

Accountability Report

Issued 2019–20

Jones Middle School

Memorie Reesman, *Principal*

Peggy Goodman, *Assistant Superintendent*



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 2018–19 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 Jones 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.

CONTENTS

- About School Improvement and the School Effect
- 2018–19 Results
- 2018–19 State Reporting
- 2018–19 Highlights

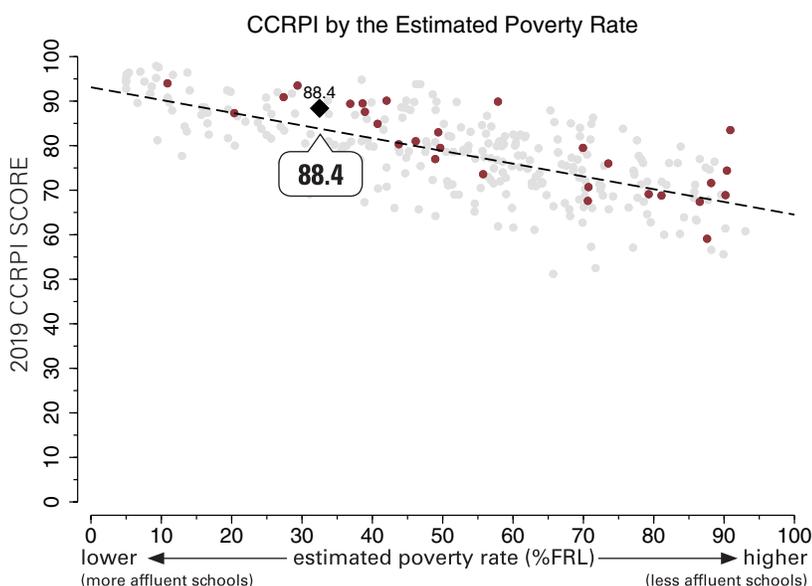


The School Effect: Putting Jones Middle School's CCRPI score in context

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 Jones (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.



2018–19 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 2019, 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 and click on Georgia Milestones Assessment System.

The tables on this page show the percentage of students who achieved at the level of Proficient Learner or higher.

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	Jones	GCPS	Georgia
6th	64.2	54.0	45.9
7th	70.1	48.4	38.8
8th	76.1	58.3	47.1

Mathematics

Grade	Jones	GCPS	Georgia
6th	58.3	52.5	39.5
7th	68.6	55.6	42.8
8th	77.7	50.5	43.6

Science

Grade	Jones	GCPS	Georgia
8th	65.0	52.0	41.1

Social Studies

Grade	Jones	GCPS	Georgia
8th	69.4	54.8	40.5

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

2018–19 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
Jones	461	451
GCPS	423	413
State	408	410
National	402	405

2018–19 State Reporting: Georgia’s College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index (CCRPI) is the state’s accountability system. Redesigned in 2018–19, 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 2018–19, 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) 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 in fine arts or world languages.

	Jones	GCPS	Georgia
CCRPI Total Score	88.4	78.5	72.1
Content Mastery (30%)	93.9	79.1	66.3
Progress (35%)	86.2	82.2	80.3
Closing Gaps (15%)	78.1	56.3	50.0
Readiness (20%)	91.7	87.7	82.9

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 Jones MS's Total Score of 88.4 is 30% of 93.9 + 35% of 86.2 + 15% of 78.1 + 20% of 91.7.

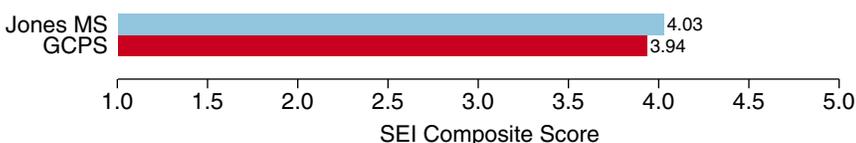
Star Ratings

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. Jones 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 2018–19 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 Jones 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. This chart shows that the average Student Engagement Instrument Composite Score for Jones MS in 2018–19 was 4.03, which was higher than the GCPS average of 3.94.



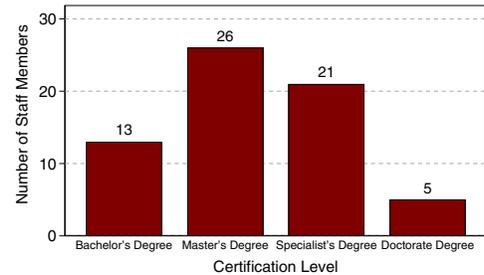
Jones Middle School

Other 2018–19 Highlights...

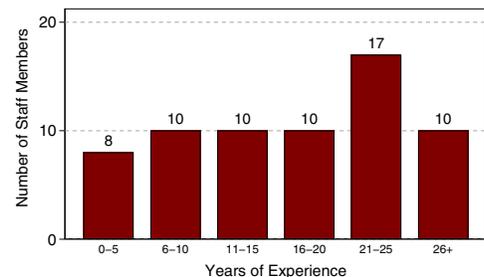
- Jones Middle School (JMS) was recognized by the Governor’s Office of Student Achievement as a 2018 Greatest Gains School at the Gold level under Georgia’s Single Statewide Accountability System. Greatest Gains schools exhibit growth by earning a three-year average CCRPI Progress Score in at least the 97th percentile.
- The Georgia Department of Education recognized Jones Middle School as a 2018 Beating the Odds School for performing better than statistically expected on the College and Career Ready Performance Index (CCRPI) for the 2017–18 school year.
- Jones Middle School was awarded five stars (on a five-star scale) for School Climate by the Georgia Department of Education. The rating takes into account discipline data, attendance, and perceptions of the quality and character of the school.
- Principal Memorie Reesman was named School Library Advocate of the Year, an award honoring administrators outside the library profession who have made worthy contributions to the operations of effective library services in their schools and to advancing the role of the school library in the educational program.
- JMS was honored as a 2019 National Beta School of Merit, an indication of the school’s dedication to academic excellence and commitment to celebrating students’ achievements.
- Jones Middle was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Supports (PBIS).
- PE Teacher Todd Posey received the annual JMS Spirit Award for his support, kindness, and service to our staff, students, and families. He also was named 2017 Teacher of the Year, and serves as the Boys Basketball coach.
- Dr. Richard Holland, previous principal of Jones Middle School, received the annual Glenn C. Jones Legacy Award for his 12 years of caring, kindness, service, and commitment to student achievement.
- Jones was the MCHS Cluster “Food Fight” winner, collecting 31,000 pounds of food for families in need.
- The JMS FIRST LEGO League team qualified for Super-Regionals in Athens, Georgia.
- The JMS Honor Bands earned straight Superior ratings at the Georgia Music Educators (GMEA) Large Group Performance Evaluation (LGPE) and earned Gold Division ratings at the Southern Star Music Festival.
- All JMS choirs earned Superior ratings at GMEA LGPE. The 8th grade Chorus earned Gold Division ratings at the Southern Star Music Festival and five JMS students were selected for All-State Chorus.

2018–19 Staff Data

Staff Certification Level



Experience in Education



Student Data (2016–17 to 2018–19)

	School Year		
	16–17	17–18	18–19
Enrollment	947	965	960
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	12%	12%	13%
+Black/African American*	17%	17%	19%
+Hispanic or Latino, <i>any race</i>	17%	18%	19%
+Multiracial, <i>two or more races</i> *	4%	4%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	50%	49%	45%
Special Education	13%	13%	13%
ESOL	3%	11%	12%
Free/Reduced Lunch	31%	30%	33%
Average Attendance	97%	97%	97%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2018–19 RBES Perception Survey...

- 88.4% of students agreed or strongly agreed that they felt safe at Jones Middle.
- 98.7% 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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