

# Accountability Report

Issued 2017–18

## Osborne Middle School

Kenney Wells, *Principal*

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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 2016–17 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 2017–18 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 Osborne 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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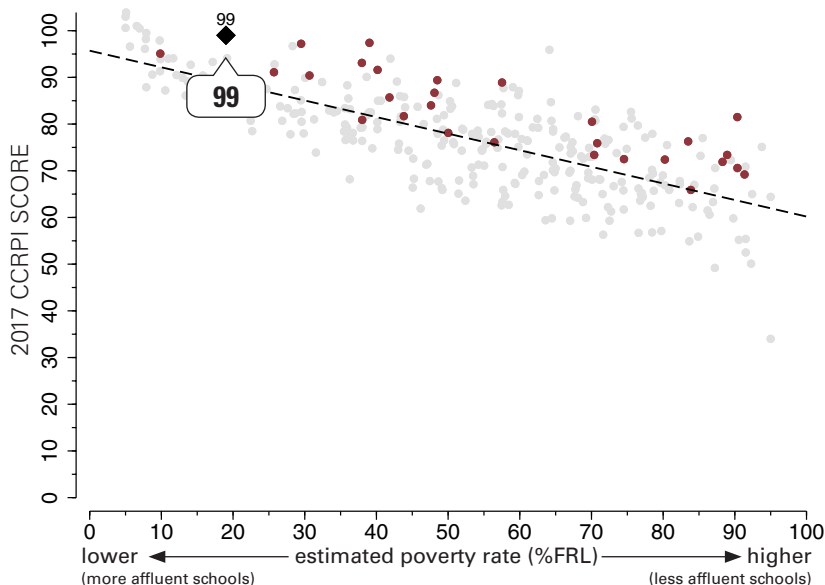


### The School Effect: Putting Osborne Middle School's CCRPI score in context

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 Osborne (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.*



## 2016–17 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 May of 2017, 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.

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](http://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	Osborne	GCPS	Georgia
6th	70.0	51.3	40.3
7th	71.9	47.6	36.7
8th	79.4	51.6	42.4

### Mathematics

Grade	Osborne	GCPS	Georgia
6th	77.4	53.3	38.2
7th	84.5	55.7	41.8
8th	73.3	48.3	41.6

### Science

Grade	Osborne	GCPS	Georgia
8th	67.2	46.8	37.8

### Social Studies

Grade	Osborne	GCPS	Georgia
8th	85.1	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 Osborne Middle, Milestones results for 8th Grade Math and Science are based on a combination of EOG and High School End-of-Course (EOC) results.

## 2016–17 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.

New for 2016–17, the PSAT 8/9 takes the place of the Iowa Assessments for Gwinnett 8th graders. 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.) When students receive their test results, they can connect their College Board and Khan Academy® accounts to get free personalized study recommendations. Students who take any test in the SAT Suite of Assessments, including the PSAT 8/9, have access to video lessons and personalized SAT study resources based on their test results. Their Khan Academy® practice experience is tailored to meet their individual needs as they prepare for College Board assessments in high school.

	Math	Reading/Writing
Osborne	475	467
GCPS	434	419
Georgia	419	420
National	407	407

## State Reporting: Georgia’s 2016–17 College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia’s statewide accountability system. CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students.

The index measures progress on accountability indicators such as content mastery, student attendance, and preparation for the next school level. Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. For 2016–17, schools may earn up to a set number of points in three main categories (achievement, progress, and achievement gap), for a total of 100 possible points, with an additional 10 possible challenge points.

At the middle school level, schools earn CCRPI achievement points tied to a number of factors, including the percentages of students meeting or exceeding standards on state assessments, the percentage of students reading at grade level, the percentage of students missing six or fewer days during the school year, the percentage of students learning English who are making academic progress, the percentage of students with disabilities who participate in the general education setting, and the percentage of students scoring in the Proficient Learner or Distinguished Learner achievement levels on the Georgia Milestones assessment.

Progress points are tied to the level of academic progress students make from year to year, while achievement gap points are earned as schools work to close the gaps between student subgroups. Challenge points reflect a school’s participation levels and achievement results for students with economic disadvantages (ED), English learners (EL), and students with disabilities (SWD).

In addition, schools may earn challenge points when they “exceed the bar” for participation levels in advanced classes, world languages, fine arts, and career awareness. Schools in which teachers use data for planning individualized instruction and those with STEM certification may earn extra points as well. Innovative practices with demonstrated achievement gains as well as interventions that result in a positive school climate also may earn challenge points.

	Osborne	GCPS	Georgia
<b>CCRPI Total Score (out of 110 possible points)</b>	<b>99.0</b>	<b>80.9</b>	<b>73.0</b>
Achievement Points (out of 50)	45.1	35.1	31.1
Progress Points (out of 40)	40.0	37.1	35.2
Achievement Gap Points (out of 10)	10.0	6.7	6.7
Challenge Points (out of 10)			
ED/EL/SWD Performance– 2.9	3.9	2.0	0.0
Exceeding the Bar– 1.0			
<i>CCRPI Total Score is the sum of points in gray shaded cells.</i>			

### Star Ratings

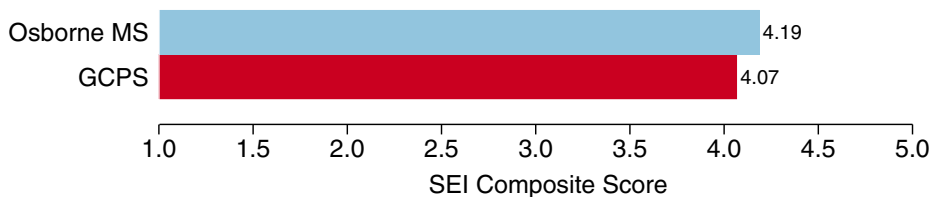
Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using on a five-star scale. Ratings range from a half-star to five stars.

- **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.
- **The Financial Efficiency rating** is a measure that compares a school’s spending per student to the overall academic performance of its students. The rating is calculated using three-year averages of spending and CCRPI scores.

The School Climate and Financial Efficiency ratings for 2016–17 were not published at the time 2017 CCRPI results were released in 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 Osborne Middle School compared with results for all GCPS middle schools. The Composite Score can range from 1.0 to 5.0, with higher scores reflecting stronger student engagement.

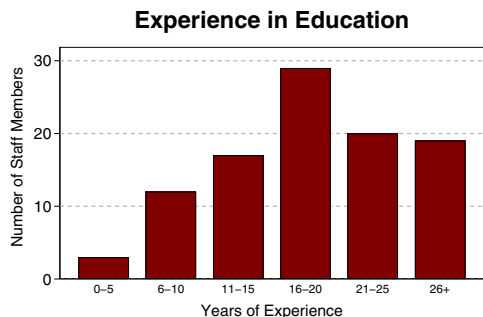
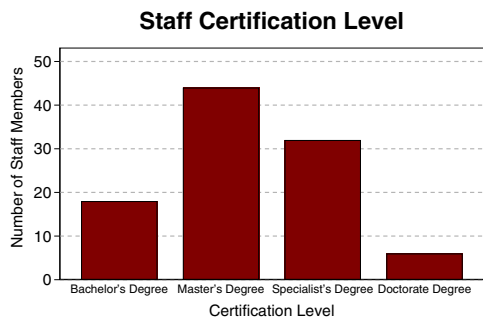


# Osborne Middle School

## Other 2016–17 Highlights...

- Our FIRST LEGO League Team earned awards as the Regional Event Champions and Robot Performance Champions and went on to earn the Super Regional Project Champions Award. The team worked with professionals from Georgia State University, the University of Georgia, and the Georgia Department of Natural Resources. Team members completed a service project by placing bat houses at the Gwinnett Environmental and Heritage Center and were featured in Bat Conservation International’s online magazine.
- Nine students in the Osborne Chorus qualified for the Georgia Music Educators Association (GMEA) All-State Chorus and four students were selected for the 6th Grade Statewide Honor Chorus. Additionally, 13 students qualified for the District Honor Chorus. The Advanced Treble and Beginning Chorus earned all Superior ratings at the Large Group Performance Evaluations (LGPE), while the Advanced Mixed Chorus earned Excellent ratings in Performance, and Superior in Sight-Reading at the LGPE.
- The 7th Grade Band, the 8th Grade Band, and the Jazz Band earned all Superior ratings at the LGPE. Twenty band students represented Osborne in the GMEA District Honor Band.
- Orchestra students won the “Battle of the Bands” at the Infinite Energy Center, while our 7th and 8th Grade Orchestras earned all Superior ratings at the LGPE. Thirty students earned all Superior ratings in the GMEA Solo & Ensemble Festival. A total of 45 6th grade students participated in Osborne’s Honor Orchestra.
- The “Ascending Heights” Yearbook was recognized for excellence and received a First-Class rating from the National Scholastic Press Association.
- At GCPS’ annual Dramarama, Theater students earned Best Comedy Performance as well as Best Actor and two All-Star Cast awards.
- A group of 20 students exhibited their artwork at Tapestry, a county-wide art exhibition to celebrate Youth Art Month in March.
- Osborne’s Relay For Life team raised \$12,000 to fight cancer, fund research, and support those battling the disease in the annual event sponsored by the American Cancer Society.
- Two programs were awarded Bright Ideas Grants from Jackson EMC. One grant funded two aeroponic tower garden growing systems for our Health program and the other was used to purchase materials for 3-D circuit building for our Coding program.
- Gov. Nathan Deal awarded Osborne Middle a Georgia Educational Audio Video/Film Technology Grant.

## 2016–17 Staff Data



## Student Data (2014–15 to 2016–17)

	School Year		
	14–15	15–16	16–17
<b>Enrollment</b>	1639	1657	1657
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	6%	6%
+Black/African American*	14%	13%	15%
+Hispanic or Latino, <i>any race</i>	11%	12%	12%
+Multiracial, <i>two or more races</i> *	4%	4%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	66%	65%	63%
Special Education	14%	13%	14%
ESOL	1%	1%	2%
Free/Reduced Lunch	20%	18%	19%
Average Attendance	97%	97%	97%

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2016–17 RBES Perception Survey...

- 95.4% of students agreed or strongly agreed that they felt safe at Osborne Middle.
- 97.0% 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.*

### Osborne Middle School

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