

CHCCS Background Briefing on Honors Courses

Recent History of Honors Course Discussion

- Curriculum Management Coordinating Committee took up the issue of adding honors courses in response to students taking honors options not offered by the district through the North Carolina Virtual Public School.
- The Board met five times to discuss adding honors courses and held a special public hearing.
- The administration extensively reviewed data and solicited feedback since this item first appeared on the Board's agenda in early December.

On the issue of exclusion from honors and AP courses

- CHCCS has no exclusionary policies to prevent students from enrolling in honors or AP courses. All of the existing and new honors courses are offered without restriction. Students are required only to complete prerequisite course work. The administration will re-emphasize that teacher permission is not required.

On the issue of tracking

- The North Carolina State Board of Education has implemented the Future Ready Core Curriculum, resulting in one curriculum for all of North Carolina's students, with the exception of those with the most profound disabilities. As a result of this change, students in the Class of 2013 are no longer enrolled in a university-prep, college-tech-prep, or career course of study.
- Honors courses *do* tend to create more racially identifiable classes in our school district. However, as indicated in the table below for a sampling of courses in which there is an honors option, approximately 20% of African-American students are enrolled in honors classes currently.
- An examination of EOC test scores for courses with and without honors classes did not show that African-American and Latino students did better in homogeneously grouped classes.

African American enrollment in standard and honors courses currently in place

Course	Honors Count	Honors Percentage	Standard Count	Standard Percentage	Total Enrollment
Algebra II	14	17%	65	83%	79
English I	35	26%	96	74%	131
Geometry	22	18%	103	82%	125

On Strengthening the Curriculum and Classes

- The Board of Education authorized the appropriation of \$75,000 from fund balance to support the redesign of standard courses and the design of honors courses. All teachers who teach the six subjects have been invited to participate in the curriculum development and redesign process.
- Principals will be expected to establish lower class sizes in standard courses by increasing class size in honors classes. Principals also will be expected to ensure that standard classes are taught by effective, highly qualified teachers.

Disaggregated 2008-09 EOG and EOC Results Compared to Wake County and North Carolina

3-8 End-of-Grade Reading

District	All	Female	Male	American Indian	Asian	African American	Hispanic	Multiracial	White
CHCCS	84.8%	86.0%	83.7%	90.0%	89.7%	52.3%	56.9%	90.1%	≥95%
Wake	73.4%	76.0%	71.0%	72.3%	88.4%	50.9%	50.2%	76.9%	88.4%
NC	67.6%	70.4%	65.0%	53.6%	77.5%	49.2%	52.1%	70.0%	79.6%

3-8 End-of-Grade Mathematics

District	All	Female	Male	American Indian	Asian	African American	Hispanic	Multiracial	White
CHCCS	91.8%	92.1%	91.4%	≥95%	≥95%	71.3%	78.2%	94.8%	≥95%
Wake	83.4%	84.3%	82.5%	82.5%	≥95%	65.4%	72.0%	85.7%	93.7%
NC	80.0%	81.1%	79.0%	71.5%	91.4%	64.6%	74.7%	80.8%	88.4%

End-of-Course Tests

District	All	Male	Female	White	Black	Hisp	Am In	Asian	Multi	ED	NED	SWD
CHCCS	87.4%	87.0%	87.7%	≥95%	54.2%	64.8%	≥95%	91.2%	92.5%	53.4%	92.9%	54.7%
Wake	79.9%	80.6%	79.2%	91.0%	58.5%	66.4%	79.3%	86.5%	81.7%	58.5%	85.8%	57.0%
NC	71.4%	71.6%	71.3%	81.0%	53.2%	63.6%	62.6%	83.3%	74.0%	58.0%	79.1%	43.9%