

Accountability Report

Issued 2020–21

Cedar Hill Elementary School

José DeJesus, *Principal*

Dr. Terry Watlington, *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. 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 Cedar Hill 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

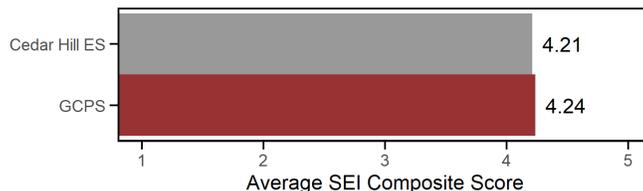
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Cedar Hill's 2020 NPR for 2nd graders taking the Iowa Assessments is 44, compared to the overall GCPS NPR of 60. For 2020, the Cedar Hill's NPR for 5th graders is 37.7, 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 Cedar Hill 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 Cedar Hill ES in 2019–20 was 4.21, compared to the GCPS elementary school average of 4.24.

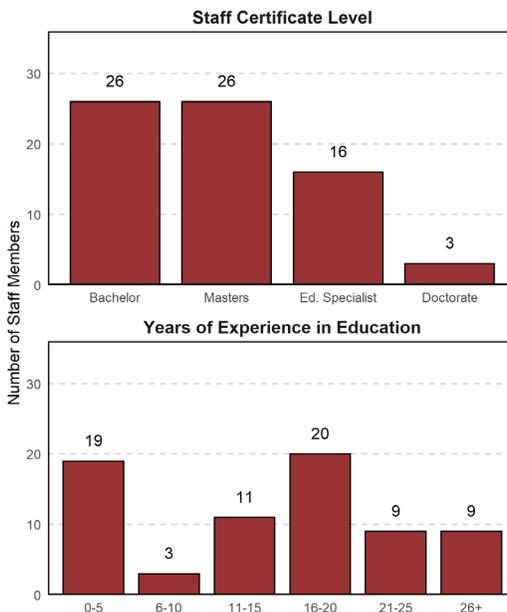


Cedar Hill Elementary School

Other 2019–20 Highlights...

- Cedar Hill Elementary offered enrichment opportunities, including Young Rembrandts Art Club, Chess Club, 4th and 5th Grade Math Enrichment, and Chorus.
- Cedar Hill implemented 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 skills through play, including numbers, letters and sound recognition, motor skills, socialization, mathematics, and literacy.
- Our 1st grade students continue to make significant reading gains through the Reading Recovery Early Literacy Intervention program.
- Our students competed in the GCPS Spelling Bee, Special Olympics, and the Constitution Day Poster Design Contest.
- We recognized students for academics, behavior, and leadership through several programs, including Cedar Hill’s PBIS program, Academic and Good Citizenship Awards, President’s Educational Excellence and Achievement Awards (5th Grade), Terrific Titans, Safety Patrols, 40 Book Challenge (3rd grade), and 100 Book Club Celebration (1st Grade).
- Cedar Hill supported parents through in-person and virtual monthly parent workshops, Meet Your Teacher Day, Literacy and Math Nights, and Parent-Teacher conferences.
- Cedar Hill celebrated our community by hosting an International Night and celebrations during Black History Month and Hispanic Heritage Month.
- Our Chorus performed at the Bridge Nursing Home in Lawrenceville, and performed “God Bless America” at an Atlanta Gladiators hockey game and during our International Night. The Choir performed a program, titled “Carols and Coffee,” for the teachers and staff in December.
- The 5th grade broadcast team produced a live, closed-circuit news program daily.
- Cedar Hill staff and students contributed to building healthier communities by supporting the United Way and Relay For Life.
- Students and staff contributed to local food banks through the Gwinnett Great Days of Service event.
- Cedar Hill students in Kindergarten through 5th grade exhibited their artwork in Tapestry, a countywide art exhibition to celebrate Youth Art Month in March.
- Cedar Hill earned the Gold Award for Exemplary Textbook Inventory.
- A total of 32 English Language Learners exited ESOL services last year because of their high level of English acquisition.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1068	1015	932
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	9%	8%	10%
+Black/African American*	43%	41%	39%
+Hispanic or Latino, any race	36%	39%	40%
+Multiracial, two or more races*	3%	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	9%	9%	7%
Special Education	14%	16%	16%
English Learner**	37%	35%	38%
Gifted Eligible	7%	7%	7%
Free/Reduced Lunch	81%	79%	75%
Average Attendance***	96%	96%	96%

*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...

- 85.4% of students agreed or strongly agreed that they felt safe at Cedar Hill 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.

Cedar Hill Elementary School

3615 Sugarloaf Parkway, Lawrenceville, GA 30044
(770) 962-5015 • <https://www.gcpsk12.org/CedarHillES>
José DeJesus, Principal

Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978
www.gcpsk12.org

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