

NEWS RELEASE

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FOR IMMEDIATE RELEASE

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2018-2019 End of Grade & End of Course GMAS Data Released

JONESBORO— Clayton County Public Schools (CCPS) has received its End of Grade (EOG) and End of Course (EOC) Georgia Milestones Assessments (GMAS) Data for the 2018-19 School Year. The data, released today by the Georgia Department of Education (GaDOE), includes district level and school level information.

Students began taking the Georgia Milestones Assessment System (GMAS) or Georgia Milestones in the 2014-15 school year. The comprehensive testing system spans grades three through 12 and measures how well students have mastered the knowledge and skills outlined in the Georgia Standards of Excellence in the areas of English/Language Arts, Mathematics, Science, and Social Studies. The GMAS assesses students along four levels of achievement: Beginning Learners, Developing Learners, Proficient Learners, and Distinguished Learners.

We are pleased to announce that based on 2018-19 data, CCPS students overall showed improvement in the percentage of those who scored in the Proficient and Distinguished achievement levels in five out of eight EOC content area results compared to the 2017-18 school year (Table 1).

Table 1. End of Course (EOC) Georgia Milestones Assessment System Scores

Source of Data: GaDOE Test Reports - Content Area Summary

BL - Beginning Learner DL - Developing Learner PL - Proficient Learner DSL - Distinguished Learner

2017 - 2018 Spring End of Course (EOC) GMAS Student Performance						2018 - 2019 Spring End of Course (EOC) GMAS Student Performance						District
District						District						Change
Content	BL	DL	PL	DSL	%PL + %DSL	Content	BL	DL	PL	DSL	%PL + %DSL	18 to 19 %PL+
9th Grade Literature	28	37	32	4	36	9th Grade Literature	24	34	34	7	42	6
American Literature	31	41	25	3	28	American Literature	31	41	25	3	29	1
Algebra I	49	35	14	2	16	Algebra I	49	35	14	2	18	2
Geometry	47	31	18	4	22	Geometry	47	31	18	4	20	-2
Biology	47	24	24	5	29	Biology	47	24	24	5	29	0
Physical Science	40	33	23	3	26	Physical Science	40	33	23	3	28	2
US History	38	33	23	5	28	US History	38	33	23	5	32	4
Economics	32	30	31	7	38	Economics	32	30	31	7	33	-5

Due to rounding, percentages may not total 100%.

%PL + %DSL - % of Proficient Learners plus the % of Distinguished Learners

The greatest gains occurred in 9th Grade Literature and Composition (+6) and U.S. History (+4). Individual school data can be found at the following link: [Spring 2019 EOC Scores](#)

As it relates to the EOG content areas, in the area of English/Language Arts (Table 2), students showed growth in proficiency rates in Grades 3, 5, 6 and 8.

Table 2. End of Grade (EOG) Georgia Milestones Assessment System ELA Scores
Source of Data: GaDOE Test Reports - Content Area Summary

BL - Beginning Learner DL - Developing Learner PL - Proficient Learner DSL -

2017-2018 English Language Arts EOG GMAS Student Performance						2018-2019 English Language Arts EOG GMAS Student Performance						District
District						District						Change
	BL	DL	PL	DS	%PL + %DSL		BL	DL	PL	DS	%PL + %DSL	18 to 19 %PL+
Grade 3	46	33	18	4	22	Grade 3	41	32	21	6	27	5
Grade 4	37	34	24	6	30	Grade 4	40	34	20	7	27	-3
Grade 5	35	39	22	4	26	Grade 5	35	35	25	5	30	4
Grade 6	45	30	22	3	25	Grade 6	42	30	24	5	29	4
Grade 7	42	34	21	3	24	Grade 7	43	34	20	3	23	-1
Grade 8	32	40	24	4	28	Grade 8	30	37	26	6	32	4

Due to rounding, percentages may not total 100%.
 %PL + %DSL - % of Proficient Learners plus the % of Distinguished Learners

In Mathematics (Table 3), students showed growth in proficiency rates in Grades 3, 5 and 8.

Table 3. End of Grade (EOG) Georgia Milestones Assessment System Math Scores
Source of Data: GaDOE Test Reports - Content Area Summary

BL - Beginning Learner DL - Developing Learner PL - Proficient Learner DSL -

2017-2018 Mathematics EOG GMAS Student Performance						2018-2019 Mathematics EOG GMAS Student Performance						District
District						District						Change
	BL	DL	PL	DS	%PL + %DSL		BL	DL	PL	DS	%PL + %DSL	18 to 19 %PL+
Grade 3	24	43	27	5	32	Grade 3	27	37	29	6	35	3
Grade 4	25	43	27	5	32	Grade 4	31	40	24	5	29	-3
Grade 5	40	38	17	4	21	Grade 5	40	36	17	6	23	2
Grade 6	40	40	16	4	20	Grade 6	41	39	16	4	20	0
Grade 7	39	37	17	6	23	Grade 7	40	39	16	5	21	-2
Grade 8	44	40	15	1	16	Grade 8	44	39	15	2	17	1

Due to rounding, percentages may not total 100%.
 %PL + %DSL - % of Proficient Learners plus the % of Distinguished Learners

For Science and Social Studies (Table 4), which are only assessed in Grades 5 and 8 for the EOG, Grades 5 and 8 showed growth in Science as compared to the prior school year. In Social Studies, after a

year of demonstrating growth for students scoring in the Proficient and Distinguished achievement levels, the percentage dropped in both Grades 5 and 8.

Table 4. End of Grade (EOG) Georgia Milestones Assessment System Science and Social Studies Scores											
Source of Data: GaDOE Test Reports - Content Area Summary											
BL - Beginning Learner DL - Developing Learner PL - Proficient Learner DSL -											
2017-2018 Science EOG GMAS						2018-2019 Science EOG GMAS					District
District						District					Change
	BL	DL	PL	DS	%PL + %DSL		BL	DL	PL	DS	%PL + %DSL 18 to 19 %PL+
Grade 5	45	32	19	4	23	Grade 5	46	27	21	5	26 3
Grade 8	58	29	12	1	13	Grade 8	55	29	15	2	17 4
2017-2018 Social Studies EOG						2018-2019 Social Studies EOG					District
District						District					Change
	BL	DL	PL	DS	%PL + %DSL		BL	DL	PL	DS	%PL + %DSL 18 to 19 %PL+
Grade 5	35	47	13	4	17	Grade 5	35	49	12	4	16 -1
Grade 8	34	39	21	6	27	Grade 8	34	41	18	6	24 -3
Due to rounding, percentages may not total 100%.											
%PL + %DSL - % of Proficient Learners plus the % of Distinguished Learners											

Individual school data can be found at the following link: [Spring 2019 EOG Scores](#)

In speaking to the success of students in the areas of English Language Arts and Ninth Grade Literature & Composition, Elisar Gray, the Coordinator of English Language Arts (6th-12th), said, “The district’s strategy has been grounded in the practices that foster coherence. The department’s threefold approach consisted of the team redesigning the language arts curricula and assessments to tightly align to the Georgia Standards of Excellence, elevating teachers’ instructional practices through focused professional development and communicating the vision clearly and frequently. When educators have clarity about the content -- knowing what to teach and how to teach it -- they are better prepared, and our students are recipients of the high-quality instruction they deserve. We are absolutely thrilled with our students’ achievement, and we are proud of the English Language Arts teachers whose work directly influences teaching and learning.”

“Clayton County Public Schools science curriculum expanded beyond the classroom for the 2018-2019 school year by providing authentic learning experiences that were reflective of engaging students in solving real-world problems and nurturing innovative ideas,” said Janetta Greenwood, Coordinator of K-12 Science, commenting on 2018-19 student performance. “CCPS increased exposure, capacity, and experiences of both teachers and students in the areas of science and STEM (Science, Technology, Engineering and Mathematics). Through implementing science best practices, STEM integration, Phenomenon-Driven 3 Dimensional instructional strategies, and Argument Driven Inquiry, more of our students



acquired the knowledge and the skills necessary to improve their performance outcomes on the End of Grade GMAS for grades 5 and 8.”

Regina Wallace, CCPS Coordinator of K-12 Social Studies, added “intensive training and professional development to support the implementation of Social Studies High Impact Strategies will be the focus of her department’s response in order to improve student performance. “These strategies will be the foundation of Social Studies instruction for the district,” she said. Side by side coaching by content area experts will also be supplied to specific schools based on trend data and new teacher acquisition. Greater emphasis around supporting the effective implementation of Document Based Questions as an instructional strategy will be provided to all administrators and Social Studies teachers,” Wallace concluded.



Dr. Ebony Lee, Assistant Superintendent of Curriculum, Instruction, and Assessment, commented, “We are delighted that our students are showing continuous growth as evidenced by the Georgia Milestones Assessments. Learning is a process, and it requires a variety of supports working mutually to ensure students are learning and performing at deeper levels. Our continued efforts are to make certain the following supports are more prevalent throughout our school district: (1) alignment between the Georgia Standards of Excellence and the implemented core curricula; (2) ongoing use of instructional practices that cultivate relationships, relevance, and rigor in the classroom; (3) strategic use of assessment results that provide useful information about student learning; and (4) a valued partnership between school and home to help reinforce the behaviors that will help advance our school district’s vision and mission.

“We are pleased to report continued improvement by our students,” said Superintendent of Schools, Dr. Morcease J. Beasley. “This improvement is the result of targeted efforts by our instructional leadership team, principals and teachers who have worked hard to ensure that our students were prepared to demonstrate growth in their academic performance.”

“Although we realize that there is a great deal of work to be done, we are equally proud of the many students who displayed their continued dedication to academic excellence and our commitment to high performance,” he continued.

“We will continue to examine the data to identify issues that may have an impact on our students’ ability to successfully complete assessments that provide a clear picture of their understanding and mastery of core subject matter,” said Dr. Beasley. The Superintendent went on to note that based on the 2018-19 cohort data, on average, about 27 percent of CCPS students are scoring at the Proficient Level or higher on state assessments, this is a 2 percentage point improvement from 2017-18. “It is imperative for us to work collectively to shift that percent to at least 80 percent scoring at the Proficient Level or higher. We can change the trajectory of these results and ultimately positively improve the learning outcomes of this community.”

“It is critical that we have support and collaboration within the community to reinforce efforts in making sure students are spending a portion of after school time on Monday through Thursday studying, doing homework when assigned, reading books, writing in journals, practicing math problems and growing their vocabulary by learning and using new words,” said Dr. Beasley.

“Parents/guardians must continue to challenge their children to high expectations and to consider participation in challenging course offerings such as Honors Courses and Dual Enrollment,” he continued. “Every day, students should be expected and required to READ something, WRITE something, and SOLVE something. These are indispensable skills for school and for life beyond the K-12 classroom.”



“We must ensure that what is happening at home and in our communities provides a continuance of support in learning beyond the classroom,” he added. “The launch of our *Advanced Learning for All* initiative is evidence of our commitment to improve our students’ academic performance.”

Parents and students can visit our **High Performance site** www.tinyurl.com/CCPSHighPerformance to learn more about our Advanced Learning program offerings. Also, students are encouraged to take advantage of our online resources to increase their readiness for more accelerated learning. Through the CCPS Portal (my.clayton.k12.ga.us), students can access: *Language Arts Achieve3000* (grades 9-12); *First in Math* (Grades K-8); *Social Studies - Studies Weekly* (K-7); *Science STEMscopes* (Grades K-12). Students are also encouraged to hone their skills using the GMAS Study Guides at <https://tinyurl.com/GMASStudyCCPS> (Grades 3-12) and Khan Academy (K-12) www.khanacademy.org

In addition to the *Advanced Learning for All* initiative, the Superintendent and district leadership will continue to work with school principals, teachers and support staff groups to ensure instructional precision and appropriate interventions are implemented with fidelity. This includes the monitoring of data and application of other strategies to support improvements relative to student achievement.



“Everyone – students, families, teachers and administrators – must understand and accept that continued, sustained improvement must be our expectation,” said Dr. Beasley. “It is essential to our mission of creating a culture of high performance in Clayton County and to closing the gap with MRESA and Statewide student EOC and EOG performance.”

“We will continue to implement and accelerate all strategies that ensure our students are high performers and achieving at the proficient level and higher at a rate that equals or exceeds the state level.” Dr. Beasley added. “This is how we, as a school district and as a community, will advance and deepen our Commitment to High Performance.”

About Georgia Measures of Academic Progress (GMAP)

We are very excited about the opportunity the Innovative Assessment Demonstration Authority has provided ([IADA](#)). Being part of the recently approved Georgia Measures of Academic Progress (GMAP) Consortium, we have a chance to change the narrative from high stakes test to growth and equity in assessment. The assessment will be given at the beginning, middle, and end of the school year. The opportunity to look at student growth data will exist. Also, the results of each administration are available within 24 hours, so that a teacher can review and adjust instruction accordingly.

Many educators want to do away with the “teach to the test” model of learning. They want an assessment that tells them what a student is ready to learn. With the GMAP assessment, they will be provided a test that is adaptive to the learner, able to meet the student where they are academically (on or off-grade level) and be offered teachable insight throughout the year. We think this will be a difference-maker in the years to come and help to *Deepen and Advanced Our Commitment to High Performance!*

About Clayton County Public Schools

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

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