

# Accountability Report

Issued 2018–19

## Duluth High School

Dr. Eric Davidson, *Principal*

Dr. Reuben Gresham, *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 2017–18 school year, as well as consolidated information on the school’s effectiveness, based on multiple measures and student characteristics. Using the data 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 2018–19 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 Duluth 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.**

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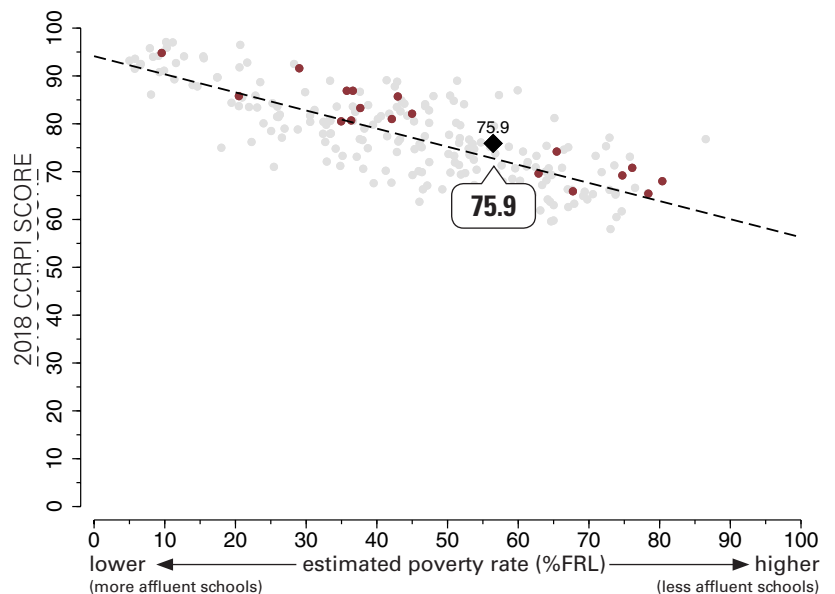
2017–18 Highlights



### The School Effect: Putting Duluth High 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 student’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 poverty at the school, to see the school effect on students’ academic growth.

This graphic representation plots CCRPI scores for 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 typical achievement level of a school in Georgia with 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. *Note: Georgia schools that serve breakfast and lunch to all students at no cost are not included in this comparison.*



## 2017–18 Results: College-Admissions Tests

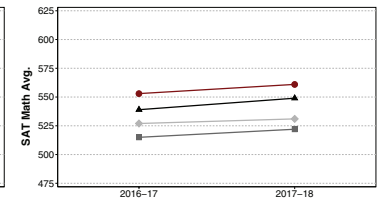
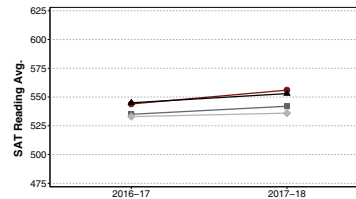
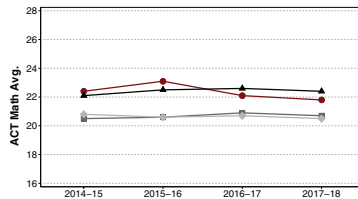
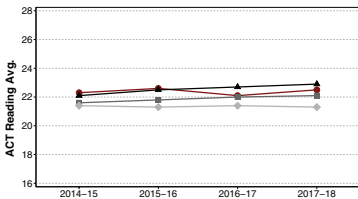
Students are encouraged to take one or both of the college-admissions tests that most colleges and universities require for admissions. The two tests—the SAT and the ACT—both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. Both the SAT and the ACT also have an optional essay component.

2017–18 ACT Averages

School	English	Math	Reading	Science	Total
Duluth	20.9	21.8	22.5	22.3	22.0
GCPS	22.0	22.4	22.9	22.4	22.6
State	20.9	20.7	22.1	21.2	21.4
National	20.2	20.5	21.3	20.7	20.8

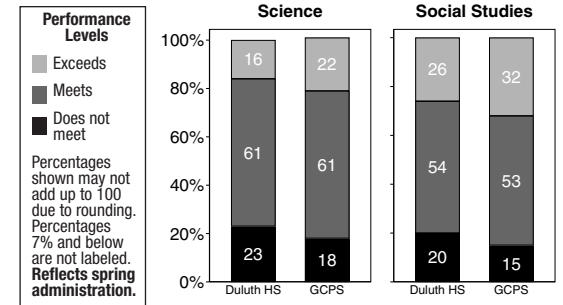
2017–18 SAT Averages

School	Reading/Writing	Math	Total
Duluth	556	561	1118
GCPS	553	549	1102
State	542	522	1064
National	536	531	1068



## 2017–18 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 what they have learned in three courses taken in the first years of high school—Biology, Chemistry, and World History. 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.



## 2017–18 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 students who took an AP class 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 test-takers who scored 3 or better on a 5-point scale on one or more AP exams. In 2017–18, 9.8% of courses taken at Duluth were AP courses, compared to 9.8% at all GCPS high schools.

AP Percentages	2015–16		2016–17		2017–18	
	Duluth	GCPS	Duluth	GCPS	Duluth	GCPS
% Students Who Took an AP Course	32.2	33.6	29.7	33.0	27.8	31.2
% AP Exams Taken	81.9	85.4	80.1	83.6	82.9	83.0
% Test-Takers Who Scored 3+	64.0	61.5	69.6	62.5	71.7	66.7

## 2017–18 Graduation Rate Information

The Graduation Rate is calculated using the number of students who begin 9th grade at the same time and 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. Additional students in the cohort will go on to graduate with a full diploma in their 5th year. 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 (2015 to 2018)

School	2015	2016	2017	2018
Duluth	82%	75%	79%	81%
GCPS	78%	80%	81%	82%
State	79%	79%	81%	82%

## 2017–18 Senior Report

	Students Completing HS†	Number Who Enrolled in College or Postsecondary School (Fall 2018)*	Number of Honor Graduates†	Seniors with Dual Enrollment†
Duluth	553	392	157	65
GCPS	11651	8003	3347	1569

\*Based on the National Student Clearinghouse enrollment records

†Reflects system-reported data as of August 2018

## 2017–18 State Results: End of Course (EOC) Assessments

The Georgia Milestones Assessment System measures how well students have learned the knowledge and skills outlined in the state content standards for core subjects. High school students took an End of Course (EOC) assessment for courses designated by the State Board of Education. The higher bar set by Milestones is aimed at better preparing students for college and career and providing a more realistic picture of academic progress. The results factor in as 20% of a student's second-semester grade in the high school courses tested.

### Percentage of EOC Assessments scored Proficient/Distinguished

Assessment	Duluth	GCPS	State
9th Grade Lit. and Comp.	57.2	59.4	50.0
11th Grade American Lit. and Comp.	51.0	55.3	45.1
Geometry	49.6	52.0	43.2
Biology	59.0	58.1	48.1
U.S. History	57.7	57.4	46.1
Economics	54.0	53.6	47.8

Note. Results reflect a weighted average of winter and spring scores. EOC results for high school math and science courses taken by 8th graders are reported in middle school results.

## 2017–18 State Reporting: Georgia's College and Career Ready Performance Index (CCRPI)

The College and Career Ready Performance Index (CCRPI) is the state's accountability system. Redesigned in 2017–18, it assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. The CCRPI recognizes a school's levels of student test performance as well as those students' improvements in performance across years and the school's progress in closing achievement gaps with traditionally underserved subgroups of students.

Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. For 2017–18, high schools earned up to a set number of points in five main categories, for a total of 100 possible points. Here are the factors considered in awarding points at the high school level in each category:

- **Content Mastery points** increase with greater percentages of students performing at high levels on the state's End of Course (EOC) assessments.
- **Progress points** are tied to the level of academic progress students make from year to year.
- **Closing Gap points** are earned as schools work to close the gaps between different groups of students, including students learning English, students living in poverty, and students with disabilities.
- **Readiness points** take into account factors that have an impact on students' college- and career-readiness, including reading ability; attendance; completion of accelerated coursework (AP, IB, or Dual Enrollment) and advanced academic, career/technical education, world language, or fine arts pathways; achievement of college-readiness scores on college-admission tests; success on End of Pathway assessments or completion of a work-based learning program; and preparation for coursework at a college/university in the Georgia Technical or University systems.
- **Graduation Rate points** are earned for four- and five-year graduation rates.

**About CCRPI Star Ratings...** Under CCRPI, schools are awarded star ratings in two areas— school climate and financial efficiency— using a five-star scale.

- **The School Climate rating** takes into account discipline and attendance data as well as perceptions of the quality and character of the school and its learning environment. Duluth was awarded a School Climate star rating of ★★.
- **The Financial Efficiency rating** is a measure that compares a school's spending per student to the overall academic performance of its students. The School Financial Efficiency ratings for 2017–18 were not published at the time 2018 CCRPI results were released in the fall. Once available, parents can find them here: <http://www.gadoe.org/CCRPI/Pages/default.aspx>.

	Duluth	GCPS	State
<b>CCRPI Total Score (out of 100 possible points)</b>	<b>75.9</b>	<b>79.7</b>	<b>75.3</b>
Content Mastery (30% of total)	76.4	77.2	66.9
Progress (30% of total)	79.4	83.3	83.0
Closing Gap (10% of total)	55.6	75.0	70.0
Readiness (15% of total)	75.3	77.7	73.4
Graduation Rate (15% of total)	81.9	81.9	81.9
<i>All CCRPI scores are out of 100 possible points. The Total Score is made up of five weighted subscores, each accounting for a percentage of the total score. The calculation for Duluth HS's Total Score of 75.9 is 30% of 76.4 + 30% of 79.4 + 10% of 55.6 + 15% of 75.3 + 15% of 81.9.</i>			



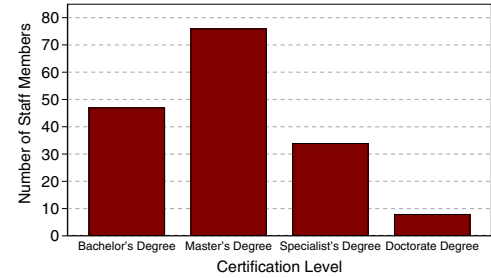
# Duluth High School

## Other 2017–18 Highlights...

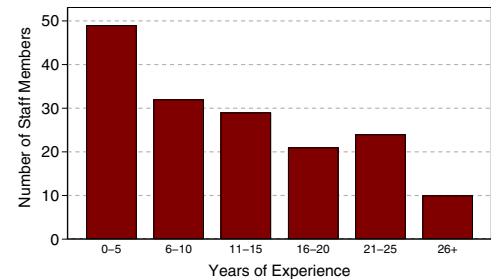
- A group of 163 Duluth graduates earned the status of Honor Graduate, representing 26% of the graduating class.
- Academic honors earned by Duluth High students included two National Merit Scholars and one semifinalist, 10 Commended Scholars, and 119 Advanced Placement (AP) Scholars, 35 AP Scholars with Honor, 59 AP Scholars with Distinction, and 17 National AP Scholars. The Class of 2018 also included a Gates Scholar, a QuestBridge National College Match Scholarship recipient, and a student who earned an appointment to the U.S. Military Academy at West Point.
- Duluth High was acknowledged by the Georgia Department of Education as a 2018 Advanced Placement (AP) Honor School in four categories—AP Merit, AP STEM (Science, Technology, Engineering, Mathematics), AP STEM Achievement, and AP Humanities. The 2018 AP Honor Schools are named based on results from 2016–17 AP classes and exams.
- A total of 65 Duluth students participated in the dual enrollment program during the 2017–18 school year.
- For students who reported their postsecondary plans, 100% of the graduating class of 2018 planned to pursue postsecondary options—80.3% planned to attend a four-year college or university with 19.7% planning to attend a two-year college or technical school.
- More than \$8.8 million was offered in scholarships to the Class of 2018, not including Zell Miller or HOPE Scholarships.
- Duluth High School continued to exceed the state and national averages for SAT and ACT scores.
- In 2017, the Duluth High School Counseling Department was recognized with the RAMP (Recognized ASCA Model Program) Award for its commitment to developing and delivering a comprehensive, data-driven counseling program, guided by the framework developed by the American School Counselor Association.
- Students participated in a range of before- and after-school clubs and athletics to round out their high school experience.
- Duluth serves students in their community and on campus through the CARE team as well as through the Cool Cats Mentoring program. For the 2017–18 school year, we connected 20 at-risk freshmen with an adult mentor on campus.
- The school community supported a number of charitable groups through fundraising activities, namely the inaugural Cash for Cats Bash in conjunction with the Duluth Cluster Schools Foundation and Duluth Athletics.

## 2017–18 Staff Data

Staff Certification Level



Experience in Education



## Student Data (2015–16 to 2017–18)

	School Year		
	15–16	16–17	17–18
<b>Enrollment</b>	2710	2733	2763
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	18%	17%	16%
+Black/African American*	30%	30%	30%
+Hispanic or Latino, <i>any race</i>	28%	31%	34%
+Multiracial, <i>two or more races</i> *	4%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	19%	18%	16%
Special Education	12%	13%	12%
ESOL	8%	8%	10%
Free/Reduced Lunch	54%	56%	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 2017–18 RBES Perception Survey...

- 89.2% of students agreed or strongly agreed that they felt safe at Duluth High.
- 97.9% 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.*

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