DISTRICT OF COLUMBIA PUBLIC SCHOOLS

GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

MacArthur High School

Community Working Group Meeting #4

September 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

Overview of Engagement Timeline

Anticipating MacArthur Enrollment

Student Recruitment Strategies

School Leader Recruitment

CWG Action Items, Next Steps

Meeting Goals

1. Understand the data behind enrollment estimates for MacArthur (Year 1).

2. Review and provide feedback on DCPS's proposed student recruitment strategies.

3. Learn about DCPS's process and expectations for School Leader Selection.

UPCOMING ENGAGEMENT

JUNE - Past 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 - Engagement

July 15 – July 31

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

August 8

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 and Recruitment, School Leader

*Dates and topics subject to change

FALL - Upcoming Engagement*

*Dates and topics subject to change

Sept 22	**CWG Meeting #5 –** Programming Update, Facilities Update, School Name Update
Mid-Oct	Key Date: DCPS submits school 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.

ANTICIPATING MACARTHUR ENROLLMENT

MacArthur Enrollment Goals

Enroll as many students as possible, prioritizing students from Hardy MS.

Reduce **crowding at Jackson-Reed** by making **MacArthur available to families who might otherwise go to Jackson-Reed.**

Align on DCPS's assumptions based on today's analysis of estimating MacArthur's enrollment from the feeder pattern.

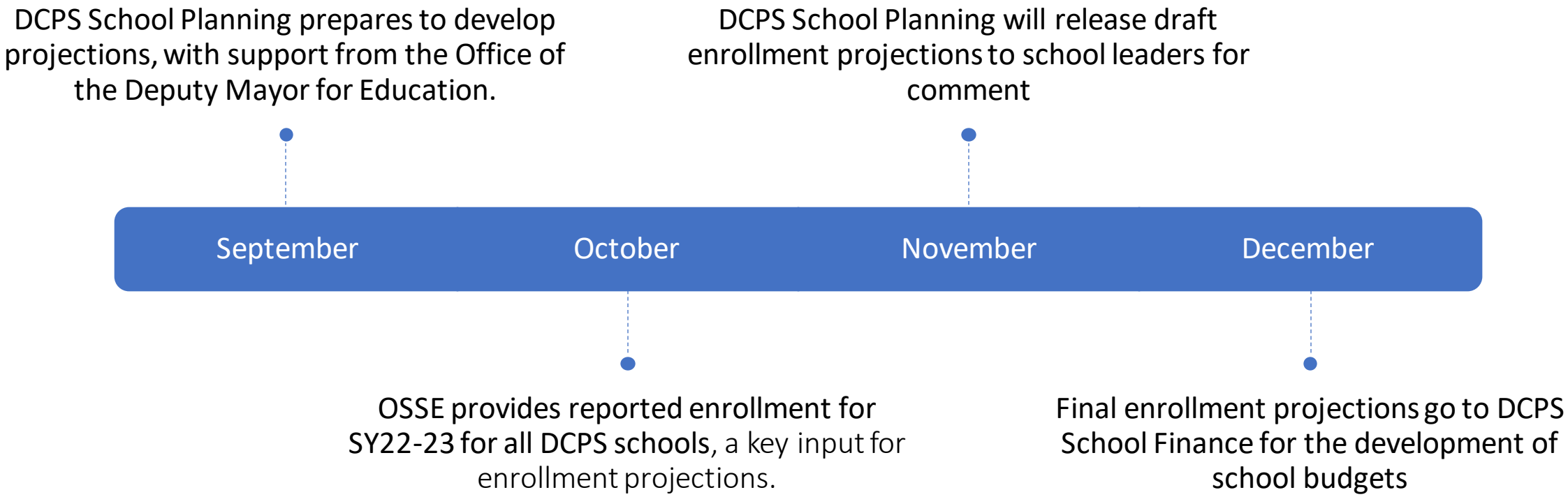
Follow student recruitment and enrollment strategies, tailoring to specific school communities (What will it take to get Hardy students to MacArthur?)

Attract the best school leader possible for MacArthur.

Meet enrollment goals for SY23-24 and help establish a strong school culture in the early years.

Enrollment Projection Timeline

- Enrollment projections for all DCPS schools are developed annually in the fall and submitted to the DCPS School Finance team in December



Enrollment Projection Methodology

FEEDER PATTERN ENROLLMENT

Average feeder pattern enrollment rate **x**
# of students in feeder school's final grade

NEW IN-BOUNDARY STUDENTS

Average of the previous two years of in-boundary enrollment

NEW OUT-OF-BOUNDARY STUDENTS

Average number of out-of-boundary students who have enrolled in previous years

For more information on projections visit
dcpsbudget.com/budget-model/projection-methodology

Estimating MacArthur Enrollment – School Size

- Under consideration: DCPS will aim for MacArthur to enroll 800 students once the school is fully enrolled from grades 9-12.
  - The building will have a capacity of 1,000. This will ensure the school remains within our target utilization rate for secondary schools, 85%.
- MacArthur could open with a 9th grade class of 200 students, or could open with a smaller 9th grade class in its first year and then build overtime.
  - A larger first class could help fund a wider range of course offerings.

MacArthur Enrollment Goals

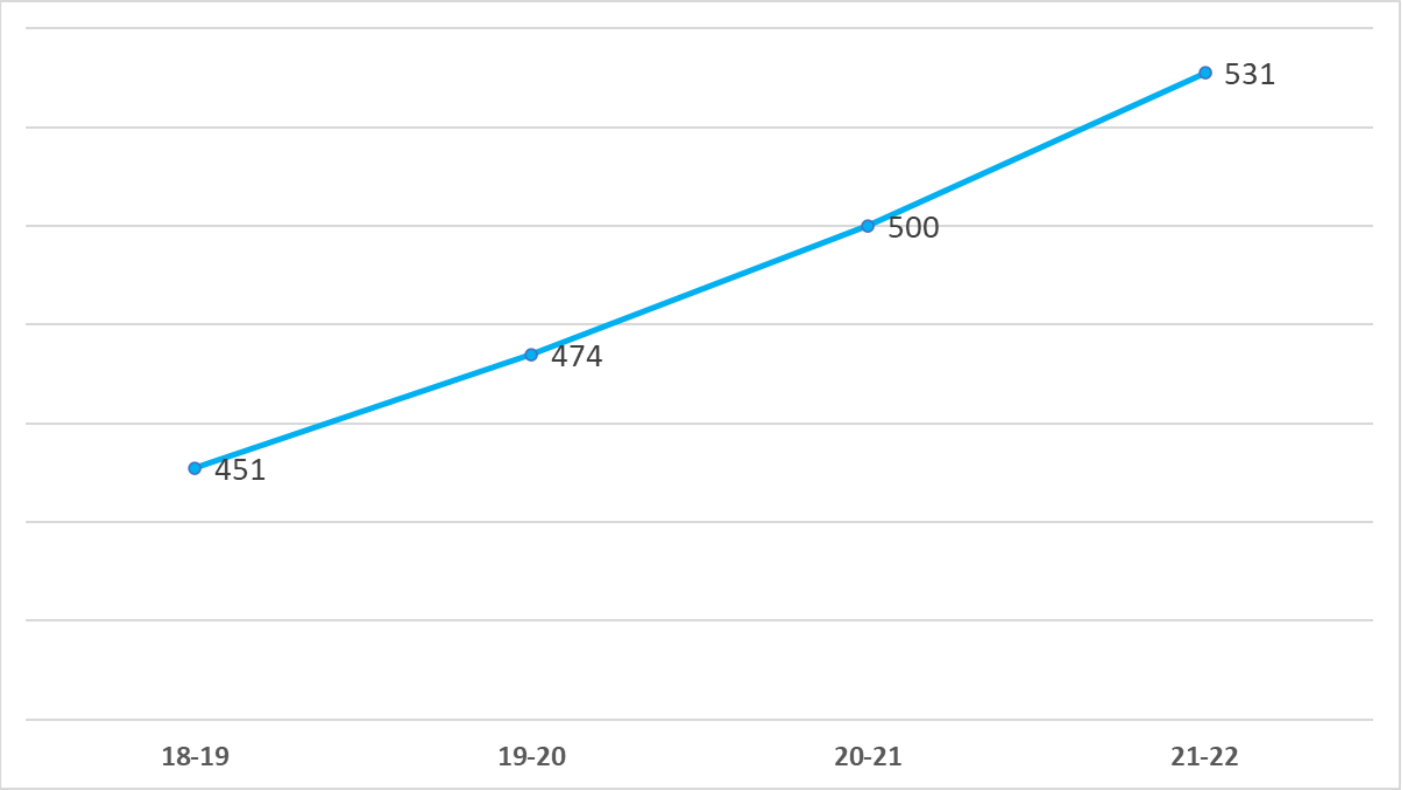
- Enroll students coming from Hardy.
- Enroll students who would otherwise go to Jackson-Reed.
- Enroll students who are furthest from opportunity, based on OSSE's at-risk criteria.

MacArthur Enrollment Goals

- **Enroll students coming from Hardy.**
- Enroll students who would otherwise go to Jackson-Reed.
- Enroll students who are furthest from opportunity, based on OSSE's at-risk criteria.

Enrollment at Hardy

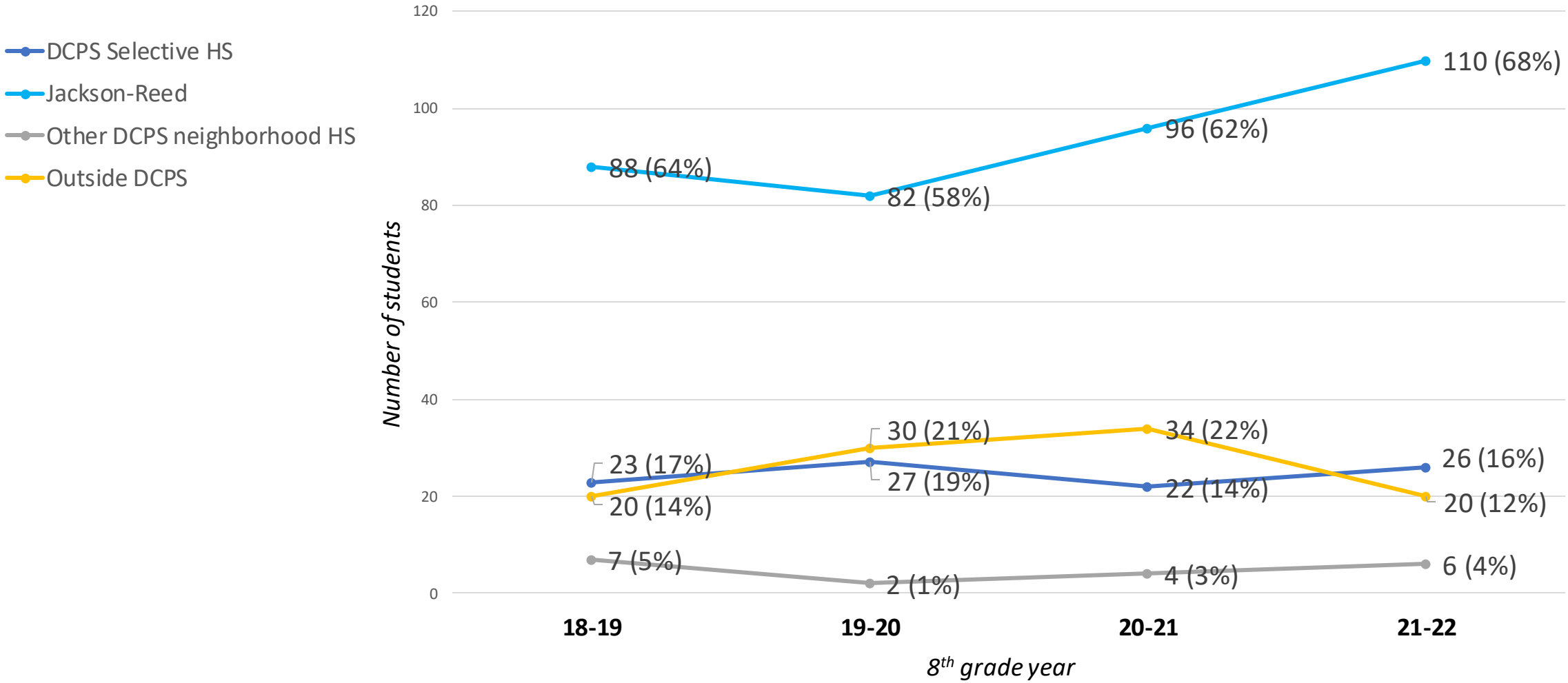
- Enrollment at Hardy has increased 42% since 2016, and 18% since 2018.



Hardy Enrolls Kids in Four Ways

- **from feeder elementary schools:** Since SY18-19, **Hardy elementary feeders have sent 53% of 5th graders to Hardy:** Eaton (48%), Hyde-Addison (63%), Key (51%), Mann (44%), and Stoddert (60%)
- **from the boundary:** between 15 and 31 children enroll into 6th grade each year **based on an in-boundary address.**
- **through student placements:** For example, students may be placed based on special education needs.
- **Hardy fills remaining seats through the MySchoolDC lottery**

High School Choices of Hardy Graduates



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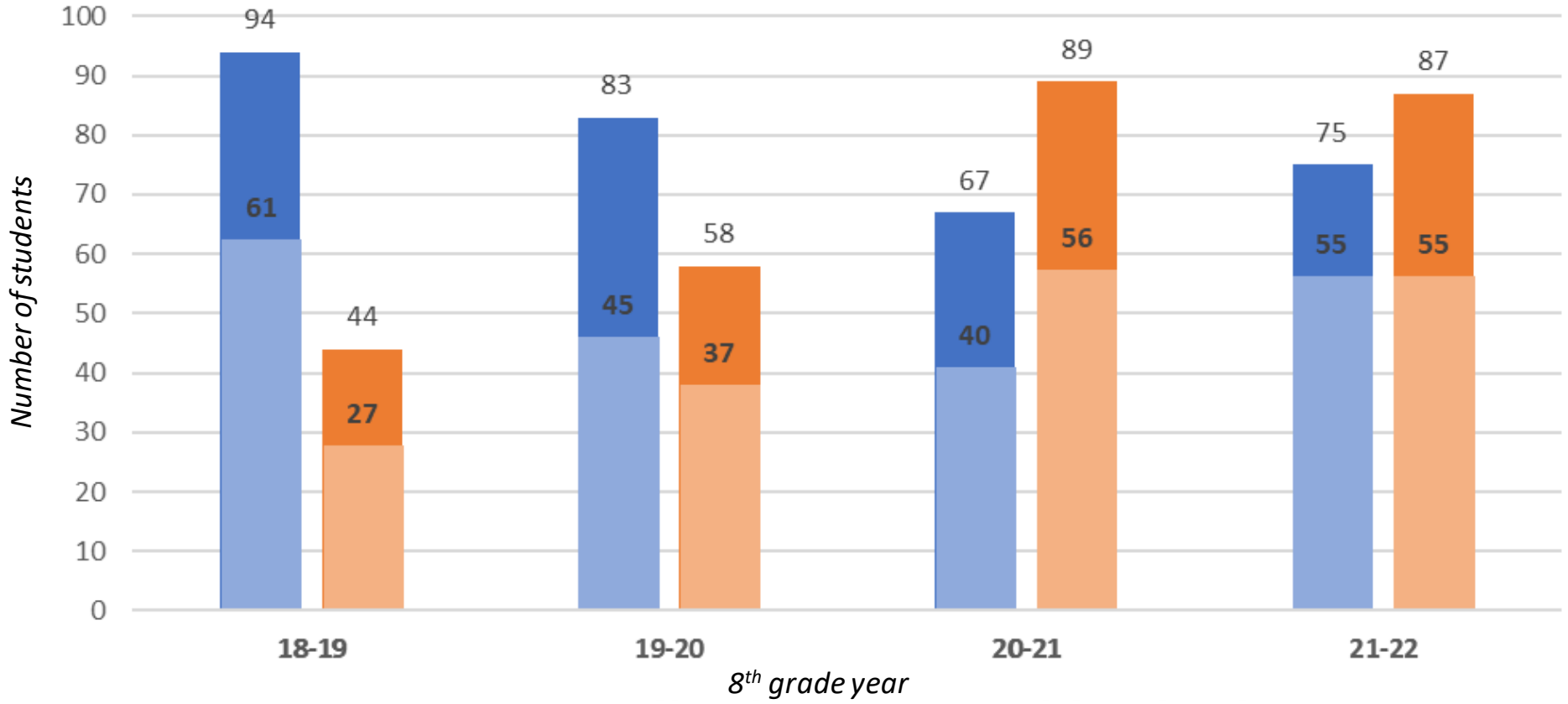

** Hardy elementary school feeders: Eaton, Key, Hyde-Addison, Mann, Stoddert*

Attended an elementary school *outside* the Hardy feeder pattern

Attended an elementary school *outside* the Hardy feeder pattern **and went to Jackson-Reed**

Attended a Hardy elementary feeder*

Attended a Hardy elementary feeder* **and went to Jackson-Reed**

Estimating MacArthur Enrollment – Feeder Pattern

- To estimate enrollment for MacArthur's first year, we have to make some operating assumptions.

Let's stress test them!

Estimating MacArthur Enrollment – Feeder Pattern

- To estimate enrollment for MacArthur's first year, we have to make some operating assumptions.
  - Students living in close proximity to MacArthur are the most likely to consider MacArthur.
  - Students who would have otherwise gone to Jackson-Reed will be the most likely to consider MacArthur.
  - Students whose commute time to MacArthur is *longer* than commute time to Jackson-Reed are less likely to consider MacArthur.

Estimating MacArthur Enrollment – Feeder Pattern

Hardy student group by commute to MacArthur	Estimated number of students each year
Live within walking distance of MacArthur (less than 1.5 miles)	~32 students
Drive commute shorter to MacArthur than J-R	~33 students
Drive commute to MacArthur and J-R are very similar	~86 students
Drive commute to MacArthur is longer	~37 students

- We looked at past 8th grade classes from Hardy and divided students into four groups based on commuting times.

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Estimating MacArthur Enrollment – Feeder Pattern

Hardy student group by commute to MacArthur	Number of students	Jackson-Reed capture rate (2 year average)
Live within walking distance of MacArthur (less than 1.5 miles)	~32 students	67%
Drive commute shorter to MacArthur than J-R	~33 students	62%
Drive commute to MacArthur and J-R are very similar	~86 students	66%
Drive commute to MacArthur is longer	~37 students	65%

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- We calculated a J-R capture rate for each group

$$\text{Jackson-Reed capture rate} = \frac{\text{\# of students in the commute group who enrolled in J-R}}{\text{\# of students in the commute group}}$$

Estimating MacArthur Enrollment – Feeder Pattern

Hardy student group by commute to MacArthur	Number of students	Jackson-Reed capture rate 2 year average	LOWER	UPPER
Live within walking distance of MacArthur (less than 1.5 miles)	~32 students	67%	**11** (capture 33%) *half of average J-R capture rate*	**21** (67% capture) *average J-R capture rate*

FOR DISCUSSION

Estimating MacArthur Enrollment – Feeder Pattern

Hardy student group by commute to MacArthur	Number of students	Jackson-Reed capture rate 2 year average	LOWER	UPPER
Live within walking distance of MacArthur (less than 1.5 miles)	~32 students	67%	**11** (capture 33%) *half of average J-R capture rate*	**21** (67% capture) *average J-R capture rate*
Drive commute shorter to MacArthur than J-R	~33 students	62%	**10** (capture 31%) *half of average J-R capture rate*	**21** (capture 62%) *average of J-R capture rate*
Drive commute to MacArthur and J-R are very similar	~86 students	66%	**19** (capture 22%) *third of average J-R capture rate*	**28** (capture 33%) *half of average J-R capture rate*
Drive commute to MacArthur is longer	~37 students	65%	**8** (capture 21%) *third of average J-R capture rate*	**12** (capture 32%) *half of average J-R capture rate*
Total Estimate			**48**	**82**

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Enroll students who would otherwise go to Jackson-Reed

- Aligned with our goal to reduce crowding at Jackson-Reed, **we want to make MacArthur available to families who might otherwise go to Jackson-Reed.**
- Under consideration: A ***temporary*** **lottery preference** for students who apply to MacArthur while enrolled in Jackson-Reed or one of Jackson-Reed's feeder schools, Deal and Oyster-Adams.

STUDENT RECRUITMENT STRATEGIES

MacArthur Student Recruitment Strategy Overview

Goal: Create excitement about MacArthur from potential students and families, prioritizing students enrolling from Hardy.

Share the developments from the CWG as we wait for Mayoral approval on school details, such as description and programming.

Provide the information that students, families and community members have asked about regarding MacArthur's opening in August 2023.

MacArthur Student Recruitment Strategy

September

-Launch social media presence via Twitter, School Planning blog

@DCPS_MacArthur

@DCPSPlanning

dcpsplanning.wordpress.com

-Establish Community email listserv for school updates

October

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

-Provide School Leader Update

-Launch official school website

November

-Engage middle school counselors, host 1-1 parent convos, identify student ambassadors

-Provide School Leader Update

-Engage future families in conversations about MacArthur

MacArthur Student Recruitment Strategy

December

-MySchoolDC Lottery opens

-MacArthur joins EdFest

-Student Ambassadors share testimonies, draw excitement around MacArthur

-Launch virtual open houses and other in-person events

January

-Continue student recruitment through lottery season.

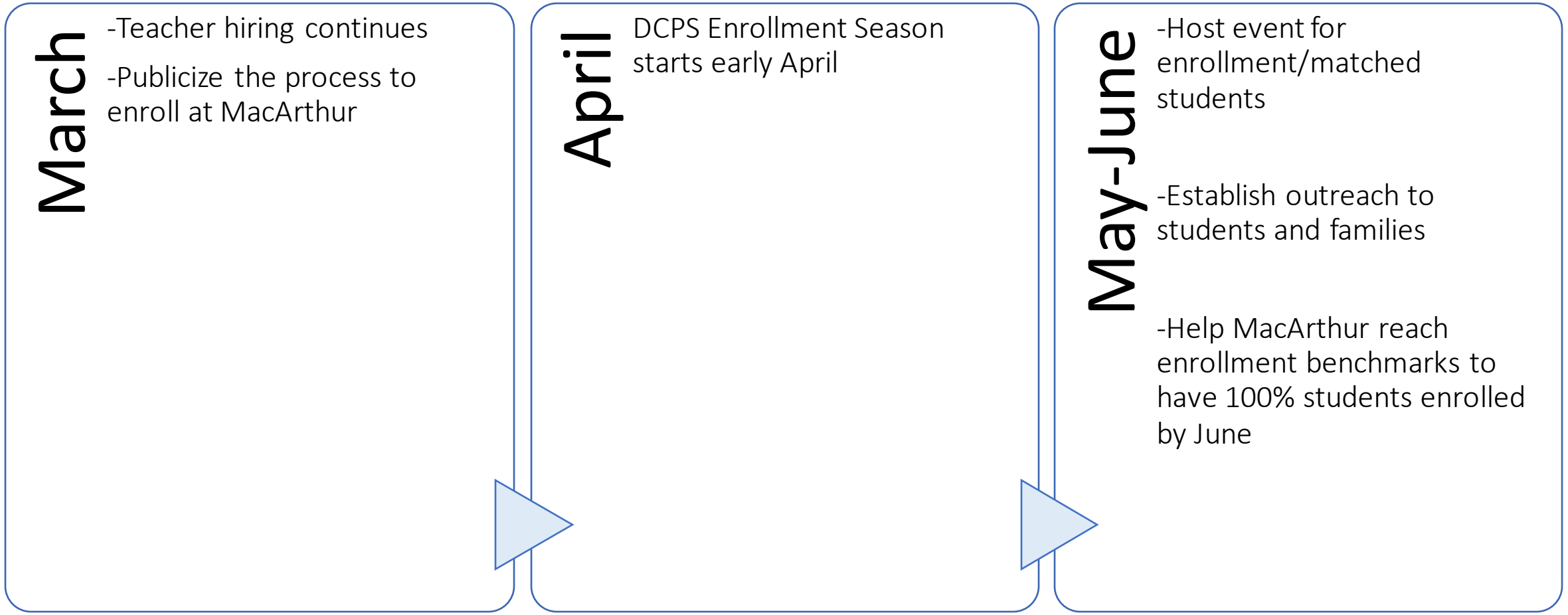
-Teacher recruitment begins

-Continue open houses and other information sharing events

February

MySchoolDC HS Lottery closes 2/1/23

MacArthur Student Recruitment Strategy



MacArthur Student Recruitment Strategy Overview

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March

-Teacher hiring continues

-Publicize the process to enroll at MacArthur

April

DCPS Enrollment Season starts early April

May-June

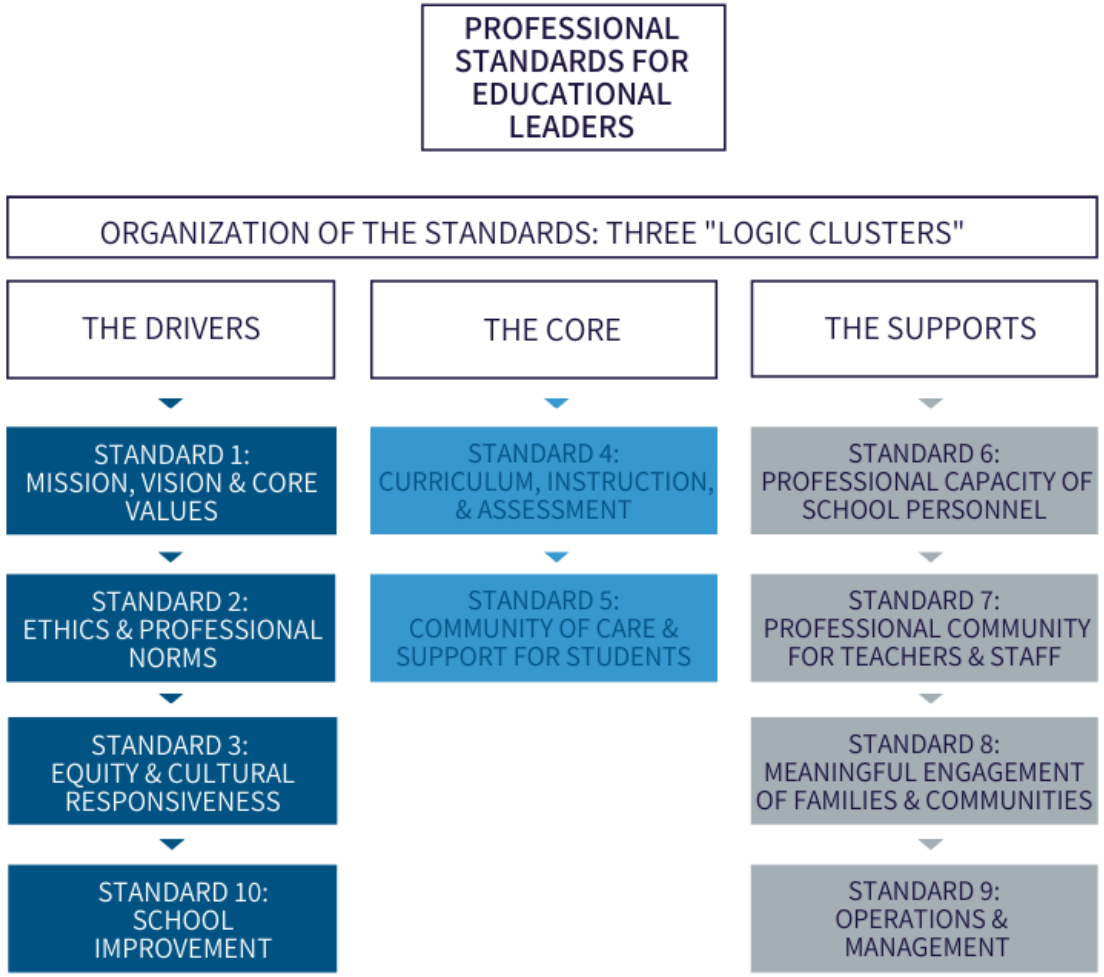
-Host event for enrollment/matched students

-Establish outreach to students and families

-Help MacArthur reach enrollment benchmarks to have 100% students enrolled by June

SCHOOL LEADER RECRUITMENT

What are we looking for?



The Foundation of Assessment

- The Professional Standards for Educational Leaders (PSEL) is comprised of the criteria DCPS believes is essential to effective, school-based leadership.
- The PSEL drives the hiring and development of all Principals at DCPS.
- Candidates are assessed on each section of the PSELs multiple times throughout the process.

Where Do We Recruit

- DCPS Internal Talent
- Job Postings on Social Media
- Collaborating with Schools of Education Alumni Associations
- Networking with Experienced DCPS Principals and Leaders Across the Country
- Seeking Referrals from our DCPS Community

- Collaborating and Advertising with Professional Associations: (National Association Secondary School Principals, National Association Elementary School Principals, LinkedIn, Indeed, Podcasts, Idealist, Association of Latino Professionals, Teach For America Alumni, & EdWeek, etc.)

Overview of Principal Selection Process

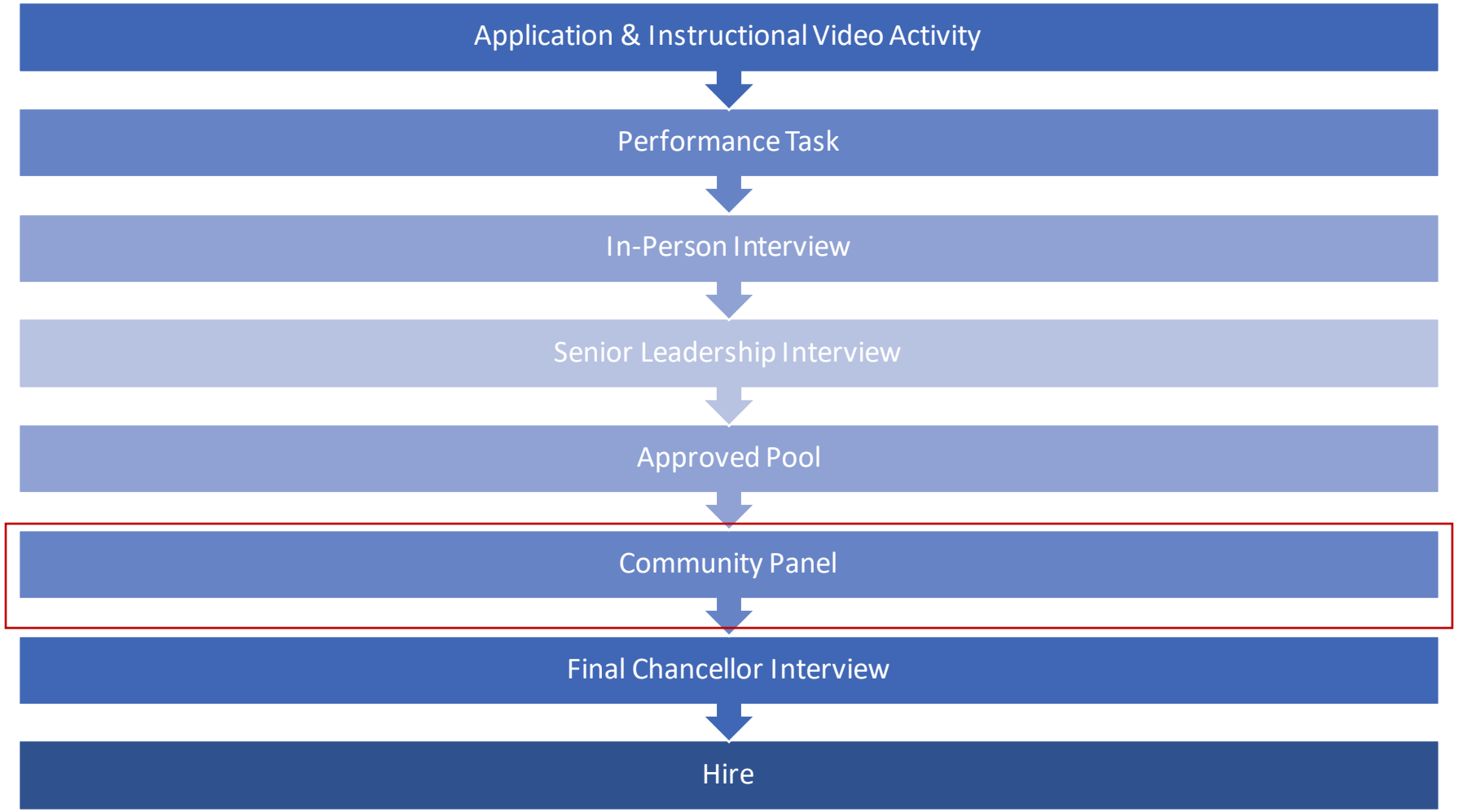
The School Panel & Principal Selection Process was developed based on Title 5 of the District of Columbia Municipal Regulations (DCMR), Chapter 5, Sections 517-520.

Background Process for Each Principal Candidate

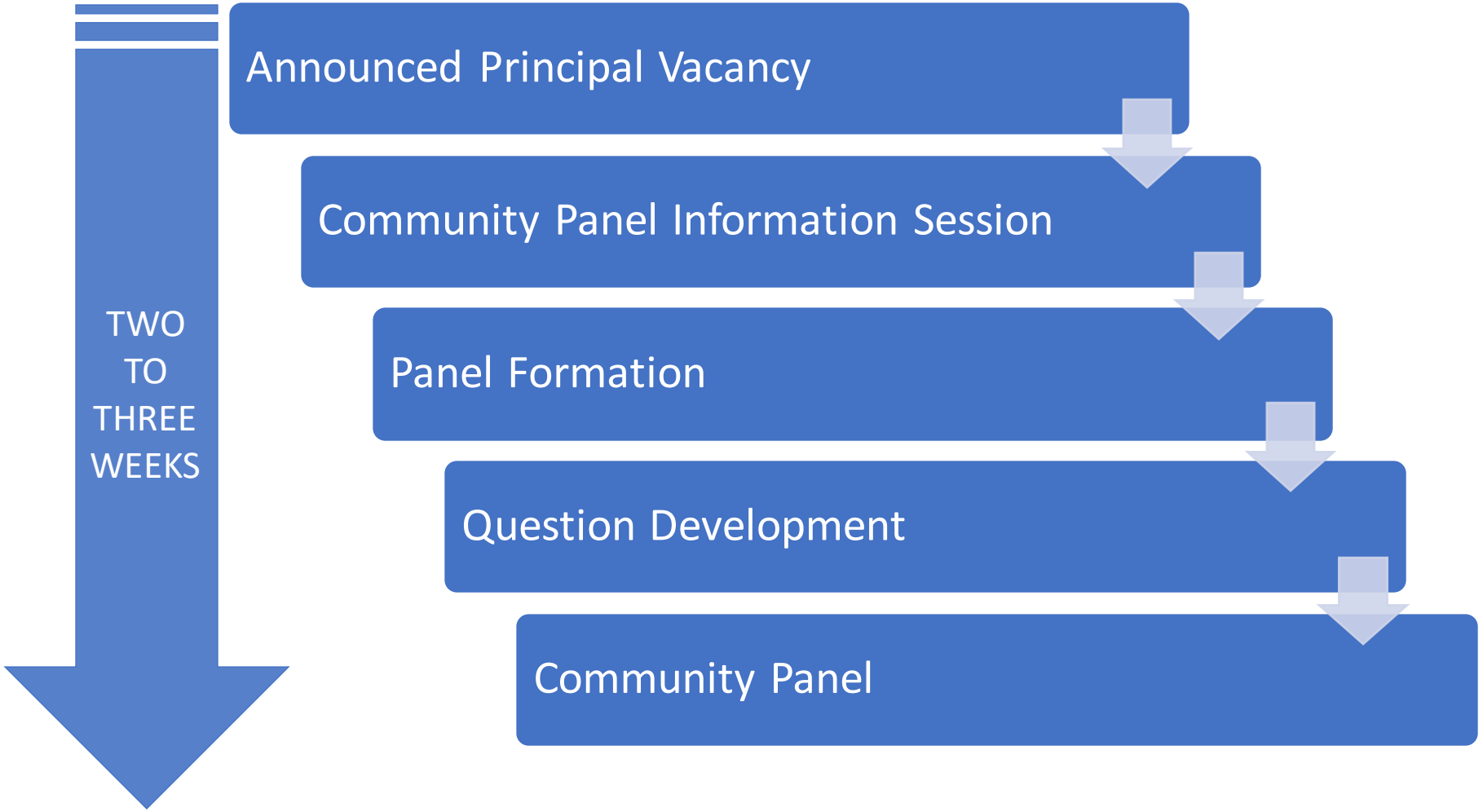
Before the community panel process, a candidate:

1. Submitted a resume, education and leadership experience, licensure information, and written submissions;
2. interviewed with current DCPS principals and DCPS senior leaders;
3. completed reference checks;
4. interviewed with the Deputy Chancellors & Chiefs of Schools;
5. was placed in a pool of eligible candidates; and,
6. was chosen from the pool to interview.

Overview of Principal Selection Process



Panel Process



Who is on the panel?

The panel is comprised of 9-12 members who are essential to the school community. The LSAT is the foundation of the panel but should be supplemented to create a diverse and representative committee.

Panel Members	
LSAT Chair & Other LSAT Members	School Chapter Advisory Committee Member
PTA/HSA President/Representative	Teachers & Support Staff
WTU Building Union Representative	Parents
Community Members	
Please Note: School Assistant Principals & Former Principals cannot participate as panel members.	

Roster Submission

- A final roster of panel members will be submitted to HR so that they can send panel members all logistical information for their panel day.

School Name:				
Supt Name:				
Role	**Name (First and Last)**	**E-mail**	**Phone Number**	**Attended Panel (SLRSD Only)**
LSAT Chair				
PTS/HSA President				
WTU Building Rep.				
SCAC Member				
Teacher				
Support Staff				
Parent				
Community Member				

Alternates				
Role	**Name (First and Last)**	**E-mail**	**Phone Number**	**Attended Panel (SLRSD Only)**
Teacher				
Support Staff				
Parent				
Community Member				

Panel can be up to 12 people aligned to the specific roles specified above.

**DCPS reserves the right to make adjustments as needed to ensure all panel materials represent the diversity of the campus.*

Panel Selection Practices

- A campus Community Panel Point of Contact will be identified. This person along with the Instructional Superintendent and Communication & Engagement Office will:
  - Help ensure that all groups (parents, teachers, staff, & community members) receive necessary information.
  - Check-in to make sure panel members are being identified and compile a final roster of panel members.
  - Compile the final list of panel questions created by the campus.
  - Communicate with the Instructional Superintendent and School Leader Recruitment, Selection & Development team.
- Use multiple methods to reach out to the campus community members to ensure that all parties are aware of the opportunity to participate.

Questions for the Principal Candidates

DCPS School Leader Recruitment, Selection & Development team and Instructional Superintendents have standard questions that can be used for the community panel interviews. Schools are also encouraged to design their own.

- Each panel interview will be approximately 1 hour (with 5 minutes for opening, 45 minutes for pre-determined questions and 10 minutes for follow-up questions). This time is consistent for all candidates.
- There should be 6-8 questions.
- The questions should cover the different topics upon which the candidates will be rated: **Instruction, Talent, Personal Leadership, Family & Community, Operations and School Culture.**

Question Development & Sample Panel Questions

Instruction: What strategies will you implement or have implemented in your school to foster differentiated instruction?

Family & Community: How would you leverage community partnerships to achieve school-wide goals?

School Culture: How have you promoted positive staff and student morale, cohesiveness, and shared goals at your previous school(s). What evidence can you share to support your answer?

Operations: How would you use the limited resources including the budget and your own time to meet the need of the entire community?

Talent: How do you select talented staff, keep talented staff engaged and develop staff that need it?

Personal Leadership: How would you, as a new leader in the building, communicate and create buy-in and commitment to your leadership and vision?

The campus point of contact will submit their final 6-8 questions and follow-up question to the School Leader Recruitment, Selection & Development Team.

Questions will be consistent across all candidates on the day of the panel.

Approaches to Panel Preparation

- Survey School Community
  - Send out a survey to hear from community members on their focus areas for a new school leader.

- Meeting facilitated by Instructional Superintendent or Community Action Team Specialist
  - Panel can work to draft questions around 6 focus areas as a group.

- Share Document
  - Panel can create a shared document where comments and edits can be made into the draft questions.

Q&A AND NEXT STEPS

CWG Action Items

- ☑ 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.

- ☑ Begin talking to your stakeholder groups about the upcoming enrollment season. Are people excited about attending MacArthur? Anxious about the school opening? Let us know!

Next Steps

1. DCPS will continue the search for the future school leader of MacArthur HS.

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 use survey results to recommend next steps in program, content and curriculum and school name to DCPS Leadership. Final recommendations will be approved by the Mayor and then shared broadly with the community.

4. The next CWG meeting on September 22 will include Enrollment Forecasting (continued), 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 .

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