

Accountability Report

Issued 2020–21

Woodward Mill Elementary School

Mike Bender, *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 Woodward Mill 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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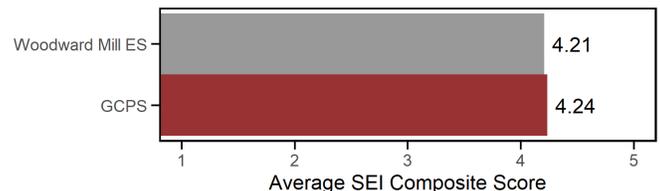
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Woodward Mill's 2020 NPR for 2nd graders taking the Iowa Assessments is 60, compared to the overall GCPS NPR of 60. For 2020, the Woodward Mill's NPR for 5th graders is 55.8, 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 Woodward Mill 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 Woodward Mill ES in 2019–20 was 4.21, compared to the GCPS elementary school average of 4.24.

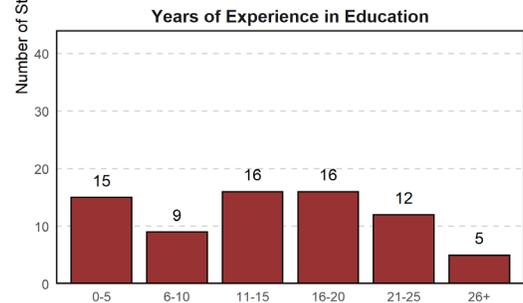
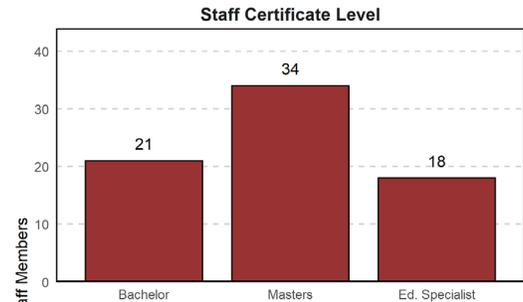


Woodward Mill Elementary School

Other 2019–20 Highlights...

- Several 3rd grade students participated in our newest club, Cub Connectors, in which they interacted with Pre-K students with disabilities, building relationships through social interactions, reading, and activities to develop fine and gross motor skills.
- Students in grades 3–5 participated in Running Club once a week after school. The club promotes physical fitness and activity for our students.
- Our school was recognized as a Top 10 GCPS school by the American Heart Association for participation in the Kids' Heart Challenge.
- Student teams participated in Readers Rally, Robotics, and Witzzle Pro Math. These team activities and competitions were focused in the areas of reading, mathematics, and STEM (Science, Technology, Engineering, and Mathematics).
- Several student entries for the PTA Reflections competition received recognition at the district level.
- The Student Council sponsored Red Ribbon Week, Kindness Week, a holiday canned food drive, and a toy collection benefitting Toys for Tots.
- Students and staff gave generously to several service projects during the school year, including United Way and Relay For Life.
- Woodward Mill's PTA was actively involved in the school by hosting a variety of family events, including Bear Scare, Bingo Night, and a Father/Daughter Dance. Thanks to fundraising efforts, our PTA was able to award grants to teachers for special projects, supplies, and materials.
- Our school continued to partner with KIDS HOPE USA to provide mentoring services to more than 20 of our students. This valuable partnership received positive feedback from students, parents, and teachers.
- Our school achieved the No Place for Hate® designation! This initiative is a school climate improvement framework for combating bias, bullying, and hatred.
- Our school partnered with Strong4Life, through Children's Healthcare of Atlanta, focusing on building strong bodies and strong minds by encouraging kids to practice four healthy habits.
- Our English Language Learner program hosted three events during the year to promote parent involvement and home-school partnerships.
- Woodward Mill participated in the Mountain View Cluster Innovation initiative, ASCEND. The initiative encouraged teachers to integrate technology and innovation into daily instructional lessons and student tasks.
- Our school's head custodian, Semija Causevic, and the custodial staff were recognized for exemplary performance for the 2019–20 school year in county-level awards.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1024	1016	998
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	11%	12%
+Black/African American*	21%	20%	19%
+Hispanic or Latino, any race	28%	29%	31%
+Multiracial, two or more races*	4%	6%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	36%	34%	32%
Special Education	13%	13%	15%
English Learner**	28%	30%	32%
Gifted Eligible	9%	7%	9%
Free/Reduced Lunch	51%	45%	43%
Average Attendance***	97%	96%	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...

- 87.2% of students agreed or strongly agreed that they felt safe at Woodward Mill 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.

Woodward Mill Elementary School

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