



Bibb County School District

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GaDOE RELEASES 2022-2023 MILESTONES DATA

Bibb Students Maintain Positive Trend Post-Pandemic

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(MACON, GA) – Georgia Milestones test scores for 2022-2023 were released today for the Bibb County School District and the state, providing the first progress update since the new baseline data was released in 2021-2022. Overall, Bibb County achievement levels remained steady or increased from the year prior.

“I want to commend students and teachers for their dedication and commitment as we continue to address students’ interrupted learning caused by the pandemic,” said Superintendent Dr. Dan A. Sims. “As we move forward this year, our new Strategic Plan, #Built4Bibb: More Victory Planned, will drive our work of providing more resources to support student achievement. We know a key factor in student success will be increased engagement from students, parents, and community members, and the District looks forward to bringing everyone along on this journey.”

Schools continued to make strides in returning to or excelling beyond pre-pandemic achievement levels, including increasing the percentage of students scoring at the Distinguished Learner level and decreasing the percentage of students scoring at Beginning Learner level, particularly at the secondary level. The percentage of students scoring as Distinguished in American Literature doubled or more among most District high schools. While the mean score for American Literature decreased statewide, mean scores increased by 10 percentage points at Central High, and 8 percentage points at Southwest High.

In high school math, the state average of Distinguished Learners decreased while the District’s average increased. In Algebra I, the percentage of Beginning Learners decreased by as much as 18 percentage points at Southwest High, and by 10 percentage points at Central High.

“In our commitment to academic excellence, our school established a dedicated period focused on meeting individual student needs. It’s called W.I.N. (What I Need),” said Central High School Principal Dr. Chendra Dupree. “This personalized learning period allowed us to address specific areas of improvement for students, tailoring instruction to their unique strengths and weaknesses. By analyzing student data and tracking progress regularly,

our administration provided essential support and guidance to teachers, fostering a data-informed approach. By closely examining data and assessments, standardized tests, and teacher evaluations, we identified areas of improvement and made informed decisions to enhance the overall learning experience. This data-driven approach allowed us to continuously refine our teaching strategies and allocate resources effectively. Our success is a testament to the power of data-driven decision-making, personalized instruction, and a supportive educational ecosystem that nurtures each student's academic growth and potential."

Middle schools also demonstrated great strides in Algebra I, with Howard Middle and Rutland Middle increasing the number of Distinguished Learners by 22 percentage points and 21 percentage points, respectively. Students at Howard Middle, Miller Magnet Middle, and Rutland Middle demonstrated higher mean scores for Algebra I than that of the state.

"At Howard Middle School, our data showed our students needed assistance with math and reading," said Howard Middle School Principal Anthony "Tony" Jones. "We leveraged the tools of Accelerated Reader, STAR, and i-Ready provided by the District, in addition to the hard work of our students and teachers. It is fantastic to see their hard work has paid off."

Among elementary students, the percentage of students reading on grade level or above increased districtwide, as did the percentage of students scoring at the Distinguished Learner level in English Language Arts (ELA). In some instances, such as among third graders at Alexander II Magnet and Skyview Elementary, students outperformed the state's average percentage of Distinguished Learners. In third grade, a critical point in a student's content reading mastery, the mean average score among students at Alexander II Magnet, Carter, Heard, Heritage, Springdale and Skyview was at or above the state average.

"At Skyview, we know the importance of reading in all content areas," said Skyview Elementary School Principal Sara Carlson-Dartez. "Every week all students are expected to read a minimum of two books (One fiction / one non-fiction). Teachers monitor the level of their students' books and help to ensure two books are completed by the end of the week. Each week a report is sent to the staff that celebrated classes that had 100% participation, an average of 85% or higher on Accelerated Reader quizzes, and those classes that met or exceeded the 52% fiction / 48% non-fiction expectation. This is announced weekly on the morning broadcast and posted on a Leader in Me Scoreboard for everyone to see. This effort is to encourage reading and help to ensure our students develop a love of books."

The District recognizes the need for continued improvements in content mastery. Throughout the upcoming school year, all elementary teachers and administrators will participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training, which will help them provide and support instruction aligned to the Science of Reading and structured literacy. Students throughout the elementary grade levels will have access to an artificially intelligent reading tutor, called Amira, who will provide in-the-moment feedback to students to help develop strong reading skills. In addition, the District has adopted new science instructional materials in grades K-12, which will support students' learning at the intended rigor of the standards. This school year, teachers statewide will implement the new Georgia Math Performance Standards for K-12 and the District will provide ongoing professional development related to the new standards.

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