

Baltimore College Fact Book: Data Digest of College Access Outcomes

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Table of Contents

Executive Summary	iv
PART I. OUTCOMES FOR GRADUATING CLASSES.....	ix
Table 1. Percentage of City Schools Graduates Fall Enrolled and Type of Fall College, Classes of 2014 through 2018	1
Table 2. Ratio of Enrollees in 4-Year or 2-Year Colleges the First Fall Following Graduation, Classes of 2014 through 2018.....	2
Table 3. First Fall College Enrollment by High School and High School Type, Classes of 2016 through 2018.....	3
Table 4. Number of Fall Enrollments among City Schools Graduates by College, Classes of 2014 through 2018	5
Table 5. Percent of Fall Enrollments where Graduates' GPA and SAT Qualifications Were Over, Well, or Under-Matched to their College's Freshmen Profile, Classes of 2017 and 2018.....	6
Table 6. College Applications Completed by High School, Classes of 2016 through 2018	8
Table 7. FAFSA Completions by High School, Classes of 2016 through 2018	10
Table 8. Graduates Accepted to College, the Percent Enrolled, and the Percent Not Enrolling in the Fall (Experiencing 'Summer Melt'), Classes of 2016 through 2018	12
Table 9. Percent of Fall Enrolled Graduates Completing Degrees within Six Years, by Fall College Type, Classes of 2011 and 2012 ...	14
Table 10. Percent of First-Fall Enrolled Graduates Completing Degrees within Six Years, by Fall College, Classes of 2011 and 2012	15

Table 11. Dual Enrollment Participation and Fall Enrollment Outcomes, Classes of 2017 and 2018	16
PART II. OUTCOMES FOR FIRST-TIME NINTH GRADE COHORTS	17
Table 12. First Fall College Enrollment Outcomes for City Schools First-Time 9th Graders of 2010-11 through 2014-15	18
Table 13. Degree Completion Outcomes Six Years after On-Time First Fall Enrollment Window, First-Time 9th Graders in 2007-08 and 2008-09.....	19
Table 14. 9th Grade Indicators and Fall Enrollment Outcomes for the First-Time 9th Grade Cohort of 2014-15.....	20
Appendix A. Data Sources and Methodology	21
Appendix B. College Academic 'Match' Planning Tool: Median Grade Point Averages and SAT Scores of Entering Freshmen at Local Colleges	27

Baltimore College Fact Book: Data Digest of College Access Outcomes

Executive Summary

This report is a compendium of college access-related data that is intended to provide a detailed overview of Baltimore City Schools (City Schools) students' experiences preparing for, enrolling in, and completing postsecondary education. Perhaps the most central responsibility of a high school is preparing students to transition successfully to the next educational stage. Yet, it should be acknowledged that high school graduates pursue other routes toward success, such as military enlistment, full-time work,¹ occupational training, or entrepreneurship. As a result, the data in this report do not paint the full picture of City Schools' graduates trajectories after high school, being limited only to the education transition. The data furthermore exclude participation in occupational training and continuing education that do not offer traditional college credits. So although constrained in its scope, this report is offered in light of the fact that, more and more, postsecondary education imparts adults an advantage in the labor force and for upward social mobility.² Our hope is that the information contained in this report can help practitioners and policymakers make data-informed decisions concerning college access supports for Baltimore youth.

As with prior BERC college access products, this report details the percent of graduating students who enrolled in college during the first fall after high school graduation, the share going to 2-year and 4-year colleges, and the share who completed degrees. The report also presents information regarding graduates' college applications, Free Application for Federal Students Aid (FAFSA) completions, and summer melt. In addition, the current report features college enrollment and degree completion rates for first-time 9th grade cohorts, providing a look into a 10-year timeframe from high school entry to on-time college degree completion.

¹ BERC has elsewhere published data on the shares of graduates who entered the Maryland workforce after graduation, as well as their earnings several years after high school: <https://baltimore-berc.org/launching-into-adulthood/>

² Carnevale, Rose, & Cheah. (2011). *The College Payoff: Education, Occupation, Lifetime Earnings*. Center on Education and the Workforce, Georgetown University; Carnevale, Strohl, & Smith. (2009). *Help wanted: Postsecondary education and training required*. Center on Education and the Workforce, Georgetown University.

Part I: The Graduation Cohort Perspective

Part I of this report features outcomes for graduating students only (i.e., all students receiving a diploma in a given school year define a cohort). Notably, the trend of increasing 4-year enrollments, previously reported for the graduating class of 2015 has continued for the classes of 2016, 2017 and 2018. This is good news and holds promise for higher rates of degree completion in the future, given the strong relationship between fall college type and persistence.

Other highlights include:

Fall Enrollment

- Total fall enrollment increased slightly from 43.9% for the class of 2015 to 45.3% among the class of 2018 (see Table 1).
- Enrollments at 4-year colleges increased from 53.6% of fall enrollees among the class of 2015 to 56.7% for the class of 2018 (see Table 2).
 - This trend is reflected in increasing 4-year college enrollment rates for female, special education, and African-American graduates.

Fall College Decisions and 'Academic Match'

- The majority of graduates who enrolled the first fall had academic qualifications that were well-matched to their colleges (67.1% for class of 2017; 66.8% for class of 2018; see Table 5).
- Over one-quarter enrolled in a college where they were somewhat under-matched (i.e., over-qualified). Prior research suggests that students are most likely to be successful when they attend the most selective college for which they are eligible, so additional guidance encouraging students to consider how their qualifications pair with their colleges of interest may be warranted.

College Access Behaviors

- The average graduate in the classes of 2016 through 2018 completed more than three applications to college (see Table 6). However, the number of college applications completed varied dramatically across high schools, which may reflect uneven access to college guidance resources and knowledgeable adults.
- The percent of recent graduates district-wide who completed a Free Application for Federal Student Aid (FAFSA) ranged between 52.0% and 54.4% (see Table 7). However, at the high school level, the percentage ranged between 22% and 89%,

again suggesting that students have widely varying access to resources to gain financial support for college.

Summer Melt

- The percent of graduates who gained an acceptance to college but did not enroll in the fall was 40.2% and 41.7% for the class of 2016 and 2018, respectively (see Table 8).
- Many barriers can contribute to the phenomenon known as ‘summer melt,’ such as gaps in financial aid, lack of transportation, or personal challenges that compete with an aspiration to attend college. Coordinated systems in place after the school year ends are likely needed to support graduates who are intending to enroll.

Degree Completion

- After six years, 27.8% and 28.6% of fall enrollees in the classes of 2011 and 2012, respectively, had completed 4-year or 2-year degrees. The vast majority of completions were 4-year degrees (see Table 10).
 - Graduates who fall enrolled at 4-year colleges completed degrees at the highest rate: 48.4% and 49.2% for the class of 2011 and 2012, respectively.
 - Graduates who fall enrolled at 2-year colleges completed degrees at a much lower rate: 9.6% and 11.3% for the class of 2011 and 2012, respectively.

Dual Enrollment

- The majority of students graduating in 2017 and 2018 did not participate in dual enrollment (see Table 11). Thus, relationships between dual enrollment participation and college enrollment are not yet possible to discern. Participation does, however, appear to be increasing with time.

Part II: First-Time 9th Grade Cohort Perspective

Part II of the report examines college outcomes for students who were first-time 9th graders in 2007-08, 2008-09, and 2010-11 through 2014-15:

- After four years, approximately one-third of each 9th grade cohort enrolled in college during their on-time fall enrollment window (see Table 12).
- Ten years after 9th grade -- or six years after the fall enrollment window -- around 11% had completed any type of degree (see Table 13).
- Student achievements and behaviors during 9th grade are remarkably predictive of fall enrollment outcomes. As seen in Table 14, students with no core course failures

in 9th grade were seven times more likely to enroll in a 4-year college on time than students with only one core course failure. Similarly, students with a 9th grade attendance rate of at least 95% were over nine times more likely to enroll in a 4-year college than students who were chronically absent that year.

- A focus on supporting success in 9th grade is clearly warranted, as a weak start to high school appears to have long-term consequences for accessing postsecondary education.

College Access and Equity

In the spring of 2019, City Schools adopted a new racial equity policy that commits the district to dismantling historical systems that have resulted in disparate outcomes for students of color. An important part of this work will entail ensuring equitable resources across high schools that support students’ readiness and planning for independent adulthood. Recently, City Schools Office of Career and College Readiness has initiated an effort to encourage every student to set concrete postsecondary goals and understand how to reach them. Achieving this will be resource-intensive, require extensive coordination among knowledgeable adults and additional support for school counselors. According to the American School Counselor Association, the recommended student-to-counselor ratio is 250:1; however, in 2017-18 the median student-to-counselor ratio in City Schools was 400:1, ranging between 149:1 and 623:1.

Figure 1. Number of high schools by students-to-guidance counselor ratios, SY 2017-18

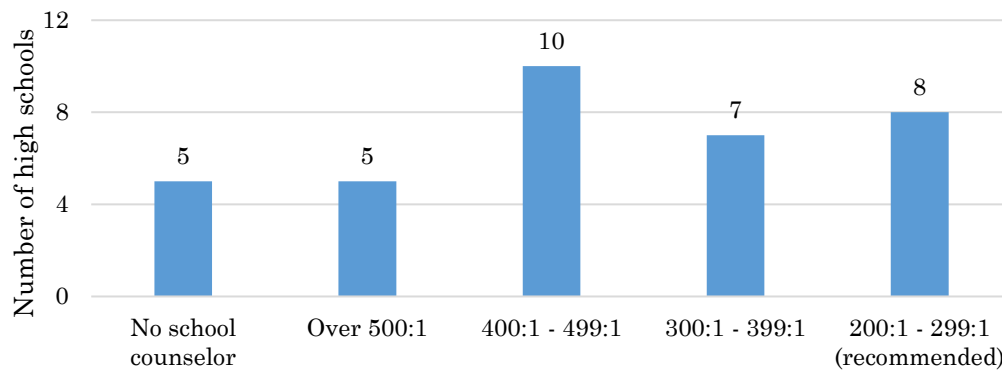


Figure 1 displays the number of schools serving 9th through 12th graders in the district by the ratio of high school students-to-school counselors, as calculated from 2018 Maryland

State Department of Education data. The reader should note that high school leaders have innovated other ways to connect students to knowledgeable adults. In particular, this information does not reflect contracted and in-kind services from the district's external partners (e.g., CollegeBound Foundation), nor does it account for other school instructional staff coordinating to support students with college guidance tasks. Further, these data only represent the 2017-18 school year, and City Schools has more recently created additional full-time school counselor positions across the district.

Yet this information is worth tracking over time, as many Baltimore students are first-generation college-goers and strongly rely on the adults in their school to help navigate the complex process of gaining admission to college. Monitoring whether such resources are distributed equitably will be critical. In 2017-18, charter schools and those with the highest entrance criteria had a median ratio of 346:1, while the median ratio for traditional high schools was 415:1.

Potential differences in access to school counselors and other college access related resources are important contextual factors to consider when interpreting the school-level results throughout this report. (The reader is also encouraged to see Appendix A for details on data sources, procedures, data masking techniques, and several caveats.)

PART I:

OUTCOMES FOR GRADUATING
CLASSES

Table 1.
Percentage of City Schools Graduates Fall Enrolled and Type of Fall College,
Classes of 2014 through 2018

	Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018	
Graduation rate (4-year adjusted cohort)	69.7		69.5		70.7		70.7		72.7	
	N	%	N	%	N	%	N	%	N	%
Number of graduates	4,327		3,879		4,085		3,996		4,047	
Enrolled in college fall following graduation	1,855	42.9	1,703	43.9	1,747	42.8	1,716	42.9	1,833	45.3
Sub-Group Analysis										
Number of male graduates	1,975		1,743		1,864		1,794		1,808	
Male graduates fall enrolled in 4-year college	314	15.9	356	20.4	347	18.6	387	21.6	332	18.4
Male graduates fall enrolled in 2-year college	449	22.7	315	18.1	319	17.1	252	14.0	332	18.4
Number of female graduates	2,352		2,136		2,221		2,202		2,239	
Female graduates fall enrolled in 4-year college	536	22.8	556	26.0	631	28.4	722	32.8	707	31.6
Female fall enrolled in 2-year college	556	23.6	476	22.3	450	20.3	355	16.1	462	20.6
Number of grads received special ed. svcs.	449		483		488		503		465	
Received grads special ed. svcs. enrolled in 4-year	15	3.3	15	3.1	19	3.9	21	4.2	23	4.9
Received grads special ed. svcs. enrolled in 2-year	85	18.9	83	17.2	77	15.8	76	15.1	98	21.1
Number of African-American graduates	3,825		3,443		3,579		3,485		3,494	
African-American grads enrolled in 4-year college	693	18.1	777	22.6	810	22.6	935	26.8	839	24.0
African-American grads enrolled in 2-year college	915	23.9	712	20.7	697	19.5	545	15.6	722	20.7

Source: National Student Clearinghouse (NSC) as of July 2019 received from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

Table 2.
Ratio of Enrollees in 4-Year or 2-Year Colleges the First Fall Following Graduation,
Classes of 2014 through 2018

	Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018	
	N	%	N	%	N	%	N	%	N	%
Number of fall enrolled	1,855		1,703		1,747		1,716		1,833	
Of enrolled, 4-year college	850	45.8	912	53.6	978	56.0	1,109	64.6	1,039	56.7
Of enrolled, 2-year college	1,005	54.2	791	46.4	769	44.0	607	35.4	794	43.3
Subgroup Analysis										
Number of male fall enrolled	763		671		666		639		664	
Of male enrolled, 4-year college	314	41.2	356	53.1	347	52.1	387	60.6	332	50.0
Of male enrolled, 2-year college	449	58.8	315	46.9	319	47.9	252	39.4	332	50.0
Number of female fall enrolled	1092		1032		1081		1077		1169	
Of female enrolled, 4-year college	536	49.1	556	53.9	631	58.4	722	67.0	707	60.5
Of female enrolled, 2-year college	556	50.9	476	46.1	450	41.6	355	33.0	462	39.5
Number of special education fall enrolled	100		98		96		97		121	
Of special ed enrolled, 4-year college	15	15.0	15	15.3	19	19.8	21	21.6	23	19.0
Of special ed enrolled, 2-year college	85	85.0	83	84.7	77	80.2	76	78.4	98	81.0
Number of African-American fall enrolled	1608		1489		1507		1480		1561	
Of African-American enrolled, 4-year college	693	43.1	777	52.2	810	53.7	935	63.2	839	53.7
Of African-American enrolled, 2-year college	915	56.9	712	47.8	697	46.3	545	36.8	722	46.3

Source: National Student Clearinghouse (NSC), July 2019 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

Table 3.
First Fall College Enrollment by High School and High School Type, Classes of 2016 through 2018

	Class of 2016				Class of 2017				Class of 2018			
	Grads N	Enr %	4-year %	2-year %	Grads N	Enr %	4-year %	2-year %	Grads N	Enr %	4-year %	2-year %
Entrance criteria	1,188	73.2	53.0	20.2	1,142	71.7	58.2	13.5	1,221	72.0	56.9	15.1
City College	277	73.6	56.3	17.3	280	77.1	65.4	11.8	307	74.9	66.8	8.1
Dunbar High	210	64.3	35.7	28.6	187	54.5	36.4	18.2	204	55.9	32.4	23.5
Polytechnic	336	78.6	62.2	16.4	342	78.9	67.5	11.4	395	82.3	68.1	14.2
Baltimore School for the Arts	94	77.7	67.0	10.6	96	71.9	<70.0	*	86	72.1	58.1	14.0
Western High	271	71.6	46.9	24.7	237	68.4	49.8	18.6	229	64.6	45.9	18.8
CTE with entrance criteria	659	35.8	15.9	19.9	683	36.2	19.2	17.0	712	36.8	15.4	21.3
Carver Vo-Tech	162	42.6	18.5	24.1	162	40.7	24.1	16.7	192	38.5	15.6	22.9
Edmondson-Westside	179	24.6	7.3	17.3	185	36.8	17.3	19.5	178	41.6	19.7	21.9
Mergenthaler Vo-Tech	318	38.7	19.5	19.2	336	33.6	17.9	15.8	342	33.3	13.2	20.2
Traditional no criteria	1,306	29.3	10.8	18.5	1,287	27.4	12.5	14.9	1,343	28.7	8.7	20.0
ACCE	95	25.3	12.6	12.6	77	26.0	*	<25.0	75	24.0	*	<25.0
Augusta Fells Savage	91	23.1	*	<15.0	94	13.8	*	*	78	29.5	*	<25.0
Benj. Franklin High	68	33.8	14.7	19.1	93	29.0	15.1	14.0	70	28.6	*	<20.0
Bluford Drew J. STEM West	28	42.9	*	<40.0	34	55.9	<30.0	*	30	53.3	*	<55.0
Digital Harbor	221	34.8	13.6	21.3	263	29.3	13.3	16.0	226	38.5	9.7	28.8
Forest Park	79	29.1	12.7	16.5	76	34.2	*	<25.0	102	27.5	*	<25.0
Frederick Douglass	183	16.9	*	<15.0	165	20.0	7.3	12.7	210	19.5	7.6	11.9
Nat'l Acad. Foundation	97	43.3	16.5	26.8	71	31.0	*	<25.0	117	22.2	*	<15.0
New Era Academy	36	*	*	<20.0	47	21.3	*	*	44	43.2	*	<40.0
Patterson High	200	28.0	13.0	15.0	196	28.6	15.8	12.8	205	21.5	5.4	16.1
Reginald F. Lewis	61	42.6	*	<40.0	52	25.0	<20.0	*	66	45.5	22.7	22.7
Renaissance Academy	69	18.8	*	<15.0	55	*	*	*	45	20.0	*	*
Vivian Thomas Med Arts	78	34.6	16.7	17.9	64	50.0	32.8	17.2	75	32.0	17.3	14.7

Table 3 (Continued).

First Fall College Enrollment by High School and High School Type, Classes of 2016 through 2018

	Class of 2016				Class of 2017				Class of 2018			
	Grads N	Enr %	4-year %	2-year %	Grads N	Enr %	4-year %	2-year %	Grads N	Enr %	4-year %	2-year %
Charter/Contract/Transform	391	44.0	19.7	24.3	536	45.5	26.1	19.4	526	51.3	21.1	30.2
Baltimore Design School	--				36	63.9	30.6	33.3	51	68.6	47.1	21.6
Bard HS Early College	--				44	65.9	<60.0	*	14	*	*	*
Balt. Leadership School for Young Women	61	78.7	52.5	26.2	50	88.0	66.0	22.0	31	80.6	<60.0	*
City Neighbors High	86	40.7	14.0	26.7	94	39.4	22.3	17.0	95	61.1	18.9	42.1
ConneXions: Comm Arts	42	33.3	*	*	36	44.4	*	*	44	45.5	*	<30.0
Coppin Academy	72	45.8	19.4	26.4	81	50.6	27.2	23.5	77	58.4	24.7	33.8
Green Street Academy	--				35	40.0	*	*	60	41.7	16.7	25.0
Independence Local I	16	*	*	*	19	*	*	*	36	30.6	*	*
NACA	32	40.6	*	<35.0	46	23.9	*	*	17	*	*	*
Reach! Partnership School	82	28.0	*	<25.0	95	25.3	*	<15.0	101	35.6	*	<35.0
Special Placement	185	8.1	*	<10.0	182	5.5	*	<10.0	164	11.6	*	<15.0
Joseph C. Briscoe Academy	*	*	*	*	10	*	*	*	*	*	*	*
Achievement Acad	79	12.7	*	*	87	*	*	*	71	*	*	*
Excel Acad/FM Wood	101	*	*	*	85	*	*	*	92	<20.0	*	<20.0

Note. Totals may not reflect full graduating cohort as schools closed by Sep 2019 are not included in this table.

Source: National Student Clearinghouse (NSC), July 2019 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

* Fewer than 10 masked for confidentiality -- not applicable (no graduates)

Table 4.
Number of Fall Enrollments among City Schools Graduates by College,
Classes of 2014 through 2018

<i>College name</i>	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Baltimore City Community College	330	257	254	231	499 [†]
Community College Baltimore County	521	423	421	308	218
Morgan State University	83	150	145	139	126
Coppin State University	71	43	101	125	117
Bowie State University	45	26	86	153	83
Towson University	21	37	41	38	54
University Of Maryland Eastern Shore	85	115	53	47	50
University Of Maryland - College Park	45	43	50	56	48
Frostburg State University	21	46	49	34	37
Notre Dame Of Maryland University	*	*	11	31	35
University Of Maryland - Baltimore Co	21	20	29	19	29
Lincoln University	*	*	19	25	28
University Of Baltimore	64	40	47	43	26
Delaware State University	10	*	*	*	26
McDaniel College	25	35	27	39	22
Goucher College	10	*	15	16	19
Garrett College	26	16	16	10	17
Stevenson University	21	22	15	23	14
Johns Hopkins Univ Arts & Sciences	*	*	*	*	14
Anne Arundel Community College	18	19	10	*	11
Allegany College Of Maryland	12	17	18	20	10
Maryland Institute College Of Art	*	*	*	*	10
Total fall enrollees	1,855	1,703	1,747	1,716	1,833

Source: National Student Clearinghouse (NSC), July 2019 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

† The class of 2018 was the first for whom the Mayor's Scholar Program was available, which waives tuition and fees (i.e., that not covered by financial aid) at Baltimore City Community College for up to three years for any Baltimore City high school graduate.

* fewer than 10 masked for confidentiality

Table 5.

Percent of Fall Enrollments where Graduates' GPA and SAT Qualifications Were Over, Well, or Under-Matched to their College's Freshmen Profile, Classes of 2017 and 2018

	Class of 2017				Class of 2018			
	Fall enrollments	Under-matched	Well-matched	Over-matched	Fall enrollments	Under-matched	Well-matched	Over-matched
	N	%	%	%	N	%	%	%
Entrance Criteria	819	38.6	57.5	3.9	879	36.9	60.1	3.1
City College	216	<45.0	55.1	*	230	<40.0	60.0	*
Dunbar	102	28.4	61.8	9.8	114	21.9	69.3	8.8
Polytechnic	270	<45.0	55.2	*	325	<45.0	56.3	*
Baltimore School for the Arts	69	<25.0	72.5	*	62	<25.0	71.0	*
Western	162	<45.0	55.6	*	148	<40.0	56.8	*
CTE with Entrance Criteria	245	<20.0	80.8	*	262	17.6	76.7	5.7
Carver	66	<20.0	80.3	*	74	<20.0	79.7	*
Edmondson-Westside	68	<15.0	85.3	*	74	<20.0	70.3	*
Mergenthaler	111	<20.0	78.4	*	114	<20.0	79.0	*
Traditional	396	18.9	75.3	5.8	403	22.8	72.0	5.2
ACCE	20	<25.0	75.0	*	18	*	77.8	*
Augusta Fells Savage	13	<20.0	76.9	*	23	*	60.9	*
Benjamin Franklin High	27	<25.0	63.0	*	20	*	75.0	*
Bluford Drew J. STEM West	19	<25.0	79.0	*	16	*	68.8	*
Digital Harbor High	77	<25.0	75.3	*	87	<35.0	65.5	*
Forest Park High	26	<20.0	80.8	*	28	*	82.1	*
Frederick Douglass High	33	<20.0	78.8	*	41	*	73.2	*
National Academy Foundation	22	<5.0	95.4	*	26	*	73.1	*
New Era Academy	10	*	*	*	19	*	63.2	*
Patterson High	56	<20.0	71.4	*	44	*	77.3	*
Reginald F. Lewis High	13	*	84.6	*	30	*	76.7	*
Renaissance Academy	*	*	*	*	*	*	*	*
Vivien T. Thomas Medical Arts Acad	32	<35.0	59.4	*	24	*	45.8	*

Table 5 (Continued).

Percent of Fall Enrollments where Graduates' GPA and SAT Qualifications Were Over, Well, or Under-Matched to their College's Freshmen Profile, Classes of 2017 and 2018

	Class of 2017				Class of 2018			
	Fall enrollments N	Under-matched %	Well-matched %	Over-matched %	Fall enrollments N	Under-matched %	Well-matched %	Over-matched %
Charter/Contract/Transformation	244	22.5	70.5	7.0	270	37.4	52.6	10.0
Baltimore Design School	23	*	78.3	*	35	<30.0	71.4	*
Bard High School Early College	29	*	62.1	*	*	*	*	*
Balt. Leadership School for Young Women	44	<30.0	68.2	*	25	<45.0	52.0	*
City Neighbors High School	37	<30.0	62.2	*	58	<30.0	69.0	*
ConneXions	16	*	75.0	*	20	*	80.0	*
Coppin Academy	41	*	70.7	*	45	<25.0	71.1	*
Green Street Academy	14	*	78.6	*	25	*	72.0	*
Independence Local I High	*	*	*	*	11	*	*	*
NACA Freedom and Democracy II	11	*	90.9	*	*	*	*	*
Reach! Partnership School	24	*	75.0	*	36	*	83.3	*
Special Placement	10	*	*	*	19	*	94.7	*
Achievement Academy @ Harbor City	*	*	*	*	*	*	*	*
Excel Academy	*	*	*	*	14	*	100.0	*
District Total	1,716	28.4	67.1	4.5	1,833	29.2	66.8	4.0

Note. College profile defined by fall 2016 freshmen's average high school GPA and median composite SAT score. Under-match indicates student was over-qualified relative to freshman academic qualifications; Over-match indicates student was under-qualified.

Sources: Graduates' GPA captured from final transcript data; graduates' SAT scores represent highest verbal and math scores received from College Board; fall college indicated in NSC, received July 2019 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

* fewer than 10 masked for confidentiality

Table 6.
College Applications Completed by High School, Classes of 2016 through 2018

	Class of 2016					Class of 2017					Class of 2018				
	Grads N	% grads with app count			Avg #	Grads N	% grads with app count			Avg #	Grads N	% grads with app count			Avg #
		0	1-2	3+			0	1-2	3+			0	1-2	3+	
Entrance Criteria	1188	*	19.8	73.7	5.6	1142	6.1	13.8	80.0	6.6	1221	5.7	14.4	79.9	6.9
City College	277	*	<20.0	78.0	6.7	280	3.9	16.4	79.6	6.9	307	3.9	15.0	81.1	7.2
Dunbar High	210	11.4	31.4	57.1	3.9	187	16.0	24.6	59.4	4.0	204	18.6	39.2	42.2	3.1
Polytechnic	336	*	<25.0	73.2	5.4	342	*	<15.0	85.4	6.5	395	3.5	9.1	87.3	7.3
Baltimore School for the Arts	94	*	<45.0	56.4	3.2	96	*	*	88.5	9.0	86	*	*	91.9	9.6
Western High	271	*	*	88.9	7.0	237	6.8	7.6	85.7	7.7	229	*	<5.0	94.8	8.1
CTE with entrance criteria	659	30.7	33.7	35.7	2.4	683	26.6	37.5	35.9	2.6	712	27.8	34.7	37.5	2.7
Carver Vo-Tech	162	10.5	39.5	50.0	3.5	162	24.1	33.3	42.6	2.8	192	32.8	31.8	35.4	2.3
Edmondson-Westside	179	19.6	30.2	50.3	2.8	185	17.3	18.4	64.3	4.4	178	24.2	14.6	61.2	5.1
Mergenthaler Vo-Tech	318	47.2	32.7	20.1	1.5	336	33.0	50.0	17.0	1.4	342	26.9	46.8	26.3	1.7
Traditional no criteria	1306	39.7	35.8	24.5	1.9	1287	38.7	38.0	23.3	2.0	1343	32.1	42.9	25.0	1.9
ACCE	95	70.5	15.8	13.7	0.8	77	93.5	*	*	0.1	75	46.7	30.7	22.7	1.4
Augusta Fells Savage	91	48.4	25.3	26.4	1.9	94	54.3	31.9	13.8	1.3	78	29.5	50.0	20.5	2.1
Benj. Franklin High	68	26.5	36.8	36.8	3.0	93	39.8	31.2	29.0	2.1	70	24.3	35.7	40.0	2.5
Bluford Drew J. STEM West	28	*	82.1	*	0.9	34	*	*	64.7	3.3	30	*	*	70.0	2.8
Digital Harbor	221	8.6	66.1	25.3	2.3	263	34.2	39.5	26.2	2.2	226	21.7	46.0	32.3	2.7
Forest Park	79	19.0	43.0	38.0	2.4	76	35.5	47.4	17.1	1.7	102	17.6	66.7	15.7	1.5
Frederick Douglass	183	79.8	18.0	*	0.4	165	52.7	41.2	6.1	0.8	210	61.4	31.0	7.6	0.7
Nat'l Acad. Foundation	97	*	<45.0	54.6	3.1	71	15.5	45.1	39.4	3.4	117	20.5	56.4	23.1	1.7
New Era Academy	36	97.2	*	*	0.1	47	*	76.6	*	1.6	44	*	65.9	<25.0	2.2
Patterson High	200	35.0	44.5	20.5	1.8	196	31.6	36.2	32.1	2.8	205	31.2	46.8	22.0	1.8
Reginald F. Lewis	61	95.1	*	*	0.1	52	46.2	30.8	23.1	1.5	66	24.2	31.8	43.9	2.6
Renaissance Academy	69	52.2	<40.0	*	0.9	55	<25.0	70.9	*	1.3	45	71.1	<30.0	*	0.4
Vivian Thomas Med Arts	78	*	<20.0	83.3	6.6	64	*	<30.0	56.3	4.2	75	24.0	26.7	49.3	3.8

Table 6 (Continued).
College Applications Completed by High School, Classes of 2016 through 2018

	Class of 2016					Class of 2017					Class of 2018				
	Grads N	% grads with app count			Avg #	Grads N	% grads with app count			Avg #	Grads N	% grads with app count			Avg #
		0	1-2	3+			0	1-2	3+			0	1-2	3+	
Charter/Contract/Transform	391	23.5	39.6	36.8	2.7	536	24.4	35.3	40.3	3.6	526	25.3	34.2	40.5	3.2
Baltimore Design School	--					36	*	<45.0	50.0	3.6	51	*	<20.0	70.6	5.8
Bard HS Early College	--					44	*	*	84.1	9.1	14	92.9	*	*	0.9
Balt. Leadership School for Young Women	61	*	<30.0	72.1	5.0	50	*	*	94.0	9.6	31	*	*	80.6	7.4
City Neighbors High	86	16.3	51.2	32.6	2.8	94	27.7	33.0	39.4	3.1	95	15.8	42.1	42.1	2.9
ConneXions: Comm Arts	42	<45.0	50.0	*	1.0	36	<30.0	55.6	*	1.3	44	*	65.9	<30.0	2.4
Coppin Academy	72	*	<40.0	52.8	3.5	81	17.3	35.8	46.9	3.6	77	*	<40.0	51.9	4.6
Green Street Academy	--					35	*	71.4	*	1.5	60	18.3	51.7	30.0	2.1
Independence Local I	16	43.8	<40.0	*	1.1	19	57.9	*	*	0.7	36	<100.0	*	*	0.0
NACA	32	*	<45.0	53.1	3.0	46	*	52.2	<35.0	2.6	17	*	*	70.6	4.5
Reach! Partnership School	82	53.7	34.1	12.2	1.1	95	58.9	29.5	11.6	1.0	101	42.6	29.7	27.7	1.9
Special Placement	185	57.3	<45.0	*	0.5	182	97.8	*	*	0.0	164	62.8	36.6	*	0.5
Achievement Acad	79	<20.0	79.7	*	1.0	87	98.9	*	*	0.0	71	54.9	<50.0	*	0.6
Excel Acad/FM Wood	101	85.1	<15.0	*	0.2	85	96.5	*	*	0.1	92	68.5	<35.0	*	0.4
Joseph C. Briscoe Academy	*	<100.0	*	*	0.0	10	<100.0	*	*	0.0	*	<100.0	*	*	0.0
District Total	3,729	26.7	31.0	42.3	3.2	3,830	27.6	28.6	43.8	3.6	3,996	23.5	31.2	45.2	3.7

Source: Naviance

Note. Totals may not reflect full graduating cohort as schools closed by Sep 2019 are not included in this table.

*Fewer than 10 masked for confidentiality -- not applicable (no graduates)

Table 7.
FAFSA Completions by High School, Classes of 2016 through 2018

	Class of 2016			Class of 2017			Class of 2018		
	Seniors N	Completed FAFSA N	Completed FAFSA %	Seniors N	Completed FAFSA N	Completed FAFSA %	Seniors N	Completed FAFSA N	Completed FAFSA %
Entrance Criteria	1,245	955	76.7	1,229	946	77.0	1,287	1005	78.1
City College	297	237	79.8	314	238	75.8	319	268	84.0
Dunbar High	230	159	69.1	222	152	68.5	224	136	60.7
Polytechnic	346	266	76.9	362	291	80.4	416	337	81.0
Baltimore School for the Arts	98	85	86.7	93	77	82.8	90	80	88.9
Western High	274	208	75.9	238	188	79.0	238	184	77.3
CTE with entrance criteria	745	368	49.4	807	377	46.7	843	422	50.0
Carver Vo-Tech	181	102	56.4	183	104	56.8	223	114	51.1
Edmondson-Westside	196	106	54.1	226	106	46.9	232	129	55.6
Mergenthaler Vo-Tech	368	160	43.5	398	167	42.0	388	179	46.1
Traditional no criteria	1,578	604	38.3	1,568	592	37.8	1,653	692	41.9
ACCE	99	33	33.3	94	44	46.8	75	46	61.3
Augusta Fells Savage	145	41	28.3	128	28	21.9	119	39	32.8
Benj. Franklin High	91	37	40.7	100	55	55.0	91	41	45.1
Bluford Drew J. STEM West	31	17	54.8	41	21	51.2	34	19	55.9
Digital Harbor	307	105	34.2	304	121	39.8	260	118	45.4
Forest Park	102	43	42.2	92	34	37.0	159	51	32.1
Frederick Douglass	197	65	33.0	186	81	43.5	220	91	41.4
Nat'l Acad. Foundation	106	48	45.3	96	32	33.3	130	52	40.0
New Era Academy	40	11	27.5	50	23	46.0	49	37	75.5
Patterson High	213	99	46.5	244	77	31.6	229	84	36.7
Reginald F. Lewis	92	30	32.6	108	26	24.1	163	44	27.0
Renaissance Academy	72	16	22.2	57	13	22.8	44	23	52.3
Vivian Thomas Med Arts	83	59	71.1	68	37	54.4	80	47	58.8

Table 7 (Continued).
FAFSA Completions by High School, Classes of 2016 through 2018

	Class of 2016			Class of 2017			Class of 2018		
	Seniors N	Completed FAFSA N	Completed FAFSA %	Seniors N	Completed FAFSA N	Completed FAFSA %	Seniors N	Completed FAFSA N	Completed FAFSA %
Charter/Contract/Transform	462	259	56.1	605	345	57.0	610	358	58.7
Baltimore Design School	--			37	31	83.8	51	44	86.3
Bard HS Early College	--			47	37	78.7	20	14	70.0
Balt. Leadership School for Young Women	63	53	84.1	49	43	87.8	36	31	86.1
City Neighbors High	91	61	67.0	99	63	63.6	101	71	70.3
ConneXions: Comm Arts	54	32	59.3	53	28	52.8	80	26	32.5
Coppin Academy	80	47	58.8	93	52	55.9	88	66	75.0
Green Street Academy	--			38	23	60.5	68	43	63.2
Independence Local I	19	*	*	30	10	33.3	35	*	*
NACA	36	19	52.8	46	12	26.1	18	*	*
Reach! Partnership School	119	39	32.8	113	46	40.7	113	45	39.8
Special Placement	222	31	14.4	284	30	10.7	248	50	20.2
Achievement Acad	68	21	30.9	133	11	8.3	119	21	17.6
Excel Acad/FM Wood	137	10	7.3	142	19	13.4	127	29	22.8
Joseph C. Briscoe Academy	17	*	*	*	*	*	*	*	*
District Total	4,252	2,217	52.1	4,371	2,199	52.4	4,641	2,527	54.4

Note. Seniors defined by number of 12th graders enrolled on March 1 of respective school year. Percent completing FAFSA based on reported completions divided by number of 12th graders.

Source: Studentaid.gov. Completions represent all finalized FAFSA applications through June 30 of spring graduation year.

* Fewer than 10 masked for confidentiality -- Not applicable (no graduates)

Table 8.
 Graduates Accepted to College, the Percent Enrolled, and the Percent Not Enrolling in the Fall
 (Experiencing 'Summer Melt'), Classes of 2016 through 2018

	Class of 2016			Class of 2017			Class of 2018		
	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %
Entrance Criteria	949	79.6	20.4	971	79.2	20.8	976	80.2	19.8
City College	249	76.7	23.3	254	81.9	18.1	250	82.0	18.0
Dunbar High	111	75.7	24.3	101	77.2	22.8	77	75.3	24.7
Polytechnic	308	84.7	15.3	318	82.4	17.6	367	86.6	13.4
Baltimore School for the Arts	75	77.3	22.7	92	75.0	25.0	80	75.0	25.0
Western High	206	78.2	21.8	206	73.8	26.2	202	70.3	29.7
CTE with entrance criteria	350	42.6	57.4	391	46.0	54.0	400	44.8	55.3
Carver Vo-Tech	142	45.8	54.2	110	51.8	48.2	122	53.3	46.7
Edmondson-Westside	130	30.0	70.0	140	39.3	60.7	96	49.0	51.0
Mergenthaler Vo-Tech	78	57.7	42.3	141	48.2	51.8	182	36.8	63.2
Traditional no criteria	670	41.8	58.2	623	39.5	60.5	729	40.5	59.5
ACCE	10	*	*	*	*	*	12	*	*
Augusta Fells Savage	38	44.7	55.3	40	25.0	75.0	53	39.6	60.4
Benj. Franklin High	46	45.7	54.3	47	40.4	59.6	51	39.2	60.8
Bluford Drew J. STEM West	20	*	<60.0	23	<80.0	*	29	55.2	44.8
Digital Harbor	174	41.4	58.6	155	43.9	56.1	146	53.4	46.6
Forest Park	34	38.2	61.8	26	<70.0	*	48	37.5	62.5
Frederick Douglass	36	30.6	69.4	29	*	<80.0	50	22.0	78.0
Nat'l Acad. Foundation	90	44.4	55.6	57	29.8	70.2	88	29.5	70.5
New Era Academy	*	*	*	37	*	<80.0	22	45.5	54.5
Patterson High	122	41.0	59.0	100	38.0	62.0	136	30.9	69.1
Reginald F. Lewis	*	*	*	22	45.5	54.5	42	64.3	35.7
Renaissance Academy	29	41.4	58.6	37	*	<90.0	11	*	*
Vivian Thomas Med Arts	71	38.0	62.0	50	60.0	40.0	41	39.0	61.0

Table 8 (Continued).
 Graduates Accepted to College, the Percent Enrolled, and the Percent Not Enrolling in the Fall
 (Experiencing 'Summer Melt'), Classes of 2016 through 2018

	Class of 2016			Class of 2017			Class of 2018		
	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %	Graduates with ≥ 1 college acceptance N	Fall enrolled %	Not fall enrolled (summer melt) %
Charter/Contract/Transform	263	57.4	42.6	299	59.5	40.5	278	60.8	39.2
Baltimore Design School	--			34	67.6	32.4	33	60.6	39.4
Bard HS Early College	--			34	<80.0	*	*	*	*
Balt. Leadership School for Young Women	52	<85.0	*	46	<95.0	*	30	<85.0	*
City Neighbors High	70	50.0	50.0	64	53.1	46.9	79	68.4	31.6
ConneXions: Comm Arts	24	50.0	50.0	*	*	*	41	48.8	51.2
Coppin Academy	54	53.7	46.3	47	57.4	42.6	19	<60.0	*
Green Street Academy	--			*	*	*	*	*	*
Independence Local I	*	*	*	*	*	*	*	*	*
NACA	31	41.9	58.1	38	*	<80.0	16	*	<65.0
Reach! Partnership School	23	52.2	47.8	24	41.7	58.3	51	54.9	45.1
Special Placement	*	*	*	*	*	*	59	22.0	78.0
Achievement Acad	*	*	*	*	*	*	31	*	<90.0
Excel Acad/FM Wood	*	*	*	*	*	*	28	*	<70.0
Joseph C. Briscoe Academy	*	*	*	*	*	*	*	*	*
District-wide	2,236	57.8	40.2	2,284	60.1	39.9	2,442	58.3	41.7

Source: College acceptance determined from Naviance; Fall enrollment captured from National Student Clearinghouse (NSC), as of July 2019 received from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

* Fewer than 10 -- not applicable (no graduates)

Table 9.
Percent of First-Fall Enrolled Graduates Completing Degrees within Six Years,
by Fall College Type, Classes of 2011 and 2012

	Class of 2011					Class of 2012				
	4,596					4,629				
	Fall Enrolled	4-year degrees		2-year degrees		Fall Enrolled	4-year degrees		2-year degrees	
	N	N	%	N	%	N	N	%	N	%
All first fall enrollees	2,190	528	24.1	81	3.7	2,131	499	23.4	110	5.2
Fall enrollment college type										
4-year first fall	1,029	477	46.4	21	2.0	971	459	47.3	18	1.9
2-year first fall	1,161	51	4.4	60	5.2	1,160	40	3.4	92	7.9
Subgroup Analysis										
Male fall enrollees										
4-year first fall	370	149	40.3	*	*	357	137	38.4	*	*
2-year first fall	452	23	5.1	25	5.5	498	16	3.2	39	7.8
Female fall enrollees										
4-year first fall	659	328	49.8	13	2.0	614	322	52.4	13	2.1
2-year first fall	709	28	3.9	35	4.9	662	24	3.6	53	8.0
Special education fall enrollees										
4-year first fall	16	*	*	*	*	12	*	*	*	*
2-year first fall	112	*	*	*	*	89	*	*	*	*
African-American fall enrollees										
4-year first fall	915	395	43.2	19	2.1	854	373	43.7	18	2.1
2-year first fall	1,087	47	4.3	49	4.5	1,080	36	3.3	83	7.7

Source: National Student Clearinghouse (NSC) received July 2019 from City Schools Office of Achievement and Accountability, supplemented with archival NSC data from City Schools received 2010-2018.

* Fewer than 10 masked for confidentiality

Table 10.
Percent of First-Fall Enrolled Graduates Completing Degrees within Six Years by
Fall College, Classes of 2011 and 2012

	Class of 2011		Class of 2012		Federal Data
	Fall enrolled N	Completed degree %	Fall enrolled N	Completed degree %	IPEDS Graduation Rate, Full-time Freshmen Entering in 2012
<i>2-Year colleges and 2-Year degrees</i>					
Community College Baltimore Cnty	595	6.1	703	8.0	9.3
Baltimore City Community College	439	6.8	330	10.3	9.1
Anne Arundel Community College	28	*	26	*	19.8
<i>4-Year colleges and 4-Year degrees</i>					
Morgan State University	142	33.1	132	38.6	32.1
Coppin State University	160	20.6	118	22.9	17.5
Univ of Maryland, Eastern Shore	61	44.3	65	32.3	36.7
Stevenson University	35	54.3	41	46.3	62.8
Towson University	61	57.4	37	56.8	68.2
Bowie State University	49	40.8	41	48.8	32.7
Frostburg State University	40	65.0	44	59.1	48.5
University of Baltimore	17	*	46	37.0	42.9
Univ of Maryland, College Park	29	65.5	51	70.6	84.6
Delaware State University	21	57.1	10	*	42.6
Univ of Maryland, Baltimore County	14	*	14	*	61.1
Notre Dame of Maryland	16	*	13	*	58.1
McDaniel College	20	70.0	20	55.0	67.8
Johns Hopkins University	14	92.9	16	87.5	93.1
Other 2- or 4-year colleges †	449	48.6	424	50.9	n/a
All Fall Enrollees†	2,190	27.9	2,131	28.9	

Source: National Student Clearinghouse (NSC) received July 2019 from City Schools Office of Achievement and Accountability, supplemented with archival NSC data from City Schools received 2010-2018. Federal data from the Integrated Postsecondary Education Data System, National Center for Education Statistics. The IPEDS rate reports the percentage of all entering full-time freshmen students who completed their degree program within 150% of the expected time frame at that same school.

* Fewer than 10 masked for confidentiality. †Percentage reflects any type of degree.

Table 11.
Dual Enrollment Participation and Fall Enrollment Outcomes, Classes of 2017 and 2018

	Class of 2017						Class of 2018					
	3,996						4,047					
	Fall enrollment				Not fall enrolled		Fall enrollment				Not fall enrolled	
	4-year		2-year				4-year		2-year			
	N	%	N	%	N	%	N	%	N	%	N	%
Number of graduates												
Ever dual enrolled	92	59.4	18	11.6	45	29.0	133	51.6	52	20.2	73	28.3
Ever passed dual enrollment course	90	61.6	17	11.6	39	26.7	122	54.0	44	19.5	60	26.5
No dual enrollment record	1,017	26.5	589	15.3	2,235	58.2	906	23.9	742	19.6	2,141	56.5

Note. Approximately 25% of those in the class of 2017 who participated in dual enrollment were graduates of Bard Early College High School.
Source: Dual enrollment captured from relevant SCGT files, as indicated by a student course code with 2-digit prefix ranging between '80' and '88'. Fall enrollment captured in NSC received July 2019 from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

PART II:

OUTCOMES FOR FIRST-TIME 9TH GRADE COHORTS

Table 12.
First Fall College Enrollment Outcomes for City Schools First-Time 9th Graders of 2010-11
through 2014-15

	2010-11 9th Graders		2011-12 9th Graders		2012-13 9th Graders		2013-14 9th Graders		2014-15 9th Graders	
Graduation rate (4-year adjusted cohort)	69.7		69.5		70.7		70.7		72.7	
	N	%	N	%	N	%	N	%	N	%
Number first-time 9th graders	5,513		5,092		5,131		5,237		5,195	
Enrolled fall after on-time graduation date	1,748	31.7	1,622	31.9	1,695	33.0	1,663	31.8	1,773	34.1
Fall enrolled on time at 4-year college	836	15.2	900	17.7	970	18.9	1,099	21.0	1,025	19.7
Fall enrolled on time at 2-year college	912	16.5	722	14.2	725	14.1	564	33.9	748	14.4
Sub-Group Analysis										
Number of male 9th graders	2,713		2,426		2,479		2,550		2,499	
Male fall enrolled on time at 4-year college	307	11.3	351	14.5	343	13.8	382	15.0	326	13.0
Male fall enrolled on time at 2-year college	299	14.7	276	11.4	294	11.9	233	9.1	311	12.4
Number of female 9th graders	2,800		2,666		2,652		2,687		2,696	
Female fall enrolled on time at 4-year college	529	18.9	549	20.6	627	23.6	717	26.7	699	25.9
Female fall enrolled on time at 2-year college	513	18.3	446	16.7	431	16.3	331	12.3	437	16.2
Number of special education 9th graders	787		841		828		796		783	
Special educ fall enrolled on time at 4-year college	15	1.9	14	1.7	19	2.3	21	2.6	23	2.9
Special educ fall enrolled on time at 2-year college	77	9.8	71	8.4	72	8.7	71	8.9	93	11.9
Number of African-American 9th graders	4,834		4,472		4,435		4,456		4,378	
African-American fall enrolled on time at 4-year college	680	14.1	768	17.2	802	18.1	926	20.8	830	19.0
African-American fall enrolled on time at 2-year college	830	17.2	649	14.5	659	14.9	510	11.4	676	15.4

Sources: First-time 9th grade cohort membership determined by MSDE in the 4-Year Adjusted Cohort Graduation Rate file. Fall enrollments from National Student Clearinghouse (NSC) data as of July 2019 received from City Schools Office of Achievement and Accountability; supplemented with archival NSC data from City Schools received 2012-2018.

Table 13.
Degree Completion Outcomes Six Years after On-Time First Fall Enrollment Window,
First-Time 9th Graders in 2007-08 and 2008-09

	2007-08 9th graders					2008-09 9th graders				
	FTNG	Type of Degree				FTNG	Type of Degree			
		4-year		2-year			4-year		2-year	
N	N	%	N	%	N	N	%	N	%	
All first-time 9th graders (FTNG)	6128	553	9.0	105	1.7	6288	525	8.3	137	2.2
Subgroup Analysis										
Male FTNG	2945	182	6.2	49	1.7	3084	161	5.2	52	1.7
Female FTNG	3183	371	11.7	56	1.8	3204	364	11.4	85	2.7
Special education FTNG	891	*	*	*	*	941	*	*	*	*
African-American FTNG	5570	460	8.3	90	1.6	5668	429	7.6	124	2.2

Notes. The first year Maryland State Department of Education defined first-time 9th grade cohorts was 2007-08. Thus, this is the earliest cohort for whom the share completing college degrees can be determined.

Sources: First-time 9th grade (FTNG) cohort membership determined by MSDE and captured in the 4-Year Adjusted Cohort Graduation Rate files. Degree completion determined from National Student Clearinghouse (NSC) data received July 2019 from City Schools Office of Achievement and Accountability, supplemented with archival NSC data from City Schools received 2010-2018.

* Fewer than 10 masked for confidentiality.

Table 14.
9th Grade Indicators and Fall Enrollment Outcomes for
the First-Time 9th Grade Cohort of 2014-15 (N=4,421)

	Graduated by Aug 2018			Did not graduate by Aug 2018
	Fall enrolled		Not fall enrolled	
	4-year	2-year		
	%	%	%	%
<i>9th Grade Indicators</i>				
Passing Grade in:				
English language arts	26.1	17.7	42.1	14.1
Math	27.5	17.6	42.1	12.8
Science	26.3	17.4	41.9	14.4
Social studies/history	23.3	18.2	43.2	15.3
Failed 0 core courses	31.7	18.2	41.7	8.4
Failed 1 core course	4.8	16.6	44.1	34.6
Failed ≥ 2 core courses	*	5.7	27.6	66.1
9th Grade weighted GPA				
≥ 3.50	78.9	5.7	13.3	*
3.00 - 3.49	55.0	11.3	30.9	*
2.50 - 2.99	41.4	21.0	33.0	4.6
2.00 - 2.49	26.5	20.6	46.5	6.3
< 2.00	5.2	14.2	42.0	38.6
9th Grade attendance				
ADA $\geq 95\%$	38.0	19.2	35.3	7.5
ADA 91 - 94%	16.3	18.2	49.2	16.3
ADA $\leq 90\%$ (chronically absent, missing 10% of the school year)	4.0	8.8	37.4	49.9
≥ 1 Suspension in 9th grade	4.7	10.7	37.9	46.6

Sources: SCGT courses and grades, suspension, and attendance data from 2014-15 for the members of the 2014-15 first-time 9th grade cohort; fall enrollment determined from National Student Clearinghouse (NSC) data as of July 2019 received from City Schools Office of Achievement and Accountability, supplemented with archival NSC data from City Schools received 2010-2018.

* Fewer than 10 masked for confidentiality

Appendix A

Data Sources and Methodology

Data

Maryland State Department of Education (MSDE)

MSDE offers school, district, and state level data on its public accountability web site, <https://reportcard.msde.maryland.gov/>. Throughout, MSDE data for relevant school years were used for school and district graduation rates, school staffing, and student enrollment counts. With particular respect to the analysis of student-to-counselor ratios, the 2018 Staff file was used to identify positions labeled “Guidance Counselor,” and the 2018 Enrollment file was used to identify the numbers of students in 9th – 12th grade.

Baltimore City Public Schools Office of Achievement and Accountability (OAA)

Via a memorandum of understanding between BERC and City Schools, student-level administrative data from the district were used to complete the demographic and educational profile of City School students, identify graduation dates, graduating high school, first-time 9th grade cohort membership, and to capture high school academic characteristics (i.e., final weighted GPA, SAT scores, core course performance, dual enrollment participation, attendance, special education status, etc.).

First-time 9th graders (FTNG)

In Part II of this report, we feature only those students identified as first-time 9th graders in the year indicated. These students were adjudicated by MSDE as members of their respective FTNG cohort. They represent students who were members of a City Schools high school in 9th grade, were enrolled in 9th grade for the first time that year, and did not transfer to another school district within four years, or if they did transfer, they returned to the district by or before their on-time graduation date. Students who left school (i.e., dropped out) remained members of the FTNG cohort for the purpose of calculating percentages.

Federal Student Aid Data

Information regarding high school seniors’ completion of FAFSA applications was obtained from studentaid.gov Data Center website (<https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school>). The online system allows

the investigator to view or download school-level information regarding the number of applications completed by a particular reporting window for specific states and localities and high schools. The data featured in this report represent FAFSA completions as of June 30 for each graduating class year and was further filtered to only those schools managed by Baltimore City Public Schools. The denominator used to determine percent completing FAFSA was separately obtained by determining the number of 12th graders enrolled at each school as of March 1 of the respective graduating year indicated in EOY Attendance files received from OAA.

National Student Clearinghouse (NSC)

NSC data remains the most comprehensive data source to identify college enrollment and degree completion at colleges across the U.S. However, the reader should note several caveats about the accuracy and completeness of NSC data. First, NSC data does not capture 100% of all students enrolled in a postsecondary institution, but more than 3,700 colleges, institutes and universities participate with the NSC, capturing 99% of all students enrolled in public and private colleges across the country.³ However, students enrolled at a few institution types, such as some small specialty schools, trade schools, arts conservatories and religious schools, may be undercounted due to lack of NSC participation. Further, NSC data does not currently provide complete information on full-time versus part-time enrollment intensity, which could be critical for degree completion. NSC also does not contain information about specific courses taken by enrollees, nor whether the courses are credit-bearing (i.e., developmental or non-developmental). Finally, to our knowledge, NSC enrollments at community colleges likely represent only those in college credit-bearing courses, and we are certain that's the case at Maryland's community colleges.⁴

One challenge associated with NSC use is that the NSC utilizes data submitted by the school district to perform a matching algorithm with data it receives from participating postsecondary institutions. In general, the match utilizes student names, high school codes, and birthdates; thus, the data returned to the school district may contain error. These errors may occur when the information a college provides for a student is different from that submitted by the school district (e.g., name spelling differences or inaccurate birthdates). College students are also permitted to place a "FERPA block" on their enrollment data, which would result in false negatives for college enrollment. Therefore, in some cases a student may actually be enrolled in a college when the data would indicate

³ <https://www.studentclearinghouse.org/about/>

⁴ According to NSC data, the most commonly enrolled 'less than 2 year degree' granting program for Baltimore graduates is Regency Beauty Institute. However, graduates may be enrolled in career training programs at community colleges that are not college-credit bearing, and are not captured in NSC data.

they are not enrolled. Furthermore, false positives for college enrollment may occur when, e.g., a different student with an identical name or birthdate is identified as enrolled, when the intended student is not actually enrolled.

These challenges make NSC a dynamic database, even though data on the same students are reported over time. City Schools has solicited enrollment data from NSC for over 12 years, and BERC has assisted in the analysis of this data since 2009. Several years ago, BERC began comparing the data files received from NSC over time and determined that there were a relatively small number of instances where no enrollment was reported for a student in the most recent NSC file, but earlier NSC files did indicate a postsecondary enrollment. There were also instances where previously reported degrees had been excluded from the newest data release. To generate the most liberal possible estimate of enrollment and degree completion, the current analysis prioritizes a positive status (e.g., fall enrollee, degree completer = TRUE) from information received over all NSC data reports, regardless of the most recently reported status.

College Results Online (CRO)

CRO is an online college data service provided by The Education Trust (see collegeresults.org). Most of CRO's data are derived from the Integrated Postsecondary Education Data System (IPEDS), which is the federal government's annual census of higher education institutions in the U.S. Other sources for the data featured in CRO include other Department of Education databases, Barron's Profile of American Colleges, College Board, Peterson's Databases, and the National Association of State Student Grant and Aid Programs. In the current report, CRO data for fall 2016 are used to determine the median freshmen profile (ACT/SAT and high school GPA) for specific institutions where graduates fall enrolled. (See more about how CRO data were used to determine college 'match' below.)

Procedures and Methodology

Data Masking for Confidentiality

In accordance with FERPA reporting requirements, table cell values are masked with an asterisk when the number of estimated cases is less than 10 or the percentage yields a number less than 10. Further, when an inverse percentage for an outcome would allow the reader to infer a percentage associated with a value less than 10, the inverse percentage(s) reported is an approximate percentage rounded up to the nearest 5 (e.g., we report <70.0% if the actual percentage is between 65.0 and 69.9%; <15.0% if the actual percentage is between 10.0 and 14.9%).

Identifying City Schools Graduates

Graduates included any student with a record of receiving a diploma between July 1 and June 30 of respective school years (e.g., students receiving diplomas between July 1, 2017 and June 30, 2018 compose the class of 2018). Thus, summer graduates became members of the next year's graduating class, and students who graduated outside of the traditional spring window were included in the class corresponding with their diploma exit date.

Please note that the 2018 graduates from Bard High School Early College (BHSEC) were not a full senior year cohort, as they largely represented late graduates of a beginning 11th grade cohort whose original on-time graduation date was spring 2017. BHSEC 2018 graduates may also include early graduates of later cohorts.

Identifying Fall College Enrollees

The NSC data is capable of providing enrollment and degree completion information for eight consecutive cohorts of graduates (2011 through 2018). We followed a standard procedure to classify fall enrollment. Fall enrollees were identified in either the NSC data (current or previous returns) or in Morgan State University's (MSU) enrollment files, received directly from the Institutional Research Office at MSU (e.g., a Morgan data patch was provided for fall 2016, as NSC data for that term appeared to be incomplete when compared to adjacent years). Fall enrollment status was then determined by comparing students' high school graduation dates with their college enrollment status the next fall. Students who graduated from high school in the summer or fall rather than the spring are included if they were enrolled in college immediately, or during the *next* fall, regardless of whether they enrolled in college the spring or summer subsequent their off-time high school graduation date.

Morgan State began to participate with the NSC in 2011. At that point, they not only submitted enrollment and degree completion data to NSC for the most recent entrants, but for previous freshmen cohorts as well. We used the NSC data concerning MSU as a primary indicator of fall enrollment but supplemented this with data received directly from MSU's IRO at an earlier time, to cross check for accuracy. One challenge in using the older MSU IRO data is that it did not distinguish between fall and spring enrollment. In those instances when MSU IRO data are used, we categorized all students enrolled at MSU as fall enrollees. Though this may have slightly inflated our fall enrollment count, we agreed that this was better than not counting students who did attend college in the year after they graduated.

Degree Completion

College degree completions represent only those obtained within six years after a student's on-time fall enrollment window. Specifically, for graduating cohorts, degrees are reported among fall enrollees only, and enrollment must have occurred during the fall after high school graduation. For 9th grade cohorts, the fall enrollment window occurs during the fall term following their on-time four-year graduation date, and degrees are reported regardless of whether they fall enrolled, but degrees must have been completed within six years of their on-time fall enrollment window.

College Match Analysis

Determinations of whether a student's academic profile was 'over-matched,' 'under-matched' or 'well-matched' to their fall college is based on individual student data, final weighted high school GPA and the sum of their highest math and verbal SAT scores,⁵ as well as the median math and verbal SAT score and average high school GPA among freshmen enrolled in the fall 2016, the year for which the data were the most complete and up-to-date from College Results Online (CRO).

CRO only reports data for 4-year colleges. Virtually all 2-year colleges are open admissions, and thus students were never 'over-matched' (i.e., under-qualified). They were designated 'well-matched' if they finished high school with a GPA lower than 2.5 and had no SAT scores or a total SAT score below 750. They were designated 'under-matched' if their GPA was above 2.5 and they had a total SAT score above 750.

For 4-year fall colleges, the procedure to determine whether a student's academic profile "matched" followed several steps. Since decisions around student admission eligibility are typically not clear-cut for any particular metric like GPA or test scores, we wished to allow for some degree of allowance around a student's academic profile. We first identified a measure of variation at colleges for both GPA and SAT. Specifically, we derived the standard deviation (SD) of the mean GPA and the SD of the mean total SAT score for freshmen in 2016 based on a college's Carnegie classification. Carnegie classifications were further recoded into three groups, thus producing a SD for GPA and SAT scores across three 4-year college classifications. (These three Carnegie groupings are: 4-year inclusive; 4-year selective; and 4-year more selective.) Once the SDs for students' fall colleges were calculated, we then calculated the "difference" (i.e., distance) between a student's value and the fall college's mean value. Then, from the difference, we created indicators of whether

⁵ The highest score a student achieved in each subject may be derived from different testing occasions.

the student was under-, over-, or well-matched to their fall college according to whether the difference was above, below, or within the one SD for that measure, respectively. In most instances, determinations regarding GPA and SAT ‘match’ were concordant (i.e., both metrics indicated ‘over-match’, or both indicated ‘under-match’).

However, for some students, the SAT match determination was discordant from that for GPA, or vice versa. In instances where GPA indicated under-match and SAT indicated over-match (and vice versa), the metrics were allowed to balance into ‘well-matched.’ Whenever GPA indicated ‘well-matched,’ we did not change the determination based on student-college SAT difference, *except* when student SAT scores were more than a full SD above the college mean, in which case the match was coded as an ‘under-match.’

The last consideration was for students who fall enrolled at a ‘special’ school, such as a music, drama, arts conservatory, or a college outside the United States. In these cases, we assigned the ‘well-matched’ indicator, since academics are less salient than other performance-based or more idiosyncratic preference factors.

Appendix B

College Academic ‘Match’ Planning Tool: Median Grade Point Averages and SAT Scores of Entering Freshmen at Local Colleges

	Final Weighted Grade Point Average (wGPA)			
SAT (EBRW + Math)	Lower than 2.50	2.50 – 2.90	3.00 – 3.49	3.50 or Higher
Lower than 750 (or no SAT score)	BCCC CCBC Allegany College Garrett College			
750-999		Bowie State Coppin State Lincoln Univ (PA) Univ of Baltimore UM-Eastern Shore Wesley College	Delaware State Frostburg Univ Morgan State	
1000-1199			Goucher College Loyola Univ of MD Stevenson Univ St. Mary’s College	McDaniel College MICA Notre Dame - MD Salisbury Univ Towson Univ
1200 or Higher				JHU UM-BC UM-College Park