



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

1250 Constitution Avenue NE, Washington, DC 20002 • (202) 698-3838 • mauryelementary.com/lSAT

Meeting Minutes

March 9, 2021, 4:00 pm via teleconference

School Leadership Present: Helena Payne Chauvenet, Taeneress Griffin

LSAT Members Present: VanNessa Duckett, Jean Kohanek, D'Ann Lettieri, Richard Parker, Becca Sanghvi, Abby Sparrow, Katie Spellacy, Stefany Thangavelu

LSAT Members Absent: Henri Cooper, Ross Kyle, Elizabeth Nelson, Angela Stover

Other Attendees: Lora Nunn, Elizabeth Corinth, Rachel Litchfield, Sandy Lawrence, Lisa Page

The meeting was called to order at 4:04 pm.

- 1. Minutes from Previous Meeting.** Minutes of the February 19, 2021 meeting were unanimously approved by a roll call vote.
- 2. Community Comments.** None.
- 3. Letter to DGS/DDOT re: playground, parking.** No update on timeline for playground; this impacts the school's ability to plan for use of outdoor space during summer learning acceleration, as well as next year. It would be nice to have a presentation to the community in some way on the playground update. Teacher parking is impacted by reduction of spaces and DDOT has not zoned the surrounding neighborhood in accordance with the 2018 "Daytime School Parking Zone" law. As there has been no communication from DGS, the LSAT plans to write two letters—one to DDOT regarding updating the parking zoning around the school; and another to DGS regarding playground, difficulty with tracking maintenance issues, and a recommendation to continue convening the SIT through the first year of a new school building (or until work is finished), so there is a way to inform and engage school communities, and address outstanding issues more efficiently.

4. **SY21–22 Budget Updates.** Maury requests were approved for reallocation of existing funds, including the conversion of a new custodial position to a teaching fellow/student teacher; the stimulus money included on the budget is slated to be used for summer programs.

Unfortunately, the request for a fourth teacher for Grade 3 was not approved. School leadership and the Grade 3 teaching team will discuss different options for classes next year; it is possible that the new teaching fellow/student teacher could be a support for Grade 3, and how best to do that would be dictated by the teaching model.

It was noted that perpetually large classes are hard for everyone and not ideal for learning or teaching. In recognition of the additional burden on teachers, administrative pay in teacher contracts is meant to address this, but has exceptions for conditions at schools (i.e. not enough classrooms). The interpretation of whether exceptions qualify for administrative pay and how it is allocated differs between WTU and DCPS, resulting in schools being left to navigate this issue. This issue was raised last year and was reported to the main LSAT office as an area that needs clarity, and should be raised again.

5. **Mid-Year Data.** Some persistent gaps remain, which we knew would happen given the difference in student learning environments, but there are celebrations as well. For ELA, we have seen growth, and also have some areas for focus. Becca Sanghvi shared data from the DIBELS assessment for K–2 learners that measures predictive reading success. Measuring from the beginning of year (BOY) to middle of year (MOY), every grade K–2 has seen declines in students that are far below grade level (red), which is significant as it shows movement to approaching grade level (yellow), which means students could be at grade level (green) by the end of the year. Both the BOY and MOY assessments were done prior to in-person learning.

In terms of phonemic awareness (recognizing letters and sounds in words) for K and Grade 1, results show that more students are well below grade level. It's not clear if this is entirely an effect of distance learning—there was a similar pattern for MOY last year, though not to the same extent. It is also only the second year of using the Heggerty curriculum, which may also be a factor.

For Grades 3–5, Ms. Sanghvi shared the reading inventory assessment, which assesses vocabulary and inferential comprehension, where students fill in important details of a story based on what they have read. At MOY, the data clearly show more kids are proficient/advanced, but importantly shows movement from below grade level to approaching grade level, which is a big win in any year, but particularly in distance learning. Teachers are honing their approach for individual students.

For Math, Ms. Griffin presented data from iReady (Grades 2–5). (Note: DCPS does not have district-wide assessments for math in K and Grade 1 and Maury is considering moving iReady to those grades for next year to better track student proficiency.)

Overall, BOY data showed 42% at or above grade level (green), with a significant jump to 63% at MOY, with many students moving into this tier from approaching grade level (yellow). While this is good news, there is not a lot of movement at Tier 3 (red), with 10% still at risk, at two or more grades below grade level.

The best news from this data is that we are not seeing evidence of a “COVID slide.” Last year’s MOY data showed 69% at Tier 1; while we are below that this year, it’s not a huge gap, especially considering the abrupt shift to distance learning. It’s a testament to our teachers, and to the parents who are playing a much larger role right now. We are happy to be close to target, as the 60% range is where we generally are at MOY.

We still have a persistent achievement gap, with students who are in Tier 3 remaining stagnant; a gap between special education students and their general education peers also remains. That said, there are students moving up within Tier 3; for example, from three grade levels below to two—which is a year’s worth of growth—but not enough to change tiers.

- 6. Reopening Committee Updates.** The Reopening Committee met on March 1; there was renewed interest in reopening, and so the committee has added some parents and staff. It is a large group with different opinions, so while not unanimous, the committee is working toward what is possible (given the constraints of COVID regulations and cohort size) for Term 4 and beyond.

Principal PC stated that nothing that happens in Term 4 can disrupt our overall current structure per DCPS, we can’t change homerooms on a large scale, etc. For example, bringing another cohort of 11 students in-person means unacceptably large virtual classes. Additional CARES classrooms might be a possibility, but they are dependent on staff availability and may not happen right at the start of Term 4. That is why we are looking at smaller opportunities for students to be in-person with peers, because that does matter. Unfortunately, we do not have the capacity to double our class sizes; it will not be a full scale reopening.

The priority for the committee will be planning summer learning options, and making sure we have a clear, prioritized plan for next year. The goal for fall 2021 is that anyone who wants an in-person seat will have one in some capacity. We don’t know what the limitations around class size and social distancing may be, if any, so it’s a challenge to plan, as we have seen over and over this year as conditions changed. There are a lot of moving parts, particularly with staffing, that need to be planned for and addressed (for

example, if all staff are compelled to come back there may still be ADA qualifications, etc.) because staff are what we need to make it work. There is a lot that goes along with pandemic learning, teaching, and school life—it's complicated, and we have to get it right, because kids are at the center and need to be safe.

7. New Business. There was no new business.

The meeting was adjourned at approximately 5:36 pm.

The next LSAT meeting will be held Tuesday, April 6, 2021 at 4:00 pm via teleconference.

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: Grade Report Level: School Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: District of Columbia School: Maury ES	School Year: 2020-2021 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels

Grade	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
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Maury ES

Current as of 03/12/2021

Grade	Population	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Grade K	20-21 BOY	16(22%)	16(22%)	17(23%)	24(33%)	73
	20-21 MOY	13(19%)	15(21%)	23(33%)	19(27%)	70
Grade 1	20-21 BOY	28(34%)	15(19%)	24(30%)	14(17%)	81
	20-21 MOY	23(29%)	11(14%)	25(32%)	20(25%)	79
Grade 2	20-21 BOY	18(24%)	10(13%)	28(38%)	19(25%)	75
	20-21 MOY	13(18%)	16(22%)	26(34%)	19(26%)	74

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: Grade Report Level: School Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: District of Columbia School: Maury ES	School Year: 2020-2021 Period: All Periods	Measure: Phonemic Awareness (PSF) Performance Measurement: Levels Level Filter: All Levels
Grade	■ Well Below Benc... ■ Below Benchmark ■ At Benchmark ▨ Tested Out ■ Above Benchmark		Total Students
↳ Maury ES Current as of 03/12/2021			
Grade K			
Grade K	20-21 BOY	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 100%; height: 15px; background: linear-gradient(to right, red 8%, yellow 27%, green 40%, blue 25%);"></div> 73 </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 5px;"> 6(8%) 20(27%) 29(40%) 18(25%) </div>	
	20-21 MOY	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 100%; height: 15px; background: linear-gradient(to right, red 60%, yellow 19%, green 21%);"></div> 70 </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 5px;"> 42(60%) 13(19%) 15(21%) </div>	
Grade 1			
Grade 1	20-21 BOY	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 100%; height: 15px; background: linear-gradient(to right, red 45%, yellow 44%, green 11%);"></div> 81 </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 5px;"> 36(45%) 36(44%) 9(11%) </div>	
	20-21 MOY	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 100%; height: 15px; background: linear-gradient(to right, red 52%, yellow 23%, green 10%, green 14%, blue 1%);"></div> 79 </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 5px;"> 41(52%) 18(23%) 8(10%) 11(14%) 1(1%) </div>	



Proficiency Growth Report

SCHOOL: MAURY ES



Time Period: 08/31/20 – 06/24/21

Total Reading Inventory Students: 224

Maury ES (224 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	75	33%	97	43%
Proficient	69	31%	64	29%
Basic	31	14%	29	13%
Below Basic	49	22%	34	15%

Grade PK (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade K (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

USING THE DATA	
<p>Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.</p>	<p>Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize The Reading Inventory performance.</p>



Proficiency Growth Report (Page 2)

SCHOOL: MAURY ES



Time Period: 08/31/20 – 06/24/21

Grade 1 (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade 2 (71 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	19	27%	28	39%
Proficient	21	30%	18	25%
Basic	12	17%	17	24%
Below Basic	19	27%	8	11%

Grade 3 (55 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	13	24%	19	35%
Proficient	22	40%	20	36%
Basic	8	15%	5	9%
Below Basic	12	22%	11	20%

Grade 4 (56 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	20	36%	23	41%
Proficient	20	36%	23	41%
Basic	7	13%	4	7%
Below Basic	9	16%	6	11%



PROGRESS
MONITORING

Proficiency Growth Report (Page 3)

SCHOOL: MAURY ES



Time Period: 08/31/20 – 06/24/21

Grade 5 (42 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	23	55%	27	64%
Proficient	6	14%	3	7%
Basic	4	10%	3	7%
Below Basic	9	21%	9	21%



Maury MOY Math Data Review

SY20-21

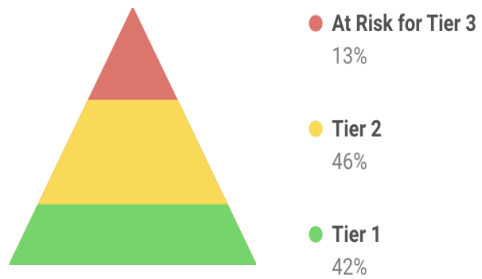
LSAT Meeting

3-9-2021

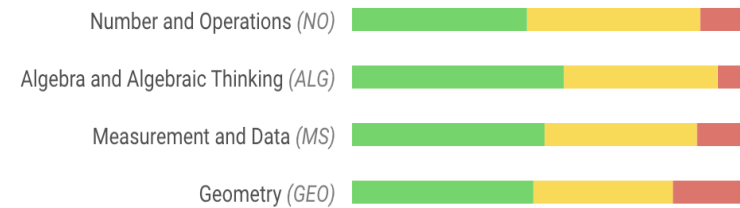
BOY i-Ready Data

Students Assessed/Total: **248/403**

Overall Placement



Placement By Domain



Grade Level Breakdown

Grade 2	41%	52%	7%	75/75
Grade 3	40%	43%	17%	63/64
Grade 4	46%	44%	10%	63/64
Grade 5	36%	43%	20%	44/45

MOY i-Ready Data

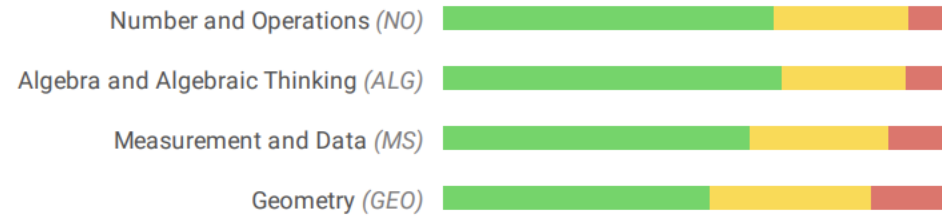
Students Assessed/Total: **256/403**

Overall Placement

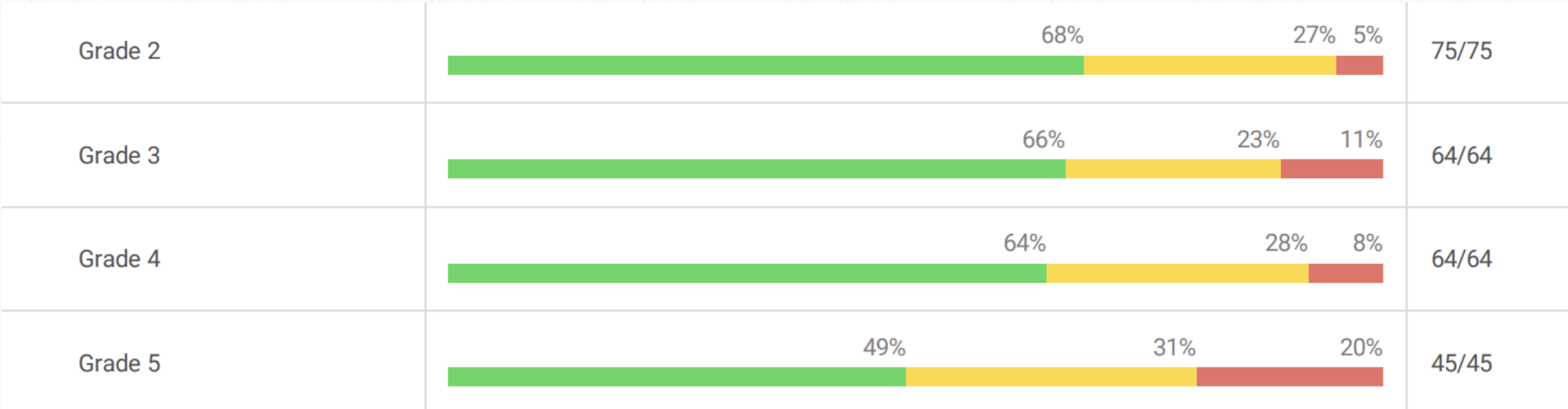


- **At Risk for Tier 3**
10%
- **Tier 2**
27%
- **Tier 1**
63%

Placement By Domain



MOY Grade Level Breakdown



What can we celebrate?

- Overall 21% gain from BOY-MOY
- Many students moved from one grade level below to on grade level
- Data shows little evidence of Covid slide
 - Pre-pandemic MOY SY 20-21
 - On/Above- 69%
 - 1 Below- 24%
 - 2+ Below- 6%

*About 60% or in that range is typical for MOY based on past 2 yrs data

Areas of Growth

- Persistent achievement gap- students behind are falling further behind or not making sufficient growth
- Most students 2 or more grade levels below have remained stagnant
- Persistent achievement gap with Special education students/ ELL