



PGCPS COVID Impact

November 2021



COVID Impact Narrative

Prince George's County Public Schools (PGCPS) began the school year 2020-21 on September 8, 2020 by providing instruction to all students virtually. During Quarters 1, 2 and 3, PGCPS continued to provide synchronous and asynchronous instruction virtually for all students. During Quarter 4, PGCPS began to offer hybrid face to face and virtual instruction to opt-in students based on parental/family preference. The Offices of Monitoring and Accountability and Testing, Research and Evaluation have prepared a study of PGCPS' teaching and learning efforts during the COVID 19 pandemic conducted, and analyses to monitor student engagement and academic achievement during Quarters 1 through 4. Specifically, the offices explored Quarters 1 through 4 student attendance and grades from the previous school year 2019-2020 and compared to school year 2020-21. PGCPS identified key shifts in attendance and grading policies and procedures along with the impact of synchronous and asynchronous learning as well as hybrid learning to determine the impact on trend data and ultimately instructional outcomes. Moreover, COVID Implications also played a pivotal role in attendance and grades based on shift in instructional mode and time.

The release of these analyses addresses the concerns locally and at the state and national level that student performance may be lower during the current year, when virtual instruction is prevalent, than in past years when in-person instruction was the norm.

COVID Implications and Shifts in Attendance and Grades

- Potential challenges to teaching and learning
 - Disrupted Instruction
 - Instructional days lost (March 16-27, 2020)
 - Distance learning began in March 29, 2020
 - Additional instructional time lost
 - Technological accessibility
 - Calculating Quarter 4 grades and Final grades for students
 - Virtual Summer School faced transitional challenges of virtual learning.
- Amnesty Period added during Quarter 3 for students to submit missing work
- Although instruction occurred virtually, the collection and reporting of student attendance was discontinued at the end of Quarter 3 through Quarter 4

COVID Implications SY21

- Potential challenges to teaching and learning
 - Disrupted Instruction
 - 100% Distance learning
 - Wednesday Flex Day
 - Technological and internet accessibility
- Decreased instructional time between face to face, virtual, and hybrid learning
- Teacher learning curve of online instruction
- Updates to Administrative Grading Policies
- Social and Emotional Trauma
- Prince George's County recorded the highest number of COVID cases
- Hybrid teaching model from April 19th to June 11th, which included 41,178 students, or 31.4% of the total enrolled PGCPS students.
- Amnesty Period during Quarter 3 over a three day window
- Demonstration of Mastery Assessment Opportunity. Access [link](#) to final report.

COVID Implications SY22

- Potential challenges to teaching and learning
 - Disrupted Instruction
 - Virtual learning students in grades Kindergarten to Twelve opting in and out
 - Quarantine and COVID absences
 - Technological and internet accessibility
 - Synchronous and Asynchronous instruction
 - Transportation
 - Staff Vacancies- shortage of certified teachers
- Increased enrollment of K-6 students virtually learning
- Establishment of Virtual Online Campus Program (7-12)
- Teacher learning curve of online, hybrid, face to face instruction
- Social and Emotional Trauma
- Enrollment- New enrolled, immigration trends, promotion rates



Shift in Attendance Rate

	Changes for 2020-2021
Being marked Present	The process for a student being marked present has been altered due to distance learning, student privacy, and technology restraints.
Instructional Schedule (Wednesday's)	Wednesday is an asynchronous learning day, therefore not all students are visibly present in a virtual classroom.
Attendance Administrative Procedure	The method and process for which student attendance is taken and collected this school year differs from the previous administrative procedure policies.

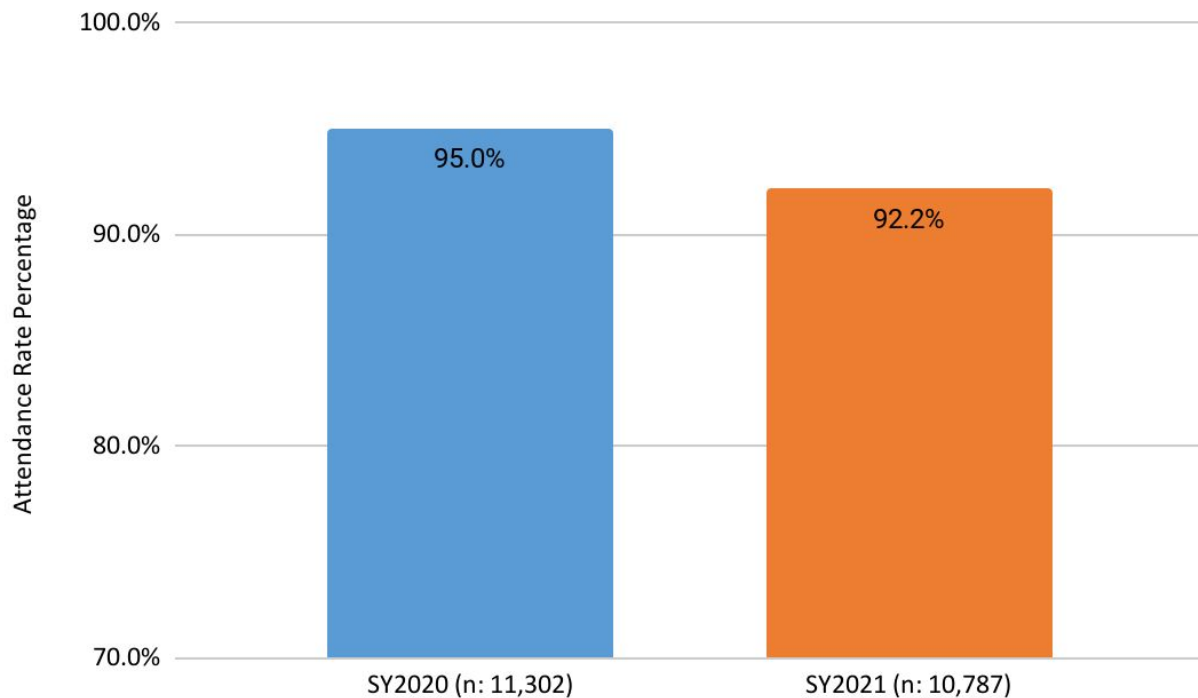
Shift in Grades

	Changes for 2019-2021
Instructional Day	Average loss of 2.5 hours per day of direct “synchronous” instruction
Instructional Schedule	Wednesday classes have been changed to asynchronous and therefore not all students receive direct synchronous instruction from a teacher.
Grading Administrative Procedure	Independent (formerly Homework), Classwork and Assessments all changed weighted percentages from the previous administrative procedures.
Grading Scale	Use of “Pass” and “Incomplete” status for grades in Quarter 4 of SY20 and resumption of The A-E letter scale in SY21.

COVID Impact Data: Attendance and Grades

Attendance Grade 5

5th Grade Attendance Rate



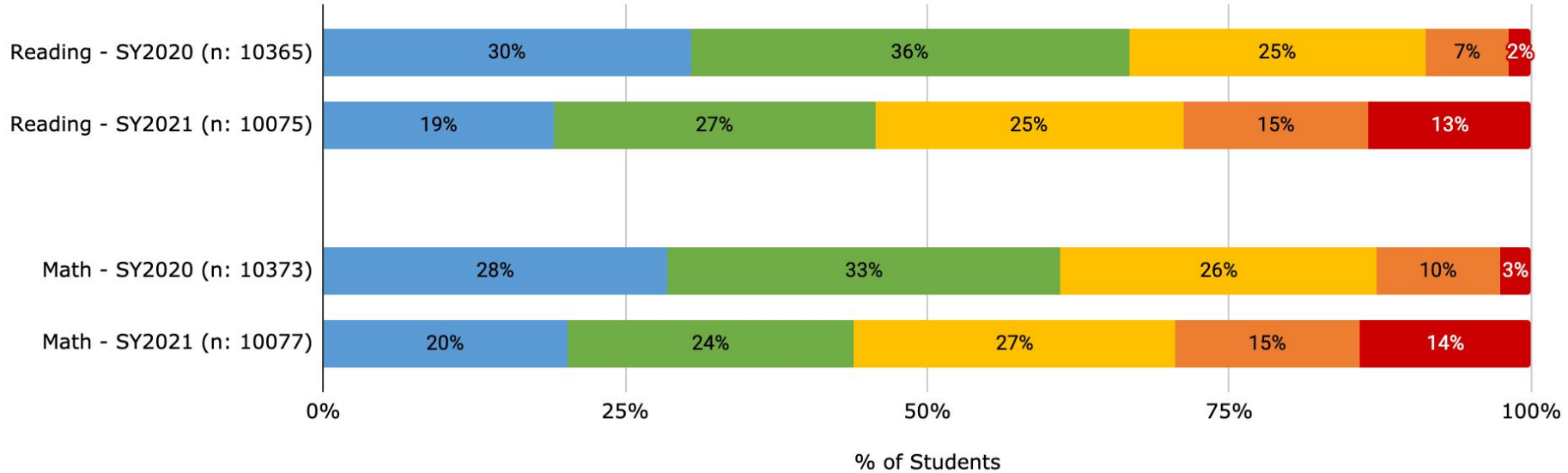
The attendance rate is calculated by dividing the total number of days attended by the total number of membership days, which is defined by the number of days that each student was expected to attend school; n represents number of students enrolled.



Impact of Disrupted Instruction on Student Learning: Grade 5

Grade 5 Grade Distribution by Content Area and School Year

A% B% C% D% E%

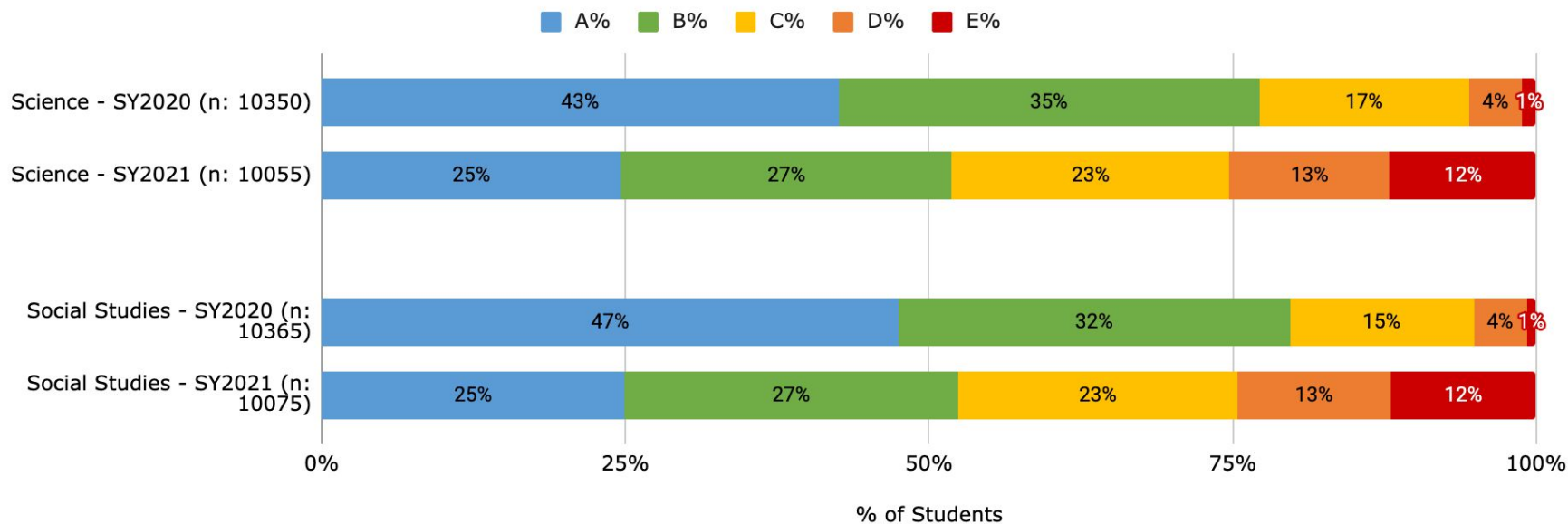


Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled



Impact of Disrupted Instruction on Student Learning: Grade 5

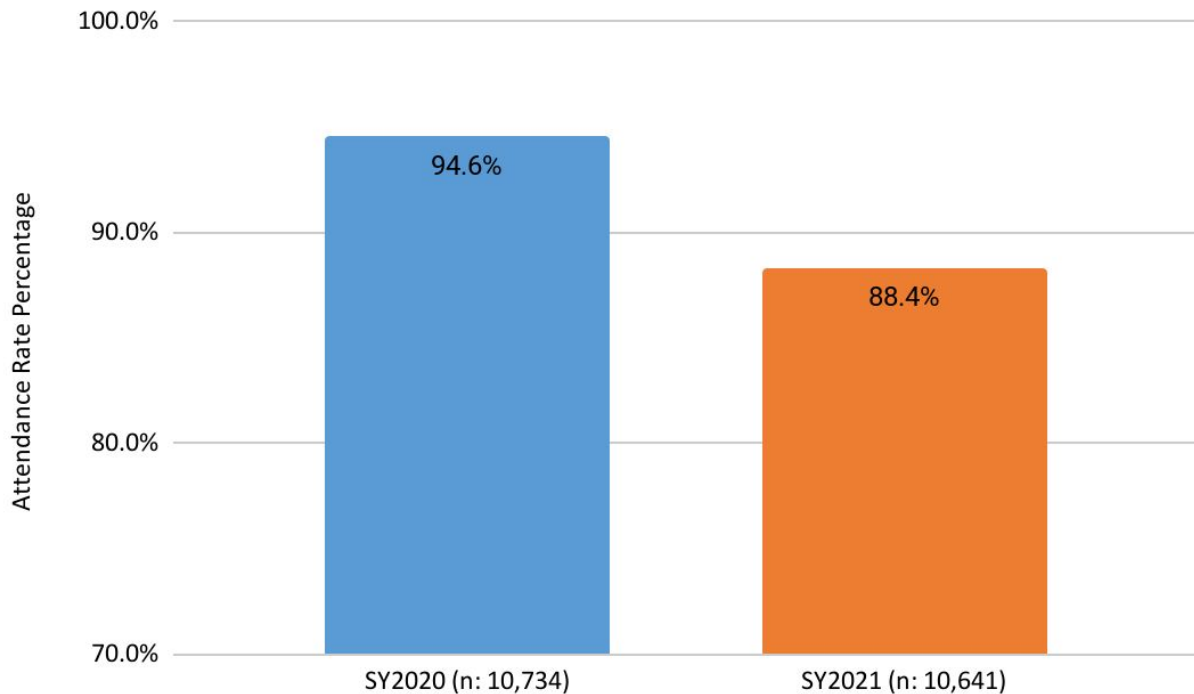
Grade 5 Grade Distribution by Content Area and School Year



Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled

Attendance Grade 8

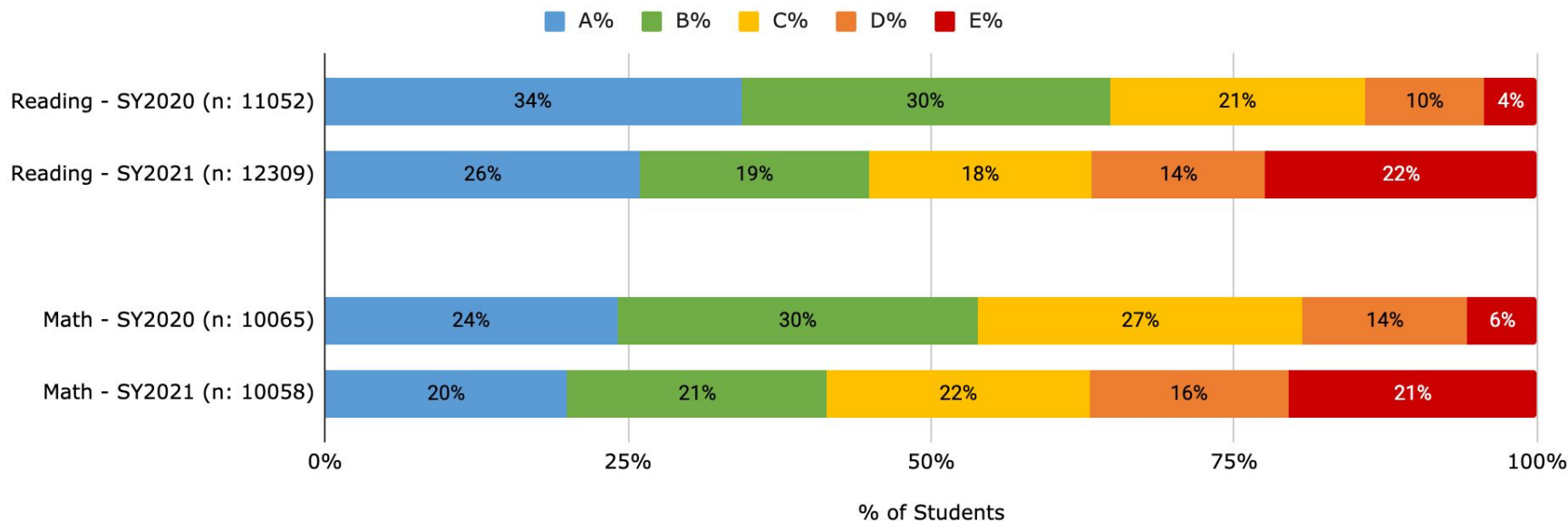
8th Grade Attendance Rate



The attendance rate is calculated by dividing the total number of days attended by the total number of membership days, which is defined by the number of days that each student was expected to attend school; n represents number of students enrolled.

Impact of Disrupted Instruction on Student Learning: Grade 8

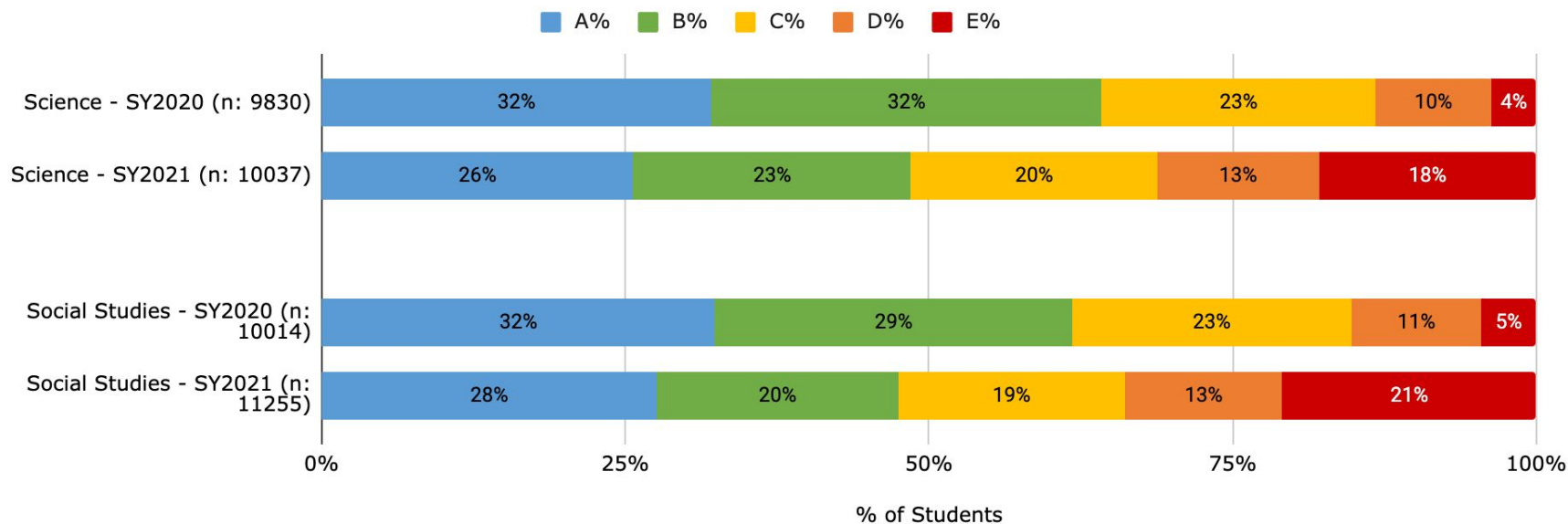
Grade 8 Grade Distribution by Content Area and School Year



Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled

Impact of Disrupted Instruction on Student Learning: Grade 8

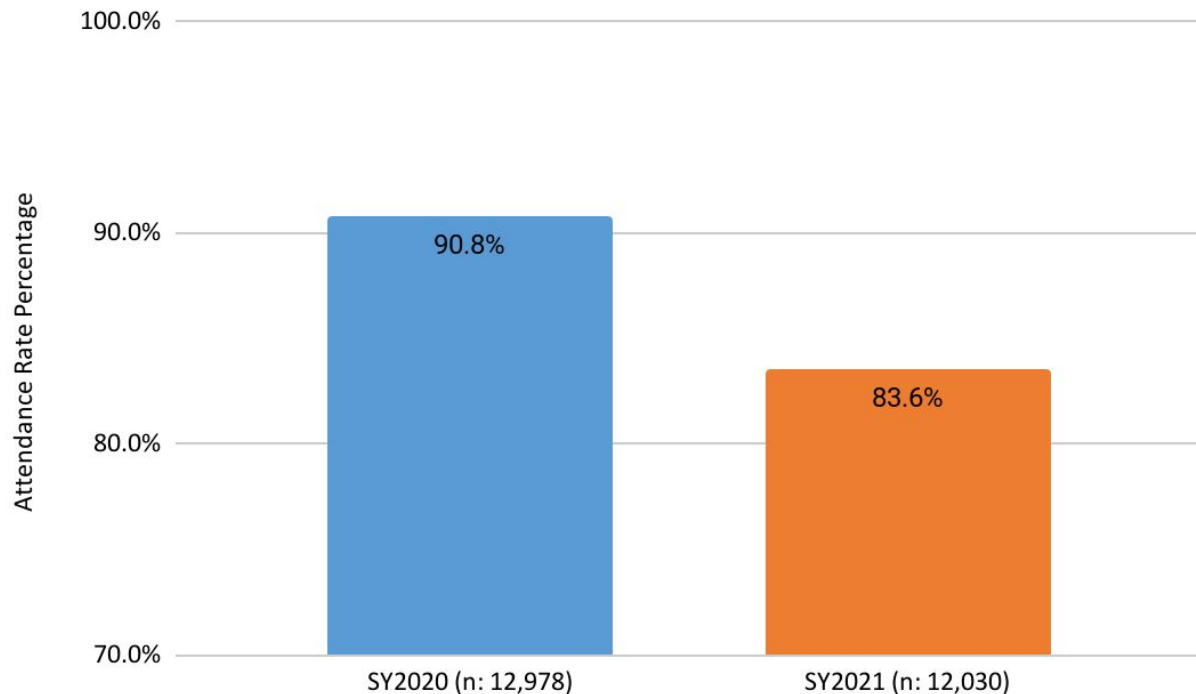
Grade 8 Grade Distribution by Content Area and School Year



Grade distribution reflects final grade earned at the end of each school year.
 N represents number of students enrolled

Attendance Grade 9

9th Grade Attendance Rate

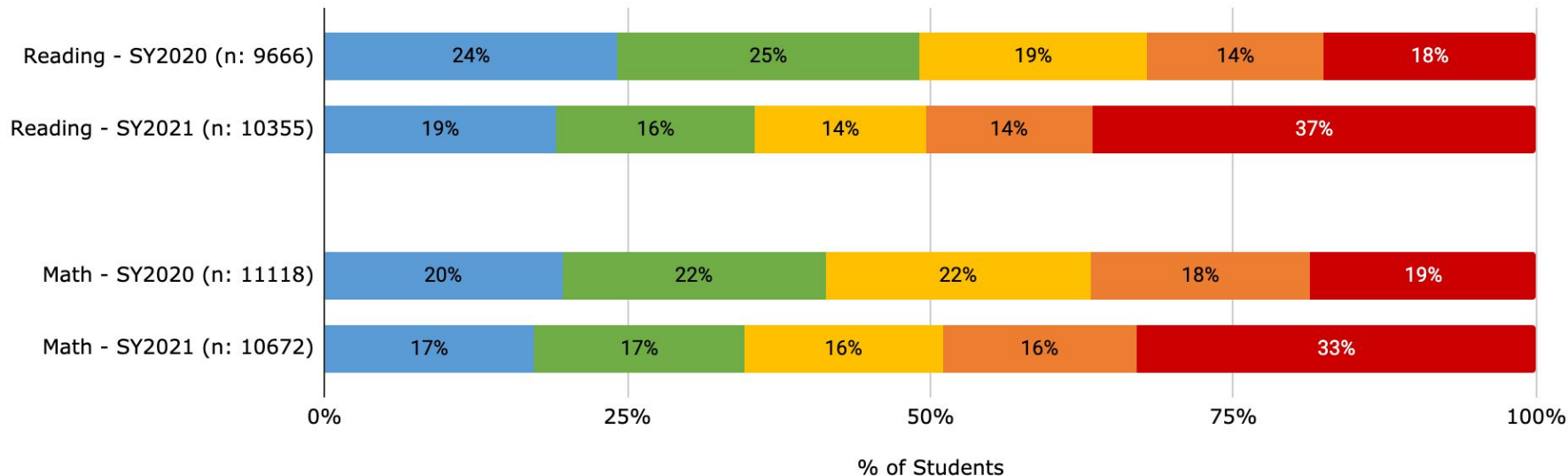


The attendance rate is calculated by dividing the total number of days attended by the total number of membership days, which is defined by the number of days that each student was expected to attend school; n represents number of students enrolled.

Impact of Disrupted Instruction on Student Learning: Grade 9

Grade 9 Grade Distribution by Content Area and School Year

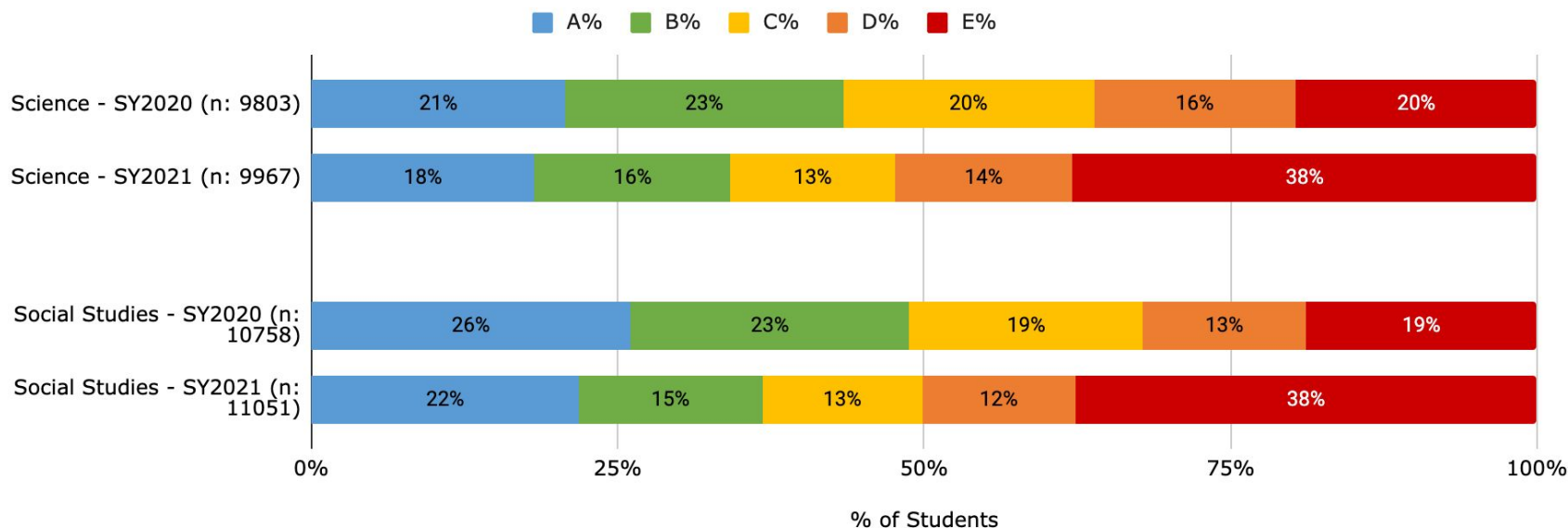
■ A% ■ B% ■ C% ■ D% ■ E%



*Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled*

Impact of Disrupted Instruction on Student Learning: Grade 9

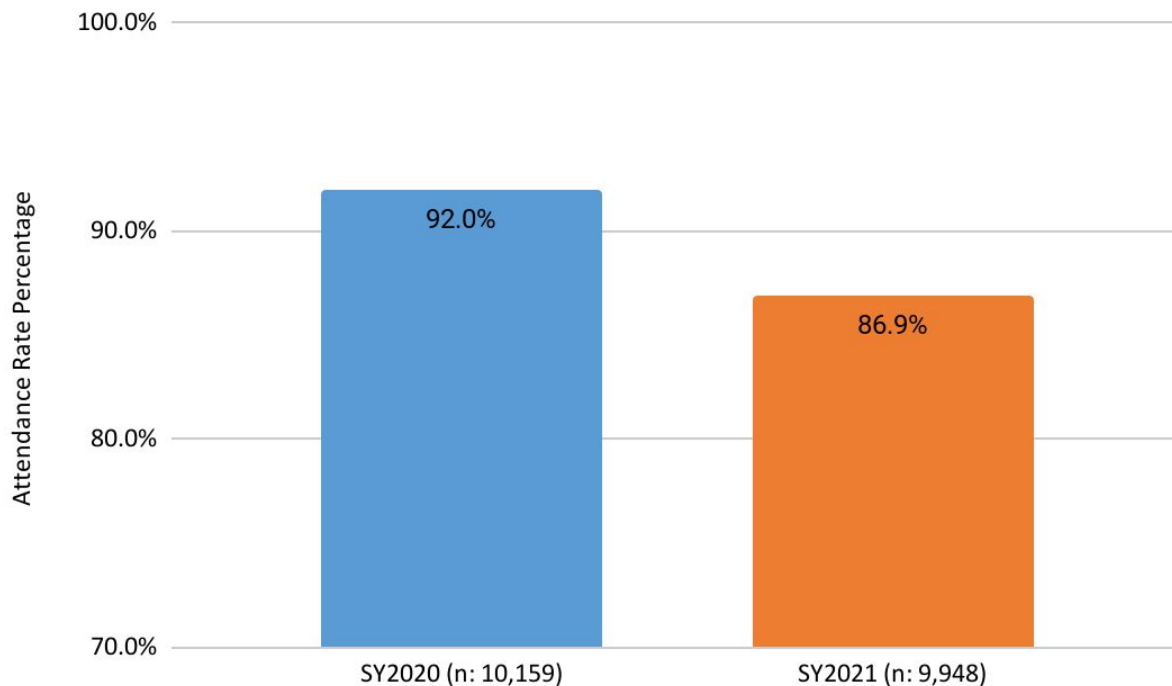
Grade 9 Grade Distribution by Content Area and School Year



Grade distribution reflects final grade earned at the end of each school year.
 N represents number of students enrolled

Attendance Grade 10

10th Grade Attendance Rate



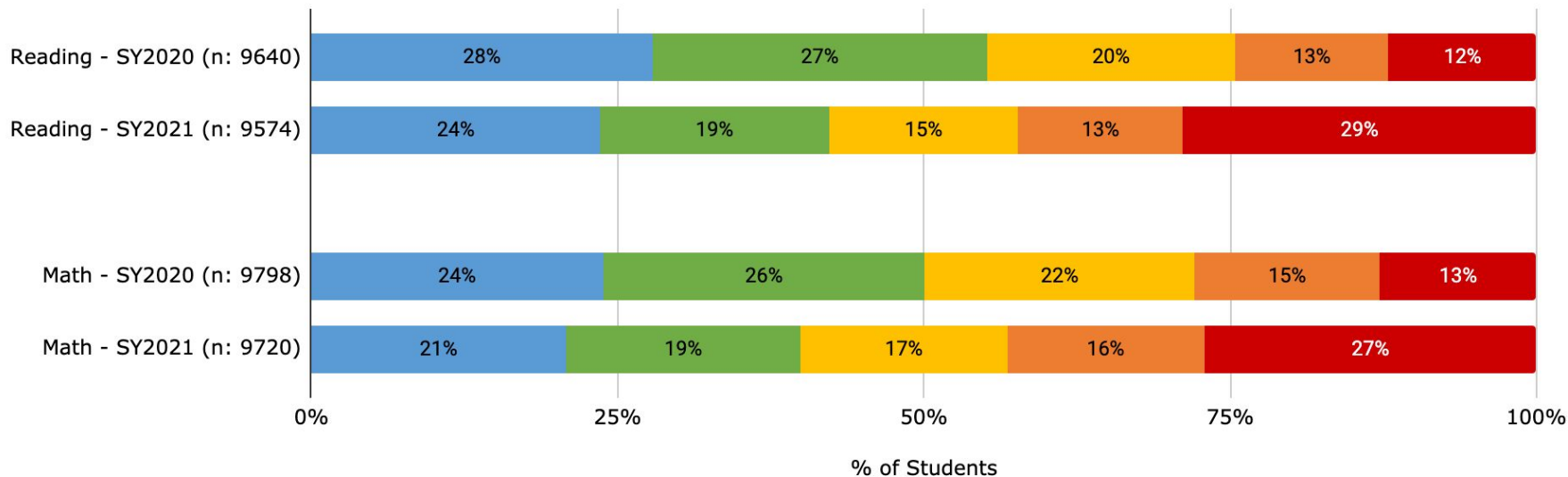
The attendance rate percentage is calculated by dividing the total number of days attended by the total number of membership days, which is defined by the number of days that each student was expected to attend school. N represents number of students enrolled.



Impact of Disrupted Instruction on Student Learning: Grade 10

Grade 10 Grade Distribution by Content Area and School Year

■ A% ■ B% ■ C% ■ D% ■ E%

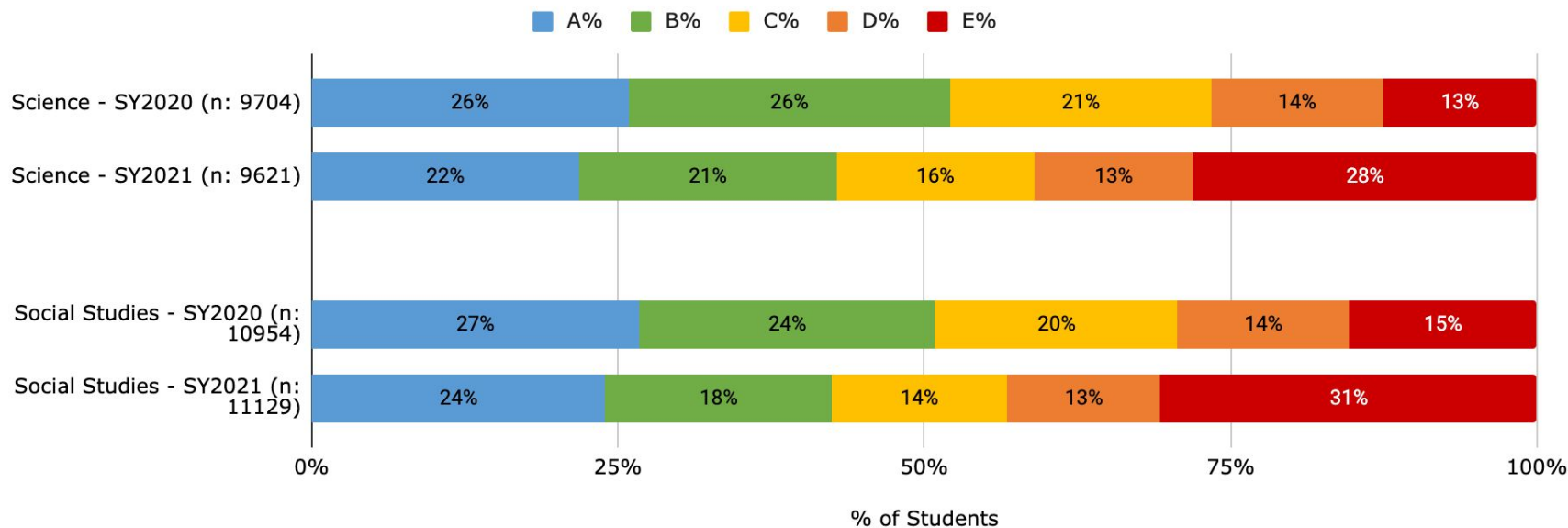


Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled



Impact of Disrupted Instruction on Student Learning: Grade 10

Grade 10 Grade Distribution by Content Area and School Year



Grade distribution reflects final grade earned at the end of each school year.
N represents number of students enrolled

Factors contributing to Lower Attendance and Grades from SY2020:

- *Difference in Modes of Instruction*
Official attendance and grades for SY2020 were based only on days students were physically in the classroom. The transition to all virtual instruction for SY2021 was accompanied by challenges with technology in students' homes and maintaining student engagement virtually. Both factors likely contributed to the decline in grades and attendance from the previous year.
- *Difference in # of Days of Live Instruction*
During SY2020 students received five days of live instruction per week; in SY2021 live instruction occurred four days per week, with one day of asynchronous work. Confusion about how attendance was recorded on the asynchronous day may be related to the lower attendance rate for SY2021. Also, fewer days of live instruction are likely related to the demonstrated decline in learning as measured by grades.
- *The ongoing COVID-19 pandemic*
Many PGCPS families were directly impacted by the pandemic, which includes coping with job-loss, sickness and death. The trauma of those experiences could certainly result in lower attendance and grades. Even among families not directly impacted by Covid, the isolation and fear that was prevalent combined with the stress of virtual learning cannot be discounted as contributing factors to declining attendance and grades.



PGCPS Grade Task Force

PGCPS Grade Task Force

PGCPS convened a Grade Task Force consisting of 28 school based and central office staff to research failing grades. The committee discussed the “what” and “why” of current grade issues and concerns as well as the research questions in conjunction with the identification of the causal factors leading to low grades. There was a discovery process by which an evidence based data analysis occurred of school based failing grade data. The following key areas were addressed;

- Elementary School Administrative Procedure
- Middle School Administrative Procedure
- High School Administrative Procedure
- Grading Practices
- Other Causal Factors (Attendance, Distance Learning, etc.)

The Task Force compiled a final report document to include the following; research questions, findings, and suggested actions or recommendations for SY21 and SY22, which can be accessed in this [link](#).



PGCPS Grade Procedure Updates

- Update of the definition/purpose of a grade;
- Revision of AP 5121 for SY22 including added language regarding the required minimal number of assignments;
- Revision of AP 5116 for grade changing procedures;
- As an added resource for teachers, a video detailing grading and reporting procedures outlined in Administrative Procedures 5121 can be accessed at this link:

https://www.youtube.com/watch?v=Vh_0b7GFTFQ

COVID Impact Data: Enrollment Trends

Enrollment Data and Trends

PGCPS conducted a detailed analysis of Withdraw and Transfer code data from School Years 2019, 2020, 2021, and the beginning of 2022 to analyze the impact of Distance Learning and COVID on enrollment data, withdrawals, and transfers.

We analyzed Withdrawal and Transfer un-enrollment codes to determine if there was a direct correlation between a decline in overall district enrollment last school year in comparison to prior school years' withdrawal and transfer counts.

We also looked at how the overall enrollment numbers changed over time, before and after COVID.

- Enrollment declined significantly in School Year 2020-21 compared to the pre-COVID baseline
- Enrollment in School Year 2021-22 is somewhat lower than it was in School Year 2020-21
- New student enrollment saw a huge drop in School Year 2020-21, but it is returning to more normal levels in School Year 2021-22.



PGCPS Enrollment Trends

School Year	Returning Students	New Students	Total Enrollment
2018-19	117,091	15,541	132,667
2019-20	118,524	17,433	135,962
2020-21	121,096	10,563	131,658
2021-22 (preliminary)	113,424	15,531	128,955
SY22 - SY20 Difference (preliminary)	-5,100	-1,902	-7,007

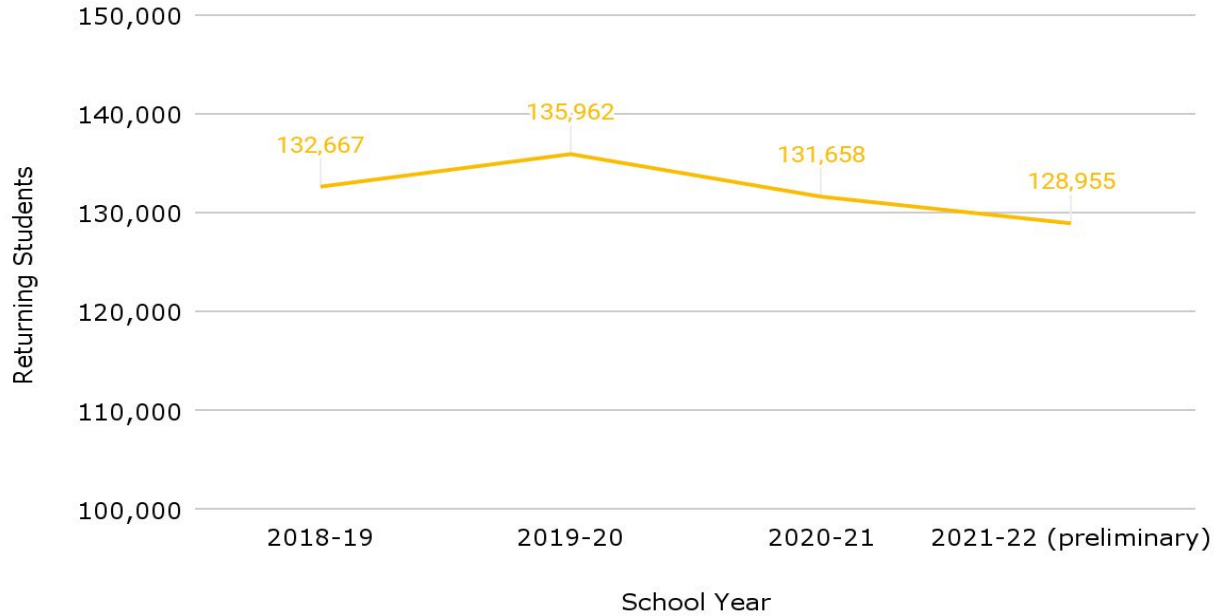
These differences reflect the changes from the last data points pre-COVID (SY20) and most recent data points (SY22).

For each school year, these enrollment counts are as of September 30.
“Returning” students were enrolled in PGCPS in the previous school year, while “new” students were not.



Total Enrollment by School Year

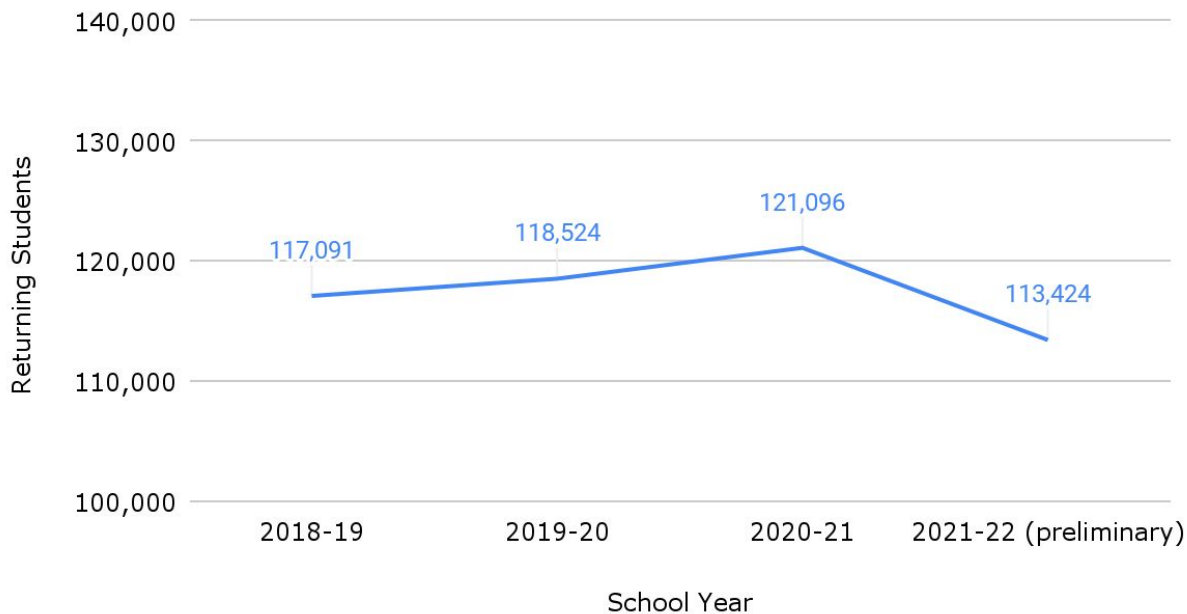
Enrollment Trends - Total Enrollment





Returning Students by School Year

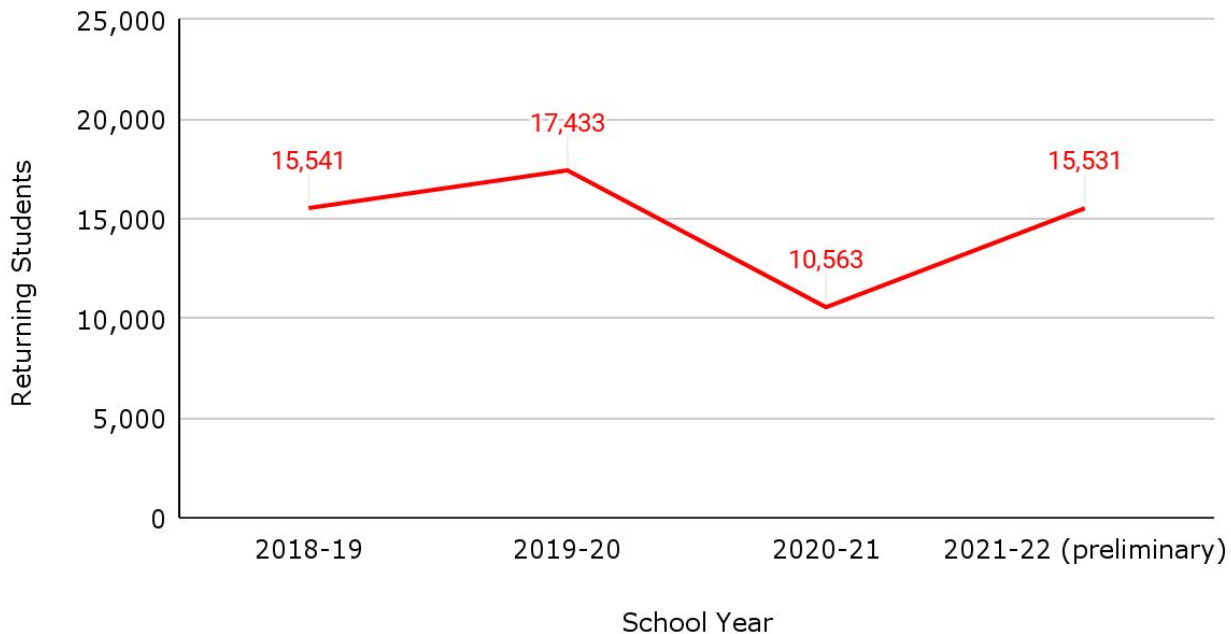
Enrollment Trends - Returning Students





Newly Enrolled Students by School Year

Enrollment Trends - New Students





PGCPS Withdrawals and Transfers Trends

School Year	Summer Withdrawals/Transfers	During School Year Withdrawals/Transfers	Total Withdrawals/Transfers
2018-19	7,623	7,497	15,120
2019-20	7,690	6,233	13,923
2020-21	7,726	5,994	13,720
SY21 - SY19 Difference	103	-1,503	-1,400
2021-22 (preliminary)	10,311	<i>Data not yet available</i>	<i>Data not yet available</i>



PGCPS Non-Promote Trends

School Year	Non-Promote Counts
2018-19	6,812
2019-20	5,139
2020-21	11,004
SY21 - SY19 Difference	4,192



PGCPS COVID Enrollment Implication Summary

Contributing Factors to a 4,304 Student Decline in SY2021 Enrollment:

- Lack of New Enrollees

Data show that fewer new students (i.e., students who had never been in PGCPS before) enrolled in PGCPS schools during SY2021 compared with the previous year. This is the case overall and at all individual grade levels. This could be due to a decrease in family mobility brought on by the pandemic, as well as families choosing to keep younger children (K and Pre-K) home especially if caregivers had lost their jobs. Furthermore, the number of students transferring in from foreign countries fell by more than 85% between SY2020 and SY2021. Preliminary data from SY2022 show that the number of transfers from foreign countries is up, but it is still 61% lower than SY2020's level.

- Withdrawals and Transfers

Withdrawals were up modestly the summer prior to SY21, however remained relatively flat during the actual school therefore yielding a modest Withdrawal increase. Transfers were actually down during School Year 2020-21. Still, as the pandemic wore on, many families searched for alternatives for their students. Between the end of SY2020 and the beginning of SY2021, transfers to homeschooling more than doubled and withdrawals increased by 35%.

- Promotion to Next Grade Level

Virtual learning had a negative impact on student learning during SY2021, which caused a decrease in student grades as discussed earlier. As a result, the number of students who were not promoted to the next grade level increased.



PGCPS COVID Enrollment Implication Summary

Contributing Factors to a 2,703 Student Decline in SY2022 Enrollment;

- *Increase of New Enrollees*

The number of newly enrolled students increased by nearly 5,000 students from SY2021 to SY2022.

- *Withdrawals and Transfers*

The total enrollment declined from SY2021 to SY2022 because of the number of returning students falling by approximately 7,500.

Transfers out of the school district were up significantly over the summer, compared to previous years. These increases were mainly driven by transfers to public schools in other counties in Maryland and in other states.

Withdrawals also increased over the summer, compared to previous years.