

# Accountability Report

Issued 2020–21

## Mulberry Elementary School

Dr. Mandy T. Yearby, *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 Mulberry 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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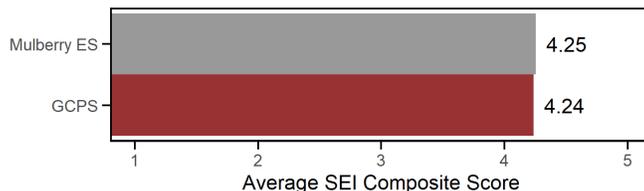
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Mulberry’s 2020 NPR for 2nd graders taking the Iowa Assessments is 73, compared to the overall GCPS NPR of 60. For 2020, the Mulberry’s NPR for 5th graders is 56, 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 Mulberry 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 Mulberry ES in 2019–20 was 4.25, compared to the GCPS elementary school average of 4.24.

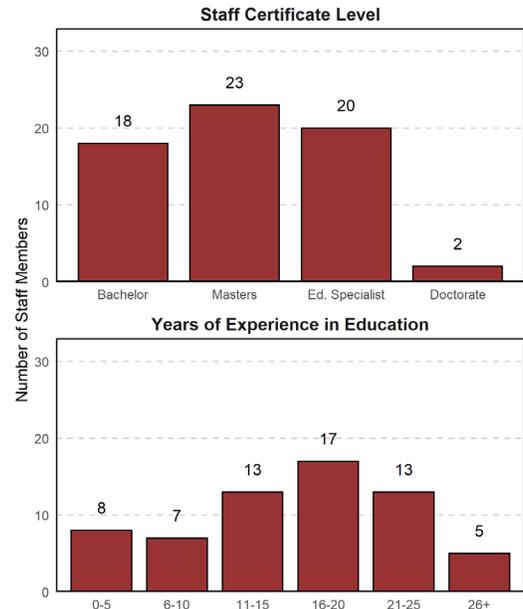


# Mulberry Elementary School

## Other 2019–20 Highlights...

- Our school's head custodian and our custodial staff were recognized for the 13th consecutive year for exemplary performance for the 2019–20 school year in county-level awards.
- The Robotics Team won the county tournament and represented Gwinnett County in the state competition.
- The Readers Rally Team made it to the finals, earning 1st runner-up in the county competition.
- Mulberry created the Falcon Leadership Team (FLT) as a platform for civic engagement. FLT allowed student leaders to promote change within both our school and out in the community.
- The partnership between our PTA and staff members supported numerous family and community events, including the Falcon Dash, Holiday Hotcakes, and Bingo Night. In addition, each child received his or her own personal book to keep to promote the development of a love for reading.
- Mulberry hosted a clusterwide Color Run to support childhood cancer research.
- Activities planned for our All Pro Dad group continued to be favorite events for Mulberry families, with the cafeteria full of male role models who treasured the time spent with children while listening to guest speakers.
- All Pro Moms began in 2019 and our families filled every single seat in the cafeteria for this breakfast that helped celebrate the mother/child relationship, which is so important.
- Mulberry supported Dacula Cluster schools and the community in a variety of ways, including participation in Great Days of Service and the Food Fight to benefit a local food pantry.
- Spotlight on Specials and Parent Education Nights were highlights of the year when parents and children come together to connect the school to home partnership.
- Mulberry earned a platinum medal and a place on the 2019 Governor's SHAPE Honor Roll. The award recognizes school level efforts in the areas of physical activity, nutrition, and wellness.
- Mulberry 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.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	723	773	768
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	2%	3%	3%
+Black/African American*	31%	29%	30%
+Hispanic or Latino, <i>any race</i>	13%	14%	15%
+Multiracial, <i>two or more races</i> *	6%	8%	7%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	47%	46%	45%
Special Education	15%	15%	15%
English Learner**	9%	8%	9%
Gifted Eligible	11%	12%	11%
Free/Reduced Lunch	39%	34%	31%
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...

- 87.3% of students agreed or strongly agreed that they felt safe at Mulberry 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.*

### Mulberry Elementary School

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