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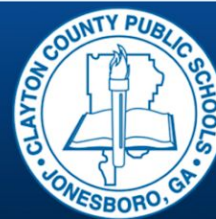
# NEWS RELEASE

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**FOR IMMEDIATE RELEASE**

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## **CCPS Releases 2020 ACT Results; District Shows Overall Improvement**

*M.E. Stilwell School of the Arts test takers exceed national composite average*

**JONESBORO** - Scores of seventy-two (72) students at M.E. Stilwell School of the Arts (MESSOA) taking the ACT assessment in 2020 reflected a 1.8 points increase (21.6) over the scores of MESSOA students taking the test in 2019 (19.8). The 2020 Stilwell score exceeds the national composite average (20.6) by a full point and is one-tenth of a point off Georgia's average score of 21.7.

The overall score for the 932 Clayton County Public Schools (CCPS) students taking the ACT in 2020 was 17.7, up from the 17.6 recorded by students in 2019. According to the data released today, Wednesday, October 14, by ACT, Inc. and the Georgia Department of Education (GaDOE), CCPS improved in three of four curriculum-based tests. Improvements over the results reported in 2019 were reported in English (+.2), Math (+.1), and Science (+.1). Test results for Reading remained the same at 18.6.

In addition to the increase reported for students at Stilwell, the data showed that five other CCPS high schools reported an increase in composite for 2020 over 2019: Morrow HS (+1.5), Forest Park HS (+.6), Charles Drew HS (+.3), Lovejoy HS (+.3), and Riverdale HS (+.2).

The ACT, one of the leading college admissions tests in the nation, is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. ACT officials state that a student's performance on the ACT has a direct relationship to his or her educational achievement and readiness for college. The ACT college readiness index is based on a series of benchmark scores for designated college courses: College English Composition, College Algebra, College Social Science, and College Biology.

For a look at 2020 ACT scores, please click the following link: [ACT Scores](#)

“It is my honor to congratulate the six high schools, and those participating students and teachers, who demonstrated growth in 2020, with special praise directed to the test-takers at Stilwell School of the Arts for exceeding the national composite score,” said Dr. Morcease J. Beasley, CCPS Superintendent/CEO. “I also extend congratulations to all students and staff for their involvement in college admissions testing during a time of unusual circumstance.”

“The results reflected in the 2020 ACT data, give us evidence that we are making some progress in addressing the instructional needs of our student population,” Dr. Beasley said. “They also show that we

must intensify our efforts to prepare our students to meet the rigor of attending college and/or securing a career after graduating from our campuses.”

“Our work to ensure that all CCPS students have the opportunity to build a successful future in a changing global marketplace will continue as we expose our students to the courses and assessments that will open pathways to this possibility,” Dr. Beasley said.

“It is not enough to simply hand a diploma to a graduating senior. We, as instructional leaders, must have high academic expectations and support students so that they can achieve the success they deserve and that we should expect of them,” Dr. Beasley added. “Through our Advanced Learning for All initiative, we will continue to provide access to problem-based learning even as we enhance academic rigor across all grade levels and increase the number of students taking Advanced Placement courses and participating in Dual Enrollment programs.”

“To ensure our students continue to experience gains on college and career-ready assessments, we will continue to expose our students to learning experiences that are rigorous and relevant and that foster meaningful relationships,” added Dr. Ebony Lee, Assistant Superintendent of Curriculum, Instruction, and Assessment. “We will continue to ensure our students are required to think at higher levels, engage in problem-solving, and read and write using more complex texts and learning tasks. These are the essential skills for post-high school readiness. The combination of strategies listed below have been and will continue to be crucial to the success of our high school students as we create a college-going culture wherein students are prepared for all post-secondary options:

- Ensuring our students are socially and emotionally well and feel apart of the learning environment
- Igniting more student choice and voice by ensuring students’ learning is relevant to their community, their culture, and the world at-large
- Implementing programs such as the International Baccalaureate curriculum and Cambridge Assessment International, to build a foundation that will lead to a better performance in the classroom and on standardized tests
- Using our online learning tools and effective instruction to address skill-deficits in reading and mathematics to ensure students possess the skills to access learning across the academy program
- Advancing Learning for all students with 6th-graders taking accelerated math and 9th-graders taking Advanced Placement and/or Dual Enrollment options
- Monitoring the progress of 9<sup>th</sup>-graders using early-warning systems to ensure successful completion of all credits
- Ensuring timely Credit Recovery, so students remain on track for on-time graduation
- Offering Grade 8 to Grade 9 Transition Activities and Summer Bridge Programs
- Enrolling students in a Career, Technical and Agricultural Education (CTAE) Pathway of interest; 95 percent of students enrolled in a CTAE Pathway graduate
- Providing Wrap-Around support for students identified as in need of such support (e.g., Communities In Schools, etc.)
- Supporting High School Principals in leading faculty conversations and efforts to reverse high failure rates of select courses while increasing content mastery
- Connecting every student to a caring adult through positive relationships
- Identifying and addressing attendance issues in a timely manner
- Mitigating the impact of the district’s high mobility rate (31%) on academic and graduation outcomes by working with governments and the courts
- Using Alternative School to assist with students who are 16 or older and enrolled in the 9<sup>th</sup> grade or continue to experience a lack of success in traditional or regular environments

Clayton County Public Schools (CCPS) is fully accredited by AdvancED – Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The district offers a focused world-class program based on a challenging curriculum which is taught from pre-kindergarten through 12th grade. Serving over 55,000 students, Clayton County Public Schools is ranked among the 100 largest school districts in the U.S. and is the fifth largest school system in Georgia.

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