

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

Xiaoying Wu
June 2015

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 (2010-2011 LAS)
- Griffin High School (2010-2011 LAS)
- Hawkinsville High School (2010-2011 LAS)
- Henry County High School (2010-2011 LAS)
- Rutland High School (2010-2011 LAS)
- Central High School (2011-2012 LAS)
- Fitzgerald High School (2011-2012 LAS)
- Newbern Middle School (2011-2012 LAS)

The analysis does not provide causal interpretations of the data — rather it shows each school's data from 2009-2010 to 2013-2014 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 2013-2014 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.

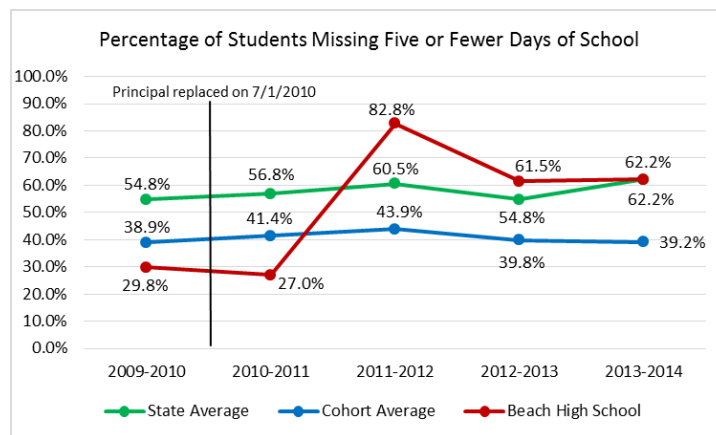
Overall, most schools removed from the list have shown notable progress on these indicators relative to the schools remaining on the LAS list. However, several schools have seen limited to no progress on the indicators measured.

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.

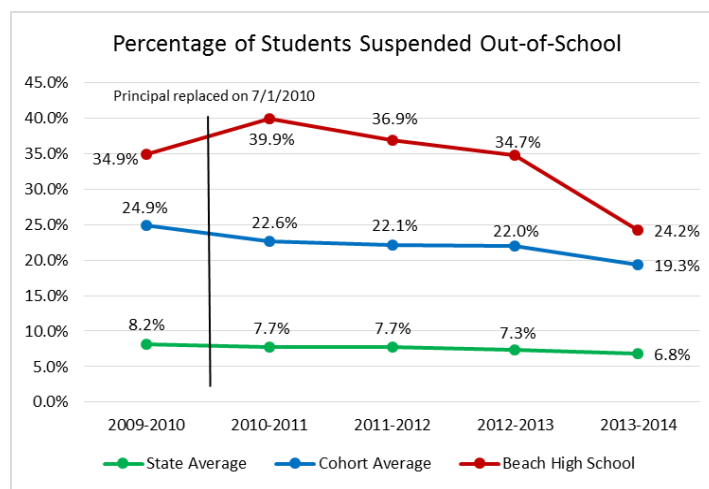
1. Student Attendance

The student attendance improved significantly in the second year of implementation, passing the state and cohort average. However, it dropped in 2012-2013 and 2013-2014 to the state average but still remained above cohort average.



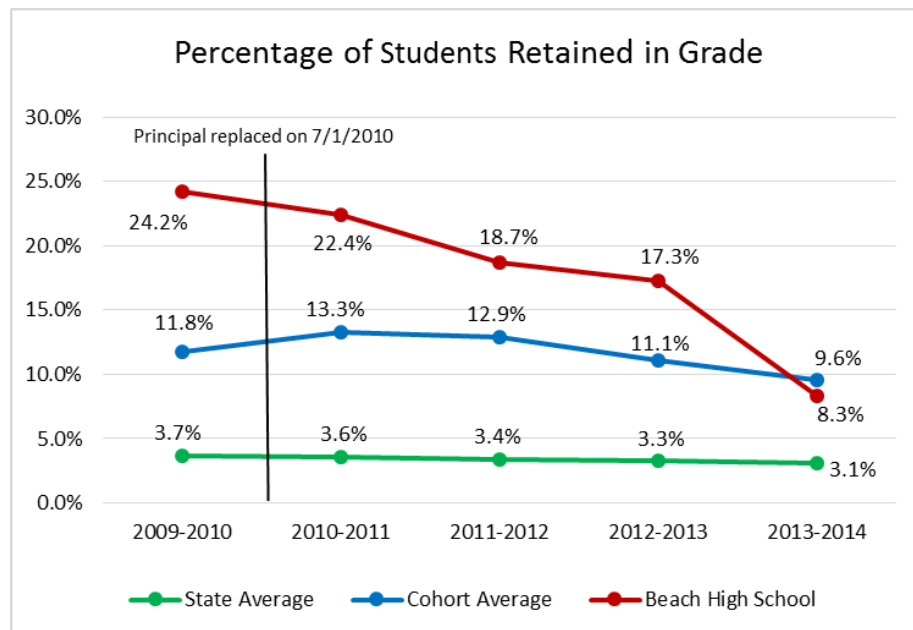
2. Student Suspension Rate

The student suspension rate increased by five percentage points in the first year of implementation but then reduced steadily to roughly 10 percentage points from 2009-2010 to 2013-2014. The student suspension rate for Beach High School is still higher than the cohort and state average across all years.



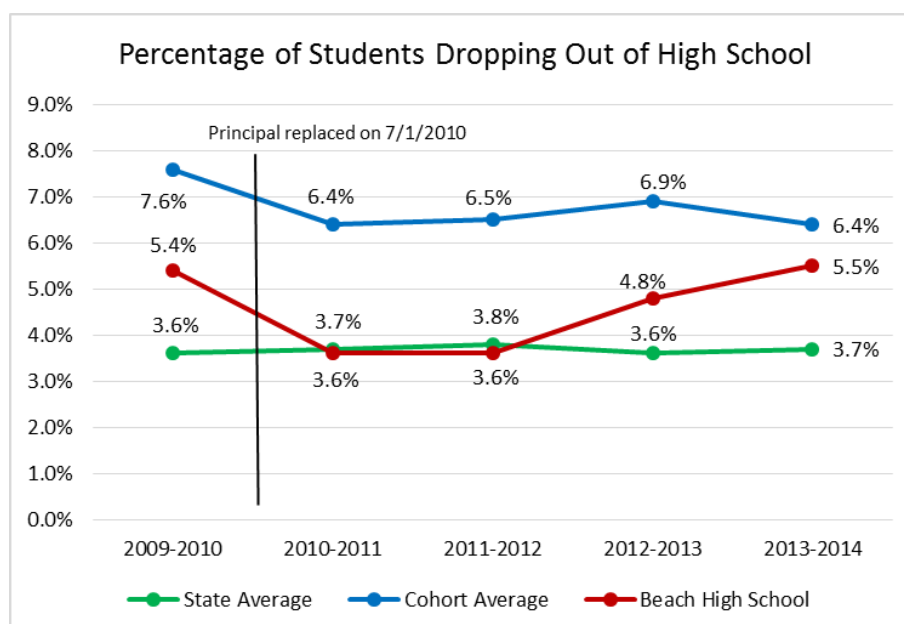
3. Student In-Grade Retention Rate

The student in-grade retention rate for Beach High School improved steadily during implementation. In 2013-2014, it dropped by almost 16 percentage points as compared to prior to implementation and below the cohort average. However, the in-grade retention rate is still higher than the state average rate across all years.



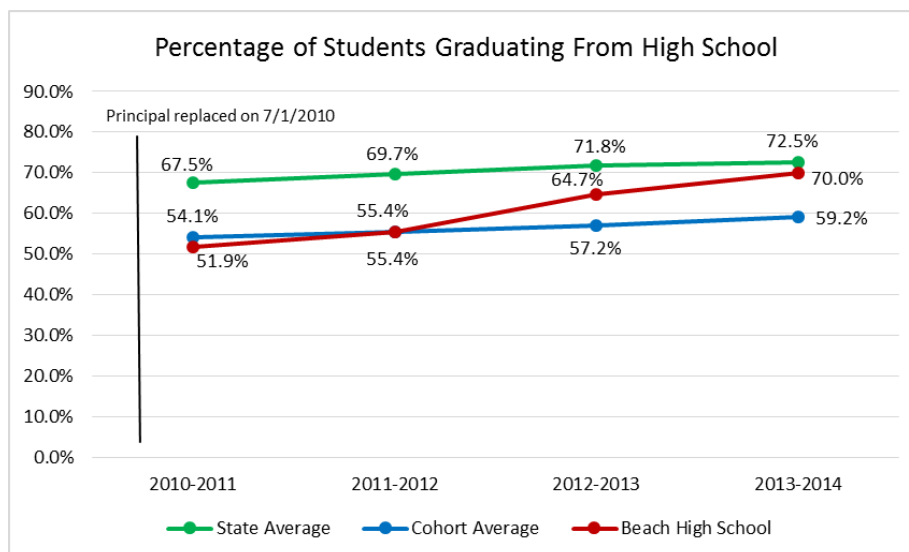
4. Student Dropout Rate

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 climbed up since 2012-2013. In 2013-2014, the student dropout rate increased to nearly the same point as it was prior to implementation.



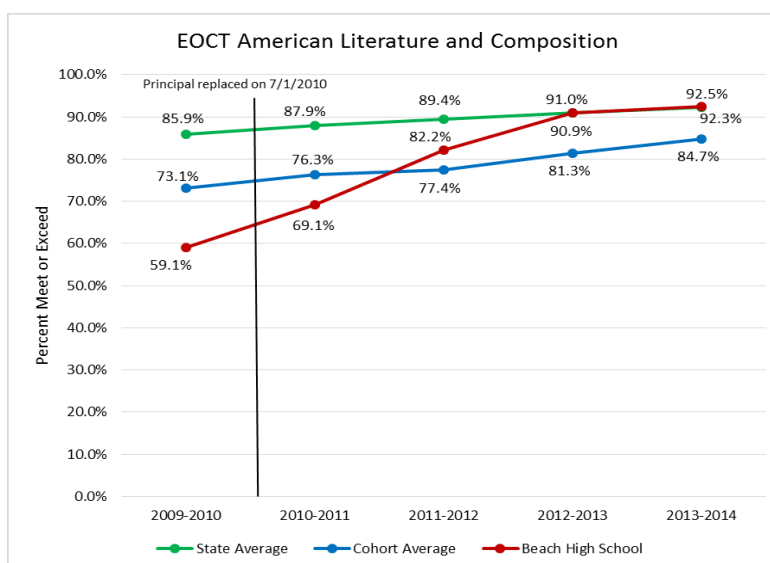
5. Graduation Rate

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

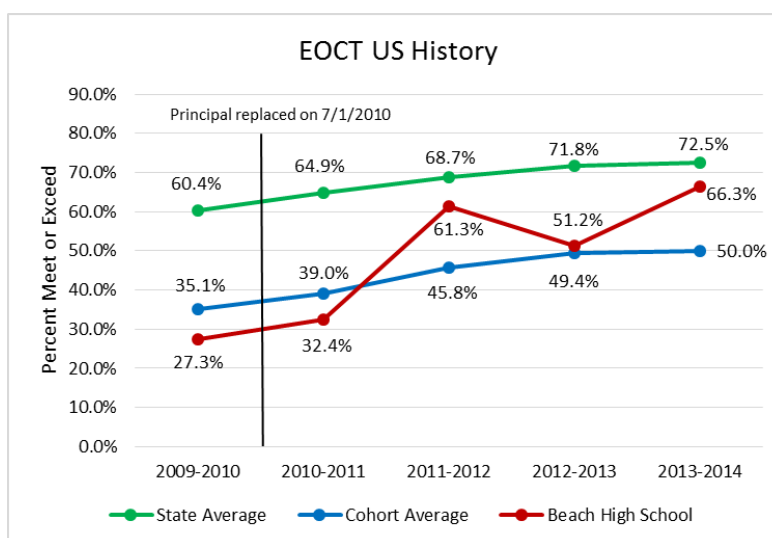
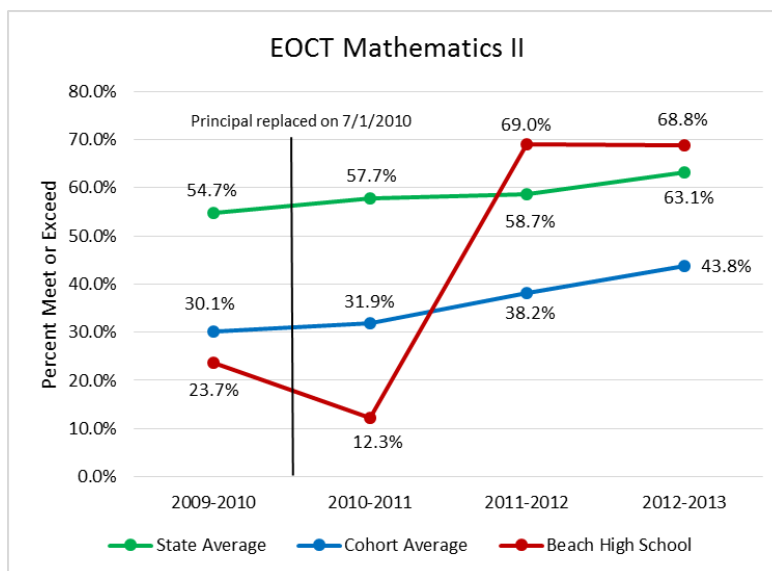
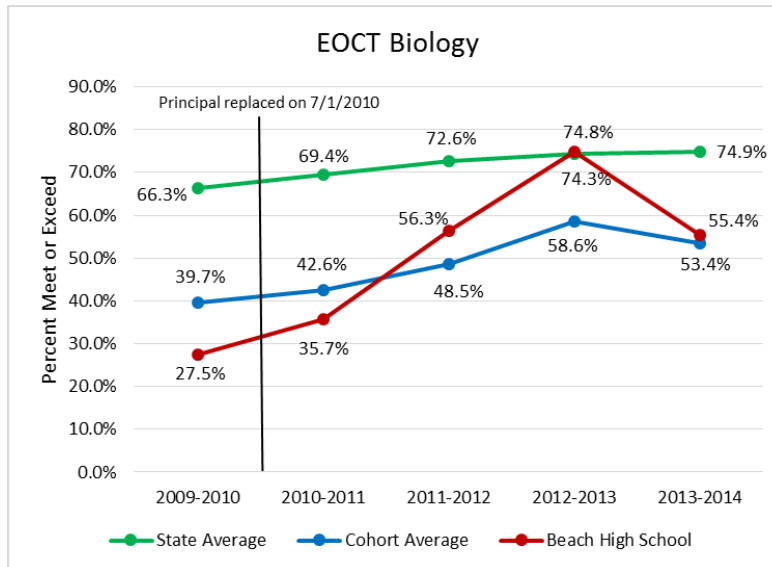


6. Standardized Test Scores

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 fourth year of implementation, the percentage of students meeting or exceeding standards increased significantly relative to the year prior to implementation in all subjects. However, scores decreased in Biology in the fourth year of implementation¹.



¹ In 2013-2014, the state replaced Math II with Analytic Geometry. As such, results are only presented through 2012-2013

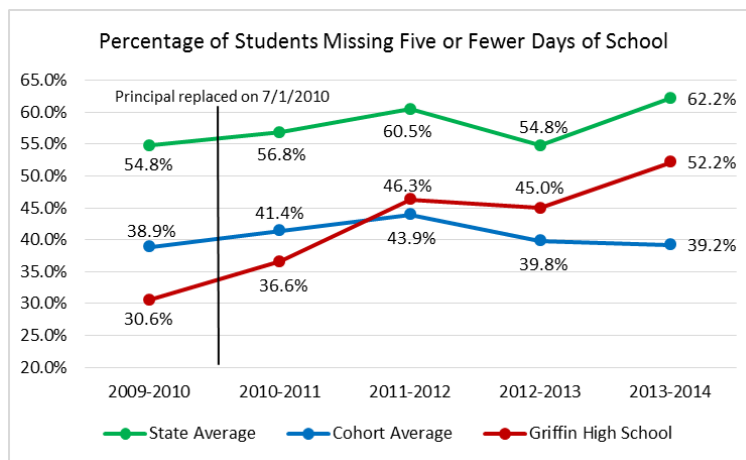


Griffin High School, 2010-2011 LAS

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, student suspension rate and the graduation rate. However, its dropout rate worsened since implementation. The in-grade retention rate worsened in the first year but improved significantly in years 2 and 3. There is still a gap between the school's performance and the state average performance.

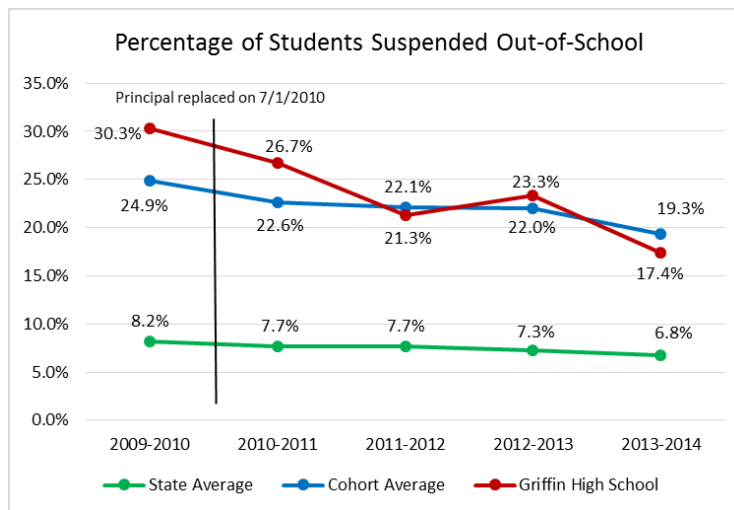
1. Student Attendance

Griffin High School improved student attendance rate steadily during the years of implementation. The school surpassed its cohort and reduced the gap with the state average.



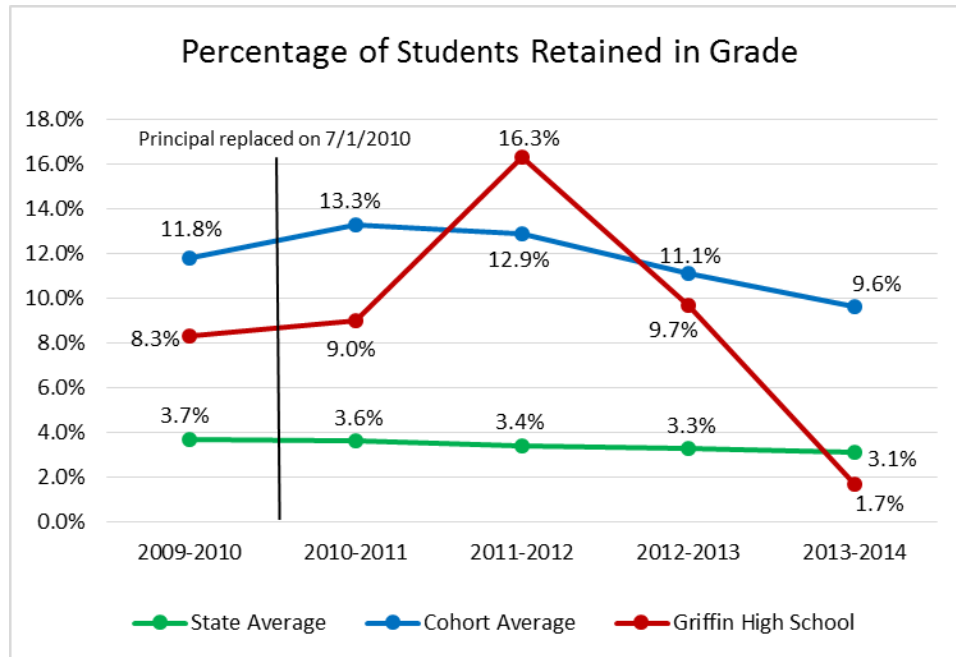
2. Student Suspension Rate

Griffin High School made notable improvement in student suspension rate since the implementation. The school had a suspension rate similar to its cohort between 2011-2012 and 2013-2014, but still much higher than the state average rate.



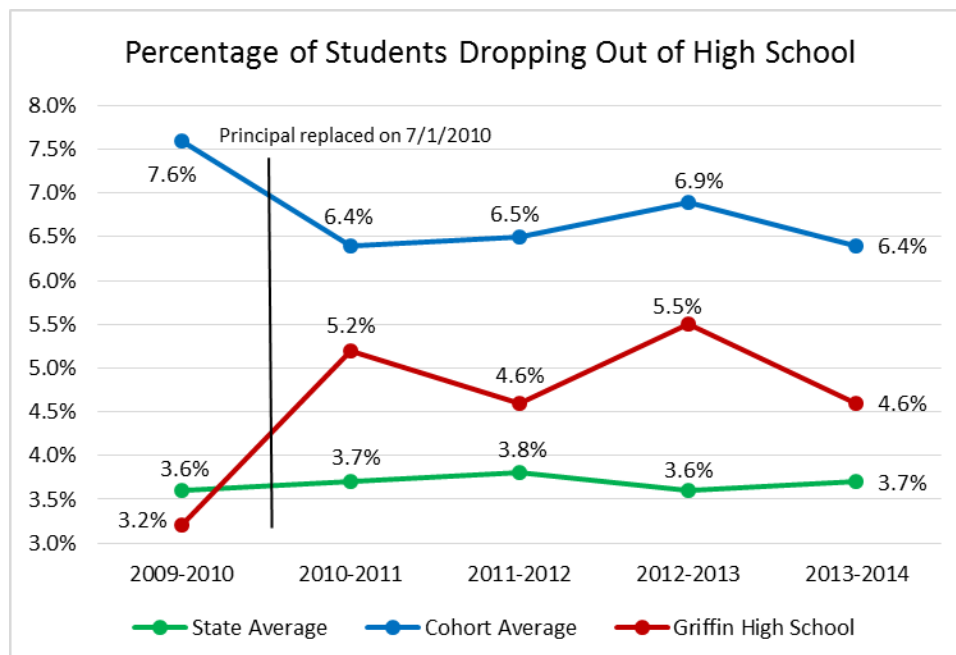
3. Student In-Grade Retention Rate

Griffin High School's student in-grade retention rate increased during the first two years of implementation, with a spike in the second year of implementation. However, it decreased the following two years such that it was below the state average.



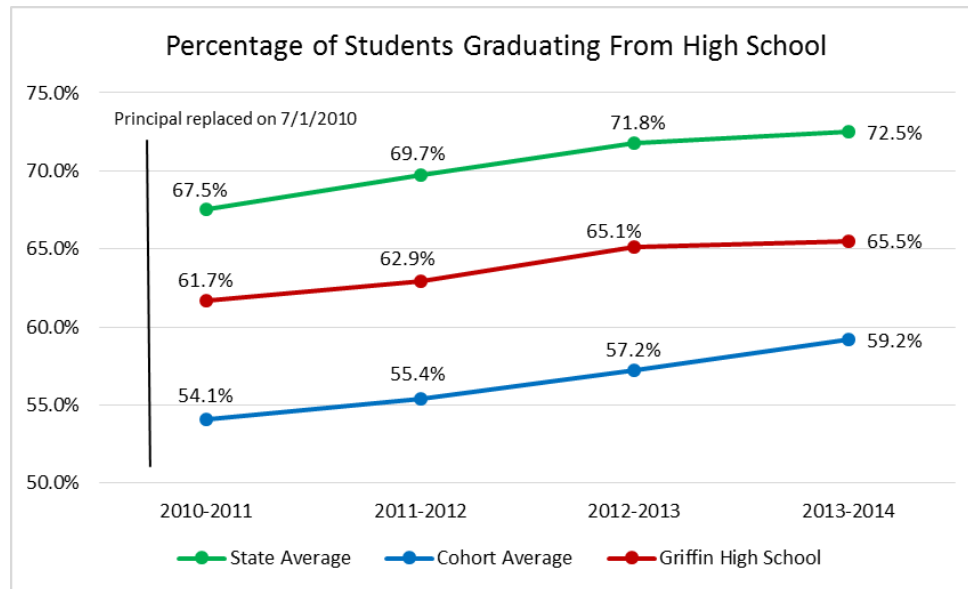
4. Student Dropout Rate

Griffin High School's dropout out rate worsened during implementation and is now worse than the state average by over one percentage point.



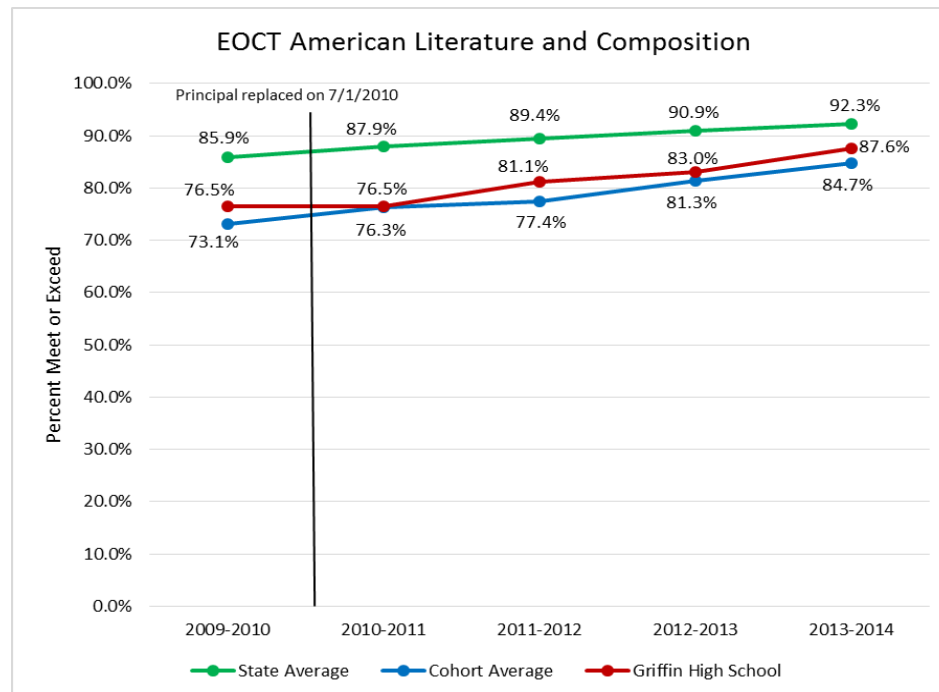
5. Graduation Rate

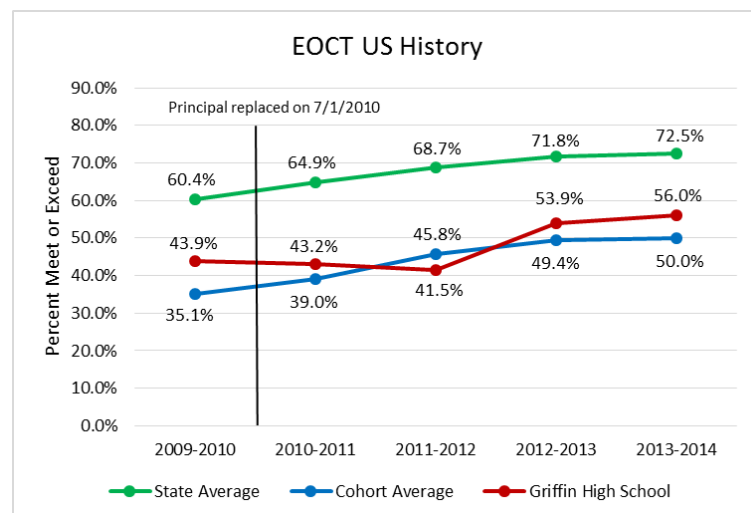
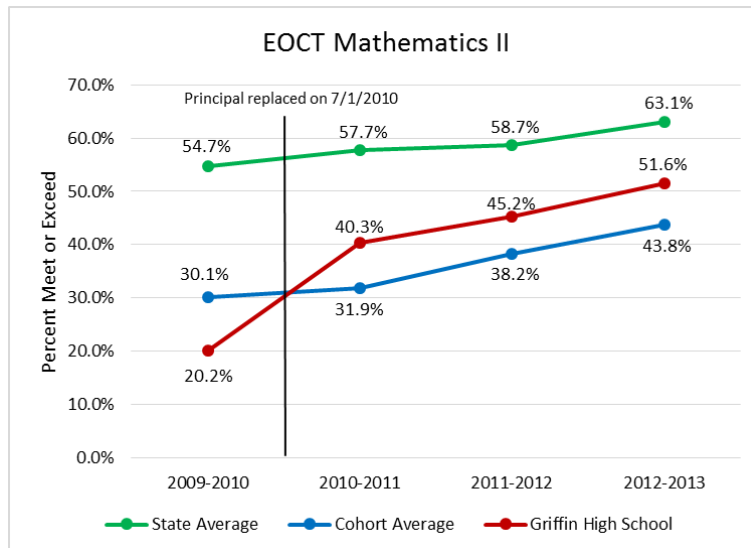
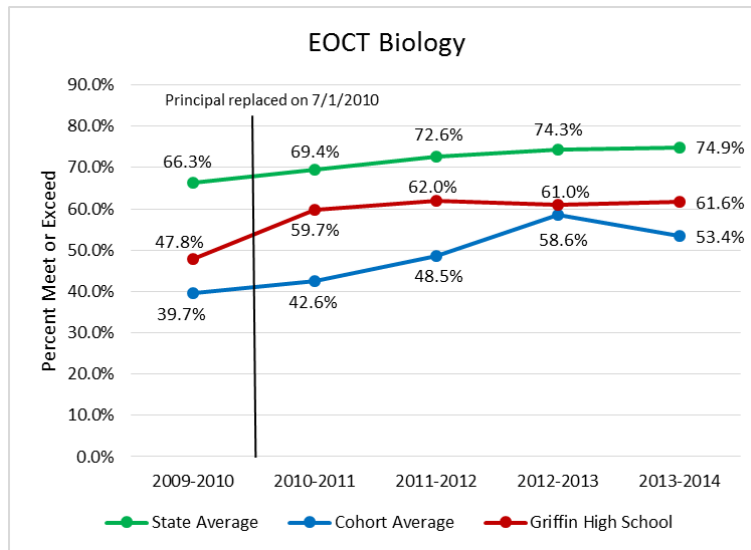
Griffin High School made steady improvement in graduation rate that mirrored gains in the state and its cohort. The graduation rate was higher than its cohort but still lower than the state average.



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 lagged behind the state average.



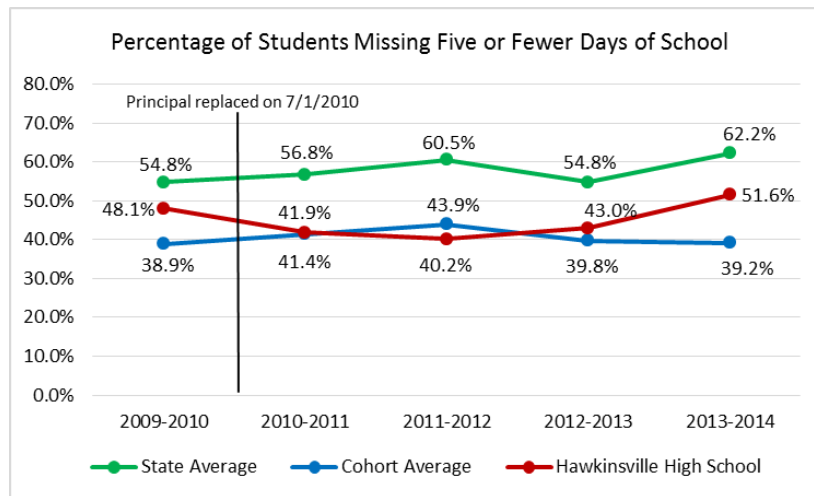


Hawkinsville High School, 2010-2011 LAS

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 has made some gains in areas measured. The student suspension rate in grade notation and Mathematics II test scores improved since implementation. However, attendance, dropout rates, and graduation rates have not improved.

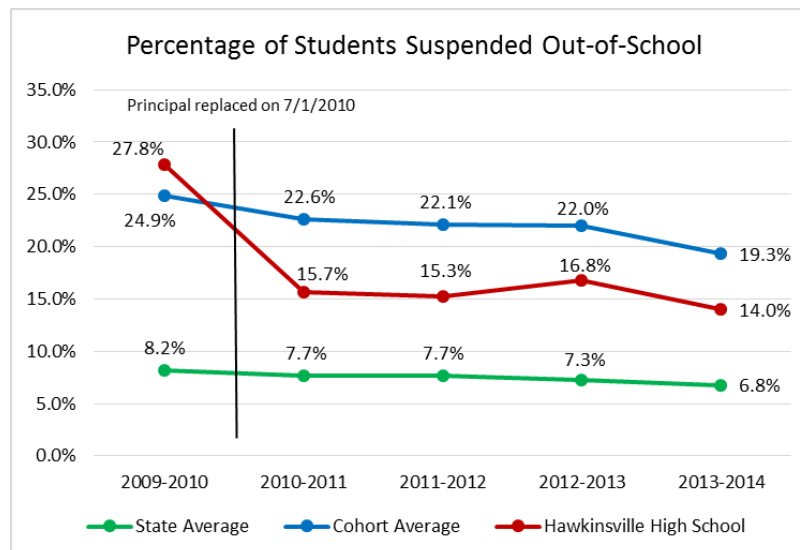
1. Student Attendance

Student attendance improved slightly during implementation, but the gap with the state average widened.



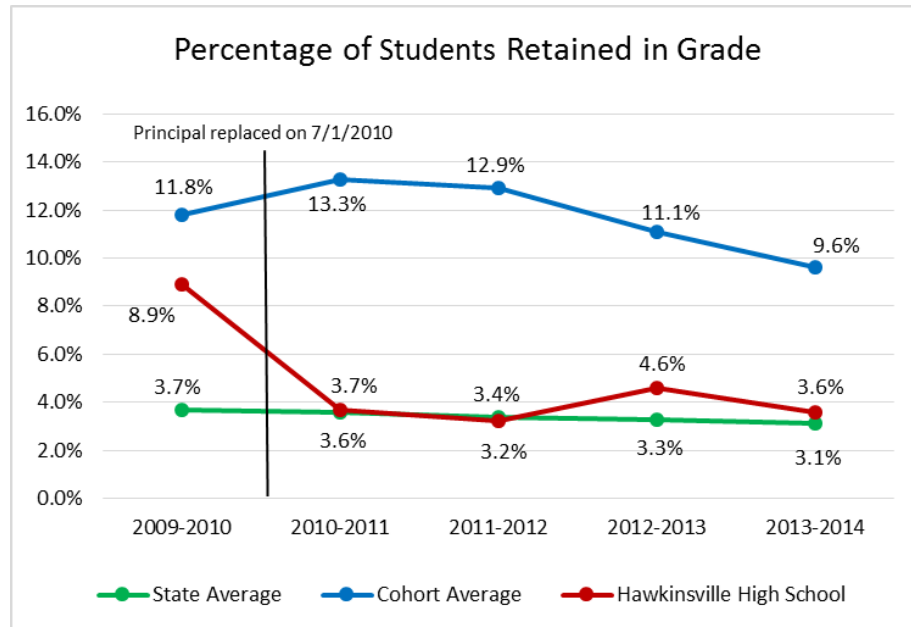
2. Student Suspension Rate

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 during the remaining years.



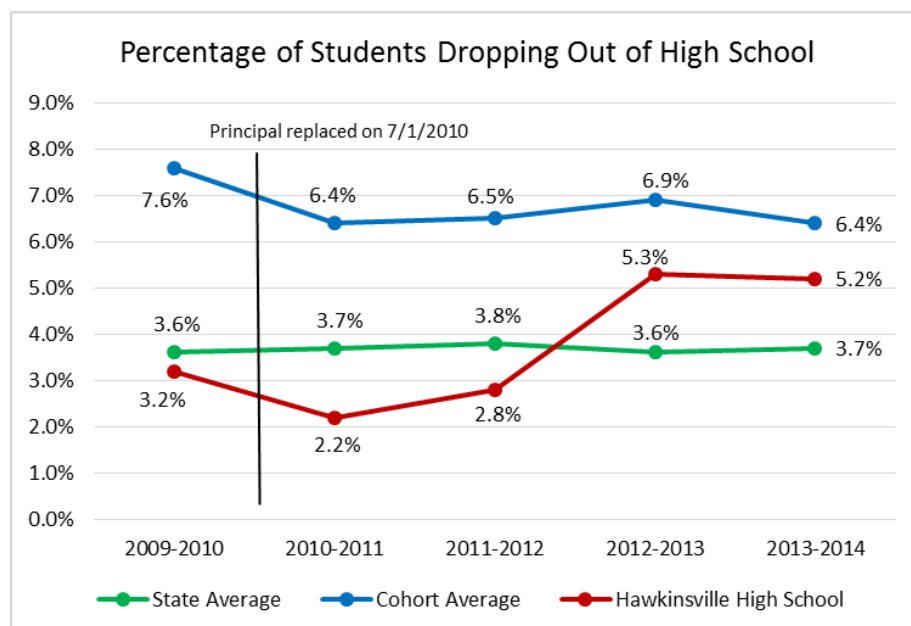
3. Student In-Grade Retention Rate

The student in-grade retention rate dropped to the state average rate in the first year of implementation. During 2012-2013, Hawkinsville High School had a slight increase in in-grade retention rate, but went back to nearly the state average in 2013-2014. The school's in-grade retention rate was still well below its cohort across all the years.



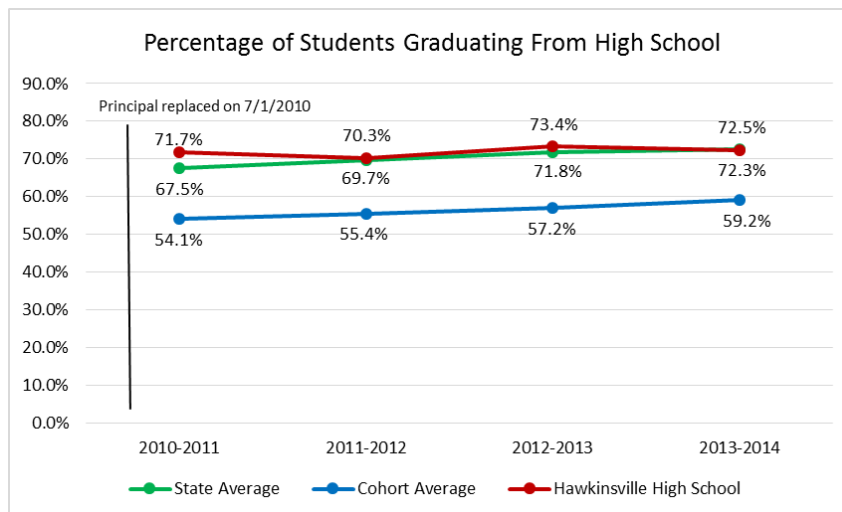
4. Student Dropout Rate

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 in 2012-2013 and 2013-2014.



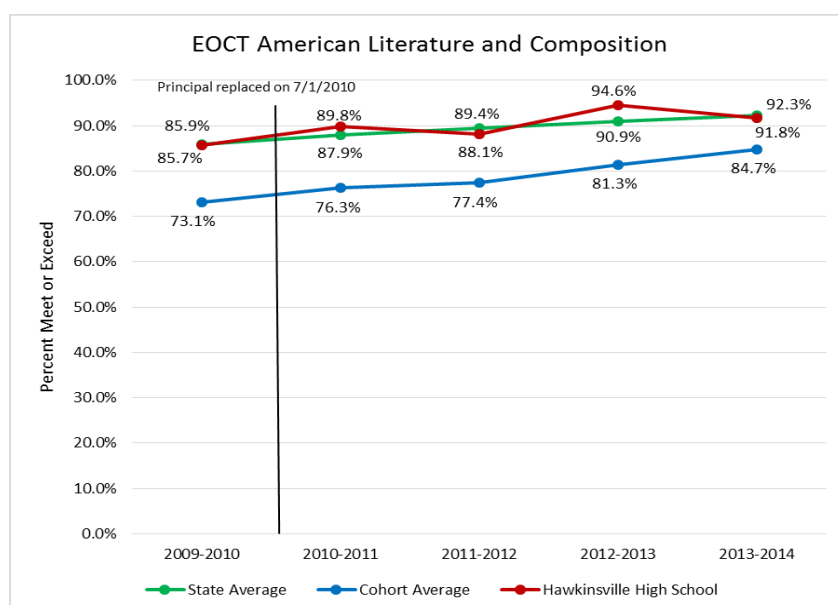
5. Graduation Rate

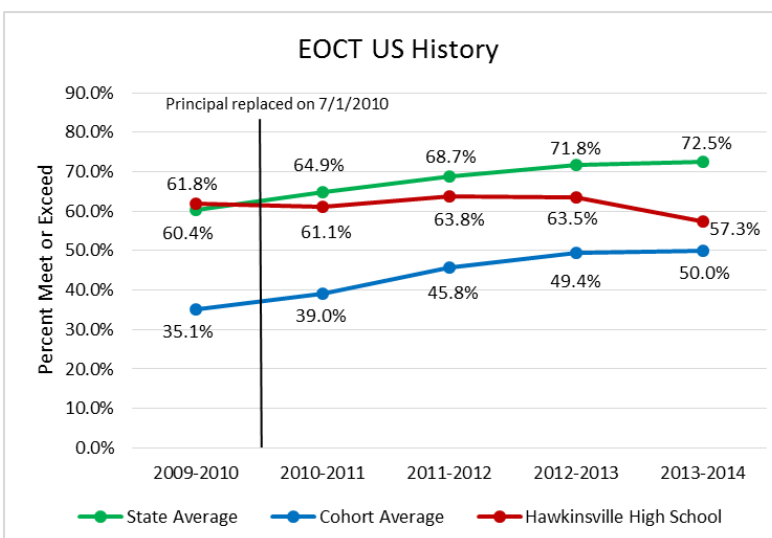
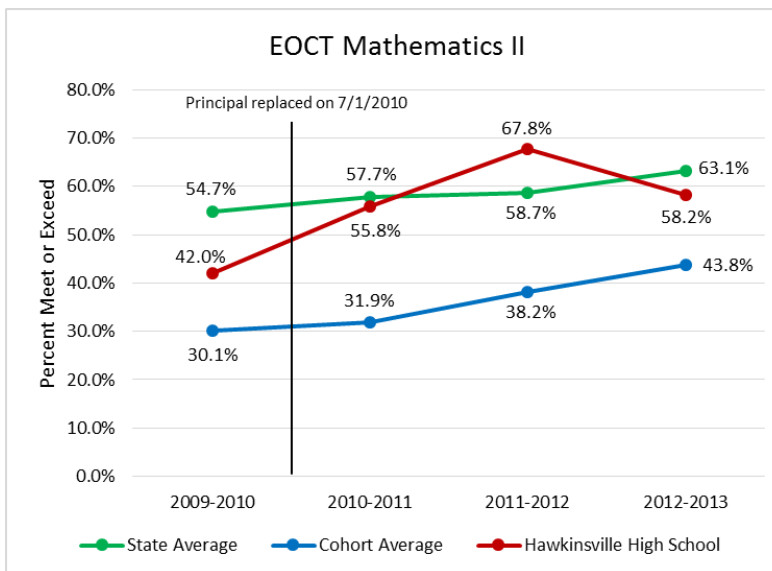
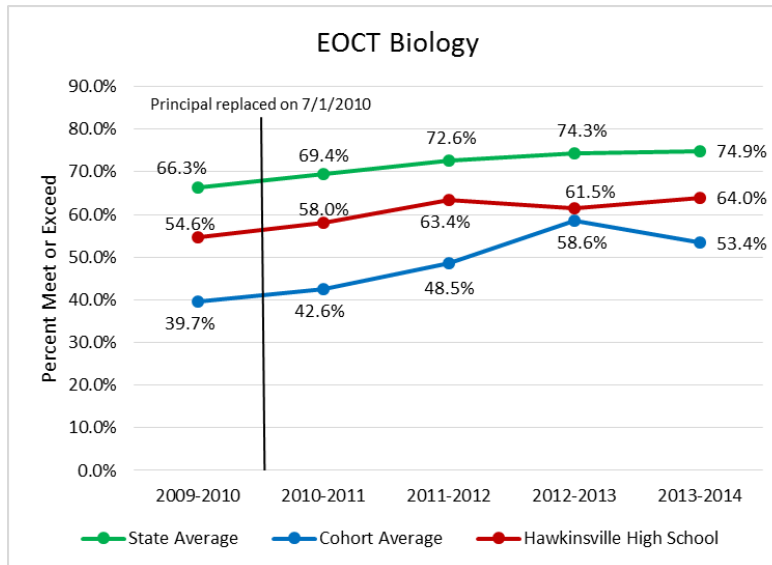
The graduation rate increased slightly during implementation and remained close to the state average.



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 implementation, but scores did not remain above it. The school's test scores were above or nearly the same as the state average in American Literature and Composition and U.S. History before implementation. However, the gap with the state average in U.S. History widened and the scores remained below the state average.



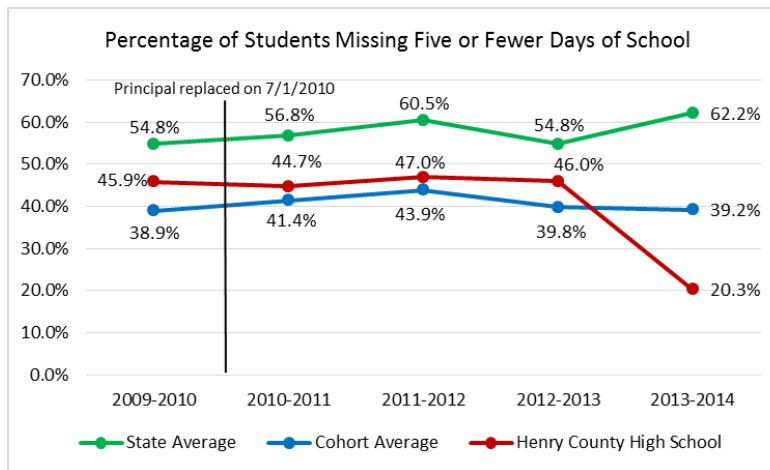


Henry County High School, 2010-2011 LAS

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 graduation rate and test scores in some subjects were at or above the state average for some years. The school made some progress particularly in student in-grade retention and dropout rates, but it did not see transformative change in other areas.

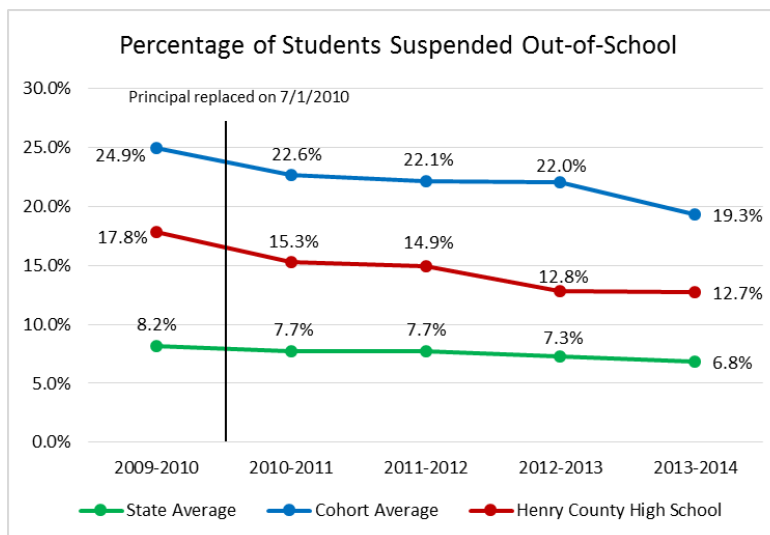
1. Student Attendance

The attendance rate was at about the same level for the first few years but dropped significantly during 2013-2014, lower than the cohort and widening the gap with the state average.



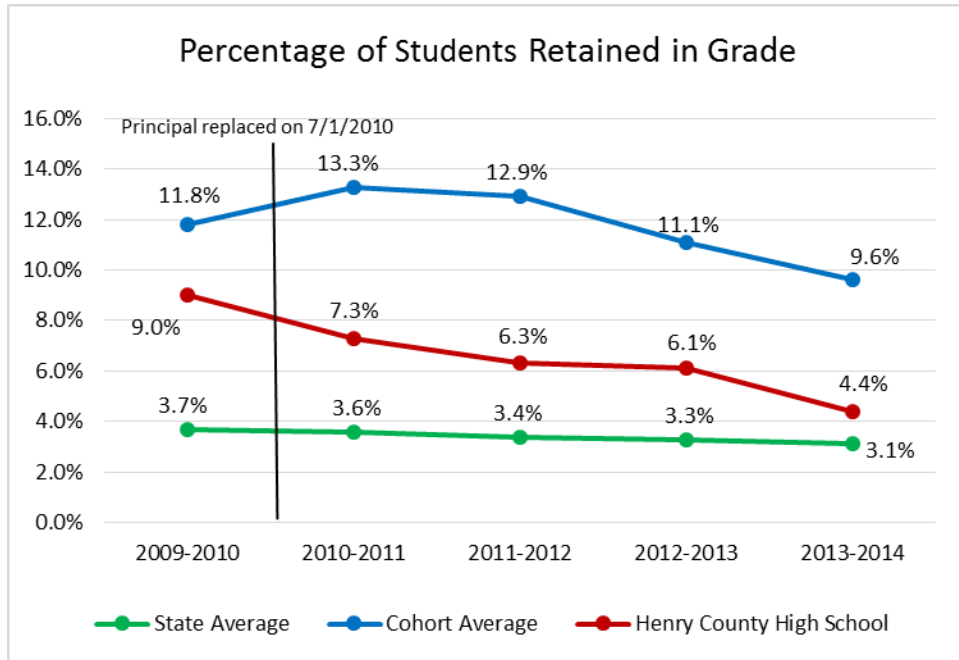
2. Student Suspension Rate

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



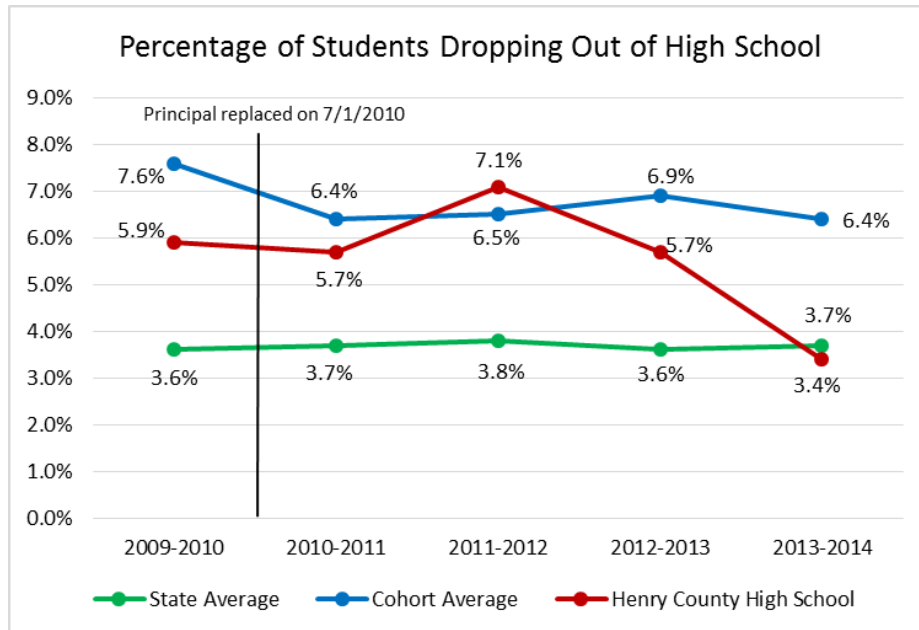
3. Student In-Grade Retention

The student in-grade retention rate dropped steadily and closed much of the gap with the state average.



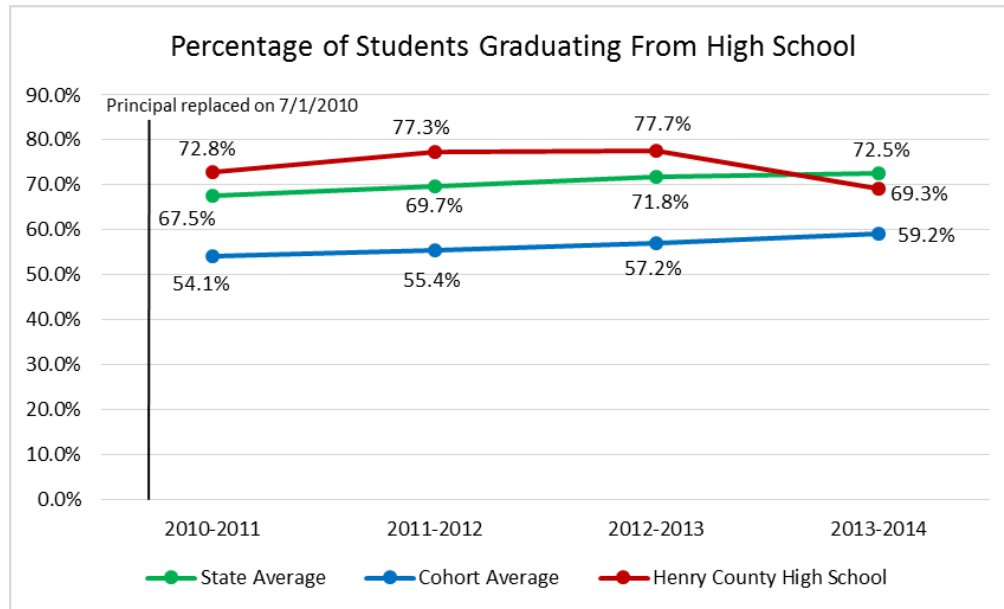
4. Student Dropout Rate

Henry County High School made no improvement in student dropout rate during the first three years of implementation. However, the dropout rate decreased in 2012-2013 and 2013-2014 to below the state average.



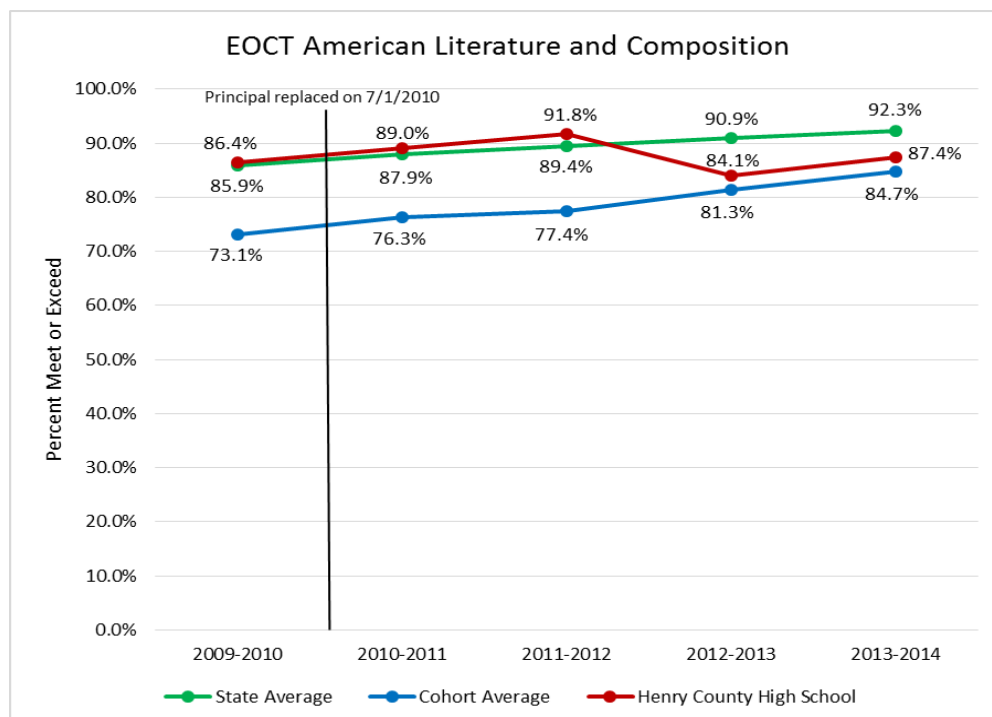
5. Graduation Rate

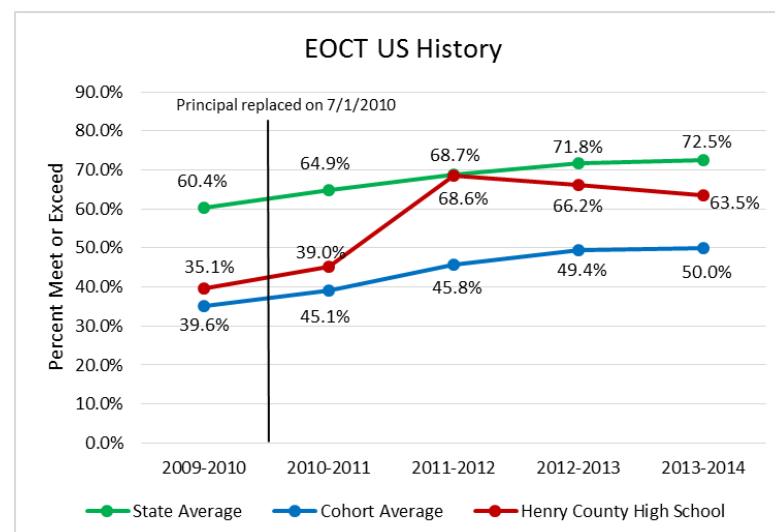
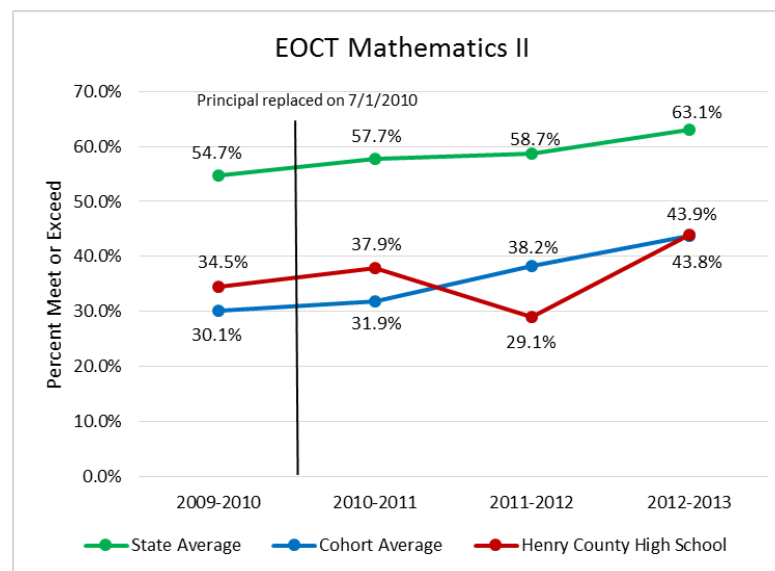
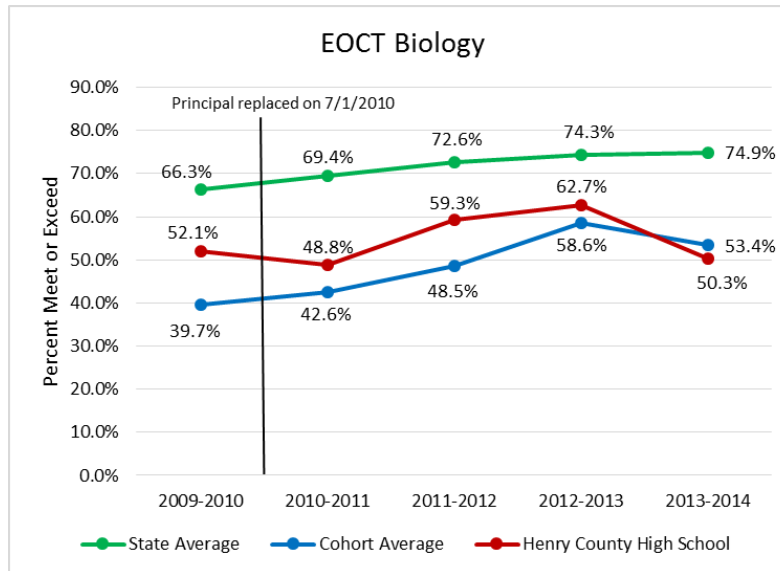
The graduation rate was above the state average (about 5 to 7 percentage points higher than state average) and grew at close to the same pace as the state. However, in 2013-2014, its graduation dropped below the state average.



6. Standardized Test Scores

Henry County High School made moderate improvement in Math II and U.S. History but limited to no growth in American Literature and Biology.



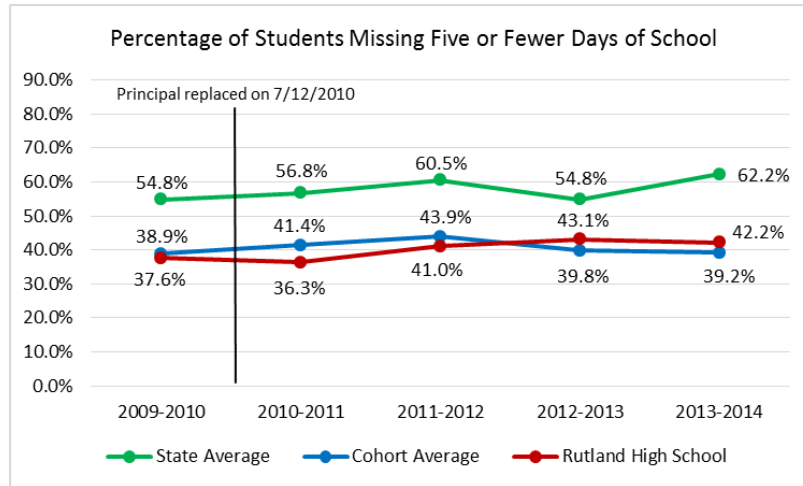


Rutland High School, 2010-11 LAS

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 limited improvement on the indicators, mainly because several indicators worsened in 2013-2014.

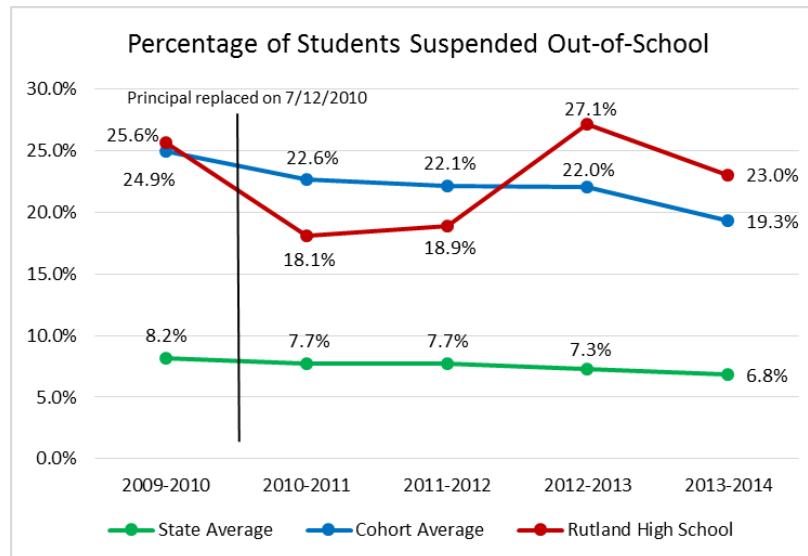
1. Student Attendance

The school made slight improvement in student attendance after implementation, surpassing its cohort but not closing the gap with the state average.



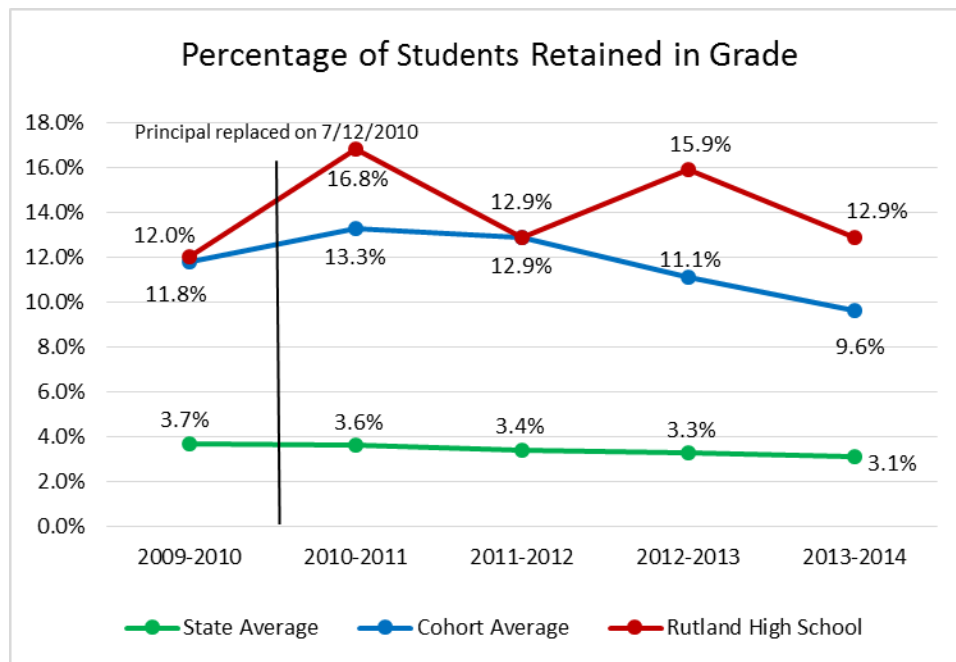
2. Student Suspension Rate

The suspension rate decreased by 7.5 percentage points after one year's implementation, remained flat in year two, jumped back up above the baseline percentage in the third year, and went down slightly in the fourth year. The rate was still much higher than the state average.



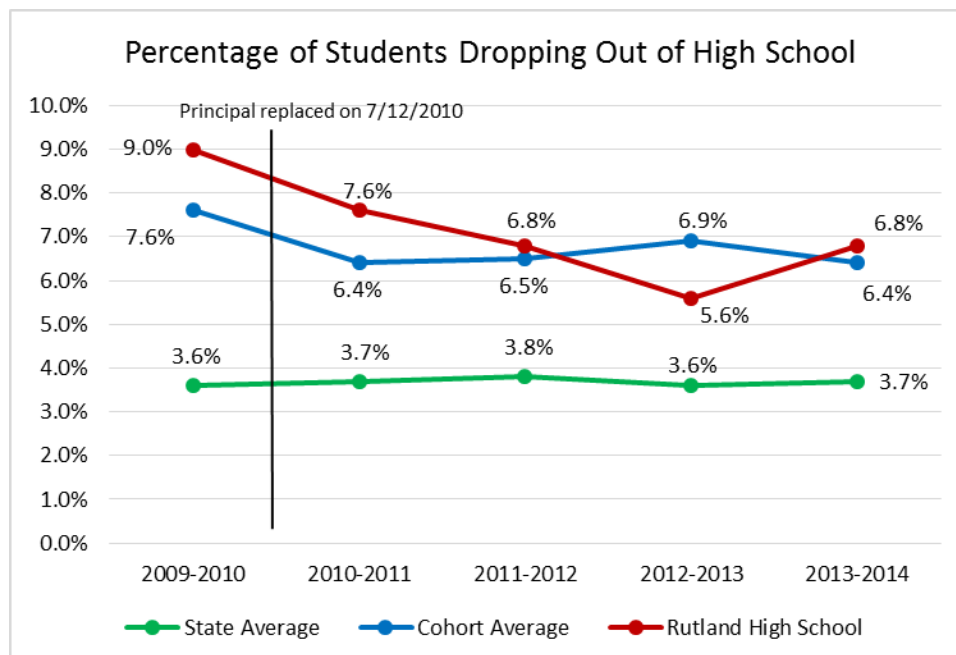
3. Student In-Grade Retention Rate

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.



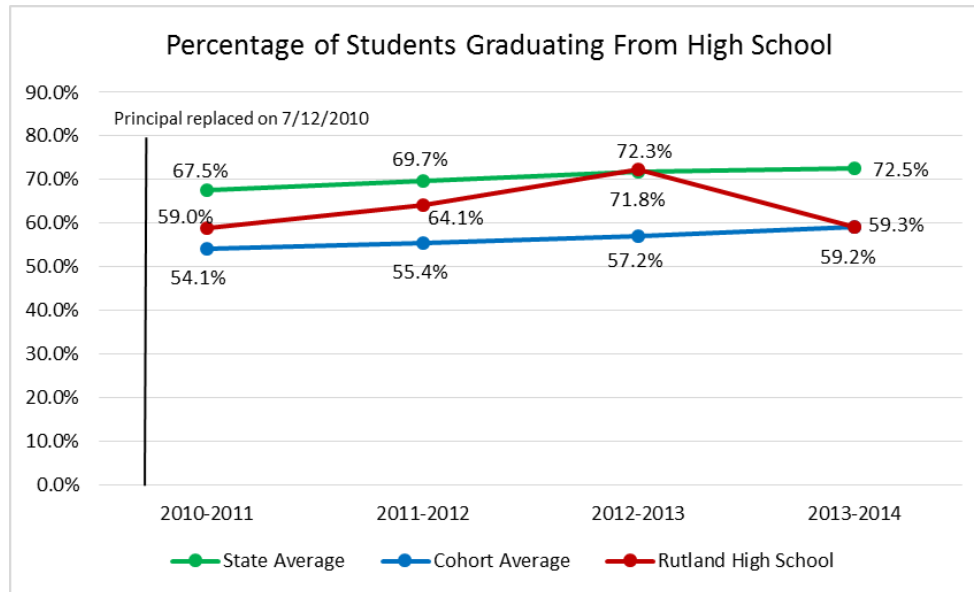
4. Student Dropout Rate

The dropout rate decreased by 3.4 percentage points between the year before implementation (2009-2010) and 2012-2013, surpassing its cohort's average and narrowing with the state average. However, in 2013-2014, the rate increased and was higher than the cohort average again.



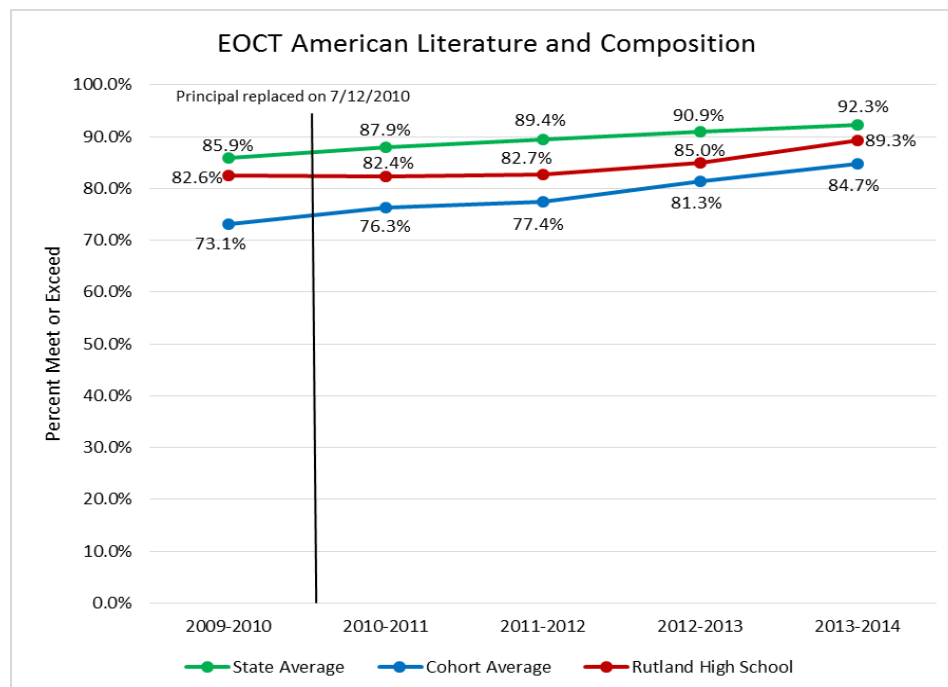
5. Graduation Rate

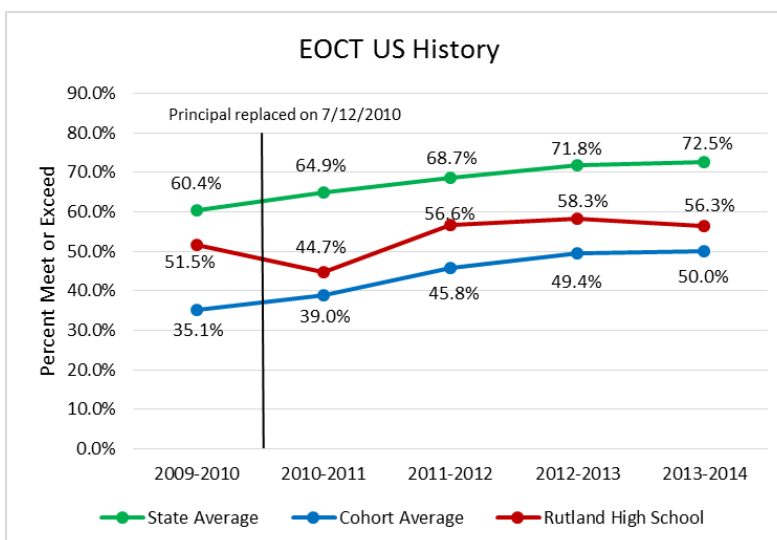
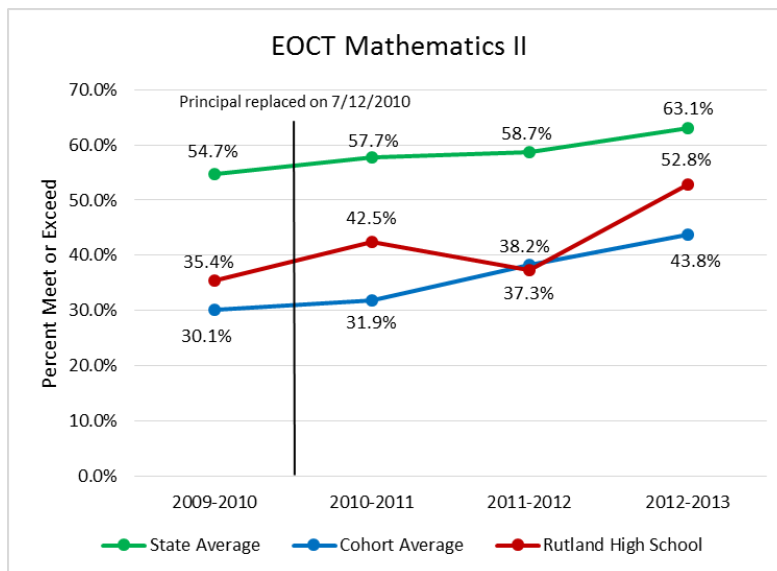
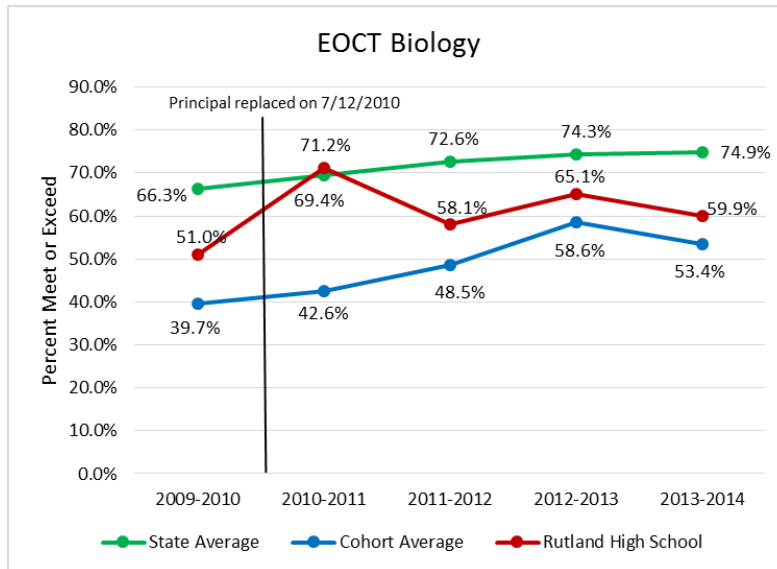
The school made significant and steady improvement in graduation rate until 2013-2014. By the third year of implementation, its graduation rate was above the state average. However, in 2013-2014, the graduation rate dropped sharply to the same level as it was prior to implementation.



6. Standardized Test Scores

Rutland High School made steady improvement during the years of implementation that mostly mirrored the cohort and state average. The school's test scores were higher than its cohort in all subjects and across all years, the gap and the state average only closed in Math II.



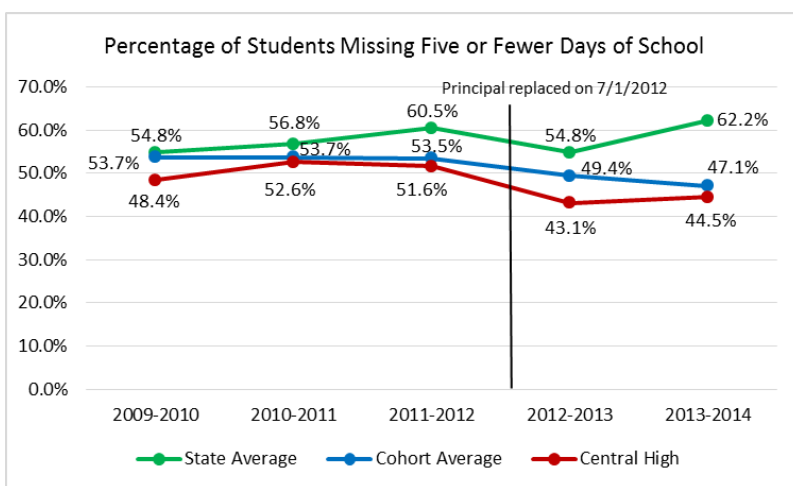


Central High School, 2011-2012 LAS

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 limited to no progress in the areas measured.

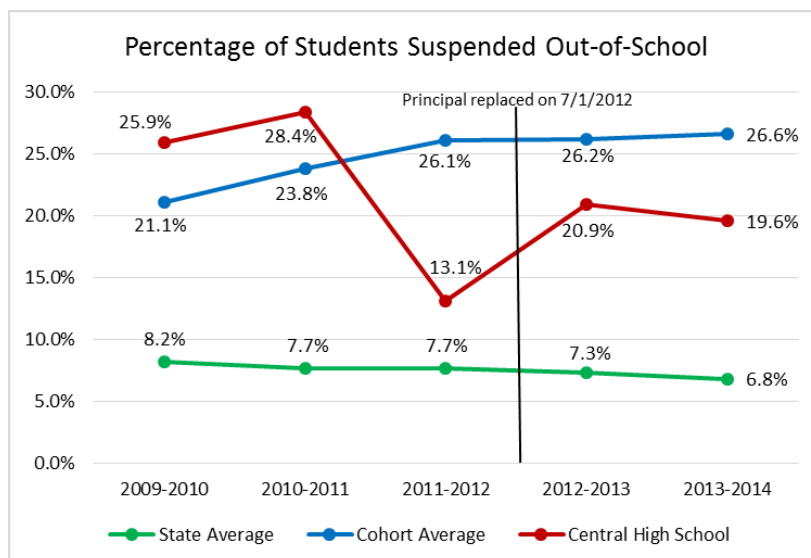
1. Student Attendance

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



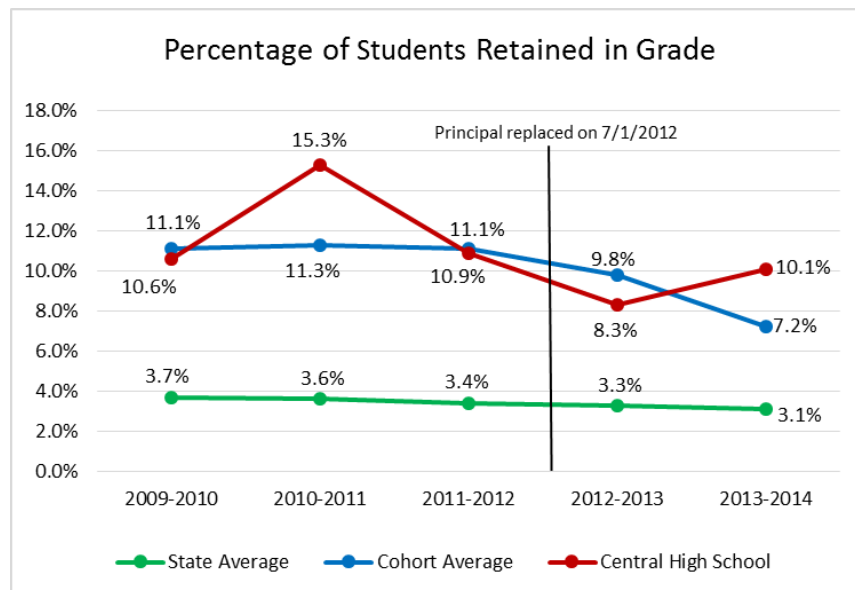
2. Student Suspension Rate

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 hired. The suspension rate was higher than its cohort before implementation but is now below its cohort despite the increase in 2012-2013.



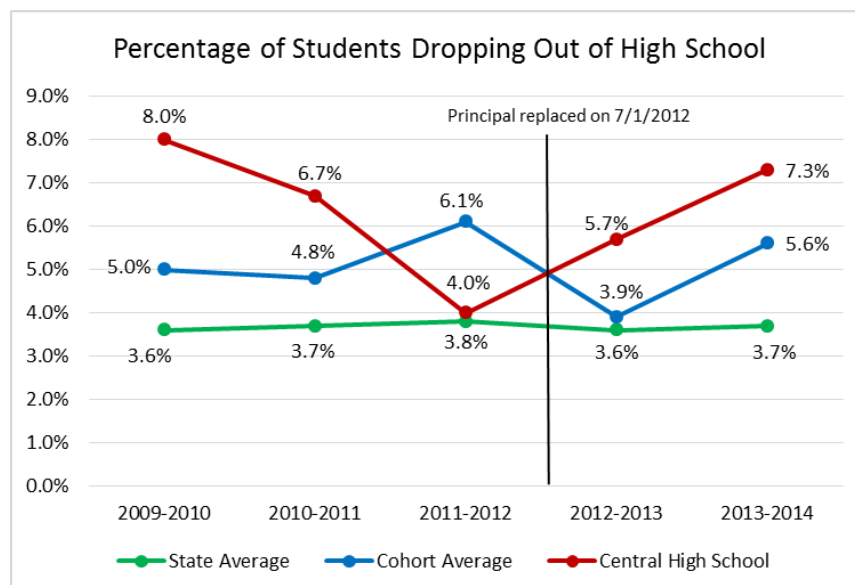
3. Student In-Grade Retention Rate

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 after the new principal was hired. However, it increased in 2013-2014, higher than both the cohort and state average again.



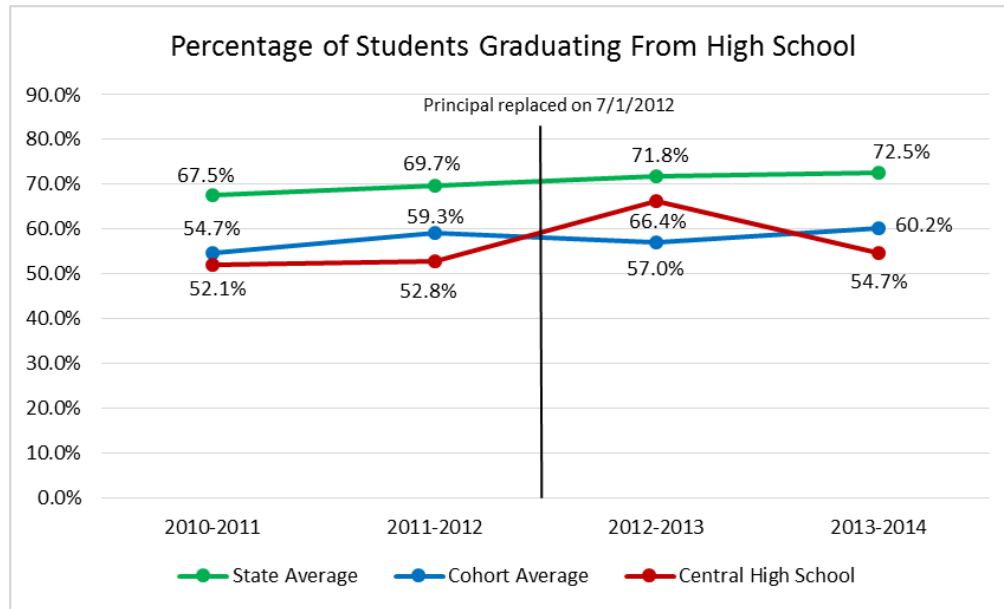
4. Student Dropout Rate

The dropout rate decreased 2.9 percentage points in the first year, lower than its cohort and close to the state average rate. However, the dropout rate increased during the next two years of implementation, higher than its rate in 2010-2011.



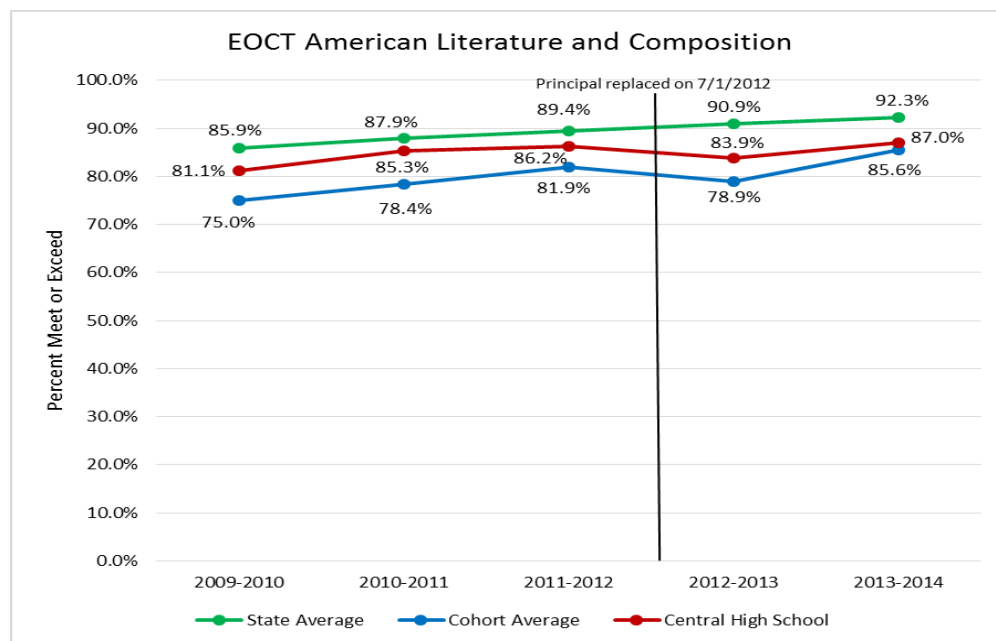
5. Graduation Rate

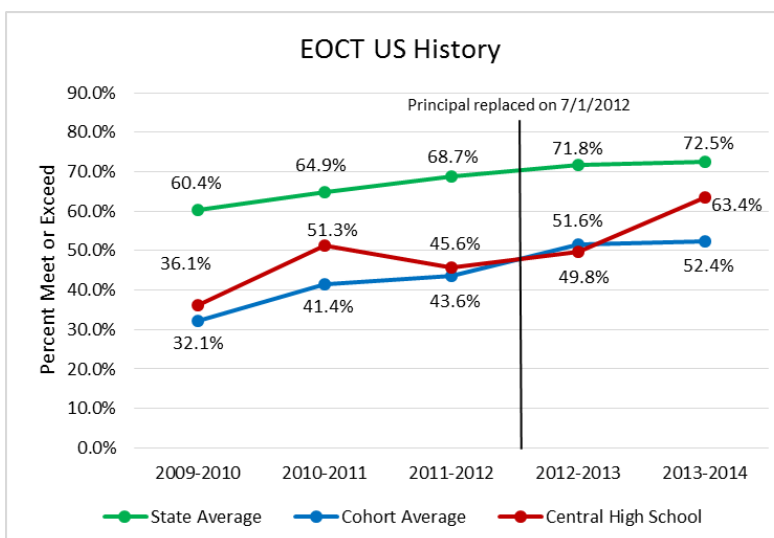
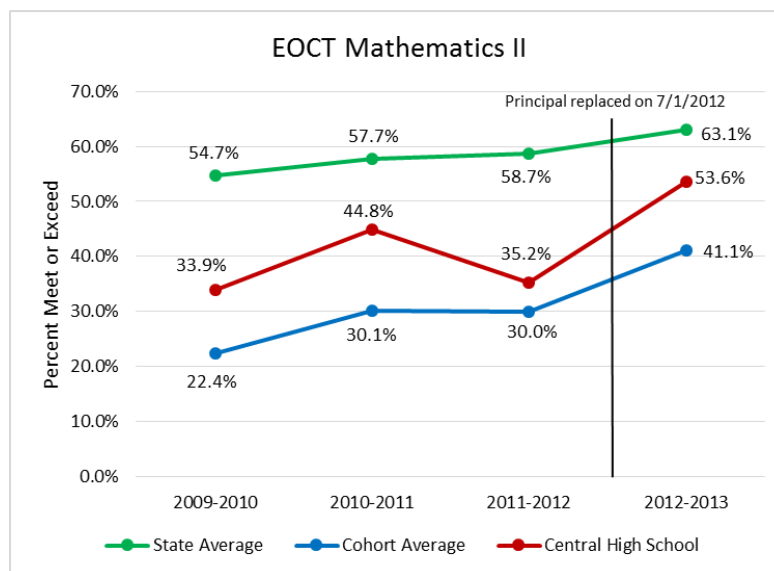
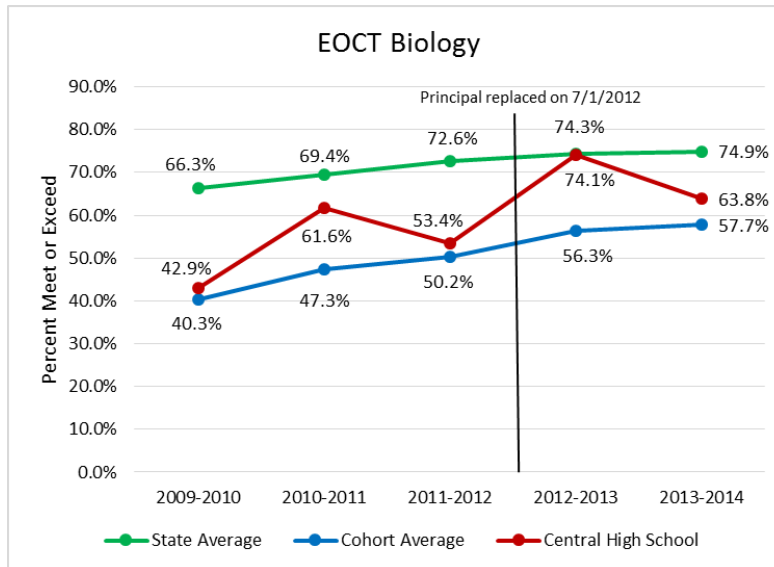
The graduate rate increased by 14.3 percentage points in 2012-2013 as compared to the rate before implementation. However, in 2013-2014, the rate dropped below its cohort average, and the gap with the state average was nearly the same as in 2011-2012.



6. Standardized Test Scores

Between 2010-2011 and 2013-2014, Central High School's standardized scores decreased the gap with the state average in Mathematics II and U.S. History, but scores decreased in Biology and American Literature mirrored the state average.



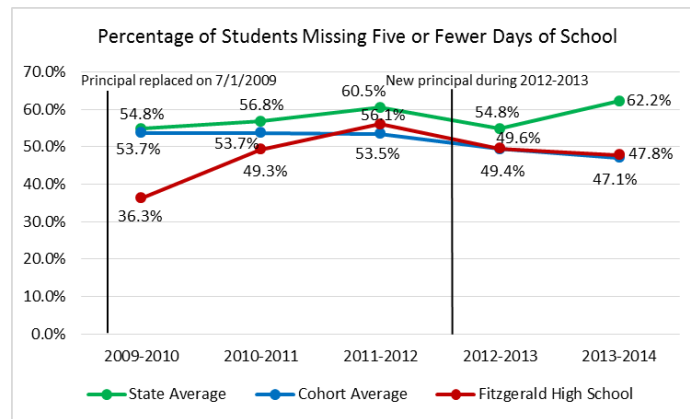


Fitzgerald High School, 2011-2012 LAS

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 the 2012-2013 school year. Overall, the school made notable improvement, especially in standardized test scores, graduation rate, and student in-grade retention rate. The school performed much better in almost all aspects than its cohort since implementation. However, all worsened during the 2013-2014 school year.

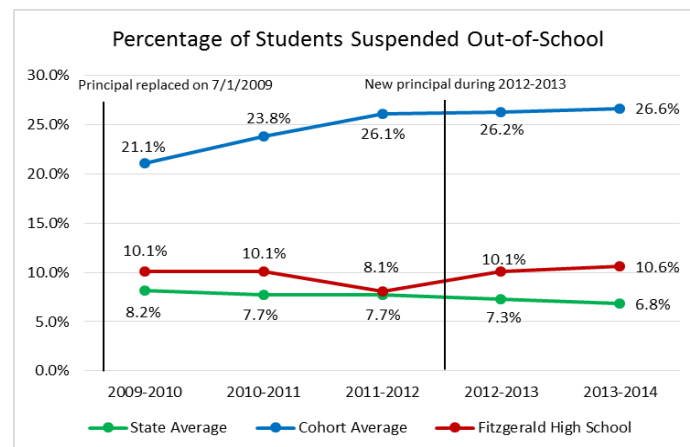
1. Student Attendance

Student attendance improved after one year of implementation, but in the following two years, it worsened.



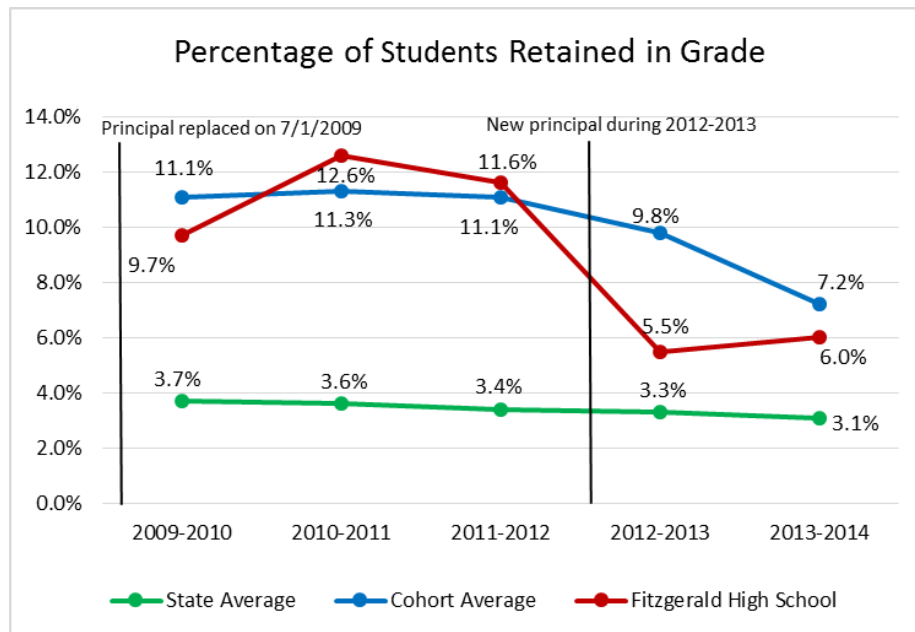
2. Student Suspension Rate

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.



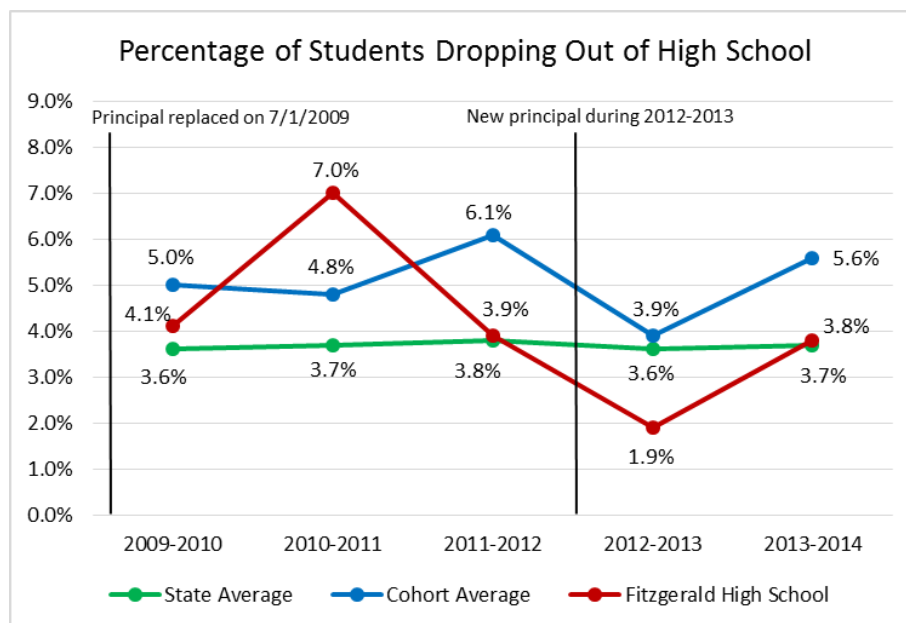
3. Student In-Grade Retention Rate

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). The rate increased slightly in 2013-2014.



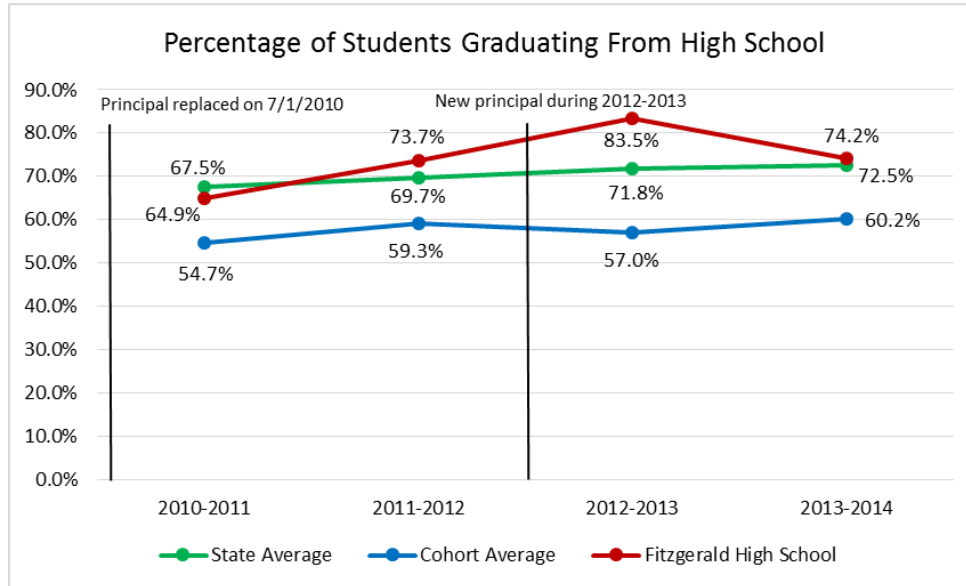
4. Student Dropout Rate

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. However, it increased by nearly 2 percentage points in 2013-2014.



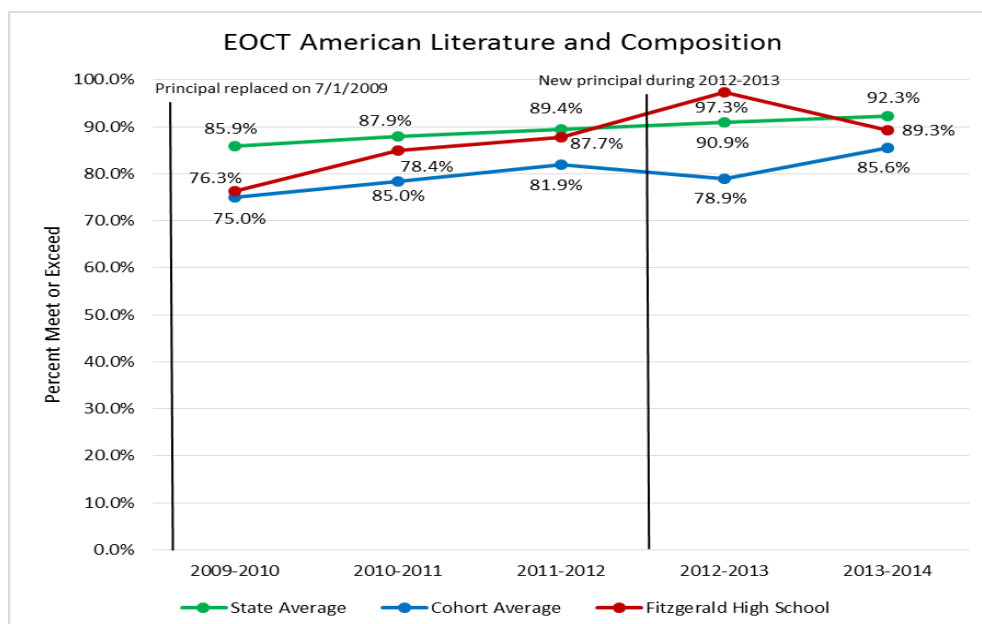
5. Graduation Rate

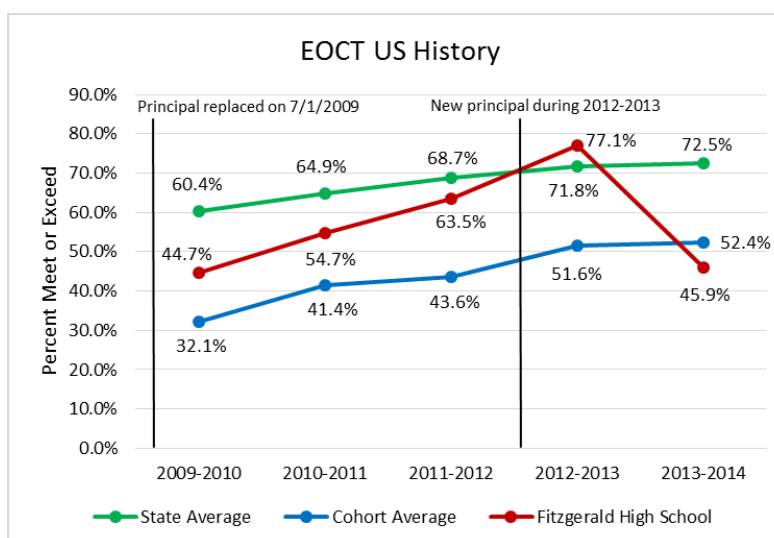
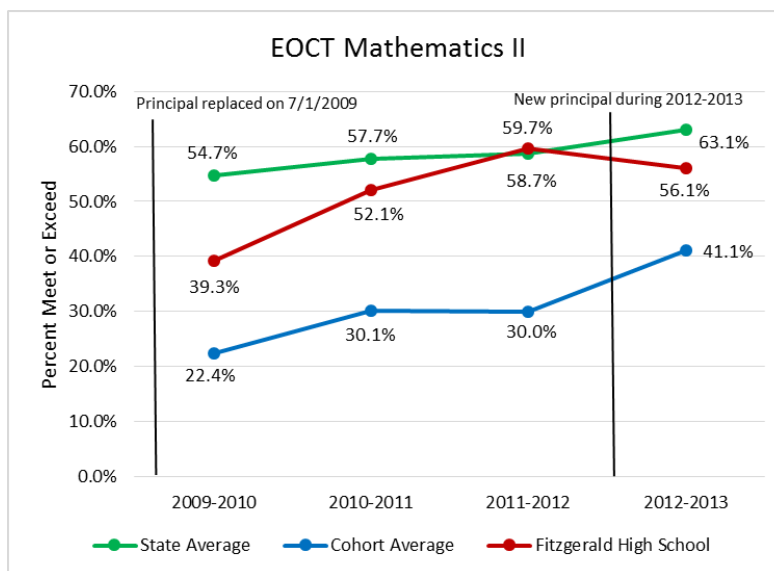
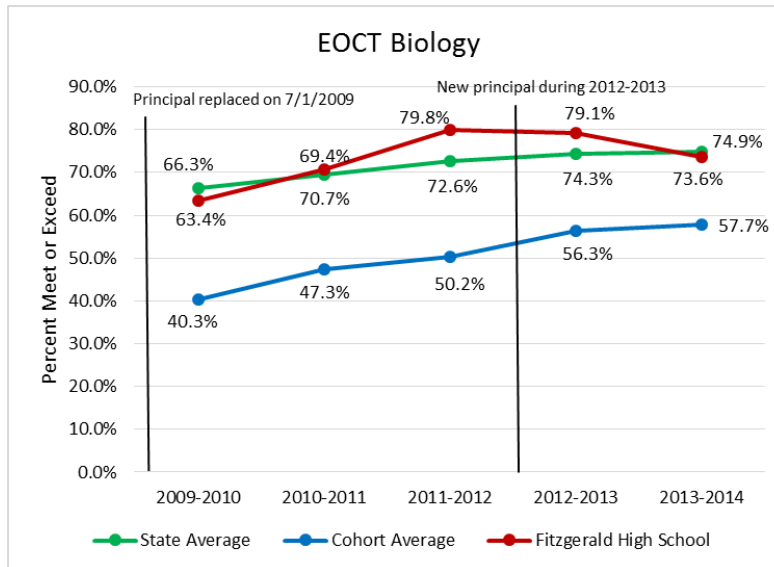
Fitzgerald High School made significant improvement in graduation rate, from 64.9% to 83.5% between 2010-2011 and 2012-2013, surpassing the state average by 12 percentage points. However, the rate dropped in 2013-2014 and was only about 2 percentage points above the state average.



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 all of the four subjects compared below at some points during the implementation and performed well above its cohort in all subjects. However, all subjects regressed during 2013-2014, most notably with U.S. History decreasing by roughly 30 percentage points.



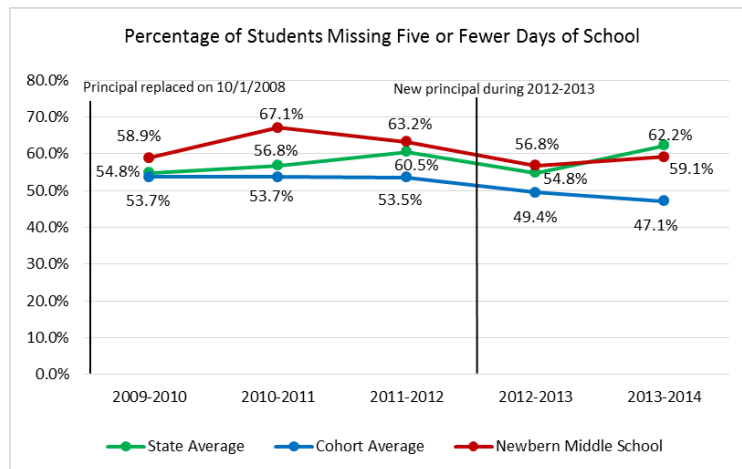


Newbern Middle School, 2011-12 LAS

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 made no improvement in attendance rate, and the suspension rate increased significantly since implementation. The in-grade retention rate only improved during the third year of implementation. The standardized test scores for 3 out of 5 subjects slightly improved during implementation.

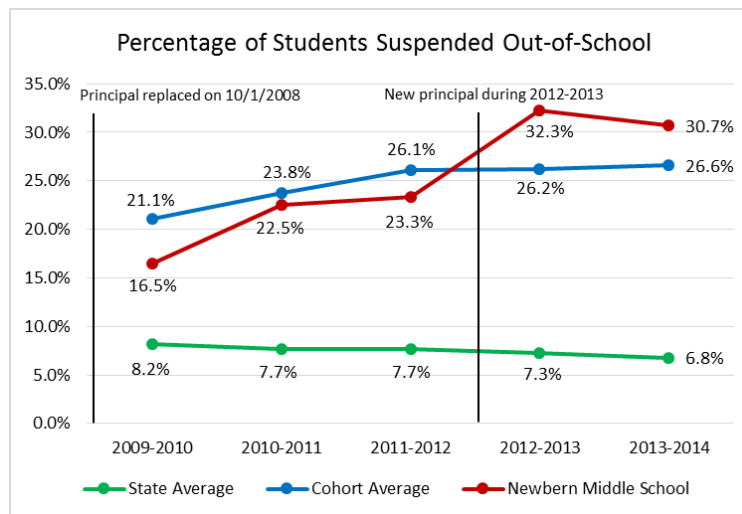
1. Student Attendance

Newbern Middle's attendance remained steady while the states attendance improved, resulting in it being below the state average in 2013-2014.



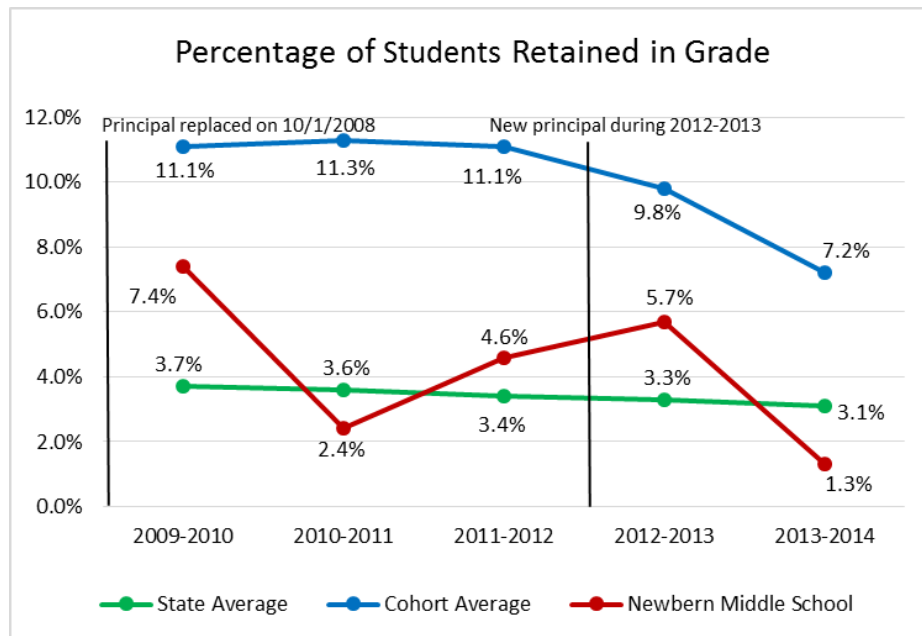
2. Student Suspension Rate

The suspension rate increased each year from 2009-2010 to 2012-2013 but flattened in 2013-2014.



3. Student In-Grade Retention

The school's in-grade student retention rate increased for the first two years of implementation. It dropped significantly during the third year of implementation, surpassing the state average again as it was prior to implementation (2010-2011).



4. Standardized Test Scores

Newbern Middle School made slight improvement in Reading, Science, and Social Studies as compared with the year before implementation (2010-2011). The school made no improvement in English Language Arts or Mathematics during implementation.

