Rhode Island Department of Elementary and Secondary Education
www.ridoe.net

Wakefield Elementary School

SOUTH KINGSTOWN

THE SALT VISIT TEAM REPORT

November 7, 2003

School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

RHODE ISLAND BOARD OF REGENTS
FOR ELEMENTARY AND SECONDARY EDUCATION

James A. DiPrete, Chairman

Jo Eva Gaines, Vice Chair

Colleen Callahan, Secretary

Frank Caprio

Representative Paul W. Crowley

Sue P. Duff

Senator Hanna M. Gallo

Gary E. Grove

Patrick A. Guida

Mario A. Mancieri

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Peter McWalters, Commissioner

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

For information about SALT, please contact:
Rick Richards
401-222-4600, x 2194
or
salt@ridoe.net.

CONTENTS

1. INTRODUCTION 1
   - *THE PURPOSE AND LIMITS OF THIS REPORT* 1
   - *SOURCES OF EVIDENCE* 2
   - *USING THE REPORT* 2

2. PROFILE OF WAKEFIELD ELEMENTARY SCHOOL 4

3. PORTRAIT OF WAKEFIELD ELEMENTARY SCHOOL AT THE TIME OF THE VISIT 5

4. FINDINGS ON STUDENT LEARNING 6
   - *CONCLUSIONS* 6
   - *IMPORTANT THEMATIC FINDINGS IN STUDENT LEARNING* 7

5. FINDINGS ON TEACHING FOR LEARNING 8
   - *CONCLUSIONS* 8
   - *COMMENDATIONS FOR WAKEFIELD ELEMENTARY SCHOOL* 9
   - *RECOMMENDATIONS FOR WAKEFIELD ELEMENTARY SCHOOL* 9
   - *RECOMMENDATIONS FOR SOUTH KINGSTOWN SCHOOL DISTRICT* 9

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING 10
   - *CONCLUSIONS* 10
   - *COMMENDATIONS FOR WAKEFIELD ELEMENTARY SCHOOL* 11
   - *RECOMMENDATIONS FOR WAKEFIELD ELEMENTARY SCHOOL* 11
   - *RECOMMENDATIONS FOR SOUTH KINGSTOWN SCHOOL DISTRICT* 11
   - *RECOMMENDATIONS FOR THE TOWN OF SOUTH KINGSTON* 11
   - *RECOMMENDATIONS FOR THE SOUTH KINGSTON TEACHERS UNION* 11

7. FINAL ADVICE TO WAKEFIELD ELEMENTARY SCHOOL 12

ENDORSEMENT OF SALT VISIT TEAM REPORT 13

REPORT APPENDIX 14
   - *SOURCES OF EVIDENCE FOR THIS REPORT* 14
   - *STATE ASSESSMENT RESULTS FOR WAKEFIELD ELEMENTARY SCHOOL* 15

THE WAKEFIELD ELEMENTARY SCHOOL IMPROVEMENT TEAM 18

MEMBERS OF THE SALT VISIT TEAM 19

CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM 20

1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Wakefield Elementary School from November 3 to November 7, 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 Wakefield Elementary School?

How well does the teaching at Wakefield Elementary School affect learning?

How well does Wakefield Elementary 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 Wakefield Elementary 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 120 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 26 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 Wakefield Elementary 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 South Kingstown 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 South Kingstown District, RIDE and the public should consider what the report says or implies about how they can best support Wakefield Elementary 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 WAKEFIELD ELEMENTARY SCHOOL

Located in the Wakefield neighborhood of the city of South Kingstown, Rhode Island, Wakefield Elementary School serves students from kindergarten through grade five in sixteen classes. Main Street shops are just across the river behind the school. In this relaxed riverside community, there are frequent family events such as local parades, art exhibits, and cultural events. The close proximity to the University of Rhode Island in Kingston offers many benefits to Wakefield residents.

The original Wakefield Grammar School was destroyed by fire on March 11, 1963. The present Wakefield Elementary School was built in 1964, and a new wing was dedicated in 1990. The school housed kindergarten through fourth grade for many years. Then, for eight years, it housed grades one through six. This year marks Wakefield's third year as a home to kindergarten through fifth grade students. The school has had eight principals from 1964 to 2003.

A professional staff of one administrator and 38 full- and part-time faculty service Wakefield Elementary School. Of the 291 students attending Wakefield, 92 percent are white, 3 percent are black, 0.03 percent are Hispanic, and 2 percent are American Indian. Twenty-one percent of the students receive special education services. Nine percent of the students are eligible for free or reduced-price lunch.

Wakefield School was the first in South Kingstown to develop a Site Based Management Team. The demands of the school currently are divided between the school improvement team and the Advisory Communication Team, which helps handle the day-to-day issues that arise.

Wakefield Elementary School has a strong sense of community service and connection. The Wakefield Wizards are encouraged daily to follow the golden rule, to put forth their best efforts, to help others succeed, and to make good choices. Children are recognized for positive actions that reflect a peaceful and caring environment.

The South Kingstown School District has made a commitment to the Principles of Learning. This is the first year that school administrators are working with the Institute for Learning through the University of Pittsburgh.

Wakefield Elementary School is a high performing and improving school, according to the Rhode Island Department of Education 2003 School Performance Classification.

3. PORTRAIT OF WAKEFIELD ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Wakefield Elementary School is nestled in a cozy community setting. The grounds are idyllic - a new school playground abuts a beautiful public park, and the Saugatucket River winds its way peacefully along the boundary of the school's backyard. This serene setting is mirrored in the calm and peaceful atmosphere inside the school. It is a learning community where students, teachers, staff and the principal demonstrate kindness, caring and respect.

Students are well served by the dedicated teachers, who work diligently at their craft of teaching. The teachers excel at teaching despite the many challenges they face. Sharing itinerants creates scheduling challenges and provides teachers with little time to collaborate. Even with minimal materials and the lack of appropriate, consistent professional development, these flexible teachers reach their students. Morale is high. This spirited staff, under the guidance of a new and respected, principal looks ahead. They are excited about their new direction and positive changes have begun. The teachers anticipate that new district leadership will bring a more cohesive curriculum.

The students at Wakefield Elementary School learn well. They come first; everything else is second. The staff, teachers, and parents work together. Parents are a vital to this school community. They hold teachers and staff in high esteem and take pride in their knowing that they have an important place in helping their children learn and do well.

This high performing school does not rest on its successes. Everyone in this learning community is ready and eager for new challenges and continued growth.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students at Wakefield Elementary School love their school and are motivated to learn. They are naturally polite and exhibit the behaviors put forward by the "Peacemaker" program. They possess a high level of respect for themselves and others. They feel very safe in their learning environment. This creates a positive, calm and nurturing school culture that is conducive to learning**.** Students work consistently to meet their teachers' expectations, but they rarely deviate from their assigned tasks to take on individual challenges. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, staff, parents, and school administrator)*

Students see themselves as competent readers and writers. They are eager learners, who effectively use their literacy skills to communicate across all curriculum areas. They love books and reading. Students freely and spontaneously talk about books with their peers and adults. They make predictions, relate what they read to their own lives, and make connections through their oral discussions and written responses. Most student writing is interesting and organized. It incorporates skills students are learning. Some students use writing well to express what they know and to explain their thought processes. They scored well on the writing effectiveness subtest. *(following students, observing classes, talking with students, teachers, meeting with students, reviewing completed and ongoing student work, 2003 Information Works!, 2003 Rhode Island Writing Assessment results, 2003 New Standards Reference Examination School Summaries, 2002 Salt Survey report)*

Students know what they need to do and how to do it. They competently follow established routines, rules and directions. Although they sit in classes in pairs or groups, in too many classrooms students work alone to complete their whole class assignments. This limits their opportunities to benefit from other perspectives, to have their thinking challenged, to learn from one another, and to build from each other's thoughts and opinions. *(following students, observing classes, talking with students, teachers, reviewing completed and ongoing student work, observing the school outside of the classroom)*

Most students are competent in mathematical skills and use appropriate mathematical language. Students complete daily worksheets and play math games to practice their computation skills and reinforce their understanding of concepts. For many students the amount of time spent practicing skills is excessive. In contrast, most students spend little time engaged in problem solving activities. The level of competency in this area is underdeveloped. *(following students, observing classes, meeting with the school improvement team, students, talking with students, teachers, staff, reviewing school improvement plan, reviewing classroom assessments, completed and ongoing student work, discussing student work with teachers, 2003 New Standards Reference Examination School Summaries, reviewing school and district report cards)*

Some students understand their classroom rubrics and are able to apply them to their work. However, many students report little or no understanding of how they are performing or how they are assessed. This lack of knowledge hinders them from being able to improve their performance. *(following students, observing classes, talking with students, teachers, reviewing completed and ongoing student work)*

Important Thematic Findings in Student Learning

- Students learn well and are eager to meet teacher expectations, but they do not push themselves to perform at higher levels.
- Student learning takes place during direct teacher instruction.
- Student social skills and attitudes enhance learning.

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Without exception, the teachers and the staff of Wakefield Elementary School work together to make this school the best it can be for their students. They are a remarkable team that sees challenges as opportunities for growth. Teachers make time to collaborate to improve their instruction and to support one another for the benefit of their students. They model and create a peaceful, calm, nurturing, and respectful atmosphere. Teachers provide clear, but limited, expectations for their students. They hold students accountable and discipline them responsibly. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, parents, talking with students, teachers, staff, and school administrator, observing the school outside of the classroom)*

Most instruction is delivered through whole group teaching with little or no differentiation or attention to the different learning styles or abilities of students. Although most teachers keep student records, collect student work and post rubrics, many students are not clear about the progress they are making. Teachers inconsistently use rubrics. Some use rubrics to evaluate student work, while others use them also to plan for their instruction. In some classrooms teachers provide immediate verbal feedback to their students. A few teachers provide written feedback to students, indicating how they can improve their work. A clearer understanding of these assessment practices by both teachers and students will guide teacher instruction and will better inform students about how to evaluate and improve their work. *(following students, observing classes, talking with students, teachers, staff, and school administrator, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments*, *2002 Salt Survey report)*

Teachers are enthusiastic about literature. Through read alouds and discussions, they involve students in rich experiences in literature. In most classes teachers instruct students by using grade level anthologies or grade level trade books. Teaching all students at one instructional level does not address the individual needs of students. Teachers are at an emergent level in their understanding of balanced literacy. As district professional development occurs, teachers will gain the knowledge and skills to instruct students at their appropriate levels. Teachers have students write across most of the curriculum areas. *Cast-a-Spell* is used in many classrooms, and this carries over into student writing. Teachers use a variety of techniques to instruct and guide student writing, but there is no cohesive writing model that enables students to build upon their prior grade level writing experiences. *(following students, reviewing South Kingstown English Language Arts Curriculum, observing classes, talking with students, teachers, staff, and school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, meeting with the school improvement team, students, school and district administrators, reviewing classroom assessments)*

The teachers use a variety of math programs in an effort to teach a balanced mathematics curriculum. They want a district curriculum in order to provide consistency for their students between and within grade levels. *(following students, observing classes, talking with teachers, staff, district and school administrators, reviewing classroom textbooks, discussing student work with teachers)*

Commendations for Wakefield Elementary School

Extraordinary level of teacher commitment and the effort of teachers to improve student learning

Making time for collaborative team planning within a schedule that does not formally provide for it

Calm, accepting, and nurturing manner of interactions among students, staff, and parents

Teachers sharing their enthusiasm of reading with their students

Attempts of teachers to develop a cohesive mathematics program

Recommendations for Wakefield Elementary School

Draw upon the expertise of your teaching staff to provide professional development.

Raise your expectations for student performance.

Develop consistency in your instruction programming.

Attend professional development in the areas of literacy and differentiated instruction.

Differentiate instruction to meet the needs of all students.

Understand and use appropriate assessments to determine instruction levels for student in reading.

Teach students to use rubrics to evaluate and improve their own work.

Expand the use of rubrics to guide your instruction.

Continue your efforts to collaborate in mathematics to promote consistency, until the new mathematics curriculum is adopted.

Commendation for South Kingstown School District

Adoption of English Language Arts Curriculum

Recommendations for South Kingstown School District

Provide teachers with the professional development necessary to implement curriculum guidelines.

Provide teachers with the necessary materials to implement curriculum guidelines.

Develop, implement, and fund a mathematics curriculum.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Inclusion is not a priority at Wakefield Elementary School. Personnel resources are available, but these are not used effectively to support the needs of students. Most services are provided through a pullout model. The self-contained students are included in regular education classrooms--mainly in art, music, library, and physical education. The resource teachers primarily concentrate on helping students complete their general education assignments. Special education and regular education aides receive no specialized training, and they are not used effectively within the classroom setting. The evaluation team meets two days a week during the school day. During this time, students are serviced by substitutes. This deprives them of contact with their special education teachers, which interrupts and fragments their educational program. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, parents, reviewing school and district report cards talking with students, teachers, staff, 2003 Information Works!, 2002 Salt Survey report, reviewing teacher schedules, self study documents)*

Learning and teaching are hindered by a lack of coordination and continuity of instruction between and within grade levels. Work is presently underway to develop a new district mathematics curriculum. The present curriculum is dated. In its place, teachers use a variety of materials and programs. While there is a new language arts curriculum, its implementation varies, due to the lack of necessary professional development and the unavailability of appropriate materials. Although there are limited opportunities for scheduled common planning time, the school administrator is being creative in providing time for teachers to collaborate. *(following students, observing classes, meeting with the school improvement team, school and district administrators, talking with students, teachers, staff, and school administrator, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, South Kingstown English Language Arts Curriculum, 2002 Salt Survey report, classroom textbooks, records of professional development activities, district strategic plan)*

Technology is insufficient and underutilized. Networking within the school does not exist. Internet access is extremely limited. These conditions minimize the opportunity for students to access information, to enrich and extend their learning, and to become technologically literate. *(following students, observing classes, talking with students, teachers, staff, and school administrator, reviewing district improvement plan, reviewing school improvement plan, meeting with students, school and district administrators, parents, reviewing district strategic plan)*

The school is well established as a center of the community. This is a tight knit group of students, staff, community, and parents. Everyone is valued, and everyone shares a common goal. The music and arts program enhances the students' educational experiences, as well as showcases the school within the community. Local businesses and community members sponsor school projects, fostering a collaborative spirit. Daily attention to positive behavior creates an environment where students are free to focus on their learning. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, staff, and school administrator, reviewing Wakefield Elementary School Handbook, Narragansett Times, South County Independent, meeting with the school improvement team, students, school and district administrators, parents)*

Commendations for Wakefield Elementary School

Parent and business support for the school

Quality of the music and arts program

Recommendations for Wakefield Elementary School

Restructure the special education program to utilize present staffing to develop an inclusionary learning environment for students.

Review scheduling of all school personnel to reduce fragmentation of the day for both students and teachers and to provide grade level planning time for teachers.

Attend professional development that focuses on models of inclusionary teaching practices.

Provide training for teacher assistants, so they can be used more effectively within all classrooms.

Recommendations for South Kingstown School District

Support the development of an inclusionary special education program.

Review itinerant schedules to allow teachers to have a common planning time.

Develop and implement a plan to purchase, update, and repair technology within this school.

Recommendations for the town of South Kingston

Take responsibility for the financial support necessary for professional training, materials, and the implementation of programs.

Recommendations for the South Kingston Teachers Union

Through contract negotiations, provide more time for professional development and common planning time for Wakefield teachers.

7. FINAL ADVICE TO WAKEFIELD ELEMENTARY SCHOOL

Celebrate all your accomplishments. Your students are high performing and yet you continue to be eager to improve your teaching and their learning.

Your work as a team has given you unusual strength to move forward. Your persistent dedication to chip away at the school and district obstacles has created an exemplary environment for student learning. Continue to share your individual talents and expertise as you learn from and with each other

Your devotion to your students, your day-to-day enthusiasm for your work, and your desire for continued growth are your strengths. You have laid a firm foundation for your learners. Your students are ready to take more risks and to challenge themselves as they build on their present knowledge to construct their future.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Wakefield Elementary School

November 7, 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 www.Catalpa.org). 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 Ltd. 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 be 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* (available at www.Catalpa.org).

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa Ltd. 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 Ltd.'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 routine steps that Catalpa Ltd. completed for this review were:

1. discussion with the chair about any issues related to the visit before it began
2. daily discussion of any issues with the visit chair during the visit
3. observation of a portion of the visit
4. discussion with the principal at the end of the visit week regarding any concerns about the visit at the time of the visit
5. thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. The conclusions are legitimate SALT visit conclusions.
2. This team was certified to meet team membership requirements by RIDE staff.
3. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that was consistent with SALT Visit procedures.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.

Thomas A. Wilson, Ed.D.
Catalpa Ltd.
DATE: December 11, 2003

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 Wakefield Elementary 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 Wakefield Elementary School.

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

- *Observing classrooms*
- *observing the school outside of the classroom*
- *following eight 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*
- *discussing student work with teachers*
- *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 Wakefield Elementary School*
  - *self study document*
  - *district strategic plan*
  - *district improvement 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
South Kingston English Language Arts Curriculum
teacher schedules
Wakefield School Handbook
South County Independent
Narragansett Times

State Assessment Results for Wakefield Elementary 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.

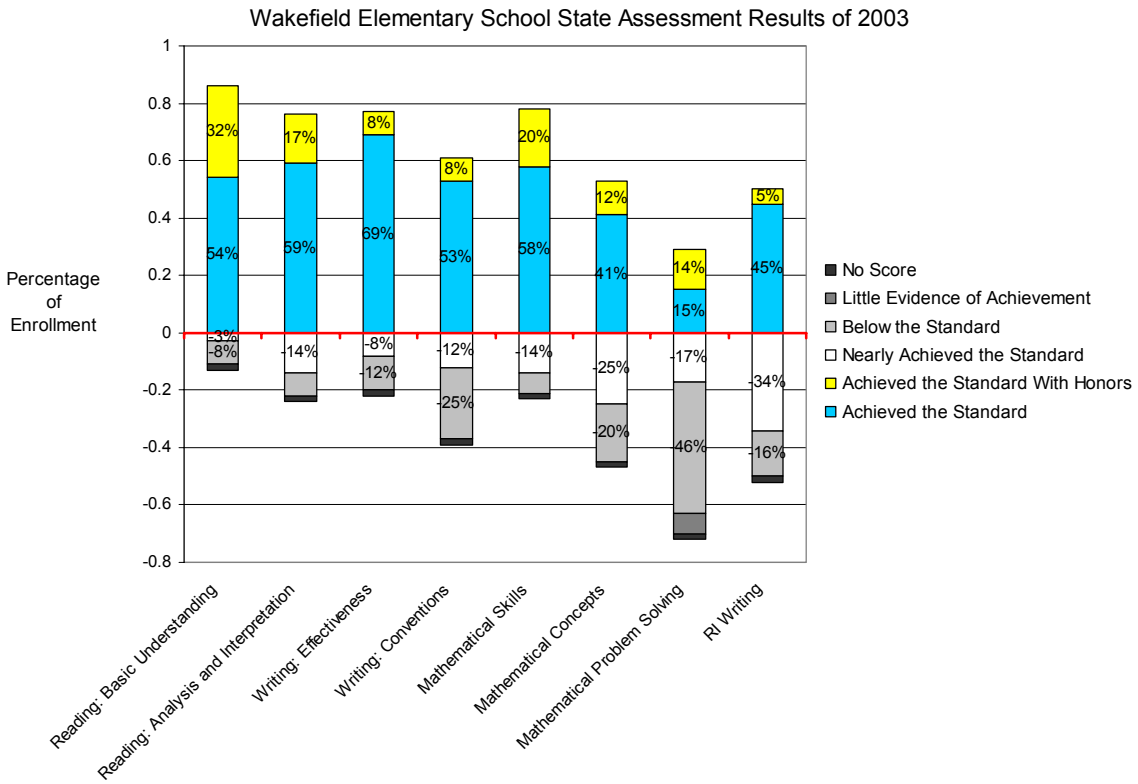
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- *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*.

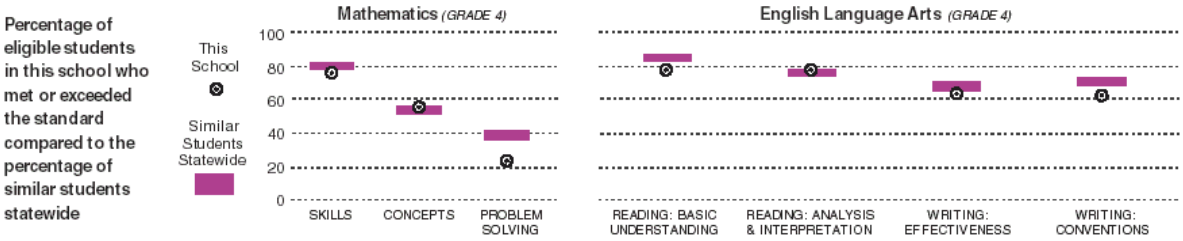
Table1. 2002-03 Student Results on Rhode Island State Assessments



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.

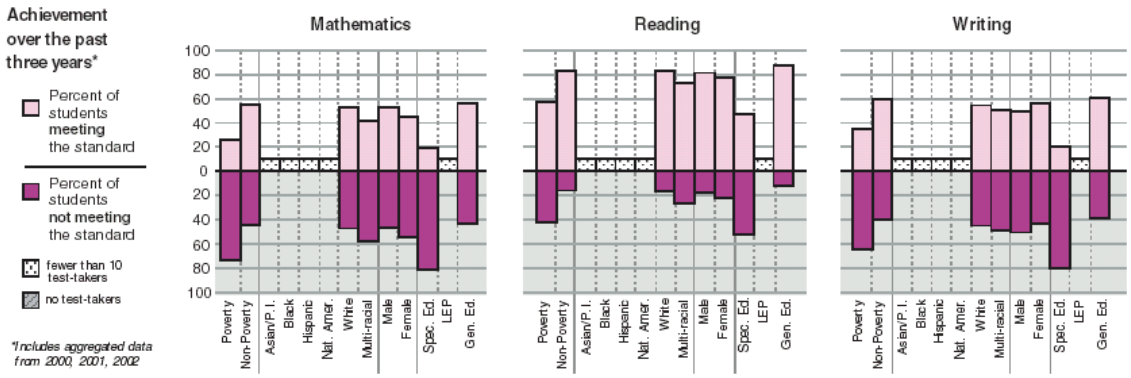
Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide



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



Information Works! Data for Wakefield Elementary School is available at http://www.ridoe.net.

THE WAKEFIELD ELEMENTARY SCHOOL IMPROVEMENT TEAM

Anthony Allen, Parent

Nancy Antosh, Teacher

Alison Bateson-Toupin, Speech/Language Pathologist

Jayne Bouchard, Parent

Jayne Brassil, School Nurse, Teacher

Anne Cashman, Parent/Teacher Assistant

June Cerrito, Teacher

Michele Borg Conley, Principal

Rachel Cooney, Social Worker

Robert Hackey, Parent

Karen LaPlante, Teacher

Kimala Sampson, Parent

Roberta Sherman, Literacy Teacher

Danielle Speights, Teacher

Dr. Paul Trickett, School Psychologist

Robin Wildman, Teacher

Margaret Della Bitta, Consultant

MEMBERS OF THE SALT VISIT TEAM

Donna Reinalda
Multi-age Teacher
Sowams School
Barrington, Rhode Island
On leave to the Rhode Island Department of Education
To serve as a SALT Fellow

Cheryl Blumenbaum
Grades 3-4 Looping Teacher
Narragansett Elementary
Narragansett, Rhode Island

Lynn Bushoven
Grades K-3 Resource Teacher
Frenchtown School
East Greenwich, Rhode Island

Sharon Dodge
Grade 1 Teacher
Springbrook Elementary School
Westerly, Rhode Island

Lisa Gaito-Portofee
Parent
Springbrook Elementary School
Westerly, Rhode Island

Betty Nadrowski
Grade 2 Teacher
Washington Oak School
Coventry, Rhode Island

Doug Pierson
Principal
Fishing Cove Elementary School
North Kingstown, Rhode Island

Marilyn Zoppa
Grade 1 Teacher
Wickford Elementary School
North Kingstown, Rhode Island