



Rhode Island Department of Elementary and Secondary Education
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Robert L. Bailey IV Elementary School

PROVIDENCE

THE SALT VISIT TEAM REPORT

February 18, 2005



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.

1. INTRODUCTION	1
<i>THE PURPOSE AND LIMITS OF THIS REPORT</i>	<i>1</i>
<i>SOURCES OF EVIDENCE</i>	<i>2</i>
<i>USING THE REPORT</i>	<i>2</i>
2. PROFILE OF ROBERT L. BAILEY IV ELEMENTARY SCHOOL	4
3. PORTRAIT OF ROBERT L. BAILEY IV ELEMENTARY SCHOOL AT THE TIME OF THE VISIT	6
4. FINDINGS ON STUDENT LEARNING	7
<i>CONCLUSIONS</i>	<i>7</i>
<i>IMPORTANT THEMATIC FINDINGS IN STUDENT LEARNING</i>	<i>8</i>
5. FINDINGS ON TEACHING FOR LEARNING	9
<i>CONCLUSIONS</i>	<i>9</i>
<i>COMMENDATIONS FOR ROBERT L. BAILEY IV ELEMENTARY SCHOOL</i>	<i>12</i>
<i>RECOMMENDATIONS FOR ROBERT L. BAILEY IV ELEMENTARY SCHOOL</i>	<i>12</i>
<i>RECOMMENDATIONS FOR PROVIDENCE SCHOOL DISTRICT</i>	<i>12</i>
6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING	13
<i>CONCLUSIONS</i>	<i>13</i>
<i>COMMENDATIONS FOR ROBERT L. BAILEY IV ELEMENTARY SCHOOL</i>	<i>16</i>
<i>RECOMMENDATIONS FOR ROBERT L. BAILEY IV ELEMENTARY SCHOOL</i>	<i>16</i>
<i>RECOMMENDATIONS FOR PROVIDENCE SCHOOL DEPARTMENT</i>	<i>16</i>
7. FINAL ADVICE TO BAILEY ELEMENTARY SCHOOL	17
ENDORSEMENT OF SALT VISIT TEAM REPORT	18
REPORT APPENDIX	20
<i>SOURCES OF EVIDENCE FOR THIS REPORT</i>	<i>20</i>
<i>STATE ASSESSMENT RESULTS FOR BAILEY ELEMENTARY SCHOOL</i>	<i>21</i>
THE ROBERT L. BAILEY IV ELEMENTARY SCHOOL IMPROVEMENT TEAM	27
MEMBERS OF THE SALT VISIT TEAM	28
CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM	29

1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Robert L. Bailey IV Elementary School from February 14 -18, 2005.

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 Robert L. Bailey IV Elementary School?

How well does the teaching at Robert L. Bailey IV Elementary School affect learning?

How well does Robert L. Bailey IV 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 Robert L. Bailey IV 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, 2nd Edition* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. The *Handbook* and other relevant documents are available at www.Catalpa.org. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the SALT visit protocol.

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 119 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 team also interviewed faculty and staff for more than 42 hours.

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 Robert L. Bailey IV 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 District 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 School District, RIDE and the public should consider what the report says or implies about how they can best support Robert L. Bailey IV 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 ROBERT L. BAILEY IV ELEMENTARY SCHOOL

Robert L. Bailey IV Elementary School is located in Lower South Providence, Rhode Island, along the west side of the Providence River, south of Downtown Providence, with Broad Street to the west, Public Street and Upper South Providence to the north, and Interstate 95 to the south. The school is located on Gordon Avenue at the site of a factory that was destroyed by fire. It opened its doors to students in September 2000.

Many students live within walking distance of this school, which serves 502 students from kindergarten through grade five. Of these, 134 are enrolled in ESL classes, 119 are enrolled in special education classes, and 44 receive various special education services in the general education classrooms. Three-hundred-and-eleven students (62%) are Hispanic, 124 (24.5%) are African American, 35 students (7%) are Asian, 23 (5%) are white, and less than 1% are Native American. Two-hundred-and-seventy-eight students are male, and 227 are female. Ninety-two percent receive free or reduced price lunch.

There are a total of 26 classrooms at this school. Twelve of these are general education classes; eight are self-contained special education classrooms; and six are for students whose first language is something other than English. There are a total of 46 certified staff members and teaching assistants, as well as a custodial and kitchen staff. This school has one principal.

The school houses a before and after school program that is run by the Providence YMCA in partnership with the South Side Community Land Trust and the South Providence Branch of the Providence Public libraries and that is funded by a 21st Century Community Learning Centers Grant. Other after school programs include The Rhode Island Children's Crusade after school READ 180 program for fourth grade Crusaders, the Boys and Girls Scouts, the homework helpers club, the fifth grade theater/book club, and the Bailey Buddies video club.

The school also has formed partnerships with various agencies to support programs based on the school's Literacy Through the Arts philosophy, including the Rhode Island School of Design and the Rhode Island School of Design Museum, the VSA Arts of Rhode Island, the Looking Glass Theatre, the Providence Circus School, the Providence College Dance Department, the Providence Black Repertory Theatre, Big Nazo Puppets and Storyteller, Keith Munslow. These agencies have been instrumental in providing opportunities for Bailey students to explore their artistic talents while becoming more proficient in literacy and mathematics. This led to the school's successful application for funding under the Comprehensive School Reform Grant, a federal grant for school improvement.

This school has been designated a Toyota Family Literacy center under a special district grant that provides Hispanic parents of Bailey students with the opportunity to learn English as a way to increase student achievement. The school currently is in the second year of this three-year grant. Classes are offered to Hispanic parents during the school day, as well as in the evenings. These parents also spend a portion of their time in the school's classrooms, supporting their children on a regular basis during the school day.

Robert L. Bailey IV Elementary School also emphasizes the recognition of student achievement throughout the school. Weekly, monthly, quarterly and yearly celebrations of students are held in the form of recognizing the Student of the Week, the Student of the Month, and students with perfect attendance.

There are also quarterly and yearly celebrations and classroom celebrations for student achievement through publishing parties and literacy cafes. Student work is displayed regularly throughout the school building to further celebrate students' academic successes.

3. PORTRAIT OF ROBERT L. BAILEY IV ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Robert L. Bailey IV Elementary School is an oasis for its students, parents, faculty and staff. This school welcomes all visitors with its warm, friendly and respectful atmosphere. Since its rebirth five years ago at its present location and in its shiny new building, Robert L. Bailey has been in the midst of a journey to educate all of its children so that each one may reach his or her fullest potential.

Students are the stars of this school. More than five hundred diverse learners come here each day, eager and enthusiastic to learn. The Bailey faculty and staff embrace all students and all are expected to learn and achieve. These children respond; they love to succeed at their studies and blossom under the attention of the many caring and dedicated adults. While all students have yet to attain standards of achievement expected for their grade levels, most work hard to accomplish this task. Most importantly, the students say that they like their school and can expect to learn something new here each day.

A strong and focused principal conveys to everyone the central mission of this school—to help all children achieve. She is the school's greatest advocate. She connects the school to the community through many initiatives, partnerships and grant programs. The community has responded by becoming a proud participant in the life of the school. At Bailey, the day starts well before 9:00 a.m. and ends long after the school day ends.

Many faculty and staff work along with the principal to reach out to all students, making them feel comfortable and celebrating their many successes. Most teachers challenge their students to learn by providing them with effective classroom instruction and also by supporting their other needs, such as giving them winter coats or being sure to have snacks ready at hand. The teachers say that—like members of a close family—they are ready to pick one another up as they go about their work of educating students.

The school is not without its challenges. Too many students do not achieve academic success that is equivalent to their grade level peers. Despite many efforts, parents still feel that they are not adequately connected to this school or helped to support their children's learning. Teachers report that they do not have enough time in the day to teach all that they must teach or to meet with their colleagues to share their ideas and practices. Further, while most teachers work hard to implement district instructional programs and maintain orderly classrooms, not all reach the same levels of success. Finally, there are concerns in the building that school-wide communication and organization are not as effective as they could be, which hinders the progress and work of this school.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Most students at Bailey Elementary work hard at writing, and they write fairly well. These students show their personalities through their writing by using their writer's voice. They know how to plan before they write in their writer's notebooks, graphic organizers and other pre-writing activities, which leads to their making better connections between thinking and their writing. They also understand how to make their writing make sense to the reader by organizing it. While students succeed in embedding ideas into their writing, they do not know how to maintain a focus or to develop or support them with sufficient details. Some students say that they know how to complete the stages of the writing process, such as how to develop an idea and revise and edit their written pieces, but their finished work often does not reflect this. They do not revise their work enough. Students often are not clear about what makes quality work or how to improve their writing. Student work throughout the school shows that students are not proficient in using the writing conventions well, including grammar, word usage and sentence construction. Sixty-three percent of students did not meet the standard on the 2004 New Standards Reference Examination subtest for writing conventions. *(following students, observing classes, meeting with students, talking with students and teachers, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results, reviewing classroom assessments, discussing student work with teachers)*

Most of the students at Bailey School cannot read fluently or with understanding at their appropriate grade levels. Therefore, these students select and read books below their grade level. Most of this problem is based in the difficulty students have understanding words they do not know. When they cannot sound out a word, they become unsure of what to do next. Many students also are not aware that they misread words. They know they do not read at their appropriate grade levels, but they are excited that they are making progress in their reading and that they are moving up reading levels. Students listen to stories and discuss them in their classes. This builds their interest in, and enthusiasm for, reading. Many students also become better readers when they can predict what will happen next in a story and can connect one book to another or to events in their lives or the world. Importantly, students take many books home daily and read them for practice. Students say they love to read and that the more they read, the smarter they get. They feel good about their reading and want to read more. *(following students, observing classes, meeting with the school improvement team, students, district administrators, and parents, 2004 New Standards Reference Examination School Summaries, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, classroom textbooks, reviewing school improvement plan)*

Students know how to solve easy problems, but they do not know how to solve more complex ones or how to justify their solutions unless their teachers help them. For example, many students can independently solve simple math problems or identify the problem in a story. But, they cannot do more challenging work without becoming frustrated, giving up or asking for help. Many students say they like the daily computation problems, also known as the Daily 2s, because they are easy. Furthermore, students say they like math, but solving complex problems is hard. This shows that students find higher level thinking difficult. Most students also do not understand that problem solving is more than working out problems when they get into arguments or when they are doing math. It is not surprising, therefore, that 70% of the students did not meet the standard for the analysis and interpretation reading subtest and 87% of the students did not achieve the standard on the math problem-solving subtest of the 2004 New Standards Reference Examination. *(following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students and teachers, 2004 New Standards Reference Examination School Summaries, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, classroom textbooks)*

Students at the Robert L. Bailey IV School are eager to learn. They are proud of their work and say they like reading, writing and math. They say they learn something new everyday at school. Some students also say that their work is easy and that they already know how to do what they are being taught. Other students cannot do the work and are disengaged from their classrooms. Students like to work and learn with their peers, but not all of them have sufficient opportunities to do so. Much student learning is teacher directed—meaning that students can agree or disagree with the teacher, but that the teacher controls the lesson. Students say they know how to get help when they are stuck, but they do not do this often. *(following students, observing classes, meeting with students, school administrators, and parents, talking with students and teachers, 2004 SALT Survey report, observing the school outside of the classroom, discussing student work with teachers, reviewing completed and ongoing student work)*

Students like their school because teachers help them learn, the principal is nice, and the school is new and clean. Students feel safe and welcomed here. They appreciate the school faculty and staff, who care for them, who take the time to work with them when they have problems, and who treat them with respect. Student behavior, however, sometimes interferes with learning in this school. Some students say that not everyone has a chance to learn “because the kids are bad and always loud and teachers have to pay attention to the bad kids.” Students also say they worry about using the bathrooms because of bullies. *(following students, observing classes, observing the school outside of the classroom, meeting with students, school administrator, and parents, talking with students, teachers, staff, parents, and school administrators, 2004 SALT Survey report, reviewing school improvement plan, reviewing district and school policies and practices)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Are eager to learn and excited to make progress*
- ◆ *Like their school and reading, writing, and math*
- ◆ *Struggle to learn when learning is not teacher-directed*
- ◆ *Do not regularly produce quality work that reflects higher-level thinking*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers competently teach their students to write. They work hard to model each step of the writing process so that their students become better writers. Teachers recognize the importance of connecting students' thinking and reading to their writing. This encourages Bailey students to express themselves effectively and helps them develop their ideas. Teachers also help students connect their prior experiences to their writing, which leads to their writing in a strong voice. Teachers say that modeling what good writers do, sharing exemplary student work and providing guided practice are effective strategies for improving student writing. These strategies are important, but they do not focus enough on developing support for details, using descriptive language, and following the writing conventions including grammar, word usage and sentence construction. Teachers also do not sufficiently teach students the difference between revising and editing and how to do both well. *(following students, observing classes, reviewing completed and ongoing student work, discussing student work with teachers, talking with students, teachers, and school administrators, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results, reviewing district and school policies and practices, reviewing school improvement plan)*

Teachers teach reading well. They effectively select books, which they read out loud to their classes in order to model good reading strategies and develop their students' vocabulary. Teachers also explicitly teach students in whole-class mini-lessons how to make predictions and analyze characters to increase their reading comprehension. Importantly, they instill a love and habit of reading by having students take books home to share with their families, by celebrating students' progress as they advance in their reading levels, and by filling their classrooms with books. Teachers recognize that their students have made great progress, but that they need more time and instruction. These teachers are well on their way to helping all students become good readers. However, teachers do not provide sufficient small group and individualized instruction in how to read. Also, they do not provide all students with enough strategies to read and understand the words they do not know. *(following students, observing the school outside of the classroom, observing classes, talking with students, teachers, parents and school administrators, meeting with the school improvement team, students, school and district administrators, and parents, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, reviewing district strategic plan, 2004 SALT Survey report, 2004 New Standards Reference Examination School Summaries, reviewing district and school policies and practices)*

Most teachers do not teach problem solving well. While they provide time and effectively teach their students to solve basic math problems, they do not provide their students with sufficient opportunities to investigate and solve complex problems. Teachers often direct their students to the correct answers, rather than allow them to explore, struggle and find their own solutions. They also do not regularly have students review solutions—individually or as a class—to help them reflect upon their thinking and thereby increase their understanding of problem solving. It is not surprising that students do not problem solve well, as the teachers themselves disagree about what problem solving is. Some say it is solving only math word problems. Furthermore, many teachers say the math program does not help students become effective problem solvers due to its abundant language. Others say there is not adequate instructional time for math. Still others say that students do not have adequate computation skills to problem solve well. This inability to come to consensus on the nature of problem solving and how it fits into the curriculum leads to an inability to instruct students effectively. *(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, 2004 New Standards Reference Examination School Summaries, 2004 SALT Survey report, classroom textbooks, reviewing school improvement plan)*

Teachers consistently implement in their classrooms the district-wide scope and sequence and units of study in reading, writing and math, so that students are taught the same content and expectations for performance. However, teachers do not have (or use) consistent and common rubrics to guide and help students improve their performance. The quality of instructional practices varies significantly among teachers. Some teachers plan their lessons to engage all students effectively, provide an orderly structure for success, and use questioning, discussions and other activities to ensure that all students participate and learn. Conversely, many other teachers do not effectively organize and prepare their lessons or deliver them in ways that engage all students, especially in whole group settings. Furthermore, not all teachers effectively differentiate their instruction. These teachers do not adequately work with students or challenge those who need different types of instruction or who are at different levels of learning. Instead, they rely on the same strategies to teach all students. These ineffective practices and the lack of individualized instruction cause behavior problems, bring about disengaged students, and result in a lack of academic success for all students. *(following students, observing classes, talking with students, teachers, school administrators, reviewing completed and ongoing student work, discussing student work with teachers, meeting with the school and district administrators, reviewing classroom textbooks, district and school policies and practices)*

Teachers and staff at Bailey school cooperate well with one another. They say this is one of the greatest strengths of the school. Most rely on their fellow classroom teachers, as well as on other resources in the school including the literacy and math coaches, the behavior specialist, special educators, and paraprofessionals. This collegiality and mutual support enhances the school's climate and illustrates that teachers are willing to learn from one another in order to improve their practice. Teachers share ideas, lessons, student work and professional materials. Student learning benefits because teachers gain new skills from their coaching, modeling and meeting together. Teachers are always willing to step up and help one another when emergencies arise, such as bathroom floods and student nosebleeds. They say they appreciate the time they have to meet with their peers, but they need more planning time at their own grade levels and across grade levels. Also, teachers of special subjects do not have common planning time with the grade level teachers. They say such time would better enable them to integrate their instruction within the school. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team and school and district administrators, talking with teachers and school administrators, discussing student work with teachers, 2004 SALT Survey report)*

Commendations for Robert L. Bailey IV Elementary School

Cooperative faculty who share their ideas, strategies and materials

Teachers who model good reading and writing strategies

Teachers who foster a love of reading

Recommendations for Robert L. Bailey IV Elementary School

Provide all students with strategies to read and understand words they do not know.

Use small group instruction, and differentiate instruction to meet the needs of all students.

Continue to implement district-wide instructional initiatives and the scope and sequence consistently.

Use common rubrics in all classrooms to guide student performance.

Come to consensus on what problem solving is and how to incorporate it into the curriculum, and then develop strategies to teach problem solving effectively.

Provide students with additional instruction in developing details, revision and editing.

Continue to cooperate with your colleagues to improve teaching and student learning.

Develop more effective strategies to improve classroom management and student discipline in all classrooms.

Recommendations for Providence School District

Provide teachers with additional professional development opportunities to help them improve their classroom management.

Provide teachers additional professional development and methods to differentiate their instruction.

Help teachers come to consensus on what problem solving is and how to incorporate it into the curriculum, and then develop strategies to teach problem solving effectively.

Support teachers in the use of common rubrics in their classrooms.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Teachers, parents and school and district administrators all say that there is not enough time in the school day to accomplish what needs to be done. By the time all students are ready to learn in their classrooms each morning, it is well past 9:00 a.m.—the official start of school. Also, learning activities conclude well before the end of the school day at 2:50 p.m. Considerable time is lost in the hallways, when teachers escort whole classes of students to the bathrooms and wait for them or as they come and go to the lunchroom or special classes. Additionally, not all teachers use their instructional time well. They do not keep all students on task and do not effectively or efficiently transition students between their learning activities. Students say that disruptive students in their classrooms also keep them from learning and waste their valuable class time. They frequently have to wait while the teacher addresses a disruptive behavior before she continues with the lesson. All of this denies students valuable learning time and hinders the school from reaching its goal of increasing the number of students who meet academic standards. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, and school and district administrators, talking with students, teachers, school administrators, 2004 SALT Survey report, reviewing district and school policies and practices)*

There are numerous programs and initiatives in place at this school to help teachers teach and students learn. The Toyota Family Literacy Grant helps the school connect parents to their children's learning. Teachers and administrators say that the Comprehensive School Reform Grant provides valuable support and resources to help meet the needs of the diverse school population. To preserve common planning time for the grade level teachers, the school redesigned the schedule for special subjects such as art, music and physical education. The school uses academic and behavior coaches, as well as consultants, who share their professional development experiences with teachers and enhance their instruction in the classrooms. However, other issues remain to be addressed. Faculty meetings do not occur regularly. The teacher support team is not up and running. Without these formal webs of support it is difficult for the faculty and staff to communicate with one another and deal with specific educational and behavioral issues. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents, and school administrators, reviewing school improvement plan, 2004 SALT Survey report, reviewing district and school policies and practices)*

Teachers, parents, and school and district administrators all say this school is moving forward. The strong and focused principal works with the professional faculty to move the school toward their goals to implement the many district and school initiatives and to help all students learn and achieve. She champions the belief that all students can learn and holds all faculty and staff accountable to meeting this expectation. She helps teachers by participating in extensive professional development to learn the district's educational programs and practices so that she may support the implementation of them. She effectively connects the school to the community through many initiatives, partnerships and grant programs. Many faculty and staff say the principal is an effective and fair leader. Some, however, say her leadership style limits open discussion to build consensus. Many teachers also say she does not regularly and effectively communicate timely information about meetings and after-school functions. These tensions limit the otherwise strong cohesiveness of the school community. *(observing classes, meeting with the school improvement team, students, school and district administrators, and parents, talking with teachers, 2004 New Standards Reference Examination School Summaries, reviewing school improvement plan, observing the school outside of the classroom, school and district report cards, 2004 Rhode Island Writing Assessment results)*

Special education and English Language Learner (ELL) students make up a substantial portion of the student population. These students contribute to the richness and diversity of the school. The school welcomes and embraces these students as valuable members of the community. In fact, school and district administrators say that many of these students outperform their general education peers on the state assessments. Special education students receive effective personalized instruction and feedback that allows them to make progress and learn. Students in the ELL classrooms, though, do not receive adequate instruction due in part to the wide range of language levels and the high number of students. Teachers and school and district administrators recognize the need to serve these ELL students better. However, all special education and ELL students currently are not included in the general education classrooms on a regular basis. These students and their peers are missing valuable opportunities to learn with and from one another. *(following students, observing classes, observing the school outside of the classroom, meeting with school and district administrators, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, reviewing district and school policies and practices, 2004 New Standards Reference Examination School Summaries, 2004 SALT Survey report)*

The school has a warm and welcoming climate that embraces the diversity of its students and their families. The school is clean and safe, and students say they like to come here. Parents take advantage of several programs and events the school offers. Although they like the school, they say that communication between the school and home is neither sufficient nor timely. In particular, parents who do not speak English say that communication with the school office and the teachers is difficult. This does not help parents support their children's education. Teachers and administrators disagree about the discipline issues at this school and its effect on the school climate. While the school is orderly and most students are polite and respectful, some teachers say that discipline is out of control and they do not feel supported by the principal. School and district administrators say that discipline is the responsibility of the classroom teachers. This disagreement precludes a solution to this problem, and it has a negative impact on student learning and school climate. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, and parents, talking with students, teachers, parents, and school administrators, reviewing school improvement plan, 2004 SALT Survey report, reviewing district and school policies and practices)*

Commendations for Robert L. Bailey IV Elementary School

Numerous programs and initiatives to help teachers teach and students learn
Progress in helping all students achieve
Strong and focused principal
A climate that welcomes and embraces all students

Recommendations for Robert L. Bailey IV Elementary School

Provide students with more instructional time to learn.
Ensure that time set aside for instruction is used for instruction.
Hold regular faculty meetings.
Reestablish the Teacher Support Team.
Resolve the disagreement over school-wide student discipline.
Communicate more effectively and regularly with faculty, staff and parents.
Increase the inclusion of special needs and ELL students in general education classes.
Foster more effective and consistent classroom management practices.
Continue to take advantage of professional development opportunities to improve teaching and learning.
Continue current programs and initiatives, and explore additional grants and resources to expand this work.

Recommendations for Providence School Department

Explore ways to increase instructional time for students.
Provide support, guidance and leadership to increase the inclusion of special needs and ELL students into general education classrooms.
Continue to support the progress of this school.

7. FINAL ADVICE TO ROBERT L. BAILEY IV ELEMENTARY SCHOOL

We applaud the hard work you have done to move Robert L. Bailey IV Elementary School forward. You are on your way to becoming a school that holds high expectations for your students and delivers on them and that instills in children an eagerness to learn.

To continue to move forward, the school needs to draw on its strengths—its students, parents, collegial faculty and staff, and a strong administrator. Focus on working together as a school community to communicate more openly with one another and meet the challenges before you.

Come together as a school to improve teaching and learning strategies one step at a time. Improve the consistency and effectiveness of your classroom instructional practices, particularly in differentiating instruction, problem solving and classroom management. Strive to find and use the most effective practices to increase learning for all students.

Come together as faculty, staff and principal to look for ways each and every one of you can help at least one student who is not learning well. Remember that the goal is to help all children reach their highest potential.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Robert L. Bailey IV Elementary School

February 18, 2005

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 three 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.
March 17, 2005

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 Robert L. Bailey IV 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 Robert L. Bailey IV 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 7 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*
 - classroom assessments*
 - school improvement plan for Robert L. Bailey IV Elementary School*
 - district strategic plan*
 - 2004 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2004 New Standards Reference Examination School Summaries*
 - 2004 Rhode Island Writing Assessment results*
 - School and District Report Cards*

Providence School Department, Curriculum Scope and Sequence, Grades K-5, Music, and Art

Providence School Department, District Code of Behavior

Providence School Department, Administrative Procedures

Providence School Department, Parent Engagement Manual

Providence School Department, District Performance-Based Organizational Plan

Providence Teachers Union Contract

Read 180 Manual

Robert L. Bailey IV Elementary School, Overview Binder of School

Robert L. Bailey IV Elementary School, School Improvement Binder

Robert L. Bailey IV Elementary School, 2003-2004 Budget

Robert L. Bailey IV Elementary School, School-Wide Behavior Support Systems

Sodexo Facilities Management Welcome Package, 2004-2005

State Assessment Results for Robert L. Bailey IV 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.

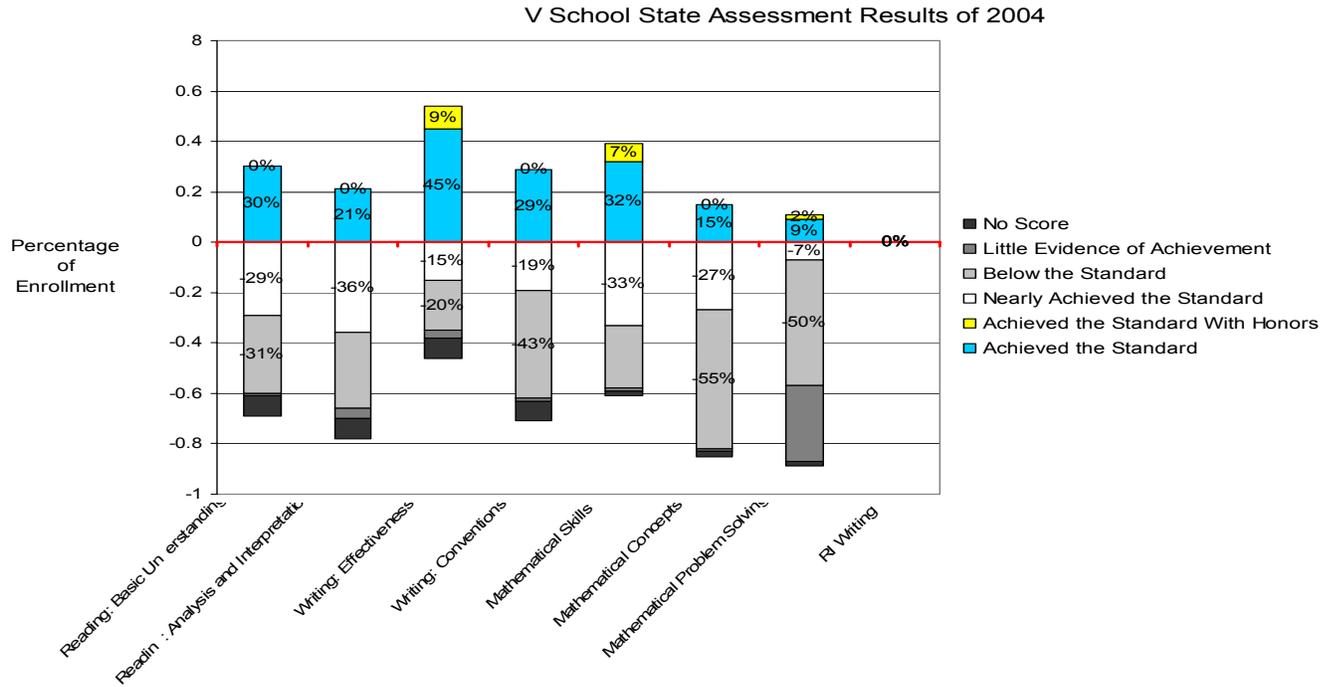
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *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*.

Table 1. 2003-2004 Student Results on Rhode Island State Assessments



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students who are in the school. This display shows targets and index scores and reflects the new requirements of the No Child Left Behind federal legislation. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows groups with 45 or more students across three years of testing. Any student group whose index scores do not meet the targets set by RIDE require additional attention to close its performance gaps.

Table 2. 2002-2004 Student Results across Subgroups

REPORT CARD FOR ROBERT L. BAILEY IV ELEMENTARY SCHOOL

This Report Card show the performance of Robert L. Bailey IV Elementary School compared to the school’s annual measurable objectives (AMO).

These report card scores describe Robert L. Bailey IV Elementary School as a School in Need of Improvement/Making Progress.

Table 3. Report Card for Robert L. Bailey IV Elementary School

INDEX PROFICIENCY SCORE, 2002-04	ENGLISH LANG. ARTS				MATHEMATICS			
	TARGET SCORE: 76.1				TARGET SCORE: 61.7			
STUDENT GROUP	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
All Students	66	YES†	74.4	86.1	56.6	YES††	63.4	77.5
African Americans	64.4	YES†	74.5	77.8	54	YES†	61	65.9
Asian	*	YES	78.8	84.5	*	YES	69.4	77.1
Hispanic	66.4	YES†	73.7	75.8	58.2	YES††	63.5	65.8
Native Americans	*	YES	73.9	83.9	*	YES	61.3	73
White	*	YES	78.6	88.5	*	YES	68.1	82
Students with Disabilities	51	YES†	56.5	69.5	57.8	YES†	54.8	66.4
Students with Limited English Proficiency	60.7	YES†	67.6	68.9	55.1	YES†	59.4	61
Students who are Economically Disadvantaged	66.3	YES†	74.1	77.8	57.7	YES††	63.2	68.4

PERCENT OF STUDENTS TESTED, 2002-04	Target: 95%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
English Language Arts	98.9	YES	98.3	99.1
Mathematics	98.5	YES	98.9	99.4

ATTENDANCE RATE	Target: 90%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
	91.1	YES	92.5	94.8

TARGETS MET/MISSED, THIS SCHOOL		
	TARGETS MET	TARGETS MISSED
English Language Arts Index Score	9	0
Mathematics Index Score	9	0
Percent Tested	2	0
Attendance Rate	1	0

THIS SCHOOL IS CLASSIFIED AS:

School in Need of Improvement/Making Progress

- KEY: * Student group has too few students to calculate results.
 † "Safe Harbor" - Student group has fallen short of the target but has made sufficient improvement over last year's score.
 †† Student group has met the target based only on the most recent year of test results.
- NOTE: For information on targets and classifications, please see [Quick Guide](#).

Information Works! data for Robert L. Bailey IV Elementary School is available at <http://www.rido.net>.

THE ROBERT L. BAILEY IV ELEMENTARY SCHOOL IMPROVEMENT TEAM

Debra Viau
Grade 4 Teacher
Chairperson

Denise Carpenter
Principal

Nancy Allen
ESL Teacher

Rosemary Hayes
Mathematics Coach

Paula Morris
Special Education Teacher

Erica Rodrigues
Parent

Naomi Schwartz
Grade 3 Teacher

Sharon Simpson
Special Education Teacher

Oneida Taveras
Parent

MEMBERS OF THE SALT VISIT TEAM

Andre Audette
Standards Coach
Pawtucket School Department
Office of School Improvement and Support Services
Rhode Island Department of Education
Regents SALT Fellow
Team Chair

Edie Dunn
Principal
Frenchtown Elementary School
East Greenwich School Department
East Greenwich, Rhode Island

Jacquelyn Lamoureux
Library/Media Specialist
Greenbush Elementary School
West Warwick School Department
West Warwick, Rhode Island

Jan Mermin
Health Education Specialist
Office of School Improvement and Support Services
Rhode Island Department of Education
Providence, Rhode Island

Patricia Pora
Grade 4 Teacher
Leo A. Savoie School
Woonsocket School Department
Woonsocket, Rhode Island

Margaret Rock
Grade 4/5 Teacher
Northern Lincoln Elementary School
Lincoln School Department
Lincoln, Rhode Island

Rondelle Ruggiero
Literacy Coach
Sarah Dyer Barnes School
Johnston School Department
Johnston, Rhode Island