



Edward S. Rhodes School

Cranston

The SALT Visit Team Report

November 30, 2001



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

The findings of this report are those of this SALT visit team. The names and affiliations of the members of the team are in the appendix. The team follows the school visit protocol in the *Handbook for Chairs of the SALT School Visit*. The team is required to focus on what it observes at the time of the visit and is restricted from comparing the school with any other. This school visit was supported by the Rhode Island Department of Education as one component of its accountability system, School Accountability for Learning and Teaching (SALT).

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This report is available at <http://www.ride.net/schoolimprove/salt/visits.htm>

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1. THE PURPOSE AND LIMITS OF THIS REPORT

Overview

This is the report of the SALT team that visited Edward S. Rhodes School from November 27-November 30, 2001. The following features are at the heart of the report:

- ◆ The team seeks to capture what makes this school work, or not work, as a public institution of learning. Each school presents a unique picture.
- ◆ The team does not compare this school to any other school.
- ◆ When writing the report, the team deliberately chooses the words that will best convey its message to the school, based on careful consideration of what it has learned about the school dynamics.
- ◆ The team makes its judgment explicit.

The major questions the team addresses are:

- ◆ How well do the students learn at this school?
- ◆ How well does this school teach its students?
- ◆ How well does this school support learning and teaching?

The SALT report creates accountability for improvement by connecting its judgments of quality and its recommendations for improvement directly to the actual work going on in this school at the time of the visit.

The team closely follows the visit protocol in the *Handbook for Chairs of the SALT School Visit*. The Catalpa endorsement certifies that this team followed the protocol and that this report meets all criteria required for a legitimate SALT visit report.

The visit team is made up primarily of teachers, administrators, and a parent from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

Sources of Evidence for This Report

In order to write this report the team examines test scores, student work, and other documents related to this school. The school improvement plan for Edward S. Rhodes School is the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, in the hallways, and on the playground. The team builds its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, the visit allows the team to build informed judgments about the teaching, learning, and support that actually takes place at Edward S. Rhodes School.

The visit team collected its evidence from the following sources of evidence:

- ◆ *observing a total of over 87 hours in direct classroom observation. Every classroom was visited at least once, and almost every teacher was observed more than once.*

- ◆ *observing the school outside of the classroom*

- ◆ *following seven students for a full day*

- ◆ *observing the work of teachers and staff for a full day*

- ◆ *meeting at scheduled times with the following groups:*
 - teachers*

 - school improvement team*

 - school and district administrators*

 - students*

 - parents*

- ◆ *talking with students, teachers, staff, and school administrator*

- ◆ *reviewing completed and ongoing student work*

- ◆ *reviewing classroom assessments*

- ◆ *interviewing teachers about the work of their students*

- ◆ *analyzing three years of state assessment results as reported in Information Works!*

- ◆ *reviewing the following documents:*
 - district and school policies and practices*

 - records of professional development activities*

 - classroom assessments*

 - school improvement plan for Edward S. Rhodes School*

 - 2000 SALT Survey report*

 - 1999, 2000, 2001 Information Works!*

 - 1998, 1999, 2000 New Standards Reference Examination results*

1999, 2000, and 2001 Rhode Island Writing Assessment results

2001 New Standards English Language Arts Reference Examination results

2001 New Standards Mathematics Reference Examination results

Anchor Papers K-12, Cranston Public Schools, January 2001

Cranston English Language Arts Curriculum K-5

Consolidated Resource Plan, 2000-01 Annual Update

Master Agreement Between the Cranston School Committee and the Cranston Teachers' Alliance, Local 1704 AFT, September 2000-August 2003

Cranston Public Schools Teacher Evaluation Handbook

The full team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The 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 must agree that every conclusion in this report:

- ◆ *is important enough to include in the report.*
- ◆ *is supported by the evidence the team has gathered during the visit.*
- ◆ *is set in the present.*
- ◆ *contains the judgment of the team.*

Using the Report

The team deliberately chooses the words, phrases, and sentences it uses in its conclusions, as well as in the *Portrait* and *Final Advice*. Thus, this report is the team's best attempt to encourage and support the school's continued improvement in strengthening the learning of its students.

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

It is important to note that this report reflects only the week in the life of the school that was observed and considered by this team. The report does not cover what the school plans to do or what it has done in the past. This report is not prescriptive.

The value of this report will be determined by its effectiveness in improving teaching and learning. By considering the importance to the school of what the team said and why, the school takes its first step in becoming accountable in a way that actually improves learning.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in relation to the conclusions they follow.

After the school improvement team considers this report, it should make changes in the school improvement plan. The revised plan will form the basis for negotiating a Compact for Learning with the district. The purpose of the Compact is to ensure that the school and its district work out an agreement about the best way

to improve the school and the best way to target district support for the school. A RIDE Field Service Team representative will offer assistance in preparing the compact.

2. PROFILE OF Edward S. Rhodes School

Background

The Edward S. Rhodes School is located in the Edgewood neighborhood of the city of Cranston, Rhode Island, and serves students in kindergarten through grade five. The Rhodes School building, which opened to students in 1931, currently houses 194 students. A principal and 32 full- and part-time teachers serve the students of the school. Ninety-two percent of the students are white, 4.6 percent are black, 3.6 percent are Hispanic, and .1 percent are Asian/Pacific Islander. Twenty-six percent of Rhodes' students receive special education services. Twenty-three percent of the students are eligible for free or reduced-price lunch.

Two yearly projects in the school are Tiger Tales and C.H.I.C.K. Tiger Tales is a reading incentive program that involves the entire school in reading. Last year students read over 2000 books. C.H.I.C.K. is a collaborative, interactive project involving special needs students and the fifth grade class. Students work with the Casey Farm in Saunderstown, Rhode Island, to learn about life cycles and to help preserve a rare breed of chicken. In another enrichment activity some students from an Italian class at Cranston High School East teach basic Italian to third graders at Rhodes, while other East students work with fourth graders in sessions that eventually will lead into the fifth grade D.A.R.E. program.

Parents are actively involved in the Rhodes School. Volunteers work with teachers in the classroom. The PTA funds an extensive cultural arts program for students throughout the year. The P.T.A. also sponsors many other educational and social activities for the school. These activities include a welcome coffee hour for new and returning parents on the first day of school, a Sundae Celebration to culminate the Tiger Tales reading program, the After-School Enrichment program that takes place in the fall and spring, a Family Fun Fair, and holiday celebrations throughout the year. Family Science Night involves families in a non-competitive exhibition of family-designed science displays.

Throughout the year, the school also involves students in many community service activities, which include many projects around the various holidays, the "Sundry" and mitten drives for the Cranston Community Action Programs, and several fundraisers for national charities.

State Assessment Results for Edward S. Rhodes School

On the 2001 New Standards Mathematics Reference Examination subtests three in four of the fourth graders (77%) met or exceeded the standard in Basic Skills; one in two of the fourth graders (52%) met the standard in Concepts, and two in five of the fourth graders (39%) met or exceeded the standard in Problem Solving. Assessment data in *Information Works! 2001* (1998-2000 assessment results) show that equity gaps (a difference of more than 15%) exist over the three years for poverty, non-poverty, special education, and general education students on the mathematics subtests. The 2000 results show that students at the Edward S. Rhodes School perform at the same level as similar students in the state on the Skills and Concepts subtests and below similar students in the state on the Problem Solving subtest.

On the 2001 New Standards English Language Arts Reference Examination subtests, over nine in 10 of the fourth graders (95%) met or exceeded the standard in Reading: Basic Understanding; over four in five of the fourth graders (85%) met or exceeded the standard in Reading: Analysis and Interpretation; over four in five of the fourth graders (86%) met or exceeded the standard in Writing: Effectiveness; and almost three in four of the fourth graders (72%) met or exceeded the standard in Writing: Conventions. Assessment data in *Information Works! 2001* (1998-2000 assessment results) show that equity gaps (a difference of more than 15%) exist over the three years for poverty, non-poverty, white, multi-racial, male, female, special education, and general education students on English Language Arts subtests. The 2000 results show that students at the Edward S. Rhodes School perform at

the same level as similar students in the state on the two writing subtests and above the level of similar students in the state on the two reading subtests.

On the 2001 Rhode Island Writing Assessment one in three of the third graders (32%) met or exceeded the standard.

The most recently available New Standards Reference Examination results have been appended to this report. *Information Works!* data for Edward S. Rhodes School is available at www.rido.net.

3. PORTRAIT OF Edward S. Rhodes School AT THE TIME OF THE VISIT

A wonderful sense of community extends throughout the Edward S. Rhodes School and into the wider community. The principal, teachers, and parents work together to nurture students and increase their learning. Students are friendly and curious and come to school ready to learn. They feel safe here. Students display exceptional skills in reading, are developing as accomplished writers, and are beginning to develop their problem-solving skills. Most students have opportunities to develop technology skills.

At Rhodes teachers, too, are learners. They routinely share ideas and expertise with one another and generally provide an informal, yet strong, support system for one another that directly benefits their students' learning. Teacher initiative at Rhodes is strong. Teachers often collaborate within and across grades on projects for students. The principal supports them in their efforts. Parents actively involve themselves in the life of the school. Many serve on the school improvement team.

Teachers routinely engage their students in meaningful learning activities. They are beginning to implement standards in their classrooms. Teachers have posted standards in their rooms and have begun to use rubrics for assessing student work. Some students use rubrics to self-assess their work. Teachers have not yet implemented differentiated instruction strategies that would enable all students to reach higher levels of learning. Students are taught as a group, not as individuals with differing strengths and needs. Teachers provide few opportunities for students to choose and explore in their learning. When students ignore established rules, teachers sometimes inconsistently apply consequences, which takes time away from learning.

The school has begun to focus on mathematics. Many students work well with basic problem-solving strategies in simple problems, but they do not yet use those strategies to solve complex, real world problems.

The Edward S. Rhodes School provides a strong program for the students in its charge, and the school is now in a position to take its students much further. The staff has begun to explore and use many new and proven teaching and learning strategies. Their commitment to improvement shows much promise for the learning of students at Rhodes.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *1999, 2000, 2001 Information Works!*
- ◆ *reviewing completed and ongoing student work*
- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, and school administrator*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with parents*
- ◆ *following students*
- ◆ *2001 New Standards English Language Arts Reference Examination results*
- ◆ *1999, 2000, 2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Mathematics Reference Examination results*
- ◆ *reviewing classroom assessments*
- ◆ *Anchor Papers K-12, Cranston Public Schools, January 2001*
- ◆ *Cranston English Language Arts Curriculum K-5*

Conclusions

Students at Edward S. Rhodes School are friendly. They play well with each other. Many are curious and some are self-motivated. They know the classroom routines and follow them. These factors allow students to go into the classroom ready to learn. (*following students, observing classes, meeting with parents, talking with teachers*)

Students at Edward S. Rhodes School are strong readers. They read throughout the day for a variety of purposes. They read to gather information from texts and the computer. They buddy read, read silently and out loud, listen, and respond to stories. Students self-select books to read for enjoyment and read non-fiction as well as fiction. Many students use various strategies that include context clues, word chunks, reading-on, and picture clues. Students participate in literature circles and in author studies. They make connections

between their reading and their lives, the world, and other texts. Students' reading skills are reflected in their excellent performance on state assessments for the past four years. In 2001, 95 percent of Rhodes students achieved or exceeded the standard in Reading: Basic Understanding, and 85 percent achieved or exceeded the standard in Reading: Analysis and Interpretation. *(following students, observing classes, observing the school outside of the classroom, 1999, 2000, 2001 Information Works!, 2001 New Standards English Language Arts Reference Examination results, talking with students, teachers, and school administrator, interviewing teachers about the work of their students)*

Students write across the curriculum in all grades. Many of them are good writers. They write reports, poetry, explanations of math problem-solving strategies, and make their own dictionaries and books. Some create original stories modeled after authentic stories. Other students dictate stories to their teachers. Many students write in writers' workshop. These students pre-write, write, edit, revise, and publish their work. Some use rubrics to self-assess. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, interviewing teachers about the work of their students, Anchor Papers K-12, Cranston Public Schools, January 2001, Cranston English Language Arts Curriculum K-5, 1999, 2000, and 2001 Rhode Island Writing Assessment results, 2001 New Standards English Language Arts Reference Examination results)*

Students in math classes practice various problem-solving strategies to solve simple problems. Some of them successfully choose an effective strategy to use in solving a particular problem. A few students demonstrate and explain in writing, illustrations, or discussions the specific strategy they use to solve a problem. Some solve the problem of the week and the month. Students at Rhodes School also frequently practice basic math facts by playing games, doing drills, and using flash cards. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, 2001 New Standards Mathematics Reference Examination results, interviewing teachers about the work of their students, reviewing classroom assessments)*

Commendations for Edward S. Rhodes School

The students who come to school ready to learn

Students who are strong readers

The many good writers at Rhodes School

Recommendations for Edward S. Rhodes School

Involve all students in writing workshops.

Increase the complexity of problem-solving activities in order to enable students to achieve higher levels of mathematical thinking and understanding.

Participate in professional development around problem solving.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, and school administrator*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meetings with the school improvement team, students, school administrator, district administrators, parents*
- ◆ *following students*
- ◆ *2000 SALT Survey report*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing classroom assessments*
- ◆ *reviewing records of professional development activities*
- ◆ *Consolidated Resource Plan, 2000-01 Annual Update*

Conclusions

Teachers at Rhodes School are a community of learners who have developed an informal network. They share teaching strategies that include problem-solving across grades. They also share materials and specific areas of expertise . Some teachers team their students within grades, and others team-teach. Together they initiate and participate in self-selected professional development. This collaboration contributes to student excitement about learning. (*following students, observing classes, observing the school outside of the classroom, meetings with the school improvement team, students, school administrator, district administrators, and parents, talking with students and teachers, reviewing records of professional development activities*)

Most teachers empower their students to work easily and well with computer technology. Through the Model Classrooms initiative, five teachers completed computer technology training, which has resulted in new computers being installed in five classrooms in the school. Currently, teachers are training each other to further their own skills so that all students will become proficient in computer skills. They have integrated the use of computer technology into the curricula of the third, fourth, and fifth grades. (*following students, observing classes, talking with students, teachers, and school administrator, Consolidated Resource Plan, 2000-01 Annual Update, interviewing teachers about the work of their students*)

Most teachers successfully use effective teaching strategies in their daily practice. They question students to activate prior knowledge, group students for partner reading, help students make connections, and have students use checklists as they complete a task. They engage students in the use of manipulatives to demonstrate math and science concepts and involve students in literature circles. Some teachers make appropriate accommodations for students that promote successful task completion such as assisted technology, lined writing paper, and allowing students extra time to complete tasks. A few teachers use flexible grouping to provide instruction. These strategies all promote increased student learning. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, 2000 SALT Survey report, interviewing teachers about the work of their students)*

Teachers pair students for some activities such as buddy reading, research projects, problem-solving, and technology activities. Teachers have begun to implement learning groups for writing workshop and literature circles, where they provide opportunities for students to learn from each other. Most of the time, however, teachers are not meeting the individual needs of all students because of their over-dependence on large and small-group instruction in which students all do the same tasks in the same way. *(following students, observing classes, talking with teachers and students, meetings with parents and students, reviewing completed and ongoing student work, 2000 SALT Survey report, interviewing teachers about the work of their students)*

Teachers consistently check student understanding in a variety of ways throughout the day. They question, review daily assignments, check homework, and monitor ongoing projects in order to determine their next steps. Depending on student response, teachers either move on or stop and re-teach, clarify, provide more opportunities for practice, and model procedures to help students learn. These practices enable teachers to accurately assess their students' progress. *(following students, observing classes, talking with teachers and students, interviewing teachers about the work of their students)*

Teachers are beginning to implement standards in their classrooms. They have posted standards on the walls and use rubrics and criteria sheets. They have shared rubrics with parents. Students can define what a standard is. A few students are beginning to use rubrics to self-assess their work. This is a good starting point in the implementation of standards-based instruction. *(talking with students, teachers, and school administrator, following students, observing classes, reviewing completed and ongoing student work, Consolidated Resource Plan, 2000-01 Annual Update, 2000 SALT Survey report, interviewing teachers about the work of their students, reviewing classroom assessments)*

Commendations for Edward S. Rhodes School

Teachers' initiative to become a community of learning

The teacher initiative taken to bring computers to this school and the integration of computer technology into the curriculum

Teachers who successfully use effective teaching strategies

Recommendations for Edward S. Rhodes School

Continue and extend the work that has begun in writing workshop and literature circles.

Participate in professional development in differentiated instruction. Implement those strategies in all classrooms.

Participate in further professional development around standards-based instruction. Implement those

strategies in all classrooms.

Recommendations for the Cranston School District

Provide support to Edward S. Rhodes School through the Professional Development Institute in the areas of standards-based instruction, differentiated instruction, writing workshop, and literature circles.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ observing classes
- ◆ observing the school outside of the classroom
- ◆ talking with students, teachers, and school administrator
- ◆ meetings with the school improvement team, students, school administrator, district administrators, parents
- ◆ following students
- ◆ reviewing school improvement plan
- ◆ reviewing records of professional development activities
- ◆ 2000 and 2001 Information Works!
- ◆ Master Agreement Between the Cranston School Committee and the Cranston Teachers' Alliance, Local 1704 AFT, September 2000-August 2003
- ◆ Cranston Public Schools Teacher Evaluation Handbook
- ◆ Consolidated Resource Plan, 2000-01 Annual Update: Mentor Program

Conclusions

The principal is committed to helping teachers in many ways. He encourages teachers and supports their school initiatives and individual professional development plans. He structures the schedule to include common planning time and quarterly released time for teachers, which enables them to collaborate. The Cranston School District supports teachers at Rhodes with its Professional Development Institute offerings. At Rhodes School new teachers to the system are included in the district's mandatory mentoring program. The new teacher evaluation instrument includes goal setting and can also be a good guide for teachers. All these components effectively support teachers in improving their craft. *(talking with teachers and school administrator, meetings with the school improvement team, school administrator, and district administrators, Master Agreement Between the Cranston School Committee and the Cranston Teachers' Alliance, Local 1704 AFT, September, 2000-August, 2003, Cranston Public Schools Teacher Evaluation Handbook, Consolidated Resource Plan, 2000-01 Annual Update, reviewing records of professional development activities)*

The Edward S. Rhodes School Improvement Plan includes eight tactics. Under each tactic is a list of actions that should be taken. Tactic eight, which addresses equity gaps, fails to include up-to-date data. The plan also lacks key elements such as the person(s) responsible, timeline, status, and projected expenses. Therefore, this

plan is not adequate for guiding the school in its improvement efforts. (*meetings with the school improvement team, school administrator, reviewing school improvement plan, 2000, 2001 Information Works!*)

Throughout the school day, in the classroom, in the hallways, in the cafeteria, and on the playground, most staff members do not follow through when students ignore established rules. Students often talk out-of-turn and take part in idle chatter, which escalates. Staff members issue warnings, but sometimes they do not follow through with appropriate consequences. They ineffectively use attention-getting tactics that enable children to remain unfocused and off task. The inconsistent application of consequences reduces teaching and learning time. (*following students, observing classes, observing the school outside of the classroom, meetings with the school improvement team, students, and parents*)

Edward S. Rhodes School provides this close-knit neighborhood with a strong sense of community. Parents feel that this school provides their children with a safe, happy learning environment that feels "like a second home." The principal, teachers, and staff at Rhodes are receptive, caring, and know each child and family. Parents at the school are actively involved in many activities. These include participating on the school improvement team, volunteering in classes, and helping out with social activities during the school year. (*meetings with the school improvement team, students, school administrator, district administrators, and parents, talking with students, teachers, and school administrator, observing the school outside of the classroom*)

Commendations for Edward S. Rhodes School

The commitment of teachers, the principal, and the parents to the school community

All the support provided to teachers at Edward S. Rhodes School that enables them to improve their craft

Recommendations for Edward S. Rhodes School

Conduct a thorough self-study in order to generate accurate and timely data. Use the data to develop a plan that will serve as a useful guide for the Rhodes School community.

Attend professional development in order to develop the skills needed to write a viable school improvement plan.

Investigate programs that focus on school-wide behavior management. Implement an effective behavior management plan that is used consistently throughout the school.

Recommendations for Cranston School District

Provide the supports necessary for Edward S. Rhodes School to develop and implement a useful school improvement plan.

Work with the Edward S. Rhodes School as it develops a useful school improvement plan.

7. Final Advice to the School

Celebrate and continue to foster your strong sense of community. Capitalize on your initiative and continue to bring innovative programs to this school. They help to provide a rich learning environment for your students. Your students comprise a growing community of readers and writers who come to school ready to learn. Continue to build on their strengths while addressing their individual needs as learners.

In many areas you, at Rhodes, are doing well by your students; yet, you still have areas in which improvement can be made. Investigate ways to address behavior management issues in the school community. Involve all students in the writing workshop and literature circles. Provide all students with many activities in complex problem-solving so that they may grow to be successful in an increasingly complex world. Increase the integration of standards-based instruction into your daily practice so that all students will be held to the same high expectations.

Conduct a thorough self-study in order to collect the kind and depth of data that will enable you to write an informed school improvement plan. Then use that plan as the driving force for improving your instruction and for raising the achievement levels of all students.

Finally, you are a highly effective school. With a focused vision and continued effort you will bring all your students to higher levels of learning.

Edward S. Rhodes School Improvement Team

Beth Basile
grade three Teacher
afternoon group

Kenneth Blackman
Principal
afternoon/evening groups

Rachael DiChiaro
grade four Teacher/SIT chairperson
afternoon group

Carolyn Davenport
grade one Teacher
afternoon group

Maureen Farrell
Parent
afternoon group

Dawn Florenz
grade two Teacher
afternoon group

Susan Lambert
Parent
afternoon group

Laurie Lavey
Parent
afternoon group

Nikki Notarianni
Parent
evening group

Megan O'Hara
Parent
evening group

Mary Ellen Phillips
Parent
evening group

Michelle Schillinger
Parent
evening group

Amy Sencer
grade two Teacher
afternoon group

Wendy Sullivan
Parent
afternoon group

Donna Young
Parent

afternoon group

SALT Visit Team

Sandra L. Olson
English Language Arts Teacher/Team Leader
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on leave to the Rhode Island Department of Education to serve as a SALT Fellow
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Lorraine Fusco
grades 4, 5, and 6 Resource Teacher
Flora S. Curtis School
Pawtucket, Rhode Island

Peg McCann
grade 5 Teacher
Warwick Neck Elementary School
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Dr. Doug Pierson
Principal
Hamilton School
North Kingstown, Rhode Island

Adrian Poland
grade 3 Teacher
Wickford Elementary School
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Lynne Seidenberg
grade 1 Teacher
Warren A. Sherman School
Warwick, Rhode Island

Thomas Shepard
Parent, CVS Highlander School
Providence, Rhode Island

New Standards Reference Examination and RI Writing Assessment Results (2001)

Endorsement of SALT Visit Team Report

Edward S. Rhodes School

November 30, 2001

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process 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, 1st 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.
December 28, 2001