



Rhode Island Department of Elementary and Secondary Education
www.ridoe.net

ROBERT F. KENNEDY ELEMENTARY SCHOOL

Providence, Rhode Island

SALT Visit Team Report

March 17, 2000



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

Rhode Island Board of Regents for Elementary and Secondary Education

Peter McWalters, Commissioner

Regents

James A. DiPrete, Chairman

Robert J. Canavan, Vice Chair

Jo Eva Gaines, Secretary

Representative Paul W. Crowley

Elia Germani

Sue P. Duff

Gary E. Grove

Patricia Houlihan

Senator Hanna M. Gallo

Mario A. Mancieri

Vidal P. Perez

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

**For information about SALT, please contact the Office of School Improvement
at 401-222-4600, x 2200 or salt@ridoe.net**

This report is available at www.rido.net

1. THIS REPORT'S PURPOSE AND LIMITS *

2. PROFILE OF ROBERT F. KENNEDY ELEMENTARY SCHOOL *

3. PORTRAIT OF ROBERT F. KENNEDY ELEMENTARY SCHOOL AT THE TIME OF THE VISIT *

4. FINDINGS ON STUDENT LEARNING *

Sources of Evidence *

Conclusions *

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School: *

5. FINDINGS ON TEACHING *

Sources of Evidence *

Conclusions *

SALT Visiting Team Commends Robert F. Kennedy Elementary School for: *

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School: *

The SALT Visiting Team Recommends that the Providence School District: *

6. FINDINGS ON THE SCHOOL *

Sources of Evidence *

Conclusions *

The SALT Visiting Team Commends Robert F. Kennedy Elementary School for: *

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School: [*](#)

The SALT Visiting Team Recommends that the Providence School District: [*](#)

7. FINAL ADVICE TO THE SCHOOL [*](#)

APPENDIX [*](#)

ROBERT F. KENNEDY ELEMENTARY SCHOOL IMPROVEMENT TEAM [*](#)

THE SALT VISITING TEAM [*](#)

Endorsement of SALT Visit Team Report [*](#)

1. THIS REPORT'S PURPOSE AND LIMITS

School Accountability for Learning and Teaching (SALT) is Rhode Island's comprehensive school accountability system. SALT is based on using information to improve learning and teaching so that the learning of all students in the state dramatically improves. The SALT visit and other major SALT components are designed to aid schools in their ongoing development and implementation of effective School Improvement Plans.

The purpose of the visit to Robert F. Kennedy School from March 14, 2000 to March 17, 2000 was to draw conclusions about the school in the three focus areas of SALT:

- *Student Learning*
- *Teaching*
- *The School*

The design of the SALT visit ensures that accountability supports improvement of schools by directly connecting judgments of quality and recommendations for improvement to the actual life and work of a school.

This report is built upon the observations and conclusions of the visit team. The visit team is composed of Rhode Island school practitioners and a parent. Their affiliations are included in Appendix A.

The School Improvement Plan served as the visit team's first touchstone in coming to an understanding of the school. However informative written reports may be, there is simply no substitute for being at the school while it is in session - in the classroom, in the lunchroom, on the playground, and in the hallways. The specific information generated by a team visit is about how the students, staff, and administrators go

about the day. Thus, this visit allowed professional colleagues and stakeholders to build informed judgments about the teaching and learning that actually takes place at Robert F. Kennedy School.

The visit team collected its evidence from the following:

- *a total of 89 1/2 hours of classroom observation. All classrooms were visited at least once. Most teachers were observed more than once*
- *many observations of the school (outside of classroom)*
- *following 7 students for a full day*
- *observing the work of teachers, specialty teachers, and staff for a full day*
- *scheduled meetings with the following groups:*
 - *the school's School Improvement Team*
 - *building and district administrators*
 - *students*
 - *parents*
- *conversations and interviews with many teachers, staff, students, and the building administrator*
- *examination of student work, including a selection of work collected by the school*
- *analysis of achievement and equity gaps based on Information Works! data*
- *district and school policies*
- *review of professional development activities*
- *review of classroom assessments*
- *review of the following documents:*
 - *School Improvement Plan*
 - *District Strategic Plan*
 - *Curriculum Documents*
 - *1998, 1999 Information Works!*

- *1998, 1999 Rhode Island Writing Assessment*
- *1998, 1999 New Standards Reference Exams*
- *SALT Survey Reports*
- *Teacher Evaluation Handbook*
- *Professional Development Plan*
- *OATS (Outcomes Assessment and Teaching Strategies) Curricula Frameworks*
- *teaching schedules*
- *GTECH Progress Report 1998-1999 School Year*

The full team has built the conclusions, commendations, and recommendations presented here through intense and thorough discussions. The visit team met for a total of 26 hours in six separate meetings spanning the four days of the visit. This time is exclusive of the time spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators. The team sought to develop conclusions, commendations, and recommendations in the three focus areas that, in its judgment, would be helpful to the school as it works to improve teaching and learning.

The team reached consensus agreement for each conclusion, each recommendation, and each commendation in this report.

It is important to note that this report reflects a "moment" in the life of the school. The conclusions here are different from those that can be made from statewide assessment data or from information collected and analyzed by members of the school. This report is not intended to be prescriptive. Rather, it is a different lens, one not clouded by the daily life of the school. This new lens is one through which the school can look to help focus on important issues resulting in the development of strategies for overall improvement in the teaching and learning process.

The value of this report is not determined by the hard work of the team. The value will be determined by how Robert F. Kennedy School responds to the report. At first, the critical criteria will be the thoughtfulness of that response, and later it will be its actual effectiveness in improving teaching and learning. The response of the faculty and staff will be most critical early on, but later there is a shared responsibility to support the school in making progress. The School Department, the citizens of Providence, and the Rhode Island Department of Education will share that responsibility.

Following the team's introductory statement, Portrait of Robert F. Kennedy School at the Time of the Visit, team conclusions, commendations, and recommendations are presented for each of the SALT focus areas. The report concludes with the team's final advice to the school.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in the context of the conclusions since that is the way they were written.

2. PROFILE OF ROBERT F. KENNEDY ELEMENTARY SCHOOL

Robert F. Kennedy School is a K-6 elementary school in the Providence School System. A nine-member school board, appointed by the mayor, governs the Providence Public School District—the largest in the state. The school first was built in 1921 with three additions since that time. Additional classrooms were added in 1929, classrooms and a cafetorium in 1968, and classrooms and a wheelchair lift in 1991.

Of the approximately 575 students attending Robert F. Kennedy School 57 percent are white, 22 percent are Hispanic, 7 percent are Asian/Pacific Islander, and 15 percent are black. Three hundred fifty students live in the neighborhood, and the remaining 225 are bussed from other areas of the city. Fifty-five percent of the student population is eligible for free or reduced lunch.

Robert F. Kennedy School students are served by a professional staff of 1 administrator, 41 full and part-time faculty, 17 teacher assistants, 2 secretaries, 3 custodians, 2 certified nursing assistants, and 5 food service workers. There are 24 classrooms from grades K-6, including two all day Kindergarten classes, three English as a second language classes, and three special needs classes.

In 1994 the National Writing Project was selected as a school focus. In 1996 AIMS (Activities that Integrate Math and Science) was added as a second school focus. In September 1998, Silver Burdett Ginn was adopted as the school's reading series. In the Spring of 1999, Robert F. Kennedy School entered into a professional development partnership (the Virtual Professional Development Schools Project) with Rhode Island College. The partnership focuses on inservice and preservice professional development to enhance student learning.

3. PORTRAIT OF ROBERT F. KENNEDY ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Robert F. Kennedy School is a safe, clean, well-organized school. The students at RFK are polite and well-mannered, whether they are encountered in the corridor or classroom. Teachers, administration, and the support staff are friendly, courteous, and helpful. It is clear that both children and adults take pride in this school, and enjoy attending Robert F. Kennedy Elementary School.

There is a demonstrated willingness to learn, grow, and improve among the professional staff. Many have voluntarily worked beyond the school day, attended professional development opportunities, and served on the School Improvement Team. Teachers in this school take pride in their definition of good teaching that drives student learning.

While the structure and organization of the school creates a safe and orderly environment, it often limits student opportunities to actively participate in their own learning. This also prevents students from engaging in accountable talk, challenging each other, and testing their own thinking and understanding.

The dedicated faculty and principal have embarked on many new instructional improvements such as standards-based teaching, use of rubrics, and increased problem-solving and critical thinking strategies. Some standards-based professional development has occurred to support this transition. Rubrics are posted

around the school stating clear expectations in adult language. Teachers' proficiency with this assessment tool varies.

There are some teachers who have successfully transformed their classrooms to standards-based, child-centered learning environments that promote cooperative learning, scaffolding, and offer multiple paths for students to reach the standards. Some teachers appear to be more focused on covering the curriculum and maintaining order than teaching the student. This phenomenon results in missed opportunities to capitalize on the interests and knowledge of students and engage them in their own learning.

The faculty and administration are working hard to provide the best quality education for the students of this school. There is an obvious commitment to the school community. The structure of the school and some classroom practices are limiting the opportunities students have to move to the next level of performance and understanding. Redirecting the efforts of the staff of Robert F. Kennedy Elementary School can develop in each child the spirit, confidence, inspiration, and intellectual tools he / she will need to succeed in life and work.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- *1999 Information Works! (1998 scores)*
- *1998, 1999 State Writing Assessment results*
- *1998, 1999 New Standards Reference Exams results*
- *examination of student work*
- *review of School Improvement Plan*
- *classroom observation*
- *following a student*

Conclusions

On the 1999 New Standards English Language Arts Reference Exam, the fourth grade students at Robert F. Kennedy School met or exceeded the standard in the following subtests: *Reading Basic Understanding* – 62 percent, *Reading Analysis and Interpretations* – 49 percent. This was an improvement over the 1998 scores. (*1999 New Standards Reference Exam, 1999 Information Works* – 1998 scores)

On the 1999 New Standards English Language Arts Reference Exam, the fourth grade students at Robert F. Kennedy School met or exceeded the standard in the following subtests: *Writing Effectiveness* – 10 percent, *Writing Conventions* – 28 percent. In addition, only 14 percent of third graders met the standard on the 1999 Rhode Island Writing Assessment. This, however, was an improvement over 1998 scores

where only 1 percent was proficient. (1999 New Standards Reference Exam results; 1998, 1999 State Writing Assessment results)

On the 1999 New Standards Mathematics Reference Exam, the fourth grade students at Robert F. Kennedy Elementary School met or exceeded the standards on the following subtests: *Concepts* – 4 percent, *Problem Solving* - 7 percent, and *Skills* – 35 percent. The School Improvement Team and school recognize these scores are low and have begun to implement programs designed to improve student performance. (1999 New Standards Reference Exam, Review of School Improvement Plan)

In all but two of the New Standards Reference Exam subtests (*Reading: Analysis and Interpretation* and *Writing: Conventions*) the percentage of students performing in the two lowest reported categories, i.e. below the standard and little evidence of achievement, increased from 1998 to 1999. (1998, 1999 New Standards Reference Exam results)

An equity gap (a difference of 15 percentage points or greater) exists between the Asian/Pacific Islander and white students, and the Hispanic students on the fourth grade *Mathematics Skills* subtest of the 1998 New Standards Reference Exam. Asian/Pacific Islander and white students scored higher than the Hispanic population (*1999 Information Works!* – 1998 scores).

An equity gap (a difference of 15 percentage points or greater) exists between Hispanic and white students on the 1998 fourth grade English Language Arts New Standards Reference Exam. White students scored more than 15 percent higher on the *Reading: Analysis and Interpretation* subtest, and conversely Hispanic students scored more than 15 percent higher on the *Writing: Effectiveness* subtest (*1999 Information Works!* – 1998 scores).

An equity gap (a difference of 15 percentage points or greater) exists between males and females on the fourth grade *Writing: Effectiveness* subtest of the English Language Arts New Standards Reference Exam. Female students scored higher on this subtest (*1999 Information Works!* – 1998 scores).

Many students in this school are willing and ready to perform at higher levels than present opportunities provide. At the same time, other students are being left behind in their learning because assignments and instruction are not sufficiently varied to allow multiple pathways to the same body of knowledge (classroom observation, following a student, examination of student work).

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School:

Use information from *Information Works! 2000*, when it becomes available, to determine if the identified equity gaps persist in the 1999 tests and adjust the School Improvement Plan, if necessary.

Determine why more students are in the bottom two categories on the New Standards Reference Exam, and make the necessary instructional and curricula changes to close this achievement gap.

Identify and expand practices that have contributed to the increased number of students meeting the standard in both reading sub-tests.

Investigate why some test scores have declined and continue to develop and implement strategies that raise

student performance.

The SALT Visit Team Recommends that the Providence School District:

Assist the school in determining what factors are contributing to the changes in test scores.

Provide the resources necessary for Robert F. Kennedy School to close achievement and equity gaps.

5. FINDINGS ON TEACHING

Sources of Evidence

- *classroom observations*
- *examination of student work*
- *conversations and interviews with many teachers, staff, and students*
- *SALT Survey 1999-2000*
- *following students*
- *review of classroom assessments*
- *meetings with School Improvement Team, building administrator, district administrator, students, and parents*
- *review of School Improvement Plan*
- *GTECH Progress Report 1998-1999 School Year*

Conclusions

Teachers are knowledgeable, committed, and take pride in their teaching and their ability to teach. Teachers are dedicated and involved in the professional life of this school. They are responsive to direction, willing to share in the leadership of the school, and committed to sorting out all the new initiatives being brought to their attention. (classroom observations, following a student, meetings with district and building administrators, parents, and the School Improvement Team, 1999-2000 SALT Survey, GTECH Progress Report 1998-1999 School Year)

Rubrics are evident in all classrooms and teachers have begun to use them to provide clearer expectations and evaluate performance. Too often the only comment provided on a student's assignment is the number associated with the rubric criteria. The lack of additional comments fails to provide the student, teacher, and parents specific information about what each child must do to improve his/her performance.

Furthermore, the limited number of generic rubrics used prohibits the meaningful assessment of the variety of tasks taking place in Robert F. Kennedy's classrooms and leads to the inconsistent application of the rubric between and among classrooms and grades. (review of classroom assessments examination of student work, classroom observations, following a student, meetings with students and parents, conversations with students, 1999-2000 SALT Survey)

While some teachers are adapting their instruction to the diversified student population, in many classrooms instruction is still focused on the average student. With some notable exceptions, instruction in this school does not provide multiple pathways for all students to achieve the standard. This fails to provide opportunities for more advanced students to exceed the desired standard, and frustrates those that need more time and diverse strategies to achieve the standard. (following a student, classroom observations, 1999-2000 SALT-Survey, conversations and interviews with teachers and students)

Robert F. Kennedy Elementary School recognized the low performance of its students on the state writing assessments. In response to this information, the faculty embraced an emphasis on writing across the curriculum in all grade levels. Although this is a wonderful first step, in many classes it has not moved to the next level, which encourages collaborative, systematic writing and assessment by the teacher, student and peers. (classroom observation, following a student, review of School Improvement Plan, meeting with School Improvement Team)

The majority of classroom activities are teacher-directed and focus on rote learning. This instructional practice limits opportunities for students to engage in dialogue with teacher(s) and peers to develop a deeper understanding of content, concepts, higher-order thinking skills, and diverse perspectives. (classroom observation, following a student, meeting with students)

The applied learning standards, including information tools and techniques—especially word-processing, have not manifested themselves fully in the classroom. (classroom observation, conversations and interviews with teachers, staff, and parents, following a student)

SALT Visiting Team Commends Robert F. Kennedy Elementary School for:

The commitment of the faculty and principal to this school.

The faculty's willingness to embrace change and improve their performance.

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School:

Develop multiple rubrics with students to assess the variety of writing, speaking, and problem-solving that takes place in the classroom.

Use more activity specific rubrics to provide a clear understanding of expectations, guide instruction, focus student activity, and provide detailed feedback.

Plan and implement professional development that focuses on student initiated learning that moves the teacher's role into that of facilitator / coach in the classroom.

Plan and implement professional development that focuses on teaching all levels of learners in one classroom and addressing the multiple intelligences of the students.

Provide more directed opportunities for students to engage in focused classroom conversations that develop their critical and analytical thinking skills.

Place more emphasis on having students apply word-processing skills to assist their writing and editing.

The SALT Visiting Team Recommends that the Providence School District:

Support the professional staff as they try to implement the chosen reforms of the school, district, and state.

Encourage a combination of job-imbedded professional development and out of district visits for the teachers of this school.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- *classroom observations*
- *examination of student work*
- *conversations and interviews with many teachers, staff, and students*
- *following students*
- *meetings with School Improvement Team, building administrator, students, and parents*
- *School Improvement Plan*
- *review of Teacher Evaluation Handbook*
- *review of OATS curricula frameworks*
- *review of teaching schedules*

Conclusions

Home/school communication is accomplished through monthly calendars, monthly Parent Teacher Organization (PTO) meetings, informative quarterly PTO newsletters, and additional school notices. Despite these efforts, some parents still have questions about curriculum, assessment, and standards-based instruction, specifically as it applies to the interpretation of rubrics for student work. Additionally, the teachers and the principal have expressed a desire to increase the relationship and involvement of parents whom they view as important partners in the education of children. (meeting with parents, conversations with teachers and building administrator, meeting with School Improvement Team)

There are a number of split classrooms in this school that require the classroom teacher to manage the delivery of two distinct curricula to students with different prior knowledge. The present organizational structure makes the delivery of the instructional program difficult. (following a student, classroom observations, conversations and interviews with teachers and staff, meeting with building administrator)

Teachers have insufficient common planning time to meet, address individual student needs, share and score student work, and plan instructional activities within grade levels. This lack of time prevents the school from job-embedded professional development and thwarts teachers learning from the considerable talents that exist among this professional staff. This also contributes to the inconsistency in the application of rubrics between and among classes and grades. (review of teaching schedules, meeting with School Improvement Team, conversations and interviews with teachers, meeting with building administrator)

Robert F. Kennedy School provides a safe and orderly learning environment. While supporting the need for structure and discipline, emphasis on efficiency and organization limits the available learning time, and the student's freedom to develop personal responsibility. (conversations and interviews with teachers, staff, and students, classroom observations, meeting with students, following a student)

Robert F. Kennedy Elementary School recognized the low performance of its students on the state mathematics assessment. In response to this information the School Improvement Team implemented professional development and the faculty adopted the problem of the day in all classrooms. This practice, without substantive curricula and instructional changes is insufficient to close the gap in student performance. (meeting with School Improvement Team, review of School Improvement Plan, classroom observations, examination of student work, review of OATS Curricula Frameworks)

The School Improvement Team, in conjunction with the principal and a district liaison, completed a thorough self-study of their school. This seventeen-member representative School Improvement Team is active, involved, and committed to making Robert F. Kennedy School a better learning environment for students. The SIT identified achievement and equity gaps in student scores and used this data to devise a School Improvement Plan designed to raise student performance. (meeting with School Improvement Team, meeting with building administrator, conversations and interviews with teachers, review of School Improvement Plan)

There is a new teacher evaluation system in place in the Providence School District. This instrument is an improvement over the previous system and allows the teacher to prepare a portfolio to provide a broader view of what he/she is doing in the classroom. (review of Teacher Evaluation Handbook, meeting with building administrator)

The SALT Visiting Team Commends Robert F. Kennedy Elementary School for:

The commitment and dedication of the School Improvement Team

The thorough self-study and well developed School Improvement Plan

The SALT Visiting Team Recommends that Robert F. Kennedy Elementary School:

Continue to build capacity among teachers and provide them greater opportunities to engage in shared decision-making.

Form a committee comprised of teachers, principal, and parents to investigate the split-classes to determine how they impact curricula, the delivery of instruction, and student performance, and if necessary revise the School Improvement Plan.

Explore a variety of scheduling options in and outside of the school day to allow for common planning time.

Increase the amount of collaboration among teachers and specialists to capitalize on the talents and gifts of the school community.

Investigate ways to create an ongoing round table question/answer session between parents and teachers to explain rubrics, standards, and other educational issues.

Integrate throughout all curriculum areas additional curricula and instructional strategies for mathematical concept development and problem solving.

Continue to implement the plans for professional development found in Robert F. Kennedy's School Improvement Plan.

Use the conclusions and recommendations in this report to inform the School Improvement Plan.

The SALT Visiting Team Recommends that the Providence School District:

Support the findings and decision of the school regarding how they want to proceed with split classrooms.

Provide resources that support the plans for reform and professional development found in Robert F. Kennedy's School Improvement Plan.

7. FINAL ADVICE TO THE SCHOOL

The dedicated faculty and staff of the Robert F. Kennedy School deserve recognition for your real efforts to embark upon many educational endeavors in an attempt to raise student performance. As you move forward in this journey, take the time to reflect on what you've done and look at the change in test scores from 1998 to 1999. There have been some perplexing changes at the top and bottom of the spectrum. Many of your scores moved in opposite directions than the district and state.

Robert F. Kennedy School has made a school-wide commitment to standards. As you continue your efforts to raise student performance and try to adopt new programs and reforms, remember that helping students achieve the standards requires more than just changing *what* you teach. It also requires significant changes in *how* you teach. For standards-based education to be an actuality in your school the "principles of learning" that buttress the standards movement must become a reality in your classrooms.

Presently, the school appears to support teachers in the role of director, when the role of facilitator would better complement the avenues of instruction needed in a standards-based classroom. Classroom structure and active learning environments are not mutually exclusive. Use your obvious talents as teachers to encourage and support responsible dialogue between and among the teacher and students in the classroom. Students need more opportunities to grapple with ideas, until they can use their prior knowledge to make them a part of their own model of understanding. This responsible talk and writing are essential for students to be producers of knowledge.

The faculty and community share a common goal for this school. They both want the best possible education for students. Find ways to increase the cooperation between the school and the home. There is much more likelihood of reaching your shared vision together.

There is a significant amount of effort and energy exerted by the professional staff at Robert F. Kennedy Elementary School. This effort would be better utilized with a greater understanding of the many instructional reforms presently being implemented. Continue your plans for professional development, and look within your own staff for teachers who can model the strategies and techniques necessary to differentiate instruction, increase problem-based learning, and incorporate cooperative groups that insure all students are actively participating in their own learning.

Robert F. Kennedy School is making a concerted effort to raise student scores on state assessments. As you continue your quest toward excellence, Let your students' joy and enthusiasm for learning continue to inspire your efforts. Celebrate their diversity and look to find ways to develop both the hearts and minds of your children.

In your attempts to improve student performance, do not lose sight of the uniqueness of each child in your charge. While it is important to develop the intellectual capacity of your students, it also important for them to have an appreciation of the arts, culture, and the character, values, integrity, honesty, and passion necessary to be a contributing member of society. Your students need to perform at much higher levels, but they also need the cultural and ethical foundation to guide the decisions they make in life. Let Robert F. Kennedy School be both a rigorous academic institution and the breeding ground for the dreams of many.

APPENDIX

ROBERT F. KENNEDY ELEMENTARY SCHOOL IMPROVEMENT TEAM

Eileen Koshgarian, Principal

Marilyn Salisbury, Chair, Teacher

AnneMarie Alberino, Teacher

Thomas Bacon, Teacher

Joan DiGuiseppe, Teacher

Angela Ionata, Teacher

Julie Gatta, Teacher

Kristen Vanesse, Teacher

Merrill Brennan, Teacher

Lisa Costa, Paraprofessional

Thomas Cotter, Teacher

Susan DeRita, Parent

Rebecca Bateson, Parent PTO Liaison

Mary Russell, Providence College Tech. Advisor

Lisa Owen, Rhode Island College, VPDS

Rita Gehrenbeck, Community Member

MaryKaye Schnare, SALT Support Staff

THE SALT VISITING TEAM

Dr. Michael Barnes, Department Chairperson
Ponaganset Middle/Senior High School, Foster-Glocester, Rhode Island
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)

Chair of the Team

Ms. Terri Avila, Parent
Bristol-Warren, Rhode Island

Ms. Joanne Florio,
Thornton Elementary School, Johnston, Rhode Island

Dr. Deborah Goessling, Professor
Providence College, Rhode Island

Ms. Mary Ann Grintchenko, ESL Teacher
Citizens Memorial and Harris Schools, Woonsocket, Rhode Island

Ms. Salvina Palana, Special Education
Winters Annex, Pawtucket, Rhode Island

Ms. Connie Sullivan, Principal
Linden School, Middletown, Rhode Island

Dr. Thomas A. Wilson, Principal Partner
Catalpa Ltd., Providence, Rhode Island
Coach to the Team

Endorsement of SALT Visit Team Report

Robert F. Kennedy Elementary School

March 17, 2000

To complete the Catalpa Ltd. report endorsement, I have reviewed this report, observed a portion of the visit, and discussed the conduct of the full visit with the Visit Chair. Based on my knowledge derived from these sources of evidence, using the criteria specified in the *Endorsing SALT Visiting Team Reports by Catalpa Ltd.*, and using the methodology and procedures specified in the *SALT Visit Handbook –(3rd edition)*, I conclude that:

1. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
2. The conclusions and all other content of this report meet the criteria specified for a SALT Visit report.

Accordingly, Catalpa Ltd. endorses this report as a legitimate SALT Visit Report.



Thomas A. Wilson, EdD

CATALPA, LTD.

March 26, 2000