Increasing diversity has been an explicit priority for independent schools for a number of years and, as evidenced by this issue, there have been tremendous programmatic and personnel advances in this area. What, however, does the data tell us about the specific diversity trends over the past 10 years for students, teachers and administrators in SAIS and NAIS schools?

The graph shows student, teacher and administrator diversity in NAIS and SAIS schools for the past 10 years. The most apparent trend is that diversity is increasing across all constituents in independent schools. (The reader can observe the steady increase in the slope of most of the lines from left to right as an indication of this increase.) For example, among all NAIS students there has been an 11% increase in diversity since 2004-2005. For SAIS students, diversity has increased 10%. In that same time frame, diversity among teachers in NAIS schools has increased 5% from 22% to 27% and for SAIS teachers the increase has been 4%, from 14% to 18%. Diversity trends among senior administrators over the past 5
years show a very modest 1% increase, from 11% to 12%. Similarly, diversity among SAIS administrators increased 2%, from 7% to 9.ii So it seems the concerted effort to increase diversity, especially among students, has been moderately impactful. If one computes the mean increase in diversity across all constituent groups for all NAIS schools there is an approximately 6% increase. For SAIS schools the mean increase is exactly 5%.

It is clear from this data that diversity among students is changing more rapidly in both NAIS and SAIS than diversity among faculty and diversity among faculty is changing more rapidly than diversity among senior administrators. Perhaps this is a case of diversity working its way through the system?

Perhaps the next most obvious trend, as one can tell by comparing the solid lines versus the dashed lines, is that diversity in all NAIS schools versus just the subset of SAIS schools is greater. Among all constituent groups a consistent gap has been maintained when comparing NAIS and SAIS schools. For example, a gap of 8-12 percent has been maintained among students in NAIS versus SAIS schools for the entire time frame of the analysis. Similar gaps are observed for the teacher and administrator data. Perhaps this simply reflects the overall demographics of the region the SAIS serves versus the demographics of the country as a whole?

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i The definition for diversity in this analysis is all non-Caucasian students.

ii The reader should note that only the last five years of data was available for administrators.