

SAN DIEGO CITY SCHOOLS
Office of Instructional Support
Gifted and Talented Education Department

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE ANNUAL
REPORT FOR 2002-2003 SCHOOL YEAR
September 14, 2004

Introductory Statement

This report brings forward recommendations of the Gifted and Talented Education Department after examining Advanced Placement/International Baccalaureate (AP/IB) data for 2002-2003. This report is consistent with District Administrative Procedures 4705 and 4320.

Background

The Advanced Placement (AP) program consists of college-level course content and rigorous end-of-course examinations developed by the College Board, Princeton, New Jersey. The end-of-course tests are an integral part of the program and provide assurance that AP courses in any high school cover the same material and are of the same quality. AP workshops presented by the College Board prepare teachers to use course assessment in a process of backward design. For over two decades the GATE Department has registered and paid fees (currently \$175.00 per participant) for two annual workshops for district teachers.

Since its origins in the 1950's, the AP program has experienced rapid growth amid concerns for equity in both the availability of courses and the success rate of students. Prior to 2000, San Diego City Schools considered ways to increase AP offerings, ensure adequate teacher preparation, and enhance and support student performance. One result was uniform District Procedures 4705, which states that all students in AP/IB courses "are expected to be motivated for, and capable of, doing college-level work,"¹ and that all AP/IB enrollees must take the end-of-course examination to receive weighted credit. In addition, the San Diego City Schools Board of Education directed the GATE Department "to prepare...an annual report on the status of the AP/IB programs (i.e., enrollments, numbers taking exams—including number eligible for reimbursement, pass rates, qualifying rates, district costs, and comparisons from year to year)."²

In 2000-2001, the SDCS began receiving Advanced Placement Challenge Grant funds from the California Department of Education to improve AP programs at the following schools: Clairemont High School, Crawford High School, Gompers Secondary, Hoover High School, Kearny High School, Lincoln High School, Madison High School, Mira Mesa High School, Mission Bay High School, Morse High School, Muir Alternative, San Diego School of Creative and Performing Arts, and Serra High School. The district was to receive the sum of \$975,000 over a four-year period. During 2002-2003, the third year of the grant, the district received \$195,000. School sites used monies to fund teacher training, to offer opportunities for vertical teaming and pre-AP, and to provide support for students via AVID, intersession courses, and summer courses. The fourth year of the Challenge Grant funding (\$7,500 per participating school) was cancelled due to the state budget crisis.

¹ *Administrative Procedure #4705: Progress Reporting, 7-12.* San Diego Unified School District. 16 July 2004. <<http://prod031.sandi.net/procedures/pdf/pp4705.pdf>>.

² Brooks, Barbara and Barbara Schuch. *Standards for Advanced Placement Credit.* San Diego City Schools Educational and School Services Department: April 11, 2000.

Currently, San Diego City Schools has an extensive AP program, and district high schools collectively offered 31 different AP courses in 2002-2003. Individual schools added 4 new AP course offerings to their programs following the 2001-2002 rapid expansion of 45 new offerings across district sites. German, Human Geography,³ International English Language and Latin Literature were the only AP courses not offered. All district high schools offered AP United States History. Spanish Language, English Literature and Composition, and Biology, in this order, were the next most widely offered AP courses across sites (see Attachment F).

Summary of AP Data

In 2002-2003, district enrollment in grades 10, 11, and 12 increased (24,194 up from 23,292). Students enrolled in one or more AP course represented 19.33% of this total, or 4,677 students (see Attachment A-2003 and Attachment A-2002).

Many students take more than one AP class at a time, more than one test in one year, and pass more than one test in any given year. Therefore, examining the total number of seats in AP classes occupied by students, the total number of tests taken, and the total number of tests passed is most informative. The 2002-2003 data reveal the following (see Attachment C-2003 and Attachment C-2002):

- the number of tests taken by course enrollees increased (7,439 up from 7,228),
- the percentage of course enrollees taking the test increased (89.68% up from 83.94%),
- the number of tests passed by course enrollees increased (3,807 up from 3,668),
- the pass rate for tests taken by enrollees increased (51.18% up from 50.76%), and
- the total number of course enrollments (seats occupied) decreased (8,295 down from 8,609).

Since some students enroll in only one AP course, data for students taking one or more AP class also yields useful information. Figures for the 4,677 students enrolled in one or more AP course during 2002-2003 show the following (see Attachment A-2003 and Attachment A-2002):

- the number of tests taken by enrollees in one or more AP increased (4,146 up from 4,000),
- the percentage of enrollees in one or more AP taking the test increased (88.65% up from 81.98%),
- the number of tests passed by enrollees in one or more AP increased (2,305 up from 2,250)
- the pass rate for tests taken by enrollees in one or more AP decreased (55.60% down from 56.25%), and
- the number of students enrolled in one or more AP decreased (4,677 down from 4,879).

It is important to examine the data for underrepresented groups. District-wide 2527 African American, Asia, Filipino, Hispanic, Indochinese, Native American, and Pacific Islander students enrolled in one or more AP course (see Attachment B-2003). Data for the total course enrollments (occupied seats) for these minority groups yield the following facts (see Attachment D-2003, Attachment D-2002 and Attachment I):

- the percentage of overall course seats occupied by minorities increased (53% of 8,295 up from 51.8% of 8,609),

³ Human Geography will be offered in 2004-2005 as a site pilot at University City High School.

- the total number of tests taken by minority enrollees increased (3,875 up from 3610),
- the percentage of total district tests taken by minority enrollees increased (52% up from 50%),
- the number of tests passed by minority enrollees increased (1,621 up from 1,503),
- the pass rate for minority enrollees increased (41.8% up from 41.6%),
- and the actual total number of minority course enrollments (seats occupied) decreased (4,398 down from 4,460).

For the year 2002-2003, minority students took 265 more exams and passed 188 more exams district-wide than in the year 2001-2002.

Some students study for and take AP exams without taking the associated courses. In 2002-2003, a total of 345 tests were taken without a corresponding AP class enrollment with 199 passed, resulting in a 57.6% pass rate for this category of test takers. The 2001-2002 report shows that 361 tests were taken without a corresponding AP course enrollment, with 195 passing for a 54% pass rate (see Attachment E-2003 and Attachment E-2002).

Fee reductions may have contributed to increased test taking in 2002-2003. The cost to the College Board for taking an Advanced Placement exam is borne by individual students taking the exams unless students qualify for fee reductions paid for by the state. With fee reductions, eligible students pay either \$44 or \$5 per exam. Under the fee reduction program, the California Department of Education (CDE) reimbursed the district \$93,117 in 2002-2003 (see Attachment G).

Since 2000, the last year that the AP exam was an option for enrollees, figures from the California Department of Education Planning and Information Center reveal that both the number of test takers and the qualifying rate have risen steadily. The qualifying rate is the number of exams earning college credit (scores of 3 or better) per 100 juniors and seniors enrolled. It is the percentage of exams passed relative to the school's population of students preparing to exit high school, rather than simply the percentage of exams passed by students taking them. Many educators and college professionals believe it is the single best method of calculating the individual school's AP performance. The year 2002-2003 showed an overall district increase of 1720 test takers (4380 up from 2660 in 2000), for a 64.6% rise, and an increase in the qualifying rate of 8.7% (25.9% up from 17.2% in 2000), for a 50.58% rise (see Attachment J).

Attachments, which inform data in this report, are as follows:

Attachment	Title and Description
A-2003 A-2002	Student Summary Data by Location <ul style="list-style-type: none"> • Displays information by school site and for the district, grades 10-12 • Shows statistics for students enrolled in one or more AP classes • Displays total number of eligible students versus total number and percentage enrolled in one or more class • Indicates total number and percentage of enrollees taking one or more exam as well as total number and percentage of enrollees passing one or more exam

<p>B-2003 B-2002</p>	<p>District-Wide Student Summary Data by Category</p> <ul style="list-style-type: none"> • Distributes totals by ethnicity, male v. female, economically disadvantaged v. non-economically disadvantaged, AVID enrollees v. those not enrolled in AVID, and identified gifted v. not identified gifted • Displays the same information as in Attachment A by district totals only • Includes figures for fluent English proficient, reclassified fluent, and English learners for the first time
<p>C-2003 C-2002</p>	<p>AP/IB Course Enrollment Summary Data by Location</p> <ul style="list-style-type: none"> • Shows statistics for total number of course enrollments thereby acknowledging students who may take more than one course and exam • Displays the same information as Attachment A for the total number of course seats
<p>D-2003 D-2002</p>	<p>District-Wide AP/IB Course Enrollment Data Summary by Category</p> <ul style="list-style-type: none"> • Distributes totals by the same categories and indicates the same information as in Attachment B • Gives figures based on the total number of enrollments, or course seats, reflecting individuals taking more than one course or test
<p>E-2003 E-2002</p>	<p>Tests Taken Without Corresponding 2nd Semester AP/IB Course Enrollment</p> <ul style="list-style-type: none"> • Indicates the number of students passing each test out of the total number of students taking each test without corresponding course enrollment • Displays information by examination titles for each school site and for the district as a whole
<p>F</p>	<p>AP Tests With Corresponding AP/IB Course Enrollment</p> <ul style="list-style-type: none"> • Indicates the number of enrollees passing each test out of the total number of students taking the test • Displays information by examination titles for individual school sites • Contains a separate section indicating district totals and percentages
<p>G</p>	<p>Advanced Placement Fee Reduction Reimbursement Comparisons</p> <ul style="list-style-type: none"> • Indicates the amount of fee reimbursements for 2001-2002 and for 2002-2003 • Displays information by grouping Challenge Grant schools and by listing other sites individually • Indicates amounts by school sites and by district totals
<p>H</p>	<p>2002/2003 AP Participation and Score Comparisons</p> <ul style="list-style-type: none"> • Displays a comparison of the 2001-2002 school year with the 2002-2003 school year • Indicates figures for the following categories: the total number of AP courses offered, the number of exams taken, the number of test takers, and the percentage of exams passed • Indicates increases or decreases for each category • Displays totals for the district as a whole and by individual schools sites in three groupings: Challenge Grant schools, other schools, and non-AP schools
<p>I</p>	<p>2002/2003 AP Participation and Score Comparisons by Category</p> <ul style="list-style-type: none"> • Displays a comparison of the 2001-2002 school year with the 2002-2003 school year • Indicates figures for the following categories: total number of eligible students, total number of course enrollments, total number of exams taken, and percentage of exams passed • Indicates increases or decreases in each category • Displays totals for all students, by ethnic groups, for economically disadvantaged v. non-economically disadvantaged, and for AVID students
<p>J</p>	<p>Summary of Test Takers and Qualifying Rates 2000-2003</p> <ul style="list-style-type: none"> • Indicates the total number of test takers and the qualifying rate for each of four years, 2000 – 2003 • Displays information by individual school sites and for the district as a whole

Summary of Findings from AP Data

Examination of the data yields the following conclusions for 2002-2003:

1. The number of tests taken by course enrollees rose across the district as well as for minority groups..
2. The percentage of course enrollees taking AP exams rose across the district and for minority groups.
3. The number of tests passed by course enrollees increased for all students, including minority students. .
4. The pass rate for course enrollees rose for all students, including minority students.
5. Minority groups experienced gains in the same categories (#1-4 above) as did the entire district.
6. The total number of course enrollments declined across the district and for minorities.
7. San Diego High School, an International Baccalaureate (IB) school, as a consequence of removing an AP test requirement, experienced a significant decline in the number of test takers, the number of exams taken, and the number of exams passed (see Attachments H and Attachment I)⁴.
8. Hoover, Mira Mesa, Morse, and University City high schools experienced significant gains in the number of test takers, the number of exams taken, and the number of exams passed (see Attachment H).
9. Since 2000, the last year the AP exam was optional for enrollees, the district qualifying rate for 16 out of 19 district high schools has steadily increased (see Attachment J).
10. Gompers Secondary has seen a significant decrease in qualifying rate since 2000 (see Attachment J).

Summary of IB Data

The International Baccalaureate (IB) program is a rigorous, pre-university, two-year course of study for highly motivated eleventh and twelfth graders. Diploma candidates for the IB program are actively engaged in a liberal arts curriculum that includes such special features as an interdisciplinary Theory of Knowledge course, community service activities, foreign language study, and an original research project.

IB final examinations are based on two years' coursework in each course for each student. Every year, school personnel determine how many students are eligible to sit for the final examinations. In 2002-2003, 131 students sat for 384 examinations resulting in a 86.5% pass rate. Hispanic students made up the largest group taking these exams. The exams are required in IB courses for high school weighted credit.

Summary of Recommendations

After examining AP/IB data not only for 2002-2003 but also for 2000-2003, the GATE Department recommends that SDCS:

1. renew efforts to encourage able and motivated high school students to choose enrollment in Advanced Placement and International Baccalaureate classes;

⁴ During 2002, San Diego High School required that all IB students in United States History take the AP United States History exam. This was done as an experiment to evaluate the correlation between IB and AP courses. Since a close correlation was not discovered, students were not required to take AP United States History in 2003 resulting in fewer San Diego High School students taking AP exams.

2. retain the policy that all students enrolled in AP/IB courses must take the appropriate AP/IB examination to receive high school weighted credit;
3. expand efforts to provide support to AP/IB teachers;
4. expand efforts to provide support to AP/IB students, as needed;
5. build even stronger academic foundations, beginning as early as elementary and middle school through teacher collaboration in cluster or regional vertical teams;
6. expand efforts to inform students and parents of the link between college admissions and the high school curriculum; and
7. encourage school sites to inform students of the importance of taking the PSAT/NMSQT in the 10th and 11th grades.

Premises on Which Recommendations Are Based

The recommendations presented in this report are based on the premises that:

1. All students deserve an opportunity to participate in rigorous and academically challenging courses and programs, which prepare them for college admission.
2. Advanced Placement and International Baccalaureate courses offer students an opportunity to study content in greater depth and to gain skills and habits of mind vital to success in college.
3. The AP/IB examinations, an integral part of each course, allow for assessment driven curriculum, ensure adherence to higher expectations and standards at a national level, and yield measurable results.
4. The success of AP/IB courses depends on the skills and talents of secondary school teachers.
5. Able and motivated students can succeed in AP/IB classes and on AP/IB exams when adequately supported.
6. Student success is enhanced when the knowledge, skills, and habits of mind necessary for the capstone AP courses inform the curriculum, beginning at the elementary level, in a process of backward design.
7. The creation of a college-going culture – one which emphasizes academic excellence and individual determination to succeed – is necessary for student success.
8. A college-going culture not only supplies knowledge of factors influencing college admission but also provides the necessary preparation and support.
9. A college-going culture requires that all stakeholders – administrators, teachers, parents, students – commit to the importance of academic rigor and high expectations.

Further explanation of the above recommendations follows:

A. Encouraging course enrollment

Recommendation: Renew efforts to encourage able and motivated high school students to choose enrollment in Advanced Placement classes and International Baccalaureate classes.

Rationale: Although the total number of students in grades 10-12 rose during 2002-2003, there was a decline in AP course participation in all of the following areas: the number enrolled in one or more AP course, the total number of occupied seats in AP courses, the number of students from underrepresented minority groups enrolled in AP courses, and the number of economically disadvantaged students enrolled in AP courses. The number enrolled in one or more AP course declined by 202 students; the total number of occupied seats, by 314; the number from underrepresented groups, by 62; and the number of economically disadvantaged, by 295. The number of seats occupied by white students

declined by 252 from 2001-2002. Thus a reminder to encourage able and motivated students to attempt AP and IB courses is warranted.

The rigor of the course of study undertaken in high school is the most important criterion for college admission. For example, the University of California at Berkeley states the following in its AP Credit Policy:

...AP courses are considered to be more rigorous and challenging than regular university preparatory courses. Therefore, taking into account the extent that AP courses are available at their schools, students who enroll in AP courses and perform well in them tend to be regarded as more competitive. Scores of 3 or better in the tests are favorable and add to the strength of the admissions application; forgoing the AP tests or scoring below 3 on the tests is regarded as neutral.⁵

Conversely, since the Advanced Placement program offers college credit, courses are necessarily taught at the college level using college level texts. The pace is fast; the reading is extensive; the tests are often weekly. Appropriate placement commensurate with the motivation and skill level development contributes to a student's success and self-esteem. Overplacement or underplacement can contribute to underachievement.

B. Retaining the AP/IB exam

Recommendation: Retain the policy that all students enrolled in AP/IB courses must take the appropriate AP/IB examination to receive high school weighted credit.

Rationale: The AP/IB examinations equalize the AP/IB programs across the district and the nation by ensuring that all students are receiving similar rigorous content. As early as 1998, Philip Arbolino, associate director of the College Board, estimated that at least 20 percent of districts were requiring the exam at that time. He referred to mandatory testing as "...a way to open the gates for students" and stated that "Colleges are realizing that if you take the course and not the test, that's not an accurate measure."⁶

The expectation that students enrolled in AP/IB courses will take the AP/IB exams benefits students by creating a culture of academic commitment and courage, teaching them how to prepare for final exams in college, and preparing them to confront the rigor and accountability of college. College admissions officers view test results as a favorable sign that a student is academically oriented and prepared. Most importantly, the exams require students to demonstrate skill in close reading, vocabulary, problem solving, and intellectual risk-taking. Without exam results, teacher and student accountability is compromised. The rise in test scores for 2002-2003 as well as the steady rise in qualifying rate for district schools since the test was required indicates that students and teachers are indeed accountable.

⁵ *AP Credit Policy Info University of California: Berkeley.* CollegeBoard.com for Students. 25 July 2004. <<http://www.collegeboard.com/ap/creditpolicy/institution/0,,224700.html>>.

⁶ Sandham, Jessica L. *More Students in AP Courses Find They Can't Escape the Test.* Education Week on the Web. May 13, 1998. 21 July 2004. <<http://www.edweek.com/ew/vol-17/35ap.h17>>.

C. Supporting AP/IB teachers

Recommendation: Expand efforts to provide support to AP/IB teachers.

Rationale: By the year 2010, one-third of experienced AP teachers—the majority of whom hold master’s degrees—will retire.⁷ Inexperienced teachers of AP will need more intensive training in both their content area and in constructing AP courses using the process of backward design. Weekend conferences or summer institutes offer training in the following vital skills for teaching AP/IB courses: managing time in order to cover the breadth of AP courses, preparing students for exams, and teaching college-level course materials. Both experienced and inexperienced teachers should be encouraged to participate as AP readers and or consultants. Counselors and principals might support teachers by attending workshops regarding the importance of the PSAT/NMSQT, the AP/IB programs, scholarships, recognitions, and the benefits of site teachers becoming AP readers/consultants. In order to align the scope and sequence of the K-12 curriculum, middle and elementary level teachers need training through vertical teaming, pre-AP, Building Success, and the Middle Years Program International Baccalaureate. Finally, minority teachers need to be encouraged to teach in the Advanced Placement program (see all A,B,C,D Attachments).

D. Supporting AP/IB students

Recommendation: Expand efforts to provide support to AP/IB students, as needed.

Rationale: Able and motivated students can succeed in AP classes and on AP exams when adequately supported with programs such as AVID, study groups, and tutoring when necessary. The number of AVID students taking AP classes and exams has increased gradually since 2000. The number of AVID students taking one or more AP class has increased by 120 students; the number of AVID students taking the exam, by 138 students; and the number passing one or more exams, by 52 students. Thus, the support to AVID students enrolled in AP seems helpful (see Attachments B-2003 and D2003).

The College Board has held a National Advanced Placement Program Equity Colloquium since 2002 which brings together educators from across the country to discuss problems such as support, especially to underrepresented groups.⁸ Reports of support strategies used successfully by school districts across the nation as well as descriptions of studies underway are plentiful.⁹ These report/studies show all of the following strategies to be successful: using PSAT/NMSQT results to identify and recruit students into AP courses; encouraging Latinos to begin with AP Spanish; using multicultural course materials; recruiting AP teachers from underrepresented groups; utilizing learning contracts, mandatory counseling, and academic tutorials; and developing and expanding outreach programs to educate low-income parents about college requirements.

⁷ *What Are the Characteristics of AP Teachers? An Examination of Survey Research.* CollegeBoard. AP Central. 27 July 2004.

<http://apcentral.collegeboard.com/repository/ap03_research_char_ap_21120.pdf>.

⁸ *2004 National Advanced Placement Program Equity Colloquium.* CollegeBoard AP Central. 14 July 2004.

<<http://apcentral.collegeboard.com/article/0,3045,150-157-0-36935,00.html>>.

⁹ *Opening Classroom Doors: Strategies for Expanding Access to AP.* CollegeBoard AP Central. 14 July 2004.

<<http://apcentral.collegeboard.com/repository/ap04-opening-classroo-35609.pdf>>.

E. Collaborating in vertical teams

Recommendation: Build even stronger academic foundations, beginning as early as elementary and middle school through teacher collaboration in cluster or regional vertical teams.

Rationale: Academic equity and excellence is best promoted when all students are provided with academic skills in an early and consistent fashion. Introducing knowledge, concepts, assessment methods, and habits of mind necessary for success in the capstone AP/IB courses in a vertically aligned continuum beginning at the elementary level will strengthen the curriculum, increase academic challenge, and increase access to AP/IB for all students. Vertical teaming will also help to build a culture of collaboration, collegiality, and commitment to excellence amongst educators.

F. Informing parents and students

Recommendation: Expand efforts to inform students and parents of the link between college admissions and the high school curriculum.

Rationale: It is essential that parents be given the knowledge to be informed partners in the educational process. It has been found that students whose parents attended college are surrounded by expectations that include going to college, have academic role models, know about different types of colleges and admission requirements, and take the 'right' 7-12 courses, including AP/IB.¹⁰ Because the reverse is true for first-generation collegebound students, an outreach program to include their parents in particular would be helpful.

G. Taking the PSAT/NMSQT

Recommendation: Encourage sites to inform students of the importance of taking the PSAT/NMSQT in the 10th and 11th grades, or earlier.

Rationale: The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) honors individual students whose scores reveal exceptional ability and potential for success in college. Designation as a National Merit Scholar Semifinalist or as a Commended Scholar gives students a significant edge in college admissions even before the application process begins. Colleges and universities will recruit students based upon score reports received. Unfortunately, many students miss this opportunity, as they believe the PSAT/NMSQT is merely a preliminary SAT.

Furthermore, research has shown a correlation between AP exam grades and PSAT/NMSQT scores in many different subjects. AP Potential Software can provide schools and districts with a roster of potential AP students by name and suggested AP course, thereby helping to expand AP programs or to increase enrollment in current offerings.

Regardless of whether or not AP Potential Software is used, encouraging students to take the PSAT/NMSQT and to strive to obtain National Merit Scholarship Semifinalist or

¹⁰ *Building a College Going Culture in Region IX Schools*. Slide presentation. 20 July 2004.
<<http://www.suhd.k12.ca.us/cvh/cvhwebsite/parent/cornel.ppt>>.

Commended status will do much to enhance a college-going culture. The year 2002-2003 yielded 45 National Merit Scholarship Semifinalists, the highest district total to date¹¹

Instructional Implications

AP courses require reasoning and analyzing, improve writing skills and sharpen problem-solving techniques, and imply a commitment to academic excellence. The recommendations contained in this report promote these skills and reflect the following factors, which impact instructional programs:

- support and training for teachers, counselors, and principals,
- support for AP/IB students,
- development of vertical teams from elementary school forward to solidify the scope and sequence for learning academic skills in content areas,
- the need to provide the full range of AP courses in every school;
- the establishment of an outreach program for students and parents, especially parents of first-generation collegebound students; and
- retention of high school weighted credit through required AP/IB exams, which inspire success, risk-taking and a go-for-it attitude among AP/IB enrollees.

Facilities Implications

No facilities implications result from this report.

Budget Implications

The district must purchase textbooks for sites offering new AP courses or new sections of current AP courses as top priority, offer AP/IB conferences, and support district teachers who serve as AP readers and/or consultants with substitute time. As funds become available, the district might assist schools or regions by offering Pre-AP Building Success and Vertical Teams workshops and the pre-IB Middle Years Program.

Public Support and Engagement Implications

The data in this report are based upon AP/IB exams taken by district students in 2002-2003 as compiled by The College Board, the SDCS Research and Reporting Department, the California Department of Education, and the SDCS Gifted and Talented Education Department (Attachment H 2002 data only). The College Board provides examination results to districts, to school sites, to students, and to parents. The recommendations made herein reflect research done by the College Board, by individuals, by school districts, and by national gatherings of AP teachers. All are available to the public online.

Policy Recommendations

This report is consistent with Administrative Procedures 4705, 4322, and F-2550. Other Administrative Procedures related to the AP/IB programs should be revised during the coming school year. Procedure 4320 needs updating to reflect all courses offered at district sites. Procedure 4845 needs revision to reflect responsibility changes made due to district

¹¹ *Semifinalists in the 2004 National Merit Scholarship Program*. Evanston, IL: National Merit Scholarship Corporation, 2003.

budget cuts: sites now have the responsibility of ordering test materials and the GATE Department now orders data information. The revision to Administrative Procedures 4320 and 4845 will be routed to appropriate staff for review in accordance with processes outlined in District Policy C-5000.

Recommendations

The Superintendent recommends that the Board of Education approve the recommendations made herein.

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