

Accountability Report

Issued 2020–21

Alford 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. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report reflects available achievement data from the 2019–20 school year. Using local data, 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 2020–21 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 Alford 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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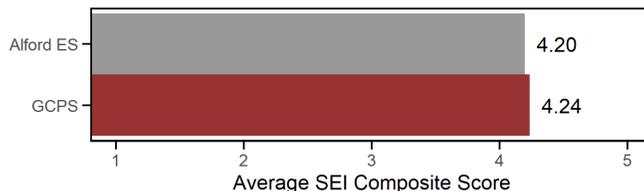
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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 2019–20. 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.

Core Composite results reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, and mathematics, including computation. Scores are expressed as a national percentile rank (NPR), with an NPR of 50 marking typical achievement on the Iowa Assessments. For example, a Core 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. Alford’s 2020 NPR for 2nd graders taking the Iowa Assessments is 38, compared to the overall GCPS NPR of 60. For 2020, the Alford’s NPR for 5th graders is 33, compared to the overall GCPS NPR of 48.6.

2019–20 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 Alford 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 Alford ES in 2019–20 was 4.20, which was lower than the GCPS average of 4.24.

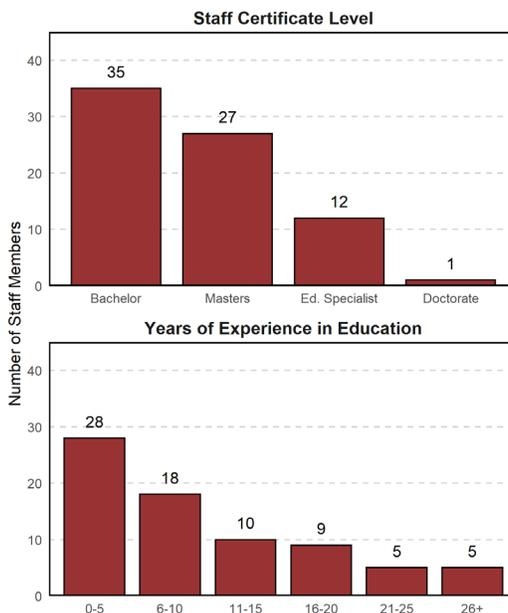


Alford Elementary School

Other 2019–20 Highlights...

- Teachers participated in local content leadership teams to share and model effective strategies for their colleagues in the areas of Language Arts, Mathematics, Science, and Social Studies.
- Staff and students used eCLASS as a tool to improve and sustain academic achievement through instructional technology.
- Alford Elementary was recognized for the highest student usage throughout the county with the Imagine Learning Program.
- Teachers participated in a technology showcase by observing best practices and new innovative technology in action as it enhanced student learning.
- Parents participated in fun and engaging programs to support student learning, including Literacy Night and Math Night.
- Instructional workshops for parents were facilitated by teachers and the parent involvement coordinator. These workshops focused on academics and offered strategies to parents to support increased student achievement.
- Our Play 2 Learn program began serving neighborhood families two days a week to provide them with educational tools and awareness for their preschool-aged children in order to support and ensure school readiness.
- The Alford PTA and Local School Council worked with the school to support student programs and initiatives.
- Our School Nutrition Program staff celebrated a perfect score of 100 for the fall health inspection.
- Alford Elementary's inaugural FIRST LEGO League team went to the county-level LEGO League Competition.
- Three students were selected to represent Alford Elementary at the Gwinnett Science, Engineering + Innovation Fair.
- Alford Elementary Art Club student was selected to participate in the High Museum of Art's annual Elementary Exhibit.
- Alford Elementary celebrated the achievements of several teacher leaders who participated in the Teachers As Leaders and the Special Education County Mentoring programs, and earned their coaching, gifted, math, and ESOL endorsements.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	926	935	905
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	10%	11%
+Black/African American*	26%	25%	20%
+Hispanic or Latino, any race	50%	53%	56%
+Multiracial, two or more races*	3%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	10%	10%	10%
Special Education	13%	12%	16%
English Learner**	48%	48%	52%
Gifted Eligible	5%	6%	8%
Free/Reduced Lunch	83%	78%	81%
Average Attendance***	96%	96%	95%

*Not Hispanic or Latino

**Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

***Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- 88.6% of students agreed or strongly agreed that they felt safe at Alford Elementary.
- 99.3% 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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