

Accountability Report

Issued 2020–21

Harris Elementary School

Dr. Erin A. Hahn, *Principal*

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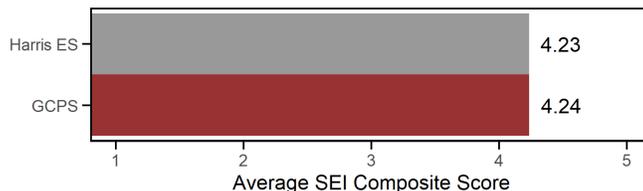
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Harris's 2020 NPR for 2nd graders taking the Iowa Assessments is 62, compared to the overall GCPS NPR of 60. For 2020, the Harris's NPR for 5th graders is 53, 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 Harris 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 Harris ES in 2019–20 was 4.23, compared to the GCPS elementary school average of 4.24.

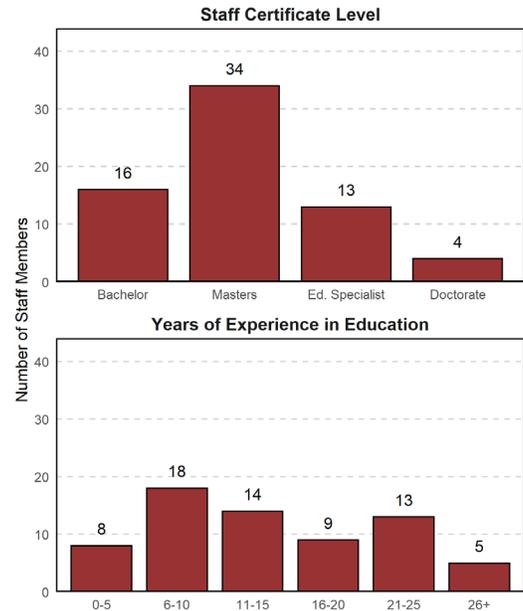


Harris Elementary School

Other 2019–20 Highlights...

- Harris Elementary earned recognition from the Georgia Department of Education as a 2019–20 Title I Distinguished School. The award honors the top 5% of Title I schools in Georgia, reflecting the highest performance on state assessments administered in spring of 2019.
- Harris ES implemented PBIS (Positive Behavioral Interventions and Supports) schoolwide with much success. Our schoolwide expectations included being safe, being respectful, and being responsible.
- In partnership with the American Heart Association, the students and staff at Harris raised money through the Jump Rope for Heart program. The school also participated in fundraisers for United Way.
- Students participated in many extracurricular activities, including Safety Patrol, Chorus, Guitar Club, Chess Club, Drawing Club, Robotics Team, Wizzle Pro Math, and the Read, Deed, Run Club.
- GCPS' Book Mobile visited Harris ES and provided brand-new books to all children in attendance at our Literacy Night.
- For students needing additional support to master the Academic Knowledge and Skills (AKS) curriculum, we offered a variety of interventions, including the Response to Intervention (RTI) program, Extended Learning Time, Early Intervention Program, Saturday Intervention Program, and Kindergarten Camp. All students were supported with an online intervention program called Imagine Learning.
- We increased the technology available in the building by adding additional Chromebooks.
- Parent Workshops were held throughout the year to support the home-school connection. Topics included Literacy and Writing, Math, and a STEM (Science, Technology, Engineering, and Mathematics) workshop.
- Our school community was strengthened through spirit nights with Chick-fil-A, PTA family nights such as a school dance, and school events such as International Night, STEM and Literacy Nights, and Candlelight Luncheon.
- We continued monthly meetings for the All Pro Dad program to support and encourage children through positive interactions and community building.
- Even as we moved to digital learning during the pandemic, we maintained our academic focus and high levels of instruction.
- In the spring, our 5th graders were celebrated with a parade throughout the community.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	835	817	769
+American Indian/Alaskan Native*	1%	0%	0%
+Asian*	18%	19%	19%
+Black/African American*	24%	23%	26%
+Hispanic or Latino, any race	35%	38%	37%
+Multiracial, two or more races*	4%	3%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	19%	17%	15%
Special Education	17%	15%	17%
Gifted Eligible	43%	47%	45%
English Learner**	8%	9%	9%
Free/Reduced Lunch	68%	64%	66%
Average Attendance***	96%	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...

- 89.2% of students agreed or strongly agreed that they felt safe at Harris Elementary.
- 95.3% 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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Gwinnett County Public Schools

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