

Accountability Report

Issued 2020–21

Couch Middle School

Devon Williams, *Principal*

Dr. Al Taylor, *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. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report reflects available achievement data from the 2019–20 school year. Using local data, 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 2020–21 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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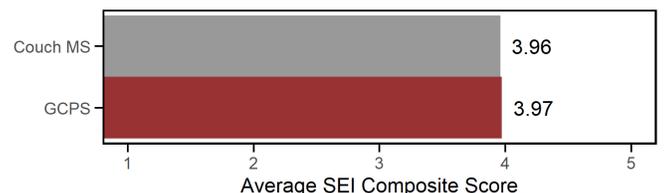
2019–20 Results: Norm-referenced Assessments: PSAT 8/9

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	449	428
GCPS	436	414
State	412	410
National	406	405

2019–20 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. This chart shows that the average Student Engagement Instrument Composite Score for Couch MS in 2019–20 was 3.96, compared to the GCPS middle school average of 3.97.

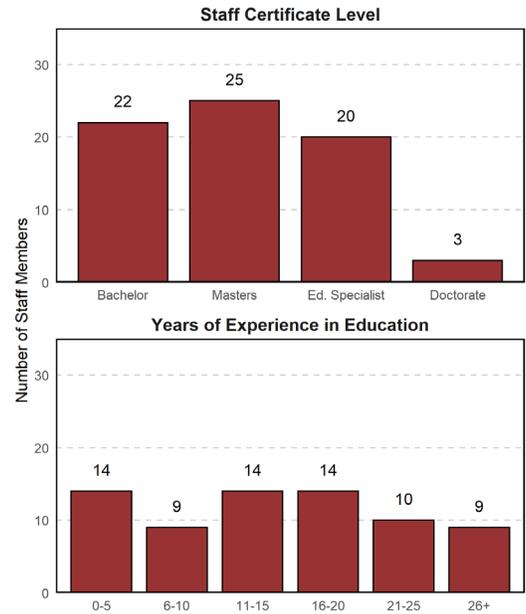


Couch Middle School

Other 2019–20 Highlights...

- Couch Middle 8th graders created and designed websites addressing mental health disorders which received perfect scores at the Georgia Student Media Festival and were featured on GCPS TV.
- One Couch Band student qualified for All-State Band on trumpet and one Chorus student qualified for All-State Chorus.
- Couch Middle School was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2019–20 school year. PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- We offered a year-long Marketing class which allowed students to earn high school credit.
- The Rambassadors Service Club participated in the CMS Beautification Day in conjunction with Gwinnett Great Days of Service.
- Couch Middle hosted visits from Glance Gwinnett for the third consecutive year.
- The annual Spring musical, “Annie,” included nearly 250 students performing, working backstage, handling sound, and serving as ushers for four sold-out performances.
- The Robotics Team won Tournament Champion at the “Middle School Mayhem” tournament.
- We were pleased that 25 students participated in Honors Chorus in Athens.
- The CMS Diversity Committee hosted a Veterans Day Appreciation Luncheon in our school’s cafeteria for the veteran residents of Dogwood Retirement Home, a local retirement facility here in Grayson. Our visitors included veterans from Operation Desert Storm, the Korean War, and Vietnam as well as a 98 year-old World War II soldier.
- Our Annual Holiday Share, facilitated by the Couch Care Team, provided holiday relief for more than 30 families here at Couch Middle School. Staff and community members donated gifts, money, and food to help support more than 60 children in the Grayson cluster.
- Our 8th grade counselor spearheaded a new mentoring program for 8th grade African American male students. The purpose of the RENEW cohort was to “change the narrative.” The mission of the team was to increase parent involvement, provide mentoring opportunities to support the students, and create outreach opportunities for the students within the community. The boys had the opportunity to visit Morehouse College and GCPS’ Maxwell High School of Technology, and work alongside the school’s DECA team to facilitate the annual food drive.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19-20
Enrollment	1040	1058	1063
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	8%	7%	7%
+Black/African American*	44%	45%	44%
+Hispanic or Latino, <i>any race</i>	17%	16%	19%
+Multiracial, <i>two or more races</i> *	5%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	27%	26%	24%
Special Education	13%	14%	15%
Gifted Eligible	10%	11%	12%
English Learner**	21%	21%	22%
Free/Reduced Lunch	41%	39%	41%
Average Attendance***	97%	97%	97%

*Not Hispanic or Latino

**Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

***Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- 80.7% of students agreed or strongly agreed that they felt safe at Couch Middle.
- 99% 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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