

Case Studies of Improving Schools

Presented to the
Maine Legislature's
Joint Standing Committee on Education and Cultural Affairs
October 29, 2013

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Case Study Schools

School	Students	% ED
Etna-Dixmont Elementary	256	68%
Central Aroostook Jr.- Sr. High	196	48%
Peninsula Elementary	212	63%
Phillips Elementary	155	70%
Windsor Elementary	320	61%

Overall, the five schools selected for the case studies represent 1,139 students, approximately 62% of whom are educationally disadvantaged.

Examples of Notable Improvements

% Proficient/Advanced Between 2010 and 2012

School	% Change in Math	% Change in Reading
Etna-Dixmont Elementary	+6% in 6-8 for All students	+25% in 3-5 for ED students
Central Aroostook Jr.- Sr. High	+13% in 6-8 for ED students	+15% in 6-8 for All students
Peninsula Elementary	+15% in 6-8 for ED students	+19% in 6-8 for All students
Phillips Elementary	+20% in 3-5 for All students	+53% in 6-8 for ED students
Windsor Elementary	+22% in 3-5 for ED students	+22 in 3-5 for All students

Common Elements of Schools

- Clear school focus on core subjects
- Collaborative time with other teachers
 - including regional partnerships with universities or grant-funded projects (e.g., TIF, Reading First)
- Instructional Coaches
- Research based curriculum used school wide
- Multiple assessments to:
 - Inform core instruction
 - Plan interventions
 - Monitor student progress



Common Elements of Schools

- Additional instructional time for struggling students
 - Tutoring as a first intervention
 - Multiple cohesive interventions including extended day and summer school
- Ongoing professional development
- Small class sizes



Not Part of the EB Model, but Also Observed

- Extension of Reading Recovery tutoring beyond first grade
- Stability of teaching staff
 - Long-term, trusting relationships between teachers and students
 - Investment in professional development stays in the school



Effective Strategies Often Seen as “Extras” and Therefore Vulnerable

- Extra time for struggling students typically comes from Title I
- Loss of literacy coaches with loss of funding
- Loss of collaborative time for teachers when budget cuts reduce specialist teachers
- Regional and university-based PD opportunities for teachers are grant funded



Findings Consistent with Prior Work

- Preliminary findings of the Maine case studies echo the research findings of the Evidence-Based Model.
- Preliminary findings are also consistent with those of high performing schools studied by The Maine Education Policy Research Institute.

