



Donna Hargens, Ed.D., Superintendent

Data Report: Status of Students from the Myers Transitions

Program Evaluator

Joseph Prather, Program Evaluation Specialist

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Data Management, Planning, and Program Evaluation

Dena Dossett, Chief

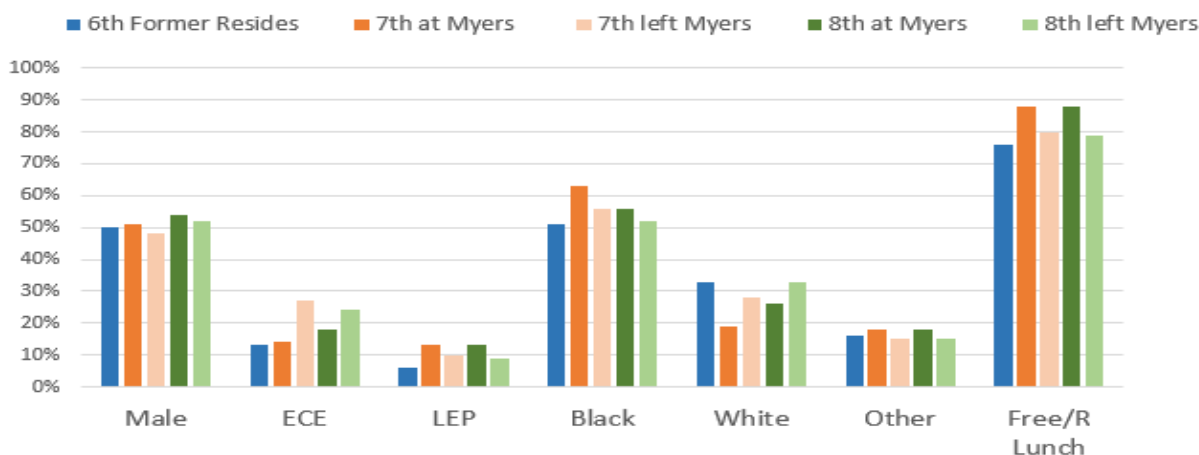
Executive Summary

In May 2014, the JCPS Board of Education decided to close and repurpose Myers Middle School for the 2014-15 school year. The in-coming 6th grade students were reassigned to other schools. The rising 7th and 8th grade students already attending Myers were given the option to attend their new resides assignment or continue to attend Myers (located at Waggener High School). This report includes information on demographic, academic and non-academic outcomes, which generally show mixed results. However, please note that **there are numerous variables that can impact scores which are not explored in-depth in this analysis, such as previous academic performance, parental involvement, LEP and ECE challenges, course difficulty level, etc.** For example, using EXPLORE scores, the 8th grade students who left, were higher performing than those who stayed.

Movement & Demographic Characteristics

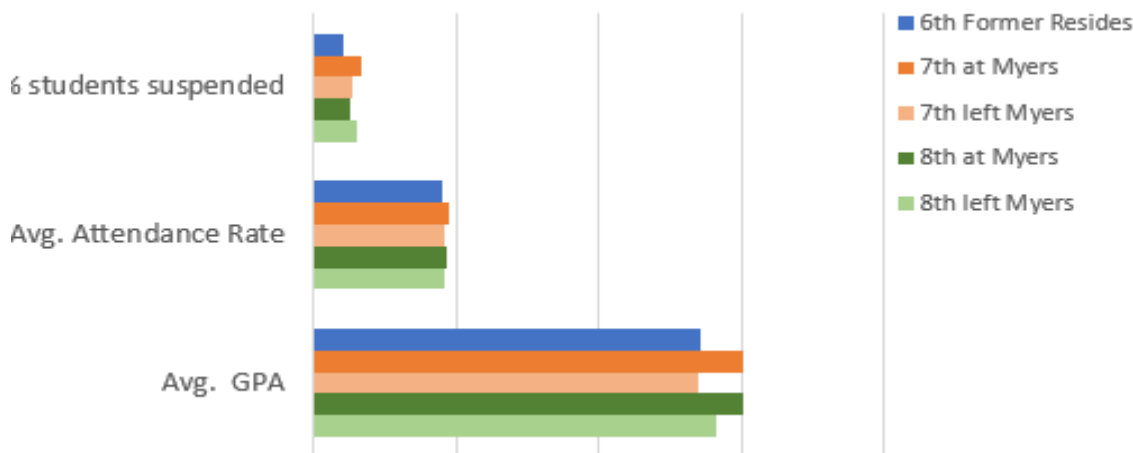
There were 270 6th grade students who lived in the Myers' resides area that in 2014-15 attended other JCPS schools. The rising 7th and 8th grade students were able to choose between attending Myers (at Waggener) or a different JCPS middle school. Of the 219 7th graders, 148 chose to continue attending Myers and of the 234 8th graders, 145 chose to continue attending Myers. Both African-American students and those who qualify for the Free/Reduced Lunch Program chose to stay at

Myers at a slightly higher rate than other groups. There was a higher percentage of white students that chose to attend other schools.



Attendance, Suspension & GPA

Most of the 6th grade students had a successful transition when compared to their new school population in terms of GPA, attendance, and suspension rate. Only 2 of the 17 schools had students who did not transition as successfully. The 7th and 8th graders who stayed at Myers did slightly better than those who left in terms of GPA, attendance, and 8th grade suspension rate.

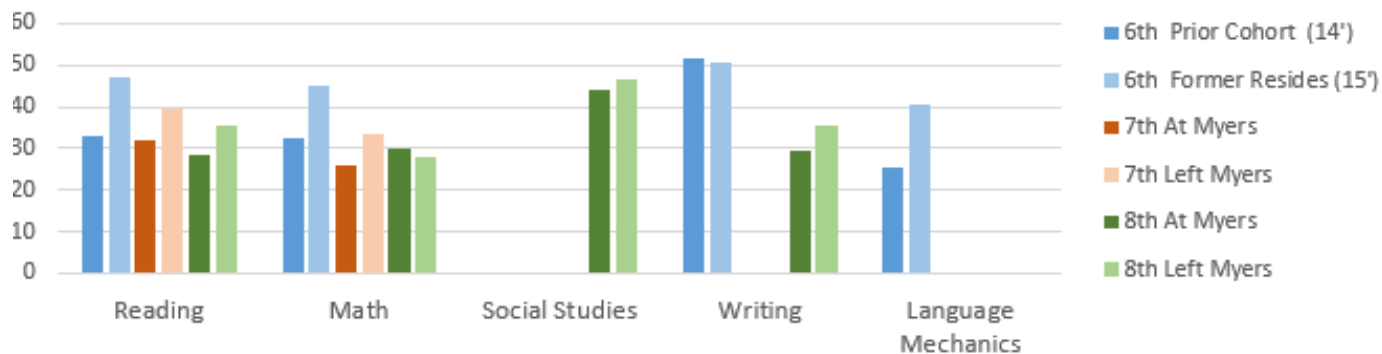


KPREP (All students, Gap students & Growth)

KPREP All Students:

- The rising 6th graders had a higher percent of Proficient and Distinguished students in all content areas (with the exception of Writing) than the school's previous year's cohort of 6th graders.
- The 7th graders who chose other schools had higher rates of proficiency in both Reading and Math than those who remained at Myers, but for gap students these percentages were comparable.
- The 8th graders who chose other schools had a higher percent of Proficient and Distinguished students in Reading and Writing than those who remained at Myers, but were comparable in Math and Social Studies.

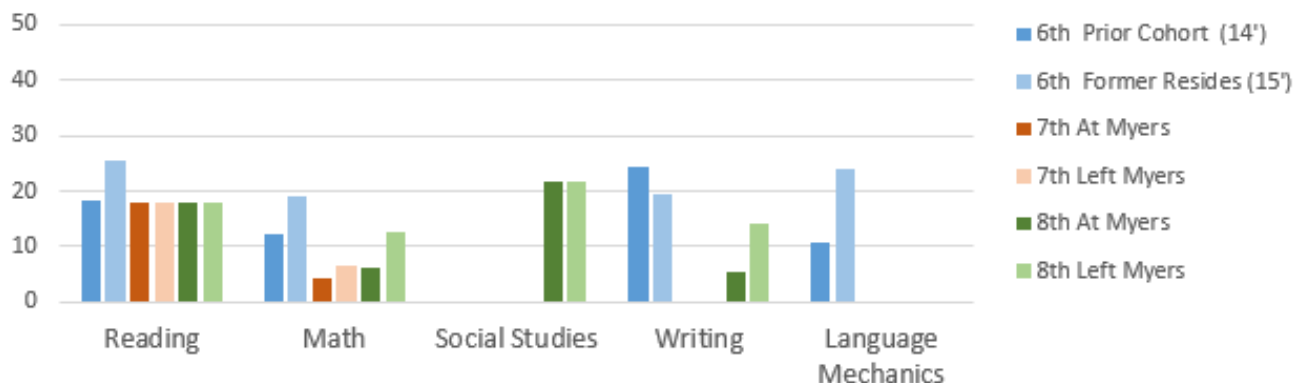
All Students: % Proficient/Distinguished (KPREP)



KPREP GAP:

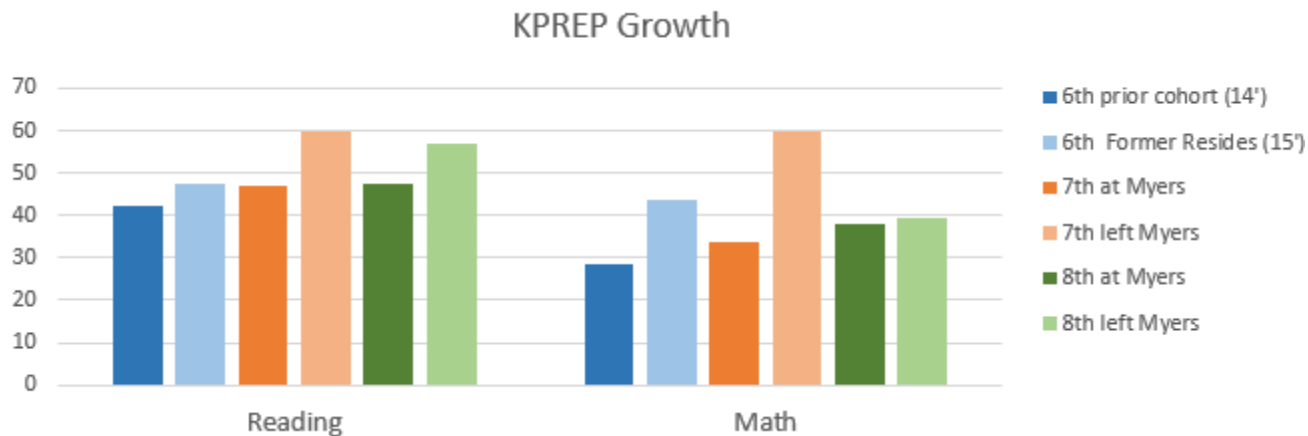
- For 6th graders, the former resides gap students outperformed the previous year in all content areas except for writing.
- For 7th grade gap students, the percentages were comparable in reading and math
- For 8th grade gap students, those who went to other schools had a higher percent of students who scored Proficient or Distinguished in Math and Writing, but were comparable in Reading and Social Studies

Gap Students: % Proficient/Distinguished (KPREP)

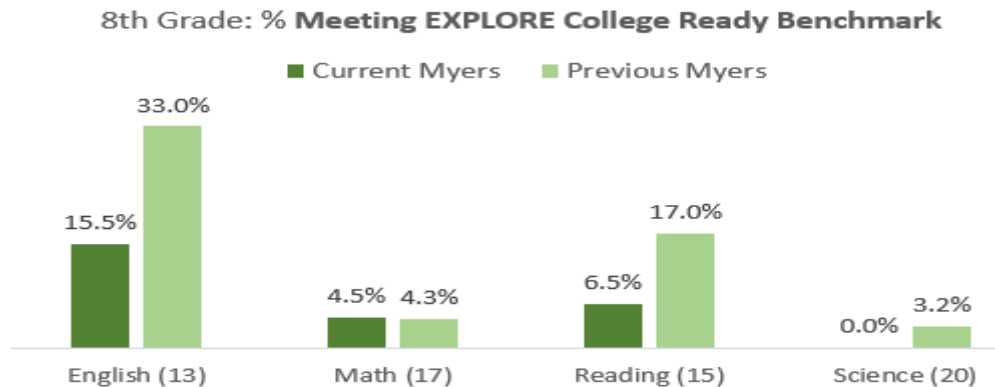


KPREP Growth:

- The percent of 6th graders' making Typical or High growth increased from the prior year.
- The percent of 7th graders' making Typical or High growth was higher in both Reading and Math for those who went to other schools compared to those that stayed.
- The percent of 8th graders' making Typical or High growth was higher in Reading for those who went to other schools compared to those who stayed. Growth in Math was comparable.

**EXPLORE:**

The 8th graders who chose to attend other schools had slightly higher EXPLORE scores than those who stayed at Myers.

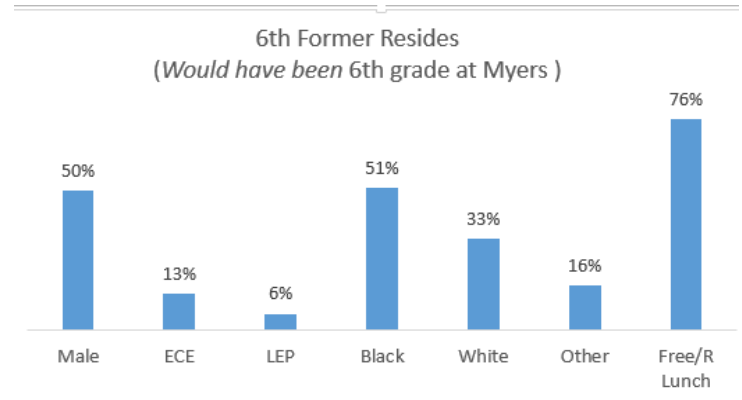
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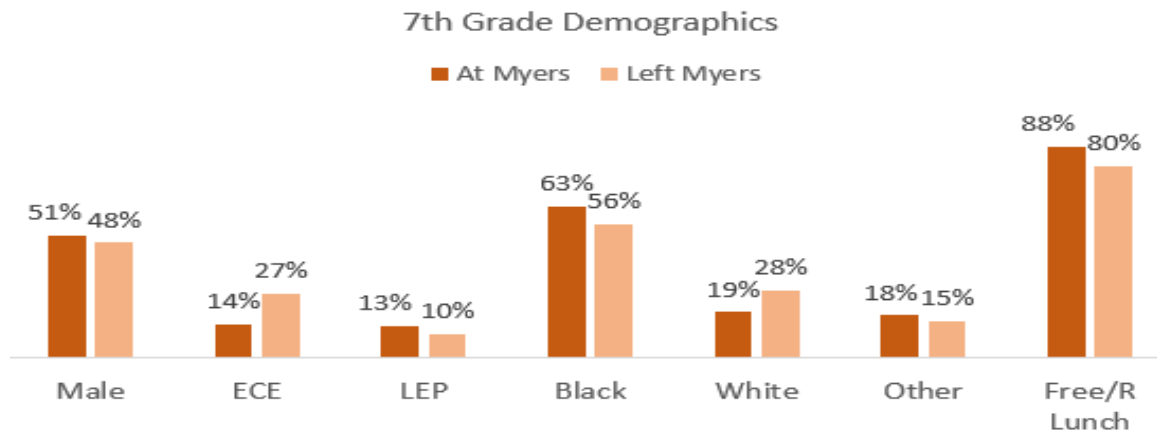
Findings: Myers Transition

Movement & Demographics

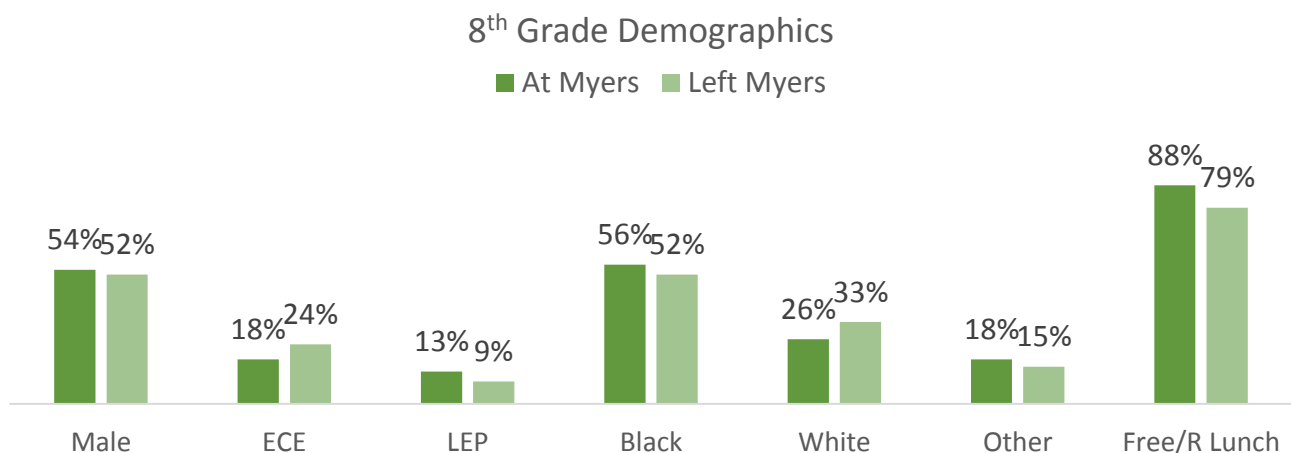
There were 270 6th grade students that lived in the former Myers resides area. These students attended Western Middle School (42), Carrithers Middle School (40), Highland Middle School (37), Thomas Jefferson Middle School (34), Westport Middle School (34), Newburg Middle School (25), and eleven other middle schools (1-18 students). Of the former resides, 76% were on Free/R lunch, 51% are Black, 13% ECE and 6% ESL.



There were 219 7th graders. Of those, 148 chose to attend Myers at Waggener and 71 chose to attend other schools. More students with disabilities (+13%) and white students (+9%) attended other sites, while higher percentages of African American students (+7%) and students receiving free/reduced price lunch (+8%) continued attending Myers.



There were 234 8th graders. Of those, 145 chose to attend Myers at Waggener and 89 chose to attend other schools. More students with disabilities (+6%) and white students (+7%) attended other sites, while higher percentages of students receiving free/reduced price lunch (+9%) continued attending Myers (it should be noted that the high incident ECE units remained at the previous site and were considered to have attended a different school).



Status of students from the Myers Transitions (14-15)

The demographic data presented in the tables below reflects the end of year 14-15 demographic, attendance, academic and discipline for students still enrolled at the end of the 14-15 school year.

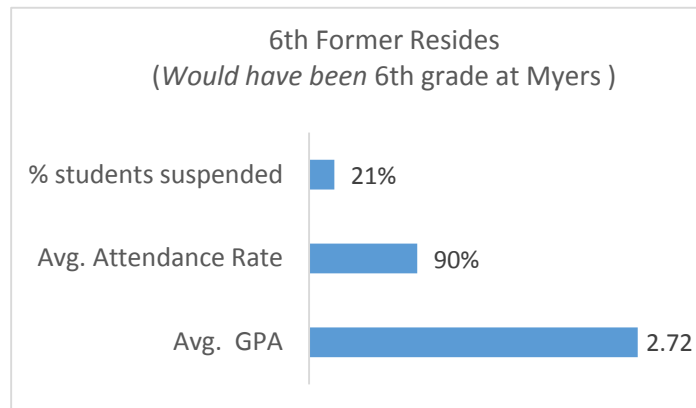
Table 1: Demographics

Schools	N of students	% Male	% ECE	% LEP	% Black	% White	% Other	%F/R lunch
	Former Resides Grade Myers students in their current schools (N=270 students)							
Carrithers Middle School	40	65%	10%	3%	38%	43%	20%	75%
Highland Middle School	37	49%	16%	0%	43%	46%	11%	70%
Newburg Middle School	25	52%	4%	8%	36%	44%	20%	68%
Noe Middle	11	18%	27%	9%	27%	64%	9%	45%
Ramsey Middle School	18	22%	0%	0%	33%	56%	11%	67%
The Academy @ Shawnee	13	46%	15%	0%	92%	8%	0%	92%
Thomas Jefferson Middle	34	50%	21%	15%	47%	24%	29%	91%
Western Middle	42	48%	10%	7%	93%	7%	0%	88%
Westport Middle School	34	50%	18%	9%	32%	41%	26%	71%
Other Schools*	16	75%	6%	0%	69%	13%	19%	75%
'Would be' 6th Grade Grand Total	270	50%	13%	6%	51%	33%	16%	76%
	7th & 8th Grade Students at Myers@ Waggener (N = 293 students)							
7 th Grade Myers@Waggener	148	51%	14%	13%	63%	19%	18%	88%
7 th Grade left Myers	71	48%	27%	10%	56%	28%	15%	80%
8 th Grade Myers@Waggener	145	54%	18%	13%	56%	26%	18%	88%
8 th Grade left Myers	89	52%	24%	9%	52%	33%	15%	79%
7th & 8th Grade Myers@Waggener	293	53%	16%	13%	60%	23%	18%	88%
7th & 8th Grade left Myers	160	50%	25%	9%	54%	31%	15%	79%

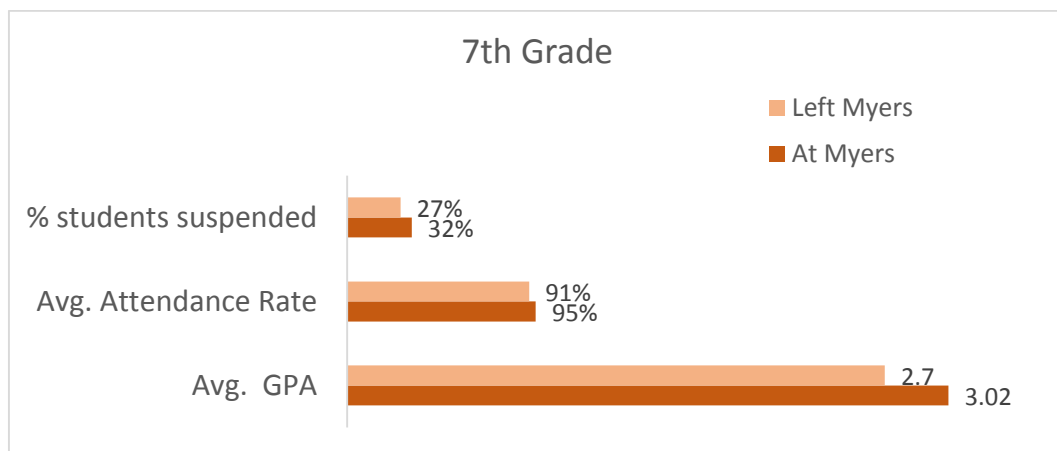
*There were 8 other schools that Former resides Myers 6th graders attended. The data for these students were aggregated due to the small number of students each school represents (from 1 student to 4 students). Please see appendix chart for details.

Attendance, Suspensions & GPA

For **6th grade students**, those that would have attended Myers (Former resides Myers students) had a slightly lower average grade point average (GPA) than the other students attending the same school. It should be noted that the Former resides Myers students had higher GPAs at 6 of the 9 sites (difference ranging from .01 to .18), but at two of the three sites the Former resides Myers students' average GPAs were much lower. At these two schools, the students' average GPA was approximately .75 points below (equivalent to nearly a letter grade). Similarly, the Former resides Myers students had an overall higher percentage average of suspensions than their respective schools, but the Former resides Myers students had slightly lower averages at 5 of the 9 schools. The same two schools that had the much higher GPA's also had a much lower average suspension rate compared to the Former resides Myers students (approximately 30% at each school). There was not a significant difference between the Former resides Myers students and the other students at the schools in attendance rates.



For **7th grade students**, those that attended Myers at Waggener had higher GPAs, slightly higher attendance rates, and higher average suspension rate than the former Myers students that went to other schools.



For **8th grade students**, those that attended Myers at Waggener had higher GPAs, slightly higher attendance rates, and lower average suspension rate than the former Myers students that went to other schools.

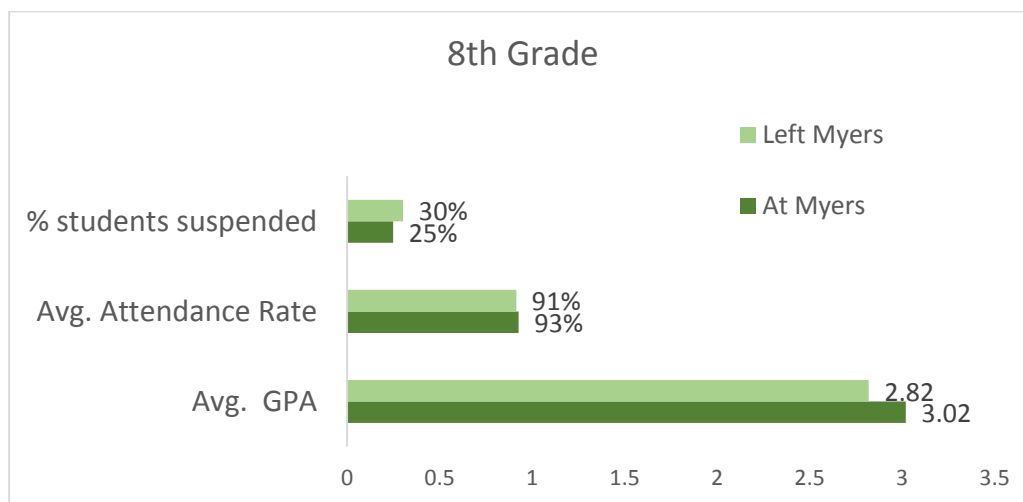


Table 2: 2014-2015 Attendance, Suspensions, and GPA

	School without Former resides Myers students	Former resides Myers students	School without Former resides Myers students	Former resides Myers students	School without Former resides Myers students	Former resides Myers students
Schools	Average of GPA		Average Attendance Rate		% students suspended	
Carrithers Middle School	3.13	3.00	93.7	94.0	17.3%	22.5%
Highland Middle School	3.10	3.17	93.7	94.2	20.6%	19%
Newburg Middle School	2.93	2.94	95.3	93.9	18.8%	20%
Noe Middle	3.31	3.49	95.1	94.9	5.7%	0%
Ramsey Middle School	3.06	3.15	94.1	96.1	16.1%	11%
The Academy @ Shawnee	3.51	2.78	95.8	93.9	16.2%	46%
Thomas Jefferson Middle	2.71	2.79	93.3	96.0	23.7%	5.9%
Western Middle	3.03	2.26	95.0	94.0	6.0%	36%
Westport Middle School	3.01	3.13	94.2	96.1	20.0%	5.9%
Other Schools*	N/A	2.72	N/A	89.6	N/A	56.3%
6th Grade Grand Total	3.06	2.90	94.4	94.4	16.0%	21%
7th and 8th Graders	Left Myers	At Myers	Left Myers	At Myers	Left Myers	At Myers
	Average of GPA		Average Attendance Rate		% students suspended	
7 th Grade	2.70	3.02	91.4%	94.7%	26.8%	32.4%
8 th Grade	2.82	3.02	91.4%	92.7%	30.3%	24.8%
7 & 8th Grade Total	2.78	3.02	91.4%	93.7%	28.8%	28.6%

*There were 8 other schools that Former resides Myers 6th graders attended. The data for these students were aggregated due to the small number of students each school represents (from 1 student to 4 students). Please see appendix chart for details.

Explore & KPREP

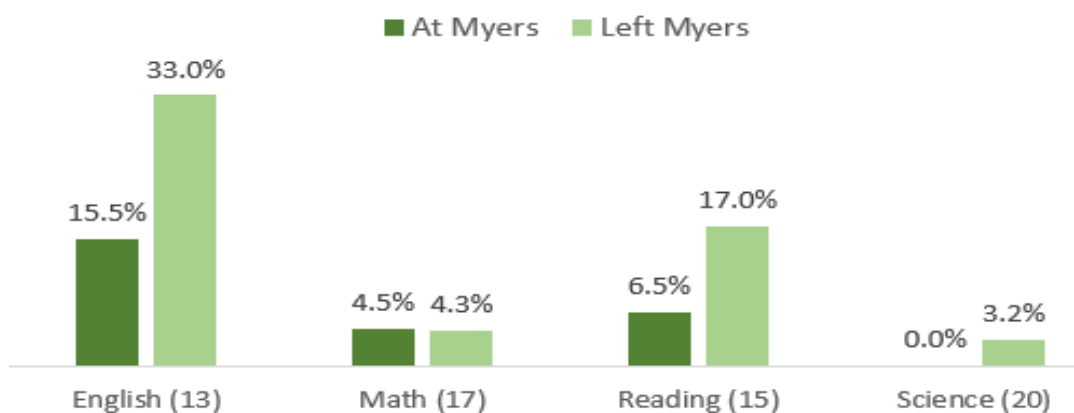
EXPLORE Test Results -Benchmarks and Average Scores

The EXPLORE assessment is administered in September of the school year to all 8th grade students. Since this assessment is given early in the school year, this is an indicator of the academic performance level of the former Myers' students that attended other schools for their 8th grade year to those that remained at Myers.

The academic data includes the 2014-2015 EXPLORE Results for 8th grade students (2015-2016 EXPLORE data is not available due to ACT discontinuing this assessment).

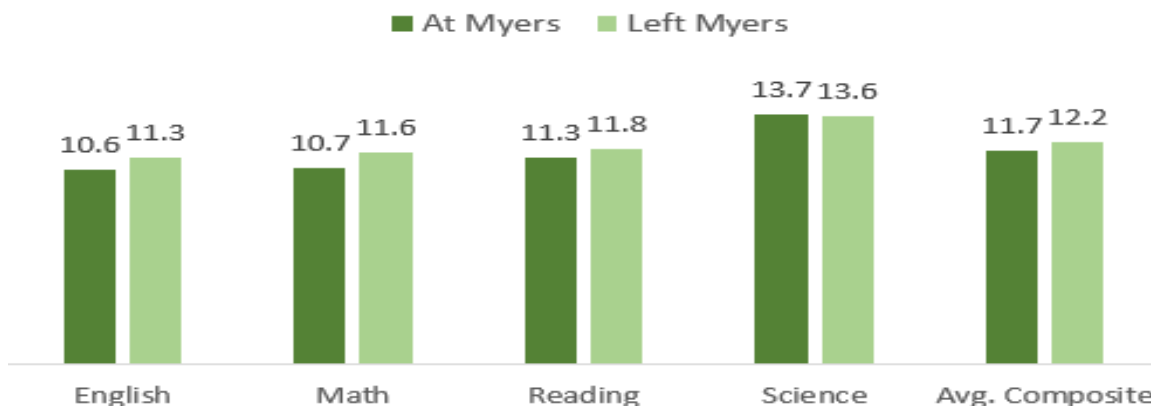
The students that attended other schools had a higher percentage of students that met both the English and Reading college ready benchmarks. The percentage of students meeting the Math and Science college ready benchmarks were comparable.

8th Grade: % Meeting EXPLORE College Ready Benchmark



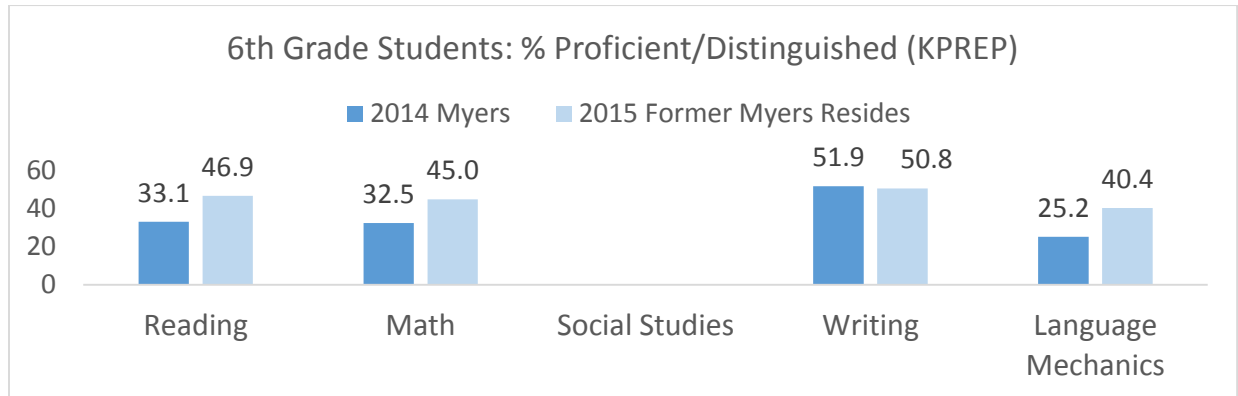
The students that attended other schools had a higher average in English, Math, and Reading of the EXPLORE. The Science average scores were comparable across the two groups.

8th Grade: Average EXPLORE Scores

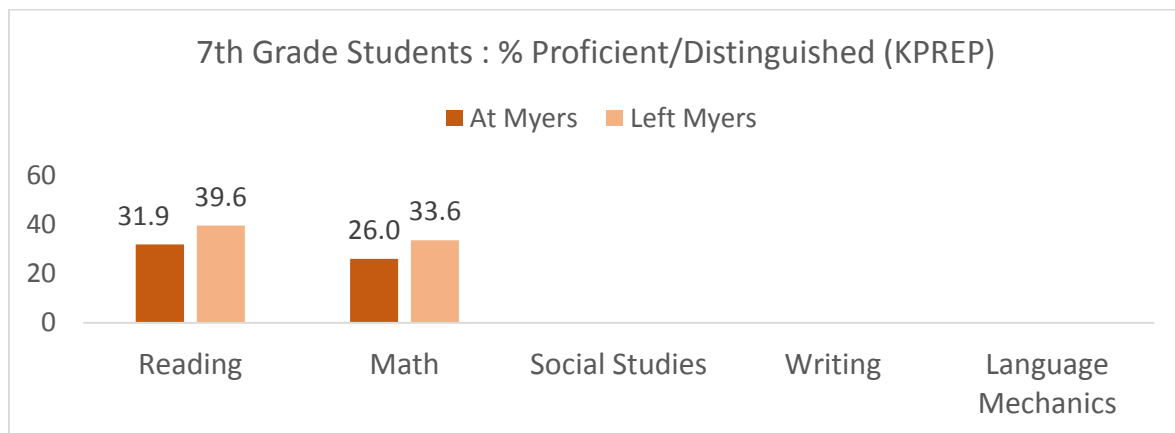


KPREP Trend Data - All Students

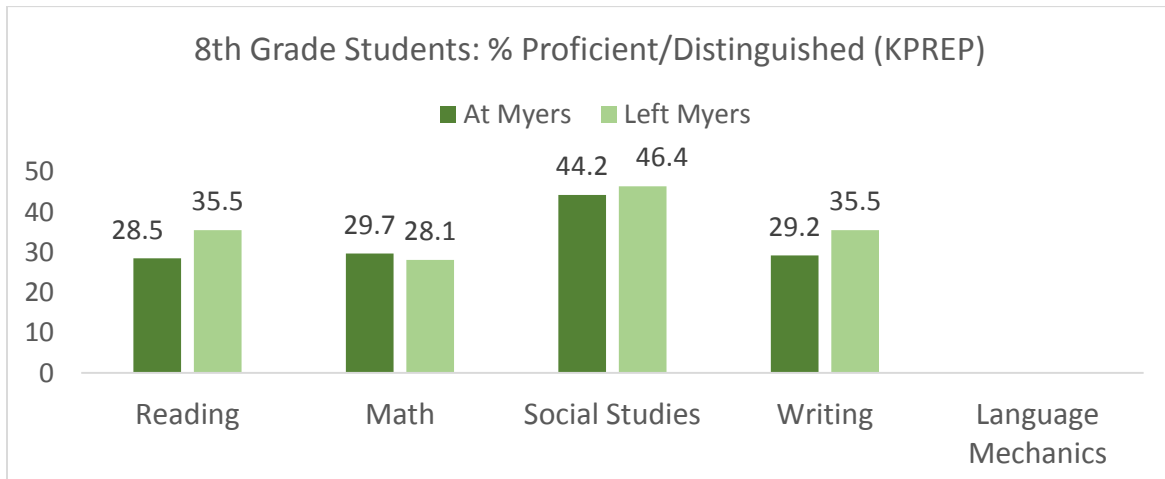
For **6th grade students**, the percent of students scoring Proficient or Distinguished on KPREP Reading, Mathematics, and Language Mechanics increased approximately 12%-16% compared to the prior year's 6th grade students. For Writing, the percentage of students scoring "Proficient" or "Distinguished" remained about the same.



For **7th grade students**, the students that were formerly Myers' students but went to other schools had a higher percent of Proficient and Distinguished students in Reading (+7.7%) and Mathematics (+7.6%) than those that remained at Myers.

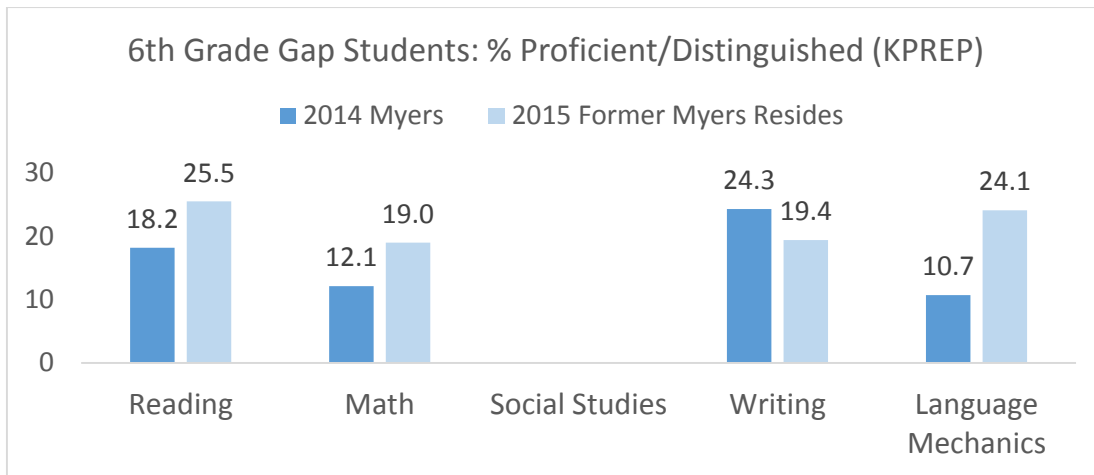


For **8th grade students**, the students that were formerly Myers' students but went to other schools had a higher percent of Proficient and Distinguished students in Reading (+7%) and Writing (+6.3%) than those that remained at Myers. For Mathematics and Social Studies, the percent of students scoring Proficient or Distinguished were comparable.

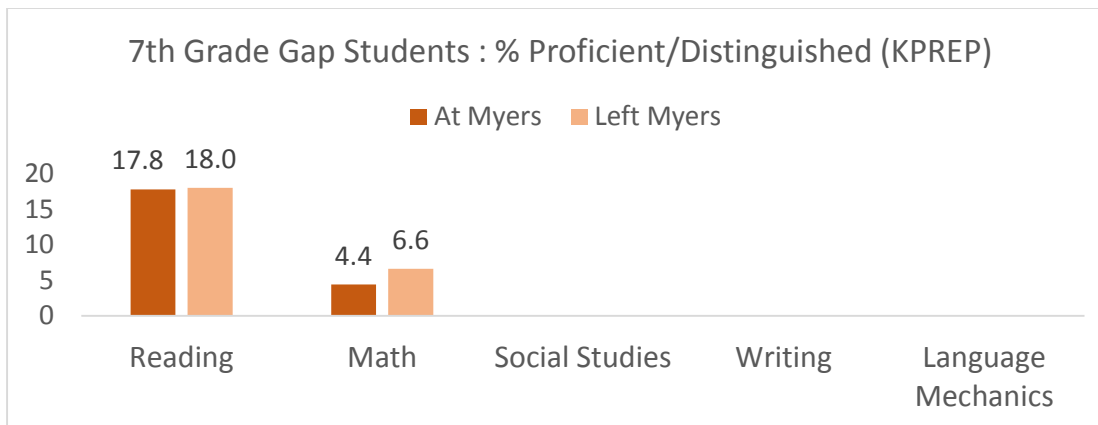


KPREP Trend Data - Gap Students

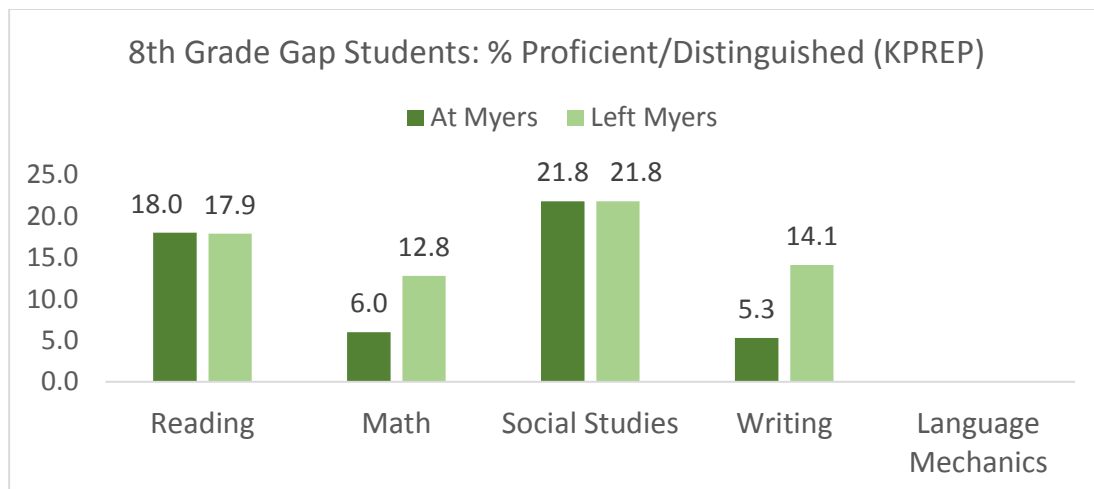
For **6th grade gap students**, the percent of students scoring Proficient or Distinguished on KPREP Reading, Mathematics, and Language Mechanics increased approximately 7%-14% compared to the prior year. For Writing, the percentage of students scoring "Proficient" or "Distinguished" decreased nearly 5%.



For **7th grade gap students**, those students that were Myers students but went to other schools had a comparable percent of Proficient and Distinguished students in both Reading and Mathematics to those that remained at Myers.

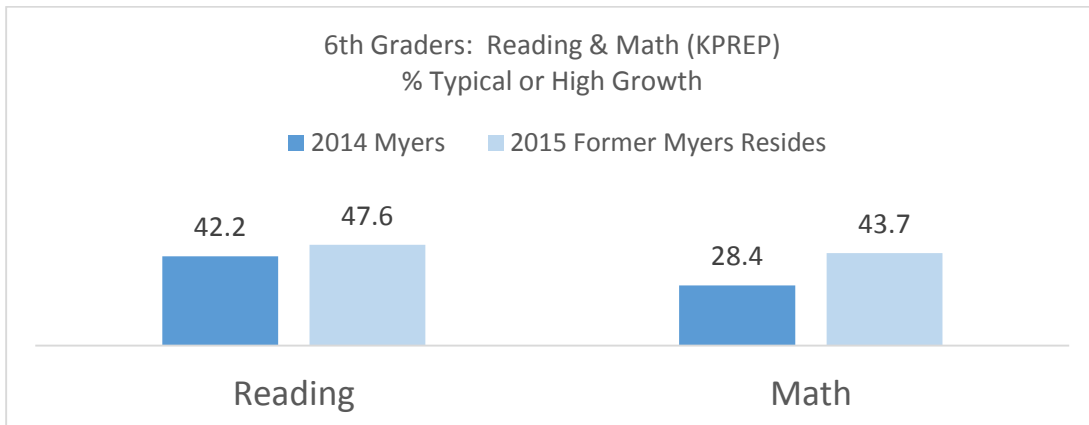


For **8th grade gap students**, those students that were Myers students but went to other schools had a higher percent of Proficient and Distinguished students in Mathematics (+6.8%) and Writing (+8.8%) than those that remained at Myers. For Reading and Social Studies, the percent of students scoring Proficient or Distinguished were comparable between the two groups.

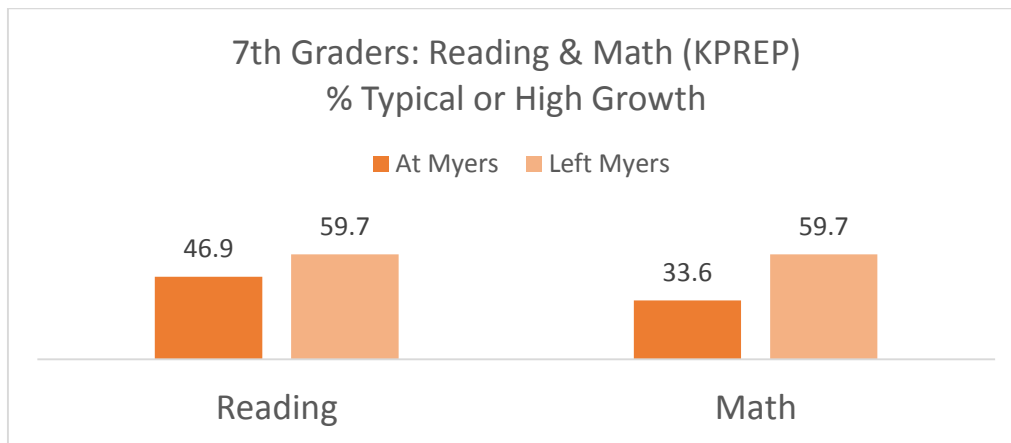


KPREP Trend Data – Growth Scores

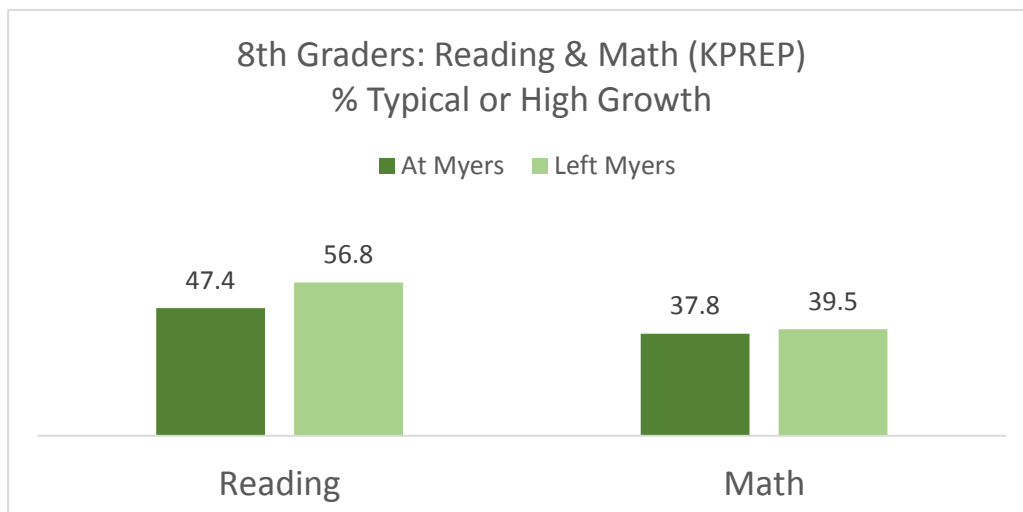
The **6th grade students** had a higher percent of students make typical or high growth in Math (+15.3%) and Reading (+5.4%) compared to the previous year.



The **7th graders** that were formerly Myers students that went to other schools had a higher percent of students make typical or high growth in both Math (+26.1%) and Reading (+12.8%) compared to those that remained at Myers.



The **8th graders** that were formerly Myers students that went to other schools had a higher percent of students make typical or high growth in Reading (+9.4%) compared to those that remained at Myers, while the percent of students make typical or high growth in Math were comparable.



Communications

In April and May 2014, there were a series of meetings with various stakeholder groups, including principals, Myers school staff, parents, and central office staff to discuss the transition of students from Myers to other middle schools. Central office administrators met with the principals of impacted schools to discuss possible issues and potential solutions related to receiving additional students from Myers. The Student Assignment Office shared a document outlining procedures with impacted schools based on each of the cohort of students (see Appendix 1). Parents were also mailed letters in May notifying them of their new resides school and outlining the steps needed to request a transfer (see Appendix 2). 34 students applied for a transfer and 16 students were granted a transfer to a new school other than their new resides schools.

In June 2014, the Student Assignment Office staff, Assistant Superintendents, Chief of Data Management and Chief Academic Officer met with the principals of Shawnee and Western Middle school to review the procedures for their new resides students. Prior to the Myers closure, these two schools operated as a magnet school with entrance criteria and no resides area. JCPS contracted with NC3 to conduct a door-to-door campaign for the Shawnee and Myers resides students last summer to explain their options in person.

Additionally, a form was developed in collaboration with the principals that outlined the expectations for resides families attending these two schools to be completed upon enrolling in these schools (see Appendix 3). If students do not meet the expectations outlined in the form, they are eligible to be exited from the school. In June 2015, Student Assignment Office staff met with staff at the schools to review the potential list of students to be exited. There were 3 resides students from Shawnee and 6 students from Western Middle School who were reassigned to other schools.

Resources Provided

In order to facilitate the transition of students to other schools, JCPS provided add-on teachers for Myers 6th graders being assigned to the 10 schools. The purpose of the increase was to provide a recurrent base of teachers for the current year growth in students, as well as the subsequent growth in the following few years. The sole purpose of the add-on teachers was to provide a sustainable level of direct instruction as schools adjust to the new student growth from FY 2014-15 through FY 2016-17. Additionally, many schools also received an increase in their 5th day adjustment. The Finance department communicated the expectations below, which applies to the converging staffing adjustments of the May add-ons and the 5th day adjustment, to the impacted principals:

For FY 2014-15 – THREE YEAR AGGREGATE ALLOCATION

- For any school that received both the add-on and an increase in teachers due to the 5th day adjustment, both allocations will be retained by the school in FY 2014-15. Consider this a “Hold Harmless” year.
- However, the add-on teachers were provided to the schools based upon anticipated needs related to direct instruction for three years combined.
- Any requests to sell teachers provided to these school in the 5th day adjustment will be accepted as a savings to the District on the gratis positions provided, and not as a savings to the council.

The additional financial support will be reduced in each of the subsequent school years (2015-16 and 2016-17). The following table shows the number of additional teachers for the 2014-15 and 2015-16 school year.

LOC #	MIDDLE SCHOOLS	Incoming 6th *	2-year Aggregate	3-year Aggregate	Teacher Allocation	
					2014-15	2015-16
167	CARRITHERS	53	106	159	5	3.3
320	HIGHLAND	6	12	18	1	0.7
340	MEYZEEK	8	16	24	1	0.7
41	NEWBURG	8	16	24	1	0.7
435	NOE	6	12	18	1	0.7
219	RAMSEY	10	20	30	1	0.7
590	SHAWNEE	24	48	72	2	1.3
90	THOMAS JEFFERSON	47	94	141	4	2.7
710	WESTERN**	45	90	135	4	2.7
77	WESTPORT	40	80	120	3.5	2.3

** Western also received additional literacy and math resource teacher positions for the 2014-15 school year.

* Incoming 6th Grade Student numbers exclude magnet and ECE Self-contained.

Appendix: Full Tables

Other schools attended by Former resides Myers 6th grade (N=16)

School	N students
Conway	2
Crosby	1
Olmsted North	2
Meyzeek	4
Peace Academy*	1
Frost	1
Stuart	1
Kennedy Metro*	4

*Special/alternative schools

Table 3: 2014-2015 KPREP Trend Data – All Students

Student Group	% P/D Reading	% P/D Math	% P/D Social Studies	% P/D Writing	% P/D Language Mechanics
2012 6 th Grade	33.1	35	NA	44.7	25.8
2013 6 th Grade	28.4	32.8	NA	49.8	28.2
2014 6 th Grade	33.1	32.5	NA	51.9	25.2
2015 6 th Grade who enrolled in other schools (N=270)	46.9	45	NA	50.8	40.4
2012 7 th Grade	31.5	30.1	NA	NA	NA
2013 7 th Grade	38.4	37.9	NA	NA	NA
2014 7 th Grade	31.7	27.8	NA	NA	NA
2015 7 th Grade Myers @ Waggener (N=148)	31.9	26	NA	NA	NA
2015 7 th Grade who enrolled in other schools (N=72)	39.6	33.6	NA	NA	NA
2012 8 th Grade	39	45.5	61.1	49.9	NA
2013 8 th Grade	36.4	34	48.8	46.4	NA
2014 8 th Grade	38.5	32.5	45.7	37.8	NA
2015 8 th grade Myers @ Waggener (N=145)	28.5	29.7	44.2	29.2	NA
2015 8 th Graders from Myers who enrolled in other schools (N=89)	35.5	28.1	46.4	35.5	NA

Table 4: 2014-2015 KPREP Trend Data – Gap Students

Student Group	% P/D Reading	% P/D Math	% P/D Social Studies	% P/D Writing	% P/D Language Mechanics
2012 6 th Grade	16.1	11.5	NA	16.1	13.8
2013 6 th Grade	17.1	8.8	NA	25	16.2
2014 6 th Grade	18.2	12.1	NA	24.3	10.7
2015 6 th Grade who enrolled in other schools (N=216)	25.5	19	NA	19.4	24.1
2012 7 th Grade	14.7	12.4	NA	NA	NA
2013 7 th Grade	23.1	9.3	NA	NA	NA
2014 7 th Grade	18.1	8.4	NA	NA	NA
2015 7 th Grade Myers @ Waggener (N=135)	17.8	4.4	NA	NA	NA
2015 7 th Grade who enrolled in other schools (N=61)	18	6.6	NA	NA	NA
2012 8 th Grade	23.9	24.3	37	16.1	NA
2013 8 th Grade	22	7.9	19.6	16.4	NA
2014 8 th Grade	22.8	12.1	19.6	10.3	NA
2015 8 th grade Myers @ Waggener (133)	18	6	21.8	5.3	NA
2015 8 th Graders from Myers who enrolled in other schools (N=78)	17.9	12.8	21.8	14.1	NA

Table 5: 2014-2015 KPREP Trend Data – Growth Scores

Student Group	6 th Grade		7 th Grade		8 th Grade	
	Growth Reading	Growth Math	Growth Reading	Growth Math	Growth Reading	Growth Math
2012	37.1	34.6	40.1	37.4	44.3	57.2
2013	32.3	33.6	46.3	55.4	47.9	39.3
2014	42.2	28.4	41.5	42.9	47.0	35.5
2015 Myers @ Waggener	NA	NA	46.9	33.6	47.4	37.8
2015 Students who enrolled in other schools	47.6	43.7	59.7	59.7	56.8	39.5