Rhode Island Department of Elementary and Secondary Education
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James L. McGuire School

NORTH PROVIDENCE, RHODE ISLAND

THE SALT VISIT TEAM REPORT

December 5, 2003

School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited James L. McGuire School from December 1 through December 5, 2003.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at James L. McGuire School?

How well does the teaching at James L. McGuire School affect learning?

How well does James L. McGuire School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators 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.

The teams sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes James L. McGuire School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

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

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 93 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 27 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Contains the judgment of the team

Using the Report

This report is designed to have value to all audiences concerned with how James L. McGuire School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the North Providence School District Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The North Providence School District, RIDE and the public should consider what the report says or implies about how they can best support James L. McGuire School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF JAMES L. MCGUIRE SCHOOL

James L. McGuire Elementary School is a neighborhood school located in the Fruit Hill neighborhood of North Providence, Rhode Island. There are 215 students in kindergarten through grade 5. McGuire is the district satellite school for all English-as-a-Second Language (ESL) students in grades k-5. Thirteen percent (27 students) of the total population is identified as ESL learners. Twenty-three percent of McGuire's students receive special education services. There are two self-contained special education classrooms, a special education resource program and a special education inclusion classroom. Twenty-five percent (49) of the students are eligible for free or reduced price lunch.

James L. McGuire Elementary School received the Feinstein "I Make a Difference" $1000 Grant Award through the efforts of faculty, parents and students.

During both the previous and current school years, teachers have attended professional development in the areas of instruction that meets diverse student needs, instruction that reflects performance based-standards-driven procedures in the areas of reading, math, and writing, ESL training, guided reading for early educators and personal literacy plan development.

A variety of programs during and after school are available to the McGuire community. Under the supervision of the McGuire principal and a teacher, students from North Providence High School tutor students in the McGuire After-School Tutoring (MAST) program. The McGuire After-School Parent Involvement program is for parents, who may not be able to attend the monthly PTA meetings or for those who would like to meet with the school principal. Monthly English Language Learner Parent workshops provide opportunities for parents to ask questions about anything about the school and their child's education. The PTA has a variety of events to raise funds that support special programs for students.

The school invites future McGuire students to a bi-monthly story hour in the school library.

The kindergarten program has been accredited by the National Association for the Education of Young Children.

3. PORTRAIT OF JAMES L. MCGUIRE SCHOOL AT THE TIME OF THE VISIT

McGuire School is the quintessential neighborhood school. Nestled at the bottom of a hill in a small neighborhood of North Providence, this school invites one to come inside. An eye-catching sign defines its focus: "Kids Come First." While the physical plant is badly in need of repair and updating, the school is clean and inviting. The staff makes good use of every available space within this cramped facility. As you enter, you are greeted by a gallery of student creations, evidence of community service, and recognition of school accomplishments.

Parents love this school. They appreciate the hard work of the teachers, assistants, and the principal. Their children's happiness overrides some concerns they have about the level of academic challenge offered to their children. They know that the staff has a genuine concern for their children, and they appreciate the open lines of communication between the teachers and parents. The school values parents for their contributions to the school, but believes that contractual language limits the school from inviting parents to participate as volunteers in the classroom. [V2]

Students love coming to this school. They feel very successful. They are courteous and kind, and they want to please the adults. Educationally, the students are doing well. But they have the capability to do even better.

The staff supports and helps students learn how to be responsible and make a positive contribution to their community. McGuire School involves their students in successful community outreach ventures that develop their sense of the importance of their neighborhood and also of the larger community.

Teachers treat all students with respect. They work hard to meet the social and emotional needs of their students. The low number of students in each class and the numerous personnel serving each classroom are critical for student success. Teachers have received professional development in various teaching practices. However unless this is better focused and embedded, teachers will not be able to make changes in their teaching practices that will make their classrooms come alive.

This SALT visit team recognizes the desire of McGuire School to educate all students to their highest potential. To assist the school toward this end, we have addressed some hard issues. We believe that our conclusions, commendations and recommendations can help move this school forward.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Many students are satisfied with the quality of their work. They say it is easy for them and that, if they try their best, they will get a good grade. The quality of their work is not usually accurately measured, as it is often of a lower caliber than the rubric indicates. This inflated grading of student work makes students feel they are successful, but it does not encourage them to work harder. This limits the opportunities students have to grow further in their learning and may also contribute to the limited number of students who meet the standard with honors on the state assessments. *(following students, observing classes, talking with students, meeting with students, teachers, parents, reviewing classroom assessments, reviewing completed and ongoing student work, discussing student work with teachers, 2003 New Standards Reference Examination School Summary, 2003 Rhode Island Writing Assessment results, reviewing school and district report cards)*

Students produce numerous pieces of written work in response to teacher directed prompts. They focus on neatness, spelling, and conventions. Students show little effort revising or expanding what they write, and they do not know how to improve the quality of their writing. They write primarily to complete their assignments, not for authentic communication. In their independent work, they make limited application of the appropriate writing conventions they have been taught. Many students lack the tools to become effective independent writers. *(following students, observing classes, reviewing classroom assessments, talking with students, teachers, parents, reviewing completed and ongoing student work, discussing student work with teachers, 2003 Rhode Island Writing Assessment results, meeting with students, parents, 2003 New Standards Reference Examination School Summary, 2003 Information Works!)*

Students do not read a lot at McGuire School. They read primarily to complete their assignments. Many students report that they read independently only after they have completed their daily assignments. They sometimes apply effective strategies when reading and they know how to use classroom resources. Students do not freely discuss books with one another. They respond in writing to what they have read, mostly by giving short answers to basic questions about their comprehension. There is little or no evidence that they have the higher order thinking skills that are necessary to become critical readers. This is supported by their scores on the 2003 New Standards English Language Arts Reference Examination, which are lower than the average for both the district and the state. *(following students, observing classes, 2003 New Standards Reference Examination School Summary, talking with students, teachers, meeting with students, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing classroom schedules)*

Students are successful at basic computation, and many use appropriate mathematical vocabulary. Within each classroom, all students complete the same worksheets. There is no differentiation for those who have demonstrated their mastery or for those who struggle. Students apply problem-solving strategies in mathematics. They do the problem-of-the-day in their math journals. Many students do not know whether they have solved the problem correctly, and they rarely revise their work. This limits their ability to value accuracy and think critically. *(following students, observing classes, 2003 New Standards Reference Examination School Summary, talking with students, teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, reviewing classroom assessments, meeting with students, teachers, parents, school improvement team)*

Students are proud of their school. They recognize the importance of their school in helping the community, and they participate in a wide variety of community service projects. Students are well behaved and embrace the differences of others. They are respectful to all adults, as well as their peers. Students report that they feel very safe and that they are happy to be at McGuire School. *(following students, meeting with students, teachers, parents, school improvement team, school and district administrators, observing classes, observing the school outside of the classroom, talking with students, teachers, staff, school administrator, 2003 Salt Survey report)*

Important Thematic Findings in Student Learning

Students:

- Students come to school ready and eager to learn.
- Students are not academically challenged.
- Students have an inflated sense of the level of their performance I.

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers at McGuire School nurture the social and emotional needs of each student. They listen to all students attentively. Teachers acknowledge and respect each child, as an individual. However, in their desire to make all the students feel successful, they omit important academic elements of rigor. Few teachers encourage students to take academic risks, and most rely on their past practice and traditional instruction methods. Classrooms are teacher-directed and teacher-centered. Teachers rigidly adhere to routines, often limiting student creativity and engagement. They do not capture or expand upon teachable moments. Most class discussions are at a literal level, with teachers making connections for the students and giving students little time to process their own thoughts. Some teachers are exploring new methods and attempting to create more rigorous and student-centered learning environments (e.g. small group instruction, learning centers and multi-sensory learning). *(following students, observing the school outside of the classroom, meeting with students, parents, school and district administrators, talking with students, staff, teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

At McGuire School, reading, writing, and mathematics skills are taught in isolation, with little connection to the real world. The teachers value the acquisition of skills more than the application of concepts. Content is covered on a fundamental level without academic rigor. Teachers' over reliance on traditional teaching practices interferes with their meeting student needs. *(following students, observing classes, discussing student work with teachers, meeting with parents, reviewing classroom assessments, reviewing completed and ongoing student work)*

Most teachers teach reading to the entire class at the same time. Therefore, many students are reading texts that are either too easy or too difficult. Teachers have all students complete phonics skill sheets, basic comprehension and vocabulary worksheets, as well as spelling assignments. Teachers spend an excessive amount of time on skill instruction. They provide their students with limited opportunities to read in order to practice and apply the skills they have been taught. Modeling of higher order thinking and open-ended questioning is minimal. These practices do not foster an appreciation of fine literature and an enjoyment of reading. *(following students, observing classes, talking with students, meeting with students, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 New Standards Reference Examination School Summary)*

Teachers are not using a systematic approach to teaching writing at McGuire School. They have not created a rich writing environment for students. They concentrate on writing conventions, spelling and neatness. They do not emphasize originality and creativity. Most student writing is in response to teacher prompts. While some students edit their work for conventions, it is primarily the teacher who corrects student writing. These practices limit the development of students as effective and meaningful communicators. *(following students, observing classes, meeting with students, teachers, parents, school and district administrators, talking with students, teachers, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, North Providence School Department Curriculum Guide K-12 Language Arts)*

The McGuire School Improvement Team has identified problem solving in mathematics as the primary area needing improvement. Teachers work hard to teach problem solving strategies to their students. Time is provided within the day for these activities. Teachers build a good foundation for their students and develop a common language throughout the school for problem solving. This is a good first step toward improving students' thinking in mathematics. *(following students, observing classes, observing the school outside of the classroom, meeting with students, teachers, parents, school and district administrators, talking with students, teachers, discussing student work with teachers, reviewing completed and ongoing student work, reviewing classroom assessments, classroom textbooks, 2003 New Standards Reference Examination School Summary, reviewing school improvement plan)*

All teachers use rubrics. But, the design of many is not appropriate for the task. Too often teachers score student work too high. This ineffective use of the rubrics gives students an inflated belief in the quality of their performance and does not help them improve their work. Teachers use rubrics predominately as a scoring tool, not as a blueprint for students to use. Reading and mathematics assessments are routinely administered for grading purposes only at the end of units of study. Teachers do not record these assessments or use them to assist in planning their future instruction or to gather information about the progress and/or needs of individual students. These practices prevent teachers from giving students constructive feedback and from instructing their students at a variety of levels. This hinders students from becoming independent learners. *(following students, observing classes, talking with students, teachers, parents, school and district administrators, meeting with students, teachers, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 Salt Survey report)*

Commendations for James L. McGuire School

Exemplary practice in addressing the social and emotional needs of each student

Teachers' focus on problem solving in mathematics

Recommendations for James L. McGuire School

Explore options that move beyond traditional teaching practices to those that will encourage students to engage in higher order thinking and that will set more rigorous expectations.

Use the expertise within your school to model good teaching practices.

Integrate all components within each content area to avoid isolated skill instruction.

Identify the appropriate instruction level for each student, and address each student appropriately.

Give all the students daily opportunities to select books to read independently for their own enjoyment.

Put more multiple copies of leveled literature in each classroom.

Require students to write explanations to justify their reasoning in problem solving.

Model how to make connections, extensions, and generalizations beyond the prescribed problem-solving activities and toward real world situations.

Further develop the understanding of rubrics as both instruction and assessment tools for students, as well as teachers.

Implement and follow a systematic writing approach that will allow students to use all of the components necessary to develop effective written communication.

Recommendations for North Providence School Department:

Provide McGuire School with the opportunity autonomously to determine professional development that is specific to the school that will improve student learning.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

The outstanding feature that makes McGuire School exceptionally unique is the mutual respect and compassion among all stakeholders. A strong sense of belonging is evident throughout the school. Community service is strongly encouraged and practiced. Respect and tolerance are highly valued and actively modeled by all adults at McGuire School. The small class sizes foster a strong sense of community. Parents appreciate the principal's open door policy, but they are frustrated that contractual language does not permit them to volunteer in classrooms during the school day. *(observing classes, following students, meeting with students, teachers, parents, school and district administrators, observing the school outside of the classroom, meeting with students, teachers, parents, school and district administrators, talking with students, teachers, parents, staff, school newsletters)*

A lack of consistency is pervasive at this school. While most teachers have the same materials available to them, there is no consistency in their instructional practice, their expectations of students or their evaluation of student progress. While the district provides initial professional development opportunities, the school identifies the need for embedded professional development to support meaningful change. New ideas are disjointedly introduced in the classrooms, thus contributing to the overall inconsistency of instruction between and among grade levels. Further adding to this inconsistency is the lack of clear expectations and accountability, both by the district and the school. *(following students, meeting with students, teachers, parents, school and district administrators, school improvement team, talking with students, teachers, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, reviewing district strategic plan, reviewing district and school policies and practices, reviewing records of professional development activities)*

The McGuire School Improvement Plan does not clearly state how the tactics it sets forth are to be implemented and measured. Self-study and objectives are based primarily on test scores and Salt Survey information. Implementation of Tactic 1 will define the instructional needs at the school. The specified timelines are delaying improvement. The district strategic plan does not create a vision for this school to move forward. *(meeting with school improvement team, school and district administrators, reviewing school improvement plan, reviewing records of professional development activities, reviewing district strategic plan, McGuire self study)*

McGuire School has a Special Education Program. The lines between pull out and self-contained special education programs are blurred. Many special needs students are excluded from itinerant classes with their same age peers. There is a discrepancy in how services are delivered between the primary (K-2) and the intermediate (3-5) self-contained programs. The team is confused about the equity, the appropriateness of services, and the use of personnel within special education. In contrast, the ELL program is well defined. The support personnel work closely with classroom teachers to modify instruction and to accommodate for the needs of their individual students. *(following students, observing classes, talking with students, teachers, parents, school administrators, meeting with students, teachers, parents, school and district administrators, discussing student work with teachers, student report cards, reviewing school improvement plan, reviewing records of professional development activities, classroom schedules)*

Commendations for James L. McGuire School

Mutual respect and compassion among all stakeholders

High level of community service

Acceptance of ESL students within the school

Quality of the ESL program

School-wide focus on problem solving in mathematics

Commendation for the North Providence School Department

Small class size at the primary level

Recommendations for James L. McGuire School

Develop consistent and clear expectations and accountability throughout the entire learning community.

Review the school improvement plan and aggressively address implementation of all tactics.

Actively engage in professional development opportunities specific to the needs of McGuire School.

Review the Special Education program with the focus on providing for the individual needs of students.

Recommendations for North Providence School Department

Support McGuire school-based initiatives to provide the necessary professional development needed to implement its revised school plan.

Review and change contractual language that does not permit parents to volunteer in classrooms on a regular basis.Assist and support McGuire School as it reviews the Special Education program to develop the least restrictive environment for their students.

Increase funding for literature at McGuire School.

7. FINAL ADVICE TO JAMES L. MCGUIRE SCHOOL

You have created within McGuire School an exemplary culture that supports the social and emotional needs of your students. This accomplishment, along with the new leadership of your enthusiastic principal, provides a solid foundation for focusing your school improvement initiatives to improve your daily instructional practice and provide more rigorous learning for your students.

Your common planning time gives opportunities to talk about grade level work and grade level expectations. Plan additional time to talk between grade levels to develop consistency within the entire learning community. Observe each other, and try out new ideas. Be aware of one another's expertise as you nurture your own.

Explore and implement ways to move from teacher centered learning to student centered learning. Let students have a say in decisions regarding their learning. Encourage them to make choices about what they write and read. They will then have the opportunity to become critical thinkers, as they learn to read and write for authentic purposes. Make the whole of learning more important than the parts.

Recognize that, during this process, things will be "messy" and your best-laid plans may fly out of the window. The unexpected moment may become the teachable moment.

ENDORSEMENT OF SALT VISIT TEAM REPORT

James L. McGuire School

December 5, 2003

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

> Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?
>
> Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?
>
> Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition.*

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine.

The steps Catalpa completed for this review were:

discussion with the chair about any issues related to the visit before it began

daily discussion of any issues with the visit chair during the visit

observation of a portion of the visit

discussion with the principal regarding any concerns about the visit at the time of the visit

thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. 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.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.

Thomas A. Wilson, Ed.D.
Catalpa Ltd.
January 4, 2004

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for James L. McGuire School was 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, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at James L. McGuire School.

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

- *direct classroom observation*
- *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 administrators*
- *reviewing completed and ongoing student work*
- *interviewing teachers about the work of their students*
- *analyzing 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 James L. McGuire School*
  - *district strategic plan*
  - *2003 SALT Survey report*
  - *classroom textbooks*
  - *2003 Information Works!*
  - *2003 New Standards Reference Examination School Summaries*
  - *2003 Rhode Island Writing Assessment results*
  - *School and District Report Cards*
  - *classroom schedules*
  - *North Providence School Department Curriculum*

Guide K-12 Language Arts
McGuire self study
student report cards
school newsletters

State Assessment Results for James L. McGuire School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

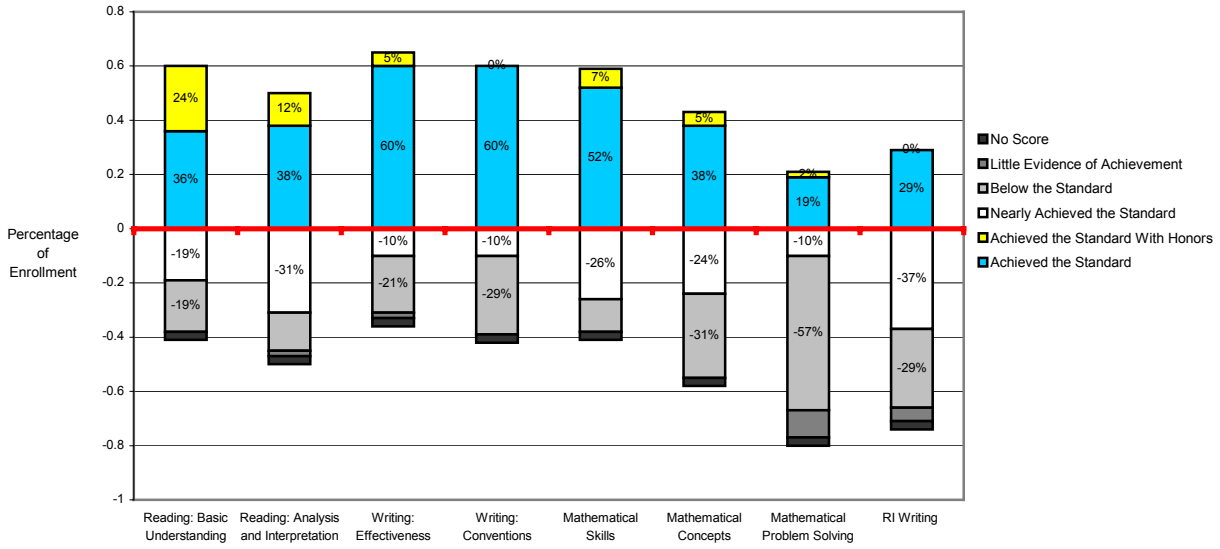
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- *against performance standards;*
- *compared to similar students in the state;*
- *across student groups within the school;*
- *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

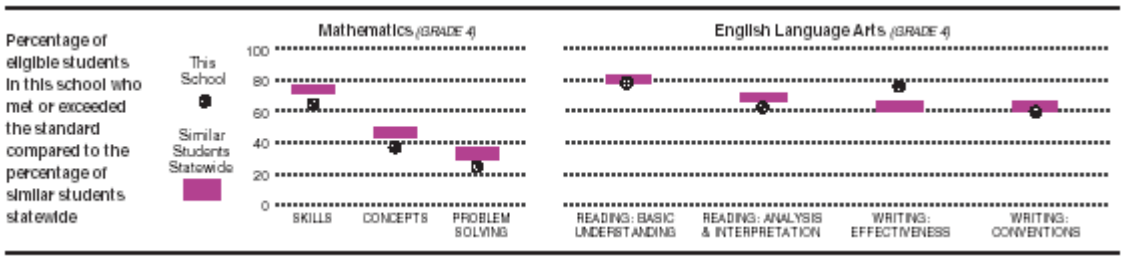
Table1. 2002-03 Student Results on Rhode Island State Assessments



Results compared to similar students in the state

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

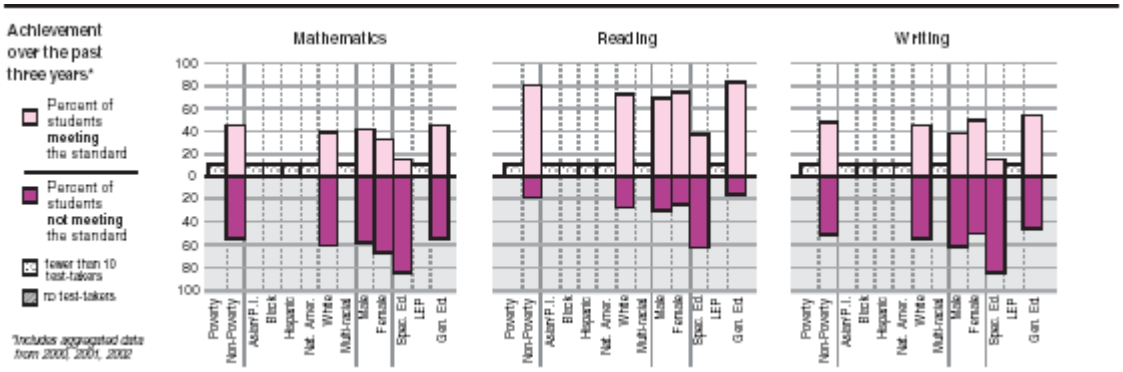
Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

Table 3. 2001-2002 Student Results across Subgroups



SCHOOL REPORT CARD

THE JAMES L. MCGUIRE SCHOOL HAS BEEN CATEGORIZED AS A MODERATELY PERFORMING AND SUSTAINING ON THE BASIS OF ITS ASSESSMENT RESULTS FROM 2000 TO 2003. THE FOLLOWING IS THE SCHOOL REPORT CARD THAT SHOWS THE SCHOOLS PERFORMANCE IN RELATION TO THE 2004 ANNUAL MEASURABLE OBJECTIVES. (AMO)

Rhode Island School: **James L. McGuire School**
Rhode Island District: **North Providence**

School Report Card - 2003 - Accountability **Grade 4** Index Proficiency Score

Student Group	English Language Arts - Target Score: 76.1						Mathematics - Target Score: 61.7					
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target met	District 03	State 01-03
All Students	87	85.5	-1.4	2	87.7	84.3	74.2	75.4	1.3	2	74.9	74.3
African-American	*	*	*	1	*	76.5	*	*	*	1	*	62.9
Asian	*	*	*	1	*	83.8		*		1	*	74
Hispanic	*	*	*	1	85.4	74.7	*	*	*	1	72.3	62.7
Native American	*			1	*	84				1	*	71.4
White	87.6	85.9	-1.7	2	89.5	89.1	75.4	75.8	0.5	2	76.7	79.7
Students with Disabilities	*	*	*	1	77.6	68.2	*	*	*	1	67.5	62.8
Students with Limited English Proficiency		*		1	*	66.7		*		1	*	56.9
Economically Disadvantaged Students	*	*	*	1	84.6	77	*	*	*	1	72.2	65.2

* fewer than 45 test takers.

Percent of Students Tested:

	This School	This District	This State
ELA	99.2	99.7	98.7
Mathematics	99.2	99.3	99.2

Attendance Rate:

This School	This District	The State
95	94.1	94.5

Targets Met/Missed:

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

Classification:

Moderately Performing and Sustaining

Target Met Code:

0 - did not meet target
1 - met target because of minimun N
2 - 3 year AMO
3 - 3 year SH
4 - 1 year AMO
5 - 1 year SH

Information Works! data for James L. McGuire School is available http://www.ridoe.net.

THE JAMES L. MCGUIRE SCHOOL IMPROVEMENT TEAM

Lorraine S. Moschella
Principal

Gail Boyce
Teacher

Jean Cardarelli
Teacher

Elaine Villari
Teacher

Heather Coffey
Teacher

Lynn Maceroni
Parent

Patricia Lourenco
Parent

Julie
DeMasi
Parent

MEMBERS OF THE SALT VISIT TEAM

Donna H. Reinalda
Chair
SALT Fellow
On leave to the Rhode Island Department of Education
Barrington School District
Barrington, Rhode Island

Mari-Ellen Boisclair
Math Coach
Charlotte Woods Elementary School
Providence, Rhode Island

Renee Calabro
Grade 3 Teacher
Community School
Cumberland, Rhode Island

Richard Keenan
Principal
Washington Oak School
Coventry, Rhode Island

Linda Lemay
Grade 3 Teacher
Bernon Heights Elementary School
Woonsocket, Rhode Island

Kerrie Murphy
Special Education Teacher
William Winsor Elementary School
Smithfield, Rhode Island

Debra Zepp
Principal Intern
West Kingston Elementary School
West Kingston, Rhode Island