

# Accountability Report

Issued 2015–16

## Grace Snell Middle School

Allen C. Craine, Jr., *Principal*

Nancy Martin, *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 from the 2014–15 school year, 2013–14 state reporting, and 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 which outline our improvement goals and guide the work we will do throughout the 2015–16 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. The Grace Snell 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

2014–15 Milestones Results

2013–14 State CCRPI Reporting

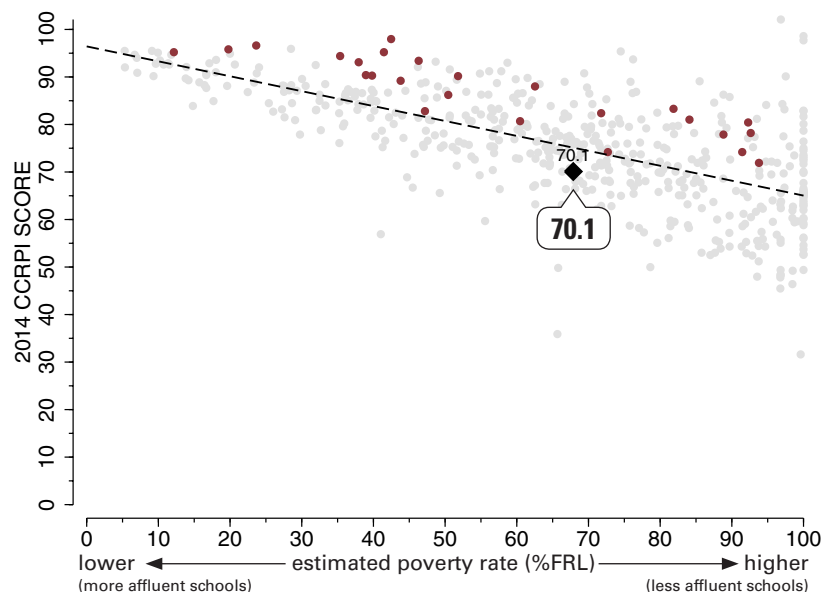
2014–15 Highlights



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

The average achievement level of a school is highly associated with its level of poverty. With that in mind, taking into account and adjusting for a school's level of poverty helps level the field to better reflect the impact of what happens in the classroom—what we call *the school effect*. The school effect 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. One way to measure effectiveness in educating *all* students is to review a school's score on the state College and Career Ready Performance Index (CCRPI), adjusting for the level of economic diversity at the school. (*Learn more about CCRPI on page 3.*)

This graphic representation plots CCRPI scores for all 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 score one would expect a school to achieve based on its level of student poverty. The graph shows how Grace Snell (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.



# 2014–15 Results: Georgia Milestones Assessment System

## Georgia Milestones for Grades 6, 7, and 8

Last spring, Gwinnett students joined students across Georgia in taking new state assessments called Georgia Milestones. Georgia Milestones took the place of the Criterion-Referenced Competency Tests (CRCT) that Georgia students previously took. This new 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 2015.

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, results of this administration were not available to schools and families until late in the fall semester of the 2015–16 school year.) Beginning with the spring 2016 administration of Milestones, results will be available soon after students take the tests. For selected grade levels, results in some subjects will be used to determine placement under state and district promotion requirements.

To learn more about Georgia Milestones, visit [testing.gadoe.org](http://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 | Grace Snell MS | GCPS | Georgia |
|-------|----------------|------|---------|
| 6th   | 41.2           | 49.8 | 38.9    |
| 7th   | 36.6           | 46.8 | 36.5    |
| 8th   | 36.0           | 46.6 | 39.0    |

### Mathematics

| Grade | Grace Snell MS | GCPS | Georgia |
|-------|----------------|------|---------|
| 6th   | 48.6           | 49.1 | 35.6    |
| 7th   | 35.9           | 51.4 | 37.2    |
| 8th   | 30.1           | 47.6 | 36.9    |

### Science

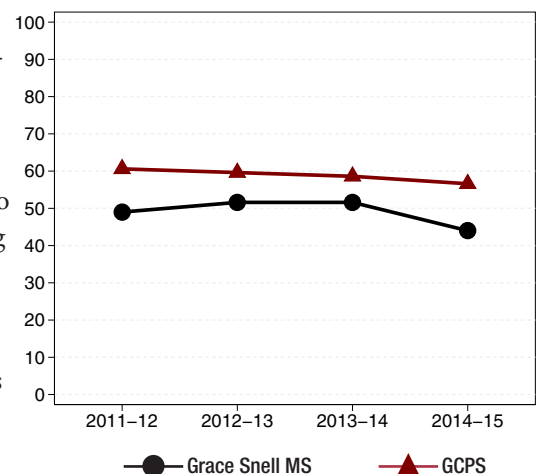
| Grade | Grace Snell MS | GCPS | Georgia |
|-------|----------------|------|---------|
| 6th   | 45.2           | 49.2 | 37.9    |
| 7th   | 39.1           | 48.2 | 35.5    |
| 8th   | 35.0           | 39.1 | 31.7    |

### Social Studies

| Grade | Grace Snell MS | GCPS | Georgia |
|-------|----------------|------|---------|
| 6th   | 37.1           | 46.7 | 32.0    |
| 7th   | 43.5           | 52.6 | 36.0    |
| 8th   | 44.6           | 44.6 | 32.5    |

## 2014–15 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 administered in Gwinnett in grades 2, 5, and 8. Results from the fall administration help identify students' areas of academic strength as well as areas that need improvement. Teachers and schools use these fall results during the school year to inform instruction and monitor growth. The Core Composite results to the right reflect overall performance on tests covering a variety of skill areas, including reading, written expression, spelling and other language arts conventions, vocabulary, and mathematics. This graph shows the average national percentile rank (NPR) of 8th graders' Core Composite scores at Grace Snell Middle School and for GCPS as a whole over the last four years. As an example, a Core Composite NPR of 60 indicates that, on average, a student 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 2013–14 College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia’s state-wide accountability system. In 2012, federal education officials approved Georgia’s newly developed CCRPI to replace the Adequate Yearly Progress (AYP) measure under the federal No Child Left Behind (NCLB) Act in place for the 2014–15 school year. (The formal name for federal education law is the Elementary and Secondary Education Act or ESEA.) The CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students.

In December of 2015, the Georgia Department of Education (GaDOE) released CCRPI data for the 2013–14 school year. *Note: CCRPI data for 2014–15 was unavailable from the GaDOE at press time. Reporting for CCRPI typically lags behind assessment results by one year. As a result, these CCRPI results are based on 2013–14 assessments, including the old Criterion-Referenced Competency Tests (CRCT) and the Georgia Grade 8 Writing Assessment which are no longer used. This is the last CCRPI to reflect these assessments. In the future, Milestones data will be used to determine the school’s CCRPI. Beginning with state reporting for 2014–15, the accountability measures for CCRPI will be changed to reflect the new Georgia Milestones Assessment System. Once available, CCRPI data for 2014–15 can be found at <http://ccrpi.gadoe.org/>.*

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, for a total of 100 possible points, with an additional 10 possible challenge points.

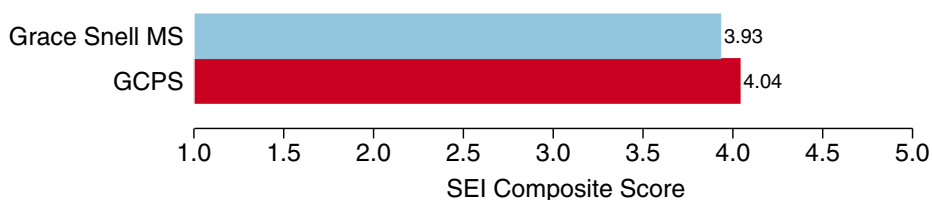
At the middle school level, schools earn CCRPI achievement points tied to a number of factors, including the percentages of students meeting or exceeding standards on state assessments (for 2013–14, the CRCT and the Grade 8 Writing Assessment), the percentage of students reading at grade level, the percentage of students learning English who are making academic progress, the percentage of students with disabilities who participate in grade-level instruction, and the percentage of students exceeding CRCT standards (a predictor for high school graduation). 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, English learners, and students with disabilities. In addition, schools may “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 and interventions that result in a positive school climate also may earn challenge points.

The new School Climate rating, which awards stars on a 5-star scale, takes into account discipline data, attendance, and perceptions of the quality and character of the school and its learning environment.

| Grace Snell MS CCRPI Total Score  | 70.1  |
|---|-------|
| Achievement Points  | 41.8  |
| Progress Points   | 17.4  |
| Achievement Gap Points  | 8.0   |
| Challenge Points  |       |
| ED/EL/SWD Performance -- 2.4  | 2.9   |
| Exceeding the Bar -- 0.5  |       |
| School Climate Rating   | ★★★★★ |
| <i>CCRPI Total Score is the sum of points in shaded cells. 2014 is the first year for the School Climate Rating (on a 5-star scale). Starting with the 2015 CCRPI, schools also will receive a rating for Financial Efficiency.</i> |       |

## 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 Grace Snell 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.

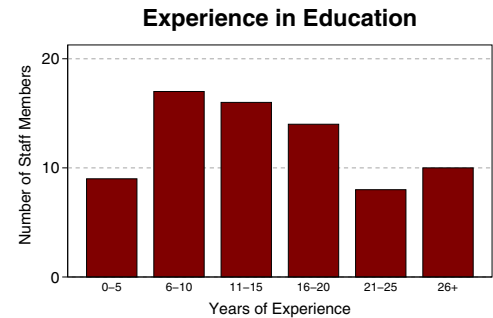
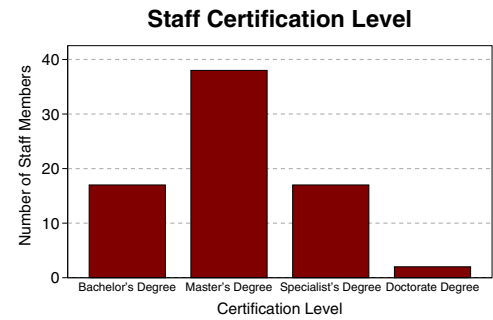


# Grace Snell Middle School

## Other 2014–15 Highlights...

- We implemented formative instructional practices (FIP) at our school. Our students scored at 80% or above in 15 of 18 content areas on final exams for the 2nd semester.
- We implemented a comprehensive counseling program and applied for Recognized American School Counselor Association Model Program (RAMP) certification. Our counseling program supported our academic gains from FIP.
- We are one of seven middle schools in the district that offer Biology, a course for high school credit. Eighteen students met the criteria, completed the course, and passed the End of Course assessment.
- A total of 183 8th grade students took Accelerated Physical Science, with 65% of those students scoring 80% or higher on district finals.
- The school offers Accelerated Math to our 6th, 7th, and 8th grade students. Of the 195 students who took accelerated coursework, 114 were 8th grade students.
- A total of 720 students in grades 6–8 completed our Spanish course.
- Our school continued to get results from its Positive Behavioral Interventions and Support (PBIS) program. PBIS encourages positive behaviors with recognition for those students who exhibit appropriate school conduct. Our school's PBIS practices reduced negative behavior by 12%.
- The 8th Grade Orchestra earned an "Excellent" rating at the Large Group Performance Evaluation at Grayson High School.
- Our 8th grade Band and Orchestra performed a concert for the 5th graders at Magill Elementary School.
- A group of 20 student musicians represented Grace Snell Middle School in the 6th Grade Honor Orchestra for the district.
- Our Junior Leadership Corps (JLC) earned 1st place in the County Drill Meet. JLC competed in drill competitions, performed color guard missions, and marched in the Veterans Day and Snell Day parades.
- Our Annual Veterans Day Program honored military service members from World War II through those who serve in present-day conflicts.
- We boast of a Robotics Club that meets two days per week. Our program is one of the model middle school programs in the district and helped two other schools start clubs.

## 2014–15 Staff Data



## Student Data (2012–13 to 2014–15)

|  | School Year |       |       |
|--|-------------|-------|-------|
|  | 12-13       | 13-14 | 14-15 |
| <b>Enrollment</b>                        | 1130        | 1095  | 1150  |
| +American Indian/Alaskan Native*         | 0%          | 0%    | 1%    |
| +Asian*                                  | 2%          | 2%    | 2%    |
| +Black/African American*                 | 62%         | 65%   | 68%   |
| +Hispanic or Latino, <i>any race</i>     | 15%         | 15%   | 15%   |
| +Multiracial, <i>two or more races</i> * | 4%          | 4%    | 4%    |
| +Native Hawaiian/Pacific Islander*       | 0%          | 0%    | 0%    |
| +White*                                  | 17%         | 13%   | 11%   |
| Special Education                        | 13%         | 13%   | 15%   |
| ESOL                                     | 4%          | 3%    | 2%    |
| Free/Reduced Lunch                       | 68%         | 68%   | 72%   |
| Average Attendance                       | 96%         | 97%   | 97%   |

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2014–15 RBES Perception Survey...

- 80.1% of students agreed or strongly agreed that they felt safe at Grace Snell Middle.
- 92.7% 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.*

### Grace Snell Middle School

3800 Bushy Fork Road • Loganville, GA 30052  
 (770) 554-7750 • <http://www.gwinnett.k12.ga.us/GraceSnellMS>  
 Allen C. Craine, Jr., Principal

### Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

### 2015 Gwinnett County Board of Education

Dr. Mary Kay Murphy, 2015 Chairman;  
 Dr. Robert McClure, 2015 Vice Chairman;  
 Carole C. Boyce; Louise Radloff; and Daniel D. Seckinger  
 J. Alvin Wilbanks, CEO/Superintendent