

Accountability Report

Issued 2018–19

Dacula Middle School

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Local school improvement connected to district's strategic direction

Gwinnett County Public Schools' accountability system for improving schools is called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance. This report reflects achievement data and state data reporting from the 2017–18 school year, as well as consolidated information on the school's effectiveness, based on multiple measures and student characteristics. Using the data in this report, school administrators, teachers, and parent advisory groups developed

this year's Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2018–19 school year to support student learning. These improvement plans are connected to the school district's strategic direction and our core business of teaching and learning. Find our school's LSPI on the website. The Dacula school council and school leaders collaborated on the highlights in this accountability report, which also serves as the school's annual report.

Please review this report to learn more about our improvement efforts and progress.

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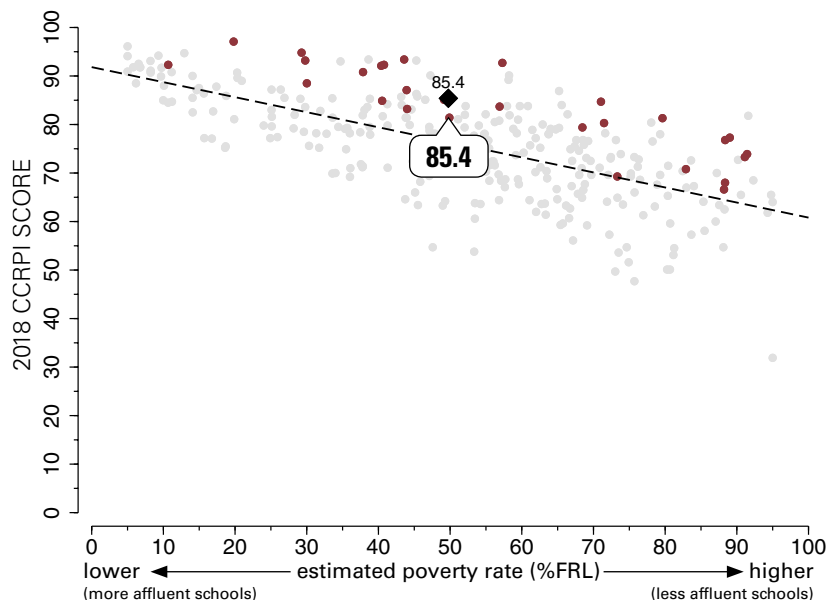


The School Effect: Putting Dacula Middle School's CCRPI score in context

The “school effect”—the impact of what happens in the classroom—acknowledges the work of our faculty and staff in meeting our students where they are academically, and helping them to make progress, no matter where they start. Schools all strive to add value to a child's education from year-to-year, causing students to make academic gains. One way to measure effectiveness in educating *all* students is to review a school's score on Georgia's College and Career Ready Performance Index (CCRPI), adjusting for the level of poverty at the school, to see the school effect on students' academic growth.

This graphic representation plots CCRPI scores for middle schools in the state (gray dots) against the percentage of the student population receiving free-and-reduced-lunch (FRL Percentage), a measure of poverty. The plotted points form a trend line representing the typical achievement level of a school in Georgia with its level of student poverty. The graph shows how Dacula (represented by a large black diamond) and all GCPS middle schools (maroon dots) fare when considering expected performance based on poverty measures. Dots above the line are higher-than-expected scores and dots below the line reflect lower-than-expected scores.

Note: Georgia schools that serve breakfast and lunch to all students at no cost are not included in this comparison.



2017–18 Results: Georgia Milestones Assessment System

Georgia Milestones for Grades 6, 7, and 8

Last spring, Gwinnett students joined students across Georgia in taking state assessments called Georgia Milestones. This comprehensive assessment system measures how well students have learned the knowledge and skills outlined in the state-adopted content standards.

In April and May of 2018, students in grades 3 through 8 took an End of Grade (EOG) assessment in English language arts and mathematics while students in grades 5 and 8 also were assessed in science and social studies.

8th graders enrolled in high school mathematics and science courses— Algebra I, Physical Science, and Biology— take an End-of-Course (EOC) assessment instead of taking the math and science EOG assessments.

The higher bar for student proficiency set by Georgia Milestones is aimed at better preparing students for college and career and providing a more realistic picture of academic progress.

To learn more about Georgia Milestones, visit testing.gadoe.org and click on Georgia Milestones Assessment System.

About Milestones Achievement Levels	
The Milestones results are reported using four categories of achievement, described below. In previous state tests, achievement was reported in three categories (Does Not Meet, Meets, and Exceeds). Under the new system of reporting, proficiency is the target.	
The tables on this page show the percentage of students who achieved at the level of Proficient Learner or higher. Students who achieve at the Developing Learner or Beginning Learner need additional academic support to succeed at the next grade level.	
Distinguished Learner: Student demonstrates advanced proficiency, and is well prepared for the next grade level and for college and career readiness.	
Proficient Learner: Student demonstrates proficiency, and is prepared for the next grade level and considered to be on track for college and career readiness.	
Developing Learner: Student demonstrates partial proficiency, and needs additional academic support to ensure success in the next grade level.	
Beginning Learner: Student does not yet demonstrate proficiency, and needs substantial academic support to be prepared for the next grade. (In the future, when these assessments are used to determine promotion, students in this level will not be promoted to the next grade.)	

English Language Arts

Grade	Dacula	GCPS	State
6th	56.3	49.6	38.9
7th	56.5	50.7	37.7
8th	58.0	56.1	42.8

Science

Grade	Dacula	GCPS	State
8th	48.1	49.9	39.0

Mathematics

Grade	Dacula	GCPS	State
6th	45.2	53.3	38.2
7th	57.1	55.7	41.8
8th	57.5	48.3	41.6

Social Studies

Grade	Dacula	GCPS	State
8th	59.8	57.9	39.1

The tables on this page show the percentage of students who achieved at the level of Proficient Learner or higher. At Dacula Middle, Milestones results for 8th Grade Math and Science are based on a combination of EOG and High School End-of-Course (EOC) results.

2017–18 Results: Norm-referenced Assessments: PSAT 8/9

Gwinnett's 8th graders have an early opportunity to set their course for college and careers with the PSAT 8/9, a test that helps determine what students need to work on most so that they are ready for college when they graduate from high school.

The PSAT 8/9 is part of the College Board family of assessments that includes the SAT college-admission assessment and the PSAT/NMSQT, a preview of the SAT. The PSAT 8/9 tests the same skills and knowledge as the SAT and PSAT/NMSQT, but in a way that makes sense for 8th graders. The test focuses on the skills and knowledge at the heart of education— what students have been learning in school and what they'll need to succeed in college— in the areas of mathematics and evidence-based reading and writing.

The PSAT 8/9 establishes a baseline measurement of college and career readiness as students enter high school. It also gives students a chance to preview the SAT and the PSAT/NMSQT. (Gwinnett 10th graders take the PSAT/NMSQT.)

	Math	Reading/Writing
Dacula	419	411
GCPS	429	416
State	411	413
National	400	405

State Reporting: Georgia’s 2017–18 College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index (CCRPI) is the state’s accountability system. Redesigned in 2017–18, it assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. The CCRPI recognizes a school’s levels of student test performance as well as those students’ improvements in performance across years and the school’s progress in closing achievement gaps with traditionally underserved subgroups of students.

Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. For 2017–18, middle schools earned up to a set number of points in four main categories, for a total of 100 possible points. Here are the factors considered in awarding points at the middle school level in each category:

- **Content Mastery points** increase with greater percentages of students performing at high levels on the state’s End of Grade (EOG) and End of Course (EOC) assessments.
- **Progress points** are tied to the level of academic progress students make from year to year.
- **Closing Gap points** are earned as schools work to close the gaps between different groups of students, including students learning English, students living in poverty, and students with disabilities.
- **Readiness points** take into account factors that have an impact on students’ readiness for the next grade and school level, including reading ability associated with college- and career-readiness, attendance, and participation in enrichment courses, including fine arts, world languages, physical education/health, and career exploratory.

	Dacula	GCPS	State
CCRPI Total Score (out of 100 possible points)	85.4	84.5	76.2
Content Mastery (30% of total)	80.3	78.2	65.1
Progress (35% of total)	91.6	88.6	81.0
Closing Gap (15% of total)	75.0	82.5	78.8
Readiness (20% of total)	90.1	88.1	82.4

All CCRPI scores are out of 100 possible points. The Total Score is made up of four weighted subscores, each accounting for a percentage of the total score. The calculation for Dacula MS’s Total Score of 85.4 is 30% of 80.3 + 35% of 91.6 + 15% of 75.0 + 20% of 90.1.

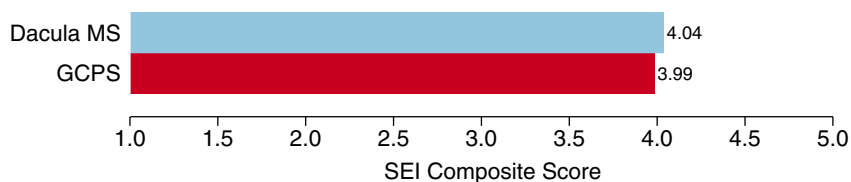
Star Ratings

Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale.

- **The School Climate rating** takes into account discipline and attendance data as well as perceptions of the quality and character of the school and its learning environment. Dacula was awarded a School Climate star rating of ★★★★★.
- **The Financial Efficiency rating** is a measure that compares a school’s spending per student to the overall academic performance of its students. The School Financial Efficiency ratings for 2017–18 were not published at the time 2018 CCRPI results were released in the fall. Once available, parents can find them here: <http://www.gadoe.org/CCRPI/Pages/default.aspx>.

Student Engagement

The Student Engagement Instrument (SEI) is a survey used to measure how engaged students are at school and with learning. When taking the SEI, students respond to items that cover a variety of topics related to their engagement in their education, including the level of support they receive from teachers, peers, and family, as well as their perceptions of school work and future educational goals. We measure student engagement at GCPS because it is related to important outcomes such as on-time graduation and postsecondary success. The bar graph below shows the average SEI Composite Score— a summary of a student’s responses across all items on the SEI— for Dacula Middle School compared with an average of results for all GCPS middle schools. The Composite Score can range from 1.0 to 5.0, with higher scores reflecting stronger student engagement.



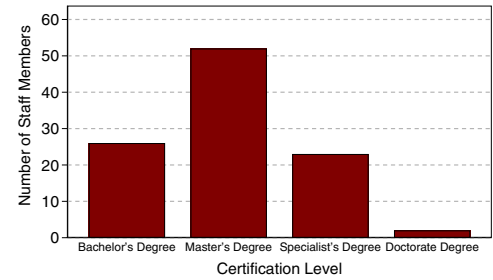
Dacula Middle School

Other 2017–18 Highlights...

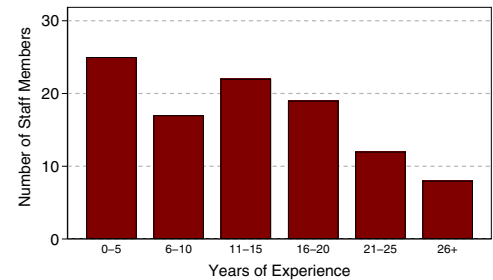
- Dacula Middle School was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Support (PBIS). PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- Dacula Middle School received Board recognition for having the highest staff attendance rate in the district.
- Our Bands earned Excellent ratings at Large Group Performance Evaluation (LGPE), sponsored by the Georgia Music Educators Association. The Bands also performed at the Southern Star Music Festival. A Band student was selected for District 13 Honor Band.
- Our Choir students earned Superior ratings in Stage Performance and Superior and Excellent ratings in Sight Reading at LGPE
- Several teachers earned grants, totaling more than \$1,000, to support teaching and learning.
- Dacula Middle School supported our community by raising \$8,495.68 for the United Way campaign.
- Our Odyssey of the Mind team placed 3rd in competition.
- Nine of 11 students who participated in the Gwinnett Science, Engineering + Innovation Fair placed, with four 1st place wins; three 2nd place finishes; and two finishing in 3rd place. Three students advanced to the Georgia Science and Engineering Fair.
- A Dacula Middle School 6th grade student won at the county level in the Young Georgia Authors Writing Competition, and moved on to compete at the state level.
- Dacula Middle School's Boys' basketball team was runner-up in the Western Division in county competition.
- The artwork of two 7th grade students was displayed at the High Museum of Art for the first-ever Gwinnett County Middle School Art Exhibit.
- Dacula Middle School boasts an active and competitive chapter of Future Business Leaders of America (FBLA). In their respective events in regional FBLA competition, six students won 1st place, three took 2nd place, four finished 3rd place, two placed 4th, and one finished 5th. The top five finishers in each event were recognized on stage at the Region 11 Leadership Conference. Dacula also was well-represented at the state level FBLA State Leadership Conference, held in Perry. Dacula Middle School won 2nd place in the state for its Community Service Project and 4th place as Overall Chapter of the Year. Dacula Middle won various other awards and one student was elected 2018-19 FBLA State Middle Level Vice President.

2017–18 Staff Data

Staff Certification Level



Experience in Education



Student Data (2015–16 to 2017–18)

	School Year		
	15–16	16–17	17–18
Enrollment	1597	1616	1644
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	4%	4%
+Black/African American*	40%	40%	42%
+Hispanic or Latino, <i>any race</i>	20%	21%	23%
+Multiracial, <i>two or more races</i> *	5%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	33%	31%	27%
Special Education	15%	15%	16%
ESOL	4%	4%	15%
Free/Reduced Lunch	47%	48%	50%
Average Attendance	97%	97%	97%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2017–18 RBES Perception Survey...

- 85.0% of students agreed or strongly agreed that they felt safe at Dacula Middle.
- 98.9% of parents agreed or strongly agreed that their child's school was safe.

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

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