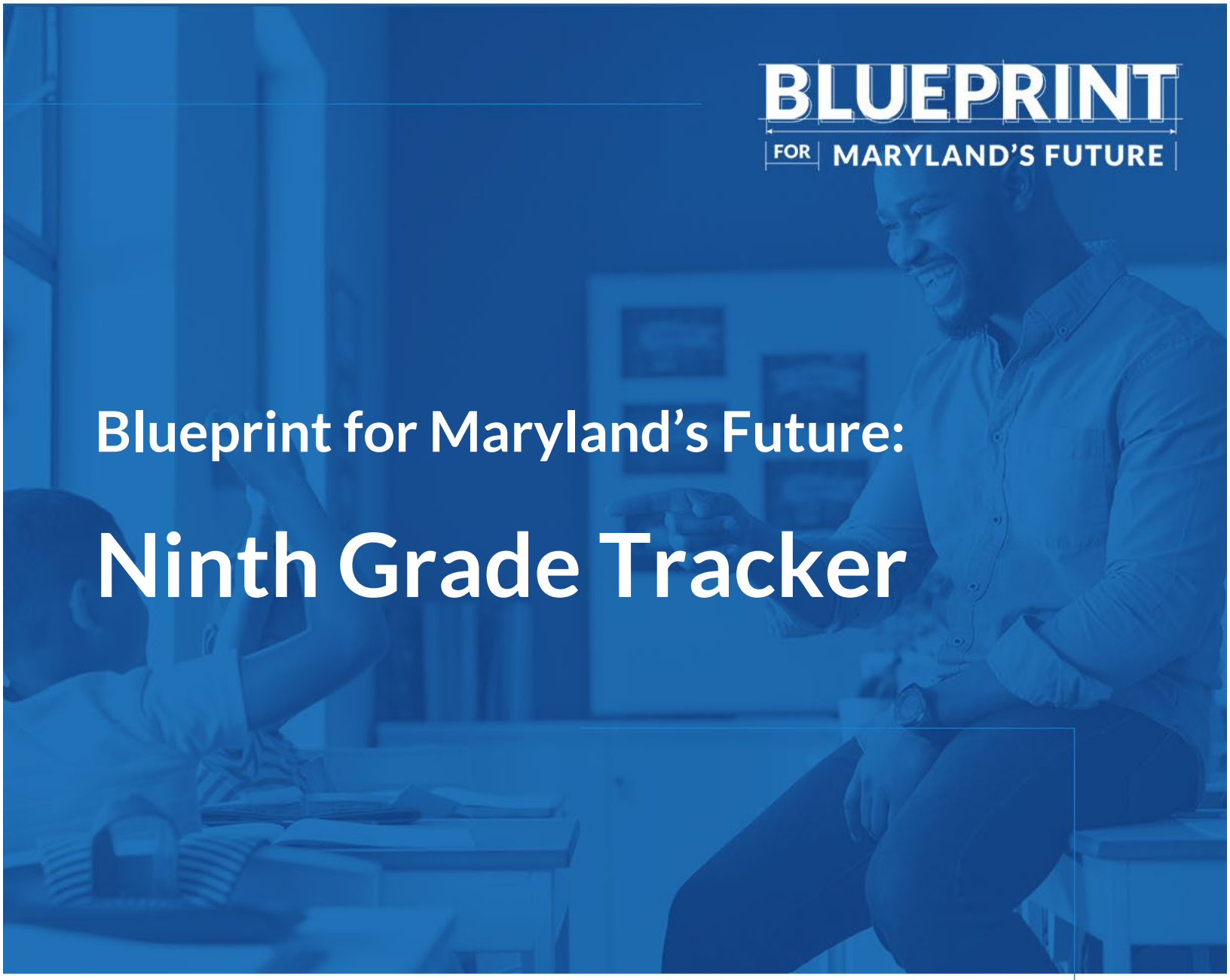

Blueprint for Maryland's Future:

Ninth Grade Tracker

Maryland State Department of Education

December 2022

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MARYLAND STATE DEPARTMENT OF EDUCATION

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Introduction

The Blueprint for Maryland's Future requires all Local Education Agencies (LEAs) to implement a 9th grade tracker system beginning with students in the 9th grade in the 2021-2022 school year to measure students' progress towards graduating on time (Ed. § 7-203.5). The Blueprint requires that the tracker systems include credits accumulated and the number of semester core course failures for students completing the 9th grade. The legislation outlines specific requirements about the data used in the 9th grade tracker systems. Each county board must report these data to local schools for timely intervention aimed at supporting those students who are not on track to graduation. Furthermore, each county board must submit information to the Maryland State Department of Education (MSDE). MSDE must, in turn, report the information from all LEAs to the Accountability and Implementation Board (AIB) and the Maryland Longitudinal Data System (MLDS) Center.

The first part of this report provides background information on the effort to implement a 9th grade tracker system in Maryland by reviewing the academic research on the design of 9th grade tracker systems, providing an overview of Maryland's existing statewide on-track in 9th grade accountability measure, and presenting data trends on high school graduation rates. A summary of how the MSDE and LEAs have responded to the Blueprint mandate is presented in the second part of the report. The summary provides information on the methodology used by LEAs to determine whether their 9th grade students are on track to graduation and the actual number and percent of 9th students that were deemed to be on track in each LEA in school year 2021-2022.

Background

Implementing a 9th grade tracker system is a key step towards improving overall on time graduation rates and reducing equity gaps in student outcomes. Identifying and removing barriers and increasing targeted student support so all students can graduate from high school on time remains an urgent imperative.

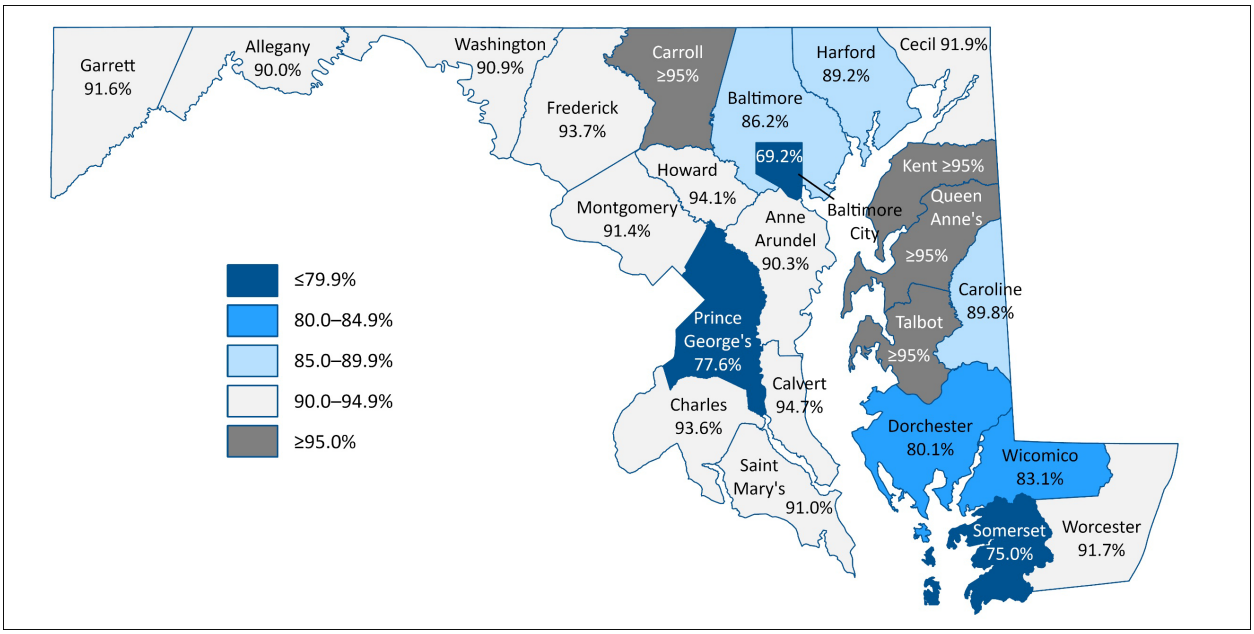
In the United States, on average, 86% of public high school students graduated on time in 2018-2019, as measured by the adjusted cohort graduation rate (ACGR), ranging from 69% in the District of Columbia to 92% in Iowa (NCES, 2022a).[1] The ACGR had been steadily rising for nearly two decades since it was first collected in 2010-2011 until 2018-2019. While the national ACGR for the pandemic years has not yet been published, state-level data analyzed by Barnum et al. (2022) indicates that the pandemic altered the historic trend. With the onset of the pandemic in March 2020, most states waved outstanding graduation requirements, which led to a brief uptick in the average percentage of 9th graders from the 2016-2017 school year who completed high school on time four years later in the 2019-2020 school year(Barnum et al., 2022). However, as the authors point out, based on the data available as of January 2022, the pandemic reversed this upward movement, resulting in declines in average graduation rates in 20 out of 26 states.

The ACGR data shows that graduation rates vary for different race and ethnic groups. Graduation rates were below the national average for American Indian/Alaska Native (74%), Black (80%), and Hispanic (82%) public school students. At the other end, the graduation rates for White and Asian/Pacific Islander students were above the national average (89% and 93%, respectively).

Maryland's overall four-year adjusted cohort graduation rate for 2018-2019 was 86.9%, slightly above the national average for that year, and rose marginally to 87.2% in 2020-2021. However, large gaps exist when comparing graduation rates across LEAs (see Figure 1), ranging from a low of 69.2% to greater than 95%, and the variation persists at the school level even when comparing graduation rates across individual schools within the same LEA.

[1] The adjusted cohort graduation rate (ACGR) is collected by the U.S. Department of Education from data provided by the states. The ACGR is calculated by identifying a cohort of first-time 9th-grade students in a given school year and subsequently "adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting students who transfer out, emigrate to another country, or die." The ACGR measures the percentage of students in this cohort who graduate with a regular high school diploma within four years (NCES, 2022b),

Figure 1: Four-year High School Graduation Rates in Maryland by Local Educational Agency (2021)



Maryland student group data reflects national data with significant disparities in on time graduation rates when disaggregating on time graduation data by race and ethnicity. For example, Figure 2 shows that the 2020-2021 graduation rate for Asian students reached 96.7%, while it was 76% for Hispanic/Latino students. Outcome gaps are also evident when comparing on time graduation rates for student service groups, including English Learners and economically disadvantaged (see Figures 2 and 3). As seen in Figure 3, the on-time graduation rate for English learners in 2020-2021 was 60.7%, significantly below the rate for all students.

Figure 2: Four-Year High School Graduation Rates in Maryland by Race/Ethnicity (2021)

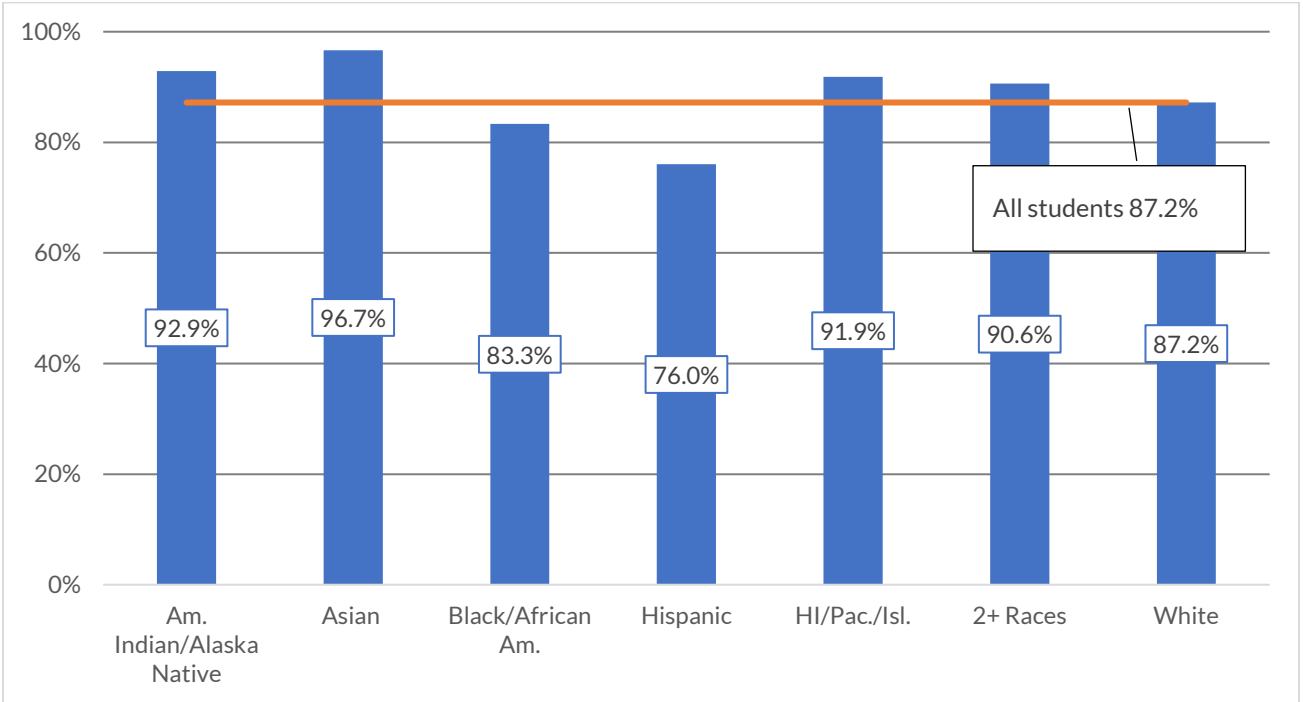
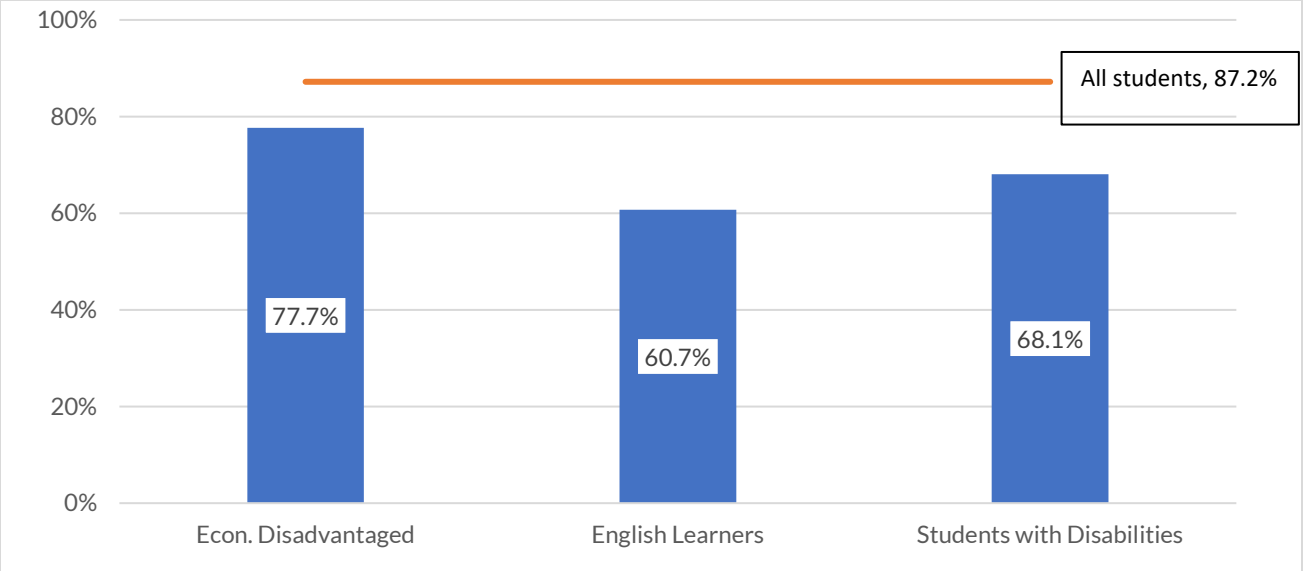


Figure 3: Four-Year High School Graduation Rates in Maryland by Student Service Groups (2021)



The significant gaps in graduation rates among different student groups in Maryland are accompanied by similar discrepancies in dropout rates. The four-year adjusted cohort dropout rate for English learners was 27.3% in 2021, compared to 7.4% for all students.

Numerous studies have shown that graduating from high school has long-lasting, positive impacts on employment, income, health outcomes, and life expectancy (Oreopoulos, 2007). Students who do not finish high school are clearly at a disadvantage in the labor market, as can be seen by national data on educational attainment and economic outcomes. In 2021, for example, 68% of those who had completed high school, but no further education, were employed, compared to just 53% of those who had not completed high school (NCES, 2022c). Similarly, in 2020, the median annual earnings for full-time, year-round workers aged 25 and over were 23% ($6,800) higher for those who had completed high school only compared to those who had not completed high school (NCES, 2022d).

Furthermore, not completing high school is associated with a variety of negative health outcomes. Data from the 2006–2010 United States National Survey on Drug Use and Health (NSDUH) show that the percentage of respondents who report at least one chronic condition, such as asthma, diabetes, heart disease and stomach ulcers, is significantly higher among those who did not complete high school compared to those who graduated from high school (Vaughn et al, 2014). Students who do not complete high school are also at higher risk of premature death (Krueger et al, 2015).

Given the importance of high school graduation for students' future employment, financial, and health outcomes, there has been an increasing interest in recent decades in evidence-based interventions to improve overall graduation rates and reduce equity gaps. Among the interventions that have been studied are 9th grade tracker systems (Roderick et al., 2014; U.S. Department of Education, 2016). Research has shown that the 9th grade is a critical transition in a student's academic trajectory (Mac Iver and Mac Iver, 2010). Students who fall off track during the 9th grade year are less likely to graduate on time and more likely to leave school without earning a diploma (Allensworth, 2013).[2] A 9th grade tracker system can provide district leaders and school administrators

[2] Much of the research on indicators that predict on-track graduation uses a dichotomous variable that examines two outcomes: on-time graduation and non-graduation within 4 years, without specifically looking at the outcomes for students who continue to enroll in high school after the fourth year (see for example, Stuit et al., 2016). Using data from the Maryland Longitudinal Data System (MLDS), Uretsky (2019) found that only a quarter of the students who reenrolled for a fifth year of high school obtained a GED or diploma by the end of that year.

with actionable data to deploy targeted student supports (Allensworth et al., 2018). A 9th grade system is designed to help detect early signs for when high school students experience academic or personal challenges that may prevent those students from graduating on time. Equipped with this information, district leaders and school administrators can address students' challenges before they become insurmountable barriers to on-time graduation.

Without an effective 9th grade tracker system in place, LEAs and schools are left with less-than-optimal choices when allocating resources to support students at risk of not graduating on time (Bruce et al., 2011). Educational systems may not effectively identify and target resources to the students that need them most. One strategy may be to cast a wide net in their support interventions and provide support to lots of students who may not be at risk (Gleason and Dyanrski, 2002). Alternatively, a minimalist intervention approach may be used, and not enough resources allocated to support all at-risk students until it is too late.

ACADEMIC RESEARCH ON 9TH GRADE TRACKER SYSTEMS MEASURES

The development of 9th grade tracker systems was part of a broader movement to design Early Warning Indicator systems in the early 2000s, pioneered by researchers from the University of Chicago Consortium on School Research (UCCSR), the Center for Social Organization of Schools at John Hopkins University, and the Philadelphia Education Fund (Bruce et al., 2011). The purpose of Early Warning Indicator systems was to use data systematically to identify students at risk of not graduating from high school on time and support them with interventions to ensure that they get back on track (Stuit et al., 2016, Faria et al., 2017).

Over time, a consensus developed on a set of powerful metrics that do not only help predict graduation with a high degree of accuracy but also have the potential for meaningful improvement through school interventions. Researchers and practitioners refer to these metrics as the "ABCs" as a shorthand for attendance, behavior, and courses (U.S. Department of Education, 2016; Mac Iver & Mac Iver, 2009). Although the initial research on the "ABCs" was focused on the middle and high school grades, further studies have expanded into elementary school, on one end (see Zau and Betts, 2008), and postsecondary education, on the other (see Carl et al., 2013).

The following section focuses specifically on the research on 9th grade on track measures, including attendance, behavior in school, as measured by suspensions, courses as measured by course credits and course failures.

Attendance

Student attendance in 9th grade has been found to be a strong predictor of on-time graduation, but with some limitations in predicting non-graduation. At the same time, using attendance as a measure has the advantage that data can be collected throughout the 9th grade, allowing school staff to quickly identify at risk students before they fall off track. Furthermore, attendance is highly predictive of course performance, since students need to attend classes to be able to pass their courses and accumulate credits (Allensworth and Easton, 2007).

- Allensworth and Easton (2007) found that 9th grade absences in Chicago alone correctly predicted 4-year graduation 77% of the time but were somewhat less successful at predicting non-graduation (59% predicted). Their findings indicate that just one week of absence per semester can have a significantly negative impact on high school graduation.
- Examining two cohorts of students in Baltimore City, Mac Iver & Messel (2012) reported that 82% of students with an attendance rate of at least 95% graduated on time. For students with an attendance rate of 90-94%, the on-time graduation rate decreased to 72%. Furthermore, the on-time graduation rate dropped to 56% for students with an 85-89% attendance rate.
- In Maryland, attendance was shown to be less predictive of graduation, with 96.7% of students with an attendance rate of at least 95% graduating on time, compared to 93.9% of students with an attendance rate of at least 85% graduating on time. Predictive modeling of graduation outcome as a

function of attendance rate predicts a 93.6% probability of graduating on time for students with an attendance rate of 95%, decreasing to 82.5% probability of on-time graduation for students with an attendance rate of 85%.

Courses

Research in a variety of contexts shows that course performance in the 9th grade is the strongest predictor of on-time high school graduation, beyond students' socioeconomic background and levels of preparation when entering high school (Allensworth, 2013). Researchers have measured course performance in two major ways: by looking at credit accumulation at the end of the 9th grade and by examining the number of semester core course failures.

Course credits

- For students entering high school in Chicago in 2000, Allensworth & Easton (2005) reported that 40% of students who earned 5 credits in their freshman year, which was the minimum number of credits needed to be promoted to the 10th grade, graduated on time. The graduation rate increased to 71% for students that earned 6 credits by the end of their 9th grade year.[3]
- A long-term (2001–2011) longitudinal study by Kemple et al. (2013) evaluated the predictability of various measures for on-time graduation with a Regents diploma for first-time 9th graders in New York. The study found that students earning 10 or more course credits in their freshmen year was a reliable predictor of on-time graduation.[4]
- An internal analysis by MSDE showed that among the cohort of students who were in 9th grade in school year 2017-2018, 98.5% of those who obtained 5 or more credits in a combination of ELA, math, science, social studies, and world language courses graduated on time. Of this cohort, 76.5% of students who obtained fewer than 5 credits in their freshman year graduated on time.

Course Failures

- In Chicago, course failures accurately predicted graduation in four years 80% of the time and correctly predicted non-graduation 66% of the time (Allensworth & Easton, 2007).
- In an investigation of five Texas school districts, Hartman et al. (2011) evaluated the effect of the number of core course semester failures on graduation outcomes by examining the impact on students having sufficient credits to graduate on time. Across the districts in the study, only 5.0–14.0% of students with two or more semester failures had sufficient credits for graduation, compared to 61.2–86.0% of students with less than two core course semester failures by the end of their 9th grade year.
- Using data on two high school cohorts in Baltimore City Public Schools from 2004-2006, researchers showed that 86% of students who had no 9th grade core course failures graduated on time, compared to 67% of those with one core course failure and 49% of those with two (Mac Iver & Messel, 2012).
- In Maryland, 95.0% of students with no 9th grade core course failures graduated on time, compared to 78.7% of those with one core course failure and 63.1% of those with two.

[3] Chicago required a minimum of 24 credits for graduation in 2000 while its graduation rate in 2004 was approximately 50 percent (Burke, 2019).

[4] New York State requires a minimum of 44 credits to graduate with a Regents diploma, which is approximately twice the graduation requirement for Maryland students.

Behavior

Research on the predictive power of student suspensions for on-time graduation has been mixed. Allensworth et al. (2014, 2018) noted a lack of consistency for the predictive power of behavioral measures such as suspensions and marks for behavior in Chicago Public Schools, despite other studies finding these behavioral metrics as stronger predictors (e.g., Balfanz et al., 2014; Bowers et al., 2013; Lehr et al., 2004; Davis et al., 2013).

- In Baltimore City Public Schools, Mac Iver & Messel (2012) reported that 28% of students that were ever suspended for three or more days in the 9th grade graduated on time, whereas 63% of students that were never suspended for three or more days graduated on time.
- A 2001 cohort longitudinal study in Florida's public schools found that 75% of students that received zero suspensions graduated on time, which was a slightly weaker predictor compared to the use of attendance and course failures (Balfanz et al., 2014).
- In Ohio, Stuit et al. (2016) showed that the use of one or more suspensions as an off-track indicator significantly underperforms compared to tracking credits, attendance rates, and GPA in predicting failure to graduate on time (22–45% correct prediction rate across 8th and 9th graders, where reported).
- For the Maryland 2021 graduation cohort, 66.1% of students with at least one suspension in the 9th grade graduated on time, decreasing to an on-time graduation rate of 51.7% for those with two or more suspensions in their freshman year (MSDE Office of Research, unpublished internal analysis). For students with no suspensions reported, 91.4% graduated on time. In predictive modeling for Maryland graduation outcomes, suspension was the least accurate predictor when compared to core course credits, failures, and attendance rate. Using the number of suspension occurrence was slightly better at predicting graduation outcomes than using the total number of days suspended during the freshman year. Students with one suspension incident during their freshman year have a 73.3% probability of graduating on-time, decreasing to 58.2% probability with two suspensions. One limitation in using suspension data is the small sub-population size. For example, only 7.3% of the 2021 cohort had a 9th grade suspension record, with 2.5% of students having 2 or more suspension incidents.

Multiple Measures

Most studies on 9th grade on track measures show that the addition of other measures beyond course performance only improves slightly the strength of predicting on-time high school graduation.

- Researchers with the University of Chicago's Consortium on School Research documented the importance of grades and course failures in the first year of high school for correctly predicting on-time graduation. Using data on the Chicago Public Schools (CPS) 2003–2004 freshman cohort, the researchers showed that CPS' on track measure, which combined grade point average (GPA) and course failures, correctly predicted 4-year graduation 80% of the time (Allensworth, 2013). A similar model that also included student background characteristics and test scores only increased successful prediction to 81%.
- An internal analysis by MSDE shows that, for the 2021 Maryland graduation cohort, the addition of other metrics (e.g., course failures, attendance rates) to course credits only provides a nominal improvement to the predictive models. For students that earned 5 credits during their freshman year, the probability of on time graduation is nominally adjusted from 98.5% to 98.0% with the addition of attendance rate.

Summary

Research across states and districts, including analyses using recent Maryland data, consistently shows that core course credits, course failures, and absenteeism are highly successful at predicting on-time high school graduation for students completing 9th grade. This relationship is strongest when measures are collected for students during their 9th grade year, with little improvement in predictive power by adding 8th grade measures (Mac Iver & Messel, 2012; Stuit et al., 2016). Research is less consistently supportive of the use of behavioral measures for predicting graduation. Additional research is needed to support the adoption of specific benchmarks such as a rate of absenteeism associated with 9th grade predictors although some analyses suggest that the appropriate thresholds may be context dependent and thus better determined at the district level (Bruce et al., 2011; Stuit et al., 2016).

THE POWER OF DATA TO IMPROVE STUDENT OUTCOMES: THE CHICAGO PUBLIC SCHOOLS FRESHMAN ON-TRACK INDICATOR

The landmark 2005 report by the University of Chicago Consortium on School Research (UCCSR) demonstrated that course performance in the 9th grade was highly predictive of high school graduation. As shown by the report's findings, earning enough credits to be promoted to the 10th grade and having no more than one semester failure in a core course predicted graduation 80% of the time (Allensworth and Easton, 2005). But the report was only the beginning of a prolonged, iterative effort aimed at putting actionable data in the hands of district leaders, school administrators, teachers, staff, parents, and students to improve freshman on-track, high school graduation, and college-going rates among Chicago Public School (CPS) students (Allensworth, 2013).

- In a study released in 2007, UCCSSR researchers recommended complementing the use of the freshman on-track indicator with other measures that can be collected at earlier points in the 9th grade year, including students' absences, number of semester-course failures, and GPA. By relying on these metrics, which are also highly predictive of high school graduation, schools can identify and support struggling students throughout the school year, rather than waiting until the year's end, when they may be already falling off track (Allensworth and Easton, 2007).
- In partnership with the UCCSSR, Chicago Public School district leaders and school administrators put in place systems to leverage the freshman on-track and other 8th and 9th grade indicators to improve student performance. Student-level reports right before the start of the 9th grade, after the first quarter, and at the end of the first semester helped schools prevent at-risk students from falling through the cracks. School-level comparisons on the freshman on-track rates, disaggregated by student groups, encouraged broader discussions across schools on what strategies worked best to improve student outcomes (Allensworth, 2013; Allensworth et al., 2018).
- As schools throughout the district began to utilize student-level reports to identify at-risk students and implement tailored interventions, the freshman on-track rate climbed dramatically, from 59.5% in spring 2008 to 72.7% in spring 2011 (Allensworth, 2013). Furthermore, the graduation rate for CPS students rose to 79% in 2019, up from 57% in 2006 (Network for College Success, retrieved on November 26, 2022), and reached a record high in 2022 across race/ethnic student groups. These improvements were also accompanied by increases in college going rates, as showed by a study matching CPS graduation data to data from the National Student Clearinghouse (Nagaoka et al., 2017).

Adapting, refining, and evaluating the impact of 9th grade tracker systems

The research on 9th grade tracker systems based on attendance, behavior, and course performance indicators has been replicated, adapted, and confirmed in multiple settings around the country (Davis et al., 2018). Furthermore, state and local education agencies have adopted and adapted in whole or in part the Chicago approach to building the 9th grade tracker system (Allensworth et al., 2018). As these and other related efforts expand and gain maturity, research continues with the aim of not only refining the metrics, but also calibrating accompanying

student success interventions, and evaluating their impact on freshman on-track rates, high school graduation, and college enrollment (Rumberger et al., 2017). Recent studies provide new evidence on the positive impact of implementing 9th grade tracker systems to improve student outcomes.

- Similar to the trends seen in Chicago Public Schools, the implementation of 9th grade on-track indicators in New York City, as part of a broader Early Warning Indicator systems to prevent school dropout, has resulted in remarkable increases in high school graduation rates. The four-year graduation rate went up from 70.5% in 2015 to 81.2% in 2021 (NYC Department of Education, retrieved on November 23, 2022).
- In a randomized control study conducted in three Midwestern states, 73 high schools were randomly assigned to either implement a 9th grade tracker system that was part of a broader Early Warning Intervention and Monitoring System (EWIMS), or to continue their usual practices to identify and support students at risk (Faria et al., 2017). The study results showed that, even when implementation of the EWIMS in all the treatment schools was challenging and the overall level of adoption was low, the EWIMS did help reduce the percentage of students at risk of not graduating on time due to chronic absenteeism and course failure.

MARYLAND'S ON-TRACK IN 9TH GRADE ACCOUNTABILITY MEASURE

Maryland has had in place a statewide measure for on-track in 9th grade since 2018, when it began reporting on this measure as part of the state's federally approved accountability system. With the Every Student Succeeds Act (ESSA), signed into law in 2015, each state is required to submit a consolidated state plan detailing how the law will be implemented, including how it will hold schools accountable for student performance. Some aspects of the accountability system are required by law—for example, all high schools, nationwide, are accountable for their graduation rate. The law does allow states some flexibility to choose components of the accountability system that are important to its stakeholders.

Parents, teachers, principals, superintendents, community leaders, advocacy groups, the State Board of Education and MSDE staff worked together to create an accountability system that measured relevant, actionable aspects of school performance. The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year.

The Readiness for Postsecondary Success indicator is a component of the Maryland accountability system for high schools and includes two measures: (1) on-track in 9th grade and (2) credit for completion of a well-rounded curriculum. The on-track in 9th grade measure was selected to quantify the percentage of students who are on track to graduation by the end of 9th grade. The measure is defined as the percent of 9th grade students who earn at least four credits in any of the following courses: English Language Arts, mathematics, science, social studies, or world languages.

Each high school's results for the on-track in 9th grade measure are reported in the school's accountability report card and published on the Maryland Report Card website. School accountability results are currently published for school years 2017-2018 and 2018-2019 and will soon be released for school year 2021-2022. As a result of the COVID-19 pandemic and resulting school closures, federal waivers[5], state legislation, and other national changes, Maryland school accountability reports cards for each school in the state are not available for school years 2019-2020 or 2020-2021.

While MSDE is working to finalize complete accountability results for the school year 2021-2022 accountability system, delayed due to the 2021-2022 Maryland Comprehensive Assessment Program (MCAP) standard setting

[5] Maryland received a waiver of the assessment, accountability, and reporting requirements for school years 2019-2020 and 2020-2021 due to widespread school closures related to the novel Coronavirus disease (COVID-19). Approval letters from the United States Department of Education dated March 27, 2020 (https://oese.ed.gov/files/2020/04/MD-Covid19-WaiverResponse.pdf) and May 17, 2021 (https://oese.ed.gov/files/2021/05/MD-Accountability-Waiver-Response.pdf)

process, data for the on-track in 9th grade measure are available. Table 1 presents preliminary 2021-2022 results from Maryland's statewide on-track in 9th grade measure which will be released as part of the 2021-2022 school report cards in early 2023.

Table 1: Maryland's 2021-2022 On-Track in 9th Grade Accountability Measure Results by LEA[6]

LEA	Percent On-Track in 9th Grade
Allegany	84.5%
Anne Arundel	84.0%
Baltimore County	78.0%
Calvert	87.9%
Caroline	80.2%
Carroll	90.4%
Cecil	89.8%
Charles	80.9%
Dorchester	61.0%
Frederick	90.6%
Garrett	89.8%
Harford	82.9%
Howard	83.7%
Kent	78.5%
Montgomery	83.5%
Prince George's	60.8%
Queen Anne's	86.0%
Saint Mary's	78.2%
Somerset	67.0%
Talbot	83.0%
Washington	73.7%
Wicomico	80.1%
Worcester	89.6%
Baltimore City	56.5%
SEED	62.4%

MSDE is committed to continuous improvement of the state's accountability system, informed by data, and aimed to improve outcomes for all students. As part of this commitment, MSDE is evaluating the current on-track in 9th grade measure and will consider the most recent research on the topic to determine whether refinements are needed to this measure in the future.

[6] As of the writing of this report, 2021-2022 statewide On-Track in 9th Grade Accountability Measure Results

MSDE and LEAs' Progress to Meet the Blueprint Mandate

In March 2022, the MSDE established a committee charged with leading the department's work to fulfill the Blueprint requirements regarding the implementation of a 9th grade tracker system in each LEA. The committee's immediate work was focused on the Blueprint-mandated annual report compiling all the data collected by LEAs on their 9th grade students' progress towards on time graduation. To meet this goal, MSDE added a new, required data element to the standard annual High School Data Collection (HSDC). The required element is a "Yes or No" indicator of whether each student is on track towards meeting the LEA's graduation requirements at the end of the 9th grade.

In addition to collecting student-level data from each LEA, MSDE also surveyed LEAs on two occasions to determine how they locally implemented a 9th grade tracker system for school year 2021-2022. A preliminary survey conducted in March 2022 sought to determine whether LEAs were already using any 9th grade tracker systems. At the time of the survey, just over one half of responding LEAs were planning their 9th grade tracker systems and about a quarter had started building their 9th grade tracker system. Three LEAs indicated that the 9th grade tracker requirement would be built into an existing early warning indicator system.

A second survey was conducted with LEAs from July 26th to August 31st, 2022. The purpose of the second survey was to capture the methodology used by each LEA when providing the new data elements included in the HSDC that indicate whether each 9th grade student is on track to on-time graduation.

SURVEY FINDINGS OF 9TH GRADE TRACKER SYSTEM METHODOLOGIES

The second survey asked LEAs to explain how credit accumulation is incorporated into their 9th grade tracker systems, including the number of credits a student must earn to be considered on track and which courses are considered. All 25 LEA surveyed have a credit accumulation requirement for students to be considered on track, but the number of credits and the courses to which this requirement applied varied considerably. Highlights from the survey on credit accumulation are provided below:

- Of the 25 LEAs, 8 require 4 or 4.5 credits, 9 require 5 credits, and 7 require 6 credits for a 9th grader to be considered on track to graduate.
- The number of credits that LEAs require to be from core courses varied and ranged from 1 to 4 credits, with 12 LEAs requiring 4 credits.

LEAs were asked to explain how semester core course failures are incorporated into their 9th grade tracker system, including the number of core semester failures allowed while still being considered on track. Highlights from the survey on course failures are provided below:

- 16 LEAs stated that course failures are incorporated into their 9th grade trackers, while 9 LEAs use systems that are not based on semester core course failures.
- Most LEAs do not explicitly factor in course failures. As long as students meet the course credit requirements defined in the 9th grade tracker systems, they will be considered on track to graduation.
- 5 of the 25 LEAs reported that they take action in response to a specific number of course failures.

LEAs identified the subjects that are considered as "core courses" when determining whether 9th grade students are on track, as well as what (if any) additional data elements are considered in determining whether 9th grade students are on track to graduation. Highlights from the survey on core courses are provided below:

- 23 out of 25 LEAs identify core courses as part of their calculation of an on-track indicator, while 2 do not consider core courses.
- The 23 LEAs that identified core courses include English and Mathematics in determining on-track status. 18 of the 23 also identify science and social studies.
- 7 LEAs also identified world languages as a core course in addition to math, science, and English.

LEAs were also asked if any additional elements were used in the design of their 9th grade tracker systems. 16 of 25 LEAs indicated that no other data elements are considered.

- 5 LEAs consider state assessment data, 5 LEAs consider attendance data, and 4 LEAs consider grade point average as part of their 9th grade tracker systems. Only 1 LEA considers student discipline data as part of its system.
- LEAs were given an opportunity to identify any additional data elements being used in their 9th grade tracker systems. The most common data element identified was service learning hours/requirements, which was used by 4 LEAs.

Finally, LEAs were asked to identify how the system they used for reporting data for the 2021-2022 school year was developed.

- 8 LEAs stated their system was created in response to the Blueprint, 8 LEAs stated their system existed prior to the Blueprint but was modified, and 9 LEAs stated their system existed prior to the Blueprint and was not modified.

Survey responses provide important context for how each LEA determined whether their 9th grade students were on track to graduation in the HSDC. Tables A1 – A3 in the Appendix provide summary results from each LEA.

RESULTS FROM THE HIGH SCHOOL DATA COLLECTION

The results from the High School Data Collection (HSDC) show that the percent of 9th grade students on-track to graduation varies widely across LEAs, from 51.3% in Harford to 93.5% in Queen Anne's as shown in Table 2. The median for the State is 78.9%.

Table 2: LEA Reported 2021-2022 9th Grade Tracker Data – 2021-2022 HSDC

LEA	Number of 9th Grade Students On-Track	Total Number of 9th Grade Students	Percent of 9th Grade Students On-Track
Allegany	533	603	88.4%
Anne Arundel	5,426	7,535	72.0%
Baltimore County	6,879	9,799	70.2%
Calvert	1,161	1,343	86.4%
Caroline	433	537	80.6%
Carroll	1,885	2,071	91.0%
Cecil	1,193	1,285	92.8%
Charles	2,266	2,740	82.7%
Dorchester	264	436	60.6%
Frederick	3,588	4,031	89.0%
Garrett	259	284	91.2%
Harford	1,769	3,448	51.3%
Howard	4,013	4,920	81.6%
Kent	102	135	75.6%
Montgomery	11,367	15,518	73.3%
Prince George's	8,280	13,561	61.1%
Queen Anne's	544	582	93.5%
Saint Mary's	1,245	1,589	78.4%
Somerset	159	215	74.0%
Talbot	322	382	84.3%
Washington	1,577	2,001	78.8%
Wicomico	872	1,271	68.6%
Worcester	473	554	85.4%
Baltimore City	4,964	7,747	64.1%
SEED	71	90	78.9%

Next Steps

As required by the Blueprint, LEAs will continue to identify students at risk of not graduating from high school on time through their locally built 9th grade tracker systems. Each county board will report those data to local schools so that local schools can provide timely supports to the students who need them. Furthermore, in accordance with the legislation, the MSDE will continue to submit these data to the AIB and the MLDS.

In addition to meeting the Blueprint requirements, the MSDE will explore the need to update the existing state-wide, on-track in 9th grade accountability measure by considering its alignment with the most recent research on 9th grade tracker systems. As the MSDE progresses to the next stages in the release of its multi-year Strategic Plan, the department will also continue to implement the development of an Early Warning Indicator system that tracks students' progression through key milestones from early learning to college and career readiness.

Appendix

TABLE A1: LEA SURVEY RESULTS, COURSE CREDITS

Local Education Agency	Includes course credits	Number of credits required	Which courses?
Baltimore City	Yes	5	English or math
Kent	Yes	4	4 core credits
Prince George's	Yes	5	English and math
Carroll	Yes	6	4 core credits
Anne Arundel	Yes	4	4 core credits
Montgomery	Yes	5	English and math
Howard	Yes	5	English or math
Baltimore County	Yes	6	4 core credits
Talbot	Yes	5	English and math
Worcester	Yes	4	4 core credits
Harford	Yes	6	4 core credits
SEED School	Yes	4.5	Not stated
Queen Anne's	Yes	5	Not stated
Washington	Yes	4	4 core credits
Charles	Yes	6	Not stated
Garrett	Yes	5	Not considered
St. Mary's	Yes	4	4 core credits
Frederick	Yes	6	4 core credits
Allegany	Yes	6	Not stated
Calvert	Yes	5	Not considered
Caroline	Yes	6	3 core credits
Wicomico	Yes	4	4 core credits
Cecil	Yes	5	4 core credits
Somerset	Yes	4	4 core credits
Dorchester	Yes	3	3 core credits

TABLE A2: LEA SURVEY RESULTS, COURSE FAILURES

LEA	Includes course failures	How incorporated
Baltimore City	Yes	Must pass English or Algebra I
Kent	Yes	Students can only fail one class
Prince George's	Yes	Can fail classes but need 5 total credits
Carroll	Yes	Can fail a core course 1 time and still be considered on track but may receive other remedial supports
Anne Arundel	No	-
Montgomery	No	-
Howard	No	-
Baltimore County	Yes	Must pass MP3 and MP4, or, pass MP1 or MP2 AND pass MP3 or MP4
Talbot	Yes	Can fail a class but must have 5 total credits, including in English and Math
Worcester	No	-
Harford	No	-
SEED School	Yes	Though failures are tracked, they are not considered for on-track status beyond the consideration of course credit
Queen Anne's	No	-
Washington	Yes	Max. of 3 failures, incl. 1 in core courses, is allowed
Charles	Yes	Course failures are indicated in a tracker report but not considered (beyond credits) for on-track status
Garrett	Yes	Does not consider failures but monitors them in the system
St. Mary's	Yes	No core course failures allowed
Frederick	Yes	Monitors failures but does not affect on-track status
Allegany	No	-
Calvert	Yes	Students receiving 2 semester failure averages in any core courses are flagged
Caroline	Yes	If student passes fewer than 3 core courses that student is not on track
Wicomico	No	-
Cecil	Yes	Nothing beyond credit requirement
Somerset	No	-
Dorchester	No	-

TABLE A3: LEA SURVEY RESULTS, CORE COURSES, OTHER DATA ELEMENTS AND ORIGIN IN RELATION TO BLUEPRINT

LEA	Core courses†	Other data elements††	Origin in relation to Blueprint
Baltimore City	E, M	None	Existed prior/not modified
Kent	E, M, S, SS, WL	SA, SD, AT, O	Created in response
Prince George's	E, M	SA, O	Created in response
Carroll	E, M, S, SS	O	Existed prior/was modified
Anne Arundel	E, M, S, SS, WL	None	Existed prior/not modified
Montgomery	E, M	None	Existed prior/not modified
Howard	E, M	None	Existed prior/was modified
Baltimore County	E, M, S, SS, O	None	Existed prior/was modified
Talbot	E, M	None	Existed prior/not modified
Worcester	E, M, S, SS, WL	None	Existed prior/not modified
Harford	E, M, S, SS	GPA, AT	Created in response
SEED School	E, M, S, SS	SA, GPA, AT	Existed prior/was modified
Queen Anne's	E, M, S, SS	None	Existed prior/not modified
Washington	E, M, S, SS, WL	AT, O	Existed prior/was modified
Charles	None	None	Existed prior/not modified
Garrett	None	SA, GPA, AT	Created in response
St. Mary's	E, M, S, SS	None	Existed prior/was modified
Frederick	E, M, S, SS, WL	None	Existed prior/not modified
Allegany	E, M, S, SS	None	Created in response
Calvert	E, M, S, SS	None	Created in response
Caroline	E, M, S, SS	None	Existed prior/not modified
Wicomico	E, M, S, SS, WL	GPA	Existed prior/was modified
Cecil	E, M, S, SS, WL	SA	Existed prior/was modified
Somerset	E, M, S, SS	None	Created in response
Dorchester	E, M, S, SS	None	Created in response

†**E** = English, M= Math, S = Science, SS = Social Studies, WL = World Language, O = Other

††**SA** = State assessments, GPA = Grade point average, AT = Attendance, SD = Student discipline, O = Other, None = Not included

A4. ALLEGANY COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies	None	-	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	533	603	88.4%
Asian	*	*	*
Black or African American	11	14	78.6%
Hispanic/Latino of Any Race	10	12	83.3%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	36	40	90.0%
White	468	529	88.5%
Students without Disabilities	504	562	89.7%
Students with Disabilities	29	41	70.7%
English Learner	*	*	*
Economically Disadvantaged	185	233	79.4%
Non Economically Disadvantaged	348	370	94.1%

'' indicates no students or fewer than 10 students in category*

A5. ANNE ARUNDEL COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies World Language	None	-	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	5,426	7,535	72.0%
American Indian or Alaska Native	23	32	71.9%
Asian	232	264	87.9%
Black or African American	1,152	1,683	68.4%
Hispanic/Latino of Any Race	904	1,752	51.6%
Native Hawaiian or Other Pacific Islander	14	20	70.0%
Two or More Races	313	420	74.5%
White	2,788	3,364	82.9%
Students without Disabilities	5,039	6,758	74.6%
Students with Disabilities	387	777	49.8%
English Learner	248	841	29.5%
Economically Disadvantaged	781	1,531	51.0%
Non Economically Disadvantaged	4,645	6,004	77.4%

A6. BALTIMORE COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies Other	None	Must pass MP3 and MP4, or pass MP1 or MP2 AND pass MP3 or MP4	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	6,879	9,799	70.2%
American Indian or Alaska Native	21	33	63.6%
Asian	507	569	89.1%
Black or African American	2,806	4,116	68.2%
Hispanic/Latino of Any Race	797	1,667	47.8%
Native Hawaiian or Other Pacific Islander	12	17	70.6%
Two or More Races	305	438	69.6%
White	2,431	2,959	82.2%
Students without Disabilities	6,196	8,610	72.0%
Students with Disabilities	683	1,189	57.4%
English Learner	407	1,072	38.0%
Economically Disadvantaged	1,875	3,354	55.9%
Non Economically Disadvantaged	5,004	6,445	77.6%

A7. CALVERT COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math Science Social Studies	None	Students receiving 2 semester failure averages in any core courses are flagged	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,161	1,343	86.4%
American Indian or Alaska Native	*	*	*
Asian	*	*	>=95%
Black or African American	149	193	77.2%
Hispanic/Latino of Any Race	92	108	85.2%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	96	114	84.2%
White	799	902	88.6%
Students without Disabilities	1,081	1,231	87.8%
Students with Disabilities	80	112	71.4%
English Learner	11	17	64.7%
Economically Disadvantaged	131	206	63.6%
Non Economically Disadvantaged	1,030	1,137	90.6%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A8. CAROLINE COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies	None	If student passes fewer than 3 core courses that student is not on-track	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	433	537	80.6%
Asian	*	*	*
Black or African American	71	88	80.7%
Hispanic/Latino of Any Race	87	122	71.3%
Two or More Races	30	39	76.9%
White	238	280	85.0%
Students without Disabilities	401	489	82.0%
Students with Disabilities	32	48	66.7%
English Learner	52	75	69.3%
Economically Disadvantaged	139	184	75.5%
Non Economically Disadvantaged	294	353	83.3%

'*' indicates no students or fewer than 10 students in category

A9. CARROLL COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies	Other	Can fail a core course 1 time and still be considered on track but may receive other remedial supports	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,885	2,071	91.0%
American Indian or Alaska Native	*	*	*
Asian	*	*	>=95%
Black or African American	99	117	84.6%
Hispanic/Latino of Any Race	152	190	80.0%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	75	85	88.2%
White	1,484	1,602	92.6%
Students without Disabilities	1,760	1,896	92.8%
Students with Disabilities	125	175	71.4%
English Learner	15	31	48.4%
Economically Disadvantaged	182	244	74.6%
Non Economically Disadvantaged	1,703	1,827	93.2%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A10. CECIL COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math Science Social Studies World Language	State assessments	Nothing beyond credit requirement	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,193	1,285	92.8%
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	129	141	91.5%
Hispanic/Latino of Any Race	111	125	88.8%
Two or More Races	73	79	92.4%
White	869	929	93.5%
Students without Disabilities	1,034	1,102	93.8%
Students with Disabilities	159	183	86.9%
English Learner	27	33	81.8%
Economically Disadvantaged	318	378	84.1%
Non Economically Disadvantaged	*	*	>=95%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A11. CHARLES COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	None	None	Course failures are indicated in a tracker report but not considered (beyond credits) for on-track status	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	2,266	2,740	82.7%
American Indian or Alaska Native	*	*	*
Asian	78	83	94.0%
Black or African American	1,328	1,624	81.8%
Hispanic/Latino of Any Race	253	334	75.7%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	157	181	86.7%
White	439	506	86.8%
Students without Disabilities	2,023	2,405	84.1%
Students with Disabilities	243	335	72.5%
English Learner	78	111	70.3%
Economically Disadvantaged	404	570	70.9%
Non Economically Disadvantaged	1,862	2,170	85.8%

'' indicates no students or fewer than 10 students in category*

A12. DORCHESTER COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
3	English Math Science Social Studies	None	-	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	264	436	60.6%
Asian	*	*	*
Black or African American	122	221	55.2%
Hispanic/Latino of Any Race	18	33	54.5%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	20	36	55.6%
White	100	142	70.4%
Students without Disabilities	246	396	62.1%
Students with Disabilities	18	40	45.0%
English Learner	4	11	36.4%
Economically Disadvantaged	131	267	49.1%
Non Economically Disadvantaged	133	169	78.7%

'' indicates no students or fewer than 10 students in category*

A 13. FREDERICK COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies World Language	None	Monitors failures but does not affect on-track status	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	3,588	4,031	89.0%
American Indian or Alaska Native	*	*	*
Asian	242	255	94.9%
Black or African American	499	584	85.4%
Hispanic/Latino of Any Race	768	908	84.6%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	217	238	91.2%
White	1,848	2,030	91.0%
Students without Disabilities	3,248	3,562	91.2%
Students with Disabilities	340	469	72.5%
English Learner	210	295	71.2%
Economically Disadvantaged	465	617	75.4%
Non Economically Disadvantaged	3,123	3,414	91.5%

'' indicates no students or fewer than 10 students in category*

A14. GARRETT COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	None	State assessment Grade point average Attendance	Does not consider failures but monitors them in the system	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	259	284	91.2%
Asian	*	*	*
Black or African American	*	*	*
Hispanic/Latino of Any Race	*	*	*
Two or More Races	*	*	*
White	249	272	91.5%
Students without Disabilities	242	258	93.8%
Students with Disabilities	17	26	65.4%
English Learner	*	*	*
Economically Disadvantaged	46	63	73.0%
Non Economically Disadvantaged	*	*	>=95%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A15. HARFORD COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
6	English Math Science Social Studies	Grade point average Attendance	-	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,769	3,448	51.3%
American Indian or Alaska Native	*	*	*
Asian	94	124	75.8%
Black or African American	285	808	35.3%
Hispanic/Latino of Any Race	142	363	39.1%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	110	261	42.1%
White	1,134	1,881	60.3%
Students without Disabilities	1,654	2,976	55.6%
Students with Disabilities	115	472	24.4%
English Learner	19	100	19.0%
Economically Disadvantaged	208	942	22.1%
Non Economically Disadvantaged	1,561	2,506	62.3%

'' indicates no students or fewer than 10 students in category*

A16. HOWARD COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math	None	-	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	4,013	4,920	81.6%
American Indian or Alaska Native	9	11	81.8%
Asian	993	1,069	92.9%
Black or African American	903	1,262	71.6%
Hispanic/Latino of Any Race	509	765	66.5%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	229	279	82.1%
White	1,363	1,526	89.3%
Students without Disabilities	3,765	4,480	84.0%
Students with Disabilities	248	440	56.4%
English Learner	186	328	56.7%
Economically Disadvantaged	400	721	55.5%
Non Economically Disadvantaged	3,613	4,199	86.0%

'' indicates no students or fewer than 10 students in category*

A17. KENT COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies World Language	State assessments Student discipline Attendance Other	Students can only fail one class	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	102	135	75.6%
Asian	*	*	*
Black or African American	20	28	71.4%
Hispanic/Latino of Any Race	5	12	41.7%
Two or More Races	*	*	*
White	69	85	81.2%
Students without Disabilities	93	116	80.2%
Students with Disabilities	9	19	47.4%
English Learner	*	*	*
Economically Disadvantaged	44	64	68.8%
Non Economically Disadvantaged	58	71	81.7%

'' indicates no students or fewer than 10 students in category*

A18. MONTGOMERY COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math	None	-	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	11,367	15,518	73.3%
American Indian or Alaska Native	19	28	67.9%
Asian	1,719	1,875	91.7%
Black or African American	2,411	3,260	74.0%
Hispanic/Latino of Any Race	3,515	6,320	55.6%
Native Hawaiian or Other Pacific Islander	11	12	91.7%
Two or More Races	544	615	88.5%
White	3,148	3,408	92.4%
Students without Disabilities	10,170	13,710	74.2%
Students with Disabilities	1,197	1,808	66.2%
English Learner	1,341	3,093	43.4%
Economically Disadvantaged	1,648	2,912	56.6%
Non Economically Disadvantaged	9,719	12,606	77.1%

A19. PRINCE GEORGE'S COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math	State assessments Other	Can fail classes but need 5 total credits	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	8,280	13,561	61.1%
American Indian or Alaska Native	28	44	63.6%
Asian	263	340	77.4%
Black or African American	4,301	6,525	65.9%
Hispanic/Latino of Any Race	3,337	6,149	54.3%
Native Hawaiian or Other Pacific Islander	18	23	78.3%
Two or More Races	83	117	70.9%
White	250	363	68.9%
Students without Disabilities	7,548	12,210	61.8%
Students with Disabilities	732	1,351	54.2%
English Learner	1,712	3,440	49.8%
Economically Disadvantaged	2,070	3,982	52.0%
Non Economically Disadvantaged	6,210	9,579	64.8%

A20. QUEEN ANNE'S COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math Science Social Studies	None	-	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	544	582	93.5%
Asian	*	*	*
Black or African American	25	27	92.6%
Hispanic/Latino of Any Race	60	69	87.0%
Two or More Races	26	29	89.7%
White	428	451	94.9%
Students without Disabilities	504	536	94.0%
Students with Disabilities	40	46	87.0%
English Learner	22	26	84.6%
Economically Disadvantaged	80	89	89.9%
Non Economically Disadvantaged	464	493	94.1%

'' indicates no students or fewer than 10 students in category*

A21. SAINT MARY'S COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies	None	No course failures allowed	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,245	1,589	78.4%
American Indian or Alaska Native	*	*	*
Asian	35	43	81.4%
Black or African American	203	321	63.2%
Hispanic/Latino of Any Race	94	142	66.2%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	88	119	73.9%
White	823	960	85.7%
Students without Disabilities	1,148	1,436	79.9%
Students with Disabilities	97	153	63.4%
English Learner	11	31	35.5%
Economically Disadvantaged	186	344	54.1%
Non Economically Disadvantaged	1,059	1,245	85.1%

'' indicates no students or fewer than 10 students in category*

A22. SOMERSET COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies	None	-	Created in response to the Blueprint

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	159	215	74.0%
Asian	*	*	*
Black or African American	67	104	64.4%
Hispanic/Latino of Any Race	24	29	82.8%
Two or More Races	8	11	72.7%
White	56	67	83.6%
Students without Disabilities	140	176	79.5%
Students with Disabilities	19	39	48.7%
English Learner	*	*	*
Economically Disadvantaged	92	134	68.7%
Non Economically Disadvantaged	67	81	82.7%

'' indicates no students or fewer than 10 students in category*

A23. TALBOT COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math	None	Can fail a class but must have 5 total credits, including in English and Math	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	322	382	84.3%
Asian	*	*	*
Black or African American	48	59	81.4%
Hispanic/Latino of Any Race	90	115	78.3%
Two or More Races	11	17	64.7%
White	169	187	90.4%
Students without Disabilities	293	347	84.4%
Students with Disabilities	29	35	82.9%
English Learner	51	62	82.3%
Economically Disadvantaged	70	96	72.9%
Non Economically Disadvantaged	252	286	88.1%

'' indicates no students or fewer than 10 students in category*

A24. WASHINGTON COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
a	English Math Science Social Studies World Language	Attendance Other	Maximum of 3 failures, including one in core courses, is allowed	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	1,577	2,001	78.8%
American Indian or Alaska Native	*	*	*
Asian	*	*	>=95%
Black or African American	219	312	70.2%
Hispanic/Latino of Any Race	205	273	75.1%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	110	167	65.9%
White	995	1,200	82.9%
Students without Disabilities	1,470	1,809	81.3%
Students with Disabilities	107	192	55.7%
English Learner	49	60	81.7%
Economically Disadvantaged	441	722	61.1%
Non Economically Disadvantaged	1,136	1,279	88.8%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A25. WICOMICO COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies World Language	Grade point average	-	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	872	1,271	68.6%
American Indian or Alaska Native	9	13	69.2%
Asian	*	*	>=95%
Black or African American	282	488	57.8%
Hispanic/Latino of Any Race	112	182	61.5%
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	60	85	70.6%
White	364	457	79.6%
Students without Disabilities	807	1,134	71.2%
Students with Disabilities	65	137	47.4%
English Learner	77	133	57.9%
Economically Disadvantaged	291	543	53.6%
Non Economically Disadvantaged	581	728	79.8%

'' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed*

A26. WORCESTER COUNTY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4	English Math Science Social Studies World Language	None	-	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	473	554	85.4%
American Indian or Alaska Native	*	*	*
Asian	13	14	92.9%
Black or African American	77	90	85.6%
Hispanic/Latino of Any Race	40	56	71.4%
Two or More Races	40	47	85.1%
White	301	345	87.2%
Students without Disabilities	447	508	88.0%
Students with Disabilities	26	46	56.5%
English Learner	7	14	50.0%
Economically Disadvantaged	124	171	72.5%
Non Economically Disadvantaged	349	383	91.1%

'' indicates no students or fewer than 10 students in category*

A27. BALTIMORE CITY 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
5	English Math	None	Must pass English or Algebra I	Existed prior to the Blueprint and was not modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	4,964	7,747	64.1%
American Indian or Alaska Native	10	14	71.4%
Asian	38	49	77.6%
Black or African American	3,670	5,840	62.8%
Hispanic/Latino of Any Race	898	1,349	66.6%
Native Hawaiian or Other Pacific Islander	10	14	71.4%
Two or More Races	35	51	68.6%
White	303	430	70.5%
Students without Disabilities	4,247	6,439	66.0%
Students with Disabilities	717	1,308	54.8%
English Learner	533	863	61.8%
Economically Disadvantaged	2,894	4,951	58.5%
Non Economically Disadvantaged	2,070	2,796	74.0%

A28. SEED SCHOOL 9TH GRADE TRACKER DATA

Survey Results Summary

Number of course credits required	Core courses†	Other data elements††	How, if at all, course failures are incorporated into tracker	9th grade tracker history
4.5	English Math Science Social Studies	State assessments Grade point average Attendance	Though failures are tracked, they are not considered for on-track status beyond the consideration of course credit	Existed prior to the Blueprint and was modified

Count and Percent of 9th Grade Students On-Track

Summary Group	On-Track 9th Graders	Total Count of 9th Graders	Percent On-Track
All Students	71	90	78.9%
Black or African American	69	87	79.3%
Hispanic/Latino of Any Race	*	*	*
Students without Disabilities	65	81	80.2%
Students with Disabilities	*	*	*
Economically Disadvantaged	71	90	78.9%

'' indicates no students or fewer than 10 students in category*

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