



ANALYSIS OF THE NORTH STAR GRADUATE OUTCOMES IN HARFORD COUNTY PUBLIC SCHOOLS, MARYLAND

KEY FINDINGS AND RECOMMENDATIONS

FINAL RESEARCH REPORT

Analysis of the performance of the 2018, 2019, and 2020 HCPS graduates relating to the school system's North Star initiative. This study analyzes student outcomes in Advanced Placement (AP), International Baccalaureate (IB), Career and Technology Education (CTE) courses, dual enrollment courses with Harford Community College, and CTE assessments.

Prepared by

Yakoubou Ousmanou

Manager of Research and Program Evaluation (North Star)

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- **Yakoubou Ousmanou**, *Manager of Research and Program Evaluation - Lead Researcher*
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- **George Toepfer**, *Supervisor of Social Studies - Researcher (CLEP)*
- **Robert Limpert**, *Supervisor of Business, Technology, and Magnet Programs - Researcher (CTE)*
- **Sara Saacks**, *Coordinator of North Star & School Performance Initiatives - Researcher (North Star)*
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INTRODUCTION

In the Spring of 2019, the superintendent of Harford County Public Schools (HCPS), Dr. Sean Bulson, introduced the North Star initiative in collaboration with the leadership of Harford Community College (HCC). The goal of the HCPS North Star initiative is to ensure all students have access to academic opportunities, social-emotional support, and real-world experiences tailored to meet the needs, abilities, and interests of the diverse learners. Every student will graduate ready for success in college, career, and life.

The activities of North Star include the collaboration with HCC to provide students with access to college courses and career licensure while in high school and the redesign of the Pre-kindergarten through Grade 12 preparation and experiences that occur prior to students' pursuit of college or career experience. Conducting research studies to analyze student data to gain insight to improve outcomes for all HCPS students is a strategy to advance the North Star initiative.

HCPS leadership believes students can best demonstrate their preparation for success after high school through achievement in one of two areas:

- **Prepared for college:** High school students who earn college credit or meet the standard for earning college credit by succeeding in college-level work in high school will be more successful in college.
- **Prepared for a career:** High school students who earn an industry-recognized credential will be more successful in a post high school career.

The school district measures whether students are prepared for either college or a career by monitoring the following three graduate outcomes. Students must achieve success in one of the following three areas to meet the North Star standard:

1. Meets criteria for potential college credit via Advanced Placement (AP), International Baccalaureate (IB), or Career and Technology Education (CTE) courses.
2. Earns college credit through a dual enrollment course.
3. Attains a licensure, certification, or meets the Technical Skills Assessment (TSA) requirements in a CTE program.

The purpose of this research study is to analyze the performance of the 2018, 2019, and 2020 HCPS graduates in AP, IB, dual enrollment, and CTE courses and exams as well as the potential of these graduates to earn college credit while in high school. This study also analyzes trends in student college enrollment and persistence based on AP/IB potential credit, CTE potential credit, dual enrollment, and TSA certification.

This report answers the following research questions and presents key findings and recommendations resulting from the analyses of the performance data of the 2018, 2019, and 2020 HCPS graduates.

Research Questions

A. What percentage of HCPS graduates in the classes of 2018, 2019, and 2020 met one of the following North Star Graduate Outcomes?

1. Met the criteria for potential college credit via AP, IB, or CTE (*North Star Graduate Outcome 1*)
2. Earned college credit through a dual enrollment course (*North Star Graduate Outcome 2*)
3. Earned a career licensure, certification, or met the TSA requirements in a CTE program (*North Star Graduate Outcome 3*)

B. What is the relationship between achieving a North Star Graduate Outcome and future college success?

1. Enrollment in college the fall after graduation
2. Enrollment in college within the year following graduation
3. Persistence from freshman to sophomore year of college (only classes of 2018 and 2019)

Earned College Credit Versus Potential College Credit

HCPS students have a variety of opportunities to either earn college credit during high school or complete college-level work that many institutions of higher education recognize by offering students credit once they enroll. Therefore, for the purpose of measuring student outcomes within the North Star initiative, we distinguish between *earned college credit* and *potential college credit*.

- **Earned College Credit:** students who complete a dual enrollment course (in most cases, enrolled at Harford Community College) while in high school earn credit which appears on a college transcript upon successful completion of the course. In many cases, students also earn high school graduation credit for dual enrollment courses. For the purposes of meeting the North Star Graduate Outcomes, we are specifically interested in the college course credit.
- **Potential College Credit:** most colleges and universities offer students credit for completing college-level courses while in high school. However, we consider this *potential credit* because students only receive credit when they enroll in the college or university. The three most common ways students can meet the criteria for obtaining potential credit are as follows:
 - passing an AP assessment with a score of 3 or higher
 - passing an IB assessment with a score of 4 or higher
 - completing a specified sequence of CTE courses

While most colleges and universities offer credit to enrolled students for completing college-level work, what they specifically offer varies widely across institutions. It is important for families and students to fully understand the implications related to earned college credit (dual enrollment) and potential college credit (AP, IB, CTE). The table below summarizes the standard many colleges and universities follow for granting students credit for college-level courses taken in high school.

Categories	Criteria	How College Credit Is Granted
Advanced Placement	Achieving a score of 3 or higher on one or more AP assessment.	Potential college credit will be awarded to qualified AP students by many colleges and universities upon enrollment.
International Baccalaureate	Achieving a score of 4 or higher in one or more IB exam.	Potential college credit will be awarded to qualified IB students by many colleges and universities upon enrollment.
Career and Technology Education	Successfully completing a minimum of four (4) year-long high school courses in a specified CTE program of study.	Potential college credit will be granted to qualified CTE students by HCC, the Community College of Baltimore County, and other post-secondary institutions.

Methodology

Datasets

HCPS used the 2018, 2019, and 2020 official graduate dataset from the Maryland State Department of Education (MSDE) provided by the HCPS Office of Accountability and data from the National Student Clearinghouse (NSC).

NSC was founded in 1993 as a nonprofit organization for the purpose of collecting and verifying students' postsecondary and enrollment and degree attainment on a national level. According to NSC "StudentTracker is the only nationwide source of college enrollment and degree data. Nearly 3,600 colleges and universities — enrolling over 97% of all students in public and private U.S. institutions — regularly provide enrollment and graduation data to the Clearinghouse".¹

The student official graduate dataset provided by the HCPS Office of Accountability included all students who have graduated from HCPS in 2018, 2019, and 2020. This dataset included student demographic and services data, including race and gender, as well as information on students who received free or reduced-price lunch, special education services, and/or English as a second language services.

The NSC data included students who have graduated from HCPS between 2012 and 2020 that NSC matched with college and university enrollment data. The NSC dataset included observations for each term of enrollment for each student. Each observation notes the university of enrollment, the type of university, location, and dates of enrollment, and there is an additional observation in the dataset for each student when they earn a degree. The dataset also indicates whether the institution of enrollment is public or private, and whether it is a two-year or four-year institution.

The NSC dataset was joined with the official graduate dataset and used for this report. Researchers also joined together datasets on HCPS AP credit, CTE articulation credit, TSA certificates, and dual enrollment. These records indicated whether a student had attempted and then earned/potentially earned college credit or certificates. Researchers combined this data with the NSC and graduate data to conduct the analysis included in this report.

Variables

Researchers used the NSC dataset to create outcome variables related to research questions.

- A seamless enrollment variable that identified students who enrolled in a college or university in the fall immediately following their graduation, if their first enrollment date was within four months of their high school graduation. A similar variable was created to identify students who enrolled within a year of their high school graduation;
- Individual variables to indicate if a student attempted or earned college credit or certificates;
- A variable that identified the earliest college in which a student enrolled based on enrollment dates; and
- A persistence variable that identified students who were still enrolled the year following their first term of enrollment.

¹ [StudentTracker - National Student Clearinghouse](#)

Data Level

Researchers also changed the level of each dataset such that there would be one observation per student. For example, the NSC dataset has one observation per student per enrollment period, whereas the HCPS dataset has one observation per student per school year.

To reduce the NSC dataset to a single observation per student, researchers first sorted the data by student ID and college enrollment date, and then collapsed the dataset by student ID, keeping only the first non-missing observation values for college type, state, and name. Researchers also kept any positive observation for each of the outcome variables.

To reduce the HCPS student dataset to a single observation per student, researchers first sorted the data by student ID and school year, noting that some students have multiple observations per school year. Researchers collapsed the dataset by student ID and school year, keeping the first non-missing observation for demographic, school, and school service information for the students' final school year. Researchers then further reduced the dataset by only keeping observations for students who graduated.

To reduce the college credit and certificate datasets to a single observation per student, researchers first sorted the data by student ID and school year and made indicators if a student attempted or passed credit or certificates. Researchers collapsed the dataset by student ID and school year, keeping all positive indicators that a student attempted or earned credit or certificates.

Capture

Researchers recoded some variables for clarity. For instance, some students graduated high school in months prior to June. In order to ensure that their records were captured during analysis, researchers reassigned these students a June graduation date based on their school year of graduation.

When identifying time-based outcomes (i.e., persisted to sophomore year), researchers included a buffer to ensure all relevant students were included in the analysis. For example, the persistence variable catches all students for whom the period between their first college enrollment and their first 'sophomore' year enrollment is between 330 to 455 days. The extra time is intended to catch students who might graduate high school in early spring and then enroll in the summer term and then skip the following summer term.

RECOMMENDATIONS

Based on the findings presented in this report, HCPS should consider the following recommendations:

- I. **Continue to improve preparation and support for students who enroll in courses that have the potential for college credit or certification.**
- II. **Encourage students who want to pursue a college degree to enroll in college-level courses.** Students who succeed in college-level work while in high school persist in college at higher rates than the average HCPS student. More than 75 percent of graduates who enrolled in one or more dual enrollment courses persisted from freshman to sophomore year of college.
- III. **Explore student and staff perceptions of the challenges to earning college credit or career licensure while in high school.** Understanding root causes will allow HCPS to continue to implement effective strategies to further improve student performance.
- IV. **Explore ways to survey support and measure post high school graduation success for graduates who choose a career-oriented outcome.** The North Star Graduate Outcome of obtaining career licensure prior to graduation is based on the theory that students who earn an industry credential while in high school are better prepared for career success than a student who earns only a Maryland high school diploma. However, unlike the graduate outcomes for college success where HCPS is able to measure college enrollment and persistence (and eventually degree attainment), the system does not currently have a way of measuring career success beyond obtaining a credential. HCPS should continue working to define post-graduation success for career-oriented students (What is a “good” job? Did students get a job in their area of licensure?) while also working to determine the degree to which graduates succeed in securing and maintaining good jobs.

KEY FINDINGS

The key findings are summarized below according to the order of research questions.

RESEARCH QUESTION A: WHAT PERCENTAGE OF HCPS GRADUATES IN THE CLASSES OF 2018, 2019, AND 2020 MET ONE OF THE NORTH STAR GRADUATE OUTCOMES?

North Star Outcome A: Potential College Credit Via AP Exams

What percentage of HCPS graduates in the classes of 2018, 2019, and 2020 passed one or more AP exams to meet the criteria for potential college credit?

A score of 3 or higher on an AP exam is the most common standard American colleges and universities follow for granting college credit to students who take AP courses.

- Of all HCPS graduates (7,586) in the classes of 2018, 2019, and 2020, 2,129 students earned a 3 or higher on one or more AP exams.
- On average, of the HCPS students who graduated from 2018 to 2020, **28.1 percent** achieved a score of 3 or higher on one or more AP exams, and this percentage stayed mostly the same from 2018 to 2020.
 - In 2018, of the 2,581 total graduates, 688, or **26.7 percent**, met the criteria for potential college credit.
 - In 2019, of the 2,407 total graduates, 696, or **28.9 percent**, met the criteria for potential college credit.
 - In 2020, of the 2,598 total graduates, 745, or **28.7 percent**, met the criteria for potential college credit.

The table below shows the percentage of all HCPS graduates (classes of 2018, 2019, and 2020) who met the criteria for potential college credit via AP exams.

Graduation Year	Graduates – AP Credit			
	Has AP Credit	Has No AP Credit	Number of Graduates	Percentage of Graduates who Met Criteria for Potential College Credit
2018	688	1,893	2,581	26.7%
2019	696	1,711	2,407	28.9%
2020	745	1,853	2,598	28.7%
Total	2,129	5,457	7,586	28.1%

What percentage of HCPS graduates in the classes of 2018, 2019, and 2020, who enrolled in AP courses, met the criteria for potential college credit?

- On average, of the HCPS graduates **who enrolled in AP courses** in the classes of 2018, 2019, and 2020, 66.5 percent met the criteria for potential college credit.
 - For the graduating class of 2018, 1,054 students enrolled in AP courses, 688 or **65.3%** of graduates who enrolled in AP courses during their high school career met the criteria for potential college credit.
 - For the graduating class of 2019, 1,065 students enrolled in AP courses, 696 or **65.4%** of graduates who enrolled in AP courses during their high school career met the criteria for potential college credit.
 - For the graduating class of 2020, 1,081 students enrolled in AP courses, 745 or **68.9%** of graduates who enrolled in AP courses during their high school career met the criteria for potential college credit.

North Star Outcome B: Potential College Credit Via IB Exams

What percentage of HCPS graduates (in the classes of 2018, 2019, and 2020) passed one or more IB exam to meet the criteria for potential credit?

A score of 4 or higher on an IB exam is the most common standard American colleges and universities follow for granting college credit to students who take IB courses.

- o In 2018, of the 2,581 graduates, 36 students, or **1.4%**, met the criteria for potential college credit via IB exams.
- o In 2019, of the 2,407 graduates, 47 students, or **2.0%**, met the criteria for potential college credit via IB exams.
- o In 2020, of the 2,598 graduates, 45 students, or **1.7%**, met the criteria for potential college credit IB exams.

Graduation Year	Number of Graduates	Number of Graduates in IB Programme who Took One or More IB Exam	Number of Graduates in IB Programme who Passed One or More IB Exam	Percentage of Graduates who Met Criteria for Potential College Credit
2018	2,581	36	36	1.4%
2019	2,407	47	47	2.0%
2020	2,598	45	45	1.7%
Total	7,586	128	128	1.7%

What percentage of HCPS graduates (classes of 2018, 2019, and 2020) who enrolled in the IB Diploma Programme met the criteria for potential college credit?

- Of the 128 graduates in the classes of 2018, 2019, and 2020 who enrolled in the IB Diploma Programme, 128 students or 100% earned potential college credit.
 - o In 2018, of the 36 graduates who enrolled in IB Diploma Programme, all 36 students, or **100%**, met the criteria for potential college credit via IB exams.
 - o In 2019, of the 47 graduates who enrolled in IB Diploma Programme, all 47 students, or **100%**, met the criteria for potential college credit via IB exams.
 - o In 2020, of the 45 graduates who enrolled in IB Diploma Programme, all 45 students, or **100%** met the criteria for potential college credit via IB exams.

While the table above only includes data for 2018-2020, it is worth stating **that 100% of all students who enrolled in the IB Diploma Programme since HCPS introduced the IB Diploma Programme** in 2008 earned college credit (score of 4 or higher) on one or more IB exams.

Additional information about IB courses and potential college credit:

Some American colleges and universities will grant students 3-4 credits for an IB score of 4 and 6-8 credits for any score above 5. Other universities will give students varying degree of credit for scores ranging from 5-7. A score of 4 or higher on an IB exam will earn students some college credit in most American colleges/universities and world universities. However, not all schools in the U.S. will offer credit for singular IB test scores but rather require the completion of a comprehensive IB diploma.

Students who receive an IB diploma in high school can earn up to 60 college credits and sophomore standing in many universities (University of Oregon or Oregon State University). AP and IB credit are widely recognized by colleges and universities in the U.S and all over the world (Canada, Mexico, United Kingdom, France, Spain, Australia, etc.). According to College Transitions, a team of counselors, academics, and former admission officers, almost 1,700 American post-secondary schools award credit for IB.² By passing just one IB exam, students can save thousands of dollars in college courses or save the cost of a whole year of college by earning the IB diploma. For example: Towson University gives full IB diploma recipients 30 credits. [Source: Road2College](#)

² <https://www.collegetransitions.com/blog/benefits-of-earning-college-credit-during-high-school>

North Star Outcome C: Potential College Credit Via CTE Courses

Background Information:

An HCPS student has met the criteria for earning college credit via a CTE program after **earning an average of B (3.0 or above) in four or more CTE courses** in a specified MSDE program of study (Food Program, Agriculture, etc.). That student is then eligible for college credit upon enrollment in an institution with a predetermined agreement with HCPS. HCC, the Community College of Baltimore County, and other post-secondary institutions agree to grant college credit to high school students who successfully complete a specific CTE program in HCPS. A student will be awarded credit based on the agreement in effect at the time of graduation.

What percentage of all HCPS graduates in the classes of 2018, 2019, and 2020 completed a CTE program to meet the criteria for potential college credit?

- Overall, of the 7,586 graduates in the classes of 2018, 2019, and 2020, 1,721 students, or **22.7 percent**, of all graduates met the criteria for potential CTE college credit.
 - In 2018, of the 2,581 graduates in the class of 2018, 657 students, or **25.5%** of all HCPS graduates, met the criteria for potential CTE college credit.
 - In 2019, of the 2,401 graduates in the class of 2019, 543 students, or **22.6%** of all HCPS graduates, met the criteria for potential CTE college credit.
 - In 2020, of the 2,598 graduates in the class of 2020, 521 students, or **20.1%** of all HCPS graduates, met the criteria for potential CTE college credit.

The numbers and percentage of all HCPS graduates, in the classes of 2018, 2019, and 2020, who met the criteria for potential CTE college credit are shown in the table below.

	Potential CTE College Credit - All Graduates							
	2018		2019		2020		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
Did Not Take	1688	65.4%	1,618	67.2%	1,906	73.4%	5,212	68.7%
Passed	657	25.5%	543	22.6%	521	20.1%	1,721	22.7%
Did Not Pass	236	9.1%	246	10.2%	171	6.6%	653	8.6%
Total	2,581	100%	2,407	100%	2,598	100%	7,586	100%

What percentage of HCPS graduates who enrolled in CTE programs in the classes of 2018, 2019, and 2020 met the criteria for potential CTE college credit?

- On average, of the 2,374 HCPS graduates who enrolled in CTE programs in the classes of 2018, 2019, and 2020, **72.6** percent met the criteria for potential college credit.
 - In 2018, of the 893 graduates who enrolled in CTE programs, 657, or **73.6%**, of HCPS graduates **who enrolled in CTE programs** met the criteria for potential college credit.
 - In 2019, of the 789 graduates who enrolled in CTE programs, 543, or **68.8%**, of HCPS graduates **who enrolled in CTE programs** met the criteria for potential college credit.
 - In 2020, of the 692 graduates who enrolled in CTE programs, 521, or **75.3%**, of HCPS graduates **who enrolled in CTE programs** met the criteria for potential college credit.

The table below shows the total number of graduates enrolled in CTE programs in 2018-2020 (2,374) and the number of graduates enrolled in CTE programs who met the criteria for potential college credit (1,721).

Graduation Year	Number of CTE Enrolled Graduates	Number of CTE Enrolled Graduates who Met the Criteria for Potential College Credit	Number of CTE Enrolled Graduates who Did Not Meet the Criteria for CTE College Credit	Percentage of CTE Enrolled Graduates who Met the Criteria for Potential CTE College Credit
2018	893	657	236	73.6%
2019	789	543	246	68.4%
2020	692	521	171	75.3%
Total	2,374	1,721	653	72.6%

North Star Outcome 2: Earned College Credit Via Dual Enrollment Courses

What percentage of HCPS 2018, 2019, and 2020 graduates earned college credit by passing one or more HCC courses with a D or higher?

Any HCPS student who successfully passes one or more dual enrollment courses with a course grade of D or higher earns college credit at HCC.

Note: At the time of publication of this report, the school system does not have course grade data for dually enrolled students for the 2018, 2019, and 2020 school years. HCPS only has access to historical enrollment information for high school students who completed courses at HCC. HCPS continues to work closely with HCC to strengthen data sharing capacity to better analyze North Star outcome data. The analysis provided below uses student enrollment data as a proxy for successful completion data. It is possible some of the HCPS students who enrolled in HCC courses during the three years studied did not pass. Future analyses will consider student success (earned credit) as the standard for meeting the North Star graduate outcome.

What percentage of HCPS 2018, 2019, and 2020 high school graduates enrolled in one or more HCC courses (Dual Enrollment Courses)?

On average, of the HCPS students who graduated from 2018 to 2020, **14.1 percent** enrolled in one or more dual enrollment courses, and this **percentage significantly increased** from 2018 to 2020 as shown in the table below.

- In 2018, of the 2,581 total graduates, **195** or **7.6** percent, enrolled in one or more HCC courses.
- In 2019, of the 2,407 total graduates, **342** or **14.2** percent, enrolled in one or more HCC courses.
- In 2020, of the 2,598 total graduates, **536** or **20.6** percent, enrolled in one or HCC courses.

Dual Enrolled Graduate Enrolled in One or More HCC Courses			
Graduation Year	All Graduates	Graduates Enrolled in HCC Courses	Percent
2018	2,581	195	7.6%
2019	2,407	342	14.2%
2020	2,598	536	20.6%
Grand Total	7,586	1,073	14.1%

North Star Outcome 3: Earned a career licensure, certification, or met the TSA requirements in a CTE program

What percentage of HCPS graduates in the classes of 2018, 2019, and 2020 earned a career licensure, certification, or meet the TSA requirement in a CTE program? What is the percentage of graduates passing one or more TSA?

The research efforts to produce this evaluation report uncovered weaknesses in HCPS' data collection practices related to recording and reporting of TSA outcomes for students. TSAs are administered by 22 agencies representing the various career fields. HCPS uses 17 of the 22 agencies recommended by MSDE. TSA results are not reported directly to a centralized entity in HCPS but to the individual teachers of the various courses that offer industry credentials as well as directly to the students. Prior to this school year (2020-2021), HCPS did not have a process for ensuring the Office of Accountability received TSA results from all the teachers. The information below shows the number of CTE students, by graduation year, who took and passed the TSA and the number of students with no recorded TSA data:

- In 2018, of the 2,581 total graduates, there were 893 students enrolled in CTE pathway courses that would have made them eligible to take a TSA. CTE instructors recorded data for 168 students (18.8%) who passed one or more TSAs. There was no TSAs data recorded for 714 students (80%).
- In 2019, of the 2,407 total graduates, there were 793 students enrolled in CTE pathway courses that would have made them eligible to take a TSA. CTE instructors recorded data for 323 students (40.7%) who passed one or more TSAs. There was no TSAs data recorded for 408 students (40.7%).
- In 2020, of the 2,598 total graduates, there were 692 students enrolled in CTE pathway courses that would have made them eligible to take a TSA. CTE instructors recorded data for 372 students (53.8%) who passed one or more TSAs. There was no TSAs data recorded for 222 students (32.1%).

Graduation Year	Number of Graduates who Passed TSA	Number of Graduates who Failed TSA	Number of Graduates with No Recorded TSA Data	Total Graduates Eligible to Take TSA	Percentage of Graduates who Passed TSA	Percentage of Graduates with No Recorded TSA Data
2018	168	11	714	893	18.8%	80.0%
2019	323	62	408	793	40.7%	51.5%
2020	372	98	222	692	53.8%	32.1%

The TSA data used in this study is incomplete and may not accurately represent the total number of students who earned career licensure and/or certification (passed TSA). **The number of graduates who passed TSA is as accurate as CTE instructor data entry and this number does not include all students who may have passed TSA.** HCPS has a plan in place to improve the TSA data collection with a stated goal of having all TSA data collected and entered for all CTE students between March and June each year.

Summary of Research Question A: What percentage of graduates in the classes of 2018, 2019, 2020 met one of the following North Star Graduate Outcomes?

The table below shows the percentage of graduates who met at least one of the three North Star Graduate Outcomes:

Number and Percentage of HCPS 2018, 2019, and 2020 Graduates Who Met the Criteria for at Least One of the Three North Star Outcomes

Year	Number of Graduates	Yes	No	% Met
2018	2,581	1,302	1,279	50.4%
2019	2,407	1,271	1,136	52.8%
2020	2,598	1,389	1,209	53.5%
Grand Total	7,586	3,962	3,624	52.2%

Of the 7,586 graduates in 2018, 2019, and 2020, 3,962 graduates, or 52.2% met the criteria for any one of the three North Star Outcomes.

The following three tables show the percentage of graduates who met each of the three North Star outcomes.

Met North Star Outcome 1: Met the criteria for potential college credits via AP, IB, or CTE.

Year	Number of Graduates	Yes	No	% Met
2018	2,581	1,197	1,384	46.4%
2019	2,407	1,087	1,320	45.2%
2020	2,598	1,112	1,486	42.8%
Grand Total	7,586	3,396	4,190	44.8%

Met North Star Outcome 2: Earned college credit through a dual enrollment course.

Year	Number of Graduates	Yes	No	% Met
2018	2,581	195	2,386	7.6%
2019	2,407	338	2,069	14.0%
2020	2,598	528	2,070	20.3%
Grand Total	7,586	1,061	6,525	14.0%

Met North Star Outcome 3: Earned a career licensure, certification, or met the TSA requirements in a CTE program.

Year	Number of Graduates	Yes	No	% Met
2018	2,581	168	2,413	6.5%
2019	2,407	323	2,084	13.4%
2020	2,598	372	2,226	14.3%
Grand Total	7,586	863	6,723	11.4%

Note: The numbers in this table are only for students with recorded TSA data.

RESEARCH QUESTION B: WHAT IS THE RELATIONSHIP BETWEEN ACHIEVING A NORTH STAR GRADUATE OUTCOME AND FUTURE COLLEGE SUCCESS?

Enrollment in College the Fall after Graduation: Passed AP Exams

What percentage of HCPS graduates who met the criteria for potential AP credit went on to enroll in college the fall following graduation?

On average, of the 2,129 AP graduates in the classes of 2018, 2019, and 2020 who met the criteria for potential AP college credit, 1,904 students, or **89.4%**, enrolled in college in the fall immediately following graduation.

Data from National Student Clearinghouse (NSC) shows that on average, of the HCPS students who graduated from 2018 to 2020, **66%** enrolled in college in the fall immediately after high school.

Graduates who met the criteria for potential AP college credit enroll in college the fall after graduation at a higher rate than the average (**89.4%** vs. **66%**).

- o In 2018, of the 688 AP graduates who met the criteria for potential college credit, 618, or 89.8%, enrolled in college in the fall immediately following graduation.
- o In 2019, of the 696 AP graduates who met the criteria for potential college credit, 627, or 90.1%, enrolled in college in the fall immediately following graduation.
- o In 2020, of the 745 AP graduates who met the criteria for potential college credit, 659, or 88.5%, enrolled in college in the fall immediately following graduation.

The table below provides the count and percentage of AP graduates who met the criteria for potential college credit and who seamlessly enrolled in college (within 120 days) following graduation. See table below for additional details.

	Seamless Enrollment – Students Who Passed an AP Assessment							
	2018		2019		2020		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not Seamless	70	10.2%	69	9.9%	86	11.5%	225	10.5%
Seamless Enroller	618	89.8%	627	90.1%	659	88.5%	1,904	89.4%
Unknown								
Total	688	100.0%	696	100.0%	745	100.0%	2,129	100.0%

Enrollment in College the Fall after Graduation: Passed IB Exams

What percentage of HCPS graduates who met the criteria for potential IB credit went on to enroll in college the fall following graduation?

On average, of the 128 IB graduates in the classes of 2018, 2019, and 2020 who met the criteria for potential IB college credit, 115 students, or **90%**, enrolled in college in the fall immediately following graduation.

Data from NSC shows that on average, of the HCPS students who graduated from 2018 to 2020, **66%** enrolled in college in the fall immediately after high school.

Students who met the criteria for potential IB college credit enroll in college the fall after graduation at a higher rate than the average (**90%** vs. **66%**).

- o In 2018, of the 36 IB graduates who met the criteria for potential college credit, 32, or 89%, enrolled in college in the fall immediately following graduation.
- o In 2019, of the 47 IB graduates who met the criteria for potential college credit, 44, or 94%, enrolled in college in the fall immediately following graduation.
- o In 2020, of the 45 IB graduates who met the criteria for potential college credit, 39, or 87%, enrolled in college in the fall immediately following graduation.

The table below provides the count and percentage of IB graduates who met the criteria for potential college credit and who seamlessly enrolled in college (within 120 days) following graduation. See table below for additional details.

Seamless Enrollment – Graduates Who Passed an IB Assessment								
	2018		2019		2020		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not Seamless	4	11%	3	6%	6	13%	13	10%
Seamless Enroller	32	89%	44	94%	39	87%	115	90%
Unknown								
Total	36	100%	47	100%	45	100%	128	100%

Enrollment in College the Fall after Graduation: Completed CTE program

What percentage of HCPS graduates who met the criteria for potential CTE credit went on to enroll in college the fall following graduation?

On average, of the 1,721 CTE graduates in the classes of 2018, 2019, and 2020 who met the criteria for potential CTE college credit, 1,251 graduates, or **72.7%**, enrolled in college in the fall immediately following graduation.

Data from NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2020, **66%** enrolled in college in the fall immediately after high school.

Graduates who met the criteria for potential CTE college credit enroll in college the fall after graduation at a higher rate than the average (**72.7%** vs. **66%**).

- o In 2018, of the 657 CTE graduates who met the criteria for potential college credit, 496, or 75.5%, enrolled in college in the fall immediately following graduation.
- o In 2019, of the 543 CTE graduates who met the criteria for potential college credit, 400, or 73.7%, enrolled in college in the fall immediately following graduation.
- o In 2020, of the 521 CTE graduates who met the criteria for potential college credit, 355, or 68.1%, enrolled in college in the fall immediately following graduation.

The table below provides the count and percentage of CTE graduates who met the criteria for potential college credit and who seamlessly enrolled in college (within 120 days) following graduation. See table below for additional details.

	Seamless Enrollment – Graduates Who Completed a CTE Program						Overall	
	2018		2019		2020		Graduates	Percent
	Graduates	Percent	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not Seamless	161	24.5%	143	26.3%	166	31.9%	470	27.3%
Seamless Enroller	496	75.5%	400	73.7%	355	68.1%	1,251	72.7%
Unknown								
Total	657	100%	543	100%	521	100%	1,721	100%

Enrollment in College the Fall after Graduation: Passed Dual Enrollment Course

What percentage of HCPS graduates who enrolled in one or more dual enrollment courses went on to enroll in college the fall following graduation?

As noted earlier, the data used for this analysis are based on course enrollment rather than course completion as data on course completion was not available at the time of publication.

- o In 2018, of the 195 graduates who enrolled in one or more dual enrollment courses, 169, or 86.7%, enrolled in college in the fall immediately following graduation.
- o In 2019, of the 342 graduates who enrolled in one or more dual enrollment courses, 293, or 85.7%, enrolled in college in the fall immediately following graduation.
- o In 2020, of the 536 graduates who enrolled in one or more dual enrollment courses, 432, or 80.6%, enrolled in college in the fall immediately following graduation.

Graduation Year	Total Graduates	Number of Graduates Enrolled in One or More Dual Enrollment Courses	Number of Dual Enrolled Graduates Who Enrolled in College by Fall	Percentage of Dual Enrolled Graduates Who Enrolled in College by Fall
2018	2,581	195	169	86.7%
2019	2,407	342	293	85.7%
2020	2,598	536	432	80.6%
Total	7,586	1,073	894	83.3%

Enrollment in College Within the Year Following Graduation: Passed AP Exams

What percentage of HCPS graduates who met the criteria for potential AP credit went on to enroll in college within the year following graduation?

On average, of the 1,384 AP graduates in the classes of 2018 and 2019 who met the criteria for potential college credit, 1,259 graduates, or 91 percent, enrolled in college within their first year.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 70.4% enrolled in college within their first year.

Graduates who met the criteria for potential AP credit enroll in college within their first year at a higher rate than the average (**91%** vs. **70.4%**).

- o In 2018, of the 688 AP graduates who met the criteria for potential college credit, 624, or 90.7%, enrolled in college within their first year.
- o In 2019, of the 696 AP graduates who met the criteria for potential college credit, 635, or 91.2%, enrolled in college within their first year.

The table below provides the count and percentage of AP graduates who met the criteria for potential college credit and who seamlessly enrolled in in college within their first year. See table below for additional details.

	First Year - AP					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not First Year Enroller	64	9.3%	61	8.8%	125	9%
First Year Enroller	624	90.7%	635	91.2%	1,259	91.0%
Unknown						
Total	688	100.0%	696	100.0%	1,384	100.0%

Enrollment in College Within the Year Following Graduation: Passed IB Exams

What percentage of HCPS graduates who met the criteria for potential IB credit went on to enroll in college within the year following graduation?

On average, of the 83 IB graduates in the classes of 2018 and 2019 who met the criteria for potential college credit, 76 graduates, or 92 percent, enrolled in college within their first year.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 70.4% enrolled in college within their first year.

Graduates who met the criteria for potential IB credit enroll in college within their first year at a higher rate than the average (**92% vs. 70.4%**).

- o In 2018, of the 36 IB graduates who met the criteria for potential college credit, 32, or 89%, enrolled in college within their first year.
- o In 2019, of the 47 IB graduates who met the criteria for potential college credit, 44, or 94%, enrolled in college within their first year.

The table below provides the count and percentage of IB graduates who met the criteria for potential college credit and who seamlessly enrolled in college within their first year. See table below for additional details.

	First Year - IB					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not First Year Enroller	4	11%	3	6%	7	8%
First Year Enroller	32	89%	44	94%	76	92%
Unknown						
Total	36	100%	47	100.0%	83	100%

Note:

Some IB graduates will enroll in colleges and universities outside the United States; therefore, it is highly possible that the seven (7) graduates (four in 2018 and three in 2019) who did not enroll in college within their first year may have enrolled in colleges and universities outside the country.

Enrollment in College Within the Year Following Graduation: Completed a CTE Program

What percentage of HCPS graduates who met the criteria for potential CTE credit went on to enroll in college within the year following graduation?

On average, of the 1,200 CTE graduates in the classes of 2018 and 2019 who met the criteria for potential college credit, 924 graduates, or 77 percent, enrolled in college within their first year.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, **70.4%** enrolled in college within their first year.

Graduates who met the criteria for potential CTE credit enroll in college within their first year at a higher rate than the average (**77%** vs. **70.4%**).

- o In 2018, of the 657 CTE graduates who met the criteria for potential college credit, 510, or 77.6%, enrolled in college within their first year.
- o In 2019, of the 543 CTE graduates who met the criteria for potential college credit, 414, or 76.2%, enrolled in college within their first year.

The table below provides the count and percentage of CTE graduates who met the criteria for potential college credit and who seamlessly enrolled in in college within their first year. See table below for additional details.

	First Year - CTE					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Not First Year Enroller	147	22.4%	129	23.8%	276	23%
First Year Enroller	510	77.6%	414	76.2%	924	77%
Unknown						
Total	657	100%	543	100%	1200	100%

Enrollment in College Within the Year Following Graduation: Passed Dual Enrollment Course

What percentage of HCPS graduates who passed one or more dual enrollment courses with a D or higher went on to enroll in college the first year following their graduation?

As noted earlier, the data used for this analysis are based on course enrollment rather than course completion as data on course completion was not available at the time of publication.

On average, of the 537 graduates who enrolled in one or more dual enrollment courses in the classes of 2018 and 2019 who earned potential college credit, 470 graduates, or **87.5** percent, enrolled in college within their first year.

Graduates who enrolled in one or more dual enrollment courses enroll in college within their first year at a higher rate than the average (**87.5%** vs. **70.4%**). Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 70.4% enrolled in college within their first year.

- o In 2018, of the 195 graduates who enrolled in one or more dual enrollment courses, 172, or 88.2%, enrolled in college within their first year.
- o In 2019, of the 342 graduates who enrolled in one or more dual enrollment courses, 298, or 87.1%, enrolled in college within their first year.

Persistence from Freshman to Sophomore Year of College: Passed AP Exams

What percentage of HCPS graduates who met the criteria for potential AP credit remained enrolled from freshman to sophomore year (persisted)?

On average, of the 1,384 AP graduates in the classes of 2018 and 2019 who met the criteria for potential college credit, 1,195 graduates, or **86.3%**, persisted from freshman to sophomore year of college.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 58.3% persisted from freshman to sophomore year of college.

Graduates who met the criteria for potential AP credit persist from freshman to sophomore year of college at a higher rate than the average (**86.3%** vs. **58.3%**).

- o In 2018, of the 688 AP graduates who met the criteria for potential college credit, 604, or 87.8%, persisted from freshman to sophomore year of college.
- o In 2019, of the 696 AP graduates who met the criteria for potential college credit, 591, or 84.9%, persisted from freshman to sophomore year of college.

The table below provides the count and percentage of AP graduates who met the criteria for potential college credit and who persisted from freshman to sophomore year of college. See table below for additional details.

	Persistence - AP					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Did Not Persist	84	12.2%	105	15.1%	189	13.7%
Persisted	604	87.8%	591	84.9%	1,195	86.3%
Unknown						
Total	688	100.0%	696	100.0%	1,384	100.0%

Persistence from Freshman to Sophomore Year of College: Passed IB Exams

What percentage of HCPS graduates who met the criteria for potential IB credit remained enrolled from freshman to sophomore year (persisted)?

On average, of the 83 IB graduates (diploma candidates) in the classes of 2018 and 2019 who met the criteria for potential college credit, 73 graduates, or **88%**, persisted from freshman to sophomore year of college.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 58.2% persisted from freshman to sophomore year of college.

Graduates who met the criteria for potential IB credit persist from freshman to sophomore year of college at a higher rate than the average (**88%** vs. **58.2%**).

- o In 2018, of the 36 IB graduates who met the criteria for potential college credit, 32, or 88.8%, persisted from freshman to sophomore year of college.
- o In 2019, of the 47 IB graduates who met the criteria for potential college credit, 41, or 87.2%, persisted from freshman to sophomore year of college.

The table below provides the count and percentage of IB graduates who met the criteria for potential college credit and who persisted from freshman to sophomore year of college. See table below for additional details.

	Persistence - IB					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Did Not Persist	4	11.2%	6	12.8%	10	12.0%
Persisted	32	88.8%	41	87.2%	73	88.0%
Unknown						
Total	36	100.0%	47	100.0%	83	100.0%

Persistence from Freshman to Sophomore Year of College: Completed CTE Program

What percentage of HCPS graduates who met the criteria for potential CTE credit remained enrolled from freshman to sophomore year (persisted)?

On average, of the 1,200 CTE graduates in the classes of 2018 and 2019 who met the criteria for potential college credit, 807 graduates, or **67.2%**, persisted from freshman to sophomore year of college.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, 58.2% persisted from freshman to sophomore year of college.

Graduates who met the criteria for potential CTE credit persist from freshman to sophomore year of college at a higher rate than the average (**67.2%** vs. **58.2%**).

- o In 2018, of the 657 CTE graduates who met the criteria for potential college credit, 462, or 70.3%, persisted from freshman to sophomore year of college.
- o In 2019, of the 543 CTE graduates who met the criteria for potential college credit, 345, or 63.5%, persisted from freshman to sophomore year of college.

The table below provides the count and percentage of CTE graduates who met the criteria for potential college credit and who persisted from freshman to sophomore year of college. See table below for additional details.

	Persistence - CTE					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
Did Not Persist	187	28.5%	176	32.4%	393	32.8%
Persisted	462	70.3%	345	63.5%	807	67.2%
Unknown	8	1.2%	22	4.1%	30	2.5%
Total	657	100.0%	543	100.0%	1200	100.0%

Persistence from Freshman to Sophomore Year of College: Passed Dual Enrollment Course

- **What percentage of HCPS graduates who passed one or more dual enrollment courses with a D or higher went on to persist from freshman to sophomore year?**
 - Please note that answer to the above research question will be completed as soon as the course grade information for dual enrollment graduates is available.
 - At the time of publication of this report, HCPS only has access to historical enrollment information for high school graduates who completed courses at HCC.

- **What percentage of HCPS graduates who enrolled in one or more dual enrollment courses went on to persist from freshman to sophomore year?**
 - In 2018, of the 195 graduates who enrolled in one or more dual enrollment courses, 153, or 78.5%, persisted from freshman to sophomore year of college.
 - In 2019, of the 342 graduates who enrolled in one or more dual enrollment courses, 261, or 76.3%, persisted from freshman to sophomore year of college.

Graduation Year	Number of Graduates	Number of Graduates Enrolled in One or More Dual Enrollment Courses	Number of Dual Enrolled Graduates who Persisted from Freshman to Sophomore	Percentage of Dual Enrolled Graduates who Enrolled in College by Fall
2018	2,581	195	153	78.5%
2019	2,407	342	261	76.3%
Total	4,988	537	414	77.1%

Summary of Research Question B: What is the relationship between achieving a North Star Graduate Outcome and Future Success?

All HCPS 2018, 2019, and 2020 graduates who met at least one of the three North Star outcomes:

1. Enroll in college the fall after graduation at a higher rate than the average (**80%** vs. **66%**),
2. Enroll in college within their first year at a higher rate than the average (**83%** vs. **70%**), and
3. Persist from freshman to sophomore year of college at a higher rate than the average (**75%** vs. **58%**).

The tables below show the percentage of graduates who met at least one of the three North Star Graduate Outcomes as well as their college enrollment and persistence.

Enrollment in College the Fall Following Graduation

Percentage of 2018, 2019, and 2020 HCPS Graduates Who Enrolled in College the Fall Following Graduation

Graduation Year	Number of Graduates	Enrolled by Fall Following Graduation	Not Enrolled by Fall Following Graduation	Unknown	% Enrolled
2018	2,581	1,740	819	22	67%
2019	2,407	1,642	765		68%
2020	2,598	1,610	978	10	62%
Grand Total	7,586	4,992	2,562	32	66%

Percentage of HCPS 2018, 2019, and 2020 Graduates Who Met the Criteria for at Least One of the Three North Star Outcomes and Enrolled in College the Fall Following Graduation

Graduation Year	Number of Graduates Who Met at Least One Graduate Outcome	Enrolled by Fall Following Graduation	Not Enrolled by Fall Following Graduation	% Enrolled by Fall Following Graduation
2018	1,302	1,062	240	82%
2019	1,271	1,022	249	80%
2020	1,389	1,083	306	78%
Grand Total	3,962	3,167	795	80%

Enrollment in College Within the First Year of Graduation

Percentage of 2018 and 2019 HCPS Graduates Who Enrolled in College Within the First Year of Graduation

Graduation Year	Number of Graduates	Enrolled Within the First Year of Graduation	Not Enrolled Within the First Year of Graduation	Unknown	% Enrolled
2018	2,581	1,814	745	22	70%
2019	2,407	1,698	709		71%
Grand Total	4,988	3,512	1,454	22	70%

Percentage of HCPS 2018 and 2019 Graduates Who Met the Criteria for at Least One of the Three North Star Outcomes and Enrolled in College Within the First Year of Graduation

Graduation Year	Number of Graduates who Met at Least One Graduate Outcome	Enrolled Within the First Year of Graduation	Not Enrolled Within the First Year of Graduation	% Enrolled Within the First Year of Graduation
2018	1,302	1,081	221	83%
2019	1,271	1,046	225	82%
Grand Total	2,573	2,127	446	83%

Persistence

Percentage of 2019, and 2020 HCPS Graduates Who Remained Enrolled in College from Freshman to Sophomore Year (Persistence)

Graduation Year	Number of Graduates	Remained Enrolled from Freshman to Sophomore Year	Not Enrolled from Freshman to Sophomore Year	Unknown	% Enrolled from Freshman to Sophomore
2018	2,581	1,554	958	69	60%
2019	2,407	1,350	953	104	56%
Grand Total	4,988	2,904	1,911	173	58%

Percentage of HCPS 2018, 2019, and 2020 Graduates Who Met the Criteria for at Least One of the Three North Star Outcomes and Enrolled in College Within the First Year of Graduation

Graduation Year	Number of Graduates who Met At least One North Star Graduate Outcome	Remained Enrolled from Freshman to Sophomore Year	Not Enrolled from Freshman to Sophomore Year	Unknown	% Enrolled from Freshman to Sophomore
2018	1,302	1,006	278	18	77%
2019	1,271	917	313	41	72%
Grand Total	2,573	1,923	591	59	75%

CONCLUSIONS

This analysis of the HCPS graduates from the classes of 2018, 2019, and 2020 represents student achievements in Harford County prior to full implementation of the HCPS North Star initiative. The superintendent first announced the broad goals of the North Star initiative in the spring of 2019 in partnership with the leadership of HCC.

In conclusion, HCPS students in the classes of 2018, 2019, and 2020 who met the North Star Graduate Outcomes enrolled in college at a higher rate than all other HCPS students and also persisted in college at higher rates than the average HCPS student.

Measuring career success beyond obtaining a credential such as TSA is more complex; however, this study indicates that graduates who obtained the TSA also enrolled and persisted in college at a higher rate. It is important for HCPS to continue working to define and/or measure post-graduation success for career-oriented students (What is a “good” job? Did students get a job in their area of licensure?) while also working to determine the degree to which graduates succeed in securing and maintaining good jobs.

APPENDIX A: COLLEGE TYPE: TWO VS FOUR YEAR COLLEGES

AP Graduates and Four-Year College

- **What percentage of HCPS graduates who met the criteria for potential AP college credits went on to enroll in a four-year college within one year of graduation?**

On average, of the 1,259 AP graduates in the classes of 2018 and 2019 who met the criteria for potential college credits, 1,006 graduates, or **79.9%** enrolled in a four-year college within one year of graduation.

Data from the NSC shows that on average, of the HCPS graduates who graduated from 2018 to 2019, **53.5%** enrolled in a four-year college within one year of graduation.

Graduates who met the criteria for potential AP credits enrolled in a four-year college within one year of graduation at a higher rate than the average (**79.9% vs. 53.3%**).

- In 2018, of the 624 AP graduates who met the criteria for potential college credits and attended college within their first year, 517, or 82.9%, enrolled in a four-year college.
- In 2019, of the 635 AP graduates who met the criteria for potential college credits and attended college within their first year, 489, or 77%, enrolled in a four-year college.

	Institutional Level - AP					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
2-year	107	17.1%	146	23.0%	253	20.1%
4-year	517	82.9%	489	77.0%	1006	79.9%
Total	624	100.0%	635	100.0%	1,259	100.0%

Dual Enrollment Graduates and Four-Year Colleges

- **What percentage of HCPS graduates who passed one or more dual enrollment courses went on to enroll in a four-year college within one year of graduation?**
 - Please note that answer to the above research question will be completed as soon as the course grade information for dual enrollment graduates is available.
 - At the time of publication of this report, HCPS only has access to historical enrollment information for high school graduates who completed courses at HCC.
- **What percentage of HCPS graduates who enrolled in one or more dual enrollment courses went on to enroll in a four-year college within one year of graduation?**
 - In 2018, of the 172 graduates who enrolled in one or more dual enrollment courses and attended college within their first year, 92, or 53.5%, enrolled in a four-year college.
 - In 2019, of the 298 graduates who enrolled in one or more dual enrollment courses and attended college within their first year, 165, or 55.4%, enrolled in a four-year college.

	Institutional Level - HCC Course Enrollment					
	2018		2019		Overall	
	Graduates	Percent	Graduates	Percent	Graduates	Percent
2-year	80	46.5%	133	54.6%	213	45.3%
4-year	92	53.5%	165	55.4%	257	54.7%
Total	172	100.0%	298	100.0%	470	100.0%

APPENDIX B: CLEP EXAM

Potential College Credits Based on CLEP Exam

What percentage of HCPS 2018, 2019, and 2020 graduates earned college credits via the College Level Examination (CLEP) exams?

In 2010-2011, College Sociology was created for HCPS graduates after several internal conversations regarding the lack of AP offering in Sociology. A requirement from HCC was graduates would have to sit for a final exam, and HCPS decided to use the CLEP exam. Specifically, passing the CLEP test allowed graduates to transfer three (3) credits of Introduction to Sociology to many higher education institutions across the country and not just HCC.

- Of the 62 graduates who took the CLEP test between 2018 and 2020, 54 passed the CLEP exam.
- On average, of the HCPS graduates who took the CLEP test from 2018 to 2020, **87%**, achieved a passing score on the CLEP exam and earned college credits in Sociology.
 - In 2018, of the 38 total graduates who took the CLEP test, 32, or 84%, achieved a passing score on the CLEP test.
 - In 2019, of the 24 total graduates who took the CLEP test, 22, or 91.6%, achieved a passing score on the CLEP test.
 - In 2020, there was no HCPS testing of the CLEP test and no class was offered in of HCPS high school.

Important Note: With the decision to focus on dual enrollment opportunities via HCC through the North Star initiative, it is likely that CLEP testing will no longer be necessary for HCPS graduates, as they will be able to register for Introduction to Sociology through HCC and receive college credit for completion of the course requirements. This college credit has widespread transferability.

LIMITATIONS

Researchers notes the following limitations of this report. When interpreting the results, readers should keep in mind the following limitations of the report.

- College enrollment for HCPS graduates may be underestimated since not 100% of all universities and college records are available for HCPS graduates due to the Family Educational Rights and Privacy Act (FERPA) compliance and non-participating colleges with the NSC.
- Although NSC identifies on its website that it covers 99% of all postsecondary graduates in public and private U.S. institutions³, there is still a very small number of colleges and universities that are not universally reporting data to NSC. In the NSC data received by HCPS, the universities and college outcome records were available for 99% of HCPS graduates.
- Graduates who declined to release their postsecondary educational information were not included in the NSC data received by HCPS. Some graduates may opt out of having their data reported at colleges and universities and NSC needs to comply with FERPA.
- The report focused on HCPS graduates who graduated from high school (in 2018, 2019, and 2020) and excluded graduates who dropped out before high school graduation.
- With any dataset, it is possible to have human error, which may also result in incorrect coding of graduates who attend a college or university as having not attended any college or university. Some graduates who study abroad may not be represented in the NSC data.
- Per a memo published by HCPS, the TSA data used in this study is incomplete and may not accurately represent the exact number of 2018, 2019, and 2020 graduates who earned TSA certification.

Additional Information About FERPA:

According to the U.S. Department of Education website, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.

These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Graduates to whom the rights have transferred are "eligible graduates." Schools must have a student's consent prior to the disclosure of education records after that student is 18 years old.

NSC does not currently provide HCPS with the percentage of graduates with FERPA block.

³ National Student Clearinghouse. "StudentTracker for High Schools." <https://www.studentclearinghouse.org/high-schools/studenttracker/>