Hearst LSAT Meeting
Thursday, October 15, 2026

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

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

Parent representatives: Bre Heslin (co-chair), Sem Anthony, Andrew Paciorek (secretary), Sara Rastegar (PTA co-president), Shari Rose, Glenn Stanley (PTA co-president), Darria Turner (community rep)

Observers: Aviva Aron-Dine, Julia Krahe

Previous LSAT meeting action item update and close out

- **Recording/transcript:** The secretary will continue to take notes and will use those to draw up the minutes, but will be assisted by an AI-generated meeting summary. In contrast with past years, meetings will be recorded and the recordings will be saved. We will hold them in a shared folder for a year and make them available within seven days upon request, per LSAT guidelines.
- **Math grant:** The application has been submitted and is waiting on DCPS approval. A teacher volunteered to lead the process. Once the grant is approved, she will coordinate with the Family Engagement Committee on a math night planned for spring.
- **CLS enrichment for the winter:** CLS was asked about price-tier range of classes (teacher-led/lower-cost vs outside vendor/higher-cost) and a possible parent survey on which classes to prioritize. CLS shared a list of enrichment ideas sourced from other DCPS schools, which was passed to Hearst teachers to spark proposals.
    - The school is close to done figuring out the details on capacity constraints and potential room assignments. Mr. Sidhu is working on it.
- **Assemblies**: Dave Steadman will be the parent point of contact, given his personal passion for the performing arts, which aligns with Principal Hills's vision for assemblies.
    - Confirmed: Imagination Stage on 12/10, Washington Performing Arts on 4/1, Step Afrika on 3/4
    - Possible: Uncle Devin Show, Story Tapestries
    - Open question whether to include parents in any of these events, but that adds costs and scheduling complexity
    - Dave and Principal Hills will meet again soon.

CSP Priorities & Goals for 2026-2027

- DIBELS (K-2): 90% at/above benchmark
- iReady Reading: 90% on grade level or better
- iReady Math: 90% on grade level or better
- Sense of belonging (Panorama): Maintain/build on 79%
- Sense of safety (Panorama): Maintain/build on 87%

- Chronic absenteeism: Target 5.27%

2026 CAPE results

- Math proficiency at an all-time high (79%),
- ELA proficiency fell back a bit to 74% but after the prior year's extraordinary 13 percentage point gain
- Bre: How do 3rd grade results compare to prior years?
    - Principal Hills: Third grade is always a challenge, because it's the students' first year of testing and third grade teachers inherit and have to close gaps from K-2..
- 4th grade math is a notable bright spot, perhaps in part because of curriculum sequencing, as the 4th grade curriculum extends 3rd grade concepts, while 5th grade adds a lot of new material.
- Race/ethnicity breakdown: Black students still have the widest performance disparity in both ELA and Math. This subgroup remains a focus.
- There are also large disparities between students with and without IEPs
    - This year, students with IEPs are being added back into the focus subgroup, along with Black students. Last year's focus group was Black students and multilanguage learners, but MLL results improved.
    - A parallel effort is underway reviewing IEP goals with case managers to ensure they reflect current student data and align with school-wide goals.

Beginning of year (BOY) data review, by CSP goal

- Priority 1: 90% of K-2 students meet benchmark or above on DIBELS at EOY
    - BOY: 68% at/above grade level in K-5
    - Several subgroups (students of color, IEP, multilingual, economically disadvantaged) with roughly half of students below proficiency
- Priority 2: 90% of students perform on grade level (early, mid, late) on iReady reading
    - BOY: 57% at/above schoolwide
    - Several subgroups (students of color, IEP, multilingual, economically disadvantaged) with 70-90% below proficiency
    - A gap was flagged between strong DIBELS performance and weaker iReady Reading performance — Hearst teaches foundational decoding skills well (letter sounds, blending, digraphs/diphthongs), but application of those skills in actual reading is the identified weak point.
- Question: How large are some of these subgroups?
    - Answer: Some are pretty small, so a high percentage might be just a few students
- Priority 3: 90% of students perform on grade level (early, mid, late) on iReady Math
    - BOY: 46% at/above grade level schoolwide
    - Subgroups (students of color, IEP, multilingual, economically disadvantaged) with 80-90% below proficiency
- Priority 4: Increase the overall sense of belonging score from 70% to 79%
    - Administering Fall Panorama survey now. Data available in late November or early December
- Priority 5: Increase the overall sense of safety from 78% to 87%

    - Administering Fall Panorama survey now. Data available in late November or early December
- Priority 6: Decrease the percentage of EOY chronic absenteeism from 7.27% to 5.27%
    - 7.27% is lower than the actual number from last year, will be corrected
    - Specifically reduce chronic absenteeism for students of color from 18.39% to 13.39%

Other items

- Bre: What's the plan for students who are already at/above grade level?
    - AP Rottman: The school is also planning supports for these groups
    - Principal Hills: Supports planning includes three tracks, with intervention (below grade-level), grade-level small group work, and enrichment for students above grade level. It's important that students who are at or above grade level remain there and continue striving. Always trying to find creative ways of meeting everyone's needs, because there's just one teacher in each class.
    - The Beast Academy after-school program was cited as an example, but it's only currently open to 15 students schoolwide
- AP Rottman: Hearst won a high-impact tutoring (HIT) grant for math after being rejected last year. The grant funds teacher training and a stipend for the extra work. It requires structured documentation and implementation tracking.
    - Goal is to perform well enough to also win an ELA tutoring grant next year
- Shari: Do we know how many students can be supported through blended learning this year?
    - AP Rottman: Not yet. Still working on that and figuring out building logistics and room availability. About a week behind the schedule from last year. Prioritize depending on kids' needs.
- Shari: What is the age range for Panorama survey?
    - Answer: Grades 3-5
- Sara: Is there any way for PTA or parents to support the school in terms of custodial services, given that this seems to be a pinch point for the school?
    - Principal Hills: Sometimes DCPS will loan a custodian across schools if one is short-staffed. But schools can't hire outside help, because not all schools have that option. DCPS views this as an equity issue.
    - Volunteers are always welcome, and the conversation should continue in search of solutions.
- Bre: What's the timeline for figuring out winter enrichment capacity?
    - AP Rottman: We have it almost all figured out as of today. Just waiting on some final numbers from DPR.

Action item recap and next meeting items

- November 19, 2026 at 4 pm
- Action items (owner):
    - Nothing specific as of now