



Accountability Report

Results-Based Evaluation System

Issued 2010–11



Parsons Elementary School

Dr. Charlotte Sadler, *Principal*

Dr. Gale Hey, *Area Superintendent*

Gwinnett County Public Schools (GCPS) has developed an accountability system for improving schools 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.

The Parsons Elementary school council and school leaders collaborated on the highlights included in this accountability report, which also serves as the school's annual report. The report provides consolidated information on the school's effectiveness, based on multiple measures and student characteristics. **Please review this report to learn more about the school's improvement efforts and progress.**

Key Results from 2009–10 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups. These plans outline school goals.

Goal: To improve student achievement in reading, language arts, mathematics, and science.

Result: Our results for the school year indicated continued success in student performance overall for our school. Parsons Elementary posted achievement gains, with higher passing rates and an increase in the percentage of students scoring in Level 3 (Exceeds) for the majority of grade levels and subject areas. We saw a slight decrease in our math scores, especially for 4th and 5th grades. We attributed this to decreased time for math instruction and have made adjustments to increase the time for 2010-11. Much of our overall success may be attributed to continued programs and processes that are embedded at Parsons, including a strong reading incentive program, collaborative planning, effective use of data, efforts to meet the individual needs of students, and an emphasis on continuous improvement. In addition, our Science Lab used hands-on learning which increased student understanding and was evident in student performance.

Our professional learning focused on a variety of book studies that addressed multiple intelligences, developing more curious learners, and classroom management. We will continue to build upon the programs and processes that are currently in place and will expand efforts in the area of technology as we increase the use of wireless computer carts, Senteo Response Systems, interactive Smart Boards, and Mimio interactive devices by our students and teachers.

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Tell us what you think about this report.

Click here to complete a questionnaire online.

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), which compares student achievement to state standards in several subject areas for grades 1–8. 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.

2009–10 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

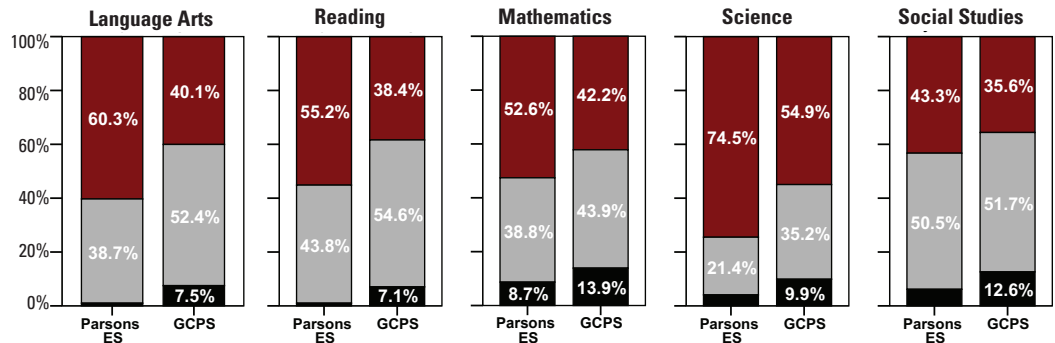
In Gwinnett, state tests taken in grades 4 and 5 are used as Gateway assessments and results are used to determine whether a student is prepared for the next grade level. Following are results for Parsons Elementary for these local promotion requirements.

Grade 4 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

For 2009–10, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 4 Gateway falls into three levels of mastery of the state's curriculum: Exceeds, Meets, Does Not Meet.

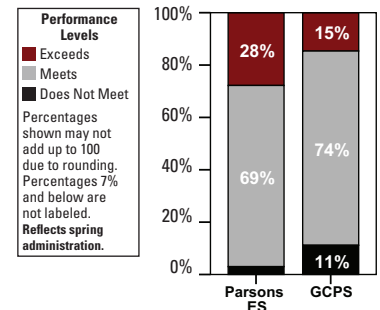
Exceeds, Meets, Does Not Meet.

Performance Levels
 ■ Exceeds
 ■ Meets
 ■ Does Not Meet
 Percentages shown may not add up to 100 due to rounding. Percentages 7% and below are not labeled. Reflects spring administration.



Grade 5 Gateway: Georgia Grade 5 Writing Assessment

In addition to earning passing grades, GCPS 5th graders were required to make a passing score on the Georgia Grade 5 Writing Assessment, which is a Gateway test in Gwinnett. This chart reflects how well Parsons Elementary's students did on the test in 2009–10, with 97% of Parsons 5th graders passing the writing Gateway on the first try. (Data reflects achievement of all students, including special education students and students with limited English who were not required to pass the Gateway for promotion.)



2009–10 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 Parsons Elementary 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*		
	Parsons	GCPS	State
3rd Grade Reading CRCT	100	92	90
5th Grade Reading CRCT	98	92	90
5th Grade Math CRCT	93	87	82

*Reflects spring administration

2009–10 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency Tests (CRCT) in reading/English language arts and mathematics. These tests measure the knowledge and skills of students by assessing how well students have learned the state's curriculum. To make AYP, elementary schools must meet state-set student achievement goals and attendance standards for all students, and for all subgroups that have 40 or more students or 10% of the students in grades 3–5, whichever is greater (with a 75-student cap). In addition, schools must test 95% of all students and of all subgroups with 40 or more students. Georgia reports achievement scores for every subgroup with 10 or more students. However, the state only considers results for subgroups that meet the state-set minimum number of students in determining a school's AYP status.

See the table at the top of the next page for a detailed breakdown of Parsons CRCT achievement in each AYP subgroup.

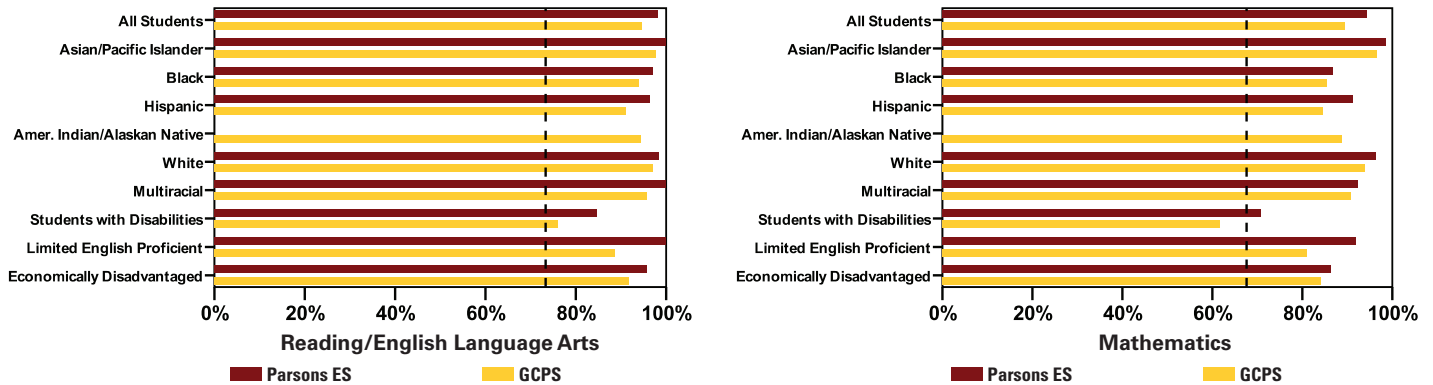
Parsons Elementary AYP Results by Subgroup

Parsons Elementary achieved AYP	All Students	Asian/Pacific Islander	Black	Hispanic	American Indian/Alaskan	White	Multi-Racial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Math Participation	Achieved	Achieved	Achieved	Achieved	·	Achieved	·	Achieved	Achieved	Achieved
Math Performance	Achieved	Achieved	Achieved	·	·	Achieved	·	Achieved	·	Achieved
Reading/ELA Participation	Achieved	Achieved	Achieved	Achieved	·	Achieved	·	Achieved	Achieved	Achieved
Reading/ELA Performance	Achieved	Achieved	Achieved	·	·	Achieved	·	Achieved	·	Achieved

This school **achieved** the state's attendance standard for all students.

• In the table above, only results for subgroups that meet the state-set minimum number of students are used to determine AYP

Percentage of Students Meeting or Exceeding State Standards



Note: In charts above, only subgroups with 10 or more students are reported. Results for groups smaller than the state minimum are not considered for AYP. The dotted line on each graph represents the state's AYP standard in 2010. The standards will increase to 100% by 2014. The charts above reflect spring and summer test administrations.

Parsons Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above the system averages in both reading/English language arts and mathematics. The school made Adequate Yearly Progress (AYP), meeting all of the state's academic goals, testing participation requirements, and attendance standards.

A Message from the Principal About Student Achievement and Academic Initiatives

Overall student achievement remains high at Parsons. We have identified areas of needed improvement in mathematics and have made adjustments to ensure increased achievement for all students. In addition to providing students with Math Exemplar books, we also have increased instructional time in grades 3–5 to support student learning. We are continuing to embed technology into the school day to enhance instruction and student achievement. There is increased use of wireless computer carts, Senteo Response Systems, interactive Smart Boards, and Mimio interactive devices by our students and teachers.

In addition to using the GCPS instructional calendars, we are using results from Academic Knowledge and Skills-Continuous Quality Improvement (AKS-CQI) assessments to assist with planning and assess learning. These assessments help teachers plan for instruction of the AKS curriculum by identifying specific areas of academic strength and needed improvement for individual students. Teachers collaborate weekly during common planning to improve assignments and address individual student needs.

Student goal-setting has been enhanced this year as students in grades 1–5 use goal-setting notebooks which allow them to review their academic performance, set goals, and determine steps needed to achieve their goals. Kindergarten students use a simplified approach to set goals, allowing students to recognize actions they need to take to achieve goals.

Our teachers use a number of Quality-Plus Teaching Strategies to ensure that they teach to meet the needs of different learners. Our goal is to challenge students appropriately and in ways that enhance their learning, based on their learning styles. We strive to make learning rigorous and relevant to our students.

Students who need additional assistance to master the AKS curriculum receive services through the Early Intervention Program (EIP) and English to Speakers of Other Languages (ESOL) program. We also use some inclusion-model classes for students with disabilities. We are reviewing Adequate Yearly Progress (AYP) results to identify students and student subgroups needing additional support to achieve their learning potential.

Parsons Elementary School

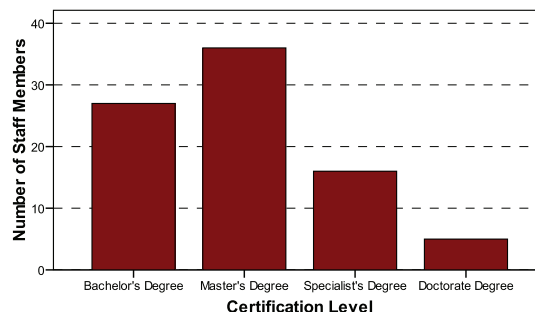
Other 2009–10 Highlights...



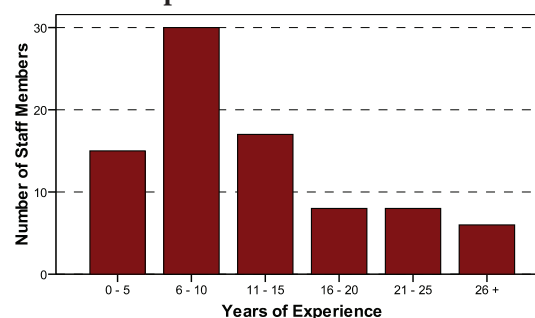
Gwinnett County Public Schools is the 2010 winner of The Broad Prize for Urban Education, the country's most prestigious honor for K–12 education.

- Spanish teacher Joe Frank Uriz, Parsons' 2009–10 Teacher of the Year, was one of the top 20 semifinalists for the system's Teacher of the Year award. Señor Uriz also was recognized as the Foreign Language Association of Georgia K–12 Teacher of the Year.
- Media Specialist Suzanne Skeen was recognized as Gwinnett County Media Specialist of the Year.
- Colby Bross, 5th grade teacher, was recognized as the Elementary Reading Teacher of the Year by the Gwinnett Reading Council.
- Grade-level teacher teams met weekly for common instructional planning and curriculum discussion. Together, they collaboratively designed quality learning experiences for students. Grade-level teachers met weekly for staff development.
- The Parsons Media Center provides a rich collection of 18,964 books available for student check-out. This collection well exceeds the minimum requirement for media centers.
- On the Iowa Tests of Basic Skills (ITBS), average scores for Parsons students in grades 3 and 5 exceeded GCPS' average scores. Our students also met or exceeded their predicted levels of performance on the ITBS.
- For the seventh consecutive year, Parsons Elementary received the PTA Oak Tree Award for 100% staff membership.
- Parsons Elementary received the Excellence in Environmental Achievement Award from Gwinnett Clean & Beautiful.
- Parsons submitted 20 entries to the Gwinnett Student Media Festival, and 16 students earned a Superior rating. Of those students advancing to the next level, three students earned a Superior rating at the 2010 Georgia Student Media Festival and three students earned an Excellence in Media Production rating at the 2010 International Student Media Festival!
- Fourteen students participated in the Odyssey of the Mind competition. Parsons placed among the state's top 10 in the Odyssey of the Mind competition finals.

2009–10 Staff Data
Staff Certification Level



Experience in Education



2009–10 Student Data

	School Year
	09–10
Enrollment	1,188
+American Indian/Alaskan Native*	1%
+Asian*	28%
+Black/African American*	16%
+Hispanic or Latino, any race	10%
+Multiracial, two or more races*	3%
+Native Hawaiian/Pacific Islander*	0%
+White*	43%
Special Education	10%
ESOL	6%
Free/Reduced Lunch	19%
Average Attendance	97%

+ Reflects changes in ethnic and racial designations set by the federal government. As a result, 2009–10 data is not comparable to ethnic and racial categories from previous years and is reported for one year only.

**Not Hispanic or Latino*

School Safety Perceptions

Based on responses* to 2009–10 RBES Perception Survey...

- 93.9% of students agreed or strongly agreed that they felt safe at Parsons Elementary.
- 96% of parents agreed or strongly agreed that their child's school was safe.

**Reflects voluntary responses to parent and student perception surveys.*

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.

Parsons Elementary School
1615 Old Peachtree Road • Suwanee, GA, 30024
(678) 957-3050 • <http://www.parsonselementary.org>
Dr. Charlotte Sadler, Principal

Gwinnett County Public Schools
437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978
www.gwinnett.k12.ga.us

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