

Accountability Report

Issued 2020–21

Nesbit Elementary School

Dr. Marketa Myers, *Principal*

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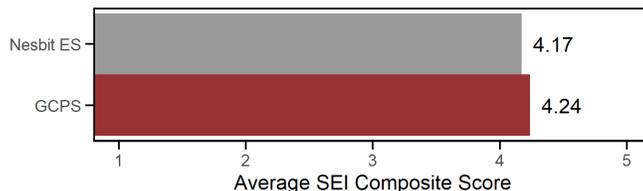
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Nesbit's 2020 NPR for 2nd graders taking the Iowa Assessments is 33, compared to the overall GCPS NPR of 60. For 2020, the Nesbit's NPR for 5th graders is 28.2, 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 Nesbit 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 Nesbit ES in 2019–20 was 4.17, compared to the GCPS elementary school average of 4.24.

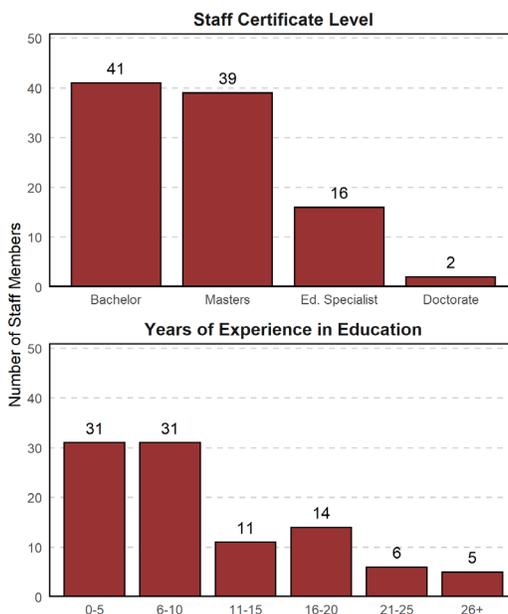


Nesbit Elementary School

Other 2019–20 Highlights...

- Nesbit Elementary students and staff have continued to “SHINE” by celebrating each other and engaging in social emotional learning.
- Nesbit teachers have each participated in more than 20 hours of professional development. This lifelong learning has helped them teach both digitally and in person.
- Nesbit Elementary held townhall meetings in order to keep parents informed.
- Nesbit ordered more than 200 Chromebooks to support students during digital learning.
- Nesbit kindergarten students continued to increase their achievement in reading through the Successful Start reading intervention.
- More than 60% of Nesbit Elementary parents participated in Academic Parent Teacher Teams. Parents and teachers met three times during the year to discuss student data and how parents can support their students at home.
- During the month of November, Nesbit Elementary hosted more than 400 family members during our Harvest Luncheons.
- More than 20 parents attended bi-weekly English and nutrition classes held in the Nesbit Parent Center.
- Nesbit teachers used our STEM (Science, Technology, Engineering, and Mathematics) lab where students can explore the engineering model, taste vegetables from the learning garden, and have hands-on experiences.
- Nesbit Elementary teachers provided students with small-group, differentiated instruction to meet each student’s individual academic needs. This individual focus allowed students to develop their problem-solving and critical-thinking skills.
- Nesbit Elementary continued its implementation of Positive Behavioral Interventions and Supports (PBIS).
- Nesbit Elementary provided students with books during the summer through the GCPS Book Mobile.
- Nesbit students conducted book talks on the morning announcements and shared their favorite books.
- Nesbit 4th grade students learned more about the environment and STEM at the Gwinnett Environmental and Heritage Center.
- All Nesbit Students learned to code robots in the STEM/Coding class.
- Nesbit continued to challenge our students with Accelerated Reading and Accelerated Math courses.
- Both students and teachers have eCLASS “superpowers.” They are more fluent and efficient with the eCLASS platform.
- Nesbit parents learned about the Academic Knowledge and Skills (AKS) curriculum through monthly “AKS Jam sessions.”

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

| | School Year | | |
|--|-------------|-------|-------|
| | 17–18 | 18–19 | 19–20 |
| Enrollment | 1238 | 1184 | 1253 |
| +American Indian/Alaskan Native* | 0% | 0% | 0% |
| +Asian* | 5% | 5% | 4% |
| +Black/African American* | 21% | 18% | 18% |
| +Hispanic or Latino, <i>any race</i> | 69% | 72% | 73% |
| +Multiracial, <i>two or more races</i> * | 1% | 1% | 1% |
| +Native Hawaiian/Pacific Islander* | 0% | 0% | 0% |
| +White* | 4% | 3% | 3% |
| Special Education | 10% | 11% | 11% |
| English Learner** | 69% | 72% | 70% |
| Gifted Eligible | 5% | 6% | 6% |
| Free/Reduced Lunch | 91% | 91% | 87% |
| Average Attendance*** | 96% | 95% | 95% |

*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...

- 87.5% of students agreed or strongly agreed that they felt safe at Nesbit Elementary.
- 96.5% 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.

Nesbit Elementary School

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