



VISUAL SYSTEMS MAP: CITY ON THE RISE, STUDENTS LEFT BEHIND

Education Inequity in Nashville, Tennessee



VANDERBILT
UNIVERSITY

Sam Angileri | Andrew Gardner | Juliana Hoover Potash | Fariha Hossain | Caitlin Scheder



RESEARCH QUESTION

*To what extent have Nashville's
economic priorities affected
education inequity?*

Iceberg Model

Events

Nashville families are unable to take full advantage of school choice due to unequal access to knowledge about school options and transportation to schools outside families' zoned school.

Nashville students have disparate outcomes based on SES, race, status, ethnicity as seen in test scores, graduation rates and college completion rate discrepancies.

Nashville schools have unequal access to resources and funding due to Parent Teacher Association fundraising, and funding formulas that don't account for all the needs of students or count the growing population of undocumented students.

Nashville is segregated by SES, race, status, and ethnicity.

Patterns

School options are increasing as state and city policies have allowed for **more charter schools** and access to options outside of a student's zoned school.

A growing immigrant population in Nashville has led to **greater student demographic diversity.**

An increased cost of living trends with **Nashville's growing emphasis on economic growth and tourism**, a priority driven by recent city budgets and state's tax collection priorities.

Worsening segregation within schools and within and between neighborhoods.

Disparate outcomes persist even while investments increase

Structure

The state school funding formula inequitably and inadequately funds the school system as claimed by lawsuits, and stakeholders.

Local control governance places the majority of educational power in the local context through School Board decision-making and City and District Budgeting.

Structural racism within housing and zoning was built by racist redlining, city development, and real estate development practices.

The school choice system creates inequitable access to school options but is supported through state legislation and priorities.

Models

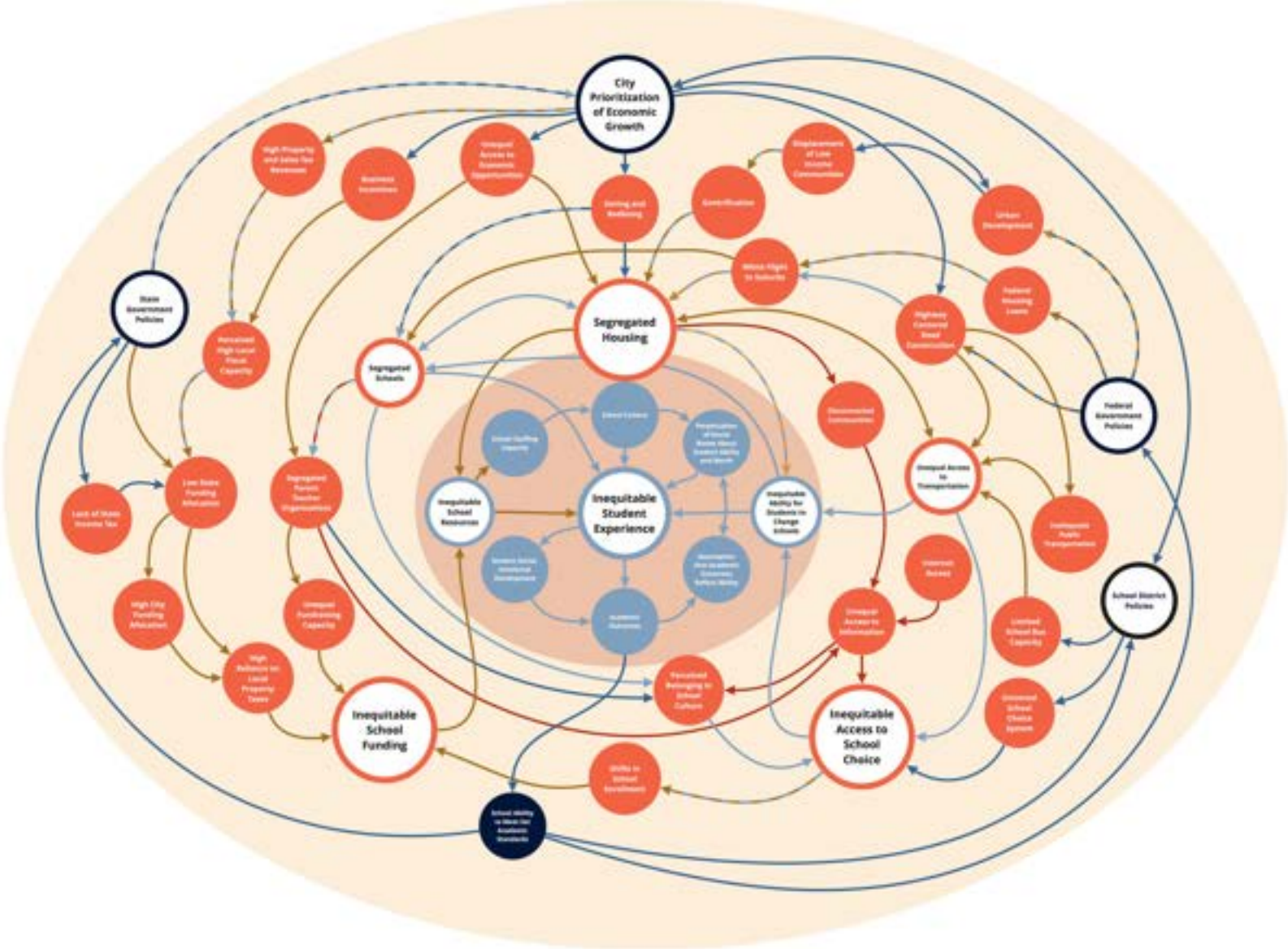
American Ideals

American Dream. Anyone can succeed if they work hard.
"Great Equalizer." Education provides students of all backgrounds access to economic opportunity.
Meritocracy. You get what you deserve.

False Perceptions

Structural Racism. Racism no longer affects society today.

Systems Map of Education Inequity in Nashville, TN



Shading

- School System
- Power Structures Based on Race and SES

Nodes

- Government Bodies
- Root Causes
- School System
- Government Policy Mechanisms
- Mechanisms for Root Causes
- Mechanisms in the School System

Connections

- Policies
- Influence
- Money & Resources
- Information

*Dashed lines represent multiple connections

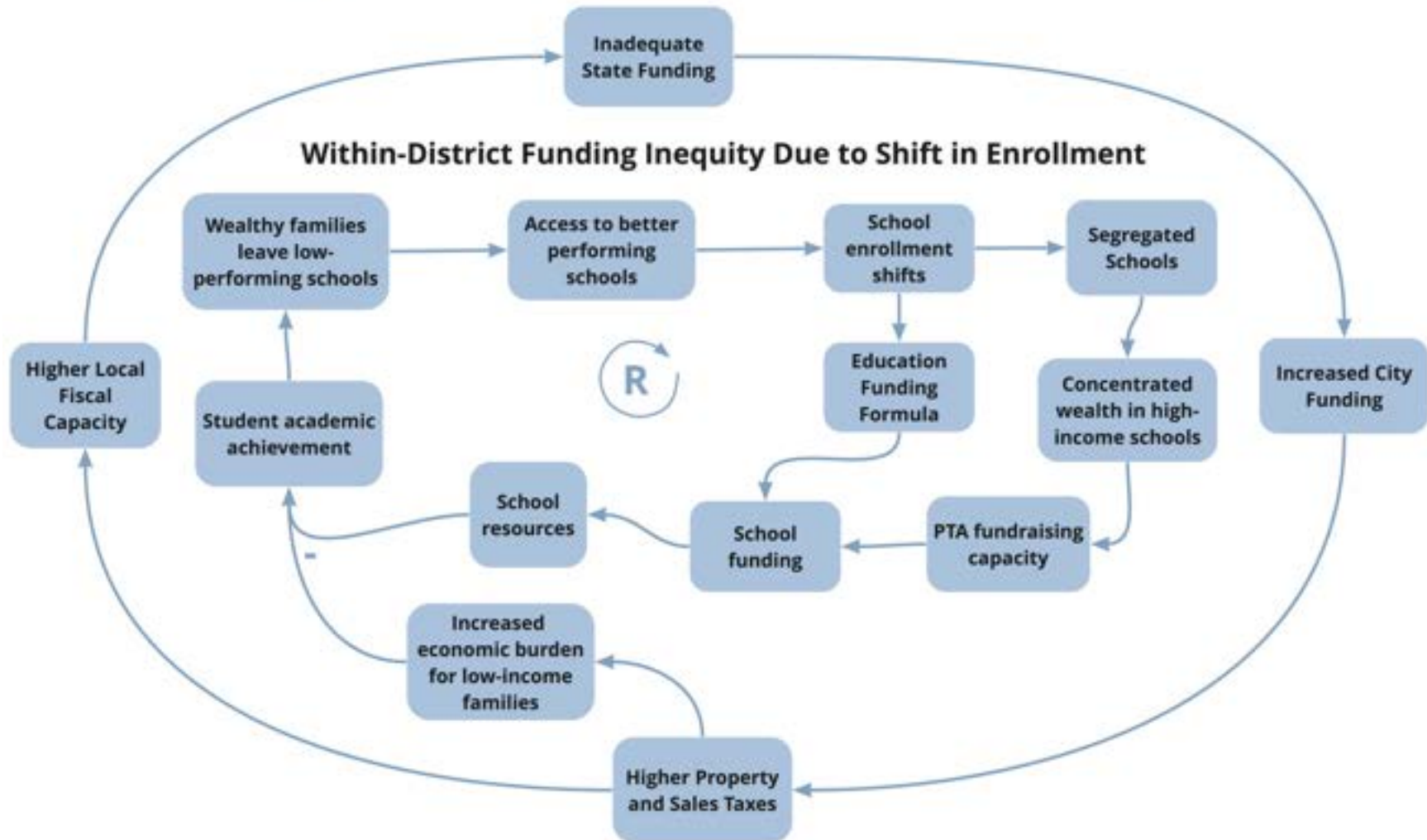
[Interactive Map](#)

Root Cause: Funding

School Funding Causal Loop

State Policy and Local Shifts in Enrollment Create Discrepancies in Available School Resources

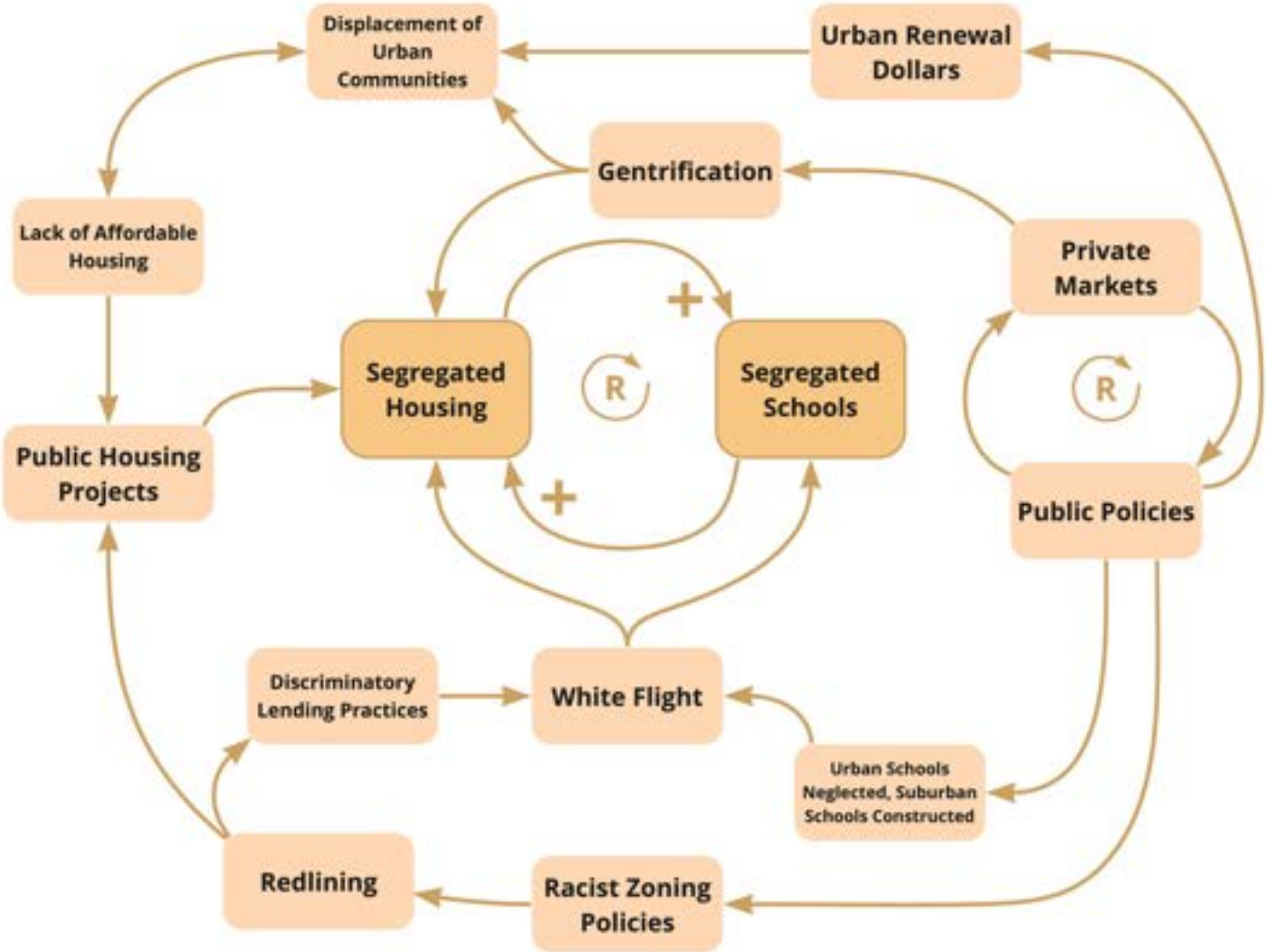
R State Inadequately Funds Nashville's Needs



Root Cause: Housing

Housing Causal Loop

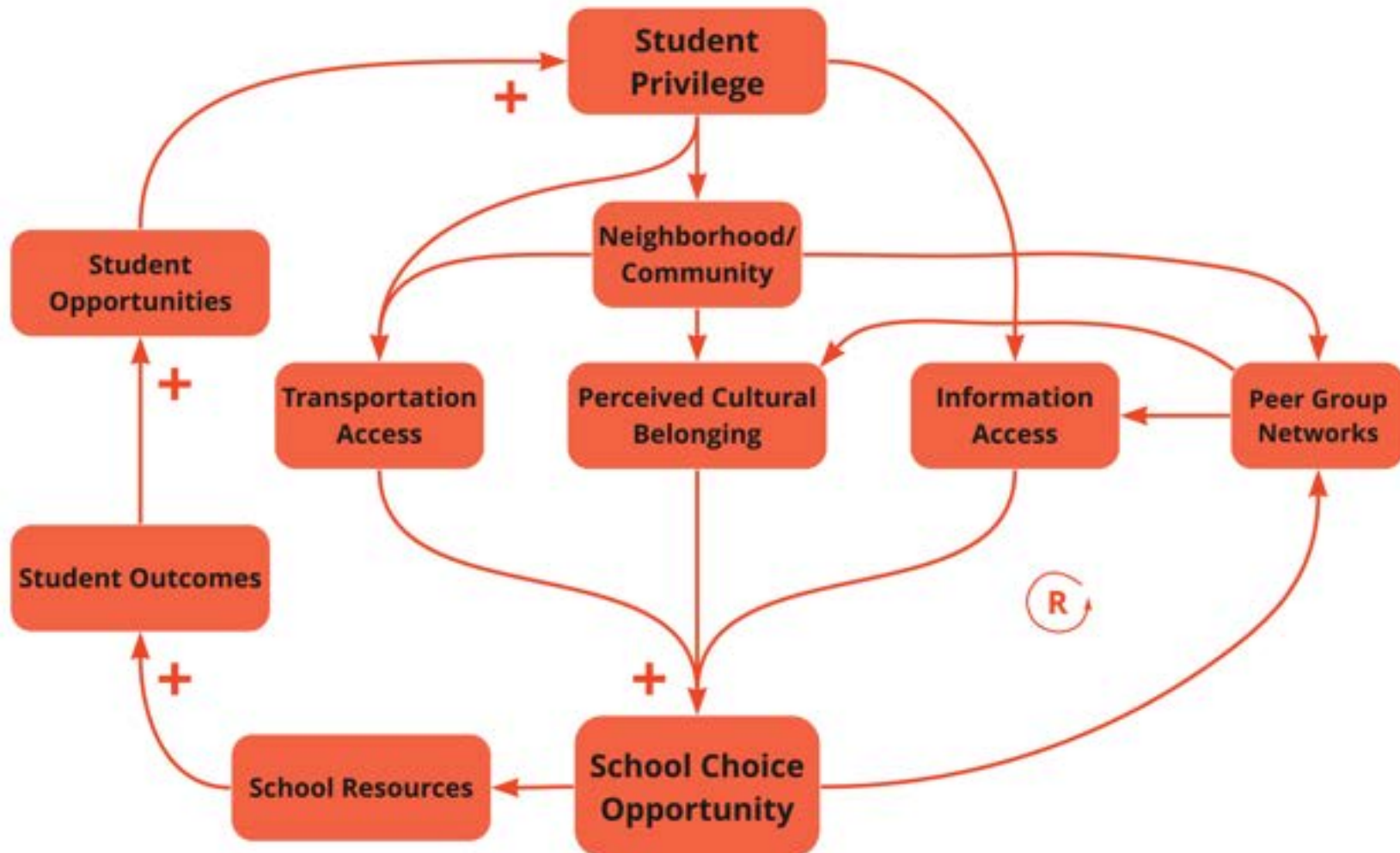
Segregated Housing and Segregated Schools Reinforce Each Other



Root Cause: Choice

Choice Causal Loop

A Student's Ability to Access School Choice is Reinforced by Opportunities Students are Exposed to



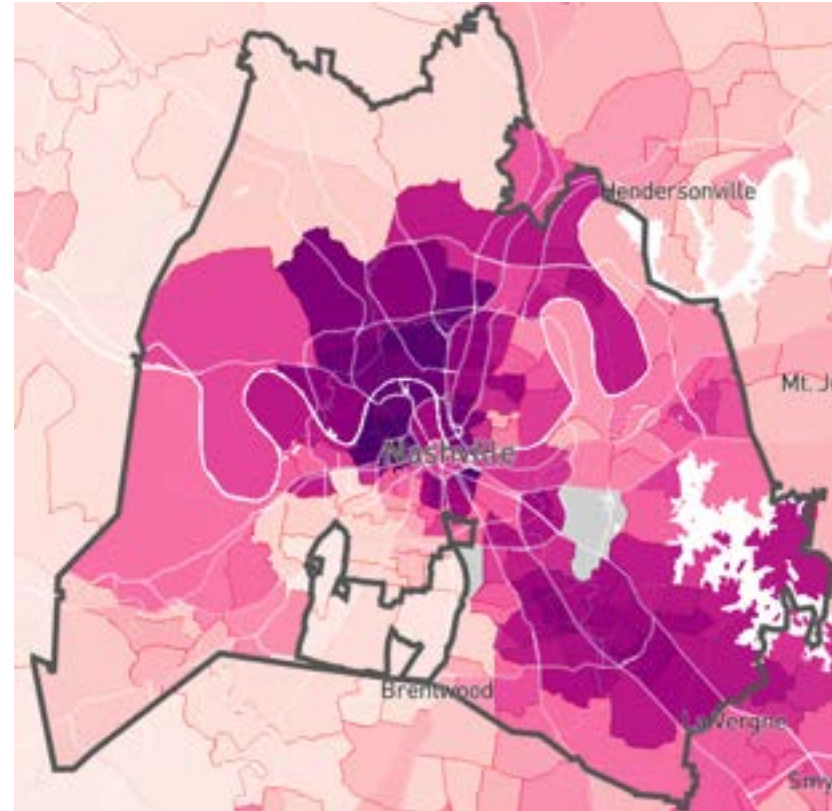
A BRIEF HISTORY OF SCHOOL SEGREGATION IN NASHVILLE

- Nashville specific policy/practice
- Federal Level policy/practice

- 1830'S** (Nashville specific)
 - Black communities had clandestine and community schools.
- 1855** (Nashville specific)
 - The Hume School, the first public school in Nashville, was opened. It was opened solely for white students as it was illegal to teach Black students.
- 1865** (Federal Level)
 - Post - Civil War: The Freedmen's Bureau opened schools in Nashville to provide education for freed slaves in the area.
- 1890'S** (Nashville specific)
 - Jim Crow laws make it illegal to educate whites and Blacks in the same building.
- 1896** (Federal Level)
 - The Plessy v. Ferguson Supreme Court decision was handed down allowing segregated schools. The argument gave the "Separate but Equal" doctrine.
- 1920-1950'S** (Nashville specific)
 - City planning commission acted on the idea that neighborhoods should be racially similar. The planning commission used schools to build racially segregated neighborhoods and took on urban renewal projects funding with federal dollars that placed the majority of the burden on black communities, at times decimating neighborhoods. Lending practices made homeownership, particularly in certain neighborhoods impossible for Black families.
- 1954** (Federal Level)
 - The Brown v. Board I Supreme Court decision was made, calling schools throughout the U.S to integrate.
- 1955** (Nashville specific)
 - The Brown v. Board II Supreme Court decision called on dismantling segregated school systems with "all deliberate speed". Kelly v. Board of Education of Nashville was filed to push for integration in Nashville's schools. It was not resolved until the 1990's.
- 1957** (Nashville specific)
 - Nashville implements its school integration plan. Each year a new grade will begin integrating (with integration beginning in 1st grade). Parents have the option of transferring schools if their child will be in the minority by race within their zoned school.
- 1958** (Federal Level)
 - The Federal Department of Health, Education and Welfare publishes a report titled School Sites. This report emboldens district and planning officials to build schools in socially segregated suburbs and disinvest in urban schools, strengthening the ties between school segregation, school quality, housing development projects and redlining practices.
- 1964** (Nashville specific)
 - After the consolidation of Davidson County and the City of Nashville, the Metro Nashville School System was created with 3 geographic regions. Each had a K-12 school pathway for its students. The regions were drawn to maintain school segregation.
- 1964** (Federal Level)
 - Under court orders, Nashville began busing students to pursue integrated schools. The burden of this busing was predominantly placed on Black communities who were bused more frequently than their white peers, had more teachers and principals fired and had higher school closure rates. Certain suburbs were not included in the plan and white families fled to the suburbs and private schools to avoid integration.
- 1971** (Nashville specific)
 - Under court orders, Nashville began busing students to pursue integrated schools. The burden of this busing was predominantly placed on Black communities who were bused more frequently than their white peers, had more teachers and principals fired and had higher school closure rates. Certain suburbs were not included in the plan and white families fled to the suburbs and private schools to avoid integration.
- 1971** (Federal Level)
 - Under court orders, Nashville began busing students to pursue integrated schools. The burden of this busing was predominantly placed on Black communities who were bused more frequently than their white peers, had more teachers and principals fired and had higher school closure rates. Certain suburbs were not included in the plan and white families fled to the suburbs and private schools to avoid integration.
- 1982-1983** (Nashville specific)
 - Academic Magnet schools were formed to entice white students into predominantly Black schools. This was the start of the school choice movement within the city.
- 1998** (Nashville specific)
 - With the approval of the courts, Nashville ends busing and returns to allowing students to attend their neighborhood schools (Rainey, 2018) This was the end of the Kelley case.
- 2002** (Nashville specific)
 - Between 1998 and 2002 the amount of schools with 70% + of Black students doubled. This growth far outpaced the growth of Black students enrolled in the district in the same time frame. At the same time Charter school laws were passed allowing for the expansion of choice schools in Nashville.
- NOW** (Nashville specific)
 - We have the dynamic school system we see today, with private schools, charter schools, magnet schools, and traditional public schools that are more segregated than they were in the late 1990's.

Historical Context

Current Neighborhood Segregation

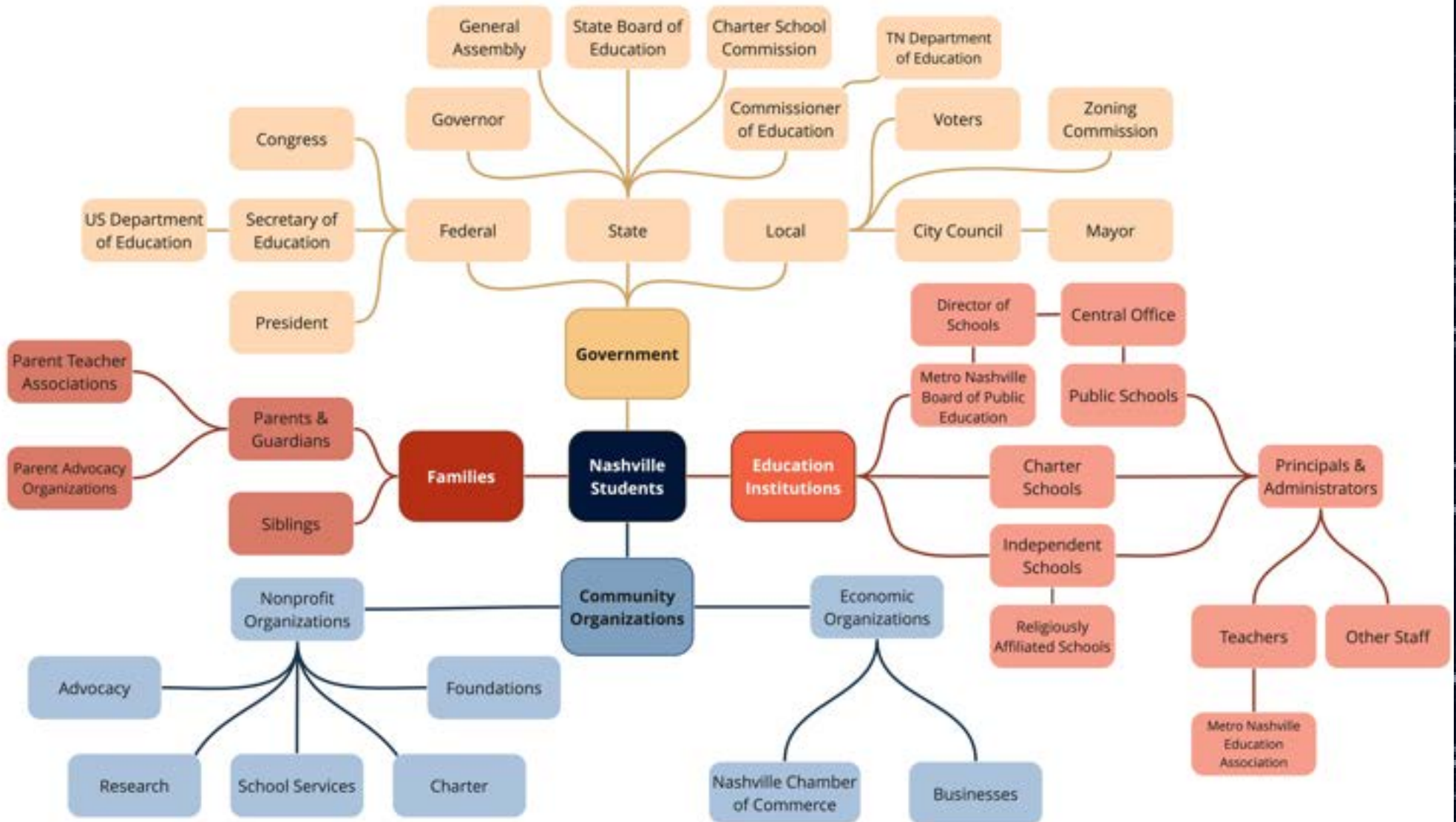


Proportion Nonwhite

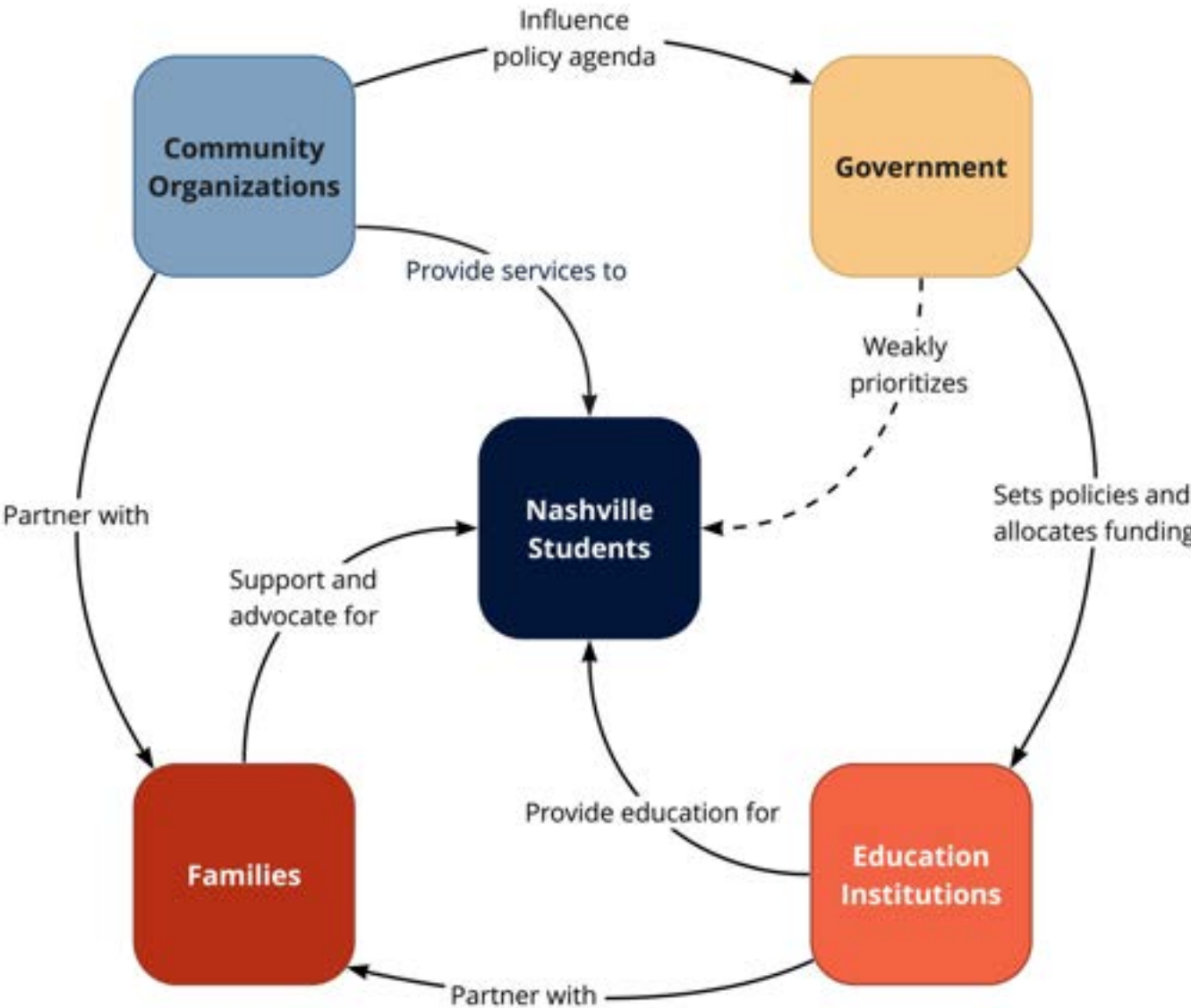
<https://www.opportunityatlas.org/>

Source: Jeter, John (2008). Making the History: The Impact of school desegregation in Nashville. Retrieved on 7/20/2020. Retrieved from the Nashville Educational Equality Study and Research Institute, Tennessee, 2008-2009. Columbia University, Nashville Public Schools Foundation. (2018/10/15, 2017). November 12. By Design: The Shaping of Nashville's Public Schools. Oxford, New York: Wiley. Jeter, John (2018). Why Nashville schools are so segregated. The Tennessee School Desegregation Institute. Retrieved on 7/20/2020. Retrieved from the Nashville Educational Equality Study and Research Institute, Tennessee, 2008-2009.

Stakeholder Map



Stakeholder Relationships



Stakeholder Power Analysis

