

Hearst LSAT Meeting

Thursday, June 11, 2026

Administration/DCPS: Andral Hills (principal), Larin Rottman (assistant principal), Andria Caruthers (instructional superintendent), Trianna Downing

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

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

Observers: Mia Olsen, Katie Chowdhury, R. George, Sara Cherkis

Welcome elected SY26-27 LSAT members

- New: Takiyah Thompson (teacher rep.), Sem Anthony (parent rep.), Glenn Stanley (PTA co-president)
- Continuing: Jonyce Cole (staff rep.) Dawn Gray (teacher rep.), Skyelar Haith (teacher rep.), Latoya Hutchins(teacher rep.), Beth Prince (WTU rep.), Bre Heslin (parent rep.), Andrew Paciorek (parent rep.), Sara Rastegar (PTA co-president), Shari Rose (parent rep.)
- Departing: Timothy Leonard, Julia Krahe, Darria Turner (as elected parent rep.)

Community member vote for SY26-27

- The SY26-27 LSAT voted unanimously to designate Darria Turner as community LSAT member for the coming year. Hearst has historically used the community slot to ensure representation for parents with CES students.

Update from IS Caruthers

- Discussion of communications from LSAT members and community members
 - IS Caruthers noted that this is the first year with Principal Hills. She has had the opportunity to hear from parents, community, and staff members, including a letter regarding Principal Hills that was sent last month by Julia Krahe and a number of former community leaders
 - She will have additional touchpoints and follow-ups next week. All communications have been taken as a matter of importance
 - For some personnel matters, next steps/follow-up will not be shared with the community
 - DCPS policies and processes are being followed, and she has shared information with her supervisors
 - Community members with questions can reach out to her directly
 - She expressed a desire to keep whole a community that is greatly cherished
- A lot that has taken place over the last year, and IS Carruthers can follow up at

subsequent LSAT meetings to give feedback on strengths and places where the LSAT can continue to build in pursuit of larger goals

Enrollment

- 343 enrolled, 87% of target
- Principal Hills and Mrs. Cole will meet regarding opening enrollment to waitlist, since the DCPS goal of 90% enrollment was not hit by June 1

Comprehensive School Plan (CSP): End of year (EOY) testing, Panorama survey data, and comprehensive needs assessment

- Community norms:
 - Assume positive intent
 - Be present and engaged
 - Listen to understand
 - Make space for all voices
 - Focus on solutions and next steps
- 25-26 Focus
 - Connected to School
 - Prepared for what's next
 - Succeeding academically
 - Strong sense of belonging
- Academic goals for SY 25-26
 - Dibels: 90% of K-2 at benchmark or achieve mid/above grade level
 - iReady math: 85% of students meet stretch goals or achieve mid/above grade level
 - 60% of AA and ML students meet stretch or achieve mid/above
 - iReady reading: 86% of grades 3-5 meet stretch goals or achieve mid/above
 - 70% of Black and Multilingual (ML) students meet stretch goals or achieve mid/above grade level
- Results
 - Dibels K-2: 63% meeting target at beginning of year (BOY) -> 86% meeting target at end of year (EOY). Goal not met.
 - Black students: 7% BOY -> 68% EOY
 - iReady reading; 59% of all students meeting target at BOY -> 85% EOY
 - Grades 3-5: 69% BOY -> 83 % EOY. Goal not met.
 - Black and ML students: 7% BOY -> 46% EOY. Goal not met, but an improvement since last year at EOY.
 - iReady Math K-5: 40% meeting target at BOY -> 80 % at EOY
 - Goal not met. A new math curriculum for teachers to learn may have increased the challenge of hitting the goal.
 - EOY math scores have been on an upward trend since the pandemic
 - Black/ML students : 3% BOY -> 63% EOY, exceeding goal, with improvements for both Black and ML students.
 - AP Rottman expressed excitement that this goal was hit, as it was

- one of the things she was hired to do by then-Principal Chen
 - She noted that the scores indicate that what the school is doing with this subgroup is working. Need to continue working with teachers through MTSS and LEAP.
- Julia noted that with a small school and subgroup populations, a few kids can move the percentages considerably
- Principal Hills: Nearly all Black students moved up at least one band, some moved up two bands
 - 1st grade had greatest gains
- Bre and Shari asked what can be learned from the gains in first grade
 - Principal Hills noted the value of planning but indicated a need to dig deeper to understand what worked well
- AP Rottman: ML students made huge strides, even though some were new to Hearst and to English; they just didn't quite meet the lofty goal.
- Math curriculum stays the same for next year. There are pilot programs for ELA, but Hearst is not in a pilot.
- Connection to school goal: Increase sense of belonging from 60% to 66%, safety from 72% to 78%, including among Black/ML students
 - Results: 70% sense of belonging (9 pp above DC-wide result), 78% sense of safety (14 pp above DC). Both goals were mt.
 - Students reporting a sense of safety fell slightly (2 pp) since the fall.
 - Bre: Any sense of why?
 - Principal Hills: We will find out.
- Parent satisfaction: 84%, no change
 - School safety 80%, no change
- 92% in-seat attendance
 - Reduced chronic absenteeism from 10% to 6% since last year
- Needs assessment. Continue:
 - Strong tier 1 (whole class) planning and teaching
 - Weekly planning and data meetings
 - Collaborate on special education, ML, and general education planning
 - Writing and needs-based small group aligned-practices in grades 3-5
 - Needs-based small groups
 - Target learning gaps
 - Student talk vs teacher talk
 - Text rigor
 - Research-based intervention
 - Continuing intervention in math/ELA
 - Start MTSS for priority students early
 - Start blended learning for students needing interventions after 1st advisory report cards
 - Focusing on subgroup performance
 - SEL:
 - Continue to norm responsive classroom practices
 - Intentional planning and professional development
 - Behavior de-escalation

- SEL in LEAP once per month
 - Hold family engagement events once per term in each grade level
 - Not birthday celebrations
 - ALT and PTA family engagement - more to come!
- Administration will draft new CSP over the summer. The new LSAT will sign off in September.
- Julia: Why start blended learning after the first report card?
 - Principal Hills: Has to do with availability of teachers and identifying needs based on data
 - AP Rottman: Same timeline as this year, after getting BOY data to determine who needs intervention. Had started planning process early this year than in the past.
- Shari noted that money was set aside by PTA to grow the blended learning program further
- Julia: At our last meeting, we discussed that 50% of black students expressed a sense of belonging, while 100% of ML students said the same. Principal Hills said at the time that the administration would follow up on this issue.
 - Principal Hills: Will have to address that in the fall. We've been busy closing out the school year
- Julia: Is there any further data available from the Panorama survey? Is what we've discussed all that's available?
 - Principal Hills: Yes.

End of year parent communication around structural changes for next year

- Dawn: What will be communicated about shifts in grade structure, how many classes per grade, etc? What's the timeframe?
- Julia: Parents of rising 4th graders really appreciated that Principal Hills met with them to communicate this information
- Principal Hills: Changes with respect to classrooms, classroom size, and teacher assignments will go out in August
 - Will share in final newsletter what to expect over the summer, including timing of August events, etc.
- Bre: Has structure been shared with other grades, for example rising 3rd grade?
 - Principal Hills: No, not until August. She made a special exception for rising 4th grade. Things can change over the summer; need staff and other things in place before August
- IS Caruthers: The principal's job is made harder by not having full enrollment, as she can't make staffing decisions.
 - Budget and other things need to align
 - Under the CBA, decisions need to be shared with teachers first, some by last day of school, some later in the summer
 - Grade models: Two vs three classes, departmentalized vs not. These decisions are contingent on the same things.
 - It's important to have an ongoing conversation, so parents can feel a part of this. But the school administration is navigating multiple things at once. Can't stay

stuff they'll have to walk back later

- Bre: Waiting puts the onus on August communications. If decisions can't be made or announced yet, perhaps can communicate that parents will hear more in August and here's how we're weighing things.
- Julia: Expectations more uncertain than in the past, because Hearst has grown and no longer has two classes in every grade.
- Dawn: In the past, teachers valued having lists early to give them opportunity to meet up with kids early, prior to first day.
 - Julia: Families valued that too.

Schoolwide assemblies

- Julia: Have been talking about how/when to bring together teachers and parents to plan assemblies for SY 26-27, given funds available in a PTA budget line item. This issue was raised and tabled at the April and May LSAT meetings. Re-raising now to discuss planning for next year.
- Shari: Parents ready to jump in and support, but initial planning should come from the school. We want to keep it on the agenda to make sure we're moving toward that.
- Principal Hills: Definitely committed to assuring that we have multiple assemblies throughout the year. It requires planning. It's coming. The top priority is closing out the school year and staying academically strong.
- Julia: Is there something parents can do to support now rather than putting it all on the principal?
- Principal Hills: Have to get back to you about that.
- Julia: We're envisioning a shared planning process.
- General agreement that parents could compile a list of ideas, perhaps in a shared spreadsheet.
- Julia and Shari noted the importance of starting assemblies early in the school year, given the crunch with field trips late in the year.
- Principal Hills said a draft calendar school is under development.
- Later in the meeting, Julia suggested that parents put together a draft form for assembly suggestions and have the structure of the form reviewed by admin before the end of the school year, so parents know what pieces of information are most helpful
 - Shari suggested making a Google sheet, and Sem offered to oversee it
 - Principal Hills agreed to review the form and give feedback

Student retention/promotion policy

- IS Caruthers noted that student retention isn't typically an issue for the LSAT, as it relates to individual students
- Andrew agreed that the LSATs role isn't to discuss specific students, but that there is a policy question in this case: Has something changed with pre-K promotion/retention as a policy?
- IS Caruthers provided some history on this issue, DCPS-wide. It dates back to 2022 in particular, when DCPS saw a heightened number of parents attempting to red-shirt children.

- For example, entering lottery for chosen grade rather than by birthday, asking principal and/or teacher to red-shirt, etc.
 - She said the city needed to respond in an equitable manner
- She shared [a link](#) to an FAQ on the policy for promotion/retention for pre-K and Kindergarten
- Pre-K goals: Ensuring that student growth is tracked, communicating with parents, and promoting students so they can progress
 - Provide teachers and educators chance to share what progress is happening
- Andrew said that some parents feel like that policy, even after the 2022 guidance, was not followed this year in some cases. How the school approaches these questions seems to have changed since last year.
- Shari asked about the role of teachers in making recommendations, since that has historically carried weight at Hearst
- IS Caruthers: The policy does not say a student cannot be retained in pre-K, but it does say in “rare instances”
 - Looking for ways to improve on communications, but it is a challenge with something as sensitive as student retention/promotion

Playground maintenance update

- This issue was skipped in the interest of time. LSAT members agreed to continue working on this.

Update on PE support via CLS update

- CLS has agreed to support PE at Hearst by providing a part-time employee to help supervise classes.
- The next step is to actually fill that slot. CLS has candidates that they are reviewing.

Next meeting

- September 2026