

Accountability Report

Issued 2020–21

Coleman Middle School

Dr. J.W. Mozley, *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 Coleman 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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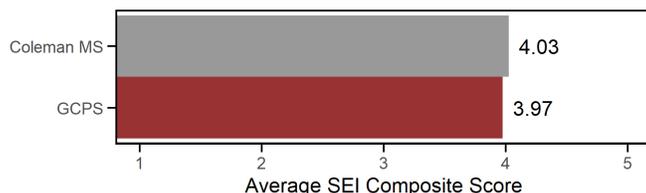
2019–20 Results: Norm-referenced Assessments: PSAT 8/9

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
Coleman	477	452
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 Coleman 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 Coleman MS in 2019–20 was 4.03, compared to the GCPS middle school average of 3.97.



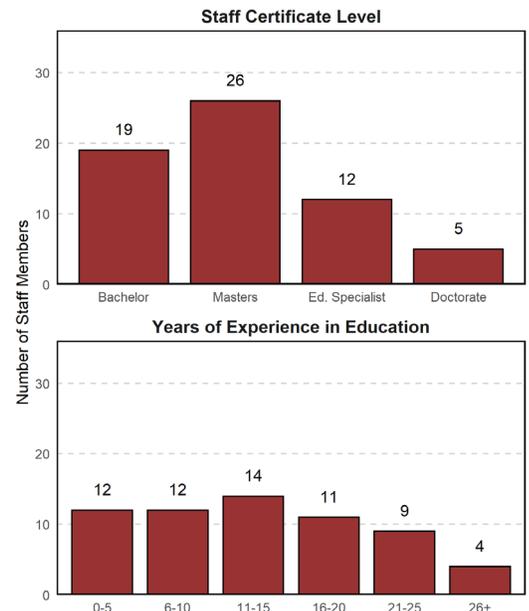
Coleman Middle School

Other 2019–20 Highlights...

The 2019–20 school year was another banner year at Coleman Middle School, despite the impact of COVID-19 at the end of the school year. Coleman Middle continued its tradition of excellence in its fourth year as all students were challenged through Coleman’s unique STEAM mission and vision—focusing on Science, Technology, Engineering, and Mathematics through the Arts. Before moving to digital learning, Coleman welcomed its most-ever number of guests and community members to give students critical feedback on their work to solve real-world problems. Even though students and teachers transitioned to a digital learning format for the last few months of the school year, students still engaged in a quarterly Problem-Based Learning Unit, which allowed them to apply their knowledge and skills to the real world. The following are additional celebrations from the 2019–20 school year:

- Coleman was recognized by the Governor’s Office of Student Achievement as a 2019 Greatest Gains School at the Bronze level under Georgia’s Single Statewide Accountability System.
- For the fourth year in a row, Coleman Middle posted strong gains in both the Evidence-Based Reading/Writing section and the Mathematics section of the PSAT 8/9.
- Coleman was recognized by the Georgia Department of Education with the Creative School Arts Integration School of Excellence Award.
- Kimberly Harrison, a 6th grade science teacher, was named a 2020 Georgia STEM Scholar.
- A Coleman Middle 7th grader was selected to serve on the State School Superintendent’s Student Advisory Council.
- Two teachers were awarded a Jackson EMC Bright Ideas grant to continue innovative programming for all students.
- Nine students were selected for District 13 Honor Band.
- Coleman was the only middle school in the state to have students featured at the Georgia Music Educators Association Music Technology Showcase.
- Three students advanced to the Georgia Student Media Festival for podcasts they created and broadcast.
- Coleman Middle’s theater program received Best Actor, Best Actress, Best Monologue, Best Musical Performance, Best Dramatic Moment, and Grand Champion at Gwinnett County’s Dramarama competition for middle school thespians.
- A Coleman Middle student was selected as a summer scholarship winner by the Gwinnett Alliance for Gifted Education.
- Coleman Middle’s Robotics Team, The Astrocats, advanced to Super Region competition and won 1st place for its core values.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	785	859	911
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	18%	16%	15%
+Black/African American*	37%	37%	37%
+Hispanic or Latino, <i>any race</i>	21%	22%	23%
+Multiracial, <i>two or more races</i> *	6%	6%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	18%	19%	18%
Special Education	8%	11%	11%
English Learner**	15%	16%	18%
Gifted Eligible	18%	20%	19%
Free/Reduced Lunch	44%	42%	42%
Average Attendance***	98%	98%	98%

*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...

- 85.6% of students agreed or strongly agreed that they felt safe at Coleman Middle.
- 98.9% 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.

Coleman Middle School

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