

**2009 Progress**  
**Implementation & Reporting**  
**of**  
**Cohort Graduation Rate**

Report to the Maryland General Assembly  
and Governor Martin O'Malley

Submitted by

The Maryland State Department of Education  
January 1, 2010

The Annotated Code 7-203.2 charges the Maryland State Department of Education (MSDE) to have a system and data in place to report an accurate adjusted cohort graduation rate by 2011. The law outlines specific requirements to collect, maintain, analyze, and report on graduation rate data. Until 2011, MSDE must annually post interim graduation rates in the aggregate and disaggregated and report each fall to the Governor and the General Assembly regarding implementation.

**MSDE has met 2009 reporting requirements by reporting the adjusted four-year cohort rate and continues to put the necessary pieces in place to be on track to implement this rate for accountability purposes in 2011 for both state and federal reporting requirements.**

Significant progress has been made in the past year in the collection and verification of data and in the construction of cohorts required to report accurate adjusted cohort graduation rate data. So much progress has been made that MSDE is confident reporting the 4-year cohort graduation rate data in lieu of the interim rate for the students entering Grade 9 for the first time in the 2005-2006 school year. This adjusted cohort graduation rate is based on the reconstruction of student data for those students who entered Grade 9 for the first time in the 2005-2006 school year. However, under federal regulations, this data cannot be used for accountability purposes, as MSDE must have four full years of longitudinal data linked through a unique student ID.

Maryland assigned unique IDs to the students entering Grade 9 in the 2007-2008 school year, making 2011 the first year Maryland qualifies for official reporting using the adjusted cohort graduation rate. MSDE is working with USDE to determine the final calculations so that the adjusted cohort rate can be implemented for reporting and accountability purposes in 2011.

A process is in place to ensure that an accurate cohort rate based on tracking students through unique student IDs and that is equivalent across the state can be reported in 2011. Unique student IDs have been assigned, and enrollment and assessment data can now successfully be linked to these IDs. MSDE has applied for and received grant funds to support the linking of the data and the development of the longitudinal database and related data systems necessary to meet the reporting requirements. Until Maryland is able to report a cohort rate based on four years of longitudinal data in 2011, Maryland will continue to use the current National Center for Education Statistics (NCES) Leaver Rate for Adequate Yearly Progress (AYP) requirements under No Child Left Behind (NCLB). The state plans to continue calculating and publishing graduation results on our website using the Leaver Rate as well as the four-year cohort rate in the future because of the historical trend data the Leaver Rate provides.

Guidance from the United States Department of Education (USDE) requires States and local school systems to report a four-year adjusted cohort graduation rate, disaggregated by subgroups at the school, system, and State levels, beginning in 2011 and to use that rate in making AYP determinations in 2012. The change in federal measures will require Maryland to set new graduation rate standards and targets. Following the release of the 2011 data, a review and articulation process will be used to set standards – the Graduation Rate goal – for schools, school systems, and the State.

## **2009 Reporting Requirements**

**MSDE has collected, validated and reported cohort graduation rates for the class of 2009.**

MSDE posted the cohort graduation rates for the state and local school systems on our website. At the state and local school system level, these data were presented in an aggregate form as well as disaggregated by American Indian, African American, Hispanic, White, Asian/Pacific Islander, students who are limited English proficient, students who receive free and reduced priced meals, and students who receive special education services. The weblink to this information is [marylandpublicschools.org/MSDE/divisions/planningresultstest/09\\_gr](http://marylandpublicschools.org/MSDE/divisions/planningresultstest/09_gr). State and local education agency (LEA) graduation rates for 2009 data tables can be found at the end of this document.

In addition, graduation rate data calculated for determining Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB) is also available online at the Maryland State Report Card ([www.mdreportcard.org](http://www.mdreportcard.org)). Graduation rates and dropout rates are reported by subgroup under the demographics section of the same website.

## Appendix A: Definitions and Required Documentation

### Definitions

**Four-year adjusted cohort graduation rate:** As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), the four-year adjusted cohort graduation rate (hereafter referred to as “the four-year graduation rate”) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9<sup>th</sup> grade, students who are entering that grade for the first form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9<sup>th</sup> grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

**Graduate:** Student receiving a standard high school diploma aligned with the regular high school curriculum.

**Non graduates:** Students who drop out, or receive a special education certificate. All of these students are included in the denominator of the graduation rate formula below.

**Early graduates:** Students receiving a standard high school diploma aligned with the regular high school curriculum before completing four full years in high school. These students count as graduates in the four year cohort rate.

### Formula

A four-year adjusted cohort for students entering ninth grade for the first time in the fall of 2008 and expected to graduate in the spring of 2012 would be calculated as follows:

**Numerator** = Number of cohort members who earned a regular high school diploma by the end of the 2011-2012 school year

*divided by*

**Denominator\*** = Number of first-time ninth graders in fall 2008 (starting cohort), plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-09, 2009-10, 2010-11, and 2011-12.

\*The denominator includes the following students originally assigned to the cohort: students who receive a Special Education Certificate, students who were retained at any time during high school, students who have dropped out.

The next page outlines the documentation that must be on file at the local school system or school to provide acceptable evidence that a student should be removed from a cohort.

# **Documentation and Evidence Required by Federal Regulation in Order to Remove a Student From a Cohort**

## ***Documenting Students Removed From a Cohort***

To remove a student from a cohort, a school or local educational agency (LEA) must confirm in writing that the student:

- Transferred out,
- Emigrated to another country, or
- Is deceased [§200.19(b)(1)(ii)(B)].

## **Documenting Transfers Out**

To confirm that a student transferred out, the school or LEA must have official written documentation that the student enrolled in:

- Another school, or
- An educational program that culminates in the award of a regular high school diploma [§200.19(b)(1)(ii)(B)(1)].

## **Examples of Official Written Documentation**

- Evidence of a transfer that is recorded in a state's data system.
- Request for records from the receiving high school.
- An approved application for home schooling.
- A letter from an official in the receiving high school acknowledging the student's enrollment.

Official documentation of a transfer must be in writing rather than a telephone conversation or other verbal communication with a parent, relative, or neighbor.

## **Written Confirmation for Students Who Emigrate or Pass Away**

- A school or LEA must confirm in writing that a student has emigrated to another country or passed away, but need not obtain official documentation.
- Written confirmation that a student has emigrated to another country might include a school administrator's memo to the student's file based on a phone conversation with a parent, stating that the student is leaving the country.
- Written confirmation that a student has passed away might include an obituary or a letter from a parent.

## Appendix B: Process for Determining the Cohort

<b>School Year 2005-2006</b>		<b>School Year 2006-2007</b>	
First time 9th grade students in 2005-2006 =	67042	Adjusted 2005-2006 9th grade cohort =	70521
Dropouts =	653	Dropouts =	1840
Transfers in =	6114	Transfers in =	3462
Transfers out =	2622	Transfers out =	4367
Deaths =	13	Deaths =	26
Diplomas earned in 2005-2006 =	2	Diplomas earned in 2006-2007 =	38
Cohort end of 2005-2006 =	$67042 + 6114 - 2622 - 13 = 70521$	Cohort end of 2006-2007 =	$70521 + 3462 - 4367 - 26 = 69590$
<b>School Year 2007-2008</b>		<b>School Year 2008-2009</b>	
Adjusted 2005-2006 9th grade cohort =	69590	Adjusted 2005-2006 9th grade cohort =	68743
Dropouts =	2285	Dropouts =	1925
Transfers in =	2695	Transfers in =	1192
Transfers out =	3514	Transfers out =	1770
Deaths =	28	Deaths =	17
Diplomas earned in 2007-2008 =	545	Diplomas earned in 2008-2009 =	54053
Cohort end of 2007-2008 =	$69590 + 2695 - 3514 - 28 = 68743$	Cohort end of 2008-2009 =	$68743 + 1192 - 1770 - 17 = 68148$

4-year adjusted cohort graduation rate =  $(2 + 38 + 545 + 54053) / 68148 = 54638 / 68148 = 54638 / 68148 = 0.801755$

**Appendix C:  
State and Local Graduation Rates**

**Maryland State Department of Education  
Division of Accountability and Assessment**

Date: 1/4/2010

**Four-year adjusted cohort graduation rate for students  
graduating in four year in 2009**

LEA Number	LEA Name	Number of Graduates	Total Students	Cohort Grad Rate
01	Allegany	678	768	88.28
02	Anne Arundel	4595	5424	84.72
03	Baltimore County	6813	8286	82.22
04	Calvert	1320	1464	90.16
05	Caroline	355	456	77.85
06	Carroll	2323	2540	91.46
07	Cecil	1009	1275	79.14
08	Charles	2014	2262	89.04
09	Dorchester	296	384	77.08
10	Frederick	2870	3117	92.08
11	Garrett	353	382	92.41
12	Harford	2584	2967	87.09
13	Howard	3592	4154	86.47
14	Kent	161	197	81.73
15	Montgomery	9395	10824	86.80
16	Prince George's	7498	9546	78.55
17	Queen Anne's	577	634	91.01
18	Saint Mary's	1017	1238	82.15
19	Somerset	160	199	80.40
20	Talbot	337	386	87.31
21	Washington	*	*	> 95
22	Wicomico	865	1038	83.33
23	Worcester	483	541	89.28
30	Baltimore City	3871	6527	59.31
A	All Public Schools	54638	68148	80.18

\* Data suppressed to protect student level data according to FERPA regulations.

The cohort is the class of first time 9th graders of 2005-06.

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Division of Accountability and Assessment

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Four-year adjusted cohort graduation rate for students  
graduating in four year in 2009

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LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
All Public Schools	All Students	54638	68148	80.18
	American Indian	165	226	73.01
	Asian	3240	3533	91.71
	African American	18656	26160	71.31
	White	29242	33346	87.69
	Hispanic	3335	4883	68.30
	FARMS	11211	15556	72.07
	Special Education	3016	6092	49.51
	Limited English Proficiency	484	968	50.00

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**Four-year adjusted cohort graduation rate for students  
graduating in four year in 2009**

LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
01	Allegany	All Students	678	768	88.28
		American Indian	*	*	> 95
		Asian	*	*	> 95
		African American	*	*	> 95
		White	*	*	87.91
		Hispanic	*	*	> 95
		FARMS	216	229	94.32
		Special Education	79	116	68.10
02	Anne Arundel	All Students	4595	5424	84.72
		American Indian	*	*	> 95
		Asian	*	*	89.84
		African American	*	*	77.13
		White	*	*	87.76
		Hispanic	*	*	70.43
		FARMS	502	700	71.71
		Special Education	236	462	51.08
Limited English Proficiency	23	63	36.51		
03	Baltimore County	All Students	6813	8286	82.22
		American Indian	27	43	62.79
		Asian	347	367	94.55
		African American	2462	3117	78.99
		White	3809	4519	84.29
		Hispanic	168	240	70.00
		FARMS	1496	2002	74.73
		Special Education	406	793	51.20
		Limited English Proficiency	15	46	32.61
04	Calvert	All Students	1320	1464	90.16
		American Indian	*	*	75.00
		Asian	*	*	> 95
		African American	*	*	86.13
		White	*	*	90.78
		Hispanic	*	*	88.89
		FARMS	124	157	78.98
		Special Education	38	79	48.10
		Limited English Proficiency	*	*	33.33
05	Caroline	All Students	355	456	77.85
		Asian	*	*	> 95
		African American	*	*	69.23
		White	*	*	80.11
		Hispanic	*	*	45.45
		FARMS	106	165	64.24

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LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
05	Caroline	Special Education	18	32	56.25
		Limited English Proficiency	*	*	50.00
06	Carroll	All Students	2323	2540	91.46
		American Indian	4	6	66.67
		Asian	29	32	90.63
		African American	71	90	78.89
		White	2176	2364	92.05
		Hispanic	43	48	89.58
		FARMS	175	231	75.76
		Special Education	155	206	75.24
		Limited English Proficiency	2	5	40.00
07	Cecil	All Students	1009	1275	79.14
		American Indian	*	*	> 95
		Asian	*	*	50.00
		African American	*	*	79.79
		White	*	*	79.32
		Hispanic	*	*	78.26
		FARMS	175	239	73.22
		Special Education	60	122	49.18
		Limited English Proficiency	*	*	< 10
08	Charles	All Students	2014	2262	89.04
		American Indian	13	16	81.25
		Asian	61	65	93.85
		African American	989	1125	87.91
		White	920	1013	90.82
		Hispanic	31	43	72.09
		FARMS	285	370	77.03
		Special Education	78	123	63.41
		Limited English Proficiency	*	*	> 95
09	Dorchester	All Students	296	384	77.08
		American Indian	*	*	> 95
		Asian	*	*	80.00
		African American	*	*	71.64
		White	*	*	79.57
		Hispanic	*	*	88.89
		FARMS	109	143	76.22
		Special Education	*	*	< 10
		Limited English Proficiency	*	*	< 10
10	Frederick	All Students	2870	3117	92.08
		American Indian	6	9	66.67
		Asian	103	115	89.57

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graduating in four year in 2009**

LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
10	Frederick	African American	272	314	86.62
		White	2341	2499	93.68
		Hispanic	148	180	82.22
		FARMS	286	381	75.07
		Special Education	185	241	76.76
		Limited English Proficiency	12	37	32.43
11	Garrett	All Students	353	382	92.41
		African American	*	*	66.67
		White	*	*	92.61
		FARMS	93	108	86.11
		Special Education	20	39	51.28
12	Harford	All Students	2584	2967	87.09
		American Indian	17	18	94.44
		Asian	80	88	90.91
		African American	445	556	80.04
		White	1988	2238	88.83
		Hispanic	54	67	80.60
		FARMS	319	440	72.50
		Special Education	144	267	53.93
		Limited English Proficiency	*	*	> 95
13	Howard	All Students	3592	4154	86.47
		American Indian	4	8	50.00
		Asian	514	564	91.13
		African American	672	867	77.51
		White	2254	2505	89.98
		Hispanic	148	210	70.48
		FARMS	290	411	70.56
		Special Education	158	295	53.56
		Limited English Proficiency	18	55	32.73
14	Kent	All Students	161	197	81.73
		Asian	*	*	> 95
		African American	*	*	63.83
		White	*	*	86.62
		Hispanic	*	*	> 95
		FARMS	38	58	65.52
		Special Education	17	23	73.91
Limited English Proficiency	*	*	> 95		
15	Montgomery	All Students	9395	10824	86.80
		American Indian	23	27	85.19
		Asian	1503	1591	94.47
		African American	1948	2422	80.43

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**Maryland State Department of Education  
Division of Accountability and Assessment**

Date: 1/4/2010

**Four-year adjusted cohort graduation rate for students  
graduating in four year in 2009**

LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
15	Montgomery	White	4320	4551	94.92
		Hispanic	1601	2233	71.70
		FARMS	1462	2026	72.16
		Special Education	685	1131	60.57
		Limited English Proficiency	160	335	47.76
16	Prince George's	All Students	7498	9546	78.55
		American Indian	26	36	72.22
		Asian	256	293	87.37
		African American	6055	7596	79.71
		White	460	524	87.79
		Hispanic	701	1097	63.90
		FARMS	2338	3111	75.15
		Special Education	142	462	30.74
		Limited English Proficiency	208	320	65.00
17	Queen Anne's	All Students	577	634	91.01
		American Indian	*	*	> 95
		Asian	*	*	> 95
		African American	*	*	74.24
		White	*	*	93.61
		Hispanic	*	*	58.33
		FARMS	55	76	72.37
		Special Education	40	58	68.97
		Limited English Proficiency	1	5	20.00
18	Saint Mary's	All Students	1017	1238	82.15
		Asian	*	*	88.10
		African American	*	*	65.61
		White	*	*	85.35
		Hispanic	*	*	88.89
		FARMS	102	181	56.35
		Special Education	42	102	41.18
19	Somerset	All Students	160	199	80.40
		Asian	*	*	< 10
		African American	*	*	79.35
		White	*	*	80.39
		Hispanic	*	*	> 95
		FARMS	68	90	75.56
		Special Education	9	24	37.50
		Limited English Proficiency	*	*	> 95
20	Talbot	All Students	337	386	87.31
		American Indian	*	*	> 95
		Asian	*	*	71.43

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**Maryland State Department of Education  
Division of Accountability and Assessment**

Date: 1/4/2010

**Four-year adjusted cohort graduation rate for students  
graduating in four year in 2009**

LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
20	Talbot	African American	*	*	88.61
		White	*	*	88.30
		Hispanic	*	*	68.75
		FARMS	62	85	72.94
		Special Education	14	33	42.42
		Limited English Proficiency	3	8	37.50
21	Washington	All Students	*	*	> 95
		American Indian	*	*	50.00
		Asian	*	*	> 95
		African American	*	*	> 95
		White	*	*	> 95
		Hispanic	*	*	> 95
		FARMS	*	*	87.79
		Special Education	*	*	76.98
		Limited English Proficiency	*	*	70.00
22	Wicomico	All Students	865	1038	83.33
		American Indian	*	*	> 95
		Asian	*	*	> 95
		African American	*	*	74.20
		White	*	*	87.69
		Hispanic	*	*	90.00
		FARMS	229	307	74.59
		Special Education	*	*	< 10
		Limited English Proficiency	8	15	53.33
23	Worcester	All Students	483	541	89.28
		Asian	*	*	> 95
		African American	*	*	89.92
		White	*	*	89.25
		Hispanic	*	*	72.73
		FARMS	130	156	83.33
		Special Education	31	44	70.45
		Limited English Proficiency	*	*	50.00
30	Baltimore City	All Students	3871	6527	59.31
		American Indian	10	19	52.63
		Asian	25	28	89.29
		African American	3513	5984	58.71
		White	277	436	63.53
		Hispanic	46	60	76.67
		FARMS	2213	2828	78.25
		Special Education	359	1004	35.76
		Limited English Proficiency	12	13	92.31

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Division of Accountability and Assessment**

Date: 1/4/2010

**Four-year adjusted cohort graduation rate for students  
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LEA Number	LEA Name	Group Title	Number of Graduates	Total Students	Cohort Grad Rate
A	All Public Schools	All Students	54638	68148	80.18
		American Indian	165	226	73.01
		Asian	3240	3533	91.71
		African American	18656	26160	71.31
		White	29242	33346	87.69
		Hispanic	3335	4883	68.30
		FARMS	11211	15556	72.07
		Special Education	3016	6092	49.51
		Limited English Proficiency	484	968	50.00

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The cohort is the class of first time 9th graders of 2005-06.

**Maryland State Department of Education  
Division of Accountability and Assessment  
Leaver Graduation Rate for 2009**

Date: 12/22/2009

Lea Number	LEA Name	Number of Graduates	Total Students	Leaver Grad Rate
01	Allegany	693	808	85.77
02	Anne Arundel	4908	5417	90.60
03	Baltimore County	7299	8735	83.56
04	Calvert	1356	1474	91.99
05	Caroline	368	435	84.60
07	Cecil	1080	1285	84.05
08	Charles	2172	2461	88.26
09	Dorchester	313	390	80.26
10	Frederick	3022	3212	94.08
11	Garrett	359	401	89.53
12	Harford	2666	3074	86.73
13	Howard	3711	3963	93.64
14	Kent	161	200	80.50
15	Montgomery	10129	11592	87.38
16	Prince George's	8266	9775	84.56
17	Queen Anne's	596	658	90.58
18	Saint Mary's	1093	1267	86.27
19	Somerset	169	219	77.17
20	Talbot	344	406	84.73
21	Washington	1546	1689	91.53
22	Wicomico	916	1116	82.08
23	Worcester	493	520	94.81
30	Baltimore City	4285	6835	62.69
A	All Public Schools	58304	68403	85.24

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**Maryland State Department of Education  
Division of Accountability and Assessment  
Leaver Graduation Rate for 2009**

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Date: 12/22/2009

LEA Name	Group Title	Number of Graduates	Total Students	Leaver Grad Rate
All Public Schools	All Students	58304	68403	85.24
	American Indian	186	238	78.15
	Asian	3426	3619	94.67
	African American	20581	26035	79.05
	White	30269	33625	90.02
	Hispanic	3842	4886	78.63
	FARMS	12399	14496	85.53
	Special Education	3483	5145	67.70
	Limited English Proficiency	765	930	82.26