



# GALITAANADA DUGSIYADA LAXUSHAY: DOORASHADA KALA DUWANAANSHAHA

Sean P. Corcoran  
Jaamacada Vanderbilt

# Maxaan u leenahay dugsi dadwayne oo la doortay?

- Dugsiyada Aqoon ahaan la doortay waa nooc kamid ah lasocoshada, halkaasoo lasocoshadu ay u dhaxayso dugsiyada kujira iyaga.
- Ogolaanshaha gaarka ah ee Koovaynta ardayda sare: siinta caqabada, manhaj si toos ah loo waajaho, iyo koorasyo aanay suuro gal ahayn dugsi ay isqoristiisu furantahay.
- Qaar kamid ah galitanada dugsiyada sidoo kale loo doortay dano (tus. xirfada STEM)

# Fikradaha kale ee sida caadiga loo dhagaysto

- Dugsiyada lasoo xulay waa abaalmarinta fa'idooyinki hore.
- Doorashada dugsiyada dawlada waa hab kor loogu qaado socodka sare ee aan faa'idada yar, ardayda aqoon ahaan hibada leh.
- Dugsiyada Sare waxay soo jiitaan oo ay haystaan qoysaska dabaqada dhexe ee saraysa.
- Dhaqan!

# Yaa ku biiraya dugsiyada la doortay?

- Shaqada ka imanaysa malaha in dugsiyada ladoortay ay yihiin kuwo la danaynayo, siday ardaydu ugu biiri karaan?
- Shuruudo noocee ah ayaa la isticmaalayaa, sidee se boosaska loogu qoondeeyay markay jiraan arday ka aqoon badan kuraasta?

# Xeerarka Guud

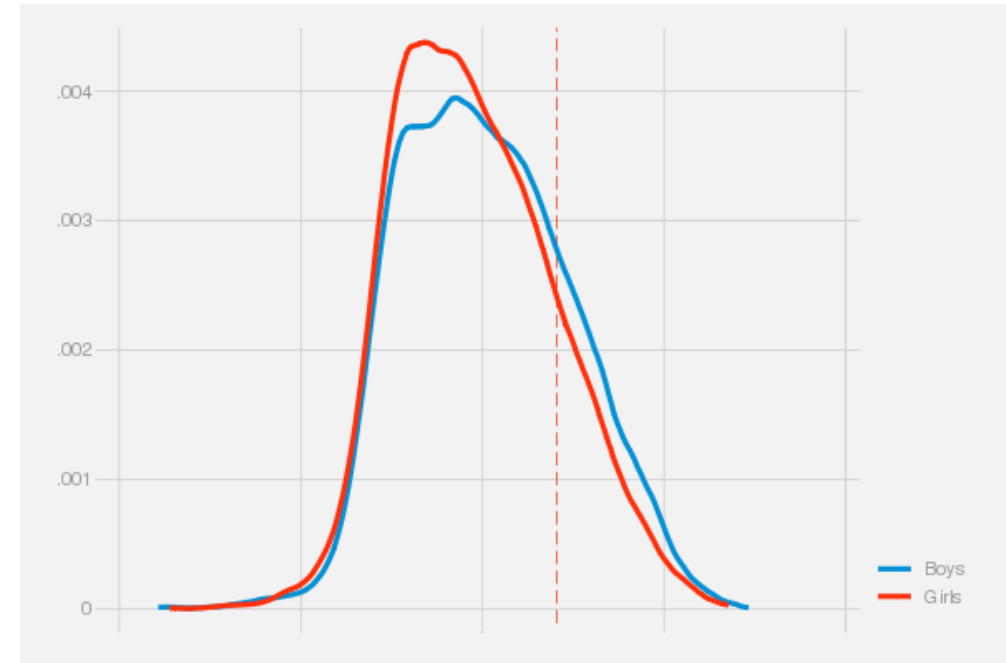
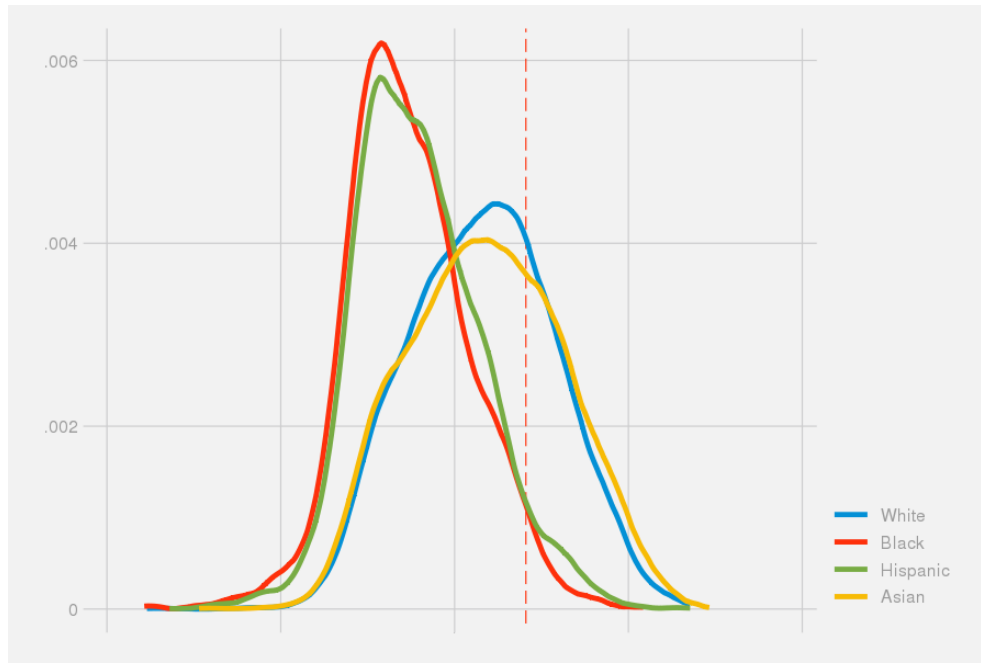
- Aqoon ahan "ku habon" - hadafyada / danaha waa in lagu hagaajiyaa dugsiga, oo codsadaayaashuna waa inay si kufilan ugu diyaarsanyihiin manhajka.
- “Soo celinta maalgashiga” - ardayda qaar ayaa laga yaabaa inay wax badan uga faa’iideystaan dugsiga marka loo eego kuwa kale (tusaale ahaan, ardayda faa'idada yar).
- Kala duwanaanta iyo matalaadda - ardayda la oggolaaday waa inay ka tarjumaan kala-duwanaanta bulshada ee dugsigu u adeego.
- Daahfurnaan - shuruudaha qiimeynta waa inay u muuqdaan kuwa u cadcad codsadaayaasha waana inay ku dadaalaan inay noqdaan kuwa ujeedo leh sida ugu macquulsan.

# Kala duwanaanshaha hadaf waxbarasho ahaan

- Kala duwananshuhu waa (ama waa inuu noqdaa) hadaf cad oo dugsiyada dawlada ah.
  - Fududeynta isdhexgalka ardayda ka soo kala jeeda meelo kala duwan (midab, isir, luqadeed, dhaqan-dhaqaale) waa mid kamid ah himilooyinka waxbarashada dadweynaha.
  - Barashada dadyowga kaladuwan waxay leedahay barashada bulsho, faa'ido gaar ah, iyo mid bulsheed (Wells et al, 2016)
  - Dugsiyada midab ahaan la isku faquuqo si caadi looma arko inay bixiyaan waxbarasho "loo simanyahay".

# Kala duwanaanshaha hadaf waxbarasho ahaan

- Marka la eego qaybinta cabirrada waxqabadka ee badanaa loo isticmaalo gelitaanka (tusaale, dhibcaha imtixaanka), dugsiyada la xushay waxay la kulmaan hoos u dhac u dhexeeya tallaabooyinka tacliinta “ku habboon” iyo kala duwanaanta



# Shuruudaha galitaanka

- Shuruudaha galitaanka waxay ka shaqaysiinayaan xeerarkan.
  - Waa maxay talaabooyinka loo isticmaali doono si loo go'aamiyo in ardaydu aqoon ahaan wanaagsanyihiin "ku haboonyihiin" dugsiga, oo ay u dhawdahay inay guualaystaan?
  - Sidee “xidhiidhku” u jabayaa haddii ay jiraan codsadeyaal ka aqoon badan kuraasta?
  - Sidee kala duwanaanshaha lagu gaadhayaa?
  - Waa maxay waxyaabaha uu dugsigu doonayo inuu ka qaado talaabooyin hiigsi si uu u gaadho hadafyadiisa kal duwananshaha?

# Noocyada shuruudaha galitaanka

|                        | <u>Tusaalayaal</u>          |                                                |
|------------------------|-----------------------------|------------------------------------------------|
| <b>Waxbarasho</b>      | Imtixaanada Galitaanka      | Dhamaystirka/qiimaynta faylka                  |
|                        | Dhibcaha imtixaanka gobolka | Kaqaybqadashada/shaqo farshaxan                |
|                        | Dhibcaha/heerka fasalka     | Qoraal                                         |
| <b>Aan-aqoon ahayn</b> | Joogitaanka                 | Dhaqanka                                       |
|                        | "Muujinta daynaynta"        | Hawlaha aan qaybta ka ahayn<br>manhajka/adeega |

Shuruudahan waxa loo isticmaalay dugsiyada la doortay si loo qiimeeyo aqoonta "ku haboon" iyo u diyaarsanaanta manhajka. Dhibcaha waraaqaha imtixaanka waxa loo isticmaali karaa in lagu xisaabiyo dhibco isku jira, kuwaasoo leh celcelis ka kooban walxo kala duwan.

# Mudnaanshaha shuruudaha galitaanka

|                                       | <u>Tusaalayaal</u>                                                                                                      |                                                                                                   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Go'aaminta Guulaystaha</b>         | Bakhtiyaanasiibka                                                                                                       | Mudnaanta Juqraafi ahaaneed                                                                       |
| <b>Tilmaamayaasha Dhaqan-dhaqaale</b> | Taariikhda qoyska (tusale., ku haboonaanta FRPL, waxbarashada waalidka, STH)<br><br>Faqri aad u daran oo dugsiga kajira | Waxyaabaha lasoo darsa xaaladaha dhaqan-dhaqale (tusaale, koodhka zip-ka, lasocoshada tirakoobka) |

Mudnaanaha loo isticmaalo in lagu jabiyo ku xidhnaanshaha iyo in kor uqadista hadafyada kale ee galitaanka, oo ay kujirto kala duwananshuhu. Kuwan waxa lagaga shaqaysiin karaa siday u kala muhiimsanyihiin (tusaale, Kooxda 1 waa inay gasha kahor Kooxda 2), sida kuraas gooni-gooni ah, ama isticmaalka "abaalmarin" dhibco lagu daray dhibco isku jira (Ellison & Pathak, 2021).

Ogsonow: kala mudnaanta tusayaasha dhaqan-dhaqaale waxay u shaqeyan ujeedooyin badan: si kor loogu qaado kala duwanaanshaha, si loo aqoonsado ardayda ka faa'idaysta galitaanka, iyo si ay u aqoonsadaan caqabadaha aan loo sinayn.

# Iskuulada laka xulay ee NYC

- Qaar badan waxay ogyihin dugsiyada gaarka ah ee sare ee ku yaala NYC, gaar ahaan "Kawayn 3" (Stuyvesant, Brooklyn Tech, Bronx Science)
- Hase yeeshe, 2020-21, 27% ee dugsiyada sare ee kale NYC waxay isticmaaleen kalaxulista tacliinta; 31% haddii aad qayb katahay, iyo 84% haddii aad ku darto barnaamijyada "Ed Opt", ee 1/2 ardayda lagu kala saaro.
  - Boqolay lamid ah oo dugsiyada dhexe ah ayaa isticmaala kala saarida.
- Taariikh ahaan, dugsi kastaa wuxuu leeyahay qaybo shuruudo u gaar ah iyo kala horaysiin.
  - Waxa jira **420** dugsiyo sare ah NYC

# Shuruudaha galitaanka iyo kala duwanaanshaha

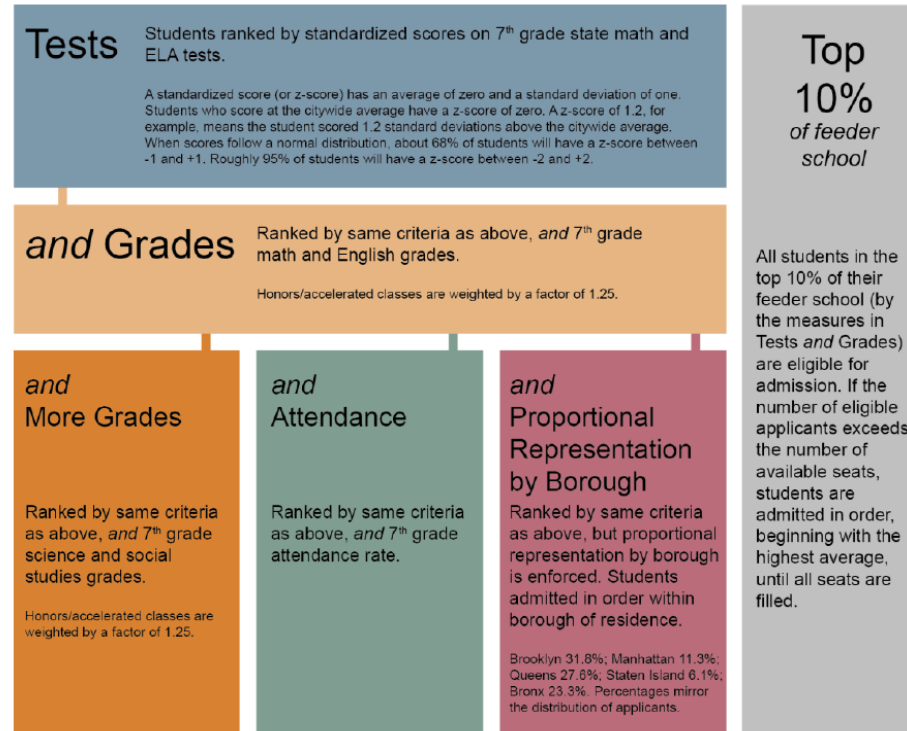
- Sidee doorashada shuruudaha galitaanku ula xidhiidhaan kala duwanaanta iyo matalaadda?
- Ogsoonow in tani ay tahay mid ku tiirsan macnaha guud - waxay kuxirantahay qaybinta shuruudaha galitaanka, si lamid ah kala soocida xaafadaha / dugsiga
- Tusalayaasha qaar kayimid cilmibaadhista:
  - Corcoran iyo Baker-Smith (2018) ee NYC
  - Rucinski iyo Goodman (2018) ee Boston
  - Ellison iyo Pathak (2021), Sartain iyo Barrow (2020) ee Chicago

# Dugsiyada sare ee gaarka ah ee NYC

- 8 Dugsi sare oo khaas ah ayaa qaata ardayda gebi ahaanba iyadoo lagu saleynayo imtixaanka galitaanka (SHSAT)
- 2018, ~ 56% dalabyada ayaa la siiyay ardayda Aasiya, 31% ardayda cadaanka, 6% ardayda Hispanik ah, iyo 3% ardayda Madowga ah
  - 42% hablaha ah
  - Marka loo bar-bar dhigo heerka 8<sup>aad</sup>: 17% Aasiya, 15% cadaan, 40% Hisbaanik, 25% Madow
- SHSAT waxay leedahay muuqaalka wanaagsan ee hufnaanta, ujeeddada; laakiin sida iska cad maahan talaabada kaliya ee aqoontu "ku haboon"

# Dugsiyada sare ee gaarka ah ee NYC

- Corcoran iyo Baker-Smith (2018) waxay sameeyeen shuruudo kale oo galitaan



kasocota Corcoran iyo Baker-Smith (2015)  
cadaynta siyaasadaha

## Average Characteristics of Students Offered Seats in Alternative Admissions Rule Simulations

|                                                     | 2009 Offers | Changes from Actual Offers in Simulations |                 |                       |                               |                                                           |         |
|-----------------------------------------------------|-------------|-------------------------------------------|-----------------|-----------------------|-------------------------------|-----------------------------------------------------------|---------|
|                                                     |             | Tests                                     | Test and Grades | Tests and More Grades | Tests, Grades, and Attendance | Tests, Grades, and Proportional Representation by Borough | Top 10% |
| ELA standardized score <sup>a</sup>                 | 1.413       | +0.298                                    | +0.080          | -0.056                | +0.076                        | +0.053                                                    | -0.027  |
| Math standardized score <sup>a</sup>                | 1.696       | +0.230                                    | +0.046          | -0.112                | +0.049                        | -0.024                                                    | -0.122  |
| Math grade (0-100)                                  | 93.1        | +0.1                                      | +1.0            | +0.5                  | +1.1                          | +0.4                                                      | +0.3    |
| English grade (0-100)                               | 91.3        | +0.8                                      | +2.0            | +1.7                  | +2.1                          | +1.2                                                      | +0.8    |
| Attendance rate                                     | 97.7        | -0.2                                      | -0.1            | -0.2                  | +0.3                          | -0.2                                                      | -0.5    |
| Female                                              | 46.1        | +9.3                                      | +11.3           | +10.8                 | +11.5                         | +12.8                                                     | +14.1   |
| Asian                                               | 53.6        | -8.9                                      | -6.5            | -6.0                  | -4.4                          | -12.7                                                     | -15.9   |
| Black                                               | 7.6         | +2.1                                      | -0.5            | -1.2                  | -0.6                          | +3.5                                                      | +12.8   |
| Latino                                              | 9.4         | +4.3                                      | +3.5            | +4.1                  | +3.0                          | +10.7                                                     | +12.4   |
| White                                               | 29.2        | +2.4                                      | +3.5            | +3.1                  | +2.0                          | -1.7                                                      | -9.4    |
| Free lunch eligible                                 | 30.6        | -0.3                                      | 0               | +0.7                  | +0.5                          | +4.6                                                      | +12.0   |
| Received an offer in 2009                           | 100.0       | -37.8                                     | -43.8           | -49.0                 | -42.9                         | -47.2                                                     | -57.7   |
| Received a "Big 3" offer in 2009 <sup>a</sup>       | 75.7        | -26.5                                     | -31.4           | -36.2                 | -30.6                         | -33.8                                                     | -43.3   |
| Number of middle schools representing 50% of offers | 23          | +4.0                                      | -5.0            | -7.0                  | -5.0                          | -1.0                                                      | +34.0   |
| Number of middle schools representing 85% of offers | 81          | +13.0                                     | -27.0           | -38.0                 | -26.0                         | +1.0                                                      | +36.0   |

Source: Research Alliance calculations using data provided by the NYC DOE

Notes: This brief includes six of the seven "rules" included in the full working paper. See the full working paper for simulated results for a rule based on tests and unweighted grades. <sup>a</sup> See note to "Tests" on previous page. <sup>a</sup> The "big 3" are Stuyvesant High School, the Bronx High School of Science, and Brooklyn Technical High School.

# Boston

- Boston waxay isticmaashay dhibco iskujira oo leh cel-celis isku mid ah GPA iyo dhibco imtixaan iskuwada mid ah.
- Rucinski iyo Goodman (soo socda) waxay sameeyaan falanqeyn la mid ah tan NYC:
  - Kala duwanaanshaha midabka/isirka ee *qaadista* imtixaanka Boston marka loo eego NYC
  - Nidaamyada gelitaanka la sameeyay ee kordhinaya kala duwanaanshaha badankood waxaa ka mid ah gelitaanka otomaatiga ah ee ku saleysan MCAS, iyo ugu sarreysa x% dugsiga dhexe

# Chicago

- Waxa jira **11** isqorista ladoortay HS ee Chicago
- Laga soo bilaabo 1980-2009, Chicago waxay isticmaashay nidaam ogolaansho jinsiyadeed si loo hubiyo kala duwanaanta jinsiyadaha. Sannadkii 2010 ayaa looga guuray nidaam dhexdhexaad ah oo lagu bartilmaameedsanayo isdhexgalka dhaqan-dhaqaale (Degdeg, 2016).
- Codsadeyaashu waxay qaatan imtixaanka galitaanka oo waxay gaadhayaan ilaa 6 iskuul.
- Codsade kasta waxaa la siiyaa **dhibco isku jira** oo ku saleysan dhibcaha imtixaanka gelitaanka, 7<sup>aad</sup> ee imtixaannada gobolka, GPA fasalka 7<sup>aad</sup> (dhibco isku mid ah)



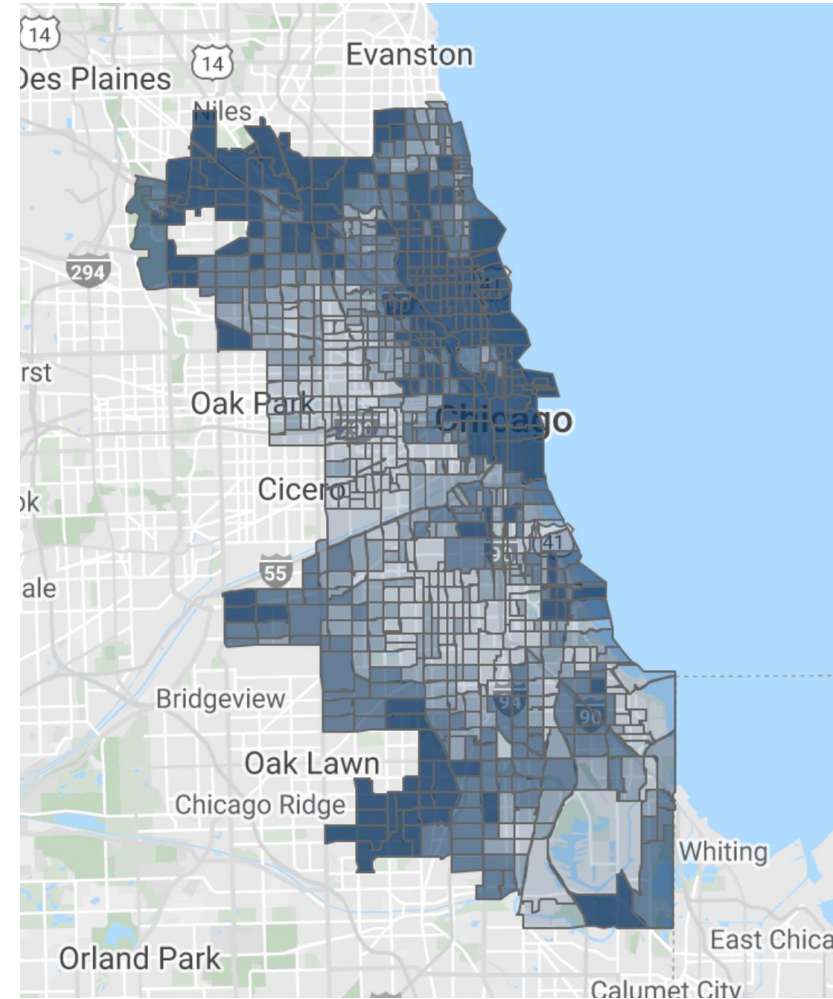
# Chicago

- Dugsi kasta, kuraasta la heli karo waxaa loo qaybiyaa shan weel oo isu dhigma:
  - **Kuraasta sare** - ee loogu talagalay ardayda dhibcaha sare keenta
  - Kuraasta Heerka 1 - Heerka 4 - ee loogu talagalay ardayda ku nool lasocosho Tirakoob lookala saaray Heerka 1 (SES-ta ugu hoosaysa),2,3, ama 4 (SES-ta ugu saraysa)
- Heerarka ka kooban lambar isku mid ha ee ardayda CPS oo waxa la go'aamiya iyadoo la isticmaalayo qoyska dakhliga dhexe, % waalidka kaligii qoys ah, boqolayda qoysaska kuwaasoo aan ingiriisigu ahayn luuqadooda koowaad, % guryaha iska leh, gaadhitaanka waxbarashada dadka waawayn, cel-celiska dhibcaha imtixaanka dugsiyada goobta lajoogo

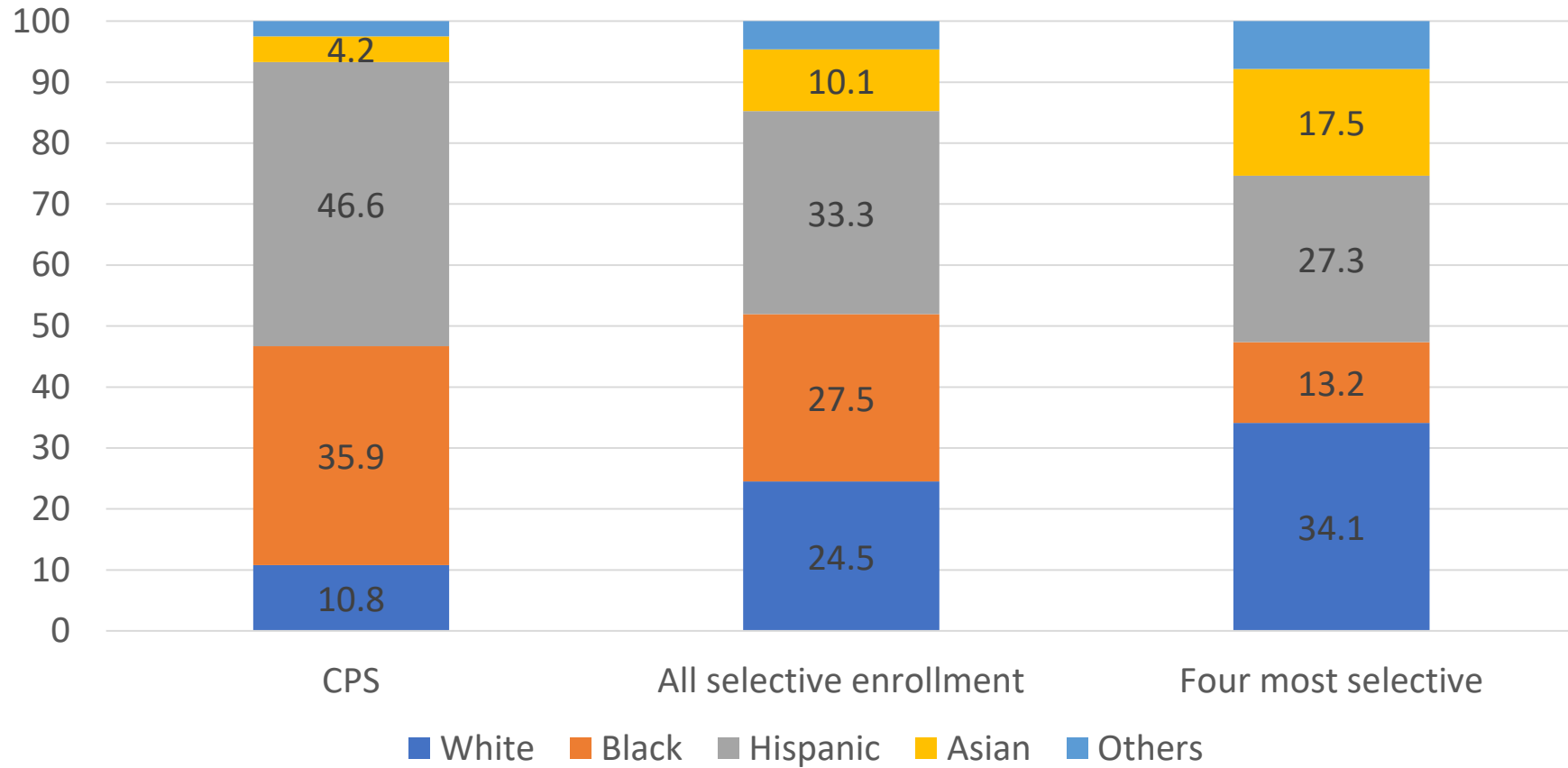
Isha xogta: [GoCPS](#) iyo Ellison iyo Pathak (2021)

# Heerarka SES ee Chicago

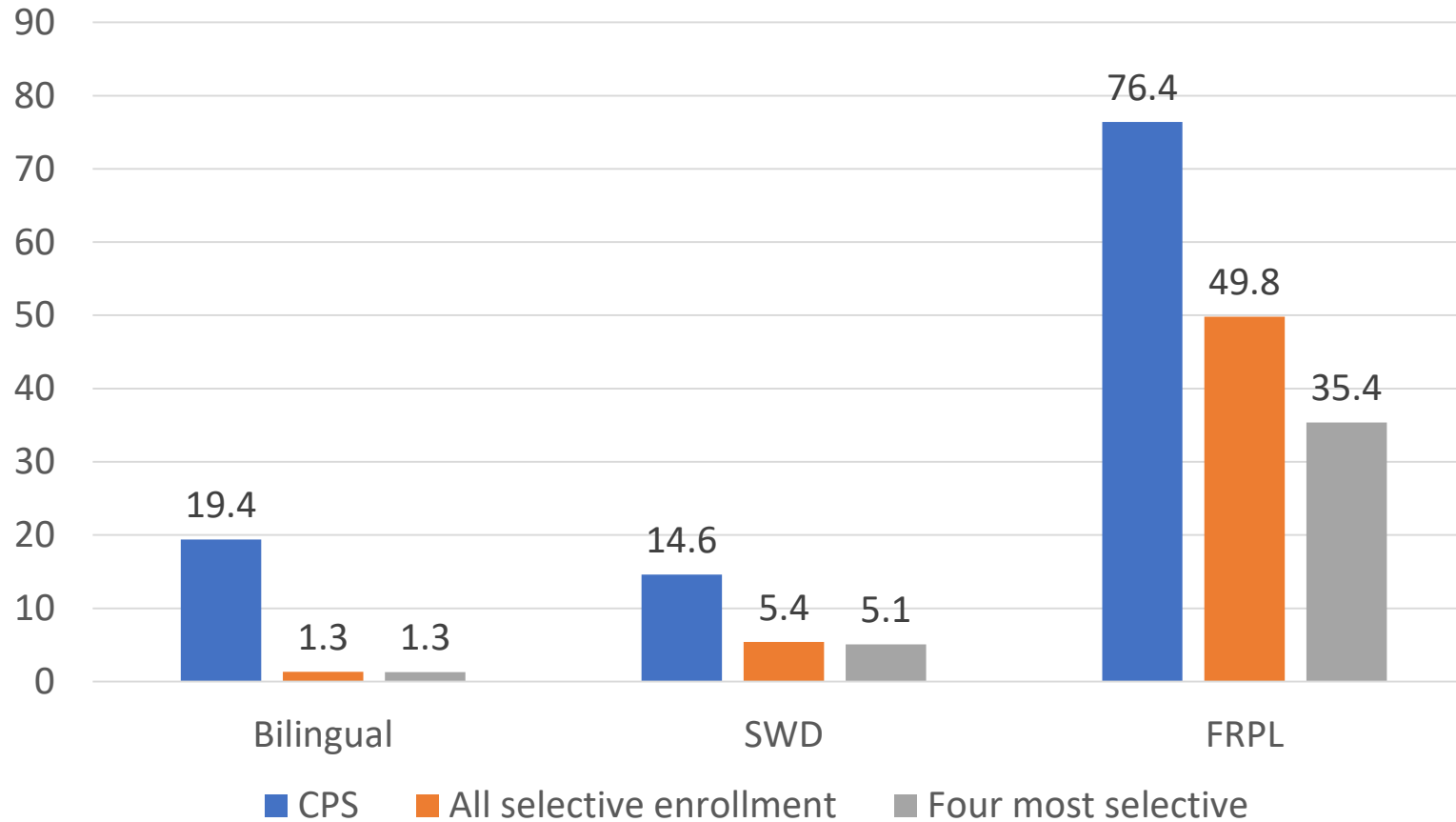
- [Astaanta Dugsiga CPS](#)
- Buluug qafiif ah = faaiido yar
- Buluug rasiim ah = faa'iido badan



# Diwaangalinta jinsiga / isirka, 2019-20



# Astaamaha kale ee ardeyga, 2019-20



# Casharada ka yimid Chicago

- Ellison iyo Pathak (2021): Heerarka SES waa masuuliyad aan dhameys u ahayn ardeyga. CPS waxay sii kordhinkaraysay kala duwanaanshaha iyadoon yareynayn xulashada; ama, waxay kordhin kareysay xulashada — oo yareynaysa kala duwanaanshaha diyaargarowga ardeyda — iyadoon ka tageyn kala duwanaanshaha.
- Barrow, Sartain, iyo de la Torre (2020): imtaxaanka dugsiyadu ma kordhiyo dhibcaha imtaxaanka guud, waxaana jirta cadeyn saameyn xun uu ku leeyahay ardeyda kasoo jeeda xaafadaha SES hooseeya (dhibcaha iyo suurtagalnimada ka qeybgalida koolej).
  - Chicago, ardeyda ugu sareysa ee xaafadaha SES hooseeya waxay u badan tahay inay tagaan dugsiya Noble charter (Angrist et al., 2020)

# Shuruudaha galitaanka iyo kala duwanaanshaha

| <b>Waxbarashada</b>     | Intixaanada Galitaanka                    | Kala duwanaasho weyn oo jinsi/dhaqaale bulsho                                                                                                        |
|-------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Dhibcaha intixaanaka gobolka              | Kala duwanaasho dhexdhexaada oo jinsi/dhaqaale bulsho                                                                                                |
|                         | Dhibcaha/heerka fasalka                   | Kala duwanaansho kooban oo jinsi/dhaqaale bulsho, lakiin ay adag tahay in la barbar dhigo dugsiyada kale                                             |
|                         | Dhameystiran/bortof iliyo, bandhig, curis | Fursad weyn oo lagu yareynaayo kala duwanaanshaha jinsi/dhaqaale bulsho, lakiin fikrad ahaan oo siin karta qoysaska khayraad badan                   |
| <b>Aan-aqoonl ahayn</b> | Joogitaanka                               | Inta badan kala duwanaansho yar ardeyda sare dhexdooda. Dugsiyadu waxay ku qiimeeyaan tilmaamahan, lakiin waxay siin kartaa qoysaska khayraad badan. |

# Shuruudaha galitaanka iyo kala duwanaanshaha

| <b>Go'aaminta Guulaystaha</b> | Bakhtiyaanasiibka                  | Waxa loo isticmaali karaa iyadoo lagu daraayo barbilowga waxbarashada "kuhaboon". Awooda kor loogu qaadayo kala duwanaanshaha lakiin waxay ku xiran tahay barbilowga.                                      |
|-------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | Ahmiyadaha deegaanka iyo walaalaha | Ahmiyadaha deegaanku waxay kor u qaadi karaan kala duwanaanshaha ilaa heerka ay kordhiyaan diwaangalinta ardeyda ku yar. Waxay sidoo kale sameyn karaan caksiga (fiiri ahmiyada hore ee Degmada 2 ee NYC). |

# Shuruudaha galitaanka iyo kala duwanaanshaha

| <b>Tilmaamayaasha dhaqan-dhaqaale</b> | Asalka qoyska                         | Ahmiyadaha ama kuraasta meel la iska dhigay ee codsadayaasha aan la matalin waa wax ku ool kor u qaadista kala duwanaanshaha. Xogta la rabo lama heli karo ama la isku halayn karo, haseyeeshee (tusaale, waxbarashada waalidka, FRPL).                                                  |
|---------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | Xaaladaha dhaqaalaha bulshada xaafada | Ahmiyadaha ama kuraasta meel la iska dhigay ee codsadayaasha xaafadaha aan la matlin waa waxku ool kor u qaadista kala duwanaanshaha. Faa'ido u leh xogta gaarka markaan la heli karo ama aanay dhameystirnayn. Xaafaduhu waa wax aan u dhameystirnayn xaaladaha shakhsiga, haseyeeshee. |
|                                       | Faqri aad u daran oo dugsiga kajira   | Ahmiyadaha ama kuraasta meel la iska dhigay ee codsadayaasha kasoo jeeda <i>dugsiyada</i> faqrigu ku badan yahay waxay noqon karaan wax ku ool dhanka kor u qaadista kala duwanaanshaha.                                                                                                 |

# Tixraacyada

- Angrist, J. D., Pathak, P. A., & Zárate, R. A. (2019). Doorashooyinka iyo Cawaaqibta: Assessing Mismatch at Chicago Exam Schools. National Bureau of Economic Research Working Paper Series, No. 26137.
- Barrow, L., et al. (2020). "Increasing Access to Selective High Schools through Place-Based Affirmative Action: Unintended Consequences." American Economic Journal: Applied Economics 12(4): 135-163. ([link](#))
- Corcoran, S.P. and E. C. Baker-Smith (2015). Pathways to an Elite Education: Exploring Strategies to Diversify NYC's Specialized High Schools. Policy Brief. Research Alliance for NYC Schools. ([link](#))
- Corcoran, S. P. and E. C. Baker-Smith (2018). "Pathways to an Elite Education: Application, Admission, and Matriculation to New York City's Specialized High Schools." Education Finance and Policy 13(2): 256--279. ([link](#))
- Ellison, G. and P. A. Pathak (2021). "The Efficiency of Race-Neutral Alternatives to Race-Based Affirmative Action: Evidence from Chicago's Exam Schools." American Economic Review. ([link](#))
- Quick, K. (2016). Chicago Public Schools: Ensuring Diversity in Selective Enrollment and Magnet Schools. The Century Foundation ([link](#))
- Rucinski, M., & Goodman, J. (forthcoming). Racial Diversity and Measuring Merit: Evidence from Boston's Exam School Admissions. Education Finance and Policy. ([link](#)) ([policy brief](#))
- Sartain, L. and L. Barrow (2020). The Pathway to Enrolling in a High-Performance High School: Understanding Barriers to Access. FRB of Chicago Working Paper No. 2020-32. ([link](#))
- Wells, A. S., L. Fox, and D. Cordova-Coba (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students. The Century Foundation ([link](#))