Case Studies of High Performing and Improving Schools in Maryland

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Presentation to the Commission on Innovation and Excellence in Education
June 28, 2017
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

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>% FARM</th>
<th>% ELL</th>
<th>% Minority</th>
<th>Performance Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chillum Elementary</td>
<td>274</td>
<td>85%</td>
<td>32</td>
<td>97%</td>
<td>High Growth</td>
</tr>
<tr>
<td>Parkland Middle</td>
<td>883</td>
<td>52%</td>
<td>10%</td>
<td>87%</td>
<td>High Growth</td>
</tr>
<tr>
<td>Somerset Intermediate</td>
<td>409</td>
<td>76%</td>
<td>&lt;=5</td>
<td>56%</td>
<td>High Growth</td>
</tr>
<tr>
<td>Bel Air Elementary</td>
<td>216</td>
<td>48%</td>
<td>&lt;=5</td>
<td>3%</td>
<td>High Performing</td>
</tr>
<tr>
<td>Chadwick Elementary</td>
<td>548</td>
<td>81%</td>
<td>21%</td>
<td>98%</td>
<td>High Performing</td>
</tr>
<tr>
<td>North Hagerstown High</td>
<td>1,280</td>
<td>49%</td>
<td>&lt;=5</td>
<td>41%</td>
<td>High Performing</td>
</tr>
</tbody>
</table>
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</thead>
<tbody>
<tr>
<td>James H. Harrison Elementary</td>
<td>220*</td>
<td>70%</td>
<td>16%</td>
<td>94%</td>
<td>High-Growth for Student Groups</td>
</tr>
<tr>
<td>Patterson Park Charter K-8</td>
<td>670</td>
<td>80%</td>
<td>18%</td>
<td>87%</td>
<td>High-Growth for Student Groups</td>
</tr>
<tr>
<td>Wiley H. Bates Middle</td>
<td>800</td>
<td>46%</td>
<td>10%</td>
<td>53%</td>
<td>High-Growth for Student Groups</td>
</tr>
<tr>
<td>Fairmont Heights High</td>
<td>837</td>
<td>65%</td>
<td>&lt;=5</td>
<td>97%</td>
<td>High-Growth for Student Groups</td>
</tr>
<tr>
<td>North Frederick Elementary</td>
<td>590</td>
<td>47%</td>
<td>14%</td>
<td>41%</td>
<td>Reducing the Poverty Gap</td>
</tr>
<tr>
<td>Redland Middle</td>
<td>545</td>
<td>40%</td>
<td>11%</td>
<td>67%</td>
<td>Reducing the Poverty Gap</td>
</tr>
</tbody>
</table>

*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