Results-Based Evaluation System

Accountability Report
Issued 2017–18

Sycamore
Elementary 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 and state data reporting from the 2016–17 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 2017–18 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 Sycamore 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.**
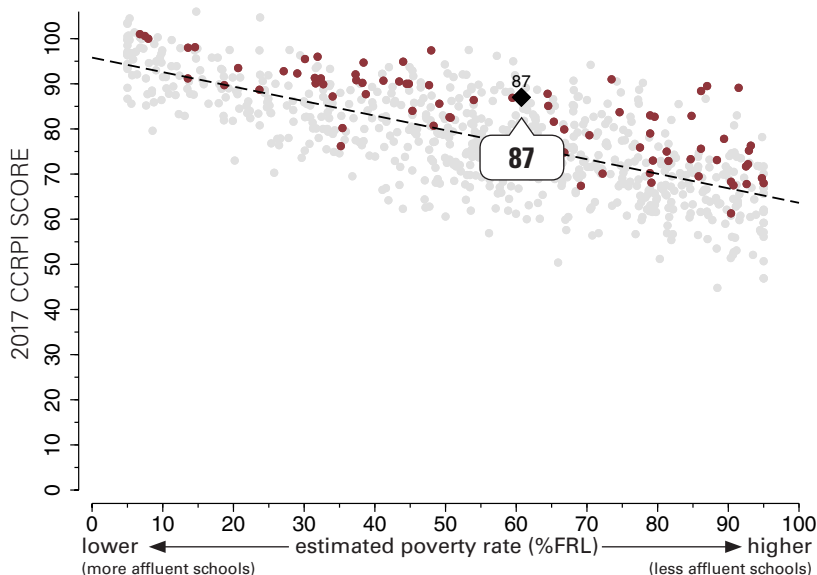
GWINNETT COUNTY PUBLIC SCHOOLS

The School Effect: Putting Sycamore 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 Sycamore (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.*

2017 CCRPI SCORE

87

87

estimated poverty rate (%FRL)

lower ← (more affluent schools)   higher → (less affluent schools)

2016–17 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 May of 2017, 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.

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 **Proficient Learner** or higher. Students who achieve at the Developing Learner or Beginning Learner need additional academic support to succeed at the next grade level.

Distinguished Learner: Student demonstrates advanced proficiency, and is **well prepared for the next grade level** and for college and career readiness.

Proficient Learner: Student demonstrates proficiency, and is **prepared for the next grade level** and considered to be on track for college and career readiness.

Developing Learner: Student demonstrates partial proficiency, and **needs additional academic support** to ensure success in the next grade level.

Beginning Learner: Student does not yet demonstrate proficiency, and **needs substantial academic support** 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	Sycamore	GCPS	Georgia
3rd	19.7	43.2	36.1
4th	55.1	50.5	41.6
5th	48.0	46.3	38.2

Mathematics

Grade	Sycamore	GCPS	Georgia
3rd	45.0	52.3	42.5
4th	63.2	57.1	44.7
5th	51.2	47.2	37.1

Science

Grade	Sycamore	GCPS	Georgia
5th	50.4	49.0	39.4

Social Studies

Grade	Sycamore	GCPS	Georgia
5th	52.4	40.0	29.5

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

2016–17 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 2016–17. 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. The Complete Composite results to the right 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. This graph shows the national percentile rank (NPR) of 5th graders' Complete Composite scores at Sycamore Elementary and for GCPS as a whole over the last four years. An NPR of 50 marks typical achievement on the Iowa Assessments, and is represented by the dotted line in the graph to the right. 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.
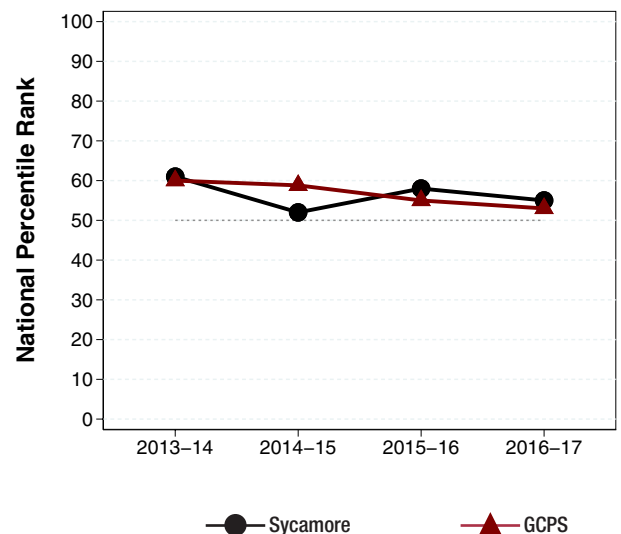
2016–17 State Reporting: Georgia's College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia's statewide accountability system. CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students.

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. For 2016–17, schools may earn up to a set number of points in three main categories

	Sycamore	GCPS	Georgia
CCRPI Total Score (out of 110 possible points)	87.0	82.3	72.9
Achievement Points (out of 50)	34.2	34.5	31.3
Progress Points (out of 40)	40.0	36.6	34.3
Achievement Gap Points (out of 10)	6.7	6.7	6.7
Challenge Points (out of 10) ED/EL/SWD Performance– 4.6 Exceeding the Bar– 1.5	6.1	4.5	0.6
CCRPI Total Score is the sum of points in gray shaded cells.			

(achievement, progress, and achievement gap), for a total of 100 possible points, with an additional 10 possible challenge points.

At the elementary 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, the percentage of students reading at grade level, the percentage of students missing six or fewer days during the school year, the percentage of students learning English who are making academic progress, the percentage of students with disabilities who participate in the general education setting, and the percentage of students scoring in the Proficient Learner or Distinguished Learner achievement levels on the Georgia Milestones assessment.

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 (ED), English learners (EL), and students with disabilities (SWD).

In addition, schools may earn challenge points when they "exceed the bar" for participation levels in world languages and fine arts courses. 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 as well as interventions that result in a positive school climate also may earn challenge points.

Star Ratings

Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale. Ratings range from a half-star to five stars.

- **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.
- **The Financial Efficiency rating** is a measure that compares a school's spending per student to the overall academic performance of its students. The rating is calculated using three-year averages of spending and CCRPI scores.

The School Climate and Financial Efficiency ratings for 2016–17 were not published at the time 2017 CCRPI results were released in 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 Sycamore 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.

Sycamore ES — 4.22
GCPS — 4.27

SEI Composite Score
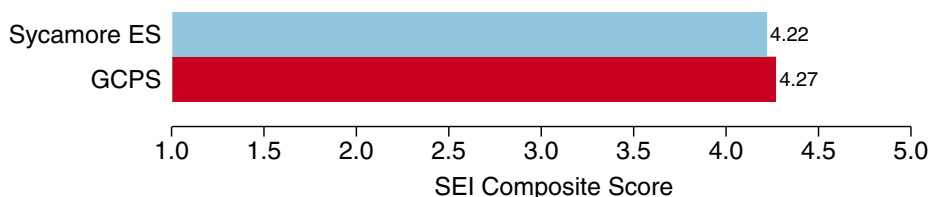
# Sycamore Elementary School
Other 2016–17 Highlights...

- Student leaders attended the 3rd Annual Lanier Student Leadership Conference at the Gwinnett Environmental & Heritage Center.
- Sycamore held its 1st Annual International Day Event for the community.
- The La Catouré Sewing Club created a partnership with Hope thru Soap. The club helped feed 80 homeless people and donated sanitary items with the help of Sugar Hill Church, parents, and teachers.
- Sycamore inducted students into the National Junior Beta Club for exceptional community support and academic achievement.
- Students designed items to sell and showcase at the Sugar Hill Maker Faire.
- Students participated in the Jump Rope for Heart competition, supporting the American Heart Association.
- Sycamore welcomed visitors from various occupations for Career Day, Project-Based Learning, and STEM (Science, Technology, Engineering, and Mathematics) experiences.
- Sycamore held a successful schoolwide Project-Based Learning Fair for GCPS staff and families.
- Sycamore raised $2,908 for Relay For Life.
- Our FIRST LEGO League team advanced to Super Regionals, scored as Grand Champions, and advanced to the state level.
- Following participation in our school's Science Fair, students advanced to the county level and participated in the Gwinnett Science, Engineering + Innovation Fair.
- Sycamore was a host school for observations by a AdvancED committee.
- Sycamore received $8,080 in grants from the Lanier Education Foundation for various school projects.
- Sycamore raised $9,273 with its 1st annual Shamrock Shake fundraiser. After expenses and prizes were tallied, the school earned $6,991.
- Staff and students contributed $1,162 to the United Way campaign.
- Sycamore continued the process for acquiring state STEM certification.
- Literacy and STEM Night were supported by Sycamore's Title I program.
- Extracurricular activities for students included Art Club, Orffestra, Dance Team, National Junior Beta Club, Math Club, Readers Rally, iSTEAM (Science, Technology, Engineering, the Arts, and Mathematics) Club, Sign Language Club, Spanish Club, Minecraft Club, and Student Council.
- Our PTA promoted the home-school-community connection through instructional activities and programs, including Skate Night events, Bingo Night, and school celebrations and field trips for all students.

2016–17 Staff Data

Staff Certification Level
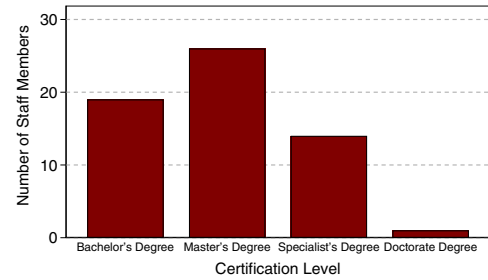
Experience in Education
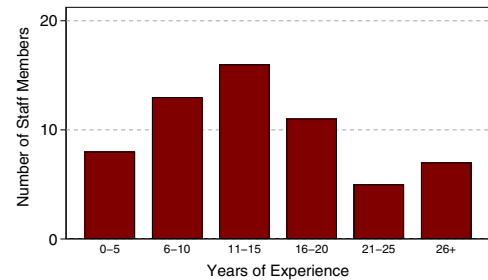
Student Data (2014–15 to 2016–17)

	School Year		
	14–15	15–16	16–17
Enrollment	724	754	768
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	4%	4%
+Black/African American*	14%	13%	14%
+Hispanic or Latino, *any race*	43%	44%	43%
+Multiracial, *two or more races**	3%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	35%	36%	36%
Special Education	13%	13%	15%
ESOL	34%	31%	31%
Free/Reduced Lunch	67%	63%	61%
Average Attendance	96%	96%	96%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2016–17 RBES Perception Survey...

- 89.2% of students agreed or strongly agreed that they felt safe at Sycamore Elementary.
- 100% of parents agreed or strongly agreed that their child's school was safe.