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

Benjamin Franklin High School at Masonville Cove

September, 2019

MORGAN STATE UNIVERSITY

UNIVERSITY OF MARYLAND 1856
COLLEGE OF EDUCATION
CENTER FOR EDUCATIONAL INNOVATION AND IMPROVEMENT

BOWIE STATE UNIVERSITY — 1865 —

TABLE OF CONTENTS

I. INTRODUCTION

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

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

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

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 (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.

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
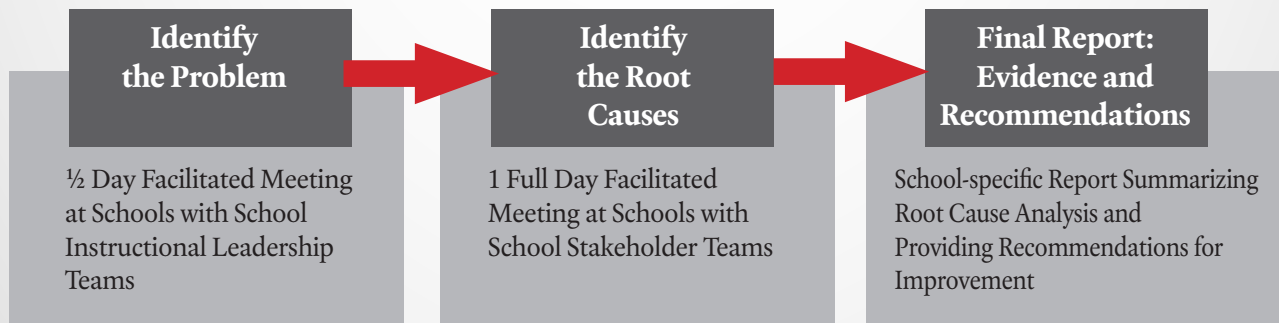4. Prioritize Root Causes for Intervention

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 UMD/BSU/MSU 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 UMD/BSU/MSU teams created these school-specific reports with recommendations for addressing the problem and root causes in improvement planning.

Identify the Problem	→	Identify the Root Causes	→	Final Report: Evidence and Recommendations
½ Day Facilitated Meeting at Schools with School Instructional Leadership Teams		1 Full Day Facilitated Meeting at Schools with School Stakeholder Teams		School-specific Report Summarizing Root Cause Analysis and Providing Recommendations for Improvement

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.

School Name: Benjamin Franklin High School at Masonville Cove
1201 Cambria Street, Baltimore, MD 21225
(410) 396-1373

Student Demographics								
Total Students	Asian	Black African Americans	Hispanic/ Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
494	<10	217	167	<10	<10	47.27%	23.52%	21.56%

Benjamin Franklin 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 Math	17.7%	Students Not Chronically Absent	28.8%	Four-year adjusted cohort graduation rate	63.9%	% English Learners Making Progress Toward Learning English	39.3%	Credit for Well Rounded Curriculum	93.3%	
Average Performance Math	2									
% Proficient in ELA	24.4%	Access to a Well Rounded Curriculum	29.3%	Five-year adjusted cohort graduation rate	67.9%			On track in 9th grade for graduation	35.8%	
Average Performance ELA	2.4									
Earned Points	9.8/30	Earned Points	3.9/25	Earned Points	9.8/15	Earned Points	3.9/10	Earned Points	6.3/10	
Total Earned Percent				37%						

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

III. PROBLEM STATEMENT

Description of the Process[1]

The first step in the RCA process was to convene a half-day meeting that was facilitated by a two-member UMD/BSU/MSU team. Benjamin Franklin High School convened on March 28, 2019 for Day One of the RCA process. The convening included the school leadership team, consisting of a local school system leader (i.e. principal supervisor, school improvement lead) and other key school staff. 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

Benjamin Franklin High School was designated as a CSI School because of low graduation rates.

Using a Questioning Data Protocol, participants were guided in examining the data by two questions: What do I see in the data? and What questions do I have about what I see? During this questioning phase, participants were cautioned not to discuss possible causes, make excuses, or develop recommendations about the data. The team then looked for trends across the four visual graphics, focusing on commonalities in the data. As a result, the team noticed and cited seven themes that emerged during this process and ranked them accordingly below.[1]

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[1] See Appendix A for the Questioning Data Protocol.

III. PROBLEM STATEMENT

Key Data Themes

Data Source	Key Takeaways
Maryland Report Card	• 39.3% of English learners making progress toward learning English • 35.8% of ninth graders are on track to graduate • State assessments scores decreasing over time • Ninth graders entering high school testing below proficient
Maryland Needs Assessment	• 69.4% of students were absent 10 percent or more school days during the school year • Over 50% of students did not graduate
Student Management System	High percentage of students failing courses: • Grade 9: 53.1%, Grade 10: 39.2%, Grade 11: 38.9% • More students fail first period than any other period • First-time ninth graders failure rate: 49.6% • Repeaters who fail courses: 85.7%

Themes Across Data Sources
Ninth grade students are performing two grade levels below.
Academic performance is low across grade levels.
Ninth grade course pass rate is less than 40%.
92% of ninth graders are below grade level at the end of the year in ELA.
87% of ninth graders are below grade level at the end of the year in mathematics.
Only 40% of English Language Learner (ELL) students are making progress toward standards.
Graduation rate is stagnant.

III. PROBLEM STATEMENT

Themes Across Data Sources (1 Being Highest Priority)	Ranking
Ninth grade students are performing two grade levels below (90% of ninth grade students are performing below grade level on the iReady growth assessment).	1
Academic performance is low in ELA, with Hispanic and white students performing significantly below their peers.	2
87% of ninth graders are below proficient in mathematics.	3
The graduation rate has remained stagnant over the last three years with the exception of a spike in 2016-2017.	4
61% of ELL students are not on track toward achieving proficiency in the English language.	5

The first theme, *"Ninth grade students performing two grade levels below,"* was eliminated because it captured the themes four and five, resulting in six problem statement themes. Members of the school leadership team worked collaboratively with partners to discuss which problem area was the most significant and ranked their top three choices based on a color coded point system, using green, yellow, and red. The weights were 3, 2, and 1 respectively for the three colors. As the school leadership team ranked the top three problem statements, they discussed the following criteria questions:

1. *How important is the problem to addressing our needs?*
2. *How feasible is it to address this problem?*
3. *How aligned is the problem to our needs?*

As a result of this process, the school leadership team prioritized and refined the problem statement based on student course-level data and the needs assessment. At the end of the half-day session, the team briefly reviewed the initial phase of the RCA process and discussed the next steps for further investigation of the problem statement on day two.

III. PROBLEM STATEMENT

Final Problem Statement

45% of students in grades 9-11 (53% in ninth grade, 40% in tenth grade, 37% in eleventh grade) failed two or more core academic courses.

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.

In recent years, the national high school graduation rate has shown a steady increase from 2010-2011 to 2015-2016 according to the National Center for Education Statistics. The national graduation rate was 84.6 percent in 2016-2017. Although, the overall graduation rate in Maryland was 87.12 percent in 2017-2018, the graduation rate in Baltimore City was below the state and national average at 72.18 percent in 2018 (MSDE, 2018). Of the twenty-four school districts in Maryland, Baltimore City schools ranked the lowest in graduation rates in 2018 and had the highest dropout-rate across Maryland. Over the last five years, the graduation rate has fluctuated at Benjamin Franklin High School, from 58.59 percent in 2014 to 50.40 percent in 2018. The school reached an all-time high in 2017 at 63.91 percent. The dropout rate for students at Benjamin Franklin High School has also fluctuated from 24 percent in 2014 to 38 percent in 2018. The largest percentage of students not completing high school was in 2016 at 40 percent.

Research suggests that students who end their ninth-grade year on track to graduate within four years are more likely to graduate from high school than their peers who fail one or more classes (Allensworth & Easton, 2005). According to Benjamin Franklin's needs assessment, only 35.8 percent of ninth graders are on track to graduate, with over 66 percent not passing "core" coursework in ELA, mathematics, science, and social studies. In addition to this alarming data, a significant percentage of students in grade nine (53 percent), grade ten (40 percent), and grade eleven (37 percent), did not pass two or more courses in the 2017-2018 school year. Allensworth and Easton (2005) also suggest that failing courses in ninth grade is a predictor of failure to graduate.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

Benjamin Franklin High School convened on Wednesday, April 3, 2019, for day two of the RCA process. Day two was devoted to working with the school's stakeholder team (see Appendix A) to identify and prioritize the root causes of the problem statement so that the school's improvement planning efforts could address these causes.

Stakeholders began the day by reviewing the problem statement developed by the instructional leadership team on day one. Following this review, they comprehensively brainstormed causal factors that contributed to the problem using a "Fishbone" activity. Individual causal factors were then 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:

- Determining 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.
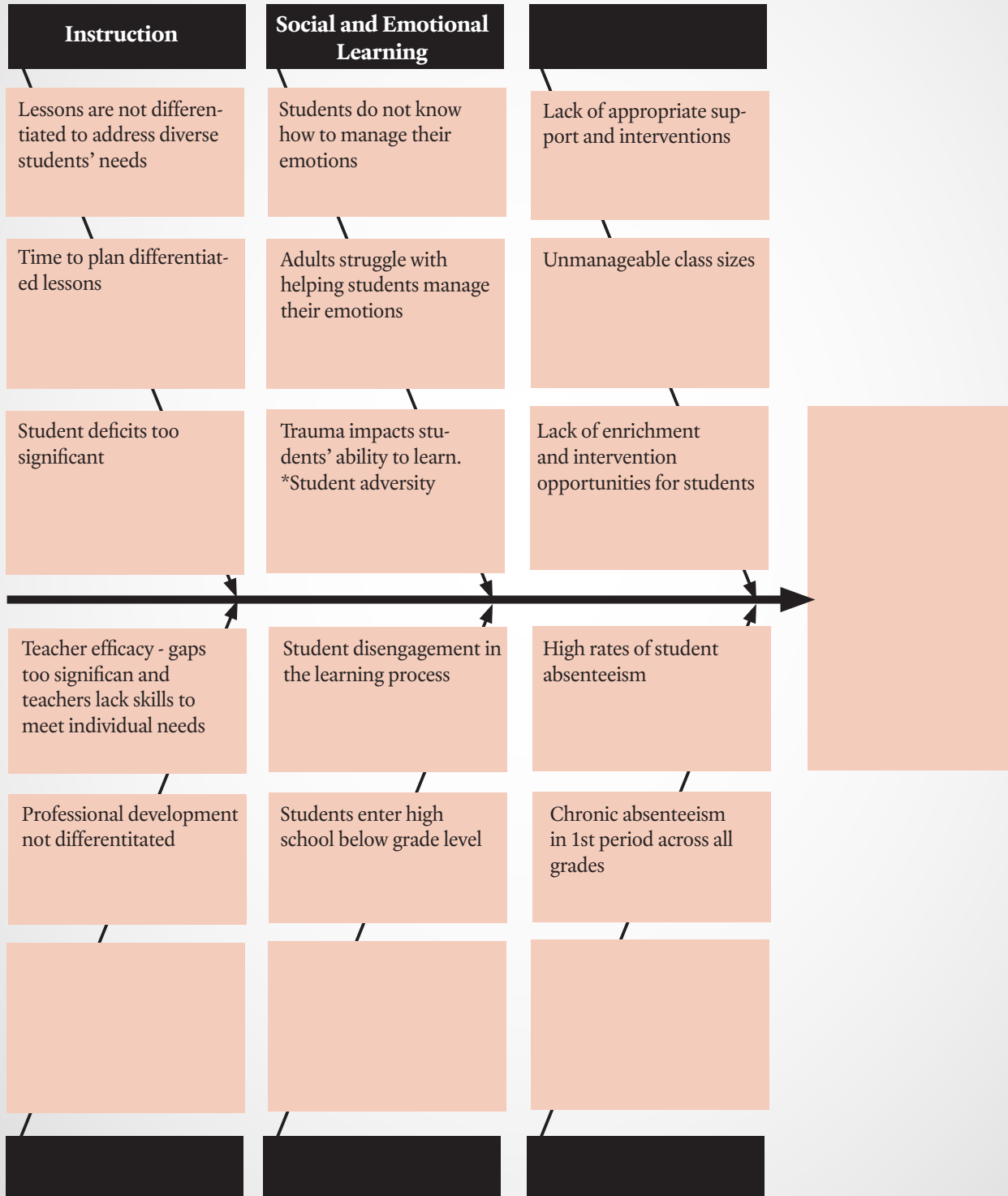
On day two, sixteen team members were present. A combination of school-based staff, local school system representatives, students, and community members participated in the RCA process. During this day-long session, participants brainstormed and organized causal factors to identify themes, and crafted causal statements. The stakeholder team then voted on the top three causal factor statements and used the Five Whys organizer to identify possible underlying causes. The Fishbone diagram below shows the causal factors that the team brainstormed and the themes that emerged as a result of grouping similar causes together.

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

Benjamin Franklin High School Casual Factors

Instruction	Social and Emotional Learning	
Lessons are not differentiated to address diverse students' needs	Students do not know how to manage their emotions	Lack of appropriate support and interventions
Time to plan differentiated lessons	Adults struggle with helping students manage their emotions	Unmanageable class sizes
Student deficits too significant	Trauma impacts students' ability to learn. *Student adversity	Lack of enrichment and intervention opportunities for students
Teacher efficacy - gaps too significan and teachers lack skills to meet individual needs	Student disengagement in the learning process	High rates of student absenteeism
Professional development not differentitated	Students enter high school below grade level	Chronic absenteeism in 1st period across all grades

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 do not receive quality professional learning to consistently implement quality instruction.	1
A clear system of monitoring is not in place to determine the effectiveness of professional learning and collaborative planning.	2
The school does not adequately address social and emotional obstacles of students.	3

Evidence Base for Prioritized Root Causes

In order to improve student outcomes, schools should create conditions and systems for effective instruction and teacher professional development. These systems are paramount and should be content focused, incorporate active learning, support collaboration, model effective practice, provide coaching and expert support, offer feedback and reflection, and be sustainable in duration (Darling-Hammond, Hyler, & Gardner, 2017). Leaders at Benjamin Franklin reported challenges with autonomy over their professional development calendar, lack of consistent systems with coaching and feedback, and gaps in content expertise as barriers to increasing effectiveness of teacher practice. Additionally, they identified challenges in equipping students and staff with essential social and emotional knowledge, skills, and dispositions. Although they believe social and emotional learning and development will transform their outcomes, their knowledge and skill gaps to do so are overwhelming. Overall, current practices in place lack coherence, monitoring, and iterative cycles of improvement.

V. RECOMMENDATIONS FOR IMPROVEMENT

Brainstormed Ideas for Improvement Planning from Stakeholders

Benjamin Franklin High School engaged in an RCA process that allowed them to examine their data, make observations, dialogue about possible causal factors, and identify underlying root causes. As a result of this process, the school leadership team, along with the stakeholder group, brainstormed the following change ideas for improvement as they move strategically forward over the next two years. These ideas were not prioritized or identified as formal recommendations to the school.

Brainstormed Ideas for Improvement from the Stakeholders at Benjamin Franklin High School at Masonville Cove
Hire individuals with a specialty or skill-set to address specific school-wide needs and challenges.
Implement a coaching system for ongoing, job-embedded professional development.
Continue to leverage partnerships with the community.
Dedicate professional development and planning time to specific topics.
Implement longer planning periods.
Establish a monitoring and accountability system.

Recommendations for Evidence-Based Improvement

Final recommendations for this report have been developed by the University of Maryland College Park in consultation with UMD/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.

RECOMMENDATION LANGUAGE AND CITATIONS	Four Domains Domain of Rapid School Improvement [1]
Maximize professional learning focused on planning, instruction, and improving learning conditions for students. Establish or significantly strengthen a school-wide cycle of professional learning—coaching, observations, and team planning—that includes an aligned focus across core instructional activities. Several studies link teacher professional learning with improvements in instruction and quality of learning environments (Vescio, Ross, & Adams, 2008). Professional learning opportunities are most effective when they are part of coherent school-wide efforts that link content, assessments, and reflection, rather than episodic professional workshops (Akiba & Liang, 2016). Two effective professional learning strategies include professional learning communities and job-embedded professional learning. *Professional Learning Communities*: Teachers need time spent planning and learning with colleagues in collaborative planning time and/or professional learning communities (PLCs) that are focused on teaching and learning, not on administrative or organizational demands. Research shows that PLCs are most successful when they are designed and supported with specific attention to leadership, group dynamics, trust, and respect (Vangrieken, Meredith, Packer, & Kyndt, 2017). PLCs can form around topics that teachers can explore together, plan for, and build upon together using peer observations and deeper capacity-building on areas of need, such as social emotional learning or trauma-informed teaching. Authentic PLCs include the following features: • Dedicated time for the PLC • Teacher-led and based on specific needs of students • Supported by school leaders with training and development activities *Job Embedded Professional Learning*: Research emphasizes the importance of professional learning that emphasizes explicit strategies for conducting active teaching, assessment, observation, and reflection rather than just abstract discussions (Darling-Hammond & Richardson, 2009).	*Talent Development* *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 LANGUAGE AND CITATIONS	Four Domains Domain of Rapid School Improvement [1]
Implement Social Emotional Learning (SEL) to explicitly teach SEL skills focused on self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. Employ a robust SEL program that is inclusive of all school-based staff, including but not limited to, administrators, teachers, school social workers, guidance counselors, and para-professionals. Effective school-based SEL programs are comprised of five major components: 1. Self- awareness 2. Self-management 3. Social awareness 4. Relationship skills 5. Responsible decision making (CASEL, 2012). These components are more impactful when they are set in an environment in which organizational culture, climate, and conditions all support SEL (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). One goal of SEL programs is to improve the quality of interactions among individuals in schools and within classrooms; therefore, school-level social processes are important to examine when considering an SEL program. Moreover, some evaluation studies find that within low-income urban communities, school climate may be particularly salient (Aber, Jones, Brown, Chaudry, & Samples, 1998; Hughes, Cavell, Meehan, Zhang, & Collie, 2005). Though the Collaborative for Academic, Social, and Emotional Learning endorses the use of evidence-based SEL programs in the context of systemic schoolwide and districtwide approaches (Devaney, O'Brien, Resnick, Keister, & Weissberg, 2006), it is necessary that a systematic approach to SEL programming to entails integration of SEL across school activities, both in and outside of the classroom, and even reaching into the community.	*Culture Shift*

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION LANGUAGE AND CITATIONS	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 to 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, which include 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 aid in predicting 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 Consortium on Chicago 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, 2005). The Institute of Education Sciences 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 provide tools to train staff on how to extract and analyze their data.	*Culture Shift* *Turnaround Leadership*

VI. CONCLUSION AND NEXT STEPS

Collaboratively with the Local School System (LSS) and stakeholders, Comprehensive Support and Improvement (CSI) school teams will develop intervention plans that identify SMART (Specific, Measurable, Achievable, Realistic, Time-bound) intervention goals with measurable annual outcomes and progress indicators that will guide schools toward meeting annual targets and exit criteria in three years. The outcomes of the root cause analysis must be used to inform the development of the SMART intervention goals and identification of evidence-based strategies included in the intervention plan. Any evidence-based strategy must meet the Every Student Succeeds Act (ESSA) evidence requirements (level 1, 2, or 3). Intervention Plans will be approved by the school, LSS, and the Maryland State Department of Education (MSDE), and monitored annually by staff from the LSS and the MSDE. Additional information and resources are available on the MSDE Resource Hub. https://www.marylandresourcehub.com/

APPENDICES

Appendix A: List of Stakeholders

	Name	Position
Day 1 **April 2, 2019**	Christopher Battaglia	*Principal*
	Simon Birenbaum	*Assistant Principal*
	April Myrick	*Assistant Principal*
	Geoff Brown	*English Language Arts Teacher*
	Meghan Riordan	*Math Teacher*
	Laurie-Lynn Sutton	*Coordinator for School Turnaround*
	Jacque Hayden	*Instructional Leadership Executive Director*
	Amanda Benjamin	*United Way Central Maryland Social Worker*
	Nicole Scruggs	*Title I Comprehensive Support and Improvement Specialist*

|	Name	Position
Day 2 **April 9, 2019**	Christopher Battaglia	*Principal*
	Simon Birenbaum	*Assistant Principal*
	April Myrick	*Assistant Principal*
	Geoff Brown	*English Language Arts Teacher*
	Meghan Riordan	*Math Teacher*
	Laurie-Lynn Sutton	*Coordinator for School Turnaround*
	Jacque Hayden	*Instructional Leadership Executive Director*
	Amanda Benjamin	*United Way Central Maryland Social Worker*
	Nicole Scruggs	*Title I Comprehensive Support and Improvement Specialist*
	Sarah Jaklitsch	*Teacher*
	Nick Sigismondi	*Teacher*
	Bernard Morgan	*Parent*
	Kelly Oglesbee	*Community Partner*
	Heather Chapman	*Community Partner*
		Student
		Student

Appendix B: Bios of Facilitators

Keniq Coney, Executive Coach and Leadership Advisor, coaches and develops school system leaders, principals, and leadership teams across the country to transform practice and achieve dramatic student achievement gains. Coney transitioned to executive and leadership coaching from the New Leaders Washington, DC, city team where she oversaw the New Leaders-DC program continuum and trained as a resident principal. Prior to joining New Leaders, Coney served as the Senior Director of Teacher Effectiveness at a large charter management organization with over twenty-eight schools serving roughly 12,000 students throughout the Dallas-Fort Worth metropolitan area. In this capacity, she led the teaching and learning department in the management of network initiatives in curriculum design and assessment, instructional coaching, International Baccalaureate authorization, and implementation of an alternative certification program for teachers. Immediately prior, Coney served as Regional Manager of Academic Achievement and Innovations, where she designed, developed, and managed educational programs and policies for teachers and administrators at three schools to improve teacher effectiveness in increasing student performance and to integrate Race to the Top and Common Core curriculum initiatives.

Coney gained much firsthand experience and knowledge while serving as a school leader in Washington, DC, and in teaching special education in Texas and California. These positions informed her career in leadership development. She served in various roles at Teach for America, including teacher, advisor, and curriculum coordinator in San Jose, New York, Los Angeles, and Philadelphia. In her spare time, Coney teaches a graduate level transformational leadership and teaching course at the Johns Hopkins University School of Education.

Coney holds a Master of Science degree in Educational Administration from Trinity University and a Master of Arts degree in Special Education from Loyola Marymount University. She earned her Bachelor of Science degree in Communication Disorders at the University of Houston.

Chloe Marshall is a transformational leader and educator with more than twenty years of experience as a creative problem solver, curriculum leader, school administrator, and a strategic planner for school improvement in both traditional and public charter schools. She has extensive experience in cultivating a school's academic culture and climate through high-quality professional development.
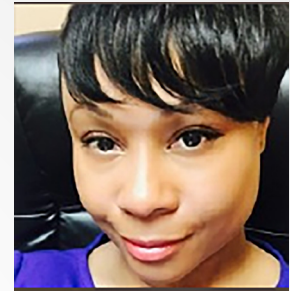
Marshall has served in several different capacities throughout her career as a classroom teacher, Title I instructional coach, principal, regional director, and educational consultant. Her responsibilities and expertise include systems change efforts, curriculum and instruction, design and evaluation of professional development, and school improvement initiatives. With ten years of school administration experience, she has served in both traditional and charter public schools. As a turnaround principal, she focused on transforming a school's culture and climate by creating high-quality, professional learning teams. In 2011, Marshall was recognized by the Washington Post as the recipient of the Distinguished Educational Leadership Award. Marshall is committed to promoting the learning and success of all students by creating learning environments where all stakeholders are empowered to do the necessary work for children.

Marshall holds a Bachelor of Science degree in Elementary Education from the University of Memphis (1997), a Master of Education degree in Educational Leadership and Policy Studies from the University of Memphis (2001), and was awarded a Doctor of Education in Educational Leadership from Union University (2005).

Appendix C: Citations of research

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