

Washington Yu Ying BOT Meeting Minutes (FINAL)

December 14, 2021 6:30-8:30

Virtual (Zoom)

BOT Members: Liza Douglas, Marcus Hurley, Amy Lee, Rob Anderson, Jose Sousa, Jevon Walton, Kelly Yee, Darren Riley, Wendy Rueda, Lemar White, Abi Sze-Levine, Michelle Stuntz, Paige Hoffman, Maquita Alexander (Staff)

BOT Attendees: Rob Anderson, Liza Douglas, Paige Hoffman, Marcus Hurley, Amy Lee, Darren Riley, Wendy Rueda, Jose Sousa, Michelle Stuntz, Jevon Walton, Lemar White, Kelly Yee

Guests Present: Melissa Volpe, David Wu, Amy Quinn

Members of Public On Call: Andrew Shields, Paul Fraioli

Absent (with notes):

Absent (without notes): Abigail Sze Levine

The meeting was called to order by Kelly Yee at 6:31 p.m. EST.

1. Overview of the (public) agenda
2. Consent Agenda: *Jevon Walton raised a motion to approve the consent agenda for the meeting; the motion was seconded by Darren Walton and unanimously approved by all members present.*
 - November Draft Minutes (board vote)
3. Committee Updates:
 - Finance Committee Update
 - Amy Lee provided the Finance Committee Update to the Board of Trustees. The school financial performance is on track for the past 4 months with net loss of 22K; this is 85K better than budgeted. The key changes from last month include the loan cost following the September bond refinancing, the higher health insurance costs, and lower earned fees due to low REEF collections. Amy let the board know that David Wu, COO, is speaking with an insurance broker to figure out how we can manage the increase in costs. Michelle Stuntz volunteered to provide feedback on the approach for negotiating brokerage for benefits
 - Governance Committee Update.
 - Darren Riley provided the Governance Committee Update for the board. The goal for this year is to recruit 1 new Board Member as we will have 1 Board Member transitioning off. In SY22-23, we will have another Board Member transitioning off, and will want to recruit 3 total Board Members that year. This will bring our numbers to 15 (maximum per **bylaws**), but

will allow us to be prepared for SY24-25, when we will have 6 Board Members leaving. The Governance Committee shared the working document they are using to recruit potential candidates and identify the skills they are able to bring to the table.

Board Members discussed whether or not we could consider increasing the number of Board Members now. Darren clarified that we are not able to recruit any additional members at this point in time because it will put us above 15. The Board decided to revisit requesting a trustee to term early at a later date to decrease the amount of turnover in SY24-25.

The Governance Committee also shared that they want to maintain the broad scope of skill sets that we currently have. We will continue to reflect on the skill sets the member who is terming off has to help us think about recruitment and to ensure there are no skill gaps.

The Governance Committee is also confirming the number of DC Board Members that are needed.

- Other

- 4. Public Comments:** This is the time for attendees to make comments that are not related to agenda items below. Additionally, attendees can make a comment on the agenda item below if they cannot wait until the item is raised under the regular agenda. If necessary, attendees will be limited to 3 minutes of public comment. Trustees will take the public comment into consideration but they will not answer questions directly at this meeting unless the topic raised is included in the agenda item below.

5. Regular Agenda Items:

A. Introduction of new staff - Maquita Alexander

Maquita Alexander introduced two new leadership staff members - David Wu, Chief Operating Officer and Melissa Volpe, Chief of Staff. David and Melissa provided an overview of their background and qualifications, and shared highlights of their work at WYY thus far. With these hires, WYY is now fully staffed at the leadership level.

- Comments from the public: Andrew Shields shared a welcome to the new staff in the chat.
- Discussion and feedback from trustees: Kelly noted that the Board should meet with Melissa and discuss how to maximize the impact of the Chief of Staff role as it is new to the school.

B. Educational update - Amy Quinn , Director of Teaching and Learning, Founder, former Prek-4 teacher, parent of WYY alum

Amy Quinn provided the Board with an overview of student achievement in Fall 2021. WYY is committed to thinking about the past year of schooling for students using a strength based approach vs. a deficit approach - in practice, this means thinking about what has been learned or gained as opposed to what was lost. The school refers to this as “interrupted learning” as opposed to “learning loss” - and thinks about how to bridge where we are and where we want students to be. While students experienced the loss of access to friends and school community, routine and consistency, stable learning environments and family economic security, they also gained flexibility, resilience, creativity, and tech skills.

Yu Ying is taking a phased approach to responding to Interrupted Learning. In SY2020-21, the priority was on developing skills to cope with interrupted learning - this meant a significant focus on SEL, which is the basis of ensuring students have a strong learning environment. Data from SY2020-21 told the school that going into Fall 2021, they would need to manage and build student motivation for the chinese immersion approach - particularly oral language. Looking ahead to Spring 2022, the school is going to focus on strengthening academic achievement by continuing targeted interventions.

Grounded in Equity, the school has the following instructional pillars for SY21-22:

- Chinese Immersion - Motivation and Oral Language Opportunities
- Learning Environment - Physical and Cognitive
- Social Emotional Learning - Belonging and Relationships

The school uses a number of data points/assessments to support the pillars: English reading (literably for 1-5), NWEA MAP Reading, NWEA MAP Math, STAMP 4se, SEL assessment (new for SY21-22) and in class assessments for all subjects and SEL.

The school is comparing data to SY18-19 because it is the last full school year where students experienced predominantly in person instruction.

An analysis of MAP Reading for Fall 2021 showed that 75% of students overall scored in the average or above average range, while 25% of students overall scored below average on the assessment. In comparison to SY18-19 data, Black or African American students experienced a significant decrease in Reading (from 56.6% to 47.2%). Asian and Hispanic students experienced notable increases - from 73.2% to 79.2% and 31.3% to 55.0% respectively. At Risk students also experienced a decrease in reading proficiency, from 22.2% to 18.6%.

An analysis of Fall English Reading Levels showed that in some grade levels, grades 1, 3 and 5, there are more students on or above reading grade level in comparison to SY18-19. In Grades 2 and 4, where there was a decrease in grade level reading, the difference was not significant from SY18-19. The school attributes the difference to a couple of factors, in SY21-22 YY had a longer testing window for administering the running record to give more time for students to

receive SEL instruction and support. The school has also seen teachers use data from the assessments more consistently and efficiently.

Trustees asked for clarification on how YY is thinking about cohort progress. Amy shared that they are looking at the percent of students on and above grade level, not the cohort, but the grade level, and what percent is entering on grade level in SY '21-22. They will do a full cohort comparison in January 2022 and students will retake all of the assessments. An initial analysis of the cohort trends shows trends similar to previous years - where some cohorts score higher than others.

Another question was raised on whether students spending first grade at home or in hybrid, had an impact on the decrease in grade level proficiency. Amy shared that new research coming out emphasizes that we have not fully considered the SEL trauma and interrupted learning that younger students experienced - the reality is that there has been more of an impact on younger students in SEL and cognitively.

An analysis of MAP Math Fall shows that 77% of K-5 students scored average or above average; 23% scored in the below average range. While there were decreases in grades 1, 2, and 4, the school is paying acute attention to the decrease that students with disabilities experienced. Looking at the MAP National scores shows that while WYY students are below SY18-19 numbers, they continue to score above the national baseline.

Additionally, an analysis of student STAMP data shows that 37.7% of 5th graders are where we want them to be with chinese immersion - this is better than where we anticipated and validates the importance of the staffing investments the school made in this area.

Amy shared that an area of concern and focus for the school continues to be attendance. The school Family Liaison is working with at-risk families to figure out reasons for low attendance and weekly attendance meetings are occurring at the school to ensure staff better understand the data about who is out, why, and what can be done to quickly follow up and address any needs. There was a question raised about what could be driving the low attendance for students in Wards 7 and 8 - and what connection it could have to the 80/20 rule (e.g., is it tardiness vs. a true absence).

The Board requested to continue to be kept abreast of attendance trends through regular reports - particularly given the focus and importance of supporting At Risk students. As we increase the number of students identified as At Risk, we want to make sure that we are doing all we can to support students and their families.

Yu Ying is bridging the gap through intervention that is process oriented - once a student is identified as needing additional supports, the teachers identify the appropriate support, monitor the data closely, and exit them from the support/intervention once the goal has been achieved. However, once a student has been exited, YY continues to track their progress to ensure their success in the classroom.

All Intervention Support is grounded in prioritizing social emotional needs to support academic growth. Intervention Supports fall into 4 buckets:

- Chinese speaking and nurturing student liaison for lower grades
- Social worker and School Counselor - taking bigger caseloads and younger students.
Offering more in class lessons
- Art Therapy Intern - working with individuals and small groups
- 2 Specials - Integrated Arts and Humanities focus on SEL

Currently, 33.5% of grade 1-5 students are receiving extra support through intervention in 2021 vs. 25% of grade 1-5 students who received extra support through intervention in 2019.

Currently, Kindergarten and First Grade follow a 75/25 model for English and Chinese literacy skills. Teachers serve as interventionists in other K, G1, and G2 classrooms.

- Comments from the public
- Discussion and feedback from trustees

Darren raised a motion at 7:47p.m. to move to a closed session, the motion was seconded by Michelle and unanimously approved by all attendees.

The WYY Board meeting was adjourned by Kelly Yee at 8:27 p.m. EST.

Note: This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at opengovoffice@dc.gov.