

Accountability Report

Issued 2019–20

Duluth High School

Dr. Eric Davidson, *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 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 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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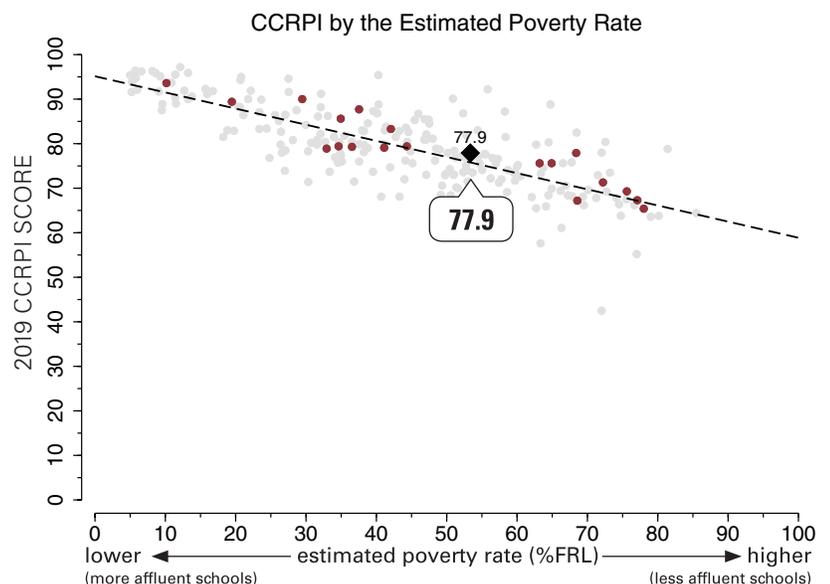


The School Effect: Putting Duluth High School’s CCRPI score in context

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 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 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.



2018–19 Results: College-Admissions Tests

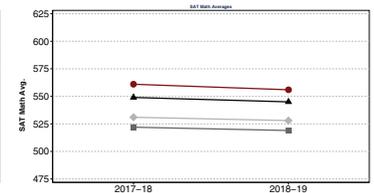
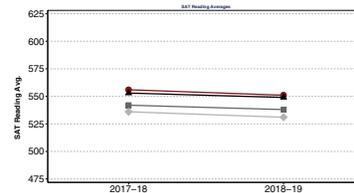
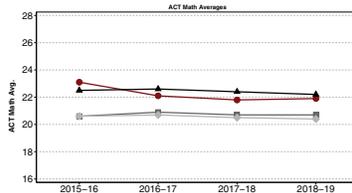
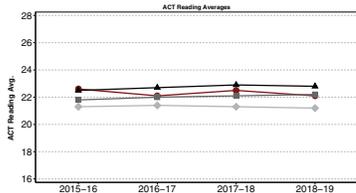
Students are encouraged to take one or both of the college-admissions tests that most colleges and universities require for admissions. The two tests—the SAT and the ACT—both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. Both the SAT and the ACT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

2018–19 ACT Averages

School	English	Math	Reading	Science	Total
Duluth	20.7	21.9	22.1	21.7	21.7
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

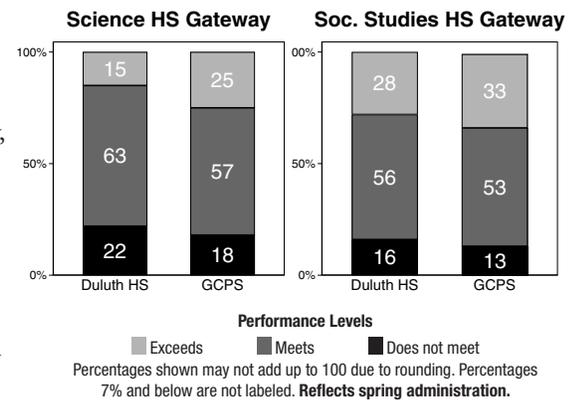
2018–19 SAT Averages

School	Reading/Writing	Math	Total
Duluth	551	556	1107
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 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 2018–19, 8.6% of courses taken at Duluth 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	Duluth	30.7	28.7	27.9
	GCPS	34.2	32.2	31.3
% AP Exams Taken	Duluth	78.0	81.2	83.4
	GCPS	82.8	82.6	82.9
% Test-Takers Who Scored 3+	Duluth	69.6	71.7	63.6
	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
Duluth	75%	79%	81%	81%
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†
Duluth	573	376	164	41
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	Duluth	GCPS	State
9th Grade Lit. and Comp.	67.4	67.2	58.8
11th Grade American Lit. and Comp.	50.9	53.7	46.2
Geometry	57.2	53.3	44.5
Biology	57.9	54.9	48.0
U.S. History	57.8	56.6	47.1
Economics	51.4	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. 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 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>.

	Duluth	GCPS	State
CCRPI Total Score	77.9	79.7	77.0
Content Mastery (30%)	79.0	78.8	69.4
Progress (30%)	78.8	80.0	82.1
Closing Gaps (10%)	72.2	82.5	80.0
Readiness (15%)	72.7	76.9	74.5
Graduation Rate (15%)	82.6	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 Duluth HS's Total Score of 77.9 is 30% of 79.0 + 30% of 78.8 + 10% of 72.2 + 15% of 72.7 + 15% of 82.6.

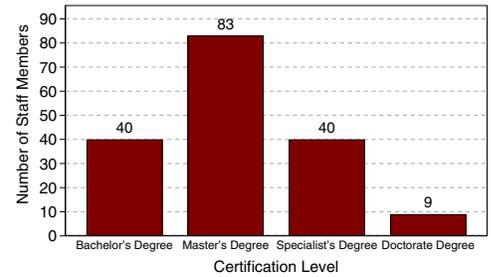
Duluth High School

Other 2018–19 Highlights...

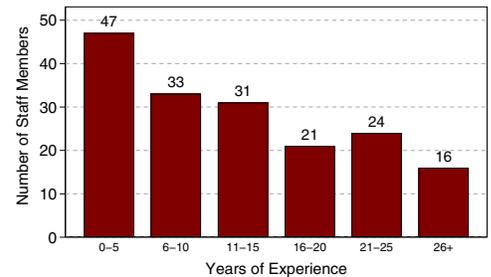
- More than 25% of the members of the Class of 2019 were Honor Graduates. The class included five National Merit semifinalists, two earning scholarships as National Merit Scholars. Duluth had 114 Advanced Placement (AP) Scholars, including 24 AP Scholars with Honor, 64 AP Scholars with Distinction, and one National AP Scholar. The Class of 2019 also included a Presidential Scholar.
- Duluth High was acknowledged by the Georgia Department of Education as a 2019 AP Honor School in six categories—Access and Support, Schools of Distinction, AP STEM (Science, Technology, Engineering, Mathematics), AP STEM Achievement, AP Humanities, and AP Humanities Achievement. The 2019 AP Honor Schools are named based on results from 2017–18 AP classes and exams.
- Duluth students participated in STEAM programs on campus through Project Lead the Way curriculum. Our FIRST Robotics team— The Metal Crusaders— qualified for the FIRST international competition. DHS also offers VEX robotics through our Technology Student Association.
- Students completed more than 5,000 hours of community service, making a positive impact on the community. Students participated in the LEAD program, working with the Mayor of Duluth as well as the city’s planning and development staff.
- In Fine Arts, our students excelled. DHS Theater won the 2018 GA High School Musical Schuler Award. Our Marching Band is undefeated in all competitions for the last three years. Our wind ensemble and orchestra ensembles consistently earn Superior ratings. Students in band, choir, and orchestra are selected to participate in All-State, collegiate events, competitive-selection performing groups, and the Governor’s Honor Program. Our award-winning Chamber Orchestra has performed at state, national, and international conferences.
- In athletics, we won state in Competition Cheerleading. We advanced to the second round of state playoffs in Girls Basketball and the 1st round of playoffs for Volleyball and Boys Basketball. A Duluth student-athlete was the first-ever individual female wrestling state champion. Our Girls Basketball coach was named regional Coach of the Year.
- Duluth’s CARE team and the Cool Cats Mentoring program served our students. More than 20 9th graders were paired with an adult mentor on campus.
- Through Pathway courses in Audio-Video Technology and Film, Computer Science, Engineering, Financial Services, and Marketing, students earned diploma seals. Some students also earned industry certification.
- The school community supported a number of charitable groups through fundraising activities and continued to work in conjunction with the Duluth Cluster Schools Foundation to support Duluth High arts, academics, and athletics.

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
Enrollment	2733	2763	2755
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	17%	16%	15%
+Black/African American*	30%	30%	29%
+Hispanic or Latino, <i>any race</i>	31%	34%	38%
+Multiracial, <i>two or more races</i> *	4%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	18%	16%	15%
Special Education	13%	12%	13%
ESOL	8%	10%	13%
Free/Reduced Lunch	56%	56%	53%
Average Attendance	95%	95%	94%

*Not Hispanic or Latino

School Safety Perceptions

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

- 83.8% of students agreed or strongly agreed that they felt safe at Duluth High.
- 92.0% 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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