

Accountability Report

Issued 2020–21

Taylor Elementary School

Paula Cobb, *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 Taylor 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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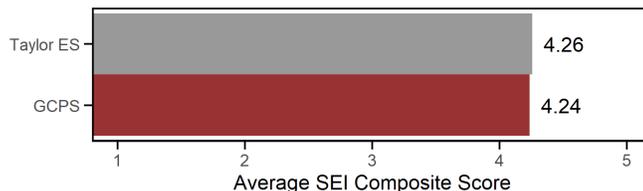
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Taylor's 2020 NPR for 2nd graders taking the Iowa Assessments is 65, compared to the overall GCPS NPR of 60. For 2020, the Taylor's NPR for 5th graders is 45, 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 Taylor 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 Taylor ES in 2019–20 was 4.26, compared to the GCPS elementary school average of 4.24.

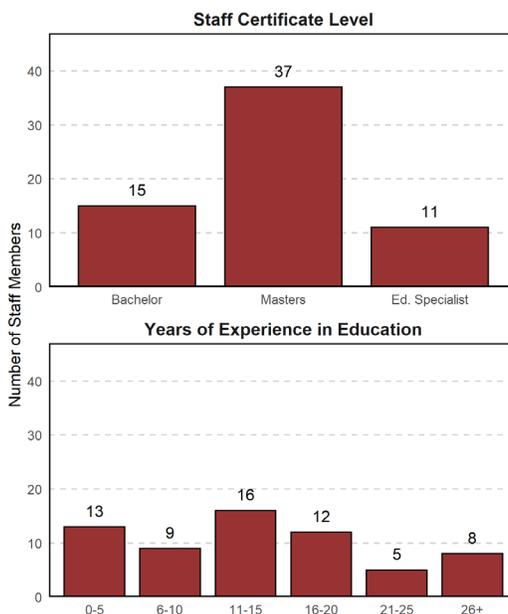


Taylor Elementary School

Other 2019–20 Highlights...

- The Taylor Elementary community raised approximately \$3,100 for Relay For Life to fight cancer, fund research, and support those battling the disease.
- Taylor families participated in Be A Reading Hero during Literacy Night to learn how our teachers are differentiating instruction for students during the teaching of reading. Parents learned strategies and ideas to help students become better readers. GCPS Early Learning and School Readiness were featured in support of parents with preschool-aged children.
- Taylor students in grades 4 and 5 participated in the FIRST LEGO League Robotics team.
- Taylor Elementary offered an “Off the Bus” intervention for our students in grades 3–5 to help increase student achievement levels in mathematics.
- The school counselor hosted Coffee with the Counselor to help give parents the tools and strategies needed to be involved and help their students be successful in each academic year.
- Taylor Elementary PTA earned the Oak Tree Membership Award.
- Taylor Elementary PTA hosted Breakfast with Santa and the Father/Daughter Dance.
- Taylor families participated in International Night where students and families learned about and celebrated different cultures from around the world.
- KIDS HOPE USA mentoring program provided about 20 mentors to support our students.
- Our community business partners included Mathnasium, Chick-fil-A, Publix at Old Peachtree, Target, Bruster’s Ice Cream, UPS-Lawrenceville, Scholastic Book Fairs, Inc., Kroger at Russell Road, El Real, Heo’s Martial Arts, and Magic Moments.
- Peer leaders at Taylor led a donation drive to support the area co-ops during the Great Days of Service in the fall.
- Collins Hill High School provided six high school peer leaders to support students at Taylor Elementary.
- Taylor students participated in a variety of clubs before school.
- Three Taylor Elementary teachers received grants from the Collins Hill Education Foundation to fund innovative instructional programs within our classrooms.
- Taylor Elementary continued to encourage positive behaviors through its PBIS program, including recognizing students with Eagle Incentives like Eagle Cash and Friday drawings for prizes.
- Taylor Elementary hosted its annual Kindergarten Camp. This year, we welcomed 15 students.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	911	862	818
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	11%	10%
+Black/African American*	27%	27%	27%
+Hispanic or Latino, any race	26%	27%	27%
+Multiracial, two or more races*	6%	6%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	1%
+White*	29%	28%	28%
Special Education	18%	16%	16%
English Learner**	22%	22%	23%
Gifted Eligible	10%	10%	12%
Free/Reduced Lunch	50%	46%	47%
Average Attendance***	97%	97%	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...

- 86.7% of students agreed or strongly agreed that they felt safe at Taylor Elementary.
- 97.6% 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.

Taylor Elementary School

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