

“COMMITTED TO HIGH PERFORMANCE”

NEWS RELEASE

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FOR IMMEDIATE RELEASE

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2021-2022 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 2021-2022 School Year. The data results released today by the Georgia Department of Education (GaDOE) include 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.

The EOG and the EOC data reported today represent a new starting point to measure student academic performance on the GMAS tests. There is no comparison to the previous year's performance due to actions taken by GaDOE and the State Board of Education as a result of the COVID-19 pandemic.

It is important to remember that no testing occurred during Spring of 2020. During the year of 2019-2020, the administration of tests such as the EOG and EOC were set aside resulting from the COVID-19 pandemic. During the 2020-2021 school year, maximum flexibility for testing was implemented to ensure students were not required to come into buildings solely for the purpose of taking the Georgia Milestones. Students and families were offered broad opportunities to decline taking part in the GMAS process, producing in many instances, insufficient participation for a report of student performance.

As a result of limited/insufficient data from the Spring of 2020 and Spring of 2021, the results from Spring 2022 will be used to establish benchmarks of student academic mastery from which to measure achievement growth in future years.

“Even though the data representing student performance on GMAS testing over the past two years have not been as complete as prior to the pandemic, we have seen evidence that our commitment to such initiatives as Advanced Learning for All, Clayton READS, Extending Learning Beyond the Classroom and Social Emotional Learning, is well placed and is having a positive impact,” said Dr. Morcease J. Beasley, CCPS Superintendent/CEO of Schools. “The benchmarks established during 2021-2022 testing will provide an effective foundation for the measurement of student academic performance and guide our planning and development of robust instructional strategies going forward.”

CCPS GMAS Data

Student achievement is lower in 2021-2022 than where we'd expect it to be if the COVID-19 pandemic had not occurred. We are urgently addressing the needs of our students through acceleration efforts to rebound from the interruption of learning that occurred.

Table 1. End of Course Georgia Milestones Assessment System
Source of Data: GaDOE Test Score Reports-Content Area Summary

BL - Beginning Learner PF - Proficient Learner
 DL - Developing Learner DS - Distinguished Learner

CCPS District EOC Student Performance						
	Number of Students	% BL	% DL	% PL	% DSL	%PL + %DSL
American Literature	4,429	39	37	23	2	25
Algebra I	5,213	57	29	11	3	14
Biology	4,037	53	25	19	3	22
U.S. History	3,282	47	34	16	3	19

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

The highest performance occurred in American Literature, with 25 percent of students scoring proficient and above, and in Biology with 22 percent of students scoring proficient and above. Scores for the End of Course Exams ranged between 39 to 57 percent of students performing in the Beginning Learner category.

Individual school data can be found at the following link: [GMAS EOC Data CCPS Schools Public 2021-2022](#)

Table 2. End of Grade Georgia Milestones Assessment System
English Language Arts and Mathematics Scores
Source of Data: GaDOE Test Score Reports-Content Area Summary

BL - Beginning Learner PF - Proficient Learner
 DL - Developing Learner DS - Distinguished Learner

2021-2022 English Language Arts CCSP District EOG Student Performance							2021-2022 Mathematics CCSP District EOG Student Performance						
	Number of Students	% BL	% DL	% PL	% DS	%PL + %DSL		Number of Students	% BL	% DL	% PL	% DS	%PL + %DSL
Grade 3	3,815	63	23	12	3	15	Grade 3	3,812	45	39	13	2	15
Grade 4	3,793	55	29	13	3	16	Grade 4	3,787	48	35	14	2	16
Grade 5	3,928	43	36	18	2	20	Grade 5	3,925	63	26	9	2	11
Grade 6	3,922	54	26	17	3	20	Grade 6	3,915	61	29	8	2	10
Grade 7	4,033	47	34	17	3	20	Grade 7	4,023	45	41	11	2	13
Grade 8	4,294	36	39	21	4	25	Grade 8	4,293	53	32	12	2	14

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

The highest performance occurred in 8th grade English Language Arts, with 25 percent of students scoring proficient and above, and in 4th grade Mathematics with 16 percent of students scoring proficient and above. Scores for grades 3-8 ranged between 36 to 63 percent of students performing in the Beginning Learner category in English Language Arts and between 45 to 63 percent of students in grades 3-8 performing in the Beginning Learner category in Mathematics.

**Table 3. 2021-2022 End of Grade Georgia Milestones Assessment System
Science and Social Studies**

Source of Data: GaDOE Test Score Reports

BL - Beginning Learner

PF - Proficient Learner

DL - Developing Learner

DS - Distinguished Learner

Science--EOG CCSP District EOG Student Performance							Science--High School Physical Science CCSP District EOG Student Performance						
	Number of Students	% BL	% DL	% PL	% DS	%PL + %DSL		Number of Students	% BL	% DL	% PL	% DS	%PL + %DSL
Grade 5	3,914	60	26	12	2	14	Grade 8	1,226	46	30	19	5	24
Grade 8	3,045	67	23	9	1	10							
Social Studies CCSP District EOG Student Performance													
	Number of Students	% BL	% DL	% PL	% DS	%PL + %DSL							
Grade 8	4,264	48	35	13	4	17							

Due to rounding, percentages may not total 100%

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

The highest performance occurred in 8th grade Physical Science with 24 percent of students scoring proficient and above. Scores in science for grades 5 and 8 ranged between 46 to 67 percent of students performing in the Beginning Learner category. Scores in social studies for grade 8 ranged between 46 to 67 percent of students performing in the Beginning Learner category.

Individual school data can be found at the following link: [GMAS-EOG CCPS Schools Data Public 2021-2022](#)

Looking ahead

When offering a comment on how Clayton County Public Schools intends to get kids back on track and account for any gaps in education, Dr. Ebony Lee, CCPS Assistant Superintendent for Curriculum, Instruction and Assessment, said, “The district is using an approach that addresses the needs of the whole child, which includes addressing their academic, social, and emotional needs, while also equipping our parents to be valued partners in the process. During the heart of the pandemic, we witnessed many of our parents step in to ensure their children were present, prepared, and positioned to learn remotely and/or face to face. We hope that our parents continue to remain present and abreast of their child’s learning achievement levels in each subject area and ensure learning continues at home using the tools and strategies provided by our schools.”

“Without question, it is going to take a school-home-community effort for our students to rebound from the loss of learning opportunities that occurred during the past two years, but with our dedicated leadership and teaching staff, high-quality instructional and assessment strategies, and school-to-home connection strategies, we can certainly ensure improved outcomes for our students each school year,” Dr. Lee said.

Dr. Lee added, “To guide this work, the District’s Strategic Improvement Plan is being used as our road map for continuous improvement and for our future forward efforts. All schools are following the same process for conducting a comprehensive needs assessment and implementing targeted actions for improving student outcomes. Additionally, all schools and the district’s Executive Team (Core Cabinet) are engaging in short-term action planning meetings, which involve regularly monitoring the impact of the short-term actions/goals in the comprehensive school improvement plan.

The district is continuing to:

- (1) ensure leaders and teachers are operating in professional learning communities to determine the best practices for recovering student learning;
- (2) ensure effective, rigorous, and relevant instruction every day;
- (3) use various student assessments to inform instruction and schoolwide actions;

- (4) provide students with real-time; just right supports, such as effective use of the MTSS (multi-tiered system of support) process, ongoing tutoring, and intervention;
- (5) network with our community and engage and equip parents as partners in the process; and
- (6) ensure a continued focus on social emotional learning and mental wellbeing”

Superintendent Beasley noted, “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 their notes, doing homework when assigned, reading, writing, practicing math problems, and growing their vocabulary by learning and using new words. We need our parents to ensure our students are taking advantage of the myriad opportunities extended to them to support their mastery of the standards, whether this includes before, during and after school support, the use of Tutor.com for 24/7 assistance for all grade levels, the opportunity to participate in our rigorous academic competitions, etc. We need learning to be a focal point, while we continue to ensure the well-being of all. Everyone – students, families, teachers and administrators – must understand and accept that continued, sustained improvement must be our expectation.”

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

About Clayton County Public Schools

Clayton County Public Schools (CCPS) is fully accredited through Cognia. The district offers a focused world-class program based on a challenging curriculum which is taught from pre-kindergarten through 12th grade. Serving over 51,000 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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