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ASSOCIATES

Case Studies of High Performing and Improving Schools in Maryland

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Presentation Overview

- Purpose of Case Studies
- School Selection & Study Overview
- Elements of Successful Schools
- Conclusions

Purpose of Case Studies

- Inform components of the Maryland adequacy study:
 - About successful school improvement programs and strategies
 - The staffing costs of these programs and strategies
- Investigate programs that were effective in raising student achievement
- Compare these strategies to the Evidence Based Model
- Studies were conducted between October 2014 and March 2015

Selection Criteria

- Used MSA and HSA assessment data for 2007-12 & 2008-13
- High Growth: 50% increase in percent proficient or above over 6-year time period
- High Performing: 90+% at or above proficient over 6-year time period
- High growth for student groups: 50% growth for at least two subgroups (FARM, ELL, Minority, Spec. Ed) and at least 60% overall at or above proficient in last year
- Reducing poverty gap: 2 standard deviations in reducing achievement gap (~16 percentage points) over 6 years, and at least 60% overall at or above proficient in last year.

Case Study Schools

School	Students	% FARM	% ELL	% Minority	Performance Category
Chillum Elementary	274	85%	32	97%	High Growth
Parkland Middle	883	52%	10%	87%	High Growth
Somerset Intermediate	409	76%	<=5	56%	High Growth
Bel Air Elementary	216	48%	<=5	3%	High Performing
Chadwick Elementary	548	81%	21%	98%	High Performing
North Hagerstown High	1,280	49%	<=5	41%	High Performing

Case Study Schools

School	Students	% FARM	% ELL	% Minority	Performance Category
James H. Harrison Elementary	220*	70%	16%	94%	High-Growth for Student Groups
Patterson Park Charter K-8	670	80%	18%	87%	High-Growth for Student Groups
Wiley H. Bates Middle	800	46%	10%	53%	High-Growth for Student Groups
Fairmont Heights High	837	65%	<=5	97%	High-Growth for Student Groups
North Frederick Elementary	590	47%	14%	41%	Reducing the Poverty Gap
Redland Middle	545	40%	11%	67%	Reducing the Poverty Gap

*Harrison also has 110 special education students in a countywide program with separate staffing

Common Elements of Schools

- Goals to improve performance in reading and math
- Adopt new curriculum materials to align with the Common Core
- Implement school wide approaches to effective instructional practice, including tailoring instruction to individual student needs
- Density of instructional leadership – teacher leaders, instructional coaches, principals and central office personnel
- School culture characterized by both individual and school wide accountability for results – success defined by impact on student achievement

Additional Critical Elements in These Successful Schools

- Instructional coaches
- Collaborative time built into school schedules allowing teacher groups to meet multiple times a week to use student data to inform instruction
- Multiple approaches to helping struggling students (Tier 2 interventions during the day, after-school, additional support for ELLs, etc.)
- Use of multiple assessments including County developed formative assessment to:
 - Inform core instruction
 - Plan interventions
 - Monitor student progress

Common Elements of Schools

- Similar strategies regardless of performance category
 - High performing
 - High growth
 - Closing the poverty gap
 - Closing the gap for subgroups of students
- Serious attention to talent – to recruiting, inducting, developing and then keeping effective teacher talent.

Conclusions

- Maryland school improvement strategies are well aligned with the improvement model embedded in the EB model
- Most case schools sought to recruit and retain high quality teacher talent, often hiring individuals with experience at the school before offering a permanent position
- No school made heavy use of technology as a key element of their improvement strategy