

# Accountability Report

Issued 2019–20

## Baldwin Elementary School

Dr. Brenda F. Johnson, *Principal*

Dr. Pam Williams, *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 Baldwin 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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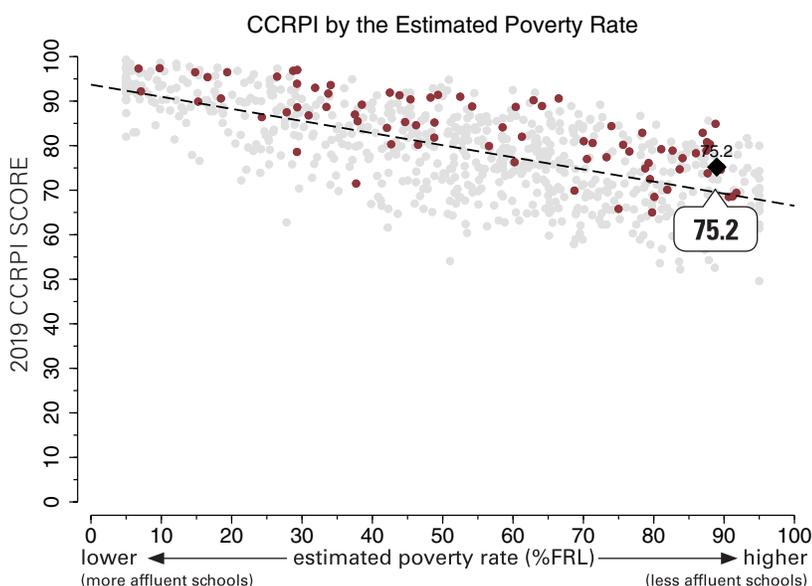
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### The School Effect: Putting Baldwin Elementary School's CCRPI score in context

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 Baldwin (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	Baldwin	GCPS	Georgia
3rd	29.3	49.8	41.7
4th	45.0	51.4	42.4
5th	34.3	53.5	44.9

#### Mathematics

Grade	Baldwin	GCPS	Georgia
3rd	42.7	60.2	51.7
4th	57.8	60.5	49.2
5th	37.6	52.5	40.7

#### Science

Grade	Baldwin	GCPS	Georgia
5th	42.8	56.1	42.7

#### Social Studies

Grade	Baldwin	GCPS	Georgia
5th	23.6	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. Baldwin's 2019 NPR for 5th graders taking the Iowa Assessments is 38, 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.

	Baldwin	GCPS	Georgia
<b>CCRPI Total Score</b>	<b>75.2</b>	<b>86.6</b>	<b>77.1</b>
Content Mastery (30%)	65.9	80.6	67.6
Progress (35%)	87.3	88.5	84.4
Closing Gaps (15%)	61.5	96.3	73.8
Readiness (20%)	78.2	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 Baldwin ES's Total Score of 75.2 is 30% of 65.9 + 35% of 87.3 + 15% of 61.5 + 20% of 78.2.*

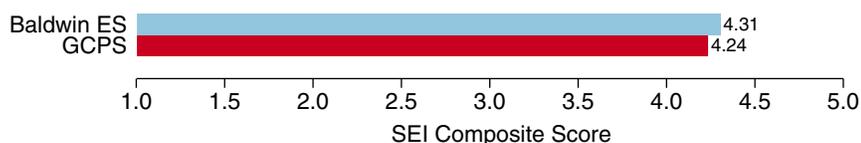
## Star Ratings

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. Baldwin 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 Baldwin 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 Baldwin ES in 2018–19 was 4.31, which was higher than the GCPS average of 4.24.

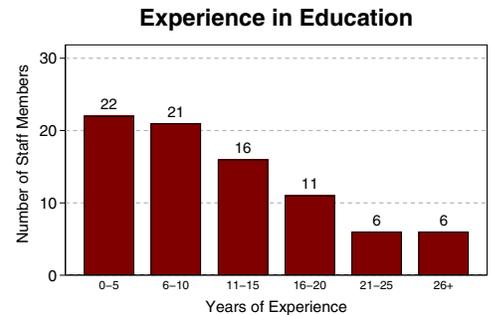
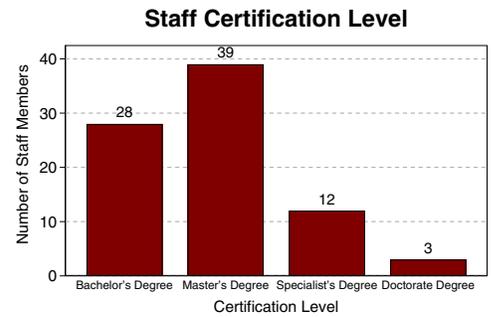


# Baldwin Elementary School

## Other 2018–19 Highlights...

- Mallory Fannin, a 5th grade teacher, was selected by her peers as Baldwin’s 2019 Teacher of the Year. She also represented our school on the CEO/ Superintendent’s Teacher Advisory Council.
- Norcross Assistant City Manager and Director of Public Works Mary Beth Bender served as Baldwin Elementary’s 2018 Principal for a Day.
- The Atlanta Track Club honored Head Coach Ken Almon for his ongoing work in the community with students from Baldwin Elementary, Summerour Middle, and Norcross High.
- Students in grades K–2 participated in Baldwin’s Dual Language Immersion (DLI) program. Students spend part of the day studying math and science in Spanish and the other 50% of the day learning language arts, social studies, and other subjects in English. Students start the DLI program in kindergarten and continue their Spanish immersion experience each subsequent school year.
- Baldwin offered a school-readiness program called Play 2 Learn for children, ages 2–5. Twice a week, children and their parents work with a certified readiness teacher to learn key skills through play, including numbers, letters and sound recognition, motor skills, socialization, mathematics, and literacy.
- Our 3rd annual Namesake Day honored the legacy of Mrs. Beauty P. Baldwin and Gwinnett County Board Member Louise Radloff. Student leaders and community partners received awards for work, service, and partnership.
- Baldwin held a local school Science Fair where students proudly displayed their experiments and projects to the community. Judges included local professors from Georgia Gwinnett College.
- In addition to the core curriculum, all students attended enrichment courses that included STEM (science, technology, engineering, mathematics), art, music, Spanish, and physical education.
- Baldwin received a technology grant and a year’s worth of clinic supplies from the Upsilon Alpha Omega Chapter of Alpha Kappa Alpha Sorority, Inc.
- For the second year, the Baldwin Bluebots robotics team competed and placed at regionals.
- Baldwin offered the following student leadership opportunities and clubs: Art Club, Chorus, Witzzle Pro Math, Robotics, Readers Rally, Spanish Club, Running Club, Student Council, National Junior Beta Club, National Elementary Honor Society, and Peer Leaders.
- Our Parent Center offered workshops to increase parents’ capacity in the areas of math, literacy, study skills, and technology as well as English classes.
- Participation and attendance reached new records at our third annual community events: Fall Festival, Read around the Campfire, Math Night, and International Night. The events also drew strong business and community involvement. Waffle House and Horace Mann were among our business partners hosting workshops hosting parent and staff workshops.

## 2018–19 Staff Data



## Student Data (2016–17 to 2018–19)

	School Year		
	16–17	17–18	18–19
<b>Enrollment</b>	1078	1086	1059
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	5%	5%
+Black/African American*	14%	12%	12%
+Hispanic or Latino, <i>any race</i>	77%	77%	78%
+Multiracial, <i>two or more races</i> *	1%	2%	2%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	3%	3%	3%
Special Education	9%	8%	11%
ESOL	56%	72%	70%
Free/Reduced Lunch	93%	92%	89%
Average Attendance	95%	95%	95%

\*Not Hispanic or Latino

## School Safety Perceptions

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

- 91.6% of students agreed or strongly agreed that they felt safe at Baldwin Elementary.
- 97.3% 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.*

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