

# Accountability Report

Issued 2017–18

## Ferguson Elementary School

Dr. Angelique Mitchell, *Principal*

Dr. Clay Hunter, *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 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 Ferguson 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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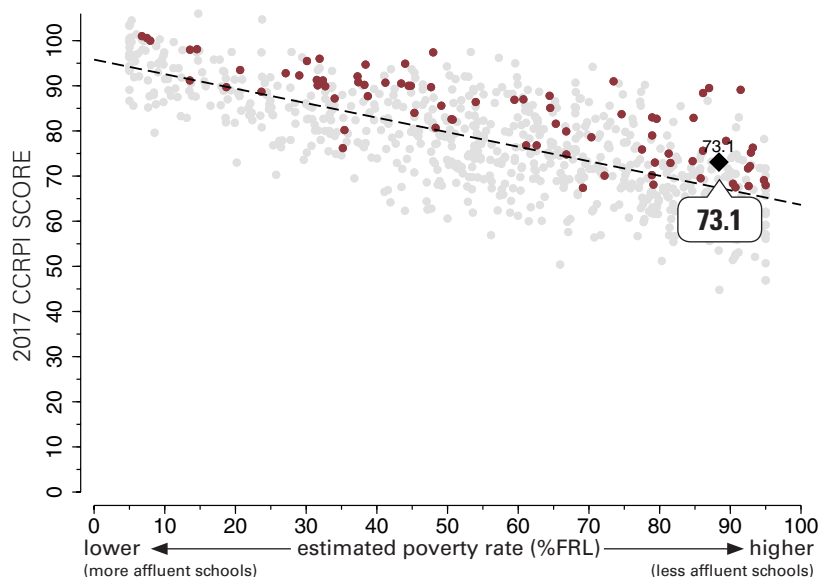
2016–17 Highlights



### The School Effect: Putting Ferguson 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 Ferguson (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](http://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	Ferguson	GCPS	Georgia
3rd	25.2	43.2	36.1
4th	29.6	50.5	41.6
5th	27.9	46.3	38.2

### Science

Grade	Ferguson	GCPS	Georgia
5th	30.8	49.0	39.4

### Mathematics

Grade	Ferguson	GCPS	Georgia
3rd	46.2	52.3	42.5
4th	38.2	57.1	44.7
5th	33.1	47.2	37.1

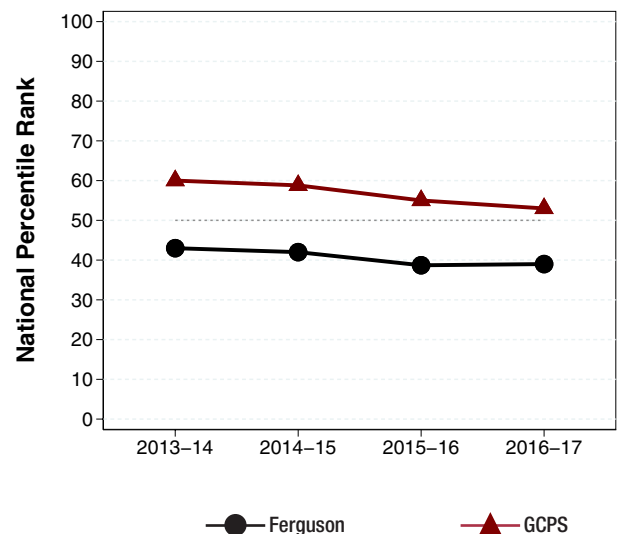
### Social Studies

Grade	Ferguson	GCPS	Georgia
5th	16.3	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 Ferguson 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.

	Ferguson	GCPS	Georgia
<b>CCRPI Total Score (out of 110 possible points)</b>	<b>73.1</b>	<b>82.3</b>	<b>72.9</b>
Achievement Points (out of 50)	27.6	34.5	31.3
Progress Points (out of 40)	36.2	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– 1.6	2.6	4.5	0.6
Exceeding the Bar– 1.0			
<i>CCRPI Total Score is the sum of points in gray shaded cells.</i>			

### Star Ratings

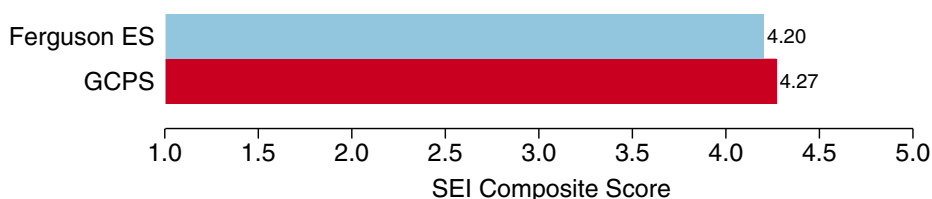
Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale. Ratings range from a half-star to five stars.

- **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 Ferguson 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.

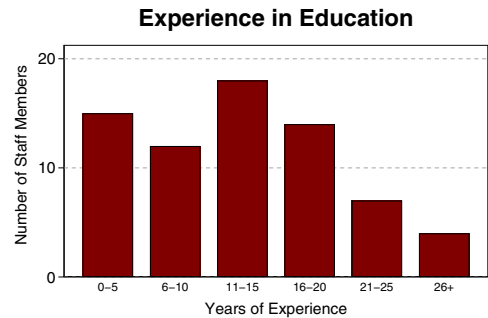
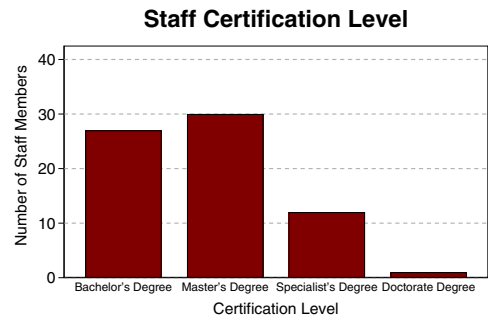


# Ferguson Elementary School

## Other 2016–17 Highlights...

- Students developed leadership skills through participation in Safety Patrol, Broadcast Club, Ferguson Forté, and Photography Club. Student leadership opportunities included Inspired, Girls on the Run, and Principal's Elite.
- The Ferguson Foundation, founded our inaugural year, provided books for the media center and supplies for students. The school's foundation also funded grants to support classroom instruction and sponsored two family engagement events— Trick or Treat Night in October and a Daddy/Daughter Dance in February.
- Ferguson Elementary established the Dartha B. Ferguson Learning Lab with grant funding received from the GCPS Foundation. The grant helped to supply the creative learning space with technology tools such as laptops and iPads that encouraged 21st century learning opportunities for students.
- Ferguson Elementary staff and students participated in Great Days of Service and made contributions to United Way and Relay For Life.
- Academic Parent-Teacher Teams (APTT) of teachers, parents, and students worked together to increase student achievement. The teams focused on specific foundational skills as parents created SMART goals based on personalized data for their child. More than 60% of Ferguson Elementary families attended APTT team meetings. Parents were provided with tools and strategies to help work with students at home.
- To support student achievement, Ferguson Elementary offered a number of interventions, including the Early Intervention Program (EIP), support for students learning English through the English to Speakers of Other Languages (ESOL) program, before-school remediation programs, and computer-assisted learning programs.
- Ferguson counselors supported students through classroom guidance, small-group counseling sessions, and individual sessions. Also, counselors provided attendance incentives, as needed, to ensure that children are at school and ready to learn.
- Ferguson Elementary hosted STEAM (Science, Technology, Engineering, the Arts, and Mathematics) Night. More than 300 students and families engaged in inquiry, investigations, problem-solving, and data analysis.

## 2016–17 Staff Data



## Student Data (2014–15 to 2016–17)

	School Year		
	14–15	15–16	16–17
<b>Enrollment</b>	961	945	914
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	5%	5%
+Black/African American*	48%	33%	32%
+Hispanic or Latino, <i>any race</i>	41%	57%	58%
+Multiracial, <i>two or more races</i> *	4%	2%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	4%	3%	3%
Special Education	14%	11%	12%
ESOL	40%	52%	48%
Free/Reduced Lunch	88%	89%	88%
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...

- 90.6% of students agreed or strongly agreed that they felt safe at Ferguson Elementary.
- 97.8% 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.*

### Ferguson Elementary School

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