

# Davenport Community School District District Diversity Plan Adopted February 11, 2008

## Rationale and Background

The mission of the Davenport Community School District is to enhance each student's abilities by providing a quality education enriched by our diverse community. The foundation of our district's diversity plan is the commitment made by the Board of Directors through specific board policies as well as State regulations. In regard to State regulations, the Iowa Department of Education has proposed amending Chapter 17, "Open Enrollment" of the Iowa Administrative Code. Such amendments are in response to a June 28, 2007, decision of the United States Supreme Court disallowing student assignments based solely or primarily on race. As amended, the Iowa Department of Education in Chapter 17 mandates the school board, in its diversity plan, defines "minority" students and provides characteristics the board may consider in defining "minority."

The District's diversity plan places substantial emphasis on the delivery of quality education to its Pre-K through 12 schools. The significance of adopting policies and procedures central to sustaining academic excellence in each school necessitates our goal that each building's student population reflects the socioeconomic and academic performance demographics of our district.

The Davenport Community School District is committed to substantial and continuous efforts to eliminate the isolation of disadvantaged students, and to eliminate any District practices, including enrollment and attendance policies and procedures that might tend to lead toward further segregation of its students. Segregation that divides children by socioeconomic status or academic performance reduces a child's competency to fully participate in a global society. Any policy or procedure that contributes to any type of segregation frustrates the effort, and the District's duty, to provide quality education to all of its students. Providing a quality education means providing students the opportunity to interact and learn from those students of a different socioeconomic status, whether that difference is based on academic achievement and/or economics. The delivery of quality education in any district school is enhanced when the student population is diverse.

The primary method used by the District to ensure that parental choice of a school and a school district of attendance for their student(s) does not adversely affect implementation of the District's diversity plan will be the establishment of key District demographic characteristics. These key demographic characteristics will be utilized by the Board in its definition of "minority" and available for the administration of District programs, including the District's voluntary transfer and open enrollment plans.

The key demographic characteristics include:

- Student Academic Performance and
- Paid, Free & Reduced Lunch

The District will employ the use of data from its official reporting dataset submitted to the Iowa Department of Education (i.e., student enrollment and proficiency determinations based on ITBS/ED scores) to determine a ratio of "minority" to "nonminority" students, which the District will utilize in the District's voluntary transfer and open enrollment plans. Once this data have been gathered and analyzed, a Diversity Plan Reference Chart for the District and for individual school buildings within the district will be developed on an annual basis by the Office of Assessment, Equity and Record Services. These charts will serve as reference points for the approval and/or denial of requests made for between-districts as well as within the Davenport District transfers.

## **Operational Definitions**

The following terms are essential for understanding the key characteristics that will define DCSD's diversity plan:

### **Minority/Nonminority**

For the purpose of the District Diversity Plan and any policy(ies) related to such Plan, "Minority" is defined to include a Category of students disadvantaged with respect to a second category of students (the "NonMinority") in terms of academic achievement and/or income. Minority students are those students that are classified as "Needs" students under the distinctions found in Iowa's Accountability Plan for No Child Left Behind and those Students that are classified as "Meets" under the same distinctions but are disadvantaged economically in that they are receiving free or reduced lunch. Nonminority are those students that do not meet the definition for Minority. Minority, as defined, will not necessarily be a numerical minority. To avoid confusion, the District Plan and related policy(ies), instead of referring to the Minority and Nonminority population, will refer to students as being placed into a certain "Category," with Category A representing "minority" students and Category B representing "nonminority" students.

### **Socioeconomic Status (SES)**

Socioeconomic status is based on whether a student receives free & reduced lunch. Students are divided into two classifications for the purposes established in this plan – Free or Reduced (F&R), or Paid (P).

### **Student Academic Performance (SAP)**

Student academic performance is determined through three category distinctions found in Iowa's Accountability Plan for No Child Left behind (NCLB) – Needs, Meets, Exceeds.

### **Category**

Students are placed into one of two categories (A or B) based upon their key demographic characteristics.

### **District Ratio**

The ratio of District Category A to Category B students as determined by the previous year's ITBS/ED data reported to the State.

### **School Ratio**

The ratio of School Category A to Category B students as determined by the previous year's ITBS/ED data reported to the State.

### **School Category**

School A is a school that has a Category A to B ratio (decimal value) greater than the District ratio (decimal value). School B is a school that has a Category A to B ratio (decimal value) less than the District ratio (decimal value.)

### **Between-District Open Enrollment**

The District shall participate in the state enacted Open Enrollment Program, both as a sending and a receiving district, in accordance with guidelines set forth by the Iowa Department of Education and Iowa Code Section 281.

Continuous Open Enrollment	When a student or family moves into a new district of residence and desires that the student remain in the original district with no interruption in his or her educational program.
Within-District Diversity Plan	The District shall identify buildings open Transfer Requests to transfer based upon the key demographic characteristics identified above including limitations that may occur due to insufficient classroom space, special programs or services, suspended or excluded status, or restrictions on athletics (high schools only).

### **Affirmation of Board Policies, Rules and Regulations**

This plan reaffirms the following current board policies and administrative regulations related to its diversity plan:

- 100.0 Community Relations – District Philosophy
- 102.07 Community Relations – Long-Range Needs Assessment
- 203.11 Administration – Dissemination of Policy
- 203.12 Administration – Review of Administrative Regulations
- 203.13 Administration – Collaborative Decision-Making
- 401.01 Personnel – General – Employment Equity and Non-Discrimination
- 401.02 Personnel – General – Affirmative Action Statement
- 501.01 Students – Resident Students
- 501.02 Students – Non-Resident Students
- 501.04 Students – Entrance Requirements
- 501.06 Students – Homeless Children and Youth
- 501.07 Students – Placement
- 501.08 Students – Legal Status
- 501.11 Students – Attendance Centers
- 501.12 Students – Boundary Lines
- 501.16 Students – Open Enrollment Between Districts
- 504.05 Students – Expulsion/Exclusion
- 504.06 Students – Parent’s and Student’s Rights
- 504.07 Students – Harassment: Students
- 504.10 Students – Anti-Bullying/Harassment Policy: Students
- 505.06 Students – Athletic Eligibility As It Pertains to In-District Transfers
- 603.01 Instruction – Class Size—Elementary
- 604.12 Instruction – Balanced Enrollment
- 605.10 Instruction – Multicultural & Gender Fair Approaches to the Educational Program
- 803.01 Internal Board Operations – Development of Policy
- 803.03 Internal Board Operations – Administrative Procedures
- 901.02 By-Laws of the Board – Legal Status of the Board
- 901.03 By-Laws of the Board – General Powers and Duties

## Diversity Plan Reference Chart: District Ratio

*to be used as part of the approval or denial of between district open enrollment requests for 2008-09*

*Student Academic Performance (SAP) is based upon the Reading Comprehension sub-test of the ITBS/ITED*

*Enrollment figures are from the February 2007 ITBS/ITED State reported data for grades 3-11*

SAP	SES	Possible Combinations	Pts	Enrollment	% of Total	
Needs (2)	→ F&R (1) → Paid (0)	<b>Category A</b>	Needs/F&R	3	2632	25.5%
			Needs/Paid	2	1128	10.9%
Meets (1)	→ F&R (1) → Paid (0)		Meets/F&R	2	2519	24.4%
			<b>Totals</b>	<b>2, 3</b>	<b>6279</b>	<b>60.7%</b>
Exceeds (0)	→ F&R (1) → Paid (0)		<b>Category B</b>	Meets/Paid	1	2913
		Exceeds/F&R		1	270	2.6%
		Exceeds/Paid		0	877	8.5%
<b>Totals</b>	<b>0, 1</b>	<b>4060</b>		<b>39.3%</b>		
<b>District Category A to B ratio</b>				<b>1.5</b>	<b>(3:2)</b>	

Approvals for Category A and B applications to leave the District will be made in the same ratio as the District Category A to B ratio. Applications for open enrollment out of the District will not be granted if it is found that the release of the applicants will adversely affect the District Category A to B ratio.

If the ratio of eligible Category A to B applicants is **equal** to the District ratio, all Category A and B applications will be approved.

If the ratio of eligible Category A to B applicants is **less than** the District ratio, all Category A applications will be approved and the number of Category B approvals will equal the number of Category A applicants divided by the District ratio (decimal value). Which Category B applications will be approved will be determined by a computerized random selection.

If the ratio of eligible Category A to B applicants is **greater than** the District ratio, all Category B applications will be approved and the number of Category A approvals will equal the number of Category B applicants multiplied by the District ratio (decimal value). Which Category A applications will be approved will be determined by a computerized random selection.

An applicant whose sibling is already participating in open enrollment to another school district will be approved to open enroll out of the District. In addition, if an applicant is approved for open enrollment and such applicant has a sibling(s) that has also submitted an application for open enrollment, all such siblings shall be allowed to open enroll out of the District. Once the District determines the number of applicants to be approved pursuant to the District's Category A to B ratio, the students leaving the District based on their status as siblings will be included in the total number of applicants allowed to leave.

Students whose families move to the Davenport Community School District who request continuous open enrollment in their previous district of residence will not be held to the criteria identified above regarding the District's key demographic characteristics. In accordance with the Iowa Code, they will be granted Board approval under the provisions for continuous open enrollment.

## Diversity Plan Reference Chart: School Ratio

*to be used as part of the approval or denial of within district transfer requests for 2008-09*

School ratios computed in the same manner as the District ratio

A school is Type "A" if its Category A to B Ratio is greater than the District Ratio

A school is Type "B" if its Category A to B Ratio is less than the District Ratio

NCLB School	Category Enrollment		Ratio	School Type
	A	B		
Monroe Elementary School	214	21	10.2	A
Davenport Jefferson Elementary	185	19	9.7	A
Kimberly Center East	157	18	8.7	A
Buchanan Elementary School	103	13	7.9	A
Young Intermediate School	285	51	5.6	A
Smart Intermediate School	452	110	4.1	A
Madison Elementary School	132	34	3.9	A
Hayes Elementary School	104	28	3.7	A
Lincoln Academy	102	30	3.4	A
Washington Elementary School	100	34	2.9	A
Fillmore Elementary School	123	51	2.4	A
Williams Intermediate School	451	247	1.8	A
<b>District Ratio</b>	<b>6279</b>	<b>4060</b>	<b>1.5</b>	
Wood Intermediate School	440	289	1.5	B
Truman Elementary School	104	75	1.4	B
West High School	874	631	1.4	B
Buffalo Elementary School	83	60	1.4	B
Sudlow Intermediate School	369	267	1.4	B
North High School	432	320	1.4	B
Wilson Elementary School	133	101	1.3	B
Jackson Elementary School	99	78	1.3	B
Central High School	597	512	1.2	B
McKinley Elementary School	81	78	1.0	B
Garfield Elementary School	101	117	0.9	B
Adams Elementary School	137	169	0.8	B
Harrison Elementary School	112	158	0.7	B
Walcott Intermediate School	158	232	0.7	B
Eisenhower Elementary School	72	122	0.6	B
Walcott Elementary School	34	69	0.5	B
Blue Grass Elementary School	45	126	0.4	B

A Category A student may transfer from a Category A school to a Category B school.

A Category B student may transfer from a Category B school to a Category A school.