

MNPS' Draft Equity & Diversity Framework

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METRO
NASHVILLE
PUBLIC
SCHOOLS

Outcomes

- By the end of the presentation, ELT will have...
 - Discussed equity & diversity challenges in the district
 - Received information on how equity and diversity are connected to the MNPS Strategic Framework
 - Gained a better understanding of their Division/Department's role in advancing equity & diversity in the district
 - Discussed and given feedback on the draft MNPS Equity & Diversity Framework
 - Reviewed a self-assessment instrument and action planning tool and next steps for each Division/Department

Transition Team's Report Recommendation

The benefit of diversity and the challenge of achieving equity...

*"Metro Schools is diverse in its student population, their needs, and the wide variety of school options and opportunities available to students. 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 student performance between student populations are a continued cause for concern in MNPS."* (2016)

<http://www.mnps.org/transition-team/>



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MNPS' School Integration Efforts Leading to Diversity & Equity Timeline



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MNPS' Diversity Management Plan: Current Official Definition of Diversity

(MNPS does not have an official definition of equity)

Definition of Student & Staff 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.

Turn & Talk: What are your thoughts about this definition?

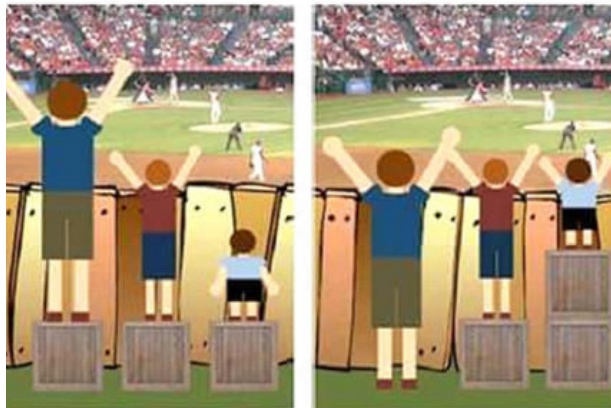
➤ The definition of diversity is subject to modification as demographic circumstances in MNPS change.

<http://www.mnps.org/diversity/>



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Turn & Talk: What do you notice?



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EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

MNPS' Proposed New Equity & Diversity Definition

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 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.

Turn & Talk: How does this definition differ from the current definition in the district's Diversity Management Plan?

MNPS Equity Advisory Committee; stakeholder vetted. Definition **adapted from** Great Lakes Equity Center, Mid-Atlantic Equity Consortium, National Equity Project

Equity & Diversity Stakeholders

Internal

Community Superintendents
Communications
EDSSI
EE Office
Equity Teacher Fellows
EL Office
Early Childhood Staff
Equity Coordinator
Executive Officers
HR
Principals
SEL

External

Teach for America Greater
Nashville
Belmont University
OASIS Center
Conexion Americas
Teach for America Greater
Nashville
OASIS Center
Colorado State University
Sims Diversity Consultant

National Organizations

Association of Latino
Administrators/ALAS de TN
CASEL
Deeper Learning Equity
Fellows
Flamboyant Foundation
Intercultural Development
Research Association
(IDRA)
Racial Equity Leadership
Network
Teachers4Equity Fellows

Ensuring Equity

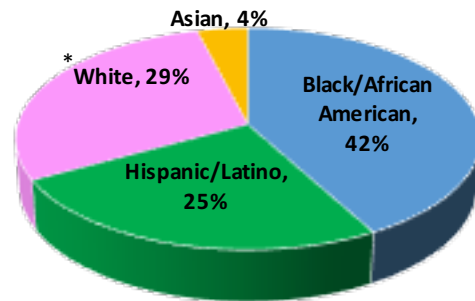
“Every student deserves the opportunity to succeed. We must do everything possible to provide all students with high expectations, effective educators, and the resources and supports appropriate to his or her specific circumstance.”

Source: TNDOE

Questions to consider:

- How is MNPS doing towards achieving this goal?
- What else can we do to achieve this goal and accelerate our efforts?

SY17-18: MNPS Student Demographics



- 34% of our students come from a household where a language other than English is spoken as the primary language.
- 16% of our students are English Learners (EL)
- 12% of our students classified in need of Exceptional Education (EE) services; <1% giftedness
- **39% of our students are Economically Disadvantaged (ED)

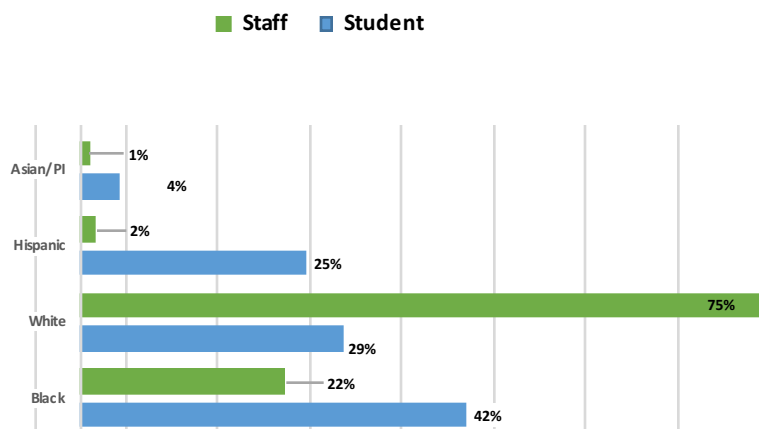
Data Warehouse, 2017



* Inclusive of some Non-English Language Background students who do not identify as Black/African American, Hispanic/Latino or Asian
 **As measured by Direct Certification, not Free and Reduced Lunch

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SY 16-17: Teacher Demographics



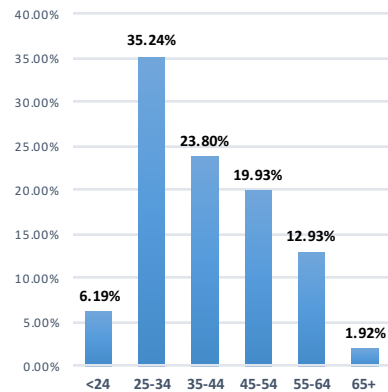
Courtesy: Human Resources Dept



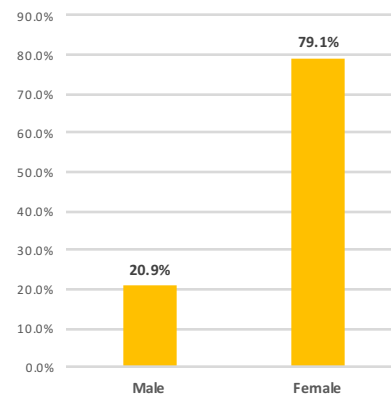
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SY 16-17: Teacher Demographics

Age Distribution of Teachers



Gender of Teachers



Courtesy: Human Resources Dept

2016-2017 Academic Data- Early Learning Centers

	Asian	Black/ African American	Hispanic	White
Bordeaux	n/a	92%	4%	4%
Casa Azafrán	7%	13%	38%	42%
Ross Early	3%	46%	6%	44%
*Cambridge	2%	48%	20%	28%

Total students enrolled: **675**

*new 2016-2017

Courtesy: MNPS Student Assignment Office

Academic Data – Academies

Academics of Nashville - Cluster Offerings by Quadrant											
Northwest: Pippa Moriwether			Northeast: Damon Cathey			Southwest: Adrienne Battle			South: Dottie Crites		
Pearl Cohen	Whites Creek	Hunters Lane	McGowock	Stratford	Maplewood	Antioch	Cane Ridge	Glennville	Overton	Hillboro	Hillwood
Academy of Entertainment Communication	Academy of Alternative Energy, Sustainability, & Logistics	Griffin Academy of Design & Technology	Academy of Entrepreneurship & Innovation	Academy of National Safety & Security Technologies	Academy of Entrepreneurship & Innovation	Academy of Engineering and Automotive Technology	Academy of Architecture & Construction	Ford Academy of Business & Innovation	Academy of Engineering	Academy of Global Health & Science	Academy of Art, Design, & Communication
• Audio Production • Audio/Visual Production	• Alternative Energy • Automotive Technology • JROTC	• Coding • Digital Arts & Design	• Aviation Flight • Auto Diesel Technology • Engineering by Design • Robotics	• Law Enforcement Services • Coding • Cyber Security	• Automotive Maintenance and Light Repair • Entrepreneurship • Cosmetology	• Automotive Technology • Digital Arts & Design • Robotics • STEM Technology	• Residential & Commercial Construction • Architectural & Engineering Design	• Digital Arts & Design • Entrepreneurship • Innovative Art & Design	• Engineering by Design • Urban Agriculture (Horticulture Science) • Mechanical, Electrical, and Plumbing Systems	• Interdisciplinary Science and Research • Therapeutic Services	• Digital Arts & Design • Audio/Visual Production • Visual Arts
Academy of Entertainment Management	Academy of Community Health	Academy of Health & Human Services	The CMT Academy of Digital Design & Communication	Academy of Science & Engineering	Academy of Energy & Power	The Tennessee Credit Union Academy of Business & Finance	Academy of Arts & Communication	Hands on Nashville Academy of Environmental & Urban Planning	Academy of Health Sciences	Academy of International Baccalaureate	Academy of Business & Hospitality
• Media Publishing • Personal Care & Imaging (Cosmetology) • Recording Industry • Entertainment Marketing	• Entrepreneurship • Fire Management Services • Therapeutic Services	• Emergency Services • Social Services • Therapeutic Services • Exercise Physiology • JROTC	• Audio Production • Audio/Visual Production • Design Communications	• Biomedical Studies • Engineering • Interdisciplinary Science and Research	• Energy and Power Distribution • STEM Technology	• Banking and Finance • Culinary Arts • Entrepreneurship • Hospitality and Tourism Mgmt.	• Audio/Visual Production • Digital Design • Visual Arts	• Technology • Animal & Plant Biotechnology/BioEngineering	• Diagnostic Services • Therapeutic Services • Medical Interpreter	• Diploma Programme • Middle Years Programme	• Entrepreneurship • Culinary Arts • Music Arts
	Academy of Education & Law	Academy of Hospitality, Marketing & Business	The Gapford Oppland Academy of Hospitality & USCCU Academy of Business & Finance		Academy of Sports Medicine & Wellness	Academy of Hospitality & Marketing	Academy of Health Management	Academy of Medical Science & Research	Academy of Information Technology	US Community Credit Union Academy of International Baccalaureate	Academy of Health Sciences
	• Law Enforcement Services • Legal Services • Teaching as a Profession (K-12)	• Culinary Arts • Hospitality and Tourism Management • Business Management • Entrepreneurship • Marketing Management	• Culinary Arts • Law Enforcement Services • Veterinary Science		• Diagnostic Services • Therapeutic Services	• Culinary Arts • Entrepreneurship • Hospitality and Tourism Management	• Emergency Services • Healthcare Admin. • Therapeutic Services	• Diagnostic Services • Exercise Physiology • Culinary Arts	• Networking Systems • Coding • Web Design	• Banking and Finance • Audio/Visual Production • Global Marketing and Logistics • Marketing Management	• Diagnostic Services • Emergency Services • Therapeutic Services
		Academy of International Baccalaureate				Academy of Teaching & Service	Academy of Law				
		• Diploma Programme • Middle Years Programme				• JROTC • Social Services • Teaching as a Profession (K-12)	• Law Enforcement Services • Legal and Correction Services				

SY15-16 & SY16-17 Academic Data – Encore

2015-2016	Black	Equity	White	Equity	Hispanic	Equity	Asian	Equity
MNPS	42%		31%		23%		4%	
Encore	16%	34%	70%	25%	6%	18%	8%	3%

2016-2017	Black	Equity	White	Equity	Hispanic	Equity	Asian	Equity
MNPS	42%		31%		23%		4%	
Encore	18%	34%	69%	25%	6%	18%	7%	3%

Red= Minimum Equity Requirement NOT met

Green= Minimum Equity Requirement met

Courtesy: MNPS School Choice

2017 Academic Data – Exceptional Education

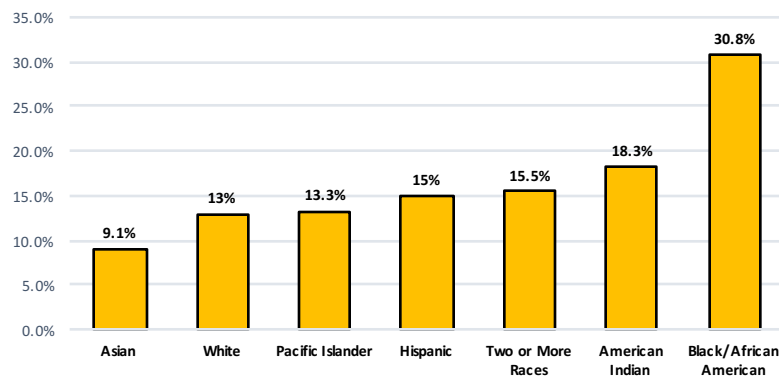
2017	Black/ African American	White	Hispanic	Asian	EL
MNPS	42%	31%	23%	4%	16%
EE	49%	28%*	18%	2%	15%

Red= Overrepresentation

Yellow= Underrepresentation

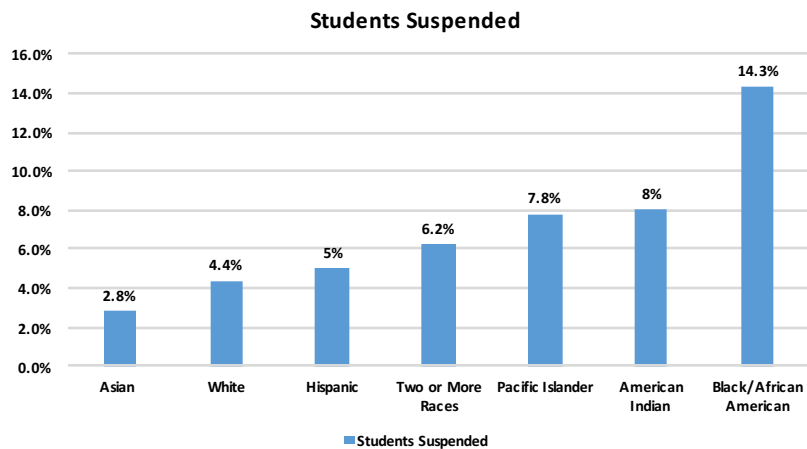
* Inclusive of some Non-English Language Background students who do not identify as Black/African American, Hispanic/Latino or Asian

2016-2017 Behavioral Incident Rates Data



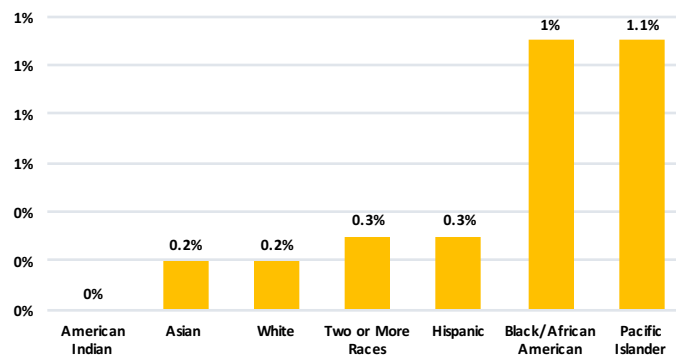
Courtesy: MNPS Student Services Data and Program Results

2016-2017 Suspension Data



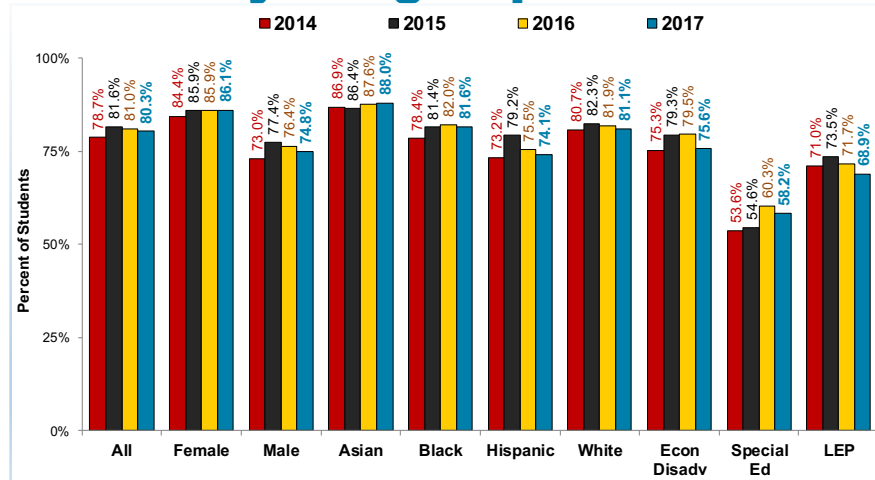
Courtesy: MNPS Student Services Data and Program Results

2016-2017 Expulsion Data



Courtesy: MNPS Student Services Data and Program Results

MNPS High School Graduation Rate by Subgroup 2014-2017



Courtesy: MNPS Research, Assessment & Eval

2017 Graduation Rates by Race/Ethnicity, ED & Gender

2017 Graduation Rate ALL: 80.3%

Asian, 88%		Black/African American, 81.6%	
Female	Male	Female	Male
89.1%	86.8%	87.5%	75.8%
Hispanic, 74.1%		White, 81.1%	
Female	Male	Female	Male
81.5%	67.6%	86.0%	76.5%
Economically Disadvantaged, 75.6%		NOT Economically Disadvantaged, 85.0%	
Female	Male	Female	Male
82.3%	69.2%	89.9%	80.4%

Why Does MNPS Need an Equity & Diversity Framework?

- Data
- Students, Families & Community
- Commitment - MNPS will be the fastest-improving urban district in America, ensuring that every student becomes a life-long learner prepared for success in college, career and life.

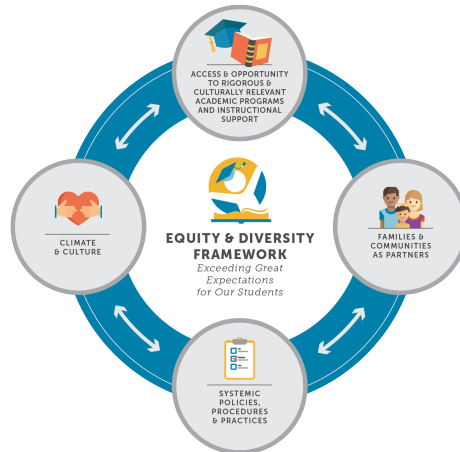
Turn & Talk Ensuring Equity

- “Every student deserves the opportunity to succeed. We must do everything possible to provide all students with high expectations, effective educators, and the resources and supports appropriate to his or her specific circumstance.” *Source: TNDOE*

Revisiting the Questions...

- How is MNPS doing towards achieving this goal?
- What else can we do to achieve this goal and accelerate our efforts?

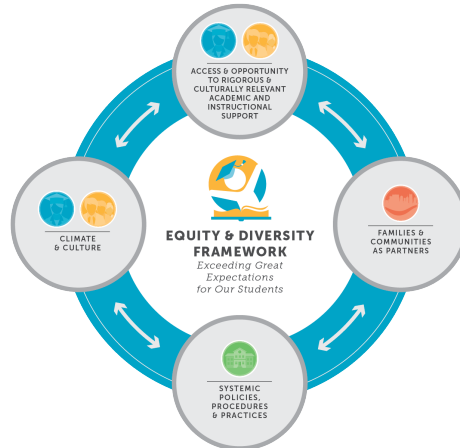
MNPS' Draft Equity & Diversity Framework



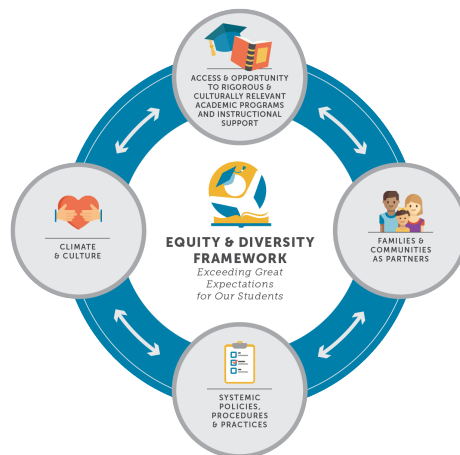
MNPS Strategic Framework



Strategic Framework Alignment



MNPS' Draft Equity & Diversity Framework



Climate & Culture (Our Students & Our People)



Research

- Among the top influences affecting improved student achievement

Current Initiatives

- Social Emotional Learning (SEL)
- PASSAGE work in collaboration with various community partners.
- Equity & Diversity Initiatives

Examples

- Translating the School Climate Survey for students to participate; focus groups with EL newcomers
- Monitoring discipline disparities and addressing via professional development, approval structures, regularly reviewing data
- Teacher responses-How comfortable would you be incorporating new material about people from different backgrounds into your curriculum? 85% responded favorably

Access & Opportunity to Rigorous & Culturally Relevant Academic Programs and Instructional Support (Our Students & Our People)



Research

- Deeper learning; diverse needs

Current Initiatives

- Implementation of new C&I Framework
- School-community and quadrant initiatives
- Cross-functional collaborations

Examples

- Data Audits of existing programs
- Ensure access and opportunities across all student demographics
- C&I High Expectations, Cultural Awareness and Sensitivity trainings
- Coordinated PD offerings within MNPS, and in collaboration with community partners

Example: AP Offerings

- [AP offerings](#)
- Turn and Talk–
 - What do you notice?
 - How might these data become more equitable?

Families & Communities as Partners



Research

- Faster literacy acquisition, higher grades and better test scores, adapt better to school and attend more regularly... (Henderson & Mapp, 2002).

Current Initiatives

- Family and Community Engagement
- Various collaborations and isolated efforts

Examples

- Increase commitment to communicating information to all families/communities
- Provide more opportunities for *all* families to participate in advisory or decision making activities at the school and district level
- Address growing Interpreting & Translation needs

Systemic Policies, Procedures & Practices



Research

Funding, human capital, instruction and assessment policies highlighted to provide deeper learning (Noguera, Darling-Hammond, Friedlaender, 2015).

Current Initiatives

- All divisions, departments, and offices contribute to supporting Equity in the district

Examples

- Ensure inclusive policies, practices & procedures
- Consider allocation or reallocation of resources & needs
- Increase intentional focus on diversity recruitment & retention
- Create more inclusive paths for Minority & Women Owned businesses/diverse community partners to work with MNPS

Think-Pair-Share

To what degree is your Division/Department supporting or implementing the 4 components of MNPS' Equity & Diversity Framework?

Equity & Diversity Self-Assessment and Action Planning Tool

- Next steps
- Rationale
- Review Self-assessment and Action Planning Tool

Equity & Diversity Self-Assessment and Action Planning Tool Next Steps

- Schedule time with Depart. of Equity & Diversity staff to share presentation with direct reports & review E&D Self-Assessment and Action planning tool
- Complete self-assessment phase 1, analyze results, & draft action plan using tool provided based on findings with team
- Schedule time with Depart. of E&D staff to review self-assessment results and drafted action plan
- Finalize action plan, review with staff as needed, and submit copy to Maritza
- Conduct phase 2 at mid-year review; revise as needed
- Conduct end-of-year action plan review

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this...”

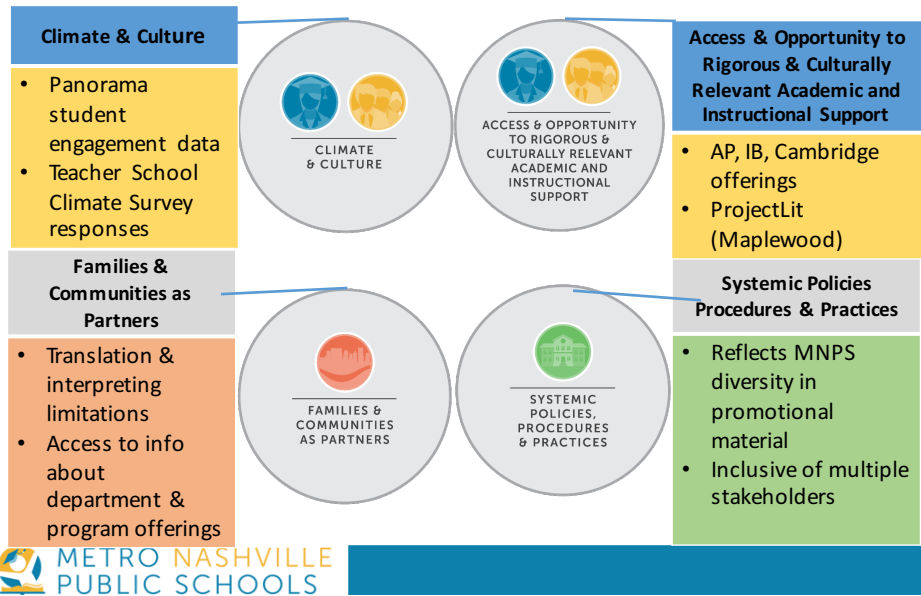
Dr. Ron Edmonds

Questions & Feedback



Exceeding Great Expectations!

Equity Considerations...



What are examples of effectiveness/un-effectiveness in the area of Academic Programs & Instructional Support?

- ProjectLit (Maplewood)
- SEL Implicit Bias training
- AP, IB, Cambridge offerings, CTE certifications
 - Ensure access and opportunities across all student subgroups
- Continued intentional efforts in recruitment, hiring and retention of diverse staff;
- Purposeful teacher assignment
- Equitable Pedagogy- C&I High Expectations, Cultural Awareness and Sensitivity trainings



What are examples of effectiveness/un-effectiveness in the area of culture & climate?

- Restorative Practices
- Panorama student School Climate data
 - Translated Survey for EL student participation
 - Responses to- "I feel like I am part of this school."- **55 %** of respondents answered 'Agree' or 'Strongly Agree'
 - EL student focus group
- Teacher School Climate Survey response-
- How comfortable would you be incorporating new material about people from different backgrounds into your curriculum? 85% responded favorably



What are examples of effectiveness/un-effectiveness in the area of Family & Community Partners?

- Translation & interpreting limitations (30K+ students come from household where language other than English is spoken)
- Access to info about departments & program offerings
 - Increase commitment to communicating information to all families/communities
 - Provide more opportunities for *all* families to participate in advisory or decision making activities at the school and district level
- Providing regular customer service
- Family Engagement Assessment Tool



Supplemental Information

- Department of Equity & Diversity's Goals, Measures of Success & Timeline
- Continue supporting New Teacher training to ensure that 100% of all new teachers participate in the poverty simulation
- Increase number of teachers and principals participate in the FACE cohorts
- Receive, review, meet and identify next steps with 100% of central office departments by end of summer 2018
- ~~Provide PD to 700 teachers at the Equity & Diversity Summit August 2018~~



Department of Equity & Diversity's Goals, Measures of Success & Timeline

Goals for 2017-2018	Measures of Success	Timeline
Create a visual framework for the MNPS schools system. (a.) Policy, Practices, and Procedures, (b.) Family Engagement, (c.) Academic Access and Inclusion, (d.) Climate and Culture	Framework will be completed by December	December 2017
Create an equity advisory group for MNPS. This group should consist of internal and external stakeholders. The makeup should have a diverse internal MNPS group, Community Partners, Government Partners, and Faith Base Partners.	Advisory group will develop a report to create priorities for each section of the Equity Framework.	October 2017
Learn what is taking place within and across MNPS, local, state, national Equity efforts that inform our Equity efforts. Align the tactics of addressing equity to the Strategic Framework.	Collaboration and awareness of the MNPS Equity framework. The tactics will be clear to all internal and external stakeholders	Ongoing throughout 2017-2018. Framework will be released May 2018.

Department of Equity & Diversity's Goals, Measures of Success & Timeline, cont.

Goals for 2017-2018	Measures of Success	Timeline
Create self assessment and look for tools that departments/offices/ schools can use to develop internal equity plan.	Self Assessment tool developed, reviewed and feedback	April 2018
	Framework should be presented to board and plan should be presented by May with next steps.	Framework released May 2018.
Make sure the board and all stakeholders become aware of the components of the framework and the implementation plan of the framework		May 2018
Roll out Self Assessment and resource tool across Central Office	Receive and Review self assessments from depts; schedule review & support meetings; depts identify areas of focus & set goals for monitoring	May- October 2018
Roll out Self Assessment and resource tool across schools by quadrants (NE, SE, NW, SW)	Receive and Review self assessments from schools; schedule review & support meetings; schools identify areas of focus & set goals	Ongoing-May 2019

What are examples of effectiveness/un-effectiveness in the area of policies, procedures & practices?

- Reflects MNPS diversity in promotional material
- Inclusive of multiple stakeholders
- Annual review of policies, updating as necessary
- Accessible language that is used