

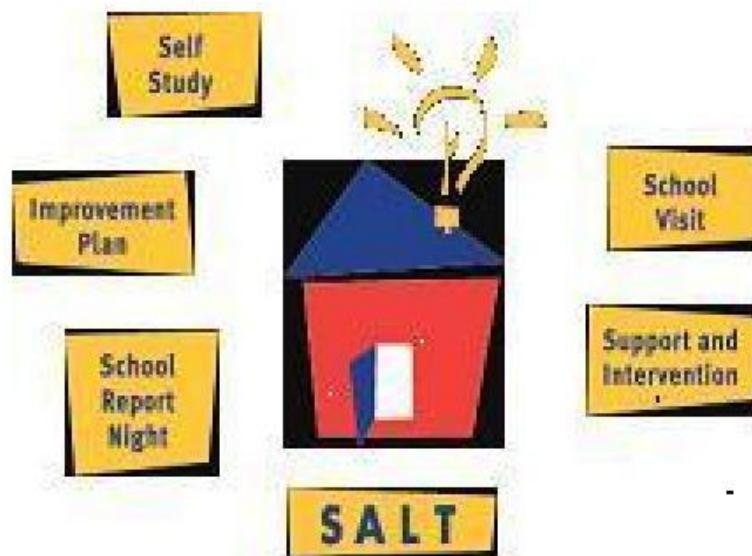


Hugh B. Bain Middle School

CRANSTON

THE SALT VISIT TEAM REPORT

March 20, 2009



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 Hugh B. Bain Middle School from March 16-20, 2009.

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 designed to make it possible for visit team members to make careful judgments using accurate evidence. The 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 Hugh B. Bain Middle School?

How well does the teaching at Hugh B. Bain Middle School affect learning?

How well does Hugh B. Bain Middle 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 Hugh B. Bain Middle 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 the team observed and considered. It is not based on what the school plans to do in the future or on what it has done in the past.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-Based Inquiry®¹ (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) 222-8401 or rick.richards@ride.ri.gov for further information about the SALT visit protocol.

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 more than 67 hours in direct classroom observation. Most of this time was spent observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once. Team members had conversations with various teachers and staff for a total of 5.5 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 29 hours in team meetings spanning the five days of the visit. This 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 Hugh B. Bain Middle School can improve student learning. However, the most important audience is the school itself.

This report is a decisive component of the Rhode Island school accountability system. The Rhode Island Department of Education (RIDE) expects that the school improvement team of this school will consider this report carefully and use it to review its current action plans and write new action plans based on the information it contains.

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 begin the process. With support from the Cranston School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning and teaching and within the school and how it can amend its School Improvement Plan to reflect these decisions.

¹ Practice-Based Inquiry® is a registered trademark of Catalpa Ltd.

The Cranston school district, RIDE and the public should consider what the report says or implies about how they can best support Hugh B. Bain Middle 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 HUGH B. BAIN MIDDLE SCHOOL

Hugh B. Bain Middle School is the oldest of three middle schools in Cranston, RI. The school first opened in 1929 as a junior high school serving students in grades seven through nine. The addition of the science wing in 1971 was the last major upgrade to the building. In 1995, Cranston adopted a middle school model moving its sixth grade students into the middle schools and its ninth grade students into the high schools. During the last school year, the Cranston Public School Committee voted to return sixth graders to the elementary schools beginning this school year (2008-09).

Bain currently educates about 450 students in Grades 7 and 8. The ethnic breakdown of the student body is 53 % White, 28% Hispanic, 7% Black and 12% Asian/Pacific Islander. Presently, 58.7% of the students receive free or reduced lunch, and 18% are on Individualized Education or 504 plans. English language learners constitute 5% of the student body.

The faculty and staff of Hugh B. Bain Middle School comprise 46 full-time teachers, five part-time teachers, three reading consultants, two guidance counselors, a school nurse, a .4 school psychologist, a social worker, three paraprofessional teaching assistants, a part-time school resource officer, five custodians, four administrative assistants, seven food service employees, a principal and an assistant principal. In the last ten years Bain has had four principals. The school's current principal has been at the school for the past four years.

The mission of Hugh B. Bain Middle School is to create an educational environment that prepares students to become life-long learners, responsible citizens and productive workers, The school mission is built upon the belief that all students can achieve and excel in different ways; that students, parents, staff and the entire community all play a vital role in educating students; and that everyone deserves to be treated with respect.

Bain's instructional program is built upon a team structure. Currently, the school has 2.5 seventh grade teams and three eighth grade teams. Some teams began looping this year. Students assigned to a team share the core academic teachers in math, science, English and social studies. In addition, two special educators and a paraprofessional teaching assistant are attached to one team per grade and teach cooperatively with the classroom teachers in an inclusive model. During their scheduled day, all students receive instruction in math, science, social studies and English or reading. They also receive instruction in a world language and physical education, health, art, music or technology. Students who especially enjoy music may participate in band, orchestra or concert choir. Students also access many athletic and extra-curricular after school activities.

3. PORTRAIT OF HUGH B. BAIN MIDDLE SCHOOL AT THE TIME OF THE VISIT

When you enter Hugh B. Bain Middle School, you have entered the hallowed halls of a place that is steeped in tradition with strong ties to the community. Administrators, faculty, staff, parents, alumni and students are an usually tight-knit and proud family. For them, Bain is the center of the universe and the students are at its core.

The leadership of the school is focused and ambitious, and the clear message is “Kids First”. The faculty and staff embrace and support this agenda. They work collaboratively with the administrators to build an environment that is safe, nurturing and supportive of students in completing their work and developing new interests. The administrators, teachers, staff, parents, alumni and students work tirelessly to retain traditions they honor and to create new ones that will support one another even more effectively.

The resulting supports are impressive, but even this community needs more. The school opens early, closes late, plans activities that take place during vacations and provides for the needs of families as well as students. Students with special needs are well-supported throughout the school. Struggling readers and English Language Learners receive effective instruction from specialists, but classroom support is limited. While teachers are beginning to use effective co-teaching practices, their efforts to implement them more fully and on a school-wide basis require more attention. The student advisory program provides does a good job of supporting the social, emotional and academic needs of students, yet students would gain more benefit from it if it were implemented more consistently throughout the school community.

Students read and write often throughout the school day, yet most do not do so in ways that increase their understanding. Numeracy and problem solving opportunities are not well-integrated or supported. Yet promising practices on which to build exist for both within the school While teachers do a great deal to support their students, they need to find ways to more often allow their students to take the risks necessary to develop independent thought.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Most students at Hugh B. Bain Middle School read grade appropriate text well. Through book reports, projects, quizzes, answers to questions and other forms of assessment, they demonstrate an understanding of what they have read—some at higher than basic levels of understanding. They exhibit the capability of using this skill to learn content material and the readiness to think more critically about it. Yet, other students have difficulty reading without support. These students struggle to identify unfamiliar words, understand what they have read or retain information without their teacher's assistance. In content area classes, they often listen to their teachers and their peers read aloud, which allows them to access the same materials as their peers, but which reduces the independent practice that is essential to their improvement. *(following students, observing classes, talking with students and teachers, discussing student work with teachers, NECAP Summary Reports, reviewing completed and ongoing student work, reviewing school improvement plan, Hugh B. Bain Middle School Self-Study Report)*

Many students at Hugh B. Bain Middle School are pretty good writers. They express their ideas coherently, organize their thoughts well and add some details to support their ideas. They make good use of graphic organizers and rubrics to guide their work. They engage in the writing process and use teacher and student feedback to revise. Even students, who are less proficient, use these resources to construct and improve their writing. Some students have daily opportunities to sharpen their skills across all content areas, but others mainly take or copy notes, fill-in the blanks and provide brief answers in the majority of their classes. *(following students, observing the school outside of the classroom, meeting with school improvement team and students, talking with students and teachers, discussing student work with teachers, reviewing completed and ongoing student work, reviewing school improvement plan, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Most students at Hugh B. Bain Middle School solve equations and word problems, and explain their reasoning fairly well. Often they can explain why a concept is important and its real-life uses. They capably follow their teacher's directions, answer questions their teacher poses and solve problems of a similar nature—both independently and with their peers. Many are able to explain the processes and computations they performed to reach their answers. They can often identify and correct their errors. Although they are building the basic foundation to solve problems, they seldom experience more advanced ways of thinking that come from challenge and independence. *(following students, observing classes, reviewing completed and ongoing student work, meeting with students and district administrators, talking with students and teachers, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Students at Hugh B. Bain Middle School are not asked often enough to demonstrate their proficiency in problem solving. Problem solving activities exist primarily in math classes where they follow the strategies their teachers suggest. Many of these problems lack rigor. Occasionally, students work with their peers to solve problems that have the potential to be more challenging. Still, their teachers heavily guide them in solving many of these problems. As a result, these students may not build the skills they need to solve problems independently. *(following students, observing classes, meeting with school improvement team and students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, Hugh B. Bain Middle School Self-Study Report)*

Most students at Hugh B. Bain Middle School respect their school, their teachers and their peers. They feel safe and comfortable, which allows them to focus on their learning. They willingly ask their teachers and their peers for assistance and clarification when they do not understand. They follow their teachers' directions, and behave fairly well. They report that they learn best when they see connections between what they are learning and the real world and when they are given a choice in completing tasks. The SALT Visiting Team agrees with them. While they are satisfied with the level of difficulty of the tasks they perform in most of their classes, many do not seem to be challenged. (*following students, observing classes, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, reviewing completed and ongoing student work, reviewing classroom assessments, NECAP Summary Reports*)

Important Thematic Findings in Student Learning

Students:

- ◆ *Who read and write fairly well*
- ◆ *Who have limited opportunities across the curriculum that are rigorous and challenging*
- ◆ *Who are ready for greater independence in solving problems across the curriculum*
- ◆ *Who respect their school community*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers at Hugh B. Bain Middle School recognize the need of students to read across the curriculum. In order to provide every student access and exposure to a wider variety of grade level texts, many read aloud to their students or encourage them to read with their peers. Yet, not all teachers view the teaching of reading as their direct responsibility. They include reading exercises in most of the core and unified arts classes, and they hold students accountable through a variety of oral and written tasks. Yet, they do little to assist their students with comprehension. A few teachers teach reading more effectively by leading student discussions and guiding students to think by asking them analytical questions and assigning text-based projects. They make use of informational and fictional text that reinforces what students understand and that helps them connect what they read to other areas. In these classrooms, students think about what they have read in new ways, deepen their understanding of content material, and improve their ability to read and analyze. *(following students, observing classes, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Reading specialists at Hugh B. Bain Middle School provide effective individualized instruction. They use appropriately leveled books to support the needs of students in the pullout classrooms who are reading below grade level. They directly instruct students in the strategies for decoding and comprehending text. They require students to find answers to questions by returning to the text. They ask probing questions that guide students to analyze their reading, and they incorporate writing in their instruction. The use of technology in most reading classes allows more students to grow independently and assists the teachers in differentiating their instruction effectively to meet the diverse needs of their students. However, these students usually lack adequate support in their content area classes, where the available materials are often beyond their ability to comprehend without assistance. This limits the opportunities they have to practice, and makes them dependent on their teachers and peers for their learning. *(following students, observing classes, meeting with school improvement team, students and school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, reviewing classroom textbooks, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Teachers at Hugh B. Bain Middle School are committed to teaching writing across the curriculum, and effective practices are emerging. Some teachers teach writing quite effectively. These teachers often require their students to write in meaningful ways. They make the expectations of assignments clear by sharing models of effective writing and providing rubrics that explain quality work. They teach and follow the writing process, require multiple drafts, facilitate peer editing, and supply students with specific feedback. They provide tools to support students, such as the RAISE strategy, graphic organizers and editing checklists. However, as some rubrics are more specific than others about the criteria of good writing, students demonstrate various depths of writing, and their growth in learning varies. Other teachers are beginning to use writing in the content area but need more time to develop expertise in instructional practices that promote student growth. *(following students, observing classes, meeting with school improvement team, students and school and district administrators, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Some teachers at Hugh B. Bain Middle School effectively teach mathematics. They have a clear focus, model strategies for solutions, use active questioning techniques and make real-world connections. They provide student-centered activities that allow students to work with their peers, explore and debate concepts, and report their findings to the class. Students are not preemptively led to the solutions; they are given clues, asked questions and required to go back to re-solve. However, teachers in other math classes complain that students do not have the necessary skills to move forward. They assign and review, rather than teach the skills students need. By failing to address their students' current needs, they evade the responsibility to further student progress. *(following students, observing classes, meeting with students and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

While some teachers at Hugh B. Bain Middle School assign problem solving in various content areas, few teach students how to solve problems effectively. They present problems in math and some other classes, but these problems are repetitious and do not challenge most students. Furthermore, teachers have different expectations for students at different levels. They allow only the students in their higher level classes the independence and chance to explore, struggle, persist and learn. If they do not have the opportunity to fail, students cannot learn from their mistakes. A few teachers are more accomplished at facilitating growth by asking probing questions that redirect the students' thinking and guide their learning without providing direct pathways to the solution. *(following students, observing classes, meeting with students and 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, Hugh B. Bain Middle School Self-Study Report)*

Most teachers at Hugh B. Bain Middle School provide students with a safe and nurturing environment that supports learning. They take a vested interest in their students' lives, attend their social activities, and go above and beyond to ensure that they have what they need to learn. By putting their students' social and emotional needs first, they ensure a nurturing environment. But, it is essential that teachers provide their students with the same rigor and supports that they need to meet their academic needs as they provide to address their social and emotional needs. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators and parents, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, 2008 SALT Survey report, NECAP Summary Reports, reviewing school practices, Hugh B. Bain Middle School Self-Study Report)*

Commendations for Hugh B. Bain Middle School

- Recognition of students' need to read and write across the curriculum
- Effective use of technology and strategy instruction for struggling readers
- Creation of safe and nurturing environments
- Vested interest in the lives of students
- Emphasis on the social and emotional needs of students

Recommendations for Hugh B. Bain Middle School

Continue and increase connections between the content students learn and its real-life applications.

Continue to provide struggling readers with targeted and intensive support.

Take responsibility for teaching all students to read within all content area classes.

Seek opportunities to assist students to think critically about what they read.

Continue to focus on writing, and assist in the growth of developing school wide practice in this area.

Teach, and assist all students to comprehend mathematical concepts.

Seek the expertise within your school to strengthen your efforts improve.

Allow students to fail in the short term in order to succeed in the long term.

Provide students more opportunities for rigorous learning by scaffolding support.

Realize that your top level students are not the only ones who are ready for greater challenges.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Hugh B. Bain Middle School has a well-established culture and climate that provides a safe, supportive, positive learning environment where all parties' voices are heard. The students have a clear voice and they play a major role in the making decisions about the activities and initiatives of the school. The school supports student individuality and real-life experiences. The teachers give freely of their time before, during and after school. They stop and listen; they notice students' affect; and they truly care for their students' well-being regardless of the time of day. The administrators are visible, supportive and enthusiastic. It is said that the principal "bleeds Bain Maroon." Deep rooted traditions here allow students to gain recognition of their success inside and outside of the classroom. Bain's strong connection to students and families makes a lasting impression. School Alumni Association members are drawn to the school. Now, as adults, they support the school, lend advice and provide financial assistance. They help Bain keep old traditions alive and create new ones—linking past, present and future. The spontaneity of the children here, who are physically and emotionally secure, testifies to the "Kids First" philosophy that the entire community so clearly embodies. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, reviewing school improvement plan, 2008 SALT Survey report, reviewing school policies and practices, Hugh B. Bain Middle School Self-Study Report)*

Hugh B. Bain Middle School supplies its learning community with many resources to support its children and their families. Within the school day, students are supported by various classroom and pullout services. The Planning Center adequately meets the unique academic needs of students while responding to new needs as they arise. The after school program, Bain +2, plays a major role in the success of students. It integrates learning and fun through wide ranging programs that develop students' interests and life skills, as well as their academic growth. Impressively, this program runs during school vacations, including summer break. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators and parents, talking with students, teachers and school administrators, reviewing school improvement plan, reviewing district and school policies and practices, Hugh B. Bain Middle School Self-Study Report)*

Hugh B. Bain Middle School effectively meets many of the needs of students who are in special populations. Students with IEPs receive services in inclusive classrooms, along with additional pullout services. Some co-teaching teams better support their students' needs because the special educator and the content area teacher share greater responsibilities by teaching collaboratively, planning together and sharing ownership of the students. Targeted and intensive pullout classes successfully support students with Personal Literacy Plans (PLPs). However, in the content area classes, students need more direct instruction, practice of their newly acquired strategies and availability of text that is appropriate for students to read and comprehend independently. In Grade 7, English Language Learners receive support through a pullout model that emphasizes reading, writing, oral communication and the acquisition of vocabulary. Students in Grade 8 receive ELL Specialist support within the English Language Arts classroom and resource support as needed. While all of these supports are necessary and beneficial, they do not support these students well within all content areas. *(following students, observing classes, meeting with school improvement team, students, and school and district administrators, talking with students and teachers, discussing student work with teachers, reviewing school improvement plan, NECAP Summary Reports, Hugh B. Bain Middle School Self-Study Report)*

Although teachers at Hugh B. Bain Middle School are aware of the need to differentiate their instruction—and these practices are emerging—they have different ideas about how to do so. Some believe they are differentiating, when they lower what they expect of their students. While they use different tasks, hold different expectations and sometimes teach with different materials, they are not always adequately meeting the needs of each child. *(following students, observing classes, talking with students and teachers, reviewing classroom assessments, discussing student work with teachers, reviewing school improvement plan, Hugh B. Bain Middle School Self-Study Report)*

The advisory program at Hugh B. Bain Middle School is beneficial to most students, but it is inconsistently implemented. Students in some advisories develop meaningful relationships with adults and their peers. They value the time to organize themselves and map out their day. They receive social and emotional support when they need it; develop their goals and assess them; and discuss their academic progress with advisors. However, students in other advisories primarily socialize, do their homework and play on the computer. There is little interaction between them and their teachers, and they experience fewer affective benefits. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school administrators and parents, talking with students, teachers and school administrators, reviewing school improvement plan, reviewing school policies and practices, Hugh B. Bain Middle School Self-Study Report)*

Commendations for Hugh B. Bain Middle School

“Kids First” philosophy

Clarity and purpose of student voice within the school

Well established climate that this safe and supportive

Visible, supportive and enthusiastic administrators

Teachers who give freely of their time

Strong connection to students and families

Recommendations for Hugh B. Bain Middle School

Continue to provide extensive before and after school supports and extended year programs.

Provide more consistent implementation of the advisory program.

Seek creative means to better meet the needs of students who qualify for special education and for reading and English Language Learner services within the content area classes.

Believe that all of your students can achieve, and support their efforts with differentiation of instruction.

Continue and share effective co-teaching strategies and practices for greater school-wide implementation.

Recommendations for Hugh B. Bain Middle School Alumni Association

Continue to be an asset in support of Hugh B. Bain Middle School.

Recommendations for the Cranston School Department

Seek and implement better means of meeting the needs of students who qualify for special education, reading and English Language Learner services within content area classes.

Support Hugh B. Bain Middle School in its improvement efforts.

7. FINAL ADVICE TO HUGH B. BAIN MIDDLE SCHOOL

As you work on your next steps as a school, know that your students are ready for greater challenges and are capable of success. Capitalize on what you are doing well, and reach out to those who are leading the way in differentiation, co-teaching and student-centered approaches. Much of the expertise you need is already here.

Allow this exceptional community to reach its full potential by continuing to support the needs of the whole child, including what is needed for academic success. Push your students to be independent, higher level thinkers. Allow them to make mistakes and fail temporarily. What better place is there for them to take these risks, than one that is so nurturing?

Marshall your courage and candor, and yet once more be guided by “Kids First.”

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 Hugh B. Bain Middle 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 Hugh B. Bain Middle School.

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

- ◆ *observing classes directly*
- ◆ *observing the school outside of the classroom*
- ◆ *following 6 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 Hugh B. Bain Middle School
 - district strategic plan
 - classroom textbooks
 - 2008 Information Works!
 - 2008 NECAP Results
 - School and District Report Cards
 - Team Room Binders

Hugh B. Bain Middle School Self-Study Report

State Assessment Results for Hugh B. Bain Middle School

Assessment results create sources 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 about 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,
- across student groups within the school, and
- in relation to the school's district and to the state (NECAP results).

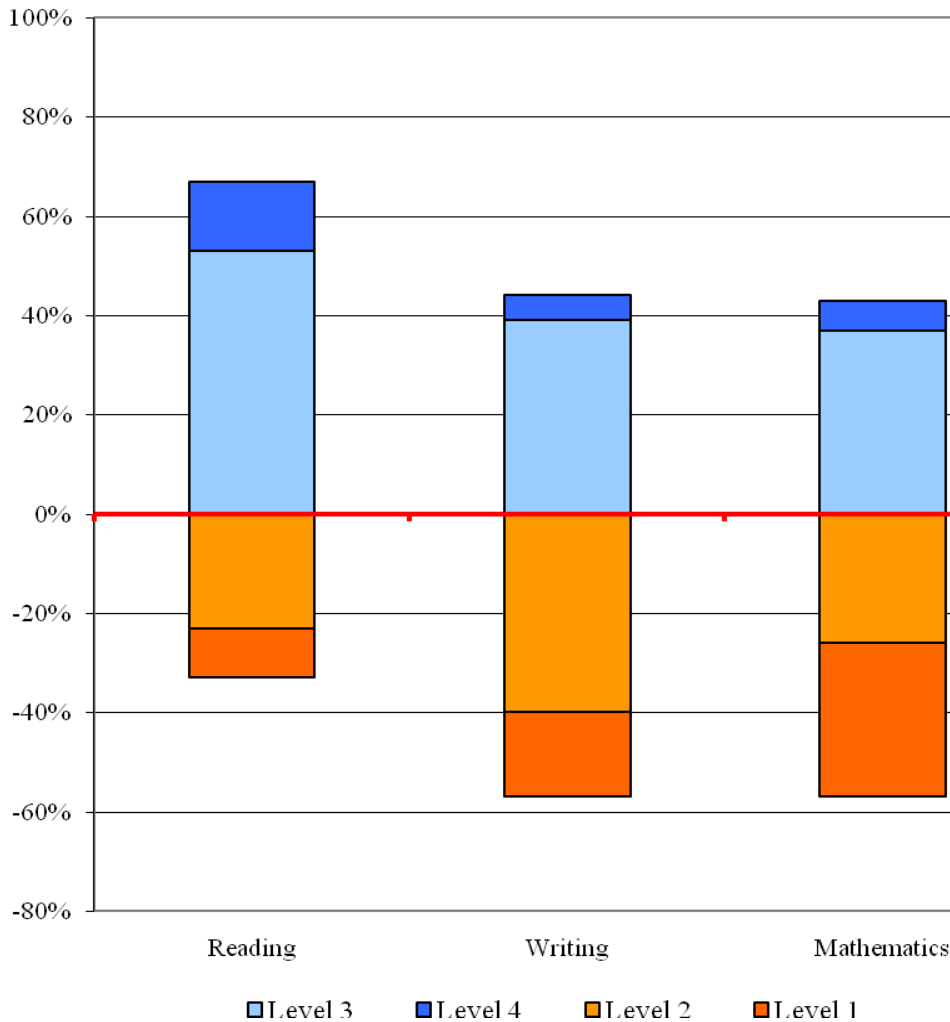
Information Works! data for Hugh B. Bain Middle School is available at [/www.infoworks.ride.uri.edu/2005/default.asp](http://www.infoworks.ride.uri.edu/2005/default.asp).

Results in relation to performance standards

The display shows how well the students do in relation to GSEs in reading, mathematics and writing. 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 level of proficiency. Endorsed by the Board of Regents for Elementary and Secondary Education in 2005, the tested GSEs can be found on the RIDE website.

Table 1. 2008-09 Student Results on Rhode Island State Assessments

Achievement Levels by Subject



Results across NECAP Sub-Topics

This chart shows how the performance of students at Hugh B. Bain Middle School compares to the district and to the state across the different sub-topics of the NECAP tests.

The 2008 Report Card shows the performance of Hugh B. Bain Middle School compared to the school's annual measurable objectives (AMO). This report card describes Hugh B. Bain Middle School as in Caution.

Table 2 2008 Report Card: Student Results across Subgroups

RI SCHOOL: Hugh B. Bain Middle School 2008 Rhode Island School Report Card
 RI DISTRICT: Cranston PRINT | PRINTING INSTRUCTIONS | READ QUICK GUIDE | TEST RESULTS - SUMMARY | TEST RESULTS - COMPLETE

Student Group	Index Proficiency Score, 2007-08								Percent of Students Tested, 2007-08							
	ENGLISH LANGUAGE ARTS				MATHEMATICS				ENGLISH LANGUAGE ARTS				MATHEMATICS			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
	Target Score: 78.6				Target Score: 64.1				Target Rate: 95.0%				Target Rate: 95.0%			
All Students	86.7	YES	88.5	85.7	75.5	YES	80.3	79.6	100.1	YES	99.9	99.4	100	YES	99.9	99.4
African-American	*	*	86.8	76.7	*	*	71.2	66.4	100	YES	100	99.2	100	YES	100	99.0
Asian	88.4	YES	87.6	86.8	80.7	YES	82.1	82.7	100	YES	100	99.4	100	YES	100	99.5
Hispanic	84.3	YES	85.7	75.5	75.0	YES	75.5	67.0	100	YES	99.8	99.0	100	YES	99.7	99.1
Native American	*	*	*	78.7	*	*	*	70.1	*	*	*	97.8	*	*	*	98.4
White	86.7	YES	89.1	89.2	74.6	YES	81.4	83.9	100.1	YES	99.9	99.5	100	YES	99.9	99.6
Students with Disabilities	69.4	YES †	73.2	68.2	53.0	NO	60.4	59.1	100	YES	99.6	98.5	100	YES	99.6	98.5
English-Language Learners	76.8	YES	76.4	63.6	60.9	YES	64.0	56.0	100	YES	100	98.3	100	YES	100	99.0
Economically Disadvantaged Students	82.9	YES	81.9	77.9	71.7	YES	71.7	69.5	100.1	YES	99.9	99.2	100	YES	99.8	99.2

Attendance Rate, 2006-07			
Target: 90.0%			
THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
93.3	YES	94.7	94.0

This School Is Classified As:	
Caution (30 / 31)	
TARGETS MET	TARGETS EVALUATED
30	31

KEY: * Student group has too few students for evaluation.
 † Student group has fallen short of the target but has made sufficient progress.

NOTE: For information on targets and classifications, please see Quick Guide.

THE HUGH B. BAIN MIDDLE SCHOOL IMPROVEMENT TEAM

Stephen Scappaticci, Tri-chair
Titan Team- Science Teacher

Debra Turilli, Tri-chair
Special Needs Teacher

Paul Heatherton, Tri-chair
Assistant Principal-Park View

Thomas Barbieri, Principal

Kristin Hlady, Assistant
Principal

Roseann Badway,
Special Needs Department
Chair

Gil Bedetta, Alumni

Sheri Brown, Social Worker

Corey Capirchio,
Primus Team-Math Teacher

Tina Carter, Bain +2
Coordinator

Mary Colannino,
Olympian Team-Science
teacher

Eileen D'Amico,
Paraprofessional

Jennifer DeThomas,
Titan Team-Math Teacher

Katie Durigan,
Foreign Language Teacher

Darien Khea, Student

Robert Manning,
Einstein team-Social Studies
Teacher

William Morris, All-Star Team
Social Studies Department
Chair

Jannice Pilibosian, Reading
Teacher

Beverly Prestage,
Teacher of English Language
Learners

MaryAnn Schultheis, Art
Teacher

Sovia Sinn, Student

Grace Swinski, Parent

Joe Swinski, Parent

Tracy Wasilewski, Einstein
Team-English Teacher

MEMBERS OF THE SALT VISIT TEAM

Elaine Zagrodny
Reading Specialist/Consultant
Woonsocket Middle School
Rhode Island Department of Education
Office of Secondary School Reform
Regents SALT Fellow
Certified Chair

Christine Homen
Science Teacher
Curriculum Coordinator/House Leader
Portsmouth Middle School
Portsmouth, RI

Patricia Marcotte
Principal
Ponagansett Middle School
Foster-Glocester Regional School District

Robert Picard
Assistant Principal
Woonsocket Middle School
Woonsocket, RI

Anthony Rivard
Social Studies Teacher
Portsmouth Middle School
Portsmouth, RI

William Tocco
Math Teacher
Cumberland High School
Cumberland, RI