



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: February 25, 2020
SUBJECT: 2019 Data: Adjusted Cohort Graduation Rate, Advanced Placement, and SAT

PURPOSE:

To provide the State Board of Education with 2019 data regarding the graduation rate, AP participation and success, and SAT participation and results.

EXECUTIVE SUMMARY:

Data to be presented will include:

1. Adjusted cohort graduation rate (four- and five-year) and cohort dropout rate
2. Advanced Placement (AP) participation and success
3. SAT participation and results

ACTION:

No action is necessary; for discussion only.

2019 Data Update: Adjusted Cohort Graduation Rate, Advanced Placement, and SAT



State Board Meeting
February 25, 2020

2019 Data Update

- 1. Adjusted cohort graduation rate (four- and five-year) and cohort dropout rate**
- 2. Advanced Placement (AP) data: participation and results**
- 3. SAT data: participation and results**

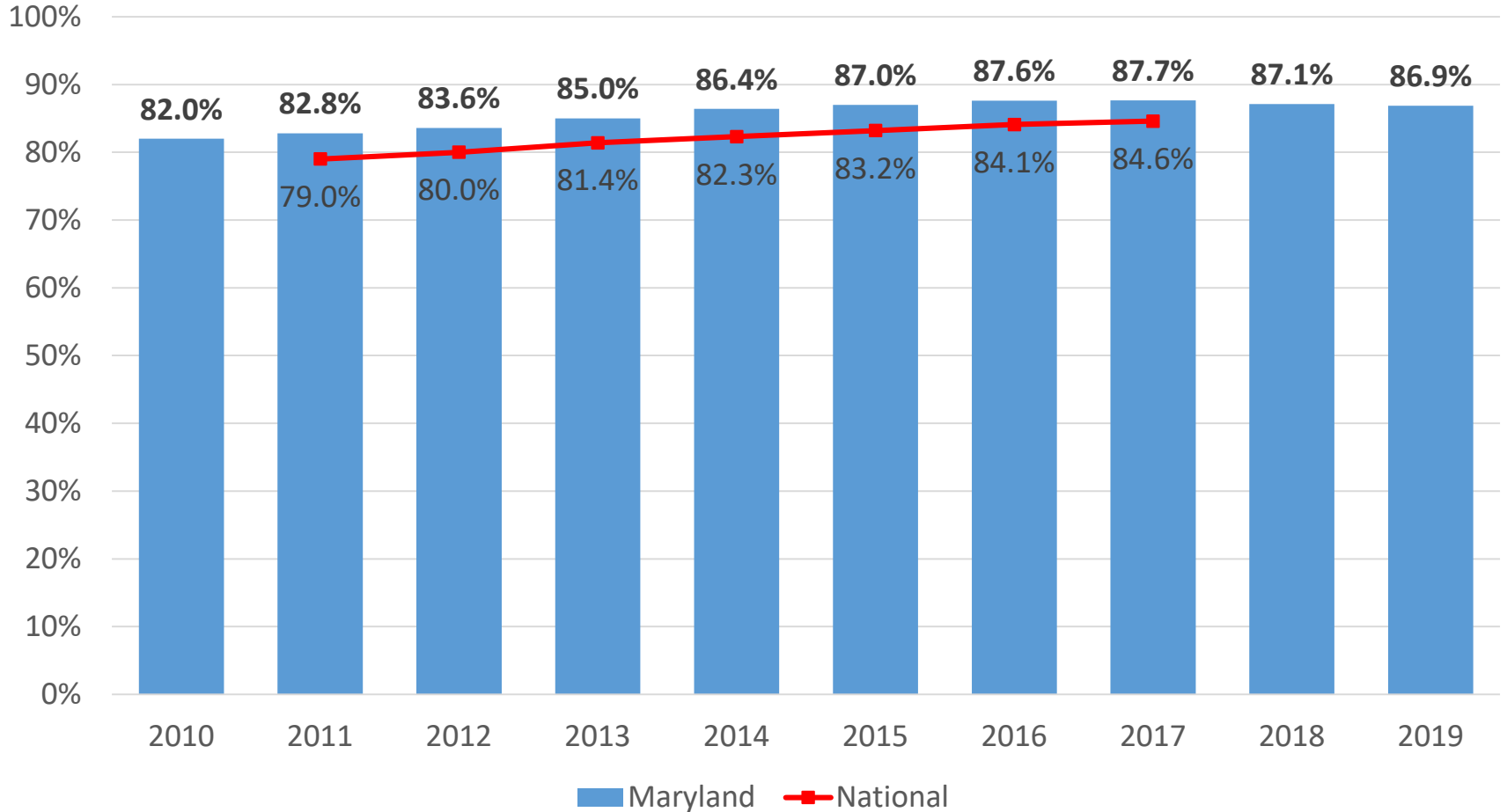
Definitions of Adjusted Cohort Graduation Rate and Dropout Rate

- **Four-year adjusted cohort graduation rate:** the percentage of a school's cohort of first-time 9th grade students who graduate within four years (including the summer after the fourth year of high school), adjusted for students who transfer in and out of the cohort during that four-year period.

For example, the 2017-2018 four-year adjusted cohort graduation rate is equal to the number of students who earned a high school diploma at the end of the 2017-2018 school year (including summer), divided by: the number of first-time 9th graders in 2014-2015 (starting cohort) plus students who transferred in minus students who transferred out, emigrated, or deceased during the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 school years.

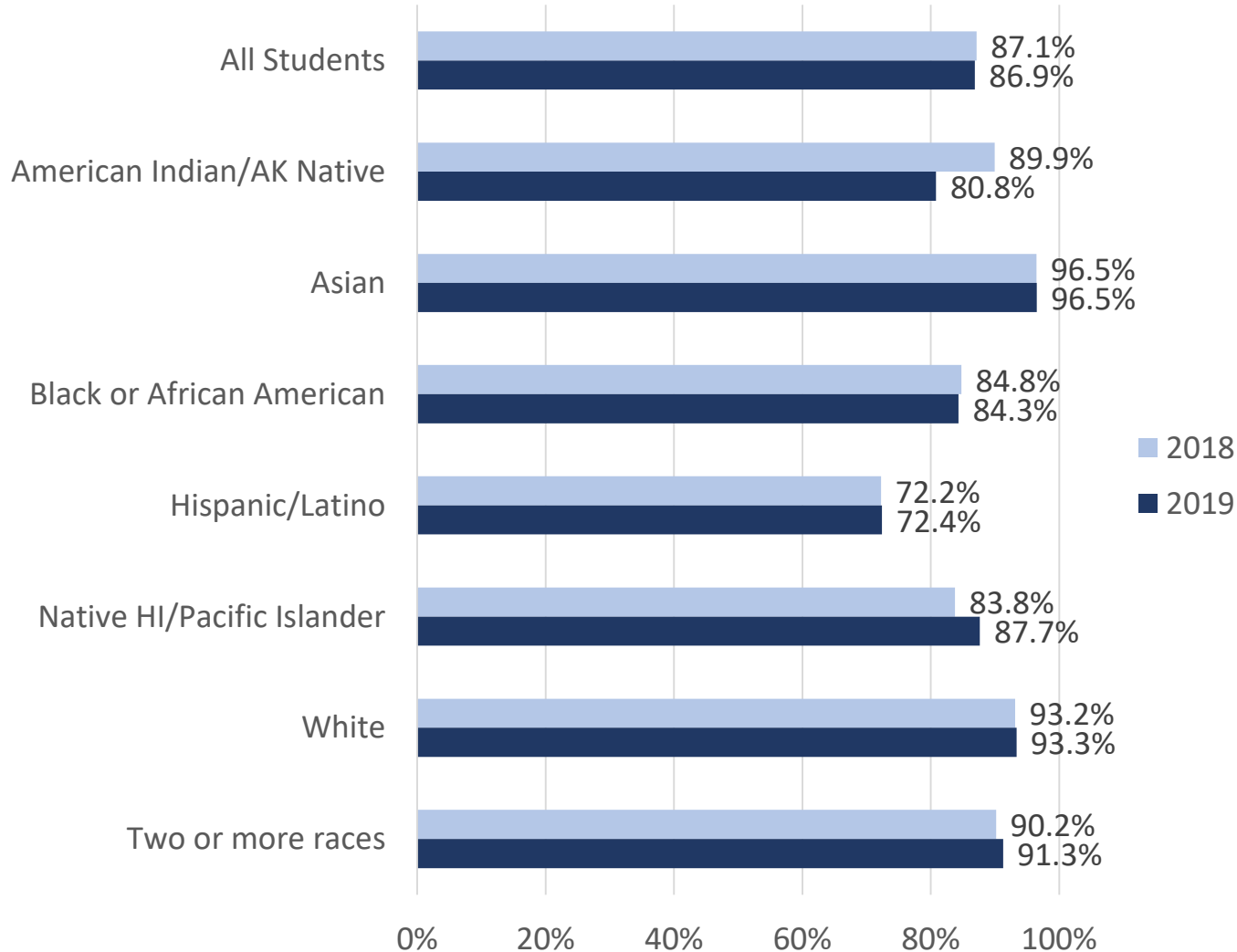
- **Five-year adjusted cohort graduation rate:** the percentage of a school's cohort of first-time 9th grade students who graduate within five years, adjusted for students who transfer in and out of the cohort during that five-year period.
- **Four-year adjusted cohort dropout rate:** the number of students who leave school, for any reason other than death, within the four year period divided by the number of students who form the adjusted cohort.

Four-Year Adjusted Cohort Graduation Rate, 2019 and Historical



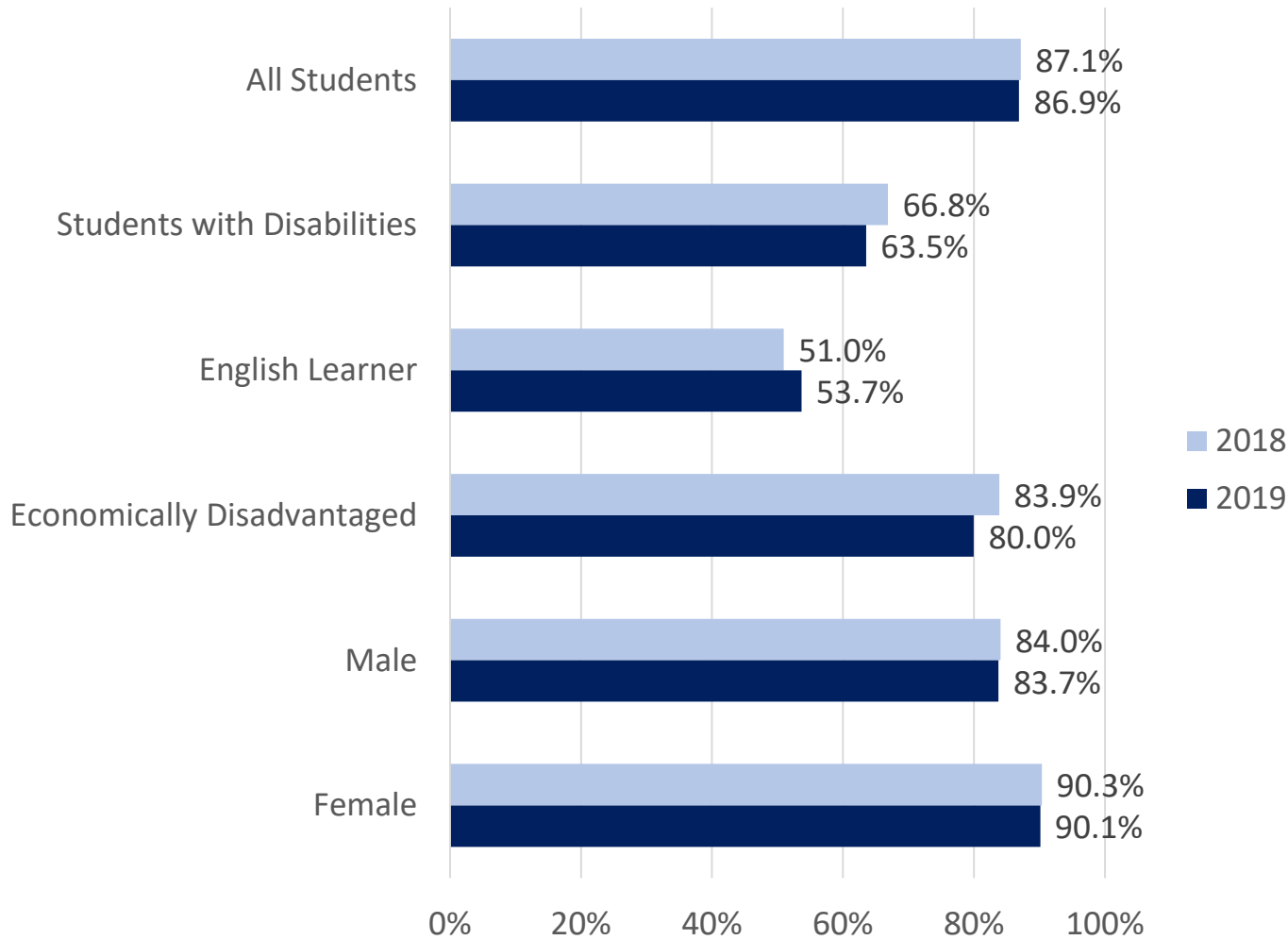
Source of national four-year ACGR: National Center for Education Statistics (NCES). NCES has not yet released 2017-18 and 2018-19 ACGR data.

Four-Year Adjusted Cohort Graduation Rate, by Race/Ethnicity Student Group



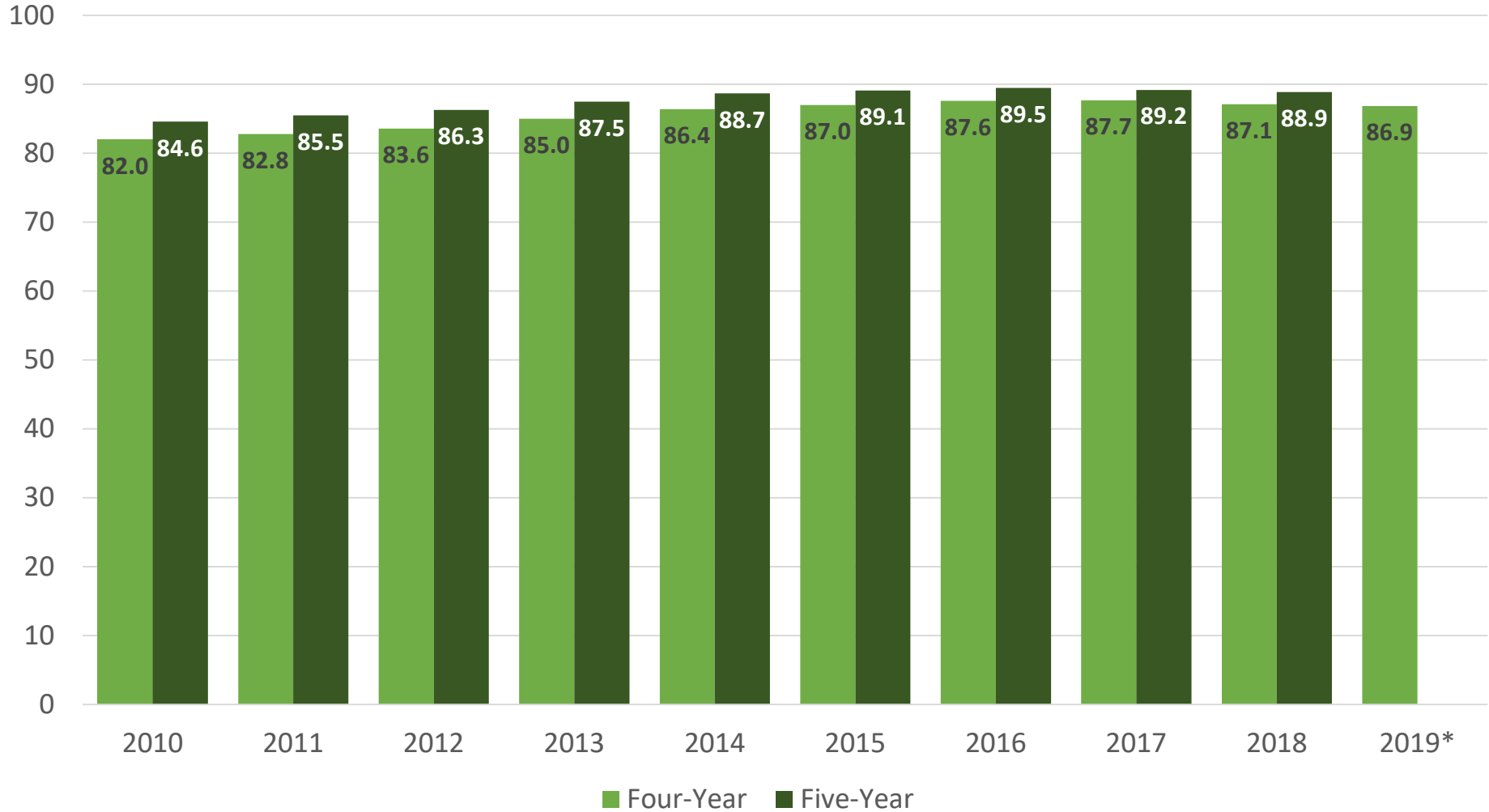
Group	2019 Count
ALL	64,164
AI/AK	151
Asian	4,255
Black/AA	22,081
Hispanic	10,613
Hawaiian/PI	81
White	24,548
Two or more	2,435

Four-Year Adjusted Cohort Graduation Rate, by Gender or Special Service Group



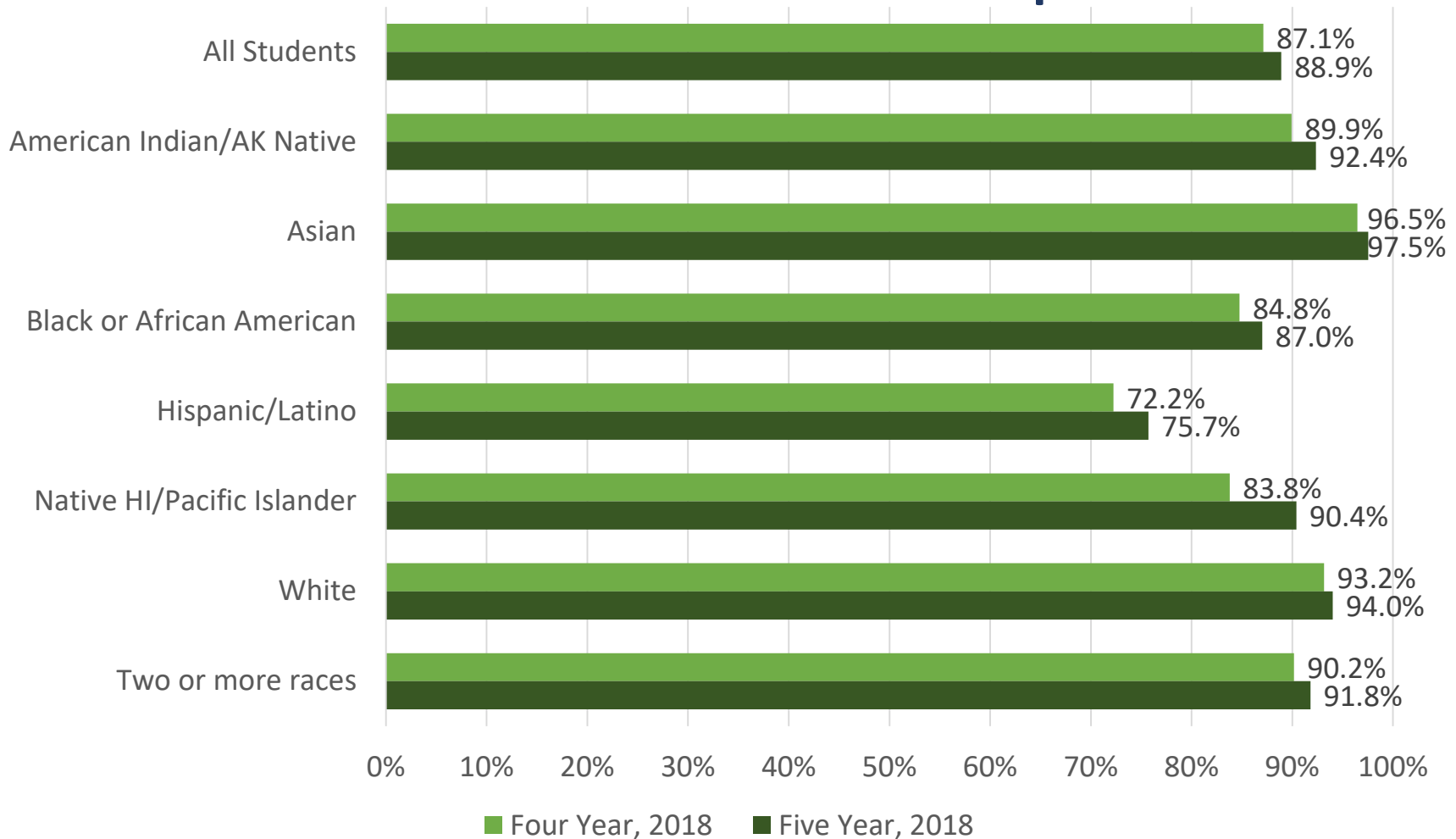
Group	2019 Count
ALL	64,164
SWD	5,463
English Learner	4,055
Econ. Disadv.	9,200
Male	32,760
Female	31,404

Four-Year and Five-Year Adjusted Cohort Graduation Rate

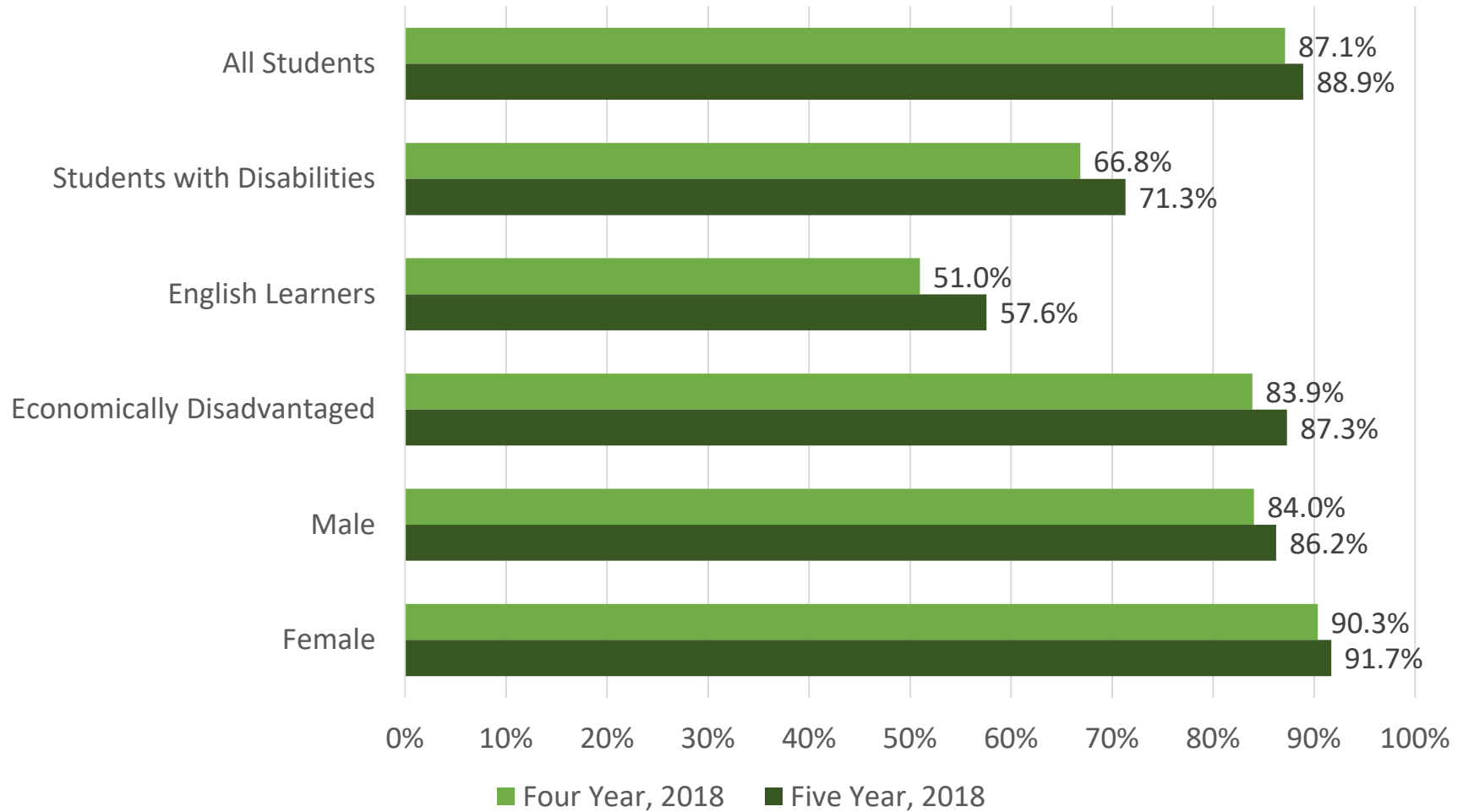


*2019 Five-year adjusted cohort graduation rate will be available in the fall of 2020.

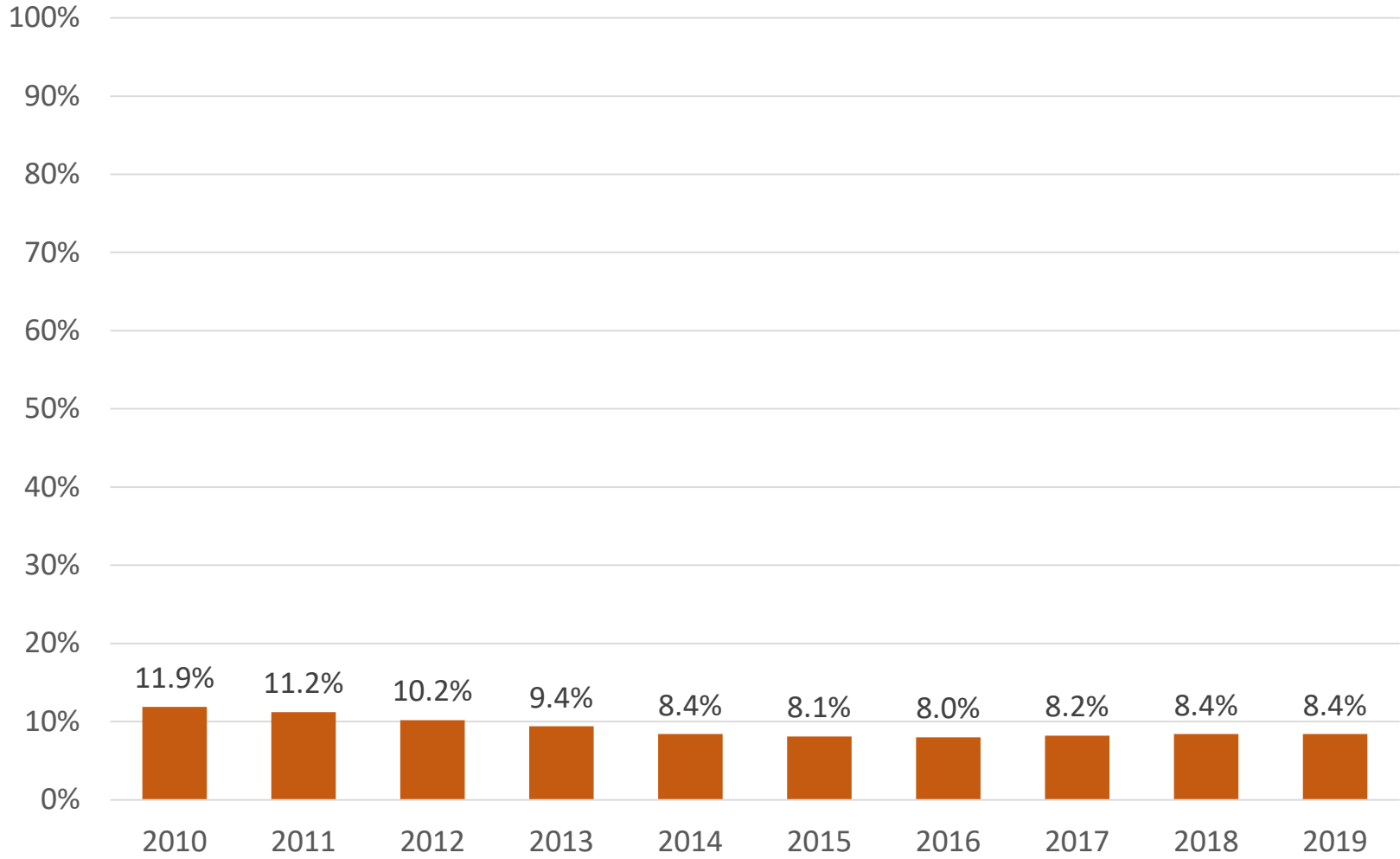
2018 Four-Year and Five-Year Adjusted Cohort Graduation Rate, by Race/Ethnicity Student Group



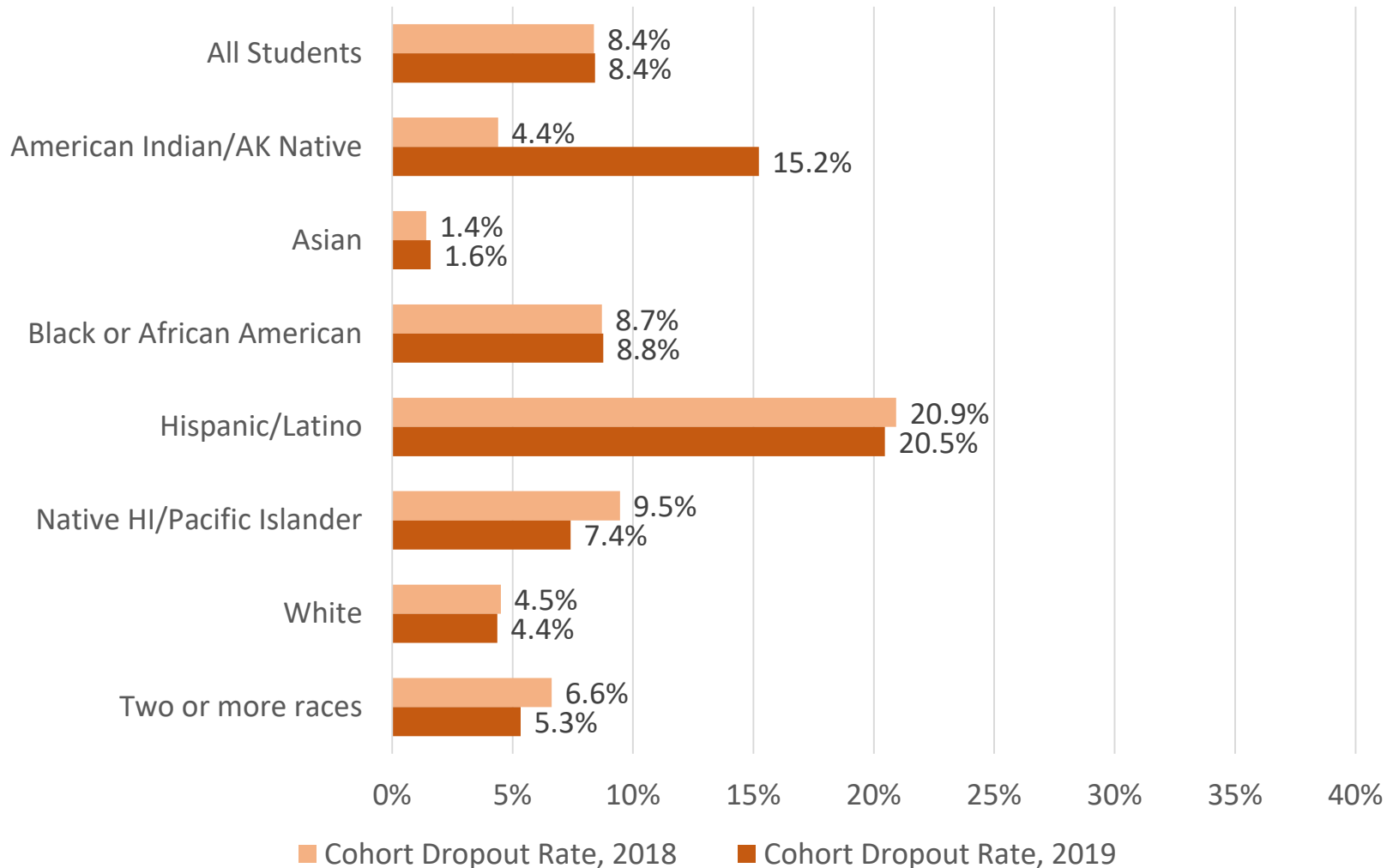
2018 Four-Year and Five-Year Adjusted Cohort Graduation Rate, by Gender or Service Group



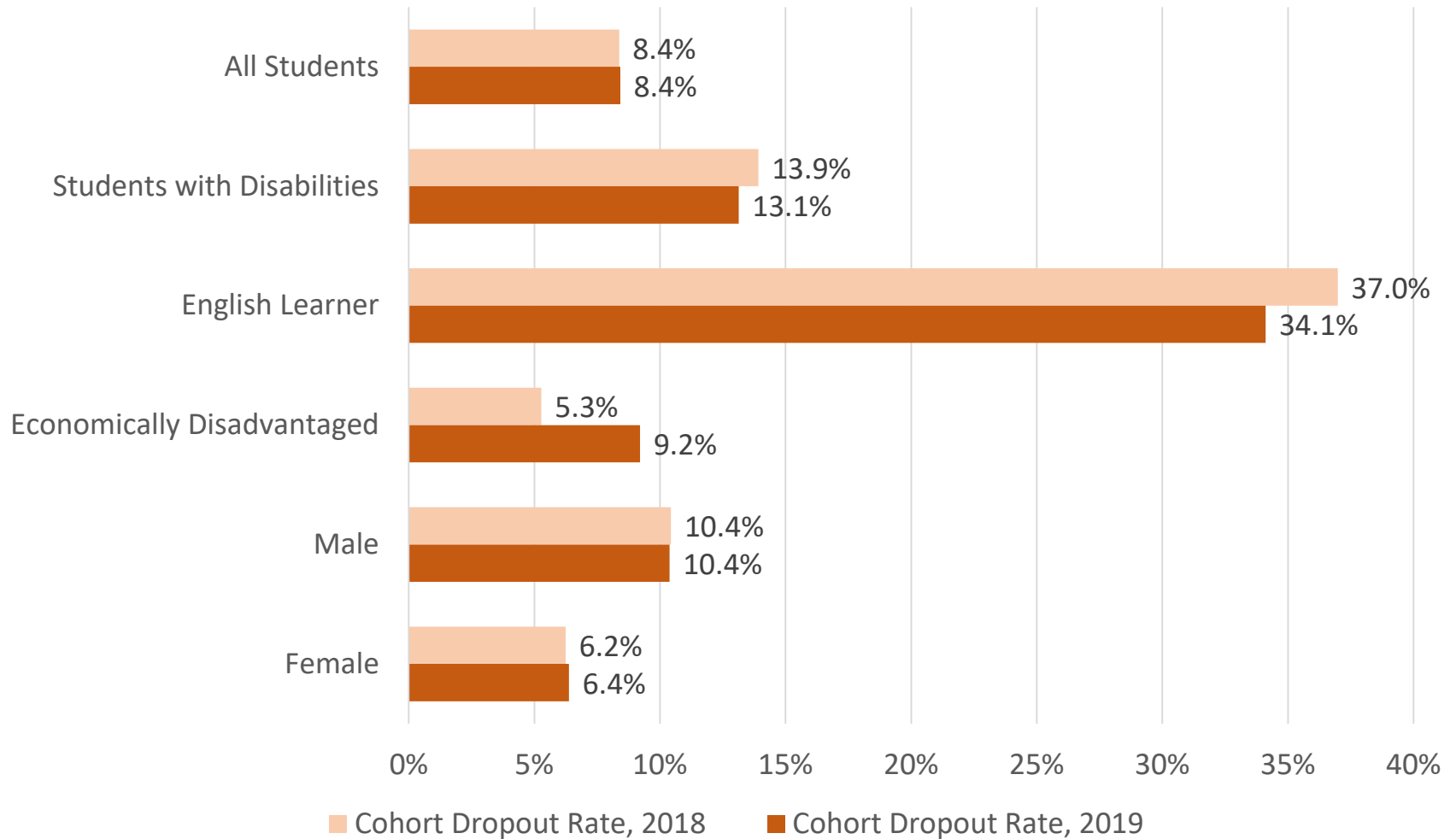
Four-Year Adjusted Cohort Dropout Rate



2019 Four-Year Adjusted Cohort Dropout Rate, by Race/Ethnicity Student Group



2019 Four-Year Adjusted Cohort Dropout Rate, by Gender or Service Group



Advanced Placement (AP) Cohort Data: Class of 2019

- College Board released the “AP Cohort Data Report: Graduating Class of 2019” on February 6. Additional data were provided by College Board at MSDE’s request.
- Data represent the **Class of 2019**, as reported by the student to College Board. Students in the Class of 2019 may have taken an AP exam at any point in high school prior to their anticipated graduation date.
- Data on **all tests taken in 2019** by Maryland students, regardless of grade level, was presented to the State Board of Education in January 2020.

Advanced Placement (AP) Cohort Data

	Class of 2009	Class of 2014	Class of 2018	Class of 2019
PARTICIPATION: MARYLAND Percent of Maryland graduates who took at least one AP exam during high school	39.5%	48.4%	49.1%	46.9%
PARTICIPATION: United States Percent of national graduates who took at least one AP exam during high school	26.1%	33.2%	38.9%	38.9%
SUCCESS: MARYLAND Percent of Maryland graduates who achieved a score of 3 or higher on at least one exam	24.6%	30.3%	31.6%	31.5%
SUCCESS: United States Percent of national graduates who achieved a score of 3 or higher on at least one exam	15.7%	20.1%	23.5%	23.9%

Source: College Board

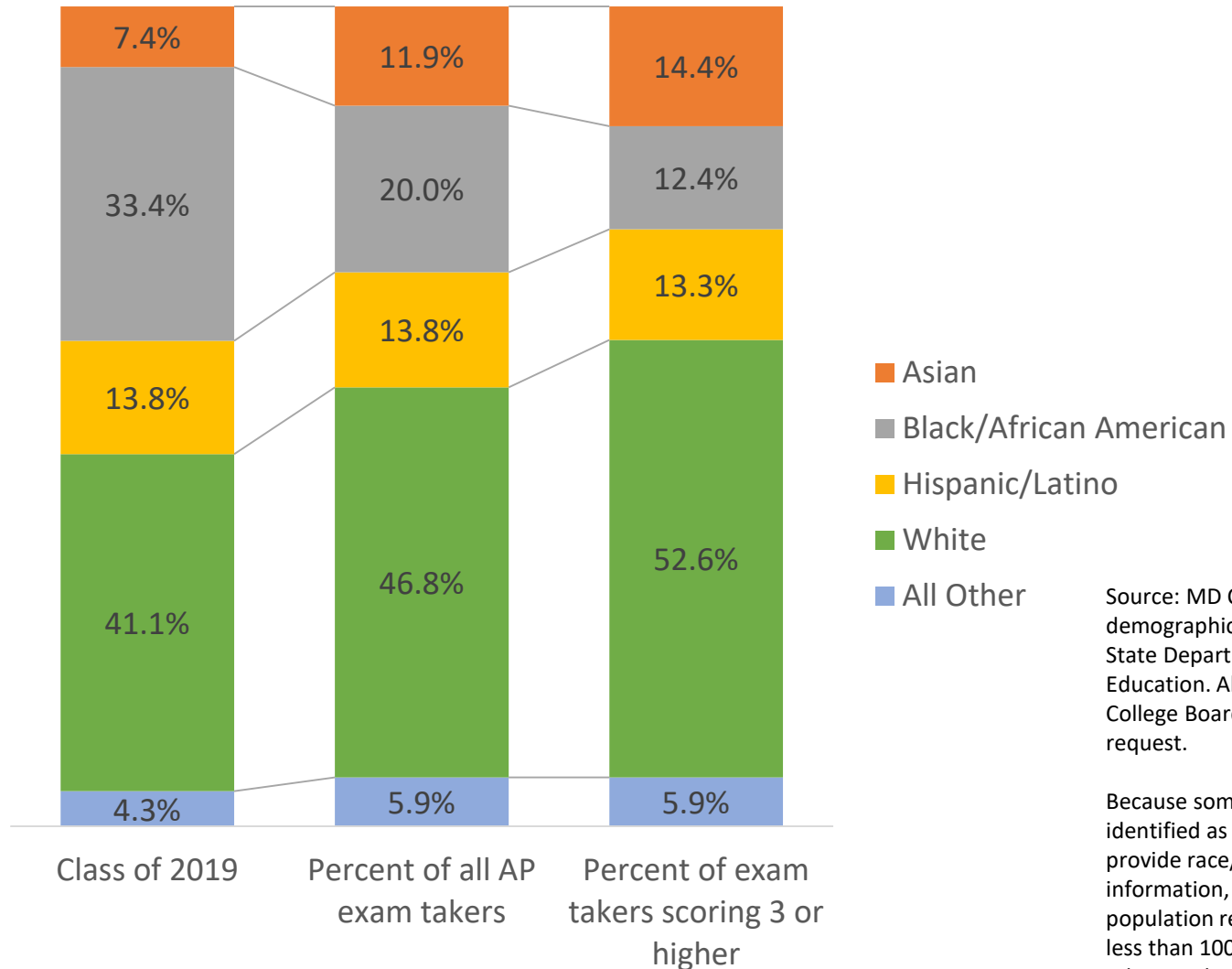
Comparison of Maryland “Graduating Class” Data to “All Tests” Data

Graduating class*	Percent of graduating class scoring 3 or higher on at least one AP exam in high school*	Exam year**	Percent of AP exams scoring 3 or higher**
Class of 2019	31.5%	All exams taken in 2019	66.7%
Class of 2018	31.6%	All exams taken in 2018	65.4%
Class of 2017	31.2%	All exams taken in 2017	63.1%
Class of 2016	30.3%	All exams taken in 2016	62.2%

* “Graduating class” (cohort data) source: College Board

** “All exams” data source: Maryland State Department of Education

Maryland Advanced Placement (AP) 2019 Cohort: Demographic Information



Source: MD Class of 2019 demographics from Maryland State Department of Education. All other data from College Board, provided by request.

Because some AP exam takers identified as "Other" or did not provide race/ethnicity information, the AP exam taker population represents slightly less than 100% of all AP exam takers in the Class of 2019.

See Handout for additional student group disaggregation by test administration year

Maryland's Lead Higher Initiative

- In 2017, Maryland launched the Lead Higher Initiative, to increase the participation of under-represented, academically prepared students in AP and International Baccalaureate (IB) courses.
- As of the 2019-20 school year, 51 schools in ten school systems have participated.
- Compared to the year before participation in the initiative, enrollment of low-income students and students of color increased by:
 - +423 students (2017 result, 4 participating schools)
 - +985 students (2018 result, 21 participating schools)
 - +1,714 students (2019 result, 33 participating schools)
- Participating students will not appear in the data currently being presented (Class of 2019), since they are all still in high school.

Maryland's Lead Higher Initiative

- 2016-2017: +423 students
 - 177 African American students
 - 179 Hispanic/Latino students
 - 54 Low income white/Asian students
 - 13 Students of other races
 - 153 Female, 270 male students
- 2017-2018: +586 students
 - 231 African American students
 - 321 Hispanic/Latino students
 - 24 Low income white/Asian students
 - 10 Students of other races
 - 256 Female, 330 male students
- 2018-2019: +729 students
 - 216 African American students
 - 390 Hispanic/Latino students
 - 105 Students of other races
 - 18 Low income white/Asian students
 - 367 Female, 362 male students

Data Source: Equal Opportunity Schools

SAT Cohort Data: Class of 2019 and Previous Years (Public School Students)

	2017	2018	2019
Participation: MARYLAND	35,375	39,248	41,660
Overall mean score: MARYLAND	1050	1071	1049
Overall mean score: United States	1044	1049	1039
Evidence-Based Reading and Writing mean score: MARYLAND	530	540	530
Evidence-Based Reading and Writing mean score: United States	527	529	524
Mathematics mean score: MARYLAND	520	531	519
Mathematics mean score: United States	517	520	515

Source of national data: College Board

Source of Maryland data: Maryland State Department of Education

All data are for public school students only. If a student tested more than once, the most recent score is used.

SAT Cohort Data by Student Group: Class of 2019 and Previous Years (Public School Students)

	Students Tested, 2017	Overall Mean Score, 2017	Students Tested, 2018	Overall Mean Score, 2018	Students Tested, 2019	Overall Mean Score, 2019
All Students	35,375	1050	39,248	1071	41,660	1049
American Indian/AK Native	63	1009	95	1049	87	987
Asian	2,561	1166	3,492	1229	3,685	1217
Black or African American	13,077	938	13,526	949	14,266	931
Hispanic/Latino	3,256	1001	3,661	1011	4,751	966
Native HI/Pacific Islander	38	1036	43	1037	50	1002
White	15,126	1134	16,876	1146	17,142	1129
Two or more races	1,254	1096	1,555	1113	1,679	1101
Students with Disabilities	1,459	832	1,629	850	1,924	819
English Learner	313	794	472	810	979	768
FARMS*	9,473	944	10,141	953	10,840	925
Male	16,375	1061	18,172	1081	19,570	1051
Female	19,000	1040	21,076	1062	22,090	1047

Source: Maryland State Department of Education

All data are for public school students only. If a student tested more than once, the most recent score is used.

* The Free or Reduced Price Meals (FARMS) student group includes direct certification and may also include annual household applications. Economically Disadvantaged will replace FARMS starting in 2020.