



Accountability Report

Results-Based Evaluation System

Issued 2011–12



McConnell Middle School

Clent Chatham, *Principal*

Joe Ahrens, *Area Superintendent*

Gwinnett County Public Schools (GCPS) has developed an accountability system for improving schools 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.

The McConnell Middle council and school leaders collaborated on the highlights included in this accountability report, which also serves as the school's annual report. The report provides consolidated information on the school's effectiveness, based on multiple measures and student characteristics. **Please review this report to learn more about the school's improvement efforts and progress.**

Key Results from 2010–11 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups. These plans outline school goals.

Goal: To increase academic performance for all students in reading, language arts, writing, mathematics, science, and social studies in order to meet or exceed annual targeted passing rates through the use of Extended Learning Time and collaborative curriculum planning that focuses on implementing best instructional practices, increasing student engagement, examining student work, designing common assessments, and analyzing student data.

Results:

Reviewing the Criterion-Referenced Competency Tests (CRCT) data, for the school overall and for groups of students, helps us identify gaps in achievement. This analysis helps the school provide needed support as we work to close gaps and help all students achieve their learning potential.

We continue to be pleased with the progress McConnell Middle School students are making on the CRCT. In each area, McConnell demonstrated growth when compared to the 2009–10 school year. For the 2010–11 school year, 97% of our full academic year (FAY) students met or exceeded grade-level expectations in reading, 97% in language arts, 91% in math, 88% in science, and 92% in social students. The percentage of our 8th grade students exceeding the state standard on the Georgia Grade 8 Writing Assessment grew by more than 8 percentage points.

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Tell us what you think about this report.

Click here to complete a questionnaire online.

Gwinnett schools measure student learning of the school system's curriculum—the Academic Knowledge and Skills (AKS)—in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT), which compares student achievement to state standards in several subject areas for grades 1–8. Georgia students in grade 8 also take a state writing assessment. Test results are used by teachers to identify individual student strengths and weaknesses and by the state to gauge the quality of education throughout Georgia.

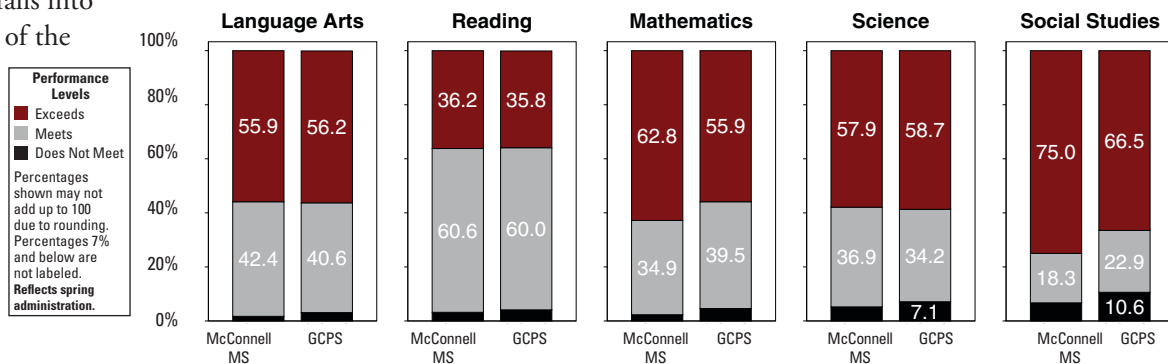
2010–11 Results: Gwinnett County Public Schools Promotion Requirements (Grades 7 and 8)

In Gwinnett, state tests taken in 7th grade are used as Gateway assessments and results are used to determine whether a student is prepared for the next grade level. Following are results for McConnell Middle for these local promotion requirements.

Grade 7 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

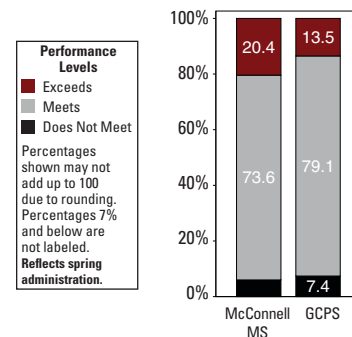
For 2010–11, a Gwinnett 7th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 7 Gateway falls into three levels of mastery of the state's curriculum:

Exceeds, Meets, Does Not Meet.



Grade 8 Gateway: Georgia Grade 8 Writing Assessment

In addition to earning passing grades, GCPS 8th graders were required to make a passing score on the Georgia Grade 8 Writing Assessment, which is a Gateway test in Gwinnett. This chart reflects how well McConnell Middle's students did on the test in 2010–11, with 94% of McConnell 8th graders passing the writing Gateway on the first try. (Data reflects achievement of all students, including special education students and students with limited English who were not required to pass the Gateway for promotion.)



2010–11 Results: State Promotion Requirements (Grade 8)

The state also has established promotion requirements for selected grade levels. The table at the right reflects the percentage of McConnell Middle students in grade 8 who met grade-level expectations on the state's CRCT in order to earn promotion.

	% of Students Who Passed CRCT Subtests Required for Promotion*		
	McConnell	GCPS	State
8th Grade Reading CRCT	99	97	96
8th Grade Math CRCT	85	85	78

*Reflects spring administration

2010–11 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for middle schools is determined using results from the Criterion-Referenced Competency Tests (CRCT) in reading/English language arts and mathematics. These tests measure the knowledge and skills of students by assessing how well students have learned the state's curriculum. To make AYP, middle schools must meet state-set student achievement goals and attendance standards for all students, and for all subgroups that have 40 or more students or 10% of the students in grades 6–8, whichever is greater (with a 75-student cap). In addition, schools must test 95% of all students and of all subgroups with 40 or more students. Georgia reports achievement scores for every subgroup with 10 or more students. However, the state only considers results for subgroups that meet the state-set minimum number of students in determining a school's AYP status.

See the table at the top of the next page for a detailed breakdown of McConnell CRCT achievement in each AYP subgroup.

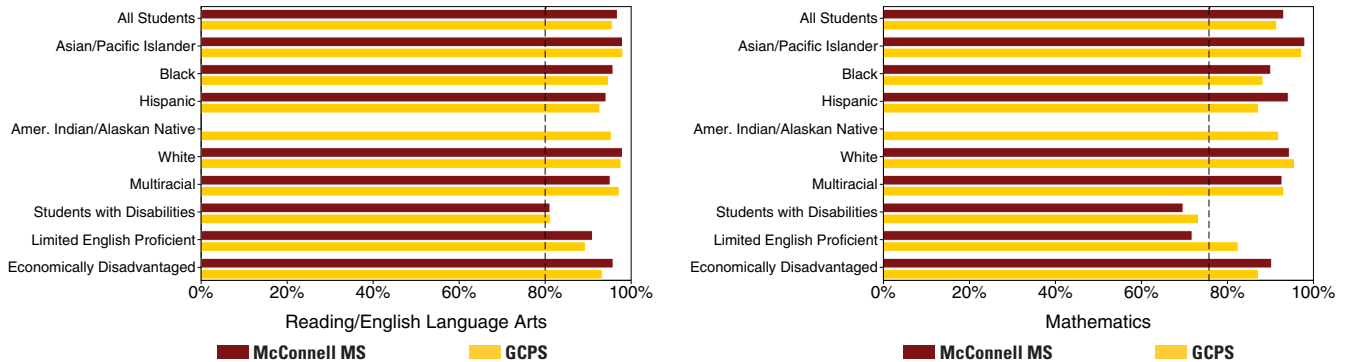
McConnell Middle School AYP Results by Subgroup

McConnell Middle School achieved AYP	All Students	Asian/Pacific Islander	Black	Hispanic	American Indian/Alaskan	White	Multi-Racial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Math Participation	Achieved	Achieved	Achieved	Achieved	.	Achieved	Achieved	Achieved	Achieved	Achieved
Math Performance	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Participation	Achieved	Achieved	Achieved	Achieved	.	Achieved	Achieved	Achieved	Achieved	Achieved
Reading/ELA Performance	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved

This school **achieved** the state's attendance standard for all students.

• In the table above, only results for subgroups that meet the state-set minimum number of students are used to determine AYP

Percentage of Students Meeting or Exceeding State Standards



Note: In charts above, only subgroups with 10 or more students are reported. Results for groups smaller than the state minimum are not considered for AYP. The dotted line on each graph represents the state's AYP standard in 2011. The charts above reflect spring and summer test administrations.

McConnell Middle students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above the system averages in both reading/English language arts and mathematics. The school made Adequate Yearly Progress (AYP), meeting all of the state's academic goals, testing participation requirements, and attendance standards

A Message from the Principal About Student Achievement and Academic Initiatives

Teachers and administrators at McConnell Middle School are committed to providing a rigorous instructional day that meets the needs of each individual learner. We are dedicated to helping students reach their highest academic potential.

Teachers meet weekly in curriculum groups to collaborate and plan lessons that implement the Quality-Plus Teaching Strategies— research-based teaching techniques have been proven effective with all types of learners across grade levels and subject areas. During these planning meetings, teachers also design common assessments which they administer for the purpose of reviewing data to determine students' areas of academic strength and weakness in mastering the Academic Knowledge and Skills (AKS) curriculum. This collaboration ensures that the highest quality teaching and learning is taking place in each classroom and that student learning expectations are consistent across classes and across grade levels.

This year, science and social studies teachers were able to participate in our Archer Cluster Vertical Team, which previously included only language arts and math teachers. Our Vertical Team meets periodically throughout the school year and allows teachers from all schools and grade levels to meet and discuss best instructional practices, learning expectations, assessments, and professional learning needs. Our goal is to build consistency, from school to school and level to level, to improve our strategies for teaching writing, and to ensure students are engaged in every classroom. Our cluster is committed to working together to best meet the needs of our students and our community.

We designed our Extended Learning Time to give students extra support in math and in writing. During this Extended Learning Time, set aside four days a week, students were able to receive support based on their needs. Specifically, students who needed support in math were able to receive help in a small-group setting each day of ELT. Other students received additional support with writing in the content areas on a rotating basis each week.

We implemented the initial components of our Positive Behavior Intervention and Support program (PBIS). Teachers and students were trained in looking for and demonstrating the traits of a TIGER— Trust, Integrity, Growth, Effort, and Respect. Students who behave like TIGERS earn Tiger Tokens, which can be redeemed in a variety of ways at school.

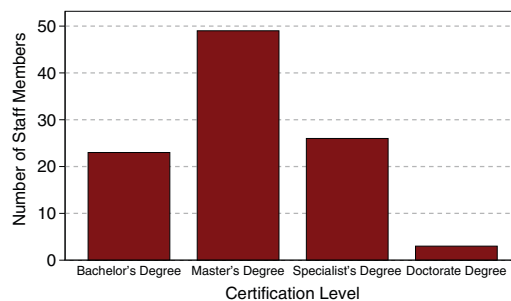
McConnell Middle School

Other 2010–11 Highlights...

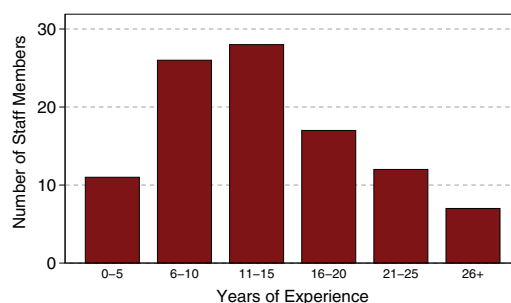
- All of our 8th grade students in accelerated math and science scored in the Exceeds Standards range on the state's End of Course Tests in Algebra and Physical Science. These are high school-level courses. McConnell Middle is one of five middle schools in Gwinnett to achieve this distinction in science and one of three to do this in math.
- We held our 3rd annual Science Fair with more than 225 student participants and 27 students advancing to regional competition. One student advanced to competition at the state level.
- Our 8th Grade Orchestra and our 8th Grade Band earned Superior ratings at Georgia Music Educators Association (GMEA) Large Group Performance Evaluation.
- McConnell staff and students raised more than \$23,000 for Relay For Life.
- McConnell students raised more than \$1,200 through the Math-a-Thon to benefit St. Jude Children's Research Hospital.
- McConnell's Junior Beta club members created and donated Easter Baskets to the Gwinnett Children's Shelter and the Department of Family and Children's Services (DFACS). Club members also sent holiday gift baskets to our service members deployed overseas and sponsored our annual Thanksgiving food drive.
- Our Care Team raised more than \$2,000 which allowed McConnell Middle School to assist more than 20 families in need.
- Many of our 7th grade students participated in Duke University's Talent Identification Program (TIP) by taking either the SAT or the ACT.
- McConnell Middle wrote a grant for the Archer Cluster which resulted in funds that allowed teacher leaders to meet and collaborate in the Archer Cluster Vertical Team.
- Our Positive Behavior Intervention and Support program (PBIS) focused on identifying and rewarding students who demonstrate the traits of a TIGER— Trust, Integrity, Growth, Effort, and Respect. Students who behave like TIGERS earn Tiger Tokens to redeem in a variety of ways at school.

2010–11 Staff Data

Staff Certification Level



Experience in Education



2010–11 Student Data

	School Year 09–10	School Year 10–11
Enrollment	1,368	1,446
+American Indian/Alaskan Native*	0%	0%
+Asian*	3%	4%
+Black/African American*	31%	30%
+Hispanic or Latino, <i>any race</i>	11%	12%
+Multiracial, <i>two or more races</i> *	2%	3%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	52%	51%
Special Education	12%	14%
ESOL	1%	1%
Free/Reduced Lunch	39%	40%
Average Attendance	97%	97%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses to 2010–11 RBES Perception Survey...

- 73.5% of students agreed or strongly agreed that they felt safe at McConnell Middle.
- 94.3% of parents agreed or strongly agreed that their student'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.

McConnell Middle School

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