

# District Support Program (DSP)

## Quarterly Memo II



EXPANDED LEARNING



STUDENT WELL-BEING



### Phase Two: Analyze and Plan

In 2021, in alignment with the [Learning, Equity & Accelerated Pathways \(LEAP\) Task Force](#) report and recommendations the Rhode Island Department of Education (RIDE) identified nine school districts that were disproportionately impacted by the effects of COVID-19 to participate in the District Support Program (DSP). Above, we have listed the priority areas, and note that equity informs the work that we do in all of the districts. Our districts are now fully immersed in the second phase of the program and have determined areas of need, identified solutions and are working to design and implement interventions. This memo serves as an update on DSP Phase Two: Analyze and Plan.

#### I. EQUITY UPDATE

Equity is woven into every aspect of the DSP program - strengthening the program, elevating all stakeholder voices, and improving outcomes for students. Here are some highlights of how equity informed our work in Phase Two:

- **Equity Decision-Making Tool:** Used to identify expertise gaps in the membership of the DSP External Steering Committee. In response, three additional committee members were added in the areas of mental health advocacy, STEM education, and differently-abled student supports. RIDE is committed to ensuring that the Committee represents our DSP districts both demographically, and in need.
- **Tiered Supports:** Aided districts in allocating their funds equitably. DSP Fellows reviewed each district's ESSER III grant applications, provided one-to-one consultations, and designed tools to support districts' Supplemental Grant applications.
- **Communication Tools:** Created and distributed communication vehicles that are transparent, incorporate school and community voices, and encourage collaboration among districts. Quarterly communications include *In the Loop*, the DSP newsletter, and the DSP memo. If you would like a copy of the newsletter or memo, contact DSP Fellow Stacy Jones at [stacy.jones@ride.ri.gov](mailto:stacy.jones@ride.ri.gov).

#### II. SURVEY DATA AND FEEDBACK

RIDE continues to provide ongoing assistance to DSP districts. Survey data and feedback is one way RIDE measures the efficacy of our school improvement work, and engages in continuous improvement.

## DSP District Delivery Team Feedback

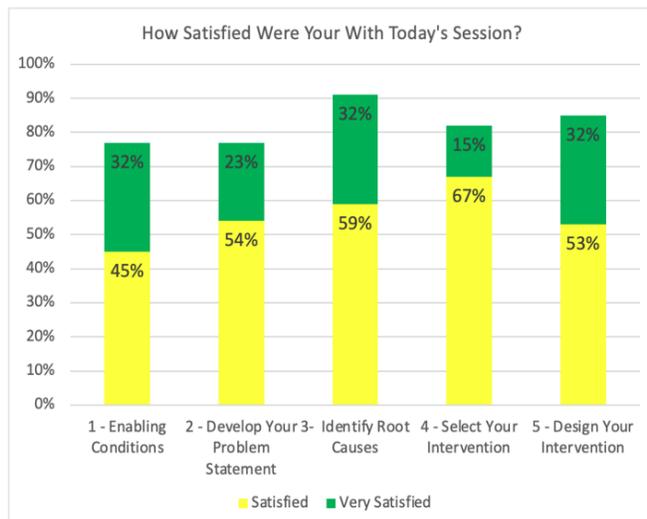
Getting better with work still to do

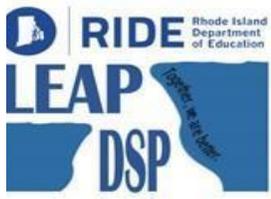
"My biggest takeaway is that districts must slow down to effectively do the work."

"Today's session was a valuable use of our time. The team time together with our facilitator really helped us flesh out the next stages of the work."

"I don't see how we could possibly apply this much time to all the problems we have."

"It was a long day to step away at this time of year."





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SCHOOL IMPROVEMENT

### III. PROVING GROUND WORKSHOPS

DSP districts have participated in the first six out of nine professional development sessions on continuous improvement facilitated by Proving Ground. Sessions are designed to engage educational leaders in capacity-building protocols that will help them build a sustainable infrastructure that embeds reflection, analysis and an equitable application of resources.

*The chart below provides a high level overview of session 5 outcomes from the workshop facilitated by Proving Ground.*

District	Priority	Problem Statement	Intervention
Central Falls	Instruction	Approx. 65% of MLL students in their first through third years of service remain in the entering (level 1/6) and emerging (level 2/6) categories of language acquisition.	Extended day program for entering and emerging MLL students
E. Providence	Instruction	82% of 3rd-8th graders did not meet or exceed proficiency on Math RICAS assessments.	Focused PD in Math for teachers in grades 6-8
Johnston	Equity	99% of DAS in grades 3-8 did not meet or exceed proficiency on Math RICAS assessments.	Co-teaching redesign grades 6-8
Newport	Instruction	92% of students in grades 5-8 are not proficient in math as measured by RICAS assessments.	High dosage tutoring Grades 6-8
N. Providence	Equity	Less than 5% of DAS in grades 3-5 are proficient in Math based on RICAS.	Learning Walk tool with corresponding coaching
Pawtucket	Instruction	The math proficiency rate in grades 3-12 is roughly 7.5% (7.4% RICAS and 8.1% SAT).	High fidelity implementation of Gradual Release Model of instruction
Providence*	Instruction	The district is focused on acceleration strategies connected to school improvement.	PPSD has a turnaround action plan (TAP) which defines the district's improvement strategy.
West Warwick	Instruction	4.4 % of Grade 4-7 students in 20-21 met or exceeded standards on RICAS Math compared to the State at 19.8%	Roll out of new high quality math curriculum K-8
Woonsocket	Instruction	33.7% of middle school students are at or above the 35th percentile (SGP) on the STAR math assessment (66.3% are below the benchmark).	Comparison of two online math interventions (ALEKS and IXL) for tier 2 and 3 supports in Math

\* PPSD's program of improvement is tied to the TAP and therefore does not employ the Proving Ground methodology.

### IV. CELEBRATING MILESTONES

An External Steering Committee meeting was held on May 24, 2022, with participation from numerous RIDE partners. Attendees engaged in a gallery walk to review district priorities, root causes, and interventions. Participants identified resources and strategies to support district initiatives and goals.

All DSP districts have completed the first six sessions with Proving Ground and have started to develop a plan that focuses on solving their problem statement through a research-based intervention.