



GOAL ONE

Increase Academic
Achievement

GOAL TWO

Provide Safe Learning
Environment

GOAL THREE

Promote Engagement
and Communication

GOAL FOUR

Provide High Quality
Support Services

GOAL FIVE

Recruit Qualified and
Effective Staff

Board Retreat Presentation

Saturday, October 12, 2019

Department of Curriculum, Instruction, and Assessment
Division of School Leadership and Improvement

CCPS Strategic Goals and District Improvement Goals



Notes:

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Notes:

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My Key Takeaways

Topic	Next Step

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.



Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones.

We will implement evidentiary- and research-based instructional and intervention strategies grounded in Literacy, Numeracy, Critical Thinking, Technology, and STEM/STEAM.

We will engage multiple stakeholder groups in activities that support high performance and collaboration.

Clayton County Public Schools will increase the graduation rate.

We will implement, monitor, and support programs for school redesign and transformation.

We will implement, monitor, and support the district's framework for creating and implementing innovative school-based choice programs or schools such as magnet, theme, STEM/S.TEAM etc. that support the transformation of schools.

We will implement, monitor, and support research-based strategies and programs to improve students' early learning readiness.

Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.

We will implement, monitor, and support research-based strategies used to increase student attendance and engagement.

Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.

We will develop, implement, monitor, and support a systematic discipline improvement strategy.

"COMMITTED TO HIGH PERFORMANCE"
Growing Our Future

THE MISSION OF CLAYTON COUNTY PUBLIC SCHOOLS IS TO EMPOWER STUDENTS TO ACHIEVE ACADEMIC AND PERSONAL GOALS.

- To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international standards.
- To provide and maintain a safe and orderly learning environment.
- To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement.
- To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools.
- To recruit, develop, and retain highly qualified and effective staff.

Comprehensive District Improvement Goals



Goal 1 - Based on 2019 GMAS scores, Clayton County Public Schools will increase the percentage of students scoring at the proficient and/or distinguished levels on the Georgia Milestones Assessments by at least a 3% point increase in each of the grade/content levels.

Goal 2 - Based on the 2019 College and Career Ready Performance Index (CCRPI), Clayton County Public Schools will improve student achievement in Closing Gaps, Progress, and Content Mastery by a 3% point increase on the 2020 CCRPI report.

“COMMITTED TO HIGH PERFORMANCE”

Clayton County Public Schools



District Overview



Clayton County Public Schools (CCPS) is fully accredited by the AdvancED/SACS-CASI organization. CCPS is ranked among the 100 largest school districts in the U.S. and is the fifth largest school system in Georgia. Made up of 66 schools and centers with a population of more than 55,000 students, the school system is the county's second largest employer with nearly 6,800 employees. Established with a district-wide theme of *Committed to High Performance*, CCPS is providing boundless opportunities for its students to be prepared to live and succeed in a global economy through innovative, technology-based, STEM (Science, Technology, Engineering, and Mathematics) & STEAM (Science, Technology, Engineering, Arts and Mathematics) approach to education. Boasting a 2018 graduation rate of 71.7%, in which seven of 11 traditional high schools achieved a graduation rate of 80% or higher, Clayton County Public Schools is recognized as the Fine Arts Capitol South of Atlanta! CCPS offers a variety of learning options such as traditional schools, fine arts, magnet schools and programs, Career, Technical, and Agricultural Education (CTAE) Pathways, Gifted Education Programs, and the International Exchange Advantage Program. The school district also provides state-of-the-art facilities for community and district growth including the Clayton County Public Schools Performing Arts Center and the S. Truett Cathy Professional Learning Center. The school district is located just 17 miles from downtown Atlanta and houses over 70% of the world's busiest airport—Hartsfield-Jackson International Atlanta Airport.

CCPS By The Numbers

2018-2019 Student Demographic Composition

<u>African American</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Multiracial</u>	<u>Caucasian</u>	<u>Other</u>	<u>Total</u>
38,305	12,038	1,971	1,419	1,145	156	55,034
69.6%	21.8%	3.5%	2.5%	2.0%	<1.0	100%

Male: 50.5% | Female: 49.5%

22% of CCPS student are multilingual | 72+ Languages Spoken in District

Operations

<u>FY19 Budget</u>	<u>Maint. & Const.</u>	<u>Nutrition</u>	<u>Transportation</u>	<u>Athletics</u>
\$688.3 Million	7,493 Instr. Units 7,985,653 Sq. Ft.	Approx. 12,347,806 meals served per year 100% Free Meals	650+ Vehicles 449 Buses 367+ daily Routes 25,944 Students Transported Daily 88% On-time Arrival	13 High School Sports Offered 6 Middle School Sports Offered 5832 Student Athletes

Clayton County Public Schools Defines High Performance

High Performance means the implementation and sustaining of focused and intentional actions that create a healthy organizational culture that consistently results in measured outcomes that exceed prior, predicted, planned, expected or average outcomes and one that normalizes improved, gap-closing achievement outcomes for all students and groups from one measurement or period of time to the next.

Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

CCPS Schools

Elementary

Anderson, Arnold, Brown, Callaway, Church Street, East Clayton, Edmonds, Fountain, Harper, Hawthorne, Haynie, Huie, Jackson, Kemp, Kemp Primary, Kilpatrick, King, Pace, Lake City, Lake Ridge, Lee Street, Marshall, McGarrah, Morrow, Mt. Zion, Mt. Zion Primary, Northcutt, Oliver, Pointe South, Riverdale, River's Edge, Smith, Suder, Swint, Tara, Unidos, West Clayton, White Academy

Middle

Adamson, Babb, Elite Scholars, Forest Park, Jonesboro, Kendrick, Lovejoy, Morrow, Mundy's Mill, North Clayton, Pointe South, Rex Mill, Riverdale, Roberts, Sequoyah, White Academy

High

Drew, Elite Scholars, Forest Park, Jonesboro, Lovejoy, Perry Career Academy, Morrow, Mount Zion, North Clayton, Riverdale, Stilwell

Magnet & Select Programs

Cambridge Assessment International
Dual Language Immersion
Film & Media
Fine Arts
International Baccalaureate
Mathematics & Computer Science
Medical Sciences
Political Leadership
STEM
Science, Technology & Mathematics

For more information, please visit
www.clayton.k12.ga.us

Accelerating Our Growth Through S.P.L. S.T VI

Registered voters went to the polls and overwhelmingly voted to renew the one cent Special Purpose Local Option Sales Tax (SPLOST) for Clayton County Public Schools. See SPLOST VI Projects below.

SCHOOL CONSTRUCTION

3 STEM SCHOOLS

Lovejoy STEM Elementary
Forest Park STEM Middle
Morrow STEM High

COLLEGE & CAREER ACADEMY

JONESBORO HIGH SCHOOL COMPLETION

EARLY LEARNING CENTER

Brain Based Learning Facility

HEATING, VENTILATION & AIR CONDITIONING UPGRADES

TECHNOLOGY IMPROVEMENTS

\$280.25 Million Max Revenue
January 2020 - December 2024 Collection Period

EXTENDED LEARNING BEYOND THE CLASSROOM

NEW SCHOOL BUSES

“GROWING OUR FUTURE”

- Created five dual language immersion programs: Unidos Elementary, Mt. Zion Primary/Elementary and Kilpatrick Elementary (Spanish), Lake Ridge Elementary (French), and River’s Edge Elementary (Chinese) to be implemented over the next three years.
- Expanded School Choice and Career, Technology and Agricultural Education (CTAE) Programs in a variety of CCPS schools.
- Increased Advanced Learning opportunities and number of students participating in Advanced Placement courses and Dual Enrollment Programs-Brown Elementary is the first CCPS School to earn the AdvancED Stem Certification.
- Three schools granted full eligibility to join the Cambridge Assessment International Education Organization (Arnold Elementary, Suder Elementary and Elite Scholars Academy).
- Lee Street Elementary awarded International Baccalaureate Program candidacy to join the International Baccalaureate Program.
- All traditional CCPS high schools awarded the International Skill Diploma Seals (ISDS)--awarded to graduating seniors who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies.
- Sixty-eight members of the Clayton County Public Schools Class of 2019 received the Civic Engagement Diploma Seal from the Georgia Department of Education.
- Reinstated CCPS Foundation to provide financial support for programs that enrich and enhance the educational experiences of students, teachers and school district stakeholders.
- Enlarged the number of renowned productions and increased partnerships with notable production companies to produce major performances at CCPS Performing Arts Center, the school district’s Fine Arts Capitol South of Atlanta.
- Expanded robust number of prominent business/corporate, community, collegiate, faith-based and governmental partnerships; increased volunteer/mentor opportunities to support the school system.
- Increased community engagement offerings to strengthen stakeholder support (i.e. Superintendent Advisory Groups, Critical Conversations, Real Talk Sessions, Social Media Platforms, etc.).

CCPS 2019 Graduation Updates

The Clayton Public Schools’ (CCPS) Class of 2019 with more than 3,000 graduates earned over \$80 million dollars in academic, athletic, Georgia Hope and the Zell Miller Scholarships. This total also includes 160 cash scholarships presented to graduates during the commencement ceremonies at the Georgia Convention Center on May 24 & 25. As part of the graduating class, more than 40 students earned an Associate’s Degree from various institutions. A vast majority of the scholarships was awarded by the Clayton County Public Schools Foundation. The foundation was reinstated during the 2018-19 school year to provide financial support for programs that offer positive benefits for the students and staff of Clayton Public Schools through scholarships and in other forms of assistance. Money contributed through the Foundation is earmarked for the enrichment and enhancement of the educational experience of students, families, teachers and graduates.

Contributions to the Clayton County Public Schools Foundation, Inc. can be made through the following platforms:

Credit Cards (770) 515-7575; PayPal website -<http://ccpsfoundation.org>; Circle Pay- Clayton County Public Schools Foundation; Check/Money Order (CCPS Foundation Attn: Ms. Sandra Hayes, 1058 Fifth Avenue, Jonesboro GA 30236; Cash App-\$ccpsfoundation)

The Clayton County Public Schools Foundation, Inc. is a 501c3 organization.

Board of Education

Jessie Goree, **Chair**
Dr. Alieka Anderson, **Vice-Chair**

Mary Baker
Jasmine Bowles
Ophelia Burroughs
Mark Christmas
Judy Johnson
Benjamin Straker
Victoria Williams

Dr. Morcease J. Beasley
Superintendent/CEO of Schools

Career, Technical & Agricultural Education (CTAE)

Workforce Ready	2- Year College	4-Year & Advanced College	Entrepreneurial Ventures	Military
Credentials Certificates Licensures	Credentials Certificates Licensures Associates Degree Professional Degree Specialist Degree	Credentials Certificates Licensures Associates Degree Bachelors Degree Masters Degree Doctoral Degree	Credentials Certificates Licensures Consultant Sub/Contractor Self-Employment Start Up	Credentials Certificates Licensures Advanced Ranking
A CTAE Completer can attain Industry Recognized Credentials	7			

93% CTAE GRADUATION RATE!

GaDOE and Governor's Office of Student Achievement Improvement Lists and Definitions



Definitions for School Improvement Lists

Georgia Department of Education and Governor's Office of School Achievement

A **Priority School** is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the state. The total number of Priority Schools in a state must be at least 5-percent of the Title I schools in the state.

A Priority School is:

- a school among the lowest 5-percent of Title I schools in the state based on the achievement of the all students group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the all students group;
- a Title I participating or Title I eligible high school with a graduation rate less than 60-percent over a number of years; or
- a Tier I or Tier II school under the School Improvement Grant 1003(g)(SIG) program that is using SIG funds to implement a school intervention model.

A **Focus School** is a Title I school in the state that, based on the most recent data available, is contributing to the achievement gap in the state. The total number of Focus Schools in a state must equal at least 10-percent of the Title I schools in the state.

A Focus School is

- a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
- a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

Alert Schools:

Per US ED guidelines, non-Title I schools were not identified as Priority or Focus schools. As a result, the GaDOE created three categories of Alert Schools that will receive the same level of state support as Focus Schools for three years, but they do not have to be Title I schools. Unlike Priority and Focus Schools, which were named once, the state will identify Alert Schools each year. Unlike Priority and Focus Schools, the US ED did not mandate the creation of Alert Schools.

- **Graduation Alert:** High schools whose subgroup graduation rate falls three standard deviations or more below the statewide subgroup average.
- **Subgroup Alert:** Schools whose subgroup performance on any statewide assessment falls three standard deviations or more below the statewide subgroup average.
- **Subject Alert:** Schools whose subject area performance on any statewide assessment falls three standard deviations or more below the statewide subject area average.

Turnaround Eligible List

In accordance with O.C.G.A. § 20-14-45, the Governor's Office of Student Achievement calculates an annual Turnaround Eligible Schools list. Identified schools have a three-year average College and Career Ready Performance Index (CCRPI) score that is in the bottom five percent of the state, excluding non-traditional schools and state special schools.

Opportunity Schools

In order to turn around struggling schools, Governor Nathan Deal proposed creation of an Opportunity School District (OSD). Based on similar, successful initiatives in Louisiana and Tennessee, it would authorize the state to temporarily step in to assist chronically failing public schools and rescue children languishing in them.

- In the governor's proposal, persistently failing schools are defined as those scoring below 60 on the Georgia Department of Education's accountability measure, the College and Career Performance Index, for three consecutive years.
- The OSD would take in no more than 20 schools per year, meaning it would govern no more than 100 at any given time.
- Schools would stay in the district for no less than five (5) years but no more than 10 years, and would then return to local control.

CSI Designation	Entrance Criteria	Exit Criteria
Promise Schools	<p>Title I Schools Only:</p> <p>When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent greater than 5% to 10% of all schools eligible for identification.</p> <p>The purpose of Promise Schools is to provide supports to these schools to sustain improvement or provide proactive supports before they fall into the lowest 5% CSI category.</p>	<p>A school may exit if the school no longer meets the greater than 5% to 10% entrance criteria AND the school's current overall CCRPI score is greater than the baseline CCRPI score (the three-year average that led to the school's ide</p>

Comprehensive Support and Improvement (CSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Lowest 5%	Title I Schools Only: When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.	A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.
2	Low Graduation Rate	All High Schools: Have a four-year adjusted cohort graduation rate less than or equal to 67%.	Attain a four-year adjusted cohort graduation rate greater than 67%.

FY13, FY14, and Fy15

Alert Schools: Jonesboro MS and Eddie White Academy

Focus Schools: Anderson ES, Babb MS, Brown ES, Church Street ES, Jackson ES, Kemp ES, Marshall ES, Morrow MS, Mt. Zion HS, Mundy's Mill HS, Riverdale MS, Roberts MS, Smith ES, Swint ES, and Tara ES

FY16 and FY17

Priority Schools: Drew HS, Forest Park HS, and North Clayton HS

Focus Schools: Edmonds ES, Northcutt ES, and Mundy's Mill HS

Opportunity Schools: Riverdale HS (2015-2016) and West Clayton ES (2017 -2018)

Turnaround Schools: King Elementary (2016-2017)

FY19

Comprehensive Support and Improvement (CSI): Perry Career Academy

Promise Schools: Northcutt ES, Lovejoy MS, and North Clayton HS

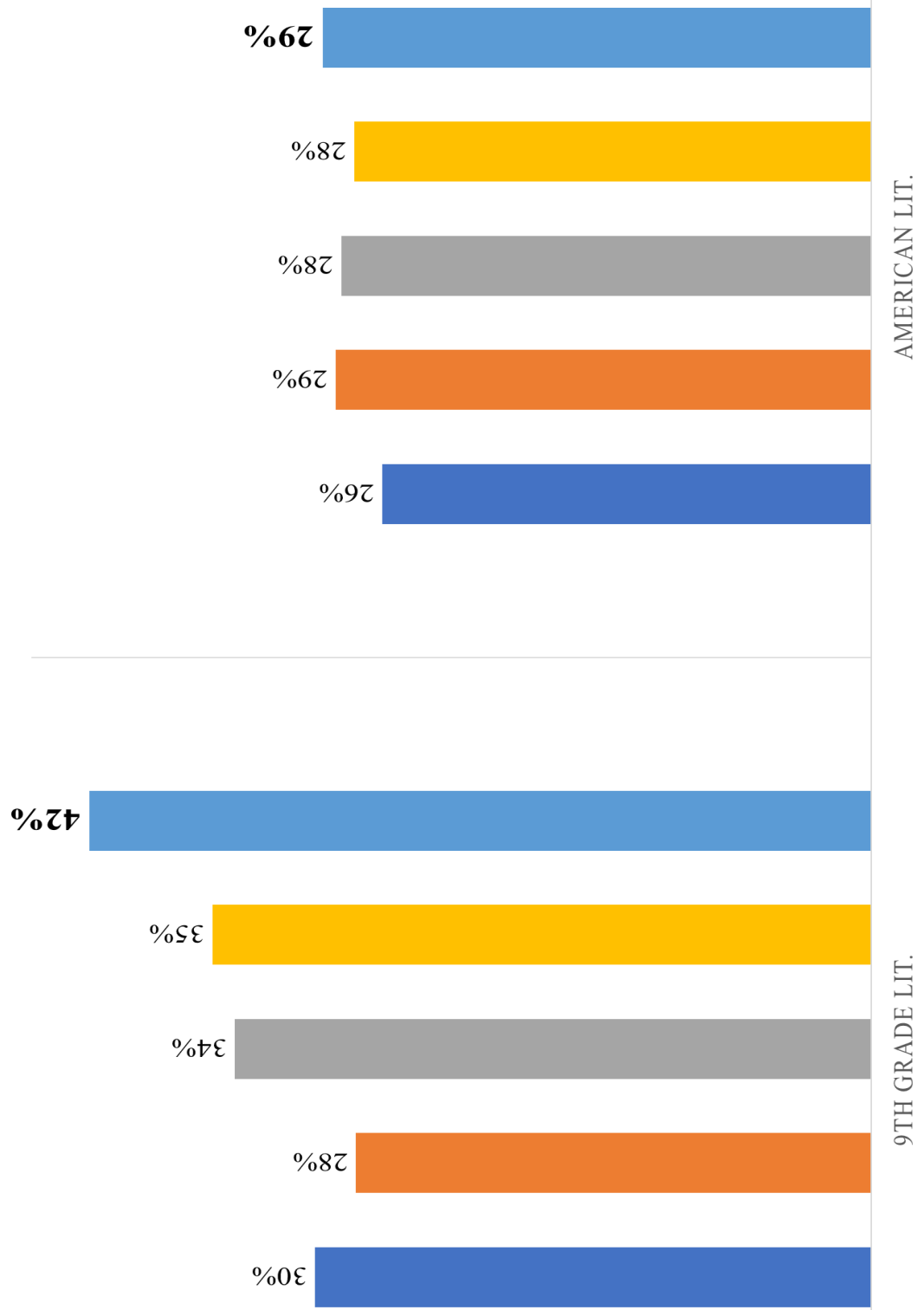
End of Grade & End of Course Georgia Milestones Assessments Data (5-Year District Data)



MILESTONES - END OF COURSE ELA PROFICIENT LEARNER AND ABOVE

SCORES

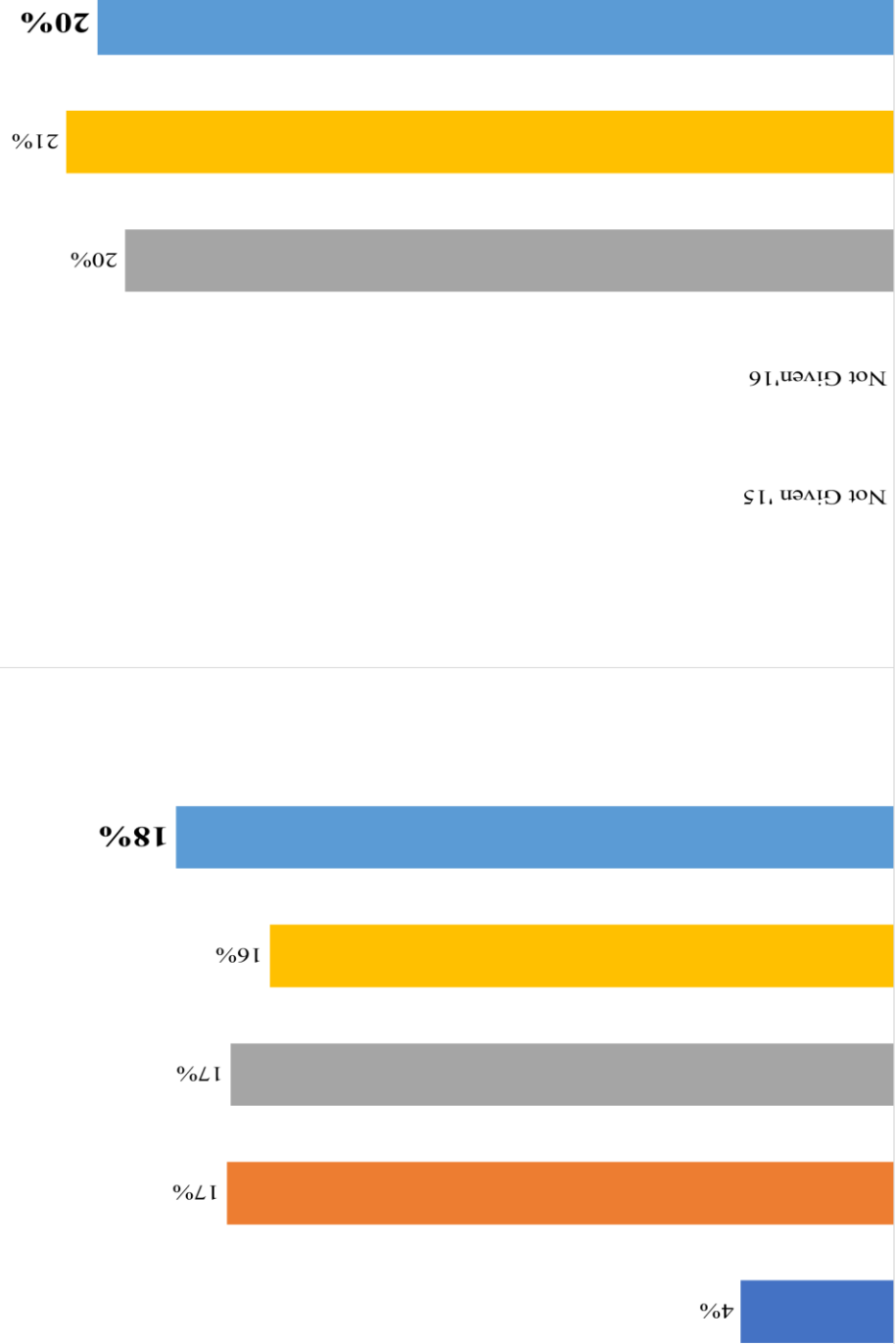
2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



MILESTONES - END OF COURSE MATH PROFICIENT LEARNER AND ABOVE

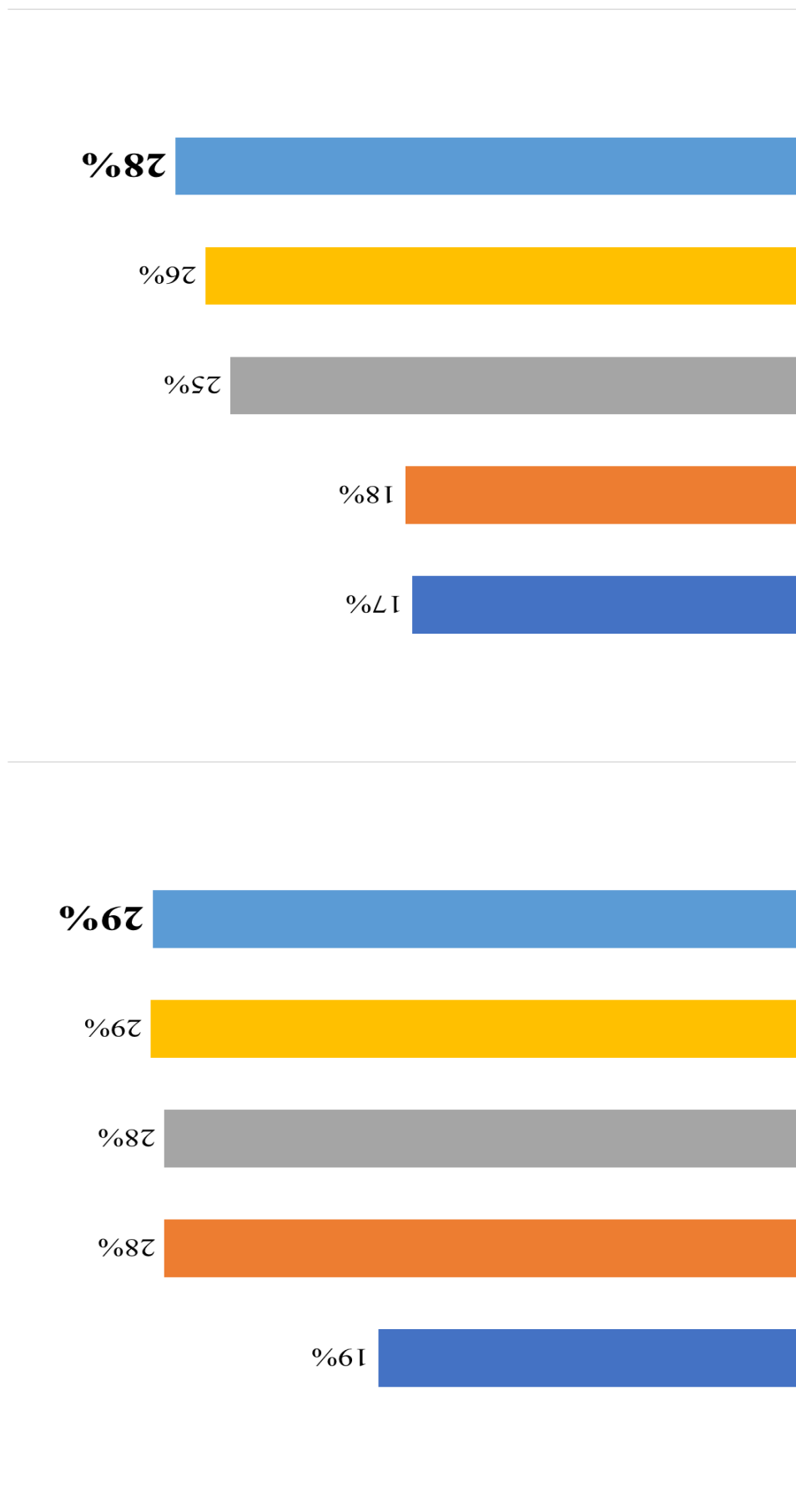
SCORES

■ 2014-2015
 ■ 2015-2016
 ■ 2016-2017
 ■ 2017-2018
 ■ 2018-2019



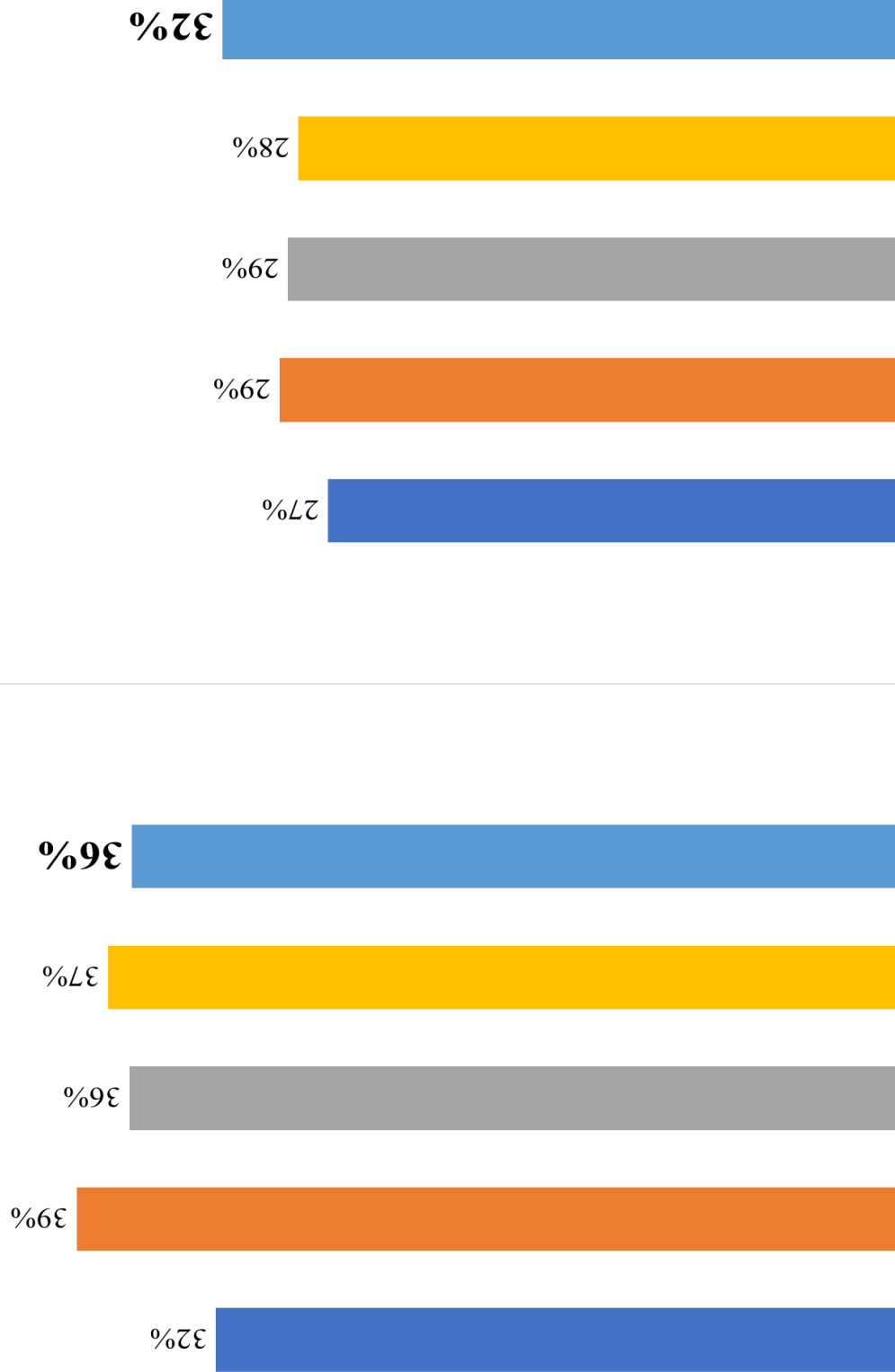
MILESTONES - END OF COURSE SCIENCE PROFICIENT LEARNER AND ABOVE SCORES

■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018 ■ 2018-2019



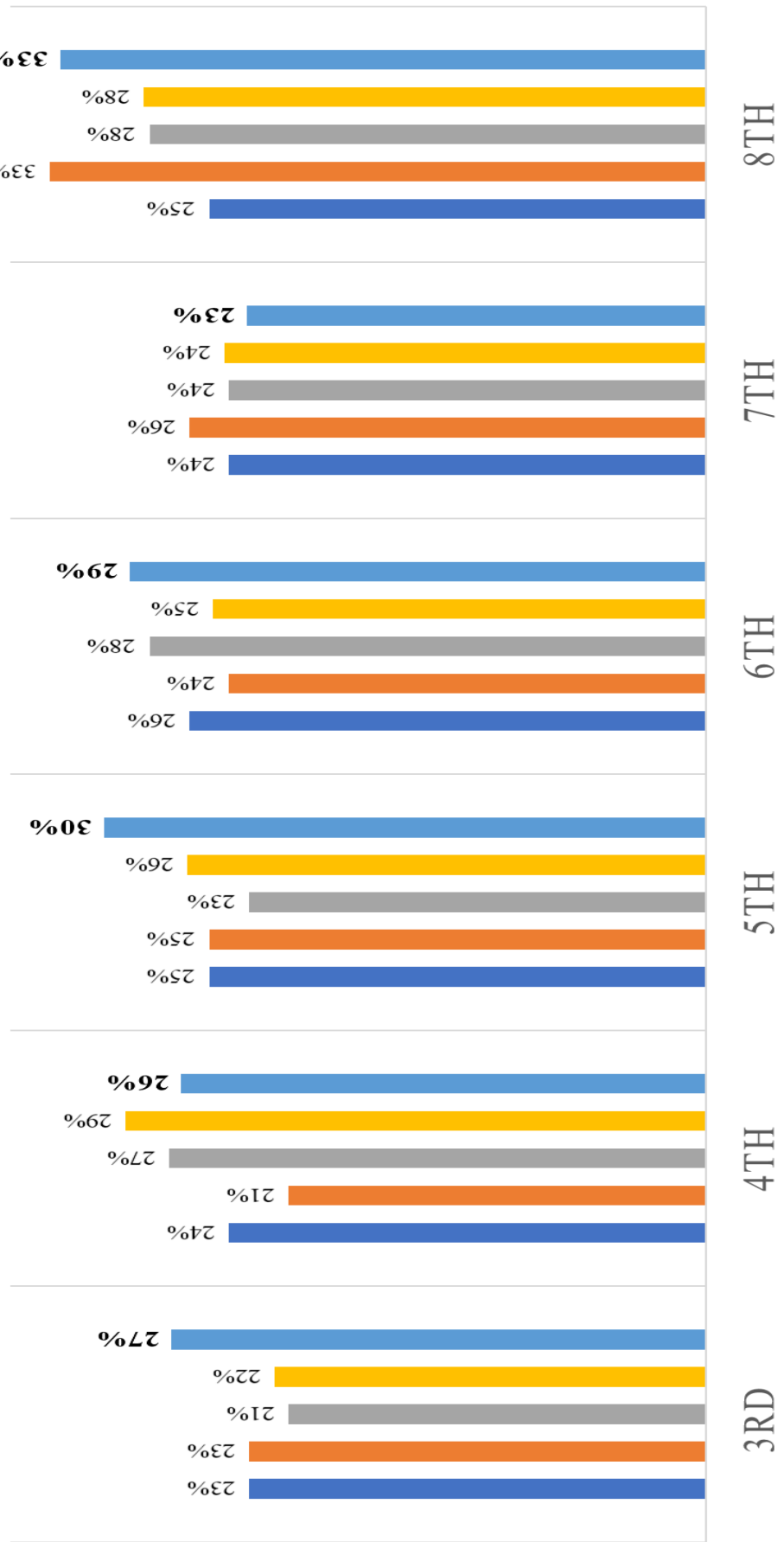
MILESTONES - END OF COURSE SOCIAL STUDIES PROFICIENT LEARNERS AND ABOVE SCORES

■ 2014-2015
 ■ 2015-2016
 ■ 2016-2017
 ■ 2017-2018
 ■ 2018-2019



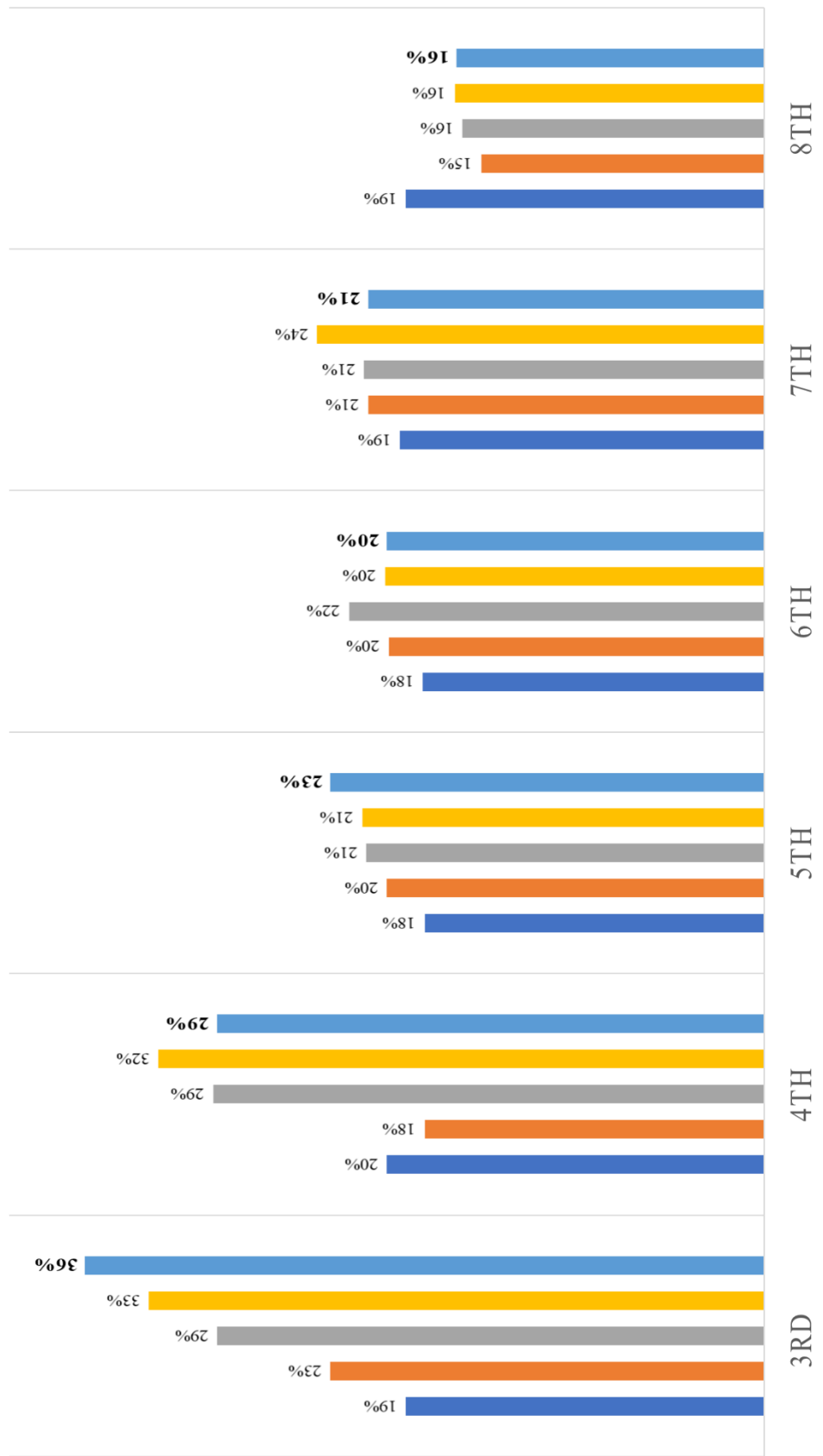
MILESTONES END OF GRADE - ELA PROFICIENT LEARNERS AND ABOVE SCORES

2014-2015 2015-2016 2016-2017 2017-2018 2018-2019



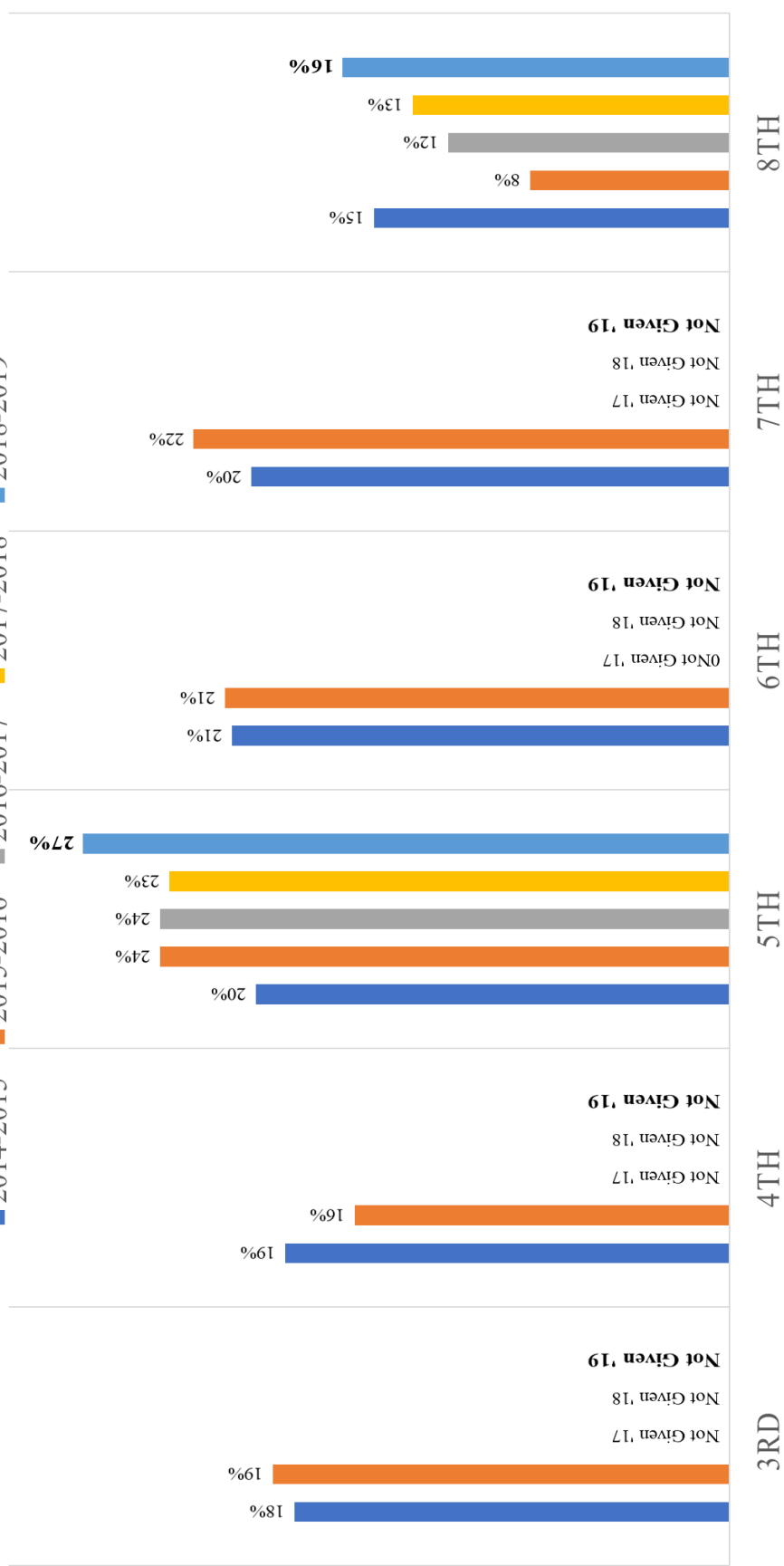
MILESTONES END OF GRADE - MATH PROFICIENT LEARNERS AND ABOVE SCORES

■ 2014-2015
 ■ 2015-2016
 ■ 2016-2017
 ■ 2017-2018
 ■ 2018-2019



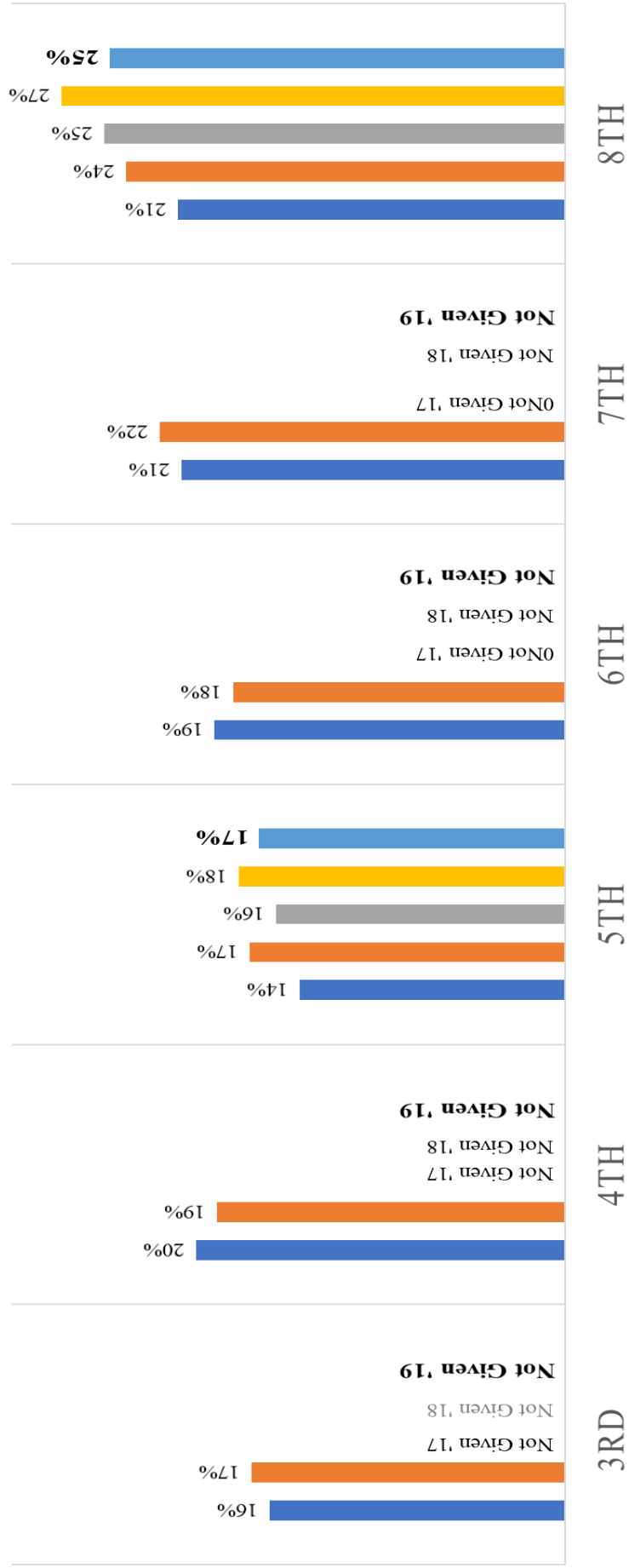
MILESTONES END OF GRADE - SCIENCE PROFICIENT LEARNERS AND ABOVE SCORES

■ 2014-2015
 ■ 2015-2016
 ■ 2016-2017
 ■ 2017-2018
 ■ 2018-2019



MILESTONES END OF GRADE - SOCIAL STUDIES PROFICIENT AND ABOVE LEARNERS SCORE

■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018 ■ 2018-2019



End of Grade & End of Course Georgia Milestones Assessments Data (School-Level Data)



3rd Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,242	26.9	5.2	4,240	35.9	3.3
ANDERSON	94	25.5	18.4	94	27.7	11.0
ARNOLD	93	30.1	-4.7	93	54.8	8.1
BROWN	138	30.4	12.9	138	25.4	12.5
CALLAWAY	134	29.1	1.5	134	41.0	1.8
CHURCH STREET	144	26.4	6.1	144	34.0	6.1
EAST CLAYTON	97	22.7	-1.8	97	19.6	-0.2
EDDIE WHITE	123	23.6	0.4	123	26.8	3.7
EDMONDS	82	23.2	7.3	82	34.1	0.1
FOUNTAIN	88	14.8	-3.5	88	38.6	9.8
HARPER	141	22.0	5.0	141	30.5	9.0
HAWTHORNE	128	36.7	15.7	128	50.0	10.5
HAYNIE	159	26.4	1.2	159	37.7	6.3
HUIE	162	15.4	4.0	162	18.5	-0.6
JAMES JACKSON	92	26.1	-5.2	92	25.0	-4.3
KAY R PACE	73	52.1	NA	73	43.8	NA
KEMP ELEMENTARY	219	26.5	-1.2	218	33.5	2.6
KILPATRICK	118	29.7	13.9	118	29.7	2.6
LAKE CITY	97	47.4	12.6	98	62.2	6.3
LAKE RIDGE	101	15.8	-7.0	101	24.8	4.6
LEE STREET	95	11.6	2.8	95	24.2	2.0
MARTIN LUTHER KING, JR.	111	23.4	4.2	111	28.8	3.3
MORROW	91	33.0	10.6	91	59.3	13.3
MOUNT ZION	186	21.0	7.7	186	29.6	8.4
NORTHCUTT	124	20.2	5.4	124	21.0	2.9
OLIVER	104	29.8	7.1	104	27.9	4.2
POINTE SOUTH	117	29.1	-0.4	116	47.4	6.2
RIVERDALE	135	23.7	7.4	135	25.2	5.3
RIVER'S EDGE	107	43.0	11.4	107	54.2	8.9
ROBERTA T. SMITH	160	30.6	-1.0	160	46.3	1.1
SUDER	105	23.8	5.2	105	38.1	11.0
SWINT	126	36.5	17.2	126	48.4	5.7
TARA	95	27.4	7.4	95	34.7	1.2
THURGOOD MARSHALL	151	31.1	6.3	151	55.0	17.6
UNIDOS DUAL LANGUAGE	58	25.9	0.1	58	50.0	2.9
WEST CLAYTON	83	9.6	-4.0	82	17.1	1.3
WILLIAM M. MCGARRAH	111	33.3	5.7	111	43.2	4.5

4th Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,361	26.5	-2.7	4,358	29.2	-2.9
ANDERSON	84	20.2	0.2	84	28.6	3.3
ARNOLD	90	41.1	-5.8	90	52.2	-8.0
BROWN	153	19.6	1.0	153	17.6	4.0
CALLAWAY	163	33.1	3.0	163	31.3	-1.2
CHURCH STREET	141	26.2	-1.3	141	19.1	-11.5
EAST CLAYTON	122	30.3	7.1	122	29.5	-1.0
EDDIE WHITE	116	27.6	-9.3	116	33.6	-12.5
EDMONDS	84	25.0	1.5	82	37.8	0.5
FOUNTAIN	87	18.4	-10.2	87	20.7	-21.0
HARPER	139	28.8	-4.0	139	24.5	-18.5
HAWTHORNE	158	26.6	-16.4	158	27.2	-27.8
HAYNIE	143	24.5	-8.2	143	31.5	-4.2
HUIE	130	10.8	-11.5	130	16.9	-6.8
JAMES JACKSON	85	18.8	-13.2	85	16.5	-18.7
KAY R PACE	78	61.5	NA	78	52.6	NA
KEMP	219	25.6	-7.0	219	29.2	-11.2
KILPATRICK	133	20.3	-10.7	133	26.3	-7.8
LAKE CITY	116	37.9	-2.7	116	44.8	1.0
LAKE RIDGE	92	28.3	-9.0	92	20.7	-36.0
LEE STREET	107	15.9	-5.5	106	21.7	2.7
MARTIN LUTHER KING, JR.	93	16.1	-8.9	93	20.4	-20.5
MORROW	84	29.8	-12.1	84	31.0	-3.2
MOUNT ZION	192	20.3	-12.3	192	22.9	-9.0
NORTHCUTT	119	12.6	-5.3	119	16.0	-1.0
OLIVER	102	27.5	6.1	102	28.4	13.3
POINTE SOUTH	103	30.1	2.1	103	18.4	-4.0
RIVERDALE	131	24.4	13.3	131	22.9	13.4
RIVER'S EDGE	109	34.9	12.1	109	41.3	16.9
ROBERTA T. SMITH	178	34.3	2.5	178	43.8	-9.2
SUDER	123	24.4	-1.5	123	26.0	9.7
SWINT	129	23.3	-12.4	129	47.3	-0.5
TARA	132	26.5	-10.9	133	26.3	-0.5
THURGOOD MARSHALL	160	32.5	7.8	160	34.4	8.4
UNIDOS DUAL LANGUAGE	57	38.6	6.1	57	49.1	15.2
WEST CLAYTON	95	15.8	-3.0	95	21.1	-0.1
WILLIAM M. MCGARRAH	114	35.1	-0.9	113	36.3	0.3



































5th Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,523	30.4	4.2	4,524	23.2	1.9
ANDERSON	87	19.5	-9.0	87	21.8	-7.8
ARNOLD	115	40.9	-9.1	115	41.7	10.1
BROWN	149	36.9	10.6	149	18.8	0.8
CALLAWAY	156	30.8	8.1	156	27.6	8.0
CHURCH STREET	160	30.0	-5.1	160	21.3	-7.3
EAST CLAYTON	100	30.0	1.7	100	29.0	9.2
EDDIE WHITE	127	31.5	10.7	127	16.5	6.9
EDMONDS	92	32.6	15.8	91	25.3	15.7
FOUNTAIN	76	27.6	-0.3	76	28.9	7.8
HARPER	151	33.1	1.8	151	32.5	9.3
HAWTHORNE	143	31.5	9.2	142	38.0	13.3
HAYNIE	161	25.5	-4.2	161	19.9	-11.1
HUIE	142	18.3	3.4	142	8.5	1.8
JAMES JACKSON	98	16.3	-18.9	98	16.3	-6.7
KAY R PACE	82	76.8	NA	82	56.1	NA
KEMP	239	30.5	3.0	239	25.1	3.1
KILPATRICK	125	25.6	9.1	125	12.0	7.8
LAKE CITY	102	39.2	7.1	102	36.3	-0.8
LAKE RIDGE	105	30.5	7.8	105	24.8	8.3
LEE STREET	86	18.6	-5.0	86	16.3	-1.7
MARTIN LUTHER KING, JR.	114	27.2	11.3	114	7.9	-6.1
MORROW	96	41.7	10.0	96	19.8	-6.9
MOUNT ZION	235	23.4	0.4	235	17.9	4.8
NORTHCUTT	128	18.0	-7.0	128	7.8	-10.6
OLIVER	122	29.5	10.8	123	22.8	7.3
POINTE SOUTH	114	29.8	11.0	115	16.5	3.1
RIVERDALE	114	16.7	-6.1	115	13.9	-15.0
RIVER'S EDGE	114	35.1	10.7	114	32.5	8.1
ROBERTA T. SMITH	189	30.2	-5.3	189	34.9	2.9
SUDER	132	33.3	7.7	132	15.2	2.3
SWINT	128	33.6	10.6	128	27.3	11.0
TARA	124	36.3	14.1	124	9.7	-2.5
THURGOOD MARSHALL	149	33.6	7.5	149	22.1	-5.0
UNIDOS DUAL LANGUAGE	57	36.8	-3.2	57	33.3	-4.7
WEST CLAYTON	96	25.0	9.9	96	15.6	3.8
WILLIAM M. MCGARRAH	115	35.7	-0.8	115	35.7	1.4

5th Grade

School Name	2019 Science		Change (+/-)	2019 Social Studies		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,519	26.5	3.2	4,516	16.6	-1.1
ANDERSON	87	18.4	-8.0	87	8.0	-3.1
ARNOLD	114	43.9	2.2	114	26.3	-18.6
BROWN	149	24.2	5.1	149	14.8	9.5
CALLAWAY	156	33.3	7.6	156	17.3	4.0
CHURCH STREET	160	19.4	-12.8	160	27.5	-1.7
EAST CLAYTON	100	25.0	1.4	100	14.0	-8.9
EDDIE WHITE	127	22.0	22.0	127	10.2	4.6
EDMONDS	92	27.2	4.4	91	14.3	0.5
FOUNTAIN	76	21.1	-3.9	76	6.6	-15.5
HARPER	150	42.0	7.4	150	24.7	0.8
HAWTHORNE	141	34.0	3.0	141	12.1	-2.5
HAYNIE	160	21.9	-2.0	160	9.4	-8.0
HUIE	142	9.9	-6.4	142	4.2	-4.8
JAMES JACKSON	98	16.3	0.1	98	4.1	-16.4
KAY R PACE	82	67.1	NA	82	41.5	NA
KEMP	238	25.2	-5.1	238	23.1	-0.1
KILPATRICK	125	14.4	-11.9	125	7.2	-2.4
LAKE CITY	102	34.3	0.3	101	19.8	-9.8
LAKE RIDGE	105	26.7	3.1	105	23.8	14.4
LEE STREET	86	12.8	-9.7	86	5.8	-8.8
MARTIN LUTHER KING, JR.	114	10.5	-5.4	114	7.0	-1.6
MORROW	95	25.3	-3.7	95	15.8	-5.2
MOUNT ZION	234	26.1	4.9	234	17.9	-1.0
NORTHCUTT	128	16.4	-7.7	128	10.2	-0.4
OLIVER	123	22.0	7.3	123	8.9	-0.8
POINTE SOUTH	115	25.2	10.7	115	7.8	-3.3
RIVERDALE	116	14.7	-11.8	115	13.9	-1.8
RIVER'S EDGE	114	30.7	6.4	114	19.3	1.9
ROBERTA T. SMITH	190	26.3	-1.6	190	27.9	-1.8
SUDER	132	31.1	20.8	132	19.7	8.5
SWINT	127	33.1	8.6	127	23.6	1.7
TARA	124	37.1	16.5	124	16.1	6.8
THURGOOD MARSHALL	149	38.9	6.0	149	30.2	5.9
UNIDOS DUAL LANGUAGE	57	36.8	2.8	57	21.1	-10.9
WEST CLAYTON	96	12.5	3.9	96	9.4	0.8
WILLIAM M. MCGARRAH	115	35.7	-2.2	115	13.0	-12.7

6th Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,467	28.6	 3.8	4,462	20.4	 0.0
ADAMSON	189	25.9	 9.0	188	18.6	 6.0
BABB	346	31.5	 0.1	345	29.0	 3.3
EDDIE WHITE	271	24.7	 4.5	271	8.9	 1.4
ELITE SCHOLARS ACADEMY	98	98.0	 13.7	98	98.0	 3.6
FOREST PARK	243	16.9	 2.4	243	11.5	 2.2
JONESBORO	366	17.5	 0.6	366	6.8	 5.6
KENDRICK	290	25.9	 0.2	287	19.9	 7.5
LOVEJOY	176	26.7	 9.4	177	18.6	 10.5
M. D. ROBERTS	325	43.7	 7.0	325	28.9	 2.3
MORROW	350	29.1	 0.3	350	26.6	 2.4
MUNDYS MILL	289	27.0	 4.0	288	18.8	 5.8
NORTH CLAYTON	310	22.9	 3.3	310	15.5	 0.8
POINTE SOUTH	276	26.1	 8.4	276	14.9	 3.3
REX MILL	387	30.5	 1.1	387	21.7	 1.8
RIVERDALE	263	25.5	 3.5	263	14.8	 6.8
SEQUOYAH	288	27.4	 7.2	288	21.2	 9.8

7th Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,158	23.2	-1.0	4,148	21.3	-2.5
ADAMSON	173	15.6	-2.9	173	13.3	-7.8
BABB	350	25.1	-3.6	350	32.6	-1.2
EDDIE WHITE	247	19.4	-5.2	247	14.2	-9.0
ELITE SCHOLARS ACADEMY	118	94.9	15.1	118	85.6	9.2
FOREST PARK	234	12.0	-0.1	234	16.2	-0.6
JONESBORO	329	14.6	-2.8	329	14.9	2.0
KENDRICK	233	24.9	7.0	232	25.0	5.5
LOVEJOY	184	15.8	-10.4	184	9.2	-3.9
M. D. ROBERTS	293	37.2	-3.2	293	25.3	-18.6
MORROW	294	24.8	-3.0	294	25.2	-5.0
MUNDYS MILL	251	23.9	6.5	251	20.3	-2.4
NORTH CLAYTON	282	17.7	0.4	280	17.5	3.7
PERRY CAREER ACADEMY	2	--	NA	2	--	NA
POINTE SOUTH	288	18.1	-3.4	287	11.5	-0.7
REX MILL	359	23.7	-3.3	360	22.5	-8.4
RIVERDALE	241	18.3	5.6	236	19.1	1.0
SEQUOYAH	280	18.6	4.7	278	14.4	0.5

8th Grade

School Name	2019 English Language Arts		Change (+/-)	2019 Mathematics - EOG		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,170	32.5	-4.2	3,478	16.3	0.0
ADAMSON	206	35.9	-15.1	170	12.4	-4.5
BABB	314	37.9	-3.7	244	20.5	5.7
EDDIE WHITE	251	30.7	-6.6	222	19.8	-0.1
ELITE SCHOLARS ACADEMY	102	95.1	-14.7	--	--	NA
FOREST PARK	228	19.7	-0.6	205	17.1	1.4
JONESBORO	331	21.8	-6.7	302	9.9	5.2
KENDRICK	270	25.2	-6.6	236	17.4	-3.8
LOVEJOY	183	33.3	-14.3	152	9.9	7.9
M. D. ROBERTS	318	53.5	-1.5	226	22.6	-8.7
MORROW	291	35.4	-5.4	236	23.7	2.2
MUNDYS MILL	248	25.8	-2.8	233	20.6	7.2
NORTH CLAYTON	272	29.8	-4.5	245	16.7	0.1
PERRY CAREER ACADEMY	3	--	NA	3	--	NA
POINTE SOUTH	280	25.0	-2.8	253	6.3	-2.3
REX MILL	345	35.7	-7.1	289	19.7	0.0
RIVERDALE	257	23.3	-1.2	225	8.4	-12.2
SEQUOYAH	271	25.8	-0.7	237	18.6	5.0

8th Grade

School Name	2019 Mathematics - EOC		Change (+/-)	2019 Mathematics - EOG and EOC Combined		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	680	60.1	38.0	4,158	23.5	
ADAMSON	35	74.3	43.9	205	22.9	4.4
BABB	71	67.6	17.1	315	31.1	4.9
EDDIE WHITE	28	50.0	20.6	250	23.2	-0.2
ELITE SCHOLARS ACADEMY	102	63.7	9.1	102	63.7	9.1
FOREST PARK	21	61.9	19.0	226	21.2	2.0
JONESBORO	27	11.1	33.7	329	10.0	1.1
KENDRICK	34	58.8	58.8	270	22.6	4.1
LOVEJOY	31	48.4	17.1	183	16.4	9.1
M. D. ROBERTS	91	79.1	3.4	317	38.8	-3.1
MORROW	53	67.9	12.9	289	31.8	5.8
MUNDYS MILL	15	86.7	50.1	248	24.6	7.8
NORTH CLAYTON	25	44.0	0.5	270	19.3	0.4
PERRY CAREER ACADEMY	--	--	NA	3	--	NA
POINTE SOUTH	27	18.5	15.3	280	7.5	-2.5
REX MILL	54	81.5	22.0	343	29.4	5.5
RIVERDALE	31	32.3	31.3	256	11.3	-13.4
SEQUOYAH	35	40.0	15.5	272	21.3	4.1

8th Grade

School Name	2019 Science - EOG		Change (+/-)	2019 Science - EOC		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3,492	16.2		651	64.5	13.9
ADAMSON	183	23.5	18.5	22	68.2	36.4
BABB	245	23.3	12.5	70	80.0	12.3
EDDIE WHITE	220	16.8	6.9	30	26.7	-38.0
ELITE SCHOLARS ACADEMY	--	--	NA	102	83.3	27.0
FOREST PARK	200	6.0	4.3	26	42.3	7.6
JONESBORO	300	6.0	2.0	28	17.9	-36.6
KENDRICK	237	8.0	-53.8	33	60.6	-6.1
LOVEJOY	152	23.0	15.1	30	53.3	21.3
M. D. ROBERTS	218	21.1	7.1	99	71.7	18.6
MORROW	225	13.3	4.8	62	64.5	12.0
MUNDYS MILL	235	18.7	11.9	13	--	NA
NORTH CLAYTON	245	15.1	2.1	25	68.0	8.0
PERRY CAREER ACADEMY	3	--	NA	--	--	NA
POINTE SOUTH	252	12.3	2.5	26	53.8	21.8
REX MILL	287	17.4	3.5	55	76.4	22.8
RIVERDALE	220	18.2	-32.1	30	33.3	-21.2
SEQUOYAH	270	24.1	12.2	--	--	NA

8th Grade

School Name	2019 Science - EOG and EOC Combined		Change (+/-)	2019 Social Studies		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,143	23.8	3.3	4,096	24.7	-2.6
ADAMSON	205	28.3	20.3	205	27.3	2.4
BABB	315	35.9	6.8	310	27.4	-6.6
EDDIE WHITE	250	18.0	-1.2	249	16.9	6.9
ELITE SCHOLARS ACADEMY	102	83.3	27.0	101	83.2	4.8
FOREST PARK	226	10.2	-5.7	223	12.6	-4.9
JONESBORO	328	7.0	-3.0	321	15.6	-0.2
KENDRICK	270	14.4	-13.6	269	20.8	-16.9
LOVEJOY	182	28.0	13.3	181	22.1	6.3
M. D. ROBERTS	317	36.9	6.0	315	41.6	-12.2
MORROW	287	24.4	1.7	289	23.9	-5.0
MUNDYS MILL	248	21.8	11.8	247	19.0	-1.5
NORTH CLAYTON	270	20.0	-1.3	267	27.0	5.8
PERRY CAREER ACADEMY	3	--	NA	3	--	NA
POINTE SOUTH	278	16.2	4.2	276	20.7	-9.8
REX MILL	342	26.9	6.9	342	26.6	-2.4
RIVERDALE	250	20.0	-12.7	233	20.2	1.0
SEQUOYAH	270	24.1	9.3	265	21.9	1.3

High School English Language Arts

School Name	2019 9th Grade Literature		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,161	41.9	6.3
CHARLES R. DREW	413	38.7	11.1
ELITE SCHOLARS ACADEMY	99	100.0	7.1
FOREST PARK	465	34.2	2.7
JONESBORO	400	38.3	2.3
LOVEJOY	494	41.7	3.5
MARTHA ELLEN STILWELL	144	89.6	4.2
MORROW	513	42.9	3.9
MOUNT ZION	395	41.3	9.2
MUNDY'S MILL	469	38.2	10.5
NORTH CLAYTON	324	35.8	4.9
PERRY CAREER ACADEMY	110	7.3	-1.5
RIVERDALE	335	44.8	9.8

School Name	2019 11th Grade American Literature		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3,443	29.4	1.2
CHARLES R. DREW	310	30.3	6.9
ELITE SCHOLARS ACADEMY	23	78.3	1.7
FOREST PARK	479	32.2	4.7
JONESBORO	318	25.2	1.3
LOVEJOY	423	32.6	11.2
MARTHA ELLEN STILWELL	137	73.0	1.9
MORROW	375	34.1	6.2
MOUNT ZION	291	27.5	9.6
MUNDY'S MILL	353	24.4	1.5
NORTH CLAYTON	238	16.0	5.2
PERRY CAREER ACADEMY	230	4.3	1.5
RIVERDALE	266	32.0	1.0

High School Mathematics

School Name	2019 Algebra 1		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,211	18.3	2.2
ADAMSON	35	74.3	43.9
BABB	71	67.6	17.1
CHARLES R. DREW	356	10.7	3.3
EDDIE WHITE	28	50.0	20.6
ELITE SCHOLARS ACADEMY	102	63.7	9.1
FOREST PARK HIGH	358	5.3	1.4
FOREST PARK MIDDLE	21	61.9	19.0
JONESBORO HIGH	339	15.3	1.6
JONESBORO MIDDLE	27	11.1	63.7
KENDRICK	34	58.8	10.1
LOVEJOY HIGH	425	11.3	5.5
LOVEJOY MIDDLE	31	48.4	17.1
M. D. ROBERTS	91	79.1	3.4
MARTHA ELLEN STILWELL	85	43.5	18.3
MORROW HIGH	426	11.7	0.2
MORROW MIDDLE	53	67.9	12.9
MOUNT ZION	334	5.7	1.0
MUNDY'S MILL HIGH	489	5.5	5.5
MUNDYS MILL MIDDLE	15	86.7	50.1
NORTH CLAYTON HIGH	311	14.1	1.6
NORTH CLAYTON MIDDLE	25	44.0	0.5
PERRY CAREER ACADEMY	132	0.8	0.0
POINTE SOUTH	27	18.5	5.3
REX MILL	54	81.5	22.0
RIVERDALE HIGH	276	9.4	2.5
RIVERDALE MIDDLE	31	32.3	11.4
SEQUOYAH	35	40.0	5.5

School Name	2019 Geometry		Change (+/-)
	# Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,013	20.3	-1.3
CHARLES R. DREW	361	16.6	0.3
ELITE SCHOLARS ACADEMY	99	86.9	15.4
FOREST PARK	460	16.7	-6.5
JONESBORO	326	19.9	0.1
LOVEJOY	495	11.7	-6.6
MARTHA ELLEN STILWELL	152	63.8	13.8
MORROW	493	22.5	-6.3
MOUNT ZION	371	18.3	-1.0
MUNDY'S MILL	431	21.3	3.8
NORTH CLAYTON	309	10.4	-2.6
PERRY CAREER ACADEMY	179	0.0	0.0
RIVERDALE	337	19.9	-5.6

High School Science

School Name	2019 Physical Science		Change (+/-)
	Number Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3,297	27.6	1.0
ADAMSON	22	68.2	36.4
BABB	70	80.0	12.3
CHARLES R. DREW	189	23.3	7.0
EDDIE WHITE ACADEMY	30	26.7	-38.0
FOREST PARK HIGH	246	28.9	12.1
FOREST PARK MIDDLE	26	42.3	7.6
JONESBORO HIGH	283	29.0	14.5
JONESBORO MIDDLE	28	17.9	-36.7
KENDRICK MIDDLE	33	60.6	-8.1
LOVEJOY HIGH	401	11.2	-4.7
LOVEJOY MIDDLE	30	53.3	21.3
M. D. ROBERTS	99	71.7	18.6
MARTHA ELLEN STILWELL	102	83.3	27.1
MORROW	354	13.6	-16.8
MOUNT ZION	263	16.0	0.7
MUNDY'S MILL HIGH	275	13.1	-4.7
MUNDYS MILL MIDDLE	13	--	NA
NORTH CLAYTON HIGH	213	13.6	-4.3
NORTH CLAYTON MIDDLE	25	68.0	8.0
PERRY CAREER ACADEMY MIDDLE GRADES	62	64.5	12.0
PERRY CAREER ACADEMY HIGH	147	2.0	1.4
POINTE SOUTH	26	53.8	21.8
REX MILL	55	76.4	22.7
RIVERDALE HIGH	200	14.0	-1.9
RIVERDALE MIDDLE	30	33.3	-21.2
SEQUOYAH	--	--	NA

School Name	2019 Biology		Change (+/-)
	Number Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3,792	28.6	4.3
CHARLES R. DREW	323	20.7	-4.1
ELITE SCHOLARS ACADEMY	99	87.9	1.0
FOREST PARK	441	23.6	-2.8
JONESBORO	384	35.9	1.1
LOVEJOY	308	15.9	-3.8
MARTHA ELLEN STILWELL	145	69.7	10.1
MORROW	507	25.2	6.7
MOUNT ZION	315	44.1	10.1
MUNDY'S MILL	434	24.0	-2.2
NORTH CLAYTON	395	17.7	-7.4
PERRY CAREER ACADEMY	105	3.8	-3.1
RIVERDALE	336	27.7	-1.9

High School Social Studies

School Name	2019 U.S. History		Change (+/-)
	Number Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3,118	32.4	3.6
CHARLES R. DREW	311	27.3	-0.9
ELITE SCHOLARS ACADEMY	21	71.4	-9.8
FOREST PARK	362	34.5	8.6
JONESBORO	305	31.5	3.4
LOVEJOY	406	32.8	9.3
MARTHA ELLEN STILWELL	127	61.4	-7.5
MORROW	374	37.4	5.9
MOUNT ZION	262	22.9	6.0
MUNDY'S MILL	312	34.0	4.7
NORTH CLAYTON	222	34.7	8.3
PERRY CAREER ACADEMY	149	3.4	1.0
RIVERDALE	267	33.3	-2.1

School Name	2019 Economics		Change (+/-)
	Number Tested	% Proficient Learner & Above	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	2,427	33.2	-5.0
CHARLES R. DREW	112	46.4	-12.5
ELITE SCHOLARS ACADEMY	21	81.0	2.8
FOREST PARK	333	39.3	-3.5
JONESBORO	210	48.6	6.1
LOVEJOY	319	23.8	-20.7
MARTHA ELLEN STILWELL	130	79.2	-9.5
MORROW	260	43.1	-5.0
MOUNT ZION	151	21.2	5.5
MUNDY'S MILL	321	26.8	3.2
NORTH CLAYTON	148	39.2	-6.0
PERRY CAREER ACADEMY	308	1.9	-0.9
RIVERDALE	114	26.3	-11.1

Elementary School Writing

		2019															
School	2019	Idea Development, Organization, and Coherence					Language Usage and Conventions					Narrative Writing Response					
		0*	1	2	3	4	3+4	Change (+/-)	0*	1	2	3	4	3+4	Change (+/-)		
3rd Grade	N																
ANDERSON	94	27%	41%	23%	6%	2%	8%	6%	27%	41%	24%	7%		11%	6%	9%	
ARNOLD	93	12%	49%	32%	6%	0%	6%	3%	12%	53%	32%	3%		10%	12%	1%	
BROWN	138	12%	43%	34%	9%	1%	10%	3%	12%	44%	36%	9%		18%	7%	1%	
CALLAWAY	134	12%	40%	43%	5%	0%	5%	3%	12%	43%	42%	4%		11%	2%	1%	
CHURCH STREET	144	12%	42%	40%	6%	1%	7%	3%	12%	53%	29%	6%		22%	2%	7%	
EAST CLAYTON	97	25%	48%	24%	3%	0%	3%	3%	25%	52%	24%	0%		10%	1%	0%	
EDDIE WHITE	123	9%	61%	28%	2%	0%	2%	6%	9%	64%	26%	1%		12%	2%	4%	
EDMONDS	82	13%	41%	38%	6%	1%	7%	5%	13%	51%	32%	4%		6%	3%	4%	
FOUNTAIN	88	18%	58%	23%	1%	0%	1%	3%	18%	60%	22%	0%		2%	0%	1%	
HARPER	141	13%	57%	24%	5%	0%	5%	1%	13%	59%	23%	5%		14%	4%	6%	
HAWTHORNE	128	13%	33%	39%	14%	2%	16%	9%	13%	41%	36%	11%		23%	9%	16%	
HAYNIE	159	16%	40%	28%	15%	1%	16%	4%	16%	46%	27%	11%		19%	6%	7%	
HUIE	162	26%	36%	35%	2%	0%	2%	3%	26%	50%	22%	2%		5%	2%	1%	
JAMES JACKSON	92	11%	45%	35%	9%	1%	10%	5%	11%	53%	30%	5%		2%	2%	13%	
KAY R PACE	73	1%	27%	58%	11%	3%	14%	1%	1%	27%	59%	12%		32%	12%	NA	
KEMP	219	12%	41%	39%	5%	3%	8%	3%	12%	48%	34%	6%		9%	2%	1%	
KILPATRICK	118	19%	47%	31%	4%	0%	4%	1%	19%	58%	22%	2%		10%	1%	5%	
LAKE CITY	98	8%	23%	58%	10%	1%	11%	4%	8%	33%	49%	9%		18%	4%	1%	
LAKE RIDGE	101	30%	39%	28%	3%	1%	4%	3%	30%	43%	22%	6%		7%	5%	4%	
LEE STREET	95	24%	52%	16%	8%	0%	8%	5%	24%	57%	16%	3%		5%	2%	2%	
M KING	111	22%	56%	19%	3%	1%	4%	1%	22%	59%	14%	5%		2%	5%	1%	
MORROW	91	7%	57%	33%	3%	0%	3%	10%	7%	57%	34%	2%		12%	1%	1%	
MOUNT ZION	186	21%	48%	30%	1%	0%	1%	6%	21%	56%	23%	1%		7%	1%	0%	
NORTHCUTT	124	27%	49%	23%	2%	0%	2%	1%	27%	56%	17%	1%		7%	2%	1%	
OLIVER	104	16%	48%	30%	5%	1%	6%	0%	16%	52%	24%	8%		7%	7%	1%	
POINTE SOUTH	117	16%	48%	33%	3%	0%	3%	3%	16%	57%	25%	2%		10%	1%	1%	
RIVERS EDGE	107	4%	25%	56%	14%	1%	15%	1%	4%	32%	49%	16%		21%	4%	5%	

Elementary School Writing

		2019																			
School	2019	Idea Development, Organization, and Coherence					Language Usage and Conventions					Narrative Writing Response									
		16%	53%	27%	4%	0%	4%	16%	59%	23%	2%	19%	63%	11%	7%	0%	7%	19%	63%	11%	7%
RIVERDALE	135	16%	53%	27%	4%	0%	4%	16%	59%	23%	2%	19%	63%	11%	7%	0%	7%	19%	63%	11%	7%
R. T. SMITH	160	14%	51%	31%	3%	1%	4%	14%	54%	29%	3%	20%	45%	24%	9%	1%	10%	20%	45%	24%	9%
SUDER	105	10%	48%	37%	4%	1%	5%	10%	54%	31%	4%	15%	57%	25%	2%	1%	3%	15%	57%	25%	2%
SWINT	126	19%	29%	37%	15%	1%	16%	19%	28%	40%	13%	11%	35%	29%	22%	2%	24%	11%	35%	29%	22%
TARA	95	13%	54%	29%	3%	1%	4%	13%	52%	31%	5%	17%	52%	23%	8%	0%	8%	17%	52%	23%	8%
T. MARSHALL	151	15%	35%	43%	5%	2%	7%	15%	44%	37%	4%	19%	49%	19%	12%	1%	13%	19%	49%	19%	12%
UNIDOS	58	10%	48%	40%	2%	0%	2%	10%	59%	29%	2%	9%	50%	26%	14%	2%	16%	9%	50%	26%	14%
WEST CLAYTON	83	22%	53%	25%	0%	0%	0%	22%	63%	16%	0%	29%	48%	14%	8%	0%	8%	29%	48%	14%	8%
W. M. MCGARRAH	111	10%	46%	26%	15%	3%	18%	10%	42%	31%	17%	15%	50%	21%	12%	3%	15%	15%	50%	21%	12%
4th Grade	N	0*	1	2	3	4	3+4	Change (+/-)	0*	1	2	3	4	3+4	Change (+/-)	0*	1	2	3	4	3+4
ANDERSON	84	13%	32%	48%	4%	4%	8%	13%	46%	31%	10%	19%	60%	13%	6%	2%	8%	19%	60%	13%	6%
ARNOLD	90	7%	18%	64%	11%	0%	11%	7%	36%	51%	7%	14%	52%	29%	3%	1%	4%	14%	52%	29%	3%
BROWN	153	8%	29%	46%	12%	4%	16%	8%	43%	33%	16%	16%	54%	18%	12%	1%	13%	16%	54%	18%	12%
CALLAWAY	163	10%	21%	54%	10%	4%	14%	10%	41%	33%	16%	12%	47%	23%	18%	0%	18%	12%	47%	23%	18%
CHURCH STREET	141	6%	18%	52%	19%	4%	23%	6%	25%	50%	19%	13%	43%	28%	9%	6%	15%	13%	43%	28%	9%
EAST CLAYTON	122	6%	25%	56%	13%	1%	14%	6%	43%	34%	17%	14%	43%	25%	15%	3%	18%	14%	43%	25%	15%
EDDIE WHITE	116	3%	27%	60%	9%	1%	10%	3%	48%	41%	8%	9%	43%	28%	15%	4%	19%	9%	43%	28%	15%
EDMONDS	84	17%	37%	42%	4%	1%	5%	17%	55%	25%	4%	17%	54%	24%	6%	0%	6%	17%	54%	24%	6%
FOUNTAIN	87	9%	39%	47%	3%	1%	4%	9%	39%	45%	7%	13%	55%	30%	2%	0%	2%	13%	55%	30%	2%
HARPER	139	7%	37%	49%	7%	0%	7%	7%	50%	39%	4%	16%	48%	24%	9%	2%	11%	16%	48%	24%	9%
HAWTHORNE	158	7%	32%	52%	8%	1%	9%	7%	35%	47%	11%	9%	55%	30%	4%	1%	5%	9%	55%	30%	4%
HAYNIE	143	10%	20%	60%	9%	1%	10%	10%	38%	44%	8%	21%	43%	20%	15%	1%	16%	21%	43%	20%	15%
HUIE	130	15%	37%	43%	5%	0%	5%	15%	56%	25%	4%	23%	56%	12%	7%	2%	9%	23%	56%	12%	7%
JAMES JACKSON	85	9%	35%	51%	4%	1%	5%	9%	42%	40%	8%	9%	54%	33%	4%	0%	4%	9%	54%	33%	4%
KAY R PACE	78	1%	5%	45%	32%	17%	49%	1%	17%	41%	41%	5%	36%	40%	18%	1%	19%	5%	36%	40%	18%
KEMP	219	11%	32%	46%	10%	2%	12%	11%	43%	36%	11%	12%	51%	22%	15%	0%	15%	12%	51%	22%	15%
KILPATRICK	133	11%	29%	50%	10%	1%	11%	11%	44%	35%	11%	17%	53%	22%	8%	1%	9%	17%	53%	22%	8%
LAKE CITY	116	5%	16%	56%	19%	4%	23%	5%	31%	46%	18%	6%	43%	33%	17%	1%	18%	6%	43%	33%	17%

Elementary School Writing

	2019																			
School	2019	Idea Development, Organization, and Coherence					Language Usage and Conventions					Narrative Writing Response								
LAKE RIDGE	92	9%	40%	46%	5%	0%	5%	-8%	9%	50%	35%	7%	4%	10%	53%	27%	9%	1%	10%	-3%
LEE STREET	107	14%	34%	43%	9%	0%	9%	-1%	14%	45%	34%	7%	3%	23%	54%	21%	1%	0%	1%	9%
M.KING	94	12%	32%	47%	6%	2%	8%	-8%	12%	51%	28%	10%	5%	18%	56%	17%	6%	2%	8%	-8%
MORROW	84	6%	27%	57%	10%	0%	10%	0%	6%	40%	40%	13%	5%	13%	52%	21%	12%	1%	13%	3%
MOUNT ZION	194	8%	36%	42%	14%	1%	15%	-1%	8%	57%	25%	10%	7%	18%	50%	22%	9%	1%	10%	-6%
NORTHCUTT	119	11%	34%	50%	4%	1%	5%	0%	11%	53%	26%	10%	3%	16%	63%	16%	4%	1%	5%	0%
OLIVER	102	9%	16%	66%	10%	0%	10%	5%	9%	35%	43%	13%	9%	15%	59%	21%	6%	0%	6%	1%
POINTE SOUTH	103	10%	33%	45%	10%	3%	13%	7%	10%	36%	41%	14%	10%	21%	44%	24%	9%	2%	11%	5%
RIVERS EDGE	109	6%	13%	50%	28%	2%	30%	10%	6%	21%	49%	24%	3%	19%	39%	27%	13%	2%	15%	-5%
RIVERDALE	131	6%	32%	50%	11%	2%	13%	7%	6%	44%	39%	11%	3%	15%	57%	16%	10%	2%	12%	6%
R.T. SMITH	178	11%	23%	50%	14%	2%	16%	8%	11%	31%	46%	12%	5%	10%	46%	33%	10%	1%	11%	3%
SUDER	123	8%	28%	59%	6%	0%	6%	-16%	8%	43%	43%	6%	3%	9%	56%	28%	6%	1%	7%	-15%
SWINT	129	5%	23%	64%	7%	1%	8%	10%	5%	42%	48%	5%	3%	16%	50%	19%	15%	0%	15%	-3%
TARA	133	11%	21%	42%	20%	5%	25%	12%	11%	29%	45%	15%	1%	25%	43%	21%	11%	0%	11%	-2%
T. MARSHALL	160	11%	27%	46%	13%	4%	17%	9%	11%	35%	39%	15%	10%	14%	51%	23%	11%	2%	13%	5%
UNIDOS	57	2%	9%	68%	19%	2%	21%	-7%	2%	14%	61%	23%	15%	5%	42%	37%	16%	0%	16%	-12%
WEST CLAYTON	95	6%	26%	57%	9%	1%	10%	0%	6%	43%	41%	9%	3%	15%	60%	18%	7%	0%	7%	-3%
W. M. MCGARRAH	114	7%	20%	47%	21%	4%	25%	9%	7%	34%	41%	18%	0%	11%	51%	24%	12%	2%	14%	-2%
5th Grade	N	0*	1	2	3	4	3+4	Change (+/-)	0*	1	2	3	Change (+/-)	0*	1	2	3	4	3+4	Change (+/-)
ANDERSON	87	13%	33%	49%	5%	0%	5%	9%	13%	39%	41%	7%	20%	16%	41%	22%	17%	3%	20%	6%
ARNOLD	115	3%	31%	50%	10%	5%	15%	23%	3%	26%	54%	17%	9%	4%	30%	37%	20%	9%	29%	-9%
BROWN	149	9%	27%	54%	9%	1%	10%	4%	9%	23%	57%	11%	16%	13%	27%	24%	27%	9%	36%	22%
CALLAWAY	156	4%	26%	60%	10%	1%	11%	0%	4%	29%	56%	12%	4%	7%	39%	32%	12%	10%	22%	11%
CHURCH STREET	160	6%	22%	36%	33%	4%	37%	14%	6%	23%	43%	28%	1%	14%	20%	25%	31%	10%	41%	18%
EAST CLAYTON	100	6%	30%	58%	6%	0%	6%	8%	6%	28%	56%	10%	2%	5%	28%	39%	21%	7%	28%	14%
EDDIE WHITE	128	5%	32%	55%	8%	0%	8%	3%	5%	31%	54%	9%	2%	9%	35%	29%	20%	6%	26%	15%
EDMONDS	92	11%	25%	48%	15%	1%	16%	10%	11%	28%	46%	15%	9%	16%	35%	27%	20%	2%	22%	16%

Elementary School Writing

	2019																			
School	2019	Idea Development, Organization, and Coherence							Language Usage and Conventions					Narrative Writing Response						
FOUNTAIN	76	3%	22%	61%	14%	0%	14%	1%	3%	32%	47%	18%	10%	5%	37%	18%	26%	13%	39%	26%
HARPER	151	8%	30%	43%	15%	4%	19%	3%	8%	30%	49%	13%	19%	9%	30%	28%	23%	10%	33%	17%
HAWTHORNE	143	7%	25%	51%	17%	0%	17%	1%	7%	23%	56%	14%	16%	15%	23%	38%	17%	7%	24%	6%
HAYNIE	161	6%	28%	55%	11%	1%	12%	12%	6%	30%	53%	12%	16%	8%	29%	30%	27%	6%	33%	9%
HUIE	142	15%	37%	45%	3%	1%	4%	14%	15%	47%	30%	8%	2%	20%	36%	25%	18%	1%	19%	1%
JAMES JACKSON	98	12%	47%	39%	2%	0%	2%	25%	12%	41%	45%	2%	19%	18%	43%	21%	13%	4%	17%	10%
KAY R PACE	82	0%	4%	46%	41%	9%	50%	50%	0%	2%	59%	39%	39%	0%	11%	34%	35%	20%	55%	NA
KEMP	239	6%	25%	56%	13%	1%	14%	16%	6%	25%	54%	15%	13%	11%	26%	28%	24%	11%	35%	15%
KILPATRICK	125	7%	39%	45%	9%	0%	9%	13%	7%	30%	56%	6%	18%	14%	38%	26%	13%	8%	21%	9%
LAKE CITY	102	3%	18%	50%	25%	5%	30%	2%	3%	20%	50%	27%	5%	7%	30%	40%	21%	2%	23%	5%
LAKE RIDGE	105	6%	31%	45%	17%	1%	18%	5%	6%	31%	45%	18%	1%	8%	36%	30%	22%	5%	27%	14%
LEE STREET	86	7%	47%	41%	5%	1%	6%	13%	7%	41%	48%	5%	14%	15%	48%	21%	14%	2%	16%	7%
M.KING	114	5%	39%	44%	11%	1%	12%	1%	5%	46%	39%	10%	1%	9%	34%	28%	23%	6%	29%	21%
MORROW	96	7%	25%	50%	14%	4%	18%	1%	7%	27%	50%	16%	13%	6%	33%	28%	23%	9%	32%	15%
MOUNT ZION	235	7%	48%	38%	7%	0%	7%	16%	7%	48%	40%	6%	15%	13%	28%	30%	23%	6%	29%	16%
NORTHCUTT	129	9%	48%	38%	5%	0%	5%	12%	9%	48%	36%	6%	11%	16%	45%	24%	11%	4%	15%	8%
OLIVER	123	4%	35%	41%	18%	2%	20%	11%	4%	32%	42%	22%	7%	10%	38%	20%	28%	4%	32%	23%
POINTE SOUTH	115	6%	39%	45%	6%	4%	10%	15%	6%	42%	43%	9%	14%	11%	34%	31%	19%	4%	23%	8%
RIVER'S EDGE	114	2%	30%	55%	11%	3%	14%	7%	2%	27%	57%	14%	1%	6%	27%	30%	27%	10%	37%	30%
RIVERDALE	117	13%	32%	45%	10%	1%	11%	12%	13%	28%	51%	8%	13%	19%	40%	25%	9%	6%	15%	2%
R.T. SMITH	190	7%	40%	44%	8%	1%	9%	12%	7%	43%	42%	8%	16%	11%	31%	38%	17%	4%	21%	0%
SUDER	132	6%	30%	50%	11%	2%	13%	2%	6%	29%	50%	15%	12%	13%	30%	31%	17%	9%	26%	15%
SWINT	128	9%	27%	45%	16%	4%	20%	5%	9%	21%	55%	15%	16%	9%	32%	27%	27%	6%	33%	18%
TARA	124	5%	22%	60%	13%	1%	14%	11%	5%	22%	59%	15%	1%	11%	21%	30%	29%	9%	38%	35%
T. MARSHALL	149	8%	32%	38%	21%	1%	22%	1%	8%	32%	44%	16%	1%	14%	41%	28%	14%	3%	17%	4%
UNIDOS	57	4%	26%	49%	18%	4%	22%	10%	4%	16%	54%	26%	14%	9%	25%	40%	19%	7%	26%	6%
WEST CLAYTON	96	8%	33%	51%	6%	1%	7%	3%	8%	38%	47%	7%	2%	14%	35%	26%	19%	6%	25%	21%
W.M. MCGARRAH	115	6%	23%	50%	19%	2%	21%	3%	6%	19%	54%	21%	19%	8%	24%	35%	22%	11%	33%	15%

		2019																
School	2019	Idea Development, Organization, and Coherence							Language Usage and Conventions				Narrative Writing Response					
		0*	1	2	3	4	3 + 4	Change (+/-)	0*	1	2	3	Change (+/-)	1	2	3	4	Change (+/-)
6th Grade	N	6%	51%	34%	7%	2%	9%	-12%	6%	45%	37%	12%	-10%	26%	39%	17%	4%	-5%
ADAMSON	189	6%	51%	34%	7%	2%	9%	-12%	6%	45%	37%	12%	-10%	26%	39%	17%	4%	-5%
BABB	346	4%	45%	27%	19%	4%	23%	-12%	4%	44%	29%	23%	-13%	23%	32%	23%	11%	-7%
EDDIE WHITE ACADEMY	272	8%	42%	37%	11%	1%	12%	-3%	8%	37%	40%	14%	-9%	24%	34%	18%	3%	1%
ELITE SCHOLARS ACADEMY	98	0%	2%	32%	45%	21%	66%	2%	0%	2%	23%	74%	0%	4%	48%	37%	9%	-12%
FOREST PARK	243	7%	52%	31%	8%	2%	10%	-9%	7%	56%	29%	8%	-7%	34%	26%	14%	1%	-5%
JONESBORO	367	7%	45%	38%	8%	1%	9%	-9%	7%	46%	37%	9%	-14%	34%	33%	14%	4%	-8%
KENDRICK	290	3%	52%	38%	7%	1%	8%	-14%	3%	50%	39%	8%	-20%	24%	37%	19%	2%	-8%
LOVEJOY	177	7%	52%	27%	9%	5%	14%	-2%	7%	46%	32%	15%	-11%	23%	41%	18%	3%	-1%
M. D. ROBERTS	326	2%	35%	51%	10%	2%	12%	-15%	2%	31%	52%	15%	-19%	15%	43%	28%	6%	1%
MORROW	350	5%	37%	46%	10%	1%	11%	-21%	5%	38%	44%	12%	-23%	24%	36%	22%	3%	-11%
MUNDY'S MILL	289	10%	39%	39%	9%	2%	11%	-12%	10%	38%	40%	12%	-9%	27%	38%	17%	2%	-10%
NORTH CLAYTON	310	3%	49%	41%	6%	1%	7%	-8%	3%	47%	43%	7%	-13%	30%	32%	15%	1%	-1%
POINTE SOUTH	276	8%	43%	32%	16%	1%	17%	4%	8%	43%	33%	16%	-1%	25%	34%	22%	3%	2%
REX MILL	387	6%	35%	42%	14%	3%	17%	-8%	6%	33%	43%	18%	-11%	28%	33%	23%	4%	-1%
RIVERDALE	274	6%	46%	40%	7%	1%	8%	-11%	6%	43%	41%	10%	-17%	28%	30%	22%	3%	4%
SEQUOYAH	289	5%	38%	37%	18%	2%	20%	5%	5%	35%	42%	18%	-2%	26%	40%	18%	1%	-5%
7th Grade	N	0*	1	2	3	4	3 + 4	Change (+/-)	0*	1	2	3	Change (+/-)	1	2	3	4	Change (+/-)
ADAMSON	173	5%	40%	41%	12%	2%	14%	-30%	5%	43%	36%	16%	-32%	27%	38%	24%	5%	-33%
BABB	351	4%	25%	50%	19%	1%	20%	-10%	4%	30%	46%	19%	-27%	16%	30%	27%	21%	-21%
EDDIE WHITE ACADEMY	249	5%	37%	40%	17%	1%	18%	-56%	5%	40%	36%	19%	-16%	27%	35%	20%	10%	-13%
ELITE SCHOLARS ACADEMY	118	0%	3%	36%	54%	8%	62%	41%	0%	3%	34%	63%	-22%	1%	16%	43%	40%	0%
FOREST PARK	234	9%	39%	45%	7%	1%	8%	-13%	9%	50%	36%	5%	-19%	36%	26%	20%	5%	-14%
JONESBORO	330	8%	39%	41%	11%	1%	12%	-7%	8%	41%	41%	10%	-15%	35%	24%	19%	9%	-14%
KENDRICK	234	6%	37%	44%	11%	2%	13%	-10%	6%	42%	45%	7%	-20%	29%	30%	24%	7%	-15%
LOVEJOY	184	7%	39%	47%	6%	2%	8%	-40%	7%	43%	44%	7%	-21%	22%	37%	28%	4%	-18%
M. D. ROBERTS	294	5%	19%	42%	27%	7%	34%	9%	5%	23%	45%	27%	-27%	19%	28%	33%	16%	-11%
MORROW	296	6%	29%	43%	20%	1%	21%	3%	6%	35%	38%	20%	-11%	21%	28%	28%	13%	-4%
MUNDY'S MILL	251	4%	37%	45%	14%	0%	14%	-5%	4%	35%	45%	16%	-10%	23%	36%	28%	7%	-7%

	2019																				
School	2019	Idea Development, Organization, and Coherence								Language Usage and Conventions				Narrative Writing Response							
		6%	43%	40%	11%	0%	11%		6%	43%	36%	15%			29%	30%	21%	10%			
NORTH CLAYTON	283																				
POINTE SOUTH	288	9%	38%	44%	8%	1%	9%		9%	47%	35%	9%									
REX MILL	362	4%	24%	52%	18%	2%	20%		4%	34%	49%	13%									
RIVERDALE	245	13%	43%	37%	7%	1%	8%		13%	43%	35%	9%									
SEQUOYAH	281	6%	38%	44%	11%	1%	12%		6%	44%	44%	7%									
8th Grade	N	0*	1	2	3	4	3 + 4		0*	1	2	3									
ADAMSON	207	5%	9%	69%	16%	1%	17%		5%	13%	63%	19%									
BABB	315	4%	8%	69%	18%	2%	20%		4%	15%	61%	21%									
EDDIE WHITE	251	7%	15%	66%	12%	1%	13%		7%	18%	58%	17%									
ELITE SCHOLARS	104	0%	0%	46%	48%	6%	54%		0%	0%	41%	59%									
FOREST PARK	228	11%	18%	58%	12%	1%	13%		11%	21%	54%	14%									
JONESBORO	332	8%	19%	63%	10%	1%	11%		8%	21%	61%	11%									
KENDRICK	271	10%	13%	67%	10%	1%	11%		10%	13%	65%	13%									
LOVEJOY	183	3%	12%	70%	14%	0%	14%		3%	14%	63%	19%									
M. D. ROBERTS	319	5%	5%	55%	29%	6%	35%		5%	8%	49%	38%									
MORROW	294	6%	12%	60%	18%	3%	21%		6%	15%	54%	25%									
MUNDYS MILL	248	10%	10%	60%	18%	1%	19%		10%	15%	57%	18%									
NORTH CLAYTON	272	7%	17%	64%	11%	1%	12%		7%	19%	60%	14%									
POINTE SOUTH	281	10%	13%	64%	11%	1%	12%		10%	17%	59%	14%									
REX MILL	345	4%	15%	63%	17%	1%	18%		4%	18%	59%	19%									
RIVERDALE	261	11%	21%	63%	5%	0%	5%		11%	24%	57%	8%									
SEQUOYAH	273	7%	14%	67%	12%	1%	13%		7%	23%	58%	13%									

2019	Extended Writing Task						Extended Writing Task						Narrative Writing Response					
	Idea Development, Organization, and Coherence						Language Usage and Conventions											
	0*	1	2	3	4	Change (+/-)	0*	1	2	3	Change (+/-)	0*	1	2	3	4	3+4	Change (+/-)
School																		
CHARLES R. DREW HIGH	8%	18%	41%	30%	4%	12%	8%	25%	41%	26%	9%	28%	34%	23%	12%	3%	15%	-8%
ELITE SCHOLARS ACADEMY	0%	0%	11%	64%	25%	24%	0%	1%	20%	79%	22%	2%	89%	27%	32%	28%	60%	-11%
FOREST PARK HIGH	6%	21%	43%	23%	6%	1%	6%	29%	45%	19%	-2%	29%	29%	22%	13%	5%	18%	5%
JONESBORO HIGH	9%	26%	37%	21%	7%	0%	9%	30%	40%	21%	1%	24%	28%	23%	14%	4%	18%	-2%
LOVEJOY HIGH	4%	22%	44%	27%	4%	0%	4%	29%	46%	21%	-1%	17%	31%	24%	17%	4%	21%	-2%
MARTHA ELLEN STILWELL	1%	5%	31%	48%	15%	-4%	1%	6%	36%	58%	10%	5%	63%	31%	31%	17%	48%	-10%
MORROW HIGH S	3%	21%	38%	32%	6%	3%	3%	24%	42%	32%	5%	19%	38%	26%	15%	6%	21%	-8%
MOUNT ZION HIGH	4%	15%	52%	24%	5%	1%	4%	22%	54%	19%	7%	18%	29%	28%	12%	10%	22%	12%
MUNDY'S MILL HIGH	7%	16%	46%	29%	2%	11%	7%	21%	46%	26%	6%	24%	31%	22%	13%	5%	18%	0%
NORTH CLAYTON HIGH	4%	14%	53%	26%	4%	6%	4%	27%	39%	30%	13%	29%	30%	25%	8%	5%	13%	-3%
PERRY CAREER ACADEMY	25%	33%	37%	5%	1%	NA	25%	38%	35%	3%	NA	48%	6%	40%	0%	2%	2%	NA
RIVERDALE HIGH	4%	16%	50%	26%	4%	3%	4%	24%	51%	21%	-1%	20%	30%	36%	15%	4%	19%	-2%

3rd Grade

School Name	2019 Reading Status*			Change (+/-)
	# Tested	% Below Grade Level (Lexile < 520L)	% Grade Level or Above (Lexile ≥ 520L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,242	39.0	61.0	3.9
ANDERSON ELEMENTARY	94	51.1	48.9	3.7
ARNOLD ELEMENTARY	93	28.0	72.0	-1.9
BROWN ELEMENTARY	138	33.3	66.7	20.7
CALLAWAY ELEMENTARY	134	35.8	64.2	4.7
CHURCH STREET ELEMENTARY	144	36.1	63.9	7.2
EAST CLAYTON ELEMENTARY	97	41.2	58.8	4.0
EDDIE WHITE ELEMENTARY	123	47.2	52.8	-6.4
EDMONDS ELEMENTARY	82	50.0	50.0	2.3
FOUNTAIN ELEMENTARY	88	50.0	50.0	-2.9
HARPER ELEMENTARY	141	45.4	54.6	-3.2
HAWTHORNE ELEMENTARY	128	28.1	71.9	10.0
HAYNIE ELEMENTARY	159	42.8	57.2	-8.5
HUIE ELEMENTARY	162	58.0	42.0	-3.0
JAMES JACKSON ELEMENTARY	92	33.7	66.3	-1.7
KAY R PACE ELEMENTARY OF THE	73	8.2	91.8	NA
KEMP ELEM	219	37.4	62.6	1.2
KILPATRICK ELEMENTARY	118	36.4	63.6	1.9
LAKE CITY ELEMENTARY	97	33.0	67.0	2.8
LAKE RIDGE ELEMENTARY	101	41.6	58.4	5.2
LEE STREET ELEMENTARY	95	50.5	49.5	2.9
MARTIN LUTHER KING, JR	111	36.9	63.1	10.5
MORROW ELEMENTARY	91	31.9	68.1	1.0
MOUNT ZION ELEMENTARY	186	40.9	59.1	9.9
NORTHCUTT ELEMENTARY	124	61.3	38.7	-8.0
OLIVER ELEMENTARY	104	35.6	64.4	16.0
POINTE SOUTH ELEMENTARY	117	30.8	69.2	8.4
RIVERDALE ELEMENTARY	135	45.2	54.8	2.0
RIVER'S EDGE ELEMENTARY	107	21.5	78.5	11.1
ROBERTA T. SMITH ELEMENTARY	160	33.1	66.9	0.2
SUDER ELEMENTARY	105	40.0	60.0	-3.6
SWINT ELEMENTARY	126	37.3	62.7	0.6
TARA ELEMENTARY	95	35.8	64.2	10.6
THURGOOD MARSHALL ELEMENTARY	151	32.5	67.5	16.0
UNIDOS DUAL LANGUAGE	58	31.0	69.0	1.8
WEST CLAYTON ELEMENTARY	83	55.4	44.6	0.4
WILLIAM M. MCGARRAH ELEMENTARY	111	34.2	65.8	4.0

4th Grade

School Name	2019 Reading Status*			Change (+/-)
	# Tested	% Below Grade Level (Lexile < 740L)	% Grade Level or Above (Lexile ≥ 740L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,361	51.2	48.8	-5.2
ANDERSON ELEMENTARY	84	57.1	42.9	-1.4
ARNOLD ELEMENTARY	90	31.1	68.9	-1.8
BROWN ELEMENTARY	153	60.1	39.9	-19.7
CALLAWAY ELEMENTARY	163	45.4	54.6	3.4
CHURCH STREET ELEMENTARY	141	57.4	42.6	-3.7
EAST CLAYTON ELEMENTARY	122	48.4	51.6	6.4
EDDIE WHITE ELEMENTARY	116	47.4	52.6	5.1
EDMONDS ELEMENTARY	84	58.3	41.7	-8.3
FOUNTAIN ELEMENTARY	87	50.6	49.4	1.1
HARPER ELEMENTARY	139	50.4	49.6	-1.6
HAWTHORNE ELEMENTARY	158	47.5	52.5	-1.6
HAYNIE ELEMENTARY	143	54.5	45.5	-7.6
HUIE ELEMENTARY	130	66.9	33.1	6.5
JAMES JACKSON ELEMENTARY	85	56.5	43.5	-12.3
KAY R PACE ELEMENTARY OF THE	78	25.6	74.4	NA
KEMP ELEM	219	55.3	44.7	-11.3
KILPATRICK ELEMENTARY	133	57.1	42.9	-2.1
LAKE CITY ELEMENTARY	116	38.8	61.2	-1.3
LAKE RIDGE ELEMENTARY	92	48.9	51.1	1.9
LEE STREET ELEMENTARY	107	65.4	34.6	-10.7
MARTIN LUTHER KING, JR.	93	61.3	38.7	-8.9
MORROW ELEMENTARY	84	47.6	52.4	-13.2
MOUNT ZION ELEMENTARY	192	60.4	39.6	-10.4
NORTHCUTT ELEMENTARY	119	63.0	37.0	6.2
OLIVER ELEMENTARY	102	47.1	52.9	1.4
POINTE SOUTH ELEMENTARY	103	44.7	55.3	8.9
RIVERDALE ELEMENTARY	131	53.4	46.6	11.6
RIVER'S EDGE ELEMENTARY	109	47.7	52.3	1.7
ROBERTA T. SMITH ELEMENTARY	178	44.4	55.6	7.2
SUDER ELEMENTARY	123	48.8	51.2	-0.6
SWINT ELEMENTARY	129	46.5	53.5	-1.3
TARA ELEMENTARY	132	51.5	48.5	6.8
THURGOOD MARSHALL ELEMENTARY	160	50.0	50.0	3.9
UNIDOS DUAL LANGUAGE	57	15.8	84.2	19.6
WEST CLAYTON ELEMENTARY	95	60.0	40.0	-1.6
WILLIAM M. MCGARRAH ELEMENTARY	114	46.5	53.5	-8.7

5th Grade

School Name	2019 Reading Status*			Change (+/-)
	# Tested	% Below Grade Level (Lexile < 830L)	% Grade Level or Above (Lexile ≥ 830L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,523	39.0	61.0	3.0
ANDERSON ELEMENTARY	87	48.3	51.7	-2.1
ARNOLD ELEMENTARY	115	30.4	69.6	-17.2
BROWN ELEMENTARY	149	38.3	61.7	6.6
CALLAWAY ELEMENTARY	156	35.9	64.1	2.4
CHURCH STREET ELEMENTARY	160	40.0	60.0	-2.9
EAST CLAYTON ELEMENTARY	100	40.0	60.0	0.6
EDDIE WHITE ELEMENTARY	127	35.4	64.6	14.2
EDMONDS ELEMENTARY	92	41.3	58.7	12.4
FOUNTAIN ELEMENTARY	76	48.7	51.3	-7.3
HARPER ELEMENTARY	151	29.8	70.2	14.2
HAWTHORNE ELEMENTARY	143	36.4	63.6	2.5
HAYNIE ELEMENTARY	161	47.8	52.2	-7.2
HUIE ELEMENTARY	142	52.1	47.9	4.6
JAMES JACKSON ELEMENTARY	98	46.9	53.1	-12.7
KAY R PACE ELEMENTARY OF THE	82	1.2	98.8	NA
KEMP ELEM	239	32.2	67.8	4.0
KILPATRICK ELEMENTARY	125	37.6	62.4	8.5
LAKE CITY ELEMENTARY	102	38.2	61.8	0.0
LAKE RIDGE ELEMENTARY	105	41.0	59.0	-2.8
LEE STREET ELEMENTARY	86	52.3	47.7	-0.6
MARTIN LUTHER KING, JR.	114	49.1	50.9	0.4
MORROW ELEMENTARY	96	32.3	67.7	-2.6
MOUNT ZION ELEMENTARY	235	40.4	59.6	0.1
NORTHCUTT ELEMENTARY	128	55.5	44.5	-5.0
OLIVER ELEMENTARY	122	37.7	62.3	16.0
POINTE SOUTH ELEMENTARY	114	43.9	56.1	0.6
RIVERDALE ELEMENTARY	114	51.8	48.2	-3.0
RIVER'S EDGE ELEMENTARY	114	32.5	67.5	4.1
ROBERTA T. SMITH ELEMENTARY	189	37.6	62.4	-3.3
SUDER ELEMENTARY	132	34.8	65.2	7.9
SWINT ELEMENTARY	128	33.6	66.4	13.8
TARA ELEMENTARY	124	29.0	71.0	20.0
THURGOOD MARSHALL ELEMENTARY	149	42.3	57.7	0.5
UNIDOS DUAL LANGUAGE	57	35.1	64.9	-15.1
WEST CLAYTON ELEMENTARY	96	45.8	54.2	12.2
WILLIAM M. MCGARRAH ELEMENTARY	115	33.0	67.0	4.8

6th Grade

School Name	2019 Reading Status*			Change (+/-)
	#Tested	% Below Grade Level (Lexile < 925L)	% Grade Level or Above (Lexile ≥ 925L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,467	56.6	43.4	2.4
ADAMSON MIDDLE	189	60.3	39.7	-5.0
BABB MIDDLE	346	53.8	46.2	-3.5
EDDIE WHITE MIDDLE	271	62.0	38.0	-5.3
ELITE SCHOLARS ACADEMY	98	2.0	98.0	-0.2
FOREST PARK MIDDLE	243	66.7	33.3	-0.3
JONESBORO MIDDLE	366	69.1	30.9	-3.5
KENDRICK MIDDLE	290	56.2	43.8	-7.3
LOVEJOY MIDDLE	176	53.4	46.6	10.0
M. D. ROBERTS MIDDLE	325	36.0	64.0	1.4
MORROW MIDDLE	350	57.1	42.9	-5.8
MUNDYS MILL MIDDLE	289	58.1	41.9	-4.5
NORTH CLAYTON MIDDLE	310	65.2	34.8	-8.0
POINTE SOUTH MIDDLE	276	56.2	43.8	7.7
REX MILL MIDDLE	387	54.5	45.5	-5.7
RIVERDALE MIDDLE	263	60.1	39.9	-2.1
SEQUOYAH MIDDLE	288	60.8	39.2	0.9

7th Grade

School Name	2019 Reading Status*			Change (+/-)
	#Tested	% Below Grade Level (Lexile < 970L)	% Grade Level or Above (Lexile ≥ 970L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,158	40.1	59.9	0.9
ADAMSON MIDDLE SCHOOL	173	43.9	56.1	-0.9
BABB MIDDLE SCHOOL	350	40.0	60.0	-5.3
EDDIE WHITE MIDDLE SCHOOL	247	37.7	62.3	2.5
ELITE SCHOLARS ACADEMY SCHOOL	118	0.0	100.0	1.1
FOREST PARK MIDDLE SCHOOL	234	51.7	48.3	-4.5
JONESBORO MIDDLE SCHOOL	329	50.2	49.8	-3.5
KENDRICK MIDDLE SCHOOL	233	39.1	60.9	6.6
LOVEJOY MIDDLE SCHOOL	184	45.1	54.9	-5.2
M. D. ROBERTS MIDDLE SCHOOL	293	27.3	72.7	-2.6
MORROW MIDDLE SCHOOL	294	42.2	57.8	-4.7
MUNDYS MILL MIDDLE SCHOOL	251	32.7	67.3	10.7
NORTH CLAYTON MIDDLE SCHOOL	282	47.5	52.5	3.2
PERRY CAREER ACADEMY	2	--	--	NA
POINTE SOUTH MIDDLE SCHOOL	288	42.4	57.6	4.8
REX MILL MIDDLE SCHOOL	359	33.7	66.3	2.2
RIVERDALE MIDDLE SCHOOL	241	48.5	51.5	1.6
SEQUOYAH MIDDLE SCHOOL	281	48.0	52.0	6.6

8th Grade

School Name	2019 Reading Status*			Change (+/-)
	#Tested	% Below Grade Level (Lexile < 1010L)	% Grade Level or Above (Lexile ≥ 1010L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4,170	39.3	60.7	1.3
ADAMSON MIDDLE SCHOOL	206	33.5	66.5	3.0
BABB MIDDLE SCHOOL	314	32.5	67.5	3.4
EDDIE WHITE MIDDLE SCHOOL	251	36.7	63.3	5.6
ELITE SCHOLARS ACADEMY SCHOOL	102	0.0	100.0	7.2
FOREST PARK MIDDLE SCHOOL	228	51.3	48.7	-3.1
JONESBORO MIDDLE SCHOOL	331	51.4	48.6	-2.2
KENDRICK MIDDLE SCHOOL	270	43.0	57.0	-7.0
LOVEJOY MIDDLE SCHOOL	183	42.1	57.9	2.1
M. D. ROBERTS MIDDLE SCHOOL	318	20.4	79.6	-2.6
MORROW MIDDLE SCHOOL	291	36.1	63.9	4.3
MUNDYS MILL MIDDLE SCHOOL	248	43.1	56.9	0.0
NORTH CLAYTON MIDDLE SCHOOL	272	46.0	54.0	2.0
PERRY CAREER ACADEMY	3	--	--	NA
POINTE SOUTH MIDDLE SCHOOL	280	47.9	52.1	1.2
REX MILL MIDDLE SCHOOL	345	37.1	62.9	-0.4
RIVERDALE MIDDLE SCHOOL	257	43.2	56.8	4.0
SEQUOYAH MIDDLE SCHOOL	291	44.3	55.7	1.2

9th Grade

School Name	2019 # Tested	2019 Reading Status*		Change (+/-)
		% Below Grade Level (Lexile < 1050L)	% Grade Level or Above (Lexile ≥ 1050L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	4161	30.2	69.8	1.2
CHARLES R. DREW HIGH	413	33.2	66.8	3.6
ELITE SCHOLARS ACADEMY	99	0.0	100.0	0.0
FOREST PARK HIGH	465	35.5	64.5	-2.8
JONESBORO HIGH	400	32.5	67.5	-0.3
LOVEJOY HIGH	494	28.3	71.7	-1.9
MARTHA ELLEN STILWELL	144	0.0	100.0	2.2
MORROW HIGH	513	30.0	70.0	-1.6
MOUNT ZION HIGH	395	29.6	70.4	1.6
MUNDY'S MILL HIGH	469	30.5	69.5	7.8
NORTH CLAYTON HIGH	324	34.0	66.0	-0.3
PERRY CAREER ACADEMY	110	63.6	36.4	5.2
RIVERDALE HIGH	335	26.6	73.4	2.2

11th Grade

School Name	2019 Number Tested	2019 Reading Status*		Change (+/-)
		% Below Grade Level (Lexile < 1185L)	% Grade Level or Above (Lexile ≥ 1185L)	18 to 19
CLAYTON COUNTY PUBLIC SCHOOLS	3443	37.4	62.6	-0.9
CHARLES R. DREW HIGH	310	37.7	62.3	6.2
ELITE SCHOLARS ACADEMY	23	4.3	95.7	2.0
FOREST PARK HIGH	479	37.8	62.2	-2.7
JONESBORO HIGH	318	38.4	61.6	-2.8
LOVEJOY HIGH	423	33.8	66.2	7.1
MARTHA ELLEN STILWELL	137	8.0	92.0	-5.3
MORROW HIGH	375	30.4	69.6	-7.2
MOUNT ZION HIGH	291	34.4	65.6	8.8
MUNDY'S MILL HIGH	353	35.1	64.9	6.5
NORTH CLAYTON HIGH	238	52.1	47.9	-10.2
PERRY CAREER ACADEMY	230	72.2	27.8	-3.9
RIVERDALE HIGH	266	32.3	67.7	-0.6

How are we increasing
student achievement?

Core Content Areas One-Pagers





CCPS FRAMEWORK FOR HIGH PERFORMANCE

COMPONENTS OF AN EFFECTIVE LESSON

References: GADOE Standards-Based Framework and Dr. Bill Daggett’s Rigor and Relevance Framework

Setting the Stage for Learning		TKES 1, 2, 3, 7	Preparation for Student Application	TKES 1, 2, 3, 4, 5
Teacher Behaviors				
<ul style="list-style-type: none">Actively engages the students; gains all students' attentionIntroduces standard(s), learning target(s), and success criteriaBuilds students' conceptual understanding and/or knowledge and skillsModels problem-solving and comprehension strategies (use of think alouds, demonstrations, experiments, etc.)Asks strategic questions to promote critical thinking		Teacher Behaviors <ul style="list-style-type: none">Provides guided student practiceUses strategic questioning techniques to check understanding and to encourage critical thinkingEngages students in discipline-specific discussionsIntroduces organizing tools (or instructional resources)Revisits learning targets, success criteria and expectations for learning task(s)		
Student Behaviors				
<ul style="list-style-type: none">Accesses prior knowledge and makes connectionsEngages in note-taking technique/strategyParticipates in classroom discussions; investigates and analyzes thinkingAsks thought-provoking and/or clarifying questions		Student Behaviors <ul style="list-style-type: none">Engages in guided practiceParticipates in academic discussions (peer-to-teacher; peer-to-peer)Prepares organizing tools or resourcesAsks thought-provoking and/or clarifying questions		
Application of Learning				
Teacher Behaviors				
<ul style="list-style-type: none">Facilitates independent and/or small group work; scaffolds learning task(s)Purposefully assigns collaborative groups and differentiates tasks (as needed)Uses strategic questioning techniques to check understanding and to encourage critical thinkingAllows students to engage in productive struggle, make mistakes, and engage in error analysisMonitors, assesses and documents student progress; explicitly clarifies misconceptions in student understandingConfers formally and informally with students and provides standards-based feedback		Teacher Behaviors <ul style="list-style-type: none">Formally or informally assesses student understandingProvides targeted, standards-based feedback to studentsExplicitly clarifies misconceptions in student understandingSummarizes and celebrates progress toward learning target and mastery of standard(s)Identifies next steps for instruction based on data analysis		
Student Behaviors				
<ul style="list-style-type: none">Engages in independent or collaborative learningCompletes rigorous, conceptually-rich performance or learning tasksDemonstrates a command of the standards-based vocabularyDemonstrates proficiency on skills and concepts related to content standardsConfers with teacher and receives and applies standards-based feedback		Student Behaviors: <ul style="list-style-type: none">Shares, assesses, and justifies work using language of the standardsProvides feedback to teacher on the day's learning (e.g. challenges, successes, etc.)Completes a brief assessment of learning (electronic/paper quiz, written response, ticket out of the door, etc.)Reflects and summarizes progress towards mastery of learning target/standard based on success criteria		

HIGH-IMPACT PRACTICES FOR RIGOROUS INSTRUCTION FOR ALL

What is Thoughtful Work? (Evidence-Based Writing)	TKES 1, 2, 3, 4, 5, 8	What is Higher-Order Questioning? (Contributes to <i>Quad D</i> Moments)	TKES 1, 2, 3, 4, 5, 8	What are Academic Discussions? (Command of Content Vocabulary)	TKES 1, 2, 3, 4, 5, 8
<ul style="list-style-type: none">All students demonstrate their understanding of a text (e.g. selection, illustration, graph, etc.) through the use of a Close-Reading Protocol.All students demonstrate their understanding of text-dependent question(s)/prompt(s) by unpacking and/or paraphrasing.All students demonstrate their understanding by producing a written response that includes a precise claim and relevant textual evidence with justification/reasoning.All students are required to use a writing rubric to assess and/or revise their response.		<ul style="list-style-type: none">All students are required to respond to questions that deepen their levels of thinking.All students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.During the lesson, all students generate questions about content that demonstrate rigorous independent thinking.All students actively engage in both developing and responding to peer-generated rigorous questions with little guidance from the teachers.		<ul style="list-style-type: none">Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.Students engage with peers in academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to dialogue rather than a Q&A session on the major concepts studied.	

WHAT TO CONSIDER DURING COLLABORATIVE PLANNING						STEPS FOR DECONSTRUCTING STANDARDS INTO CLEAR LEARNING TARGETS																					
<div><div>S.</div><div>T.</div><div>A.</div><div>R.</div><div>T.</div><div>S.</div></div> <div><div>STUDENTS</div><div>TIME</div><div>ASSESSMENT</div><div>RESOURCES</div><div>TEACHING TECHNIQUES</div><div>STANDARDS</div></div>	<div><div>Step 1 → Perform a CLOSE READ of the standard.</div><div>What is the overall significance or intent of the standard? What are the Big Ideas?</div><div>What prior knowledge is needed to access the standard?</div><div>What level of thinking is required to demonstrate mastery of the standard?</div><div>How does this standard relate to future learning in the content area?</div><div>What relevant connections can be made while teaching this standard?</div></div> <div><div>Step 2 → Determine the KEY VOCABULARY from the standards.</div><div>What vocabulary terms/phrases will need to be explicitly taught to students? Consider both tier II (academic words) and tier III (content-specific) words.</div><div>What instructional strategy will be used to ensure students learn vocabulary in context?</div><div>How will students demonstrate mastery of the vocabulary in the context of the content area? How and when will students be expected to use the vocabulary in context when speaking and writing?</div></div> <div><div>Step 3 → Develop clear, thoughtful, and rigorous LEARNING TARGETS.</div><div>Consider the subskills or elements associated with the standard.</div><div>Write learning targets that will lead to student mastery of the standard.</div><div>Develop targets that require students to build knowledge, skills, reasoning skills, or produce a product.</div><div>Determine how many instructional days are needed to teach each learning target.</div></div>					<div><div>BEFORE – DURING – AFTER PLANNING CONSIDERATIONS</div><table><tr><th>Before</th><th>During</th><th>After</th></tr><tr><td>✓ Determine the learning standards and learning targets of focus.</td><td>✓ Develop a common understanding of the standard(s).</td><td>✓ Preview/read the content that will be taught.</td></tr><tr><td>✓ Secure the appropriate reference materials for planning.</td><td>✓ Solidify clear learning targets. Design/select learning tasks based on the standard and students' learning needs/interests.</td><td>✓ Secure the resources and materials for lesson delivery and assessments.</td></tr><tr><td>✓ Preview/read the content that will be taught to students (if applicable) and predetermine formative assessments.</td><td>✓ Determine the high-impact strategies and supports based on students' learning needs.</td><td>✓ Determine what resources students will need in their possession versus what can be displayed for the class.</td></tr><tr><td>✓ Determine the appropriate student data or student work to bring to planning that demonstrates students' level of learning of the standards taught.</td><td>✓ Finalize the formative assessments that will be used for monitoring student learning during instruction.</td><td>✓ Determine the most appropriate delivery and learning models (e.g. whole group, small group, partners, individual, etc.).</td></tr><tr><td></td><td>✓ Determine what will be acceptable evidence of student mastery (success criteria).</td><td>✓ Collect student work to share and analyze with colleagues at the next planning session.</td></tr></table></div>				Before	During	After	✓ Determine the learning standards and learning targets of focus.	✓ Develop a common understanding of the standard(s).	✓ Preview/read the content that will be taught.	✓ Secure the appropriate reference materials for planning.	✓ Solidify clear learning targets. Design/select learning tasks based on the standard and students' learning needs/interests.	✓ Secure the resources and materials for lesson delivery and assessments.	✓ Preview/read the content that will be taught to students (if applicable) and predetermine formative assessments.	✓ Determine the high-impact strategies and supports based on students' learning needs.	✓ Determine what resources students will need in their possession versus what can be displayed for the class.	✓ Determine the appropriate student data or student work to bring to planning that demonstrates students' level of learning of the standards taught.	✓ Finalize the formative assessments that will be used for monitoring student learning during instruction.	✓ Determine the most appropriate delivery and learning models (e.g. whole group, small group, partners, individual, etc.).		✓ Determine what will be acceptable evidence of student mastery (success criteria).	✓ Collect student work to share and analyze with colleagues at the next planning session.
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<div><div>USE OF ASSESSMENT DATA TO INFORM INSTRUCTION</div><div><div>(1) Determine Students' Overall Performance Levels</div><div>What percent of (ALL) students demonstrated on or above proficiency vs. below proficiency? What were these percentages for each subgroup?</div></div><div><div>(2) Perform a Standards Analysis</div><div>On which standard(s) did students perform more proficiently, and on which standards did they display the greatest deficits? Analyze this by class period and by subgroup.</div></div><div><div>(3) Conduct a Student Analysis</div><div>What factors may have contributed to individual student performance (e.g. access to the core, access to extended learning opportunities, absenteeism, etc.)? Are the most appropriate strategies (academic and/or behavioral) being used based on student performance? Are parents aware of student performance?</div></div><div><div>(4) Conduct a Test in Hand Analysis</div><div>How do the design and structure of the test question align or differ from how the questions and tasks are presented during instruction? Consider: question wording, DOK level, text complexity, distractors, etc.</div></div><div><div>(5) Use the data to inform instruction</div><div>How will students be informed of their performance and engaged in goal-setting and error analysis of missed questions? How will future lessons allot time for re-teaching or enrichment opportunities? What strategies and resources will be used to address students' learning needs? What formative assessment methods will be used to monitor and measure students' attainment of deficit areas?</div></div></div>																											

HOW ARE WE...

Advancing Learning for All

<p>Elementary Grades</p> <p>K-5</p>	<ul style="list-style-type: none"> The core curriculum was enhanced to include <i>rigorous and relevant learning tasks</i> that offer students an opportunity to read and write using complex texts. These learning tasks require students to apply literacy, critical thinking, and problem-solving skills to research and address real-world issues. The objective is for elementary students to use their talents and knowledge of the standards to create products that show case their creativity and their ability to work with others, design a plan, and manage their time. <ul style="list-style-type: none"> Some of these tasks reflect the traits of <i>Project Based Learning</i>: <ul style="list-style-type: none"> Challenging and real-world problem or question Student Voice and Choice Reflection, Critique, and Revision Public Product
<p>Middle School</p> <p>6-8</p>	<ul style="list-style-type: none"> Sixth graders are enrolled in Grade 6 Accelerated Math, which reflects all of the sixth grade's Georgia Standards of Excellence and a portion of seventh grade's standards. [94%] An increased number of eighth graders are enrolled in High School Algebra I, Physical Science, and Ninth Grade Literature and Composition. More students are using the YouScience aptitude assessment to determine career-interests for strategic advisement and planning for a CTAE Career Pathway.
<p>High School</p> <p>9-12</p>	<ul style="list-style-type: none"> An increased number of ninth graders are enrolled in the following Advanced Placement Courses: [80%] <ul style="list-style-type: none"> AP Computer Science Principles AP Environmental Science AP Human Geography AP World History An increased number of students are in Dual Enrolled courses [650] An increased number of ninth graders are enrolled in a CTAE Pathway [78%] An increased number of students have more aligned Work Based Learning experiences
<p>A Look Ahead</p>	<ul style="list-style-type: none"> School Year 2021-2022 <ul style="list-style-type: none"> All Grade 8 students enrolled in Algebra I, Physical Science, and (increased enrollment in) Ninth Grade Literature and Composition Physics as the only option for high school; High School Physical Science taken in Grade 8
<p>Link to Artifacts & Evidence</p>	<p>https://tinyurl.com/CCPSHighPerformance</p>

HOW ARE WE...

Advancing Learning for All

Supporting All Learners	<ul style="list-style-type: none"> • Their Planner - Students in grades 3rd to 12th received the <i>CCPS High Performance Student Planner</i> that provides structured space for reflecting, goal-setting, problem-solving, managing time, and applying strategies for persevering through challenges • Their Schedule – Students have been strategically scheduled to provide additional support, such as Remedial Education Program, Co-Teaching/Collaborative Setting; Blended Support Courses (<i>World Literature/Language Live</i> and <i>Foundations of Algebra/ Math of Finance</i>) that provide students an extra year before enrolling into a GMAS EOC course. • Their Resources - Online Practice Sites (e.g. GMAS Study Guides, Khan Academy, Odysseyware Practice; Readiness Tools: iReady Reading & Mathematics, Achieve3000 • Their Assessments – Benchmark Assessments, NWEA MAP, and GRAIDE Network [This platform provides AP students with feedback on seven Free Response Items]; process for engaging in Error Analysis of Missed Concepts • Their Accommodations – Ensuring our English Learners and Students with Disability receive their accommodations during instruction and testing • Their Extended Learning Opportunities - Saturday End of Course Tutorials and Saturday Tutorials with the National Math and Science Initiative
Real World Partnerships for Student Agency and Engagement	<ul style="list-style-type: none"> • Work-Based Learning Apprenticeships and Internships • Environmental Sustainability <ul style="list-style-type: none"> ◦ Clayton County Water Authority ◦ Georgia Power ◦ Last Chance Endeavors ◦ Atlanta Harvest • Clayton State University and Primerica for Perfect Pitch Competition • Atlanta Science Festival / Arthur Blank Foundation • Aerotropolis - Career Expo • Secretary of State (Student Ambassadors) • Daughters of the American Revolution • Clayton County Office of Elections
Current Challenges	<ul style="list-style-type: none"> • Early Access to Increase Readiness for Kindergarten <ul style="list-style-type: none"> ◦ 25% in CCPS Pre-K; 25% in Private Early Learning Centers • Reading and Writing Levels <ul style="list-style-type: none"> ◦ 49% of kindergarteners can name letters fluently ◦ 48% of first graders can read fluently ◦ 51% of students performed on level on the iReady diagnostic; ◦ 25% of high school students possess college-level reading skills ◦ Approx. 25% of students can write an essay well <i>under timed conditions</i> • Numeracy Levels <ul style="list-style-type: none"> ◦ 40% of students performed <i>well below</i> on the diagnostic for iReady; ◦ less than 20% of high school students are proficient in Algebra I • Transiency Rate [32%] • Building Leaders and Teachers' Capacity • Teacher Retention

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

EARLY LEARNING

CORE CURRICULUM FEATURES

The Georgia Early Learning and Development Standards (GELDS) are the premise of the core curriculum. Expectations include:

- **Approaches to Play and Learning**-address how children interact, explore, make inquiries, and engage in play
- **Physical Development and Motor Skills**-Children's physical health and ability to engage in daily activities
- **Communication, Language, and Literacy**-How children understand, create, and communicate meaning
- **Cognitive Development and General Knowledge**-What children understand about their world and how they apply what they know
- **Social and Emotional Development**-focuses on the way children learn and how to relate to others as they learn and interact

The core curriculum has been enhanced with the following:

- Higher-order questioning for teacher-student interaction
- Play-based question stems
- Open-ended tasks that are prompted during student choice activities
- Problem-solving strategies

INSTRUCTIONAL PRIORITIES

Increasing Student Readiness for Kindergarten (Ages Birth to Three)

- ✓ **Babies, Books, and Beyond** provides *Emergent Reading/Writing* resources for families of Early Learners. These resources are provided at a targeted location within the community on a monthly basis.

Multiple Opportunities to Write:

Teachers support emergent writing:

- ✓ Providing opportunities for children to practice writing their names and pre-writing strokes
- ✓ Providing materials and tools for writing in the learning centers
- ✓ Focusing on the process of writing with a morning message
- ✓ Modeling writing on a daily basis

A writing center is used daily by children and includes teacher modeling and demonstration. Writing materials are also used meaningfully in every center of the classroom. Theme vocabulary cards are added to stimulate writing to learn.

Evidence of writing in the classroom include:

- Displayed modeled writing, shared writing, dictation, and child-generated original writing
- Class-made books that may include child-generated language, teacher dictation, and children's illustrations

<p>HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...</p> <p>EARLY LEARNING</p>	
ASSESSMENT PRACTICES	<p>All Georgia Pre-k classrooms are required to use Work Sampling Online (WSO). A correlation between Georgia Early Learning and Development Standards (GELDS) and WSO has been developed and pacing of each standard is outlined by the Early Learning Department (ELD).</p>
BUILDING LEADERS AND TEACHERS CAPACITY	<p>Monthly Professional Learning Communities</p> <p>The Early Learning Department established monthly Professional Learning Communities for all domains of the GELDS. A research library, demonstration videos, and teaching resources are available within Google Classroom. ELD provides one-on-one coaching of curriculum and site support of Pre-k compliance. In addition, the ELD has developed a tiered teacher support system that indicates the level of support.</p> <p style="text-align: center;"> Pre-k Teacher Tiered Support System Tier 1- Highest Performing Tier 2- Great Potential Tier 3- Need Additional Support </p> <p>The Elementary English Language Arts Department supports Early Learning through the following:</p> <ul style="list-style-type: none"> ○ Language Essentials for Teachers of Reading and Spelling Training for Principals and Teachers – Principals will be able to lead literacy by making informed decisions about core and intervention reading programs and ensuring students are scheduled with effective reading teachers. <ul style="list-style-type: none"> ■ First grade teachers from select sites (based on DIBELS and Grade 3 reading scores) will receive LETRS training to build their knowledge and skill of teaching reading and using various assessment types. ○ Community Partnerships have been established. Team members visit local businesses to model how to conduct read alouds, foster interactions with children, and build oral language. ○ Parent Workshops/Academies - Workshops are conducted to aid parents with transitioning their children to kindergarten.

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

ENGLISH LANGUAGE ARTS

CORE CURRICULUM FEATURES

- The K-5 core curriculum has been revised to integrate Social Studies and Language Arts standards in order to make reading and writing tasks more relevant and to provide access to a range of text types and writing tasks. There is a targeted focus on Document Based Questions and the use of Close Reading Protocols.
- The K-12 core curriculum has been revised to include *rigorous and relevant learning tasks* that offer students an opportunity to use their literacy skills to address real-world situations.
 - The ELA Coordinator and Lead Teacher are increasing teachers' understanding of these tasks by offering training to unpack the learning tasks and on ***Project Based Learning***.

INSTRUCTIONAL PRIORITIES

- ***Close reading and evidence based writing*** continue to be instructional priorities as the 2018 GMAS writing data revealed that students are challenged by narrative and essay writing.
 - The Secondary ELA Coordinator is offering the *Argumentation Institute* for teachers to gain new teaching strategies to teach argumentation skills.
 - The Elementary ELA Coordinator is offering writing training webinars that focus on each phase of the writing process as well as instructional tools and evidence-based practices that support each stage.
 - The Elementary ELA Department is offering site-based writing training -“Writing Tours” - for high-needs schools according to GMAS data.
 - The Elementary English Language Arts Department is working with specific teachers to create model videos on the following:
 - High quality writing instruction
 - How to integrate Language Arts and Social Studies
 - Effective collaborative planning
- ***Engagement Strategies*** - Additional instructional priorities are increasing language arts teachers' capacity to provide high quality instruction through the implementation of ***technology, engagement strategies and formative assessments***.
 - The ELA Coordinator and Lead Teacher have created planning templates to support teachers in designing high quality lesson plans for teaching reading and writing standards.

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

ENGLISH LANGUAGE ARTS

ASSESSMENT PRACTICES	<ul style="list-style-type: none"> ● Reading and Writing District Benchmark Assessments <ul style="list-style-type: none"> ○ Aligned to the Georgia Standards of Excellence (GSE) and the priority standards within the units of study ○ Clear expectations for administering assessments, emphasizing all of the essential follow-up actions that go beyond just giving the assessment, but are critical to students' achievement of the content ○ Used to inform curriculum adjustments, resources, and training
BUILDING LEADERS AND TEACHERS CAPACITY	<ul style="list-style-type: none"> ● The Elementary English Language Arts Department is increasing teachers' capacity through offering unit cadres (after hours trainings) to unpack the learning tasks and develop instructional practices. ● An area of growth for the Department of English Language Arts teachers is increasing leaders' and teachers' capacity to respond to students' reading deficit using practices endorsed by evidence-based reading research. Equipping leaders' and teachers' capacity in this area will increase students' reading achievement. <ul style="list-style-type: none"> ○ The Office of English Language Arts is offering principals Language Essentials for Teaching Reading and Spelling (LETRS) training. As a result of the training, principals will be able to lead literacy at the school level more confidently, make informed decisions about core and intervention reading programs and select quality instructors to teach the students most at risk for academic failure due to poor reading skills.
Links to Artifacts and Evidence	<p style="text-align: center;">Elementary Language Arts Literacy Lounge https://tinyurl.com/literacyloungeccps</p> <p style="text-align: center;"><u>Secondary English Language Arts Hub</u> tinyurl.com/ccpselahub</p>

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

MATHEMATICS

CORE CURRICULUM FEATURES	<ul style="list-style-type: none"> • The core curriculum has been enhanced to include <i>rigorous and relevant learning tasks</i> that offer students an opportunity to apply <i>mathematics content</i> to real-world situations, to examine real problems, and to integrate science, social studies, and Language Arts. <ul style="list-style-type: none"> ○ The Mathematics team is supporting the implementation of these tasks by offering opportunities for teachers to attend structured and guided collaborative planning sessions with colleagues from other schools. ○ During these sessions, teachers unpack the standards, they unpack the learning tasks, they experience strategies that support helping students understand, and they plan lessons that will prepare students to address the concepts of the unit.
INSTRUCTIONAL PRIORITIES	<ul style="list-style-type: none"> • <i>Developing mathematical proficiency</i> by guiding students to consistently apply the standards for mathematical practice. In order to be proficient, students need to know the content and be able to apply it and articulate how the content connects to problem-solving. This increases their ability to retain and expand their knowledge. According to the GMAS data for mathematics, students struggle in all domains of mathematics, and they struggle with communicating mathematically, indicating a need to continue developing mathematical proficiency. • <i>Close reading and writing</i> in mathematics continue to be instructional priorities. The GMAS data revealed that students are challenged by open ended and constructed response problems. <ul style="list-style-type: none"> ○ The Mathematics team provided teachers with training on the integration of close reading in mathematics and continues to support close reading and writing in mathematics through the collaborative planning sessions.
Links to Artifacts & Evidence	<p>Mathematics Hub - www.tinyurl.com/ccpsmathematics</p> <p>Mathematics Picture (I'm W.O.K.E.) - www.tinyurl.com/wokepicture1, www.tinyurl.com/wokenaACP</p> <p>Mathematics Picture (Teacher PD) - www.tinyurl.com/mathpdpicture1</p>

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

MATHEMATICS

ASSESSMENT PRACTICES

- A priority is administering quality district benchmark assessments that align to the GSE and the priority standards within the units of study and providing a testing experience similar to that of the Georgia Milestones Assessments is a top priority for the Mathematics team
- The Mathematics team has clearly communicated to mathematics teachers the expectations for developing and administering assessments, emphasizing all of the essential follow-up actions that go beyond just giving the assessment, but are critical to students' achievement of the content.
- Benchmark assessment results are consistently reviewed by the Mathematics team, and the data from the assessments are used to inform curriculum adjustments, resources, and training.
- The Mathematics team supports teachers in developing common assessments by:
 - Providing guidance on the development of these assessments
 - Providing resources that can be used to find formative assessment items
 - Working with teachers to review items and student work to determine the effectiveness of the assessment and the development of the students

BUILDING LEADERS AND TEACHERS CAPACITY

- **Administrative and Coaches Trainings:** During these sessions, the team is able to provide insight to the mathematics priorities, the quality of implementation, and student progress. The Mathematics team also provides targeted support for building leaders by organizing time to spend with smaller groups of leaders to analyze data and discuss plans for continued progress.
- **Mathematics Ambassadors.** The ambassador is a teacher at school, who serves as an up-close and personal support resource for the teachers on that specific grade level. He/she provides real time insight during collaborative planning. This teacher becomes the “go to” person for teachers who need additional immediate content support. The use of the Mathematics Ambassador develops the internal capacity of the teachers in the buildings.
 - The Mathematics team provides the ambassador with an opportunity to attend a full day of training and collaborative planning for each unit of study. During this time, the ambassador does a deep dive into the unit, shares insight, learns new strategies, plans lessons, and practices the implementation of these lessons. The ambassador then leads the district-wide planning session.

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

SCIENCE

CORE CURRICULUM FEATURES	<ul style="list-style-type: none"> • The core curriculum reflects the changes in science standards. • The curriculum highlights phenomenon-driven 3-dimensional instruction, which simply encourages students to engage in (1) science and engineering practices, (2) cross-cutting concepts, and (3) disciplinary core ideas to make sense of complex ideas to solve real world problems. <ul style="list-style-type: none"> ○ Argument-Driven Framework – This framework allows students to practice and become proficient in conceptual understandings driven by utilizing science and engineering practices.
INSTRUCTIONAL PRIORITIES	<p><i>Authentic science experiences</i> over multiple years that provide foundational knowledge and understanding of science concepts through phenomena-based instruction</p> <p><i>Actively engaging students</i> in scientific and engineering practices and cross-cutting concepts that deepen their understanding of disciplinary core ideas</p> <ul style="list-style-type: none"> ○ The Department of Science is currently strengthening the science teachers’ toolbox (i.e. STEMscopes, Argument Driven Inquiry, Phenomenon Driven Instruction) so that they are equipped to increase student-driven instruction with an emphasis on inquiry for ALL, sustained student engagement and students being able to make sense of complex ideas using foundational science knowledge.
ASSESSMENT PRACTICES	<ul style="list-style-type: none"> • Benchmark Assessments reflect the major shifts of the Georgia Standards of Excellence for science. <ul style="list-style-type: none"> ○ Item Types: <ul style="list-style-type: none"> ■ visual literacy (pictures, diagrams, graphs, models) that allow students to demonstrate understanding of complex ideas ■ technology-enhanced items require students to use online features to manipulate responses and ensure students know how to respond to a variety of question types on the GMAS • According to the Georgia Department of Education, the biggest change to the Georgia Milestones Assessment is that every science assessment item contains the science practice from the standard. Test items are no longer content-based; students are now assessed on the use of the science practices. Therefore, all teachers, tested and non-tested grade levels/subjects are responsible for building students’ capacity with using the science practices so that experiences and skills transfer.

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

SCIENCE

BUILDING LEADERS AND TEACHERS CAPACITY

- The Department of Science is providing teachers with professional development and side-by-side coaching on science instructional best practices to support meeting the new expectations and instructional shifts in science instruction.
 - **ADI Side-by-Side coaching** for 5th grade, Biology and HS Physical Science teachers
 - **Phenomenon Driven** 3-Dimensional Instruction side-by-side coaching for HS Physical Science and Biology
 - **Environmental Science** problem-based learning professional development and side-by-side coaching for HS Environmental Science and AP Environmental Science
 - **Outdoor Experiential Learning** professional development/side-by-side coaching and problem based learning tasks for grades K-5
 - **Providing teacher supports** and resources that encourage cyclic/spiraling teaching that connect ideas within the content area.
- **Assistant Principal Science Professional Learning Community** designed to increase school administrators' awareness of science expectations and provide support with shifting cultural practices in science instruction and improving access to all students

Link to Artifacts &
Evidence

<https://ccpsscience.wixsite.com/educators>

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

SOCIAL STUDIES

<p>CORE CURRICULUM FEATURES</p>	<ul style="list-style-type: none"> • The core curriculum for Social Studies has been designed to reflect the shift to inquiry/ skill based instructional expectations based upon the Georgia Standards of Excellence for Social Studies. • Each curriculum unit starts with a Compelling Question that addresses issues found in and across social studies. The questions are real, relevant, and reflect the interests of students and the curriculum and content with which students might have little experience. <i>Example: Should a nation be responsible for protecting the rights of all citizens, even if it could cause internal conflict?</i> • Each unit culminates with a Project Based Learning experience known as Taking Informed Action. • Document Based Questions (DBQ) are provided as a learning task for each unit, K-12. The goal of the district's DBQ program is to ensure progression of the acquisition of skills needed to be successful in life. DBQs help students with <ul style="list-style-type: none"> ○ developing literacy skills with a variety of texts ○ writing for a variety of different purposes ○ practicing thinking critically in a particular context ○ practicing answering engaging historical questions (inquiry based) ○ tackling non-fiction informational text on GMAS and other assessments ○ developing empathy ○ building conceptual and contextual understanding
<p>INSTRUCTIONAL PRIORITIES</p>	<p>The Department of Social Studies is refocusing teachers on the <i>Social Studies High Impact Strategies</i> listed below:</p> <ol style="list-style-type: none"> 1.) Analyzing & Synthesizing Primary Sources 2.) Promoting Civil and Civic Discourse 3.) S.W.I.R.L. (Speaking, Writing, Illustrating, Reading, and Listening) 4.) Engaging in Historical Thinking 5.) Effectively Utilizing Essential Questions 6.) Implementing the Social Studies Skills Matrices as a part of the Standards Based classroom.
<p>ASSESSMENT PRACTICES</p>	<ul style="list-style-type: none"> • Benchmark Assessments: <ul style="list-style-type: none"> ○ Standards based questions that determine if students were taught content on standard versus on topic ○ Questions that address visual literacy (political cartoons, primary sources, tables, graphs, charts, maps) that allow students to demonstrate understanding of complex ideas ○ Constructed response questions that allow students to communicate their conceptual understanding of the content that was presented in the unit

HOW ARE WE INCREASING STUDENT ACHIEVEMENT IN...

SOCIAL STUDIES

BUILDING LEADERS AND TEACHERS CAPACITY

The Department of Social Studies is providing support to leaders and teachers through a variety of methods. They include:

- **Monthly Social Studies Shorts:** Recorded presentations that provide 1) administrators with exemplars and look-fors for the month with an explanation of how to support teachers with feedback; 2) coaches with ways to support Social Studies teachers with the relevant content and strategies, and 3) teachers with grade level information and resources for teaching the current content.
- **Monthly Drill:** Professional development sessions that address best practices in Social Studies, GMAS prep, data review, High Impact Strategies for Social Studies, and a variety of topics based on observational data
- **Road to Distinguished Benchmark Competition:** District level incentive program implemented to support a **shift in mindset** related to the importance of Social Studies by providing an engaging platform for Social Studies data discussions
- **Side by Side Coaching:** Coaching support for *targeted* schools
- **Learning Labs:** Opportunities for teachers with identified problem of practice to see an identified “expert” in an instructional setting with students and to collaboratively plan for with that identified “expert”
- **Face to Face & Online District PD:** Professional development sessions focused on building content knowledge and pedagogy with a focus on the Social Studies High Impact Strategies
- **School Based PD:** By request - trainings for Social Studies teachers and leaders customized to address observational data
- **Unit Cadre:** Periodic trainings with the purpose of “unpacking” the unit by ensuring the proper interpretation of standards and tasks that will lead to standard mastery
- **Webinars:** Virtual training sessions that address observational data and support teachers by addressing problems of practice and updates related to special programs

Link to Artifacts &
Evidence

<https://tinyurl.com/SocialStudiesSituationRoom>

APPENDIX

Advanced Learning Data and Resources



2012 to 2019 Total Number of AP Students

	Total AP Students							
High School	2012	2013	2104	2015	2016	2017	2018	2019
Drew	78	132	92	153	184	148	192	199
Elite Scholars	117	161	104	114	99	91	100	77
Forest Park	141	83	164	174	167	290	294	239
Jonesboro	134	214	147	186	152	149	114	128
Lovejoy	130	225	289	293	213	221	221	258
M.A. Stilwell				110	158	117	190	175
Morrow	153	129	168	144	147	242	203	211
Mount Zion	190	201	267	88	94	135	58	103
Mundy's Mill	131	117	140	115	152	88	174	181
North Clayton	128	104	96	114	61	92	73	39
Riverdale	139	96	146	168	170	186	124	78
System	1,341	1,462	1,613	1,659	1,598	1,759	1,743	1,688
Georgia	78,292	83,347	90,027	93,636	97,636	99,095	99,245	
Global	2,106,843	2,225,625	2,352,026	2,483,452	2,611,172	2,741,399	2,812,144	

2012 to 2019 Number of AP Exams Administered

	2012	2013	2014	2015	2016	2017	2018	2019
High School	Number of Exams Administered (Students Often Take More Than One Exam)							
Drew	81	181	121	234	296	207	251	278
Elite Scholars	233	234	152	176	158	124	130	117
Forest Park	162	109	201	232	243	423	433	361
Jonesboro	167	321	291	345	267	212	171	192
Lovejoy	165	283	387	434	310	309	252	373
M.A. Stilwell	na	na	na	142	256	181	281	226
Morrow	289	193	290	221	259	401	378	433
Mount Zion	251	278	408	145	141	188	71	161
Mundy's Mill	222	169	246	168	267	126	268	295
North Clayton	182	164	145	173	98	142	122	46
Riverdale	229	159	247	281	251	303	164	103
System	1,973	2,091	2,493	2,551	2,548	2,616	2,521	2,585
Georgia	132,922	142,009	154,755	162,928	170,891	175,739	178,364	
Global	3,714,079	3,955,410	4,199,454	4,478,936	4,704,980	4,957,885	5,097,657	

2012 to 2019 Number of AP Students with Scores 3 or Above

	2012	2013	2014	2015	2016	2017	2018	2019
High School	Number of AP Students with Scores 3+							
Drew	11	19	4	15	21	33	13	17
Elite Scholars	13	5	21	15	32	24	35	48
Forest Park	34	40	48	23	18	16	64	30
Jonesboro	8	13	4	25	32	19	10	21
Lovejoy	25	29	43	55	33	29	19	18
M.A. Stilwell	na	na	na	50	56	60	86	97
Morrow	45	27	32	28	51	55	89	100
Mount Zion	17	25	42	9	9	14	4	22
Mundy's Mill	17	17	26	12	24	9	19	27
North Clayton	17	7	8	10	8	14	8	2
Riverdale	14	10	12	13	17	16	18	24
System	201	192	240	255	301	289	365	389
Georgia	44,283	46,207	50,705	53,547	56,900	58,326	60,697	
Global	129,051	1,354,800	1,442,136	1,515,264	1,583,126	1,651,991	1,724,567	

2012 to 2019 Percent of AP Students with Scores 3 or Above

	2012	2013	2014	2015	2016	2017	2018	2019
High School	% of AP Students with Scores 3 or Above							
Drew	14.1%	14.4%	4.3%	9.8%	11.4%	16.6%	6.8%	9%
Elite Scholars	11.1%	3.1%	20.2%	13.2%	32.3%	31.2%	35.0%	62%
Forest Park	24.1%	48.2%	29.3%	13.2%	10.8%	6.7%	21.8%	13%
Jonesboro	6.0%	6.1%	2.7%	13.4%	21.1%	14.8%	8.8%	16%
Lovejoy	19.2%	12.9%	14.9%	18.8%	15.5%	11.2%	8.6%	7%
M.A. Stilwell	na	na	na	45.5%	35.4%	34.3%	45.3%	55%
Morrow	29.4%	20.9%	19.0%	19.4%	34.7%	26.1%	43.8%	47%
Mount Zion	8.9%	12.4%	15.7%	10.2%	9.6%	13.6%	6.9%	21%
Mundy's Mill	13.0%	14.5%	18.6%	10.4%	15.8%	5.0%	10.9%	15%
North Clayton	13.3%	6.7%	8.3%	8.8%	13.1%	35.9%	11.0%	5%
Riverdale	10.1%	10.4%	8.2%	7.7%	10.0%	20.5%	14.5%	31%
System	15.0%	13.1%	14.9%	15.4%	18.8%	16.4%	19.4%	23.0%
Georgia	56.6%	55.4%	56.3%	57.2%	58.1%	58.9%	61.20%	
Global	61.5%	60.9%	61.3%	60.7%	60.3%	60.3%	61.30%	

Drew

2012 to 2019 Number of AP Exam Scores 3 or Above

	2012	2013	2014	2015	2016	2017	2018	2019
High School	Number of AP Exam Scores 3 or Above							
Drew	11	21	4	17	29	45	22	19
Elite Scholars	21	6	28	25	42	35	40	59
Forest Park	39	43	55	27	18	17	76	40
Jonesboro	9	16	4	28	47	23	14	30
Lovejoy	30	30	47	71	46	35	19	21
M.A. Stilwell				57	74	80	111	120
Morrow	72	33	42	37	90	64	123	160
Mount Zion	19	33	43	13	13	19	5	24
Mundy's Mill	22	25	40	16	38	10	23	29
North Clayton	20	8	10	11	9	16	9	2
Riverdale	16	11	15	20	25	22	19	24
System	259	226	290	322	431	366	461	528
Georgia	44,283	46,207	50,705	53,547	56,693	103,081		
Global	1,295,051	1,354,800	1,442,136	1,512,129	1,573,240	2,877,768		

2012 to 2019 Percent of AP Exam Scores 3 or Above

	2012	2013	2014	2015	2016	2017	2018	2019
High School	% of AP Exam Scores 3+							
Drew	13.6%	11.6%	3.3%	7.3%	9.8%	21.7%	8.8%	6.8%
Elite Scholars	9.0%	2.6%	18.4%	14.2%	26.6%	28.2%	30.8%	50.4%
Forest Park	24.1%	39.4%	27.4%	11.6%	7.4%	4.0%	17.6%	11.1%
Jonesboro	5.4%	5.0%	1.4%	8.1%	17.6%	10.8%	8.2%	15.6%
Lovejoy	18.2%	10.6%	12.1%	16.4%	14.8%	11.3%	7.5%	5.6%
M.A. Stilwell	na	na	na	40.1%	28.9%	44.2%	39.5%	53.1%
Morrow	24.9%	17.1%	14.5%	16.7%	34.7%	16.0%	32.5%	37.0%
Mount Zion	7.6%	11.9%	10.5%	9.0%	9.2%	10.1%	7.0%	14.9%
Mundy's Mill	9.9%	14.8%	16.3%	9.5%	14.2%	7.9%	8.6%	9.8%
North Clayton	11.0%	4.9%	6.9%	6.4%	9.2%	11.3%	7.4%	4.3%
Riverdale	7.0%	6.9%	6.1%	7.1%	10.0%	7.3%	11.6%	23.3%
System	13.1%	10.8%	11.6%	12.6%	16.9%	14.0%	18.3%	20.4%
Georgia	33.3%	32.5%	32.8%	32.9%	33.2%	58.7%		
Global	34.9%	34.3%	34.3%	33.8%	33.4%	58.0%		

Creating a Culture of Achievement and Rigor through Formative Assessment and Highly Effective Feedback

How one Georgia school district saw record pass rates on AP® exams in 2019

Clayton County Public Schools

Serving 50,000 diverse students just south of metro ATL

- District-wide aim to redefine high academic expectations and ensure that all students graduate as productive, responsible citizens in the twenty-first century.
- Improved high school graduation rates over 18% since 2015, but still find less than 40% of graduates enroll in four-year colleges and many that do require remedial support.
- With rigorous college-prep course offerings and enrollment increasing each year, CCPS knew they needed outside support to ensure student and teacher success.

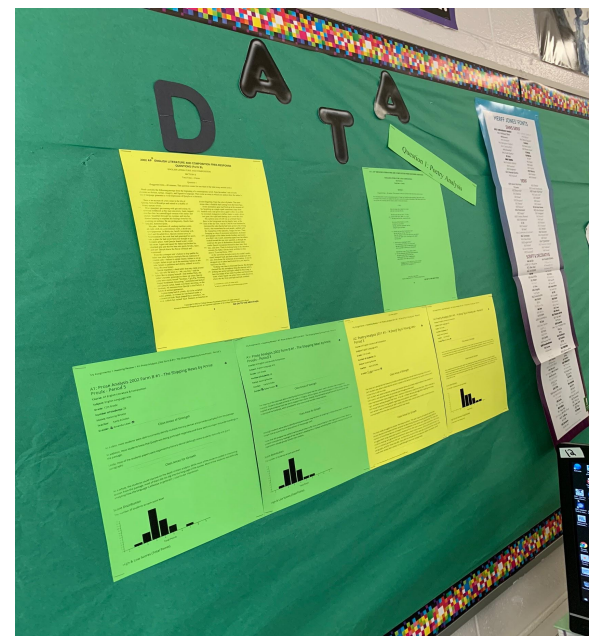
“I’m excited to see the shift to higher scores. Feedback is highly correlated to improved student achievement, and we can triangulate this with the results we’re seeing to know it works.”

- Dr. Morcease J. Beasley,
CCPS Superintendent

Graide Network Implementation

Clayton County makes AP® a strategic focus

- In August 2018, CCPS implemented The Graide Network across 10 high schools in the district to support their growing AP® for all initiative.
- AP® English, Science, and Math teachers administered a series of 7 free response assessments throughout the year and received detailed scoring and feedback reports from The Graide Network. Each assessment covered major skills and unit concepts within the AP® curriculum.
- Teachers used Graide Network reports to guide data analysis and instructional planning; participate in collaborative PLCs; create targeted interventions; and support 1:1 student conferences, revision, and goal-setting.
- Quantitative and qualitative data was used by all stakeholders - students, teachers, and school leaders - to foster reflection and inform important decisions around teacher supports and student preparedness.





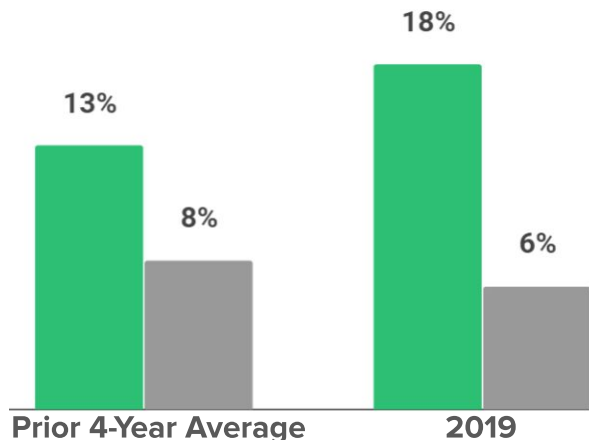
The Results: Record Pass Rates on AP® Exams

Key Outcomes

- The percentage of CCPS students passing AP® exams in 2019 **increased to a record 18%** for courses participating in The Graide Network. These students outperformed the comparison group by eleven percentage points.
- The number of students scoring **5 or higher** on AP® English FRQs **increased 16 percentage points** from Sept 2018 to Jan 2019, while the **number of students scoring 3 or lower decreased by 50%**
- With Graide Network support, Clayton teachers **reallocated over 1,350 hours** of grading and feedback time into data analysis, lesson planning, and professional development.
- In total, students received over **48,000 pieces of individualized feedback** on practice FRQs, boosting confidence and preparedness for the AP® exam.

Clayton County Public Schools: AP® Exam Pass Rates

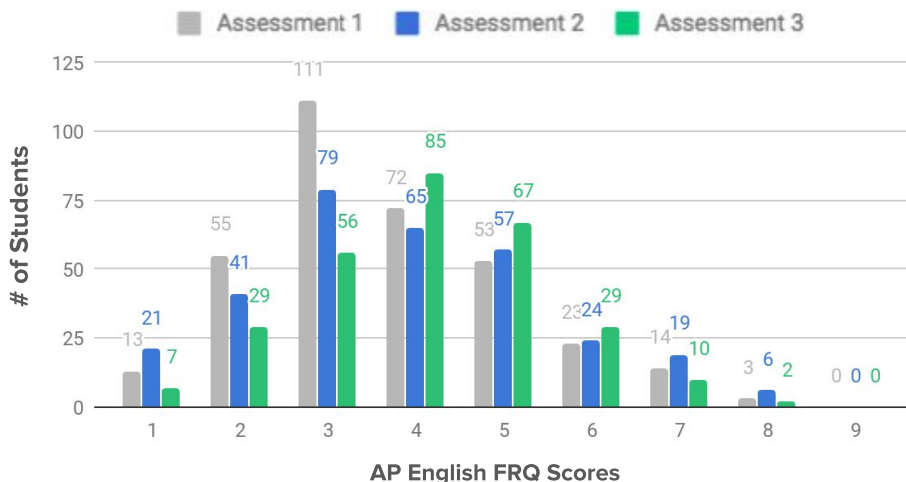
■ Graide Network Cohort* ■ Comparison Group



*Courses that used The Graide Network for 6+ assignments, on average.

Source: The College Board. (2015-2019). Sample Size: 5,332 exams.

Student Growth on AP® English FRQs



Student Survey Results

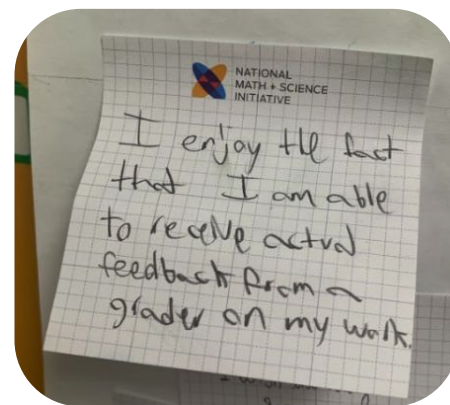
● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly Disagree



84% of students reported **better understanding areas of strength and growth** as a result of Graide reports



86% reported feeling **engaged and motivated** to revise their work as a result of their personalized, detailed feedback



Read the full case study [here](#)



SUPPORTING OUR TEACHERS

STUDENT'S GUIDE

Help for Students **Check it Out!**

Want assistance with AP courses?

Course materials and exam information for AP students

- [APCentral](#)

Expert -created content and resources for every course and level

- [Khan Academy](#)

AP Practice Tests

- [AP Practice website](#)

Interactive Practice Tests

- [High School Test Prep](#)

TEACHER SUPPORTS

Students who fail to provide evidence of basic mastery should receive the following supports:

1. Tutorial with the ALA course teacher before school, during lunch, or after school.
2. Study sessions as provided by the school and/or external partners.
3. Feedback on assignments before the final product is due.
4. The opportunity to retake or improve upon a previously graded assignment.
5. Assistance accessing ALA online supports:
[ALA Online Supports](#)
6. A meeting with the ALA course teacher, parent(s), and guidance counselor to discuss additional interventions.

HIGH PERFORMANCE PLATFORM

Links to websites, articles, and videos that are connected to high performance.





SUPPORTING OUR STUDENTS AND PARENTS

STUDENT'S GUIDE

Help for Students

Course materials and exam information for AP students

- [AP Central](#)

Expert-created content and resources for every content and level

- [Khan Academy](#)

AP Practice Tests

- [AP Practice Website](#)

Interactive Practice Tests

- [High School Test Prep](#)

Advanced Placement Math Strategies

- [Strategies for success in AP math](#)

PARENT'S GUIDE

Help your Student Achieve Success!

1. Prioritize study time.
2. Provide a proper homework environment.
3. Have them go above and beyond.
4. Support study groups.
5. Encourage your student to work on AP courses every night.



HIGH PERFORMANCE PLATFORM

Links to websites, articles, and videos that are connected to high performance.



Learning to Read vs. Reading to Learn



The **purpose** of this document is to show the reading goals for grades K-12. These goals are not a “one size fits all” because several factors influence a students’ reading skills. Therefore, educators, students, and parents should use this document for general guidance to determine if students are **growing** in their reading skills. This document also displays the progression of reading complexity from grades K-5 by including examples of texts from the two phases of reading: *Learning to Read* and *Reading to Learn*.

Grade Level	Fluency Goal Rate (mid-mark) and Accuracy (%)	Lexile Range On-Grade Level Expectations	Mid-Points of the College & Career Ready “Stretch” Lexile Bands (GMAS-Tested Grades)
K		BR40L to 230L	
1st	55+ and 94%+	190L to 530L	
2nd	108+ and 98%	420L to 650L	
3rd	114+ and 99%	520L to 820L	670L
4th	134+ and 98%	740L to 940L	840L
5th	131+ and 98%	830L to 1010L	920L
6th	148+ and 98%	925L to 1070L	997L
7th	146+ and 98%	970L to 1120L	1045L
8th	142+ and 98%	1010L to 1185L	1097L
9th		1050L to 1260L	1155L
10th		1080L to 1335L	1205L
11th/12th		1185L to 1385L	1285L

A **Lexile** tells a reader what level of book he/she may be able to comprehend with little assistance. A reader has a Lexile level, and most books have a Lexile level. The goal is for our students to be able to read books on or above their grade level to ensure they are ready to read in college and in the workplace. **Column 1** includes the grade levels, **Column 2** includes the mid-mark for **rate** (words read per minute) and **accuracy** (% of words correct per minute); **Column 3** includes the Lexile reading range for each grade level, and **Column 4** informs you where you want to be by the end of your grade level – here, or higher. Therefore, you must read every day for at least 30 minutes. This will put you on a path of meeting your reading goals.

Grade K

Lopshire, Robert. *Put Me in the Zoo*. New York: Random House, 1960.

Lexile: 220L

I will go into the zoo.

I want to see it.

Yes, I do.

I would like to live this way.

This is where I want to stay.

Will you keep me in the zoo?

I want to stay in here with you.

Grade 1

Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*. Illustrated by Suçie Stevenson. New York: Atheneum, 1996.

Lexile: 290L

Every day when Henry woke up, he saw Mudge's big head. And every day when Mudge woke up, he saw Henry's small face.

They ate breakfast at the same time; they ate supper at the same time.

And when Henry was at school, Mudge just lay around and waited. Mudge never went for a walk without Henry again. And Henry never worried that Mudge would leave.

Because sometimes, in their dreams, they saw long silent roads, big wide fields, deep streams, and pine trees.

In those dreams, Mudge was alone and Henry was alone. So when Mudge woke up and knew Henry was with him, he remembered the dream and stayed closer.

And when Henry woke up and knew Mudge was with him, he remembered the dream

and the looking

and the calling

and the fear

and he knew he would never lose Mudge again.

Grade 2

Minarik, Else Holmelund. *Little Bear*. Illustrated by Maurice Sendak. New York: HarperCollins, 1957.
Lexile: 370L

"Mother Bear, Mother Bear, Where are you?" calls Little Bear.

"Oh, dear, Mother Bear is not here, and today is my birthday.

"I think my friends will come, but I do not see a birthday cake. My goodness – no birthday cake. What can I do?

The pot is by the fire. The water in the pot is hot. If I put something in the water, I can make Birthday Soup. All my friends like soup.

Let me see what we have. We have carrots and potatoes, peas and tomatoes; I can make soup with carrots, potatoes, peas and tomatoes."

So Little Bear begins to make soup in the big black pot. First, Hen comes in. "Happy Birthday, Little Bear," she says.

"Thank you, Hen," says Little Bear.

Hen says, "My! Something smells good here. Is it in the big black pot?"

"Yes," says Little Bear, "I am making Birthday Soup. Will you stay and have some?"

"Oh, yes, thank you," says Hen. And she sits down to wait.

Grade 3

Stevens, Janet. *Tops and Bottoms*. New York: Harcourt, 1985.
Lexile: 580L

Once upon a time there lived a very lazy bear who had lots of money and lots of land. His father had been a hard worker and a smart business bear, and he had given all of his wealth to his son.

But all Bear wanted to do was sleep.

Not far down the road lived a hare. Although Hare was clever, he sometimes got into trouble. He had once owned land, too, but now he had nothing. He had lost a risky bet with a tortoise and had sold off all of his land to Bear to pay off the debt.

Hare and his family were in very bad shape.

"The children are so hungry Father Hare! We must think of something!" Mrs. Hare cried one day. So Hare and Mrs. Hare put their heads together and cooked up a plan.

Bear stared at his pile. "But, Hare, all the best parts are in your half!"

"You chose the tops, Bear," Hare said.

"Now, Hare, you've tricked me. You plant this field again—and this season I want the bottoms!"

Hare agreed. "It's a done deal, Bear."

Grade 4

LaMarche, Jim. *The Raft*. New York: HarperCollins, 2000.
Lexile: 670L

Somehow, on the river, it seemed like summer would never end. But of course it did.

On my last day, I got up extra early and crept down to the dock. The air was cool and a low pearly fog hung over the river. I untied the raft and quietly drifted downstream.

Ahead of me, through the fog, I saw two deer moving across the river, a doe and a fawn. When they reached the shore, the doe leaped easily up the steep bank, then turned to wait for her baby. But the fawn was in trouble. It kept slipping down the muddy bank. The doe returned to the water to help, but the more the fawn struggled, the deeper it got stuck in the mud.

I pushed off the river bottom and drove the raft hard onto the muddy bank, startling the doe. Then I dropped into the water. I was ankle-deep in mud.

"You're okay," I whispered to the fawn, praying that the raft would calm it. "I won't hurt you."

Gradually the fawn stopped struggling, as if it understood that I was there to help. I put my arms around it and pulled. It barely moved. I pulled again, then again. Slowly the fawn eased out of the mud, and finally it was free. Carefully I carried the fawn up the bank to its mother.

Then, quietly, I returned to the raft. From there I watched the doe nuzzle and clean her baby, and I knew what I had to do. I pulled the stub of a crayon from my pocket, and drew the fawn, in all its wildness, onto the old gray boards of the raft. When I had finished, I knew it was just right.

Grade 5

Curtis, Christopher Paul. *Bud, Not Buddy*. New York: Random House, 1999.
Lexile: 950L

Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and tap-tap-taped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of the line. Then she pulled Jerry, one of the littler boys, over. "Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked the same thing I was thinking, "Together?"

She said, "Why no, Jerry, you'll be in a family with three little girls..."

Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk.

"...and Bud..." She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. and Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

Yes, ma'am."

Social Studies - Grade 4

How Did the Constitution Guard Against Tyranny?

Source: James Madison, Federalist Paper #47, 1788

“The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may be justly pronounced the very definition of tyranny.... (L)iberty requires that the three great departments of power should be separate and distinct.”

Source: Constitution of the United States of America, 1787

Article 1, Section 1

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives.

Article 2, Section 1, Clause 1

The executive power shall be vested in a President of the United States. He shall hold his office during the term of four years, and, (serve) together with the Vice-President, chosen for the same term....

Article 3, Section 1

The judicial power of the United States shall be invested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and the inferior courts, shall hold their offices during good behavior....

Science - Grade 5

Electrical Currents: How does adding more batteries or bulbs to a closed circuit affect the brightness of a single bulb within that circuit?

We use light bulbs to create the light we need to be able to see when it is dark. The bulb lights up when you create a closed circuit with the wire and the battery. A closed circuit is a path or loop that connects the positive and negative ends of a battery together. The battery creates an electrical current that moves through a closed circuit. The electrical current moves in one direction. It moves from the positive terminal of the battery towards the negative terminal of the battery. As the electrical current travels through the bulb in the circuit, it must move through a very small wire called the filament. The filament heats up as the electrical current flows through it. The filament gets so hot that it gives off visible light. Over time, all of the energy stored in a battery that is used to create the electrical current is transformed into heat and light inside the bulb.

There are many ways to create a closed circuit. For example, you can make a closed circuit that includes one battery and one or more different bulb. You can also make a closed circuit with one bulb and one or more different batteries. Your goal in this investigation is to figure out how the addition of more batteries and bulbs to a closed circuit affects the brightness of a bulb in that circuit. You will need to think about how to create a closed circuit with more than one battery or bulb in it. Your teacher will tell you how to measure the brightness of the bulb. As you design your investigation, be sure to keep in mind that electrical currents can transfer energy from place to place, electric currents move through a closed circuit, batteries are used to create electrical currents, and an electrical current moving through a filament of a bulb creates heat and light.