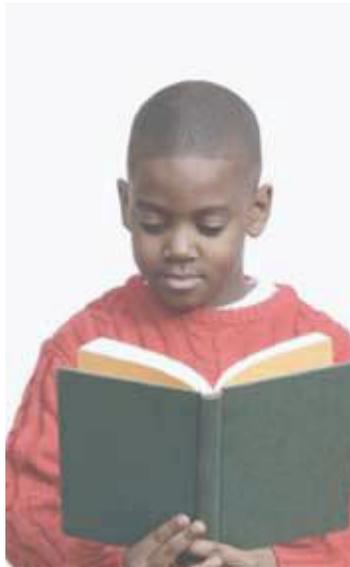


The Adelaide L. Sanford Institute Position Paper and Recommendations



THE RIGHT TO LEARN

"Of all the rights the world has struggled and fought for, the right to learn is undoubtedly the most fundamental. The freedom to learn has been bought by bitter sacrifice. And whatever we may think of the curtailment of other civil rights, we should fight to the last ditch to keep open the right to learn. We must insist upon this to give our children the fairness of a start which will equip them with such an array of facts and such an attitude toward truth that they can have a real chance to judge what the world is and what its greater minds have thought it might be."

W.E.B. DuBois, The Freedom to Learn, 1949



February 11, 2012

Contents

Context3
Focus Areas4
Recommendations6
Attachment I.9
Attachment II.10
Attachment III.11
Attachment IV.14
References17

This position paper was developed by the Adelaide L. Sanford Institute (ASI) in fulfillment of its mission **to make recommendations and provide policy direction to influence decisions vital to the education of students of African descent.** ASI recognizes that there are a myriad of school improvement strategies. However, experience has shown that strategies designed to enhance development and increase opportunity and access not only raise achievement but also advance later socioeconomic potential. As a result, ASI has culled through the research, deliberated on both the research and salient experiences of high performing practitioners, and identified four recommendations. ASI further believes that the recommendations contained in this paper, taken together, will change the current trajectory of school performance for students of African descent and ensure that they are prepared for college, careers and future citizenship.

The Context

Thirty years of research have informed us that high quality schools possess the following characteristics: a clear sense of purpose; strong instructional leadership; core standards with rigorous curriculum; high expectations for all students and staff; commitment to educate all students; a safe and orderly learning environment; strong partnerships with families; and a problem solving attitude (Edmonds 1979, p.20; Murphy and Hollinger 1985; Sizemore 1988; Harris 1989). In spite of this clear evidence, school districts across our nation struggle to address the widening disparities in student achievement. Currently, the gaps separating the achievement of African-American and Latino twelfth-graders from their white peers are larger now than they were in the late 1980s. These gaps in reading and mathematics performance are coupled with glaring differences in graduation rates for different groups of young people (The Education Trust 2009).

To close these destructive gaps, New York State has embarked on an aggressive and direct reform agenda that is intended to provide all students with the access and opportunities necessary for college and career readiness. The Adelaide L. Sanford Institute (ASI) endorses the goal of college and career readiness for all students and believes that the New York State education reform agenda is the right approach to achieve improved outcomes. We further support the adoption of the four pillars of the reform: (1) internationally benchmarked standards and their associated assessments; (2) the development of a robust data system that can provide real time access to data to inform and improve instruction; (3) the recruiting, developing, retaining and rewarding of effective teachers and principals as well as **including student performance measures in their evaluation**; and (4) turning around our lowest performing schools (NYSED 2011).

While we support the four pillars, research and experience also informs us that **what school practitioners believe about the possibilities for teaching and learning has a profound impact on what they choose to teach, how they teach it, and how they determine what their students have learned. High quality relationships among school professionals, their students, families, and communities, built on a foundation of mutual knowledge, understanding, confidence, trust and respect are fundamental to a high quality education** (Comer 1997; Noguera, 2003; Ladson Billings, 1995). As a result, ASI also believes that schools and school systems serving our state's high need communities can protect students' aspirations, identities and right to a high quality education by ensuring that all programs and services:

- Foster the development of high achievement and performance in literacy, mathematics, the humanities, and technologies that are necessary to negotiate full participation in the society;
- Promote pride, self-respect and high self-esteem;
- Instill and support citizenship skills by promoting questioning and critical thinking skills, teaching and modeling democratic values and community building;
- Encourage the use of a wide variety of instructional strategies that are connected to different learning styles;
- Define good teaching as knowledge of content and methodology as well as **knowledge of one's students and how they learn**; and
- Provide direction and support to curricula that accurately represent the contributions of all ethnic groups (ASI Statement on Culturally Responsive Education, 2008).

Focus Areas (Attachments contain supporting documentation)

In order for improvement to be genuine, it must be both substantial and sustained. ASI believes that the best way to achieve these necessary components of improvement, schools and school systems must incorporate the elements of prevention, development, and intervention/enrichment. As a result, we will focus on the following four areas: **Early Learning and Early Childhood** (prevention); **Student Support Systems** (development); **School Support and Accountability** (intervention/enrichment); and **African American History**.

1. Ensure access to **early childhood and early learning** (birth -5 years old) aimed at improving the quality of and expanded access to comprehensive early-learning programs. Comprehensive early-childhood systems support and strengthen families; provide health services that ensure children's healthy development; serve children with special needs; and guarantee that **students' home language and culture are encouraged and supported**. Also, high quality comprehensive early learning programs must have a uniform set of standards that evaluate quality and improvement; effective preparation programs for early-childhood professionals; financial investments that target communities and families of greatest need; and commitment to essential components of high-quality preschool. A recent study of the Education Trust (2009) identified the components of these

programs: full day service extended until 6:00p.m.; curriculum geared toward school readiness; a qualified and certified teacher and assistant in every classroom; maximum class size of 15 students; adequate space and supplies; and supplemental services, such as, transportation, dental, health, and other social services (Attachment I).

2. Design and implement **culturally sensitive student support systems** that focus on the relations and interactions between students and their school environment in order to reduce the effects of environmental and institutional barriers that impede student academic success (including **coaching, mentoring, modeling, leadership opportunities and arts education**). Additional support systems include extended day, week & year initiatives designed to promote resilience and all developmental pathways; safe, nurturing spaces for positive youth development and violence prevention; appropriate school guidance, college & career advisement for students and families; and the full range of health services (i.e., physical, mental, dental). Finally, it is important that families have a direct way to influence decisions that impact the quality of education their children receive (Attachment II).

3. Develop and implement **policies & strategies to identify schools in need of special assistance and support before they become low performing**. There is no doubt that the city's recent educational reform movement, while seemingly moving in the right direction, has magnified the tension between the desire to improve the overall quality of public education and the ability or will to do so for all children. Changing the institutional culture of schools so that it focuses on achievement and related outcomes is a good first step. ASI believes that a commitment to public education also requires the expectation that all schools must work for all of its students. ASI also believes school closure may be necessary in some cases, but it should be the last resort after a careful assessment to determine the causes of failure. The rationale provided for the phase-out of failing schools is that students will be better served in new schools and that rigorous accountability will motivate all schools to improve. ASI believes that a system of accountability is important but it is not enough. The NYCDOE has not advanced a strategy to support schools that serve a disproportionate number of high-need students, nor does it guarantee that the displaced students will be admitted to higher-performing schools. Over the last several years, the NYCDOE has increased the number of schools that are allowed to screen students based on achievement. It has also actively encouraged the increase of charter schools, many of which also serve a low percentage of the highest-need students

(SWD's & ELL's). Such policies have resulted in a smaller number of schools prepared to serve our most vulnerable students who are underserved and confronted by multiple barriers to their success (Attachment III).

4. Devise and execute a plan that guarantees that pedagogical practice includes the history, values, beliefs, traditions, customs, rituals and sensibilities of our students, their families and communities of the African Diaspora (Attachment IV).

Recommendations

1. Early Learning:

- a. Allow school districts flexibility in the use of annual allocated Universal Pre-K funds.
- b. Allow school districts flexibility in the use of Universal Pre-K carry-over funds.
- c. Concentrate all Universal Pre-K funds to high need communities.
- d. Establish community based school registration sites to allow parents extended opportunities to register their children for school (concentrating on kindergarten registration).
- e. Explore the future financial payoff for reducing the compulsory education age to 5 year olds in New York State (Researchers have shown on the national level that up to \$10 can be returned for every \$1 spent on early childhood education in subsequent savings in remediation and criminal justice expenditures, or in the form of higher earnings).

2. Student Support Systems:

- a. Support State and City funding for Community Schools (full service schools) and Beacon Schools.
- b. Reinstate afternoon and evening community centers in middle & high schools until 10:00p.m and afternoon community centers for elementary schools until 6:00pm.
- c. Reinstate in-school community health centers (to include physical, mental & dental health services) in high need communities.

- d. Establish access to Career Technical Education options in all high need communities for middle & high school students (with special emphasis on the linkages to college & career opportunities).
- e. Establish community based secondary (middle & high) school and college/career advisement centers for both students and their parents/guardians.
- f. Support the implementation of Parent Leadership Academies.
- g. Evaluate the current policy of NYPD control over School Safety

3. School Support and Accountability :

Successful improvement occurs in a framework of high challenge and high support.

- a. Establish a school success policy (**with a clear definition for school success**) that would include specific actions that must be taken when schools are not successful. Currently, the policy focus is on school failure and fails to recognize the enormous impact of institutional culture on school change.
- b. Evaluate the current organizational structure and its impact on school improvement for the city's highest need schools. Particular attention should be given to school networks. Re-establish the Chancellor's district or its equivalent. Include specific school change training for leaders as well as school teams.
- c. Strengthen local capacity to influence decisions. Clearly define authority to act based on what's best for children and learning – i.e., flexibility and control over staffing, scheduling, budget, and curriculum.
- d. Apply an equity/outcome weighting to the current school funding formula.

4. African American History:

Immediately implement the enacted New York State Legislation 57.51; 57.52; 57.53; and 57.54 which established the Amistad Commission (duties, responsibilities, and authorization).



Adelaide L. Sanford Institute

for Research, Development and the Education of Students of African Descent

Serving education professionals, families,
and students in Central Brooklyn



The Adelaide L. Sanford Institute was established in 2006 to serve as a clearinghouse of best practices as they relate to the holistic education of students of African descent and to provide a collegial framework for the sharing of culturally responsive and exemplary pedagogy, programs, and schools that have produced high achievement among students of color. Specifically, the goals of the Institute are to identify and promulgate models of educational excellence for students of African descent; conduct research on issues affecting their achievement; and support parent advocacy. The Institute also makes recommendations and provides policy direction to influence decisions vital to the education of these students.

As part of its efforts, the Institute provides school administrators, teachers, pupil support personnel, paraprofessionals, parents, and students from elementary school through college with curriculum workshops, seminars, and symposia that incorporate cultural heritage with specific attention to the contributions of people of African descent to the social, economic, intellectual, artistic, scientific, and historical development of America and the world. In addition to professional development, the Institute offers family and student support services, student leadership opportunities, college preparation, and rites of passage programs. A major goal of the Institute's work is to replicate, publicize, and share strategies that others can utilize as models of achievement.

Board of Trustees:

Dr. Lester W. Young, Jr., Chair
Ramona Gittens, ESQ
Dr. Donna Jones
Richard Jones
David Sanford
Dr. Jaymin Sanford-DeShields

Officers:

Dr. Linda K. Patterson, Director
Christopher Smith, Assistant Director
Monique Darrisaw-Akil, Corresponding Secretary
Nadia Lopez, Recording Secretary

Members:

Shomari Akil
Brian Favors
Imani Fischer
Lena Gates
Diane Glover
Stacey Haley
Kristen Harris
Sandra Johnson

Nadya LaBorde
Cheryl Matthews-Valery
Dr. Divine Pryor
Dr. Daryl Rock
Terry-Ann Samuels
Sharon Stephens
Jessica Urraca
Cathy Wright-Lewis
Dr. Renee Young



For more information, visit the website: www.sanfordinstitute.org



Attachment I.

Relevant Research on Early Learning and Early Childhood Education

Research has found that across the nation, children who attend high-quality center-based child care, prekindergarten, or preschool programs tend to have better pre-academic and language skills than other children (National Research Council & Institute of Medicine 2000). These advantages carry over into the early elementary years: children who spend more hours in high-quality center-based care also perform better in math and reading in the early grades of elementary school. A review of existing research on high-quality early education and child care programs found that these programs are particularly beneficial for children from low-income families (Burchinal, P., Cai, K., Zaslow, M., and Beck, I., 2009; and Child Trends, 2009).

Research has also identified important attributes shared by effective child care, preschool, prekindergarten, and full-day kindergarten programs. Early childhood education programs that succeed in improving children's cognitive abilities and school performance incorporate **intensive teacher training, interactive learning methods, such as reading aloud and thinking aloud, and small-group learning** (Child Trends, 2010).

A recent federal report on the impact of Head Start found that the program improved cognitive outcomes for children ages three and four in preschool. The study also examined seven high-risk subgroups and found positive impacts at the end of first grade for many of the most high-risk groups of children (U.S. Department of Health and Human Services, 2010).

Research on high-quality early education programs that followed their participants into adulthood shows impressive results:

- Increased pre-math skills by as much as 21%;
- Increased pre-reading skills by as much as 52% for all children and as much as 74% for low-income children;
- Cuts in special education placements by up to 43%;
- Increased graduation rates by as much as 44%; and
- Increased median earnings by as much as 36% (Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. 2005).

In a recent America's Edge Report: "Strengthening Business through Proven Investments in Kids", the authors state that publicly and privately funded early education programs (Early Head Start, Head Start and pre-kindergarten) are good for future education as well as business. "A world-class workforce will be created through these programs because the evidence indicates that participants in them show strong progress if the programs they attend are high-quality," (America's Edge 2011).

Research on the benefits of Universal Pre-Kindergarten found that the achievement of positive outcomes requires that quality standards be implemented in the programs as follows:

- ***Highly-Skilled Teachers with Appropriate Compensation:*** Having skilled, capable early childhood teachers is essential to early childhood program quality. Stimulating and sensitive teachers provide higher-quality learning environments, which lead to improved cognitive and social outcomes for young children.
- ***Comprehensive and Age-Appropriate Curricula:*** Teachers should utilize age-appropriate curricula that prepare children for their elementary school experience. Additionally, programs should be accredited by an independent, national accrediting body to ensure quality and effectiveness.
- ***Strong Family Involvement and Parent Coaching:*** Family members must be included as partners in all aspects of the educational program, and efforts must be undertaken to ensure parental involvement and the coaching of parents to help them become better life-long teachers for their children.

- ***Small Class Size and Staff-to-Child Ratios to Ensure Each Child Receives Sufficient Attention:*** For preschool classrooms, the staff-to-child ratio should not be more than 10 children per teacher. In early learning settings for infants, the child-staff ratio should not be more than three children per teacher, and for toddlers, not more than four children per teacher.
- ***Screening and Referral Services for Developmental, Health, or Behavior Problems:*** High quality evidence-based developmental screening tools can help identify children in need of early intervention services. High quality developmental screening tools are those that have been rigorously peer-reviewed to ensure that they are standardized, reliable, valid, and accurate (Gormley, W., Gayer, T., Phillips, D., & Dawson, B., 2004).

Attachment II.

Relevant Research on Student Support

Getting a good education and doing well in school are widely regarded as critical preparation for most types of success in life. However, academic achievement depends on more than what takes place within school walls. Research generally indicates that characteristics outside the formal educational setting—or *non-school factors*—also impact whether children and adolescents are successful in school.

Research findings and program evaluations identify actionable goals involving non-school factors that affect educational outcomes and can be addressed through out-of-school-time programs. These goals are to:

- **Connect Children and Adolescents with Long-Term Mentors**

Research has found that several programs that bring children together with long-term mentors are associated with increased school engagement (Lippman, L., & Rivers, A. 2008). Multiple program evaluations have indicated that students with low socioeconomic status, experience with the criminal justice system, or poor academic performance benefit the most from long-term mentoring (Jekielek, S., Moore, K. A., Hair, E. C., & Scarupa, H. J. 2002). Research also indicates that the most successful mentoring programs share several common features. In particular, they promote quality mentoring relationships over a long period of time, train and supervise mentors, communicate regularly, and encourage mentors to provide guidance and skill-building in several areas. Additionally, effective mentors go beyond simply tutoring young people to helping them improve their academic skills. They also help young people to improve their equally important life and interpersonal skills. (Jekielek, S., Cochran, S., & Hair, E. C. (2002); and Jucovy, L., & Herrera, C. 2009).

- **Improve Parenting Practices among Parents of School-Age Children and Teens**

Research has consistently found associations between parenting practices and achievement among middle and high school students across race, ethnicity, and family income (Huston, A. C., & Ripke, M. N. (Eds.) 2006). Children and teens are more likely to excel academically when parents set high academic standards and are highly involved in their daily lives (Catsambis, S. (1998).; Fan, X., & Chen, M. (2001).; and Jeynes, W. H. 2007). Adolescents who have close relationships with their parents, talk about their problems with their parents, and feel that their parents provide them with emotional support have better academic performance, fewer suspensions, and higher levels of social competence than students without close parental relationships (Crosnoe, R., & Elder Jr., G. H. 2004; Hair, E., McPhee, S., Moore, K., & Vandivere, S. 2005; and Lerner, R. M., Lerner, J. V., & Phelps, E. 2008).

Research has also found that programs that assist parents in developing effective parenting techniques can have positive effects on children's outcomes. **Parental skills training** and **parent-child involvement programs** have shown great promise in improving children's academic achievement (Mbwana, K., Terzian, M., and Moore, K. A. 2009). Parental skills training programs help parents to develop and sustain some of the basics of good parenting, such as discipline, monitoring, limit-setting, and communication. This training often uses a variety of formats, including video or computer-based training, home visiting instruction, and classroom-based instruction. Parent-child involvement programs enable parents and children to participate in activities together that reflect program goals, such as academic achievement. These programs also have been found to be a good way to improve parenting ability and child outcomes (National Research Council and Institute of Medicine, 2003). Two characteristics shared by successful programs that target parenting practices are **intensity and length of the intervention**. Also, programs that **focus on the actions of both parents and children** tend to be more successful than are programs that have a singular focus on parent skills-building or parental actions (Muller, C. 1993).

- **Provide High-Quality Educational After-School and Summer Programs**

Research has found that participation in high-quality educational after-school or summer programs leads to improved academic engagement, achievement, and attainment, and to higher rates of students seeking postsecondary education. A review of program evaluations found that after-school programs that assessed educational outcomes had a significant & positive impact on at least one child or youth outcome, such as academic achievement and achievement-oriented behaviors (Ling, T., & Moore, K. 2008 ; Zaff, J., Moore, K., Romano Papillo, A., and Williams, S. 2003).

However, cost and availability are often barriers to enrolling children, who tend to benefit from these programs the most (Vandell, D. L., & Shumow, L. 1999; and National Research Council and Institute of Medicine. 2003). Relatively little research has focused on summer learning programs, despite evidence that summer learning loss among low-income children not participating in high-quality summer programs exacerbates the achievement gap (Terzian, M., & Moore, K. 2009). A recent study attributed about one-half of the achievement gap between youth from low- and high-income families at the beginning of high school to summer learning loss. Terzian and Moore, (2009) also found that summer learning programs may significantly enhance short-term reading outcomes and, to a lesser extent, math outcomes. Such improvement is particularly likely to occur if the programs include content that complements curricular standards and if the programs use experiential learning strategies, small class sizes, and trained, experienced teachers. A meta-analysis of School Structural Characteristics found that the programs were effective in raising mathematics and reading achievement, on average, especially when they included individualized tutoring or instruction and required parental involvement (Cooper, H., Charlton, K., Valentine, J. C., and Muhlenbruck, L. 2000).

- **Develop Positive Social Skills and Reduce Delinquency among Adolescents**

Research has found strong links between social skills and success in school and in other areas of life. Studies have found that social skills are positively associated with cognitive skills and school achievement (Cunha, F., & Heckman, J. J. 2007; Malecki, C., & Elliot, S. 2002; and Osher, D., & Fleischman, S. 2005). Students are also more successful in college when they are able to communicate with teachers and adjust to the social norms and relationships of college life (Conley, D. T., & Education Policy Improvement Center (EPIC) 2007).

Reducing delinquent behaviors also has the potential to improve adolescent outcomes. Youth who avoid engaging in risky behaviors—such as substance abuse, unsafe sexual practices, and violence—have more success, on average, in the realms of education and employment than do youth who do engage in such risky behaviors (Benson, P. L., Scales, P. C., Hawkins, J. D., Oesterle, S., & Hill, K. G. 2004; Gambone, M. A., Klem, A. M., & Connell, J. P. 2002 ; and Roth, J., Murray, L. F., Brooks-Gunn, J., & Foster, W. H. 1999).

Mentoring programs and programs that focus on developing social skills (such as self-regulation, problem solving, and relationship building) have generally been found to produce at least one statistically significant, positive impact. Specifically, mentoring programs aimed at children and adolescents, family therapy interventions that involve parents and children, parental education programs, and multi-component interventions have shown promising results in encouraging adolescents to develop positive social skills. Research has found that the most effective programs designed to help children and youth build their social skills tend to be those that combine some level of teaching, modeling, and coaching (Bandy, T., & Moore, K. A. 2011).

Attachment III.

Success in our nation’s school improvement efforts has proved to be an elusive outcome. While we can all point to schools that have changed the trajectory of student outcomes, school improvement can be generally characterized as an exercise in courageous effort rather than measurable success. As Ron Brady (2003) points out: “...much is known about how effective schools work, but it is far less clear about how to move an ineffective school from failure to success.”

The Turnaround Challenge: A four district research report (2007) identified four hallmarks that form the basic ideas of successful school turnaround:

- The need for dramatic, fundamental change, replacing incremental reforms that have not produced results;

- The need for changed operating conditions: union-negotiated flexibility in hiring, evaluation, hours and pay, incentives, personnel deployment options, and other work rules;
- The need to apply greater capacity to accomplish turnaround, in part, through intensive collaboration with external providers; and
- The need for additional investment.

When the condition is chronic, you need a system of intensive care. This approach was first developed by Dr. Rudolph Crew, while Chancellor of New York City Public Schools. He later perfected this approach in the Miami Dade County School District's Improvement Zone. A major departure from most unsuccessful improvements efforts was that all **Zone schools are required to follow the reform plans set out by the district**. Additionally, the Miami-Dade district instituted the (first of its kind) Parent Academy in partnership with local universities and with the financial support of a few large foundations. Though not specifically part of the Zone strategy, district leaders believed the development of parent capacity across the district would help strengthen the success of its students both inside and outside the Zone.

The following are the elements of Improvement Zone Reform:

- **Uniform core curricula:** Prior to introduction of the Zone, there were as many as eight different reading programs used across the district. Now the Zone mandates the use of common literacy curricula.
- **Intensive teacher development:** A key component of the Zone strategy was increasing the capacity of its teachers. All of the Zone's teachers are required to attend 56 hours of professional development per academic year, a much more rigorous requirement than the 120 development hours per five years required for other Florida schoolteachers.
- **Capacity building for school leaders:** Principals of Zone schools also receive extensive professional development and mentoring. The District hosts two leadership institutes for principals that emphasize literacy and successful instruction techniques and focus on the challenges specific to urban secondary schools.
- **Longer learning day and learning year:** Zone schools have an extended academic year (+10 days) and a longer school day (+1 hour), designed to support increased achievement despite challenging circumstances. Schools use the extra time for intensive reading tutoring and test prep for struggling students.
- **Longer class periods:** In addition, all Zone middle and high schools must implement block scheduling. The 100-minute class periods facilitate the type of intensive small-group literacy remediation required for students who performed at the lowest levels on the state's standardized FCAT exam.
- **Support for key student transitions:** To help ease what can often be difficult transitions for students at key points in their schooling, Zone schools introduced sixth and ninth grade Transition Academies that focus on academic planning, study habits, career development, and FCAT preparation.

In addition, Zone schools provide personalized support for particularly vulnerable elementary children: third graders who have been retained as well as pre-kindergarten through second grade students who are not performing to capacity. In contrast to the central role of the district in other matters, decisions relating to professional development are made at the school level. Each Zone school elects a nine-member in-house professional development team that includes the assistant principal, literacy leader, and union representative. These teams are tasked with creating a set of professional development options they feel will meet the needs of the teachers at their particular school site.

To meet the goals of raising achievement, closing gaps, and preparing all students for the demands of college, the workplace, and a democratic society, the entire system—districts, schools, and educators—must be accountable for making meaningful progress. Without accountability, college and career-ready graduation for all will remain a lofty aspiration rather than the common goal that unites all members of the school community around systems of instruction, support for students and educators, and resource allocation.

Accountability systems need to provide:

- Clear signals of what's expected of everyone whose efforts are necessary to foster high achievement for all students;
- Regular reports that let everyone know whether they're meeting expectations; and

- Meaningful incentives and consequences, both positive and negative, for meeting expectations—or failing to meet them.

Effective accountability policies anticipate that schools cannot be considered successful unless they successfully educate all students, regardless of race, ethnicity, income, or background. It’s crucial to maintain this expectation, but it’s also essential to provide meaningful support for those schools, educators, and students who are struggling to meet expectations. Accountability policy must be clear that we no longer will allow students to be stranded in schools that either cannot or will not improve (The Education Trust November 2009).

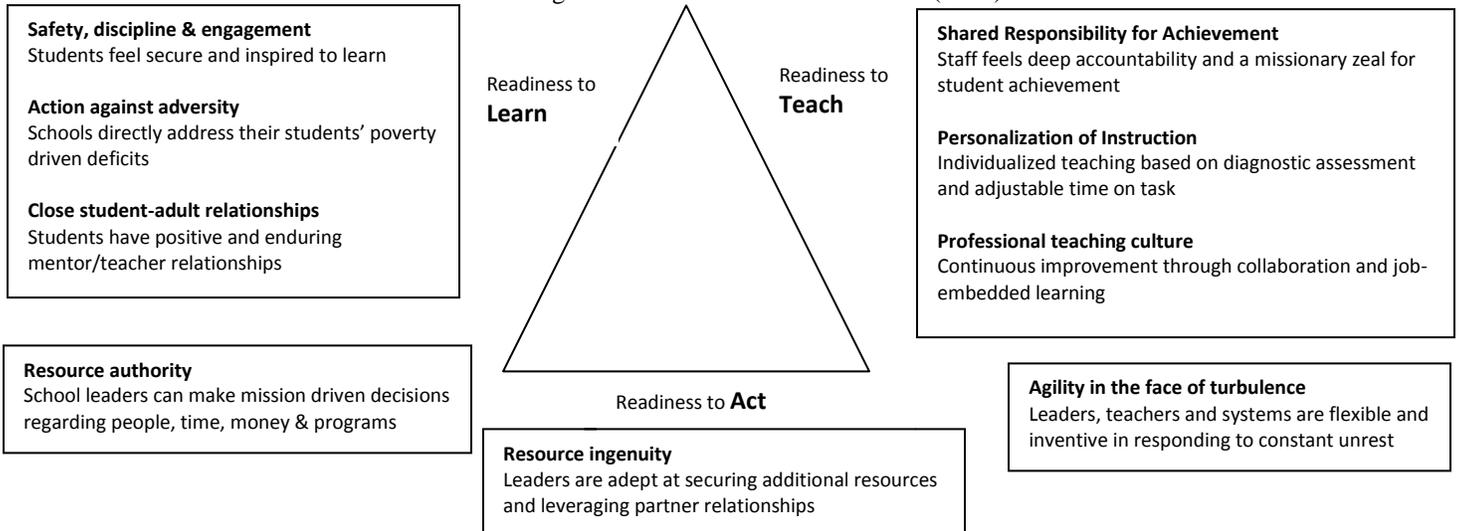
The caliber of teachers drives student success. Take two students who start at the same academic level, and in as few as three years, you could find them in far different places—based on how well they have been taught. A student with three effective teachers in a row routinely makes significant progress. Given three weak teachers in a row, another student loses academic ground, and sometimes never recovers. Tragically, too many low-income and minority students receive teachers with inadequate training and skills. In fact, the schools that serve such students often are staffed by the least knowledgeable, experienced, and effective teachers. In core academic classes nationwide, teachers with neither certification nor a major in the subject teach in high-poverty schools at double the rate of low-poverty schools. Similar patterns of inequity exist within states and local districts. Far too often, our least able teachers educate our most vulnerable students (The Education Trust, October 2009).

Elmore (2002) reported that when districts have been successful bringing their improvement efforts to scale, school leaders have had autonomy over people, time, money and program. These schools were characterized by:

- Relentless focus on hiring and staff development as part of an overall “people strategy” to ensure the best possible teaching force;
- Highly capable, distributed school leadership – i.e., not simply the principal, but an effective leadership team;
- Additional time in the school day and across the school year;
- Performance-based behavioral expectations for all stakeholders including teachers, students, and (often) parents; and
- Integrated, research-based programs and related social services that are specifically designed, personalized, and adjusted to address students’ academic and related psycho-social needs.

High Performing / High Poverty School Do It: The HP/HP Readiness Model (Figure A)

Mass Insight Education & Research Institute (2007).



Attachment IV.

§ 57.51. Legislative findings. The legislature finds and declares that:

1. During the period beginning late in the fifteenth century through the nineteenth century, millions of persons of African origin were enslaved and brought to the Western Hemisphere, including the United States of America; anywhere from between twenty to fifty percent of enslaved Africans died during their journey to the Western Hemisphere; the enslavement of Africans and their descendants was part of a concerted effort of physical and psychological terrorism that deprived groups of people of African descent the opportunity to preserve many of their social, religious, political and other customs; the vestiges of slavery in this country continued with the legalization of second class citizenship status for African-Americans through Jim Crow laws, segregation and other similar practices; the legacy of slavery has pervaded the fabric of our society; and in spite of these events there are endless examples of the triumphs of African-Americans and their significant contributions to the development of this country.

2. All people should know of and remember the human carnage and dehumanizing atrocities committed during the period of the African slave trade and slavery in America and of the vestiges of slavery in this country; and it is in fact vital to educate our citizens on these events, the legacy of slavery, the sad history of racism in this country, and on the principles of human rights and dignity in a civilized society.

3. It is the policy of the state of New York that the history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people, particularly students enrolled in the schools of the state of New York.

4. It is therefore desirable to create a state-level commission, which shall research and survey the extent to which the African slave trade and slavery in America is included in the curricula of New York state schools, and make recommendations to the legislature and executive regarding the implementation of education and awareness programs in New York concerned with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans in building our country. Such recommendations may include, but not be limited to, the development of workshops, institutes, seminars, and other teacher training activities designed to educate teachers on this subject matter; the coordination of events on a regular basis, throughout the state, that provide appropriate memorialization of the events concerning the enslavement of Africans and their descendants in America as well as their struggle for freedom and liberty; and suggestions for revisions to the curricula and textbooks used to educate the students of New York state to reflect a more adequate inclusion of issues identified by the commission.

§ 57.52. Amistad commission; established.

1. The Amistad commission (commission), so named in honor of the group of enslaved Africans led by Joseph Cinque who, while being transported in eighteen hundred thirty-nine on a vessel named the Amistad, gained their freedom after overthrowing the crew and eventually having their case successfully argued before the

United States Supreme Court, is hereby created and established. **The commission shall consist of nineteen members, including the secretary of state or his or her designee, the commissioner of education or his or her designee, and the chancellor of the state university of New York or his or her designee, serving ex officio, and sixteen public members.** Public members shall be appointed as follows: **four public members, no more than two of whom shall be of the same political party, shall be appointed by the temporary president of the senate; four public members, no more than two of whom shall be of the same political party, shall be appointed by the speaker of the assembly; and eight public members, no more than four of whom shall be of the same political party, shall be appointed by the governor.** The public members shall be residents of the state, chosen with due regard to broad geographic representation and ethnic diversity, who have an interest in the history of the African slave trade and slavery in America and the contributions of African-Americans to our society.

2. Each public member of the commission shall serve for a term of three years, except that of the initial members so appointed: one member appointed by the temporary president of the senate, one member appointed by the speaker of the assembly, and two members appointed by the governor shall serve for terms of one year; one member appointed by the temporary president of the senate, one member appointed by the speaker of the assembly, and three members appointed by the governor shall serve for terms of two years; and two members appointed by the temporary president of the senate, two members appointed by the speaker of the assembly, and three members appointed by the governor shall serve for terms of three years. Public members shall be eligible for reappointment. They shall serve until their successors are appointed and qualified, and the term of the successor of any incumbent shall be calculated from the expiration of the term of that incumbent. A vacancy occurring other than by expiration of term shall be filled in the same manner as the original appointment but for the unexpired term only.

3. The members of the commission shall serve without compensation but shall be entitled to reimbursement for all necessary expenses incurred in the performance of their duties.

4. The secretary of state, or his or her designee, shall serve as the chair and the commissioner of education, or his or her designee, shall serve as the vice-chair of the commission. The presence of a majority of the authorized membership of the commission shall be required for the conduct of official business.

5. The department of education shall provide technical assistance and data to the commission as may be necessary for the commission to carry out its responsibilities pursuant to this article.

§ 57.53. The Amistad commission; duties and responsibilities. The Amistad commission shall have the following responsibilities and duties:

1. to survey and catalog the extent and breadth of education concerning the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society presently being incorporated into the curricula and textbooks and taught in the school systems of the state; and, to inventory those African slave trade, American slavery,

or relevant African-American history memorials, exhibits and resources which should be incorporated into courses of study at educational institutions and schools throughout the state.

2. to compile a roster of individual volunteers who are willing to share their knowledge and experience in classrooms, seminars and workshops with students and teachers on the subject of the African slave trade, American slavery and the impact of slavery on our society today, and the contributions of African-Americans to our country; and

3. to prepare reports for the governor and the legislature regarding its findings and recommendations on facilitating the inclusion of the African slave trade, American slavery studies, African-American history and special programs in the educational system of the state.

§ 57.54. Authorization.

1. The Amistad commission is authorized to call upon any department, office, division or agency of the state, or of any county, municipality or school district of the state, to supply such data, program reports and other information, as it deems necessary to discharge its responsibilities under this article.

2. These departments, offices, divisions and agencies shall, to the extent possible and not inconsistent with any other law of this state, cooperate with the commission and shall furnish it with such information and assistance as may be necessary or helpful to accomplish the purposes of this article.

References

- Accountability and Support for Underperforming Schools, The Education Trust 1250 H Street, N.W., Suite 700, Washington, D.C.: November, 2009.
- Adelaide L. Sanford Institute. Statement on Culturally Responsive Education, 2008.
- Alexander, K. L., Entwisle, D. R., & Olson, L. S. Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167–180.2007
- Bandy, T., & Moore, K. A. (Forthcoming). What works for promoting and reinforcing positive social skills: Lessons from experimental evaluations of programs and interventions Washington, DC: Child Trends .
- Benson, P. L., Scales, P. C., Hawkins, J. D., Oesterle, S., & Hill, K. G. Successful young adult development: A report submitted to The Bill & Melinda Gates Foundation, 2004.
- Billings, G., Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms. Jossey-Bass, San Francisco, CA, 2001.
- _____. High Quality Relationships. In Learning about culture, language, and power: Understanding relationships among personhood, literacy practices, and intertextuality. Robertson, E. National Research Center on English Learning and Achievement (CELA). Wisconsin Center for Educational Research, 1998.
- Brady, R. Can Failing Schools Be Fixed, Thomas Fordham Foundation. 2003.
- Catsambis, S.Expanding knowledge of parental involvement in secondary education: Its social determinants and its effects on high school academic success. Report #27. Baltimore, MD: CRESPAR, Johns Hopkins University, 1998.
- Closing the Gaps. The Education Trust,1250 H Street, N.W., Suite 700, Washington, D.C., 2009.
- Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. 80,1999.
- Comer, J. Waiting for a Miracle: Why Schools Can't Solve Our Problems And How We Can. Penguin Putnam Inc., New York, N.Y., 1997.
- Conley, D. T., & Education Policy Improvement Center (EPIC).Toward a more comprehensive conception of college readiness: A report to the Bill and Melinda Gates Foundation. 35, 2007.
- Cooper, H., Charlton, K., Valentine, J. C., & Muhlenbruck, L., Making the most of summer school: A meta-analytic and narrative review. *Monographs on Child Development*, 2000, 65(1). 37.
- Crosnoe, R., & Elder Jr., G. H. Family dynamics, supportive relationships, and educational resilience during adolescence. *Journal of Family Issues*, 2004, 25(5), 571-602.
- Cunha, F.,& Heckman, J. J. The technology of skill formation. *American Economic Review*, 2007.97(2), 31.
- Edmonds, R. "Effective Schools for the Urban Poor." *Educational Leadership*, 1979, 37(1), 15-27.
- Effects of child care. In E. Smolensky & J. A. Gootman (Eds.), *Working families and growing kids: Caring for children and adolescents*. Washington, DC: The National Academies Press. Committee on Family and Work Policies, 2003.

- Elmore, R. F. Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. Washington DC: Albert Shanker Institute, 2002.
- Fan, X., & Chen, M. Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education*, 2001, 70(1), 27-60.
- Fullan, M., Hill, P. & Crevola, C. Breakthrough. Thousand Oaks, CA: Corwin Press, 2006.
- Fullan, Michael Leadership and Sustainability: System Thinkers in Action. Thousand Oaks, CA: Corwin Press, 2005.
- Gambone, M. A., Klem, A. M., & Connell, J. P. Finding out what matters for youth: Testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc. and Institute for Research and Reform in Education, 2002 .
- Gormley, W., Gayer, T., Phillips, D., & Dawson, B. *The effects of Oklahoma's Universal Pre-K Program on school readiness: An executive summary*. Washington, D.C.: Georgetown University, Center for Research on Children in the US, 2004.
- Harris, J. "Instructional Leadership." *Effective Schools: Critical Issues in the Education of Black Children*, National Alliance of Black School Educators Charles Moody Research Institute, 1989,89-105.
- High School mentors in brief: Findings from School-Based Mentoring Impact Study. *Public/Private Ventures in Brief*(8), 2002.
- Huston, A. C., & Ripke, M. N. (Eds.) *Contexts of development in middle childhood: Bridges to adolescence and adulthood*. New York, NY: Cambridge University Press, 2006.
- Jekielek, S., Moore, K. A., Hair, E. C., & Scarupa, H. J. *Mentoring: A promising strategy for youth development*. (Research Brief). Washington, DC: Child Trends. 58, February,2002.
- Jekielek, S., Cochran, S., & Hair, E. C. *Employment Programs and Youth Development: A Synthesis* [Electronic Version]. *Child Trends*, http://www.childtrends.org/Files//Child_Trends- and *Journal of Adolescent Research*, 2009, 18(6), 599-623. 67,101.
- Ling, T., & Moore, K. *What Works for Education: Lessons from experimental evaluations of programs and social interventions to enhance educational outcomes* Washington, DC: Child Trends, May 2008.
- Lippman, L., & Rivers, A. *Assessing school engagement: A guide for out-of-school time program practitioners*. A Research-to-Results brief). Washington, DC: Child Trends. October, 2008.
- Mass Insight Education & Research Institute, Building Blocks Initiative. Available: <http://www.buildingblocks.org> or <http://www.massinsight.org>. Strategies include: Blackstone Valley, Charlestown High, Codman, Lowell Middlesex Academy, MATCH, Sterling Middle School, University Park Campus School, 2005.
- Mass Insight Education & Research Institute. *Considering School Turnarounds: Market Research and Analysis in Six Urban Districts*. Produced for New Schools Venture Fund. Boston, MA. The Turnaround Challenge, Mass Insight Education & Research Institute, 2007.
- Malecki, C., & Elliot, S. Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly*,2002, 17(1), 1-23

- Mbwana, K., Terzian, M., & Moore, K. A. What works for parent involvement programs for children: Lessons from experimental evaluations of social interventions. (Fact Sheet). Washington, DC: December, 2009.
- Muller, C. Parent Involvement and academic achievement: An analysis of family resources available to the child. In B. Schneider & J. S. Coleman (Eds.), *Parents, their children, and schools*. Boulder, CO: Westview, 1993.
- Murphy, J., and Hallinger, P. "Effective High Schools: What Are the Common Characteristics?" *NASP Bulletin*, 1985, 69, 18-22.
- National Research Council and Institute of Medicine: Effects of child care. In E. Smolensky & J. A. Gootman (Eds.), *Working families and growing kids: Caring for children and adolescents*. Washington, DC: The National Academies Press. Committee on Family and Work Policies. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education, 2003.
- Noguerra, P., *City Schools and the American Dream: Reclaiming the Promise of Public Education*. Teachers College Press, New York, N.Y.: 2003.
- Roth, J., Murray, L. F., Brooks-Gunn, J., & Foster, W. H. Youth development programs. In D. J. Besharov (Ed.), *America's disconnected youth: Toward a preventive strategy*. Washington, DC: Child Welfare League of America Press. 1999, 5, 49, 89.
- Schweinhart, L.J., Montie, J., Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. *Lifetime effects: The High Scope/Perry Preschool Study through age 40*. Ypsilanti, MI: High/Scope Press, 2005.
- Sizemore, B. "The Madison Elementary School: A Turnaround Case." *Journal of Negro Education*, 1988, 57(3).
- Stewart, E. B. School Structural Characteristics, Student Effort, Peer Associations, and Parental Involvement: The Influence of School- and Individual-Level Factors on Academic Achievement. *Education and Urban Society*, 2008, 40, 179-204.
- Terzian, M., & Moore, K. What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. (Fact Sheet). Washington, DC: *Child Trends*. 95. September, 2009.
- Vandell, D. L., & Shumow, L. (1999). After-school child care programs. *Future of Children*, 9(2), 64-80. ; National Research Council and Institute of Medicine; 2009.
- Zaff, J., Moore, K., Romano Papillo, A., & Williams, S. Implications of extracurricular activity participation during adolescence on positive outcomes. *Journal of Adolescent Research*, 2003, 18(6), 599-62.