

## Testimony before the House Committee on Education

### Regarding the Crowley Act 16-7.1-5.3 – Extension of the Turnaround Action Termination

Carol Pagan – April 2025

Good evening Chairperson and members of the Committee,

My name is Carol Pagan. I'm a proud Providence resident, a parent of a Providence Public School student, and a teacher in the Providence Public School District for the past 25 years. I am here today to speak in opposition to extending the state takeover under the Crowley Act.

Over the last few years, I have witnessed firsthand how this takeover has negatively impacted our students—especially our multilingual learners. The amount of standardized testing has dramatically increased, particularly in dual-language and bilingual classrooms, where students often take the same assessments—such as iReady, Amira, and Standards Mastery tests—in both English and their second language. This means our students are spending double the time testing, often without a clear connection between the data collected and actual improvements in instruction.

These assessments are not being used to inform teacher practice or support student growth. Instead, they're being used by RIDE to justify the effectiveness of the takeover itself, not to improve outcomes for our children. This over-testing is not only overwhelming but ineffective in driving meaningful educational change.

We were promised a unified, district-wide curriculum, but that promise has not been fulfilled. In elementary schools, we now see a fractured system. For example, in grades K–2, ESL, inclusion, and general education classrooms use Magnetic Reading for phonics instruction. Meanwhile, bilingual and dual-language classrooms use Benchmark Universe. For writing, K–2 uses American Reading Company, but in grades 3–5, ARC is used for both reading and writing. This inconsistency reflects a lack of cohesive vision and creates confusion among teachers, students, and families alike.

It's no surprise that we continue to struggle with student performance, as seen in our RICAS Language Arts scores. We are working hard in the classroom every day, but without a coherent strategy and support from leadership, we are spinning our wheels. We don't need more top-down mandates—we need shared vision, teacher input, and community collaboration.

Right now, RIDE is making decisions *to* us, not *with* us. Teachers have been excluded from the decision-making process. Our expertise, our experience, and our relationships with our students are being overlooked. And that must change.

We need this takeover to end. We need to reclaim local control with a commitment to collaboration and transparency. Our teachers, students, and families deserve better. They deserve a system that listens, that reflects the voices of those who work in and attend our schools, and that is truly designed to support learning—not just to produce data.

Thank you for your time and for allowing me to share my voice on behalf of my students, my colleagues, and our community.