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
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

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

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

2018: 87.1%, 86.9%
2019: 89.9%, 80.8%

Asian: 96.5%, 96.5%
Black or African American: 84.8%, 84.3%
Hispanic/Latino: 72.2%, 72.4%
Native HI/Pacific Islander: 83.8%, 87.7%
White: 93.2%, 93.3%
Two or more races: 90.2%, 91.3%
Four-Year Adjusted Cohort Graduation Rate, by Gender or Special Service Group

- **All Students**: 87.1% (2018), 86.9% (2019)
- **Students with Disabilities**: 66.8% (2018), 63.5% (2019)
- **English Learner**: 51.0% (2018), 53.7% (2019)
- **Economically Disadvantaged**: 83.9% (2018), 80.0% (2019)
- **Male**: 84.0% (2018), 83.7% (2019)
- **Female**: 90.3% (2018), 90.1% (2019)

### 2019 Count

<table>
<thead>
<tr>
<th>Group</th>
<th>2019 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>64,164</td>
</tr>
<tr>
<td>SWD</td>
<td>5,463</td>
</tr>
<tr>
<td>English Learner</td>
<td>4,055</td>
</tr>
<tr>
<td>Econ. Disadv.</td>
<td>9,200</td>
</tr>
<tr>
<td>Male</td>
<td>32,760</td>
</tr>
<tr>
<td>Female</td>
<td>31,404</td>
</tr>
</tbody>
</table>
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

- **All Students**: Four Year, 2018 = 87.1%, Five Year, 2018 = 88.9%
- **American Indian/AK Native**: Four Year, 2018 = 89.9%, Five Year, 2018 = 92.4%
- **Asian**: Four Year, 2018 = 96.5%, Five Year, 2018 = 97.5%
- **Black or African American**: Four Year, 2018 = 84.8%, Five Year, 2018 = 87.0%
- **Hispanic/Latino**: Four Year, 2018 = 72.2%, Five Year, 2018 = 75.7%
- **Native HI/Pacific Islander**: Four Year, 2018 = 83.8%, Five Year, 2018 = 90.4%
- **White**: Four Year, 2018 = 93.2%, Five Year, 2018 = 94.0%
- **Two or more races**: Four Year, 2018 = 90.2%, Five Year, 2018 = 91.8%
2018 Four-Year and Five-Year Adjusted Cohort Graduation Rate, by Gender or Service Group

- **All Students**: 87.1% Four Year, 2018; 88.9% Five Year, 2018
- **Students with Disabilities**: 66.8% Four Year, 2018; 71.3% Five Year, 2018
- **English Learners**: 51.0% Four Year, 2018; 57.6% Five Year, 2018
- **Economically Disadvantaged**: 83.9% Four Year, 2018; 87.3% Five Year, 2018
- **Male**: 84.0% Four Year, 2018; 86.2% Five Year, 2018
- **Female**: 90.3% Four Year, 2018; 91.7% Five Year, 2018

Four Year, 2018 and Five Year, 2018 Graduation Rates by Gender or Service Group.
Four-Year Adjusted Cohort Dropout Rate
2019 Four-Year Adjusted Cohort Dropout Rate, by Race/Ethnicity Student Group

- All Students: 8.4% (2018), 8.4% (2019)
- American Indian/AK Native: 4.4% (2018), 15.2% (2019)
- Asian: 1.4% (2018), 1.6% (2019)
- Black or African American: 8.7% (2018), 8.8% (2019)
- Hispanic/Latino: 9.5% (2018), 20.9% (2019)
- Native HI/Pacific Islander: 7.4% (2018), 20.5% (2019)
- White: 4.5% (2018), 4.4% (2019)
- Two or more races: 6.6% (2018), 5.3% (2019)

Cohort Dropout Rate, 2018
Cohort Dropout Rate, 2019
2019 Four-Year Adjusted Cohort Dropout Rate, by Gender or Service Group

- All Students
  - Cohort Dropout Rate, 2018: 8.4%
  - Cohort Dropout Rate, 2019: 8.4%

- Students with Disabilities
  - Cohort Dropout Rate, 2018: 13.9%
  - Cohort Dropout Rate, 2019: 13.1%

- English Learner
  - Cohort Dropout Rate, 2018: 5.3%
  - Cohort Dropout Rate, 2019: 9.2%

- Economically Disadvantaged
  - Cohort Dropout Rate, 2018: 10.4%
  - Cohort Dropout Rate, 2019: 10.4%

- Male
  - Cohort Dropout Rate, 2018: 6.2%
  - Cohort Dropout Rate, 2019: 6.4%

- Female
  - Cohort Dropout Rate, 2018: 0%
  - Cohort Dropout Rate, 2019: 0%
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

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

Source: College Board
## Comparison of Maryland “Graduating Class” Data to “All Tests” Data

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

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

** “All exams” data source: Maryland State Department of Education
Maryland Advanced Placement (AP) 2019 Cohort: Demographic Information

Class of 2019 Percent of all AP exam takers Percent of exam takers scoring 3 or higher

- Asian: 7.4% 11.9% 14.4%
- Black/African American: 33.4% 20.0% 12.4%
- Hispanic/Latino: 13.8% 13.8% 13.3%
- White: 41.1% 46.8% 52.6%
- All Other: 4.3% 5.9% 5.9%

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
<table>
<thead>
<tr>
<th>Participation: MARYLAND</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall mean score: MARYLAND</td>
<td>1050</td>
<td>1071</td>
<td>1049</td>
</tr>
<tr>
<td>Overall mean score: United States</td>
<td>1044</td>
<td>1049</td>
<td>1039</td>
</tr>
<tr>
<td>Evidence-Based Reading and Writing mean score: MARYLAND</td>
<td>530</td>
<td>540</td>
<td>530</td>
</tr>
<tr>
<td>Evidence-Based Reading and Writing mean score: United States</td>
<td>527</td>
<td>529</td>
<td>524</td>
</tr>
<tr>
<td>Mathematics mean score: MARYLAND</td>
<td>520</td>
<td>531</td>
<td>519</td>
</tr>
<tr>
<td>Mathematics mean score: United States</td>
<td>517</td>
<td>520</td>
<td>515</td>
</tr>
</tbody>
</table>

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)

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

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.