

Accountability Report

Issued 2014–15

Lanier High School

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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 from the 2013–14 school year, 2012–13 state reporting, and consolidated information on the school's effectiveness, based on multiple measures and student characteristics. Based on the data you will find in this report, school administrators,

teachers, and parent advisory groups developed this year's Local School Plans for Improvement which outline our improvement goals and guide the work we will do throughout the 2014–15 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. The Lanier 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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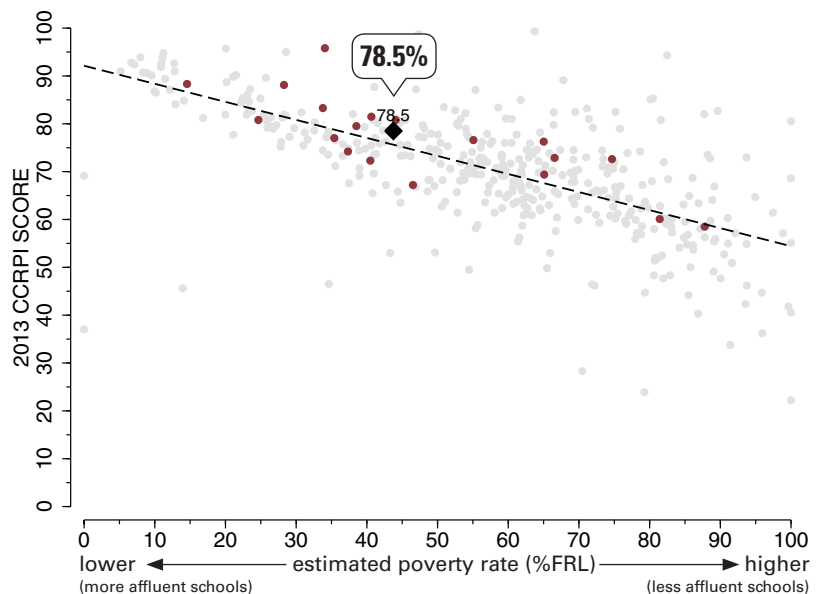
2013–14 Highlights



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

A number of factors, including family income, can have an impact on a student's readiness for school success. With that in mind, taking into account and adjusting for a school's level of poverty helps level the field to better reflect the impact of what happens in the classroom— what we call *the school effect*. The school effect 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. One way to measure effectiveness in educating *all* students is to review a school's score on the state College and Career Ready Performance Index (CCRPI), adjusting for the level of economic diversity at the school. (*Learn more about CCRPI on page 3.*)

This graphic representation plots CCRPI scores for all high schools in the state (gray dots) against a percentile rank for the free-and-reduced-lunch population (FRL Percentile), a measure of poverty. The plotted points form a trend line representing the score one would expect a school to achieve based on its level of student poverty. The graph shows how Lanier (represented by a large black dot) 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.



2013–14 Senior Report

	Students Completing HS†	Number of Seniors Planning to Attend College or Postsecondary School*	Number of Honor Graduates	Number of Seniors Taking Advanced Placement (AP) Courses	Number of AP Courses Taken by Seniors	Seniors with Dual Enrollment
Lanier High	346	307	61	164	289	11
GCPS	10,367	9,088	2,523	5,033	12,010	426

†Reflects system-reported data as of August 2014

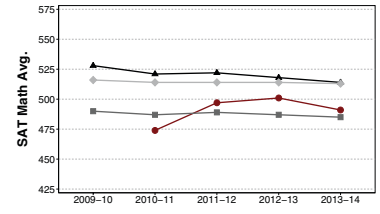
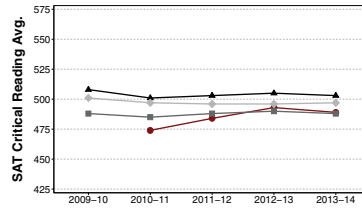
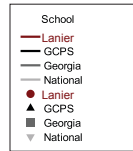
*Student information self-reported as of April 2014

2013–14 Results: College-Admissions Tests

The SAT and ACT are college-admissions exams. They both assess college-readiness in language arts/reading and mathematics, with a science section on the ACT. The SAT assesses writing with a required essay, while the essay is optional on the ACT. These graphs compare Lanier average scores to the Gwinnett, state, and national averages in reading and mathematics for both exams.

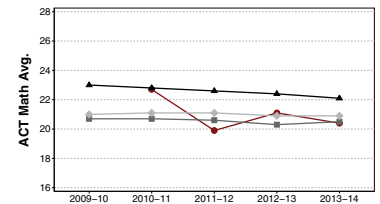
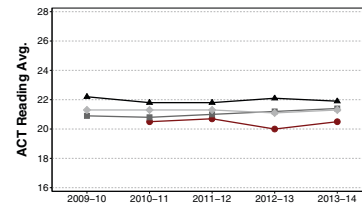
2013–14 SAT Averages

	Critical Reading	Math	Writing	Total
Lanier	489	491	469	1449
GCPS	503	514	488	1505
Georgia	488	485	472	1445
National	497	513	487	1497



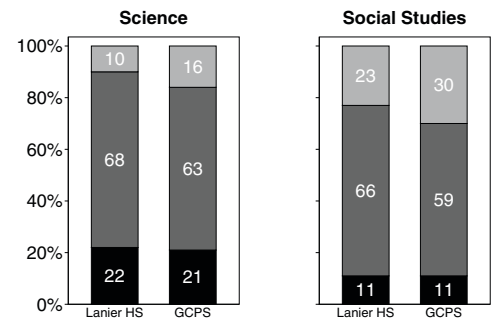
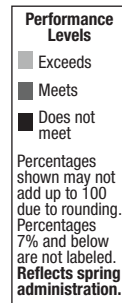
2013–14 ACT Averages

	English	Math	Reading	Science	Total	Writing
Lanier	20	20	21	20	20	21
GCPS	21	22	22	22	22	22
Georgia	20	21	21	21	21	21
National	20	21	21	21	21	21



2013–14 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 9th and 10th grade science and 10th grade social studies AKS. Students write two essays—one on a science topic and one on a social studies topic, using both their own knowledge and document-based information. GCPS students regularly write essays and compositions to prompts, which is good practice for the Gateway assessment. Students also take assessments in class that mirror the Gateway format. This experience helps students develop proficiency in content knowledge and writing skills required for college, career, and citizenship. GCPS offers additional resources, tutorials, and practice opportunities through the school system website. While most students are successful on this writing assessment on their first try, those who are not have additional opportunities to take and pass the test before graduation.



2013–14 Graduation Rate Information

The Cohort Graduation Rate is a four-year rate that defines a cohort when the student first becomes a freshman. The rate is calculated using the number of students from that cohort who graduate within four years with a regular education diploma. GCPS schools continue to make gains in the graduation rate. Students who do not complete high school in the traditional four years are not considered on-time graduates for the purpose of graduation rates, but they are not considered dropouts either. According to the Governor's Office of Student Achievement, GCPS had a dropout rate of 2.6% for 2014 (down from 3.3% in 2012), an indication that the vast majority of Gwinnett students graduate from high school, but it takes some students longer than the traditional four years. Data shows that large numbers of students moving in during high school and already behind can have a negative impact on a school's graduation rate, just as having students move out of state or out of the country 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 additional opportunities to get and stay on pace for on-time graduation. Ultimately, we are 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 (2012 to 2014)

	2012	2013	2014
Lanier	62%	74%	82%
GCPS	71%	73%	75%
Georgia	70%	72%	73%

2013–14 Results: Advanced Placement (AP) Exams

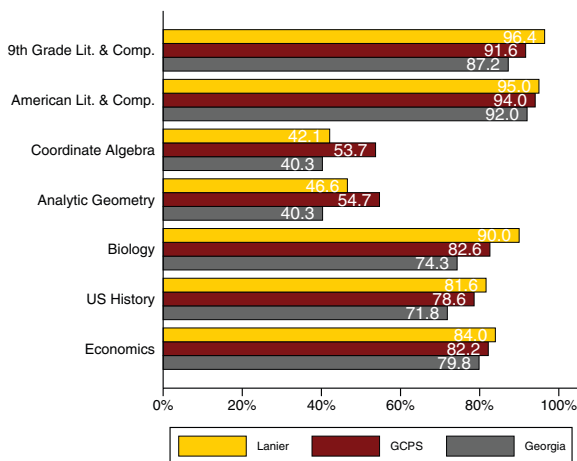
Advanced Placement (AP) courses are challenging, college-level classes taught by specially trained high school teachers. Students have the option of taking an AP exam at the end of the school year. Many colleges award credit for passing the exams or allow a student to exempt certain college courses. Students exposed to the demanding AP curriculum are well prepared for the rigors of college coursework. The table below shows the percentage of classes taken at Lanier High that were designated as AP classes, compared to the county average. The chart also shows the percentage of optional, course-specific AP exams taken, as well as the percentage of AP exams scored 3 or better on a

5-point scale. In 2013–14, 34.5% of Lanier students took one or more AP courses, compared to 31.9% of all GCPS high school students.

AP Percentages	2011–12		2012–13		2013–14	
	Lanier	GCPS	Lanier	GCPS	Lanier	GCPS
% of Total Classes Taken	8.3	8.4	7.8	9.6	9.8	9.1
% Exams Taken	73.6	77.6	78.9	77.3	73.3	74.4
% Exams Scored 3+	45.6	61.9	51.8	59.9	52.3	60.4

2013–14 Results: End of Course Tests (EOCT)

In 2013–14, Georgia high school students were required to participate in state-mandated End of Course Tests (EOCT) to earn credit for eight designated high school courses. (The new Georgia Milestones Assessment System—which includes End of Course assessments for high school students— will be implemented in 2014–15.) EOCTs was designed to hold students statewide to the same learning standards. The chart to the right reflects the percentage of test-takers who met or exceeded state standards on the EOCT for seven designated courses—for the school, the county, and the state. (The majority of high school students are not enrolled in the eighth course, Physical Science.) While students were not required to pass the EOCT to pass the course, the EOCT counted 20% of the semester grade, so a failing score on an EOCT had a significant impact on a student’s final grade.



State Reporting: 2012–13 Georgia’s College and Career Ready Performance Index (CCRPI)

College and Career Ready Performance Index (CCRPI) is Georgia’s statewide accountability system. In 2012, federal education officials approved Georgia’s newly developed CCRPI to replace the Adequate Yearly Progress (AYP) measure under the federal No Child Left Behind (NCLB) Act. (The formal name for federal education reform is the Elementary and Secondary Education Act or ESEA.) In April of 2014, the Georgia Department of Education (GaDOE) released CCRPI data for the 2012–13 school year, and recalculated CCRPI scores for the 2011–12 school year so that the two years could be accurately compared. The CCRPI assesses how well students are prepared for college and careers and ensures that schools are focused on improving achievement among all students. (CCRPI data for 2013–14 was unavailable from the GaDOE at presstime. Once available, CCRPI data for 2013–14 can be found at <http://ccrpi.gadoe.org/>.) The index measures progress on accountability indicators such as content mastery, student attendance, and preparation for the next school level. Schools earn CCRPI points based on indicators that vary by grade and school level and align with measures of college- and career-readiness. Schools may earn up to a set number of points in three main categories, for a total of 100 possible points, with an additional 10 possible challenge points. At the high school level, schools earn achievement points based on factors such as the percentages of students meeting or exceeding standards on EOCTs and on the Georgia High School Writing Test; the percentages of students scoring at high levels on the ACT, the SAT, and AP exams; the percentage of graduates completing Pathways and those earning advanced certifications and credentials; the percentage of graduates earning high school credit for accelerated work; and the percentage exceeding EOCT standards. Progress points are tied to academic progress students make from year to year, while achievement gap points are awarded for closing gaps between student subgroups. Challenge points reflect a school’s participation and achievement for students with economic disadvantages, English learners, and students with disabilities. Schools may “exceed the bar” for percentages of graduates earning credits in physics, those with three or more credits in a world language, and graduates who participate in work-based learning or complete a career-related Capstone Project. Schools in which teachers use data for planning individualized instruction and those with STEM certification may earn extra points as well. Innovative practices with demonstrated achievement gains and interventions that result in a positive school climate also may earn challenge points. At the new Georgia Milestones Assessment System replaces the EOCT as the measure of achievement, the accountability measures for CCRPI will be changed to reflect the new assessment system.

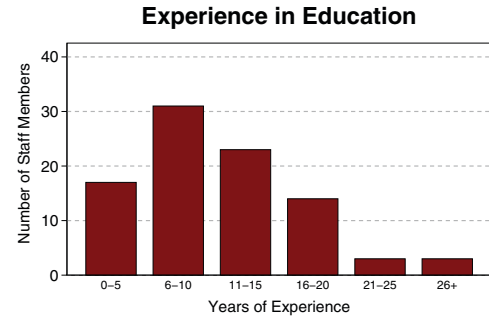
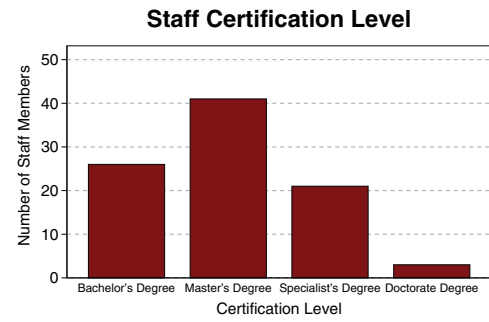
Lanier CCRPI Total Score	78.5
Achievement Points	46.1
Progress Points	15.7
Achievement Gap Points	12.5
Challenge Points	
ED/EL/SWD Performance -- 4.2	4.2
Exceeding the Bar -- 0.0	
Financial Efficiency Rating and School Climate Rating were not measured for 12–13.	

Lanier High School

Other 2013–14 Highlights...

- The LHS graduation rate increased to 82%.
- LHS recognized 500 students for their academic achievements. Our seniors donated 19,000+ community service hours. Lanier honored 41 students as AP Scholars and one student as a National AP Scholar.
- Our the fourth year in a row, our school’s head custodian and the custodial staff were recognized for exemplary performance in county-level awards.
- The Lanier Cluster Foundation raised more than \$50,000, awarding \$48,000 in grants to schools in the Lanier Cluster.
- Lanier seniors were offered \$687,200 in athletic scholarships and \$1,580,050 in academic scholarships.
- Our Robotics Team placed 1st in the State Robotics competition.
- Lanier’s Center for Design and Technology (CDAT) program earned STEM Certification from the Georgia Department of Education, the first traditional public high school (non-magnet, non-charter) program to earn this distinction.
- LHS had its first-ever student accepted to the Governor’s Honor Program (GHP) in Social Studies. GHP is a prestigious, residential summer program for academically and artistically talented Georgia students funded by the state.
- LHS was the winner of the “Clean your Closets” category in the 15th Annual Great American Cleanup–Gwinnett County Challenge.
- LHS was awarded the Gold Level Troupe status through the Georgia Thesian Recognition Program.
- Our student actors took 2nd place at Region 8AAAA One-Act Play competition, and received awards for Best Set and Best Actor.
- On the state’s CCRPI (College and Career Ready Performance Index), LHS was ranked 9 out of 23 Gwinnett high schools.
- The Georgia Department of Education acknowledged Lanier as a 2014 Advanced Placement (AP) Honor School in three categories— AP Access and Support, AP STEM, and AP STEM Achievement.
- Two members of the LHS DECA marketing club earned recognition in state competition, qualifying to compete in the DECA International Career and Development Conference.
- In athletics, Lanier teams experienced success in competition and earned recognition for sportsmanship:
 - Region Champions: Girls Tennis, Girls Soccer, Girls and Boys Track
 - State Qualifiers: Girls and Boys Tennis, Girls and Boys Soccer, Girls and Boys Track, Girls and Boys Cross Country, Girls and Boys Swimming, Football, Baseball, and Wrestling
 - GHSA 2014 Cooperative Spirit Sportsmanship Award

2013–14 Staff Data



Student Data (2011–12 to 2013–14)

	School Year		
	11–12	12–13	13–14
Enrollment	1162	1449	1615
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	8%	8%	6%
+Black/African American*	21%	20%	19%
+Hispanic or Latino, <i>any race</i>	27%	25%	24%
+Multiracial, <i>two or more races</i> *	4%	4%	3%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	41%	43%	47%
Special Education	13%	12%	11%
ESOL	5%	4%	3%
Free/Reduced Lunch	45%	44%	40%
Average Attendance	96%	96%	96%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2013–14 RBES Perception Survey...

- 88.2% of students agreed or strongly agreed that they felt safe at Lanier High.
- 97.6% 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.

Lanier High School

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