

Garden City Public Schools: End of Year Academic Goal Reporting

We stated our academic goals in the *Garden City Public Schools Extended Continuity of Learning Plan*.

During the 2020-2021 school year, the academic goals of Garden City Public Schools are for students to experience one year's growth in mathematics and reading as measured by the NWEA MAP benchmark/growth assessment (used as part of GCPS since 2011 and as required in the "Ensure" section). Additionally, learning targets have been identified by elementary grade levels and secondary content areas. Our instructional staff will work to make sure students master all learning targets during the 2020-2021 school year. This goal was confirmed in an open meeting with the Garden City Schools Board of Education on September 14, 2020. (p. 6)

Furthermore, we stated we had a focus on equity for all learners, meaning we would monitor to make sure all of our student groups were finding success.

This plan will focus on teaching and learning with an emphasis on equity for all learners (p. 5)

Throughout the year, our learning community looked at the data from both NWEA and report cards to identify success and needed support. These supports were funded with both the ESSER funds and state and federal supplemental funding. Our District used the school improvement process and our District improvement process (SCDC) to look at data and research and to develop strategies. Interventions ranged from additional technology support to extra time programs after school. All work the teachers did as part of this process were documented and are available for review.

NWEA Outcomes

All growth percentiles were found to be within one standard deviation of the norm. This means all growth in our schools was found to be within the typical 1 year's growth range. See figures 1 and 2 for a school by school breakdown of growth with the student's genders identified. Figure 1 is Reading (Language Arts). Figure 2 is Mathematics.

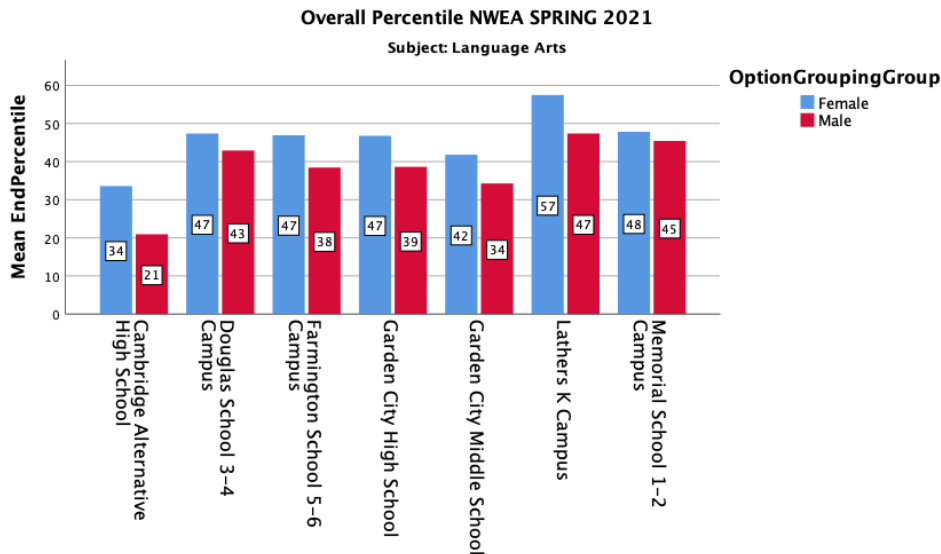


Figure 1: Reading NWEA growth scores by school and gender.

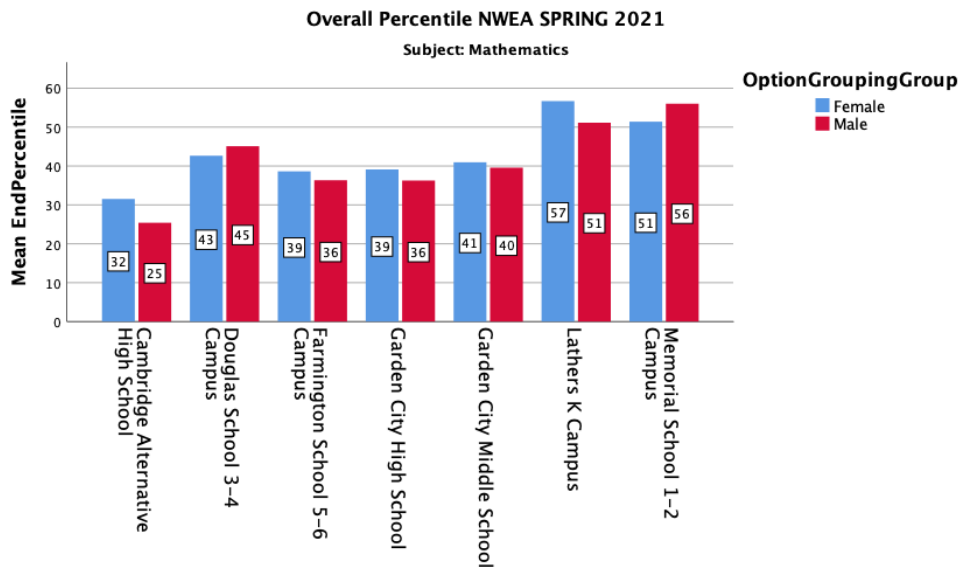


Figure 2: Mathematics NWEA growth scores by school and gender.

Additionally, equity data was developed to make sure our schools were responding to all students. Figures 3 and 4 are the equity data by school. Figure 3 is Reading (Language Arts). Figure 4 is Mathematics.

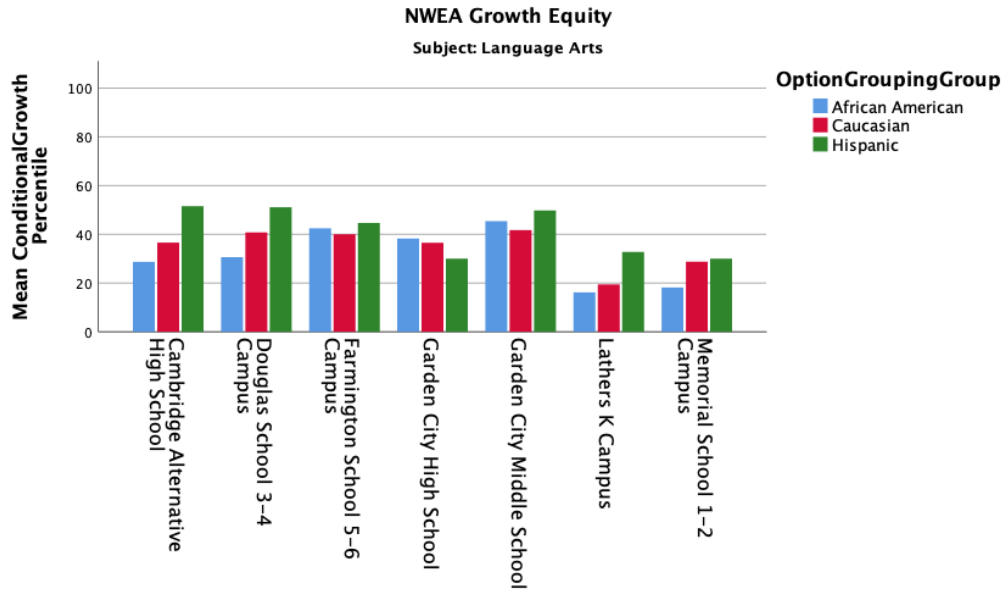


Figure 1: Reading NWEA growth scores by school and ethnicity.

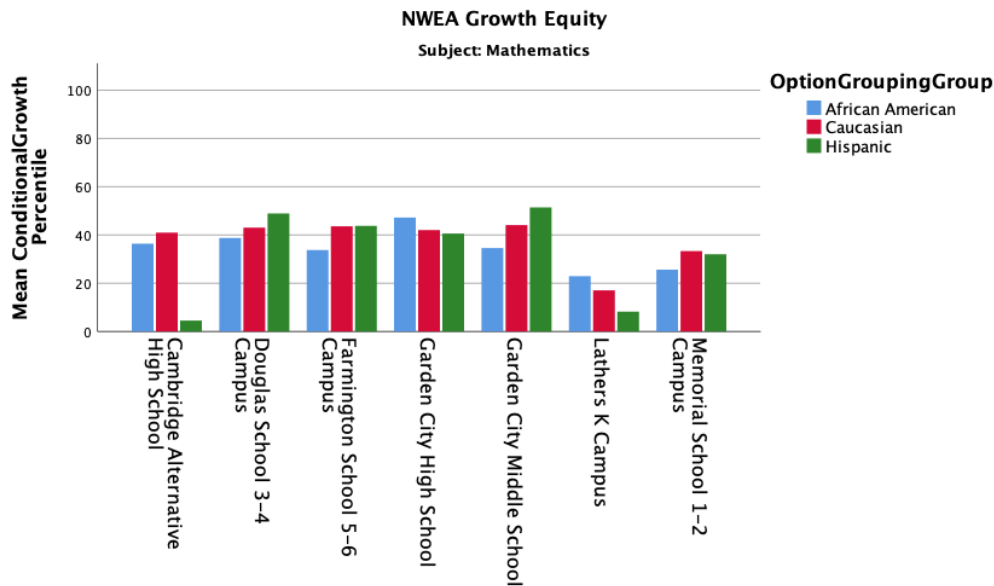


Figure 4: Mathematics NWEA growth scores by school and ethnicity.

In Mathematics, Hispanic students at two of our schools showed their growth was outside of 1 standard deviation. As part of the 2021-2022 school improvement process this data will be used to determine if extra supports are needed. The District is also having summer programs that are need based and invitation only (due to staffing

limitations). All Hispanic students from Lathers and Cambridge have been extended an invitation.

As a special note, growth was our focus on Lathers and Memorial, where we educate our youngest students, and had lower growth scores. Some of this is due to the newness of the technology for those age groups, since the testing was completely remote in the Fall. Additionally, those two schools have some of the higher overall test scores, giving smaller room for growth. See figures 5 and 6 for the overall NWEA RIT scores by building. Figure 5 is Reading (Language Arts). Figure 6 is Mathematics.

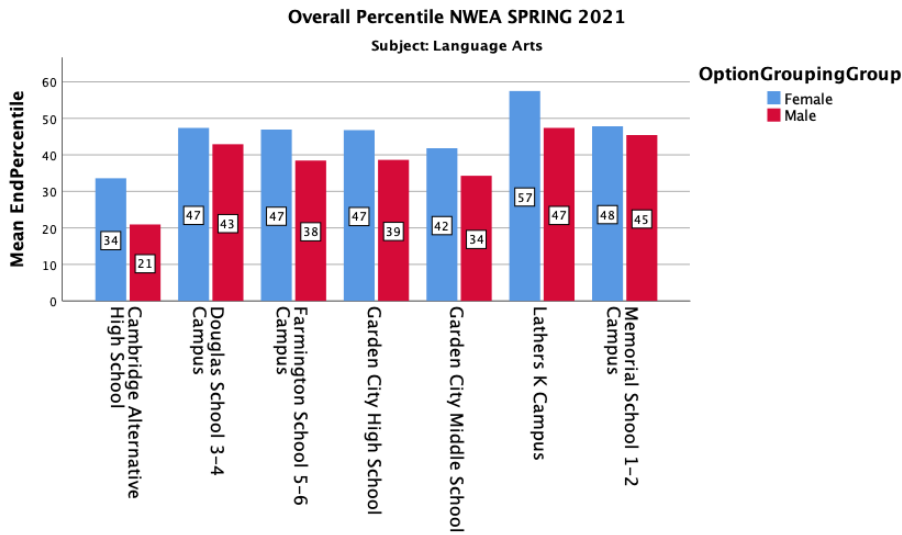


Figure 5: Reading NWEA overall scores by school and gender.

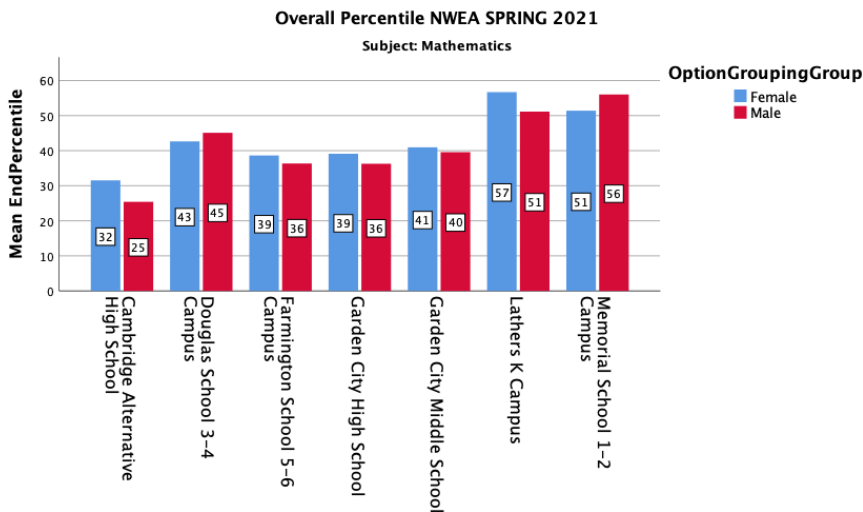


Figure 6: Mathematics NWEA overall scores by school and gender.

Learning Targets

The District also spent time before the year adjusting the learning targets for all students. At the elementary level, we adjusted these on our report cards. As these cards go home at the end of the school year, we will take data on the standards and the success of our students.

At the secondary level, we are monitoring GPA by genders and ethnicity to make sure that no groups of students are left behind. This was done at the end of the Fall semester, and it will be done again after the final marks are given. These data will be used to identify 2021-2022 interventions to help make sure students catch up on credits.

2021-2022 School Improvement

As this year ends, Garden City Public Schools remains devoted to our students' success. We will use this data (and data generated next year) to make sure our students are catching up from any pandemic related learning loss.

Overall, this data tells us that students in Garden City are going to need additional Mathematics support over the next school year and beyond. Our reading scores did not seem to be as impacted by the pandemic, but we will be watching them also. Initial M-Step scores also seem to confirm this trend. The District will stay focused on this as we launch the 2021-2022 school year.