

Evaluating NYC's Expanded Success Initiative (ESI): Findings from Year 1

ESI is an ambitious effort designed and led by the DOE, but ultimately carried out by schools.

As part of our evaluation, we examined changes in school-level practice across the three central domains of the ESI theory of action (**Academics, Youth Development, and School Culture.**)

Our field data suggested that an additional cross-cutting principle, **Culturally Relevant Education (CRE)**, was also central to the way that the initiative was envisioned, communicated to schools, and implemented at the school level. We observed a conscious grappling with issues of race and gender at various levels of ESI's implementation, across all three domains.

Finally, the schools where ESI seemed to have the greatest potential were those that demonstrated **cohesive implementation.**

The image to the right illustrates some of the notable changes to school practice we found in ESI schools during the initiative's first year.

To learn more about our findings, please read the full report, *Promising Opportunities for Black and Latino Young Men: Findings from the Early Implementation of the Expanded Success Initiative.*

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