

# Accountability Report

Issued 2020–21

## Graves Elementary School

Kono D. Smith, *Principal*

Dr. Donna Ledford, *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 Graves 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

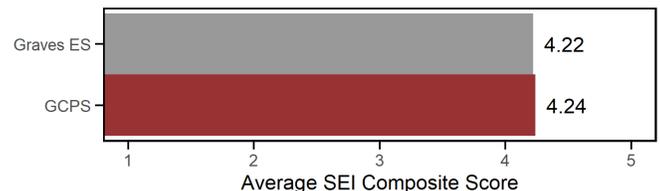
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Graves's 2020 NPR for 2nd graders taking the Iowa Assessments is 35, compared to the overall GCPS NPR of 60. For 2020, the Graves's NPR for 5th graders is 26.6, 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 Graves 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 Graves ES in 2019–20 was 4.22, compared to the GCPS elementary school average of 4.24.

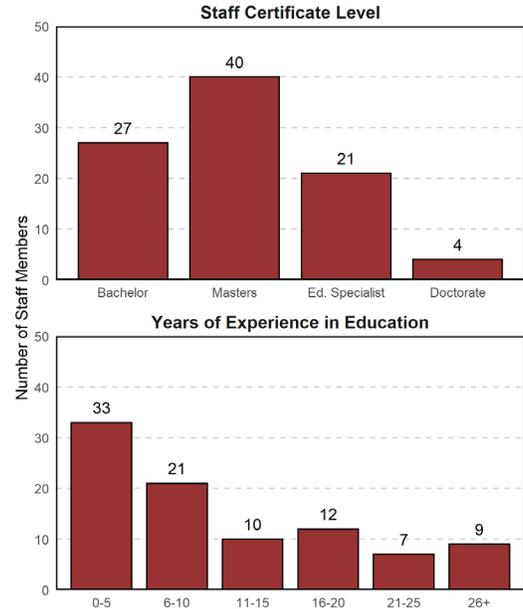


# Graves Elementary School

## Other 2019–20 Highlights...

- Graves continued to implement its Elementary-to-Academy Pipeline with Meadowcreek High, working to prepare students for success beyond elementary school. Students and staff from Meadowcreek High presented the Academy experience for students and families during a special Academy Night. This alignment ensured that students had exposure to career lessons. This innovative practice has enhanced the school's score on the College and Career Ready Performance Index.
- Graves continued the Commitment to Graduate Program with 5th graders and their parents. Students pledged to graduate from high school on time, and their parents pledged to support their efforts toward on-time graduation.
- Graves Elementary celebrated our 5th graders as they prepared to move on to middle school with our first-ever Drive-Through 5th Grade Parade and a virtual 5th Grade Bridging Ceremony.
- Prior to the district's move to Digital Learning Days (DLDs) due to pandemic concerns, Graves continued the G-DART program in which students are exposed to several artistic disciplines—Dance, Art, Rhythm, and Theatre—as we integrate arts into the core subjects to increase student achievement.
- Graves hosted two virtual “Night at the Museum” events, allowing students to showcase their learning in creative ways.
- Graves provided training and pre-service experiences for a number of college students who plan to enter the teaching field.
- Graves continued partnerships with Horace Mann and Corporate Specialty Insignia.
- Graves students had the opportunity to participate in a number of clubs earlier in the year, including Drama, Dancing Dreams, Discovery Dancers, FIRST LEGO League Robotics Team, National Junior Beta Club, Student Council, Chorus, Poetry Club, and Talent Club.
- Graves 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.
- Graves Elementary held a Virtual Scavenger Hunt for our students.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	1296	1247	1226
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	3%	3%
+Black/African American*	18%	19%	18%
+Hispanic or Latino, <i>any race</i>	74%	73%	75%
+Multiracial, <i>two or more races</i> *	2%	2%	2%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	3%	3%	3%
Special Education	9%	8%	10%
English Learner**	68%	68%	68%
Gifted Eligible	4%	3%	4%
Free/Reduced Lunch	92%	90%	88%
Average Attendance***	95%	95%	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...

- 90.0% of students agreed or strongly agreed that they felt safe at Graves Elementary.
- 97.2% 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.*

### Graves Elementary School

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### Gwinnett County Public Schools

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