

**ORANGE COUNTY  
BOARD OF EDUCATION**

**AGENDA ITEM ABSTRACT**

**Meeting Date:** March 7, 2011

**AGENDA  
ITEM No.** 11-03-11

**ACTION: (Y/N)** N

**SUBJECT:** Minority Student Enrollment in Advanced Courses Report

**INFO. CONTACT:** Dr. Denise Morton/Steven Weber      **PHONE:** 919-732-8126

**ATTACHMENTS:**

1. 2010/2011 Middle/ High School Enrollment Data in Advanced Courses
2. Middle/High School Strategies to Increase Minority Student Participation in Advanced Courses

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**PURPOSE:** To provide the Board of Education a report on minority student enrollment in advanced courses in the district's middle and high schools. Staff will also share current strategies for increasing the participation of minority students in advanced coursework.

**BACKGROUND:** During the 2006-2007 school year, Orange County Schools enlisted the support of community stakeholders and school personnel to serve as members of the Raising Achievement and Closing Gaps (RACG) Committee. The committee identified seven district goals which needed to be addressed in order to close the achievement gaps of minority students while continuing to raise the performance of all students.

RACG-Goal 3 recommends that the district increase the number of minority students taking advanced classes. In order to achieve this goal, district administrators have met with community members, students, and other focus groups to heighten awareness of this particular goal and devise strategies to address it. During the 2010-2011 school year, district staff met with the school administrators from each middle school and high school to discuss the district's student enrollment data in advanced courses and to facilitate conversations about how schools could support RACG Goal 3 at their respective school sites.

From these discussions, strategies have been developed and implemented. Included with the board packet abstract are specific examples from the middle and high schools outlining their plans to increase minority enrollment in advanced coursework. The following highlight some of the schools' efforts.

- Students of Color Reaching Academic Achievement Through Enhanced Support (SOCRAATES) — a program that originated at Orange High School that is designed to increase minority participation in advanced coursework. This program will be replicated at Cedar Ridge High School the spring of 2011.
- Advancement Via Individual Determination (AVID)— implemented in the district's three middle schools in the 2007-2008 school year, AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.
- A partnership with the Northern Orange Education Task Force who annually sponsors the *Sankofa* Minority Student Achievement Recognition ceremony. This annual event recognizes high school students that have maintained a G.P.A. of 3.0 or higher. The number of students being recognized has steadily increased over the last three years.

- Participation in the 2010 SAS Algebra Readiness Summit – EVASS data revealed that many students who had the ability to enroll in Algebra I at the middle school level were not enrolled in this class. Orange County Schools staff participated in the summit and reviewed district data, learned strategies on how to support students in advanced coursework, and discovered new instructional strategies for teaching students advanced math content. As a result, minority participation rates have increased for student enrollment in Algebra I at the middle schools during the 2010/2011 school year.
- The district is now offering English I in the middle schools which is in response to the North Carolina Department of Public Instruction's initiative to offer more high school content in the middle grades. Middle school principals used EVASS data to review the data, determined students that would be capable of taking the course and encouraged them to enroll.
- Each middle and high school School Improvement Plan includes strategies in their executive summary that will increase participation of minority students in advanced coursework.
- The revised 2010/2013 Academically/Intellectually Gifted (AIG) Plan outlines an alternative assessment procedure designed to help identify underrepresented student populations as gifted.

**FINANCIAL IMPACT:** N/A

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive for information the Minority Student Enrollment Advanced Courses Report.

2010-11 MIDDLE/HIGH SCHOOL ENROLLMENT DATA IN ADVANCED COURSES

2010-2011 MIDDLE SCHOOL MINORITY STUDENT ENROLLMENT IN ADVANCED COURSES

School	Total School Enrollment	Total School Minority Enrollment	% Total Minority Enrollment	Total Advanced Coursework Enrollment (Duplicated Count)	Total Minority Students in Advanced Coursework (Duplicated Count)	% of Minority Students in Advanced Coursework (Duplicated Count)	Total Minority Females (Duplicated Count)	Total Minority Males (Duplicated Count)	Minority Students In Advanced Courses (Unduplicated Count)	% of Minority Student Participation per Total School ADM (Unduplicated Count)
	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11
A.L. STANBACK	671	277	41%	223	38	17%	22	16	32	5%
C.W. STANFORD	589	166	28%	221	37	17%	15	22	27	5%
GRAVELLY HILL	500	171	34%	225	68	30%	44	24	47	9%
GRAND TOTALS	1760	614	35%	669	143	21%	81	62	106	6%

Students enrolled in advanced coursework data only reflects 7th/8th graders  
Data taken from October, 2010 (Fall semester)

2010-2011 HIGH SCHOOL MINORITY STUDENT ENROLLMENT IN ADVANCED COURSES

School	Total School Enrollment	Total School Minority Enrollment	% Total Minority Enrollment	Total Advanced Coursework Enrollment (Duplicated Count)	Total Minority Students in Advanced Coursework (Duplicated Count)	% of Minority Students in Advanced Coursework (Duplicated Count)	Total Minority Females (Duplicated Count)	Total Minority Males (Duplicated Count)	Minority Students In Advanced Courses (Unduplicated Count)	% of Minority Student Participation per Total School ADM (Unduplicated Count)
	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11	10/11
CEDAR RIDGE	1000	310	31%	1348	280	21%	163	117	138	14%
ORANGE HIGH	1191	389	33%	1090	219	20%	144	75	140	12%
GRAND TOTALS	2191	699	32%	2438	499	20%	307	192	278	13%

Data taken from October, 2010 (Fall semester)

# Middle/High School Strategies to Increase Minority Student Participation in Advanced Courses

## Middle School

- All three middle schools offer Advancement via Individual Determination (AVID). AVID sponsors *Family Nights* in which students are formally recognized and inducted into the AVID program, and recognized for academic achievement. The AVID program sponsors college visits which emphasize the benefits of enrolling in advanced placement courses.
- Middle and high school counselors visit elementary and middle schools to discuss coursework.
- EVAAS Data is utilized for placement of underrepresented students in advanced courses such as Algebra 1 and English 1 particularly at the middle grades level.
- “Juntos” Family Night- “Juntos” is a North Carolina State University sponsored program that meets with Hispanic families monthly and provides high school and college related information. Information includes high school and advanced course selection, college readiness, how to support students’ education, improving communication at school, accessing college information, and information on how to apply for financial aid.
- Minority Summits are held at each school across the system. The district also hosts a system-wide Minority Summit with various breakout sessions. School and system staff discussed home study skills, self-esteem, student achievement, etc.
- After School Programs located at all three middle schools are:
  - Communities In Schools of Orange County After 3 Program - Minority students are actively recruited for participation in this program. In addition to tutoring, they discuss the importance of education and representing themselves well in school and the community.
  - Grape Arbor 21<sup>st</sup> Century Learning Center
  - Orange County Schools’ Middle School After School Program supported by local funding
- Professional Learning Communities- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade teachers meet to plan instruction and discuss student needs. In addition to planning instruction, teachers discuss implementation of strategies that will assist with increasing student achievement, and more specifically, minority student achievement, and ways to differentiate instruction to prepare students for higher level courses.
- College Awareness and Readiness – College awareness and readiness is promoted throughout the school. AVID students at all three middle schools wrote to over 130 colleges and universities requesting literature and paraphernalia to begin a college library and display college awareness items throughout the building.
- Culturally Proficient Teaching Practices – A training program to assist in identifying under-represented students .
- At C. W. Stanford Middle School, a group of parents (representing a group called “Beyond Expectations”) meet with at-risk students on Saturday mornings at least twice a month to mentor students. They meet in the gym and occasionally use the cooking lab for cooking activities. This activity is funded by parent donations.
- C. W. Stanford has a 7<sup>th</sup> grade team that has begun a project called “**Breaking the Cycle**”. The main objective is a focus on student achievement and overall student improvement.
- One to One Parent Contact about enrollment in advanced courses. Parents are contacted by school personnel to discuss advanced course placement. Parents are made aware of class expectations and testing related to high school. Parents are offered advice on their child’s academic career.
- AVID recruitment nights – sessions are held in the elementary schools to communicate to rising 5<sup>th</sup> graders and current middle grades students about enrollment in the AVID program.
- UNC middle grades prospective teachers are required to tutor in the district’s three middle school programs.

# High School Strategies

## Events

- **College Fair** - Open to all students but specific to juniors and seniors. Transportation is provided to students in need
- **Minority Summit** - Informational fair to address the needs of students of color
- **SOCRATES Club includes induction and a student summit**
- **National Achievers Society**
- **African American Club Weekly Meetings and Tours**
- **Connect the Dots: Giving Students The Power To Know®** event
- **Hispanic Parent Welcome Meeting**- devoted to our Hispanic parents and students. Sponsored by the International Club, parents receive general information on course offerings and students spoke at length about the importance of enrollment in advanced courses.
- **Monthly Guidance Parent Sessions**-addresses a variety of topics including advanced course offerings and college admissions.
- **Middle College Presentation at both high schools**
- **College Awareness Week**- students sign a pledge indicating their intent to either attend a four-year college or university, enter the workforce or the service following graduation. Staff members post their personal college/university information on the door; staff members also wear college paraphernalia to peak student interest. A different college or university is highlighted each day in the cafeteria.
- **Course registration with AP booth and AP information sessions**

# High School Strategies

## Academic Opportunities

- **SOCRATES** - eligible 9<sup>th</sup> and 10<sup>th</sup> grade students of color to be inducted and carry this distinction during all four years at CRHS
- **National Achievers Society (NAS)** was originally started by the Triangle Chapter of the National Urban League and is a way to improve the achievement of students of color. Any non-white student is eligible who has a GPA of 3.0 or better. Eligible 11<sup>th</sup> and 12<sup>th</sup> grade students of color are inducted. Students serve as mentors for 9<sup>th</sup> and 10<sup>th</sup> grade SOCRATES members
- **Bringing Students of Color Together to Achieve Greatness (BSAG)** - student formed and led organization comprised of 11<sup>th</sup> and 12<sup>th</sup> grade students of color with a minimum GPA of 2.5 or higher and who exhibit the desire to bring awareness to the needs of students of color at CRHS. Students are encouraged to enroll in advanced level courses, protect their GPA and class rank, and participate in service projects, and mentor underclassmen as well as middle and high school students.
- **International Club** is a student organization primarily comprised of Hispanic students although this is not a requirement for membership. Group participates in campaigns to bring awareness to the CRHS community of the various needs of underrepresented groups
- **Plus Period** - built into the daily schedule. Students use the time to receive extra help on assignments, tutoring, enrichment, visit the technology lab or media center, visit with their counselor, or get caught up on school work.
- **College Foundation of North Carolina (CFNC) Week** - Counselors reserve the Media Center lab and schedule appointments with sophomores, juniors, and seniors who need to set up a profile with the CFNC. Students are encouraged to update their profile yearly in preparation for the college application process.
- **Scholarships on Wheels** - Counselors take scholarship applications to students during all three lunches. These include minority based scholarships, organizational scholarships, grants, and any other additional funding sources. An updated list of scholarships is posted in various locations throughout the building. Students are also encouraged to stop by the Guidance office to explore other options.
- During registration, all students will receive information about the benefits of enrollment in advanced courses and students will hear from current students enrolled in advanced coursework.
- The African American Cultural Club was started in the mid 1970 by Dr. Freddie Parker, a professor of History at NCCU. The club is a service organization. They meet weekly and are highly involved in community service activities.

- The 21st CCLC Crossroads Program for ninth graders is a grant project of Orange Cross Road Missionary Baptist Church. The program is located on the campus of Orange High School and is available to ninth graders at that school. The program incorporates “best practices” that will build confidence, develop decision making skills, promote the desire for recreational activities, and foster academic success as students learn to interact positively with family and friends in a safe and structured environment. Transportation is provided to drop-off points upon request.

## High School Strategies

- **RACG Site Based Committee**-monthly meetings to develop programming and strategies to meet the needs of CRHS students of color
- **Active Recruitment** - of students using class rank information, EOG/EOC scores, GPA, and teacher recommendation.
- **Advisory Program** - Every student is assigned a staff member to report to during their high school career. With regard to RACG Goal 3-Advisors review progress reports and report cards, conduct in depth focus sessions on the importance of maintaining a competitive GPA and how advanced courses aid in giving them that competitive edge (honors courses-5.0, advanced placement courses-6.0). Advisors also work with students to develop a schedule that is conducive to their graduation needs but also provides them with a challenge. Advisory sessions also provide insight into the PSAT, SAT, ASVAB, and ACT. Advisory sessions are grade level specific (i.e. 9<sup>th</sup> grade students are given tools to help with navigating their freshman year)
- **Course Registration** – Counselors review the schedule of each student within their caseload with an eye for placement in advanced courses. Students also take part in the process by developing a schedule in advisory prior to meeting with their counselor.
- **Middle School Visitation** – High school counselors visit feeder middle schools to speak with rising ninth grade students regarding high school registration and course selection possibilities.
- **CRHS Alumni Visitation** - Current CRHS students are invited (optional session) to receive advice from a panel of recent graduates. Discussion includes: the importance of taking the challenge of advanced level courses, getting involved in school, time management, etc.
- **International Baccalaureate (IB) Exhibition Nights** are held annually to communicate with rising ninth graders about the IB program.
- **Monthly Guidance Parent Sessions** - Address a variety of topics, i.e. advanced coursework enrollment
- **Monthly on site college/military/career informational sessions** - Students are given the opportunity to participate in informational sessions from college representatives, military personnel, and career building experts. Students can also find valuable information in the Career Center.
- **Student Schedules:** Minority students who enroll in advanced courses will be assigned to courses with other minority students.
- **EVASS, EOG, EOC, and the PSAT** results are used to actively recruit minority students
- **SOCRATES**—Students Of Color Reaching Academic Achievement Through Enhanced Support will actively recruit students to enter advanced course through mass mailing and AlertNow
- Monitor RACG goal of advanced coursework enrollment by compiling yearly data reports and sharing with each middle/high school and the Board of Education.



## **High School Strategies**

### **College Awareness**

- High School students will speak with middle school students to share the benefits of enrolling in advanced courses
- College students will be invited to speak with high school students about the benefits of enrolling in college courses and advanced high school courses.
- Increase college information in the guidance office to showcase multiple post- secondary opportunities.