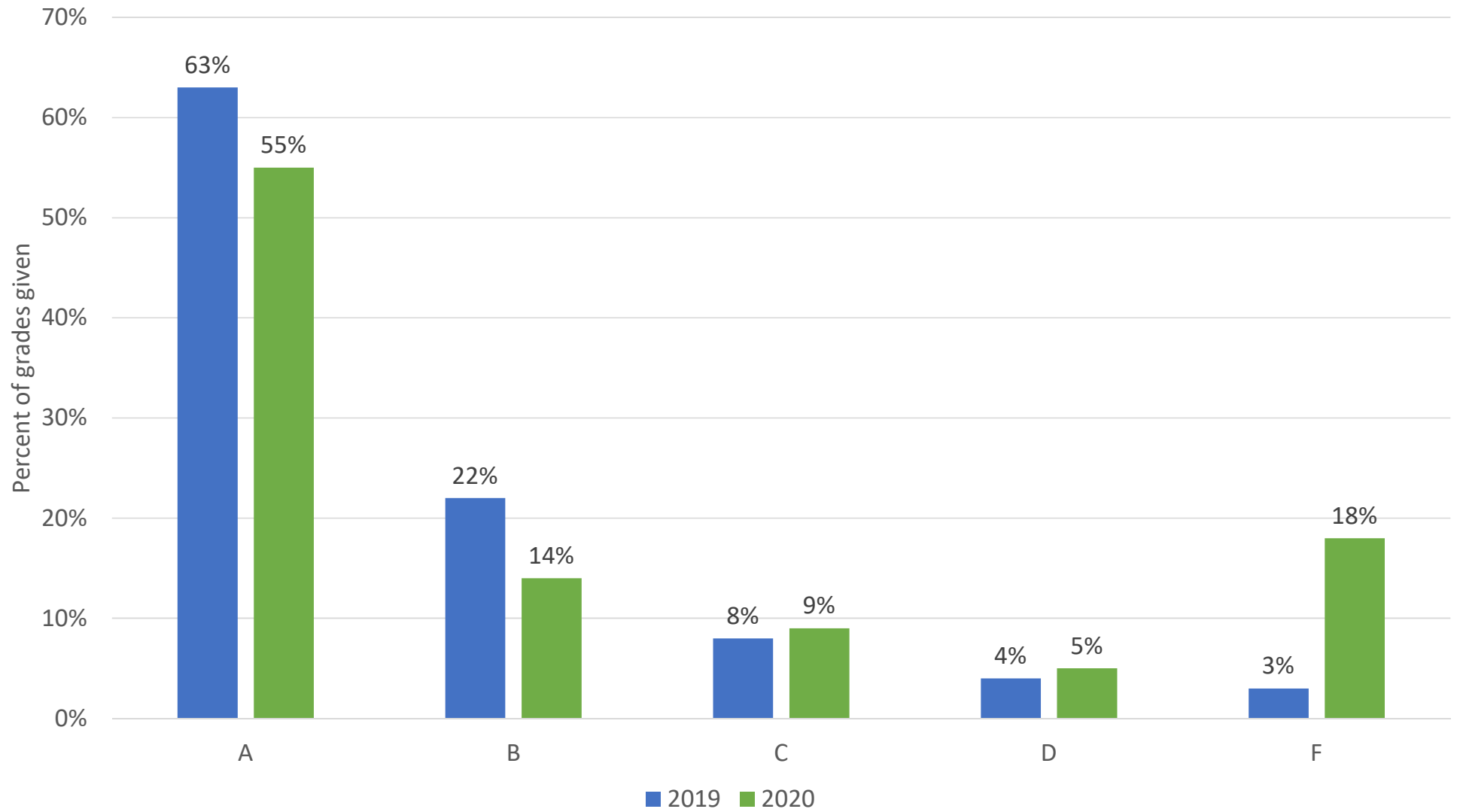
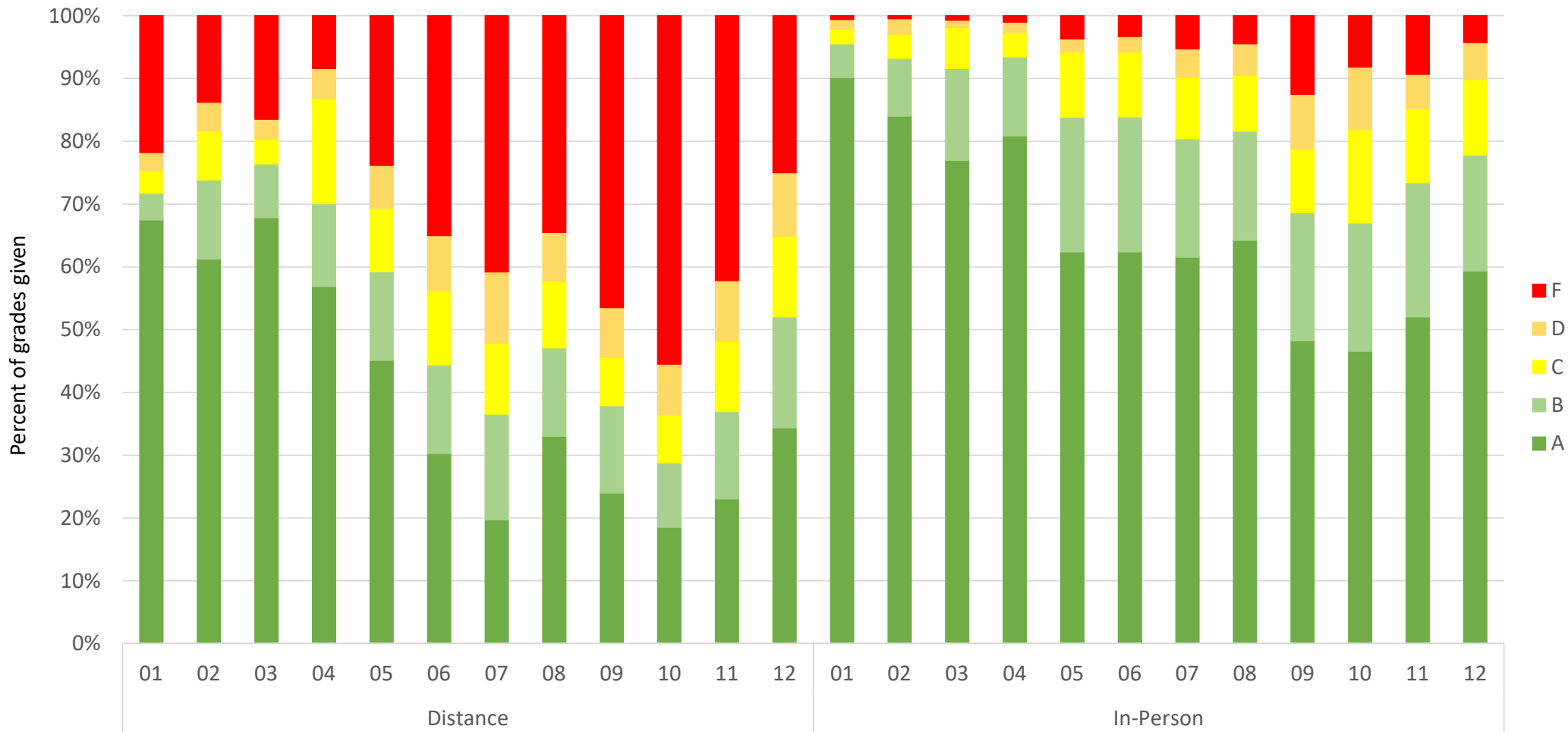


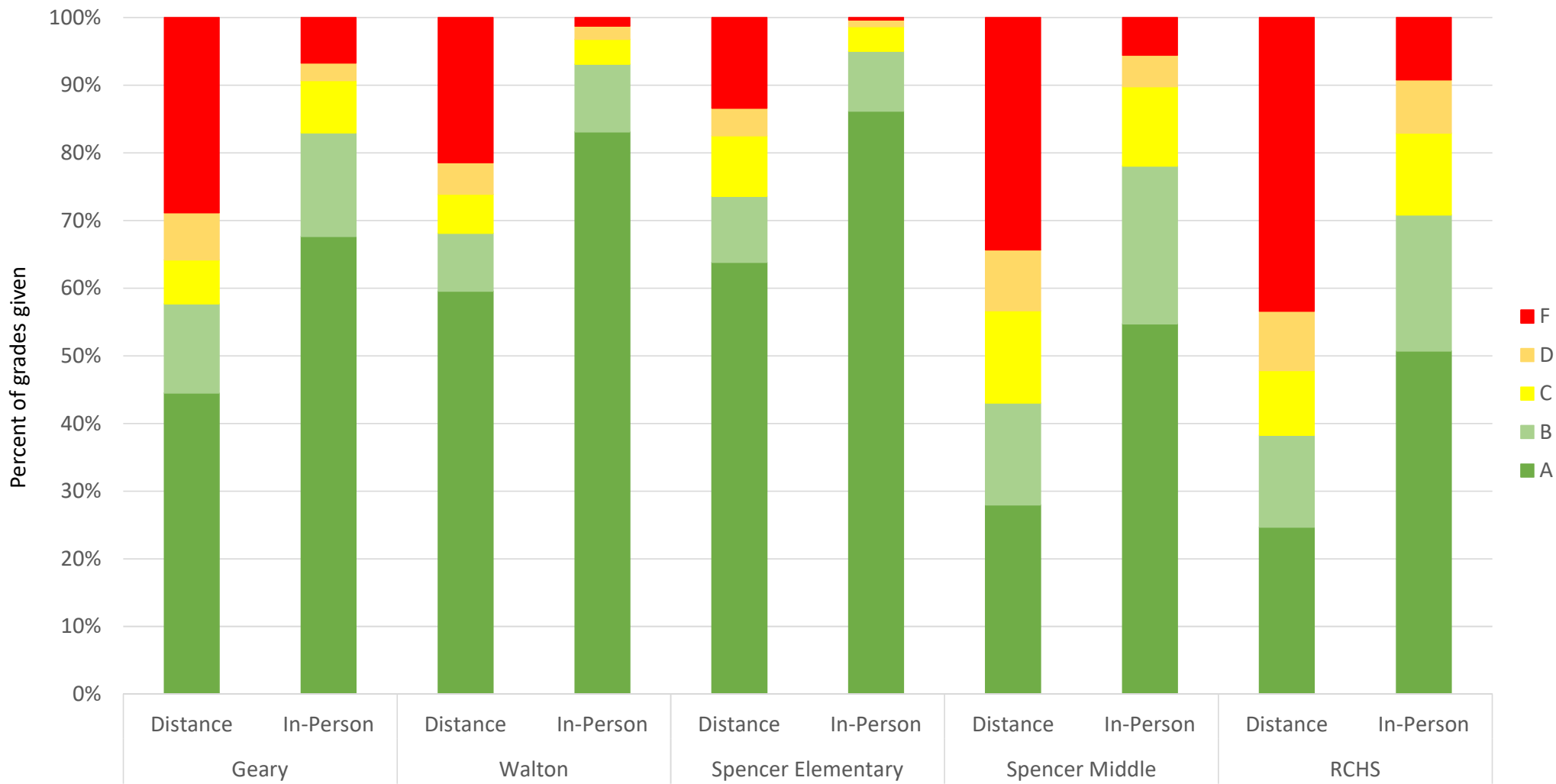
# Grades Analysis for the 1<sup>st</sup> 9 Weeks of 2020-21

December 17, 2020

Grade Distribution Comparison (1st 9 Weeks)

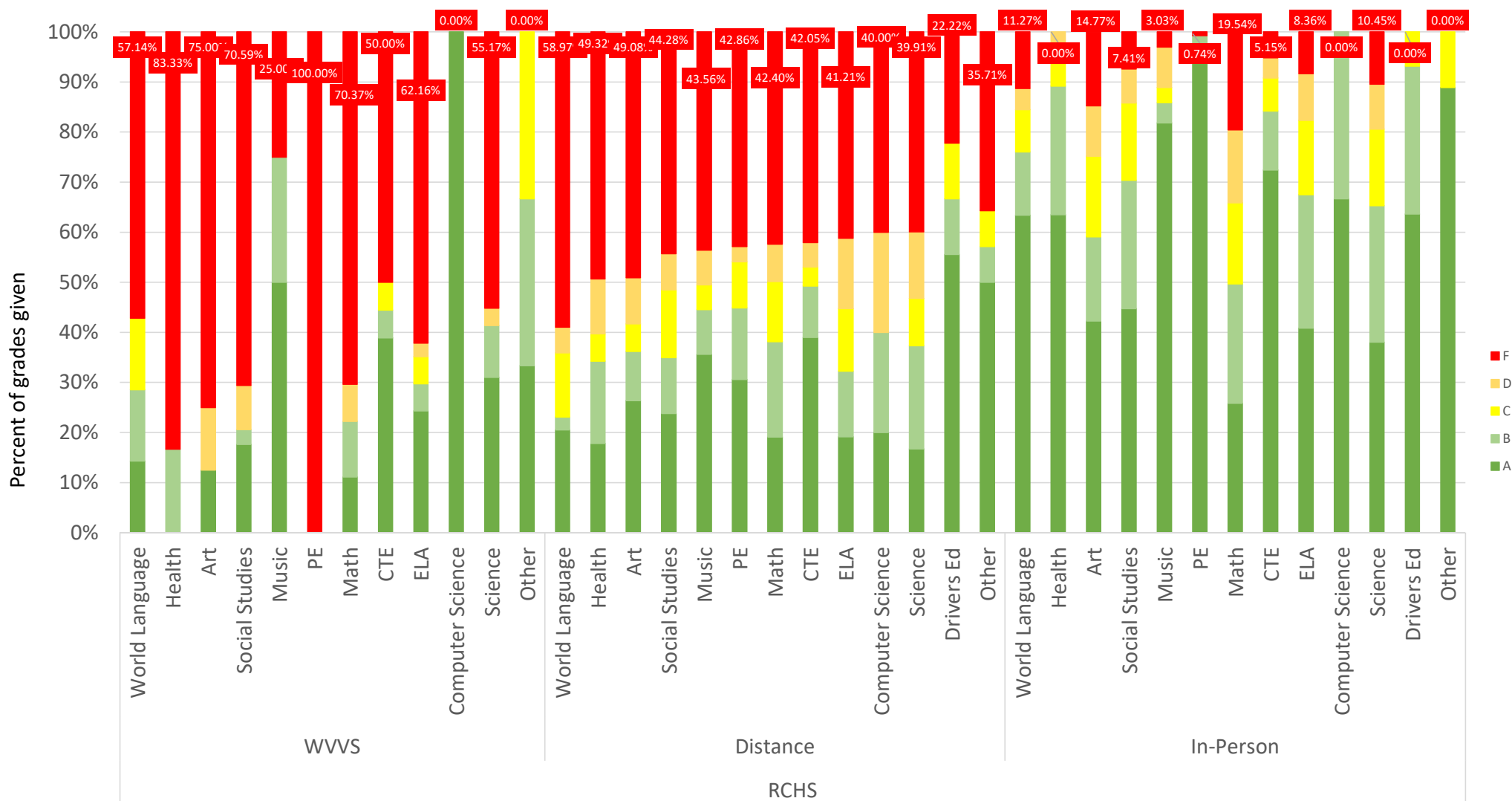






## Failures Comparisons – 1<sup>st</sup> 9 Weeks of 2020-21

- In-person Learners
  - 767 / 941 received no F grades (81.5%)
  - 12 / 941 received all F grades (1.3%)
- Distance Learners
  - 382 / 770 students received no F grades (49.6%)
  - 101 / 770 students received all F grades (13.1%) accounting for 646 / 1549 distance learning F grades (41.7%)



# Failures Comparisons – 1<sup>st</sup> 9 Weeks of 2020-21

- RCHS
  - Highest percentage of failures in distance learning:
    - World Language (58.97%)
    - Health (49.32%)
    - Art (49.08%)
    - Social Studies (44.28%)
    - Music (43.56%)
    - PE (42.86%)

# Failures Comparisons – 1<sup>st</sup> 9 Weeks of 2020-21

- RCHS
  - Highest percentage of failures in in-person learning:
    - Math (19.54%)
    - Art (14.77%)
    - World Language (11.27%)
    - Science (10.45%)
    - English (8.36%)
    - Social Studies (7.41%)

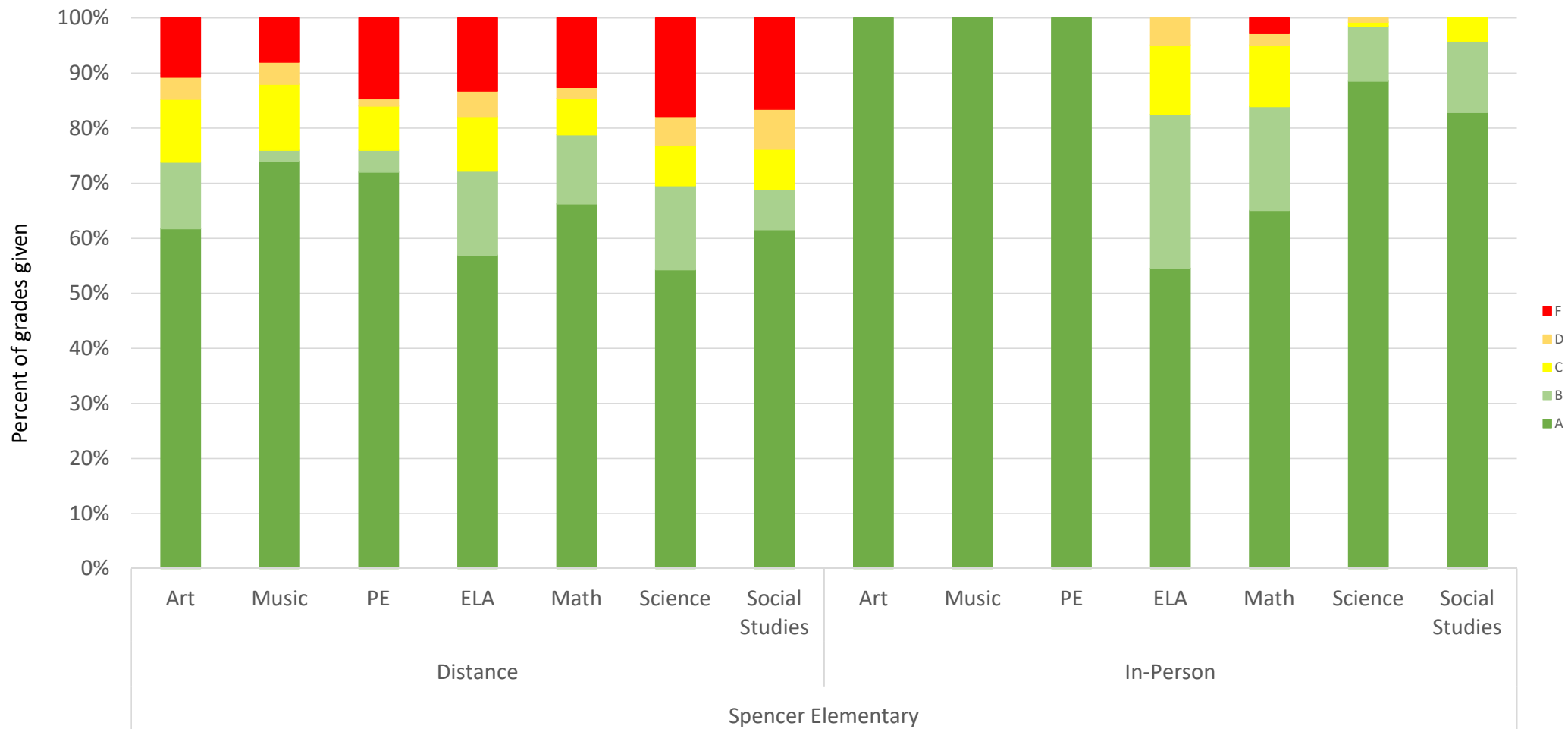


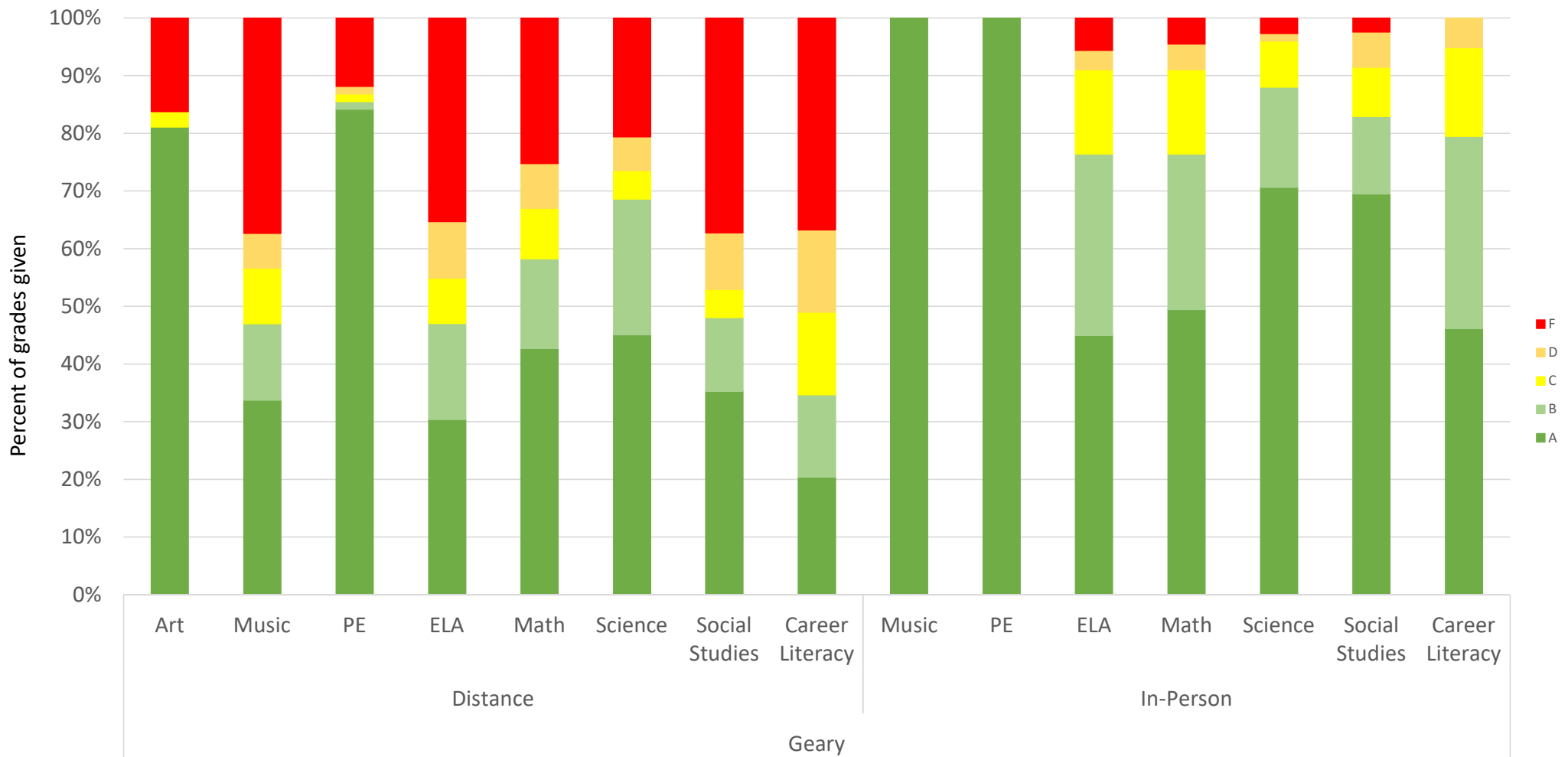
# Failures Comparisons – 1<sup>st</sup> 9 Weeks of 2020-21

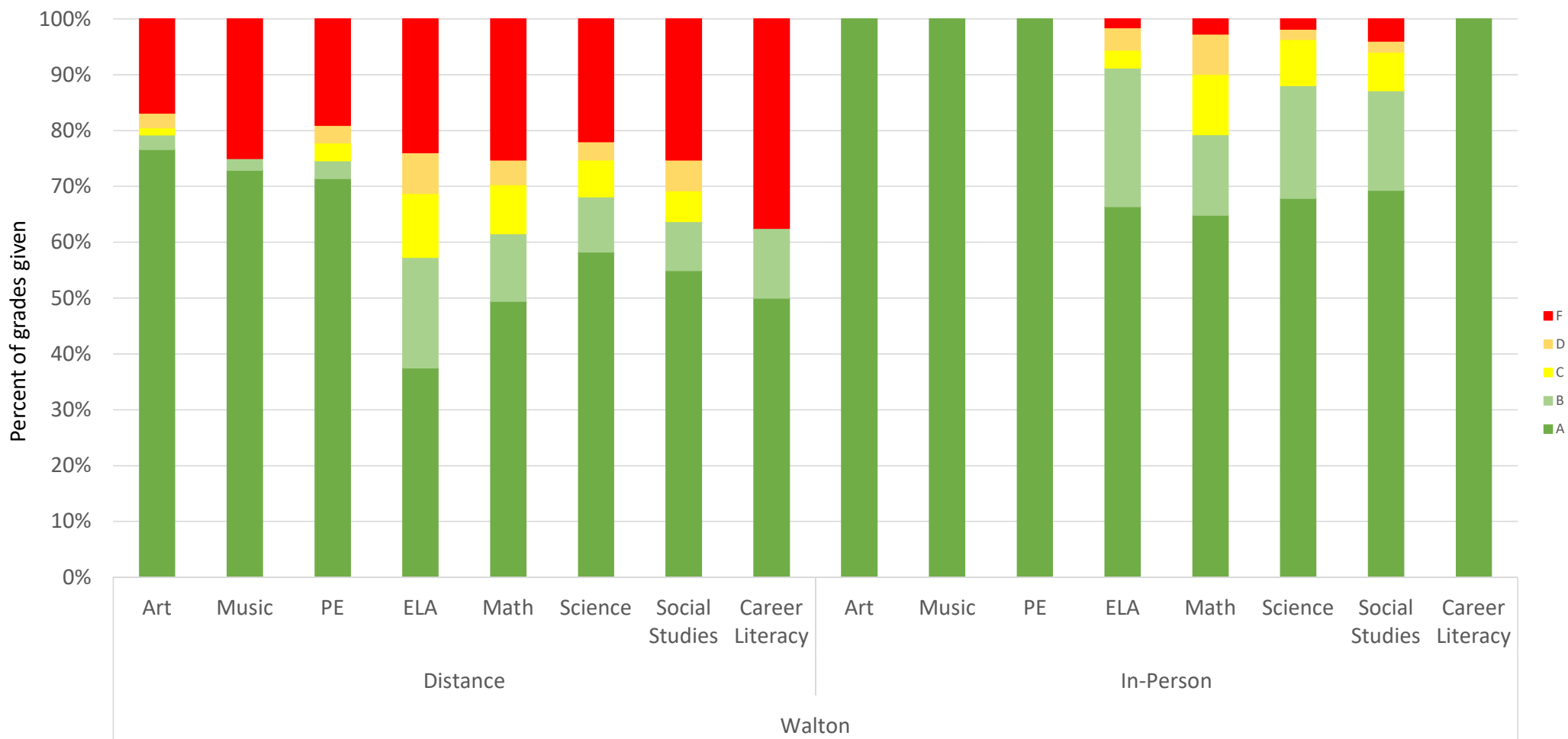
- RCHS
  - LEAST percentage of failures in distance learning removing all other variables:
    - Drivers Ed ( $22.22\% - 0.0\% = 22.22\%$ )
    - Math ( $42.40\% - 19.54\% = 22.87\%$ )
    - Science ( $39.91\% - 10.45\% = 29.47\%$ )
    - English ( $41.21\% - 8.36\% = 32.85\%$ )
    - Art ( $49.08\% - 14.77\% = 34.31\%$ )
    - Social Studies ( $44.28\% - 7.41\% = 36.87\%$ )

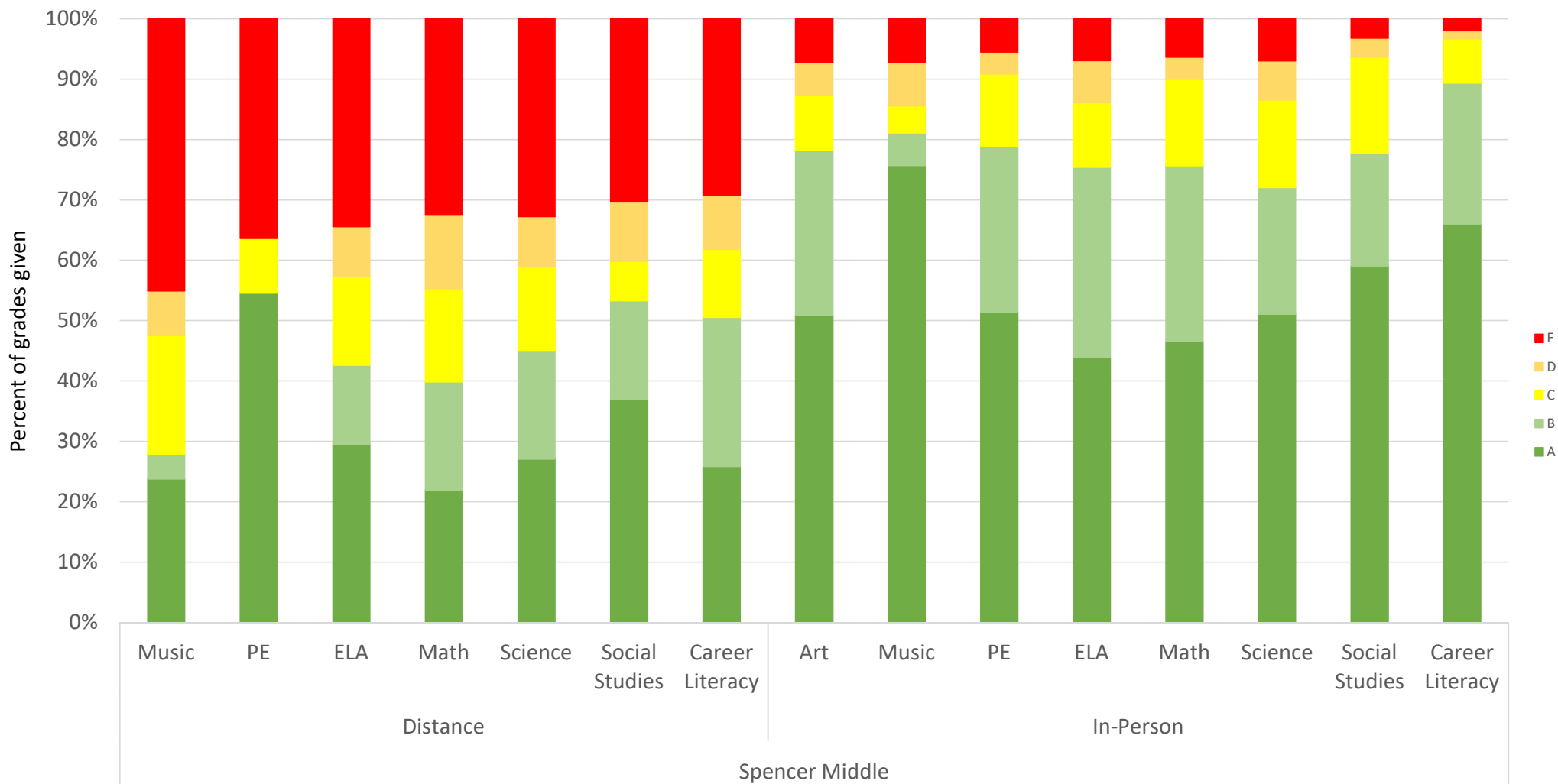
## Failures Comparisons – 1<sup>st</sup> 9 Weeks of 2020-21

- Walton
  - All in-person learners who received a grade got an “A” in Career Literacy
  - Distance learners did not all pass Career Literacy
- Geary, Spencer Elementary, and Walton
  - All in-person learners who received a grade got an “A” in Art, PE and/or Music
  - Distance learners did not all pass Art, PE and/or Music









## Conclusions

- In-person learners were given advantages over distance learners that go beyond simply the structural differences between the two delivery methods.
- Lack of engagement was (is) a major factor in distance learning performance, much more so than subject matter skills or knowledge.

# Conclusions

- Art, Music, PE are not held to be important at elementary and middle school which leads to problems at high school AND in distance learning.
- Grades in elementary and middle school largely are an overall reflection of the individual student, not specific subject matter knowledge or skills.
  - Fundamental skills in elementary school – reading and computation – carry through all subject areas.
  - Middle school reflects changes in behavior, perceived stratification of achievement levels.