

Hearst LSAT Meeting

Thursday, March 19, 2026

Administration/DCPS: Andral Hills (principal), Larin Rottman (assistant principal)

Teacher/staff representatives: Dawn Gray (co-chair), Skyelar Haith, Latoya Hutchins, Jonyce Cole, Timothy Leonard

Parent representatives: Julia Krahe (co-chair), Andrew Paciorek (secretary), Sara Rastegar (PTA co-president), Darria Turner, Bre Heslin

Observers: None

Middle of year (MOY) assessment data

- Dibels K-2 MOY 78% on/mid/above grade level, vs 63% at the beginning of the year (BOY)
 - Black and multilingual (ML) students: 20% MOY vs 7% BOY
 - Black + ML scores are notably lower than in past years, but it's an apples-to-oranges comparison, because prior years only included Black students
- iReady Reading K-5: 77% MOY on/mid/above grade level, vs 59% BOY
- Question about how to think about BOY vs MOY vs EOY comparisons: Does the bar rise over the course of the year?
 - Answer: Yes. Not guaranteed that someone who is on/mid/above at MOY will be at the end of the year
- iReady Reading 3-5: 69% BOY on/mid above -> 77% MOY
- Julia: There seems to have been less of a summer slide than in past years. (That is, the decline from 2024-2025 EOY to 2025-2026 BOY is smaller.)
 - General discussion: Not clear why. Teachers may be providing guidance for summer at the end of the year.
 - Julia: Students may be using iReady over the summer
 - AP Rottman: More generally, there has been more iReady use over the course of the year
 - Julia: Something's working!
 - Skyelar: Teachers are working to identify priority students at the end of the year and making connections to next year's teachers
 - AP Rottman: Teachers' LEAP (90 minutes of development and planning per week) is now more consistent
- Black + ML iReady Reading: 20% on/mid/above MOY vs 7% BOY
- Andrew: Why do the stats now combine Black and ML students?
 - Answer: Hearst has an increasing population of ML students. Setting a combined goal for Black and ML students, who historically have lower scores, avoids having too many goals, while still focusing on success of
 - sub-groups.
- iReady Math K-5: 40% on/mid/above -> 67.5% MOY
- 2025-2026 focus areas

- Connected to School
- Prepared for what's next
- Succeeding academically
- Strong sense of belonging

Fall Panorama Survey

- Goal: Sense of belonging 60% -> 66% relative to last year
- Goal: Sense of safety 72% -> 78%
- In-seat attendance 92%
- Chronic absenteeism year to date = 9% (vs 12.5% last year)
- Waiting on spring Panorama survey results

Third Grade organization

- Question: Any evidence on three-class shuffle approach from third grade? (Three teachers each teaching a different subject, requiring more frequent switching of children across classrooms.)
- Answer: It has been a challenge in that grade
 - Some academic foundational gaps coming out of 2nd grade
 - Need to reconsider whether 3rd grade is the best place for a transition to team teaching
- AP Rottman: That cohort is performing similarly to where they were last year. But it has been a harder transition to 3rd grade for this group compared with other groups in the past
- Bre reported on feedback she has gotten from third-grade teachers:
 - They are losing ~5 minutes to each transition, which adds up over time.
 - They don't feel as connected to the students, since they get only a short time each day with each of the ~75 kids. Is age 8 the right age to start to sever those connections?
- Discussion: Different local schools approach it differently, some don't switch until 4th grade.
 - Team model is more of a challenge as school grows and has more grades with three classes
- Bre: Does having a team vs a single-class model affect professional development for teachers?
 - AP Rottman: DCPS offers both, depending on the model
- Bre: What about 4th grade transition for next year?
- Hills: The primary alternative is to have one self-contained class and two classes that switch across teachers, but that has not worked well in the past at Hearst
- Dawn: But we've only done it once, so maybe that shouldn't be a precedent. Some students may do better with just a single teacher.
- Darria: Given that third grade is a big transition year academically, perhaps better to start classroom transitions in 4th

Schoolwide enrichment experience via assemblies

- New PTA budget line item for 2026-2027 to bring in external assembly presenters
- How should we spend the money? What kind of assemblies?
- Parents may have ideas for themes
- Big lift for the school to organize these activities
- Could do a joint parent/teacher committee
- Dr. Leonard: Get the kids involved and use that as a guide. Grade bands can take the lead on individual events.
- Perhaps employ the student council?

Enrollment

- Get the word out: Enrollment opens 3/27. The earlier that parents re-enroll, the better.
- Hearst needs to hit its enrollment number for 2026-2027 to avoid losing funding for 2027-2028, so Mrs. Cole needs to know who's returning in order to figure out whether to open the waitlist in some grades.
- Not currently on track to hit enrollment target from DCPS of 395 students
- Agreement to work through PTA, especially room parents, to encourage parents to re-enroll early
- Enrollment incentives! Popcorn party, swag, etc.
 - Principal Hills has a slushy machine
- Bre: Try an enrollment push with private pre-K providers

Playground maintenance issues

- Nothing has been done, despite outreach to DPR.
- DPR has not done anything with various tickets for playground repairs
- Friends of Hearst Park has the authority to make or contract for repairs, and the PTA might have funding, but someone needs to take the lead on figuring out what to order or who to hire.
- Discussion of elevating the issues with CM Fruman's office again. They were looped into discussions with DPR but did not actively engage.

Process around injuries during the school day

- Sara: Some parents reported that their child was injured early in the day and that they didn't find out until later in the day. She asked what's required of Hearst teachers and administrators when this happens.
- AP Rottman: In an emergency, parents get called right away by the nurse or by admin, often AP Rottman herself.
 - Any kind of head injury triggers a call, e.g.
 - But not minor injuries (a hangnail, papercut, etc.)
- More minor injuries might get communicated via teachers at the end of the day
- One possibility is that students may be injured but don't inform staff
- General agreement that it would be good to communicate the notification policy, to make clear that the school is hearing the concern

- Shari/Sara to encourage individual parents to reach out to administration to discuss specific instances.

Planning for next school year

- Potential grade configurations are unclear at this point, until we know enrollment
 - No clear data until enrollment closes in May
 - All staff can wait until end of March to communicate about their intent to return
- General agreement to encourage Hearst community to re-enroll before spring break
- The LSAT also agreed that good communication with the community is required in the event there are significant changes in school programming or organization for 2026-2027 (approach to inner core, number of classes per grade, etc.)

Next meeting

- Plan is to meet Thursday, April 23 at 4 pm