

# Accountability Report

Issued 2020–21

## Chesney Elementary School

Dr. Ricardo R. Quinn, *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 Chesney 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

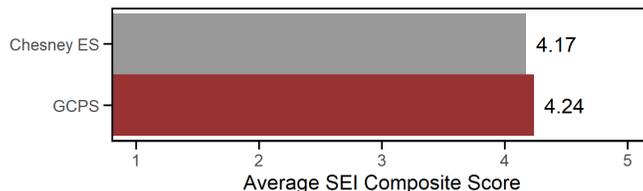
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Chesney's 2020 NPR for 2nd graders taking the Iowa Assessments is 41, compared to the overall GCPS NPR of 60. For 2020, the Chesney'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 Chesney 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 Chesney ES in 2019–20 was 4.17, compared to the GCPS elementary school average of 4.24.

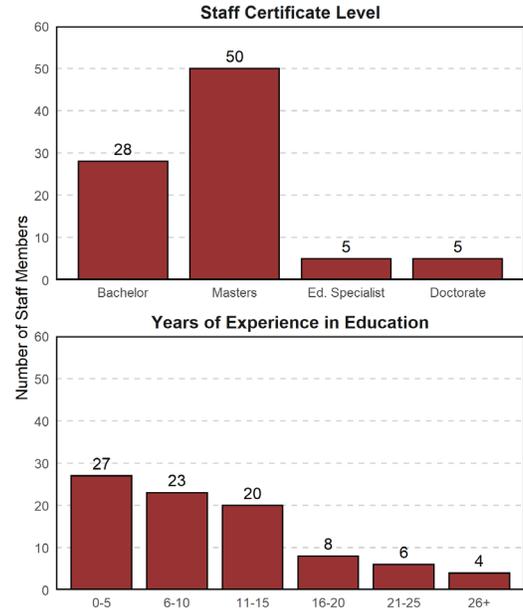


# Chesney Elementary School

## Other 2019–20 Highlights...

- Chesney continues to take great pride in enhancing student achievement while promoting a positive school culture for our students, staff, and parents.
- Chesney offered unique STEM (Science, Technology, Engineering, and Mathematics) and Project-Based Learning experiences every nine weeks for all students.
- Chesney hosted a series of parents' nights that focused on Literacy, Mathematics, and STEM.
- Charles "Brant" Chesney Night remains the school's signature event in October, bringing more than 400 families and the Duluth community together annually.
- Chesney students received leadership and enrichment opportunities through Chorus, STEM Club, Cheerleading, Intramurals, Photography Club, Cooking Club, Robotics, Good News Club, and Readers Rally.
- Our 4th and 5th grade broadcast team produced a live, closed-circuit news program daily.
- Chesney offered beginners and intermediate English classes for parents of students enrolled in the school
- The Principal's Honor Roll, Sparky's Attendance Program, and the Character Education Program recognized students quarterly.
- Chesney Elementary was recognized as a Taking Action Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- We thank Chesney community partners for their volunteer efforts, including Duluth Fire and Police Departments, Friends of Charles Brant Chesney, Duluth High's JROTC, Duluth High's National Beta Club, Duluth High's Peer Leaders, local businesses, and churches in Duluth.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	1208	1180	1165
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	10%	10%
+Black/African American*	30%	30%	28%
+Hispanic or Latino, <i>any race</i>	51%	51%	53%
+Multiracial, <i>two or more races</i> *	3%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	5%	5%	5%
Special Education	10%	9%	10%
English Learner**	54%	52%	52%
Gifted Eligible	9%	8%	8%
Free/Reduced Lunch	82%	79%	79%
Average Attendance***	97%	97%	97%

\*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...

- 85.3% of students agreed or strongly agreed that they felt safe at Chesney Elementary.
- 98.5% 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.*

### Chesney Elementary School

3878 Old Norcross Road, • Duluth, GA 30096  
(678) 542-2300 • <https://www.gcpsk12.org/ChesneyES>  
Dr. Ricardo R. Quinn, Principal

### Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gcpsk12.org](http://www.gcpsk12.org)

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