



District Support Program (DSP)

Quarterly Memo – January 2024



EQUITY



EXPANDED LEARNING



INSTRUCTION



STUDENT WELL-BEING



STUDENT ENGAGEMENT



TALENT



SCHOOL IMPROVEMENT

Phase IV: Evaluate and Adjust





In 2021, RIDE created the Learning, Equity, and Accelerated Pathways (LEAP) District Support Program (DSP) to provide targeted support to nine Local Education Agencies (LEAs) that were disproportionately impacted by the COVID-19 pandemic. Since then, the DSP has supported these LEAs in building a durable infrastructure for improvement, sustainability, and strategic investment of resources to meet the needs of students.

Currently, Fellows are supporting LEAs as they embark on year three of the DSP, including the continued implementation of initiatives and a plan to strategically spend down ESSER funds. In this edition, we report on the progress of the Providence Public School District (PPSD), the evolving role of the Fellows, and the evolution of the support provided by the Office of School and District Improvement (OSDI).

Year 2 Summary of RIDE DSP Goals and Outcomes

The end of year two provides an opportunity for RIDE to look back and reflect on how well the original goals of the DSP have been met. In the second year of DSP, the Fellows continued to support their districts, and there is significant evidence of success within the initiative (see Table 1 for examples). These achievements will inform OSDI’s approach to support all LEAs across Rhode Island.

Table 1. DSP Goals and Examples

Model RIDE as a support-based agency	Build a durable infrastructure for continuous improvement	Provide select districts with targeted support	Sustainably and strategically invest resources to meet the needs of school communities impacted by the pandemic
			
<p>Increased Support: DSP LEAs reported high levels of satisfaction with the support model offered through the DSP. As a result, RIDE is looking to expand and replicate the service-delivery models across other projects.</p>	<p>Building Infrastructure: 100% of DSP LEAs designed and implemented a pilot intervention aligned to district needs. LEAs also reported improved capacity to engage in continuous improvement after participating in the DSP.</p>	<p>Targeted Support: All DSP LEAs were offered differentiated support, based on their needs. All DSP participants received support in the creation of their three-five year district strategic plans as well as feedback and assistance in updating their plans.</p>	<p>Strategic Investment of Resources: Each LEA was provided a review of their ESSER budget for priority alignment. In year three, each LEA will work collaboratively with RIDE to ensure a clear and strategic plan for spend-down of ESSER funds.</p>



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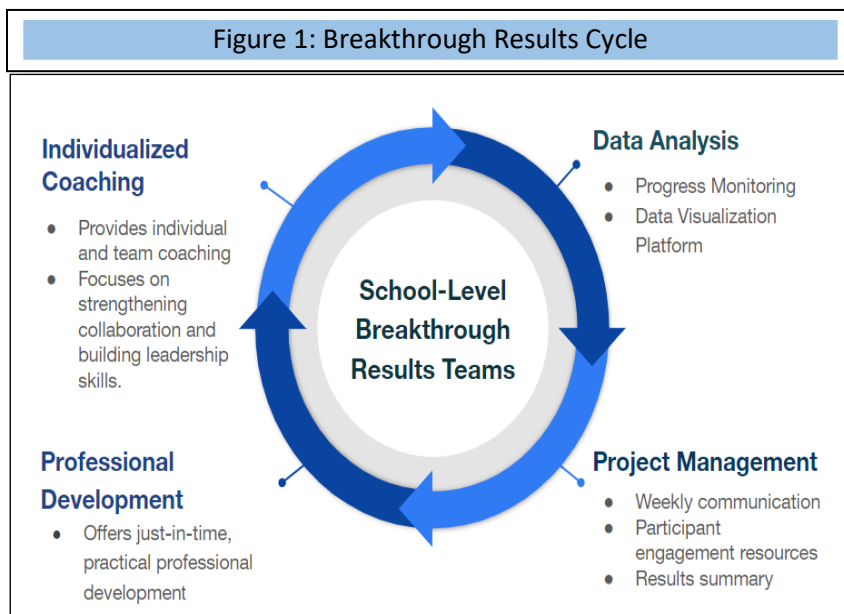


SCHOOL IMPROVEMENT

Update: Providence Public School District (PPSD) DSP Initiative Overview

PPSD engaged in the DSP utilizing a process that was comparable to the other eight districts. Prior to the 22-23 academic year, PPSD worked with RIDE to identify high leverage focus areas for improvement in student learning. Six schools were selected based on alignment to the focus areas and identified capacity to engage in a rigorous improvement process. PPSD then partnered with a national expert to engage in the Breakthrough Results program.

This approach allowed the LEA to address the previously identified focus areas to improve outcomes in English Language Arts (ELA), mathematics, graduation rate, and attendance through the Breakthrough Results Program. The schools selected for the work ranged from K-12. They were Robert L. Bailey Elementary, Robert F. Kennedy Elementary, Martin Luther King Jr. Elementary, Veazie Street Elementary, Nathanael Greene Middle School, and E-Cubed Academy.



In the spring of the 22-23 academic year, PPSD started the work to improve student outcomes utilizing the Breakthrough Results cycle (see Figure 1). Each school was assigned a leadership and performance coach. The coaches worked with building leaders and teams of teachers to review data, build plans for students based on data analyses, and assess student performance to inform next steps. Building leaders provided resources and time for their staff, including timely professional development.

In the spring of 2023, PPSD collected data from all six schools. Overall results reflected significantly improved outcomes for students in nearly all areas (see Figure 2).

Figure 2: PPSD ELA results grades 3-5

	Program Students	Other Students	Difference
3 rd Grade Writing	63% Growth	4% Growth	+59%
3 rd Grade Reading	17% Growth	11% Decrease	+28%
4 th Grade Writing	38% Growth	27% Growth	+ 11%
4 th Grade Reading	43% Growth	21% Growth	+22%
5 th Grade Writing	23% Growth	13% Growth	+10%
5 th Grade Reading	18% Decrease	11% Decrease	[-7%]



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As a result of the pilot’s success, PPSD decided to scale up the initiative to include thirty-three PPSD schools for the 23-24 school year, with a focus on improving math, ELA, attendance, FAFSA completion, and graduation rates. Multiple teams have been established at each school to set student goals, share strategies, and analyze results to assess whether students are achieving these goals. Additionally, throughout the year, teachers, building leaders, district leaders, and RIDE will meet regularly to assess the impact of the initiative.

Transforming the Office of School and District Improvement

The District Support Fellows remain committed to supporting the nine DSP LEAs throughout the 2023-2024 school year. Fellows will work with their assigned LEAs to ensure appropriate and timely spend-down of any remaining ESSER III funds, prior to their expiration in September 2024. Fellows will also provide support around:

- Developing and implementing a system of support for our lowest performing LEAs.
- Providing coordinated and differentiated support based on needs identified by our accountability systems for our LEA and school improvement processes.
- Administer support, grant funding, and progress monitoring to our neediest schools.

As we move forward supporting districts across Rhode Island, RIDE staff will continue to implement learnings from the DSP. For example, the Office of School and District Improvement (OSDI) has begun to reorient their work to more closely align with the DSP service delivery model (see Figure 3). The OSDI team will implement the components of the service delivery model to provide LEAs and schools support based on their unique needs.

Over the course of the 2023-2024 school year, OSDI and the Support Fellows aim to:

- Assist LEAs in creating plans that are Education Accountability Act compliant and aligned to the Governor’s 2030 goals.
- Provide greater access to professional development opportunities aligned to LEA priorities.
- Improve accountability results across the state.
- Support LEAs and schools in creating and implementing initiatives targeting the most vulnerable student populations.
- Monitor and support the responsible spending of federal funding grants (ie. ESSER III).

Figure 3: DSP Service Delivery Model



Build Trusting Relationships



Customize Technical Assistance



Collaborate and Partner



Respond to the Needs of Districts



Utilize the Continuous Improvement Process