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NEWS RELEASE

CLAYTON COUNTY PUBLIC SCHOOLS

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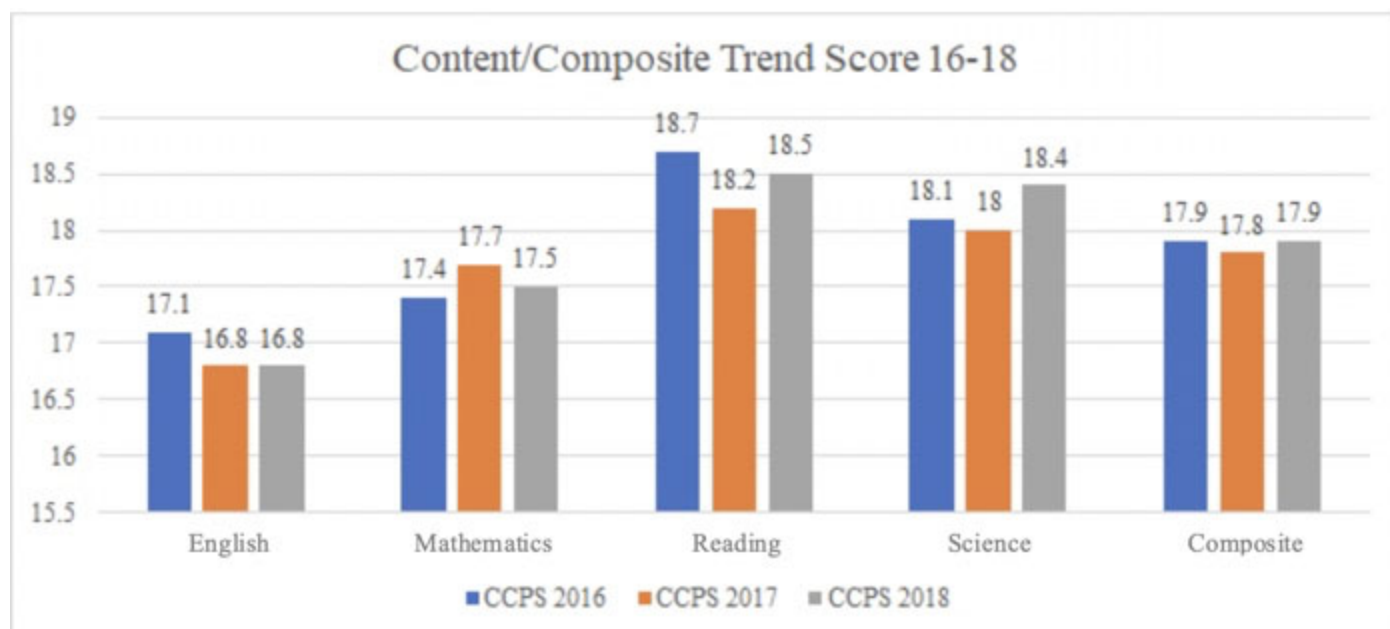
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CCPS 2018 ACT Data Results Show Growth

JONESBORO - Clayton County Public Schools (CCPS) students taking the ACT in 2018 improved the district's overall performance by 0.1 of a point according to data released Wednesday, October 17, by ACT, Inc. and the Georgia Department of Education (GaDOE). The report shows statewide performance remaining the same as in 2017. The district-wide breakdown showed that CCPS test-takers improved in the subject areas of Science (+0.4) and Reading (+0.3). Scores in English remained the same while Mathematics scores had a slight decline (-0.2). The results were based on tests taken by 1,131 participants in 2018.



At the school level, five of the district's high schools reported increases in their composite scores: Forest Park HS 17.6 to 18.2 (+.6); Martha E. Stilwell SOA 18.8 to 20.2 (+1.2); Morrow HS 17.7 to 18.2 (+.5); Mount Zion HS 16.5 to 17.7 (+1.2); and Mundy's Mill HS 17.2 to 17.5 (+.3).

The ACT, one of the leading college admissions tests in the nation, is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. ACT officials state that a student's performance on the ACT has a direct relationship to his or her educational achievement and readiness for college.

The ACT college readiness index is based on a series of benchmark scores for designated college courses: College English Composition, College Algebra, College Social Science, and College Biology.

Data results from 2018 show that CCPS students performed best in the areas of College English Composition and College Social Science. Overall, six percent of those CCPS students taking the 2018 ACT were reported as college ready based on the ACT index.

“While we are pleased to acknowledge the gains reported on the 2018 ACT data, we realize there is much work still to be done in preparing our students to meet the rigor of college and career after graduation,” said Dr. Morcease J. Beasley, CCPS Superintendent/CEO. “We can hand a diploma to a graduating senior, but that is not enough. We must ensure that each graduate has the skills and knowledge to be successful regardless of their post-secondary destination.”

“We must and will continue to provide support and wrap-around services to all high school students with our goal of graduating them on time, college and career ready,” Dr. Beasley added. “The strategies listed below have been and will continue to be a key element to the success of our high school students as we create a college-going culture wherein students are prepared to succeed in all post-secondary options:

- Strengthen alignment among national college and career standards, classroom instruction, and assessment practices.
- Ensure all students are receiving sufficient access to Core instruction.
- Implement the *Rigor and Relevance Framework* with an emphasis on the following high-impact practices: higher-order questioning, close reading of complex texts and evidence-based writing, and academic discussions grounded in the language of the standards.
- Conduct ongoing instructional focus walks to monitor the appropriate and consistent implementation of the Core curriculum and intervention and acceleration strategies and tools.
- Increase the percent of students enrolled in academically challenging programs and courses (e.g. Gifted/Honors, Advanced Placement, Dual Enrollment, etc.).
- Provide professional learning for school leaders, teacher-leaders, and teachers through ongoing professional learning communities and site-based coaching.
- Monitor various formative assessments and provide schools with the necessary support and resources.
- Maximize and expand our business and community partnerships to continue to provide our students with real-world learning experiences.
- Collaborate with families and communities to ensure what is happening beyond the school day provides a continuance of support in learning. Everyday Focus: READ something, WRITE something; SOLVE something.
- Continue to provide resources and opportunities for students to study and practice to sharpen their academic skills to increase the likelihood of earning higher scores on local, national, and international assessments. Some of these support resources include practice assessments and the exploration of complex, compelling texts via www.khanacademy.org and www.achieve3000.com.

“While these supports can accomplish a great deal, they can only do just so much in assisting our students,” Dr. Beasley said. “Our students must have the support and involvement of parents, guardians, relatives, friends, neighbors, everyone ... to not only graduate, but graduate with the ability and the knowledge to be exceptional. I challenge our village ... let us work together and raise Clayton’s children of all ages to the greatness that they deserve.”

About Clayton County Public Schools

Clayton County Public Schools (CCPS) is fully accredited by AdvancED – Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The district offers a focused

world-class program based on a challenging curriculum which is taught from pre-kindergarten through 12th grade. Serving over 55,000 students, Clayton County Public Schools is ranked among the 100 largest school districts in the U.S. and is the fifth largest school system in Georgia.

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