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EDUCATIONAL EQUITY STATUS REPORT 1992-93 SCHOOL YEAR

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STATE BOARD OF EDUCATION
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by

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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, religion, creed, gender, age, or disability in its employment practices or programs.

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

SUMMARY

This Educational Equity Status Report is based on information gathered in one of three ways. The bulk of the information for this report was gathered during Educational Equity On-site Review visits to twenty nine educational agencies. Included were (27) school districts, one area education agency and one community college. Other data and information was gathered in technical assistance and monitoring visits to the twelve school districts in Iowa where racial integration is an issue. The last source of information was the Basic Educational Data System (BEDS).

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

Multicultural, Nonsexist Education

The component of the report on multicultural, nonsexist education includes information related to school board nondiscrimination policies, multicultural, nonsexist education plans, infusion of multicultural, nonsexist concepts into written curriculum guides, educational equity coordinators, civil rights grievance procedures, library/media programs and guidance programs. Sixteen of the agencies reviewed were generally making significant progress in complying with federal and state requirements in these areas. Thirteen educational agencies had significant areas of noncompliance.

Employment & Affirmative Action

The employment component of the report includes four topical areas. They are school board employment policies, affirmative action plans, membership on advisory committees, and staff evaluation. Approximately twenty three agencies were complying with standards and six agencies had significant compliance problems. This may be somewhat misleading, because most of those districts that are in paper compliance, have low numbers of women in school administration and low numbers of employees from diverse racial/ethnic groups in all job categories. This is a major concern statewide.

Attendance Center Integration and Physical Accessibility

In state-wide terms racial isolation, gender segregation or disability related segregation at the building level is not a major issue. None of the twenty-nine agencies reviewed were cited in these areas. Racial isolation in attendance centers is still a major issue in five (5) Iowa districts. They are the Sioux City, Waterloo, Des Moines, Davenport and Muscatine school districts. Parts of this report specifically speak to issues in those and other integrating school districts.

Physical accessibility of educational facilities to persons with disabilities is a major concern in Iowa. Eleven of the agencies reviewed were in general compliance with this federal and state requirement, but eighteen agencies were in noncompliance. Physical inaccessibility is a major problem in smaller, rural Iowa school districts with enrollments of fewer than five hundred students, maintaining K-12 facilities built prior to 1973.

Program Integration and Accessibility

This component of the report includes disaggregation of data, program/course/activity enrollments, talented and gifted programs, special education, and language services to Limited English Proficiency Students. Seventeen of the educational agencies reviewed were taking significant action to integrate both males and females, students from diverse racial/ethnic groups and students with disabilities into all of their programs, courses and activities. Twelve of the agencies reviewed had significant compliance problems in this area. Gender isolation is still pervasive in vocational education programs in school districts and community colleges. This is particularly true in courses related to industrial technology. Racial isolation is a concern in Gifted Programs, enrollments in upper level courses and participation in extracurricular activities.

Student Achievement

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

This area presents more concerns than the above numbers might suggest. Those districts that were providing Equity Review Teams with data disaggregated by race/national origin, gender and disability, often were doing so manually, and had not built those factors into their computerized system. Very few agencies were requesting that their ITEDS and ITBS test data be disaggregated by race and gender. This would lead us to the conclusion that this data is not routinely scrutinized in most local school improvement efforts.

Sexual harassment of staff or students and harassment based upon their race, national origin, gender, religion and disability are being reported at increasing rates. Ten of the educational agencies reviewed were cited for not taking steps to prevent such harassment. The efforts of the other nineteen agencies to prevent harassment had major weaknesses and often included employees only.

Technical Assistance

The Department of Education receives a grant from the United States Office of Education under Title IV of the Civil Rights Act to provide leadership and technical assistance for educational agencies on race, national origin and gender equity issues in programs and employment. This grant funds salaries and activities of five staff members. This includes an Educational Equity Team Leader, a Race Equity Consultant, a Gender Equity Consultant, a National Origin (Language) Equity Consultant and one Secretary. The Educational Equity Staff spend approximately 25% of their time in monitoring activities and the other seventy five (75%) per cent in providing technical assistance. A summary of the technical assistance activities during the 1992-93 school year are found in this report.

Key Issues Needing Study And Action

A number of statewide concerns related to equal educational opportunities have been identified. The first is the need to better prepare Iowa educators for working with diverse populations of students, and for using cultural and gender inclusive approaches in their schools and classrooms. The second area of concern is the need for the state and local schools to be more proactive in taking steps to prevent harassment of staff and students. The third concern is the need to set future direction for the state's schools related to school integration and general issues related to the education of African American, Hispanic American, Asian American and American Indian students. The fourth major concern is the growing gap between the numbers of racially diverse students and the numbers of racially diverse employees in schools across the state, as well as the large gap between the number of male and female school administrators. The last concern is the need to get more schools in the state to disaggregate their educational data on the basis of race, gender and disability so that educational equity becomes an integral part of local needs assessments and school improvement efforts.

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A. INTRODUCTION

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

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

STATEMENT OF PURPOSE

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

- 1) Collecting and analyzing civil rights related data;
- 2) Conducting periodic on-site reviews;
- 3) Providing technical assistance through the on-site review visit, follow-up activities and regional workshops and training.
- 4) Reporting annually to the United State Office of Civil Rights.

EDUCATIONAL EQUITY REVIEW - THE PROCESS

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

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

The on-site visits to School Districts are conducted by a team of two to five Department staff depending on the size of the agency to be visited. This is a Department wide effort coordinated through the Bureau of School Administration and Accreditation. Staff members from all the divisions and nearly all the bureaus of the Department are involved as team leaders or team members. All team leaders and team members are provided training each year. This training is provided by the Equity Staff within the Bureau of School Administration and Accreditation.

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

AREA EDUCATION AGENCIES

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

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

COMMUNITY COLLEGES

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

EDUCATIONAL EQUITY TECHNICAL ASSISTANCE - THE PROCESS

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

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

This past year approximately two hundred and fifty school districts requested assistance. Given the number of districts involved it has become virtually impossible to serve all of them individually. For this reason there has been an emphasis on getting greater AEA involvement in providing civil rights related technical assistance, as well as greater emphasis on Training of Trainers workshops to increase statewide training capacities. A summary of the technical assistance activities conducted during the course of the 1992-93 school year is included in this report.

Format of the Report

This report summarizes the findings of the twenty nine Educational Equity Reviews conducted during the 1992-93 school year, as well as the thirty-seven follow-up visits to school districts, area education agencies and community colleges that had reviews during the 1991-92 school year. A list of the educational agencies that received on-site reviews can be found in Table 1 of the Appendix. Two of the eleven integrating school districts (South Tama & Iowa City) had on-site reviews during this past school year. Follow-up visits were made to four others (Fort Dodge, Mason City, Sioux City, and Waterloo). Technical assistance visits were made to the remainder of the integration school districts.

For each of the topical areas addressed in the body of this report, there will be a summary of the findings in all twenty-nine of the agencies reviewed. That will be followed by specific information related to the integrating school districts reviewed. The summaries will speak to commendations, areas of compliance and areas of non-compliance. Citations of noncompliance may be related to federal civil rights requirements such as Title IX (Gender Equity), Title VI of the 1964 Civil Right Act (Race Equity) and Section 504 of the Vocational Rehabilitation Act (Disability Equity) as well as state civil rights requirements and equity related components of the school standards.

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

B. MULTICULTURAL NONSEXIST EDUCATION

Table B-1: Board Policies on Nondiscrimination

| Commendation | Compliance with Concern | Noncompliance |
|--------------|-------------------------|---------------|
| 12 | 9 | 8 |

The Educational Equity Review Teams look at school board policies, when visiting on-site, to ascertain if the local school board is setting a positive environment for implementing educational programs free of discrimination. Policies are reviewed to see whether they cover the necessary protected classes (e.g., race, national origin, gender, disability, religion, age), and to determine if they cover both employment and programs. District handbooks are also scrutinized to see if the agency is disseminating the policy to parents, students and staff in their annual publications.

Twelve (12) of the twenty-nine (29) agencies visited during the 1992-93 school year were commended for the quality of their policies and their efforts to notify their communities about those policies. Nine (9) agencies were in compliance with both federal and state requirements, but had weaknesses in the process for which the teams raised concerns. In most instances the concerns were related to inconsistencies in communicating the policies to staff, students and parents. Nine (9) agencies were found to be in noncompliance with the requirements. In most instances they either had incomplete policies or they were not informing staff, parents and students about the policies.

Table B-2: Multicultural, Nonsexist Education Plans

| Commendations | Compliance With Concern | Noncompliance |
|---------------|-------------------------|---------------|
| 6 | 7 | 16 |

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

Six (6) agencies were commended for the quality of their multicultural, nonsexist education plans and their commitment to their plans. Seven (7) districts' plans had the necessary components, but had weaknesses over which concerns were raised. Sixteen (16) agencies were in noncompliance because their plans did not contain the necessary components or their plans were not being implemented. The most frequent reasons for findings of noncompliance were a lack of specific objectives for all program areas, no description or documentation of the staff development provided, or no description of the process for curriculum infusion.

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

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 9 | 7 | 13 |

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

Nine (9) of the local education agencies visited were commended for the leadership they were providing in the infusion process. Written curriculum in these districts reflected multicultural, nonsexist concepts. Seven (7) other districts were in compliance with the requirement, but concerns were raised about one or more weaknesses. Thirteen (13) agencies were in non-compliance with the requirement and written curriculum did not consistently reflect multicultural, nonsexist concepts. This does not mean that there were no efforts in these districts, only that their efforts were not achieving effective results.

Table B-4: Educational Equity Coordinator

| Commendation | Compliance With Concerns | Noncompliance |
|---------------------|---------------------------------|----------------------|
| 11 | 7 | 13 |

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

Eleven (11) agencies were commended for having actively functioning coordinators who were keeping staff focused on the implementation of equity related objectives. These coordinators were proactive in implementing inclusive approaches to programming and steps to prevent inequities from occurring. Seven (7) other agencies were in compliance with the requirement, but the coordinators were more reactive than proactive. Thirteen agencies were in noncompliance. In these agencies the designation was in name only with little activity actually occurring. The responsibilities of the coordinator were not clearly spelled out and they were not being held accountable for functioning.

Table B-5: Civil Rights Grievance Procedures

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 7 | 4 | 18 |

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

Seven (7) of the agencies reviewed were commended for having strong grievance procedures in place, which were actually being used. Clients and employees felt that concerns about discrimination and bias were taken seriously. Four (4) agencies were in compliance with this requirement, but had weaknesses in their methods for notifying parents, staff, students and applicants for employment about the procedures. Eighteen (18) agencies were in noncompliance with the requirement. In most instances these districts had grievance procedures, but they were not notifying constituents about the procedure. In these districts the grievance procedures were seldom used.

Table B-6: Media Programs

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 10 | 6 | 13 |

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

Ten (10) agencies were commended for maintaining strong media programs and curriculum which reflected diversity and were inclusive of equity concepts. Six (6) agencies were found to be in compliance although concerns were raised regarding weaknesses in their programs. Thirteen (13) agencies were found to be in noncompliance. They either did not include equity criteria in their material selection policies, did not have a K-12 written media curriculum which reflected multicultural, nonsexist concepts or did not reflect diversity in their media collections.

Table B-7: Guidance Programs

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 5 | 9 | 15 |

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

Five (5) agencies were commended for maintaining guidance programs which helped students reduce their stereotypes of themselves and others. These districts had a K-12 Guidance curriculum which was inclusive of diversity, regularly reviewed enrollments in courses and programs to see if all students were getting involved, and regularly reviewed guidance policies and practices when gender typed or racially isolated enrollment patterns were identified. Nine (9) agencies met the requirements, but had weaknesses for which concerns were raised. Fifteen (15) agencies were cited for not being in compliance with the requirements. In most instances the citations were for two reasons. Either the agency guidance programs were not disaggregating basic data to determine where patterns of segregation were emerging, or they were not reviewing their policies and practices when such patterns were discovered.

C. DIVERSE ROLE MODELS: EMPLOYMENT AND AFFIRMATIVE ACTION

Table C-1: Board Employment Policies

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 11 | 12 | 6 |

School boards set the climate for the implementation of open and fair employment practices. These policies either reflect their concern for the provision of diverse role models for students or a lack of that concern. Both federal and state laws require that school boards adopt non-discrimination policies for employment and inform employees and applicants for employment of that policy.

Eleven (11) agencies had strong board policies on non-discrimination in employment which also included statements related to sexual harassment. They were regularly informing the community of these policies through student, staff and parent newsletters. Twelve agencies (12) were in compliance with the requirement, but had weaknesses in their notification process, or did not speak clearly on the issue of harassment in the work place. Six (6) agencies were in noncompliance. In most instances they had a board adopted policy, but they were not regularly notifying employees and applicants for employment about the policy.

Table C-2: Affirmative Action Plans

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 1 | 14 | 14 |

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

One (1) agency was commended on the quality of its affirmative action plan and its efforts to diversify its work-force. Fourteen (14) agencies had adopted acceptable affirmative action plans, but exhibited weaknesses in their efforts to implement the plan. Fourteen (14) agencies were cited for having inadequate affirmative action plans. The most common deficiencies in these plans were: (1) lack of training for supervisory employees on implementing equal employment opportunity and affirmative action plans, (2) lack of numerical hiring goals for specific job categories and (3) lack of documentation of a self-evaluation of current employment practices.

Under-representation of women in administration, men in elementary teaching positions, and persons from diverse racial/ethnic groups in both certified and classified positions is pervasive statewide. It appears that factors that contribute to this lack of diversity are the declining enrollment trends over the past ten years, and collective bargaining agreements with over-emphasis on seniority, which often place the security of current staff over the needs of students. These factors tend to jeopardize the jobs of female administrators and minority employees who often tend to be lower on the tenure list. The increase in numbers of students from diverse racial/ethnic backgrounds coupled with the lack of racial/ethnic diversity on staff is creating severe problems in a number of school districts in Iowa. Table 3 in the appendix shows statewide employment trends by race and gender.

Table: C-3: Advisory Committee Membership

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 19 | 7 | 2 |

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

Nineteen (19) agencies were commended for having diversity and gender balance reflected on its advisory committees. Seven agencies were in compliance with requirements, but concerns were raised about the districts support and coordination of advisory committee activities. Two agencies were cited for non-compliance because they reflected little diversity on their advisory committees.

Table C-4: Staff Evaluation

| Commendation | Compliance With Concerns | Noncompliance |
|---------------------|---------------------------------|----------------------|
| 1 | 28 | 0 |

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

Iowa schools are required to establish a system for evaluating their employees. However the law does not specify what criteria will be used in the evaluation process. For this reason the number of agencies in the noncompliance column above is zero (0). However only one agency reviewed received a commendation for visibly including equity criteria in the evaluation of its employees. Concerns were raised in twenty-eight (28) agencies over the lack of equity criteria in staff evaluation procedures. This would appear to be one key reason why some multicultural, nonsexist education/equity plans are not translated into action.

D. ATTENDANCE CENTER INTEGRATION AND PHYSICAL ACCESSIBILITY

None of the twenty-nine educational agencies reviewed during the 1992-93 school year operated attendance centers with racially isolated enrollments (20% above the district-wide percentage of African American, Hispanic American, Asian American and American Indian students). For a list of school districts still maintaining racially isolated attendance centers please see Appendix Table 7.

Two integrating school districts were reviewed. They were the South Tama and Iowa City Community School Districts. The Meskwakie Tribe operates a K-8 Sac & Fox School on their Tama Settlement and it is not part of the South Tama Community School District. The Tribe operates the school under a contract with the United States Bureau of Indian Affairs and it is exempted from federal and state integration requirements and guidelines. The Iowa City Community School District maintained a racially isolated attendance center during the mid 1980s. In the 1989-90 school year the district took affirmative steps which eliminated the racial isolation at this attendance center and which served to prevent future isolation from developing. More specific information on the reviews in South Tama and Iowa City are included in the section of this report related to integrating school districts.

Similarly none of the twenty-nine education agencies reviewed operated buildings that were gender segregated or that served only students with disabilities.

Table D-1: Physical Accessibility

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 7 | 4 | 18 |

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

During the 1992-93 educational equity review visits, seven (7) agencies were commended for the actions they had taken to make their facilities and programs accessible. Four (4) agencies were in compliance with the requirements, but had weaknesses in their delivery system. Eighteen (18) agencies still maintained facilities with physical barriers with no written plan for making their programs, activities and services accessible. Physical inaccessibility is a major problem in smaller, rural Iowa school districts with enrollments of fewer than 500 students maintaining K-12 physical facilities built prior to 1973.

E. PROGRAM INTEGRATION AND ACCESSIBILITY

Table E-1: Data Collection

| Commendation | Compliance With Concerns | Noncompliance |
|--------------|--------------------------|---------------|
| 0 | 12 | 17 |

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

None of the agencies visited during the 1992-93 school year received commendations for the way they were collecting and reviewing disaggregated data. Twelve (12) districts were regularly reviewing disaggregated data, however these districts often had not built these factors into their computer systems. This meant the process was more tedious than need be, and provided little guarantee that the reviews were being institutionalized. Seventeen (17) agencies were cited for not regularly collecting or analyzing data in a disaggregated fashion.

E-2: Integration in Programs, Courses and Activities

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

E-3: Racial Integration

| Commendations | Compliance With Concern | Noncompliance |
|---------------|-------------------------|---------------|
| 2 | 23 | 4 |

Two (2) agencies received commendations for their efforts for integrating students from diverse racial/ethnic groups into programs, courses and activities. Twenty-three (23) agencies were in compliance with the requirements, or racial isolation in programs was not an issue because the number of students from diverse racial/ethnic groups were so low. Four Agencies were cited for racial segregation in one or more programs. These citations were in the areas of talented and gifted programs, enrollments in upper level courses, and involvement in extra-curricular activities.

Table E-4: Gender Integration

| Commendation | Compliance With Concern | Noncompliance |
|--------------|-------------------------|---------------|
| 7 | 5 | 17 |

Seven (7) agencies were commended for their efforts to integrate both males and females into all their programs, courses and activities. Five agencies were in compliance with Title IX requirements, but still had gender typed enrollments in some programs. Seventeen (17) agencies were cited for noncompliance because they had sex segregated enrollments in one or more program areas and they had not reviewed their policies and practices to see if they were contributing to the segregation, nor had they taken steps to target program information at those students who have not historically been involved.

Gender segregation is pervasive in vocational education programs across the state of Iowa, especially in the area of Industrial technology programs and courses. Other program areas cited were Agricultural Education, Business Education, Health Occupations, Music/Chorus, Foreign Language, Upper Level and Advanced Mathematics and Behavioral Disability programs within Special Education. Tables 13 - 19 in the Appendix show course enrollments by gender in some of the above areas.

On the other hand there is some good news in that there was an increase in the number of districts commended for their efforts toward gender integration from the number commended during the 1991-92 school year.

Table E-5: Disability Integration

| Commendation | Compliance With Concern | Noncompliance |
|--------------|-------------------------|---------------|
| 14 | 13 | 2 |

Fourteen (14) of the agencies reviewed were commended on their efforts to integrate students with disabilities into all programs, courses and activities. Thirteen (13) agencies were found to be in compliance with disability integration standards, but received recommendations for strengthening their efforts. Concerns were often related to the lack of involvement of students with disabilities in extra-curricular programs. Two (2) districts were cited for disability segregation which did not meet the least restrictive environment standard.

Table E-6: Talented and Gifted Programs

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 1 | 20 | 8 |

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

One (1) agency reviewed was commended for its efforts to include students from diverse groups in its gifted programs. Twenty (20) other agencies were in compliance with the requirement, but received recommendations for broadening accessibility to, or strengthening their program. Eight (8) agencies were cited for noncompliance. In most instances they were not using multiple criteria for identifying gifted students and were over relying on test data. They were not implementing strategies for including students from diverse groups into their programs.

Table E-7: Special Education

| Commendations | Compliance with concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 14 | 13 | 2 |

Fourteen (14) educational agencies were commended for their efforts to equitably serve all students in their special education programs. Thirteen (13) agencies were found to be in compliance with nondiscrimination standards, but concerns were raised primarily about gender typed enrollments in behavioral and mental disability programs. In many instances this involved an almost 3:1 ratio of boys to girls in these programs. Two (2) agencies reviewed were cited for noncompliance, one for gender segregated programs and one for racially segregated programs.

Table E-8: Language Services to Limited English proficiency Students

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 2 | 4 | 23 |

Both federal and state legislation requires school districts to provide language assistance to students whose primary language is one other than English. All districts are required to identify the home (primary) language of students when they first enter the school district. If the student's home language is one other than English, the district is required to measure the student's oral and written language proficiency to ensure that the student has the English skills necessary to successfully function in the classroom. If the language assessment tests administered determine that the student needs language assistance, the district is required to provide needed English language assistance and support services. These programs could take one of several forms including bilingual education, English as a Second Language and language tutoring services. Once the program is established, criteria for exiting the program must be established and evaluation criteria developed. Table 4 of the Appendix lists the number of Limited English Proficiency Students currently served and their primary language backgrounds.

Two (2) of the educational agencies visited were commended for their programs for providing language assistance to Limited English Proficiency Students. Four (4) other agencies were in compliance with the requirements, but had concerns raised about weaknesses in their services. Twenty-three (23) agencies were cited for not taking the necessary steps to adequately provide language assistance to these students. The primary reason for the citations were that most of these districts were not identifying the home language of the students upon their admission to the school district. A few school districts were not doing the necessary language proficiency testing after they knew that students came from homes where the primary language was one other than English. Many of these districts were providing some language assistance to some students, but it often began after the students experienced problems and failure for a significant period of time or, they were not serving all the students that had needs.

Table E-9: Extracurricular Activities

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 1 | 22 | 6 |

Just as integration is an issue for the classroom, so it is also an issue for extracurricular activities as well. We have found that a very powerful indicator of how comfortable students feel about collaborating with students of the other gender, persons from other racial/ethnic groups and persons with disabilities is the degree to which diverse racial/ethnic groups, both males and females and students with disabilities are involved together in extracurricular activities.

An issue closely related to extracurricular activities is the one of athletic team mascots which are stereotyped in nature or which reinforce negative stereotypes about groups of people. In Iowa this most often takes one of two forms. The first is the use of American Indian related names and mascots and the second is with the use of the confederate flag as an athletic logo.

One (1) educational agency was commended for its effective involvement of all groups of students in its extracurricular programs. Twenty-two (22) agencies were in compliance with the law, but often had weaknesses in the way they disseminated information to students about extracurricular opportunities. Six (6) agencies were cited for maintaining segregated extracurricular activities. The areas cited included chorus, cheerleading, drill teams, and Future Farmers of America. Four of the districts were cited for gender segregation and two districts were cited for both racial and disability segregation. Three districts were cited for maintaining athletic mascots that reinforced student stereotypes of a racial/ethnic group or which were offensive to an ethnic group.

F. STUDENT ACHIEVEMENT

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

Table F-1: Standardized Achievement Tests

| Commendation | Compliance With Concern | Noncompliance |
|--------------|-------------------------|---------------|
| 0 | 12 | 17 |

This is an area where the Department of Education is just beginning to collect data. Educational agencies are wary about how the information will be used and often reluctant to collect or release the data in a disaggregated format. No educational agencies visited received commendations for collecting, analyzing and reporting student achievement data in a disaggregated fashion. Twelve (12) educational agencies were just beginning to request that the testing services report their standardized achievement test results back to them on this basis. Seventeen (17) agencies were cited for not collecting, analyzing or reporting achievement on a disaggregated basis.

Table F-2: Suspensions and Expulsions

| Commendation | Compliance with Concerns | Noncompliance |
|--------------|--------------------------|---------------|
| 2 | 26 | 1 |

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

Two (2) agencies were commended for their efforts to develop unbiased discipline systems and for suspension rates which reflected equitably the student population of their school district. Twenty-six (26) agencies were found to be in compliance with non-discrimination requirements, but concerns were raised because there were still significant disparities between the suspension rates of male and female students and students from

diverse racial/ethnic groups. Another common weakness was that student discipline codes did not speak to the issue of student intolerance toward one another based upon their race, gender, disability or religion. One (1) agency was cited for having disparate rates of suspension for students based upon race, gender and disability, without having taken significant steps to review policies and practices to see if they may be contributing to the disparity, and without taking steps to intervene in a preventative way.

Table F-3: Dropout Rates

| Commendations | Compliance with Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 0 | 28 | 1 |

Twenty-eight (28) of the agencies were found to be in compliance with non-discrimination standards. One (1) agency was cited for disparate dropout rates based upon race. Stateside dropout statistics are shown in Table 5 of the Appendix.

Table F4: Scholarship and Awards

| Commendations | Compliance With Concerns | Noncompliance |
|---------------|--------------------------|---------------|
| 5 | 24 | 0 |

It is generally a good sign when the students in an educational agency who receive awards and scholarships reflect the demographic makeup of the school as a whole. For this reason Equity Review Teams scrutinize the lists of such awards given out in the year previous to the visit. Five (5) of the agencies reviewed were commended for recognizing excellence in students from diverse racial/ethnic groups as well as both males and females. Twenty-four (24) agencies were in compliance with equity requirements, but received recommendations on how they might be more inclusive. No agencies were cited for noncompliance in this area.

Table F-5: Enrollment in Upper Level Courses

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 1 | 26 | 2 |

One (1) agency reviewed was commended for its efforts to involve all their students in more advanced upper level courses in mathematics, science, language arts and social studies. Twenty-six (26) agencies were found to be in compliance with non-discrimination requirements, but received recommendations on how they might be more inclusive. Two (2) agencies were cited for segregation in those programs based on race or gender.

Table F-6: Harassment of Staff and Students

| Commendations | Compliance With Concerns | Noncompliance |
|----------------------|---------------------------------|----------------------|
| 0 | 20 | 9 |

Sexual Harassment of Staff or students and harassment based upon their race, national origin, disability, gender, or religion has been ruled a form of discrimination by the Supreme Court. This includes harassment by administrators, fellow employees or students. There have been several highly visible incidents of hate crimes and harassment in Iowa schools over the past three years. Over the past year Department Equity Staff have received more requests for assistance, information and training on this topic than any other.

No agencies visited received commendations for their proactive efforts to prevent harassment. Twenty (20) agencies had some form of board policy on harassment, but the Equity Review Teams raised concerns about limitations in these policies and how they were being implemented. Nine (9) agencies were cited for having no policies related to harassment or no proactive steps for preventing harassment.

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

G. ON-SITE REVIEWS IN INTEGRATING SCHOOL DISTRICTS

G-1: Iowa City Community School District

During the on-site visit to the Iowa City Community School District the following strengths were noted:

STRENGTHS

1. Students with Special Needs have appropriate Individual Education Plans and the programs do not disproportionately enroll African American, Hispanic American, Asian American or American Indian students.
2. Integration in classrooms based upon race and gender is evident in both academic programs and extracurricular activities.
3. Multicultural education concepts are incorporated in the instructional process and activities are well-planned and coordinated by District personnel.
4. There is a plan with procedures for addressing the needs of At-Risk students as well as homeless children and youth.
5. Health services for students are well coordinated with other community agencies to better serve students and their families.
6. Physical Education programs are well integrated on the basis of race/national origin, gender and disability.
7. Students at the high school level, concerned about multicultural issues formed a group S.A.I.D. (Students Against Intolerance and Discrimination) to provide a forum for discussion and dialogue.
8. There has been action taken on one of the concerns of the Review Team in that the position of the Equity Coordinator has been expanded to a full-time position.

CONCERNS

At the time of the Educational Equity Review, there were some areas of concern to which the District needs to give more attention. They were the following:

1. Vocational educational programs did not demonstrate proportional enrollment on the basis of gender and ethnic origin as did other programs of the district. This was also the case with placement in non-traditional occupational work experience.

2. While there has been some sensitivity training for staff, there are on-going concerns about student and staff allegations of harassment based upon race and gender. There were also concerns raised about lack of district and Iowa City Education Association support for African American, Hispanic American, Asian American and American Indian staff members.

3. There is a need for more detailed follow-up information of graduates as a way to provide better counseling to students currently enrolled. This follow-up data must be disaggregated by race, national origin, gender and disability.

4. While the District has one of the more diversified student populations in the state, its staff, both certified and support is one of the least diversified of the urban districts. However, the District has recently entered a consortium arrangement with other districts to pool recruiting resources in an effort to provide more diversity of staff.

5. While some advisory committees of the District have adequate representation from diverse backgrounds, others do not. The District must put standards and practices in place to insure that all diverse racial cultural groups, both men and women and persons with disabilities are included on district and building level committees.

COMPLIANCE ISSUES

The District was asked to submit a Voluntary Compliance Plan which would address each of the following concerns:

1. Routinely collect and disaggregate student data on the basis of disability, gender and race/national origin.

2. Provide a procedure for holding test makers providing the district with standardized tests accountable for assuring that bias based on race and gender has been eliminated from their testing procedures.

3. Develop an accessibility plan for buildings with architectural barriers to persons who may be mobility impaired (Section 504). This plan should document which buildings and parts of buildings are inaccessible and how the programs in those areas are currently being made accessible to staff, students and parents.

4. Review and update the following policies to assure full compliance with the law and standards. These include Notice of Non-discrimination, Grievance Procedure and Textbook Adoption.

The District has been most cooperative and has shown commitment to address the concerns and recommendations of the Department. Overall, the Review was a very positive experience for the Equity Review Team and the School District.

G-2: South Tama Community School District

During the Department's review of the South Tama School District the following strengths were identified:

STRENGTHS

1. A dedicated and concerned staff.
2. Excellent programming for students with special needs.
3. Multicultural education is being implemented through written curriculum, advisory committee input and textbook adoptions.
4. The PEP Program and Partnership Program are both designed to meet the needs of at-risk students and are having impact on the students served.

CONCERNS

Some of the major concerns communicated to the District by the Equity Review Team included the following:

1. A high suspension rate for American Indian students, which was about three (3) times the rate of their enrollment.
2. Cross-cultural sensitivity training is needed for staff.
3. Given the growing diversity of the District's population, more attention should be paid to including multicultural media materials in the district's media centers.
4. Greater encouragement and higher expectations in academic achievement for Hispanic American, American Indian, and African American students need to be a focal point of the counseling and teaching process. A large number of graduates from those groups are doing less well in achieving success and many are not adequately prepared for post-secondary education options.

COMPLIANCE ISSUES

A concern of the Equity Review Team was the lack of diversity among the employees of the district. Data provided to the Department show that while the enrollment of students of non-European American backgrounds make up 17% of the enrollment, the staff is a mere .37% non-European American background. Role models are important for all the students enrolled in the District.

The District was asked to develop a Voluntary Compliance Plan for the following issues addressed in the Review:

1. Assurance that standardized tests are reviewed for gender and racial biases and information provided to the staff prior to the administering of such tests.
2. The development of a system for routinely collecting and disaggregating student data on the basis of race/national origin, gender and disability.
3. Provision of access to buildings with architectural barriers (Section 504) for persons who may use wheelchairs.
4. Requiring that the District's policy of Non-discrimination extends to and is abided by when cooperative work and on-the-job training is provided to students by outside agencies.
5. Development of coordinated services for the seventy seven (77) students identified as needing English as a Second Language or Bilingual education services.
6. Developing procedures for serving children and youth who are identified as homeless.

Since the review, two other concerns have surfaced in the District. First, due to a reduction in staff, the Equity Coordinator, has left the District. It is the Department's recommendation that the responsibility be appropriately assigned as soon as possible. There is a growing diversity in the student population and the number of equity issues continue to increase. Secondly, there is a need to forge a better working relationship with the Sac/Fox Settlement School so that some joint planning can be facilitated. This would serve as a way to develop better transitioning for students who leave the Settlement School and enroll in the District's education program.

The strengths, concerns, recommendations, and issues for which a Plan of Action must be developed have been shared with the District and follow-up contacts will be made to assist with and monitor progress toward addressing the concerns pointed out during the on-site review.

H. FOLLOW-UP VISITS 1992-93

State-wide

In addition to the On-site Reviews conducted during the 1992-93 school year, thirty-seven follow-up visits were made to educational agencies which had their on-site reviews during the 1991-92 school year. Each team leader reports back to the Educational Equity Review Coordinator on the progress agencies have made in implementing their Voluntary Compliance Plans. Of the districts visited five (5) agencies have completely implemented their plans. The remaining agencies have been visited and will receive letters outlining the areas of their plan that still remain to be completed, what needs to be done to complete them, and a date by which they should be completed. This process is running behind schedule because of a current vacancy in the Educational Equity Review Coordinator position. Some of those duties were handled by part-time contract employee for a three month period.

Of the thirty seven (37) agencies, approximately thirty two have implemented a major portion of their voluntary compliance plans. There were five agencies that are not making satisfactory progress and whose files will not be closed until next year.

H-1: Sioux City Community School District

There has been a steady increase in racial isolation and its accompanying inequities within the Sioux City School District during the past four years. For this reason the district has received a great deal of attention from the Department staff over the past year. At the State Board meeting in August 1992 Dr. Lepley indicated to the Board that the District would be receiving special attention in an effort to assist it in addressing a number of issues relative to educational equity.

Beginning on September 15, 1992, a letter from the Department was sent outlining six major equity concerns that needed to be addressed by the District. A deadline of January 1, 1993, was set for a Plan of Action to be submitted to the Department, which would detail a long range plan for alleviating problems inherent in the six concerns spelled out by the Department. There were numerous communications between the staffs of the Department and District during the development of the plan. When the final plan was submitted, the staff of the Department reviewed its content, and ultimately informed the District in February that its plan was not acceptable.

The plan lacked any meaningful elements for reducing racial isolation and reflected little local commitment in terms of financial support. The staff of the Department also felt that the Plan was too narrowly tailored to adequately address the six concerns communicated to the District in September, 1992.

The Division Administrator and the Race Equity Consultant visited the District in March of 1993. During the course of the visit they talked with administrators, board members, members of the local Educational Equity Committee and interested members of the community to explain why the plan had been rejected. At the time the plan was rejected, the District was also informed that the Department would ask the U.S. Office of Civil Rights to review some of the practices of the District regarding educational equity. The Office of Civil Rights has followed through and began a compliance review within the district in June 1993. It is not known when that review will be completed.

Meanwhile the Sioux City District is submitting, at the request of the Department, 45-day progress reports on a revised plan to achieve educational equity for all students and to reduce racial isolation in impacted buildings. Department staff will be visiting the district every ninety (90) days to monitor their progress.

Currently, the District has an interim Superintendent, who has had major responsibility for the coordination of the Action Plan. At this point, it is a matter of conjecture as to whether significant progress is being made toward equity efforts. The Department is committed to continuing its work with the district until satisfactory progress toward reducing racial isolation and other inequities in the district is made.

H-2: Waterloo Community School District

The Waterloo School District is the second Iowa school district, where racial isolation and its accompanying inequities have been increasing over the past four years. The District received two visits during the second semester of 1992-93 to assess progress toward addressing the issues cited in the reports of the two previous school years. The Central Administration was asked to provide information on the status of concerns such as open enrollment, racial isolation in buildings, disparities in test performance and dropout rates, and low teacher expectations for students of color.

The information gathered from the District indicates that through second semester, 400 students have open enrolled outside the District with a net revenue loss of \$1.4 million. This does not include the twenty students who are enrolled in the Price Laboratory School, for whom the District is still receiving state aid. Unlike several other urban districts, the Waterloo District has not denied any valid and timely submitted applications for open enrollment to protect its desegregation plan. The district does share the same concern that the Des Moines Independent School Board has expressed in regards to the impact of lost revenue on the students left behind in the district.

There are four attendance centers where enrollments are racially isolated as defined by state guidelines. Currently, there is little being done to address this problem and racial isolation is increasing. This problem is exacerbated by the fact that 88% of open enrollments out of the district are European American (White) students, and if Price Lab School was excluded the minority student outflow would be negligible.

The District is using a long range approach to addressing disparities in testing performances through the application of student at-risk strategies which are being put in place at the elementary school level. The District appointed and is receiving input from the Lower Quartile Study Committee. Building Improvement Teams have been formed and will report to the District in January, 1994.

The dropout rate for the district as a whole is quite high for all students, regardless of their racial/ethnic background and it is a continuing concern. There are two additional programs being formulated. Bridge Back and Practices to Assure Student Success (P.A.S.S.) are designed to provide a transition for students in the 9th and 10th grades.

Low teacher expectation for students from African American backgrounds is another longstanding concern expressed by parents. The current Educational Equity Coordinator is working to provide staff with Teacher Expectation for Student Achievement and Gender Ethnic Expectation for Student Achievement training. The coordinator is also proposing changes in the staff evaluation instrument to include equity related factors in order to foster educational equity in the classroom.

The District is seeking input from parents through the use of an "umbrella" advisory committee. The goal is to "empower parents to assist in the education of their children". Building administrators are also working to increase the level of parent involvement.

While the Waterloo Community has the best diverse staff to student ratio, it still does not come close to parity. African Americans, Hispanic Americans, Asian Americans and American Indians make up 3.3 % of the teaching staff, while students from these groups make up 25.1% of the total enrollment. A further concern communicated to the District is that many of the buildings with the greatest need for addressing equity have few or no staff from racially diverse backgrounds.

The suspension rates for students of non-European backgrounds have increased from 40.8% to 44.8% of total suspensions for the District. While the District has been monitoring these rates for several years, it is clear that more effective intervention strategies need to be developed.

Finally, the staff of the District is interested in pursuing grant funding to implement a magnet school program. Presently, there is no clear consensus as to whether this is an option that the District should exercise. The Department and the Midwest Desegregation Assistance Center at Kansas State University were involved in initial discussions and stand ready to assist if needed.

H-3: Mason City Community School District

This is expected to be the final report on Mason City as one of the designated "integration districts" in that the State Board of Education acted upon the recommendation of the Department's staff and removed the District from that status in August, 1992. Because it was necessary to follow up on issues of concern that were contained in last year's report, a follow-up visit was necessary as part of the Educational Equity Review Process. At the time of the follow-up on May 4, 1993, the District had successfully addressed all but three of the fourteen items for which it had been requested to develop a Plan of Action. The three items (a) revision of the Multicultural Non-sexist Education Plan to include all required components, (b) revision of the policy on media selection to include a component for weeding materials and (c) providing equitable locker room facilities for males and females at the high school remained open. The District has given assurance that items (a) and (b) will be addressed in the 1993-94 school year and affirmative steps will be taken to deal with item (c) in the near future, due to the financial impact.

H-4: Fort Dodge Community School District

When the Equity Review Team completed its on-site visit in November of 1991, the District was asked to develop a voluntary compliance plan to address thirteen (13) concerns raised by the Department. On a follow-up visit conducted on May 3, 1993, the District had addressed all but three items. At that time, the three issues were (a) disparate suspension rates, (b) infusion of multicultural non-sexist education components into the curriculum, and (c) inequitable locker room facilities for female students at the high school. The Superintendent will provide information to complete the Action Plan for (a) and (b) prior to August 30, 1993. Because of the financial impact of item (c), the long range plan will address that concern during the 1994-95 school year. The District has provided several opportunities for its entire staff to receive training in issues surrounding multicultural non-sexist education during the past year. It has also developed a model for student involvement and hopes that the next phase of in-service will focus on students and their awareness in the area of cultural awareness and sensitivity.

I. TECHNICAL ASSISTANCE VISITS TO INTEGRATING SCHOOL DISTRICTS

I-1: Burlington Community School District

The Race Equity Consultant visited the District twice during the school year to update the Plan of Action from the previous educational equity review. The District had submitted a plan in 1991, which was to address a number of concerns communicated by the Department. There are a number of items from that plan that need to be improved upon even though the District has shown commitment to addressing them. First, the Affirmation Action Plan still has not been revised to include the required components. This could be one of the reasons that diversity in employment is still very low as opposed to student enrollment. Secondly, cross cultural training for students and staff is imperative if the amount of tension within the student body is to be reduced and staff is to better understand how to deal with the growing diversity in the student population. Achievement data for students is not being disaggregated on the basis of gender, disability and race as required. Therefore, it is not possible to ascertain how individual segments of the population are performing on standardized tests. While the District has provided staff development for counselors, there is indication that it has had limited effect. More needs to be done in that area. The District is concerned that the Iowa open enrollment option is draining financial resources. To date approximately \$750,000.00 has been lost due to the outflow of students. The Administration has planned staff development for 1993-94 around the theme "School Improvement Through Sensitivity." There is also a concern for student sensitivity toward one another. The Department will be providing some technical assistance in that area. The District and Department maintain an open channel of communication.

I-2: Des Moines Independent Community School District

The Race Equity Consultant from the Department was involved in several equity related issues that the District dealt with over the past year. These included conducting an investigation of alleged harassment and physical attack at Hoover High School, attending all public meetings at Lincoln High School, meeting with the Administration during the December, 1992 student unrest, serving as an observer at the three-day open enrollment appeal hearings in March, meeting with the Educational Equity Advisory Committee and hearing the concerns of members. While the District has worked diligently to meet the needs of a growing population of diverse students, the Administration has expressed concern with the increasing needs versus dwindling dollars. Based upon the data submitted to the Department, the District needs to continue to diversify its teaching staff to facilitate the growing diversity in its student population. The desegregation plan has been revised and adopted to address the concerns expressed by the District's Board regarding the Iowa open enrollment option. Also, in spite of

several procedures currently in place, there are five buildings that are above the State Board guidelines and are therefore racially isolated. The District is scheduled for a comprehensive educational equity review for the 1993-94 school year.

I-3: Davenport Community School District

The District was visited several times during the past year for the purpose of providing staff development and technical assistance. These included, meeting with the District's Educational Equity Advisory Committee, providing three separate workshops of multicultural and inclusive educational strategies, and participating in a diversity day activities with the entire student body of one of the junior high schools. The District was also provided financial assistance for curriculum writing and Special Education consulting. In reviewing the data provided to the Department by the District, it is evident that more work is needed in the area of reducing the suspension rate of African American students. While they make up 14.9% of the total enrollment, they account for 39.8% of the total suspensions of the District. Employment is another area of concern in that the teaching staff of the District is only 3.3% persons of Non-European backgrounds. Though efforts have been made to hire persons of diverse backgrounds for teaching positions, those efforts will need to be intensified to narrow that gap. A final area of concern is the dropout rate for African Americans. It is also high at 26.3% and has tended to be closely correlated with the suspension rate over the past three years. Three buildings in the District are currently being monitored because of diverse enrollments above the Board guidelines on racial isolation. There has been good communication between the District's staff and the staff of the Department. This will need to continue as efforts are made to address the issues referred to above.

I-4: Muscatine Community School District

A visit was made to the District to assess completion of the Plan of Action which was requested after the last educational equity review. From that plan, these issues are still in need of attention by the District. First, because of the Bilingual program at Jefferson elementary school, racial isolation is occurring as more children move into the District who need those services and there is no other site where they are currently being offered. With the Assistance of the Department's National Origin Consultant, the District applied for a Federal Grant, which was not received, to expand the program to another center. There was some financial assistance provided for staff development by the Department. Based upon the data submitted to the Department, there is a need to more closely monitor the suspension rates for Hispanic/Latino American students. In employment, the hiring of teachers of African, Hispanic/Latino, Asian American and American Indian backgrounds should be given serious attention. There is a considerable gap in the ratio of diverse students to staff. There is indications that parents in the Hispanic/Latino community have

some concerns about the quality of education their children are receiving from the District. Every opportunity available should be taken advantage of in forging better communication with these parents. More of these parents need to be involved in an advisory capacity in the District. The Department's staff will be providing assistance to the District again next year beginning with staff development sessions in August.

I-5: Council Bluffs Community School District

A visit was made to the District by the assigned program consultant on January 7, 1993, for the purpose of providing technical assistance. During the course of that visit, meetings were held with the Equity Coordinator and members of the Educational Equity Advisory Committee to review its activities and to provide input on some ideas formulated by members for better assisting the District in its efforts at implementing multicultural education. There was an opportunity to address the entire administrative staff on issues of concern at the state level. The Department was instrumental in supporting REACH training for the staff of the District and assisted in providing GESA training at the Area Education Agency. The District is to be commended for moving forward in the recruitment and hiring of female administrators. At present, 36% of all administrative staff are female. The District has a concern about the outflow of students due to the open enrollment option and the revenue which is leaving the District. The Special Education portion of the budget is becoming more of a challenge as revenues in that area are reduced.

I-6: Cedar Rapids Community School District

A visit was made to the District on March 24 and 25, 1993, for the purpose of providing technical assistance. In addition to meeting with central office staff, on-site visits were made to several buildings to review programs and to meet students and staff. Though the District is doing comparatively well in addressing issues of equity, some of the concerns communicated from the Department to the District following the equity review of 1990-91 are still in need of being addressed. These include: (a) low performance on standardized tests by students of non-European American backgrounds and lower socio-economic status; (b) limited diversity in staff, especially teachers; (c) the lack of a revised Affirmative Action Plan with the required components and (d) a lack of broad based community input on District advisory committees. The District does have a number of outstanding programs which are designed to meet the needs and concerns of its diverse student population.

J. STATEWIDE TECHNICAL ASSISTANCE

The Department of Education receives a grant under Title IV of the Civil Rights Act to provide leadership and technical assistance to educational agencies on Race, National Origin (Language) and Gender Equity in programs and employment. This provides for an Educational Equity Team Leader, a Race Equity Consultant, a Gender Equity Consultant, a National Origin (Language) Equity consultant and one Secretary. The equity staff spend about 25 percent of their time in monitoring activities and the other 75 percent on providing technical assistance. The following is a summary of their activities during the past year.

PROJECT REACH

REACH stands for Respecting Ethnic And Cultural Heritage. It is a program which provides training and a seed curriculum to help teachers to assist students gain a personal understanding and appreciation of cultural diversity in America. Thirty Iowa educators have been trained as trainers for the REACH program so that districts can have greater access to the program. This past year ten (10) Reach workshops were conducted in the state. Workshops were presented at four (4) area educational agencies and four workshops were presented in the Dubuque and Des Moines School Districts. Two (2) REACH workshops were conducted at the Iowa Bilingual Education Conference and the state conference of the Iowa Human Relations Association.

GESA

GESA stands for Gender/Ethnic Expectations and Student Achievement. GESA training programs helps teachers become aware of and recognize disparities in student/teacher interaction patterns which are based on gender, race and national origin. Teachers observe each other in the classroom to see if disparity in interaction patterns exist and if they do, action plans are developed to change them. Approximately 130 Iowa educators have been trained to be GESA workshop facilitators. This past year a GESA Training of Trainers workshop was held at AEA 13 in Council Bluffs to provide potential trainers for the southwestern and west central parts of the state. Three GESA awareness presentations were conducted in AEA 13 in preparation for the training of trainers workshop.

WORKSHOP FOR INTEGRATING SCHOOL DISTRICTS

In November of 1992 Teams from Iowa's 12 desegregating school districts were invited to a two day workshop at which they could discuss common issues and concerns as well as share strategies that seemed to be working. One half day was devoted to training related to the over-representation of African American, Hispanic American and American Indian students in special education programs and strategies for insuring valid placement. The Associate Superintendent of the Dallas, Texas School District presented the training. Other workshop topics during the two days included conflict management, magnet school development, mentoring programs for minority students, open enrollment and school desegregation and an overview of the Educational Equity Review Process.

AEA EQUITY SEMINAR

In May, 1993, a 2 day seminar was sponsored for representatives from the area education agencies. A half day training session on Equity Issues in Student Assessment was provided by Dr. Yolanda Garcia from the Intercultural Development Resource Association in San Antonio, Texas. The Seminar also included presentations on the following topics:

- Student to Student Harassment in Schools
- Anytown, Iowa: An Intercultural Relations Camp
- United States Office Of Civil Rights Annual Compliance Plan
- The Educational Equity Review Process
- The Resources of the Iowa Department of Human Rights
- Computer Education Equity Issues

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

MEETING OF THE STATE EDUCATIONAL EQUITY ADVISORY COMMITTEE

The Advisory committee is made up of teachers, administrators, school board members, and community representatives. They meet at least once a year to provide input to the Department of Education and the Director of Education on equity issues and concerns. The committee met in April, 1993 and a subcommittee of the committee will be meeting with the Director of Education and the cabinet to present and discuss their new recommendations.

IOWA E.S.L./BILINGUAL EDUCATION CONFERENCE

A state wide conference entitled "Notes of Diversity: The American Cultural Symphony" was sponsored for educators working with students whose primary language is one other than english. Approximately 500 educators and community representatives attended the conference. Thirty-Five workshops on various topics were presented over the course of the two day conference, which has become the best attended conference on this topic in the Midwest. Although the conference targets Iowa educators, there were significant numbers of educators from Minnesota, Nebraska, Kansas and Missouri in attendance. A sampling of the workshops presented are as follows:

- Working with Refugee Youth
- Literature for ESL/Bilingual Students
- Counseling Refugee and Immigrant Students
- Assessing Language Proficiency
- The Dynamics of Adapting to a New Cultural Environment
- Teaching English as a Second Language with a Competency Based Model
- Learning Disability or Linguistic Difference
- Language Learning and Interactive Video
- Cross-Cultural Awareness Training
- Education, Communications and Public Relations

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

Approximately twenty regional workshops were held across the state for the staff of school districts enrolling Limited English Proficiency Students. These workshops were designed to meet the needs of districts as identified in the letters of request they submitted to the Department. Some of the workshops conducted were:

Classroom strategies for use with mainstreamed ESL/Bilingual students

Components of an effective ESL/Bilingual Education Program

Developing intensive ESL Curriculum Programs for K-6 students

Meeting the needs of Limited English Proficiency Students Who May Be Gifted or in Need of Special Education Services

Working With the Parents of Limited English Proficiency Students

Evaluating E.S.L./Bilingual Education Programs

Resources for the Language Assistance Program

F.I.N.E. GENDER EQUITY CONFERENCE

The First In The Nation in Education Foundation (F.I.N.E.) annual conference targeted the issue of Gender Equity in Schools. Department staff worked with the FINE staff as they planned and implemented the Conference in October of 1992. Two hundred educators attended the conference as part of teams from over thirty school districts. The District teams were involved in developing action plans to take back and implement in their districts. This past spring follow-up meetings were held with team members at four area education agencies.

A.A.U.W. (AMERICAN ASSOCIATION OF UNIVERSITY WOMEN) EDUCATIONAL EQUITY ROUND-TABLE

The Department of Education co-sponsored an Iowa Educational Equity Round table in January, 1993. The purpose of the round table was to raise the awareness of education and community leaders to issues related to Educational Equity. Emphasis was placed on the findings of the 1992 A.A.U.W. Report "How Schools Shortchange Girls". Presentations, workshops and work sessions were held to make participants aware of current research on gender equity and other equity issues in schools, to look at what the data tell us about Iowa schools, and strategies for infusing equity into local Iowa communities's agendas. Approximately one hundred and fifty Iowa leaders were involved in the Round table.

WOMEN'S HISTORY WORKSHOP

The educational equity staff in coordination with the Office of Educational Services for Children, Families and Communities within the Department co-sponsored a two day workshop on "Expanding the Focus of What We Teach: A Teacher Training Workshop on Integrating Multicultural Women's History Into the School Curriculum". The workshop was presented by staff from the National Women's History Project in Windsor, California. The Project has been the most productive source of Women's History classroom resources in the country over the past ten years. Eighty social studies and history teachers from across the state attended the workshop. The first day targeted elementary teachers and the second day was designed for secondary teachers. It is hoped that one or more of the area educational agencies that attended the workshop might sponsor a similar workshop in their region of the state.

HARASSMENT WORKSHOPS

Eight regional workshops related to the prevention of sexual and racial harassment of staff and students were conducted in area education agencies. These workshops provided training to local school district staff on strategies for preventing harassment, investigating harassment complaints, the development of board policies, and the educational and legal issues related to harassment.

Approximately eight other workshops related to harassment were presented to the staffs within local school districts. This is one of the most common requests for assistance received over the past year.

PRESENTATIONS AT STATE & REGIONAL CONFERENCES

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

- The Iowa Community Education Conference
- Iowa State Conference for Exceptional Children
- Iowa Association of School Boards State Conference
- Iowa Human Relations Association
- Iowa At Risk Student Conference
- Iowa Language Arts Coordinator Conference

MISCELLANEOUS WORKSHOP PRESENTATIONS

Workshops on numerous Educational Equity related topics are provided through out the year as they are requested by school districts, area education agencies, community colleges or community organizations. Workshops were presented in the past year on the following topics:

Multicultural, Nonsexist Curriculum - Eight Workshops

Cross-cultural Counseling - Two Workshops

Equal Employment Opportunity & Affirmative Action

The Valid Assessment of Culturally Diverse Students for Placement in Special Education and Gifted Education Programs.

Intercultural Awareness - Five Workshops

Overview of Federal and State Educational Equity Legislation

Assessing Educational Equity Needs

Inclusive Approaches to Employment and Personnel Management

EDUCATIONAL EQUITY NEWSLETTERS

Five Educational Equity related newsletters were developed and disseminated during the course of the 1992-93 school year. Three issues of the ESL/Bilingual Education Newsletter and two issues of the Challenge to Change, a newsletter related to race, gender, and national origin equity issues in education were published. The newsletters go to all Iowa school districts, area education agencies, community colleges and teacher education programs. They serve as an efficient vehicle for getting current information on equity issues to Iowa educators.

DISSEMINATION OF INFORMATION AND MATERIALS

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

Model board policy statements related to equity and non-discrimination

Model grievance procedures for processing civil rights related complaints

The role of the educational equity coordinator

Required components of equal employment opportunity/affirmative plans

Self-evaluation of personnel and employment policies

Preventing sexual harassment and other forms of harassment of employees and students in educational agencies

Guidelines for the development and upgrading multicultural, nonsexist education plans

A model multicultural nonsexist education plan

Major federal and state civil rights legislation in education

Educational equity review manual

Multicultural, nonsexist education pamphlets (13 pamphlets for various curriculum & program areas)

Guide for integrating multicultural nonsexist education across the curriculum

Selection of instructional materials: a model policy and model rules

Legal and illegal pre-employment inquiries

Model employment application forms

The role of the multicultural, nonsexist education advisory committee

Educating Iowa's limited English proficiency students

Strategies for eliminating segregation in the classroom

Disability equity self evaluation instrument

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

Components of a disability accessibility plan

TECHNICAL ASSISTANCE THROUGH MONITORING

Equity staff serve as team leaders for many of the Educational Equity On-Site Reviews. Reviews were made in 29 school districts, area education agencies and community colleges during the 1992-93 school year. Although the focus of these visits is monitoring for compliance, a considerable amount of time is spent on providing information and technical assistance on each visit. In fact agencies are most open to technical assistance efforts when specific weaknesses or problems are initially identified. Approximately thirty (30%) percent of staff time during on-site reviews is spent providing technical assistance. The same can be said for the follow-up visits that are conducted one year after the reviews. Thirty seven follow-up visits were conducted this past year.

K. IDENTIFIED CONCERNS NEEDING STUDY AND ACTION

1. It is clear from the experiences of the Educational Equity Review Teams and the comments of local educators that their initial training program did not adequately prepare them for dealing with issues of diversity, for working in diverse environments or for implementing inclusive approaches in the classroom. The current Human Relations Courses seem to be effective in sensitizing prospective educators to issues of diversity, but instruction related to applying this sensitivity must be reinforced in the rest of the methods courses and other components of the educator preparation program as well. We recommend that the Standards For Approving Educator Preparation Programs be amended to require that multicultural, gender-fair approaches be infused through out the programs. This should include the programs for preparing administrators, teachers, counselors, special education staff and media staff. This requirement should supplement, not replace, the current human relations courses.

2. A high percentage of the educational agencies reviewed this past year were not taking adequate steps to prevent the sexual harassment of staff and students or the harassment of staff and students based upon their race, national origin, gender, religion, disability or sexual orientation. We recommend that the Department of Education include in its legislative recommendations for this year, language that requires all schools and school districts to adopt policies related to harassment. We also recommend that the Department's recommendation include language requiring schools and school districts to develop and implement curriculum activities related to harassment and the prevention of stereotyping, prejudice and discrimination.

The Educational Equity Staff are currently working to develop model board policies related to harassment. A curriculum related to harassment is being developed for use with students and a series of "Training of Trainers" workshops will be presented in the fifteen area education agencies over the next two years.

3. One of the issues raised in last years report was the need to convene a state-wide Equity/Urban Task Force to review issues related to the education of African American, Hispanic American, Asian American and American Indian students in Iowa schools. This recommendation originated with the State Advisory Committee on Educational Equity. The Department has made a tentative commitment to move forward with the task force.

It is recommended that this task force focus on following two tasks:

- Review of the state desegregation/integration policies and practices with recommendations for avoiding resegregation in the future.

- Review of the state open enrollment policies and practices in terms of their impact on racial and socio-economic integration and funding equity with recommendations for future direction.

It is important that this task force reflect racial/ethnic diversity and gender balance and that it include both professional educators and representatives from community based groups. Persons with expertise in the areas of Human Services, Health, Housing, Human & Civil Rights, Juvenile Justice and Public Safety should be included if at all possible.

4. The gap between the percentage of students from diverse racial/ethnic backgrounds and the percentage of educators from diverse racial/ethnic backgrounds is widening statewide and in a significant number of Iowa school districts. This is despite Iowa's affirmative action requirements. There is a need to begin to develop and implement more systemic statewide strategies for increasing the number of minority students in educator preparation programs.

5. There is a need to develop and disseminate a Department "Document of Clarification" relating to the school standard that requires the disaggregation of data related to student enrollment in courses and programs on the basis of race, national origin, gender and disability. A small minority of educational agencies visited during the past year were using disaggregated data consistently in their needs assessments and school improvement decisions. A document clarifying and bringing increased attention to the educational advantages of using data disaggregated in this fashion would provide reinforcement for compliance with the standard. It would be helpful if this document set a date by which key educational data will be collected and reported in a disaggregated fashion.

APPENDIX

Statewide

Table 1: Educational Equity Reviews 1992-93 School Year

Bettendorf Community School District
Brooklyn-Guernsey/Malcolm Community School District
Cal Community School District
Central City Community School District
Central Decatur/Grand Valley Community School District
Dunlap/Dows City-Arion Community School District
Durant Community School District
Eagle Grove Community School District
Exira Community School District
Fort Madison Community School District
Gilmore City-Bradgate Community School District
Harris-Lake Park Community School District
Iowa City Community School District
Iowa Western Community College (13)
Lewis Central Community School District
Loess Hills Area Education Agencies (13)
Louisa-Muscatine Community School District
Mediapolis Community School District
Mormon Trail Community School District
Newton Community School District
North Winneshiek Community School District
Northeast Hamilton School District
Northwood-Kensett Community School District
Saydel Community School District
South Page Community School District
South Tama Community School District
Stuart-Menlo Community School District
Treyner Community School District
Tripoli Community School District

Table 2: State Enrollment by Race

1992-93

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

Table 3: Statewide Employment by Race and Gender

By Gender and Race 1987-1992

| Position | Male | | | | | Female | | | | | Totals |
|-------------------------------|------------|-----------|------------|------------|---------------|------------|------------|------------|------------|--------------|--------------|
| | Amer. Ind. | Afr. Amer | Asian Amer | Hisp. Amer | Euro. Amer | Amer. Ind. | Afr. Amer | Asian Amer | Hisp. Amer | Euro. Amer | |
| Public Schools 1987-88 | | | | | | | | | | | |
| Administrators | 2 | 26 | 4 | 3 | 1987 | . | 15 | 1 | 2 | 349 | 2389 |
| Student Services | . | 2 | . | 3 | 682 | . | 14 | 1 | . | 937 | 1639 |
| Teachers | 11 | 56 | 19 | 21 | 10179 | 10 | 154 | 34 | 51 | 18435 | 28970 |
| Totals | 13 | 84 | 23 | 27 | 12848 | 10 | 183 | 36 | 53 | 19721 | 32998 |
| Public Schools 1988-89 | | | | | | | | | | | |
| Administrators | 3 | 25 | 3 | 4 | 1961 | 1 | 17 | . | 2 | 391 | 2407 |
| Student Services | . | 2 | . | 2 | 669 | 1 | 13 | 3 | 1 | 961 | 1652 |
| Teachers | 9 | 55 | 18 | 24 | 10044 | 15 | 162 | 37 | 54 | 18512 | 28930 |
| Totals | 12 | 82 | 21 | 30 | 12674 | 17 | 192 | 40 | 57 | 19864 | 32989 |
| Public Schools 1989-90 | | | | | | | | | | | |
| Administrators | 3 | 24 | 3 | 5 | 1939 | 3 | 17 | . | 3 | 447 | 2444 |
| Student Services | . | 2 | . | 1 | 672 | . | 14 | 3 | 1 | 1011 | 1704 |
| Teachers | 9 | 53 | 21 | 22 | 9885 | 23 | 155 | 39 | 59 | 18816 | 29082 |
| Totals | 12 | 79 | 24 | 28 | 12496 | 26 | 186 | 42 | 63 | 20274 | 33230 |
| Public Schools 1990-91 | | | | | | | | | | | |
| Administrators | 3 | 25 | 2 | 6 | 1900 | 1 | 19 | . | 2 | 515 | 2473 |
| Student Services | . | 3 | . | 1 | 683 | . | 15 | 3 | 1 | 1094 | 1800 |
| Teachers | 11 | 56 | 24 | 21 | 9782 | 32 | 147 | 40 | 57 | 19141 | 29311 |
| Totals | 14 | 84 | 26 | 28 | 12365 | 33 | 181 | 43 | 60 | 20750 | 33584 |
| Public Schools 1991-92 | | | | | | | | | | | |
| Administrators | 4 | 27 | 2 | 5 | 1882 | 2 | 19 | 1 | 3 | 564 | 2509 |
| Student Services | . | 4 | . | 2 | 693 | . | 14 | 4 | 1 | 1172 | 1890 |
| Teachers | 13 | 62 | 22 | 26 | 9768 | 31 | 149 | 40 | 58 | 19492 | 29661 |
| Totals | 17 | 93 | 24 | 33 | 112343 | 33 | 182 | 45 | 62 | 21228 | 34060 |

Table 4: Limited English Proficiency Student in Iowa Schools

1992-93 School Year

| Language | Tot | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Spanish | 1976 | 71 | 234 | 238 | 193 | 199 | 156 | 138 | 109 | 146 | 130 | 118 | 91 | 74 | 79 |
| Viet | 813 | 3 | 43 | 41 | 46 | 43 | 47 | 45 | 34 | 39 | 57 | 127 | 132 | 99 | 57 |
| Thai Dam | 136 | 3 | 15 | 15 | 10 | 18 | 13 | 7 | 9 | 3 | 8 | 9 | 9 | 11 | 6 |
| Lao | 531 | | 44 | 61 | 57 | 65 | 53 | 39 | 35 | 28 | 34 | 25 | 28 | 39 | 23 |
| Hmong | 79 | | 6 | 9 | 4 | 9 | 6 | 6 | 5 | 6 | 1 | 1 | 13 | | 13 |
| Cambodian | 140 | | 9 | 17 | 21 | 12 | 17 | 12 | 14 | 16 | 6 | 6 | 4 | 3 | 3 |
| Indian | 41 | | | | 2 | 3 | 3 | | 5 | | 1 | 8 | 8 | 8 | 3 |
| German | 183 | | 21 | 25 | 22 | 10 | 26 | 17 | 16 | 15 | 17 | | 2 | 5 | 7 |
| Korean | 85 | | 15 | 11 | 14 | 9 | 8 | 7 | 4 | 2 | 4 | 3 | 5 | 2 | 1 |
| French | 12 | | 1 | | | | | 1 | 1 | 1 | 3 | | | 3 | 2 |
| Chinese | 73 | 2 | 9 | 13 | 8 | 4 | 5 | 6 | 4 | 6 | 1 | 6 | 3 | 4 | 2 |
| Arabic | 26 | 2 | 3 | 4 | 4 | 4 | 3 | 2 | | 1 | 2 | 1 | 1 | 1 | 2 |
| Other | 224 | 3 | 27 | 27 | 14 | 18 | 14 | 21 | 11 | 5 | 12 | 16 | 17 | 16 | 23 |
| | 4319 | 82 | 426 | 460 | 395 | 394 | 351 | 301 | 247 | 268 | 276 | 320 | 313 | 265 | 221 |

Table 5-A: Statewide Dropouts by Gender

1991-92 Shool Year

| State Totals | Grade | Drops - Male | Drops -Female | Total Dropouts | Enrollees | Percent of Dropouts |
|--------------|-------|--------------|---------------|----------------|----------------|---------------------|
| | 7 | 7 | 6 | 13 | 36,755 | .04 |
| | 8 | 21 | 15 | 36 | 35,449 | .10 |
| | 9 | 482 | 417 | 899 | 36,745 | 2.45 |
| | 10 | 593 | 525 | 1,118 | 34,019 | 3.29 |
| | 11 | 827 | 627 | 1,454 | 33,332 | 4.36 |
| | 12 | 695 | 568 | 1,263 | 31,648 | 3.99 |
| Total | | 2,625 | 2,158 | 4,783 | 207,948 | 2.30 |

Table 5-B: Statewide Dropouts by Race

| State Totals K-12 | European American | African American | American indian | Hispanic American | Asian American |
|-------------------|-------------------|------------------|-----------------|-------------------|----------------|
| 4,783 | 4,049 | 411 | 49 | 141 | 133 |

Table 6: Districtwide Enrollment (Integrating School Districts)

| School | Euro. Amer. | Afr. Amer. | Amer. Ind. | Hisp. Amer. | Asian Amer. | Other | Total | %Min |
|-------------------|----------------|---------------|---------------|----------------|----------------|-------|---------|------|
| Burlington | 4,903 | 426 | 15 | 97 | 59 | | 5,499 | 10.8 |
| Cedar Rapids | 15,181 | 1,075 | 68 | 229 | 358 | | 16,911 | 10.2 |
| Council Bluffs | 9,665 | 134 | 58 | 250 | 38 | | 10,145 | 4.7 |
| Davenport | 14,032 | 2,725 | 129 | 834 | 373 | | 18,247 | 22.3 |
| Des Moines | 24,389 | 3,788 | 160 | 880 | 1,468 | | 30,685 | 20.5 |
| Fort Dodge | 4,210 | 281 | 7 | 72 | 40 | | 4,610 | 8.7 |
| Iowa City | 8,434 | 380 | 42 | 175 | 454 | | 9,485 | 11.1 |
| Mason City | 4,383 | 77 | 0 | 151 | 53 | | 4,664 | 6.0 |
| Muscatine | 4,815 | 71 | 7 | 751 | 48 | | 5,692 | 15.4 |
| Sioux City | 10,279 | 518 | 478 | 634 | 424 | | 12,333 | |
| South Tama County | 1,172 | 11 | 177 | 78 | 16 | | 1,454 | 19.4 |
| Waterloo | 8,426 | 2,573 | 33 | 61 | 159 | | 11,252 | 25.1 |
| Total | 109,889 | 12,059 | 1,174 | 4,212 | 3,490 | | 130,977 | 16.0 |

Table 8: Open Enrollment (Integrating School Districts)

1992-93

| District | | M | F | Euro Amer. | Afr. Amer. | Ind. Amer. | Hisp Amer. | Asian Amer. | Other Disab. | Total | %Min |
|----------------|-----|-------------------|-----|------------|------------|------------|------------|-------------|--------------|-------|------|
| Burlington | IN | 8 | 11 | 13 | 6 | 0 | 0 | 0 | 2 | 19 | 31.5 |
| | OUT | 29 | 26 | 50 | 2 | 0 | 3 | 0 | 7 | 55 | 9.1 |
| Cedar Rapids | IN | 64 | 52 | 104 | 4 | 6 | 1 | 1 | 7 | 116 | 10.3 |
| | OUT | 75 | 50 | 114 | 6 | 2 | 2 | 1 | 5 | 125 | 8.8 |
| Council Bluffs | IN | Data Not Provided | | | | | | | | | |
| | OUT | Data Not Provided | | | | | | | | | |
| Davenport | IN | 8 | 11 | 13 | 6 | 0 | 0 | 0 | 2 | 19 | 31.6 |
| | OUT | 29 | 26 | 0 | 2 | 0 | 3 | 0 | 7 | 55 | 9.1 |
| Des Moines | IN | 110 | 113 | 209 | 10 | 0 | 1 | 3 | - | 223 | 6.3 |
| | OUT | 230 | 228 | 440 | 10 | 0 | 5 | 3 | | 458 | 3.9 |
| Fort Dodge | IN | 9 | 7 | | | | | | | 16 | - |
| | OUT | 27 | 22 | | | | | | | 49 | - |
| Iowa City | IN | 22 | 26 | 46 | 1 | 1 | 0 | 0 | 6 | 48 | 4.1 |
| | OUT | 10 | 14 | 24 | 0 | 0 | 0 | 0 | 0 | 24 | 0 |
| Mason City | IN | 18 | 12 | 30 | 0 | 0 | 0 | 0 | 0 | 30 | 0 |
| | OUT | 12 | 9 | 18 | 0 | 0 | 3 | 0 | 0 | 21 | 14.3 |
| Muscatine | IN | 26 | 17 | 38 | 2 | 0 | 2 | 0 | 5 | 43 | 9.3 |
| | OUT | 15 | 22 | 37 | 0 | 0 | 0 | 0 | 0 | 37 | 0 |
| Sioux City | IN | 4 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| | OUT | 25 | 22 | 42 | 1 | 0 | 3 | 0 | 0 | 47 | 8.5 |
| South Tama Co. | IN | 6 | 11 | 14 | 0 | 3 | 0 | 0 | 0 | 17 | 17.6 |
| | OUT | 6 | 12 | 18 | 0 | 0 | 0 | 0 | 2 | 18 | 0 |
| Waterloo | IN | 6 | 8 | 12 | 2 | 0 | 0 | 0 | 3 | 14 | 14.3 |
| | OUT | 131 | 114 | 217 | 27 | 0 | 0 | 1 | 28 | 245 | 11.4 |

Table 9: Suspensions (Integrating School Districts)

(All grade levels)

| District | M | F | Euro Amer. | Afr. Amer. | Amer. Ind. | Hisp Amer. | Asian Amer. | Other | Total | %Min |
|----------------|-------------------|-------|------------|------------|------------|------------|-------------|-------------|-------|------|
| Burlington | 620 | 155 | 587 | 113 | 5 | 13 | 1 | 108 | 775 | 17.0 |
| Cedar Rapids | Data Not Provided | | | | | | | | | |
| Council Bluffs | Data Not Provided | | | | | | | | | |
| Davenport | 1,285 | 375 | 880 | 661 | 12 | 70 | 34 | N/A | 1,660 | 46.8 |
| Des Moines | 3,058 | 1,563 | 3,383 | 914 | 16 | 146 | 162 | N/A | 4,621 | 26.8 |
| Fort Dodge | 208 | 97 | 268 | 30 | 0 | 4 | 3 | 1 | 305 | 12.1 |
| Iowa City | 227 | 47 | 229 | 29 | 3 | 7 | 5 | N/A | 273 | 16.1 |
| Mason City | 44 | 18 | 54 | 4 | 0 | 4 | 0 | N/A | 62 | 12.9 |
| Muscatine | 400 | 186 | 413 | 10 | 0 | 27% 159 | 4 | 74 | 586 | 29.5 |
| Sioux City | 1,779 | 643 | 1,823 | 204 | 180 | 165 | 50 | 19.7 478 | 2,422 | 24.7 |
| South Tama Co. | 153 | 20 | 43 | 2 | 34 | 7 | 1 | 37 | 173 | 25.4 |
| Waterloo | 867 | 348 | 670 | 541 | 1 | 2 | 1 | N/A | 1,215 | 44.8 |

Table 10: Employment
By Gender And Race (Integrating School Districts)

| District | M | F | Euro Amer. | Afr. Amer. | Amer. Ind. | Hisp. Amer. | Asian Amer. | Disab. | Total | %Min |
|-----------------------|-------------------|-------|------------|------------|------------|-------------|-------------|--------|-------|------|
| Burlington | 173 | 503 | 655 | 12 | 0 | 4 | 2 | 0 | 676 | 2.6 |
| Administrative | 19 | 4 | 22 | 1 | 0 | 0 | 0 | 0 | 23 | 4.3 |
| Certified | 111 | 260 | 363 | 3 | 0 | 3 | 1 | 0 | 371 | 1.9 |
| Classified | 41 | 218 | 11 | 0 | 0 | 0 | 1 | 0 | 259 | 4.6 |
| Cedar Rapids | 653 | 1,725 | 2,294 | 57 | 3 | 13 | 11 | 0 | 2,378 | 3.5 |
| Administrative | 50 | 23 | 67 | 5 | 0 | 1 | 0 | 0 | 73 | 8.2 |
| Certified | 351 | 831 | 1,146 | 23 | 0 | 6 | 7 | 0 | 1,182 | 3.0 |
| Classified | 252 | 871 | 1,082 | 28 | 3 | 6 | 4 | 0 | 1,123 | 3.6 |
| Council Bluffs | Date not provided | | | | | | | | | |
| Administrative | | | | | | | | | | |
| Certified | | | | | | | | | | |
| Classified | | | | | | | | | | |
| Davenport | 648 | 1,736 | 2,135 | 157 | 10 | 77 | 5 | 4 | 2,384 | 10.4 |
| Administrative | 57 | 27 | 75 | 8 | 0 | 1 | 0 | 4 | 84 | 10.7 |
| Certified | 369 | 895 | 1,193 | 46 | 4 | 20 | 1 | 10 | 1,264 | 5.6 |
| Classified | 222 | 814 | 867 | 103 | 6 | 56 | 4 | 12 | 1,036 | 16.3 |
| Des Moines | 1,293 | 3,113 | 4,032 | 286 | 3 | 42 | 43 | 104 | 4,406 | 8.5 |
| Administrative | 79 | 61 | 120 | 17 | 0 | 2 | 0 | 7 | 140 | 18.6 |
| Certified | 465 | 1,170 | 1,555 | 60 | 1 | 12 | 7 | 58 | 1,635 | 4.9 |
| Classified | 610 | 1,263 | 1,644 | 174 | 2 | 26 | 27 | 39 | 1,873 | 12.2 |
| Fort Dodge | 199 | 429 | 607 | 16 | 0 | 4 | 1 | 11 | 628 | 3.3 |
| Administrative | 18 | 6 | 24 | 0 | 0 | 0 | 0 | 0 | 24 | 0 |
| Certified | 93 | 242 | 328 | 1 | 0 | 2 | 1 | 3 | 335 | 1.2 |
| Classified | 88 | 181 | 245 | 15 | 0 | 2 | 0 | 7 | 269 | 6.3 |
| Iowa City | 313 | 765 | 1,033 | 31 | 0 | 5 | 10 | 15 | 1,078 | 4.3 |
| Administrative | 20 | 135 | 31.5 | 2 | 0 | 0 | 0 | 1 | 33.5 | 6.0 |
| Certified | 143 | 323 | 456 | 10 | 0 | 0 | 5 | 8 | 471 | 3.2 |
| Classified | 101 | 317 | 395 | 17 | 0 | 3 | 3 | 6 | 418 | 5.5 |
| Mason City | 176 | 381 | 554 | 0 | 0 | 2 | 1 | 0 | 557 | 5 |
| Administrative | 15 | 5 | 20 | 0 | 0 | 0 | 0 | 0 | 20 | 0 |
| Certified | 104 | 213 | 316 | 0 | 0 | 0 | 1 | 0 | 317 | 3 |
| Classified | 57 | 163 | 218 | 0 | 0 | 2 | 0 | 0 | 220 | 9 |
| Muscatine | 164 | 510 | 654 | 3 | 1 | 16 | 0 | 1 | 674 | 3.0 |
| Administrative | 16 | 11 | 26 | 1 | 0 | 0 | 0 | 0 | 27 | 3.7 |
| Certified | 108 | 260 | 362 | 0 | 0 | 6 | 0 | 0 | 368 | 1.6 |
| Classified | 44 | 235 | 266 | 1 | 1 | 10 | 0 | 1 | 279 | 4.7 |
| Sioux City | 409 | 1,115 | 1,477 | 12 | 15 | 12 | 8 | 0 | 1,524 | 3.1 |
| Administrative | 37 | 16 | 51 | 0 | 1 | 1 | 0 | 0 | 53 | 3.8 |
| Certified | 285 | 639 | 904 | 6 | 4 | 5 | 5 | 0 | 924 | 2.2 |
| Classified | 87 | 460 | 522 | 6 | 10 | 6 | 3 | 0 | 547 | 4.6 |
| South Tama Co. | 91 | 184 | 267 | 0 | 7 | 0 | 1 | 9 | 275 | 2.9 |
| Administrative | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 |
| Certified | 41 | 88 | 126 | 0 | 1 | 0 | 1 | 2 | 129 | 1.5 |
| Classified | 34 | 93 | 122 | 0 | 5 | 0 | 0 | 5 | 127 | 3.9 |
| Waterloo | 361 | 949 | 1,177 | 124 | 0 | 4 | 5 | 3 | 1,310 | 10.2 |
| Administrative | 29 | 17 | 33 | 12 | 1 | 0 | 0 | 0 | 46 | 28.3 |
| Certified | 212 | 482 | 648 | 21 | 0 | 1 | 1 | 0 | 694 | 3.3 |
| Classified | 120 | 450 | 496 | 71 | 0 | 2 | 1 | 3 | 570 | 13.0 |

Table 11: Dropouts (Integrating School Districts)
(Middle and High School)

| District | M | F | Euro Amer. | Afr. Amer. | Amer. Ind. | Hisp Amer. | Asian Amer. | Other | Total | %Min |
|----------------|-------------------|-----|---------------|---------------|---------------|---------------|----------------|-------|-------|------|
| Burlington | 22 | 22 | 30 | 13 | 0 | 1 | 0 | 6 | 44 | 32.0 |
| Cedar Rapids | 79 | 58 | 127 | 9 | 0 | 0 | 1 | N/A | 137 | 7.2 |
| Council Bluffs | Data Not Provided | | | | | | | | | |
| Davenport | - | - | 343 | 140 | 10 | 21 | 14 | 4 | 530 | 35.5 |
| Des Moines | 197 | 156 | 270 | 46 | 2 | 11 | 27 | N/A | 353 | 24.4 |
| Fort Dodge | 41 | 37 | 68 | 8 | 0 | 1 | 1 | N/A | 78 | 12.8 |
| Iowa City | 21 | 22 | 36 | 2 | 0 | 1 | 2 | N/A | 43 | 11.6 |
| Mason City | 37 | 29 | 52 | 4 | 0 | 8 | 0 | 0 | 66 | 18.2 |
| Muscatine | 40 | 26 | 49 | 0 | 0 | 17 | 0 | 0 | 66 | 25.8 |
| Sioux City | 243 | 210 | 338 | 14 | 25 | 49 | 26 | N/A | 453 | 25.2 |
| South Tama Co. | 13 | 8 | 4 | 1 | 10 | 5 | 0 | 1 | 21 | 81.0 |
| Waterloo | 271 | 215 | 344 | 104 | 2 | 3 | 4 | N/A | 486 | 23.2 |

Table 12: Talented and Gifted Enrollment (Integrating School Districts)
All Grade Levels

| District | M | F | Euro Amer. | Afr. Amer. | Amer. Ind. | Hisp Amer. | Asian Amer. | Other | Total | %Min |
|----------------|-------------------|-----|---------------|---------------|---------------|---------------|----------------|-------|-------|------|
| Burlington | 83 | 85 | 148 | 8 | 0 | 4 | 8 | 2 | 168 | 11.9 |
| Cedar Rapids | 578 | 516 | 1,015 | 41 | 2 | 4 | 34 | - | 1,094 | 7.4 |
| Council Bluffs | Data Not Provided | | | | | | | | | |
| Davenport | 411 | 453 | 686 | 83 | 4 | 35 | 42 | 10 | 864 | 18.9 |
| Des Moines | N/A | N/A | 3,006 | 179 | 5 | 31 | 133 | - | 3,355 | 10.4 |
| Fort Dodge | 177 | 151 | 303 | 3 | 0 | 1 | 20 | 1 | 328 | 7.6 |
| Iowa City | 364 | 418 | 722 | 8 | 0 | 2 | 40 | 1 | 782 | 6.4 |
| Mason City | 80 | 128 | 197 | 0 | 0 | 4 | 7 | - | 208 | 5.3 |
| Muscatine | 366 | 352 | - | 13 | 0 | 101 | 19 | 588 | 718 | 18.5 |
| Sioux City | 398 | 439 | 785 | 20 | 2 | 11 | 19 | - | 837 | 8.8 |
| South Tama Co. | 61 | 50 | 97 | 0 | 10 | 2 | 2 | - | 111 | 12.6 |
| Waterloo | 286 | 301 | 429 | 101 | 1 | 6 | 50 | 7 | 587 | 26.9 |

SUMMARY OF INTEGRATING SCHOOL DISTRICT TABLES

DISTRICT-WIDE ENROLLMENTS (Integrating School Districts) Table 6

The twelve (12) desegregating districts enrolled 130,977 students during the 1992-93 school year which constituted 27% of all K-12 public school students enrolled in the state. These districts enrolled 20,935 students of non-European backgrounds which equalled 70% of all non-European background student in the state's public schools. While these districts enrolled 28.9% of all public school students in 1988-89, in the past school year (1992-93) they enrolled only 26.7% of all public school students. Total enrollment dropped from 138,334 students in 1988-89, to 130,977 students in 1992-93. The percentage of that drop in enrollment is 2.2% over the five year period. At the same time, the non-European enrollment in these districts increased from 17,802 to 20,935, for an increase of 3,133 students or 3.1%. Total minority enrollment increased from an average of 12.9 in 1988-89 to 16.0 in 1992-93. It is obvious that these districts have all experienced increased enrollment of students of non-European backgrounds and decreased enrollment of students of European backgrounds.

DISTRICT BUILDING ENROLLMENTS ABOVE STATE GUIDELINES (Integrating Districts) Table 7

The Department's staff put forth considerable effort to keep the issue of racial isolation in the forefront of districts' concern where the problem is apparent. Currently five of the twelve integrating districts operate buildings that are racially isolated by the guideline established by the Board. For the first time, Muscatine has one building that is above due to the provision of E.S.L. services. That is also the case with one of the buildings in the Davenport District. Currently, the five districts have a total of 16 above the guide line ranging from .5% to 25.9%. All districts have communicated the difficulty in keeping the enrollments at or below the guidelines because of increasing enrollment of non-European populations moving into neighborhoods where the impacted buildings are located and the moving out of the traditional population of families of European American backgrounds. These buildings will now be monitored on an annual basis by the Department.

OPEN ENROLLMENT (Integrating School Districts) Table 8

Open enrollment is having an overall negative impact on the Desegregating districts with a net loss ratio of 2-1 out /in. While a total of 616 students enrolled into the districts under the open enrollment option, 1,240 left these districts. Therefore for each student that came into the district, two left. The impact has been greatest in the Waterloo School District where only fourteen students came into the District while 245 students left. With this net loss of 231 students, the financial impact to the district has been approximately \$760,000. In Des Moines, 223 students came into the District while 458 students left for a negative impact of 235 student lost as a result of open enrollment. and a cost impact of approximately \$775,000. The impact has been considerably less in the other districts but several have expressed concern as to the future impact of the open enrollment option. The Districts of Iowa City, Mason City and Muscatine have all had favorable open enrollment ratios in that more students entered than left.

SUSPENSION RATES (Integrating School Districts) Table 9

One of the concerns communicated to these districts over the years has been the rate of suspension of students of non-European backgrounds. There have been several instances in the past when the suspension rates for these groups have been well above their average percentage enrollment in the districts' population. Based upon the data submitted this year, the districts are improving in this area. Using the 10% guideline, three districts are above. The districts are as follows: Muscatine, 4.1%; Waterloo, 9.7%, and Davenport, 14.5%. Each of those districts will be monitored next year for their efforts and strategies for reducing those rates to bring them closer to or within the guideline. All districts will be encouraged to pay attention to the disaggregated data to ensure that the suspension rates are not adversely affecting any particular segment of the student population.

EMPLOYMENT DATA (Integrating School Districts) Table 10

The purpose of this table is to illustrate the disparity between the enrollment of students of non-European backgrounds and staff of non-European backgrounds in the twelve (12) districts and to get some idea of how well Affirmative Action provisions are working. For purpose of simplicity, only certified staff will be treated in this discussion because of the direct contact with the largest number of students in a particular district. In spite of that, the smallest percentage of employees in most districts are certified teachers. Taken collectively, the districts enrollment consists of 16% students of non-European backgrounds but their teaching staffs make up only 3.5% of the total. When queried about this problem by Department staff, the oft heard complaint is that recruiting is expensive, time consuming and yields limited results. In some instances, fewer teachers are on staff than there were ten years ago. Given the number of equity concerns evident in all of these districts, staff diversity needs closer attention.

DROP OUT RATES (Integrating School Districts) Table 11

Based upon the data provided the picture regarding the dropout rate for the twelve districts included is mixed. In about fifty percent of the cases, the rates are not disparate in terms of the guideline of 10% of students from non-European backgrounds, however, in the other half of the cases, the rates range from concern to alarming. Though in some cases, the numbers are not high, the percentages are way out of line with the enrollment. Districts having non-European dropout rates of greater than 10% above that enrollment are Burlington, Davenport, Mason City, Muscatine and South Tama. Sioux City is right at the guideline cutoff. Of particular concern is South Tama which reported that 21 students dropped out however, sixteen of those students were non-Europeans.

TALENTED AND GIFTED EDUCATION (Integrating School Districts) Table 12

In terms of applying the 10% rule for racial isolation in district programming, the data gathered indicates that none of the districts are under-represented in students of non-European backgrounds in their enrollment of students in the gifted education. However, the enrollment of Asian American students in gifted programs exceeds their enrollment in the general student population by 12%. While they account for 23% of all non-European students enrolled in public schools they account for 35% of non-European students enrolled in the gifted education programs in those schools. All school districts are encouraged to continue to identify African American, Hispanic/Latino American and American Indian Students for gifted education programs using a wide variety of criteria.

Statewide Course Enrollment by Gender 1991-92

Table 13: Industrial Technology

| Iowa Department of Education | | | | |
|------------------------------|-------|---------|-------------|------------|
| Public Schools | | | | |
| Enrollment Numbers 1991-92 | | | | |
| Total Industrial Technology | | Male(%) | | Female (%) |
| | | | 37,448 (93) | 2,857 (7) |
| Selected Courses | Male | % | Female | % |
| Automotive | 4,118 | 94 | 285 | 6 |
| Construction Products | 1,305 | 97 | 45 | 3 |
| Drafting/Drawing | 4,894 | 89 | 592 | 11 |
| Elec/Electronics | 2,356 | 97 | 73 | 3 |
| Energy & Power | 1,670 | 98 | 41 | 2 |
| General Industrial Tech | 3,841 | 92 | 324 | 8 |
| Mechanics | 1,873 | 94 | 114 | 6 |
| Metals | 3,549 | 99 | 48 | 1 |
| Tech Principles | 1,056 | 95 | 61 | 5 |
| Welding | 1,375 | 98 | 21 | 2 |
| Wood | 7,248 | 95 | 381 | 5 |

Table 14: Agricultural Education (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|-------|----------|-------------|------------|
| Public Schools | | | | |
| Enrollment Numbers 1991-1992 | | | | |
| Total All Agriculture | | Male (%) | | Female |
| | | | 10,357 (83) | 2,076 (17) |
| Selected Courses | Male | % | Female | % |
| Ag. Mechanics | 1,668 | 94 | 97 | 6 |
| Agriculture | 2,085 | 83 | 430 | 17 |
| Animal Science | 1,535 | 82 | 340 | 18 |
| Farm Business Management | 1,231 | 85 | 220 | 15 |
| Horticulture | 876 | 70 | 368 | 30 |
| Plant Science | 865 | 83 | 171 | 17 |

Table 15: Business Education (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|--------|-------------|--------|------------|
| Public Schools | | | | |
| Enrollment Numbers 1991-92 | | | | |
| Total All Business Education | | Male (%) | | Female(%) |
| | | 30,758 (43) | | 40,087(57) |
| Selected Courses | Male | % | Female | % |
| Accounting Bookkeeping | 6,621 | 44 | 8,298 | 56 |
| General Business | 3,502 | 49 | 3,578 | 51 |
| Business Law | 2,097 | 51 | 2,010 | 49 |
| Business Computer | 883 | 43 | 1,177 | 57 |
| Office Occupations | 121 | 16 | 656 | 84 |
| Office Procedures | 275 | 18 | 1,231 | 82 |
| Typing/Keyboarding | 11,614 | 43 | 15,178 | 57 |
| Word Processing | 1,547 | 40 | 2,364 | 60 |

Table 16: Home Economics (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|-------|-------------|--------|-------------|
| Public Schools | | | | |
| Enrollment Numbers 1991-92 | | | | |
| Total All Home Economics | | Male (%) | | Female (%) |
| | | 12,201 (30) | | 28,116 (70) |
| Selected Courses | Male | % | Female | % |
| Child Care | 152 | 16 | 780 | 84 |
| Child Development | 894 | 17 | 4,218 | 83 |
| Clothing and Textiles | 318 | 11 | 2,549 | 89 |
| Family Relations | 2,184 | 31 | 4,888 | 69 |
| Food Management | 117 | 35 | 215 | 65 |
| Food/Nutrition | 5,314 | 42 | 7,353 | 58 |
| Home Economic I | 1,124 | 28 | 2,843 | 72 |
| House/Home Furniture | 320 | 20 | 1,243 | 80 |
| Parent Education | 260 | 20 | 1,035 | 80 |

Table 17: Mathematics (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|--------|-------------|--------|-------------|
| Public Schools | | | | |
| Enrollment Numbers 1991-92 | | | | |
| Total All Mathematics | | Male (%) | | Female(%) |
| | | 66,934 (51) | | 63,840 (49) |
| Selected Courses | Male | % | Female | % |
| Algebra | 16,737 | 50 | 16,851 | 50 |
| Advanced Algebra | 10,675 | 48 | 11,539 | 52 |
| Geometry | 12,678 | 49 | 13,097 | 51 |
| Trigonometry | 2,573 | 52 | 2,411 | 48 |
| Calculus | 1,380 | 56 | 1,091 | 44 |
| Computer Mathematic | 4,176 | 57 | 3,131 | 43 |
| Senior Topical Mathematic | 2,838 | 52 | 2,630 | 48 |

Table 18: Science (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|--------|-------------|-------------|----|
| Public Schools | | | | |
| Enrollment Numbers 1991-1992 | | | | |
| Total All Science | | Male % | Female % | |
| | | 60,277 (51) | 58,338 (49) | |
| Selected Courses | Male | % | Female | % |
| Biology-Botany-Zoology | 19,294 | 49 | 19,706 | 51 |
| Chemistry | 10,407 | 49 | 10,773 | 51 |
| Physics | 5,729 | 59 | 3,994 | 41 |
| Physiology | 1,462 | 38 | 2,389 | 62 |

Table 19: Foreign Language (Statewide)

| Iowa Department of Education | | | | |
|------------------------------|-------------|----|-------------|----|
| Public Schools | | | | |
| Enrollment Numbers 1991-92 | | | | |
| Total All Foreign Language | Male % | | Female% | |
| | 29,635 (43) | | 39,839 (57) | |
| Selected Courses | Male | % | Female | % |
| French I | 2,100 | 39 | 3,260 | 61 |
| French II | 1,528 | 36 | 2,768 | 64 |
| German I | 1,278 | 49 | 1,322 | 51 |
| German II | 889 | 46 | 1,037 | 54 |
| Russian I | 253 | 64 | 145 | 36 |
| Spanish I | 10,241 | 46 | 12,067 | 54 |
| Spanish II | 6,942 | 44 | 8,917 | 56 |

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