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CLAYTON COUNTY PUBLIC SCHOOLS

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Preliminary End of Grade & End of Course GMAS Data Updates

JONESBORO- Clayton County Public Schools (CCPS) has received its *Preliminary* End of Grade (EOG) and End of Course (EOC) Georgia Milestones Assessments (GMAS) Data for the 2017-18 School Year. Spanning from grades 3 through high school, the Georgia Milestones Assessment System (GMAS) or Georgia Milestones measures how well students have mastered the knowledge and skills outlined in the Georgia Standards of Excellence in the areas of English/Language Arts, Mathematics, Science, and Social Studies. We are extremely pleased to announce that based on preliminary results for 2017-2018, six out of eight EOC content area results showed improvement in the percentage of students who scored in the Proficient and Distinguished achievement levels from the 2016-2017 school year (Table 1). The greatest gains occurred in 9th Grade Literature and Composition (+2.35), Geometry (+2.23), and Physical Science (+1.70).

As it relates to the EOG content areas, in the area of English/Language Arts, students showed growth in proficiency rates in Grades 3, 4, and 5. In Mathematics, students showed growth in proficiency rates in Grades 3, 4, and 7. For Science and Social Studies, which are only assessed in Grades 5 and 8 for the EOG, Grades 5 and 8 showed growth in Social Studies, and Grade 8 gained by one percentage point in proficiency in Science in comparison to the prior school year. In comparison to the State and Metropolitan Regional Educational Service Agency (MRESA) EOG results, the District had **higher gains** in the following areas: Grade 4 English/Language Arts, Grades 4 and 7 Mathematics, and Grade 5 Social Studies. Tables 2 and 3 illustrate a comparison of student performance on the EOG Georgia Milestones Assessments from 2016-2017 to 2017-2018 for each content area for the District, State, and MRESA.

"We are tremendously appreciative of our instructional leadership team, principals and teachers for the hard work in ensuring that our students were prepared to demonstrate growth in their academic performance," stated Superintendent of Schools, Dr. Morcease J. Beasley. "Although there's much more work to do, we are equally proud of our students that displayed, according to the data, their dedication to academic excellence and our commitment to high performance," he continued.

The Superintendent/CEO of Schools is utilizing this year's data as an opportunity to inform and engage the community and to pose a critical question for all stakeholders to ponder as we continue to work collaboratively to address the challenges and root causes to eliminate gaps in student achievement. "We have identified the concerns, and now we must ask ourselves what are we doing to eliminate barriers or any disparities between

what is happening in the classroom and what is happening on a variety of assessments,” said Dr. Beasley. “In addition, we must ensure that what is happening at home and in our communities provides a continuance of support in learning beyond the classroom,” he added.

District leaders are placing a laser-like focus on addressing instructional deficits as a school system and encouraging the community to parallel those efforts by preparing students at home as an additional measure to solidify the culture of extended learning and prevent them from falling behind.

“It is critical that we have help and collaboration within the community to reinforce efforts in making sure students are spending a portion of after school time on Monday through Thursday studying, doing homework when assigned, reading books, writing in journals, practicing math problems and growing their vocabulary by learning and using new words,” said Dr. Beasley. “Parents/guardians must also convey high expectations and expect their children to participate in challenging course offerings such as Honors Courses, Advanced Placement, and Dual Enrollment,” he continued. “Essentially, every day, students should be expected and required to READ something, WRITE something, and SOLVE something. These are skills for school and life beyond K-12 school.”

The Superintendent and district leadership will continue to work with school principals, teachers and support staff groups to ensure instructional precision, appropriate interventions, acceleration, and ongoing monitoring of data and implementation of other strategies to support improvements relative to student achievement.

The Superintendent went on to note that based on this year’s cohort data, on average, about 25% of CCPS students are scoring at the Proficient Level or higher on state assessments. “It is imperative for us to work collectively to shift that percent to at least 80% scoring at the Proficient Level or higher. If these challenges are addressed that we have identified, we can change the trajectory of these results and ultimately positively impact the learning outcomes of this community,” Dr. Beasley indicated. “All vested partners in education must be informed about the data and encouraged to supply an extension of support that’s essential for continued growth.”

“It is essential that everyone understands that continued, sustained improvement must be our expectation, especially if we are to achieve our mission of creating a culture of high performance and to close the gap with MRESA and Statewide student EOC and EOG performance,” Dr. Beasley added. “Our work over time is to continue to implement and accelerate the strategies that ensure our students are high performers and passing GMAS exams at a rate that equals or exceeds the state level.”

Table 1. 2016 - 2017 and 2017 - 2018 EOC GMAS Comparison Results

	<u>Clayton County 2017 Final EOC Results</u>				<u>Clayton County 2018 <i>Preliminary</i> EOC Results</u>				Change 17 to 18
	BL	DL	PL	PL+	BL	DL	PL	PL+	
9th Lit.	25.30%	40.30%	31.20%	34.40%	26.05%	37.16%	32.69%	36.75%	+2.35
Am. Lit.	25.30%	40.10%	25.40%	28.90%	29.31%	41.39%	25.91%	28.16%	-0.76

Algebra 1	46.60%	36.30%	14.90%	17.10%	48.59%	35.18%	14.01%	16.23%	-0.87
Geometry	43.50%	36.60%	17.10%	19.90%	46.49%	31.38%	18.41%	22.13%	+2.23
Biology	45.40%	26.20%	24.70%	28.40%	46.00%	24.50%	24.80%	29.50%	+1.10
Physical Science	42.30%	32.00%	22.90%	25.60%	38.70%	33.90%	23.70%	27.30%	+1.70
US History	38.60%	32.40%	24.20%	29.00%	36.90%	33.30%	24.00%	29.70%	+0.70
Economics	32.10%	30.70%	30.00%	37.20%	26.70%	28.30%	30.30%	37.60%	+0.40

BL – Beginning Learners; DL – Developing Learners; PL – Proficient Learners; PL+ - Proficient and Distinguished Learners

Table 2. 2016 - 2017 and 2017 - 2018 EOG GMAS Comparison Results for English/Language Arts and Math

2018 Georgia Milestones Assessment System Performance by District, MRESA, and State

Source of Data: GaDOE Test Reports - Content Area Summary

PL - Proficient Learner % DSL - Distinguished Learner %

% Passed - % of Proficient Learners plus the % of Distinguished Learners

2016-2017 English Language Arts EOG GMAS Student Performance				2017-2018 English Language Arts EOG GMAS Student Performance			District	MRESA	Georgia
District		Metro-RESA	Georgia	District	Metro-RESA	Georgia	Change	Change	Change
	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	17 to 18 %PL+	17 to 18 %PL+	17 to 18 %PL+
Grade 3	21	40	36	22	41	37	↑ 1	↑ 1	↑ 1
Grade 4	27	46	42	29	46	41	↑ 2	→ 0	↓ -1
Grade 5	23	43	38	26	46	41	↑ 3	↑ 3	↑ 3
Grade 6	27	46	40	25	44	39	↓ -2	↓ -2	↓ -1
Grade 7	25	42	37	24	43	38	↓ -1	↑ 1	↑ 1
Grade 8	28	46	42	28	48	43	→ 0	↑ 2	↑ 1

2016-2017 Mathematics EOG GMAS Student Performance				2017-2018 Mathematics EOG GMAS Student Performance			District	MRESA	Georgia
District		Metro-RESA	Georgia	District	Metro-RESA	Georgia	Change	Change	Change
	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	17 to 18 %PL+	17 to 18 %PL+	17 to 18 %PL+
Grade 3	29	45	42	33	48	46	↑ 4	↑ 3	↑ 4
Grade 4	29	48	45	32	50	47	↑ 3	↑ 2	↑ 2
Grade 5	21	41	37	21	42	39	→ 0	↑ 1	↑ 2
Grade 6	21	44	38	20	43	38	↓ -1	↓ -1	→ 0
Grade 7	21	46	42	24	47	43	↑ 3	↑ 1	↑ 1
Grade 8	16	34	34	16	34	34	→ 0	→ 0	→ 0

Due to rounding, percentages may not total 100%.

Table 3. 2016 - 2017 and 2017 – 2018 EOG GMAS Comparison Results for Science and Social Studies

2018 Georgia Milestones Assessment System Performance by District, MRESA, and State										
Source of Data: GaDOE Test Reports - Content Area Summary										
PL - Proficient Learner % DLS - Distinguished Learner %										
% Passed - % of Proficient Learners plus the % of Distinguished Learners										
2016-2017 Science EOG GMAS Student Performance				2017-2018 Science EOG GMAS Student Performance				District	MRESA	Georgia
District		Metro-RESA	Georgia	District		Metro RESA	State	Change	Change	Change
%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	17 to 18 %PL+	17 to 18 %PL+	17to 18 %PL+
Grade 5	24	41	39	Grade 5	23	42	39	↓ -1	↑ 1	→ 0
Grade 8	12	26	29	Grade 8	13	29	30	↑ 1	↑ 3	↑ 1

2016 - 2017 Social Studies EOG GMAS Student Performance				2017-2018 Social Studies EOG GMAS Student Performance				District	MRESA	Georgia
District		Metro-RESA	Georgia	District		Metro RESA	State	Change	Change	Change
%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	%PL + %DSL	17 to 18 %PL+	17 to 18 %PL+	17to 18 %PL+
Grade 5	16	32	29	Grade 5	18	33	30	↑ 2	↑ 1	↑ 1
Grade 8	25	44	39	Grade 8	27	46	41	↑ 2	↑ 2	↑ 2

Due to rounding, percentages may not total 100%.

As the school district continues to wait for the finalized data regarding the End of Grade & End of Course Assessments, stakeholders are encouraged to visit the state’s website, <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx> for GMAS data.

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