

District 10 Middle School Consolidation Effort: Next Steps

December 5, 2019

6:00 P.M. West Ashley High School

Background & Rationale

- The District 10 Constituent Board put forward a recommendation to consolidate two middle schools in the West Ashley area. 6th graders would attend West Ashley Middle School, and 7th and 8th graders would attend CE Williams Middle School.
- The Constituent District 10 Board made this recommendation because of two primary concerns:
 - Middle school course offerings were not equitable between schools.
 - The great difficulty of zoning effectively due to the geographic layout of D10. This has led to the scholar populations at West Ashley Middle and CE Williams Middle becoming less diverse over time.

Inequities

There are two explicit feeder patterns in Constituent District 10 that create a lack of diversity as scholars matriculate into the D10 middle schools:

- (1) Scholars from St. Andrews School of Math & Science and Ashley River Creative Arts matriculate into CE Williams. This means that they have to be transported past West Ashley Middle School to attend CE Williams.**
- (2) On the other hand, scholars living in Ponderosa, a predominantly African-American neighborhood less than a mile away from CE Williams, are transported past CE Williams to attend West Ashley Middle School.**

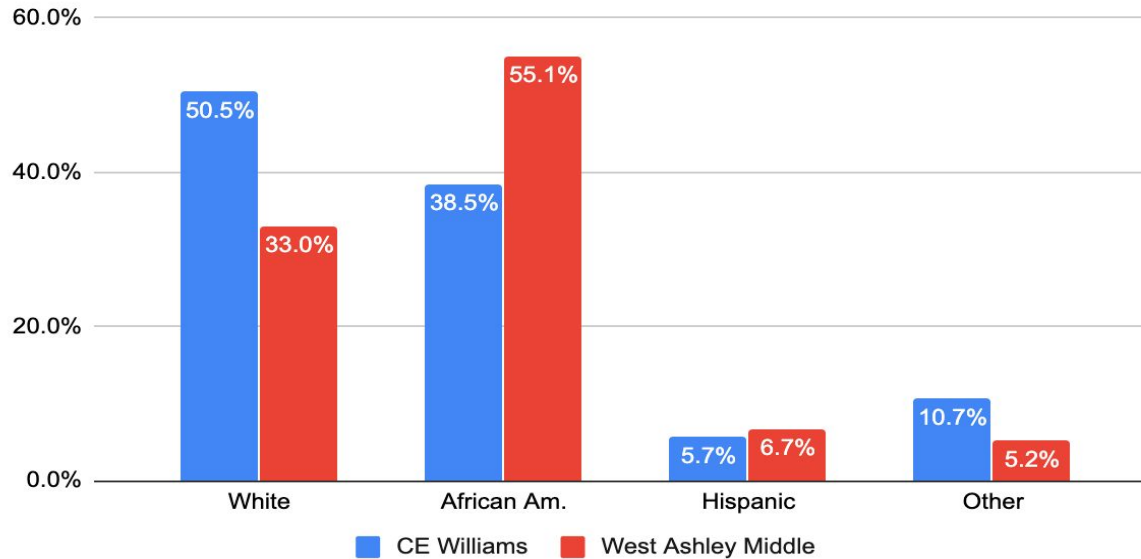
Inequality

/noun/

The difference in social status, wealth, or opportunity between people or groups

Owning OUR Data

Ethnicity Disparities D10 Middle Schools

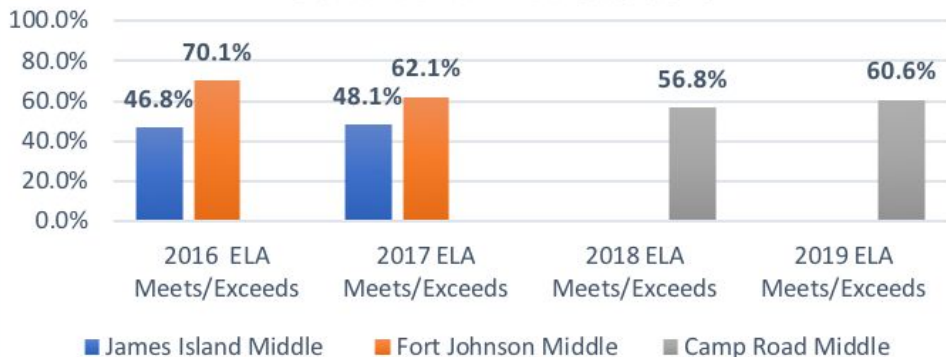


Owning OUR Data

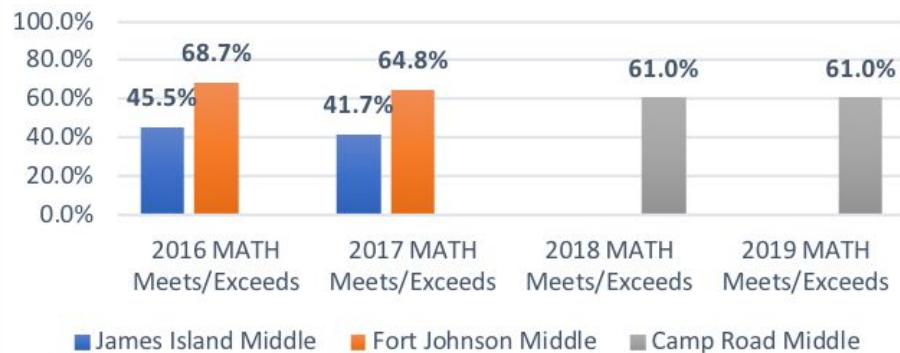
School Report Card Data		
	CE Williams Middle	West Ashley Middle
2013	Good	Average
2014	Good	Average
2018	Average (44)	Below Average (34)
2019	Average (44)	Below Average (34)

Owning OUR Data

SC READY ELA Grade 6

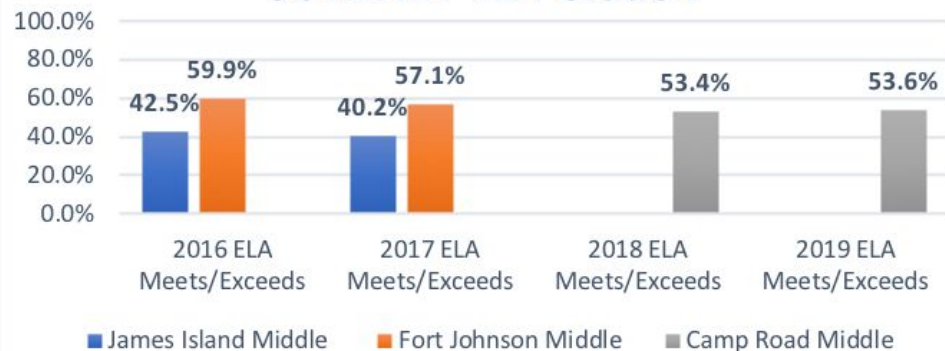


SC READY MATH Grade 6

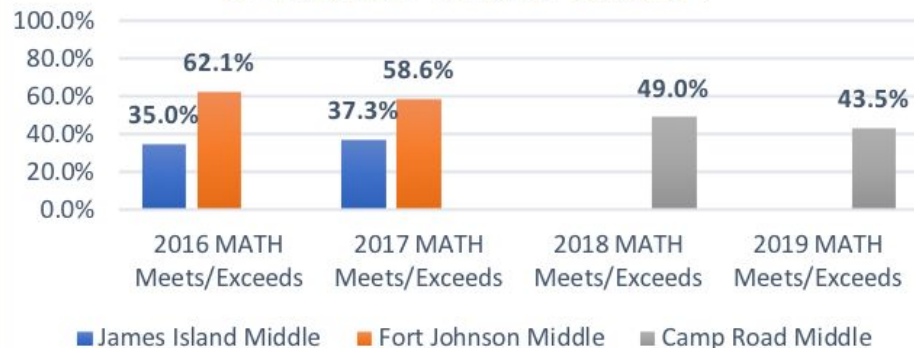


Owning OUR Data

SC READY ELA Grade 7

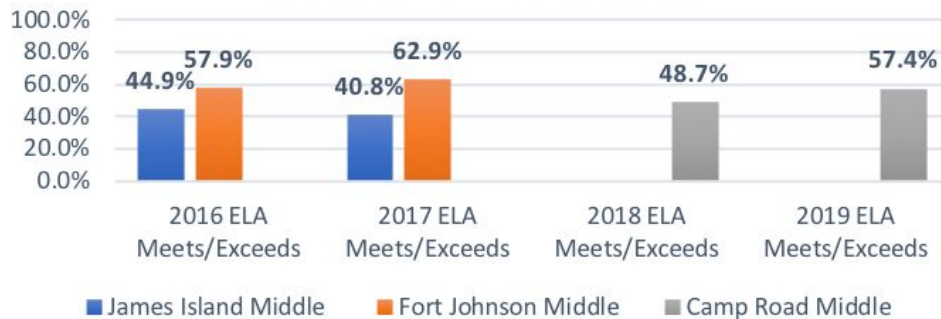


SC READY MATH Grade 7

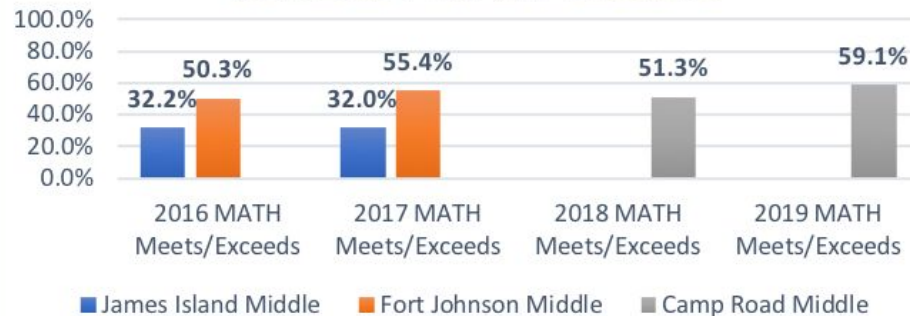


Owning OUR Data

SC READY ELA Grade 8



SC READY MATH Grade 8



Expected Outcomes

- **Equitable offerings across both middle schools that support the Arts and Advanced Academic Studies.**
- **More diverse scholar populations which will improve critical thinking skills for all scholars through collaboration.**
- **A safe and nurturing environment for 6th- graders that supports them through a very difficult transition in their educational careers.**
- **A schedule and programming pathway that encourages acceleration for all scholars.**

Expected Outcomes (Cont.)

- **Access for all 7th and 8th grade scholars who qualify and reside in District 10 to advanced studies and to high school Carnegie unit courses.**
- **Proximity to the assigned high school and CAS that would provide equal access to all 7th and 8th grade students to advanced level classes (should they qualify).**
- **More FTE's at each middle school that could be used for both intervention and enrichment opportunities not currently in place.**

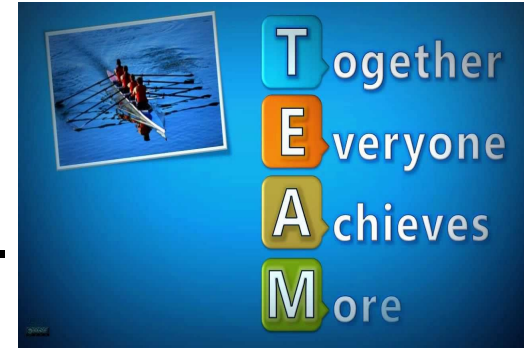
Expected Outcomes (Cont.)

- The close proximity of 7/8th grade MS and HS teachers would provide an opportunity for staff to plan and collaborate with one another more easily and effectively.
- 7th and 8th grade scholars would have much easier access to athletics, fine arts and extracurricular opportunities, as well.

Next Steps

CCSD Personnel will work with the D10 Board to establish a small planning team:

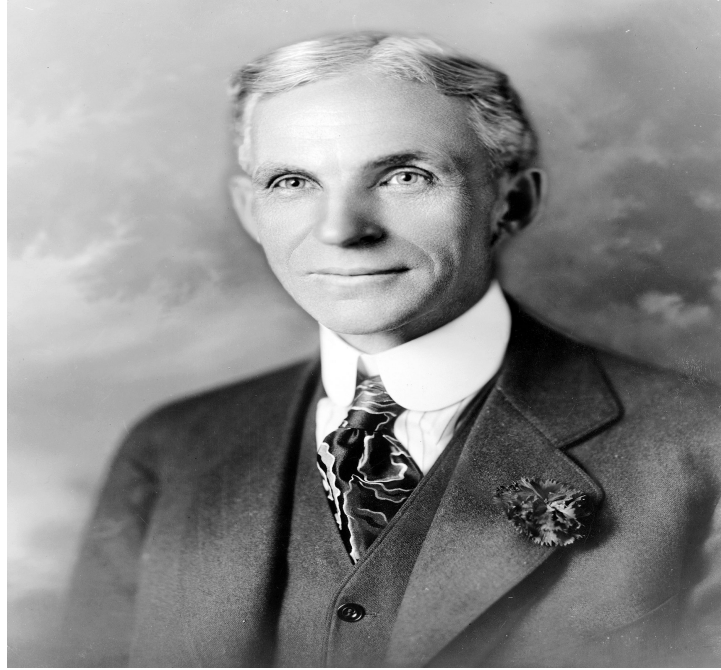
- **The team will consist of parents from all D10 elementary schools, parents from both middle schools, teachers from each middle school, the principals from each middle and high schools, a D10 board member, and district support staff.**
- **This team will discuss areas of opportunity for both CE Williams and West Ashley Middle, and define measurable objectives for next steps.**



Next Steps

Topics for discussion include, but are not limited to:

1. Planning a potential visit to a 6th-grade configured school(s) in the state.
2. Discussing flexible scheduling.
3. Determining arts classes to be included.
4. Planning tiered academic classes/supports for more scholars.
5. Researching summer team-building and acclimation activities.
6. Determining what access might be possible for CE scholars to WAHS and the CAS for both academic and extracurricular opportunities.
7. Planning expanded enrichment and extended day opportunities.
8. Addressing climate and culture plans to be implemented.
9. Updating presentations for the community and board, and determining rollout timeline and process of updates.
10. Considering items and questions presented by parents.



“Coming together is the beginning. Keeping together is progress. Working together is success.”

