

Accountability Report

Issued 2015–16

Ferguson Elementary School

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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. This report reflects achievement data from the 2014–15 school year, 2013–14 state reporting, and consolidated information on the school's effectiveness, based on multiple measures and student characteristics. Based on the data you will find in this report, school administrators,

teachers, and parent advisory groups developed this year's Local School Plans for Improvement which outline our improvement goals and guide the work we will do throughout the 2015–16 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. The Ferguson 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.**

CONTENTS

About School Improvement and the School Effect

2014–15 Results

2013–14 State Reporting

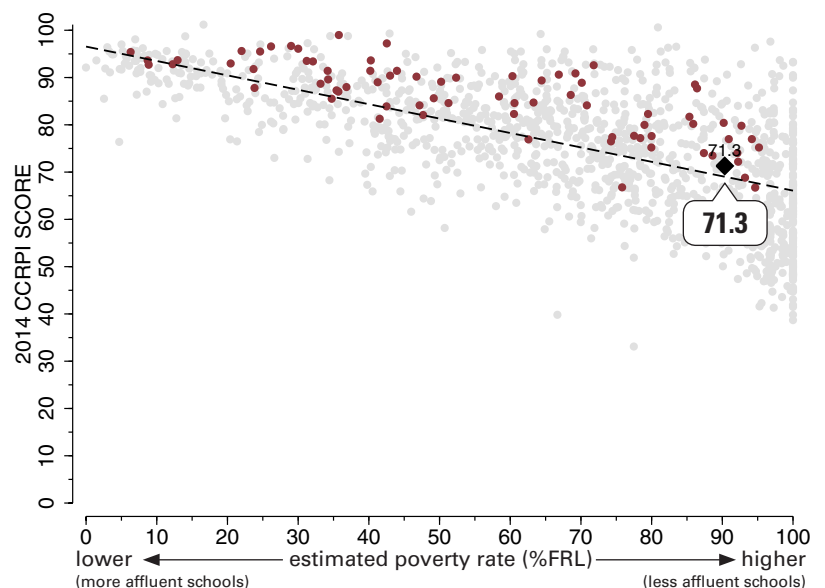
2014–15 Highlights



The School Effect: Putting Ferguson Elementary's CCRPI score in context

The average achievement level of a school is highly associated with its level of poverty. With that in mind, taking into account and adjusting for a school's level of poverty helps level the field to better reflect the impact of what happens in the classroom—what we call *the school effect*. The school effect acknowledges the work of our faculty and staff in meeting our students where they are academically, and helping them to make progress, no matter where they start. One way to measure effectiveness in educating *all* children is to review a school's score on the state College and Career Ready Performance Index (CCRPI), adjusting for the level of economic diversity at the school. (*Learn more about CCRPI on page 3.*)

This graphic representation plots CCRPI scores for all elementary schools in the state (gray dots) against the percentage of the student population receiving free-and-reduced-lunch (FRL Percentage), a measure of poverty. The plotted points form a trend line representing the score one would expect a school to achieve based on its level of student poverty. The graph shows how Ferguson (represented by a large black diamond) and all GCPS elementary schools (maroon dots) fare when considering expected performance based on poverty measures. Dots above the line are higher-than-expected scores and dots below the line reflect lower-than-expected scores.



2014–15 Results: Georgia Milestones Assessment System

Georgia Milestones for Grades 3, 4, and 5

Last spring, Gwinnett students joined students across Georgia in taking new state assessments called Georgia Milestones. Georgia Milestones took the place of the Criterion-Referenced Competency Tests (CRCT) that Georgia students previously took. This new comprehensive assessment system measures how well students have learned the knowledge and skills outlined in the state-adopted content standards for English language arts, mathematics, science, and social studies. Students in grades 3 through 8 took an End-of-Grade (EOG) assessment in May of 2015.

The higher bar for student proficiency set by Georgia Milestones is aimed at better preparing students for college and career and providing a more realistic picture of academic progress. As with any new assessment, we anticipate that scores will initially be lower than they will be in future years as students and teachers become more accustomed to the new test and its format. That is one reason why the results from this past year were not used to determine promotion for 2015–16. (In addition, results of this administration were not available to schools and families until late in the fall semester of the 2015–16 school year.) Beginning with the spring 2016 administration of Milestones, results will be available soon after students take the tests. For selected grade levels, results in some subjects will be used to determine placement under state and district promotion requirements.

To learn more about Georgia Milestones, visit testing.gadoe.org and click on Georgia Milestones Assessment System.

The tables on this page show the percentage of students who achieved at the level of Proficient Learner or higher.

About Milestones Achievement Levels

The Milestones results are reported using four categories of achievement, described below. In previous state tests, achievement was reported in three categories (Does Not Meet, Meets, and Exceeds). Under the new system of reporting, proficiency is the target. The tables on this page show the percentage of students who achieved at the level of **Proficient Learner** or higher. Students who achieve at the Developing Learner or Beginning Learner need additional academic support to succeed at the next grade level.

Distinguished Learner: Student demonstrates advanced proficiency, and is **well prepared for the next grade level** and for college and career readiness.

Proficient Learner: Student demonstrates proficiency, and is **prepared for the next grade level** and considered to be on track for college and career readiness.

Developing Learner: Student demonstrates partial proficiency, and **needs additional academic support** to ensure success in the next grade level.

Beginning Learner: Student does not yet demonstrate proficiency, and **needs substantial academic support** to be prepared for the next grade. (In the future, when these assessments are used to determine promotion, students in this level will not be promoted to the next grade.)

English Language Arts

Grade	Ferguson ES	GCPS	Georgia
3rd	25.3	44.3	36.9
4th	27.1	46.1	37.1
5th	24.4	48.6	39.2

Mathematics

Grade	Ferguson ES	GCPS	Georgia
3rd	24.0	44.9	38.1
4th	39.9	50.3	40.3
5th	32.1	47.6	38.1

Science

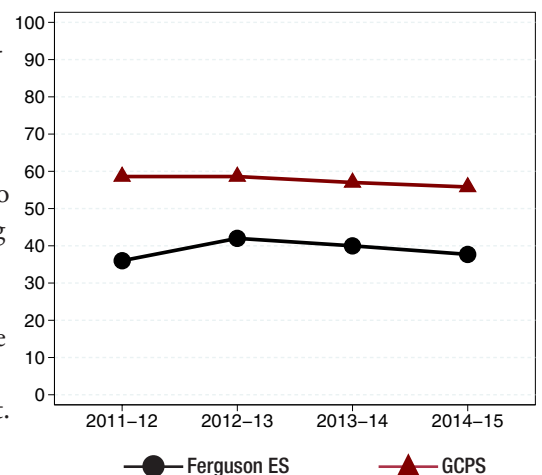
Grade	Ferguson ES	GCPS	Georgia
3rd	20.7	41.0	34.3
4th	27.7	41.5	33.5
5th	16.4	42.5	36.1

Social Studies

Grade	Ferguson ES	GCPS	Georgia
3rd	11.6	36.6	29.6
4th	29.4	47.0	34.8
5th	21.5	37.1	29.2

2014–15 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 is administered in Gwinnett in grades 2, 5, and 8. Results from the fall administration help identify students' areas of academic strength as well as areas that need improvement. Teachers and schools use these fall results during the school year to inform instruction and monitor growth. The Core Composite results to the right reflect overall performance on tests covering a variety of skill areas, including reading, written expression, spelling and other language arts conventions, vocabulary, and mathematics. This graph shows the average national percentile rank (NPR) of 5th graders' Core Composite scores at Ferguson Elementary and for GCPS as a whole over the last four years. As an example, a Core Composite NPR of 60 indicates that, on average, a student scored as well as or better than 60% of U.S. students on the test. An NPR of 50 is the national average.



2013–14 State Reporting: Georgia’s College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia’s state-wide accountability system. In 2012, federal education officials approved Georgia’s newly developed CCRPI to replace the Adequate Yearly Progress (AYP) measure under the federal No Child Left Behind (NCLB) Act in place for the 2014–15 school year. (The formal name for federal education law is the Elementary and Secondary Education Act or ESEA.) The CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students.

In December of 2015, the Georgia Department of Education (GaDOE) released CCRPI data for the 2013–14 school year. *Note: CCRPI data for 2014–15 was unavailable from the GaDOE at press time. Reporting for CCRPI typically lags behind assessment results by one year. As a result, these CCRPI results are based on 2013–14 assessments, including the old Criterion-Referenced Competency Tests (CRCT) and the Georgia Grade 8 Writing Assessment which are no longer used. This is the last CCRPI to reflect these assessments. In the future, Milestones data will be used to determine the school’s CCRPI. Beginning with state reporting for 2014–15, the accountability measures for CCRPI will be changed to reflect the new Georgia Milestones Assessment System. Once available, CCRPI data for 2014–15 can be found at <http://ccrpi.gadoe.org/>.*

The index measures progress on accountability indicators such as content mastery, student attendance, and preparation for the next school level. Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. Schools may earn up to a set number of points in three main categories, for a total of 100 possible points, with an additional 10 possible challenge points.

At the elementary school level, schools earn CCRPI achievement points tied to a number of factors, including the percentages of students meeting or exceeding standards on state assessments (for 2013–14, the CRCT and the Grade 5 Writing Assessment), the percentage of students reading at grade level, the percentage of students learning English who are making academic progress, the percentage of students with disabilities who participate in grade-level instruction, and the percentage of students exceeding CRCT standards (a predictor for high school graduation). Progress points are tied to the level of academic progress students make from year to year, while achievement gap points are earned as schools work to close the gaps between student subgroups. Challenge points reflect a school’s participation levels and achievement results for students with economic disadvantages, English learners, and students with disabilities. In addition, schools may “exceed the bar” for participation levels in advanced classes, world languages, fine arts, and career awareness. Schools in which teachers use data for planning individualized instruction and those with STEM certification may earn extra points as well. Innovative practices with demonstrated achievement gains and interventions that result in a positive school climate also may earn challenge points.

The new School Climate rating, which awards stars on a 5-star scale, takes into account discipline data, attendance, and perceptions of the quality and character of the school and its learning environment.

Ferguson ES CCRPI Total Score		71.3
Achievement Points		44.2
Progress Points		17.1
Achievement Gap Points		6.0
Challenge Points		
ED/EL/SWD Performance --	2.5	4.0
Exceeding the Bar --	1.5	
School Climate Rating		★★★★
<i>CCRPI Total Score is the sum of points in shaded cells. 2014 is the first year for the School Climate Rating (on a 5-star scale). Starting with the 2015 CCRPI, schools also will receive a rating for Financial Efficiency.</i>		

Student Engagement

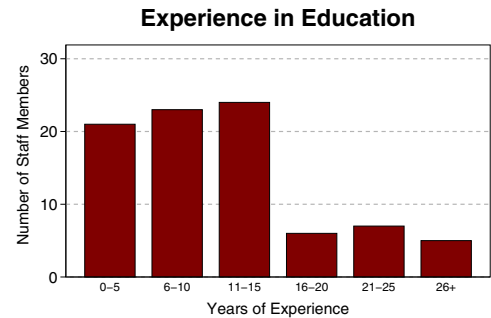
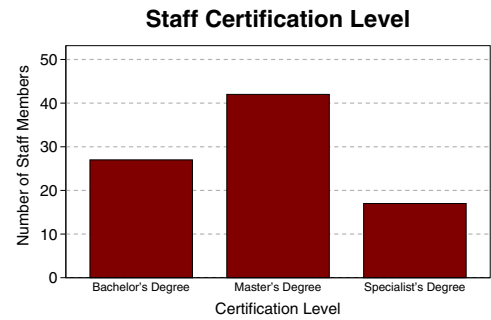
The Student Engagement Instrument (SEI) is a survey used to measure how engaged students are at school and with learning. When taking the SEI, students respond to items that cover a variety of topics related to their engagement in their education, including the quality of their relationships with teachers, 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 post-secondary success. In 2014–15, some, but not all, elementary schools administered this survey. Beginning in 2015–16, the survey will be used by all Gwinnett elementaries and data will be available in future school accountability results.

Ferguson Elementary School

Other 2014–15 Highlights...

- Our teachers participated in year-long professional development that focused on instruction in literacy and mathematics, with a targeted focus on balanced literacy, balanced numeracy, and technology integration. Also, many of our teachers earned Gifted Education and English to Speakers of Other Languages (ESOL) program endorsements.
- Students developed leadership skills through participation in Safety Patrol, Broadcast Club, Ferguson Chorus, and Photography Club. Student leadership opportunities included our Inspired, Mighty Mustangs and the Girls on the Run program.
- The Ferguson Foundation, founded our inaugural year, provided books for the media center and supplies for students. The school foundation also funded grants to support classroom instruction. Part of the Gwinnett County Public Schools Foundation Fund, our school foundation sponsored two family engagement events— Trick or Treat Night in October and a Daddy/Daughter Dance in February.
- Ferguson staff and students participated in Great Days of Service and made contributions to Relay For Life and United Way.
- Our Parent Center offered programs to Ferguson families to strengthen the partnership between home and school. The Parent Center checked out materials to parents to support learning at home.
- Parent involvement events engaged parents and students in learning, and offered parents strategies for supporting student learning at home. These events focused on literacy, math, science, and standardized assessments.
- During the summer, Kinder Camp helped prepare pre-K students for the upcoming school year. The parents of rising kindergarten students previewed the curriculum and received helpful information. Participating students participated in learning activities.
- To support student achievement, Ferguson Elementary offered a number of interventions, including the Early Intervention Program (EIP), support for students learning English through the English to Speakers of Other Languages (ESOL) program, our before-school remediation program, and computer-assisted learning programs such as Study Island and Education City.
- Students were recognized each nine-week grading period for maintaining high academic performance and perfect attendance.
- Ferguson counselors supported students through classroom guidance, small-group counseling sessions, and individual sessions. In addition, counselors provided attendance incentives, as needed, to ensure that children are at school and ready to learn.

2014–15 Staff Data



Student Data (2012–13 to 2014–15)

	School Year		
	12-13	13-14	14-15
Enrollment	955	968	961
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	5%	4%
+Black/African American*	49%	51%	48%
+Hispanic or Latino, <i>any race</i>	40%	38%	41%
+Multiracial, <i>two or more races</i> *	3%	3%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	3%	3%	4%
Special Education	10%	12%	14%
ESOL	39%	38%	40%
Free/Reduced Lunch	91%	90%	88%
Average Attendance	96%	96%	96%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2014–15 RBES Perception Survey...

- 95.2% of students agreed or strongly agreed that they felt safe at Ferguson Elementary.
- 97.7% 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.

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