



Turnaround Action Plan Updates

February 28, 2022

Providence
Schools

“Following the hurricane, New Orleans students of all ages experienced learning loss.

One analysis stated that following Katrina, **four months’ learning loss required two years of normal seat time to fully recover** academic pacing.”

- DiMenna (2021)
Education Advisory Board





PPSD RICAS Proficiency by Grade Levels Compared to the State and Other Urban Core Districts

ELA RICAS % Meeting or Exceeding Expectations

Math RICAS % Meeting or Exceeding Expectations

Grade	State Avg.	PPSD	Central Falls	Pawtucket	Woonsocket	State Avg.	PPSD	Central Falls	Pawtucket	Woonsocket
Overall	33	14	8	18	12	20	7	**	7	**
3	40	19	14	25	16	25	9	5	13	**
4	35	17	9	23	11	21	8	**	10	**
5	33	14	**	17	9	20	8	**	9	5
6	33	12	**	17	9	18	**	**	**	**
7	29	10	10	12	16	20	6	**	7	7
8	29	12	6	13	13	16	**	**	**	6

** proficiency data is suppressed because greater than 95% of students did not meet expectations.

PPSD is not an outlier; like other districts throughout the state and compared to other urban core districts with similar demographics; we saw drops in student proficiency in both RICAS ELA and math

Boston MCAS results and 2019 and 2021:

Percentage of students meeting or exceeding expectations

Grade	Subject	2019	2021	Difference
3 rd	Math	34	20	-14
3 rd	ELA	40	34	-6
4 th	Math	33	17	-16
4 th	ELA	33	33	0
5 th	Math	34	18	-16
5 th	ELA	38	31	-7
6 th	Math	31	19	-12
6 th	ELA	36	31	-5
7 th	Math	33	24	-9
7 th	ELA	32	30	-2
8 th	Math	34	21	-13
8 th	ELA	34	30	-4
10 th	Math	47	38	-9
10 th	ELA	45	45	0

Turnaround Action Plan in Steps

Step 1

Based on research and chronic state of low performance, the community identified the goals for the district to eliminate the achievement gap.

Step 2

PPSD and RIDE took those goals and developed the metrics and aspirational targets to set the bar for the work.

Step 3

Our job is to “backwards map” to the goals by developing strategies to meet the targets. This includes relentless progress monitoring and course corrections as data is reviewed throughout the year.

Priority Targets vs Targets

Growth will be slower at first. It then accelerates when priority standards are achieved.

PRIORITY TARGETS

Priority targets lift the system. While working on everything is necessary, there are high leverage targets that have bigger impacts towards overall progress.

PRIORITY STANDARD Determine
main idea of a story

TARGETS

Targets are aspirational and focus on all areas in need of improvement. This will raise the bar and counter the culture of low expectations that has plagued the District for years.

STANDARD
Compare and contrast stories

Example

How much improvement is normal?

Context is important. Providence is emerging from the COVID-19 pandemic while also implementing new curricula across the District. This makes it challenging to compare other school districts to Providence.

Year-over-year growth should be between 1-2 grade levels.
When priority benchmarks are missed, growth slows and decelerates.

ELEMENTARY: Some have made between **1-2** years growth; it has not been year over year

MIDDLE: Students growth has slowed ranging between **0.4-0.8** years growth

HIGH: Students growth continued to decelerate to **0.0-0.6** years growth annually

COVID has further widened the achievement gap

Excellence in Learning

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students meeting and exceeding expectations on the 3rd grade Math RICAS	17%	No Testing	8%	10%	15%	23%	32%	43%	55%
Increase the percentage of students meeting and exceeding expectations on the 3rd grade ELA RICAS	26%	No Testing	18%	20%	26%	34%	42%	55%	68%

- Increase length of class (70 minute minimum)
- Start with assessment data to determine learning plans
- Use data persistently to progress monitor**
- Implement high quality rigorous curriculum**
- Increase the amount of time students are reading and writing
- Assess students daily in each class
- Employ research-based high yield teaching strategies
- Add 25% more time to reading, writing, and mathematics**
- Increase teacher coaches in alignment with the curriculum
- Increase teacher collaboration time**
- Increase teacher observations with actionable feedback
- Align school leader and teacher Student Learning Objectives to the same student achievement targets
- Provide real time data dashboards at the school, grade level, subject and class level
- Improve questioning techniques in every classroom

Excellence in Learning

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students present 90% of the school year	62%	64%	44%	44%	50%	60%	70%	80%	90%

Add Behavior Intervention Staff to schools

- Increase the number of Community Specialists
- Add social emotional support systems in all schools**
- Add social workers and mental health supports for families
- Increase outreach to families, including home visits

- Analyze attendance data from the past year to understand most impactful interventions

Expand Alternative High School programs to meet the needs of more students

- Improve student engagement with project based learning
- Expand CTE pathways for student choice
- Add additional learning opportunities through Summer, After School and Saturday Academies

Engaged Communities

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD families responding to SurveyWorks	20%	22%	32%	38%	38%	48%	58%	68%	80%

- ❑ Use our parent text message system (Kinvo) for weekly touch points with parents
- ❑ Post regularly about the survey on social media
- ❑ **FACE leads a working group of school administrators to coordinate parent outreach**
- ❑ **Schools have dedicated SurveyWorks week in March to assist parents in-person with the survey**
- ❑ FACE will distribute flyers in busy areas and encourage survey completion
- ❑ Promote the survey on Spanish media radio
- ❑ FACE has extended evening hours once a week to allow more access to families
- ❑ **Parent Ambassadors will engage parents across each school**

Engaged Communities

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
More parents & caregivers engaged with the District's formal community engagement structures	55	85	128	145	175	210	250	250+	250+

- ❑ Grow Parent Advisory Council to include at least 2 parents from each school in the District
- ❑ Grow District Wide Advisory Council from 15 members to 25
- ❑ **Ensure that each school hosts a Parent Teacher Student Organization supported by FACE**
- ❑ **Add a Special Education Advisory Council, Social Emotional Learning Community of Practice, and the PPSD Equity Committee through the District**
- ❑ FACE will work with these groups each summer to increase membership
- ❑ **Grow Parent Ambassador program from parent volunteers representing 30 schools to all 40 schools**

World Class Talent

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase percentage of teachers holding and using ESL/BDL certification	17%	16%	23%	25%	30%	35%	45%	52%	52%

- ❑ **Beginning in January of 2020, offered teachers \$3,200 to support ESL certification; in fall of 2021 increased support to \$8,000**

- ❑ First large scale tuition reimbursement by District
- ❑ In first two years, provided financial support to 246 teachers
- ❑ Anticipate additional 100+ this year

- ❑ **Support teachers taking licensure test (i.e., Praxis test), a common barrier for certification**

- ❑ Additional incentives for hiring teachers in hard to staff areas (including ESL/BDL)
- ❑ Launching in-house certification program; working through feedback from RIDE on program submission

World Class Talent

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of teachers present 90% of the school year	66%	82%*	63%	64%**	75%	80%	85%	90%	95%

- ❑ Data shows teacher attendance was a challenge before the pandemic
- ❑ While it has been difficult to make progress during COVID-19 due to quarantine and sick days, we know more work needs to be done to address the issue that existed pre-pandemic
 - ❑ **Negotiated clearer language on addressing leave abuse with the PTU**
 - ❑ **Conducted an audit of leave policies and processes; beginning to implement best practices identified during audit**

Efficient District Systems

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Decrease the average number of days from proposal submission to contract award	96	New Process Start	50	Next update March 2022	56	56	56	56	56

- ❑ **In spring 2020, the procurement team was reorganized**
- ❑ **Hired a Director of Procurement**, who was skilled in municipal procurement, who helped design a revised and accelerated process while maintaining transparency and compliance
 - ❑ Developed process in conjunction with City of Providence and School Board
- ❑ **Decreased the time to procure while the volume of procurement has increased dramatically during the COVID-19 pandemic**, which has allowed the district to procure:
 - ❑ PPE: hundreds of thousands of items to supporting student safety including masks, sanitizer
 - ❑ Computer equipment: 15,000+ Chromebooks and laptops
 - ❑ HVAC and ventilation: 1,500 air purifiers, replacement filters, 900+ box fans



The Metrics

1000
2000
3000
4000
5000



Engaged Communities

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students who feel a sense of belonging at their school	40%	40%	40%	40%	48%	56%	64%	72%	80%
Increase the percentage of PPSD families responding to SurveyWorks	20%	22%	32%	38%	38%	48%	58%	68%	80%
Increase the percentage of families with a favorable perception of being involved with their child's school	24%	25%	19%	25%	30%	40%	55%	70%	80%
Increase the percentage of PPSD families who believe they are welcome in their child's school	Establish Baseline 2021	Establish Baseline 2021	79%	79%	79%	80%	80%	80%	80%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD families with a favorable perception of the District	Establish Baseline 2021	Establish Baseline 2021	60%	60%	65%	68%	73%	77%	80%
Increase the percentage of schools that have a School Improvement team that meets State requirements	N/A	N/A	N/A	Establish baseline 2022	75%	100%	100%	100%	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	N/A	97%	97%	97%	97%	97%	97%	97%
Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	85	128	145	175	210	250	250+	250+

High Quality Pre-K Program



Excellence in Learning

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD students enrolled in a 2 star or higher school	51%	RIDE Report Cards Not Released	RIDE Report Cards Not Released	51%	64%	74%	78%	90%	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%	RIDE Report Cards Not Released	RIDE Report Cards Not Released	62%	70%	78%	88%	94%	100%
Increase the number of four year olds enrolled in high-quality Pre-K	<1%	<1%	5%	9%	12%	14%	16%	18%	20%
Increase the percentage of students who are present 90% of the school year	62%	64%	44%	44%	50%	60%	70%	80%	90%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37%	36%	No Data Available	Testing in Progress	36%	41%	49%	58%	67%
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1% (*6%)	5%	5%	18%	20%	22%	25%	27%	30%
Increase the percentage of PPSD students who receive a Commissioner's Seal	24%	23%	20%	22%	28%	35%	44%	57%	69%
Increase the number of students served by bilingual programs in PPSD	1,095	1,248	1,444	1,776	1,932	2,192	2,400	2,608	2,190
Increase the percentage of PPSD students who graduate with college credit, AP credit or a CTE credential	34%	38%	33%	35%	40%	46%	52%	60%	69%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17%	No Testing	8%	10%	15%	23%	32%	43%	55%
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26%	No Testing	18%	20%	26%	34%	42%	55%	68%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7%	No Testing	>5%	6%	10%	16%	25%	37%	50%
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	14%	No Testing	12%	13%	20%	28%	38%	50%	63%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	14%	No Testing	13%	13%	18%	25%	33%	42%	54%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	25%	No Testing	29%	30%	35%	41%	48%	56%	67%
Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5%	No Testing	18%	7%	12%	20%	29%	39%	49%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15%	No Testing	16%	16%	20%	28%	38%	50%	63%
Increase the percentage of students Meeting and Exceeding Expectations on the NGSA (grades 5, 8, 11)	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	5%	17%	24%	33%	45%	70%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILP) a minimum of two times per year	Establish Baseline 2021	Establish Baseline 2021	72%	76%	79%	82%	85%	88%	90%
Increase the percentage of 9th graders who are on track for postsecondary success	48%	53%	39%	41%	44%	49%	54%	61%	69%
Increase the percentage of PPSD students who are completing a postsecondary transition plan through their Individualized Learning Plan (ILP)	Establish Baseline 2021	Establish Baseline 2021	60%	66%	71%	77%	83%	89%	94%
Increase the percentage of PPSD students who graduate within four years	73%	74%	TBD	74%	79%	81%	83%	86%	89%



RIASP Assistant Principal of the Year

World Class Talent

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of fully staffed classrooms at the beginning of the year	95%	95%	98%	95%	96%	96%	97%	97%	98%
Increase the number of qualified external applicants per PPSD posted position	1.82	2	2	2	2.5	3	3	3	3
Decrease the median time from when a teaching position is posted until when an offer is extended	31 days	29	26	25	24	22	21	21	21
Increase the percentage of teachers who are present 90% of the school year	66%	82%*	63%	64%**	75%	80%	85%	90%	95%
Increase the percentage of teachers who have access to job-embedded professional development	Establish Baseline 2020	100%	100%	100%	100%	100%	100%	100%	100%

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of educators of color in the total educator workforce	20%	22%	22%	23%	24%	25%	27%	30%	33%
Increase the percentage of teachers holding and using the ESL/BDL certification	17%	16%	23%	25%	30%	35%	45%	52%	52%
Increase the percentage of principals who demonstrate turnaround school competencies	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	40%	48%	55%	65%	75%
Increase the percentage of one-and-two star schools led by highly effective turnaround principals	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	40%	52%	68%	84%	100%



Efficient District Systems

Goals	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	78%	72%	59%	60%	65%	70%	75%	80%	80%
Increase the percentage of funding available for school-based decision making (out of Local/Title 1 funds)	3%	Not Measured	11%	11%	12%	12%	13%	13%	13.75%
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	New Process Implemented	50	Next update March 2022	56	56	56	56	56



Appendix

10/20/2020
M
W
T
F
S
S

“Early tracking data from an online mathematics application used in a number of US school districts prior to COVID-19 suggest that the **learning progress of students has suffered a strong decline during the pandemic, especially in Title I schools.**”

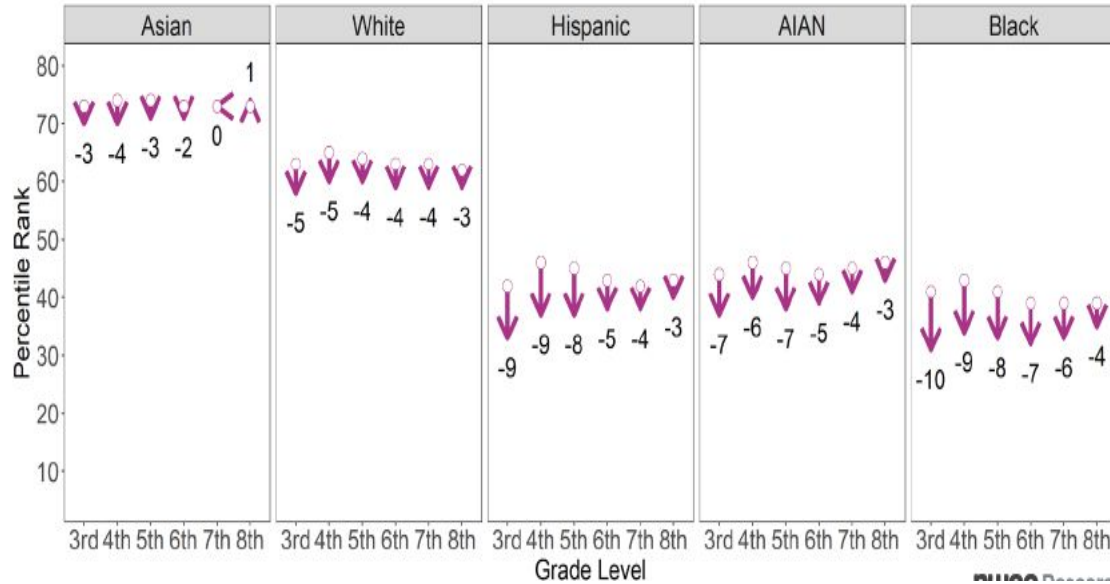
- *Dr. Raj Chetty, et al. (2020)*
Harvard University



MAP Growth percentile rank change by race/ethnicity in reading

Fall 2019 & Fall 2021

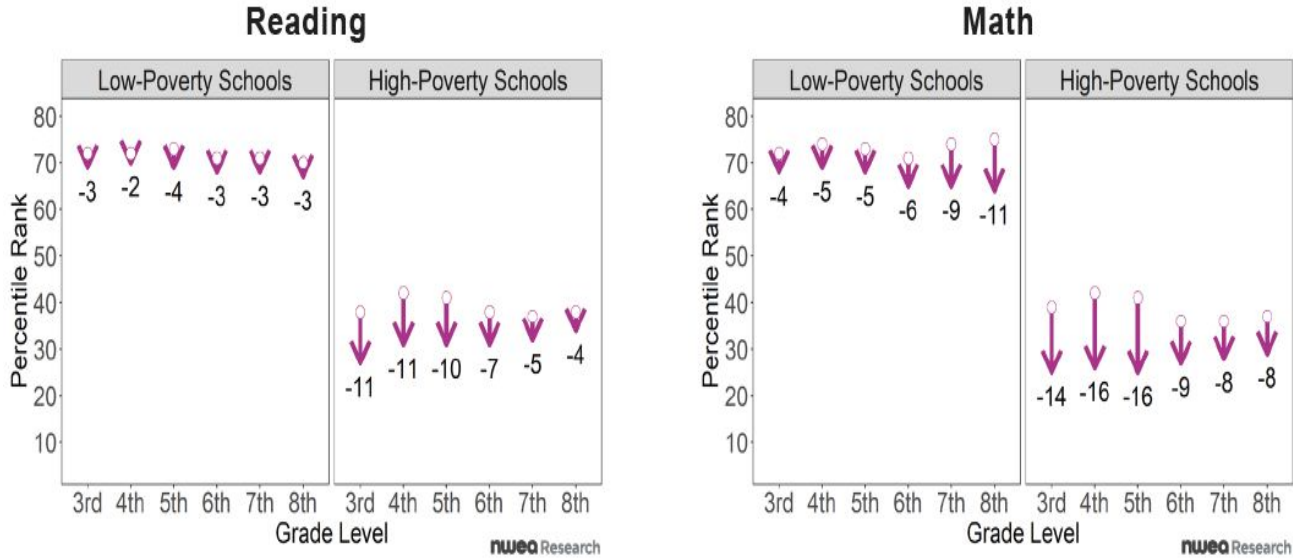
Reading



○ Fall 2019 Percentile
➔ Fall 2021 Percentile

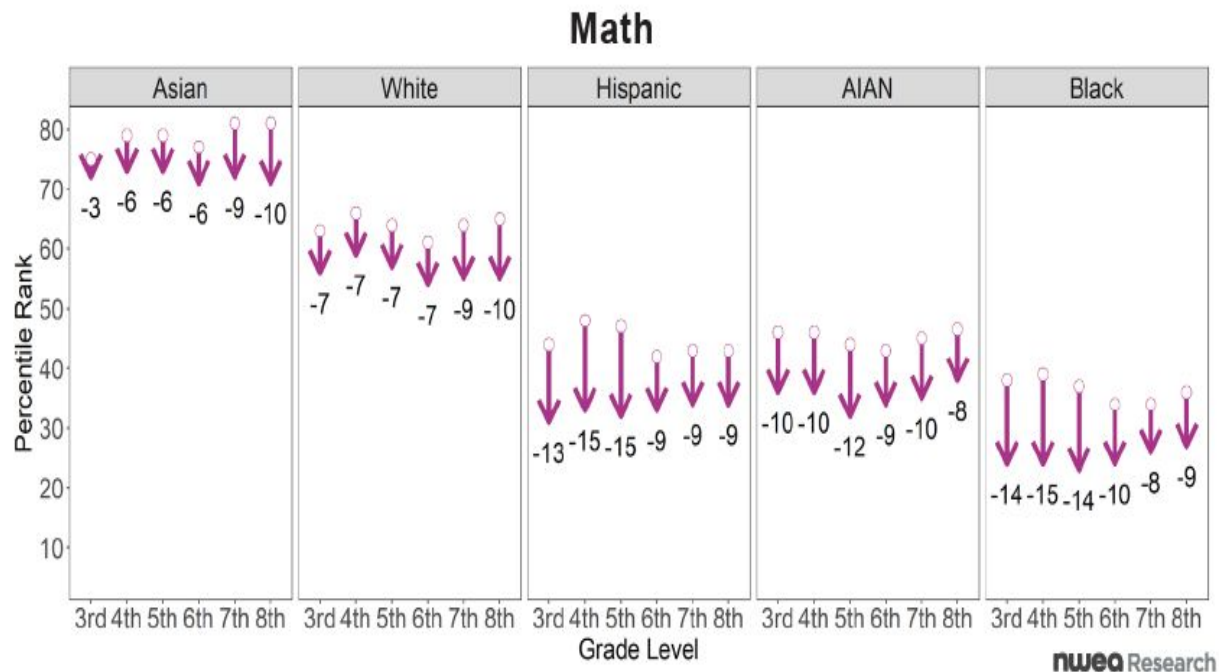
MAP Growth percentile rank change by school poverty level in reading (left) and math (right)

Fall 2019 & Fall 2021



MAP Growth percentile rank change by race/ethnicity in Math

Fall 2019 & Fall 2021



nwea Research

