



# Muscofee County School District

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## **For Immediate Release**

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## **MEDIA RELEASE**

### **2013 Reward and Alert Schools**

### **Continuous Progress Monitoring of Student Achievement**

**(Columbus, GA)**-Administrators and staff are monitoring student achievement, progress and areas in need of improvement closely in the Muscofee County School District (MCSD). The Georgia Department of Education released its 2013 Reward and Alert Schools list as part of a state waiver of the Elementary and Secondary Act (ESEA). Four (4) MCSD schools are on the Reward for High-Progress Schools list and three (3) schools are on the Alert list.

#### **Reward for High Progress Schools List:**

- Carver High School
- Early College Academy
- Muscofee Elementary
- Wynnton Arts Academy

A High-Progress Reward School is a Title I school among the 10% of Title I schools in the state that makes the most progress in improving the performance of the all students group over three years on the statewide assessments. A school may not be classified as a High-Progress School if it has been identified as a Priority, Focus, or Alert School.

“We are always excited to see gains in academic performance,” said Kim Jones, Title I Director. “Schools that are making large gains tell us where teaching and learning strategies are working.”

The three (3) MCSD schools on the Alert list are:

- Baker Middle School for subgroups
- Eddy Middle School for subgroups
- Forrest Road Elementary for subjects

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Alert schools are identified in three (3) ways based on 9 ESEA subgroups:

Graduation Alert	Below 3 standard deviations from the mean of the state's subgroups' graduation rate (Based on 9 ESEA subgroups)
Subgroup Alert	Achievement rate is below 3 standard deviations from the mean of the state's subgroups' meets and exceeds rate
Subject Alert	Subject achievement is below 3 standard deviations from the mean of the state's meets and exceeds rate for each subject

"Identifying high impact practices allows us to duplicate that success in other schools," added Jones. "In areas where improvement is needed, we must work with teachers and administrators in analyzing student data, determining root causes, and implementing plans to improve student outcomes."

Training, mentoring, and monitoring are essential for classroom teachers as well as support for research-based strategies that are proven to increase student achievement. Standards based classrooms, co-teaching, data driven decision making, progress monitoring, and differentiation for instruction are key strategies for school improvement. Schools may also offer extended instructional learning time and Saturday school. The extra time is designed to help students master or exceed the academic standards.

"Overall, there is an intense focus on individual student progress and needs," said Veronica Collins, Chief Academic Officer. "We commend all teachers and staff for making every effort to help meet and exceed academic goals and we expect to see continued improvement in achievement because of dedicated teachers, staff and administrators who continue to focus on standards mastery for all students."

For more information, access the complete Reward and Alert school list at the [Georgia Department of Education](http://GaDOE.org) , or e-mail [communications@muscogee.k12.ga.us](mailto:communications@muscogee.k12.ga.us).

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Category	Entrance Criteria	Interventions	Exit Criteria
Reward	Title I schools with: <ul style="list-style-type: none"> <li>• the highest performance or progress for all students and for student groups, and</li> <li>• no significant gaps among student groups</li> </ul>	Public recognition and financial rewards	Identified annually
Focus	10 percent of low-performing Title I schools with: <ul style="list-style-type: none"> <li>• the largest gaps between the highest- and lowest-performing student groups, based on statistical calculation</li> </ul>	Customized interventions approved by state agency	Schools no longer meet the criteria for a Focus School for three consecutive years and: <ul style="list-style-type: none"> <li>• reduced the number of non-proficient students by 25 percent in student groups over three years (elementary and middle grades schools), or</li> <li>• increased graduation rates by 8 percent in student groups over three years (high schools)</li> </ul>
Priority	5 percent of lowest-performing Title I schools that include: <ul style="list-style-type: none"> <li>• Title I or Title I-eligible high schools with less than 60 percent graduation rates, and</li> <li>• Tier I and Tier II SIG<sup>2</sup></li> </ul>	School Improvement Specialist assigned to each school to determine interventions aligned with turnaround principles	Schools no longer meet the criteria for a Priority School for three consecutive years and: <ul style="list-style-type: none"> <li>• reduced the number of non-proficient students by 25 percent over three years (elementary and middle grades schools), or</li> <li>• increased graduation rates by 8 percent over three years (high schools)</li> </ul>
Alert	Title I and non-Title I schools in which a student group's: <ul style="list-style-type: none"> <li>• graduation rate falls significantly below the state average for that group</li> <li>• performance on any state assessment falls significantly below the state average for that group, or</li> <li>• subject-area performance falls significantly below the state average for that subject area</li> </ul>	Customized interventions approved by state agency	Schools no longer meet the criteria for an Alert School for three consecutive years and: <ul style="list-style-type: none"> <li>• reduced the number of non-proficient students by 25 percent in student groups over three years (elementary and middle grades schools), or</li> <li>• increased graduation rates by 8 percent in student groups over three years (high schools)</li> </ul>