

Accountability Report

Issued 2020–21

Corley Elementary School

Ruth Tomlinson, *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 Corley 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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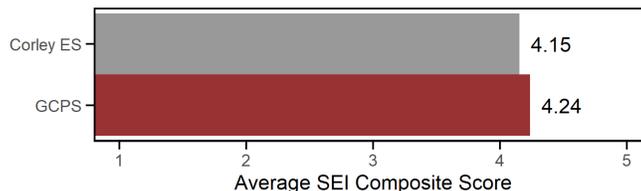
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Corley's 2020 NPR for 2nd graders taking the Iowa Assessments is 44, compared to the overall GCPS NPR of 60. For 2020, the Corley's NPR for 5th graders is 34, 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 Corley 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 Corley ES in 2019–20 was 4.15, compared to the GCPS elementary school average of 4.24.

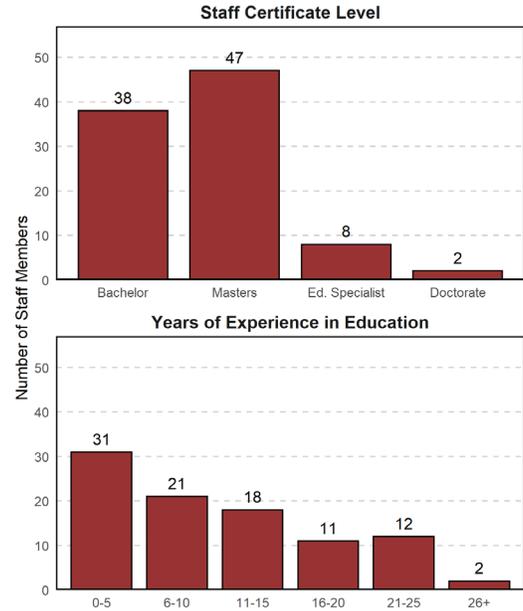


Corley Elementary School

Other 2019–20 Highlights...

- The Georgia Department of Education recognized Corley Elementary as a 2019 Beating the Odds School for performing better than statistically expected on the College and Career Ready Performance Index (CCRPI) for the 2018–19 school year. The school has achieved this recognition for eight consecutive years.
- Corley Elementary earned recognition from the Georgia Department of Education as a 2019–20 Title I Reward School. The award honors the top 5% of Title I schools in Georgia, reflecting the greatest improvement between 2018 and 2019 on state assessments.
- The College and Career Ready Performance Index (CCRPI) is Georgia's annual tool for measuring how well schools are preparing students for the next educational level. Corley Elementary earned a 2019 CCRPI score of 84.9, which was an increase of 10.5 points.
- Corley Elementary 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.
- Corley celebrated our community by hosting events for Hispanic Heritage Month and African American History Month.
- Corley's Parent Center provided instructional resources to promote academic success for students. Parent involvement nights were held for Reading, Writing, Mathematics, and Science.
- Corley hosted community events, including a Read-to-Achieve Parade, Literacy Night, Holiday Luncheons, and Math/Science Night.
- Extended Learning Time programs, funded through Title I, were offered for students who needed additional academic support.
- Students pursued extracurricular interests through clubs, including Girls on the Run, Chorus Club, Honors Chorus, Art Club, Robotics/LEGO Club, Science Club, and Good News Club.
- Our staff and students participated in community outreach programs, including United Way, Relay For Life, Great Days of Service, and Jump Rope for Heart.
- Corley Elementary was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1298	1208	1120
+American Indian/Alaskan Native*	0%	0%	1%
+Asian*	3%	3%	3%
+Black/African American*	29%	27%	26%
+Hispanic or Latino, any race	62%	64%	64%
+Multiracial, two or more races*	2%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	3%	3%	3%
Special Education	12%	13%	13%
English Learner**	53%	55%	56%
Gifted Eligible	3%	4%	5%
Free/Reduced Lunch	92%	89%	89%
Average Attendance***	96%	96%	95%

*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...

- 79.4% of students agreed or strongly agreed that they felt safe at Corley Elementary.
- 99.2% 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.

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1331 Pleasant Hill Road, • Lawrenceville, GA 30044
(678) 924-5330 • <https://www.gcpsk12.org/CorleyES>
Ruth Tomlinson, *Principal*

Gwinnett County Public Schools

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

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