



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

 GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR

# MacArthur High School

Community Working Group Meeting #3  
August 8, 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

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Overview of Engagement Timeline

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Engagement Summary

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Hardy Student Survey Results

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Community Survey Results

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School Name Nominations

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CWG Action Items, Next Steps

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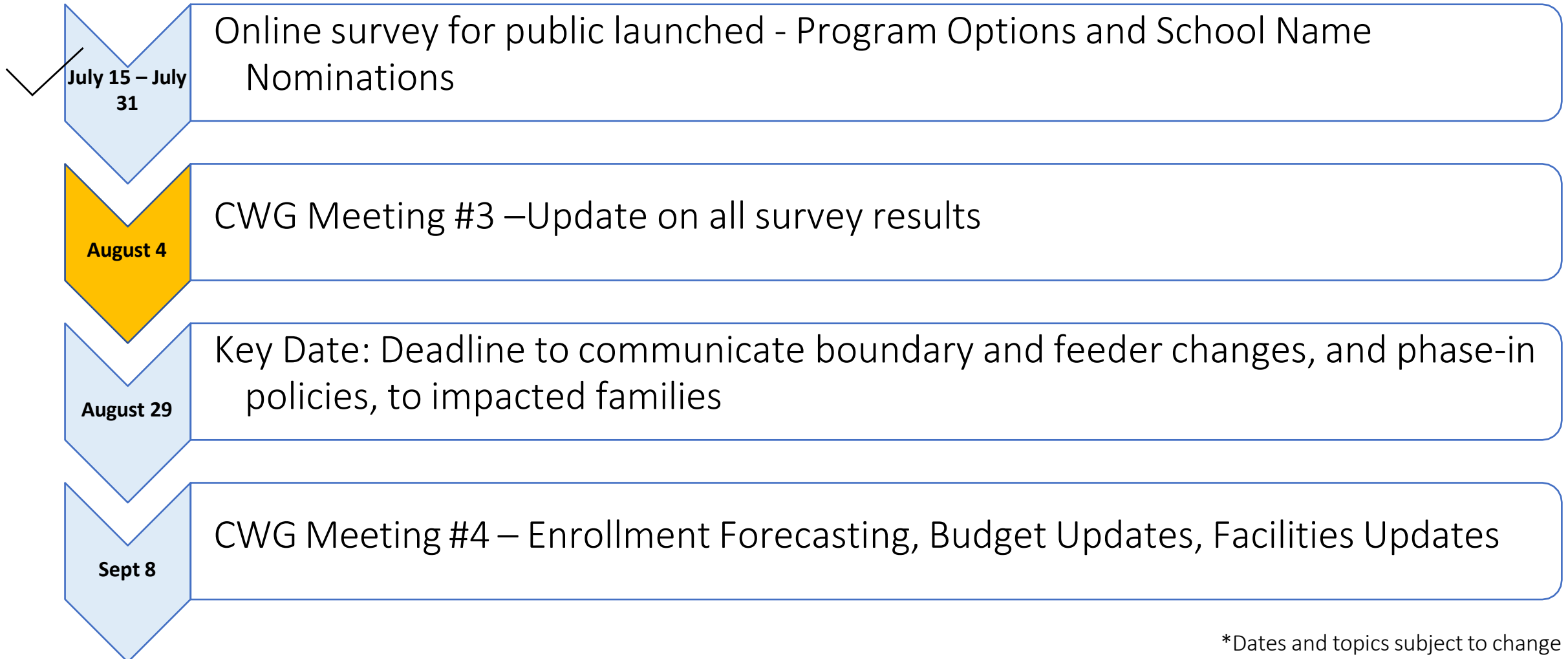
# UPCOMING ENGAGEMENT

## JUNE - Upcoming Engagement

- ✓ **June 2** CWG Meeting #1 – Project Kick-off, 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



\*Dates and topics subject to change

## FALL - Upcoming Engagement\*

\*Dates and topics subject to change

**Sept 22**

CWG Meeting #5 – Overview of School Leader Selection Process, Recruitment and Enrollment Strategies, Facilities Update

**Mid-Oct**

Key Date: DCPS submits school name, description and programming to MySchoolDC to be available in printed materials and on lottery website.

**Oct/Nov**

Key Date: Phase 1 construction begins

**Nov**

CWG meetings will continue throughout SY22-23, focusing on facility design and construction and updates on programming, student recruitment, and staffing.

# ENGAGEMENT SUMMARY



# Summary of Engagement

Since May, DCPS engaged over 670 stakeholders on the future of MacArthur HS. Engagement focused on program option recommendations, identifying important elements of school culture, and collecting school name nominations.

## Community Survey Results

544 total participants

3,496 total comments

## Student-Specific Engagement

Survey of Hardy MS 6th and 7th Graders

Student Focus Groups (Hardy 6th - 8th Grades)

## Additional Feedback Methods

Previous Wilson Feeder Pattern Community Engagement

Emails

Feedback from MacArthur Community Working Group Meetings

# Student Focus Group Summary

On June 14<sup>th</sup>, 2022, DCPS led 3 student focus groups with Hardy MS Student Collective groups. The groups were comprised of student leaders from all grades. Student participants were asked to provide responses that considered the perspective of their peers.

Key Questions and Areas of Feedback for Students:

- 1. What are you most excited about when you think about going to high school?
- 2. What classes or learning experiences, beyond English and math, do you want to have at your high school?
- 3. What sports, extracurricular activities and clubs do you want at your high school?
- 4. What do you like about Hardy that you would want to be part of the new high school?
- 5. What are your thoughts about a school name or school mascot?
- 6. What qualities would make for a strong principal of the new school?
- 7. Which is more appealing to you- a school that offers many different classes or a school that has a very specific academic focus ?

Student Group	# of Attendees
6 <sup>th</sup> Grade Advisory	8
7 <sup>th</sup> Grade Advisory	7
8 <sup>th</sup> Grade Advisory	8

# Student Focus Groups: What We Heard

Student representatives spoke candidly about their experience and considered the perspectives of their peers in their responses. This provided valuable feedback on MacArthur programming and school culture from a student perspective. Key points of feedback:

## Do you prefer a Specialized HS vs. Non-Specialized?

- Students across grade levels advocated strongly for a [non-specialized HS experience](#) because it provides them more opportunities to explore their interests and passions.

## Extracurriculars

- Aside from some popular sports programs like soccer and basketball, students are passionate about [exercising student voice](#) through student leadership opportunities, debate and student council.

## Academics

- Students are interested in [engineering, computer science, and arts programming](#). Some named examples such as: Fashion, design, theater, band, orchestra, film.
- Students are interested in Italian and Spanish (both offered at Hardy). Students made clear that they were most interested in [experiential language learning opportunities](#), like taking Spanish literature or travelling to Spanish speaking countries.

## Student Experience

- The most consistent feedback we received is that students were interested in more [freedom, independence and added responsibility](#). They're looking for a school community where students get to be part of the decision making.
- There was also widespread interest in [experiential and hands on learning](#).

## Mascot/School Name

- 6th graders wanted it to be named after [woman of color](#).
- 7th graders pushed for representation for the [Middle Eastern community](#).
- 8th graders said the name and mascot should be tied to [school identity](#).

# Additional Feedback Methods

DCPS has also received emails from more than 50 people/groups on the MacArthur planning process since March 2022. Common topics of these emails include:

- Concerns on the impact on traffic and transit accessibility
- Impact on feeder patterns
- Hiring of teaching staff and principal
- Curriculum and program offerings
- Sports teams
- School funding
- Impacts to overcrowding and providing relief in Ward 3

DCPS has collected feedback from the previous CWG meetings:

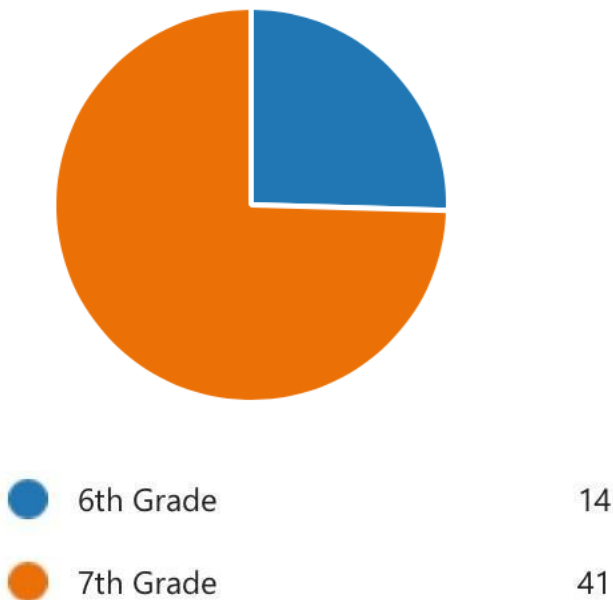
- School Visioning process:
  - be known for academic excellence, skill building
  - culture of curiosity, intellectual rigor
  - sports teams and clubs
- Comments and suggestions around MacArthur programming

# HARDY STUDENT SURVEY RESULTS

# 55 Participants Completed the Hardy Student Survey

DCPS surveyed 55 current Hardy students throughout June 2022. Students responded to questions about classes they would want to take in high school, as well as clubs and sports they would want to participate in. The survey asked students to provide open ended responses about their overall impression of high school and their expectations of a high school experience.

I am in....



What do you want to be known for in high school?

Quote

- “Being good at sports” (basketball, soccer, volleyball)
- “Being a good, kind and smart student”
- “For being creative and having well-thought plans”

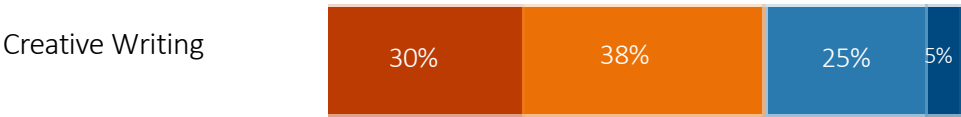
# Student Interest: Academics



Students were asked to rank-scale their interest levels in high school level courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of programs to offer at MacArthur. Results below indicate the highest ranking or “Very Interested” courses. See Appendix for full results in each category.

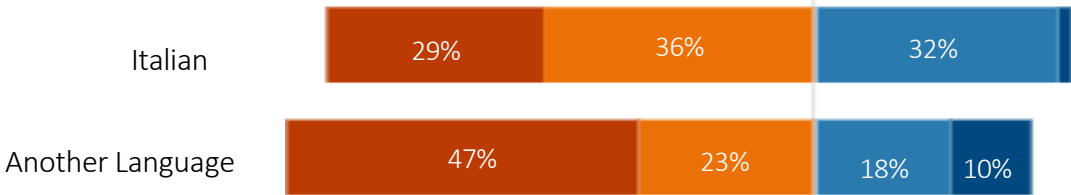
## English and Social Studies Electives

Creative Writing was highly preferred by students.



## World Language

Most respondents preferred learning a new language, while 29% were very interested in continuing learning Italian.



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 30% of students chose Creative Writing as 'Very Interesting', while 38% ranked Creative Writing as 'somewhat interesting'.*

# Student Interest: Academics

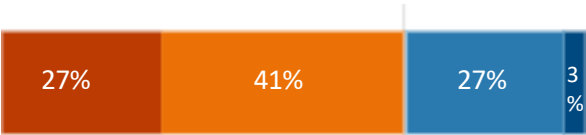


Students were asked to rank-scale their interest levels in high school level elective courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur. Results below indicate the highest ranking or “Very Interested” courses.

## Mass Media, Comms & the Arts

Drawing and Painting (part of the Visual Arts curriculum) was highly preferred by students.

Drawing and Painting



## Performing Arts

Drama/Acting courses were a common selection by students.

Drama/ Acting



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 27% of students chose Drawing and Painting as 'Very Interesting', while 41% ranked it as 'somewhat interesting'.*



# Student Interest: Academics, CTE



Students were asked to rank-scale their interest levels in high school level Career and Technical Education (CTE) courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur. Results below indicate the highest ranking or “Very Interested” courses. See Appendix for full results in each category.

## The Sciences

Students were most interested in Engineering CTE pathways.

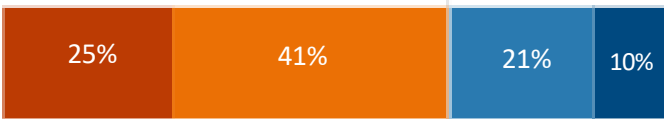
Engineering



## Business/Finance & Hospitality

Students ranked Entrepreneurship courses #1.

Entrepreneurship



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 30% of students chose Engineering as 'Very Interesting', while 40% ranked it as 'somewhat interesting'.*

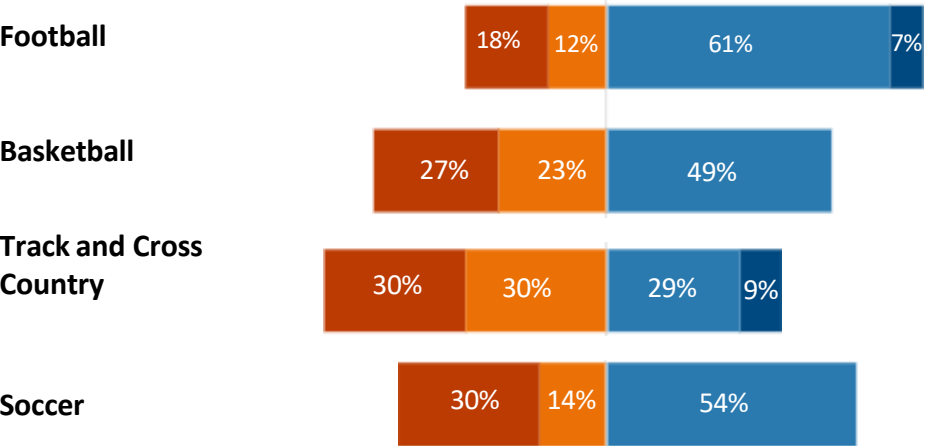
# Student Interest: Sports and Clubs



Students were asked to rank-scale their interest levels in high school level sports and clubs offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur. Results below indicate the highest ranking or “Very Interested” courses. See Appendix for full results in each category.

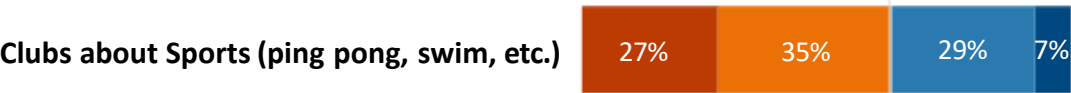
## Sports

Top responses:



## Clubs and Extracurricular Activities

Top responses:



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 18% of students chose Football as 'Very Interesting', while 12% ranked it as 'somewhat interesting'.*

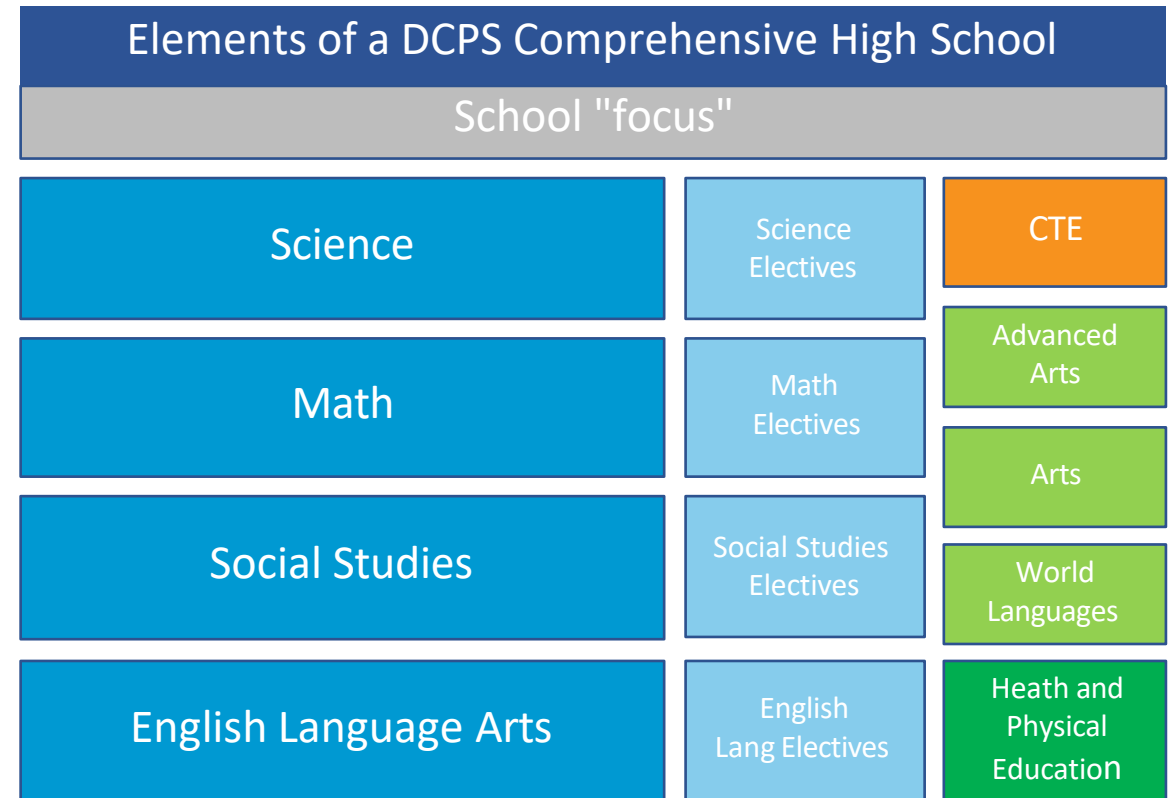
# COMMUNITY SURVEY RESULTS

## A Combined Approach to MacArthur HS

In our last CWG, we discussed the different components of a Comprehensive High School.

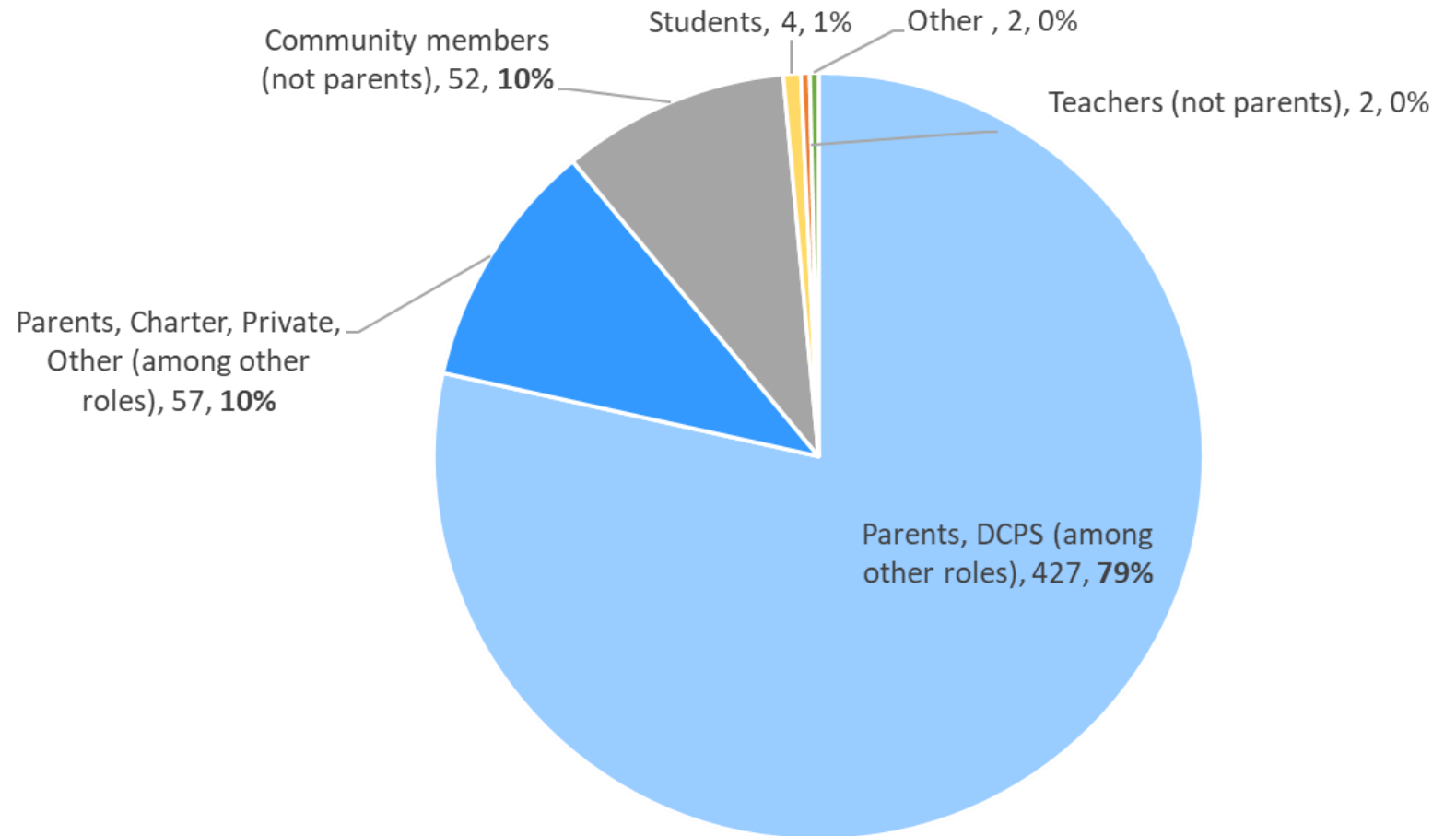
Today, we'll review what we've already learned about [DCPS's approach to MacArthur](#) and combine that with what the [future MacArthur school community](#) would like to see by reviewing results from the community survey.

Survey questions asked participants about each element of a comprehensive high school, including a school focus (or academic approach).



## 544 Participants Completed the Survey – Mostly parents!

- **Participants could identify multiple roles** – neighbor/community member, parent/guardian, student, teacher/DCPS staff member, other.
- **89% of participants identified as parents**, most were DCPS parents. Another **10% of participants identified as community members and not parents**.



## 544 Participants Completed the Survey

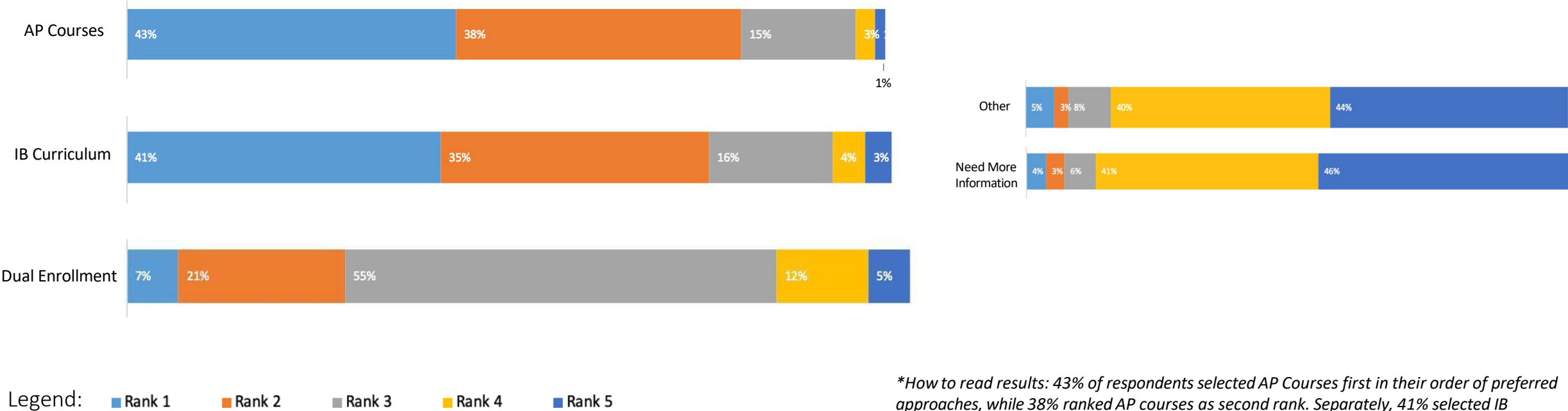
- **80% of participants reported living in Ward 3, where MacArthur HS will be located.**
- Of the responses from DCPS parents, **75% were primarily affiliated with a school in the future MacArthur feeder pattern, including 96 responses from Hardy.**
- **The remaining DCPS parents identified most often with Jackson-Reed, Oyster-Adams, Deal, or an elementary school in the Deal feeder pattern (Bancroft, Hearst, Janney, Lafayette, Murch, Shepherd).**

Primary Affiliated School	Count
Hardy MS	97
Stoddert ES	86
Key ES	59
Eaton ES	37
Hyde-Addison ES	23
Mann ES	21
Schools in Future MacArthur Feeder Pattern	323
Jackson-Reed	23
Deal	30
Oyster-Adams	17
Bancroft, Hearst, Janney, Lafayette, Murch, Shepherd	14
Schools in Future Jackson-Reed Feeder Pattern	84
Other DCPS	12
Blank	9
Total Responses	427

# 43% of Respondents Ranked Advanced Placement Courses as #1 to provide academic rigor

Respondents were asked to rank (1 – 5) a preferred approach to student learning and academic rigor.  
43% respondents ranked AP Courses as a #1 approach, while 41% of respondents ranked IB curriculum as #1 approach.

6. DCPS believes that students should be part of a learning environment that challenges them to think in new and interesting ways. Combinations of the options below are commonly found in DCPS high schools. For this question, please consider the different learning environments students can learn in. The options below outline different approaches to student learning and academic rigor. Rank the following options in order of how much you would like to see them implemented at MacArthur HS, from most to least.



*\*How to read results: 43% of respondents selected AP Courses first in their order of preferred approaches, while 38% ranked AP courses as second rank. Separately, 41% selected IB Curriculum as their first preference.*

## DCPS's Approach to Academic Rigor – Dual Enrollment and AP Courses

### Dual Enrollment

- As early as the 10<sup>th</sup> grade, all DCPS high school students who are grade-level and GPA eligible can apply to 3 different types of dual enrollment programs:
  1. [UDC-Care Dual Enrollment](#)
  2. [OSSE Consortium Dual Enrollment](#)
  3. [DCPS Private Universities Dual Enrollment](#).
- Each program is tuition free.
- Upon successful completion, students can earn transferrable college credits, or can earn both high school and college credits for their completed course.

### AP Courses

- At every DCPS high school, at least seven AP courses are offered with at least one course in each of the four core subjects.
- DCPS covers registration costs for teachers to attend AP Summer Institutes.
- Many AP courses satisfy graduation requirements.
- For a new school like MacArthur, it is best practice to grow the AP offerings based on cohort eligibility.
- Students are encouraged to consult their counselors to determine which courses are right for them, based on their academic and career interests.

For more information about DCPS Dual Enrollment, visit <https://dcps.dc.gov/service/participate-dual-enrollment>

For more information about DCPS Advanced and Enriched Instruction, visit: <https://dcps.dc.gov/page/advanced-and-enriched-instruction>



## DCPS's Approach to Academic Rigor – IB Curriculum

DCPS currently offers IB learning pathways at Banneker and Eastern High Schools. Both schools are accredited under the [International Baccalaureate® \(IB\) Diploma Programme \(DP\)](#).

### How does DCPS approach IB Curriculum?

The IB Diploma Programme is intended for students in grades 11 and 12.

Students pursue IB curriculum\* by completing courses aligned with DCPS high school curriculum, standards and expectations.

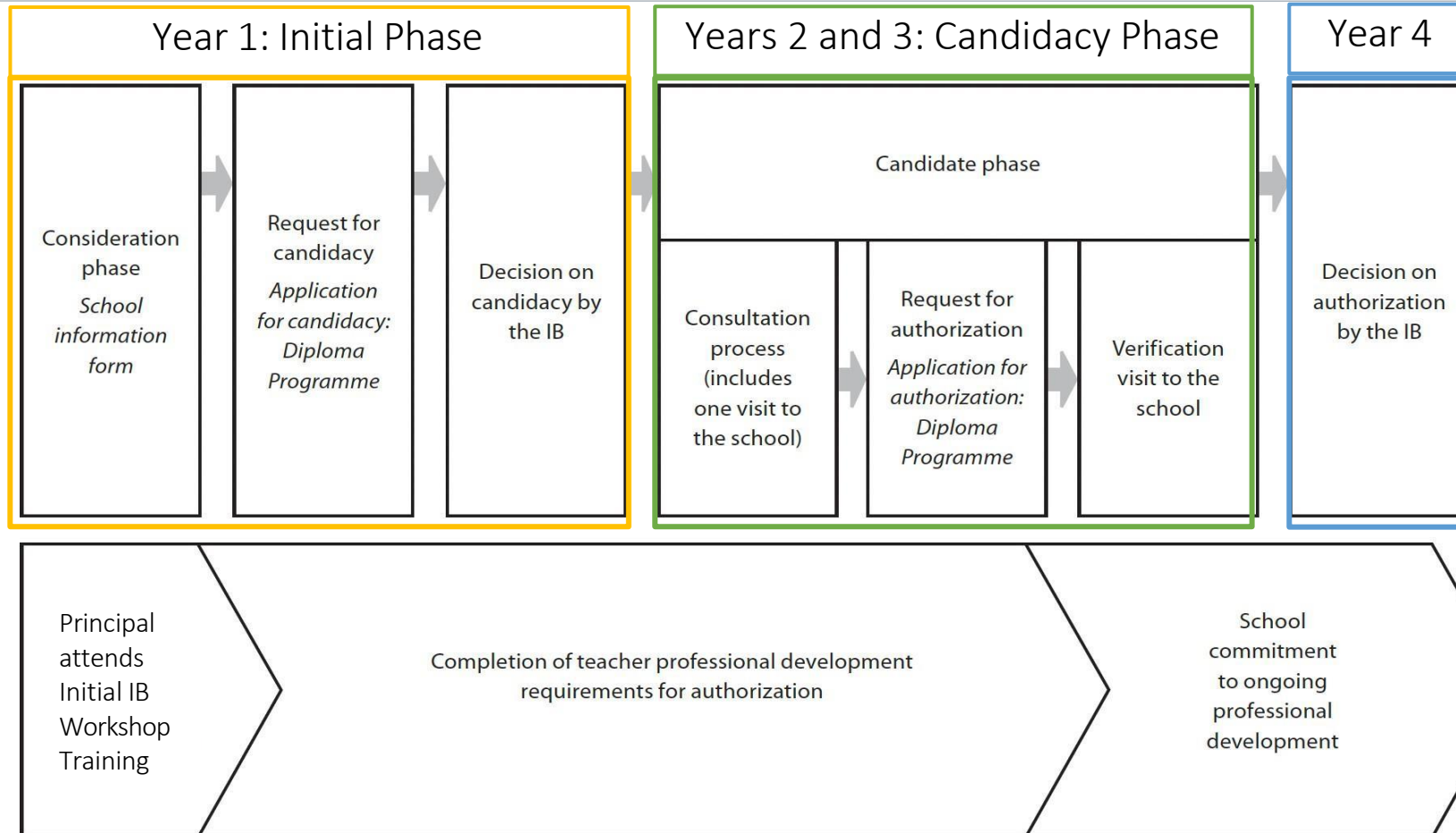
Students can attempt gaining the whole IB DP Diploma program or can choose to take specific IB courses and exams, only.

Each program has a school-based IB coordinator to support implementation and IB commitments.

The DCPS Global Education Team provides support to each program and acts as a liaison between the schools Coordinator and the IB Organization.

\*IB curriculum set by IBO consists of students taking coursework in 6 subject groups as well as a course on the nature of knowledge. Students also complete independent research and a project that often involves community service. DCPS marries IB requirements with the coursework set by DCPS Content teams and school-based teachers. For more information about IB curriculum requirements, visit <https://www.ibo.org/programmes/diploma-programme/>

# IB Authorization Process



## Notes about process:

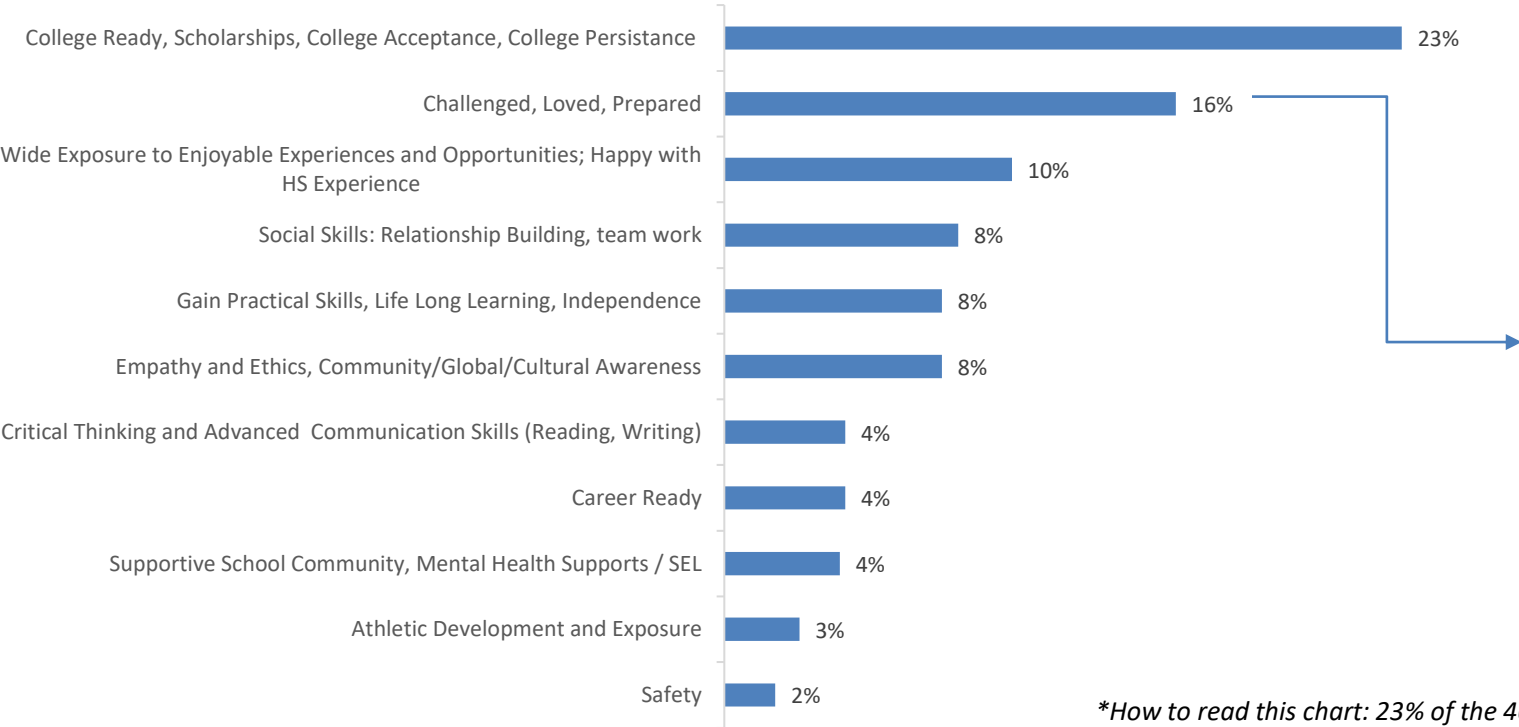
- While there are no set timelines for authorization, we estimate a 4- year process. IB takes considerable time and resources to plan and implement a strong program. Schools should not rush into authorization.
- MacArthur must be fully IB authorized by a student's junior year in order to for the student to receive an IB Diploma.
- IB authorization is not a one-time thing. Schools must commit to ongoing professional development for school staff, student assessments, annual or candidacy fees, and 5-year evaluation

For more information, visit <https://www.ibo.org/programmes/diploma-programme/>

# Open-Ended Feedback: Support for College Preparation and “Loved, Challenged, Prepared” to Develop a Successful HS Experience

461 people submitted comments on the characteristics of a positive and successful experience. These comments reflect specific characteristics MacArthur students would have if their high school careers were positive and successful. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.

8. Imagine you have, or your child has, graduated from high school. How would you know the experience was positive and successful?



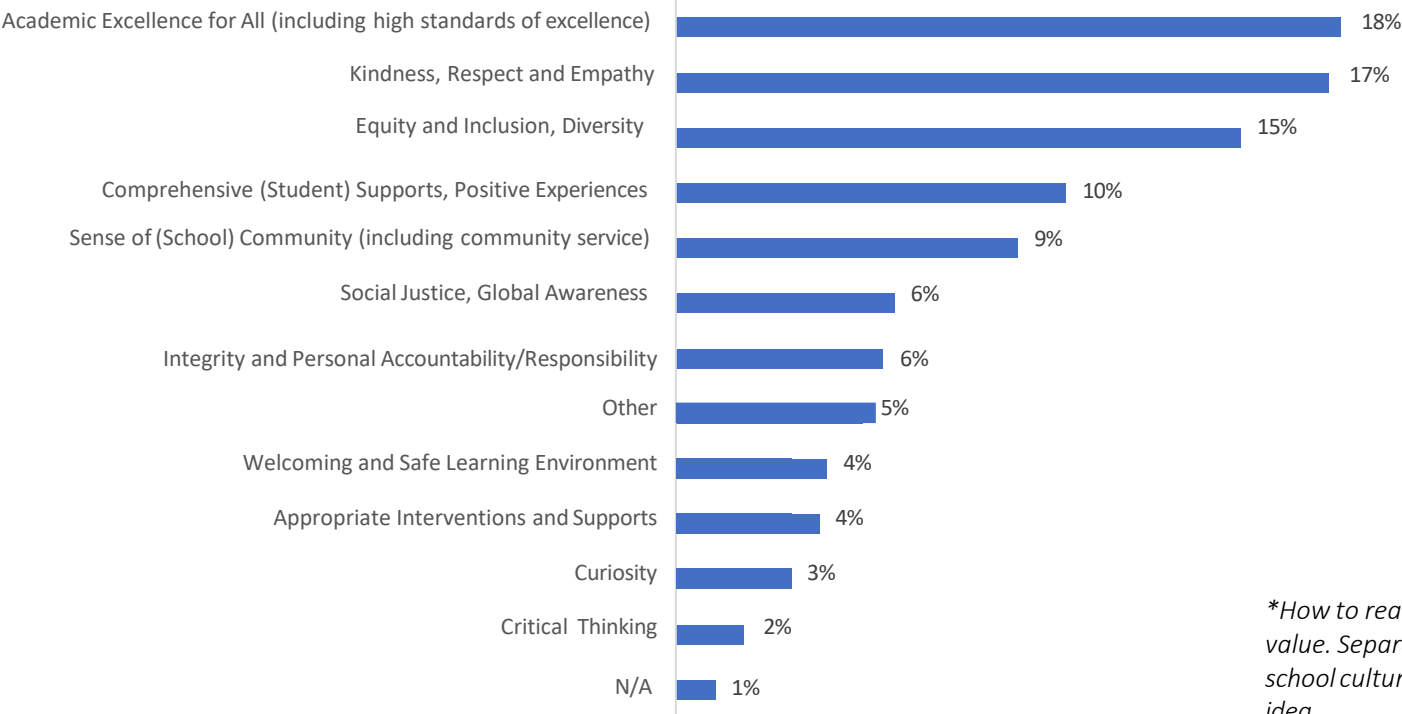
At DCPS, we developed the **Loved, Challenged, and Prepared Index (LCPI)** around our vision that every student feels loved, challenged, and prepared to positively influence society and thrive in life. This index is a top measurement on the annual Panorama Student and Family surveys. View appendix for more information.

*\*How to read this chart: 23% of the 461 written responses supported college ready students as a success factor. Separately, 16% of responses defined DCPS’s Loved, Challenged, and Prepared index as measurements of success. Note that the percent may add over 100% as some responses included more than one idea.*

# Open-Ended Feedback: ‘Academic Excellence for All’ should be emphasized within MacArthur’s school culture

DCPS reviewed all open-ended comments and categorized each by the main topics of feedback. 540 people submitted comments that suggested MacArthur should have the following core values: academic excellence, kindness, respect and empathy.

10. A school’s culture is made up of the attitudes, expected behaviors, and values that impact how the school operates. DCPS believes that a positive school culture can help students interact with the learning environment and school community in responsible, and productive ways. In your opinion, what should the principal of MacArthur HS emphasize when establishing the culture of the school?



“Tough question. I want my child to attend high school in supportive environment, but one that is also challenging in the right ways—academically of course, but also in exposing her to others from different backgrounds and cultures. A culture that is respectful of the dignity of every individual, of course is of the utmost importance.”

\*How to read this chart: 18% of the 540 written responses reported academic excellence as a top value. Separately, 17% named kindness, respect and empathy as core components to MacArthur’s school culture. Note that the percent may add over 100% as some responses included more than one idea.

## Lessons Learned: Building Strong School Culture

DCPS believes that a positive school culture is made up of the [attitudes](#), [expected behaviors](#) and [core values](#) that can help students interact with the learning environment and school community in responsible, and productive ways.

From past school openings, DCPS has learned how to establish strong school culture for all members of a school community. Here are a few elements that will exist at MacArthur:

### Specialized Instruction Feeder Alignment

To align with Hardy MS, MacArthur will also have [ILS, CES and DHOH programs](#). Current students at Hardy MS will attend MacArthur HS upon middle school graduation.

### Student Support Teams

Each school is equipped with [Student Support Teams](#) to help students navigate through academics, attendance, positive school culture and health and wellness initiatives.

### Multi-Tiered System of Supports (MTSS)

MTSS@DCPS [helps us understand and respond to the strengths and needs of students holistically](#) -- looking at academics, attendance, social, and emotional development together. Through MTSS, schools are able to refine instruction, relationships, and additional supports (e.g., tutoring, mentoring) to better meet the needs of all students.

### Supports for English Learner (EL) Students

EL students complete [rigorous and engaging academic experiences](#) at all DCPS schools, including specialized summer programming, support in curriculum development and amplification, and professional learning opportunities for teachers and staff.

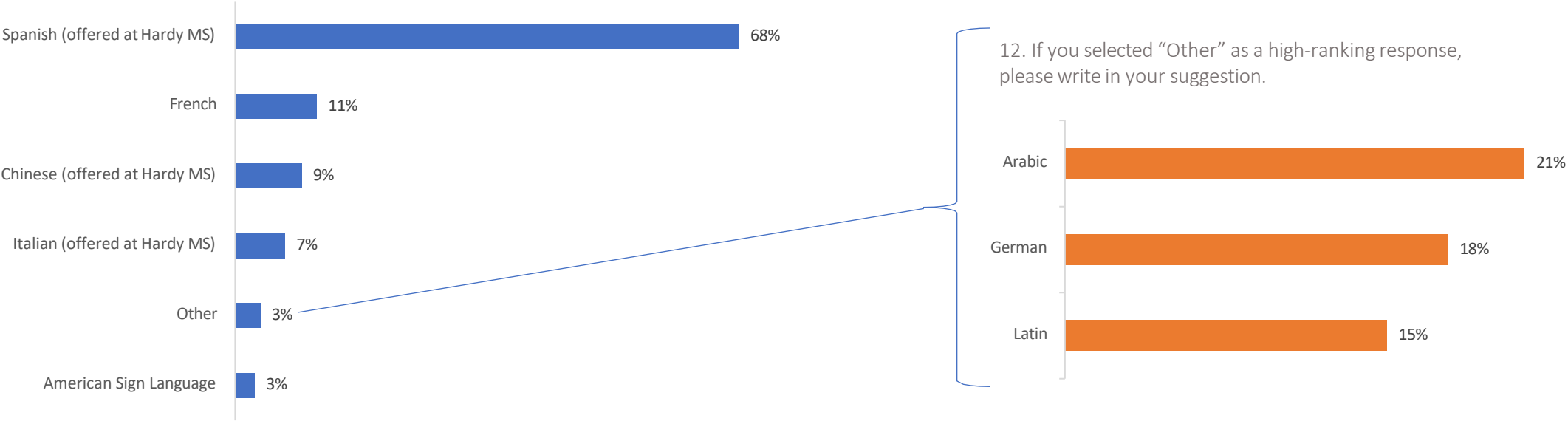
### Equity in Practice

All DCPS schools provide [culturally and linguistically responsive](#) teaching and learning by embedding key levers of equity through school culture, student identity, policy and practice.

# 68% of Respondents Ranked Spanish as 1<sup>st</sup> Choice for World Language

Out of 540 responses, Spanish was ranked as the 1<sup>st</sup> choice for world language offerings at MacArthur HS. Respondents had the opportunity to provide additional suggestions in a follow up question. From 121 responses, top suggestions were Arabic, German and Latin.

11. To prepare our students for a more connected and interdependent world, DCPS offers world language programming from early childhood through advanced high school courses. All students must graduate high school with a minimum of 2 credits in a world language. Students are encouraged to continue their studies beyond the required courses up to the AP level. It is DCPS's goal to provide opportunities for program alignment and skill building as students matriculate through feeder schools. Rank the following languages in order of how much you would like to see them taught at MacArthur HS, from most to least. Languages taught at Hardy MS, MacArthur's feeder middle school, are indicated below.

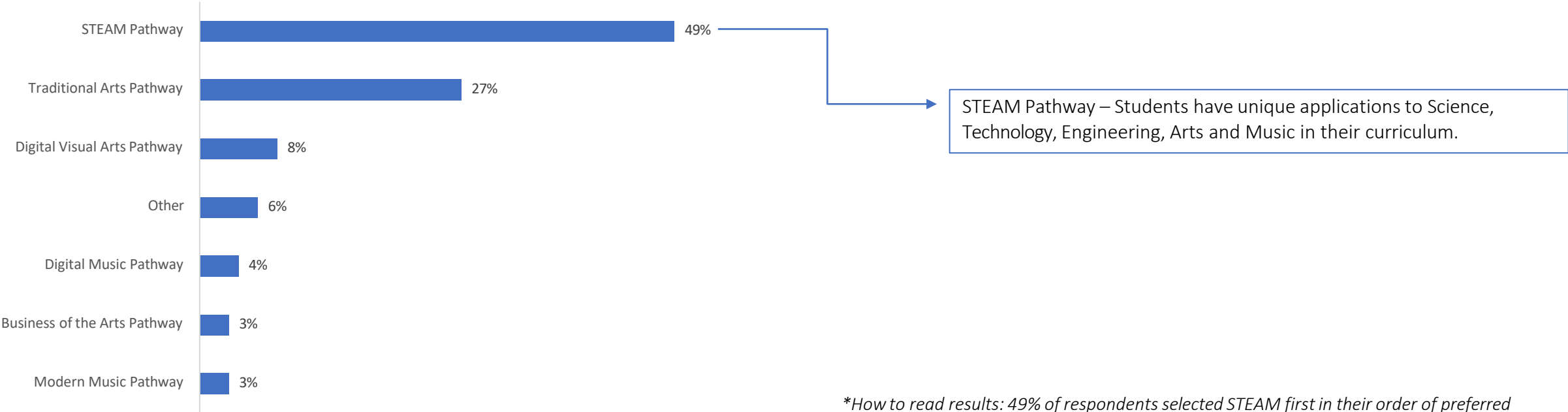


*\*How to read results: 68% of respondents selected Spanish first in their order of preferred languages. Separately, 11% selected French as their first preference. See Appendix for full results and open-ended responses listed by theme.*

# Participants Ranked STEAM as the 1<sup>st</sup> Choice in Arts Pathways

After reading descriptions about the different arts curricula offered at DCPS’s high schools, respondents were asked to rank the pathway that they would like to see offered at MacArthur HS. 49% of respondents elected STEAM as their 1<sup>st</sup> choice.

13. The DCPS Arts curricula introduces a framework for Arts Learning that encompasses all disciplines and helps students to develop critical problem solving and communication skills. The Arts pathways explore themes and major concepts that push students to develop a creative voice in today’s culture. Please rank the following Arts Pathways in order of how much you would like to see them taught at MacArthur HS, from most to least.

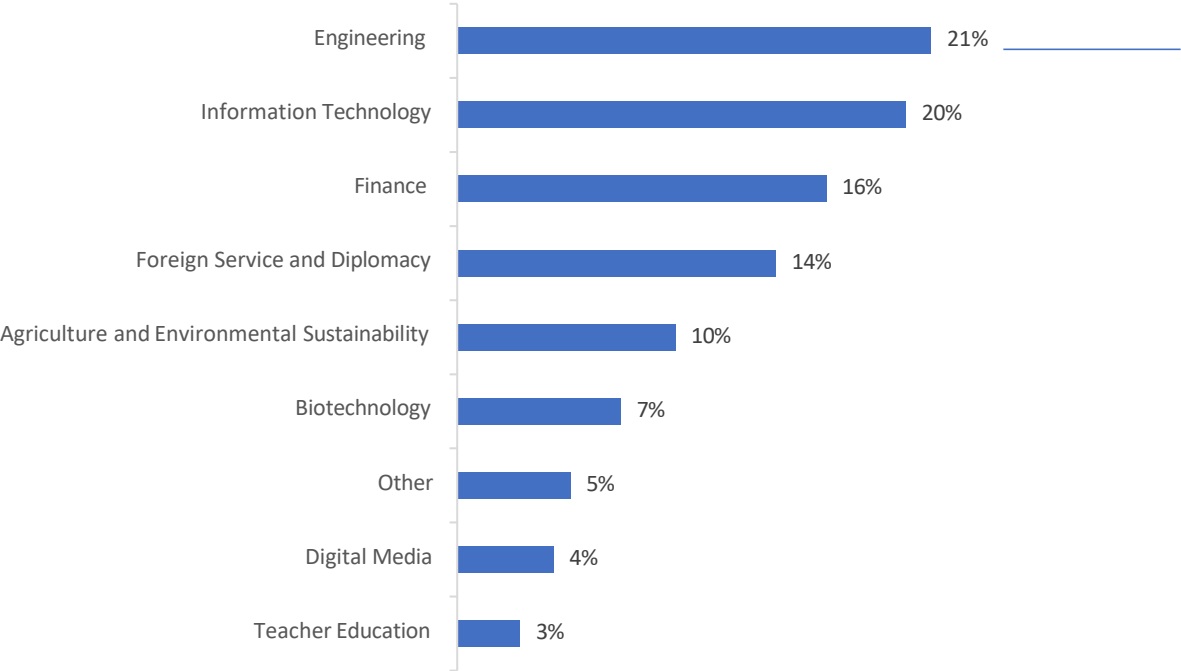


*\*How to read results: 49% of respondents selected STEAM first in their order of preferred pathways. Separately, 27% selected Traditional Art Pathways as their first preference. See Appendix for full results.*

# Participants Ranked Engineering as the 1<sup>st</sup> Choice in CTE Pathways

After reading descriptions about the different Career and Technical Education programs offered at DCPS’s high schools, respondents were asked to rank the pathway that they would like to see offered at MacArthur HS. 21 % of respondents chose Engineering as their 1<sup>st</sup> choice.

15. DCPS offers Career and Technical Education (CTE) programs to prepare students for college and career with hands-on experiences through project-based learning. CTE Pathways introduce “academies” to our schools, which create a close-knit learning community for students to thrive in and can provide opportunities to gain industry-recognized certifications. Currently DCPS offers 28 unique CTE Programs of Study in 16 high schools. Please rank the following CTE programs in order of how much you would like to see them taught at MacArthur HS, from most to least.



Engineering – Students have the option to learn about engineering careers in Aerospace, Civil Engineering, Software Engineering, and others. Under the umbrella of engineering disciplines, the engineering academy at MacArthur would only have one specific focus.

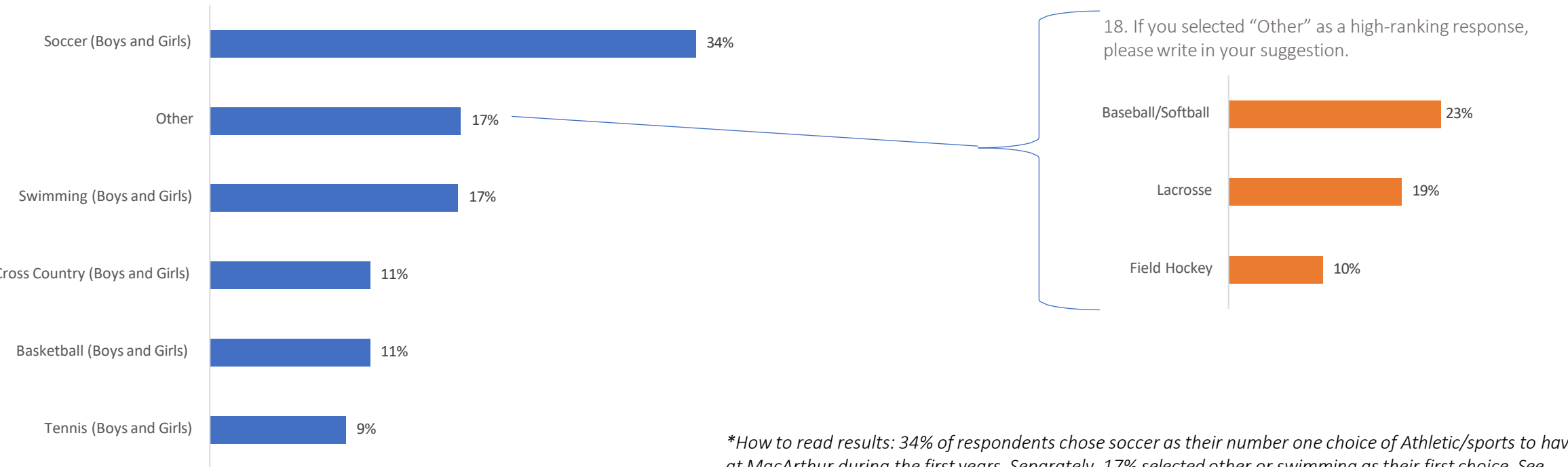
*\*How to read results: 21% of respondents selected Engineering as their number one choice of CTE programming. Separately, 20% selected information technology. See Appendix for full results.*



# Participants Ranked Soccer as the 1<sup>st</sup> Choice in Athletic Offerings

Respondents were asked to rank the athletic sports team they would like to see offered at MacArthur HS. 34% of respondents elected soccer as their 1<sup>st</sup> choice. Respondents had the opportunity to provide additional suggestions in a follow up question. From 160 responses, top suggestions were baseball/softball, lacrosse and field hockey.

17. Athletic Association (DCIAA) outlines over 25 sports and clubs that are available for state-and-local level competition. All high schools participate in both DCSAA and DCIAA regulated sports. Students at Hardy Middle School were invited to complete a survey in June 2022. The following sports were the most requested by respondents. Please rank the following sport teams in order of how much you would like to see them offered at MacArthur HS, from most to least. Note, this is not an exhaustive offering list.

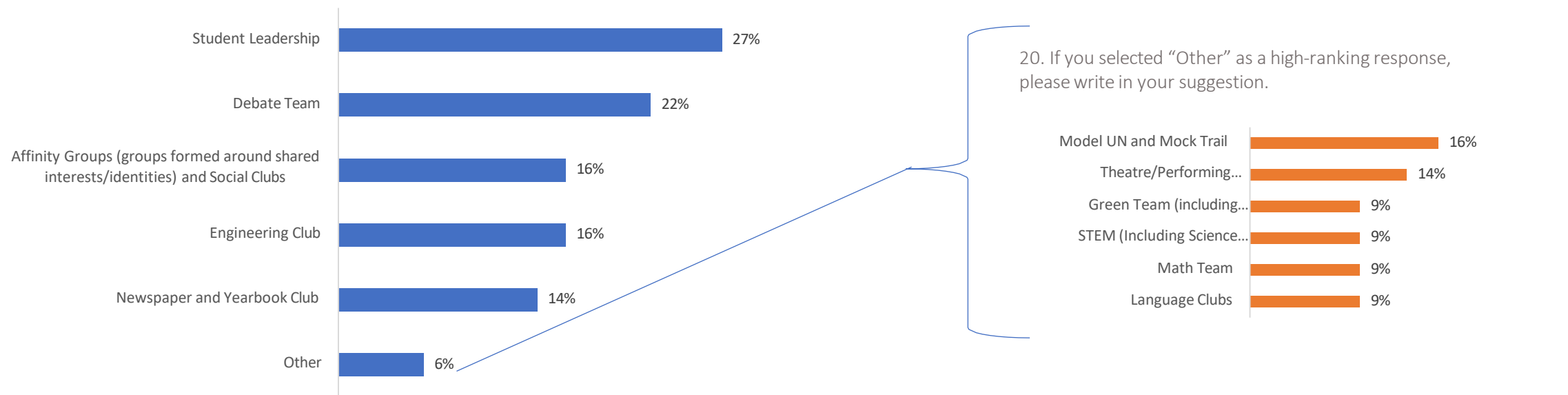


*\*How to read results: 34% of respondents chose soccer as their number one choice of Athletic/sports to have at MacArthur during the first years. Separately, 17% selected other or swimming as their first choice. See Appendix for full results and open-ended responses listed by theme.*

# Participants Ranked Student Leadership as the 1<sup>st</sup> Choice in Clubs and Extracurricular Activities

540 respondents were asked to rank the clubs and activities they would like to see offered at MacArthur HS. 27% of respondents elected Student Leadership as their 1<sup>st</sup> choice. Respondents had the opportunity to provide additional suggestions in a follow up question. From 74 responses, top suggestions were baseball/softball, lacrosse and field hockey.

19. DCPS schools offer a wide range of extracurricular clubs and activities based on the dynamic interests of the student body. Clubs and activities have an emphasis on student empowerment and extended learning opportunities, while also promoting positive student behavior and a supportive school culture. Students at Hard Middle School were invited to complete a survey in June 2022. The following clubs/activities were the most requested by respondents. Please rank the following clubs and activities in order of how much you would like to see them offered at MacArthur HS, from most to least. Note, this is not an exhaustive offering list.



*\*How to read results: 27% of respondents chose student leadership opportunities as their number one choice of student clubs/extracurricular activities. Separately, 22 % selected debate team. See Appendix for full results and open-ended responses listed by theme. .*

## Lessons Learned: DCPS' Approach to Athletics and Clubs

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The DCPS Athletics Department works with school leaders and the Athletic Director to recommend and establish the athletic teams' students would be likely to participate in within the opening years of a school. Here are some lessons learned from two of DCPS's youngest high schools: Bard Early College (2019) and Ron Brown HS (2016).

### Lessons Learned:

- **Start Small.** It's important to highlight and showcase teams that can thrive and position MacArthur as a strong competitor against other schools. Newly opened schools' benefit from sports that can take on a slightly independent nature - such as tennis, track and field, and basketball.
- **Consider Partnerships.** It's not uncommon that schools face facility limitations. DCPS Athletics partners with other DCPS schools and the Department of Parks and Recreation (DPR) to reserve and utilize space at neighboring facilities. For MacArthur, DCPS will explore creating a partnership with local recreation centers for student athletes.
- **Join neighboring teams.** Based on the DCIAA student handbook, DCPS students who attend high schools in which a particular sport is not offered may request authorization to participate at any other DCPS high school offering that sport if certain conditions are met.
- **Gather support on the school level.** While the DCPS Athletics Department works closely with athletic teams, clubs are determined by school leaders and are financially supported through the school.

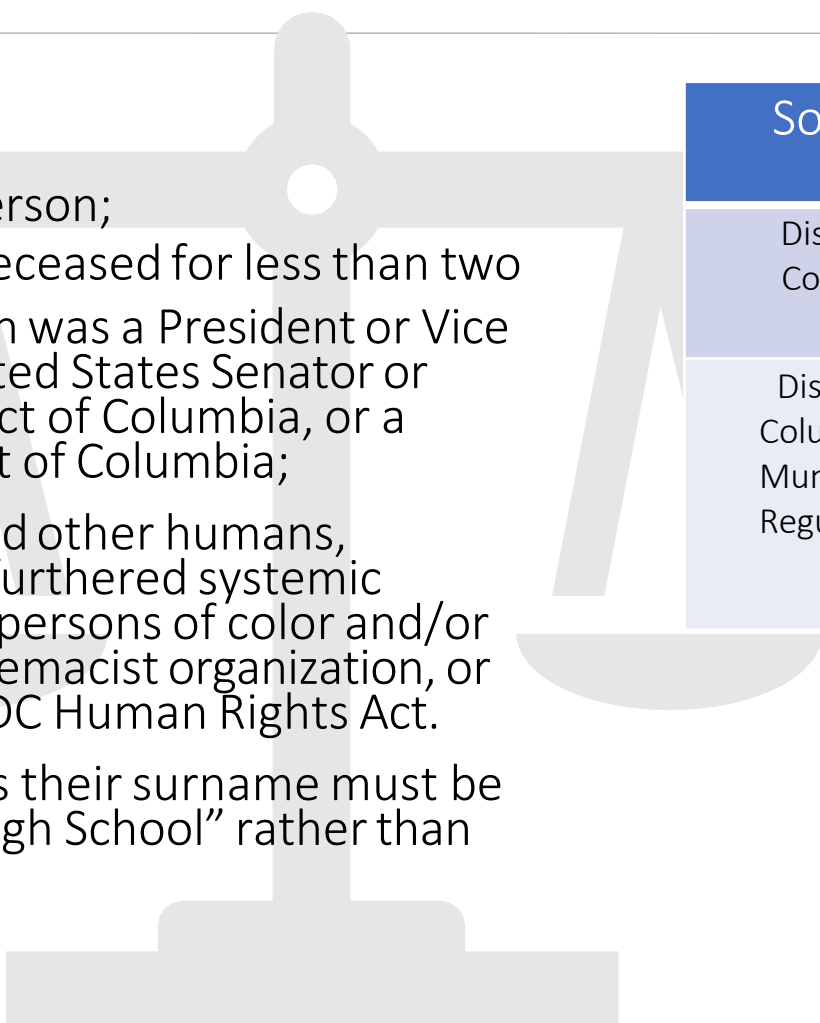
To learn more about DCPS Athletics, visit: <https://dcps.dc.gov/sports>

# SCHOOL NAME NOMINATIONS

# School Naming Process

## School Naming Criteria

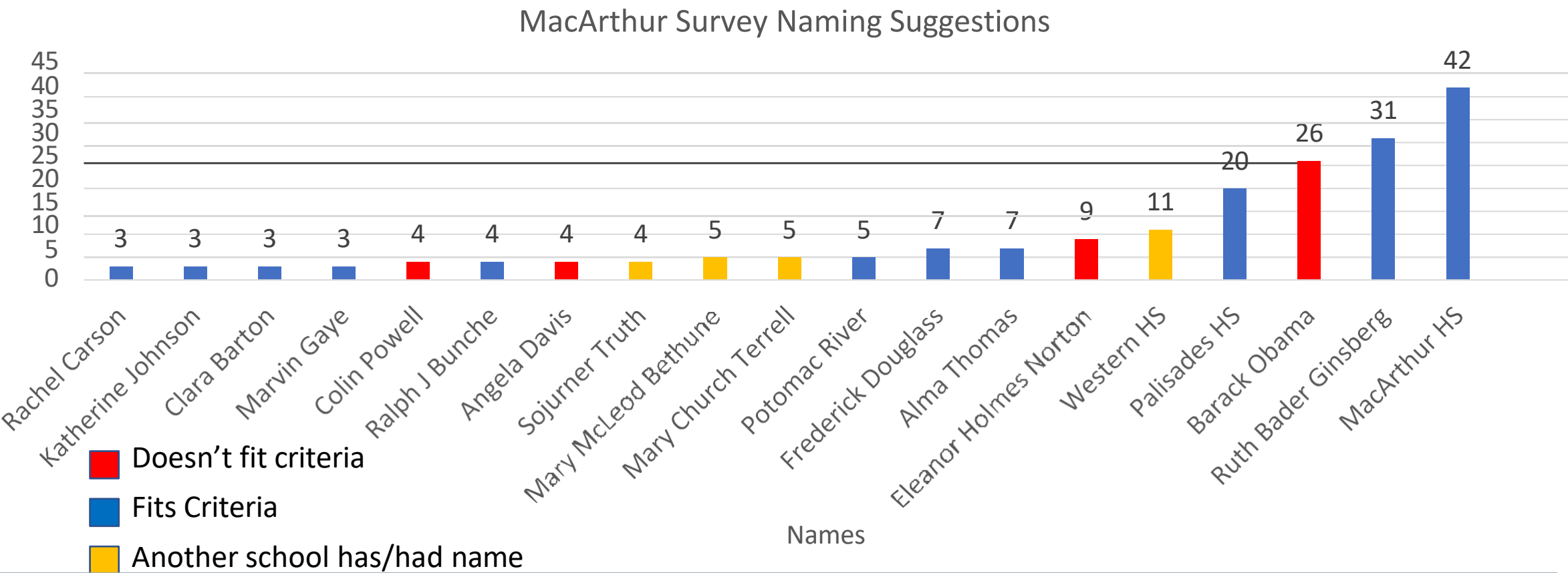
- 1) The individual must not be a living person;
- 2) The individual must not have been deceased for less than two (2) years, unless the deceased person was a President or Vice President of the United States, a United States Senator or Representative, a Mayor of the District of Columbia, or a member 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 5-E DCMR § 3510 - Naming of Public School Buildings

# Top School Name Responses

Survey responders were asked to propose potential new school names for DCPS consideration. Nominations were not limited to an individual, and all considered nominations must meet specific school naming criteria.



# School Naming Engagement Process Timeline

\*Dates subject to change

Steps in Process	Timeline	Stakeholders	Comments
<del>Collect Nominations from the Public via online Nominations Form (Embed into the MacArthur Public Survey)</del>	<del>July 15-July 27</del>	<del>Broad General Public</del>	<del>Publicized widely across DCPS website, social media, direct communications to parents, posts to listservs and more.</del>
Convene CWG to review and narrow nominations to a list of no more than 5-7 finalists	August 4th	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	Mid- August- Early September	Broad General Public	<a href="#">Ex. West Elementary School Renaming - PublicInput.com</a>
DCPS analyzes survey results; prepares final report for DCPS Chancellor and Mayor	Mid- September	DCPS	
DCPS Chancellor and Mayor submit name to DC Council for review	Late September- October	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	

## Q&A AND NEXT STEPS



## Next Steps

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- ① DCPS will use survey results to recommend next steps in program, content and curriculum and school name to DCPS Leadership. Final recommendations will be shared broadly with the community.
- ② DCPS will put short list names through an equity review, then collect feedback on the final school names through an online survey.
- ③ DCPS will send formal notification of boundary and feeder changes and phase-in policies to impacted families throughout the month of August. This notification letter will be mailed to impacted families and posted on the SSP blog.
- ④ The next CWG meeting will include Enrollment Forecasting, Budget Updates, and Facilities Updates. DCPS Facilities will host a second traffic meeting in September/October 2022.

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](mailto:dcps.planning@k12.dc.gov)

# APPENDIX

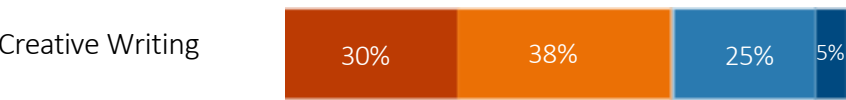
# Student Interest: Academics



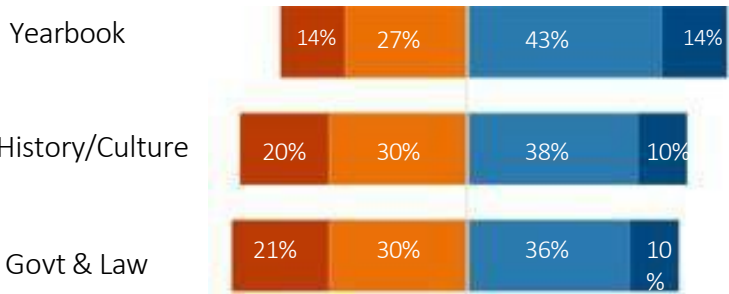
Students were asked to rank-scale their interest levels in high school level courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of programs to offer at MacArthur.

## English and Social Studies Electives

Creative Writing was highly preferred by students.

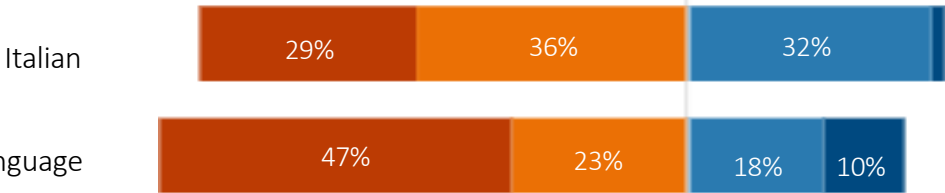


Other responses:

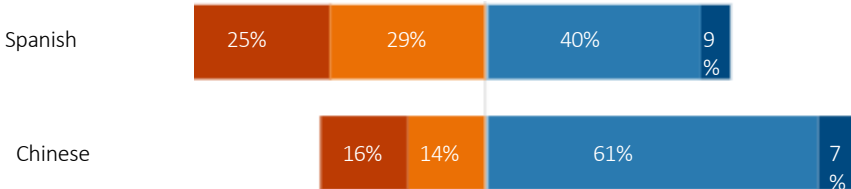


## World Language

Most respondents preferred learning a new language, while 29% were very interested in continuing learning Italian.



Other responses:



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 30% of students chose Creative Writing as 'Very Interesting', while 38% ranked Creative Writing as 'somewhat interested'.*

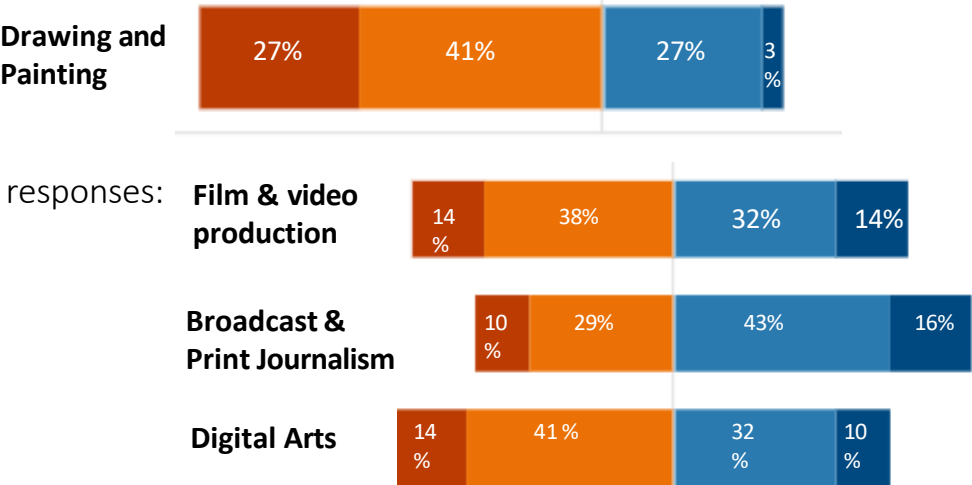
# Student Interest: Academics



Students were asked to rank-scale their interest levels in high school level elective courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur.

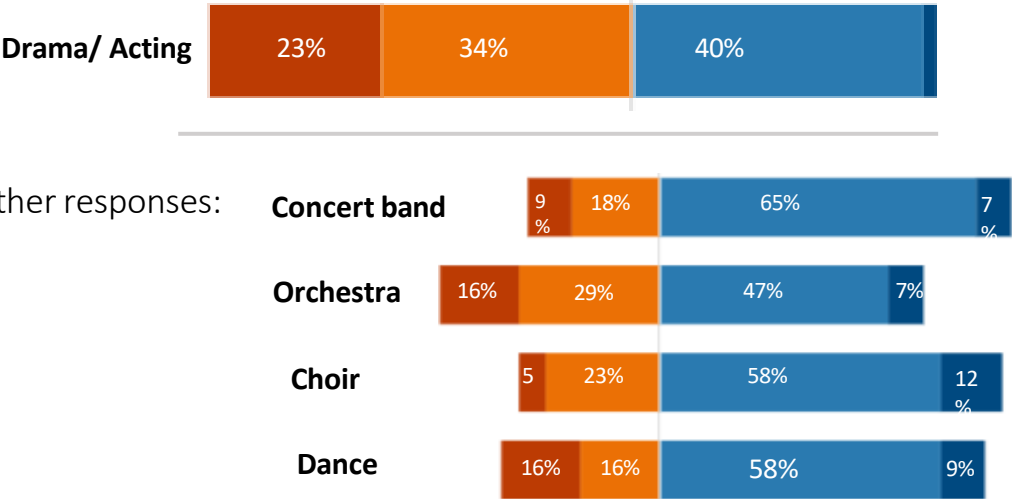
## Mass Media, Comms & the Arts

Drawing and Painting (part of the Visual Arts curriculum) was highly preferred by students.



## Performing Arts

Drama/Acting courses were a common selection by students.



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*\*How to read results: 27% of students chose Drawing and Painting as 'Very Interesting', while 41% ranked it as 'somewhat interesting'.*

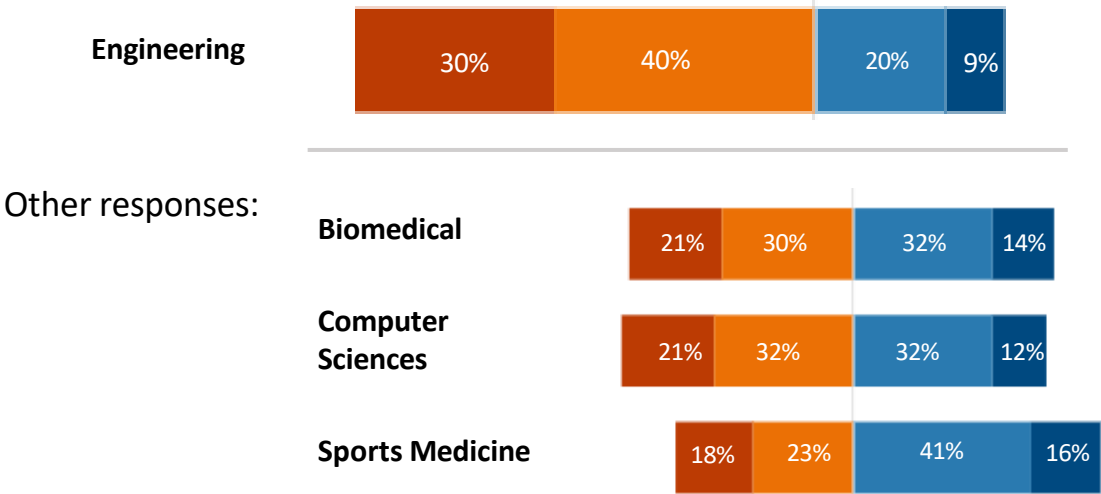
# Student Interest: Academics, CTE



Students were asked to rank-scale their interest levels in high school level Career and Technical Education (CTE) courses offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur.

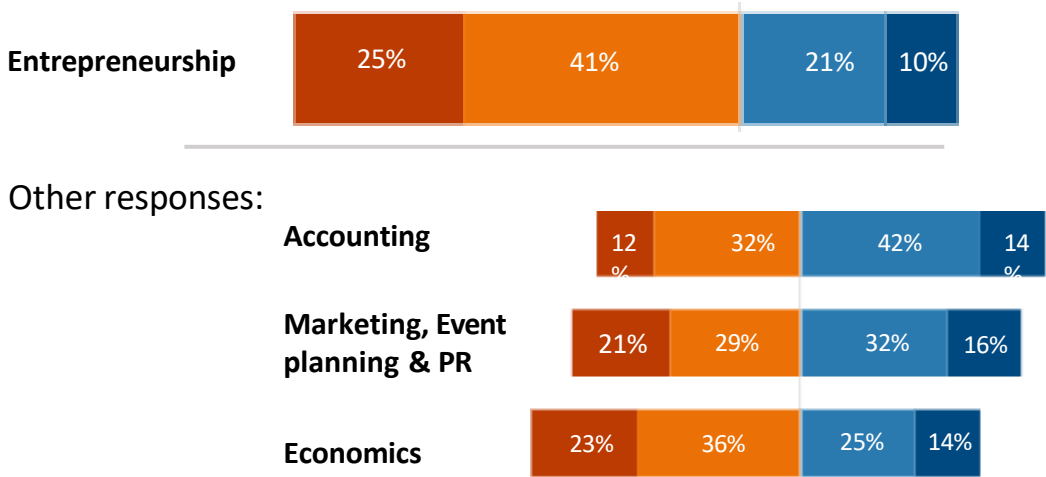
## The Sciences

Students were most interested in Engineering CTE pathways.



## Business/Finance & Hospitality

Students ranked Entrepreneurship courses #1, closely followed by courses in economics and marketing.



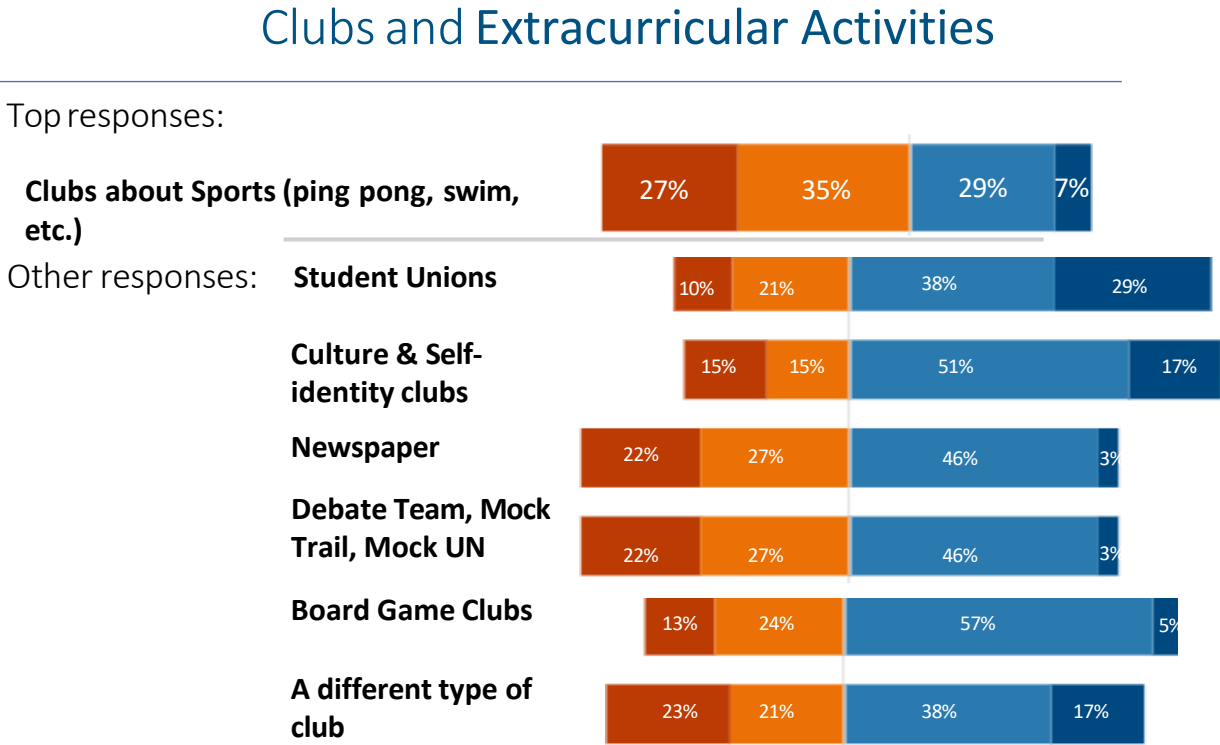
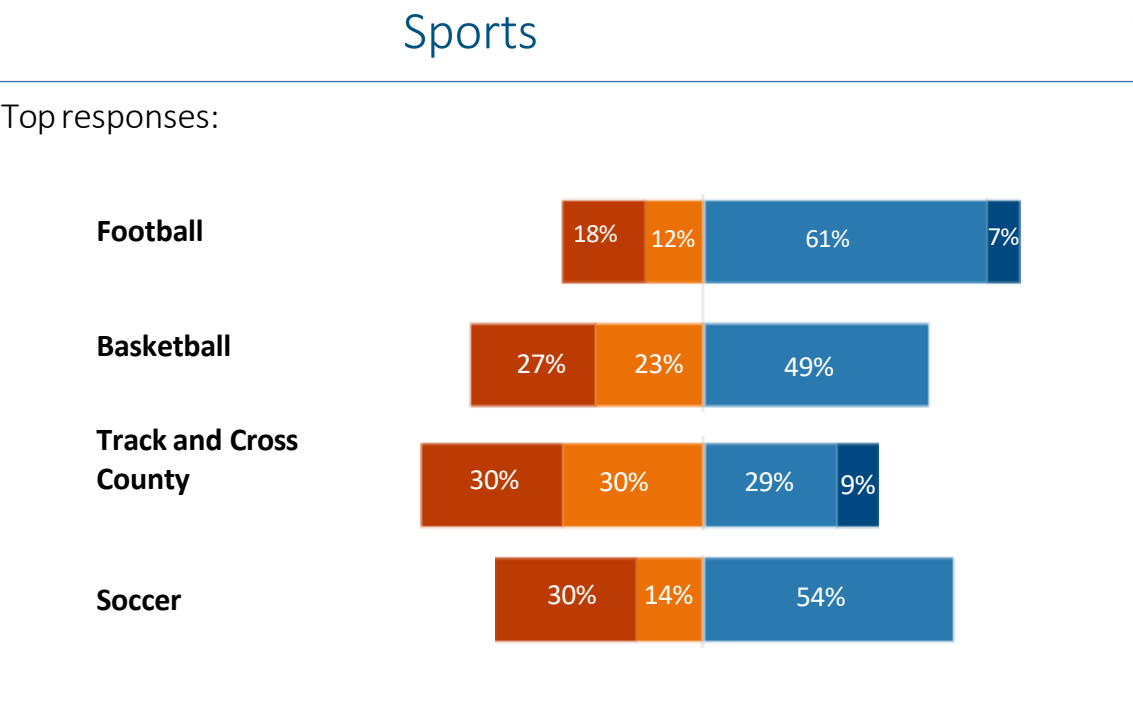
Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 30% of students chose Engineering as 'Very Interesting', while 40% ranked it as 'somewhat interesting'.*

# Student Interest: Sports and Clubs



Students were asked to rank-scale their interest levels in high school level sports and clubs offered at other DCPS high schools. This was intended to capture student interest and help inform DCPS on the types of courses to offer at MacArthur.



Legend: ■ Very Interested ■ Somewhat Interested ■ Uninterested ■ Need More Information

*\*How to read results: 18% of students chose Football as 'Very Interesting', while 12% ranked it as 'somewhat interesting'.*

# Feedback on Important Elements of MacArthur's School Profile

The compiled feedback\* is 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

\*From major themes resulting from 2017-2019 Wilson Feeder Pattern engagement. For more information, visit: <https://bit.ly/3oQUCKM>

# DCPS Methodology for a Successful School

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The DCPS curriculum is built around four core principles and is consistent across all grades and schools:

**Rigor.** DCPS curriculum is aligned to state standards designed to prepare students for college and career. Each year, the curriculum is enhanced by DCPS teachers and is available through our online learning management system.

**Joy.** Lessons have rich content that connect to students' lives and communities. There are elements to built-in flexibility for students to explore their passions and discover new interests.

**Equity.** Every student receives a consistent curriculum, structures, supports and resources to ensure that all students have access to outstanding learning opportunities.

**Access.** DCPS curriculum is designed using a neuroscience-based framework called Universal Designs for Learning so that students with diverse strengths and challenges can all learn the same rigorous content together. In addition, DCPS partners with *TeachingTolerance* and DC-based *Teaching for Change* to ensure that the curriculum is bias-free and culturally relevant.

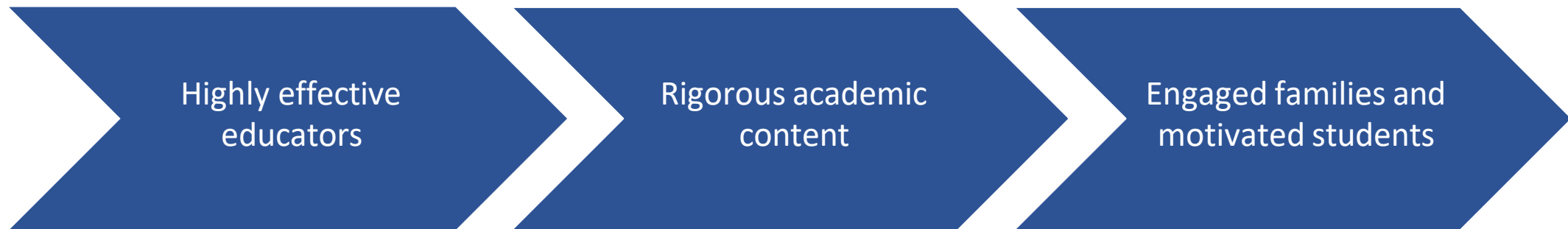
To learn more about DCPS's approach to curriculum, visit: [Curriculum at DCPS](#)



## DCPS Methodology for a Successful School

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In recent years, DCPS has focused on three levers of change to improve student achievement in all schools:



We are using these levers as additional core principles to ensure MacArthur HS has a successful school opening for every student.

DCPS' efforts in these areas have made us the fastest-improving urban school district in the country.\*

\*Based on data from the National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (TUDA), DCPS has been the nation's fastest-improving urban school district since 2013.

## DCPS's Loved, Challenged and Prepared Index (LCPI)

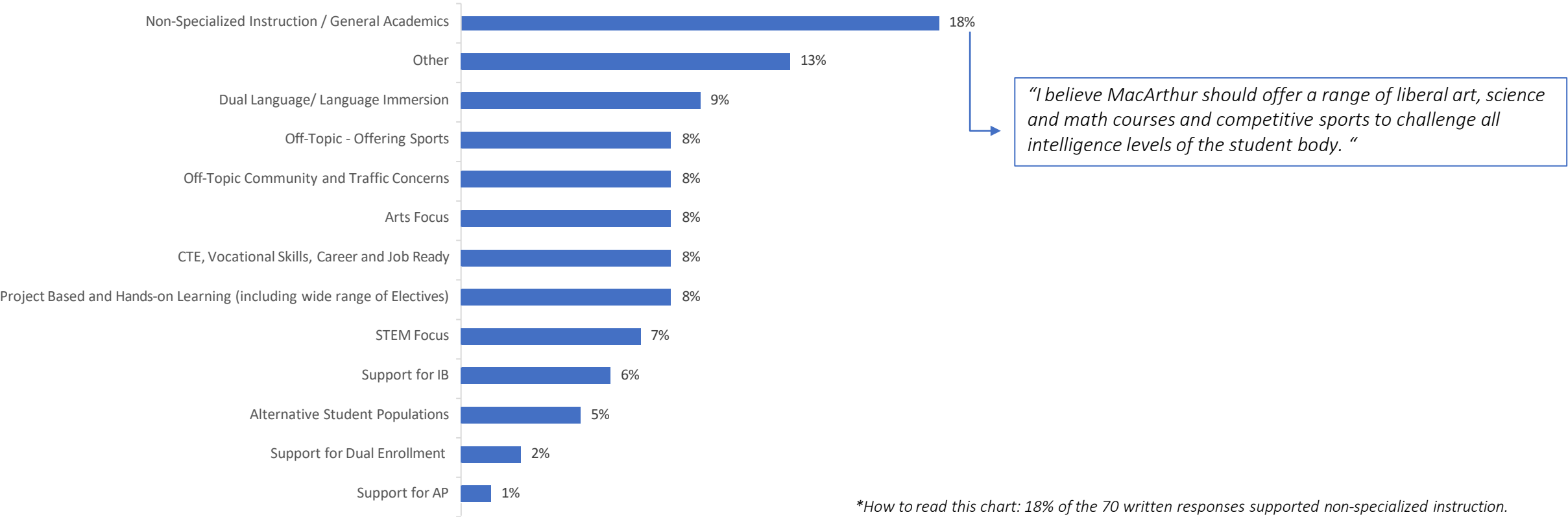
At DCPS, we developed a Loved, Challenged, and Prepared Index (LCPI) around our vision that every student feels loved, challenged, and prepared to positively influence society and thrive in life. This index is a top measurement on the annual Panorama Student and Family surveys.

LCP Index	SEL Topic	Definition
Loved	Sense of Belonging	How much students feel that they are valued members of the school community
Challenged	Rigorous Expectations	How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class
Prepared	Perseverance (Grit)	How well students are able to persevere through setbacks to achieve important long-term goals
	Self Management	How well students manage their emotions, thoughts, and behaviors in different situations
	Self-Efficiency	How much students believe they can succeed in achieving academic outcomes

For more information, visit: <https://dcps.dc.gov/surveys>

# Q7. Open-Ended Feedback: Support for Non-Specialized Approach to MacArthur Academics

70 people submitted comments to either explain their “Other” selection or to provide additional comments about their preferred approach to academic rigor. DCPS reviewed all open-ended comments and categorized each by main them of feedback.

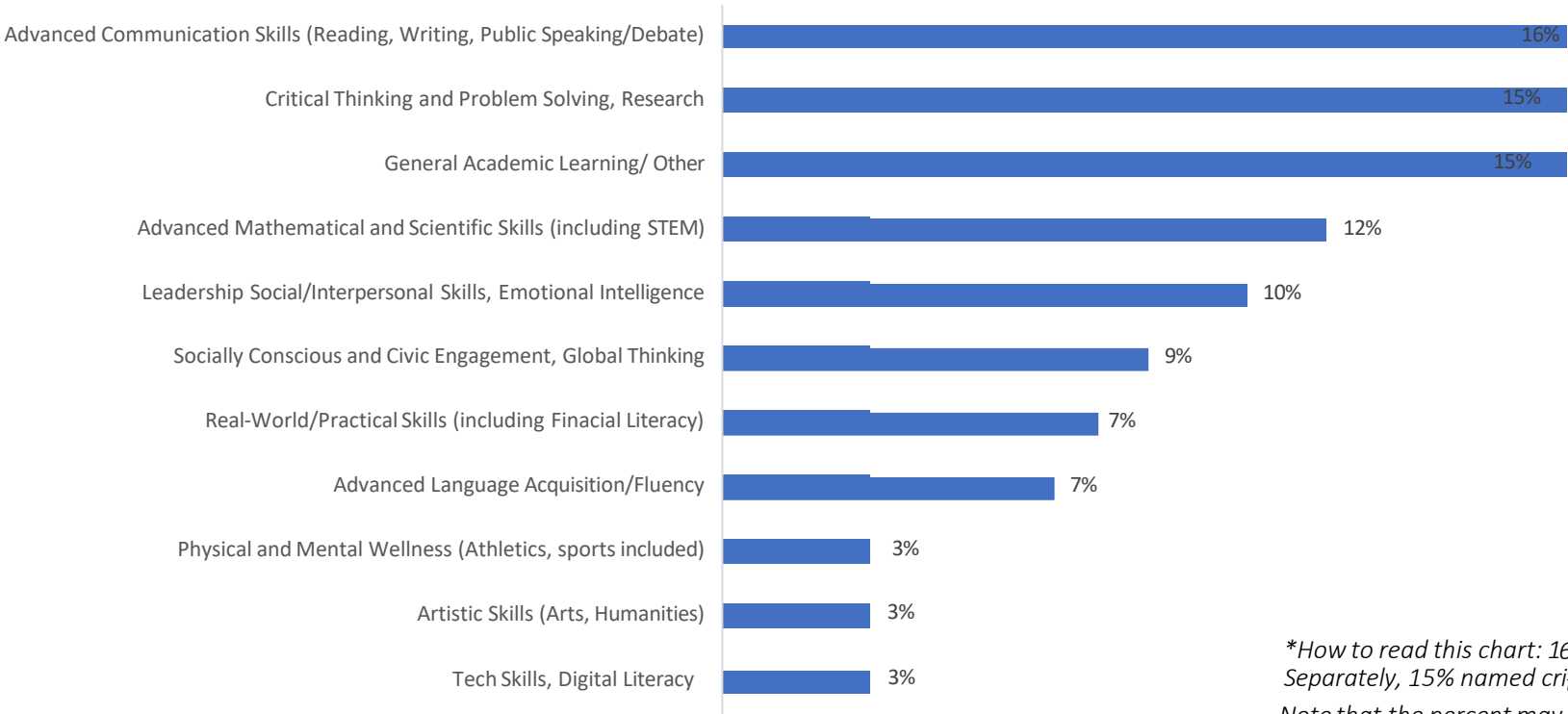


*\*How to read this chart: 18% of the 70 written responses supported non-specialized instruction. Separately, 13% suggested “Other” approaches such as magnet schools and elements of student supports.  
Note that the percent may add over 100% as some responses included more than one idea.*

# Q9. Open-Ended Feedback: Students should hold Advanced Communication and Critical Thinking skills upon graduation

445 people submitted comments on the characteristics of a positive and successful experience. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. These comments reflect the specific skills respondents believe MacArthur students should have upon graduation. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.

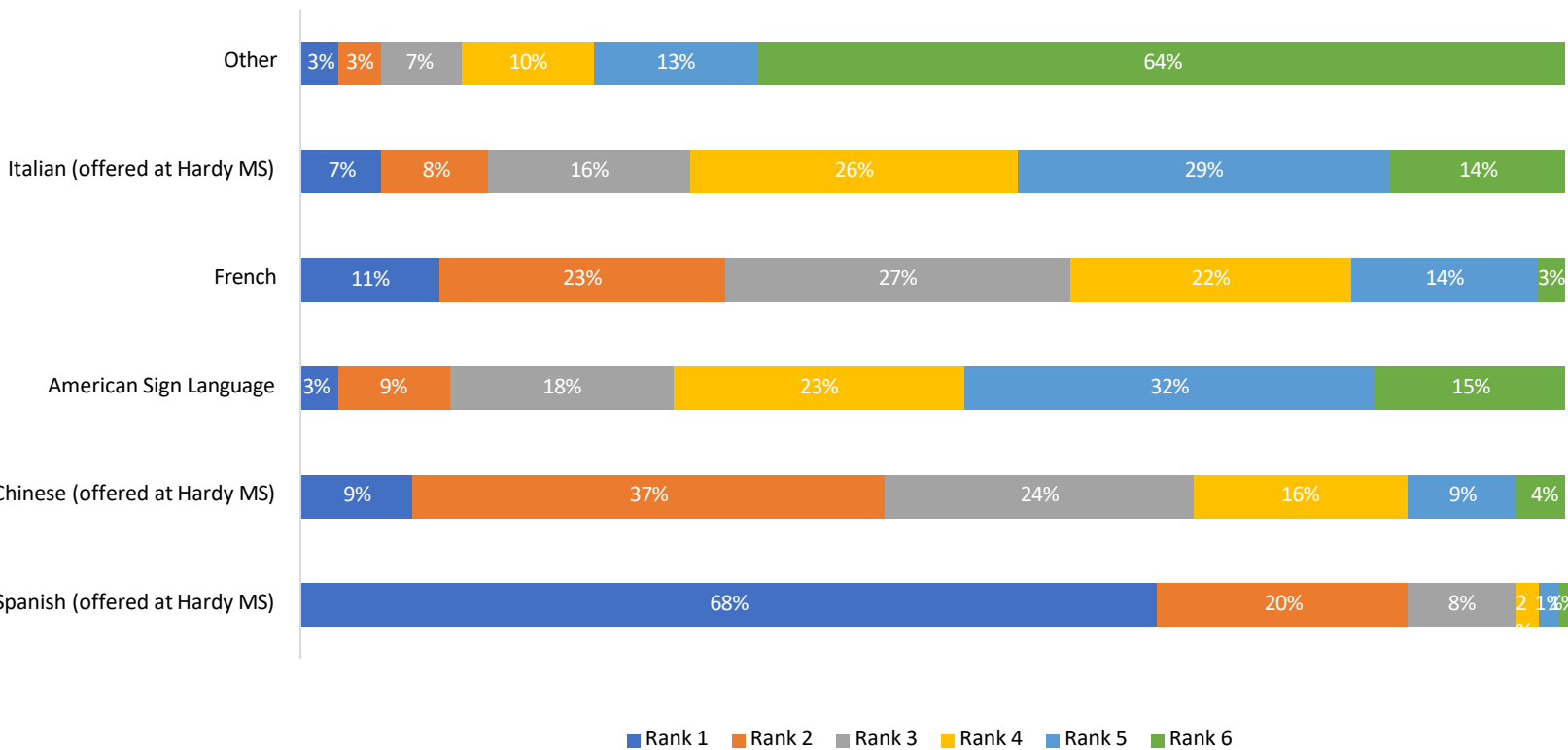
9. For a positive and successful experience, what specific skills should MacArthur students graduate with?



*\*How to read this chart: 16% of the 445 written responses named advanced communication skills. Separately, 15% named critical thinking or attributes to general academic learning. Note that the percent may add over 100% as some responses included more than one idea.*

# Q11. Full Results for World Languages

Out of 540 responses, Spanish was ranked as the 1<sup>st</sup> choice for world language offerings at MacArthur HS. Respondents ranked Chinese as a popular 2<sup>nd</sup> choice.

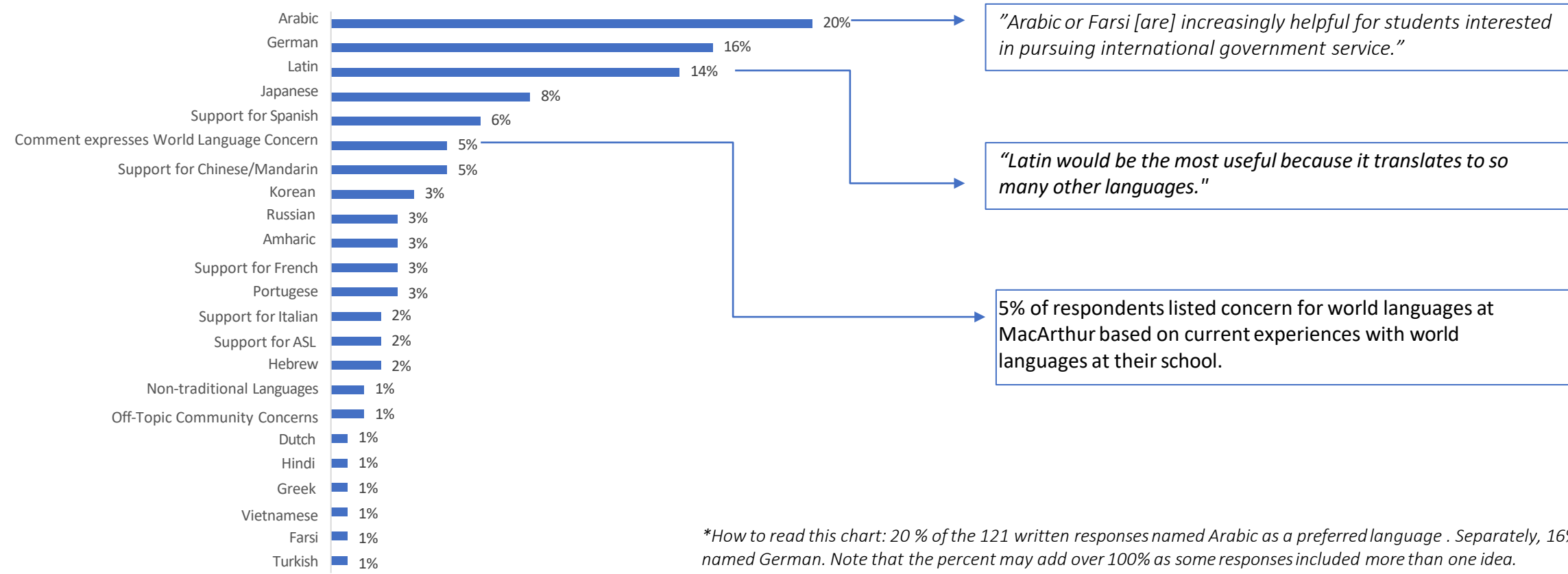


11. To prepare our students for a more connected and interdependent world, DCPS offers world language programming from early childhood through advanced high school courses. All students must graduate high school with a minimum of 2 credits in a world language. Students are encouraged to continue their studies beyond the requirement courses up to the AP level. It is DCPS's goal to provide opportunities for program alignment and skill building as students matriculate through feeder schools. Rank the following languages in order of how much you would like to see them taught at MacArthur HS, from most to least. Languages taught at Hardy MS, MacArthur's feeder middle school, are indicated below.

*\*How to read results: 68% of respondents selected Spanish first in their order of preferred language. Separately, 37% ranked Chinese second.*

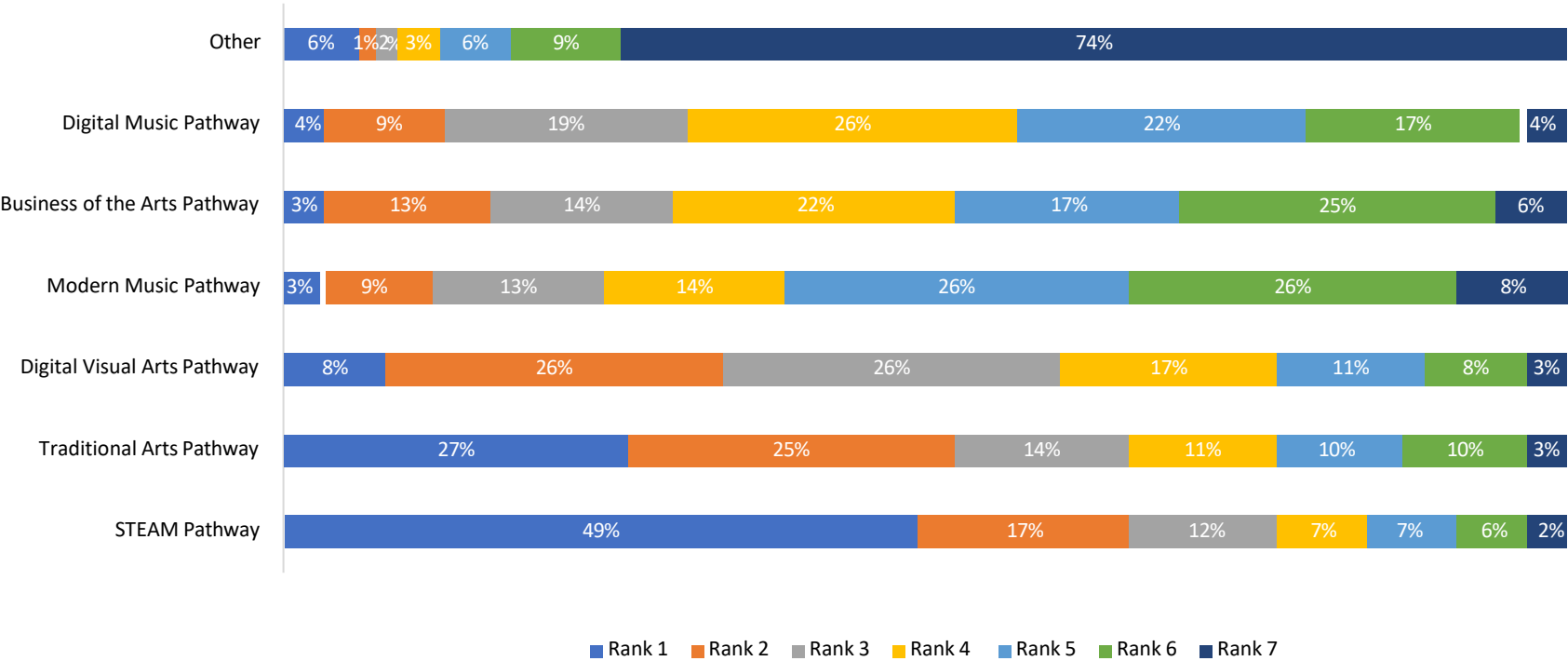
# Q12. Open-Ended Feedback: Top Languages Listed for "Other" Languages

121 people submitted additional comments about languages to be offered at MacArthur. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. Top results were Arabic, German and Latin. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.



# Q13. Full Results for Arts Pathways

After reading descriptions about the different arts curricula offered at DCPS’s high schools, respondents were asked to rank the pathway that they would like to see offered at MacArthur HS. 49% of respondents elected STEAM as their 1<sup>st</sup> choice.

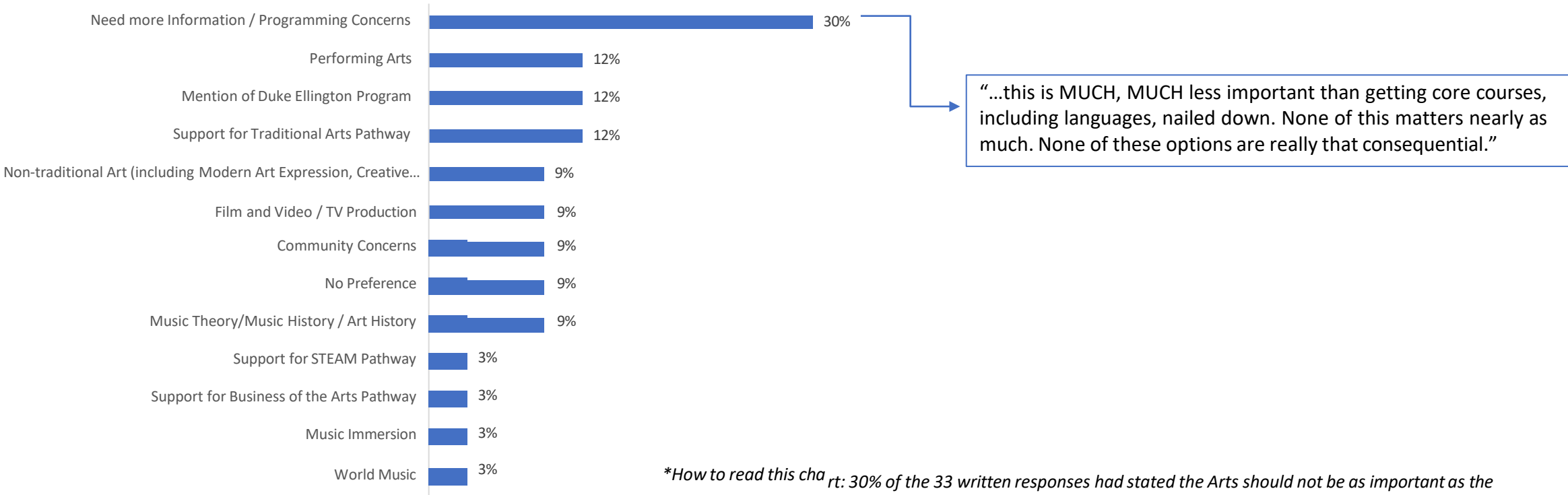


13. The DCPS Arts curricula introduces a framework for Arts Learning that encompasses all disciplines and helps students to develop critical problem solving and communication skills. The Arts pathways explore themes and major concepts that push students to develop a creative voice in today’s culture. Please rank the following Arts Pathways in order of how much you would like to see them taught at MacArthur HS, from most to least.

*\*How to read results: 49% of respondents selected the STEAM pathway first as preferred program. Separately, 27% ranked Traditional Arts as a first choice.*

# Q14. Open-Ended Feedback: Top Themes Listed for “Other” Arts Pathways

When asked about Arts Pathways, 33 open-ended responses were submitted. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. The top result was around programming concerns or needed more information about the existing pathways. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.

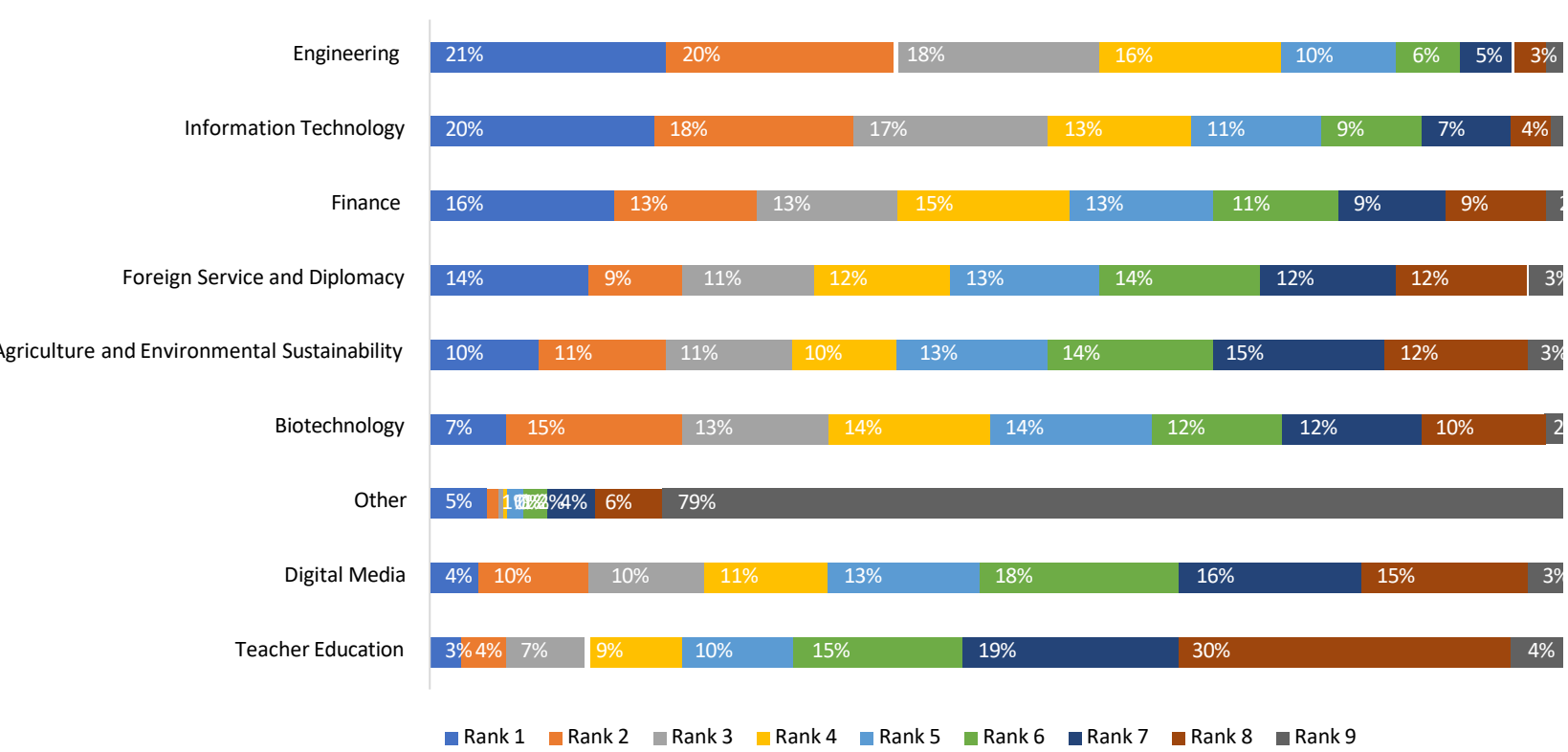


*\*How to read this chart: 30% of the 33 written responses had stated the Arts should not be as important as the general curriculum. Note that the percent may add over 100% as some responses included more than one idea.*



# Q15. Full Results for CTE Pathways

After reading descriptions about the different Career and Technical Education programs offered at DCPS’s high schools, respondents were asked to rank the pathway that they would like to see offered at MacArthur HS. 21 % of respondents chose Engineering as their 1<sup>st</sup> choice.

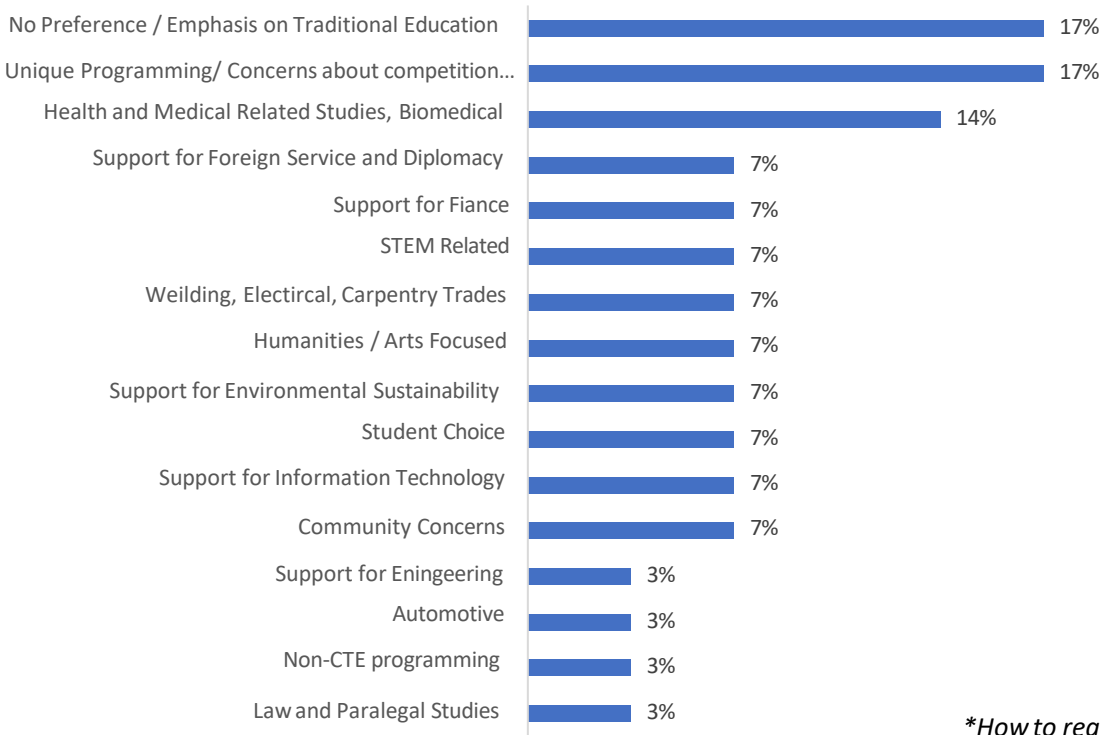


15. DCPS offers Career and Technical Education (CTE) programs to prepare students for college and career with hands-on experiences through project-based learning. CTE Pathways introduce “academies” to our schools, which create a close-knit learning community for students to thrive in and can provide opportunities to gain industry-recognized certifications. Currently DCPS offers 28 unique CTE Programs of Study in 16 high schools. Please rank the following CTE programs in order of how much you would like to see them taught at MacArthur HS, from most to least.

*\*How to read results: 21% of respondents selected the Engineering pathway first in their order of preferred programming. Separately, 20% ranked Information Technology as a first choice.*

# Q16. Open-Ended Feedback: Top Themes Listed for “Other” CTE Pathways

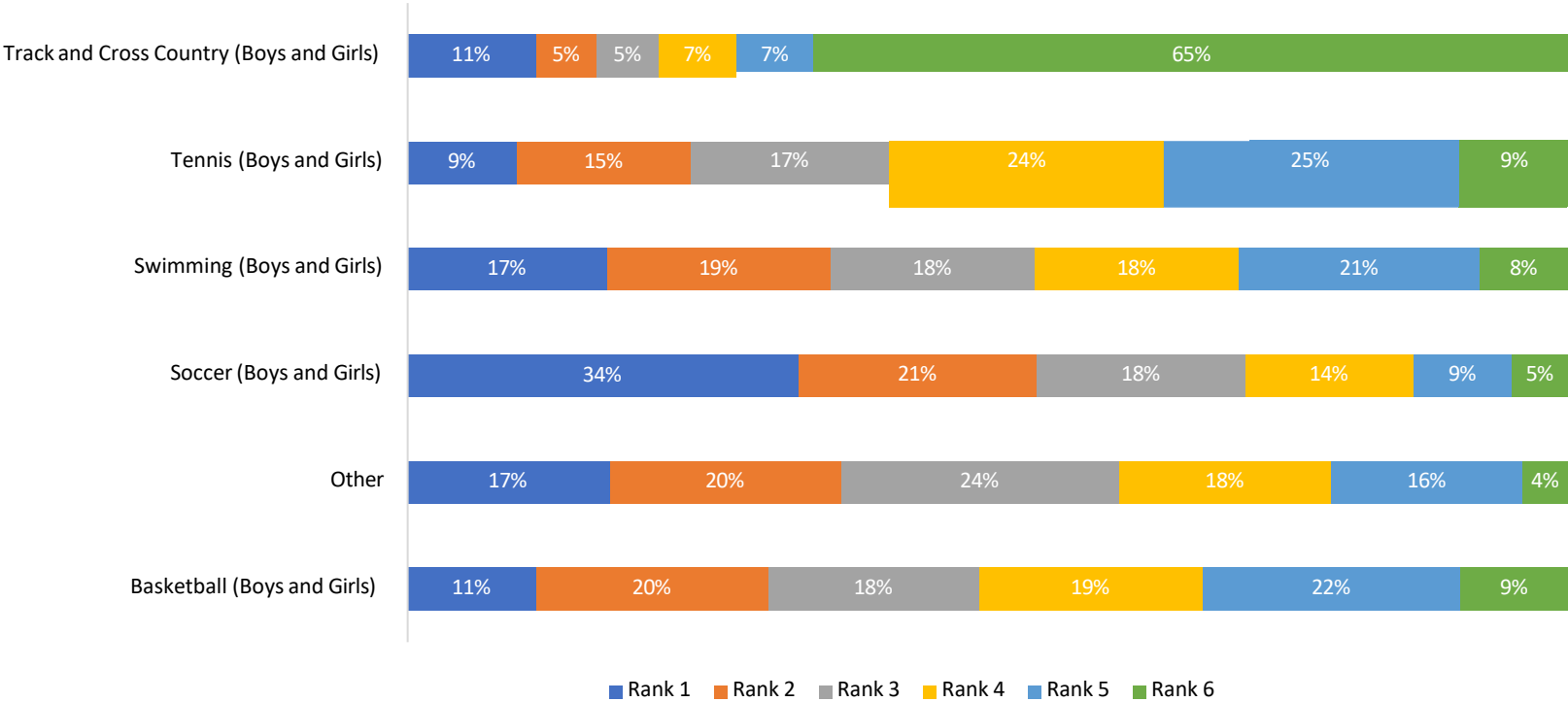
29 people submitted additional comments about CTE pathways to be offered at MacArthur. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. Top results were no-preferences and requests for unique programming. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.



*\*How to read this chart: 17 % of the 29 written responses had no preference or wanted MacArthur to offer unique CTE programs not offered at other DCPS Schools. Note that the percent may add over 100% as some responses included more than one idea.*

# Q17. Full Results for Athletics

Respondents were asked to rank the athletic sports team they would like to see offered at MacArthur HS. 34% of respondents elected soccer as their 1<sup>st</sup> choice. Respondents had the opportunity to provide additional suggestions in a follow up question. From 160 responses, top suggestions were baseball/softball, lacrosse and field hockey.

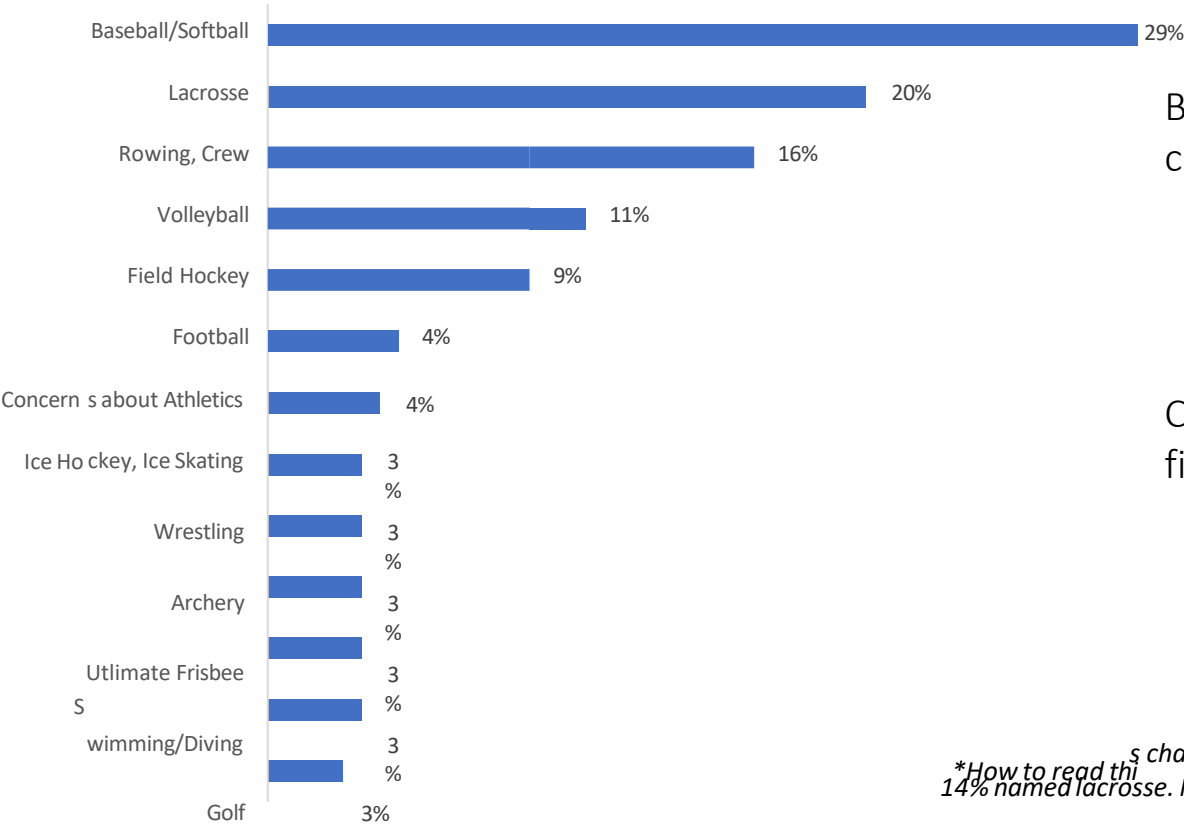


17. Athletic Association (DCIAA) outline over 25 sports and clubs that are available for state-and-local level competition. All high schools participate in both DCSAA and DCIAA regulated sports. Students at Hard Middle School were invited to complete a survey in June 2022. The following sports were the most requested by respondents. Please rank the following sport teams in order of how much you would like to see them offered at MacArthur HS, from most to least. Note, this is not an exhaustive offering list.

*\*How to read results: 34 % of respondents selected the soccer first in their order of preferred sports teams.*

# Q18. Open-Ended Feedback: Top Themes Listed for "Other" Athletics

160 people submitted additional comments about athletic teams to be offered at MacArthur. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. Top results were Baseball/Softball, Lacrosse and Crew/Rowing. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.



Based on *DCIAA Handbook*, the following sports are considered club sports at all DCPS schools:

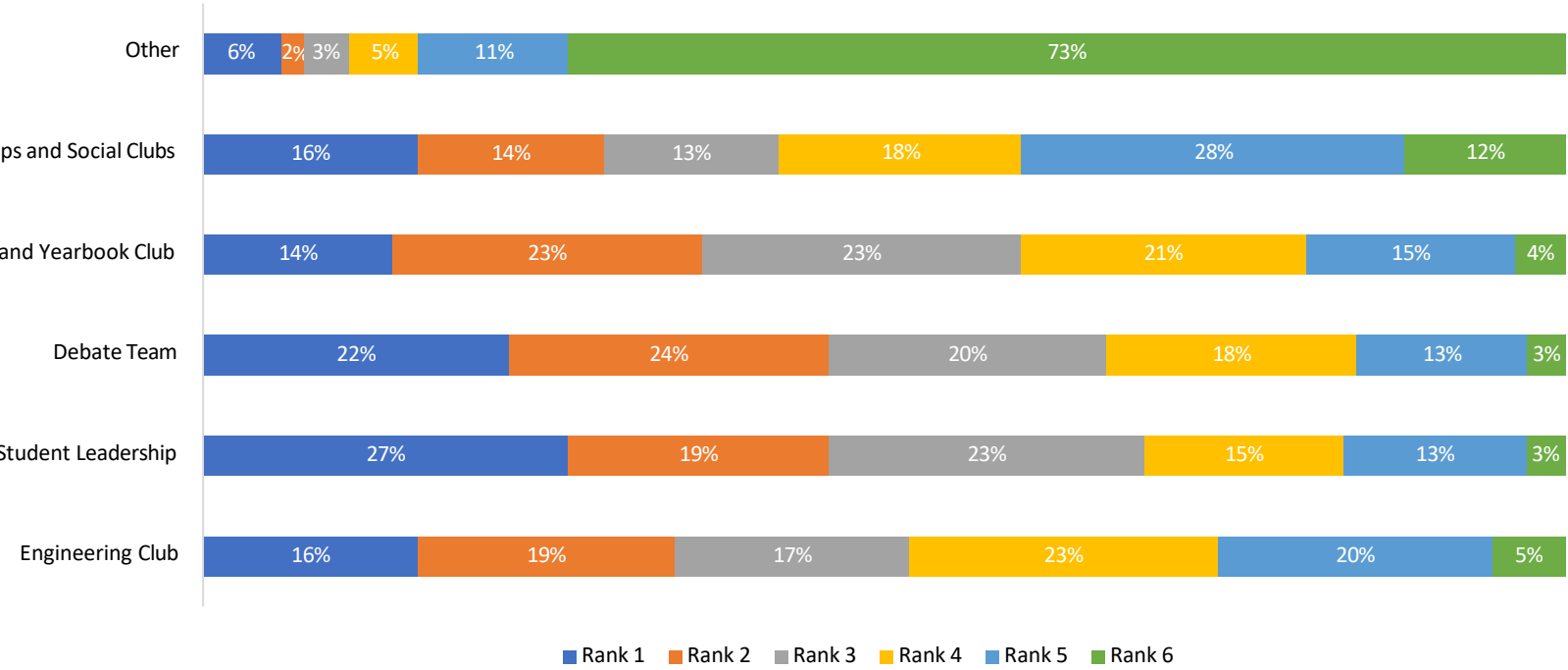
- Crew/Rowing, related water sports
- Field Hockey
- Ice Hockey, Ice Skating
- Ultimate Frisbee

Club sports are determined by school leaders and are financially supported through the school.

*\*How to read this chart: 29 % of the 160 written responses wrote in baseball/softball as a top choice. Separately, 14% named lacrosse. Note that the percent may add over 100% as some responses included more than one idea.*

# Q19. Full Results for Clubs and Extracurricular Activities

540 respondents were asked to rank the clubs and activities they would like to see offered at MacArthur HS. 27% of respondents elected Student Leadership as their 1<sup>st</sup> choice. Respondents had the opportunity to provide additional suggestions in a follow up question. From 74 responses, top suggestions were baseball/softball, lacrosse and field hockey.

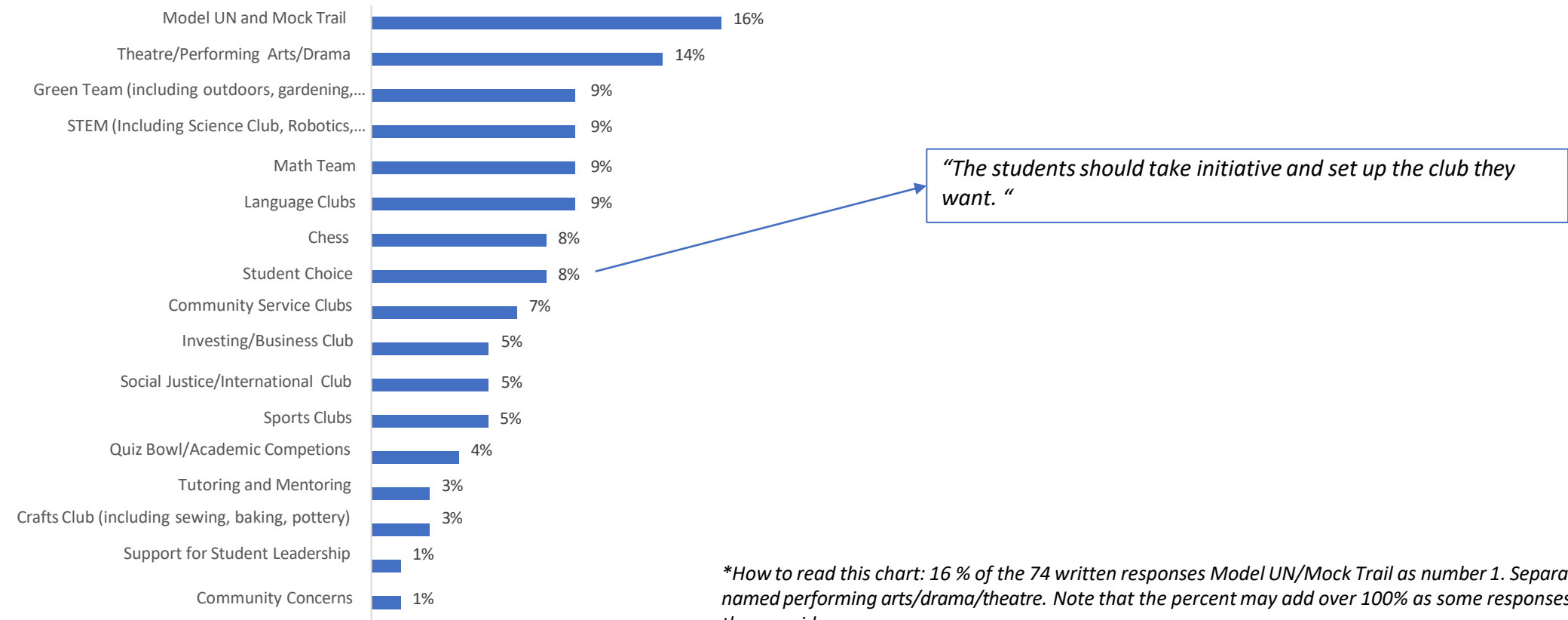


19. DCPS schools offer a wide range of extracurricular clubs and activities based on the dynamic interests of the student body. Clubs and activities have an emphasis on student empowerment and extended learning opportunities, while also promoting positive student behavior and a supportive school culture. Students at Hard Middle School were invited to complete a survey in June 2022. The following clubs/activities were the most requested by respondents. Please rank the following clubs and activities in order of how much you would like to see them offered at MacArthur HS, from most to least. Note, this is not an exhaustive offering list.

*\*How to read results: 27 % of respondents selected Student Leadership first in their order of preferred sports teams.*

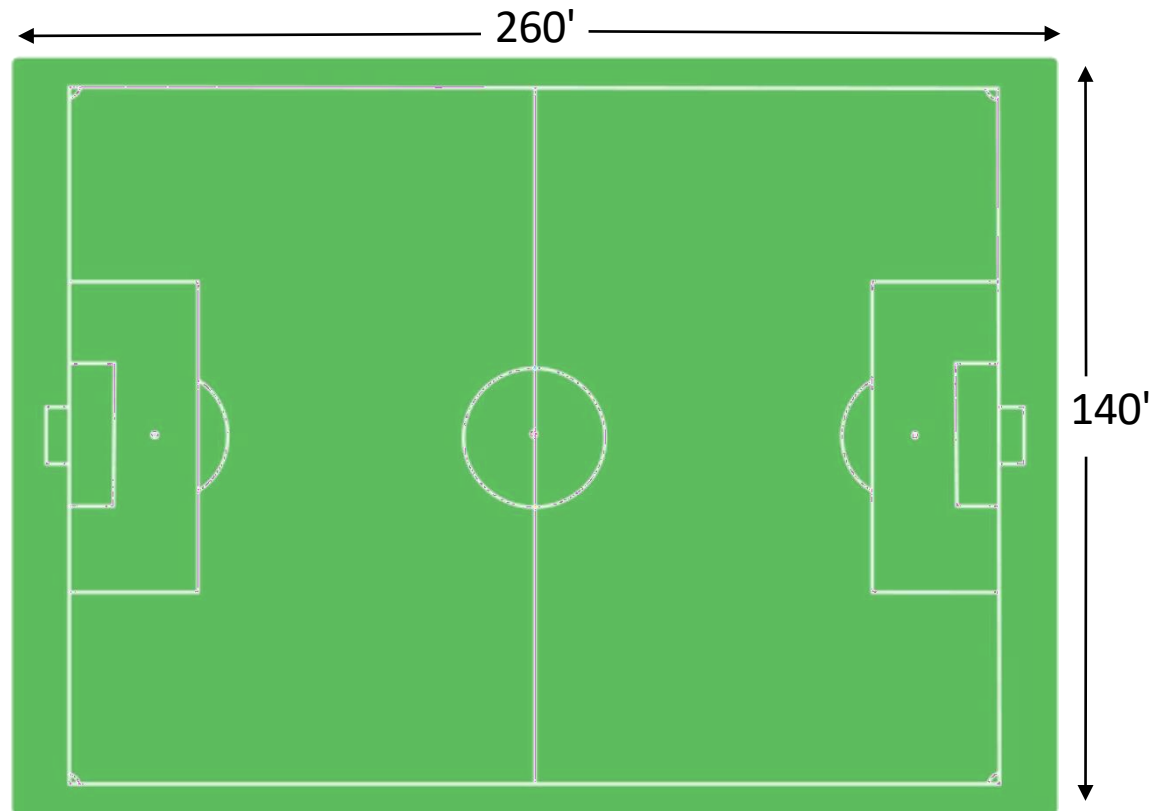
# Q20. Open-Ended Feedback: Top Themes Listed for "Other" Clubs

74 people submitted additional comments about languages to be offered at MacArthur. DCPS reviewed all open-ended comments and categorized each by main theme of feedback. Top results were Model UN/Mock Trail and Drama/performing arts clubs. Recommendations from this list will be provided to school leadership to build core competencies and supports for all students.



## Q21. Athletic Field Details

Hardy students voted soccer as the most interesting athletic program to pursue during their high school experience, prompting additional investigation into the existing field at the MacArthur Boulevard facility. DCIAA has informally approved the field for high school use.



*Dimensions of existing field at MacArthur Boulevard facility*

Following up on community interest, DCPS is working to open the field for permitting for school year 2022-2023. Priority will be for nearby DCPS schools' use, but the field will also be available for broader community access.