

Accountability Report

Issued 2018–19

Fort Daniel Elementary School

Dr. Barbara M. Tucker, *Principal*

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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 2017–18 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 Fort Daniel 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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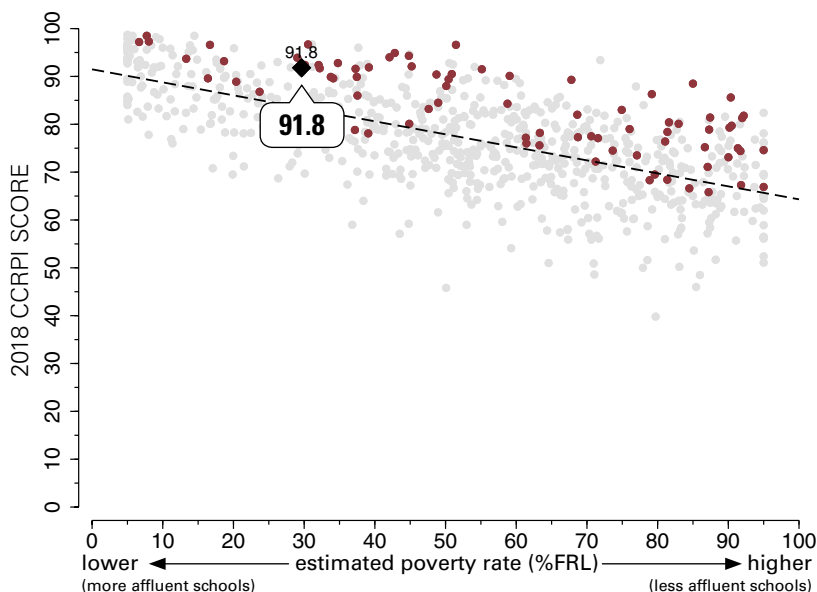
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The School Effect: Putting Fort Daniel Elementary School's CCRPI score in context

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 Fort Daniel (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.*



2017–18 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 2018, 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	Fort Daniel	GCPS	State
3rd	54.6	47.1	37.0
4th	70.4	51.0	41.4
5th	69.3	51.4	41.0

Science

Grade	Fort Daniel	GCPS	State
5th	75.2	51.6	39.5

Mathematics

Grade	Fort Daniel	GCPS	State
3rd	67.6	56.2	45.8
4th	66.7	59.2	47.0
5th	65.0	48.9	38.7

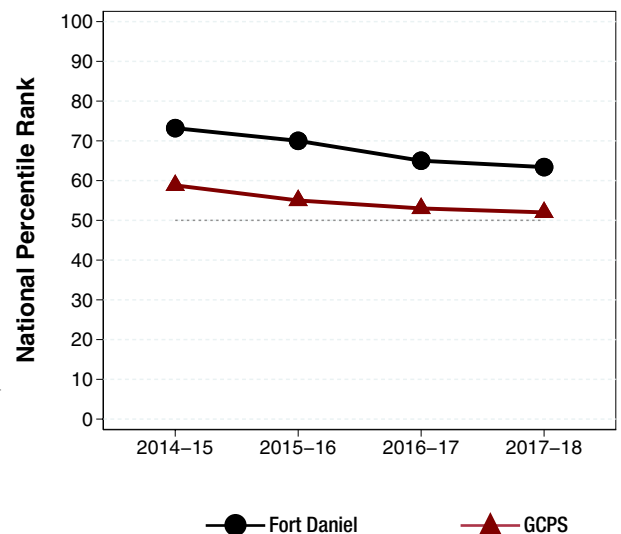
Social Studies

Grade	Fort Daniel	GCPS	State
5th	54.0	38.7	30.0

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

2017–18 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 2017–18. 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 Fort Daniel 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.



2017–18 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 2017–18, 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 2017–18, 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.

	Fort Daniel	GCPS	State
CCRPI Total Score	91.8	84.6	77.8
Content Mastery (30%)	90.2	76.9	65.7
Progress (35%)	97.7	91.6	84.4
Closing Gaps (15%)	85.0	83.8	85.0
Readiness (20%)	88.9	84.5	79.1

CCRPI Total Score is the sum of points in gray shaded cells. 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 Fort Daniel ES’s Total Score of 91.8 is 30% of 90.2 + 35% of 97.7 + 15% of 85.0 + 20% of 88.9.

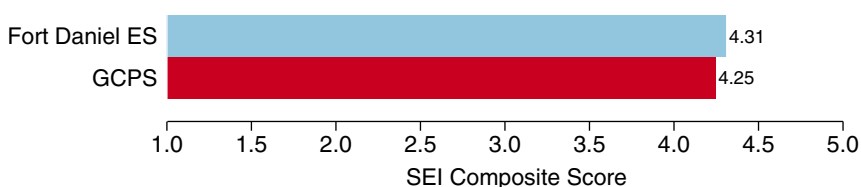
Star Ratings

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. Fort Daniel 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 2017–18 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 Fort Daniel 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.

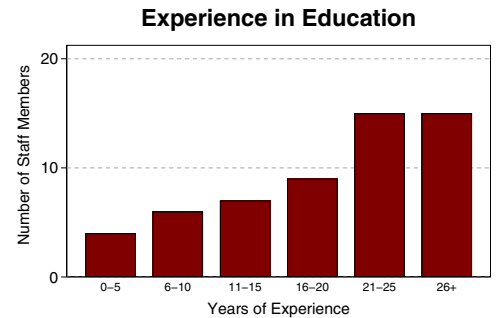
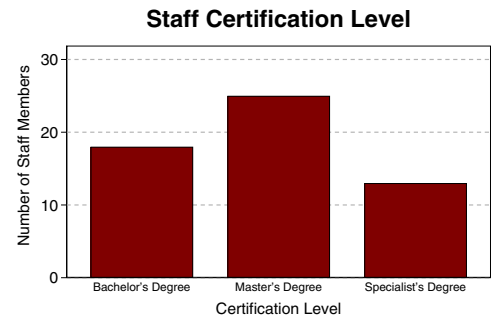


Fort Daniel Elementary School

Other 2017–18 Highlights...

- Fort Daniel’s LEGO Lion Robotics Team won the top Robot Performance Award and was overall champion at the Lanier Longhorn Regional LEGO League competition. The team went on to compete at the Grand Finals held at Creekland Middle School.
- Fort Daniel implemented the School Family Initiative in which every student and every staff member was placed in one of five school families to form horizontal and vertical partnerships within the school among faculty, staff, and students. The five family names are Bunātate, Rêveur, Sâng Tào, Valor, and Wysheid. Each family is represented by a color. The family names reflect desired character traits— kind, dreamer, creative, brave, and wise— and the languages spoken by our students and families.
- Fort Daniel’s PTA donated 80 new Chromebooks and four iPads to our school, increasing the technology available to students in every classroom.
- Our PTA continues to earn numerous awards, including parent, staff, and community membership awards. For the eleventh consecutive year, Fort Daniel boasted 100% PTA membership for faculty and staff.
- Mrs. Heather Cannon, 5th grade teacher, was named Fort Daniel’s Teacher of the Year.
- Our school’s head custodian and the custodial staff were recognized for exemplary performance for the 2017–18 school year in county-level awards.
- Fort Daniel’s Lion Cub Chorus presented the holiday program “Granny McBee’s Christmas Eve” for their winter performance to a full house of family, friends, and special guests.
- Fort Daniel Elementary’s chapter of All Pro Dad continued to grow. All Pro Dad Days help fathers and father figures get more involved with their children’s education and character development.
- Fort Daniel students in 4th grade participated in an archeological dig at the 1813 Fort Daniel site, finding pottery pieces and nails dating to the late 1700s and early 1800s.
- Fort Daniel Elementary was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- To ensure student success, Fort Daniel teachers engaged with Mill Creek Cluster colleagues in a K–12 vertical team in the area of Problem-Based Learning. The vertical team focused on providing cluster teachers with an instructional framework focused on inquiry and problem-based learning.
- Fort Daniel’s 5th Grade Chorus presented its spring musical, “On the Radio,” to a standing-room-only crowd.

2017–18 Staff Data



Student Data (2015–16 to 2017–18)

	School Year		
	15–16	16–17	17–18
Enrollment	655	656	667
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	5%	6%
+Black/African American*	15%	16%	16%
+Hispanic or Latino, <i>any race</i>	16%	17%	20%
+Multiracial, <i>two or more races</i> *	5%	5%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	58%	56%	52%
Special Education	11%	14%	13%
ESOL	12%	11%	16%
Free/Reduced Lunch	26%	27%	30%
Average Attendance	97%	97%	96%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2017–18 RBES Perception Survey...

- 92.4% of students agreed or strongly agreed that they felt safe at Fort Daniel 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.

Fort Daniel Elementary School

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