

Diversity Management Plan of the Metropolitan Nashville Public Schools (“MNPS”)

Section A

Goal

To make diversity part of the educational experience of this District’s students as a means of implementing the Resolution adopted unanimously by the Metro Nashville Davidson County Board of Public Education on November 13, 2012 which calls for all students to be “provided the benefits of learning in diverse settings” and which declares, in addition, that “quality, diverse schools at all grade levels are indispensable to the civic and educational purpose of this School District.”¹

Section B

Rationale

The District views diversity as a constructive contributor to quality education, since first-hand experience with diversity in the course of education helps prepare students to understand and to prosper in an increasingly diverse American and world society.

The District therefore views quality, diverse schools to be indispensable to the purpose of the District to educate the young and prepare them for citizenship. Quality, diverse schools are thus a compelling interest for this school system.

The District views racial/ethnic isolation as an educational disadvantage since it does not effectively prepare students to contribute as adults to a diverse society and is, indeed, an especially inappropriate setting for education in this richly diverse school system.²

The District views the inclusion of diversity in the educational experience of its students as a perpetual activity, not an activity with a calendar end-point. It is an activity analogous to protection of the environment--each generation plays a role, and the responsibility is never-ending. Therefore, the District will manage and measure diversity, with the recognition that while perfection at any given point is unlikely, it is progress across time that is essential, that conclusion of the effort is not intended, and that the metrics of diversity may well be updated from time to time in keeping with changing circumstances.

¹See also the District’s Vision Statement on which the Board Resolution is based.

²MNPS is a plurality school system--its students represent six major racial/ethnic groups, and no one group constitutes a majority of the system’s enrollment. With a total enrollment of 78,152 students, the system is 44% Black, 33% White, 18% Hispanic, 4% Asian, 0.2% Native American and 0.1% Pacific Islanders. (January 2013 data)

Section C

Target

This Diversity Management Plan (“the Plan”) focuses on MNPS schools, the MNPS central office, and charter schools operating in or seeking to operate in the jurisdiction of MNPS.

Section D

Assurances

Students will not be assigned to a school or be admitted to/denied admission to an application school or open enrollment school based on the individual’s race or ethnicity.

Certified and non-certified staff will not be employed, retained, promoted or assigned to a school or other workplace based on the individual’s race or ethnicity.

MNPS plans, decisions and actions regarding diversity will comport with applicable law.

Section E

Definition of Diversity

MNPS views diversity as multi-faceted, including race/ethnicity, income, language and disability. Taken together, the factors illuminate the diversity that is present in individual schools in the context of the school system as a whole.

The definition of diversity is subject to modification from time to time as demographic circumstances in MNPS change.

a. Student Diversity.

The overall definition of student diversity has four parts. The first part of the definition, racial/ethnic diversity, serves the purpose of describing a paradigm of a racially/ethnically diverse school in the context of the school system as a whole. The three additional diversity factors serve to add depth to the portrait of diversity by including income, language and disability in the definition. The four-part definition serves as a goal for all schools.

The definition of student diversity consists of four parts and is as follows:

Part One: Racial/Ethnic Diversity. A school, when measured within its tier level, is expected to meet at least one of the following measures:

- the school enrolls multiple racial/ethnic groups and no single group represents more than 50% of the school’s total enrollment; or

- the school enrolls at least three racial/ethnic groups and each represents at least 15% of the school’s total enrollment; or

- the school enrolls at least two racial/ethnic groups and each represents at least 30% of the school’s total enrollment.

Parts Two, Three and Four: Income, Language and Disability Diversity.³ A school, when measured within its tier level, is expected to meet at least two of the following measures:

- Its percentage of students eligible for free or reduced meals is at least two-thirds the average for schools in its tier.

- Its percentage of students eligible for English language service is at least two-thirds the average for schools in its tier.

- Its percentage of students classified with a disability is at least two-thirds the average for schools in its tier.

Meeting the Definition of Student Diversity.

To meet the definition of student diversity, a school is expected to meet the four-part definition.

Schools that do not meet the definition will be considered in need of greater diversity, and this need will be addressed as practicable by the the central office.

³In 2012-13, MNPS enrollment proportions for Free and Reduced Meals, English Language Learners and children with a disability are:

	FARM	ELL	Disability
Elementary Schools	75%	16%	11%
Middle Schools	74%	7%	13%
High Schools	67%	6%	11%

b. Staff Diversity.⁴

MNPS views the diversity experience of students as amplified and reinforced when staffing, certified and non-certified, is diverse, both in the schools and central office. In this connection, MNPS will work to recruit a diverse workforce, addressing under-represented groups, if any.

The definition of staff diversity is as follows:

⁴ In 2012-13, MNPS staff proportions by tier level and race/ethnicity are:

	<u>Certified Staff</u>	<u>Non-certified Staff</u>
Elementary Schools		
Black	22%	47%
White	77%	51%
Asian	-1%	1%
Hispanic	1%	2%
Native American	0%	-1%
Pacific Islander	0%	0%
Middle Schools		
Black	33%	58%
White	65%	41%
Asian	1%	1%
Hispanic	1%	1%
Native American	-1%	0%
Pacific Islander	0%	0%
High Schools		
Black	30%	56%
White	67%	43%
Asian	1%	-1%
Hispanic	1%	1%
Native American	-1%	0%
Pacific Islander	0%	0%
Central Office		
Black	25%	39%
White	74%	57%
Asian/Pacific Islander	0%	-1%
Hispanic	1%	3%
Native American	0%	-1%
District-wide		
Black	27%	47%
White	72%	51%
Asian	-1%	1%
Hispanic	1%	2%
Native American	-1%	-1%
Pacific Islander	0%	0%

Certified staff. For racial/ethnic groups representing at least 15% of certified staff district-wide at the tier level of the school, a diverse school has such groups represented by at least two-thirds of such district-wide average. For racial/ethnic groups with tier-level district-wide averages below 15%, a diverse school, with central office assistance and oversight, works to increase its certified staff diversity.

Non-certified staff. For racial/ethnic groups representing at least 15% of non-certified staff district-wide at the tier level of the school, a diverse school has such groups represented by at least half of such district-wide average. For racial/ethnic groups with tier-level district-wide averages below 15%, a diverse school, with central office assistance and oversight, works to increase its non-certified staff diversity.

Meeting the Definition of Staff Diversity.

To meet the definition of staff diversity, a school is expected to meet the definitions as described above.

Schools that do not meet the definition will be considered in need of greater diversity, and this need will be addressed as practicable by the the central office.

In addition, in the interest of educational equity, MNPS will work to locate at schools with identified student performance needs certified staff with appropriate education levels, experience and special qualifications.

Central Office Diversity.

Certified and non-certified staff, respectively, working in the central office are expected to be composed of racial/ethnic groups that reflect the racial/ethnic composition of certified staff and non-certified staff in the District as a whole, i.e. district-wide with all grade levels combined. The central office's staff diversity is expected to serve as a model for staff diversity in the district as a whole.

The Director will determine the need, if any, for a central office staff diversity improvement strategy.

Section F

School-wide Achievement

It is the intent of MNPS that all schools be instructionally effective schools. Therefore, MNPS will assess school-wide student performance in conjunction with its assessment of each school's diversity. Reports on diversity will include data on each school's school-wide performance.

The Director will determine the metric(s) to be used to assess school-wide performance in conjunction with the assessment of diversity, drawing on measures already in use in the District.

The Director will determine school improvement strategies to be taken for under-performing schools, whether or not they meet the MNPS definition of diversity.

Section G **Implementation**

This Plan will guide all diversity efforts in the District. It will be updated as necessary by the Director, who shall confer as appropriate with the Board.

Except as described in this Plan, effectuation of this Plan relies on voluntary choices by students and their families, and by MNPS staff, in response to opportunities and incentives made available by the District.

MNPS will strive to maximize the number of schools that meet the MNPS definitions of student and staff diversity.

MNPS will make all practicable efforts to enhance educational equity in schools that do not meet the definition of student diversity and are intensely concentrated by race/ethnicity, income level, need for English language service or disability.

In decisions regarding the following matters and those closely related to them, MNPS will consider foreseeable diversity impact with a view toward preserving or enhancing diversity as much as practicable using race-neutral means:

- cluster configuration
- school zoning and re-zoning
- school expansion and renovation
- school re-purposing
- school openings and closings
- siting of new schools
- siting of special programs
- grade organization and feeder patterns
- siting of magnet schools and magnet programs within schools
- student transportation services
- open enrollment protocols
- magnet school application and admission protocols
- general and targeted recruitment of students to schools of choice
- parent information activities and mechanisms about schools of choice
- special services intended to retain students in schools of choice
- recruitment of staff, certified and non-certified
- training of staff, certified and non-certified
- incentive programs for employment and deployment of all staff.

MNPS will continuously monitor the status of diversity in the schools and central office with regard to students and staff.

MNPS will produce a continuous flow of analysis and recommendations to the Director on steps to preserve and/or enhance diversity.

MNPS will implement diversity-enhancement steps approved by the Director of MNPS or the MNPS Board of Public Education, and will regularly assess the efficacy of diversity-enhancement activities and adjust such activities based on assessment results.

MNPS will keep MNPS constituencies and stakeholders briefed on the MNPS commitment to diversity, the status of diversity in the District, and current diversity efforts.

MNPS will maintain adequate records of diversity-related decisions and the basis of them.

MNPS will collect, analyze and report not less than annually to the Board and the public data on student and staff diversity in the schools, the clusters, the central office, and the system as a whole.

Diversity reporting formats and content will reflect the MNPS definition of diversity and other content of this Plan.

Section H **Structure**

Under the leadership and direction of the MNPS Director, four Work Groups will produce analysis and recommendations to the Director on diversity preservation/enhancement.

The Work Groups will be focused on District plans and practices in specific diversity-related areas as follows:

Work Group on School Options for Students

Focus: improve/expand school options for students that preserve/enhance diversity and/or equity

Scope of Work:

student assignment
student transportation
facilities

Work Group on Staff

Focus: enhance diversity of certified and non-certified staffing of schools and central office using race-neutral means

Scope of Work:

- recruitment of staff
- incentive programs and non-discrimination efforts
- placement patterns in schools and central office
- training/staff development

Work Group on School Performance

Focus: improve whole-school student performance in schools that meet the MNPS diversity definition and those that do not

Scope of Work:

- academic performance
- non-academic performance
- extra-curricular activities
- parent/community engagement

Work Group on Resource Investments

Focus: ensure that MNPS financial investments are made so as to preserve/enhance diversity

Scope of Work:

- operating funds/annual budgets
- capital funds
- special purpose funds and grants

Each Work Group will meet at least annually, and more frequently as necessary.

Work Groups may generate their own topics of consideration or respond to questions/issues referred to them by the Director.

Membership of each Work Group will be appointed by the Director from existing planning groups in the District, such as the Transformational Leadership Groups and principals engaged in the Tribal Education group, and may be supplemented by staff with expertise relevant to a particular Work Group. Each Work Group will have membership with a variety of expertise and perspectives, and will include both District staff and one or more community representatives.

The Work Groups, as new entities in the District, will be briefed on the purpose of the Work Groups and how the Work Groups are intended to function.

Section I

Student Assignment Task Force

Formed by the Board in late 2007/early 2008, the Task Force will serve as an advisory body to the Board and Director to help monitor diversity in MNPS.

Its charge will be amended to focus its role on monitoring diversity.

Its membership will be enlarged so as to include representatives from the multiple racial/ethnic communities served by MNPS.

Its findings and recommendations will flow to the Director who will review them with the assistance of the appropriate Work Group(s). (See Section H).

Section J

Charter Schools

Charter schools that operate or apply to operate within the jurisdiction of MNPS are required to comply with this Plan.

Charter schools are required to have diversity plans comparable in kind to this Plan and to use this Plan's definitions of student and staff diversity.

Charter schools are required to measure and report their student and staff diversity data and to compare them with MNPS district-wide tier-level data.

The Director will issue guidelines for the use of charter schools and charter school applicants describing steps they must take to comply with this Plan.

Section K

Effective Date

This Plan shall take effect upon issuance by the MNPS Director who shall first confer with the Board of Public Education.

On each occasion when this strategy is amended, the Director shall first confer with the Board of Public Education.

This Plan will be treated as public information and be appropriately disseminated.