



SchoolWorks
Rhode Island Department of Education
Local Education Agency (LEA) Turnaround Review Protocol
Summer 2024

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Part I: Introduction

About SchoolWorks:

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.

What is the Local Educational Agency Turnaround Review?

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 Local Education Agencies (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.

The Rhode Island Department of Educate (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 and the review of best practices from Massachusetts and other states, as well as of essential LEA functions as identified within Rhode Island’s [Basic Education Program \(BEP\)](#). RIDE engaged an independent expert, Dr. Kenneth Wong, the Walter and Leonore Annenberg Chair for Education Policy at Brown University, to serve as an external expert advisor to RIDE on the finalization and implementation of these regulations, including the development of the review framework and standards.

How does the LEA Review work?

The purpose of the LEA Review is to assess current strengths and areas for the organization's improvement and progress related to RIDE's LEA Turnaround Review Standards. The LEA Review is a process that is used to assist the Rhode Island Department of Education in understanding the context of the Providence Public Schools District (PPSD) through answering a set of pre-identified key questions to provide the state with feedback in areas applicable to PPSD as it determines the best course of action to address the challenges faced in these focus areas. The LEA Review places a team of experienced educational leaders from SchoolWorks in the district to collect and analyze data about the district's systems and operations relative to pre-identified focus questions and the RIDE Turnaround Standards. The LEA Review utilizes a discovery process in which multiple sources of evidence are 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 begins before the visit with reviewing key documents and data and an analysis of the district's current performance data against the goals listed in the Turnaround Plan (TAP). This will provide the team with initial information about the district, its schools, and the students it serves.

While onsite, the discovery period continues through additional document and data review, individual interviews, and focus groups with district staff and leadership, parents, students, the city council, mayor and mayor's office, the governor, and other key stakeholders. In addition, the team will use evidence collected from the School Quality Reviews (SQRs) conducted at two elementary, two middle, and two high schools within the district to incorporate the schools' perspectives, action steps, and strategies related to the key questions. The team uses evidence collected through these events to develop findings about the standards in the protocol related to the district's focus questions and the state's turnaround standards to identify opportunities for targeted support and resource sharing.

The LEA Review places a high value on engaging RIDE and key stakeholders 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 that are 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.

What are the general steps in the LEA review process?

Pre-Visit Planning and Analysis

The RIDE and key stakeholders compile necessary documents, including data reports to share with the visit team. All key evidence submitted throughout the process is confidential and reviewed by the LEA review team. The project manager and individual team leader works with RIDE and the district to organize the schedule for the site visit. In addition, RIDE, district stakeholders, the city, families, community members and leaders are invited to provide relevant reflections and context for the team, such as the documents outlined in Appendix A. Team members review documents and data and record their initial questions according to the protocol standards.

Discovery Phase: Evidence-Gathering Onsite

Onsite, the team continues the document and data review and conducts focus groups with state and district leaders, key staff members, parents, students, community members, the city council, and other key stakeholders. Context provided by the focus group participants will also guide onsite evidence collection.

Discovery Phase: Development of Findings

The culmination of the discovery phase is the development of a set of findings about notable areas of progress, key strengths, and areas for improvement relating to the protocol's key questions and turnaround standards. To come to consensus on a set of findings—including strengths and areas for improvement—the team members work together to align and discuss available evidence.

Feedback to the District

While onsite, the team leader communicates with the state's leaders to keep them informed of the team's progress and to seek input on that progress. At the end of the four day visit, the team leader provides a brief, high-level, verbal report of findings to RIDE.

Written Report

After the visit, RIDE will receive a written report that formalizes the findings and evidence discussed onsite.

Part II: Process and Results

How does the team go about its work?

The team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit because individuals do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the team and the district may discuss key strengths and areas for improvement.

CODE OF CONDUCT FOR TEAM MEMBERS

1. Carry out work with integrity.

- a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
- b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
- c. Focus attention and questions on topics that will reveal how well students are learning.
- d. Assure confidentiality.

2. Act in the best interests of students and staff.

- a. Do not put students or staff in a position where they may have conflicting loyalties.
- b. Emphasize that students come first and are at the center of the review.
- c. Wherever possible, work to others' convenience.
- d. Be supportive and enabling. Evidence given under undue stress is unreliable.
- e. Do not under any circumstances criticize the work of a teacher or anyone else involved with the district.
- f. Interviews and focus groups are confidential. Any information reported to the team will remain anonymous in both oral and written reports.
- g. Try to understand what staff are doing and why. Be supportive.

3. Be objective; base findings on evidence, not opinion.

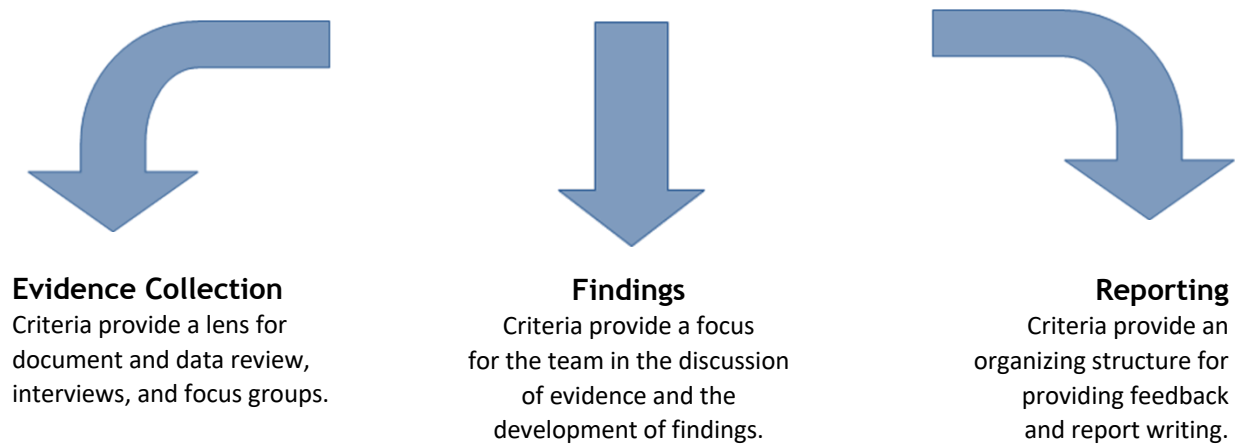
- a. An individual's perception can be evidence, especially if supported by others' observations.
- b. Findings must be robust, fully supported by evidence, and defensible, and they must inform the key questions.
- c. Findings must be reliable in that others would make the same finding from the same evidence.
- d. Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies to team members' findings as well.
- e. Discussion with staff and team members is part of the process to create a fair and secure evidence base from which corporate findings are made.

How does the team come to consensus on findings that are based on a collection of documents, interviews, and classroom visits?

The review process is built on four core components that drive the work of the team throughout the visit.

- **The process is criterion driven.** The process is built on a set of criteria that correspond with the LEA Review Framework. Throughout the site visit, the team collects evidence through document reviews and interviews. The team uses the Review Framework and corresponding criteria during team meetings to identify trends that emerge from the evidence and to come to findings, including identification of strengths and areas for improvement. A criterion-driven process ensures that the work of the team is grounded in research-based standards for effective practice. The protocol’s criteria also serve as a basis for professional dialogue and reporting.

Figure 1: Criterion-driven



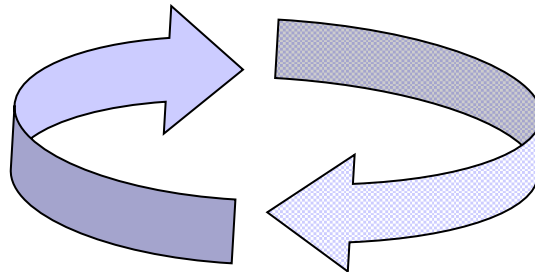
- **The process is an evidence-based system.** The findings of the team—which come from document and data review, focus groups, and interviews—are based on evidence collected during the process. The team builds a base of evidence for each of its findings that would reasonably lead any set of individuals to come to similar conclusions about the district’s programs and practices. Moving from evidence to findings is a cyclical process that depends on an open exchange of information between the team, the RIDE and the district. While the team is required to address the district’s focus questions and base all findings on evidence, the process is not mechanical and requires professional judgment by all team members.

- **The process is iterative, repeatedly checking on and testing the findings and the evidence that supports them.** Team members use a four-step process during the discovery phase to move from pieces of evidence to findings about the district. First, the team records evidence by reviewing documents and conducting interviews. The team reviews evidence to identify initial trends in the evidence. The team would note a trend, for example, if all leaders described communications and collaborations with the district in similar ways and if this description matched the description provided by district leaders and documents reviewed by the team. If the team continued to collect evidence that school leaders and teachers also described communications and collaborations in a similar way, this would support the trend. A finding might be that there are clear systems for communication and collaboration throughout the district. When possible, the team presents preliminary trends and findings to district leaders during the visit so that they can support and/or challenge the team’s analysis by presenting additional evidence before findings are finalized. This iterative process is represented in Figure 2.

Figure 2: An iterative process

4. Findings: Professional determinations based on **evidence** and **trends** and grounded in the protocol criteria

1. Evidence: Documents and interviews

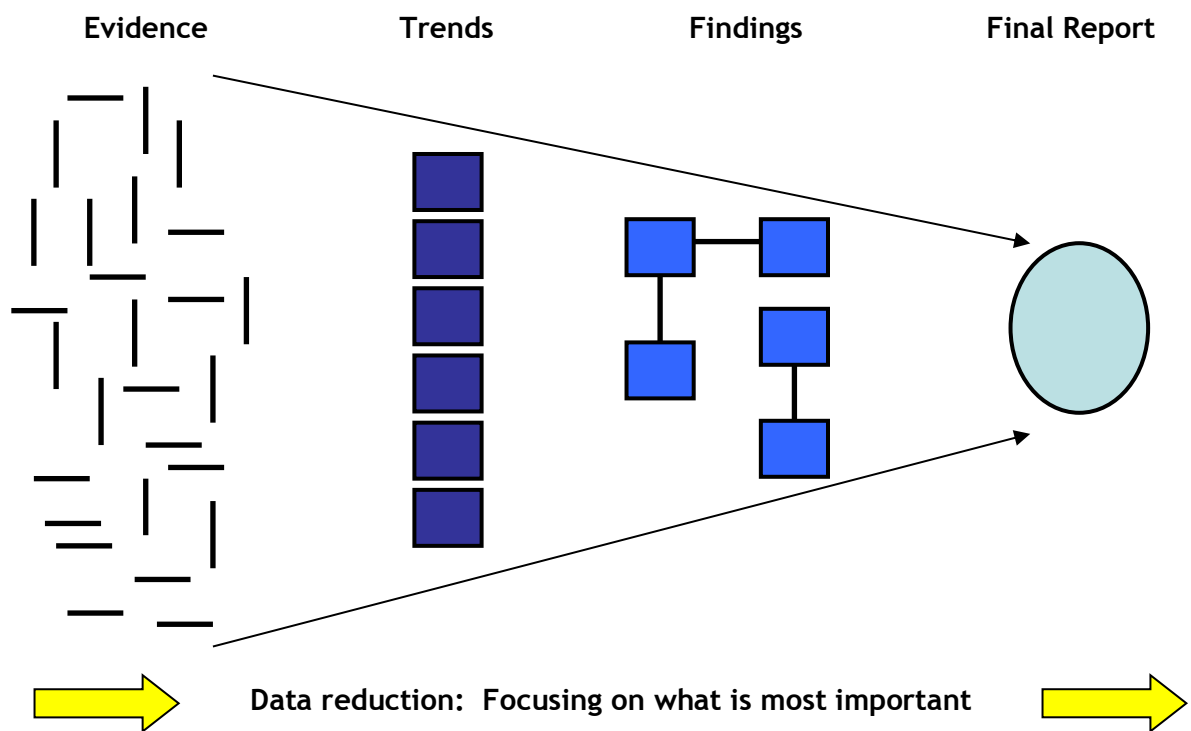


3. Feedback: **Trends** provided to the client for comment and redirection and, eventually, **findings** reported orally to the client.

2. Trends: Developing themes that are based on the **evidence** collected; trends are anchored in the protocol’s criteria and indicators that relate to the protocol review focus questions

- **The team uses its professional judgment to come to consensus on findings.** To be useful, the team must produce a limited set of findings that directly relates to the district’s guiding questions and stated focus areas. Focusing on key strengths and areas for improvement requires discerning only what is important and merits comment. This process is called data reduction. Within the protocol, team members use their professional judgment in a process called moderation to distill the key factors that deserve comment from the wealth of evidence available to them. This use of professional judgment is represented in Figure 3.

Figure 3: Moving from evidence to findings



DETAILED STEPS IN THE PROCESS

How do the team and the district prepare for the site visit?

The following is an overview of the responsibilities of each party. A detailed explanation is available in the following section, Part III: Roles and Responsibilities.

1. The district and SchoolWorks collaborate to determine site visit dates. The team will consist of two representatives from SchoolWorks on the district review team and two representatives from SchoolWorks on the individual school review teams.
2. The team leader introduces the protocol and works with district leaders to begin establishing a specific schedule for the site visit and to review documents requested by the team in advance of the visit. This is a collaborative process between the district's leaders and the team leader. See Appendix A: District Task Checklist for document requests and other preparation guidance.
3. The team leader remains available to answer any questions and to work with the district's leaders to ensure that documents needed for the site visit are available in a timely manner. See Appendix A: Supporting Documents Checklist for document requests in preparation for the site visit.
4. The team leader sends a copy of the protocol, schedule, interview questions, documents, and any additional context provided by the district for pre-visit analysis to the other team members. Additionally, all focus group participants are provided with the relevant standards and interview questions prior to the focus group meetings.
5. All team members review key documents identified by the district. To ensure full coverage and the most efficient use of subject matter expertise, some document review may be distributed among team members.
6. Team members also review available data, including SQR reports, district review data, achievement data, and any additional data points shared by the district leaders.

Onsite review and feedback

1. The initial team meeting is used to share insights from document and data review and to provide perspective on key open questions to be answered during the review. Aspects of the District Review Framework are reviewed at the initial team meeting. Based on the additional information and context shared by district leaders, the team will prioritize essential questions and areas of the District Review Framework.
2. The team continues to review data and documents and conducts interviews and focus groups in accordance with the visit schedule.
3. The team formulates consensus findings in relation to the LEA Review Framework and corresponding criteria. This is based on evidence provided to the team during interviews and document reviews while onsite.
4. The team identifies potential areas for targeted support.
5. At the end of the site visit, the team verbally presents a brief report of findings to individual school leaders and state leaders. This verbal report out will include strengths and areas for improvement organized according to the topics and indicators in the LEA Review Protocol plus initial recommendation ideas.

Sample site visit schedule

Below is a sample visit schedule for the full visit, as well as details on a single day. The team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by the district leaders.

Since this is a multi-day site visit, feedback sessions with district leaders will be scheduled each morning to provide opportunity for discussion and redirection.

Sample Four-Day Site Visit Schedule for Central Office and Municipal Stakeholders				
Time	Day 1	Day 2	Day 3	Day 4
7:00–8:00	Team arrives; Morning meeting			
8:00–9:00	Interview with district leaders	Interview with district leaders	Interview with city council members	Interview with state leaders
9:00–11:30	Focus groups	Focus groups	Focus groups	Focus groups
11:30–12:00	Document review	Focus groups	Document review	Focus groups
12:00–1:00	Lunch, mid-day meeting and team debrief			
1:00–2:30	Focus groups	Focus groups	Focus groups	Focus groups
2:30–3:00	Focus group	Focus group	Focus groups	Focus groups
3:00–5:30	Evidence sorting and team discussion/Team deliberations			
5:30–6:00	Check in with state leaders	Check in with state leaders	Check in with state leaders	Short Report out to school and state leaders (if applicable)
6:00 PM	Team departs			

Sample Daily Site Visit School Schedule for a 1 Day Visit		
Time	Team Leader	Team Writer
7:00–8:00 AM	Team arrives; Morning meeting	
8:00–9:00 AM	School Leadership Focus Group	
9:15–10:15 AM	Teacher Leadership Focus Group (ILT, SIP team)	
10:30–12:00 PM	Classroom Observations	
12:00–1:00 PM	Lunch; mid-day meeting and team debrief/document review	
1:00–1:45 PM	Teacher Focus Group	
2:00–2:30 PM	Student Focus Group	Family/Caregiver/Community Focus Group
2:45–3:30 PM	Teacher/Student Support Staff Focus Group	
3:30–5:00 PM	Document/Consensus Meeting	
5:00–5:30 PM	Follow Up Focus Group with school leadership	
5:30–6:00 PM	Conclude consensus meeting	
6:00 PM	Team Departs	

Written report

1. The team writer responsible for completing the written report gathering all notes and other key evidence collected by the team during the review to use in drafting the report.
2. Each one-day site visit will have an individual writer who will compile the team's findings at the school into a one-page Executive Summary to be used in the larger district report.
3. The writer develops a draft report that documents the evidence for the findings. This report provides a written record of the findings reported to the state leaders orally at the end of the site visit.
4. Before the draft report is sent to RIDE, all team members provide comments on the draft according to pre-established timelines.
5. RIDE will review the draft report for factual errors.
6. The report is finalized and submitted to the State.

Part III: Roles and Responsibilities

In order to develop an accurate portrait of a district, all participants have key roles in preparing for and conducting the site visit. This section explains the roles and responsibilities of the team leader, team members, and the district. Participants should read this section carefully to learn how to prepare for the site visit.

Project Manager and/or Team Leader

Roles and responsibilities of the team leader include:

1. *Modeling and enforcing the code of conduct*
 - The team leader should exhibit the highest professional standards and is responsible for ensuring that the team does so as well.
2. *Coordination with the district*
 - Before the visit, the team leader contacts the district to begin the scheduling process. The team leader also works with the district to ensure that documents are made available in a timely manner.
 - There are likely to be questions about the process. The team leader serves as the contact person to address these questions. The team leader ensures that adequate meeting space has been secured for the team.
 - The team leader ensures that lunch will be provided (at the team's expense) each day.
3. *Coordination of materials and assignment of team members*
 - Before the site visit, team members are identified and provided with materials (e.g., protocol, documents) to review.
 - The team leader assigns team members to conduct interviews and focus groups in accordance with the site visit schedule.
4. *Facilitation and management of logistics for site visit days*
 - Once onsite, the team leader is responsible for facilitating all team meetings.
 - The team leader ensures that all interviews and focus groups are attended and go smoothly, in addition to conducting a review of the schedule with the district leaders and the team.
5. *Communication while onsite*
 - The team leader is responsible for maintaining good channels of communication with the district leaders at all times.
 - The team leader takes appropriate actions to follow up on any responses to the team findings.
 - The team leader provides verbal reports to the district leaders about the team's developing findings throughout the visit and at the end of the visit.
 - The team leader facilitates the collaborative action planning process with the team and district leaders, ensuring it is focused on the areas that are most important to the district and most likely to impact or improve the outcomes.

Team Members

Success of the visit relies heavily on team members and their actions as follows:

1. *Adherence to the code of conduct*
 - Team members should exhibit the highest professional standards and are responsible for adhering to the code of conduct under the direction of the team leader.
 - Interviews and focus groups are confidential. Any information reported to the team will remain anonymous.
2. *Preparation for the site visit*
 - Team members review the LEA Framework in its entirety. This is critical because the protocol guides all activities while onsite.
 - Prior to arriving onsite, team members review documents and formulate questions for the initial team meeting.
3. *Collection of evidence*
 - Team members complete the visit schedule according to the protocol and under the direction of the team leader.
 - Team members record their evidence in notes and provide all necessary data to the team leader at each team meeting, ensuring that notes are completed and organized for end-of-day meetings.
4. *Collaboration with others under the team leader's direction*
 - Team members support and take direction from their team leader. They recognize that the team leader has to make executive decisions and trust in the leader's judgment.
 - Team members actively participate in team meetings and support others' efforts to reach unified findings based on evidence.

District Leaders and State Department of Education

To be an effective partner in the process, district leaders and RIDE leaders:

1. *Act as essential partners in the site visit process*
 - District leaders make the purpose and process of the team's visit clear to all staff.
 - District leaders work with the team to ensure that the visit runs smoothly.
 - District leaders work with district stakeholders to reflect on the district's performance.
2. *Designate a meeting room*
 - The team will need a meeting space during the day. The space should allow for confidential meetings and should be available to team members for the full visit.
 - To the extent possible, interviews should not be scheduled in this space but planned for elsewhere in the building.
3. *Communicate with the team*
 - District leaders work collaboratively with the team leader prior to the site visit to ensure that documents are provided in a timely manner and that all individuals are aware of the visit and its purposes.
 - District leaders work collaboratively with the team leader during the site visit to provide any additional documents, if requested.
 - District leaders maintain good communication with the team leader throughout the process, honestly expressing concerns and feedback from staff.

Part IV: LEA-Based Key Questions

The following key questions guide the team’s work. All evidence is collected in response to these key questions and their respective standards. The complete list of corresponding criteria and indicators for each key question can be found in the next section, Part V: LEA-Based Criteria and Indicators.

Key Questions

1. *Has PPSD made sufficient progress in improving the district?*
 - Section 1: LEA Performance
2. *Is there sufficient local-governance capacity to sustain the progress if the LEA is returned to local control?*
 - Section 2: LEA Capacity (Aligned with BEP core essential functions)
 - Section 3: School Committee Capacity
 - Section 4: Municipal Capacity

Part V: LEA Turnaround Review Criteria and Indicators

Statutory and Regulatory Context

In 2022, the Rhode Island General Assembly mandated that the 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.

[200-RICR-20-05-6](#) requires the Commissioner to craft a report to be delivered to the Council prior to the end of any order under R.I. Gen. Laws § 16-7.1-5 to inform the Commissioner's recommendation to the Council 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 an LEA has made sufficient progress towards achieving the academic and other progress measures identified within the LEA's Turnaround Plan (see standards to be addressed in Section 1); as well as,
- 2) **Capacity:** If the LEA, school committee, and responsible municipal entity possess the capacity and readiness to sustain the LEA's progress if the LEA was returned to local control (see standards to be addressed in Sections 2-4).

The review of these two conditions should provide a helpful framework to identify clear progress made to date, as well as identify potential areas of support to continue to sustain and accelerate progress going forward.

These standards were developed in consultation with educational experts and the review of best practices from Massachusetts and other states, as well as of essential LEA functions as identified within Rhode Island's [BEP](#). These standards are applicable to any LEA under state intervention pursuant to R.I. Gen. Laws § 16-7.1-5.

Section 1: LEA Performance Metric Progress

Overview

Each LEA under an order pursuant to R.I. Gen. Laws § [16-7.1-5.1](#) is mandated to create a Turnaround Action Plan (TAP). This plan is to be used to set goals for the LEA under state intervention and provide a framework to assess progress during the course of turnaround status. The TAP includes performance metrics that will guide the Commissioner in their report and recommendation on the turnaround status of the LEA. Assessing the performance of an LEA and the progress made during turnaround status is paramount to deciding whether and when to return an LEA to local control. This evaluation should be inclusive of the root causes and context surrounding LEA performance metric progress that contributed to the LEA entering turnaround status. This assessment should also be contextualized in comparison with the LEA's performance on these measures to similar LEAs, the LEA's initial performance prior to the intervention, and in light of potential external factors impacting performance.

Regulatory and Statutory Context:

[200-RICR-20-05-6](#) requires that each Turnaround Plan contain academic and non-academic progress measures within an LEA's turnaround plan. The progress measures must, at a minimum:

- a. Be customized to the particular reasons for which the LEA was first entered into turnaround status under the Crowley Act;
- b. Be informed by input from community and other stakeholder engagement that helped inform the creation of the Turnaround Plan;
- c. Include academic measures that align with relevant components of the local education agency accountability system, as identified in R.I. Gen. Laws § 16-97.1-1; and,
- d. Include any additional progress measures identified for specific LEAs pursuant to R.I. Gen. Laws § 16-7.1-5.1.

Other non-academic progress measures may include the successful completion of implementation milestones that address root causes that contributed to the LEA's entering of turnaround status.

LEA Progress Standards:

Standard 1.1: The LEA has made sufficient progress on measurable goals specified in the LEA's turnaround action plan.

- The LEA has made sufficient progress on academic progress measures as outlined in the LEA's Turnaround Plan
- The LEA has made sufficient progress on non-academic progress measures as outlined in the LEA's Turnaround Plan

Section 2: LEA Capacity

Overview

An LEA's responsibility, as noted in the BEP [200-RICR-20-10-1.1.4\(A\)\(1\)](#), is "to create and sustain high quality learning environments that meet the standards set forth in the BEP. In these regulations, the LEA includes the governing board, central-level, and school-level personnel. The LEA shall ensure that learning is at all times the ultimate focus of every individual employed by the agency." This guiding principle of an LEA's responsibility informs the standards and indicators outlined in the section below.

LEA capacity is to be assessed using seven main standards, derived from the seven core functions of an LEA as stated in the BEP, and their applicable indicators below. For each standard, an accompaniment of indicators describes what effective LEA capacity practices look like in practice. Based upon the following regulations, and in consultation with national standards, R.I. Gen. Laws, and best-practices, RIDE developed the following key standards and indicators to assess LEA capacity. This evaluation should be inclusive of the root causes and context surrounding LEA capacity that contributed to the LEA's entering of turnaround status.

Statutory and Regulatory Context:

An LEA under turnaround status, as noted in [200-RICR-20-05-6](#), is subject to review and consideration by the Commissioner regarding whether the LEA has the capacity and readiness to continue to make progress on the academic and other progress measures, as identified within the LEA's Turnaround Plan, without the intervention and support provided pursuant to in R.I. Gen. Laws § 16-7.1-5.

LEA Capacity Standards:

Standard 2.1: Leads the Focus on Learning and Achievement

The LEA provides on-site direction that continuously guides site-based leadership; identifies expectations and accountability for implementation of proven practices; and addresses barriers to implementation of identified educational goals.

- The superintendent promotes a culture of collaboration, trust, accountability, and joint responsibility for student learning among administrators, teachers, and other staff members.
- The superintendent engages with the school committee and the community to support LEA improvement.
- Using a clear, thoughtful, and inclusive process, the LEA develops a three- to five-year LEA improvement plan, strategic plan, or LEA strategy and an annual LEA action plan.
- Each school within the LEA develops an annual school improvement plan aligned with the LEA's plan.
- The LEA and school plans drive the development, implementation, and modification of educational programs and practices.
- The LEA has a proactive approach and system designed to meet the needs of all students by ensuring that schools use data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain students' academic, behavioral, and social-emotional growth.

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

The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.

- The LEA employs effective human resources policies, procedures, and practices.
- The LEA proactively cultivates a pipeline of educators such that there is a qualified pool of applicants for all vacancies. It has hiring timelines, policies, and processes which are rigorous and efficient such that schools are able to employ effective educators.
- The LEA has developed systems and processes to identify and address equitable access to excellent educators.
- The LEA ensures that supervision and evaluation inform a comprehensive approach to the identification, development, and retention of effective educators. It ensures that educators at all stages of their careers receive appropriately targeted and differentiated professional development that improves their knowledge, skills, and ability to meet the learning needs of all students.
- The LEA provides high-quality induction and mentoring support to all new hires such that it can develop, support, and retain effective educators.
- The LEA provides differentiated roles and opportunities for growth, including distributed leadership opportunities and an articulated career ladder, such that it can effectively build leadership skills and retain effective professional staff and maximize their impact.

Standard 2.3: Implements high quality curriculum materials and instruction

Curriculum and instruction are supported by data-driven instructional strategies, job-embedded professional development, culturally responsive practice, and formative and summative assessment.

- The LEA ensures that all teachers have access to standards aligned curricular materials that meet the definitions of high-quality curriculum as set forth by R.I. Gen. Laws § 16-22-30 through 33, Rhode Island's List of Approved High-Quality Curricula, and Review Tools to Support Selection of HQCM, and the support needed to implement those materials consistently and skillfully.
- The LEA ensures that all teachers provide effective instruction that challenges and supports all students.
- The LEA ensures that all students have access to a range of rigorous grade-level coursework.

Standard 2.4: Uses Information for Planning and Accountability

The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.

- The LEA has a clear purpose and system for reviewing state-level data and efficiently collecting LEA and school level assessment and outcome data.
- The LEA fosters a culture of data used to drive continuous improvement at all levels and ensures that educators, including LEA and school leaders, use collected data to guide instructional practice.
- The LEA shares assessment results with students, teachers, and students' families in ways that are clear, timely, and easily understood and utilized.

Standard 2.5: Engages Families and the Community

The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.

- The LEA ensures that each school develops strong collaborative relationships with students and families in order to support students' academic progress and behavioral, social, emotional, and physical development and well-being.
- The LEA ensures that each school develops strong collaborative relationships with community partners and other stakeholders in order to support students' academic progress and behavioral, social, emotional, and physical development and well-being.

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

The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning.

- The LEA prioritizes the physical, intellectual, and emotional safety of all students and adults, and creates an environment that helps students develop social, emotional, and academic knowledge, skills, and competencies. It supports schools to foster safe, positive, healthy, inclusive, engaging, and welcoming learning environments that cultivate supportive, authentic relationships and a strong sense of belonging and connection, and that value the diverse assets and voices of all students, staff, families, and partners.
- The school facilities – consisting of the site, building, equipment, and utilities – are major factors in the functioning of the educational program.

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

The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need and overcome barriers to effective resource allocation at the school level.

- The LEA's budget recommendations to the school committee are educationally sound and address the goals and strategies of the LEA's improvement plans, benchmarking data available from RIDE and elsewhere, and analysis of disaggregated student data.
- The LEA provides regular, accurate reports to the superintendent and school committee on spending from all funding sources, and forecasts spending through the end of the year, with adequate school-level information provided to every principal.
- The LEA shall prepare a long-range Educational Facilities Master Plan (EFMP), with annual revisions and updates that address all facilities under the control of the LEA and that is aligned with the Capital Improvement Program (CIP). The LEA shall develop methods and procedures to coordinate their facility planning with local governments and related comprehensive community plans. The LEA shall develop a Comprehensive Maintenance Plan (CMP) with annual revisions and updates, using the template provided in the School Housing Aid and School Construction Regulations.
- Each LEA shall develop, implement, and monitor a human capital management system that is connected to its educational improvement strategy, and supports the people with the knowledge and skills necessary to execute that strategy. Human capital management systems shall adhere to standards and state regulations that relate to professional knowledge, skills, and competencies expected of all staff.

Section 3: School Committee Capacity Standards

Overview:

School committees play a critical governance role in collaboratively and strategically supporting the LEA to improve student performance and outcomes. High-functioning school committees should establish, implement, and evaluate policies, procedures, systems, and budgets with a primary focus on achieving LEA-wide improvement goals, in part through equitable and effective use of resources.

Given a school committee's advisory role while an LEA is under state control, pursuant to R.I. Gen. Laws § 16-7.1-5.1, the standards below are meant to evaluate the school committee's readiness and capacity to assume their critical governance role should the LEA return from state to local control. This evaluation should be inclusive of the root causes and context regarding school committee capacity that contributed to the LEA's entering of turnaround status.

Regulatory and Statutory Context:

In reviewing the capacity of the school committee or board to support the respective LEA, [200-RICR-20-05-6](#) requires review and consideration regarding the school board or committee's capacity and readiness to:

- a. Support the LEA's continued progress on academic and other progress measures, as identified within the LEA's Turnaround Plan, without the intervention and support provided pursuant to the Crowley Act; and,
- b. Provide said support consistent with responsibilities outlined in R.I. Gen. Laws § 16-2-9, as well as other site-based management and governance best practices.

School Committee Capacity Standards:

Standard 3.1: The School Committee Focuses on Improving Outcomes for Students

- Purposefully and collectively use the LEA's Turnaround Plan to guide its policies, deliberations, and decisions
- Regularly reviews disaggregated student data
- Maintains a particular focus on closing achievement, access, and opportunity gaps for students of color, low-income students, multilingual learners, and differently abled students
- As applicable, demonstrates the capacity and readiness to evaluate the superintendent's performance annually*

Standard 3.2: The School Committee Establishes a Culture of Collaboration

- Ensures that school committee members develop and sustain a collaborative working relationship with each other and with the superintendent
- Actively creates opportunities to engage stakeholders in working together in a transparent way to improve student outcomes
- Promotes positive working relationships between LEA, municipal, and state leaders

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

- In accordance with R.I. Gen. Laws § 16-2-9, and as applicable under R.I. Gen. Laws § 16-7.5-.1, establishes priorities, goals policies, procedures, systems, and budgets to enable LEA-wide improvement
- Demonstrates the capacity and readiness to resume operations with transparency and maintain a clear and appropriate division of roles between municipal officials, the committee, the superintendent, and LEA staff, in accordance with site-based management best-practices
- Demonstrates the capacity and readiness to resume the adoption of appropriate division of roles among members of the school committee to ensure that the committee is a highly functional, strategic policy-making body for the LEA as a whole
- Demonstrates the capacity and readiness to resume taking responsibility for securing adequate and equitable funding for the LEA
- Demonstrates the capacity and readiness to resume prudent financial management and spending in accordance with the budget it has approved
- As applicable, the school committee or board will demonstrate the capacity to resume an active and constructive role in developing timely and effective strategies for collective bargaining and managing negotiations*
- Addresses any additional school-committee based deficiencies identified in the underlying analysis that contributed to an LEA to coming under state control pursuant to R.I. Gen. Laws § [16-7.1-5](#).

**Identified standards are not applicable to the 2024 PPSD review*

Section 4: Municipal-Entity Capacity Standards

Overview:

Municipal leadership encompasses the collective aspirations of the quality of public education as a key aspect of the well-being of the local community. Municipal leaders collaborate strategically with the School Committee and the LEA leadership to improve all students' performance, opportunities, and outcomes. Municipal capacity should be shown to provide resources to ensure students receive high quality education.

Based upon the below regulations, and in consultation with national standards, R.I. Gen. Laws, and best-practices, RIDE developed the following key standards and indicators to assess municipal entity capacity. This evaluation should be inclusive of the root causes and context surrounding municipal capacity that contributed to the LEA entering turnaround status.

Regulatory Context:

[200-RICR-20-05-6](#) requires review and consideration regarding whether the legally responsible municipal entity has the capacity and readiness to:

- a) Support the LEA's school committee or board to ensure the LEA's continued progress on academic and other progress measures, as identified within the LEA's Turnaround Plan, without the intervention and support provided pursuant to the Crowley Act; and,
- b) Demonstrate said support through the contribution of sufficient local funding to the local school committee or board necessary to sustain and continue the LEA's progress, including compliance with statutory maintenance of effort requirements as identified in the Crowley Act.

Municipal-Entity Capacity Standards:

Standard 4.1: Ensure Fiscal and Legal Compliance

The municipal entity fulfills its fiscal and legal responsibilities, in accordance with R.I. state law and regulations, to support the success of the LEA.

- Takes action to secure adequate, equitable funding for the LEA and its schools, as stipulated by the Maintenance of Effort (MOE) provision in the Crowley Act, R.I. State Law and the annual state appropriations in the school funding formula, as applicable.
- Where applicable, under R.I. State Law and Municipal Charter, recruits qualified candidates to serve on the School Committee.
- As permissible by R.I. State Law, takes an appropriate and responsible role in the process of collective bargaining.*

Standard 4.2: Demonstrates Community Leadership**The municipal entity demonstrates value-add leadership in galvanizing community and municipal assets to effectively support and collaborate with the LEA.**

- Convenes and leverages community partnerships and assets to support learning opportunities for all students in the community.
- Effectively collaborates with and makes available to the LEA, where applicable, facilities, municipal supports, and systems of operations and finance in support of the LEA's school improvement effort.
- As applicable, adopts appropriate division of roles between municipal officials, the school committee, and LEA leadership.
- Addresses any additional municipal-based deficiencies identified in the underlying analysis that contributed to an LEA coming under state control pursuant to R.I. Gen. Laws § 16-7.1-5.

**Identified standards are not applicable to the 2024 PPSD review*

Appendix A: Supporting Documents Checklist

The Supporting Documents Checklist is a tool to be used by the district to prepare for the review. It includes key documents that the stakeholder groups and RIDE should submit prior to the site visit, as supporting evidence in alignment with the turnaround standards.

DOCUMENTS TO BE PROVIDED BY STAKEHOLDER GROUPS AND RIDE PRIOR TO THE VISIT
Section 2- LEA Capacity Aligned with BEP's Core
<input type="checkbox"/> Job descriptions for district staff
<input type="checkbox"/> Documents related to the recruitment practices for the district and schools, including induction and mentoring programs
<input type="checkbox"/> Employee evaluation system information for district and school level staff (including process, goals, and accountability)
<input type="checkbox"/> Sample school-level, administrator-level, and district-level completed evaluations and informal observation/feedback forms (WITHOUT names)
<input type="checkbox"/> Current school year budget with key assumptions related to a) student enrollment; b) staffing; c) facilities; d) food service; e) transportation; f) per-pupil funding; g) grants, including federal entitlements; and h) other major contracted expenses
<input type="checkbox"/> Documents related to the district's annual budgeting process
<input type="checkbox"/> Communications to define relationship and responsibilities between district and schools
<input type="checkbox"/> District and school-level professional development (PD) calendar and sample PD documents
<input type="checkbox"/> Documents related to supporting and developing school leaders
<input type="checkbox"/> Overview of processes used to provide feedback to schools (e.g., school reviews, walkthroughs)
<input type="checkbox"/> District instructional expectations
<input type="checkbox"/> Documentation summarizing/describing the district's intervention system, programs, or services available for students with special needs and students who are English language learners and programs that support social or emotional well-being
<input type="checkbox"/> Documents related to district-provided cultural supports for schools
<input type="checkbox"/> Documents related to district-provided operational support for schools
<input type="checkbox"/> Documents related to district-provided academic supports for schools
<input type="checkbox"/> Examples of two to three school improvement plans
<input type="checkbox"/> Evidence of data-based decision-making and progress monitoring related to the district Turnaround Plan
<input type="checkbox"/> Evidence of how the district engages with the School Committee and community in support of the district's goals
<input type="checkbox"/> Curricular materials overview
<input type="checkbox"/> Evidence of student achievement data review and use of data to drive improvement
<input type="checkbox"/> Evidence of sharing student achievement data with stakeholders
<input type="checkbox"/> Evidence of communication and relationship-building with students, families, and community partners
<input type="checkbox"/> Evidence of how the district fosters safe and supporting school environments
<input type="checkbox"/> District reports to the school committee on funding, forecasts, and school-level data

<input type="checkbox"/> The district’s long-range Educational Facilities Master Plan
<input type="checkbox"/> The district’s organizational chart
<input type="checkbox"/> Agendas and minutes from the district leadership team or other staff meetings
<input type="checkbox"/> Communications to define the relationship and responsibilities between district and schools
<input type="checkbox"/> Most current version of the district’s turnaround or strategic plan and monitoring documents
<input type="checkbox"/> Most current financial statements, including income statement, balance sheet, monthly cash flow, and budget-to-actuals
<input type="checkbox"/> Most recent financial audit and management letters
<input type="checkbox"/> Multi-year financial plan
<input type="checkbox"/> Financial policies manual (or documented policies and procedures for internal controls if manual does not exist)
Section 3- School Committee Capacity
<input type="checkbox"/> Evidence of how the School Committee monitors the district’s Turnaround Plan
<input type="checkbox"/> Evidence of how the School Committee monitors the academic achievement of the district
<input type="checkbox"/> Evidence of how the district uses the Turnaround Plan to guide decision-making around policies and improvement.
<input type="checkbox"/> Organization chart with the roles and responsibilities of the school committee
<input type="checkbox"/> A list of specialized committees within the school committee
<input type="checkbox"/> Evidence of committee meetings, agendas, protocols and meeting minutes
<input type="checkbox"/> Evidence of funding sources, budgets, meeting minutes related to funding
<input type="checkbox"/> Evidence of how the school committee provides fiduciary oversight of the district
Section 4 – Municipal-Entity Capacity
<input type="checkbox"/> Staffing model and roles/responsibilities for business office and operations team and how they support the overall functioning of the district and its improvement efforts.
<input type="checkbox"/> Evidence of how the municipal entity provides adequate, equitable funding for the district
<input type="checkbox"/> Evidence of how the municipal entity recruits candidates to the School Committee
<input type="checkbox"/> Evidence of how the municipal entity engages community partnerships to support the district
<input type="checkbox"/> Evidence of how the municipal entity supports the operations of the district (e.g., facilities, staffing)
<input type="checkbox"/> Evidence of how the municipal entity collaborates with the school district to support operations, staffing, and financial needs of the district.

Appendix B: Interview Guidance and Worksheets

During the review, a series of interviews and/or focus groups will be conducted to gather information about the district. Interview data are intended to provide information about the implementation of the district’s program and operations. The team leader, with guidance from district leaders, will work to establish a schedule that is appropriate for the district. Depending on the purpose of the review and the district’s structure, the number and length of interviews conducted varies. The following are examples only.

SCHOOLWIDE INTERVIEWS	
Interviews/ focus groups	Description
District leaders	District leaders include the CEO and key assistants. In addition to an interview, district leaders may be asked to provide further guidance and insight throughout the visit. Feedback on the team’s preliminary findings will be presented to district leaders at the end of the site visit.
District departments	Groups of district staff representing the district’s departments make up focus groups. In some cases, the team may request a focus group meeting with personnel to discuss their roles in the delivery of the district programs for the schools. The team makes an effort to speak to as many of the district’s staff as possible.
Parents	This is a focus group with a representative group of four to eight parents who have a range of school participation experiences and whose children have a range of academic needs and have attended school for various lengths of time.
Students	This is a focus group with a representative group of four to eight students from a range of grade levels and who have various academic needs.
Community Partners	This is a focus group with a representative group of four to eight community partners who have a range of engagement with the district and support the district in various capacities.
School leaders	Interviews with school leaders are conducted. School leaders are asked questions regarding the school’s alignment with the district’s strategic plan, how the plan is implemented at the school level, the individual school’s progress towards the plan, and roles and responsibilities of the school’s personnel.
Teachers	Interviews with teachers are conducted. Teachers are asked questions regarding the school’s alignment with the district’s strategic plan, how the plan is implemented at the school level, the individual school’s progress towards the plan, how the school leaders communicate expectations to teachers, and how the school committee engages in professional and collegial relationships with the teachers to execute the district’s strategic plan.

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions consistent with the criteria and indicators in the LEA Review Framework in order to gather appropriate evidence
2. Ensure uniformity across interviews conducted
3. Provide multiple sources of evidence to support the team's findings

The interview worksheet provides a template for the team to use during interviews and focus groups. This ensures that questions are being asked in accordance with the protocol and that all team members are asking uniform questions. While onsite, the team may develop additional, specific interview questions that are based on the team leader's judgment of what must be learned to come to findings on the protocol's key questions.

One interview worksheet exists, and the team will use the worksheet to interview focus groups while onsite. Interview questions might look slightly different; interviews conducted with school leaders might include slightly different content than what the team would ask school committees or parents. In addition, question delivery might vary slightly.

How do I use the interview worksheet?

The interview worksheets contain possible interview questions. Interview notes are recorded by the team for use during team deliberations and to provide the report writer with a record of interviews to ensure a sound and accurate evidence base.

Section 2: LEA Capacity

1. **LEA and School Leadership:**

How does the district communicate with its schools?

 - Systems/structures for communication (schools, community, governing municipalities)

How would you characterize the communications between and among district leaders, district staff members, school leaders, school staff members, and school stakeholders?

How are district responsibilities communicated to stakeholders?

Describe the district's organization structure.

 - How does it support the schools?

Describe district- and school-level decision making.

What are the district's non-negotiables?

Describe school-level autonomies.
2. **LEA and School Improvement Planning:**

What are the district's goals?

 - How are they communicated?
 - How are they aligned with the mission/vision?

What are the school-level goals?

 - How do they support the district's goals?
 - How do they align with schools' improvement efforts (e.g., programming, staff development, curriculum implementation)?

How does the district remain focused on district and school goals and priorities?

Listen for them to describe the process for monitoring instruction.

 - School leader oversight
 - How often?
 - Coaching cycles

Listen for them to describe the professional learning process.

 - How are sessions determined?
 - How often?
 - Who leads them?
 - Feedback/implementation/accountability

3.	<p><u>Curricular Supports and Materials:</u></p> <p>Describe the curricular materials used in schools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> List them by content <input type="checkbox"/> What materials are provided? <input type="checkbox"/> Supporting resources including professional development <p>How are curricular materials selected?</p> <ul style="list-style-type: none"> <input type="checkbox"/> District/Committee <input type="checkbox"/> When/Process <input type="checkbox"/> Are they periodically reviewed? If so, how often, what’s the process?
4.	<p><u>Tiered Systems of Support:</u></p> <p>How does the district/school identify and support students, including, but not limited to, differently-abled or multi-lingual learners?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of data to identify <input type="checkbox"/> Analysis of data for student progress <input type="checkbox"/> Support structure (course offerings) <input type="checkbox"/> Staffing to support groups of students <input type="checkbox"/> Progress monitoring of student’s goals <input type="checkbox"/> Social and emotional supports <input type="checkbox"/> Behavioral supports <input type="checkbox"/> Culturally responsive and inclusive supports
5.	<p><u>Data and Assessment Systems, Data Use, and Sharing Results:</u></p> <p>Describe the district’s approach to data use and analysis.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish goals <input type="checkbox"/> Monitor success <input type="checkbox"/> Inform decision-making, improvement planning, and systems/processes <input type="checkbox"/> Improvement planning <input type="checkbox"/> How are goals monitored? <p>How is the district ensuring an increased intensity to sustain students’ academic, behavioral, and social-emotional growth?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Benchmark goals <input type="checkbox"/> Clear outcomes <input type="checkbox"/> Timelines <input type="checkbox"/> Additional resources/allocations <p>How does the district communicate results to its stakeholders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Format <input type="checkbox"/> How often?

6.	<p><u>Infrastructure and District Level Recruitment, Hiring and Assignment:</u></p> <p>Describe the district’s process for identifying and developing district-level staff.</p> <p>Describe the district’s process for creating district-level job descriptions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for scope of creation (e.g., has the district created descriptions for every district-level position?). <input type="checkbox"/> Probe for level of detail in descriptions (e.g., do the descriptions outline scope of work, essential responsibilities, and required expertise?). <p>Describe how the district uses established job descriptions to inform district-level staffing assignments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for strategy behind hiring/staffing decisions (e.g., how does the district seek to limit redundancy in role and function as well as ensuring that candidates possess needed expertise?). <p>Describe the district’s professional development approach at the district level.</p>
7.	<p><u>School Level Recruitment, Hiring and Assignment:</u></p> <p>Describe the district’s approach to school-level recruitment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for who at the district level or school level supports this work. <input type="checkbox"/> Probe for why school-level vacancies exist. <p>Who is responsible for recruitment decisions? Does this align with the decision-making authority previously described?</p> <p>Describe the district’s process for creating school-level job descriptions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for scope of creation (e.g., has the district created descriptions for every school-level position?). <input type="checkbox"/> Probe for level of detail in descriptions (e.g., do the descriptions outline scope of work, essential responsibilities, and required expertise?). <p>Describe how the district uses established job descriptions to inform school-level staffing assignments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for strategy behind hiring/staffing decisions (e.g. how does the district seek to limit redundancy in role and function as well as ensuring that candidates possess needed expertise?). <p>Describe the district’s professional development approach at the school level.</p>
8.	<p><u>Supervision, Evaluation, and Educator Development:</u></p> <p>Describe the district’s approach to performance management.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for management at the district level and school level to include school leaders and school staff. <input type="checkbox"/> How does this approach align with the performance contract? <p>How does the district determine the success of its district staff, school leaders, and school staff?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for clear performance metrics. <input type="checkbox"/> Probe for ways it holds all employees accountable. <p>What happens when district staff, school leaders, and/or school staff are performing unsatisfactorily?</p>

9.	<p><u>Recognition, Leadership, Development, and Advancement:</u></p> <p>Describe the district’s approach to supporting and developing school leaders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback <input type="checkbox"/> Contact between school leaders and managers <p>Describe the district’s approach to evaluating school leaders.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal observation, feedback, and self-reflection
10.	<p><u>Student, Family, and Community Engagement:</u></p> <p>Describe the district’s approach to communicating with students and families.</p> <ul style="list-style-type: none"> <input type="checkbox"/> What’s the structure? How often? <input type="checkbox"/> Opportunities for feedback/input <input type="checkbox"/> Contact between school leaders and managers <p>Describe the district’s approach to communicating with community partners and organizations?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What’s the structure? How often? <input type="checkbox"/> Opportunities for feedback/input <input type="checkbox"/> Access to district and school-level leadership <p>How does the district develop community partnerships?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are potential partnerships identified <input type="checkbox"/> How is the effectiveness of the partnerships monitored? <input type="checkbox"/> List the district/school-level community partnerships.
11.	<p><u>Safe and Supportive School Climate and Culture:</u></p> <p>Does the district/school provide a safe and supportive environment for adults and students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> What supports are in place for physical safety? <input type="checkbox"/> What emotional supports are in place (counselors, emotional health time off, affinity groups for students, adult relationships)? <p>How does the school’s facilities support learning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Library/media centers <input type="checkbox"/> computer labs/science labs <input type="checkbox"/> Academic programming spaces <input type="checkbox"/> Family centers <input type="checkbox"/> Health/wellness clinics <input type="checkbox"/> Safety protocols in place <input type="checkbox"/> Entry/exit procedures

12.	<p><u>Budget Development:</u></p> <p>Describe the process for resource allocation. How is funding determined?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process/Protocol <input type="checkbox"/> Who is involved? <input type="checkbox"/> Probe for how financial reports are used; data-driven decisions. <input type="checkbox"/> How is the budget managed? <p>Describe the district’s approach to internal financial controls.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for policies and procedures. <p>What data or sources are used to determine resource allocation? How are resource allocation requests made?</p> <p><u>Financial Tracking and Audits:</u></p> <p>Describe the process for reporting the use of finances.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How often? <input type="checkbox"/> How are reports delivered? <input type="checkbox"/> Who is a part of the process? <p>Describe the district’s financial health.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cash on hand/current ratio/enrollment ratio/liquidity ratio <input type="checkbox"/> Audit results; has it addressed findings? <input type="checkbox"/> Annual fundraising needs <input type="checkbox"/> Where could the district fall short, and what plans are in place if this happens? <p>Describe the audit process?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How often? <input type="checkbox"/> Who completes the audit? <input type="checkbox"/> When?
13.	<p><u>Human Capital:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the district’s overall human capital strategy <input type="checkbox"/> How does it impact the district’s educational improvement strategy? <input type="checkbox"/> How does the district identify human capital needs and resources?

14.	<p><u>Capital Planning and Facility Maintenance:</u></p> <p>Current facilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the district provide facilities support to its schools? <input type="checkbox"/> Facilities management plan <input type="checkbox"/> Compliance with facility management regulations and processes <input type="checkbox"/> Maintenance plan <p>What is the current state of the facilities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet needs of schools <input type="checkbox"/> Are the facilities financially viable?
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Section 3: School Committee Capacity

1.	<p><u>Appropriate Roles within the School Committee:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the overall structure of the school committee. <ul style="list-style-type: none"> o Members o Roles/responsibilities <ul style="list-style-type: none"> ▪ How do those compare to those of Superintendent? Municipality? o Committees/working groups <input type="checkbox"/> Describe how meeting agendas are developed <ul style="list-style-type: none"> o Meeting structures/protocols
2.	<p><u>Focus on Improving Outcomes for Students:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the school committee uses the district’s TAP to guide decision making. <input type="checkbox"/> How does the school committee use and analyze data to monitor improvement? <ul style="list-style-type: none"> o What data is used? How is it used? <input type="checkbox"/> How does the school committee maintain a focus on closing achievement gaps for students?
3.	<p><u>Collaborative Relationships, Stakeholder Engagement and Positive Working Relationships:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the school committee engages with the district superintendent and governing municipality leadership. <input type="checkbox"/> Describe the communications between and among school committee members, with district leaders and staff, school leaders and staff, and other state and community stakeholders. <input type="checkbox"/> Describe how the school committee’s responsibilities and district progress communicated to stakeholders. <input type="checkbox"/> Describe the opportunities stakeholders (students, families, community partnerships, teachers, school leaders) have to engage with and provide input to the school committee.

4.	<p><u>System-Wide Structures:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the School Committee’s capacity and readiness to resume key academic and operational functions traditionally held with a school committee, in accordance with R.I. Gen Laws 16-2-9. <ul style="list-style-type: none"> ○ Establish priorities, set goals, and create policies aligned with priorities and goals ○ Oversee operational and fiduciary responsibilities of a school committee <input type="checkbox"/> Describe the School Committee’s approach to building their internal capacity <input type="checkbox"/> Describe the School Committee’s approach to effective governance practices and site-based management practices, with clear roles between the School Committee, municipality, superintendent, and LEA staff.
5.	<p><u>Funding & Fiscal Management:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the School Committee’s capacity and readiness to secure adequate and equitable funding for the LEA. <input type="checkbox"/> Describe the LEA’s overall fiscal health, school committee role within the annual budgeting process, and the LEA’s multi-year financial plan. <input type="checkbox"/> Describe the School Committee’s approach to budget development and oversight. <input type="checkbox"/> Describe how the school board use financial information to inform the school board’s fiscal decisions.

Section 4: Municipal-Entity Capacity

1.	<p><u>Equitable Funding:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the municipality’s approach for determining and providing local funding to the LEA. <input type="checkbox"/> Describe the role and responsibilities within the municipality to provide local funding to the LEA.
2.	<p><u>School Committee Member Recruitment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the municipality’s process for recruiting and appointing new school committee members. <ul style="list-style-type: none"> ○ Timeline, process, criteria <input type="checkbox"/> Describe how does the municipal entity support onboarding new committee members.
3.	<p><u>Community Partnerships:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the municipality convenes and leverages community partnerships to support learning opportunities for students. <input type="checkbox"/> Describe how the municipality uses the turnaround action plan to help inform community partnerships.

4.	<p>Effective Collaboration and Division of Roles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the communication and collaboration between the municipality, school committee members, and LEA leaders. <ul style="list-style-type: none"> ○ Alignment with priorities within the district’s turnaround action plan ○ Systems and structures for effective collaboration and division of roles <input type="checkbox"/> Describe how the municipality collaborates with, and makes available to the LEA, various supports typical of municipality and LEA relationships (all as applicable) <ul style="list-style-type: none"> ○ Facilities ○ Finance ○ Operations ○ Youth-based functions ○ Additional municipality functions, as applicable
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School-Based Questions for Section 2

1.	<p>Instructional Expectations and Support:</p> <p>Describe the district’s instructional expectations. Are there common practices across schools?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific strategies <input type="checkbox"/> Lesson structure and objectives <input type="checkbox"/> Differentiation <input type="checkbox"/> Student collaboration/peer work <input type="checkbox"/> Ensuring students’ cognitive engagement/higher-order thinking <input type="checkbox"/> Formative assessments/checks for understanding <input type="checkbox"/> Feedback to students <p>How does the district ensure these expectations are met?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration with school leaders <input type="checkbox"/> Review of curriculum and curriculum revisions <input type="checkbox"/> Evaluation of and feedback to teachers on instruction <input type="checkbox"/> Schoolwide systems for analyzing data (e.g., dashboard, reports, walls) and determining next steps <input type="checkbox"/> Resource allocation and development of procedures
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2.	<p>Academic Support:</p> <p>Describe the district’s approach to providing oversight and support of schools’ academic programs.</p> <p>Describe the curriculum (development, alignment, and delivery).</p> <p>Describe how the district promotes collaboration around academic programming among district staff, school leaders, and teachers in the district.</p> <p>How does the district ensure its schools identify and support students who are struggling or at risk?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process for identification of students needing supports (e.g., Response to Intervention, child study/student support teams) <input type="checkbox"/> Available supports offered by school (types, frequency, staffing, training) <input type="checkbox"/> Approach to monitoring progress <input type="checkbox"/> Approach to monitoring program effectiveness <p>How does the district ensure its schools are providing appropriate services for special education students and English language learner students?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Services/supports offered by school (types, frequency, staffing, training) <input type="checkbox"/> Approach to monitoring progress <input type="checkbox"/> Approach to monitoring program effectiveness
3.	<p>Cultural Support:</p> <p>Describe the district’s approach to cultural programming at its schools.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication of expectations and consistency of implementation <p>Describe how the district supports school leaders and school staff in implementing cultural programming.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Probe for who does what at the district level and school level. <input type="checkbox"/> Evaluation of cultural programming <p>Describe how the district promotes collaboration around cultural programming among district staff, school leaders, and school staff in the district.</p> <p>Describe the district’s approach to ensuring communication between district-level staff and school-level staff assigned to support cultural programming.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequency and fluidity

School-Based Questions for Sections 3 and 4

1.	<p><u>Operational Support:</u></p> <p>What policies and procedures exist? How do you know?</p> <p>Describe the district’s approach to supporting schools in planning for and managing risks.</p> <ul style="list-style-type: none"><input type="checkbox"/> Emergency preparedness and response plan<input type="checkbox"/> Property and equipment inventories<input type="checkbox"/> Insurance coverage <p>Describe the district’s approach to using technology to drive improvement.</p> <ul style="list-style-type: none"><input type="checkbox"/> Is technology readily available (tech to student ratio)<input type="checkbox"/> Availability of programs<input type="checkbox"/> Student information system <p>Describe the district’s approach to facilities maintenance and management.</p> <ul style="list-style-type: none"><input type="checkbox"/> Are daily building operations conducive to maintenance compliance<input type="checkbox"/> Are school buildings functioning in a regular capacity on a daily basis (probe is there enough custodial staff to maintain buildings, are support positions (e.g., administrative supports) in place to support the daily operations of the school building. <p>Describe the district’s approach to collecting and using feedback regarding operations.</p> <ul style="list-style-type: none"><input type="checkbox"/> Do schools and school leaders have the opportunity to provide feedback in this area<input type="checkbox"/> How (email, survey, request)<input type="checkbox"/> How often?
2.	<p><u>Business Processes:</u></p> <p>Describe the district’s staffing model and the roles and responsibilities of the district’s business office?</p> <ul style="list-style-type: none"><input type="checkbox"/> How does the staffing model impact the operations at the individual school level?<input type="checkbox"/> Systems and procedures<input type="checkbox"/> Management of major service providers
3.	<p><u>Current Facilities:</u></p> <p>How does the district provide facilities support to its schools?</p> <ul style="list-style-type: none"><input type="checkbox"/> Facilities management plan<input type="checkbox"/> Compliance with facility management regulations and processes<input type="checkbox"/> Maintenance plan<ul style="list-style-type: none"><input type="checkbox"/> What is the current state of the facilities?<input type="checkbox"/> Meet needs of schools<ul style="list-style-type: none"><input type="checkbox"/> Are the facilities financially viable?