



# Ludlow-Taylor Elementary School October LSAT Meeting

10.20.25

# Agenda

- ▶ September LSAT Follow-up: Special Education Services
  - ▶ Missing SWD hours from SY '24-'25
  - ▶ Lack of Speech Therapist (SLP) at L-T for SY '25-'26
- ▶ Data Analysis
  - ▶ DC CAPE scores (3rd-5th EOY '24-'25)
  - ▶ Discussion: Lessons learned re: interventions?
  - ▶ iReady & DIBELS data (K+ BOY '25-'26)
  - ▶ Discussion: How do these line up w/ our CSP goals? Did we pick the correct goals?
  - ▶ Discussion: How can we better engage families in supporting the growth of students on these metrics?
- ▶ Any Other Business / Questions from Non-LSAT Members

# Special Education Services @ L-T



# Missing SWD Services from SY '24-'25: Background

## ▶ LAST YEAR:

- ▶ During last year's April & May LSAT meetings, Principal Miller reported: (1) The new SWD teacher was sending out a weekly services tracker to the families of students with missing IEP service hours. (2) The expectation is that L-T will be able to make up all missing IEP hours by the end of the year except for ~2 students.

## ▶ September LSAT Meeting:

- ▶ Principal Miller reported that last year 14 students were missing hours as a result of the early-year SWD gap affecting then-3<sup>rd</sup> & 5<sup>th</sup> graders; of those, 1 student still missing hours. PM does not know if Ms. Ward has communicated with that family yet.
- ▶ 2 families in the meeting reported that their student was still missing hours. Principal Miller promised to follow up with Ms. Ward & we invited her to attend this meeting.

# SWD Services from SY '24-'25: Where Are We Now?

## ► Updates:

- On 10/8, Principal Miller reported that: “I learned that not all of [one child’s] hours were made up last year. Ms. Ward has the documentation tracking the remaining hours. When I spoke with the central office staff, they confirmed that we have up to one year to complete the missed services plan. With this in mind, Ms. Ward is developing a plan to ensure the remaining hours are completed as soon as possible this year.”
- On 10/19, Principal Miller advised that: “[A]ll students from last year have had hours made up. This was done through a combination of: targeted support last year along side the regular hours, and the addition of any remaining hours this year to case manager's schedules.”

## ► Questions for Principal Miller:

- Have all 14 students’ families been informed - either this year or last year, as appropriate - that their students’ ’24-'25 hours have been made up? What would families normally receive by way of documentation?
- Have any families expressed lingering concerns regarding those made-up hours?
- If families do have concerns, who are the appropriate POCs/what recourse is there?
- Any lessons learned for future hours shortages?

# Missing SLP Services for SY '25-'26: Background

## ► September LSAT Meeting:

- SLPs are centrally assigned by DCPS and L-T does not currently have one. There are national and local shortages of SLPs.
- L-T has 52 students who receive SLP services via IEP.
- DCPS sent an SLP for 1 day so far this year only to service ECE students. That's it.
- Due to the specialized nature of these services, there is no expectation that classroom teachers can be providing sufficient support.

## ► Updates from Principal Miller:

- Tracking of speech hours is being done by Central office this year.
- They are still in the hiring process for SLPs, but no luck yet.
- We have asked to share SLPs with schools that have more than 1. That request has been denied so far.
- We have reached out to the Director of special education, the SLP manager, and continue to speak with our compliance manager. We have not let this go for our students.

# Missing SLP Services for SY '25-'26: Discussion

- ▶ Tracking & Communication of Missing Hours
  - ▶ If Central Office is tracking hours, are they reporting that information to L-T?
  - ▶ How can we make sure that families are kept informed about how many hours their students are missing?
- ▶ Plan to Make up Missing Hours
  - ▶ Approximately how many hours per week of services do our 52 students receive?
  - ▶ What is a reasonable number of hours of services that an SLP can be expected to provide each week?
  - ▶ At what point would it become impossible for an SLP to make up hours?
  - ▶ Who would develop an alternate plan for missing hours and how would families be informed about it?
  - ▶ Is there any record of how many L-T SLP hours were missed and never made up during SY '23-'24 when our SLP was on maternity leave?
- ▶ Should the LSAT coordinate lobbying DCPS on behalf of L-T families?
  - ▶ Hiring an SLP? Sharing an SLP (per Principal Miller's request)?
  - ▶ Considering part-time/flexible options?
  - ▶ Paying for private providers?

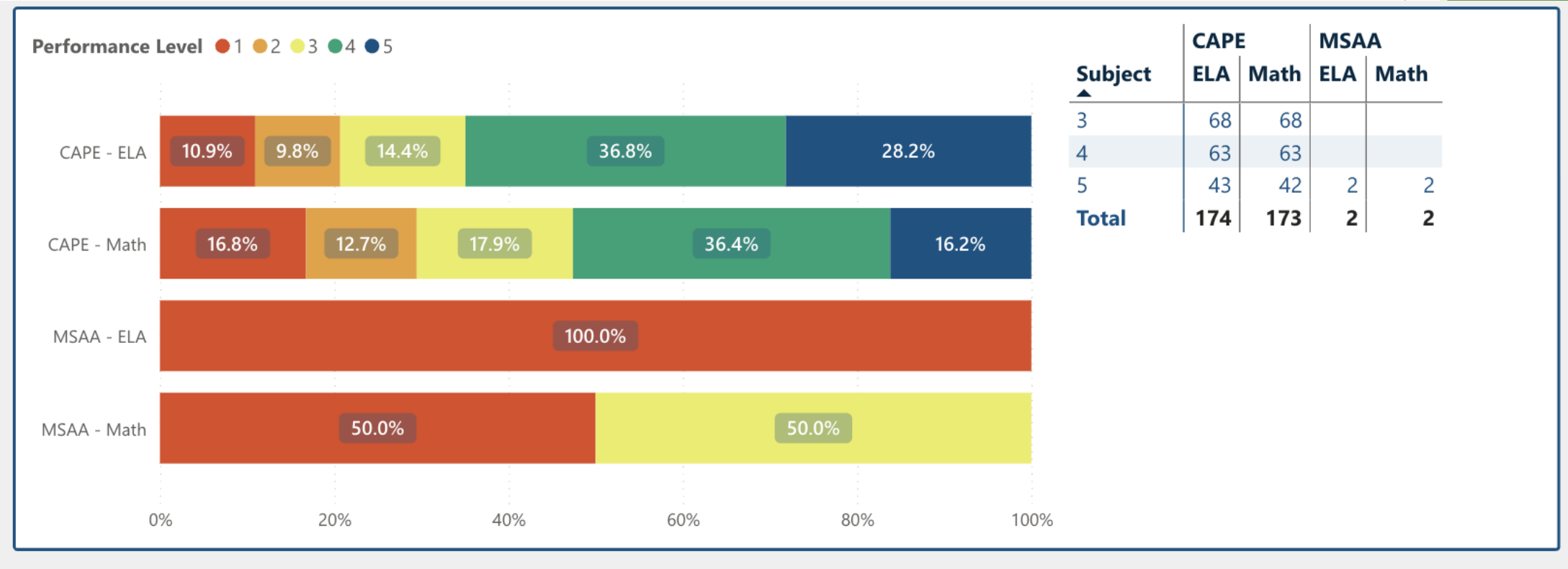


# Data Analysis: L-T's test scores

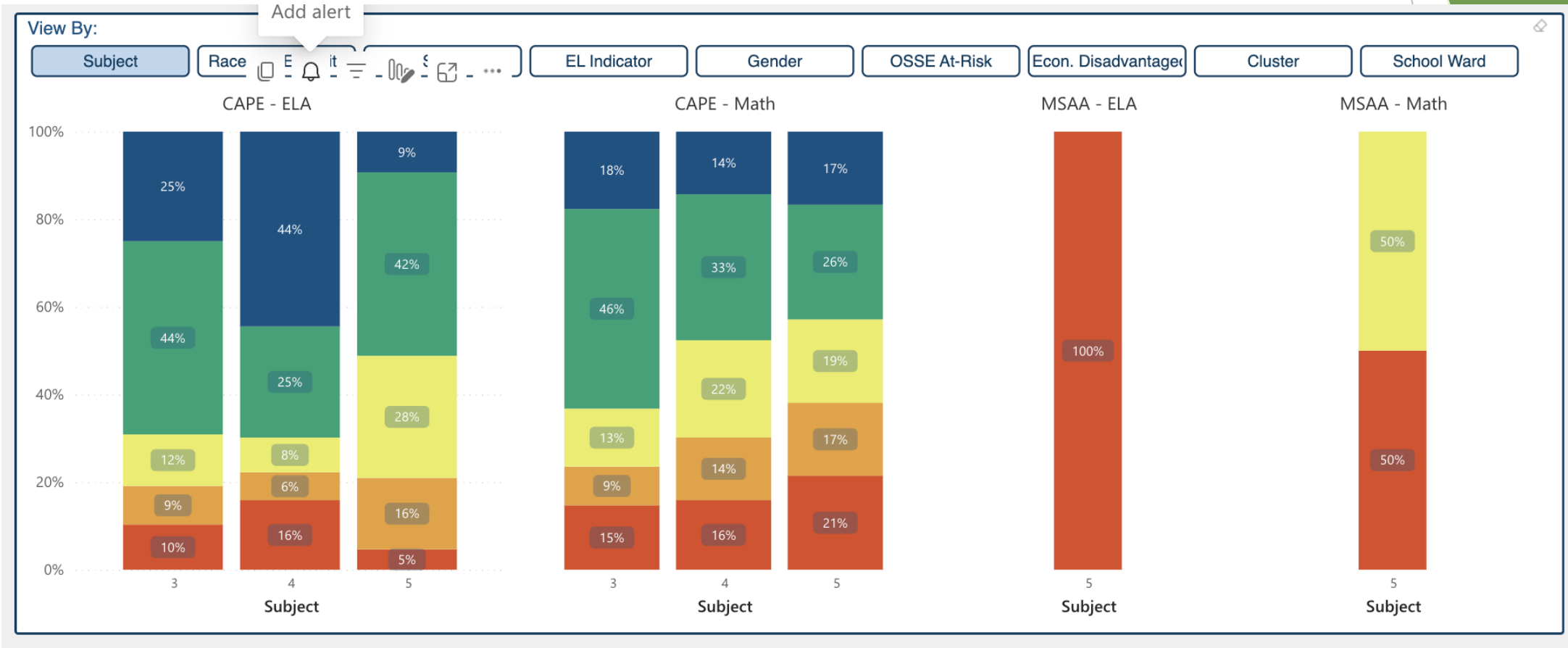




# Data Analysis: DC CAPE Overall (EOY '24-'25)



# Data Analysis: DC CAPE By Grade

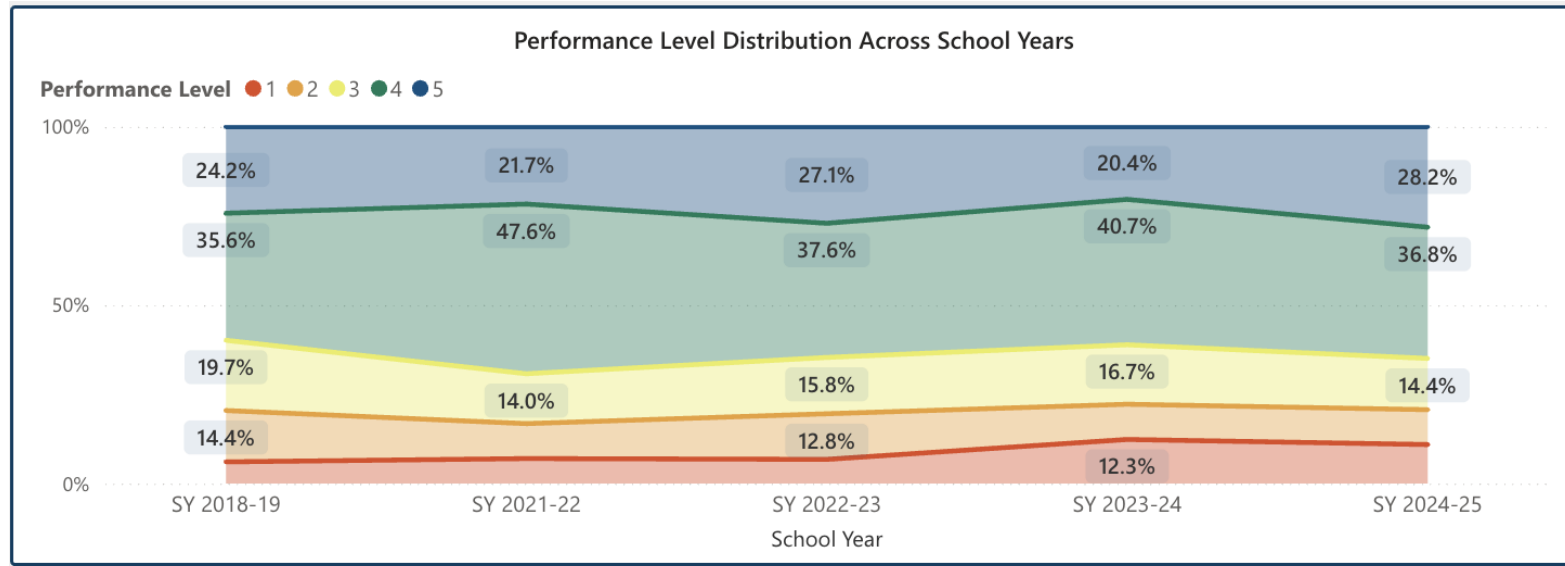


# DC CAPE @ L-T: Performance in Context

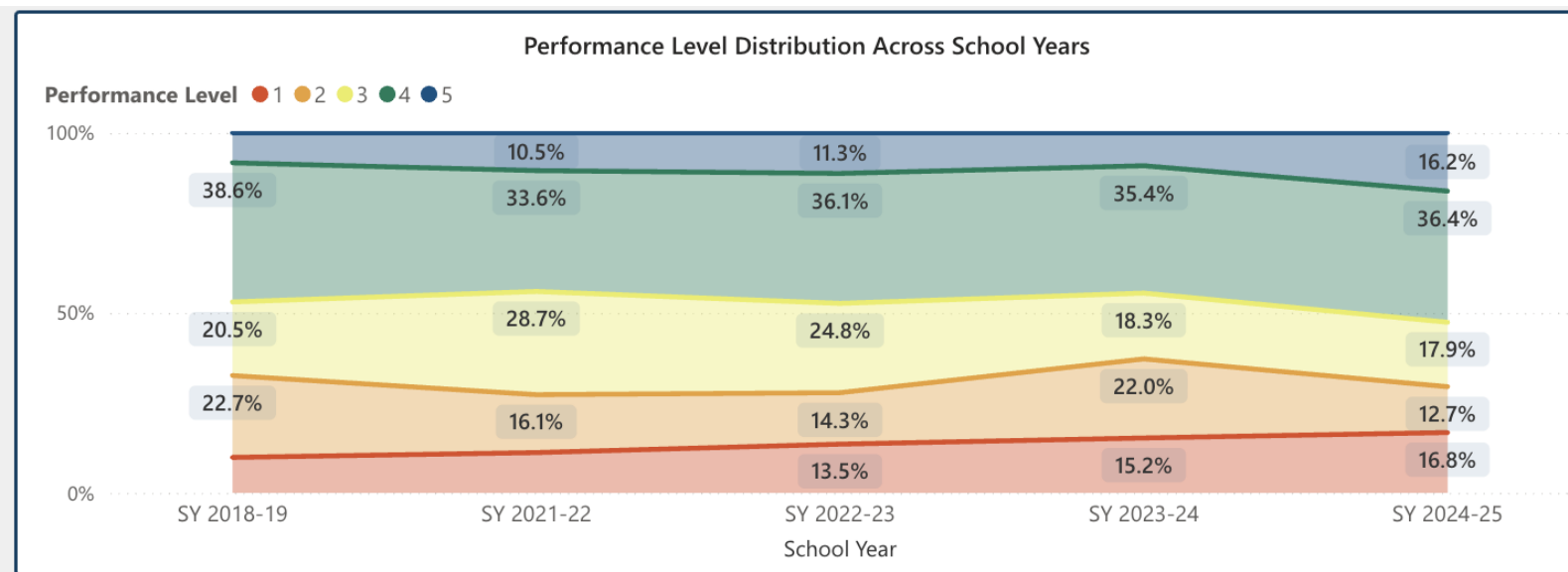


# DC CAPE: Historical Trends

ELA



Math



Select School Year for Change Matrix: SY 2024-25 ▼

Select Change Matrix View: Percent Count

**Level Distribution: Change from Previous Year**

School Year	Level 1 YoY	Level 2 YoY	Level 3 YoY	Level 4 YoY	Level 5 YoY	L4 + L5 YoY
SY 2024-25	-1.4% ↓	-0.1% ↓	-2.3% ↓	-4.0% ↓	7.8% ↑	3.8% ↑
SY 2023-24	5.6% ↑	-2.9% ↓	0.9% ↑	3.1% ↑	-6.7% ↓	-3.6% ↓
SY 2022-23	-0.2% ↓	3.0% ↑	1.8% ↑	-10.0% ↓	5.4% ↑	-4.6% ↓
SY 2021-22	0.9% ↑	-4.6% ↓	-5.7% ↓	11.9% ↑	-2.6% ↓	9.4% ↑
SY 2018-19						

		Performance Level SY 2024-25				
		1	2	3	4	5
Performance Level SY 2023-24	1	56%	25%	13%	6%	0%
	2	22%	11%	44%	22%	0%
	3	0%	32%	26%	37%	5%
	4	0%	0%	8%	49%	43%
	5	0%	0%	0%	13%	87%

ELA

# ELA

Select School Year for Change Matrix: SY 2024-25

Select Change Matrix View: Percent Count

	Performance Level SY 2024-25				
	1	2	3	4	5
Performance Level SY 2023--					
1	50%	39%	11%	0%	0%
2	32%	36%	27%	5%	0%
3	0%	5%	47%	47%	0%
4	0%	0%	15%	63%	22%
5	0%	0%	0%	20%	80%

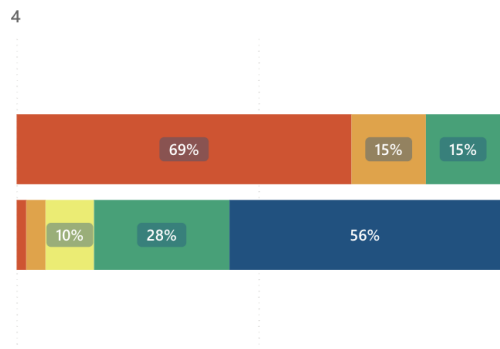
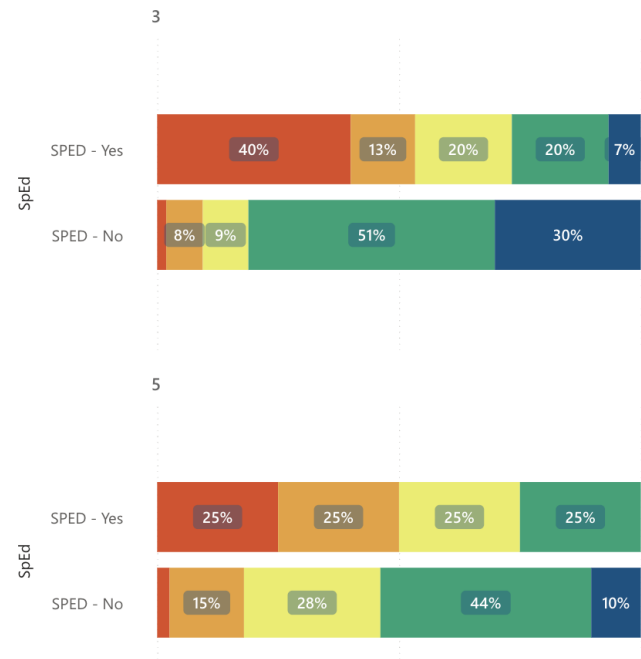
Level Distribution: Change from Previous Year

School Year	Level 1 YoY	Level 2 YoY	Level 3 YoY	Level 4 YoY	Level 5 YoY	L4 + L5 YoY
SY 2024-25	1.5% ↑	-9.2% ↓	-0.4% ↓	1.1% ↑	7.0% ↑	8.1% ↑
SY 2023-24	1.7% ↑	7.7% ↑	-6.5% ↓	-0.7% ↓	-2.1% ↓	-2.9% ↓
SY 2022-23	2.3% ↑	-1.8% ↓	-3.9% ↓	2.5% ↑	0.8% ↑	3.3% ↑
SY 2021-22	1.3% ↑	-6.6% ↓	8.2% ↑	-5.1% ↓	2.2% ↑	-2.9% ↓
SY 2018-19						

# Math

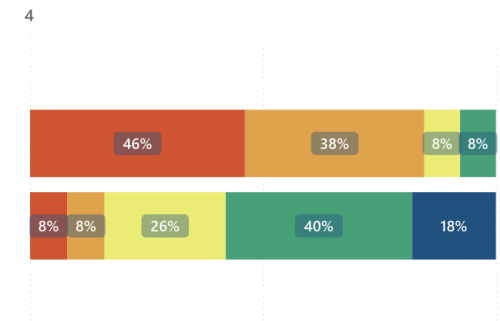
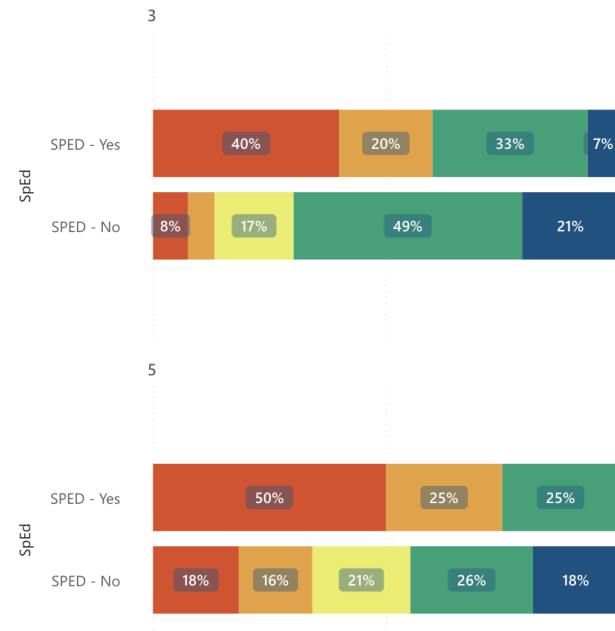
# DC CAPE Subgroups: Special Education

Performance Level 1 2 3 4 5



ELA

Performance Level 1 2 3 4 5

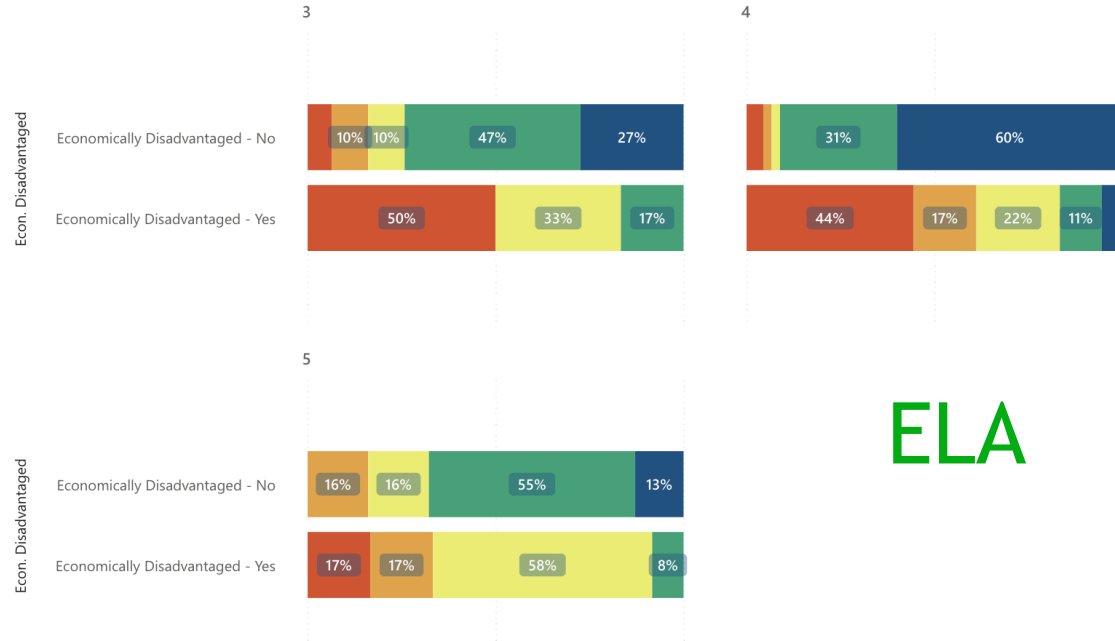


Math

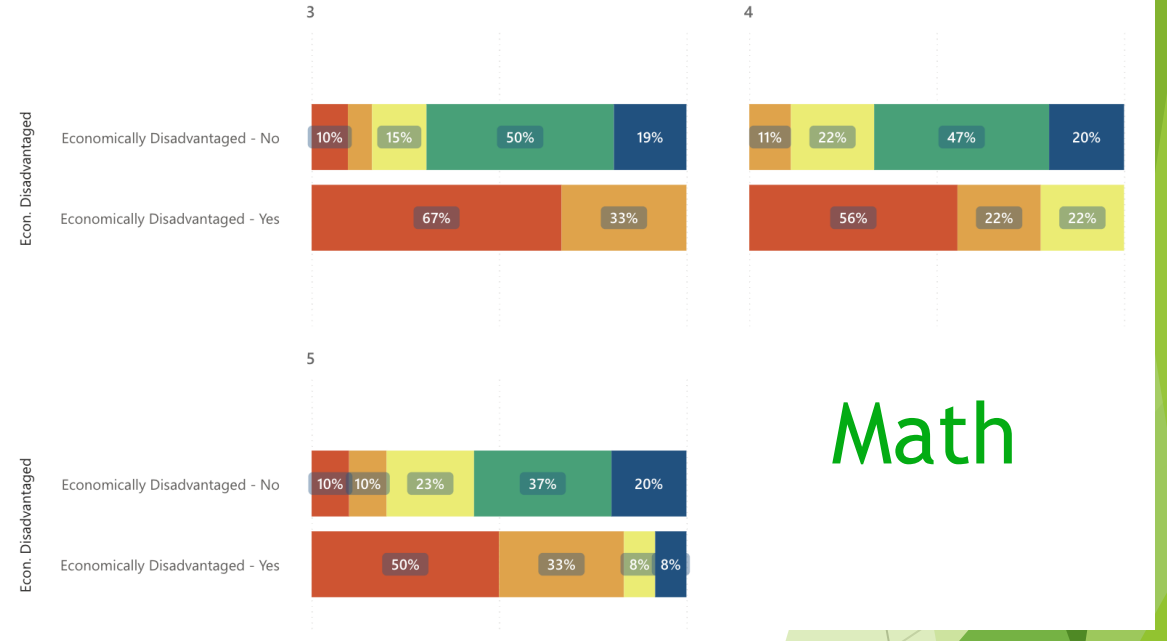


# DC CAPE Subgroups: Economic Disadvantage

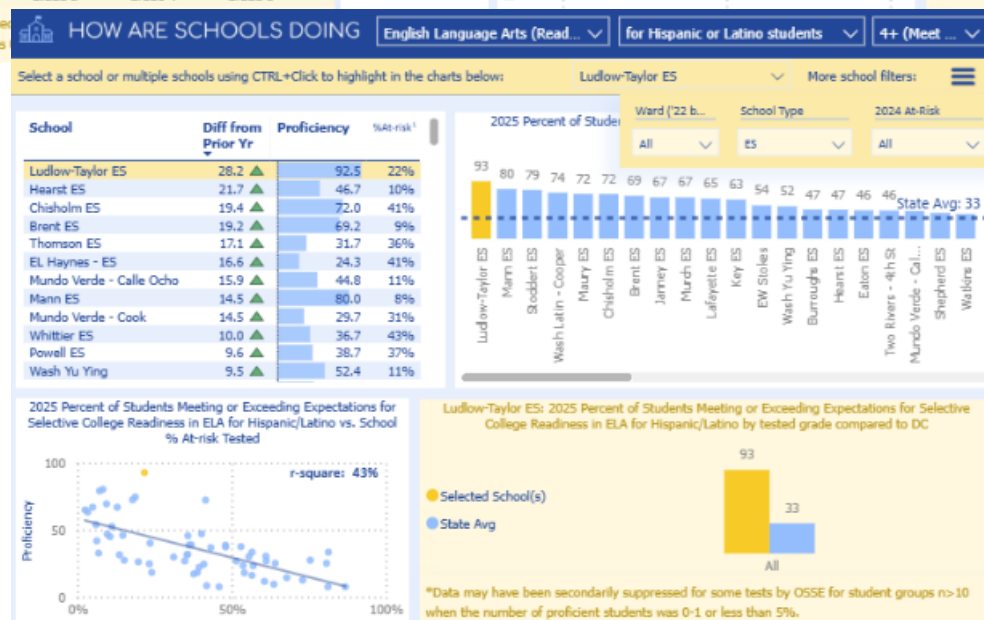
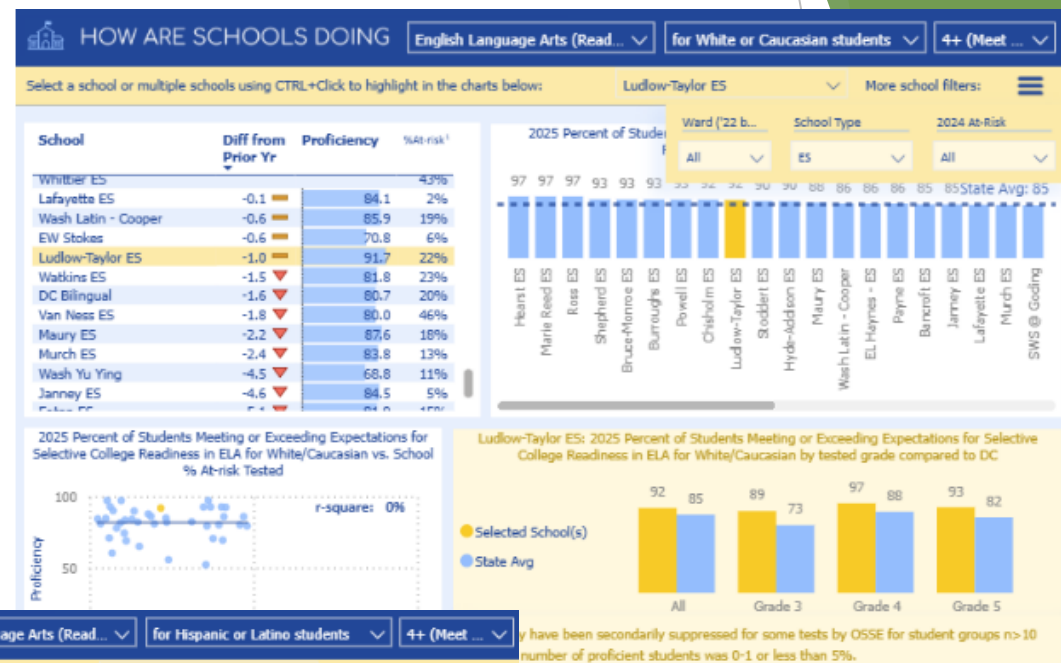
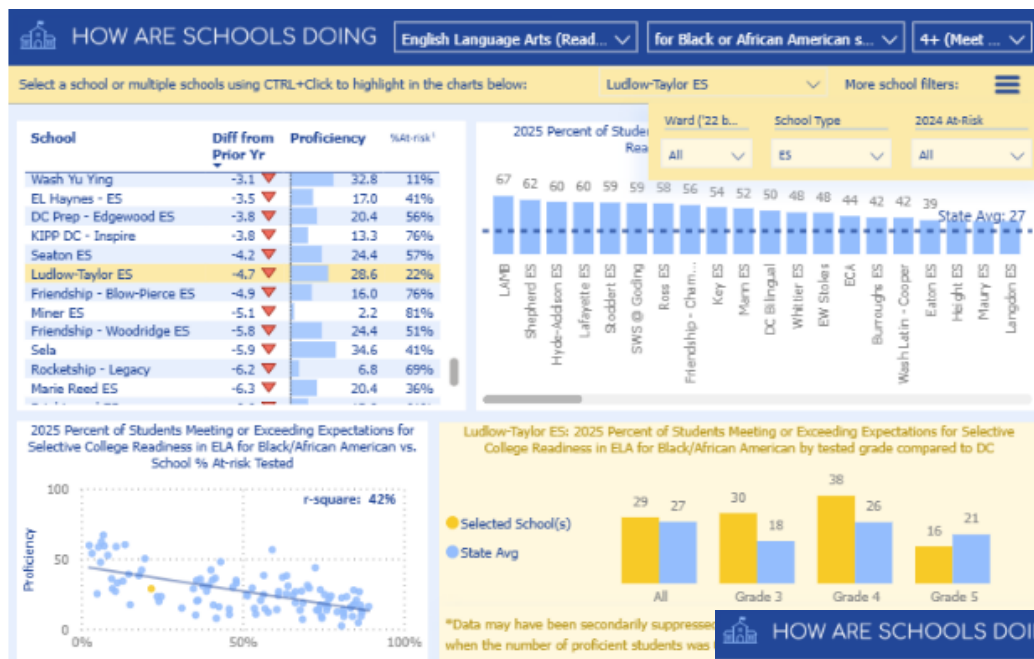
Performance Level 1 2 3 4 5



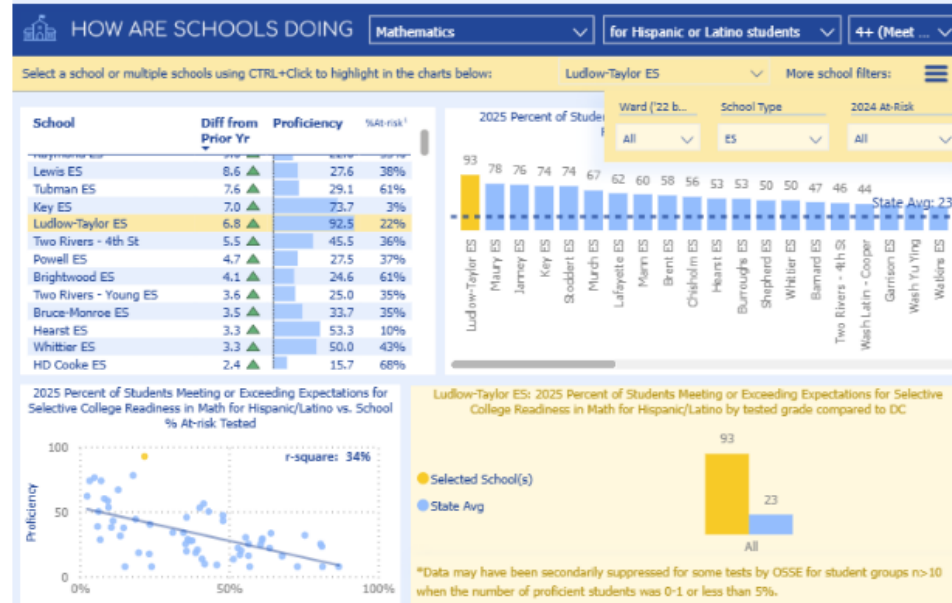
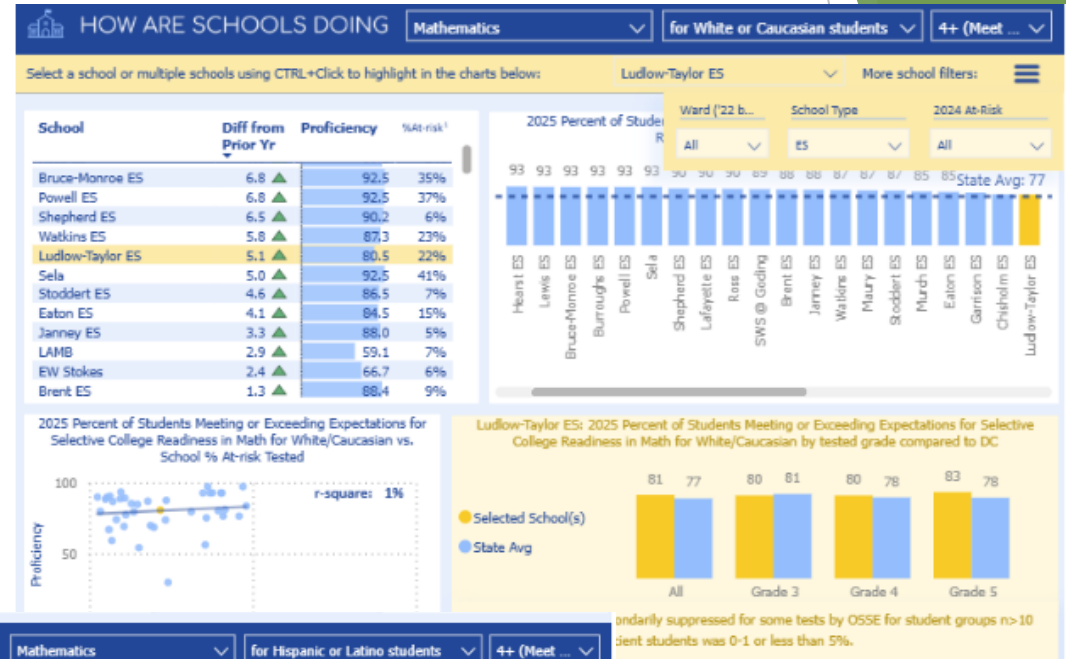
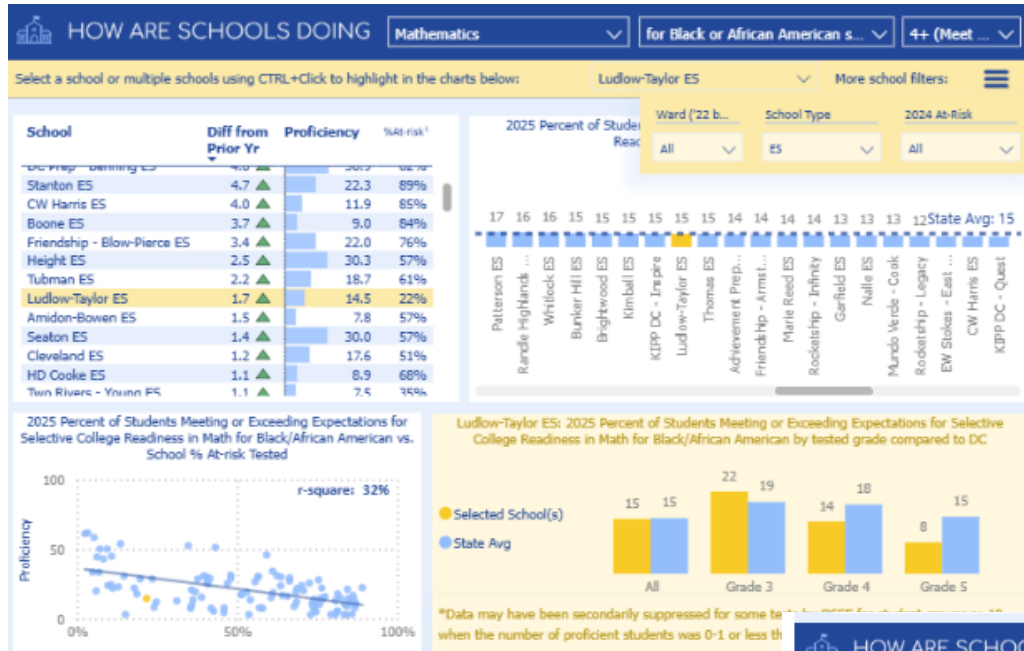
Performance Level 1 2 3 4 5



# DC CAPE ELA Subgroups: Race & Ethnicity



# DC CAPE Math Subgroups: Race & Ethnicity



# 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: DIBELS (K-2) Historical Comparison

## DIBELS Compare View



BOY



BOY



MOY



EOY



BOY



MOY



EOY

School Year  
SY2025-26

Cluster, School Name  
All

School Year  
SY2024-25

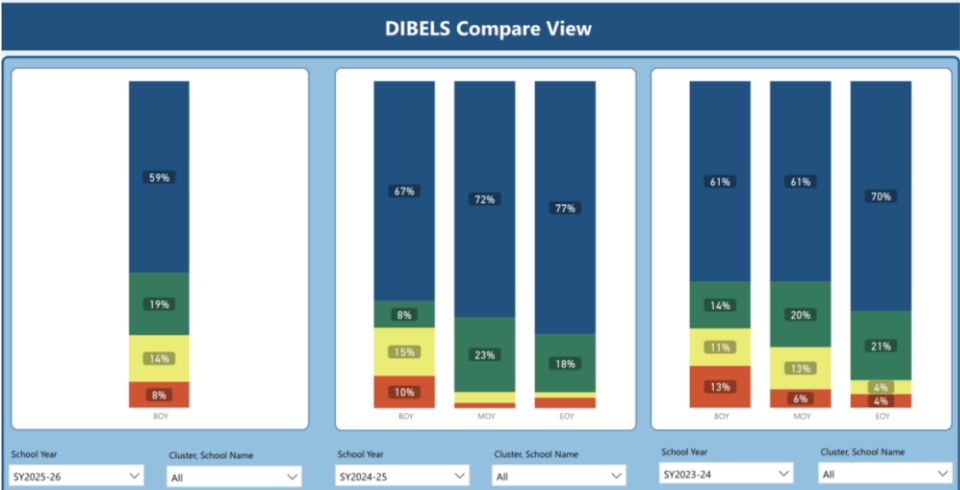
Cluster, School Name  
All

School Year  
SY2023-24

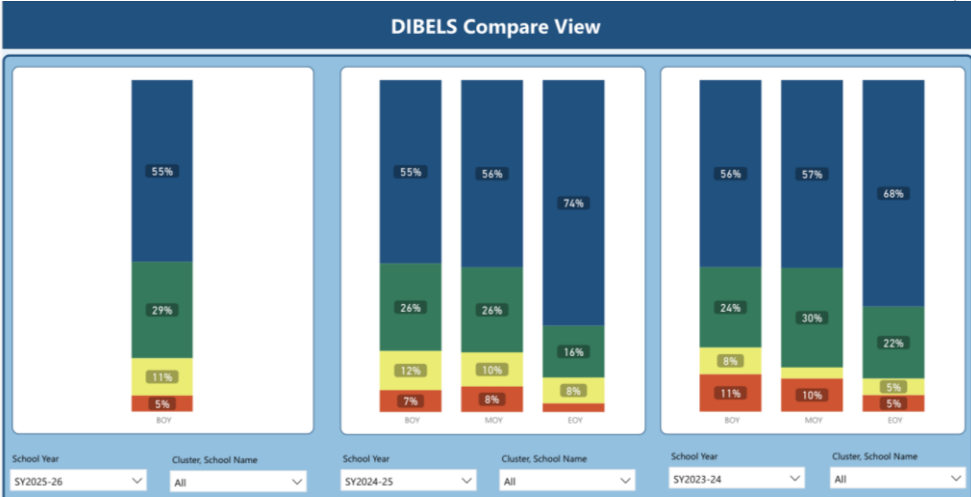
Cluster, School Name  
All

# Data Analysis: DIBELS Historical Comparison

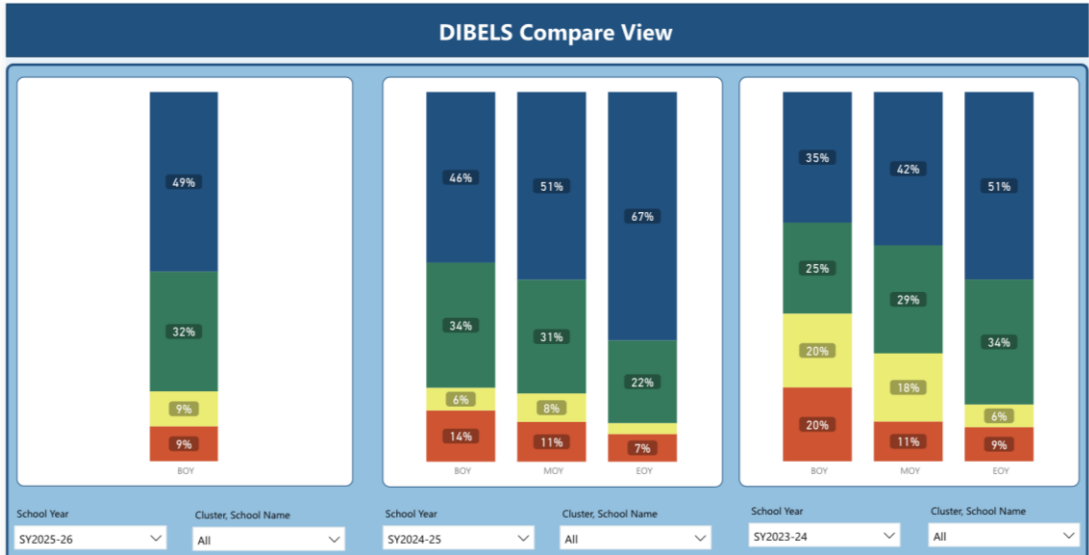
K



1st



2nd



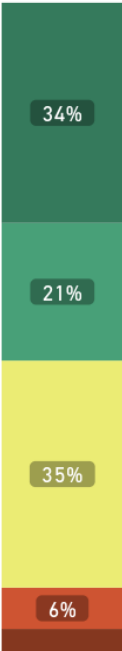


# Data Analysis: iReady (2-5) ELA Historical Comparison

## i-Ready Reading Compare View



BOY



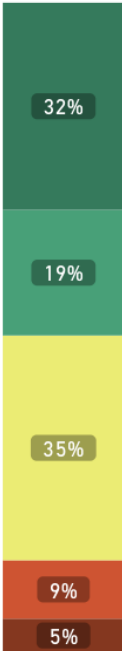
BOY



MOY



EOY



BOY



MOY



EOY

School Year  
SY2025-26

Cluster, School Name  
All

School Year  
SY2024-25

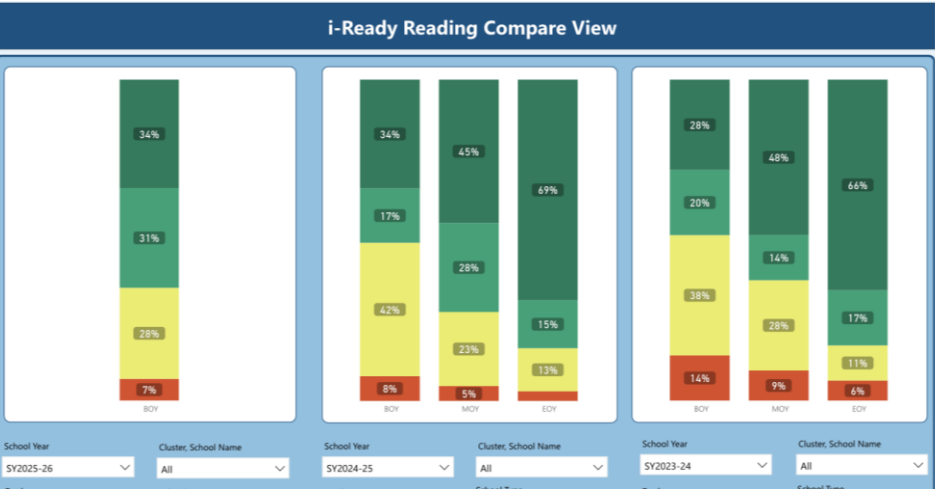
Cluster, School Name  
All

School Year  
SY2023-24

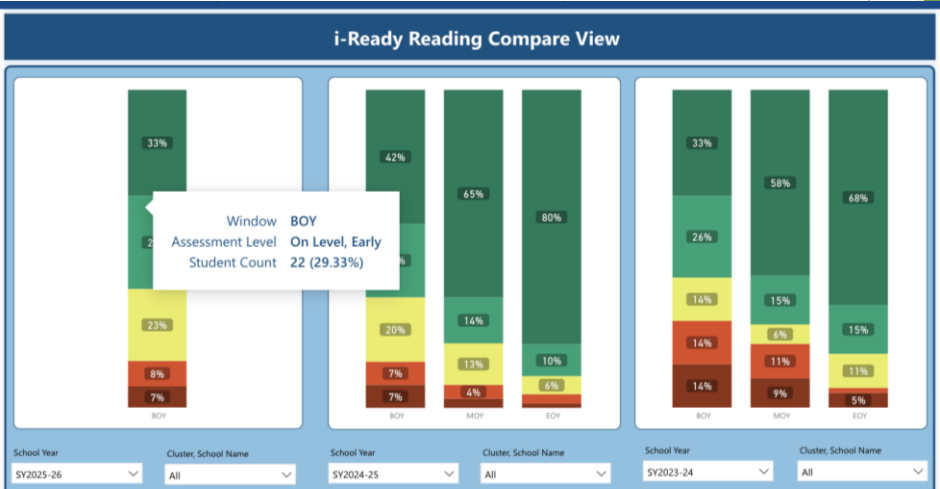
Cluster, School Name  
All

# Data Analysis: iReady ELA Historical Comparison

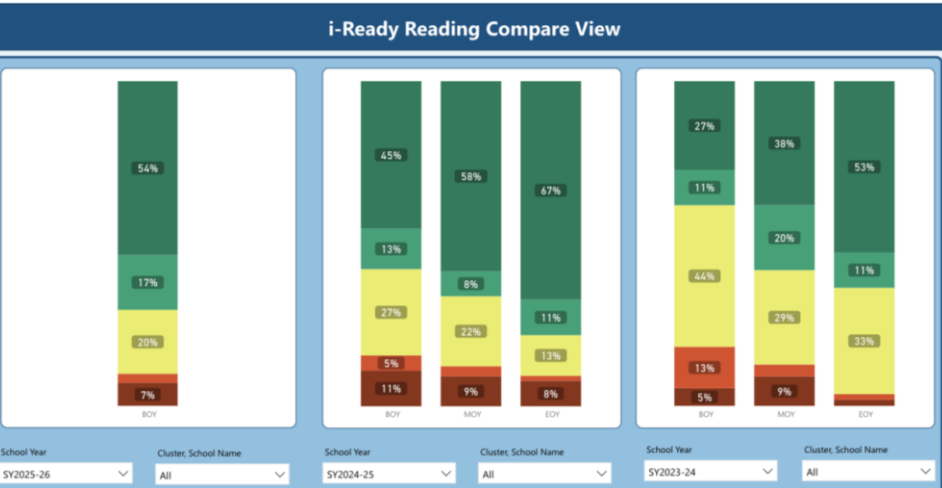
2nd



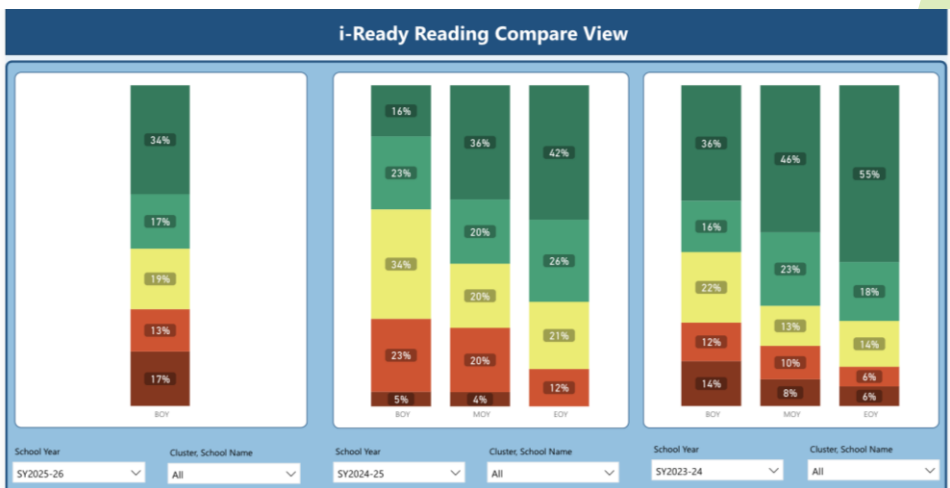
3rd



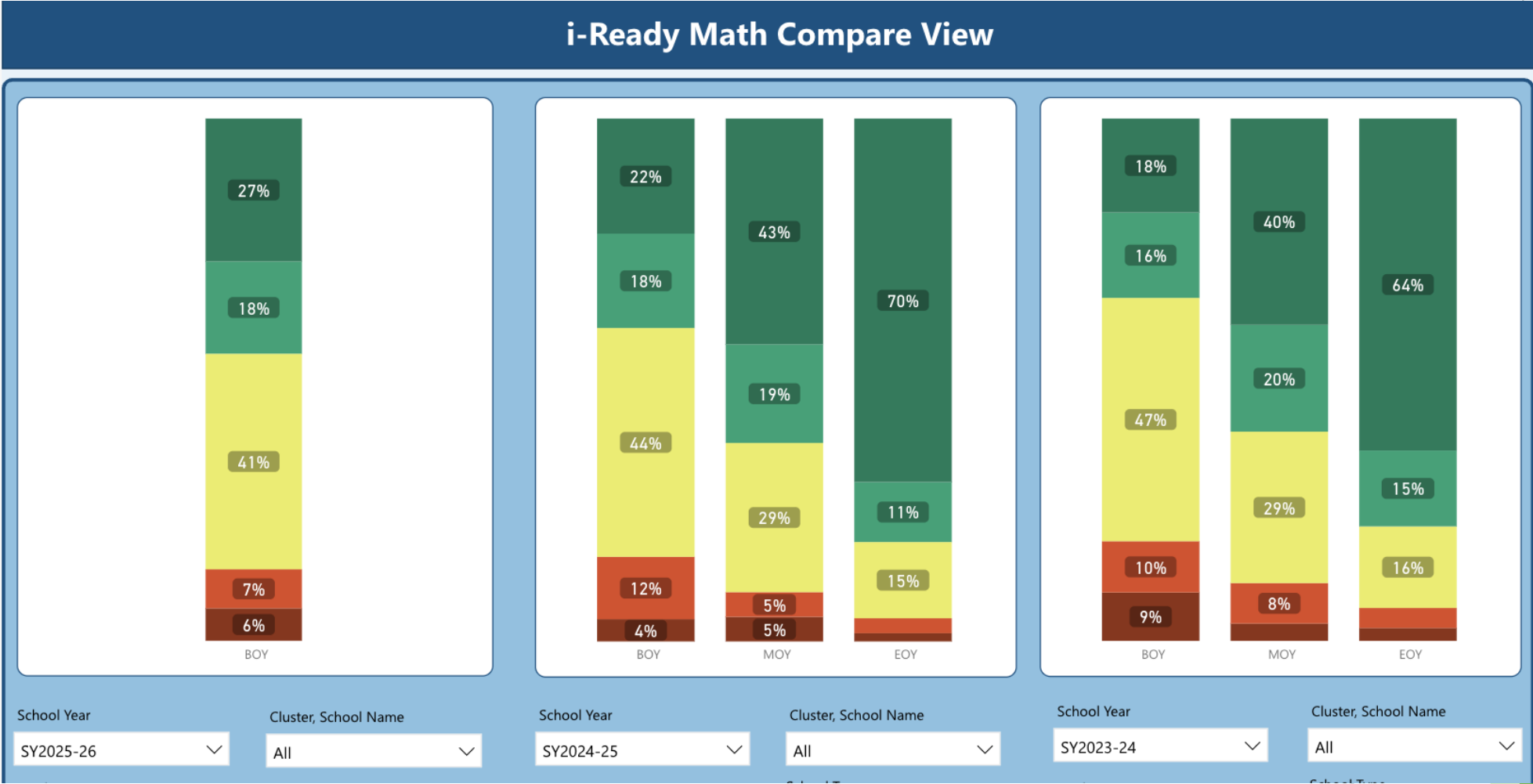
4th



5th

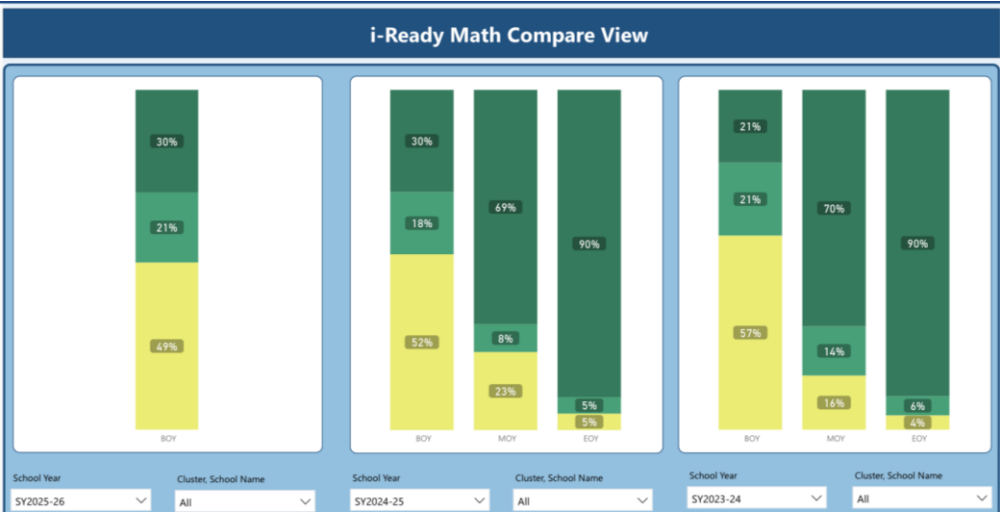


# Data Analysis: iReady (K-5) Math Historical Comparison

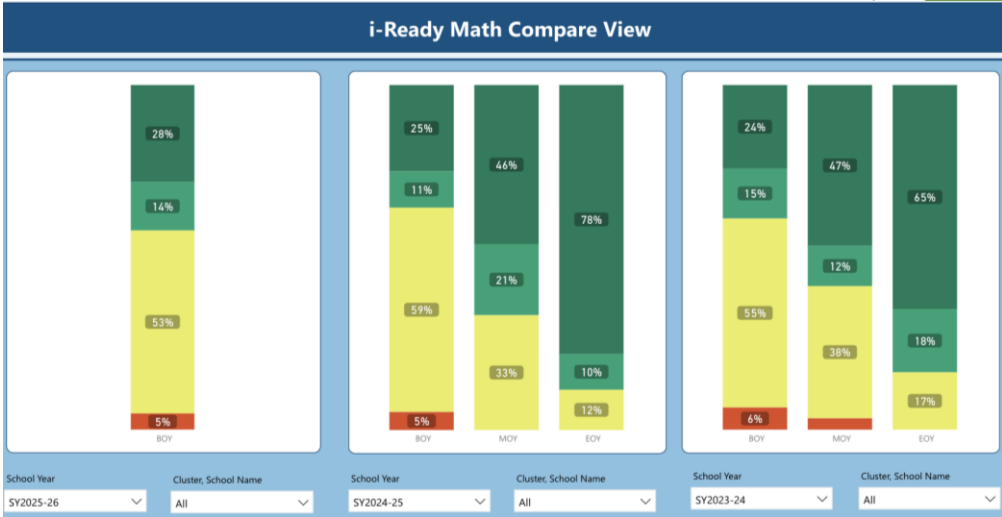


# Data Analysis: iReady Math Historical Comparison

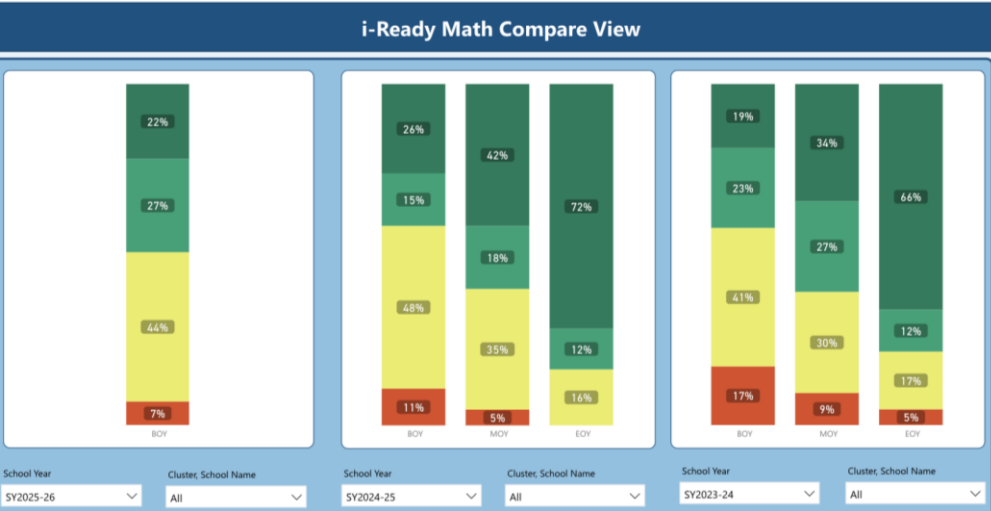
K



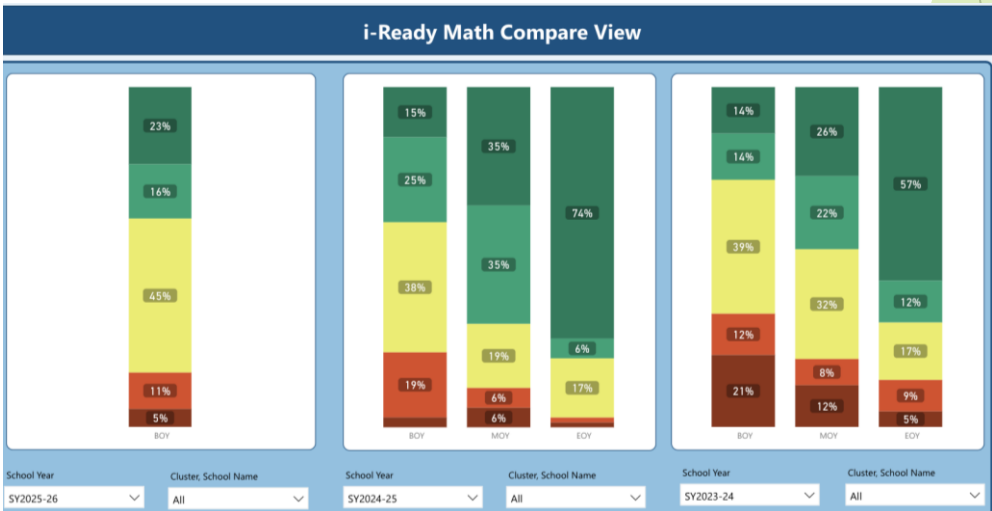
1st



2nd

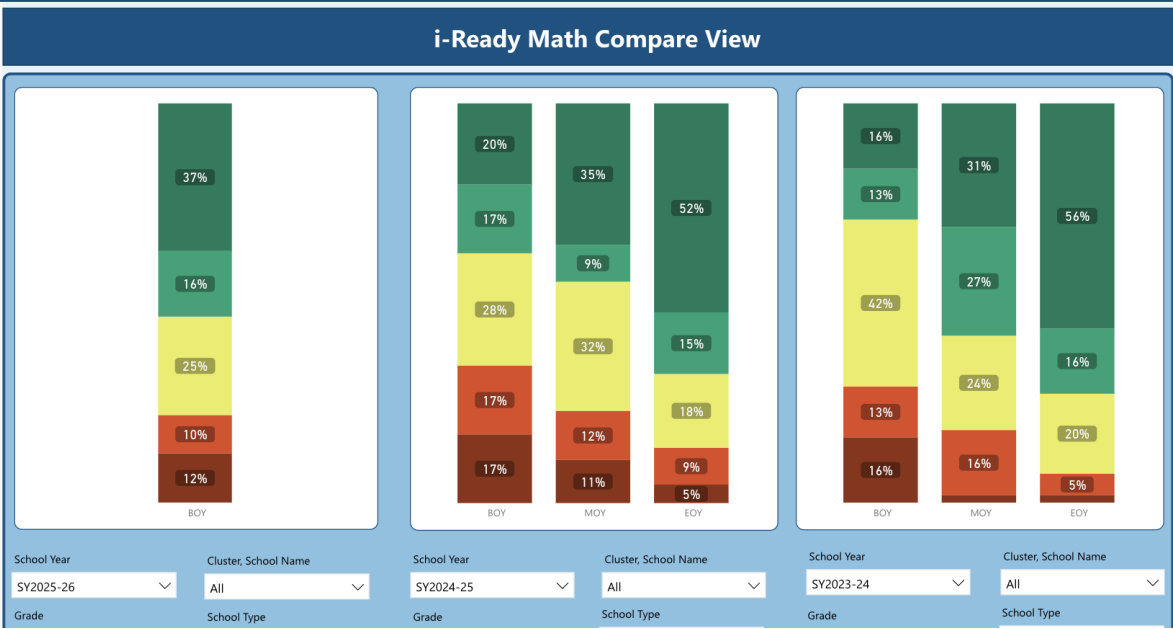


3rd

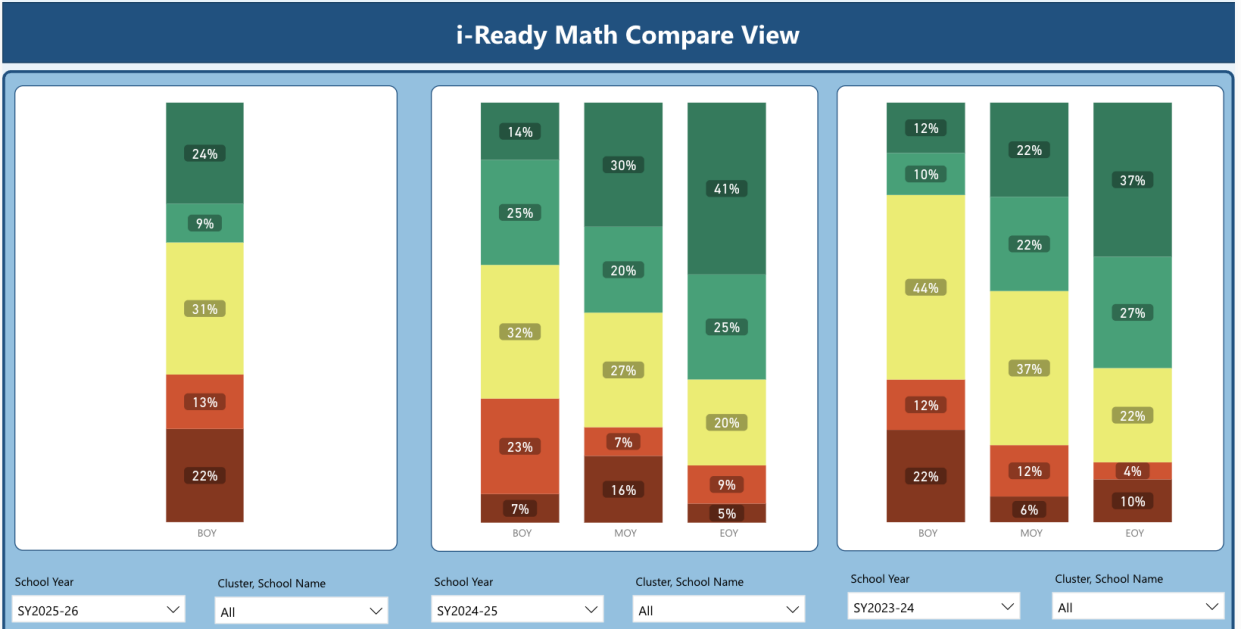


# Data Analysis: iReady Math Historical Comparison

4th



5th



## Data Analysis: CSP Goals

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

#### ► DIBELS EOY Targets

Grade	K	1st	2nd
CSP EOY goal	90	90	90
EOY '23-'24*		95	90
BOY '24-'25	78	84	81

#### ► ELA iReady EOY Targets

Grade	K	1st	2nd	3rd	4th	5th
CSP EOY goal	80	80	80	80	80	70
EOY '23-'24*				69	80	67
BOY '24-'25**			65	62	71	51

#### ► Math iReady EOY Targets

Grade	K	1st	2nd	3rd	4th	5th
CSP EOY goal	80	80	80	80	80	67
EOY '23-'24*		90	78	72	74	52
BOY '24-'25**	51	42	49	39	53	33



## Data Analysis: Discussion

- ▶ How can we better engage families in supporting the growth of students on these metrics?
  - ▶ Better explain/contextualize current results?
  - ▶ Link up with resources (digital, external, MwF)?
  - ▶ What asks of parents/families are reasonable?
  - ▶ Very noticeable summer slide - how to combat?
- ▶ How can we better support the growth of students on these metrics during school?
  - ▶ Small groups for extra support?
  - ▶ Small groups for differentiation?
  - ▶ Differentiated homework?

Any Other Business  
& Questions



Good night.

