

Accountability Report

Issued 2020–21

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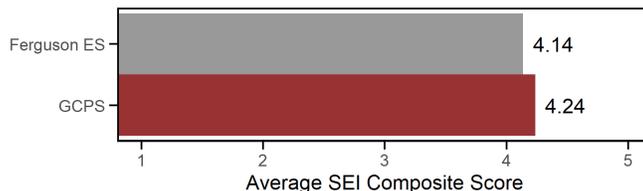
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Ferguson's 2020 NPR for 2nd graders taking the Iowa Assessments is 41, compared to the overall GCPS NPR of 60. For 2020, the Ferguson's NPR for 5th graders is 36, 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 Ferguson 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 Ferguson ES in 2019–20 was 4.14, compared to the GCPS elementary school average of 4.24.

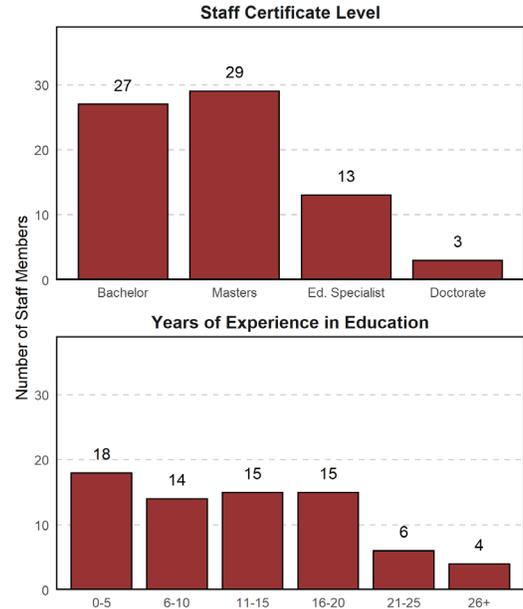


Ferguson Elementary School

Other 2019–20 Highlights...

- Ferguson Elementary celebrated its 10th anniversary! The school community came out to “Celebrate a Decade of Dreams” and International Night. Current staff, students, and families reunited with former staff, students, and their families to make the event special.
- Students developed leadership skills through participation in Safety Patrol, Broadcast Club, Ferguson Forté, and Photography Club. Student leadership opportunities included Student Council, Girls on the Run, and Principal’s Elite.
- The Ferguson Foundation, founded during the school’s inaugural year, partnered with the Mosaic Rotary Club to provide technology tools such as iPods and Virtual Reality Goggles to increase students’ opportunities for 21st century learning and creativity.
- The school’s foundation also funded grants to purchase additional books for the Media Center. The foundation also sponsored two family engagement events—Trick or Treat Night in October and a Daddy/Daughter Dance in February.
- Ferguson Elementary staff and students participated in Great Days of Service and made contributions to United Way and Relay For Life.
- Academic Parent-Teacher Teams (APTT)—made up of teachers, parents, and students—worked together to increase student achievement. The teams focused on specific foundational skills as parents created SMART, or measurable goals based on personalized data for their child. SMART goals are reviewed during each APTT meeting to determine students’ progress towards the foundational skill. More than 60% of Ferguson Elementary families attended APTT meetings. Staff provided families with tools and strategies to help work with students at home.
- To support student achievement, Ferguson Elementary offered a number of interventions, including the Early Intervention Program (EIP), support for students learning English through the English to Speakers of Other Languages (ESOL) program, before-school remediation programs, and computer-assisted learning programs.
- Ferguson Elementary hosted STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night. More than 300 Ferguson Elementary students and their families engaged in inquiry, investigations, problem-solving, and data analysis.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	873	856	865
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	6%	6%	6%
+Black/African American*	31%	33%	32%
+Hispanic or Latino, <i>any race</i>	57%	55%	55%
+Multiracial, <i>two or more races</i> *	2%	2%	2%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	4%	4%	4%
Special Education	14%	16%	14%
English Learner**	56%	52%	53%
Gifted Eligible	7%	8%	7%
Free/Reduced Lunch	90%	86%	77%
Average Attendance***	96%	95%	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...

- 81.2% of students agreed or strongly agreed that they felt safe at Ferguson 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.

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