



Ludlow-Taylor Elementary School October LSAT Meeting

10.17.24

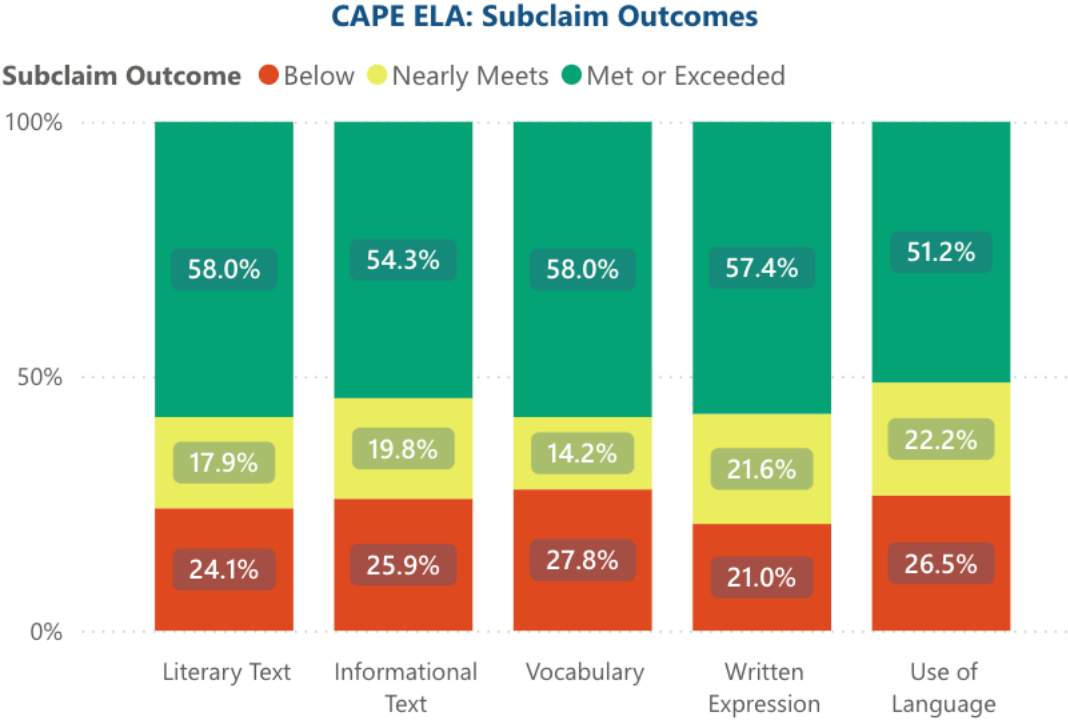
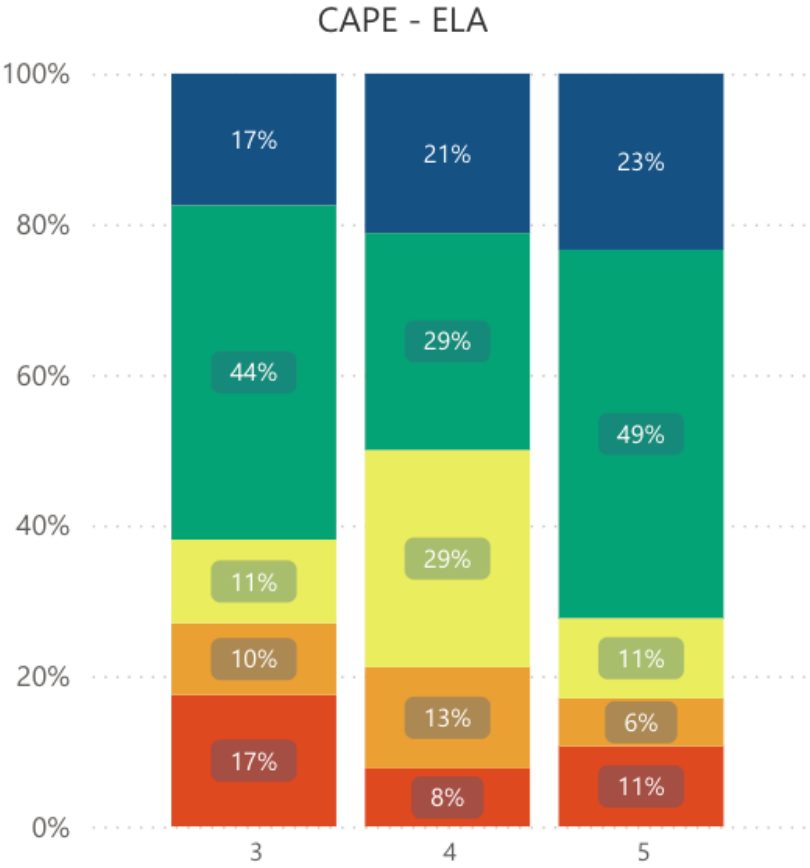
Agenda

- ▶ **Data Analysis**
 - ▶ DC CAPE scores (3rd-5th EOY '23-'24)
 - ▶ Discussion: Lessons learned?
 - ▶ iReady & DIBELS data (K+ BOY '24-'25)
 - ▶ Discussion: Strategies going forward?
- ▶ **Staffing Updates**
 - ▶ SWD Resource Teacher
 - ▶ 1st Grade Teacher
 - ▶ PK4 Aide
 - ▶ CES Aides
- ▶ **Addition Project Update**
 - ▶ L-T Facilities Improvement Team (FIT)
 - ▶ Where are we now?
- ▶ **Any Other Business / Questions from Non-LSAT Members**
 - ▶ Devices shortages

Data Analysis: L-T's test scores



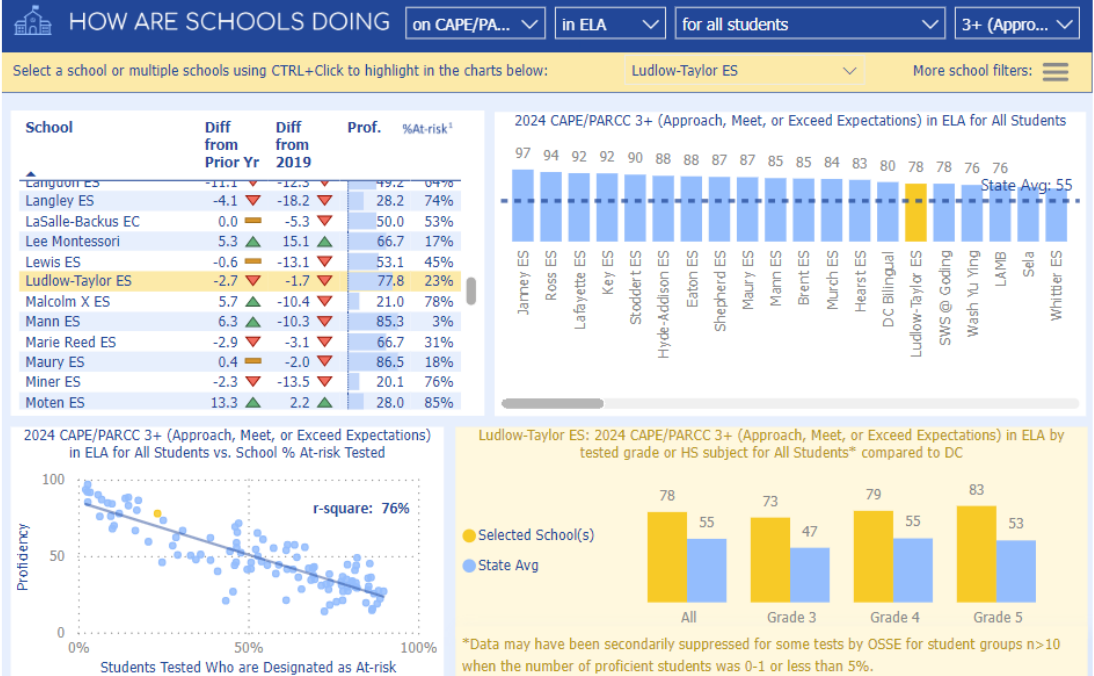
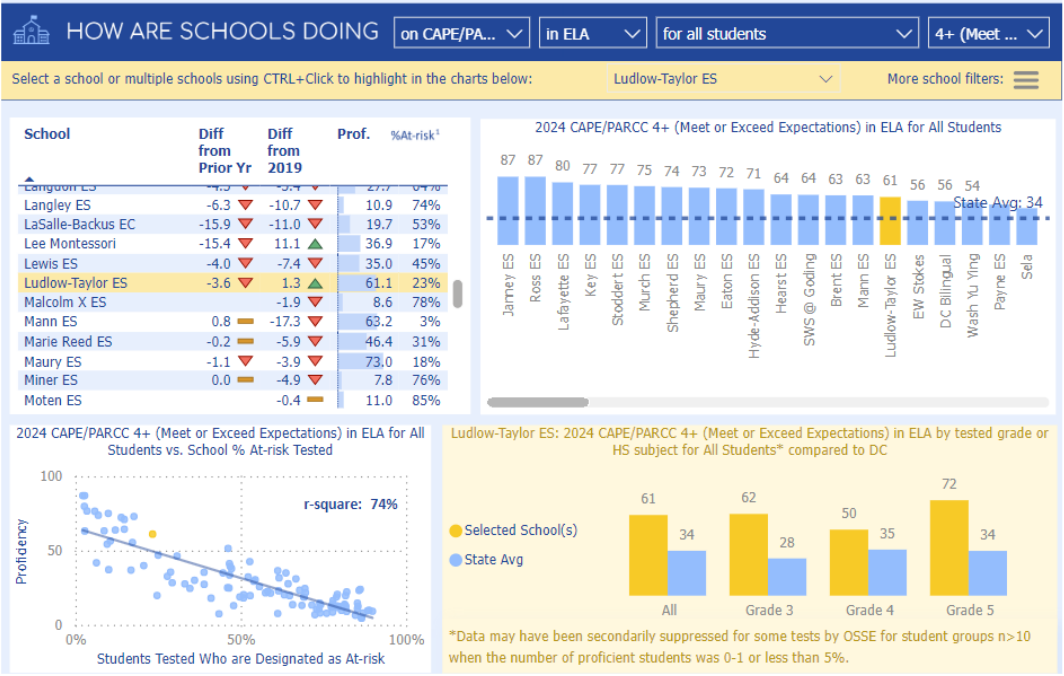
Data Analysis: DC CAPE ELA (EOY '23-'24)



DC CAPE ELA: Historical Trends

	ELA							
Grade	# Tested	% L1	% L2	% L3	% L4	% L5	% L3+	% L4+L5
03								
SY 2023-24	63	17%	10%	11%	44%	17%	73%	62%
SY 2022-23	46	13%	17%	17%	37%	15%	70%	52%
SY 2021-22	53	8%	6%	9%	62%	15%	87%	77%
SY 2018-19	36	6%	11%	17%	47%	19%	83%	67%
04								
SY 2023-24	52	8%	13%	29%	29%	21%	79%	50%
SY 2022-23	54	4%	6%	9%	41%	41%	91%	81%
SY 2021-22	45	13%	13%	13%	24%	36%	73%	60%
SY 2018-19	50	6%	14%	16%	32%	32%	80%	64%
05								
SY 2023-24	47	11%	6%	11%	49%	23%	83%	72%
SY 2022-23	33	3%	18%	24%	33%	21%	79%	55%
SY 2021-22	45	0%	11%	20%	53%	16%	89%	69%
SY 2018-19	46	7%	17%	26%	30%	20%	76%	50%

DC CAPE ELA: Performance in Context



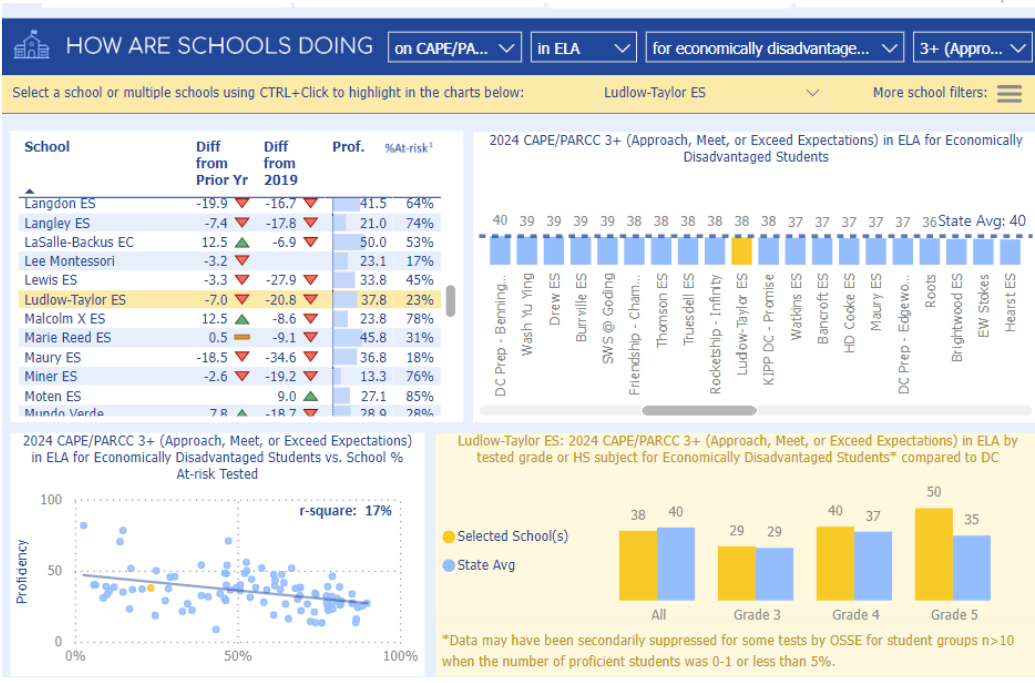
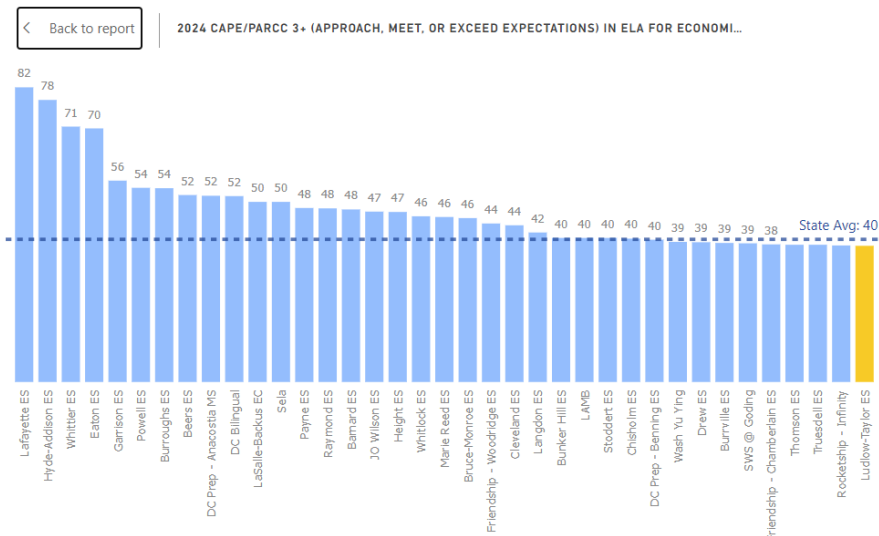
Data Analysis: DC CAPE ELA Subgroups (EOY '23-'24)

Performance Level 1 2 3 4 5

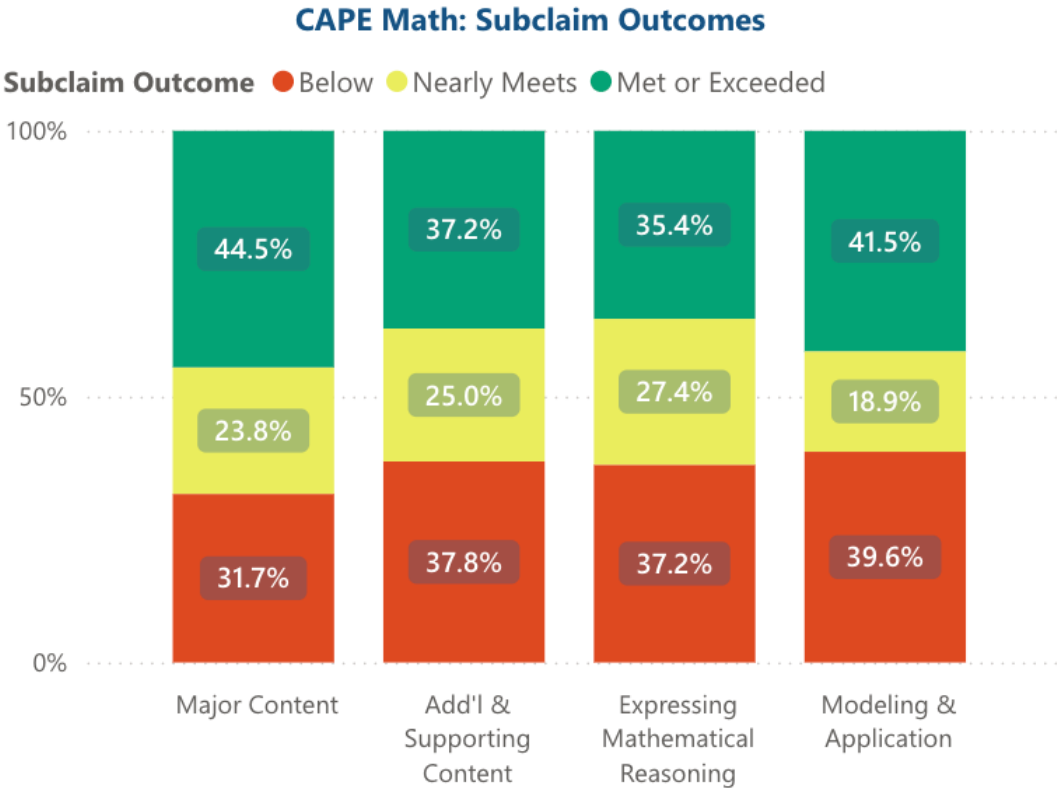
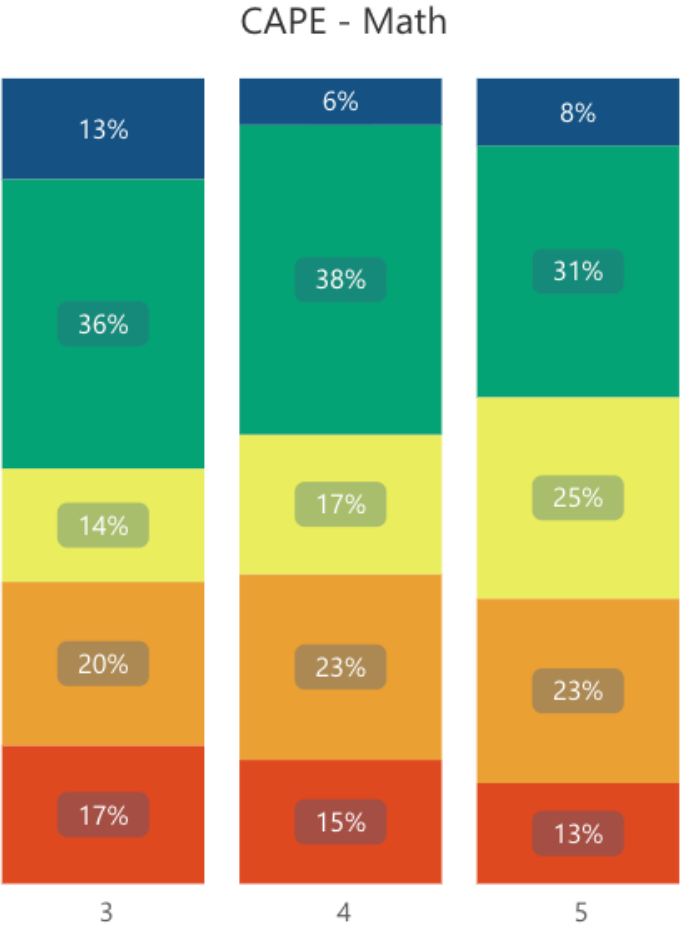


DC CAPE ELA: Economically Disadvantaged Students

2024 CAPE/PARCC/MSAA Assessment Dashboard



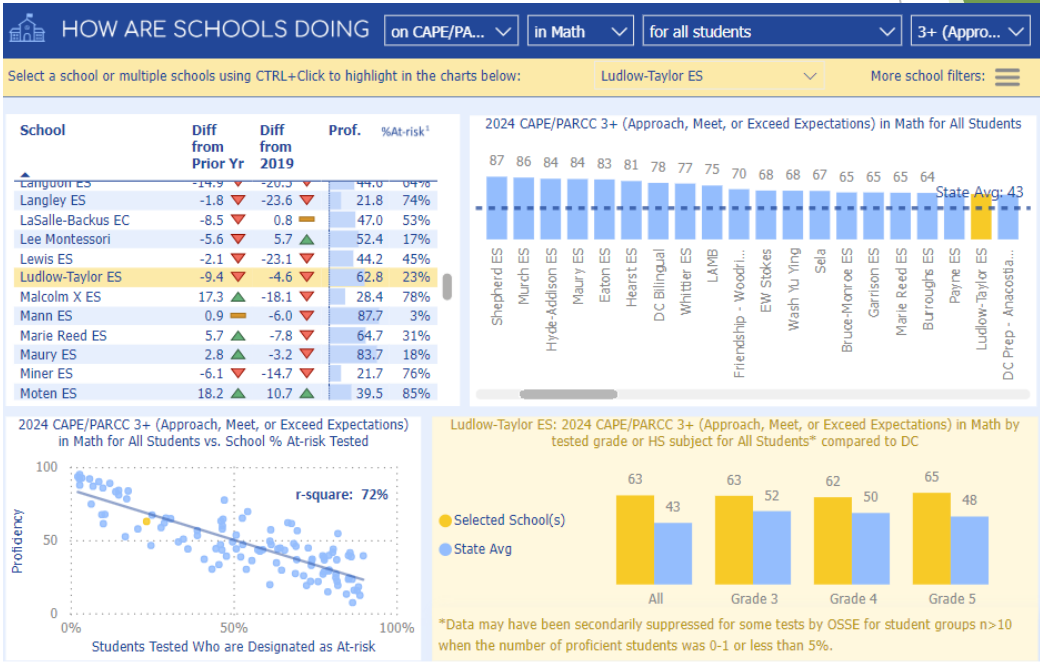
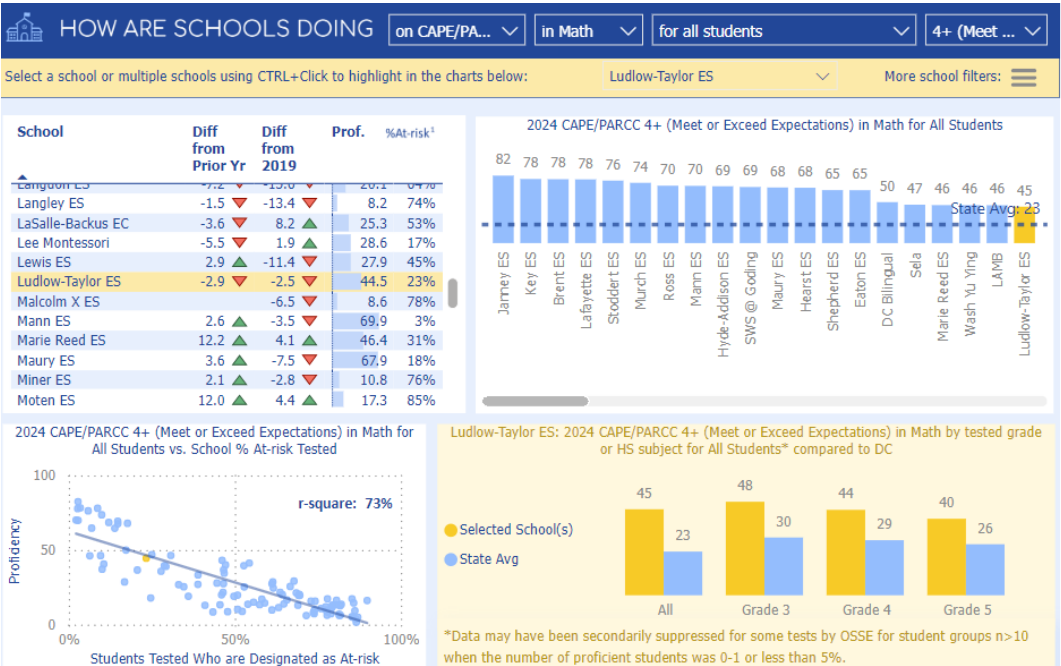
Data Analysis: DC CAPE Math (EOY '23-'24)



DC CAPE Math: Historical Trends

	Math							
Grade	# Tested	% L1	% L2	% L3	% L4	% L5	% L3+	% L4+L5
03								
SY 2023-24	64	17%	20%	14%	36%	13%	63%	48%
SY 2022-23	46	24%		22%	37%	17%	76%	54%
SY 2021-22	53	13%	8%	28%	32%	19%	79%	51%
SY 2018-19	36	14%	22%	25%	28%	11%	64%	39%
04								
SY 2023-24	52	15%	23%	17%	38%	6%	62%	44%
SY 2022-23	54	9%	11%	30%	44%	6%	80%	50%
SY 2021-22	45	13%	20%	22%	40%	4%	67%	44%
SY 2018-19	50	6%	22%	20%	44%	8%	72%	52%
05								
SY 2023-24	48	13%	23%	25%	31%	8%	65%	40%
SY 2022-23	33	6%	39%	21%	21%	12%	55%	33%
SY 2021-22	45	7%	22%	36%	29%	7%	71%	36%
SY 2018-19	46	11%	24%	17%	41%	7%	65%	48%

DC CAPE Math: Performance in Context

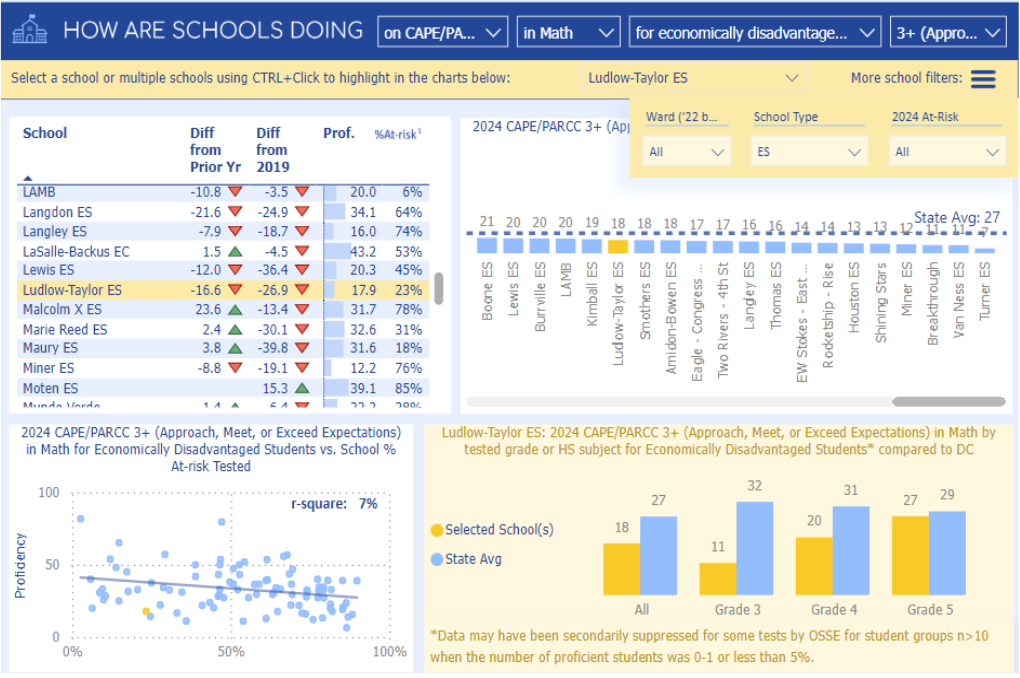
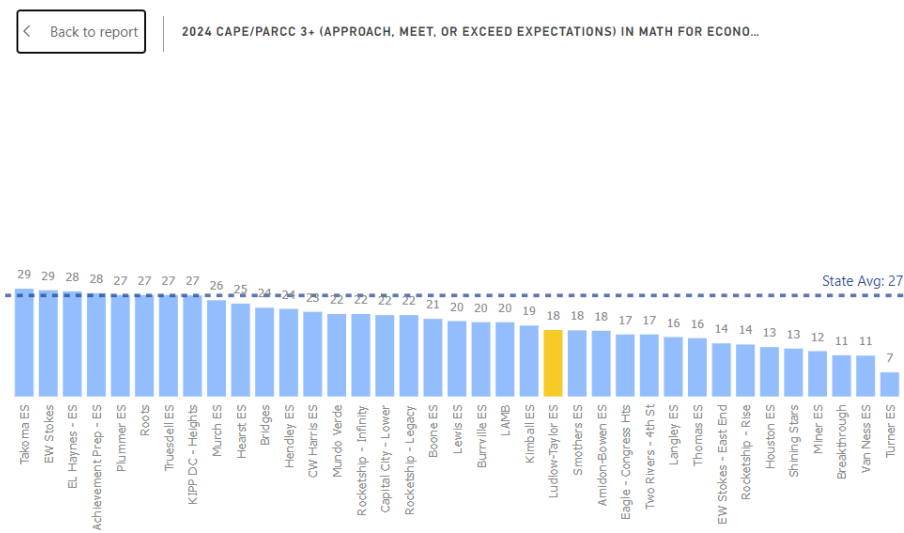


Data Analysis: DC CAPE Math Subgroups (EOY '23-'24)



DC CAPE Math: Economically Disadvantaged Students

2024 CAPE/PARCC/MSAA Assessment Dashboard



Data Analysis: Discussion

- ▶ What lessons can we learn from this data with respect to previous interventions?
 - ▶ Principal Miller: What were new interventions/areas of focus last year?
 - ▶ Principal Miller: How does your team view the data? Are there any changes in approach that have already resulted from your analysis?
 - ▶ LSAT: Other concerns? Suggestions? Areas of focus?

Data Analysis: iReady ELA (BOY '24-'25)

Grade K		30%	32%	38%	0%	0%	60/64
Grade 1		30%	21%	47%	1%	0%	76/76
Grade 2		34%	17%	42%	8%	0%	65/66
Grade 3		42%	23%	20%	7%	7%	69/70
Grade 4		45%	13%	27%	5%	11%	64/65
Grade 5		16%	23%	34%	23%	5%	44/45

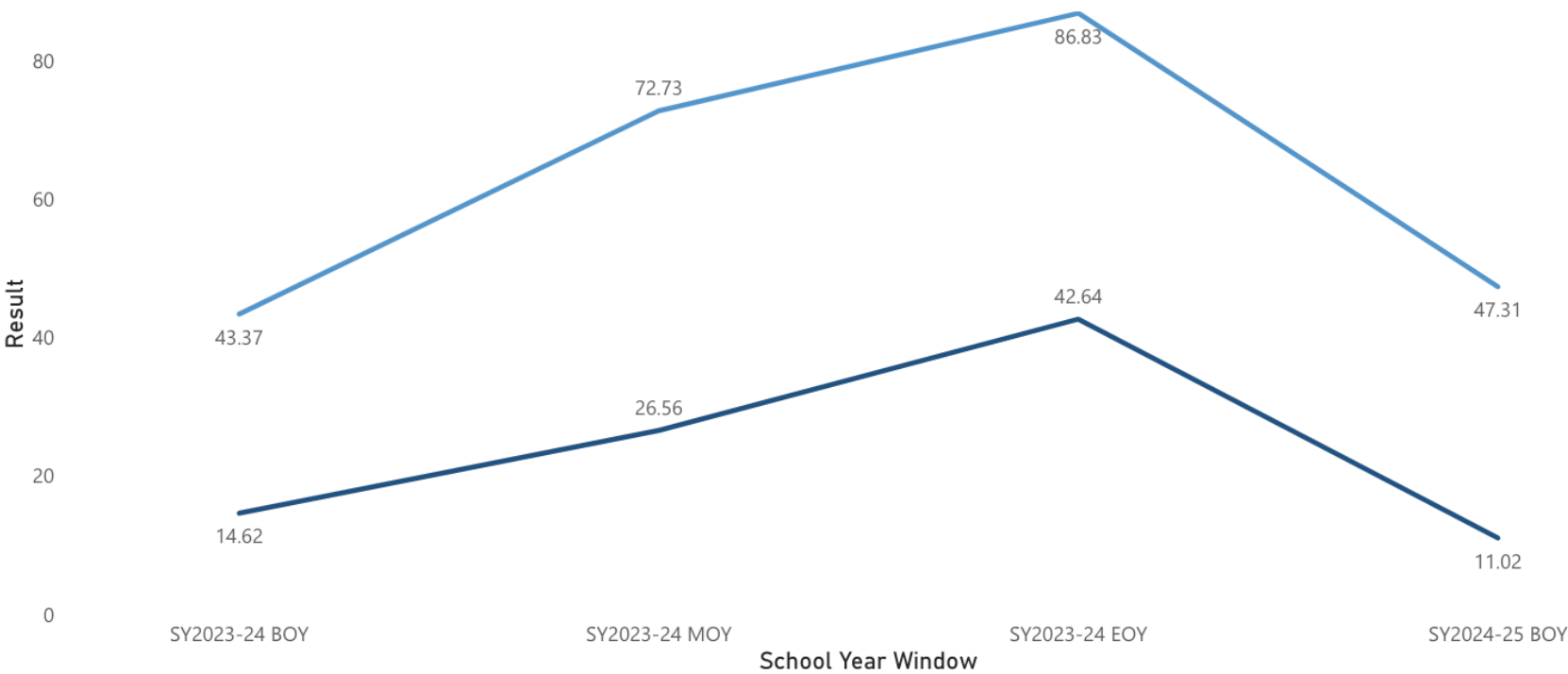
iReady ELA: Subgroup Trends

i-Ready Reading: % On Level, Mid, Late, or Above



Race and Ethnicity

● Black or African American ● White



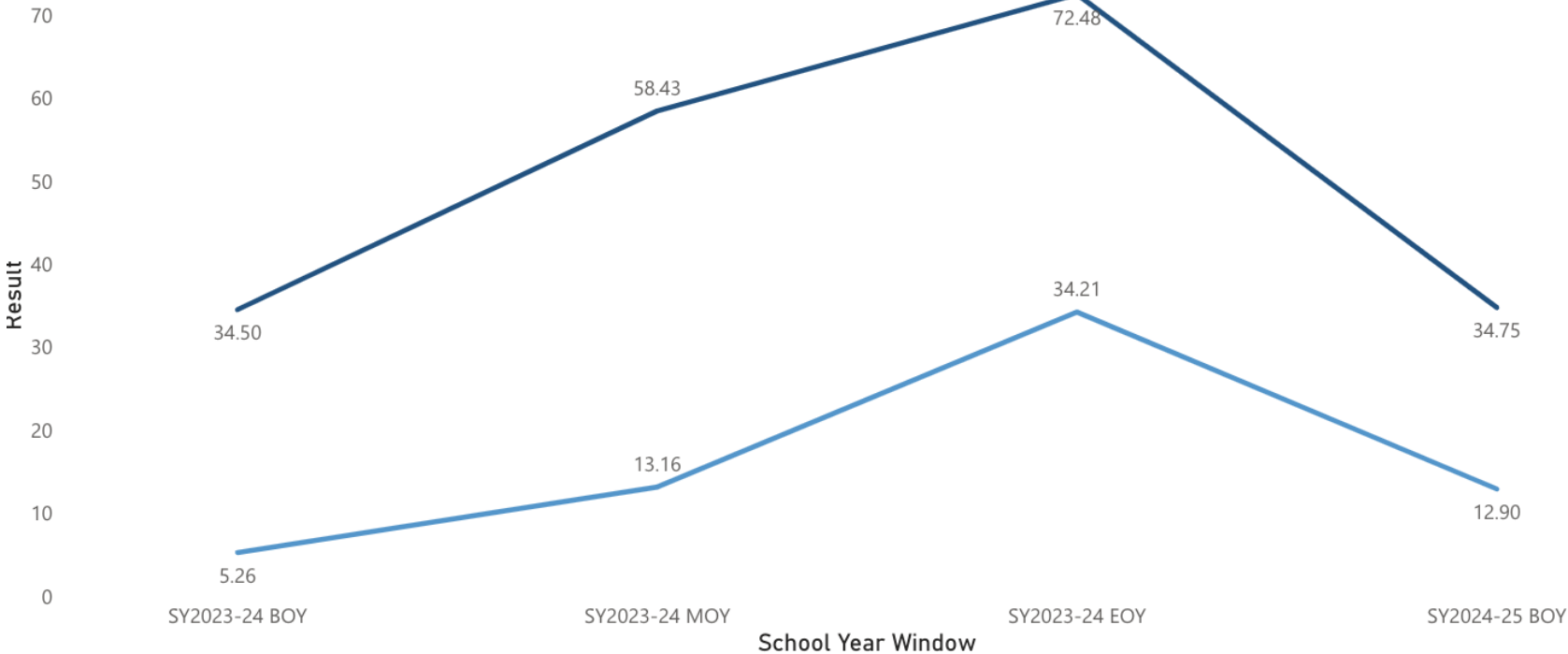
iReady ELA: Subgroup Trends

i-Ready Reading: % On Level, Mid, Late, or Above

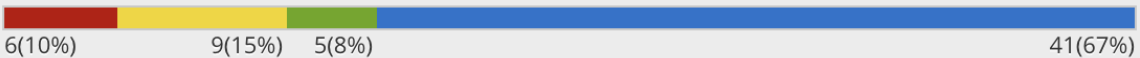

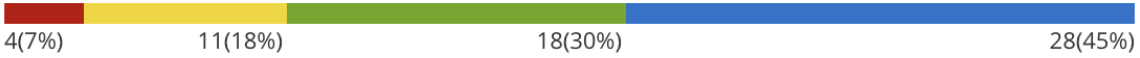





SpEd

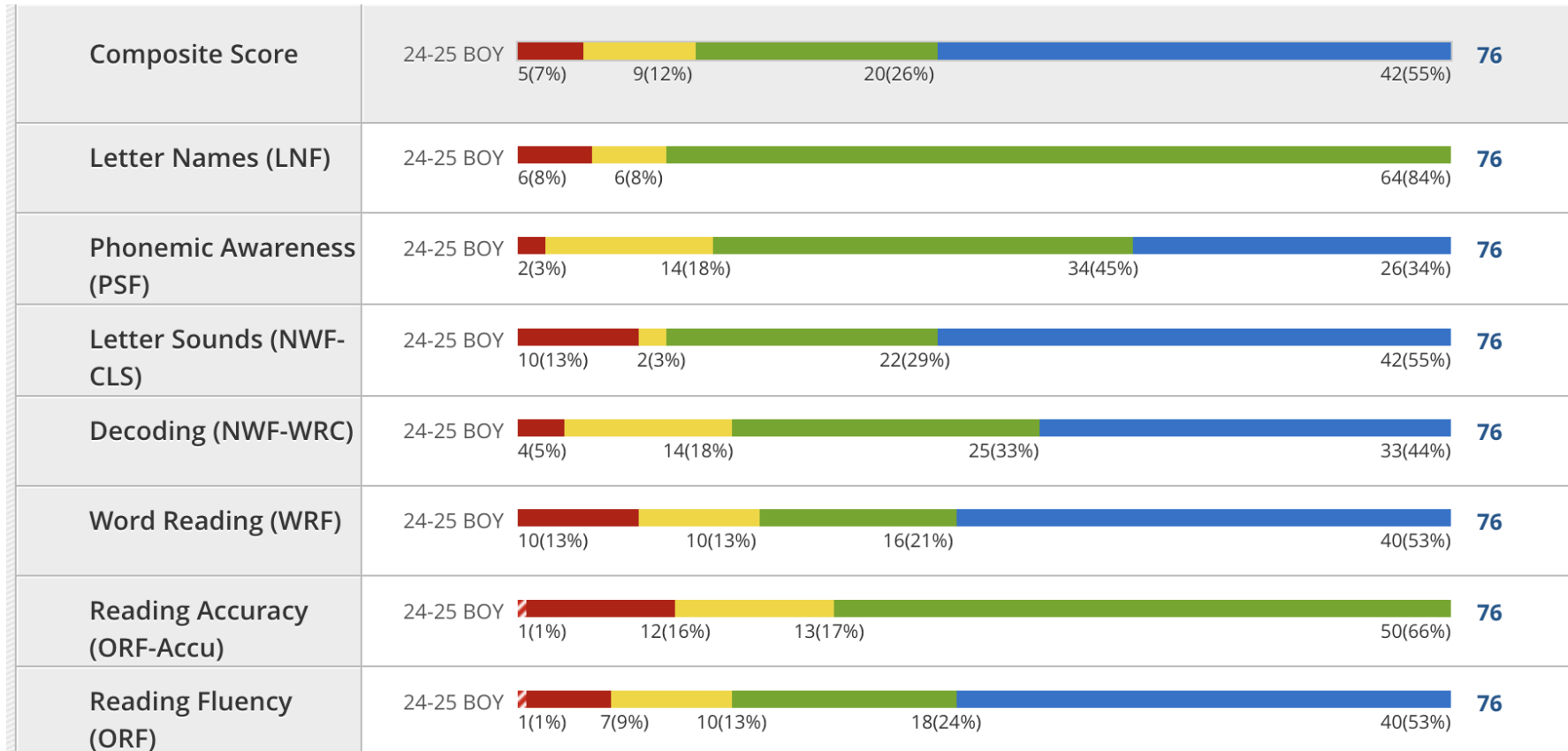
No Yes



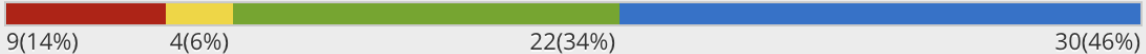


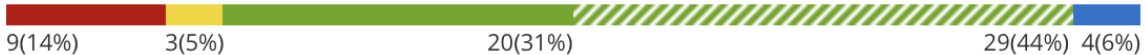



Data Analysis: DIBELS K (BOY '24-'25)

Composite Score	24-25 BOY  61
Letter Names (LNF)	24-25 BOY  61
Phonemic Awareness (PSF)	24-25 BOY  61
Letter Sounds (NWF-CLS)	24-25 BOY  61
Decoding (NWF-WRC)	24-25 BOY  61
Word Reading (WRF)	24-25 BOY  61

Data Analysis: DIBELS 1st grade (BOY '24-'25)



Data Analysis: DIBELS 2nd grade (BOY '24-'25)

Composite Score	24-25 BOY  65
Letter Sounds (NWF-CLS)	24-25 BOY  65
Decoding (NWF-WRC)	24-25 BOY  65
Word Reading (WRF)	24-25 BOY  65
Reading Accuracy (ORF-Accu)	24-25 BOY  65
Reading Fluency (ORF)	24-25 BOY  65
Reading Comprehension (Maze)	24-25 BOY  65

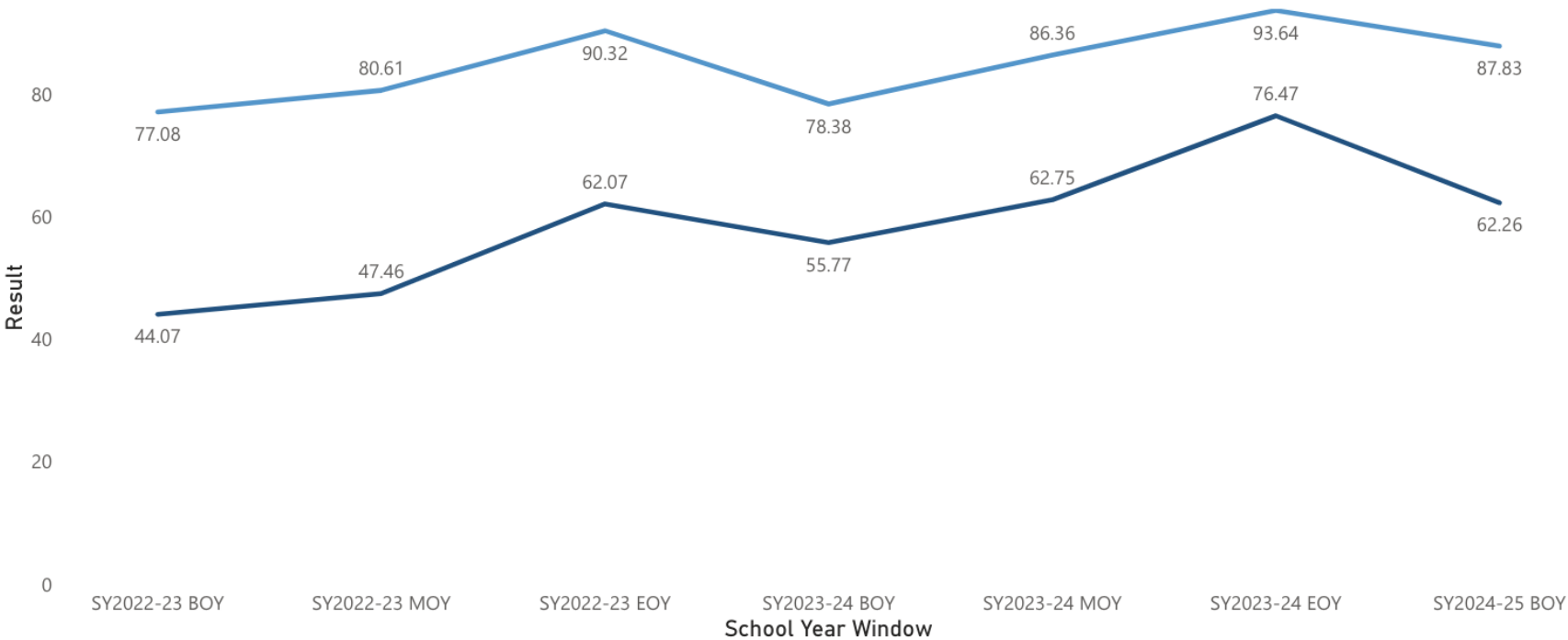
DIBELS: Subgroup Trends

DIBELS: % At/Above Benchmark

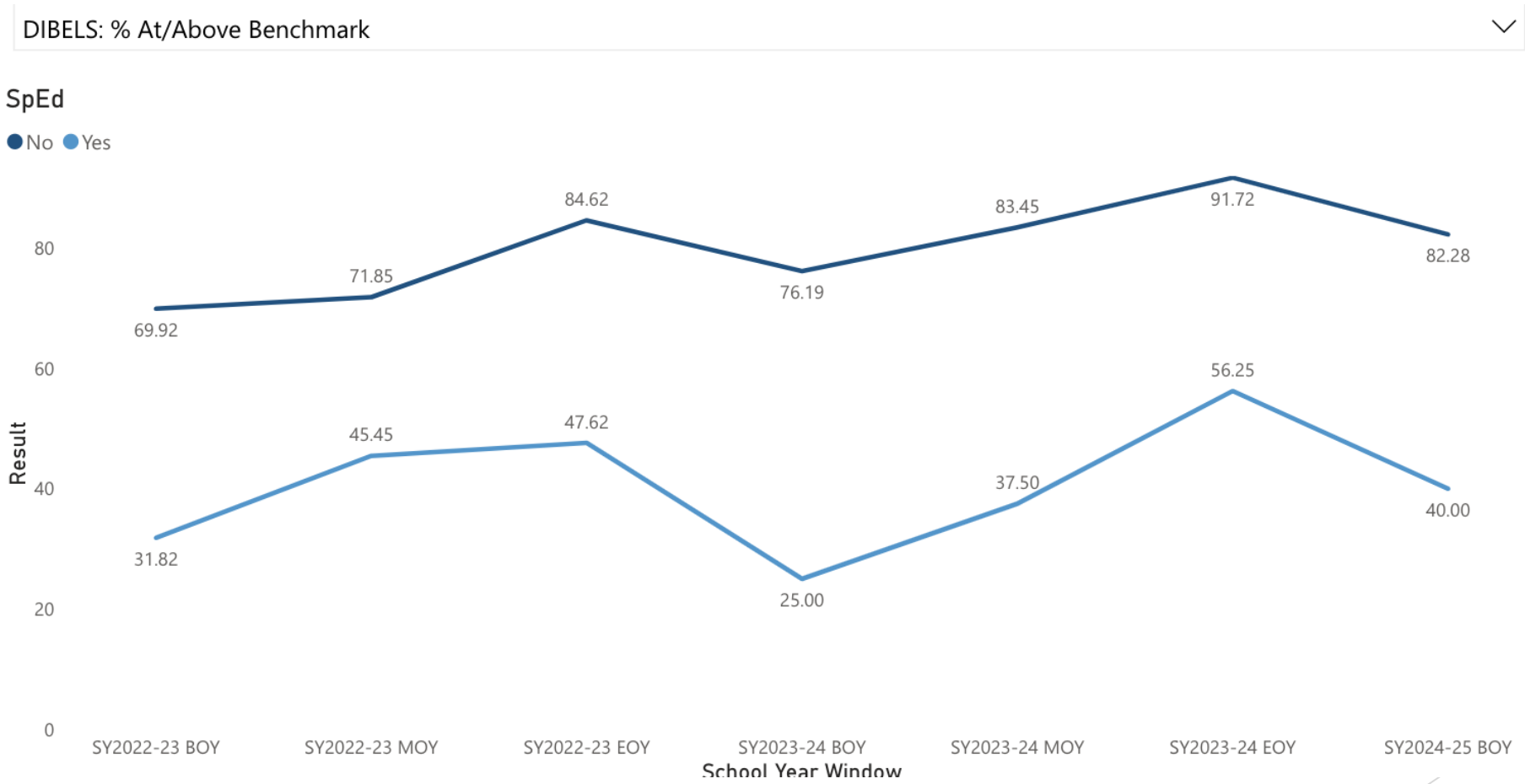


Race and Ethnicity

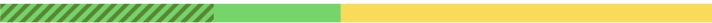





● Black or African American ● White



DIBELS: Subgroup Trends



Data Analysis: iReady Math (BOY '24-'25)

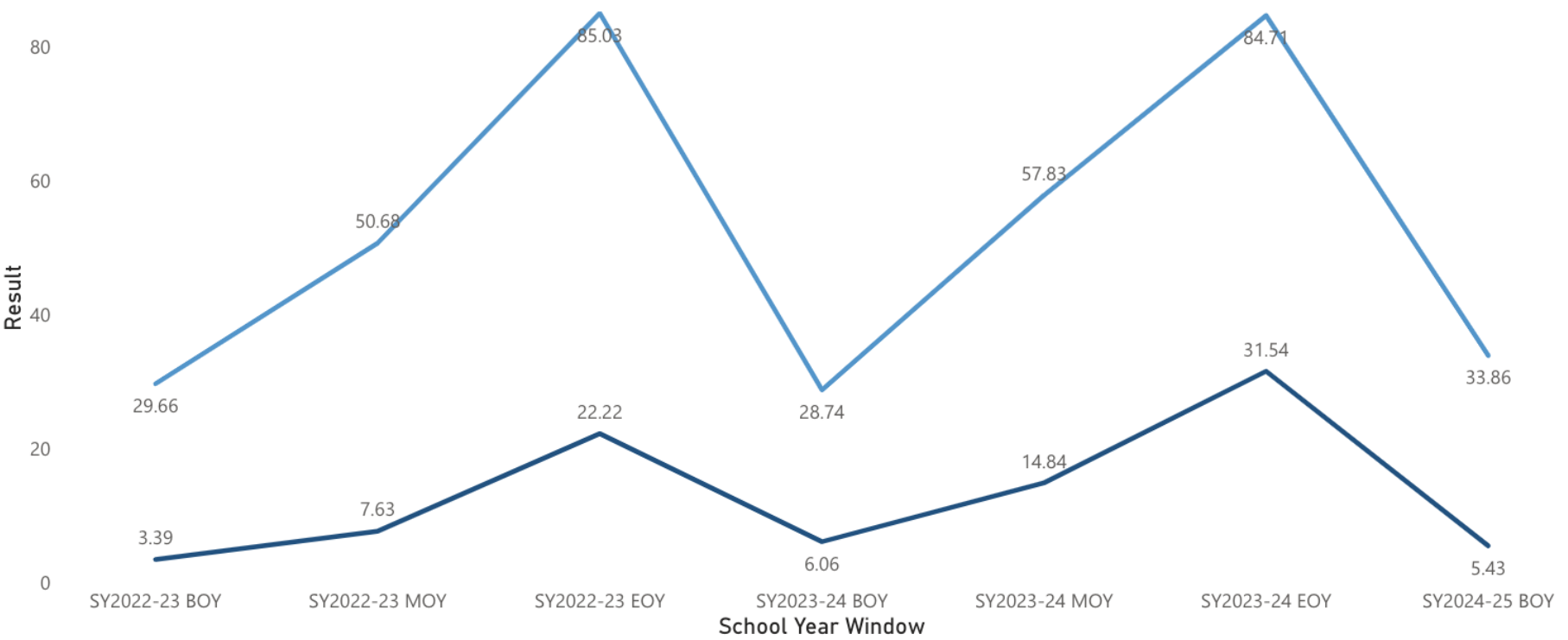
Grade K		30%	18%	52%	0%	0%	60/64
Grade 1		25%	11%	59%	5%	0%	76/76
Grade 2		26%	15%	48%	11%	0%	65/66
Grade 3		14%	25%	38%	19%	4%	69/70
Grade 4		20%	17%	28%	17%	17%	64/65
Grade 5		14%	25%	32%	23%	7%	44/45

iReady Math: Subgroup Trends

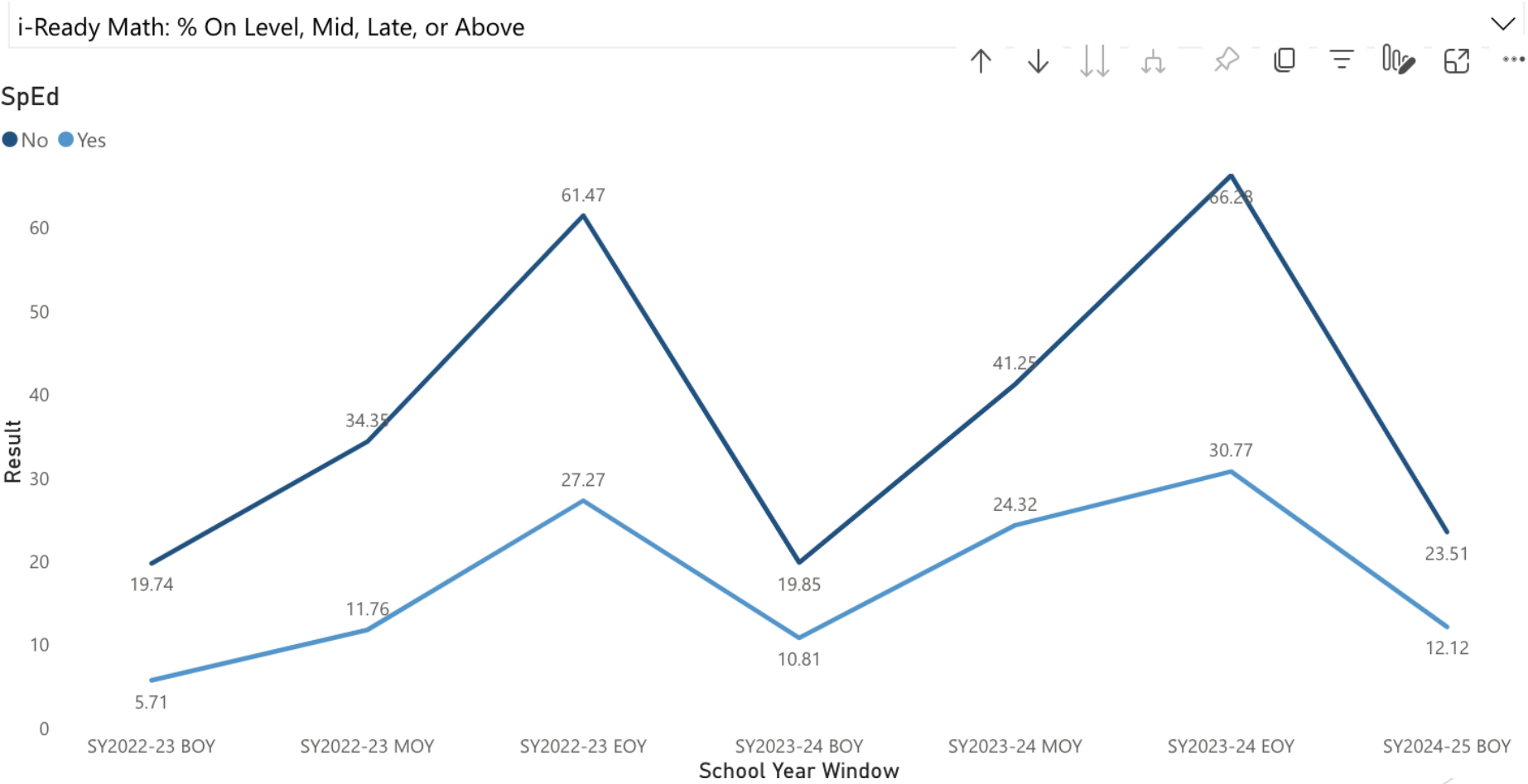
i-Ready Math: % On Level, Mid, Late, or Above

Race and Ethnicity

Black or African American White



iReady Math: Subgroup Trends



Data Analysis: CSP Goals

► How are we doing with respect to our CSP goals?

► ELA iReady EOY Targets

Grade	K	1st	2nd	3rd	4th	5th
CSP EOY goal	90	75	75	75	75	75
EOY '23-'24	90+	67	68	73	54	53
BOY '24-'25	62	51	51	65	58	39

► Math iReady EOY Targets

Grade	K	1st	2nd	3rd	4th	5th
CSP EOY goal	75	75	75	65	65	65
EOY '23-'24	65	65	65	51	51	51
BOY '24-'25	48	36	41	39	37	39

Data Analysis: Discussion

- ▶ What strategies can we use to improve L-T's scores (DC CAPE, iReady & DIBELS) going forward?
 - ▶ In school: What improvements/changes to L-T's current approach are possible?
 - ▶ Principal Miller: How does your team view the BOY data? Are there any changes in approach that have already resulted from your analysis?
 - ▶ LSAT: Other concerns? Suggestions? Areas of focus?
 - ▶ Out of school: How can we better partner with parents & families?
 - ▶ Better explain/contextualize current results?
 - ▶ Link up with resources (digital, external, MwF)?
 - ▶ What asks of parents/families are reasonable?

Staffing Updates: Existing Vacancies



Staffing Updates: SWD Resource Teacher

- ▶ **Status**
 - ▶ Fully-funded
 - ▶ Interviews continue
 - ▶ Expecting Central DCPS placement soon-ish?
- ▶ **Impact**
 - ▶ Not currently meeting 100% of IEPs
- ▶ **Mitigation**
 - ▶ AP Watson is sending out letters to let families know
 - ▶ AP Watson: Mailing complete yet?
 - ▶ Other suggestions? Does DCPS offer any options for families in this position?

Staffing Updates: 1st Grade Teacher

► Status

- Still awaiting funding, but progress (approved by IS)
- Interviews continue

► Impact

- Average 1st grade class well over 22 student “target” & even 25 student “cap”
- Ms. Atchison’s class has 28 students

► Mitigation

- Ms. Truss (Math Specialist) to offer small group pull-outs
 - When will these begin?
- Ms. Bowling (aide) offers occasional floating support

Staffing Updates: PK4 Aide

► Background

- Ms. Cyrus (previously acting as Ms. Campbell's aide, but actually a long-term sub) is now the permanent maternity leave long-term sub for Ms. Hannah, as the original one quit

► Status

- Fully-funded
- Trying to hire or recruit a long-term sub to serve as an aide

► Impact

- Ms. Campbell has no aide (legally required position for ECE)

► Mitigation

- Pulling aides/subs as available to cover
- Volunteer often in the classroom

Staffing Updates: CES Aides

- ▶ **Status**
 - ▶ ECE aide: Hired & awaiting onboarding
 - ▶ K-2 aide: Fully funded; still to-be hired
- ▶ **Impact**
 - ▶ Vacancies impact morale, breaks, etc.
 - ▶ CES program has experienced a lot of turnover/flux
- ▶ **Mitigation**
 - ▶ Classes fairly small this year, so can meet required ratios with existing staff

Addition Project: Update



L-T Facilities Improvement Team (FIT)



Members

Principal Miller
AP Watson
Josiah Barnes
LaQuontinesha Atchison (WTU)
Sharnette Gordon
Jessica Bowron (PTO VP)
Beth O'Connor (LSAT Co-Chair)
Gavin Clarke
Arthur Delaney
Jordan Baugh



**DCPS POC:
E'Driana Berry**



**First Meeting:
October 30th**

Addition Project: Where are we now?



- ▶ June 20th: L-T Addition Concept Designs Approved
 - ▶ Council of Fine Arts approved the concept designs for the new addition; DGS has never shared these with L-T
 - ▶ The Commission concerned about design's failure to "maximize daylight within the classrooms"
- ▶ August 5th: DGS shares partial design details & that site mobilization will begin the next day
 - ▶ Partial design details notably omit the impact of the addition to natural light in existing classrooms
 - ▶ Teachers discover windows in 6 classrooms have been permanently obstructed during back-to-school teacher prep week
- ▶ September 6th: Jessica Bowron provides DCPS POC feedback suggesting design alternatives to preserve natural light
- ▶ October 11th: DCPS notifies FIT that outdoor construction will begin Oct 14th & schedules 1st FIT meeting for Oct 30th
 - ▶ No feedback from DGS on proposed design alternatives
 - ▶ No agenda for FIT meeting (yet?)

Any Other Business
& Questions



Devices Shortages: Reported Issue

- ▶ **Parent & Teacher Reported Issue: L-T is experiencing systematic device shortages**
 - ▶ DCPS has established ratios for DCPS Central-provided tech in schools, including:
 - ▶ 1:1 Student-device ratio for 3rd-5th grade
 - ▶ 3:1 Student-device ratio for PK4-2nd grade
 - ▶ Many 3rd-5th grade classrooms at L-T do not have 1:1 devices
 - ▶ Steadily increasing class sizes
 - ▶ Devices going offline/become obsolete
 - ▶ Many PK4-2nd grade classrooms do not have 3:1 devices
 - ▶ Never had them
 - ▶ Steadily increasing class sizes
 - ▶ Devices that are present are not divided equitably between classes
 - ▶ Device shortages have real impacts on student learning
 - ▶ Familiarity with & preparation for online testing suffers
 - ▶ Kids don't have sufficient time for RCTs; complete under non-standard conditions
 - ▶ Kids have to share in class, so can't fully participate in lessons designed around device availability

Devices Shortages: Possible Solutions?

- ▶ L-T must update inventory in Tip Web. All DCPS device refreshing is based on this database.
- ▶ Digital Equity in DC Education Presentation to the W6PSO in September suggested questions/remedies for schools facing tech issues:

Insufficient devices despite DCPS 1:1 policy for grades 3-12

Is your school's TIPWeb inventory up to date?

What is your school's computer distribution model?

Is your school tech coordinator actively managing technology?

Devices are aging and unreliable

DCPS policy change: Refresh devices every 4 years instead of 3.

Update condition in TIPWeb, warranty available for some issues.

Set expectations for taking care of devices.

Tech problems are slow to be resolved

File a ticket to document!

Elevate to DCPS Central Tech leads if OCTO is unable to resolve or does not provide good service.

Internet connectivity issues

File a ticket to document!

What was your school's experience with OCTO?

**COMMON
TECH
ISSUES**

- ▶ Principal Miller: Have we taken these steps? Is there something the LSAT can do to help? Should we focus on this issue at future meeting (with invited guests from TAC)?

Any other questions?

