

Accountability Report

Issued 2020–21

Ivy Creek 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 Ivy Creek 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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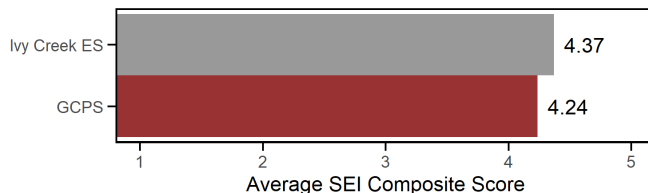
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Ivy Creek's 2020 NPR for 2nd graders taking the Iowa Assessments is 77, compared to the overall GCPS NPR of 60. For 2020, the Ivy Creek's NPR for 5th graders is 69.6, 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 Ivy Creek 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 Ivy Creek ES in 2019–20 was 4.37, compared to the GCPS elementary school average of 4.24.

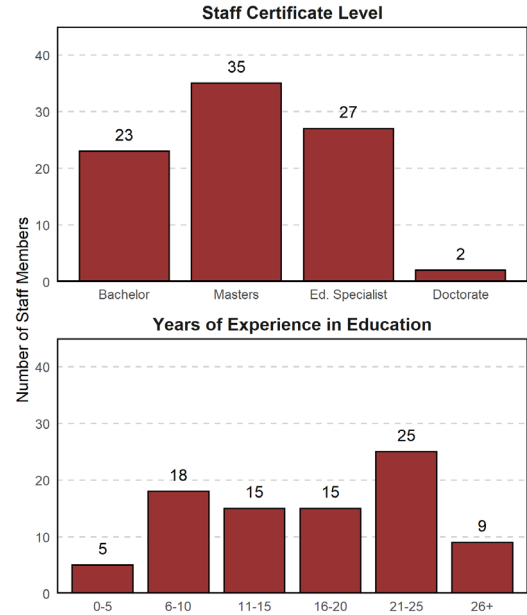


Ivy Creek Elementary School

Other 2019–20 Highlights...

- Recognized by the Governor’s Office of Student Achievement as a 2019 Greatest Gains School at the Gold level and as a 2019 Highest Performing School at the Bronze level under Georgia’s Single Statewide Accountability System. Greatest Gains schools exhibit high growth by earning a three-year average CCRPI Progress Score in at least the 93th percentile, and remain in the same CCRPI range during the three years.
- Clubs included Spanish Club, Video Club, MENSA Club, Fellowship of Christian Athletes, Art Club, Scrabble Club, The Book Nook, Chorus, Chess Club, Environmental Club, Mindful Cubs, Reader’s Rally, Robotics, National Junior Beta Club, and Sign Language Club.
- Robotics team won the Robot Design Award at the Regional Competition and qualified for Super Regionals and the State Competition.
- A total of 211 students in grades K–3 participated in Ivy Creek’s Dual Language Immersion (DLI) program. Students spend part of the day studying math and science in Spanish and the other 50% of the day learning language arts and social studies in English. Students start the DLI program in kindergarten and continue their Spanish immersion experience each subsequent school year.
- Students participated in community service projects such as collecting and donating coats, toys, backpacks, and food items; and writing letters to military personnel overseas.
- Students participated in the Gwinnett Science, Engineering + Innovation Fair.
- Students were supported through the KIDS HOPE USA mentoring program that pairs senior citizens with students needing extra support.
- Ivy Creek continued to develop our Positive Behavioral Interventions and Supports (PBIS) program.
- The Chorus performed at PTA meetings and community events.
- Our PTA donated funds to provide additional technology tools for students in the classroom. PTA also sponsored numerous community events, including Patriot Night, Reindeer Lane, BoosterThon, Aurora Theatre’s “Reindeer Games,” and the Snowball Dance.
- Professional learning for Ivy Creek teachers supported instructional goals in literacy and math as well as the introduction of artificial intelligence AI).
- Literacy teachers received hands-on professional development as a Project School, creating a partnership with the Teachers College at Columbia University.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1138	1235	1279
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	12%	14%
+Black/African American*	16%	17%	17%
+Hispanic or Latino, any race	17%	18%	19%
+Multiracial, two or more races*	5%	5%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	51%	48%	44%
Special Education	11%	12%	12%
English Learner**	22%	22%	21%
Gifted Eligible	8%	10%	10%
Free/Reduced Lunch	32%	29%	28%
Average Attendance***	96%	96%	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...

- 95.7% of students agreed or strongly agreed that they felt safe at Ivy Creek 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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