

# Accountability Report

Issued 2020–21

## International Transition Center



Dr. Steve Frandsen, *Principal*

Debbie Dees, *Assistant Superintendent*

### About the International Transition Center (ITC)

The International Transition Center (ITC) opened in August 2016 to serve students in grades 7–12 who are learning English but have limited or interrupted formal education.

The ITC opened sites at Berkmar High School, Central Gwinnett High School, Meadowcreek High School, and Norcross High School, with the Central Gwinnett site shifting to Discovery High School in 2018–19.

The middle school program of study for students in grades 7 and 8 is designed to accelerate the development of English proficiency and math skills to enable students to graduate within four years of entering high school.

The high school program of study for students in grades 9–12 is designed to accelerate the development of English proficiency, math skills, and the necessary career skills to enable students to make the transition to the workforce and/or adult educational opportunities.

Students with limited or interrupted formal education come to the ITC with a broad and varied range of challenges. This is especially evident at the high school level.

The challenges facing English Learners (ELs) in high school are much greater than those facing native English speakers. EL students must meet the same requirements as their peers in order to earn a high school diploma, all within the relatively

short time frame of secondary school (grades 9–12). During their time in the high school program, EL students must master grade-level content knowledge in Language Arts, Mathematics, Science, and Social Studies, and must become proficient in the academic language needed to support their learning.

In some cases, young people who have had little formal schooling before coming to the ITC must develop basic literacy and numeracy skills and acquire basic academic knowledge before they can find success at grade level. These students need additional help if they are to remain in school and achieve academic success.

The ITC recognizes that native languages and cultures of our EL students are a resource for the school community. The varied backgrounds and experiences influence students' language and academic development. Many EL students need to improve their academic skills in their native language to facilitate their academic language development in English. The ITC offers Spanish for Native Speakers classes for speakers of Spanish to increase their reading, writing, speaking, and listening skills in their first language. As EL students develop a higher proficiency in their first language, they can use these same language skills in acquiring the English language.

### 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 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 International Transition Center 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.**

# International Transition Center

## Other 2019–20 Highlights...

- The International Transition Center (ITC) is a school designed to meet students' academic needs as well as their social, cultural, and physical needs. ITC faculty and staff seek to understand the various cultural backgrounds of students, and recognize the academic and social issues our students encounter daily.
- Before coming to the ITC, students may not have been able to attend school regularly due to access issues or for financial reasons, resulting in gaps in their education.
- The ITC's faculty includes 28 teachers, a counselor, a social worker, four clerical support personnel, three assistant principals, and the principal.
- The ITC has doubled the number of students it supports and expanded to two additional sites. The ITC is now on the campus of six high schools in the county—Berkmar, Central Gwinnett, Discovery, Duluth, Meadowcreek, and Norcross.
- Many ITC faculty and support staff are native speakers of Spanish or are fluent in Spanish.
- ITC staff members attended the TESOL International Conference, visited an International school in New York City, and visited The Job Corps site in Morganfield, Ky.
- The teachers of the ITC participated in multiple trainings with a national consultant specializing in Dual Language Immersion, which included individual observation and feedback sessions.
- The Job Corps (the U.S. Department of Labor) accepted ITC students to attend its program.
- The ITC held Literacy and Math Parent Workshops in Fall and Spring Semesters.
- The ITC conducted family tours of the Gwinnett County Public Library for students and families to obtain library cards and become familiar with the GCPL.
- The GCPS Bookmobile visited four sites during 1st semester in the fall.
- The ITC's school social worker made home visits throughout the year and assisted families with obtaining medical care.

## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	132	181	447
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	2%	2%	2%
+Black/African American*	0%	1%	1%
+Hispanic or Latino, any race	98%	97%	97%
+Multiracial, two or more races*	0%	0%	0%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	1%	1%	0%
Special Education	0%	0%	0%
English Learner**	100%	100%	100%
Gifted Eligible	0%	0%	0%
Free/Reduced Lunch	95%	81%	91%
Average Attendance***	96%	92%	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.

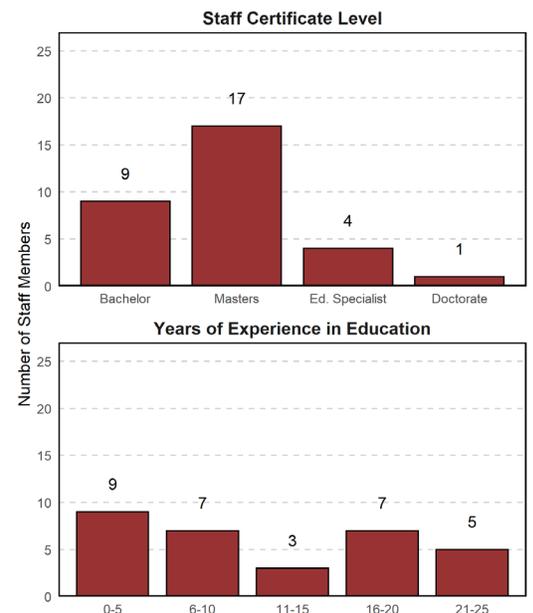
\*\*\*Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- Fewer than 10 students responded to the survey item at ITC in 2019–20.
- 98.0% of parents agreed or strongly agreed that their child's school was safe.

## 2019–20 Staff Data



*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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