

# Accountability Report

Issued 2020–21

## Minor Elementary School

Dr. Scott Frandsen, *Principal*

Dr. Terry Watlington, *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 Minor 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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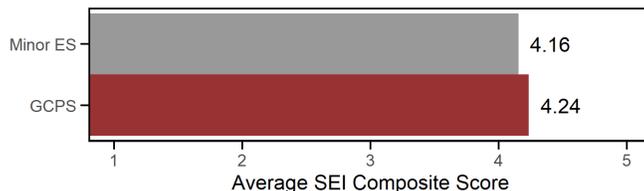
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Minor’s 2020 NPR for 2nd graders taking the Iowa Assessments is 44, compared to the overall GCPS NPR of 60. For 2020, the Minor’s NPR for 5th graders is 36, 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 Minor 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 Minor ES in 2019–20 was 4.16, compared to the GCPS elementary school average of 4.24.

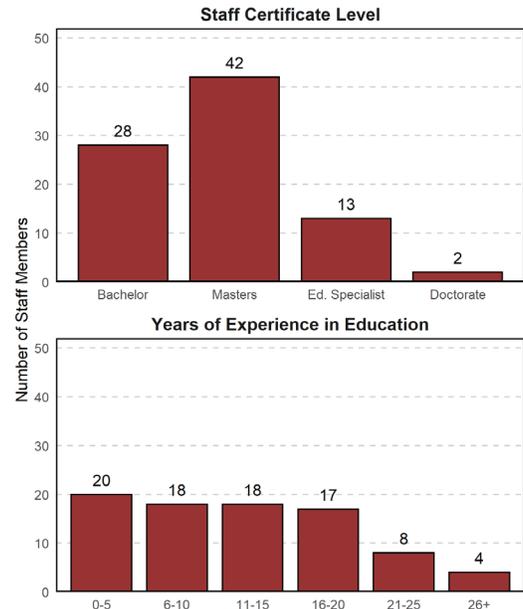


# Minor Elementary School

## Other 2019–20 Highlights...

- Minor Elementary was recognized again as a Clean Air School and was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- Our school earned recognition at the Platinum level in the district awards for Textbook and Instructional Resources Management.
- Our PTA raised money for updated furniture in the Media Center.
- Minor 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.
- Guests represented many career sectors at our Career Fair. Students researched and presented career information for our Career Wax Museum.
- Minor students in K–5 created projects for our schoolwide Science and Engineering Fair.
- Minor’s Parent Center sponsored a variety of family and community events, including Lunch and Learn for kindergarten parents and English and technology classes for parents. Our Parent Center provided support for families of students in all grade levels.
- Minor’s Parent Center launched a Play 2 Learn program to teach parents learning activities they can do at home with younger children to help prepare them for kindergarten.
- Minor sponsored STEM, Literacy, and Curriculum Integration nights to engage students, parents and businesses in hands-on, curriculum-based activities that could be replicated at home to enhance student achievement.
- Minor sponsored a variety of extracurricular activities, including Beat Club, Chorus, Gardening Club, Girls on the Run, Good News Club, Male Mentor, Peer Leaders, Readers Rally, Robotics, Safety Patrol, Student Council, and Witzzle Pro Math.
- Minor’s Reading Recovery program helped young readers meet and exceed grade-level reading expectations, topping the county average.
- Minor students in grades 3–5 participated in an Extended Learning Time program funded by a SCANA Energy grant.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	1096	1019	1006
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	12%	10%	10%
+Black/African American*	26%	26%	23%
+Hispanic or Latino, <i>any race</i>	54%	58%	60%
+Multiracial, <i>two or more races</i> *	3%	2%	2%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	5%	4%	5%
Special Education	11%	13%	15%
English Learner**	56%	58%	55%
Gifted Eligible	8%	9%	10%
Free/Reduced Lunch	87%	84%	83%
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...

- 83.5% of students agreed or strongly agreed that they felt safe at Minor Elementary.
- 99% 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.*

### Minor Elementary School

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### Gwinnett County Public Schools

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