|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Definition of Diversity** | **Diversity Guideline or Goal** | **Diversity Factors (income, race, etc.)** | **Do all schools fall in the diversity goal or guideline?** | **Differentiated Support for Schools (if the school does not meet the diversity guideline)** | **Strategies used to Encourage Diversity** | **Student Placement Guarantee** | **Transportation** |
| **Metropolitan Nashville Public Schools** | 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. | To decrease racial isolation and promote a diverse learning environment.  To meet the definition of student diversity, the school must meet all four components (racial/ethnic, income, language, and disability).  The goal is to meet the district average for the schools tier level. | Student Diversity (Four Factors: racial/ethnic, income, language, and disability diversity)  **Racial/Ethnic Diversity**: measured within its tier and expected to meet one of the following   1. School enrolls multiple racial/ethnic groups and no single group represents more than 50% of the school’s total enrollment. 2. School enrolls at least three racial/ethnic groups and each represent at least 15% of the school’s total enrollment. 3. The school enrolls at least two racial/ethnic groups and each represents at least 30% of the school’s total enrollment.   **Income Thresholds**   1. Percentage of free/reduced eligible students is at least two-thirds the average of the schools in its tier.   **Language Spoken in the Home**   1. Percentage of students eligible for English language services is at least two-thirds of the average of schools within its tier.   **Disabilities**   1. Percentage of students classified with a disability is at least two-thirds of the average of schools within its tier.   ***(Schools must meet at least two of the following measures: income, language, or disability diversity)*** | No, all schools do not fall within the diversity goal or guideline.  Schools that do not fall within the guideline are considered in need of greater diversity. Central office develops a practical plan to implement that can address the need. | Intentional about the location of choice programs.  Increasing the number of magnet programs in schools where there is racial isolation.  Implementing the diversity staffing plan for support and certified staff with appropriate education levels, experience, and special qualifications. There are targeted recruitment and training of staff that can include incentive programs for employment and deployment of all staff.  There is a focus on zoning/rezoning, expansion/renovation, school opening and closing, and grade organization/feeder patterns. | Increasing the number of magnet options in schools in targeted zoned areas (35% of students are enrolled in a choice school).  Targeted zoned geographic areas are provided two schools (a “zoned” school and a “zoned-option” school). Transportation is provided to both options. Targeted outreach to students in the targeted zoned school to ensure that all parents are aware of the option and participate in identifying their choice.  Students with disabilities are provided transportation to choice schools according to their specifications on their IEP.  Schools and programs are aligned with the diversity initiative to increase diversity and reduce racial isolation.  Feeder patterns within the district are created to promote diversity and are encouraged by aligning the feeder patterns at targeted zoned schools with highly sought after schools at the middle and high school level. | All students are guaranteed placement a zoned area school.  Students in a target zoned area are guaranteed a seat in a suburban zoned-option school.  All magnets assignments are completed by a random draw with the exception of three schools that utilize criteria and one school that requires and audition process.  The random draw does not take diversity in consideration but it does weight different targeted geographic locations differently. Sibling and employee preferences are also weighted differently in the random draw process.  Choice assignments are made through a common application. | Transportation is guaranteed to students to their zoned school.  Students that are in targeted zoned areas identified as low income or schools of racial isolation are provided transportation to a guaranteed school in a suburban zoned-option school.  Students that are accepted into a magnet school are only provided transportation if the students is accepted into a school within their zoned area or qualify for free/reduced priced meals.  Students are provided free public transportation.  High school students are able to utilize their school id to have free public transportation year round. Middle school students also have an opportunity to have a specialized school id that they can be utilized but parents are required to sign a document granting permission before this can occur.  Students with disabilities are provided transportation to choice schools according to their IEP.  All 13 charter schools provide transportation. |