



# Findings and Results of Root Cause Analysis for Comprehensive Support and Improvement School

## Dr. Nathan A. Pitts-Ashburton Elementary & Middle School

September, 2019



COLLEGE OF  
EDUCATION

CENTER FOR EDUCATIONAL  
INNOVATION AND IMPROVEMENT



# TABLE OF CONTENTS

- I. Introduction..... 1
- II. School Profile..... 4
- III. Problem Statement..... 6
- IV. Root Cause Analysis of the Problem Statement..... 9
- V. Recommendations for Improvement..... 12
- VI. Appendices..... 16

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. Simone Gibson and Belinda Jackson, 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 to outcomes of a Root Cause Analysis (RCA) conducted to support Dr. Nathan A. Pitts-Ashburton Elementary/Middle School (Nathan Pitts) 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). Nathan Pitts was identified as a CSI school as one of the lowest achieving 5 percent of Title I schools. 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

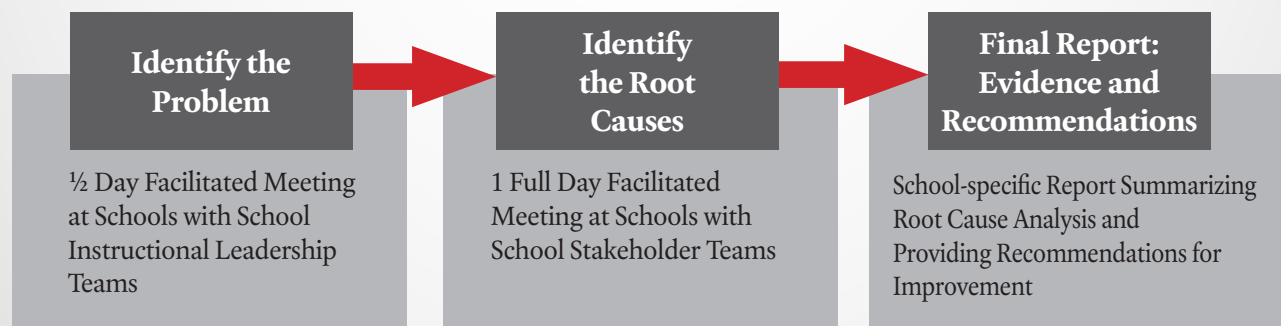
The root cause analysis process translates the successes and challenges identified through the CSI needs assessment into priorities to inform actionable improvement planning. The work with schools was staged in three steps: 1) identify

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:** Dr. Nathan A. Pitts-Ashburton Elementary/Middle School  
 3935 Hilton Rd, Baltimore, MD 21215  
 (410) 396-0636

Total teachers: 26

### Student Demographics

Total Students	Asian	Black African Americans	Hispanic/Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
424	<10	415	<10	<10	<10	62.91%	5%	17.22%

### Dr. Nathan A. Pitts-Ashburton Elementary School MSDE School Report Card Profile for Prekindergarten-5

Academic Progress		School Quality and Student Success		Academic Achievement		Progress in Achieving English Language Proficiency	
Student Growth Percentile in Math	23	Students Not Chronically Absent	58.7%	% Proficient in Math	11.7%	% English Learners Making Progress Toward Learning English	N/A
Student Growth Percentile in ELA	29.5			Average Performance Math	2.1		
Credit for Well Rounded Curriculum N/A	0%	Access to Well Rounded Curriculum	0%	% Proficient in ELA	8.6%		
				Average Performance ELA	1.9		
Earned Points:	5.0/30	Earned Points:	1/25	Earned Points:	5.0/20	Earned Points:	N/A
Total Earned Percent:				23%			

To view this school's full report card, visit [www.mdreportcard.org](http://www.mdreportcard.org)

## II. SCHOOL PROFILE

### Dr. Nathan A. Pitts-Ashburton Elementary School MSDE School Report Card Profile for 6-8

Academic Progress		School Quality and Student Success		Academic Achievement		Progress in Achieving English Language Proficiency	
Student Growth Percentile in Math	31.5	Students Not Chronically Absent	43.3%	% Proficient in Math	4.1%	% English Learners Making Progress Toward Learning English	N/A
Student Growth Percentile in ELA	32			Average Performance Math	1.7		
Credit for Well Rounded Curriculum N/A	46.2%	Access to Well Rounded Curriculum	100%	% Proficient in ELA	7.2%		
				Average Performance ELA	1.8		
Earned Points:	8.4/28	Earned Points:	11.0/25	Earned Points:	4.3/20	Earned Points:	N/A
Total Earned Percent:				23%			

## III. PROBLEM STATEMENT

### Description of the Process

The first step in the RCA process was to convene a half-day meeting that was facilitated by a two-member RCA team. Nathan Pitts Elementary/Middle School convened on April 24, 2019 for Day One of the RCA process. Stakeholders participating in our first meeting included: two elementary teachers, a special education teacher, an instructional support teacher, two assistant principals, a parent representative and the school's principal (See Appendix for complete list). We reviewed the school's CSI Needs Assessment, Maryland Report Card, and Parent Survey data. The primary goal of this meeting was to craft a "Problem Statement" that would drive the root cause analysis. A Problem Statement can be defined as a statement describing a situation, issue, barrier, impediment, or challenge that a school must address to significantly improve students' outcomes related particularly to those outcomes that led to the school being placed on the CSI list.

The goals of the first day were as follows: 1) to determine a problem statement to drive the analysis of the root causes and 2) to identify stakeholders for day two of the RCA.

The primary data sources reviewed were the MSDE CSI Needs Assessment Report, the Maryland State School Report Card, and the School Climate Survey data and qualitative data from school stakeholders.

### 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

The leadership team discussed a variety of topics, including the low parental involvement, low mathematics and reading outcomes on assessments, school resource challenges, and insufficient teacher training.

Those areas that the group prioritized as the most significant involved low reading fluency and proficiency for children, with glaring dips in middle school; high student absence rates; low parental involvement; and low mathematics proficiency levels (which are heavily impacted by reading proficiency). The team also discussed the importance of the overall beautification of the school.



### III. PROBLEM STATEMENT

During the three-hour meeting, participants explored and analyzed the varying sets of data presented. The analysis resulted in the creation of

topics and themes that supported the generation of a problem statement.

#### Key Data Themes

Data Source	Key Takeaways
Parent Survey	<ul style="list-style-type: none"> <li>Survey had low response rate.</li> <li>Parents had concerns about the physical environment of the school.</li> </ul>
Maryland State School Report Card	<ul style="list-style-type: none"> <li>Fifty percent of students are at-risk due to chronic absenteeism.</li> <li>Mathematics proficiency is down in middle school (4.1 percent of middle school students meet or exceed), (8.6 percent of elementary students meet or exceed).</li> <li>Literacy proficiency goes up in middle school (11.7 percent of middle school students meet or exceed), (4.1 percent of elementary students meet or exceed).</li> </ul>
MSDE CSI Needs Assessment Report	<ul style="list-style-type: none"> <li>Mathematics proficiency drops between third and fourth grade.</li> <li>Fifty percent of students are two or more grade levels below in ELA proficiency.</li> <li>Low number of students are tested in early elementary grades.</li> </ul>

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
Reading fluency and proficiency are low in the elementary grades.	1
Fifty percent of students across grade levels are missing ten or more days of school.	2
School-wide parental involvement is lacking as evidenced by low participation in budget meetings, survey responses, etc. (The school needs additional support to get parents involved.)	3
The school has a drop in mathematics proficiency (which is impacted by literacy proficiency).	4
Cleanliness and beautification of the school campus are parental concerns.	5

### III. PROBLEM STATEMENT

#### Final Problem Statement

*In grades 3-8, 91 percent of students did not score at the meets or exceeds proficiency levels in ELA on the 2018 state assessment.*

#### 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 first body of research identified addresses the need for extensive professional learning for teachers in literacy training. Research suggests that many elementary teachers are underprepared to engage in meaningful reading instruction (Cooter, 2003; Joshi et al., 2009). Research also highlights the challenges of training teachers to embrace scripted curriculum. Studies have shown how scripted curriculum can negate teacher capacity and, consequently, this process

will often produce limited outcomes for urban learners (Dresser, 2012; Milner, 2013). Nathan Pitts currently uses Wit and Wisdom, a scripted curriculum employed by Baltimore City Public Schools (BCPS).

The next body of research involves specific best practices that may help to enhance teacher capacity around reading instruction. Two key strategies involve understanding ways of teaching vocabulary (Green, Brabham, & Lynch-Brown, 2002; Verhoeven, van Leeuwe, & Vermeer, 2011), and teaching phonics-based instruction by capitalizing on students' senses—sensory-based learning (Hoffman, Afflerbach, Duffy-Hester, McCarthey, & Baumann, 2000; Pressley, 2002).

Reading proficiency is a national issue impacting children in grades K-12. This nationwide problem is reflected in standardized assessments, such as the National Association of Education Progress's Reading Assessment (<https://nces.ed.gov/nationsreportcard/reading/>) and the state assessment (<http://reportcard.msde.maryland.gov/>).

## IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

### Day Two Summary

Stakeholders participating in day two included teachers, an instructional support teacher, assistant principals, Title 1 specialists, and the school's principal.

The key ideas discussed involved teacher capacity, parental involvement, student wholeness, school and community resources, and systems and structures that influence reading outcomes for students. As the meeting progressed, the conversation consistently shifted to a focus on those aspects of teaching and learning within the control of stakeholders at the school. The most significant involved teacher capacity.

The stakeholder team started the day by reviewing the draft problem statement and modifying the finalized version to clarify that the comparison group should be BCPS students. The stakeholder team was then divided into smaller groups through which each group generated ideas as to what factors contribute to the problem of low literacy performance. Each group created a "Fishbone Diagram" to represent their thinking. These were then 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 the 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:

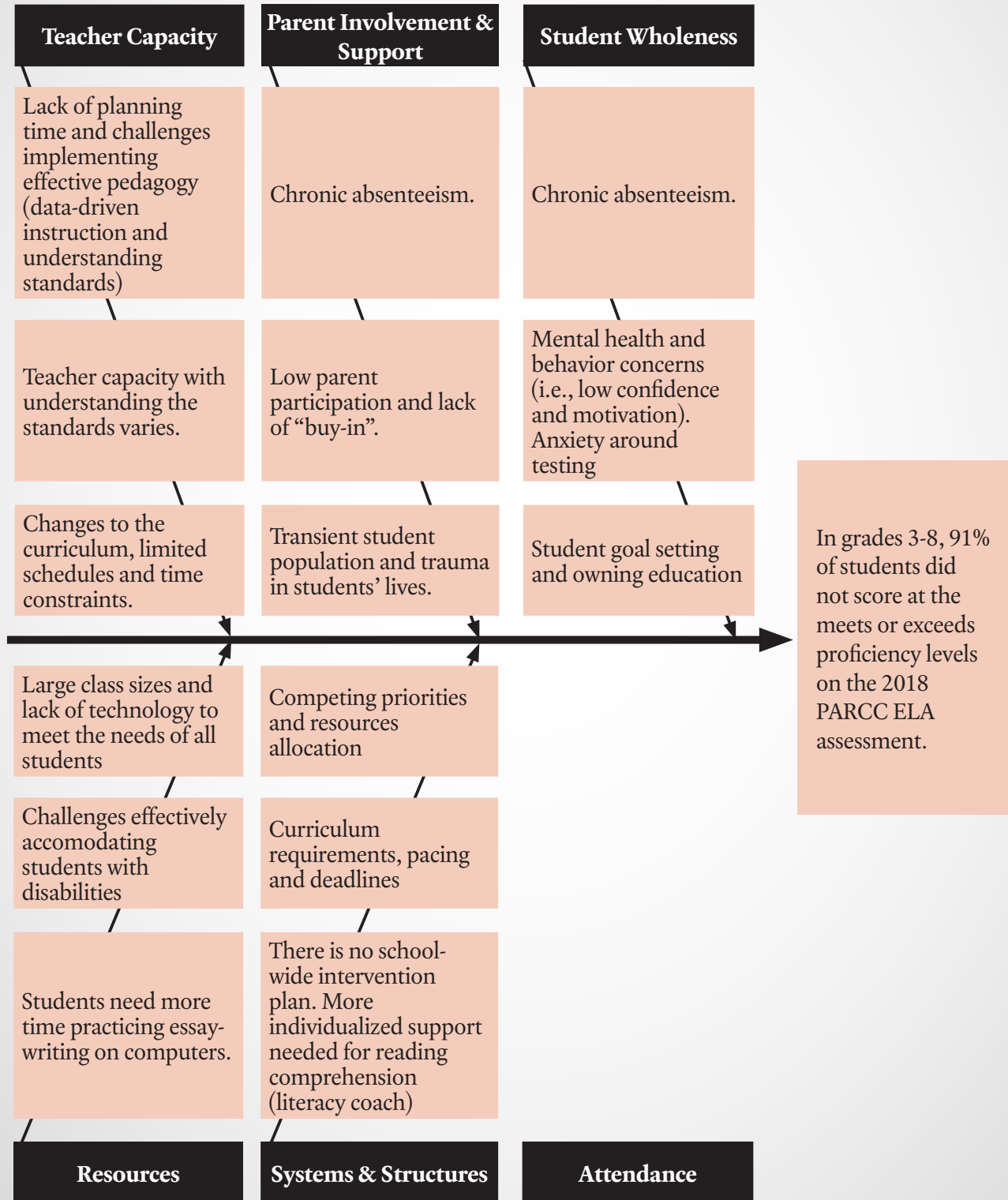
- Determine factors contributing to the problem statement.
- Identify underlying causes of the problem and determine which underlying causes are primary "root" causes.
- Prioritize the root causes for the importance of impacting student outcomes and the feasibility of implementing strategies to address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

### Dr. Nathan A. Pitts (Ashburton) Elementary-Middle 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
Teachers lack the resources and knowledge to engage students in rigorous and differentiated tasks.	1
The school lacks distinct systems and structures to clearly map and plan instruction across grade levels.	2
The school has limited resources and stakeholders to support student socio-emotional needs.	3

### Evidence Base for Prioritized Root Causes

In addition to research that addresses teacher training for the enactment of impactful reading instruction, bodies of inquiry involving differentiated instruction were explored that provide additional insight. At the meeting, stakeholders discussed the need for teachers to gain additional exposure to strategies and processes for differentiating instruction for heterogeneous learners and varying proficiency levels in each classroom (Reis, McCoach, Little, Muller, & Kaniskan, 2011; Tomlinson, 2000).

Stakeholders at the RCA meeting also discussed the importance of establishing meaningful

community partnerships. This dialogue involved the issue of teachers and administrators having to be experts of sorts on many varied pedagogical subjects. Although teachers need to establish meaningful relationships with their students, some of the students have emotional and social needs that extend beyond the expertise of teachers. In this case, stakeholders discussed the benefits of either becoming a “community school” or designating someone in the school to facilitate these relationships. Research explores the significance of and strategies for generating community-based relationships that will support students and result in stronger academic and social outcomes for students (Henderson, Mapp, Johnson, & Davies, 2001; Sheldon, 2003).

## 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 <sup>1</sup>
<p><b>Implement coordinated “wraparound” supports for all students, which are customized to meet the specific needs of the school community.</b></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 &amp; Emig, 2014; Maier, Daniel, Oakes, &amp; 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 Community School Playbook from the Partnership for the Future of Learning (<a href="https://www.communitiesinschools.org/our-model">https://www.communitiesinschools.org/our-model</a>), the Coalition for Community Schools’ interactive guide, Scaling Up School and Community Partnerships: The Community Schools Strategy (<a href="http://www.communityschools.org/ScalingUp">www.communityschools.org/ScalingUp</a>), and Communities in Schools’ Integrated Student Supports model (<a href="http://www.communitiesinschools.org/our-model">www.communitiesinschools.org/our-model</a>).</p>	<p><i>Culture Shift</i></p> <p><i>Turnaround Leadership</i></p>

<sup>1</sup>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<sup>1</sup>

**Provide high-quality differentiated instruction in all general education classes.**

*Instructional  
Transformation*

Differentiated instruction serves a wide range of student abilities and needs in a single classroom. Studies suggest that differentiated classrooms produce similar or better results in reading compared to traditional classrooms (Connor et al., 2009; Reis et al., 2011; Tieso, 2002).

Research suggests that high-quality differentiated instruction includes the following features: 1) identification of each students' learning needs based on student performance data; 2) whole group instruction with various levels of examples and explanations, and sub-group instruction targeted at individualized students' skill levels with different levels and kinds of explanation and practice; 3) regular (informal and formal) assessment of student learning to identify new needs and goals following initial adjustment of instruction; and 4) continuous responsive adjustment of both what is taught and how it is taught based on the latest student assessment data (Alsalamah, 2017; Prast, Van de Weijer-Bergsma, Kroesbergen, & Van Luit, 2015; van Geel et al., 2019).

While much differentiation can occur through small and large group instruction in the regular classroom, some instruction may need to be more individualized based on student needs and lead to pull-out interventions. Toward this end, randomized control trials on Computer Assisted Instruction (CAI) programs, such as through TutorMate, have shown remarkably positive results on elementary students reading performance (Kortecamp, Harper, & Green, 2016).



## V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	Four Domains Domain of Rapid School Improvement <sup>1</sup>
<p><b>Maximize professional learning focused on planning, instruction, and improving learning conditions for students.</b></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, &amp; 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 &amp; 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, &amp; 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"> <li>• Dedicated time for the PLC</li> <li>• Teacher-led and based on specific needs of students</li> <li>• Supported by school leaders with training and development activities</li> </ul> <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 &amp; Richardson, 2009).</p>	<p><i>Talent Development</i></p> <p><i>Instructional Transformation</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, Attainable, Relevant, Timely) 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

	<b>Name</b>	<b>Position</b>
<b>Day 1</b>	Erica Vick	<i>Principal</i>
	Stephanie Grace	<i>Assistant Principal</i>
	Yvette Lynch	<i>Assistant Principal</i>
	E. Vega-Fritts	<i>Teacher, ELA, Grade 3</i>
	Marina Morkos	<i>Teacher, Grade 1</i>
	Michael Russell	<i>Parent/Support Staff</i>
	Nicole Cartwright	<i>Instructional Support Teacher</i>
	Jenise Leckey	<i>Special Education Educator</i>
<b>Day 2</b>	Erica Vick	<i>Principal</i>
	Stephanie Grace	<i>Assistant Principal</i>
	Yvette Lynch	<i>Assistant Principal</i>
	Marina Morkos	<i>Teacher, Grade 1</i>
	Nicole Cartwright	<i>Instructional Support Teacher</i>
	Jenise Leckey	<i>Special Education Educator</i>
	Lisa Donmoyer	<i>Staff Specialist, Title 1 Office, BCPS</i>

## APPENDICES

### Appendix B: Bios of Facilitators

**Dr. Simone Gibson** is an Associate Professor in the Department of Teacher Education and Professional Development at Morgan State University. Dr. Gibson pursued her undergraduate education at Spelman College in Atlanta, GA, one of the Historically Black Colleges and Universities, and her Ph.D. from the University of Maryland, College Park in Curriculum and Instruction with an emphasis in Minority and Urban Education. Dr. Gibson has worked in the field of education for seventeen years, the first of which were in the Baltimore City Public School System as an elementary and middle school teacher. Her expertise lies in training teachers to enact meaningful literacy-rich classroom and school cultures and enhancing reading outcomes for reluctant readers in urban schools.



**Belinda Marie Jackson, MS Ed** is an educator, visual strategist, and organizational planner. Before transitioning to work with Johns Hopkins University's Center for Social Organization of Schools, she served in the Mount Vernon City School District as an elementary teacher, grade-level leader, district strategic-planning-committee goal team leader, and workshop facilitator. With extensive knowledge of instructional design, teaching, and coaching, she has held progressive team, project management, and leadership roles in the education sector for the past twenty years. Her program leadership experience spans the birth thru third-grade space, including early elementary literacy, curriculum implementation, and professional development. Belinda holds a bachelor's degree in history from Hampton University, a master's degree in teaching from Fordham University, and a graduate certificate in administration and supervision from Johns Hopkins University.



## APPENDICES

### Appendix C: Citations of research

Alsalamah, A. (2017). Differences between differentiated instruction and universal design for learning. *International Journal for Research in Education (IJRE)*, 6, 8-11.

Cooter, R. (2003). Teacher “capacity-building” helps urban children succeed in reading. *The Reading Teacher*, 57(2), 198-202.

Dresser, R. (2012). The impact of scripted literacy instruction on teachers and students. *Issues in Teacher Education*, 21(1), 71-87.

Green Brabham, E., & Lynch-Brown, C. (2002). Effects of teachers’ reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, 94(3), 8-25.

Henderson, A, Mapp, K., Johnson, V., & Davies, D. (2001). Beyond the bake sale: *The essential guide to family-school partnerships*. New York, NY: New Press.

Hoffman, J., Afflerbach, P., Duffy-Hester, A., McCarthy, S., & Baumann, J. (2000). *Balancing principles for teaching elementary reading*. New York, NY: Routledge Publishing.

Joshi, R., Binks, B., Hougen, M., Dahlgren, M., Ocker-Dean, E., & Smith, D. (2009). Why elementary teachers might be inadequately prepared to teach reading. *Journal of Learning Disabilities*, 42(5), 392-402.

Milner, H. (2013). Scripted and narrowed curriculum reform in urban schools. *Urban Education*, 48(2), 163-170.

Prast, E., Van de Weijer-Bergsma, E., Kroesbergen, E., & Van Luit, J. (2015). Readiness-based differentiation in primary school mathematics: Expert recommendations and teacher self-assessment. *Frontline Learning Research*, 3(2), 90-116.

Pressley, M. (2002). Effective beginning reading instruction. *Journal of Literacy Research*, 34(2), 165-188.

Reis, S., McCoach, D., Little, C., Muller, L., & Kaniskan, B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48(2), 462-501.

Sheldon, S. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *The Urban Review*, 35(2), 149-165.

Tomlinson, C. (2000). *Differentiation of instruction in elementary grades*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Van Geel, M., Keuning, T., Frerejean, J., Dolmans, D., van Merriënboer, J., & Visscher, A. (2019). Capturing the complexity of differentiated instruction. *School Effectiveness and School Improvement*, 30(1), 51-67.

Verhoeven, L., van Leeuwe, J., & Vermeer, A. (2011). Vocabulary growth and reading development across the elementary school years. *Scientific Studies of Reading*, 15(1), 8-25.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91.

### INTERVENTION CITATIONS

Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *The Journal of Educational Research*, 109(1), 99-110.

Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child x instruction interactions on first graders’ literacy development. *Child Development*, 80(1), 77-100.

## APPENDICES

### INTERVENTION CITATIONS

Darling-Hammond, L., & Richardson, N. (2009). Research review / teacher learning: What matters?. *Educational Leadership*, 66(5), 46-53.

Kortecamp, K., Harper, B., & Green, C. (2016). *Technology-enhanced literacy instruction: Evaluating digital learning tools for emergent readers*. Paper presented at the 2016 annual meeting of the American Educational Research Association.

Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.

McDaniels, A. (2018). *Building community school systems: Removing barriers to success in US public schools*. Washington, DC: Center for American Progress.

Moore, K. A., and Emig, C. (2014). *Integrated Student Supports: A Summary of the Evidence Base for Policy Makers*. Bethesda, MD: Child Trends.

Partnership for the Future of Learning. (2018). *Community schools playbook*. Palo Alto, CA: Learning Policy Institute.

Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48(2), 462-501.

Tieso, C. L. (2002). *The effects of grouping and curricular practices on intermediate students' math achievement*. Storrs, CT, The University of Connecticut: The National Research Center on the Gifted and Talented.

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, 61, 47-59.