

Landscape™ Data and Methodology Summary

About Landscape

Landscape™ provides consistent high school and neighborhood information for all applicants to help admissions officers fully consider every student, no matter where they live.

This year, colleges will receive more than 10 million applications from students attending nearly 30,000 high schools. With more applications coming from more places, getting consistent, quality high school and neighborhood information for every applicant is getting harder. The result of using inconsistent information is that colleges can't give everyone a fair look. That's why colleges asked the College Board to develop this resource, and why we worked with admissions officers over a three-year period to create Landscape.

Participating colleges provide high school names and codes, along with location information to help identify the appropriate census tracts. The college provides SAT® or ACT® scores from their own records, and no student-level data from the College Board is included in Landscape.

This year we will work with our district and high school members on an approach to share Landscape information with high schools and families. Starting next year, high schools, and students and parents with a College Board account, will be able to access the same high school and neighborhood information that colleges will see in the Landscape resource.

Data and Information Included in Landscape

We will continue to review and refine the information included in Landscape based on research and feedback from colleges. Here's what's included for the 2019–2020 application year:

General data about a high school.

- ◆ *Locale*: This measure is based on the high school location, and relies on the National Center for Education Statistics (NCES) system of classifying geographic areas into four categories: City, Suburban, Town, and Rural.
- ◆ *Senior class size*: Three-year average of the senior class size of the applicant's high school (Common Core of Data and Private School Survey, NCES).
- ◆ *Percent of students eligible for free and reduced-price lunch*: Three-year average of the percentage of students eligible for free and reduced-price lunch at the applicant's high school (Common Core of Data, NCES). Available for public high schools only. For public high schools that do not report the percent of students who are individually eligible due to changes in school meals policies, the percent eligible is estimated using schools' direct certification data.
- ◆ *Average SAT scores at colleges attended*: Average of first-year student SAT scores at four-year colleges attended by the three most recent cohorts of college-bound seniors from the applicant's high school who took any College Board assessments (aggregate College Board and National Student Clearinghouse data). Average SAT scores are calculated using data from the Integrated Postsecondary Education Data System (IPEDS, NCES).
- ◆ *AP participation and performance*: Number of seniors taking AP® courses; average number of AP Exams taken per student; average AP score; number of unique exams administered.

Test score comparisons.

The test score in Landscape is based on the scores that students choose to send to colleges. Colleges choose which student-submitted test score to display in Landscape. The College Board concords ACT scores to SAT scores using published concordance tables. The applicant's test score is presented alongside the 25th, 50th, and 75th percentile of SAT scores at that high school, based on a three-year average of the high school's SAT scores.

High school and neighborhood information, relative to national or state averages.

Admissions officers asked us to capture six key indicators about applicants' communities and high schools. Research has shown these six indicators are related to students' educational opportunities and outcomes.

These indicators are provided at the neighborhood level, which is defined by a student's census tract, and at the high school level, which is defined by the census tracts of college-bound seniors at a high school.

Applicants from the same census tract share the same neighborhood data and indicators; applicants from the same high school share the same high school data and indicators. The indicators are:

1. *College attendance*: The predicted probability that a student from the neighborhood/high school enrolls in a four-year college (aggregate College Board and National Student Clearinghouse data)
2. *Household structure*: Neighborhood/high school information about the number of married or coupled families, single-parent families, and children living under the poverty line (American Community Survey)
3. *Median family income*: Median family income among those in the neighborhood/high school (American Community Survey)
4. *Housing stability*: Neighborhood/high school information about vacancy rates, rental vs. home ownership, and mobility/housing turnover (American Community Survey)
5. *Education levels*: Information about the typical educational attainment in the neighborhood/high school (American Community Survey)
6. *Crime*: The predicted probability of being a victim of a crime in the neighborhood or neighborhoods represented by the students attending the high school. Data provided by Location, Inc. For more information, please visit www.LocationInc.com/data.

These 6 indicators are averaged and presented on a 1—100 scale to provide a Neighborhood Average and High School Average. A higher value on the 1—100 scale indicates a higher level of challenge related to educational opportunities and outcomes.

For more detailed information on the data and methodology in Landscape, visit professionals.collegeboard.org/landscape.