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

Northwestern High 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 Dr. Wil Parker and Dr. Akeda Pearson, 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 Northwestern High 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. Northwestern High 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.

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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:

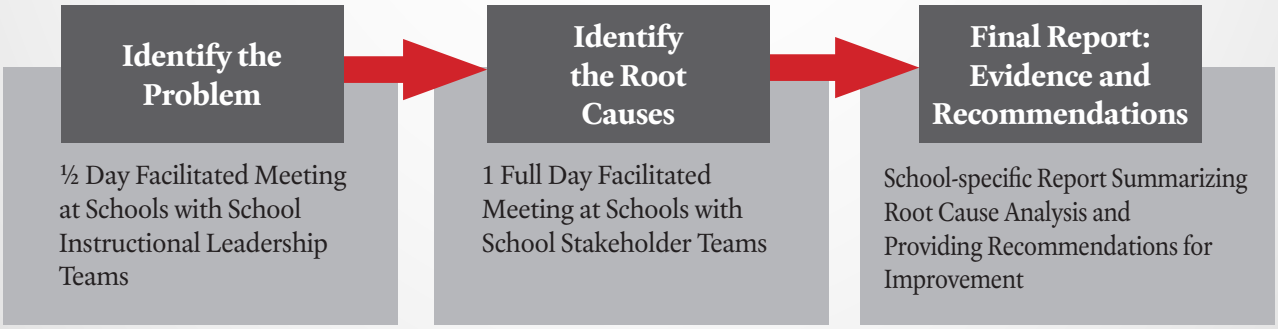
1. Craft a Problem Statement Based on Data
2. Brainstorm Causal Factors
3. Analyze Underlying Causes to Identify Root Causes
4. Prioritize Root Causes for Intervention

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: Northwestern High School
7000 Adelphi Rd, Hyattsville, Maryland 20782
(301) 985-1820

Total Teachers: 125

Student Demographics								
Total Students	Asian	Black African Americans	Hispanic/ Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
2,454	40	660	1,661	62	<10	71.54%	33.02%	9.85%

Northwestern 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	14.6%	Students Not Chronically Absent	56%	Four-Year Adjusted Cohort Graduation Rate	66.3%	% English Learners Making Progress Toward Learning English	40.9%	Credit for Well Rounded Curriculum	46.2%
Average Performance Mathematics	2.1								
% Proficient in English Language Arts (ELA)	24.7%	Access to Well Rounded Curriculum	47.4%	Five-Year Adjusted Cohort Graduation Rate	69.4%			On Track in Ninth Grade for Graduation	60%
Average Performance ELA	2.3								
Earned Points	9.5/30	Earned Points	5.7/25	Earned Points	10.1/15	Earned Points	4.1.10	Earned Points	4.0/10
Total Earned Percent:				37%					

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

III. PROBLEM STATEMENT

Problem Statement Criteria

Day one of the RCA process was facilitated on April 2, 2019. The meeting was an opportunity to develop trust amongst the educational stakeholders and provide transparency of the RCA project. Educational stakeholders included Northwestern High School's principal, staff, school district personnel, and a community representative from the City of Hyattsville.

The primary goal of the first day involved the exploration of the RCA purpose and process to craft a problem statement. This goal extended into reviewing the MSDE CSI Needs Assessment Report. Although, teacher commitment and observation were of high concern, members were not willing to truly dive deep into the data around this issue. However, school data was reviewed to identify other leading challenges to pinpoint one priority problem area as an RCA problem.

The Maryland State School Report Card and the needs assessment for Northwestern High School were reviewed and discussed. The report card revealed data measuring academic achievement, graduation rate, progress in achieving English language proficiency, readiness for post-secondary success, school quality, and student success. Students did not meet the annual targets for academic achievement and graduation rate. Progress in achieving English language proficiency was met, which was encouraging to the participants. The report card data also revealed that the student mobility rate was 38 percent, and 44 percent of the students were chronically absent–possible direct correlations to graduation rates. The report card and the needs assessment both exhibited overall negative final results with low graduation rates, chronic absenteeism, and high mobility rates. However, growth is being demonstrated at Northwestern High School, which is not necessarily captured in the aforementioned reports. The graduation rates for all students have increased over the past few years. Neither report considers the high number of English as a Second Language (ESL) newcomer students at the school who experience a disadvantage with language acquisition, lack credits, and who took non-credit bearing classes at previous institutions. These factors automatically necessitate that these students will need at least five years to graduate, as per the Prince George's County Public Schools' (PGCPS) ESL Course Sequence. In addition, more than 67 percent of all English language learner (ELL) students enrolled at Northwestern High School are over-aged and under-credited.

Problem Statement Criteria

Participants arrived at a problem statement by examining how CSI schools were identified, using data to understand why the school received CSI status, organizing data trends into themes, evaluating the feasibility of addressing those themes, and 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

Day One Summary

The dynamics around the varied interests of the educational stakeholders created an atmosphere of apprehensiveness, and the location was not conducive for several of the school stakeholders. However, the facilitators were able to guide them through a meaningful dialogue of their current data and previous performance and indicators, with attention focused on the factors related to their identification as a CSI school. This data discussion did not include teacher observations, teacher commitment, and school culture. Stakeholders worked in flexible groups to review the data, specifically focusing on chronic absenteeism, graduation rate, dropout rate, and graduation rate for Hispanic ELL students. Key questions were asked, data themes were developed, and a problem statement was crafted based on the data.

Overall, it became clear during the process that the problem statement must address the culturally and linguistically diverse learners at the school who are adversely affected by a flawed evaluation system that does not address the ELL population. The ELL population comes to Northwestern with fundamentally different educational experiences and, as a result, these students perform poorly on state assessments. Chronic absenteeism was viewed as the key factor to address every area of concern on the report card. In addition, the need for a system of identification of absenteeism and inconsistent attendance reporting were considered factors that contributed to chronic absenteeism.

Key Data Themes

The group worked in smaller teams to analyze various data sources. Below are each team's key take-aways:

Data Source	Key Takeaways
Maryland State School Report Card	• Graduation rate is low at 66.72% (*annual target not met*). • Progress in achieving English language proficiency met the annual target. • Academic achievement annual target was not met. • Chronic absenteeism rate is 44%. • Mobility rate increased from 50% to 60% for ELL students. • Overall mobility rate is 38%. • 47.4% of students have access to a well-rounded curriculum.
MSDE CSI Needs Assessment Report	• ELL score was 40.9% toward English language proficiency. • Attendance for teachers and principal was 95%. • 40% of teachers are out of their field of instruction. • 28% or 206 ninth graders were not promoted to tenth grade.

III. PROBLEM STATEMENT

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
Chronic Absenteeism: 44% overall The school has 2,454 students, therefore, 1,080 students are chronically absent. Chronic Absenteeism affects test scores, promotions, graduation rates, and all evaluation criteria.	1
Graduation Rate: 66.72% overall Student Promotion: Out of 737 ninth graders, only 72% were promoted to tenth grade; 206 were not promoted.	2
Graduation Rate for ELL Hispanic Students: 60.89% ELL at 47.6%; Twelfth Grade Hispanic ELLs: 316; Twelfth Grade Enrollment: 524 Contributing Factor to Graduation Rate = Chronic Absenteeism	3

Final Problem Statement

High rates of chronic absenteeism (44 percent overall, and higher rates for ELL students and students with special needs) contribute to low student achievement and graduation rates

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.

The research evidence is strong that chronic absence in high school is directly correlated to high school graduation. A summary of research by the nonprofit organization, Attendance Works, cites multiple studies connecting attendance and chronic absence to student academic achievement, growing achievement gaps, and high school graduation (Attendance Works, 2016). A study by the University of Chicago Consortium on School Research found that ninth grade attendance is a better predictor of persistence to graduation than test scores (Allensworth & Easton, 2007). Still another research study conducted in Baltimore City Public Schools found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation (Balfanz & Byrnes, 2012).

Furthermore, patterns of chronic absenteeism and low academic performance can also stem from a school's issues surrounding cultural, social, racial, and linguistic diversity (Nieto, 2001). As the links to academic growth become more associated with data driven results, the aspects of "who" is taught and "how" to teach them are closely associated to building opportunities to learn (Boykin & Noguera, 2011). Much of the rationale for reform is positioned as school and district accountability, yet often the capacity to grow is imbedded in the practice of all stakeholders. The positions cited in this report are issues both nationally and globally. As districts move to embrace the lived experiences of all learners, learner identity becomes a connection to social identification as well as academic learning.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

The Northwestern High stakeholders convened on April 29, 2019 for day two of the RCA process. The second day was held at PGCPS Title I Office to avoid the many disruptions and distractions of the first day at Northwestern High School. Additional stakeholders were in attendance for day two, including a student, parent, instructional lead teacher, special education coordinator, and a Title I instructional specialist. Day two was devoted to identifying and prioritizing the root causes of the problem so the causes could be addressed in the school's improvement planning efforts. Please see Appendix A for the full list of participants.

The stakeholder team started the day by reviewing the draft problem statement and modifying the finalized. The stakeholder team was then divided into three smaller groups through which each group generated ideas as to what factors contribute to the problem statement. Each group created a "Fishbone Diagram" to represent their thinking, which were shared and combined into one composite Fishbone, organized into themes, and a causal factor statement was crafted for each theme. Using the "5 Whys Activity," stakeholders were encouraged to dig deeper into causal factor statements by asking "why" questions in order to arrive at underlying causes. Underlying causes were then collectively ranked in order to arrive at a prioritized list of root causes.

Specifically, the goals for day two included:

- Determining factors that contribute to the problem statement,
- Identifying underlying causes of the problem and determining which underlying causes are primary "root" causes, and
- Prioritizing the root causes based on the importance of impacting student outcomes and the feasibility of implementing strategies to address them.

The dialogue opened with a review of day one, focusing on themes related to the identified problems of chronic absenteeism and graduation rates. Several concerns about the themes were discussed including, but not limited to, the following:

1) ELL students are not able to access the curriculum because of language barriers and skill sets.
2) Students are scoring well on the Spanish AP exams, and consideration should be given on how to define a well-round curriculum.
3) If students were tested using Spanish-language tests, the school would not be on a CSI plan because 77 percent of ELL students perform well on tests given in Spanish.
4) Efforts are being put forth by students and teachers, but progress is not seen in assessments of student learning.
5) Chronic absenteeism is not just ELL students and special needs students; it is a school-wide issue.
6) PGCPS' district policies define what chronic absenteeism is for schools. Absenteeism coding should be reviewed because there is a discrepancy with the coding at the school (see next concern).
7) The absenteeism system defaults to students being absent if attendance is not taken and reported at the same time.
8) Students are negatively affected by the attendance policies and processes.

The principal and educational stakeholders had deep, meaningful dialogue addressing the data and the three goals of day two, including finalizing the problem statement, generating a prioritized list of root causes, and soliciting ideas for improvement.

The facilitators continued with guiding the stakeholders to create themes based on the problem. This process revealed that diving deeper into the data brought about questions to consider

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

in reference to practices and processes for students who are achieving academic success and for those students who are not. These questions included:

(1) What needs to happen when someone is remediated?

(2) What tactics or strategies are implemented daily?

(3) Who or what is causing the achievement?

(4) Who are the teachers who have student growth?

(5) To what extent are students growing?

This process was very good for the educational stakeholders in that they worked together to identify and review problems from different perspectives while focusing on data.

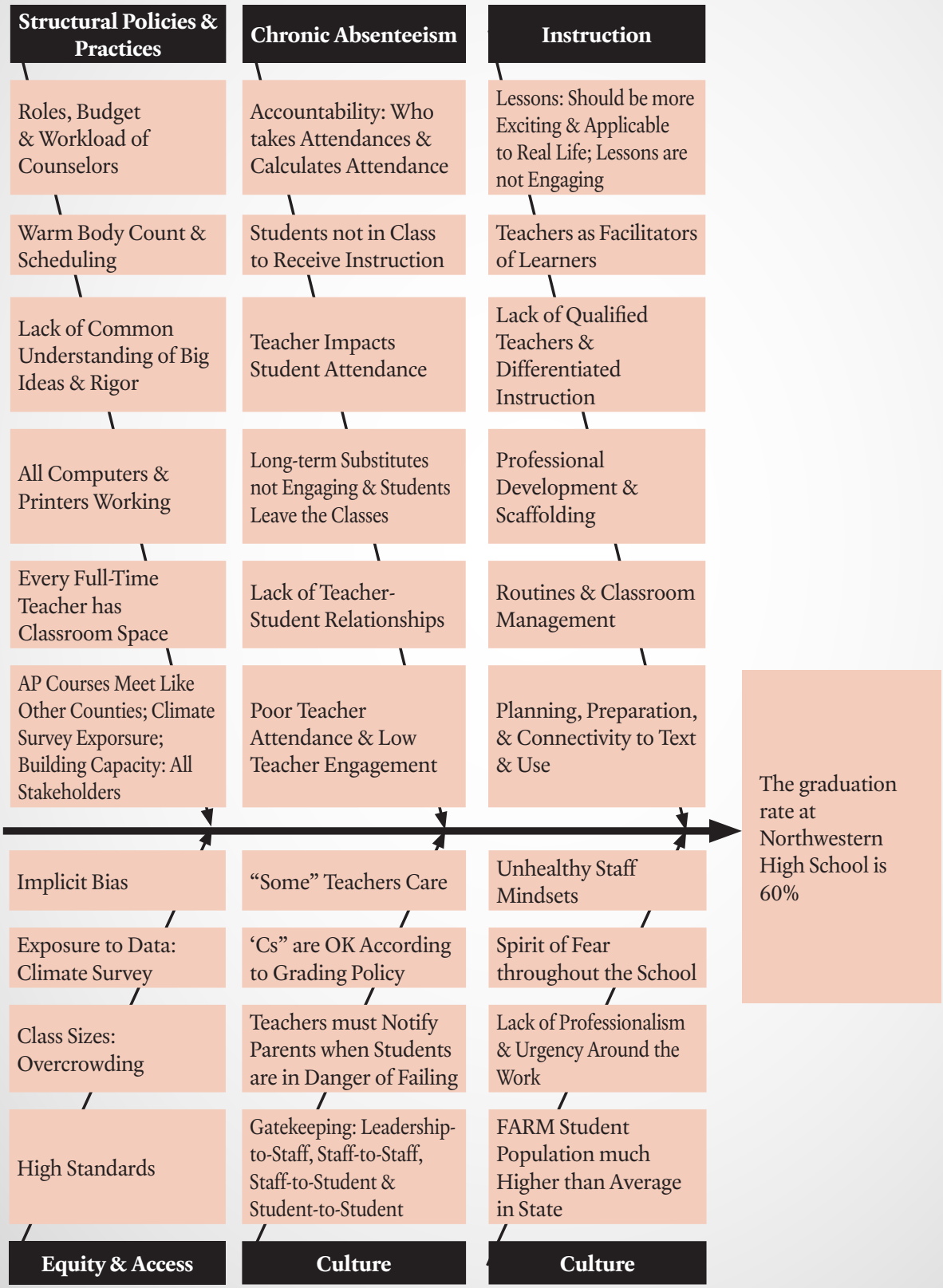
The stakeholders were subsequently divided into groups, and each group did a gallery walk to each section of the Fishbone Diagram: structural policies and practices, chronic absenteeism, instruction, culture, and equity and access.

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

Northwestern High 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
Instructional and behavioral supports for students are not consistent across the school.	1
A lack of cohesion and connection to the school's identity, mission, vision, values, and expectations for students and staff is evident.	2
Instruction is not consistently high quality or connected to real-life experiences.	3

Evidence Base for Prioritized Root Causes

A lead finding in the research literature addressing school culture and climate challenges states that leadership is the primary proponent to cultivating a positive learning environment. The educators at Northwestern High School revealed distrust among the staff. Ultimately, mistrust is hard to quantify and correlate to student achievement. Bryk and Schneider's 2002 analysis of the relationships between trust and student achievement provides some insight. Based on their work, they reveal that "trust fosters a set of organizational conditions, some structural and others social-psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity improvements" (p. 116). These conditions include greater commitment to shared objectives and goals. A focus on building a more positive school climate could greatly benefit students at Northwestern.

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.

Structural Policies and Procedures

- Collaborate with school district personnel to gain a greater understanding of attendance and absenteeism policies.
- Collaborate with school staff and administration on inequitable policies and procedures.
- Establish professional learning sessions to implement policies and procedures with fidelity.
- Review budget and flextime to assist with monitoring before- and after-school activities and lunchtime.
- Revamp the evaluation system of administrators and teachers.
- Review policies of hiring and the workload for guidance counselors.

Chronic Absenteeism

- Establish professional learning sessions on attendance issues so as to implement policies and procedures with fidelity.
- Foster positive relationships throughout the school to improve attendance.

Instruction

- Provide more professional learning opportunities to address instructional practices.
- Identify exemplar instructional practices, especially with peer to peer observations.
- Implement individual professional learning plans to initiate rigorous teaching and planning.
- Replace computers and information technology equipment.
- Institute a reciprocal process of professional learning (e.g., walk-throughs and lesson studies).

Culture and Climate

- Increase the number of professional school counselors, pupil personnel workers, social workers, and family support services.
- Provide professional learning to develop to team building.
- Provide professional learning to study cultural competence, implicit bias, and culturally relevant teaching.

Culture and Climate

- Provide professional learning to study cultural competence, implicit bias, and culturally relevant teaching.
- Provide professional learning to develop rigorous and equitable learning opportunities for all students.
- Engage and solicit community partners.
- Expand library and media access during and after school and acquire additional funding.
- Establish before-school sessions (e.g., opportunities to hold detention).

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:

Structural Policies and Procedures

- 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 RCA facilitators.

These recommendations 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 and implement policies, practices, and assessments that meet the needs of culturally and linguistically diverse learners. It is important for educational systems to identify policies, practices, and assessments that are not equitable for all students. Failing to identify the aforementioned leads to institutionalized discrimination. In 2018, the Intercultural Development Research Association released an article with a solution that states, "Schools can study disaggregated course grades, test scores, resource inequities and course enrollment patterns to determine any differences between groups of students based on race, national origin, sex, gender, disability, language and religion. They can critically examine their own behaviors, policies and practices that may contribute to the inequities, such as prerequisite requirements that disparately prevent underserved students from enrolling in advanced courses. They also can provide deep training for teachers on cultural competency and implicit bias, focusing on both the individual and the institution" (Hinojosa, 2018). Ongoing research in public education shows a mixed match culture of students who are culturally and linguistically diverse. Public education continues to lack the ability to meet the needs of the growing diverse student populations. The problem is exacerbated when students enter the system as a deficit model, i.e., over-aged and under-credited. Research further shows that students not engaged in public education develop a lack of social and cultural capital to be successful (Stanton-Salazar, 1997).	*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]
Adopt a school-wide progress monitoring system that uses data to track key academic indicators in order to identify students who are at risk of falling off track. Monitoring and integrating multiple aspects of student data that can be used for direct implementation of student support strategies is an essential foundation for an effective progress monitoring system. Often schools establish inquiry teams and monitoring cycles to address monitoring needs, such as attendance, student performance at progress reporting periods, and on-track status for graduation (Gallimore, Ermeling, Saunders, & Goldenberg, 2009). A comprehensive and well-coordinated monitoring system of multiple indicators helps produce a complete picture of a student's progress that can then help predict student failure before it occurs. The following steps should be considered in establishing an effective data management system: • Analyze attendance data to identify students who are at risk of chronic absenteeism. Create a school wide-attendance action plan that establishes a set of prescribed interventions and actions for teachers when students are absent and provides incentives for students with favorable attendance records. • Establish a team to monitor the four-year graduation cohort list for each grade level and identify those students at risk of not graduating on time. Fully utilize an early warning system and develop an action plan to address all students who are off track for on-time graduation, and any students who are listed on the cohort but are non-attending. Research shows that identifying potential high school dropouts through an early warning data system can have a positive impact on graduation rates. The University of Chicago Consortium on School Research suggests that staying on track in ninth grade is a predictor of graduating in four years. Ninth graders who end the year on track are four times more likely to graduate than their off-track peers (Allensworth & Easton, 2005). The Institute of Education Sciences (IES) Regional Educational Laboratory Program (see: https://ies.ed.gov/ncee/edlabs/projects/data_use.asp) provides tools that would help the school staff adopt a data-driven culture and provides tools to train staff on how to extract and analyze their data.	*Culture Shift* *Turnaround Leadership*

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, 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).	*Instructional Transformation*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement[1]
Invest in professional learning opportunities and support for principal's development as an effective turnaround leader. The research literature clearly indicates that leadership is important to student achievement and other school-based outcomes. However, in chronically low-performing schools, a specialized set of leadership skills are required that extend beyond the traditional management role of principals. To engage as an effective leader in the most challenging school conditions, principals must become equipped as transformational, turnaround leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2008; Herman et al., 2017). To become an effective turnaround leader, principals need training and development across a range of skills, including: • Setting and reinforcing high expectations of all teachers and staff; • Distributing instructional leadership responsibilities and opportunities to effective teachers; • Focusing on goal setting and strategic planning ("Driving for Results"); • Establishing data collection, monitoring, and analysis; • Enlisting others in adopting changes to routines, structures, and processes; • Using adaptive problem-solving; and • Cultivating a school culture and climate conducive for academic success. Just as teachers grow best through job-embedded, authentic professional learning supports, so, too, do school leaders. The research on professional learning indicates that collaborative cohorts and coaching are two high leverage strategies through which principals can be supported in acquiring new leadership skills (Sutcher, Podolsky, & Espinoza, 2017). Additionally, there are a variety of evidence-based turnaround leadership frameworks and tools that can be adapted as resources for principals who are developing as effective change agents, including WestEd's Four Domains for Rapid School improvement (https://www.centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf), American Institute for Research's (AIR) District and School Improvement Center (www.air.org/center/district-and-school-improvement-center), the Public Impact's School Turnaround Core Competencies (https://publicimpact.com/school-turnarounds), and New Leaders' Transformational Leadership Framework (www.newleaders.org).	*Talent Development* *Turnaround Leadership*

VI. CONCLUSION AND NEXT STEPS

Collaboratively with the Local School System (LSS) and stakeholders, 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 RCA 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 ESSA evidence requirements (Level 1, 2, or 3). Intervention plans will be approved by the school, LSS, and the 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
April 2, 2019

Name	Position
Leona Lowe Fitzgerald	*Visual and Performing Arts Coordinator*
Jynel Ralph	*Literacy Coach*
Josephine Schiebel	*English Nine Teacher*
Gary Dennis	*Test Coordinator*
E. Carlene Murray	*Principal*
Jamie Bowers	*Accountant and Monitoring Specialist*
Shana Murray	*Assistant Principal*
Chris Browder	*English as a Second Language Chairperson*
Jake Rollow	*City of Hyattsville*
Harriet Denise Ross	*Social Studies Department Chairperson and Parent*

Day 2
April 29, 2019

Name	Position
Leona Lowe Fitzgerald	*Visual and Performing Arts Coordinator*
Jynel Ralph	*Literacy Coach*
E. Carlene Murray	*Principal*
Jamie Bowers	*Accountant and Monitoring Specialist*
Shana Murray	*Assistant Principal*
Chris Browder	*English as a Second Language Chairperson*
Jake Rollow	*City of Hyattsville*
Harriet Denise Ross	*Social Studies Department Chairperson and Parent*
Mary Baugher	*Parent and Parent Teacher Student Association President*
Eric Russo	*Instructional Lead Teacher*
Tiffany Norman	*Special Education Coordinator*
Carol Dimmie	*Title I Instructional Specialist*
	Student

Appendix B: Bios of Facilitators

Wil Parker is an accomplished keynote speaker, presenter, and teaching clinician. He has given professional learning and keynote sessions throughout the United States, Canada, Europe, and South America.

Parker is an assistant professor of educational leadership at Bowie State University. He serves as a liaison and resource for school districts, superintendents, ministers of education, school administrators, colleges, and universities to develop support programs, residency programs, and partnerships that cultivate accomplished teachers. He delivers professional learning and coaching to school districts on differentiated instruction as a member of the Association for Supervision and Curriculum Development's Differentiated Instruction Cadre, and on his other areas of expertise including curriculum design, Common Core State Standards, teacher leadership, and school and district leadership.

Most recently, Parker created and implemented districtwide capacity-building initiatives to increase student and teacher learning in large urban school districts. His teaching and leadership experience includes an advanced placement biology teacher; science, technology, engineering, and mathematics; International Baccalaureate; and an allied health careers professor in public schools, community colleges, and university teacher preparation programs.

Parker's research agenda includes school leadership and teacher leadership development, urban school leader development, critical race theory, multicultural education, social justice, African American male teachers, and student athlete achievement.

Parker holds a doctorate in educational and organizational leadership from the University of Pennsylvania, a master's degree in science education from The George Washington University, and a bachelor's degree in biology from Tennessee State University.

Dr. Akeda Pearson is an awarded and results-oriented educational leader who has dedicated her life to the betterment of youth, women, men, and families.

With over twenty-five years in the field of education and Christian ministry, she has had the pleasure to provide exceptional instructional expertise (especially equitable practices and cultural proficiency) to diverse school personnel, colleges, universities, faith-based organizations, and nonprofits.

Dr. Pearson consistently provides trainings and strategic planning on all levels while fostering environments conducive to learning, operationalizing departments, training/mentoring educational leaders, cultivating proven community engagement strategies, and developing strategic plans for the implementation of data-driven programming as well as mobilizing communities. She serves as the Director of Advancement for Teaching and Learning at Bowie State University. She is also an education specialist/consultant, professor, advocate, community activist, entrepreneur, certified mentor, and author.

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Appendix C: Citations of research

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