INCREASING DIVERSITY IN NEW YORK SCHOOLS
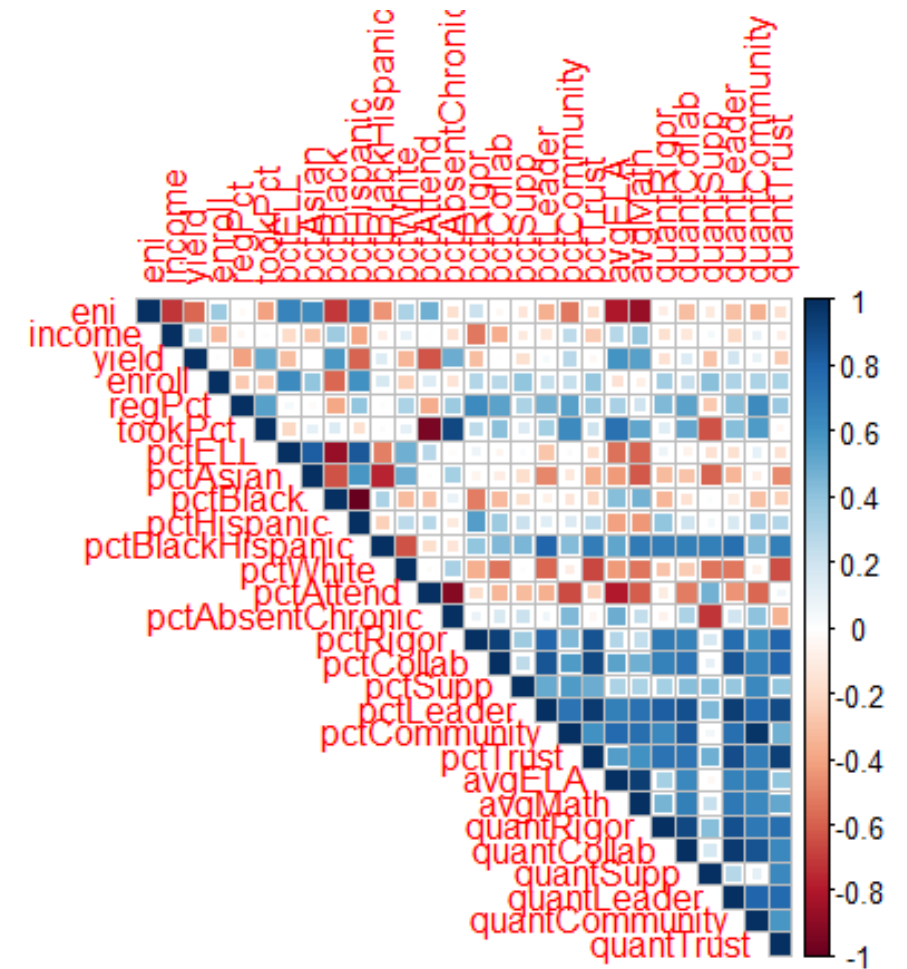
Access through Education

EXECUTIVE PRESENTATION

Kunal N Kerai

Some Data Trends

- Schools with higher social support factors tend to have:
  - higher ELA and math average scores
  - higher percent of students registering and taking the SHSAT
- The higher the ENI:
  - The lower the average ELA and Math scores
  - The higher the no-show rates for the SHSAT
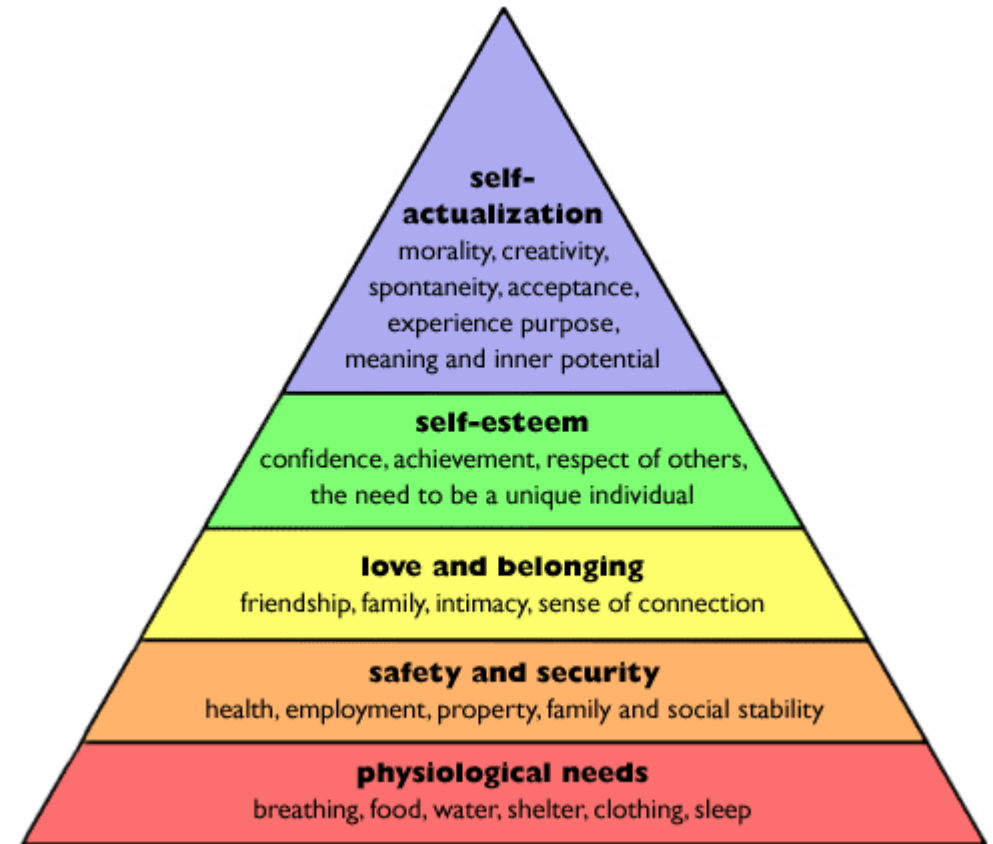- Schools in Brooklyn and Bronx are where we see highest potential of diversity candidates

Kunal N Kerai

Recommendation 1: Introduce after-school programs and parental resources to schools with a high Hispanic student population in a highly stratified school.

Schools with higher Hispanic populations tend to enjoy higher degree of social support, and number of students who register for the SHSAT. However, their test yields, math and ELA scores are lower due to a higher ENI.

As we know, ENI is driven by temporary housing or healthcare insecurity; therefore, students are scoring lower and not showing up for testing most likely due to instability: a failure to consistently fulfill basic needs.

After school programs would allow for parents to work more while providing a reliable place for students to study. Furthermore, providing parents with resources would only further strengthen the social support for students.

self-
actualization
morality, creativity,
spontaneity, acceptance,
experience purpose,
meaning and inner potential

self-esteem
confidence, achievement, respect of others,
the need to be a unique individual

love and belonging
friendship, family, intimacy, sense of connection

safety and security
health, employment, property, family and social stability

physiological needs
breathing, food, water, shelter, clothing, sleep

Recommendation 2: Provide full suite of help to schools with high URM and high average ELA and math scores.

- High corridor of URM talent between Brooklyn and Bronx
- Increase marketing and canvasing efforts to students and parents in that corridor to increase turnout for events

school <chr>	count <int>
SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1	212
I.S. 145 JOSEPH PULITZER	133
I.S. 73 - THE FRANK SANSIVIERI INTERMEDIATE SCHOOL	93
M.S. 180 DR. DANIEL HALE WILLIAMS	57
I.S. 227 LOUIS ARMSTRONG	55
J.H.S. 383 PHILIPPA SCHUYLER	55
P.S. 189 THE BILINGUAL CENTER	51
I.S. 230	50
SCHOLARS' ACADEMY	50
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL	49

1-10 of 62 rows

Recommendation 3: Target schools with profiles of Cluster 1

Distinct because:
- it has the highest number of URMs
- lowest attendance rates
- highest math scores for URMs
- most number of URM 4 scores.

These schools represent a high diversity, high performance demographic as in many ways it replicates the performance of cluster 2, but the diversity and social needs of Cluster 3.

Cluster plot