

Accountability Report

Issued 2020–21

Dacula Elementary School

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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 Dacula 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

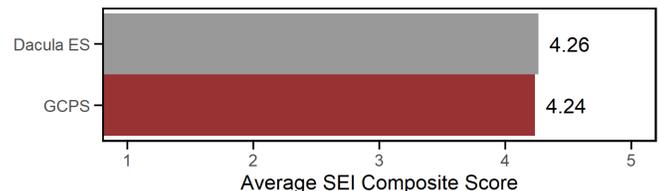
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Dacula's 2020 NPR for 2nd graders taking the Iowa Assessments is 62, compared to the overall GCPS NPR of 60. For 2020, the Dacula's NPR for 5th graders is 50.2, 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 Dacula 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 Dacula ES in 2019–20 was 4.26, compared to the GCPS elementary school average of 4.24.

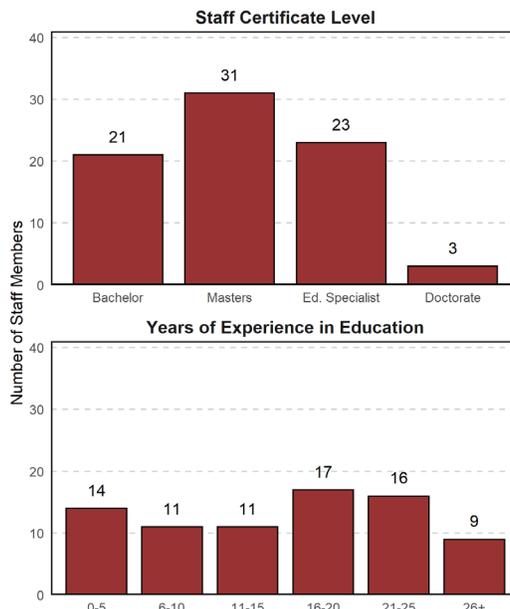


Dacula Elementary School

Other 2019–20 Highlights...

- Dacula Elementary continued to have a strong PTA that supports the work of the school by purchasing additional resources, providing parent volunteers, and organizing school events such as Fall Festival, Holiday Lunch, and Bingo Nights for the school community.
- The Social Studies Team, made up of teachers from across grade levels, hosted a Veterans Day program to honor service members in the school community.
- Laura Maxwell served as our local Teacher of the Year for the 2019–20 school year.
- Our school's head custodian and the custodial staff were recognized for exemplary performance for the 2019–20 year in county-level awards.
- Dacula Elementary provided many extracurricular enrichment opportunities for students, including Chess Club, Wizzle Pro Math, Chorus, Falcon Friends Service Organization, Readers Rally, Running Club, Sparks Leadership Team, Morning News, Basketball Club, and Art Club.
- Students participated in charitable giving and community service for Relay For Life, United Way, and Holiday Help.
- Dacula Elementary students participated in the Robotics Club, the school's LEGO League competition team. Our 4th and 5th grade students competed in the Georgia FIRST LEGO League (FLL) Tournament, earning the Core Values award at the Summerour Regional FFL tournament!
- Dacula Elementary hosted its annual Instructional Fair that included hands-on STEAM activities for each grade level, focusing on Science, Technology, Engineering, the Arts, and Mathematics.
- Dacula Elementary's 4th and 5th grade peer leaders attended GCPS' 10th annual Elementary School Peer Leadership Conference.
- Dacula Elementary's 5th graders participated in a guided campus tour of Georgia Gwinnett College. Students were able to hear from professors and current students about how to prepare for college.
- The Dacula Elementary Relay For Life Team raised more than \$7,300 during the 2019–20 school year.
- Dacula Elementary earned a silver medal and a place on the 2020 Governor's SHAPE Honor Roll. The award recognizes school level efforts in the areas of physical activity, nutrition, and wellness.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1168	1124	1148
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	5%	5%
+Black/African American*	26%	27%	29%
+Hispanic or Latino, <i>any race</i>	23%	21%	22%
+Multiracial, <i>two or more races</i> *	5%	6%	7%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	41%	41%	38%
Special Education	13%	14%	15%
English Learner**	18%	15%	15%
Gifted Eligible	8%	8%	9%
Free/Reduced Lunch	45%	46%	44%
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...

- 85.6% of students agreed or strongly agreed that they felt safe at Dacula Elementary.
- 97.3% 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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