Turning Hope Into Results
A Turnaround Action Plan for the Providence Public Schools

June 2020
From Commissioner Infante-Green and Superintendent Peters...

“We are excited about this plan, but it is just a starting point. Our shared success depends on a fully collaborative effort that includes students, parents, teachers, community groups, the faith-based community, and local elected officials.”
Sections of the Plan

- Letter from Commissioner and Superintendent
- Executive Summary
- Stakeholder Engagement
- Assessment of Assets, Challenges, and Root Cause Analyses
- Strategic Objectives and Initiatives
- Goals and Benchmarks
- Progress Monitoring
- Appendices
Executive Summary

The Turnaround Action Plan:

➢ Is a thoughtful, conscientious approach to change inspired by Four Core Values that infuse education work in Rhode Island;

➢ Contains Three Pillars that are fundamental to the Commissioner’s vision and RIDE’s statewide work; and

➢ Includes Five Promises that are specific to the Providence community, and which detail our commitment to work collaboratively to transform PPSD.
The Four Core Values

✓ **Students First:** Doing what is best for students of Providence will 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 so decisions are 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.
The Three Pillars

The Commissioner has listened to the community for the past year and has outlined three pillars that guide our vision for success in the TAP:

1) **Excellence in Learning**
2) **Engaged Communities**
3) **World-Class Talent**

Supported by one foundational principle, **District Systems**, that underlies all our efforts.
The Five Promises

1) Every student will attend a school that is safe, modern and has a positive, respectful school culture.

2) Every school will be staffed and led by supported, empowered educators.

3) Every family will have the opportunity to choose among multiple excellent instructional programs.

4) Every student will have access to robust, rigorous extracurricular and co-curricular programming.

5) Every student, family and educator in Providence will benefit from an efficient, effective, and responsive district administration.
Stakeholder Engagement

Through an initial 9 public forums, 14 work sessions and focus groups in the summer and fall of 2019, hundreds of family members, educators, and other community members shared their experiences and ideas about how to improve Providence schools.

Stakeholder groups (details about each included in a TAP Appendix)

- Community Design Teams
- Internal RIDE/PPSD working groups
- Community Advisory Boards
- Barr Foundation, E-Y Parthenon, Springpoint
- School Empowerment Network and SchoolWorks
- Parent Advisory Council
- Coffee with the Commissioner transcripts (educators and students)
- Rhode Island Foundation
- Summer 2019 community forums
- Formal government structures
Analysis and Challenges

A RIDE/PPSD task force reviewed all stakeholder input and a large assortment of analyses to ensure the TAP benefited from all the expertise and insights available:

- The Johns Hopkins report
- 1993 PROBE report on PPSD
- Community forum transcripts
- The Department of Justice settlement language
- The final Decision and Order
- A financial analysis from Ernst and Young
- The Crowley Act
- Detailed root cause analyses from:
  - TNTP
  - The Barr Foundation
  - SchoolWorks
  - School Empowerment Network
## Analysis: Challenges

<table>
<thead>
<tr>
<th>Engaged Communities (EC)</th>
<th>World-Class Talent (WCT)</th>
<th>Excellence in Learning (EIL)</th>
<th>District Systems (DS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families feel powerless and isolated</td>
<td>Current recruitment and retention practices are not meeting the demand of PPSD schools AND educators do not reflect the diversity of Providence</td>
<td>Low levels of academic instruction, expectations, and learning, especially for subpopulations</td>
<td>Outdated policies and structure of central office, and an ineffective use of resources, including facilities, get in the way of student outcomes</td>
</tr>
<tr>
<td>Engagement has not been authentic, ongoing, or equitable and diverse opinions have not been honored</td>
<td>Principals have not been afforded training and development in instructional and operational leadership</td>
<td>Lack of school culture, sense of belonging, and engagement</td>
<td>CBA constrains district’s ability to meet student needs</td>
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<tr>
<td>Inequitable community partnership access across the system</td>
<td>Teaching staff and leadership are not set up for success and are not supported through ongoing professional development</td>
<td>Concerns from students and communities about safety</td>
<td>Compliance-driven district culture &amp; lack of incentives to build staff pipeline</td>
</tr>
<tr>
<td>Limited access to viable, educational options for families and communities</td>
<td></td>
<td>Limited access to enrichment opportunities</td>
<td>Limited use of data to make decisions about resources</td>
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Community Design Team Recommendations Drive the TAP

Year 1 initiatives sourced directly from CDT recs (9 of 15):
EC1, EC2, EC3, EIL2, EIL4, WCT1, WCT2, WCT3, DS1

Year 2 initiatives sourced directly from CDT recs (7 of 13):
EC5, EC6, EC7, EIL5, EIL7, WCT4, WCT6, DS7

Year 3 initiatives sourced directly from CDT recs (10 of 12):
EC8, EC9, EC10, EIL10, WCT7, WCT8, WCT9, DS9, DS10, DS11

Total = 26 of 40 Recommendations
“Power Metrics” have been selected and elevated from the complete list of metrics because they are the strongest levers for foundational, transformational change.
Executive Summary
“Power Metrics” *Engaged Communities*

<table>
<thead>
<tr>
<th>“Increase the percentage of...”</th>
<th>AY18/19 Baseline</th>
<th>24/25 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>families with a favorable perception of being involved with their child’s school</td>
<td>25%</td>
<td>80%</td>
</tr>
<tr>
<td>cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system</td>
<td>N/A</td>
<td>95%</td>
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</tbody>
</table>
### Executive Summary

“Power Metrics” **Excellence in Learning**

<table>
<thead>
<tr>
<th>“Increase the percentage of...”</th>
<th>AY18/19 Baseline</th>
<th>24/25 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>students enrolled in a 2 star or higher school</td>
<td>51.5%</td>
<td>100%</td>
</tr>
<tr>
<td>students who are present 90% of the school year</td>
<td>62.7%</td>
<td>90%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the 3rd grade Math RICAS</td>
<td>17.8%</td>
<td>55%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS</td>
<td>26.4%</td>
<td>68%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the 8th grade Math RICAS</td>
<td>7.4%</td>
<td>50%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the 8th grade ELA RICAS</td>
<td>14.7%</td>
<td>63%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the Math SAT (grade 11)</td>
<td>14.6%</td>
<td>54%</td>
</tr>
<tr>
<td>students Meeting and Exceeding Expectations on the ELA SAT (grade 11)</td>
<td>25.5%</td>
<td>67%</td>
</tr>
<tr>
<td>students who are meeting their annual MLL targets on the ACCESS assessment</td>
<td>37.8%</td>
<td>67%</td>
</tr>
<tr>
<td>students in 9th grade who are on track for postsecondary success</td>
<td>48.5%</td>
<td>69%</td>
</tr>
<tr>
<td>students who graduate within four years</td>
<td>73.6%</td>
<td>89%</td>
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</table>
## Executive Summary

### “Power Metrics” **World-Class Talent**

<table>
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<th>AY18/19 Baseline</th>
<th>24/25 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>educators of color in the total educator workforce</td>
<td>20.5%</td>
<td>33%</td>
</tr>
<tr>
<td>students who graduate with college credit, AP credit or a CTE credential</td>
<td>34.8%</td>
<td>69%</td>
</tr>
<tr>
<td>teachers who are present 90% of the school year</td>
<td>87%</td>
<td>94%</td>
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Objectives and Initiatives

• A **high-level strategy** was developed for each of the three pillars and foundational principle.

• From there, **initiatives** were developed as priority items for each year.

• We have built out **three years** of initiatives.

• The final two years will be developed based on progress and community engagement.
Inside the TAP: example

This challenge fell under the TAP’s Engaged Communities pillar:

“PPSD families Feel Isolated and Powerless.”

The RIDE/PPSD TAP team reviewed the CDT recommendations and identified the following Year 1 initiative to implement under Engaged Communities:

• 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

This initiative is extremely important to all parties to improve the culture of PPSD, so it led to being included as a Power Metric:

• Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system
Goals and Benchmarks

• 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 will be publicly available through the PPSD Transformation Scorecard.

• Growth metrics have been designed to keep up with Rhode Island’s highest performing districts.
Progress Monitoring

• Internal monitoring mechanisms for PPSD/RIDE

• Close, ongoing, monthly collaboration between PPSD and RIDE

• External reporting mechanisms (quarterly reports)

• It is a living document – we expect revisions every year
Appendices to the TAP

• Stakeholder List

• Analyses

• Technical Notes for Metrics

• Letter to Providence Families

• Community Design Team (CDT) recommendations
Getting Ready for Action

- Will include community forums after the official release on June 23rd

- We have made 4PVDKids.com the hub for Turnaround Action Plan updates and information
From Commissioner Infante-Green and Superintendent Peters...

“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, the classrooms are equipped with modernized learning tools, the teachers are well-prepared and motivated, and parents are engaged in their child’s learning.”
Year One Initiatives

Note: Initiatives with ** are a direct recommendation from the CDT
**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

**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

**EC3:**

Create a parent academy that provides ongoing training and support (supported by the FACE office) utilizing the Parent and Student Bill of Rights

**EC4:**

Collect community input to inform a more robust vision and mission for every school
**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

**EIL2:**
Create and develop rigorous, high-quality school models in K12 (Elementary, Middle, High School)

**EIL3:**
Develop a pre-K expansion plan that includes programmatic goals and facilities

**EIL4:**
Develop and implement a process for regularly assessing the social emotional health and growth of students
**WCT1:**

Effectively partner with proven community organizations and other talent partners to build teacher and school leader pipeline initiatives that prioritize educators of color

**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

**WCT3:**

Launch expanded professional development for teachers to consistently implement restorative justice techniques, CRS, and a positive, anti-racist school culture/inclusive learning environment
**DS1:**
Establish a new Collective Bargaining Agreement

**DS2:**
Create a spending plan that is aligned to the district's priorities; realign the budget and functions of central office to be more responsive to the differentiated needs of students and schools

**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

**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

**DS5:**
Create standards, expectations, and professional development that support high-quality customer service for district employees
Year Two Initiatives
**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 select the school that meets their needs

**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

**EC7:**

Increase SurveyWorks participation among Providence stakeholders and in collaboration with RIDE, revisit the tool annually to review for bias
**EIL5:**
Every school community will adopt districtwide policies to improve school culture and develop school community norms that include annual youth culture surveys

**EIL6:**
Several schools will be created or transformed in response to family and student input

**EIL7:**
Restructure the Student Affairs Office (SAO) and set up policies to decrease student mobility within district due to behavior

**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
**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.

**WCT5:**

Develop an internal pipeline program through pathways and internships that lead to PPSD high school graduates entering teaching and administrator certification programs.

**WCT6:**

Launch an expanded program of targeted supports and professional learning, including peer mentoring, coaching, and communities of practice.
DS6:
Establish a new office to support newly launched schools

**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

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
Year Three Initiatives
**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

**EC9:**

Engage non-profit partners to provide out-of-school-time connected to rigorous outcomes that can demonstrate effectiveness over time

**EC10:**

Develop student-vetted initiatives to increase student safety, including a safe routes program
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

**EIL9:**
Adopt a social emotional curriculum(s), scaffolded through academic instruction, coursework, and professional development

EIL10:
Expand and improve extracurricular and out of school activities and options for students
**WCT7:**

Update the teacher evaluation system to include scaffolded supports and targeted professional development (similar to the RTI system for students)

**WCT8:**

Establish a new teacher induction program wherein new-to-district teachers will be assigned mentors for the first two years of teaching

**WCT9:**

Develop a system for school-based substitutes and adopt a teaching fellowship/residency program for substitute teachers
**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.

**DS9:**
Create a plan for social workers to support the social emotional health of students across the district.

**DS10:**
Rejuvenate the Strategic Partnership Office to better serve the students, families, and community stakeholders of Providence.

**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.
What’s already happening at Central Office

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<tr>
<th>Central Office Improvements</th>
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<tr>
<td><strong>Engaged Communities</strong></td>
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<tr>
<td>Developed a plan of action for the Family and Community Engagement Office</td>
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<td>Hosted Coffee with the Commissioner in collaboration with RIDE for students and teachers</td>
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<td>Convened educators of color to discuss barriers into the profession and diversifying the workforce</td>
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<tr>
<td><strong>Excellence in Learning</strong></td>
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<tr>
<td>Procuring new high-quality curriculum and materials</td>
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<tr>
<td>Prioritizing meeting Department of Justice settlement expectations around Multilingual learners</td>
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<td>Partnered with the Student Social Support R&amp;D Lab at Harvard to improve student and teacher attendance</td>
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<tr>
<td>Partnered with Pure Edge to offer free trainings on stress management strategies</td>
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<tr>
<td><strong>World Class Talent</strong></td>
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<td>New hires: Turnaround Superintendent, Chief Equity and Diversity Officer, Family and Community Engagement Officer, Assistant Superintendents</td>
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<td>Offered $3,200 reimbursement for 125 teachers to earn ESL certification</td>
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<td>Moved up the teacher hiring timeline by a month and a half</td>
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<td>Moved supports from central office to schools through a reorganization</td>
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<tr>
<td><strong>Efficient District Systems</strong></td>
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<tr>
<td>Developed a new Procurement system</td>
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<tr>
<td>Conducted a comprehensive review of current vendor contracts</td>
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<td>Began a review of district policies and procedures grounded in equity</td>
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<td>Built new data tables in the Data Warehouse in order to make data driven decisions</td>
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