Woodward High School Reopening and Nontraditional Facilities Study Group

Meeting #6

7:00–9:00 PM

May 22, 2017

Facilitators: Denise Bracalilly Stultz and Danielle Wilson-Saddler

Office of Student and Family Support and Engagement

Debbie Szyfer and Corinne Blackford

Division of Long-range Planning

Agenda

- Feedback from last meeting

- Share requested data about application programs

- Feedback on nontraditional facilities

- Review study group report

- Next steps

Study Group Timeline

Date	Activities	Location
Feb. 23, Mar 2	Public Information: Background, process, questions/comments	Tilden Middle School (Cafeteria)
Mar. 6	Member roles, study scope, small group work to discuss charge	45 W. Gude Drive (Café)
Mar. 22	Presentation on high school programs; Generate ideas to reopen Woodward HS in small groups	45 W. Gude Drive (Café)
Apr. 5	Staff presentation on elaborated ideas to reopen Woodward HS; Small group work	45 W. Gude Drive (Café)
Apr. 24	Community feedback reports on ideas to reopen Woodward HS; Presentation on CTE programs; generate ideas on nontraditional facilities in small group	45 W. Gude Drive (Café)
May 10	Presentation on elaborated nontraditional facilities ideas	45 W. Gude Drive (Café)
May 22	Community feedback reports on nontraditional facilities ideas	45 W. Gude Drive (Café)
May 31	Public Information: Study Group ideas, questions/comments	850 Hungerford Drive (CESC Auditorium)

Meeting #5 Feedback

The meeting was most helpful with:

• Learning about concrete options for nontraditional facilities

• Seeing visual examples of alternative spaces

The meeting was least helpful with:

• Identifying specific ideas for MCPS

Data on Application Programs

Community Feedback on Nontraditional Facilities

SDS1   Szyfer, Deborah S, 5/22/2017

Summary of Student Focus Groups

If you could change a key feature of the high school experience, what would it be?

- Class sizes should be smaller

- Required core courses place too many constraints on student course selection

- Hands-on and "student-focused" activities are preferred to classroom lectures

- Additional counseling services and counselors are needed

- Transportation barriers exist for students, hindering participation in both academics and extracurriculars

- Language barriers exist for students and families, as only certain information that is disseminated is translated from English, usually into a Spanish or a small number of other languages

Reasons for program choices or course selection

- Sought a peer community or group of friends
- Sought certain skills, coursework, or subject matter
- Sought time and cost savings, to reduce future college expenditures
- Sought rigor, college preparation, advanced coursework or relief from unengaged students and staff
- Sought prestige or competition relative to peers
- Felt pressured by teachers, counselors, friends, family or colleges
- Felt encouraged by teachers or staff

Program offering interests

- Interest in <u>communications and media</u> classes and programs – mentioned at five schools

- Interest in <u>environmental science</u> classes and programs – mentioned at five schools

- Interest in <u>biotechnology</u> classes and programs – mentioned at four schools

- Interest in <u>building arts and trades</u> classes and programs – mentioned at five schools

- Concern that required coursework would prevent participation in such course offerings – mentioned at three schools

Program Type	No. Rated #1	No. Rated #2	No. Rated #3	No. Rated #4	No. Rated #5
Fine Arts School	10	7	11	8	8
STEM/Computer Science Program	12	7	7	8	10
Language/International Studies	7	13	8	7	10
Health/Medicine Program	14	10	6	9	6
Traditional Grades 9-12 Program	10	6	14	5	10

Less Popular Programs:
Language/International Studies
STEM/Comp Sci
Traditional Grades 9-12

More Popular Programs:
Health/Medicine

Who has most influenced your choices about high school courses, programs and activities?

- Siblings
- Friends
- Parents
- Self
- Colleges
- TV
- No choice

Benefits and drawbacks of neighborhood-based school boundaries

- Contributes to local friendships
- Ensures shorter travel times
- Increases school spirit
- Creates concentrations of students with similar backgrounds
- Contributes to stereotypes about students based on their school
- Forces students to participate in programs they don't care for
- Causes students to be "stuck" with one population of peers

Benefits and drawbacks of choice systems such as lotteries

- Allows students access to different types of schools/programs
- Reduces the number of students "forced" into programs
- Allows students to meet new groups of students
- Could upset a student's plans; uncertainty
- Could prevent participation in sports and activities
- Could make travel and bus routes difficult
- Could make building school spirit more difficult

Benefits and drawbacks of application-based assignments

- Takes student merit into account
- Ensures program participants are engaged and motivated
- Creates prestigious and strong programs
- Creates hierarchy among students
- Creates inequality because of access problems for some students
- Causes stress because of uncertainty and competition

Review of Study Group Report

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

Next Steps

- Provide any additional community feedback on nontraditional facilities to the Division of Capital Planning staff

- Public Information Meeting on May 31, 2017

- Study Group Report submitted to superintendent of schools and Board of Education June 2017

- Superintendent of Schools submits report to Board of Education fall 2017