



Rhode Island Department of Elementary and Secondary Education
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Daniel D. Waterman School

CRANSTON

THE SALT VISIT TEAM REPORT

January 30, 2004



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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For information about SALT, please contact:

Rick Richards

401-222-4600, x 2194

or

salt@ridoe.net.

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Daniel D. Waterman School from January 26 through January 30, 2004.

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 Daniel D. Waterman School?

How well does the teaching at Daniel D. Waterman School affect learning?

How well does Daniel D. Waterman 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 team 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 Daniel D. Waterman 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 94 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 29 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 Daniel D. Waterman 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 Cranston School 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 Cranston School District, RIDE and the public should consider what the report says or implies about how they can best support Daniel D. Waterman 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 DANIEL D. WATERMAN SCHOOL

Daniel D. Waterman Elementary School is one of 19 elementary schools in the Cranston School District in Cranston, Rhode Island. Built in 1925-1926, the school was officially turned over to the Cranston School Department in June 1926. In 1990, a multi-purpose room was added, which today serves as a gymnasium, music room, assembly room, and the lunchroom. It is also home to many of Waterman's after-school activities.

At Waterman School one principal, 28 full- and part-time teachers, three teacher assistants, one secretary and two custodians service 216 students in kindergarten to grade 5. The student body includes 194 white students, 13 Asian/Pacific Islander students, six Hispanic students and three black students. Thirty-one students receive special education services. Sixteen students receive resource support, 21 students receive speech/language support and 18 students receive guidance support. Twenty-five students are eligible for free or reduced-price lunch. A breakfast program is available to all Waterman students.

The Waterman School staffing has undergone many changes in the recent past. The principal assumed her duties in July 2002. The majority of the full-time educators and some of the part-time educators are new to the school this year. These new staff members were welcomed, and old and new staff members quickly developed a sense of community and formed a partnership to meet the needs of the students and families they serve.

Waterman has a supportive Parent Teacher Organization (PTW). It provides funding for numerous cultural arts projects and field trips and for the purchase of periodical publications, classroom and library literature, and materials that enhance the education program for the students. The PTW organizes many family oriented activities and sponsors a wide range of after-school activities that benefit the entire school community.

Students at Waterman are active in a number of worthwhile projects each year. Some of these include the Feinsein Good Deeds Program and Newsletter, Feinsein Amos House Bag Lunch Program, Cranston Senior Center Holiday Bag Program, Community Food Bank Food Drive, Pennies for Patients, Letters to Our Heroes, NEED Project, Sing a Sign and DARE. The newly formed Student Council leads valuable initiatives that contribute to their community. "Toys for Tots", "Chores for Charity" and the "Smile Train" are among them.

3. PORTRAIT OF DANIEL D. WATERMAN SCHOOL AT THE TIME OF THE VISIT

Daniel D. Waterman School is nestled in a small, close-knit community in central Cranston. Facing Pontiac Avenue, the school is always a hub of activity, inside and out. This is especially true at dismissal time, when parents flock to the school to gather their children, as there are no buses.

As one walks through the school, one hears the buzz of learning: Faculty are instructing, students are responding and people are smiling. The students are well behaved and respectful. They are proud of their school and are pleased to show their work. It is obvious that students know what is expected of them and are more than happy to oblige. The principal leads the way by making herself visible in every classroom on a daily basis. She recites the slogan “Have a great day!” and the students respond “and learn a lot!”

The teachers are genuine, and they are highly professional. Although their learning and teaching styles vary, they are committed to shaping a cohesive team effort. Hardworking, dedicated and loyal, their work is not a job but a way of life. The staff is assisted by an enthusiastic and involved group of parents that contribute various support systems for the curriculum. These include fundraisers, field trips and cultural events.

New initiatives in literacy and numeracy are underway. Teachers work together to learn the skills they need to implement a new writing process, *6 Traits*, as well as the new math resources, *Investigations* and *Problem Solver*. They have laid a solid foundation and are ready to take the students to the next level. Other areas of the Waterman education program that now need attention include additional classroom and library book collections, expanded computer hardware and professional development in the integration of technology in teachers’ daily lessons.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students are enthusiastic, polite and conscientious, and they are ready to learn. They eagerly participate in the activities of the day. When in cooperative groups, they work and communicate well with one another. They encourage, respect and value one another's opinions. When working independently, they use multiple techniques and tools to acquire knowledge. They understand what is expected of them and work hard to achieve the standard. They eagerly look forward to coming to school. *(following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students)*

Students have a genuine love and appreciation for reading and say that reading is "fun to do." Their enjoyment is obvious, when they read passages using appropriate expression. This is also evident when they participate in cross grade level "Buddy Reading." After completing their classroom work, some students self-select books to read for their own pleasure. They successfully apply reading strategies across the curriculum to enhance their learning. They easily recognize and identify important information in texts, using highlighters. During Read Alouds, students are able to draw upon their personal experiences to gain a better understanding of the text. They take advantage of their print rich environment in the classrooms and hallways to support their learning. Students are well aware of the expectation that they achieve the standard of reading 25 books, and they work diligently to meet that goal. Students read books in a variety of genres as part of their classroom assignments, as well as for leisure. They effectively respond to literature through various mediums, which include character profiles, journal entries, computerized assessments, and drawings. At Daniel D. Waterman School students at all grade levels are learning the skills they need to become proficient readers. These skills enable a high percentage of students to meet and exceed the standard on the state assessment. However, they only occasionally summarize information and make insightful connections in their reading. Students are ready for greater challenges. *(following students, observing classes, observing the school outside of the classroom, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, meeting with students, reviewing classroom assessments)*

Most students exhibit strength in their writing and achieve the standard, which is evident in their classroom activities and their state assessment results. They are especially proficient in the use of mechanics, spelling and grammar. They write for a variety of purposes across the curriculum on a daily basis. Although they explore various styles of writing, report and narrative writing predominate. Students have clear expectations. They effectively use criteria charts and rubrics to improve their own work. However, they do not take their writing to a higher level by using powerful leads, complex plots, character development and creative endings. Also, students do not make a clear distinction between revising ideas and editing for conventions in their writing. While the student writing is good, it is not as sophisticated as it could be. Students know the fundamentals of good writing and are ready to take risks to develop their personal author's craft and to advance to the next level. *(following students, observing classes, meeting with students, school administrator, discussing student work with teachers, observing the school outside of the classroom, reviewing completed and ongoing student work, reviewing classroom assessments, reviewing 2003 New Standards Reference Examination School Summaries)*

Many students have good number sense. This knowledge supports them as they develop the skills they need to become effective problem solvers. They follow the problem solving steps by using the criteria charts and then successfully use a strategy to find a solution. Through authentic practices such as counting money, telling time, estimating, and graphing, they are able to apply their knowledge of math concepts to real life situations. Yet, students use mathematical language only occasionally to explain their thinking clearly and to justify their solutions to problems. When students use manipulatives, they say that math is “fun, hands on, and makes it easier to learn.” Unfortunately, they use manipulatives on a limited basis at this time. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

Important Thematic Findings in Student Learning

Students use Clear Expectations™ to focus their learning and behavior.

Students often work in cooperative groups to enhance their learning.

Students consistently use reading as a tool to learn.

Students connect what they learn across curricula areas.

Students write well.

Students are ready for greater challenge.

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers offer students meaningful opportunities to develop and showcase their writing in all content areas. They immerse their students in a print rich environment in the classroom and provide folders of information, including criteria charts, rubrics and checklists. Teachers encourage their students to use interactive tools such as word banks and word walls when writing. These resources assist them to work independently through the writing process. The teachers' emphasis on the development of conventions and presentation coincides with students' high writing scores on the New Standards Reference Examination. Teachers expose students to literature from a variety of styles and genres, but students only sometimes make connections between author's craft and their writing. Teachers encourage students to "edit" their own pieces, however, the term "revise" is rarely used. Therefore, teachers limit their students' ability to create more sophisticated pieces that encourage critical thinking and provide greater challenge. *(following students, observing classes, observing the school outside of the classroom, meeting with school and district administrators, talking with students, teachers, school administrator, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, reviewing 2003 New Standards Reference Examination School Summaries)*

Teachers at Daniel D. Waterman School successfully provide the necessary foundation for students to become proficient readers. They introduce and implement a wide variety of reading strategies in all grade levels across the curriculum. To promote comprehension, teachers model various responses to literature. These responses include journal entries, character sketches and author studies. Teachers provide students with an inviting, comfortable reading environment. They surround students with "kid-friendly" print resources that encourage them to read throughout the day. Teachers promote a love of reading through read alouds and Buddy Reading, as well as shared and independent reading. Furthermore, teachers provide students with summer reading lists to sustain their reading skills. Through the teachers' careful instruction, students successfully internalize these strategies. Yet, students practice summarizing information and making insightful connections between ideas in texts on a limited basis. *(following students, observing classes, observing the school outside of the classroom, meeting with students, parents, and school administrator, talking with students, teachers, parents, reviewing classroom textbooks, reviewing 2003 New Standards Reference Examination School Summaries)*

During math lessons, teachers effectively show connections to real world applications and reinforce these through daily routines. They instruct students in basic skills and the language of mathematics. They integrate vocabulary, which helps students to develop an understanding of concepts and to explain their thinking. Through the use of criteria charts and their communication of clear expectations, teachers instruct students to follow problem-solving steps. Teachers are providing students with opportunities to implement their skills in mathematics and concepts through problem solving. However, they seldom guide their students toward justifying their solutions. In addition, teachers only occasionally model ways for students to connect extensions and generalizations of what they know to other mathematical concepts. This deters them from learning higher order thinking in math. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers).*

Teachers at Daniel D. Waterman School are unique. They embody what it means to be exemplary teachers. The principal indicates that she has “hit the jackpot” when she speaks of her staff. They regularly participate in collaborative activities during and outside of the regular school day and share their professional knowledge with the entire staff. They often work with teachers from different grade levels to gain a better perspective of their students’ growth. Teams of teachers plan together and re-group their students for more productive learning. Teachers freely share materials and resources. It is very common for teachers to go well beyond the number of professional development hours required by the district. These attributes exemplify what it takes to be leaders in the educational field. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, parents, talking with students, teachers, parents, school and district administrators)*

Commendations for Daniel D. Waterman School

Dedicated and hardworking teachers

Professional collaboration

Rapport with students

Sense of school pride

Recommendations for Daniel D. Waterman School

Provide more opportunities for students to use the revision process to further develop their writing. Have students look at their writing pieces more critically and make connections between author’s craft and what they write.

Continue your professional development in the use of writing strategies such as *6 Traits* and others to help students make connections between author’s craft and their own writing.

Continue with your various strategies to develop in your students a love of reading and an expertise in reading. Increase critical analysis by exploring connections between ideas in the text.

Maintain opportunities for students to locate information by using highlighters. Increase opportunities for students to analyze and summarize information to become more critical readers.

Broaden the use of manipulatives to help students better grasp mathematics concepts.

Provide students with choices in selecting various ways to solve problems, and instruct them in ways to justify solutions.

Offer more opportunities for students to explore advanced mathematical concepts so they may make generalizations, connections and extensions in their math thinking.

Continue the collegial atmosphere you have developed here.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

As an instructional leader, the principal supports and promotes the implementation of new initiatives to improve student learning. The district administrators, faculty, staff and parents all agree that she is an excellent principal. She allows for flexibility in teachers schedules, giving students the best opportunity to obtain high standards. By encouraging teachers to improve their pedagogical practices, to collaborate with one another across all grade levels and to promote job embedded professional development, she supports the faculty as it strives to gain optimal results. The principal has more than adequately served the entire school community by providing these opportunities in a fiscally challenged school district. *(meeting with the school improvement team, students, school and district administrators, parents, talking with teachers and school administrator, observing classes, observing the school outside of the classroom)*

A majority of the staff at Daniel D. Waterman School is new to the school and its grade levels, which has required teachers to learn new routines and adapt to new materials and a new curriculum. In addition, to improve student learning the school is incorporating *Investigations*, a new math program, as well as the *6 Traits* model of writing. Teachers appreciate the district training and gradual implementation of the *Investigations* curriculum and materials. Teachers use embedded professional development to learn ways to integrate *6 Traits* as part of their daily writing program. Although they could find adjusting to these initiatives and routines difficult, teachers work as a cohesive team and therefore handle the adjustment well. *(following students, observing classes, talking with students, teachers, school and district administrators, meeting with school and district administrators, parents, discussing student work with teachers, reviewing completed and ongoing student work, reviewing school improvement plan)*

The school promotes and encourages student research in various ways and in all curricular areas. Classes have many books that supplement the curriculum, but the variety of genres, leveled books and resource books is limited. The library has an insufficient number of quality books to support learning. Furthermore, the school has a minimal number of working computers in each classroom. District funds to supplement their number are not available at this time. The faculty is very supportive of the use of technology, as evidenced by their use of classroom TVators. It is wonderful that students are able to access the Internet for research. Yet, most students say they conduct this research at home. Student responses on the SALT Survey also corroborate this. Projects, such as the 5th grade school newsletter, are rarely found at other grade levels. In addition, teachers indicate that learning more about the use of technology in the classroom is a high priority for them. A true integration of technology and curriculum is not present, and the use of the hardware is not maximized. However, the foundation for computer technology integration is in place. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, school and district administrators, parents, talking with students, teachers, school administrator, reviewing completed and ongoing student work, discussing student work with teachers, District Technology Plan, 2002-2005)*

The parents at the Waterman School enthusiastically assist the school to provide a quality education for their children. In addition to providing funds to purchase materials for the entire school's use, they allocate monies to individual teachers to supplement their classroom materials. Besides monetary support, parents volunteer their time throughout the school in various ways. Students are offered myriad ways to serve their community and become better citizens through winter clothing and food drives, pennies for patients and Amos House bag lunch programs. Furthermore, an exploration of various cultural arts programs is made possible through fundraising efforts. Above and beyond the formal programs organized by parents throughout the school, their love for the school, its faculty, administration and children is evident in what they say and do. "We have a strong sense of community here." *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school administrator, parents, Parents and Teachers at Waterman School SALT Visit, 2004, binder and 2003 Salt Survey results)*

Commendations for Daniel D. Waterman School

The strong instructional leadership of the principal

Positive relationships among all staff

Principal and staff as lifelong learners

Involved parent community

Recommendations for Daniel D. Waterman School

Increase the integration of technology across the curriculum in authentic ways. Encourage the use of the Internet in the classrooms.

Fill classrooms and the library with leveled books, reference materials and trade books.

Continue professional development, both job-embedded and at the district level, for the new initiatives that are underway.

Continue and support parental involvement.

Recommendations for the Cranston School District

Support all the good work that is underway at Daniel D. Waterman School.

As budgets allow, provide this school with additional computer hardware and software.

7. FINAL ADVICE TO DANIEL D. WATERMAN SCHOOL

In the final analysis, Daniel D. Waterman School is poised to be an exemplary elementary school. Leadership and staff with a rigorous work ethic, collegiality and community are in place. Respectful, eager students and enthusiastic parents add to the school's strengths.

This school is a happy, fun place where children are excited to be. The principal, who is ever present in the classrooms, hallways and multi-purpose room, reinforces this attitude. The staff's goal is clear: optimize student learning and increase student achievement. Fine tune your literacy and numeracy lessons to foster higher-level thinking, thus challenging your students to greater learning. Sustain your progress in learning through job-embedded professional development, as well as through PDI workshops for implementing the new initiatives. Find ways to increase the integration of technology in your lessons.

Through your commitment to your students, you possess what it takes to be successful. With continued progress, the Daniel D. Waterman School can be everything it wants to be and more. Good luck to you in all you do for your students. They are the true beneficiaries of your hard work and dedication.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Daniel D. Waterman School

January 30, 2004

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.



CATALPA LTD.

Thomas A. Wilson, EdD

Catalpa Ltd.

DATE: February 22, 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 Daniel D. Waterman 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 Daniel D. Waterman 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*
 - Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance, 2003-2005*
 - Cranston Mentor Program*
 - Cranston Professional Development Institute (PDI) binder*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Daniel D. Waterman School*
 - district strategic plan*
 - district technology plan*
 - district curriculum documents, K-12*

Cranston School Committee Administrative Policies
Cranston Special Education Regulations
Limited English Proficiency Regulations
Anchor Papers, K-12
A Year in the Life of D. D. Waterman School binder
Parents and Teachers of Waterman School (PTW) SALT Visit, 2004, binder
Please Meet Our Staff binder
Teacher Evaluation binder
Parent Communication (Monthly Newsletter) binder
Waterman Student Council 2003-2004 binder
Daniel D. Waterman Elementary School SALT Visit Book, January 26-30, 2004
The Waterman Quarterly, November 2003
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

State Assessment Results for Daniel D. Waterman 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.

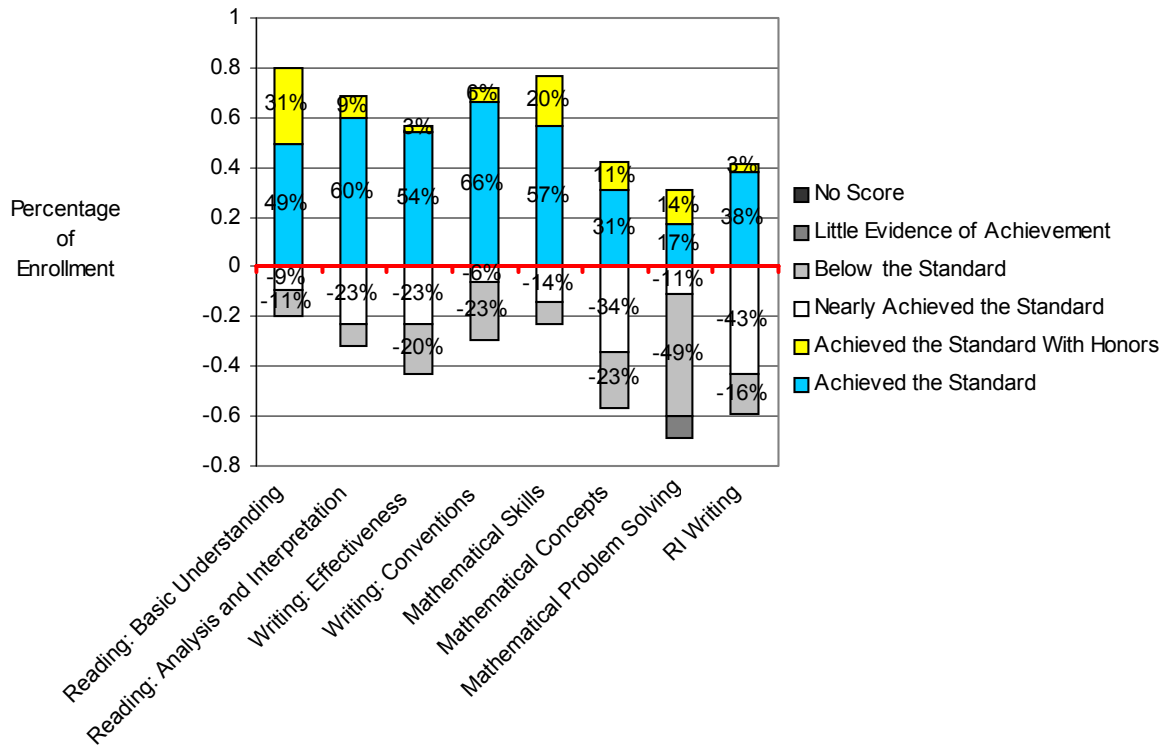
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *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*.

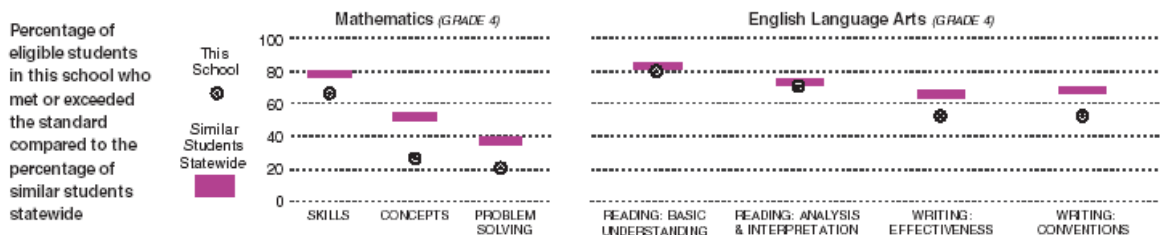
Table1. 2002-03 Student Results on Rhode Island State Assessments



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.

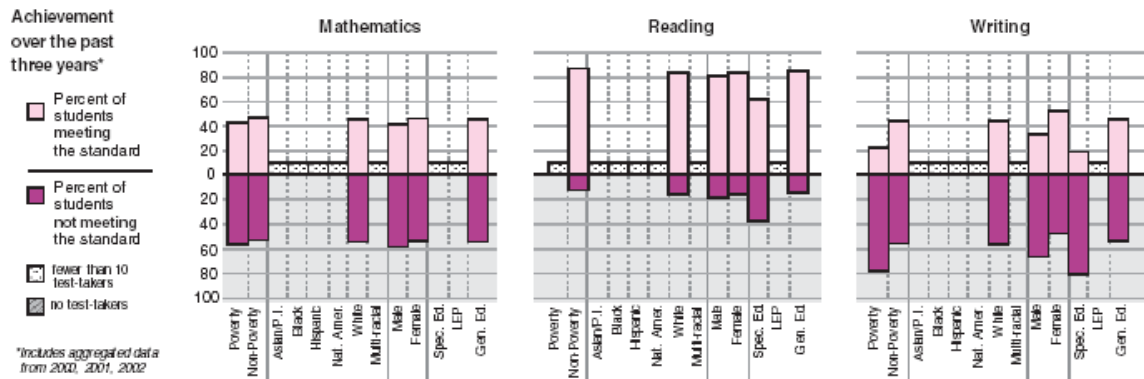
Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide



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

Daniel D. Waterman School has been categorized as moderately performing 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)

Information Works! data for Daniel D. Waterman School is available at <http://www.ridoe.net>

HE DANIEL D. WATERMAN SCHOOL IMPROVEMENT TEAM

Virginia Bachand, Parent

Michael Cardarelli, Parent

Jayne Edwards, Parent

Deborah Giarrusso, Parent

Lynn Holt, Teacher

Christy Lanzi, Teacher

Mary Joan Matarese, Teacher

Mary McNally, Principal

Sandra Merdinyan, Teacher

Nancy Riffle, Guidance

MEMBERS OF THE SALT VISIT TEAM

Margaret M. Della Bitta
Science Teacher
South Kingstown High School
South Kingstown, Rhode Island
On leave to the Rhode Island Department of Education
To serve as a Regents SALT Fellow
SALT Visit Team Chair

Lori Bassett
Preschool Inclusion Teacher
North Smithfield Elementary School
North Smithfield, Rhode Island

Andrea Friedland
Grade 5 Teacher
Community School
Cumberland, Rhode Island

Joyce Martinelli, NBCT
Grade 3 Teacher
Western Coventry Elementary School
Coventry, Rhode Island

Frank Piccirilli
Principal
Charlotte Woods Elementary School
Providence, Rhode Island

Donald A. Proto
Health/Physical Education Teacher
Charlotte Woods Elementary School
Providence, Rhode Island

Gino Sangiuliano
Grade 4 Teacher
Hampden Meadows School
Barrington, Rhode Island