

Analysis of Schools Removed from Race to the Top Lowest-Achieving Schools List

Xiaoying Wu
November 2014

The following analysis shows a dashboard of indicators intended to complement GOSA's [Leading and Lagging Indicator Dashboard Report](#) on all Race to the Top lowest-achieving schools (LAS). It focuses on the eight schools that the GaDOE has removed from the lowest-achieving schools' list, which are the following:

- Beach High School (2010-11 LAS)
- Griffin High School (2010-11 LAS)
- Hawkinsville High School (2010-11 LAS)
- Henry County High School (2010-11 LAS)
- Rutland High School (2010-11 LAS)
- Central High School (2011-12 LAS)
- Fitzgerald High School (2011-12 LAS)
- Newbern Middle School (2011-12 LAS)

The analysis does not provide causal interpretations of the data—rather it shows each school's data from 2009-2010 to 2012-2013 in the following key areas:

- Student Attendance, as measured by the percentage of students missing fewer than six days
- Student Suspension Rate
- Student In-Grade Retention Rate
- Student Dropout Rate
- Graduation Rate (for high schools only, 2010-2011 to 2012-2013 only due to calculation change)
- Standardized Test Scores

All school-level indicators are available on GOSA's Report Card, with the exception of the student suspension rate. The suspension rate is calculated using data from GAAWARDS, Georgia's longitudinal data system, by dividing the number of students receiving out of school suspension of any length by the total number of students in the school.

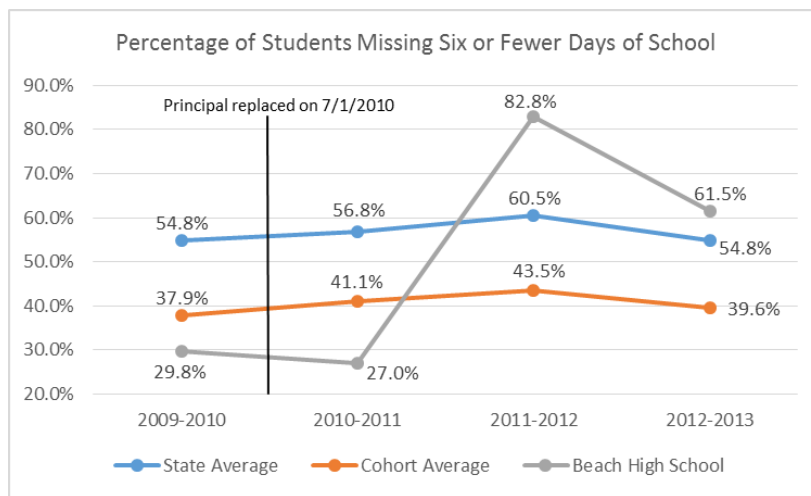
Overall, most schools removed from the list have shown notable progress on these indicators relative to the schools remaining on the LAS list.

Beach High School, 2010-2011 LAS

Beach High School is among the first 20 SIG Cohort I schools to implement an intensive turnaround reform during the 2010-2011 school year. The school’s leadership change occurred on July 1, 2010, just prior to the first year of implementation. Overall, the school made significant improvement, especially in standardized test scores, student attendance rate, and graduation rate. The school performed better in most aspects than its cohort and caught up with and even surpassed the state average in some indicators.

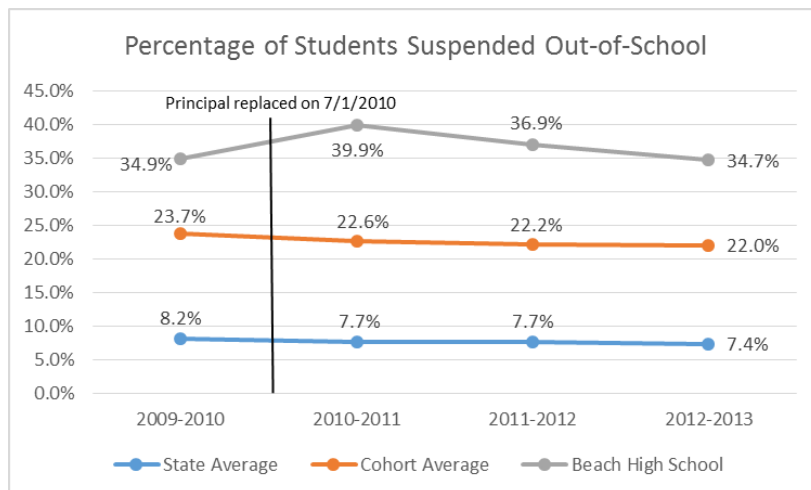
1. Student Attendance

The student attendance improved significantly in the second year of implementation, passing the state and cohort average. However, it dropped in 2012-13 but still remained above both the state and cohort average.



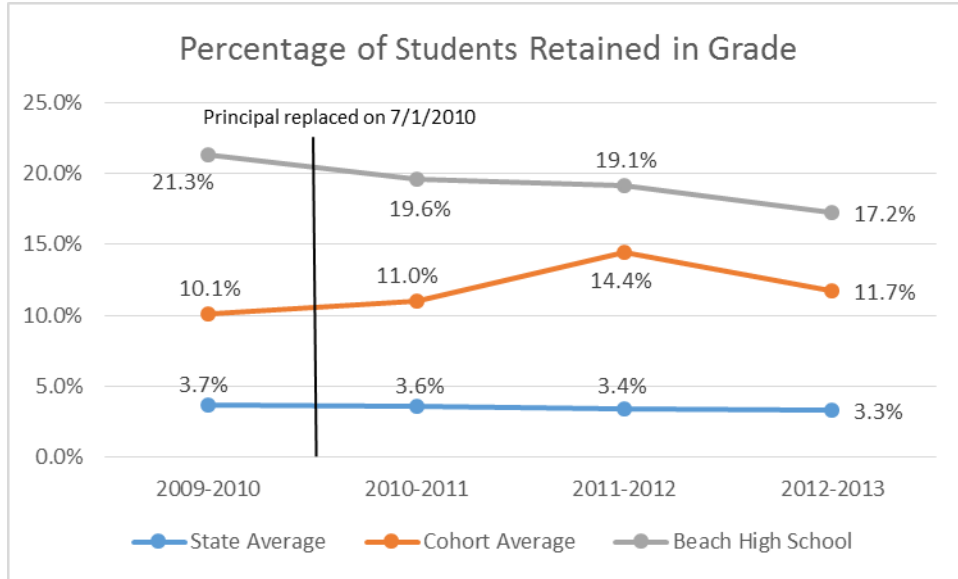
2. Student Suspension Rate

The student suspension rate increased by five percentage points in the first year of implementation but then reduced steadily to nearly the same point in 2012-13 as it was prior to implementation. The student suspension rate for Beach High School is still higher than the cohort and state average across all years.



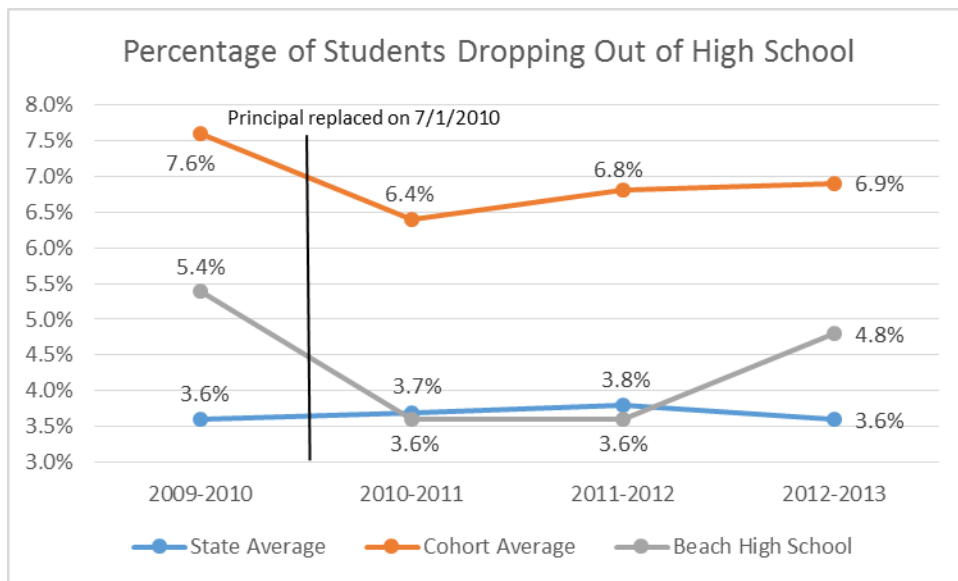
3. Student In-Grade Retention Rate

The student in-grade retention rate for Beach High School showed some improvement during implementation. However, the in-grade retention rate is still higher than the cohort average rate and the state average rate.



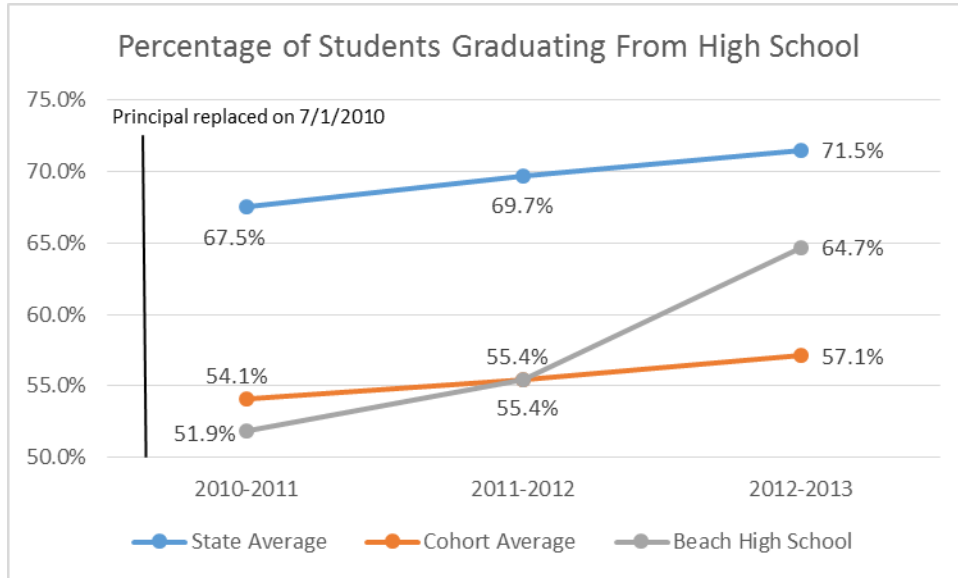
4. Student Dropout Rate

The student dropout rate improved by 1.8 percentage points after first year of implementation, just below the state average rate. However, the dropout rate increased by 1.2 percentage points in 2012-2013.



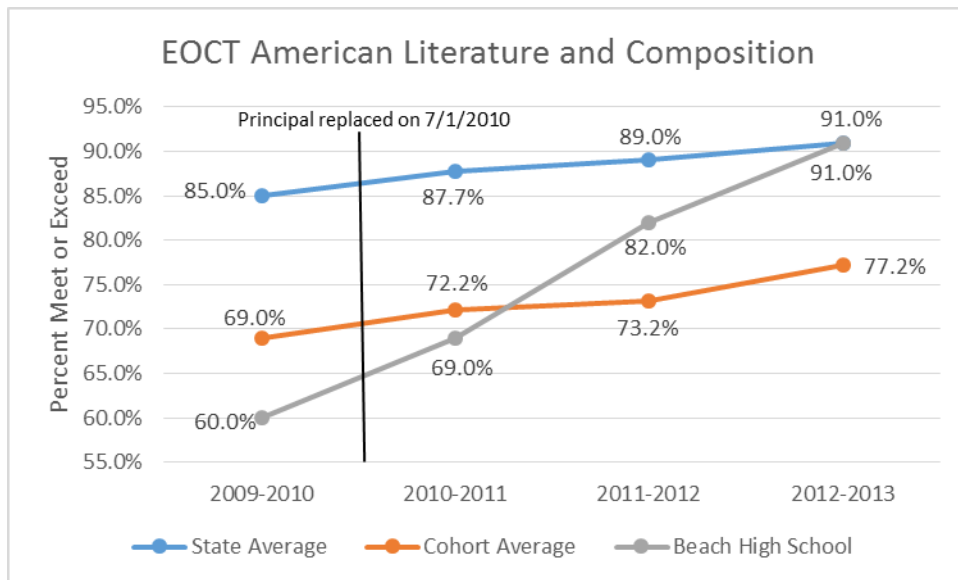
5. Graduation Rate

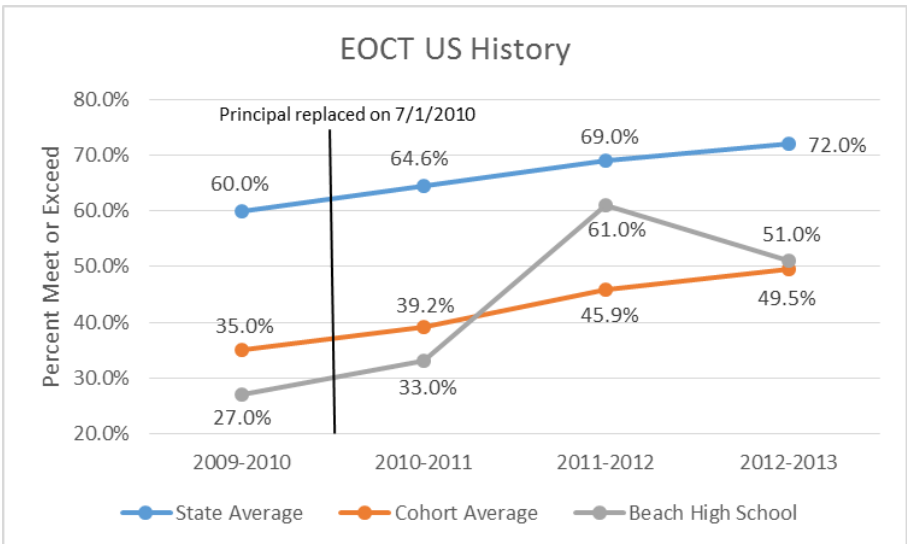
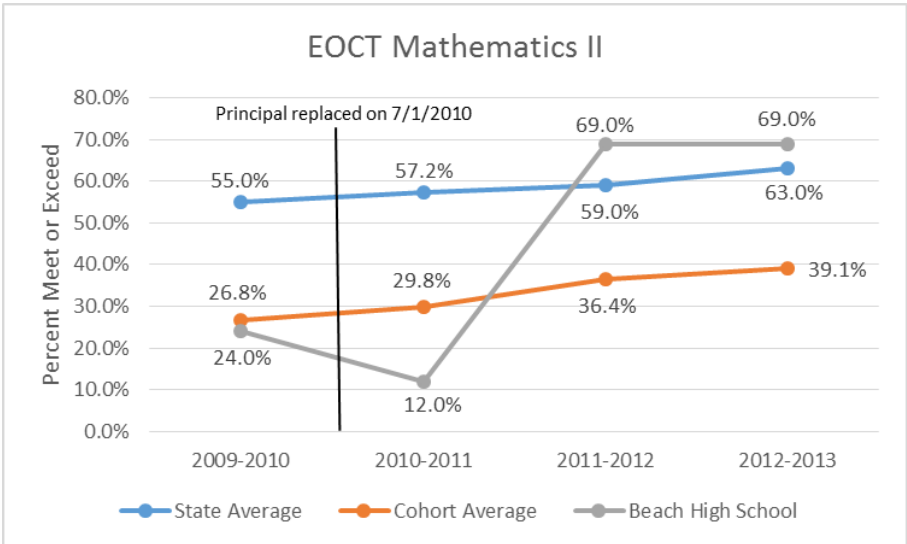
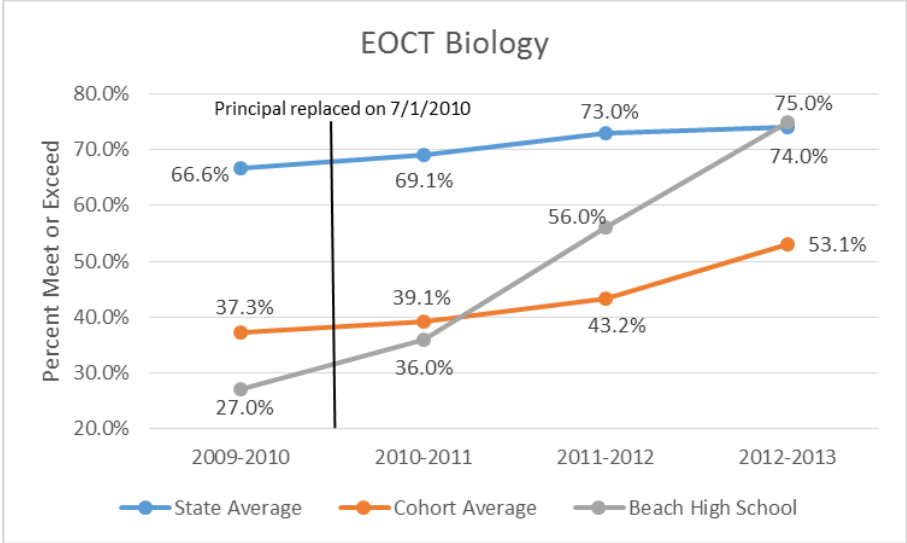
Beach High School made greater improvement in graduation rate since turnaround implementation than its cohort and closed the gap with the State average rate.



6. Standardized Test Scores

Beach High School made significant improvement in standardized test scores in all of the four subjects compared below, outpacing its cohort and reaching the state average in some subjects. By the end of the third year implementation, the percentage of students meeting or exceed standards increased nearly doubled relative to the year prior to implementation in all subjects. However, scores flattened or decreased in Math II and U.S. History in the third year of implementation.



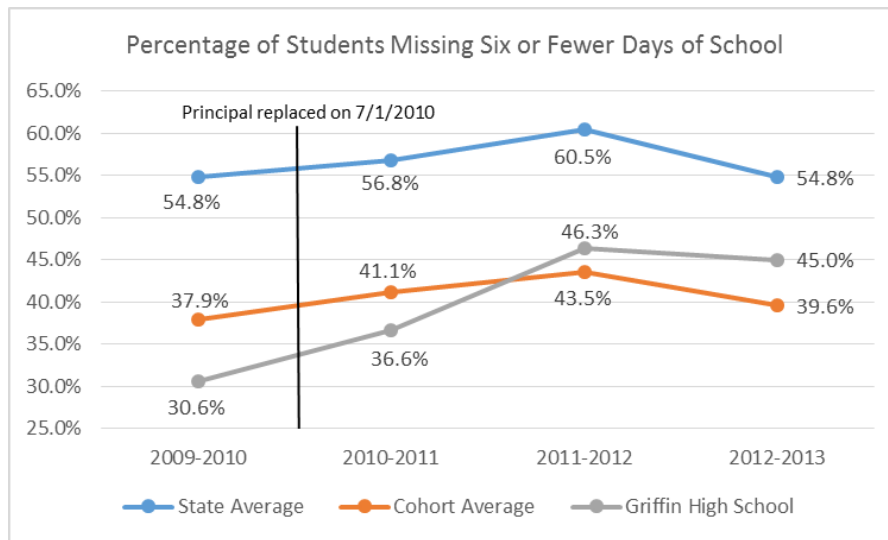


Griffin High School, 2010-2011 LAS

Griffin High School is among the first 20 SIG Cohort I schools to implement an intensive turnaround reform during the 2010-2011 school year. The school's leadership change occurred on July 1, 2010, just prior to the first year of implementation. Overall, the school made some improvement in standardized test scores, attendance, and the graduation rate. However, its in-grade retention rate and dropout rate worsened since implementation. There is still a gap between the school's performance and the state average performance.

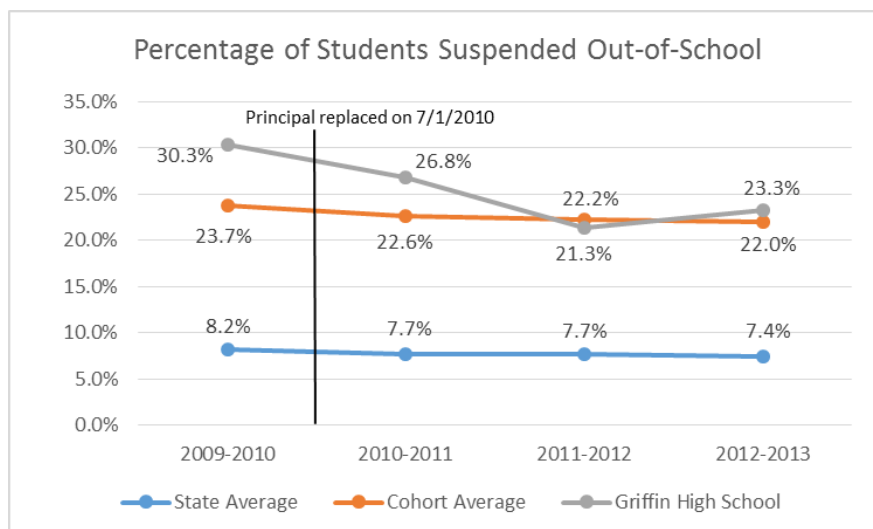
1. Student Attendance

Griffin High School improved student attendance rate steadily in the first two years but flattened in the third year. The school surpassed its cohort and closed the gap with the state average.



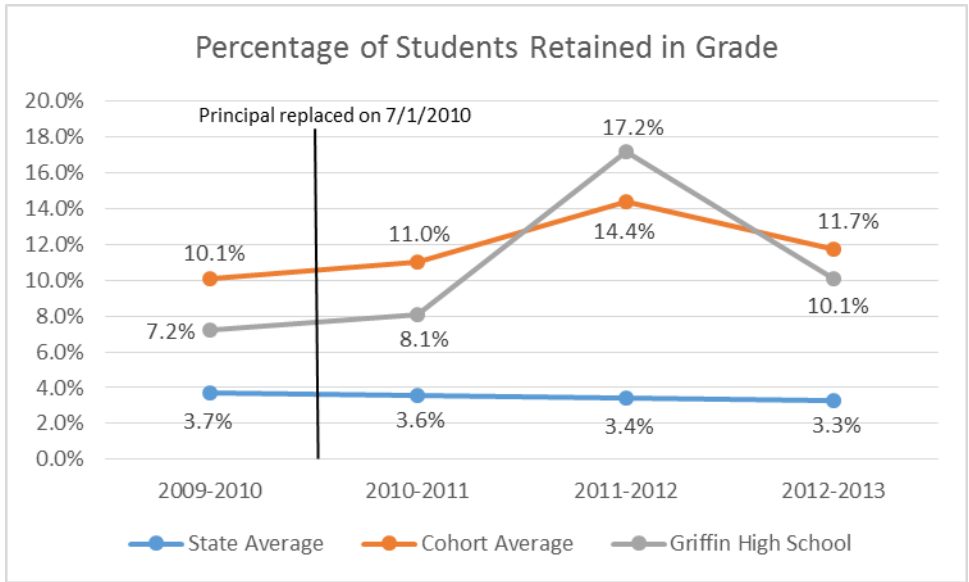
2. Student Suspension Rate

Griffin High School made some improvement in student suspension rate since the implementation. The school had a suspension rate similar to its cohort during 2011-2012 and 2012-2013, but still much higher than the state average rate.



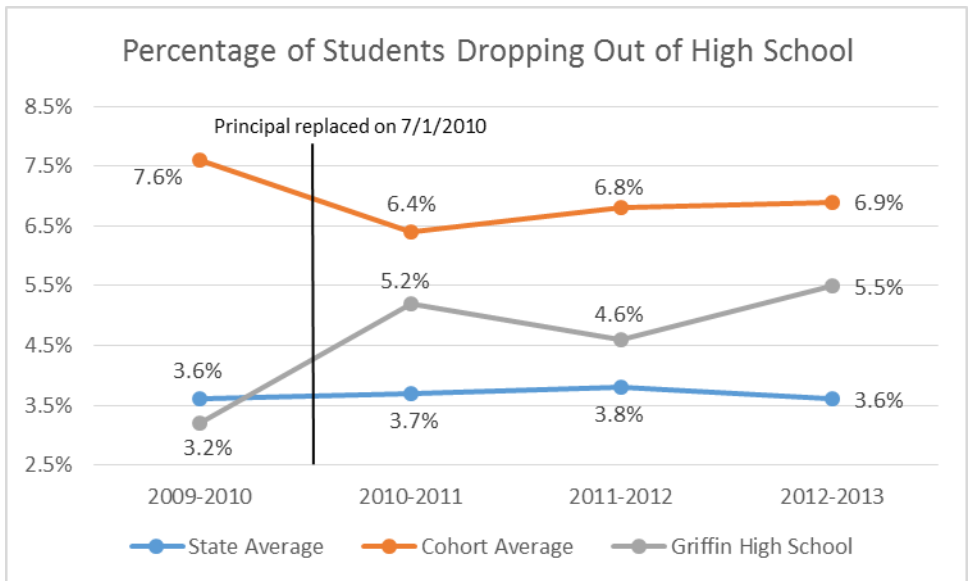
3. Student In-Grade Retention Rate

Griffin High School’s student in-grade retention rate increased during implementation, with a spike in the second year of implementation.



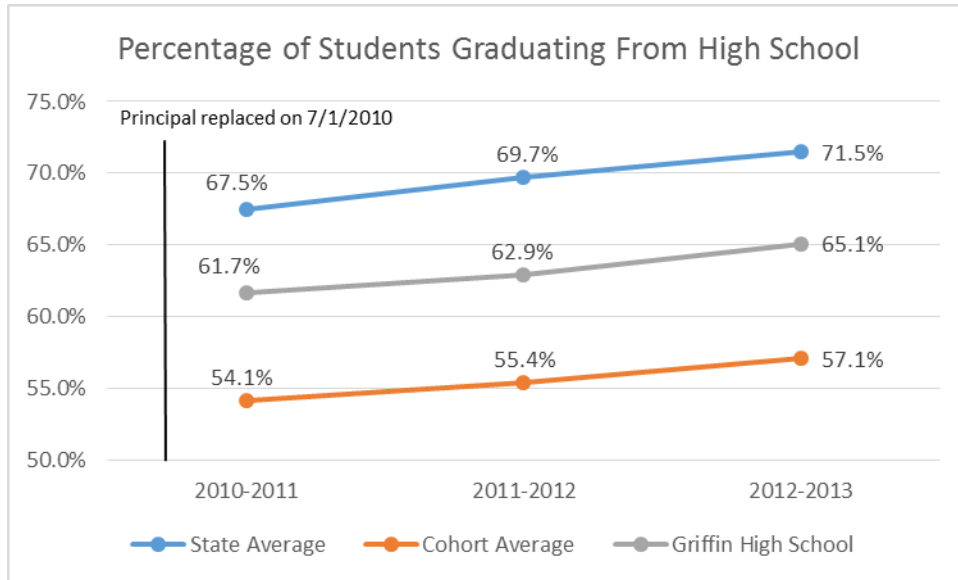
4. Student Dropout Rate

Griffin High School’s dropout out rate worsened during implementation and is now worse than the state average by nearly two percentage points.



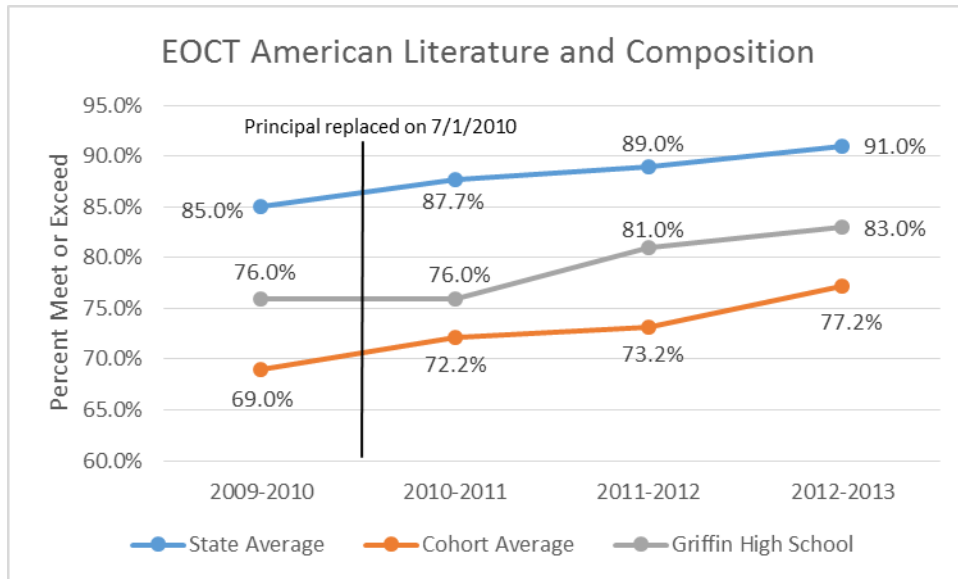
5. Graduation Rate

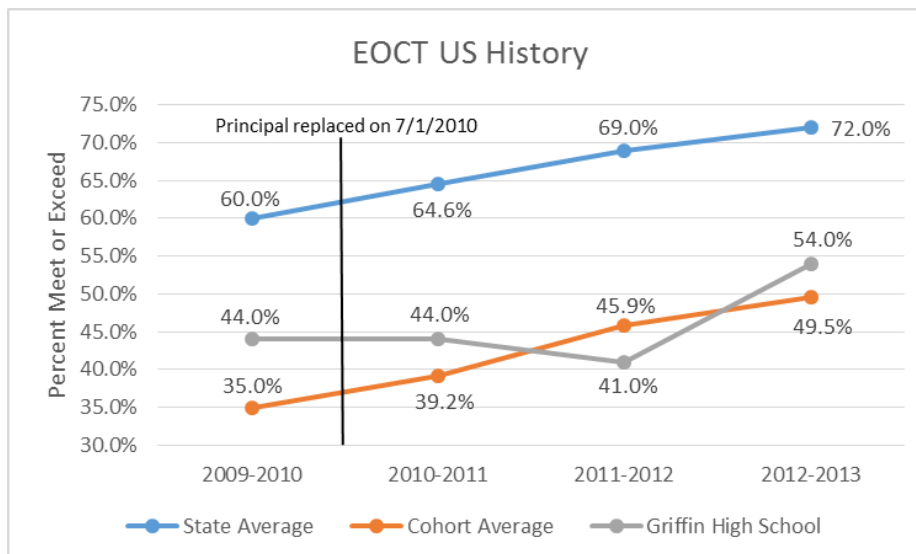
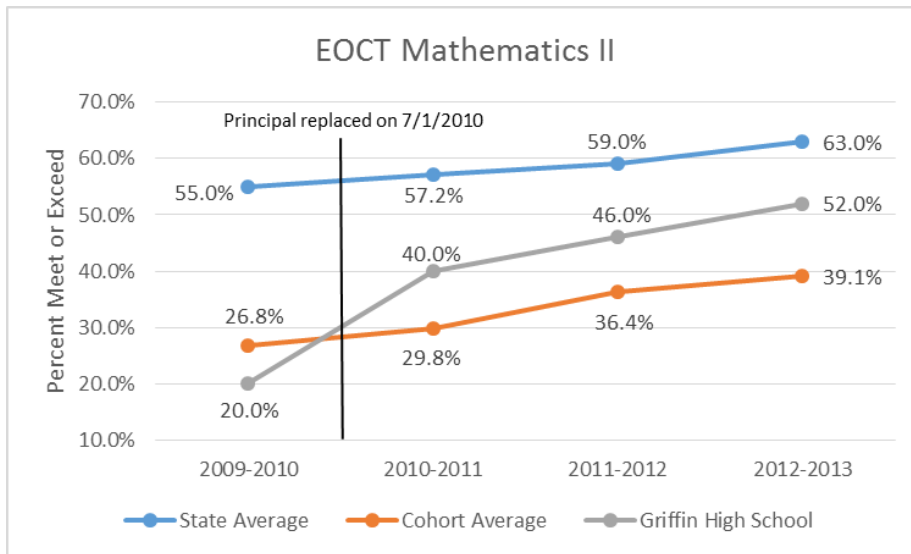
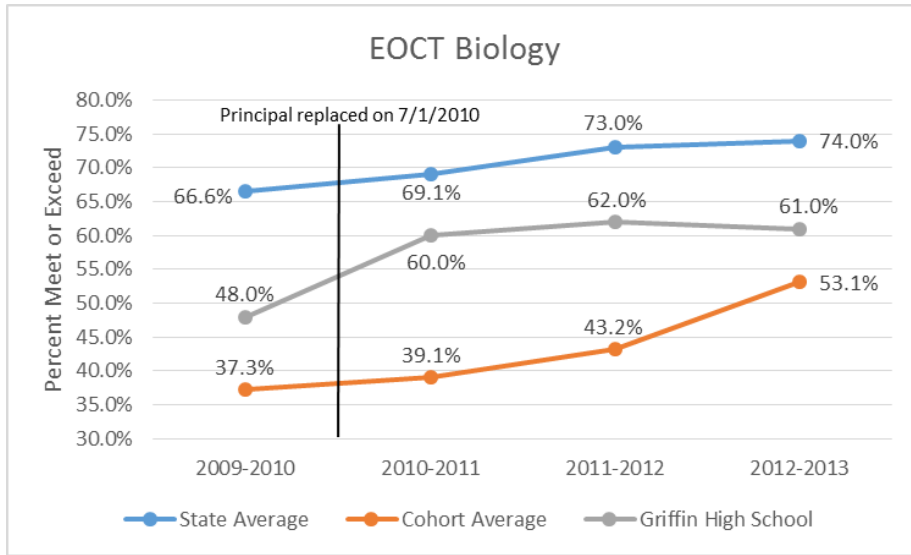
Griffin High School made steady improvement in graduation rate that mirrored gains in the state and its cohort. The graduation rate was higher than its cohort but still lower than the state average.



6. Standardized Test Scores

Griffin High School made steady improvement in the standardized test scores that outpaced state-level gains in all subjects but U.S. History. The school made greater improvement in test scores for all four subjects compared to its cohort. However, the test scores still lag the state average.



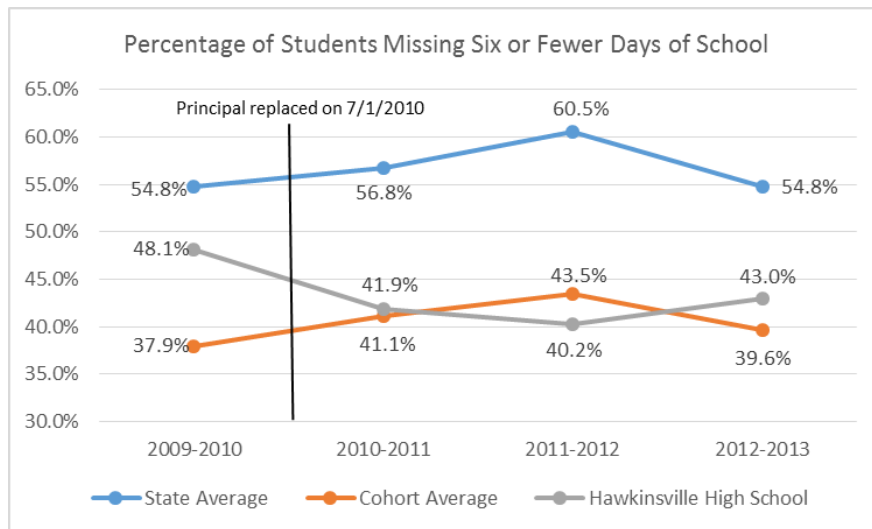


Hawkinsville High School, 2010-2011 LAS

Hawkinsville High School is among the first 20 SIG Cohort I schools to implement an intensive turnaround reform during the 2010-2011 school year. The school's leadership change occurred on July 1, 2010, just prior to the first year of implementation. Overall, the school was at about the state average level in student in-grade retention and standardized test scores in American Literature and Composition before and after the implementation. The school surpassed the state average in dropout and graduation rate. The student suspension rate and Mathematics II test scores were improved greatly since implementation.

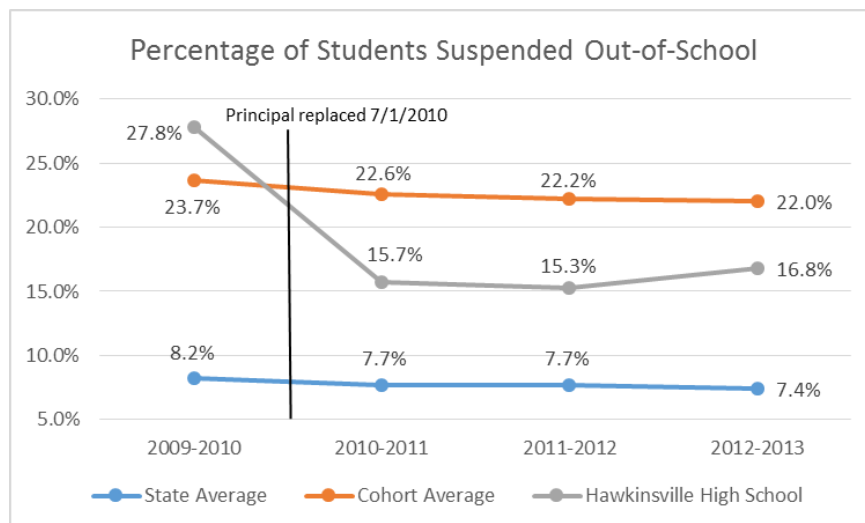
1. Student Attendance

Student attendance worsened during implementation, widening the gap with the state average.



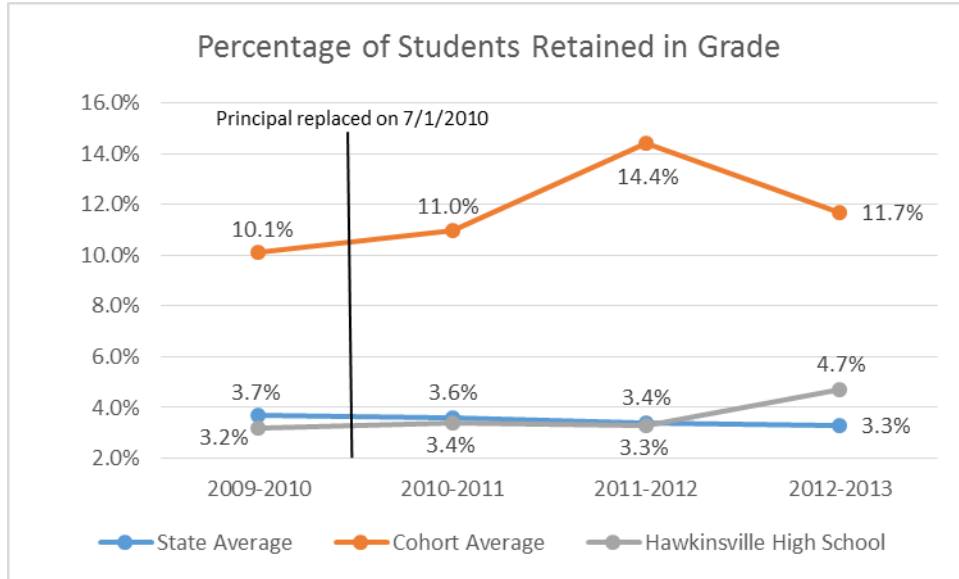
2. Student Suspension Rate

Hawkinsville High School made a significant improvement in student suspension rate in the first year, a decrease of 12 percentage points. The rate remained somewhat flat in the second and third years.



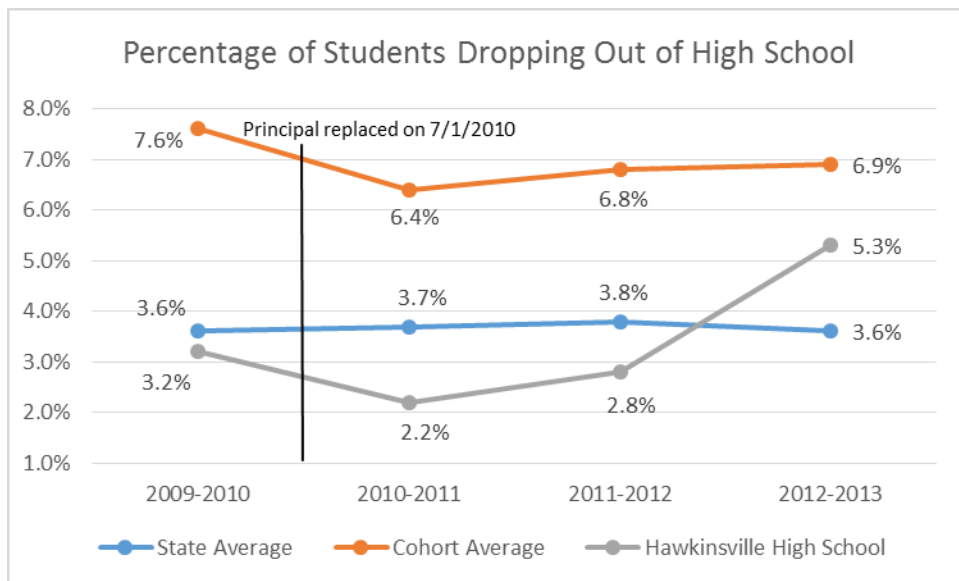
3. Student In-Grade Retention Rate

The student in-grade retention rate was similar to the state average rate before and after the implementation. During 2012-2013, Hawkinsville High School had a slight increase in in-grade retention rate, but it was still well below its cohort.



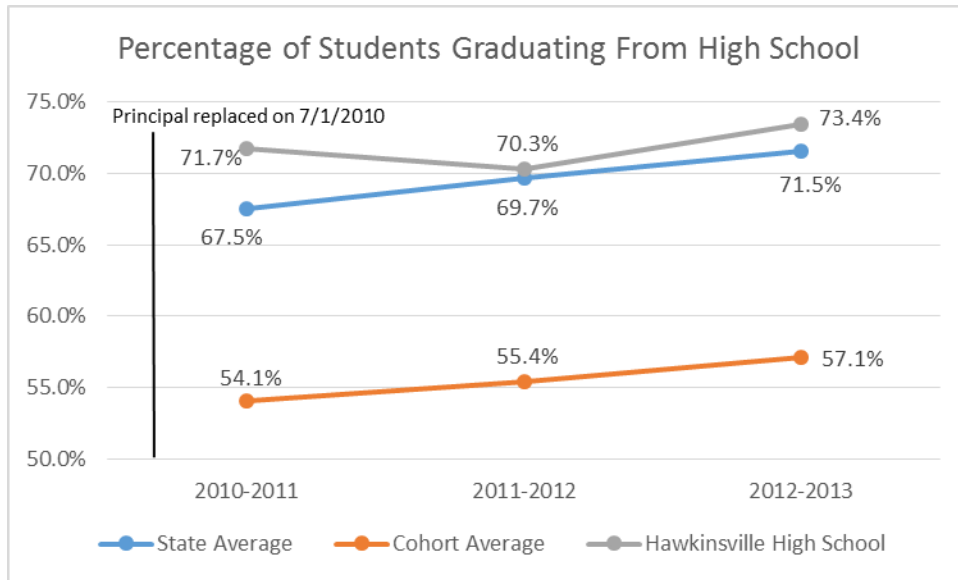
4. Student Dropout Rate

Hawkinsville High School’s dropout rate was slightly lower than the state average before the implementation. It decreased in the first year but increased in the next two years to exceed the state average.



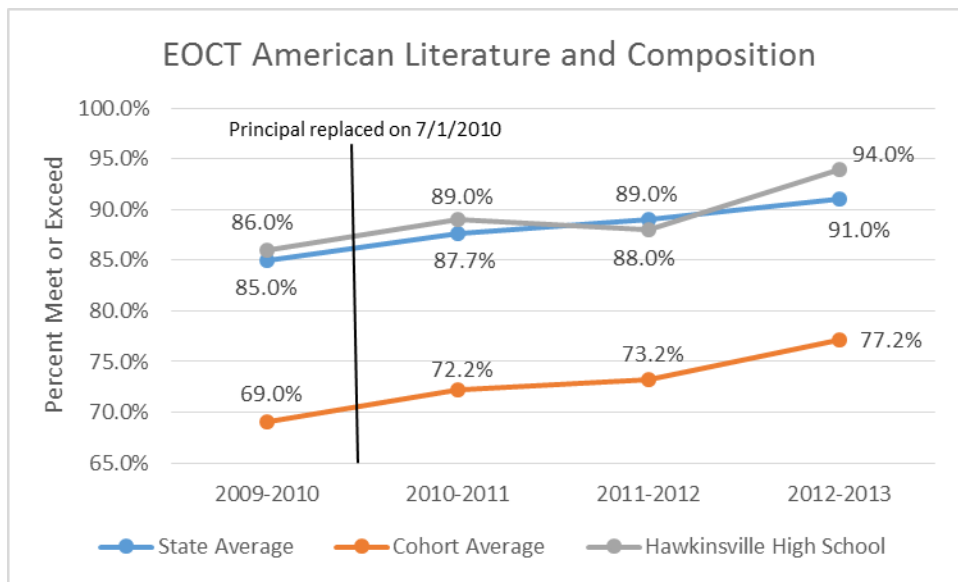
5. Graduation Rate

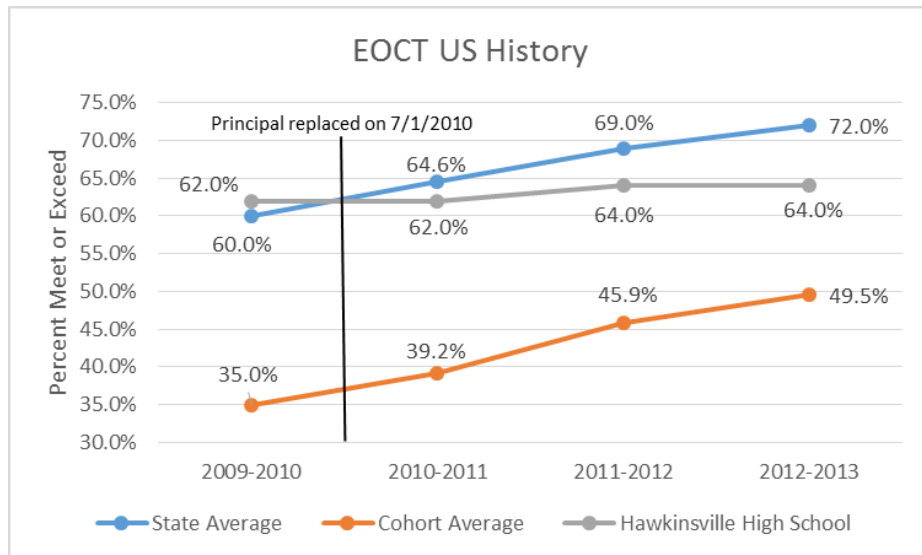
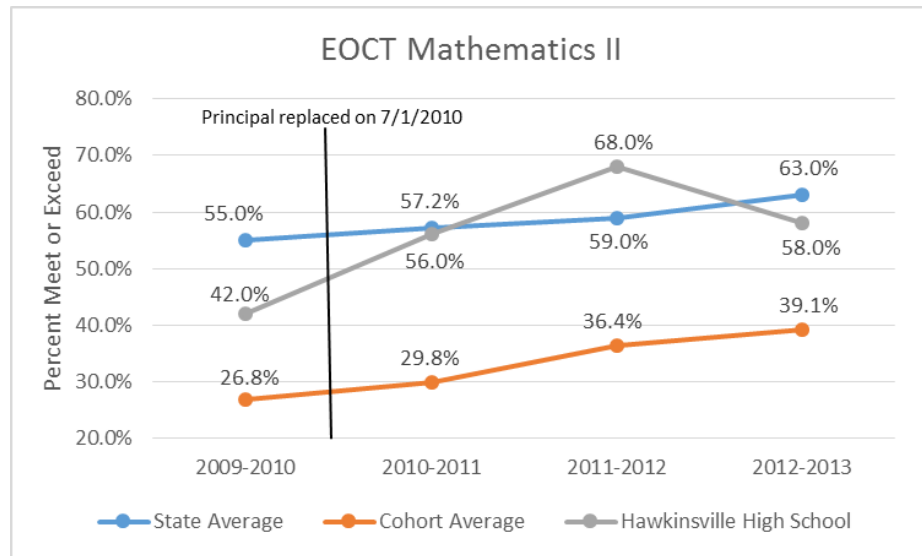
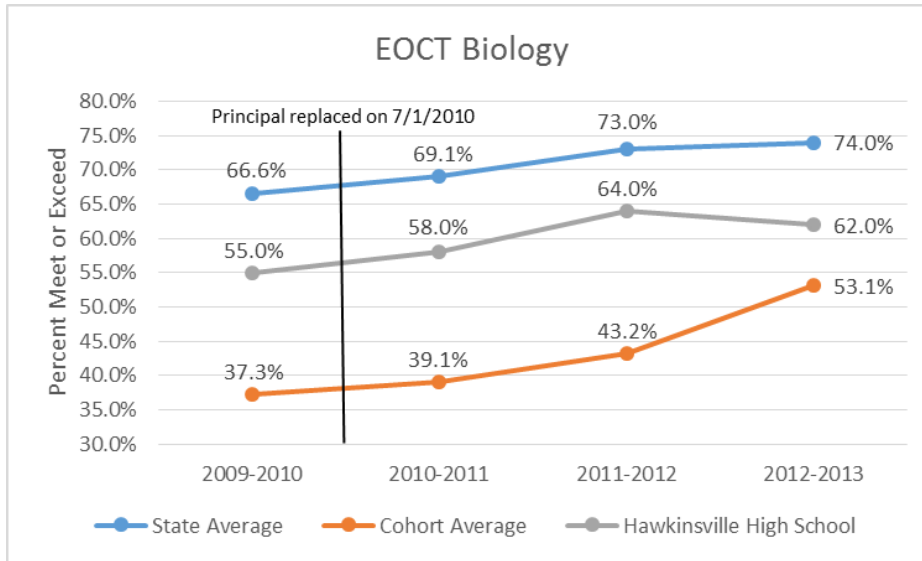
The graduation rate increased slightly during implementation and remained just above the state average.



6. Standardized Test Scores

Hawkinsville High school made steady improvement in its standardized test scores at a similar pace to its cohort and the state average for most subjects. The school surpassed the state average in American Literature and Composition and Mathematics II at some point during the years of implementation. The school’s test scores were above the state average in American Literature and Composition and U.S. History before implementation. However, the school made slower progress in U.S. History scores than the state and remains below the state average.



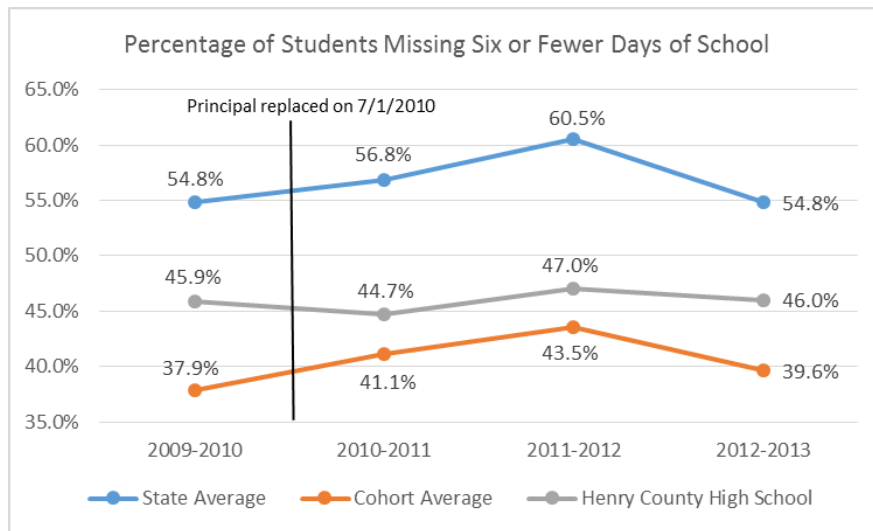


Henry County High School, 2010-11 LAS

Henry County High School is among the first 20 SIG Cohort I schools to implement an intensive turnaround reform during the 2010-2011 school year. The school's leadership change occurred on July 1, 2010, just prior to the first year of implementation. Overall, the school has graduation rate and test scores in some subjects above the state average. The school made some progress and performed better in all areas than its cohort, but it is still below the state average in many areas compared below.

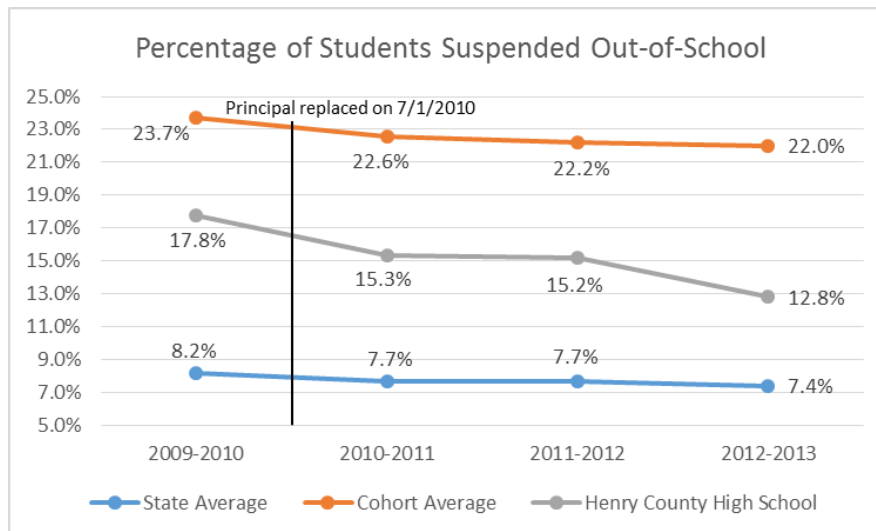
1. Student Attendance

Henry County High School made no improvement in student attendance. The attendance rate was at about the same level every year, higher than the cohort but about 10 percentage points lower than the state average.



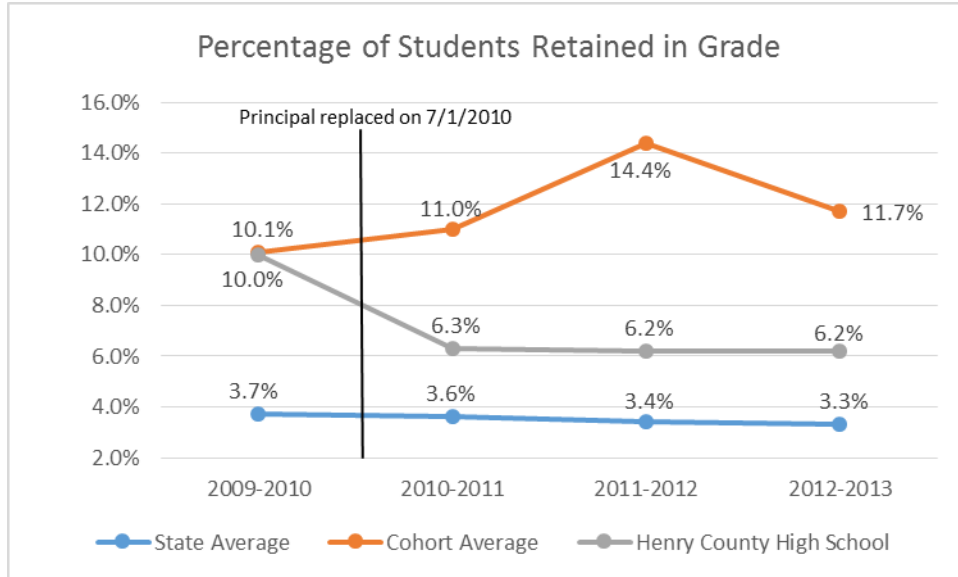
2. Student Suspension Rate

Henry County High School made slight but steady improvement in student suspension rate since the implementation. The rate was lower than its cohort but still exceeded the state average.



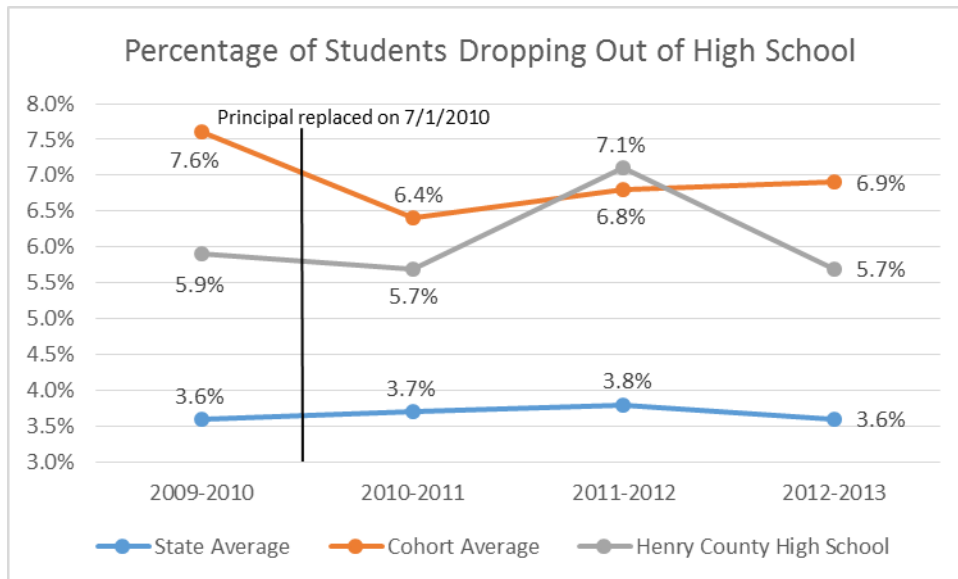
3. Student In-Grade Retention

The student in-grade retention rate dropped by 3.7 percentage points after one year's implementation and remained steady for subsequent years. There was still a gap of about 3 percentage points with the state average in 2012-2013.



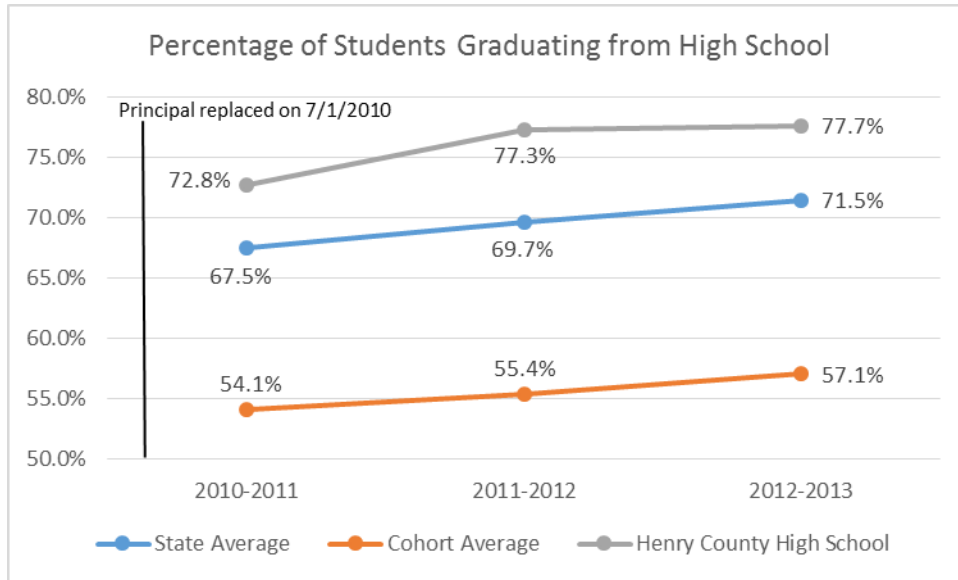
4. Student Dropout Rate

Henry County High School made no improvement in student dropout rate.



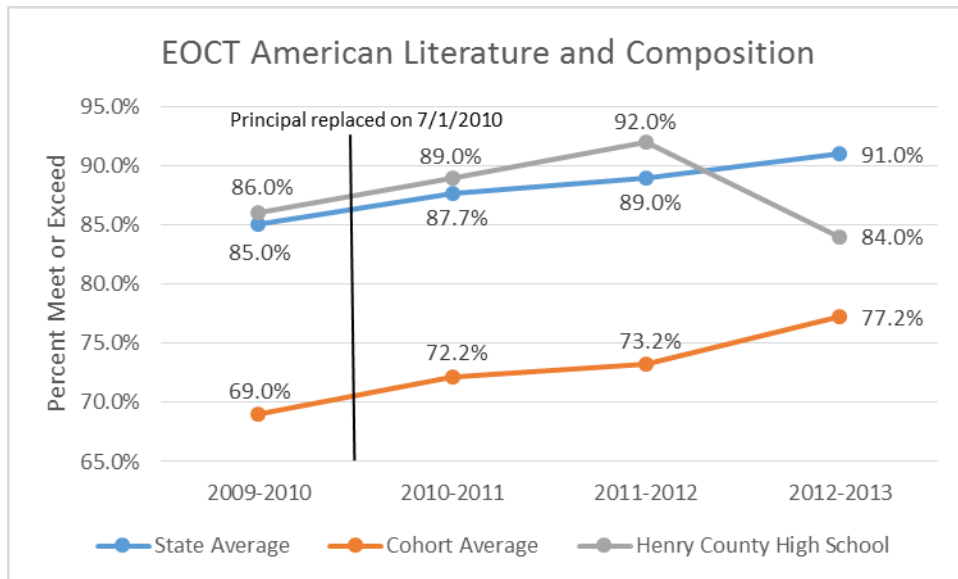
5. Graduation Rate

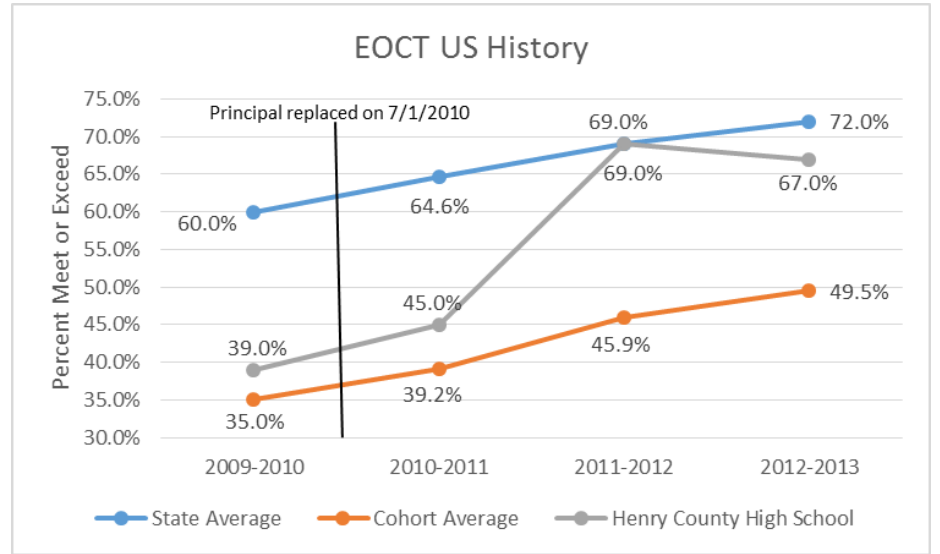
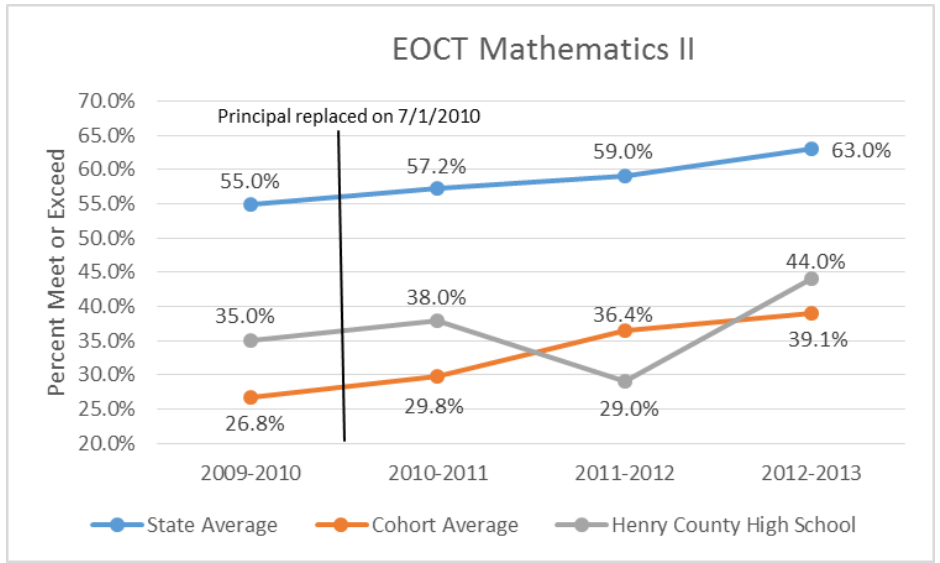
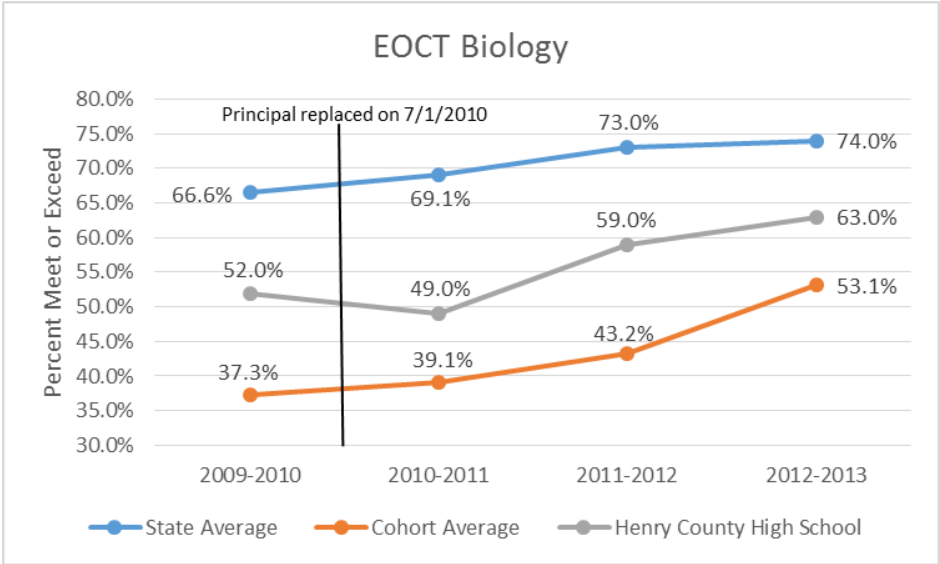
The graduation rate was above the state average (about 5 to 7 percentage points higher than state average) and grew at close to the same pace as the state.



6. Standardized Test Scores

Henry County High School improved in all the four subjects compared below, but the scores are below the state average in each subject.



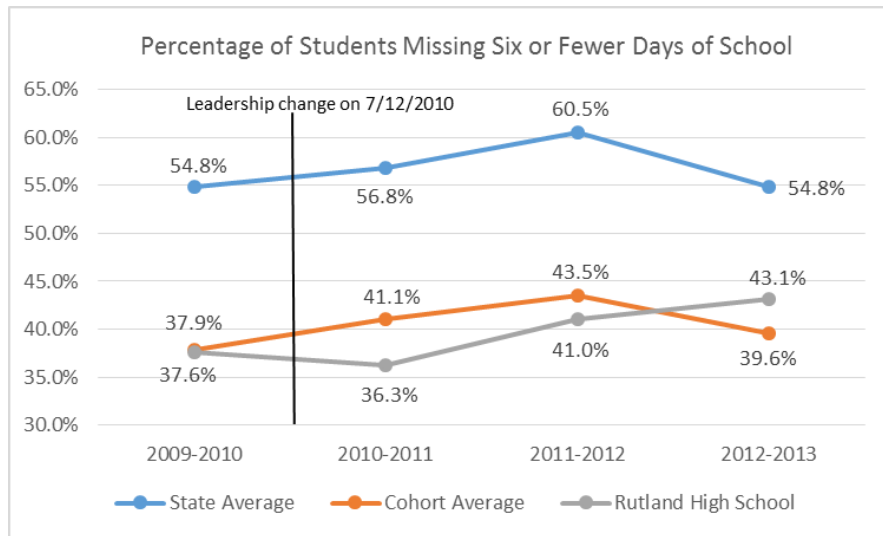


Rutland High School, 2010-11 LAS

Rutland High School is among the first 20 SIG Cohort I schools to implement an intensive turnaround reform during the 2010-2011 school year. The school's leadership change occurred on July 12, 2010, just prior to the first year of implementation. Overall, the school has made improvement in almost all the areas compared below. In particular, the graduation rate has improved significantly and surpassed the state average in 2012-2013.

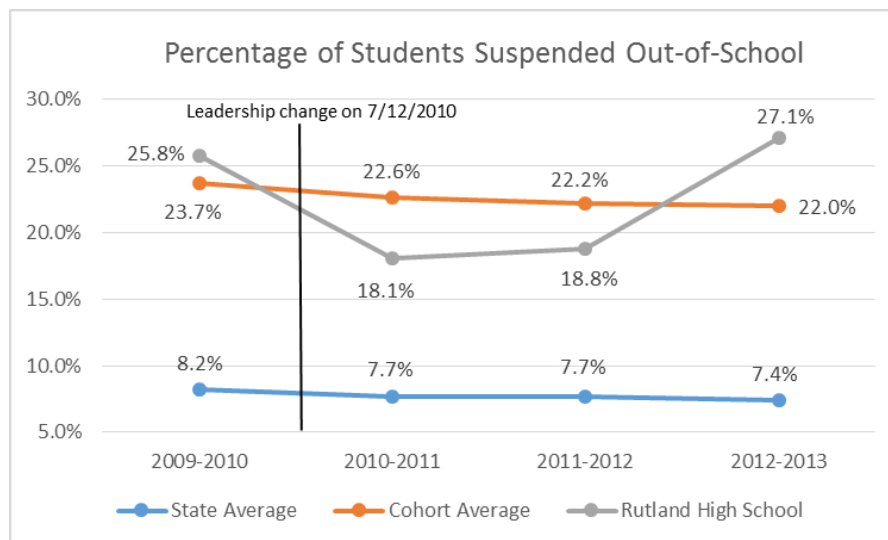
1. Student Attendance

The school made slight improvement in student attendance after implementation, surpassing its cohort and closing the gap with the state average.



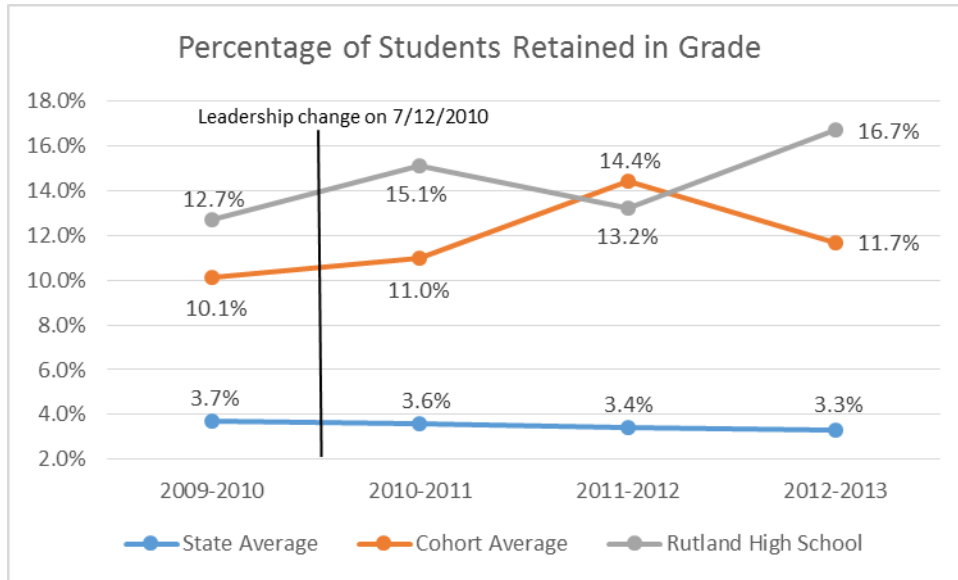
2. Student Suspension Rate

The suspension rate decreased by 7.7 percentage points after one year's implementation, remained flat in year two, but jumped back above the baseline percentage in the third year.



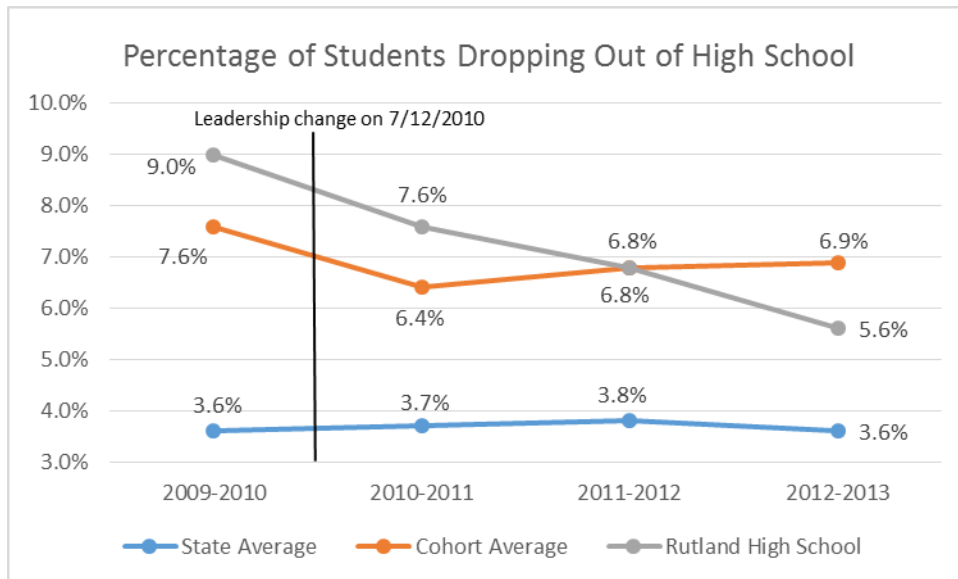
3. Student In-Grade Retention Rate

Rutland High School’s in-grade retention rate worsened during implementation, widening the gap between its rate and both the cohort and the state’s average.



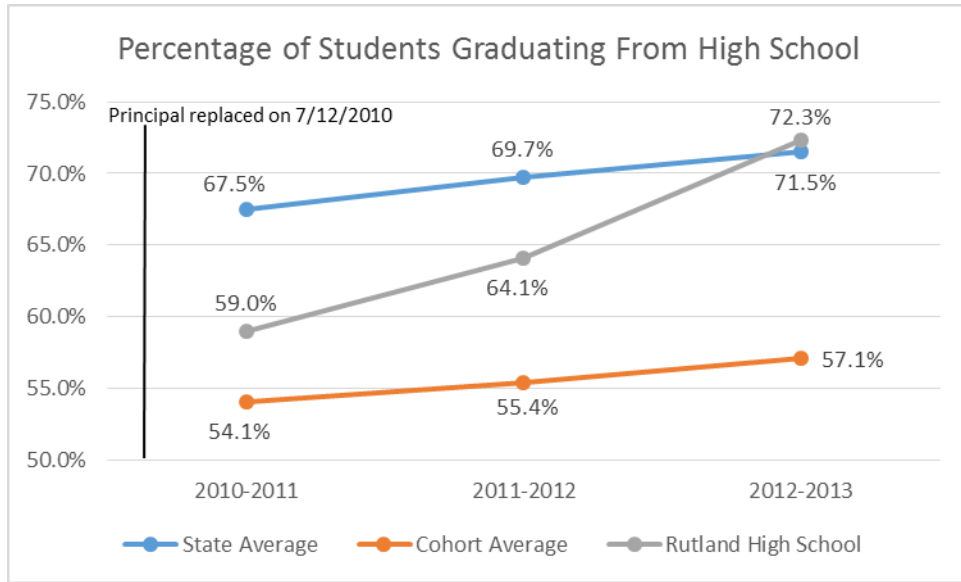
4. Student Dropout Rate

The dropout rate decreased by 3.6 percentage points between the year before implementation (2009-2010) and 2012-13, surpassing its cohort’s average and reducing the gap with the state average.



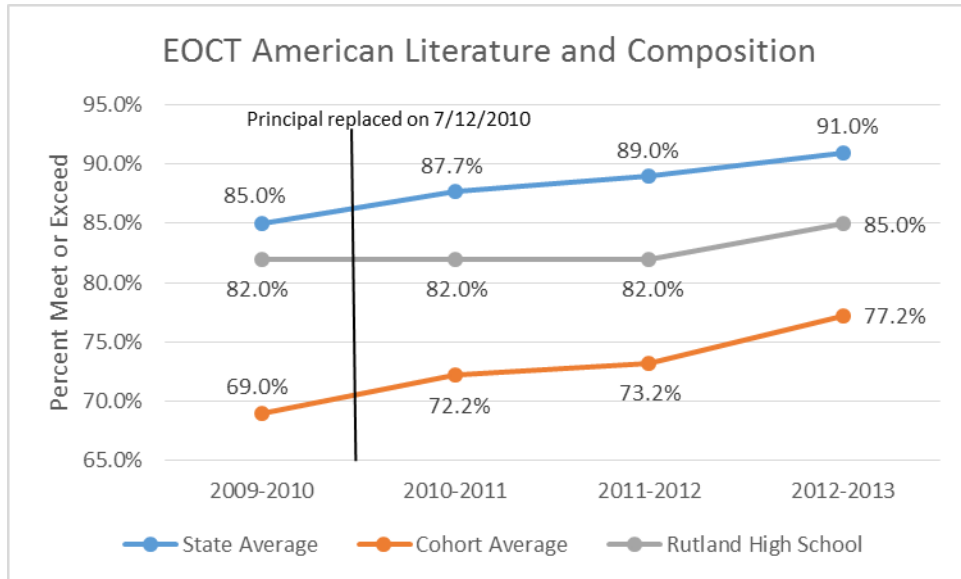
5. Graduation Rate

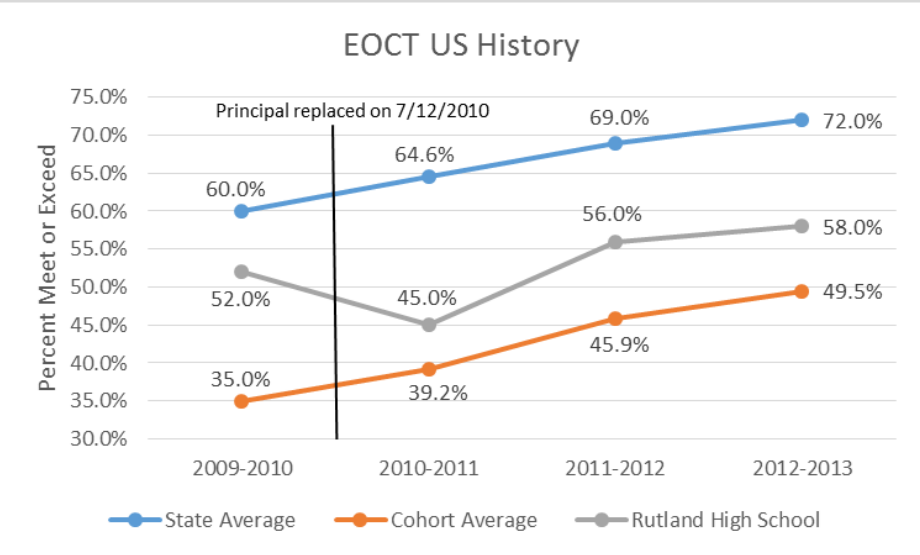
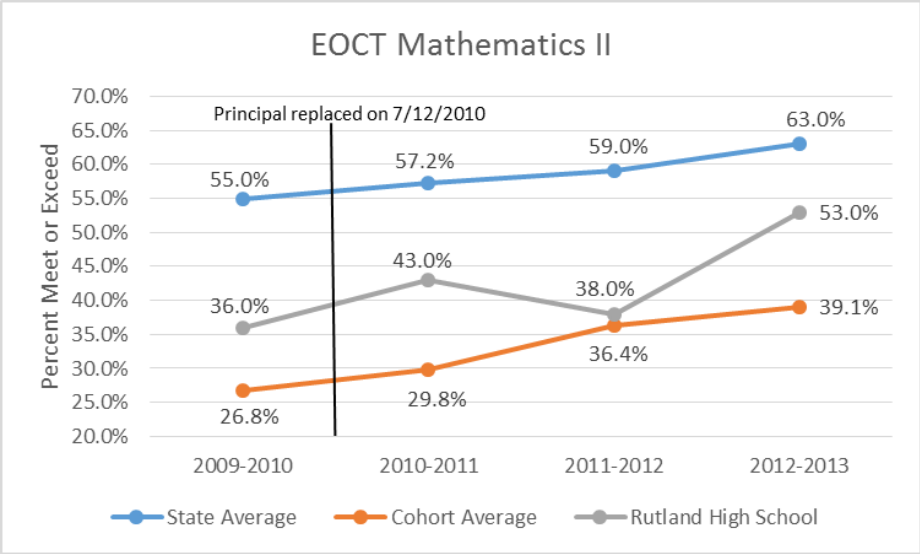
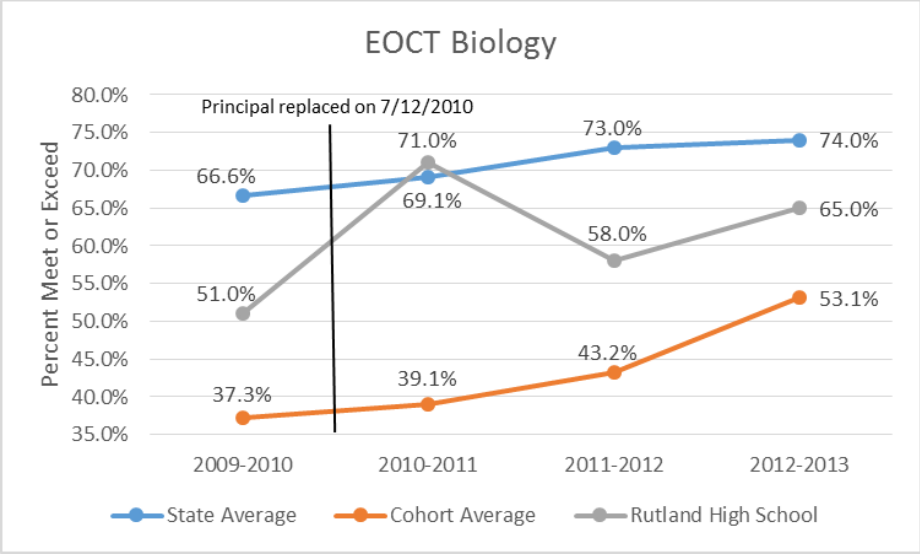
The school made significant and steady improvement in graduation rate. By the third year of implementation, its graduation rate was above the state average.



6. Standardized Test Scores

Rutland High School made steady improvement during the years of implementation. The school's test scores were higher than its cohort in all subjects and across all years, but were still not as high as the state average (with the exception of the test scores of Biology in 2010-2011).



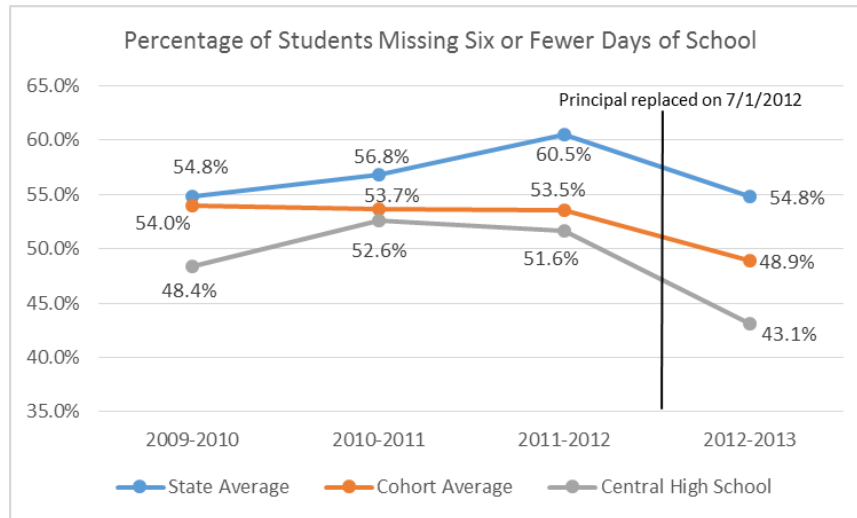


Central High School, 2011-2012 LAS

Central High School is among the six SIG Cohort II schools to implement an intensive turnaround reform during the 2011-2012 school year that were also classified as Race to the Top LAS. The school's leadership change occurred on July 1, 2012, following the first year of implementation. Overall, the school has made some improvement in graduation rate and standardized test scores (Biology and Mathematics II only). Although the school is still performing below the state average, it is closing the gap with the state average.

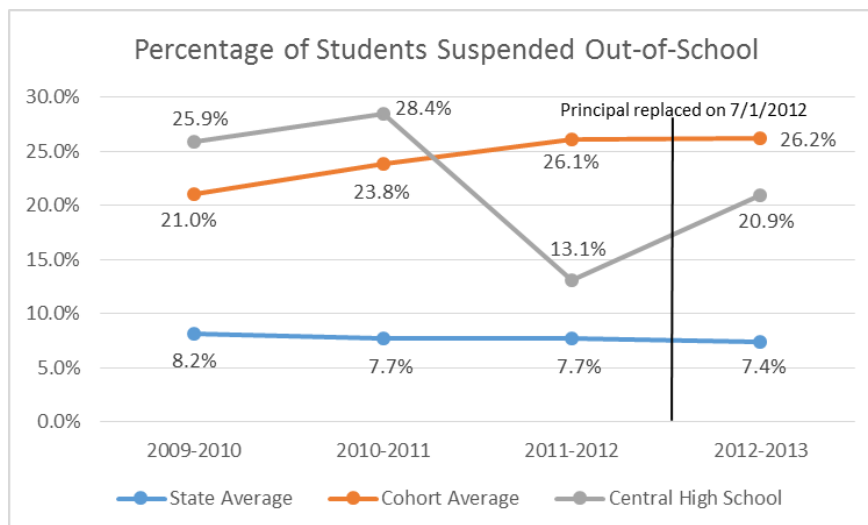
1. Student Attendance

Central High School's student attendance worsened after the turnaround implementation, and the gap with its cohort and the state's rate has widened.



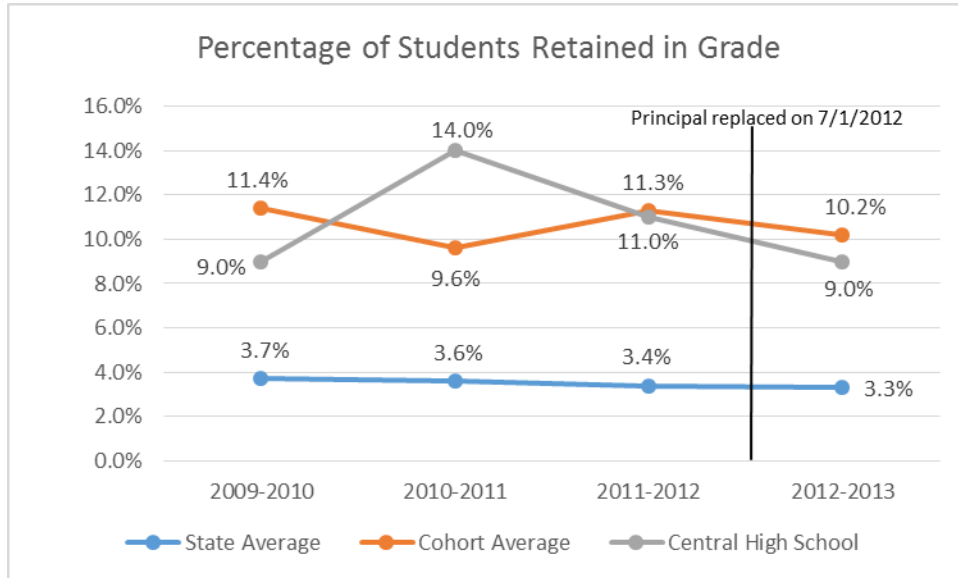
2. Student Suspension Rate

The student suspension rate dropped 15.3 percentage points in the first year. However, the rate increased in 2012-2013 after a new principal was in position. The suspension rate was higher than its cohort before implementation but is now below its cohort despite the increase in 2012-2013.



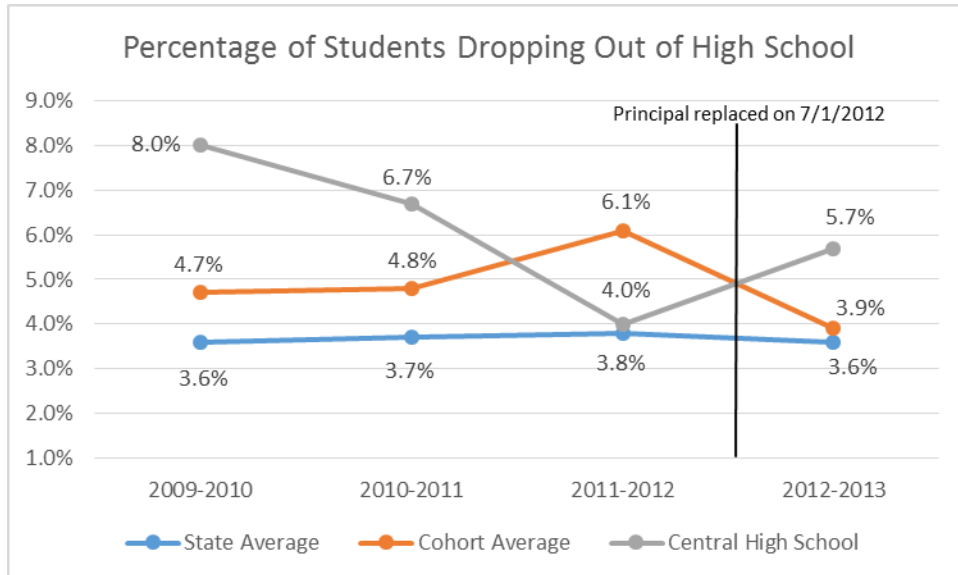
3. Student In-Grade Retention Rate

Central High has made slight improvement in student in-grade retention rate since its turnaround implementation in 2011-2012, surpassing its cohort and reducing the gap with the state average.



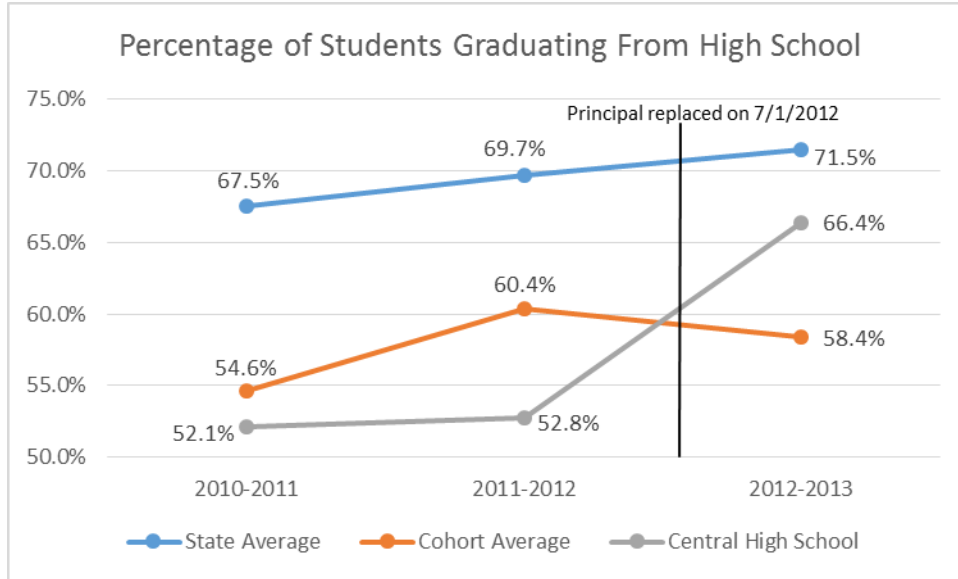
4. Student Dropout Rate

The dropout rate decreased 2.7 percentage points in the first year, lower than its cohort and close to the state average rate. However, the dropout rate increased during the second year of implementation, higher than its cohort.



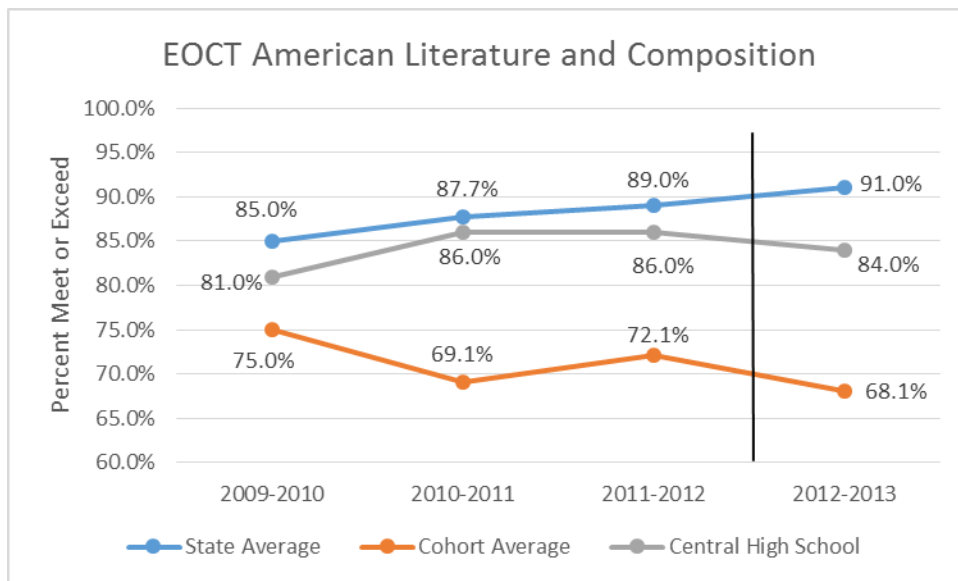
5. Graduation Rate

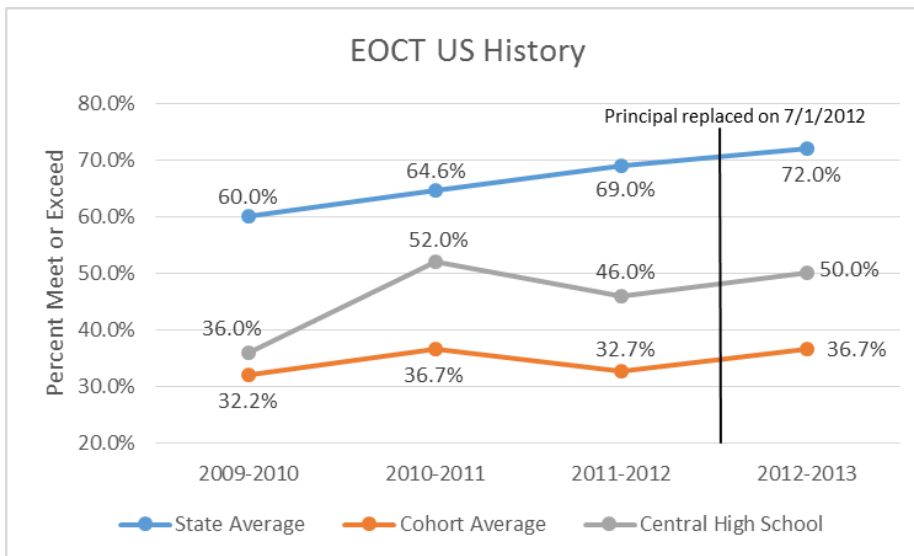
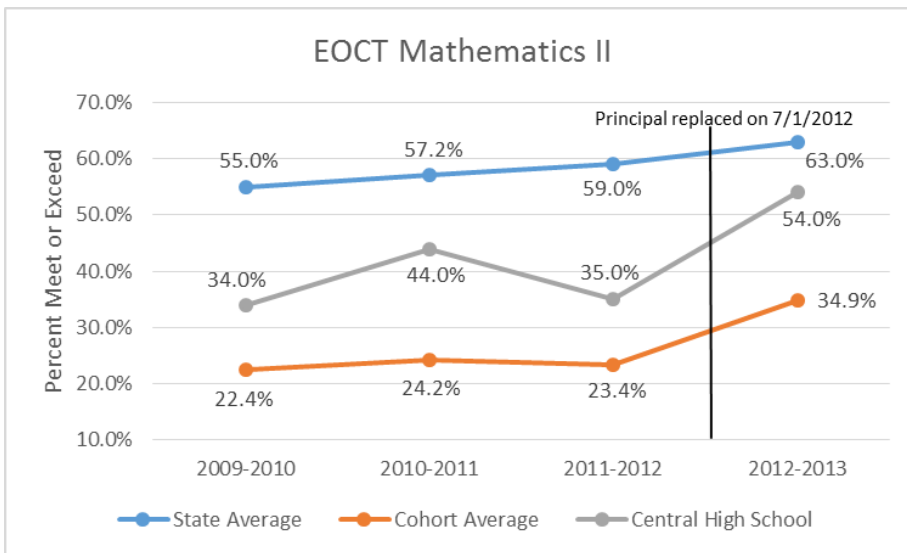
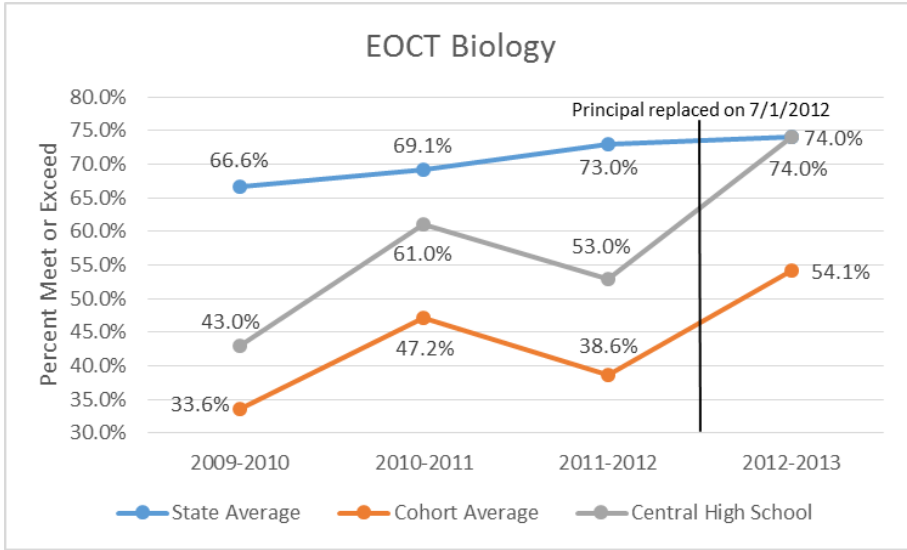
The graduate rate increased by 14.3 percentage points in 2012-2013 as compared to the rate before implementation. The school made greater improvement in graduation rate under the new principal in position than its cohort and closed the gap with the state average.



6. Standardized Test Scores

Between 2010-2011 and 2012-2013, Central High School’s standardized scores increased by more than the state gains in Biology and Mathematics II, but scores decreased in American Literature and Composition and U.S. History.



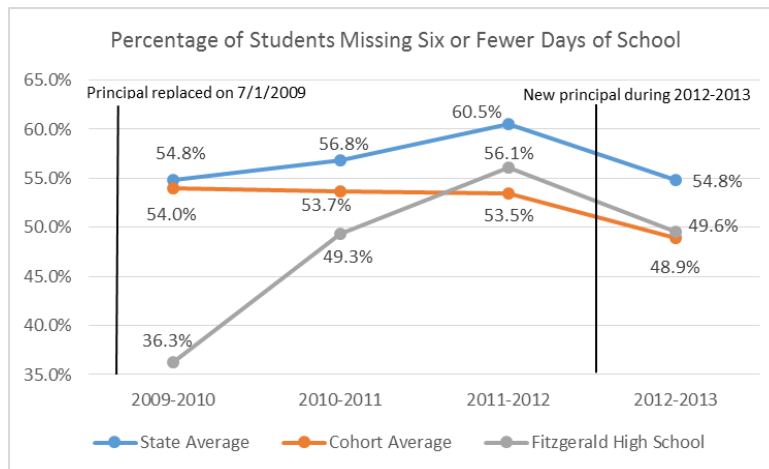


Fitzgerald High School, 2011-2012 LAS

Fitzgerald High School is among the fourteen RT3 schools to implement a turnaround reform in 2011-2012 that were not also receiving a School Improvement Grant. The previous principal was in position from July 1, 2009 through summer 2012, leaving for a position in another district. The current principal was hired prior to 2012-2013. Overall, the school has made significant improvement, especially in standardized test scores, graduation rate, student dropout rate, and student in-grade retention rate. The school performed much better in almost all aspects than its cohort since implementation. The school surpassed the state average in standardized test scores (American Literature and Composition, Biology, and U.S. History), graduation rate, and dropout rate.

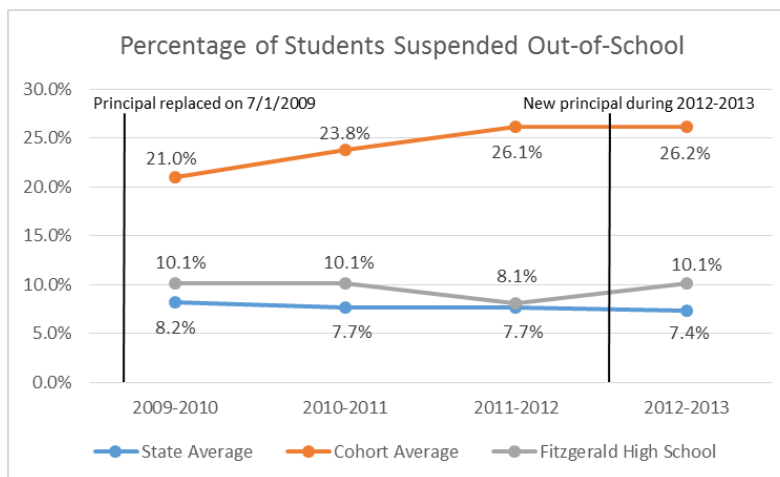
1. Student Attendance

Student attendance increased one year of implementation, but in year two, it dropped back to nearly the same percentage as the baseline year.



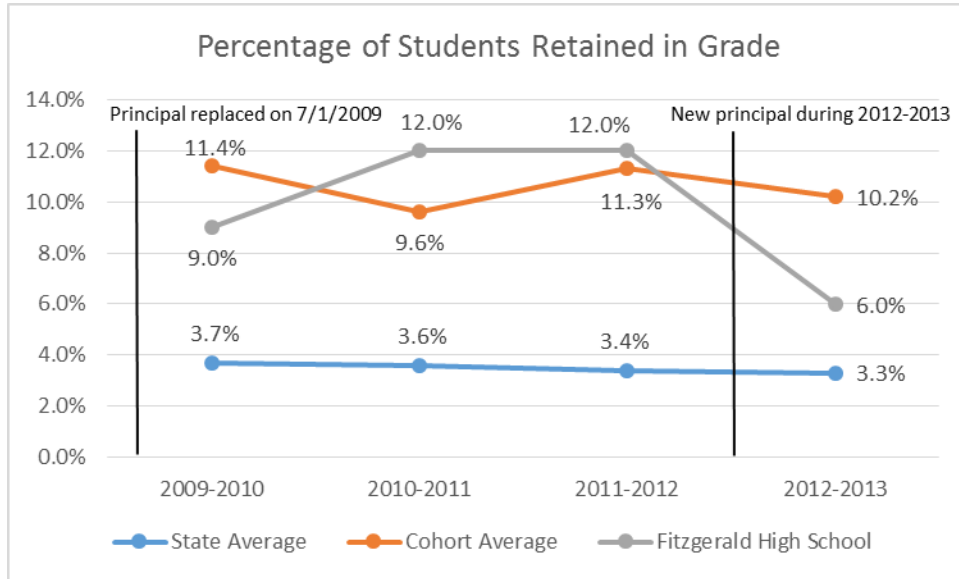
2. Student Suspension Rate

Fitzgerald High School made no improvement in student suspension rate after the turnaround implementation. However, the suspension rate is well below its cohort and close to the state average.



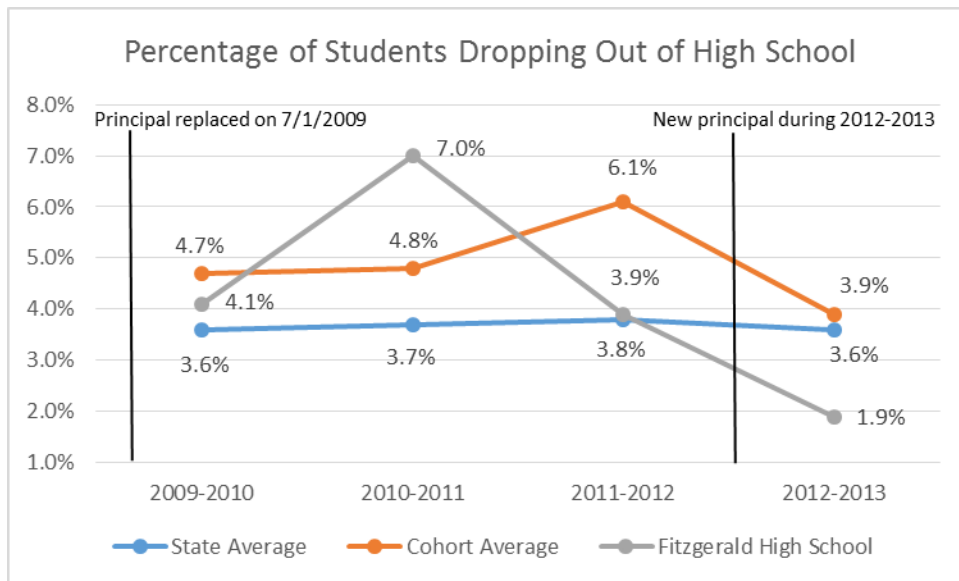
3. Student In-Grade Retention Rate

The in-grade retention rate improved significantly after two years of implementation, decreasing by six percentage points in 2012-2013 as compared to the rate before implementation (2010-2011). In 2012-2013, the school had lower in-grade retention rate (about 4 percentage point lower) than its cohort but still not as low as the state average rate.



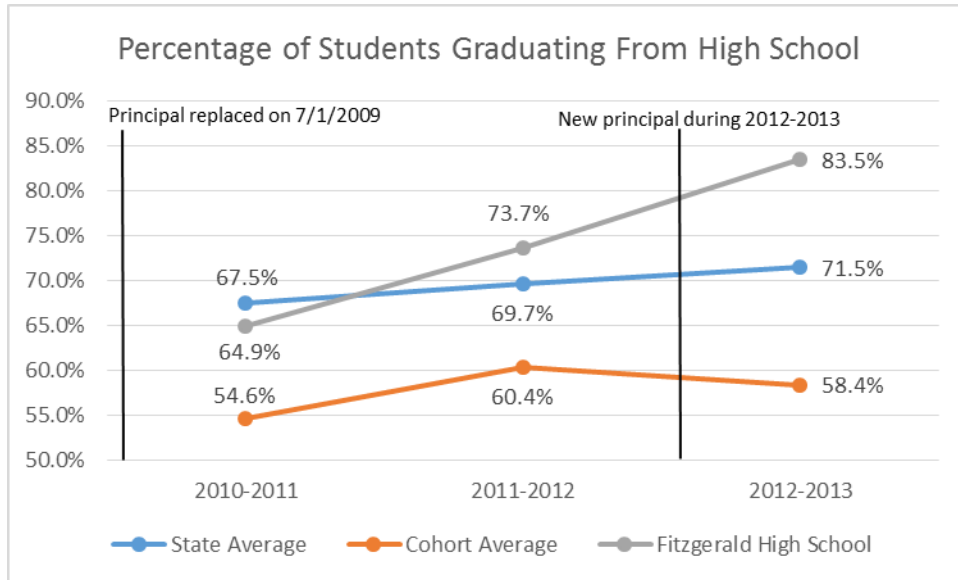
4. Student Dropout Rate

The school decreased its dropout rate steadily from 2010-2011 to 2012-2013. In 2012-2013, the dropout rate was lower than the state's average rate.



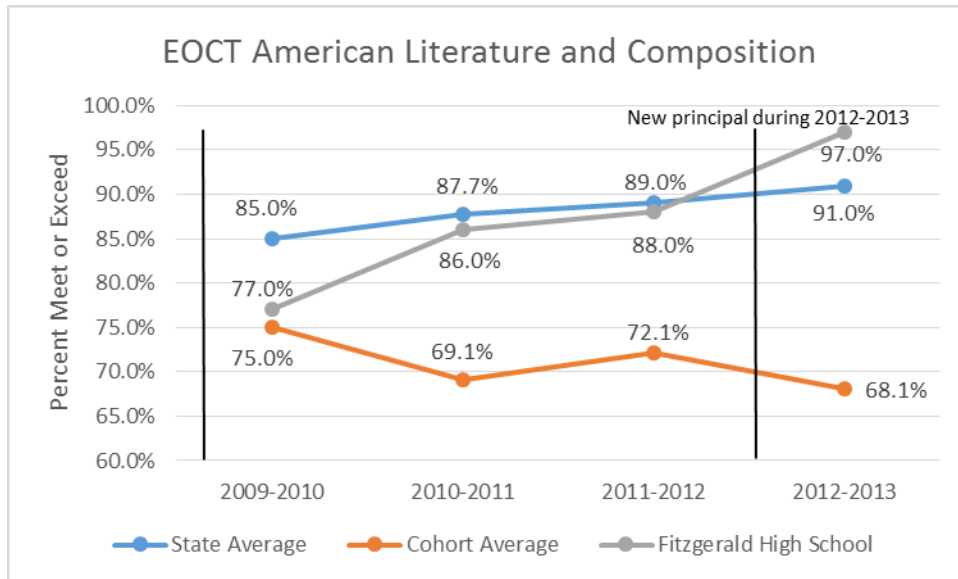
5. Graduation Rate

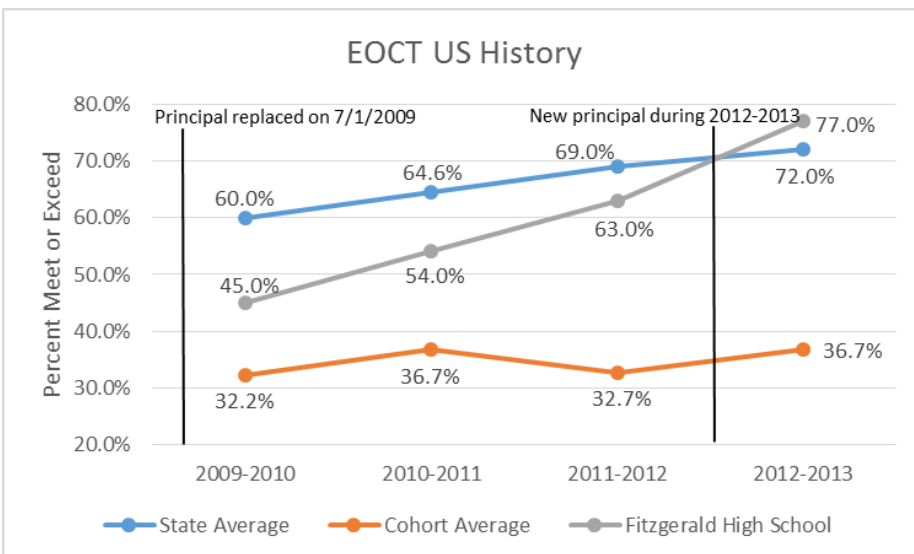
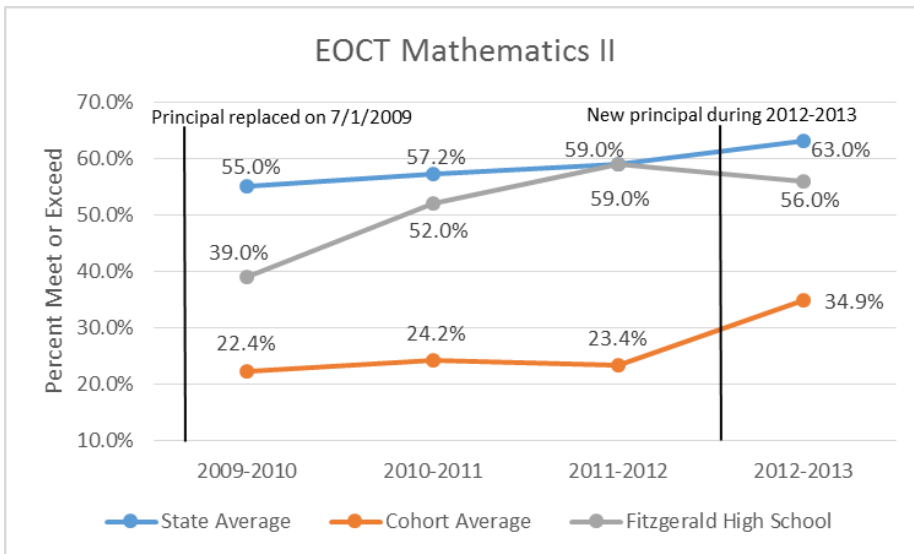
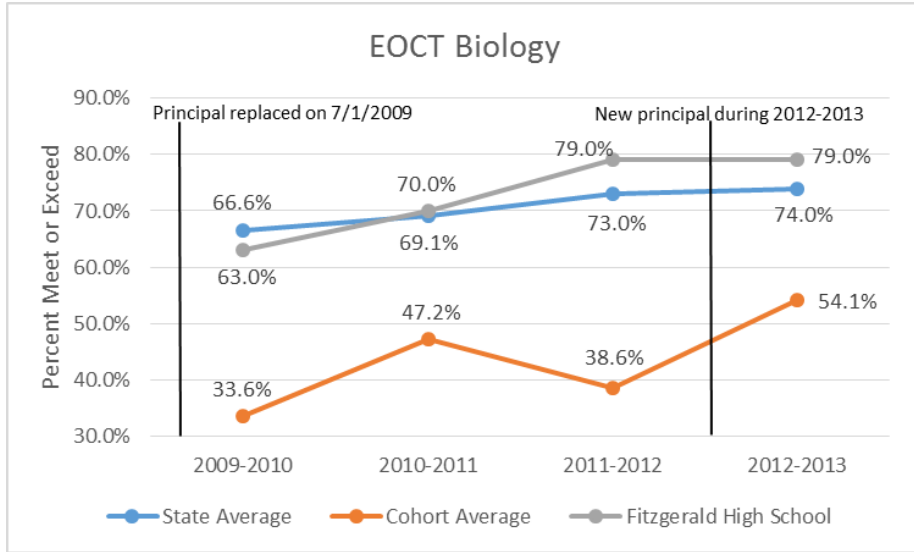
Fitzgerald High School made significant improvement in graduation rate, from 64.9% to 83.5% between 2010-2011 and 2012-2013, surpassing the state average by 12 percentage points.



6. Standardized Test Scores

Fitzgerald High School made significant and steady improvement in standardized test scores since the implementation. The school surpassed the state average in 3 out of 4 subjects compared below and performed well above its cohort in all subjects.



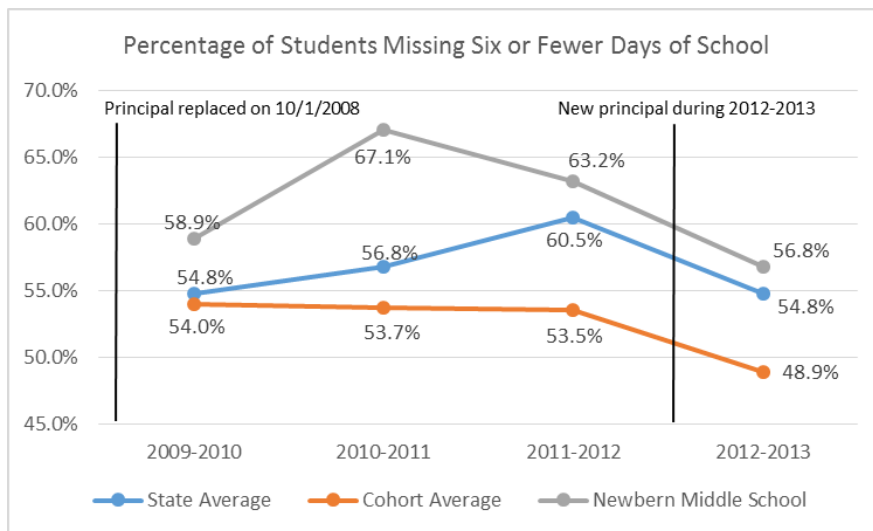


Newbern Middle School, 2011-12 LAS

Newbern Middle School is among the fourteen RT3 schools to implement a turnaround reform in 2011-2012 that were not also receiving a School Improvement Grant. The previous principal was in position from October 1, 2008 through summer 2012, leaving to become a high school principal. The current principal was hired prior to the 2012-2013 school year. Overall, the school has made no improvement in attendance rate, suspension rate, or in-grade retention rate since implementation. The standardized test scores for 4 out of 5 subjects slightly improved after one year of implementation (2011-2012). However, all scores dropped or remained flat during the second year of implementation (2012-2013).

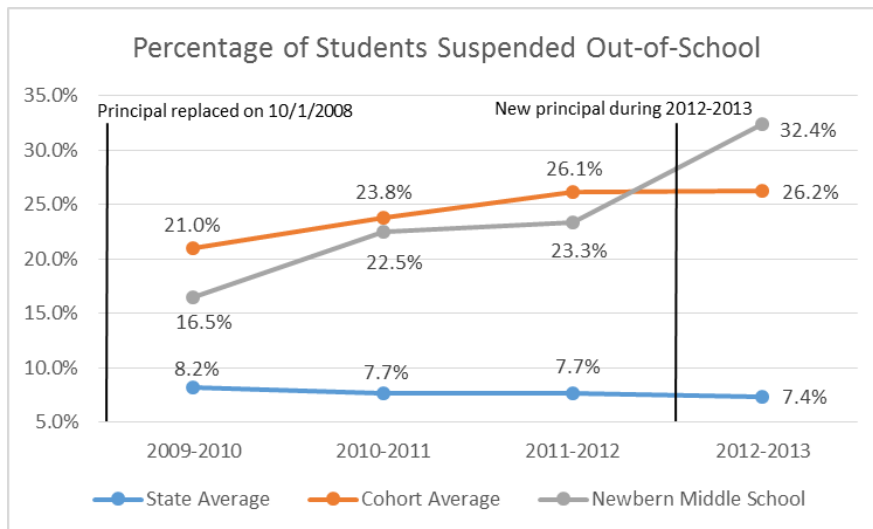
1. Student Attendance

Newbern Middle’s attendance rate was above the state average before and after implementation. However, the attendance rate dropped as compared to the year before implementation (2010-2011).



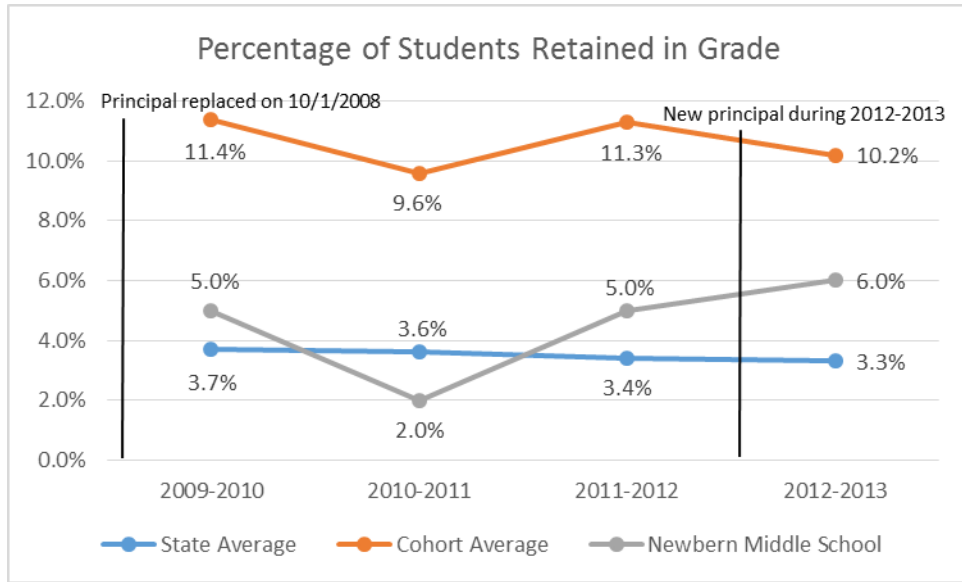
2. Student Suspension Rate

The suspension rate increased each year from 2009-2010 to 2012-2013.



3. Student In-Grade Retention

The school's in-grade student retention rate has increased each year since implementation (2010-2011 to 2012-2013).



4. Standardized Test Scores

Newbern Middle School made slight improvement in Reading, Mathematics, Science, and Social Studies after one year's implementation (2011-2012). However, in the second year (2012-2013), the percent meets or exceeds rate dropped in four of five subjects and remained flat in math.

