

# Accountability Report

Issued 2020–21

## Partee Elementary School

Jennifer Clowers, *Principal*

Dr. Donna Ledford, *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 Partee 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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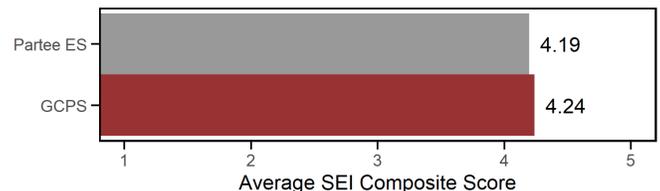
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Partee's 2020 NPR for 2nd graders taking the Iowa Assessments is 57, compared to the overall GCPS NPR of 60. For 2020, the Partee's NPR for 5th graders is 52, 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 Partee 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 Partee ES in 2019–20 was 4.19, compared to the GCPS elementary school average of 4.24.

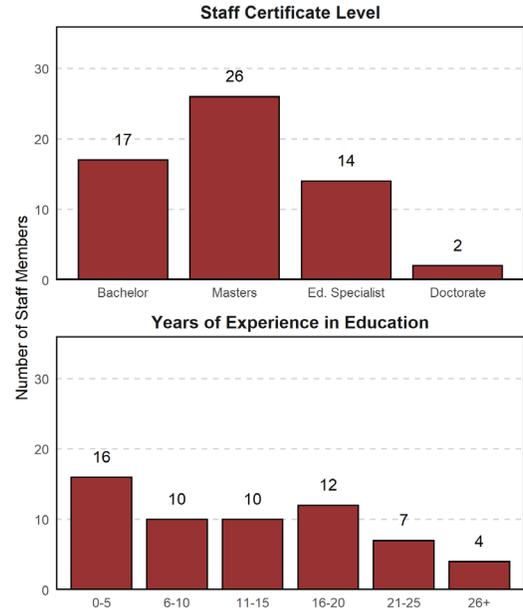


# Partee Elementary School

## Other 2019–20 Highlights...

- Media Specialist Deanna Espinoza was voted to represent Partee as the Teacher of the Year by her peers at the school. She also served as the grade-level chairperson, the United Way representative, and a Teacher Advisory Committee member. Mrs. Espinoza provided professional learning for all staff, offered opportunities for students to check out great books during summer, hosted Saturday Story and Cinema, trained students to lead the morning announcements, and organized quarterly Guest Reader days with more than 20 community members and parents participating.
- Partee ES used a \$20,000 grant from Office Depot to help fund our new gym floor as well as various other projects around the school.
- Our Robotics Club, called the Dragon City Generals, participated in several tournaments and the districtwide competition.
- The All Pro Dad group supported students and families at Partee Elementary School by providing mentoring support, sponsoring Movie Nights, and serving as volunteers for car rider, bus, and cafeteria duties.
- Teachers at Partee Elementary School extended student learning through the following student clubs: Book Club, LEGO Robotics Club, Chess Club, Photography Club, Math Club, Safety Patrols, Girls on the Run, and Art Club.
- The PTA supported the school with volunteers, teacher appreciation activities, and family events, including the Father-Daughter Dance that featured the Shiloh High School Jazz Band.
- The Black History Month program included performances by Step Team, Shiloh High School Drumline, Musical Cups Team, as well as participation by our Art Club.
- Partee offered Title I Parent Involvement Nights, including International Night, STEAM Night, and Art/Math Night. Teachers presented workshops on test-taking strategies, STEM-related activities, and Understanding the “New Math,” helping parents support student learning at home.
- Interventions included Reading Recovery, Early Intervention Program (EIP), Book Buddies, and Saturday School.
- Partee Elementary School students were selected to perform with the prestigious Gwinnett County Elementary Honor Chorus.
- Partee Elementary School is in its seventh year for implementation of Positive Behavioral Interventions and Support (PBIS). PBIS encourages positive behaviors with recognition for those students who exhibited appropriate conduct.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	777	719	678
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	6%	5%	5%
+Black/African American*	70%	71%	69%
+Hispanic or Latino, <i>any race</i>	16%	14%	15%
+Multiracial, <i>two or more races</i> *	3%	4%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	6%	5%	5%
Special Education	12%	15%	13%
English Learner**	12%	11%	11%
Gifted Eligible	9%	10%	9%
Free/Reduced Lunch	69%	63%	63%
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...

- 84.6% of students agreed or strongly agreed that they felt safe at Partee Elementary.
- 98.3% 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.*

### Partee Elementary School

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Jennifer Clowers, Principal

### Gwinnett County Public Schools

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