



Muscogee County School District

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For Immediate Release

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MEDIA RELEASE

Results for the New Georgia Milestones Reflect Lower Scores Plan in Place to Address Higher Expectations

(Columbus, GA)-The Muscogee County School District (MCSD) results for the first administration of the new, comprehensive Georgia Milestones Assessment System are in. As reflected in the state-wide Georgia Milestones results, the District's *baseline* results are lower than the scores from assessments used in previous years. The new assessment system is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies for End of Grade (EOG) in grades 3-8 and End of Course (EOC) in grades 9-12.

Scores from previous assessments, the Criterion Referenced Competency Tests (CRCT) and the End of Course Tests (EOCT), *are not* comparable to the Georgia Milestones. Georgia Milestones EOG and EOC tests report student learning with four levels of performance, compared to three with the CRCT. The designations aim to shift the focus away from just test scores, instead capturing the progression of a student's learning.

Beginning Learners are students that require a significant amount of support from home and school to be successful in the next grade level.

Developing Learners have shown partial mastery of their grade level standards, but need some additional home and school support to be successful in the next grade level.

Proficient Learners have strongly shown the mastery of the grade level standards and they are ready to move up to the next grade level.

Distinguished Learners have shown mastery beyond the grade level, which indicates their readiness for advanced coursework.

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2015 Grade 3 End of Grade Results

	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	42	28	22	8	30	58
Math	28	39	27	6	33	72
Science	36	38	19	7	26	64
Social Studies	38	40	14	8	22	62

2015 Grade 4 End of Grade Results

	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	39	33	23	6	29	62
Math	26	40	27	7	34	74
Science	40	36	20	3	23	59
Social Studies	44	36	16	4	20	56

2015 Grade 5 End of Grade Results

	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	39	35	22	4	26	61
Math	31	36	24	9	33	69
Science	40	34	21	5	26	60
Social Studies	34	46	15	6	21	67

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2015 Grade 6 End of Grade Results						
	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	41	29	24	5	29	58
Math	36	37	21	6	27	64
Science	48	26	23	3	26	52
Social Studies	41	38	15	6	21	59

2015 Grade 7 End of Grade Results						
	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	40	32	24	4	28	60
Math	38	35	20	7	27	62
Science	46	28	20	6	26	54
Social Studies	40	33	18	9	27	60

2015 Grade 8 End of Grade Results						
	Beginning	Developing	Proficient	Distinguished	Percent Proficient and Distinguished	Percent Developing, Proficient, and Distinguished
ELA	33	36	26	6	32	68
Math	34	37	21	8	29	66
Science	48	30	20	2	22	52
Social Studies	39	40	15	6	21	61

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2015 End of Course Results

	Beginning	Developing	Proficient	Distinguished	% Proficient and Distinguished	% Developing, Proficient, and Distinguished
9th Grade Lit	26	37	32	6	38	75
American Lit	25	41	29	5	34	75
Coordinate Algebra	34	35	25	6	31	66
Analytic Geometry	35	33	23	9	32	65
Physical Science	35	36	26	4	30	66
Biology	40	27	27	6	33	60
US History	30	35	27	9	36	71
Economics	33	34	29	5	34	68

"While these baseline results clearly do not meet our expectations, they do not mean that our students know less or that our teachers are not working hard to provide meaningful learning opportunities for improved student achievement," said Dr. David F. Lewis, Superintendent. "They do mean the expectations for what students know, what students are able to do and the way teachers instruct must continue to evolve to meet the greater demands and competition our students will face in their post-secondary experiences. We welcome the higher expectations and we will meet these challenges head-on by continuing to execute the plan as outlined in my initial [Assessment and Recommendations Report](#)."

In anticipation of the need to raise the expectations of all students, the long-term plan includes the reprioritization of funding to support curricular initiatives and the reorganization of the district into three regions (Central, East and West) to provide more instructional, technical and personnel support to schools. In the fall of 2014, new reading and math curriculum frameworks were implemented at the elementary level. The frameworks are designed with the type of thinking and questioning associated with effective teaching practices, which are aligned to the rigor of the college and career ready standards and the Georgia Milestones. At middle and high schools, the District administrators and school support staff have begun training to focus on the use of more challenging texts to support students' ability to read for deeper understanding. In addition, at the middle and high school level, the plan recommends the adoption of English Language Arts curriculum frameworks that also align to the new, higher expectations, which would be implemented in the next school year. Continuous professional development, grade and district level collaboration as well as academic coaches are used to teach and to apply best strategies to help teachers and students succeed.

The new, more challenging Georgia Standards of Excellence and related assessments require continued focus to ensure all students are college and career ready upon graduation.

"Given the necessary time, training, resources as well as parental and community support, our district can and will meet the challenges to become the premiere school district we aspire to be," added Lewis.

For more information, access the [Georgia Department of Education \(www.gadoe.org\)](http://www.gadoe.org), the [Superintendent's Initial Assessment and Recommendations Report](#) or contact communications@muscogee.k12.ga.us.