

Accountability Report

Issued 2020–21

Annistown 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 Annistown 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

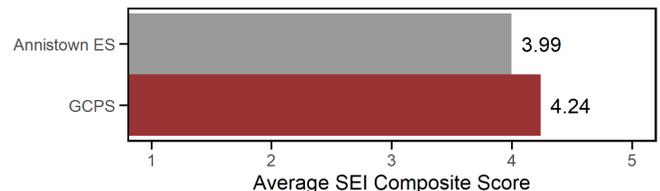
The Iowa Assessments measure a student’s progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Annistown’s 2020 NPR for 2nd graders taking the Iowa Assessments is 47, compared to the overall GCPS NPR of 60. For 2020, the Annistown’s NPR for 5th graders is 39, 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 Annistown 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 Annistown ES in 2019–20 was 3.99, which was lower than the GCPS average of 4.24.

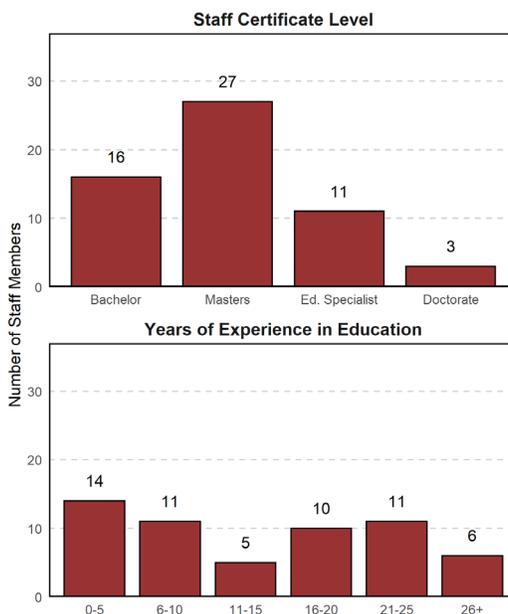


Annistown Elementary School

Other 2019–20 Highlights...

- Student clubs included National Junior Beta, Spanish, Ladies of Distinction, Ambassadors, Robotics, Student Safety Patrols, Chorus, Spelling Bee, Math Bee, Chess, Kids Beach Club, and Basketball.
- Opportunities in the area of fine arts, including Chorus and Art Club, were offered for the students. Many students participated Tapestry, the countywide art exhibition during Youth Art Month. Each grade level presented a themed artistic evening during the school year, displaying our students' musical and artistic talents.
- Students in grades K–5 participated in Annistown's Dual Language Immersion (DLI) program in which students spend half of the day learning math and science in Spanish and the other 50% learning language arts, social studies, and other subjects in English. Students start the program in kindergarten and continue their Spanish immersion experience each subsequent school year.
- Students were recognized each semester for maintaining perfect attendance and high achievement in academics. We also recognized students from each class through the PRIDE award.
- Interventions included Early Intervention Program (EIP), Reading Recovery, English to Speakers of Other Languages (ESOL) services, a before- and after-school remediation and intervention program, Saturday Intervention program, and Education City.
- The Parent Center, funded by Title I, provided parents with opportunities to learn how to help their child improve reading, math, and writing skills as well as access to resources to help with homework.
- Community service projects included the Care Team, United Way, Relay For Life, and Read Across America.
- Annistown 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.
- Annistown's Play 2 Learn program supported families with children, ages birth to 4, who worked with a certified teacher on Wednesdays to prepare their children for school.
- Annistown teachers engaged in collaborative planning and professional learning for the areas of literacy and mathematics. Teachers met weekly in learning teams to analyze curriculum standards, create common assessments, write common lesson plans embedding Quality-Plus Teaching Strategies, and analyze student work to improve their craft of teaching.
- Our head custodian and custodial staff were recognized for exemplary performance for the 2019–20 school year in county-level awards.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	682	695	753
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	4%	4%
+Black/African American*	62%	60%	59%
+Hispanic or Latino, any race	25%	26%	26%
+Multiracial, two or more races*	5%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	5%	5%	6%
Special Education	12%	11%	13%
English Learner**	20%	19%	19%
Gifted Eligible	6%	6%	6%
Free/Reduced Lunch	75%	69%	71%
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...

- 67.9% of students agreed or strongly agreed that they felt safe at Annistown Elementary.
- 96.1% 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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