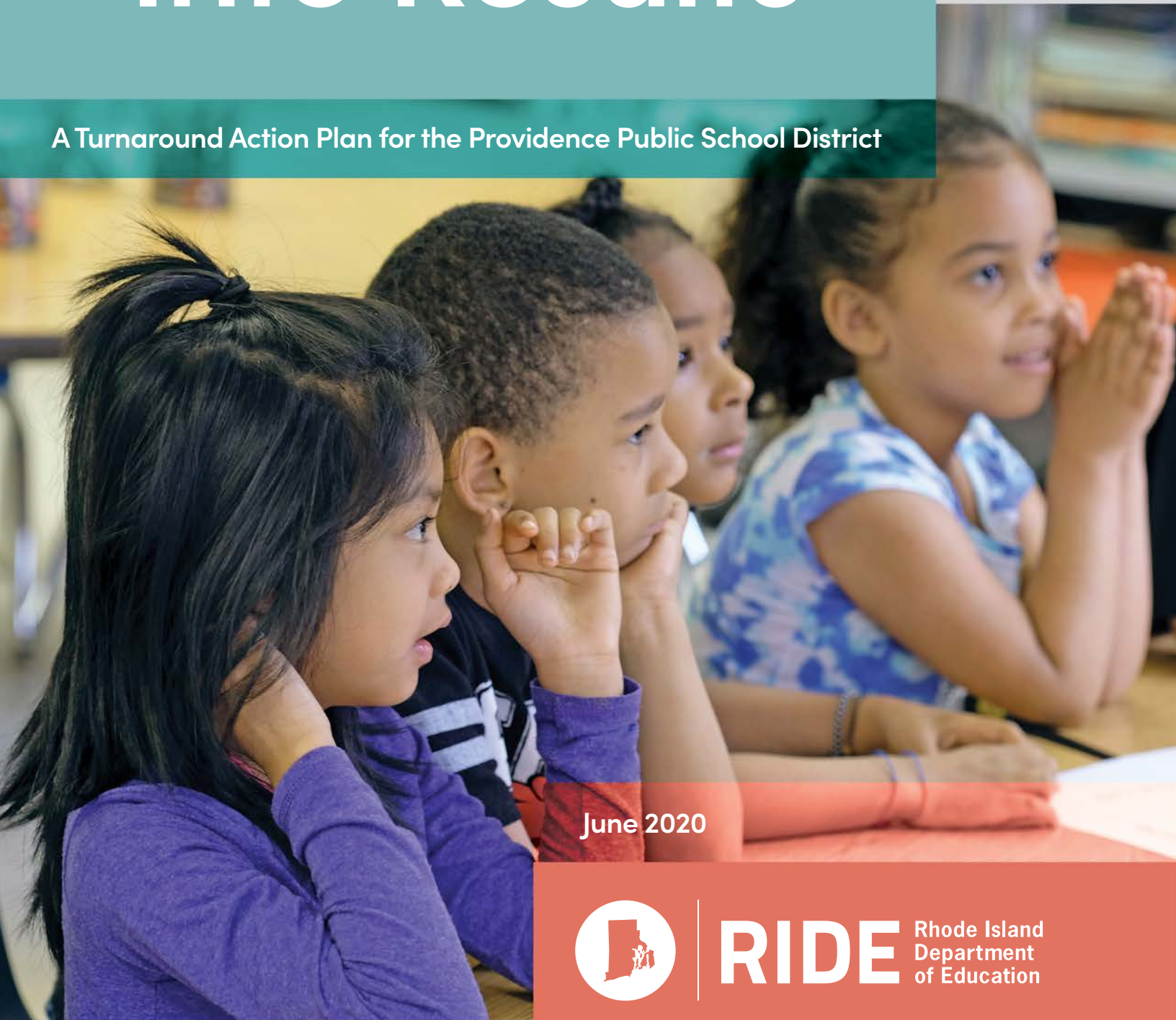


Turning Hope Into Results

A Turnaround Action Plan for the Providence Public School District



June 2020



RIDE Rhode Island
Department
of Education

Providence
Schools



RIDE Rhode Island
Department
of Education

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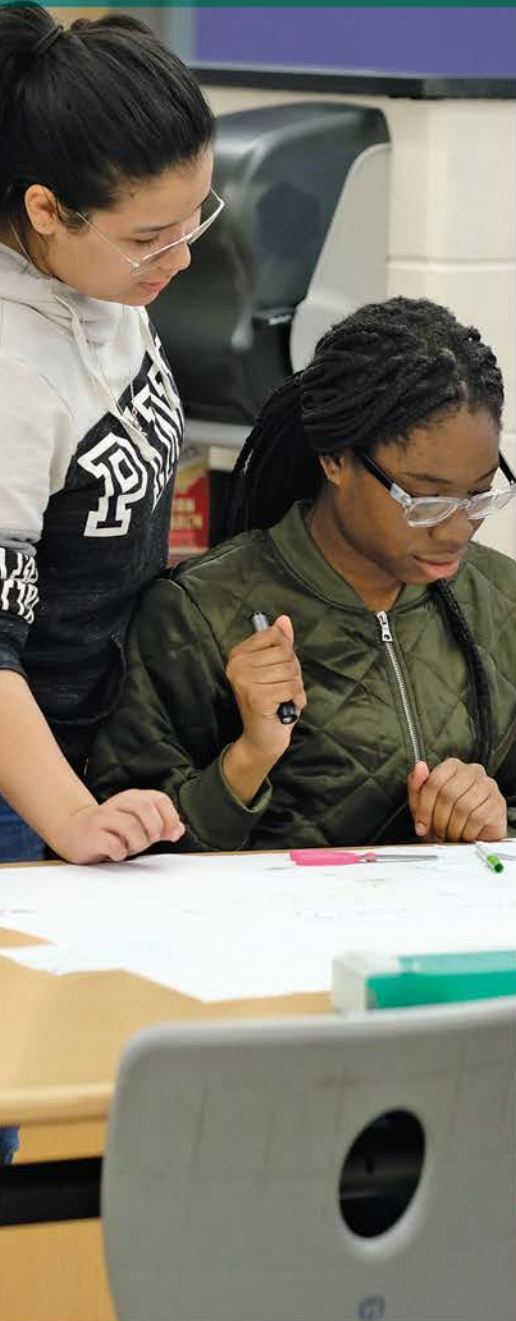


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Letter to the Community

Dear Providence Community,

We are about to take the next major step in the historic process of transformational change in the Providence Public School District (PPSD), a system that has suffered from decades of neglect and poor performance.

Since the State intervention in Providence began on November 1, 2019, our work has been focused on gathering information, assessing immediate needs, and participating in an unprecedented community engagement process. These efforts gave us the input and inspiration to craft a visionary document that embraces a transparent approach to fixing

We must not and will not fail another generation of students and families. This Turnaround Action Plan (TAP) will serve as our guide through the first phase of this work over the next five years, as we work with focus and determination to create a model public school system where every student can receive a world-class education.

a broken system, with a specific focus on students first, equity, transparency, results, and ultimately, high expectations for all.

We must not and will not fail another generation of students and families. This Turnaround Action

Plan (TAP) will serve as our guide through the first phase of this work over the next five years, as we work with focus and determination to create a model public school system where every student can receive a world-class education. There will be challenges along the way; change is always difficult, but necessary. That is the work we intend to do, and this plan serves as our blueprint.

Last June, the Johns Hopkins Institute for Education Policy released a sobering evaluation of the Providence schools. The findings of the Johns Hopkins report pointed to a system that is paralyzed by an antiquated governance structure and an inefficient bureaucracy. The report found that: low levels of academic instruction exist throughout the system, including the lack of an aligned curriculum; school culture is broken and safety is a daily concern for all; teachers are set up to fail and feel unsupported by the system; and parents feel shut out of their children's education. None of this was, or is, acceptable. To reverse decades of inaction, we have set a course for transformational change in PPSD that will fully embrace a progressive and comprehensive plan that is culturally responsive, anti-racist, and is reflective of a data-driven approach to reform that puts students first.

Every student in Providence deserves to be enrolled in a world-class school. Three pillars guide our vision for success in the TAP:

- **Engaged Communities:** Transparent and authentic family and community engagement initiatives that respond to the unique needs of students and families will be implemented District-wide. Consistent, culturally sensitive communications from schools and the District will be required.
- **Excellence in Learning:** Every student enrolled in Providence schools will have access to a high-quality, equitable, data-driven learning environment that will provide them with the confidence to succeed academically and continue on to postsecondary education

opportunities. There will be a heightened effort to ensure multilingual learners have the resources they need to learn at or above grade level.

- **World-Class Talent:** All Providence students will attend a school staffed by highly effective teachers and leaders who reflect the community's diversity, and are singularly focused on student growth and achievement.

These pillars will be supported by a foundational principle that underlies all our efforts:

- **Efficient District Systems:** The District's Central Office will be revitalized through the implementation of policies that allow for

We know that our shared success depends on a fully collaborative effort that includes students at the forefront, parents, teachers, community groups, the faith-based community, and local elected officials throughout.

efficient decisions about educator personnel, resource distribution, and budgeting practices - delivering resources and support to the school level.

This plan reflects and embodies the most common concerns raised through the many community forums and stakeholder meetings we have experienced over the last several months. Stakeholder collaboration and community engagement have been, and will continue to be, fundamental to the implementation of the TAP.



While we are excited about this plan, it is just a starting point; there have been attempts in the past to change Providence Public Schools and this time, things need to be different.

We know that parts of this work will take longer than others, but we will keep you updated along the way. We know that our shared success depends on a fully collaborative effort that includes students at the forefront, parents, teachers, community groups, the faith-based community, and local elected officials throughout. We look forward to working with you as we embark upon this unprecedented journey to transform PPSD into a model urban school District where expectations are

high for all, classrooms are equipped with state-of-the-art learning tools, teachers are supported and energized, and parents are fully engaged in their child's learning.

Sincerely,



Angélica Infante-Green

Commissioner of Elementary and Secondary Education



Harrison Peters

State Turnaround Superintendent

I. Executive Summary

Turning Hope Into Results:

A Turnaround Action Plan for the Providence Public School District

The Providence Public School District (PPSD) is a large urban school District located in Providence, Rhode Island, the State's capital City. PPSD serves approximately 24,000 students and their families across 22 elementary schools, 7 middle schools, 10 high schools and 2 public District charter schools. The student body is highly diverse with approximately 65 percent of

For decades, students in Providence schools have consistently failed to match the academic achievements of their peers in neighboring communities. As of 2019, only 12 percent of Providence students were performing at or above grade level in Math and 17 percent in English Language Arts. Student data from the last several years reveal that the vast majority of our students are not performing at, or in many cases near, their grade level. **In elementary and middle school grades, fewer than one out of seven PPSD**

As of 2019, only 12 percent of Providence students were performing at or above grade level in Math and 17 percent in English Language Arts.

students identifying as Hispanic, 16 percent Black, 9 percent White, 5 percent Asian, 4 percent multiracial, and 1 percent Native American. Nearly 34 percent of students are multilingual learners (MLL) and approximately 16 percent of Providence students receive special education services. More than half of students come from homes where English is not the primary language spoken. Combined, students and their families speak 55 different languages and hail from 91 countries of origin. Additionally, 84 percent of the PPSD student population live in low-income households.



students are achieving proficiency in Math or English Language Arts, and exam data from previous years show similar results. The results at District high schools in Providence are no better.

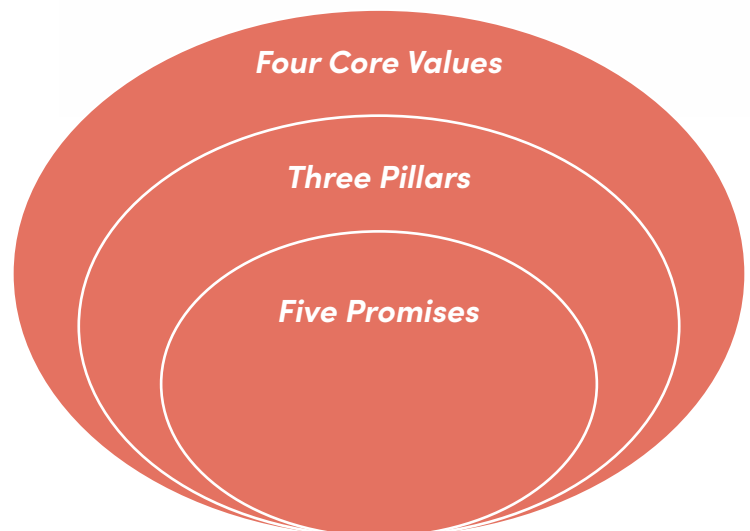


While almost three out of four students are graduating on time, only one out of four is graduating college-ready in English Language Arts, and fewer than one out of six is graduating college-ready for Math. These outcomes are unacceptably poor and demonstrate the need for a radical turnaround of a broken system.

In June 2019, after participating in a comprehensive review of the District, the Johns Hopkins Institute for Education Policy unveiled a heartbreakingly critical evaluation of the Providence Public Schools. In response to the Hopkins report, Rhode Island Education Commissioner Angélica Infante-Green, with the support of Rhode Island Governor Gina Raimondo and Providence Mayor Jorge Elorza, unveiled a proposal for a State intervention in PPSD. The State Council on Elementary and Secondary Education granted the Commissioner authority to take control of the Providence Public Schools in July of 2019. The takeover officially commenced on November 1, 2019.

During the State intervention, the Rhode Island Department of Education (RIDE), led by Commissioner Infante-Green, oversees the District’s budget, personnel, and programming.

She has committed to systemic, data-driven reforms that seek to close equity gaps, increase proficiency for all students, and recruit and retain a talented workforce. The Turnaround Action Plan is a conscientious approach to change, created with recommendations from the community, led by the Community Design teams, convened right after the intervention began. It is inspired by *Four Core Values* that infuse all of the education work happening in Rhode Island, *Three Pillars* that are fundamental to the Commissioner’s vision and RIDE’s Statewide approach to improvement, and *Five Promises* that are specific to the Providence community, which detail the community’s collaborative commitment to improving PPSD.



Starting Strong – Four Core Values

Four core values, derived from extensive input from families, students, and educators will continue to drive innovation and reform across the State moving forward:

- **Students First:** Doing what is best for the students of Providence will always be the most important factor in any decision we make.
- **Equity and Access:** We value diversity and believe all students are capable of learning and

achieving. We will work together to ensure all students have access to high-quality schools.

- **Transparency:** Information must be available and accessible to families so that decisions can be driven by data and informed by the community.
- **Results:** We will ensure all strategies in our Turnaround Action Plan are focused on improving academics and lifelong outcomes for all students.

Achievement – Three Pillars and a Foundational Principle to Guide Us

All students deserve world-class schools. As we reimagine the future of Providence Public Schools, we are committed to the most fundamental obligation to our students: fair and equitable access to a rigorous education for all. Working together as a community, we are developing a positive school experience that will prepare our students for success in the 21st century economy, while recognizing that children and families from varying backgrounds often experience school in vastly different ways. We will use an equity lens to establish minimum requirements so that all students have equitable access to important educational tools, such as high-quality curriculum. We envision a PPSD where every student is enrolled in a modern

classroom, equipped with the technology and resources needed for academic and social and emotional growth; all multilingual learners are



taught by State-certified teachers; all teachers in the District are empowered and motivated; PPSD graduates are fully prepared for postsecondary success; students, families, and civic leaders have confidence in their schools; and the Providence community feels and shows immense pride in their local public schools.

As a result of extensive thinking, engagement, and demand, three pillars have been outlined that guide our vision for success in education in Rhode Island. These are fully integrated into the Turnaround Action Plan:

1. **Engaged Communities,**
2. **Excellence in Learning, and**
3. **World-Class Talent,**

An additional foundational principle, **Efficient District Systems**, is necessary for success in the TAP.

ENGAGED COMMUNITIES

Schools will be welcoming and students and families will have a voice in their child's education. Engagement is essential for success, and that requires two-way communication and proactive outreach to families. All engagement will be authentic, and further, will have a meaningful impact on school culture, including taking an asset-based, anti-racist approach when working and

We envision a PPSD where every student is enrolled in a modern classroom, equipped with the technology and resources needed for academic and social and emotional growth, all multilingual learners are taught by State-certified teachers, all teachers in the District are empowered and motivated, PPSD graduates are fully prepared for postsecondary success, students, families, and civic leaders have confidence in their schools, and the Providence community feels and shows immense pride in their local public schools.

collaborating with our families and community. Schools, the District, and RIDE will take an active role in informing families and caregivers, the strongest advocates for their children, of their rights and responsibilities. Transparency is fundamental to engaging students and families; by providing clear and accessible information in a culturally responsive manner, we will ensure a high level of engagement in our schools. That includes using data to inform decisions, monitor progress, and





WORLD-CLASS TALENT

Students grow and thrive when led by world-class teachers. Teachers grow and thrive when led by world-class school leaders. School leaders grow and thrive when led by District staff that make the success of teachers

To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards.

intervene when necessary to ensure equitable access and consistent communication in multiple languages throughout the system. Community and family engagement provide essential data and both are critical to the success of the TAP.

EXCELLENCE IN LEARNING

All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs. To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards. That will be supplemented with consistent enrichment and intervention activities. Additionally, students and families will have equitable access to high-quality school options, with appropriate options available to multilingual students. Every student graduating from Providence Public Schools will graduate with equitable access to postsecondary opportunities, well-prepared for their chosen path.

and school leaders their focus. To create conditions for success, it is imperative that systems and structures that provide support and accountability for world-class talent in schools be in place – with a significant focus on staff diversity.

PPSD will recruit, mentor, and retain teachers through an equitable hiring process, while developing external relationships, specifically with higher education, to strengthen teacher recruitment and retention. RIDE will establish a range of opportunities to develop competency, certification, and continuing education for teachers and school leaders, particularly for MLL classrooms. The use of incentives to recruit, upskill, and retain talent will be prioritized. Additionally, other education professionals such as counselors, reading specialists, interventionists, and paraprofessionals will be integral to the transformation of Providence Public Schools.

EFFICIENT DISTRICT SYSTEMS

A modern, engaged Central Office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support is the heart and soul of every high-performing local education agency. For the Turnaround Action Plan to be successful, an intentional, systemic reboot of PPSD's current Central Office operations will take place. The current vision for the PPSD Central

Office alignment begins with the enhancement of stakeholder and community engagement and collaboration efforts, the identification of strategic school partnerships, and the establishment of structures and systems that put students first. The District will need to be financially stable for the long term in order to plan for the future, and distribution of supplies and resources will be fair and reasonable to meet student needs effectively and efficiently.

Moving Forward - Five Promises

This Turnaround Action Plan is a stake in the ground – a bold commitment to drive, measure, collaborate, and share with the community the changes taking place in PPSD. It represents a focused response to the cries of the community to end decades of inaction and failure. It is a call to action that requires an ongoing renewal and investment. It is a promise

to Providence that change is coming, and it will benefit the future of the community, the City, and the State. Throughout the planning phase, the RIDE and PPSD team have been guided by five promises that were developed to govern the Turnaround Action Plan – and embody their commitment to the students and families of Providence:



This Turnaround Action Plan is a stake in the ground – a bold commitment to drive, measure, collaborate and share with the community the changes taking place in PPSD.

- Every student will attend a school that is safe, where there are high expectations, and where educators are committed to student success. There will be a positive, respectful school culture;
- Every school will be staffed and led by supported, empowered educators;
- Every family will have the opportunity to choose among multiple excellent instructional programs;
- Every student will have access to robust, rigorous extracurricular and co-curricular programming; and:
- Every student, family and educator in Providence will benefit from an efficient, effective, and responsive District administration.

If we do our job well, we envision a future where all PPSD students meet high academic standards, parents are involved in their child’s education, and community leaders are engaged partners invested in the success of the school system. The implementation of a high-quality English Language Arts (ELA) and Math curriculum, coupled with ongoing professional development, ensures there is consistency across the District and all students achieve academic excellence, including students who are multilingual and/or differently-abled. Partnerships with community organizations and institutes of higher education build teacher and school leader pipeline initiatives, while expanded data-driven professional development initiatives place highly effective teachers and leaders in every classroom. Energetic and effective partnerships influence positive change in school culture and promote equity, and all of these changes are



spearheaded by a highly functional, student-focused Central Office.

It is an ambitious vision, and there will be challenges along the way, so in order to gauge progress we have set numeric goals based on our current data. The **Power Metrics** listed below are critical levers of change and represent the minimum progress that will be achieved through implementing the TAP during this first, five-year phase. Additional, complementary metrics are provided in full in the Goals and Benchmarks section of the TAP, and there are additional definitions and context for each in the Appendix.

The four pillars have targeted initiatives assigned to each and this section details which initiatives relate to which power metric. These specific initiatives are not the single drivers to reach our ultimate power metrics, but collectively work to drive the goals and outcomes of the TAP. Additional details about the mapping between each power metric and each initiative will be included in the progress monitoring plan shared by PPSD and RIDE. Note that initiatives such as the collective bargaining agreement will have broad impact on all of the outcomes outlined within this plan.

#	"INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL	INITIATIVES	NOTES
1	families with a favorable perception of being involved with their child's school	25%	80%	EC 4, 7, 8, 10	This metric relies on SurveyWorks, which is the Statewide survey sent out annually from RIDE to hear from Rhode Islanders directly about their experiences in our State's public schools. In 2019, nearly 126,000 students, parents, and educators participated in SurveyWorks, making it one of the strongest community engagement tools currently being utilized.
2	cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%	EC 2	This metric refers to the new rapid response system that PPSD will be working on as an initiative during Year 1 of the TAP. The goal of this metric is contact, so any parent or community member who utilizes the system should receive a response within 24 hours.
3	students enrolled in a 2 star or higher school	51.5%	100%	EC 4 EIL 1, 2, 6 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	In 2018, Rhode Island updated its system of school accountability under the federal education law, the Every Student Succeeds Act (ESSA). The most significant change is that Rhode Island now assigns a Star Rating to every public school. Ranging from 1 to 5 stars, the Star Rating simplifies and summarized overall school performance, providing an easy-to-understand snapshot for parents and communities. More information can be found at reportcard.ride.ri.gov .
4	students who are present 90% of the school year	62.7%	90%	EC 5, 10	This metric refers to chronic absenteeism, which RIDE classifies as being absent 10% of school days or more, not truancy, which means students have been absent for 10 or more days. Chronic absenteeism varies by grade span; this metric has been set at the number used in Statewide school accountability measures.

PROFICIENCY MEASURES

5	RICAS				The proficiency metrics listed include students who "Meet Expectations" or "Exceed Expectations" on the Rhode Island Comprehensive Assessment System, or RICAS, and the Scholastic Aptitude Test, or SAT, which are the two Rhode Island State assessments that are administered every academic year.
a	students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%	EIL 1, 2, 6 WCT 2, 6, 7	
b	students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%	EIL 1, 2, 6 WCT 2, 6, 7	
c	students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%	EIL 1, 2, 6 WCT 2, 6, 7	
d	students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%	EIL 1, 2, 6 WCT 2, 6, 7	

PROFICIENCY MEASURES (CONTINUED)

#	"INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL	INITIATIVES	NOTES
6	SAT				
a	students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%	EC 5, 6, 9 EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	
b	students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%	EC 5, 6, 9 EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	
7	students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%	EIL 1, 2 WCT 3 DS 2, 4	This metric refers to multilingual learner (MLL) students completing the ACCESS test, an assessment developed to annually measure the English language proficiency of MLLs across the State. Every MLL has annual language proficiency targets and this metric is meant to track an increase in the number of MLL students meeting their annual targets.
8	students in 9th grade who are on track for postsecondary success	48.5%	69%	EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	This metric is based on the intersection of students' average weighted GPA and cumulative attendance in 9th grade, typically meaning students have a C+ or better weighted Grade Point Average (GPA) and approximately 80% or better attendance. Postsecondary success in this metric refers to enrollment into college and persistence into the second year.
9	students who graduate within four years	73.6%	89%	EIL 6, 7, 8, 9, 10 WCT 2, 6, 7 DS 2, 3, 4, 6, 8	Graduation data are on a one-year lag. These are for students who started 9th grade in 2015-16, and would have graduated in 2019 if they finished in 4 years. 89% is the target for 2025 graduates, but that data won't be available until spring 2026.
10	educators of color in the total educator workforce	20.5%	33%	EC 6 DS 1, 7, 10	Currently, 20.5% of the total educators in PPSD are educators of color, or approximately 400 educators. In order to reach 33%, or 660 educators of color, PPSD would need to hire 260 additional teachers of color over the next five years. An ongoing national challenge, this metric represents PPSD and RIDE's priority of recruiting and retaining educators of color in the District. Two levers impact this metric: attrition (the loss of educators due to retirement, resignation, etc.) and new, available positions. Given current rates of attrition, PPSD is only able to hire approximately 100 new educators every year. 52 out of 100 educators would have to be educators of color every year, triple the current rate of educator-of-color applications, in order to hit 33%.
11	students who graduate with college credit, AP credit or a CTE credential	34.8%	69%	EIL 1, 8	This metric refers to the State's Postsecondary Success accountability metric, which measures the percentage of high school graduates earning college credits, Advanced Placement credits, or industry-recognized credentials.
12	teachers who are present 90% of the school year	87%	94%	WCT 7	This metric is about reducing chronic absenteeism for teachers, which RIDE classifies as being absent 10% of school days or more.



These power metrics are a representative sampling of the complete set of metrics that the TAP will address through strategic initiatives over the next five years. Achieving these goals by 2024-25 will mean Providence is on pace with the top quartile (25 percent) of schools in Rhode Island.

The Turnaround Action Plan is intended to be a living, working document that will serve as an implementation guide throughout the turnaround process. Both PPSD and RIDE will engage in rigorous initiative-based progress monitoring, and will report progress externally on a regular basis:

INTERNAL PROGRESS MONITORING

- Each initiative will be assigned a PPSD lead to serve as the initiative's primary point of contact.
- Each initiative will be assigned a RIDE support person, to work closely with the PPSD lead on the initiative.
- There will be monthly meetings with initiative leads to check in on standardized TAP implementation plans.
- There will be an annual, internal RIDE/PPSD review of the TAP that includes updating the PPSD Transformation Scorecard with progress, reviewing the next year's planned initiatives, and assigning leads.

EXTERNAL REPORTING MECHANISMS

QUARTERLY:

- RIDE will provide TAP implementation updates to the Council on Elementary & Secondary Education.
- PPSD will provide TAP implementation updates to the School Board and the District-wide community council.
- TAP implementation updates will be posted on the 4PVDkids.com website for the community.

ANNUALLY:

- PPSD will publish a yearly TAP report that compiles quarterly progress updates.
- The Commissioner shall provide the annual TAP report to the Mayor, the School Board, the City Council and the public on the implementation of the Turnaround Action Plan and its progress.

The Turnaround Action Plan is an investment not just in the Providence Public Schools, but in the City of Providence, the State of Rhode Island, and their citizens. Governor Raimondo, Commissioner Infante-Green and Turnaround Superintendent Peters look forward to working with the students, families, teachers, and administrators of Providence Public Schools, along with the Council on Elementary and Secondary Education, Chiefs for Change, the higher education community, the business community, labor leaders, the City's elected officials, and the State's elected officials in creating a world-class school system that provides every student the opportunity to succeed academically, enroll in a postsecondary program or career, and become a productive citizen.

II. Stakeholder Engagement

Over the last year, RIDE has engaged in an extensive effort to rethink the approach to public education in the City of Providence.

RIDE leadership committed from day one to a process that reconnects the community to their schools and allows everyone who touches the system to feel safe, included, and empowered. It is a priority to elevate student and community voices that have gone unheard in the past and work in partnership with families, communities, and other key stakeholders

To help with the development of the Turnaround Action Plan, Community Design Teams (CDT), consisting of a diverse group of parents, students and community leaders, were appointed in December 2019 and began an in-depth analysis to identify problems and develop solutions that have been integrated throughout the Turnaround Action Plan.

throughout Rhode Island. In collaboration with PPSD, RIDE is dedicated to creating policies and reforms that will be responsive to a diverse community, establish governance structures that meet the needs of students and families, and provide necessary wrap-around services to all.

A broad outreach strategy was implemented that included both formal and informal structures. The **Community Advisory Boards**, created through the State's Every Student Succeeds Act (ESSA) plan, were given the responsibility of writing and approving school improvement plans, and will become a systems-level implementation team. To help with the development of the Turnaround Action Plan, **Community Design Teams (CDT)**, consisting of a diverse group of parents, students and community leaders, were appointed in December 2019 and began an in-depth analysis to identify problems and develop solutions that have been integrated throughout the Turnaround



Action Plan. In particular, the recommendations developed by the CDTs represent the majority of the initiatives outlined later in the TAP. The **Parent Advisory Council (PAC)** was given the task of soliciting feedback on turnaround efforts, sharing

information about the turnaround efforts, and serving more broadly as advocate liaisons for Providence students and families with RIDE and PPSD. The PAC will play an integral role in the turnaround, as their work will continue throughout the process.

PPSD has begun convening multiple student roundtables, from grades PK-12, to gain an understanding of student concerns and discuss opportunities to elevate student voices. There are also plans to host a Facebook Town Hall to engage parents, community members, and others in the Turnaround process. Moving forward, RIDE and PPSD leadership will meet with the Providence School Board on a quarterly basis to provide status updates on the Turnaround Action Plan.

Responsive, informal structures for community engagement have been and will continue to be a key element of engaging stakeholders. Through an initial nine public forums, 14 work sessions and focus groups in the summer and fall of 2019, hundreds of students, families, educators, and other community members shared their disappointing experiences, as well as their ideas about how to improve Providence schools. Those discussions reinforced the urgent need for change, highlighting concerns about conditions for students and educators, systemic racism and bias, academic instruction, parent outreach, and school culture and safety. A robust listing of stakeholder groups who contributed to the plan can be found in the TAP Appendix.



III. Assessment of Assets and Challenges, Root-Cause Analyses

Providence Public School students have unlimited potential....

Providence Public School students have unlimited potential, but the marginal performance of these students over the past many years, despite the dedication of the City’s educators, is unacceptable. As of 2019, only 12 percent of Providence students were performing above grade level in math and 17 percent in English. In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) and one of the first and most critical points the Hopkins Report highlighted was *“every grade exhibited proficiency rates lower than 20 percent in both math and ELA – fewer than one out of every five*

students. Proficiency rates in ELA were slightly higher than math in all grades, but not by much. Second, the trend lines indicate a steep decline in rates of proficiency between 3rd grade and 8th grade.”



In response to this troubling assessment of PPSD, in July of 2019, the State Council on Elementary and Secondary Education, at the request of Commissioner Infante-Green, with the full support of Governor Raimondo and Mayor Elorza, granted the Rhode Island Department of Education the authority to take control over the Providence Public School District.

In response to this troubling assessment of PPSD, in July of 2019, the State Council on Elementary and Secondary Education, at the request of Commissioner Infante-Green, with the full support of Governor Raimondo and Mayor Elorza, granted the Rhode Island Department of Education the authority to take control over the Providence Public School District. This bold action was made possible through the Crowley Act, passed by the RI General Assembly in 2006, that provides legal

authority for the State Commissioner to create an LEA Accountability System, Strategic Planning Process for LEAs and schools, and outlines school-based leadership. For the purposes of the PPSD Turnaround Action Plan, this act will ensure school improvement teams at each school and annual RICAS action plans for all schools not meeting minimum proficiency guidelines. A description of the challenges and analyses has been broken down by the three pillars and foundational principle of efficient District systems below.



ENGAGED COMMUNITIES

A heartbreaking discovery in the Hopkins study is that many parents of Providence students “*feel shut out of their children’s education.*” This finding has been validated through extensive community engagement, specifically with parents and students. The engagement identified a number of critical concerns: (1) families feel powerless and isolated, (2) historically, engagement has not been authentic, (3) both reasonable and divergent opinions often have not been honored, and (4) community partnerships across the system have often been neither accessible nor equitable.

It is the goal of TAP that in every school students, families, and community members feel respected, supported, and engaged. Partnerships are formed with families, communities, and industry throughout Rhode Island to elevate student and community voices. The creation of policies that are responsive to constituents is a priority, along with the establishment of governance structures that meet the needs of students and families. Specifically, the Family Engagement Office has expanded to have a more vital role in the PPSD Central Office, as this will ensure that families get the reliable, accurate, helpful answers and support they deserve, and allow them to be an equal partner in their child’s education journey.

EXCELLENCE IN LEARNING

For generations, too many schools in PPSD have been labeled as failing, low-performing, dropout factories, unsafe, and other unflattering, unacceptable terms. Every student is capable of learning at high levels if given great educational opportunities, yet fewer than 25 percent of PPSD students are graduating ready to succeed after high school. This is a systemic failure. The Johns Hopkins researchers’ analysis of PPSD’s academic outcomes is both devastating and eye opening. Researchers analyzed test score data for students in Providence, Rhode Island and two other comparison Districts, Newark, New Jersey and Worcester, Massachusetts.

In summary, the key take-aways from this analysis are:

- (1) *Students in Providence achieve proficiency at very low rates, (only 3rd graders in 2016-17 reached a proficiency rate of greater than 25 percent) and 8th grade performance has consistently been lower than other grades over time;*

There was significant feedback from students and families about the poor quality of academic instruction and learning in schools, and families are frustrated by the low expectations, poor culture, and safety concerns that plague the District.

at noticeably lower rates than those same disadvantaged groups in comparable Districts.

The assessment of academic outcomes portrays a dismal picture of academic achievement in PPSD schools. There was significant feedback from

(2) Providence schools exhibited lower test scores in both ELA and math across all grades when compared to the State of Rhode Island. This was the case both pre- and post-RICAS;

(3) Providence schools scored lower than comparable Districts in both ELA and math in all grades across all years examined;

(4) While most grades in Providence saw relatively stable proficiency rates over time in ELA, 8th grade appears to be an especially difficult time as proficiency rates steadily decreased over time;

(5) 8th grade also appears to be a particularly difficult time for students in mathematics, as this was the grade with lowest proficiency rates in Providence over each of the four years;

(6) Disadvantaged students (e.g., students of color, low-income students, multilingual learner students, and differently-abled students) not only had substantially lower proficiency rates than their more advantaged peers in Providence, but they also achieved proficiency



students and families about the poor quality of academic instruction and learning in schools, and families are frustrated by the low expectations, poor culture, and safety concerns that plague the District. They point to the lack of high-quality instructional materials, lack of data-driven decision-making, lack of access to enrichment opportunities, and a lack of cultural understanding and sensitivity as impediments to a quality education.

Every child in Providence must have access to an equitable, rigorous education. Through the Turnaround process, equity gaps will be closed and increased proficiency for all will be achieved through high expectations, heightened standards, and quality instruction. Multiple pathways to learning will be developed, students and families

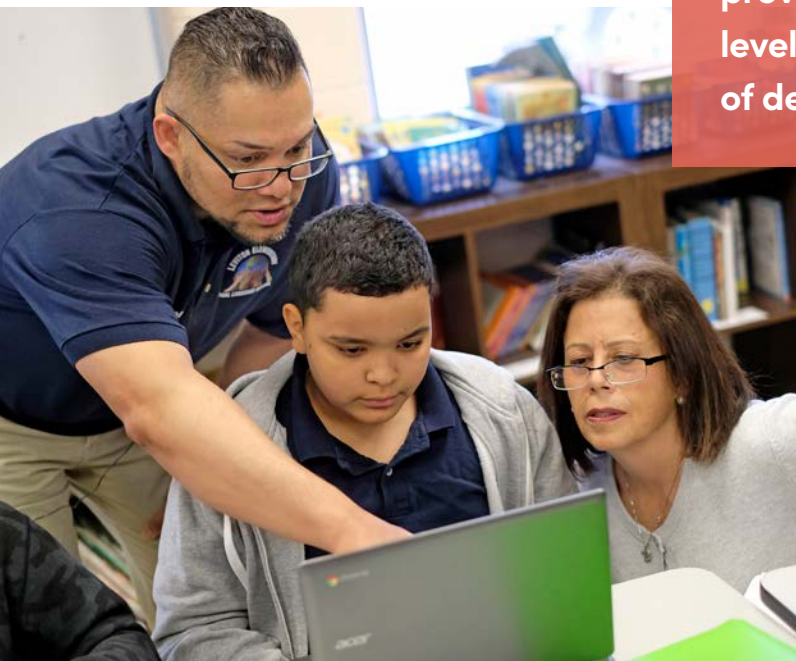
will be given more choices, and each student will be placed in the best possible learning environment for academic success.

WORLD-CLASS TALENT

A significant portion of the Hopkins study was dedicated to the role of teachers and school leaders. Though investigators did hear praise and support for many teachers and principals, Providence teachers and administrators have very low morale. Specifically, most Providence teachers believe they are not set up for success, citing lack of support and resources. The report noted, “[teachers] are also unable to improve their teaching, with most citing a lack of professional development as a key factor. As a result, the review teams encountered meaningful gaps in student support. These gaps ranged from too few MLL/ELL-certified teachers and special education staff, to widespread difficulties with substitute teachers that leave students without subject-matter experts or coherent instruction.”

Providence principals were candid with investigators about the challenges they face in providing efficient leadership at the building level, and the most common complaint was lack of decision-making power. They also spoke of the complicated internal hiring process and lack of qualified candidates to fill vacant teaching positions as a major barrier to success. The Hopkins team found this critical *“given how influential school leaders can be - even in some of the deeply challenged school systems in which our Institute has worked. Principals and other school leaders repeatedly reported that they are held accountable for results that they have neither resources nor authority to influence. Almost all of them are demoralized and defensive as a result. They all referenced the collective bargaining agreement as impeding their ability to exercise leadership and oversight in their schools.”*

Providence principals were candid with investigators about the challenges they face in providing efficient leadership at the building level, and the most common complaint was lack of decision-making power.



Providence Schools will achieve world-class status and will be staffed with a well-prepared, dedicated workforce. This will be done by developing flexible pathways into the teaching profession and providing expanded training and professional development for teachers, school leaders, and school staff. Further, educators and school staff will increasingly reflect the community of which they are a part. Partnerships will be created with

local institutes of higher education to develop initiatives that will attract more people of color into the teaching profession. Most important, there will be a high-priority focus on hiring and training competent, certified multilingual learner educators as required by the District's settlement agreement

change. The resulting structures paralyze action, stifle innovation, and create dysfunction and inconsistency across the District. In the face of the current governance structure, stakeholders understandably expressed little to no hope for serious reform."

As referenced by the Johns Hopkins researchers, "many teachers, principals, community partners, District leaders, and members of governing bodies emphasized the negative effects of two components of the collective bargaining agreement: the hiring/firing process and the paucity of professional development days."

Stakeholders gave important feedback about the inefficient policies and structure of the Central Office, specifically the endless hoops educators have to navigate at the District level in order to address basic

with the U.S. Department of Justice. RIDE has already begun drafting an MLL blueprint for all of Rhode Island and PPSD will both participate in the creation of the blueprint, and be responsible for implementing it in the District. As a result, Providence teachers will enter the classroom confident they have preparation, training, and ongoing support to succeed, and school leaders will be better positioned to lead with greater decision-making authority with the resources necessary to reach their school accountability goals.

EFFICIENT DISTRICT SYSTEMS

As stated in the Hopkins report, "Providence Public School District is overburdened with multiple, overlapping sources of governance and bureaucracy with no clear domains of authority and very little scope for transformative



issues. Further, the collective bargaining agreement often inhibits efficient educator personnel decisions, leaving many critical teaching positions vacant. As referenced by the Johns Hopkins researchers, "many teachers, principals, community partners, District leaders, and members of governing bodies emphasized the negative effects of two components of the collective bargaining agreement: the hiring/firing process and the paucity of professional development days."



Crumbling school buildings, owned by the City of Providence, continue to be a problem throughout the District, posing safety concerns for students and building staff and, in some cases, threatening the well-being of students and staff. During their visits to City elementary schools, Hopkins researchers observed, *“Facilities in all but one of the schools, the buildings were in very poor – and in one, absolutely dire – condition. In some cases, the facilities clearly disrupted learning and possibly students’ health.”*

As previously referenced, the Hopkins report noted that Providence teachers feel powerless in their classroom noting, *“There is an exceptionally low bar for instruction and low expectations for students. Very little visible student learning was going on in the majority of classrooms and schools we visited.”*

An effective and functional Central Office will contribute to the success of Providence schools. When you consider the breadth of District responsibilities – from operations to teaching

and learning, to human capital and data and evaluation – the Central Office’s impact on day-to-day classroom learning is substantial. To be successful, the District will be an organization that is accessible, responsive, efficient, reliable, and genuinely grounded in the needs of schools. In the first year of TAP, the District will be reviewing the collective bargaining agreement with the Providence Teacher’s Union (PTU) and will negotiate a more flexible personnel decision process, additional substantive professional development opportunities, and will work to remove other barriers created by the contract. PPSD Leadership will be creating a spending plan, completing a Central Office reorganization, releasing a detailed plan to upgrade school facilities, improving a data warehouse to meet the needs of educators, and creating a new and improved standard for customer service at the District level.

SUMMARY

A collaborative group has reviewed all of the stakeholder input and a large assortment of analyses, including the Johns Hopkins report, Community forum transcripts, the Department of Justice settlement language, the final Decision and Order, the Crowley Act, a financial analysis from Ernst & Young, and detailed root cause analyses from TNTP, EY-Parthenon and Springpoint, SchoolWorks, and the School Empowerment Network, to come to consensus on the most important challenges to address in the Turnaround Action Plan.

The chart below provides a snapshot of these condensed, systemic challenges:

PRIORITY CHALLENGES			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>Families feel powerless and isolated</p> <p>Engagement has not been authentic, ongoing, or equitable and diverse opinions have not been honored</p> <p>Inequitable community partnership access across the system</p> <p>Limited access to viable, educational options for students, families, and communities</p>	<p>Low levels of academic instruction, expectations, and learning, especially for subpopulations</p> <p>Lack of school culture, sense of belonging, and engagement</p> <p>Concerns from students and communities about safety</p> <p>Limited access to enrichment opportunities</p>	<p>Current recruitment and retention practices are not meeting the demand of PPSD schools <i>and</i> educators do not reflect the diversity of Providence</p> <p>Principals have not been afforded training and development in instructional and operational leadership</p> <p>Teaching staff and leadership are not set up for success and are not supported through ongoing professional development</p> <p>Need for training; specifically around cultural responsiveness, racism, and bias</p>	<p>Outdated policies and structure of central office, and an ineffective use of resources, including facilities, get in the way of student outcomes</p> <p>Collective bargaining agreement (CBA) constrains District's ability to meet student needs and accelerate performance</p> <p>Compliance-driven District culture with lack of incentives to build staff pipeline</p> <p>Limited use of data to make decisions about resources</p>

Additional information about each of these detailed analyses can be found in the Appendix.



IV. Strategic Objectives and Initiatives

Building a Successful Turnaround Action Plan

Gathering information and mapping a vision for success has been the focus of the Turnaround Action Plan to this point. Guided by the input of stakeholders and analyses, major challenges facing Providence Public Schools have been identified and condensed, and an analysis identified wide-ranging strategic initiatives to be addressed through the TAP. Starting with

the three pillars and Efficient District systems, a high-level rationale was established. From there, three to four high level initiatives were chosen to prioritize during year one of TAP. These initiatives will be evaluated at the end of the year, as will the overall TAP, to ensure that work is progressing and that each is improving outcomes for students across the District.

Engaged Communities



asked how often they receive communications about their child's school experience. This lack of consistent communication has led to families feeling powerless and isolated. Additionally, it has been noted that the District's current family engagement activities have not been authentic, equitable, ongoing and diverse opinions have not been honored.

RATIONALE

Students and families for years have felt shut out by the outdated bureaucracy of the Providence Public Schools. Forty-two percent of families surveyed responded negatively when

Strategies will be put in place to elevate student and community voices in a meaningful way and provide effective avenues for engagement for all families and all students, with communications that are more accessible, transparent, and culturally appropriate and responsive.

STRATEGY AND INITIATIVES

When students and families are engaged, they are empowered, and a better system is built. Strategies will be put in place to elevate student and community voices in a meaningful way and provide effective avenues for engagement for all families and all students, with communications that are more accessible, transparent, and culturally appropriate and responsive.

A District-wide task force, supported by the Office of Family Engagement, will enable students, families, educators, and community members to develop a shared vision on school culture, specifically with regard to atmosphere; attitudes and expectations; equity and leadership; and educator support. The Task Force will include existing informal and formal stakeholder groups.

A Rapid Response System, inclusive of a central number and/or a text messaging system, will be designed and implemented to appropriately communicate important parent information. This system will be accessible 24/7, enabling families to report and receive regular updates on student and teacher attendance.



PPSD will create a **Parent Academy**, supported by the Family and Community Engagement (FACE) office that will provide ongoing training and assistance to families enabling them to become their child's best advocate. The enhanced FACE office will be responsible for providing meaningful avenues of engagement for all families and students, ensuring transparent, accessible and multi-lingual communication throughout the community, the development of a **Student and Parent Bill of Rights**. Finally, PPSD will collect community input to inform a more robust **vision and mission** for every school in the District.

Excellence in Learning

RATIONALE

The students in Providence are just as capable of meeting high academic standards as the students from any other Rhode Island community. However, for generations Providence students have not been provided an equitable, quality education.

The Hopkins' reviewers noted, *"PPSD has an exceptionally low-level of academic instruction, including lack of quality curriculum and alignment both within schools and across the District."*

An energetic and positive school culture contributes significantly to the academic success and personal

A top priority of the Turnaround Action Plan will be the overhaul of the PPSD curriculum with the implementation of a high-quality ELA and math curriculum coupled with ongoing professional development.

growth of all students and enables a motivated and energized staff. Through community-wide outreach and engagement work there was much discussion about the lack of school culture and engagement District-wide and issues with student safety. Hopkins' noted, "School culture is broken and safety is a daily concern for students and teachers".

Reviewers additionally noted, "racial equity is a low-priority." Additionally, research consistently shows enrollment in a high-quality Pre-K program is the most effective way to ensure the number of students reading at grade level. Nevertheless, fewer than 1 percent of Providence four-year olds were enrolled in a high-quality Pre-K classroom in Providence in 2019.

STRATEGY AND INITIATIVES

All children will have the opportunity to attend a world-class school that will not only challenge and motivate them academically but will prepare them for success in adulthood. A top priority of the Turnaround Action Plan will be the overhaul of the PPSD curriculum with the

implementation of a high-quality **ELA and math curriculum** coupled with **ongoing professional development**. Multilingual learner students will be properly identified and provided quality learning opportunities.



Excellence in public education will be the new normal in Providence. A streamlined process for **identifying high-performing schools for replication** and/or expansion will be developed to support the creation and development of a **rigorous world-class model** for success in elementary, middle and high schools.

Every student in Providence will be enrolled in a school where they feel engaged, secure, and valued. A data-driven **process for regularly assessing the social and emotional health** and growth of students will be implemented, using surveys and observational instruments.

World-Class Talent

RATIONALE

All students must be taught by a well-trained, culturally responsive, motivated teacher who has the credentials needed to be effective in the classroom. Current recruitment and retention practices are not meeting the demand of PPSD Schools. There are significant structural barriers and conditions that make it difficult to recruit, prepare, and retain a world-class teaching workforce, which has led to critical teacher shortages in high need subject areas, specifically (1) multilingual learning, (2) special education, and (3) secondary math and science.

Multiple studies indicate positive outcomes for students who are taught by teachers of the same racial or ethnic background. As evidenced by the Rhode Island State and District Report Card from 2018–2019, the racial and ethnic make-up of students in Providence is not reflected in the racial and ethnic make-up of the teaching staff. In Providence 76 percent of teachers identify as white, while 91 percent of students identify as non-white.

As stated in the Hopkins report, “*current school leaders are reactive to school situations and feel unable to lead schools adequately.*” Principals in the system do not have the leadership tool kit and mentoring support to adequately coach and evaluate teachers. There has been a consistent lack of training and development in instructional and operational leadership, making it difficult for leaders to create a safe, inclusive, and supportive environment for students. Many principals are

discouraged by the lack of decision-making power afforded to them by the Central Office leading to low-morale.

STRATEGY AND INITIATIVES

A well-trained, confident, and motivated teacher can make all the difference in the educational experience of a child, especially one that is at-risk of falling through the cracks. In response to the many staffing challenges facing PPSD, an expanded data-driven **professional development** initiative, developed specifically to train teachers on creating and maintaining a positive school culture and inclusive learning environment, will be launched.

Strategies to increase and retain educators of color in the Providence teaching workforce will be explored. Our first step will be to **partner with community organizations and institutes of higher education** to build **teacher and school leader pipeline initiatives** with specific attention to the



recruitment of qualified ESL and Bilingual/Dual Language-certified teachers.



Our first step will be to partner with community organizations and Institutes of Higher Education to build teacher and school leader pipeline initiatives with specific attention to the recruitment of qualified ESL and Bilingual/Dual Language certified teachers.

School leaders engaged in quality professional development programs and leadership-training initiatives will be essential in creating a model

school where students are learning, teachers are galvanized and parents are engaged. A system will be developed to identify school leaders best positioned to take on greater decision-making power. Once completed, we will establish and implement a **system of site-based management** that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals.

Efficient District Systems

A high-functioning, effective central office provides students and school leaders a foundation for academic success, teaching excellence, transparency, and accountability. For too long, PPSD's central office has been a bureaucratic tunnel that continues to govern through archaic structures and policies. PPSD's current management structure has failed to provide schools and students with the baseline expectations that are the foundation of success.

As researchers stated in the Hopkins report, *"The great majority of those we interviewed reported that the system neither worked well nor presented a coherent vision."* This lack of coherent vision

has led to a broken system that has failed to provide a set of the basic goals and behavior of engagement needed for school success. Even when the District has established policies, like the cell phone or attendance policy, they are rarely observed or enforced. Grading policies are unclear and schools tend to lack an instructional vision that is challenging, relevant, and coherent. Across all high schools, support for students with different learning needs, specifically multilingual learners, is ineffective.

Talent gaps exist among both teachers and leaders throughout the District, school leadership teams turn over frequently and teacher vacancies are

rampant throughout the District. Specifically, the lack of highly qualified teachers who have earned an English as a Second Language (ESL) certificate issued by RIDE, has led to a significant learning gap for multilingual learners. Antiquated and inefficient hiring policies continue to stand in the way of innovative recruiting practices. The lack of professional development and mentoring opportunities District-wide contributes to low teacher and leader morale. The lack of policies giving school building leaders decision-making power has led to high turnover among our best principals.



STRATEGY AND INITIATIVES

The Central Office of PPSD is undergoing significant changes already, starting with the appointment of Harrison Peters, Providence Public

School’s Turnaround Superintendent. Here are a few of the elements, systems, and changes that the Superintendent and his team have **already begun** in alignment with the TAP work:

CENTRAL OFFICE IMPROVEMENTS			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<ul style="list-style-type: none"> Developed a plan of action for the Family and Community Engagement Office Hosted “Coffee with the Commissioner” in collaboration with RIDE for students and teachers Convened educators of color to discuss barriers into the profession and diversifying the workforce 	<ul style="list-style-type: none"> Procuring new high-quality curriculum and materials Prioritizing meeting Department of Justice settlement expectations around multilingual learners Partnered with the Student Social Support R&D Lab at Harvard to improve student and teacher attendance Partnered with Pure Edge to offer free trainings on stress management strategies 	<ul style="list-style-type: none"> New hires: Turnaround Superintendent, Chief Equity and Diversity Officer, Family and Community Engagement Officer, Assistant Superintendents Offered \$3,200 reimbursement for 125 teachers to earn ESL certification Moved up the teacher hiring timeline by a month and a half Moved supports from central office to schools through a reorganization 	<ul style="list-style-type: none"> Developed a new Procurement system Conducted a comprehensive review of current vendor contracts Began a review of District policies and procedures grounded in equity Built new data tables in the Data Warehouse in order to make data driven decisions

In the first year of the plan, the District will be embarking on a number of important initiatives. The District will be establishing a **new collective bargaining agreement** with the Providence Teacher's Union (PTU) and will negotiate a more flexible personnel decision process, additional substantive professional development opportunities, and will work to remove other



PPSD will release a plan to upgrade the school facilities of Providence such that all PPSD students are learning in a facility that is safe and modern, with new school design, and access to 21st century technology.

barriers created by the contract. It will include the ability to hire the best candidates for positions and dismiss the lowest performers, highlight additional professional development days to support staff development, including at least seven days of District and school PD, and help the District create the necessary environment for student learning.

Additionally, the team will create a **spending plan** that is aligned to the District's priorities and will **realign the budget, people, and functions of**

central office to be more responsive to the differentiated needs of students and schools. Next, PPSD will release a

plan to upgrade the school facilities of Providence such that all PPSD students are learning in a facility that is safe and modern, with new school design and access to 21st century technology. Efforts are underway to develop an effectively deployed **data warehouse** that meets the needs of school leaders and educators. Finally, the District will be creating standards, expectations, and professional development that support **high-quality customer service for District employees.**

V. Goals and Benchmarks

In Providence, there is a commitment to working with the community.

In Providence, as throughout the rest of Rhode Island, there is a commitment to working with the community to dramatically improve conditions for students, families, and educators. We must be bold and resolute in pursuing these ideals, and as previously detailed, there have been numerous attempts to transform PPSD over the years to little effect. We know that there will be challenges along the way, but multiple measures will be implemented to ensure that the Turnaround Action Plan for Providence is both impactful and sustainable.

The plan’s five-year goals are publicly available here through the PPSD Transformation Scorecard. These metrics will be used to measure progress year to year and, hopefully, to ultimately see change and improvement over the next five years. Achieving these goals by 2024–25 requires

Providence to improve on pace with the top quartile (25 percent) of schools in Rhode Island. Please see the Appendix for additional notes about each of these metrics. Metrics that are **bold** in this Scorecard represent the Power Metrics, previously referenced in the TAP’s Executive Summary as critical levers for change.

These metrics will be used to measure progress year to year and, hopefully, to ultimately see change and improvement over the next five years. Achieving these goals by 2024–25 will require Providence to improve on pace with the top quartile (25 percent) of schools in Rhode Island.

PPSD TRANSFORMATION SCORECARD

ENGAGED COMMUNITIES

<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of students who feel a sense of belonging at their school	40%	80%
Increase the percentage of PPSD families responding to SurveyWorks	20%	80%
Increase the percentage of families with a favorable perception of being involved with their child’s school	25%	80%
Increase the percentage of PPSD families who believe they are welcome in their child’s school	N/A	80%
Increase the percentage of PPSD families with a favorable perception of the District	N/A	80%

PPSD TRANSFORMATION SCORECARD

Increase the percentage of schools that have a School Improvement team that meets State requirements	N/A	100%
Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	250
EXCELLENCE IN LEARNING*		
<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of PPSD students enrolled in a 2 star or higher school	51.5%	100%
Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	55.1%	100%
Increase the number of four year olds enrolled in high-quality Pre-K	<1%	20%
Increase the percentage of students who are present 90% of the school year	62.7%	90%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%
Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5.6%	49%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15.4%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Year 3	70%

PPSD TRANSFORMATION SCORECARD

Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	30%
Increase the percentage of PPSD students who receive a Commissioner's Seal	24.4%	69%
Increase the number of students served by bilingual programs in PPSD	1,095	2,190
Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	N/A	90%
Increase the percentage of 9th graders who are on track for postsecondary success	48.5%	69%
Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	N/A	94%
Increase the percentage of PPSD students who graduate within four years	73.6%	89%

WORLD-CLASS TALENT

<i>Metric</i>	<i>Baseline AY1819</i>	<i>Goal AY2425</i>
Increase the percentage of fully staffed classrooms at the beginning of the year	95.5%	98%
Increase the number of qualified external applicants per PPSD posted position	1.82	3
Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	21 days
Increase the percentage of teachers who are present 90% of the school year	87%	94%
Increase the percentage of teachers who have access to job-embedded professional development	N/A	100%
Increase the percentage of educators of color in the total educator workforce	20.5%	33%
Increase the percentage of teachers holding and using the ESL/BDL certification	17.5%	52%
Increase the substitute fill rate	50%	75%
Increase the percentage of principals who demonstrate proficiency on the principal competencies	N/A	75%
Increase the percentage of one- and two-star schools led by a high-performing principal	N/A	100%

PPSD TRANSFORMATION SCORECARD

EFFICIENT DISTRICT SYSTEMS

Metric	Baseline AY1920	Goal AY2425
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	N/A	80%
Increase the percentage of funding available for school-based decision making (out of local/Title 1 funds)	3.75%	13.75%
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	56

**from the Accountability data set*

In order to meet the charge of improving PPSD during this first phase over the next five years, and attain the ambitious goals outlined in the PPSD Transformation Scorecard, priority initiatives have been identified during the first three years of the TAP below. While additional work will be happening

at both PPSD and RIDE, these outlined initiatives will be the projects that are reported out publicly. Year 1 initiatives have been described in previous sections of the TAP, but we have included a graph to identify all priority initiatives for Years 1 through 3 of this work. Every initiative listed will have a RIDE and PPSD co-lead that work together to develop a standardized implementation plan that outlines how each initiative maps to the metrics in the PPSD Transformation Scorecard, includes initiative-specific annual goals and indicators, and includes subpopulation benchmarks.

The following chart represents all outlined initiatives for Years 1-3 of the TAP.

Year 1 (Academic year 2020/2021) TAP initiative

Year 2 (Academic year 2021/2022) TAP initiative

Year 3 (Academic year 2022/2023) TAP initiative

Year 4 and 5 initiatives to be developed in June, 2023



STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC1: Develop a District-wide community council (including existing informal and formal stakeholder groups) supported by the office of Family Engagement with appointed students, parents, teachers, and community members</p>	<p>EIL1: Develop a coherent academic vision for the District, including planning for and beginning to adopt high-quality ELA and Math curriculum that reflects our student body and ongoing professional development</p>	<p>**WCT1: Effectively partner with proven community organizations and other talent partners to build teacher and school leader pipeline initiatives that prioritize educators of color</p>	<p>**DS1: Establish a new collective bargaining agreement</p>
<p>**EC2: Implement a rapid response system that includes a central number and/or text messaging system that families in Providence can call 24/7 to report problems and get support, and through which they will receive a regular update on school and teacher attendance</p>	<p>**EIL2: Create and develop rigorous, high-quality school models in K12 (Elementary, Middle, High School)</p>	<p>**WCT2: Establish and begin implementing a system of site-based management that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals</p>	<p>DS2: Create a spending plan that is aligned to the District’s priorities; realign the budget and functions of the central office to be more responsive to the differentiated needs of students and schools</p>
<p>**EC3: Create a parent academy that provides ongoing training and support (supported by the FACE office) utilizing the Parent and Student Bill of Rights</p>	<p>EIL3: Develop a pre-K expansion plan that includes programmatic goals and facilities</p>	<p>**WCT3: Launch expanded professional development for teachers to consistently implement restorative justice techniques, CRS, and a positive, anti-racist school culture/inclusive learning environment</p>	<p>DS3: Release a plan to upgrade the school facilities of Providence such that all public school students attend school in a facility that is safe and modern, with appropriate spaces for learning and access to 21st century technology</p>
<p>EC4: Collect community input to inform a more robust vision and mission for every school</p>	<p>**EIL4: Develop and implement a process for regularly assessing the social-emotional health and growth of students</p>	<p>**WCT4: Develop multiple pathways into the profession for teachers and administrators, including nontraditional teacher education pathways for adults who are returning to higher education, changing careers, and/or transferring professional degrees from other countries</p>	<p>DS4: Develop an effectively deployed data warehouse that meets the needs of school leaders and teachers, and provide professional development and training on how to use data to make instructional decisions</p>

STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC5: Redesign the student enrollment process to make it an accessible, supportive experience for students and families that includes an enrollment guide that supports families to select the school that meets their needs</p>	<p>**EIL5: Every school community will adopt District-wide policies to improve school culture and develop school community norms that include annual youth culture surveys</p>	<p>WCT5: Develop an internal pipeline program through pathways and internships that lead to PPSD high school graduates entering teaching and administrator certification programs</p>	<p>DS5: Create standards, expectations, and professional development that support high-quality customer service for District employees</p>
<p>**EC6: New focused framework for partnerships with community stakeholders that is based on a feasibility study to determine where partnerships with proven Institutes of Higher Education (IHEs) and non-profits could benefit schools and students</p>	<p>EIL6: Several schools will be created or transformed in response to family and student input</p>	<p>**WCT6: Launch an expanded program of targeted supports and professional learning, including peer mentoring, coaching, and communities of practice</p>	<p>DS6: Establish a new office to support newly launched schools</p>
<p>**EC7: Increase SurveyWorks participation among Providence stakeholders and in collaboration with RIDE, and revisit the tool annually to review for bias</p>	<p>**EIL7: Restructure the Student Affairs Office (SAO) and set up policies to decrease student mobility within the District due to behavior</p>	<p>**WCT7: Update the teacher evaluation system to include scaffolded supports and targeted professional development (similar to the RTI system for students)</p>	<p>**DS7: Audit and retrain the human resources department, put structures in place to encourage early hiring, and incorporate exit interviews in order to collect data on attrition</p>
<p>**EC8: Improve the design and distribution of School Report Cards to provide families and other stakeholders with key, family-friendly information about school quality and performance</p>	<p>EIL8: Develop a plan building on existing efforts to ensure that all high school students have support navigating the college admissions/career induction processes, including completing the FAFSA</p>	<p>**WCT8: Establish a new teacher induction program wherein new-to-District teachers will be assigned mentors for the first two years of teaching</p>	<p>DS8: Implement a District approach to financial management that increases the proportion of funding that is subject to school-level decision-making by allowing schools to opt-in or out of some District services to better reflect the needs of students</p>

STUDENTS FIRST — EQUITY AND ACCESS — TRANSPARENCY — RESULTS

ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>**EC9: Engage non-profit partners to provide out-of-school-time connected to rigorous outcomes that can demonstrate effectiveness over time</p>	<p>**EIL9: Adopt a social-emotional curriculum(s), scaffolded through academic instruction, coursework, and professional development</p>	<p>**WCT9: Develop a system for school-based substitutes and adopt a teaching fellowship/residency program for substitute teachers</p>	<p>**DS9: Create a plan for social workers to support the social-emotional health of students across the District</p>
<p>**EC10: Develop student-vetted initiatives to increase student safety, including a safe routes program</p>	<p>EIL10: Expand and improve extracurricular and out-of-school activities and options for students</p>		<p>**DS10: Rejuvenate the Strategic Partnership Office to better serve the students, families, and community stakeholders of Providence</p>
			<p>DS11: Roll out a District approach to budgeting that provides all community stakeholders with enhanced transparency so that they can hold the District accountable for wise use of its funds</p>

***initiatives sourced from the Community Design Team recommendations*

Many positive changes and improvements are anticipated over these first few years of targeted action, and RIDE and PPSD staff will reconvene in Year 3 to determine the next two years' worth of initiatives for the Turnaround Action Plan.



VI. Progress Monitoring and Conclusion

Transparency and accountability will be fundamental to our success with TAP.

Progress will be shared directly with students, families, and community members on a regular basis through the 4PVDkids.com website, and both PPSD and RIDE will engage in additional, rigorous, initiative-based progress monitoring:

INTERNAL PROGRESS MONITORING

- Each initiative will be assigned a PPSD lead to serve as the initiative's primary point of contact.
- Each initiative will be assigned a RIDE support person, to work closely with the PPSD lead on the initiative.
- There will be monthly meetings with initiative leads to check in on standardized TAP implementation plans.
- There will be an annual, internal RIDE/PPSD review of the TAP, that includes updating the PPSD

Transformation Scorecard with progress, reviewing the next year's planned initiatives, and assigning leads.

EXTERNAL REPORTING MECHANISMS

QUARTERLY:

- RIDE will provide TAP implementation updates to the Council on Elementary & Secondary Education.
- PPSD will provide TAP implementation updates to the School Board and the District-wide community council.
- TAP implementation updates will be posted on the 4PVDkids.com website for the community.

Progress will be shared directly with students, families, and community members on a regular basis through the 4PVDkids.com website, and both PPSD and RIDE will engage in additional, rigorous, initiative-based progress monitoring.

ANNUALLY:

- PPSD will publish a yearly TAP report that compiles quarterly progress updates.
- The Commissioner shall provide the annual TAP report to the Mayor, the School Board, the City Council, and the public on the implementation of the Turnaround Action Plan and its progress.





Providence Public Schools are about to embark on a new era of great change and transformation. Effective change is never easy. Thus, the Turnaround Action Plan is designed to provide both RIDE and PPSD the blueprint for a remarkable transformative process that embraces systemic reforms addressing the concerns of the Providence community, establishing programs that meet the learning needs of a diverse student body, and

implementing the bold changes needed to create a world-class school system. The TAP is a living, working document and success of this plan is dependent on a collaborative effort by students, parents, teachers, community leaders, and local elected officials working with RIDE and PPSD to close equity gaps and increase the academic success of all PPSD students.

VII. Appendices

- A. Stakeholder List
- B. Analyses
- C. Technical Notes for Metrics
- D. Letter to Providence Families
- E. Community Design Team (CDT) recommendations



Appendix A — Stakeholder List

Through the extensive community engagement and outreach campaign, the perspectives of a myriad of stakeholders have been heard. Information on the composition of each of these groups, the perspectives they are representing, and the process used to engage stakeholders are highlighted below:

CHIEFS FOR CHANGE

Members of Chiefs for Change share a vision that all American children can lead fulfilling, self-determined lives as adults and that access to excellence is access to opportunity. Chiefs for Change has been engaged in the turnaround effort in the Providence Public School District from the beginning, and both Commissioner of Education Angélica Infante-Green and Turnaround Superintendent Harrison Peters are members. The organization has been a critically important thought partner and supporter throughout the development of the Turnaround Action Plan, with particular thanks to Julia Rafal-Baer.

COFFEE WITH THE COMMISSIONER (COFFEE HOURS WITH TEACHERS AND STUDENTS)

During the 2019–2020 school year, Commissioner Infante-Green and Turnaround Superintendent Peters met separately with Providence teachers and students to hold informal conversations before the school bell. During these coffee hour sessions, teachers and students spoke about the strengths of the District but also voiced concerns on a variety of matters including school culture and climate, the rigor of teaching and instruction, and the need for more efficient and transparent communication.

COMMUNITY ADVISORY BOARD

The Community Advisory Boards (CABs) represent a group of community stakeholders including but not limited to parents, students, community business owners, and faith-based leaders. As required by Rhode Island’s ESSA State plan, these boards assist in the guidance and approval of

funds and resources allocated in the turnaround efforts for schools that have been identified as needing Comprehensive Support and Improvement, which means that they have gained this identification from our school accountability system as not improving or falling in the bottom 5% of the State, based on school accountability and report card measures.

COMMUNITY DESIGN TEAMS

The Community Design Teams were convened in December 2019 to inform the transformation work in the Providence Public School District. RIDE received 202 applications for roughly 45 spots. The CDT members were divided into three committees aligned with the Commissioner’s vision: *World-Class Talent, Excellence in Learning, and Engaged Communities*. Facilitators led community members through an equity-centered design team process in which participants used data to identify focal problem statements, prioritized their initial recommendations, and solicited feedback from the broader community. Their final recommendations informed the work in this turnaround plan.

EY-PARTHENON AND SPRINGPOINT

RIDE has been working with the Barr Foundation to do an in-depth analysis of Providence’s high schools. Barr has funded Springpoint and EY-Parthenon, two nationally recognized organizations to provide expertise for the project. EY-Parthenon is providing detailed *quantitative* analysis about graduating students’ college readiness and Springpoint is providing *qualitative* analysis of all schools, based on comprehensive school visits to PPSD high schools. The Springpoint and EY-Parthenon team is holding recurring “working

sessions” with senior RIDE and PPSD staff to share their findings and discuss potential solutions. Additionally, they are supporting PPSD and RIDE in sharing findings with stakeholders—including schools’ leadership, students, parents, and community groups—to guide the development of specific recommendations for improving the unique needs of Providence’s high school students.

FORMAL GOVERNMENT STRUCTURES

Commissioner Infante-Green has continued to engage with elected and appointed officials at the City and State level throughout the Turnaround planning process. On the State level, Governor Raimondo continues to be an active proponent of RIDE’s intervention and has provided support throughout the process. In July of 2019, the State Council on Elementary and Secondary Education granted the Commissioner the authority to take control over the Providence Public Schools. Further, Commissioner Infante-Green has met with and briefed the State’s legislative leaders, House Speaker Nicholas Mattiello and Senate President Dominick Ruggerio.



In Providence, Mayor Elorza has welcomed RIDE's intervention and has actively encouraged the collaboration between City government, PPSD leadership, and RIDE. City Council members were briefed at the earliest stage of the Takeover process and their ideas and suggestions were taken into the highest consideration. Prior to State intervention, The Providence School Board was the governing body responsible for the Providence Public School District. Members of the Board, who were appointed by the Mayor of Providence, have played an important role during the State takeover and RIDE officials will continue to consult with the Board throughout the process.

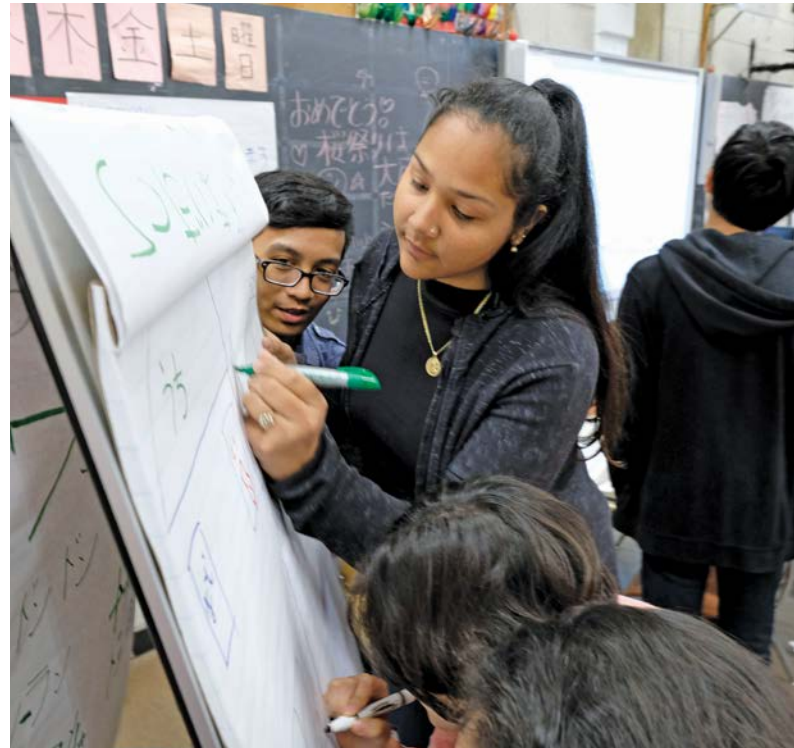
INTERNAL RIDE AND PPSD WORKING GROUPS: WORLD-CLASS TALENT, EXCELLENCE IN LEARNING, ENGAGED COMMUNITIES

Beginning in summer 2019, RIDE senior leadership convened internal workgroups aligned to the four pillars of the Commissioner's vision: *World-Class Talent, Excellence in Learning, Engaged Communities, and Efficient District Systems*. Members of these workgroups worked to identify a vast array of research-based practices and initiatives while considering the opportunities and obstacles each posed. In November 2019, PPSD senior leadership joined these workgroups and together drafted a set of recommendations, taking into account the recommendations that emerged from the various streams of community engagement.

PARENT ADVISORY COUNCIL

The goal of the Providence Parent Advisory Council (PAC) is to provide parent representatives

from each school with the opportunity to meet with Turnaround Superintendent Peters and Commissioner Infante-Green. Meeting monthly, the PAC works to inform on specific issues relevant to the Providence Public School community. In the 2019-2020 school year, one major undertaking of the PAC was to work with the Center for Justice to create a Parent's Bill of Rights for the State of Rhode Island.



PARTNERSHIP FOR RHODE ISLAND

The Partnership for Rhode Island is comprised of chief executives of some of Rhode Island's largest employers and is led by Executive Director Tom Giordano. The Partnership for Rhode Island provided the funding for the Johns Hopkins Institute for Education Policy report on the Providence Public School District and has been an essential partner in the development of the Turnaround Action Plan.

RHODE ISLAND FOUNDATION (MAKE IT HAPPEN)

In 2018, the Rhode Island Foundation convened the Long-Term Planning committee to make recommendations for education in the State of Rhode Island over the next decade. This group of more than two dozen educators, policymakers, and leaders produced recommendations in 2019 and gathered community feedback at an event titled “Make It Happen” in December 2019. The final recommendations were released in February 2020 in a report titled “Chart a Course, Stay a Course: Rhode Island’s Path to a World-Class Public Education System.” These recommendations have been incorporated into the Turnaround Action Plan for Providence. Special thanks to RI Foundation President Neil Steinberg for his ongoing partnership and commitment to this work.

SCHOOL EMPOWERMENT NETWORK AND SCHOOLWORKS

The Division of System Transformation at RIDE has partnered with SchoolWorks and School Empowerment Network to conduct the reviews of 65 schools within five Districts throughout Rhode Island. The review activities include a thorough analysis of data and documents submitted by each school, classroom observations, focus groups, and interviews. The school reviews will culminate in highly-detailed reports that satisfy the District review mandate articulated in the Education Accountability Act, R.I. Gen. Laws § 16-97.101. In addition, the reviews will inform the redesign of Rhode Island’s largest and neediest District, Providence, and school improvement plans for all RI schools identified as in need of Comprehensive Support and Improvement (CSI).

SUMMER 2019 WORK SESSIONS

During summer 2019, Commissioner Infante-Green held 14 community work sessions on providing the broader Providence community with the opportunity to inform on several priority areas: cell phone policy guidance, school culture and climate, school safety and empowerment zones, teacher attendance, and expanding professional development opportunities for teachers. During these work sessions, community members worked with RIDE staff to generate content that informed this work and provide feedback on existing internal plans.

TURNAROUND ACTION PLAN WRITING TEAM

The final Turnaround Action Plan would not have been possible without the many people on the writing team. Special thanks to the facilitation of Dr. Kenneth Wong, the input of Julia Rafal-Baer, and the writing prowess of Jennifer McGee. Thank you to Board of Education Chair Barbara Cottam, and Council on Elementary and Secondary Education Chair Daniel McConaghy. Thanks go to the following writing team representatives from Providence Public Schools: Harrison Peters, Arthur Nevins, Dorothy Smith, Zachary Scott, and Marco Andrade. Additional thanks go to the writing team members from the Rhode Island Department of Education including: Angélica Infante-Green, Victor Capellan, Dr. Kelvin Roldán, Ana Riley, Stephen Osborn, Lisa Foehr, Chanthly Lopes, Dr. Makila Meyers, Jennifer Carney, Rachel Peterson, and Elizabeth Texeira. Thanks also goes to John J-H Kim and the entire team at District Management Group, Kaya Henderson and Pete Weber, Dr. Andrés Alonso, Paymon Rouhanifard, and Dr. Drew Echelson for their insight, feedback, and strategic direction. Special thanks for support from the Schusterman Foundation.

Appendix B — Analyses

ACCOUNTABILITY ACT (AKA THE CROWLEY ACT)

The current version of the Crowley Act, R.I. Gen. Laws § 16-71-5, which provides for a State takeover, became effective July 1, 2006. The Crowley Act was utilized this past year to legally authorize a takeover of the Providence Public School District by the Rhode Island Commissioner of Education. The legislation requires the Rhode Island Department of Elementary and Secondary Education to create an LEA Accountability System, Strategic Planning Process for LEA's and schools, and outline school-based leadership. For the purposes of the PPSD Turnaround Action Plan, this act will ensure school improvement teams at each school and annual RICAS action plans for all schools and LEAs not meeting the minimum proficiency guidelines.

BARR FOUNDATION, EY-PARTHENON, AND SPRINGPOINT

Through a generous grant from the Barr Foundation, RIDE and PPSD conducted deep qualitative and quantitative analyses of Providence's high schools with a specific focus on the high schools' ability to prepare Providence students for postsecondary success. Barr brought in Springpoint and EY-Parthenon, national organizations to conduct the analysis, which were conducted through use of historical student data, school visits, and interviews with the school communities.

The analysis done by Springpoint as a result of observation visits to nine District high schools

and triangulated with an in-depth quantitative assessment conducted by EY-Parthenon showed that just over half of PPSD students (55%) fell off-track for post-secondary success at some point in high school. The vast majority of these students, of course, do not go onto enroll or persist in post-secondary. Of those off-track, some of these students enter PPSD high schools at risk, but many more fall off-track for the first time in PPSD high schools—and not a single high school has shown effectiveness in supporting at-risk students to success. The qualitative assessment affirmed why PPSD high schools are not effectively serving students and formed the basis of key recommendations: establishing baseline and foundational expectations for schools, defining an instructional vision that is rigorous, relevant, and coherent, bolstering student support structures and practices for all students, especially those with unique needs, and focusing on the myriad talent gaps found in this and other studies.

COMMUNITY FORUMS

In June and July of 2019, Commissioner Infante-Green held nine community forums following the release of the Johns Hopkins Report. During these forums, members of the community were urged to come out and share their experiences in the Providence Public School District and provide RIDE with specific challenges and opportunities in the District. During these forums, the Commissioner heard from hundreds of stakeholders including students, educators, families, and community leaders. Common themes from these forums

included the need for improved school culture and climate, concerns over school safety, and the need for more sustained professional learning opportunities for teachers.

DECISION AND ORDER

The Final Decision Establishing Control Over the Providence Public School District and Reconstituting Providence Public Schools (“PPSD Decision”) formally outlines how the State will manage the turnaround of the chronically under-performing Providence schools. The release of the final order capped months of outreach and community engagement activities in light of the troubling findings of the Johns Hopkins Institute for Education Policy report, and served as a follow up to the Show Cause Hearing on the preliminary decision and order to intervene.

DEPARTMENT OF JUSTICE SETTLEMENT

The Providence Public School Department signed a settlement agreement with the Department of Justice, related to the notice of the “[Justice] Department’s investigation of the Providence Public School District’s (“District”) English Learner (“EL”) programs and practices under Section 1703(f) of the Equal Educational Opportunities Act of 1974 (“EEOA”), 20 U.S.C. § 1703(f), which requires school Districts to take ‘appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.’ In accordance with [the Department of Justice]

During these forums, the Commissioner heard from hundreds of stakeholders including students, educators, families, and community leaders. Common themes from these forums included the need for improved school culture and climate, concerns over school safety, and the need for more sustained professional learning opportunities for teachers.

statutory requirements under the EEOA, we are notifying the District of the ‘conditions which, in [our] judgment, constitute . . . violation[s]’ of the EEOA. 20 U.S.C. § 1710.”

These conditions include the District’s: 1) placement of hundreds of ELs in schools without EL program services and without voluntary and informed waivers of service; 2) use of an educationally unsound EL program; 3) inadequate implementation of several of its EL programs;



4) failure to staff its EL programs with qualified teachers; 5) unnecessary segregation of some ELs; 6) insufficient materials at certain schools; 7) inadequate principal training; 8) failure to identify all ELs in a timely way; 9) inadequate communications with LEP parents; 10) failure to provide ELs with equal opportunities to participate in specialized programs; 11) inappropriate criteria for exiting ELs from EL programs and inadequate monitoring of exited ELs; and 12) failure to properly evaluate its EL programs for effectiveness. Together, these practices prevent EL students from learning English and accessing their other core subjects, setting them up to struggle and too often to fail.

ERNST & YOUNG ANALYSIS

Ernst and Young (EY) conducted a financial assessment of PPSD with the goal of assessing the financial State of the District and provide RIDE, the City of Providence, the District, and the public with an understanding of the District’s financial health and resource allocation. EY analyzed budget and personnel data across multiple years to evaluate how resources are allocated in PPSD today and

how this has changed over time, and to assess potential areas for reallocation opportunities and investment need in the District. As part of this work, EY interviewed and had discussions with 50+ stakeholders across the District, City, and State to develop a robust understanding of the District’s financial and organizational resources and health. The analysis found that while the District is not in financial distress, the District faces the charge of closing a small financial deficit (\$3–5m)—all while needing to overhaul the way the District budgets to align its resources to better serve students and fund critical needs. Highlights included: (1) the need to revise the District’s approach to staffing of teachers to meet the needs of a significant Multilingual Learner (MLL) population, and (2) the opportunity to drive efficiencies in the central office to strengthen school supports and reallocate funds to schools to increase dollars controlled at the school level. Ultimately, the analysis calls on the District to shift its “fixed cost” mentality to a more flexible, student centered approach to budgeting to drive outcomes for students.



JOHNS HOPKINS REPORT

In May 2019, the Johns Hopkins Institute for Education Policy led a review of the Providence Public School District (PPSD) at the invitation of the Rhode Island Department of Education (RIDE) Commissioner, Ms. Angélica Infante-Green, with the support of Governor Gina Raimondo and Mayor Jorge Elorza. The Partnership for Rhode Island funded the review. Unfortunately, similar to the previous 1993 PPSD report, the primary findings were as follows: the great majority of students are not learning on, or even near, grade level, with rare exception, teachers are demoralized and feel unsupported, most parents feel shut out of their children's education, principals find it very difficult to demonstrate leadership, and many school buildings are deteriorating across the City, and some are even dangerous to students' and teachers' wellbeing. The report was one of the primary drivers of the State takeover of Providence Public Schools District.

SCHOOLWORKS

While the analysis of specific PPSD elementary schools has only just begun, some trends that have already been identified include:

- While some structures for coaching exist, school leaders do not ensure that educators deliver high-quality instruction and/or provide feedback to educators.
- School leaders have nascent systems to manage school operations.
- All three schools implement some level of support for students who are struggling and/or at-risk, but implement the supports inconsistently.

- There is a lack of growth-orientation in the professional climate across all three schools.
- Each school had a process for evaluating staff, but principals are limited in their formal ability to recruit, select, retain, and dismiss educators.

SCHOOL EMPOWERMENT NETWORK

Across schools visited there was clear evidence that work had been done to use a common curriculum, to establish teacher teams, to distribute leadership to teachers by including them in school-wide planning, and to use assessment data to evaluate student progress several times over the course of the year. This work was being led by leadership teams in each of the schools, but all but one school were doing so without an overarching vision for how students learn best and what teaching practices are most likely to create the desired learning environment. All four of the schools were significantly lacking in the areas of teacher support and supervision and continuous improvement. Teachers do not receive regular coaching visits, or feedback that supports their development in any of the schools, and assessment data is not used in a systematic way to identify teachers who would benefit most from additional coaching or support. None of the schools reviewed have systems and structures in place to evaluate the quality of the initiatives and strategies they put in place during the school year. As a general rule it was found that all schools would benefit from identifying a clear belief in how students learn best, evaluating the effectiveness of attempts to create that learning environment in short learning cycles, and providing coaching and support to teachers in improving in the use of these strategies.

TNTP

In winter 2020, TNTP, Inc. conducted a review of the teacher talent pipeline in the Providence Public School District. Looking to identify high impact opportunities in the District, this review closely examined the data on teacher vacancies,

evaluations, hiring, and compensation in order to provide long-term strategic recommendations. Their initial analysis suggests the potential pool of applicants is significantly impacted by an inability to post external positions early in the hiring cycle and that the District’s vacancies are most frequently middle school and ESL positions.

Appendix C – Technical Notes for Metrics

The following chart includes definitions and explanations for the metrics included in the

PPSD Transformation Scorecard, metrics that are bold are power metrics:

PPSD TRANSFORMATION SCORECARD

ENGAGED COMMUNITIES

Metric	Baseline AY1819	Goal AY2425
1. Increase the percentage of students who feel a sense of belonging at their school	40%	80%
2. Increase the percentage of PPSD families responding to SurveyWorks	20%	80%
3. Increase the percentage of families with a favorable perception of being involved with their child’s school	25%	80%
4. Increase the percentage of PPSD families who believe they are welcome in their child’s school	N/A	80%
5. Increase the percentage of PPSD families with a favorable perception of the District	N/A	80%

Notes for Metrics 2-5:

The first four metrics in the Engaged Communities section refer to and rely on SurveyWorks, which is the Statewide survey sent out annually from RIDE to hear from Rhode Islanders directly about their experiences in our State’s public schools. In 2019, nearly 126,000 students, parents, and educators participated in SurveyWorks, making it one of the strongest community engagement tools currently being utilized. Learn more on the RIDE website here.

The two SurveyWorks metrics above that do not have baseline data have not been asked on previous iterations of SurveyWorks and will be added to the 2021 Survey by RIDE.

6. Increase the percentage of schools that have a School Improvement team that meet State requirements	N/A	100%
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PPSD TRANSFORMATION SCORECARD

Notes for Metric 6:

School improvement teams will be created at every school as required by recently passed legislation. Learn more about the school improvement teams and process on the RIDE website.

7. Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
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Notes for Metric 7:

This metric refers to the new rapid response system that PPSD will be working on as an initiative during Year 1 of the TAP. The goal of this metric is contact, so any parent or community member who utilizes the system should receive a response within 24 hours.

8. Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	250
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Notes for Metric 8:

This metric refers specifically to the District's formalized community engagement structures which at this time include the Community Advisory Boards (CABs) and the Parent Advisory Council (PAC) only. There are plans to increase formal structures through the Family Engagement office in the next year.

EXCELLENCE IN LEARNING*

Metric	Baseline AY1819	Goal AY2425
9. Increase the percentage of PPSD students enrolled in a 2 star or higher school	51.5%	100%

Notes for Metric 9:

In 2018, Rhode Island updated its system of school accountability under the federal education law, the Every Student Succeeds Act (ESSA). The most significant change is that Rhode Island now assigns a Star Rating to every public school. Ranging from 1 to 5 stars, the Star Rating simplifies and summarizes overall school performance, providing an easy-to-understand snapshot for parents and communities. If every school meets the proficiency goals outlined in the TAP, they will be three-star schools. More information can be found at reportcard.ride.ri.gov. Learn more about the star rating on RIDE's website [here](#).

10. Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	55.1%	100%
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Notes for Metric 10:

This metric has an abbreviation, ATSI, that stands for "additional targeted support and improvement." This metric is meant to increase the number of students in a subpopulation (example: Multilingual learners) who go to a school that provides adequate and appropriate supports for that subpopulation. Learn more about the ATSI classification on the RIDE website [here](#).

11. Increase the number of four-year olds enrolled in high-quality Pre-K	<1%	20%
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PPSD TRANSFORMATION SCORECARD

Notes for Metric 11:

High-quality Pre-K in RI is defined as a program for children four years of age taught, at minimum, by a bachelor's degree Early Childhood Education teacher (RI Pre-K to 2 certification preferred) that implements, with fidelity, one of RI's three endorsed early childhood curricula. These classrooms are able to score above a 5.0 on an Environmental Rating Scale (ERS) and meet all 10 National Institute for Early Education Research (NIEER) benchmarks for quality. Learn more about high-quality Pre-K on the RIDE website [here](#).

12. Increase the percentage of students who are present 90% of the school year	62.7%	90%
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Notes for Metric 12:

This metric refers to chronic absenteeism, which RIDE classifies as being absent 10% of school days or more, not truancy, which means students have been absent for 10 or more days. Chronic absenteeism varies widely by grade span, this metric has been set at the number used in Statewide school accountability measures. Learn more about absenteeism on RIDE's website [here](#).

13. Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
14. Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
15. Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
16. Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
17. Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
18. Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%

Notes for Metrics 13-18:

The proficiency metrics listed above include students who "Meet Expectations" or "Exceed Expectations" on the Rhode Island Comprehensive Assessment System, or RICAS, and the Scholastic Aptitude Test, or SAT, which are the two Rhode Island State assessments that are administered every academic year. Learn more about the RICAS on RIDE's website [here](#), and more about the SAT on RIDE's website [here](#).

19. Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5.6%	49%
20. Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15.4%	63%

PPSD TRANSFORMATION SCORECARD

Notes for Metrics 19 and 20:

The metrics above refer to the DLM, or Dynamic Learning Maps, Rhode Island's alternate assessment. The alternate assessments are designed for students with significant cognitive disabilities. Students with significant cognitive disabilities make up approximately 1% of the student population. The structure of the alternate assessments is designed around the students' physical and cognitive disabilities in a way that allows them to answer test questions and participate in the test as independently as possible. Learn more about the DLM on RIDE's website here.

21. Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Year 3	70%
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Notes for Metric 21:

In May, 2018, Rhode Island administered a new science assessment aligned to the Next Generation Science Standards (NGSS). This new assessment, the Rhode Island Next Generation Science Assessment, or NGSA, replaced the NECAP science assessments. As it is a new assessment, different items are currently being tested and the State will not have baseline data on a finalized NGSA until 2023. Learn more about the NGSA on RIDE's website here.

22. Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
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Notes for Metric 22:

This metric refers to Multilingual learner (MLL) students completing the ACCESS test, an assessment developed to annually measure the English language proficiency (ELP) of MLLs across the State. Every MLL has annual language proficiency targets and this metric is meant to track an increase in the number of MLL students meeting their annual targets. The ACCESS for MLLs is aligned to the World class Instructional Design and Assessment (WIDA) Summative English Language Proficiency Standards, and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Learn more about the ACCESS test on RIDE's website here.

23. Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	30%
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Notes for Metric 23:

The Seal of Biliteracy celebrates students who have multilingual competence; students who have demonstrated skills in the English language and one or more other world languages. Students earn a Seal of Biliteracy by demonstrating competence in English Language Arts standards as defined by the Commissioner Seal or English Proficiency standards, and nationally-recognized world language standards. Learn more here on the RIDE website.

24. Increase the percentage of PPSD students who receive a Commissioner's Seal	24.4%	69%
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Notes for Metric 24:

This metric is meant to gauge the proficiency level of high school students. The Commissioner's Seal Council Designation certifies that a student is proficient in standards aligned to high school expectations in English Language Arts and Mathematics, as confirmed by external evidence. To earn a Commissioner's Seal, students must successfully meet the established benchmark on both an approved ELA assessment and an approved mathematics assessment in order to earn the Commissioner's Seal. Learn more here on the RIDE website.

25. Increase the number of students served by bilingual programs in PPSD	1,095	2,190
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PPSD TRANSFORMATION SCORECARD

26. Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
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Notes for Metric 26:

This metric refers to the State's Postsecondary Success accountability metric, which measures the percentage of high school graduates earning college credits, Advanced Placement credits, or industry-recognized credentials.

27. Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	N/A	90%
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Notes for Metric 27:

The Individual Learning Plan (ILP) is a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experience, broadens their perspectives, and supports attainment of goals. The ILP tracks students' interests, needs, supports, course selections (including access to college level programming), transition placements, and other learning experiences both in and out of school. ILPs have been a requirement for all Rhode Island students in grades 6-12 since 2005 when it was incorporated into the State's Secondary School and Graduation Requirement Regulations. Learn more here on the RIDE website.

The PPSD ILP scope and sequence recommends that all secondary school students access this tool a minimum of two times per year. PPSD purchased Naviance, a platform that hosts ILPs, in 2019 so baseline data will be inputted during the 2020/2021 school year.

28. Increase the percentage of 9th graders who are on track for postsecondary success	48.5%	69%
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Notes for Metric 28:

This metric is based on the intersection of students' average weighted GPA and cumulative attendance in 9th grade, typically meaning students have a C+ or better weighted Grade Point Average (GPA) and approximately 80% or better attendance. Postsecondary success in this metric refers to enrollment into college and persistence into the second year.

29. Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	N/A	94%
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Notes for Metric 29:

PPSD's Individualized Learning Plan (ILP) scope and sequence requires students to craft a postsecondary transition plan in Grade 12 that includes completing applications, cover letters, financial information, etc., to prepare students for life after high school. PPSD purchased Naviance, a platform that hosts ILPs, in 2019 so baseline data will be inputted during the 2020/2021 school year.

30. Increase the percentage of PPSD students who graduate within four years	73.6%	89%
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Notes for Metric 30:

Graduation data are on a one-year lag. These are for students who started 9th grade in 2014-15, and would have graduated in 2018 if they finished in 4 years. Targets are based on 2017 graduation data (students who started 9th grade in 2013-14), and a 14.5% annual decrease in the gap to 100%. 89% is the target for 2025 graduates, but that data won't be available until spring 2026. The 2024 target is 87% and those data will be available in spring 2025.

PPSD TRANSFORMATION SCORECARD

WORLD-CLASS TALENT

Metric	Baseline AY1819	Goal AY2425
31. Increase the percentage of fully staffed classrooms at the beginning of the year	95.5%	98%

Notes for Metric 31:

In this metric, “fully staffed classroom” means a classroom that has a fulltime, certified teacher assigned to it at the beginning of the PPSD academic year.

32. Increase the number of qualified external applicants per PPSD posted position	1.82	3
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Notes for Metric 32:

This metric refers to individuals who apply for any position with Providence Public Schools District, in the central office or a school-based position, who have not previously been employed by the District.

33. Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	21 days
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34. Increase the percentage of teachers who are present 90% of the school year	87%	94%
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Notes for Metric 34:

This metric is about reducing chronic absenteeism for teachers, which RIDE classifies as being absent 10% of school days or more.

35. Increase the percentage of teachers who have access to job-embedded professional development	N/A	100%
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36. Increase the percentage of educators of color in the total educator workforce	20.5%	33%
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Notes for Metric 36:

Currently, 20.5% of the total educators in PPSD are educators of color, or approximately 400 educators. In order to reach 33%, or 660 educators of color, PPSD would need to hire 260 additional teachers of color over the next five years. An ongoing national challenge, this metric represents PPSD and RIDE’s priority of recruiting and retaining educators of color in the District. Two levers impact this metric: attrition (the loss of educators due to retirement, resignation, etc.) and new, available positions. Given current rates of attrition, PPSD is only able to hire approximately 100 new educators every year. 52 out of 100 educators would have to be educators of color every year, triple the current rate of educator-of-color applications, in order to hit 33%.

37. Increase the percentage of teachers holding and using the ESL/BDL certification	17.5%	52%
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Notes for Metric 37:

This metric refers to all District teachers who have received and are currently using either an English as a Second Language (ESL) or Bilingual and Dual Language (BDL) certificate in their classrooms. PPSD has prioritized increasing the number of teachers who have this certification by offering a \$3,200 stipend for teachers who pursue certification and in school year 2019/2020 there were 125 teachers in the certification cohort. Learn more about certification on RIDE’s website [here](#).

PPSD TRANSFORMATION SCORECARD

38. Increase the substitute fill rate	50%	75%
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Notes for Metric 38:

The goal of this metric is to ensure that there are fewer uncovered classrooms in the event of a teacher absence. Currently the 50% baseline reflects that half of the classrooms that need coverage due to a teacher absence receive it via the current substitute teacher pool. The goal is to increase this to 75% of classrooms receiving coverage from the substitute teacher pool.

39. Increase the percentage of principals who demonstrate proficiency on principal competencies	N/A	75%
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Notes for Metric 39:

PPSD, in collaboration with RIDE, is creating a set of principal standards to gauge school leader proficiency. The system has not yet been finalized and baseline data will be inputted in school year 2020/2021.

40. Increase the percentage of one- and two-star schools led by a high-performing principal	N/A	100%
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Notes for Metric 40:

This metric is meant to ensure that the most highly qualified school principals, as defined by the principal competencies, are leading the lowest-performing schools. Additional information about the star rating system can be found here on the RIDE website.

EFFICIENT DISTRICT SYSTEMS

Metric	Baseline AY1920	Goal AY2425
41. Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	N/A	80%

Notes for Metric 41:

This metric is meant to gauge employee perception of the PPSD central office. There is no current survey of District employees so baseline data will be inputted during the 2020/2021 school year when a survey has been created and disseminated to gauge central office improvement.

42. Increase the percentage of funding available for school-based decision making (out of local/Title 1 funds)	3.75%	13.75%
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Notes for Metric 42:

PPSD has committed to redirecting funds from the central office to schools in the District. This metric gauges the increase in redirected funds to schools.

43. Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	56
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* Excellence in Learning baseline numbers and AY2425 goals are sourced from RIDE's School Accountability data set.

Appendix D — Letter to Families

TURNING HOPE INTO RESULTS: A TURNAROUND ACTION PLAN FOR THE PROVIDENCE PUBLIC SCHOOL DISTRICT

Dear Families of Providence,

For far too long, children in Providence have been attending low-performing schools where academic instruction is of poor quality, teachers are frustrated and unsupported, school culture is broken, and safety is a daily concern. This is absolutely unacceptable. Your child deserves the opportunity to attend a world-class school where they are highly valued for their individuality and motivated to learn.

The students in Providence are just as capable of meeting high academic standards as the students from any other Rhode Island community. It is the system that has failed them, and that must change. That is why, on November 1, 2019, after extensive engagement with the community of Providence, and with the support of Governor Gina Raimondo, the Rhode Island Department of Education began to play a direct role in the management of Providence's public schools. Since then, our work has been focused on gathering information, identifying the most urgent needs, and engaging directly with all our communities. We are about to embark on a new era of great change in Providence Public Schools. We invite you, the families of PPSD, to be our partner on this important journey.

We have listened to your concerns and are ready to take action!

From day one of the turnaround process, we have been committed to reconnecting you with your child's school and allowing everyone who touches the system to feel safe, included, and empowered. It is our priority to elevate student and community voices that have gone unheard in the past, and to work in partnership with your family, community groups, and other key stakeholders throughout Providence. Both RIDE and PPSD are dedicated to creating change that will be responsive to our diverse community, establish programs that meet the needs of your family, and provide necessary other services to improve the education of your child.



Your valuable input provided us the inspiration we needed to craft a plan that embraces a far-reaching approach to change, with a specific focus on the core values of **(1) students first, (2) equity, (3) transparency, and (4) results**. This Turnaround Action Plan (TAP) is a living, working document that will serve as our guide throughout the next five years as we work with you, your child, and the Providence community to create a model public school system where every student receives a world-class education.

We envision a future where all Providence schools will be high-quality, safe learning environments and where children can explore their passions and nurture their talents.

As we reimagine the future of Providence Public Schools, we look to our most important responsibility to your family: fair and equitable access to an excellent education. Together as a community we will develop a positive school experience that prepares our students for success, while recognizing that children and families from varying backgrounds often experience school in very different ways. When our work is completed, we envision a PPSD where every student is enrolled in a modern classroom, equipped with the technology and resources needed for their academic and social growth. Where every teacher is supported and energized, all Multilingual learners are taught by State-certified teachers, and all PPSD graduates are fully prepared for postsecondary success. A system in which students, families, and civic leaders have confidence in their schools, and are proud to be part of the Providence community.

Our vision for world-class schools embraces accountability, collaboration, and high expectations for all.

To achieve this vision, we are focused on three pillars for improving students learning:

- 1. Engaged Communities:** *Transparent and authentic family and community engagement initiatives that respond to the unique needs of students and families will be implemented District-wide. Consistent, culturally sensitive communications from both schools and the District will be required.*
- 2. Excellence in Learning:** *Every student enrolled in Providence schools will have access to a high-quality, equitable, data-driven learning environment that will provide them with the confidence to succeed academically. There will be a greater effort to provide Multilingual learners with the resources they need to learn effectively.*
- 3. World-Class Talent:** *All Providence students will attend a school staffed by world-class teachers and leaders who reflect their diversity, and are committed to student growth and achievement.*

These pillars will be supported by a foundational principle that underlies all our efforts:

Efficient District Systems: *We are committed to working to improve conditions for students, families, and educators, and understand that a strong, modern, and efficient central office is critical to this work.*

Transparency and Accountability are key to success!

In Providence, as throughout the rest of Rhode Island, there is a commitment to working with the community to dramatically improve conditions for

students, families, and educators. The following goals have been set to measure our progress over the next five years.

POWER METRICS "INCREASE THE PERCENTAGE OF..."	AY1819 BASELINE	AY2425 GOAL
1. families with a favorable perception of being involved with their child's school	25%	80%
2. cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	N/A	95%
3. students enrolled in a 2 star or higher school	51.5%	100%
4. students who are present 90% of the school year	62.7%	90%
5. RICAS measures		
■ students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17.8%	55%
■ students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26.4%	68%
■ students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7.4%	50%
■ students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14.7%	63%
6. SAT measures		
■ students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14.6%	54%
■ students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25.5%	67%
7. students who are meeting their annual MLL targets on the ACCESS assessment	37.8%	67%
8. students in 9th grade who are on track for postsecondary success	48.5%	69%
9. students who graduate within four years	73.6%	89%
10. educators of color in the total educator workforce	20.5%	33%
11. students who graduate with college credit, AP credit or a CTE credential	34.8%	69%
12. teachers who are present 90% of the school year	87%	94%

While we have a long way to go, we have already been busy. This is what we have done so far:

CENTRAL OFFICE IMPROVEMENTS			
ENGAGED COMMUNITIES	EXCELLENCE IN LEARNING	WORLD-CLASS TALENT	EFFICIENT DISTRICT SYSTEMS
<p>Developed a plan of action for the Family and Community Engagement Office</p> <p>Hosted Coffee with the Commissioner in collaboration with RIDE for students and teachers</p> <p>Convened educators of color to discuss barriers into the profession and diversifying the workforce</p>	<p>Procuring new high-quality curriculum and materials</p> <p>Prioritized meeting Department of Justice settlement expectations around Multilingual learners</p> <p>Partnered with the Student Social Support R&D Lab at Harvard to improve student and teacher attendance</p> <p>Partnered with Pure Edge to offer free trainings on stress management strategies</p>	<p>New hires: Turnaround Superintendent, Chief Equity and Diversity Officer, Family and Community Engagement Officer, Assistant Superintendents</p> <p>Offered \$3,200 reimbursement for 125 teachers to earn ESL certification</p> <p>Moved up the teacher hiring timeline by a month and a half</p> <p>Moved supports from central office to schools through a reorganization</p>	<p>Developed a new Procurement system</p> <p>Conducted a comprehensive review of current vendor contracts</p> <p>Began a review of District policies and procedures grounded in equity</p> <p>Built new data tables in the Data Warehouse in order to make data driven decisions</p>



This is our Road Map for Change – We will hit the ground running in Year 1

We will be implementing several new initiatives in Year 1 of the TAP. These initiatives were carefully selected to serve as our foundation, after evaluating input from the Providence community and identifying outdated policies that stand in the way of change. Starting with the three pillars and Efficient District Systems, a high-level strategy for each category was established. From there, two to three high level initiatives were chosen to prioritize during year one of the TAP.

We would like to share with you a snapshot of these new initiatives as we enter our first year of reform:

Engaged Communities — Year 1:

- Develop a District-wide community council (including existing informal and formal stakeholder groups) supported by the office of Family Engagement with appointed student, parent, teachers, and community members
- Implement a rapid response system that includes a central number and/or text messaging system that families in Providence can call 24/7 to report problems and get support, and through which they will receive a regular update on school and teacher attendance
- Create a parent academy that provides ongoing training and support (supported by the FACE office) and through the development of a Bill of Rights for parents and students
- Collect community input to inform a more robust vision and mission for every school

Excellence in Learning — Year 1:

- Adopt high quality ELA and Math curriculum and provide implementation plans for ongoing professional development
- Create and develop rigorous, high-quality school models in K12 (Elementary, Middle, High School)
- Develop a Pre-K expansion plan that includes programmatic goals and facilities
- Develop and implement a process for regularly assessing the social-emotional health and growth of students

World-Class Talent — Year 1:

- Effectively partner with proven community organizations and other talent partners to build teacher and school leader pipeline initiatives that prioritize educators of color
- Establish and implement a system of earned site-based management that includes an annual review of principal competencies, ongoing management, and targeted support systems for principals
- Launch expanded professional development for teachers to consistently implement restorative justice techniques, and a positive school culture/inclusive learning environment

Efficient District Systems — Year 1:

- Establish new collective bargaining agreements that fully support student success.
- Create a spending plan, including a revised procurement process, that is aligned to the District's priorities and realign the functions of the central office to be more responsive to the differentiated needs of schools
- Release a plan to upgrade the school facilities of Providence such that all public school students attend school in a facility that is safe and modern, with appropriate spaces for learning and access to 21st century technology
- Develop an effectively deployed data warehouse that meets the needs of school leaders and teachers
- Create standards, expectations, and professional development that support high-quality customer service for District employees

Successful implementation of the TAP will yield impressive results. All PPSD students will meet high academic standards, parents will be their child’s best advocate, and community leaders will be engaged partners. A new and improved high-quality ELA and Math curriculum will ensure every school in the District is high-quality and all students, including those who are Multilingual learners and differently-abled learners, will learn and grow. Partnerships with colleges and universities will place highly effective teachers and leaders in every classroom, and energetic and effective community partnerships will influence positive change in school culture and promote equity.

An Engaged Community is an Effective Community – Please Consider Joining Our Effort

The Turnaround Action Plan is an investment not just in Providence Public Schools, but an investment in your family. We can’t do this work alone. Our shared success depends on a team effort that includes your family, teachers, community groups, the faith-based community, and local elected officials. Therefore, we are asking you to create a sense of ownership, responsibility and pride in the Turnaround Action Plan.

We know the families of PPSD can and will be effective partners in the Turnaround Action Plan. Therefore, we look forward to working with you and your neighbors as we embark upon this exciting journey to transform PPSD into a model urban school District where expectations are high for all, the classrooms are equipped with modernized learning tools, the teachers are well-prepared and motivated, and parents are engaged in their child’s learning.

Let us create together what all our great kids in Providence deserve: great schools. Together, we can empower your child and all of Providence’s young people to achieve their dreams and succeed in life.

Sincerely,



Angélica Infante-Green

*Commissioner of Elementary and
Secondary Education*



Harrison Peters

State Turnaround Superintendent

Appendix E – Community Design Team Recommendations

The work of the Community Design Teams (CDT) has been essential to the TAP process and it is their final recommendations that have and will continue to inform the transformation work in the Providence Public School District. In December of 2019, the CDTs commenced their work and the forty-five team members were divided into three

committees aligned with the Commissioner’s vision: **World-Class Talent, Excellence in Learning, and Engaged Communities**. Each team committee, led by a facilitator, spent hours evaluating data, soliciting community feedback, and prioritizing recommendations for TAP.

Below is a summary of each of the CDT's committee's recommendations:

WORLD-CLASS TALENT

Higher Education and Teacher Preparation Programs Team Recommendations:

1. Address the standards and rigor used in local Higher Education Institutions to minimize barriers to the teaching profession for prospective teachers of color from low-income backgrounds;
2. Proactively address attrition rates of low-income, prospective teachers of color in teacher preparation programs;
3. Provide non-traditional teacher education pathways for adults who are returning to higher education, changing careers, and/or transferring professional degrees from other countries;
4. Incorporate a culturally responsive and trauma-informed curriculum into higher education teacher preparation programs.

Evaluation, Tenure, and Professional Development Team Recommendations:

1. Evaluate and appropriately support teachers through ongoing professional development and utilize Response to Intervention (RTI) for process for teacher evaluations;
2. Provide retirement incentives to teachers who are close to retirement age;
3. Address chronic teacher absenteeism and substitute teacher shortage;



4. Incorporate exit interviews in order to collect data on teacher attrition;
5. Provide for teacher engagement through professional learning communities and professional development opportunities that are anti-racist, culturally responsive, and trauma-informed.

Pipelines to Teaching Team Recommendations:

1. Make changes to RIDE's requirements for reciprocal certification and establish flexible pathways to meet certification requirements, including competency-based certification;
2. RIDE should provide financial incentives for the recruitment of high-quality teachers who are: people of color; and/or have a low-income background; and are certified in high needs subject areas. Further, create high school pathways, through internships and opportunities, that lead to more PPSD high school graduates entering teaching certification programs;

3. Improve teacher recruitment activities to bring new talent into PPSD schools;
4. Strategically expand the teacher applicant pool to reflect the diversity of the PPSD student body.

Leadership and Administration Team

Recommendations:

1. Restructure the PPSD central office as a “customer service” center, staffed by individuals with the requisite skills and expertise to support building leaders;
2. Conduct an audit of PPSD leadership’s skill sets, culture and intention, and ability to effectively manage systems;
3. Facilitate a “thank and release” process;
4. Identify best-practice leadership and organizational management practices from similar school Districts;
5. Identify opportunities for anti-racist, culturally responsive, and trauma informed training and professional development for leadership and administrative staff;
6. Identify ways to attract and retain leadership that can effectively and efficiently meet the needs of Providence schools and students;
7. Conduct ongoing assessments of school and student needs; ongoing re-alignment of leadership skill-sets to meet those needs.

Reevaluating CBT For Equitable Hiring Process

Team Recommendations:

1. Re-negotiate PPSD/Providence Teacher’s Union (PTU) criterion-based hiring practices;

2. Revise Criterion Based Hiring Manual (practices/protocol);
3. Establish a set of screening standards/metrics for the application/interview process.

Supporting and Developing New Educators in

PPSD Team Recommendations:

1. Mentors will be assigned to new-to-District teachers for the first two years of teaching and participation will be mandatory;
2. PPSD teachers will be required to participate in anti-racist, culturally responsive and trauma-informed professional development opportunities, along with being required to complete PLUs related to DEI/CRT.

EXCELLENCE IN LEARNING

Mission and Alignment Team Recommendations:

1. Realign, articulate, and demonstrate a mission and vision that is anchored around the needs of all District stakeholders;
2. Develop a strategic plan that both manifests and demonstrates the aligned mission and vision;
3. Organize and engage the Central Office in an authentic manner that will allow the Office to support the needs of each school in alignment to their mission and vision;
4. Provide a robust investment in professional learning programs that effectively incorporate research proven theories, progressive implementation of set theories, and supportive progress monitoring anchored in the individual needs of schools and aligned with the mission and vision.

Engagement Teams Recommendations:

1. Develop equitable neighborhood schools;
2. Adopt a teaching fellowship/residency program that incorporates mentorship for fellows and for substitute teachers;
3. Redesign the student enrollment process to make it an accessible, supportive experience for families;
4. Provide ongoing training on the improvement of student motivation and other social-emotional supports.
5. Address dismantling racism found in practices and policies and commit to it.
6. Prioritize the implementation of culturally responsive pedagogy (CPR);
7. Implement a series of adapted learning strategies for classroom and school-wide use;
8. Redesign the roles of school staff (i.e. dean of students, coaches, culture and climate coordinator) in social-emotional learning with clear and consistent implementation of SEL curricula and initiatives;
9. Establish public accountability measures to evaluate school climate and culture in the classroom, the school building, and the District.

School Culture and Climate Team Recommendations:

1. Train and coach teachers in relationship-building and mentoring of children and youth;
2. Partner with local and national trainers to provide coaching in restorative practices;

3. Provide training opportunities in the area of process skills, including democratic process, experiential learning process, and scientific process;
4. Develop community norms that are co-created and enforced by students, teachers, administrators, staff, and families in all schools;
5. Throughout the District, implement policies to decrease the mobility of students for behavioral reasons;
6. Offer a high-interest skill-building curriculum (including but not limited to ethnic studies, civics, entrepreneurship, arts);
7. Hold weekly circles among students (including but not limited to advisory programs) and teachers;
8. Create policies that encourage positive learning environments and give principals more autonomy, flexibility, leadership, and support for the implementation of these policies;
9. Dedicate funding and resources to support school community wellness, including investment in social workers, school psychologists, and school counselors;
10. Sustain positive school climates by creating policies and incentives that decrease mobility and turnover of adults within each school community; increase consistent staffing of trained educators, administrators, and building-level personnel who are active members in co-developing and enforcing school climate and culture.
11. Reduce school and class sizes throughout the District.

ENGAGED COMMUNITIES

1. A family/community outreach staff person will be placed in every school, with a space/zone dedicated to this purpose;
2. Every school should be required to have a minimum of two Family-Teacher Conferences a year; starting at middle-school, students should be trained to have student-led conferences;
3. Require and support every school to develop meaningful partnerships with community-based organizations (CBOs) that will allow exposure to subjects that are currently under-resourced, such as ethnic studies, civics, art, music, health, and other creative disciplines both within and outside of the school day;
4. Enhance and streamline the coordination among the Strategic Partnership Office, the Community Based Organizations, and individual schools to ensure that all their work aligns with the needs of youth and families;
5. Develop a Family and Teacher Academy that provides training for parents, families, teachers, and other community members. Trainings will equip participants with the skills necessary to foster effective, equitable, culturally relevant, and sustainable relationships with students and with each other (e.g., teachers with families, families with families, community members with students/families/teachers, etc.);
6. Make changes to the current District communication methods to families that lack transparency, efficiency, and cultural

sensitivity. To address this important issue, it is recommended that PPSD develop consistent and transparent communication methods in multiple languages, delivered through multiple platforms (face-to-face, phone, digital, and written) that aim to reach out to all families.

7. RIDE and PPSD must commit to further strengthening, developing, and supporting Community Advisory Boards (CABs) and School Improvement Teams (SITs) in order to create a governance structure that is responsive to students, families, and community members.

THANK YOU TO ALL OF THE PPSD COMMUNITY DESIGN TEAM MEMBERS:

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