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

This executive position paper (EPP) 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.**