

Accountability Report

Issued 2015–16

Duluth High School

Anthony Smith, *Principal*

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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 Duluth 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.**

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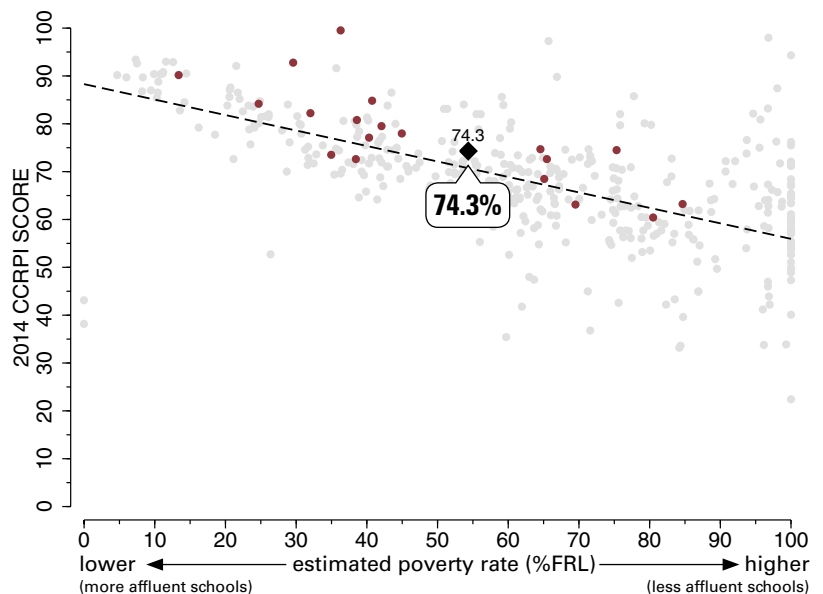
2014–15 Highlights



The School Effect: Putting Duluth High'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 high 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 Duluth (represented by a large black diamond) and all GCPS high 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.

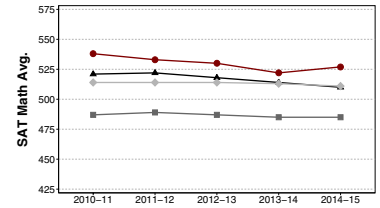
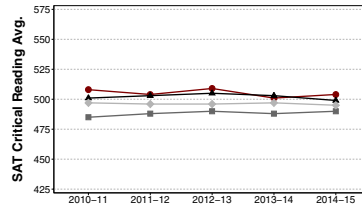
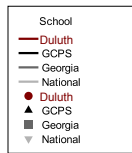


2014–15 Results: College-Admissions Tests

The SAT and ACT both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. The SAT includes a required essay, while the essay is optional on the ACT.

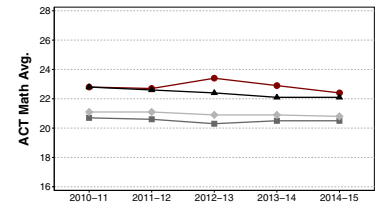
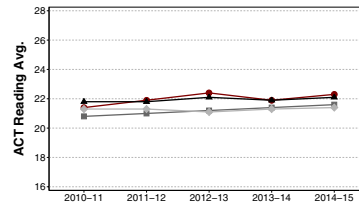
2014–15 SAT Averages

	Critical Reading	Math	Writing	Total
Duluth	504	527	496	1527
GCPS	499	510	488	1497
Georgia	490	485	475	1450
National	495	511	484	1490



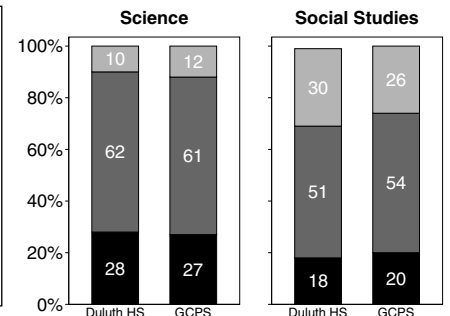
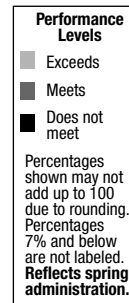
2014–15 ACT Averages

	English	Math	Reading	Science	Total	Writing
Duluth	21.4	22.4	22.3	22.2	22.2	22.4
GCPS	21.5	22.1	22.1	22.0	22.1	21.8
Georgia	20.6	20.5	21.6	20.9	21.0	20.7
National	20.4	20.8	21.4	20.9	21.0	20.2



2014–15 Results: High School Gateway Assessment

Gwinnett students must pass the school system's High School Gateway Assessment as a requirement for earning a regular diploma. Typically given in the 10th grade, the Gateway measures students' ability to write effectively about 9th and 10th grade science and 10th grade social studies AKS. Students write an essay on each topic, using their own knowledge and document-based information. Students regularly write essays and take assessments in class that mirror the Gateway format. This experience helps develop proficiency in content knowledge and writing skills required for college, career, and citizenship. To assist students, GCPS offers additional resources, tutorials, and practice opportunities. While most students are successful on their first try, those who are not have additional opportunities to take and pass the test.



2014–15 Results: Advanced Placement (AP) Exams

Advanced Placement (AP) courses are challenging, college-level classes taught by specially trained high school teachers. Students have the option of taking an AP exam at the end of the school year. Many colleges award credit for passing the exams or allow a student to exempt certain courses. The table below shows the percentage of AP classes taken at Duluth High, compared to the county average. The chart also shows the percentage of optional, course-specific AP exams taken, as well as the percentage of AP exams scored 3 or better on a 5-point scale. In 2014–15, 9.2% of courses taken at Duluth were AP courses, compared to 10.8% at all GCPS high schools.

AP Percentages	2011–12		2013–14		2014–15	
	Duluth HS	GCPS	Duluth HS	GCPS	Duluth HS	GCPS
% Students Who Took an AP Course	29.5	32.8	26.7	33.7	27.7	32.4
% AP Exams Taken	86.4	82.0	79.4	84.1	78.9	87.4
% of Students Scoring 3+ on AP Exam	70.3	59.9	72.6	60.4	68.5	60.3

2014–15 Graduation Rate Information

The Graduation Rate is calculated using the number of students who begin 9th grade together who graduate within four years with a regular education diploma. Students who take longer than four years to complete high school are not considered on-time graduates for the purpose of graduation rates, but they are not considered dropouts either. According to the Governor's Office of Student Achievement, GCPS had a dropout rate of 2.6% for 2014 (down from 3.3% in 2012), an indication that the vast majority of Gwinnett students graduate, but it takes some students longer than four years. Data shows that large numbers of students moving in during high school who are behind can have a negative impact on a school's graduation rate, just as having students move who can't be accounted for affects the rate. A number of GCPS initiatives— Credit Recovery, Online Campus courses, 7th period classes at Phoenix High, and summer school— offer students more opportunities to get and stay on pace for on-time graduation. GCPS is working to ensure that all students graduate, even if some students need more time to do so, and that all students are college- and career-ready.

Graduation Rate (2012 to 2014)

	2012	2013	2014
Duluth HS	70%	74%	82%
GCPS	73%	75%	78%
Georgia	72%	73%	79%

2014–15 Senior Report

	Students Completing HS†	Number of Seniors Planning to attend College or Postsecondary School*	Number of Honor Graduates	Seniors with Dual Enrollment
Duluth High	529	475	129	23
GCPS	10,367	9,088	2,523	426

†Reflects system-reported data as of August 2015

*Student information self-reported as of April 2015

2014–15 State Results: End of Course assessments (EOC)

The new comprehensive Georgia Milestones Assessment System measures how well students have learned the knowledge and skills outlined in the state content standards for English Language Arts, Mathematics, Science, and Social Studies. High school students took an End-of-Course (EOC) assessment for courses designated by the State Board of Education. The higher bar for student proficiency set by 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 accustomed to the new test. That is one reason why the results from this past year were not used as part of the final course average.

Percentage of Milestones tests scored Proficient/Distinguished

Assessment	Duluth HS	GCPS	Georgia
9th Grade Lit. & Comp.	46.3	47.7	38.3
American Lit. & Comp.	47.3	43.6	35.5
Coordinate Algebra	33.5	45.0	33.6
Analytic Geometry	33.3	44.1	32.7
Biology	53.7	50.3	38.1
US History	57.6	47.3	39.0
Economics	49.3	39.6	38.4

Note. An asterisk is shown when fewer than 30 students took the test. Results reflect a weighted average of winter and spring scores.

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

College and Career Ready Performance Index (CCRPI) is Georgia’s statewide accountability system. 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 End of Course Tests (EOCTs). This is the last CCRPI to reflect these assessments. 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/>.*

Duluth HS CCRPI Total Score	74.3
Achievement Points	47.1
Progress Points	15.8
Achievement Gap Points	7.5
Challenge Points	
ED/EL/SWD Performance -- 3.4	3.9
Exceeding the Bar -- 0.5	
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>	

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 high school level, schools earn achievement points based on factors such as the percentages of students meeting or exceeding standards on EOCTs and on the Georgia High School Writing Test; the percentages of students scoring at high levels on the ACT, the SAT, and AP exams; the percentage of graduates completing Pathways and those earning advanced certifications and credentials; the percentage of graduates earning high school credit for accelerated work; and the percentage exceeding EOCT standards. Progress points are tied to academic progress students make from year to year, while achievement gap points are awarded for closing gaps between student subgroups. Challenge points reflect a school’s participation and achievement for students with economic disadvantages, English learners, and students with disabilities. Schools may “exceed the bar” for percentages of graduates earning credits in physics, those with three or more credits in a world language, and graduates who participate in work-based learning or complete a career-related Capstone Project. 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. As the new Georgia Milestones Assessment System replaces the EOCT as the measure of achievement, the accountability measures for CCRPI will be changed to reflect the new assessment system.

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.

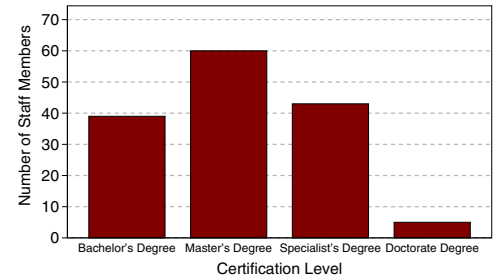
Duluth High School

Other 2014–15 Highlights...

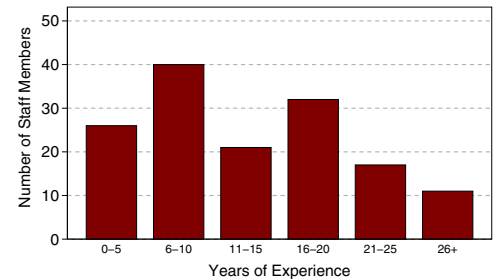
- Among Duluth High's 513 graduates, 130 students earned the status of Honor Graduate. This represents 25% of the graduating class.
- Duluth High School had two Gates Millennium Scholars and one QuestBridge Scholar.
- Duluth High had four National Merit Finalists, four Governor's Honors Program finalists, 76 Advanced Placement (AP) Scholars, 23 AP Scholars with Honor, and 80 AP Scholars with Distinction.
- Duluth High School had 104 students participate in dual enrollment.
- For students who reported their postsecondary plans, 85% of the graduating class of 2015 planned to pursue postsecondary studies, including 74% in a four-year college, 11% in a two-year college, and 8% in technical education programs.
- Approximately \$6 million in scholarships were offered to Duluth High students, not including HOPE scholarships.
- In 2014, Duluth High School was ranked #31 among public high schools in Georgia by *U.S. News and World Report*.
- Duluth High School was acknowledged by the Georgia Department of Education as a 2015 Advanced Placement (AP) Honor School in four categories: AP Merit, AP STEM (Science, Technology, Engineering, and Mathematics), AP STEM Achievement, and AP Humanities (new this year). Duluth High experienced an increase in the number of students—75—taking AP exams between 2014 and 2015.
- Duluth's average composite ACT and SAT scores continue to exceed the national average. Duluth's average SAT score rose 16 points from 2014 to 2015.
- Duluth High School's fine arts programs continue to be recognized at the state and national levels: the Duluth High School Chamber Orchestra performed by competitive invitation at the International Midwest Band & Orchestra Clinic in Chicago; all three concert bands received Superior and Excellent ratings at the Georgia Music Educators Association Large Group Performance Evaluations; and two Duluth Drama students were chosen to be part of the All-Star Crew at the State Thespian Conference.

2014–15 Staff Data

Staff Certification Level



Experience in Education



Student Data (2011–12 to 2014–15)

	School Year		
	12-13	13-14	14-15
Enrollment	2510	2662	2674
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	20%	18%	19%
+Black/African American*	28%	29%	31%
+Hispanic or Latino, <i>any race</i>	26%	27%	27%
+Multiracial, <i>two or more races</i> *	4%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	22%	21%	19%
Special Education	11%	12%	12%
ESOL	8%	7%	6%
Free/Reduced Lunch	55%	54%	56%
Average Attendance	95%	95%	95%

*Not Hispanic or Latino

School Safety Perceptions

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

- 76.5% of students agreed or strongly agreed that they felt safe at Duluth High.
- 94.7% 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.

Duluth High School

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