

Accountability Report

Issued 2017–18

Bethesda 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 Bethesda 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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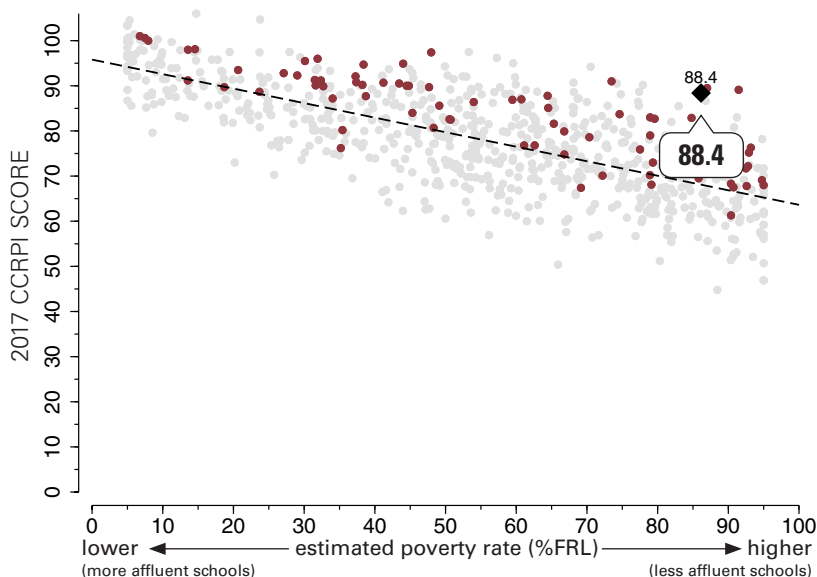
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The School Effect: Putting Bethesda Elementary School's CCRPI score in context

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 Bethesda (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.*



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	Bethesda	GCPS	Georgia
3rd	36.2	43.2	36.1
4th	40.8	50.5	41.6
5th	37.1	46.3	38.2

Science

Grade	Bethesda	GCPS	Georgia
5th	41.4	49.0	39.4

Mathematics

Grade	Bethesda	GCPS	Georgia
3rd	49.5	52.3	42.5
4th	63.7	57.1	44.7
5th	42.3	47.2	37.1

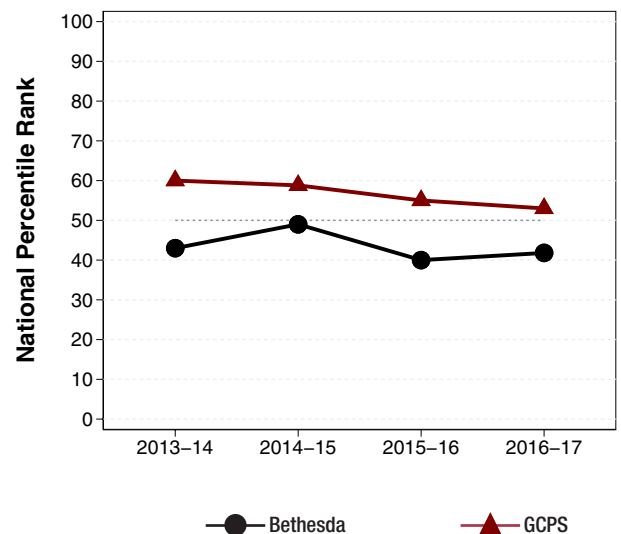
Social Studies

Grade	Bethesda	GCPS	Georgia
5th	34.8	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 Bethesda 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 (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.

	Bethesda	GCPS	Georgia
CCRPI Total Score (out of 110 possible points)	88.4	82.3	72.9
Achievement Points (out of 50)	32.7	34.5	31.3
Progress Points (out of 40)	39.1	36.6	34.3
Achievement Gap Points (out of 10)	8.3	6.7	6.7
Challenge Points (out of 10)			
ED/EL/SWD Performance– 6.8	8.3	4.5	0.6
Exceeding the Bar– 1.5			
<i>CCRPI Total Score is the sum of points in gray shaded cells.</i>			

Star Ratings

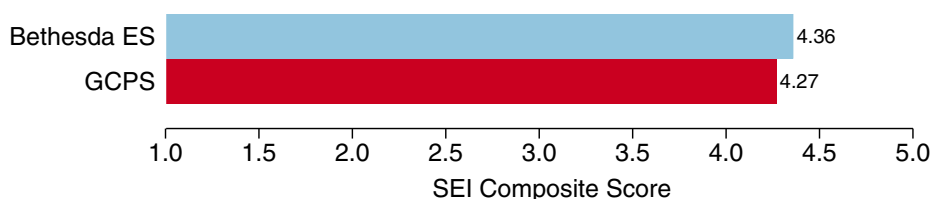
Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale. Ratings range from a half-star to five stars.

- **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 Bethesda 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.

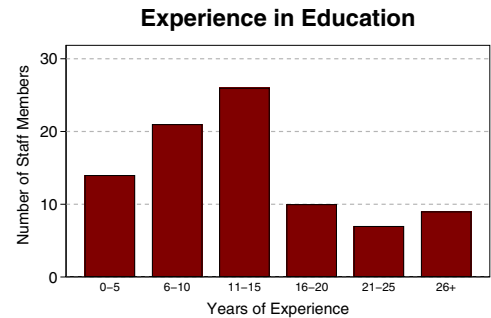
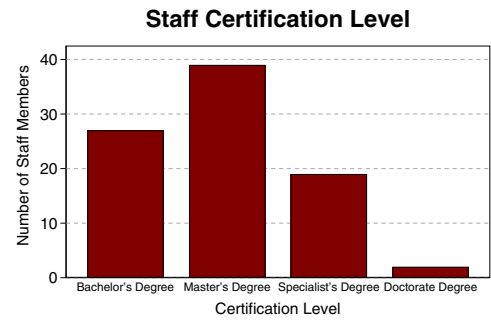


Bethesda Elementary School

Other 2016–17 Highlights...

- Bethesda Elementary was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Support (PBIS). PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- Bethesda earned recognition from the Georgia Department of Education as both a 2015–16 and a 2016–17 Reward School in the “High Progress” category. The award honors schools among the top 10% of Title I schools in the state making the most progress in improving performance of the “all students” group over three years on statewide assessments.
- Bethesda expanded its Spanish Dual Language Immersion (DLI) program through 2nd grade. Students start the DLI program in kindergarten and continue their Spanish immersion experience in subsequent school years. All students participate in a Spanish Special.
- In order to support school readiness, Bethesda hosts rising kindergartners over the summer and “Play to Learn” on Fridays during the school year. In Play to Learn, families with children, ages 3 to 5, work with a certified teacher to prepare their children for school.
- Extracurricular activities included Gardening, Chorus, STEM/PBL (project-based learning in science, technology, engineering, and mathematics), Runners, Coding, Basketball, Cardio, Safety Patrol, Student Council, Cheerleading, Readers Rally, and Dance.
- Events included Focus on Performing Arts, Reading is Fun with Finnegan, Curriculum/Math Night, Kindergarten Transition, Media and Technology Night, LiterArtsy Night (with a focus on Literacy and the Arts), Science Fair, Read Across America, and Career Day. PTA events included International Night, Harvest Fest, Holiday Shop, Bingo Family Fun, and the BFF Walk.
- Our Parent Center strengthened the home-home school connection, helping parents learn how to help their child improve in reading, mathematics, science, social studies, writing, and test-taking strategies. The Center also offered English classes for parents.
- Bethesda promoted cultural awareness and community unity through celebrations of Hispanic Heritage, Black History Month, and international cultures.
- Bethesda increased student achievement through eClass, academic awards, test rallies, and a strong focus on analyzing standards, building capacity, and using the workshop model.
- Staff members participated in weekly staff development sessions in collaborative learning teams, focusing on academic standards, mathematics, literacy, and technology in order to support our school’s Local School Plans for Improvement.
- Teachers used ClassDoJo, which allows teachers and parents to communicate in real-time to promote positive student conduct and work habits.

2016–17 Staff Data



Student Data (2014–15 to 2016–17)

	School Year		
	14–15	15–16	16–17
Enrollment	1367	1246	1223
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	12%	13%	12%
+Black/African American*	24%	23%	20%
+Hispanic or Latino, <i>any race</i>	56%	58%	62%
+Multiracial, <i>two or more races</i> *	2%	1%	1%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	6%	5%	5%
Special Education	11%	10%	10%
ESOL	52%	54%	58%
Free/Reduced Lunch	84%	86%	86%
Average Attendance	97%	97%	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...

- 88.4% of students agreed or strongly agreed that they felt safe at Bethesda Elementary.
- 98.8% 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.

Bethesda Elementary School

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