The purpose of this report is to share information about Arlington Public Schools’ middle and high school students’ first quarter grades, disaggregated by the following categories:

- Ethnicity
- Students With Disabilities
- English Learners
- Economically Disadvantaged Students
- Students accessing supports through a 504 plan

The following graphs compare students’ first quarter grades in the 2018-2019, 2019-2020 and 2020-2021 school years. The bullets that follow each graph represent the differences between first quarter grades from 2019-2020 and 2020-2021.
As compared to the first quarter of the 2019-2020 school year, overall middle school students’ first quarter grades in 2020-2021 demonstrated:
• A decrease of 0.9 in the percentage of As.
• A decrease of 3.4 in the percentage of Bs.
• An increase of 0.5 in the percentage of Cs.
• An increase of 1.1 in the percentage of Ds.
• An increase of 2.8 in the percentage of Es.
Middle School First Quarter Grade Distribution:
2018-19 through 2020-21

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian N</td>
<td>3174</td>
<td>3453</td>
<td>3400</td>
</tr>
<tr>
<td>A%</td>
<td>65.3%</td>
<td>66.7%</td>
<td>68.0%</td>
</tr>
<tr>
<td>B/B+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C/C+</td>
<td>22.1%</td>
<td>22.5%</td>
<td>18.8%</td>
</tr>
<tr>
<td>D/D+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E%</td>
<td>1.3%</td>
<td>2.3%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Legend:
- A%
- B/B+
- C/C+
- D/D+
- E%
As compared to the first quarter of the 2019-2020 school year, Asian middle school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 1.3 in the percentage of As.
- A decrease of 3.7 in the percentage of Bs.
- A decrease of 0.1 in the percentage of Cs.
- An increase of 1.1 in the percentage of Ds.
- An increase of 1.4 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Black middle school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 1.4 in the percentage of As.
- A decrease of 6.3 in the percentage of Bs.
- An increase of 0.5 in the percentage of Cs.
- An increase of 1.5 in the percentage of Ds.
- An increase of 2.9 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Hispanic middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 4.4 in the percentage of As.
- A decrease of 5.9 in the percentage of Bs.
- An increase of 0.7 in the percentage of Cs.
- An increase of 2.3 in the percentage of Ds.
- An increase of 7.1 in the percentage of Es.
Middle School First Quarter Grade Distribution: 2018-19 through 2020-21
As compared to the first quarter of the 2019-2020 school year, Other middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 1.3 in the percentage of As.
- A decrease of 2.0 in the percentage of Bs.
- An increase of 1.5 in the percentage of Cs.
- An increase of 0.9 in the percentage of Ds.
- An increase of 1.0 in the percentage of Es.
Middle School First Quarter Grade Distribution:
2018-19 through 2020-21

- **2018-2019**
  - A\%: 72.0\%
  - B/B+: 5.3\%
  - C/C+: 20.6\%
  - D/D+: 0.7\%
  - E\%: 1\%
  - White N=19863

- **2019-2020**
  - A\%: 74.0\%
  - B/B+: 5.0\%
  - C/C+: 19.2\%
  - D/D+: 0.6\%
  - E\%: 1.4\%
  - White N=19368

- **2020-2021**
  - A\%: 74.0\%
  - B/B+: 5.4\%
  - C/C+: 17.7\%
  - D/D+: 1.5\%
  - E\%: 1.4\%
  - White N=18514
As compared to the first quarter of the 2019-2020 school year, White middle school students’ first quarter grades in 2020-2021 demonstrated:

- No difference in the percentage of As.
- A decrease of 1.5 in the percentage of Bs.
- An increase of 0.4 in the percentage of Cs.
- An increase of 0.3 in the percentage of Ds.
- An increase of 0.8 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, middle school Students With Disabilities’ first quarter grades in 2020-2021 demonstrated:

- An increase of 3.8 in the percentage of As.
- A decrease of 6.1 in the percentage of Bs.
- A decrease of 1.6 in the percentage of Cs.
- A decrease of 0.2 in the percentage of Ds.
- An increase of 4.1 in the percentage ofEs.
Middle School First Quarter Grade Distribution: 2018-19 through 2020-21

- EL 1 N=616
  - 2018-2019:
    - A%: 46.3%
    - B+/B%: 30.5%
    - C+/C%: 12.8%
    - D+/D%: 6.0%
    - E%: 4.4%

- EL 1 N=711
  - 2019-2020:
    - A%: 46.1%
    - B+/B%: 27.6%
    - C+/C%: 18.0%
    - D+/D%: 6.5%
    - E%: 1.8%

- EL 1 N=390
  - 2020-2021:
    - A%: 39.7%
    - B+/B%: 25.1%
    - C+/C%: 13.1%
    - D+/D%: 5.1%
    - E%: 16.9%
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 1 middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 6.4 in the percentage of As.
- A decrease of 2.5 in the percentage of Bs.
- A decrease of 4.9 in the percentage of Cs.
- A decrease of 1.4 in the percentage of Ds.
- An increase of 15.1 in the percentage of Es.
Middle School First Quarter Grade Distribution: 2018-19 through 2020-21

<table>
<thead>
<tr>
<th>Year</th>
<th>EL 2 N=806</th>
<th>EL 2 N=703</th>
<th>EL 2 N=547</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>43.1%</td>
<td>42.5%</td>
<td>43.9%</td>
</tr>
<tr>
<td>2019-20</td>
<td>26.3%</td>
<td>29.2%</td>
<td>17.4%</td>
</tr>
<tr>
<td>2020-21</td>
<td>8.7%</td>
<td>5.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>4.2%</td>
<td>4.0%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Legend:
- A%: A
- B/B+: B
- C/C+: C
- D/D+: D
- E%: E
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 2 middle school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 1.4 in the percentage of As.
- A decrease of 11.8 in the percentage of Bs.
- A decrease of 1.2 in the percentage of Cs.
- An increase of 5.1 in the percentage of Ds.
- An increase of 6.6 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 3 middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 4.3 in the percentage of As.
- A decrease of 6.5 in the percentage of Bs.
- An increase of 1.0 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 10.2 in the percentage of Es.
Middle School First Quarter Grade Distribution: 2018-19 through 2020-21

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>2018-19</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 4 N=1451</td>
<td>9.0%</td>
<td>6.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td></td>
<td>12.1%</td>
<td>9.6%</td>
<td>11.6%</td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td>20.4%</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>25.6%</td>
<td>30.2%</td>
<td>22.7%</td>
</tr>
<tr>
<td></td>
<td>32.7%</td>
<td>33.6%</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

Legend:
- A%
- B/B+
- C/C+
- D/D+
- E%
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 4 middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 4.2 in the percentage of As.
- A decrease of 7.5 in the percentage of Bs.
- An increase of 1.2 in the percentage of Cs.
- An increase of 2.0 in the percentage of Ds.
- An increase of 8.4 in the percentage of Es.
Middle School First Quarter Grade Distribution:
2018-19 through 2020-21

EL 6 N=6992
2018-2019
- A%: 47.5%
- B+/%: 6.7%
- C+/%: 14.3%
- D+/%: 28.2%
- E%: 3.2%

EL 6 N=6429
2019-2020
- A%: 49.7%
- B+/%: 5.3%
- C+/%: 14.1%
- D+/%: 28.1%
- E%: 2.9%

EL 6 N=5813
2020-2021
- A%: 45.5%
- B+/%: 7.6%
- C+/%: 15.1%
- D+/%: 23.3%
- E%: 8.5%
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 6 middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 4.2 in the percentage of As.
- A decrease of 4.8 in the percentage of Bs.
- An increase of 1.0 in the percentage of Cs.
- An increase of 2.3 in the percentage of Ds.
- An increase of 5.6 in the percentage of Es.
Middle School First Quarter Grade Distribution:
2018-19 through 2020-21

<table>
<thead>
<tr>
<th>Year</th>
<th>A%</th>
<th>B/B+%</th>
<th>C/C+%</th>
<th>D/D+%</th>
<th>E%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>60.3%</td>
<td></td>
<td>25.6%</td>
<td></td>
<td>1.7%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>56.5%</td>
<td></td>
<td>25.9%</td>
<td></td>
<td>3.0%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>56.7%</td>
<td></td>
<td>20.2%</td>
<td></td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Proficient N:
- 2019-2020: 2656
- 2020-2021: 2674
As compared to the first quarter of the 2019-2020 school year, English Learner – Proficient middle school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 0.2 in the percentage of As.
- A decrease of 5.7 in the percentage of Bs.
- No change in the percentage of Cs.
- An increase of 2.7 in the percentage of Ds.
- An increase of 2.9 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Black Non-English Learner middle school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 0.3 in the percentage of As.
- A decrease of 5.6 in the percentage of Bs.
- An increase of 0.6 in the percentage of Cs.
- An increase of 1.4 in the percentage of Ds.
- An increase of 3.2 in the percentage of Es.
Middle School First Quarter Grade Distribution:
2018-19 through 2020-21

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic Non EL N=3304</th>
<th>Hispanic Non EL N=3423</th>
<th>Hispanic Non EL N=3144</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A%</td>
<td>57.4%</td>
<td>58.7%</td>
<td>55.1%</td>
</tr>
<tr>
<td>B+/+%</td>
<td>25.8%</td>
<td>26.1%</td>
<td>22.4%</td>
</tr>
<tr>
<td>C+/+%</td>
<td>11.1%</td>
<td>10.4%</td>
<td></td>
</tr>
<tr>
<td>D+/+%</td>
<td>4.1%</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>E%</td>
<td>1.6%</td>
<td>1.4%</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- A: A%
- B+/+: B+/+
- C+/+: C+/+
- D+/+: D+/+
- E: E%
As compared to the first quarter of the 2019-2020 school year, Hispanic Non-English Learner middle school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 3.6 in the percentage of As.
- A decrease of 3.7 in the percentage of Bs.
- An increase of 1.9 in the percentage of Cs.
- An increase of 1.9 in the percentage of Ds.
- An increase of 3.5 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, the 2020-2021 first quarter grades of middle school students who have a 504 Plan demonstrated:

- An increase of 4.7 in the percentage of As.
- A decrease of 7.0 in the percentage of Bs.
- An increase of 0.1 in the percentage of Cs.
- An increase of 0.9 in the percentage of Ds.
- An increase of 1.3 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, the 2020-2021 first quarter grades of economically disadvantaged middle school students demonstrated:
• A decrease of 3.4 in the percentage of As.
• A decrease of 6.5 in the percentage of Bs.
• An increase of 0.6 in the percentage of Cs.
• An increase of 2.3 in the percentage of Ds.
• An increase of 6.9 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, overall high school students’ first quarter grades in 2020-2021 demonstrated:
• An increase of 4.8 in the percentage of As.
• A decrease of 6.0 in the percentage of Bs.
• A decrease of 2.1 in the percentage of Cs.
• A decrease of 0.1 in the percentage of Ds.
• An increase of 3.5 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Asian high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 6.8 in the percentage of As.
- A decrease of 5.9 in the percentage of Bs.
- A decrease of 2.1 in the percentage of Cs.
- An increase of 0.1 in the percentage of Ds.
- An increase of 1.1 in the percentage of Es.
High School First Quarter Grade Distribution:
2018-19 through 2020-21

Black N=5037
2018-2019
- A%: 38.3%
- B/B+: 28.4%
- C/C+: 17.6%
- D/D+: 8.3%
- E%: 7.4%

Black N=5017
2019-2020
- A%: 36.6%
- B/B+: 30.4%
- C/C+: 16.6%
- D/D+: 8.4%
- E%: 8.0%

Black N=5035
2020-2021
- A%: 44.4%
- B/B+: 23.1%
- C/C+: 13.0%
- D/D+: 7.2%
- E%: 12.3%
As compared to the first quarter of the 2019-2020 school year, Black high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 7.8 in the percentage of As.
- A decrease of 7.3 in the percentage of Bs.
- A decrease of 3.6 in the percentage of Cs.
- A decrease of 1.2 in the percentage of Ds.
- An increase of 4.3 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Hispanic high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 2.6 in the percentage of As.
- A decrease of 0.6 in the percentage of Bs.
- A decrease of 3.9 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 7.8 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Other high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 4.7 in the percentage of As.
- A decrease of 5.4 in the percentage of Bs.
- A decrease of 1.5 in the percentage of Cs.
- An increase of 0.7 in the percentage of Ds.
- An increase of 1.4 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, White high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 5.0 in the percentage of As.
- A decrease of 5.7 in the percentage of Bs.
- A decrease of 0.8 in the percentage of Cs.
- An increase of 0.2 in the percentage of Ds.
- An increase of 1.4 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, high school Students With Disabilities’ (SWD) first quarter grades in 2020-2021 demonstrated:

- An increase of 0.1 in the percentage of As.
- A decrease of 4.3 in the percentage of Bs.
- A decrease of 2.6 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 7.2 in the percentage of Es.
High School First Quarter Grade Distribution: 2018-19 through 2020-21

- **2018-2019**: EL 1 N=1142
  - A%: 40.4%
  - B+/B: 28.8%
  - C+/C: 16.3%
  - D+/D: 6.6%
  - E: 8.0%

- **2019-2020**: EL 1 N=1394
  - A%: 38.9%
  - B+/B: 28.8%
  - C+/C: 16.2%
  - D+/D: 6.6%
  - E: 9.5%

- **2020-2021**: EL 1 N=625
  - A%: 30.6%
  - B+/B: 21.1%
  - C+/C: 13.1%
  - D+/D: 8.8%
  - E: 26.4%
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 1 high school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 8.3 in the percentage of As.
- A decrease of 7.7 in the percentage of Bs.
- A decrease of 3.1 in the percentage of Cs.
- An increase of 2.2 in the percentage of Ds.
- An increase of 16.9 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 2 high school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 0.2 in the percentage of As.
- A decrease of 7.2 in the percentage of Bs.
- A decrease of 4.0 in the percentage of Cs.
- A decrease of 2.5 in the percentage of Ds.
- An increase of 13.8 in the percentage of Es.
High School First Quarter Grade Distribution: 2018-19 through 2020-21

<table>
<thead>
<tr>
<th></th>
<th>EL 3 N=1322 2018-2019</th>
<th>EL 3 N=1383 2019-2020</th>
<th>EL 3 N=1665 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>A%</td>
<td>27.3%</td>
<td>28.1%</td>
<td>27.9%</td>
</tr>
<tr>
<td>B+/%</td>
<td>11.0%</td>
<td>15.2%</td>
<td>26.8%</td>
</tr>
<tr>
<td>C+/%</td>
<td>14.7%</td>
<td>18.9%</td>
<td>15.0%</td>
</tr>
<tr>
<td>D+/%</td>
<td>19.2%</td>
<td>26.8%</td>
<td>19.8%</td>
</tr>
<tr>
<td>E%</td>
<td>27.8%</td>
<td>10.6%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 3 high school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 0.2 in the percentage of As.
- A decrease of 7.0 in the percentage of Bs.
- A decrease of 3.9 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 11.6 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 4 high school students’ first quarter grades in 2020-2021 demonstrated:

- A decrease of 0.4 in the percentage of As.
- A decrease of 3.7 in the percentage of Bs.
- A decrease of 5.4 in the percentage of Cs.
- A decrease of 0.8 in the percentage of Ds.
- An increase of 10.4 in the percentage of Es.
High School First Quarter Grade Distribution:
2018-19 through 2020-21

EL 6 N=2950
2018-2019

EL 6 N=2387
2019-2020

EL 6 N=2353
2020-2021

A%  B+/+%  C+/+%  D+/+%  E%

7.2%  8.3%  16.0%  28.6%  39.9%
7.8%  7.8%  15.4%  27.5%  41.6%
12.8%  7.6%  11.9%  22.1%  45.6%
As compared to the first quarter of the 2019-2020 school year, English Learner – Level 6 high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 4.0 in the percentage of As.
- A decrease of 5.4 in the percentage of Bs.
- A decrease of 3.5 in the percentage of Cs.
- A decrease of 0.2 in the percentage of Ds.
- An increase of 5.0 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, English Learner –Proficient high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 6.6 in the percentage of As.
- A decrease of 6.8 in the percentage of Bs.
- A decrease of 4.0 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 4.7 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, Black Non-English Learner high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 4.6 in the percentage of As.
- A decrease of 6.7 in the percentage of Bs.
- A decrease of 2.7 in the percentage of Cs.
- A decrease of 1.2 in the percentage of Ds.
- An increase of 6.0 in the percentage of Es.
High School First Quarter Grade Distribution:
2018-19 through 2020-21

Hispanic Non EL N=3805
2018-2019

Hispanic Non EL N=3956
2019-2020

Hispanic Non EL N=4019
2020-2021

Histogram showing grade distribution with percentage of A%, B/B+%, C/C+%, D/D+%, and E% for each year.
As compared to the first quarter of the 2019-2020 school year, Hispanic Non-English Learner high school students’ first quarter grades in 2020-2021 demonstrated:

- An increase of 3.5 in the percentage of As.
- A decrease of 5.9 in the percentage of Bs.
- A decrease of 1.3 in the percentage of Cs.
- An increase of 0.5 in the percentage of Ds.
- An increase of 3.3 in the percentage of Es.
As compared to the first quarter of the 2019-2020 school year, the 2020-2021 first quarter grades of high school students who have a 504 Plan demonstrated:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018-2019</th>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>A%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>5.0%</td>
</tr>
<tr>
<td>B/B+</td>
<td>28.4%</td>
<td>26.3%</td>
<td>26.6%</td>
</tr>
<tr>
<td>C/C+</td>
<td>39.7%</td>
<td>51.5%</td>
<td>51.5%</td>
</tr>
<tr>
<td>D/D+</td>
<td>12.0%</td>
<td>23.9%</td>
<td>20.3%</td>
</tr>
<tr>
<td>E%</td>
<td>2.4%</td>
<td>4.6%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

High School First Quarter Grade Distribution 504: 2018-19 through 2020-21

As compared to the first quarter of the 2019-2020 school year, the 2020-2021 first quarter grades of high school students who have a 504 Plan demonstrated:
- An increase of 5.7 in the percentage of As.
- A decrease of 5.7 in the percentage of Bs.
- A decrease of 1.7 in the percentage of Cs.
- A decrease of 0.4 in the percentage of Ds.
- An increase of 2.1 in the percentage of Es.
High School First Quarter Grade Distribution Economically Disadvantaged:
2018-19 through 2020-21

<table>
<thead>
<tr>
<th></th>
<th>First Quarter 2018-2019</th>
<th>First Quarter 2019-2020</th>
<th>First Quarter 2020-2021</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>B/B+%</td>
<td>9.1%</td>
<td>9.0%</td>
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</tr>
<tr>
<td>C/C+%</td>
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As compared to the first quarter of the 2019-2020 school year, the 2020-2021 first quarter grades of economically disadvantaged high school students demonstrated:

- An increase of 4.7 in the percentage of As.
- A decrease of 7.4 in the percentage of Bs.
- A decrease of 4.1 in the percentage of Cs.
- A decrease of 0.5 in the percentage of Ds.
- An increase of 7.2 in the percentage of Es.
Supports and Interventions

High school and middle school teachers, counselors and administrators are continuously monitoring students' access to internet connectivity, academic performance and social-emotional learning needs.

Responses to students' challenges with academics include:

- In-person learning support via "Work Space" programs currently in place at the Arlington Career Center, Wakefield, Washington-Liberty, Yorktown and H-B Woodlawn. Other programs are scheduled to begin at middle school sites following winter break. The “Work Space” program helps address issues needs of students who are experiencing challenges with consistent internet connectivity, troubleshooting technology, and engaging with instruction delivered via distance learning. Providing this group of students with a quiet instructional space to work, consistent internet access, and basic support with technology will help to increase their engagement and academic achievement.

- Some middle schools are restructuring their advisory periods to provide more intensive support to their English Learner (EL) students whose first quarter grades evidence a need for academic intervention.

- Middle schools plan to offer the CORE Plus course to general education and EL students who need additional support. This course is akin to Instructional Studies for students with IEP's in that it provides executive functioning support and additional time to focus on assignments and prepare for assessments. As it is a course offered during the school day, it would require students to drop an elective course.

- Virtual office hours for teachers to engage with students who need one on one support.

- Small-group instruction during asynchronous time and on Mondays to provide students with opportunities to review and deepen their understanding of key concepts.

- Targeted remediation occurring on Mondays and after school.

- Communication with families by teachers, counselors and administrators to determine supports that would help students.

- Weekly check-ins and performance monitoring by advisory teachers, case carriers, counselors and administrators.
Responses to students' social-emotional challenges include:

• All teachers have been assigned to facilitate small Teacher Advisory periods (6-12 students per advisory) to give students an adult contact who knows them and can help them navigate distance learning.

• Weekly Social-Emotional Learning lessons provide an opportunity for students to learn coping skills.

• Mental health teams at schools collect data and develop responses, such as targeted interventions for executive functioning or “comfort kits”.

• Mental health staff at schools make calming resources readily available. Examples of these resources include: “Calming Corner” and COVID-19 Resources.

• Student Services staff have office hours for consultation with staff and parents; links to request consultation are embedded in email signature blocks and/or on school websites.

• Student Services staff continue to develop Parent Academy presentations on topics such as Recognizing and Responding to Student Stress and Supporting SEL at Home and SEL for Parents.

Specific supports for students with disabilities include:

• Holding IEP meetings regularly to make IEP adjustments to goals, services and accommodations
• Frequent check-ins
• Frequent office hours
• Explicitly teaching students how to use tools in Canvas such as the ‘Calendar’, ‘To Do List’
• Access to more asynchronous learning
• Chunking information
• Focusing on Power Standards
• Recoding mini-instructional lessons for review or pre-recording
• Small group instruction
• 1:1 instructional sessions
Weekly collaborative meetings with teachers and case carriers to review data and plan for supports
Co-teaching within MS Teams and using breakout groups
Individually calling students into Teams lessons
Instructional Studies class is modified - teachers digitally move from one student to the next in a separate Teams channel to support individual students
Regular check-ins with parents
At times, dropping packets of materials at home or leaving them for pick up at schools
Texting, emailing, calling or using the Remind app to reach parents to then help their student access teams for a lesson
Providing additional time in homeroom to complete classwork or get support
Providing physical Orton-Gillingham materials to students who are engaging with Orton-Gillingham
Counselors and student services staff individually reaching out to provide support to those students with attendance and social-emotional needs
Special education teachers working with content Collaborative Learning Teams to support student learning in the content area
Posting differentiated assignments on Canvas
Occupational Therapy materials, speech visuals, behavior supports sent home for students that require these materials
Required accommodations (e.g., external keyboard, calculator, assignment notebook) sent home for student use
Flexible homework policies
On-going communication and consultation with general education teachers about assignment expectations
Direct or indirect EL support is provided for dually identified students
Utilizing different learning platforms (i.e. Gizmo, Nearpod, Seasaw)
Immersive Reader option available on Canvas
Using Read and Write software to help ensure accessibility