | 16              | 9.7              |
| <b>Sioux City</b>     |              |                     |                 |                  |
| Certified             | 864          | 846                 | 18              | 2.0              |
| Classified            | 336          | 320                 | 16              | 4.0              |
| Administrative        | 46           | 42                  | 4               | 8.0              |
| <b>Waterloo</b>       |              |                     |                 |                  |
| Certified             | 695          | 649                 | 48              | 7.0              |
| Classified            | 598          | 514                 | 84              | 14.0             |
| Administrative        | 45           | 33                  | 12              | 27.0             |

**1985-86**

| <b>District</b>       | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>%Minority</b> |
|-----------------------|--------------|---------------------|-----------------|------------------|
| <b>Burlington</b>     |              |                     |                 |                  |
| Certified             | 373          | 370                 | 3               | .8               |
| Classified            | 284          | 281                 | 5               | 1.7              |
| Administrative        | 21           | 21                  | 0               | 0                |
| <b>Cedar Rapids</b>   |              |                     |                 |                  |
| Certified             | 1,125        | 1,091               | 34              | 3.0              |
| Classified            | 958          | 936                 | 22              | 2.0              |
| Administrative        | 66           | 64                  | 2               | 3.0              |
| <b>Council Bluffs</b> |              |                     |                 |                  |
| Certified             | 684          | 676                 | 8               | 1.2              |
| Classified            | 316          | 299                 | 17              | 5.3              |
| Administrative        | 44           | 44                  | 0               | 0                |
| <b>Davenport</b>      |              |                     |                 |                  |
| Certified             | 1,273        | 1,212               | 61              | 4.8              |
| Classified            | 871          | 836                 | 35              | 9.4              |
| Administrative        | 85           | 77                  | 8               | 9.4              |
| <b>Des Moines</b>     |              |                     |                 |                  |
| Certified             | 2,125        | 1,993               | 132             | 6.2              |
| Classified            | 1,339        | 1,184               | 155             | 11.0             |
| Administrative        | 150          | 128                 | 22              | 14.7             |
| <b>Sioux City</b>     |              |                     |                 |                  |
| Certified             | 868          | 851                 | 17              | 1.9              |
| Classified            | 515          | 494                 | 20              | 4.0              |
| Administrative        | 60           | 57                  | 3               | 5.0              |
| <b>Waterloo</b>       |              |                     |                 |                  |
| Certified             | 690          | 637                 | 53              | 7.7              |
| Classified            | 601          | 532                 | 69              | 11.4             |
| Administrative        | 59           | 48                  | 11              | 18.6             |

**TABLE 3**  
**TALENTED AND GIFTED ENROLLMENT**  
**1990-91**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 476          | 441                 | 35              | 7.3               |
| Cedar Rapids    | 1,500        | 1,406               | 94              | 6.2               |
| Council Bluffs  | 1,771        | 1,716               | 55              | 3.0               |
| Davenport       | 1,046        | 837                 | 209             | 20.0              |
| Des Moines      | 961          | 847                 | 114             | 12.0              |
| Sioux City      | 690          | 631                 | 59              | 8.5               |
| Waterloo        | 371          | 251                 | 120             | 24.0              |

**1985-86**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 184          | 171                 | 13              | 7.0               |
| Cedar Rapids    | 1,025        | 990                 | 35              | 3.4               |
| Council Bluffs  | 441          | 435                 | 6               | 1.4               |
| Davenport       | 551          | 514                 | 37              | 6.3               |
| Des Moines      | 890          | 799                 | 91              | 10.2              |
| Sioux City      | 198          | 193                 | 5               | 2.5               |
| Waterloo        | 314          | 247                 | 67              | 21.3              |

TABLE 4  
SPECIAL EDUCATION ENROLLMENTS  
1990-91

| District       |    | Total | Non-Minority | Minority | % Minority |
|----------------|----|-------|--------------|----------|------------|
| Burlington     | MD | 182   | 161          | 21       | 11.0       |
|                | BD | 61    | 57           | 4        | 6.5        |
|                | LD | 405   | 374          | 31       | 7.6        |
| Cedar Rapids   | MD | 352   | 296          | 56       | 16.0       |
|                | BD | 281   | 235          | 46       | 17.0       |
|                | LD | 1,008 | 891          | 117      | 16.0       |
| Council Bluffs | MD | 259   | 244          | 15       | 5.0        |
|                | BD | 211   | 197          | 14       | 6.0        |
|                | LD | 582   | 554          | 28       | 4.0        |
| Davenport      | MD | 411   | 265          | 146      | 35.5       |
|                | BD | 296   | 192          | 104      | 35.1       |
|                | LD | 914   | 652          | 262      | 28.6       |
| Des Moines     | MD | 1,043 | 811          | 232      | 22.2       |
|                | BD | 734   | 574          | 160      | 21.8       |
|                | LD | 1,318 | 1,079        | 239      | 18.8       |
| Sioux City     | MD | 225   | 193          | 32       | 14.2       |
|                | BD | 273   | 236          | 37       | 14.0       |
|                | LD | 1,024 | 856          | 168      | 16.4       |
| Waterloo       | MD | 253   | 166          | 87       | 34.3       |
|                | BD | 436   | 297          | 139      | 31.9       |
|                | LD | 585   | 448          | 137      | 23.4       |

1985-86

| District       |    | Total | Non-Minority | Minority | % Minority |
|----------------|----|-------|--------------|----------|------------|
| Burlington     | MD | 249   | 208          | 41       | 16.4       |
|                | BD | 62    | 59           | 3        | 4.8        |
|                | LD | 272   | 239          | 33       | 12.1       |
| Cedar Rapids   | MD | 388   | 352          | 36       | 9.2        |
|                | BD | 216   | 202          | 15       | 6.9        |
|                | LD | 698   | 637          | 61       | 8.7        |
| Council Bluffs | MD | 300   | 289          | 11       | 3.7        |
|                | BD | 146   | 139          | 7        | 4.8        |
|                | LD | 511   | 499          | 12       | 2.4        |
| Davenport      | MD | 490   | 329          | 161      | 33.0       |
|                | BD | 272   | 212          | 60       | 22.0       |
|                | LD | 849   | 662          | 187      | 22.0       |
| Des Moines     | MD | 1,038 | 796          | 242      | 23.3       |
|                | BD | 506   | 392          | 114      | 22.5       |
|                | LD | 1,017 | 850          | 167      | 16.4       |
| Sioux City     | MD | 314   | 276          | 38       | 12.0       |
|                | BD | 238   | 214          | 24       | 10.0       |
|                | LD | 818   | 735          | 83       | 10.0       |
| Waterloo       | MD | 301   | 204          | 97       | 32.2       |
|                | BD | 482   | 335          | 147      | 30.4       |
|                | LD | 519   | 386          | 133      | 25.6       |

TABLE 5

## SUSPENSION

1990-91

| District       | Total | Non-Minority | Minority | % Minority |
|----------------|-------|--------------|----------|------------|
| Burlington     | 924   | 786          | 138      | 14.9       |
| Cedar Rapids   | 1,155 | 973          | 182      | 15.7       |
| Council Bluffs | 439   | 406          | 33       | 7.5        |
| Davenport      | 502   | 305          | 197      | 39.2       |
| Des Moines     | 8,917 | 7,691        | 2,470    | 27.6       |
| Sioux City     | 914   | 711          | 203      | 22.2       |
| Waterloo       | 1,014 | 600          | 414      | 40.8       |

1985-86

| District       | Total | Non-Minority | Minority | % Minority |
|----------------|-------|--------------|----------|------------|
| Burlington     | 330   | 273          | 57       | 17.3       |
| Cedar Rapids   | 1,116 | 1,013        | 103      | 9.2        |
| Council Bluffs | 75    | 68           | 7        | 9.3        |
| Davenport      | 622   | 473          | 149      | 24.0       |
| Des Moines     | 3,740 | 2,547        | 1,193    | 31.9       |
| Sioux City     | 868   | 770          | 98       | 11.0       |
| Waterloo       | 937   | 564          | 367      | 39.2       |

**TABLE 6**  
**DROP-OUTS**  
**1990-91**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 55           | 52                  | 3               | 5.4               |
| Cedar Rapids    | 223          | 201                 | 22              | 9.9               |
| Council Bluffs  | 120          | 119                 | 1               | .8                |
| Davenport       | 444          | 297                 | 147             | 33.1              |
| Des Moines      | 454          | 350                 | 104             | 22.9              |
| Sioux City      | 175          | 136                 | 39              | 22.2              |
| Waterloo        | 349          | 253                 | 96              | 27.5              |

**1985-86**

| <b>District</b> | <b>Total</b> | <b>Non-Minority</b> | <b>Minority</b> | <b>% Minority</b> |
|-----------------|--------------|---------------------|-----------------|-------------------|
| Burlington      | 164          | 149                 | 15              | 9.1               |
| Cedar Rapids    | 282          | 266                 | 26              | 5.6               |
| Council Bluffs  | 135          | 132                 | 3               | 2.2               |
| Davenport       | 247          | 284                 | 63              | 18.0              |
| Des Moines      | 966          | 745                 | 221             | 22.9              |
| Sioux City      | 138          | 122                 | 16              | 11.6              |
| Waterloo        | 336          | 245                 | 91              | 27.1              |

**TABLE 7**  
**Districts with Building Enrollment Above**  
**State Board Guidelines**

1990-91

| District<br>% Minority  | Building<br>% Minority | Non-Minority<br>Enrollment | Minority<br>Enrollment | State Board<br>Guideline | % Over<br>Guideline |
|-------------------------|------------------------|----------------------------|------------------------|--------------------------|---------------------|
| <b>Davenport 22.1%</b>  |                        |                            |                        |                          |                     |
| Hoover Elementary       | 52.7%                  | 44                         | 49                     | 42.1                     | + 10.6%             |
| Jefferson Elementary    | 53.1%                  | 277                        | 313                    | 42.1                     | +11.0%              |
| <b>Des Moines 18.8%</b> |                        |                            |                        |                          |                     |
| Edmunds Elementary      | 39.5%                  | 247                        | 161                    | 38.8                     | + .7                |
| King Elementary         | 40.1                   | 194                        | 134                    | 38.8                     | +1.3                |
| Longfellow Elementary   | 45.2                   | 172                        | 142                    | 38.8                     | +6.4                |
| McKinley Elementary     | 43.4                   | 154                        | 118                    | 38.8                     | +4.6                |
| Moulton Elementary      | 40.4                   | 212                        | 144                    | 38.8                     | +1.6                |
| Alternative North       | 45.0                   | 27                         | 9                      | 38.8                     | +6.2                |
| <b>Sioux City 14.0%</b> |                        |                            |                        |                          |                     |
| Crescent Park           | 35.3                   | 258                        | 141                    | 34.0                     | +1.3                |
| Irving Elementary       | 46.9                   | 214                        | 189                    | 34.0                     | +12.9               |
| Everett Elementary      | 48.2                   | 154                        | 143                    | 34.0                     | +14.2               |
| <b>Waterloo 23.8%</b>   |                        |                            |                        |                          |                     |
| Grant Elementary        | 50.0                   | 152                        | 152                    | 43.8                     | +6.2                |
| Longfellow Elementary   | 52.8                   | 217                        | 243                    | 43.8                     | + 9.0               |
| McKinstry Elementary    | 71.1                   | 85                         | 209                    | 43.8                     | +27.3               |

\* The other three districts in this report had no buildings with minority populations over the 20% guideline.  
1985-86

| District<br>% Minority   | Building<br>% Minority | Non-Minority<br>% Minority | Minority<br>Enrollment | State Board<br>Guideline | % Over<br>Guideline |
|--------------------------|------------------------|----------------------------|------------------------|--------------------------|---------------------|
| <b>Davenport 17.8%</b>   |                        |                            |                        |                          |                     |
| Hoover Elementary        | 39.0                   | 86                         | 55                     | 37.8                     | +1.2%               |
| Jefferson Elementary     | 44.4                   | 375                        | 299                    |                          | +6.6%               |
| <b>Des Moines 18.0%</b>  |                        |                            |                        |                          |                     |
| King/Perkins Elementary  | 39.3                   | Not Available              | Not Available          | 38.0                     | +1.3                |
| Edmunds Elementary       | 46.4                   | Not Available              | Not Available          | 38.0                     | +8.4                |
| <b>Sioux City 8.10 %</b> |                        |                            |                        |                          |                     |
| Webster Elementary       | 24.7                   | Not Available              | Not Available          | 28.1                     | -3.4                |
| Everett Elementary       | 23.2                   | Not Available              | Not Available          | 28.1                     | -4.9                |
| Irving Elementary        | 27.8                   | Not Available              | Not Available          | 28.1                     | -.3                 |
| Hunt Elementary          | 25.4                   | Not Available              | Not Available          | 28.1                     | -2.7                |
| <b>Waterloo - 20.5%</b>  |                        |                            |                        |                          |                     |
| Grant Elementary         | 46.4                   | Not Available              | Not Available          | 40.5                     | +5.9                |
| Greenbrier Elementary    | 42.2                   | Not Available              | Not Available          | 40.5                     | +1.7                |
| Kreig Elementary         | 48.2                   | Not Available              | Not Available          | 40.5                     | +7.7                |
| Lincoln Elementary       | 43.1                   | Not Available              | Not Available          | 40.5                     | +2.6                |
| Longfellow Elementary    | 43.6                   | Not Available              | Not Available          | 40.5                     | +3.1                |
| Roosevelt Elementary     | 45.2                   | Not Available              | Not Available          | 40.5                     | +4.7                |

## Summary of Tables

### Enrollment Table 1.

The seven districts reviewed and included in this report are Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Sioux City, and Waterloo. The combined enrollment of these districts for the 1990-91 school year was 107,803, representing 22.3% of the total public enrollment of the states 483,412 students. They enrolled 17,167 or 61.5% of the state public enrollment of ethnically diverse students. The median minority enrollment is 15.9% for the seven districts recorded in this report. The enrollment has been fairly stable with a combined loss of student enrollment of .6% or 725 students over the five year period. Minority enrollment showed an increase of 14.0% over the five year period of time. Said another way, general enrollment dropped by 725 students but there was an additional enrollment increase of 2,378 minority students.

Comment: Apparently, the major population loss of majority students has been offset by the large increase in minority student enrollment. The Department will in 1993, request open enrollment data based on gender and ethnicity this may give some indications as to how it has/is affecting enrollment in local districts.

### Staffing Pattern Table 2.

The seven districts have the same percentage of minority certified staff 4.3% or (308) as they did five years ago. However, there was a considerable increase in classified staff from 323 to 515 or from 6.6% to 10.6%. There is one additional administrator over the period resulting in a .3% net increase in the minority representation on the staffs. Overall, in terms of total enrollment and staffing, there has been little change.

### Gifted Programs Table 3.

Apparently, the change in regulations which had previously limited gifted enrollment to 3% of a district's total student population resulted in considerable increases in the number of students served by such programs. Overall, enrollment in gifted programs in the districts had a combined increase of 89% from 3,603 to 6,815. At the same time, minority enrollment had a 170% net increase from 254 to 686. Minority students made up 10.1% of the gifted enrollment of the seven districts. That is still 5.8% lower than the general minority enrollment of the districts.

### Special Education Table 4

While general student enrollment dropped by 1.4%, the Special Education enrollment increased by 1.2%. In 1985-86, Special Education enrollment made up 8.9% of the total, by 1990-91, it made up 10.1% of total enrollment, minority enrollment in Special Education also increased from 17.3% to 19.1% of that total.



**Comment:** The Department has expressed concern to several districts regarding high enrollment of minority students in Special Education programs. Minority proportional enrollment has been twice as high as that of non-minority students. In at least two districts, when figures are disaggregated, they clearly show that African American males are preponderantly represented in categories of BD and LD Programs. Hopefully, through the Special Education RSDS (Renewed Service Delivery System) fewer students will be served in the aforementioned categories and more services provided in regular classroom programs.

#### **Suspension Rates Table 5.**

Suspensions increased from 7,688 in the seven districts to 13,865 or an increase of 45%. During the same period, minority student suspensions increased by 46%. Actually the percentage of minority and majority students being suspended have paralleled in terms of increase. While suspended minority percentage increase of total suspensions went from 25.7% to 26.2% or .5%, that is still 10.8% greater than their percentage in the general student enrollment. Though it is reasonable to expect that increases in enrollment will reflect increases in the number of suspensions, three districts saw their minority suspension rates decrease while four districts had increases ranging from 1.6% to 15.2% over the five year period.

#### **Drop-outs Table 6.**

The number of students who dropped out of school decreased from 2,268 to 1,820 or 20%. However, the number of minority students who dropped out decreased from 435 to 412 but the percentage of total drop-outs increased from 19.2 to 22.6 or 3.4%. Interestingly, the two districts with the greatest increases in suspension of minority students also had the greatest increase in minority students who dropped out of school. One might speculate that the advent of Alternative Education Programs and At-Risk programs has been a great influence in decreasing the number of drop-outs by 448 students.

#### **Building Enrollment Patterns Table 7.**

Five years ago three of the seven districts were, above state guidelines (20% minority population above the districts minority enrollment), with a total of ten buildings involved, one year ago there were four districts with a total of 14 buildings above the guidelines. Buildings over the guidelines tend to be so to a greater extent than they were five years ago. Specifically, Davenport had two buildings above the guidelines in 1985-86 and the same two buildings are still above the guidelines. In 1985-86 Des Moines had two buildings above the guidelines but now has six. Sioux City had no buildings above the guidelines in 1985-86 but now has three that are above. Waterloo has decreased the number of buildings over the guidelines from six to three but in those three, there were percentage increases above the previous levels.