



ELIOT-HINE MIDDLE SCHOOL LOCAL SCHOOL ADVISORY TEAM

1830 Constitution Avenue NE, Washington, DC 20002 • (202) 939-5380 • eliothinemiddleschool.org

Meeting Minutes—DRAFT

October 20, 2021, 4:55 pm via Microsoft Teams

School Leadership Present: Marlene Magrino, Suriya Douglas, Donya Wright

LSAT Members Present: Mandrell Birks, Paliden Blakeney, Sherri Anna Brown, Narissa Cooper, Michael Edgerton, Marlen Giles, Barbara Hammond-Awitta, Lena Heid, Jean Kohanek, Evette Lang, Ophelia Morgan, Sasha Silverman, Brittney Slaughter, Latashsa Williams-Tolson

LSAT Members Absent: Bradly Winans

Other Attendees: None.

The meeting was convened at 4:59 pm.

1. **Nominations/Elections for LSAT Chair & Secretary, Meeting Schedule.** Dr. Ophelia Morgan was nominated again to serve as Chair; Jean Kohanek volunteered to serve as Secretary; both were approved unanimously.

Meetings will be held on the second Wednesday of month, 4:55–5:55 pm, just prior to monthly PTO meetings. Meetings will remain virtual for now.

2. **Big Rocks and Comprehensive School Plan for SY 21–22.** The Comprehensive School Plan (CSP) is developed over time with feedback loops from staff and community, adding data as it becomes available. The CSP has four main areas—Shared Leadership, Engagement, Culture of Achievement, and Academics—with goals under each area. All goals get benchmarked and aligned against priority areas, also known as “big rocks.”

Principal Magrino shared that Eliot-Hine’s four big rocks this year are:

- Building relational trust
- Engaging 80% of families in a meaningful way (going beyond surface connection)
- Reducing chronic absenteeism

- Empowering families and staff, particularly around parent perceptions of student perseverance (taken from DCPS Panorama Survey), which is a good measure for preparedness for high school

In terms of culture, the school is working to get systems and procedures in place to make sure students feel safe and loved, decrease targeted behavior issues through the use of opening and closing routines in all classes, and address student tardiness, language, and emotional regulation in interpersonal situations. Behavior data is collected via the PBIS system.

For academics, the school continues to grow into the International Baccalaureate (IB) framework, using more general rubrics to help students drive their own learning and see clearly what success looks like. (Eventually, school will use full IB rubrics and 8-point rating scale to fully align with IB.) The school is also working toward a goal of having a student-led parent-teacher conference next year, reinforcing student-driven learning.

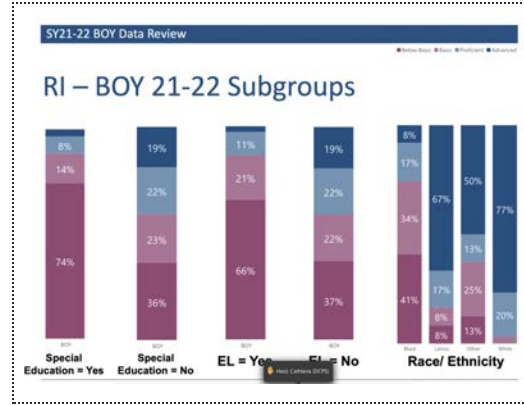
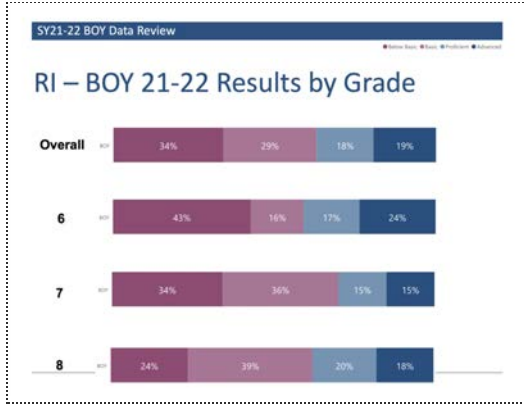
The school is targeting overall iReady (math) and Reading Inventory (ELA) goals at 5% growth over last year. Students who don't meet their growth goals will receive an evidence-based intervention targeting their specific needs. Principal Magrino noted that the CSP is reviewed quarterly to track progress, adding data as available.

Mr. Edgerton expressed concern that though we use iReady to see if interventions are effective, it doesn't match up with the way students are taught. It often requires teaching students how to use iReady so they can show what they know. He noted that DCPS is mandating the use of Zearn, which does not fill in gaps, and that general math and accelerated math are also taught differently. Principal Magrino stated that iReady is the DCPS standard, so that we can't change. While Zearn is the curriculum, teachers are there to step in and help address student learning gaps with math stations in classes.

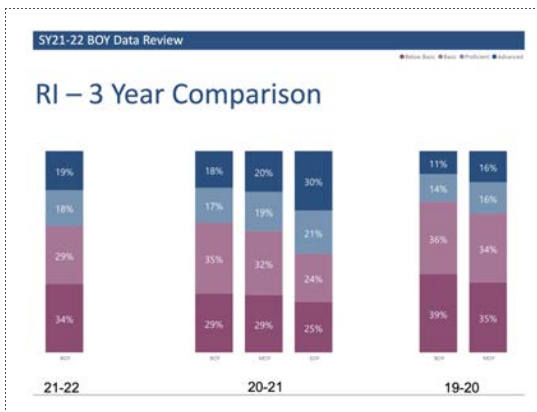
Principal Magrino stated that the City Year volunteers will soon take on caseloads, assisting the school with attendance, behavior, and small group instruction. Additionally, there was concern about support for inner core teachers, as not all teachers get the same resources. Principal Magrino stated that can be addressed further at budget time.

- BOY Data Update.** Principal Magrino presented the beginning of year (BOY) data in reading and math.

Reading



Basic (light magenta) is one grade level below, below basic (magenta) is two or more grade levels below. We have been helping students move into basic from below basic as we go forward through grades, but not having as much success moving them into advanced. Huge disparities exist between White, Latino students and Black students, and students who receive special education services and those who don't.



Grade	Total Tested	RI growth (N)	% Made Growth
Overall	176	107	61%
6	43	25	58%
7	69	43	62%
8	64	39	61%

Grade	Total Tested	RI growth (N)	% Made Growth
Overall	163	92	56%
6	81	49	60%
7	44	27	61%
8	38	16	42%

21-22 (option to fill goals in later) 20-21 18-19

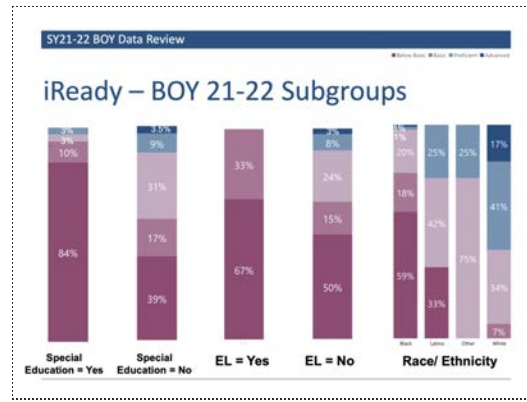
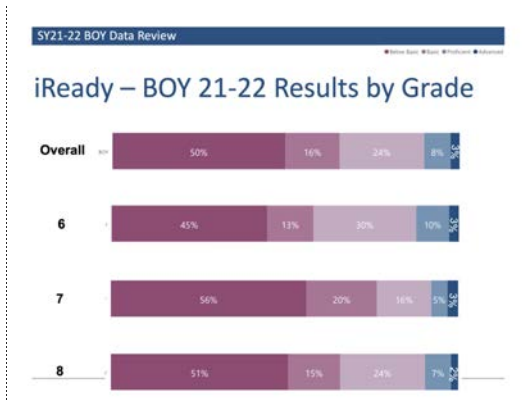
Principal Magrino shared a three-year snapshot of beginning-, middle-, and end-of-year data. She noted end-of-year was not available in SY19–20 due to COVID, and last year was virtual for most students. Individual goal setting (right) still showing growth, and we hope to go beyond the 5% growth rate for this year.

Based on data gathering at BOY, Ms. Slaughter asked if any changes would be made in terms of offering advanced or on-level classes. Principal Magrino stated that she would like to get a

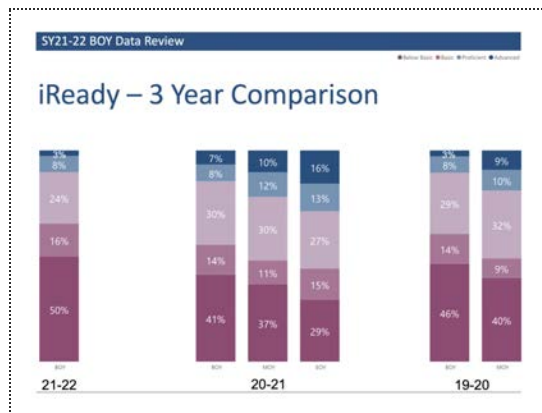
“normal year” of data and review for next year. Ms. Slaughter suggested that interventions be linked to interests: poetry, journalism, etc.

In response to whether the school can make some mid-year adjustments for students that are struggling, Principal Magrino stated BOY data will be used to shift or change students at the next quarter (including overenrolled classes) to minimize disruption.

Math



Math really suffered district-wide last year; there are huge deficits to make up. We are seeing similar disparities in Math between student groups as in Reading. For 6th graders, we can create a multi-year trajectory.



Grade	Total Tested	Hit growth (N)	% Made Growth
Overall			242%
6	158	59	37%
7	153	113	74%
8	80	57	71%
Overall	153	113	74%
6	43	16	37%
7	55	22	40%
8	60	21	35%
Overall	153	113	74%

21-22 (option to fill goals in later) 20-21 18-19

*note: EOY data n/a for 19-20

The three-year snapshot showed that we doubled advanced and proficient last year, but half the school is more than two grade levels behind. Principal Magrino stated that we lost ground with virtual last year. In terms of growth, we are hoping this year will look more like SY18–19 data (right), rather than the standard 5% growth from previous year.

It was asked why all 6th graders have accelerated math—which differs in scope and sequence from common core math—when we have 50% of kids below grade level. There is concern that we are hindering their learning by pushing them. Principal Magrino stated that it was an equity issue—if students don't take accelerated math in Grade 6, they won't have the opportunity to take algebra in Grade 8. She reiterated that everyone is behind, and that she understands the concern. But data shows that this can work, and it's not fair to move students into remedial at the start. Principal Magrino confirmed that having sixth grade students take accelerated math in order to take Algebra is not a policy. But in order for students to be prepared for Algebra, they must have some type of supplemented learning so they have the skills needed to be successful. This could include a summer learning opportunity or an after school session.

As we grow and have more staff, there will be more opportunities to bolster learning. iReady is individual and so we meet kids where they are. Math classes have at least two (and sometimes three) adults in each class, which allows for targeted learning in small groups with math stations.

- 4. Acceleration Update.** Principal Magrino stated that acceleration funds (from the federal recovery acts) will pay for acceleration activities to help address learning gaps. We can do some of the activities during school, but it's generally supposed to be something outside of the traditional school day.

Most of the recovery funds (about \$78K) were put into admin premium to pay for high dose tutoring by teachers with consistent small groups; it can be reprogrammed for partners. We brought a paid acceleration coordinator on board this week, and they will outline a plan and begin teacher sign-ups. Our City Year volunteers and partners like the One Common Unity program will also be used. Hoping to share plans with PTO in November.

Students with mid-range growth may be funneled into Higher Achievement, and the lowest growth will go with teachers for high-dose tutoring. Upper echelons will be given enrichment opportunities.

Mrs. Slaughter asked for an updated list of how admin premium has been used thus far.

The meeting was adjourned at 6:30 pm. The next meeting will be Wednesday, November 10 at 4:55 pm via Microsoft Teams.