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## **2018-19 Annual Diversity Report**

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*Annual Reporting for the Diversity Management Plan*

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**Submitted: August 2019**

## Building on Diversity, Focus on Equity: *Leading with Equity to Exceed Great Expectations for Our Students*

Metro Nashville Public Schools serves 85,688 students representing a wide diversity. Our students are 41% Black or African American, 26% Hispanic/Latino, 28% White, 4% Asian. Approximately 16% are English Learners (EL), 42% of our students are Economically Disadvantaged (ED) according to Direct Certification, and 13% of our students are considered to have Exceptional Needs. Nearly 36% of our students come from households where a language other than English is spoken as the primary language. The top languages spoken by our students and/or their households include Arabic (4%), Kurdish (1%), Somali (1%), Spanish (24%) and Burmese 0.5%.

MNPS celebrates its diverse community and has been intentional about engaging the diverse populations it serves. In fact, two of the nine [core values](#) guiding the districts work are as follows:

**EQUITY** – We believe in equitable access and opportunities for all students from early childhood through graduation.

**DIVERSITY** – We value, respect, and celebrate students, staff, and educators from different backgrounds.

As a result of the Metropolitan Nashville Board of Public Education issued Diversity Resolution in 2012, the Diversity Management Plan was developed requiring updates in four key areas: School Options, School Performance, Staff Diversity, and Resource Investments. Although workgroups around these areas have not formally met on an ongoing basis, the basic premise requiring that MNPS staff always consider the implications of any action and decision on diversity has been continuous. In addition, the Diversity Management Plan has continued to be updated and posted on the website annually.

In 2016, a transition team emphasized a recommendation that **“diversity must be accompanied by equity to ensure that all learners have the resources and supports needed to be successful in every classroom, in every school”** (Transition Team Report, 2016).

On August 29, 2017, a meeting was held between MNPS staff and community members to review the diversity management plan definition, which indicates that, “MNPS views diversity as multifaceted, 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.” At that meeting, stakeholders including MNPS staff, non-profit partners, and representatives working on equity initiatives from higher education institutions reviewed various Equity definitions. The proposed definition the team recommended is adapted from definitions developed by the Great Lakes Equity Center, the mid Atlantic Equity consortium, and the National Equity project.

The proposed definition for Equity in MNPS would be:

“When educational practices, policies, curricula, resources and school cultures are representative of all students, such that all students have access to, participate in, and make progress to, participate in, and make progress in high quality learning experiences, no longer predictable by, but rather uplifted by their race, sex, or gender identity and expression, ability, religious affiliation or belief system, national origin, linguistic diversity, or other characteristics.”

The 2018-2019 Annual Diversity Report as presented is a collective effort to go beyond documenting our diverse numbers across schools, and staff but rather highlighting some of the progress, and some of the challenges that still remain in pursuit of Equity.

# TABLE OF CONTENTS

**SECTION 1: School Options for Students**.....pg. 4

- 1. Definition of Student Diversity (Diversity Management Plan, Section E).....pg. 5
- 2. Diverse Schools and Students in Diverse Schools Summary.....pg. 6
- 3. Student Diversity Summary 2016-17, 2017-18 and 2018-19.....pg. 7
- 4. Plurality Schools 2014-2019.....pg. 8-9
- 5. Student Diversity Changes 2014-2019.....pg. 10-12
- 6. Schools More Than 90% One Race/Ethnic Subgroup.....pg. 13
- 7. Early Learning Centers (Ethnicity Breakdown).....pg. 14
- 8. Academies of Nashville: 2018 – 2019 Offerings by Quadrant.....pg. 15-16
- 9. 2018-19 Detailed Data Warehouse Reports.....pg. 17
  - a. Student Diversity – Demographics for each School.....pg. 18-26
  - b. Student Diversity – Diversity Status for each School.....pg. 27-32

**SECTION 2: School Performance**.....pg. 33

- 10. Achievement Gap Report and TNReady Accountability by School Subgroup 2018.....pg. 34-48
- 11. 2018 Graduation Rates by Subgroup.....pg. 49
- 12. 2018-19 MNPS Demographic and Discipline Data.....pg. 50
- 13. Encore & Young Scholars of Nashville (YSN) Programs – Equity and Diversity.....pg. 51

**SECTION 3: Staff Diversity**.....pg. 52

- 14. Definition of Staff Diversity (Diversity Management Plan, Section E).....pg. 53
- 15. Staff Diversity Summary for 2015-19.....pg. 54
- 16. Staff Diversity Recruitment Efforts Update.....pg. 55
- 17. 2018-19 Detailed Data Warehouse Report.....pg. 56
  - a. Staff Diversity - Report by School.....pg. 57-69
- 18. 2018-19 Equity and Diversity Calendar – MNPS Staff.....pg. 70-75
- 19. Equity Summit 2019 Work.....pg. 76-79

**SECTION 4: Resource Investments**.....pg. 80

- 20. Resource Investments: Financial Update.....pg. 81
- 21. Diversity Business Enterprise Update.....pg. 81-82

**APPENDIX: Diversity Management Update for School Options Work Group - May 2018**.....pg. 83-88

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SECTION 1: School Options for Students

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# Definition of Student Diversity (Diversity Management Plan, Section E)

## 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.<sup>3</sup> 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 central office.

Overall Diversity Management Plan is available at the following link: <https://www.mnps.org/diversity>

## Diverse Schools and Students in Diverse Schools Summary

Diverse Schools	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
District Schools	59	45%	61	46%	62	47%	60	45%
Charter Schools	14	47%	16	52%	22	63%	19	54%

Students in Diverse Schools	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
District Students	41,646	54%	42,108	56%	41,990	57%	40,290	57%
Charter Students	3,917	46%	5,181	50%	7,818	64%	7,256	54%

- All student data used for the reports are based on 40<sup>th</sup> day enrollment. Schools listed in the reports are sorted by grade tier. The typical grade tiers provided by MNPS are: Elementary (Pre-K - 4), Middle (5 – 8) and High (9 – 12). Some schools serve multiple tier levels; in these cases the school is counted more than once and included in each grade tier provided by the school.

## Student Diversity Summary 2016-17, 2017-18 and 2018-19

Elementary – Student Diversity Status																		
	Total Schools			Meet the Definition			% that Meet the			Meet Race/Ethnic Only		Meet I/L/D Only		Plurality Schools				
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
<b>Schools</b>	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
Choice Schools	37	40	41	9	9	10	24%	24%	24%	5	8	5	18	19	20	8	9	9
*Zoned Schools	40	36	35	25	24	22	63%	63%	63%	1	1	2	11	6	6	21	20	17
Total Schools	77	76	76	34	33	32	44%	44%	42%	6	9	7	29	25	26	29	29	26

Middle - Student Diversity Status																		
	Total Schools			Meet the Definition			% that Meet the			Meet Race/Ethnic Only		Meet I/L/D Only		Plurality Schools				
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
<b>Schools</b>	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
Choice Schools	28	27	25	13	11	11	46%	46%	44%	4	3	3	9	10	8	12	11	9
*Zoned Schools	6	6	8	5	6	7	83%	83%	88%	1	0	0	0	0	1	4	4	7
Total Schools	34	33	33	18	17	18	53%	53%	55%	5	3	3	9	10	9	16	15	16

High - Student Diversity Status																		
	Total Schools			Meet the Definition			% that Meet the			Meet Race/Ethnic Only		Meet I/L/D Only		Plurality Schools				
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
<b>Schools</b>	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
Choice Schools	19	19	19	6	9	5	32%	32%	26%	5	3	3	5	4	5	7	6	5
*Zoned Schools	3	3	3	3	3	3	100%	100%	100%	0	0	0	0	0	1	3	3	3
Total Schools	22	22	22	9	12	8	41%	41%	36%	5	3	3	5	4	6	10	9	8

District - Student Diversity Status																		
	Total Schools			Meet the Definition			% that Meet the			Meet Race/Ethnic Only		Meet I/L/D Only		Plurality Schools				
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
<b>Schools</b>	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19			
Choice Schools	84	86	85	28	29	26	33%	33%	31%	14	14	11	32	33	33	27	26	23
*Zoned Schools	49	45	46	33	33	32	67%	67%	70%	2	1	2	11	6	8	28	27	27
District - Total	133	131	131	61	62	58	46%	46%	44%	16	15	13	43	39	41	55	53	50
Charter - Total	31	35	35	16	22	19	52%	52%	54%	0	0	1	13	9	10	9	11	9

Note:

- Zoned schools with partial voluntary enrollment are listed as "Choice School", schools reported as "Zoned Schools" do not have capacity for voluntary enrollment.
- Schools Not Listed: MNPS Middle ALCs, Bass ALC, Bass Transition, Johnson ALC, The Cohn School, Cora-Howe, Murrell, Harris-Hillman

Plurality Schools 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19

School Name	Level	2014-15		2015-16		2016-17		2017-18		2018-19	
		Plurality		Plurality		Plurality		Plurality		Plurality	
A. Z. Kelley Elementary School	ES	720	✓	780	✓	819	✓	809	✓	841	✓
The Academy at Hickory Hollow	HS	98	✓	92	✓	64	✓	88	✓	66	✓
The Academy at Opry Mills	HS	73	✗	73	✗	68	✗	50	✓	66	✓
Amqui Elementary School	ES	606	✓	586	✓	544	✓	506	✓	464	✓
Antioch High School	HS	2096	✓	2133	✓	2111	✓	2049	✓	1938	✓
Antioch Middle School	MS	700	✓	716	✓	723	✓	777	✓	770	✓
Apollo Middle School	MS	798	✓	784	✓	797	✓	829	✓	840	✓
Cane Ridge Elementary School	ES					1000	✗	1027	✓	537	✓
Cane Ridge High School	HS	1730	✓	1756	✓	1772	✓	1845	✓	1727	✓
Casa Azafran Early Learning Center	ES	74	✓	77	✓	76	✓	84	✓	83	✓
Charlotte Park Elementary School	ES	456	✓	491	✓	496	✓	448	✓	465	✓
Cockrill Elementary School	ES	488	✓	437	✓	405	✓	345	✓	328	✓
Croft Middle Design Center	MS	724	✓	705	✓	652	✓	675	✓	754	✓
Donelson Middle School	MS	699	✓	728	✓	758	✓	767	✓	774	✓
Dupont-Tyler Middle School	MS	652	✓	578	✓	570	✓	602	✓	588	✓
Eakin Elementary School	ES	583	✓	596	✓	596	✓	573	✓	555	✓
Gateway Elementary School	ES	292	✓	298	✓	286	✓	286	✓	253	✓
Goodlettsville Elementary School	ES	387	✓	351	✓	342	✓	347	✓	343	✓
Goodlettsville Middle School	MS	485	✓	479	✓	510	✓	571	✓	619	✓
H.G. Hill Middle School	MS	610	✓	624	✓	626	✓	655	✓	686	✓
Henry Maxwell Elementary School	ES	615	✓	628	✓	641	✓	651	✓	592	✓
Hermitage Elementary School	ES	295	✓	324	✓	347	✓	335	✓	317	✓
Hickman Elementary School	ES	535	✓	530	✓	560	✓	524	✓	502	✓
Hillwood High School	HS	1155	✓	1208	✓	1152	✓	1100	✓	1104	✓
Hunters Lane High	HS					1502	✓	1424	✓	1326	✓
Isaac Litton Middle	MS	419	✓	485	✓	471	✓	498	✓	486	✓
John F. Kennedy Middle School	MS	785	✓	772	✓	770	✓	784	✓	791	✓
John Overton High School	HS	1895	✓	1916	✓	2019	✓	2033	✓	1943	✓
KA @ The Crossings MS	MS					149	✓	202	✓	305	✓
* Knowledge Academies High School	HS			87	✓	179	✓	288	✓	355	✓
Lakeview Design Center	ES	976	✓	638	✓	625	✓	610	✓	572	✓
Lead Academy	HS					360	✗	413	✓	442	✓
* LEAD Prep Southeast	MS	234	✓	392	✓	496	✓	527	✓	520	✓
* LEAD Prep Southeast	HS							87	✓	181	✓
Margaret Allen Middle School	MS	504	✓	471	✓	487	✓	445	✓	428	✓
Martin Luther King Magnet School	MS	304	✓	252	✓	260	✓	264	✓	294	✓
Martin Luther King Magnet School	HS	920	✓	959	✓	973	✓	963	✓	973	✓
McGavock Elementary School	ES	309	✓	280	✓	273	✓	270	✓	277	✓
McGavock High School	HS	2316	✓	2351	✓	2373	✓	2419	✓	2291	✓
Middle College High	HS					99	✓	96	✗	129	✓
Mt. View Elementary School	ES	691	✓	733	✓	698	✓	682	✓	686	✓
Neelys Bend Elementary School	ES	454	✓	393	✓	384	✓	323	✓	269	✓
* Neelys Bend College Prep	MS			131	✓	244	✓	442	✓	497	✓
Old Center Elementary School	ES	343	✓	338	✗	341	✓	356	✓	356	✓
William Henry Oliver Middle School	MS	741	✗	777	✗	834	✓	883	✓	963	✓
Paragon Mills Elementary School	ES	923	✗	885	✗	724	✓	628	✓	622	✓



Plurality Schools 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19

School Name	Level	2014-15		2015-16		2016-17		2017-18		2018-19	
		Plurality		Plurality		Plurality		Plurality		Plurality	
* Rocketship United	ES			368	✓	532	✓	506	✓	543	✓
Ruby Major Elementary	ES	686	✓	632	✓	585	✓	545	✓	500	✓
Smith Springs Elementary School	ES			502	✓	577	✓	613	✓	622	✓
Stratton Elementary School	ES	655	✓	634	✓	567	✓	522	✓	505	✓
* Strive Collegiate Academy	MS			120	✓	191	✓	256	✓	353	✓
Thomas A. Edison Elementary School	ES	761	✓	650	✓	712	✓	737	✓	719	✓
Thurgood Marshall Middle School	MS	785	✓	800	✓	867	✓	919	✓	935	✓
Tulip Grove Elementary School	ES	553	✓	578	✓	573	✓	521	✓	494	✓
Two Rivers Middle School	MS	557	✓	524	✓	465	✓	417	✓	423	✓
Una Elementary School	ES	902	✓	889	✓	856	✓	796	✓	746	✓
Waverly-Belmont Elementary School	ES					420	✗	481	✓	542	✓
West End Middle School	MS	494	✗	489	✓	468	✓	489	✓	531	✓
Westmeade Elementary	ES									419	✓
Belleve Middle	MS									680	✓

**Student Diversity Changes 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19**

School Name	Student Diversity 2014-15		Student Diversity 2015-16		Student Diversity 2016-17		Student Diversity 2017-18		Student Diversity 2018-19	
	Count	Change	Count	Change	Count	Change	Count	Change	Count	Change
A. Z. Kelley Elementary	720	✓	780	✓	819	✓	809	✓	841	✓
Alex Green Elementary	358	✗	345	✗	306	✗	308	✗	261	✗
Amqui Elementary	606	✓	586	✓	544	✓	506	✓	464	✓
Andrew Jackson Elementary	536	✗	553	✗	542	✓	531	✗	510	✗
Antioch High School	2096	✓	2133	✓	2111	✓	2049	✓	1938	✓
Antioch Middle	700	✓	716	✓	723	✓	777	✓	770	✓
Apollo Middle	798	✓	784	✓	797	✓	829	✓	840	✓
Bailey Middle School	394	✗	404	✗						
Bellevue Middle	679	✗	656	✗	689	✓	632	✗	680	✓
Bellshire Elementary	539	✗	534	✗	495	✗	373	✗	359	✗
Bordeaux Early Learning Center	175	✗	187	✗						
Brick Church College Prep	272	✗	358	✗	329	✗	326	✗	303	✗
Brick Church Middle School	97	✗				✓				
Buena Vista Elementary	362	✗	322	✗	287	✗	290	✗	242	✗
Caldwell Enhanced Option School	275	✗	242	✗	230	✗	254	✗		
Cambridge Early Learning Center					178	✓	157	✓	136	✗
Cameron College Preparatory	587	✓	601	✓	670	✓	631	✗	606	✗
Cane Ridge Elementary	968	✓	1057	✓	1000	✓	1027	✓	583	✓
Cane Ridge High School	1730	✓	1756	✓	1772	✓	1845	✓	1727	✓
Carter-Lawrence Elementary	390	✗	365	✗	338	✗	295	✗	289	✗
Casa Azafran Early Learning Center	74	✓	77	✓	76	✓	84	✓	83	✓
Chadwell Elementary	366	✓	396	✓	355	✓	323	✗	339	✗
Charlotte Park Elementary	456	✓	491	✓	496	✓	448	✓	465	✓
Cockrill Elementary	488	✓	437	✓	405	✓	345	✓	328	✓
Cole Elementary	820	✗	814	✗	846	✗	806	✗	748	✗
Cora Howe School	118	✓	103	✓	113	✓	103	✗	97	✗
Creswell Middle School of the Arts	426	✗	433	✗	427	✗	413	✗	424	✗
Crieve Hall Elementary	411	✗	455	✗	451	✓	455	✗	474	✗
Croft Middle	724	✓	705	✓	652	✓	675	✓	754	✓
Cumberland Elementary	458	✗	474	✗	450	✗	358	✗	274	✗
Dan Mills Elementary	538	✗	532	✗	535	✗	538	✗	546	✗
Dodson Elementary	536	✓	463	✓	463	✓	439	✗	431	✗
Donelson Middle	699	✓	728	✓	758	✓	767	✓	774	✓
Dupont Elementary	443	✗	436	✗	398	✗	398	✗	373	✗
Dupont-Hadley Middle	623	✗	658	✗	616	✗	661	✗	644	✗
Dupont-Tyler Middle	652	✓	578	✓	570	✓	602	✓	588	✓
Eagle View Elementary									504	✗
Eakin Elementary	583	✓	596	✓	596	✓	573	✓	555	✓
East End Preparatory School	383	✗	514	✗	633	✗	758	✗	884	✗
East Nashville Middle	467	✗	458	✗	466	✗	434	✗	362	✗
East Nashville School	703	✗	672	✗	747	✗	748	✗	710	✗
Explore Community School			84	✓	159	✓	227	✓	294	✗
Fall-Hamilton Elementary	327	✗	313	✗	312	✗	319	✗	329	✗
Gateway Elementary	292	✓	298	✓	286	✓	286	✓	253	✓
Glenciff Elementary	489	✗	458	✗	545	✗	535	✗	554	✗
Glenciff High School	1491	✓	1449	✓	1343	✓	1254	✗	1166	✗
Glendale Elementary	434	✗	427	✗	434	✗	430	✗	433	✗
Glengarry Elementary	471	✓	421	✓	397	✓	392	✗	359	✗
Glenn Enhanced Option School	181	✗	183	✗	163	✗	160	✗		
Glenview Elementary	800	✓	680	✓	674	✓	662	✓	623	✗
Goodlettsville Elementary	387	✓	351	✓	342	✓	347	✓	343	✓
Goodlettsville Middle	485	✓	479	✓	510	✓	571	✓	619	✓
Gower Elementary	706	✗	727	✗	697	✗	639	✗	595	✗
Gra-Mar Middle	405	✗	382	✗	357	✗	344	✗	332	✗
Granbery Elementary	743	✗	735	✗	737	✗	727	✗	757	✗
H.G. Hill Middle School	610	✓	624	✓	626	✓	655	✓	686	✓
Harpeth Valley Elementary	761	✗	789	✗	774	✗	756	✗	705	✗
Harris-Hillman Special Education	307	✓	132	✓	158	✓	503	✗	658	✗
Hattie Cotton Elementary	420	✗	308	✗	305	✗	284	✗	260	✗
Haynes Middle	272	✗	270	✗	280	✗	253	✗	251	✗
Haywood Elementary	844	✗	872	✗	816	✗	695	✗	670	✗
Head Middle	587	✓	587	✓	561	✗	581	✗	567	✗
Henry C Maxwell Elementary	615	✓	628	✓	641	✓	651	✓	592	✓

Student Diversity Changes 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19

School Name	Student Diversity 2014-15		Student Diversity 2015-16		Student Diversity 2016-17		Student Diversity 2017-18		Student Diversity 2018-19	
Hermitage Elementary	295	✓	324	✓	347	✓	335	✓	317	✓
Hickman Elementary	535	✓	530	✓	560	✓	524	✓	502	✓
Hillsboro High	1199	✓	1280	✓	1277	✓	1207	✗	1210	✗
Hillwood High	1155	✓	1208	✓	1152	✓	1100	✓	1104	✓
Hull-Jackson Elementary	508	✗	503	✗	463	✗	461	✗	441	✗
Hume-Fogg High	915	✗	903	✗	904	✗	893	✗	903	✗
Hunters Lane High	1697	✓	1615	✓	1502	✓	1424	✓	1326	✓
Ida B. Wells Elementary									301	✗
Inglewood Elementary	306	✗	269	✗	229	✗	227	✗	207	✗
Intrepid College Prep Charter	180	✓	297	✓	374	✓	492	✗	581	✗
Isaac Litton Middle	419	✓	485	✓	471	✓	498	✓	486	✓
Ivanetta H. Davis Learning Center at Bordeaux					184	✗	158		158	✗
J.E. Moss Elementary	880	✗	869	✗	821	✗	848	✗	766	✗
Jere Baxter Middle	365	✓	350	✗	297	✓	290	✗	259	✗
Joelton Elementary	275	✗	258	✗	270	✗	260	✗	258	✗
Joelton Middle	380	✓	419	✓	336	✗	327	✗	325	✗
John B. Whitsitt Elementary	517	✓	525	✗	451	✗	449	✗	432	✗
John Early Middle	492	✗	446	✗	389	✗	357	✗	274	✗
John F. Kennedy Middle	785	✓	772	✓	770	✓	784	✓	791	✓
John Overton High	1895	✓	1916	✓	2019	✓	2033	✓	1943	✓
John Trotwood Moore Middle	639	✓	629	✓	670	✓	673	✗	761	✗
Johnson Alternative Learning Center	75	✗	69	✗	117	✗	37	✗	59	✗
Jones Elementary	366	✗	336	✗	314	✗	289	✗	260	✗
Julia Green Elementary	580	✗	498	✗	459	✗	429	✗	446	✗
KA @ The Crossings MS					149	✓	202	✓	305	✓
KIPP Academy Nashville	347	✗	375	✓	369	✓	363	✗	370	✗
KIPP Academy Nashville Elementary			177	✗	299	✗	408	✗	482	✗
KIPP Nashville College Prep	179	✗	270	✗	363	✗	343	✗	385	✗
KIPP Nashville College Prep Elementary							133	✗	262	✗
KIPP Nashville Collegiate High School	101	✗	198	✗	264	✗	333	✗	387	✗
Kirkpatrick Enhanced Option School	372	✗	229	✗	150	✗				
Knowledge Academies High School			87	✓	179	✓	288	✓	355	✓
Knowledge Academy	293	✓	299	✓	264	✓	291	✓	283	✗
Lakeview Elementary	976	✓	638	✓	625	✓	610	✓	572	✓
LEAD Academy	260	✗	315	✗	360	✗	413	✓	442	✓
LEAD Prep Southeast	234	✓	392	✓	496	✓	614	✓	701	✓
Liberty Collegiate Academy	416	✓	463	✓	462	✓	460	✗	442	✗
Lockeland Elementary	300	✗	297	✗	299	✗	303	✗	293	✗
Madison Middle	699	✓	607	✓	542	✓	571	✗	550	✗
Maplewood High	1009	✗	1014	✗	963	✗	867	✗	770	✗
Margaret Allen Middle	504	✓	471	✓	487	✓	445	✓	428	✓
Martin Luther King Jr School	1224	✓	1211	✓	1233	✓	1227	✓	1267	✓
May Werthan Shayne Elementary School	798	✓	763	✓	750	✗	742	✗	768	✗
McGavock Elementary	309	✓	280	✓	273	✓	270	✓	277	✓
McGavock High	2316	✓	2351	✓	2373	✓	2419	✓	2291	✓
McMurray Middle	740	✓	801	✓	848	✓	800	✗	795	✗
Meigs Middle	698	✗	687	✗	696	✗	685	✗	683	✗
Metro Nashville Virtual School	134	✗	121	✗	96	✗	98		92	✗
Middle College High	122	✓	130	✓	99	✓	96	✗	129	✓
Moses McKissack Middle	346	✗	347	✗	344	✗	330	✗	311	✗
Mt. View Elementary	691	✓	733	✓	698	✓	682	✓	686	✓
Murrell School	71	✗	55	✗	62	✗	68	✗	43	✗
Napier Elementary	479	✗	386	✗	397	✗	331	✗	315	✗
Nashville Academy of Computer Science	97	✗	181	✗	316	✓	407	✗	300	✗
Nashville Big Picture High School					152	✗	138	✗	129	✗
Nashville Classical	182	✗	228	✗	293	✗	376	✗	393	✗
Nashville Prep	383	✗	427	✗	423	✗	386	✗	342	✗
Nashville School Of The Arts	620	✓	609	✓	591	✓	566	✗	554	✗
Neelys Bend College Prep			131	✓	244	✓	442	✓	497	✓
Neelys Bend Elementary	454	✓	393	✓	384	✓	323	✓	269	✓
Neelys Bend Middle School	543	✓	394	✓	235	✓				
New Vision Academy	178	✓	193	✓	211	✓	206	✓	159	✗
Norman Binkley Elementary	510	✓	537	✓	503	✓	560	✓	568	✗

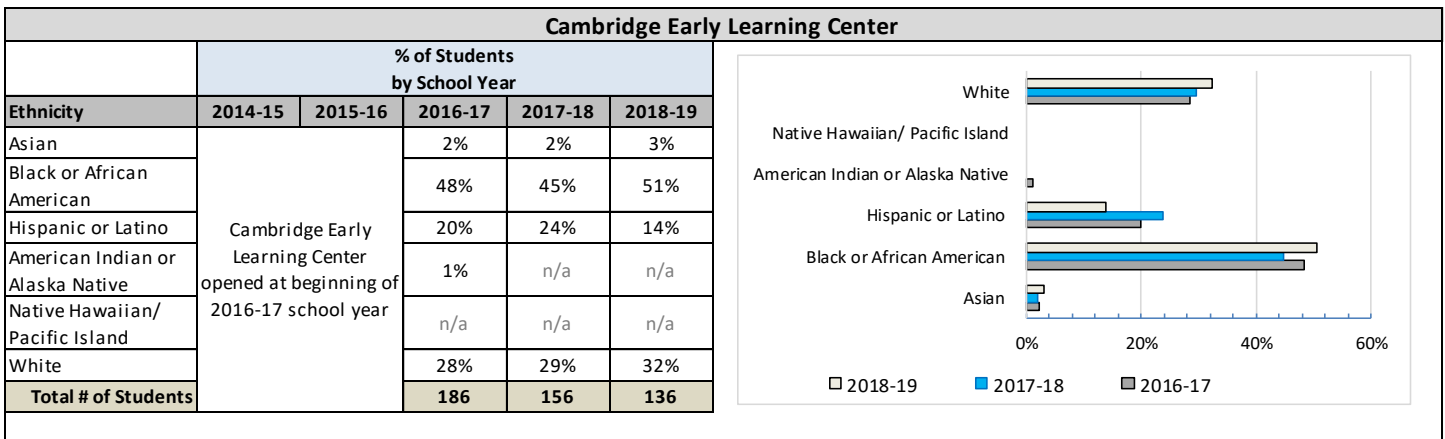
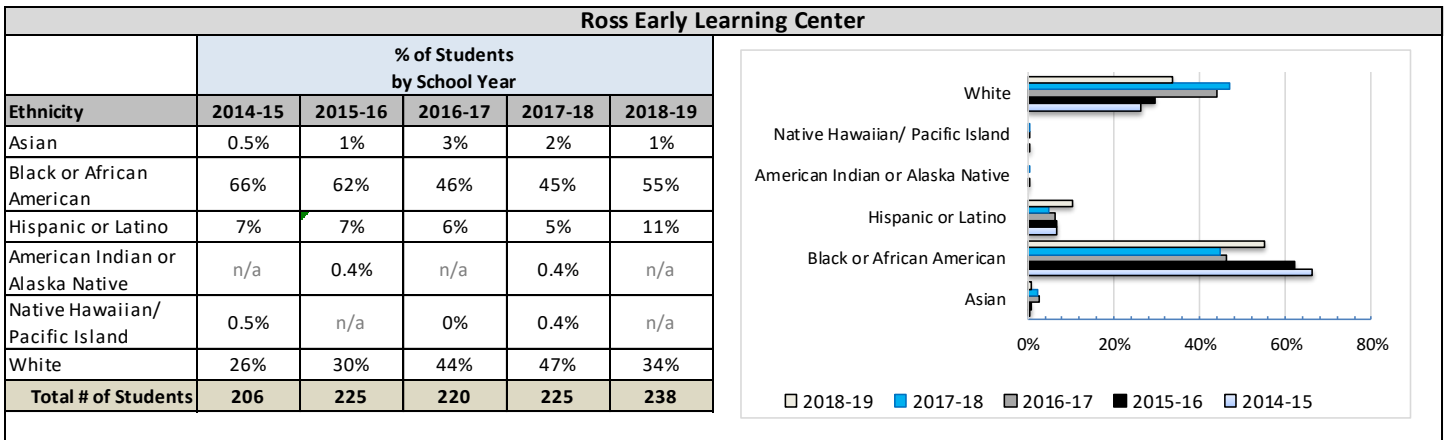
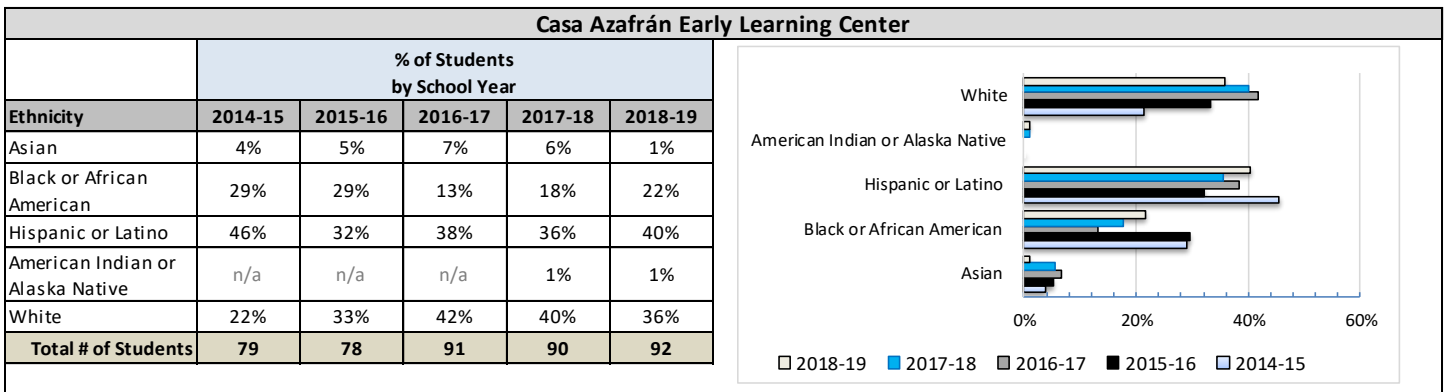
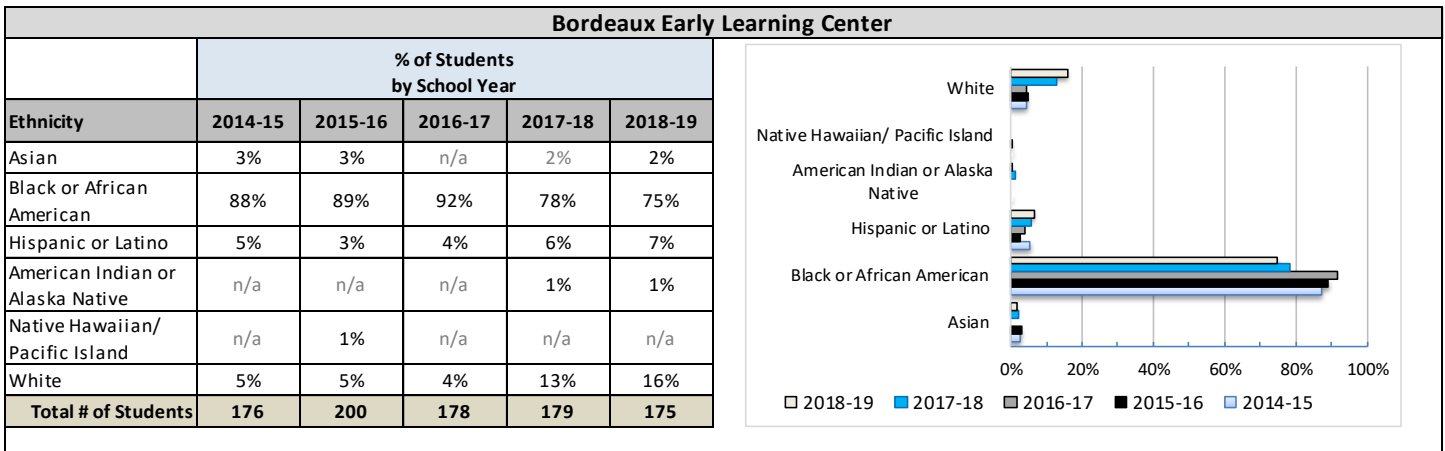
Student Diversity Changes 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19

School Name	Student Diversity 2014-15		Student Diversity 2015-16		Student Diversity 2016-17		Student Diversity 2017-18		Student Diversity 2018-19	
Old Center Elementary	343	✓	338	✓	341	✓	356	✓	356	✓
Paragon Mills Elementary	923	✓	885	✗	724	✓	628	✓	622	✓
Park Avenue Elementary	523	✗	457	✗	477	✗	423	✗	362	✗
Pearl-Cohn High	908	✗	791	✗	675	✗	674	✗	587	✗
Pennington Elementary	359	✓	323	✓	310	✗	291	✗	273	✗
Percy Priest Elementary	560	✗	560	✗	520	✗	536	✗	493	✗
Purpose Prep	182	✗	250	✗	300	✗	343	✗	384	✗
RePublic High School			167	✗	321	✗	482	✗	660	✗
Robert Churchwell Elementary	516	✗	447	✗	391	✗	343	✗	300	✗
Robert E. Lillard Elementary	400	✗	380	✗	333	✗	302	✗	267	✗
Rocketship Nashville Northeast Elementary			487	✗	544	✗	409	✗	425	✗
Rocketship United	439	✗	368	✓	532	✓	506	✓	543	✓
Rose Park Middle	430	✗	441	✓	445	✓	433	✗	448	✗
Rosebank Elementary	294	✓	308	✗	300	✗	263	✗	299	✗
Ross Early Learning Center	207	✗	212	✓	222	✓	215	✓	207	✗
Ruby Major Elementary	686	✓	632	✓	585	✓	545	✓	500	✓
Shwab Elementary	341	✓	324	✓	329	✓	304	✗	301	✗
Smith Springs Elementary School			502	✓	577	✓	613	✓	622	✓
Smithson Craighead Academy	258	✗	239	✗	191	✓	182	✗	185	✓
Stanford Elementary	434	✓	401	✓	397	✓	398	✗	414	✗
STEM Prep Academy	420	✓	420	✗	532	✗	518	✗	532	✗
STEM Prep High School			134	✗	252	✗	370	✗	473	✗
Stratford High School	672	✗								
Stratford STEM Magnet School			713	✗	1106	✗	1105	✗	996	✗
Stratton Elementary	655	✓	634	✓	567	✓	522	✓	505	✓
Strive Collegiate Academy			120	✓	191	✓	256	✓	353	✓
Sylvan Park Elementary	494	✓	464	✓	464	✓	459	✗	434	✗
The Academy at Hickory Hollow	98	✓	92	✓	64	✓	88	✓	66	✓
The Academy at Old Cockrill	66	✓	73	✓	55	✓	63	✗	68	✗
The Academy at Opry Mills	73	✓	43	✓	68	✓	50	✓	66	✓
The Cohn Learning Center	123	✓	109	✗	87	✗	73	✗	77	✗
Thomas A. Edison Elementary	761	✓	650	✓	712	✓	737	✓	719	✓
Thurgood Marshall Middle	785	✓	800	✓	867	✓	919	✓	935	✓
Tom Joy Elementary	420	✓	448	✓	434	✓	420	✗	389	✗
Transitions at Bass	42	✓	34	✓	12	✗	18	✗	16	✗
Tulip Grove Elementary	553	✓	578	✓	573	✓	521	✓	494	✓
Tusculum Elementary	719	✓	716	✓	687	✓	770	✗	735	✗
Two Rivers Middle	557	✓	524	✓	465	✓	417	✓	423	✓
Una Elementary	902	✓	889	✓	856	✓	796	✓	746	✓
Valor Collegiate Academy	149	✓								
Valor Flagship Academy			272	✓	371	✗	484	✗	734	✗
Valor Voyager Academy			235	✓	374	✓	489	✗	520	✗
W.A. Bass Alternative Learning Center	88	✗	58	✗	88	✗	46	✗	83	✗
Warner Elementary	350	✗	369	✗	300	✗	306	✗	232	✗
Waverly-Belmont Elementary School			295	✓	420	✓			542	✓
West End Middle	494	✓	489	✓	468	✓	489	✓	531	✓
Westmeade Elementary	535	✗	521	✗	459	✓	408	✗	419	✓
Whites Creek High School	770	✗	708	✗	727	✗	679	✗	653	✗
William Henry Oliver Middle	741	✗	777	✗	834	✓	883	✓	963	✓
Wright Middle	828	✓	774	✓	713	✓	718	✗	745	✗

**Schools More Than 90% One Race/Ethnic Subgroup**

<b>School Name/Specialized Program or Option</b>	<b>Year</b>	<b>Total Students</b>	<b>Black or African American</b>	<b>Income (FARM)</b>
Buena Vista Enhanced Option School (Enhanced Option & Zoned Option)	2014-15	362	97%	98%
	2015-16	322	95%	100%
	2016-17	287	91%	92%
	2017-18	290	93%	91%
	2018-19	242	90%	86%
East Nashville Middle	2018-19	362	91%	54%
East Nashville School	2018-19	710	92%	36%
Haynes Middle	2018-19	251	96%	64%
Ida B. Wells Elementary	2018-19	301	92%	79%
Jones Paideia Magnet School (Paideia Program w/ Optional Enrollment)	2014-15	366	96%	67%
	2015-16	336	96%	66%
	2016-17	314	97%	47%
	2017-18	289	98%	43%
	2018-19	260	98%	47%
KIPP Academy Nashville Elementary	2018-19	482	93%	86%
KIPP Nashville College Prep Elementary	2018-19	262	91%	66%
Murrell School (5-8)	2018-19	26	92%	85%
Napier Enhanced Option School (Enhanced Option & Zoned Option)	2014-15	479	91%	97%
	2015-16	386	90%	98%
	2016-17	397	90%	93%
	2017-18	331	90%	89%
	2018-19	315	91%	94%
Park Avenue Enhanced Option School (Enhanced Option)	2014-15	523	95%	98%
	2015-16	457	93%	95%
	2016-17	477	94%	79%
	2017-18	423	93%	75%
	2018-19	362	93%	77%
Pearl-Cohn High	2018-19	587	94%	70%
Purpose Prep	2018-19	384	92%	47%
Robert Churchwell Museum Magnet Elementary School (Enhanced Option & Zoned Option)	2014-15	516	93%	96%
	2015-16	447	96%	97%
	2016-17	391	97%	89%
	2017-18	343	98%	83%
	2018-19	300	97%	87%
Robert E. Lillard Elementary	2014-15	400	94%	90%
	2015-16	380	94%	86%
	2016-17	333	94%	71%
	2017-18	302	93%	66%
	2018-19	267	97%	71%
KIPP Academy Nashville Elementary (Charter School)	2015-16	177	94%	97%
	2016-17	299	94%	86%
	2017-18	408	93%	84%

## Early Learning Centers (Ethnicity Breakdown)



## Academies of Nashville: 2018 – 2019 Offerings by Quadrant

The Academies of Nashville (AON) provides our diverse student body with access to learning about and experiencing a wide range of career opportunities across MNPS. The following tables provide an overview of the academy options available within quadrants and our twelve (12) comprehensive high schools.

<b>NORTHWEST QUADRANT: Pippa Meriwether, Community Superintendent</b>		
<b>PEARL-COHN</b>	<b>WHITES CREEK</b>	<b>HUNTERS LANE</b>
<b>Academy of Entertainment Industry</b>	<b>Academy of Alternative Energy, Sustainability, &amp; Logistics</b>	<b>Academy of Design &amp; Technology</b>
<ul style="list-style-type: none"> <li>• Audio Production</li> <li>• Audio/Visual Production</li> <li>• Recording Industry</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Energy</li> <li>• Automotive Maintenance &amp; Light Repair</li> <li>• Leadership in Government (JROTC)</li> </ul>	<ul style="list-style-type: none"> <li>• Networking Systems</li> <li>• Digital Arts &amp; Design</li> </ul>
<b>Academy of Health Science &amp; Personal Care</b>	<b>Academy of Community Health</b>	<b>Academy of International Baccalaureate/ Health &amp; Human Services</b>
<ul style="list-style-type: none"> <li>• Personal Care &amp; Imaging (Cosmetology)</li> <li>• Therapeutic Services</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Therapeutic Services</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Education Careers</li> <li>• Emergency Services</li> <li>• Sports &amp; Human Performance</li> <li>• IB Diploma Programme</li> <li>• Leadership in Government (JROTC)</li> <li>• Therapeutic Services</li> </ul>
	<b>Academy of Education &amp; Law</b>	<b>Academy of Hospitality, Marketing &amp; Business</b>
	<ul style="list-style-type: none"> <li>• Criminal Justice &amp; Correction Services</li> <li>• Pre-Law</li> <li>• Teaching as a Profession (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Hospitality &amp; Tourism Management</li> <li>• Entrepreneurship</li> <li>• Marketing Management</li> </ul>

<b>NORTHEAST QUADRANT: Damon Cathey, Community Superintendent</b>		
<b>McGAVOCK</b>	<b>STRATFORD</b>	<b>MAPLEWOOD</b>
<b>Academy of Aviation &amp; Transportation</b>	<b>Academy of National Safety &amp; Security Technologies</b>	<b>Academy of Entrepreneurship &amp; Innovation</b>
<ul style="list-style-type: none"> <li>• Aviation Flight</li> <li>• Auto Diesel Technology</li> <li>• Mechatronics</li> </ul>	<ul style="list-style-type: none"> <li>• Criminal Justice &amp; Correction Services</li> <li>• Cyber Security</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Maintenance &amp; Light Repair</li> <li>• Entrepreneurship</li> <li>• Cosmetology</li> </ul>
<b>The CMT Academy of Digital Design &amp; Communication</b>	<b>Academy of Science &amp; Engineering</b>	<b>Academy of STEM &amp; Diagnostic Services</b>
<ul style="list-style-type: none"> <li>• Audio Production</li> <li>• Audio/Visual Production</li> <li>• Digital Arts &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Biomedical Studies</li> <li>• Engineering</li> <li>• Interdisciplinary Science &amp; Research</li> </ul>	<ul style="list-style-type: none"> <li>• Energy &amp; Power Distribution</li> <li>• Diagnostic Services</li> </ul>
<b>Aegis Sciences Corporation Academy of Life Science &amp; Law</b>		
<ul style="list-style-type: none"> <li>• Therapeutic Services</li> <li>• Criminal Justice &amp; Correction Services</li> <li>• Veterinary &amp; Animal Science</li> </ul>		
<b>The Gaylord Opryland Academy of Hospitality &amp; USCCU Academy of Business &amp; Finance</b>		
<ul style="list-style-type: none"> <li>• Banking and Finance</li> <li>• Culinary Arts</li> <li>• Entrepreneurship</li> <li>• Hospitality and Tourism Management</li> </ul>		

<b>SOUTHWEST QUADRANT: Dottie Critchlow, Community Superintendent</b>		
<b>OVERTON</b>	<b>HILLSBORO</b>	<b>HILLWOOD</b>
<b>Academy of Engineering</b>	<b>Academy of Global Health &amp; Science</b>	<b>Academy of Art, Design, &amp; Communication</b>
<ul style="list-style-type: none"> <li>• Engineering by Design</li> <li>• Mechanical, Electrical, &amp; Plumbing Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Science &amp; Research</li> <li>• Therapeutic Services</li> <li>• Sports &amp; Human Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Arts &amp; Design</li> <li>• Audio/Visual Production</li> <li>• Visual Arts</li> </ul>
<b>Academy of Health Sciences</b>	<b>Academy of International Baccalaureate</b>	<b>Academy of Business &amp; Hospitality</b>
<ul style="list-style-type: none"> <li>• Diagnostic Services</li> <li>• Therapeutic Services</li> <li>• Medical Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Hospitality &amp; Tourism Mgmt.</li> <li>• Music Arts</li> </ul>
<b>Academy of Information Technology</b>	<b>US Community Credit Union Academy of International Business &amp; Communications</b>	<b>Academy of Health Sciences</b>
<ul style="list-style-type: none"> <li>• Networking Systems</li> <li>• Coding</li> <li>• Web Design</li> </ul>	<ul style="list-style-type: none"> <li>• Banking &amp; Finance</li> <li>• Audio/Visual Production</li> <li>• Marketing Mgmt.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic Services</li> <li>• Therapeutic Services</li> </ul>
<b>Academy of Interdisciplinary Research</b>		
<ul style="list-style-type: none"> <li>• Cambridge Advanced International Certificate of Education (AICE) Diploma Program</li> <li>• Interdisciplinary Science &amp; Research</li> <li>• Marketing Mgmt.</li> </ul>		

<b>SOUTHEAST QUADRANT: Adrienne Battle, Community Superintendent</b>		
<b>ANTIOCH</b>	<b>CANE RIDGE</b>	<b>GLENCLIFF</b>
<b>Academy of Engineering and Automotive Technology</b>	<b>Academy of Architecture &amp; Construction</b>	<b>Ford Academy of Business &amp; Innovation</b>
<ul style="list-style-type: none"> <li>• Automotive Maintenance &amp; Light Repair</li> <li>• Digital Arts &amp; Design</li> <li>• Mechatronics</li> <li>• STEM Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Residential &amp; Commercial Construction</li> <li>• Architectural &amp; Engineering Design</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Arts &amp; Design</li> <li>• Entrepreneurship</li> <li>• Innovative Art &amp; Design</li> </ul>
<b>The Tennessee Credit Union Academy of Business &amp; Finance</b>	<b>Academy of Arts &amp; Communication</b>	<b>Hands on Nashville Academy of Environmental &amp; Urban Planning</b>
<ul style="list-style-type: none"> <li>• Banking and Finance</li> <li>• Office Management</li> <li>• Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Audio/Visual Production</li> <li>• Digital Arts &amp; Design</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Automotive Maintenance &amp; Light Repair</li> <li>• Animal &amp; Plant Biotechnology/Bioengineering</li> </ul>
<b>Academy of Hospitality &amp; Marketing</b>	<b>Academy of Health Management</b>	<b>Academy of Health &amp; Hospitality</b>
<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Marketing Management</li> <li>• Hospitality &amp; Tourism Management</li> </ul>	<ul style="list-style-type: none"> <li>• Sports &amp; Human Performance</li> <li>• Healthcare Admin.</li> <li>• Therapeutic Services</li> </ul>	<ul style="list-style-type: none"> <li>• Therapeutic Services</li> <li>• Culinary Arts</li> </ul>
<b>Academy of Teaching &amp; Service</b>	<b>Academy of Law</b>	
<ul style="list-style-type: none"> <li>• Leadership in Government (JROTC)</li> <li>• Human &amp; Social Services</li> <li>• Teaching as a Profession (K-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Criminal Justice &amp; Correction Service</li> <li>• Pre-Law</li> </ul>	





METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

**2018 – 2019**

## **Detailed Data Warehouse Reports**

**Report A:** Student Diversity – Demographics for each School

**Report B:** Student Diversity – Diversity status for each School

**Fiscal Year:** 2018-19

**Run Day 40:** Yes

**School Level:** All

**School Level 2:** All

**Met Definition:** All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Elementary School (P3-4)	37,266	40%	30%	25%	4%	0%	0%	44%	20%	12%	
Elementary School	841	36%	26%	26%	12%	0%	0%	36%	30%	11%	
Elementary School	261	82%	6%	12%	0%	0%	0%	70%	9%	7%	
Elementary School	464	43%	16%	40%	0%	0%	0%	53%	22%	10%	
Elementary School	510	29%	54%	14%	3%	0%	0%	21%	5%	13%	
Elementary School	359	85%	8%	8%	0%	0%	0%	71%	7%	16%	
Elementary School	242	90%	4%	5%	0%	0%	0%	86%	3%	17%	
Elementary School	136	51%	33%	13%	3%	0%	0%	36%	0%	5%	
Elementary School	537	47%	25%	23%	4%	1%	0%	39%	29%	7%	
Elementary School	289	81%	11%	7%	1%	0%	0%	52%	10%	11%	
Elementary School	83	20%	36%	41%	1%	1%	0%	14%	0%	13%	
Elementary School	339	56%	13%	28%	1%	1%	0%	62%	17%	13%	
Elementary School	465	21%	22%	49%	8%	0%	0%	44%	39%	13%	
Elementary School	328	46%	19%	32%	2%	0%	0%	63%	19%	15%	
Elementary School	748	10%	16%	61%	12%	0%	0%	51%	43%	9%	
Special Education	14	86%	14%	0%	0%	0%	0%	43%	0%	100%	
Elementary School	474	8%	51%	23%	16%	0%	1%	15%	24%	9%	
Elementary School	274	81%	9%	8%	0%	0%	1%	78%	4%	14%	

**Fiscal Year:** 2018-19

**Run Day 40:** Yes

**School Level:** All

**School Level 2:** All

**Met Definition:** All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity							Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)		
Elementary School	546	15%	68%	14%	1%	1%	0%	21%	7%	10%		
Elementary School	431	58%	25%	15%	2%	0%	0%	58%	12%	15%		
Elementary School	373	26%	62%	10%	2%	1%	0%	50%	5%	12%		
Elementary School	504	54%	17%	26%	3%	0%	0%	44%	30%	7%		
Elementary School	555	41%	44%	6%	9%	0%	0%	21%	6%	15%		
Charter	569	77%	7%	15%	1%	0%	0%	53%	3%	10%		
Charter	294	51%	43%	5%	1%	0%	0%	43%	1%	13%		
Elementary School	329	65%	14%	19%	2%	0%	0%	53%	11%	17%		
Elementary School	253	35%	23%	40%	2%	0%	0%	53%	27%	11%		
Elementary School	554	10%	18%	68%	3%	0%	0%	45%	50%	7%		
Elementary School	433	5%	85%	8%	2%	0%	0%	3%	1%	7%		
Elementary School	359	16%	17%	65%	2%	0%	0%	53%	51%	11%		
Elementary School	623	19%	28%	53%	1%	0%	0%	56%	52%	9%		
Elementary School	343	34%	34%	24%	4%	1%	2%	40%	14%	13%		
Elementary School	595	24%	56%	11%	9%	0%	0%	26%	10%	17%		
Elementary School	757	14%	55%	18%	11%	1%	0%	17%	13%	9%		
Elementary School	705	13%	71%	8%	7%	0%	1%	11%	4%	10%		
Special Education	450	23%	61%	12%	4%	0%	0%	18%	1%	42%		



**Data Warehouse  
Diversity-Student**

*Student Diversity - Demographics for each school*

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

School Level 2: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Elementary School	260	65%	15%	19%	1%	0%	0%	61%	14%	17%	
Elementary School	670	9%	10%	64%	17%	0%	0%	48%	56%	8%	
Elementary School	592	20%	28%	43%	9%	0%	0%	39%	34%	10%	
Elementary School	317	31%	47%	21%	1%	0%	0%	42%	9%	17%	
Elementary School	502	41%	38%	16%	4%	0%	0%	45%	14%	17%	
Elementary School	441	88%	5%	4%	2%	1%	0%	46%	1%	8%	
Elementary School	301	92%	4%	4%	0%	1%	0%	79%	7%	14%	
Elementary School	207	81%	12%	6%	0%	0%	0%	69%	3%	9%	
Elementary School	158	79%	11%	7%	2%	1%	0%	53%	0%	25%	
Elementary School	766	15%	11%	66%	7%	0%	0%	44%	45%	11%	
Elementary School	258	15%	72%	12%	1%	0%	0%	40%	4%	20%	
Elementary School	432	12%	16%	70%	2%	0%	0%	50%	42%	12%	
Elementary School	260	98%	1%	1%	0%	0%	0%	47%	0%	10%	
Elementary School	446	6%	84%	2%	7%	0%	0%	5%	1%	9%	
Charter	482	93%	5%	1%	1%	0%	0%	86%	1%	14%	
Charter	262	91%	2%	7%	0%	1%	0%	66%	4%	12%	
Elementary School	572	30%	29%	38%	3%	0%	0%	45%	35%	17%	
Elementary School	293	7%	88%	2%	2%	0%	0%	3%	0%	8%	

**Fiscal Year:** 2018-19

**Run Day 40:** Yes

**School Level:** All

**School Level 2:** All

**Met Definition:** All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity							Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)		
Elementary School	768	29%	52%	9%	9%	0%	1%	30%	19%	11%		
Elementary School	277	34%	31%	33%	2%	0%	0%	49%	25%	12%		
Elementary School	686	40%	29%	27%	5%	0%	0%	37%	22%	10%		
Special Education	17	82%	18%	0%	0%	0%	0%	65%	0%	100%		
Elementary School	315	91%	2%	6%	0%	1%	0%	94%	4%	14%		
Charter	342	67%	24%	8%	1%	0%	0%	44%	2%	13%		
Elementary School	269	34%	22%	44%	0%	0%	0%	51%	28%	13%		
Elementary School	568	11%	32%	51%	6%	0%	0%	52%	40%	10%		
Elementary School	356	46%	19%	34%	1%	0%	0%	49%	20%	13%		
Elementary School	622	27%	17%	45%	11%	0%	0%	58%	43%	9%		
Elementary School	362	93%	2%	4%	1%	0%	0%	77%	4%	13%		
Elementary School	273	19%	58%	21%	2%	1%	0%	28%	12%	11%		
Elementary School	493	4%	86%	4%	4%	1%	1%	2%	1%	5%		
Charter	384	92%	4%	3%	0%	1%	0%	47%	1%	7%		
Elementary School	300	97%	2%	1%	0%	0%	0%	87%	1%	17%		
Elementary School	267	97%	2%	1%	0%	0%	0%	71%	0%	16%		
Charter	425	72%	3%	24%	0%	0%	0%	78%	15%	13%		
Charter	543	43%	10%	46%	1%	0%	0%	51%	38%	9%		
Elementary School	299	61%	26%	10%	2%	1%	0%	49%	4%	14%		

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

School Level 2: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Elementary School	207	59%	33%	7%	0%	0%	0%	39%	0%	17%	
Elementary School	500	47%	34%	15%	3%	1%	0%	40%	9%	14%	
Elementary School	301	31%	11%	57%	0%	0%	0%	58%	37%	16%	
Elementary School	622	39%	32%	27%	3%	0%	0%	32%	18%	14%	
Charter	185	48%	5%	47%	0%	0%	0%	57%	28%	16%	
Elementary School	414	28%	55%	10%	6%	1%	0%	20%	5%	11%	
Elementary School	505	40%	16%	43%	1%	0%	0%	57%	30%	10%	
Elementary School	434	34%	58%	4%	3%	0%	1%	18%	1%	16%	
Elementary School	719	37%	34%	26%	2%	0%	0%	43%	27%	9%	
Elementary School	389	62%	13%	24%	1%	0%	0%	73%	15%	16%	
Elementary School	494	33%	34%	27%	5%	1%	0%	36%	16%	16%	
Elementary School	735	18%	15%	54%	13%	0%	0%	56%	61%	8%	
Elementary School	746	31%	33%	33%	3%	0%	0%	42%	39%	9%	
Elementary School	232	88%	7%	4%	0%	0%	0%	92%	10%	10%	
Elementary School	542	43%	47%	6%	4%	0%	0%	29%	2%	15%	
Elementary School	419	27%	48%	18%	7%	0%	0%	29%	12%	13%	
Middle School (5-8)	26,098	42%	27%	28%	4%	0%	0%	44%	14%	13%	
Middle School	770	32%	14%	45%	8%	0%	1%	51%	28%	13%	

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

School Level 2: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Middle School	840	31%	18%	45%	5%	0%	0%	49%	27%	13%	
Middle School	680	33%	48%	13%	6%	0%	0%	31%	4%	16%	
Charter	303	81%	6%	12%	1%	1%	0%	73%	8%	2%	
Charter	606	26%	9%	63%	1%	0%	0%	56%	36%	13%	
Elementary School	46	48%	28%	24%	0%	0%	0%	35%	24%	15%	
Special Education	31	52%	39%	6%	3%	0%	0%	58%	6%	100%	
Middle School	424	85%	12%	3%	0%	0%	0%	45%	0%	12%	
Middle School	754	21%	29%	47%	3%	0%	0%	36%	19%	12%	
Middle School	774	45%	33%	20%	2%	0%	0%	46%	10%	17%	
Middle School	644	31%	55%	12%	1%	0%	0%	36%	4%	16%	
Middle School	588	44%	27%	26%	3%	1%	0%	46%	12%	15%	
Charter	315	77%	8%	14%	1%	0%	0%	52%	1%	8%	
Middle School	362	91%	5%	3%	1%	0%	0%	54%	1%	16%	
Middle School	619	43%	25%	28%	3%	0%	0%	46%	9%	14%	
Middle School	332	73%	11%	15%	2%	0%	0%	69%	18%	18%	
Middle School	686	31%	40%	21%	7%	0%	0%	38%	14%	18%	
Special Education	87	16%	70%	11%	2%	0%	0%	10%	7%	24%	
Middle School	251	96%	3%	1%	0%	0%	0%	64%	0%	21%	
Middle School	567	63%	27%	6%	4%	0%	0%	24%	1%	7%	
Charter	428	27%	14%	57%	1%	0%	0%	36%	20%	7%	
Middle School	486	40%	48%	10%	2%	0%	0%	37%	4%	17%	
Middle School	259	56%	16%	27%	0%	0%	0%	70%	17%	18%	
Middle School	325	67%	25%	7%	0%	0%	0%	76%	3%	18%	
Middle School	274	84%	7%	5%	4%	0%	0%	79%	3%	21%	

**Fiscal Year:** 2018-19

**Run Day 40:** Yes

**School Level:** All

**School Level 2:** All

**Met Definition:** All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Middle School	791	41%	20%	36%	3%	0%	0%	36%	20%	10%	
Middle School	761	28%	63%	5%	3%	0%	0%	23%	1%	12%	
Non-Traditional - Hybrid	34	68%	9%	21%	0%	3%	0%	82%	9%	24%	
Charter	305	43%	21%	34%	2%	0%	0%	38%	19%	9%	
Charter	370	53%	4%	43%	1%	0%	0%	57%	14%	11%	
Charter	385	81%	3%	14%	1%	0%	0%	56%	3%	14%	
Charter	283	33%	14%	52%	1%	0%	0%	33%	19%	12%	
Charter	520	17%	29%	47%	6%	0%	0%	43%	25%	8%	
Charter	442	36%	9%	54%	1%	0%	0%	47%	19%	13%	
Middle School	550	57%	13%	30%	1%	0%	0%	64%	15%	15%	
Middle School	428	43%	20%	34%	3%	0%	0%	50%	20%	16%	
High School	294	39%	42%	5%	14%	0%	0%	10%	0%	3%	
Middle School	795	16%	11%	62%	11%	0%	0%	55%	42%	9%	
Middle School	683	27%	55%	7%	11%	0%	0%	8%	0%	4%	
Non-Traditional	22	23%	68%	9%	0%	0%	0%	23%	0%	9%	
Middle School	311	87%	4%	9%	0%	0%	0%	80%	7%	22%	
Special Education	26	92%	4%	4%	0%	0%	0%	85%	4%	100%	
Charter	300	70%	10%	19%	0%	1%	0%	61%	6%	22%	
Charter	51	80%	14%	6%	0%	0%	0%	39%	2%	4%	
Charter	342	58%	6%	33%	2%	0%	0%	57%	12%	16%	
Charter	497	41%	16%	42%	1%	0%	0%	52%	20%	3%	
Charter	159	42%	4%	53%	0%	1%	0%	54%	30%	6%	
Middle School	448	58%	30%	9%	3%	0%	0%	21%	2%	6%	
Charter	532	11%	36%	52%	1%	0%	0%	45%	33%	7%	



Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

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Met Definition: All

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	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
High School	344	80%	11%	6%	3%	0%	0%	85%	10%	19%	
Charter	353	36%	39%	21%	4%	0%	0%	29%	8%	12%	
Middle School	935	41%	18%	32%	8%	0%	0%	36%	20%	15%	
Middle School	423	43%	30%	23%	3%	1%	0%	51%	13%	17%	
Charter	504	14%	62%	17%	7%	0%	0%	29%	9%	10%	
Charter	520	15%	53%	26%	6%	0%	0%	31%	12%	12%	
Middle School	531	44%	47%	5%	4%	0%	0%	25%	3%	20%	
Middle School	963	30%	46%	16%	8%	0%	0%	27%	10%	12%	
Middle School	745	18%	16%	62%	5%	0%	0%	54%	38%	10%	
High School (9-12)	22,324	44%	26%	25%	5%	0%	0%	38%	12%	13%	
High School	1,938	36%	23%	37%	5%	0%	0%	37%	20%	12%	
High School	1,727	39%	17%	34%	9%	0%	0%	34%	20%	11%	
Special Education	52	56%	37%	8%	0%	0%	0%	37%	4%	100%	
High School	710	92%	5%	2%	1%	0%	0%	36%	0%	8%	
High School	1,166	22%	19%	54%	5%	0%	0%	44%	36%	10%	
Special Education	121	33%	45%	15%	7%	0%	0%	31%	14%	90%	
High School	1,210	52%	38%	6%	4%	0%	0%	27%	1%	16%	
High School	1,104	34%	43%	16%	7%	0%	0%	34%	9%	16%	
High School	903	24%	58%	7%	10%	1%	0%	7%	0%	4%	
High School	1,326	46%	16%	37%	1%	0%	0%	48%	17%	13%	
Charter	153	15%	18%	66%	1%	0%	0%	33%	20%	6%	
High School	1,943	20%	31%	39%	10%	0%	0%	36%	26%	9%	
Non-Traditional - Hybrid	59	56%	8%	36%	0%	0%	0%	68%	19%	36%	
Charter	387	67%	4%	28%	1%	0%	0%	48%	7%	13%	

**Fiscal Year:** 2018-19

**Run Day 40:** Yes

**School Level:** All

**School Level 2:** All

**Met Definition:** All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Ethnicity						Indicators for Income/Language/Disability			
		Black or African American	White	Hispanic or Latino	Asian	American Indian or Alaska Nat	Native Hawaiian/Pacific Island	Income (ED/FRL)	Language (ELL)	Disability (SWD)	
Charter	355	43%	17%	38%	1%	1%	0%	27%	15%	14%	
Charter	442	45%	12%	42%	1%	0%	0%	45%	19%	12%	
Charter	181	20%	31%	45%	4%	0%	0%	39%	22%	9%	
High School	770	73%	8%	18%	1%	0%	0%	63%	15%	19%	
High School	973	43%	38%	7%	11%	0%	0%	12%	0%	1%	
High School	2,291	40%	39%	18%	2%	0%	0%	39%	6%	14%	
Non-Traditional	70	21%	71%	4%	3%	0%	0%	20%	0%	3%	
High School	129	45%	43%	10%	2%	0%	0%	19%	2%	7%	
Non-Traditional	129	65%	22%	12%	1%	0%	0%	39%	2%	18%	
High School	554	37%	52%	8%	2%	0%	0%	16%	0%	9%	
High School	587	94%	2%	3%	0%	0%	0%	70%	2%	24%	
Charter	660	61%	8%	30%	1%	0%	0%	40%	6%	14%	
Charter	473	16%	25%	57%	2%	0%	0%	33%	21%	9%	
High School	652	66%	21%	10%	2%	0%	0%	54%	8%	16%	
Non-Traditional	66	23%	23%	48%	6%	0%	0%	48%	23%	5%	
Non-Traditional	68	57%	26%	13%	3%	0%	0%	47%	1%	13%	
Non-Traditional	66	42%	33%	24%	0%	0%	0%	36%	8%	11%	
Non-Traditional - Hybrid	77	84%	10%	5%	0%	0%	0%	70%	4%	36%	
Alternative Learning Center	16	75%	19%	6%	0%	0%	0%	75%	6%	44%	
Charter	230	15%	59%	20%	5%	0%	0%	30%	10%	14%	
Alternative Learning Center	83	86%	8%	6%	0%	0%	0%	78%	8%	24%	
High School	653	83%	12%	4%	0%	0%	0%	57%	2%	20%	

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

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Excludes Robertson Academy & Bass Adult

School	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	1 / L / D (meet at least 2)
Elementary School (P3-4)	37,266								
A. Z. Kelley Elementary	841	✓	✓	✗	✓	✓	✓	✓	✓
Alex Green Elementary	261	✗	✗	✗	✓	✗	✗	✗	✗
Amqui Elementary	464	✓	✓	✓	✓	✓	✓	✓	✓
Andrew Jackson Elementary	510	✗	✗	✗	✗	✗	✗	✗	✗
Bellshire Elementary	359	✗	✗	✗	✓	✓	✓	✓	✓
Buena Vista Elementary	242	✗	✗	✗	✓	✓	✓	✓	✓
Cambridge Early Learning Center	136	✗	✗	✗	✓	✓	✗	✓	✗
Cane Ridge Elementary	537	✓	✓	✓	✓	✓	✓	✓	✓
Carter-Lawrence Elementary	289	✗	✗	✗	✓	✗	✓	✓	✓
Casa Azafraan Early Learning Center	83	✓	✓	✓	✗	✗	✓	✓	✗
Chadwell Elementary	339	✗	✗	✗	✓	✓	✓	✓	✓
Charlotte Park Elementary	465	✓	✓	✓	✓	✓	✓	✓	✓
Cockrill Elementary	328	✓	✓	✓	✓	✓	✓	✓	✓
Cole Elementary	748	✗	✗	✗	✓	✓	✓	✗	✓
Cora Howe School	14	✗	✗	✗	✓	✗	✓	✗	✓
Crieve Hall Elementary	474	✗	✓	✗	✓	✓	✓	✓	✓
Cumberland Elementary	274	✗	✗	✗	✓	✗	✓	✓	✓
Dan Mills Elementary	546	✗	✗	✗	✓	✗	✓	✓	✗
Dodson Elementary	431	✗	✓	✗	✓	✓	✓	✓	✓
Dupont Elementary	373	✗	✗	✗	✓	✓	✓	✓	✓
Eagle View Elementary	504	✗	✓	✗	✓	✓	✗	✓	✓
Eakin Elementary	555	✓	✗	✓	✗	✗	✓	✓	✗
East End Preparatory School	569	✗	✗	✗	✓	✓	✓	✗	✓
Explore Community School	294	✗	✗	✗	✓	✓	✓	✓	✓
Fall-Hamilton Elementary	329	✗	✗	✗	✓	✓	✓	✓	✓
Gateway Elementary	253	✓	✓	✓	✓	✓	✓	✓	✓
Glenciff Elementary	554	✗	✗	✗	✓	✓	✗	✓	✓
Glendale Elementary	433	✗	✗	✗	✓	✗	✓	✓	✗
Glenberry Elementary	359	✗	✓	✗	✓	✓	✓	✓	✓
Glenview Elementary	623	✗	✓	✗	✓	✓	✓	✓	✓

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)

Multi-tier schools will be in multiple tier categories

Excludes Robertson Academy & Bass Adult

	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	1 / L / D (meet at least 2)
Elementary School	343	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	595	✗	✗	✗	✗	✗	✗	✗	✗
Elementary School	757	✗	✗	✗	✗	✗	✓	✗	✗
Elementary School	705	✗	✗	✗	✗	✗	✓	✗	✗
Special Education	450	✗	✗	✗	✗	✗	✓	✗	✗
Elementary School	260	✗	✓	✗	✓	✓	✓	✓	✓
Elementary School	670	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	592	✓	✓	✗	✓	✓	✓	✓	✓
Elementary School	317	✓	✓	✓	✓	✗	✓	✓	✓
Elementary School	502	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	441	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	301	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	207	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	158	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	766	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	258	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	432	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	260	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	446	✗	✗	✗	✗	✗	✓	✗	✓
Charter	482	✗	✗	✗	✓	✓	✓	✗	✓
Charter	262	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	572	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	293	✗	✗	✗	✗	✗	✓	✗	✗
Elementary School	768	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	277	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	686	✓	✓	✓	✓	✓	✓	✓	✓
Special Education	17	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	315	✗	✗	✗	✓	✗	✓	✗	✓
Charter	342	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	269	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	568	✗	✗	✗	✓	✓	✓	✓	✓

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)

Multi-tier schools will be in multiple tier categories

Excludes Robertson Academy & Bass Adult

School	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	1 / L / D (meet at least 2)
Elementary School	356	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	622	✓	✓	✗	✓	✓	✓	✓	✓
Elementary School	362	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	273	✗	✓	✗	✗	✗	✓	✓	✗
Elementary School	493	✗	✗	✗	✗	✗	✗	✗	✗
Charter	384	✗	✗	✗	✓	✗	✗	✗	✗
Elementary School	300	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	267	✗	✗	✗	✓	✗	✓	✗	✓
Charter	425	✗	✗	✗	✓	✓	✓	✗	✓
Charter	543	✓	✗	✓	✓	✓	✓	✓	✓
Elementary School	299	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	207	✗	✗	✓	✓	✗	✓	✗	✓
Elementary School	500	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	301	✗	✗	✓	✓	✓	✓	✓	✓
Elementary School	622	✓	✓	✓	✓	✓	✓	✓	✓
Charter	185	✓	✗	✓	✓	✓	✓	✓	✓
Elementary School	414	✗	✗	✗	✗	✗	✓	✗	✗
Elementary School	505	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	434	✗	✗	✓	✗	✗	✓	✓	✗
Elementary School	719	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	389	✗	✗	✗	✓	✓	✓	✗	✓
Elementary School	494	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	735	✗	✓	✗	✓	✓	✓	✓	✓
Elementary School	746	✓	✓	✓	✓	✓	✓	✓	✓
Elementary School	232	✗	✗	✗	✓	✗	✓	✗	✓
Elementary School	542	✓	✗	✓	✗	✗	✓	✓	✗
Elementary School	419	✓	✓	✗	✗	✗	✓	✓	✗
Middle School (5-8)	26,098								
Middle School	770	✓	✗	✓	✓	✓	✓	✓	✓
Middle School	840	✓	✓	✓	✓	✓	✓	✓	✓
Middle School	680	✓	✗	✓	✓	✗	✓	✓	✓

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	I / L / D (meet at least 2)
Charter	303	X	X	X	✓	X	X	X	X
Charter	606	X	X	X	✓	✓	✓	X	✓
Elementary School	46	✓	✓	✓	✓	✓	✓	✓	✓
Special Education	31	X	X	✓	✓	X	✓	✓	✓
Middle School	424	X	X	X	✓	X	✓	X	✓
Middle School	754	✓	✓	X	✓	✓	✓	✓	✓
Middle School	774	✓	✓	✓	✓	✓	✓	✓	✓
Middle School	644	X	X	✓	✓	X	✓	✓	✓
Middle School	588	✓	✓	X	✓	✓	✓	✓	✓
Charter	315	X	X	X	✓	X	X	X	X
Middle School	362	X	X	X	✓	X	✓	X	✓
Middle School	619	✓	✓	X	✓	X	✓	✓	✓
Middle School	332	X	X	X	✓	X	✓	X	✓
Middle School	686	✓	✓	✓	✓	✓	✓	✓	✓
Special Education	87	X	X	X	✓	X	✓	X	X
Middle School	251	X	X	X	✓	X	✓	X	✓
Middle School	567	X	X	X	✓	X	✓	X	✓
Charter	428	X	X	X	✓	X	X	X	✓
Middle School	486	✓	✓	X	✓	✓	✓	✓	✓
Middle School	259	X	✓	X	✓	✓	✓	✓	✓
Middle School	325	X	X	X	✓	✓	✓	X	✓
Middle School	274	X	X	X	✓	✓	✓	X	✓
Middle School	791	✓	✓	✓	✓	✓	✓	✓	✓
Middle School	761	X	X	X	✓	X	✓	X	X
Non-Traditional - Hybrid	34	X	X	X	✓	✓	✓	X	✓
Charter	305	✓	✓	✓	✓	✓	✓	✓	✓
Charter	370	X	X	✓	✓	✓	✓	✓	✓
Charter	385	X	X	X	✓	✓	✓	X	✓
Charter	283	X	X	X	✓	✓	✓	✓	✓
Charter	520	✓	✓	X	✓	✓	✓	✓	✓
Charter	442	X	X	✓	✓	✓	✓	✓	✓

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)  
Multi-tier schools will be in multiple tier categories  
Excludes Robertson Academy & Bass Adult

	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	1 / L / D (meet at least 2)
Middle School	550	X	X	✓	✓	✓	✓	✓	✓
Middle School	428	✓	✓	✓	✓	✓	✓	✓	✓
High School	294	✓	X	✓	X	X	X	✓	X
Middle School	795	X	X	X	✓	✓	✓	X	✓
Middle School	683	X	X	X	X	X	X	X	X
Non- Traditional	22	X	X	X	X	X	X	X	X
Middle School	311	X	X	X	✓	✓	✓	X	✓
Special Education	26	X	X	X	✓	✓	✓	X	✓
Charter	300	X	X	X	✓	✓	✓	X	✓
Charter	51	X	X	X	✓	✓	✓	X	X
Charter	342	X	X	✓	✓	✓	✓	✓	✓
Charter	497	✓	✓	✓	✓	✓	✓	✓	✓
Charter	159	X	X	✓	✓	✓	✓	✓	✓
Middle School	448	X	X	✓	X	X	X	✓	X
Charter	532	X	X	✓	✓	✓	✓	✓	✓
High School	344	X	X	X	✓	✓	✓	X	✓
Charter	353	✓	✓	✓	✓	✓	✓	✓	✓
Middle School	935	✓	✓	✓	✓	✓	✓	✓	✓
Middle School	423	✓	✓	✓	✓	✓	✓	✓	✓
Charter	504	X	X	X	X	X	X	X	X
Charter	520	X	✓	X	✓	✓	✓	✓	✓
Middle School	531	✓	X	✓	X	X	X	✓	X
Middle School	963	✓	✓	✓	X	X	✓	✓	✓
Middle School	745	X	✓	X	✓	✓	✓	✓	✓
High School (9-12)	22,324								
High School	1,938	✓	✓	✓	✓	✓	✓	✓	✓
High School	1,727	✓	✓	✓	✓	✓	✓	✓	✓
Special Education	52	X	X	✓	✓	✓	X	✓	✓
High School	710	X	X	X	✓	✓	X	X	X
High School	1,166	X	✓	X	✓	✓	✓	✓	✓
Special Education	121	✓	✓	✓	✓	✓	✓	✓	✓
High School	1,938	✓	✓	✓	✓	✓	✓	✓	✓
High School	1,727	✓	✓	✓	✓	✓	✓	✓	✓
Special Education	52	X	X	✓	✓	✓	X	✓	✓
High School	710	X	X	X	✓	✓	X	X	X
High School	1,166	X	✓	X	✓	✓	✓	✓	✓
Special Education	121	✓	✓	✓	✓	✓	✓	✓	✓

Fiscal Year: 2018-19

Run Day 40: Yes

School Level: All

Met Definition: All

Active Students as of Day 40 : 10/3/2018 (Students are counted under the school of primary enrollment)

Multi-tier schools will be in multiple tier categories

Excludes Robertson Academy & Bass Adult

	Total Students	Part 1: Racial/Ethnic Diversity			Part 2, 3, 4: Income, Language & Disability Diversity			Meet/Not Meet Definition	
		Multi Racial/Ethnic & No Single Group > 50%	3+ Racial/Ethnic & Each >= 15%	2+ Racial/Ethnic & Each >= 30%	% ED >= 2/3 of Tier	% ELL >= 2/3 of Tier	% SWD >= 2/3 of Tier	Race/Ethnic (meet at least 1)	I / L / D (meet at least 2)
High School	Hillsboro High	1,210	X	X	✓	✓	✓	✓	✓
High School	Hillwood High	1,104	✓	✓	✓	✓	✓	✓	✓
High School	Hume-Fogg High	903	X	X	X	X	X	X	X
High School	Hunters Lane High	1,326	✓	✓	✓	✓	✓	✓	✓
Charter	Intrepid College Prep Charter	153	X	✓	✓	✓	✓	✓	✓
High School	John Overton High	1,943	✓	✓	✓	✓	✓	✓	✓
Non-Traditional - Hybrid	Johnson Alternative Learning Center	59	X	X	✓	✓	✓	✓	✓
Charter	KIPP Nashville Collegiate High School	387	X	X	✓	✓	✓	X	✓
Charter	Knowledge Academies High School	355	✓	✓	✓	✓	✓	✓	✓
Charter	LEAD Academy	442	✓	✓	✓	✓	✓	✓	✓
Charter	LEAD Prep Southeast	181	✓	✓	✓	✓	✓	✓	✓
High School	Maplewood High	770	X	X	✓	✓	✓	X	✓
High School	Martin Luther King Jr School	973	✓	X	✓	X	X	✓	X
High School	McGavock High	2,291	✓	✓	✓	✓	✓	✓	✓
Non-Traditional	Metro Nashville Virtual School	70	X	X	X	X	X	X	X
High School	Middle College High	129	✓	X	✓	X	X	✓	X
Non-Traditional	Nashville Big Picture High School	129	X	X	✓	✓	✓	✓	✓
High School	Nashville School Of The Arts	554	X	X	✓	✓	✓	✓	X
High School	Pearl-Cohn High	587	X	X	✓	✓	✓	X	✓
Charter	RePublic High School	660	X	X	✓	✓	✓	✓	✓
Charter	STEM Prep High School	473	X	✓	✓	✓	✓	✓	✓
High School	Stratford STEM Magnet School	652	X	X	✓	✓	✓	X	✓
Non-Traditional	The Academy at Hickory Hollow	66	✓	✓	✓	✓	✓	✓	✓
Non-Traditional	The Academy at Old Cockrill	68	X	X	✓	✓	✓	X	✓
Non-Traditional	The Academy at Opry Mills	66	✓	✓	✓	✓	✓	✓	✓
Non-Traditional - Hybrid	The Cohn Learning Center	77	X	X	✓	✓	✓	X	✓
Alternative Learning Center	Transitions at Bass	16	X	X	✓	✓	✓	X	✓
Charter	Valor Flagship Academy	230	X	✓	✓	✓	✓	✓	✓
Alternative Learning Center	W.A. Bass Alternative Learning Center	83	X	X	✓	✓	✓	X	✓
High School	Whites Creek High School	653	X	X	✓	✓	✓	X	✓



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SECTION 2: School Performance

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METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# MNPS Achievement Gap Report

## Summary

- Achievement gaps when comparing MNPS student subgroups to the White subgroup across a variety of assessments (TCAP/TNReady, ACT and MAP) tend to be quite wide and fairly consistent over time. Statewide TNReady and ACT results show similar trends – wide and generally consistent gaps.
- Student achievement for various MNPS subgroups has fluctuated somewhat over time, depending upon the assessment, but subgroups have generally trended in the same direction. Even when subgroups have shown increased proficiency, the White subgroup has typically made comparable and sometimes greater growth.
- District results across assessments consistently show that White and Asian students score consistently higher than Black and Hispanic students. Economically Disadvantaged (ED) students score below non-ED students, and Students with Disabilities and English Learners tend to have the lowest scores among the reported subgroups.
- The relative performance of MNPS subgroups is generally similar to statewide results for TNReady and ACT. One exception is that the district’s White subgroup has matched or exceeded the scores of the Asian subgroup for TNReady ELA and the ACT Composite, while Asian students across the state have consistently scored significantly higher than White students on these exams.
- Students that fall into any of the subgroups that historically underperform relative to other subgroups are now identified in state accountability as the *Super Subgroup*. This subgroup made improvement from 2017 to 2018 for TNReady English/Language Arts (ELA) in grades 3-8 but lost ground in the other TNReady subjects. The overall decline in proficiency of the Super Subgroup resulted in the district being identified as *In Need of Improvement* despite satisfactory performance for other areas of state accountability.

## TCAP/TNReady

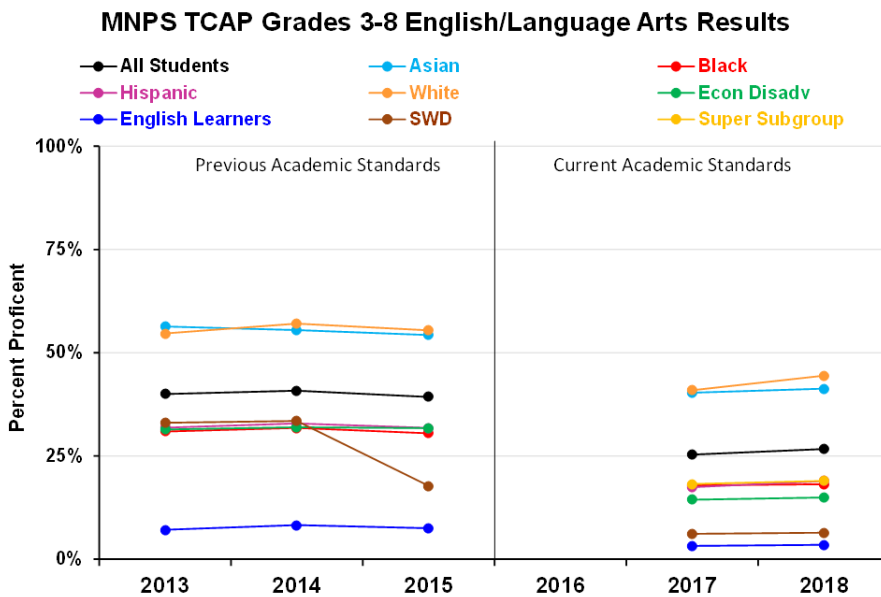
The table that follows shows the district’s proficiency rates on the English/Language Arts portion of the Tennessee Comprehensive Assessment Program (TCAP) assessment in grades 3 through 8, by student subgroup, for the last six years. Each row of the table represents a subgroup, beginning with the overall (“All Students”) results and followed by the various ethnic subgroups and then Economically Disadvantaged (ED) students, English Learners (EL), Students with Disabilities (SWD), and the “Super Subgroup,” which is composed of all students that fall into one of the subgroups that historically falls below the state average – the Black, Hispanic, Native American, ED, EL and SWD subgroups. The Super Subgroup did not become part of state accountability and reporting until 2015-16, the same year the state academic standards and performance standards changed to more rigorous measures of college and career readiness.

This table provides the percentage of students in grades 3-8 scoring *Proficient* or *Advanced* on the TCAP Reading/Language Arts test for 2013-2015 and scoring *On Track* or *Mastered* on the TCAP/TNReady English/Language Arts test for 2017 and 2018. Due to statewide problems transitioning to online assessments, the test was not administered in 2016. Following the longitudinal proficiency rates are the achievement gaps in proficiency between each subgroup and the White subgroup. A positive number for the gap indicates the subgroup is performing below the White subgroup while a negative number means the subgroup is scoring above the White subgroup.

Test	Subject	Subgroup	% Proficient (On Track)						Gap (relative to the White Subgroup)						
			2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	
TCAP	ELA	All Students	40.0%	40.8%	39.3%		25.3%	26.7%							
TCAP	ELA	Asian	56.3%	55.5%	54.3%		40.3%	41.3%	-1.7%	1.6%	1.2%		0.6%	3.1%	
TCAP	ELA	Black	30.9%	31.8%	30.5%		17.9%	18.1%	23.7%	25.2%	25.0%		23.0%	26.3%	
TCAP	ELA	Hispanic	31.8%	32.9%	31.8%		17.4%	18.9%	22.8%	24.2%	23.7%		23.5%	25.5%	
TCAP	ELA	White	54.6%	57.0%	55.4%		40.9%	44.4%							
TCAP	ELA	Econ Disadv	31.4%	32.0%	31.7%		14.4%	14.9%	23.2%	25.1%	23.7%		26.5%	29.5%	
TCAP	ELA	English Learners	7.1%	8.3%	7.5%		3.2%	3.5%	47.5%	48.8%	47.9%		37.7%	41.0%	
TCAP	ELA	SWD	33.0%	33.4%	17.8%		6.1%	6.4%	21.6%	23.6%	37.7%		34.8%	38.0%	
TCAP	ELA	Super Subgroup					18.2%	19.0%					22.7%	25.5%	

As this table shows, ELA proficiency for each subgroup declined after the change in academic and performance standards in the 2015-16 school year. Numerically the gaps narrowed somewhat under the new standards, but the gaps prior to this change should not be directly compared to the gaps after the change, as they are on different scales. Proficiency for most subgroups did not change significantly over the years that standards were consistent. There was a noticeable decline for the SWD subgroup in 2015, but this was likely due to a state policy change that no longer allowed these students to have access to a less rigorous alternative assessment, the Modified Academic Achievement Standards (MAAS) assessment. The gaps for each subgroup relative to White students did widen slightly from 2013 to 2015 and from 2017 to 2018.

The graph below displays subgroup proficiency for grades 3-8 ELA. Each line represents a student subgroup and visually displays subgroup performance over time and relative to other subgroups.



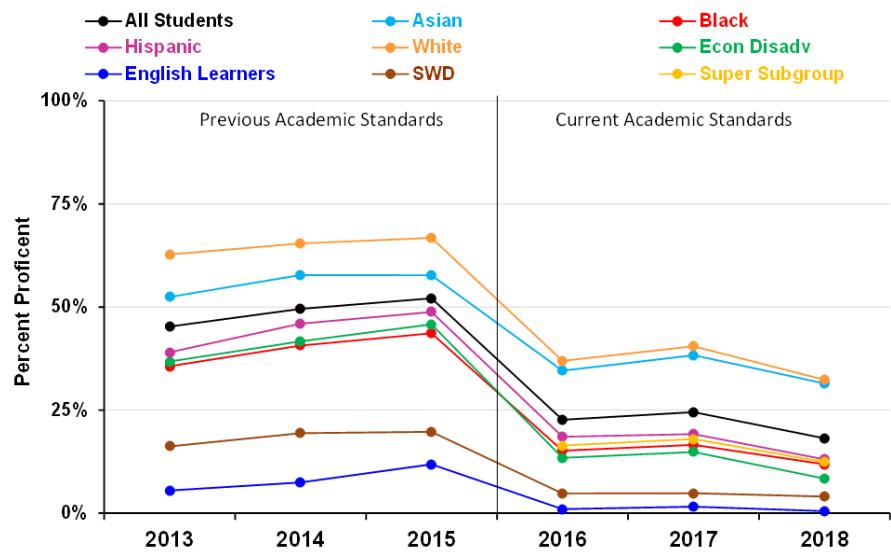
The visual display of the data makes it clear that ELA proficiency for each student subgroup under the same standards has been relatively flat over time and that achievement gaps have remained fairly consistent, other than the SWD subgroup in 2015. Under the new academic standards, most subgroups showed slight improvement from 2017 to 2018, but the gap widened relative to White students, whose improvement trended upward a bit more than other subgroups. For comparison purposes, graphs showing statewide TNReady ELA and Math (grades 3-8 and high school) proficiency trends for 2016-2018 are provided in Appendix I.

High school ELA results by student subgroup for the past six years are shown below. These data include End of Course (EOC) scores for English I, English II and English III. The same table and graph formats shown for ELA grades 3-8 are utilized.

Test	Subject	Subgroup	% Proficient (On Track)						Gap (relative to the White Subgroup)						
			2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	
EOC	ELA	All Students	45.2%	49.6%	52.1%	22.7%	24.5%	18.2%							
EOC	ELA	Asian	52.4%	57.7%	57.7%	34.5%	38.3%	31.4%	10.3%	7.7%	9.1%	2.4%	2.2%	0.9%	
EOC	ELA	Black	35.7%	40.6%	43.6%	15.1%	16.6%	11.8%	27.1%	24.8%	23.1%	21.8%	23.9%	20.5%	
EOC	ELA	Hispanic	39.0%	46.0%	48.8%	18.5%	19.2%	13.0%	23.8%	19.4%	18.0%	18.4%	21.3%	19.3%	
EOC	ELA	White	62.7%	65.4%	66.8%	36.9%	40.5%	32.3%							
EOC	ELA	Econ Disadv	36.8%	41.7%	45.8%	13.4%	14.8%	8.4%	26.0%	23.7%	21.0%	23.6%	25.7%	24.0%	
EOC	ELA	English Learners	5.5%	7.4%	11.9%	1.0%	1.6%	0.5%	57.3%	58.0%	54.9%	36.0%	38.9%	31.8%	
EOC	ELA	SWD	16.2%	19.4%	19.7%	4.8%	4.8%	4.0%	46.5%	46.0%	47.1%	32.2%	35.7%	28.4%	
EOC	ELA	Super Subgroup				16.4%	18.0%	12.4%				20.6%	22.5%	20.0%	

Once again we should compare scores from years with the same academic standards (2013-2015 or 2016-2018), but we should not directly compare scores before 2016 to scores from 2016 or later. High school ELA scores increased for every subgroup from 2013 to 2015, and achievement gaps narrowed somewhat for each subgroup except Students with Disabilities (SWD). Proficiency for all subgroups improved from 2016 to 2017 but then declined in 2018, which likely reflects the online testing issues that occurred last school year. Achievement gaps widened slightly in 2017 and then declined in 2018.

### MNPS High School EOC English/Language Arts Results



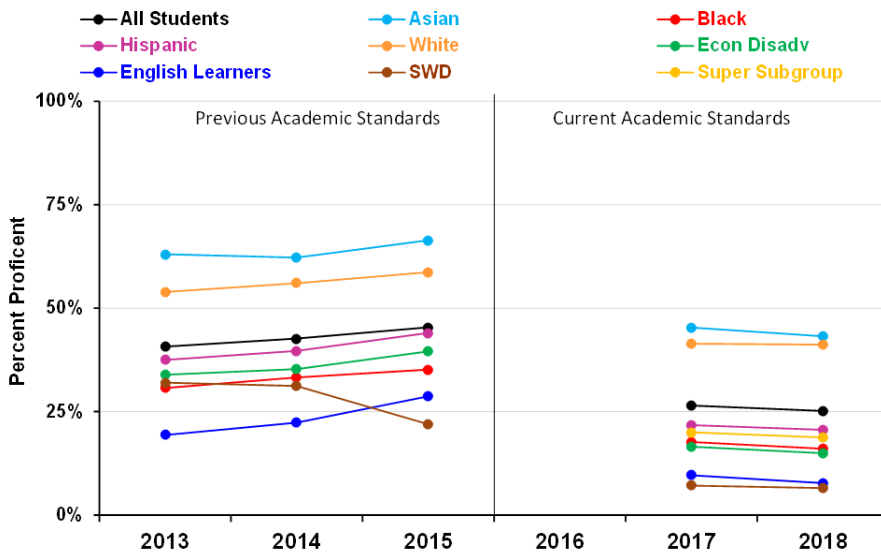
The above graph shows the upward slope of scores from 2013 to 2015. While the lines are not quite parallel, the trajectories are generally similar, meaning that the gaps remained fairly consistent. We also see that the rankings of subgroups with respect to ELA proficiency did not change during periods of consistent standards, as the lines do not cross from 2013 to 2015 or from 2016 to 2018. The graph also shows the slightly upward trend from 2016 to 2017 for most subgroups followed by the downward trend in 2018.

TCAP/TNReady longitudinal subgroup results for Mathematics grades 3-8 are shown next. Once again proficiency and gap are provided in a table format followed by a graph showing proficiency.

Test	Subject	Subgroup	% Proficient (On Track)						Gap (relative to the White Subgroup)						
			2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	
TCAP	Math	All Students	40.7%	42.7%	45.4%		26.5%	25.2%							
TCAP	Math	Asian	63.0%	62.2%	66.4%		45.3%	43.2%	-9.1%	-6.2%	-7.7%		-3.9%	-2.0%	
TCAP	Math	Black	30.7%	33.2%	35.2%		17.7%	16.0%	23.2%	22.8%	23.5%		23.8%	25.2%	
TCAP	Math	Hispanic	37.5%	39.7%	44.0%		21.7%	20.6%	16.4%	16.3%	14.7%		19.7%	20.6%	
TCAP	Math	White	53.9%	56.0%	58.7%		41.4%	41.2%							
TCAP	Math	Econ Disadv	33.9%	35.2%	39.6%		16.5%	15.0%	20.0%	20.8%	19.1%		24.9%	26.3%	
TCAP	Math	English Learners	19.3%	22.3%	28.7%		9.6%	7.7%	34.6%	33.7%	30.0%		31.8%	33.5%	
TCAP	Math	SWD	32.0%	31.2%	22.0%		7.1%	6.5%	21.9%	24.9%	36.7%		34.3%	34.7%	
TCAP	Math	Super Subgroup					20.0%	18.7%					21.4%	22.5%	

These results show improvement in Math scores across grades 3-8 from 2013 to 2015 for all subgroups except Students with Disabilities, who were impacted by the 2015 policy change that removed the MAAS alternative assessment. Achievement gaps narrowed a bit during this time for all subgroups except SWD and Black students. All subgroups saw a slight decline from 2017 to 2018 under the new academic standards.

**MNPS TCAP Grades 3-8 Mathematics Results**



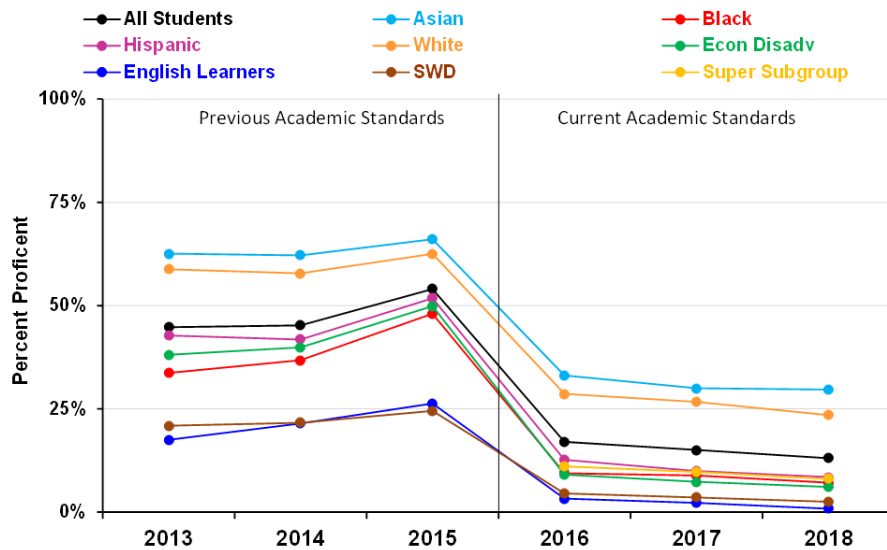
This graph shows the improvement from 2013 to 2015 for all subgroups except SWD students, with English Learners making the most improvement. It also shows the small but consistent declines that occurred from 2017 to 2018 under the new academic standards.

The table and graph that follow show high school math results by subgroup for the last six years. The EOC exams included in these results have changed over time as the district has moved to an integrated math curriculum. These results include scores from Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III EOC exams.

Test	Subject	Subgroup	% Proficient (On Track)						Gap (relative to the White Subgroup)						
			2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018	
EOC	Math	All Students	44.7%	45.2%	54.0%	17.0%	15.0%	13.0%							
EOC	Math	Asian	62.6%	62.2%	66.1%	33.1%	30.0%	29.7%	-3.8%	-4.4%	-3.5%	-4.5%	-3.3%	-6.2%	
EOC	Math	Black	33.7%	36.8%	48.0%	9.4%	8.8%	7.1%	25.1%	21.0%	14.5%	19.2%	17.8%	16.4%	
EOC	Math	Hispanic	42.7%	41.8%	51.8%	12.7%	9.9%	8.5%	16.1%	16.0%	10.8%	16.0%	16.7%	15.0%	
EOC	Math	White	58.8%	57.8%	62.5%	28.6%	26.7%	23.4%							
EOC	Math	Econ Disadv	38.1%	39.9%	49.9%	9.1%	7.3%	6.1%	20.7%	17.9%	12.7%	19.5%	19.3%	17.4%	
EOC	Math	English Learners	17.5%	21.5%	26.3%	3.2%	2.2%	0.8%	41.3%	36.3%	36.3%	25.4%	24.5%	22.6%	
EOC	Math	SWD	20.9%	21.6%	24.5%	4.5%	3.5%	2.5%	37.9%	36.1%	38.0%	24.2%	23.1%	21.0%	
EOC	Math	Super Subgroup				11.1%	9.7%	8.0%				17.6%	17.0%	15.4%	

Math proficiency improved significantly for all subgroups from 2013 to 2015, and achievement gaps relative to White students decreased for all subgroups except Asian and SWD. Test scores have declined, however, from 2016 to 2018, although achievement gaps have also declined during this time.

### MNPS High School EOC Mathematics Results



The upward trend in high school Math proficiency under the previous academic standards and downward trend under the current standards are seen in the above graph. As previously stated, however, the 2018 scores were likely impacted by the online testing problems that occurred statewide. The graph once again illustrates the tendency that subgroup proficiency trajectories are pretty comparable, resulting in similar gaps over time.

Appendix II shows the official accountability proficiency results from 2018 by school and subgroup. These results are based upon TNReady and the state alternative assessment. The data are across subjects – ELA and Math at grades 3-8 and ELA, Math and Science for grades 9-12. The number tested is the total number tested across subjects, so it will typically be a higher number than enrollment in these grades. The state does not report accountability data for subgroups in which less than 30 tests were attempted across subjects. As stated in the footnote, proficiency is defined as the percent of students scoring On Track or Mastered.

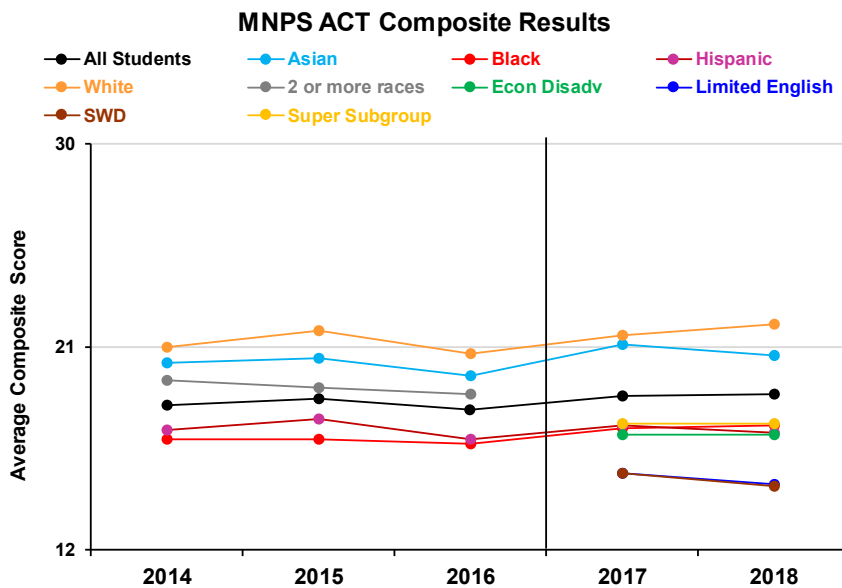
### ACT

ACT exam scores by student subgroup are provided below in a table format. The average Composite score for each of the past five graduating classes is shown by subgroup, followed by the gap between each subgroup and the White subgroup. As with TNReady, a positive number for the gap indicates the subgroup is performing below the White subgroup. Beginning with the graduating class of 2017, the ACT became part of state accountability. With this change participation rate targets were established, leading to higher

student participation in the exam. In addition, state reporting began for Economically Disadvantaged (ED), Limited English Proficient (LEP), Students with Disabilities (SWD), and the Super Subgroup. This change also resulted in reporting that only included students who actually graduated on time that year with a regular high school diploma. Prior to 2017 all students that took an ACT exam were reported in the year they self-reported they would be graduating, and only self-reported racial/ethnic subgroups were included.

Test	Subgroup	Average Composite Score					Gap (relative to White subgroup)				
		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ACT	All Students	18.4	18.7	18.2	18.8	18.9					
ACT	Asian	20.3	20.5	19.7	21.1	20.6	0.7	1.2	1.0	0.4	1.4
ACT	Black	16.9	16.9	16.7	17.4	17.5	4.1	4.8	4.0	4.1	4.5
ACT	Hispanic	17.3	17.8	16.9	17.5	17.2	3.7	3.9	3.8	4.0	4.8
ACT	White	21.0	21.7	20.7	21.5	22.0					
ACT	2 or more races	19.5	19.2	18.9			1.5	2.5	1.8		
ACT	Econ Disadv				17.1	17.1				4.4	4.9
ACT	Limited English				15.4	14.9				6.1	7.1
ACT	SWD				15.4	14.8				6.1	7.2
ACT	Super Subgroup				17.6	17.6				3.9	4.4

While changes in policy have complicated the interpretation of longitudinal ACT results, we do see some student subgroup trends. The results show that, as a group, White students have made the greatest improvement in average Composite scores since 2014 – a one-point increase from 21.0 to 22.0. As a result, the achievement gap of other racial/ethnic subgroups relative to the White subgroup has increased somewhat. Other subgroups have improved since 2014, except for Hispanic students. In the two years since the state began reporting the performance of additional subgroups, average scores have been consistent for the Economically Disadvantaged and Super Subgroup, while proficiency declines occurred for Limited English Proficient students and Students with Disabilities.



The above graph scores shows clearly that White students have consistently scored higher than other subgroups and have shown the most improvement over time, with the growth mostly occurring since 2016. Scores have fluctuated over time and most racial/ethnic subgroups have seen score increases some years and decreases in other years since 2014. A graph showing the statewide ACT Composite average by subgroup is shown in Appendix III. These statewide results are those reported by ACT for each year, which include all students taking the exam and not just high school graduates with a regular diploma for 2017 and 2018.

## Measures of Academic Progress (MAP)

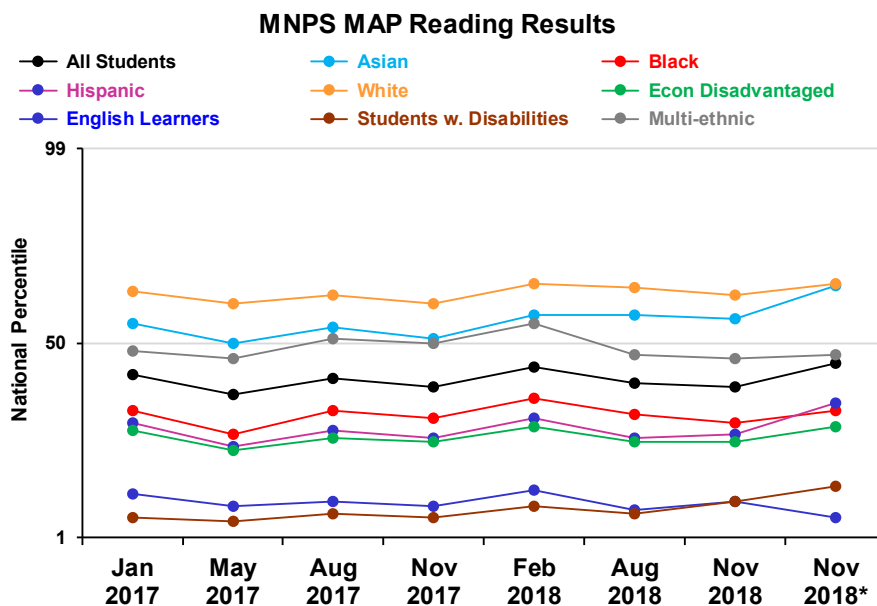
The table that follows presents the MAP Reading median national percentile, by subgroup, for each of the seven district-wide test administrations to date. These results are across grades 2 through 8 for 2016-17 and 2017-18 and across grades 2 through 9 for 2018-19. The most recent test administration, November 2018, is shown two ways – with and without the inclusion of students that received text-to-speech and human reader test accommodations.

Subgroup	Reading Median National Percentile							
	Jan 2017	May 2017	Aug 2017	Nov 2017	Feb 2018	Aug 2018	Nov 2018	Nov 2018*
All Students	42	37	41	39	44	40	39	45
Asian	55	50	54	51	57	57	56	65
Black	33	27	33	31	36	32	30	33
Hawaiian/Pacific Islander	46	32	52	41	49	40	50	51
Hispanic	30	24	28	26	31	26	27	35
Native American	40	37	43	39	36	52	62	62
White	63	60	62	60	65	64	62	65
Multi-ethnic	48	46	51	50	55	47	46	47
Econ Disadvantaged	28	23	26	25	29	25	25	29
Non-ED	58	53	53	52	58	50	51	57
English Learners	12	9	10	9	13	8	10	6
Non-EL	49	45	49	47	52	49	47	49
Students w. Disabilities	6	5	7	6	9	7	10	14
Non-SWD	46	41	46	43	49	45	43	47

\* Excluding text-to-speech and human reader accommodations.

These results show that Reading scores for each subgroup have tended to fluctuate within a fairly narrow range. In general we have seen a decline occur for some time after the January/February test administration, possibly due to fatigue (May), summer loss (August), or testing before the national test window (November). Scores improved last year between November and February, the final district-wide test administration. Many of the subgroups follow this general trend and the gaps tend to remain fairly consistent. The last column shows somewhat higher scores when students receiving read aloud accommodations are removed, which is not surprising since these accommodations are restricted to SWD and EL students.

The MAP Reading median national percentiles over time are shown graphically below.



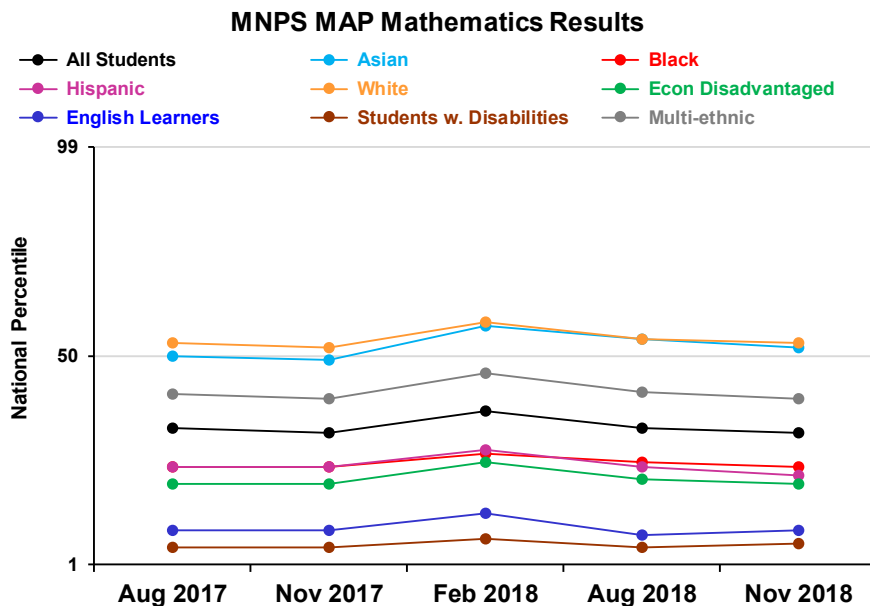


The above graph shows that while national percentiles fluctuate a bit over time, the gaps tend to remain fairly constant and quite wide.

The following table shows the MAP Mathematics national percentiles for each subgroup for each of the five district-wide Math test administrations to date. Unlike Reading, Math was not mandated in the 2016-17 school year.

Subgroup	Math Median National Percentile				
	Aug 2017	Nov 2017	Feb 2018	Aug 2018	Nov 2018
All Students	33	32	37	33	32
Asian	50	49	57	54	52
Black	24	24	27	25	24
Hawaiian/Pacific Islander	42	31	34	22	27
Hispanic	24	24	28	24	22
Native American	25	28	30	48	31
White	53	52	58	54	53
Multi-ethnic	41	40	46	42	40
Econ Disadvantaged	20	20	25	21	20
Non-ED	44	44	50	42	42
English Learners	9	9	13	8	9
Non-EL	39	38	43	40	38
Students w. Disabilities	5	5	7	5	6
Non-SWD	37	36	41	37	36

As with Reading, we see wide variation in Math scores between subgroups and fairly consistent subgroup scores and achievement gaps over time. This is seen clearly in the graph below, which presents the MAP Math subgroup results visually.

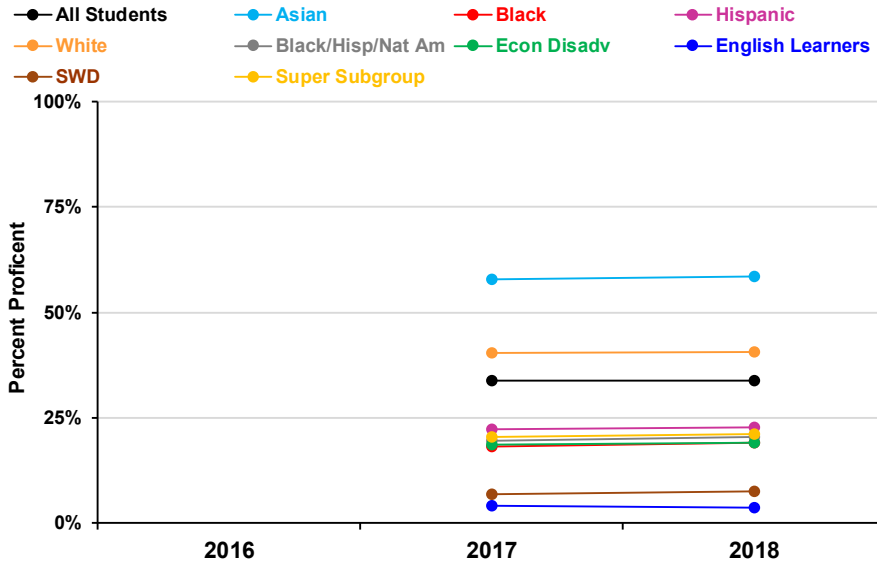


This graph once again shows that achievement gaps tend to remain fairly stable and quite wide.

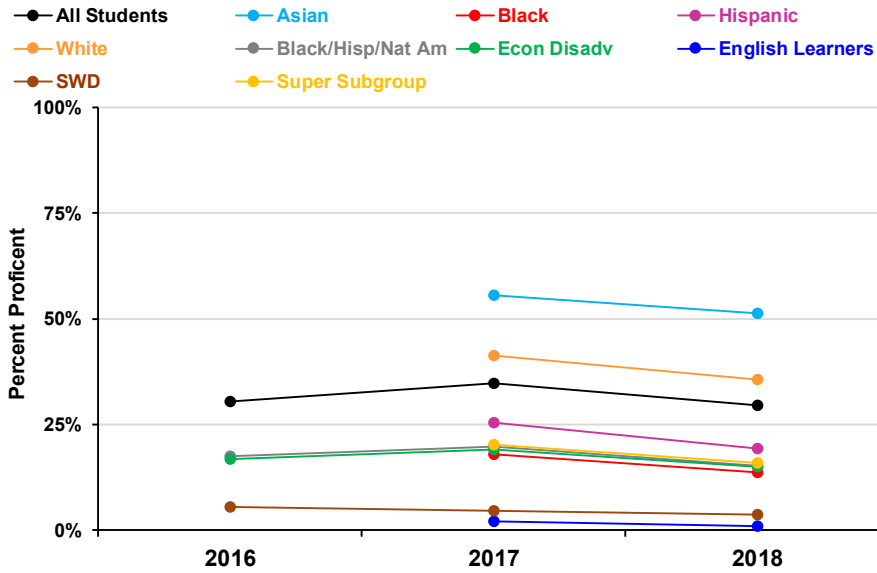
## Appendix I: Statewide TNReady Results

### TNReady English/Language Arts

#### Statewide TNReady Grades 3-8 English/LA Results

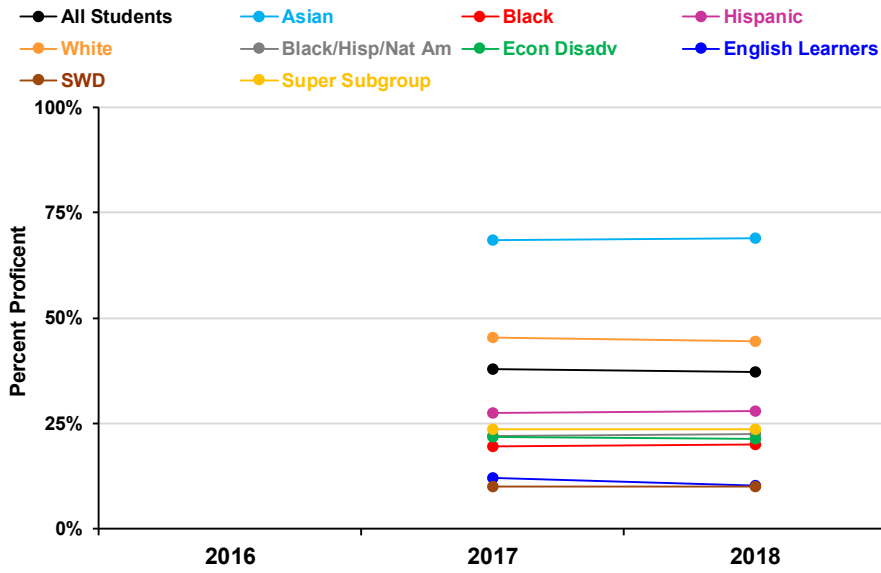


#### Statewide High School EOC English/LA Results

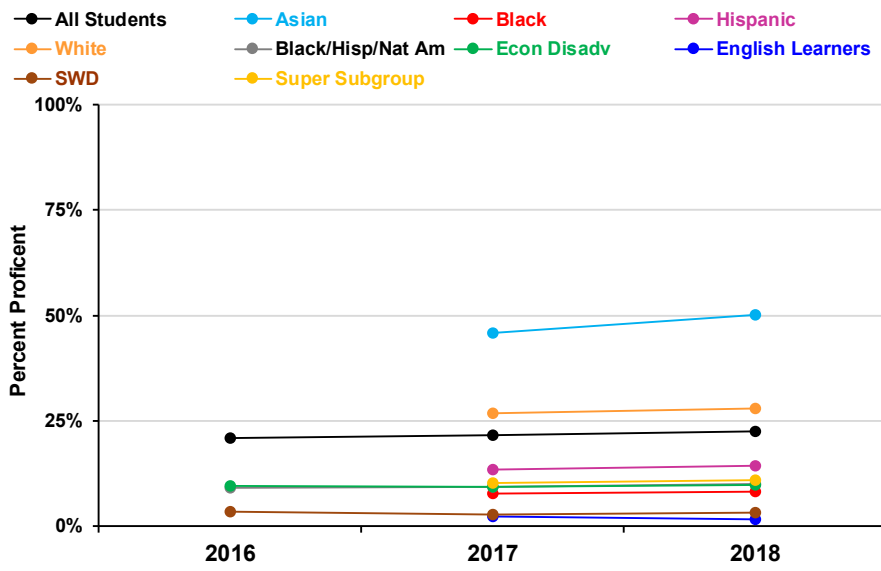


TNReady Mathematics

Statewide TNReady Grades 3-8 Math Results



Statewide High School EOC Math Results



### Appendix II: Statewide TNReady Results

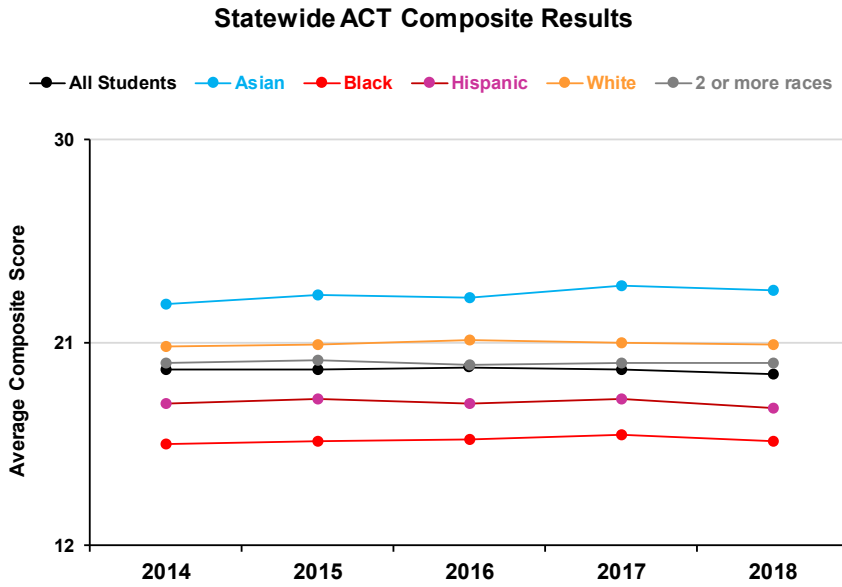
School	All Students			Asian			Black			Hispanic			White			Econ Disadv			English Learners			Students with Disabilities			Super Subgroup		
	# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic		# Tested	% Profic	
A. Z. Kelley Elementary	497	34.8	<30	184	42.4	22.9	140	22.9	128	35.2	194	29.4	190	17.9	62	17.7	434	32.3									
Alex Green Elementary	180	13.9	<30	148	10.8	<30	<30	<30	<30	<30	142	9.2	<30	<30	<30	<30	178	12.9									
Amqui Elementary	370	8.9	<30	170	6.5	7.4	136	7.4	60	18.3	258	9.3	114	7.9	<30	<30	356	8.7									
Andrew Jackson Elementary	382	41.4	<30	124	27.4	<30	<30	<30	206	49.5	92	34.8	<30	<30	<30	<30	220	31.4									
Antioch High	2982	6.4	<30	988	3.1	5.6	1032	5.6	666	6.9	1111	3.8	610	1.5	134	2.2	2470	4.4									
Antioch Middle	1996	12.7	180	636	9.3	11.8	865	11.8	311	18.6	1089	10.7	879	9.1	255	9.4	1887	11.7									
Apollo Middle	2258	20.2	<30	724	16.9	18.8	1015	18.8	434	27.9	1204	15.6	925	14.4	268	11.2	2101	18.6									
Bellevue Middle	1718	39.0	66	555	17.7	37.0	162	37.0	900	49.3	510	23.1	159	31.4	233	14.6	1024	25.8									
Belshire Elementary	264	9.1	<30	230	7.8	<30	<30	<30	<30	<30	182	7.1	<30	<30	<30	<30	262	9.2									
Buena Vista Elementary	151	7.9	<30	143	7.0	<30	<30	<30	<30	<30	135	5.9	<30	<30	<30	<30	151	7.9									
Caldwell Elementary	178	10.1	<30	168	10.1	<30	<30	<30	<30	<30	147	8.2	<30	<30	<30	<30	178	10.1									
Cameron College Preparatory	1591	31.9	<30	459	29.0	32.5	939	32.5	172	34.9	1023	29.4	852	27.5	181	14.4	1567	31.5									
Cane Ridge Elementary	678	22.0	<30	341	19.9	18.5	162	18.5	159	30.2	326	16.3	232	20.7	<30	<30	630	21.1									
Cane Ridge High	3011	6.8	185	1125	4.7	3.4	975	3.4	480	11.3	1153	5.0	662	2.4	134	2.2	2576	4.7									
Carter-Lawrence Elementary	237	25.7	<30	191	23.0	<30	<30	<30	<30	<30	123	13.8	<30	<30	<30	<30	227	24.7									
Chadwell Elementary	238	23.9	<30	138	19.6	<30	<30	<30	<30	<30	143	18.9	<30	<30	<30	<30	224	21.9									
Charlotte Park Elementary	281	21.0	<30	60	13.3	15.4	117	15.4	72	26.4	142	17.6	133	21.8	<30	<30	247	20.2									
Cockrill Elementary	206	17.0	<30	84	11.9	15.0	60	15.0	<30	<30	136	15.4	<30	<30	<30	<30	186	15.6									
Cole Elementary	535	23.4	<30	73	21.9	20.5	332	20.5	82	32.9	310	23.2	345	20.3	74	9.5	509	22.4									
Cora Howe School	125	8.0	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	125	8.0									
Creswell Middle Prep	1148	23.3	<30	991	20.5	<30	<30	<30	121	40.5	526	18.3	<30	<30	126	11.9	1052	21.1									
Crieve Hall Elementary	285	57.9	<30	<30	19.6	34.6	78	34.6	149	73.2	61	34.4	82	32.9	<30	<30	157	40.8									
Croft Middle	1798	30.1	<30	318	23.0	24.4	776	24.4	653	39.2	695	22.7	648	19.0	196	12.2	1385	23.4									
Cumberland Elementary	306	6.5	<30	240	5.4	<30	<30	<30	<30	<30	218	4.1	<30	<30	<30	<30	304	6.6									
Dan Mills Elementary	366	54.6	<30	<30	<30	<30	<30	<30	262	64.5	66	19.7	<30	<30	<30	<30	152	26.3									
Dodson Elementary	294	25.9	<30	156	15.4	33.3	66	33.3	64	40.6	186	23.1	<30	<30	60	3.3	262	23.3									
Donelson Middle	2069	17.7	<30	958	10.3	16.7	342	16.7	718	26.3	1037	9.2	332	10.5	286	5.9	1600	12.6									
DuPont Elementary	258	23.3	<30	60	11.7	<30	<30	<30	182	28.6	140	20.0	<30	<30	<30	<30	172	19.8									
DuPont Hadley Middle	1821	35.0	<30	512	25.4	30.8	247	30.8	1024	39.6	669	22.1	152	22.4	231	15.6	1187	26.4									
DuPont Tyler Middle	1571	17.3	<30	694	10.8	17.7	334	17.7	484	24.8	780	10.9	249	15.3	204	9.3	1296	13.2									
Eakin Elementary	428	50.0	<30	206	28.6	<30	<30	<30	169	69.8	81	16.0	<30	<30	30	23.3	257	32.3									
East End Preparatory School	1000	48.4	<30	753	44.4	50.0	120	50.0	76	57.9	493	40.4	66	40.9	70	8.6	934	46.8									
East Nashville Magnet High	1391	8.6	<30	1229	6.6	<30	<30	<30	<30	<30	535	6.4	<30	<30	<30	<30	1300	7.6									
East Nashville Middle	1196	17.0	<30	1080	14.1	<30	<30	<30	60	41.7	610	13.8	<30	<30	130	10.8	1140	15.5									

Fall-Hamilton Elementary	160	25.0	<30		112	20.5	<30		<30		102	19.6	<30		<30	152	21.7
Gateway Elementary	218	21.1	<30		86	17.4	84	17.9	<30		108	17.6	70	10.0	<30	202	20.3
Glenciff Elementary	356	25.3	<30		<30		247	18.6	<30		227	23.3	210	18.6	<30	334	24.9
Glenciff High	1730	6.3	<30		371	4.9	831	4.8	<30		885	4.4	508	1.2	<30	1511	5.2
Glendale Elementary	309	82.5	<30		<30		<30		<30		<30		<30		<30	<30	
Glengarry Elementary	275	22.9	<30		<30		177	15.3	<30		169	21.3	179	14.0	<30	253	19.8
Glenn Elementary	110	16.4	<30		102	17.6	<30		<30		98	16.3	<30		<30	108	16.7
Glenview Elementary	372	13.4	<30		74	12.2	214	11.7	<30		228	14.9	236	9.3	<30	364	13.2
Goodlettsville Elementary	239	29.7	<30		108	23.1	<30		<30		112	10.7	<30		<30	191	24.6
Goodlettsville Middle	1490	18.1	<30		699	13.0	340	18.2	<30		715	12.3	218	14.2	194	1281	15.7
Gower Elementary	506	40.7	<30		120	19.2	<30		<30		282	48.6	68	33.8	92	286	24.8
Gra-Mar Middle	771	8.8	<30		568	6.3	96	10.4	<30		60	11.7	99	5.1	126	741	7.8
Granbery Elementary	535	44.1	<30		95	35.8	78	29.5	<30		306	47.7	92	23.9	<30	291	34.0
H. G. Hill Middle	1769	32.0	135	51.9	512	18.0	313	22.7	<30		801	41.1	350	16.9	284	1271	22.1
Harpeth Valley Elementary	570	54.7	<30		84	25.0	<30		<30		410	59.8	<30		<30	216	28.7
Hattie Cotton Elementary	231	17.7	<30		164	14.0	<30		<30		<30		<30		<30	215	14.0
Haynes Middle	699	6.6	<30		679	6.5	<30		<30		<30		<30		110	696	6.6
Haywood Elementary	406	20.0	66	19.7	<30		262	19.8	<30		264	15.9	296	18.9	<30	394	19.8
Head Middle	1648	58.6	114	85.1	988	45.2	97	70.1	<30		433	40.9	111	58.6	95	1234	48.7
Henry C. Maxwell Elementary	460	23.3	<30		96	14.6	202	21.8	<30		128	30.5	234	19.7	<30	398	20.1
Hermitage Elementary	222	26.1	<30		70	25.7	<30		<30		110	24.5	<30		<30	156	23.1
Hickman Elementary	359	28.7	<30		116	20.7	<30		<30		175	33.7	70	24.3	<30	279	26.5
Hillsboro High	1989	23.8	<30		992	9.1	<30		<30		616	41.7	<30		75	1206	11.5
Hillwood High	1884	16.3	<30		558	7.9	241	9.1	<30		788	18.0	112	0.9	173	1148	8.5
Hull-Jackson Elementary	218	30.7	<30		198	28.3	<30		<30		<30		<30		<30	210	29.5
Hume - Fogg High	1736	76.6	<30		358	59.5	<30		<30		801	78.0	<30		<30	544	64.0
Hunters Lane High	2068	11.4	<30		918	8.0	665	11.4	<30		316	13.0	8.0	2.0	100	1776	9.2
Inglewood Elementary	124	16.1	<30		101	18.8	<30		<30		<30		14.3	<30	<30	124	16.1
Intrepid College Preparatory	1291	48.6	<30		251	62.5	754	44.6	<30		194	52.6	672	40.3	<30	1228	48.0
Isaac Litton Middle	1346	26.2	<30		584	11.8	132	23.5	<30		593	41.0	<30		194	935	14.9
J. E. Moss Elementary	566	16.6	<30		96	18.8	368	14.9	<30		72	20.8	354	15.5	68	546	15.8
Jere Baxter Middle	696	6.8	<30		418	5.0	178	4.5	<30		95	15.8	134	6.0	109	681	6.0
Joelton Elementary	156	41.7	<30		<30		<30		<30		118	38.1	<30		<30	94	31.9
Joelton Middle	812	8.4	<30		537	3.5	<30		<30		208	17.3	593	6.1	156	745	6.8
John B. Whittitt Elementary	312	19.9	<30		<30		228	19.7	<30		<30		20.1	15.2	<30	302	20.2
John Early Middle	835	14.5	<30		714	6.3	<30		<30		<30		6.9	<30	139	788	11.2
John F. Kennedy Middle	2153	19.7	<30		1002	15.8	675	18.8	<30		418	29.4	697	13.8	177	1962	17.5
John Overton High	3319	13.4	308	18.8	602	6.5	1080	5.3	<30		1083	18.3	901	2.7	113	2468	6.3
John Trotwood Moore Middle	1883	56.2	<30		514	19.3	119	52.9	<30		1177	71.9	94	29.8	248	824	28.3
Jones Elementary	263	22.4	<30		259	22.8	<30		<30		<30		19.0	<30	<30	263	22.4

Julia Green Elementary	271	79.0	<30	<30	<30	211	20.9	227	82.4	<30	<30	<30	<30	<30	263	14.4	<30	<30	<30	<30	<30	<30
KA @ The Crossings	576	18.9	<30	<30	16.7	215	16.7	140	18.6	263	14.4	267	12.7	547	17.6							
KIPP Academy Elementary	103	19.4	<30	<30	97	19.6	<30	<30	<30	88	17.0	<30	<30	101	19.8							
KIPP Academy Nashville	1063	51.2	<30	<30	597	47.1	<30	<30	<30	654	48.0	111	43.2	1062	51.1							
KIPP Nashville College Prep	980	40.8	<30	<30	812	38.3	<30	<30	<30	527	35.1	<30	<30	953	40.2							
KIPP Nashville Collegiate High	667	28.2	<30	<30	449	20.9	<30	<30	<30	256	21.9	<30	<30	638	26.5							
Knowledge Academies High	642	10.1	<30	<30	249	8.8	<30	<30	<30	34	5.9	<30	<30	585	9.1							
Knowledge Academy	828	27.1	<30	<30	281	24.6	<30	<30	36.6	338	20.1	363	21.2	790	25.6							
Lakeview Elementary	441	18.1	<30	<30	145	17.9	<30	128	19.5	209	16.3	204	11.8	395	15.9							
Lead Academy	856	20.7	<30	<30	348	18.1	<30	<30	<30	299	15.7	133	14.3	749	18.4							
LEAD Prep Southeast	1643	38.5	<30	<30	339	32.7	<30	481	51.8	717	38.8	803	32.1	1495	36.3							
Liberty Collegiate Academy	1296	40.2	<30	<30	482	35.3	<30	147	51.0	644	34.9	468	31.6	1206	38.5							
Lockland Elementary	244	84.0	<30	<30	<30	<30	<30	216	88.9	<30	<30	<30	<30	<30	<30							
Madison Middle	1509	14.0	<30	<30	835	9.3	<30	218	24.3	988	11.4	280	12.5	1423	12.4							
Maplewood High	1135	2.6	<30	<30	795	1.1	<30	<30	<30	669	2.2	<30	<30	1050	2.2							
Margaret Allen Middle	1144	15.3	<30	<30	527	15.2	<30	250	21.6	612	15.0	377	8.5	1063	14.4							
Martin Luther King Jr School	2498	73.2	33	51.5	1035	63.2	<30	867	79.8	184	64.7	<30	<30	1301	65.0							
May Werthan Shayne Elementary	578	49.0	<30	<30	182	39.0	<30	304	55.6	192	33.9	154	25.3	384	36.7							
McGavock Elementary	173	22.0	<30	<30	<30	<30	73	<30	<30	82	20.7	67	10.4	145	15.9							
McGavock High	3134	14.4	<30	<30	1100	6.6	<30	1178	18.4	1175	7.0	167	4.8	2056	8.6							
McMurray Middle	1943	13.9	290	13.1	285	12.3	1148	220	21.4	1216	11.0	1272	9.6	1858	12.5							
Meigs Middle	1856	82.5	182	92.9	476	67.0	115	1083	88.4	161	78.9	<30	<30	708	69.9							
Middle College High	66	33.3	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30							
Moses McKissack Middle	854	9.1	<30	<30	744	7.8	<30	<30	<30	705	8.4	<30	<30	843	8.7							
Mt. View Elementary	450	26.4	<30	<30	170	21.8	<30	144	27.1	178	18.5	192	17.7	396	22.7							
Murrell School	79	0.0	<30	<30	75	0.0	<30	<30	<30	63	0.0	<30	<30	79	0.0							
Napier Elementary	185	3.8	<30	<30	175	2.9	<30	<30	<30	171	2.9	<30	<30	185	3.8							
Nashv Acad of Computer Science	1081	26.4	<30	<30	749	21.0	<30	150	38.7	651	22.6	102	10.8	1013	24.8							
Nashville Big Picture High	182	8.8	<30	<30	32	0.0	<30	<30	<30	<30	<30	<30	<30	102	4.9							
Nashville Classical	262	52.7	<30	<30	196	47.4	<30	<30	<30	118	36.4	<30	<30	222	47.3							
Nashville Prep	1081	32.0	<30	<30	632	29.9	<30	93	40.9	594	26.9	270	26.7	1033	31.4							
Nashville School Of The Arts	1071	25.8	<30	<30	392	11.2	<30	529	32.5	<30	<30	<30	<30	536	14.4							
Neely's Bend Elementary	288	18.1	<30	<30	110	15.5	<30	<30	<30	164	12.8	112	17.0	264	17.0							
New Vision Academy	562	26.9	<30	<30	279	23.7	<30	<30	<30	335	26.3	272	17.3	547	25.4							
Norman Binkley Elementary	342	29.2	<30	<30	<30	<30	206	78	55.1	180	20.6	220	17.7	302	22.8							
Old Center Elementary	196	37.8	<30	<30	100	33.0	<30	<30	<30	108	30.6	<30	<30	174	33.9							
Paragon Mills Elementary	382	14.7	<30	<30	88	14.8	<30	70	15.7	272	9.6	228	7.5	372	13.7							
Park Avenue Elementary	300	14.7	<30	<30	282	14.5	<30	<30	<30	238	11.3	<30	<30	300	14.7							
Pearl-Cohn High	964	7.3	<30	<30	899	6.9	<30	<30	<30	693	6.9	<30	<30	935	7.5							

Pennington Elementary	214	22.9	<30	<30	<30	<30	<30	<30	124	27.4	84	14.3	<30	<30	142	11.3
Percy Priest Elementary	418	81.8	<30	<30	<30	<30	<30	<30	368	84.0	<30	<30	<30	<30	60	58.3
Purpose Prep	319	60.8	<30	307	59.9	<30	<30	<30	<30	<30	179	57.0	<30	<30	317	60.6
Republic High	1149	19.2	<30	573	15.4	317	16.4	<30	<30	<30	413	13.1	<30	31	990	15.7
Robert Churchwell Elementary	228	8.8	<30	226	8.0	<30	<30	<30	<30	<30	196	6.6	<30	<30	228	8.8
Robert E. Lillard Elementary	271	11.8	<30	261	11.9	<30	<30	<30	<30	<30	177	6.2	<30	<30	269	11.5
Rocketship Northeast Elementary	276	16.7	<30	193	12.4	66	25.8	<30	<30	<30	213	11.7	<30	<30	271	16.6
Rocketship United	339	36.9	<30	173	28.9	134	47.8	<30	<30	<30	209	34.4	176	35.2	339	36.9
Rose Park Middle	1217	50.2	<30	676	35.2	72	50.0	<30	405	71.6	254	31.5	136	39.7	868	38.2
Rosebank Elementary	154	11.0	<30	98	9.2	<30	<30	<30	<30	<30	108	6.5	<30	<30	144	9.0
Ruby Major Elementary	397	23.4	<30	193	13.0	<30	<30	<30	142	35.9	165	10.9	<30	<30	299	15.1
Shwab Elementary	187	19.8	<30	61	14.8	106	22.6	<30	<30	<30	131	19.1	92	13.0	187	19.8
Smith Springs Elementary	444	25.2	<30	212	25.0	110	22.7	<30	120	28.3	178	11.8	114	20.2	390	22.3
Smithson Craighead Academy	150	21.3	<30	72	16.7	76	26.3	<30	<30	<30	86	22.1	<30	<30	150	21.3
Stanford Elementary	190	36.3	<30	72	31.9	<30	<30	<30	106	41.5	<30	<30	<30	<30	98	25.5
STEM Prep Academy	1389	43.8	<30	140	50.7	778	41.5	<30	438	45.7	720	41.3	895	35.6	1329	43.0
STEM Prep High	918	31.5	<30	<30	<30	406	29.6	<30	203	36.9	391	23.0	156	10.3	755	27.2
Stratford STEM Magnet School	2133	7.9	<30	1600	4.1	<30	<30	<30	163	17.2	1520	3.4	108	0.0	1922	5.7
Stratton Elementary	361	26.6	<30	153	24.2	164	23.2	<30	<30	<30	237	23.6	146	17.8	349	25.5
Strive Collegiate Academy	725	35.4	<30	288	27.1	154	37.7	<30	255	39.6	228	25.0	138	34.1	541	29.4
Sylvan Park Elementary	356	46.9	<30	122	23.8	<30	<30	<30	204	64.7	72	12.5	<30	<30	186	26.9
Thomas A. Edison Elementary	536	20.0	<30	216	15.3	134	19.4	<30	168	25.6	238	17.6	214	15.9	482	18.3
Thurgood Marshall Middle	2465	19.7	164	1025	17.8	808	16.7	<30	462	27.3	963	15.9	761	12.6	2242	17.5
Tom Joy Elementary	304	3.9	<30	198	3.5	<30	<30	<30	<30	<30	229	3.9	<30	<30	290	3.4
Tulip Grove Elementary	362	31.5	<30	110	21.8	96	26.0	<30	148	41.9	154	18.2	74	27.0	264	23.5
Tusculum Elementary	426	18.8	<30	66	9.1	233	15.5	<30	67	32.8	268	12.3	280	13.6	398	15.8
Two Rivers Middle	1065	22.4	<30	472	12.9	219	22.8	<30	338	33.4	581	14.6	201	11.4	849	16.7
Una Elementary	464	25.6	<30	175	24.0	136	15.4	<30	141	34.8	233	19.3	223	24.7	430	23.5
Valor Flagship Academy	1401	78.3	<30	189	74.6	246	64.2	<30	890	82.4	406	64.3	378	54.8	807	66.3
Valor Voyager Academy	1411	63.9	<30	242	56.2	315	51.1	<30	758	70.6	511	47.9	387	38.8	926	52.5
Warner Elementary	241	3.7	<30	223	4.0	<30	<30	<30	<30	<30	233	3.0	<30	<30	241	3.7
Waverly-Belmont Elementary	305	36.7	<30	181	20.4	<30	<30	<30	92	66.3	110	19.1	<30	<30	221	24.4
West End Middle	1347	43.6	<30	593	24.3	<30	<30	<30	624	61.2	355	19.4	<30	<30	837	28.3
Westmeade Elementary	302	34.1	<30	68	13.2	<30	<30	<30	164	43.3	80	13.8	<30	<30	176	19.9
Whites Creek High	1008	4.0	<30	804	3.4	<30	<30	<30	<30	<30	564	3.5	<30	<30	927	4.0
William Henry Oliver Middle	2463	40.6	219	771	31.6	373	29.5	<30	1089	48.0	758	29.6	513	23.8	1682	31.7
Wright Middle	1939	10.5	109	341	8.5	1114	8.3	<30	375	18.4	1200	9.9	960	6.7	1823	9.9

### Appendix III: Statewide ACT Results

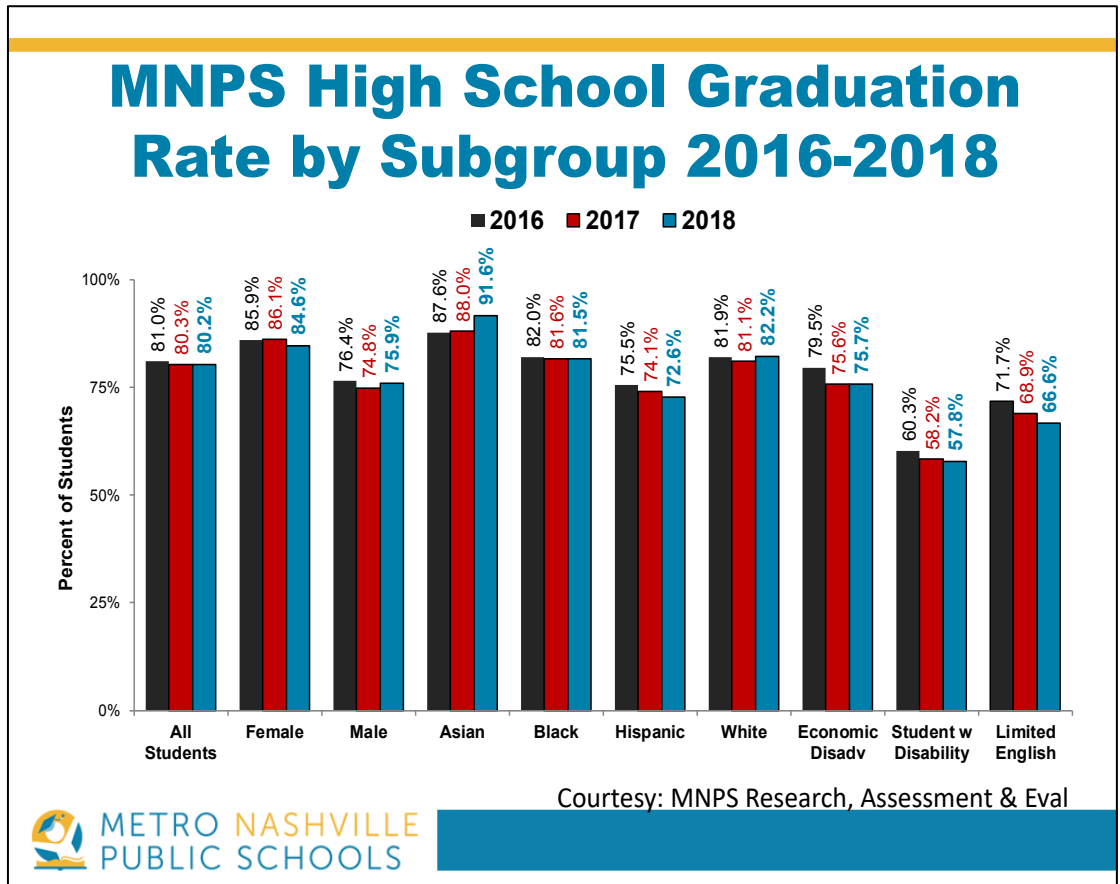


Note: These statewide ACT Composite results are based upon ACT reporting for all five years rather than state accountability reporting for 2017 and 2018.

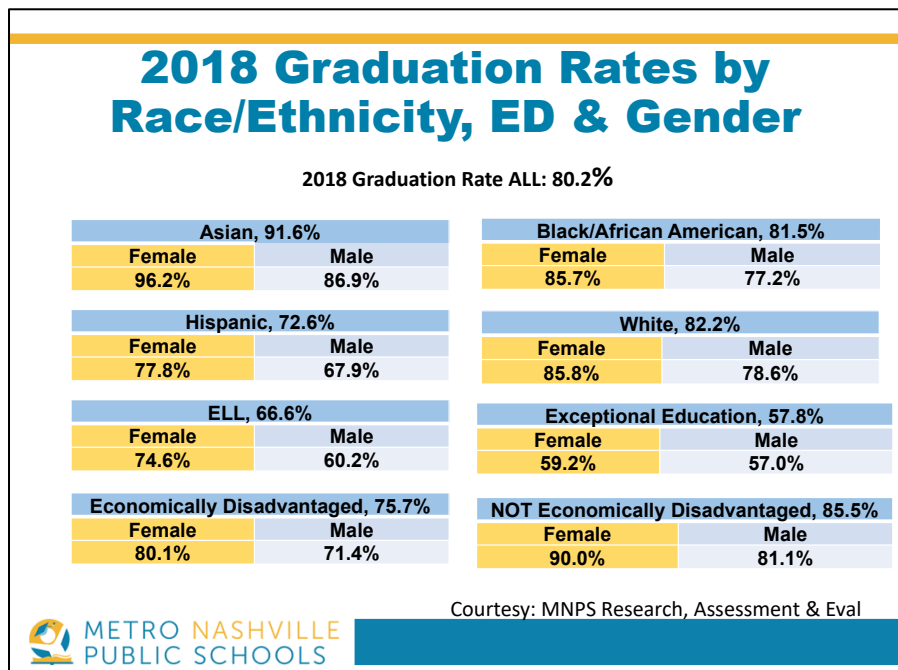


## MNPS Graduation Rates by Subgroup

This graph shows the district's on-time high school graduation rate, by student subgroup, for the past four years. On-time refers to students graduating with a regular high school diploma within four years and a summer from the time they enter the ninth grade.



The following data however is the high school graduation rate for 2018, by race/ethnicity, gender and economically disadvantage status. This data highlights some significant differences when consideration the graduation rates across subgroups, particularly as it relates to gender.



## 2018-19 MNPS Demographic and Discipline Data

Overview of Enrollment & Discipline								
Enrollment (Active)	Students w/ Behavior Incident		Students w/ Suspension (OSS)		Students w/ Remandment		Students Expelled	
	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
84,985	18,477	19.2%	8,727	9.1%	549	0.6%	224	0.2%

Enrollment by Gender			
Female		Male	
# Students	% Students	# Students	% Students
41,623	49.0%	43,362	51.0%

Enrollment by Ethnicity											
African American		American Indian		Asian		Hispanic/Latino		Pacific Islander		White	
# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
35,087	41.3%	173	0.2%	3,530	4.2%	22,713	26.7%	110	0.1%	23,372	27.5%

Enrollment based on Economically Disadvantaged, English Language Learner, Limited English Proficiency, and Student with Disability Status							
ED		ELL		LEP		SWD	
# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
45,388	53.4%	15,342	18.1%	21,002	24.7%	10,783	12.7%

Discipline Data by Demographic Breakdown							
Enrollment (Active & Inactive)	Resolution	Total Unique Students		Female		Male	
		# Students	Resolution Rate	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution
96,274	Any Incident(s)	18,477	19.2%	7,068	38.3%	11,409	61.7%
	Suspension	8,727	9.1%	3,261	37.4%	5,466	62.6%
	Remandment	549	0.6%	188	34.2%	361	65.8%
	Expulsion	224	0.2%	72	32.1%	152	67.9%

Discipline Data by Demographic Breakdown												
Resolution	African American		American Indian		Asian		Hispanic/Latino		Pacific Islander		White	
	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution
Any Incident(s)	10,976	59.4%	26	0.1%	291	1.6%	3,773	20.4%	15	0.1%	3,396	18.4%
Suspension	5,779	66.2%	10	0.1%	88	1.0%	1,511	17.3%	7	0.1%	1,332	15.3%
Remandment	407	74.1%			5	0.9%	84	15.3%			53	9.7%
Expulsion	150	67.0%			5	2.2%	36	16.1%			33	14.7%

Discipline Data by Demographic Breakdown									
Resolution	ED		ELL		LEP		SWD		
	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	# Students	% All Students w/Resolution	
Any Incident(s)	12,340	66.8%	2,527	13.7%	3,376	18.3%	3,265	17.7%	
Suspension	6,357	72.8%	941	10.8%	1,315	15.1%	1,938	22.2%	
Remandment	447	81.4%	46	8.4%	58	10.6%	147	26.8%	
Expulsion	171	76.3%	26	11.6%	29	12.9%	38	17.0%	

## Encore & Young Scholars of Nashville (YSN) Programs – Equity and Diversity


Students gain eligibility for Encore based on excellent classroom performance, superior results on a nationally-normed or criterion referenced achievement test and/or evidence of higher-level thinking as measured by assessment of abstract reasoning and logical thinking.

Young Scholars of Nashville, or YSN, is the name of the talent development program for MNPS students in Kindergarten through 8th grade. The goal of YSN is to identify and nurture advanced academic potential in elementary and middle school students.

The following are demographics for our gifted and talented program (Encore) for 2017-18 and 2018-19 and the Young Scholars of Nashville (YSN).

<b>SY17-18 &amp; SY18-19</b>								
<b>Encore (Gifted/Talented Program) &amp; Young Scholars of Nashville (YSN)</b>								
2017-2018	Black	Equity	White	Equity	Hispanic	Equity	Asian	Equity
MNPS	38%		31%		25%		6%	
Encore	19%	30.4%	62%	24.8%	11%	20.8%	8%	4.8%
Encore & YSN	27%		53%		13%		7%	
2018-2019	Black	Equity	White	Equity	Hispanic	Equity	Asian	Equity
MNPS	38%		31%		26%		5%	
Encore	19%	30.4%	61%	24.8%	12%	20.8%	8%	4%
Encore & YSN	21%		59%		12%		8%	

Red= Minimum Equity Requirement NOT met      Green= Minimum Equity Requirement met  
 Courtesy: MNPS School Choice Office



The equity percentages referenced above is based on research conducted by Dr. Donna Ford (Professor of Education and Human Development at Vanderbilt University) whom conducts research primarily in gifted education and multicultural/urban education. Her work specifically focuses on: (1) recruiting and retaining culturally different students in gifted education; (2) multicultural and urban education; (3) achievement gaps; (4) minority student achievement and underachievement; and (5) family involvement.

NOTE: Since the gifted and talented program is for MNPS K-8 students, the data referenced within excluded charter and high schools from the demographic profile.

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SECTION 3: Staff Diversity

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# Definition of Staff Diversity (Diversity Management Plan, Section E)

## 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.

#### b. Staff Diversity.

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:

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 noncertified 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 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 noncertified 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.

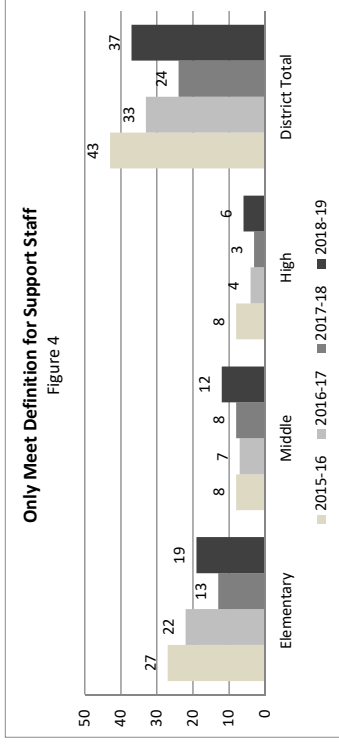
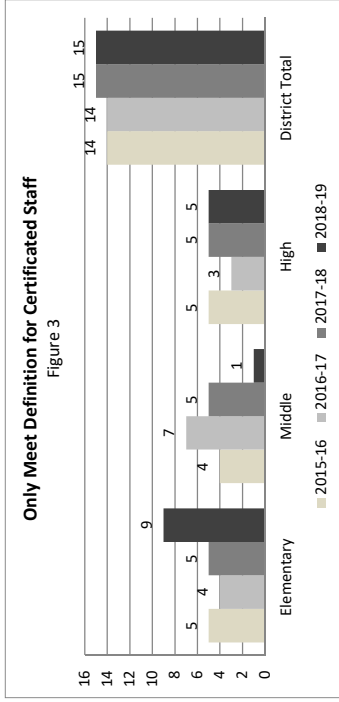
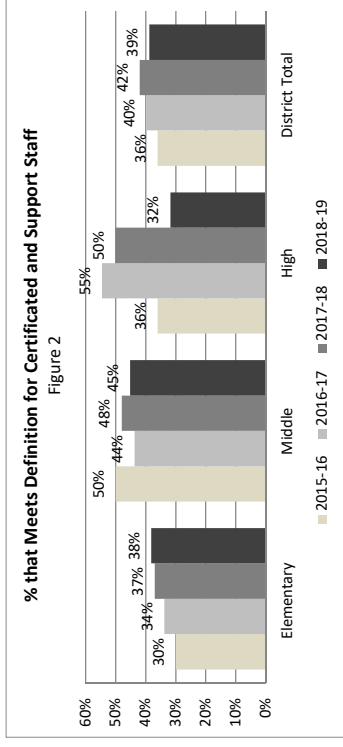
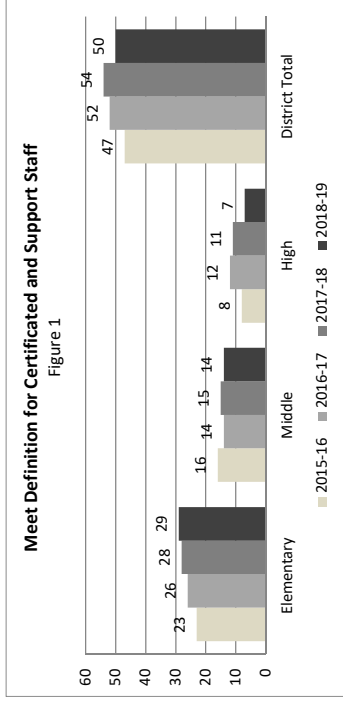
The Director will determine the need, if any, for a central office staff diversity improvement strategy.

Overall Diversity Management Plan is available at the following link: <https://www.mnps.org/diversity>

## Staff Diversity Summary for 2015 - 2019

Tier	Total Schools					Meet Definition for Certificated and Support Staff (Figure 1)					% that Meets Definition for Certificated and Support Staff (Figure 2)					Only Meet Definition for Certificated Staff (Figure 3)					Only Meet Definition for Support Staff (Figure 4)				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	76	77	76	76	76	23	26	28	29	30%	34%	37%	38%	38%	5	4	5	9	9	27	22	13	13	19	
Middle	32	32	31	31	31	16	14	15	14	50%	44%	48%	45%	45%	4	7	5	1	8	7	8	7	8	12	
High	22	22	22	22	22	8	12	11	7	36%	55%	50%	32%	32%	5	3	5	5	8	8	4	4	3	6	
District Total	130	131	129	129	129	47	52	54	50	36%	40%	42%	39%	39%	14	14	15	15	43	33	24	24	37		

**Schools not listed:** MNPS Middle ALCs, Bass ALC, Bass Transition, Johnson ALC, The Cohn School, Cora-Howe, Murrell, Harris-Hillman, All Charter Schools



# Staff Diversity Recruitment Efforts Update

## Recruitment

MNPS has increased its diversity recruitment efforts for teacher candidates. The national average for teachers of color is 18 percent while the average in MNPS is 25.8 percent. Although MNPS is above the national average, we seek to increase our numbers for a multitude of reasons. According to a 2017 study, having just one black teacher in grades 3-5 reduces low-income boys' probability of becoming a high school dropout by 39 percent. Researchers in Tennessee found that black students assigned to black teachers not only graduate high school at higher rates but were also more likely to take college entrance exams. A 2018 study further postulated that all students benefited from having teachers of color, not just African-American students. That study went on to explain that teachers of color humanize the work and use personal experiences of race and gender to make interpersonal connections with students. A 2019 study finds teacher preparation and experience to be a major contributing factor toward strong academic achievement for Hispanic, black and white students. Reasons such as these led to the expansion of MNPS recruitment, to include more high-quality teacher candidates from all backgrounds.

## Partnerships

As a means of expansion, MNPS has partnered with several alternative certification pathway providers whose emphasis is diverse candidate recruitment. The teacher recruitment partnership with Teach for America (TFA) has been proven to be successful as they have nearly 50 percent teachers of color as corps members. They not only boast a diverse candidate pool, but they are adequately prepared to teach in an urban schools environment. The emphasis on preparation improves student achievement and district retention. Our residency partnerships also emphasize preparation for candidates through a non-traditional pathway. There are four available program providers (Belmont-MNUTR, Lipscomb, Nashville Teacher Residency (NTR), and Vanderbilt) with each having a unique offering for recent graduates seeking a post-baccalaureate opportunity to a career-changer to an internal employee looking for a growth opportunity. NTR is unique in that it has 75 percent residents of color. There is also an EdForce/PCG initiative which grew out of the need for diverse candidates in high needs areas.

In addition to the active recruitment efforts above, MNPS markets teacher employment opportunities in Puerto Rico for the current and upcoming school year. Attracting diverse teacher talent remains a top priority of MNPS and will continue as such going forward.

## Grow Our Own

Cross departmental collaborations also resulted in a "grow your own" initiative in collaboration with Dr. Margarita Bianco, professor at the University of Colorado. The goal for this program is to inspire particularly students of color, but students in general to pursue the field of education through a social justice-based curriculum and additional supports. Select MNPS teachers from Overton, Antioch and Glencliff received training in summer 2017. Pathways2teaching classes were held at Glencliff 2017-2019. This cross departmental collaboration aimed to create opportunity that could potentially recruit paraprofessionals and eventually MNPS teachers/educators.



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**2018 – 2019**

## **Detailed Data Warehouse Report**

**Report A:** Staff Diversity – Report by School



**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)  
Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Black	White Not of Hispanic Origin	Ethnicity				Two or More Races	Meet/Not Meet Definition ✓ = Met ✗ = Not Met
					Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native			
Alternative Learning Center	Certificated	23	70% (Min = 47%)	26% (Min = 17%)	0%	4%	0%	0%	0%	
	Support	5	100%	0%	0%	0%	0%	0%	0%	
Transitions at Bass	Certificated	7	86%	14%	0%	0%	0%	0%	0%	✗
Transitions at Bass	Support	1	100%	0%	0%	0%	0%	0%	0%	✓
W.A. Bass Alternative Learning Center	Certificated	16	63%	31%	0%	6%	0%	0%	0%	✓
W.A. Bass Alternative Learning Center	Support	4	100%	0%	0%	0%	0%	0%	0%	✓
Charter	Certificated	1,053	26% (Min = 17%)	68% (Min = 45%)	3%	1%	0%	2%		
	Support	513	50% (Min = 25%)	37% (Min = 18%)	11%	1%	0%	1%		
Brick Church College Prep	Certificated	30	43%	53%	3%	0%	0%	0%	0%	✓
Brick Church College Prep	Support	21	76%	14%	10%	0%	0%	0%	0%	✗
Cameron College Preparatory	Certificated	46	22%	74%	0%	2%	0%	2%		✓
Cameron College Preparatory	Support	33	64%	33%	3%	0%	0%	0%	0%	✓
East End Preparatory School	Certificated	78	29%	68%	3%	0%	0%	0%	0%	✓
East End Preparatory School	Support	32	63%	28%	9%	0%	0%	0%	0%	✓
Explore Community School	Certificated	20	25%	75%	0%	0%	0%	0%	0%	✓
Explore Community School	Support	19	47%	37%	5%	5%	0%	5%		✓
Intrepid College Prep Charter	Certificated	42	29%	62%	5%	2%	0%	2%		✓
Intrepid College Prep Charter	Support	26	31%	42%	15%	0%	4%	8%		✓
KA @ The Crossings MS	Certificated	8	63%	38%	0%	0%	0%	0%	0%	✗
KIPP Academy Nashville	Certificated	33	27%	67%	6%	0%	0%	0%	0%	✓
KIPP Academy Nashville	Support	28	50%	29%	14%	4%	0%	4%		✓
KIPP Academy Nashville Elementary	Certificated	43	40%	58%	0%	2%	0%	0%	0%	✓
KIPP Academy Nashville Elementary	Support	14	79%	21%	0%	0%	0%	0%	0%	✓
KIPP Nashville College Prep	Certificated	24	38%	58%	4%	0%	0%	0%	0%	✓
KIPP Nashville College Prep	Support	19	74%	26%	0%	0%	0%	0%	0%	✓
KIPP Nashville College Prep Elementary	Certificated	13	85%	8%	0%	0%	0%	8%		✗
KIPP Nashville College Prep Elementary	Support	14	86%	7%	7%	0%	0%	0%	0%	✗
KIPP Nashville Collegiate High School	Certificated	41	27%	59%	10%	0%	0%	5%		✓

**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)  
Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races	
KIPP Nashville Collegiate High School	Support	11	36%	45%	9%	0%	0%	9%	✓
Knowledge Academies High School	Certificated	21	52%	38%	5%	5%	0%	0%	✗
Knowledge Academies High School	Support	4	75%	25%	0%	0%	0%	0%	✓
Knowledge Academy	Certificated	38	34%	63%	0%	3%	0%	0%	✓
Knowledge Academy	Support	31	52%	26%	19%	0%	0%	3%	✓
LEAD Academy	Certificated	41	17%	76%	2%	0%	0%	5%	✗
LEAD Academy	Support	8	0%	100%	0%	0%	0%	0%	✗
LEAD Prep Southeast	Certificated	60	15%	80%	2%	0%	2%	2%	✗
LEAD Prep Southeast	Support	18	17%	50%	28%	6%	0%	0%	✗
Liberty Collegiate Academy	Certificated	32	16%	72%	6%	0%	0%	6%	✗
Liberty Collegiate Academy	Support	9	33%	33%	22%	11%	0%	0%	✓
Nashville Academy of Computer Science	Certificated	32	31%	66%	0%	0%	0%	3%	✓
Nashville Academy of Computer Science	Support	6	17%	67%	17%	0%	0%	0%	✗
Nashville Classical	Certificated	38	8%	82%	0%	5%	0%	5%	✗
Nashville Classical	Support	15	53%	40%	7%	0%	0%	0%	✓
Nashville Prep	Certificated	30	13%	83%	0%	3%	0%	0%	✗
Nashville Prep	Support	12	25%	67%	0%	8%	0%	0%	✓
Neelys Bend College Prep	Certificated	40	25%	73%	0%	0%	0%	3%	✓
Neelys Bend College Prep	Support	19	42%	53%	5%	0%	0%	0%	✓
New Vision Academy	Certificated	14	21%	64%	14%	0%	0%	0%	✓
New Vision Academy	Support	7	86%	14%	0%	0%	0%	0%	✗
Purpose Prep	Certificated	32	25%	72%	3%	0%	0%	0%	✓
Purpose Prep	Support	15	73%	27%	0%	0%	0%	0%	✓
RePublic High School	Certificated	43	30%	58%	5%	2%	0%	5%	✓
RePublic High School	Support	15	40%	53%	7%	0%	0%	0%	✓
Rocketship Nashville Northeast Elementary	Certificated	20	40%	60%	0%	0%	0%	0%	✓
Rocketship Nashville Northeast Elementary	Support	35	63%	17%	20%	0%	0%	0%	✗
Rocketship United	Certificated	23	30%	65%	4%	0%	0%	0%	✓
Rocketship United	Support	20	70%	10%	20%	0%	0%	0%	✗

**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)  
Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met	
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races		
Smithson Craighead Academy	Certificated	15	47%	53%	0%	0%	0%	0%	0%	✓
Smithson Craighead Academy	Support	13	54%	31%	15%	0%	0%	0%	0%	✓
STEM Prep Academy	Certificated	40	8%	85%	3%	3%	0%	0%	3%	✗
STEM Prep Academy	Support	19	16%	63%	21%	0%	0%	0%	0%	✗
STEM Prep High School	Certificated	30	3%	87%	7%	3%	0%	0%	0%	✗
STEM Prep High School	Support	14	64%	21%	14%	0%	0%	0%	0%	✓
Strive Collegiate Academy	Certificated	25	40%	48%	8%	0%	0%	0%	4%	✓
Strive Collegiate Academy	Support	2	0%	50%	50%	0%	0%	0%	0%	✗
Valor Flagship Academy	Certificated	62	15%	76%	8%	2%	0%	0%	0%	✗
Valor Flagship Academy	Support	23	17%	74%	4%	4%	0%	0%	0%	✗
Valor Voyager Academy	Certificated	39	10%	82%	3%	5%	0%	0%	0%	✗
Valor Voyager Academy	Support	11	0%	91%	9%	0%	0%	0%	0%	✗
Elementary School	Certificated	3,128	21% (Min = 14%)	76% (Min = 51%)	1%	1%	0%	0%	0%	0%
	Support	1,245	46% (Min = 23%)	47% (Min = 24%)	4%	2%	0%	0%	0%	0%
A. Z. Kelley Elementary	Certificated	70	17%	77%	4%	4%	1%	0%	0%	0%
A. Z. Kelley Elementary	Support	24	25%	58%	13%	4%	0%	0%	0%	0%
Alex Green Elementary	Certificated	27	52%	44%	4%	0%	0%	0%	0%	✗
Alex Green Elementary	Support	11	73%	27%	0%	0%	0%	0%	0%	✓
Amqui Elementary	Certificated	45	33%	64%	0%	2%	0%	0%	0%	✓
Amqui Elementary	Support	18	61%	39%	0%	0%	0%	0%	0%	✓
Andrew Jackson Elementary	Certificated	42	12%	86%	2%	0%	0%	0%	0%	✗
Andrew Jackson Elementary	Support	17	18%	82%	0%	0%	0%	0%	0%	✗
Bellshire Elementary	Certificated	33	36%	64%	0%	0%	0%	0%	0%	✓
Bellshire Elementary	Support	20	75%	25%	0%	0%	0%	0%	0%	✓
Buena Vista Elementary	Certificated	27	56%	44%	0%	0%	0%	0%	0%	✗
Buena Vista Elementary	Support	12	75%	25%	0%	0%	0%	0%	0%	✓
Cambridge Early Learning Center	Certificated	12	42%	58%	0%	0%	0%	0%	0%	✓
Cambridge Early Learning Center	Support	13	62%	31%	8%	0%	0%	0%	0%	✓

Fiscal Year: 18-19

School Level: All

Met Definition: All

Excludes Robertson Academy & Bass Adult

Active Staff (based on pay status 0-8, L)

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met	
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races		
Cane Ridge Elementary	Certificated	56	16%	84%	0%	0%	0%	0%	0%	✓
Cane Ridge Elementary	Support	17	41%	53%	6%	0%	0%	0%	0%	✓
Carter-Lawrence Elementary	Certificated	31	42%	55%	3%	0%	0%	0%	0%	✓
Carter-Lawrence Elementary	Support	13	85%	15%	0%	0%	0%	0%	0%	✗
Casa Azafran Early Learning Center	Certificated	7	57%	0%	43%	0%	0%	0%	0%	✗
Casa Azafran Early Learning Center	Support	9	22%	33%	44%	0%	0%	0%	0%	✗
Chadwell Elementary	Certificated	35	57%	43%	0%	0%	0%	0%	0%	✗
Chadwell Elementary	Support	9	56%	22%	22%	0%	0%	0%	0%	✗
Charlotte Park Elementary	Certificated	44	14%	84%	2%	0%	0%	0%	0%	✓
Charlotte Park Elementary	Support	16	25%	63%	6%	0%	0%	0%	6%	✓
Cockrill Elementary	Certificated	35	14%	83%	0%	0%	3%	0%	0%	✓
Cockrill Elementary	Support	18	72%	22%	0%	0%	6%	0%	0%	✗
Cole Elementary	Certificated	76	24%	75%	0%	0%	1%	0%	0%	✓
Cole Elementary	Support	23	26%	43%	13%	17%	0%	0%	0%	✓
Crieve Hall Elementary	Certificated	44	2%	93%	2%	0%	2%	0%	0%	✗
Crieve Hall Elementary	Support	10	20%	70%	0%	10%	0%	0%	0%	✗
Cumberland Elementary	Certificated	30	30%	70%	0%	0%	0%	0%	0%	✓
Cumberland Elementary	Support	13	100%	0%	0%	0%	0%	0%	0%	✗
Dan Mills Elementary	Certificated	44	9%	86%	5%	0%	0%	0%	0%	✗
Dan Mills Elementary	Support	17	41%	53%	0%	6%	0%	0%	0%	✓
Dodson Elementary	Certificated	47	6%	94%	0%	0%	0%	0%	0%	✗
Dodson Elementary	Support	15	27%	60%	13%	0%	0%	0%	0%	✓
Dupont Elementary	Certificated	38	5%	92%	3%	0%	0%	0%	0%	✗
Dupont Elementary	Support	13	23%	69%	0%	8%	0%	0%	0%	✓
Eagle View Elementary	Certificated	45	40%	56%	2%	2%	0%	0%	0%	✓
Eagle View Elementary	Support	19	37%	37%	26%	0%	0%	0%	0%	✓
Eakin Elementary	Certificated	49	14%	84%	0%	0%	2%	0%	0%	✓
Eakin Elementary	Support	20	40%	60%	0%	0%	0%	0%	0%	✓
Fall-Hamilton Elementary	Certificated	33	9%	88%	3%	0%	0%	0%	0%	✗

**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)  
Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races	
Fall-Hamilton Elementary	Support	16	75%	19%	0%	6%	0%	0%	✗
Gateway Elementary	Certificated	27	26%	74%	0%	0%	0%	0%	✓
Gateway Elementary	Support	8	38%	50%	0%	13%	0%	0%	✓
Glenciff Elementary	Certificated	49	27%	71%	2%	0%	0%	0%	✓
Glenciff Elementary	Support	16	6%	94%	0%	0%	0%	0%	✗
Glendale Elementary	Certificated	37	0%	81%	19%	0%	0%	0%	✗
Glendale Elementary	Support	11	9%	82%	9%	0%	0%	0%	✗
Glangarry Elementary	Certificated	44	14%	84%	0%	2%	0%	0%	✓
Glangarry Elementary	Support	14	36%	36%	21%	7%	0%	0%	✓
Glenview Elementary	Certificated	61	20%	79%	0%	2%	0%	0%	✓
Glenview Elementary	Support	21	24%	57%	14%	5%	0%	0%	✓
Goodlettsville Elementary	Certificated	30	10%	90%	0%	0%	0%	0%	✗
Goodlettsville Elementary	Support	11	36%	64%	0%	0%	0%	0%	✓
Gower Elementary	Certificated	49	10%	86%	2%	0%	0%	2%	✗
Gower Elementary	Support	34	38%	59%	3%	0%	0%	0%	✓
Granbery Elementary	Certificated	60	10%	90%	0%	0%	0%	0%	✗
Granbery Elementary	Support	19	16%	63%	11%	11%	0%	0%	✗
Harpeth Valley Elementary	Certificated	57	2%	98%	0%	0%	0%	0%	✗
Harpeth Valley Elementary	Support	23	17%	83%	0%	0%	0%	0%	✗
Hattie Cotton Elementary	Certificated	31	42%	58%	0%	0%	0%	0%	✓
Hattie Cotton Elementary	Support	10	90%	10%	0%	0%	0%	0%	✗
Haywood Elementary	Certificated	65	6%	91%	3%	0%	0%	0%	✗
Haywood Elementary	Support	22	32%	55%	14%	0%	0%	0%	✓
Henry C Maxwell Elementary	Certificated	54	30%	67%	2%	0%	0%	0%	✓
Henry C Maxwell Elementary	Support	18	78%	11%	11%	0%	0%	0%	✗
Hermitage Elementary	Certificated	33	9%	91%	0%	0%	0%	0%	✗
Hermitage Elementary	Support	17	24%	76%	0%	0%	0%	0%	✓
Hickman Elementary	Certificated	48	8%	92%	0%	0%	0%	0%	✗
Hickman Elementary	Support	28	36%	57%	7%	0%	0%	0%	✓

**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L) Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met	
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races		
Hull-Jackson Elementary	Certificated	37	32%	68%	0%	0%	0%	0%	0%	✓
Hull-Jackson Elementary	Support	22	86%	14%	0%	0%	0%	0%	0%	✗
Ida B. Wells Elementary	Certificated	32	75%	22%	3%	0%	0%	0%	0%	✗
Ida B. Wells Elementary	Support	14	93%	7%	0%	0%	0%	0%	0%	✗
Inglewood Elementary	Certificated	24	29%	71%	0%	0%	0%	0%	0%	✓
Inglewood Elementary	Support	15	53%	47%	0%	0%	0%	0%	0%	✓
Ivanetta H. Davis Learning Center at Bordeaux	Certificated	20	25%	75%	0%	0%	0%	0%	0%	✓
Ivanetta H. Davis Learning Center at Bordeaux	Support	20	70%	30%	0%	0%	0%	0%	0%	✓
J.E. Moss Elementary	Certificated	80	19%	80%	1%	0%	0%	0%	0%	✓
J.E. Moss Elementary	Support	24	58%	33%	8%	0%	0%	0%	0%	✓
Joelton Elementary	Certificated	27	7%	93%	0%	0%	0%	0%	0%	✗
Joelton Elementary	Support	9	11%	89%	0%	0%	0%	0%	0%	✗
John B. Whitsitt Elementary	Certificated	42	5%	93%	2%	0%	0%	0%	0%	✗
John B. Whitsitt Elementary	Support	20	50%	30%	15%	0%	5%	0%	0%	✓
Jones Elementary	Certificated	26	73%	23%	4%	0%	0%	0%	0%	✗
Jones Elementary	Support	6	83%	17%	0%	0%	0%	0%	0%	✗
Julia Green Elementary	Certificated	37	11%	89%	0%	0%	0%	0%	0%	✗
Julia Green Elementary	Support	15	7%	93%	0%	0%	0%	0%	0%	✗
Lakeview Elementary	Certificated	51	14%	86%	0%	0%	0%	0%	0%	✓
Lakeview Elementary	Support	21	52%	43%	0%	0%	5%	0%	0%	✓
Lockeland Elementary	Certificated	28	7%	89%	4%	0%	0%	0%	0%	✗
Lockeland Elementary	Support	8	63%	38%	0%	0%	0%	0%	0%	✓
May Werthan Shayne Elementary School	Certificated	60	25%	75%	0%	0%	0%	0%	0%	✓
May Werthan Shayne Elementary School	Support	17	24%	65%	6%	0%	6%	0%	0%	✓
McGavock Elementary	Certificated	28	7%	93%	0%	0%	0%	0%	0%	✗
McGavock Elementary	Support	11	45%	36%	9%	0%	9%	0%	0%	✓
Mt. View Elementary	Certificated	57	4%	95%	0%	0%	2%	0%	0%	✗
Mt. View Elementary	Support	22	27%	68%	0%	0%	5%	0%	0%	✓
Napier Elementary	Certificated	31	55%	45%	0%	0%	0%	0%	0%	✗

Fiscal Year: 18-19

School Level: All

Met Definition: All

Active Staff (based on pay status 0-8, L)

Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races	
Napier Elementary	Support	17	88%	12%	0%	0%	0%	0%	✗
Neelys Bend Elementary	Certificated	27	33%	67%	0%	0%	0%	0%	✓
Neelys Bend Elementary	Support	10	60%	40%	0%	0%	0%	0%	✓
Norman Binkley Elementary	Certificated	54	9%	83%	6%	2%	0%	0%	✗
Norman Binkley Elementary	Support	17	12%	82%	6%	0%	0%	0%	✗
Old Center Elementary	Certificated	34	21%	76%	3%	0%	0%	0%	✓
Old Center Elementary	Support	14	50%	50%	0%	0%	0%	0%	✓
Paragon Mills Elementary	Certificated	55	25%	71%	4%	0%	0%	0%	✓
Paragon Mills Elementary	Support	22	55%	45%	0%	0%	0%	0%	✓
Park Avenue Elementary	Certificated	35	71%	26%	0%	3%	0%	0%	✗
Park Avenue Elementary	Support	18	89%	6%	0%	6%	0%	0%	✗
Pennington Elementary	Certificated	28	29%	71%	0%	0%	0%	0%	✓
Pennington Elementary	Support	12	42%	50%	0%	8%	0%	0%	✓
Percy Priest Elementary	Certificated	46	2%	98%	0%	0%	0%	0%	✗
Percy Priest Elementary	Support	10	10%	90%	0%	0%	0%	0%	✗
Robert Churchwell Elementary	Certificated	35	60%	40%	0%	0%	0%	0%	✗
Robert Churchwell Elementary	Support	13	77%	23%	0%	0%	0%	0%	✗
Robert E. Lillard Elementary	Certificated	31	45%	55%	0%	0%	0%	0%	✓
Robert E. Lillard Elementary	Support	10	70%	20%	0%	10%	0%	0%	✗
Rosebank Elementary	Certificated	27	11%	89%	0%	0%	0%	0%	✗
Rosebank Elementary	Support	10	70%	30%	0%	0%	0%	0%	✓
Ross Early Learning Center	Certificated	21	24%	76%	0%	0%	0%	0%	✓
Ross Early Learning Center	Support	22	68%	32%	0%	0%	0%	0%	✓
Ruby Major Elementary	Certificated	45	11%	89%	0%	0%	0%	0%	✗
Ruby Major Elementary	Support	18	33%	56%	11%	0%	0%	0%	✓
Shwab Elementary	Certificated	32	38%	56%	3%	3%	0%	0%	✓
Shwab Elementary	Support	19	68%	26%	0%	0%	0%	0%	✓
Smith Springs Elementary School	Certificated	51	16%	82%	2%	0%	0%	0%	✓
Smith Springs Elementary School	Support	21	29%	71%	0%	0%	0%	0%	✓

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)

School Level: All  
Excludes Robertson Academy & Bass Adult

Met Definition: All

School	Employee Type	Total Staff	Black	White Not of Hispanic Origin	Ethnicity				Two or More Races	Meet/Not Meet Definition ✓ = Met ✗ = Not Met
					Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native			
Stanford Elementary	Certificated	36	8%	89%	0%	3%	0%	0%	0%	✗
Stanford Elementary	Support	22	32%	64%	0%	5%	0%	0%	0%	✓
Stratton Elementary	Certificated	47	38%	62%	0%	0%	0%	0%	0%	✓
Stratton Elementary	Support	21	67%	24%	5%	5%	0%	0%	0%	✓
Sylvan Park Elementary	Certificated	39	23%	74%	0%	3%	0%	0%	0%	✓
Sylvan Park Elementary	Support	11	55%	36%	9%	0%	0%	0%	0%	✓
Thomas A. Edison Elementary	Certificated	56	29%	70%	2%	0%	0%	0%	0%	✓
Thomas A. Edison Elementary	Support	16	63%	38%	0%	0%	0%	0%	0%	✓
Tom Joy Elementary	Certificated	43	37%	63%	0%	0%	0%	0%	0%	✓
Tom Joy Elementary	Support	16	75%	25%	0%	0%	0%	0%	0%	✓
Tulip Grove Elementary	Certificated	45	11%	87%	2%	0%	0%	0%	0%	✗
Tulip Grove Elementary	Support	21	29%	67%	0%	5%	0%	0%	0%	✓
Tusculum Elementary	Certificated	72	6%	92%	0%	3%	0%	0%	0%	✗
Tusculum Elementary	Support	24	17%	75%	4%	4%	0%	0%	0%	✗
Una Elementary	Certificated	69	25%	72%	1%	1%	0%	0%	0%	✓
Una Elementary	Support	21	67%	29%	0%	5%	0%	0%	0%	✓
Warner Elementary	Certificated	25	40%	56%	0%	4%	0%	0%	0%	✓
Warner Elementary	Support	11	82%	9%	9%	0%	0%	0%	0%	✗
Waverly-Belmont Elementary School	Certificated	45	9%	87%	4%	0%	0%	0%	0%	✗
Waverly-Belmont Elementary School	Support	14	29%	64%	7%	0%	0%	0%	0%	✓
Westmeade Elementary	Certificated	35	11%	89%	0%	0%	0%	0%	0%	✗
Westmeade Elementary	Support	16	6%	88%	0%	6%	0%	0%	0%	✗
High School	Certificated	1,412	27% (Min = 18%)	68% (Min = 45%)	3%	1%	0%	0%	0%	
	Support	425	59% (Min = 30%)	38% (Min = 19%)	3%	1%	0%	0%	0%	
Antioch High School	Certificated	142	43%	49%	4%	4%	0%	0%	0%	✓
Antioch High School	Support	37	51%	43%	5%	0%	0%	0%	0%	✓
Cane Ridge High School	Certificated	127	39%	54%	4%	2%	0%	0%	0%	✓
Cane Ridge High School	Support	29	66%	31%	3%	0%	0%	0%	0%	✓



**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
Active Staff (based on pay status 0-8, L)  
Excludes Robertson Academy & Bass Adult

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met	
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races		
East Nashville School	Certificated	49	27%	71%	2%	0%	0%	0%	0%	✓
East Nashville School	Support	14	86%	14%	0%	0%	0%	0%	0%	✗
Glenciff High School	Certificated	92	16%	74%	9%	1%	0%	0%	0%	✗
Glenciff High School	Support	28	50%	39%	11%	0%	0%	0%	0%	✓
Hillsboro High	Certificated	80	21%	74%	3%	1%	0%	0%	1%	✓
Hillsboro High	Support	43	49%	51%	0%	0%	0%	0%	0%	✓
Hillwood High	Certificated	79	14%	84%	3%	0%	0%	0%	0%	✗
Hillwood High	Support	34	44%	47%	6%	3%	0%	0%	0%	✓
Hume-Fogg High	Certificated	54	13%	81%	4%	2%	0%	0%	0%	✗
Hume-Fogg High	Support	12	17%	83%	0%	0%	0%	0%	0%	✗
Hunters Lane High	Certificated	106	17%	79%	3%	1%	0%	0%	0%	✗
Hunters Lane High	Support	35	71%	26%	3%	0%	0%	0%	0%	✓
John Overton High	Certificated	139	13%	83%	3%	1%	0%	0%	0%	✗
John Overton High	Support	33	48%	48%	3%	0%	0%	0%	0%	✓
Maplewood High	Certificated	62	65%	32%	3%	0%	0%	0%	0%	✗
Maplewood High	Support	20	80%	20%	0%	0%	0%	0%	0%	✓
Martin Luther King Jr School	Certificated	73	26%	70%	3%	1%	0%	0%	0%	✓
Martin Luther King Jr School	Support	14	79%	14%	0%	7%	0%	0%	0%	✗
McGavock High	Certificated	170	22%	74%	3%	1%	0%	0%	0%	✓
McGavock High	Support	49	45%	55%	0%	0%	0%	0%	0%	✓
Middle College High	Certificated	9	33%	67%	0%	0%	0%	0%	0%	✓
Middle College High	Support	1	0%	100%	0%	0%	0%	0%	0%	✗
Nashville School Of The Arts	Certificated	37	11%	84%	3%	3%	0%	0%	0%	✗
Nashville School Of The Arts	Support	9	33%	44%	11%	11%	0%	0%	0%	✓
Pearl-Cohn High	Certificated	56	36%	64%	0%	0%	0%	0%	0%	✓
Pearl-Cohn High	Support	23	87%	13%	0%	0%	0%	0%	0%	✗
Stratford STEM Magnet School	Certificated	86	33%	63%	2%	2%	0%	0%	0%	✓
Stratford STEM Magnet School	Support	28	75%	25%	0%	0%	0%	0%	0%	✓
Whites Creek High School	Certificated	51	45%	55%	0%	0%	0%	0%	0%	✓

Fiscal Year: 18-19

School Level: All

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Active Staff (based on pay status 0-8, L)

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Whites Creek High School	Support	16	81%	19%	0%	0%	0%	0%	0%	✓
Middle School	Certificated	1,424	34% (Min = 23%)	63% (Min = 42%)	1%	1%	0%	0%	0%	0%
	Support	502	57% (Min = 28%)	36% (Min = 18%)	5%	2%	0%	0%	0%	0%
Antioch Middle	Certificated	62	45%	55%	0%	0%	0%	0%	0%	✓
Antioch Middle	Support	19	58%	32%	11%	0%	0%	0%	0%	✓
Apollo Middle	Certificated	66	32%	65%	0%	3%	0%	0%	0%	✓
Apollo Middle	Support	21	62%	29%	10%	0%	0%	0%	0%	✓
Bellevue Middle	Certificated	51	6%	86%	2%	6%	0%	0%	0%	✗
Bellevue Middle	Support	20	40%	55%	0%	5%	0%	0%	0%	✓
Creswell Middle School of the Arts	Certificated	31	52%	45%	3%	0%	0%	0%	0%	✓
Creswell Middle School of the Arts	Support	12	83%	17%	0%	0%	0%	0%	0%	✗
Croft Middle	Certificated	56	18%	77%	4%	2%	0%	0%	0%	✗
Croft Middle	Support	17	65%	24%	6%	6%	0%	0%	0%	✓
Donelson Middle	Certificated	63	29%	71%	0%	0%	0%	0%	0%	✓
Donelson Middle	Support	19	53%	37%	11%	0%	0%	0%	0%	✓
Dupont-Hadley Middle	Certificated	48	23%	77%	0%	0%	0%	0%	0%	✓
Dupont-Hadley Middle	Support	20	40%	60%	0%	0%	0%	0%	0%	✓
Dupont-Tyler Middle	Certificated	49	35%	63%	2%	0%	0%	0%	0%	✓
Dupont-Tyler Middle	Support	13	54%	38%	8%	0%	0%	0%	0%	✓
East Nashville Middle	Certificated	29	34%	66%	0%	0%	0%	0%	0%	✓
East Nashville Middle	Support	11	82%	18%	0%	0%	0%	0%	0%	✓
Goodlettsville Middle	Certificated	49	20%	71%	6%	2%	0%	0%	0%	✗
Goodlettsville Middle	Support	17	41%	47%	12%	0%	0%	0%	0%	✓
Gra-Mar Middle	Certificated	32	59%	38%	0%	3%	0%	0%	0%	✗
Gra-Mar Middle	Support	11	82%	18%	0%	0%	0%	0%	0%	✓
H.G. Hill Middle School	Certificated	55	13%	87%	0%	0%	0%	0%	0%	✗
H.G. Hill Middle School	Support	21	48%	48%	5%	0%	0%	0%	0%	✓
Haynes Middle	Certificated	22	50%	50%	0%	0%	0%	0%	0%	✓

Fiscal Year: 18-19

School Level: All

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Active Staff (based on pay status 0-8, L)

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Haynes Middle	Support	7	71%	29%	0%	0%	0%	0%	0%	✓
Head Middle	Certificated	40	40%	60%	0%	0%	0%	0%	0%	✓
Head Middle	Support	11	82%	18%	0%	0%	0%	0%	0%	✓
Isaac Litton Middle	Certificated	37	38%	62%	0%	0%	0%	0%	0%	✓
Isaac Litton Middle	Support	18	72%	28%	0%	0%	0%	0%	0%	✓
Jere Baxter Middle	Certificated	24	33%	67%	0%	0%	0%	0%	0%	✓
Jere Baxter Middle	Support	10	80%	20%	0%	0%	0%	0%	0%	✓
Joelton Middle	Certificated	21	38%	62%	0%	0%	0%	0%	0%	✓
Joelton Middle	Support	16	44%	56%	0%	0%	0%	0%	0%	✓
John Early Middle	Certificated	27	74%	26%	0%	0%	0%	0%	0%	✗
John Early Middle	Support	12	75%	25%	0%	0%	0%	0%	0%	✓
John F. Kennedy Middle	Certificated	67	63%	37%	0%	0%	0%	0%	0%	✗
John F. Kennedy Middle	Support	18	33%	61%	0%	0%	6%	0%	0%	✓
John Trotwood Moore Middle	Certificated	53	19%	81%	0%	0%	0%	0%	0%	✗
John Trotwood Moore Middle	Support	17	35%	59%	6%	0%	0%	0%	0%	✓
Madison Middle	Certificated	49	57%	37%	2%	4%	0%	0%	0%	✗
Madison Middle	Support	21	81%	19%	0%	0%	0%	0%	0%	✓
Margaret Allen Middle	Certificated	38	42%	55%	3%	0%	0%	0%	0%	✓
Margaret Allen Middle	Support	13	38%	38%	8%	15%	0%	0%	0%	✓
McMurray Middle	Certificated	72	22%	68%	7%	3%	0%	0%	0%	✗
McMurray Middle	Support	20	15%	55%	25%	5%	0%	0%	0%	✗
Meigs Middle	Certificated	44	9%	91%	0%	0%	0%	0%	0%	✗
Meigs Middle	Support	12	50%	50%	0%	0%	0%	0%	0%	✓
Moses McKissack Middle	Certificated	31	68%	32%	0%	0%	0%	0%	0%	✗
Moses McKissack Middle	Support	17	82%	6%	12%	0%	0%	0%	0%	✗
Rose Park Middle	Certificated	29	62%	38%	0%	0%	0%	0%	0%	✗
Rose Park Middle	Support	9	100%	0%	0%	0%	0%	0%	0%	✗
Thurgood Marshall Middle	Certificated	73	55%	41%	3%	1%	0%	0%	0%	✗
Thurgood Marshall Middle	Support	23	83%	9%	4%	4%	0%	0%	0%	✗

**Met Definition: All**

**School Level: All**

Fiscal Year: 18-19  
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School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met
			Black	White Not of Hispanic Origin	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races	
Two Rivers Middle	Certificated	33	18%	82%	0%	0%	0%	0%	✗
Two Rivers Middle	Support	14	57%	36%	7%	0%	0%	0%	✓
West End Middle	Certificated	39	21%	79%	0%	0%	0%	0%	✗
West End Middle	Support	20	40%	55%	0%	5%	0%	0%	✓
William Henry Oliver Middle	Certificated	70	27%	69%	1%	3%	0%	0%	✓
William Henry Oliver Middle	Support	20	40%	45%	15%	0%	0%	0%	✓
Wright Middle	Certificated	64	23%	73%	3%	0%	0%	0%	✓
Wright Middle	Support	23	61%	30%	0%	9%	0%	0%	✓
Non-Traditional	Certificated	67	18% (Min = 12%)	78% (Min = 52%)	3%	0%	0%	1%	✓
	Support	14	36% (Min = 18%)	57% (Min = 28%)	7%	0%	0%	0%	✓
Metro Nashville Virtual School	Certificated	17	6%	94%	0%	0%	0%	0%	✗
Metro Nashville Virtual School	Support	3	0%	100%	0%	0%	0%	0%	✗
Nashville Big Picture High School	Certificated	21	38%	57%	5%	0%	0%	0%	✓
Nashville Big Picture High School	Support	3	67%	33%	0%	0%	0%	0%	✓
The Academy at Hickory Hollow	Certificated	9	33%	56%	0%	0%	0%	11%	✓
The Academy at Hickory Hollow	Support	3	100%	0%	0%	0%	0%	0%	✗
The Academy at Old Cockrill	Certificated	11	0%	100%	0%	0%	0%	0%	✗
The Academy at Old Cockrill	Support	3	0%	67%	33%	0%	0%	0%	✗
The Academy at Opry Mills	Certificated	9	0%	89%	11%	0%	0%	0%	✗
The Academy at Opry Mills	Support	2	0%	100%	0%	0%	0%	0%	✗
Non-Traditional - Hybrid	Certificated	42	57% (Min = 38%)	40% (Min = 27%)	0%	0%	0%	2%	0%
	Support	11	73% (Min = 36%)	18% (Min = 9%)	0%	0%	0%	9%	0%
Johnson Alternative Learning Center	Certificated	24	50%	46%	0%	0%	0%	4%	✓
Johnson Alternative Learning Center	Support	8	63%	25%	0%	0%	13%	0%	✓
The Cohn Learning Center	Certificated	18	67%	33%	0%	0%	0%	0%	✓
The Cohn Learning Center	Support	3	100%	0%	0%	0%	0%	0%	✗
Special Education	Certificated	81	10%	90% (Min = 60%)	0%	0%	0%	0%	0%

Fiscal Year: 18-19 School Level: All  
Active Staff (based on pay status 0-8, L)

Excludes Robertson Academy & Bass Adult  
Met Definition: All

School	Employee Type	Total Staff	Ethnicity						Meet/Not Meet Definition ✓ = Met ✗ = Not Met
			Black (Min = 26%)	White Not of Hispanic Origin (Min = 22%)	Hispanic	Asian or Hawaiian or Pacific Islander	American Indian Alaskan Native	Two or More Races	
	Support	103	51%	44%	2%	3%	0%	0%	
Cora Howe School	Certificated	23	0%	100%	0%	0%	0%	0%	✓
Cora Howe School	Support	31	48%	45%	0%	6%	0%	0%	✓
Harris-Hillman Special Education	Certificated	35	11%	89%	0%	0%	0%	0%	✓
Harris-Hillman Special Education	Support	47	53%	45%	0%	2%	0%	0%	✓
Murrell School	Certificated	23	17%	83%	0%	0%	0%	0%	✓
Murrell School	Support	25	52%	40%	8%	0%	0%	0%	✓

## SEPTEMBER

**5 – Cultural Humility – 12:00-1:30 p.m.** Mariana Merritt, MNPS Pre-K Office – **Wellness Center Large Conf. Room A-** This course elevates cultural humility over cultural competence and explores the three factors that guide cultural humility in teachers and school staff. lifelong commitment to self-examination and self-critique, desire to fix power imbalances, and develop partnerships with people/groups who advocate for others.

**RSVP:** <http://bit.ly/CulturalHumilityRegistration090518>

**\*6 – México en el Corazón- 6:00 p.m., Schermerhorn Center, 1 Symphony Pl, Nashville, TN 37201.** Casa de la Cultura Latino Americana - Nashville, TN and Delgado Guitars La Tradición Music invite you to “México en el Corazón.” This September 6 event will include a beautiful display of mariachi music and baile folklórico and it's FREE! For tickets or other information visit <https://www.nashvillesymphony.org/tickets/concert/2018-2019-season/mexico-en-el-corazon-2018/>

**\*8-Festival of the Nations-ALL DAY- @ TN State Fairgrounds, 500 Wedgewood Ave, Nashville 37203-** For more information, visit [www.festivalofthenations.org](http://www.festivalofthenations.org)

**\*13 – Islam, Culture, and Diversity Dinner & Presentation, 5:30-7:30pm, Rashed Fakhruddin, President Islamic Center of Nashville** – Location: **Islamic Center of Nashville:** This course offers an in-depth understanding of the cultural life of many Muslim students by exploring beliefs and practices, demographics and diversity, and misunderstandings that can lead to social and emotional stress. The intent of this course is to gain an in-depth understanding of the cultural life of American-Muslim students and the common issues they face in the educational settings.

**RSVP:** <http://bit.ly/IslamCultureDinnerPresentation091318>

**\*24 – Inspiring Radical Creativity: Empowering Young, Diverse Voices to Tell Their Own Stories 4:00 p.m.** Presenter: Gabby Rivera, author of the Marvel Comics series America and Julie Takes a Breath. Location: **Sarratt Cinema at Vanderbilt University.** For more information, visit <https://www.vanderbilt.edu/equity-diversity-inclusion/save-the-date/>

**25 – Beyond Cinco de Mayo and Hispanic Heritage Month – 12:00-1:30 –** Presenters: **Rubén E. De Peña,** MNPS Office of Equity & Diversity, and **Latino Parent Ambassadors-** Location: **Wellness Center Large Conf. Rooms A&B.** This course offers both Central Office and school educators an introduction and best practices to working with Hispanic/Latino families. Some of the strategies discussed include culturally relevant communication and outreach methods to effectively and authentically engage a growing student population.

**RSVP:** <http://bit.ly/BeyondHispanicHeritageMonth092518>

## OCTOBER

**4 –Hispanic Heritage Celebration– 5:00-7:00 p.m.** –MNPS staff are invited to join MNPS Latino students, parents, and community stakeholders in a night of fun, food, and learning experience about the various Latino cultures represented in Nashville! This event will take place in the Tusculum Elementary gymnasium.

**RSVP:** <http://bit.ly/HispHeritageCelebration100418>

**\*19-21 – Tennessee Indian Education Pow Wow – Long Hunter State Park, 2910 Hobson Pike, Nashville, TN – \*\***Event is free to students and teachers Friday, October 19\*\*. *Journey to Long Hunter State Park for a three-day festival to celebrate Native American Indian Month. This festival offers you the opportunity to personally experience the culture and spirit of the American Indian People and the nearly 20,000 American Indians in Tennessee. For more information visit <http://www.naiatn.org/powwow/>.*

**\*20 Vol State Fall Festival, 10 am-3pm at** Volunteer State Community College 1480 Nashville Pike, Gallatin TN. Aztec dance group Quetzalli Yolotl will be a highlight of the Fall Fiesta. The Fiesta is a free event featuring food, music and fun. The event will happen, rain or shine, on the campus at 1480 Nashville Pike in Gallatin. The rain location is the Pickel Field House. The Fall Fiesta is free and open to everyone. Families are encouraged to bring a blanket and chairs and spend the day. For more information, call 615-230-4846.

**25 – Working Effectively with Interpreters– 12:00-1:30pm;** Presenter: **Manuel Diaz de León,** – Location: **Wellness Center Large Conf. Room A.** *There is a learned art to communicating with families through an interpreter. This course outlines how and when to request an interpreter, how to work with an interpreter, and how to communicate with a family most effectively through an interpreter.*

**RSVP:** <http://bit.ly/WorkingEffectivelywithInterpreters102518>

## NOVEMBER

**\*4 –Caravan Tour of Places of Worship – 12:00 p.m.-5:30 pm**

*Take an intimate view of Nashville's diverse community of religions and experience the hospitality of different faith traditions. Schedule: 12:00p.m.-12:15 p.m.: Reception & Appetizers at the Islamic Center of Nashville (2515 12th Ave. S.); 12:15 - 1:10: Islamic Center of Nashville (Islam); 1:20 - 2:30: Christ The King (Christianity: Panel of Christian Denominations); 2:45 - 3:40: West End Synagogue (Judaism); 4 - 5:30: Sri Ganesha Temple (Hinduism & Buddhism)*

**RSVP:** [rfakhruddin@gmail.com](mailto:rfakhruddin@gmail.com)

**14 – Native American Culture Exchange-Brown Bag Lunch and Learn – 12:00-1:30**, Presenter: **Ray Emanuel**, CEO/Executive Director of Native American Indian Association (NAIA) Location: **Wellness Center Large Conf. Room A**. *Did you know there are nearly 20,000 Native Americans in Tennessee? As we celebrate the National Native American Heritage Month in November, please join Mr. Emanuel, CEO/Executive Director of Native American Indian Association (NAIA), for an insightful and engaging conversation regarding the values, beliefs, and norms of the Native-American mindset that impact education.*  
**RSVP:** <http://bit.ly/NativeAmericanCultureExchange111418>

**30 - Understanding and Addressing Implicit Bias-Brown Bag Lunch and Learn-12:00-1:30pm**, Presenters: **Melissa Gordon, M.S.W.** (MNPS Restorative Practice Specialist) and **Cynthia Minnis, Ed.D.** (MNPS Lead MTSS Behavior Coach). Location: **Wellness Center Large Conference Rooms A**. *Implicit bias creates barriers for developing strong relationships in school communities. In addition, research is showing that implicit (unconscious) bias contributes to disproportionality in school discipline. Workshop attendees will explore different types of bias, learn to “unmask” common microaggressions, and discuss the impact of these issues on student learning and school communities.*

**RSVP:** <http://bit.ly/Understanding-AddressingImplicitBias113018>

## DECEMBER

**11- Somali Culture Exchange** Brown Bag Lunch & Learn- **12:00-1:30** - Presenters: **Abdelghani Barre** (Immigrant Services Coordinator, Metro Social Services), **Habibo Mohamed** (Nashville International Center for Empowerment), Location: **Wellness Center Large Conference Room A**. *This session will illustrate the “dos” and “don’ts” in reaching out and engaging Somali families in education.*  
**RSVP:** <http://bit.ly/SomaliCultureExchange12-11-18>

## JANUARY

**14 – Egyptian Culture Exchange – 12:00-1:30** –Bring your lunch and learn from two MNPS experts, Sherry Boshra and Hany Beshay to learn about common cultural norms, values, beliefs, and practices of Egyptian families. The course also outlines best practices for educators to effectively engage with Egyptian students and families to promote student success. Please come and engage in dialogue with other central office and MNPS staff! *\*\*Snowed out date: January 24, same time and location \*\*\**  
**RSVP:** <http://bit.ly/EgyptianCultureExchange011419>

**23 – Supporting Students with Disabilities – 12:00-1:30** – MNPS Exceptional Education Team – Location: **Wellness Center Large Conf. Room A**. *This course offers practical tips about how to support students with disabilities and to engage families as allies.*  
**RSVP:** <http://bit.ly/SupportingStudentswithDisabilities012319>



## FEBRUARY

**07 –Winning the Hearts and Minds of African-American Students: Understanding African American Students in an American Educational System - 12:00-1:30** –Presenters: **Derrick Williams** (COO, Communities in Schools)—**Kawema** (Program Coordinator, Communities in Schools) – Location: **Wellness Center Large Conference Rooms A-** *This presentation will discuss some of the challenges African American students face in today's educational system. Participants will engage in thought provoking conversation around possible solutions to closing the achievement gap and how educators can better understand and support African American students and their families in today's educational settings.*

**RSVP:** <http://bit.ly/WinningHearts-Minds-BlackStudents-020719>

**21 – Black History Month Celebration – Journey of African American Culture: Expressions of Voice through Language, Food, & Music 5:45-7:45 p.m. Robert Churchwell Museum Magnet Elementary.** MNPS staff are invited to celebrate the contributions of African Americans to the fabric of our nation, our communities, and our schools. Join us for an evening filled with music, spoken word, student performances, food samplings and history!

**RSVP:** <http://bit.ly/BlackHistoryCelebration022119>. MNPS school or department with the highest staff turnout will win a prize pack donated by generous community supporters.

**\*22- Avancemos Juntos Hispanic Higher Education Conference- 7:30 a.m.-3:30 p.m.**

Registration is open through **February 18** for the 2019 Avancemos Juntos Hispanic Higher Education Conference to be held on Friday, February 22 from 7:30am-3:30pm on the **Gallatin campus of Volunteer State Community College**. This event is free and open to everyone. A light breakfast and lunch are included as part of the event. The conference, now in its ninth year, is an opportunity for college, university, and secondary school faculty and staff, and community groups, to gather and discuss best practices for bringing Hispanic students into higher education.

**RSVP:** <http://bit.ly/2QlniPR>

## MARCH

**\*19 – Islam, Culture, and Diversity Dinner & Presentation, 5:30-7:30pm, Rashed Fakhruddin**, President Islamic Center of Nashville – Location: **Salahadeen Center of Nashville**, 364 Elysian Fields Court, Nashville, TN 37211.

*This course offers an in-depth understanding of the cultural life of many Muslim students by exploring beliefs and practices, demographics and diversity, and misunderstandings that can lead to social and emotional stress. The intent of this course is to gain an in-depth understanding of the cultural life of American-Muslim students and the common issues they face in the educational settings.*

**RSVP:** <http://bit.ly/IslamCultureDinnerPresentation031919>

**22 –Women’s History Celebration – 12:00-1:30 – Panelists from Central Office – Location: Wellness Center Large Conf. Room A**  
Please join your fellow MNPS staff for the Equity & Diversity’s Second Annual Women’s History Celebration! The event will take place at the Wellness Center, Large Conference Rooms A & B. The theme for this year’s celebration is **OVERCOMING CHALLENGES**. The event will recognize MNPS women educators who have a compelling story of overcoming challenges to become who they are today, both personally and professionally, and will include performances, food samplings, and a panel of women educators, among other things.  
**RSVP :** <http://bit.ly/WomenHistoryCelebration032219>

## **APRIL**

**12 - Understanding Autism – 12:00 – 1:30 – MNPS Exceptional Education Team – Location: Wellness Center Large Conf. Room A**  
This course unpacks how to support students with autism and partner with their families for student success.  
**RSVP :** <http://bit.ly/UnderstandingAutism041219>

**\*20 -Walk in Love, 1:30-5:00 p.m. (Various locations)**  
*Walk in Love is an interfaith pilgrimage that memorializes activists and their partners who were deeply committed to dismantling Jim Crow. This event leads participants on a pilgrimage that commemorates civil rights lawyer Z. Alexander Looby and retraces the footsteps of Diane Nash, James Lawson, and 3000 other civil rights advocates that marched down Jefferson Street to the courthouse on April 19, 1960. Walk in love invites diverse communities to a ‘teach-in’ starting at 2:00 p.m. at St Anselm’s Church, located at 2008 Meharry Blvd., Nashville, TN 37208. The organizers would like to get the word out to families in the Metro Public Schools, as this is a great opportunity for social studies classes to engage its students in the significance of local history and how it impacts us today. The event is free and open to the public. For more information, contact [WalkinLove2019@gmail.com](mailto:WalkinLove2019@gmail.com).*

**25 – Kurdish Culture Celebration Lunch & Learn– 12:00-1:30 – Location: Wellness Center Large Conf. Room A**  
*This course reviews common cultural norms, values, beliefs, and practices of Kurdish families and outlines best practices for educators to effectively engage with Kurdish students and families to promote student success! a)Explore the rich heritage that our Kurdish American students and families hold; b) Learn directly from our Kurdish MNPS students, families, & staff about their Heritage, beliefs, and socioemotional journeys in our school system; c) Experience Kurdish art exhibits; d)Enjoy delicious Kurdish food samplings.*  
**RSVP :** <http://bit.ly/KurdishCultureExchange042519>

## MAY

**2 – Asian-Pacific American Heritage Lunch and Learn and Celebration –12:00-1:30 - Location: Wellness Center Conference Rooms A & B.** MNPS staff are invited to participate in a session focused in how to better understand and implement the process in reaching out and engaging Asian-Pacific students and their families! a) Explore the rich heritage that our Asian Pacific American students and families hold; b) Learn directly from a panel of Asian Pacific students, educators, and parents c) Experience Asian Pacific performances and art exhibits; d) Enjoy delicious Asian Pacific food samplings. **RSVP:** <http://bit.ly/AsianPacificAmericanCelebrationMay2019>

**Please note:** These equity and diversity trainings and celebrations are an initiative of the Department of Equity & Diversity. Our intention is to expose our staff to the rich heritages, cultures, and beliefs that our diverse students hold. Our goal is to be inclusive in our offerings, and our reality is that we have limited resources, time and are appreciative of our community partnerships. We welcome feedback and ideas for future years!

This calendar is a working list of events and activities that promote equity and diversity. We will update the content as we receive information about related happenings this school year. For additional information or event inclusion, please contact [ruben.depena@mmps.org](mailto:ruben.depena@mmps.org). MNPS reserves the right to evaluate requests for inclusion.

### Equity & Diversity Summit 2019

The MNPS Equity & Diversity Department, in partnership with various internal and external partners hosted the district's first annual All Means All: Equity & Diversity Summit. Over 500 teachers and administrators participated. This summit was possible thanks to funding provided by Southern Poverty Law Center, the Oasis Center, and the Racial Equity Leadership Network. Attendees were able to attend from the following sessions:

Title	Leader	Description
WBL Transitions: A meaningful bridge to postsecondary for Students with Disabilities	<b>Matthew Spinella &amp; Blake Shearer</b> , Tennessee Department Of Education	The Work-Based Learning (WBL) Transitions program is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee for all students. This session is designed to inform participants of how WBL experiences can help all students develop the skills necessary for success in postsecondary education and future careers. Participants will be provided with high quality work samples, engaging activities, and next steps for starting or growing an existing WBL programs in their districts/schools.
The Over-identification of Racial/Ethnic Minorities in Special Education	<b>Christopher Flor</b> , MNPS	The over-identification of racial and ethnic minorities for special education is a national issue. The purpose of this session will be to explore the data around this issue and analyze its impacts within our own school communities. Solutions for confronting this issue in our daily work will also be explored.
Best Practices for Creating an Inclusive Classroom for LGBTQ+ Students	<b>Pamela S. Sheffer &amp; Joseph Clark</b> , Oasis Center	This session will provide educators with simple and effective practices to create an inclusive classroom for all students regardless of sexual orientation, gender identity, and/or gender expression.
Culturally Responsive Feedback	<b>Pallavi Reddy &amp; Alyssa Udovitsch</b> , MNPS	Come learn about the importance of equitable feedback to students, and how to implement feedback in your classroom through the lens of culturally responsive teaching and pedagogy.
Identifying and Supporting Academically Talented and Gifted Students of Color	<b>Jonathan Bolding</b> , Unbounded	Participants will learn how to advocate for students of color who are academically talented and gifted. Additionally, participants will develop a shared understanding of "Giftedness" and "Talent," and instructional strategies to support. Finally, participants will leave with the knowledge, skills, and strategies needed to support gifted and talented students in their respective school buildings.

Title	Leader	Description
Seeking Refuge, Forced to Flee: The Refugee Journey from Country to Classroom	Aimee Shelde Mayer, Catholic Charities of Tennessee	Where do your students who were former refugees begin their journey? What do they see, hear, and experience along the way? This interactive workshop will explore the resettlement process, what it looks like abroad (violence, fleeing, refugee camp, encounter with UNHCR) and what it looks like once refugees are here (reception, placement, and acculturation).
No Expendable Children	Tom Ward, Oasis Center	PASSAGE was designed to not only eliminate disparities in discipline and expectation but was also designed to create a vision of success for every child. In our work of partnering with the school district, we have tried to create partnerships that resource children, families, and schools in an equitable manner. Understanding that equal is not the same as equitable is at the heart of our approach. It is about attitude, approach, and climate inside each school <b>Afternoon session</b> Glenciff Peace Team and Hillsboro CORE Team students will co-present about their experiences with student leadership in Restorative Practices. Students will discuss the school-to-prison pipeline, Restorative Practices, Youth Participatory Action Research, their training, roles, and responsibilities, and what they are up to at their respective high schools.
Cultural Humility	Mariana Merritt, MNPS	Join us as we create a safe place to examine our own perceptions, assumptions, and understanding of ourselves and others. This highly interactive workshop is appropriate for anyone who is on the journey of exploring their own identity, celebrating diversity, seeking tools to create and perpetuate equity or is just curious about why it isn't called cultural competence.
Sharing Our Stories: Actionable Recommendations to Support Teachers of Color	Dr. Diarese George, Tennessee Educators of Color Alliance	This session will provide a high overview of the Sharing Our Stories report along with findings and recommendations regarding supporting teachers of color. It will also preview some of the work that TECA has done to make the recommendations actionable. Participants will be able to engage in a discussion around which recommendation resonates with them and find out how they can receive support in getting involved.
Engaging and Aligning Community Partnerships for Equity	Whitney Slovick, MNPS Community Achieves	In this session, participants will learn best practice strategies on how to engage community partnerships, from learning how to do a school needs assessment to ensure that all partnerships are aligned to school goals, to how to

			communicate with various stakeholders so that they feel welcomed and keep coming back.
<b>Title</b>	<b>Leader</b>	<b>Description</b>	
The Opportunity Myth: What Students Can Show Us About How Schools Letting Them Down—And How to Fix It."	<b>Karen Lawrence</b> , The New Teacher Project (TNTP)	This session will provide you with an opportunity to learn about and interact with the findings from TNTP's latest research - The Opportunity Myth. We've been telling students that doing well in school creates opportunities – that showing up, doing the work, and meeting expectations will prepare them for their futures. Unfortunately, that's a myth. The hard reality is that far too many students graduate from high school still unprepared for the lives they want to lead. We wanted to understand why.	
Meeting the Needs of Students Experiencing Homelessness: An Overview of Community and District Resources	<b>Catherine Knowles</b> , MNPS	Come learn more about the broad definition of homelessness used in schools, districts, and learn how you can best support your students who lack a fixed, regular and adequate night-time residence. We will explore existing community resources for helping youth and families access shelter and housing resources as well as district resources for clothing, supplies and school transportation. The highlight of the session will be details on a new community partnership that enables us to create an Amazon shopping list for special needs (shoes, supplies for extracurricular activities, bedding, etc.) that we cannot otherwise address through existing resources.	
Through the Cracks: Saving Youth from the School to Prison Pipeline	<b>Magistrate Jennifer Wade</b> , Davidson County Juvenile Court	This workshop is designed to discuss the educational system and the impact it has on juvenile justice. We will discuss ACES, juvenile law, and disproportionate impact of discipline on youth of color and how that leads to the introduction of youth into the juvenile justice system. Collateral consequences of being involved in the juvenile justice system will be explored as well. Finally, we will explore techniques to implement new practices and policy changes to promote equity and inclusion. Further, we will discuss ways to empower families toward their pursuit of education goals.	

Title	Leader	Description
Winning the Hearts and Minds of African-American Students	<b>Derrick Williams</b> , Communities in Schools	This session will focus on examining the specific needs and challenges of African American students. The goal of this session is for educators to be more culturally and pedagogically competent and aware in regard to Black culture and building relationships with Black students. Topics of discussion will include: behavior management based on pedagogical choices (storytelling, call and response, etc.), power dynamics, school-based institutions that perpetuate systems of oppression, and high expectations and teaching vision/goals
The Impact of ACEs, Toxic Stress & Poverty on School Performance	<b>Ingrid Cockhren</b> , M.Ed., ACES connection/ACE Nashville	This interactive session will discuss how adverse childhood experiences (ACEs), toxic stress and poverty can negatively impact school performance. The session will explore how these factors affect the brain, executive functioning skills, behavioral and emotional regulation. Other topics explored include; intergenerational transmission, historical trauma, language development and the impact of toxic stress on parenting practices.
Best Practices Against Bullying	<b>Monica Coverson</b> , MNPS	This course will introduce participants to the research on bullying behavior prevention and intervention, how bullying and harassment is defined within MNPS and learn key strategies to addressing bullying within the school building. This course will also differentiate bullying from other acts of aggression among children and youth as well as identifying risk factors for bullying behavior.
Stereotype Threat: Hidden messages that derail culturally inclusive practices	<b>Dr. Simyka Carlton</b> , MNPS	This presentation will explore the effects of stereotype threats in the classroom. This presentation will allow participants to reflect on stereotypes, cultural differences, and how these threats affect the selection of content in the classroom. Participants will be given strategies to support culturally inclusive practices.
Practical Strategies to Meet the Needs of Students Dealing with Adversity and Toxic Stress	<b>Renee Malbrough</b> , MNPS	In this presentation we discuss prevalence of childhood adversity in American schools; how trauma and toxic stress may impact learning and academic performance, behavior, and social-emotional outcomes; and signs teachers can look for as indicators that adversity is affecting school performance.

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## SECTION 4: Resource Investments

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METRO  
NASHVILLE  
PUBLIC  
SCHOOLS



## Resource Investments: Financial Update

When Metro Nashville Public Schools transitioned to a Student-Based Budgeting (SBB) methodology four years ago, the district made a commitment to increasing equity in our school funding. Since then, funding for our schools with high levels of English Learners, students with exceptional education needs, high levels of poverty and chronically under performing schools have all seen an increase in funding. This has been achieved without taking money away from any school, but by targeting new funding to schools with the greatest need.

- Since the 2015-16 school year, MNPS has added \$14 million dollars through SBB to support English Language Learner students.
- Funding for Exceptional Education has increased by more than \$8 million since SBB was implemented in 2015-16.
- Prior to the 2017-18 school year \$6.5 million was added to support students who are economically disadvantaged.
- Additional dollars have also been added to increase the number of school counselors, literacy coaches, and advanced academic teachers.

Through these investments per pupil allocations at all schools have increased, and schools with the highest levels of poverty, English learners, and students with disabilities has increased even faster. The goal is to target new resources to the students and schools with the greatest need to provide a great education in every classroom, in every school, every day.

## Diversity Business Enterprise Update

Our Diversity Business Enterprise (DBE) program works to form partnerships with local enterprises that are included in the following categories: Small Businesses, Ethnic Minority-Owned Businesses, Women-Owned Businesses, and Disabled Military Veteran-Owned Businesses. In partnering with Metro Nashville Public Schools, prime vendors and consultants are considered to be part of our 1<sup>st</sup> tier. Our 2<sup>nd</sup> tier includes subcontractors, sub-consultants, and sub-suppliers. Both are subject to our DBE program.

Internal work dating back at least to Fall 2016 has been focused on supporting actualization of the DBE program by ensuring adequate coverage in district policy and administrative procedures. This effort was to ensure there is support in disseminating contracts and RFPs to all stakeholders, including those that are DBE, and consequently that they too participate in business partnerships with MNPS.

- In January 2018 a policy was adopted by the board while administrative procedures require finalization and adoption.
- In December 2018 a meeting was held with the Director of Schools at that time, Facilities and Construction , District Policy lead and an Equity Office representative from MNPS along with various predominantly Black/DBE businesses in regards to the DBE implementation. Stakeholders expressed concerns regarding communication in general about possible opportunities, outreach, mentorship, and support for Minority owned businesses. They also shared additional opportunities for improvement around transparency of the current process, recognition of Minority Owned businesses already supporting MNPS, and tighter controls being needed when DBEs are brought in by larger businesses as a partner.

### **The following recommendations were shared by the stakeholders during that meeting:**

1. Communicate widely and intentionally with DBEs
2. Support DBEs in process
3. When possible, Minority owned business contracts should be replaced by another minority owned business when possible.

4. Need a place to share grievances (i.e. at airport they had a place for you to share concerns with follow-up actions taken.)
5. Go beyond “Good faith effort” and improve overall transparency of what is shared, to whom, and the various projects.
6. Engage Policy, “need to put more teeth,” develop and communicate administrative procedures to support the policy.

**MNPS follow up/pending items in response to stakeholder recommendations:**

Items 1 and 2

- Communication - Follow up began with updating info available about becoming DBE on the MNPS website. The following details will be updated on the district MNPS.org website:

Support Minority owned businesses enroll in the process—Series of sessions will be hosted and promoted encouraging DBEs to register—particularly targeting those DBEs that have supported E&D calendar.  
| [English](#) | [Arabic](#) | [Burmese](#) | [Somali](#) | [Spanish](#) | [Kurdish](#)

Items 3, 4, 5 and 6

- Needs to be considered for inclusion in Admin procedures/Budget/Contract.
- Meetings need to be rescheduled and administrative procedures finalized, communication outlining policy and administrative procedures, updated DBEs needs to be developed and a determination on capacity to implement.
- As a result of the Communication follow up, a recommendation was to develop a way of automating and posting up-to-date listing of registered DBEs. This is currently in process.
- Develop communication plan to communicate with MNPS departments/schools about DBE program to support DBEs/Nashville Minority owned businesses’ competitive prices.

# APPENDIX



Metro Nashville Public Schools (MNPS)  
Diversity Management Plan Update  
School Options Work Group - May, 2018

## **Introduction**

This is an update on the District efforts to promote student diversity as related to the school options workgroup and the Resource Investment group as outlined in the District's Diversity Management Plan. The following three District initiatives have taken place over the course of the past year that have a broad impact to setting District strategic decisions. All three initiatives have included significant internal and external community engagement. Additionally, the last section notes further information about MNPS weighted student funding formula and continued the per pupil funding that the identified schools in this agreement continue to receive.

## **MNPS Next**

MNPS Next is a district-wide initiative that aims to improve access, equity and efficiency in the district's academic programming and use of facilities. MNPS Next is designed to support the improvement of student outcomes, increase resources and fiscal efficiencies, and increase MNPS' market share and desirability among potential families. Starting in the spring of 2017 District leaders worked in conjunction with MGT Consulting Group to start Phase I of MNPS Next.

The initial MNPS Next planning efforts began with a rigorous facility analysis. MGT examined the educational suitability, condition, quality and technology readiness of every site and building. The findings were then evaluated in concert with related programmatic data, as well as the findings and recommendations from previous District community engagement efforts. The process yielded the initial themes and scenarios for discussion with staff and the community.

### **MNPS Next: Goals**

1. Improved Student Outcomes
2. Increased Resources and Fiscal Efficiencies
3. Increased MNPS Market Share/Desirability

### **MNPS Next Phase I: Issues to Address**

1. Quality of academic programs across the district
2. Student access to high-quality academic programs across the district
3. Learning environments that provide academic and social & emotional supports to our most at risk students
4. Parental perception about safety/security and developmental appropriateness of middle school grade configuration
5. Student flight from MNPS traditional public schools over the course of elementary and up to middle school

6. Better utilization of space – plus use of capital and operating resources
7. Student mobility

**Phase I Scope:**

- Conduct a district-wide assessment of school programs, capacities, facilities, and grade configurations to improve student equity, fiscal efficiencies, MNPS enrollment, and academic achievement.
- Look at feasibility of moving 5<sup>th</sup> grade to elementary schools.

**Community Engagement:**

During the first phase of the project there was extensive community engagement to receive feedback from parents, school staff, and community leaders. To help guide the project an advisory committee was formed that comprised of 3 board members, 14 community leaders, MGT, and additional District leadership. A District survey was conducted in which we received responses from over 800 parents and staff to study grade configurations and access to school choice. In addition there were four community meetings held in June 2017 to seek community feedback. The meetings were at several locations across the county and were scheduled on both weekday evenings and Saturdays. Based on the feedback received in the fall of 2017 the District decided to maintain the current grade configurations. The changes that were made provided an improved facility to meet the unique needs of students at Murrell and combining resources into the Caldwell facility to optimize the learning experiences for students previously attending Glenn elementary shifting to Caldwell in 2018-19. The community feedback received during Phase I helped to guide the scope and focus for Phase II of MNPS Next that is taking place in 2018.

**MNPS Next Phase II (2018):**

MNPS Next will continue to focus on "Delivering Great Schools" in every community for every student.

Now, we are taking a deeper look at the equitable distribution of programs across schools - across quadrants. We operate with the understanding that equitable does not mean equal. In order to determine what "equitable distribution" looks like within each community we must...

- take steps to better understand the current opportunities available across schools and quadrants,
- clearly articulate and communicate the opportunities in different methods,
- gather feedback from the communities we serve regarding the offerings, and
- determine a path/plan for meaningful/impactful actions to occur - which ultimately provides the unique/individualized offerings each community expects.

The work of MNPS Next Phase II is ongoing and will continue throughout the 2018-19 school year.

## **Magnet Schools Assistance Program Grant (MSAP 2017-2022)**

Metro Nashville Public Schools (MNPS) earned the Magnet Schools Assistance Program funding in October, 2017. Overseen by the USDOE and Office for Civil Rights this grant will assist in the creation of magnet schools through a systemic reform model to provide all students with an opportunity to reach achievement standards in a theme-based approach. MNPS is attracting a diverse group of students to eliminate, reduce or prevent minority group isolation in two sections of Nashville (3 schools - African

American isolation, 2 schools Hispanic isolation). Thus far over 300 diverse students applied between January-May 2018.

Through intensive teacher professional development, innovative curriculum creation, and a focus on cultural competence the students will meet more challenging academic goals to strengthen their knowledge of subjects and to attain marketable vocational skills.

The MSAP schools are focused on equitable access through translation services, outreach in a variety of communities, publicity and advertisements in 20 zip codes, and attractive programming that is highly comprehensible to parents and supported by community experts such as Vanderbilt and Lipscomb University.

Dr. Joseph's transition team created a plan to create a School Choice office that now contains staff for MSAP, School Choice, Advanced Academics, Career and Technical Education-Academies of Nashville, and the Executive Director directly reports to the Chief of Schools. The team noted the benefit of diversity and the challenge of achieving equity as one of the top three needs for MNPS. *"Yet diversity must be accompanied by equity to ensure that all learners have the resources and supports needed to be successful in every classroom, in every school. The persistent gaps in academic performance between student populations are a continued cause for concern in the district."* Following this report, MNPS wrote and received the MSAP grant to seed the work towards equity and to close persistent gaps in academic performance.

#### **Community Engagement:**

MSAP staff identified high level tasks, sub-tasks and actions to create marketing plans, consistent outreach to works towards diversity performance measures. High level tasks such as: use of the MNPS Diversity Management Plan, Optional Schools Application, and the MNPS Quick Guide To Schools helped to guide district efforts. Additionally there was extensive community outreach which included: Annual School Choice Festival, School Tour Tuesdays, MNPS Family Information Center, and Enrollment Centers (located all around the county for convenience with translation services provided). Marketing materials were distributed to prospective families at informal education sites (libraries, Pre-K centers, Early Learning Centers, recreational facilities) as yet another strategy deployed by the MSAP staff. Social media posts, digital ads, and printed materials have been used since October to allow all parents to make informed decisions.

### **School Choice Software Platform**

We have identified organizational excellence as a key priority within the District strategic plan. Aligned with this goal the District is undertaking a thorough review of the current school choice process and software platform that families use to apply for optional schools. MNPS started using a computerized random lottery selection process for school choice about 20 years ago. The current software platform has been custom built to meet the current District policy and process requirements for school choice. This database platform has evolved greatly over the past 20 years and the private contractor that has worked with the District to maintain the software is nearing retirement. The current contract with the vendor is valid for the next two years and will end in April 2020.

The school choice platform currently supports a very broad range of District efforts for school choice. This includes all means for which a student does not attend the child's zoned school. This system interfaces with the student management system to assure all out of zone students are enrolled in the appropriate school and make sure District policies for student placement are followed. The broad

aspect of school choice spans all tier levels of the District including custom application requirements for early childhood classrooms (Pre-School and Pre-K), charter schools, district optional schools, and other various forms of transfers and special placement.

The District highly values a common application process that makes it easier for parents to navigate all of their public school options in the same application process. The current application process uses a random lottery that includes a matching algorithm that helps to align the parent's prioritization of school preferences with the District placement priorities to place students in the best school in the most efficient manner possible. The District has been working with charter schools to encourage the use of a common application process for the past three years and currently 79% of the 33 charter schools have voluntarily agreed to participate in the district common application process. The District is currently partnering with the mayor to develop a common application for all public early childhood classes in the District.

The is to implement a new school choice software platform that will continue to support the innovative school choice processes and meet the various needs of the broad range of stakeholders for the school choice process. The software will simplify and streamline the detailed District policies and processes to make it easier for parents to understand and navigate the process to find the best school for their child. Additionally, the software will make it easier for school and District administrators to process, maintain, and update a large quantity of school choice applications in the most efficient manner possible. The new software will support a well-defined governance model for the district common application process that provides benefits to each stakeholder group that participates in the process.

#### **Community Engagement:**

The District received feedback from a broad range of stakeholder groups to help better understand their needs and determine important software features. We started gathering feedback with a parent survey included with the current online school choice online application process. Over 600 parents completed this initial survey. The next step was to conduct a more in depth and targeted survey of school leaders and District central office staff. We received 82 survey results that provided 316 specific items of focus. Following both of the surveys the District convened focus groups to help to better understand the stakeholder needs. The focus group meetings were targeted to the specific area of focus for each of the following groups: Parents, School Leaders, Pre-K (early childhood), District IT Staff, Central Office Business Units (English Language Learners, Homeless, Special Education, Discipline, Enrollment Centers, Communication, and Family Information Center), and the School Choice Team.

#### **Next Steps:**

All of the community and stakeholder feedback was organized into requirements that are included in a draft Request for Proposals (RFP). Once the RFP draft is complete, the District plans to solicit proposals from qualified vendors to determine the most suitable software platform for school choice features and processes. The District intends to launch the vendor solution no later than January 2020 so that families may use it for the 2020-21 Optional School Application process. MNPS expects this solution to increase the efficiency and transparency of the entire school choice process, from families researching schools and ranking their choices through administrators notifying families of school placement and managing waitlists.

#### **Budgetary Advances:**

As outlined in the Resolution Agreement between Metropolitan Nashville Public Schools (MNPS) and the Office of Civil Rights (OCR), MNPS will continue to provide "supplemental assistance to particular categories of students [though our] weighted student funding (WSF) formula for all schools". Since implementing our WSF formula in school year 2015-16, we have continued to increase supplemental funding to schools through our need-based weights:

- \$11.7 million new dollars have been added to increase the English Learners weight from 10% to 24%
- \$7 million new dollars were added through an Economically Disadvantaged weight of 5% prior to 2017-18
- \$8 million new dollars were added to the SPED weight prior to 2018-19 to provide additional supports for students with disabilities
- \$600,000 new dollars were added to the WSF formula prior to 2018-19 to maintain the Prior Academic Performance Weight after transitioning to a more rigorous state exam

Additionally, as outlined in the Agreement, all of the identified schools continue to receive the same or higher per pupil funding than was in place when the agreement was entered into.

Finally, all of the impacted schools will see a significant increase in per pupil Title I funding in school year 2018-19, as we shift resources to our schools with 75% economically disadvantaged or higher. The WSF formula has been applied to all 120 of our traditional schools, so we are providing supplemental resources district-wide, based on student need. MNPS continues to expand our commitment to supporting our students and schools with the greatest needs.





# METRO NASHVILLE PUBLIC SCHOOLS

An electronic version of this 2018-19 Annual Diversity Report is available at [www.MNPS.org/diversity](http://www.MNPS.org/diversity).

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