

MEMORANDUM

April 23, 2021

TO: Board Members

FROM: Grenita F. Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **STUDENT COURSE GRADES – FIRST SEMESTER 2020–2021 AND 2019–2020**

CONTACT: Allison Matney, 713-556-6700

Attached is a copy of the Student Course Grades – First Semester 2020–2021 and 2019–2020 report. This report analyzes the grades earned by students in the first semesters of the 2019–2020 and the 2020–2021 school years by grade level, instructional mode (remote and face-to-face), race/ethnicity, and special populations including English learners, gifted/talented, special education, and economically disadvantaged students.

Key findings include:

- Among all students in HISD, 28 percent of students in the first semester of the 2019–2020 school year and 40 percent of students in the first semester of the 2020–2021 school year had one or more “F” grades, a difference of 12 percentage points.
- In the 2020–2021 school year, a higher percentage of students in grades 6–8 in the district had one or more “F” grades (57%) as compared to students enrolled at Texas Connections Academy at Houston (TCAH) (15%), a difference of 42 percentage points. Likewise, a higher percentage of students in grades 9–12 in the district had one or more “F” grades (51%) as compared to students enrolled at TCAH (21%), a difference of 30 percentage points.
- The percentage of students in the district with one or more “F” grades increased in all four core foundation content areas. Increases ranged from 11 to 17 percentage points. For non-core foundation content, the percentage of district students with one or more “F” grades increased 25 percentage points from the 2019–2020 school year to the 2020–2021 school year.
- Among all students, 79 percent of all grades earned were grades of 75 or above (grades of “A,” “B,” or “C”) in 2019–2020 as compared to 68 percent in 2020–2021, a decline of 11 percentage points. Students with grades of 75 or above in grades 1-2 showed the smallest decline of just one percentage point (79 percent to 78 percent), while middle school students showed the largest decline of 16 percentage points (80 percent to 64 percent).
- Overall, the percentage of students earning grades of 75 or better in the core foundation content areas (reading/ELA, math, science, and social studies) declined for all students in all grade levels from 2019–2020 to 2020–2021 except grades 1–2 reading/ELA, which increased by five percentage points. Declines in grades of 75 or better in science and social studies were larger than declines in reading/ELA and math.
- Among all students, a higher percentage of remote students had one or more “F” grades (43 percent) as compared to face-to-face (F2F) students (38 percent), a difference of five percentage points. In grades 3–5 and 6–8, a higher percentage of remote students had one or more “F” grades (36 percent and 58 percent, respectively) as compared to F2F students (26 percent and 55 percent, respectively). However, for grades 1–2 and 9–12, a higher

percentage of F2F students had one or more “F” grades (20 percent and 63 percent, respectively) as compared to remote students (19 percent and 46 percent, respectively).

- The percentage of students with one or more “F” grades in the core foundation content areas (reading/ELA, math, science, and social studies) in grades 1–2 was the same or nearly the same for F2F and remote students. In grades 3–5, seven to nine percent more remote students had “F” grades in core foundation content areas than F2F students, and in grades 6–8, four to six percent more remote students had “F” grades in core foundation content areas than F2F students. Among high school students, however, a *lower* percentage of remote students had “F” grades in core foundation content areas than F2F students (nine to 12 percentage points). In grades 6–8, a higher percentage of remote students had “F” grades in non-core foundation courses than F2F students (two percentage points). Among high school students, however, a *lower* percentage of remote students had “F” grades in non-core foundation courses than F2F students (14 percentage points).
- A *lower* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 3–5 (ten percentage points) and grades 6–8 (three percentage points). A *higher* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 1–2 (one percentage point) and grades 9–12 (13 percentage points). Among remote students in grades 1–2 and grades 9–12, the percentage of students earning an “A” was higher than the percentage of F2F students receiving an “A.”
- Overall, the percentage of remote students earning grades of 75 or higher in the core foundation content areas (reading/ELA, math, science, and social studies) was lower for students in grades 3–5 and grades 6–8 than for F2F students. However, the percentage of remote students earning grades of 75 or higher in the core foundation content areas was *higher* for students in grades 9–12 than for F2F students. A lower percentage of remote students in grades 6–8 earned grades of 75 or higher in non-core foundation courses than F2F students (three percentage points), while the percentage of remote high school students who had earned grades of 75 or higher in non-core foundation courses was eight percentage points *higher* than F2F students.
- In the 2020–2021 school year, remote high school students earned higher grades overall than F2F high school students. Because this result was unexpected, first semester grades from the 2019–2020 school year were compared to first semester grades from the 2020–2021 school year by content area for each student.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.



GL

Attachment

cc: Superintendent’s Direct Reports
Area Superintendents
Glenda Calloway



RESEARCH

Educational Program Report

**STUDENT COURSE GRADES – FIRST
SEMESTER 2020–2021 AND 2019–2020**



Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.



2020 BOARD OF EDUCATION

Patricia Allen, Ed.D.

President

Holly Maria Flynn Vilaseca

First Vice President

Judith Cruz

Second Vice President

Kathy Blueford-Daniels

Secretary

Daniela Hernandez

Assistant Secretary

Elizabeth Santos

Sue Diegard

Anne Sung

Myrna Guidry

Grenita Lathan, Ph.D.

Interim Superintendent of Schools

Allison Matney, Ed.D.

Officer

Department of Research and Accountability

Victoria Mosier

Research Specialist

Zack Bigner, Ed.D.

Research Manager

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

Student Course Grades – First Semester 2020–2021 and 2019–2020

Executive Summary

Background

It is important to understand how students enrolled in HISD are performing academically this school year, both as compared to the prior school year and as compared to different student groups within the district. This report analyzes the grades earned by students in the first semesters of the 2019–2020 and the 2020–2021 school years by grade level, instructional mode (remote and face-to-face), race/ethnicity, and special populations including English learners, gifted/talented, special education, and economically disadvantaged students.

Highlights

- Among all students in HISD, 28 percent of students in the first semester of the 2019–2020 school year and 40 percent of students in the first semester of the 2020–2021 school year had one or more “F” grades, a difference of 12 percentage points.
- In the 2020–2021 school year, a higher percentage of students in grades 6–8 in the district had one or more “F” grades (57%) as compared to students enrolled at Texas Connections Academy at Houston (TCAH) (15%), a difference of 42 percentage points. Likewise, a higher percentage of students in grades 9–12 in the district had one or more “F” grades (51%) as compared to students enrolled at TCAH (21%), a difference of 30 percentage points.
- The percentage of students in the district with one or more “F” grades increased in all four core foundation content areas. Increases ranged from 11 to 17 percentage points. For non-core foundation content, the percentage of district students with one or more “F” grades increased 25 percentage points from the 2019–2020 school year to the 2020–2021 school year.
- Among all students, 79 percent of all grades earned were grades of 75 or above (grades of “A,” “B,” or “C”) in 2019–2020 as compared to 68 percent in 2020–2021, a decline of 11 percentage points. Students with grades of 75 or above in grades 1-2 showed the smallest decline of just one percentage point (79 percent to 78 percent), while middle school students showed the largest decline of 16 percentage points (80 percent to 64 percent).
- Overall, the percentage of students earning grades of 75 or better in the core foundation content areas (reading/ELA, math, science, and social studies) declined for all students in all grade levels from 2019–2020 to 2020–2021 except grades 1–2 reading/ELA, which increased by five percentage points. Declines in grades of 75 or better in science and social studies were larger than declines in reading/ELA and math.
- Among all students, a higher percentage of remote students had one or more “F” grades (43 percent) as compared to face-to-face (F2F) students (38 percent), a difference of five percentage points. In grades 3–5 and 6–8, a higher percentage of remote students had one or more “F” grades (36 percent and 58 percent, respectively) as compared to F2F students (26 percent and 55 percent, respectively). However, for grades 1–2 and 9–12, a higher percentage of F2F students had one or more “F” grades

(20 percent and 63 percent, respectively) as compared to remote students (19 percent and 46 percent, respectively).

- The percentage of students with one or more “F” grades in the core foundation content areas (reading/ELA, math, science, and social studies) in grades 1–2 was the same or nearly the same for F2F and remote students. In grades 3–5, seven to nine percent more remote students had “F” grades in core foundation content areas than F2F students, and in grades 6–8, four to six percent more remote students had “F” grades in core foundation content areas than F2F students. Among high school students, however, a *lower* percentage of remote students had “F” grades in core foundation content areas than F2F students (nine to 12 percentage points). In grades 6–8, a higher percentage of remote students had “F” grades in non-core foundation courses than F2F students (two percentage points). Among high school students, however, a *lower* percentage of remote students had “F” grades in non-core foundation courses than F2F students (14 percentage points).
- A *lower* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 3–5 (ten percentage points) and grades 6–8 (three percentage points). A *higher* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 1–2 (one percentage point) and grades 9–12 (13 percentage points). Among remote students in grades 1–2 and grades 9–12, the percentage of students earning an “A” was higher than the percentage of F2F students receiving an “A.”
- Overall, the percentage of remote students earning grades of 75 or higher in the core foundation content areas (reading/ELA, math, science, and social studies) was lower for students in grades 3–5 and grades 6–8 than for F2F students. However, the percentage of remote students earning grades of 75 or higher in the core foundation content areas was *higher* for students in grades 9–12 than for F2F students. A lower percentage of remote students in grades 6–8 earned grades of 75 or higher in non-core foundation courses than F2F students (three percentage points), while the percentage of remote high school students who had earned grades of 75 or higher in non-core foundation courses was eight percentage points *higher* than F2F students.
- In the 2020–2021 school year, remote high school students earned higher grades overall than F2F high school students. Because this result was unexpected, first semester grades from the 2019–2020 school year were compared to first semester grades from the 2020–2021 school year by content area for each student.

Introduction

In response to the COVID-19 pandemic, the Houston Independent School District (HISD) moved to remote learning, which included distance learning, independent study, live online meetings, and completing assignments online or paper-based packets mailed to the home beginning on March 30, 2020. HISD extended remote learning through the end of the 2019–2020 school year, through the 2020 summer school session, and through the first six week grading cycle of the 2020–2021 school year. All students began the school year remotely on September 8, 2020. The option for face-to-face instruction began on October 19, 2020, and parents had the option to choose remote or face-to-face instruction for the fall semester or the entire school year.

Students are living through the most disruptive school year of their lives because of the COVID-19 pandemic. They are required to learn at home online or wear masks in classrooms without the benefit of their usual social, sports, and artistic outlets. It is important to understand how students enrolled in HISD are performing academically this school year, both as compared to the prior school year and as compared to different student groups within the district. This report analyzes the grades earned by students in the first semesters of the 2019–2020 and the 2020–2021 school years by grade level, instructional mode (remote and face-to-face), race/ethnicity, and special populations including English learners, gifted/talented, special education, and economically disadvantaged students.

Methods

Archived grades assigned for all courses taken in the first semester of the 2019–2020 school year were obtained from Chancery, the Student Information System (SIS) utilized by HISD prior to the 2020–2021 school year, along with student demographics. Grades assigned using a 100-point scale were utilized for this report; letter grades such as “E” (exemplary) and “P” (poor) were not used. Since pre-Kindergarten and Kindergarten students typically do not receive numeric grades, those grade levels were excluded from analysis. When elementary grade levels (grades 1–2 and grades 3–5) did assign numeric grades, those were utilized. Even when elementary grade levels assign numeric grades for core foundation courses¹, they typically do not assign numeric grades for non-core foundation courses; only those courses for which numeric grades were assigned were utilized for this report.

Grades assigned for all courses taken in the first semester of the 2020–2021 school year were obtained from PowerSchool, the new SIS utilized by HISD beginning in the fall of the 2020–2021 school year, along with student demographics. As with 2019–2020 data, grades assigned which did not use a 100-point numeric scale were not utilized for this reporting.

Houston ISD families chose between in-person instruction on campus or remote instruction online for each six weeks during the 2020–2021 school year. Parents were asked to complete a Student Commitment form for each student to select the method of instruction for each grading cycle, beginning with the second grading cycle. The selection was binding for each six-week cycle; furthermore, the previous cycle selection

¹ Core foundation courses include courses in reading/ELA, mathematics, science, and social studies which are required (not elective) for graduation; for example, English I is a required ELA class, but journalism is an elective ELA class. Non-core foundation courses include all other courses, such as physical education, fine arts, and integrated physics and chemistry (IPC) – both courses which are considered as required for graduation and/or elective credit hours.

remained in place if no new selection was made. For this report, student instructional mode was determined based on the selection made for the third grading cycle.

Texas Connections Academy – Houston (TCAH) is an HISD contract charter school which offers online classes only for students in grades 3–12. TCAH first opened in December of 2008. TCAH teachers, staff, and administration has more than ten years' experience in virtual instruction, as compared to other schools in HISD with just a few months. This campus provides a unique opportunity to compare grades for students enrolled in traditional schools which have been forced to become virtual learning academies this year to grades for students in a school which has always been a virtual learning academy. Student grades from TCAH are reported separately and compared with student grades from other schools in the district. For the purposes of this report, TCAH refers to students enrolled at Texas Connections Academy – Houston, and “district” refers to students from all other schools in the Houston Independent School District.

Because of unexpected findings for high school results, the change in high school students' first semester content grades from the 2019–2020 school year to the 2020–2021 school year was calculated and comparisons of remote learners to face-to-face learners were made. Only those students with grades for both years were included. For all content areas (ELA, math, science, social studies, and non-core foundation), 88 to 89 percent of students had grades for both years.

Basic descriptive statistics were employed to analyze the data. The number of students within each group can be found in the tables that accompany figures in **Appendices A–I** (pp. 23–75). Due to rounding and missing data, some totals may not equal 100 percent.

Exclusions

Pre-Kindergarten and Kindergarten students who do not typically receive numeric grades were excluded for the purposes of this report. In addition, non-numeric grades were also excluded; this was more typical at the elementary grade levels (grades 1–5) than in secondary grades, and in particular for non-core foundation courses. For TCAH, there are no students in grades 1–2, and students in grades 3–5 in the 2019–2020 school year did not earn numeric grades; as such, grades 1–2 are excluded for both years, and grades 3–5 are excluded for the 2019–2020 school year.

Data Limitations

HISD implemented the PowerSchool SIS in 2020. Traditionally, there is a steep learning curve for all employees when a district adopts a new SIS. Several factors related to the new SIS combined to create data anomalies that took time to identify and correct. This process caused a delay in obtaining the first semester grades for 2020–2021.

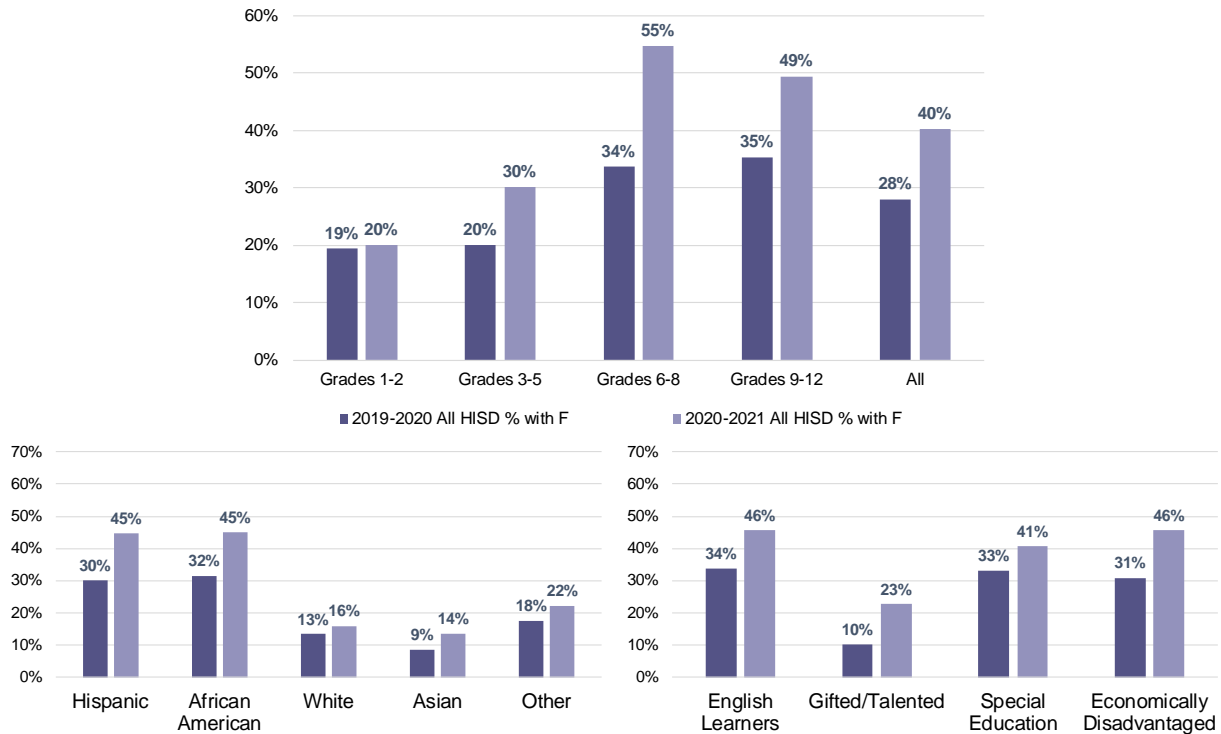
Grades for courses typically taken by students in grades 1–8 are not averaged into “semester 1” and “semester 2” final grades. Students in middle school taking a high-school level course (for example, Algebra 1) will receive a “semester 1” average, but only for that specific course. As such, Semester 1 averages were used for all students/courses for which it was available. If no Semester 1 average was available, Cycle 3 or Cycle 2 grades were utilized.

Results

What percentage of students had one or more “F” grades in the first semester?

Figure 1A shows the percentage of students with one or more “F” grades in the first semester by grade level category, by race/ethnicity, and by other special populations for all HISD students for the 2019–2020 and the 2020–2021 school years. Corresponding data can be found in **Table 1A** in **Appendix A**, p. 23.

Figure 1A. Percentage of All HISD Students with One or More “F” Grades by Grade Level Category, Race/Ethnicity, and Other Special Populations



Sources: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

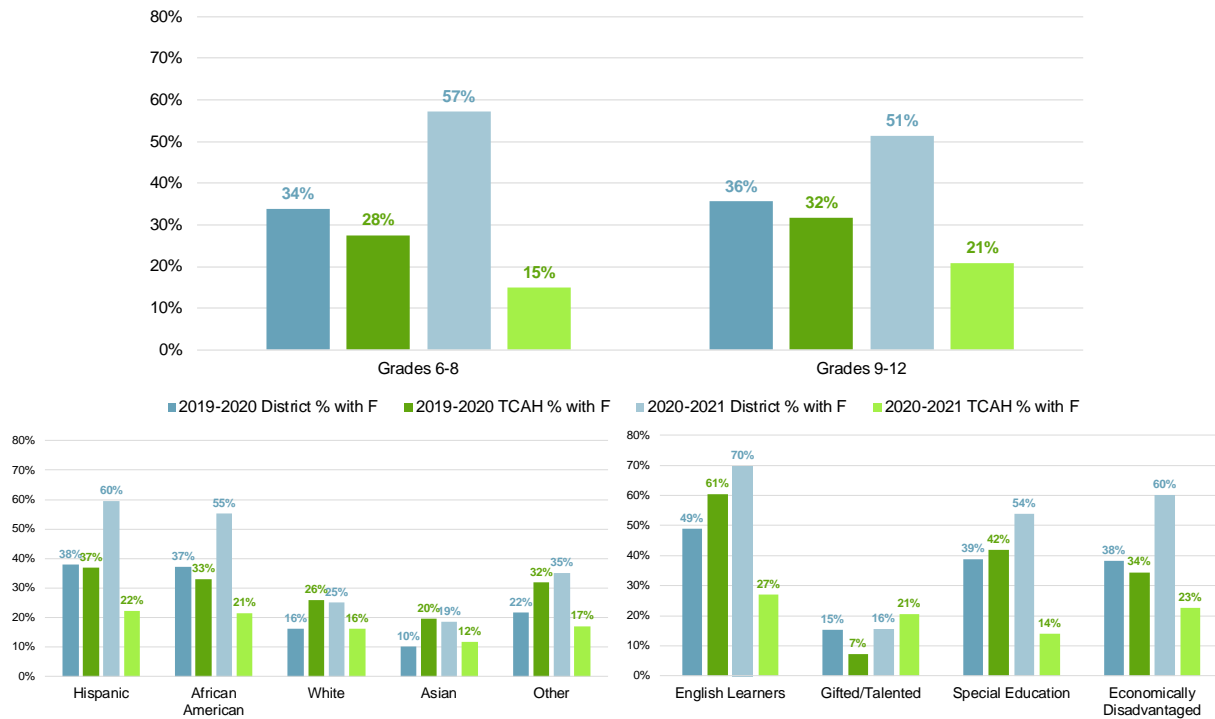
Notes: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

- In the first semester of the 2019–2020 school year, 28 percent of students had one or more “F” grades. In the first semester of the 2020–2021 school year, 40 percent of students had one or more “F” grades. A higher percentage of students from all grade categories had one or more “F” grades in the first semester of 2020–2021 than in the first semester of 2019–2020. An increase of 21 percentage points can be seen for students in grades 6–8 in 2020–2021 (55%) and 2019–2020 (34%). Among high-school grades, an increase of 14 percentage points can be seen for 2020–2021 (49%) and 2019–2020 (35%).
- The largest percentage-point increases among students with one or more “F” grades in the first semester in 2020–2021 and 2019–2020 can be seen for Hispanic students (15 percentage points, 45% and 30% respectively) and African American students (13 percentage points, 45% and 32% respectively).

- A 12 percentage-point increase can be seen for English learners (EL) from 2019–2020 (34%) and 2020–2021 (46%), and a 13 percentage-point increase can be seen for gifted/talented (GT) students (10% and 23%, respectively). Among special education (SE) students, there was an eight percentage-point increase (33% to 41%), and among economically disadvantaged (ED) students, a 15 percentage-point increase (31% to 46%).

Figure 1B shows the percentage of students with one or more “F” grades in the first semester by grade level category, by race/ethnicity, and by other special populations for the district and for Texas Connections Academy – Houston (TCAH) for the 2019–2020 and the 2020–2021 school years. Because TCAH did not have students in grades 1–5 for the 2019–2020 school year, only students in grades 6–12 are reported. Corresponding data can be found in **Table 1B** in **Appendix A**, p. 24.

Figure 1B. Percentage of District and TCAH Students in Grades 6–12 with One or More “F” Grades by Grade Level Category, Race/Ethnicity, and Other Special Populations



Sources: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Notes: TCAH does not have students in grades 1–2 and did not assign numeric grades to students in grades 3–5 in 2019–2020. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

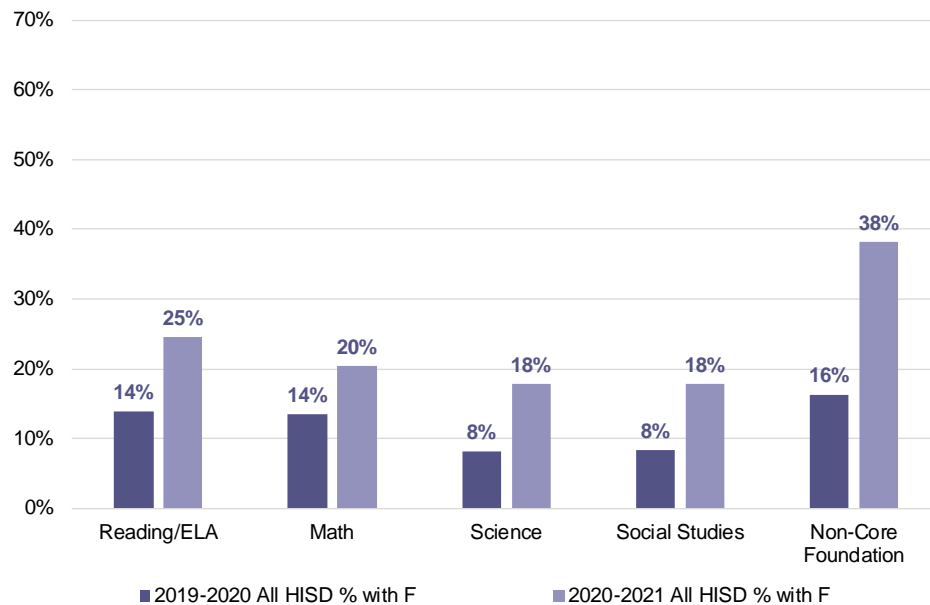
- In the 2020–2021 school year, a higher percentage of students in grades 6–8 in the district had one or more “F” grades (57%) as compared to students enrolled at TCAH (15%), a difference of 42 percentage points. Likewise, a higher percentage of students in grades 9–12 in the district had one or more “F” grades (51%) as compared to students enrolled at TCAH (21%), a difference of 30 percentage points.
- Among middle school grades, the percentage of students at TCAH who had one or more “F” grades in the first semester of 2020–2021 (15 percent) was 13 percentage points lower than in the first semester of 2019–2020 (28 percent), while the percentage of students in the district who had one or more “F” grades was 23 percentage points higher (57 percent versus 34 percent).
- Among high school grades, the percentage of students at TCAH who had one or more “F” grades in the first semester of 2020–2021 (21 percent) was 11 percentage points lower than in the first semester of 2019–2020 (32 percent), while the percentage of students in the district who had one or more “F” grades was 15 percentage points higher (51 percent versus 36 percent).
- For all race/ethnicity groups in the 2020–2021 school year, a higher percentage of students at district campuses had one or more “F” grades than at TCAH. Hispanic and African American students showed the highest percentage point difference (38 percentage points and 34 percentage points, respectively). At TCAH, the percentage of students with one or more “F” grades decreased for all race/ethnicity groups from 2019–2020 to 2020–2021, with Hispanic and African American students showing the largest decreases of 15 percentage points and 12 percentage points across years.
- In 2020–2021, a higher percentage of EL, SE, and ED students at district campuses had “F” grades than students at TCAH, while a lower percentage of GT students at district campuses had “F” grades than students at TCAH. Furthermore, a lower percentage of EL, SE, and ED students at TCAH had one or more “F” grades in 2020–2021 than in 2019–2020, while a higher percentage of EL, SE, and ED students at district campuses had one or more “F” grades in 2020–2021 than in 2019–2020.

What percentage of students had one or more “F” grades in the first semester in the core foundation content areas?

Figure 2A (p. 8) shows the percentage of all students with one or more “F” grades in the first semester by core foundation content area for all HISD students for the 2019–2020 and the 2020–2021 school years. Corresponding figures (**Figures B-1–B-5**) and tables (**Tables 2–6**) by core foundation content area can be found in **Appendix B**, pp. 25–29.

- The percentage of students with one or more “F” grades in each content area increased by six to 11 percentage points for core foundation courses and by 22 percentage points for non-core foundation courses from 2019–2020 to 2020–2021.

Figure 2A. Percentage of All HISD Students with One or More “F” Grades by Core Foundation Content Area



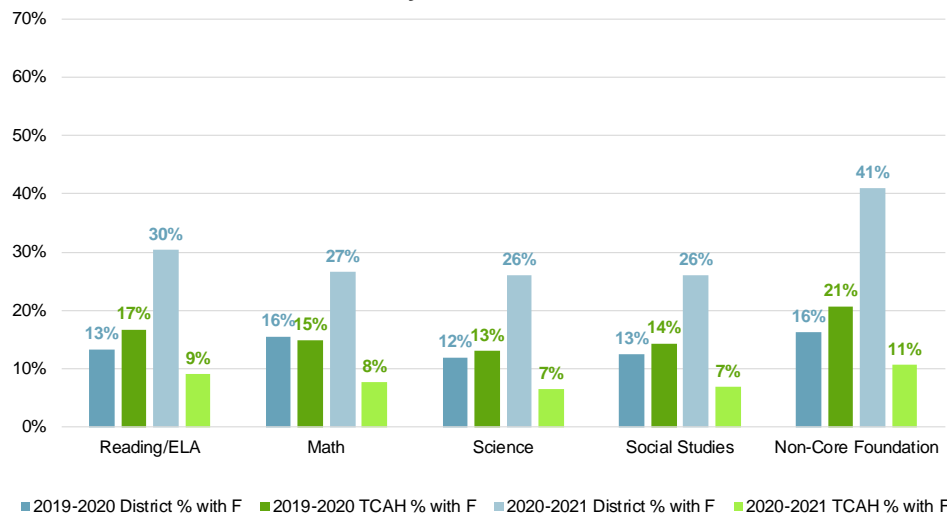
Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Non-Core Foundation” refers to courses that do not fall under the four core foundation areas (i.e., fine arts, physical education, CTE, special education LifeSkills, etc.). Percentages may not total 100 due to rounding.

Figure 2B (p. 9) shows the percentage of students in grades 6–12 with one or more “F” grades in the first semester by core foundation content area for the district and for TCAH for the 2019–2020 and the 2020–2021 school years. Because TCAH did not enroll students in first or second grades and TCAH students in grades 3–5 did not receive numeric grades for the 2019–2020 school year, only students in grades 6–12 are reported. Corresponding figures (**Figures B-1–B-5**) and tables (**Tables 2–6**) by core foundation content area can be found in **Appendix B**, pp. 25–29.

- The percentage of students in the district with one or more “F” grades increased in all four core foundation content areas. Increases ranged from 11 to 17 percentage points. For non-core foundation content, the percentage of district students with one or more “F” grades increased 25 percentage points from the 2019–2020 school year to the 2020–2021 school year.
- In the 2019–2020 school year, a lower percentage of students in the district had one or more “F” grades in all content areas except math when compared to students at TCAH. However, in the 2020–2021 school year a higher percentage of students at district campuses had “F” grades than students at TCAH in all content areas. Furthermore, at TCAH a lower percentage of students had one or more “F” grades in 2020–2021 than in 2019–2020 for all content areas.

Figure 2B. Percentage of District and TCAH Students with One or More “F” Grades by Core Foundation Content Area



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Non-Core Foundation” refers to courses that do not fall under the four core foundation areas (i.e., fine arts, physical education, CTE, special education LifeSkills, etc.). Percentages may not total 100 due to rounding.

Tables 2–6 and Figures B-1–B-5 in Appendix B (pp. 25–29) show the percentage of students with “F” grades in the first semester for each content area by grade level category, by race/ethnicity, and by other special populations for the 2019–2020 and 2020–2021 school years for HISD, for grades 6–12 in the district (excluding TCAH), and for grades 6–12 at TCAH.

Grade Level Categories

- The percentage of all HISD students in grades 1–2 with one or more “F” grades in reading/ELA remained the same from 2019–2020 to 2020–2021. There was an increase of one percentage point for math and three percentage points for science and social studies for all HISD students in grades 1–2 from 2019–2020 to 2020–2021. For grades 3–5, the percentage of all HISD students who had one or more “F” grades in 2020–2021 increased seven to eight percentage points for the four core foundation content areas compared to 2019–2020. Middle school and high school students showed even larger increases in the percentage of students with one or more “F” grades from 2019–2020 to 2020–2021 for all core foundation content areas. There was an increase of 16 (middle school) and 15 (high school) percentage points in ELA courses, an increase of seven (middle school) and 11 (high school) percentage points in math courses, an increase of 13 (middle school) and 12 (high school) percentage points in science courses, and an increase of 11 (middle school) and 13 (high school) percentage points in social studies courses. Most elementary grade levels do not assign numeric grades to non-core foundation courses; as such, the majority of non-core foundation courses reported here are grades earned in secondary grade levels. There was an increase of 30 (middle school) and 17 (high school) percent of students with one or more “F” grades in non-core foundation courses from 2019–2020 to 2020–2021.
- The percentage of district students in grades 6–12 (excluding TCAH) with one or more “F” grades in the core foundation content areas in middle school and high school increased from 2019–2020 to 2020–2021. There was an increase of 19 (middle school) and 16 (high school) percentage points in ELA

courses, an increase of eight (middle school) and 12 (high school) percentage points in math courses, an increase of 14 percentage points for both grade level categories in science courses, and an increase of 12 (middle school) and 14 (high school) percentage points in social studies courses. There was also an increase of 32 (middle school) and 20 (high school) percent of students with one or more “F” grades in non-core foundation courses from 2019–2020 to 2020–2021.

- The percentage of TCAH students in grades 6–12 with one or more “F” grades in the core foundation content areas in middle school and high school decreased from 2019–2020 to 2020–2021. There was a decrease of 11 (middle school) and six (high school) percentage points in ELA courses, a decrease of nine (middle school) and six (high school) percentage points in math courses, a decrease of seven (middle school) and six (high school) percentage points in science courses, and a decrease of eight (middle school) and seven (high school) percentage points in social studies courses. For both groups, there was a decrease in the percentage of students with one or more “F” grades in non-core foundation courses from 2019–2020 to 2020–2021 (six percent for middle school and 12 percent for high school students).
- The percentage of TCAH students with one or more “F” grades in the core foundation areas in 2020–2021 was lower than the percentage of district students for grades 6–8 and for grades 9–12 (23 and 21 percent for ELA, 17 and 19 percent for math, 19 and 20 percent for science, and 18 and 20 percent for social studies). For non-core foundation courses, the percentage of TCAH students with one or more “F” grades in 2020–2021 was lower than the percentage of district students for both grades 6–8 (36 percentage points) and in grades 9–12 (27 percentage points).

Race/Ethnicity

- Among all HISD students, students of all race/ethnicity groups showed increases in the percentage of students with one or more “F” grades in all core foundation courses when compared across years (2019–2020 to 2020–2021). There was an increase of 12 (Hispanic and African American), two (White) and three (Asian) percentage points in ELA courses, an increase of eight (Hispanic), nine (African American), and one (White and Asian) percentage points in math courses, an increase of 11 (Hispanic and African American), two (White) and three (Asian) percentage points in science courses, and an increase of 11 (Hispanic), 10 (African American), two (White) and three (Asian) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of all HISD students receiving an “F” in non-core foundation courses increased by 26 (Hispanic), 21 (African American), five (White), and eight (Asian) percentage points.
- Among district students in grades 6–12 (excluding TCAH), students of all race/ethnicity groups showed increases in the percentage of students with one or more “F” grades in all core foundation courses when compared across years (2019–2020 to 2020–2021) similar to those found when comparing all HISD students. There was an increase of 19 (Hispanic), 17 (African American), and seven (White and Asian) percentage points in ELA courses, an increase of 13 (Hispanic), 11 (African American), three (White), and two (Asian) percentage points in math courses, an increase of 16 (Hispanic), 13 (African American), and four (White and Asian) percentage points in science courses, and an increase of 15 (Hispanic), 11 (African American), six (White) and four (Asian) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of district students in grades 6–12 (excluding TCAH) receiving an “F” in non-core foundation courses increased by 28 (Hispanic), 23 (African American), 11 (White) and nine (Asian) percentage points.

- The percentage of TCAH students with one or more “F” grades in the core foundation content areas decreased for all race/ethnicity groups from 2019–2020 to 2020–2021. There was a decrease of 11 (Hispanic) and six (African American, White, and Asian) percentage points in ELA courses, a decrease of nine (Hispanic), six (African American and White) and seven (Asian) percentage points in math courses, a decrease of eight (Hispanic), five (African American and White), and six (Asian) percentage points in science courses, and a decrease of ten (Hispanic), seven (African American), and six (White and Asian) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of TCAH students receiving an “F” in non-core foundation courses decreased by 13 (Hispanic), nine (African American), ten (White), and four (Asian) percentage points.
- The percentage of TCAH students with one or more “F” grades in 2020–2021 was lower than the percentage of district students for all race/ethnicity groups. Hispanic and African American students showed the largest differences, with rates ranging from 18 to 23 percentage points higher for district students receiving one or more “F” grades in core foundation courses than TCAH students. White and Asian students also had a higher percentage of district students receiving one or more “F” grades than TCAH students, with differences ranging from three to nine percentage points.

Other Special Populations

- Among all HISD students, students of all special population groups showed increases in the percentage of students with one or more “F” grades in all core foundation courses when compared across years (2019–2020 to 2020–2021), with the exception of EL students in science courses. There was an increase of 11 (EL), nine (GT), five (SE) and 13 (ED) percentage points in ELA courses, an increase of seven (EL and GT), eight (SE), and six (ED) percentage points in math courses, an increase of 11 (GT) and 10 (SE and ED) percentage points in science courses, and an increase of 11 (EL) and 10 (GT, SE, and ED) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of all HISD students receiving an “F” in non-core foundation courses increased by 31 (EL), 24 (GT), 21 (SE), and 22 (ED) percentage points.
- Among district students in grades 6–12 (excluding TCAH), students of all special population groups showed increases in the percentage of students with one or more “F” grades in all core foundation courses when compared across years (2019–2020 to 2020–2021) similar to those found when comparing all HISD students. There was an increase of 21 (EL), 11 (GT), 13 (SE), and 19 (ED) percentage points in ELA courses, an increase of 15 (EL), seven (GT), ten (SE), and 13 (ED) percentage points in math courses, an increase of 18 (EL), eight (GT), ten (SE) and 16 (ED) percentage points in science courses, and an increase of 16 (EL), nine (GT) ten (SE), and 15 (ED) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of district students in grades 6–12 (excluding TCAH) receiving an “F” in non-core foundation courses increased by 32 (EL), 15 (GT), 22 (SE) and 28 (ED) percentage points.
- The percentage of TCAH students with one or more “F” grades in the core foundation content areas decreased for all special population groups except gifted/talented from 2019–2020 to 2020–2021. There was a decrease of 43 (EL), 20 (SE) and six (ED) percentage points in ELA courses, a decrease of 41 (EL), 22 (SE) and six (ED) percentage points in math courses, a decrease of 27 (EL), 15 (SE), and five (ED) percentage points in science courses, and a decrease of 27 (EL), 17 (SE), and seven (ED) percentage points in social studies courses. From 2019–2020 to 2020–2021, the percentage of TCAH students receiving an “F” in non-core foundation courses decreased by 19 (EL), 15 (SE), and 11 (ED) percentage points. Gifted/talented students showed small increases in the percentage of students with one or more “F” grades from 2019–2020 to 2020–2021 for ELA and math (two percentage points),

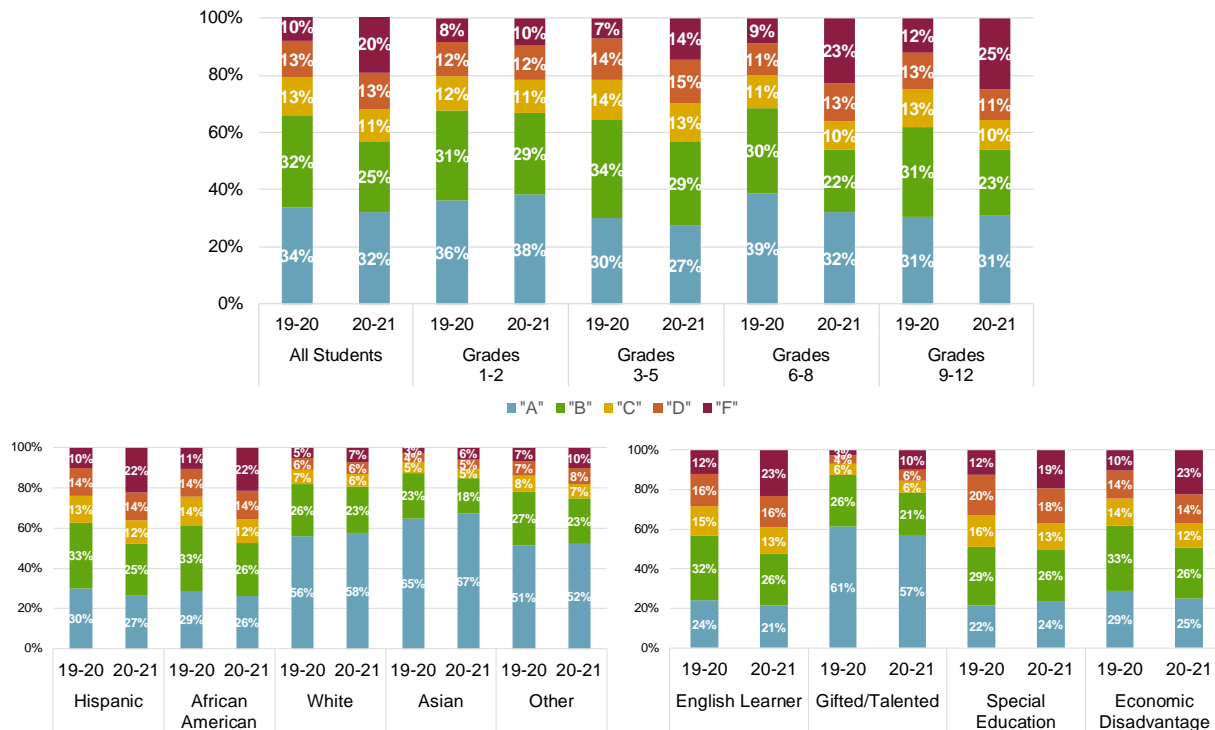
and slightly higher increases for social studies (six percentage points) and non-core foundation courses (five percentage points).

- The percentage of TCAH students with one or more “F” grades in 2020–2021 was lower than the percentage of district students for all special population groups. English learners, special education, and economically disadvantaged students showed the largest differences, with differences ranging from 21 to 38 percentage points higher among district students receiving one or more “F” grades than TCAH students. Gifted and talented students also had a higher percentage of district students receiving one or more “F” grades than TCAH students, with differences ranging from five to ten percentage points.

What grades did students earn in the first semester of 2019–2020 as compared to the first semester of 2020–2021?

Figure 8 shows the percentage of all HISD students with all grades earned in the first semester of the 2019–2020 and 2020–2021 school years by grade level category, by race/ethnicity, and by other special populations. Corresponding data can be found in **Table 7** in **Appendix C**, p. 30. While district (excluding TCAH) and TCAH results are not discussed here, data tables can be found in **Tables 8–9** in Appendix C (pp. 31–32).

Figure 8. Percentage of Students with All Grades Earned by Grade Level Category, Race/Ethnicity, and Other Special Populations



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

- Among all students, 79 percent of all grades earned were grades of 75 or above (grades of “A,” “B,” or “C”) in 2019–2020 as compared to 68 percent in 2020–2021, a decline of 11 percentage points. Students with grades of 75 or above in grades 1-2 showed the smallest decline of just one percentage point (79 percent to 78 percent), while middle school students showed the largest decline of 16 percentage points (80 percent to 64 percent).
- Hispanic and African American students showed the largest decline in grades of 75 or above, with both groups showing a 12 percentage-point decrease. White and Asian students showed the smallest decline of two and three percentage points, respectively. Among White and Asian, students, the percentage of students receiving an “A” in the first semester of 2020–2021 was *higher* than the percentage of students receiving an “A” in the first semester of 2019–2020.
- Within other special populations, economically disadvantaged students showed the largest decline in grades of 75 or above with a 13 percentage-point decrease, while special education students showed the smallest decline of four percentage points.

What grades did students earn in the first semester of 2019–2020 as compared to the first semester of 2020–2021 in core foundation content areas?

Tables 9A–13A and **Figures D-1–D-5** in **Appendix D** (pp. 33–52) show the percentage of all HISD students with all grades earned in the first semester of the 2019–2020 and 2020–2021 school years for each content area by grade level category, by race/ethnicity, and by other special populations. While district (excluding TCAH) and TCAH results are not discussed here, data tables for district (excluding TCAH) students in grades 6–12 can be found in **Tables 9B–13B**, and data tables for TCAH students in grades 6–12 can be found in **Tables 9C–13C** in Appendix D (pp. 33–52).

- Overall, the percentage of students earning grades of 75 or better in the core foundation content areas (reading/ELA, math, science, and social studies) declined for all students in all grade levels from 2019–2020 to 2020–2021 except grade 1–2 reading/ELA, which increased by five percentage points. Declines in grades of 75 or better in science and social studies were larger than declines in reading/ELA and math. The largest declines in grades of 75 or better for reading/ELA were among students in grades 9–12 (eight percentage points). The largest decline in grades of 75 or better for math was among students in grades 3–5 (eight percentage points). For science, the largest decline in grades of 75 or better can be seen among students in grades 6–8 (16 percentage points), and for social studies, the largest decline was among students in grades 6–8 (14 percentage points). The percentage of students who earned a grade of 75 or better in non-core foundation courses was 22 percentage points lower for students in grades 6–8 and 13 percentage points lower for students in grades 9–12 in 2020–2021 than in 2019–2020. Numeric grades are not typically assigned to non-core foundation courses at the elementary grade levels; as such, comparisons are not made for grades 1–2 and 3–5 due to small numbers.
- Hispanic and African American students show larger declines in the percentage of students earning grades of 75 or better in all core foundation courses, but most notably in science (13 percentage points and 12 percentage points, respectively) and social studies (11 percentage points and 17 percentage points, respectively) when comparing across years. White and Asian students show much smaller declines for science (three percentage points and two percentage points, respectively) and social studies (three percentage points for each group). Furthermore, for reading/ELA, White and Asian students show no change, and for math, there is a one percentage point increase. For non-core

foundation courses, a smaller percentage of students earned a grade of 75 or better in 2020–2021 than in 2019–2020 for Hispanic students (20 percentage points) and African American students (15 percentage points).

- Special education students showed an *increase* in the percentage of students earning grades of 75 or better in reading/ELA (five percentage points) and math (two percentage points) from 2019–2020 to 2020–2021 and showed the smallest decline among special populations for both science and social studies (four percentage points). English learners showed no change for reading/ELA yet had some of the largest declines for science and social studies (11 and 12 percentage points, respectively). Economically disadvantaged students showed the largest decline in grades of 75 or better for science (14 percentage points) and social studies (13 percentage points) from 2019–2020 to 2020–2021. Gifted/talented students showed the largest decline in grades of 75 or better for reading/ELA (six percentage points) from 2019–2020 to 2020–2021. All special populations showed double-digit declines in non-core foundation courses from 2019–2020 to 2020–2021, with English learners (23 percentage points) and economically disadvantaged students (20 percentage points) showing the largest declines.

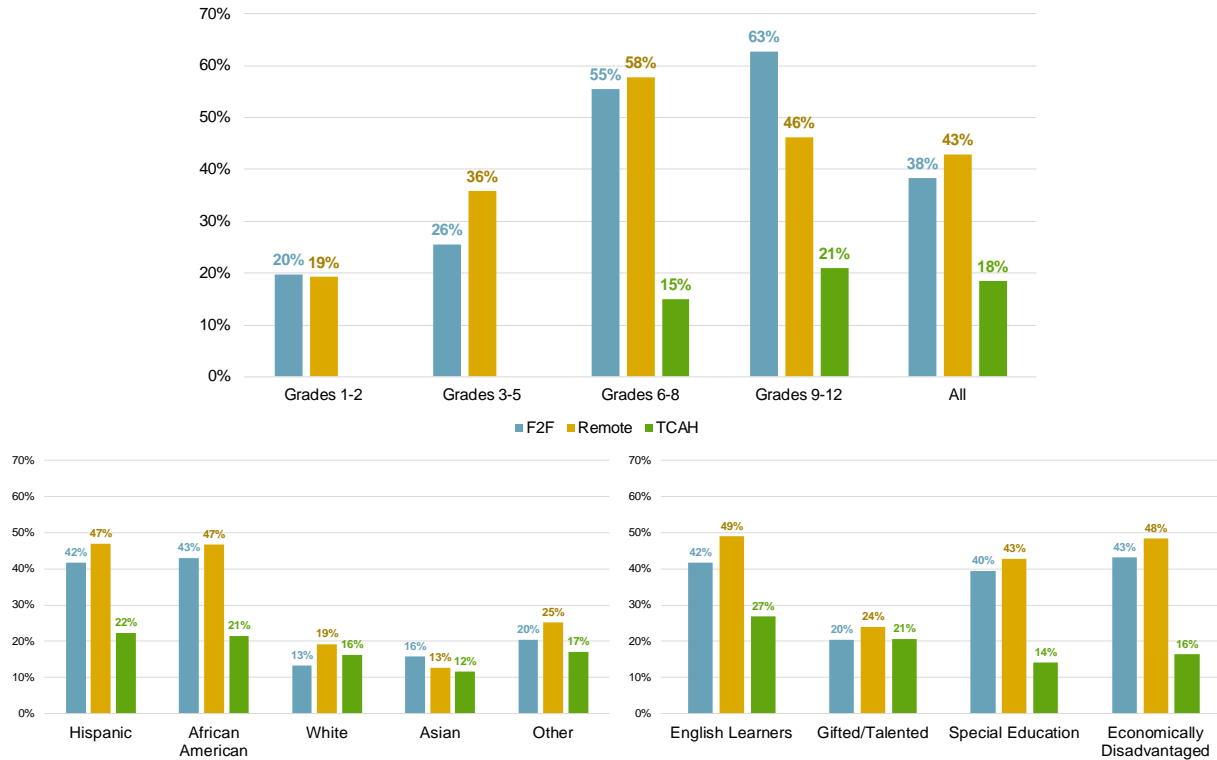
What percentage of remote, face-to-face, and TCAH students had one or more “F” grades in the first semester?

Figure 13 (p. 15) shows the percentage of district face-to-face (F2F), district remote, and TCAH (grades 6–12 only) students with “F” grades in the first semester by grade level category, by race/ethnicity, and by other special populations for the 2020–2021 school year. Corresponding data can be found in **Table 14** in **Appendix E**, p. 53.

- Among all students, a higher percentage of remote students had one or more “F” grades (43 percent) as compared to F2F students (38 percent), a difference of five percentage points. In grades 3–5 and 6–8, a higher percentage of remote students had one or more “F” grades (36 percent and 58 percent, respectively) as compared to F2F students (26 percent and 55 percent, respectively). However, for grades 1–2 and 9–12, a higher percentage of F2F students had one or more “F” grades (20 percent and 63 percent, respectively) as compared to remote students (19 percent and 46 percent, respectively). At all grade levels, a higher percentage of remote learners in the district had one or more “F” grades than students at TCAH.
- Remote learners of all race/ethnicity groups, with the exception of Asian students, had a higher percentage of “F” grades than F2F learners. The percentage of Hispanic remote students who had one or more “F” grades was five percentage points higher than F2F Hispanic students; the percentage of African American remote students who had one or more “F” grades was four percentage points higher than F2F African American students; and the percentage of remote White students who had one or more “F” grades was six percentage points higher than F2F White students. Among Asian students, 16 percent of F2F learners and 13 percent of remote learners had one or more “F” grades, a difference of three percentage points. For all race/ethnicity groups, a higher percentage of remote learners in the district had one or more “F” grades than students at TCAH.
- Remote learners of special populations had a higher percentage of “F” grades than F2F learners. The percentage of remote EL students who had one or more “F” grades was seven percentage points higher than F2F EL students (42 percent and 49 percent, respectively); the percentage of remote GT students who had one or more “F” grades was four percentage points higher than F2F GT students (20 percent and 24 percent, respectively); the percentage of remote SE students who had one or more “F” grades

was three percentage points higher than F2F SE students; and the percentage of remote ED students who had one or more “F” grades was five percentage points higher than F2F ED students. For all special population groups, a higher percentage of remote learners in the district had one or more “F” grades than students at TCAH.

Figure 13. Percentage of F2F, Remote, and TCAH Students with One or More “F” Grades by Grade Level Category, Race/Ethnicity, and Other Special Populations



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Notes: TCAH does not have students in grades 1–2. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

What percentage of remote and face-to-face students had one or more “F” grades in the first semester of 2020–2021 in core foundation content areas?

Tables 15–19 and Figures F-1–F-5 in Appendix F (pp. 54–63) show the percentage of F2F and remote students with one or more “F” grades in the first semester for each content area by grade level category, by race/ethnicity, and by other special populations for the 2020–2021 school year.

- The percentage of students with one or more “F” grades in the core foundation content areas (reading/ELA, math, science, and social studies) in grades 1–2 was the same or nearly the same for F2F and remote students. In grades 3–5, seven to nine percent more remote students had “F” grades in core foundation content areas than F2F students, and in grades 6–8, four to six percent more remote students had “F” grades in core foundation content areas than F2F students. Among high school students, however, a lower percentage of remote students had “F” grades in core foundation content areas than F2F students (nine to 12 percentage points). In grades 6–8, a higher percentage of remote

students had “F” grades in non-core foundation courses than F2F students (two percentage points). Among high school students, however, a *lower* percentage of remote students had “F” grades in non-core foundation courses than F2F students (14 percentage points).

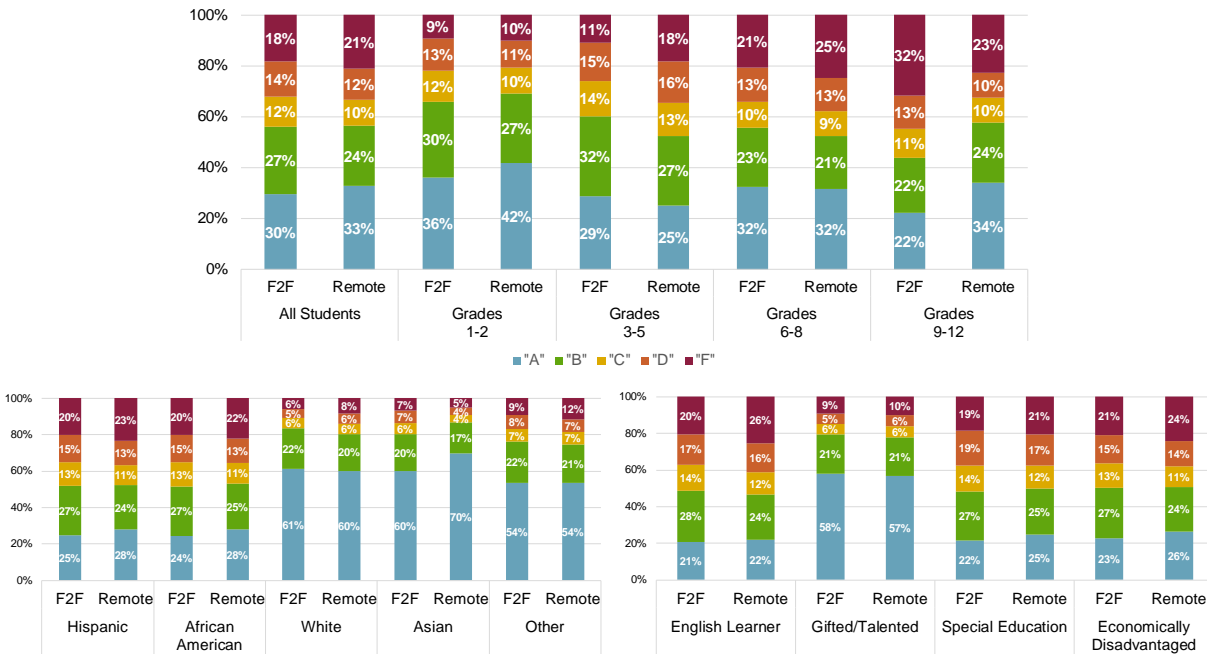
- Hispanic, African American, and White remote students show slightly larger percentages of students with one or more “F” grades in core foundation content areas than F2F students. Asian students, however, show the same or slightly lower percentages of remote students with one or more “F” grades in core foundation content areas than remote students. For all race/ethnicity groups, remote students show lower percentages of students with one or more “F” grades in non-core foundation courses than F2F students.
- While all special population groups show a larger percentage of remote learners with one or more “F” grades than F2F learners in core foundation courses, the differences are greater for English learners and economically disadvantaged students than other groups for all subjects. For all special population groups, remote students show lower percentages of students with one or more “F” grades in non-core foundation courses than F2F students.

What grades did remote students earn in the first semester of 2020–2021 as compared to face-to-face students?

Figure 19 (p. 17) shows the percentage of remote and face-to-face students with all grades earned in the first semester of the 2020–2021 school year by grade level category, by race/ethnicity, and by other special populations for the district. Corresponding data can be found in **Table 20** in **Appendix G**, p. 64.

- A *lower* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 3–5 (ten percentage points) and grades 6–8 (three percentage points). A *higher* percentage of remote students earned grades of 75 or better in all subjects than F2F students in grades 1–2 (one percentage point) and grades 9–12 (13 percentage points). Among remote students in grades 1–2 and grades 9–12, the percentage of students earning an “A” was higher than the percentage of F2F students receiving an “A.”
- A *lower* percentage of remote students earned grades of 75 or better than F2F students for the Hispanic (two percentage points) and White (three percentage points) student groups. A *higher* percentage of remote students earned grades of 75 or better than F2F students for the Asian (five percentage points) student group. Among remote Hispanic, African American, and Asian students, the percentage of students earning an “A” was higher than the percentage of F2F students earning an “A.”
- A *lower* percentage of remote students earned grades of 75 or better than F2F students for EL students (five percentage points), ED students (two percentage points), and GT and SE students (one percentage point for each group). Among remote EL, SE, and ED students, the percentage of students earning an “A” was higher than the percentage of F2F students earning an “A.”

Figure 19. Percentage of Face-to-Face and Remote Students with All Grades Earned by Grade Level Category, Race/Ethnicity, and Other Special Populations



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

What grades did remote students earn in the first semester of 2020–2021 as compared to face-to-face students in core foundation content areas?

Tables 21–25 and Figures H-1–H-5 in Appendix H (pp. 65–74) show the percentage of F2F and remote students in the district (excluding TCAH) with all grades earned in the first semester of the 2020–2021 school year for each content area by grade level category, by race/ethnicity, and by other special populations for the district.

- Overall, the percentage of remote students earning grades of 75 or higher in the core foundation content areas (reading/ELA, math, science, and social studies) was lower for students in grades 3–5 and grades 6–8 than for F2F students. However, the percentage of remote students earning grades of 75 or higher in the core foundation content areas was *higher* for students in grades 9–12 than for F2F students. A lower percentage of remote students in grades 6–8 earned grades of 75 or higher in non-core foundation courses than F2F students (three percentage points), while the percentage of remote high school students who had earned grades of 75 or higher in non-core foundation courses was eight percentage points *higher* than F2F students.
- Overall, the percentage of remote students earning grades of 75 or higher in the core foundation content areas was *lower* for Hispanic, African American, and White students than for F2F students. However, the percentage of Asian students earning grades of 75 or higher in the core foundation content areas was *higher* for remote students than for F2F students. For all race/ethnicity student groups except White students, the percentage of remote students earning grades of 75 or higher in non-core foundation content areas was *higher* than for F2F students.

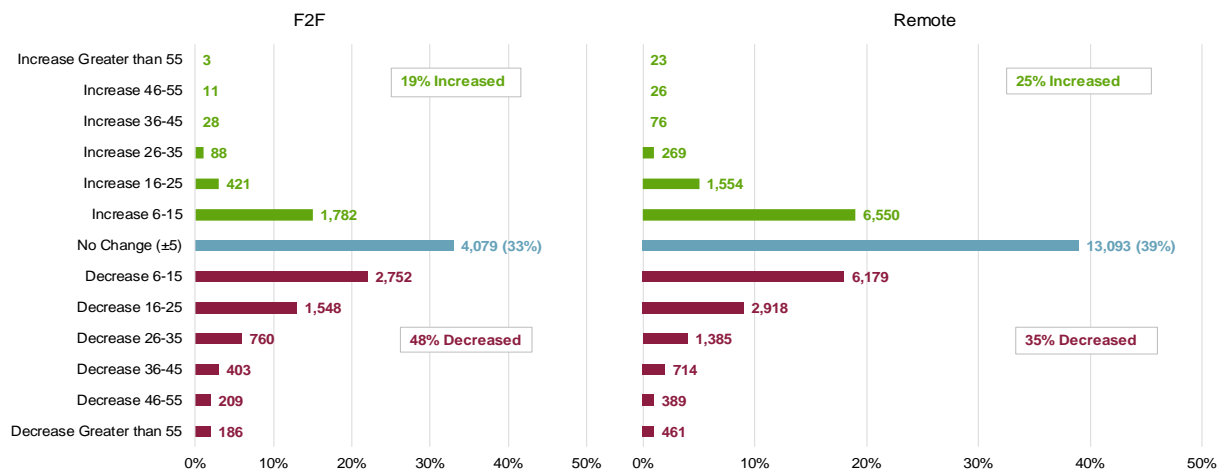
- Overall, the percentage of remote students earning grades of 75 or higher in the core foundation content areas was *lower* for all special population student groups than for F2F students. The exceptions are for special education reading/ELA and math, where a *higher* percentage of remote learners earned grades of 75 or higher than F2F SE students (one percentage point). For all special population student groups, the percentage of remote students earning grades of 75 or higher in non-core foundation content areas was *higher* than for F2F students.

How did remote and face-to-face high school students do in the first semester of the 2019–2020 school year compared to the first semester of the 2020–2021 school year?

In the 2020–2021 school year, remote high school students earned higher grades overall than F2F high school students. Because this result was unexpected, first semester grades from the 2019–2020 school year were compared to first semester grades from the 2020–2021 school year by content area for each student.

Figure 25 shows the number of F2F students and remote high school ELA students whose grades increased, decreased, or stayed the same from the first semester of the 2019–2020 school year to the first semester of the 2020–2021 school year. Corresponding data can be found in **Table 26** in **Appendix I**, p. 75. Thirty-nine percent of remote ELA students’ grades and 33 percent of F2F ELA student’s grades stayed approximately the same, a difference of six percentage points. In addition, a higher percentage of F2F ELA students’ grades decreased by more than 5 points (48 percent) than remote ELA students (35 percent) – a difference of 13 percentage points.

Figure 25. Number of Face-to-Face and Remote Students’ ELA Grade Increases and Decreases, First Semester 2019–2020 to First Semester 2020–2021



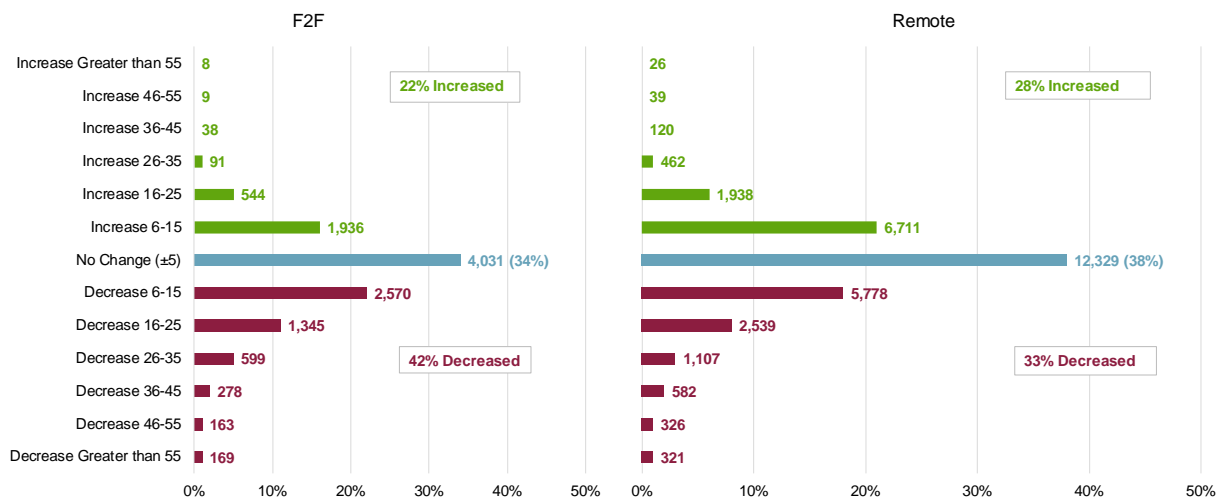
Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: Percentages may not total 100 due to missing data and rounding.

Figure 26 (p. 19) shows the number of F2F students and remote high school math students whose grades increased, decreased, or stayed the same from the first semester of the 2019–2020 school year to the first semester of the 2020–2021 school year. Corresponding data can be found in Table 26 in Appendix I, p. 75. Thirty-eight percent of remote math students’ grades and 34 percent of F2F math student’s grades stayed approximately the same, a difference of four percentage points. In addition, a higher percentage of remote

math students' grades increased by more than 5 points (28 percent) than F2F math students (22 percent) – a difference of six percentage points.

Figure 26. Number of Face-to-Face and Remote Students' Math Grade Increases and Decreases, First Semester 2019–2020 to First Semester 2020–2021

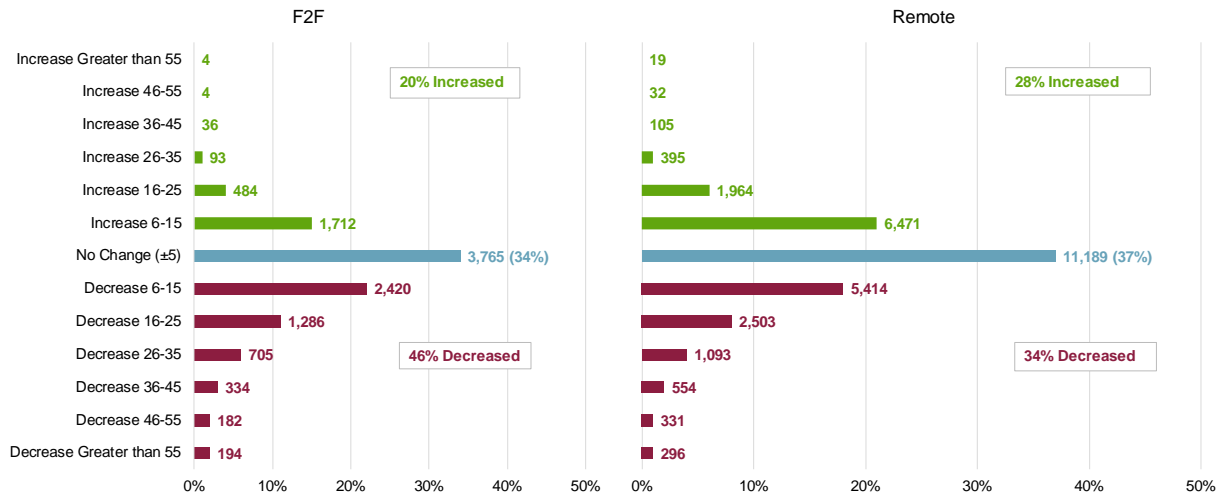


Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: Percentages may not total 100 due to missing data and rounding.

Figure 27 (p. 20) shows the number of F2F students and remote high school science students whose grades increased, decreased, or stayed the same from the first semester of the 2019–2020 school year to the first semester of the 2020–2021 school year. Corresponding data can be found in Table 26 in Appendix I, p. 75. Thirty-seven percent of remote science students' grades and 34 percent of F2F science students' grades stayed approximately the same, a difference of three percentage points. In addition, a higher percentage of F2F science students' grades decreased by more than 5 points (46 percent) than remote science students (34 percent) – a difference of 12 percentage points.

Figure 27. Number of Face-to-Face and Remote Students’ Science Grade Increases and Decreases, First Semester 2019–2020 to First Semester 2020–2021

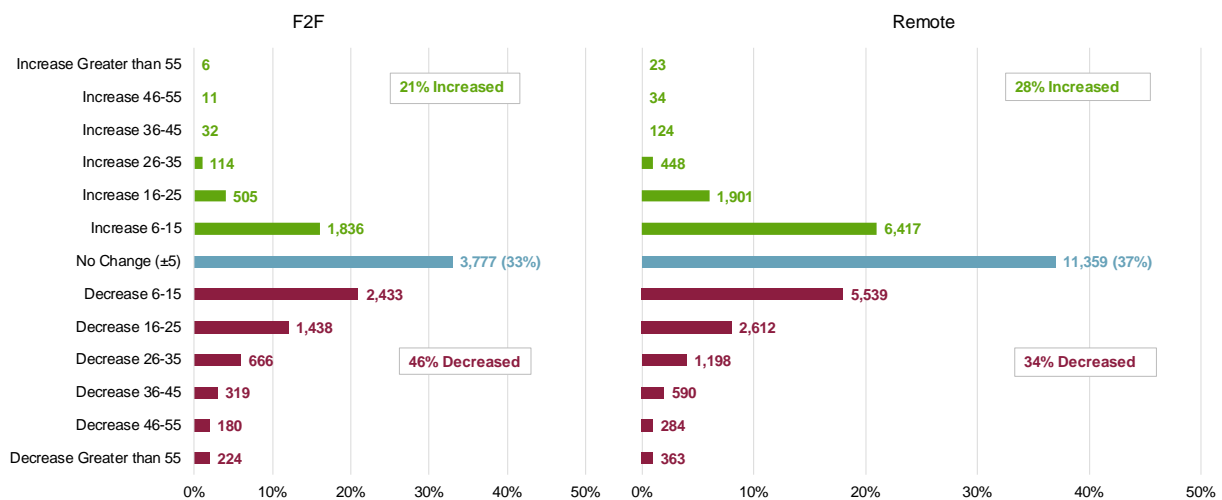


Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: Percentages may not total 100 due to missing data and rounding.

Figure 28 shows the number of F2F students and remote high school social studies students whose grades increased, decreased, or stayed the same from the first semester of the 2019–2020 school year to the first semester of the 2020–2021 school year. Corresponding data can be found in Table 26 in Appendix I, p. 75. Thirty-seven percent of remote social studies students’ grades and 33 percent of F2F social studies students’ grades stayed approximately the same, a difference of four percentage points. In addition, a higher percentage of F2F social studies students’ grades decreased by more than 5 points (46 percent) than remote social studies students (34 percent) – a difference of 12 percentage points.

Figure 28. Number of Face-to-Face and Remote Students’ Social Studies Grade Increases and Decreases, First Semester 2019–2020 to First Semester 2020–2021

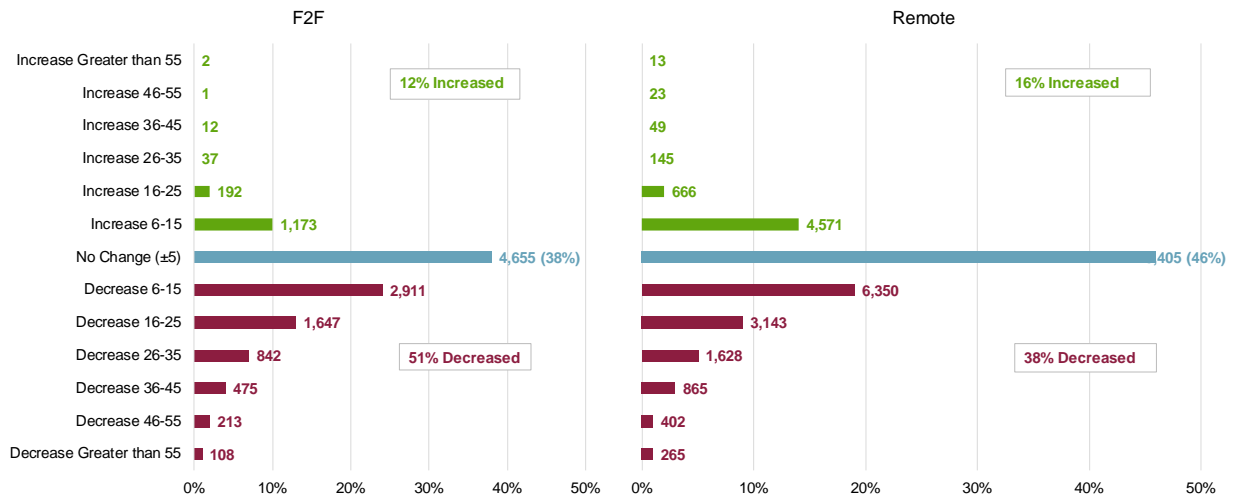


Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: Percentages may not total 100 due to missing data and rounding.

Figure 29 shows the number of F2F and remote high school students in non-core foundation courses whose grades increased, decreased, or stayed the same from the first semester of the 2019–2020 school year to the first semester of the 2020–2021 school year. Corresponding data can be found in Table 26 in Appendix I, p. 75. Forty-six percent of remote students’ grades and 38 percent of F2F student’s grades in non-core foundation courses stayed approximately the same, a difference of eight percentage points. In addition, a higher percentage of F2F students’ grades in non-core foundation courses decreased by more than 5 points (51 percent) than remote students in non-core foundation courses (38 percent) – a difference of 13 percentage points.

Figure 29. Number of Face-to-Face and Remote Students’ Non-Core Foundation Grade Increases and Decreases, First Semester 2019–2020 to First Semester 2020–2021



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Non-Core Foundation” refers to courses that do not fall under the four core foundation areas (i.e., fine arts, physical education, CTE, special education LifeSkills, etc.). Percentages may not total 100 due to missing data and rounding.

Conclusion

By documenting changes in student grades, this report demonstrates one important way the COVID-19 pandemic has impacted Houston ISD students. Most notably, the percentage of district students with one or more “F” grades for the first semester increased from 28 percent in the fall of 2019 to 40 percent in the fall of 2020. This increase in course failures has significant implications for staffing, student scheduling, on-time graduation, and remediation programs. The increase in failures, however, is not evenly distributed across the student population. Differences are apparent based on grade level, race/ethnicity, learning mode, and between other special populations. In some cases, these factors interact. For example, in grades 6–8, remote students are more likely to have one or more “F” grades but in grades 9–12, remote students are less likely to have one or more “F” grades.

As the district moves toward more typical school operations in the 2021–2022 school year, monitoring student grades with reports like this one should continue. Other topics that merit further exploration include:

- Grade distributions in critical courses like 3rd grade reading, Algebra I, and English II
- Grade distributions across campuses with particular attention to campuses with high failure rates
- Underlying reasons for course failures (e.g., excessive absences, failure to complete assignments)
- Do district or campus grading policies and practices lead to increase failure rate?

Appendix A: Students with One or More “F” Grades

	Semester 1 2019-2020 School Year			Semester 1 2020-2021 School Year		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level						
1-2	30,664	5,965	19%	29,586	5,923	20%
3-5	46,124	9,238	20%	46,252	13,953	30%
6-8	41,615	14,021	34%	40,024	21,887	55%
9-12	52,922	18,728	35%	52,955	26,188	49%
Instructional Mode						
Remote	Not Applicable			99,867	40,822	41%
Face-to-Face				66,077	25,262	38%
Race/Ethnicity						
Hispanic	108,326	32,751	30%	104,817	46,825	45%
African American	38,448	12,128	32%	37,607	16,911	45%
White	15,216	2,042	13%	16,294	2,599	16%
Asian	6,827	591	9%	7,264	986	14%
Other	2,508	440	18%	2,835	630	22%
English Learners						
Yes	54,714	18,427	34%	53,257	24,347	46%
No	116,611	29,525	25%	115,560	43,604	38%
Gifted/Talented						
Yes	31,884	3,253	10%	30,367	6,905	23%
No	139,441	44,699	32%	138,450	61,046	44%
Special Education						
Yes	15,547	5,169	33%	15,789	6,417	41%
No	155,778	42,783	27%	153,028	61,534	40%
Economically Disadvantaged						
Yes	134,324	41,459	31%	129,372	59,169	46%
No	37,001	6,493	18%	39,445	8,782	22%
All	171,325	47,952	28%	168,817	67,951	40%

Sources: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Notes: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix A: Students with One or More “F” Grades, Continued

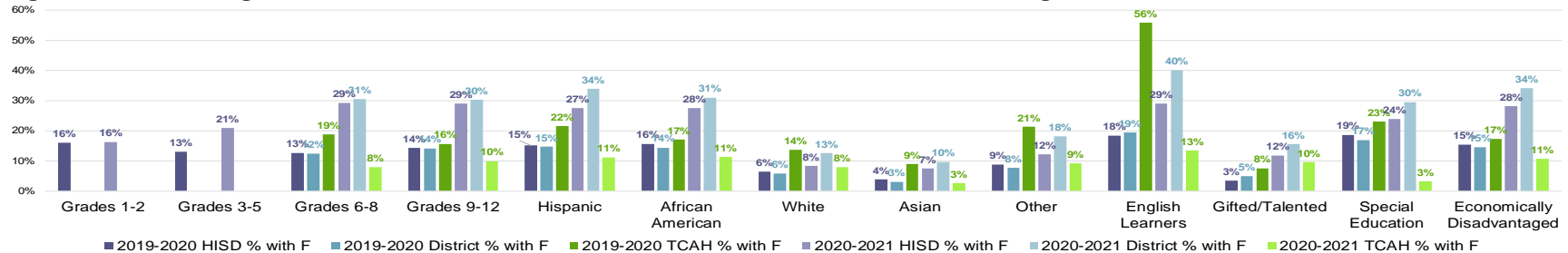
	First Semester 2019-2020 School Year						First Semester 2020-2021 School Year					
	District			TCAH			District			TCAH		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level												
6-8	39,863	13,538	34%	1,752	483	28%	37,621	21,527	57%	2,403	360	15%
9-12	49,631	17,684	36%	3,291	1,044	32%	49,466	25,460	51%	3,489	728	21%
Instructional Mode												
Remote	Not Applicable			Not Applicable			57,697	29,315	51%	Not Applicable		
Face-to-Face	Not Applicable			Not Applicable			27,697	16,404	59%	Not Applicable		
Race/Ethnicity												
Hispanic	57,341	21,785	38%	1,596	588	37%	55,670	33,129	60%	1,712	381	22%
African American	20,795	7,755	37%	591	195	33%	20,135	11,137	55%	754	162	21%
White	6,676	1,075	16%	2,346	609	26%	6,568	1,647	25%	2,801	453	16%
Asian	3,552	363	10%	225	44	20%	3,522	656	19%	274	32	12%
Other	1,130	244	22%	285	91	32%	1,192	418	35%	351	60	17%
English Learners												
Yes	22,088	10,790	49%	38	23	61%	21,846	15,252	70%	52	14	27%
No	67,406	20,432	30%	5,005	1,504	30%	65,241	31,735	49%	5,840	1,074	18%
Gifted/Talented												
Yes	20,010	3,067	15%	41	3	7%	19,649	3,074	16%	63	13	21%
No	69,484	28,155	41%	5,002	1,524	30%	67,438	40,913	61%	5,829	1,075	18%
Special Education												
Yes	8,108	3,141	39%	320	134	42%	8,643	4,660	54%	313	44	14%
No	81,386	28,081	35%	4,723	1,393	29%	78,444	42,327	54%	5,579	1,044	19%
Economically Disadvantaged												
Yes	69,949	26,687	38%	1,875	646	34%	67,410	40,569	60%	1,995	449	23%
No	19,545	4,535	23%	3,168	881	28%	19,677	6,418	33%	3,897	639	16%
All	89,494	31,222	35%	5,043	1,527	30%	87,087	46,987	54%	5,892	1,088	18%

Sources: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Notes: TCAH does not have students in grades 1–2 and did not assign numeric grades to students in grades 3–5 in 2019–2020. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix B: Students with One or More “F” Grades by Content Area

Figure B-1. Percentage of Students with One or More “F” Grades in First Semester Reading/ELA, 2019–2020 and 2020–2021



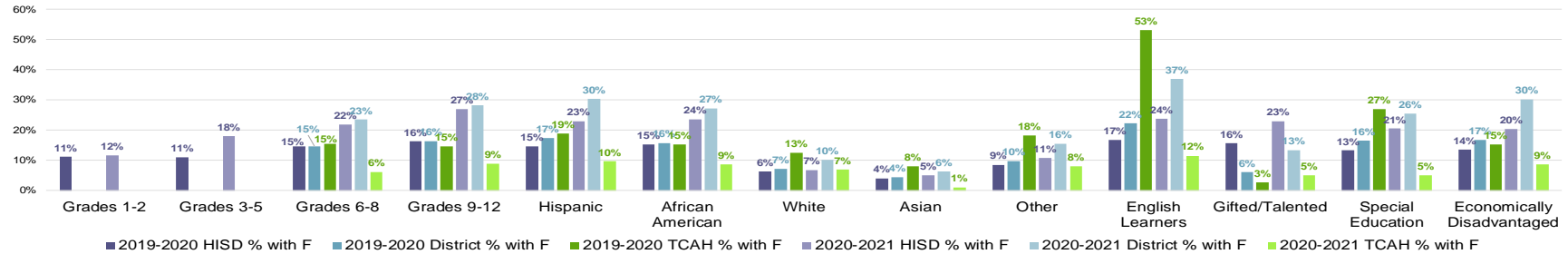
Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: TCAH does not have students in grades 1–2 and does not assign numeric grades to students in grades 3–5. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

	First Semester 2019-2020 School Year									First Semester 2020-2021 School Year								
	All HISD			District (Excludes TCAH)			TCAH			All HISD			District (Excludes TCAH)			TCAH		
	Total N	N with “F”	% with “F”	Total N	N with “F”	% with “F”	Total N	N with “F”	% with “F”	Total N	N with “F”	% with “F”	Total N	N with “F”	% with “F”	Total N	N with “F”	% with “F”
Grade Level																		
1-2	30,659	4,928	16%							29,546	4,818	16%						
3-5	46,072	6,040	13%							46,079	9,612	21%						
6-8	41,368	5,252	13%	39,640	4,928	12%	1,728	324	19%	39,461	11,510	29%	37,131	11,326	31%	2,330	184	8%
9-12	52,003	7,398	14%	48,878	6,909	14%	3,125	489	16%	52,221	15,103	29%	48,790	14,762	30%	3,431	341	10%
Instructional Mode																		
Remote	Not Applicable			Not Applicable			Not Applicable			98,941	24,566	25%	56,999	16,341	29%	Not Applicable		
Face-to-Face	Not Applicable			Not Applicable			Not Applicable			65,697	15,162	23%	27,392	8,896	32%	Not Applicable		
Race/Ethnicity																		
Hispanic	107,551	16,221	15%	56,658	8,291	15%	1,533	331	22%	104,000	28,569	27%	54,995	18,598	34%	1,678	188	11%
African American	38,169	5,963	16%	20,560	2,963	14%	571	97	17%	37,157	10,242	28%	19,766	6,130	31%	742	84	11%
White	15,085	955	6%	6,642	387	6%	2,253	307	14%	16,117	1,350	8%	6,485	811	13%	2,725	214	8%
Asian	6,810	260	4%	3,536	110	3%	224	20	9%	7,225	539	7%	3,500	337	10%	271	7	3%
Other	2,487	219	9%	1,122	86	8%	272	58	21%	2,808	343	12%	1,175	212	18%	345	32	9%
English Learners																		
Yes	54,397	9,979	18%	21,801	4,243	19%	34	19	56%	53,009	15,383	29%	21,650	8,687	40%	52	7	13%
No	115,705	13,639	12%	66,717	7,594	11%	4,819	794	16%	114,298	25,660	22%	64,271	17,401	27%	5,709	518	9%
Gifted/Talented																		
Yes	31,827	1,105	3%	19,956	985	5%	40	3	8%	30,236	3,570	12%	19,529	3,031	16%	63	6	10%
No	138,275	22,513	16%	68,562	10,852	16%	4,813	810	17%	137,071	37,473	27%	66,392	23,057	35%	5,698	519	9%
Special Education																		
Yes	15,309	2,855	19%	7,880	1,327	17%	313	72	23%	15,536	3,703	24%	8,411	2,484	30%	313	10	3%
No	154,793	20,763	13%	80,638	10,510	13%	4,540	741	16%	151,771	37,340	25%	77,510	23,604	30%	5,448	515	9%
Economically Disadvantaged																		
Yes	133,499	20,596	15%	69,195	10,072	15%	1,837	317	17%	128,386	36,129	28%	66,588	22,682	34%	1,991	214	11%
No	36,603	3,022	8%	19,323	1,765	9%	3,016	496	16%	38,921	4,914	13%	19,333	3,406	18%	3,770	311	8%
All	170,102	23,618	14%	88,518	11,837	13%	4,853	813	17%	167,307	41,043	25%	85,921	26,088	30%	5,761	525	9%

Appendix B: Students with One or More “F” Grades by Content Area, Continued

Figure B-2. Percentage of Students with One or More “F” Grades in First Semester Math, 2019–2020 and 2020–2021



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

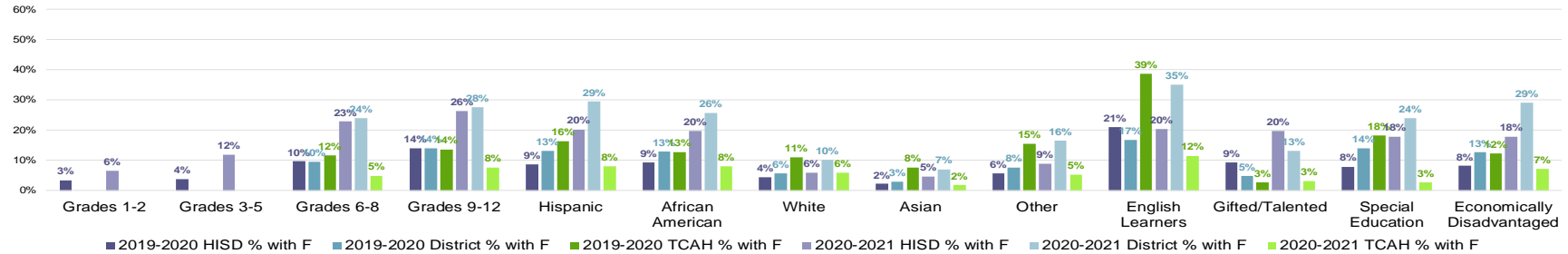
Note: TCAH does not have students in grades 1–2 and does not assign numeric grades to students in grades 3–5. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Table 3. Percentage of Students With One or More “F” Grades in First Semester Mathematics, 2019-2020 and 2020-2021

Grade Level	First Semester 2019-2020 School Year									First Semester 2020-2021 School Year								
	All HISD			District (Excludes TCAH)			TCAH			All HISD			District (Excludes TCAH)			TCAH		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
1-2	30,652	3,433	11%							29,431	3,432	12%						
3-5	46,054	5,116	11%							45,871	8,275	18%						
6-8	41,222	6,054	15%	39,669	5,815	15%	1,553	239	15%	26,717	5,871	22%	24,374	5,726	23%	2,343	145	6%
9-12	50,152	8,147	16%	47,059	7,692	16%	3,093	455	15%	50,373	13,545	27%	47,046	13,251	28%	3,327	294	9%
Instructional Mode																		
Remote	Not Applicable			Not Applicable			Not Applicable			89,815	18,594	21%	48,102	11,833	25%	Not Applicable		
Face-to-Face										60,243	11,434	19%	22,112	6,442	29%			
Race/Ethnicity																		
Hispanic	106,293	15,584	15%	55,496	9,607	17%	1,467	277	19%	93,649	21,514	23%	44,815	13,579	30%	1,652	160	10%
African American	37,768	5,757	15%	20,185	3,179	16%	539	82	15%	33,467	7,904	24%	16,253	4,418	27%	742	64	9%
White	14,836	929	6%	6,477	463	7%	2,168	271	13%	15,570	1,055	7%	5,995	605	10%	2,669	185	7%
Asian	6,730	270	4%	3,469	150	4%	213	17	8%	7,021	362	5%	3,292	209	6%	269	3	1%
Other	2,453	210	9%	1,101	108	10%	259	47	18%	2,685	288	11%	1,065	166	16%	338	27	8%
English Learners																		
Yes	54,201	9,030	17%	21,639	4,807	22%	32	17	53%	47,037	11,167	24%	15,805	5,831	37%	52	6	12%
No	113,879	13,720	12%	65,089	8,700	13%	4,614	677	15%	105,355	19,956	19%	55,615	13,146	24%	5,618	433	8%
Gifted/Talented																		
Yes	31,239	1,252	4%	19,370	1,178	6%	38	1	3%	29,363	2,854	10%	15,805	5,831	37%	59	3	5%
No	136,841	21,498	16%	67,358	12,329	18%	4,608	693	15%	123,029	28,269	23%	55,615	13,146	24%	5,611	436	8%
Special Education																		
Yes	15,146	2,440	16%	7,743	1,275	16%	290	78	27%	13,920	2,709	19%	6,818	1,740	26%	311	16	5%
No	152,934	20,310	13%	78,985	12,232	15%	4,356	616	14%	138,472	28,414	21%	64,602	17,237	27%	5,359	423	8%
Economically Disadvantaged																		
Yes	132,090	19,586	15%	67,907	11,353	17%	1,744	265	15%	115,206	27,139	24%	53,703	16,242	30%	1,970	172	9%
No	35,990	3,164	9%	18,821	2,154	11%	2,902	429	15%	37,186	3,984	11%	17,717	2,735	15%	3,700	267	7%
All	168,080	22,750	14%	86,728	13,507	16%	4,646	694	15%	152,392	31,123	20%	71,420	18,977	27%	5,670	439	8%

Appendix B: Students with One or More “F” Grades by Content Area, Continued

Figure B-3. Percentage of Students with One or More “F” Grades in First Semester Science, 2019–2020 and 2020–2021



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

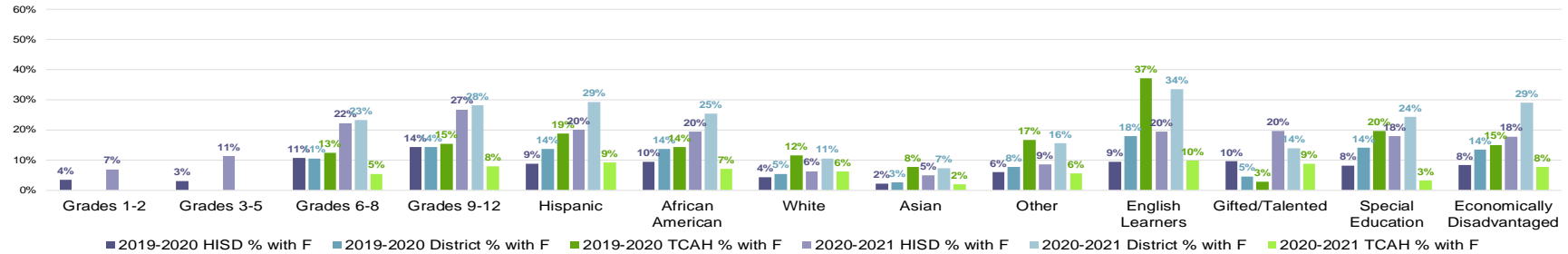
Note: TCAH does not have students in grades 1–2 and does not assign numeric grades to students in grades 3–5. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Table 4. Percentage of Students With One or More “F” Grades in First Semester Science, 2019-2020 and 2020-2021

Grade Level	First Semester 2019-2020 School Year									First Semester 2020-2021 School Year								
	All HISD			District (Excludes TCAH)			TCAH			All HISD			District (Excludes TCAH)			TCAH		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
1-2	30,633	1,049	3%							29,388	1,906	6%						
3-5	46,068	1,774	4%							45,821	5,438	12%						
6-8	41,127	3,973	10%	39,653	3,800	10%	1,474	173	12%	39,640	9,080	23%	37,280	8,964	24%	2,360	116	5%
9-12	47,919	6,729	14%	44,897	6,316	14%	3,022	413	14%	48,014	12,639	26%	44,716	12,386	28%	3,298	253	8%
Instructional Mode																		
Remote	Not Applicable			Not Applicable			Not Applicable			95,779	18,062	19%	54,142	13,301	25%	Not Applicable		
Face-to-Face										64,532	9,924	15%	26,420	7,268	28%			
Race/Ethnicity																		
Hispanic	104,890	9,168	9%	54,123	7,060	13%	1,426	234	16%	101,278	20,489	20%	52,490	15,460	29%	1,649	132	8%
African American	37,114	3,421	9%	19,576	2,514	13%	511	65	13%	35,954	7,070	20%	18,778	4,835	26%	731	59	8%
White	14,654	650	4%	6,355	360	6%	2,109	234	11%	15,778	922	6%	6,213	629	10%	2,666	155	6%
Asian	6,662	146	2%	3,402	98	3%	210	16	8%	7,095	336	5%	3,380	239	7%	269	5	2%
Other	2,427	140	6%	1,094	84	8%	240	37	15%	2,758	246	9%	1,135	187	16%	343	18	5%
English Learners																		
Yes	23,765	4,981	21%	21,186	3,545	17%	31	12	39%	52,336	10,704	20%	21,103	7,393	35%	52	6	12%
No	111,982	8,544	8%	63,364	6,571	10%	4,465	574	13%	110,527	18,359	17%	60,893	13,957	23%	5,606	363	6%
Gifted/Talented																		
Yes	31,065	945	3%	19,196	924	5%	38	1	3%	29,388	2,709	9%	18,704	2,458	13%	62	2	3%
No	134,682	12,580	9%	65,354	9,192	14%	4,458	585	13%	133,475	26,354	20%	63,292	18,892	30%	5,596	367	7%
Special Education																		
Yes	15,003	1,577	11%	7,616	1,066	14%	274	50	18%	15,224	2,623	17%	8,136	1,947	24%	304	8	3%
No	150,744	11,948	8%	76,934	9,050	12%	4,222	536	13%	147,639	26,440	18%	73,860	19,403	26%	5,354	361	7%
Economically Disadvantaged																		
Yes	130,190	11,223	9%	66,056	8,394	13%	1,692	207	12%	125,000	25,363	20%	63,589	18,537	29%	1,952	141	7%
No	35,557	2,302	6%	18,494	1,722	9%	2,804	379	14%	37,863	3,700	10%	18,407	2,813	15%	3,706	228	6%
All	165,747	13,525	8%	84,550	10,116	12%	4,496	586	13%	162,863	29,063	18%	81,996	21,350	26%	5,658	369	7%

Appendix B: Students with One or More “F” Grades by Content Area, Continued

Figure B-4. Percentage of Students with One or More “F” Grades in First Semester Social Studies, 2019–2020 and 2020–2021



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

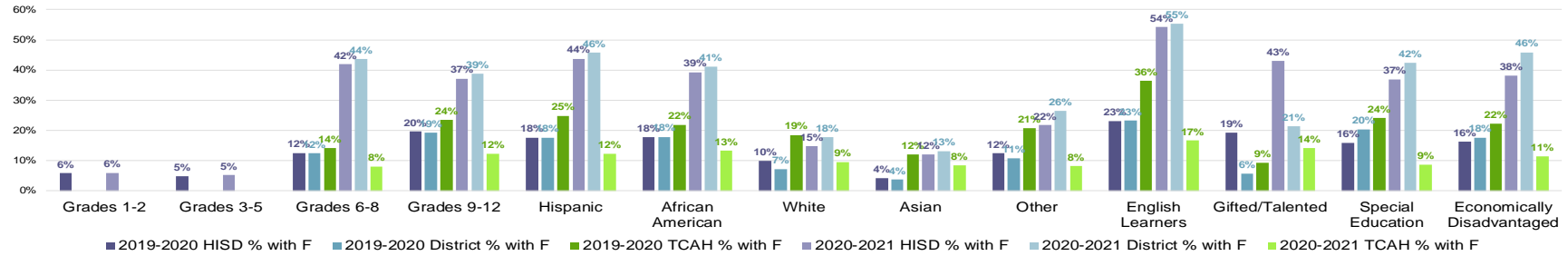
Note: TCAH does not have students in grades 1–2 and does not assign numeric grades to students in grades 3–5. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Table 5. Percentage of Students With One or More “F” Grades in First Semester Social Studies, 2019-2020 and 2020-2021

Grade Level	First Semester 2019-2020 School Year									First Semester 2020-2021 School Year								
	All HISD			District (Excludes TCAH)			TCAH			All HISD			District (Excludes TCAH)			TCAH		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
1-2	30,610	1,080	4%							29,291	2,044	7%						
3-5	45,964	1,405	3%							45,115	5,160	11%						
6-8	41,364	4,404	11%	39,633	4,187	11%	1,731	217	13%	39,490	8,817	22%	37,144	8,688	23%	2,346	129	5%
9-12	48,549	6,993	14%	45,636	6,544	14%	2,913	449	15%	48,504	12,997	27%	45,305	12,742	28%	3,199	255	8%
Instructional Mode																		
Remote	Not Applicable			Not Applicable			Not Applicable			95,294	18,032	19%	54,364	13,445	0	Not Applicable		
Face-to-Face	Not Applicable			Not Applicable			Not Applicable			64,554	9,925	15%	26,627	7,226	0	Not Applicable		
Race/Ethnicity																		
Hispanic	105,403	9,384	9%	54,642	7,482	14%	1,468	277	19%	101,228	20,411	20%	52,836	15,528	29%	1,618	148	9%
African American	37,305	3,553	10%	19,792	2,725	14%	556	80	14%	36,050	7,041	20%	18,996	4,828	25%	723	51	7%
White	14,707	648	4%	6,385	351	5%	2,138	248	12%	15,447	981	6%	6,205	659	11%	2,604	161	6%
Asian	6,635	151	2%	3,368	90	3%	218	17	8%	6,961	349	5%	3,288	239	7%	259	5	2%
Other	2,437	146	6%	1,082	83	8%	264	44	17%	2,714	236	9%	1,124	176	16%	341	19	6%
English Learners																		
Yes	53,881	5,066	9%	21,340	3,837	18%	35	13	37%	52,143	10,204	20%	21,128	7,090	34%	51	5	10%
No	112,606	8,816	8%	63,929	6,894	11%	4,609	653	14%	110,257	18,814	17%	61,321	14,340	23%	5,494	379	7%
Gifted/Talented																		
Yes	31,166	913	3%	19,302	885	5%	35	1	3%	29,522	2,968	10%	18,872	2,625	14%	57	5	9%
No	135,321	12,969	10%	65,967	9,846	15%	4,609	665	14%	132,878	26,050	20%	63,577	18,805	30%	5,488	379	7%
Special Education																		
Yes	14,990	1,542	10%	7,593	1,069	14%	298	59	20%	15,053	2,573	17%	8,028	1,954	24%	301	10	3%
No	151,497	12,340	8%	77,676	9,662	12%	4,346	607	14%	147,347	26,445	18%	74,421	19,476	26%	5,244	374	7%
Economically Disadvantaged																		
Yes	130,838	11,592	9%	66,757	9,030	14%	1,748	264	15%	124,957	25,197	20%	64,027	18,549	29%	1,926	151	8%
No	35,649	2,290	6%	18,512	1,701	9%	2,896	402	14%	37,443	3,821	10%	18,422	2,881	16%	3,619	233	6%
All	166,487	13,882	8%	85,269	10,731	13%	4,644	666	14%	162,400	29,018	18%	82,449	21,430	26%	5,545	384	7%

Appendix B: Students with One or More “F” Grades by Content Area, Continued

Figure B-5. Percentage of Students with One or More “F” Grades in First Semester Non-Core Foundation Courses, 2019–2020 and 2020–2021



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: TCAH does not have students in grades 1–2 and does not assign numeric grades to students in grades 3–5. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Grade Level	First Semester 2019-2020 School Year									First Semester 2020-2021 School Year								
	All HISD			District (Excludes TCAH)			TCAH			All HISD			District (Excludes TCAH)			TCAH		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
1-2	663	39	6%							1,236	73	6%						
3-5	665	33	5%							1,648	86	5%						
6-8	40,649	5,081	12%	39,303	4,890	12%	1,346	191	14%	39,389	16,494	42%	37,472	16,340	44%	1,917	154	8%
9-12	52,109	10,227	20%	48,970	9,488	19%	3,139	739	24%	52,281	19,422	37%	48,937	19,014	39%	3,344	408	12%
Instructional Mode	Not Applicable			Not Applicable			Not Applicable			Not Applicable			Not Applicable			Not Applicable		
Remote	Not Applicable			Not Applicable			Not Applicable			64,051	22,616	35%	57,335	21,960	0	Not Applicable		
Face-to-Face	Not Applicable			Not Applicable			Not Applicable			28,928	12,443	43%	27,529	12,385	0	Not Applicable		
Race/Ethnicity																		
Hispanic	58,870	10,377	18%	56,538	9,972	18%	1,420	353	25%	58,309	25,509	44%	55,194	25,207	46%	1,531	189	12%
African American	21,245	3,799	18%	20,513	3,671	18%	508	111	22%	21,261	8,341	39%	20,017	8,214	41%	667	89	13%
White	8,849	874	10%	6,602	482	7%	2,100	389	19%	9,409	1,400	15%	6,520	1,160	18%	2,497	237	9%
Asian	3,727	157	4%	3,499	132	4%	207	25	12%	4,004	483	12%	3,495	460	13%	251	21	8%
Other	1,395	173	12%	1,121	121	11%	250	52	21%	1,571	342	22%	1,183	313	26%	315	26	8%
English Learners																		
Yes	21,652	5,017	23%	21,532	5,000	23%	33	12	36%	22,118	11,985	54%	21,595	11,960	55%	48	8	17%
No	72,434	10,363	14%	66,741	9,378	14%	4,452	918	21%	72,436	24,090	33%	64,814	23,394	36%	5,213	554	11%
Gifted/Talented																		
Yes	20,236	1,150	6%	19,931	1,147	6%	32	3	9%	20,339	4,226	21%	19,591	4,211	21%	56	8	14%
No	73,850	14,230	19%	68,342	13,231	19%	4,453	927	21%	74,215	31,849	43%	66,818	31,143	47%	5,205	554	11%
Special Education																		
Yes	8,355	1,707	20%	8,008	1,626	20%	281	68	24%	9,680	3,685	38%	8,595	3,642	42%	264	23	9%
No	85,731	13,673	16%	80,265	12,752	16%	4,204	862	21%	87,874	32,390	37%	77,814	31,712	41%	4,997	539	11%
Economically Disadvantaged																		
Yes	71,637	12,639	18%	69,000	12,200	18%	1,678	374	22%	70,739	31,042	44%	66,960	30,688	46%	1,819	208	11%
No	22,449	2,740	12%	19,273	2,178	11%	2,807	556	20%	23,815	5,033	21%	19,449	4,666	24%	3,442	354	10%
All	94,086	15,380	16%	88,273	14,378	16%	4,485	930	21%	94,554	36,075	38%	86,409	35,354	41%	5,261	562	11%

Appendix C: All Grades in First Semester, 2019–2020 and 2020–2021

Table 7. All Grades in First Semester, All HISD Students, 2019-2020 and 2020-2021																												
Semester 1 2019-2020 School Year												Semester 1 2020-2021 School Year																
		"A"		"B"		"C"		"D"		"F"		Total			"A"		"B"		"C"		"D"		"F"		Total			
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	N	%				
Grade Level																												
1-2		59,794	36%	51,373	31%	19,562	12%	19,722	12%	13,751	8%	164,202	60,774	38%	45,294	29%	18,075	11%	18,781	12%	15,673	10%			158,597			
3-5		71,620	30%	81,032	34%	34,246	14%	34,163	14%	16,844	7%	237,905	64,977	27%	69,375	29%	31,767	13%	36,423	15%	34,173	14%			236,715			
6-8		119,628	39%	91,782	30%	35,155	11%	34,246	11%	27,157	9%	307,968	96,445	32%	66,735	22%	29,690	10%	39,293	13%	69,275	23%			301,438			
9-12		116,701	31%	120,296	31%	49,213	13%	49,141	13%	46,695	12%	382,046	119,699	31%	89,671	23%	39,013	10%	42,549	11%	95,826	25%			386,758			
Instructional Mode																												
Remote		Not Applicable										217,568	33%	158,466	24%	67,394	10%	78,646	12%	131,613	20%						653,687	
Face-to-Face												121,864	30%	109,679	27%	49,493	12%	55,965	14%	75,794	18%						412,795	
Race/Ethnicity																												
Hispanic		209,272	30%	226,566	33%	93,659	13%	94,835	14%	71,540	10%	695,872	181,215	27%	173,545	25%	79,986	12%	93,859	14%	151,969	22%						680,574
Black		70,224	29%	79,419	33%	34,371	14%	33,734	14%	26,054	11%	243,802	63,209	26%	62,422	26%	28,802	12%	33,541	14%	51,515	22%						239,489
White		52,510	56%	24,547	26%	6,599	7%	5,647	6%	4,707	5%	94,010	57,559	58%	22,951	23%	6,351	6%	6,136	6%	7,037	7%						100,034
Asian		27,749	65%	9,774	23%	2,314	5%	1,912	4%	1,121	3%	42,870	30,812	67%	8,189	18%	2,141	5%	2,160	5%	2,625	6%						45,927
Other		7,988	51%	4,177	27%	1,233	8%	1,144	7%	1,025	7%	15,567	9,100	52%	3,968	23%	1,265	7%	1,350	8%	1,801	10%						17,484
English Learners																												
Yes		83,504	24%	111,456	32%	52,416	15%	56,661	16%	41,022	12%	345,059	73,017	21%	88,922	26%	45,010	13%	54,407	16%	79,050	23%						340,406
No		284,239	38%	233,027	31%	85,760	11%	80,611	11%	63,425	8%	747,062	268,878	36%	182,153	25%	73,535	10%	82,639	11%	135,897	18%						743,102
Gifted/Talented																												
Yes		129,385	61%	54,564	26%	12,186	6%	8,695	4%	5,832	3%	210,662	116,891	57%	43,462	21%	12,388	6%	11,824	6%	20,111	10%						204,676
No		238,358	27%	289,919	33%	125,990	14%	128,577	15%	98,615	11%	881,459	225,004	26%	227,613	26%	106,157	12%	125,222	14%	194,836	22%						878,832
Special Education																												
Yes		21,354	22%	29,019	29%	15,685	16%	20,151	20%	12,227	12%	98,436	24,116	24%	26,792	26%	13,627	13%	18,088	18%	19,858	19%						102,481
No		346,389	35%	315,464	32%	122,491	12%	117,121	12%	92,220	9%	993,685	317,779	32%	244,283	25%	104,918	11%	118,958	12%	195,089	20%						981,027
Economically Disadvantaged																												
Yes		247,638	29%	281,355	33%	119,883	14%	120,639	14%	88,517	10%	858,032	209,263	25%	215,220	26%	101,805	12%	119,995	14%	187,800	23%						834,083
No		120,105	51%	63,128	27%	18,293	8%	16,633	7%	15,930	7%	234,089	132,632	53%	55,855	22%	16,740	7%	17,051	7%	27,147	11%						249,425
All		367,743	34%	344,483	32%	138,176	13%	137,272	13%	104,447	10%	1,092,121	341,895	32%	271,075	25%	118,545	11%	137,046	13%	214,947	20%						1,083,508

Appendix C: All Grades in First Semester, 2019–2020 and 2020–2021, Continued

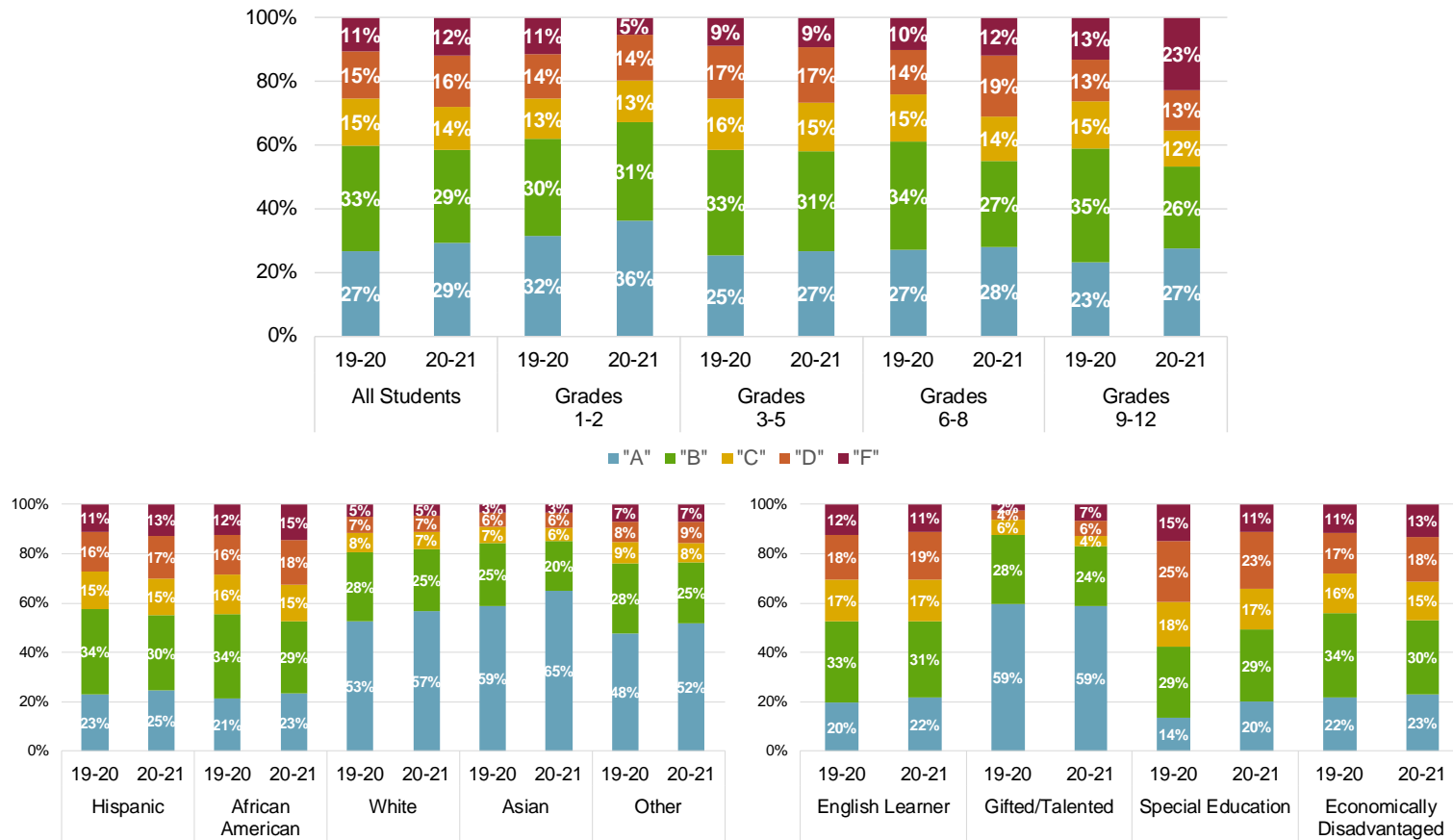
Semester 1 2019-2020 School Year												Semester 1 2020-2021 School Year											
"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total		
N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
Grade Level																							
6-8	116,883	39%	89,405	30%	34,363	11%	33,410	11%	26,011	9%	300,072	91,963	32%	62,947	22%	28,470	10%	38,148	13%	68,546	24%	290,074	
9-12	109,400	30%	114,412	32%	47,021	13%	46,492	13%	43,520	12%	360,845	110,191	30%	82,903	23%	36,650	10%	40,068	11%	94,001	26%	363,813	
Instructional Mode																							
Remote	Not Applicable										143,008	33%	96,788	22%	41,270	10%	48,896	11%	101,400	24%	431,362		
Face-to-Face	Not Applicable										57,709	27%	47,367	22%	22,906	11%	27,898	13%	55,434	26%	211,314		
Race/Ethnicity																							
Hispanic	130,606	31%	133,367	32%	54,655	13%	54,773	13%	48,755	12%	422,156	111,096	27%	92,353	22%	43,248	10%	52,992	13%	117,333	28%	417,022	
Black	46,115	30%	49,552	32%	21,166	14%	20,787	13%	17,273	11%	154,893	40,249	26%	37,212	24%	17,127	11%	20,384	13%	37,021	24%	151,993	
White	28,109	57%	12,592	26%	3,453	7%	2,698	5%	2,324	5%	49,176	28,189	57%	10,164	21%	2,946	6%	3,044	6%	4,909	10%	49,252	
Asian	17,199	65%	6,013	23%	1,415	5%	1,008	4%	627	2%	26,262	18,199	68%	4,268	16%	1,149	4%	1,087	4%	1,947	7%	26,650	
Other	4,254	50%	2,293	27%	695	8%	636	8%	552	7%	8,430	4,421	49%	1,853	21%	650	7%	709	8%	1,337	15%	8,970	
English Learners																							
Yes	38,505	23%	50,482	30%	24,634	15%	27,162	16%	24,940	15%	165,723	32,087	19%	35,458	21%	19,274	11%	25,299	15%	55,908	33%	168,026	
No	187,778	38%	153,335	31%	56,750	11%	52,740	11%	44,591	9%	495,194	170,067	35%	110,392	23%	45,846	9%	52,917	11%	106,639	22%	485,861	
Gifted/Talented																							
Yes	84,411	57%	41,028	27%	10,498	7%	7,827	5%	5,553	4%	149,317	79,804	54%	30,986	21%	9,713	7%	9,874	7%	18,368	12%	148,745	
No	141,872	28%	162,789	32%	70,886	14%	72,075	14%	63,978	13%	511,600	122,350	24%	114,864	23%	55,407	11%	68,342	14%	144,179	29%	505,142	
Special Education																							
Yes	15,102	25%	18,229	30%	8,846	15%	10,343	17%	7,515	13%	60,035	15,901	25%	15,936	25%	7,605	12%	9,757	15%	15,599	24%	64,798	
No	211,181	35%	185,588	31%	72,538	12%	69,559	12%	62,016	10%	600,882	186,253	32%	129,914	22%	57,515	10%	68,459	12%	146,948	25%	589,089	
Economically Disadvantaged																							
Yes	155,706	30%	165,164	32%	69,308	13%	68,971	13%	58,361	11%	517,510	128,505	25%	115,040	23%	54,974	11%	67,435	13%	141,257	28%	507,211	
No	70,577	49%	38,653	27%	12,076	8%	10,931	8%	11,170	8%	143,407	73,649	50%	30,810	21%	10,146	7%	10,781	7%	21,290	15%	146,676	
All	226,283	34%	203,817	31%	81,384	12%	79,902	12%	69,531	11%	660,917	202,154	31%	145,850	22%	65,120	10%	78,216	12%	162,547	25%	653,887	

Appendix C: All Grades in First Semester, 2019–2020 and 2020–2021, Continued

Table 9. All Grades in First Semester, Texas Connections Academy Students Grades 6-12 Only, 2019-2020 and 2020-2021																							
Grade Level		Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		2,745	35%	2,377	30%	792	10%	836	11%	1,146	15%	7,896	4,482	39%	3,788	33%	1,220	11%	1,145	10%	729	6%	11,364
9-12		7,301	34%	5,884	28%	2,192	10%	2,649	12%	3,175	15%	21,201	9,508	41%	6,768	29%	2,363	10%	2,481	11%	1,825	8%	22,945
Race/Ethnicity																							
Hispanic		2,666	29%	2,580	28%	1,014	11%	1,281	14%	1,712	19%	9,253	3,681	37%	3,070	31%	1,139	11%	1,187	12%	918	9%	9,995
Black		997	30%	1,038	31%	361	11%	417	13%	509	15%	3,322	1,512	34%	1,483	34%	500	11%	546	12%	378	9%	4,419
White		5,098	37%	3,880	29%	1,364	10%	1,536	11%	1,721	13%	13,599	6,960	43%	5,011	31%	1,628	10%	1,600	10%	1,080	7%	16,279
Asian		710	55%	302	23%	93	7%	83	6%	108	8%	1,296	928	59%	403	26%	107	7%	82	5%	42	3%	1,562
Other		575	35%	461	28%	152	9%	168	10%	271	17%	1,627	909	44%	589	29%	209	10%	211	10%	136	7%	2,054
English Learners																							
Yes		25	12%	37	18%	17	8%	34	17%	88	44%	201	71	22%	101	32%	52	16%	57	18%	35	11%	316
No		10,021	35%	8,224	28%	2,967	10%	3,451	12%	4,233	15%	28,896	13,919	41%	10,455	31%	3,531	10%	3,569	10%	2,519	7%	33,993
Gifted/Talented																							
Yes		122	53%	70	30%	11	5%	18	8%	9	4%	230	206	56%	79	21%	33	9%	27	7%	25	7%	370
No		9,924	34%	8,191	28%	2,973	10%	3,467	12%	4,312	15%	28,867	13,784	41%	10,477	31%	3,550	10%	3,599	11%	2,529	7%	33,939
Special Education																							
Yes		433	24%	500	28%	203	11%	281	16%	383	21%	1,800	575	32%	628	34%	284	16%	263	14%	73	4%	1,823
No		9,613	35%	7,761	28%	2,781	10%	3,204	12%	3,938	14%	27,297	13,415	41%	9,928	31%	3,299	10%	3,363	10%	2,481	8%	32,486
Economically Disadvantaged																							
Yes		2,909	26%	3,413	31%	1,367	12%	1,658	15%	1,658	15%	11,005	3,786	32%	3,876	33%	1,554	13%	1,666	14%	976	8%	11,858
No		7,137	39%	4,848	27%	1,617	9%	1,827	10%	2,663	15%	18,092	10,204	45%	6,680	30%	2,029	9%	1,960	9%	1,578	7%	22,451
All		10,046	35%	8,261	28%	2,984	10%	3,485	12%	4,321	15%	29,097	13,990	41%	10,556	31%	3,583	10%	3,626	11%	2,554	7%	34,309

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021

Figure D-1. All Grades in First Semester Reading/ELA, 2019–2020 and 2020–2021 – All HISD Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 9A. All Grades in First Semester Reading/ELA, 2019-2020 and 2020-2021 - All HISD Students																							
Semester 1 2019-2020 School Year												Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
1-2		22,512	32%	21,735	30%	9,056	13%	10,032	14%	8,130	11%	71,485	23,208	36%	19,667	31%	8,496	13%	9,128	14%	3,433	5%	63,932
3-5		24,826	25%	33,017	33%	15,701	16%	16,758	17%	8,468	9%	98,770	24,060	27%	28,411	31%	13,940	15%	15,763	17%	8,291	9%	90,465
6-8		17,640	27%	22,497	34%	9,599	15%	9,211	14%	6,628	10%	65,575	14,089	28%	13,804	27%	7,004	14%	9,875	19%	5,902	12%	50,674
9-12		15,620	23%	23,700	35%	9,933	15%	8,947	13%	8,767	13%	66,967	17,227	27%	16,195	26%	7,337	12%	7,862	13%	14,266	23%	62,887
Instructional Mode																							
Remote		Not Applicable											45,822	31%	41,595	28%	19,295	13%	22,728	15%	19,076	13%	148,516
Face-to-Face		Not Applicable											32,203	28%	35,670	31%	16,953	15%	19,115	17%	11,679	10%	115,620
Race/Ethnicity																							
Hispanic		46,462	23%	68,686	34%	31,007	15%	32,021	16%	22,365	11%	200,541	42,605	25%	52,550	30%	25,932	15%	30,038	17%	22,096	13%	173,221
African American		13,744	21%	21,901	34%	10,462	16%	10,425	16%	7,871	12%	64,403	12,987	23%	16,229	29%	8,279	15%	9,957	18%	8,054	15%	55,506
White		12,096	53%	6,473	28%	1,755	8%	1,539	7%	1,130	5%	22,993	13,374	57%	5,954	25%	1,601	7%	1,557	7%	1,080	5%	23,566
Asian		6,424	59%	2,778	25%	724	7%	635	6%	355	3%	10,916	7,403	65%	2,298	20%	632	6%	697	6%	366	3%	11,396
Other		1,872	48%	1,111	28%	341	9%	328	8%	272	7%	3,924	2,215	52%	1,046	25%	333	8%	379	9%	296	7%	4,269
English Learners																							
Yes		23,296	20%	39,420	33%	19,900	17%	21,839	18%	14,764	12%	119,219	22,070	22%	31,671	31%	17,017	17%	19,853	19%	11,409	11%	102,020
No		57,302	31%	61,529	34%	24,389	13%	23,109	13%	17,229	9%	183,558	56,514	34%	46,406	28%	19,760	12%	22,775	14%	20,483	12%	165,938
Gifted/Talented																							
Yes		30,259	59%	14,400	28%	3,012	6%	2,000	4%	1,250	2%	50,921	26,290	59%	10,850	24%	1,890	4%	2,792	6%	2,922	7%	44,744
No		50,339	20%	86,549	34%	41,277	16%	42,948	17%	30,743	12%	251,856	52,294	24%	67,227	30%	33,887	15%	39,836	18%	28,970	13%	222,214
Special Education																							
Yes		3,798	14%	7,958	29%	5,028	18%	6,943	25%	4,079	15%	27,806	4,994	20%	7,261	29%	4,139	17%	5,739	23%	2,766	11%	24,899
No		76,800	28%	92,991	34%	39,261	14%	38,005	14%	27,914	10%	274,971	73,590	30%	70,816	29%	32,638	13%	36,889	15%	29,126	12%	243,059
Economically Disadvantaged																							
Yes		53,439	22%	84,028	34%	39,544	16%	40,579	17%	28,200	11%	245,790	48,136	23%	63,573	30%	32,474	15%	38,280	18%	27,784	13%	210,247
No		27,159	48%	16,921	30%	4,745	8%	4,369	8%	3,793	7%	56,987	30,448	53%	14,504	25%	4,303	7%	4,348	8%	4,108	7%	57,711
All		80,598	27%	100,949	33%	44,289	15%	44,948	15%	31,993	11%	302,777	78,584	29%	78,077	29%	36,777	14%	42,628	16%	31,892	12%	267,958

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

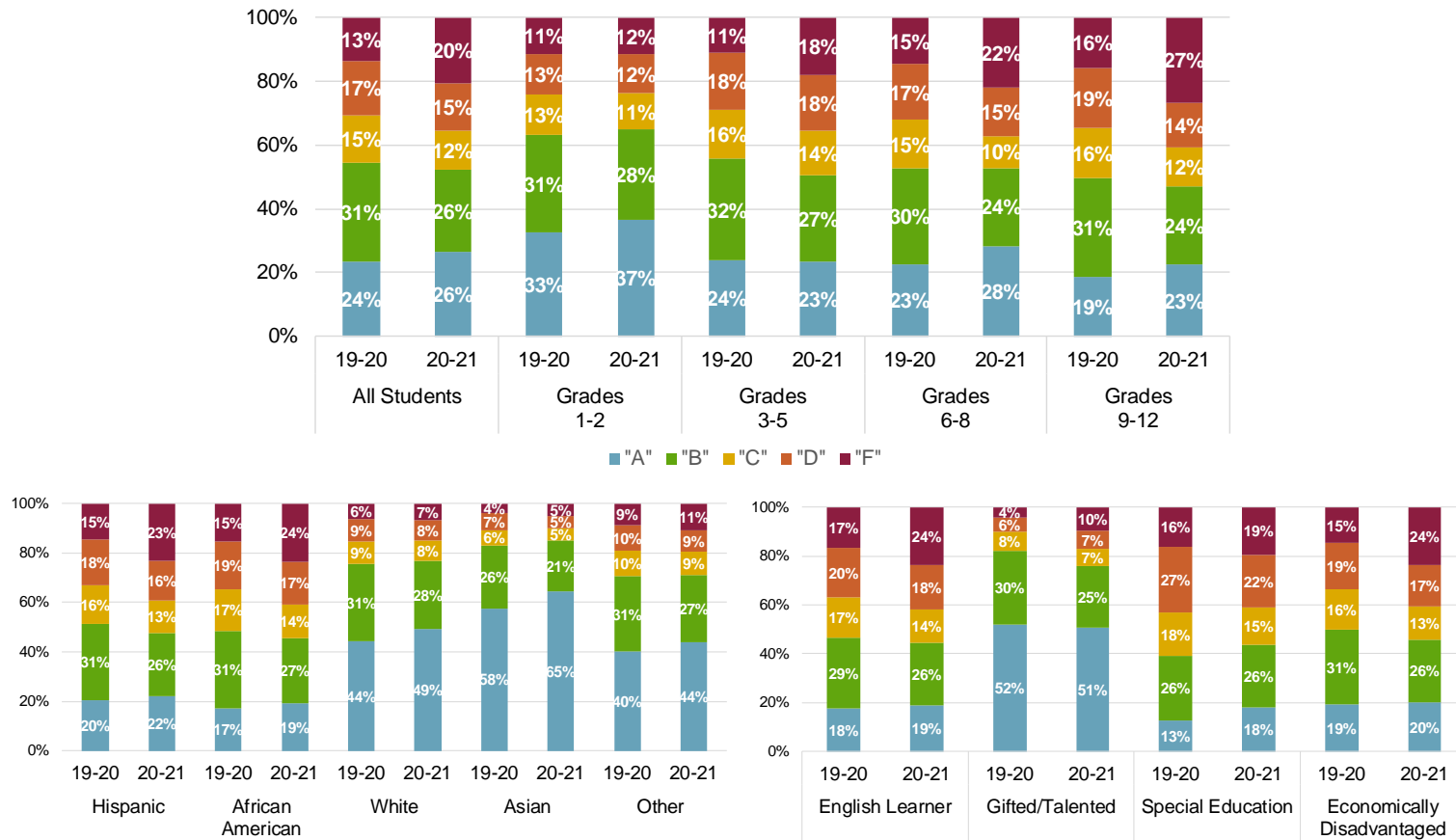
Table 9B. All Grades in First Semester Reading/ELA, 2019-2020 and 2020-2021 - District Students Grades 6-12 (Excludes TCAH)																						
Semester 1 2019-2020 School Year												Semester 1 2020-2021 School Year										
"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total	
N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%		
Grade Level																						
6-8	17,171	27%	22,010	34%	9,407	15%	8,954	14%	6,304	10%	63,846	13,375	28%	13,009	27%	6,704	14%	9,537	20%	5,757	12%	48,382
9-12	14,798	23%	22,730	36%	9,468	15%	8,391	13%	8,217	13%	63,604	16,136	27%	14,982	25%	6,870	12%	7,369	12%	13,958	24%	59,315
Instructional Mode																						
Remote	Not Applicable										21,070	30%	18,134	26%	8,503	12%	10,469	15%	12,294	17%	70,470	
Face-to-Face	Not Applicable										8,236	23%	9,504	27%	4,861	14%	6,112	17%	6,678	19%	35,391	
Race/Ethnicity																						
Hispanic	18,568	22%	29,987	36%	12,971	15%	11,952	14%	10,236	12%	83,714	16,603	24%	18,318	26%	9,226	13%	11,569	17%	14,142	20%	69,858
African American	6,005	20%	10,646	36%	4,782	16%	4,564	15%	3,614	12%	29,611	5,404	22%	6,837	28%	3,474	14%	4,373	18%	4,566	19%	24,654
White	4,152	51%	2,402	30%	656	8%	481	6%	442	5%	8,133	4,055	54%	1,779	24%	511	7%	591	8%	622	8%	7,558
Asian	2,642	58%	1,242	27%	332	7%	218	5%	127	3%	4,561	2,787	66%	741	18%	234	6%	221	5%	212	5%	4,195
Other	602	42%	463	32%	134	9%	130	9%	102	7%	1,431	662	46%	316	22%	129	9%	152	11%	173	12%	1,432
English Learners																						
Yes	6,491	17%	12,934	34%	6,557	17%	6,423	17%	5,637	15%	38,042	5,572	18%	7,831	26%	4,662	15%	6,078	20%	6,059	20%	30,202
No	25,478	28%	31,806	36%	12,318	14%	10,922	12%	8,884	10%	89,408	23,939	31%	20,160	26%	8,912	12%	10,828	14%	13,656	18%	77,495
Gifted/Talented																						
Yes	12,402	49%	8,307	33%	2,166	8%	1,565	6%	1,098	4%	25,538	11,512	49%	5,496	24%	1,709	7%	1,961	8%	2,580	11%	23,258
No	19,567	19%	36,433	36%	16,709	16%	15,780	15%	13,423	13%	101,912	17,999	21%	22,495	27%	11,865	14%	14,945	18%	17,135	20%	84,439
Special Education																						
Yes	2,009	16%	4,179	34%	2,176	18%	2,368	19%	1,662	13%	12,394	2,408	21%	3,325	29%	1,673	15%	2,170	19%	1,792	16%	11,368
No	29,960	26%	40,561	35%	16,699	15%	14,977	13%	12,859	11%	115,056	27,103	28%	24,666	26%	11,901	12%	14,736	15%	17,923	19%	96,329
Economically Disadvantaged																						
Yes	21,864	21%	37,017	36%	16,517	16%	15,265	15%	12,383	12%	103,046	19,015	22%	22,518	26%	11,716	14%	14,864	17%	16,869	20%	84,982
No	10,105	41%	7,723	32%	2,358	10%	2,080	9%	2,138	9%	24,404	10,496	46%	5,473	24%	1,858	8%	2,042	9%	2,846	13%	22,715
All	31,969	25%	44,740	35%	18,875	15%	17,345	14%	14,521	11%	127,450	29,511	27%	27,991	26%	13,574	13%	16,906	16%	19,715	18%	107,697

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 9C. All Grades in First Semester Reading/ELA, 2019-2020 and 2020-2021 - TCAH Students Grades 6-12		Semester 1 2019-2020 School Year										Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
		Grade Level																					
6-8	469	27%	487	28%	192	11%	257	15%	324	19%	1,729	714	31%	795	35%	300	13%	338	15%	145	6%	2,292	
9-12	822	24%	970	29%	465	14%	556	17%	550	16%	3,363	1,091	31%	1,213	34%	467	13%	493	14%	308	9%	3,572	
Race/Ethnicity																							
Hispanic	309	19%	438	27%	216	13%	298	18%	357	22%	1,618	470	27%	566	33%	241	14%	274	16%	166	10%	1,717	
African American	126	21%	188	31%	86	14%	93	16%	106	18%	599	180	24%	266	36%	110	15%	124	17%	66	9%	746	
White	676	29%	686	29%	308	13%	354	15%	329	14%	2,353	903	33%	968	35%	351	13%	360	13%	191	7%	2,773	
Asian	103	45%	64	28%	18	8%	25	11%	21	9%	231	130	47%	94	34%	24	9%	25	9%	3	1%	276	
Other	77	26%	81	28%	29	10%	43	15%	61	21%	291	122	35%	114	32%	41	12%	48	14%	27	8%	352	
English Learners																							
Yes	2	5%	5	13%	4	10%	6	15%	22	56%	39	10	17%	13	22%	16	28%	13	22%	6	10%	58	
No	1,289	26%	1,452	29%	653	13%	807	16%	852	17%	5,053	1,795	31%	1,995	34%	751	13%	818	14%	447	8%	5,806	
Gifted/Talented																							
Yes	17	43%	16	40%	2	5%	2	5%	3	8%	40	29	48%	15	25%	5	8%	8	13%	3	5%	60	
No	1,274	25%	1,441	29%	655	13%	811	16%	871	17%	5,052	1,776	31%	1,993	34%	762	13%	823	14%	450	8%	5,804	
Special Education																							
Yes	54	16%	81	24%	43	13%	77	23%	82	24%	337	75	23%	126	38%	61	18%	54	16%	17	5%	333	
No	1,237	26%	1,376	29%	614	13%	736	15%	792	17%	4,755	1,730	31%	1,882	34%	706	13%	777	14%	436	8%	5,531	
Economically Disadvantaged																							
Yes	314	16%	585	30%	308	16%	394	20%	337	17%	1,938	451	22%	699	34%	339	17%	374	18%	176	9%	2,039	
No	977	31%	872	28%	349	11%	419	13%	537	17%	3,154	1,354	35%	1,309	34%	428	11%	457	12%	277	7%	3,825	
All	1,291	25%	1,457	29%	657	13%	813	16%	874	17%	5,092	1,805	31%	2,008	34%	767	13%	831	14%	453	8%	5,864	

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Figure D-2. All Grades in First Semester Math, 2019–2020 and 2020–2021 – All HISD Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 10A. All Grades in First Semester Mathematics, 2019-2020 and 2020-2021 - All HISD Students																							
Semester 1 2019-2020 School Year													Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
1-2		10,033	33%	9,368	31%	3,853	13%	4,007	13%	3,448	11%	30,709	10,786	37%	8,325	28%	3,369	11%	3,586	12%	3,433	12%	29,499
3-5		11,030	24%	14,650	32%	7,191	16%	8,168	18%	5,143	11%	46,182	10,728	23%	12,458	27%	6,464	14%	8,082	18%	8,291	18%	46,023
6-8		9,438	23%	12,351	30%	6,288	15%	7,233	17%	6,079	15%	41,389	7,669	28%	6,600	24%	2,718	10%	4,065	15%	5,902	22%	26,954
9-12		10,122	19%	16,615	31%	8,476	16%	10,094	19%	8,496	16%	53,803	12,168	23%	13,176	24%	6,485	12%	7,708	14%	14,266	27%	53,803
Instructional Mode																							
Remote		Not Applicable											25,789	28%	23,646	26%	10,636	12%	13,339	14%	19,076	21%	92,486
Face-to-Face		Not Applicable											15,287	25%	16,498	27%	8,163	13%	9,732	16%	11,679	19%	61,359
Race/Ethnicity																							
Hispanic		22,202	20%	33,649	31%	17,154	16%	19,955	18%	15,879	15%	108,839	21,047	22%	24,825	26%	12,429	13%	15,715	16%	22,096	23%	96,112
African American		6,680	17%	12,066	31%	6,558	17%	7,516	19%	5,838	15%	38,658	6,575	19%	9,092	27%	4,653	14%	5,875	17%	8,054	24%	34,249
White		6,691	44%	4,714	31%	1,404	9%	1,352	9%	958	6%	15,119	7,807	49%	4,385	28%	1,343	8%	1,250	8%	1,080	7%	15,865
Asian		4,049	58%	1,791	26%	438	6%	471	7%	273	4%	7,022	4,714	65%	1,505	21%	354	5%	364	5%	366	5%	7,303
Other		1,001	40%	764	31%	254	10%	262	10%	218	9%	2,499	1,208	44%	752	27%	257	9%	237	9%	296	11%	2,750
English Learners																							
Yes		9,676	18%	15,972	29%	9,167	17%	11,187	20%	9,148	17%	55,150	9,097	19%	12,238	26%	6,603	14%	8,635	18%	11,409	24%	47,982
No		30,947	26%	37,012	32%	16,641	14%	18,315	16%	14,018	12%	116,933	32,254	30%	28,321	26%	12,433	11%	14,806	14%	20,483	19%	108,297
Gifted/Talented																							
Yes		16,671	52%	9,625	30%	2,436	8%	1,964	6%	1,276	4%	31,972	15,367	51%	7,546	25%	2,190	7%	2,201	7%	2,922	10%	30,226
No		23,952	17%	43,359	31%	23,372	17%	27,538	20%	21,890	16%	140,111	25,984	21%	33,013	26%	16,846	13%	21,240	17%	28,970	23%	126,053
Special Education																							
Yes		1,983	13%	4,092	26%	2,740	18%	4,222	27%	2,489	16%	15,526	2,557	18%	3,673	26%	2,149	15%	3,082	22%	2,766	19%	14,227
No		38,640	25%	48,892	31%	23,068	15%	25,280	16%	20,677	13%	156,557	38,794	27%	36,886	26%	16,887	12%	20,359	14%	29,126	21%	142,052
Economically Disadvantaged																							
Yes		25,839	19%	41,757	31%	22,089	16%	25,683	19%	19,903	15%	135,271	23,746	20%	30,493	26%	15,886	13%	20,210	17%	27,784	24%	118,119
No		14,784	40%	11,227	30%	3,719	10%	3,819	10%	3,263	9%	36,812	17,605	46%	10,066	26%	3,150	8%	3,231	8%	4,108	11%	38,160
All		40,623	24%	52,984	31%	25,808	15%	29,502	17%	23,166	13%	172,083	41,351	26%	40,559	26%	19,036	12%	23,441	15%	31,892	20%	156,279

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

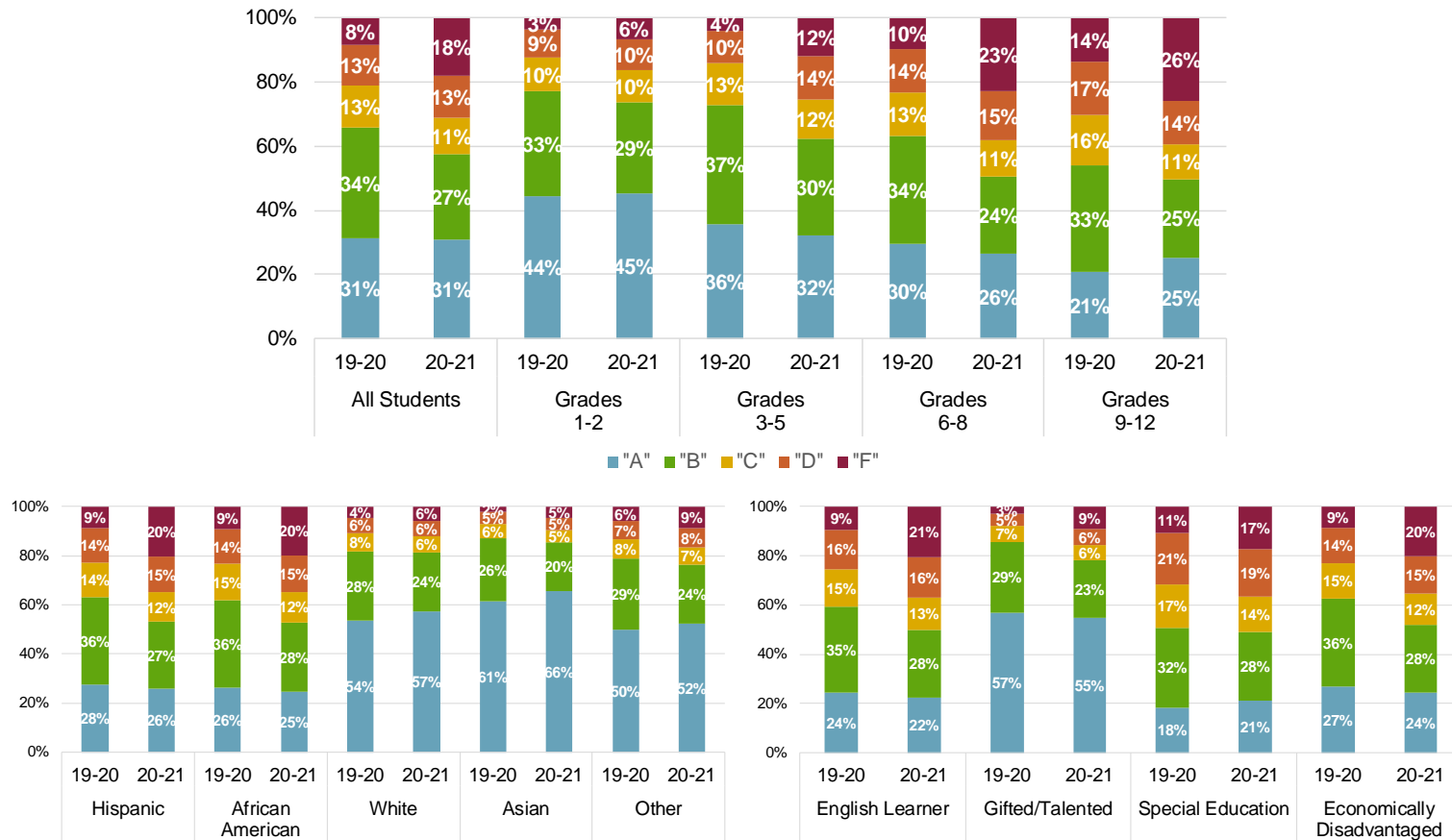
Table 10B. All Grades in First Semester Mathematics, 2019-2020 and 2020-2021 - District Students Grades 6-12 (Excludes TCAH)																							
		Semester 1 2019-2020 School Year										Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		8,983	23%	11,896	30%	6,126	15%	6,991	18%	5,840	15%	39,836	5,974	25%	5,752	24%	2,396	10%	3,732	16%	5,757	24%	23,611
9-12		9,393	19%	15,573	31%	8,028	16%	9,491	19%	8,011	16%	50,496	11,258	22%	11,982	24%	5,926	12%	7,180	14%	13,958	28%	50,304
Instructional Mode																							
Remote		Not Applicable										13,499	27%	12,370	24%	5,389	11%	6,950	14%	12,294	24%	50,502	
Face-to-Face		Not Applicable										4,625	20%	5,195	22%	2,822	12%	3,794	16%	6,678	29%	23,114	
Race/Ethnicity																							
Hispanic		10,071	17%	17,304	30%	9,368	16%	11,243	19%	9,861	17%	57,847	9,646	20%	10,601	23%	5,358	11%	7,311	16%	14,142	30%	47,058
African American		3,218	15%	6,593	31%	3,671	17%	4,274	20%	3,246	15%	21,002	3,050	18%	4,353	26%	2,175	13%	2,851	17%	4,566	27%	16,995
White		2,670	40%	2,179	33%	710	11%	622	9%	478	7%	6,659	2,846	46%	1,716	28%	520	8%	488	8%	622	10%	6,192
Asian		2,032	55%	1,026	28%	268	7%	215	6%	152	4%	3,693	2,267	64%	753	21%	157	4%	166	5%	212	6%	3,555
Other		385	34%	367	32%	137	12%	128	11%	114	10%	1,131	423	38%	311	28%	112	10%	96	9%	173	16%	1,115
English Learners																							
Yes		2,606	12%	5,700	25%	3,996	18%	5,283	23%	4,903	22%	22,488	2,354	14%	3,240	20%	1,967	12%	2,990	18%	6,059	36%	16,610
No		15,770	23%	21,769	32%	10,158	15%	11,199	17%	8,948	13%	67,844	15,878	27%	14,494	25%	6,355	11%	7,922	14%	13,656	23%	58,305
Gifted/Talented																							
Yes		8,265	41%	6,800	34%	2,077	10%	1,754	9%	1,201	6%	20,097	8,564	44%	4,993	26%	1,609	8%	1,765	9%	2,580	13%	19,511
No		10,111	14%	20,669	29%	12,077	17%	14,728	21%	12,650	18%	70,235	9,668	17%	12,741	23%	6,713	12%	9,147	17%	17,135	31%	55,404
Special Education																							
Yes		1,084	13%	2,212	27%	1,435	18%	2,021	25%	1,312	16%	8,064	1,259	18%	1,811	26%	942	13%	1,289	18%	1,792	25%	7,093
No		17,292	21%	25,257	31%	12,719	15%	14,461	18%	12,539	15%	82,268	16,973	25%	15,923	23%	7,380	11%	9,623	14%	17,923	26%	67,822
Economically Disadvantaged																							
Yes		11,909	17%	21,364	30%	11,837	17%	14,094	20%	11,620	16%	70,824	10,839	19%	12,851	23%	6,670	12%	9,146	16%	16,869	30%	56,375
No		6,467	33%	6,105	31%	2,317	12%	2,388	12%	2,231	11%	19,508	7,393	40%	4,883	26%	1,652	9%	1,766	10%	2,846	15%	18,540
All		18,376	20%	27,469	30%	14,154	16%	16,482	18%	13,851	15%	90,332	18,232	24%	17,734	24%	8,322	11%	10,912	15%	19,715	26%	74,915

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 10C. All Grades in First Semester Mathematics, 2019-2020 and 2020-2021 - TCAH Students Grades 6-12																							
		Semester 1 2019-2020 School Year										Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		455	29%	455	29%	162	10%	242	16%	239	15%	1,553	695	30%	848	36%	322	14%	333	14%	145	6%	2,343
9-12		729	22%	1,042	32%	448	14%	603	18%	485	15%	3,307	910	26%	1,194	34%	559	16%	528	15%	308	9%	3,499
Race/Ethnicity																							
Hispanic		295	19%	458	30%	200	13%	299	19%	287	19%	1,539	386	17%	604	26%	276	12%	277	12%	766	33%	2,309
African American		99	18%	197	35%	78	14%	103	18%	85	15%	562	135	18%	294	38%	130	17%	139	18%	66	9%	764
White		605	27%	710	31%	287	13%	378	17%	285	13%	2,265	829	30%	946	34%	390	14%	388	14%	191	7%	2,744
Asian		113	51%	54	24%	16	7%	20	9%	18	8%	221	149	54%	82	30%	28	10%	15	5%	3	1%	277
Other		72	26%	78	29%	29	11%	45	16%	49	18%	273	106	30%	116	33%	57	16%	42	12%	27	8%	348
English Learners																							
Yes		3	9%	6	18%	1	3%	6	18%	17	52%	33	8	15%	20	36%	8	15%	13	24%	6	11%	55
No		1,181	24%	1,491	31%	609	13%	839	17%	707	15%	4,827	1,597	28%	2,022	35%	873	15%	848	15%	447	8%	5,787
Gifted/Talented																							
Yes		18	45%	12	30%	3	8%	6	15%	1	3%	40	29	49%	18	31%	5	8%	4	7%	3	5%	59
No		1,166	24%	1,485	31%	607	13%	839	17%	723	15%	4,820	1,576	27%	2,024	35%	876	15%	857	15%	450	8%	5,783
Special Education																							
Yes		44	14%	83	27%	35	11%	61	20%	82	27%	305	51	16%	109	34%	71	22%	72	23%	17	5%	320
No		1,140	25%	1,414	31%	575	13%	784	17%	642	14%	4,555	1,554	28%	1,933	35%	810	15%	789	14%	436	8%	5,522
Economically Disadvantaged																							
Yes		298	16%	575	31%	281	15%	401	22%	275	15%	1,830	354	16%	722	33%	497	22%	466	21%	176	8%	2,215
No		886	29%	922	30%	329	11%	444	15%	449	15%	3,030	1,251	34%	1,320	36%	384	11%	395	11%	277	8%	3,627
All		1,184	24%	1,497	31%	610	13%	845	17%	724	15%	4,860	1,605	27%	2,042	35%	881	15%	861	15%	453	8%	5,842

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Figure D-3. All Grades in First Semester Science, 2019–2020 and 2020–2021 – All HISD Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 11A. All Grades in First Semester Science, 2019-2020 and 2020-2021 - All HISD Students																									
Semester 1 2019-2020 School Year													Semester 1 2020-2021 School Year												
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total		
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
Grade Level																									
1-2		13,650	44%	10,012	33%	3,219	10%	2,758	9%	1,051	3%	30,690	13,310	45%	8,439	29%	2,966	10%	2,875	10%	1,907	6%	29,497		
3-5		16,552	36%	17,192	37%	5,900	13%	4,763	10%	1,782	4%	46,189	14,727	32%	13,943	30%	5,554	12%	6,308	14%	5,440	12%	45,972		
6-8		12,219	30%	14,035	34%	5,468	13%	5,669	14%	3,995	10%	41,386	10,511	26%	9,698	24%	4,429	11%	6,117	15%	9,133	23%	39,888		
9-12		10,758	21%	17,121	33%	8,018	16%	8,561	17%	7,076	14%	51,534	13,068	25%	12,701	25%	5,580	11%	7,004	14%	13,397	26%	51,750		
Instructional Mode																									
Remote		Not Applicable											30,985	31%	25,695	26%	10,517	11%	12,988	13%	18,525	19%	98,710		
Face-to-Face		Not Applicable											20,246	34%	18,593	31%	7,742	13%	2,924	5%	10,211	17%	59,716		
Race/Ethnicity																									
Hispanic		29,680	28%	38,123	36%	15,220	14%	14,882	14%	9,423	9%	107,328	26,892	26%	28,196	27%	12,384	12%	15,149	15%	21,057	20%	103,678		
African American		9,935	26%	13,520	36%	5,627	15%	5,380	14%	3,517	9%	37,979	9,039	25%	10,492	28%	4,562	12%	5,514	15%	7,274	20%	36,881		
White		8,075	54%	4,216	28%	1,155	8%	955	6%	671	4%	15,072	9,341	57%	3,935	24%	1,032	6%	1,049	6%	949	6%	16,306		
Asian		4,248	61%	1,782	26%	406	6%	349	5%	146	2%	6,931	4,857	66%	1,468	20%	351	5%	375	5%	342	5%	7,393		
Other		1,241	50%	719	29%	197	8%	185	7%	147	6%	2,489	1,487	52%	690	24%	200	7%	217	8%	255	9%	2,849		
English Learners																									
Yes		13,332	24%	19,049	35%	8,390	15%	8,785	16%	5,104	9%	54,660	11,963	22%	14,672	28%	6,867	13%	8,751	16%	10,955	21%	53,208		
No		39,847	35%	39,311	34%	14,215	12%	12,966	11%	8,800	8%	115,139	39,653	35%	30,109	26%	11,662	10%	13,553	12%	18,922	17%	113,899		
Gifted/Talented																									
Yes		18,153	57%	9,144	29%	2,091	7%	1,510	5%	960	3%	31,858	16,691	55%	7,043	23%	1,904	6%	1,922	6%	2,800	9%	30,360		
No		35,026	25%	49,216	36%	20,514	15%	20,241	15%	12,944	9%	137,941	34,925	26%	37,738	28%	16,625	12%	20,382	15%	27,077	20%	136,747		
Special Education																									
Yes		2,829	18%	4,961	32%	2,664	17%	3,223	21%	1,631	11%	15,308	3,287	21%	4,350	28%	2,225	14%	2,985	19%	2,703	17%	15,550		
No		50,350	33%	53,399	35%	19,941	13%	18,528	12%	12,273	8%	154,491	48,329	32%	40,431	27%	16,304	11%	19,319	13%	27,174	18%	151,557		
Economically Disadvantaged																									
Yes		35,634	27%	47,741	36%	19,389	15%	18,920	14%	11,510	9%	133,194	31,140	24%	35,489	28%	15,899	12%	19,411	15%	26,037	20%	127,976		
No		17,545	48%	10,619	29%	3,216	9%	2,831	8%	2,394	7%	36,605	20,476	52%	9,292	24%	2,630	7%	2,893	7%	3,840	10%	39,131		
All		53,179	31%	58,360	34%	22,605	13%	21,751	13%	13,904	8%	169,799	51,616	31%	44,781	27%	18,529	11%	22,304	13%	29,877	18%	167,107		

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

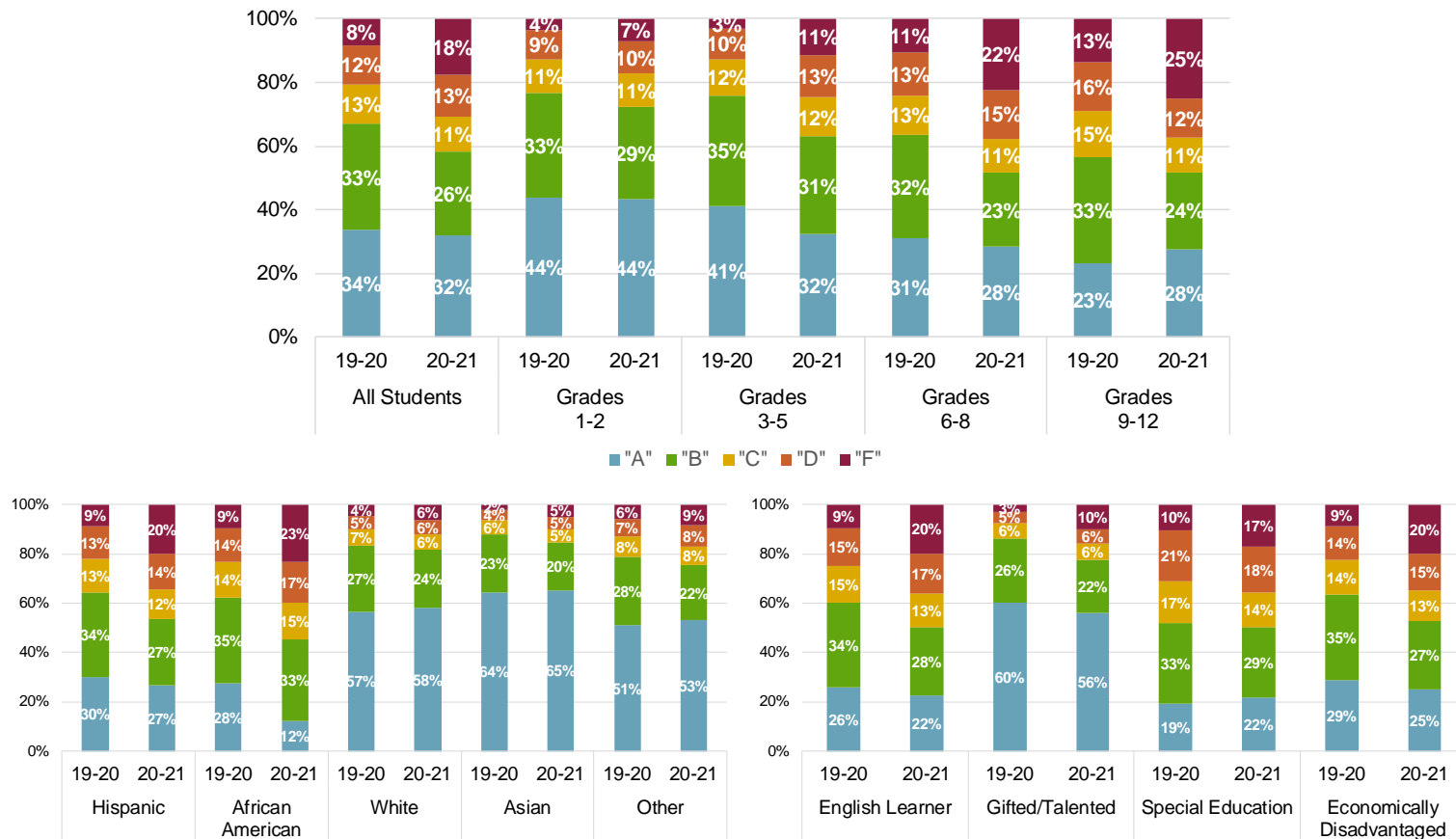
Table 11B. All Grades in First Semester Science, 2019-2020 and 2020-2021 - District Students Grades 6-12 (Excludes TCAH)																							
		Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		11,695	29%	13,539	34%	5,316	13%	5,540	14%	3,822	10%	39,912	9,594	26%	8,818	23%	4,163	11%	5,936	16%	9,017	24%	37,528
9-12		9,497	20%	16,188	34%	7,685	16%	8,073	17%	6,648	14%	48,091	11,505	24%	11,633	24%	5,236	11%	6,571	14%	13,130	27%	48,075
Instructional Mode																							
Remote		Not Applicable											15,339	27%	13,815	24%	5,918	10%	7,764	14%	13,747	24%	56,583
Face-to-Face		Not Applicable											5,630	20%	6,407	23%	3,340	12%	4,532	17%	7,555	28%	27,464
Race/Ethnicity																							
Hispanic		11,845	21%	19,155	34%	8,642	15%	9,344	17%	7,302	13%	56,288	11,373	21%	12,659	23%	6,161	11%	8,405	15%	16,018	29%	54,616
African American		3,871	19%	7,056	35%	3,350	16%	3,467	17%	2,607	13%	20,351	3,663	19%	5,187	26%	2,481	13%	3,268	17%	5,039	26%	19,638
White		2,971	45%	2,098	32%	643	10%	492	7%	372	6%	6,576	3,233	50%	1,615	25%	476	7%	538	8%	649	10%	6,511
Asian		2,064	57%	1,045	29%	250	7%	196	5%	98	3%	3,653	2,325	64%	709	19%	184	5%	184	5%	245	7%	3,647
Other		441	39%	373	33%	116	10%	114	10%	91	8%	1,135	505	42%	281	24%	97	8%	112	9%	196	16%	1,191
English Learners																							
Yes		3,223	15%	6,856	31%	3,648	17%	4,586	21%	3,662	17%	21,975	3,081	14%	4,590	21%	2,587	12%	3,941	18%	7,641	35%	21,840
No		17,969	27%	22,871	35%	9,353	14%	9,027	14%	6,808	10%	66,028	18,018	28%	15,861	25%	6,812	11%	8,566	13%	14,506	23%	63,763
Gifted/Talented																							
Yes		9,031	45%	6,733	34%	1,876	9%	1,405	7%	939	5%	19,984	9,176	47%	4,839	25%	1,473	8%	1,592	8%	2,549	13%	19,629
No		12,161	18%	22,994	34%	11,125	16%	12,208	18%	9,531	14%	68,019	11,923	18%	15,612	24%	7,923	12%	10,915	17%	19,598	30%	65,971
Special Education																							
Yes		1,212	15%	2,478	32%	1,304	17%	1,741	22%	1,115	14%	7,850	1,480	18%	2,179	26%	1,138	14%	1,605	19%	2,027	24%	8,429
No		19,980	25%	27,249	34%	11,697	15%	11,872	15%	9,355	12%	80,153	19,619	25%	18,272	24%	8,261	11%	10,902	14%	20,120	26%	77,174
Economically Disadvantaged																							
Yes		14,022	20%	23,630	34%	10,785	16%	11,609	17%	8,667	13%	68,713	12,819	19%	15,685	24%	7,872	12%	10,674	16%	19,205	29%	66,255
No		7,170	37%	6,097	32%	2,216	11%	2,004	10%	1,803	9%	19,290	8,280	43%	4,766	25%	1,527	8%	1,833	9%	2,942	15%	19,348
All		21,192	24%	29,727	34%	13,001	15%	13,613	15%	10,470	12%	88,003	21,099	25%	20,451	24%	9,399	11%	12,507	15%	22,147	26%	85,603

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 11C. All Grades in First Semester Science, 2019-2020 and 2020-2021 -TCAH Students Grades 6-12																							
		Semester 1 2019-2020 School Year										Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		524	36%	496	34%	152	10%	129	9%	173	12%	1,474	917	39%	880	37%	266	11%	181	8%	116	5%	2,360
9-12		1,261	37%	933	27%	333	10%	488	14%	428	12%	3,443	1,563	43%	1,068	29%	344	9%	433	12%	267	7%	3,675
Race/Ethnicity																							
Hispanic		471	30%	470	30%	170	11%	230	15%	240	15%	1,581	642	36%	579	33%	198	11%	209	12%	140	8%	1,768
African American		176	32%	178	32%	62	11%	74	13%	65	12%	555	272	35%	261	34%	84	11%	97	13%	59	8%	773
White		923	40%	650	28%	211	9%	274	12%	243	11%	2,301	1,244	44%	912	32%	273	10%	257	9%	161	6%	2,847
Asian		114	52%	58	26%	19	9%	14	6%	16	7%	221	163	58%	81	29%	18	6%	13	5%	5	2%	280
Other		101	39%	73	28%	23	9%	25	10%	37	14%	259	159	43%	115	31%	37	10%	39	11%	18	5%	368
English Learners																							
Yes		4	12%	6	18%	3	9%	9	26%	12	35%	34	11	2%	18	3%	7	1%	600	93%	6	1%	642
No		1,781	36%	1,423	29%	482	10%	608	12%	589	12%	4,883	2,469	46%	1,930	36%	603	11%	14	0%	377	7%	5,393
Gifted/Talented																							
Yes		23	56%	12	29%	0	0%	5	12%	1	2%	41	45	64%	14	20%	7	10%	2	3%	2	3%	70
No		1,762	36%	1,417	29%	485	10%	612	13%	600	12%	4,876	2,435	41%	1,934	32%	603	10%	612	10%	381	6%	5,965
Special Education																							
Yes		73	24%	100	33%	29	10%	47	16%	52	17%	301	97	30%	122	38%	55	17%	41	13%	8	2%	323
No		1,712	37%	1,329	29%	456	10%	570	12%	549	12%	4,616	2,383	42%	1,826	32%	555	10%	573	10%	375	7%	5,712
Economically Disadvantaged																							
Yes		533	29%	614	33%	219	12%	292	16%	211	11%	1,869	661	32%	744	36%	251	12%	285	14%	146	7%	2,087
No		1,252	41%	815	27%	266	9%	325	11%	390	13%	3,048	1,819	46%	1,204	30%	359	9%	329	8%	237	6%	3,948
All		1,785	36%	1,429	29%	485	10%	617	13%	601	12%	4,917	2,480	41%	1,948	32%	610	10%	614	10%	383	6%	6,035

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Figure D-4. All Grades in First Semester Social Studies, 2019–2020 and 2020–2021 – All HISD Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 12A. All Grades in First Semester Social Studies, 2019-2020 and 2020-2021 - All HISD Students																							
Semester 1 2019-2020 School Year													Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
1-2		13,418	44%	10,061	33%	3,325	11%	2,787	9%	1,083	4%	30,674	12,787	44%	8,401	29%	3,100	11%	3,059	10%	2,044	7%	29,391
3-5		19,013	41%	15,930	35%	5,347	12%	4,391	10%	1,418	3%	46,099	14,547	32%	13,875	31%	5,587	12%	6,023	13%	5,160	11%	45,192
6-8		12,874	31%	13,424	32%	5,195	13%	5,527	13%	4,425	11%	41,445	11,179	28%	9,192	23%	4,262	11%	6,050	15%	8,818	22%	39,501
9-12		12,697	23%	18,158	33%	8,010	15%	8,517	16%	7,364	13%	54,746	15,351	28%	13,280	24%	6,089	11%	6,699	12%	13,978	25%	55,397
Instructional Mode																							
Remote		Not Applicable											33,037	33%	25,666	26%	10,741	11%	12,443	12%	18,618	19%	100,505
Face-to-Face		Not Applicable											20,436	31%	18,561	28%	8,011	12%	8,983	14%	10,273	16%	66,264
Race/Ethnicity																							
Hispanic		32,936	30%	37,762	34%	14,702	13%	14,646	13%	9,662	9%	109,708	28,211	27%	28,572	27%	12,723	12%	15,012	14%	21,166	20%	105,684
African American		10,577	28%	13,398	35%	5,520	14%	5,268	14%	3,633	9%	38,396	3,867	12%	10,249	33%	4,664	15%	5,265	17%	7,213	23%	31,258
White		8,720	57%	4,082	27%	1,050	7%	846	5%	687	4%	15,385	9,552	58%	3,873	24%	1,048	6%	953	6%	1,023	6%	16,449
Asian		4,472	64%	1,626	23%	393	6%	290	4%	156	2%	6,937	4,729	65%	1,417	20%	388	5%	362	5%	356	5%	7,252
Other		1,297	51%	705	28%	212	8%	172	7%	152	6%	2,538	1,505	53%	637	22%	215	8%	239	8%	242	9%	2,838
English Learners																							
Yes		14,296	26%	19,111	34%	8,226	15%	8,574	15%	5,196	9%	55,403	11,971	22%	14,947	28%	7,175	13%	8,829	17%	10,540	20%	53,462
No		43,706	37%	38,462	33%	13,651	12%	12,648	11%	9,094	8%	117,561	41,893	36%	29,801	26%	11,863	10%	13,002	11%	19,460	17%	116,019
Gifted/Talented																							
Yes		19,571	60%	8,413	26%	2,011	6%	1,493	5%	921	3%	32,409	17,425	56%	6,795	22%	1,994	6%	1,879	6%	3,056	10%	31,149
No		38,431	27%	49,160	35%	19,866	14%	19,729	14%	13,369	10%	140,555	36,439	26%	37,953	27%	17,044	12%	19,952	14%	26,944	19%	138,332
Special Education																							
Yes		2,967	19%	5,010	33%	2,606	17%	3,200	21%	1,595	10%	15,378	3,383	22%	4,417	29%	2,166	14%	2,864	18%	2,660	17%	15,490
No		55,035	35%	52,563	33%	19,271	12%	18,022	11%	12,695	8%	157,586	50,481	33%	40,331	26%	16,872	11%	18,967	12%	27,340	18%	153,991
Economically Disadvantaged																							
Yes		38,827	29%	47,407	35%	18,970	14%	18,606	14%	11,874	9%	135,684	32,749	25%	35,693	27%	16,358	13%	19,050	15%	25,983	20%	129,833
No		19,175	51%	10,166	27%	2,907	8%	2,616	7%	2,416	6%	37,280	21,115	53%	9,055	23%	2,680	7%	2,781	7%	4,017	10%	39,648
All		58,002	34%	57,573	33%	21,877	13%	21,222	12%	14,290	8%	172,964	53,864	32%	44,748	26%	19,038	11%	21,831	13%	30,000	18%	169,481

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 12B. All Grades in First Semester Social Studies, 2019-2020 and 2020-2021 - District Students Grades 6-12 (Excludes TCAH)																							
		Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8		12,286	31%	12,832	32%	4,991	13%	5,397	14%	4,208	11%	39,714	10,090	27%	8,434	23%	4,055	11%	5,887	16%	8,689	23%	37,155
9-12		11,521	22%	17,108	33%	7,654	15%	8,117	16%	6,861	13%	51,261	13,615	26%	12,105	24%	5,677	11%	6,290	12%	13,695	27%	51,382
Instructional Mode																							
Remote		Not Applicable											17,313	30%	13,717	23%	6,137	10%	7,503	13%	14,003	24%	58,673
Face-to-Face		Not Applicable											6,240	22%	6,553	23%	3,448	12%	4,435	16%	7,574	27%	28,250
Race/Ethnicity																							
Hispanic		13,518	23%	19,589	33%	8,480	14%	9,311	16%	7,725	13%	58,623	13,080	23%	12,876	23%	6,442	11%	8,279	15%	16,271	29%	56,948
African American		4,186	20%	7,055	34%	3,279	16%	3,464	17%	2,798	13%	20,782	4,291	21%	5,116	25%	2,541	13%	3,139	16%	4,998	25%	20,085
White		3,473	51%	1,964	29%	528	8%	462	7%	368	5%	6,795	3,537	52%	1,623	24%	462	7%	468	7%	689	10%	6,779
Asian		2,159	59%	974	27%	235	6%	172	5%	94	3%	3,634	2,272	64%	662	19%	187	5%	171	5%	246	7%	3,538
Other		471	41%	358	31%	123	11%	105	9%	84	7%	1,141	525	44%	262	22%	100	8%	120	10%	180	15%	1,187
English Learners																							
Yes		3,341	15%	7,119	31%	3,712	16%	4,608	20%	3,955	17%	22,735	3,468	16%	4,674	21%	2,777	12%	4,010	18%	7,426	33%	22,355
No		20,466	30%	22,821	33%	8,933	13%	8,906	13%	7,114	10%	68,240	20,237	33%	15,865	26%	2,955	5%	8,167	13%	14,958	24%	62,182
Gifted/Talented																							
Yes		10,183	50%	6,318	31%	1,758	9%	1,383	7%	893	4%	20,535	10,103	49%	4,557	22%	1,543	8%	1,546	8%	2,713	13%	20,462
No		13,624	19%	23,622	34%	10,887	15%	12,131	17%	10,176	14%	70,440	13,602	20%	15,982	23%	8,189	12%	10,631	16%	19,671	29%	68,075
Special Education																							
Yes		1,206	15%	2,504	32%	1,355	17%	1,731	22%	1,107	14%	7,903	1,559	19%	2,263	27%	1,078	13%	1,476	18%	2,041	24%	8,417
No		22,601	27%	27,436	33%	11,290	14%	11,783	14%	9,962	12%	83,072	22,146	28%	18,276	23%	8,654	11%	10,701	13%	20,343	25%	80,120
Economically Disadvantaged																							
Yes		15,518	22%	24,005	34%	10,750	15%	11,674	16%	9,280	13%	71,227	14,695	21%	15,920	23%	8,158	12%	10,399	15%	19,327	28%	68,499
No		8,289	42%	5,935	30%	1,895	10%	1,840	9%	1,789	9%	19,748	9,010	45%	4,619	23%	1,574	8%	1,778	9%	3,057	15%	20,038
All		23,807	26%	29,940	33%	12,645	14%	13,514	15%	11,069	12%	90,975	23,705	27%	20,539	23%	9,732	11%	12,177	14%	22,384	25%	88,537

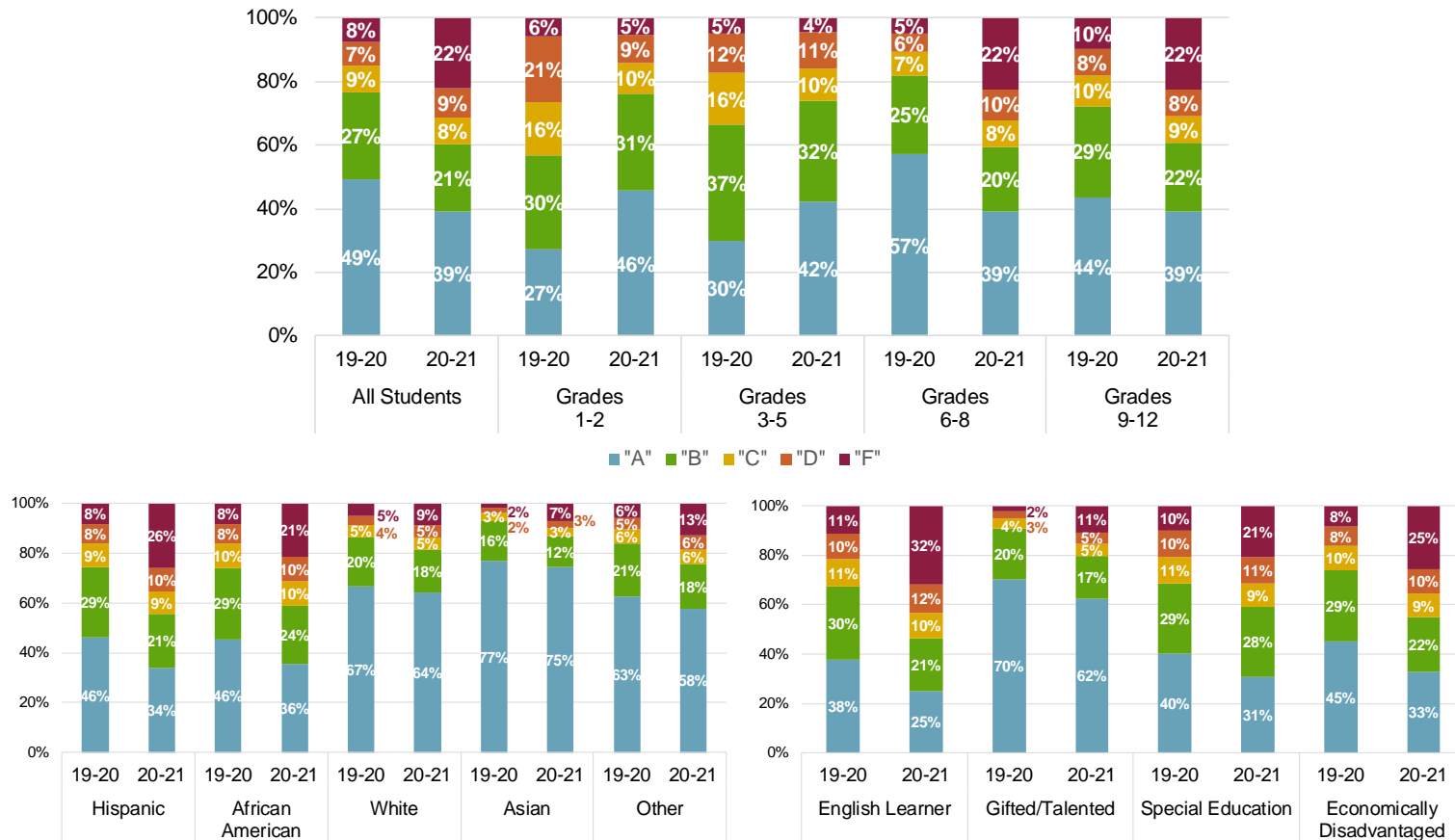
Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 12C. All Grades in First Semester Social Studies, 2019-2020 and 2020-2021 - TCAH Students Grades 6-12

	Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																						
6-8	588	34%	592	34%	204	12%	130	8%	217	13%	1,731	1,089	46%	758	32%	207	9%	163	7%	129	5%	2,346
9-12	1,176	34%	1,050	30%	356	10%	400	11%	503	14%	3,485	1,736	43%	1,175	29%	412	10%	409	10%	283	7%	4,015
Race/Ethnicity																						
Hispanic	450	27%	501	30%	192	12%	213	13%	300	18%	1,656	776	41%	547	29%	195	10%	193	10%	160	9%	1,871
African American	191	31%	213	35%	62	10%	62	10%	83	14%	611	324	40%	275	34%	84	10%	82	10%	53	6%	818
White	873	36%	778	32%	255	11%	223	9%	270	11%	2,399	1,356	45%	929	31%	290	10%	245	8%	173	6%	2,993
Asian	137	55%	59	24%	22	9%	11	4%	18	7%	247	168	59%	80	28%	18	6%	14	5%	5	2%	285
Other	113	37%	91	30%	29	10%	21	7%	49	16%	303	201	51%	102	26%	32	8%	38	10%	21	5%	394
English Learners																						
Yes	3	8%	10	26%	4	11%	6	16%	15	39%	38	16	2%	17	3%	609	93%	10	2%	5	1%	657
No	1,761	34%	1,632	32%	556	11%	524	10%	705	14%	5,178	2,809	49%	1,916	34%	10	0%	562	10%	407	7%	5,704
Gifted/Talented																						
Yes	21	49%	14	33%	4	9%	3	7%	1	2%	43	37	51%	15	21%	8	11%	7	10%	5	7%	72
No	1,743	34%	1,628	31%	556	11%	527	10%	719	14%	5,173	2,788	44%	1,918	30%	611	10%	565	9%	407	6%	6,289
Special Education																						
Yes	83	25%	105	32%	36	11%	39	12%	66	20%	329	133	39%	109	32%	40	12%	47	14%	10	3%	339
No	1,681	34%	1,537	31%	524	11%	491	10%	654	13%	4,887	2,692	45%	1,824	30%	579	10%	525	9%	402	7%	6,022
Economically Disadvantaged																						
Yes	474	25%	676	35%	254	13%	249	13%	281	15%	1,934	792	36%	734	33%	271	12%	259	12%	159	7%	2,215
No	1,290	39%	966	29%	306	9%	281	9%	439	13%	3,282	2,033	49%	1,199	29%	348	8%	313	8%	253	6%	4,146
All	1,764	34%	1,642	31%	560	11%	530	10%	720	14%	5,216	2,825	44%	1,933	30%	619	10%	572	9%	412	6%	6,361

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Figure D-5. All Grades in First Semester Non-Core Foundation, 2019–2020 and 2020–2021 – All HISD Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

		Semester 1 2019-2020 School Year												Semester 1 2020-2021 School Year											
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total		
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
Grade Level																									
1-2		181	27%	197	30%	109	16%	138	21%	39	6%	664	683	46%	462	31%	144	10%	133	9%	78	5%	1,500		
3-5		199	30%	243	37%	107	16%	83	12%	33	5%	665	915	42%	688	32%	222	10%	247	11%	94	4%	2,166		
6-8		67,457	57%	29,475	25%	8,605	7%	6,606	6%	6,030	5%	118,173	52,997	39%	27,441	20%	11,277	8%	13,186	10%	30,142	22%	135,043		
9-12		67,504	44%	44,702	29%	14,776	10%	13,022	8%	14,992	10%	154,996	61,885	39%	34,319	22%	13,522	9%	13,276	8%	35,621	22%	158,623		
Instructional Mode																									
Remote		Not Applicable										81,935	41%	41,864	21%	16,205	8%	17,148	9%	41,455	21%	198,607			
Face-to-Face		Not Applicable										33,692	36%	20,357	22%	8,624	9%	9,211	10%	22,323	24%	94,207			
Race/Ethnicity																									
Hispanic		77,992	46%	48,346	29%	15,576	9%	13,331	8%	14,211	8%	169,456	62,460	34%	39,402	21%	16,518	9%	17,945	10%	47,244	26%	183,569		
African American		29,288	46%	18,534	29%	6,204	10%	5,145	8%	5,195	8%	64,366	24,741	36%	16,360	24%	6,644	10%	6,930	10%	14,921	21%	69,596		
White		16,928	67%	5,062	20%	1,235	5%	955	4%	1,261	5%	25,441	17,485	64%	4,804	18%	1,327	5%	1,327	5%	2,347	9%	27,290		
Asian		8,556	77%	1,797	16%	353	3%	221	2%	191	2%	11,118	9,109	75%	1,501	12%	416	3%	362	3%	837	7%	12,225		
Other		2,577	63%	878	21%	229	6%	197	5%	236	6%	4,117	2,685	58%	843	18%	260	6%	278	6%	587	13%	4,653		
English Learners																									
Yes		22,904	38%	17,904	30%	6,733	11%	6,276	10%	6,810	11%	60,627	17,916	25%	15,394	21%	7,348	10%	8,339	12%	22,767	32%	71,764		
No		112,437	53%	56,713	27%	16,864	8%	13,573	6%	14,284	7%	213,871	98,564	44%	47,516	21%	17,817	8%	18,503	8%	43,169	19%	225,569		
Gifted/Talented																									
Yes		44,731	70%	12,982	20%	2,636	4%	1,728	3%	1,425	2%	63,502	41,118	62%	11,228	17%	3,410	5%	3,030	5%	7,003	11%	65,789		
No		90,610	43%	61,635	29%	20,961	10%	18,121	9%	19,669	9%	210,996	75,362	33%	51,682	22%	21,755	9%	23,812	10%	58,933	25%	231,544		
Special Education																									
Yes		9,777	40%	6,998	29%	2,647	11%	2,563	10%	2,433	10%	24,418	9,895	31%	9,097	28%	2,948	9%	3,418	11%	6,665	21%	32,023		
No		125,564	50%	67,619	27%	20,950	8%	17,286	7%	18,661	7%	250,080	106,585	40%	55,819	21%	22,217	8%	23,424	9%	59,271	22%	267,316		
Economically Disadvantaged																									
Yes		93,899	45%	60,422	29%	19,891	10%	16,851	8%	17,030	8%	208,093	73,492	33%	49,972	22%	21,188	9%	23,044	10%	57,102	25%	224,798		
No		41,442	62%	14,195	21%	3,706	6%	2,998	5%	4,064	6%	66,405	42,988	59%	12,938	18%	3,977	5%	3,798	5%	8,834	12%	72,535		
All		135,341	49%	74,617	27%	23,597	9%	19,849	7%	21,094	8%	274,498	116,480	39%	62,910	21%	25,165	8%	26,842	9%	65,936	22%	297,333		

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 13A. All Grades in First Semester Non-Core Foundation Courses, 2019-2020 and 2020-2021 - District Students Grades 6-12 (Excludes TCAH)																							
		Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
		"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
		N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																							
6-8	66,748	57%	29,128	25%	8,523	7%	6,528	6%	5,837	5%	116,764	51,930	39%	26,934	20%	11,152	8%	13,056	10%	29,987	23%	133,059	
9-12	64,191	44%	42,813	29%	14,186	10%	12,420	8%	13,783	9%	147,393	57,677	38%	32,201	21%	12,941	9%	12,658	8%	35,006	23%	150,483	
Instructional Mode																							
Remote	Not Applicable											75,787	41%	38,752	21%	15,323	8%	16,210	9%	40,581	22%	186,653	
Face-to-Face	Not Applicable											32,978	36%	19,708	21%	8,435	9%	9,025	10%	22,263	24%	92,409	
Race/Ethnicity																							
Hispanic	76,604	46%	47,332	29%	15,194	9%	12,923	8%	13,631	8%	165,684	60,394	34%	37,899	21%	16,061	9%	17,428	10%	46,861	26%	178,643	
African American	28,835	46%	18,202	29%	6,084	10%	5,018	8%	5,008	8%	63,147	23,841	35%	15,719	23%	6,456	10%	6,753	10%	14,767	22%	67,536	
White	14,843	71%	3,949	19%	916	4%	641	3%	664	3%	21,013	14,518	66%	3,431	16%	977	4%	959	4%	2,004	9%	21,889	
Asian	8,302	77%	1,726	16%	330	3%	207	2%	156	1%	10,721	8,548	74%	1,403	12%	387	3%	345	3%	813	7%	11,496	
Other	2,355	66%	732	20%	185	5%	159	4%	161	4%	3,592	2,306	58%	683	17%	212	5%	229	6%	548	14%	3,978	
English Learners																							
Yes	22,844	38%	17,873	30%	6,721	11%	6,262	10%	6,783	11%	60,483	17,612	25%	15,123	21%	7,281	10%	8,280	12%	22,735	32%	71,031	
No	108,095	53%	54,068	27%	15,988	8%	12,686	6%	12,837	6%	203,674	91,995	43%	44,012	21%	16,812	8%	17,434	8%	42,258	20%	212,511	
Gifted/Talented																							
Yes	44,530	71%	12,870	20%	2,621	4%	1,720	3%	1,422	2%	63,163	40,449	62%	11,101	17%	3,379	5%	3,010	5%	6,987	11%	64,926	
No	86,409	43%	59,071	29%	20,088	10%	17,228	9%	18,198	9%	200,994	69,158	32%	48,034	22%	20,714	9%	22,704	10%	58,006	27%	218,616	
Special Education																							
Yes	9,591	40%	6,856	29%	2,576	11%	2,482	10%	2,319	10%	23,824	9,195	33%	6,358	23%	2,774	10%	3,217	11%	6,610	23%	28,154	
No	121,348	50%	65,085	27%	20,133	8%	16,466	7%	17,301	7%	240,333	100,412	39%	52,777	21%	21,319	8%	22,497	9%	58,383	23%	255,388	
Economically Disadvantaged																							
Yes	92,393	45%	59,148	29%	19,419	10%	16,329	8%	16,411	8%	203,700	71,137	33%	48,066	22%	20,558	9%	22,352	10%	56,670	26%	218,783	
No	38,546	64%	12,793	21%	3,290	5%	2,619	4%	3,209	5%	60,457	38,470	59%	11,069	17%	3,535	5%	3,362	5%	8,323	13%	64,759	
All	130,939	50%	71,941	27%	22,709	9%	18,948	7%	19,620	7%	264,157	109,607	39%	59,135	21%	24,093	8%	25,714	9%	64,993	23%	283,542	

Appendix D: All Grades in First Semester by Content Area, 2019–2020 and 2020–2021, Continued

Table 13C. All Grades in First Semester Non-Core Foundation Courses, 2019-2020 and 2020-2021 - TCAH Students Grades 6-12

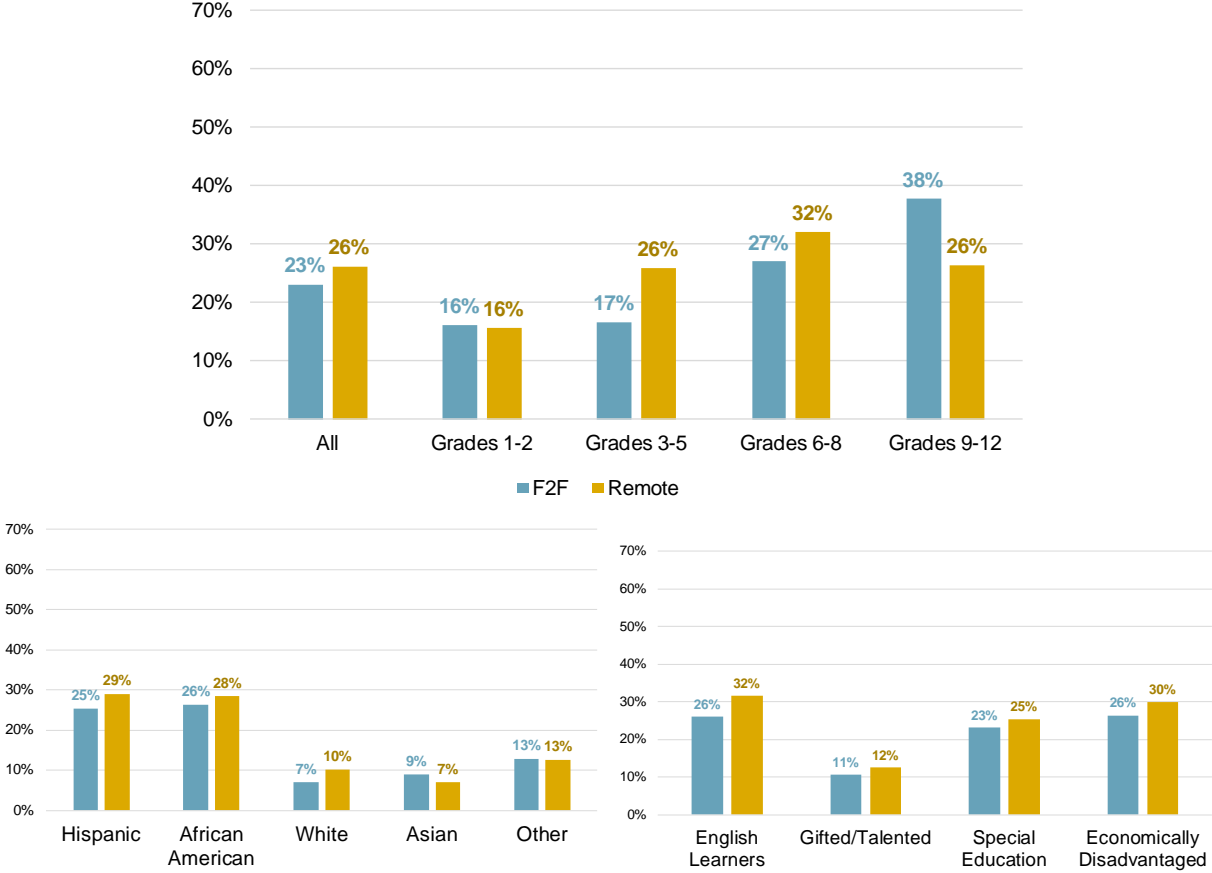
	Semester 1 2019-2020 School Year											Semester 1 2020-2021 School Year										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																						
6-8	709	50%	347	25%	82	6%	78	6%	193	14%	1,409	1,067	54%	507	26%	125	6%	130	7%	155	8%	1,984
9-12	3,313	44%	1,889	25%	590	8%	602	8%	1,209	16%	7,603	4,208	52%	2,118	26%	581	7%	618	8%	615	8%	8,140
Race/Ethnicity																						
Hispanic	1,141	40%	713	25%	236	8%	241	8%	528	18%	2,859	1,407	48%	774	27%	229	8%	234	8%	258	9%	2,902
African American	405	41%	262	26%	73	7%	85	9%	170	17%	995	601	46%	387	30%	92	7%	104	8%	115	9%	1,299
White	2,021	47%	1,056	25%	303	7%	307	7%	594	14%	4,281	2,628	54%	1,256	26%	324	7%	350	7%	339	7%	4,897
Asian	243	65%	67	18%	18	5%	13	3%	35	9%	376	318	72%	66	15%	19	4%	16	4%	22	5%	441
Other	212	42%	138	28%	42	8%	34	7%	75	15%	501	321	55%	142	24%	42	7%	44	8%	36	6%	585
English Learners																						
Yes	13	23%	10	18%	5	9%	7	12%	22	39%	57	26	30%	33	38%	11	13%	7	8%	11	13%	88
No	4,009	45%	2,226	25%	667	7%	673	8%	1,380	15%	8,955	5,249	52%	2,592	26%	695	7%	741	7%	759	8%	10,036
Gifted/Talented																						
Yes	43	65%	16	24%	2	3%	2	3%	3	5%	66	66	62%	17	16%	8	8%	6	6%	9	8%	106
No	3,979	44%	2,220	25%	670	7%	678	8%	1,399	16%	8,946	5,209	52%	2,608	26%	698	7%	742	7%	761	8%	10,018
Special Education																						
Yes	179	34%	131	25%	60	11%	57	11%	101	19%	528	219	43%	162	31%	57	11%	49	10%	28	5%	515
No	3,843	45%	2,105	25%	612	7%	623	7%	1,301	15%	8,484	5,056	53%	2,463	26%	649	7%	699	7%	742	8%	9,609
Economically Disadvantaged																						
Yes	1,290	38%	963	28%	305	9%	322	9%	554	16%	3,434	1,528	44%	977	28%	309	9%	353	10%	274	8%	3,441
No	2,732	49%	1,273	23%	367	7%	358	6%	848	15%	5,578	3,747	56%	1,648	25%	397	6%	395	6%	496	7%	6,683
All	4,022	45%	2,236	25%	672	7%	680	8%	1,402	16%	9,012	5,275	52%	2,625	26%	706	7%	748	7%	770	8%	10,124

Appendix E: Face-to-Face, Remote, and TCAH Students with One or More “F” Grades

	Face-to-Face			Remote			Texas Connections		
	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level									
1-2	16,320	3,222	20%	12,734	2,450	19%			
3-5	22,060	5,636	26%	22,056	7,888	36%			
6-8	13,596	7,544	55%	23,446	13,525	58%	2,403	360	15%
9-12	14,101	8,860	63%	34,251	15,790	46%	3,489	728	21%
Race/Ethnicity									
Hispanic	41,439	17,310	42%	59,622	27,996	47%	1,712	381	22%
African American	15,321	6,593	43%	20,399	9,519	47%	754	162	21%
White	6,553	874	13%	6,059	1,163	19%	2,801	453	16%
Asian	1,733	274	16%	5,111	648	13%	274	32	12%
Other	1,031	211	20%	1,296	327	25%	351	60	17%
English Learners									
Yes	24,312	10,172	42%	28,808	14,130	49%	52	14	27%
No	41,765	15,090	36%	63,679	25,523	40%	5,840	1,074	18%
Gifted/Talented									
Yes	10,231	2,088	20%	20,060	4,802	24%	63	13	21%
No	55,846	23,174	41%	72,427	34,851	48%	5,829	1,075	18%
Special Education									
Yes	6,864	2,714	40%	8,493	3,638	43%	313	44	14%
No	59,219	22,548	38%	83,994	36,015	43%	5,579	1,044	19%
Economically Disadvantaged									
Yes	53,201	22,958	43%	73,426	35,581	48%	1,995	449	23%
No	12,876	2,304	18%	19,061	4,072	21%	3,897	639	16%
All	66,077	25,262	38%	92,487	39,653	43%	5,892	1,088	18%

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area

Figure F-1. Percentage of F2F and Remote Students with “F” Grades – Reading/ELA 2020–2021 First Semester



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

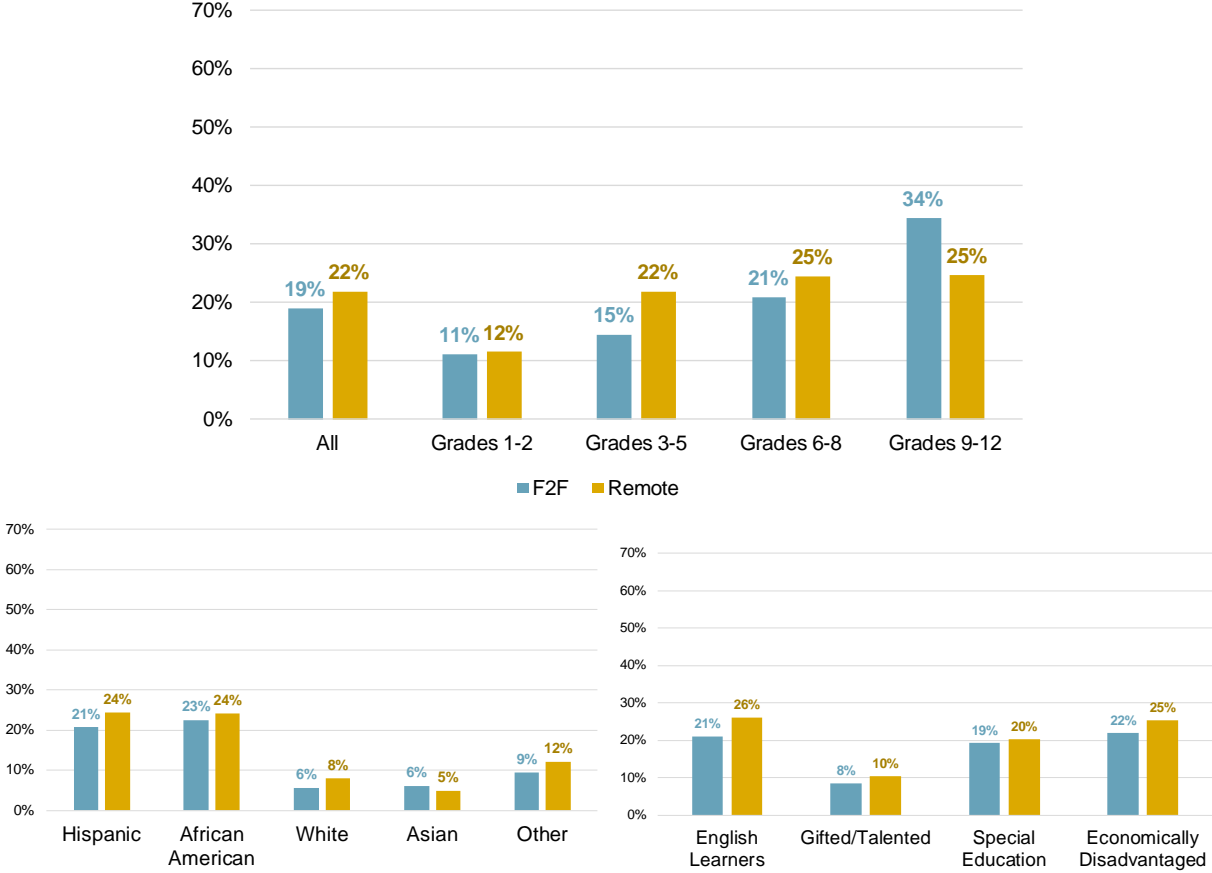
Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Table 15. Face-to-Face and Remote Students With One or More "F" Grades - Reading/ELA 2020-2021 First Semester							
		Face-to-Face			Remote		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level							
	1-2	16,307	2,622	16%	12,718	1,983	16%
	3-5	21,998	3,644	17%	21,983	5,675	26%
	6-8	13,437	3,627	27%	23,155	7,419	32%
	9-12	13,955	5,269	38%	33,844	8,922	26%
Race/Ethnicity							
	Hispanic	41,227	10,429	25%	59,175	17,147	29%
	African American	15,191	3,991	26%	20,156	5,723	28%
	White	6,532	457	7%	5,992	611	10%
	Asian	1,722	154	9%	5,091	356	7%
	Other	1,025	131	13%	1,286	162	13%
English Learners							
	Yes	24,222	6,303	26%	28,657	9,057	32%
	No	41,475	8,859	21%	63,043	14,942	24%
Gifted/Talented							
	Yes	10,208	1,078	11%	19,952	2,485	12%
	No	55,489	14,084	25%	71,748	21,514	30%
Special Education							
	Yes	6,770	1,564	23%	8,337	2,120	25%
	No	58,927	13,598	23%	83,363	21,879	26%
Economically Disadvantaged							
	Yes	52,870	13,946	26%	72,795	21,869	30%
	No	12,827	1,216	9%	18,905	2,130	11%
All		65,697	15,162	23%	91,700	23,999	26%

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Figure F-2. Percentage of F2F and Remote Students with “F” Grades – Math 2020–2021 First Semester



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

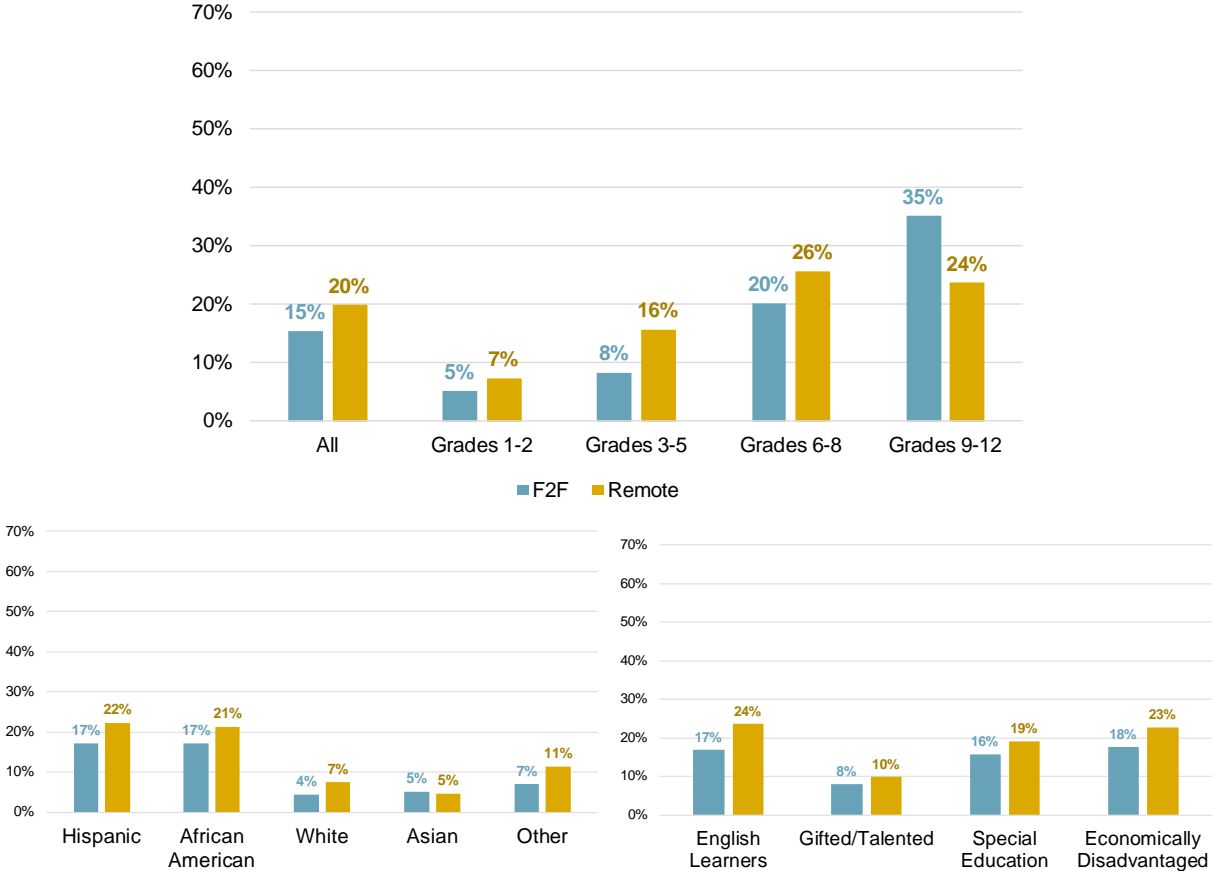
Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

		Face-to-Face			Remote		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level							
	1-2	16,243	1,800	11%	12,676	1,468	12%
	3-5	21,888	3,192	15%	21,887	4,803	22%
	6-8	8,639	1,800	21%	15,471	3,800	25%
	9-12	13,473	4,642	34%	32,631	8,033	25%
Race/Ethnicity							
	Hispanic	37,468	7,771	21%	52,809	12,910	24%
	African American	13,801	3,110	23%	17,968	4,354	24%
	White	6,322	358	6%	5,726	452	8%
	Asian	1,671	103	6%	4,945	241	5%
	Other	981	92	9%	1,217	147	12%
English Learners							
	Yes	21,835	4,598	21%	25,088	6,551	26%
	No	38,408	6,836	18%	57,577	11,553	20%
Gifted/Talented							
	Yes	9,999	846	8%	19,292	2,004	10%
	No	50,244	10,588	21%	63,373	16,100	25%
Special Education							
	Yes	6,132	1,182	19%	7,366	1,500	20%
	No	54,111	10,252	19%	75,299	16,604	22%
Economically Disadvantaged							
	Yes	47,897	10,483	22%	64,645	16,394	25%
	No	12,346	951	8%	18,020	1,710	9%
All		60,243	11,434	19%	82,665	18,104	22%

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Figure F-3. Percentage of F2F and Remote Students with “F” Grades – Science 2020–2021 First Semester



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

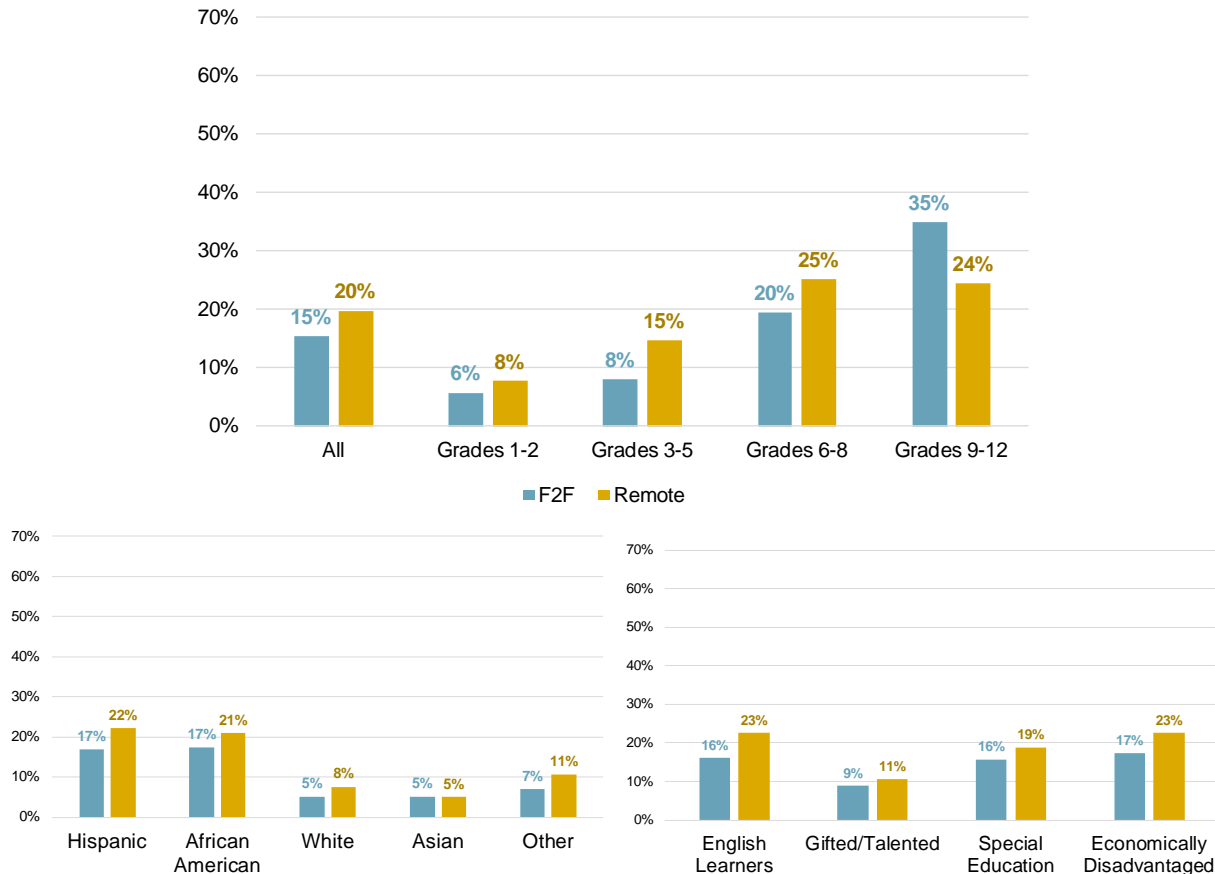
Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Table 17. Face-to-Face and Remote Students With One or More "F" Grades - Science 2020-2021 First Semester							
		Face-to-Face			Remote		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level							
	1-2	16,230	833	5%	12,648	937	7%
	3-5	21,882	1,823	8%	21,858	3,427	16%
	6-8	13,499	2,731	20%	23,254	5,989	26%
	9-12	12,921	4,537	35%	30,888	7,312	24%
Race/Ethnicity							
	Hispanic	40,523	6,944	17%	57,257	12,746	22%
	African American	14,822	2,539	17%	19,380	4,118	21%
	White	6,462	285	4%	5,785	431	7%
	Asian	1,710	86	5%	4,975	229	5%
	Other	1,015	70	7%	1,251	141	11%
English Learners							
	Yes	23,997	4,035	17%	28,215	6,650	24%
	No	40,535	5,889	15%	60,433	11,015	18%
Gifted/Talented							
	Yes	10,047	803	8%	19,266	1,902	10%
	No	54,485	9,121	17%	69,382	15,763	23%
Special Education							
	Yes	6,681	1,049	16%	8,125	1,554	19%
	No	57,851	8,875	15%	80,523	16,111	20%
Economically Disadvantaged							
	Yes	51,889	9,091	18%	70,439	16,053	23%
	No	12,643	833	7%	18,209	1,612	9%
All		64,532	9,924	15%	88,648	17,665	20%

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Figure F-4. Percentage of F2F and Remote Students with “F” Grades – Social Studies 2020–2021 First Semester



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

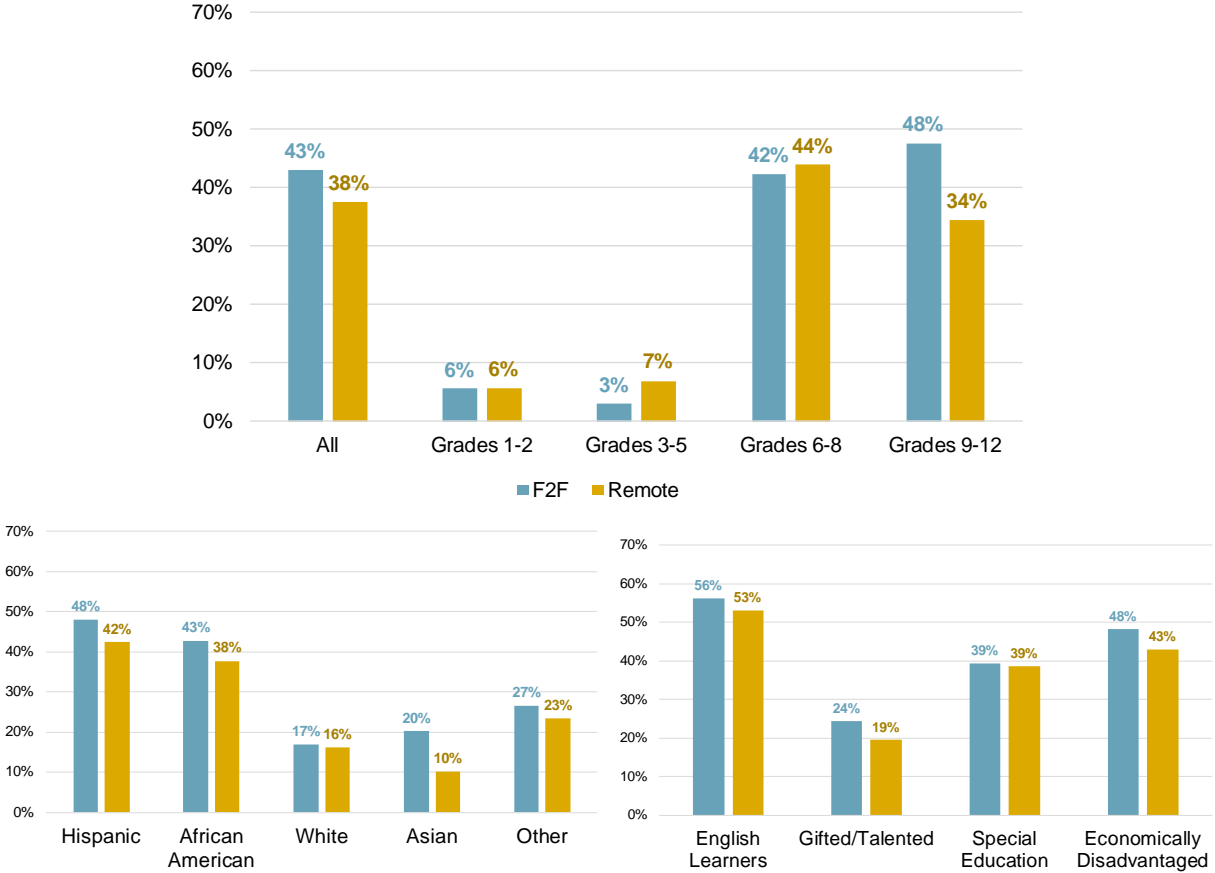
Note: “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Table 18. Face-to-Face and Remote Students With One or More "F" Grades - Social Studies 2020-2021 First Semester							
		Face-to-Face			Remote		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level							
	1-2	16,174	933	6%	12,614	975	8%
	3-5	21,753	1,766	8%	21,776	3,197	15%
	6-8	13,474	2,636	20%	23,153	5,826	25%
	9-12	13,153	4,590	35%	31,211	7,619	24%
Race/Ethnicity							
	Hispanic	40,500	6,860	17%	57,383	12,735	22%
	African American	14,877	2,579	17%	19,482	4,070	21%
	White	6,464	330	5%	5,760	438	8%
	Asian	1,699	86	5%	4,888	243	5%
	Other	1,014	70	7%	1,241	131	11%
English Learners							
	Yes	23,876	3,827	16%	28,161	6,361	23%
	No	40,678	6,098	15%	60,593	11,256	19%
Gifted/Talented							
	Yes	10,117	896	9%	19,337	2,066	11%
	No	54,437	9,029	17%	69,417	15,551	22%
Special Education							
	Yes	6,616	1,040	16%	8,048	1,515	19%
	No	57,938	8,885	15%	80,706	16,102	20%
Economically Disadvantaged							
	Yes	51,904	9,056	17%	70,576	15,921	23%
	No	12,650	869	7%	18,178	1,696	9%
All		64,554	9,925	15%	88,754	17,617	20%

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

Figure F-5. Percentage of F2F and Remote Students with “F” Grades – Non-Core Foundation Courses 2020–2021 First Semester



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Non-Core Foundation” refers to courses that do not fall under the four core foundation areas (i.e., fine arts, physical education, CTE, special education LifeSkills, etc.). Most elementary schools do not assign numeric grades to non-core foundation courses. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix F: Face-to-Face and Remote Students with One or More “F” Grades by Content Area, Continued

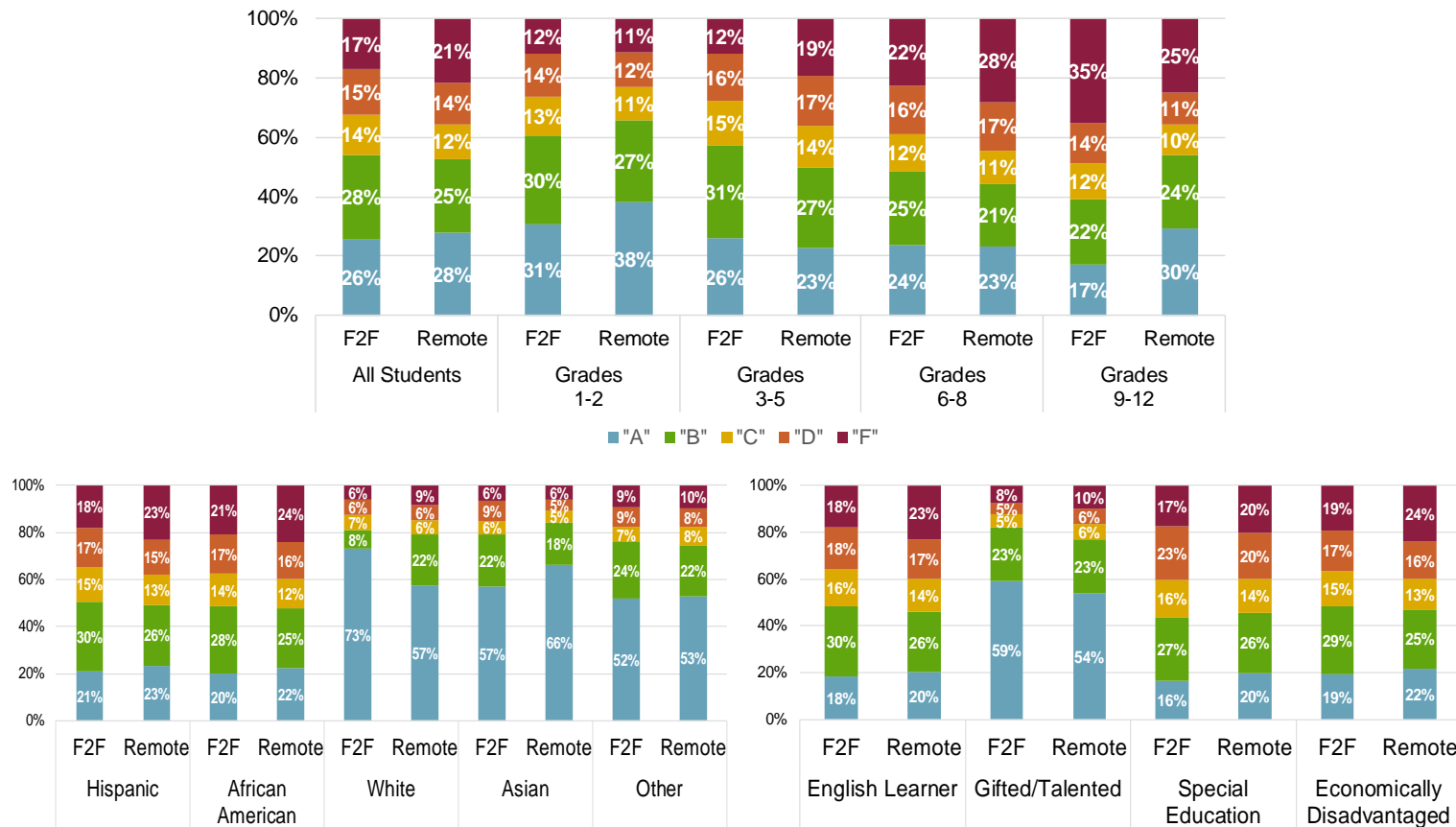
Table 19. Face-to-Face and Remote Students With One or More "F" Grades - Non-Core Foundation Courses 2020-2021 First Semester							
		Face-to-Face			Remote		
		Total N	N with "F"	% with "F"	Total N	N with "F"	% with "F"
Grade Level							
	1-2	628	35	6%	594	34	6%
	3-5	771	23	3%	861	60	7%
	6-8	13,545	5,721	42%	23,385	10,270	44%
	9-12	13,984	6,664	48%	33,950	11,690	34%
Race/Ethnicity							
	Hispanic	18,317	8,789	48%	37,535	15,903	42%
	African American	6,940	2,971	43%	13,168	4,970	38%
	White	2,643	449	17%	4,173	673	16%
	Asian	615	124	20%	3,103	318	10%
	Other	413	110	27%	811	190	23%
English Learners							
	Yes	8,271	4,650	56%	13,761	7,317	53%
	No	20,657	7,793	38%	45,029	14,737	33%
Gifted/Talented							
	Yes	5,419	1,323	24%	14,861	2,895	19%
	No	23,509	11,120	47%	43,929	19,159	44%
Special Education							
	Yes	3,543	1,392	39%	5,839	2,254	39%
	No	25,385	11,051	44%	52,951	19,800	37%
Economically Disadvantaged							
	Yes	23,093	11,162	48%	45,661	19,595	43%
	No	5,835	1,281	22%	13,129	2,459	19%
All		28,928	12,443	43%	58,790	22,054	38%

Appendix G: All Grades in First Semester by Face-to-Face and Remote Learners

Grade Level	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1-2	31,485	36%	26,188	30%	10,683	12%	11,011	13%	8,009	9%	87,376	28,745	42%	18,546	27%	7,063	10%	7,340	11%	6,837	10%	68,531
3-5	32,670	29%	36,124	32%	15,904	14%	17,056	15%	12,351	11%	114,105	28,851	25%	30,912	27%	15,150	13%	18,474	16%	20,669	18%	114,056
6-8	34,056	32%	24,497	23%	11,007	10%	13,781	13%	21,948	21%	105,289	57,314	32%	37,864	21%	17,118	9%	23,759	13%	44,911	25%	180,966
9-12	23,653	22%	22,870	22%	11,899	11%	14,117	13%	33,486	32%	106,025	85,694	34%	58,924	24%	24,152	10%	25,137	10%	56,489	23%	250,396
Race/Ethnicity																						
Hispanic	64,855	25%	71,837	27%	33,807	13%	38,669	15%	53,138	20%	262,306	110,839	28%	96,560	24%	43,966	11%	52,376	13%	93,225	23%	396,966
African American	23,012	24%	25,537	27%	12,415	13%	14,045	15%	19,068	20%	94,077	37,637	28%	34,169	25%	15,296	11%	18,131	13%	29,641	22%	134,874
White	24,415	61%	8,816	22%	2,210	6%	2,052	5%	2,300	6%	39,793	24,288	60%	8,164	20%	2,278	6%	2,291	6%	3,317	8%	40,338
Asian	6,238	60%	2,088	20%	635	6%	713	7%	715	7%	10,389	23,278	70%	5,549	17%	1,368	4%	1,327	4%	1,742	5%	33,264
Other	3,344	54%	1,401	22%	426	7%	486	8%	573	9%	6,230	4,562	54%	1,804	21%	575	7%	585	7%	981	12%	8,507
English Learners																						
Yes	31,577	21%	42,798	28%	21,546	14%	25,158	17%	31,076	20%	152,155	41,278	22%	45,937	24%	23,359	12%	29,115	16%	47,863	26%	187,552
No	90,287	35%	66,881	26%	27,947	11%	30,807	12%	44,718	17%	260,640	159,326	37%	100,309	24%	40,124	9%	45,595	11%	81,043	19%	426,397
Gifted/Talented																						
Yes	38,560	58%	14,160	21%	3,820	6%	3,613	5%	6,123	9%	66,276	78,102	57%	29,211	21%	8,522	6%	8,179	6%	13,957	10%	137,971
No	83,304	24%	95,519	28%	45,673	13%	52,352	15%	69,671	20%	346,519	122,502	26%	117,035	25%	54,961	12%	66,531	14%	114,949	24%	475,978
Special Education																						
Yes	9,329	22%	11,529	27%	6,197	14%	8,163	19%	8,040	19%	43,258	14,034	25%	14,442	25%	7,100	12%	9,597	17%	11,677	21%	56,850
No	112,535	30%	98,150	27%	43,296	12%	47,802	13%	67,754	18%	369,537	186,570	33%	131,804	24%	56,383	10%	65,113	12%	117,229	21%	557,099
Economically Disadvantaged																						
Yes	76,397	23%	91,378	27%	44,376	13%	51,075	15%	69,420	21%	332,646	128,074	26%	118,995	24%	55,530	11%	66,800	14%	116,909	24%	486,308
No	45,467	57%	18,301	23%	5,117	6%	4,890	6%	6,374	8%	80,149	72,530	57%	27,251	21%	7,953	6%	7,910	6%	11,997	9%	127,641
All	121,864	30%	109,679	27%	49,493	12%	55,965	14%	75,794	18%	412,795	200,604	33%	146,246	24%	63,483	10%	74,710	12%	128,906	21%	613,949

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas

Figure H-1. All Grades in First Semester 2020–2021 Reading/ELA, F2F and Remote Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

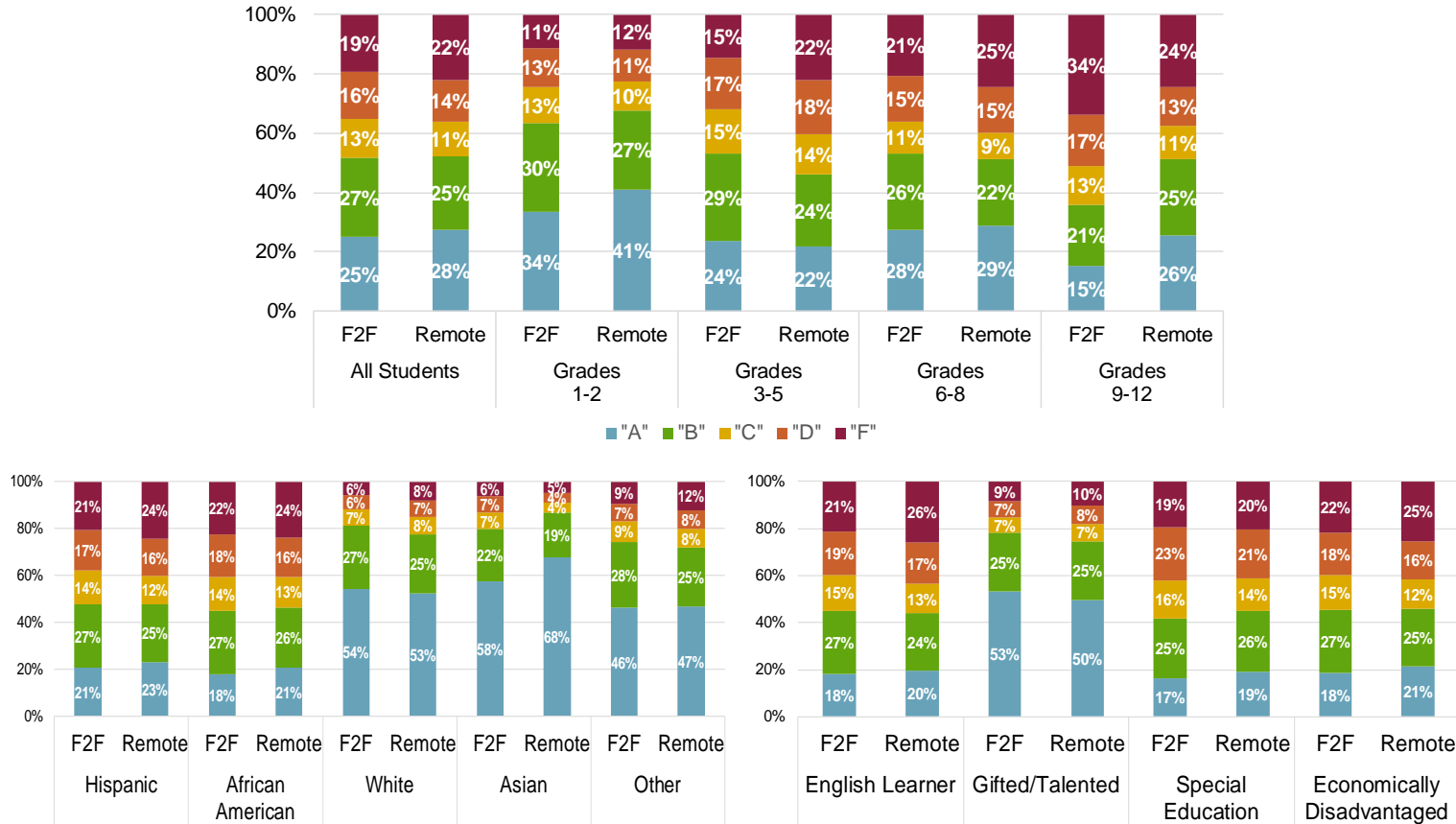
Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
Grade Level																						
1-2	11,622	31%	11,307	30%	5,028	13%	5,451	14%	4,406	12%	37,814	11,396	38%	8,157	27%	3,316	11%	3,468	12%	3,417	11%	29,754
3-5	12,345	26%	14,859	31%	7,064	15%	7,552	16%	5,538	12%	47,358	10,838	23%	12,766	27%	6,591	14%	7,883	17%	9,168	19%	47,246
6-8	4,949	24%	5,281	25%	2,621	12%	3,450	16%	4,706	22%	21,007	8,330	23%	7,587	21%	4,010	11%	5,924	17%	9,997	28%	35,848
9-12	3,287	17%	4,223	22%	2,240	12%	2,662	14%	6,658	35%	19,070	12,740	30%	10,547	24%	4,493	10%	4,545	11%	10,778	25%	43,103
Race/Ethnicity																						
Hispanic	17,315	21%	24,360	30%	12,078	15%	13,599	17%	14,930	18%	82,282	24,396	23%	27,019	26%	13,259	13%	15,626	15%	24,047	23%	104,347
African American	5,339	20%	7,459	28%	3,643	14%	4,500	17%	5,445	21%	26,386	7,258	22%	8,172	25%	4,030	12%	5,090	16%	7,857	24%	32,407
White	6,826	73%	725	8%	629	7%	591	6%	564	6%	9,335	5,164	57%	1,967	22%	550	6%	551	6%	768	9%	9,000
Asian	1,789	57%	698	22%	186	6%	271	9%	204	6%	3,148	5,394	66%	1,456	18%	409	5%	394	5%	484	6%	8,137
Other	934	52%	428	24%	117	7%	154	9%	165	9%	1,798	1,092	53%	443	22%	162	8%	159	8%	204	10%	2,060
English Learners																						
Yes	10,007	18%	16,247	30%	8,661	16%	9,777	18%	9,630	18%	54,322	12,034	20%	15,390	26%	8,325	14%	10,032	17%	13,720	23%	59,501
No	22,196	31%	19,423	27%	8,292	12%	9,338	13%	11,678	16%	70,927	31,270	32%	23,667	25%	10,085	10%	11,788	12%	19,640	20%	96,450
Gifted/Talented																						
Yes	10,152	59%	3,952	23%	944	5%	842	5%	1,298	8%	17,188	16,105	54%	6,880	23%	1,936	6%	1,941	6%	3,024	10%	29,886
No	22,051	20%	31,718	29%	16,009	15%	18,273	17%	20,010	19%	108,061	27,199	22%	32,177	26%	16,474	13%	19,879	16%	30,336	24%	126,065
Special Education																						
Yes	2,046	16%	3,382	27%	2,011	16%	2,842	23%	2,172	17%	12,453	2,835	20%	3,703	26%	2,050	14%	2,826	20%	2,872	20%	14,286
No	30,157	27%	32,288	29%	14,942	13%	16,273	14%	19,136	17%	112,796	40,469	29%	35,354	25%	16,360	12%	18,994	13%	30,488	22%	141,665
Economically Disadvantaged																						
Yes	19,873	19%	30,173	29%	15,536	15%	17,791	17%	19,800	19%	103,173	27,601	22%	32,443	25%	16,497	13%	19,982	16%	30,738	24%	127,261
No	12,330	56%	5,497	25%	1,417	6%	1,324	6%	1,508	7%	22,076	15,703	55%	6,614	23%	1,913	7%	1,838	6%	2,622	9%	28,690
All	32,203	26%	35,670	28%	16,953	14%	19,115	15%	21,308	17%	125,249	43,304	28%	39,057	25%	18,410	12%	21,820	14%	33,360	21%	155,951

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Figure H-2. All Grades in First Semester 2020–2021 Math, F2F and Remote Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Grade Level	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1-2	5,476	34%	4,827	30%	2,036	13%	2,140	13%	1,800	11%	16,279	5,222	41%	3,378	27%	1,272	10%	1,363	11%	1,469	12%	12,704
3-5	5,186	24%	6,476	29%	3,305	15%	3,798	17%	3,201	15%	21,966	4,790	22%	5,342	24%	2,992	14%	4,025	18%	4,809	22%	21,958
6-8	2,405	28%	2,230	26%	972	11%	1,327	15%	1,809	21%	8,743	4,539	29%	3,476	22%	1,404	9%	2,358	15%	3,822	25%	15,599
9-12	2,220	15%	2,965	21%	1,850	13%	2,467	17%	4,869	34%	14,371	8,960	26%	8,894	25%	3,985	11%	4,592	13%	8,472	24%	34,903
Race/Ethnicity																						
Hispanic	7,867	21%	10,342	27%	5,498	14%	6,579	17%	7,953	21%	38,239	12,516	23%	13,521	25%	6,499	12%	8,573	16%	13,281	24%	54,390
African American	2,518	18%	3,782	27%	2,033	14%	2,567	18%	3,160	22%	14,060	3,801	21%	4,776	26%	2,390	13%	3,030	16%	4,437	24%	18,434
White	3,469	54%	1,716	27%	428	7%	395	6%	366	6%	6,374	3,094	53%	1,467	25%	455	8%	409	7%	462	8%	5,887
Asian	975	58%	376	22%	117	7%	119	7%	106	6%	1,693	3,512	68%	1,011	19%	207	4%	224	4%	241	5%	5,195
Other	458	46%	282	28%	87	9%	72	7%	94	9%	993	588	47%	315	25%	102	8%	102	8%	151	12%	1,258
English Learners																						
Yes	4,007	18%	6,037	27%	3,364	15%	4,134	19%	4,693	21%	22,235	5,067	20%	6,165	24%	3,224	13%	4,475	17%	6,698	26%	25,629
No	11,280	29%	10,461	27%	4,799	12%	5,598	14%	6,986	18%	39,124	18,444	31%	14,925	25%	6,429	11%	7,863	13%	11,874	20%	59,535
Gifted/Talented																						
Yes	5,384	53%	2,537	25%	684	7%	672	7%	866	9%	10,143	9,950	50%	4,989	25%	1,497	7%	1,523	8%	2,052	10%	20,011
No	9,903	19%	13,961	27%	7,479	15%	9,060	18%	10,813	21%	51,216	13,561	21%	16,101	25%	8,156	13%	10,815	17%	16,520	25%	65,153
Special Education																						
Yes	1,035	17%	1,572	25%	1,012	16%	1,422	23%	1,206	19%	6,247	1,437	19%	1,949	26%	1,056	14%	1,574	21%	1,532	20%	7,548
No	14,252	26%	14,926	27%	7,151	13%	8,310	15%	10,473	19%	55,112	22,074	28%	19,141	25%	8,597	11%	10,764	14%	17,040	22%	77,616
Economically Disadvantaged																						
Yes	9,036	18%	13,121	27%	7,192	15%	8,808	18%	10,703	22%	48,860	14,176	21%	16,417	25%	8,233	12%	10,885	16%	16,813	25%	66,524
No	6,251	50%	3,377	27%	971	8%	924	7%	976	8%	12,499	9,335	50%	4,673	25%	1,420	8%	1,453	8%	1,759	9%	18,640
All	15,287	25%	16,498	27%	8,163	13%	9,732	16%	11,679	19%	61,359	23,511	28%	21,090	25%	9,653	11%	12,338	14%	18,572	22%	85,164

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Figure H-3. All Grades in First Semester 2020–2021 Science, F2F and Remote Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

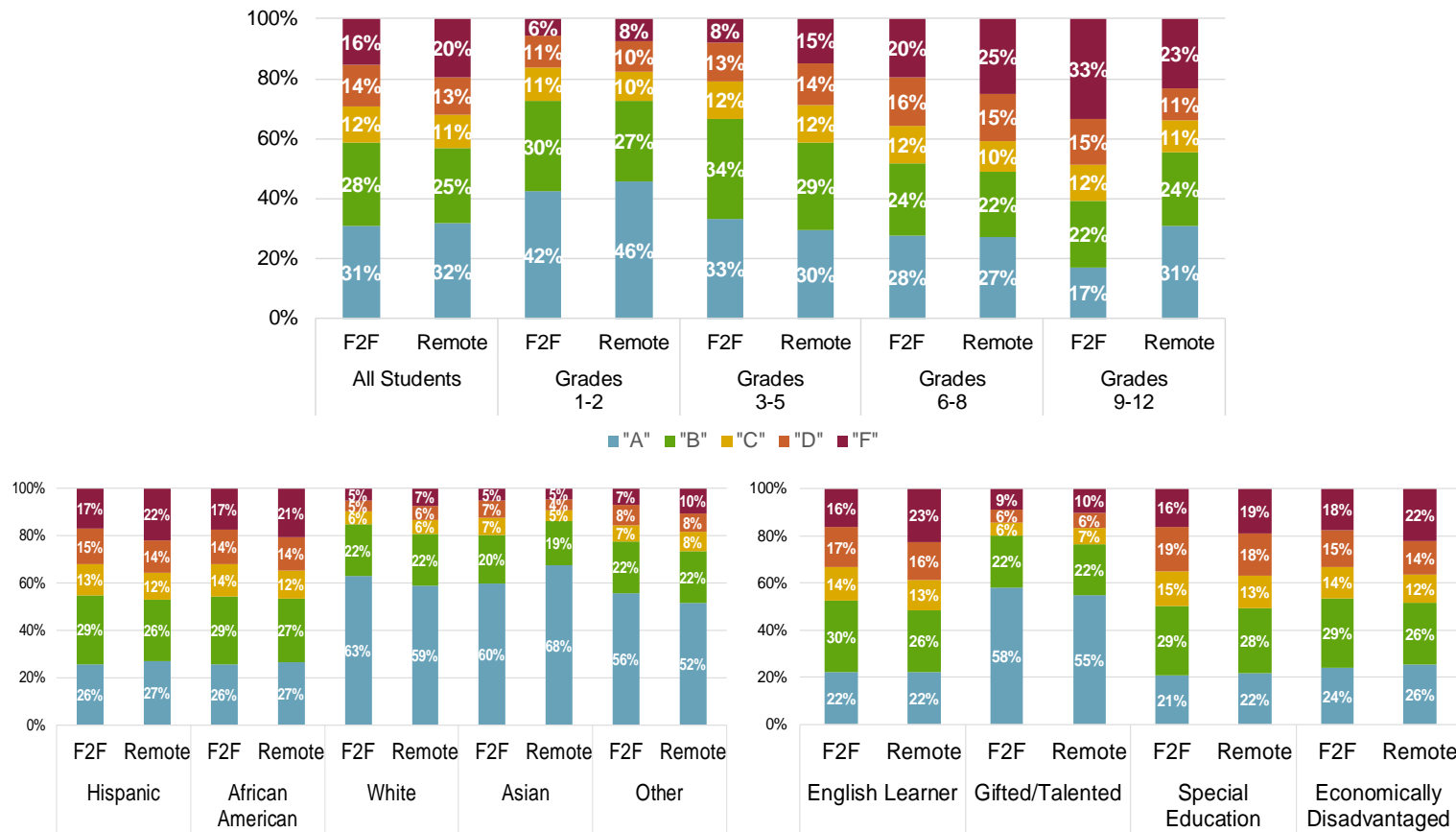
Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Table 23. All Grades in First Semester Science 2020-2021 by Face-to-Face and Remote Students

Grade Level	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1-2	7,192	44%	4,929	30%	1,728	11%	1,605	10%	833	5%	16,287	5,983	47%	3,394	27%	1,180	9%	1,203	9%	938	7%	12,698
3-5	7,424	34%	7,257	33%	2,674	12%	2,787	13%	1,823	8%	21,965	6,230	28%	6,158	28%	2,756	13%	3,348	15%	3,429	16%	21,921
6-8	3,546	26%	3,466	26%	1,636	12%	2,188	16%	2,753	20%	13,589	5,993	26%	5,278	23%	2,458	11%	3,662	16%	6,018	26%	23,409
9-12	2,084	15%	2,941	21%	1,704	12%	2,344	17%	4,802	35%	13,875	9,346	28%	8,537	26%	3,460	10%	4,102	12%	7,729	23%	33,174
Race/Ethnicity																						
Hispanic	10,761	26%	12,042	29%	5,239	13%	6,075	15%	7,155	17%	41,272	15,083	26%	15,209	26%	6,758	12%	8,606	15%	13,057	22%	58,713
African American	6,717	37%	4,498	25%	1,975	11%	2,307	13%	2,603	14%	18,100	4,823	24%	5,495	28%	2,420	12%	2,978	15%	4,235	21%	19,951
White	4,114	63%	1,474	22%	349	5%	346	5%	293	4%	6,576	3,441	57%	1,337	22%	376	6%	409	7%	444	7%	6,007
Asian	1,006	60%	353	21%	110	7%	115	7%	87	5%	1,671	3,542	68%	1,008	19%	217	4%	239	5%	232	4%	5,238
Other	588	57%	226	22%	69	7%	81	8%	73	7%	1,037	663	51%	318	25%	83	6%	83	6%	146	11%	1,293
English Learners																						
Yes	5,666	23%	7,311	30%	3,281	13%	3,959	16%	4,139	17%	24,356	6,262	22%	7,327	26%	3,570	12%	4,764	17%	6,796	24%	28,719
No	14,580	35%	11,282	27%	4,461	11%	4,965	12%	6,072	15%	41,360	21,290	34%	16,040	26%	6,284	10%	7,551	12%	11,318	18%	62,483
Gifted/Talented																						
Yes	6,021	59%	2,220	22%	586	6%	591	6%	836	8%	10,254	10,619	53%	4,807	24%	1,309	7%	1,328	7%	1,960	10%	20,023
No	14,225	27%	16,373	31%	7,156	13%	8,333	16%	7,375	14%	53,462	16,933	24%	18,560	26%	8,545	12%	10,987	15%	16,154	23%	71,179
Special Education																						
Yes	1,382	20%	1,978	29%	1,023	15%	1,340	20%	1,085	16%	6,808	1,755	21%	2,213	27%	1,141	14%	1,597	19%	1,598	19%	8,304
No	18,864	32%	16,615	28%	6,719	11%	7,584	13%	9,126	15%	58,908	25,797	31%	21,154	26%	8,713	11%	10,718	13%	16,516	20%	82,898
Economically Disadvantaged																						
Yes	12,840	24%	15,590	29%	6,973	13%	8,100	15%	9,355	18%	52,858	17,355	24%	18,928	26%	8,615	12%	10,948	15%	16,455	23%	72,301
No	7,406	58%	3,003	23%	769	6%	824	6%	856	7%	12,858	10,197	54%	4,439	23%	1,239	7%	1,367	7%	1,659	9%	18,901
All	20,246	31%	18,593	28%	7,742	12%	8,924	14%	10,211	16%	65,716	27,552	30%	23,367	26%	9,854	11%	12,315	14%	18,114	20%	91,202

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Figure H-4. All Grades in First Semester 2020–2021 Social Studies, F2F and Remote Students Race/Ethnicity, and Other Special Populations



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

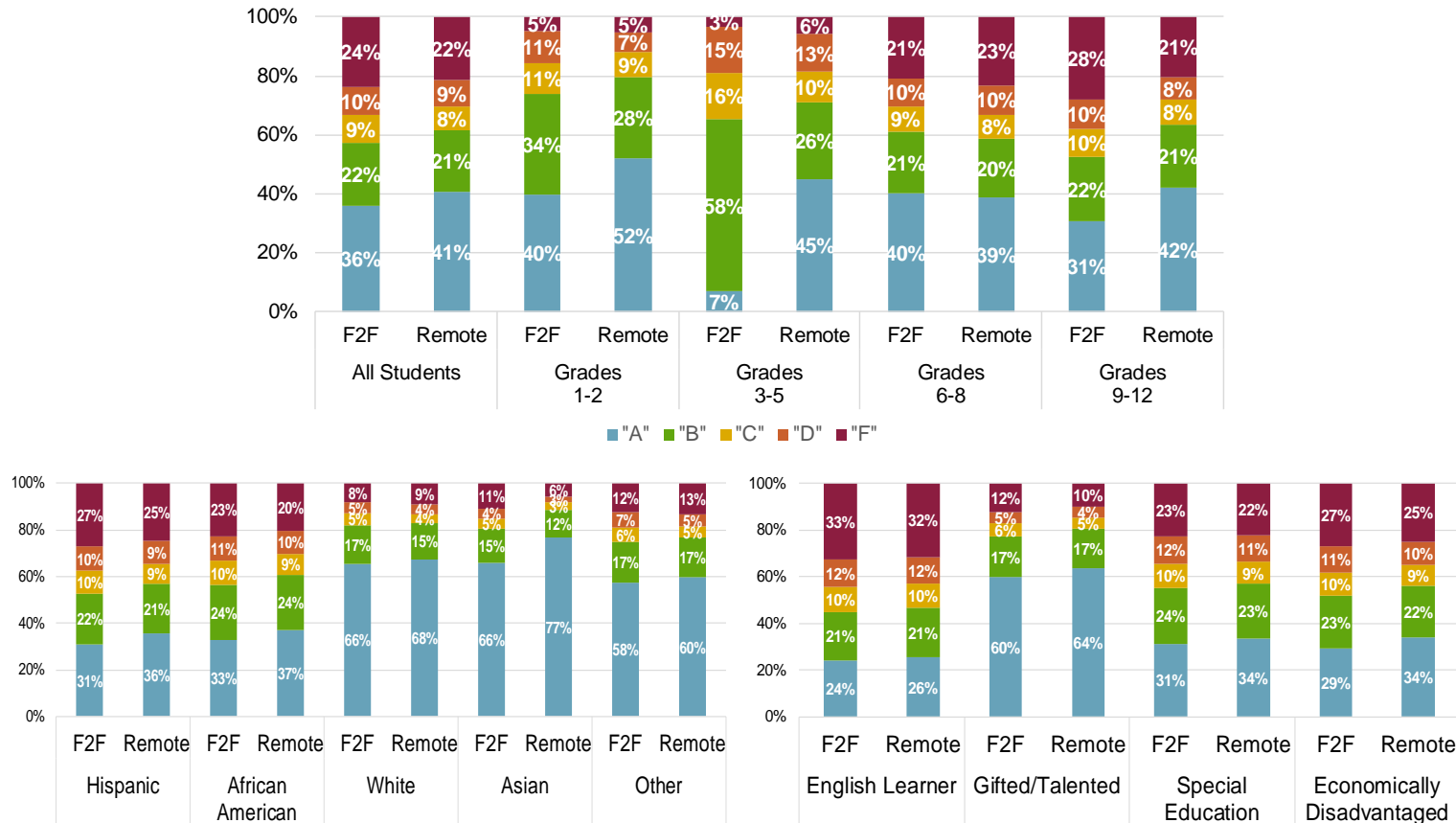
Note: "Other" includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Grade Level	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1-2	6,887	42%	4,863	30%	1,809	11%	1,731	11%	933	6%	16,223	5,774	46%	3,421	27%	1,234	10%	1,259	10%	975	8%	12,663
3-5	7,309	33%	7,415	34%	2,754	12%	2,817	13%	1,766	8%	22,061	6,490	30%	6,355	29%	2,696	12%	3,075	14%	3,197	15%	21,813
6-8	3,710	28%	3,294	24%	1,636	12%	2,201	16%	2,637	20%	13,478	6,327	27%	5,049	22%	2,368	10%	3,589	15%	5,826	25%	23,159
9-12	2,530	17%	3,259	22%	1,812	12%	2,234	15%	4,937	33%	14,772	10,986	31%	8,668	24%	3,769	11%	3,914	11%	8,177	23%	35,514
Race/Ethnicity																						
Hispanic	10,728	26%	12,187	29%	5,383	13%	6,265	15%	7,129	17%	41,692	16,390	27%	15,476	26%	6,966	12%	8,289	14%	13,179	22%	60,300
African American	3,917	26%	4,369	29%	2,063	14%	2,201	14%	2,646	17%	15,196	5,413	27%	5,397	27%	2,415	12%	2,848	14%	4,161	21%	20,234
White	4,181	63%	1,425	22%	368	6%	306	5%	338	5%	6,618	3,646	59%	1,377	22%	346	6%	379	6%	455	7%	6,203
Asian	1,032	60%	353	20%	125	7%	123	7%	89	5%	1,722	3,464	68%	958	19%	239	5%	217	4%	246	5%	5,124
Other	578	56%	227	22%	72	7%	88	8%	71	7%	1,036	664	52%	285	22%	101	8%	104	8%	134	10%	1,288
English Learners																						
Yes	5,452	22%	7,353	30%	3,480	14%	4,154	17%	4,000	16%	24,439	6,489	22%	7,565	26%	3,673	13%	4,657	16%	6,524	23%	28,908
No	14,984	36%	11,208	27%	4,531	11%	4,829	12%	6,273	15%	41,825	23,088	36%	15,928	25%	6,394	10%	7,180	11%	11,651	18%	64,241
Gifted/Talented																						
Yes	6,073	58%	2,268	22%	581	6%	580	6%	917	9%	10,419	11,309	55%	4,510	22%	1,403	7%	1,292	6%	2,133	10%	20,647
No	14,363	26%	16,293	29%	7,430	13%	8,403	15%	9,356	17%	55,845	18,268	25%	18,983	26%	8,664	12%	10,545	15%	16,042	22%	72,502
Special Education																						
Yes	1,414	21%	1,966	29%	1,002	15%	1,293	19%	1,076	16%	6,751	1,800	22%	2,317	28%	1,115	13%	1,513	18%	1,566	19%	8,311
No	19,022	32%	16,595	28%	7,009	12%	7,690	13%	9,197	15%	59,513	27,777	33%	21,176	25%	8,952	11%	10,324	12%	16,609	20%	84,838
Economically Disadvantaged																						
Yes	12,880	24%	15,643	29%	7,204	14%	8,197	15%	9,368	18%	53,292	18,867	26%	19,151	26%	8,821	12%	10,536	14%	16,387	22%	73,762
No	7,556	58%	2,918	22%	807	6%	786	6%	905	7%	12,972	10,710	55%	4,342	22%	1,246	6%	1,301	7%	1,788	9%	19,387
All	20,436	31%	18,561	28%	8,011	12%	8,983	14%	10,273	16%	66,264	29,557	32%	23,493	25%	10,067	11%	11,837	13%	18,175	20%	93,129

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Figure H-5. All Grades in First Semester 2020–2021 Non-Core Foundation Courses, F2F and Remote Students



Source: Chancery data extract, 2019–2020 Semester 1 grades; PowerSchool data extract, 2020–2021 Semester 1 grades.

Note: “Non-Core Foundation” refers to courses that do not fall under the four core foundation areas (i.e., fine arts, physical education, CTE, special education LifeSkills, etc.). Most elementary schools do not assign numeric grades to non-core foundation courses. “Other” includes students identified as Pacific Islander, American Indian, Two or More Races, and no answer provided. Percentages may not total 100 due to missing data and rounding.

Appendix H: All Grades in First Semester by Face-to-Face and Remote Learners by Content Areas, Continued

Grade Level	Face-to-Face Learners											Remote Learners										
	"A"		"B"		"C"		"D"		"F"		Total	"A"		"B"		"C"		"D"		"F"		Total
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
1-2	308	40%	262	34%	82	11%	84	11%	37	5%	773	370	52%	196	28%	61	9%	47	7%	38	5%	712
3-5	46	7%	387	58%	107	16%	102	15%	23	3%	665	503	45%	291	26%	115	10%	143	13%	66	6%	1,118
6-8	19,446	40%	10,226	21%	4,142	9%	4,615	10%	10,043	21%	48,472	32,125	39%	16,474	20%	6,878	8%	8,226	10%	19,248	23%	82,951
9-12	13,532	31%	9,482	22%	4,293	10%	4,410	10%	12,220	28%	43,937	43,662	42%	22,278	21%	8,445	8%	7,984	8%	21,333	21%	103,702
Race/Ethnicity																						
Hispanic	18,184	31%	12,906	22%	5,609	10%	6,151	10%	15,971	27%	58,821	42,454	36%	25,335	21%	10,484	9%	11,282	9%	29,661	25%	119,216
African American	7,521	33%	5,429	24%	2,401	10%	2,470	11%	5,214	23%	23,035	16,342	37%	10,329	24%	4,041	9%	4,285	10%	8,951	20%	43,948
White	5,825	66%	1,476	17%	436	5%	414	5%	739	8%	8,890	8,943	68%	2,016	15%	551	4%	543	4%	1,188	9%	13,241
Asian	1,376	66%	308	15%	97	5%	85	4%	229	11%	2,095	7,366	77%	1,116	12%	296	3%	253	3%	539	6%	9,570
Other	786	58%	238	17%	81	6%	91	7%	170	12%	1,366	1,555	60%	443	17%	127	5%	137	5%	346	13%	2,608
English Learners																						
Yes	6,445	24%	5,450	21%	2,760	10%	3,134	12%	8,614	33%	26,403	11,426	26%	9,490	21%	4,567	10%	5,187	12%	14,125	32%	44,795
No	27,247	40%	14,507	22%	5,864	9%	6,077	9%	13,709	20%	67,404	65,234	45%	29,749	21%	10,932	8%	11,213	8%	26,560	18%	143,688
Gifted/Talented																						
Yes	10,930	60%	3,183	17%	1,025	6%	928	5%	2,206	12%	18,272	30,119	64%	8,025	17%	2,377	5%	2,095	4%	4,788	10%	47,404
No	22,762	30%	17,174	23%	7,599	10%	8,283	11%	20,117	26%	75,935	46,541	33%	31,214	22%	13,122	9%	14,305	10%	35,897	25%	141,079
Special Education																						
Yes	3,452	31%	2,631	24%	1,149	10%	1,266	12%	2,501	23%	10,999	6,207	34%	4,260	23%	1,738	9%	2,087	11%	4,109	22%	18,401
No	30,240	36%	17,726	21%	7,475	9%	7,945	10%	19,822	24%	83,208	70,453	41%	34,979	21%	13,761	8%	14,313	8%	36,576	22%	170,082
Economically Disadvantaged																						
Yes	21,768	29%	16,851	23%	7,471	10%	8,179	11%	20,194	27%	74,463	50,075	34%	32,056	22%	13,364	9%	14,449	10%	36,516	25%	146,460
No	11,924	60%	3,506	18%	1,153	6%	1,032	5%	2,129	11%	19,744	26,585	63%	7,183	17%	2,135	5%	1,951	5%	4,169	10%	42,023
All	33,692	36%	20,357	22%	8,624	9%	9,211	10%	22,323	24%	94,207	76,660	41%	39,239	21%	15,499	8%	16,400	9%	40,685	22%	188,483

Appendix I: Number of Face-to-Face and Remote High School Students' Grade Increases and Decreases by Content Areas

Table 26. Number of F2F and Remote High School Students' Grade Increases and Decreases by Content Areas, First Semester 2019-2020 to First Semester 2020-2021

	ELA				Math				Science				Social Studies				Non-Core Foundation			
	F2F		Remote		F2F		Remote		F2F		Remote		F2F		Remote		F2F		Remote	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Decrease Greater than 55	186	2%	461	1%	169	1%	321	1%	194	2%	296	1%	224	2%	363	1%	108	1%	265	1%
Decrease 46-55	209	2%	389	1%	163	1%	326	1%	182	2%	331	1%	180	2%	284	1%	213	2%	402	1%
Decrease 36-45	403	3%	714	2%	278	2%	582	2%	334	3%	554	2%	319	3%	590	2%	475	4%	865	3%
Decrease 26-35	760	6%	1,385	4%	599	5%	1,107	3%	705	6%	1,093	4%	666	6%	1,198	4%	842	7%	1,628	5%
Decrease 16-25	1,548	13%	2,918	9%	1,345	11%	2,539	8%	1,286	11%	2,503	8%	1,438	12%	2,612	8%	1,647	13%	3,143	9%
Decrease 6-15	2,752	22%	6,179	18%	2,570	22%	5,778	18%	2,420	22%	5,414	18%	2,433	21%	5,539	18%	2,911	24%	6,350	19%
No Change (±5)	4,079	33%	13,093	39%	4,031	34%	12,329	38%	3,765	34%	11,189	37%	3,777	33%	11,359	37%	4,655	38%	15,405	46%
Increase 6-15	1,782	15%	6,550	19%	1,936	16%	6,711	21%	1,712	15%	6,471	21%	1,836	16%	6,417	21%	1,173	10%	4,571	14%
Increase 16-25	421	3%	1,554	5%	544	5%	1,938	6%	484	4%	1,964	6%	505	4%	1,901	6%	192	2%	666	2%
Increase 26-35	88	1%	269	1%	91	1%	462	1%	93	1%	395	1%	114	1%	448	1%	37	0%	145	0%
Increase 36-45	28	0%	76	0%	38	0%	120	0%	36	0%	105	0%	32	0%	124	0%	12	0%	49	0%
Increase 46-55	11	0%	26	0%	9	0%	39	0%	4	0%	32	0%	11	0%	34	0%	1	0%	23	0%
Increase Greater than 55	3	0%	23	0%	8	0%	26	0%	4	0%	19	0%	6	0%	23	0%	2	0%	13	0%
Total	12,270		33,637		11,781		32,278		11,219		30,366		11,541		30,892		12,268		33,525	