

# Accountability Report

Issued 2013–14

## Harmony Elementary School

Anne Marie Keskonis, *Principal*

Dr. Craig Barlow, *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. This report reflects achievement data from the 2012–13 school year, 2011–12 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 the 2013–14 Local School Plans for Improvement which outline our improvement goals and guide the work we will do throughout the 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 Harmony 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.**



### District initiatives work together to support teaching and learning in local schools

For almost two decades, Gwinnett County Public Schools (GCPS) has remained constant in its vision to become a system of world-class schools and its mission to pursue excellence for each student. Our Strategic Priorities for 2010–2020 outline the qualities and characteristics

our employees and other stakeholders believe are desirable for 10 major components of the school district. Great strides have been made over the years, but there is still much to do. To that end, four very important, districtwide strategic initiatives are essential to improving student achievement:

- **Gwinnett Teacher Effectiveness System (GTES):** The new evaluation system will increase teacher effectiveness by identifying areas of strength as well as areas needing support for growth, and individualizing professional development based on specific needs.
- **AKS:** We will continue to align our rigorous Academic Knowledge and Skills (AKS) curriculum with the Common Core Georgia Performance Standards, building on previous knowledge and skills to help ensure that students graduate college- and career-ready.
- **eCLASS:** eCLASS is an instructional initiative that combines technology resources, digital content, and powerful analytics to support teachers and to enhance student engagement and learning.
- **Leadership Development:** Studies show that principals are the major driver of school effectiveness. This initiative develops and supports the best principals for our schools.

As a district, we are committed to providing a quality and effective education for *all* children, preparing them for college, career, and citizenship. *By connecting all stakeholders— students, families, staff, and community members— to GCPS' vision for world-class schools, it will become a reality.*

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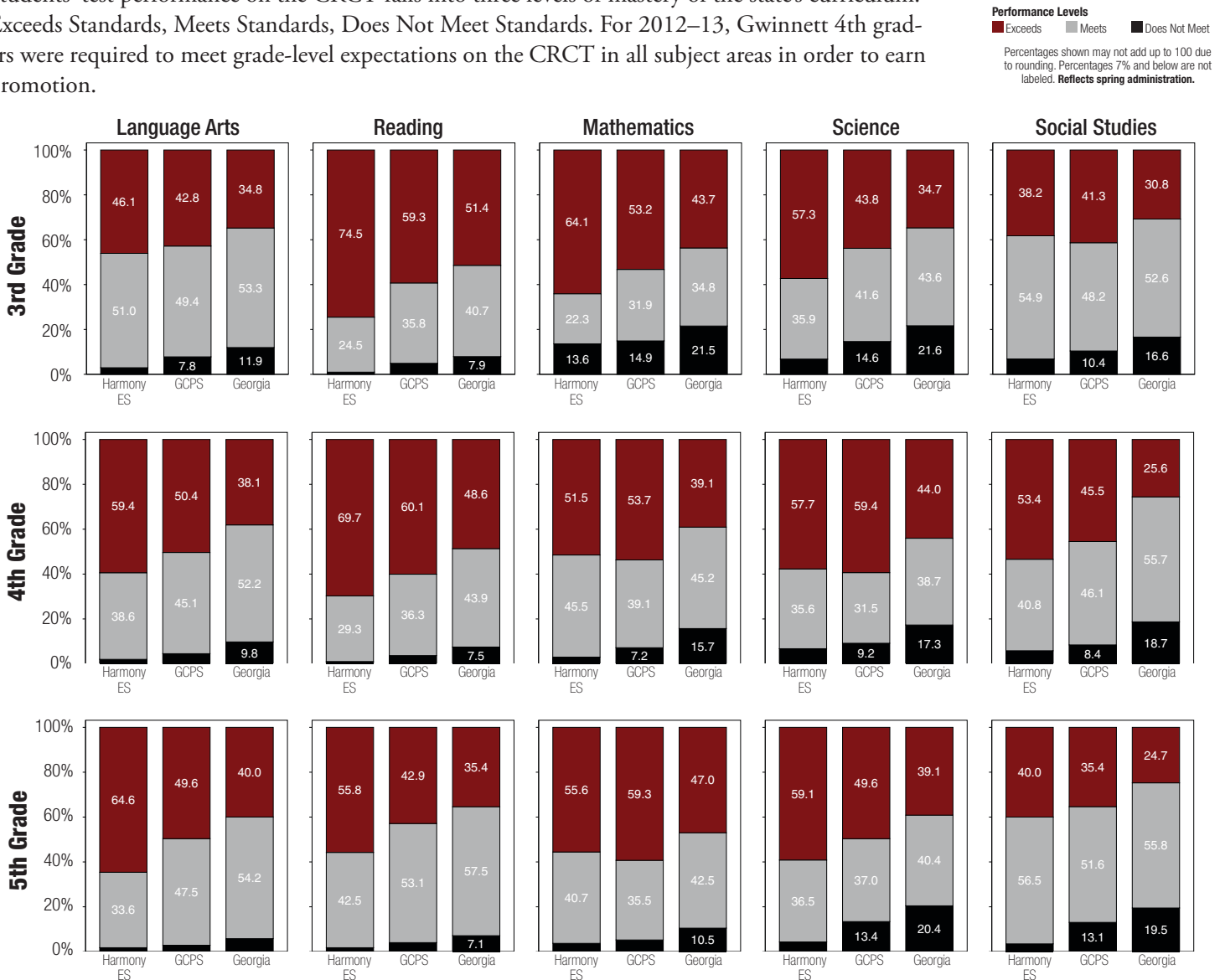


# 2012–13 Results: Gwinnett County Public Schools Assessment Summary

Gwinnett schools measure student learning of the school system's curriculum—the Academic Knowledge and Skills (AKS)—in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT). CRCT assessments compare student achievement to state standards in English/language arts, reading, mathematics, science, and social studies for grades 3–8. Georgia students in grades 3 and 5 also take a state writing assessment. Test results are used by teachers to identify individual student strengths and weaknesses and by the state to gauge the quality of education throughout Georgia. At selected grade levels, these state assessments are used as Gateway tests for promotion here in Gwinnett.

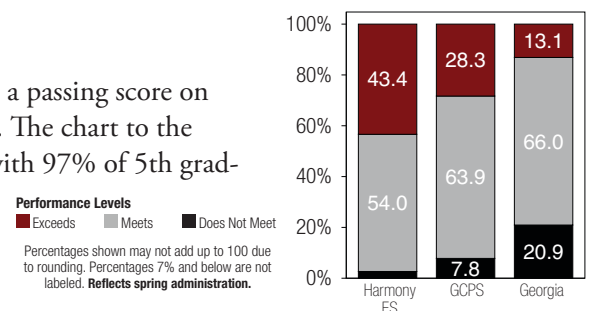
## Criterion-Referenced Competency Tests (CRCT) for Grades 3, 4, and 5

The CRCT uses multiple-choice questions to measure how well students have learned the skills and knowledge included in the state's standards. Gwinnett's AKS curriculum includes the state-adopted Common Core Georgia Performance Standards (CCGPS) in mathematics (K–10) and language arts (K–12). The Georgia Performance Standards (GPS) are in place for other subject areas. Students' test performance on the CRCT falls into three levels of mastery of the state's curriculum: Exceeds Standards, Meets Standards, Does Not Meet Standards. For 2012–13, Gwinnett 4th graders were required to meet grade-level expectations on the CRCT in all subject areas in order to earn promotion.



## Georgia Grade 5 Writing Assessment

In addition to earning passing grades, GCPS 5th graders are required to earn a passing score on the Georgia Grade 5 Writing Assessment, which is a Gateway test in Gwinnett. The chart to the right reflects how well Harmony students performed on the test in 2012–13, with 97% of 5th graders passing the writing Gateway on the first try. (This chart reflects achievement of all students, including special education students and students with limited English proficiency.)



## 2012–13 Results: State Promotion Requirements (Grades 3 and 5)

The state also has established promotion requirements for selected grade levels. The table at the right reflects the percentage of Harmony students in grades 3 and 5 who met grade-level expectations on the state’s CRCT in order to earn promotion.

**% of Students Who Passed CRCT Subtests Required for Promotion\***

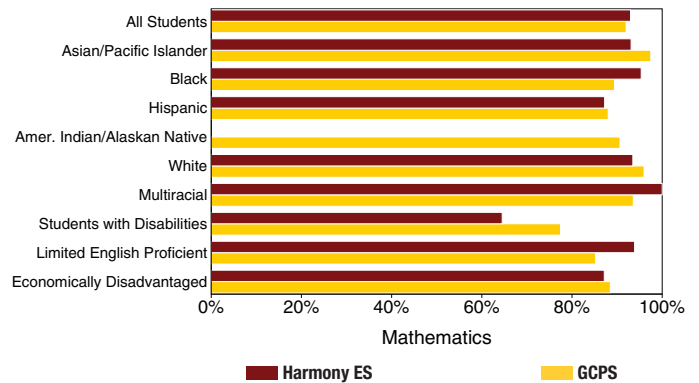
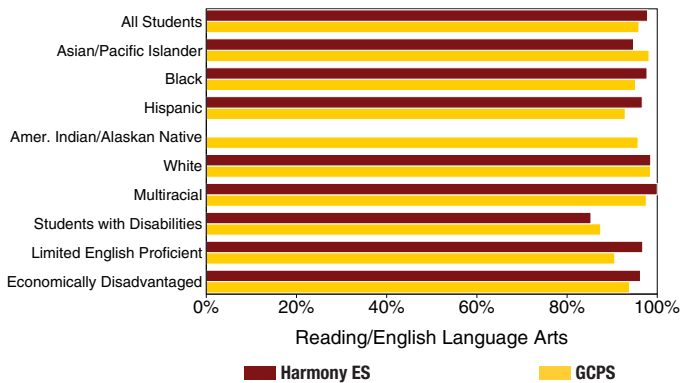
|                        | Harmony | GCPS | Georgia |
|------------------------|---------|------|---------|
| 3rd Grade Reading CRCT | 99      | 95   | 92      |
| 5th Grade Reading CRCT | 98      | 96   | 93      |
| 5th Grade Math CRCT    | 96      | 95   | 90      |

\*Reflects spring administration

## 2012–13 Results: CRCT Results by Subgroup

CRCT results for grades 3–5, separated by student subgroup, show a school’s progress toward closing the achievement gap between groups of students. The graphs below indicate the percentage of students meeting or exceeding state-set standards in reading/English language arts and mathematics. See below to learn more about how the state measures progress toward academic performance goals under the College and Career Ready Performance Index, new for this year.

### Percentage of Students Meeting or Exceeding State Standards



Note: In charts above, only subgroups with 10 or more students are reported. The charts above reflect an average for grades 3–5 of spring and summer test administrations of the CRCT.

## State Reporting: Georgia’s 2011–12 College and Career Ready Performance Index (CCRPI)

In February 2012, federal education officials approved Georgia’s newly developed College and Career Ready Performance Index (CCRPI) to replace the Adequate Yearly Progress (AYP) measure under the federal No Child Left Behind (NCLB) Act. (The formal name for federal education reform is the Elementary and Secondary Education Act or ESEA.) The 2011–12 school year is the first year for the CCRPI, first made available in May 2013. The CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. (For the most recent CCRPI data, including specific performance indicators for Harmony, go to <http://ccrpi.gadoe.org/>. CCRPI data for 2012–13 is expected to be available from the state in December 2013.)

| Harmony CCRPI Total Score   | 96.4                   |
|-----------------------------|------------------------|
| Achievement Points          | 63.7                   |
| Progress Points             | 11.0                   |
| Achievement Gap Points      | 15.0                   |
| Challenge Points            |                        |
| ED/EL/SWD Performance– 4.7  | 6.7                    |
| Exceeding the Bar– 2.0      |                        |
| Financial Efficiency Rating | Not measured for 11–12 |
| School Climate Rating       | Not measured for 11–12 |

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 level, schools earn CCRPI achievement points tied to a number of factors, including the percentages of students meeting or exceeding standards on the CRCT and on 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.

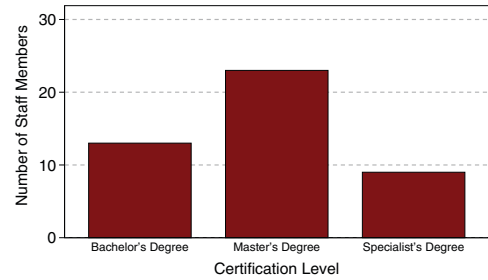
# Harmony Elementary School

## Other 2012–13 Highlights...

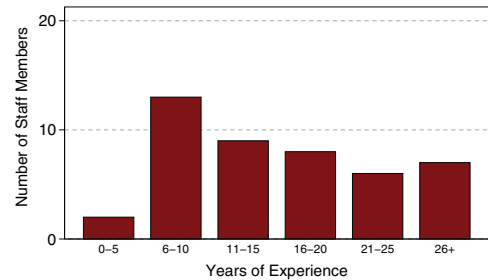
- School staff members were hired or have acquired special certification to meet the needs of all students:
  - Three Reading Recovery teachers support reading success in the early years;
  - Five teachers certified in the Coaching Endorsement support teachers' professional growth;
  - Eight English to Speakers of Other Languages (ESOL) teachers support children learning English;
  - Specialists in the areas of mathematics and reading support students and teachers; and
  - Twelve teachers with Gifted Education Certification provided enrichment to gifted students and students performing above grade level.
- Teachers engaged in K–12 vertical teams, working across grade and school levels with middle and high schools in the Mill Creek Cluster.
- Special language arts and math classes were provided to gifted students to accelerate their learning.
- Remediation for skill improvement was achieved through free before-and after-school tutoring in math and writing.
- Student leadership opportunities included the Student Council, Safety Patrol, Broadcast Teams, and Ambassadors.
- Additional extracurricular opportunities were available to students, including Gwinnett County Elementary Honor Chorus, Readers Rally, and the Continental Mathematics Team.
- Costco— one of our community partners in education— provided parents with training to support students in their reading efforts.
- Our PTA continued to support our instructional programs through many projects and events, including Fall Festival, Bingo, Family Nights, Spring Dance, and the Outdoor Classroom.
- Harmony's PTA raised funds to help the school meet its goal of integrating technology tools into the classroom. In addition, the Mill Creek Cluster Education Foundation awarded more than \$3,100 for integrating technology into our Special Education programs.
- Enrichment opportunities included Robotics Club, Chess Club, Art Club, Chorus Club, Fitness Club, Book Club, Technology Club, Student Council, and Special Olympics.
- Parent volunteers played an integral role with our Junior Achievement program and helped students academically in the classroom.
- Staff and students raised more than \$1,500 for Relay For Life and the United Way campaign.

## 2012–13 Staff Data

**Staff Certification Level**



**Experience in Education**



## Student Data (2010–11 to 2012–13)

|  | School Year |       |       |
|--|-------------|-------|-------|
|  | 10–11       | 11–12 | 12–13 |
| <b>Enrollment</b>                        | 651         | 597   | 592   |
| +American Indian/Alaskan Native*         | 0%          | 0%    | 0%    |
| +Asian*                                  | 10%         | 8%    | 9%    |
| +Black/African American*                 | 14%         | 15%   | 15%   |
| +Hispanic or Latino, <i>any race</i>     | 15%         | 15%   | 15%   |
| +Multiracial, <i>two or more races</i> * | 5%          | 5%    | 5%    |
| +Native Hawaiian/Pacific Islander*       | 0%          | 0%    | 0%    |
| +White*                                  | 55%         | 57%   | 56%   |
| Special Education                        | 11%         | 11%   | 14%   |
| ESOL                                     | 9%          | 10%   | 11%   |
| Free/Reduced Lunch                       | 32%         | 31%   | 35%   |
| Average Attendance                       | 97%         | 97%   | 97%   |

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2012–13 RBES Perception Survey...

- 83.8% of students agreed or strongly agreed that they felt safe at Harmony Elementary.
- 90.0% 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.*

### Harmony Elementary School

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