

# Accountability Report

Issued 2019–20

## Alford Elementary School

Dr. Sebastian “Shon” Davis, *Principal*

Dr. Terry Watlington, *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. This report reflects achievement data and state data reporting from the 2018–19 school year, as well as consolidated information on the school’s effectiveness, based on multiple measures and student characteristics. Using the data in this report, 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 2018–19 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 Alford 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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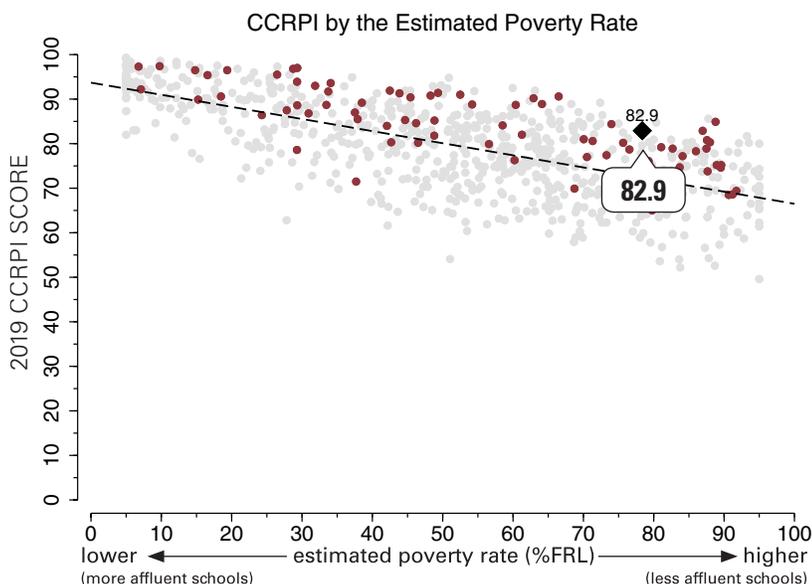
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### The School Effect: Putting Alford Elementary School’s CCRPI score in context

The “school effect”— the impact of what happens in the classroom— 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. Schools all strive to add value to a child’s education from year-to-year, causing students to make academic gains. One way to measure effectiveness in educating *all* students is to review a school’s score on Georgia’s College and Career Ready Performance Index (CCRPI), adjusting for the level of poverty at the school, to see the school effect on students’ academic growth.

This graphic representation plots CCRPI scores for elementary schools in the state (gray dots) against the percentage of the student population receiving free-and-reduced-lunch (FRL Percentage), a measure of poverty. The plotted points form a trend line representing the typical achievement level of a school in Georgia with its level of student poverty. The graph shows how Alford (represented by a large black diamond) and all GCPS elementary 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. *Note: Georgia schools that serve breakfast and lunch to all students at no cost are not included in this comparison.*



## 2018–19 Results: Georgia Milestones Assessment System

### Georgia Milestones for Grades 3, 4, and 5

Last spring, Gwinnett students joined students across Georgia in taking state assessments called Georgia Milestones. This comprehensive assessment system measures how well students have learned the knowledge and skills outlined in the state-adopted content standards.

In April and May of 2019, students in grades 3 through 8 took an End of Grade (EOG) assessment in English language arts and mathematics while students in grades 5 and 8 also were assessed in science and social studies.

The higher bar for student proficiency set by Georgia Milestones is aimed at better preparing students for college and career and providing a more realistic picture of academic progress.

To learn more about Georgia Milestones, visit [testing.gadoe.org](http://testing.gadoe.org) and click on Georgia Milestones Assessment System.

*The tables on this page show the percentage of students who achieved at the level of Proficient Learner or higher.*

About Milestones Achievement Levels
The Milestones results are reported using four categories of achievement, described below. In previous state tests, achievement was reported in three categories (Does Not Meet, Meets, and Exceeds). Under the new system of reporting, proficiency is the target. The tables on this page show the percentage of students who achieved at the level of <b>Proficient Learner</b> or higher. Students who achieve at the Developing Learner or Beginning Learner need additional academic support to succeed at the next grade level.
<b>Distinguished Learner:</b> Student demonstrates advanced proficiency, and is <b>well prepared for the next grade level</b> and for college and career readiness.
<b>Proficient Learner:</b> Student demonstrates proficiency, and is <b>prepared for the next grade level</b> and considered to be on track for college and career readiness.
<b>Developing Learner:</b> Student demonstrates partial proficiency, and <b>needs additional academic support</b> to ensure success in the next grade level.
<b>Beginning Learner:</b> Student does not yet demonstrate proficiency, and <b>needs substantial academic support</b> to be prepared for the next grade. (In the future, when these assessments are used to determine promotion, students in this level will not be promoted to the next grade.)

### English Language Arts

Grade	Alford	GCPS	Georgia
3rd	32.1	49.8	41.7
4th	37.6	51.4	42.4
5th	46.4	53.5	44.9

### Science

Grade	Alford	GCPS	Georgia
5th	53.8	56.1	42.7

### Mathematics

Grade	Alford	GCPS	Georgia
3rd	50.9	60.2	51.7
4th	46.4	60.5	49.2
5th	45.1	52.5	40.7

### Social Studies

Grade	Alford	GCPS	Georgia
5th	36.1	45.6	30.6

## 2018–19 Results: Norm-referenced Assessments: The Iowa Assessments

The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2018–19. Results from the fall administration help identify students' areas of academic strength as well as areas that need improvement. Teachers and schools use these results during the school year to inform instruction and monitor growth.

Complete Composite results reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, mathematics, science, and social studies. Scores are expressed as a national percentile rank (NPR), with an NPR of 50 marking typical achievement on the Iowa Assessments. For example, a Complete Composite NPR of 60 indicates that students at a school, on average, scored as well as or better than students at 60% of U.S. schools on the test. Alford's 2019 NPR for 5th graders taking the Iowa Assessments is 43.2, compared to the overall GCPS NPR of 52.

## 2018–19 State Reporting: Georgia’s College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index (CCRPI) is the state’s accountability system. Redesigned in 2018–19, it assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. The CCRPI recognizes a school’s levels of student test performance as well as those students’ improvements in performance across years and the school’s progress in closing achievement gaps with traditionally underserved subgroups of students.

Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. For 2018–19, elementary schools earned up to a set number of points in four main categories, for a total of 100 possible points. Here are the factors considered in awarding points at the elementary school level in each category:

- **Content Mastery points** increase with greater percentages of students performing at high levels on the state’s End of Grade (EOG) assessments.
- **Progress points** are tied to the level of academic progress students make from year to year.
- **Closing Gap points** are earned as schools work to close the gaps between different groups of students, including students learning English, students living in poverty, and students with disabilities.
- **Readiness points** take into account factors that have an impact on students’ readiness for the next grade and school level, including reading ability associated with college- and career-readiness, attendance, and participation in enrichment courses in fine arts or world languages.

	Alford	GCPS	Georgia
<b>CCRPI Total Score</b>	<b>82.9</b>	<b>86.6</b>	<b>77.1</b>
Content Mastery (30%)	69.8	80.6	67.6
Progress (35%)	92.8	88.5	84.4
Closing Gaps (15%)	88.3	96.3	73.8
Readiness (20%)	81.2	84.8	81.0

*All CCRPI scores are out of 100 possible points. The Total Score is made up of four weighted subscores, each accounting for a percentage of the total score. The calculation for Alford ES's Total Score of 82.9 is 30% of 69.8 + 35% of 92.8 + 15% of 88.3 + 20% of 81.2.*

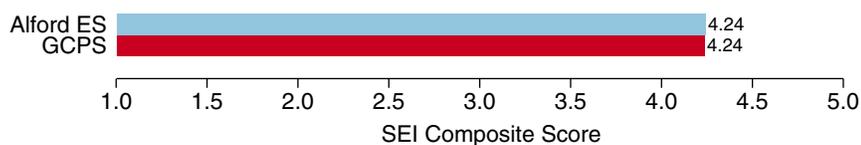
## Star Ratings

Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale.

- **The School Climate rating** takes into account discipline and attendance data as well as perceptions of the quality and character of the school and its learning environment. Alford was awarded a School Climate star rating of ★★★★★.
- **The Financial Efficiency rating** is a measure that compares a school’s spending per student to the overall academic performance of its students. The School Financial Efficiency ratings for 2018–19 were not published at the time 2018 CCRPI results were released in the fall. Once available, parents can find them here: <http://www.gadoe.org/CCRPI/Pages/default.aspx>.

## 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 Alford Elementary School compared with an average of results for all GCPS elementary 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 Alford ES in 2018–19 was 4.24, which was equal to the GCPS average of 4.24.



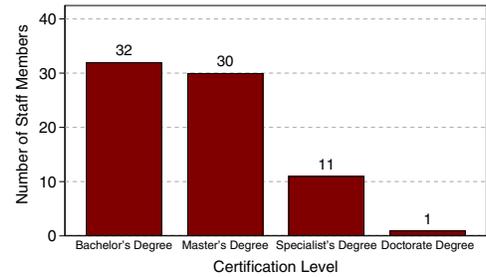
# Alford Elementary School

## Other 2018–19 Highlights...

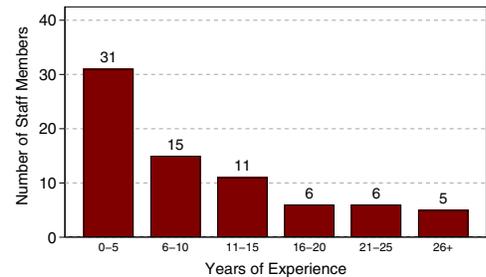
- Teachers participated on local leadership teams to share and model effective strategies for their colleagues.
- Staff and students used eCLASS as a tool to improve and sustain academic achievement through instructional technology.
- Parents participated in fun and engaging programs to support student learning, including Literacy Night, STEM (Science, Technology, Engineering, and Mathematics) Night, and International Night.
- A Boy Scout STEM program was implemented for 2nd grade boys. The students were able to focus on problem-solving, innovation, and creativity, which enhanced their learning and engagement.
- Our principal was selected to participate in Leadership Gwinnett.
- Instructional workshops for parents were facilitated by the teachers and the parent involvement coordinator. These workshops focused on academics and offered strategies to parents to support increased student achievement.
- Students participated in ongoing social events and fun activities as rewards for demonstrating and promoting positive behavior.
- The Alford learning community supported fundraising efforts on behalf of Relay For Life, United Way, and the American Red Cross.
- Our state CCRPI score increased from 80.1 to 82.9, indicating growth and progress across grades 3–5.
- Working with nearby daycare providers and Richards Middle School, we ensured that rising kindergartners and rising 6th graders were prepared for the transition. Kindercamp helped support school readiness and academic success for rising kindergartners.
- A Play2Learn program was implemented to support neighborhood families and provide them with educational tools and awareness for their preschool-aged children in order to support and ensure school readiness.
- Alford implemented and maintained a mentoring program for male students to motivate and promote student leadership.
- The Alford PTA and Local School Council worked with the school to support student programs and initiatives.

## 2018–19 Staff Data

Staff Certification Level



Experience in Education



## Student Data (2016–17 to 2018–19)

	School Year		
	16–17	17–18	18–19
<b>Enrollment</b>	943	926	935
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	10%	11%	10%
+Black/African American*	25%	26%	25%
+Hispanic or Latino, <i>any race</i>	52%	50%	53%
+Multiracial, <i>two or more races</i> *	2%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	10%	10%	10%
Special Education	13%	13%	12%
ESOL	46%	48%	48%
Free/Reduced Lunch	81%	83%	78%
Average Attendance	96%	96%	96%

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2018–19 RBES Perception Survey...

- 91.5% of students agreed or strongly agreed that they felt safe at Alford Elementary.
- 99.0% 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.*

### Alford Elementary School

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### Gwinnett County Public Schools

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