



Ludlow-Taylor Elementary School December LSAT Meeting

12.19.24

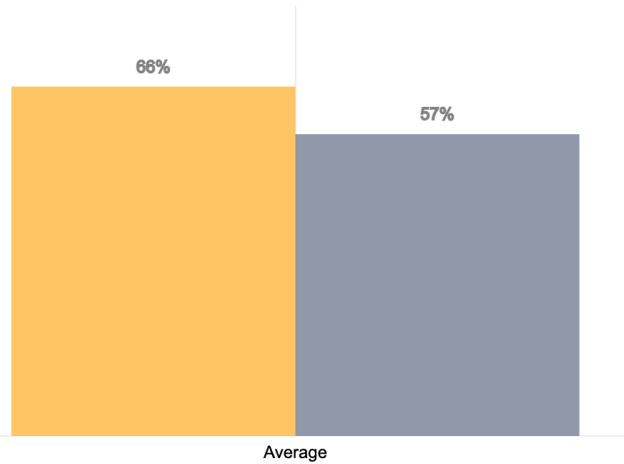
Agenda

- ▶ Results from the 1st round of ANET testing
- ▶ Progress reports on prior LSAT agenda items
 - ▶ DCPS-provided device shortages
 - ▶ '25-'26 enrollment projection adjustments
 - ▶ Addition Project updates
- ▶ Any Other Business/Suggestions from L-T Community
 - ▶ School communications
 - ▶ Access to school playground during non-school hours

Results from 1st Round of
ANET Testing



ANET Results: Math



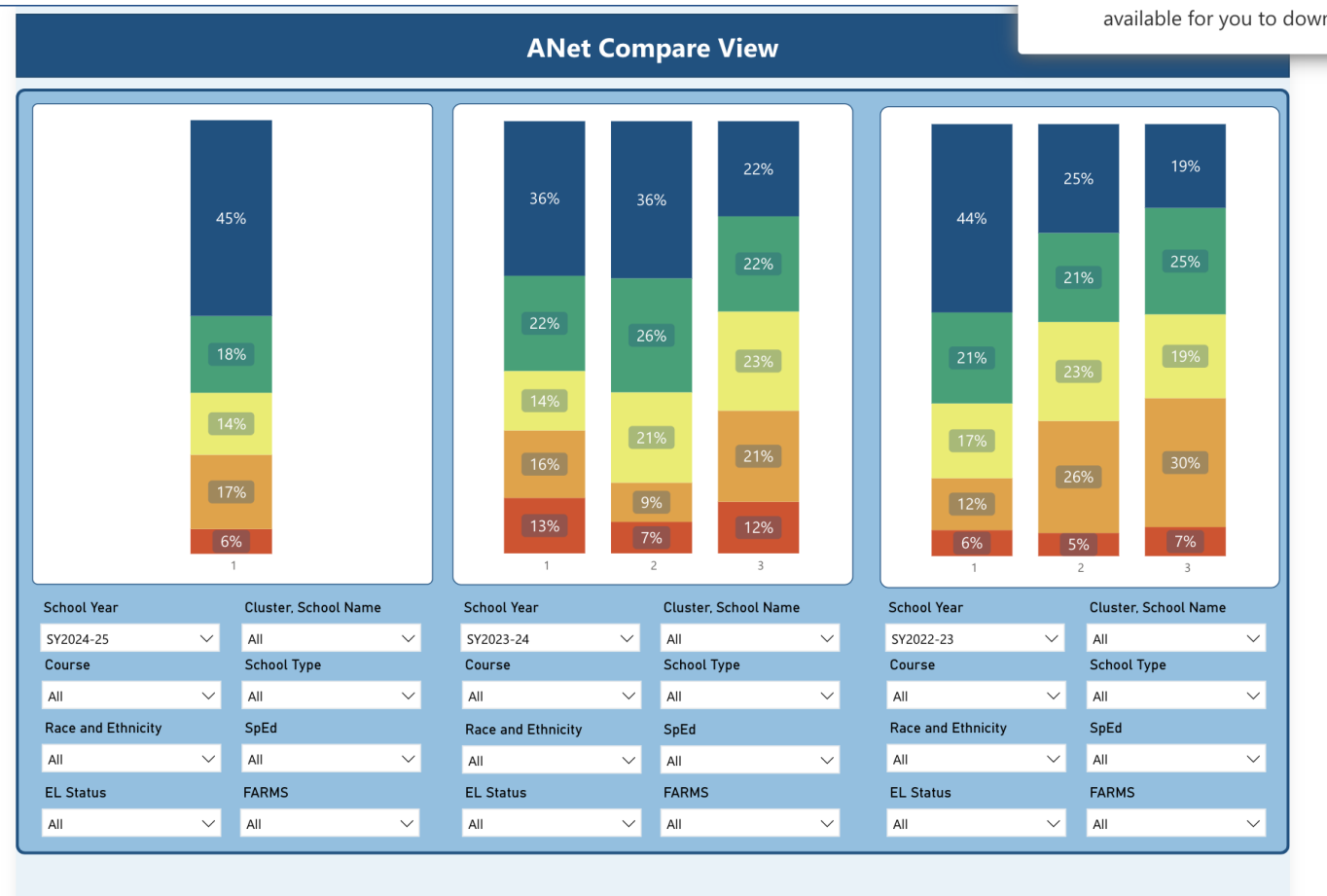
Course ^	Average	
	School	Network
5th Grade	62%	7%
4th Grade	65%	7%
3rd Grade	71%	14%

These are specific common core standards

	School	Network
3rd Grade		
Major		
3.OA.A.1	70%	17%
3.OA.A.2	64%	15%
3.OA.A.3	75%	12%
3.OA.B.6	73%	11%
4th Grade		
Major		
4.NBT.A.1	65%	10%
4.NBT.A.2	62%	7%
4.NBT.A.3	58%	6%
4.NBT.B.4	71%	6%
5th Grade		
Major		
5.NBT.A.1	55%	4%
5.NBT.A.2	67%	9%
5.NBT.A.3	24%	-5%
5.NBT.A.3.a	68%	4%
5.NBT.A.3.b	77%	6%
5.NBT.A.4	59%	17%

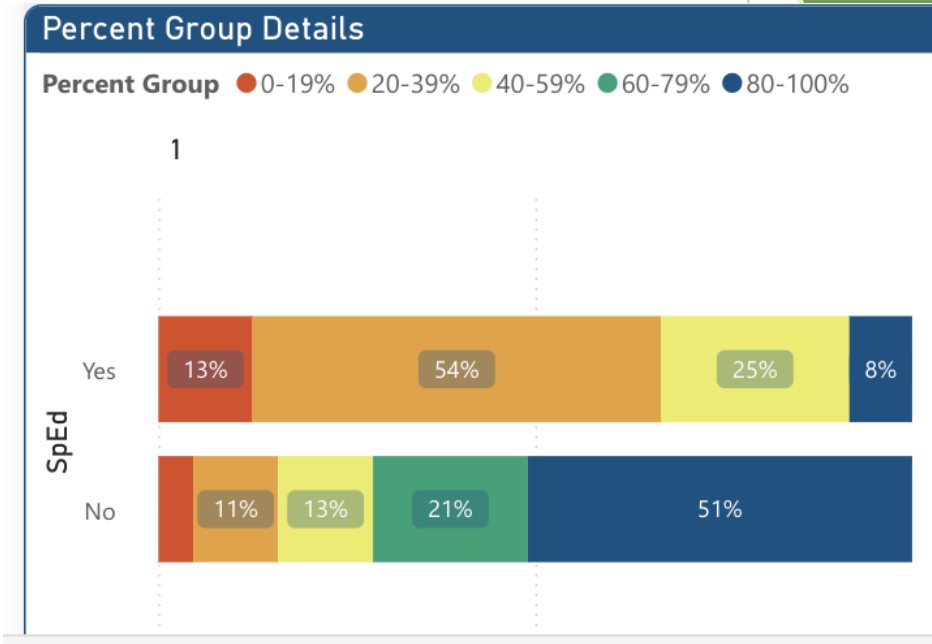
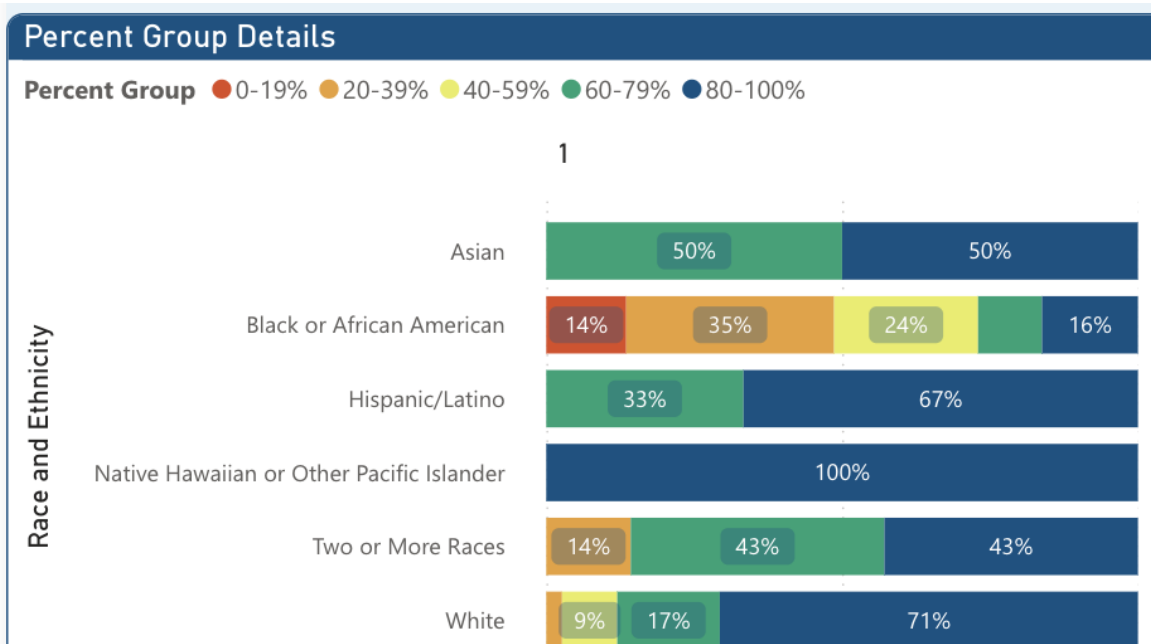
- ▶ How do teachers use this data with respect to overall classroom instruction?
- ▶ 5.NBT.A.3 is “Read, write, and compare decimals to thousandths.”

ANET Math Results: Historical Comparison



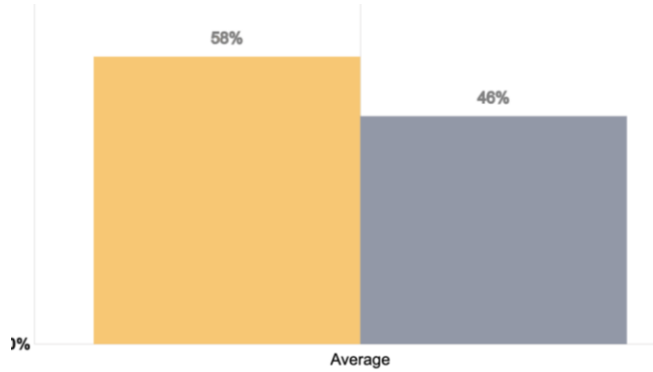
- ▶ CSP goal: 65% of 3rd-5th grade students will end the year at mid-grade level+ for math.
- ▶ Last year, 51% of our 3rd-5th graders met this standard, which I understand was down slightly from the year prior. 45% of our students had 4+ (a slightly stricter metric) on DC CAPE last year vs 48% the year prior.

ANET Math Results: Results by Subgroup



- ▶ Questions for Principal Miller (and/or any teachers):
 - ▶ Which students does the SpEd category contain? Those in self-contained classrooms? All students with IEPs?
 - ▶ How do classroom teachers & SWD teachers use this data with respect to particular students?
 - ▶ How do you think math instruction is going this year and are there any changes you're considering/considering piloting? Have you seen any results that you link specifically to previous changes?
- ▶ Any other LSAT questions/feedback/recommendations?

ANET Results: ELA

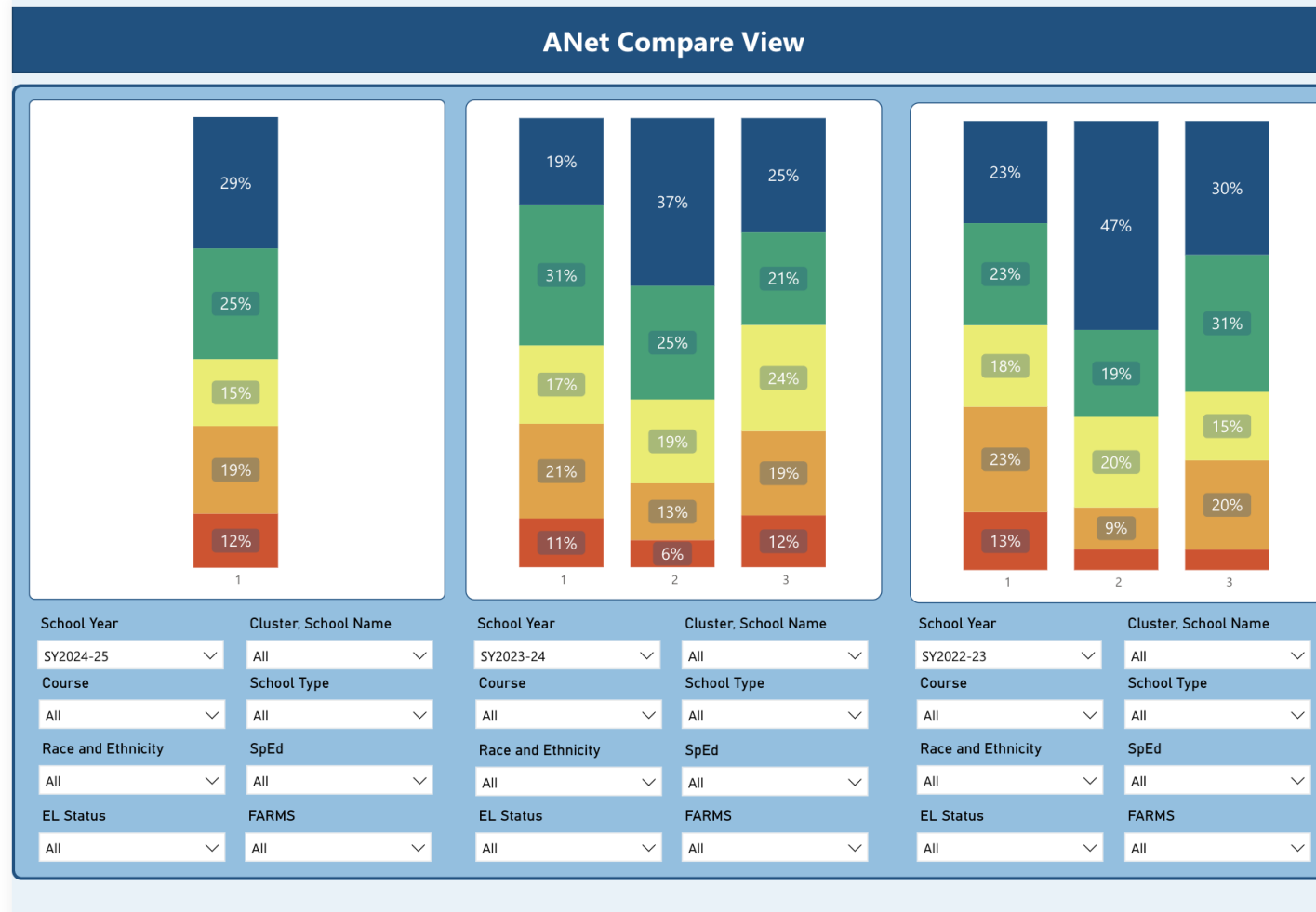


Course ^	Average	
	School	Network
5th Grade	58%	9%
4th Grade	58%	9%
3rd Grade	58%	17%

		Average	
		School	Network
3rd Grade			
	Vocabulary Interpretation		
	L.3.5	69%	14%
	RI.3.4	78%	18%
	Reading Informational Text		
	RI.3.1	60%	28%
	RI.3.2	57%	17%
	RI.3.3	68%	25%
	RI.3.7	51%	13%
	RI.3.8	57%	18%
	RI.3.9	49%	11%
4th Grade			
	Vocabulary Interpretation		
	L.4.4	50%	8%
	L.4.5	56%	10%
	Reading Informational Text		
	RI.4.1	47%	13%
	RI.4.2	80%	20%
	RI.4.3	68%	6%
	RI.4.5	53%	7%
	RI.4.8	38%	4%
	RI.4.9	56%	9%

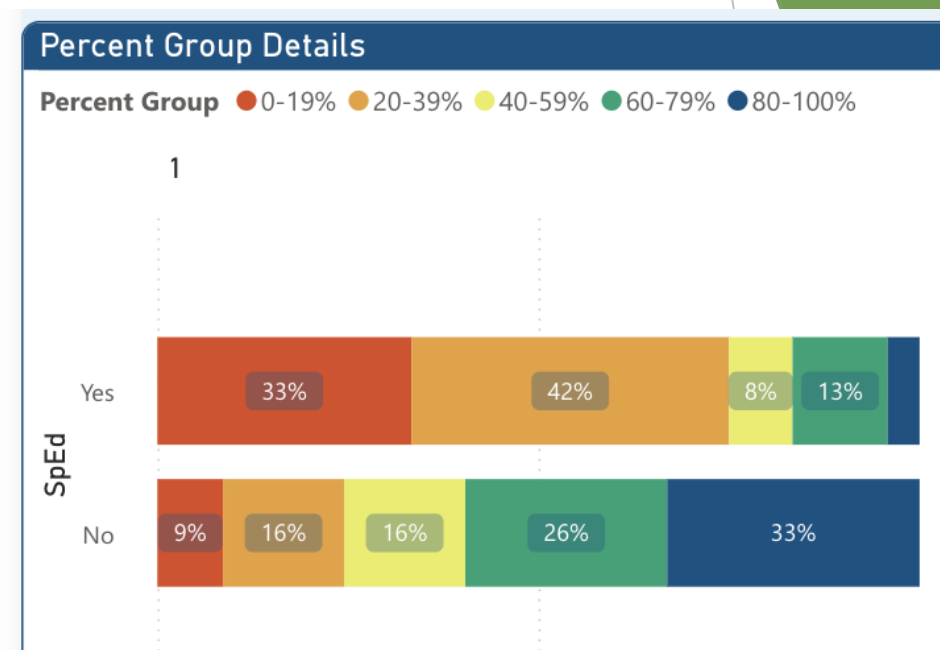
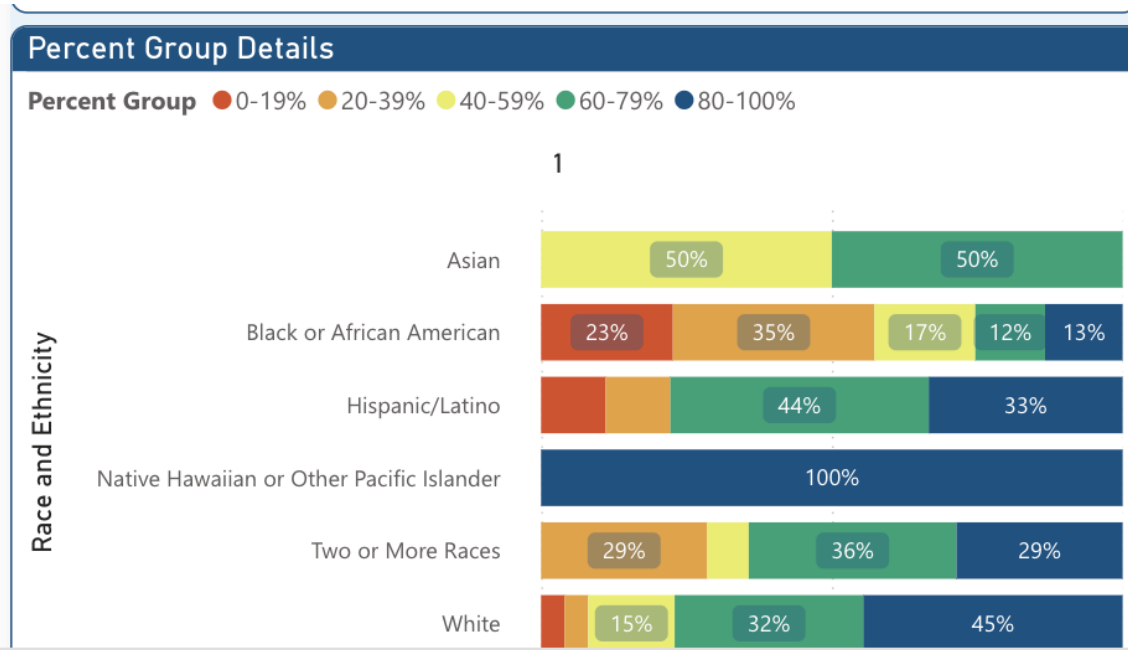
5th Grade			
	Vocabulary Interpretation		
	L.5.5	53%	16%
	Reading Literature		
	RL.5.1	42%	17%
	RL.5.2	62%	8%
	RL.5.3	71%	12%
	RL.5.5	49%	0%
	RL.5.6	56%	0%

ANET ELA Results: Historical Comparison



- ▶ CSP goal: 75% of 3rd-5th grade students will end the year at mid-grade level+ for ELA.
- ▶ Last year, 73%, 54% & 53% of our 3rd-5th graders met this standard, respectively. 61% of our students had 4+ (a slightly stricter metric) on DC CAPE last year vs 65% the year prior.

ANET ELA Results: Results by Subgroup



- ▶ Questions for Principal Miller (and/or any teachers):
 - ▶ How do you think math instruction is going this year and are there any changes you're considering/considering piloting?
 - ▶ Have you seen any results that you link specifically to previous changes?
- ▶ Any other questions/feedback/recommendations from the LSAT?

Progress Reports on
Prior LSAT Agenda Items



Progress Report: Mitigating L-T's Device Shortage

- ▶ L-T had been 30 devices short of meeting DCPS' promised 1:1 device ratio for 3rd-5th grades
 - ▶ At our November meeting, DCPS Chief of Data and Technology Cyrus Verrani promised the missing devices would be delivered on/about 11/26
 - ▶ The devices arrived 12/14! Mr. Barnes: Can you comment on how what we received compares to our needs?
 - ▶ Any updates or further action needed? Do we have a plan for ensuring TipWeb stays updated going forward?
- ▶ Director Verrani also promised to replace broken Surface Go keyboards if inventoried & reported
 - ▶ Ms. Golub conducted an approximate inventory and found 40 keyboards that require replacing & an additional 50 keyboards that would be nice to replace
 - ▶ Mr. Barnes has requested additional keyboards from DCPS Central
 - ▶ Mr. Barnes: How many were requested vs. how many were in the shipment we just received?
 - ▶ Any further action needed?

Progress Report: Mitigating L-T's Device Shortage

- ▶ DCPS also promises to provide devices for PK-2nd grade on a 3:1 basis
- ▶ At our November meeting, next steps discussed included inventorying the K-2nd grade devices

Grade	HR Teacher	# Students	# Devices	Notes	Minimum # Devices they SHOULD have	Deficit
K	Johnson- Corbin	21	6		7	-1
K	Dautruche	19	7		7	
K	Moreno	20	5		7	-2
1	Currier	23	8		8	
1	Cooper	25	9		9	
1	Atchinson	28	8		10	-2
2	Monet	21	8		7	+1?
2	Bain	22	8		8	
2	Roman	22	10 4	<p>6 ipads 4 computers</p> <p>*The 14 was the number of devices for all of 2nd grade stored in my cart before we received any ipads from Mr. Barnes.</p>	8	+2?

- ▶ Follow up questions:
 - ▶ Is the 3:1 allocation across individual classes or the school population overall?
 - ▶ Do ECE classrooms have devices?
 - ▶ If ECE classes do not have devices intentionally, is a school permitted to claim & reallocate those devices?
 - ▶ How are CES classrooms allocated devices?

L-T Enrollment Projection: Students per Grade Principal Adjustment

25-26 Total Draft Enrollment Projections

School Name

Ludlow-Taylor ES

25-26 Draft Projection Total

500

Full Report | More ▾ 8 school-grade records

Grade to Use	SY21-22 Audited Enrollment	SY22-23 Audited Enrollment	SY23-24 Audited Enrollment	SY24-25 Reported Enrollment	DRAFT SY25-26 Enrollment Projection	SY25-26 Principal Projection Adjustment	25-26 After Principal Adjustment	Approved 25-26 Projection (pending)
PK3	43	44	48	44	45	19	64	0
PK4	53	56	62	58	58	20	78	0
K	65	63	71	64	63	1	64	0
1	65	68	66	76	68	1	69	0
2	59	59	67	67	74	-1	73	0
3	57	51	66	70	68	1	69	0
4	52	55	56	65	71	0	71	0
5	46	37	52	45	53	-1	52	0
TOT	440	433	488	489	500	40	540	0

Principal Rationale

These numbers seem incredibly low for us. We currently have 497 students total enrolled in ASPEN with more coming in-boundary. With an unstable leadership at a nearby charter school and fully lotteried DC school, we are enrolling more students. Our 1st grade is enrolled at 78 students and more coming. Therefore, the projection for 2nd grade needs to be increased.

We are also going through an addition project, where we are supposed to increase ECE classrooms to 4 each (PK3 and PK4). From the addition project, we are scheduled increase enrollment to 4 total PK3 and 4 total PK4 classes next year.

- ▶ Question for Principal Miller: Does this mean that you got clarification from DCPS Central that we were expecting 1 additional PK3 class & 1 additional PK4 class?
- ▶ Have you received any feedback from DCPS on your adjustments/do you expect there to be any sort of iterative process or will you just get a final result?

L-T Enrollment Projection: Multi-Lingual Learners Principal Adjustment

25-26 Multi-Lingual Learner Projections

Your school's draft 25-26 Multi-lingual learner enrollment projections are outlined below. Principals may propose an adjustment to a grade by editing the column named 'Adjustment'.

Multi-lingual learner projections are not additional students on top of your school's total enrollment projections - these students are already included in your school's total projection.

25-26 DRAFT ML Projection Total

11

Full Report | More ▼ 8 school-grade records

	Grade to Use	SY21-22 ML Enrollment	SY22-23 ML Enrollment	SY23-24 ML Enrollment	SY24-25 ML Reported Enrollment	DRAFT SY25-26 ML Projection	SY25-26 Principal ML Adjustment	25-26 After Principal ML Adjustment	Approved 25-26 ML Projection (pending)
	PK3	0	0	2	1	1		1	0
	PK4	1	0	0	2	1		1	0
	K	1	2	2	1	3		3	0
	1	1	2	2	1	3		3	0
	2	1	0	0	2	0	2	2	0
	3	3	1	2	1	0	2	2	0
	4	3	2	1	2	1	2	3	0
	5	0	2	2	2	2		2	0
TOT		10	9	11	12	11	6	17	0

Principal Rationale - ML Projection

We currently have 15 ML students enrolled at Ludlow. Therefore, this exceeds our current projections by at least 3 students. Therefore, with the increase in students over at least 2 consecutive years, we believe this number should be higher.

SY25-26 LSAT Feedback - ML

LSAT strongly supports Principal Miller's request in this regard. We currently have only a .5 ELL teacher and she already has 15 students (which is above a .5 caseload). Trends at the school and in the city make it likely this number increases further still. The individual projections also make very little sense. Why would we expect both 2nd graders already enrolled to leave the school before 3rd grade, for example?

L-T Enrollment Projection: Special Education & At-Risk Students Principal Adjustments

25-26 Special Education Projections

Your school's draft 25-26 Special Education enrollment projections are outlined below. Principals may propose an adjustment to a grade by editing the column named 'SPED Adjustment'. Special Education projections are not additional students on top of your total enrollment projections - these students are already included in your school's total projection. Email Rebecca.Goetz@k12.dc.gov with questions about SPED projections.

Please note: The Division of Specialized Instruction (DSI) has proposed opening new self-contained classrooms at several schools. Please click on the Pre-K & Special Education tab (top of this page) to review your classrooms. Your total enrollment projection includes students in existing SPED classrooms.

25-26 DRAFT SPED Projection Total

67

Full Report | More ▾ 8 school-grade records

Grade to Use	SY21-22 SPED Enrollment	SY22-23 SPED Enrollment	SY23-24 SPED Enrollment	SY24-25 Reported SPED Enrollment	DRAFT SY 25-26 SPED Projection	SY25-26 Principal SPED Adjustment	25-26 After Principal SPED Adjustment	Approved Adjustment SPED (pending)
PK3	0	4	5	1	1	6	7	0
PK4	4	2	5	9	4	6	10	0
K	9	7	5	8	12	1	13	0
1	10	8	8	6	9	2	11	0
2	14	9	9	6	6	2	8	0
3	7	6	8	12	9	1	10	0
4	9	6	8	12	16	1	17	0
5	4	7	4	5	10	4	14	0
TOT	57	49	52	59	67	23	90	0

Principal Rationale - Special Education Projection

This estimate woefully underrepresents our current special education enrollment. We currently have 62 students who receive SPED services, and our projection was 59 for the year. We currently 9 students in referral status. If only half of those students qualify (which is a low estimate), then we would have 67 students this year who receive services. As the year increases and students being identified, this number will likely increase to about 70n students. If we follow the logic: with at least 600 students next year, 70 students would be 11.66% of our receiving services. Our current percentage is 12.5% (62 students out of 497). This is why we increased the numbers to more accurately reflect current school and national trends of about 12-13% of students receiving services. In DC, the average is 16-17% of students, which the current projections do not reflect that average nor do they take the addition of 4 more classrooms into consideration. We have been underserved in sped services for the last few years and we cannot start the year with fewer service providers than student hours.

Our early stages seats for PK4 are 2 and PK3 is 4. Those should be reflected in our projections, not under estimated.

SY25-26 LSAT Feedback - SPED

The LSAT strongly support Principal Miller's requests for upwards adjustments to reflect the status quo and likely increase. DCPS has consistently underestimated this number for Ludlow-Taylor, which has left us short-staffed when money comes in too late to hire (which is where we are at present). The 1st and 2nd grade projections are especially off. LT loses few kids between K and 1st or 1st and 2nd, and this is also a common age for IEPs associated with reading difficulties. Based on these numbers, we would have to expect that the number of IEPs in the current cohorts will barely grow; that is exceptionally unlikely, especially with multiple kids in those cohorts in referral status already.

25-26 At-Risk Projections

Full Report | More ▾ 1 School

SY23-24 At-Risk Enrollment	24-25 At-Risk Enrollment	SY25-26 At-Risk Projection	SY25-26 At-Risk Projected %	25-26 At-Risk Principal Adjustment	25-26 After Principal At-Risk Adjustment
84	75	120	23.89%		120
TOT	84	75	23.89%	0	120

Principal Rationale: At Risk Projection

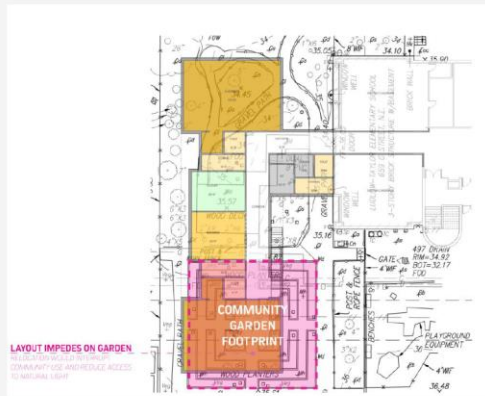
We do not want to change these projections.

LSAT Comment: At Risk Projection

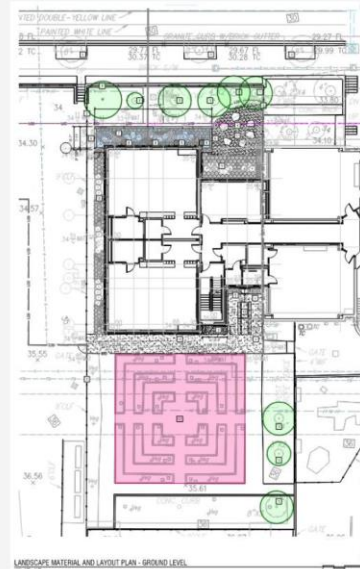
The LSAT agrees with Principal Miller.

Addition Project: Updates from the October FIT Committee Meeting

Design Overview



Previously Shared Footprint and Impact

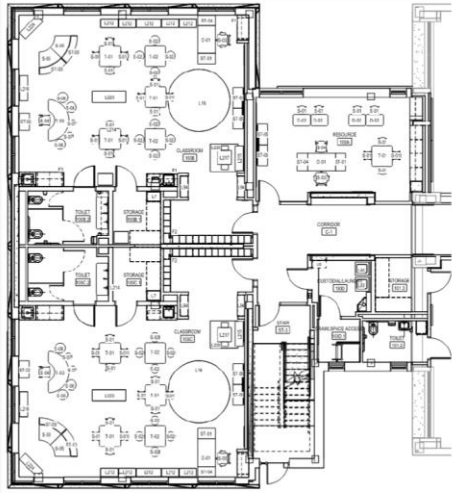


Updated Landscape Plan

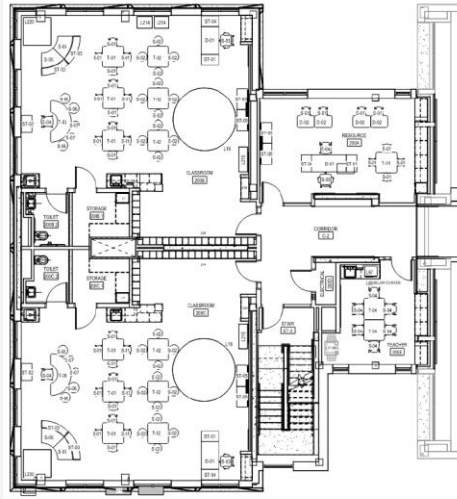
- ▶ Confirmed that vegetable garden is fully protected in its current location in the revised plan.
- ▶ Confirmed that they do intend to pull down the large tree behind L-T abutting 7th street and the field fence (now done). It appears no other trees will be affected.

Addition Project: Updates from the October FIT Committee Meeting

Design Overview



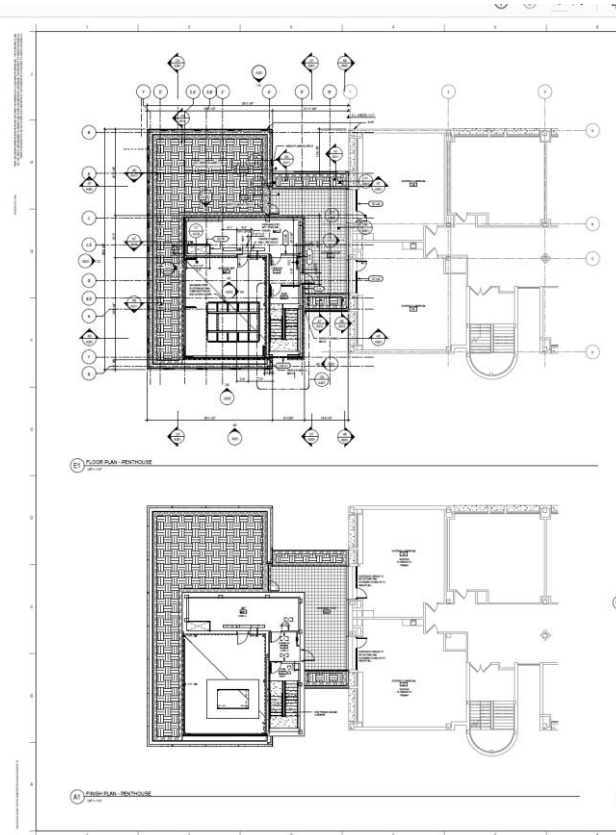
First Floor Plan



Second Floor Plan

District of Columbia Public Schools

1200 First Street



► Confirmed impacts on existing classrooms:

- Rooms 100 (Brown) & 101 (Blackstone): ~850 SF & ~830 SF respectively (not including ensuite restrooms or closets); no SF lost from current configuration and demolished Blackstone toilet & closet will be replaced as part of addition.
- Room 200 (Roman): ~745 SF → 660 SF to account for new corridor. FIT has concerns about classroom viability.
- Room 201 (Monet): ~875 → 790 SF to account for new corridor.
- 3rd floor classrooms unaffected, because no walk-through corridor on that floor.

Addition Project: Updates from the October FIT Committee Meeting

Construction Logistics Plan: Anticipated Schedule

Season	Construction Activity
Summer 2024	Begin site preparation and install drywall covering at classroom windows.
Fall 2024	Install temporary measures, begin sitework, and excavation. <ul style="list-style-type: none"> Erosion and Sediment Control (ESC) Site clearing Tree Protection
Winter 2024	Begin concrete foundation work and erect building structure. <ul style="list-style-type: none"> Site Excavation Foundation footings and slab on grade
Spring 2025	Start building envelope work, interior fit out & MEP installation.

Anticipated Meeting Structure: October 2024 to June 2025

Project Phase	Name of Meeting	Community Meeting or FIT	Date(s)
Construction Phase	Construction Overview	FIT Meeting	October 30, 2024
	FF&E/Interiors	FIT Meeting	TBD
	Construction Updates (as needed)	FIT Meeting	As needed; monthly webpage updates
	Back to School Update	FIT Meeting	TBD
	Additional Project Input (as needed)	FIT Meeting	As needed; optional

- ▶ December Update is up on DCPS' L-T Addition Project website and only real update is "Construction Status" being updated from 2%→5%. Next steps (permits, foundation) & completion date (July 15, 2015) remain virtually identical.
- ▶ Any additional questions for the FIT Committee or DCPS/feedback from the LSAT or L-T community?

Any Other Business & Questions



School Communications

- ▶ Background: A number of families have reached out to the LSAT to say that they still don't get DCPS' Blackboard-based communications (most recently, the 12/6 communication re: the PK3 student who eloped) and/or Principal Miller's Remind-based communications (most recently, the 12/11 communication re: indoor recess).
- ▶ The importance of these communications & the large number of families not receiving them was discussed – including with DCPS representatives – at Principal Miller's 2nd October Coffee Talk, but the community has received no updates since then.
- ▶ My understanding is that DCPS controls the Blackboard distribution system, but directs complaints to the school. I am not aware that any families have been added recently.
- ▶ My understanding is that Ludlow-Taylor controls the Remind distribution system and added families as recently as 12/3. I do not know how systematic these additions were.
- ▶ Questions for Principal Miller:
 - ▶ Can you tell us where efforts to add families to these two communications platforms are now?
 - ▶ Is there anything that the LSAT can do to help?

School Playground Access

- ▶ Background: Several parents requested that the LSAT discuss the status of the school playground during non-school hours vis-a-vis any open "investigation." Parents are particularly concerned whether the school intends to keep the playground "closed" during the upcoming two-week holiday break. There was also an issue raised regarding whether DPR rules require the field to be kept open even if the playground is closed.
- ▶ Questions for Principal Miller:
 - ▶ What is the current status of the playground? Of the field?
 - ▶ If either/both are closed, can you tell us whose decision that was and what the current justification is?
 - ▶ What are the roadblocks to reopening the playground ASAP?
 - ▶ What can the LSAT, PTO and/or L-T community do to ensure that the playground is open for the upcoming holiday break? Permanently?

Any other questions?

