

Accountability Report

Issued 2020–21

Mason Elementary School

David W. Jones, *Principal*

Dr. Kelli McCain, *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 Mason 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.**

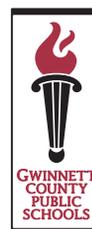
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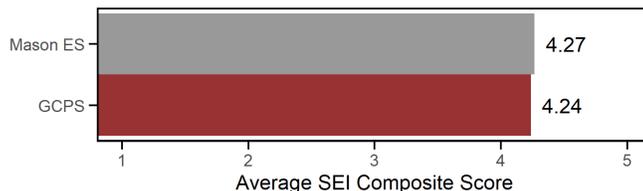
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Mason's 2020 NPR for 2nd graders taking the Iowa Assessments is 75, compared to the overall GCPS NPR of 60. For 2020, the Mason's NPR for 5th graders is 60, 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 Mason 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 Mason ES in 2019–20 was 4.27, compared to the GCPS elementary school average of 4.24.

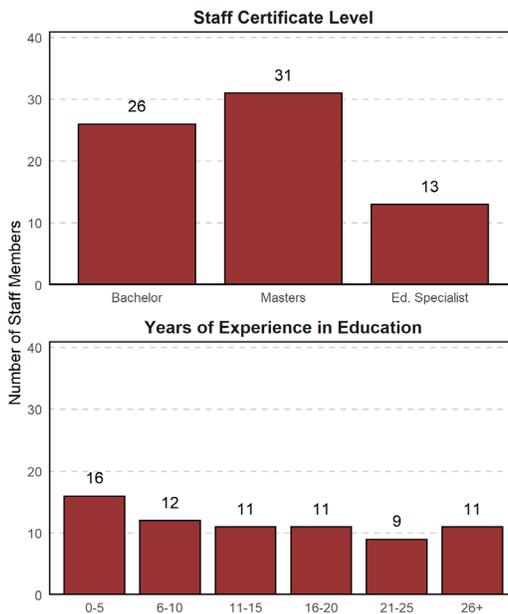


Mason Elementary School

Other 2019–20 Highlights...

- Mason Elementary 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.
- The Mason PTA continued to support both the school community and our instructional vision by raising \$38,200 in the Annual Lion Stomp fundraiser.
- Mason students served in the Special Education program continued their amazing work with Special Olympics.
- Art students participated in the Chairs for Charity Art Auction at the Norcross Art Splash as well as the Doodle for Google Art competition.
- Mason students in grades 3–5 participated in the Environmental Entrepreneurship Club after school where they helped to maintain the school’s aquaponics and hydroponics labs. They built their entrepreneurial skills through sales of their harvested products to Mason parents and staff.
- Mason partnered with The Captain Planet Foundation and participated in Project Giving Gardens. Teachers and students had an opportunity to share their work with the county at the Green and Healthy Schools meeting.
- Mason teachers received a grant from Project Lead The Way to support K–5 STEM activities at Mason.
- The annual schoolwide K–5 Science/STEM Fair resulted in Mason students advancing to the Gwinnett Science, Engineering + Innovation Fair.
- Mason’s fundraising campaign was the #1 campaign among elementary schools for supporting Gwinnett County’s United Way.
- The Mason Chorus performed three times. In December, our students performed “Our Town,” using a variety of instruments, singing, movement, and drama. In November, Peachtree Ridge schools presented a clusterwide concert. Student groups from each elementary school, both middle schools, and the high school performed songs on their own then finished the evening with a joint performance of all choirs. In March, the Chorus presented “At the Bandstand,” a ’50s musical based on the hit show “American Bandstand.” The Mason Ringers, a new handbell choir composed of Special Education students, was formed and performed in-house throughout the year.
- Our impressive staff completed a highly effective pivot to 100% remote learning in the last part of the year to provide students with the best possible educational experience, given the circumstances of a global pandemic. We applaud our team!

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	987	933	978
+American Indian/Alaskan Native*	0%	1%	0%
+Asian*	39%	43%	40%
+Black/African American*	27%	24%	27%
+Hispanic or Latino, <i>any race</i>	13%	14%	15%
+Multiracial, <i>two or more races</i> *	6%	6%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	14%	13%	13%
Special Education	13%	13%	12%
English Learner**	26%	28%	27%
Gifted Eligible	13%	15%	12%
Free/Reduced Lunch	37%	34%	31%
Average Attendance***	97%	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...

- 90.2% of students agreed or strongly agreed that they felt safe at Mason 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.

Mason Elementary School

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