

Accountability Report

Issued 2018–19

Couch 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 Couch 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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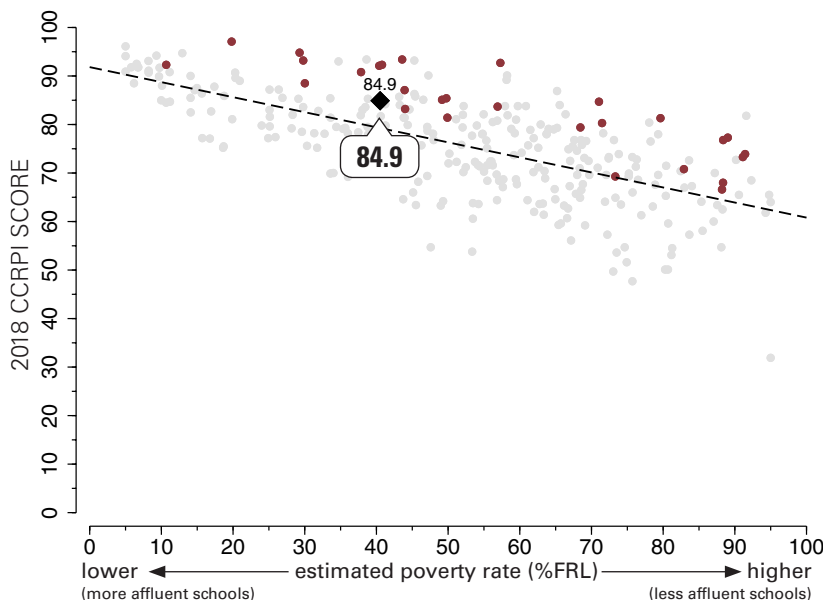


The School Effect: Putting Couch Middle School's CCRPI score in context

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 Couch (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.



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.

	Couch	GCPS	State
CCRPI Total Score (out of 100 possible points)	84.9	84.5	76.2
Content Mastery (30% of total)	86.3	78.2	65.1
Progress (35% of total)	84.1	88.6	81.0
Closing Gap (15% of total)	75.0	82.5	78.8
Readiness (20% of total)	91.4	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 Couch MS’s Total Score of 84.9 is 30% of 86.3 + 35% of 84.1 + 15% of 75.0 + 20% of 91.4.

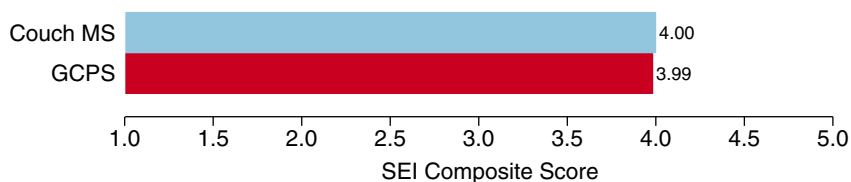
Star Ratings

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. Couch 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 Couch 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.



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	Couch	GCPS	State
6th	55.3	49.6	38.9
7th	56.4	50.7	37.7
8th	63.3	56.1	42.8

Science

Grade	Couch	GCPS	State
8th	63.0	49.9	39.0

Mathematics

Grade	Couch	GCPS	State
6th	58.5	53.3	38.2
7th	67.4	55.7	41.8
8th	63.7	48.3	41.6

Social Studies

Grade	Couch	GCPS	State
8th	77.2	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 Couch 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
Couch	444	432
GCPS	429	416
State	411	413
National	400	405

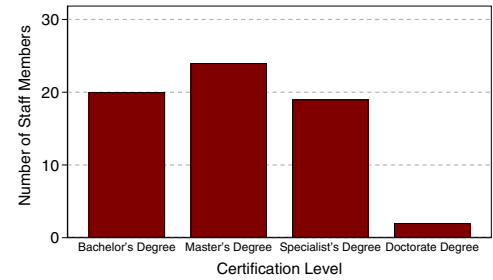
Couch Middle School

Other 2017–18 Highlights...

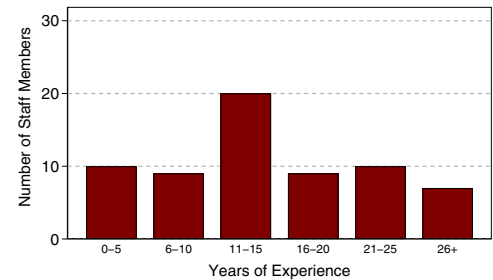
- Teacher Garnet Messer was named one of 25 semifinalists for the 2018 Gwinnett County Teacher of the Year Award.
- We continued our annual 8th Grade Career Day. More than 20 professionals presented to our students at the event.
- Our Relay For Life team raised almost \$12,000, earning recognition from the Gwinnett County Board of Education.
- We celebrated Georgia STEM Day with activities highlighting the use of Science, Technology, Engineering, and Mathematics. Activities included crime scene investigation, accident re-creation, and fire and medical emergency response.
- Eight students were recognized for earning 1st place, 2nd place, or 3rd place at the 2018 Gwinnett Science, Engineering + Innovation Fair.
- The second annual Get Off Your Couch 5K and Fun Run had more than 100 participants, raising funds to support the Positive Behavioral Interventions and Supports (PBIS) program.
- Couch 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.
- As we continue building a strong culture of reading, 22 students participated in the Readers Rally competition, and 213 students participated in the Ram Readers Challenge.
- We promoted student safety by hosting a variety of parent outreach learning sessions and provided learning opportunities for our students to increase awareness of cyber safety practices.
- Four students qualified for the Georgia Music Educators Association (GMEA) District 13 Honor Band, one student qualified for All-State Band, six students qualified for the 6th grade Honor Band, and eight Band students participated in the University of Georgia's Middle School Band Festival (MidFest).
- Four students earned Superior ratings at the GMEA Band Solo and Ensemble event.
- Couch's Band earned Superior ratings in stage performance and sight reading at the GMEA Large Group Performance Evaluation.
- We were pleased that five students qualified for All-State Chorus.
- Our 7th and 8th grade Advanced Ensemble earned a Superior rating in stage performance and sight reading at GMEA Large Group Performance Evaluation for Chorus.
- More than 200 students presented our annual spring musical "Little Mermaid, Jr." to audiences at four sold-out shows.
- One Orchestra student earned a Superior rating at the GMEA Orchestra Solo and Ensemble event.

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	1000	1019	1040
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	7%	7%	8%
+Black/African American*	38%	41%	44%
+Hispanic or Latino, <i>any race</i>	15%	16%	17%
+Multiracial, <i>two or more races</i> *	6%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	34%	31%	27%
Special Education	14%	15%	13%
ESOL	3%	4%	10%
Free/Reduced Lunch	36%	40%	41%
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...

- 89.1% of students agreed or strongly agreed that they felt safe at Couch Middle.
- 97.9% 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.

Couch Middle School

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