

# Accountability Report

Issued 2016–17

## 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 2015–16 school year, as well as consolidated information on the school's effectiveness, based on multiple measures and student characteristics. Based on the data you will find 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 2016–17 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 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.**

### CONTENTS

- About School Improvement and the School Effect
- 2015–16 Results
- 2015–16 State Reporting
- 2015–16 Highlights

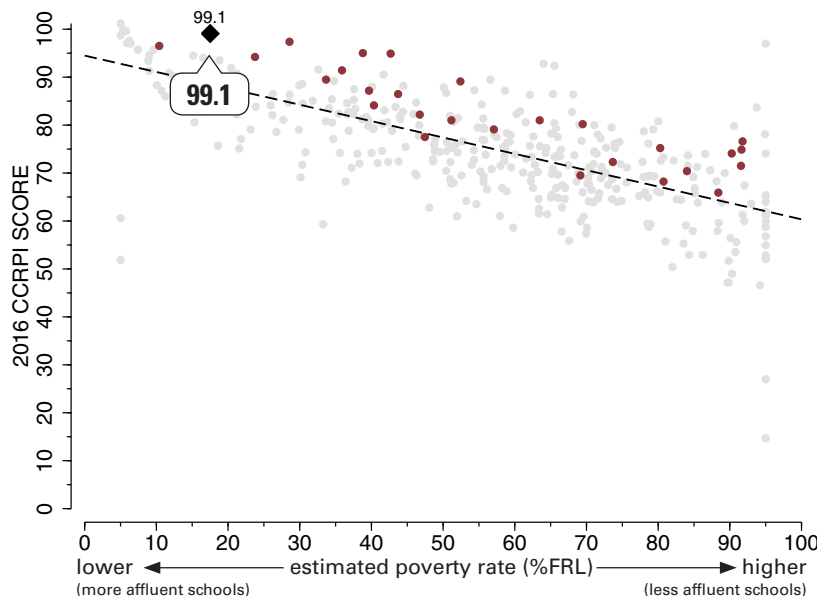


### The School Effect: Putting Osborne Middle School's CCRPI score in context

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 economic diversity 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.*



## 2015–16 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. Beginning in 2014–15, Georgia Milestones took the place of the Criterion-Referenced Competency Tests (CRCT) for Georgia students. This comprehensive assessment system measures how well students have learned the knowledge and skills outlined in the state-adopted content standards for English language arts, mathematics, science, and social studies. Students in grades 3 through 8 took an End-of-Grade (EOG) assessment in May of 2016.

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. As with any new assessment, we anticipate that scores will initially be lower than they will be in future years as students and teachers become more accustomed to the new test and its format. That is one reason why the results from this past year were not used to determine promotion for 2015–16. (In addition, the State Board of Education waived the use of Milestones results for promotion decisions due to the potential impact of technical difficulties with online testing in other parts of the state.)

With the 2017 administration of Milestones, the Georgia Department of Education expects districts to be able to use results for some subjects at selected grade levels to determine placement under state and local promotion requirements.

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 MS	GCPS	Georgia
6th	74.0	49.6	39.2
7th	73.1	49.1	38.5
8th	80.7	55.7	43.9

### Mathematics

Grade	Osborne MS	GCPS	Georgia
6th	81.9	51.9	38.3
7th	85.4	57.3	42.2
8th	75.6	50.1	40.3

### Science

Grade	Osborne MS	GCPS	Georgia
6th	76.1	48.7	38.5
7th	74.3	53.0	39.3
8th	68.1	41.1	33.8

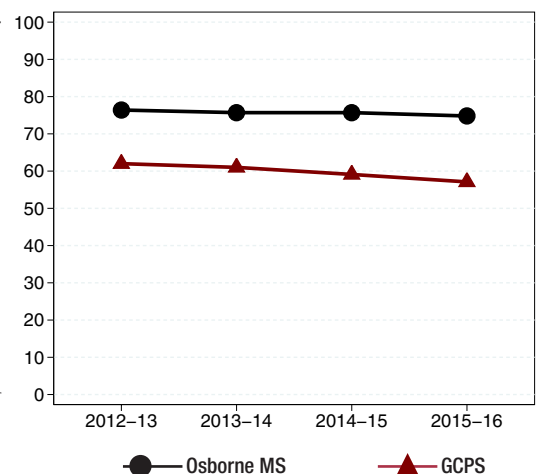
### Social Studies

Grade	Osborne MS	GCPS	Georgia
6th	78.2	46.6	33.4
7th	79.3	55.7	38.8
8th	80.0	53.5	37.7

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.

## 2015–16 Results: Norm-referenced Assessments: The Iowa Assessments

The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2, 5, and 8 in 2015–16. Results from the fall administration help identify students' areas of academic strength as well as areas that need improvement. Teachers and schools use these results during the school year to inform instruction and monitor growth. The Complete Composite results to the right reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, mathematics, science, and social studies. This graph shows the average national percentile rank (NPR) of 8th graders' Complete Composite scores at Osborne Middle and for GCPS as a whole over the last four years. As an example, a Complete Composite NPR of 60 indicates that, on average, students scored as well as or better than 60% of U.S. students on the test. An NPR of 50 is the national average.



## State Reporting: Georgia’s 2015–16 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. 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.

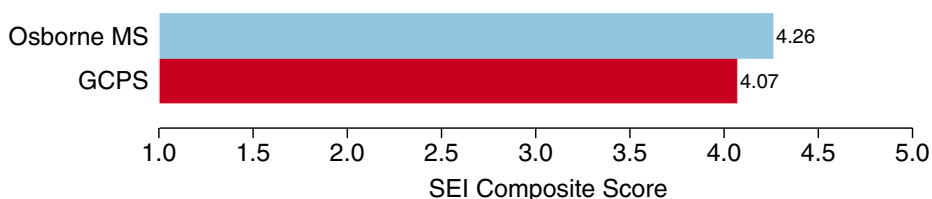
Osborne MS CCRPI Total Score	99.1
Achievement Points	45.4
Progress Points	40
Achievement Gap Points	10
Challenge Points	
ED/EL/SWD Performance–2.7	3.7
Exceeding the Bar–1.0	
<i>CCRPI Total Score is the sum of points in shaded cells.</i>	
School Climate Rating	NA
Financial Efficiency Rating	NA
<i>The 2015–16 star ratings were not available at the time CCRPI was released. Once available, they can be found on the GaDOE website in the CCRPI section.</i>	

### Star Ratings

The School Climate rating, which awards stars on a five-star scale, takes into account discipline data, attendance, and perceptions of the quality and character of the school and its learning environment. New for 2015–16, the Financial Efficiency star rating is a measure of the cost effectiveness of a school, comparing the school’s spending per pupil to the overall academic achievement of its students. Ratings range from a half-star to five stars. A half-star indicates high spending per student (in the top 20% statewide) with low CCRPI scores (below a 50), while a five-star rating indicates lower levels of spending per student (in the bottom 20% in Georgia) with high CCRPI scores (90+ on average). The rating is calculated using three-year averages of spending and CCRPI scores. The School Climate and Financial Efficiency ratings for 2015–16 were not published at the time CCRPI results for the year were released in fall of 2016. 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.

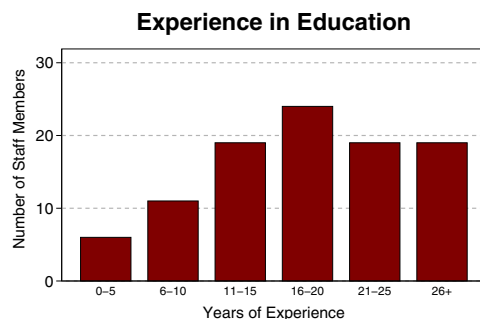
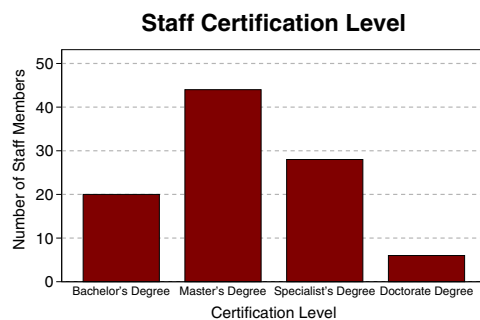


# Osborne Middle School

## Other 2015–16 Highlights...

- Osborne earned a 99.1 on the College and Career-Ready Performance Index (CCRPI) for 2015–16.
- In 2016, Osborne was recognized by the Governor’s Office of Student Achievement (GOSA) as both a Highest Performing School (Gold level) and a Greatest Gains School (Gold level) under Georgia’s Single Statewide Accountability System. This distinction reflects high academic performance, based on the school’s three-year average CCRPI Achievement Score, and high growth, based on Osborne’s three-year average CCRPI Progress Score. GOSA used CCRPI data from the 2013–14, 2014–15, and 2015–16.
- The Osborne FIRST LEGO League Team earned a 1st Place Overall Champion Award at the State Championship Tournament and represented the school, district, and state at the World Tournament at the University of Arkansas.
- Five Osborne Chorus students earned the honor of participating in the Georgia Music Education Association (GMEA) All-State Chorus. Five students also were recognized at the 6th Grade Statewide Honor Chorus. Additionally, nine students participated in District Honor Chorus. At Large Group Performance Evaluation (LGPE), both our Advanced Mixed and 6th Grade students earned Superior ratings in Sight-Reading and Performance, while the Advanced Treble students earned an Excellent rating in Performance and a Superior rating in Sight-Reading.
- The Osborne Middle School Band earned Superior ratings in Sight-Reading and Performance at LGPE, and our Jazz Band received Superior ratings in Performance. Twelve band students represented Osborne in the GMEA District Honor Band.
- The OMS 7th and 8th Grade Orchestras earned all Superior ratings at LGPE and 30 students earned all Superior ratings in the GMEA Solo & Ensemble Festival. In addition, a student was selected for the GMEA All-State Orchestra. The OMS Orchestra received an “Exemplary Program Award” through the GMEA.
- OMS Theater students were recognized with a Best Actress and two All-Star Cast awards at Dramarama. Additionally, two students received scholarships to a drama summer camp.
- The OMS Boys and Girls Basketball teams went to the county semi-finals. The Boys Basketball team became the regular season Champions by winning 10 consecutive games, a first in Osborne history.
- The *Ascending Heights Yearbook* was recognized for Excellence and featured in the *2016 Look Book*, a collection of the nation’s best yearbooks.

## 2015–16 Staff Data



## Student Data (2013–14 to 2015–16)

	School Year		
	13-14	14-15	15-16
<b>Enrollment</b>	1628	1639	1657
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	5%	6%
+Black/African American*	13%	14%	13%
+Hispanic or Latino, <i>any race</i>	10%	11%	12%
+Multiracial, <i>two or more races</i> *	3%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	69%	66%	65%
Special Education	11%	14%	13%
ESOL	1%	1%	1%
Free/Reduced Lunch	20%	20%	18%
Average Attendance	97%	97%	97%

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2015–16 RBES Perception Survey...

- 96.9% of students agreed or strongly agreed that they felt safe at Osborne Middle.
- 97.8% 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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