Exhibit I

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: February 24, 2009

TO*:*   **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON SCHOOL COUNSELING PROGRAM FOR ACADEMIC ACHIEVEMENT**

ORIGINATOR: Patricia Abernethy, Chief Academic Officer

RESOURCE   Dale R. Rauenzahn, Executive Director, Student Support Services
PERSON(S)   Lynne Muller, Coordinator, Office of School Counseling

INFORMATION

That the Board of Education receives the report on he School Counseling Program for Academic Achievement.

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Baltimore County Public Schools

The School Counseling Program for Academic Achievement

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2008-2009

Executive Summary

The paradigm for school counseling programs in Baltimore County Public Schools has shifted from a needs-based, site-based program of services to a more comprehensive, consistent model for academic achievement for all students based on system goals and indicators and aligned with the *Blueprint for Progress*. This new design has been developed to meet the requirements set forth by the American School Counseling Association's (ASCA) *National Standards for School Counseling Programs* and the Maryland State Department of Education regulations for school counseling programs (COMAR 13 A.05.05.02). Included in the academic achievement program for all students are strategies for course advisement for academic rigor, SAT preparation, improving attendance, and dropout prevention.

Data demonstrate that due to the academic advisement provided by school counselors, access and equity are increasing as reflected in the increased number of students participating in SATs, AP courses, college readiness programs, and parallel enrollment. Advisement results demonstrate that students scoring well on the PSATs are taking higher-level courses and enrollment in higher-level courses has increased steadily over the past eight years (Attachments 13 and 14).

The School Counseling Program Plan for Academic Advisement

I.   **The Current State of Advisement in Baltimore County Public Schools**

Administrators, teachers, parents, and staff have come to rely on school counselors' advisement for course selection and academic information. Using data to inform decisions, school counselors understand course sequencing and the course selection process.   School counselors provide advisement on an on-going basis during specific periods of time in the school year that are focused entirely on course advisement. Based on the national and local advisement components listed above, school counselors in Baltimore County Public Schools:

A. Establish effective advisement relationships and have individual conferences with students that focus on academic planning and progress.

B. Consult and provide salient information such as learning styles and individual student seating needs to impact teaching and learning.

C. Contact and maintain contact with parents through conferences calls, e-mails, and personal notes.

D. Disseminate course selection information and advise student to create personal schedules that reflect high standards for all.

E. Discuss future plans, academic programs, course selection and scheduling with students, monitor student academic progress, and communicate regularly with teachers.

F. Meet with teachers and administrators to help facilitate student academic success.

G. Encourage students to take a carefully planned sequence of high-level courses.

H. Work with administrators to ensure that each student is provided opportunities for high standards as reflected in the *Blueprint for Progress*.

I. Provide opportunities for students and their parents to understand the needs of their future careers that demands high level courses for all.

J. Connect the middle school, high school, and post-secondary efforts to help students make smooth transitions.

II.   **How Advisement is Done by School Counselors in Baltimore County Public Schools**
      A. **Elementary School**

Beginning in elementary school, school counselors work with students and parents to ensure the completion of a rigorous program of study with an in-depth academic/career focus. College Days, career fairs, and transition meetings with middle school counselors all serve as opportunities for the encouragement for highly rigorous academic performance.

1) Career speakers and special assembly presenters, arranged by school counselors, talk about the need to take advanced course work in high school and the need for higher level mathematics and sciences courses.

2) College Days provide an opportunity for all staff to talk about college expectations and the need for high level course work.

3) Consultations with teachers, teams, and other support personnel provide opportunities for students who need support to be provided what they need to be successful.

4) Counselors monitor student progress and involve parents in conferences to help them understand the need for their children to complete a demanding program of study.
5) Counselors meet with staff from the middle school to ensure a smooth transition for students and discuss appropriate student placement in courses.

    a) Counselors provide classroom guidance about middle school expectations.
    b) Elementary classes visit the middle schools and middle school counselors visit elementary classes to present the expectations for middle school.
    c) Counselors coordinate middle school advisement for registration.
    d) Counselors coordinate vertical teacher meetings to assist in the transition (special education, counselor, teachers).

B. **Middle School**

In the middle school, counselors advise students about academic issues in many venues:

1) Classroom guidance related to study skills and their importance are presented to middle school students as they transition from Grade five to Grade six.
2) School counselors use classroom guidance as a venue to advise students about the need for high level mathematics and English as they discuss magnet program requirements in Grades six or seven.
3) College Ed classes, in which counselors connect course selection to future career goals using the COIN/Target software, provide another venue for counselors to advise students about course selection and performance.
4) Special programs such as College Gateway and Early College Awareness give counselors another opportunity to provide students with advice about how to be prepared for post-secondary education.
5) In Grade eight, school counselors meet individually or in small groups with students to create a Four-Year Plan of study for their high school years. (Current plan in registration guide, Attachment 1)
6) Throughout the school year, school counselors meet with students to review interim reports, marking period grades, and current student performance. These sessions provide the counselors with another venue for advisement about future goals and school performance. Counselors also offer assistance and work with other faculty members to ensure that students receive the support they need.
7) Middle school counselors meet with teachers in teaching teams to consult about student placements and review data with teachers to assist them with decisions about placement of students in ever higher level courses.
8) Transition meetings with high school counselors to discuss student course selection and student needs.

    a) School counselors also arrange meetings (vertical teaming) between teaching staff (e.g., special education staff, mathematics) in order to help smooth the student transition between middle and high school.
    b) Middle school counselors coordinate open house events for incoming elementary students.

c) Classroom guidance to prepare eighth graders for high school (high school vocabulary, expectations, graduation requirements) prior to visit by high school counselors**.**

d) School counselors meet with high school counselors to identify student needs.

9) High school registration presentations provide an opportunity for middle school counselor follow-up and advisement related to ninth grade course selection.

10) Advisement for alternative education opportunities such as summer school and afternoon middle school

C. High school

Advisement at the high school is woven into everything the school counselor does. Every individual counseling session is focused on helping remove barriers so students can be successful academically. As stated by Jenkins, "…the advisor-advisee relationship focuses on academic planning and progress, but occasionally involves other topics that support student success." (Jenkins, J.M. & Daniels, B.S., 2000, *Banishing Anonymity: Middle and High School Advisement Programs*, Larchmont NY., Eye on Education)

School counselors in the high school address the basic components of advisement by:

1. Focusing on academic planning and progress

a) In August and September and when enrolling new students, school counselors review course histories, student records, and test data, consult with department chairs, and place students in the correct course sequence, identifying the highest course possible for students to take.

b) Each interim period school counselors meet with students who are struggling, to advise them about school-based support and to review their goals and help problem-solve.

c) School counselors review test data with students (PSAT in January Grades 9-11), (PSAT Flow Chart, Attachment 2) previous HSA grades during advisement for registration in January, AP Potential (AP Flow Chart, Attachment 3) when it is sent to the school in late winter), Accuplacer results (on-going), (Accuplacer Flow Chart, Attachment 4), and advise them to sign up for demanding courses and courses which support their academic needs (e.g., College Readiness courses, College Readiness Flow Chart, Attachment 5) during the registration process and to connect high school and post-secondary efforts to help students make smooth transitions.

d) Ongoing consultation with teachers to review student progress in order to meet with students to advise and support academic excellence.

e) Classroom guidance/small group work is scheduled to review graduation requirements and review Four-Year Plans in Grade nine during the first few months of school.

f) Classroom guidance and individual conferences with students during course selection/registration process to review/refine academic goals, career goals, and relevant course selection. (January and February)

g) Work with staff from partner community colleges to meet with students to discuss transition to college (spring of junior and senior year). (College Planning Chart, Attachment 6).

2. **Consult and provide salient information to impact teaching and learning**.
   a) Share AP Potential with department chairs and teachers. Review data and assist with its interpretation. (Sample, Attachment 7)
   b) Consult with the scheduler (Assistant Principal) regarding the need for more AP classes as scheduler works on the master Schedule. (March-April)
   c) Review HSA, PSAT, and SAT results to help determine courses needed for next year and discuss with scheduler. (March-April). (COGNOS-Attachment 8)
   d) Ongoing consultation with teachers regarding individual student needs.
   e) Use of the Student Support Team to advise the administration about students' needs and to review individual student needs with other professionals in order to make recommendations to teachers to assist with student success. (Monthly)
   f) Advocate with committees (behavior, attendance SAT/ AP, SIP, to keep the focus on placing students in higher level courses. (Ongoing)

3. **Contact and maintain contact with parents through conference calls, e-mail, and personal notes.**

   a) Create Web-sites, newsletters, bulletin boards, and fliers, with information on links to PSAT/SAT/AP information for parents to encourage parent support of placement in academically challenging courses.
   b) Plan, implement, and assess
      i) Junior college nights (juniors and seniors, held in January or February to help parents plan for college and advise parents of the importance of course rigor for college acceptance as well as SAT preparation).
      ii) PSAT nights (January or February for Grades 9-11 to interpret results, explain implications and recommend SAT preparatory courses and supports), and PSAT communication to parents with the same information.
      iii) SAT/AP nights or pamphlets in order to inform and involve parents in the course-level selection process, the advantages of AP courses, and the need for SAT preparatory courses
      iv) Conferences with teachers and parents in order to inform teachers of parent issues related to academic success of their children. (On-going)
      v) Ongoing calls to parents to discuss student course selection
      vi) Meet with parents during registration process to discuss student placement in challenging courses (January-April)

4. **Disseminate information and help students create personal schedules**
   a) Orientation meetings in classroom in September to discuss graduation requirements, upcoming PSAT, the need for academic rigor
   b) Advertise web sites, newsletters, bulletin boards, fliers, with information on links to PSAT/SAT/AP information for student use to encourage placement in academically challenging courses and prepare for the SAT. (SAT Best Practices, Attachment 9a, SAT Flow Chart Attachment 9b)
   c) Small group meetings or individual session to review Four Year Plans with students in order to plan sequence of courses needed for graduation and to encourage students to take academically challenging courses. (September-December).

d) PSAT presentations in January in classroom to discuss the results of the PSAT. The implications, courses and school based programs designed to assist with success on SAT, and PSAT, college requirements and Collegeboard.org materials for PSAT improvement

e) Provide SAT prep information to all students in orientation sessions (September) at registration during classroom presentation in January, in individual conferences for Four Year Planning and individual conferences for course selection in December or January

f) SAT registration lists are shared in the school in order to advise student to take school-based SAT review/blitz sessions (on-going prior to all SAT testing dates)

g) Course sequence and selection to encourage rigor
    i)   Classroom guidance presentation prior to registration (January) to present information on graduation requirements, advisement for course sequences, SAT preparation courses, and use of the *BCPS Registration Guide*
    ii) Individual student conferences to review grades, AP Potential data, PSAT data, rigorous courses taken, and Four Year Plans to encourage students to take advanced coursework and to talk to teachers and parents about high level courses. (January after classroom meeting).
    iii) Middle school registration presentations with middle school counselors to present school information on graduation requirements, course sequences and the need for high level courses

h) Future plans, academic programs, course selection and scheduling are discussed with each student
    i)   Four Year Plans are revisited in Grade nine in the fall in order to plan sequence of courses needed for graduation and to encourage students to take academically challenging courses
    ii) Four Year Plans are reviewed at course selection time to discuss academic progress and make recommendation for course selection (January)
    iii) Course advisement continues on an individual basis in January through June as students continue to meet with success in courses and teachers/parents or students request changes in course level for following year.
    iv) Students are invited to sign up for college speakers, career speakers, college fairs, and college information in order to support the counselor's advisement regarding the need for academic course work for college and to provide students with information for future plans and needed courses. (Ongoing)
    v)   College readiness, parallel enrollment, dual enrollment, AVID and other college preparatory programs are discussed with students in order to plan sequence of courses needed for graduation and to encourage students to take academically challenging courses (Grade eight registration in January or February and through middle school, College Gateway and Early College Awareness programs). College readiness and parallel enrollment programs are discussed by counselors in all registration meetings Grades 9-11 in January.

      i)   Advisors monitor student academic progress and communicate regularly with teachers.

          i)   School counselors monitor student academic progress in order to help students maintain succession academic course work on an ongoing basis. They talk to teachers, student support staff and administrators in order to identity students who are in need of support and advocacy.

          ii)   School counselors communicate with teachers and parents and meet with students individually to recommend programs such as Summer School (January and May), Home and Hospital (ongoing), evening high school (on going) so that students can attain the knowledge and skills needed for school success.

          iii)   School counselors communicate with staff at alternative programs in order to monitor process of students who may be off-campus so they can facilitate the transition back to the home school and advise teachers of the needs of returning students (quarterly).

Supportive documents regarding the counselors' role in advisement can be found in *Using College Board Programs to Enrich College Counseling* (2006) Manual.

III.   **Data points related to Advising by School Counselors**

There is evidence that advisement by school counselors is effective. As reflected in system data collected for the Results Report on the *Blueprint for Progress,* increases have been documented in the following areas:

A.   The number of students advised into College Readiness Courses increased from 505 students in 2007-08 to 773 students in 2008-09 (Student Data, 2008).

B.   The total number of students enrolling in parallel enrollment at CCBC increased significantly in 2005 and has remained high through 2006 and 2007 (no 2008 data available). The CCBC retention rate has continued to increase as well over the same period of time (PEP Students Enrollment by High School report, COGNOS Attachment 10).

C.   The number of students advised into Advance Placement courses (AP by Participation Cube, COGNOS) continues to increase each year, with increases reflecting growth of over 968 students since 2005. This increase occurred in all racial/ethnic groups. (Report on Results 2006-07, Attachment 11).

D.   The number of students taking the SAT increased until 2007-2008, where a decrease in participation reflected the counselor's role in advising students who are not prepared, to delay taking the SAT until they are better prepared (COGNOS SAT Cube for Mathematics, Attachment 12A, Critical Reading, Attachment 12b and Writing, Attachment 12C).

E.   Advising has resulted in high numbers of students scoring over 55 on the PSAT being enrolled in Honors or GT courses (95.6 % of students earning over a 55 or above on the PSAT were enrolled in Honors or GT English and 90% of students scoring 55 or above on the PSAT were counseled into Honors/GT mathematics)*. Blueprint for Progress: 1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or Gifted and Talented level courses. (BCPS standard)(*Report on Results, 2007, Attachment 13).

F.   Advising has resulted in increases in the number of students in higher level courses over the past few years. For example:

i)   In Grade 9 there were 4,367 students enrolled in GT courses; by 2007-2008 that number increased to 4,524 students. At the same time the number of students enrolled in Honors level courses increased by 800 students.

ii)   In Grade 10 the number of students in AP increased by over 200 students from 2005 to 2008. The number of Honors level students increased by over 500 students for the same time period.

iii)   In Grade 11 the number of students in AP courses increased by 246 students from 2005-2006 to 2007-2008. The number of students enrolled in GT course increased from 1,947 in 2005-2006 to 2,222 in 2007-2008.

iv)   In Grade 12 the number of students enrolled in AP courses increased form 5,526 in 2005-2006 to 5,795 in 2007-2008

The number of students enrolled in GT courses increased about 50 students from 2005-2006 to 2007-2008, Honors level increased about 400 students during that time. (COGNOS report from Final and Exam Grades Cube, Attachment 14)

IV.   Next Steps

Advising has been shown to be an effective process to encourage students to take challenging academic programs that will equip them for postsecondary education and 21st century jobs. School counselors serve as advisors to all students in their case loads. Data demonstrate that more students in Baltimore County Public Schools are enrolling in higher level courses but there is still much work to be done. Next steps include (but are not limited to):

A.   The implementation of a system-wide Four year Planning document. Until this school year each school had its own four year plan. In the fall of 2008 the school counseling department chairs in middle and high schools agreed to design one tool to be used in all schools. Upon approval from the Superintendent and his staff, this document will be used at all middle and high schools. (Attachment 15)

B.   The Office of School Counseling will work with the Office of Student Data to put the Four Year Plan online so that the plan can move with the student at transition from middle school and again if the student transfers from one Baltimore County Public School to another.

C.   The use of the document, "*Am I Ready for the SAT*?" (Attachment 16) with students in the high school and with high school parents. This document will be placed in the *BCPS Registration Guide* next year (2009-2010) so that students and parents will be able to talk about preparation for the SAT with school counselors.

D.   Training of all high school counselors and middle school counseling chairs in the new Course Sequence presented at the December 12, 2008 SAT meeting. This training will occur in January 2009.

E.   Training of all high school counselors and middle school counseling chairs on the *Additive Impact* data presented at the December 12, 2008 SAT meeting. This training will occur in January 2009. Discussion with high school counselors about the need to advise students in Grades 11 and 12 into AP courses based on the *Additive Impact* data (Attachment 17a and Attachment 17b).

F.   Review of the *Advising Students: Counseling Students for Achievement and SAT Preparation* document with high school counseling chairs on January 9, 2009 and with all high school counselors at the January meeting on course sequences and additive impact (Attachment 18).

G. Discussion with high school counseling chairs about the power of school- wide advisement programs.

H. Develop a scope and sequence for academic advising by grade level and chronology. (Attachments 19 and 20)

V. Course Advisement: The National View

Course advisement is a fundamental component of school renewal (Keefe and Johnson, 2000). It is a program in which a professional staff member has a close professional association with students over an extended period of time in order to know students well enough educationally to help them do better in school and to ensure the completion of a rigorous program of study with an in-depth academic or career/technical major. Post-secondary skills are the same for students, regardless whether the student is choosing a community college, four-year college, technical school, or immediate entrance into a career.

The following components are part of effective advisement:

1. An effective advisor to advisee relationship so that conferences focus on academic planning and progress, but occasionally involve other topics that need to be addressed to maintain focus on success in schools.

2. The advisor to other faculty consultation, including consultations that will further support student achievement in all courses taken.

3. An effective advisor to parent communication, including the advisor's role in contacting and maintaining contact with parents through conferences calls, e-mail, and personal notes.

4. Advisory Group-usually a small group of students assigned to an adult mentor. Group meetings are held to disseminate information. (Jenkins). Topics usually discussed in advisement include future plans, academic programs, course selection, and scheduling. Advisors monitor student academic progress and communicate regularly with teachers.

In the Baltimore County Public Schools the majority of the responsibility for advisement lies with the school counselor. Both national (American School Counselor Association, ASCA National Standards) and local (Maryland State Department of Education, MSDE) guidelines identify one of the three main goals of every school counseling program as student academic success. The ASCA Academic Development Domain (Domain I) delivery model includes advisement and advocacy. COMAR regulations identify school counseling programs as programs which provide services intended to help students:

- Demonstrate personal and academic growth.
- Make appropriate educational and career decisions.
- Have productive interactions with others. (COMAR 13A.05.05.02).

Serving as advocates and a source of support for students, advisors share information with teachers and administrators to help facilitate student academic success. They encourage students to take a carefully planned sequence of high-level courses, work to ensure that there are high standards for each student, provide opportunities for students and their parents to understand why it is critical to complete a demanding program of study Advisors bring teachers and parents together as advocates for student enrollment in

high level courses, and connect the middle school, high school, and post-secondary efforts to help students make smooth transitions (Bottoms & Cobbs, 1997).

Academic Advisement for students in danger of failing, students with poor attendance and students in danger of dropping out.

Academic advisement is multi-faceted and must meet the needs of all students. School counselors work with student support staff, teachers and administrators to assure that all students receive support and advisement. Using the student services model for interventions at three levels (universal, targeted and intensive) school counselors at all grade levels advise students who are in danger of failing, who have attendance issues, and who are in danger of dropping out in the following ways:

Refer to
alternative
programs

Project
Attend

Intensive Interventions

Refer to Student Assistance
Team
Coordinate 504, BIP, FBA
Refer to IEP team
Refer to Student Support
Team
Refer for outside support

Targeted Interventions

Employ IST process/site attendance team
Refer to student support staff (PPW)
Adjust schedule
Advise for engagement
Counsel individually, groups, classroom
Refer to in-school support programs
Consult with staff
Arrange conferences
Contact parents
Consult with teachers
Monitor attendance and grades

Universal Interventions

Universal Interventions

Monitor attendance and grades
      Daily information from STARS
      Teacher feedback
      Parental concerns
      Student referrals
      Interims
      Report cards
      D/E lists
Consult with teachers
      Individually
      Electronically
      Teacher teams
Contact parents
      Phone contact
      Electronic contact
      Mail attendance letters
      Mail possibility of failure letters
      Connect Ed
Arrange conferences
      Teacher/student
      Teacher/parent/counselor
      Teacher/administrator/parent
Consult with staff
      Nurse
      PPW
      Speech/language
      Reading teacher
      School social worker
      School psychologist
      Administrators
      Team leaders/department chairs
Refer to in-school support programs
      Coach classes
      Tutoring
      Academic support programs
Counsel individually, groups, classroom
      Study skills
      Organizations skills
      Learning styles
      Bully prevention
      Character Education
      School success skills
      Coordinate programs
            Career development
            Career speakers
            College days/weeks
            Coin/Target/Kuder Career Assessments

Advise for engagement
      School activities (clubs, band, chorus, art)
      Leadership
      Service
      Magnet programs
      Technology programs
      Completer programs
      Internships
      Work Study
      Special Programs (BCPS)
            College Gateway
            Early College Awareness
            College Readiness
            AVID
            Site specific programs (mentoring)
      Special Programs (non-BCPS)
            Talent Search
            Upward Bound
            100 CAPS
            College Access
Adjust schedule
      Accelerated courses (e.g., Language!)
      College and SAT prep courses (College readiness, SAT prep)
Refer to student support staff
      Nurse
      PPW
      School social worker
      School psychologist
      Safe schools liaison
Employ IST process/site attendance team
      Teacher teams
      In-school support teams
      Attendance team

Targeted Interventions

Refer for outside support
      DSS
      Health department
      Mental health
      Outside agencies
Refer to Student Support Team
      Review case with student support personnel
      Coordinate services
Refer to IEP team
      Seek assessment and interventions as needed
Coordinate 504, BIP, FBA
      Work with student support team to identify strategies for classroom interventions
Refer to Student Assistance Team

Intensive Interventions

Refer to alternative/drop-out prevention programs
      Home and Hospital
      Maryland's Tomorrow
      Crossroads
      Summer School
      Evening High School
      Saturday School
      Advanced Path
      Alternative Schools
Project Attend

My Projected Education Plan   Name _____

Decisions made during the high school years are among the most important decisions students will ever make. These decisions will directly impact students' futures. Therefore, we encourage students and parents to complete this four-year plan for high school.

GRADE 9

Credits	Course Name

GRADE 10

Credits	Course Name

GRADE 11

Credits	Course Name

GRADE 12

Credits	Course Name

PSAT

Middle School

Introduce PSAT to Grade 8 students/parents during high school registration.

Collaborate with special educators regarding students with accommodation needs for Grade 9 PSAT.

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Grade 9

Collaborate with test coordinator on ordering the necessary test materials for PSAT.

Orient students to PSAT in early fall.

Collaborate with test administrator for management of October testing.

Explain PSAT results and relationship to academic course selection/college preparation through classroom guidance or small groups and introduction of access to "My Road" on the College Board Web site.

Collaborate with special educators regarding completion of the application process for students with accommodation needs for standardized tests. Accommodation roster must be reviewed and renewed each year.*

Recommend PSAT/SAT preparation programs and related academic courses during registration.

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Grade 10

Collaborate with test coordinator on ordering the necessary test materials for PSAT.

Collaborate with teachers for reorientation to PSAT in early fall.

Collaborate with test administrator for management of October testing.

Interpret PSAT results and relationship to academic course selection/college preparation through classroom guidance or small groups, and review access to "My Road."

Utilize AP Potential data to collaborate with instructional leaders to recommend students for appropriate placement.

Recommend PSAT/SAT preparation programs and related academic courses at registration.

Collaborate with SAT coordinator to prepare highly-able students for Grade 11 PSAT (National Merit Scholarships programs).

Attachment 2

Grade 11

Collaborate with test coordinator on ordering the necessary test materials for PSAT.

Collaborate with test administrator for management of October testing.

Identify Grade 11 students eligible for College Board fee waivers.*

Recruit appropriate Grade 11 students for PSAT including underrepresented populations and highly-able students. Collaborate with SAT Coordinator to prepare highly able students for Grade 11 PSAT (National Merit Scholarships programs).

Explain PSAT results and relationship to college preparation/course selection through small groups or classroom presentations.

Utilize AP Potential data to collaborate with instructional leaders to recommend students for appropriate placement.

Recommend PSAT/SAT preparation programs and related academic courses during registration.

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* see Appendix for more specific information on testing accommodations
* see Appendix for more specific information on fee waivers for testing
  see Glossary in the front section of this guide for PSAT contact information

Advanced Placement/AP Potential

Middle School

Introduce Advanced Placement Program through CollegeEd curriculum in Grade 7 and the high school registration process in Grade 8.

Collaborate with Gifted and Talented Committee, parents, and teachers to ensure appropriate placement.

Collaborate with teacher teams to identify underrepresented students who have advanced placement potential (AP).

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Grade 9

Orient students to Advanced Placement Program.

Collaborate with teachers to identify underrepresented students who have advanced placement potential.

Collaborate with Gifted and Talented Committee, parents, and teachers to ensure appropriate placement.

Collaborate with staff to monitor progress of current and potential AP students.

Review PSAT results and registration materials with students and parents to ensure appropriate Grade 10 placement.

Collaborate with the AP coordinator to distribute test registration materials.

Encourage and support AP students in taking AP exams.

Collaborate with administrators and curricular department chairs to expand existing AP Program.

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Grade 10

Collaborate with teachers to identify underrepresented students who have advanced placement potential.

Collaborate with Gifted and Talented Committee, parents, and teachers to ensure appropriate placement.

Collaborate with staff to monitor progress of current and potential AP students.

Review Advanced Placement Program with students and parents.

Distribute and explain AP potential rosters (generated from the PSAT data on the College Board Web site) to curricular department chairs and appropriate teachers.

Collaborate with curricular department chairs and teachers to identify and recommend students for appropriate placement using AP potential data and student achievement.

Collaborate with teachers to target students for more advanced course work, for example, standard to honors, honors to GT or AP.

Collaborate with the AP coordinator to distribute test registration materials.

Encourage and support AP students in taking AP exams.

Collaborate with administrators and subject department chairs to expand existing AP Program.

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Grade 11

Collaborate with teachers to identify underrepresented students who have advanced placement potential.

Collaborate with Gifted and Talented Committee, parents, and teachers to ensure appropriate placement.

Collaborate with staff to monitor progress of current and potential AP students.

Review Advanced Placement Program with students and parents.

Distribute and explain AP potential rosters (generated from the PSAT data on the College Board Web site) to curricular department chairs and appropriate teachers.

Collaborate with curricular department chairs and teachers to identify and recommend students for appropriate placement using AP potential data and student achievement.

Collaborate with teachers to target students for more advanced course work, for example, standard to honors, honors to GT or AP.

Collaborate with the AP coordinator to distribute test registration materials.

Encourage and support AP students in taking AP exams.

Collaborate with administrators and subject department chairs to expand existing AP Program.

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Grade 12

Collaborate with staff to monitor progress of AP students.

Review Advanced Placement Program with students and parents.

Collaborate with the AP coordinator to distribute test registration materials.

Encourage and support students in taking AP exams.

Assist students with the matriculation of AP scores to college credits.

Accuplacer

Grade 10

Consult with teachers to identify students for the College Readiness Program.

Contact parents to obtain permission for students who will be taking the Accuplacer through the College Readiness Program.

Consult with CCBC staff to schedule the Accuplacer on a CCBC campus.

Communicate results from the Accuplacer to students/parents, and make recommendations related to course selection for College Readiness.

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Grade 11

Consult with teachers to identify new /additional students for the College Readiness Program.

Contact parents to obtain permission for students who will be taking the Accuplacer through the College Readiness Program.

Consult with CCBC staff to schedule the Accuplacer on a CCBC campus.

Communicate results from the Accuplacer to students/parents, and make recommendations related to course selection for College Readiness.

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Grade 12

Arrange with CCBC staff to provide the Accuplacer for students interested in attending community college upon graduation.

Consult with CCBC staff to address student advising needs for community college courses.

College Readiness: A 10th Grade Program

Goals
- To provide students with information about their progression toward college level skills
- Assist students to develop the skills needed to be successful in college
- Improve college readiness of project students
- Increase college-going rate of the students in participating high schools
- Increase enrollment of students in the Parallel Enrollment Program (PEP) in participating high schools

Criteria
Designed for students in the middle who are on track for college readiness or behind in their basic skill development and need support to stay on track for college readiness.

Part I: Early Assessment

Grade 10   Fall to Spring
- Counselors consult with teachers to identify 40-80 sophomores for the program (see criteria above)
- Communicate with parents to get permission to test with the **Accuplacer** at CCBC campuses
- Counselors schedule the **Accuplacer** tests at appropriate CCBC campus. BCPS Counselors arrange for BCPS bus to take students to CCBC for testing
- Students arrive at CCBC:
  - Take **Accuplacer** tests
  - Attend College program with lunch provided by CCBC
  - Eat lunch on CCBC campus
- CCBC sends **Accuplacer** results to BCPS school counselor
- School counselor communicates results of **Accuplacer** assessments to students

Part Two: Early Intervention

Using **Accuplacer** results counselor advises students

College Ready	On Track	See Counselor
• Students are advised to take academically rigorous courses (Honors, GT/AP) or Parallel Enrollment Program in junior year.	• Continue to take academic courses (College Preparatory) and consider courses which will challenge them including Parallel Enrollment Program in junior year.	• Enroll in College Readiness Reading, Writing and/or Math courses as appropriate. • Work on deficient skills. • Ask teachers for assistance. • Attend in-school enrichment programs.

Grade 11   Fall to Spring
- Continue recommended interventions including parallel enrollment in developmental level CCBC courses for "See Counselor" students
- Counselor administers Career Inventory in spring
- Student attends special CCBC Career Day activity

Grade 12
- Parallel Enrollment Program, AP/GT, Honors courses
- Summer bridge programs
- Enroll in BCPS College Readiness course(s)

Attachment 5

College Planning

Grade 9

- Meet with students to create four-year plans and to set academic goals. Teach students about the high correlation between academic achievement and college admission.
- Encourage participation in extracurricular activities and community service projects to build college potential. Assist students in finding an appropriate way to log participation in activities, i.e., a journal, portfolio, or database.
- Encourage students to attend college and career fairs for exposure to college and career options.
- Encourage students to use College Board resources to prepare for PSAT/SAT.
- Use a career inventory to help students understand how results relate to college majors and post-secondary options.
- Meet with students to discuss PSAT results and plan strategies for future testing and course selection. Encourage students to use the College Board website (www.collegeboard.com) for information regarding their PSAT scores and to explore *MyRoad*, a web based career exploration tool.
- Explore and plan for meaningful summer experiences, i.e., reading, college summer workshops, traveling, and working.

Grade 10

- Continue to encourage academic rigor and high achievement. Help students explore the relationship between academic achievement and test performance to the college admission process.
- Meet with students to review four-year course selection plans.
- Provide students with opportunities to explore careers, college majors, and post-secondary options.
- Encourage continued participation in extracurricular activities and community service projects as well as the documentation of activities using a portfolio or activity log.
- Implement the BCPS College Readiness program by taking a group of Grade 10 students to a CCBC campus for administration of the Accuplacer test.
- Review PSAT results and, if applicable, the Accuplacer with students. Discuss course selection, college admissions testing, and post-secondary planning. Encourage students to use the College Board website (www.collegeboard.com) for information regarding their PSAT scores and to explore *MyRoad*, a web based career exploration tool.
- Collaborate with teachers, administrators, and parents to use AP Potential to encourage students to increase the rigor and challenge of their academic program.
- Consult with AVID, Maryland's Tomorrow, GT, and special education staff members relative to testing programs and post-secondary planning.
- Encourage students to attend college presentations, attend career fairs, and visit college campuses in order to understand the variety of options open to them.

- Help students explore the factors that are important to them in choosing a post-secondary institution: size of the institution, community environment, distance, availability of particular majors, extracurricular activities, diversity, etc.
- Counsel students to register for SAT Preparation course as well as other SAT preparation options.
- Introduce Advanced Placement courses and their potential impact on college admissions.
- Inform students about summer opportunities such as summer school, college study programs, study abroad programs, or employment.
- Inform student athletes about NCAA requirements.

Grade 11

- Continue to encourage academic rigor and high achievement. Monitor student progress toward the completion of graduation requirements. Update four-year course selection plans.
- Assist students in exploring post-secondary institutions through print and internet resources. Encourage students to attend college fairs and visit college campuses as they begin to create a list of institutions they would like to consider. Encourage students to request print information from the colleges that interest them.
- Collaborate with other staff members in preparing students for the PSAT administration. Identify students who scored well on Grade 10 PSAT and inform them about scholarship opportunities available through the Grade 11 test administration.
- When score reports are returned to the school, meet with students to discuss PSAT results and plan strategies for future testing and course selection. Discuss with students the optimum time to take the SAT and the advantages of also taking the ACT. Inform ESOL students about the availability of the TOEFL test (Test of English as a Foreign Language).
- Identify students interested in attending a military academy and inform them of the early timeline for that application process.
- Inform student athletes about the NCAA eligibility process and assist as needed with the application process.
- Organize and present parent nights to provide testing information, college planning information, financial aid information, and other planning tools.
- Collaborate with teachers to emphasize to students the importance of taking AP exams at the completion of AP courses.
- Encourage students to explore financial aid and scholarship opportunities through print and internet resources.
- Inform juniors about the college application process and counseling office procedures for requesting transcripts, requesting letters of recommendation, and completing secondary school reports.

Attachment 6

Grade 12

- Continue to encourage academic rigor and high achievement. Emphasize that colleges monitor senior year grades and that admission can be rescinded if the final transcript is not satisfactory. Monitor student progress toward the completion of graduation requirements.
- Encourage seniors to begin working on college essays.
- Meet with students in groups to discuss college applications, transcript requests, NCAA eligibility, activity logs, letters of recommendation, diploma order, etc.
- Encourage seniors to use organizational tools to track test dates and college application deadlines, with particular attention to early action/decision deadlines. Emphasize the importance of making requests for transcripts and letters of recommendation requests well ahead of approaching deadlines.
- Meet with students to consider the advisability of retaking the SAT and/or taking the ACT.
- Encourage students to schedule college interviews at the colleges where an interview is required.
- Organize and present parent nights to provide college planning information, financial aid information, and other planning tools, including assistance with FAFSA (Free Application for Federal Student Aid) and the CSS/Profile.
- Remind males that they must register with selective service at the age of 18 to be eligible for financial aid.
- Coordinate with CCBC admissions counselors to schedule instant admissions at the high school.
- Encourage students to attend open house programs at colleges they are considering.
- Disseminate scholarship information to seniors on a regular basis, through announcements, bulletin board fliers, and/or scholarship bulletins/newsletters.
- Emphasize the importance of keeping copies of all forms submitted for the college application process. (applications, essays, FAFSA, activity logs, resume)
- Remind students to apply for local scholarships and to observe the March 1 deadline for state scholarship applications.
- Encourage AP students to register for AP exams.
- As results are returned from the FAFSA, assist students and parents with understanding the financial aid report. Encourage students to compare the financial aid package from each college to which they were accepted before making a decision about where they will attend.
- Remind students to notify the counseling office with final college choice and scholarship awards.

AP Potential

Step 4 of 4: **SAMPLE** Student Roster

Using this Roster

"Y" indicates the student is in the pool you defined. Click on a student's name to view student details. Click on a subject to view the student list for that subject. Note: AP Potential does not indicate that students should move directly into AP without taking prerequisites. For students who have not taken prerequisites, AP Potential should be used to encourage enrollment in the prerequisite course(s) that will prepare them to take AP in a subsequent year.

Export Data

You can capture this roster electronically, including confidential student data (name, address, date of birth, ethnicity, gender), by clicking "Export Data." This file does not contain PSAT/NMSQT score data.

Export Data (approx. 559 K)

Sample Letters to Parents

Copy and paste our sample letter to encourage AP enrollment. Remember that AP Potential is not an official score reporting service; you should not include the PSAT/NMSQT scores in these letters.

Adding your name and contact information to the parent letters

After you select either the English or Spanish letter, AP Potential automatically creates a personalized parent letter for each student identified as a potential candidate for success in AP®. Follow these instructions to personalize your parent letter, using Microsoft Word.

To add your contact information:

1. On the **Edit** menu, click **Replace**.

2. In the **Find what** box, enter the phrase: **Paste your name and/or phone number/email address here**.

3. In the **Replace with** box, enter your actual contact information name. You can enter your name, and phone number, email address or both. For example: **Jane Doe at (555) 555-5555, or Jane Doe at janedoe@example.com**

4. Click **Replace All**. Your contact information is entered into every letter.

To add your name to the signature line of every letter:

1. On the **Edit** menu, click **Replace**.

2. In the **Find what** box, enter **Paste Your Name Here**.

3. In the **Replace with** box, enter your name. For example: **Jane Doe**

4. Click **Replace All**. Your name is entered into the signature line of every letter.

Sample Letter: English or Spanish

Attachment 7

10th Grade

Grade	Art History	Biology	Calculus AB	Calculus BC	Chemistry	Comp. Govt. & Pol.	Comp Sci A	English Lang.	English Lit.	Environmental Sci.	European Hist.	Human Geography	Latin Vergil	Macroeconomics	Microeconomics	Music Theory	Physics B	Physics C: E & M	Physics C: Mech.	Psychology	Spanish Lit.
Pool »	53.3	58.9	61.9	62.8	50.0	51.8	56.0	51.8	51.5	53.9	54.0	52.5	50.3	54.6	51.4	50.0	66.1	53.7	66.2	58.2	55
A MY, A																					
AARON, A																					
ADAM, A																					
ADRIAN, A																					
ADRIANE, A	Y																				
AEJHA, A																					
ALAN-------, A																					
ALAN, A																					
ALBERT, A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y									
ALEXA, A																					
ALEX, A																					
ALEXANDER, A	Y																				
ALEXANDRA, A																					
ALEXANDRIA, A																					
ALEXIS, A																					
ALEXIS, A																					
ALEXZANDRIA, A																					
ALIXANDREA, A	Y					Y			Y	Y											
ALONSO, A																					
ALYSSA, A	Y								Y	Y											
AMANDA, A																					
AMANDA, A																					
AMANDA, A																					
ANA, A																					

Name		Col1	Col2	Col3	Col4
	ANASTASIA, A				
ANDREA, A					
	ANDRE, A				
ANDRE, A					
	ANDREW, A				
ANETONE, A					
	ANGEL, A				
ANGELEENA, A		Y	Y	Y	Y
	ANGELICA, A				
ANTHONY, A					
	ANTHONY, A				
ANTOINETTE, A					
	AQUILAH, A				
ARON, A					
	ASHLEE, A				
ASHLEY, A					
	ASHLEY, A				
ASHLEY, A					
	ASHLEY, A				
ASHONTE, A					
	ASHTON, A				
ASIA, A					

School Name: Loch Raven High

Student Name: ~~Alghali, Amir~~ Student Id : *****5221

Snapshot Date: 8/5/08 Grade Level: 11

GPA

School Year	Quarter	Current GPA

SAT Scores

Test Date	CR	Math	Writing

PSAT Scores

School Year	Grade Level	CR	Math	Writing
2006-2007	09	45	39	32
2007-2008	10	43	43	40

HSA Scores

School Year	Content Area Name	Pass	Scale Score
2005-2006	Algebra	Yes	462
2006-2007	Biology	Yes	432
2007-2008	English 2	Yes	433
2006-2007	Government	Yes	454

Highly Rigorous by Department

School Year	Highly Rigorous by Department	Department Name
2006-2007	10	English Language Arts
	15	Social Studies
	25	Science
2007-2008	10	English Language Arts
	15	Social Studies
	25	Science
2008-2009	10	English Language Arts
	15	Social Studies
	20	Mathematics
	25	Science

SAT Best Practices

FALL

Introduction/Explanation of SAT   **Middle School, Grade 9**

During classroom guidance visits or small groups, introduce SAT purpose, scoring, and timeline, as it relates to college planning. Explain SAT preparation options:

- SAT preparation courses offered in BCPS high schools
- SAT online
- SAT summer camps (where available)
- Local college programs (for fee)
- Reviewing "SAT Question of the Day" on College Board website
- Using SAT study guides

SAT Information Sheet/Timeline   **Grade 11, 12**

Provide students with an information sheet that provides a timeline with registration and testing dates and deadlines. This sheet should also provide information on how to register, test day materials, payment information, and preparation options. See SAT Counselor Information Sheet (Resource Sheet 1) and/or Collegeboard.com to update resources.

Registration for Fall SAT Tests   **Grade 12**

Encourage college-bound seniors to register for the fall SAT Reasoning Test and appropriate SAT Subject Tests. Advertise registration deadlines via announcements, newsletters, ConnectEd calls, posters, bulletin boards, local newspaper, school newspaper, apartment/community publications, school website, and/or email distribution. Assist students in registering either online at collegeboard.com or via paper registration as necessary. Discuss cost, payment options, and fee waivers for fall SAT test.

Collegeboard.com   **Grade 9-12**

In small group or classroom guidance presentations, demonstrate the features of collegeboard.com and how to access services. This website provides students with a variety of tools including a password necessary to register online for the SAT. Encourage students to explore this site annually.
www.collegeboard.com

SAT Cram/Crunch/Blitz/Pull Outs   **Grade 12**

Provide information about these school-based sessions held for students registered for the upcoming SAT to provide intense preparation prior to the test. Collaborate with the SAT coordinator in advertising and encouraging student participation.

PSAT Score Return   **Grades 9-11**
Return and review PSAT scores during classroom visits or parent information nights with all students who took the test. PowerPoint presentations are available for download from the College Board website at www.collegeboard.com or from the Office of School Counseling. Explain how SAT scores are used by colleges and universities during the college admission process. See average GPA and SAT scores of local colleges and universities (Resource Sheet 2).

Encourage students to continue to use the resources found on the College Board website after receiving their PSAT scores. For further information regarding PSAT Best Practices, see section on PSAT in this guide.

Maryland Distinguished Scholars   **Grade 11**
Encourage possible Maryland Distinguished Scholar - Academic Competition candidates to take the January SAT test to ensure use of SAT scores, instead of PSAT scores, for scholarship consideration.

SPRING

Registration for Spring SAT   **Grade 11**
Encourage college-bound juniors to register for the spring SAT Reasoning Test and appropriate SAT Subject Tests. Advertise registration deadlines via announcements, newsletters, ConnectEd calls, posters, bulletin boards, local newspaper, school newspaper, apartment/community publications, school website, and/or email distribution. Assist students in registering either online at collegeboard.com or via paper registration as necessary. Discuss cost, payment options, and fee waivers for spring SAT tests.

SAT Cram/ Crunch/ Blitz/Pull-Outs   **Grade 11**
Provide information about these school-based sessions held for students registered for the upcoming SAT to provide intense preparation prior to the test. Collaborate with the SAT coordinator in advertising and encouraging student participation.

ONGOING

SAT Preparation Options   **Grades 9-11**
- SAT preparation courses offered in BCPS high schools
- SAT online
- SAT summer camps (where available)
- Local college programs (for fee)
- Reviewing "SAT Question of the Day" on College Board website
- Using SAT study guides

SAT Enrichment Activities   **Grade 11, 12**

Collaborate with SAT coordinator to establish a list of students with below-average PSAT/SAT scores who would benefit from SAT study sessions. Encourage students to attend ongoing enrichment activities to help improve their SAT score.

Professional Development   **Counselor**

Attend appropriate professional development workshops sponsored by the College Board, BCPS, or professional organizations.

Resources   **Counselor**

College Board Resources, such as flyers and power point presentations, for the SAT can be found at:
http://www.collegeboard.com/prof/counselors/tests/sat/resources/resources.html
https://intranet.bcps.org/offices/sss/school_counseling/default.html

See Glossary in the front of this guide for SAT contact information.

SAT

Middle School

Introduce SAT through CollegeEd curriculum during Grade 7.

Identify Grade 7 students for CTY (Center for Talented Youth) Program.

Provide CTY materials to parents of identified students.

Review PSAT/SAT program during the high school registration process with Grade 8 students.

↓

Grade 9

Review PSAT/SAT program with students.

Collaborate with instructional staff to recommend PSAT/SAT preparation programs for students.

Encourage students to explore the College Board website.

↓

Grade 10

Collaborate with instructional staff to recommend PSAT/SAT preparation programs for students.

Encourage students to register on the College Board website to utilize available resources.

Explain PSAT/SAT score reports and the use of scores by colleges for admission and scholarship opportunities.

Encourage appropriate students to register for spring SAT testing.

Collaborate with curricular teachers to inform students about the availability of SAT Subject Tests.

↓

Attachment 9B

Grade 11

Inventory SAT materials and order registration/practice booklets, waiver forms, and CSS/Profile forms throughout the school year.

Collaborate with instructional staff to recommend SAT preparation programs for students including ScoreWrite.

Encourage students to update their profile on the College Board website.

Encourage and assist students, including the under-represented populations and the highly able, in registering for a spring SAT Reasoning Test.

Collaborate with curricular teachers to encourage students to consider SAT Subject Tests if required by schools of choice.

Explain PSAT/SAT score reports and the use of scores by colleges for admission and scholarship opportunities.

Collaborate with SAT coordinator to review scores and determine possibility of re-testing for admission and scholarship opportunities.

↓

Grade 12

Inventory SAT materials and order registration/practice booklets, waiver forms, and CSS/Profile forms throughout the school year.

Provide college application fee waivers as appropriate.

Encourage and assist students in registering for the SAT Reasoning Test in the fall.

Advise students to consider SAT Subject Tests as required by schools of choice.

Collaborate with SAT coordinator to review scores and determine possibility of re-testing for admission and scholarship opportunities.

See Glossary for SAT contact information

Attachment 9B

Baltimore County Public High School Students Enrolled as PEP Students at CCBC During Fall Semester

High School	Fall 2004	Fall 2005	Fall 2006
Carver Center for Arts and Tec	4	6	2
Catonsville High School	23	18	38
Chesapeake High School	19	17	18
Dulaney High School	13	23	23
Dundalk High School	49	40	53
Eastern Voc Tech	48	46	49
Franklin High School	47	54	57
Hereford High School	7	10	15
Kenwood High School	41	29	27
Lansdowne High School	14	29	35
Loch Raven High School	22	12	14
Milford Mill High School	13	6	15
New Town High School		5	7
Overlea High School	23	34	17
Owings Mills High School	25	9	7
Parkville High School	20	31	46
Patapsco High School	49	34	49
Perry Hall High School	37	63	45
Pikesville High School	34	37	39
Randallstown High School	31	11	26
Sparrows Point High School	69	79	57
Towson High School	18	20	21
Western School of Technology	12	25	28
Woodlawn High School	13	14	24
Grand Total	**631**	**652**	**712**

* In Fall 2004 and all preceding fall terms PEP students wre identified by their tuition code;

in Fall 2005 and all subsequent fall terms PEP students were identified by their High School Graduation Date

Baltimore County Public High School Students Enrolled as PEP Students at CCBC During Spring Semester

High School	Spring 2004	Spring 2005	Spring 2006
Carver Center for Arts and Tec	2	1	2
Catonsville High School	34	37	38
Chesapeake High School	8	11	8
Dulaney High School	3	10	21
Dundalk High School	43	56	48
Eastern Voc Tech	9	16	19
Franklin High School	15	44	49
Hereford High School	8	12	16
Kenwood High School	10	25	17
Lansdowne High School	3	4	10
Loch Raven High School	6	18	15
Milford Mill High School	10	6	5
New Town High School		1	1
Overlea High School	10	12	14
Owings Mills High School	49	78	41
Parkville High School	6	19	17

High School	Spring 2004	Spring 2005	Spring 2006
Patapsco High School	23	29	30
Perry Hall High School	28	36	49
Pikesville High School	13	28	22
Randallstown High School	8	12	6
Sparrows Point High School	36	56	68
Towson High School	18	15	19
Western School of Technology	53	14	21
Woodlawn High School	7	9	10
Grand Total	**402**	**549**	**546**

In Spring 2004 and all preceding spring terms PEP students wre identified by their tuition code;

in Spring 2005 and all subsequent spring terms PEP students were identified by their High School Graduation Date

> **P**erformance Indicator 1.13 - All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)

What is measured?

Percentage of high schools with at least a 7.0% participation rate

Results for 2006-2007

Chart 1.13.1 - AP Participation Rate
Schools Meeting or Exceeding National Average

Percentage values: 47.8, 50.0, 54.2, 58.3, 62.5 (years 2003, 2004, 2005, 2006, 2007)

BCPS standard is 100%
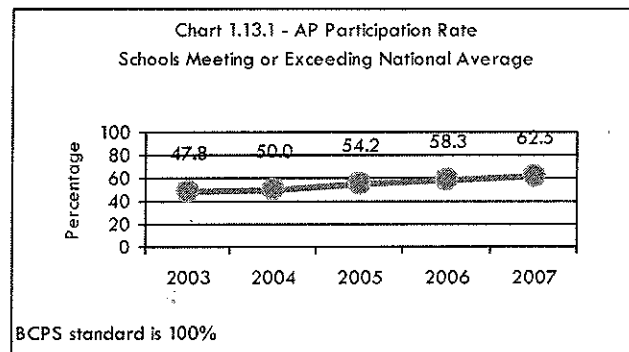
In 2006-2007, 62.5% of BCPS high schools had at least a 7.0% participation rate in AP examinations (chart 1.13.1). The participation rate increased 4.2 percentage points from 2005-2006 and 14.7 percentage points since 2002-2003.

Chart 1.13.2 - AP Participation Rate

Percentage values: 8.6, 9.6, 10.2, 10.7, 11.5 (years 2003, 2004, 2005, 2006, 2007)

National average is 7.0%
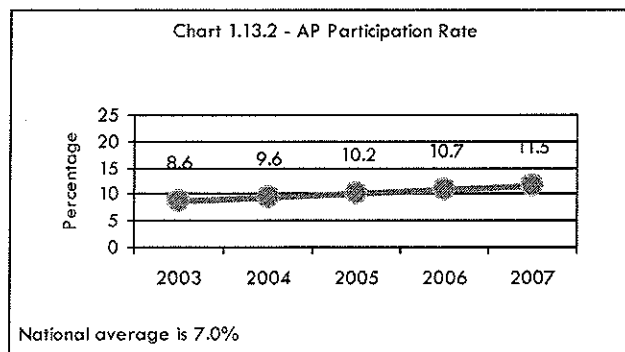
Chart 1.13.2 shows that 11.5% of the total high school enrollment took AP exams in 2006-2007, an increase of 0.8 percentage points from 2005-2006 and 2.9 percentage points since 2002-2003.

Chart 1.13.3 - AP Participation Rate
by Student Group

FARM: 2, 2, 3, 3, 4
Gifted and Talented: 35, 38, 40, 39, 41
LEP: 1, 1, 1, 1, 0
Special Ed: 1, 1, 1, 1, 1

■ 2003 □ 2004 ▤ 2005 ▨ 2006 ▦ 2007

National average is 7.0%

Chart 1.13.4 - AP Participation Rate
by Race/Ethnicity

American Indian: 3, 4, 8, 6, 7
Asian: 17, 20, 21, 23, 24
African American: 3, 3, 4, 4, 5
White: 11, 12, 13, 14, 15
Hispanic: 4, 6, 7, 7, 7

■ 2003 □ 2004 ▤ 2005 ▨ 2006 ▦ 2007

National average is 7.0%
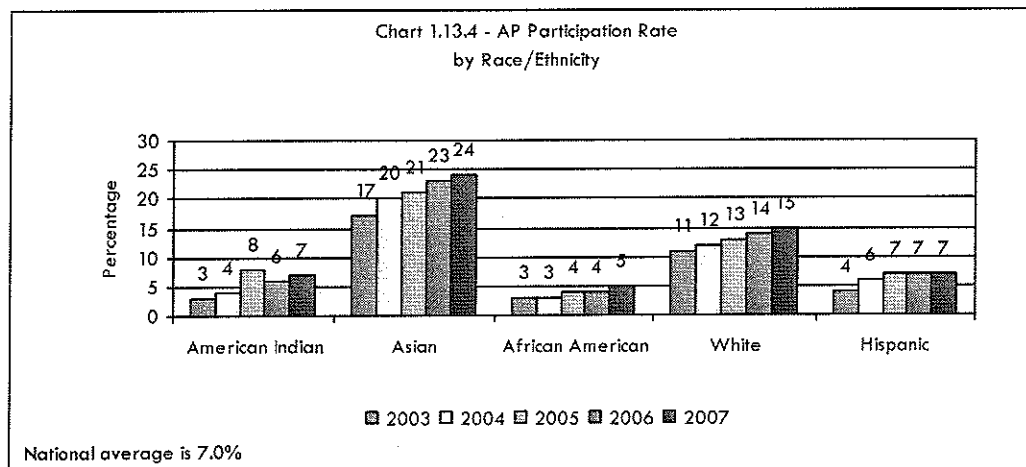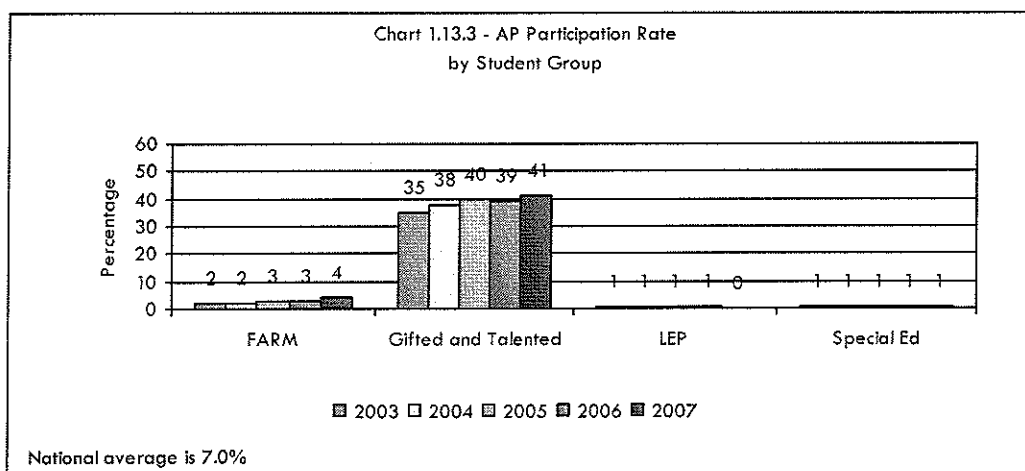
All School Years ⌄   All Schools ⌄   All Targeted Schools ⌄   All Genders ⌄   All Races ⌄

◄   ◄◄   All National Math Scores ⌄   All State Math Scores ⌄   LEP Included ⌄   FARMS Included ⌄   ►►   ►│   ⏫   ⏬

GT Included ⌄   MG Included ⌄   Special Ed Included ⌄   MEASURES ⌄

Student Count as values	Southwest	Northwest	Central	Northeast	Southeast	All Schools
1999-2000	619	939	1,029	798	265	**3,650**
2000-2001	594	895	1,075	724	202	**3,490**
2001-2002	542	888	1,093	732	203	**3,458**
2002-2003	551	1,006	1,145	753	220	**3,675**
2003-2004	573	1,025	1,162	860	280	**3,900**
2004-2005	613	1,047	1,214	947	265	**4,086**
2005-2006	668	1,169	1,232	952	298	**4,319**
2006-2007	755	1,153	1,310	963	338	**4,519**
2007-2008	734	1,114	1,328	965	308	**4,449**
All School Years	**5,649**	**9,236**	**10,588**	**7,694**	**2,379**	**35,546**

All School Years ⏷   All Schools ⏷   All Targeted Schools ⏷   All Genders ⏷   All Races ⏷

⏮ ⏴ All National Critical Reading Scores ⏷   All State Critical Reading Scores ⏷   LEP Included ⏷   ⏭ ⏭ ⟲ ⟳

FARMS Included ⏷   GT Included ⏷   Magnet Included ⏷   Special Ed Included ⏷   MEASURES ⏷

Student Count as values	Southwest	Northwest	Central	Northeast	Southeast	All Schools
1999-2000	619	939	1,029	798	265	**3,650**
2000-2001	594	895	1,075	724	202	**3,490**
2001-2002	542	888	1,093	732	203	**3,458**
2002-2003	551	1,006	1,145	753	220	**3,675**
2003-2004	573	1,025	1,162	860	280	**3,900**
2004-2005	613	1,047	1,214	947	265	**4,086**
2005-2006	668	1,169	1,232	952	298	**4,319**
2006-2007	755	1,153	1,310	963	338	**4,519**
2007-2008	734	1,114	1,328	965	308	**4,449**
All School Years	**5,649**	**9,236**	**10,588**	**7,694**	**2,379**	**35,546**

All School Years ▾   All Schools ▾   All Targeted Schools ▾   All Genders ▾   All Races ▾

|◀ ◀| All National Writing Scores ▾   All State Writing Scores ▾   LEP Included ▾   FARMS Included ▾   ▷▷ ▷| 🏃 ▣

GT Included ▾   MG Included ▾   Special Ed Included ▾   MEASURES ▾
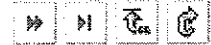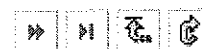
Student Count as values	Southwest	Northwest	Central	Northeast	Southeast	All Schools
2005-2006	647	1,126	1,175	908	292	**4,148**
2006-2007	755	1,153	1,310	961	338	**4,517**
2007-2008	734	1,114	1,328	965	308	**4,449**
All School Years	**2,136**	**3,393**	**3,813**	**2,834**	**938**	**13,114**

https://bcps-cogapp/cognos/cgi-bin/ppdscgi.exe?FN=8975DCF9541C3A3B4F5BF06C13...   12/22/2008

Explanation of Results

The system's PSAT participation rate continues to increase. PSAT participation rates for student groups such as FARM, LEP, and special education increased and are progressing toward the BCPS goal. There is a disparity between the PSAT participation rates of these student groups and the overall BCPS participation rate. The challenges include the need to provide instruction that addresses students' varied learning styles and preferences. There is a need to increase outreach to get information regarding the benefits of PSAT participation to parents. All groups' participation rates are increasing.

Next Steps

High PSAT participation rates for Grade 10 diploma-bound students will continue. BCPS will:

- Continue to pay PSAT registration fees for all ninth and tenth grade students.

- Begin early identification of subgroup populations who are underrepresented in PSAT participation.

- Increase differentiated instruction to underrepresented and/or underachieving student groups.

- Expand implementation of CollegeEd and other college preparatory programs in middle school.

- Continue professional development for school staffs to ensure use of PSAT results to prepare students for rigorous courses and the SAT.

- Increase counselor assistance with PSAT results, student access to rigorous courses, and parent information for underrepresented student groups.

> **P**erformance Indicator 1.3 - All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or Gifted and Talented level courses. (BCPS standard)

What is measured?

Percentage of students scoring 55 or higher on the Verbal/Math PSAT enrolled in gifted and talented or honors courses, grades 10 - 12

Results for 2006-2007

Chart 1.3.1- Percentage of Students Enrolled in GT/Honors Courses Scoring 55 or More in PSAT Verbal — 96.1, 95.2, 96.2, 95.5, 95.6 (2003-2007). BCPS standard is 100%

The percentage of high school students who scored 55 or higher on the PSAT Verbal and were enrolled in gifted and talented or honors courses 95.6% in 2006-2007 (chart 1.3.1).

Chart 1.3.2 - Percentage of Students Enrolled in GT/Honors Courses Scoring 55 or More in PSAT Math — 89.6, 91.2, 89.8, 90.1, 90.0 (2003-2007). BCPS standard is 100%
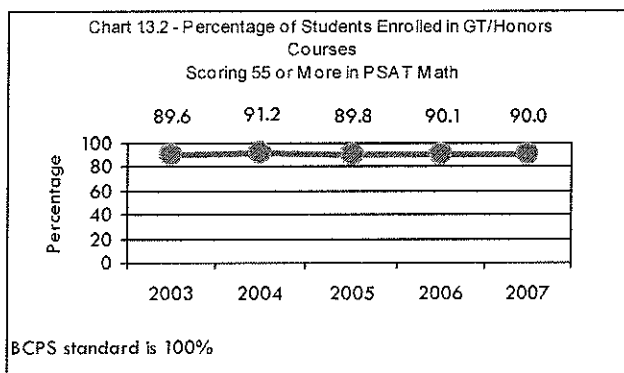
The percentage of high school students who scored 55 or higher on the PSAT Math and were enrolled in gifted and talented or honors courses was 90.0% in 2006-2007 (chart 1.3.2).

Explanation of Results

Schools continue to counsel students scoring 55 or higher on the verbal/math PSAT to enroll in GT or honors courses in order to ensure that all students demonstrating potential for success are placed in a rigorous academic program. Programs such as AVID also provide the opportunity for students to access rigorous coursework starting in Grade 9 or earlier.

Increasing rigor in the middle school curriculum assists students in their preparation for high school honors and gifted and talented courses. The systemwide initiative to fund PSAT testing for all Grade 9 and 10 students provides valuable data for all diploma-bound students. School staff members communicate with students and parents regarding the purpose of the PSAT and the ways in which the results can be useful for academic

Final And Exam Grades Cube

All School Years   All Schools   Courses By School Type   Courses By Area   Courses By School   All Course Levels   All Departments   HSA Courses
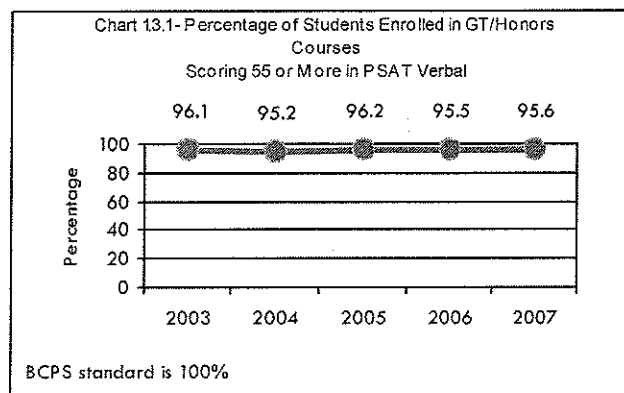Language!   All Final Grades   All Exam Grades   All Grades   All Races   All Genders   LEP Included   FARMS Included   GT Included   Magnet Included
Special Ed Included   MEASURES

Grades Count as values		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	All School Years
06	AP	0	0	0	0	0	0	0	0	0
	GT	5,516	5,727	5,722	5,467	5,874	6,650	6,505	6,963	48,424
	HON	0	0	171	179	136	157	170	143	956
	IB	0	0	0	0	0	0	0	0	0
07	AP	1	0	0	0	0	0	0	0	1
	GT	5,116	5,139	5,377	5,545	5,355	5,680	6,040	6,031	44,283
	HON	0	0	9	0	61	30	16	59	175
	IB	1	0	0	0	0	0	0	0	1
08	AP	0	1	0	0	0	0	0	1	2
	GT	5,475	5,131	5,280	5,370	5,535	5,550	5,719	6,010	44,070
	HON	46	39	36	0	43	33	26	67	290
	IB	2	0	0	3	3	0	1	1	10
09	AP	2	1	5	9	7	9	17	14	64
	GT	3,892	3,892	4,077	4,134	4,367	4,748	4,578	4,524	34,212
	HON	6,184	6,410	6,441	7,246	9,008	9,629	10,000	9,810	64,728
	IB	621	566	454	488	569	352	397	284	3,731

Final And Exam Grades Cube

All School Years   All Schools   Courses By School Type   Courses By Area   Courses By School   All Course Levels   All Departments   HSA Courses
Language!   All Final Grades   All Exam Grades   All Grades   All Races   All Genders   LEP Included   FARMS Included   GT Included   Magnet Included
Special Ed Included   MEASURES

Grades Count as values		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	All School Years
10	AP	55	68	108	220	430	442	638	702	2,663
	GT	4,128	4,151	4,005	4,269	4,246	4,680	4,475	4,294	34,248
	HON	8,337	9,408	9,623	10,515	10,914	12,147	12,276	12,671	85,891
	IB	131	253	252	199	155	255	142	156	1,543
11	AP	1,556	1,795	2,050	2,935	3,445	3,683	4,029	3,929	23,422
	GT	2,644	2,579	2,702	1,706	1,928	1,947	1,977	2,222	17,705
	HON	11,095	11,752	13,003	12,852	13,283	13,415	14,000	13,141	102,541
	IB	215	168	291	263	191	151	284	157	1,720
12	AP	3,139	3,836	4,232	4,870	4,948	5,526	5,964	5,795	38,310
	GT	1,843	1,615	1,602	1,603	1,526	1,548	1,452	1,594	12,783
	HON	7,467	9,079	9,851	10,636	10,832	11,107	10,906	11,507	81,385
	IB	172	192	118	194	191	150	140	248	1,405
All Grades		466,148	472,563	484,064	487,491	482,445	475,805	457,421	438,296	3,764,233

Four-Year Plan

Student Name _____ **High School**_____

Post-secondary goal _____

Institution _____ □ Applied □ Accepted □ Attending	
Institution _____ □ Applied □ Accepted □ Attending	
Institution _____ □ Applied □ Accepted □ Attending	

(This four-year plan is a sample. There will be some variation in the plans developed for individual students. It should also be noted that additional courses in English, Social Studies, Mathematics, or Science may be required to assist some students with preparation for High School Assessment testing.)

Middle School Credit	Grade 9 Courses	L E V E L	G R A D E	C R E D I T	Grade 10 Courses	L E V E L	G R A D E	C R E D I T	Grade 11 Courses	L E V E L	G R A D E	C R E D I T	Grade 12 Courses	L E V E L	G R A D E	C R E D I T
	English 9			1	English 10			1	English 11			1	English 12			1
	Government			1	World Hist.			1	U.S. Hist.			1	EPI			.5
	Algebra I Algebra II Geometry			1	Algebra II Geometry Pre-Calc			1	Geometry College Alg. Calculus			1	Math course			1
	COPS Biology			1	Biology Chemistry			1	Third science Physics			1	Science course			1
	World Language			1	World Language			1	World Language			1	World Language			1
	Phys. Ed.			1	Fine Arts			1	Health			.5				
					Technology			1	SAT Prep			.5				
Grades:	GPA _____ QPA _____ Rank _____				GPA _____ QPA _____ Rank _____				GPA _____ QPA _____ Rank _____				GPA _____ QPA _____ Rank _____			
Testing:	PSAT _____ Other: _____				PSAT _____ Accuplacer _____ AP Potential _____ Other _____				PSAT _____ SAT _____ ACT _____ Accuplacer _____ Other _____				SAT _____ ACT _____ Accuplacer _____ Other _____			

Career interests:	**Completer program(s) and courses needed:**
_____ _____ _____ _____	_____ _____ _____ _____

Suggested electives or programs: (parallel enrollment, internship, school-to-career, apprenticeship) _____ _____ **SAT/ACT/College Readiness Courses** _____ _____ _____ _____	**HSA scores** (Please note Alt. HSA or Bridge Plan) English 10* _____ Government _____ Algebra I *_____ Biology _____ Composite score _____ (* MSA)
Service Learning hours: _____ _____ _____ _____	**Counselor notes:**

Student signature _____ Date _____ Date _____ Date _____ Date _____

Counselor signature _____ Date _____ Date _____ Date _____ Date _____

Attachment 15

Am I Ready for the SAT?

For student use

Ask yourself the following questions:

- **Why are you taking the test?**
    - Are you planning to go directly into a four-year college?
        - Note: Community colleges do not require the SAT. They administer their own placement tests. However, you are encouraged to take the SAT after you have taken the appropriate courses.
    - Does your college require the SAT? ACT?

- **Are you prepared to take the test?**
    - Have you taken higher level courses in English and mathematics?
        - Honors, GT, IB, AP, English
        - Completed Algebra I, Algebra II, and geometry with solid academic grades
    - Are you in a college preparatory completer program?
        - World languages
        - High level mathematics and science classes
    - Have you examined your PSAT results to know what you need to do to be ready for success on the SAT?
        - Score report
        - MyCollegeQuickstart
    - Have you taken SAT preparatory classes?
        - SAT prep class
        - SAT on-line
        - College Board preparatory materials online
        - SAT practice tests
        - College readiness reading
        - College readiness writing
        - Other school or community based classes

- **Is this the right time for you to take the SAT?**
    - Are you as prepared as you can be?
    - Are you in the spring semester of your junior year or beyond?
    - Are you ready?
    - Do you know what to expect?
        - Length of test
        - Types of questions on test
        - Deadlines to register

If you answered "no" to any of these questions you need to talk to your school counselor about your options and support available to help you.

Additive Impact of English Course Level on SAT Scores

Grade	Description	Student Count	Student Taking SAT	SAT Mean CR	SAT Mean W
11	ENGLISH 11	2,992	10	412	418
	ENGLISH 11 AP/GT	1,390	36	549	549
	ENGLISH 11 HONORS	2,492	22	461	464
	ENGLISH 11 IB	33	6	537	567
	ENGLISH 12	173	0		
	ENGLISH 12 HONORS	20	2	440	480
12	ENG 12 AP/GT	1,310	1,159	584	584
	ENGLISH 11	290	14	407	394
	ENGLISH 11 AP/GT	9	4	370	395
	ENGLISH 11 HONORS	34	3	530	517
	ENGLISH 11 REV	2	0		
	ENGLISH 12	3,282	538	407	402
	ENGLISH 12 HONORS	2,591	1,685	493	496
	ENGLISH 12 IB	29	26	506	533

Attachment 17A

Additive Impact of Mathematic Courses on SAT Scores

Grade	Course Description	Student Count	Student Taking SAT	SAT Mean M
11	Algebra II	1,916	11	380
	Algebra II and Geometry	2,817	18	488
	Geometry	1,127	10	341
	None	816	0	
	Pre Calculus	653	28	626
	Trigonometry	376	12	587
12	Algebra II	389	56	401
	Algebra II and Geometry	3,340	1,025	420
	Geometry	452	44	345
	None	325	8	484
	Pre Calculus	969	845	599
	Trigonometry	2,222	1,632	539

Attachment 17B

Advising Students
Counseling Students for Achievement and SAT Preparation

Materials needed:
- Cognos (SAT/PSAT STUDENT REPORT) report with HSA, PSAT and Course Rigor data
- AP Potential list
- Four Year Plan
- Grade dump (current performance data)
- BCPS Course Registration Guide

Procedures Used
- Review progress toward graduation.
    - Performance
    - Grades
    - Required courses
    - Other requirements-HSA, service learning

- Review course level/rigor/Preparation for SAT/ACT/Accuplacer
    - Review Additive Impact of Mathematics Courses on SAT scores.
    - Review Additive Impact of English Course Levels on SAT scores.
    - Review PSAT data.
    - Review AP Potential data.
    - Review grades and trends.
    - Review student goals (career and college).

Counselor talking points
- Take the most rigorous courses you can.
- Talk to your parents and teachers about what you need to do to be successful in more rigorous (higher level) courses.
- Select course sequence recommendations for SAT.
- Know the SAT testing timeline and procedures.

Multiple Venues
- Individual student conferences (course selection, Four Year Plans, AP Potential)
- PA announcements, newsletters, printed materials (college planning calendars), bulletin boards, ConnectEd calls about PSAT and SAT procedures and timelines
- Classroom visits (PSAT results presentation, SAT/advisement, Course selection)
- Small group work-PSAT results, PSAT preparation, SAT preparation
- Presentations to rising 9th graders at middle schools
- Parent nights-SAT/PSAT/AP, post secondary planning, financial aid, junior nights, senior nights, grade level meetings
- Consultation on SAT/AP committees (blitz classes, Saturday SAT prep)
- Consultation with academic department chairs (AP Potential)

Project: Course Advisement   Dept/Office: School Counseling   Date: January 2009

Project Action Plan

<table>
<tr><td colspan="6">Long Range Goal and Blueprint Reference:

Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Goal 5: All students will graduate from high school.</td><td rowspan="3">Action Plan</td></tr>
<tr><td colspan="6">Objective: To increase student placement in high-level courses and preparation for SAT/ACT through course advisement.</td></tr>
<tr><td colspan="6">Strategy/Project/Program: Ongoing advisement from school counselors.</td></tr>
<tr><th>Action Steps</th><th>Responsible Person(s)</th><th>Start Date</th><th>Due Date</th><th>Budget/ Cost Benefit</th><th colspan="2">Outcomes/Evaluation/ Comments</th></tr>
<tr><td>Organize and facilitate the annual Curriculum Updates meeting in November for all middle and high school counseling chairs. Invite high school schedulers.

Goal 5: Indicators 5.1 and 5.3</td><td>Lynne Muller
Mary Ann Mathews</td><td>09/08</td><td>11/14/08</td><td></td><td colspan="2">Completed - All school counseling department chairs will be provided with information from curricular heads regarding updates and any changes in course sequences, course requirements, and other information needed for registration of students for the 2009-2010 school year.</td></tr>
</table>

Attachment 19

Present expectations related to high school course advisement and SAT/ACT preparation to high school principals and SAT coordinators. Present Four-Year Plan and Am *I Ready for the SAT?* documents for feedback. Goal 1: Indicators 1.17 and 1.18	Lynne Muller Dr. Patricia Abernethy	11/08	12/12/08		Adminstrators will be aware of the expectations for the process of course advising during registration employed by school counselors in order to provide consistency throughout the school system related to course advising for higher level courses and SAT/ACT preparation.
Plan and implement training for all secondary counselors on the recommended course sequencing materials, course advising process, and additive impact materials presented to administrators and SAT coordinators at the December 12, 2008, meeting. Goal 1: Indicators 1.17, 1.18, and 1.14	Lynne Muller Mary Ann Mathews	12/12/08	01/26/09 high school 02/09 middle school		All high school counselors will gain first-hand knowledge about the new recommended course sequence patterns in mathematics and English. In addition, they will review the information on the additive impact of course rigour and the expectations for course advising during registration in order to provide consistency throughout the school system related to course advising for higher level courses and SAT/ACT preparation.

Attachment 19

Project: Course Advisement   Dept/Office: School Counseling   Date: January 2009

Implement a systemic Four-Year Planning form to be used by all counselors in all high schools. This form will replace school-based Four-Year Plans currently in existence. Goal 5: Indicators 5.1 and 5.3 Strategy d)	Lynne Muller	09/08	01/09		A consistent systemwide Four-Year Plan will be created and implemented in order to assure that all students receive course advisment for higher level courses and SAT/ACT preparation.
Work with the Office of Student Data to have the new systemic Four-Year Plan converted to an electronic version on STARS. Goal 5: Indicators 5.1 and 5.3 Strategy d)	Lynne Muller	Upon approval of the Four-Year Plan by the Superintendent	Spring 2009		All students' Four-Year Plans will be available on STARS so that counselors and students have easy access to the plans and student mobility within the system will not negatively affect Four-Year Planning.
Create and implement the document, *Am I Ready for the SAT?* Goal 1: Indicators1.17 and 1.18	Lynne Muller	11/08	01/09		Counselors will have a document to share with students and parents so that students and parents understand what is needed for a student to be prepared for the SAT.
Provide training for counselors in strategies designed to help students be successful in highly academic courses and prepared for college.	Lynne Muller	02/09	03/09		Counselors will be able to discuss identified strategies when working with students in course advising.

Attachment 19

Create grade-level outcomes for advisement related to student academic achievement based on the non-negotiables (*Essential School Counseling Manual* 2006), aligned with the *Blueprint for Progress*, COMAR, and the National School Counseling Standards, beginning with Grades 8-12. Goal 1: Indicators 1.2, 1.3, 1.13, 1.15, 1.17, 1.18, and 1.19	Lynne Muller	01/09	03/09		Clearly defined outcomes for all high school grade levels will be defined in order to provide a consistent process for course advisory at all schools.

Attachment 19

BALTIMORE COUNTY PUBLIC SCHOOLS

August-September

- Plan curriculum updates meeting.
- Create systemic Four-Year Plan.

- Train all high school counselors on course advisement for higher level course placement and SAT/ACT preparation.
- Present new Four-Year Plan and *Am I Ready for the SAT?* documents for approval of the Superintendent.
- Create grade-level outcomes for advisement and SAT/ACT preparation for Grades 8-12.

January

PHASE 1

October

- Refine new Four-Year Plan with high school counseling department chairs.

- Distribute Four-Year Plan and *Am I Ready for the SAT?* documents.
- Plan for the implementation of the Four-Year Plan online.
- Refine grade-level outcomes for advisement with focus groups.
- Train middle school counselors on course advisement SAT/ACT preparation.

February - March

PHASE 2

November

- Hold curriculum updates meeting.
- Send Four-Year Plan for feedback.

- Implement new Four-Year Plan online.
- Train all high school counselors in grade-level expectations for advisement.

March - April

PHASE 3

December

- Present information on advisory process and role of counselor at SAT meeting.
- Begin planning for counselors on advisement and SAT preparation meetings in January.
- Get feedback on Four-Year Plan and SAT document.
- Assess effectiveness of new Four-Year Plan and grade-level outcomes.

May - July

PHASE 4

REPLANNING

52

Joe A. Hairston, Superintendent