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 Cooper 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.

The School Effect: Putting Cooper 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 Cooper (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 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.*

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Cooper</strong></td>
</tr>
<tr>
<td>3rd</td>
<td>56.7</td>
</tr>
<tr>
<td>4th</td>
<td>59.4</td>
</tr>
<tr>
<td>5th</td>
<td>60.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Cooper</strong></td>
</tr>
<tr>
<td>5th</td>
<td>57.3</td>
</tr>
</tbody>
</table>

**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. Cooper’s 2019 NPR for 5th graders taking the Iowa Assessments is 58.8, compared to the overall GCPS NPR of 52.
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.

<table>
<thead>
<tr>
<th>CCRPI Total Score</th>
<th>Cooper</th>
<th>GCPS</th>
<th>Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery (30%)</td>
<td>82.8</td>
<td>80.6</td>
<td>67.6</td>
</tr>
<tr>
<td>Progress (35%)</td>
<td>87.8</td>
<td>88.5</td>
<td>84.4</td>
</tr>
<tr>
<td>Closing Gaps (15%)</td>
<td>82.8</td>
<td>96.3</td>
<td>73.8</td>
</tr>
<tr>
<td>Readiness (20%)</td>
<td>87.7</td>
<td>84.8</td>
<td>81.0</td>
</tr>
</tbody>
</table>

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 Cooper ES’s Total Score of 85.5 is 30% of 82.8 + 35% of 87.8 + 15% of 82.8 + 20% of 87.7.

**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. Cooper 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](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 Cooper 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 Cooper ES in 2018–19 was 4.29, which was higher than the GCPS average of 4.24.
Cooper Elementary School

Other 2018–19 Highlights...

- The Northeast Georgia Council of the Boy Scouts of America awarded Cooper Elementary School with the STEM School of Excellence Award for the 2018–19 school year.
- Our school’s head custodian and the custodial staff were recognized for exemplary performance for the ninth consecutive school year in county-level awards.
- Cooper Elementary School earned the top place in the Southeast Region for the Trex Plastic Film Recycling Challenge, collecting 844 pounds of plastic film.
- Cooper Elementary School continued to offer numerous clubs and extracurricular activities to support student learning and growth.
- Cooper Elementary’s chapter of All Pro Dad continued to grow, helping more fathers and father figures to become involved with their children’s education and character development.
- Cooper’s PTA donated more than 140 Chromebooks and funded numerous teacher grants with money from the Step It Up fundraiser.
- To ensure student success, Cooper Elementary School teachers engaged with other Archer Cluster colleagues in a K–12 vertical team in the STEM areas of Science, Technology, Engineering, and Mathematics. The vertical team focused on guiding students to develop a deep conceptual understanding of the critical thinking/problem-solving process.
- Mary Spears, a 3rd grade teacher, was selected as Cooper Elementary School’s 2019 Teacher of the Year by her peers.
- At the Grayson Day 5K Fun Run and Road Race in the spring, Cooper Elementary’s Running Club earned awards as the #1 1-Mile Fun Run Elementary School Team and the top 5K Elementary School Team.
- Cooper’s 5th Grade Chorus presented its annual winter concert, featuring Ukulele Club members and Recorder Club members. The Chorus also performed in the community—singing patriotic songs at a Gwinnett Stripers game in the spring, and performing at the annual Archer Cluster Jazz Festival.
- Two Cooper students earned 1st place for their grade levels in the regional Witzzle Pro Math Tournament. Five elementary schools were represented by more than 80 students at the competition.
- Cooper students participated in the American Heart Association’s Hoops for Hearts, collecting nearly $8,000 over the course of the event and placing 9th among 41 participating schools in Gwinnett County Public Schools.
- Thirteen Cooper Elementary staff members completed advanced degrees and additional certifications during the 2018–19 school year.
- With the retirement of Dr. Donna Bishop in January 2019, Principal Paul Willis became Cooper Elementary’s third leader since it opened in 2003.

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.

Cooper Elementary School
555 Ozora Road • Loganville, GA 30052
(770) 554-7050 • http://www.gwinnett.k12.ga.us/CooperES
Paul Willis, Principal