



# Harris School

Woonsocket

## SALT Visit Team Report

January 26, 2001



**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

Ms. Colleen Callahan

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 Ken Fish at 401-222-4600, x 2200 or [salt@ride.net](mailto:salt@ride.net).**

**This report is available at [www.ride.net/schoolimprove/salt](http://www.ride.net/schoolimprove/salt)**

## 1. THIS REPORT'S PURPOSE AND LIMITS

2. PROFILE OF Harris School
3. PORTRAIT OF Harris School AT THE TIME OF THE VISIT
4. FINDINGS ON STUDENT LEARNING

***Sources of Evidence***

***Conclusions***

***Commendations for Harris School***

***Recommendations for Harris School***

5. FINDINGS ON TEACHING

***Sources of Evidence***

***Conclusions***

***Commendations for Harris School***

***Recommendations for Harris School:***

***Recommendations for the Woonsocket School District***

6. FINDINGS ON THE SCHOOL

***Sources of Evidence***

***Conclusions***

***Commendations for Harris School***

***Recommendations for Harris School***

***Recommendations for Woonsocket School District***

***Recommendations to the City of Woonsocket***

7. Final Advice to the School

*Harris School Improvement Team*

*The SALT Visit Team*

*New Standards Reference Examination and RI Writing Assessment Results (2000)*

*Catalpa Ltd. 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 Harris School from January 23 to January 26, 2001, 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 at the end of the report.

The School Improvement Plan for Harris School was the touchstone document for the team. 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, and in the hallways. The specific information generated by a team visit is about how the students, staff and administrators go about their day. Thus, this visit allowed professional colleagues and stakeholders to build informed judgments about the teaching and learning that actually takes place at Harris School.

The visit team collected its evidence from the following:

- ◆ *a total of 64 full and partial classroom observations which totaled over 78 hours of time spent in direct classroom observation. Most classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following 6 students for a full day*
- ◆ *observing the work of teachers, specialty teachers and staff for a full day*
- ◆ *scheduled meetings with the following groups:*
  - *School Improvement Team*

- *school and district administrators*
- *students*
- *parents*
- ◆ *conversations and interviews with many students, teachers, staff, and school administrators*
- ◆ *examination of student work, including a selection of work collected by the school*
- ◆ *analysis of achievement and equity gaps based on Information Works! data*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments*
- ◆ *review of student portfolios*
- ◆ *review of Harris School Parent Newsletters*
- ◆ *review of the following documents:*
  - *Harris School Improvement Plan, 1999-2004*
  - *Woonsocket School District's Strategic Plan*
  - *1999-2000 SALT Survey report*
  - *classroom textbooks*
  - *1998 Information Works!*
  - *1999 Information Works!*
  - *1998, 1999, 2000 New Standards Reference Examination results*
  - *1997, 1998, 1999, 2000 Rhode Island Writing Assessment results*

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 twenty -two 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 Harris 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 Woonsocket, and the Rhode Island Department of Education will share that responsibility.

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

## 2. PROFILE OF Harris School

Harris School is one of 11 elementary schools in the city of Woonsocket, RI, serving students in the grades K-5. The present school first opened its doors in September, 1876. The citizens of Woonsocket passed a bond referendum in 1998 for construction of a new and larger school to replace Harris School, which is scheduled for demolition during the next two years.

A five-member school committee whose members are elected to 2-year terms governs the city's public schools. Harris School students are served by a professional staff of 1 administrator, 29 full and part-time faculty, 3 aides, 1 secretary, and 1 custodian.

Of the 294 students attending Harris School, 74% are White, 10% are Hispanic, 9% are Asian/Pacific Islander, and 7% are Black. There are 73 students, totaling 25%, who receive special education services. 60% of the students are eligible for free or reduced price lunch, and 14 students, totaling 5%, receive ESL services.

In the fall of 1999, Harris School adopted the Reading Recovery Program for "at risk" first graders. A committee has been formed for the selection process and implementation of the program. Harris School is also active in the Feinstein Program, with students involved in several community service projects.

A review of the 1998-1999 results of the New Standards Reference Examinations shows that the students tested at Harris School performed better than similar students statewide in all of the Mathematics subtests, but performed below similar students statewide on the Reading: Analysis and Interpretation, Writing: Effectiveness, and Writing: Conventions subtests. Equity gaps (a difference of 15% or greater) exist between poverty (those eligible for free or reduced-price lunch) and non-poverty students on all Mathematics and English Language Arts subtests, with non-poverty students performing significantly higher. Equity gaps also exist between male and female students tested in Mathematics Skills and Problem Solving subtests with male students performing better than female students.

Results from the 2000 New Standards Reference Examinations shows that 4<sup>th</sup> grade students tested scored significantly lower than those tested in 1999 on Mathematics Concepts and Problem Solving subtests. However, over the last three years there has been a steady increase in scores in Reading: Basic Understanding, and Reading: Analysis and Interpretation, and Writing: Effectiveness subtests. On the contrary, there has been a marked decrease in test scores on the Writing: Conventions subtest. Examination results have been appended to this report. *Information Works!* data for Harris School is available at [www.ridoe.net](http://www.ridoe.net).

### 3. PORTRAIT OF Harris School AT THE TIME OF THE VISIT

Harris School is situated just above Monument Square in Woonsocket, RI. Looming next to the narrow street with multi-family dwellings is an aging 2 story building surrounded by asphalt and cyclone fencing. Camouflaged behind this deteriorating brick and mortar exterior is a vibrant, diverse, community of learners.

Upon entering Harris School visitors immediately sense the close-knit, family atmosphere that welcomes and nurtures students, teachers, and staff. Adults know each and every student in the building. These occupants have somehow managed to overcome the numerous problems that exist in a building that is more than 100 years old. They are not daunted by the seriously inadequate space and facilities that limit the opportunities the professional staff desperately seeks to provide for the students. With no gymnasium or auditorium, an inadequate library located in a trailer, and some teachers working in closets, visitors are shocked to find that this learning community perseveres in spite of these serious limitations. Led by a principal who is truly committed to creating a positive environment, the teachers and staff give generously of their considerable talents and personal resources to ensure that this “home away from home” meets the needs of all students. They have been very innovative in finding solutions to these problems and must be applauded for their accomplishments. Students respond to these efforts, and the adults are rewarded with respect, kindness, and admiration.

Harris School is a work in progress. In spite of the heroic efforts of this staff, the student population has many needs that cannot be met by the current financial and human resources that are designated for this school. While students are eager to learn and take pride in their work, the teachers and principal are acutely aware of how much better things could be. The larger community must recognize and support initiatives that will improve the student learning and teaching that takes place at Harris School.

## 4. FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *2000 Information Works!*
- ◆ *1997, 1998, 1999, 2000 Rhode Island Writing Assessment results*
- ◆ *1998, 1999, 2000 New Standards Reference Examination results*
- ◆ *examination of student work*
- ◆ *following students*
- ◆ *Classroom observations*
- ◆ *observations made in the school*
- ◆ *conversations and interviews with teachers and students*
- ◆ *Scheduled meetings with the School Improvement Team, students, parents, district and building administrators*
- ◆ *review of student portfolios*
- ◆ *1999-2000 SALT Survey Report*

### Conclusions

Students at Harris School are cooperative, respectful and friendly. These students recognize and appreciate the efforts made by faculty and staff to provide a safe, nurturing environment. The consistency and fairness of classroom and school rules provide students with clear behavioral expectations. As a result students at Harris School are content and know they are important members of this learning community. Students respond positively to this stable environment and know they can contribute to its success. (*Classroom observations, observations made in the school, conversations and interviews with teachers and students, meeting with the School Improvement Team, following students, scheduled meetings with students, parents, district and building administrators.*)

The students at Harris School are motivated to learn and are proud of their work. Their wide range of abilities and dramatic differences in social, emotional, and academic readiness do not diminish their eagerness to learn. They are comfortable in their learning environments and most are excited about the various projects and activities in which they are engaged. They are willing to work cooperatively with partners and in small groups, and generously provide assistance to fellow students. Students respect their teachers, take direction well, and know academic expectations. The level of comfort in their school environment encourages them to be risk takers and makes them receptive to learning. While some students are ready to take responsibility for their own learning, most students rely on teachers to establish their

learning goals and provide external motivation. As a result, most students do not fully realize their personal capacity for academic growth. (*Classroom observations, following students, conversations and interviews with students and teachers, examination of student work, scheduled meetings with the School Improvement Team, students and parents, 1999-2000 SALT Survey Report*)

Students at Harris School exhibit a wide range of language development as evidenced in their expressive and receptive language performance. Many primary students do not have a broad range or depth of vocabulary. They do not use oral or written language to express complex ideas. Students at Harris School have limited opportunities for school-supported activities that extend their learning outside of the classroom. Additionally, the absence of a print rich environment throughout the school further restricts student access to ideas and concepts that reinforce and extend their current level of language development. This might help to explain the variability of recent results on the Rhode Island Writing Assessment for Grade 3 and the results on the New Standards English/Language Arts Reference Exam. (*Examination of student work, classroom observations, conversations and interviews with teachers, scheduled meeting with the School Improvement Team, 2000 Information Works!, 1998, 1999, 2000 New Standards English/Language Reference Exam results, 1997, 1998, 1999, 2000 Rhode Island Writing Assessment Results, review of student portfolios*)

Many students at Harris School effectively use basic mathematical skills. Most students respond to text-based problems and follow teacher direction to solve problems. Few students, however, are able to apply mathematical concepts when solving more complex problems. Few students use concrete models or show mathematical ideas in a variety of ways. While students are aware of different strategies for problem solving, many are unable to use known strategies or explain their solutions clearly and logically, particularly when solving multi-step problems. These findings help to explain why 84% of 4<sup>th</sup> grade students tested did not achieve the standard on the problem solving subtest, and only 20% of the students tested achieved the Overall Standard in Mathematics on the 2000 New Standards Mathematics Reference Exam. (*Classroom observations, New Standards Mathematics Reference Examination results, examination of student work, conversations and interviews with teachers and students, scheduled meetings with students and parents, following students*)

## Commendations for Harris School

The cooperative, polite, respectful and friendly students

## Recommendations for Harris School

Continue to provide a safe and nurturing environment for your students.

Encourage students to establish personal learning goals and foster internal motivation for learning and behavior.

Provide a print rich environment and increase resources allocated for the school and classroom libraries.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *following students*
- ◆ *scheduled meetings with School Improvement Team, school and district administrators, students*
- ◆ 2000 Information Works!
- ◆ 1999-2000 SALT Survey Report
- ◆ *1998, 1999, 2000 New Standards Reference Examination Results*
- ◆ *1997, 1998, 1999, 2000 Rhode Island Writing Assessment Results*

### Conclusions

Teachers at Harris School are extremely dedicated and loyal to this school and their students. They are compassionate, empathetic, and caring individuals who fully realize the challenges faced by their students. Teachers at Harris School go above and beyond their professional obligations to meet the academic, social, emotional, and physical needs of all students. These teachers share a common vision for this learning community and strive for excellence. They spend many hours beyond the school day preparing lessons, sharing ideas and supporting one another in a unified effort to achieve common goals. Most use a multitude of personal resources for classroom libraries and materials, and provide basic necessities for children who are in need. This dedication and commitment contributes to the comfortable, secure and nurturing environment that exists in this school, and enables students to have a sense of importance and belonging. (*Classroom observations, conversations and interviews with teachers and students, scheduled meetings with the School Improvement Team, students, parents, district and building administrators, following students, SALT Survey Results*)

The teachers at Harris School exhibit a high level of professionalism and integrity. They demonstrate a readiness and willingness to improve classroom instruction, and many seek meaningful professional development opportunities to improve their teaching strategies. Presently, many teachers rely on whole group, teacher directed instruction which encourages passive learning. Many teachers use factual, recall questions to check for understanding, but do not challenge their students by asking probing or clarifying questions which require higher order thinking skills. Consequently, those students who have already accomplished a mastery of basic skills are not given sufficient opportunities to apply their learning. Additionally, while co-teaching opportunities exist there does not seem to be a clear understanding of how to effectively implement this strategy to positively impact student learning. As a result teachers and students are

not realizing the full benefits of the increased staff meant to reduce class size. (*Classroom observations, following students, conversations and interviews with teachers and students, scheduled meetings with the School Improvement Team, students, parents, school and district administrators.*)

Teachers at Harris School are not utilizing the full range of strategies needed to support effective reading instruction. Most teachers read aloud to students and provide them with opportunities to self-select materials and read with partners or in small groups. Some teachers model fluency by reading passages and directions simultaneously with students. They use worksheets and workbooks to reinforce context clues, word recognition skills, and phonics. A few use direct instruction with authentic texts to increase these skills, as embraced in the Reading Recovery Program, but more need to employ these strategies in daily reading instruction. While teachers motivate students to learn to read, their approach to reading instruction is not balanced. They do not implement an integrated and systematic approach that includes ongoing assessment. This approach would enable students to read and comprehend texts above their instructional and independent levels. (*Classroom observations, following students, conversations and interviews with teachers, examination of student work, scheduled meetings with students and parents*)

Teachers at Harris School are aware of the stages of writing and the criteria for effective writing. Most teachers engage their students in daily writing activities. Many teachers focus on the development of editing skills by using workbooks and worksheets to reinforce conventions and word choice in isolation. Some use word walls and dictionaries for spelling in the context of written work. Some teachers provide opportunities for students to edit their own writing or peer edit. A few teachers guide students in an ongoing revision process that allows students to communicate effectively and present logical, thoughtful, and well-organized ideas. However, the nature of teacher feedback on student writing is inconsistent. While a few teachers provide detailed comments and effectively use rubrics, many are not providing their students with the feedback they need to reflect on their ideas and revise their written work. As a result many students cannot effectively use written language to communicate. (*Examination of student work, following students, classroom observations, 1998, 1999, 2000 New Standards English/Language Reference Examination Results, 1997, 1998, 1999, 2000 Rhode Island Writing Assessment Results*)

Some teachers at Harris School have an integrated approach to teaching mathematics across the curriculum. They challenge their students at various instructional levels, engage students in concept development, and encourage them to apply a variety of problem solving strategies. Some teachers use manipulatives and concrete models to illustrate mathematical ideas. Some have students explain solutions orally and in writing. However, most teachers rely on methods of instruction that do not emphasize the application of basic skills and concepts. Most teachers do not require the use of multiple solutions or employ questioning techniques that develop higher order thinking skills. Teachers miss opportunities to clarify operational procedures through analysis of student errors. These findings help to explain why few students are able to meet or exceed the standard on statewide mathematics concepts and problem-solving assessments. (*Following students, classroom observations, examination of student work, conversations with teachers, scheduled meetings with parents and teachers, 1998, 1999, 2000 New Standards Mathematics Reference Examination results*)

## Commendations for Harris School

The empathy, compassion and generosity of the teachers

The professional integrity, dedication, and loyalty of the teachers

The effectiveness of the Reading Recovery program

## Recommendations for Harris School:

Seek professional development in the areas of questioning techniques, co-teaching, and small group, student-centered instruction.

Expand your Reading Recovery Program, and model similar strategies in daily reading instruction for all students.

Develop a record keeping system that would support an integrated and systematic approach to reading instruction.

Increase opportunities for students to participate in all stages of the writing process and provide meaningful feedback to enhance student revision.

Increase student access to manipulatives for all mathematical processes.

Provide experiences in which students must employ more than one strategy to solve a problem.

## Recommendations for the Woonsocket School District

Provide resources needed for your teachers to seek recommended professional development.

## 6. FINDINGS ON THE SCHOOL

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students*
- ◆ *Following students*
- ◆ *1999-2000 SALT Survey report*
- ◆ *Review of Harris School Parent Newsletters*
- ◆ *Harris School Improvement Plan 1999-2004*

### Conclusions

The dedication, pride, and loyalty of the principal of Harris School reverberate throughout this learning community. He models collegiality for his professional staff, supports their daily decisions, and allows them to self-select their professional development opportunities. He makes the most of the severely limited financial resources available by focusing on the needs of his teachers and students. His genuine interest in his teachers' and students' lives and families fosters the close, personal atmosphere that exists in this school. This is evidenced in the halls, classrooms and cafeteria when he speaks to students and addresses each of them by name. His confidence in his teachers empowers them. Many have taken on leadership roles and responsibilities that have increased the staff's capacity and strengthened the network of expertise in this school. All of these factors result in a learning community where each and every member is respected and valued. (*Observations made in the school, conversations and interviews with teachers and staff, scheduled meetings with students, parents, School Improvement Team, district and building administrators, 1999-2000 SALT Survey report*)

The principal and faculty of Harris School are sincere in their efforts to involve and include parents in the daily life of the school. They have provided opportunities for parents to attend school events that would enable them to become more involved in their child's learning. Many of these efforts have been frustrated by lack of attendance at these events, and parent involvement on the school improvement team and PTO is difficult to obtain. A monthly newsletter is sent to parents to inform them about policy, procedures, and upcoming events. Some even include helpful information on child health and safety. While many parents are willing to attend social events with their child, the professional staff has been unable to engage them in activities that would provide them with the skills and educational information needed to support their child's academic success. As a result, not all students get the support they need to satisfy their academic, social, emotional and physical needs. (*Conversations and interviews with teachers and staff, scheduled meetings with parents, school improvement team, building administrator, Review of Harris School Parent Newsletters*)

Support services for the students and families of Harris School are sorely inadequate. The lack of a school-based full time nurse, guidance counselor, social worker and school psychologist dramatically inhibits the school's ability to meet the most basic needs of all students. The professional and support staff are aware of the students' many needs and work extremely hard to meet them. However, they lack the time and resources to match these needs with appropriate services. Furthermore, there is a lack of acknowledgement and support at the district level for these issues that plague Harris School, and the district expectation that "a degree of creativity" will solve these problems is unrealistic, and is in direct conflict with the *Harris School Improvement Plan*. (*Scheduled meeting with district administrator, building administrator, School Improvement Team, and parents, observations made in the school, conversations and interviews with teachers, nurse, and guidance counselor, Harris School Improvement Plan, 1999-2004*)

An active School Improvement Team consistently inclusive of parents, teachers and community members is not currently in place at Harris School. There is a lack of focus on those areas of weakness that need attention. These areas of concern could be better addressed if resources were allocated based on shared decision making. Furthermore, specific professional development that reflects the needs collectively determined by the school improvement team, and especially the data available to the school, would more effectively address the needs of the students. (*Review of Harris School Improvement Plan, scheduled meetings with building administrator, parents and School Improvement Team*)

### Commendations for Harris School

The dedication, pride and loyalty of the school's principal

The efforts of the professional and support staff to meet the needs of each and every child

### Recommendations for Harris School

Explore non-traditional strategies to increase parent and family involvement.

Provide a full-time, school based, guidance counselor, nurse, social worker and school psychologist.

Reorganize your School Improvement Team to be more active and inclusive.

### Recommendations for Woonsocket School District

Provide educational programs for parents and families in the Harris School community.

Acknowledge the generosity, dedication, and efforts of the principal, teachers, and staff on behalf of the students and families in the Harris School community.

Provide additional resources to hire recommended support personnel.

Assist the school in its efforts to reorganize the School Improvement Team.

### Recommendations to the City of Woonsocket

Provide the additional funds that will be needed to improve student learning and teaching at Harris School.

## 7. Final Advice to the School

This SALT Visit Team recognizes the hard work and dedication that makes Harris School a place where all members of this learning community are nurtured and supported. As you face the changes and challenges imminent with the construction of a new facility, remember to hold true to those values and beliefs that have made you a unified and caring “family.” Remember that what you have created inside these walls can and will endure in spite of the demolition of this building. Make a concerted effort to maintain the integrity of this learning community during this transitional time.

Seize the opportunity provided by this transition to reevaluate the instructional models currently used. Enter your new learning environment with a renewed commitment to implement best teaching practices on behalf of the students you teach. Use this time for professional growth and continue to support one another and share your considerable talents. This school community relies on you to provide an environment that will meet the academic, social, emotional and physical needs of your students.

While a SALT visit report is designed to promote productive action, it is the School Improvement Team, not the visiting team, who decides what that action should be. How the Harris School community responds to this report is much more important than what the report says. The conclusions, commendations, and recommendations made by this visit team are sincere. We have confidence that you, the professionals at Harris School, will do everything in your power to improve teaching and learning in this school. Ultimately the actions are yours to take.

This school district must commit itself to provide guidance and instructional leadership during the difficult transitional phase that is to come. You must not allow the wonderful environment that is Harris School to be destroyed along with the brick and mortar. Reward this exceptionally dedicated learning community with the type of high quality facilities and resources they so richly deserve.

### Harris School Improvement Team

Joyce Audette, Teacher

Shirley Ayers, Teacher

Dennis Baldwin, Teacher

Gerard Berthiaume, Teacher

Norman Blanchette, Principal

Paula Brunetti, Teacher

Loretta Carnes, Teacher

Mitchell Cohn, Teacher

Jeanine Garceau, Teacher

Anne Marie Hoyle, Parent

Carol Hysko, Teacher

Leo Lamarre, Teacher

Karen MacBeth, Teacher

Bobbie Menoche, Teacher

Kristen Moreau, Teacher

Beth Murray, Teacher

Donna Pesce, Teacher

Stepahnie Roberts, Teacher

Jeanne Spyrka, Teacher

JoAnn Sugden, Teacher

## The SALT Visit Team

JoAnn LaBranche, Social Studies Teacher

Lincoln Senior High School, Lincoln, Rhode Island

(on leave to the Rhode Island Department of Education to serve as a SALT fellow)

Louise Beaulieu, Parent

Warren, Rhode Island

Virginia Kennedy, 4<sup>th</sup> Grade Teacher

West Glocester Elementary School, Glocester, Rhode Island

Sandra Mitchell, 4<sup>th</sup> Grade Teacher

Northern Lincoln Elementary School, Lincoln, Rhode Island

Donna Morelle, Principal

Sowams School, Barrington, Rhode Island

Kristen Slovak, 4<sup>th</sup> Grade Teacher

Curvin McCabe School, Pawtucket, Rhode Island

# New Standards Reference Examination and RI Writing Assessment Results (2000)

---

## Catalpa Ltd. Endorsement of SALT Visit Team Report

**Harris School**

January 26, 2001

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 Visit team Reports by Catalpa Ltd.*, and using the methodology and procedures specified in the *Handbook for SALT Visit Chairs, 1<sup>st</sup> 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.  
February 10, 2001

