

Accountability Report

Issued 2020–21

Fort Daniel Elementary School

Dr. Barbara M. Tucker, *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 Fort Daniel 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

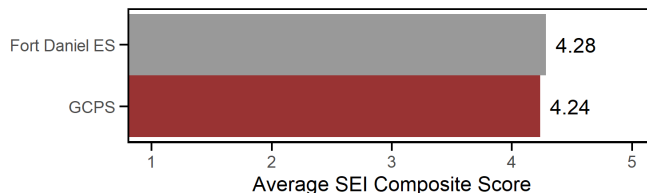
The Iowa Assessments measure a student’s progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Fort Daniel’s 2020 NPR for 2nd graders taking the Iowa Assessments is 73, compared to the overall GCPS NPR of 60. For 2020, the Fort Daniel’s NPR for 5th graders is 65, 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 Fort Daniel 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 Fort Daniel ES in 2019–20 was 4.28, compared to the GCPS elementary school average of 4.24.

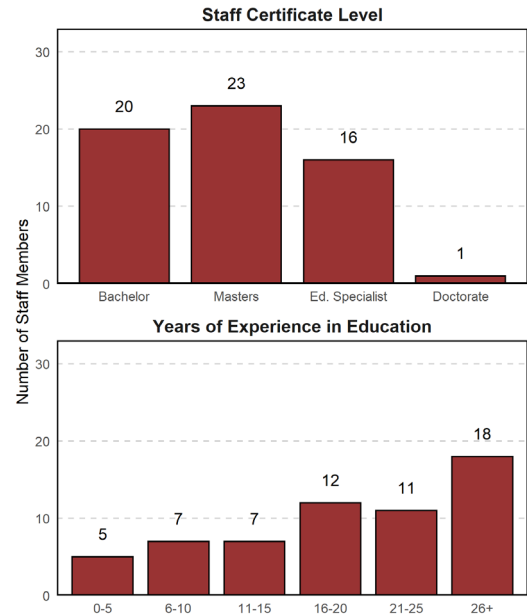


Fort Daniel Elementary School

Other 2019–20 Highlights...

- Fort Daniel Elementary was recognized by the Governor’s Office of Student Achievement as a 2019 Greatest Gains School at the Gold Level under Georgia’s Single Statewide Accountability System.
- Fort Daniel Elementary was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- All students participated in STEM experiences through the integration of Science, Technology, Engineering, and Mathematics with a Project-Based Learning (PBL) focus.
- Our PTA donated funds to install sunshades on the playground for students. The PTA sponsored numerous community events, including Fun Run Fundraiser and Family Bingo Night.
- The PTA also offered many other events to promote our school and community, including the Reflections Contest, Father/Daughter Dance, Mother/Son Olympics, and School Yearbook.
- Our LEGO Lions competed in the Regional Tournament at Lanier High School. Students demonstrated great confidence and resilience under pressure. They were awarded the Project Trophy!
- In addition to the LEGO League Competition Team for students in grades 4 and 5, students in 2nd and 3rd grades participated in the Junior LEGO League Club.
- Fort Daniel’s chorus students presented their winter performance—“Over and Under the Snow”—to a full house of family and friends.
- Fort Daniel hosted the school’s 1st annual Family Literacy Night. Students, teachers, and families spent quality time together and increased community involvement and camaraderie.
- In partnership with the American Heart Association, the students and staff at Fort Daniel Elementary raised more than \$7,000 through the Hoops for Heart program.
- Students participated in many extracurricular activities, including Chorus, Gardening Club, STEM Scouts, and Art Club.
- Fort Daniel continued to cultivate student leaders through various schoolwide activities. Our Peer Leaders worked with younger students and served as role models.
- The FDES video news program provided daily reviews of our student expectations, encouraged patriotism, and inspired good citizenship.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	667	662	681
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	6%	6%	9%
+Black/African American*	16%	18%	19%
+Hispanic or Latino, <i>any race</i>	20%	22%	21%
+Multiracial, <i>two or more races</i> *	6%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	52%	50%	45%
Special Education	13%	13%	15%
English Learner**	16%	18%	19%
Gifted Eligible	8%	7%	7%
Free/Reduced Lunch	30%	29%	30%
Average Attendance***	96%	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...

- 89.6% of students agreed or strongly agreed that they felt safe at Fort Daniel Elementary.
- 97.8% 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.

Fort Daniel Elementary School
 1725 Auburn Road, • Dacula, GA 30019
 (770) 932-7400 • <https://www.gcpsk12.org/FortDanielES>
 Dr. Barbara M. Tucker, *Principal*

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

2020 Gwinnett County Board of Education
 Louise Radloff (District V), 2020 Chairman;
 Carole C. Boyce (District I), 2020 Vice Chairman; Steven B. Knudsen (District II);
 Dr. Mary Kay Murphy (District III); and Everton Blair, Jr. (District IV)
 J. Alvin Wilbanks, CEO/Superintendent