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 Lawrenceville 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.

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. Lawrenceville’s 2020 NPR for 2nd graders taking the Iowa Assessments is 35, compared to the overall GCPS NPR of 60. For 2020, the Lawrenceville’s NPR for 5th graders is 30, 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 Lawrenceville 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 Lawrenceville ES in 2019–20 was 4.21, compared to the GCPS elementary school average of 4.24.
Lawrenceville Elementary School

Other 2019–20 Highlights...

- Lawrenceville Elementary School (LES) earned recognition from the Georgia Department of Education as a 2019–20 Title I Reward School.
- LES was recognized by the Georgia Department of Education with Distinguished status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2019–20 school year. This is the highest level of recognition for PBIS implementation. PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- The Northeast Georgia Council of the Boy Scouts of America recognized LES as a STEM School of Excellence for the third consecutive year.
- For the fifth consecutive year, LES was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful. Our garden continued to grow under the care of teachers and students.
- LES earned a silver medal and a place on the 2020 Governor’s SHAPE Award. The award recognizes school level efforts in the areas of physical activity, nutrition, and wellness.
- LES participated in the Nationwide Virtual Field Day.
- LES participated in the Kids Heart Challenge and raised more than $2,100 for the American Heart Association. We also received grants to purchase new athletic equipment.
- We had another successful year of our Alliance To Lead And Serve (ATLAS) program, a leadership program that focuses on educational and social guidance of students in grades 4 and 5 and helps to build student leaders. ATLAS will be implemented in additional schools in the cluster.
- LES provided extracurricular programs, including Soccer Club, Basketball Club, Performing Arts Club, Chorus, STEM Club, Garden Club, Step Club, Dance Team, Safety Patrols, News Crew, National Junior Beta Club, Student Council, Little Kids Rock Modern Band, and FIRST LEGO League Robotics Team.
- Our Title I parent workshops continued to support parents in the four core academic areas, provide support for parents learning English, and engage parents and students with technology. In addition, our parent center offered books, games, and content materials to check out for home support.
- LES developed and hosted the first Central Gwinnett Leadership Summit for 150 students. Attendees from all Central Gwinnett schools participated. Thirteen different sessions were offered by students and community partners.

Student Data (2017–18 to 2019–20)

<table>
<thead>
<tr>
<th></th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17–18</td>
</tr>
<tr>
<td>Enrollment</td>
<td>693</td>
</tr>
<tr>
<td>% American Indian/Alaskan Native*</td>
<td>0%</td>
</tr>
<tr>
<td>% Asian*</td>
<td></td>
</tr>
<tr>
<td>% Black/African American*</td>
<td>46%</td>
</tr>
<tr>
<td>% Hispanic or Latino, any race</td>
<td>38%</td>
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<tr>
<td>% Multiracial, two or more races*</td>
<td>5%</td>
</tr>
<tr>
<td>% Native Hawaiian/Pacific Islander*</td>
<td>0%</td>
</tr>
<tr>
<td>% White*</td>
<td></td>
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<tr>
<td>Special Education</td>
<td>15%</td>
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<tr>
<td>English Learner**</td>
<td>35%</td>
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<tr>
<td>Gifted Eligible</td>
<td>3%</td>
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<tr>
<td>Free/Reduced Lunch</td>
<td>92%</td>
</tr>
<tr>
<td>Average Attendance***</td>
<td>96%</td>
</tr>
</tbody>
</table>

*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...

- 83.4% of students agreed or strongly agreed that they felt safe at Lawrenceville Elementary.
- 98.3% of parents agreed or strongly agreed that their child’s school was safe.

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

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.

Lawrenceville Elementary School
122 Gwinnett Drive, • Lawrenceville, GA 30046
(770) 963-1813 • https://www.gcpsk12.org/LawrencevilleES
Grelauris Calcaño, Principal