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

The Reach! Partnership School

September, 2019

MORGAN STATE UNIVERSITY

UNIVERSITY OF MARYLAND 1856

COLLEGE OF EDUCATION

CENTER FOR EDUCATIONAL INNOVATION AND IMPROVEMENT

BOWIE STATE UNIVERSITY 1865

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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 Reem Labib and Dr. Jean Snell, who also co-authored this report.

I. INTRODUCTION

The purpose of this report is to share outcomes of a Root Cause Analysis (RCA) conducted to support The Reach! Partnership School in identifying underlying causes of school performance problems. The report provides an overview of the RCA process, school profile, problem statement, the RCA conducted at the school, 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 an RCA process facilitated by a third party. CSI schools are defined as follows: the lowest achieving 5 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. The Reach! Partnership School was identified as a CSI school due to low graduation rates. Outcomes of the RCA 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 will be required to participate in the Leading for School Improvement Institute, which provides customized professional learning experiences to support school improvement. CSI principals will be 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.

The 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 to develop RCA tools and train field teams. Field teams consisted of researchers, data analysts, and education practitioners from Bowie State University, Morgan State University, Johns Hopkins 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 outcomes, recommended interventions, and evaluations of employed interventions. As part of this procedure, 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:

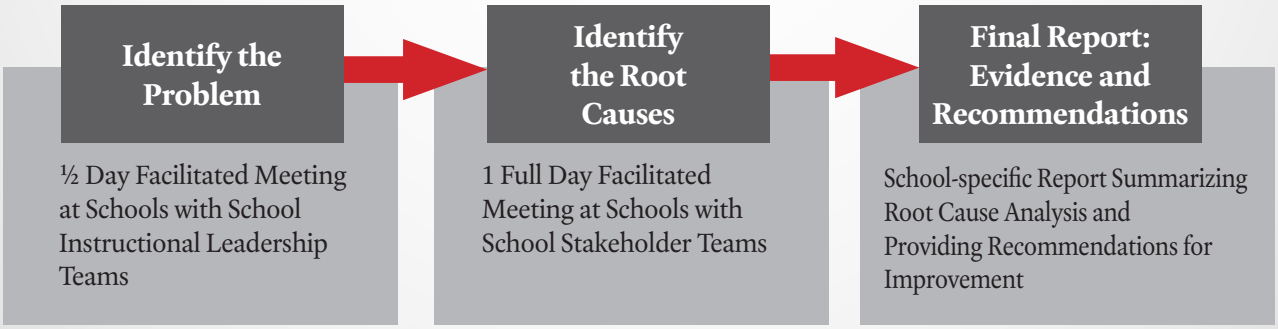
1. Craft a Problem Statement Based on Data
2. Brainstorm Causal Factors
3. Analyze Underlying Causes to Identify Root Causes
4. Prioritize Root Causes for Intervention

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: Barclay Elementary and Middle School (0054)
2900 Barclay Street Baltimore, MD 21218
(410) 396-6387

Total Teachers: 32

Student Demographics								
Total Students	Asian	Black African Americans	Hispanic/ Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
526	<10	515	<10	<10	10	66.39%	<5%	27.66%

The Reach! Partnership 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	4.1%	Students Not Chronically Absent	20%	Four-Year Adjusted Cohort Graduation Rate	60.6%	% English Learners Making Progress Toward Learning English	N/A	Credit for Well Rounded Curriculum	94.4%
Average Performance Mathematics	1.7								
% Proficient in English Language Arts (ELA)	3.1%	Access to Well Rounded Curriculum	57.9%	Five-Year Adjusted Cohort Graduation Rate	69.9%			On Track in Ninth Grade for Graduation	49.6%
Average Performance ELA	1/5								
Earned Points	5.3/30	Earned Points	6.8/25	Earned Points	9.6/15	Earned Points		Earned Points	7.0/10
Total Earned Percent:				35%					

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

III. PROBLEM STATEMENT

Description of the Process

The Reach! Partnership School's leadership team met for a half-day on March 28, 2019 to examine school level data and to select a problem statement. The team included teachers, administrators, support staff (counselors, librarian), and representatives from the local school system (Title I specialist and school turnaround specialist). Please see Appendix A for the full list of participants.

The goals for the first RCA meeting were twofold: 1) to review the school-level data in order to highlight the leading challenges for the school, and 2) to select a priority challenge area for the problem statement. The data sources available for review were the MSDE CSI Needs Assessment Report, Maryland State School Report Card, and the School Climate Survey data. The Reach! Partnership School provided the facilitators with additional data that included the School Gaining report, beginning-of-year student level data, and incoming student data for three-year comparison rates.

The Reach! Partnership School was designated as a CSI school because it has a low four-year adjusted graduation rate of 58 percent. A review of the school data confirmed the school's low graduation rate as a significant concern, in combination with the high rates of students' chronic absenteeism, mobility, and course failure. Additionally, the team noted that their school enrolls a disproportionately high number of students with disabilities compared to the local school system's average. The opening RCA conversation revealed the depths of the challenges facing students at Reach! Partnership outside of school. All of these complex factors compounded with the fact that Reach! Partnership School is a non-entry requirement school, led the team members to express that all they share one unifying concern: student absenteeism.

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.

III. PROBLEM STATEMENT

Key Data Themes

Data Source	Key Takeaways

MSDE CSI Needs Assessment Report	• Chronic absenteeism rate: 84% (no district or school consequences)
	  • Students incarcerated throughout the school year
	  • Student pregnancies
	  • Students as caretakers
	• Student mobility: 54%
	• Students with disabilities: 26%, with an increase to 30% in 2018-2019
	• Standards-based instruction currently used
	• Differentiation and individualized instruction needed

Gaining Report	• Special education population of incoming ninth graders is 35% compared to the school system average of 15% • Less than 3% of incoming ninth graders on grade level (iReady®) • 40% of incoming ninth graders at risk of chronic absence
Maryland State School Report Card	• Chronic absenteeism rate: 80% • More students graduate after an additional year of schooling

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
Chronic absenteeism rate is high.	1
97% of incoming ninth graders are not on grade level (according to iReady).	2
Differentiation and individualization of curriculum are lacking, along with engagement in the curriculum.	3
Special education rate is 35% compared to 15% in the district.	4

III. PROBLEM STATEMENT

Final Problem Statement

Academic performance on all measures is negatively affected by chronic absenteeism across grades 9-12.

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.

More than 8 million students in the US are chronically absent, and research links chronic absences with low academic performance, delayed graduation, and increased dropout rates. Reach! Partnership School has an absenteeism rate of 84 percent. Some of the factors that influence a school's absenteeism rate are a high student mobility rate (54 percent at Reach! Partnership), students who are incarcerated during the school year, and student pregnancy. Additionally, students from communities of color are disproportionately affected by absenteeism. The Reach! Partnership School serves a high population of students with disabilities, which also can influence absenteeism at the secondary level (Cortiella & Boundy, 2018). The research on absenteeism makes a clear case for how important increasing student attendance is as a foundation for improved academic outcomes (Ginsberg, Jordan, & Chang, 2014).

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

The Reach! Partnership School team met for the second day of the RCA process on April 2, 2019. The same core team members from Reach! Partnership School participated in the second day of the process, along with additional stakeholders and a student and parent representative. Please see Appendix A for the full list of participants.

The goals for the meeting were threefold: 1) to finalize the problem statement, 2) to generate a prioritized list of root causes, and 3) to solicit ideas for improvement.

The stakeholder team was divided into smaller groups to create "Fishbone" diagrams, which were shared and combined into one composite Fishbone. The finalized Fishbone reflected the group's perceptions that the challenge of student absenteeism was influenced both by out-of-and in-school factors. Out-of-school factors included multiple competing demands, such as work and children at home. The use of a traditional curriculum and a lack of differentiation to keep students challenged and engaged were cited as elements that influence absenteeism in school. After completing the Fishbone, the team prioritized underlying root causes through the "5 Whys exercise" and discussed and voted on their prioritized causes. Stakeholders zeroed in on the factors over which they as educators had agency to improve. At the close of the second day, team members were eager to consider potential solutions to the challenges that they had touched on in during the two days of analysis.

Specifically, the goals for day two included:

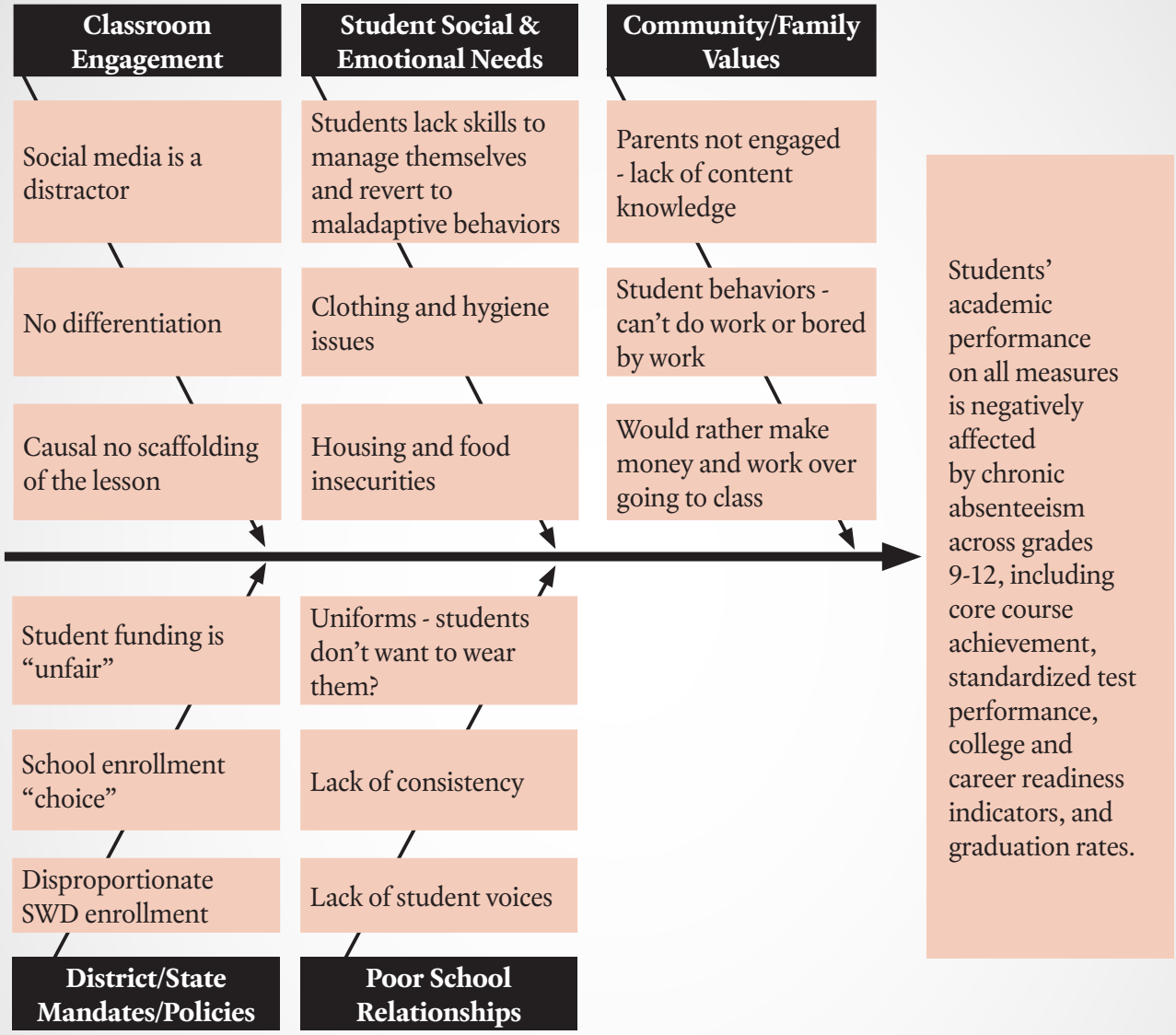
- Determine factors contributing to the problem statement.
- Identify underlying causes of the problem and determine which underlying causes are primary "root" causes.
- Prioritize the root causes for the importance of impacting student outcomes and the feasibility of implementing strategies to address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

The Reach! Partnership School Fishbone: Exploring Causes



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
Students' boredom in the classroom diminishes their academic engagement, which contributes to chronic absenteeism.	1
An "uncaring" school climate impedes student-teacher relationships.	2
Parents are not very involved in school activities, nor do they know how to academically support their child's learning or career aspirations.	3

Evidence Base for Prioritized Root Causes

Engaging Instruction

Currently, Reach! Partnership School has as strong leadership team that meets frequently and has a deep understanding of their student data and academic needs. The school leadership team initiated the implementation of goals and strategies for improvement in 2018-2019, which highlights the need for improved instruction through strategies that include co-teaching, mentor teachers, common planning, and the use of data. These strategies focus primarily on the needs of students with disabilities, but the stakeholder team indicated that instruction needs to be better differentiated to meet the wide spectrum of student needs across Reach! Partnership School classrooms.

The research literature on student engagement indicates that curriculum and instruction need to be relevant to students' lives in order for many of them to stay engaged (Fredricks, Blumenfeld, & Paris, 2004). Students have signaled this sense of disconnect in study after study when they report that they "don't like school" and that they are "bored" in school (Hammond, Linton, Smink, & Drew, 2007; Yazzie-Mintz, 2006). In the High School Survey of Student Engagement, two out of three students report being bored in school every day, and these respondents indicated that they were bored because the material was not "interesting" or "relevant" to them (Yazzie-Mintz, 2006). Similarly, in a Gates-funded study on high school dropouts, participants reiterated how school was uninteresting and "boring," and they asserted that the classes in high school did not teach them things that they could use or apply to their lives (Bridgeland, Dilulio, & Morison, 2006). Other researchers have concluded that student engagement is influenced strongly by whether or not the classroom environment is student-centered and requires "active" learning (Dary, Pickeral, Shumer, & Williams, 2016).

School Climate and Culture

School climate is a multi–faceted construct that reflects students' perceptions of their interactions with peers, teachers, and school administrators, involving shared beliefs, values, and attitudes related to school. The research reveals that the

school environment may play a critical role in chronic absenteeism (Balfanz & Byrnes, 2012). Stakeholders discussed the lack of trust between students and teachers and lack of student voice in decision-making as factors that impact the school. Additionally, student-to student-bullying in school and online (e.g., social media) bullying were noted as significant factors.

Parent Engagement

The Reach! Partnership School shared that many parents are not engaged, and they attributed the "lack of value" for education as a significant variable in students' attendance. Unequivocally, family engagement matters tremendously to student academic success in all populations, including urban, minority schools (Fantuzzo, McWayne, Perry, & Childs, 2004; Jeynes, 2005; Kreider, 2006). Though there are many kinds of academic support students can receive from their families and communities, research shows that the greatest predictor of academic success is family engagement that targets "academic socialization" (Jeynes, 2005). The key component of academic socialization involves families helping children develop a deep-rooted value for the importance of education. This includes helping students develop career aspirations and communicating that school success is critical to the realization of these goals. The research literature indicates that schools need to build a culture in which educators model the values and beliefs they want parents to hold, while eliciting family and community support in backing those principles (Flamboyan Foundation, 2018).

V. RECOMMENDATIONS FOR IMPROVEMENT

Brainstormed Ideas for Improvement Planning from Stakeholders

At the conclusion of day two, the stakeholders had a brief opportunity to brainstorm ideas and strategies that might help to address the root causes identified. This brainstorming activity asked participants to list any good ideas they have. These ideas were not prioritized or identified as formal recommendations to the school.

- Engage parents of eighth graders in their preparation for high school.
- Implement homogeneous grouping.
- Implement a social emotional learning curriculum with an intense focus on ninth grade.
- Use restorative practice as an alternative to suspension.
- Designate a behavior intervention room.
- Provide training for staff to be able to manage and refer student needs. Establish on-site emotional and mental health services.
- Use the community engagement office to offer opportunities for parents (GED, financial literacy, food pantry, clothes pantry).

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]
Adopt student-centered, active-learning instructional practices across all classrooms. 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 et al., 2016; Pyle & Wexler, 2012; Bridgeland et al., 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).	*Instructional Transformation*

[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]
Implement one or more research-based strategies to promote positive school climate, including positive discipline, conflict management, anti-bullying, and positive youth development. Research indicates that a positive school climate is strongly linked to student academic outcomes. For example, school climate can influence attendance, achievement, retention, and graduation (MacNeil, Prater, & Busch, 2009; Stewart, 2008; McNeely, Nonnemaker, & Blum, 2002). The US Department of Education has conceptualized school climate as broadly consisting of the domains of safety, engagement, and environment. These domains encompass students' perceptions of inclusion and belonging; incidents of bullying and the response of students and educators; school connectedness; peer to peer relationships, as well as relationships between teachers and students; school discipline practices; and the state of the physical facilities. According to the National Center on Safe Supportive Learning Environments (2009), "the strength of the linkages between school climate and academic achievement make it essential that all students have the opportunity to attend schools that provide a safe and supportive environment where they can thrive and fully engage in their studies" (www.safesupportivelearning.ed.gov). To address concerns regarding school climate, there are many resources available to educators that can guide efforts to foster a more inclusive and supportive school environment for all students, including Teaching Tolerance (www.tolerance.org/professional-development/school-climate) and the National Center on Safe and Supportive Learning Environments (safesupportivelearning.ed.gov/scirp/action-guides). In schools with indicators that the school climate needs to be improved, a wide variety of factors can contribute to poor climate conditions, and conversely, a wide range of strategies exist to address such conditions. These research-based strategies can include: **1)** Adopting school-wide alternative, positive discipline systems with clear and well supported expectations and consequences for student behavior, such as Restorative Justice (Augustine et al., 2018; www.alternativesyouth.org/programs/restorative-justice), or Positive Behavioral Intervention Supports (PBIS) (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; www.pbis.org); **2)** Mandating anti-bullying training for all educators and staff. Training should define what constitutes bullying and how to recognize when it is happening to students so they can effectively intervene (www.stopbullying.gov; www.teachingtolerance.org); **3)** Implementing conflict resolution strategies or school-wide program (creducation.net/teachers); and Integrating practices from the "Positive Youth Development" approach into the management of school co-curricular activities and student clubs: (youth.gov/youth-topics/positive-youth-development).	*Culture Shift*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Enlist parents and families as academic partners in student learning. Research has proven that family engagement matters tremendously to student academic success across all populations. Family involvement has been shown to benefit children from diverse ethnic and economic backgrounds in particular. For example, low-income African American children whose families maintained high rates of parent participation in elementary school were shown to be more likely to graduate from high school (Fantuzzo et al., 2004; Krieder, 2006). In order to enlist parents as academic partners, schools should start by providing information and training for families to support high expectations for their children's education. These shared academic expectations for children's education should be rooted in the recognition of the value of education. Therefore, schools that are effective in partnering with parents need to actively invite parents to team with teachers and other staff in communicating and reinforcing these shared values at home as well as in school (Flamboyan Foundation, 2018). To reinforce these high expectations, schools can work collaboratively with parents to track students' progress toward their academic goals (Wilder, 2014; Mapp & Kuttner, 2013). Additionally, schools can provide parents with weekly one-sentence messages from teachers about their children's schoolwork, which empowers parents to support students' efforts to stay on track in school (Kraft & Rogers, 2015).	*Culture Shift*

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

Day 1
March 28, 2019

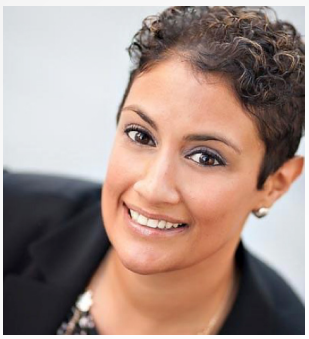
Name	Position
Dr. James Gresham	*Principal*
Tarita McCallum	*Ninth Grade Team Lead*
Karen Starliper	*School Counselor*
Robin McGowan Roblin	*Teacher*
Mornique Spencer	*Special Education Educational Associate*
T. Beyers	*Teacher*
Julius Zuke	*Librarian*
Balgit Ramsundar	*Teacher Support*
Taylor Coursey	*School Counselor*
Charles Hall	*Junior Reserve Officers' Training Corps*
Ariel Wimbush	*Assistant Community School Coordinator*
Lisa Donmoyer	*Title 1 Office, Staff Specialist, Baltimore City Public Schools (BCPS)*
Mack Jones	*School Turnaround Specialist*
J. Fedderly	*Teacher*

Day 2
April 2, 2019

Name	Position
Dr. James Gresham	*Principal*
Tarita McCallum	*Ninth Grade Team Lead*
Karen Starliper	*School Counselor*
Robin McGowan Roblin	*Teacher*
Mornique Spencer	*Special Education Educational Associate*
Yasmeen Davis	*Staff Specialist*
J. Roos	*Teacher*
Balgit Ramsundar	*Teacher Support*
R. Baskerville	*Assistant Principal*
R. McKinney	*Community School Coordinator*
K. Butler	*Director*
Phyllis Gilmore	*Parent*
Shelton Stanley	*Mathematics*
	Student

APPENDICES

Appendix B: Bios of Facilitators



Reem Labib, M.Ed., is the Founder and President of EDspired, a global education consultancy. Reem's work is currently focused on school transformation primarily in the US and the Middle East. Reem has participated as a team member in school quality reviews for twelve years, evaluating schools serving students in grades pre-kindergarten-12. She has served as head of schools, supervising multiple principals; principal of an inclusive arts-infused elementary school; and also as deputy director of professional development for a school district. Reem has a Master in Education with a specialization in curriculum and instruction and a focus on multicultural education.

Specialties: school transformation, leadership development, coaching, charter schools, special education

Jean Snell, PhD is a Senior Faculty Specialist for the Center for Educational Innovation and Improvement at UMD. Over the last twenty years, Dr. Snell has engaged with educators to help develop their capacity to close the achievement gap and to foster high quality teaching and learning conditions for all students. As an independent educational consultant, Jean provided leadership coaching to school and teacher leaders and qualitative data evaluation services to school and program administrators. Dr. Snell has served as a certified Lead Inspector with Teacher Prep Inspection (TPI-US), a curriculum developer and teacher trainer for Educators Rising, a classroom evaluator for the Washington, DC, Public Charter School Board, and a Leadership Coach with Ed Fuel and Leading Educators. Previously, she launched the Leading Educators teacher leadership fellowship program in Washington, DC, as the regional executive director, directed the Maryland Master's Certification program at UMD, and served as one of the founding program directors for the Center for Educational Leadership at the University of Washington. Jean earned her doctorate in Education Policy at the University of Washington, as well as the Danforth Leadership school administrator credential. She began her career in education as a secondary English teacher.

APPENDICES

Appendix C: Citations of research

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APPENDICES

INTERVENTION CITATIONS

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