

# Accountability Report

Issued 2020–21

## Starling Elementary School

Jacinta Henry, *Principal*

Clifton Alexander, *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 Starling 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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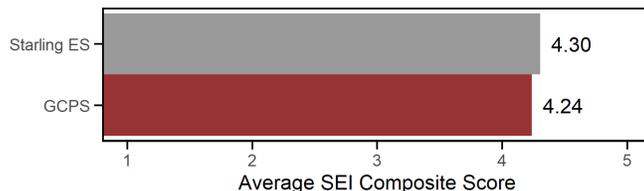
### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Starling's 2020 NPR for 2nd graders taking the Iowa Assessments is 67, compared to the overall GCPS NPR of 60. For 2020, the Starling's NPR for 5th graders is 56.8, 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 Starling 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 Starling ES in 2019–20 was 4.30, compared to the GCPS elementary school average of 4.24.

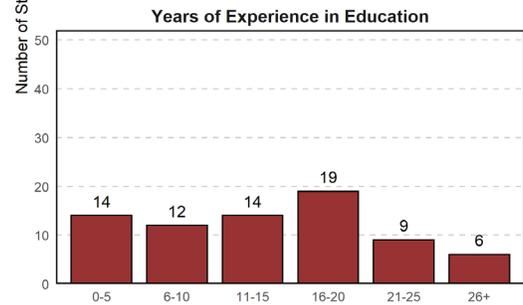


# Starling Elementary School

## Other 2019–20 Highlights...

- Starling Elementary prides itself on pursuing excellence in academics and the integration of technology in instruction while focused on sustaining a positive relationship with our staff, parents, and community.
- Starling received a Walton EMC School EmPOWERment Grant for more than \$9,000 to purchase more Chromebooks and literacy materials for every classroom.
- Starling offered a variety of student clubs, including LEGO Robotics, VEX Robotics, Ego Heros, LEGO, Running, Chorus/ Drumming, Recorder, Safety Patrols, Student Council, Wizzle Pro Math, Chess, Cooking, Yearbook and Photography, and more.
- Our LEGO Robotics team placed in regional and state competition.
- All students in grades K–2 participated in a Science, Technology, Engineering, and Mathematics (STEM) class. Students in grades 2–5 participated in additional STEM lessons with our gifted education teachers.
- The Starling PTA offered family events that helped build great community pride and involvement such as Fall Bash, Father/Daughter Dance, Mother/Son Night, and special 5th grade events.
- PTA nights incorporated academic and fine arts enrichment opportunities for students and parents, including the Art Show, Literacy Night, Veterans Night, and Math Night.
- The school was recognized for 100% of the staff joining the PTA.
- Two students earned 1st place in the PTA’s Reflections contest.
- Starling offered monthly family reading challenges designed to promote the love of literacy at home and in school.
- Starling had a competitive Readers Rally student team. Students in grades 4 and 5 earned 2nd place in the county competition.
- Starling offered multiple interventions to support students’ academic and emotional growth, including targeted academic Continuous Quality Improvement (CQI) time each day, Kindergarten Camp, Student Legacy Leaders and Student Ambassadors, Mentor/Mentee programs, and Early Morning Intervention Labs.
- Students kept individual digital data notebooks in Google Classroom and conducted student-led conferences with their parents and teachers twice during the year.
- Starling 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>                        | 1038        | 1099  | 1131  |
| +American Indian/Alaskan Native*         | 0%          | 0%    | 0%    |
| +Asian*                                  | 8%          | 9%    | 9%    |
| +Black/African American*                 | 45%         | 47%   | 47%   |
| +Hispanic or Latino, <i>any race</i>     | 15%         | 16%   | 16%   |
| +Multiracial, <i>two or more races</i> * | 5%          | 5%    | 5%    |
| +Native Hawaiian/Pacific Islander*       | 0%          | 0%    | 0%    |
| +White*                                  | 27%         | 23%   | 23%   |
| Special Education                        | 10%         | 13%   | 15%   |
| English Learner**                        | 15%         | 16%   | 16%   |
| Gifted Eligible                          | 8%          | 9%    | 10%   |
| Free/Reduced Lunch                       | 42%         | 43%   | 42%   |
| 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...

- 87.7% of students agreed or strongly agreed that they felt safe at Starling Elementary.
- 99.4% 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.*

### Starling Elementary School

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