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Continuance of an Interventional Change Management Project for Math Students- An Executive Position Paper (EPP)

The executive position paper (EPP) linked above was written in support of the position that continuance (with modifications) of a math intervention initiative at Buckingham Elementary School (BES) would enable skill-specific, student-specific instruction, and consequent improvement as measured by local assessment tools and the Maryland State Assessment (MSA).

Section I provides an exploration of the literature related to the history and context of the problem, and information and analysis that guided the study, including: federal policies that provide education funding for reform contingent upon scientifically-based, rigorously researched practices; Adequate Yearly Progress (AYP) as a requirement; organizational change management; systems theory and systems-thinking; distributed leadership; collaborative strategic planning; Accreditation For Growth (AFG) as change management; action research in education and the iterative approach; and action research as an approximation of experimental research.

In Section II multiple perspectives on the data are provided, including: a consideration of the gross features of the data; a correlation analysis; and a statistical representation of the categorical MSA data analyzed as either at *Proficient* (or above) or *Basic*, pre-treatment and post-treatment, that shows intervention efficacy.

The recommendations in Section III are a set of purposeful changes. The action research-systems-thinking nexus provided a coherent framework for school improvement. Advancing the research design to a solid causal comparative quasi-experimental design satisfies the organizations' school improvement needs and federal standards of scientific research and evidence.