Results-Based Evaluation System

Accountability Report
Issued 2016–17

Starling
Elementary School

Dr. Donna Ledford, *Principal*
Dr. Kelli McCain, *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 and state data reporting from the 2015–16 school year, as well as 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 (LSPI) which outline our improvement goals and guide the work we will do throughout the 2016–17 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 Starling 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.**

GWINNETT COUNTY PUBLIC SCHOOLS

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

The "school effect"— the impact of what happens in the classroom— 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. Schools all strive to add value to a child's education from year-to-year, causing students to make academic gains. One way to measure effectiveness in educating *all* students is to review a school's score on Georgia's College and Career Ready Performance Index (CCRPI), adjusting for the level of economic diversity at the school, to see the school effect on students' academic growth.

This graphic representation plots CCRPI scores for 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 typical achievement level of a school in Georgia with its level of student poverty. The graph shows how Starling (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. *Note: Georgia schools that serve breakfast and lunch to all students at no cost are not included in this comparison.*
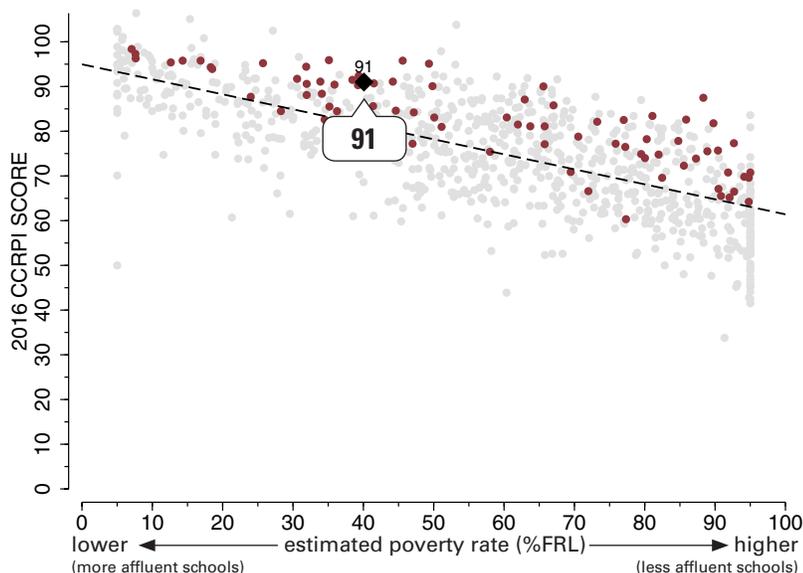
2015–16 Results: Georgia Milestones Assessment System

Georgia Milestones for Grades 3, 4, and 5

Last spring, Gwinnett students joined students across Georgia in taking state assessments called Georgia Milestones. Beginning in 2014–15, Georgia Milestones took the place of the Criterion-Referenced Competency Tests (CRCT) for Georgia students. This 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 2016.

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, the State Board of Education waived the use of Milestones results for promotion decisions due to the potential impact of technical difficulties with online testing in other parts of the state.)

With the 2017 administration of Milestones, the Georgia Department of Education expects districts to be able to use results for some subjects at selected grade levels to determine placement under state and local promotion requirements.

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

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	Starling ES	GCPS	Georgia
3rd	56.1	42.7	35.0
4th	63.6	44.6	35.3
5th	59.8	49.6	40.7

Mathematics

Grade	Starling ES	GCPS	Georgia
3rd	53.7	48.7	40.0
4th	67.1	51.2	40.4
5th	50.0	48.8	38.2

Science

Grade	Starling ES	GCPS	Georgia
3rd	43.0	43.7	35.3
4th	64.7	43.9	33.1
5th	51.1	45.1	39.2

Social Studies

Grade	Starling ES	GCPS	Georgia
3rd	51.0	39.5	30.4
4th	64.7	47.3	34.5
5th	41.3	39.0	30.5

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

2015–16 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, 5, and 8 in 2015–16. 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. The Complete Composite results to the right reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, mathematics, science, and social studies. This graph shows the average national percentile rank (NPR) of 5th graders' Complete Composite scores at Starling Elementary and for GCPS as a whole over the last four years. As an example, a Complete Composite NPR of 60 indicates that, on average, students scored as well as or better than 60% of U.S. students on the test. An NPR of 50 is the national average.
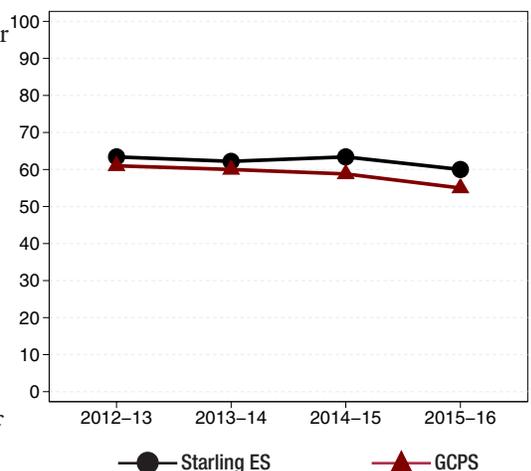
2015–16 State Reporting: Georgia's College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia's state-wide accountability system. CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students.

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 (achievement, progress, and achievement gap), for a total of 100 possible points, with an additional 10 possible challenge points.

Starling ES CCRPI Total Score	91
Achievement Points	37.2
Progress Points	38.9
Achievement Gap Points	8.3
Challenge Points	
ED/EL/SWD Performance– 5.1	6.6
Exceeding the Bar– 1.5	
CCRPI Total Score is the sum of points in shaded cells.	
School Climate Rating	NA
Financial Efficiency Rating	NA
The 2015–16 star ratings were not available at the time CCRPI was released. Once available, they can be found on the GaDOE website in the CCRPI section.	

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, the percentage of students reading at grade level, the percentage of students missing six or fewer days during the school year, the percentage of students learning English who are making academic progress, the percentage of students with disabilities who participate in the general education setting, and the percentage of students scoring in the Proficient Learner or Distinguished Learner achievement levels on the Georgia Milestones assessment.

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 (ED), English learners (EL), and students with disabilities (SWD).

In addition, schools may earn challenge points when they "exceed the bar" for participation levels in world languages and fine arts courses. 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 as well as interventions that result in a positive school climate also may earn challenge points.

Star Ratings

The School Climate rating, which awards stars on a five-star scale, takes into account discipline data, attendance, and perceptions of the quality and character of the school and its learning environment. New for 2015–16, the Financial Efficiency star rating is a measure of the cost effectiveness of a school, comparing the school's spending per pupil to the overall academic achievement of its students. Ratings range from a half-star to five stars. A half-star indicates high spending per student (in the top 20% statewide) with low CCRPI scores (below a 50), while a five-star rating indicates lower levels of spending per student (in the bottom 20% in Georgia) with high CCRPI scores (90+ on average). The rating is calculated using three-year averages of spending and CCRPI scores. The School Climate and Financial Efficiency ratings for 2015–16 were not published at the time CCRPI results for the year were released in fall of 2016. Once available, parents can find them here: *http://www.gadoe.org/CCRPI/Pages/default.aspx*

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 Starling 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.


Starling ES: 4.27
GCPS: 4.25

SEI Composite Score
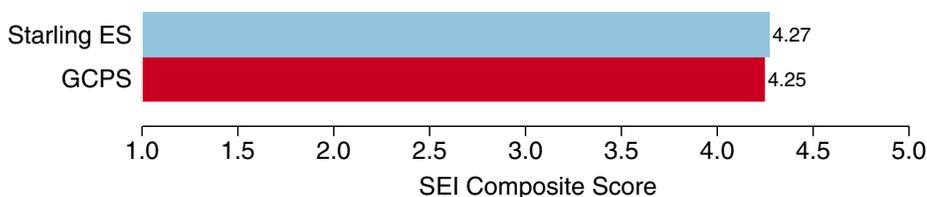
Starling Elementary School
## Other 2015–16 Highlights...

- The mission of Starling Elementary is to cultivate a community of lifelong learners by empowering students to achieve excellence by utilizing diverse experiences.
- The vision for Starling Elementary is to be a safe, nurturing environment, engaging students in rigorous and relevant educational experiences through quality instruction and community collaboration.
- Starling participates in the Grayson Cluster Vertical Language Arts and Mathematics teams to study and implement best instructional practices consistently in grades K–12.
- We offer a variety of student clubs, including LEGO Robotics, Vex Robotics, Recycling/Outdoor Classroom, LEGO, Running, Chorus, Recorder, Safety Patrols, Student Council, Witzzle Pro Math, Cooking, Geek Squad Computer Club, and more.
- Students led professional learning in technology for our teachers at the Grayson Cluster Technology Playdate. This team of students was invited to present at the Georgia Educational Technology Conference in Atlanta.
- Students in grades 2–5 participated in a Computer Science "special" in which they learned coding and programming.
- Starling Elementary has been recognized as a Reaching Higher Green & Healthy School in the Environment Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- All students in grades K–5 participate in a Science, Technology, Engineering, and Mathematics (STEM) class. Our STEM program has been featured on GCPS TV and at local conferences. Students in grades 2–5 participate in additional STEM lessons from our gifted education teachers.
- PTA nights incorporated academic and fine arts enrichment opportunities for students and parents.
- Our Accelerated Reader program provided incentives and motivates students to read.
- We have a Readers Rally student competition team.
- Starling offers multiple interventions to support students' academic and emotional growth, including targeted academic Continuous Quality Improvement (CQI) time daily, Kindergarten Camp, Student Leaders, and participation in Interlocking Communities.
- Students kept individual data notebooks and conducted student-led conferences twice during the year.
- The Starling PTA offered multiple family events each month which helped build great community pride and involvement.

2015–16 Staff Data

Staff Certification Level
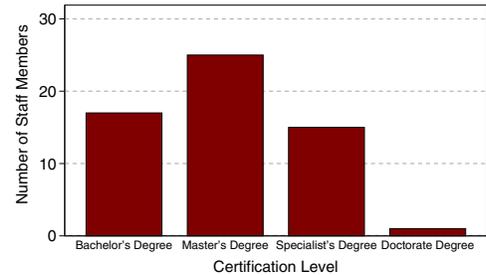
Experience in Education
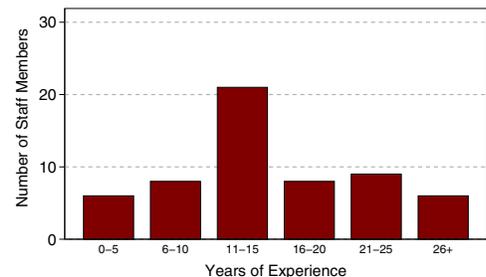
Student Data (2013–14 to 2015–16)

	School Year		
	13-14	14-15	15-16
Enrollment	977	996	980
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	8%	8%	8%
+Black/African American*	36%	38%	41%
+Hispanic or Latino, *any race*	14%	14%	13%
+Multiracial, *two or more races*￼*	4%	4%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	38%	36%	35%
Special Education	10%	12%	11%
ESOL	12%	15%	13%
Free/Reduced Lunch	41%	42%	40%
Average Attendance	97%	97%	97%

Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2015–16 RBES Perception Survey…

- 83.5% of students agreed or strongly agreed that they felt safe at Starling Elementary.
- 98.8% of parents agreed or strongly agreed that their child's school was safe.