



Findings and Results of Root Cause Analysis for Comprehensive Support and Improvement Schools

Independence School Local 1 High School

September, 2019



COLLEGE OF
EDUCATION

CENTER FOR EDUCATIONAL
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This report was prepared by the University of Maryland College Park Center for Educational Innovation and Improvement at the College of Education and in partnership with the Bowie State University College of Education and the

Morgan State University School of Education & Urban Studies. The Root Cause Analysis process was facilitated by Dan Brown and Reggie Robinson, who also co-authored this report.

These resources developed with federal funds, i.e. Title I, are considered open source and made available for use or modification as users or other developers see fit.

I. INTRODUCTION

The purpose of this report is to share the outcomes of a Root Cause Analysis (RCA) conducted to support Independence School Local 1 High School in identifying underlying causes of school performance problems. The report provides an overview of the RCA process, school profile, problem statement, root cause analysis and recommendations to address the root causes.

The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan requires schools that have been identified for comprehensive support and improvement (CSI) engage in a root cause analysis process facilitated by a third party. CSI schools are the lowest achieving five percent of Title I schools; high schools that do not graduate one third or more of their students; or schools that have federal school improvement grants (SIG). Independence School Local 1 was identified as a CSI school due to low graduation rates. Outcomes of the root cause analysis must be used to inform the development of intervention plans to improve school performance.

CSI schools that were identified in the 2018-2019 school year have three years to exit CSI status. CSI school leaders will receive a leadership coach to support the development and implementation of the intervention plan. CSI principals are also required to participate in the Leading for School Improvement Institute which provides customized professional learning experiences to support school improvement. CSI principals are also required to engage in monitoring visits by the Maryland State Department of Education (MSDE) to ensure that progress is being made toward school improvement goals.

MSDE established a memorandum of understanding with the University of Maryland College Park to facilitate the RCA process. The University of Maryland College Park collaborated with the American Institutes for Research (AIR) to develop RCA tools and train field teams. Field teams consisted of researchers, data analysts, and education practitioners from Morgan State University, Johns Hopkins University, Bowie State University, and other organizations. Field team members worked with all CSI schools to go through an RCA process. MSDE will support each school to engage in a long-term continuous improvement process that includes RCA analyses, recommended interventions, and evaluations of employed interventions. As part of this process, CSI schools were first required to go through a needs-assessment process that was used to drive the RCA work.

I. INTRODUCTION

RCA Process for CSI Schools

A Root Cause Analysis Facilitator Guide was developed to promote consistency in the root cause analysis process. The Facilitator Guide contains protocols designed to engage school leaders and stakeholders in identifying a specific problem and prioritizing root causes for the problem.

There was a four-step process used to facilitate the root cause analysis:

1. Craft a Problem Statement Based on Data
2. Brainstorm Causal Factors
3. Analyze Underlying Causes to Identify Root Causes
4. Prioritize Root Causes for Intervention

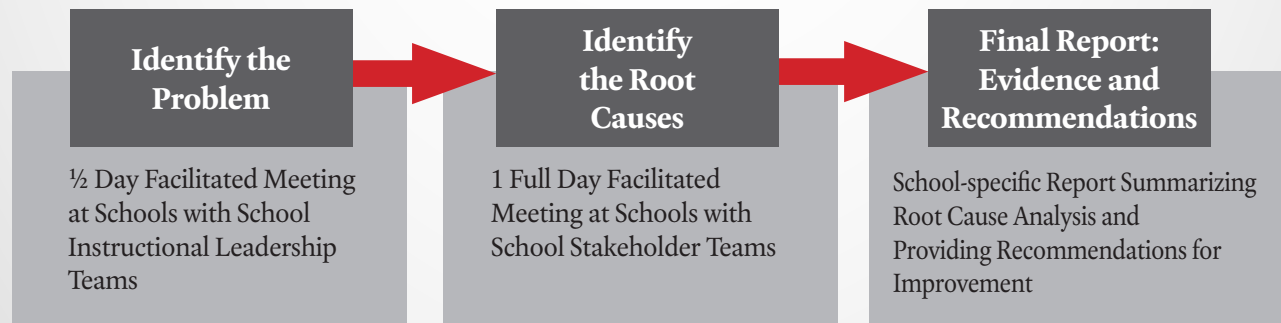
The root cause analysis process translates the successes and challenges identified through the CSI needs assessment into priorities to inform actionable improvement planning. The work with schools was staged in three steps: 1) identify

the problem; 2) identify the root causes; 3) draft a school report with recommendations for improvement.

First, the RCA team worked with school leadership teams to craft a problem statement in a half-day meeting. Using the available school, school system, and state data, the school team selected a problem that relates to their CSI status and provides a direction for the root cause analysis.

Second, the facilitators returned to the school for a full-day meeting with the school's stakeholder team to better understand the root causes of the problem. Once the stakeholders worked through the process of determining the root causes, they prioritized those root causes based on importance, feasibility, and alignment to CSI status.

As a third and final step, the RCA teams created these school-specific reports with recommendations for addressing the problem and root causes in improvement planning.



I. INTRODUCTION

An RCA starts with asking the question: What problem do we face that, if solved or mitigated, would most effectively lead to our desired outcomes (in this case significant improvement in student outcomes that would lead to the school being removed from CSI status)? This “Problem Statement” is then studied and interrogated by a team of stakeholders through the RCA process that answers questions such as:

- Why do we get these outcomes?
- Who are the people involved in this problem?
- What policies, procedures, or rules contribute to this problem?
- What resources are currently engaging with this problem?
- What environmental issues impact this problem?

This process led to a small number of “root causes” to the problem designed to help school stakeholders design strategies and programs that are more likely to lead to significant improvement for students. In addition, the process will include conducting research on the problem and prioritized root causes and recommending evidence-based strategies for improvement.

II. SCHOOL PROFILE

School Name: Independence School Local 1 High School
 1300 W 36th St, Baltimore, MD 21211
 (443) 642-2504

Total Teachers: 9

Student Demographics

Total Students	Asian	Black African Americans	Hispanic/Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
154	<10	134	<10	14	<10	55.79%	<5%	35.5%

Independence School Local 1 High School MSDE School Report Card Profile for 9-12

Academic Achievement		School Quality and Student Success		Graduation Rate		Progress in Achieving English Language Proficiency		Readiness for Postsecondary Success	
% Proficient in Mathematics	0%	Students Not Chronically Absent	38.1%	Four-Year Adjusted Cohort Graduation Rate	63.6%	% English Learners Making Progress Toward Learning English	N/A	Credit for Well Rounded Curriculum	100%
Average Performance Mathematics	1.4			Five-Year Adjusted Cohort Graduation Rate	79.4%			On Track in Ninth Grade for Graduation	75%
% Proficient in English Language Arts (ELA)	9.7%	Access to Well Rounded Curriculum	41.7%	Earned Points	10.3/15			Earned Points	N/A
Average Performance ELA	2.4	Earned Points	5.2/25	Earned Points	10.3/15	Earned Points	N/A	Earned Points	8.8/10
Total Earned Percent:				38%					

To view this school's full report card, visit www.mdreportcard.org

III. PROBLEM STATEMENT

Description of the Process

The first day of the RCA process occurred on April 12, 2019 at Independence School Local 1 High School in the principal's office. Initially, the principal indicated no other staff members were available to join in the RCA work because it is a very small school with nine teachers for 111 students. Given the extenuating circumstances at the school—namely, the inability to fully prepare for the day's meeting or to have staff available to participate—the RCA team decided to modify the process without adjusting the outcome of day one. The team encouraged the principal to identify a few teachers and a Baltimore Teachers Union (BTU) representative who could help with a problem statement related to the school's low graduation rate. The team also decided they would pull in individuals to engage them in a discussion of what impacts graduation. After some solution mining, the process was amended and three staff members were able to join the work, albeit one person at a time.

Using the observations and inputs of the participants, combined with the school's data from prior years, the RCA team was able to meet the day one goal of crafting a problem statement.

Problem Statement Criteria

Participants arrived at a problem statement by examining how CSI schools were identified; by using data to understand why the school received CSI status; by organizing data trends into themes; by evaluating the feasibility of addressing those themes; and by prioritizing addressable themes to identify the RCA area of focus. The problem statement was crafted based on the following criteria:

1. *How important is the problem to addressing our needs?*

Importance is determined by whether student outcomes will be improved, teacher efficacy is increased, and/or organizational systems will be improved.

2. *How feasible is it to address this problem?*

Feasibility is defined by the availability of adequate resources, staff, and capacity, and whether there is sufficient support and buy-in.

3. *How aligned is the problem to our needs?*

The problem statement should be related to the reason the school was identified as a CSI school. Also the school should be able to address the problem and its root causes by the effective selection and implementation of evidence-based practices.

Day One Summary

Day one covered a number of topics related to the graduation rate. Participants articulated key causes for the low graduation and, although they participated separately, generally good consensus was reached about the school's challenges.

In particular, participants agreed on what influenced the school's low graduation rate:

- the poor quality of leadership and supervision prior to this 2018-2019 school year;
- no explicit expectations for student or adult behaviors, which impacted school climate;
- inconsistent teaching, with dubious instructional activities in most classrooms on most school days; and
- lack of materials and training for staff.

After these themes were established, the principal, Baltimore City Public Schools (BCPS) representatives, and RCA facilitators brainstormed ways to carry out the day two session given the school's limited staff.

III. PROBLEM STATEMENT

Key Data Themes

Data Source	Key Takeaways
Fall 2018 School Profile	<ul style="list-style-type: none"> No student met state assessment expectations. Graduation rate has trended down since 2015. Student suspensions doubled from eight in 2017 to sixteen in 2018.
MSDE CSI Needs Assessment Report	<ul style="list-style-type: none"> Students identified with a disability increased from 22.9% in 2015-2016 to 35.5% in 2017-2018. 41.7% of students graduated or exited with a certificate of program completion. 28.5% (2.5 of 9 full-time employees) were teachers with 0-3 years of experience in 2017-2018.
Day One Comments from School Staff	<ul style="list-style-type: none"> Poor school leadership negatively impacted quality of teaching, learning, and school culture. Lack of qualified staff and lack of project-based learning standards or training resulted in required courses not being taught and required content not being delivered. Inadequate staffing led to no monitoring of student course registration.

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
There is low achievement (Context: The principal and nearly all staff did not work at Independence School Local 1 in 2017-2018 and were not present last year when this data was produced.)	1
There are low expectations for students and staff historically.	2
Lack of charter oversight and charter administration.	3

III. PROBLEM STATEMENT

Final Problem Statement

41.7% of students are graduating with a certificate of program completion and 0% of graduating students have demonstrated proficiency in either mathematics or ELA as measured by state assessments.

Evidence Base for Problem Statement

This section represents a brief research summary of the evidence related to the significance and/or impact of the problem statement identified above.

Low student achievement, leading to low college and career readiness at the end of twelfth grade, is a significant national problem, and it is the central problem that Independence is facing. This problem is influenced by multiple factors that are both inside and outside of the control of schools. However, school-based factors do play a significant role in student achievement (Rivkin, Hanushek, & Kain, 2005).

Of the students at Independence, 55.79 percent are categorized by MSDE as “economically disadvantaged.” Research demonstrates that economic disadvantage typically has a negative effect on student achievement, meaning that communities like the one served by Independence commonly struggle with low student achievement (Sirin, 2005).

Despite the challenges facing Independence, sufficient evidence exists that schools serving disadvantaged communities can achieve at higher levels. The effective schools research from the 1970s and 1980s demonstrated that when disadvantaged students have access to high quality schools, their academic achievement improves (Lezotte, 2001). More recent research conducted by the University of Chicago Consortium on School Research strengthens this important finding and identifies school leadership as the key lever to catalyze improvement (Bryk, Sebring, Allensworth, Luppescio, & Easton, 2010).

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

Day two of the RCA process was held on April 30, 2019 at the school and was attended by the same participants as day one with the addition of a parent. During the session, participants re-confirmed the school's problem of practice, conducted a modified "Fishbone" using the forty comments the participants made on April 12 during day one, sorted these comments into essential themes, and identified causal factors. A facilitated discussion around root causes and the school's current improvement efforts identified priorities that would most likely address the primary issues.

As part of the school's ongoing efforts, the principal had identified where and how to address gaps between students' needs and the school's offerings. The school's charter school operator was informed of day two and the school's improvement efforts but was not

present at day two. At the end of the session, BCPS representatives and the school's principal confirmed next steps in the process.

Specifically, the goals for day two included:

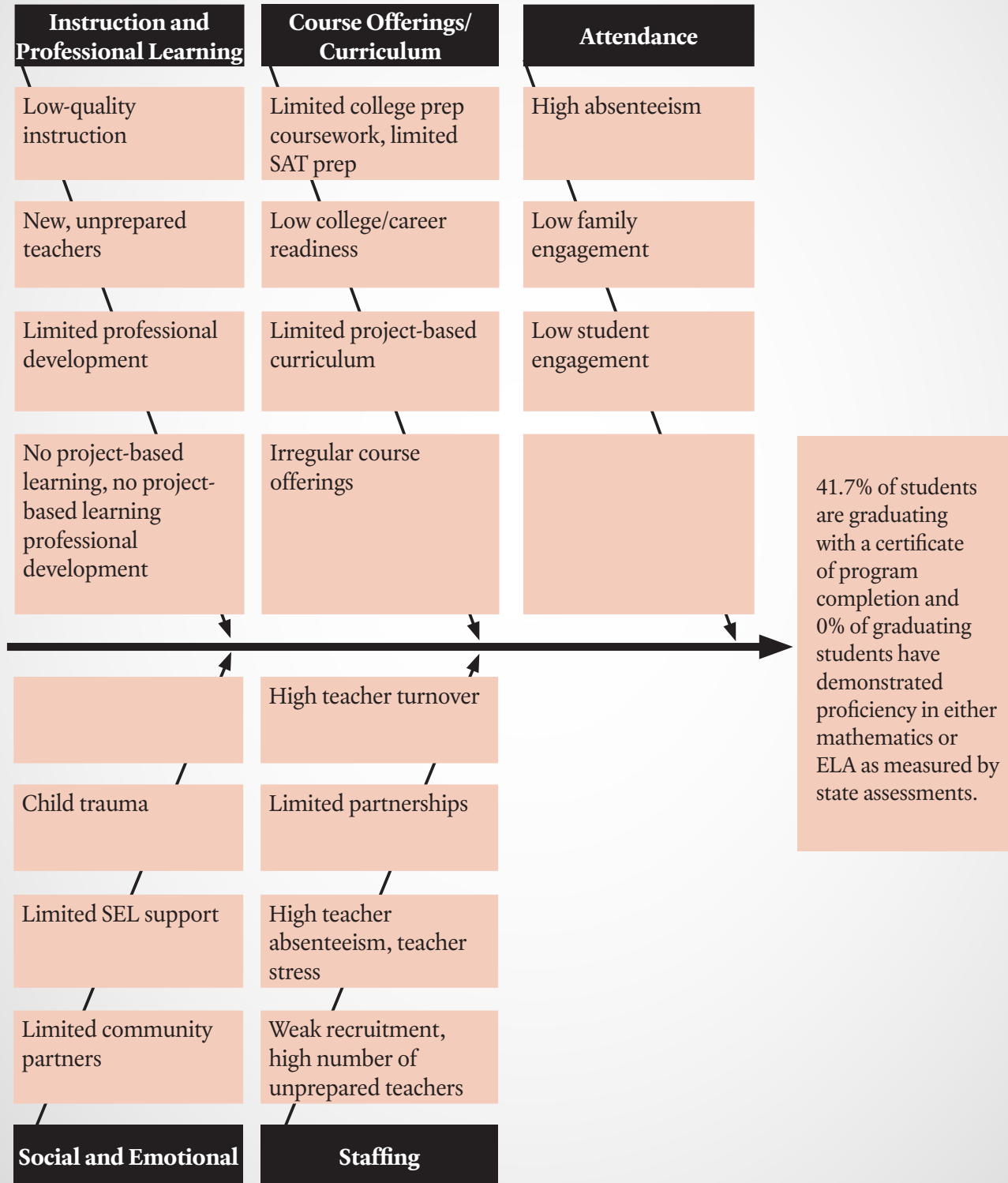
- Determine factors contributing to the problem statement.
- Identify underlying causes of the problem and determine which underlying causes are primary "root" causes.
- Prioritize the root causes for the importance of impacting student outcomes and the feasibility of implementing strategies to address them.

Casual Factors

The "Fishbone" diagram represents the stakeholder group's initial assessment of all of the individual factors contributing to the existence or recurrence of the problem statement.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Independence School Local 1 High School Casual Factors



IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Prioritized Root Causes

Following several group exercises, the stakeholder group came to consensus on the priority root causes. These are the causes most critical to addressing the problem based on the criteria of importance, feasibility, and alignment.

Final Output. Prioritized Root Causes:	Ranking
The school does not use a curriculum that is linked to state standards (as a charter school, it does not have free access to BCPS curriculum) nor one that guides implementation of project-based learning instructional strategies that are part of the school's mission.	1
Students do not have access to required courses, and the school does not offer summer school to keep students engaged and on-track for college and career readiness. In addition, students do not receive college and coursework guidance.	2
Students do not receive social and emotional support that can help them handle in-school pressures and out-of-school traumas.	3

Evidence Base for Prioritized Root Causes

Instruction/Professional Development

According to stakeholders at Independence, teachers lack access to sufficient training for the project-based curriculum that has been selected by the charter operator, and thus the ability of teachers to deliver high-quality instruction is limited. There is a strong evidence base for providing teachers with instructional supports and quality professional development to strengthen college and career readiness in students (Levitt, Janta, & Wegrich, 2008; Hamilton, Stecher, Lin Russell, Marsh, & Miles, 2008).

Curriculum/Course Offerings

The evidence base for investing in high-quality curriculum is moderate. Research shows that high-quality curriculum can positively impact student achievement, although teachers commonly use a mix of formal (published

curriculum) and informal (self-created, borrowed) curricular materials with students. Independence has faced challenges by having a lack of alignment between Maryland graduation requirements coupled with courses to prepare students for college and career success, and what is actually offered to students at Independence. Studies have shown that ensuring schools offer courses that are relevant for graduation, as well as advancing college and career readiness, is essential to a well-rounded curriculum (Chiefs for Change, 2017; Opfer, Kaufman, & Thompson, 2016).

Social and Emotional Support for Students

The research into linking college and career readiness with providing students with support services is promising. Independence lacks the capacity to provide the trauma-informed care that many of its students need, and stakeholders articulated a need to boost the school's capacity to teach students how to manage their behavior beyond the school walls (Schlossberg, Morris, & Lieberman, 2001).

V. RECOMMENDATIONS FOR IMPROVEMENT

Recommendations for Evidence-Based Improvement

Final recommendations for this report have been developed by the University of Maryland College Park in consultation with RCA facilitators and leaders at MSDE. Recommendations were developed using the following process:

- Reviewing the ideas, notes, and stakeholder perspectives gathered throughout the Root Cause Analysis process;
- Conducting a scan of the research literature related to the problem statement and prioritized root causes identified throughout the process. While a comprehensive research analysis was outside the scope of this

project, the team reviewed research using the standards of evidence model outlined in the Every Student Succeeds Act (ESSA) to offer research that had moderate or strong evidence of effectiveness (Level 2 or Level 1 on the ESSA framework);

- Compiling, organizing and categorizing over 150 recommendations submitted by UMD/RCA facilitators.

These recommendations are offered by the University of Maryland College Park in consultation with MSDE. They represent only a portion of the potential strategies and interventions that will become a part of the school's three-year improvement plan developed in concert with the MSDE Title I office.

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement ¹
<p>Maximize professional learning focused on planning, instruction, and improving learning conditions for students.</p> <p>Establish or significantly strengthen a school-wide cycle of professional learning—coaching, observations, and team planning—that includes an aligned focus across core instructional activities. Several studies link teacher professional learning with improvements in instruction and quality of learning environments (Vescio, Ross, & Adams, 2008). Professional learning opportunities are most effective when they are part of coherent school-wide efforts that link content, assessments, and reflection, rather than episodic professional workshops (Akiba & Liang, 2016). Two effective professional learning strategies include professional learning communities and job-embedded professional learning.</p> <p>Professional Learning Communities: Teachers need time spent planning and learning with colleagues in collaborative planning time and/or professional learning communities (PLCs) that are focused on teaching and learning, not on administrative or organizational demands. Research shows that PLCs are most successful when they are designed and supported with specific attention to leadership, group dynamics, trust, and respect (Vangrieken, Meredith, Packer, & Kyndt, 2017). PLCs can form around topics that teachers can explore together, plan for, and build upon together using peer observations and deeper capacity-building on areas of need, such as social emotional learning or trauma-informed teaching. Authentic PLCs include the following features:</p> <ul style="list-style-type: none"> • Dedicated time for the PLC • Teacher-led and based on specific needs of students • Supported by school leaders with training and development activities <p>Job Embedded Professional Learning: Research emphasizes the importance of professional learning that emphasizes explicit strategies for conducting active teaching, assessment, observation, and reflection rather than just abstract discussions (Darling-Hammond & Richardson, 2009).</p>	<p><i>Talent Development</i></p> <p><i>Instructional Transformation</i></p>

¹ The MSDE uses the Center on School Turnaround at WestEd's Four Domains for Rapid School Improvement: A Systems Framework as a framework for continuous improvement. The framework identifies four areas as central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift. The recommendations in this report are aligned to the four domains as a way to organize and frame the improvement efforts. For more information: <https://centeronschoolturnaround.org>.

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement ¹
<p>Implement coordinated “wraparound” supports for all students, which are customized to meet the specific needs of the school community.</p> <p>Research indicates that integrated student supports are associated with positive student outcomes. School-based supports can lead to improvements in students’ attendance, behavior, social well-being, and academic achievement (Moore & Emig, 2014; Maier, Daniel, Oakes, & Lam, 2017; McDaniels, 2018). An essential component of such services is having the school-based personnel available to coordinate with other community agencies and organizations. All students would then be provided with the services that they need to overcome out-of-school learning barriers (The Maryland Commission on Innovation and Excellence in Education).</p> <p>Integrated student supports should provide coordination, outreach, and some direct staffing and programming for each of the following categories: 1) mental health, vision, dental, and medical services; 2) food, housing, and transportation assistance; 3) school-embedded school social workers, counselors, and psychologists; and 4) on-site childcare (secondary schools only).</p> <p>Well-developed resources are available to assist educators in transforming their schools into the community model, including the interactive <i>Community School Playbook</i> from the Partnership for the Future of Learning (https://www.communitiesinschools.org/our-model), the Coalition for Community Schools’ interactive guide, <i>Scaling Up School and Community Partnerships: The Community Schools Strategy</i> (www.communityschools.org/ScalingUp), and Communities in Schools’ Integrated Student Supports model (www.communitiesinschools.org/our-model).</p>	<p><i>Culture Shift</i></p> <p><i>Turnaround Leadership</i></p>

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION

Four Domains Domain of Rapid School Improvement¹

Adopt student-centered, active-learning instructional practices across all classrooms.

Instructional Transformation

Although a considerable amount of research literature on effective learner-centered instructional practices is available, two leading researchers who represent the current field are Deborah Ball and Robert Marzano. Both Ball's "High-Leverage" practices and Marzano's spotlighted strategies are research-vetted frameworks that could be useful starting points with teachers.

The first strategy for improvement is the elevation of instructional practices across classrooms to engage students as active agents of their own learning. Researchers highlight the importance of activating students' "voice" and "choice" in enlivened classroom learning and engagement, as well as designing and delivering lessons that reflect students' cultural knowledge and experiences and are connected to their adolescent lives (Dary, Pickeral, Shumer, & Williams, 2016; Pyle & Wexler, 2012; Bridgeland, Dilulio, & Morison, 2006). Examples of such instructional strategies include student goal-setting, student-led discussions, and student voting (www.marzanoresearch.com; www.teachingworks.org).

Other research-based engagement strategies include the following: project-based learning, inquiry-based learning that allows students time to delve deeply into questions and content, relevance-making connections to the real world outside of school, high expectations through rigorous content, students engaged in their own progress monitoring, and students exercising choices (Taylor & Parsons, 2011).

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement ¹
<p>Implement Social Emotional Learning (SEL) to explicitly teach SEL skills focused on self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.</p> <p>Employ a robust SEL program that is inclusive of all school-based staff, including but not limited to, administrators, teachers, school social workers, guidance counselors, and para-professionals. Effective school-based SEL programs are comprised of five major components:</p> <ol style="list-style-type: none"> 1. Self-awareness 2. Self-management 3. Social awareness 4. Relationship skills 5. Responsible decision-making (CASEL, 2012). <p>These components are more impactful when they are set in an environment in which organizational culture, climate, and conditions all support SEL (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).</p> <p>One goal of SEL programs is to improve the quality of interactions among individuals in schools and within classrooms; therefore, school-level social processes are important to examine when considering an SEL program. Moreover, some evaluation studies find that within low-income urban communities, school climate may be particularly salient (Aber, Jones, Brown, Chaudry, & Samples, 1998; Hughes, Cavell, Meehan, Zhang, & Collie, 2005). Though the Collaborative for Academic, Social, and Emotional Learning endorses the use of evidence-based SEL programs in the context of systemic schoolwide and districtwide approaches (Devaney, O'Brien, Resnick, Keister, & Weissberg, 2006), it is necessary for a systemic approach to SEL programming entails integration of SEL across school activities, both in and outside of the classroom, and even reaching into the community.</p>	<p><i>Culture Shift</i></p>

VI. CONCLUSION AND NEXT STEPS

Collaboratively with the Local School System (LSS) and stakeholders, Comprehensive Support and Improvement (CSI) school teams will develop intervention plans that identify SMART (Specific, Measurable, Achievable, Realistic, Time-bound) intervention goals with measurable annual outcomes and progress indicators that will guide schools toward meeting annual targets and exit criteria in three years. The outcomes of the root cause analysis must be used to inform the development of the SMART intervention goals and identification

of evidence-based strategies included in the intervention plan. Any evidence-based strategy must meet the Every Student Succeeds Act (ESSA) evidence requirements (level 1, 2, or 3). Intervention Plans will be approved by the school, LSS, and the Maryland State Department of Education (MSDE), and monitored annually by staff from the LSS and the MSDE. Additional information and resources are available on the MSDE Resource Hub. <https://www.marylandresourcehub.com/>

APPENDICES

Appendix A: List of Stakeholders

	Name	Position
Day 1 April 12, 2019	Esau Venzen	<i>History Teacher</i>
	Tenne Thrower	<i>Family and Community Engagement Specialist</i>
	S. Thomas	<i>BTU Collective Bargaining Representative</i>
	Nicole Scruggs	<i>CSI Title I Specialist</i>
	Ayanna McLean	<i>Principal</i>
	M. Hubbard	<i>ELA Teacher</i>
Day 2 April 30, 2019	Esau Venzen	<i>History Teacher</i>
	Tenne Thrower	<i>Family and Community Engagement Specialist</i>
	S. Thomas	<i>BTU Collective Bargaining Representative</i>
	Nicole Scruggs	<i>CSI Title I Specialist</i>
	M. Hubbard	<i>Principal</i>
	W. Williams	<i>Parent</i>

APPENDICES

Appendix B: Bios of Facilitators

Dan Brown taught for eight years in New York City and Washington, DC, earning National Board Certification for Adolescence and Young Adults/English Language Arts. He previously served as Co-Director of Educators Rising, a national association for aspiring teachers, and was a Washington Teaching Ambassador Fellow at the US Department of Education.



Brown currently serves as a consultant for education organizations, including AIR, the Council of Chief State School Officers, and the National Council on Teacher Quality. He conducts classroom observations for qualitative site reviews for the District of Columbia Public Charter School Board. He also has Danielson Framework for Teaching certification to conduct K-12 observations accurately and reliably.

Brown's writing has appeared in Educational Leadership, Phi Delta Kappan, the Boston Globe, and Education Week, among other publications. He currently serves on the National Board of Directors for Family, Career and Community Leaders of America, and on the Educator Micro-credential Advisory Board for Digital Promise.

Brown holds degrees from Teachers College, Columbia University, and New York University. He lives in Prince George's County with his wife and two children, who attend the county's public schools.

Reggie Robinson searches for the best questions to understand perplexing challenges. As a principal in Denver, CO, his schools earned recognition for significant growth on state



assessments. Using better teacher training as a lever, behavior and special education referrals plummeted, services for “gifted” learners and children on the Autism spectrum improved, and achievement gaps for African American and Latinx students began to close. In Baltimore, Robinson led a privately managed public school where he worked to rebuild trust among the school's partners. In addition to being a teacher and principal, he has been an administrator in charge of district-wide school reform efforts and an accountability consultant for states and school districts. Robinson is currently an adjunct faculty member for Anne Arundel Community College's Corporate Training Group where he teaches courses in leadership, management, and supervision. He also serves as an inspector with Teacher Prep Inspection-US, a nonprofit that works to improve the quality of educators who serve pre-kindergarten-12 learners. A TrueColors® Green, Myers-Briggs Type Indicator® INTJ, and StrengthsFinder® Learner-Context-Strategic-Restorative-Activator, Robinson makes sense out of what seems confusing, reflects on what worked and what did not, and learns from other partners. Without fear or favor, he builds on good teaching and steps forward to challenge practices and beliefs that do not work for young people.

APPENDICES

Appendix C: Citations of research

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APPENDICES

INTERVENTION CITATIONS

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