

Accountability Report

Issued 2020–21

Anderson-Livsey Elementary School

Christine Knox, *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 Anderson-Livsey 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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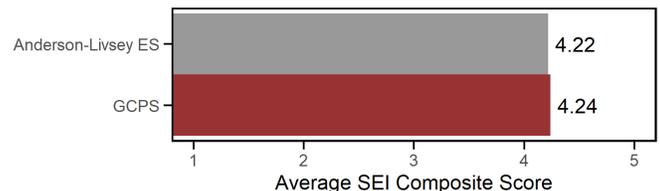
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Anderson-Livsey's 2020 NPR for 2nd graders taking the Iowa Assessments is 44, compared to the overall GCPS NPR of 60. For 2020, the Anderson-Livsey's NPR for 5th graders is 30, 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 Anderson-Livsey 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 Anderson-Livsey ES in 2019–20 was 4.22, which was lower than the GCPS average of 4.24.

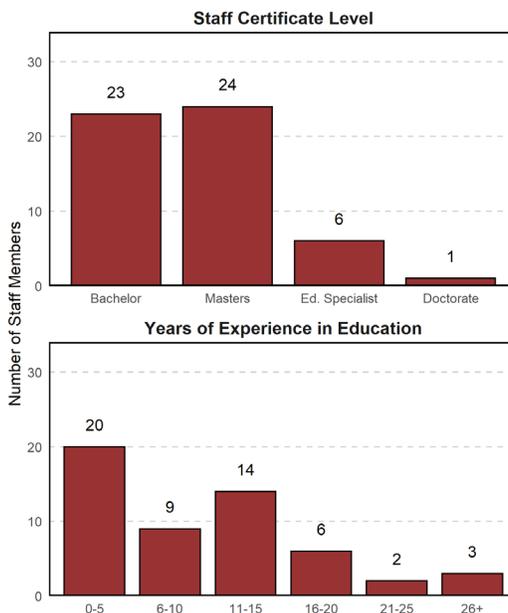


Anderson-Livsey Elementary School

Other 2019–20 Highlights...

- Anderson-Livsey students and staff continued to strive for excellence in both academics and extracurricular activities.
- Anderson-Livsey's Positive Behavioral Interventions and Supports (PBIS) program encouraged our students to be STARS—Scholars, Team Players, Accountable, and Respectful.
- The students, staff and parent community shifted to entirely digital learning instruction in March. This unprecedented challenge was met with dedication and hard work from all stakeholders.
- Student leadership opportunities included Student Ambassadors and the Safety Patrol.
- Anderson-Livsey was recognized as a Progressing Green & Healthy School in the Environmental Achievement Awards sponsored by the Gwinnett Clean & Beautiful. Our Green Club led our recycling efforts and maintained our school garden, which contributed to our school's recognition.
- The school offered students opportunities in fine arts, including the Art Club. Many students participated in the GCPS Tapestry Art Exhibit and Honor Chorus. Students performed in grade-level musical presentations directed by our music teacher.
- Students, parents, and staff participated in STEM Night, Literacy Night, and Black History programs to highlight student learning.
- Extended Learning Time programs included Saturday Intervention Program, an after-school program, and a summer Kinder Camp for our incoming kindergarten students.
- Students in grades 4–5 on our first-ever Step team performed for various school events as well as the Shiloh Cluster Showcase.
- Student recognition programs and celebrations were held throughout the year. Our kindergarten teachers hosted a New Kindergarten Step Up Night to share routines and procedures in preparation for a smooth start.
- The ALES Media Center hosted three book fairs. All grade levels participated in special programs connecting to the curriculum.
- Parent involvement sessions gave families insight into instructional practices. Evening events were held to promote content areas including literacy, math, science, and PE. Families celebrated the rich diversity of our school community with our International Night.
- Our building is clean and well-maintained due to the continuous efforts of our custodial team. Our head custodian and the custodial team have received exemplary ratings each year.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	783	749	732
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	1%	2%	2%
+Black/African American*	66%	65%	69%
+Hispanic or Latino, <i>any race</i>	21%	22%	21%
+Multiracial, <i>two or more races</i> *	5%	5%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	7%	6%	5%
Special Education	12%	13%	14%
English Learner**	19%	18%	18%
Gifted Eligible	8%	8%	8%
Free/Reduced Lunch	77%	75%	79%
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...

- 84.2% of students agreed or strongly agreed that they felt safe at Anderson-Livsey Elementary.
- 100% 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.

Anderson-Livsey Elementary School

6066 Anderson-Livsey School Road • Norcross, GA 30093
(770) 448-9363 • <http://Anderson-Livseyes.com/>
Christine Knox, Principal

Gwinnett County Public Schools

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

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