

# Accountability Report

Issued 2019–20

## Dacula High School

Dr. Bryan Long, *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 2018–19 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 Dacula 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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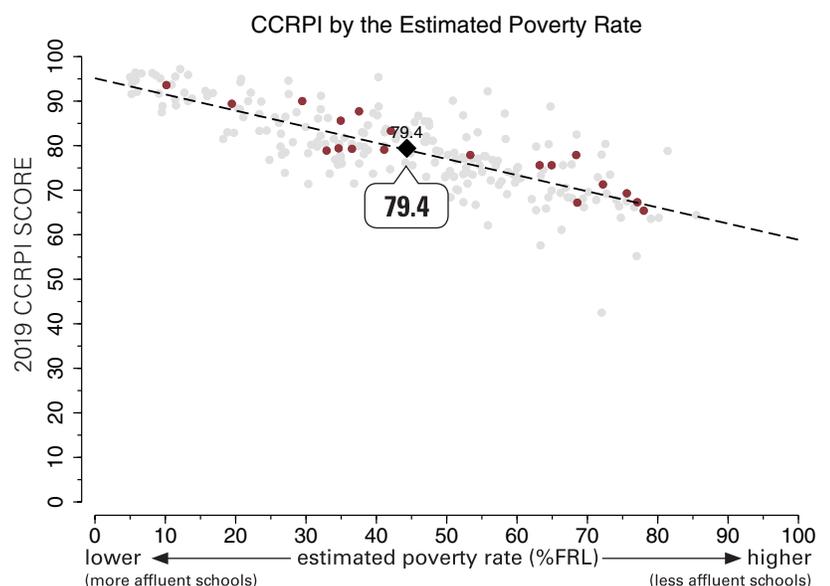


### The School Effect: Putting Dacula High School's CCRPI score in context

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 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 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 Dacula (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.*



## 2018–19 Results: College-Admissions Tests

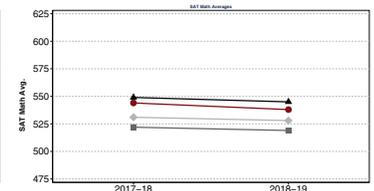
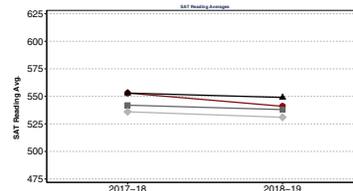
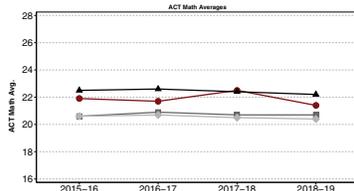
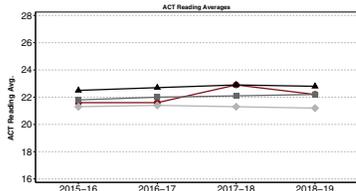
Students are encouraged to take one or both of the college-admissions tests that most colleges and universities require for admissions. The two tests—the SAT and the ACT—both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. Both the SAT and the ACT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

2018–19 ACT Averages

School	English	Math	Reading	Science	Total
Dacula	20.4	21.4	22.2	22.1	21.6
GCPS	21.7	22.2	22.8	22.4	22.4
State	20.9	20.7	22.2	21.2	21.4
National	20.1	20.4	21.2	20.6	20.7

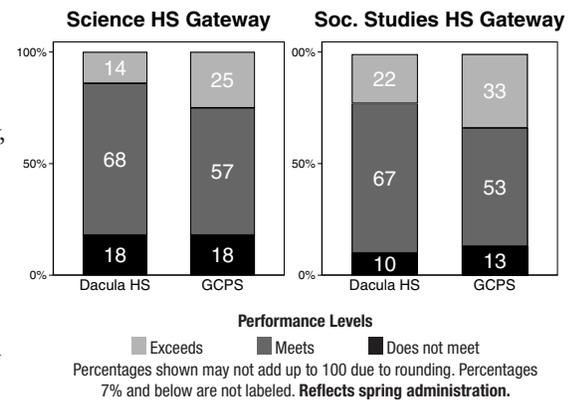
2018–19 SAT Averages

School	Reading/Writing	Math	Total
Dacula	541	538	1079
GCPS	549	545	1094
State	538	519	1058
National	531	528	1059



## 2018–19 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.



## 2018–19 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 Dacula 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 2018–19, 10.0% of courses taken at Dacula HS were AP courses, compared to 9.5% at all GCPS high schools.

AP Percentages	School Level	2016-17	2017-18	2018-19
% Students Who Took an AP Course	Dacula	36.3	36.8	31.5
	GCPS	34.2	32.2	31.3
% AP Exams Taken	Dacula	88.3	76.0	74.0
	GCPS	82.8	82.6	82.9
% Test-Takers Who Scored 3+	Dacula	57.4	57.5	59.9
	GCPS	62.5	66.7	68.3

## 2018–19 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 (2016 to 2019)

School	2016	2017	2018	2019
Dacula	86%	88%	84%	87%
GCPS	80%	81%	82%	81%
State	79%	81%	82%	82%

## 2018–19 Senior Report

	Students Completing HS†	Number Who Enrolled in College or Postsecondary School (Fall 2018)*	Number of Honor Graduates†	Seniors with Dual Enrollment†
Dacula	482	338	113	105
GCPS	11,878	8,039	3,592	1,647

\*Based on the National Student Clearinghouse enrollment records

†Reflects system-reported data as of August 2019

## 2018–19 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	Dacula	GCPS	State
9th Grade Lit. and Comp.	65.3	67.2	58.8
11th Grade American Lit. and Comp.	46.6	53.7	46.2
Geometry	57.0	53.3	44.5
Biology	49.8	54.9	48.0
U.S. History	67.8	56.6	47.1
Economics	59.0	53.4	47.7

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.

## 2018–19 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 2018–19, 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 2018–19, 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. Dacula 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 2018–19 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>.

	Dacula	GCPS	State
<b>CCRPI Total Score</b>	<b>79.4</b>	<b>79.7</b>	<b>77.0</b>
Content Mastery (30%)	81.4	78.8	69.4
Progress (30%)	79.3	80.0	82.1
Closing Gaps (10%)	63.9	82.5	80.0
Readiness (15%)	78.5	76.9	74.5
Graduation Rate (15%)	86.8	82.0	82.6

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 Dacula HS's Total Score of 79.4 is 30% of 81.4 + 30% of 79.3 + 10% of 63.9 + 15% of 78.5 + 15% of 86.8.

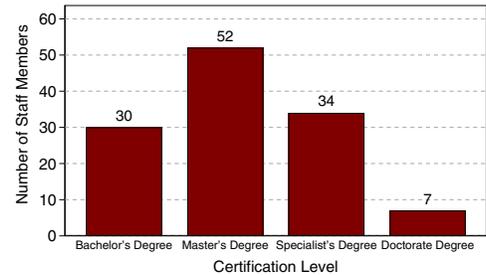
# Dacula High School

## Other 2018–19 Highlights...

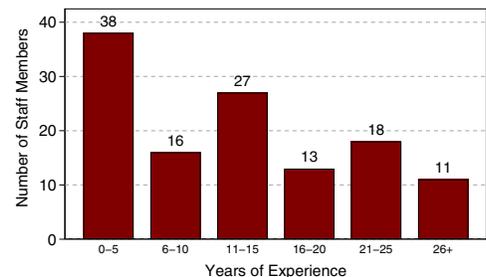
- During the 2018–19 school year, Dacula High School continued to lead Gwinnett County Public Schools in the use of eCLASS instructional technology to transform teaching and learning.
- Using the funds from the Innovation and Transformation Award, Dacula High School purchased more than 1,500 student laptops, allowing us to place 18 laptops in every math, science, social studies, language arts, and foreign language classroom in the school.
- Our work with blended classrooms also has drawn attention from around the state and country. Hundreds of teachers and administrators from all over Georgia and from as far away as California and Canada have come to see the innovative work taking place in Dacula High School classrooms.
- In 2018–19, Dacula High School graduates were offered \$15.4 million in scholarships, not including HOPE Scholarships. Students went on to continue their education at colleges including Harvard University, Princeton University, the University of Georgia, Georgia Institute of Technology, and many other excellent institutions.
- Students also completed more than 7,600 hours of community service, making a positive impact on the community.
- In athletics during the 2018–19 school year, Dacula High School had our highest-ever finish in the GADA Director's Cup, finishing 8th overall in 6A. Our teams won four region championships and were region runner-up in six other sports. Baseball- region runner-up and 2nd round state playoffs; Boys Basketball- 1st round state playoffs; Girls Basketball- 2nd round state playoffs; Competition Cheerleading- 9th at state; Boys Cross Country- region runner-up and 11th in state; Girls Cross Country- region runner-up and 17th in state; Football- region champion and state semifinalist; Boys Golf- region runner-up; Girls Golf- region runner-up; Boys Soccer- 2nd round state playoffs; Girls Soccer- region champion and state champion; Softball- region runner-up and 2nd round state playoffs; Girls Tennis- 1st round state playoffs; Boys Track & Field- region champions and 4th in State; Girls Track and Field- region champions; and Volleyball- 1st round state playoffs. Coach Foy was named GHSA Coach of the Year for Girls Soccer.
- Dacula High School's Fine Arts programs continue to consistently perform well. Student-musicians in our Chorus, Band, and Orchestra earned Superior ratings at the Georgia Music Educators Association's Large Group Performance Evaluation.

## 2018–19 Staff Data

Staff Certification Level



Experience in Education



## Student Data (2016–17 to 2018–19)

	School Year		
	16–17	17–18	18–19
<b>Enrollment</b>	2105	2121	2224
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	3%	4%	4%
+Black/African American*	40%	41%	42%
+Hispanic or Latino, <i>any race</i>	19%	20%	22%
+Multiracial, <i>two or more races</i> *	5%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	32%	31%	28%
Special Education	13%	13%	14%
ESOL	3%	4%	5%
Free/Reduced Lunch	47%	45%	44%
Average Attendance	95%	95%	96%

\*Not Hispanic or Latino

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2018–19 RBES Perception Survey...

- 83.5% of students agreed or strongly agreed that they felt safe at Dacula High.
- 92.1% 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.*

### Dacula High School

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Dr. Bryan Long, Principal

### Gwinnett County Public Schools

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