

Accountability Report

Issued 2020–21

Norcross Elementary School

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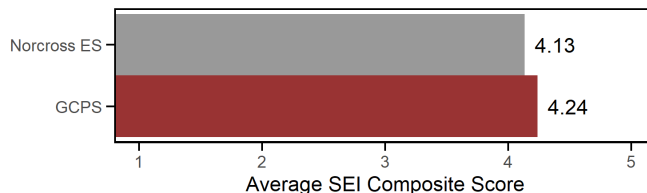
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Norcross's 2020 NPR for 2nd graders taking the Iowa Assessments is 41, compared to the overall GCPS NPR of 60. For 2020, the Norcross's NPR for 5th graders is 34.6, 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 Norcross 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 Norcross ES in 2019–20 was 4.13, compared to the GCPS elementary school average of 4.24.

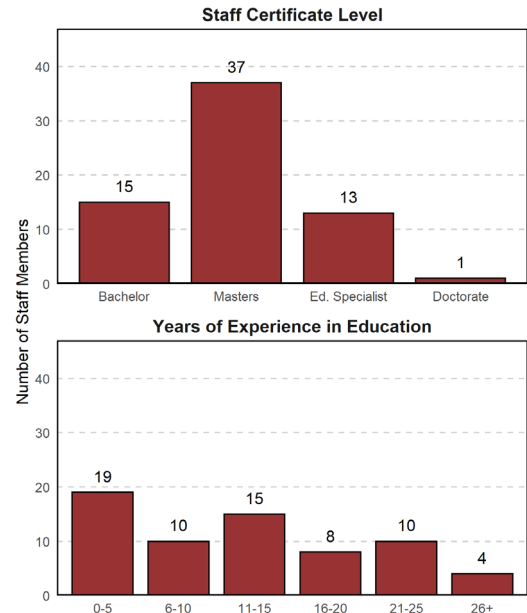


Norcross Elementary School

Other 2019–20 Highlights...

- Our Counseling Department led a wide range of school and community events, including vision screenings and a clinic offering free dental sealants for students. Community Resources Night featured several Norcross businesses.
- Norcross Elementary’s Counseling Program was recognized with the RAMP (Recognized ASCA Model Program) Award for its commitment to developing and delivering a comprehensive, data-driven counseling program, guided by the framework developed by the American School Counselor Association. Our school also was recognized as a RAMP School of Distinction.
- Norcross ES continued to SOAR by implementing Positive Behavioral Interventions and Support (PBIS). PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.
- Activities that strengthened the Home-School-Community connection included support for the Norcross Cooperative Ministry Food Bank for the holidays, multicultural events, Read Across America, Great Days of Service, United Way, and Relay For Life.
- The Norcross Soarbots Robotics Club participated in the FIRST LEGO League Robotics Regional at Summerour Middle School. We earned the Summerour Regional Core Values Award.
- To enhance and promote support at home, the Parent Center offered English I and II classes and sessions in Math, Science, Testing, Nutrition, and Literacy, both on campus and in various locations in the community.
- The Norcross Rotary Club sponsored initiatives to support teaching and learning.
- We promoted fun learning opportunities for students and parents through Monster Math Night, Literacy/Science/Technology Night, International Night, and a Spelling Bee for 3rd, 4th and 5th graders.
- Our student artists participated in numerous community-sponsored activities, including the State Capitol Art Exhibit, the Habitat for Humanity Montage, Chairs for Charity, and Norcross Community Fall Festival.
- Our Virtual Field Day was an awesome highlight for our students and their families. Fitness Club (Active Start) was a great success. The students always encouraged one another with great attitudes and portrayed solid teamwork, while exemplifying healthy habits.
- Several teachers received grants from Donors Choose.org to provide additional resources for their classrooms.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	978	871	903
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	5%	5%	6%
+Black/African American*	16%	18%	20%
+Hispanic or Latino, <i>any race</i>	71%	71%	68%
+Multiracial, <i>two or more races</i> *	2%	2%	2%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	4%	4%	4%
Special Education	10%	11%	12%
English Learner**	69%	68%	66%
Gifted Eligible	4%	5%	5%
Free/Reduced Lunch	87%	87%	86%
Average Attendance***	96%	96%	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...

- 81.9% of students agreed or strongly agreed that they felt safe at Norcross Elementary.
- 97.5% 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.

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