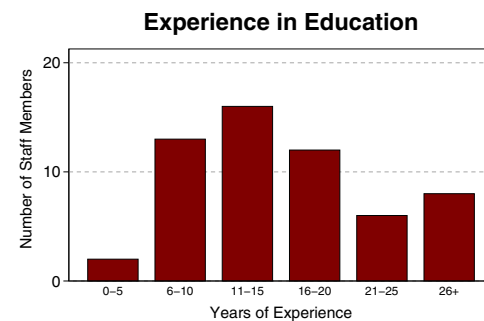
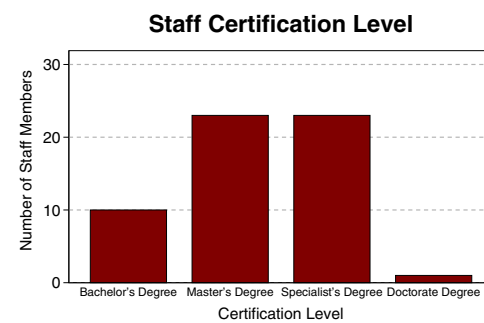


# Dyer Elementary School

## Other 2015–16 Highlights...

- Dyer was one of only two schools in the state of Georgia to earn the national Let's Move Active Schools Award, earning recognition from the White House for our outstanding and exemplary leadership in the areas of health and wellness.
- Dyer Elementary earned a gold medal and a place on the 2016 Governor's SHAPE Honor Roll. The award recognizes school level efforts in the areas of physical activity, nutrition, and wellness.
- Dyer is a Fuel Up To Play 60 Touchdown School.
- The Dyer Chorus and Percussion Ensemble were invited to perform for President and Mrs. Jimmy Carter.
- Dyer Elementary was recognized as a Taking Action Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- Dyer Elementary launched a K–5 robotics program, with Beebots in K–2, Weedos in grades 3–5, and our very first competitive robotics team for 5th graders.
- Several Dyer students participated in additional technology enrichment through computer coding lessons. Selected 4th and 5th grade students helped to refurbish old computers and laptops to create two new computer labs.
- Several of Dyer's students with special needs participated in the Special Olympics.
- Materials were designed for home and school use to allow students with special needs to use eCLASS (the district's digital learning initiative) on a daily basis.
- Dyer Elementary and the school's PTA enriched our school community with various programs and events such as Bear Reader, Muffins with Moms, Donuts with Dads, Father-Daughter Dance, Brick Night, STEAM Night, Chorus and Instrument Club, Grandparents and Holiday Luncheons, and an author visit from Carmen Deedy.
- The PTA also provided financial support through various fundraisers, and purchased a shade structure for our playground area.
- Dyer's students, staff, and community members gave generously to support many community service projects, including Relay For Life, United Way, Great Days of Service, the Carter Center, and our local school Care Team.

## 2015–16 Staff Data



## Student Data (2013–14 to 2015–16)

	School Year		
	13-14	14-15	15-16
<b>Enrollment</b>	788	751	809
+American Indian/Alaskan Native*	1%	0%	0%
+Asian*	6%	7%	7%
+Black/African American*	25%	25%	28%
+Hispanic or Latino, any race	21%	21%	20%
+Multiracial, two or more races*	5%	6%	5%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	43%	42%	40%
Special Education	17%	19%	19%
ESOL	13%	16%	14%
Free/Reduced Lunch	40%	37%	38%
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...

- 89.0% of students agreed or strongly agreed that they felt safe at Dyer Elementary.
- 94.7% of parents agreed or strongly agreed that their child's school was safe.

**Gwinnett County Public Schools**  
 437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)  
**2016 Gwinnett County Board of Education**  
 Dr. Robert McClure, 2016 Chairman;  
 Louise Radloff, 2016 Vice Chairman;  
 Carole C. Boyce; Dr. Mary Kay Murphy; and Daniel D. Seckinger  
 J. Alvin Wilbanks, CEO/Superintendent

*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.*

**Dyer Elementary School**  
 1707 Hurricane Shoals Road • Dacula, GA 30019  
 (770) 963-6214 • [www.gwinnett.k12.ga.us/DyerES](http://www.gwinnett.k12.ga.us/DyerES)  
 Michael DiFilippo, Principal

## Results-Based Evaluation System

# Accountability Report

Issued 2016–17

## Dyer Elementary School

Michael DiFilippo, *Principal*  
 Joe Ahrens, *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 Dyer 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

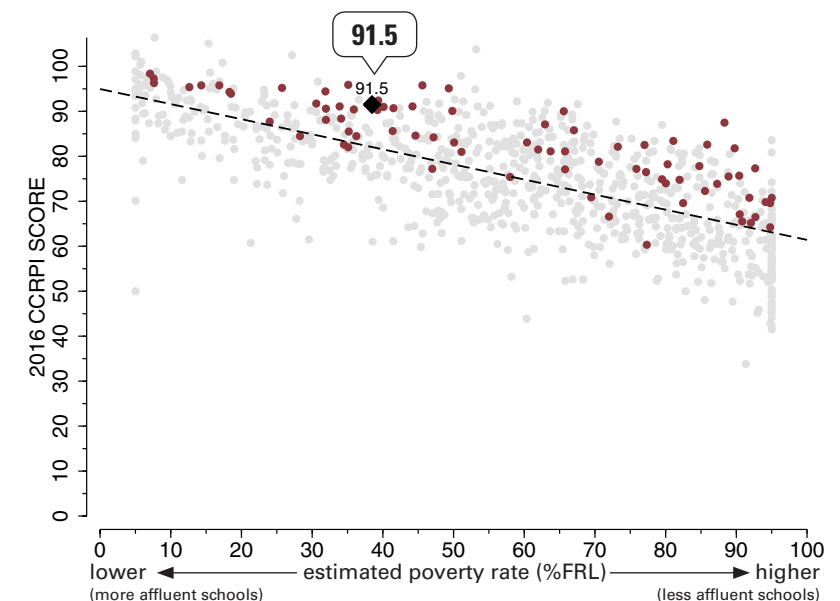
- About School Improvement and the School Effect
- 2015–16 Results
- 2015–16 State Reporting
- 2015–16 Highlights



## The School Effect: Putting Dyer 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 Dyer (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](http://testing.gadoe.org) and click on Georgia Milestones Assessment System.

#### English Language Arts

Grade	Dyer ES	GCPS	Georgia
3rd	51.1	42.7	35.0
4th	48.0	44.6	35.3
5th	59.7	49.6	40.7

#### Science

Grade	Dyer ES	GCPS	Georgia
3rd	53.0	43.7	35.3
4th	53.3	43.9	33.1
5th	51.9	45.1	39.2

### 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.)

#### Mathematics

Grade	Dyer ES	GCPS	Georgia
3rd	69.9	48.7	40.0
4th	60.5	51.2	40.4
5th	62.0	48.8	38.2

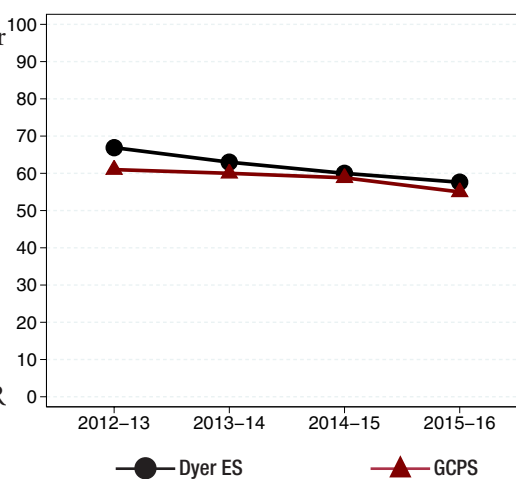
#### Social Studies

Grade	Dyer ES	GCPS	Georgia
3rd	53.7	39.5	30.4
4th	50.0	47.3	34.5
5th	48.1	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 Dyer 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.

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).

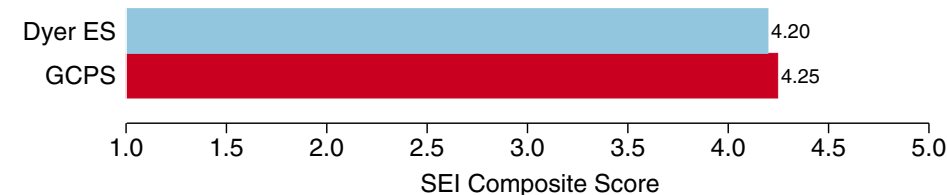
In addition, schools may earn challenge points when they “exceed the bar” for participation levels in world languages and fine arts courses. Schools in which teachers use data for planning individualized instruction and those with STEM certification may earn extra points as well. Innovative practices 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 Dyer 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.



Dyer ES CCRPI Total Score	91.5
Achievement Points	38
Progress Points	38.5
Achievement Gap Points	8.3
Challenge Points	
ED/EL/SWD Performance– 5.7	6.7
Exceeding the Bar– 1.0	
<i>CCRPI Total Score is the sum of points in shaded cells.</i>	
School Climate Rating	NA
Financial Efficiency Rating	NA
<i>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.</i>	