

Accountability Report

Issued 2020–21

Trip Elementary School

Dr. Rukina Walker, *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 Trip 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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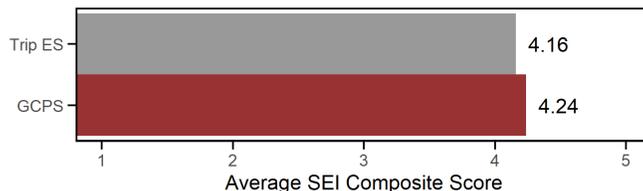
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Trip's 2020 NPR for 2nd graders taking the Iowa Assessments is 65, compared to the overall GCPS NPR of 60. For 2020, the Trip's NPR for 5th graders is 57, 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 Trip 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 Trip ES in 2019–20 was 4.16, compared to the GCPS elementary school average of 4.24.

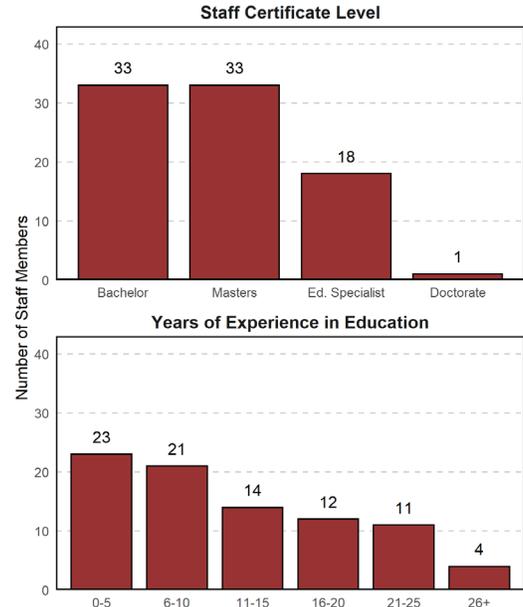


Trip Elementary School

Other 2019–20 Highlights...

- Trip Elementary was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Support (PBIS). Positive Behavioral Interventions and Support (PBIS) schools encourage positive behaviors with recognition for those students who exhibited appropriate school conduct.
- Trip Elementary was awarded grants from Captain Planet, the Gwinnett Environmental and Heritage Center, and the Grayson Cluster Foundation for the creation of our STEM (Science, Technology, Engineering, and Mathematics) Outdoor Garden and Greenhouse. We received \$1,668 from Walton EMC for a 3D Printer.
- The academic achievement of our students on local and national assessments showed exceptional progress.
- Trip Elementary is a French Dual Language Immersion (DLI) School. Our teachers have worked hard to enhance our program by writing grants to support student learning in all platforms. One of our DLI teachers won a grant for \$6,050 from Walton EMC. The application was titled “Chromed Out 4th Grade.” We received 30 Chromebooks. Additionally, one of our 5th grade DLI teachers won a grant for \$7,400 from the Teach On Foundation to celebrate multiculturalism in our school.
- Trip Elementary celebrated more than 50 students each nine weeks through our Ram Recognition Program. Students are celebrated for academic progress, displaying good character, effort, and work ethic.
- We offered a variety of leadership, enrichment, and club opportunities, including National Junior Beta Club and Student Council.
- We offered students many opportunities to learn through our “specials” classes. These classes supported student learning across all areas of the curriculum, including music, art, physical education, science enrichment, technology, and drama.
- Our PTA continued to have strong membership among parents and 100% staff membership.
- Trip Elementary students, staff, and community members gave generously to many fundraising efforts and community service projects, including United Way, Relay For Life, Jay’s Hope, the American Red Cross, Great Days of Service, and Jump Rope for Heart.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1138	1240	1267
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	4%	4%
+Black/African American*	55%	54%	58%
+Hispanic or Latino, <i>any race</i>	14%	15%	14%
+Multiracial, <i>two or more races</i> *	5%	7%	7%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	23%	20%	17%
Special Education	14%	13%	12%
English Learner**	14%	14%	14%
Gifted Eligible	8%	8%	8%
Free/Reduced Lunch	51%	48%	53%
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...

- 81.8% of students agreed or strongly agreed that they felt safe at Trip Elementary.
- 100% 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.

Trip Elementary School

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