

Accountability Report

Issued 2020–21

Parsons Elementary School

Laura J. Clark, *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 Parsons 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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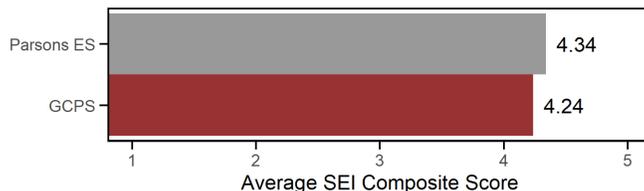
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Parsons's 2020 NPR for 2nd graders taking the Iowa Assessments is 71, compared to the overall GCPS NPR of 60. For 2020, the Parsons's NPR for 5th graders is 80, 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 Parsons 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 Parsons ES in 2019–20 was 4.34, compared to the GCPS elementary school average of 4.24.

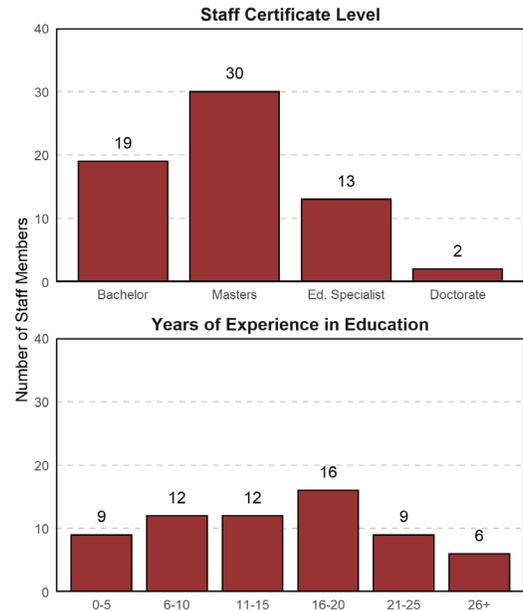


Parsons Elementary School

Other 2019–20 Highlights...

- Parsons Elementary School was recognized by the Governor’s Office of Student Achievement as a 2019 Highest Performing School at the Silver level under Georgia’s Single Statewide Accountability System.
- Parsons Elementary School implemented the Korean Dual Language Immersion (DLI) Program in the 2019–20 school year. Korean DLI is a form of bilingual education in which students spend half of the day studying math and science in Korean and the other half of the day learning language arts, social studies, and other subjects in English. Students start the DLI program in kindergarten and continue their Korean immersion experience each subsequent school year of elementary school.
- With a high percentage of Parsons students being served in the Gifted program, 98% of our teachers in grades 1–5 hold certification in Gifted Education.
- Advanced-content courses in Reading, Math, and Science were offered to qualifying students in grades 3–5.
- For the 17th year, Parsons Elementary earned the Oak Tree Award for 100% staff membership in the PTA. Parsons’ PTA also earned the Award of Distinction by the Council of PTAs.
- Parsons had a Robotics Team for students in 4th and 5th grades.
- Schoolwide events brought the school community together to celebrate and learn, including STEM (Science, Technology, Engineering, and Mathematics) Night, BINGO Night, Sweetheart Dance, and the Parsonsplooza.
- Parsons Elementary was recognized as a Taking Action Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- Our staff and students participated in a number of community outreach programs including Great Days of Service, United Way, and Relay For Life.
- Our 4th and 5th graders participated in our local Student Council.
- The Parsons Readers Rally Team was the winner of the 2019–20 Readers Rally County Championship.
- Parsons’ teachers sponsored clubs including Chorus, Robotics Club, Girls on the Run, Student Council, Wizzzle Pro Math Club, and Readers Rally Team. Other clubs included Chess, Young Rembrandts, Tennis, Korean, and Spanish.
- From March to May, students continued to receive rigorous lessons focused on the AKS on the eCLASS digital learning platform. Our students were engaged and learning from home while still connecting with their teachers and classmates daily.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	743	765	755
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	45%	45%	47%
+Black/African American*	17%	19%	18%
+Hispanic or Latino, <i>any race</i>	10%	12%	13%
+Multiracial, <i>two or more races</i> *	4%	4%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	23%	20%	17%
Special Education	13%	11%	10%
English Learner**	23%	25%	27%
Gifted Eligible	18%	16%	17%
Free/Reduced Lunch	20%	18%	18%
Average Attendance***	97%	97%	97%

*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...

- 93.5% of students agreed or strongly agreed that they felt safe at Parsons Elementary.
- 97.1% 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.

Parsons Elementary School

1615 Old Peachtree Road, • Suwanee, GA 30024
(678) 957-3050 • <https://www.gcpsk12.org/ParsonsES>
Laura J. Clark, Principal

Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978
www.gcpsk12.org

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