



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

MacArthur High School

Community Working Group Meeting #2

June 23, 2022

Welcome! Please sign in



Sign in! As you join the meeting, please share your name, school/group affiliation, and role into the chat.

Virtual Meeting Norms

- Be present!
- Take a collaborative approach
- Focus on common purpose and goals
- Please keep your mic muted
- Use the chat for questions during the presentation
- Each presentation will include time for questions and discussions



Meeting Agenda

Meeting Goals, Overview

MacArthur 1st Year Enrollment Estimate

School Visioning Activity

MacArthur Programming

School Naming Process

CWG Action Items, Next Steps



Meeting Goals

- ① Understand the data behind enrollment estimates for MacArthur (Year 1)
- ② Review responses from the School Visioning Exercise
- ③ Learn about DCPS Comprehensive High Schools, and what's in store for MacArthur HS
- ④ Learn about the timeline for the upcoming School Naming Engagement Process

UPCOMING ENGAGEMENT

JUNE - Upcoming Engagement

- ✓ **June 2** CWG Meeting #1 – Project Kick-off, School Visioning Session, Facilities Update
- ✓ **June 7** Online survey of Hardy students - Student Experience and Interest (Survey open until July 14)
- ✓ **June 14** Focus groups with Hardy students ran by DCPS Community Action Team
- ✓ **June 21** Community Traffic Meeting
- June 23** CWG Meeting #2 – School Visioning Session, Understanding Programming Options, School Naming Process

*Dates and topics subject to change

SUMMER - Upcoming Engagement

June 30 –
July 19

Online survey for public launched - Program Options and School Name Nominations

July 21

CWG Meeting #3 –Update on all survey results

August 29

Key Date: Deadline to communicate boundary and feeder changes, and phase-in policies, to impacted families

Sept 8

CWG Meeting #4 – Enrollment Forecasting, Budget Updates, Facilities Updates

*Dates and topics subject to change

FAQ Clarification

JACKSON-REED AND MACARTHUR ENROLLMENT

Utilization at Jackson-Reed

- Trailers will be installed in January 2023.
- Jackson-Reed’s boundary will shrink when MacArthur opens in August 2023.
- Students from one Jackson-Reed feeder, Hardy, will have rights to go to MacArthur and Jackson-Reed in SY23-24 and SY24-25 and then rights to only MacArthur in SY25-26 on.

	17-18	18-19	19-20	20-21	21-22	22-23 <u>Projection</u>
Enrollment	1825	1789	1867	1942	2050	2128
Capacity permanent	1840*	1840	1840	1840	1840	1840
Utilization permanent	99%	94%	101%	105%	111%	116%
Capacity w. trailers						1990**
Utiliz. w. trailers						107%

Jackson-Reed enrolls kids in three ways

- **from feeder middle schools:** Over the past five years, **Deal, Hardy, and Oyster-Adams have all sent about 60%** of their graduating 8th graders to Jackson-Reed.
- **from the boundary:** Over **100 students** enroll into 9th grade each year **based on an in-boundary address.**
- **through student placements:** For example, students may be placed based on special education needs.
- Jackson-Reed has typically not offered seats or made waitlist offers through the MySchoolDC lottery

MacArthur will reduce every source of Jackson-Reed enrollment

- **from feeder middle schools:** We expect some Hardy students to choose MacArthur before it becomes their only destination school in SY25-26.
- **from the boundary:** In the past, **an average of 30 students** have enrolled at Jackson-Reed for 9th grade each year based on an in-boundary address that is within the future MacArthur boundary.
- **student placements:** As special education programming opens at MacArthur, we expect students who would have previously been placed at Jackson-Reed to be placed at MacArthur.

But how many students will enroll in MacArthur?

- We're planning to discuss enrollment at the September CWG meeting. We'll discuss some questions you've asked:
 - What are the characteristics of students from Hardy who in the past enrolled at Jackson-Reed? Are there themes based on distance from the school, out-of-boundary status, race, gender, home language?
 - How many students enrolled at Hardy through the lottery? How many enrolled at a feeder elementary schools through the lottery?
 - We're aiming to offer programming consistent with Hardy - how many students can we expect to be in each type of program/course offering?
 - What other high schools do Hardy students go to? Can we anticipate MacArthur diverting any of those students?
- **What other questions can you propose? Please add them to the chat!**

SCHOOL VISIONING ACTIVITY

School Visioning Activity

As a group, we'll develop high level school characteristics we would like to see inform the development of **comprehensive** programming at MacArthur HS.

1. We'll review feedback from previous community engagement about what's important for future MacArthur students and the school community.
2. We'll also have a chance to review/add comments to prompts about academic programming, student experience, facility design and community on Padlet.

When going through this exercise, please think about what would make MacArthur a successful addition to the DCPS portfolio and the Ward 3 community.

School Profile - Feedback

Below is feedback from previous family and community engagement about what's important for MacArthur students and school community.

Academically Prepared

- Rigorous curriculum for all students
- Exposure to wide-range of program and content options
- Focus on project-based learning opportunities
- Advanced Placement Coursework

Comprehensive Learning Opportunities

- Electives and core content that support school interest
- Many options for competitive sports, clubs, and extracurriculars

Supportive School Environment

- Diverse and inclusive school community and culture
- Invested staff and school leaders
- Access to quality education
- Differentiated programs and supports to meet student needs

College and Career Ready

- Acceptance to top colleges and universities
- Extensive scholarship opportunities
- Internship and work experiences
- Opportunities for student leadership

MacArthur Visioning Padlet – Complete and Review Responses

When going through this exercise, please think about what would make MacArthur a successful addition to the DCPS portfolio and the Ward 3 community.

<https://bit.ly/MacArthurVision>



This activity will take 10 minutes.

- 5 Minutes: Take a moment to add your comments under the prompts, if you haven't already. If you've already added your comments, please use this time to review other's comments.
- 5 Minutes: During this time, you can share your own comments to the group or share your reaction to a comment you read.

What makes a comprehensive DCPS high school?

MACARTHUR PROGRAMMING

MacArthur will be a "Comprehensive High School"

This includes several elements!

School "focus"		
Science	Science Electives	CTE
Math	Math Electives	Advanced Arts
		Arts
Social Studies	Social Studies Electives	World Languages
English Language Arts	English Lang Electives	Health and Physical Education

MacArthur will be a "Comprehensive High School"

Academic courses – including those required for graduation

Science

Math

Social Studies

English Language Arts

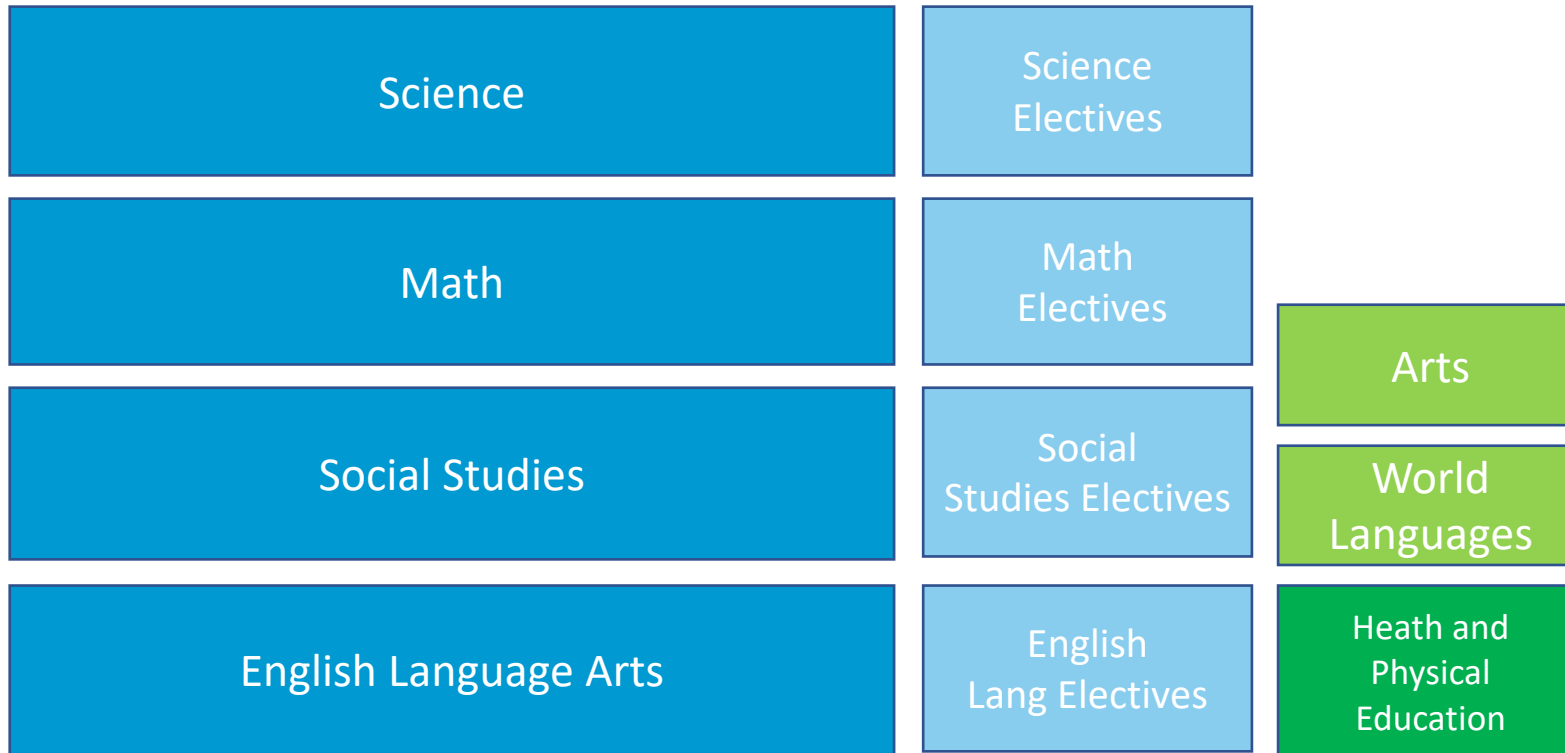
Arts

World Languages

Health and Physical Education

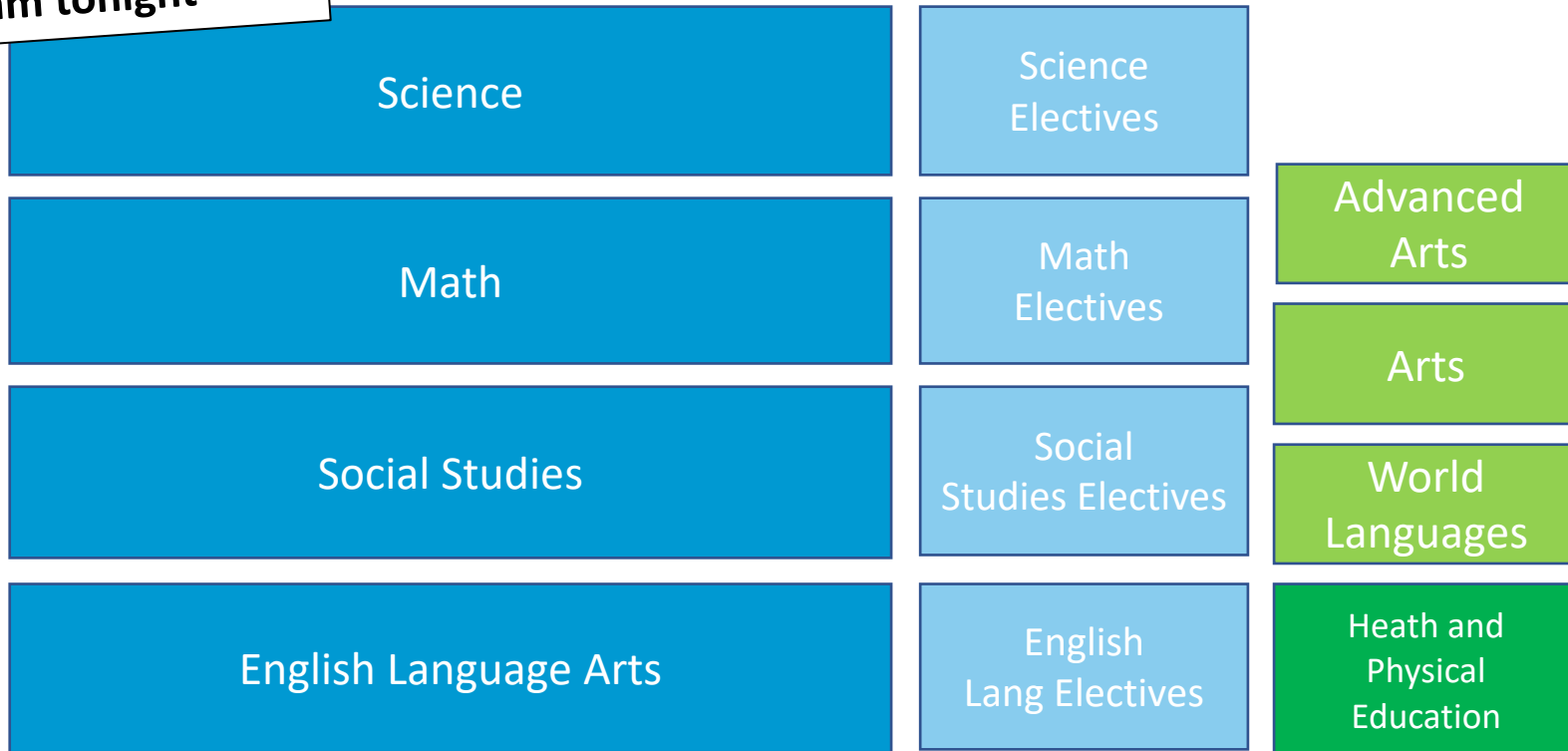
MacArthur will be a "Comprehensive High School"

Electives – determined by staffing and principal.



MacArthur will be a "Comprehensive High School"

**Advanced or specialized arts –
we'll hear about options from
our Arts team tonight**



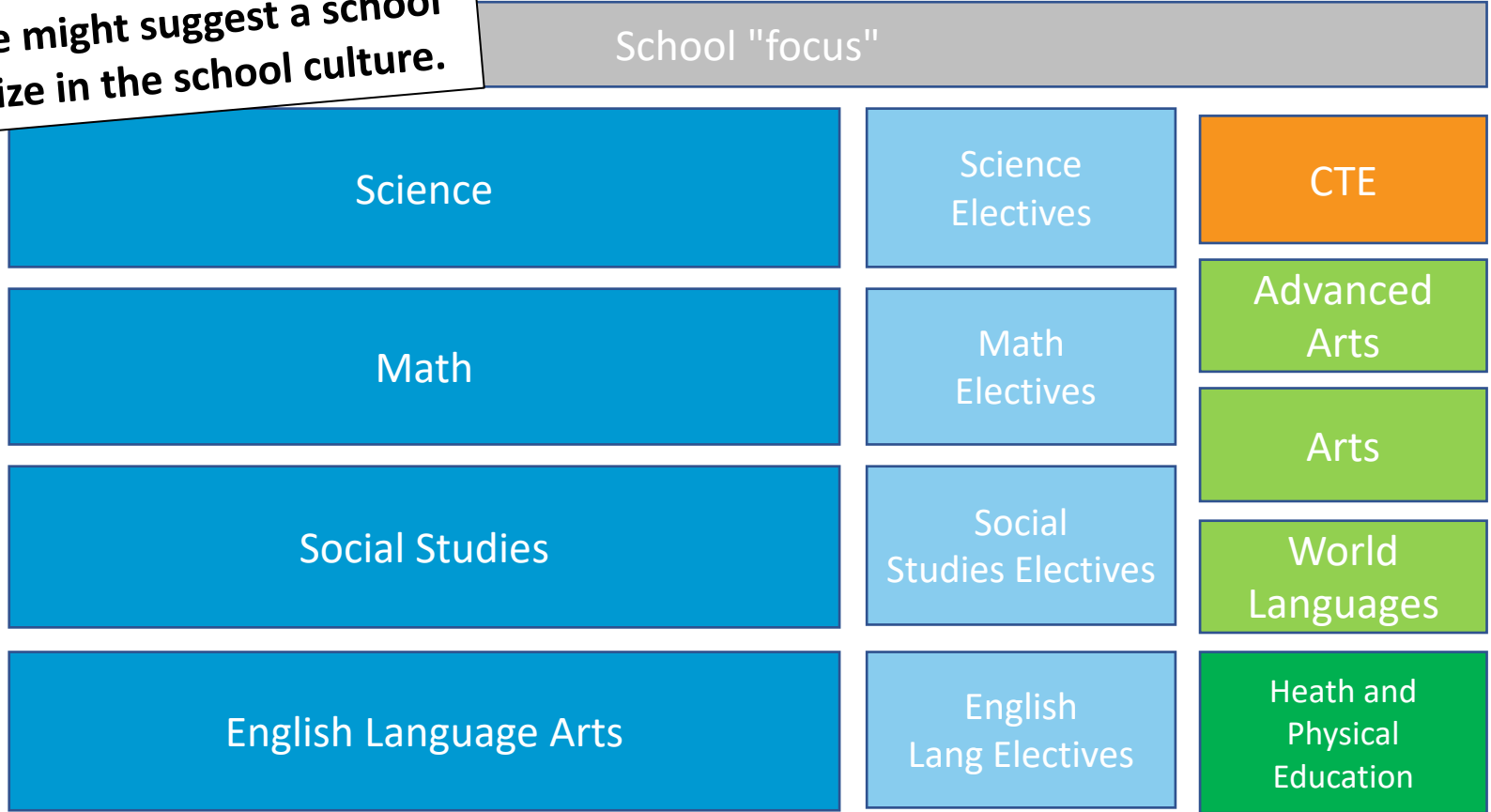
MacArthur will be a "Comprehensive High School"

Career and Technical Education – tonight, our CTE team will recommend academies that might be good options for MacArthur!

Science	Science Electives	CTE
Math	Math Electives	Advanced Arts
Social Studies	Social Studies Electives	Arts
English Language Arts	English Lang Electives	World Languages
		Health and Physical Education

MacArthur will be a "Comprehensive High School"

Lastly, we can consider a school "focus" - something we might suggest a school leader emphasize in the school culture.



What Makes a DCPS High School?


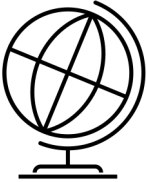

DCPS high schools offer a range of academic coursework and programs that prepare students for successful college and career opportunities.

All DCPS high schools offer:

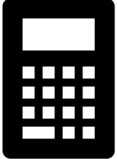

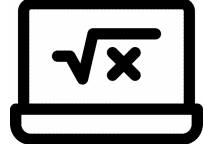
- Rigorous Coursework, including Advanced Placement (AP) and/or International Baccalaureate (IB) courses
- Career and Technical Education (CTE) – CTE Pathways through **NAF College & Career Academies**
- Robust Inner Core Programs – e.g. choir, dance, band, art, etc.
- Extracurricular activities and athletics based on student interest
- College and Career planning and opportunities
- School counseling support

[Source: 2022-23 Family Guide to DCPS High Schools](#)

ELA and Social Studies

	English-Language Arts	Social Studies	
Mission	<p>“...opportunities to engage with a wide variety of texts...that will help them better understand themselves and connect with the broader world...”</p>	<p>“...to be inquisitive, informed, and engaged participants in civic life by nurturing their lived experiences and identities and preparing them to recognize and disrupt systems of inequity.”</p>	
Example Course Offerings	<ul style="list-style-type: none"> • Full credit earned for graduation by passing ENG I/Advanced ENG I, ENG II/Advanced ENG II, ENG III, ENG IV, AP Lang., or AP Lit. • Other popular electives offered could include Argument Writing, African-Amer. Lit., Creative Writing, and Journalism. 	<ul style="list-style-type: none"> • Full credit earned for graduation by passing World His. I, World His. II, U.S. His., U.S. Gov. (or their AP equivalents), and D.C. History • Other popular AP and electives offered could include AP Human Geo., AP Psych., Street Law, African-Amer. History, or globally-themed electives, such as Latin American Studies, Middle Eastern Studies, and World Religions. 	
Example Curricular Learning Experiences	<ul style="list-style-type: none"> • In 10th grade students complete their <i>Telling Stories</i> Unit, where they have the opportunity to work with a resident artist and there is a spoken word performance at the end. 	<ul style="list-style-type: none"> • 10th grade World History II students visit the National Holocaust museum as part of their World War II Unit, in which they design an anti-hate campaign that responds to the compelling question, “When should we get involved?” 	 

Math and Science

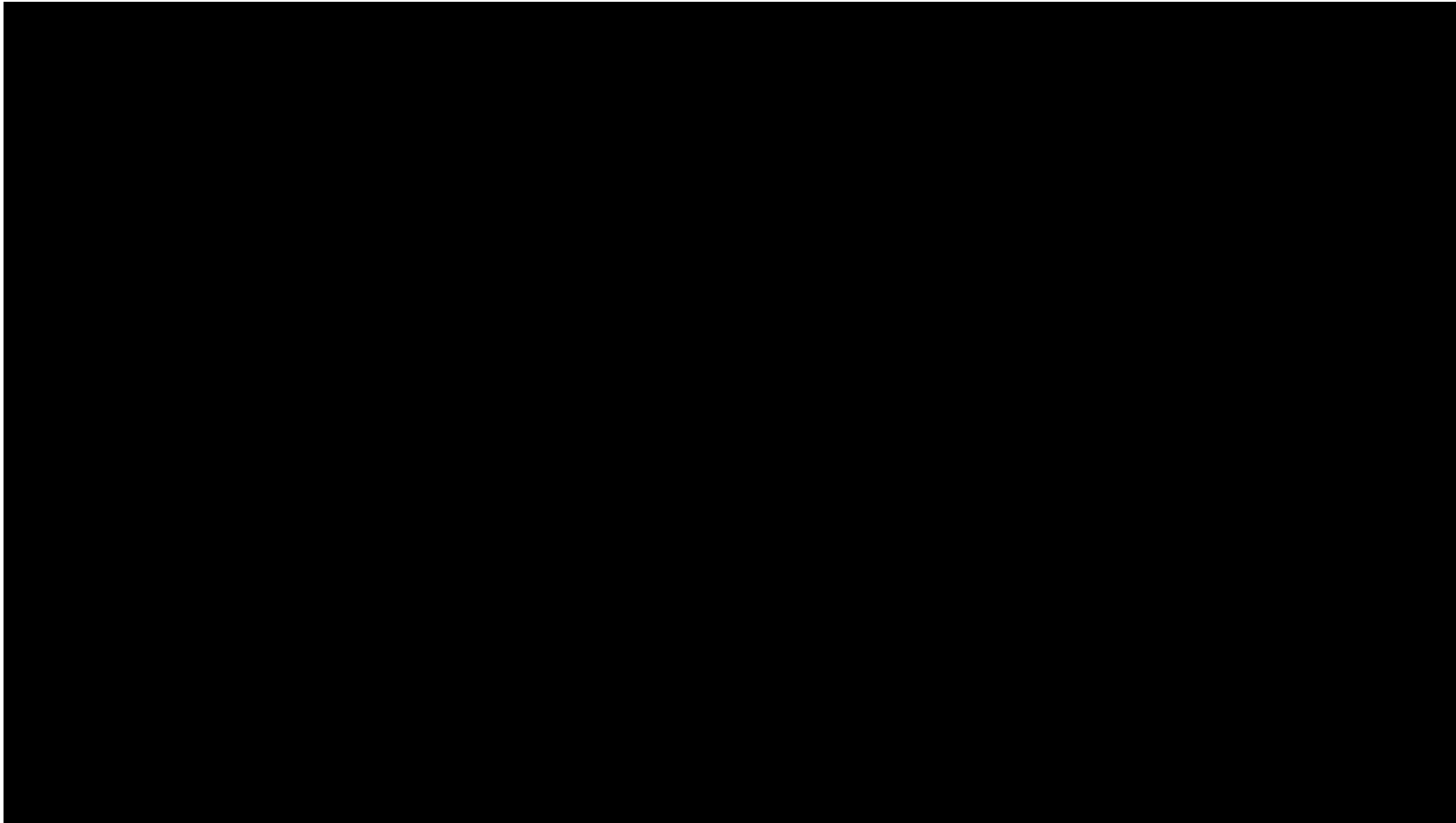
	Math	Science	
Mission	<p>“...develop conceptual understanding, apply understanding to unfamiliar, real world mathematical situations, and fluently manipulate numbers and symbols...”</p>	<p>...“the knowledge and skills necessary to be scientifically literate citizens, capable of making informed decisions in their daily lives as well as meeting the demands of the 21st century...”</p>	
Example Course Offerings	<ul style="list-style-type: none"> • Full credit earned for graduation by passing Algebra I, Geometry, Algebra II, and another mathematics course (i.e., Probability & Statistics, Pre-Calculus, Advanced Algebra with Financial Applications, etc.) • As some students will enter 9th grade with credit in HS level math courses, AP Stats and AP Calculus are also commonly offered. • For students who need more support, Algebra Support or Geometry Support classes are used for 1.0 elective credit. 	<ul style="list-style-type: none"> • Full credit earned for graduation by passing Biology, Chemistry, Physics and a science elective (lab course) or an AP course. • Popular AP and electives offered include Environmental Science, Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics, AP Environmental. 	
Example Curricular Learning Experiences	<ul style="list-style-type: none"> • In SY 22-23, most DCPS high schools will implement <i>Illustrative Math</i> curriculum, which provides more opportunities for students to demonstrate their mathematical thinking as lessons progress and build on and from one another. 	<ul style="list-style-type: none"> • High school students have taken part in the DC citywide science fair, in which they design and present their own experiments and results. Winners of the citywide fair move on to the national Intel ISEF competition. 	 

Health/Physical Education and World Languages

	Health/PE	World Languages
Mission	<i>"...develop health and physically literate students, support positive health outcomes, and ensure students have the skills, knowledge, and confidence to enjoy a lifetime of healthful physical activity."</i>	<i>"...acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures"</i>
Example Course Offerings	<ul style="list-style-type: none"> PE 1 and PE2 (1 credit total) required for physical education and (.5 credit total) required for health education. 	<ul style="list-style-type: none"> Students must complete 2 credits of world language to meet graduation requirements. It is strongly recommended that they are scheduled for these credits in grades 9 and 10 to allow students an opportunity to take upper-level courses in grades 11 and 12
Example Curricular Learning Experiences	<ul style="list-style-type: none"> Increased elective choice – dance, fitness, human sexuality, lifetime sports, public health, and swimming Archery tournaments, school-based wellness events, peer health educators. 	<ul style="list-style-type: none"> World languages offered could include Spanish, French, Chinese, and others. AP courses are also offered at comprehensive high schools. Students are provided numerous lessons in which they simulate the experience of listening, speaking, reading, and writing in another language community.



Arts in DCPS



CTE – What's happening at other DCPS high schools?



Cross-Over to Jackson-Reed CTE Academies



ENGINEERING



BIOMEDICAL



COMPUTER
SCIENCE



FINANCE*



GRAPHIC
DESIGN*



AUDIO & VIDEO
PRODUCTION*



HOSPITALITY

Career and Tech Ed Options

High Demand/High Wage Careers

Pathway/Program of Study	Potential Partners	High School Graduates (On the job Training, or Associates)	Requires Post-Secondary Bachelors +
Engineering	<ul style="list-style-type: none"> • Pepco • NASA 	Operating Technicians* Average Med Salary: \$35,190	Architectural & Engineering Managers Average Med Salary: \$157,710
Bio-Technology	<ul style="list-style-type: none"> • Georgetown University Medical Center • National Institutes of Health (NIH) 	Chemical Operator Average Med Salary: \$41,547	Environmental Scientists & Specialists, Including Health Average Med Salary: \$117,350
Information Technology	<ul style="list-style-type: none"> • Amazon (AWS) • On-Ramps to Careers 	Computer User Support Specialists Average Med Salary: \$69,090	Computer & Information Systems Managers Average Med Salary: \$170,790
Agriculture	<ul style="list-style-type: none"> • DC Greens • US Department of Agriculture 	Agricultural Specialist Average Med Salary: \$43,060	First-Line Supervisors of Farming, Fishing, and Forestry Workers Average Med Salary: \$60,020

Source: Washington, DC's Hot 50 Jobs,
<https://does.dc.gov/page/washington-dcs-hot-50-jobs>

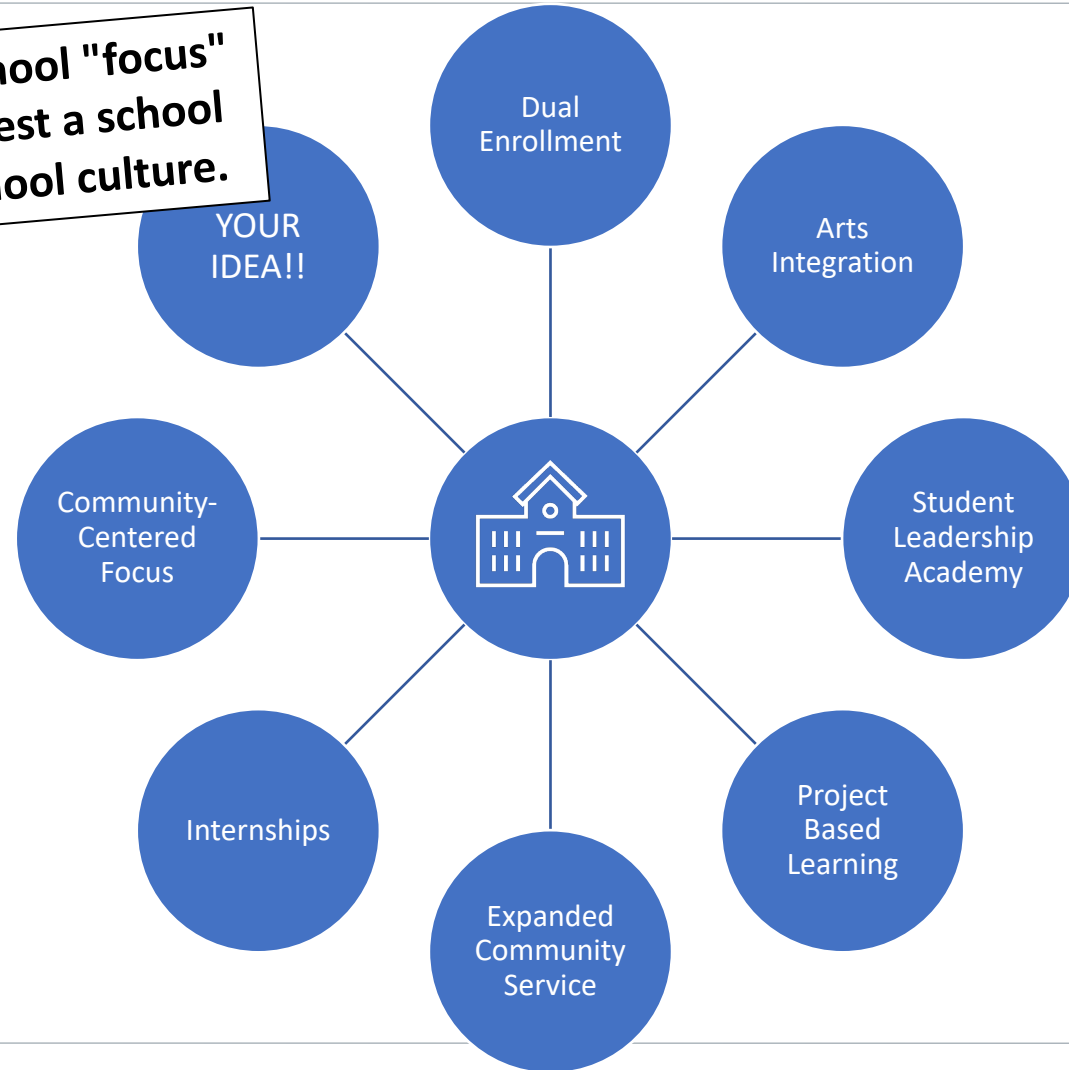
Career and Tech Ed Options

High Demand/High Wage Careers

Pathway/Program of Study	Potential Partner	High School Graduates (On the job Training, or Associates)	Requires Post-Secondary Bachelors +
Marketing	<ul style="list-style-type: none"> • Destination DC • Nationals and Commanders Sports Teams 	Sales Representatives Average Med Salary: \$68,490	Market Research Analysts & Marketing Specialists Average Med Salary: \$78,070
Animation	<ul style="list-style-type: none"> • Caandor Labs • CNN 	Freelance/Contract Work Possible Average Med Salary: Varies	Graphic Designers Average Med Salary: \$79,340
Teacher Education	<ul style="list-style-type: none"> • American University • DCPS 	Childcare Workers Average Med Salary: \$35,610	Education Administrators, Elementary & Secondary School Average Med Salary: \$112,750
Foreign Service and Diplomacy	<ul style="list-style-type: none"> • American Foreign Service Association • US State Department 	Security Technical Specialist* Diplomatic Courier* Average Med Salary: Not Published	Management Officers, Consular Officers, Economic Officers, Political Officers, Public Diplomacy Officers Average Med Salary: Varies

Comprehensive High Schools - *possible school culture focus!*

Lastly, we can consider a school "focus" - something we might suggest a school leader emphasize in the school culture.



SCHOOL NAMING PROCESS

School Naming Process

School Naming Criteria

- 1) The individual must not be a living person;
- 2) The individual must not have been deceased for less than two (2) years, unless the deceased person was a President or Vice President of the United States, a United States Senator or Representative, a Mayor of the District of Columbia, or a member of the Council of the District of Columbia;
- 3) The individual must not have enslaved other humans, supported the institution of slavery, furthered systemic racism, supported the oppression of persons of color and/or women, been a member of any supremacist organization, or committed any acts that violate the DC Human Rights Act.
- 4) The individual’s given name as well as their surname must be used (e.g., “Paul Lawrence Dunbar High School” rather than “Dunbar High School”)

Source	Citation
District of Columbia Law	D.C. Code § 9-204.01 et seq. – Naming of Public Space
District of Columbia Municipal Regulations	Original Title 5 <ul style="list-style-type: none"> • 5-E DCMR § 3510 - Naming of Public School Buildings

School Naming Engagement Process Timeline

*Dates subject to change

Steps in Process	Timeline	Stakeholders	Comments
Collect Nominations from the Public via online Nominations Form (<i>Embed into the MacArthur Public Survey</i>)	June 30-July 19	Broad General Public	Publicized widely across DCPS website, social media, direct communications to parents, posts to listservs and more.
Convene CWG to review and narrow nominations to a list of no more than 5-7 finalists	July 21	CWG	
Conduct an equity review with DCPS Community Engagement and Equity Teams.	End of July	DCPS	Review ensures that suggested names represent the diversity of gender, race, ethnicity, and cultural backgrounds among the individuals proposed by the community.
Collect feedback from public on the 5-7 finalists through an online survey	August	Broad General Public	Ex. West Elementary School Renaming - PublicInput.com)
DCPS analyzes survey results; prepares final report for DCPS Chancellor and Mayor	August - September	DCPS	
DCPS Chancellor and Mayor submit name to DC Council for review	September	DCPS, EOM, City Council	
DCPS submits school name, description and programming to MySchoolDC to be available in printed materials and on lottery website.	Mid-October	DCPS, MySchoolDC	

CWGW ACTION ITEMS, Q&A, AND NEXT STEPS

CWG Action Items

- Parents of 6th and 7th graders, we want to hear from **your students** about their interests to help plan program offerings at the upcoming MacArthur High School. The survey will close on 7/14. <https://bit.ly/HS-interest>
- Continue to share updates and content from CWG meetings with your stakeholder group. Email dcps.planning@k12.dc.gov to share follow up questions and comments with DCPS.
- Once available, please share the public survey link broadly throughout your communities.
- Review and share meeting materials from the 6/21 Traffic Meeting, now posted on the School Planning blog.

Next Steps

- ① DCPS will launch a broad public engagement survey at the beginning of July. The survey will capture feedback around program options and school name nominations.
- ② The MacArthur CWG will convene July 21st to review all survey results collected thus far.
- ③ DCPS Facilities will host a second traffic meeting in September/October 2022.
- ④ DCPS will post meetings materials and other updates on the [DCPS School Planning Blog: https://dcpsplanning.wordpress.com](https://dcpsplanning.wordpress.com).

For questions, please email dcps.planning@k12.dc.gov