

# Accountability Report

Issued 2020–21

## Dyer Elementary School

Michael DiFilippo, *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 Dyer 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.**

### CONTENTS

About School Improvement

2019–20 Iowa Assessment Results

2019–20 Student Engagement

2019–20 Highlights



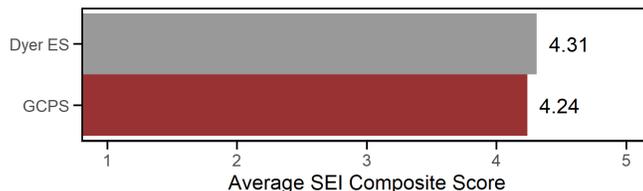
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Dyer's 2020 NPR for 2nd graders taking the Iowa Assessments is 67, compared to the overall GCPS NPR of 60. For 2020, the Dyer'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 Dyer 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 Dyer ES in 2019–20 was 4.31, compared to the GCPS elementary school average of 4.24.

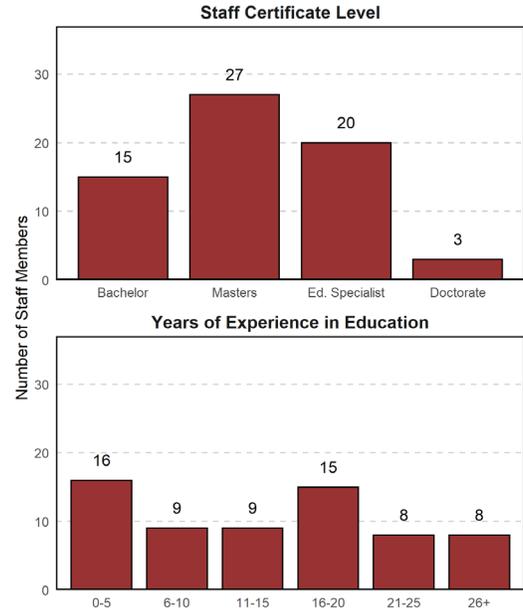


# Dyer Elementary School

## Other 2019–20 Highlights...

- Dyer hosted multiple GCPS schools to share our Bear CLAWS instructional model and the Socratic Discussion instructional strategy.
- Dyer promoted physical fitness and health by conducting themed obstacle courses throughout the year.
- Dyer staff embraced digital learning and maintained a high level of instruction while implementing our instructional strategies over a digital platform.
- We provided Chromebooks and/or internet hotspots to students as needed to assure their participation and success during digital learning.
- Dyer teachers and staff continued with their Collaborative Learning Teams.
- For the third year, Dyer continued its partnership with Gwinnett Online Campus to implement the Blended Learning Classroom initiative in grades 4 and 5. Dyer was the first school in GCPS to offer this model of instruction.
- Dyer promoted literacy and critical-thinking skills by teaching complex literacy standards during our Media “special.”
- Our MVHS Peer Leaders spent 85 hours in classrooms, mentoring and tutoring students. Our 5th grade Peer Helpers spent more than 500 hours tutoring students and aiding staff in important academic projects.
- Dyer Elementary was recognized as a Taking Action Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- Dyer’s Parent-Teacher Organization (PTO) enriched the school with various programs and events such as Bingo Night, Daddy-Daughter Dance, Mother-Son Ninja Night, Donuts with Dads, and Muffins with Mom.
- The PTO also provided financial support and is raising funds to purchase a covered walkway along our car rider line.
- Thank you to our Dyer PTO community partners— Old Fountain Academy, KUMON (Dacula), World Hanmi TDK, and 5 Spot Café, and also to our business partners— RICOH Electronics, Inc., Bruster’s of Dacula and Chick-fil-A of Dacula, for their continued support of Dyer Elementary, our students, our staff, and our programs.
- For the fourth year, Dyer Student Council members were recognized for their contribution to the Dacula community by participating in the Storm Drain Marker program.
- Dyer’s students, staff, and community members gave generously to support many community service projects, including Relay For Life, United Way, Great Days of Service, and our local school Care Team.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	895	870	879
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	8%	7%	8%
+Black/African American*	31%	32%	35%
+Hispanic or Latino, <i>any race</i>	21%	22%	20%
+Multiracial, <i>two or more races</i> *	6%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	34%	34%	32%
Special Education	18%	18%	18%
Gifted Eligible	16%	16%	16%
English Learner**	6%	7%	11%
Free/Reduced Lunch	45%	42%	39%
Average Attendance***	97%	97%	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...

- 87.9% of students agreed or strongly agreed that they felt safe at Dyer 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.*

### Dyer Elementary School

1707 Hurricane Shoals Road, • Dacula, GA 30019  
(770) 963-6214 • <https://www.gcpsk12.org/dyer>  
Michael DiFilippo, 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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