

# Accountability Report

Issued 2020–21

## Cooper Elementary School

Paul Willis, *Principal*

Joe Ahrens, *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 Cooper 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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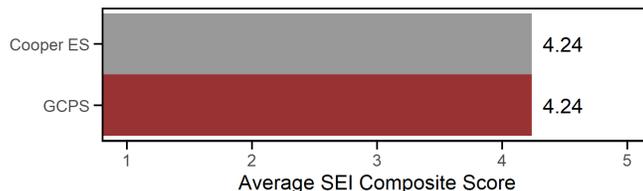
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Cooper's 2020 NPR for 2nd graders taking the Iowa Assessments is 67, compared to the overall GCPS NPR of 60. For 2020, the Cooper's NPR for 5th graders is 54.1, 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 Cooper 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 Cooper ES in 2019–20 was 4.24, compared to the GCPS elementary school average of 4.24.

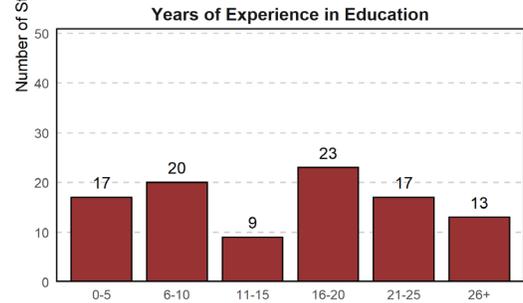


# Cooper Elementary School

## Other 2019–20 Highlights...

- Cooper Elementary School became the Charter Organization for Pack 699 in the Apalachee District of the Northeast Georgia Council of the Boy Scouts of America.
- Cooper Elementary School continued to offer numerous clubs and extracurricular activities to support student learning and growth.
- Cooper Elementary’s chapter of All Pro Dad continued to grow, helping more dads get involved with their children’s education and character development.
- Cooper Elementary School, All Pro Dads, and Cooper ES PTA partnered to refresh the school’s gymnasium with a new floor, new paint, and new pads.
- To ensure student success, Cooper Elementary School teachers engaged with other Archer Cluster colleagues in a K–12 vertical team in the area of Science, Technology, Engineering, and Math. The vertical team focused on guiding students to develop a deep conceptual understanding of the critical-thinking/problem-solving process.
- Alyssa Krisher, representing our dedicated and talented teachers, was selected as Cooper Elementary’s Teacher of the Year by our staff. She teaches 2nd grade.
- Cooper Elementary’s Running Club participated in the virtual Grayson Days 5K and Fun Run. The original event was cancelled due to COVID-19.
- Cooper’s 5th Grade Chorus presented its annual winter concert, featuring Ukulele Club members and Recorder Club members.
- Cooper’s students participated in the American Heart Association’s Hoops for Hearts, collecting nearly \$8,000 over the course of the event, and placing 3rd among all participating schools in the district.
- Five Cooper Elementary staff members completed advanced degrees and additional certifications over the course of the 2019–20 school year.
- During American Education Week, scores of parents visited the school to observe mini-lessons in reading and math. Families learned strategies for supporting their child’s learning at home.
- Cooper Elementary added a Literacy Instructional Coach and a Math Instructional Coach to the staff to support our teachers and students.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	1422	1480	1540
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	2%	2%
+Black/African American*	43%	45%	49%
+Hispanic or Latino, <i>any race</i>	13%	14%	14%
+Multiracial, <i>two or more races</i> *	5%	5%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	36%	34%	28%
Special Education	14%	12%	13%
English Learner**	5%	7%	6%
Gifted Eligible	7%	6%	6%
Free/Reduced Lunch	37%	38%	37%
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...

- 85.0% of students agreed or strongly agreed that they felt safe at Cooper 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.*

### Cooper Elementary School

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 Paul Willis, Principal

### Gwinnett County Public Schools

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