

Accountability Report

Issued 2020–21

Harmony Elementary School

Jonathan Day, *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 Harmony 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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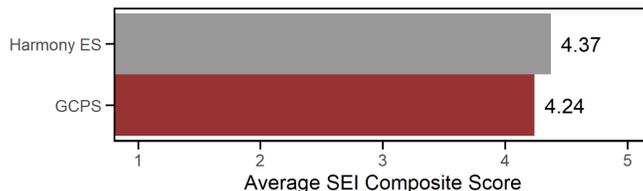
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Harmony's 2020 NPR for 2nd graders taking the Iowa Assessments is 65, compared to the overall GCPS NPR of 60. For 2020, the Harmony's NPR for 5th graders is 57, 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 Harmony 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 Harmony ES in 2019–20 was 4.37, compared to the GCPS elementary school average of 4.24.

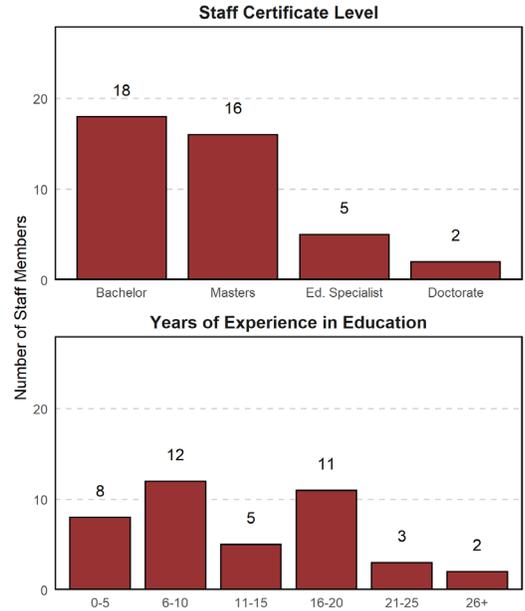


Harmony Elementary School

Other 2019–20 Highlights...

- Harmony hosted its second International Night, which celebrated our students and families through food, music, dance, and traditional clothing.
- The third annual (One School, One Book) was held with the reading of “The Chocolate Touch.” This program encouraged reading at home by providing families with tools, resources, and support.
- Students in grades 2–5 participated in Advanced Content Math classes. Grade-level teams for grades 3, 4, and 5 participated in Continental Mathematics League, a national math competition.
- Students earned recognition at the Gwinnett Science, Engineering + Innovation Fair.
- Students enrichment opportunities included News Crew, Turkey Trot, Robotics Club, Art Club, Chorus Club, Orff Ensemble Club, Running Club, Good News Club, and Mathematics Club.
- Students participated in musical performances. Four students were selected for the Gwinnett County Elementary Honor Chorus.
- All Harmony students engaged in three project-based learning (PBL) units during the year.
- Our custodial staff was recognized for exemplary performance for the 15th consecutive school year in county-level awards.
- Harmony’s outstanding PTA provided fun family events, and supported our programs and activities with volunteers. In addition, the PTA generously donated funds to purchase swings for the playground.
- The media center collaborated with the Gwinnett County Public Library to provide hands-on literacy experiences.
- Harmony celebrated Read Across America week with a GCPS Book Mobile visit, character dress-up parade, and themed celebrations that focused on a different genre of literature each day.
- Harmony 5th graders were engaged in a research study using the HealthMPowers program. The students wore pedometers to monitor steps throughout the day. The program promoted student engagement and physical fitness.
- Harmony 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.
- Harmony was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2019–20 school year. PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	531	562	539
+American Indian/Alaskan Native*	0%	0%	1%
+Asian*	12%	11%	12%
+Black/African American*	16%	17%	18%
+Hispanic or Latino, any race	17%	17%	16%
+Multiracial, two or more races*	4%	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	50%	52%	50%
Special Education	12%	14%	15%
English Learner**	20%	19%	20%
Gifted Eligible	17%	16%	17%
Free/Reduced Lunch	32%	29%	30%
Average Attendance***	97%	97%	97%

*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...

- 92.9% of students agreed or strongly agreed that they felt safe at Harmony Elementary.
- 94.6% 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.

Harmony Elementary School

3946 S. Bogan Road, • Buford, GA 30519
 (770) 945-7272 • <https://www.gcpsk12.org/HarmonyES>
 Jonathan Day, Principal

Gwinnett County Public Schools

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

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