

## **Galway Elementary School Data Story**

Galway Elementary School is located in Silver Spring, Maryland and serves close to 750 students from PreK- Grade 5. The student population is approximately 57% Black, 28% Hispanic, 8% Asian, and about 6% White, Mixed-Race, Pacific Islander, or American Indian.. Galway also has a large Spanish and French speaking community. About 69.54% of students are eligible for free or reduced price meals (FARMS), and 30% of our students receive ELD (English Language Development) services. Galway has an elementary K-2 Learning Center program that provides a continuum of special education services in alignment with each student's Individualized Education Program (IEP).

Galway leadership and staff make an intentional effort to provide all students with access to rich and rigorous learning experiences every day. Our school vision is to empower students to be valued, productive members of society. We strive to achieve this vision through our mission. The Galway staff, students, and families are contributing members of a learning community that intentionally provides all students with access to a rich and rigorous learning experience every day. We accomplish our mission through effective communication, progress monitoring of instructional practices and performance, collaborative planning, and developing partnerships with families. We are actively making an ongoing commitment to intentionally engage in practices that promote opportunity, equity, and inclusivity by identifying, interrupting and dismantling racist and biased practices.

### **Anti-Racist Audit Data**

The Galway leadership and staff analyzed the MCPS anti-racist audit survey which revealed that 91% of students feel proud of what they are learning in school and 88% of our students feel that their teachers believe in them. 79% of students feel that they belong at school and 84% of students feel that teachers respect their racial, ethnic, and cultural backgrounds. Our analysis revealed the need to explore student voice in some areas. 72% of students feel comfortable asking questions in school, and Hispanic students responded with the lowest agreement (60%). 65% of our students think they have a trusted adult that they can talk to if they are teased or bullied because of their race. Related, 20% of African American students reported that they have been teased or bullied by other students because of their race. In general, the antiracist audit and MD Student Survey results show that students feel positive about their relationships with their teachers, and that there are areas of student to student relationships that can be strengthened.

### **Student Voice Data**

Members of the ILT met with a representative group of students to explore some of the voices behind the areas of growth we identified in the anti-racist audit data. The students confirmed that teacher to student relationships were strong, and that students feel they have friends. Members of the leadership team proposed suggestions and strategies to strengthen student to student interactions through highlighting the multitude of cultures and ethnicities that create our amazing school community.

An analysis of focus groups and a student survey revealed that a significant percentage of students are taught and encouraged to use conversation skills by their teacher. Students have opportunities to share their ideas and thoughts, but not as much opportunity to engage in higher level academic discourse that promotes building and refining their ideas and understanding of the content. Students also report running out of time when having academic discourse.

### **Classroom Observation Data**

Throughout the year, Galway conducted Instructional Rounds to gather information around classroom practices related to academic discourse. The data showed students have several opportunities to engage in academic talk with their peers. Academic talk is planned for,

encouraged, and students are positively reinforced for participating. While students have been taught structures to talk with each other, there is a need to explore the kinds of prompts students are being asked to discuss to ensure students have regular opportunities for academic conversations that are high-level, meaningful, and where students can build and refine their own understanding of grade level content, and not just share their own responses.

### **Teacher Reflection & Voice Data**

Teacher reflections on math practices showed that consistent implementation of enrichment strategies contributed to the increase in K-2 students' performance in mathematics. Patterns in all grades showed that teachers would like to develop their knowledge and skills in order to support students who are not yet at proficiency. In their reflections on literacy practices, the data revealed that in K-2, using DIBELS assessment progress monitoring to determine instructional focus and use of decodables has a high impact on student performance; however, we need to strengthen our data collection and analysis skills grades 3-5. Patterns in reflections across all grade levels tells us that we also need to increase the amount of intentional independent practice of reading and writing skills that students are engaging in.

Teacher voice survey data revealed that most classrooms explicitly instruct students on conversation skills, as well as high level academic conversation skills such as agreeing/disagreeing, and building on others' comments. Teachers also self-report that they would like to build their capacity to teach and support conversation skills of building ideas, elaborating on ideas, and clarifying ideas, as well as knowing how to provide students opportunities to come prepared for a conversation.

### **Student Achievement Data**

Many Galway students show that they are making progress in both literacy and math. Our data shows that when our instruction is targeted and intentional, student growth and achievement happens. This is evident through our increase in achievement and growth of EML students, math enrichment in K-2, our Student Learning Objective student groups. However, student achievement data points to the fact that our students (who are majority African American and Hispanic) who are scoring in the lowest band of achievement and growth are not accelerating at the rate we would like them to. We see a similar trend in literacy in the intermediate grades for our highest performing students.

### **Culture, Climate and Well-Being Data**

While the culture and climate at Galway is one where students are welcome and staff are excited to come to work, our well-being data revealed that students in the younger grades were absent more than their older counterparts. Further analysis also revealed that our Hispanic students were absent more than students in other demographic groups. From this data, we will be intentional in reaching out to families and caregivers to ensure our students are comfortable coming to school and feel connected to the staff at Galway.

### **Actions and Next Steps**

As a result of our summary data, we are committed to ensuring *all* of our students' have daily opportunities to be engaged in high level, meaningful academic discourse with their peers with an intentional focus on our African American and Hispanic students. We commit to making intentional decisions about our classroom data collection and analysis to ensure we are using the most relevant and significant data to make instructional decisions. We will also be committed to building strong teacher and student relationships, and working with students to build an environment where student to student relationships thrive. We believe that if we change these conditions, our students currently not meeting proficiency and making minimal growth will increase their student achievement.