



Rhode Island Department of Elementary and Secondary Education  
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# Chariho Regional Middle School

WOOD RIVER JUNCTION, RI

## THE SALT VISIT TEAM REPORT

January 16, 2004



### **School Accountability for Learning and Teaching (SALT)**

**The school accountability program of the Rhode Island Department of Education**

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# 1. INTRODUCTION

## **The Purpose and Limits of This Report**

This is the report of the SALT team that visited Chariho Regional Middle School from January 12 through January 16, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Chariho Regional Middle School?

How well does the teaching at Chariho Regional Middle School affect learning?

How well does Chariho Regional 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 Chariho Regional 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 was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or [ride0782@ride.ri.net](mailto:ride0782@ride.ri.net) for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at [www.Catalpa.org](http://www.Catalpa.org).

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

### **Sources of Evidence**

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 195 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 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 Chariho Regional Middle 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 Chariho 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 Chariho School District, RIDE and the public should consider what the report says or implies about how they can best support Chariho Regional 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 CHARIHO REGIONAL MIDDLE SCHOOL**

Chariho Regional Middle School, located in southern Rhode Island in the Wood River Junction section of Richmond, opened in 1989. It serves grade five students, from Charlestown and Richmond and students in grades six through eight from Charlestown, Richmond, and Hopkinton. There are 1,091 students enrolled in the school. There are 110 certified staff, 42 non-certified staff, a principal, an assistant principal and two deans of students.

The school is divided into grade level houses. Each house is organized into core academic teams. Fifth graders begin their middle school experience with one of four two-person teams. Sixth graders move to one of three three-person teams or a four-person team. There are three seventh and three eighth grade teams of five persons. Presently two seventh grade and two eighth grade teams are looping teams, meaning that the students move with their teachers from seventh to eighth grade.

Teams may be assigned Title 1 Reading and Math teachers in grades five and six. Teams at all grade levels, when necessary, are assigned special educators and teaching assistants. A Multiple Intelligences teacher assists the classroom teachers.

Unified arts offerings at Chariho Middle School include art, computer, foreign languages, home economics, music and tech education. Students also participate in health and physical education classes.

Student services include guidance counselors, psychologists, a social worker, a student assistance counselor, a school nurse and speech/language pathologists.

Students, who are identified as needing additional support to successfully complete their school day, may be assigned to the Planning Center, staffed by a social worker and a teaching assistant with support from the school psychologists.

### **3. PORTRAIT OF CHARIHO REGIONAL MIDDLE SCHOOL AT THE TIME OF THE VISIT**

Chariho Middle School is a large, well maintained school that feels like a small school. It is a welcoming and respectful community of life long learners. As they strive for excellent in their education, Chariho Middle School staff is in the process of implementing many changes. Administrators, faculty and staff have a common mission and vision for improved student learning, and they are unified as they put their plans into action. Their immersion in school-wide reform shows the results that become attainable when adults work collaboratively for a common goal.

Students love this school. They feel safe and valued as a caring and dedicated staff meets their needs. Students are exposed to diverse learning opportunities and teaching practices. There are inconsistencies in the level at which students are engaged, challenged and assessed, which results in one student's education experiences being significantly different from another's.

Teachers work hard for their students. They create small learning communities. They let go of their old practices and willingly try new ones. This is the norm, rather than the exception. Teachers face many challenges as they continue to work together to make best practices consistent throughout the school.

The school is also challenged to engage families and members of the community more completely in the life of the school. The school recognizes the importance and need of building relationships to support a learning community.

Chariho Middle School is a good school that is immersed in change. Its focus is on initiatives that will result in improved student learning. While all in the school are proud of their many accomplishments, they appear ready and willing to continue their work to improve learning for their students.

## 4. FINDINGS ON STUDENT LEARNING

### Conclusions

Students find something in their day that makes them happy to be at Chariho Middle School. They benefit from the staff that cares for them. They take comfort in the clear expectations provided by daily routines and supportive structures. Students apply their learning to make connections between content areas to build new understandings. All of the above create an environment, culture, and habits of learning that are conducive to student achievement. Most students satisfy the requirements of their classroom assignments. However, some say they want harder work. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, parents, and school administrators, reviewing completed and ongoing student work, meeting with students, teachers, parents, school and district administrators, reviewing classroom assessments, discussing student work with teachers)*

Students say that rubrics tell them the criteria necessary to complete their assignments. They know that teachers use rubrics to grade their work. Many students indicate that this is the only use of this tool. Thus, they believe that they have completed the assignment if they have completed the steps of the rubric. Although some students do use rubrics to self assess, improve and guide their work, these behaviors are not consistent. This inconsistency limits student learning and deters higher student achievement. *(following students, observing classes, talking with students, teachers, staff, parents, and school, meeting with students, teachers, parents, school and district administrators, 2003 New Standards Reference Examination School Summary, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, grade level notebooks)*

Students use mathematical skills and problem solving strategies across all disciplines. They connect mathematics to their real life situations. They are aware of the necessity of mathematical competency in their lives. Students use their prior knowledge and build on it during their math lessons. They know how to access and use available reference materials. They reflect on math, and support their thinking through written explanation. Students say that mathematics is hard, but they also say that they enjoy it. When working in groups, students see the value of their peers, as they collaborate to solve math problems. They use one another as resources and discuss potential solutions within their groups. Students can explain their reasoning, as they arrive at conclusions and solutions. These consistent behaviors have developed and increased student learning in mathematics. The improved test scores on the 2003 New Standards Mathematics Reference Examination further support this. *(observing classes, following students, talking with students, teachers, reviewing completed and ongoing student work, reviewing classroom textbooks, discussing student work with teachers, 2003 New Standards Reference Examination School Summary, 2002 Information Works!)*

Most students read silently for a sustained period of time daily and keep independent reading logs to document what they have read. However, not all students use this time to their advantage. These students are disengaged and do not benefit from this scheduled learning opportunity. Additionally, many students say that they enjoy the variety of reading experiences offered in their classrooms, such as independent, partner, shared reading and read alouds. These students demonstrate critical reading skills that enable them to analyze and interpret the text. Consistent use of these practices in all classes will improve the reading ability of all students. An increased interaction with written material will also improve student performance on analysis and interpretation, as measured by the state assessment. *(following students, observing classes, talking with students, teachers, and school administrators, meeting with students, teachers, parents, school and district administrators, classroom textbooks, English Language Arts Curriculum Grades K-12, reviewing completed and ongoing student work, reviewing classroom assessments, 2003 New Standards Reference Examination School Summary)*

Students say that they are learning to write better, and they know writing is important. Many students write in journals for a variety of purposes, such as responding to literature and personal reflection. Students routinely use a process of writing in their more formal writing. They effectively brainstorm, use graphic organizers, draft, revise and edit prior to completing their final copy. Some students say this helps them improve their grades, while others say that it also improves their writing. Many students use this same process effectively for writing in other content areas. Consistent use of these practices by students in all classes will improve their writing ability. Increased writing in all content areas will also improve student performance in writing on the state assessments. *(following students, observing classes, talking with students, teachers, and school administrators, meeting with students, teachers, parents, school and district administrators, reviewing classroom textbooks, English Language Arts Curriculum Grades K-12, reviewing completed and ongoing student work, reviewing classroom assessments, 2003 New Standards Reference Examination School Summary, 2003 Rhode Island Writing Assessment results)*

Student learning in science and social studies is defined by the learning experiences students have had. Students, who participate in hands-on inquiry-based classes, develop critical thinking abilities and content knowledge, and they grow as learners. Students say that they love these classes. Students say that they do not learn much or enjoy going to classes, where they merely complete worksheets, do meaningless projects and are not actively involved in their learning. *(following students, observing classes, talking with students, teachers, parents, meeting with students, teachers, parents, school and district administrators, reviewing completed and ongoing student work, reviewing classroom assessments, classroom textbooks, Science Curriculum, Social Studies Curriculum, grade level notebooks)*

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

Students:

- ◆ *Students are comfortable in their learning environment.*
- ◆ *Students have a firm foundation for learning and are ready for greater challenge.*
- ◆ *Students understand and appreciate the value of learning.*
- ◆ *Student's benefit from clear expectations and consistent and effective teaching practices.*

## 5. FINDINGS ON TEACHING FOR LEARNING

### Conclusions

Teachers at Chariho Middle School provide a positive learning environment for their students. Mutual respect and positive rapport are obvious among students and teachers. Furthermore, many teachers effectively use meaningful student-centered activities and teaching practices to engage their students. Throughout the school, many teachers incorporate into their daily instruction creative and purposeful hands-on projects, real life learning experiences and activities that require reading and writing across the disciplines. These teachers say this makes both teacher and students active learners. However, some teachers use teaching practices, such as lecturing and worksheet completion. While these traditional practices have some value, an over reliance on teacher-directed methods limits student engagement and optimal learning. Students in these classes say they are bored and do not see the value in these activities, and therefore they “shut down.” In contrast, some teachers are beginning to differentiate their instruction for students by offering varying spelling lists, a choice of reading and writing topics, flexible deadlines and opportunities for students to present their evidence of knowledge in a variety of formats. Widespread and consistent use of these practices will not only excite and engage more students, but it will also lead to higher levels of learning, which will result in more students meeting and exceeding the standard. *(following students, observing classes, talking with students, teachers, school administrators, meeting with students, teachers, parents, school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, reviewing school improvement plan, classroom textbooks, 2003 New Standards Reference Examination School Summary)*

Teachers at Chariho Middle School use rubrics extensively throughout the school, primarily as a tool for grading student work. Most rubrics are written and used as criteria lists of requirements for completed student work. Teachers say that these rubrics are effective in providing clear expectations for students. In addition, some teachers use rubrics as a learning tool for their students. They identify specific areas on the rubric where a student’s work needs improvement. Students say this helps them to know how and where to make their work better. A few teachers even use rubrics and student work to determine their next steps for instruction, remediation and re-teaching. The teachers’ understanding and use of rubrics as an instruction tool are just emerging. As teachers become more familiar with and explore the various uses for rubrics, teaching and student learning will continue to improve. *(following students, observing classes, talking with students, teachers, and school administrators, meeting with students, teachers, school and district administrators, reviewing completed and ongoing student work, reviewing classroom assessments, discussing student work with teachers, reviewing records of professional development activities)*

Teachers at Chariho Middle School embrace and implement new instruction practices. English/Language Arts teachers throughout the school effectively employ many elements of balanced literacy in their daily instruction. Teachers effectively and consistently use the *Connected Mathematics Project* in their classrooms. Additionally, some teachers in other disciplines are integrating these promising practices in their classes. Teachers state that both programs are instrumental in improving student learning. As they continue to build their expertise in developing these programs in their classrooms, student growth will continue. Additionally, the consistent use and application of all elements of these programs by every teacher will further improve student learning. *(following students, observing classes, meeting with students, teachers, parents, school and district administrators, talking with students, teachers, parents, and school administrators, reviewing school improvement plan, Chariho Middle School self study, English Language Arts Curriculum K-12, classroom textbooks, reviewing records of professional development activities)*

### **Commendations for Chariho Regional Middle School**

- Embracing and implementing new programs and initiative
- Use of rubrics throughout the school
- Providing a positive learning climate for students
- Establishing clear expectations for students

### **Recommendations for Chariho Regional Middle School**

- Participate in the necessary professional development for teachers in the use of rubrics for guiding their instruction and elevating student learning.
- Use the existing expertise in your school to provide professional development for teachers.
- Engage in continued and ongoing professional development in balanced literacy.
- Engage in continued and ongoing professional development in *Connected Mathematics Project*.
- Participate in ongoing professional development in differentiation of instruction.
- Provide professional development in best teaching practices for teachers in all disciplines that will engage all learners.

### **Recommendations for Chariho Regional School Department**

- Provide the necessary professional development for teachers in the use of rubrics for guiding their instruction and elevating student learning.
- Provide the resources and the time for ongoing professional development for teachers in balanced literacy, Connected Mathematics Project, differentiated instruction and best practices across all disciplines.

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

### Conclusions

Chariho Middle School attempts to provide an inclusionary environment for their special needs population. The scheduling of staff to support special education students in the classrooms is adequate. Special education teachers and general education teachers are both present in the inclusion classrooms. However, the use of the personnel is often underutilized and ineffective. There is no consistent, effective use of the special education teachers or accountability for how they and the general education teachers work together to provide optimum learning for either special education or general education students. Co-teaching is not happening enough. Teachers are not clear what their roles are in an inclusionary environment. This results in missed opportunities that would benefit the needs of all learners. *(meeting with students, teachers, parents, school and district administrators, observing classes, following students, talking with students, teachers, staff, and school administrators, reviewing Chariho Middle School self study)*

The success of professional development to support the implementation of balanced literacy, *Connected Mathematics Project* and the Institute for Learning at Chariho Middle School confirms the value of this deliberate model for professional learning. By providing targeted and focused professional development in identified curriculum and instruction areas, teachers apply their skills and expertise to improve student learning. Additional and ongoing professional development and mechanisms to support this are necessary to create consistency throughout the school. Furthermore, this successful model of professional development needs to be replicated in areas beyond the above-mentioned initiatives. Systematic and ongoing professional development is necessary to guide and support all teachers in the use of more effective instruction practices, to move toward more student-centered practices and to engage all learners. Although significant expertise currently exists within the school, it is underutilized as a mechanism for professional development. *(observing classes, following students, meeting with students, teachers, parents, school and district administrators, reviewing school improvement plan, talking with teachers, 2002 Salt Survey Report, reviewing district and school policies and practices, reviewing district improvement plan)*

Chariho Middle School has explored and put into place a variety of structures designed specifically to support student learning. The grade level houses and academic teams support effective small learning communities. Students, parents, and teachers say that the looping structure currently in place creates continuity and personalization and that it enhances student learning. The entire school community says that the newly instituted position of deans of students is creating a safe, orderly and positive learning environment. Response time and interventions in student issues are immediate and effective and have reduced the number of disciplinary referrals and suspensions. Teachers report that they feel the structure of the double block in language arts is effective in improving their students' learning. The students feel less rushed, and they say they have more time to spend on their work. Beyond these structures that are working well is an absence of effective school wide accountability. Inconsistencies in instruction and assessment, use of common planning time and the lack of scheduled articulation between and among grade levels weakens the positive programs that are in place. The skills program as presently constituted is ineffective and a waste of instruction time. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, parents, school and district administrators, meeting with students, school improvement team, teachers, parents, school and district administrators, reviewing district and school policies and practices, team notebooks, teacher schedules)*

Communication among parents and teachers is working. The student agenda, notes, progress reports, conferences, voice mail, e-mail, and the web site support student learning by connecting parents, students and teachers. Both parents and the school are concerned about the lack of home/school connections beyond the classroom. They understand the importance of communication to support students. The school improvement team wants to increase involvement of parents and build relationships with the community. Parents want varied opportunities to come to the school for reasons that directly involve their children's learning. *(reviewing school improvement plan, meeting with students, teachers, parents, school and district administrators, talking with students, teachers, and school administrators, 2003 Salt Survey Report, reviewing team notebooks)*

The unified arts and the health and physical education programs are strong and valuable parts of the school. These programs provide unique learning opportunities for all students. Some students say that these classes are the best part of their school day. Parents also say these programs are a "hook" for student attendance, interest and academic achievement. Some teachers within these programs collaborate with other teachers to provide interdisciplinary connections. Since these programs do not have house leaders, these teachers say their voice and perceived status within the school is limited. *(talking with students, teachers, parents, and school administrators, meeting with students, teachers, parents, school and district administrators, reviewing district and school policies and practices, following students, observing classes)*

**Commendations for Chariho Regional Middle School**

Exploring and implementing practices and initiatives that support student learning, such as balanced literacy, Connected Mathematics Project and the Institute for Learning.

Support and development of small learning communities

Adoption of the Deans of Students model, which creates a safe and orderly environment

Support of an effective looping program

Effective and varied communication between classroom teachers and the home

**Recommendations for Chariho Regional Middle School**

Participate in joint professional development for both general and special education teachers, on how to collaborate and co teach effectively within the inclusionary classroom.

Utilize the expertise that exists within the school as a resource for professional development.

Identify and utilize data to determine the effectiveness of the looping program in student learning.

Identify and utilize data to determine the effectiveness of the double block for English/Language Arts.

Evaluate the purpose and appropriateness of the skills block.

Establish an accountability system for instruction and assessment, common planning time and grade level articulation.

Explore and implement effective home/school communication.

**Recommendations for Chariho Regional School District**

Support the continuation of the looping program.

Identify and utilize data to determine the effectiveness of the looping program on student learning.

Identify and utilize data to determine the effectiveness of the double block for English/Language.

Provide funding for house leadership positions for the unified arts and the health/physical education programs.

## **7. FINAL ADVICE TO CHARIHO REGIONAL MIDDLE SCHOOL**

You are a good school that is justly praised. You take the significant steps necessary to support your students. The staff and the faculty at Chariho Middle School embrace a variety of programs aimed at improving student learning.

Continue to use your strengths to move forward. Pursue and share the expertise among you and within your school to develop consistency and bring all students to higher levels of achievement.

Continue to work towards your vision of consistent academic rigor. Work collaboratively with the administrative team to make your vision a reality.

Use your success in mathematics to guide you, as you plan further professional development. Implement all components of balanced literacy in all grades. Continue the work you have begun in integrating literacy in all instruction areas.

As the administration, faculty, staff, students, families and community unite on behalf of their students, a “committed partnership” will develop. Develop consistency and focus in this area.

Your vision for excellence in teaching and learning has begun. Congratulations on your accomplishments.

## ENDORSEMENT OF SALT VISIT TEAM REPORT

### Chariho Regional Middle School

January 16, 2004

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1<sup>st</sup> edition*.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The 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
- 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 3, 2004

## REPORT APPENDIX

### Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Chariho Regional 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 Chariho Regional Middle School.

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

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *following 13 students for a full day*
- ◆ *observing the work of teachers and staff for a full day*
- ◆ *meeting at scheduled times with the following groups:*
  - teachers*
  - school improvement team*
  - school and district administrators*
  - students*
  - parents*
  - talking with students, teachers, staff, and school administrators*
  - reviewing completed and ongoing student work*
  - discussing student work with teachers*
  - analyzing state assessment results as reported in Information Works!*
  - reviewing the following documents:*
    - district and school policies and practices*
    - records of professional development activities*
    - classroom assessments*
    - school improvement plan for Chariho Regional Middle School*
    - district strategic plan*
    - 2003 SALT Survey report*
    - classroom textbooks*
    - 2003 Information Works!*
    - 2003 New Standards Reference Examination School Summaries*
    - 2003 Rhode Island Writing Assessment results*
    - School and District Report Cards*
    - teacher schedules*

*English/Language Arts Curriculum Grades K-12*  
*Chariho Middle School self-study*  
*team notebooks*  
*Mathematics Curriculum Grades K-12*  
*Science Curriculum*  
*Social Studies Curriculum*  
*grade level notebooks*

### **State Assessment Results for Chariho Regional Middle 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.

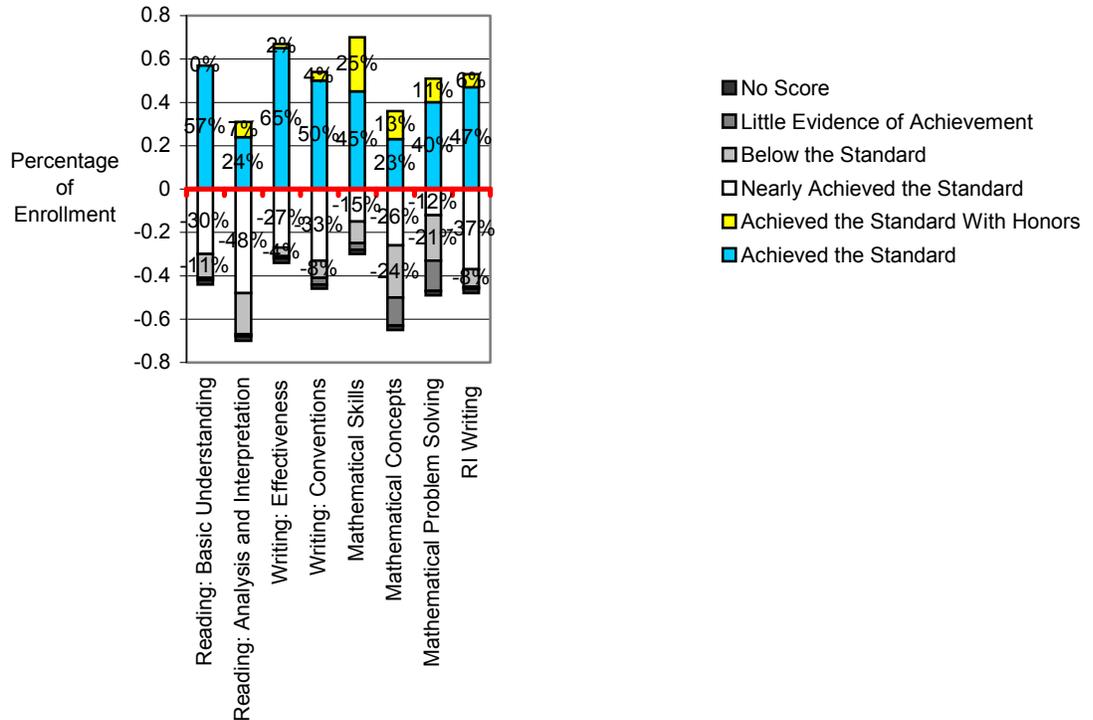
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *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*.

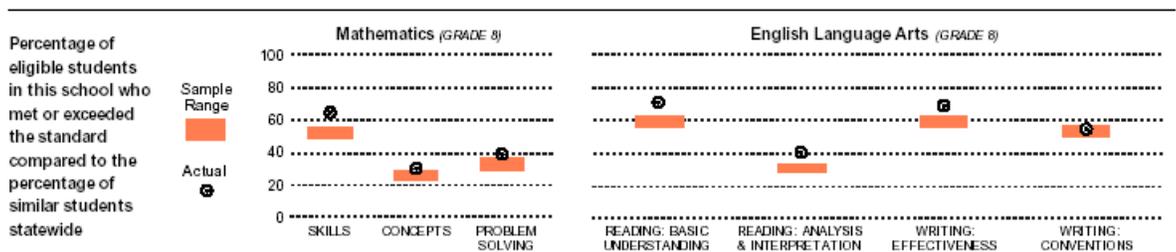
*Table 1. 2002-03 Student Results on Rhode Island State Assessments*



**RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE**

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school’s students.

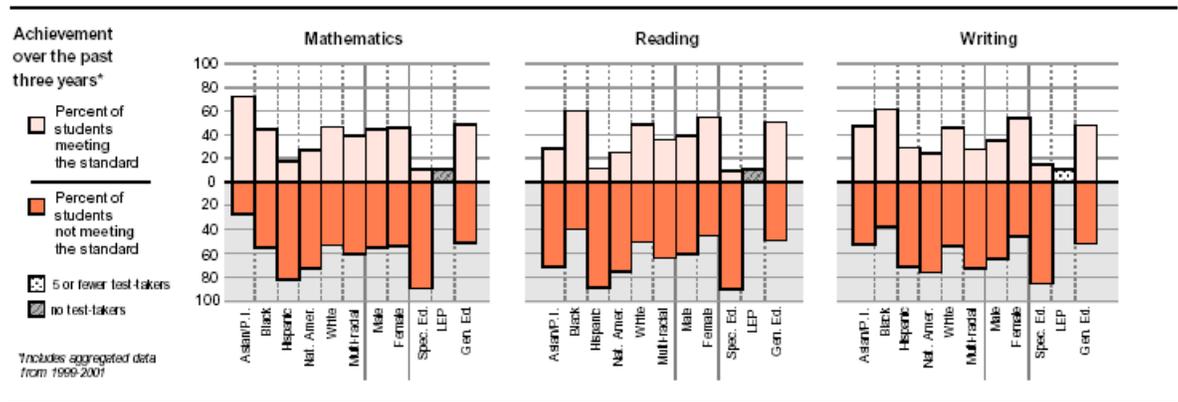
*Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide*



**RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL**

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

*Table 3. 2001-2002 Student Results across Subgroups*



**SCHOOL REPORT CARD**

Chariho Regional Middle School has been categorized as high performing sustaining on the basis of its assessment results from 2000 to 2003. The following is the school report card that shows the schools performance in relation to the 2004 annual measurable objectives. (AMO)

Rhode Island School: Chariho Regional Middle School  
 Rhode Island District: Chariho

School Report Card - 2003 - Accountability

Grade 8

**Index Proficiency Score**

Student Group	English Language Arts - Target Score: 68						Mathematics - Target Score: 46.1					
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target met	District 03	State 01-03
All Students	85	85.4	0.3	2	85.4	77.8	74.1	75.5	1.4	2	75.4	63
African-American	*	*	*	1	*	69.1	*	*	*	1	*	47
Asian	*	*	*	1	*	77.3	*	*	*	1	*	61.5
Hispanic	*	*	*	1	*	67.6	*	*	*	1	*	46
Native American	*	*	*	1	*	75.5	*	*	*	1	*	56.4
White	86.5	85.7	-0.8	2	85.7	83	76.2	76.2	0	2	76.2	70.2
Students with Disabilities	69.3	68.3	*	2	68.3	61.1	47.8	49.4	1.5	2	49.4	43.8
Students with Limited English Proficiency		*		1	*	59.1		*		1	*	39.6
Economically Disadvantaged Students	80.1	79.4	-0.7	2	79.4	68.4	64.8	64.2	-0.6	2	63.9	47.7

\* fewer than 45 test takers.

**Percent of Students Tested (2001-2003):**

	This School	This District	This State
ELA	99.6	99.6	97.6
Mathematics	99.6	99.6	97.9

**Attendance Rate: (2003)**

This School	This District	The State
94.4	94.4	93.1

**Targets Met/Missed:**

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

**Classification:**

**High Performing and Sustaining**

**Target Met Code:**

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

Information Works! data for Chariho Regional Middle School is available at <http://www.rido.net>.

**THE CHARIHO REGIONAL MIDDLE SCHOOL IMPROVEMENT TEAM**

Carol Blanchette  
Principal

Robin Cox  
Student

Lee Ann DeRita  
Parent

Kathy Gardner  
Parent

Bonney Henschel  
Teacher

Nancy Kapple  
Teacher

Kate Kelley  
Teacher

Amy Micklich  
Teacher

Joe Reddish  
Community Member

Lisa Schmitz  
Teacher

Michelle Steever  
Teacher

Carol Blanchette  
Principal

**MEMBERS OF THE SALT VISIT TEAM**

Donna H. Reinalda  
Chair

On leave to the Rhode Island Department of Education  
Barrington School Department  
Barrington, Rhode Island  
Andre Audette  
Standards Coach  
Pawtucket School Department

Ellen Bensusan  
Special Education Teacher  
Barrington High School

Rosemary Burns  
Aspiring Principal  
Lincoln High School

Celeste DiFazio  
Special Education & Academic Support Teacher  
Dunn's Corners School, Westerly

Stuart List  
Assistant Principal  
Nicholas A. Ferri Middle School

Nicole E. Mancini  
Math Teacher  
Scituate Middle School

Melanie A. Martin  
Foreign Language Teacher  
Exeter-West Greenwich Junior High School

Kim Mather  
Elementary Teacher  
West Kingston Elementary School

Dianne V. McHugh  
School Library Media Specialist  
Curtis Corner Middle School

Susan M. Murphy  
School Library Media Specialist  
Knotty Oak Middle School

Kevin W. Seekell  
Math Curriculum Coordinator  
Flat River Middle School

Jeff Smith  
English Teacher  
Lincoln Middle School