



# Lincoln Middle School

Lincoln

## SALT Visit Team Report

April 12, 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@ridoe.net.

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

1. THIS REPORT'S PURPOSE AND LIMITS
2. PROFILE OF Lincoln Middle School
3. PORTRAIT OF Lincoln Middle School AT THE TIME OF THE VISIT
4. FINDINGS ON STUDENT LEARNING

***Sources of Evidence***

***Conclusions***

***Commendations for Lincoln Middle School***

***Recommendations for Lincoln Middle School***

5. FINDINGS ON TEACHING

***Sources of Evidence***

***Conclusions***

***Commendations for Lincoln Middle School for***

***Recommendations for Lincoln Middle School***

***Recommendations for Lincoln School District***

6. FINDINGS ON THE SCHOOL

***Sources of Evidence***

***Conclusions***

***Recommendations for Lincoln Middle School:***

***Recommendations for Lincoln School District***

7. Final Advice to the School

*Lincoln Middle School IMPROVEMENT TEAM*

*THE SALT VISIT TEAM*

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

*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 Lincoln Middle School from April 9-12, 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 Lincoln Middle 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 Lincoln Middle School.

The visit team collected its evidence from the following:

- ◆ *a total of 98 full classroom observations and 25 partial classroom observations which totaled over 91 hours 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 8 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 the following documents:*
  - *Lincoln Middle School Strategic Plan*
  - *Lincoln School Department Strategic Plan 2000-2001*
  - *Lincoln Middle School Handbook and Planner*
  - *Lincoln Mentoring Plan*
  - *Certified Staff Evaluation*
  - *Lincoln Middle School Self-Study: The School, Assessments, Student Shadowing, Teaching, and Student Learning*
  - *1999-2000 SALT Survey*
  - *1998 Information Works!*
  - *1999 Information Works!*
  - *2000 Information Works!*
  - *1998, 1999, 2000 New Standards Reference Examination results*

- *1998, 1999, 2000 Rhode Island Writing Assessment results*
- *2000 New Standards English Language Arts Reference Exam School Summary*
- *2000 New Standards Mathematics Reference Exam School Summary*

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 Lincoln Middle 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 Lincoln School Department, the citizens of Lincoln, and the Rhode Island Department of Education will share that responsibility.

Following your school’s review of this report, consider what changes to make in your School Improvement Plan. The revised Plan will form the basis for negotiating a Compact for Learning with your district. The Compact’s purpose is to ensure that your school and your district work out an agreement about the most important priorities for your school to work on and how to best target district support in reaching them. Your RIDE Field Service Team representative will offer some assistance in facilitating the preparing of the Compact.

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 Lincoln Middle School

Lincoln Middle School serves students in the seventh and eighth grades in the town of Lincoln, Rhode Island, and is part of the Lincoln School System. A superintendent and a district staff of five administer the Lincoln School District. A five-member, elected school committee governs the district.

The building that houses Lincoln Middle School opened in 1955 as a junior high school and became Lincoln Middle School in 1990. New construction in 1997 added ten classrooms, a computer lab, and storage areas to the building.

One principal who is in his first year as principal and fourth year at the school, one assistant principal who came to the school in January this year, and 49 full- and part-time teachers serve the 597 students of the school. Ninety-five percent of Lincoln Middle School students are white, two percent are black, and one percent are Asian/Pacific Islander. One percent of Lincoln Middle School students receive ESL services. Fourteen percent of the students receive Special Education services. Thirteen percent of the students are eligible for free or reduced price lunch.

Between 1998 and 2000 student performance on the New Standards Reference Exam increased slightly in the Mathematics Skills and Problem-Solving subtests and decreased in all five other subtests. Seventh grade performance on the Rhode Island Writing Assessment increased between 1998 and 2000.

Equity gaps of 25 to 60 percent exist between special education and general education students on the four subtests measured. In all four subtests general education students outperform special education students. Gender gaps exist on the Reading Analysis and Interpretation and Writing Effectiveness subtests with females outperforming males on both.

The team used the test score information found in *Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the performance and equity gaps discussed in the student learning conclusions. 2000 New Standards Reference Examination results are appended to this report. *Information Works!* data for Lincoln Middle School is available at [www.rido.net](http://www.rido.net).

### 3. PORTRAIT OF Lincoln Middle School AT THE TIME OF THE VISIT

Lincoln Middle School administrators and teachers welcome their students and all share a mutual respect. Students are polite and friendly; they are accepting of each other; they come to school ready to learn. Teachers work hard in their classrooms, yet this school does not make good use of student readiness to learn. The accepted practice of grouping students by perceived ability levels creates unequal expectations and opportunities for learning in this school.

Because most teachers have participated in professional development around standards-based instruction and have implemented the common tasks, administrators and teachers alike believe that the school has moved into standards-based instructional practices. However, this professional development has not yet altered most teaching practice. Students have limited opportunities to try new experiences and to relate what they are doing in class to the real world.

Although the entire Lincoln Middle School community says it wants to become a true, high functioning middle school, it excuses itself from actually working towards this goal until external constraints are eliminated. The members of the Lincoln Middle School community do not share a common vision or understanding of good middle school practice, and the complex work of moving this school from a junior high school model to that of a true middle school has been minimal.

The lack of effective communication and cohesiveness within teams, among teams, and throughout the Lincoln Middle School are further obstacles that limit its progress in guiding all of its students to higher levels of learning.

## 4. FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *2000 Information Works!*
- ◆ *2000 New Standards English Language Arts Reference Exam School Summary*
- ◆ *2000 New Standards Mathematics Reference Exam School Summary*
- ◆ *2000 Rhode Island Writing Assessment results*
- ◆ *examination of student work*
- ◆ *following students*
- ◆ *classroom observations*
- ◆ *conversations and interviews with teachers*
- ◆ *scheduled meetings with students, School Improvement Team, district administrators*
- ◆ *Lincoln Middle School Self-Study: Student Work and Equity Gaps*

### Conclusions

Most students at Lincoln Middle School feel comfortable in school and are ready to learn. They are polite, enthusiastic, friendly, and generally well behaved. They are receptive to learning and change. These characteristics should enable students to increase their learning. (*following students, classroom observations, conversations and interviews with teachers, scheduled meeting with students*)

In math, students use conversion charts to calculate area and perimeter in order to complete the standards-based common task in each grade. Additionally, they summarize in writing the processes they use to solve problems. Many students collect data and create bar and line graphs and pie charts. These skills are consistent with student performance on state assessments. On the 2000 New Standards Mathematics Reference Exam School Summary students meet or exceed the standard as follows: 77 percent on the Skills subtest, 29 percent on the Concepts subtest, and 43 percent on the Problem-Solving subtest. (*following students, classroom observations, examination of student work, conversations and interviews with teachers, 2000 New Standards Mathematics Reference Exam School Summary*)

Many students successfully comprehend what they read in all subject areas in a variety of formats including novels, short stories, plays, poetry, and textbooks. However, only a few students can analyze and interpret what they read. These findings are reflected in student performance on the 2000 New Standards English Language Arts Reference Exam: 62 percent meet or exceed the standard on the Reading Basic Understanding subtest and 29 percent meet or exceed the standard on the Analysis and Interpretation subtest. (*following students, classroom observations, examination of student work, 2000 New Standards English*

*Language Arts Reference Exam School Summary, Lincoln Middle School Self-Study: Student Work, conversations and interviews with teachers)*

Students write throughout the day in a variety of ways. Most of them take notes, write reports, develop outlines, create poetry, and keep journals. Some students brainstorm, draft, peer edit, and revise their work. Some respond to prompts with a thesis statement, supporting details, and a conclusion. These activities contribute to student performance on state assessments. In 2000, 62 percent of Lincoln Middle students meet or exceed the standard on the Writing Effectiveness subtest and 61 percent meet or exceed the standard on the Writing Conventions subtest. On the 2000 Rhode Island Writing Assessment 41 percent of seventh grade students meet or exceed the standard. *(following students, classroom observations, 2000 New Standards English Language Arts Reference Exam School Summary, 2000 Rhode Island Writing Assessment, conversations and interviews with teachers, examination of student work)*

Equity gaps of 25 to 60 percent exist between general education and special education students on all four measured subtests of the New Standards Reference Exam. General education students outperform special education students on every subtest. In fact, on two of the subtests no special education students achieve the standard. *(2000 Information Works!, Lincoln Middle School Self Study: Equity Gaps, scheduled meetings with School Improvement Team, and district administrators)*

## Commendations for Lincoln Middle School

Students who are ready to learn

## Recommendations for Lincoln Middle School

Develop a comprehensive reading program that will improve the reading skills of all students.

Continue the curriculum development work in English Language Arts that aligns the curriculum with standards. Implement the new curriculum in all classrooms.

Develop and implement a comprehensive math curriculum that is aligned with standards.

Engage and support all teachers in sustained and ongoing professional development that addresses the varying needs of all students in order to narrow current equity gaps.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *conversations and interviews with teachers*
- ◆ *following students*
- ◆ *scheduled meetings with School Improvement Team, district administrators, students, and parents*
- ◆ 2000 Information Works!
- ◆ 1999-2000 SALT Survey
- ◆ *examination of student work*
- ◆ *Lincoln Middle School Self-Study: Equity Gaps*

### Conclusions

Most teachers believe they implement standards-based instructional practices in their classrooms. They have completed the hard work of Course I training by implementing rubrics and developing common tasks for all core areas. Yet, their understanding of standards-based instruction has not yet altered most teachers' classroom practices. Most still rely on teacher-directed classroom practices that are not student-centered. (*following students, classroom observations, conversations and interviews with teachers, scheduled meetings with district administrators and students, examination of student work*)

Teachers hold different expectations for different students. Instruction is limited by teachers' preconceived notions of student abilities determined by their placement in honors, college prep, or skills level classes. Teachers say they hold the same expectations for all students, but in practice, most teachers expect honors students to learn more facts, to work at a faster pace, and sometimes to use higher levels of thinking. As a consequence, students recognize and respond accordingly to these expectations. (*following students, classroom observations, conversations and interviews with teachers, SALT Survey 1999-2000, scheduled meetings with students and parents*)

General education teachers and special education teachers lack a shared understanding of how, through their practice, they can support each other to bring all students to high levels of achievement. These misconceptions contribute to the substantial equity gaps between general education and special education students. (*conversations and interviews with teachers, following students, classroom observations, scheduled meetings with district administrators and School Improvement Team, Lincoln Middle School Self-Study: Equity Gaps, 2000 Information Works!*)

Teachers effectively foster organizational skills in their students through the regular use of notebooks, homework, and classroom routines. Some teachers use these skills as a springboard to active learning activities such as literature circles, simulations, peer editing, and pair sharing. However, most teachers do not

effectively and efficiently use these routines; rather, they allow them to monopolize classroom time. *(following students, classroom observations, examination of student work)*

While some teachers work together to develop interdisciplinary units, most of the time teachers do not communicate within teams, among teams, and within departments. This results in a lack of connections among the different subject areas, the duplication of rubrics for the same task in different disciplines, and the scheduling of multiple assignments that are due at the same time. *(following students, classroom observations, conversations and interviews with teachers, scheduled meetings with students and parents, examination of student work, SALT Survey 1999-2000)*

All teachers at Lincoln Middle School use rubrics. Some teachers use them as effective tools for ongoing assessment. They provide rubrics at the beginning of a task. Their students know up front what is expected of them as they progress through the task and what they need to do to improve their work. However, most teachers use rubrics only to grade assignments. They do not use rubrics to clearly guide student performance. *(following students, classroom observations, examination of student work, conversations and interviews with teachers, scheduled meetings with students and parents)*

## Commendations for Lincoln Middle School for

Those teachers who engage students in active learning and use rubrics as effective tools for ongoing assessment

## Recommendations for Lincoln Middle School

Build on the training in standards-based instruction. Make students the center of learning in all classes.

Examine and implement classroom instructional practices so that all students can reach high expectations.

Engage all teachers and administrators in professional development around exemplary middle school practices that include effective teaming. Implement those practices in Lincoln Middle School.

Use teachers who demonstrate effective teaching strategies to model those practices for all teachers in the school.

Participate in professional development around collaboration between special education and regular education teachers. Implement the lessons learned to bring all students to higher levels of achievement.

## Recommendations for Lincoln School District

Provide the resources necessary for the entire staff of Lincoln Middle School to continue to develop and implement effective teaching and learning strategies. Support them as they engage in professional development that includes effective teaming, differentiation of instruction, and the use of rubrics as ongoing assessment tools. Help Lincoln Middle School to implement the changes necessary for all students to reach to high levels of achievement.

## 6. FINDINGS ON THE SCHOOL

### Sources of Evidence

- ◆ *classroom observations*
- ◆ *conversations and interviews with teachers*
- ◆ *scheduled meetings with School Improvement Team, school and district administrators, students, and parents*
- ◆ *following students*
- ◆ *Lincoln Middle School Strategic Plan*
- ◆ *1999-2000 SALT Survey*
- ◆ *Lincoln Middle School Self-Study: The School, Assessments, Student Shadowing, Teaching, and Student Learning*
- ◆ *Lincoln Mentoring Plan*
- ◆ *Certified Staff Evaluation*
- ◆ *Lincoln Middle School Handbook and Planner*

### Conclusions

Most of the goals in the Lincoln Middle School Strategic Plan are appropriate to the needs of students and teachers. However, many of the strategies are convoluted and disconnected. The plan lacks a timeframe; it also does not assign responsibilities for implementation. As a result of its self-study in preparation for the SALT school visit, the Lincoln Middle School Improvement Team plans to revise its strategic plan, a necessary step if the plan is to become a useful tool for this school. (*Lincoln Middle School Self-Study: The School, Assessments, Student Shadowing, Teaching, and Student Learning, scheduled meetings with School Improvement Team and district administrators, Lincoln Middle School Strategic Plan*)

Lincoln Middle School has taken several steps to become a middle school through its implementation of academic teaching teams, the inclusion of some common planning time in the schedule, and the beginnings of standards-based instruction. However, administrators, teachers, and parents generally believe that external changes are necessary before Lincoln can become a true middle school. These changes include moving the sixth grade to the building, eliminating teacher and room sharing with the high school, and moving to a larger or new building separate from the high school. The widespread acceptance of these beliefs prevents Lincoln Middle School from embracing effective middle school practices and from moving all of its students forward. (*scheduled meetings with school and district administrators, School Improvement Team, and parents, conversations and interviews with teachers, SALT Survey 1999-2000*)

Both the new Lincoln Mentoring Program for non-tenured teachers and the new Certified Staff Evaluation

instrument provide opportunities for professional development. The mentoring program for new teachers also includes time for mentors and mentees to observe each other's classes. The teacher evaluation instrument also provides for mentoring and peer coaching. Both of these tools can effectively support teachers in their growth as professionals. (*Lincoln Mentoring Program, Certified Staff Evaluation, conversations and interviews with teachers, scheduled meetings with district administrators and School Improvement Team*)

A lack of communication and cohesiveness exists throughout the wider Lincoln Middle School community. The entire community does not share a common vision of this school. This leads to misconceptions regarding roles, responsibilities, and expectations throughout the entire Lincoln Middle School community. (*following students, classroom observations, 1999-2000 SALT Survey, scheduled meetings with school and district administrators and parents, conversations and interviews with teachers*)

The grouping of students at Lincoln Middle School by perceived ability levels leads to segregation, lower expectations, and inequitable learning opportunities for students. The practice of grouping students in honors, college prep, and skills classes prohibits the school from accomplishing its mission "to assist all students in their intellectual development and personal growth in preparation for a healthy, productive life." (*Lincoln Middle School Handbook and Planner, following students, classroom observations, SALT Survey 1999-2000, scheduled meetings students and parents, conversations and interviews with teachers*)

Wasted time is inherent in the current school schedule. Many students sit in study in order to accommodate other students who participate in chorus, band, or intramural sports activities. The effectiveness of all seventh graders participating in the SS/RS program is unclear. This year reading teachers do not have a curriculum and direction as to their purpose. (*following students, classroom observations, scheduled meetings with School Improvement Team, school and district administrators, students, and parents, conversations and interviews with teachers*)

## Recommendations for Lincoln Middle School:

Move forward with your plans to revise the Lincoln Middle School Strategic Plan to reflect the results of your self-study and the SALT visit report.

Incorporate effective middle school practices within the current structure of the school.

Work to eliminate ability grouping and the labeling of students in the school. Participate in professional development activities that address differentiated instructional strategies for mixed ability classes. Implement those strategies in all classes throughout the school so that the learning of all students increases.

Work to eliminate wasted time in order to increase instructional time for all students.

## Recommendations for Lincoln School District

Provide the necessary resources and support that will enable Lincoln Middle School to become a true middle school.

Work to eliminate all teacher and room sharing between the middle and high schools.

Support Lincoln Middle School as it works to eliminate the ability grouping of students.

## 7. Final Advice to the School

Lincoln Middle School must take a close and honest look at the effects of its grouping and instructional practices, build on those that work to improve student learning, and discard those that do not. Continue to engage in self-study in order to strengthen your School Improvement Plan. Apply the work you have already begun in standards-based instruction and move all classrooms to become student centered. Use as models the teachers in your school who demonstrate effective classroom practices. Establish mixed-ability classrooms and apply differentiated instructional strategies in them. Hold every student to the same high standards of excellence and provide all students with the opportunities and skills to become lifelong learners.

Transition is never easy, but you must move now to become a true middle school. Through professional development and visits with fully functioning middle schools, learn the instructional practices that enhance the social, emotional, and academic achievement of all students. Embrace those practices even as you work within the current building and staffing constraints. Do not wait for everything to be perfect before you begin.

Above all, participate in sustained and ongoing conversations with one another about what you do and how you do it. The administrative team and all on the faculty must work together to support each other and guide every student to higher levels of learning. Your students are ready.

## Lincoln Middle School IMPROVEMENT TEAM

### **Parent Members**

Kathie Sandberg  
Joanna Bratton  
Nikita Orlou  
Donna Sullivan  
Maria Bessette  
Alba Izzo  
Linda Dziobek  
Jane Coutu  
John Coutu  
Tracey Chartier  
Cheryl Delfarno  
Barbara Mer  
Mark Neill  
Chris Nassaney  
Charles Karagozioud  
Linda Noble

### **Student Members**

Matthew DeMello  
8<sup>th</sup> grade  
Theresa Santoro  
8<sup>th</sup> grade

### **Faculty Members:**

Dennis B. McNamara  
Principal  
Michael J. Allen  
8<sup>th</sup> grade Social Studies Teacher  
Jill Pinto  
8<sup>th</sup> grade English Teacher

David Clegg

7<sup>th</sup> grade Social Studies Teacher

Fred Hoppe

Special Education Teacher

Denis Martel

8<sup>th</sup> grade English Teacher/ SIT Chair

Nancy Plummer

School Nurse

James Dempsey

Special Education Teacher

Kim Newman

Special Education Teacher

David McLaughlin

8<sup>th</sup> grade Science Teacher

Stephen Slattery

8<sup>th</sup> grade Social Studies Teacher

## THE SALT VISIT TEAM

Sandra L. Olson  
7<sup>th</sup> grade English Language Arts teacher/team leader  
Ponaganset Middle School  
Foster-Glocester, Rhode Island  
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)  
Chair

Keith Daniels  
7<sup>th</sup> and 8<sup>th</sup> grades Technology Education Teacher  
Gallagher Middle School  
Smithfield, Rhode Island

Mary DiMeo  
6<sup>th</sup> grade and Special Education Family and Consumer Science Teacher  
Hugh B. Bain Middle School  
Cranston, Rhode Island

William R. Fasano  
Principal  
Chariho Middle School  
Wood River Junction, Rhode Island

Stuart List  
Principal Intern  
Ferri Middle School  
Johnston, Rhode Island

Mary Manning  
Parent  
Cumberland, Rhode Island

Kerri Senerchia  
6<sup>th</sup> grade ESL Teacher  
Calcutt Middle School  
Central Falls, Rhode Island

Barbara Vanasse  
6<sup>th</sup> grade Teacher  
Cumberland Middle School  
Cumberland, Rhode Island

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

---

## Endorsement of SALT Visit Team Report

Lincoln Middle School

April 12, 2001

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process, I observed a portion of the visit and I have reviewed this report. 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.  
June 8, 2001