



Accountability Report

Results-Based Evaluation System

Issued 2010–11



Osborne Middle School

John Campbell, *Principal*

Dr. John Green, *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 Osborne 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 2009–10 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 improve the performance of all students on the Criterion-Referenced Competency Tests (CRCT), the Iowa Tests of Basic Skills (ITBS), and the Georgia Grade 8 Writing Assessment.

Results:

- We achieved our goal of improving student performance on the CRCT in the following subjects and levels: reading for grades 6, 7, and 8; English language arts for grade 7; mathematics for grades 6, 7, and 8; and science for grades 6 and 7. (No comparison data was available for social studies). Our greatest gains were in the percentages of students who exceeded grade-level expectations and performed at the highest achievement level (Exceeds Standards) on the CRCT. Our students' performance at the Exceeds Standards level ranked in the top 10 (of more than 450 schools) in the state in the following subjects and grade levels: math for grades 7 and 8; science for grades 6, 7, and 8; and social studies for grades 6, 7, and 8.
- We achieved our goal of improving student performance on the ITBS in the following areas: reading, language arts, science, social studies, and sources of information.
- We also achieved our goal of improving student performance on the Georgia Grade 8 Writing Assessment, with 33% of all grade 8 students achieving at the highest level (Exceeds Standards). Osborne ranked first in the state among all Georgia middle schools in writing achievement.

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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.

2009–10 Results: Gwinnett County Public Schools Promotion Requirements (Grades 7 and 8)

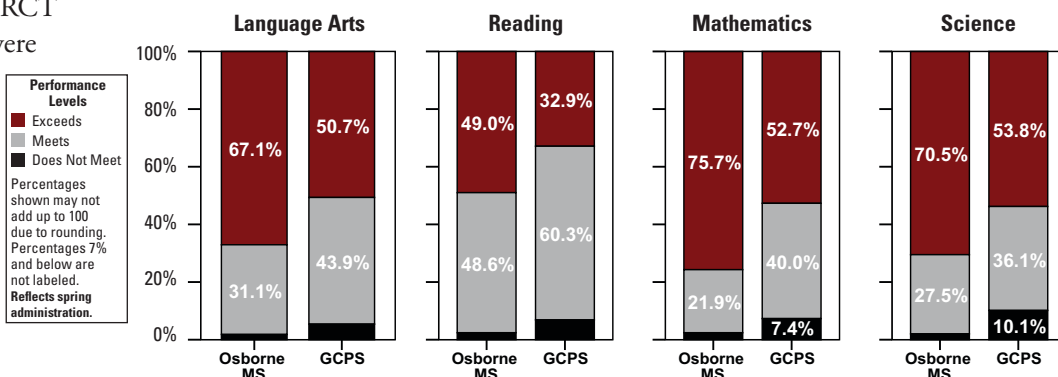
In Gwinnett, state tests taken in grades 7 and 8 are used as Gateway assessments and results are used to determine whether a student is prepared for the next grade level. Following are results for Osborne Middle for these local promotion requirements.

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

For 2009–10, a Gwinnett 7th grader was required to meet grade-level expectations on the CRCT in four subject areas—language arts, mathematics, science, and reading—in order to earn promotion. Due to the revisions in the state's 7th grade social studies curriculum, CRCT

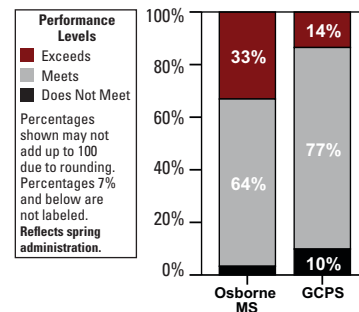
results in that subject area were

not used as a promotion requirement for 2009–10. 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 Osborne Middle's students did on the test in 2009–10, with 97% of Osborne 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.)



2009–10 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 Osborne Middle students in grade 8 who met grade-level expectations on the state's CRCT in order to earn promotion.

	Osborne	GCPS	State
8th Grade Reading CRCT	98	95	95
8th Grade Math CRCT	96	83	74

*Reflects spring administration

2009–10 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 Osborne CRCT achievement in each AYP subgroup.

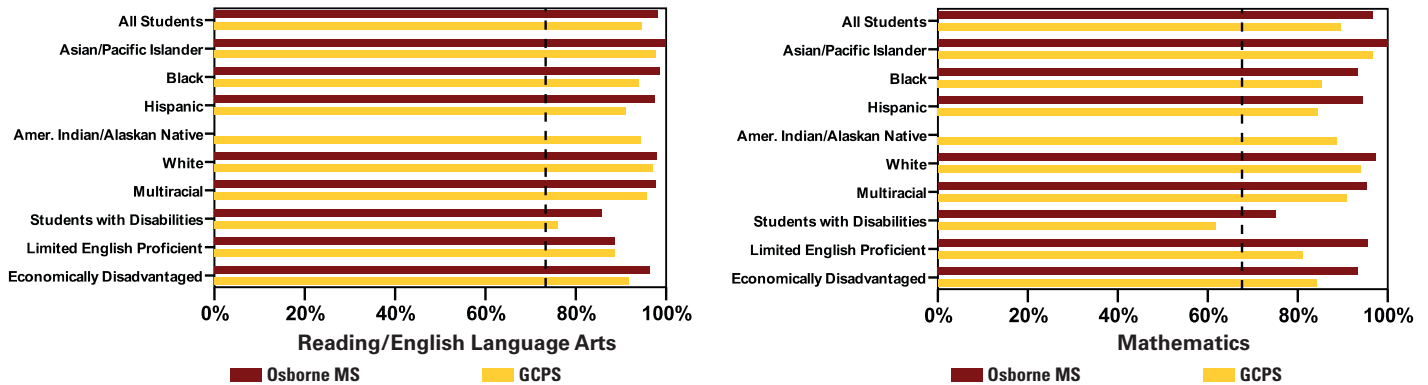
Osborne Middle School AYP Results by Subgroup

Osborne Middle 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
Math Performance	Achieved	·	Achieved	Achieved	·	Achieved	·	Achieved	·	Achieved
Reading/ELA Participation	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 2010. The standards will increase to 100% by 2014. The charts above reflect spring and summer test administrations.

Osborne 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

Osborne's strong performance on a wide variety of assessments is a source of great pride for us as we continue our quest to become recognized as a world-class school. We are especially proud of our students' success on assessments requiring writing, higher-order problem-solving, and the ability to take information and apply it to new situations.

The National Commission on Writing states, "Writing is not a frill for the few, but an essential skill for the many." At Osborne, we believe teaching students to become proficient writers helps them to organize, extend, and deepen their knowledge as well as to understand ideas and gain insights from reading. We have made a six-year commitment to teach both reading comprehension and writing across the curriculum to demonstrate understanding of content in all four core subject areas— language arts, math, science, and social studies. This has had a powerful impact on student learning and achievement across the board.

Changes made by the state have enhanced the rigor of the math portion of the grade 8 CRCT. The updated content requires more problem-solving capabilities and skills applications than in previous math assessments. While most of the state struggled with this difficult content— 74% passing rate statewide, with 24% achieving at the Exceeds Standards level— Osborne students' performance remained very strong, with a 96% passing rate and 65% achieving at the Exceeds Standards level. Our math performance once again ranked our school first in Gwinnett County and in the top five in the state.

The State Superintendent's Distinguished Achievement Award is given to schools whose students' achievement ranked in the top 10 among more than 450 middle schools. In 2010, Osborne received this recognition for 2008–09 achievement in the following areas: grade 8 in writing, mathematics, science, and social studies; grade 7 in mathematics, science, and social studies; and grade 6 in science and social studies.

Osborne maintains a number of initiatives essential to our success. We encourage teacher collaboration, using proven research-based instructional strategies. By developing and using frequent ongoing common assessments, we analyze student performance data to determine instructional points of emphasis, and provide multiple opportunities for the core curriculum to be reinforced or enriched.

Osborne Middle School

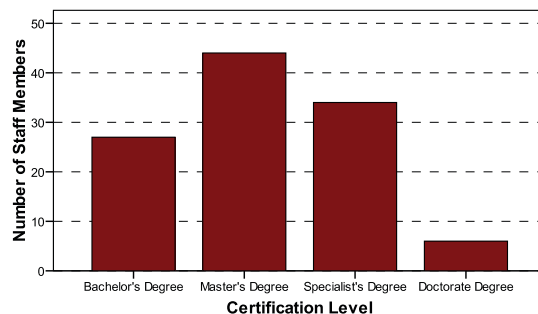
Other 2009–10 Highlights...



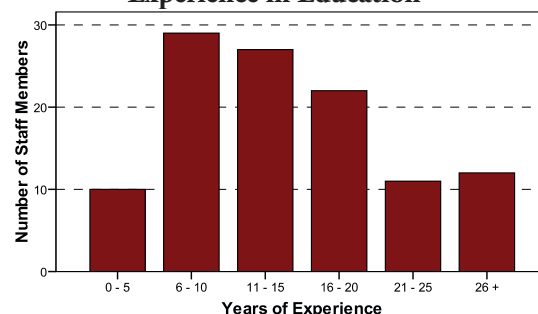
Gwinnett County Public Schools is the 2010 winner of *The Broad Prize for Urban Education*, the country's most prestigious honor for K–12 education.

- In 2010, Osborne Middle was recognized by the Governor's Office of Student Achievement at the gold level for Highest Performance on the CRCT.
- Spanish teacher Sergio Parra was one of six finalists for the Gwinnett County Teacher of the Year award.
- Assistant Principal Sharon Lawrence was named GCPS Special Education Administrator of the Year.
- Our 7th grade gifted students reached new heights in Duke University's Talent Identification Program (TIP). Osborne students' SAT scores averaged 40 points higher than the national average, with 46% of our students earning state-level recognition, and two students earning Grand recognition.
- Our visual art teacher, Dallas Gillespie, was named the Georgia Middle Level Educator of the Year by the Georgia Art Education Association.
- The OMS Band earned Superior ratings at the Georgia Music Educators Association (GMEA) Large Group Performance Evaluations.
- Our 7th and 8th grade Orchestra earned Superior ratings at the GMEA Large Group Performance Evaluations.
- All of Osborne's choruses earned Superior and Excellent ratings at the GMEA Large Group Performance Evaluations. The 2010 Georgia All-State Chorus selected two Osborne students for participation.
- Our 8th grade girls' basketball team won both the Western Division Tournament and the County Championship.
- Four Osborne teachers, Teresa Bitterman, Shannon Penick, Kelly Sloan, and Marian Stalvey, earned Master Teacher certification, recognizing their impact on student achievement and student progress.
- The 2010 OMS yearbook, *Ascending Heights*, received an honorable mention among 2,000 entries in the Jostens Yeartech Online Design Contest.
- OMS visual arts students earned three of the top five awards and 22 honorable mentions in the Shutter Sense & Non-Sense photography exhibit.

2009–10 Staff Data Staff Certification Level



Experience in Education



2009–10 Student Data

	School Year
	09–10
Enrollment	1,531
+American Indian/Alaskan Native*	1%
+Asian*	3%
+Black/African American*	13%
+Hispanic or Latino, any race	9%
+Multiracial, two or more races*	3%
+Native Hawaiian/Pacific Islander*	0%
+White*	72%
Special Education	11%
ESOL	1%
Free/Reduced Lunch	21%
Average Attendance	97%

+ Reflects changes in ethnic and racial designations set by the federal government. As a result, 2009–10 data is not comparable to ethnic and racial categories from previous years and is reported for one year only.

*Not Hispanic or Latino

School Safety Perceptions

Based on responses to 2009–10 RBES Perception Survey...

- 92.8% of students agreed or strongly agreed that they felt safe at Osborne Middle.
- 97.2% 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.

Osborne Middle School

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