

Georgia Milestones Assessment System End of Grade and End of Course Test September 6, 2017

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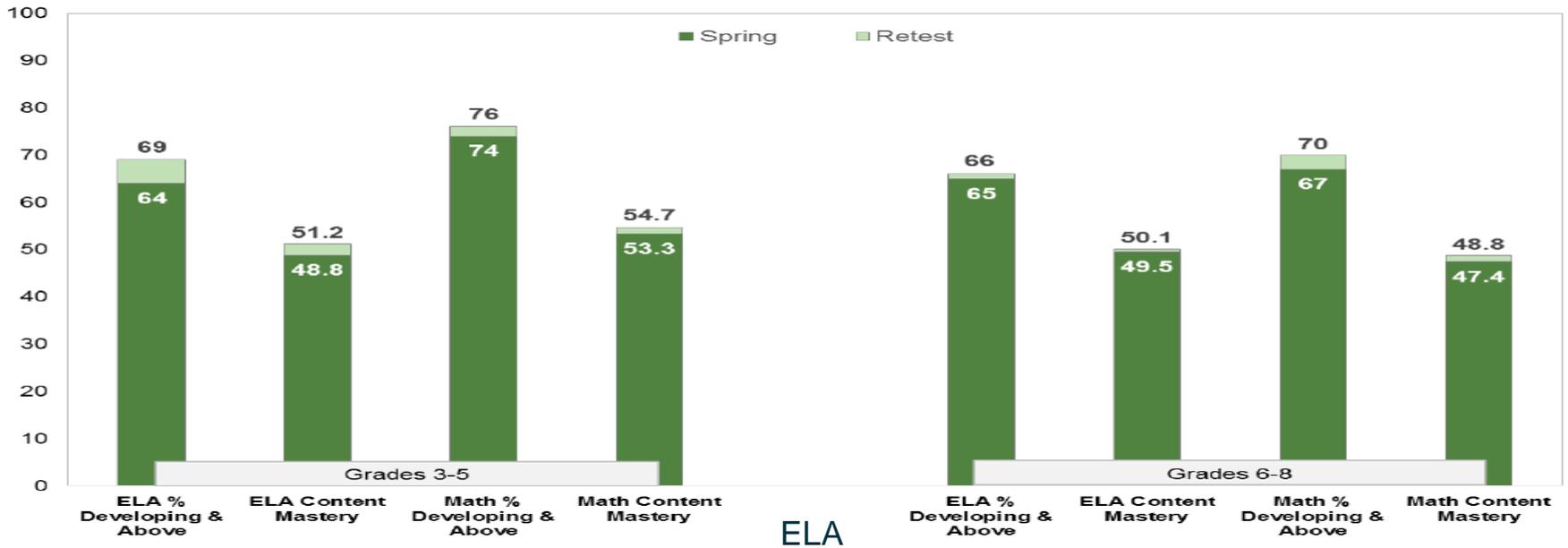
Objective: Meeting or Exceeding Proficiency in the Content Areas

Strategic Goal 1: Increase the percentage of students meeting or exceeding proficiency in the core content areas as measured by the Georgia Milestones Assessment System End of Grade and End of Course (GMAS EOG and EOC)

All GMAS tests are scored along four levels of performance, as follows:

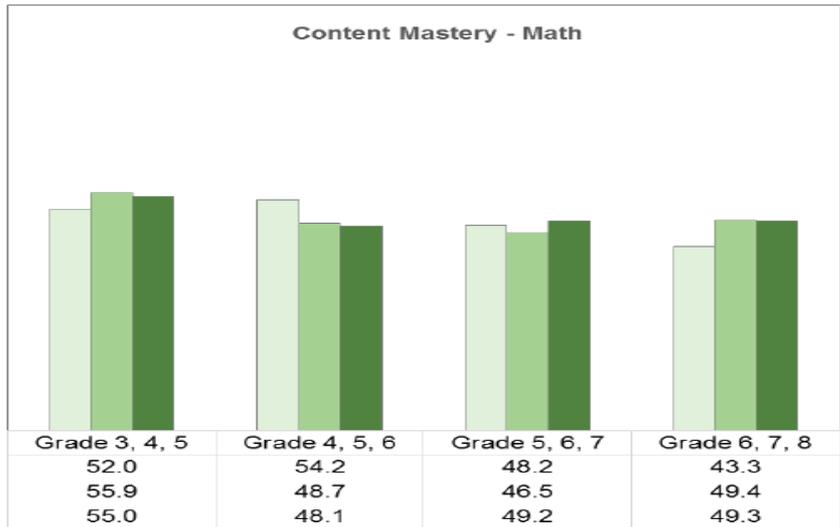
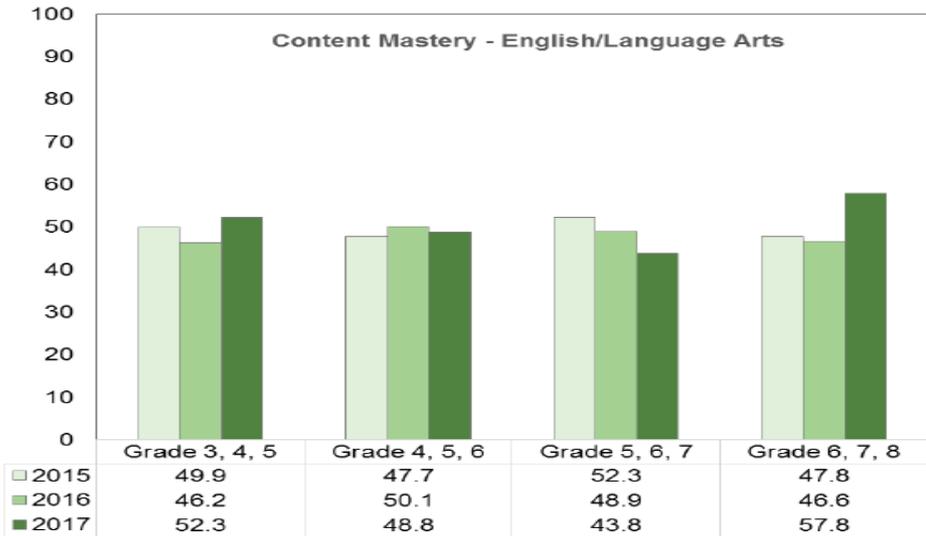
- **Beginning Learners** – do not yet demonstrate proficiency, and need substantial academic support for success at the next level
- **Developing Learners** – demonstrate partial proficiency, but need additional academic support for success at the next level
- **Proficient Learners** – demonstrate proficiency, and are prepared for success at the next level
- **Distinguished Learners** – demonstrate advanced proficiency, and are well-prepared for success at the next level

ELA and Math Content Mastery



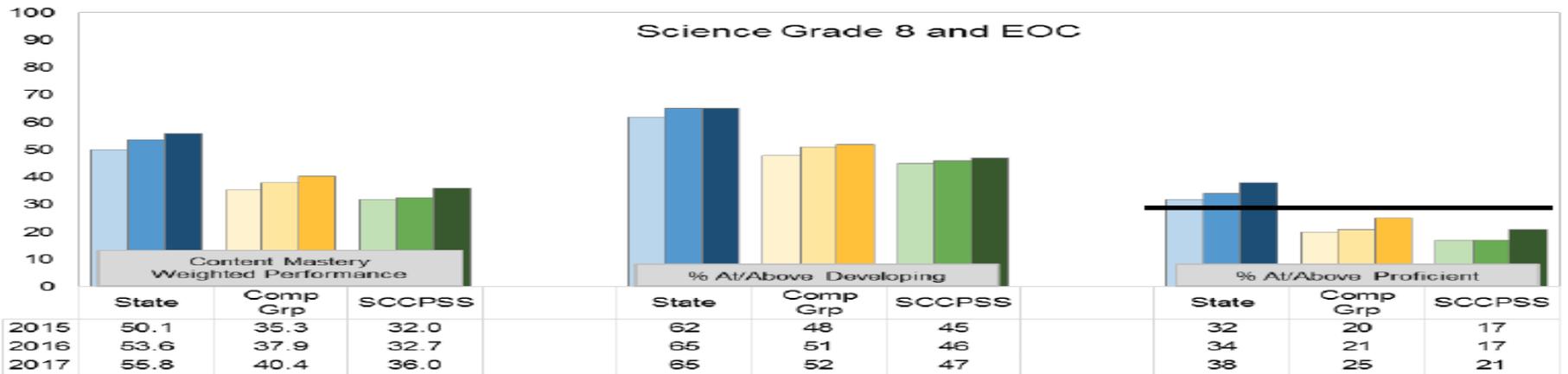
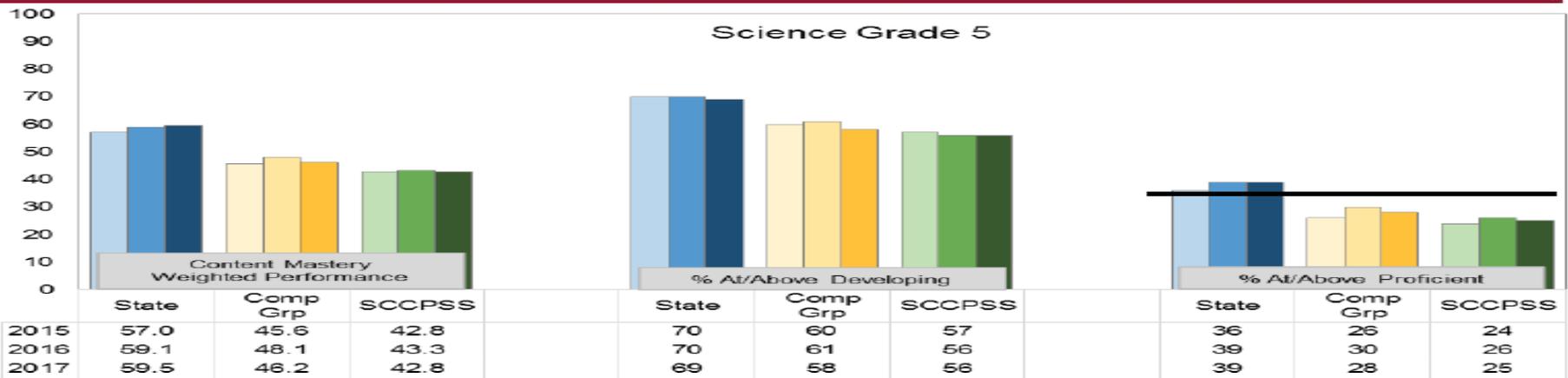
- Bloomingdale, Brock, Haven, Heard, Howard, West Chatham, East Broad, Garrison, Georgetown, Isle of Hope, CEMCO, and Tybee met or exceeded their annual improvement target.
- Brock achieved the greatest one-year improvement with a gain of 7 points,
- West Chatham and Garrison made the most improvement over the past three years, with gains of 8 points from 2015 to 2017.

ELA and Math Content Mastery Cohort Data



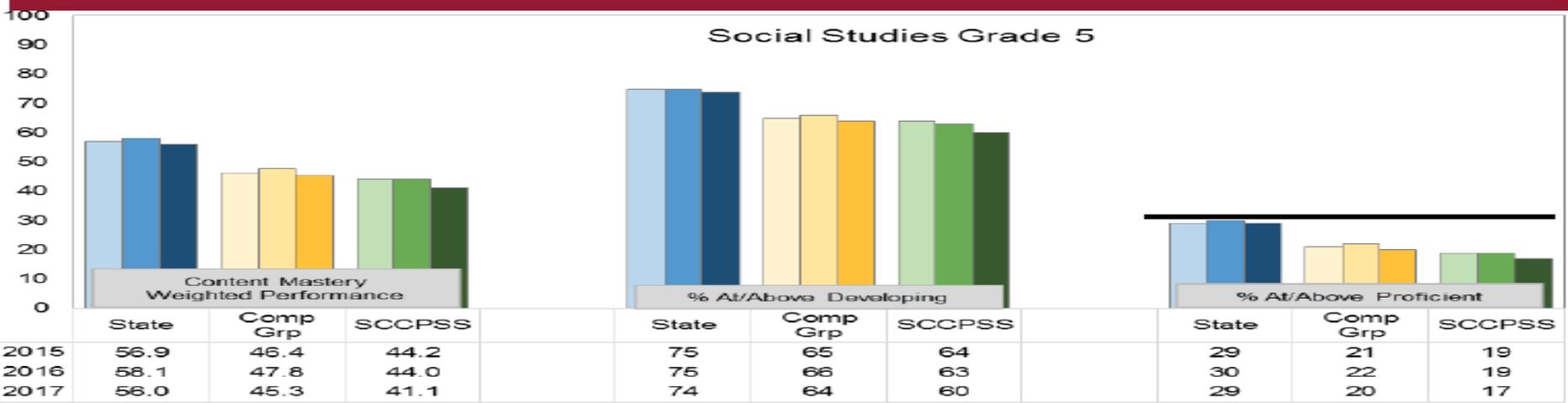
Math

- Bloomingdale, Brock, Butler, Gadsden, Garden City, Gould, Haven, Hodge, Howard, Pooler, Thunderbolt, West Chatham, Garrison, Georgetown, Isle of Hope, Rice Creek, and Tybee achieved their annual performance targets.
- Brock, Isle of Hope, and Tybee achieved double-digit gains compared to last year.
- Bloomingdale, Butler, Hodge, Garrison, Georgetown, Isle of Hope, and Tybee improved their 2017 proficiency rate by 10 or more points compared to 2015.

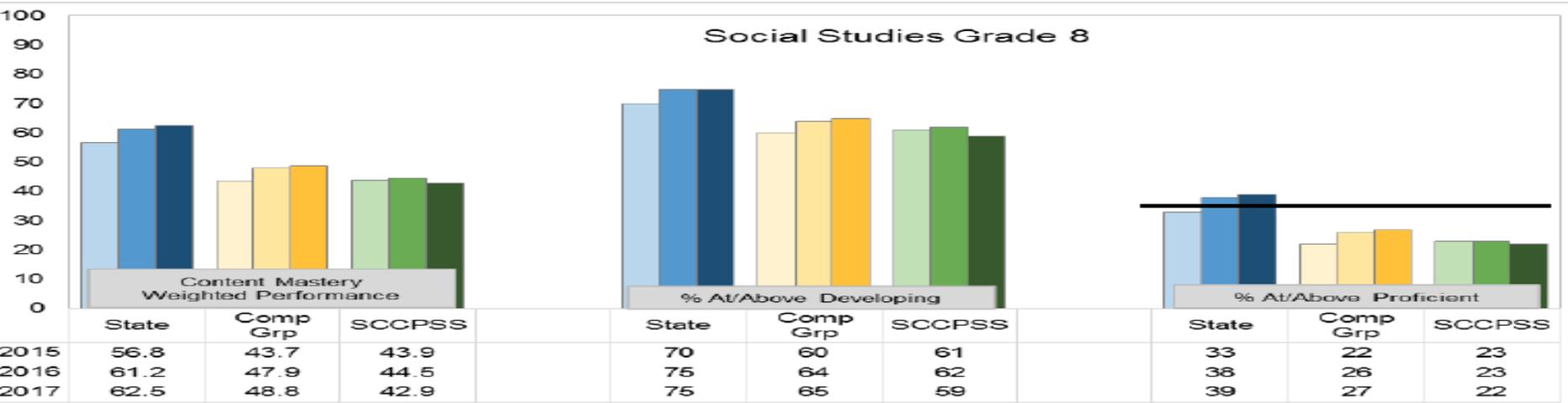


- Garden City, Heard, Hodge, JG Smith, Marshpoint, Garrison, Georgetown, and Rice Creek achieved their annual improvement target.
- Garden City and Garrison achieved double-digit gains compared to last year.
- Marshpoint, Georgetown, and Godley Station’s annual improvements have resulted in three-year gains of more than 10 points.

Social Studies Grade 5



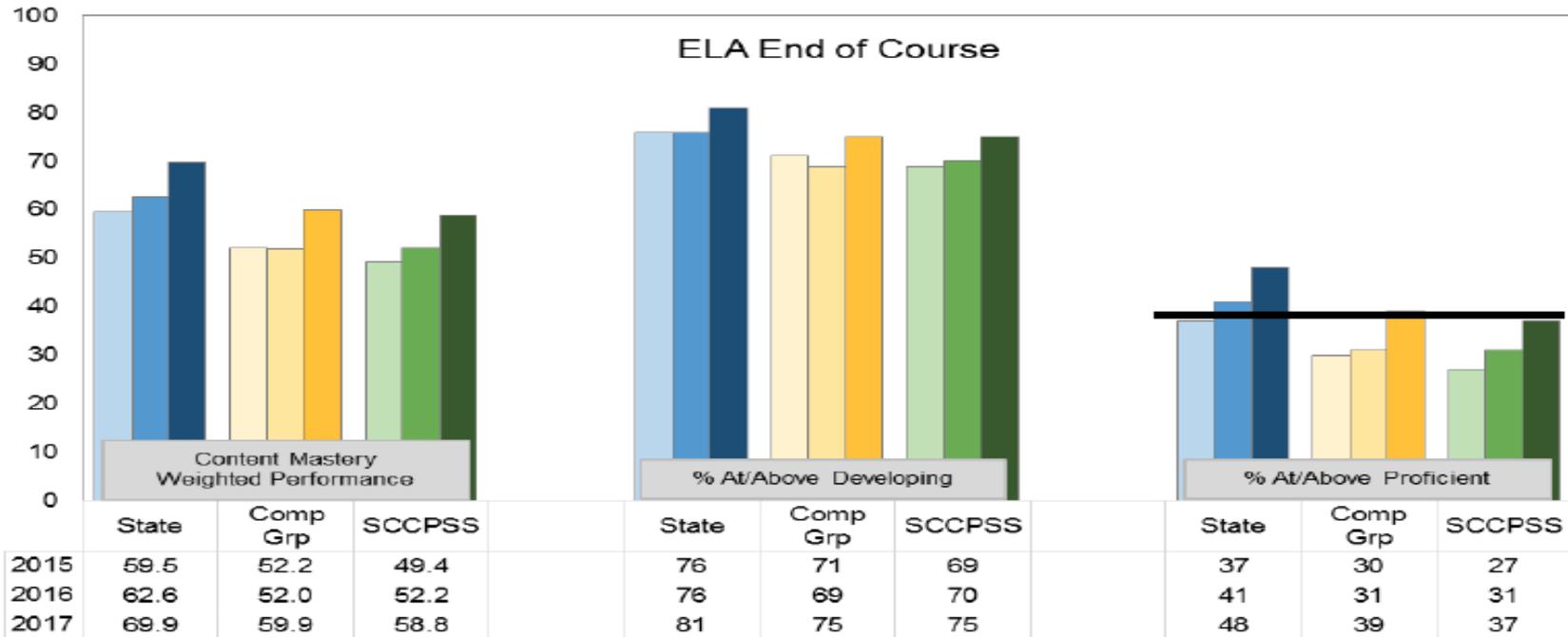
Social Studies Grade 8



- Bloomingdale, Garden City, Heard, Pulaski, White Bluff, Georgetown, Hesse, Isle of Hope, Rice Creek, and CEMCO attained their annual improvement target, with Bloomingdale, Pulaski, Isle of Hope, Rice Creek, and CEMCO achieving double-digit gains.
- Georgetown and CEMCO earned improvements in each of the past three years, resulting in a total gain of 13 points each. Bloomingdale’s annual increases have resulted in a three-year gain of 21 points.

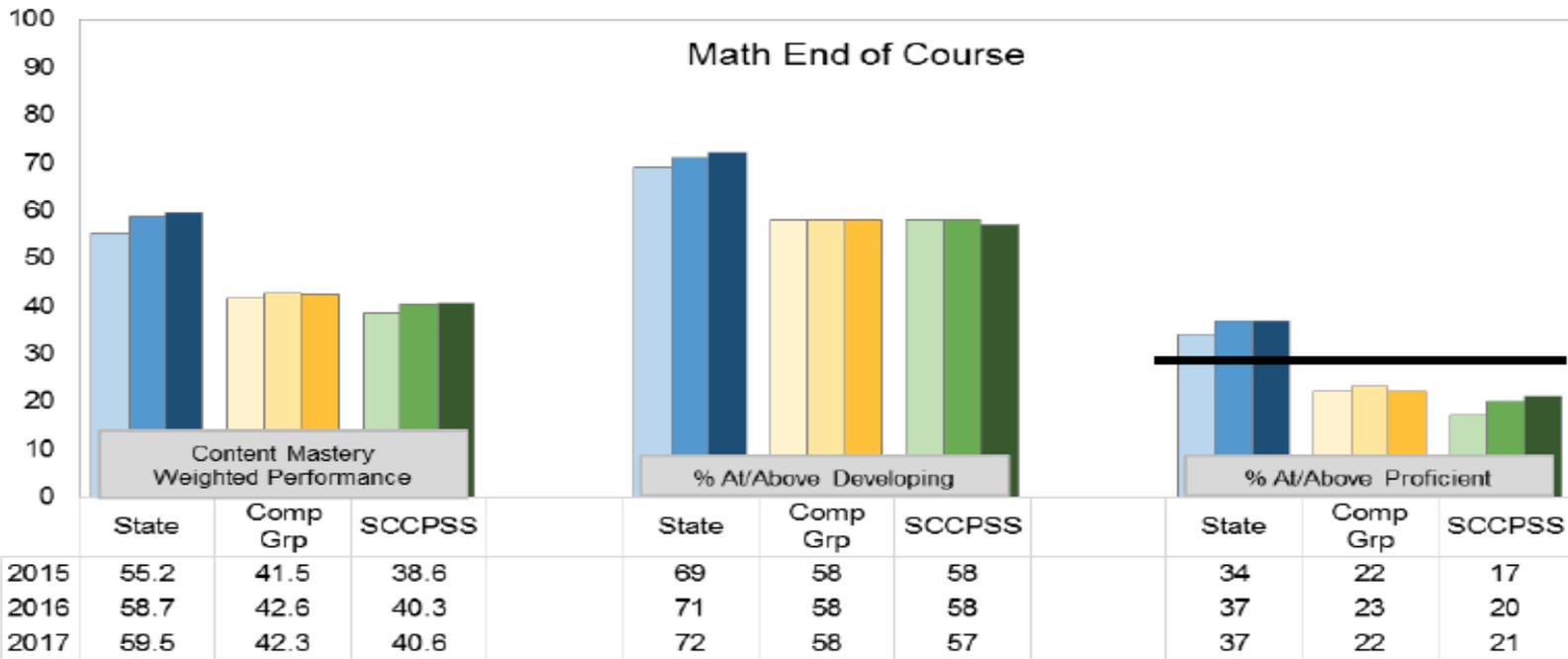


Objective: Meeting or Exceeding Proficiency in the ELA Content Area



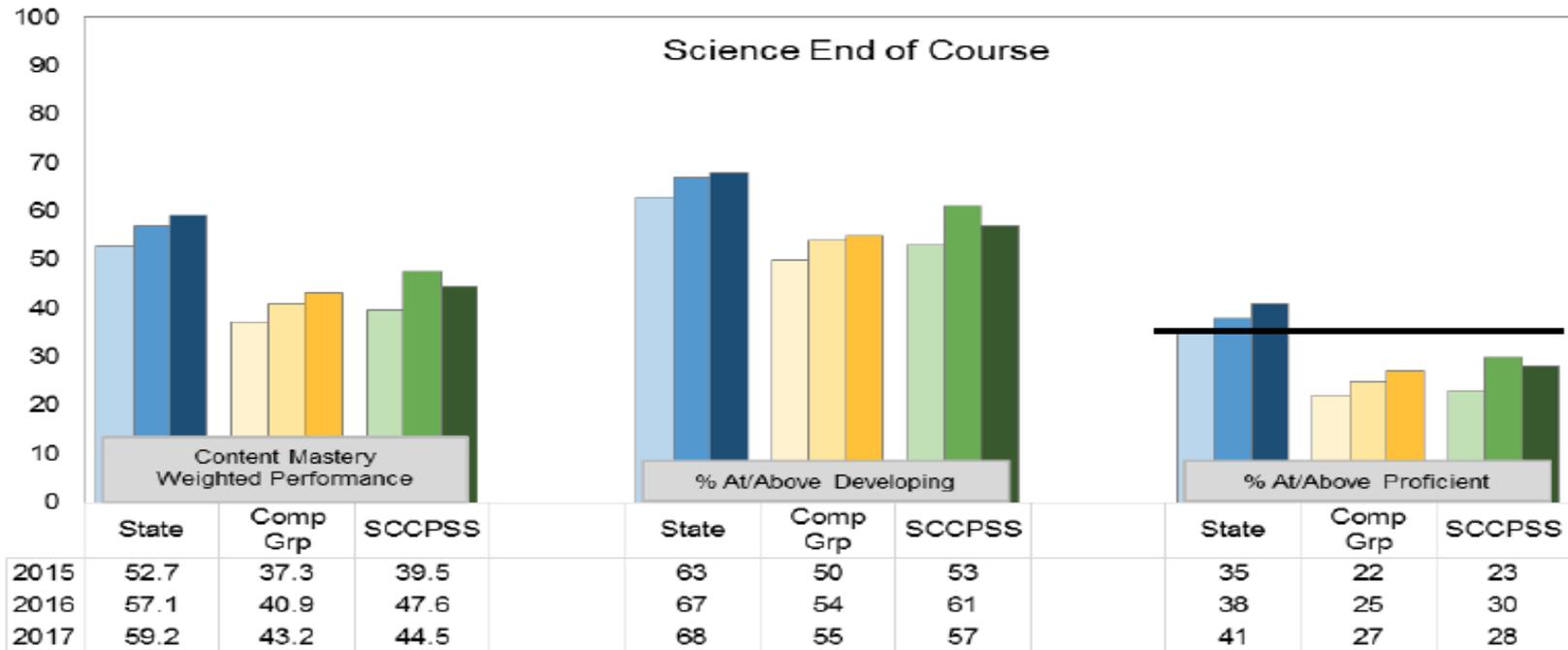
- The majority of schools reached their annual improvement target.
- Beach, Early College, Woodville-Tompkins, DeRenne, Hubert, Southwest, STEM, and Hesse achieved double-digit gains over last year.

Objective: Meeting or Exceeding Proficiency in the Math Content Area



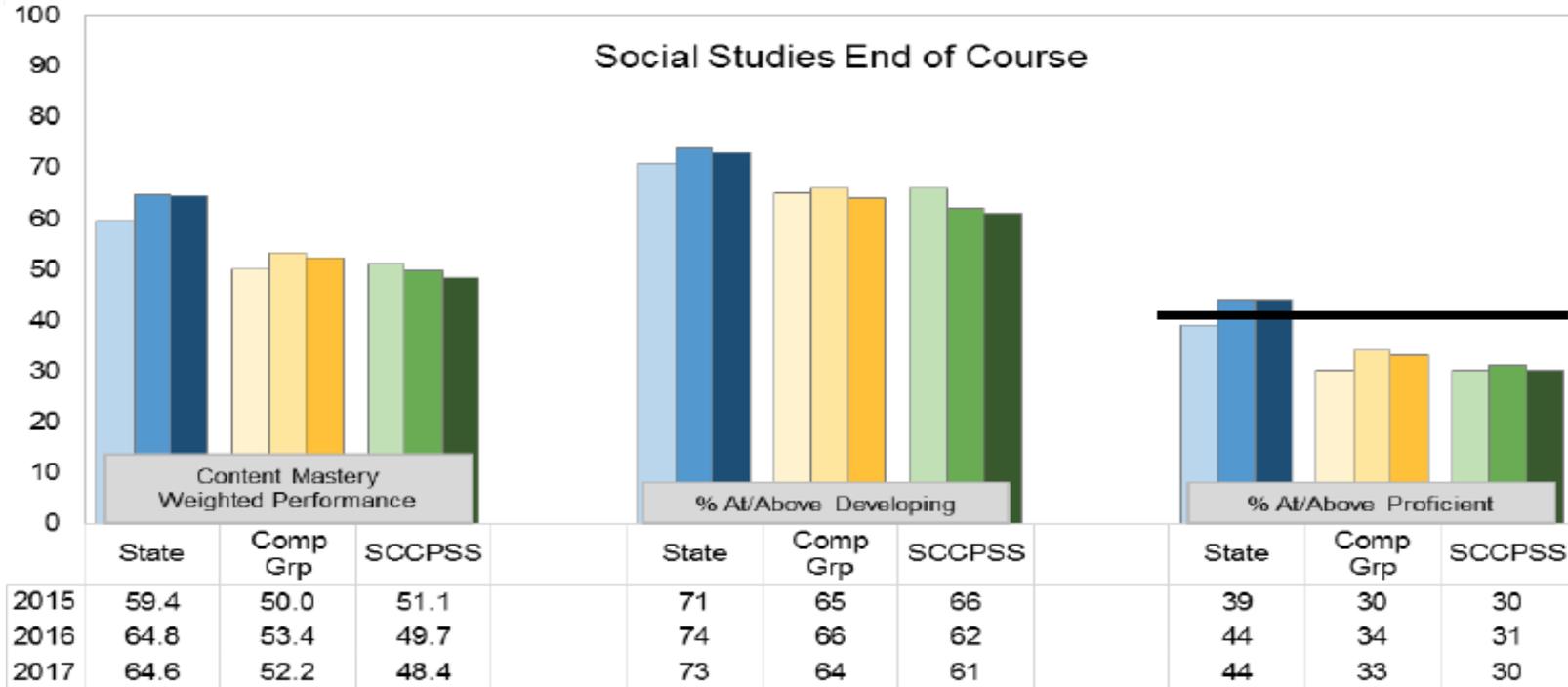
- Early College, Islands, Johnson, Savannah Arts, the School of Liberal Studies at Savannah High, DeRenne, and STEM met or exceeded their annual improvement targets.

Objective: Meeting or Exceeding Proficiency in the Science Content Area



- Johnson, New Hampstead, Savannah Arts, STEM, and Godley Station exceeded their annual performance targets.
- Johnson, STEM, and Godley Station achieved double-digit gains over last year.

Objective: Meeting or Exceeding Proficiency in the Social Studies Content Area



- Beach and Islands exceeded their annual improvement targets.
- Proficiency rates for 2017 surpassed those earned in 2015 at Islands, New Hampstead, and Savannah Arts.

Strategies

- Implement a comprehensive Balanced Literacy curriculum design that provides a balance between whole language and phonics.
- Implement the rigorous Eureka Math curriculum that provides a complete in-depth focus on Power Standards directly aligned to the Georgia Standards of Excellence.
- Develop, refine, and implement a comprehensive school improvement plan which focuses on differentiated planning, observation, modeling and support through Academic Affairs School Improvement Teams and School-Based Academic Coaches.
- Implement a Differentiated Tier of Support Model based on school data to build capacity in school leaders for accelerated school improvement across all content areas. Executive Director's will facilitate this through leadership coaching, walkthroughs, and training.

Strategies

- Align existing or new curriculum materials to standards and assessments.
- Create district benchmarks, and indicators that are available both as formative and ongoing measures of student progress and as summative evaluation of student mastery.
- Support teachers to improve instruction through training, practice, dialogue, and coaching.
- Provide teacher access to high-quality learning activities and content knowledge “refreshers” linked to their teaching responsibilities.
- Analyze student performance results and other student data sources to drive instructional decisions through the use of our Early Warning Detection System.

Questions