



Rhode Island Department of Elementary and Secondary Education  
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# Sergeant Cornel Young, Jr. Elementary School

PROVIDENCE, RHODE ISLAND

## THE SALT VISIT TEAM REPORT

April 2, 2004



### **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 Sergeant Cornel Young, Jr. Elementary School from March 29 through April 2, 2004.

At the same time a different SALT team visited the Charlotte Woods Elementary School. Each team focused on their assigned school, even though the schools shared some features because they share the same facility.

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 Sergeant Cornel Young, Jr. Elementary School?

How well does the teaching at Sergeant Cornel Young, Jr. Elementary School affect learning?

How well does Sergeant Cornel Young, Jr. 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 Sergeant Cornel Young, Jr. 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](mailto: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](http://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 118 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Every classroom was visited at least once, and almost every teacher was observed more than once.

The principal of this school was absent on sick leave from the school on Thursday and Friday of the visit week. This required some adjustments of visit procedures, including omitting the chair's briefing of the principal on Friday afternoon. The factual review will be carried out with the SIT team chairman. These adjustments did not reduce the legitimacy of the visit.

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 Sergeant Cornel Young, Jr. 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 Providence 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 Providence, RIDE and the public should consider what the report says or implies about how they can best support Sergeant Cornel Young, Jr. 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 SERGEANT CORNEL YOUNG, JR. ELEMENTARY SCHOOL**

Sergeant Cornel Young, Jr. Elementary School opened its doors for the first time to students in the “South Providence” neighborhood ” of Providence, Rhode Island, in September 1998. It is located at the B. Jae Clanton Complex and serves students from kindergarten through grade 5. It was the first new elementary school located in this area of the community since 1960. The school bears the name of Sergeant Cornel Young, Jr., a Providence police officer who was accidentally shot and killed on January 28, 2000.

Young shares a building with the Charlotte Woods Elementary School. Although each school has its own principal, the two schools share some space and staff. The Sgt. Cornel Young, Jr. School has six regular education classrooms, six ESL classrooms, three self-contained classrooms, one resource classroom and one intensive resource classroom.

Of the 294 students attending Young, 65 % are Hispanic, 19% are African-American, 12 % are Asian, four percent are white and one percent is Native American. Thirty-nine percent of the students are in the ESL Programs. Fourteen percent have Individual Educational Plans (IEP’s). Ninety-four percent receive free or reduced price lunch.

There are 16 classroom teachers, a resource and an intensive resource special education teacher. Young shares some itinerant teachers and the nurse with Charlotte Woods School. Individual classroom assistants are assigned to the kindergarten through grade two classrooms, as well as to the special education classes. Young shares other special education service providers with schools other than Charlotte Woods.

Through a Power Lunch Reading Program, sponsored by Fleet Bank, bank employees have lunch with Young students. Some students have had the same mentor from Fleet Bank for five years. Math night is well attended by parents. The PTO is not well supported and has had a limited impact on the school. The Feinstein Good Deeds Program was initiated in the fall, although to date there has been no school-wide follow up. A school-wide recognition of a student of the week, while in existence for the past five years, was not begun this year. Students from Rhode Island College work with students as tutors. Under the direction of the classroom teacher, students from the Met School work with students in some classrooms. The Urban League of Rhode Island, in addition to supporting health within the school, supports some classes for extra curricula activities in the arts. The Festival Ballet, as well as a retired theatre professor from Brown University, provides enrichment activities in some classrooms. The third and fifth grade students participate in a science/literacy pilot project with the Audubon Society. Two adults from the Grandparents Program work in the school. In conjunction with the YMCA, day care services are offered for students from 3:00 p.m. until 6:00 p.m., as well as a Summer Camp Program.

### **3. PORTRAIT OF SERGEANT CORNEL YOUNG, JR. ELEMENTARY SCHOOL AT THE TIME OF THE VISIT**

The B. Jae Clanton Complex is a large beautiful facility that is clean and well maintained. Two schools coexist within this complex: Sergeant Cornel Young, Jr. Elementary School and Charlotte Woods Elementary School. One is immediately confused by the internal organization of these schools and unsure about whether there are any distinctions between them. In most cases, classrooms for one school are on one side of the hallway, and classrooms for the other are across the hall.

The classrooms are bright and cheerful. Books are everywhere, and student work adorns the walls. There are abundant charts to guide and help students learn. Students like coming to school and are excited about their learning. They are successful and feel good about themselves. Both students and teachers are actively part of the learning process. Students are eager learners and, with their teachers, make the classrooms exciting places to learn.

Young's teachers are hard working, dedicated professionals, who are committed to providing a high quality education. They constantly strive to improve their instruction by learning and implementing the latest teaching strategies. Teachers work collaboratively with the talented math and literacy coaches to develop their craft into an art form.

Parents of the students respect the educators and are happy with their children's learning. The parents value education; unfortunately, the school provides no communication with parents to connect them to the school community.

All of this takes place in a school that is in dire need of a leader who has a vision and a purpose. Young is a school that is struggling for an identity. It is a school that must face the difficulties associated with students who are poor, but who are rich in potential. These factors make efforts of both students and teachers all the more impressive.

## 4. FINDINGS ON STUDENT LEARNING

### Conclusions

Students read well at their independent reading levels. However, for many, this is below grade level. When students have clear expectations and are held accountable, they take responsibility for their learning. Students independently use graphic organizers to structure their reading responses. They use reading strategies, such as analyzing the author's message, citing and reacting to text, predicting with support, and comparing and contrasting texts. These responses are good. Students form text-to-text, text to self and text to world connections. During read alouds, they talk about the story and can identify the author's style. They then look for these qualities in their independent reading and apply them to their personal writing. During the reading workshop, students read and discuss what they are reading with their peers. Students love reading and are developing into life long readers. *(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, reviewing classroom assessments)*

Students are excited about writing. Their writing is organized and focused; it has voice and is interesting to the reader. The students know how to use word walls, journals and dictionaries to improve their writing. They use their previously learned skills and incorporate these effectively. Through the study of quality literature, they mirror the style of different authors in their own writing. Students write for different audiences and purposes. They follow the writing process and understand what is required in each area. Students work with their peers and their teachers to make their writing better. Their editing for writing conventions is not as good as their revisions for meaning. They use criteria charts to develop their writing, and some use rubrics to revise and self assess their work. *(following students, observing classes, talking with students and teachers, discussing student work with teachers, reviewing completed and ongoing student work, classroom assessments, 2003 New Standards Reference Examination School Summary, 2003 Rhode Island Writing Assessment results)*

Students say that math is fun, and they feel successful in math. They talk mathematically and effectively communicate their understanding, both orally and in writing. They say that they love mental math, and they demonstrate their competence. When solving these types of problems, they apply a variety of skills, concepts and strategies. Students analyze and interpret data, then clearly communicate their reasoning and findings. They manipulate materials to develop their understanding and to solve problems successfully. They know several ways to solve a problem. Students use their journals as their reference. In large and small groups, students use games to reinforce their skills in mathematics. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2003 New Standards Reference Examination School Summary)*

Most students at Sgt. Cornel Young, Jr. Elementary School have respect for education and value it. In the classroom they are courteous and respectful to their peers. They are not afraid of being wrong; they willingly take risks. They work well with their peers, often offering useful feedback in a kind manner. Students respond well to high expectations. When involved in rigorous activities, they are engaged and excited. *(following students, observing classes, observing the school outside of the classroom, talking with students and teachers, meeting with students, teachers, parents, school improvement team, school and district administrators)*

### **Important Thematic Findings in Student Learning**

Students:

- ◆ *Read well at their independent reading levels.*
- ◆ *Demonstrate their understanding in their oral and written responses.*
- ◆ *Respond well to feedback and use it as a learning tool.*
- ◆ *Exhibit a high quality of content in their writing.*

## 5. FINDINGS ON TEACHING FOR LEARNING

### Conclusions

Teachers are vested in the education of their students. They foster their students' respect and care about them. They look for ways to support their students, not only during the school day but also after school. Teachers model positive behaviors when they interact with their students. They collaborate with one another and respect one another. Teachers have taken on administrative responsibilities for the benefit of their students. While taking on extra burdens, teachers continue actively to learn new strategies and techniques to provide quality instruction for their students. *(following students, observing classes, meeting with students, teachers, parents, school improvement team, school and district administrators, talking with students and teachers, reviewing records of professional development activities, observing the school outside of the classroom)*

Teachers understand balanced literacy and *Investigations* and *Math Matters* at varying levels. When quality teaching and learning is taking place, classes are teacher led, rather than teacher directed. During mini lessons, teachers model strategies and skills that allow their students to grasp the concepts. They then construct learning opportunities that enable students to apply and reinforce their learning of these concepts. Classroom teachers consistently model all aspects of learning for their students. Teachers provide clear expectations for their students through the use of criteria charts. Teachers use rubrics to assess student work. However, many teachers do not communicate to students how to utilize these rubrics to bring their work to a higher level. *(following students, observing classes, discussing student work with teachers, reviewing completed and ongoing student work, reviewing classroom assessments, meeting with students, teachers, school improvement team, school and district administrators)*

Primary teachers teach their students how to write well. Intermediate teachers continue the writing program with rigor. Throughout the day teachers read and dialogue with their students about the traits of quality literature. Students reflect their understanding of these traits in their writing. The teaching of the writer's craft is reinforced in both reading and writing. Teachers have taught students how to use a myriad of resources to improve the quality of their writing. They instruct students on how to make meaningful revisions. Students use teacher and peer conferencing effectively to improve the habits of good writing and enhance the content of their writing. *(following students, talking with students and teachers, observing classes, reviewing completed and ongoing student work, discussing student work with teachers)*

The teachers of Sergeant Cornel Young, Jr. Elementary School have accepted the mathematics programs mandated by the Providence School Department. Many teachers voice their frustration with the format of the *Investigations* teacher's manual and with trying to use it effectively. With the support of the math coach, they are working hard to understand and implement the program. Teachers have noticed an improvement in their students' ability to solve problems. Students develop and reinforce their understanding of math by doing mental math and solving problems of the day. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, classroom textbooks)*

At the primary level, teachers follow the literacy framework and do a very good job of teaching reading. While intermediate level teachers are using the literacy framework, many are not teaching reading in a way that will improve the reading level of their students. Many teachers simply listen to students read without giving explicit instruction that will help them become better readers. During centers and independent practice, many students are not monitored or held accountable for their work. Valuable instructional time is wasted. All teachers use read alouds to model thinking and fluent reading and develop student comprehension through discussion and writing. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, meeting with students, teachers, school improvement team, school and district administrators, reviewing district and school policies and practices, reviewing records of professional development activities)*

### **Commendations for Sergeant Cornel Young, Jr. Elementary School**

Efforts of teachers to support the management of the school

Dedication of teachers to their students

Use of classrooms resources by students

Impressive content in student writing

### **Recommendations for Sergeant Cornel Young, Jr. Elementary School**

Seek to find opportunities to teach your students to become better editors in the conventions of writing.

Provide professional development in each area of the *Investigations* math program, focusing on the instruction of mathematics.

Instruct students in the use of rubrics as a tool to bring their work to a higher level.

Provide exemplars for students that demonstrate levels of performance in relationship to the rubric.

Continue to use modeling as a teaching strategy.

Continue to provide clear expectations for your students.

Participate in professional development in explicit reading instruction, and use the strategies for small group instruction during balanced literacy.

Hold students accountable for meaningful work during centers and independent practice.

### **Recommendations for Providence School District**

Provide professional development in each area of the *Investigations* math program, focusing on the instruction of mathematics.

Provide professional development in explicit reading instruction for teachers.

## 6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

### Conclusions

Sergeant Cornel Young, Jr. Elementary School is part of a complex shared by Charlotte Woods Elementary School. Lacking any apparent organization, classrooms for both schools are randomly and haphazardly placed throughout the building. This structure is confusing to both parents and students. Students say that they often do not know to which school they belong or who their principal is. The two principals do not cooperate or communicate with one another, and, as reported by some teachers and students, they undermine one another's authority. Teachers and parents at Young report that their principal is very empathetic to their personal needs. However, her lack of management and leadership skills leaves teachers, staff, students and parents unsupported and without direction. The school lacks a unified focus and vision. The present organization of the school is not working. *(following students, observing classes, observing the school outside of the classroom, meeting with students, teachers, parents, school improvement team, school and district administrators, talking with students and teachers, reviewing school improvement plan)*

When one enters the school, the lack of security is clearly evident. The procedures for visitors are not enforced. Passes for visitors are not consistently distributed. Unauthorized individuals can bypass the office and walk directly into the classrooms. It is possible to enter the school directly through the recreation center. The office staff is unprofessional and often rude to visitors, staff and students. Recess is inadequately supervised and chaotic. Students often feel unsafe at recess. Dismissal procedures are disorganized, unstructured, unsupervised and unsafe. The lack of accountability of staff fosters these unsafe conditions. *(following students, observing classes, meeting with students, teachers, parents, school improvement team, school and district administrators, talking with students and teachers, observing the school outside of the classroom, 2003 Salt Survey report, reviewing the school improvement plan)*

There is no communication from the school to the community, other than that provided by individual teachers or occasional notices of school events. Parents report that these notices are not timely. Communication within the school is also poor. This hinders a sense of community. Opportunities for professional development and information about resources and the daily operation of the school are not communicated to the staff. There are inequities in duties, supplies and the use of classroom space. Some staff members perceive this as favoritism. All of the above has generated a feeling of frustration among teachers and, consequently, has diminished their morale. *(following students, observing classes, talking with students and teachers, meeting with students, teachers, parents, school improvement team, school and district administrators, 2003 Salt Survey report, teacher schedules, reviewing the school improvement plan)*

There is no school wide behavior policy with clear expectations or consequences. Teachers feel unsupported in regard to student behavior. Students do not have a clear understanding of what is expected of them, particularly outside of their own classrooms. Students say that discipline outside of their classrooms is primarily handled by the principal of Charlotte Woods. This confuses them, and it frustrates the staff. *(meeting with students, teachers, parents, school improvement team, school and district administrators, following students, observing classes, observing the school outside of the classroom, talking with students and teachers, reviewing district and school policies and practices, reviewing the school improvement plan)*

There is a defined curriculum for art, music, library, health and physical education. In some areas, students are being instructed with the same lessons across all grade levels, with no differentiation of instruction. This is appalling and limits student exposure and development. *(following students, observing classes, Scope and Sequence Binders, reviewing completed and ongoing student work)*

There are a variety of special education programs and classes for special education students. The resource and intensive resource teachers primarily offer pull-out services. Some self-contained student classrooms are small and lack windows. Special education students go to itinerant classes as a whole class. There is no effort to place individual students with their grade level peers, thus limiting their opportunities for social development in self-contained classrooms. Teachers are frustrated because the principal does not deal with referrals in a timely manner. They perceive that ESL students often are not evaluated for learning difficulties because of their lack of proficiency in English. Also, teachers are not provided classroom coverage to attend Multidisciplinary Team meetings to explain the reason for student referrals or to advocate for their students. *(following students, talking with students and teachers, meeting with teachers, school improvement team, school and district administrators)*

Sergeant Cornel Young, Jr. Elementary School has both a literacy coach and a mathematics coach, who effectively provide embedded professional development. Teachers comment that these supports have enhanced their instruction and student learning. These coaches model lessons in the classrooms and observe and reflect on lessons with their colleagues. There is a weekly grade level common planning time in which classroom teachers collaborate with either the literacy or the math coach. This not only improves the quality of instruction, but also develops consistency of instruction between and among the grades. *(following students, observing classes, meeting with students, teachers, parents, school improvement team, school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, classroom schedules, discussing student work with teachers, reviewing district and school policies and practices, reviewing school improvement plan)*

**Commendations for Sergeant Cornel Young, Jr. Elementary School**

Efforts of teacher leaders, who have stepped forward to support the school

Efforts of the literacy and mathematics coaches to support teachers and learners

**Recommendations for Sergeant Cornel Young, Jr. Elementary School**

Review the layout of both schools by administrators and teachers.

Reorganize the use of classroom space in a more equitable manner.

Enforce the security procedures to ensure safety of students and staff.

Hold all staff accountable for their assigned responsibilities.

Investigate ways to communicate regularly with parents, e.g., through a newsletter, school calendar, etc.

Communicate with teachers on a daily basis.

Work together to develop a behavior policy that will provide clear expectations and consequences. Enforce this plan consistently.

Hold teachers accountable for teaching their curriculum.

Adjust your schedule to include special education students with their same age peers.

**Recommendations for Providence School Department**

Provide a mentor for the principal.

Unite these two schools under the leadership of one principal.

Continue to support the literacy and mathematics initiative through the use of coaches at the present staffing level.

## **7. FINAL ADVICE TO SERGEANT CORNEL YOUNG, JR. ELEMENTARY SCHOOL**

This SALT visit team recognizes the hard work of Young's teachers for successfully making everything ready for the SALT visit. Your dedication and commitment is commendable.

The potential that this faculty demonstrates for improving teaching and learning is impeded by ineffective leadership. Work with the district to resolve these issues, but do not let these issues distract you, as faculty. Continue to maintain your noteworthy focus on improved learning and teaching. Continue to grow professionally in the areas of literacy and mathematics. Your collegial relationship is a strong foundation for continued growth.

Reach out to the parents and the school community to develop community involvement. Tap into your rich cultural diversity. Open the lines of communication in and out of school. Make your community aware of all of your good work, and celebrate your achievements and those of your students.

## **ENDORSEMENT OF SALT VISIT TEAM REPORT**

### **Sergeant Cornel Young, Jr. Elementary School**

April 2, 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, 1<sup>st</sup> 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 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 two portions 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, EdD  
Catalpa Ltd.  
April 26, 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 Sergeant Cornel Young, Jr. 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 Sergeant Cornel Young, Jr. Elementary School.

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

- ◆ *direct classroom observation*
- ◆ *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*
- ◆ *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 Sergeant Cornel Young, Jr. Elementary 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  
Balanced Literacy Definition and Frameworks  
Scope and Sequence Binders*

**State Assessment Results for Sergeant Cornel Young, Jr. 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.

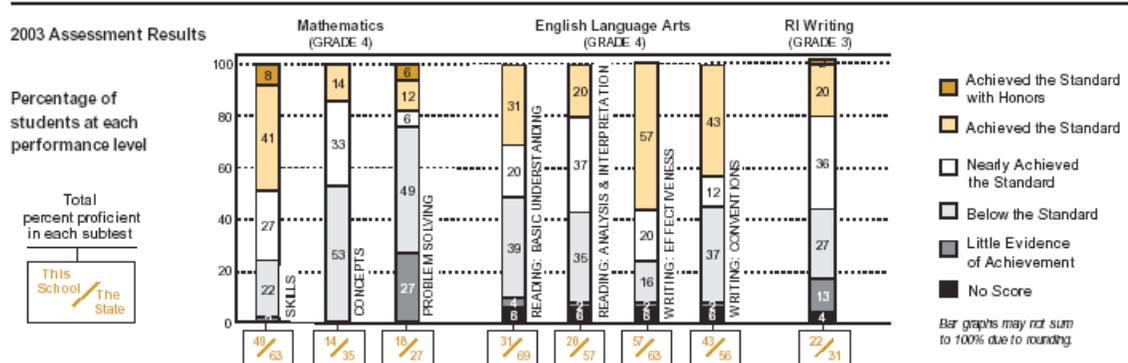
This school’s results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *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*.

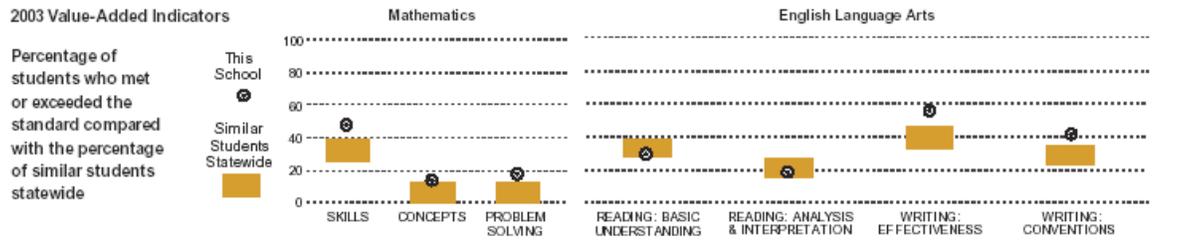
**Table1. 2002-03 Student Results on Rhode Island State Assessments**



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.

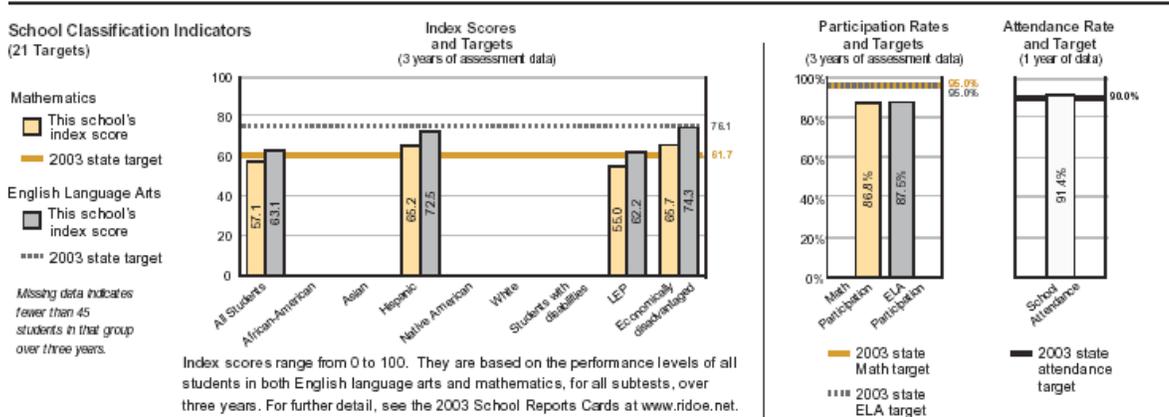
Table 2. 2002-2003 Student Results in Comparison to Similar Students Statewide



SCHOOL CLASSIFICATION INDICATORS

An important way to display student results is across different groups of students with different characteristics who are in the school. This display, showing targets and index scores, as established in accordance with the No Child Left Behind federal legislation, 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.

Table 3. 1002-3 Results across Subgroups within the School



SCHOOL REPORT CARD

Sgt. Cornel Young, Jr. Elementary School has been categorized as a school in need of improvement/making insufficient progress 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 2003 annual measurable objectives (AMO) in accordance with the federal legislation of No Child Left Behind.

Table 4 School Report Card

Rhode Island School: The Sergeant Cornel Young, Jr. Elementary School  
 Rhode Island District: 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	58	63	5	3	71	84.2	50.4	57.1	6.6	3	59.2	74.2
African-American	*	*	*	1	72.9	76.4	*	*	*	1	58.5	62.8
Asian	*	*	*	1	76.3	83.8	*	*	*	1	65.9	73.9
Hispanic	61.1	72.5	11.3	3	72.5	74.6	56.1	65.1	9	2	60.4	62.6
Native American	*	*	*	1	75.4	83.9	*	*	*	1	62.1	71.3
White	*	*	*	1	78.3	89	*	*	*	1	65.8	79.6
Students with Disabilities	*	*	*	1	54.5	68	*	*	*	1	51.4	62.6
Students with Limited English Proficiency	50.5	62.2	11.6	3	65.4	66.6	44.5	55	10.4	3	55.7	56.7
Economically Disadvantaged Students	63.6	74.3	10.6	2	72.9	76.9	56.6	65.6	8.9	2	60.3	65.1

\* fewer than 45 test takers.

Percent of Students Tested (2001-2003):

	This School	This District	This State
ELA	87.5	96.2	98.5
Mathematics	86.8	96.8	98.5

Attendance Rate: (2003)

	This School	This District	The State
	91.4	92.5	94.6

Targets Met/Missed:

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

Classification:

**School in Need of Improvement/Insufficient Progress**

Target Met Code:

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

**THE SERGEANT CORNEL YOUNG, JR. ELEMENTARY SCHOOL IMPROVEMENT  
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Michaela Bagley, Secretary

Alice Cooper  
Grade 5 ESL

Heide Cote  
Special Education Grades 3-5

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Special Education Grades 1-4

JoAnn Gibert  
Literacy Coach

Heather Kraus  
Grade 1 ESL

Rita Loffredo  
Grade 5

Rachael McEntee, Union Representative  
Intensive Resource

Camille Pezzi  
Music

Donald Pronto  
Health and Physical Education

Ronise McNeill  
Parent

**MEMBERS OF THE SALT VISIT TEAM**

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