

Ludlow Taylor December LSAT Meeting

Date: 12/19/24

Time: 6:30 pm

Location: Zoom

In Attendance: Penelope Miller (Principal); Beth Ward-O'Connor (Parent Rep, Co-Chair); Channing Cooper (Teacher Rep, Co-Chair); Elisabeth Golub (Teacher Rep, Secretary); LaQuontinesha Atchinson (WTU Building Rep) ; Chris Hanley (PTO Co-President); Shoko Satoh (Parent Rep), Quiana Hooker (Parent Rep)

About 11 additional teachers/parents/community members on the call

Planned Agenda

1. Results from the first round of ANET testing
2. Progress reports on prior LSAT business/action items
3. Any Other Business/Suggestions from L-T Community

Notes [action items in red]

1. Results from the first round of ANET testing

- Parent co-chair began reviewing ANET MATH data, looking at ANET 1 scores (**slide 4**) and historical ANET math scores (**slide 5**) . There was a question about what %s referred to—is it % of students who are proficient or the average score? Clarification that these are students' average scores.
- Principal Miller noted that LT's beginning of year math scores seem slightly higher. The percentage of students in the lowest levels has decreased significantly. Dr. Miller added that this tracks with the school's subgroup scores & growth for DCCAPE; the area that we saw the biggest areas of growth was in math.
- A teacher rep on the call noted that for math, there was a wide "spread" in the ANET scores for 4th grade—a lot of students scoring 70%/80%/90%/100%, and then a fair number of students scoring 30% or below.
- Parent co-cochair moved on the ANET 1 math results by subgroup **Slide 6**. She wasn't sure how much this tracks with trends across the city on ANET. Definitely an achievement gap, similar to what we saw on last year's DCCAPE results.
- A parent rep asked if it was possible to see the median scores. Dr. Miller responded that the school look at this data with teachers.
- There was a question about whether the different ANET tests can be used to track growth (i.e. do the same skills get assessed throughout the year/can the tests track

student growth). Dr. Miller & a teacher rep responded that some skills can be seen as cumulative, but different standards are assessed on each test.

- Dr. Miller clarified that the data for sped students does not count students who are in self-contained sped classrooms; those students do not take ANET.
- Parent co-chair noted the big achievement gap for sped students and asked if there are any changes the school has made or plans to make. Dr. Miller responded that the school is “keeping an eye on student performance over time.” She added that the school wants to really understand what our students are doing well on, what we need to keep an eye on. If there's a gap, do we need to reteach the whole class or are there certain things we need to go over with a smaller group. Importance of productive struggle. We need to really focus on Tier 1 instruction, not on making it easier for kids to feel successful. Dr. Miller explained that the school is focusing on using targeted intervention groups, and she is working with the school's instructional coaches every week to support them.
- Parent rep asked if we have disaggregated ANET scores for at-risk students. Dr. Miller replied that she can pull in some of our reports. Sometimes our at-risk students overlap with our special education students.
- Teacher co-chair asked Dr. Miller to speak more about “what are we going to do new” given the achievement gap apparent in this data. Dr. Miller responded that last year, the school started working with an intervention program for math [**the Bridges program**] and utilizing “data and planning” meeting structure. She noted that these steps have had positive results in other school. Right now, she stated, we don't have a brand-new thing. We put some things in place that we're trying to get really good at. Teachers planning meetings are the plan.
- A parent rep noted that many of the former LT students seem to be doing well in math in Middle School, at Stuart Hobson. The parent also suggested that Dr. Miller speak with the principal at Peabody; she was recently on a call with this principal, and he was able to break down the student data meaningfully and speak about specific students and subgroups. He had very specific strategies that he was able to reference. The parent added that another factor to consider is the digital divide. A lot of folks don't have access to internet and may have recently lost subsidies for internet services at home. This parent noted that ELA data at Stuart Hobson is not great. It's one thing to say that we have the data and something else to do something about it.
- Dr. Miller responded that she appreciates many trends and challenges in student data are district-wide. She stated that she work with colleagues in other schools, and LT coaches do as well. She explained that one specific thing the school is trying to do is making sure that our kids are meeting their time on I-Ready lessons. Data

shows that is important. Another specific thing the school is doing is using the Bridges math intervention. Additionally, one of the kindergarten aides is trained in a kindergarten intervention.

- A parent rep asked “What is shared with families as far as how their students are doing?” Parent co-chair responded that in her experience it varies enormously, but this is something the school can do more of. She noted that sharing and explaining the data can be very overwhelming, both for teachers and parents. She stressed that when she has reached out to teachers with questions about data, they've always been very responsive. Another parent rep noted a challenge in sharing student progress is that there is just less graded student work coming home; more and more work is online.
- Parent co-chair asked if there a way to have kids in aftercare have access to devices under supervision, specifically to get on I-Ready. Dr. Miller responded that is something we're looking at now that we seem to have enough classroom devices. Looking into homework support. Right now, we're really trying to get all our kids to meet 45 min on I-ready per week.
- Parent co-chair moved on to discuss the ANET 1 results for ELA [slides 7-9]. LT students outperformed the district in most areas. There seems to be a positive trend when comparing with previous year's ANET 1. Again, the subgroups are considerably more problematic story.
- Dr. Miller stated that one of the things that the school is focusing on now is writing. Writing instruction was something that LT was previously very intentional about and over time this focus shifted. Speaking about literacy instruction more generally, Dr. Miller stated that we've done so much work on the foundational skills in recent years, we need to focus on the comprehension piece. Once you get into grades 3/4/5, can't intervene out of a foundational strand issue. She added that the literacy interventionist, whose focus has been the lower grades, is now pulling 5th graders who need that foundational work. Dr. Miller added that our 5th grade ELA teacher is actually very experienced when it comes to teaching foundational skills, and is incorporating more of this in her class.
- A parent rep asked if the school has heard anything about efforts to cut back on testing. She noted that parents across the district are worried that all the DCPS-mandated testing is cutting into instructional time. Dr. Miller replied that she hasn't heard of anything from the district level. She noted that teachers and coaches at LT have been asking form more planning time, and she's been working with the coaches to make this happen.

2. Progress reports on prior LSAT business/action items

Technology

- Parent co-chair turned the conversation to an update on efforts to increase student technology schoolwide. A big push was made to ensure that all 3-5 grade students had functional devices [slide 11]. Dr. Miller confirmed that the school did receive the needed devices from DCPS, and Mr. Barnes (the Manager of Strategy & Logistics) has been working to get them distributed. Parent co-chair asked if teachers got replacement keyboards. Teacher rep stated that she hasn't seen these yet.
- Discussion turned to devices for K-2. Teacher co-chair noted that the devices listed for her class [slide 12] weren't correct, that she had fewer working devices for her class.
- Parent-co-chair asked CES classes and ECE classes are supposed to be covered by DCPS-provided technology (e.g., 1:1 for grades 3-5 and 3:1 for lower grades). Dr. Miller replied that they were.
- **Next Steps: Ms. Golub will follow up on whether 3-5 has enough functional keyboards & ensure that the inventory numbers for K-2 are correct. Mr. Barnes will ensure that K-2 teachers receive needed technology if they are not at a 3:1 ratio for their students.**

Enrollment

- The discussion turned to enrollment projections for next year [slide 13-15]. Dr. Miller reported that the additional "seats" that coming out of the addition will be for the student body to "grow into" (i.e., DCPS is not expecting to enroll new ECE classes next year).
- Parent co-chair noted that the principal adjustments were in line with what was discussed at last month's LSAT. She asked if there would be value in requesting more students/ more classes in order to secure smaller class sizes. Dr. Miller replied that she's gotten guidance not to do this.

Addition Update

- Parent Co-chair talked through the updates from the most recent FIT committee meeting [slides 16-18]. She noted that there were concerns with whether some of the changes to the building will result in some current classrooms get smaller. Not as much a concern if we don't need to fill all of the new classrooms w students next year.

3. Any Other Business/Suggestions from L-T Community

School communications

- There has been issues with LT families not receiving communications through the Remind App or Blackboard. Dr. Miller reported that all the parents who reached out to the PTO due to issues with Remind received a code from Mr. Barnes and should now be getting Remind messages. Blackboard is more complicated as it's easy to get off unintentionally and then hard to add families back on. It seems that some of the blackboard issues stem from how enrollment information was entered.
- **Next steps: Dr Miller will oversee the office staff conducting an internal audit to see if they can identify which families may be having blackboard issues.**

School playground during non-school hours

- Following the October bullet incident, DCPS mandated the closure of the LT playground throughout the duration of their active investigation. Principal Miller confirmed that DCPS is no longer mandating that the playground remain closed but she has made the decision to keep the playground closed during non-school hours.
- Folks on the call shared their perspectives on the situation. A parent noted that being so close to H street, it's not surprising that things can end up on the playground that we don't want students exposed to, and that it can be hard to keep clean. Parents advocating for opening the playground pointed out that this is the practice of other schools in the neighborhood; using the playground can be a great way to draw neighborhood families to LT; and the parent community can be a part of monitoring playground use during off-school hours and getting the playground cleaned up for students after the weekend or a break.
- A teacher rep pointed out that some of the frustration from parents seemed to come from not having a time frame for a decision from the administration.
- **Next Step: Dr. Miller, Mr. Barnes, and the rest of the leadership team will come up with a plan for deciding school policy on reopening the playground during off-school hours.**

Draft meeting notes from November LSAT meeting approved. Meeting adjourned.