SchoolWorks

Local Education Agency Review Report

RIDE Rhode Island Department of Education

RIDE LEA Review of Providence Public School District

CONDUCTED BY: SCHOOLWORKS, LLC

Providence | RI

June 3-14, 2024

About the SchoolWorks District Review

SchoolWorks provides objective on-site comprehensive reviews of academic programs and the organizations that support them, conducted through document review, classroom observations, interviews, and focus groups. During our review, the Providence Public School District (PPSD) practices were reviewed against the Rhode Island Department of Education (RIDE) Turnaround Standards, a set of standards developed with national education experts, linked to effective and sustainable local education authority practices, policies, and procedures that lead to positive student outcomes.

Purpose

The purpose of the Local Education Agency (LEA) Review is to assess current strengths and areas for the organization's improvement and progress related to the RIDE Turnaround Standards. The LEA Review is a process that is used to assist the District Review team ("the team") in understanding the context of a district through answering a set of pre-identified focus questions to provide the district with feedback as it determines the best course of action to address the challenges faced in these focus areas. The RIDE Turnaround Standards were used to create the LEA review protocol and framework for the site visit. The protocol is divided into four sections: LEA Progress, LEA Capacity, School Committee Capacity, and Local Municipality.

The LEA Review placed a team of experienced educational leaders from SchoolWorks in the district to collect and analyze data about the district's systems and operations. The LEA Review utilized a discovery process in which multiple sources of evidence were examined to understand how well the district is working and where the district leadership might benefit from targeted support or additional thought partnership. Evidence collection began before the visit, with a review of key documents and data and an analysis of the district's current performance data against the goals listed in the Turnaround Plan (TAP). This provided the team with initial information about the district, its schools, and the students it serves.

While onsite, the discovery period continued through additional document and data review, individual interviews, and focus groups with district staff and leadership, parents, students, the city council, the School Committee (also known as the Providence School Board) and other key stakeholders. In addition, the team used evidence collected from the School Quality Reviews (SQRs) conducted at two elementary, two middle, and two high schools to incorporate the schools' perspectives. (These same six schools were also reviewed in the Johns Hopkins University School of Education's review report of PPSD published in June 2019.) During the onsite visit, over 280 stakeholders were interviewed, including approximately 40 students, 40 family/community members, and 85 educators. The team used evidence collected through these events to develop findings about the key topics in the protocol related to the district's focus questions and to identify opportunities for targeted support and resource sharing.

The LEA Review places a high value on engaging state and district leaders in understanding the district's performance. The process may be described as an open and frank professional dialogue. The professionalism of the district and team is essential in the process. All individuals have clear roles and responsibilities designed to promote good rapport and clear communication. All team members are governed by a code of conduct. Honesty, integrity, objectivity, and a focus on the best interests of students and staff are essential to the success and positive impact of the site visit.

Protocol and Process

The process includes a comprehensive review at the district level consisting of four days of collecting evidence onsite through interviews, classroom visits, and document review. While onsite, the team met to discuss, sort, and analyze evidence submitted. The site visit team used the evidence collected through these events to determine areas of notable progress, areas of strength and areas in need of improvement in relation to the RIDE Turnaround Standards. The team's evidence collection culminates in a final report documenting the team's findings for each

standard within each of the four sections identified in the protocol: Local LEA Progress, LEA Capacity, School Committee Capacity, and Municipal Capacity.

Included is a comprehensive list of the RIDE Turnaround Standards that were used to conduct the review and determine the district's progress.

Key Question 1: Has PPSD made sufficient progress in improving the district?	
Section 1: LEA Progress	
Standard 1.1	LEA Performance Metric Progress

Key Question 2: Is there sufficient local-governance capacity to sustain the progress if the LEA is returned to local control?	
Section 2: LEA Capacity	
Standard 2.1	Leads the Focus on Learning and Achievement
Standard 2.2	Recruits, Supports, and Retains Highly Effective Staff
Standard 2.3	Implements High-Quality Curriculum Materials and Instruction
Standard 2.4	Uses Information for Planning and Accountability
Standard 2.5	Engages Families and the Community
Standard 2.6	Fosters Safe and Supportive Environments for Students and Staff
Standard 2.7	Ensures Equity and Adequacy of Fiscal and Human Resources
Section 3: School Committee Capacity	
Standard 3.1	The School Committee Focuses on Improving Outcomes for Students
Standard 3.2	The School Committee Establishes a Culture of Collaboration
Standard 3.3	The School Committee Fulfills Legal and Fiduciary Responsibilities as Defined in Rhode Island State Law
Section 4: Municipal Capacity	
Standard 4.1	Ensure Fiscal and Legal Compliance
Standard 4.2	Demonstrates Community Leadership

Executive Summary

SchoolWorks was contracted by the Rhode Island Department of Education (RIDE) to complete a Local Education Agency (LEA) review of the Providence Public School District (PPSD). SchoolWorks is an education consulting group that provides a broad continuum of assessment and support services to educators, administrators, institutions, and governing bodies in support of K–12 education improvement and reform. Our mission is to advance all aspects of student learning and well-being by building the capacity of educators and educational institutions.

In 2022, the Rhode Island General Assembly mandated that the Council on Elementary and Secondary Education (Council) promulgate regulations pursuant to R.I. Gen. Laws § 16-7.1-5.1. In February 2024, the Council formally promulgated the statewide regulations 200-RICR-20-05-6 that provide the criteria and a procedure for determining the end of turnaround status for LEAs subject to intervention and support pursuant to R.I. Gen. Laws § 16-7.1-5, and to return control over the operation of such LEAs from the Council back to the local school board or committee.

Prior to the end of any order under R.I. Gen. Laws § 16-7.1-5, 200-RICR-20-05-6 requires the Commissioner to craft a report to be delivered to the Council detailing the Commissioner's recommendation on the continuation or expiration of an LEA's turnaround status.

The report includes an analysis of two key conditions, contextualized in comparison to other LEAs as well as the underlying factors for which an LEA was originally placed in turnaround status:

1) **Progress**: The degree to which an LEA has made sufficient progress towards achieving the academic and other progress measures identified within the LEA's Turnaround Plan; as well as,

2) **Capacity**: Whether the LEA, School Committee, and responsible municipal entity possess the capacity and readiness to sustain the LEA's progress if the LEA were returned to local control.

The review of these two conditions provides a helpful framework to identify clear progress made to date, and also to identify potential areas of support to continue to sustain and accelerate progress going forward. Within each of these conditions, the site visit team has taken into consideration the impact the Covid-19 pandemic has had on each of the identified entities (the LEA, School Committee, municipal entity, and the state department of education).

RIDE developed a statewide framework for this review process that would be applicable to any LEA that comes under state intervention pursuant to R.I. Gen. Laws § 16-7.1-5. The framework, including the process and subsequent standards to be evaluated, were developed in consultation with educational experts, the review of best practices from Massachusetts and other states, and the review of essential LEA functions as identified within Rhode Island's Basic Education Program (BEP). Using the framework and Turnaround Standards provided by RIDE, SchoolWorks developed a comprehensive protocol comprised of the Turnaround Standards to be used throughout the evidence gathering process.

During the LEA review process, the site visit team observed over 30 classrooms across two elementary, two middle, and two high schools. During and prior to the onsite review, the site visit team reviewed over one hundred documents submitted by the state department of education, the local school district, the local municipality and the School Committee. While onsite, the team interviewed approximately 282 stakeholders including but not limited to district-level leadership, school-level leadership, teachers, parents, students, members of the mayor's office, members of the City Council, and the governor's office. The information collected through school site visits, classroom observations, document review, and interviews has been synthesized by the site visit team and compiled into four different sections representing RIDE's turnaround standards.

Section 1: LEA Progress

LEA progress was evaluated based on the metrics identified in the TAP. A review of documentation indicated a shift in data and timelines outlined in the TAP due to the disruption of school during the Covid-19 pandemic. The original baselines in the TAP were established using 2018-19 data, prior to the pandemic. Due to the pandemic, new baselines were developed using data from SY2021-22. In addition to the establishment of new baselines, the deadline to meet TAP goals was extended from the SY2024-25 to SY2026-27 to account for disruptions caused by the pandemic. The results pertain to data from the 2022-23 school year as it was the most current comprehensive data at the time this report was developed.

An extensive document review of existing data indicates that PPSD has made notable progress in addressing each priority challenge. In the area of Engaged Communities, the LEA has increased the number of families who have positive perceptions and interactions with their individual schools, and the number of students who feel a sense of belonging. Regarding Excellence in Learning, the LEA has implemented activities and interventions in an attempt to improve scores on standardized state assessments, and increased the number of multilingual learners (MLLs) in advanced academic courses. In addressing World Class Talent, the LEA has strengthened the presence of teachers in school buildings, increased access to job-embedded professional development (PD) for teachers, improved the quality of school leadership, and increased the percentage of teachers holding and using the English as a Second Language/ Bilingual Dual Language (ESL/BDL) Certification. Lastly, in Efficient District Systems, the LEA has increased funding available for school-based decision making, streamlined the process of working with contractors, and increased access to district resources for school leaders.

While notable progress has been made, the review of documents also indicated areas that need improvement. In the area of Engaged Communities, despite the increase in the number of families who have a positive perception of their individual schools, the number who have a favorable perception of the district has decreased. In Excellence in Learning, although activities and interventions to improve standardized test scores have increased, there is still work to be done to improve the percentage of students meeting and exceeding expectations on all assessments. In the area of World Class Talent, despite efforts that have been put in place through revamped HR systems, fully staffed classrooms, qualified external applicants, and the number of teachers of color are still below the identified TAP goal. Finally, in Efficient District Systems, the number of school leaders who have a favorable perception of the PPSD has decreased.

Section 2: LEA Capacity

The LEA has made progress in a notable areas. All stakeholders reported significant progress in improving the condition of facilities through the building of new schools, completing significant updates to schools, and enacting a long-term maintenance approach to ensure that all students are in a new or like-new building by 2030. The LEA has adopted high-quality instructional materials for English language arts (ELA) and math, ensuring that all students have access to grade level curriculum in these two core content areas. Human resource systems improvements have increased efficiency, transferred more decision-making power to school leaders, increased the number of teachers of color in the candidate pool, and improved district-wide performance in filling hard-to-fill positions. Finally, the shift to student-based budgeting (SBB) has afforded school leaders more flexibility to contextualize staffing models aligned with their programmatic needs.

While some progress has been made, conversations with stakeholders and a thorough review of strategic and programmatic documentation revealed the following themes as areas for future phases of development. The district is in the beginning stages of establishing a clear vison related to high-quality instruction inclusive of culturally responsive practices; while the adoption of high-quality curriculum was a step toward operationalizing the instructional core, the district has not yet set clear expectations for instruction (expectations are being defined and are targeted to be finalized in August 2024). Stakeholders reported that many systems have been built to visualize and track data, and for student learning data to be reviewed for and with teachers; however, teachers

reported that the data improvements have not led to strategic improvements aligned with teacher content knowledge development or targeted instructional strategies. Stakeholders also consistently shared concern about the district's fiscal health and the impact of budget-related teacher layoffs as well as uncertainty about the future of support positions (e.g., coaches and student support positions) on the district's improvement efforts. Concerns regarding a lack of transparency and collaboration between and among the district, teachers, families, and communities emerged from all stakeholder conversations. Of note was the perception of limited opportunity for meaningful engagement for families and community groups and a consistent lack of clarity about who is responsible for decision making at the district level.

Section 3: School Committee Capacity

Given the advisory role of the School Committee throughout the state's governance of PPSD, the School Committee has engaged the public in regular meetings, approved the district's contracts, and engaged with district leaders related to the district's budget. They have improved some operational functions and have participated in presentations tracking the district's progress toward TAP goals. However, School Committee members and other stakeholders cited barriers to the School Committee's readiness to resume governance of PPSD. In particular, the School Committee has not yet been engaged in the development of a governance model to prepare to return the district to local control, and they lacked a shared vision of governance for the district. Similarly, the School Committee has had limited engagement with the Office of the Providence Mayor around a systemic and strategic planning process to improve readiness to return PPSD to local control. School Committee members also reported that the lack of consistent communication with RIDE, PPSD, and city leadership (both the mayor's office and the City Council) has precluded them from building trust and systems of collaboration with these stakeholders. Finally, the School Committee does not consistently act as a single cohesive body.

Section 4: Municipal Capacity

The City of Providence is at the beginning stages of readiness work to resume local control of PPSD. The mayor's office initiated a Return to Local Control Cabinet in November 2023 which is working internally on assessing capacity and preparing for increased operational alignment, with plans to expand this planning group to include external stakeholders at some undetermined point in the future. There is evidence of effective collaboration between some members of the city and district leadership teams that sets a hopeful stage for future collaboration. However, the city acknowledges that there is still more work to do to be ready to resume local control (including increased overall collaboration with the School Committee and PPSD) related to School Committee readiness to resume their governance role, and increasing transparency in financial reporting from PPSD. In addition, the City Council passed an amendment, later approved by Providence voters, to create a hybrid (50% elected, 50% appointed by the mayor) School Committee at the beginning of 2025, which resulted in some discord and concern about ensuring that the School Committee will have the experience to support a complicated return to local control. Finally, some stakeholders expressed concern regarding the City's willingness to commit to fully funding PPSD at the level required by state law; there is both current discord and pending litigation regarding the City's funding requirement, and it is unclear whether the city is fully meeting its stated and/or committed obligations.

Section 1: LEA Performance Progress

The TAP was developed by PPSD in conjunction with the Providence community. The TAP reflects the most common concerns raised through community forums and stakeholder meetings. It is a working document that guides PPSD through transforming and rebuilding an education system that focuses on students, equity, transparency, high expectations, and results. A review of the TAP identified each of the priority challenges (i.e., engaged communities, excellence in learning, world-class talent, and efficient district systems) that guide the vision for success in PPSD. The metrics identified in each priority challenge were developed as measurable goals to determine progress during each year of TAP implementation.

Note: The bolded metrics in the tables below are considered Power Metrics that are referenced in the TAP executive summary. According to the summary, these metrics are considered critical levers of change that represent the minimum progress achieved through implementing TAP during the first phase.

The LEA performance progress, especially areas that indicate future phases of improvement, should be viewed in light of the disruption to student learning and impact on student progress as a result of the Covid-19 pandemic. As previously stated in the executive summary, the original baselines in the TAP were established using SY2018-19 data. Those baselines were revised to include post-pandemic data from SY2021-22. In addition to the establishment of new baselines, the deadline to meet TAP goals was extended to SY2026-27.

Priority Challenge 1: Engaged Communities

Areas of Notable Progress

- PPSD has increased the percentage of students who feel a sense of belonging in schools. Current data indicate a 17 percentage point increase from SY2020-21. The LEA is on-track to meet the 2026-27 TAP goal.

- The percentage of PPSD families responding to the SurveyWorks family survey has increased by 6 percentage points, meeting the 2022-23 target.

- A review of the TAP Metrics data revealed that the number of families with a favorable perception of being involved with their child's school has grown by 11 percentage points since 2021. PPSD recruited parent ambassadors to support parent engagement activities within schools as indicated by the TAP March 2023 Board update. These ambassadors act as a liaison between schools and parents.

Areas of Strength

- PPSD increased the percentage of families who believe they are welcome in their child's school. They have already met and exceeded the SY2026-27 TAP goal.

- All PPSD schools have school improvement teams that meet the state requirements.

- More parents and caregivers were engaged with the district's formal community engagement structures when compared to 2021 data. PPSD has exceeded the 2026-27 TAP goal. PPSD has worked to increase community engagement through initiatives by Parent University (e.g., workshops on individualized education plans [IEPs], mental health, Rhode Island Comprehensive Assessment System [RICAS], MLL assistants, etc.) as indicated in the 2023 March TAP Board update.

- The district identified and supported 74 students facing housing and transportation issues through McKinney/Vento as indicated in the 2023 March TAP Board update.

Areas for Future Phases of Improvement

- The percentage of families with a favorable perception of the district has decreased by 7% when compared to 2021 post-pandemic baseline data.

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2020-21)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of students who feel a sense of belonging at their school	40%	40%	48%	57%	80%	On-Track
Increase the percentage of PPSD families responding to SurveyWorks	20%	32%	38%	38%	80%	On-Track

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2020-21)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of families with a favorable perception of being involved with their child's school*	25%	19%	30%	30%	80%	On-Track
Increase the percentage of PPSD families who believe they are welcome in their child's school	Establish Baseline 2021	79%	79%	81%	80%	TAP Goal Met
Increase the percentage of PPSD families with a favorable perception of the district	Establish Baseline 2021	60%	65%	53%	80%	Not On-Track
Increase the percentage of schools that have a School Improvement team that meets State requirements	Establish Baseline 2022	Establish Baseline 2022	100%	100%	100%	TAP Goal Met
Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	Not Available	Implementing a new system	97%	95%	97%	Not On-Track
Increase the number of parents and caregivers engaged with the district's formal community engagement structures	55	128	175	379	250+	TAP Goal Met

*Note: Metrics in bold represent the Power Metrics referenced in the TAP executive summary.

**Note: *On-Track* = 22-23 Result ≥ 22-23 Target;

Not On-Track = 22-23 Result < 22-23 Target

TAP Goal Met = 22-23 Result ≥ 26-27 TAP Goal

Priority Challenge 2: Excellence in Learning

Areas of Notable Progress

- PPSD has increased the percentage of students meeting and exceeding expectations for the 3rd grade RICAS in mathematics. Current data reveals a 12% increase from 2021 meeting the 2022-23 target. PPSD is on-track to meet the 2026-27 TAP goal. Comparable data analysis indicates that PPSD is only one of two RI urban core traditional LEAs that is exceeding its pre-pandemic RICAS performance on math in grades 3-8. Amongst urban core traditional LEAs, including Newport, West Warwick, and Woonsocket, PPSD had the highest net growth from 2019-2023.

- Comparable analysis of PPSD compared with other LEAs demonstrated that PPSD (a) has the second highest RICAS ELA growth in 2022-23, (b) is the closest to closing the pre-pandemic gap, and (c) is the only urban core LEA that experienced growth in SAT ELA scores from 2019-2023.

- The percentage of 9th graders on-track for post-secondary success has increased by 11 percentage points as indicated in the TAP metrics Historical Data document. PPSD met and exceeded the 2022-23 target.

- PPSD addressed the population of differently-abled students who receive special education services by purchasing high-quality programs (e.g., Lexia, Wilson, etc.) and re-establishing the Special Education Parent Local Advisory Committee, as indicated in the TAP March 2023 Board Update Presentation.

- A review of the TAP Metrics Historical Data document shows that the percentage of PPSD students completing a post-secondary transition plan through their Individualized Learning Plan (ILP) has increased. As a result, PPSD has exceeded the 2022-23 target and is on-track to meet the 2026-27 TAP goal.

- A review of the TAP March 2023 Board Update Presentation demonstrated that the district has implemented initiatives to advance MLLs academically. For example, Professional Learning Communities (PLCs) were facilitated that specifically focused on multilanguage student support, and seats were added to the dual language program.

- The percentage of students who graduate within four years has increased by only 3%, as indicated in the TAP Metrics Historical Data document. This progress is notable as there has been a steady 1-3 % increase each year since 2021. Comparable analysis data documented PPSD as one of the two urban traditional districts that had an increase in graduation rates from 2019-2023.

Areas of Strength

- The number of four-year-olds enrolled in high-quality Pre-K increased by 12 percentage points, as indicated in the TAP Metrics Historical Data document PPSD is on-track to meeting the 2026-27 goal.

- Documentation of the TAP March 2023 Board Update indicated that PPSD has implemented several activities and interventions to improve scores on the standardized state assessments. A few of those endeavors include (a) before- and after-school tutoring programs and Saturday Academies; (b) field trips that extend learning in ELA, math, and science; and (c) Parent RICAS Nights.

- PPSD increased the number of MLLs in advanced academic courses, as documented in the TAP March 2023 Board Presentation and the TAP Metrics Historical Data Report.

Areas for Future Phases of Improvement

- The TAP Metrics Historical data documented the percentage of students enrolled in a 2-star or higher school is 15 percentage points lower than the 2022-23 target. Although data were not available during SY2020-21 to enable a baseline comparison, the difference in percentage points from current data to the 2022-23 target is significant enough to identify this area as an area in need of improvement.

- The percentage of students who are enrolled in a school that is not identified as *Additional Targeted Support and Improvement* (ATSI) for any subpopulation that they are in is 15 percentage points lower than the 2022-23 target, as documented in the TAP Metrics Data. Although data were not available during SY2020-21 to enable a baseline comparison, the difference in percentage from current data to the 2022-23 target is significant enough to identify this area as an area in need of improvement. 2020-21 comparison data is not available, as RIDE did not release report cards nor accountability results that year.

- The TAP Metrics Historical data documented a 7 percentage point increase in the number of students who are present for 90% of the school year, as noted from 2021. PPSD is 39 percentage points short of meeting the 2026-27 TAP goal. According to the comparable analysis data, chronic absenteeism is an issue across most RI urban core LEAs.

- A review of the Rhode Island Public Access Assessment Data Portal indicated the following:

- The percentage of students meeting and exceeding the expectations on the ELA RICAS in both 3rd and 8th grades is beneath the 2022-23 targets.

- 8th grade math RICAS data indicated a slight increase in students meeting and exceeding expectations; the 2022-23 targets are not met.

- The percentage of 11th-grade students meeting and exceeding math and ELA SAT goals remained the same or slightly decreased, respectively, when compared to 2021 baseline data. PPSD, however, has closed the gap to pre-pandemic levels more than any other traditional urban core LEA, as evidenced by comparable analysis documentation review.

- The percentage of students meeting and exceeding expectations on the math and ELA Dynamic Learning Maps (DLM) decreased. The percentage of students meeting their annual MLL targets on the ACCESS assessment is 8 percentage points lower than the 2022-23 target, as documented in the TAP Metrics Data document. Although data were not available during SY2020-21 to enable a baseline comparison, the difference in percentage from current data to the 2026-27 TAP goal is significant enough to identify this area as an area in need of improvement.

- A 5 percentage point decrease is noted in the number of students who receive the Commissioner's Seal, as indicated by the TAP Metrics Historical Data document.

- A review of the TAP Metrics Historical Data documented the percentage of students who graduate with college credit, AP credit, or a Career and Technical Education (CTE) credential has increased, but the 2022-23 targets were not met.

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2020-21)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of PPSD students enrolled in a 2-star or higher school*	**52%**	RIDE Report Cards Not Released	64%	49%	100%	Not On-Track
Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	52%	RIDE Report Cards Not Released	70%	55%	100%	Not On-Track
Increase the number of four-year-olds enrolled in high-quality Pre-K	<1%	5%	12%	17%	20%	On-Track
Increase the percentage of students who are present 90% of the school year	**62%**	44%	50%	51%	90%	On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade math RICAS	**17%**	9%	15%	21%	55%	On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	**26%**	19%	26%	19%	68%	Not On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade math RICAS	**7%**	≤5%	10%	6%	50%	Not On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	**15%**	12%	20%	15%	63%	Not On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the math SAT (grade 11)	**15%**	13%	18%	13%	54%	Not On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	**26%**	30%	35%	28%	67%	Not On-Track

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2020-21)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of students Meeting and Exceeding Expectations on the math DLM (all grades)	5%	19%	12%	15%	49%	On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15%	16%	20%	12%	63%	Not On-Track
Increase the percentage of students Meeting and Exceeding Expectations on the Next Generation Science Assessment (NGSA) (grades 5, 8, 11)	Establish Baseline 2022	Establish Baseline 2022	17%	12%	70%	Not On-Track
Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	**37%**	No Data Available	36%	28%	67%	Not On-Track
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	6%	20%	15%	30%	Not On-Track
Increase the percentage of PPSD students who receive a Commissioner's Seal	24%	20%	28%	15%	69%	Not On-Track
Increase the number of students served by bilingual programs in PPSD	1095	1,464	1,932	1,792	2,190	Not On-Track
Increase the percentage of PPSD students who graduate with college credit, AP credit, or a CTE credential	**34%**	33%	40%	35%	69%	Not On-Track
Increase the percentage of PPSD students who are accessing their ILPs a minimum of two times per year	Establish Baseline 2021	72%	79%	80%	90%	On-Track
Increase the percentage of 9th graders who are on track for post-secondary success	**48%**	39%	44%	50%	69%	On-Track

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2020-21)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of PPSD students who are completing a post-secondary transition plan through their ILP	Establish Baseline 2021	60%	71%	82%	94%	On-Track
Increase the percentage of PPSD students who graduate within four years	**73%**	75%	79%	78%	89%	Not On-Track

*Note: Metrics in bold represent the Power Metrics referenced in the TAP executive summary.

**Note: *On-Track* = 22-23 Result ≥ 22-23 Target

Not On-Track = 22-23 Result < 22-23 Target

TAP Goal Met = 22-23 Result ≥ 26-27 TAP Goal

Priority Challenge 3: World Class Talent

Areas of Notable Progress

- PPSD has increased the number of teachers holding and using the ESL/BDL certification by 13 percentage points. PPSD is on-track to meet the TAP goal and has exceeded the 2022-23 target.

- According to the 2024 *Staffing Schools in Providence Brief: Tracking Key Metrics,* developed by the Annenberg Institute for School Reform at Brown University, PPSD has seen twice as many applicants in 2023-24 as in 2019-20. Additionally, the applicant pool is more diverse than ever before. More than one third of applicants are teachers of color.

- PPSD, in partnership with the Rhode Island Foundation, offered up to $25,000 in loan forgiveness for a new cohort of educators of color, as documented in the TAP March 2023 Board Update Presentation.

Areas of Strength

- The TAP Metrics Historical Data documented that PPSD has met or exceeded the 2022-23 annual goals by increasing the percentage of:
    - Teachers who are present 90% of the school year
    - Teachers who have access to job-embedded PD
      Principals who demonstrate turnaround school competencies
    - One- and two-star schools led by highly effective turnaround principals

- PPSD conducted sessions to help school leaders strengthen employee supervision and attendance, as indicated in the March 2023 Board Update.

- A review of the Grow Your Own Teachers email communications revealed that the Teacher Apprenticeship Program is set to begin in local colleges in Fall of 2024. This program is a district-sponsored teacher preparation pathway to address critical vacancies and increase teacher diversity. It provides a free pathway to teacher certification for existing PPSD teacher assistants.

Areas for Future Phases of Improvement:

- A 4 percentage point decrease is noted in the percentage of fully-staffed classrooms at the beginning of the year, as indicated in TAP Metrics Historical Data. It is important to note that the Annenberg Institute's report indicated similar staffing challenges across the nation as a result of the pandemic.

- A review of the TAP Metrics Historical Data document indicated that the number of qualified external applicants per position decreased by one when compared to 2021 baseline levels.

- The median time from when a teaching position is posted until an offer is extended remained the same (26 days) when compared to 2021 baseline data, as indicated in the TAP Metrics Historical Data document.

- Despite the increase in applicants of teachers of color, as indicated in Annenberg Institute's 2024 *Staffing Schools in Providence Brief: Tracking Key Metrics*, the percentage of educators of color decreased from baseline by 1%, as indicated in the TAP Metrics Historical Data document.

Metric	Pre-Intervention Pandemic Baseline (2018-19)	Post-Pandemic Baseline (2021-22)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of fully staffed classrooms at the beginning of the year	95%	98%	96%	94%	98%	Not On-Track
Increase the number of qualified external applicants per PPSD posted position	1.82	2	2.5	1	3	Not On-Track
Decrease the median time from when a teaching position is posted until an offer is extended	31 days	26 days	24 days	26 days	21 days	Not On-Track
Increase the percentage of teachers who are present 90% of the school year*	**66%**	63%	75%	87%	95%	On-Track
Increase the percentage of teachers who have access to job-embedded PD	Establish Baseline 2020	100%	100%	100%	100%	TAP Goal Met
Increase the percentage of educators of color in the total educator workforce	**20%**	22%	24%	21%	33%	Not On-Track
Increase the percentage of teachers holding and using the ESL/BDL certification	17%	23%	30%	36%	52%	On-Track
Increase the substitute fill rate	50%	Not Measured	55%	63%	75%	On-Track
Increase the percentage of principals who demonstrate turnaround school competencies	Establish Baseline 2022	Establish Baseline 2022	40%	94%	75%	TAP Goal Met
Increase the percentage of one-and-two-star schools led by highly effective turnaround principals	Establish Baseline 2022	Establish Baseline 2022	40%	100%	100%	TAP Goal Met

*Note: Metrics in bold represent the Power Metrics referenced in the TAP executive summary.

**Note: *On-Track* = 22-23 Result ≥ 22-23 Target

　　　　Not On-Track = 22-23 Result < 22-23 Target

　　　　TAP Goal Met = 22-23 Result ≥ 26-27 TAP Goal

Priority Challenge 4: Efficient District Systems

Areas of Notable Progress

- As noted above, the percentage of funding available for school-based decision making increased. The current data met the 2022-23 target.

Areas of Strength

- School leaders have access to the School Leader Hub. A review of the Hub demonstrated that district resources for school leaders increased in the areas of communication, family/community engagement, finance, human resources, operations, wellness, instruction, MLLs, leadership support, policies, grading, professional development, and data.

Areas for Future Phases of Improvement

- School leaders responded less favorably to questions about the PPSD central office when compared to the baseline year. In 2021, 59% of school leaders responded favorably to questions about PPSD's central office, and in 2023-24 that percentage decreased to 43%.

Metric	Pre-Intervention Pandemic Baseline (2019-20)	Post-Pandemic Baseline (2021-22)	2022-23 Target	2022-23 Results	TAP 2026-27 Goal	Progress Status**
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	72%	59%	65%	43%	80%	Not On-Track
Increase the percentage of funding available for school-based decision making (out of Local/Title 1 funds)	3.75%	11%	12%	12%	13.75%	On-Track
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	96	50	56	49	56	TAP Goal Met

**Note: *On-Track* = 22-23 Result ≥ 22-23 Target

Not On-Track = 22-23 Result < 22-23 Target

TAP Goal Met = 22-23 Result ≥ 26-27 TAP Goal

Section 2: LEA Capacity

Standard 2.1: Leads the Focus on Learning and Achievement

Finding Statement: The LEA provides some onsite direction that guides site-based leadership. However, the LEA does not yet consistently identify expectations and accountability for implementation of proven practices and has only addressed some barriers to implementation of identified educational goals.

Areas of Notable Progress

- With support from RIDE, the district is beginning to build a data culture. District leaders, school leaders, and teachers often cited the district's data-focused approach to improving student attendance, FAFSA completion rates, and credit recovery as areas of improvement driven by data use. District leaders, external partners, and teachers also cited the school team's embedded data analysis work that has started in the 2023-24 school year, with the support of external partners, building on a pilot from the previous school year as an area of progress.

- Teachers district-wide reported having access to high-quality, standards-aligned curriculum in ELA and math in SY2023-24 (district-wide curriculum pilots began in SY2021-22). District leaders and teachers also reported that the district offers specific guidance regarding scope and sequence, pacing, and the use of curriculum-based assessments. A review of ELA and math scope and sequences illustrates that there are explicit expectations through pacing calendars. District leaders also reported that they now have improved access to data related to student learning from which to continue improving teaching and learning.

Areas of Strength

- School leaders and teachers consistently named priority district level goals and shared that they developed a Comprehensive School Improvement Plan (CSIP) aligned with district goals. For example, some school leaders reported that they set a school-based goal for extracurricular programming for students aligned with the district's goal of increasing out of school opportunities for students. School leaders and teachers also reported that their primary and most consistent channel for communication with the district about goals is their Transformation Officer (TO), through their direct supervision of the school principal. School leaders reported that they received support from their TO and other district leaders to complete their CSIP.

- District leaders shared examples of how barriers to education have been addressed using data and systems-building. One example shared from both district and school leaders is the work related to student attendance as a barrier to improving student outcomes. District leaders described the addition of a director of student attendance position created in July 2023. The targeted use of data has shown a decrease in chronic absenteeism, to 36.6% in 2023-24 school year, a decrease of 13% from the year before. District leaders reported similar data tracking systems, built with an external partner, District Management Group (DMG) and strategic partnership building with families, community partners, and universities with respect to FAFSA and credit recovery in order to address barriers to graduation and access to post-secondary opportunities.

- District leaders reported that they have developed instructional guidance and aligned professional learning and coaching to support teachers in meeting the needs of students who are MLLs. Teachers

noted that this was an area of effective support from the district. District leaders stated that the aligned guidance and support to teachers has resulted in increased achievement of MLLs on the ACCESS test.

Areas for Future Phases of Improvement

- School leaders and teachers reported that there is a lack of transparency about how district-level decisions are made. For example, school leaders and teachers reported that they received guidance about curriculum implementation but were not widely engaged in decisions about curriculum adoption. Similarly, parents and community organizations reported that they are inconsistently engaged by the district for input into district goals and strategic planning. School committee members also stated that they are not consistently engaged by the Superintendent or senior leaders from PPSD regarding programmatic changes, nor are they engaged in an advisory capacity regarding analysis of student outcomes.

- District leaders, school leaders, and teachers reported that staff turnover has created uncertainty in the district. Teachers reported that district leadership turnover, especially in the Teaching and Learning department, has resulted in inconsistent efforts and system building. District leaders also acknowledged the impact of district leader turnover on clearly defining a district-wide approach to instruction.

- The work of the district's Equity Office is not yet influencing work at the school level. A review of executive meeting agendas and district strategy plans illustrates a defined strategy for rebuilding the district's Equity Office. District leaders shared that the new Equity Office has been supporting district departments by applying an equity lens to initiatives such as the revision of the Student Code of Conduct (SCC), the initiation of a Student Leadership Academy, and the development of human resources strategies to increase the number of teachers of color. However, the school staff indicated that, while the work of the Equity Office has become embedded at the district level, it is not yet an influence on work at the school level and has not yet begun to address barriers to implementation of the district's identified education goals. Additionally, school leaders and teachers reported that an Equity Advisory Board was initiated and later discontinued.

Standard 2.2: Recruits, Supports, and Retains Highly Effective Staff

Finding Statement: The LEA has developed some new systems to support the recruitment, identification, mentorship, support, and retention of effective staff. However, the LEA has not yet built the capacity of staff to meet organizational expectations, and they are in the beginning stages of providing job-embedded PD based on student need.

Areas of Notable Progress

- District leaders shared that at the outset of the state intervention of PPSD, a review of recruitment, talent development, and staffing processes, in addition to the TAP goals, created a direction for improvement of district human capital practices. For example, district leaders described improvements in the hiring process. Specifically, they noted the improved efficiency in staffing through the reduction of the time when a candidate is identified for hire until they are staffed in a position. District and school leaders stated that changes in labor contracts beginning with the 2020 collective bargaining agreement (CBA) and continuing with the 2023 CBA with the Providence Teachers Union (PTU) have also empowered school leaders with increased decision-making authority as the hiring manager for their schools. School leaders also noted that these process improvements have been impactful in allowing them to staff teaching positions at their schools with qualified teachers.

- District leaders reported, and a review of human capital and talent strategy and progress toward TAP goals confirms, the implementation of talent acquisition strategies in hard-to-staff areas. District leaders shared examples of approaches to recruit a diverse pipeline of teachers in hard-to-staff areas including the Grow Your Own Teachers Program (a program in which district and school non-teaching staff obtain teacher certification), recruitment partnerships with local universities, early hiring, and signing bonuses to secure top talent, as well as international talent partnerships.

- District leaders and teachers shared that the New Teacher Ambassador Program provides job-embedded mentoring from experienced teachers to all first-year teachers new to the profession and to the district. As of 2023, a Human Capital briefing to the Commissioner shows that there are 53 New Teacher Ambassadors in PPSD schools. District leaders also reported that in addition to mentoring at the school site, new teachers also have five days of district-led induction professional learning before the school year starts. Teachers reported that the mentoring has been effective in ensuring that new teachers feel supported.

Areas of Strength

- District leaders reported that the early hiring and signing bonus program has been effective in building a systemic approach to hiring a more diverse teacher pool. District leaders also reported that the launch of the Teach PVD website and the ability to share specific programs targeted for teachers of color, including the Educator of Color Loan Forgiveness Program; a partnership with Latinos for Education providing professional learning to Latinx teachers; and monthly Empower Meetups for teachers of color to form a supportive community, have also helped to recruit teachers of color. Finally, district leaders reported that partnerships with local universities and brand building work marketing PPSD's teacher supports have contributed to recruitment of more teachers of color. A review of staffing data confirms that the percentage of new teachers of color has remained flat (22% in SY2021-22; 21% in SY2023-24). The overall percentage of teachers in color in the district has increased from 19.8% in SY2019-20 to 21% in SY23-24. While the increase in the percentage of teachers of color is modest, district leaders are encouraged that the systemic work of recruitment of teachers of color is resulting in a higher number of applicants of color year over year (22.5% in SY2019-20; 36.2% in SY2023-24).

- District leaders and school leaders reported that the implementation of SBB has afforded school leadership teams more autonomy in the hiring process. School leaders reported that they have had the opportunity to differentiate staffing models that are contextualized and aligned with programmatic foci and student learning needs at their individual schools. For example, a school focused on visual and performing arts programming used district funding for a Director of the Arts position.

- A review of the teacher evaluation process for educators indicates that it aligns with the Rhode Island Professional Teaching Standards. A review of sample teacher evaluations also illustrates that the evaluation process affords the opportunity for teachers to set differentiated professional growth goals. Furthermore, a review of feedback from school leaders indicates that the district has engaged school leaders to better understand the impact of the teacher evaluation process on teacher development at their schools.

- District leaders and teachers reported that the number of teachers who are certified in ESOL has increased from 17.5% in SY2018-19 to 35.5% in SY2023-24. District leaders reported and a review of a PPSD briefing for RIDE confirms that the district has offered reimbursement for three cohorts of teachers (392 total teachers) to become ESOL certified, and that a fourth cohort who started in March 2023 will result in another 136 teachers becoming ESOL certified (35.5% of teachers in PPSD) They also reported that it is mandatory for all teachers to become certified in ESL, so this number will continue to increase to serve the district's more than 8,000 students (approximately 40% of the district) who are MLLs.

Areas for Future Phases of Improvement

- School leaders and teachers reported that vacancies in hard-to-staff areas such as mathematics, special education, and MLL support have had a negative impact on improving student outcomes. District leaders reported the need to continue with the strategies they have developed to recruit teachers in hard-to-staff areas. A review of staffing data indicates that there are two or fewer applicants per position posted in these areas during the SY2023-24 hiring season and that the percentage of fully-staffed classrooms at the beginning of the school year was 98% in SY2020-21 and 93% in SY2023-24.

- While the district has made some improvement in recruitment and hiring of teachers of color, district leaders and teachers reported that the newest teachers are impacted when there are layoffs based on budgeting. For example, the district shared data indicating that the subject area certification of fifty-two teachers who were laid off at the end of SY2023-24 based on budget aligned with the number of teachers in areas of programmatic need. District leaders and teachers shared that given the contractual mandate of reductions in workforce being based on seniority, some of the progress in hiring teachers of color will be lost by the recent round of budget-induced layoffs. District leaders and city leadership identified seniority-based layoffs as an area to discuss during future collective bargaining with the PTU.

- Teachers, parents, and community members reported the belief that teacher turnover has been caused by a lack of trust in the district and the turnaround process. They further stated that frequent changes in district leaders, initiatives, and budget challenges have contributed to teacher turnover. Teachers reported that their peers who have left the district have frequently transitioned to other local school systems because of the above-cited reasons. While human capital reports indicate that 100% of departing teachers are offered an exit interview or survey, in SY2022-23, only 8% of resigning teachers agreed to complete an exit interview or survey. The same report indicates that the district is seeking an external partner to explore a better response rate to exit interviews and for partnership on retention strategies more generally.

- District leaders reported that they have limited time for job-embedded professional learning. District leaders reported that the PTU contract limits the amount of common planning time (to 90 minutes every other week) and job-embedded professional learning that can be directed either by the district or principal. Teachers confirmed that they have 90 minutes of professional learning every other week at the school. Teachers also reported that the professional learning and coaching supports from the district, apart from the new teacher mentoring program, have not been consistent, targeted, or appropriately differentiated.

Areas of Notable Progress

- District leaders reported that by SY2023-24 all schools have fully adopted high-quality instructional materials, as rated by Ed Reports, district-wide in ELA and math, with implementation training in all grade levels. District leaders further reported that adopting a new curriculum aligned with college and career standards is a foundational step in their longer-term approach to defining rigorous instruction and learning at each grade level. The district is tracking curriculum implementation through end of unit assessments. District leaders and teachers reported implementation with fidelity, confirmed by review of the unit assessments for each classroom and shared examples of adjustments in support based on teacher feedback about resources. For example, district leaders and teachers reported that teachers were frustrated with the implementation of one of the ELA curricular resources and reported this to school and district leaders. As a result, the district Teaching and Learning team hired PPSD teachers in the summer to create slide decks for teachers to use with students to support teacher planning and implementation.

- District leaders reported they have been working on a vision of high-quality instruction, indicating they are working with The New Teacher Project (TNTP) as a key partner guiding them through learning walks in preparation for doing future work on the instructional core. District leadership acknowledged that the work to align the instructional core is beginning and they will unveil a vision of excellent instruction beginning in SY2024-25.

Areas of Strength

- District leaders, school leaders, and teachers are aligned on a positive perception of the power of adopting common, high-quality instructional materials, and the potential impact on student learning. All stakeholders agree that curriculum adoptions are an important foundational step in aligning instruction and developing teacher practice to improve student outcomes.

- District leaders and teachers reported that ELA and math content coaching was provided by the district to teachers to support the implementation of the new curriculum during SY2023-24. School leaders and teachers reported that coaching was a useful support and that it helped teachers maximize standardized curricular resources. Additionally, RIDE noted that, in addition to coaching for teachers, Elementary and Secondary School Emergency Relief (ESSER) funds were used to add an additional hour per week of principal-directed PD for teachers.

- District leaders reported that they have engaged community and university partners to address the TAP goal of students graduating with a CTE credential. As a result of this work, district leaders reported, and program data illustrates, that CTE program completion rates have increased by 39% in the district. A review of completion rates for students entering CTE programs across the district indicates that completion rates have grown from 3% in 2019 to 42% in 2024.

- District leaders, school leaders, and teacher leaders reported that the systemic efforts to support teachers to meet the needs of students who are MLLs have been impactful. District leaders reported, and review of department updates confirms that the Office of Multilingual Learners has provided guidance to teachers on instructional strategies, scheduling, and accommodations for MLL students. Teachers shared that they were also provided with ongoing PD and coaching support related to MLL students. District leaders

reported that this systemic effort was the key driver of student improvement on the ACCESS test. At the time of this report, ACCESS data for the SY2023-24 school year was embargoed.

Areas for Future Phases of Improvement

- While district leaders, school leaders, and teachers consistently reported that implementation training was provided for the newly adopted core curricula in ELA and math, there has not yet been clear and consistent communication about the district's plans for continued professional learning, instructional strategies, or the instructional core. Teachers reported concern over a lack of continued coaching support from the district in core content subjects and the need for high-quality curriculum support in content areas other than ELA and math. District leaders reported that while the common curriculum and assessments have given them a window into compliance with scope and sequence, they need a common instructional framework to adequately assess the quality of instruction. They also indicated that the development of an instructional vision that connects to curriculum by defining the instructional core is the next priority focus of the Chief Academic Officer's team. PPSD leaders reported that a draft of the instructional vision is being shared with stakeholders for feedback at the time of this report and that an instructional vision is targeted to be shared with the district in August 2024.

- A review of the district's Office of Equity and Belonging's Culturally Responsive Teaching Hub showed that the district is beginning to collect resources related to culturally responsive teaching (CRT) practices and a review of PPSD's website shows that the district has a CRT framework that was developed in 2019 and revised in 2020; however, school visit teams did not observe the current implementation of resources or the framework. Teachers shared anecdotes about the quality of the adopted curricular resources and expectations about district implementation, but did not mention CRT practices, resources, or expectations.

- District leaders reported that they have adopted Mastery Connect to collect assessment data including curriculum-based assessments (CBAs) and exit tickets. They reported that teacher teams meet frequently with the DMG to review student data. However, while teachers reported that they are required to frequently assess students and upload student assessment data, there are still not ample relevant supports aligned with student data analysis, such as consistent coaching and learning about high-leverage instructional practices, to meet the needs of all students.

Standard 2.4: Uses Information for Planning and Accountability

Finding Statement: The LEA is beginning to develop and implement proficiency-based comprehensive assessment systems. The LEA is also beginning to distribute the results of measured school progress and student performance and beginning to develop responsive information systems.

Areas of Notable Progress

- District leaders reported the development of new data dashboards, including Microsoft Power BI, which includes student assessments, attendance data, behavior referrals, counseling, communication with families, and CTE information. They further reported that the dashboards are accessible to district leaders, external data support partners, and school leaders. School leaders and teachers reported that the data from dashboards are beginning to be used to identify interventions at the school level.

- School leaders reported that they regularly leverage data to make decisions. On the school leaders survey, 60% of school leaders reported that they review dashboard data or Skyward (PPSD's student information management system) data daily, and 90% reported that they review these data sources at least once a week. School leaders reported that they are using data to analyze student progress and to inform interventions related to academic and non-academic supports (e.g. attendance).

Areas of Strength

- District leaders, school leaders, and teachers reported that the district has offered trainings to schools on assessment, including collecting formative and interim data to assess progress toward student performance on RICAS and SATs. A review of screenshots of the Power BI data dashboards and data analysis shows a data collection approach that includes examples such as curriculum-based assessments, exit tickets, i-Ready, attendance, and behavior referrals.

- Teachers consistently reported having common planning time protected for reviewing data. Teachers also reported that they value data and use it independently to make decisions regarding instructionally focused small group instruction for students. Teachers shared the district goals for student outcome improvement and could talk about alignment with school goals. School leaders reported that at their monthly meetings, there is at least one task that involves looking at student data.

Areas for Future Phases of Improvement

- Teachers indicated that while they are entering curriculum-based and formative assessment data into Mastery Connect, they do not believe that the data is being leveraged to improve instruction. Teachers further reported that the data they upload is not being meaningfully connected to their data meetings. Teachers shared that given the expectations of pacing and assessments, they do not have enough time to adjust instruction based on their own analysis of the data.

- Teachers reported that the primary data work across schools is being led by an external partner who meets weekly with teacher teams. Teachers consistently reported that the data reports created from data in Mastery Connect and provided to teacher teams by the external partner are often outdated and irrelevant, and that the approach is focused on analysis without suggestions about relevant strategies to improve teacher content knowledge, instructional practice, or student learning.

Standard 2.5: Engages Families and the Community

Finding Statement: While the LEA is beginning to implement effective family and community communication systems, it is not yet engaging families and the community to promote positive student achievement and behavior. Additionally, the LEA is beginning to provide some adult and alternative learning opportunities that are somewhat integrated with community needs.

Areas of Notable Progress

- District leaders stated that the Division of Family and Community Engagement (FACE) has developed a plan to engage families aligned with TAP goals, including a primary goal of increasing the percentage of families with a favorable perception of being involved in their child's school. District leaders also reported, and a review of the FACE strategy confirms that some of the key levers for improving family and community involvement in children's schools are parent learning supports through Parent University programming; engaging the community through district-wide advisory councils including students, parents, and community members; implementing responsive communication systems like Rapid Response and Let's Talk; and informational community sessions about special topics.

- District leaders and teachers reported that they invested in two language translation services to ensure that teachers and district staff can communicate with parents and families in the 40 native languages spoken among families. Teachers, staff and parents reported having access to both systems, Lion Bridge for phone translation, and Effective for in-person translation.

- Parents reported that they receive updates throughout the school year on students' academic progress through parent-teacher conferences, quarterly report cards, and quarterly progress reports. Additionally, parents reported that they receive communication from schools in response to non-academic areas including behavior and attendance. Parents also reported that communication and in-person events are translated so they can participate in their home language.

Areas of Strength

- District leaders reported that they developed a comprehensive policy and implementation plan for student attendance resulting in a significant decrease in chronic absenteeism from 49% in SY2022-23 to 35% in SY2023-24 (at the time of the site visit) and reduced chronic absenteeism in 100% of schools. District leaders further explained, and review of the PPSD Policy and Procedures Manual confirms that the district shared explicit expectations for strategic work at each school as guided by the PPSD attendance policy, the Multi-Tiered System of Support (MTSS) policy, and the district's Student Code of Conduct (SCC). District leaders shared that Student Support Teams (SSTs) at schools use attendance data to implement school-wide incentives for attendance, conduct targeted early outreach to families, monitor and track attendance data daily, and engage students and families to improve attendance and decrease chronic absenteeism in schools.

- District leaders reported an increased percentage of families with a favorable perception of being involved with their child's school, from 21% in SY2021-22 to 30% in SY2022-23, a growth of 9% in one year on the SurveyWorks survey which is implemented yearly and used by the district to monitor stakeholder experiences and perceptions of the district. District leaders also reported that SurveyWorks data indicated a 1% increase, from 52% to 53%, in the perception of PPSD central office and an increase of 9% from 34% to 43% in feeling safe in the school from SY2021-22 school year. At the time of the district review, data from the SurveyWorks 2024 administration was embargoed.

Areas for Future Phases of Improvement

- Parents reported a lack of cohesion among the communication tools used by individual schools and the district, which has hindered increased parent engagement. For example, school leaders and teachers reported that Canvas is an effective way to communicate with the school about academic progress, but many parents do not access the system. Parents also reported that it is difficult to understand which data sources and platforms to access for specific information. Parents and teachers consistently reported that a texting platform that was the most effective format of communication between schools and families was discontinued.

- Parents and community members reported that while district communication efforts have improved, there is room for improving consistency and better supporting inclusive partnerships with parents and families. For example, many parents reported being invited to give feedback by their school leaders but not the district. Some parents also reported that if one is in a parent leader role, such as on the Parent Advisory Council (PAC) or District-wide Advisory Council (DWAC), they have access to more information about systemic initiatives and plans than the average parent not in a leader role. Some school leaders reported collaborating with Parents Leading Equity for Education (PLEE) or working with a Community Action Board (CAB) in redesign schools, but that participation in an advisory capacity is inconsistent.

Standard 2.6: Fosters Safe and Supportive Environments for Students and Staff

Finding Statement: While the LEA has a plan that is beginning to address the physical, social, and emotional needs of all students, this work has not yet resulted in the perception of entirely safe school facilities and learning environments for all students and staff. However, students have at least one adult accountable for their learning.

Areas of Notable Progress

- In 2019, school facilities were described in the Johns Hopkins University Report to be in deplorable condition. District leaders across teams consistently described a revamped capital building plan, in cooperation with the City of Providence, that will result in every student attending a new or like-new building by 2030. District leaders shared, and a review of contracts confirms, that there are new data systems to track and analyze ongoing maintenance and facility challenges as part of the district's efforts to preventatively address challenges before they are compounded into significant, expensive repairs and/or replacements. Additionally, district leaders reported that the district has replaced the primary maintenance and custodial service vendor with a new, performance-based contract, to ensure that there is more clarity about cleanliness and maintenance, and a more responsive approach to the day-to-day needs of school staff, community partners, and students. Every stakeholder group interviewed noted significant progress in improving the quality of facilities for students and staff.

- District leaders, school leaders and teachers reported that the district has initiated a system-wide approach to MTSS for students beginning in SY2021-22. District leaders reported, and a review of presentations from the district's SST indicated that a district-wide leadership team has been formed inclusive of leaders from teaching and learning, safety, wellness, and other departments. Presentations indicate that the district piloted an approach to MTSS before expanding to district implementation and received input from a teacher advisory council, a group of school-based teams of leaders and teachers, and the FACE team, and held community engagement meetings to share information about the MTSS strategy.

- District leaders reported that they updated the SCC in SY2023-24 to better align with the social-emotional wellness of students. A review of the redesigned SCC shows that the principles and beliefs are focused on wellness, belonging, inclusivity, and safety. The SCC is also grounded in the district's work with MTSS and restorative practices.

Areas of Strength

- School leaders, teachers and staff reported that school-based SSTs, which may include culture coordinators, counselors, social workers, school leaders, teachers, support staff, and behavior interventionists (staffing varies among schools), have made an impact on teachers and students feeling supported, and in some cases reducing behavior issues. A review of district orientation agendas confirms that the district provided guidance to SSTs on composition of teams, training, and procedures for effective SSTs. Additionally, students reported that they have a trusted adult in the school they can rely on if they are experiencing challenges.

- District leaders reported, and review of safety team documents confirm, that the district contracted with a consultant to conduct district walk throughs and a safety audit and analysis. A review of the executive summary of the audit identified district trends to be addressed in existing and new buildings. Some examples of trends noted in the report are better lighting in outside vestibules, installation of intruder locks on interior doors, and identification lanyards for staff in all school buildings. District leaders also reported that they hired a safety facilities consultant with extensive K–12 experience to include state-of-

the-art safety measures in new buildings. Teachers and students reported that the district safety measures at schools, such as regular safety drills and district two-way radios, make them feel safer.

Areas for Future Phases of Improvement

- While facilities have improved, and the revised SCC is focused on student wellness and safety practices, and there was an increase in the SurveyWorks data on student perception of safety (mentioned above) teachers, school staff, and students reported in focus groups that they do not feel safe at school. Teachers reported a lack of transparency around consequences for student behavior and application of the SCC. Teachers also reported that there is not clear district communication or procedures for students who display serious and persistent behaviors and for whom school-based interventions are not successful.

- School leaders and teachers reported that, given the positive impact of student support staff positions, they are concerned about budget cuts that are impacted by the continuity of staffing those positions. District leaders reported that budget cuts have been initiated in response to the ESSER funding cliff, declining enrollment in PPSD, and an ongoing dispute with the City of Providence regarding the amount owed to PPSD pursuant to The Crowley Act. School leaders and teachers reported that they have not received updates from the district regarding future student support efforts and resources.

Standard 2.7: Ensures Equity and Adequacy of Fiscal and Human Resources

Finding Statement: The LEA identifies resources to meet student needs but does not provide requisite resources to fully meet those needs. The LEA is beginning to allocate fiscal and human resources based on student need by implementing systems to overcome barriers to effective resource allocation at the school level.

Areas of Notable Progress

- District leaders reported the development of human capital and talent systems, many of which are cited above in this report. District leaders shared examples of how they have employed strategies to recruit and hire teachers with qualifications and credentials in priority areas such as math and support of MLLs and students with IEPs. Additionally, leaders shared examples of how teachers with these credentials were prioritized, when possible, when determining layoffs.

- The district review team also reviewed a library of standardized job descriptions and competencies. District leaders shared that this library was developed with TNTP to ensure that job postings and hiring processes are competency-based and align with the district's academic needs. District leaders also reported that the standardization of job descriptions and competencies has helped with candidate recruitment in that a candidate can apply to multiple jobs through the application portal. District leaders further noted that competency alignment has helped codify teacher positions' expectations to specific academic needs of the district.

- District leaders reported, and budget documents confirm, the submission of a balanced budget to the School Committee. A review of the budget shows that it is aligned with district priorities and with turnaround goals. For example, the FY25 budget presented at the May 2024 School Committee meeting includes investments in translation and interpretation families to meet the TAP goal of increasing family engagement and tuition reimbursements for teachers to become ESOL certified for MLL support.

Areas of Strength

- As noted earlier in this report, district leaders shared a comprehensive plan for long-range facilities planning, including new buildings and significant enhancements focused on targeted academics (e.g., new theaters for arts programs and science labs) and a plan to secure funding via a revolving capital fund. The facilities plan, coupled with a new preventative maintenance plan, is providing direction for the district's goal of every student attending a new or like-new building by 2030.

- The implementation of SBB was cited by district and school leaders as a significant lever for contextualization of resources at the school level. School leaders shared that they received support from district leaders and district office teams to align their budgets with the schools' academic focus and programming.

Areas for Future Phases of Improvement

- Teachers reported that the communication about the district budget has not been strong, specifically to teachers. Some teachers reported that they hear about budget impacts from the media before the district communicates directly to them. As a result, some teachers perceive a lack of transparency in communications results in insecurity about the district's budget, which in turn creates fear about job security and losing valuable colleagues. Additionally, teachers and school staff cited the district's use of funds to hire external consultants as partners is confusing to them, considering the resulting impact on the budget, particularly in light of declining student enrollment within the district, the dispute with the City of Providence over funding owed to PPSD per the Crowley Act, and the culmination of federal ESSER funding.

- The School Committee members reported that they do not receive budget reports and financial information with enough time to review and internalize the information, to provide input, or ask questions regarding the alignment of budgets to strategic priorities and student needs. City leaders similarly reported that it is a challenge to get financial reporting from the district office in a timely manner to adhere to deadlines (e.g., tax and audit submissions).

Standard 3.1: The School Committee Focuses on Improving Outcomes for Students[1]
Finding Statement: The School Committee has a limited focus on improving outcomes for students.

Areas of Notable Progress

- The School Committee members have demonstrated willingness and openness to engage families and the community at public School Committee meetings about student progress and experiences at schools. School Committee members consistently reported that their roles were focused on engaging with the public (families and community members) and acting as a forum for public engagement with the work of PPSD. Examples of this were reviewed in School Committee agendas for full School Committee meetings and committee meetings, illustrating the consistency of opportunity for public comment. Some School Committee members also stated that families and community members reach out to them for support to resolve challenges they are experiencing in district schools.

- The School Committee members reported that, in their role as an advisory body, they review and track performance related to TAP goals for human capital functions and district operations through district-facilitated public presentations at School Committee meetings in order to support improvement in student outcomes. A review of School Committee agendas confirms that presentations were shared in these areas at full School Committee meetings.

Areas of Strength

- School Committee members reported that they requested learning and development from district leaders related to better understanding the district's work. Members shared that they participated in beginning phases of professional learning during SY2023-24 related to topics such as human capital, governance, and state legislation. Committee members who attended the training reported that it was impactful in developing their understanding of the context of the district level work happening at PPSD.

- The School Committee members reported that they have been somewhat engaged with the work of the mayor's Return to Local Control Cabinet. Two Committee members shared that they were invited to participate in the cabinet and have been attending monthly meetings since the beginning of 2024. Most School Committee members shared that they have received some summary updates of the Return to Local Control Cabinet.

Areas for Future Phases of Improvement

- School Committee members reported that while they have received information on student outcomes through reports on the district's progress toward TAP goals, they do not have access to the results of the district's work to improve student learning. School Committee members noted that while they receive an overview of high-level progress including the implementation of initiatives, they do not receive regular updates from the Teaching and Learning team regarding curriculum and instruction, teacher development work, and detailed analysis of student outcome data.

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[1] This report acknowledges that since 2019 and through the time of the site visit, the Providence School Committee has effectively operated as an advisory body primarily focused on, *inter alia*, (i) progress made related to the district's turnaround plan, (ii) reviewing PPSD financial and budget materials, (iii) vetting major PPSD contracts and purchases, and (iv) serving as a public forum for the vetting of PPSD programs, policies, and personnel decisions. Unless otherwise noted in the report, the School Committee did not have final authority with respect to these topics.

- As stipulated by local law and other agreements, the School Committee members, district leaders, and city leadership reported that the School Committee has limited authority to engage directly with the ongoing work of the district. The School Committee's advisory capacity is limited to approving contracts, providing a public forum for updates on progress toward TAP goals and district policies and programs, reviewing district budget and finances, and serving as advisors on some personnel decisions (ultimate authority for personnel decisions resides with the Commissioner). School Committee members, district leaders, and city leadership acknowledged that a return of PPSD to local control would require an engaged School Committee with a strong governance model and that currently learning and system building opportunities are not being maximized by the School Committee.

- The School Committee reported that they are not being invited to engage meaningfully in the evaluation of PPSD's Superintendent. School Committee members reported that they received a completed report of the Superintendent's evaluation but were not asked to provide input into the process and reported having only minimal engagement with the Superintendent as an example of non-collaboration. School Committee members noted that upon a return to local control of PPSD, the School Committee members will be tasked to evaluate the Superintendent as part of their governance role, and they shared that the lack of engagement in the evaluation now is a missed opportunity for practice and capacity building of the School Committee; they suggested that they should have been asked to provide input during the evaluation process even though RIDE maintains that this would be outside the role of the School Committee in the current context.

Standard 3.2: The School Committee Establishes a Culture of Collaboration

Finding Statement: The School Committee does not establish a culture of collaboration.

Areas of Notable Progress

- As stipulated by the Crowley Act, the School Committee's main advisory responsibilities include receiving progress reports and providing a public forum for the turnaround plan; reviewing the budget and finances of the district; vetting the district's major purchases and contracts; and serving as a public forum for policies and programs. The School Committee reported, and review of committee meeting agendas confirms, that the School Committee is following these advisory obligations. For example, a review of the agenda for the June 2023 School Committee meeting notes several contracts for external partnerships to be reviewed and approved and two policies (equity and MTSS) to be reviewed and adopted.

Areas of Strength

- The School Committee reported that they maintain a committee structure that holds regular public meetings. Committee members shared, and a review of member roles confirms, that committees include policy, finance, school buildings, CTE, and health/wellness, which align with many of the district's priorities. A review of committee assignments shows that most members serve on committees.

- The School Committee reported that they have played a key role in engaging the community about family and student experiences in PPSD. School Committee agendas consistently include the opportunity for public comment and members reported that they are well positioned to support the work of the district given that they are often contacted by members of the community about their experiences. For example, School Committee members reported examples of how they could support the work of the district's FACE team in soliciting input from families and community members because they hold formal public forums and informal audiences in the communities, they represent with the stakeholders who hold valuable perspectives about their experience with PPSD.

Areas for Future Phases of Improvement

- The School Committee shared that it does not have an aligned, shared vision for governance, and members shared differing perspectives on readiness and strategies for returning PPSD to local control. School Committee members, city leadership, and district leaders shared that the absence of a governance model is producing a lack of clarity about what School Committee readiness to resume local control explicitly means and is a missed opportunity to provide structure for future School Committee members once appointed or elected.

- School Committee members shared examples of how mistrust among their members and across entities (superintendent, RIDE, PPSD leadership, mayor, City Council) is a barrier to collaboration. Also, School Committee members shared that there is potential for an entirely new Committee membership beginning in January 2025. They explained that this is possible given the City Council and voter approval of a charter amendment to move to a new hybrid (partially elected, partially appointed by the mayor) committee mode. School Committee members reported that the potential turnover in School Committee membership is contributing to a lack of efforts from all stakeholders, including School Committee members, to invest in collaboration across stakeholders.

- School Committee members reported that they do not have consistent expectations and commitments established with city leadership, state leaders, the PPSD Superintendent, and district leaders. School Committee members noted that this collaboration is crucial given the critical roles these entities play in driving improvement of PPSD and in a future state of a return to local control. Committee members

reported that attendance at School Committee meetings from these relevant entities is inconsistent and that they do not receive information from these stakeholders with regularity and predictability.

- Some Committee members and district leaders shared that there is a pervasive perception that School Committee appointments were not consistently made in alignment with the district's specific needs. For example, School Committee members and district leaders shared that pressing district priorities and challenges require specific expertise in school governance, finance, and facilities. They further noted that while some members have this relevant experience, there are some appointed members without expertise or experience in these areas and that governance is an area in which the full School Committee lacks expertise.

Standard 3.3: The School Committee fulfills legal and fiduciary responsibilities as defined in Rhode Island state law.

Finding Statement: The School Committee does not adequately fulfill legal and fiduciary responsibilities as defined in Rhode Island state law.

Areas of Notable Progress

- Most School Committee members reported that as a body, they have embraced their role as an advisory board and have respected this role as outlined by the Crowley Act.

- As mentioned earlier in this report, the School Committee hosts monthly public full-committee meetings. The School Committee reported that both the full School Committee and committee meetings have been places for public comment about the budget, district finances, and school district policies.

Areas of Strength

- Some School Committee members reported that the continuity of a few mayoral appointees from the last administration has helped the Committee to engage in their current work with historical context and experience.

Areas for Future Phases of Improvement

- District leaders and School Committee members shared that the School Committee declined to participate in training on a particular school governance model when training was offered. School Committee members shared that they have not been trained and are not operating under a specific governance model but declined to participate in the training because of the uncertainty that any of the current members will serve beyond the end of 2024, given the shift to a new hybrid committee with new elected and appointed members. They further explained that the financial cost of governance training should be invested in the future committee.

- School Committee members shared mixed opinions about their readiness to resume full governance responsibilities should PPSD return to local control. School Committee members shared that systemic barriers in transparency, lack of formal governance systems and policies, and limited communication and collaboration inhibit the School Committee from accessing information and engagement that currently impacts their ability to carry out their fiduciary and legal responsibilities and prepare the future School Committee to resume a formal governing role after a return to local control. Some School Committee members cited (and the team reviewed supporting documentation) the lack of formal structures and transparency as creating an atmosphere where some committee members are emboldened to act on their own rather than as a committee. Also, there is evidence that the School Committee rejected a proposal from the district, which would have negatively impacted the district's financial stability (this decision was ultimately vetoed by the Commissioner). A review of School Committee meeting videos confirms that, at times, some committee members do appear to be acting in their individual capacity rather than as a cohesive public body.

> **Standard 4.1: Ensure Fiscal and Legal Compliance**
>
> **Finding Statement:** While the municipal entity fulfills most of its legal responsibilities, in accordance with Rhode Island state law and regulations to support the success of the LEA, it is unclear whether it fulfills its fiscal responsibilities to the LEA.

Areas of Notable Progress

- The mayor's office staff, city leadership, and district leadership reported that the city has fulfilled its obligation for oversight with respect to its role in ownership and utilization of school buildings and the plan to overhaul facilities. The same stakeholders reported that the city and PPSD currently operate with some other shared services including payroll and tax responsibility, and that the city has been fulfilling its obligation in management of these services. Finally, the current School Committee is fully appointed, however this will change in 2025. The mayor has ensured that School Committee seats will be filled through appointing new members when a seat has become vacant (the current mayor has appointed two new members). The mayor has also ensured public transparency through employing an application and public forum process for current appointees and is committed to do so for future appointees under the upcoming hybrid structure of the School Committee.

- The city established a Return to Local School Control Cabinet in November 2023. The mayor's office staff and city leadership cited the current process that is underway to analyze the city's current state and to assess future readiness with respect to its fiscal, legal, and operational role in supporting PPSD.

Areas of Strength

- The mayor's office staff shared that they are committed to securing funding for PPSD and shared that this year the city committed an additional $3,000,000 dollars in PPSD's overall budget (see chart below, which identifies this additional funding for FY25). This additional budget contribution amount was confirmed by other stakeholders including district leaders, city council members, and state leaders.

- The mayor's office staff and district leaders both noted the city's bonding capacity to support execution of the district's revamped multi-year capital improvement plan. The city leadership team shared that they are approved to bond for approximately $400,000,000 for new schools and that they contributed $3,700,000 to the Capital Revolving Fund for smaller renovation projects. These expenditure amounts were also documented in a spreadsheet submitted by the mayor's office highlighting support for PPSD. The mayor's office also noted that this is because bonding capacity is not infinite and their decision to leverage their bonding capacity in this way demonstrates their commitment to PPSD and its future. District leaders reported that, with the support of RIDE, an additional round of bonding is scheduled for fall 2024, with an anticipated 91% reimbursement from the State of Rhode Island.

Areas for Future Phases of Improvement

- Representatives from the state level, the School Committee, and district leaders reported that the City of Providence has contributed the same amount of funding to PPSD for 9 years (since 2015) and, since the state intervention of PPSD, has not met the Maintenance of Effort required by the Crowley Act. The Maintenance of Effort stipulates that as the state funding for education increases overall, the City of Providence should increase their funding for PPSD at the same percentage as the state increase. Review of a public School Committee meeting presentation by district leaders illustrates that the funding for PPSD from the city has remained flat since 2015 despite the growth of the city's overall budget. The district review team learned from state leaders, city leadership, and district leaders that while this matter is

currently being litigated, the difference in interpretation of the funding formula required by the city as stipulated by the Crowley Act is causing significant tension and discord among stakeholders. Stakeholders stated that resolution to the funding formula is a critical condition for the requisite collaboration among entities required for a strategic pathway to return to local control of PPSD. Representatives from RIDE, the School Committee, and the district maintain that the Crowley Act (R.I. Gen. Laws § 16-7.1-5(a)) requires that the City fund PPSD "at the same level as in the prior school year, increased by the same percentage as the state total of school aid is increased." The city, in contrast, suggests that the Crowley Act is too vague and/or ambiguous to infer a requirement to increase funding relative to state aid. As summarized in the chart below, stakeholders from the district and RIDE reported budget shortfalls of $4,850,739 in FY21, $10,028,455 in FY22, $5,446,551 in FY23, and $25,554,280 in FY24. As a result of these shortfalls, the Commissioner invoked statutory authority to order the State's General Treasurer to withhold the statutorily mandated amounts from the non-education state aid being provided by the State, and subsequently entered into litigation with the City to resolve the funding dispute. For FY21, FY22, and FY23, the Commissioner and the City agreed in mediation to accept some $6.2 million in total for the claimed deficiencies in Maintenance of Effort (MOE) for the three fiscal years, a $14 million difference from what RIDE and other district stakeholders believe they were entitled to. At the time of the site visit, the difference in Crowley Act funding claimed versus allocated for FY24 was subject to active litigation.

Fiscal Year	Crowley Act Obligation (as determined by RIDE)	Claimed City Budget Allocation (Proposed)	PPSD Proposed Budget Allocation	Actual
FY21	$134.9M	$130.0M	$134.9M	$134.9M
FY22	$140.2M	$130.0M	$139.9M	$136.3M
FY23	$145.5M	$130.0M	$143.1M	$130.0M
FY24	$155.6M	$130.0M	$148.0M	Subject to Litigation
FY25	$162.2M (est.)	$133.0M	$147.7M	TBD

- Despite what appears to be a difference of interpretation of the obligations of the Crowley Act, document review confirmed that in the 2019 Collaboration Agreement between the City and RIDE that the City had agreed to fund PPSD at the same level as in the prior academic year, increased by the same percentage as the state total of school aid increased. This was confirmed in May 2020 with an acknowledgement that the City has a statutory requirement to increase funding consistent with the state appropriation under the Crowley Act. While state funding for PPSD has increased since the 2019 Collaboration Agreement was finalized, prior to FY25, there does not appear to be a corresponding increase in funding from the city consistent with its earlier commitments and apparent obligation of the Crowley Act.

- A review of documents reveals that RIDE has expressed significant concern over the city's Department of Public Property's management of current bonds, which could jeopardize future construction projects for PPSD. In its correspondence, RIDE noted that they consistently receive project tracking sheets that contain errors, alleged mismanagement of the Revolving Capital Fund, and amended project budgets after completion of the purchase order process for example, as seen when the city has issued $188 million in construction contracts with only $168 million of funding available.

- City leadership and district leadership reported that there is a need to align expertise of School Committee appointees with the specific needs of the school district and create a strategic plan for governance. As noted above, the mayor's office staff reported that School Committee appointments have been subject to

a public forum and that applications have been screened for qualifications. As previously noted in this report, School Committee members, state leaders, and district leaders all identified the need for an established approach to governance and, given the unpredictability of elected members' expertise, a need for strategic appointments to ensure the School Committee's readiness to participate in district governance.

Standard 4.2: Demonstrates Community Leadership

Finding Statement: The municipal entity is beginning to provide value-added leadership in galvanizing community and municipal assets to effectively support the LEA.

Areas of Notable Progress

- As previously noted, the mayor's office staff reported that they established a Return to Local Control Cabinet. The mayor's office staff also shared that this work is currently focused on the city's internal team to assess local capacity and explore how to effectively reconnect and align major services such as operations, finance, procurement, and human capital. City Council members, School Committee members, and members of the city leadership team reported that convening the council and identifying key metrics aligned with readiness for a return to local control of the district is a promising beginning for building conditions for the city.

- The mayor's office staff further reported, and a review of strategic plans confirms, that they have begun to review the pre-intervention governance processes for PPSD to identify inefficient or ineffective city-school governance processes, policies, and procedures such as purchasing, shared facilities, or property maintenance. The mayor's office staff shared that this analysis is contributing to the development of a procedural plan to reabsorb PPSD back within the structure of local government, considering property management, shared staff positions, purchasing processes, compliance with grants, and financial systems.

- The mayor's office staff reported and provided a documented list of investments that the city has made to support the infrastructure of PPSD including support the Capital Revolving Fund, investments in facilities improvement, support of community centers for student programming, health and wellness fairs, and early childhood learning centers. The mayor's office staff further reported that they are engaged in strategic planning to anticipate and respond to the financial impacts of declining student enrollment in PPSD (according to a review of RIDE reported enrollment data, PPSD student enrollment has declined 16.7% from 2019-2023).

- The City of Providence reported, and a review of a city investment spreadsheet shows, that the City invests in K–12 education by funding and supporting multiple youth-focused programs and provides infrastructure support outside of their bonding authority. Many of these programs are focused on out-of-school tutoring, mentoring, and health and wellness projects. Two examples of these investments are a committed $1.25 million in grants for infrastructure for early childhood learning centers, and a $1 million investment for mentoring programs for high school aged youth.

Areas of Strength

- The mayor's office staff reported that education is a top priority and noted that a public forum focused on education was one of the mayor's first actions after the election. District leaders and the city leadership team reported that there are some strong areas of collaboration between the city staff and PPSD leaders including facilities, chiefs of staff, operations (i.e., recreation, out of school time), and human resources. Both entities reported that examples of positive relationships are bright spots from which to build future collaboration and acknowledge the need for more comprehensive collaboration.

- District leaders and the mayor's office staff reported that the facilities plan to ensure that every student is in a new or like-new building by 2030 has been supported financially and operationally by the city. Both entities noted that the city's ownership of school buildings and the district's responsibility for maintenance and efficient use is complicated, but with rare exceptions, both entities have collaborated efficiently to ensure that the utilization of school buildings supports communities and students.

Areas for Future Phases of Improvement

- City Council members, School Committee members, and community members reported a need for improved collaboration, communication, and transparency between municipal entities including RIDE, the School Committee, and PPSD. All entities shared examples of insufficient and untimely information sharing and engagement. Furthermore, City Council members, School Committee members, and community members stressed that there should be more participatory engagement with the community about school closures, district finances, and budget.

- City Council members and School Committee members reported being aware of the city's Return to Local Control Cabinet. However, members of both groups expressed that there has not yet been consistent engagement in the planning process and given their relationships with the community and future roles that both entities will play after a return to local control, that they could be better engaged as partners in the process. The city's leadership team reported that there are plans for wider engagement of stakeholders in the plans for return to local control.

Appendix A: Summary of Classroom Observation Data

During the LEA Review, the individual school visit teams conducted a total of thirty-eight observations, representing a range of grade levels and subject areas. The following table presents the compiled data from those observations. *Note: Due to rounding, the percentages for a particular indicator may not appear to total to 100%.*

	Indicator	Distribution of Scores (%)			
		Ineffective	Partially Effective	Mostly Effective	Effective
		1	2	3	4
Common Core Alignment	1a. Common Core Literacy Alignment (for all classes other than math) Alignment with content standards Alignment with instructional shifts N = 13	38%	62%	0%	0%
	1b. Common Core Math Alignment (for math classes only) Alignment with content standards Alignment with instructional shifts Alignment with standards for mathematical practice N =18	28%	22%	44%	6%
Classroom Climate	2. Behavioral Expectations Student behavior Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior	3%	11%	34%	53%
	3. Structured Learning Environment Teacher preparation Clear agenda Learning time maximized	11%	29%	34%	26%
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs	3%	3%	13%	82%
Purposeful Teaching	5. Focused Instruction Learning objectives High expectations Effective communication of academic content	29%	29%	34%	8%
	6. Instructional Strategies Multi-sensory modalities and materials Varied groupings Student choice and leadership	16%	34%	29%	21%
	7. Cognitive Engagement Active student participation Perseverance	5%	24%	45%	26%
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions Metacognition	32%	42%	21%	5%

Indicator	Distribution of Scores (%)			
	Ineffective	Partially Effective	Mostly Effective	Effective
	1	2	3	4
In-Class Assessment & 9. Assessment Strategies Use of formative assessments	37%	32%	32%	0%
10. Feedback Feedback to students Student use of feedback	42%	32%	24%	3%

Appendix B

1TAP Metrics Aligned with Four Pillars

	Engaged Communities												
Metrics	**18-19 Pre-Intervention**	**SY19-20***	**SY20-21*Post-Pandemic**	**SY21-22****	**SY22-23**		**SY23-24**		**SY24-25**	**SY25-26**	**SY26-27**	**SY18-19 To SY22-23**	**SY20-21 To SY22-23**
	Baseline	**Actuals**	**Baseline**	**Actuals**	**Target**	**Actuals**	**Target**	**Actuals**	**Target**	**Target**	**Target**	**Change**	**Change**
Increase the percentage of students who feel a sense of belonging at their school	40%	40%	40%	39%	48%	**57%**	56%	Not Available	67%	72%	**80%**	**17%**	**17%**
Increase the percentage of PPSD families responding to SurveyWorks	20%	22%	32%	27%	38%	**38%**	48%	**55%**	58%	68%	**80%**	**18%**	**6%**
Increase the percentage of families with a favorable perception of being involved with their child's school	25%	25%	19%	21%	30%	**30%**	40%	24%	55%	70%	**80%**	**5%**	**11%**
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%	**81%**	80%	Not Available	80%	80%	**80%**	Not Available	**2%**
Increase the percentage of PPSD families with a favorable perception of the District	Establish Baseline 2021	Establish Baseline 2021	60%	55%	65%	53%	68%	Not Available	73%	77%	**80%**	Not Available	-7%
Increase the percentage of schools that have a School Improvement team that meets State requirements	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	100%	**100%**	100%	Not Available	100%	100%	**100%**	Not Available	**100%**

Engaged Communities												
Metrics	18-19 Pre-Interven-tion	SY19-20*	SY20-21*Post-Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Baseline	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of cases in which contact has been initiated (within 24 hours, during the work week) through the rapid response system	Not Available	Not Available	Imple-menting New System	70%	97%	95%	97%	Not Available	97%	97%	97%	Not Available	Not Available
Increase the number of parents and caregivers engaged with the District's formal community engagement structures	55	85	128	339	175	379	210	Not Available	250	250+	250 +	324	251

Excellence in Learning													
Metrics	18-19Pre-Interven-tion	SY19-20*	20-21*Post-Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of PPSD students enrolled in a 2-star or higher school	52%	RIDE Report Cards Not Released	RIDE Report Cards Not Released	53%	64%	49%	74%	Not Available	78%	90%	**100%**	-2%	Not Available
Increase the percentage of students who are enrolled in a school that is not identified as ATSI for any subpopulation that they are in	52%	RIDE Report Cards Not Released	RIDE Report Cards Not Released	52%	70%	55%	78%	Not Available	88%	94%	**100%**	3%	Not Available
Increase the number of four year olds enrolled in high-quality Pre-K	<1%	<1%	5%	17%	12%	**17%**	14%	Not Available	16%	18%	**20%**	**16%**	**12%**
Increase the percentage of students who are present 90% of the school year	62%	64%	44%	41%	50%	**51%**	60%	Not Available	70%	80%	**90%**	-11%	**7%**
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS	17%	No Testing	9%	17%	15%	**21%**	23%	Not Available	32%	43%	**55%**	**4%**	**12%**

Metrics	18-19 Pre-Intervention	SY19-20*	20-21* Post Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	**Actuals**	**Actuals**	**Actuals**	**Target**	**Actuals**	**Target**	**Actuals**	**Target**	**Target**	**Target**	**Change**	**Change**
Increase the percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS	26%	No Testing	19%	16%	26%	19%	34%	Not Available	42%	55%	**68%**	-7%	**0%**
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	7%	No Testing	>5%	6%	10%	6%	16%	Not Available	25%	37%	**50%**	-1%	Not Available
Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	15%	No Testing	12%	13%	20%	15%	28%	Not Available	38%	50%	**63%**	**0%**	**3%**
Increase the percentage of students Meeting and Exceeding Expectations on the Math SAT (grade 11)	15%	No Testing	13%	13%	18%	13%	25%	Not Available	33%	42%	**54%**	-2%	0%

Excellence in Learning

Metrics	18-19Pre-Intervention	SY19-20*	20-21*Post Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of students Meeting and Exceeding Expectations on the ELA SAT (grade 11)	26%	No Testing	30%	29%	35%	28%	41%	Not Available	48%	56%	**67%**	**2%**	-2%
Increase the percentage of students Meeting and Exceeding Expectations on the Math DLM (all grades)	5%	No Testing	19%	9%	12%	**15%**	20%	Not Available	29%	39%	**49%**	**10%**	-4%
Increase the percentage of students Meeting and Exceeding Expectations on the ELA DLM (all grades)	15%	No Testing	16%	10%	20%	12%	28%	Not Available	38%	50%	**63%**	-3%	-4%
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	12%	17%	12%	24%	Not Available	33%	45%	**70%**	Not Available	Not Available
Increase the percentage of students who are meeting their annual MLL targets on the ACCESS assessment	37%	36%	No Data Available	25%	36%	28%	41%	Not Available	49%	58%	**67%**	-9%	Not Available

Excellence in Learning												
Metrics	18-19Pre-Interven-tion	SY19-20*	20-21*Post-Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the number of PPSD students who receive a Seal of Biliteracy annually	<1%	5%	6%	9%	20%	15%	22%	Not Available	25%	27%	30%	14%	9%
Increase the percentage of PPSD students who receive a Commissioner's Seal	24%	23%	20%	17%	28%	15%	35%	Not Available	44%	57%	69%	-9%	-5%
Increase the number of students served by bilingual programs in PPSD	1,095	1,272	1,464	1,776	1,932	1,792	2,190	1,785	2,190	2,190	2,190	697	328
Increase the percentage of PPSD students who graduate with college credit, AP creditor a CTE credential	34%	38%	33%	28%	40%	35%	46%	Not Available	52%	60%	69%	1%	2%
Increase the percentage of PPSD students who are accessing their Individual Learning Plans (ILPs) a minimum of two times per year	Establish Baseline 2021	Establish Baseline 2021	72%	85%	79%	**80%**	82%	Not Available	85%	88%	90%	Not Available	8%

Metrics	18-19Pre-Intervention	SY19-20*	20-21*Post-Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of 9th graders who are on track for post-secondary success	48%	53%	39%	45%	44%	**50%**	49%	Not Available	54%	61%	**69%**	**2%**	**11%**
Increase the percentage of PPSD students who are completing a post-secondary transition plan through their Individualized Learning Plan (ILP)	Establish Baseline 2021	Establish Baseline 2021	60%	74%	71%	**82%**	77%	Not Available	83%	89%	**94%**	Not Available	**22%**
Increase the percentage of PPSD students who graduate within four years	73%	74%	75%	78%	79%	78%	81%	Not Available	83%	86%	**89%**	**5%**	Not Available

Excellence in Learning

Metrics	18-19 Pre-Interven-tion	SY19-20*	20-21*Post Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of fully staffed classrooms at the beginning of the year	95%	95%	98%	95%	96%	94%	96%	93%	97%	97%	**98%**	-1%	-4%
Increase the number of qualified external applicants per PPSD posted position	1.82	2	2	2	2.5	1	3	Not Available	3	3	**3**	-1	-1
Decrease the median time from when a teaching position is posted until an offer is extended	31 days	29	26	26	24	26	22	Not Available	21	21	**21**	**-5**	0
Increase the percentage of teachers who are present 90% of the school year	66%	82%	63%	74%	75%	**87%**	80%	Not Available	85%	90%	**95%**	21%	24%
Increase the percentage of teachers who have access to job-embedded professional development	Establish Baseline 2020	100%	100%	100%	100%	**100%**	100%	Not Available	100%	100%	**100%**	Not Available	0%

World Class Talent

World Class Talent												
Metrics	18-19Pre-Interven-tion	SY19-20*	20-21*Post Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
	Baseline	Actuals	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of educators of color in the total educator workforce	20%	22%	22%	22%	24%	21%	25%	Not Available	27%	30%	33%	1%	-1%
Increase the percentage of teachers holding and using the ESL/BDL certification	17%	16%	23%	36%	30%	36%	35%	Not Available	45%	52%	52%	19%	13%
Increase the substitute fill rate	50%	40%	Not measured	Not Available	55%	63%	60%	Not Available	65%	70%	75%	13%	Not Available
Increase the percentage of principals who demonstrate turnaround school competencies	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	Establish Baseline 2022	40%	94%	48%	94%	55%	65%	75%	Not Available	Not Available
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%	100%	60%	Not Available	80%	90%	100%	Not Available	Not Available

Metrics	SY18-19	19-20*Pre-Interven-tion	20-21*Post-Pandemic	SY21-22**	SY22-23		SY23-24		SY24-25	SY25-26	SY26-27	SY18-19 To SY22-23	SY20-21 To SY22-23
		Baseline	Actuals	Actuals	Target	Actuals	Target	Actuals	Target	Target	Target	Change	Change
Increase the percentage of school leaders who respond favorably to questions about PPSD's central office	Not Measured	72%	59%	51%	65%	43%	70%	Not Available	75%	80%	**80%**	-29%	-16%
Increase the percentage of funding available for school-based decision making (out of Local/Title 1 funds)	Not Measured	3.75%	11%	11%	12%	**12%**	12%	**47%**	13%	13%	**13.75%**	**8%**	**1%**
Decrease the average number of days from when a proposal is submitted to when a contract is awarded	New Process Imple-mented	96	50	73	56	49	56	Not Available	56	56	**56**	**–47**	**-1**

NOTES: *When viewing 2019-20 and 2020-21 data, keep in mind that student performance may have been influenced by disruptions due to the COVID-19 pandemic.** The District did not have annual targets until SY22-23. The annual goals were set later based on the baseline data and final TAP targets by SY26-27.*** TAP Power Metrics are in **bold font**.*

Appendix C
Additional Matrix 16-7.1-5.1 Historical Data

Metric ID	Metric	SY21-22 Actuals	SY22-23 Actuals	SY21-22 to SY22-23 Change
	1. Student Attendance and Suspension Rate			
1.1	Report Average Daily Attendance	83%	85%	**2%**
1.2	Rate of Suspensions	This data is not publicly available yet. The source of the data is The Civil Rights Data Collection (CRDC) survey, which has not been updated since 2018-18. The U.S. Department of Education delayed the release of the data. The district has submitted the CRDC 2022-23 data recently.		
	2.Student Safety and Discipline			
2.1	Percent of students who respond favorable regarding school safety	64%	63%	-1%
2.2	Percent of students enrolled with a disciplinary referral	22%	20%	-1%
2.3	Percent of students enrolled with a disciplinary offense	11%	13%	**2%**
	3. Student Promotion, Graduation, and Dropout Rates			
3.1.1	Base Graduation rate (4 Year)	78%	Not Available***	Not Available
3.1.2	Composite Graduation rate (4, 5, and 6 Year)	80%	Not Available***	Not Available
3.2	Dropout rate (4 Year)	14%	Not Available***	Not Available
3.3	Retention rate (4 Year)	7%	Not Available***	Not Available

	4. Student Achievement on the Rhode Island Comprehensive Assessment System			
4.1.1	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS,	17%	21%	**4%**
4.1.2	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS, (IEP)	8%	10%	**2%**
4.1.3	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math RICAS, (MLLs)	8%	11%	**3%**
4.1.4	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS,	16%	19%	3%
4.1.5	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS, (IEP)	Not Available**	Not Available**	Not Available
4.1.6	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA RICAS, (MLLs)	6%	7%	Not Available
4.1.7	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS	6%	6%	____
4.1.8	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS, (IEP)	Not Available**	Not Available**	Not Available
4.1.9	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math RICAS, (MLLs)	Not Available**	Not Available**	Not Available
4.1.10	Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS	13%	15%	2%
4.1.11	Increase the percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS, (IEP)	Not Available**	Not Available**	Not Available
4.1.12	The percentage of students Meeting and Exceeding Expectations on the 8th grade ELA RICAS, (MLLs)	Not Available**	Not Available**	Not Available
4.2.1	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the SAT	29%	28%	-1%
4.2.2	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the SAT (IEPs)	Not Available**	Not Available**	Not Available

	4. Student Achievement on the Rhode Island Comprehensive Assessment System (*continued*)			
4.2.3	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the SAT (MLLs)	Not Available**	Not Available**	Not Available
4.2.4	The percentage of students Meeting and Exceeding Expectations on the Math Section of the SAT	13%	13%	____
4.2.5	The percentage of students Meeting and Exceeding Expectations on the Math Section of the SAT (IEPs)	Not Available**	Not Available**	Not Available
4.2.6	The percentage of students Meeting and Exceeding Expectations on the Math Section of the SAT (MLLs)	Not Available**	Not Available**	Not Available
4.3.1	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the PSAT10	34%	37%	3%
4.3.2	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the PSAT10 (IEPs)	12%	13%	1%
4.3.3	The percentage of students Meeting and Exceeding Expectations on the EBRW Section of the PSAT10 (MLLs)	Not Available**	Not Available**	Not Available
4.3.4	The percentage of students Meeting and Exceeding Expectations on the Math Section of the PSAT10	17%	16%	-1%
4.3.5	The percentage of students Meeting and Exceeding Expectations on the Math Section of the PSAT10 (IEPs)	Not Available**	Not Available**	Not Available
4.3.6	The percentage of students Meeting and Exceeding Expectations on the Math Section of the PSAT10 (MLLs)	Not Available**	Not Available**	Not Available
4.4.1	The percentage of students Meeting and Exceeding Expectations on the DLM - ELA All Grades	10%	12%	2%
4.4.2	The percentage of students Meeting and Exceeding Expectations on the DLM - ELA All Grades (MLLs)	7%	9%	1%
4.4.3	The percentage of students Meeting and Exceeding Expectations on the DLM - Math All Grades	9%	15%	5%
4.4.4	The percentage of students Meeting and Exceeding Expectations on the DLM - Math All Grades (MLLs)	12%	15%	3%

	4. Student Achievement on the Rhode Island Comprehensive Assessment System (*continued*)			
4.4.5	The percentage of students Meeting and Exceeding Expectations on the DLM - Science All Grades	7%	7%	____
4.4.6	The percentage of students Meeting and Exceeding Expectations on the DLM - Science All Grades (MLLs)	Not Available**	Not Available**	Not Available
4.5.1	The percentage of students Meeting and Exceeding Expectations on the NGSA All Grades	12%	12%	____
4.5.2	The percentage of students Meeting and Exceeding Expectations on the NGSA All Grades (MLLs)	Not Available**	Not Available**	Not Available
4.5.3	The percentage of students Meeting and Exceeding Expectations on the NGSA All Grades (IEPs)	Not Available**	Not Available**	Not Available
4.6.1	The percentage of students Meeting Their ELP Targets (Access) - All Grades	15%	15%	____
4.6.2	The percentage of students Meeting Their ELP Targets (Access) - (IEPs)	7%	7%	____
4.6.3	The percentage of students Meeting Their ELP Targets (Access) - (Newcomers)	6%	6%	____
4.6.4	The percentage of students Meeting Their ELP Targets (Access) - (Developing)	23%	24%	1%
4.6.5	The percentage of students Meeting Their ELP Targets (Access) - (Long term)	16%	17%	1%
4.7.1	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math STAR	16%	23%	7%
4.7.2	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math STAR (IEP)	6%	8%	2%
4.7.3	The percentage of students Meeting and Exceeding Expectations on the 3rd grade Math STAR (MLL)	9%	14%	5%
4.7.4	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA STAR	18%	19%	1%

	4. Student Achievement on the Rhode Island Comprehensive Assessment System (*continued*)			
4.7.5	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA STAR (IEP)	4%	5%	1%
4.7.6	The percentage of students Meeting and Exceeding Expectations on the 3rd grade ELA STAR (MLL)	6%	7%	1%
4.7.7	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math STAR	9%	9%	____
4.7.8	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math STAR (IEP)	1%	1%	____
4.7.9	The percentage of students Meeting and Exceeding Expectations on the 8th grade Math STAR (MLL)	2%	1%	-1%
4.7.10	The percentage of students Meeting and Exceeding Expectations on the 8th grade ELA STAR	11%	11%	____
4.7.11	The percentage of students Meeting and Exceeding Expectations on the 8th grade ELA STAR (IEP)	1%	3%	2%
4.7.12	The percentage of students Meeting and Exceeding Expectations on the 8th grade ELA STAR (MLL)	1%	1%	____

	5. Progress in Areas of Academic Underperformance			
5.1.3	The percentage of students Showing Typical or High Growth on the 8th grade Math RICAS	52%	53%	1%
5.1.4	The percentage of students Showing Typical or High Growth on the 8th grade ELA RICAS	60%	62%	2%
5.1.5	The percentage of students Showing Typical or High Growth on the EBRW Section of the SAT	61%	62%	2%
5.1.6	The percentage of students Showing Typical or High Growth on the Math Section of the SAT	53%	58%	5%
5.1.7	The percentage of students scored at or above typical growth on the 3rd grade Math STAR	58%	61%	3%
5.1.8	The percentage of students scored at or above typical growth on the 3rd grade ELA STAR	61%	61%	____
5.1.9	The percentage of students scored at or above typical growth on the 8th grade Math STAR	56%	56%	1%
5.10.1	The percentage of students scored at or above typical growth on the 8th grade ELA STAR	51%	55%	4%
	6. Progress Among Subgroups of Students			
6.3.1	The percentage of students Showing Typical or High Growth on the 8th grade Math RICAS, (IEP)	Not Available**	Not Available**	Not Available
6.3.2	The percentage of students Showing Typical or High Growth on the 8th grade Math RICAS, (MLLs)	Not Available**	Not Available**	Not Available
6.4.1	The percentage of students Showing Typical or High Growth on the 8th grade ELA RICAS, (IEP)	Not Available**	Not Available**	Not Available
6.4.2	The percentage of students Showing Typical or High Growth on the 8th grade ELA RICAS, (MLLs)	Not Available**	Not Available**	Not Available
6.5.1	The percentage of students Showing Typical or High Growth on the EBRW Section of the SAT (IEPs)	Not Available**	Not Available**	Not Available

	6. Progress Among Subgroups of Students (*continued*)			
6.5.2	The percentage of students Showing Typical or High Growth on the EBRW Section of the SAT (MLLs)	Not Available**	Not Available**	Not Available
6.6.1	The percentage of students Showing Typical or High Growth on the Math Section of the SAT (IEPs)	Not Available**	Not Available**	Not Available
6.6.2	The percentage of students Showing Typical or High Growth on the Math Section of the SAT (MLLs)	Not Available**	Not Available**	Not Available
6.7.1	The percentage of students scored at or above typical growth on the 3rd grade Math STAR (IEP)	47%	52%	5%
6.7.2	The percentage of students scored at or above typical growth on the 3rd grade Math STAR (MLL)	57%	58%	2%
6.8.1	The percentage of students scored at or above typical growth on the 3rd grade ELA STAR (IEP)	57%	54%	-3%
6.8.2	The percentage of students scored at or above typical growth on the 3rd grade ELA STAR (MLL)	62%	62%	1%
6.9.1	The percentage of students scored at or above typical growth on the 8th grade Math STAR (IEP)	40%	46%	6%
6.9.2	The percentage of students scored at or above typical growth on the 8th grade Math STAR (MLL)	55%	52%	-4%
6.10.1	The percentage of students scored at or above typical growth on the 8th grade ELA STAR (IEP)	47%	42%	-5%
6.10.2	The percentage of students scored at or above typical growth on the 8th grade ELA STAR (MLL)	52%	48%	-4%
	7. Reduction of Achievement Gaps Among Different Groups of Students			

These datapoints have been reported in TAP Metrics under Excellence in Learning.

	8. Student Acquisition and Mastery of 21st Century Skills			
8	Number of students with CTE Certification	53%	54%	1%
	9. Development of College Readiness			
9.1	Number of students taking AP courses	1,113	1,224	111
9.2	Number of students scoring 3+ on the AP test	405	448	43
	10. Parent and Family Engagement			
10.1	Increase the percentage of students who feel a sense of belonging at their school (TAP)	39%	57%	18%
10.2	Increase the percentage of PPSD families responding to SurveyWorks (TAP)	27%	38%	11%
10.3	Increase the percentage of families with a favorable perception of being involved with their child's school (TAP)	21%	30%	9%
10.4	Increase the percentage of PPSD families who believe they are welcome in their child's school (TAP)	79%	81%	2%
10.5	Increase the percentage of PPSD families with a favorable perception of the District (TAP)	55%	53%	-2%
10.6	Increase the number of parents and caregivers engaged with the District's formal community engagement structures (TAP)	339	379	40
	11. Building a Culture of Academic Success Among Students			
11	Culture of Academic Success: Valuing School - How important is it to you to do well in your classes?	87%	87%	____

12. Building a Culture of Student Support and Success Among Faculty and Staff				
12	Culture of Student Support: Student Survey - School Rigorous Expectations	61%	59%	-2%
13. Recruitment and Retention of a Qualified Diverse Workforce				
13.1	Increase the number of qualified external applicants per PPSD posted position (TAP)	2	1	-1
13.2	Decrease the median time from when a teaching position is posted until when an offer is extended (TAP)	26	26	____
13.3	Increase the percentage of teachers who have access to job-embedded professional development (TAP)	100%	100%	____
13.4	Increase the percentage of educators of color in the total educator workforce (TAP)	22%	21%	____
13.5	Increase the percentage of teachers holding and using the ESL/BDL certification (TAP)	36%	36%	____
13.6	Increase the percentage of principals who demonstrate turnaround school competencies (TAP)	Establish Baseline 2022	94%	Not Available
13.7	Increase the percentage of one-and-two-star schools led by highly effective turnaround principals (TAP)	Establish Baseline 2022	100%	Not Available
14. Recruitment and Retention of a Qualified Diverse Workforce				
14.1	Increase the percentage of fully staffed classrooms at the beginning of the year	95%	94%	-1%
14.2	Increase the percentage of teachers who are present 90% of the school year	74%	87%	13%
14.3	Increase the substitute fill rate	Not Available	63%	Not Available
15. Health and Safety of Facilities				
15	Increase the percentage of classroom seats in high-quality buildings	6%	6%	____