

Accountability Report

Issued 2014–15

Lilburn Middle School

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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 2013–14 school year, 2012–13 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 2014–15 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 Lilburn 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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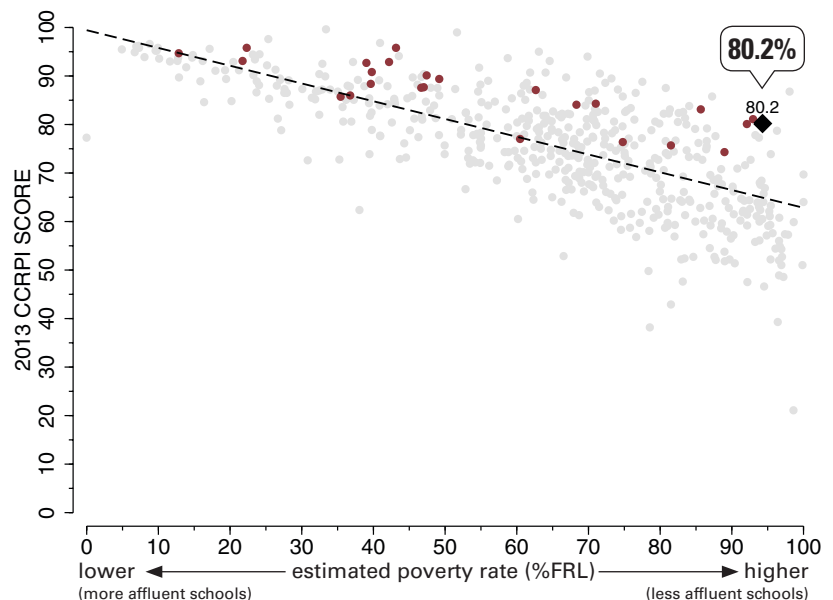
2013–14 Highlights



The School Effect: Putting Lilburn Middle's CCRPI score in context

A number of factors, including family income, can have an impact on a student's readiness for school success. 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 a percentile rank for the free-and-reduced-lunch population (FRL Percentile), 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 Lilburn (represented by a large black dot) 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.



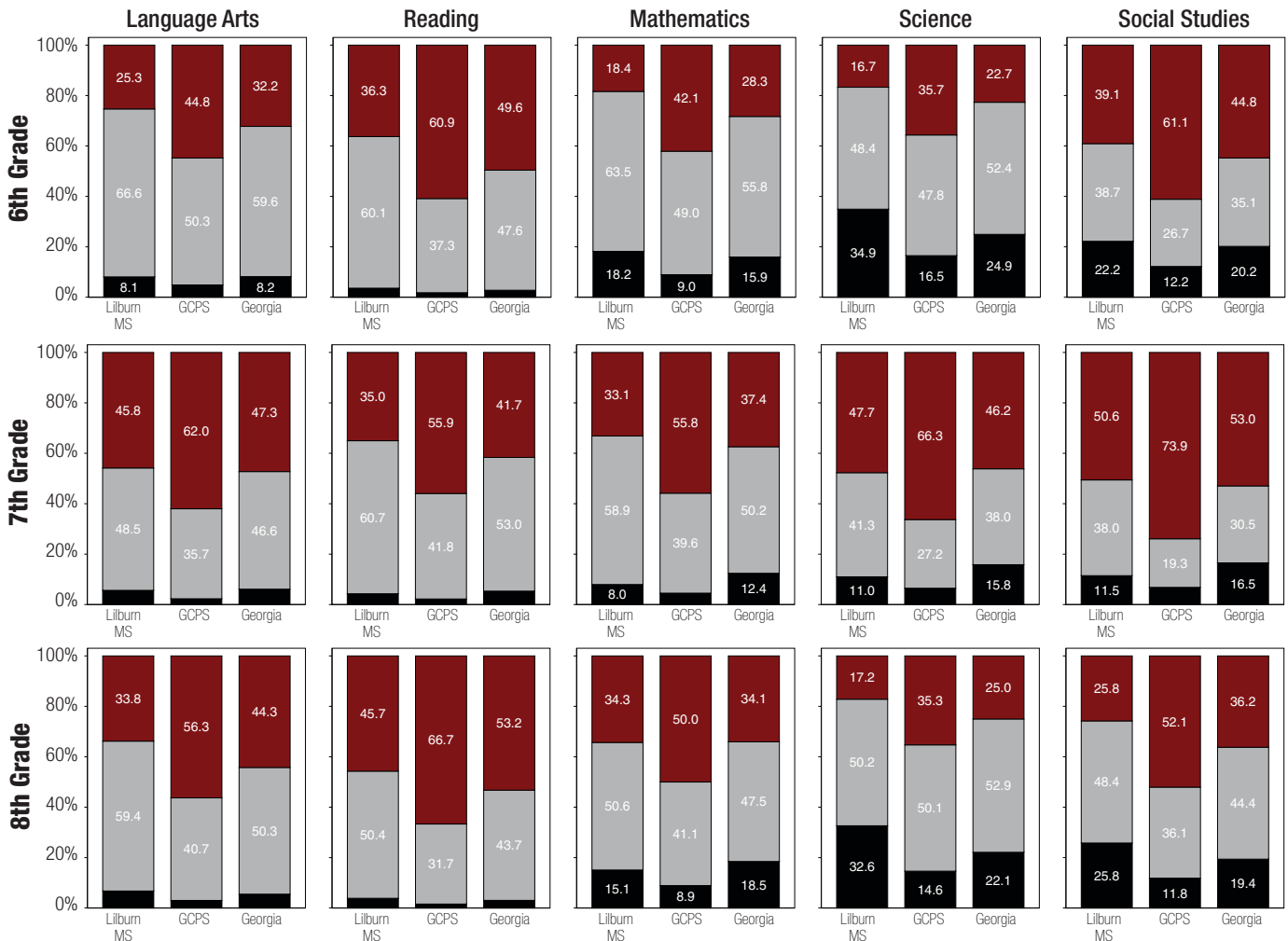
2013–14 Results: Gwinnett County Public Schools Assessment Summary

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. GCPS used the state’s Criterion-Referenced Competency Tests (CRCT) as a measure of learning for the last time in 2013–14. CRCT assessments, which will be replaced by the new Georgia Milestones Assessment System in 2014–15, compare student achievement to state standards in English/language arts, reading, mathematics, science, and social studies for grades 3–8. Georgia students in grade 8 also took a state writing assessment in 2013–14, which also will be replaced by Georgia Milestones. 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. At selected grade levels, these state assessments are used as Gateway tests for promotion here in Gwinnett. Results from the new state assessments will be used to measure accountability in future reports.

Criterion-Referenced Competency Tests (CRCT) for Grades 6, 7, and 8

The CRCT uses multiple-choice questions to measure how well students have learned the skills and knowledge included in the state’s standards. Gwinnett’s AKS curriculum includes the state-adopted Common Core Georgia Performance Standards (CCGPS) in mathematics (K–11), language arts (K–12), and literacy standards in science, social studies, and technical subjects. The Georgia Performance Standards (GPS) are in place for other subject areas. Students’ test performance on the CRCT falls into three levels of mastery of the state’s curriculum: Exceeds Standards, Meets Standards, Does Not Meet Standards. For 2013–14, Gwinnett 7th graders were required to meet grade-level expectations on the CRCT in all subject areas in order to earn promotion.

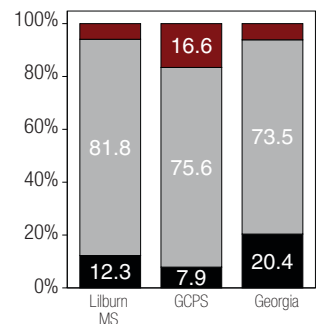
Performance Levels
■ Exceeds ■ Meets ■ Does Not Meet
 Percentages shown may not add up to 100 due to rounding. Percentages 7% and below are not labeled. **Reflects spring administration.**



Georgia Grade 8 Writing Assessment

In addition to earning passing grades, GCPS 8th graders are required to earn a passing score on the Georgia Grade 8 Writing Assessment, which is a Gateway test in Gwinnett. The chart to the right reflects how well Lilburn students performed on the test in 2013–14, with the 88% of 8th graders passing the writing Gateway on the first try. (This chart reflects achievement of all students, including special education students and students with limited English proficiency.)

Performance Levels
■ Exceeds ■ Meets ■ Does Not Meet
 Percentages shown may not add up to 100 due to rounding. Percentages 7% and below are not labeled. **Reflects spring administration.**



2013–14 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 Lilburn students in 8th grade who met grade-level expectations on the state’s CRCT in order to earn promotion for 2013–14.

% of Students Who Passed CRCT Subtests Required for Promotion*

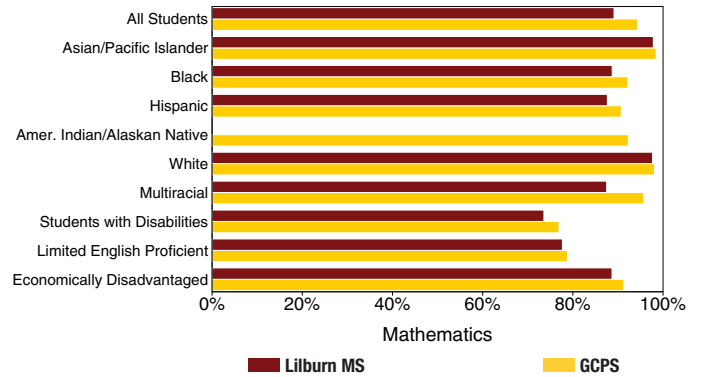
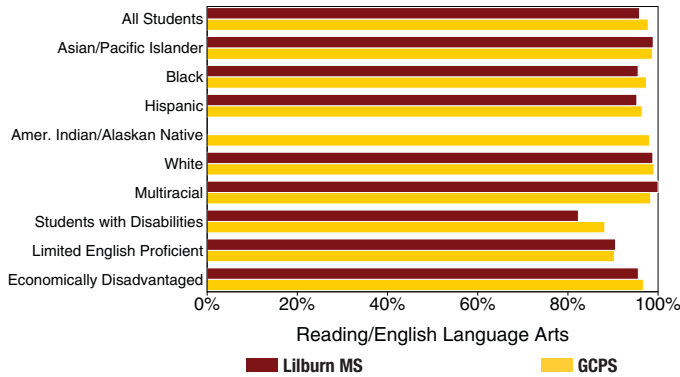
	Lilburn	GCPS	State
8th Grade Reading CRCT	96	98	97
8th Grade Math CRCT	85	91	82

*Reflects spring administration

2013–14 Results: CRCT Results by Subgroup

CRCT results for grades 6–8, separated by student subgroup, show a school’s progress toward closing the achievement gap between groups of students. The graphs below indicate the percentage of students meeting or exceeding state-set standards in reading/English language arts and mathematics in 2013–14. See below to learn more about how the state measures progress toward academic performance goals under the College and Career Ready Performance Index, first introduced for 2011–12.

Percentage of Students Meeting or Exceeding State Standards



Note: In charts above, only subgroups with 10 or more students are reported. The charts above reflect an average for grades 6–8 of spring and summer test administrations of the CRCT.

State Reporting: Georgia’s 2012–13 College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia’s statewide 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. (The formal name for federal education reform is the Elementary and Secondary Education Act or ESEA.) In April of 2014, the Georgia Department of Education (GaDOE) released CCRPI data for the 2012–13 school year, and recalculated CCRPI scores for the 2011–12 school year so that the two years could be accurately compared. The CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. (CCRPI data for 2013–14 was unavailable from the GaDOE at presstime. Once available, CCRPI data for 2013–14 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.

Lilburn CCRPI Total Score	80.2
Achievement Points	45.0
Progress Points	18.5
Achievement Gap Points	8.0
Challenge Points	
ED/EL/SWD Performance -- 8.2	8.7
Exceeding the Bar -- 0.5	
Financial Efficiency Rating and School Climate Rating were not measured for 12–13.	

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 (currently, the CRCT and on 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. As the new Georgia Milestones Assessment System replaces the CRCT and writing tests as measures of achievement, the accountability measures for CCRPI will be changed to reflect the new assessment system.

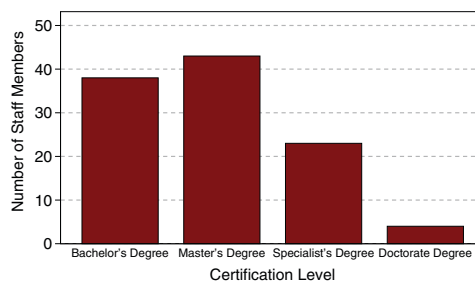
Lilburn Middle School

Other 2013–14 Highlights...

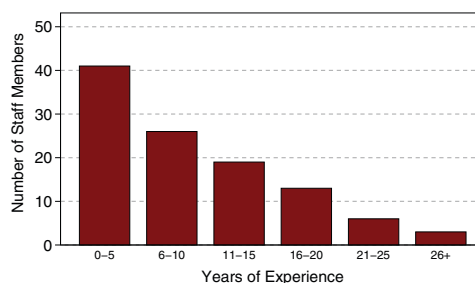
- Lilburn Middle was recognized as a 2014 Taking Action Green & Healthy School in the Environmental Achievement Awards for the 2013–14 school year, sponsored by Gwinnett Clean & Beautiful.
- A group of 124 Lilburn students participated in NASA's Space Science Day at Georgia Tech. Our students had the opportunity to learn how various science concepts relate to the real-world.
- About 30 students, staff members, parents, and community members participated in our Great Days of Service project. They helped beautify our campus and worked corroboratively to complete several tasks. This project helped develop servant leadership among our students and encouraged a positive school, community, and student partnership.
- Forty Lilburn Middle students attended the 14th Annual Latino Youth Leadership Conference at Emory University in December 2013. This conference builds leadership among our youth and strengthens rapport among school faculty, students, and families.
- Lilburn Middle was featured in the *Gwinnett Daily Post* for recycling more than 10,000 pounds in an eight-year period.
- Our orchestra earned a Superior rating at the 2014 GMEA Large Group Performance Evaluation (LGPE) competition.
- In January of 2014, First Lady Sandra Deal visited the STEM Robotics class at Lilburn Middle.
- An Lilburn 8th grader participated in the State Geography Bee.
- A group of 45 students toured Georgia Tech as part of the GoSTEM Pathways Program, which encourages our students to pursue postsecondary education at a college or university.
- Lilburn was recognized by the Georgia Department of Education with Emerging status for implementation of Positive Behavioral Interventions and Support (PBIS).
- Our Junior Beta Club inducted more than 60 students this year.
- The Lilburn Middle School Parent Teacher School Association (PTSA) had 121 members during the 2013–14 school year.
- All students taking the Geometry End of Course Tests (EOCT) met state standards on the exam.
- Lilburn Middle offered a number of academic services, such as and PROBE (gifted education), and Extended Learning Time in Enrichment and Accelerated reading and mathematics. Clubs included Mustang Mentoring, Robotics, Dancing Team, Band, Chorus, Orchestra, Theater Arts, Intramurals, Cheerleading, Soccer, and Basketball.

2013–14 Staff Data

Staff Certification Level



Experience in Education



Student Data (2011–12 to 2013–14)

	School Year		
	11–12	12–13	13–14
Enrollment	1424	1555	1705
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	9%	9%	9%
+Black/African American*	23%	25%	22%
+Hispanic or Latino, <i>any race</i>	62%	61%	64%
+Multiracial, <i>two or more races</i> *	2%	2%	1%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	4%	4%	3%
Special Education	12%	14%	14%
ESOL	23%	23%	24%
Free/Reduced Lunch	94%	94%	91%
Average Attendance	96%	95%	95%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2013–14 RBES Perception Survey...

- 64.1% of students agreed or strongly agreed that they felt safe at Lilburn 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.

Lilburn Middle School

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