

# NEWS RELEASE

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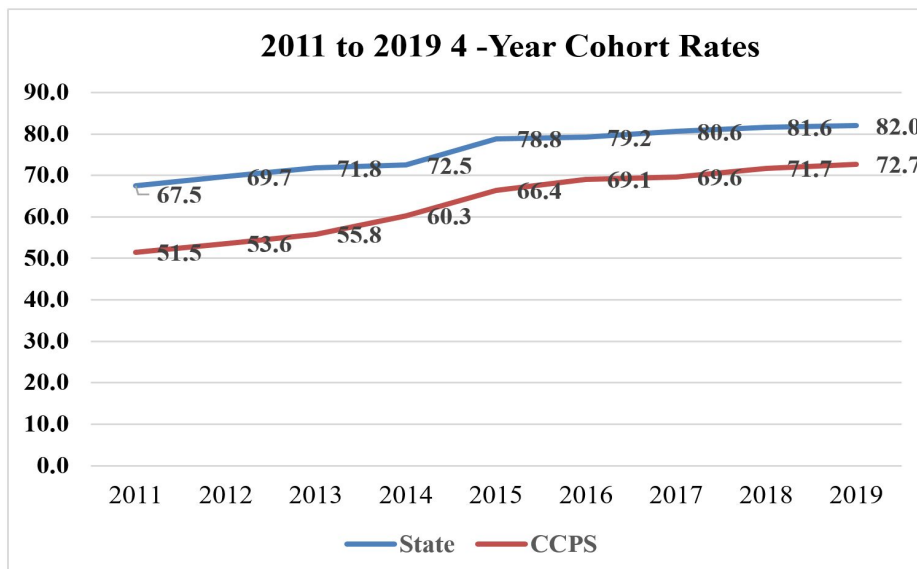
## CCPS High Schools Improve the 2019 Four-Year Cohort Graduation Rate

**JONESBORO** - Based on information released today by the Georgia Department of Education (GaDOE), Clayton County High Schools (CCPS) continued an eight-year improvement trend in the number of seniors graduating on time.

The state’s report of four-year cohort graduation rates for the Class of 2019 shows that CCPS has a district-wide rate of 72.7 percent, an increase of one percentage point over the rate reported for the class of 2018 (71.7 percent). Every high school, including the Perry Career Academy, is reporting an increase over the rate reported for 2018. The only exceptions are Elite Scholars Academy and Stilwell School of the Arts who matched their 100 percent rate from the year before.

Since 2011, when monitoring of the four-year cohort graduation rates began, the district’s graduation rate has improved every year. Over this time frame, the district’s four-year cohort graduation rate has improved by 21.2 percentage points. For the second consecutive year, the district-wide graduation rate has topped 70 percent. It is also the second time that all 11 regular or non-alternative high schools are reporting graduation rates in excess of 70 percent with 7 out of 11 reflecting a graduation rate over 80%. For the second year in a row, CCPS has gained ground on the statewide graduation rate. The 2019 four-year cohort for state has been reported at 82.0 percent which is 9.3 percent above the district-wide figure. In 2018, the difference was 9.9 percent. (Table 1)

Table 1. 2011-2019 District-State Comparison



“We are excited to report this continued improvement in the four-year cohort graduation rate,” said Dr. Morcease J. Beasley, CCPS Superintendent/CEO of Schools. “We are proud of the members from the Class of 2019, their teachers, school administrators, and all the support personnel who have demonstrated their commitment to high performance as evidenced with these improved graduation rates.”

“We believe our continued improvement is based on increasing rigor in the classroom, strengthening our advisement and support strategies for monitoring students’ performance toward meeting graduation requirements, and encouraging students to step outside the box and participate in Advanced Placement courses, dual enrollment, and career pathway opportunities,” Dr. Beasley added.

All Clayton County High Schools that could improve showed an improvement in 2018-2019 graduation rates: North Clayton led all district high schools with a rate of 77.2 percent as compared to 71.4 in 2018, a gain of 5.8 percentage points. Other schools reporting gains were Charles Drew High (70.3 in 2018 to 73.7 in 2019, +3.4 percentage points); Mundy’s Mill High (81.5 to 84.4, +2.9); Lovejoy High (83.2 to 86.0, +2.7); Mount Zion High (83.2 to 85.9, +2.7); Riverdale High (80.7 to 83.3, +2.7); Jonesboro High (76.9 to 78.7, +1.8); Forest Park High (70.2 to 72.0, +1.8); and Morrow High (80.6 to 80.8, +.2). Elite Schools Academy reported a 100 percent four-year cohort graduation rate for the sixth consecutive year, while Stilwell School of the Arts reported a 100 percent graduation rate for the second year in a row. (Table 2)

Table 2. 2011-2019 State Graduation Rates

	2011 to 2019 4 -Year Cohort Rates									Change 18 to 19
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
<b>State</b>	67.5	69.7	71.8	72.5	78.8	79.2	80.6	81.6	82.0	0.4
<b>System</b>	51.5	53.6	55.8	60.3	66.4	69.1	69.6	71.7	72.7	1.0
<b>Charles R. Drew High School</b>	N/A	54.3	50.6	63.0	56.8	59.8	62.2	70.3	73.7	3.4
<b>Elite Scholars Academy</b>	N/A	N/A	N/A	100.0	100.0	100.0	100.0	100.0	100.0	0.0
<b>Forest Park High School</b>	42.5	48.7	51.8	47.9	59.4	66.5	63.2	70.2	72.0	1.7
<b>Jonesboro High School</b>	58.5	54.0	64.6	65.2	75.8	74.8	76.8	76.9	78.7	1.8
<b>Lovejoy High School</b>	61.1	72.7	67.1	66.9	73.5	70.8	68.6	83.2	86.0	2.7
<b>Morrow High School</b>	51.3	61.7	59.0	60.6	67.3	72.5	73.6	80.6	80.8	0.3
<b>Mount Zion High School</b>	56.6	51.3	59.0	66.6	66.1	57.8	71.6	83.2	85.9	2.7
<b>Mundy’s Mill High School</b>	57.9	56.4	58.1	72.3	72.9	78.1	71.9	81.5	84.4	2.9
<b>North Clayton High School</b>	48.8	50.3	49.6	48.5	52.8	68.2	64.3	71.4	77.2	5.8
<b>Riverdale High School</b>	53.6	43.1	48.0	66.7	77.5	74.2	79.9	80.7	83.3	2.7
<b>Stilwell Performing Arts</b>	N/A	N/A	N/A	N/A	100.0	100.0	99.0	100.0	100.0	0.0
<b>Perry Center Academy</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34.2	35.06	0.86

“And in its second year of operating as an alternative, non-traditional high school and not a program, the Perry Career Academy reported a 2019 graduation rate of 35.06 which represents an increase of 0.86 points over its rate for the Class of 2018,” Dr. Beasley said. “The Perry Center continues to be an important alternative solution to retain students in school who may be dealing with non-traditional personal situations that prevent them from graduating on time. We want these students encouraged to remain in school through their varied situations with additional support provided towards eventually graduating and earning their high school diploma and seeking post-secondary options,” he offered.

“These students, who are in their own way remarkable and resilient, and their families will be better off with them earning a high school diploma on time or later than expected or desired,” he added. “We continue to offer them our full support and encouragement.”

### **Improved Subgroup performance**

For the second time in reporting four-year cohort graduation rates, the Georgia Department of Education (GADOE), made available information regarding student subgroup performance as it relates to that rate. The information shows that the district reporting a 72.7 percent four-year graduation rate, met its improvement target. The improvement target is set through the state’s College and Career Ready Performance Index (CCRPI) in compliance with the federal Every Student Succeeds Act (ESSA).

The report also shows that CCPS students, as reported in the subgroups, improved their overall performance.

Of the nine student subgroups that make up this report, eight had a sufficient number of students for an improvement target to be established. Of those eight, six subgroups met their improvement targets. They were: Pacific Asians, Hispanic, Caucasian, Economically Disadvantaged, English Learners and Students with Disabilities. The African-American subgroup demonstrated progress but did not meet its improvement target missing the target by less than a quarter of a percentage point (.21 percent).

“This information shows that while we are making strides in improving student academic achievement, we must continue to refine our strategies towards reaching all of our students as we prepare them for the world they will face beyond high school,” Dr. Beasley said.

“While we are encouraged by these outcomes, we realize that we must continue to provide support and wrap-around services to all high school students with our goal of graduating them on time, and being college and career ready,” he added. “The combination of strategies listed below have been and will continue to be crucial to the success of our high school students as we create a college-going culture wherein students are prepared for post-secondary options:

- Addressing skills deficits in reading and mathematics that contribute to student academic issues that affect student motivation. Students are receiving additional reading/literacy instruction and required to use e-tools towards improving reading and math performance.
- Advancing Learning for all students with all 6th graders taking accelerated math and all 9th graders taking Advanced Placement and/or Dual Enrollment options.
- Monitoring/Management of 9<sup>th</sup> Graders to ensure successful completion of all credits.
- Ensuring timely Credit Recovery with plans to develop 2<sup>nd</sup>-semester mini-sessions for credit recovery.
- Offering 9<sup>th</sup> Grade Transition Activities.
- Supporting schools with Cohort Data Accuracy and Clean-up.
- Enrolling all students in a Career, Technical and Agricultural Education (CTAE) Pathway; 95 percent of students enrolled in a CTAE Pathway graduate; Required of all 9th graders beginning fall 2019.
- Providing Wrap-Around support for students identified as in need of such support (e.g., Communities In Schools, etc.).
- Embedding Academics with students possibly obtaining dual credit for both a Career Tech and Academic Course if the course standards are articulated, aligned and taught.
- Utilizing Early Warning Indicators using a Data Dashboard for district and school leadership to be more proactive versus reactive when addressing students at-risk or in need of support.

- Supporting High School Principals leading faculty conversations and efforts to reverse high failure rates of select courses while increasing content mastery.
- Connecting every student to a caring adult through positive relationships.
- Identifying and addressing attendance issues in a timely manner.
- Mitigating the impact of the district’s high mobility rate (31%) on academic and graduation outcomes by working with governments and the courts.
- Using Alternative School to assist with students who are 16 or older and enrolled in the 9<sup>th</sup> grade or continue to experience a lack of success in traditional or regular environments.

“I express my profound gratitude to all of our high school teachers, our support personnel and our school and district leaders for their continued efforts to cultivate, advance and deepen a culture of high performance on the campuses of all high schools,” Dr. Beasley concluded. “Through these dedicated employees, working in concert with our committed students and their families, we will continue to experience success in our mission to empower students to achieve academic and personal goals.”

**Adjusted four-year cohort and five-year cohort graduation rate**

“Traditionally, the district has annually reported the four-year cohort graduation rate, a process we have continued with this report,” said Dr. Beasley. “It should be noted that the state department uses an adjusted four-year cohort and five-year cohort figure when reporting the graduation rate for school districts and individual high schools as part of the statistical data on GaDOE report cards.”

“In an effort to be completely transparent with our stakeholders, we provide the adjusted four-year cohort and five-year cohort graduation rate for the state, our district and our schools for 2018-2019,” Dr. Beasley concluded. (Tables 3 & 4)

Table 3. 2019 Adjusted Four-Year Cohort and Five-Year Cohort Graduation Rate - Descending order

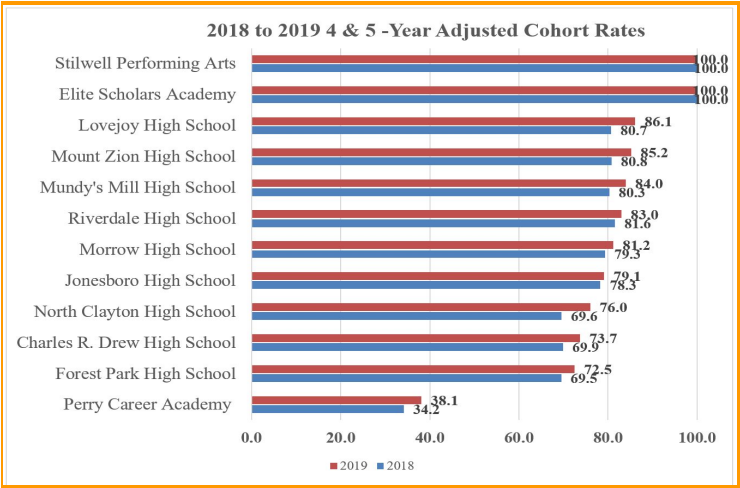


Table 4. 2019 Adjusted Four-Year Cohort and Five-Year Cohort Graduation Rate

	2018 to 2019 4 & 5 -Year Cohort Rates		Change
	2018	2019	18 to 19
<b>State</b>	81.6	82.0	0.4
<b>System</b>	72.3	73.4	1.1
Charles R. Drew High School	69.9	73.7	3.8
Elite Scholars Academy	100.0	100.0	0.0
Forest Park High School	69.5	72.5	3.0
Jonesboro High School	78.3	79.1	0.8
Lovejoy High School	80.7	86.1	5.4
Morrow High School	79.3	81.2	1.9
Mount Zion High School	80.8	85.2	4.4
Mundy's Mill High School	80.3	84.0	3.7
North Clayton High School	69.6	76.0	6.4
Riverdale High School	81.6	83.0	1.4
Stilwell Performing Arts	100.0	100.0	0.0

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