

2025-26 School Year Georgia Milestones Executive Summary



Overview of Georgia Milestones

Students in Fulton County participated in the Georgia Milestones End of Grade (EOG) and End of Course (EOC) assessments during spring 2026, as required by the Georgia Department of Education. A select group of students also completed EOC assessments during the fall and winter 2025 administrations. While some high school students take EOC assessments during the summer, those results are not included in the Georgia Milestones public data release.

Please note that while results for these assessments are included in the annual CCRPI (College and Career Readiness Performance Index) reports developed by the state, accountability business rules differ from those used for public reporting of GA Milestones results. For instance, CCRPI only includes results for Full Academic Year students and may include credit for performance on other assessments such as the GAA and Dual Enrollment courses. CCRPI also includes results from all GA Milestones administrations during the school year, including retests and summer results. When reviewing the data, it is important to note that while percentages may show an increase or decrease, they are not comparing the same students (i.e., last year's 4th graders compared to this year's 4th graders).

This executive summary presents performance-level results for the EOG and EOC Georgia Milestones assessments. ELA results will not be available until late fall 2026, as the Georgia Department of Education (GaDOE) is implementing a new assessment and has adjusted the reporting timeline accordingly.

Math GMAS Performance

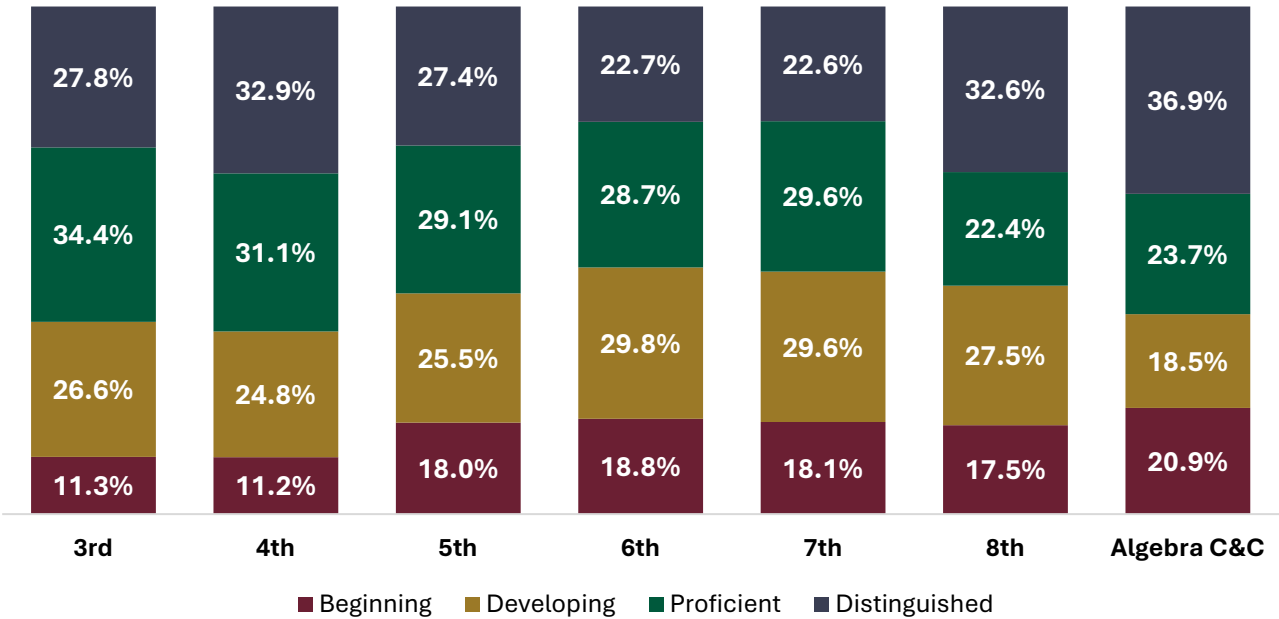
Math performance remained strong in 2026, with all reported grade levels and courses surpassing 50% Proficient or Distinguished. **Grade 4** posted the **highest proficiency rate (64.0%)**, while Algebra C&C and Grade 3 exceeded 60%. Performance improved across all reported grades and courses, with 8th grade remaining stable; the largest gain occurred in **6th grade**, where the percentage of students scoring Proficient or Distinguished **increased by 4.4 percentage points**. Overall, the **district average of students scoring Proficient or Distinguished increased to 57.5%**, representing a **2.5 percentage-point gain** from 2025.

Exhibit 1. Percent of Students Scoring Proficient or Distinguished in Math

Grade	2025	2026	Change
3 rd	58.0%	62.2%	+4.2%
4 th	62.2%	64.0%	+1.8%
5 th	53.7%	56.5%	+2.8%
6 th	47.0%	51.4%	+4.4%
7 th	51.7%	52.2%	+0.5%
8 th	55.0%	55.0%	--
Algebra C&C	57.7%	60.6%	+2.9%

Performance-level distributions (Figure 1) further illustrate differences in achievement across grade levels and courses. **Grades 3 and 4** had the **lowest** percentages of students scoring at the **Beginning level** and the **highest combined percentages** of students scoring **Proficient** or **Distinguished**. **Grade 3** recorded the **highest** percentage of students scoring **Proficient (34.4%)**, while **Algebra Concepts & Connections** recorded the **highest** percentage of students scoring **Distinguished (36.9%)**. Conversely, **Algebra Concepts & Connections** also had the **highest** percentage of students scoring at the **Beginning level (20.9%)**, indicating a wider distribution of student performance.

Figure 1. Math 2025-26 Distribution of Proficiency Levels



Math Student Growth Percentiles

Mathematics Student Growth Percentile (SGP) results indicate that students continued to demonstrate strong growth relative to statewide expectations. **Grade 4, Grade 5, and Algebra C&C exceeded the state's benchmark (65%)** for Typical or High Growth, with Algebra C&C posting the highest result (73.6%). While most grades experienced modest declines from 2025 with the exception of 7th and 8th grade, all declines were within three percentage points, and growth performance remained above the benchmark in half of the reported grades and courses.

Grade	2025	2026	Change
4 th	69.5%	68.6%	-0.9%
5 th	66.0%	65.6%	-0.4%
6 th	66.4%	63.8%	-2.6%
7 th	63.9%	64.8%	+0.9%
8 th	60.7%	61.5%	+0.8%
Algebra C&C	74.5%	73.6%	-1.4%

Science GMAS Performance

Science performance improved in 2026, with all reported grades maintaining or improving the percentage of students scoring Proficient or Distinguished. **Biology** continued to post the highest proficiency rate and demonstrated the largest improvement over the prior year. Overall, the **district average of students scoring Proficient or Distinguished increased to 55.8%**, representing a **1.9 percentage-point gain** from 2025.

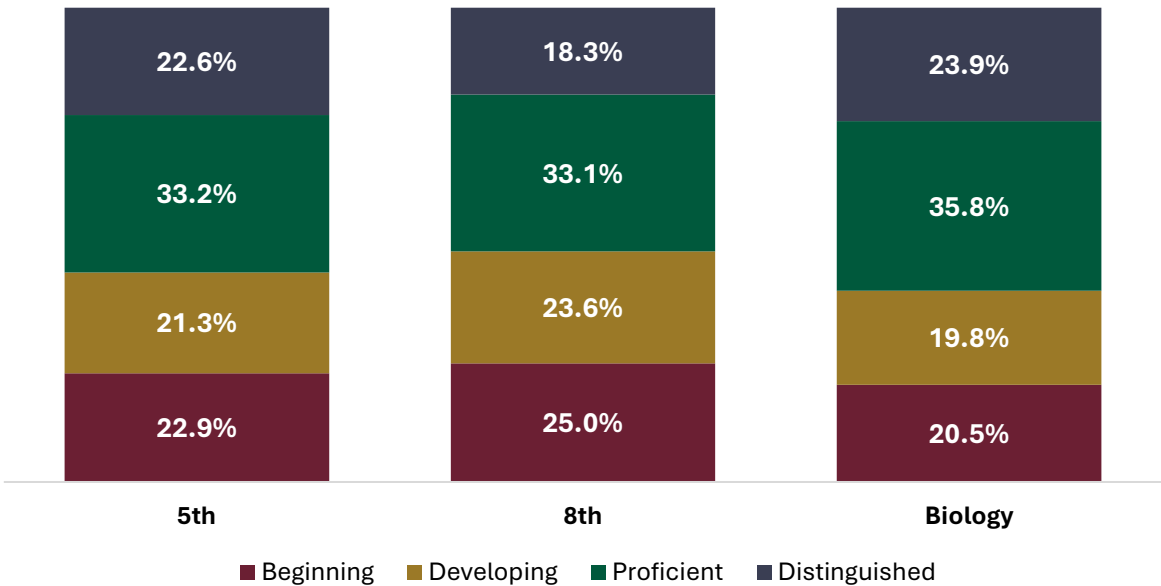
Exhibit 2. Percent of Students Scoring Proficient or Distinguished in Science

Grade	2025	2026	Change
5 th	55.7%	55.8%	+0.1%
8 th *	50.0%	51.4%	+1.4%
Biology	55.9%	59.8%	+3.9%

**results include the grade 8 End-of-Grade assessment and the high school physical science End-of-Grade assessment, both taken by students in grade 8.*

Performance-level distributions (Figure 2) highlight variation in achievement across Grade 5, Grade 8, and Biology. **Biology demonstrated the strongest overall performance**, with the highest percentages of students scoring at the Proficient (35.8%) and Distinguished (23.9%) levels and the lowest percentages of students scoring at the Beginning and Developing levels. **Grade 5 also showed a favorable distribution of performance**, with more than half of students scoring at the Proficient or Distinguished levels (55.8%). In contrast, **Grade 8 had the highest percentage of students scoring at the Beginning and Developing levels** and the lowest percentage of students scoring at the Distinguished level, indicating opportunities to strengthen achievement among lower-performing students. Overall, the results reflect strong science achievement in Biology and Grade 5, while highlighting areas for continued support in Grade 8.

Figure 2. Science 2025-26 Distribution of Proficiency Levels



Social Studies GMAS Performance

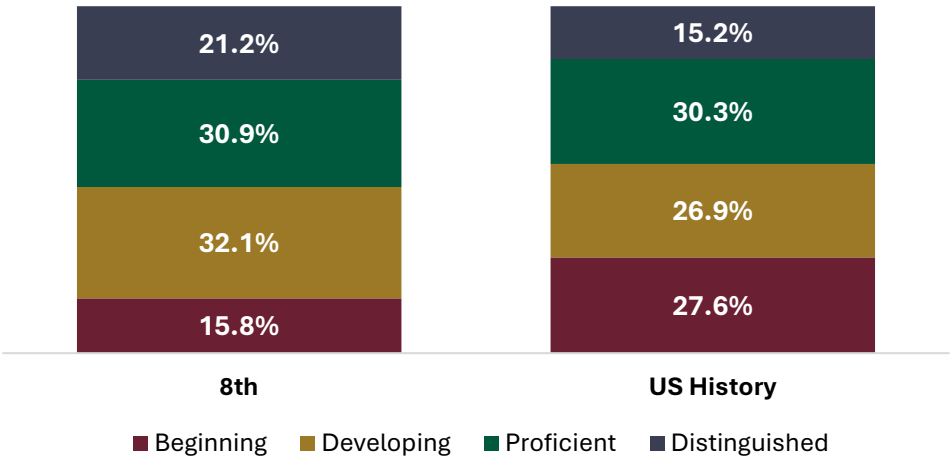
Social Studies **results improved** in 2026 across both assessed areas. **Grade 8** demonstrated the **largest increase**, with the percentage of students scoring **Proficient or Distinguished** rising by **2.7 percentage points**, from 49.3% in 2025 to 52.0% in 2026. **U.S. History** also **improved**, increasing by **0.4 percentage points** from 45.1% to 45.5%. Grade 8 achieved the highest proficiency rate among the assessed Social Studies areas in 2026. Overall, the **district average of students scoring Proficient or Distinguished increased to 49.4%**, representing a 1.9 percentage-point gain from 2025.

Exhibit 3. Percent of Students Scoring Proficient or Distinguished in Social Studies

Grade	2025	2026	Change
8 th	49.3%	52.0%	+2.7%
U.S. History	45.1%	45.5%	+0.4%

The distribution of Social Studies performance levels (Figure 3) highlights distinct achievement patterns across assessed content areas. **Grade 8** demonstrated the **most favorable overall distribution**, reporting the highest percentage of students performing at the Distinguished level (21.2%) and the lowest percentage performing at the Beginning level (15.8%). While **U.S. History** had a **comparable percentage of students performing at the Proficient level (30.3%)**, it also reported the largest share of students performing at the Beginning level (27.6%). Overall, **slightly more than half of Grade 8 students (52.1%) performed at the Proficient or Distinguished levels**, compared with 45.5% of U.S. History students.

Figure 3. Social Studies 2025-26 Distribution of Proficiency Levels



Conclusion

Overall, district results indicate continued progress with growth observed across content areas, grade levels, and courses. While opportunities remain to strengthen performance among students in the lower achievement categories, the results reflect positive momentum and a strong foundation for continued growth. ELA results will be incorporated into future analyses upon release by the Georgia Department of Education.

As part of the public release on August 6, 2026, official state-wide reporting is available at <https://georgiainsights.gadoe.org/data-downloads/>. District leaders will meet on August 21, 2026, to unpack GMAS data and create action plans for the 2026-27 school year. These plans will be shared in a public Board meeting in September.