



MAURY ELEMENTARY SCHOOL LOCAL SCHOOL ADVISORY TEAM

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

Meeting Minutes

Tuesday, October 11, 2022, 4:00 pm via remote teleconference

School Leadership Present: Principal Helena Payne Chauvenet; Assistant Principal Andrew Lardell, Business/Operations Manager Patrick Koontz

LSAT Members Present: Amy Daniels, Richard Parker, Ashley Quarcoo, Darchiniquia Smith, Amy Toner, Maria Cali, Emily Patterson, Rebecca Sanghvi, Rachel Schwartz, Abby Sparrow, Angela Stover, and Elizabeth Nelson.

LSAT Members Absent: VanNessa Duckett, Shavanna Miller

The meeting was called to order at 4:01 pm (EST).

1. **Previous Meeting Minutes.** Minutes of the September 13, 2022 LSAT meeting were unanimously approved by roll call vote. The motion to adopt was put forward by Amy Daniels and seconded by Emily Paterson.
2. **Community Comments.** There were no community comments.
3. **LSAT Focus Topics.**
 - **Budget [Preview of enrollment project timeline and budget timeline]:** Principal Payne Chauvenet shared that enrollment auditing season has begun. After all families enroll, DCPS begins to verify how many enrollees actually attend. The official “Count Day,” during which DCPS collects in-seat attendance data, occurred Wednesday of last week as the audit season kick-off. Next comes residency verification of attendees. Based on counts, the first part of budget season for next school year begins by projecting out-year enrollment. Later in the school year, at some point in the winter, there will be a final set of numbers that kicks off the budget allocation. The latter is typically not made available to the school until late February – after which staffing, operational funds, and so on, discussions ensue. LSAT will be kept apprised of projections.

Questions for Principal Payne Chauvenet:

Q: When is auditing?

A: It's a season that continues through November. Count day is the start of that process.

Q: When was count day?

A: Wednesday, October 5th. It used to be more of a physical process with actual visitation to the school. But now that attendance is taken electronically, DCPS just looks at the records for that day without a school visit. Principal Payne Chauvenet noted that Maury is averaging 95% or higher for attendance.

An LSAT member noted that DCPS Count Day this year occurred on Yom Kippur, which likely had a significant impact on attendance at some schools and certainly impacted the count to some degree at Maury. Principal Payne Chauvenet noted she would document this in her correspondence with DCPS.

- **Comprehensive School Plan [Beginning-of-Year (BOY) data overview]:** English Language Arts (ELA) and Math presentations were made on beginning-of-year assessment data results across Maury's grades:

English Language Arts: Beginning-of-year (BOY) ELA data was presented by Rebecca Sanghvi as the ELA support resource for Maury teachers. At this point in the school year, Maury staff are actively monitoring toward achievement of ELA goals based on BOY assessments. ELA Data Presentation: [BOY ELA Data 2022-LSAT.pptx](#).

The Maury team has been analyzing BOY data in various ways:

- K-2nd grades are assessed via DIBELS for early literacy skills. It predicts who is set up well for learning to read and who might be predicted to struggle. It encompasses assessment of phonemic awareness, decoding skills, sight word knowledge, and passage reading in the later grades.
- 1st-2nd grades are assessed via Text Reading and Comprehension (TRC). Students read a book and are assessed on accuracy and comprehension.
- 2nd-5th grades are assessed via Reading Inventory (RI), which is the only computer-based assessment used with these grades. Students read a passage, have to fill in blanks, answer multiple choice questions about the passage. RI assesses vocabulary and passage comprehension. The result is in the form of a Lexile level.
- 2nd-5th: Fountas and Pinnell – leveled reading, decoding, and comprehension.

- Graph 1 - This school year BOY vs. last school year BOY. Overall the DIBELS results show that the number of kids entering the year “well below” grade level shrunk in grades K through 2nd. This was an especially huge celebration point for grade 2. Note that 81% of grade 2 is above grade level at BOY.
- Graph 2 - This year vs. last year TRC BOY data showed that, overall, 46% of students are above grade level in grade 1.
- Graph 3 - This year vs last year BOY phonemic awareness. Phonemic awareness is the ability to hear and manipulate sounds. This is important because it is demonstrated to be the single greatest predictor of reading success. BOY data indicate phonemic awareness is as high as it’s ever been for Maury and this is a huge celebration point for post-COVID students. 54% are at a level above what we would expect. Only 10 students are well below grade level. First grade exhibited a similar trend.
- Graph 4 - Performance gaps exist and represent an area for growth. Grade 2 is highest in the school for on and above grade level. Yet disparities exist among certain demographics—namely, black and special education students. These disparities have held over time and these data show that we need to dig into subsets in analyzing assessment results carefully lest important groups and trends get hidden within globally successful results school-wide.
- Fountas & Pinnell – This system assigns lettered reading levels. For 3rd grade, 82% of students are on or above grade level. For 2nd grade, 68% on or above grade level. For 1st grade, 59% on or above grade level. These numbers are not far from what we have seen in the past. Half of students who were below grade level in 4th and 5th were new to Maury this year.
- Reading Inventory – 3rd and 4th grades are oddly similar. In 5th grade about a quarter still below but 42% (much more than younger grades) advanced in their Reading Inventory results.
- Q: Do you have any insight into what’s driving the trend line down over time?
A: In 3rd grade we saw a huge jump in reading. The ELA resource teacher noted that the reading assessments DCPS enables staff to use get better (more useful) for assessing comprehension as the grades progress. One observation made from carefully analyzing the data is that a disproportionate number of students currently below grade level for ELA BOY are new to Maury. They did not receive their reading foundations/preparation at Maury.

Math: Math BOY Data (Assistant Principal Andrew Lardell)

Presentation slide deck: [BOY Math 22-23.pptx](#)

For math, a single assessment is used to track progress toward school-wide student math goals. That assessment is called the iReady and it is deployed at the beginning, middle and end of the school year. BOY iReady assessments were completed in the first weeks of school. The mid-year iReady assessment will occur in or around the second week of January.

- Geometry is the weakest sub-component of math performance. This component had the greatest number of students who are two to three grade levels behind. For three of the five grade levels, geometry is taught after PARCC testing occurs in the spring. The quality/focus of instruction diminishes and students are less focused on learning by that point. In response to this data, teachers are working to integrate geometry instruction across the year, rather than covering it as a discrete unit at the end of the year. Improved by 2%. Last year 12% of students in red and we are still there (in the below grade level).
- Grade level data: K all the way to 5th grade, the red (meaning those students two to three grade levels below) increases with each year of schooling. In response, in 5th grade more focus is being placed on small group work in an effort to close those empirical gaps and the downward trend as grade levels increase. The 5th-grade math teacher is working with the special education math teacher as well. In terms of explaining this trend, Assistant Principal Lardell noted that there are 46 5th-grade students. This cohort started with Singapore Math curriculum and along the way switched to Eureka Math. This may play some role. Also, a big component of the red data on the graph is composed of poor results in the geometry sub-component, as previously noted. Finally, some of the new students to Maury are in the red group. So similar to the observation for ELA, these students did not receive their earlier foundational math instruction at Maury.

- Q: How are teachers addressing this result of a widening achievement gap that increases with grade level?

A: Math intervention groups are being pulled together based on BOY iReady data. Tutoring for students who are multiple grade levels below will be provided after school. Teachers have small groups in classroom tailored to skills students might need extra practice on. Also, FEV online tutoring will be used. The bumps encountered last year with FEV tutoring have been through a troubleshooting process that will hopefully show them to be resolved this academic year. Teachers may also look into in-person tutoring.

- Q: Do we have a demographic breakdown for iReady results?

A: Assistant Principal Lardell says the iReady data system doesn't provide that but there is another way he can get that level of disaggregated data. He will share that once it is available. Principal Payne Chauvenet said that the same disparities noted for ELA BOY data for black students and students with disabilities also hold for math (iReady) results. Maury staff and leadership are working with consultants to troubleshoot the root causes, such as improving inclusive approaches and trying to be creative and find and employ strategies that work to address these disparities. Maury was on a good trajectory in moving toward lessening this achievement gap before the pandemic. But COVID, in fact, widened the gap and is a real set back in progress. Assistant Principal Lardell also mentioned that FEV tutoring is an option that Maury is deploying. More information about this will be shared in the Principal's weekly newsletter being sent out later today.

4. **Discussion on (1) Vision/mission of the school for this academic year and (2) Vision, priorities, and strategy for following two to three academic years:** This discussion will be forwarded to the agenda for the next LSAT meeting. The LSAT Chair noted that in the coming months, and starting with the next LSAT meeting, it will be important to discuss the vision for Maury for the upcoming years. Those discussions need to take into account the rapid and sizable growth in student enrollment at Maury over the past three years, and consider future enrollment growth projections. Consideration should also be given to the different experiences and expectations the various cohorts have had at the school from pre- to post-pandemic. The Chair emphasized we have a chance to have open discussions for a broader, long-term vision now that the pandemic is, hopefully, largely behind us.

5. Community Questions and Comments:

A community comment was made about how important it is to seek broader input on school direction, especially with regard to defining experiences that have always been a part of “the Maury experience.” The fact that the current 4th-grade cohort cannot participate in ski club this year is disappointing and came as a surprise without input or discussion from the community. Similarly, it seems that 5th-grade cohort will not go to Space Camp this year, and that tradition was also retired without input from the broader Maury parent community.

6. New Business.

The next LSAT meeting is scheduled for Tuesday, November 8th. That is also Election Day and DCPS students and teachers have that day off. LSAT members discussed alternatives and voted to hold the next LSAT meeting on Wednesday, November 9, 2022, at 4pm, virtually.

7. Adjournment.

The meeting was adjourned at 5:01 pm.

The next LSAT meeting will be held at 4 pm, on Wednesday, November 9, 2022, via Teams.