Baltimore City Achieves
A Proposed Partnership Between
Baltimore City Public Schools and MSDE

Superintendent’s Update
State Board of Education Meeting
January 24, 2017
New Leadership

- State Board of Education
- State Superintendent and Key Staff
- New City School’s CEO and CAO
- New City Government
- Addition of Research Department
Programs with National Recognition

- 5th in the nation per Education Week
- CTE Program – PLTW is 3rd in the nation
- Special Education Strategic Plan
  - Collaboration, shared responsibility, multi-tiered system of supports, family and community partnership
- Computer Science Program
Programs with National Recognition

- PreK Program
- Promising Principals
- Summer Academies
- Principal, Teacher, and School Recognition
- Positive Behavioral Interventions and Support (PBIS)
Re-Envisioned Approach to School Improvement

- Building a collaborative, trusting relationship
- Narrowing the Focus
  - Align and concentrate resources
- Differentiating Support
  - Target specific high-need areas
- Building on What Works
  - Capitalize on effective practices
Implementing Effective School Improvement Practices

New Mexico
90-Day School Turnaround

Louisiana
Recovery School District

Maryland
Promising Principal Academy

Delaware
On-Site School Support
Aligning with ESSA Plan
Section 4.3: State Support and Improvement for Low-Performing Schools

Turnaround Leadership
- Prioritize improvement and communicate urgency
- Monitor short & long term goals
- Customize and target support to meet needs

Culture Shift
- Build a culture focused on student learning and effort
- Solicit and act upon stakeholder input
- Engage students and families

Talent Development
- Recruit, develop, retain and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

Instructional Transformation
- Diagnose and respond to student learning needs
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities
Target Schools in Baltimore City

Priority Schools (21)
5% of all Title I schools that are the lowest achieving on state assessments; and/or have graduation rates below 67%; or receive Title I school improvement funds under Section 1003g.

“Feeder Schools”
Schools that students previously attended.
Key Areas of Improvement to Unlock School Success

- Governance
- Leadership Structure
- Staffing Design
- Instructional Delivery
- Assessments
- Resources and Supports
- Accountability
Next Steps

- Establish Memorandum of Understanding with Baltimore City Public Schools.
- Conduct Data Analysis to Identify Target Areas of Support.
- Align Resources (people, money, etc.) to Implement Plan of Action.