



## THE DEPARTMENT OF RESEARCH & PERFORMANCE MANAGEMENT

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# Evaluation of Proximity Learning 2023-24

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## Key Findings

- In 2023-24, 199 course sections offered by Proximity Learning enrolled 2,814 students in EOC classes for MSCS.
- With few exceptions, students enrolled in PL sections did less well than their peers enrolled in non-PL sections of the same courses offered at the same schools on both proficiency on EOC assessments and final letter grades for the course.
- Proximity Learning cost \$6,871,935 for 2023-24 and served 3,401 students, including students in non-EOC PL courses. This equated to \$2,021 per student.

## Program Overview

Over the past three years, Memphis-Shelby County Schools (MSCS) allocated a portion of the Elementary and Secondary School Emergency Relief (ESSER) grant to fund Proximity Learning (PL) teachers to help cover teacher vacancies, a challenge that was exacerbated by the COVID-19 pandemic.

The pilot program was launched gradually during the second semester of the 2021-22 school year. Specific high school instructors teaching courses with end-of-course exams (EOC) were partnered with co-teachers who supported those classrooms virtually by working with students one-on-one or in small groups. The co-teachers were provided by Proximity Learning (PL). According to its website, PL is an educational company based in Texas with a mission of “connecting all learners with the expert teachers they deserve. Proximity Learning live-streams certified teachers into districts in pursuit of greater educational equity.”

In the 2022–23 school year, ESSER funds were again used for PL teachers. However, the role of the PL teachers was different from the prior year. In 2022–23, PL teachers served as the

teachers of record in courses for which an appropriately licensed local teacher was not available. For each class with a PL teacher, an Educational Support Professional (ESP) served in the classroom as a co-teacher to provide classroom management, foster a positive learning environment, and support students in their technology use and learning.

For the 2023–24 school year, the role and implementation structure of the PL program remained the same as it was in 2022–23. PL teachers continued to serve as the teachers of record in courses lacking an appropriately licensed local teacher, with ESPs co-teaching to maintain classroom management, encourage a positive learning environment, and assist students with technology and learning. This consistency helped to address the ongoing certified teacher shortage the district continues to face, ensuring that students received quality instruction despite the staffing challenges.

The current report evaluated the Proximity Learning program in the 2023-24 school year, the third and final year it was funded with ESSER money. Specifically, the analyses examined the effects of having a Proximity Learning teacher in EOC courses compared to in-person teachers for those courses in terms of students' academic performance. The Findings and Results section below is organized by student outcome measures. For each outcome measure, the results of the KPI analysis are discussed first, followed by additional analyses of interest (i.e., comparing honors student outcomes for PL and non-PL sections and comparing PL student outcomes to outcomes of students in virtual or other online classes). It should be noted that for some of the additional analyses, the counts of students in the comparisons is low, so they must be interpreted with caution.

## **Program Goals**

The program goals for Proximity Learning in 2023–24 are specified in the following Key Performance Indicators (KPIs):

1. Track the number of ESPs and PL teachers supporting EOC students who would otherwise not have a certified teacher of record.
2. Students participating in PL EOC courses will score similarly to traditionally taught students on the state EOC assessments.
3. Students participating in PL EOC courses will score similarly to traditionally taught students for year-end course letter grades.

## **Data and Methodology**

### **Data Sets**

The data sets used for the analyses came from many sources. PowerSchool and information from Proximity Learning was used to identify schools, course sections, and teachers for both

the PL sections and non-PL sections. In addition, PowerSchool data were used to determine student enrollment and year-end grades. Finally, EOC proficiency rates were retrieved from the annual TCAP/EOC files provided by the state.

***Selection Criteria for Tracking PL Sections and Student Counts:***  
***KPI 1: Track the number of ESPs and PL teachers supporting EOC students who would otherwise not have a certified teacher of record.***

Proximity Learning sections were included in the tracking analysis if they were covered an EOC course (i.e., English I, English II, Algebra I, Algebra II, Geometry, Biology) and were offered during the regular academic year (August- May). Any PL sections offered as summer school were excluded. Students were counted as being served by a PL class if they were enrolled by the 20th day for year-long classes or for the majority of the second semester for sections offered in semester II only (e.g., Algebra I (Part II) or English I (Part II)).

There were 199 PL sections of EOC courses that were offered in District-managed schools during the 2023-24 school year. These sections provided courses to 2,814 students. The table below shows the breakdown of the sections across EOC subjects and the number of students served.

EOC Course Section and Student Counts		
	PL Sections	
Course Name	Count of Section Type	Count of Students
Algebra I	61	836
Algebra II	19	327
Biology	21	277
English I	28	392
English II	13	105
Geometry	57	877
Grand Total	199	2814

***Data Set Selection Criteria for Analyses of Student Outcomes***

To create the PL base and comparison rosters for student outcome analyses, we applied specific selection criteria to ensure consistency and relevance. First, we excluded all summer courses to focus solely on the regular academic year (August-May). We then selected students who were enrolled by the 20th day of the school year or were enrolled in the majority of second semester courses, ensuring ample engagement. Students from online classes and virtual schools were excluded due to differences in course structure and

teacher usage. For students with multiple lead teachers with differing instructional formats, we chose the instructional format with the highest number of teaching days during the year (Proximity Learning or Non-Proximity Learning). This approach ensured that the most consistent instructional experience was considered. Finally, we selected sections to be included in the analyses for which there were both PL sections and non-PL offerings in the same EOC content area at the same school (e.g., PL and non-PL sections of Algebra I offered at the same school were included).

A total of 18 schools<sup>1</sup> were included in the analyses after following this selection process. The table below shows the resulting number of PL and non-PL sections by subject that were included in the student outcome analyses.

EOC Course Section Count Comparison for Sections included in the Student Outcome Analyses		
	PL Section Count	Non-PL Section Count
<b>Algebra I</b>	58	39
<b>Algebra II</b>	19	33
<b>Biology</b>	21	8
<b>English I</b>	28	10
<b>English II</b>	13	0
<b>Geometry</b>	57	84
<b>Grand Total</b>	196	174

It should be noted that comparisons between PL and non-PL sections in English I and English II were not possible in the analyses. For English I, schools that offered both PL and non-PL sections had a total of fewer than 15 students enrolled in non-PL classes who had EOC assessment results and letter grades. To protect student privacy, these data were not included. For English II, no school in which PL sections of English II were offered also offered non-PL sections. Therefore, comparisons are not possible; however, data for PL sections are presented in the results sections below.

## Findings and Results

This section begins with KPI 2. The findings for KPI 1 are included in the Data and Methodology section above.

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<sup>1</sup> The list of schools included in the analyses can be found in Appendix A.

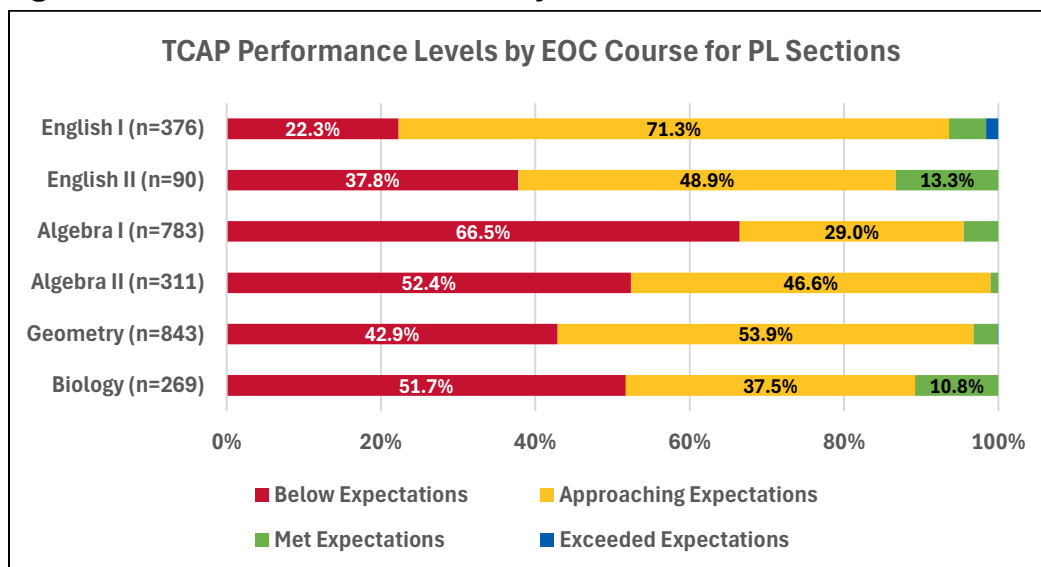
## ***KPI 2: Students participating in PL EOC courses will score similarly to traditionally taught students on the state EOC assessments.***

### **Comparisons of PL versus non-PL Sections Overall (KPI 2)**

Proficiency rates on the state's end-of-course (EOC) assessments were analyzed to determine whether students in EOC PL sections scored similarly to their peers in EOC non-PL sections of the same courses. The sample for the analysis contained 2,672 students enrolled in PL sections and 1,855 students enrolled in non-PL sections. Students who were classified as Meeting Expectations or Exceeding Expectations on their respective EOC assessment were deemed proficient. Students in the Below Expectations and Approaching Expectations categories were not considered proficient.

The graphs below show the percentage of students in each proficiency category for each EOC subject<sup>2</sup>. Although comparisons to non-PL sections were not possible for English I and English II, proficiency data for PL sections are provided in the first graph. In English I, 6.4% (24 of 376) of students Met Expectations or Exceeded Expectations; and for English II, 13.3% (12 of 90) of students were proficient on their EOC assessment.

**Figure 1: TCAP Performance Levels by EOC Course for PL Sections**



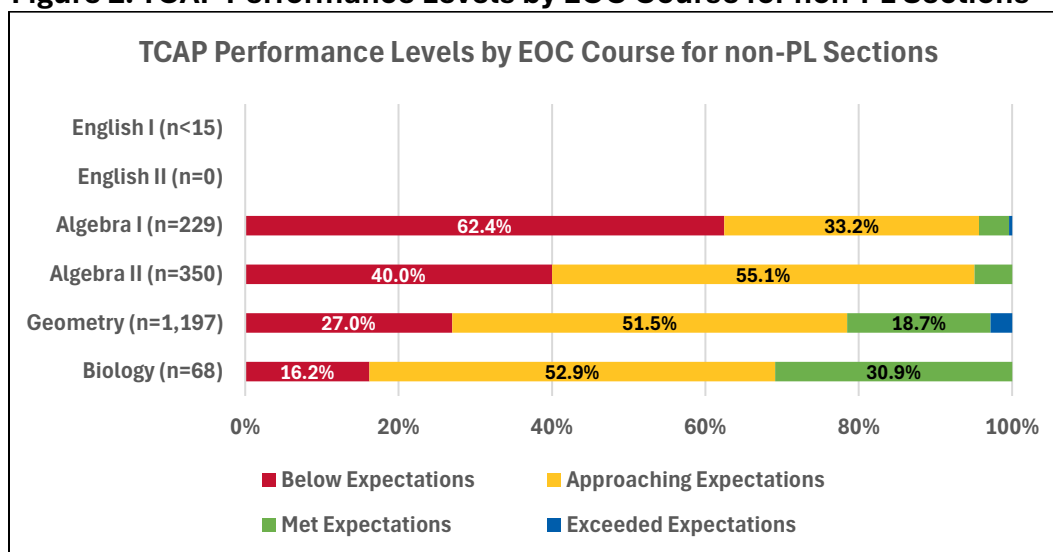
Note: For easier readability, data labels are not included for categories of less than five percentage points in the graphs in this report.

<sup>2</sup> Student counts for the percentages presented throughout the brief are included in the text and in Appendices B-E.

Algebra I is the only subject where the percentage of students who were proficient was comparable for students in PL sections and students in non-PL sections. 4.5% (35 of 785) of students in PL Algebra I sections met proficiency standards compared to 4.4% (10 of 229) of students in non-PL Algebra I sections. In Algebra II, 1% (3 of 311) of students versus 4.9% (17 of 350) of students were proficient for the PL sections and non-PL sections, respectively.

Similarly in Geometry and Biology, more students in the non-PL sections met proficiency on their EOC assessments compared to PL sections. In Geometry, 3.2% (27 of 843) of students were proficient for students in PL sections compared to 21.5% (257 of 1,197) of students in non-PL sections. In Biology, 10.8% (29 of 269) of students in PL sections were proficient compared to 30.9% (21 of 68) of students in non-PL sections.

**Figure 2: TCAP Performance Levels by EOC Course for non-PL Sections**



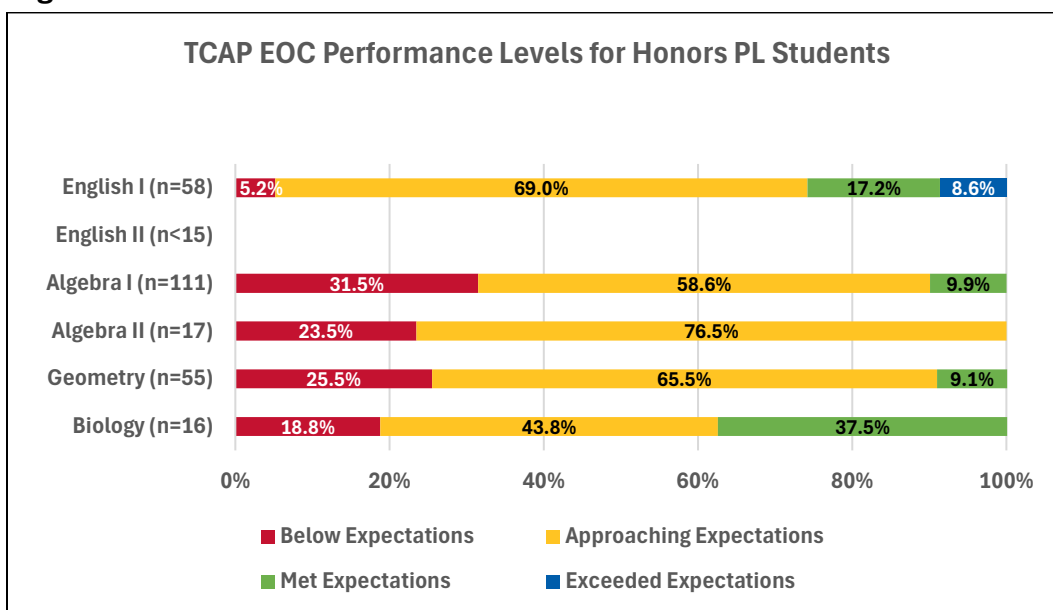
## Comparison of PL versus non-PL Honors Sections

The analyses above show that students in PL sections, generally, did not perform as well as their peers in non-PL courses when looking at all students who were enrolled in PL sections. However, an additional question of interest is to whether PL students who might be more motivated and self-sufficient scored similarly to their peers in non-PL sections. Therefore, the above analysis was repeated focusing only on students in honors-level classes (i.e., honors or AP/pre-AP classes). There was a total of 271 honors students in PL sections and 729 honors students in non-PL sections with EOC results included in this analysis.

Again, comparisons for English I and English II are not possible due insufficient comparison groups for the non-PL sections for these courses. However, data for the English I PL sections are included in the graph below for informational purposes. (There were fewer than 15 honors students in PL sections of Algebra II with EOC scores so data for that course are

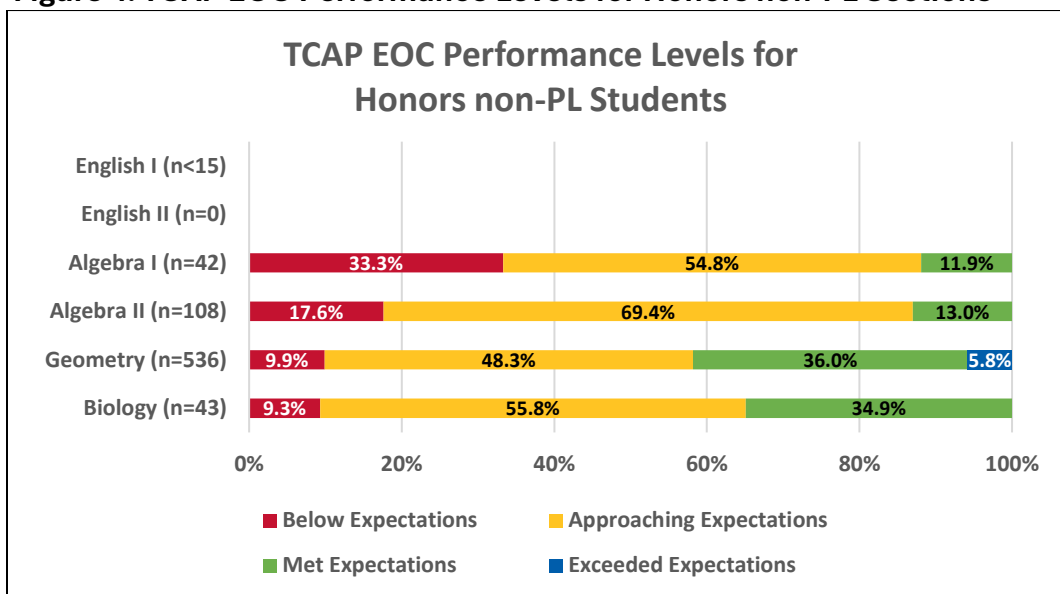
excluded from the presentation.) In English I, 25.8% (15 of 58) of students either Met Expectations or Exceeded Expectations on the EOC exam.

**Figure 3: TCAP EOC Performance Levels for Honors PL Sections**



The comparisons of honors students in PL versus non-PL sections for the other EOC courses are presented in the graphs above and below. The graph above shows the EOC performance levels for honor students in PL sections, while the second graph below shows the EOC performance levels for honors students in non-PL sections. As can be seen, a higher percentage of students in the non-PL honors sections scored as proficient on the EOC exams in math [Algebra I: 11.9% (5 of 42) vs 9.9% (11 of 111) for non-PL vs PL sections, respectively; Algebra II: 13.0% (14 of 108) vs 0%; and Geometry: 41.8% (224 of 536) vs 9.1% (5 of 55)]. However, a slightly higher percentage of students in a PL honors Biology class were proficient on the EOC exam compared to students in non-PL honors Biology classes: 37.5% (6 of 16) vs 34.9% (15 of 43), respectively. It should be noted that the number of students in a PL section of Biology was very small (n=16), thus the findings should be interpreted with caution.

**Figure 4: TCAP EOC Performance Levels for Honors non-PL Sections**



Overall, the honors students' performance on EOC as a function of instructional style was similar to all students in the analyses, with more students in the non-PL sections reaching proficiency on the EOC exams than students in the PL sections.

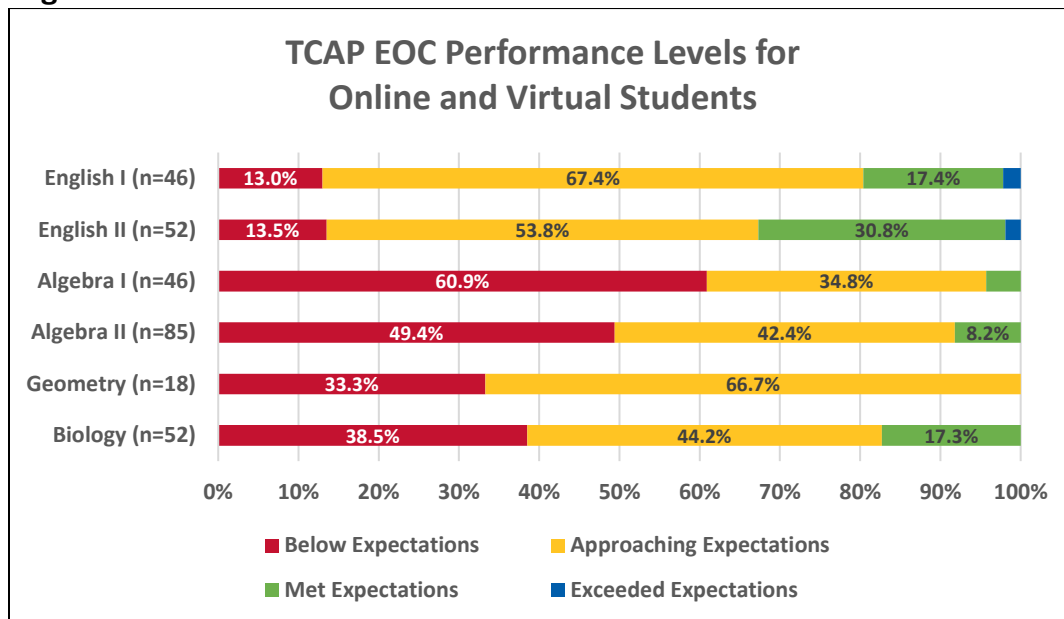
### Comparisons of PL Sections versus Other Online Instruction

A final analysis examined how students in PL sections of EOC courses compared to students taking EOC courses through another online or virtual format. A total of 299 students enrolled in online/virtual EOC classes were identified who had TCAP EOC assessment results. The graph below (Figure 5) contains the breakdown of proficiency levels on the TCAP EOC assessments for online and virtual students. When comparing the graph below to Figure 1 above, it shows that for most subjects, more students in online or virtual classes were proficient on the EOC assessment than in students in PL courses. In Algebra I, the percentage of students proficient was virtually equal for online/virtual students and PL students; and in Geometry, no online/virtual student reached proficiency on the EOC exam. The percentages of proficient students for each subject by course type are listed below.

In English I, 19.6% (9 of 46) of online/virtual students were proficient versus 6.4% (24 of 376) of students in PL courses; English II: 32.7% (17 of 52) vs 13.3% (12 of 90) online/virtual and PL students, respectively; Algebra I: 4.3% (2 of 46) vs 4.5% (35 of 783) online/virtual and PL students, respectively; Algebra II: 8.2% (7 of 85) vs 1.0% (3 of 311) online/virtual and PL students, respectively; Geometry: 0% (0 of 18) vs 3.2% (27 of 843) online/virtual and PL students, respectively; and Biology: 17.3% (9 of 52) vs 10.8% (29 of 269) online/virtual and PL students, respectively.



**Figure 5: TCAP EOC Performance Levels for Online and Virtual Sections**



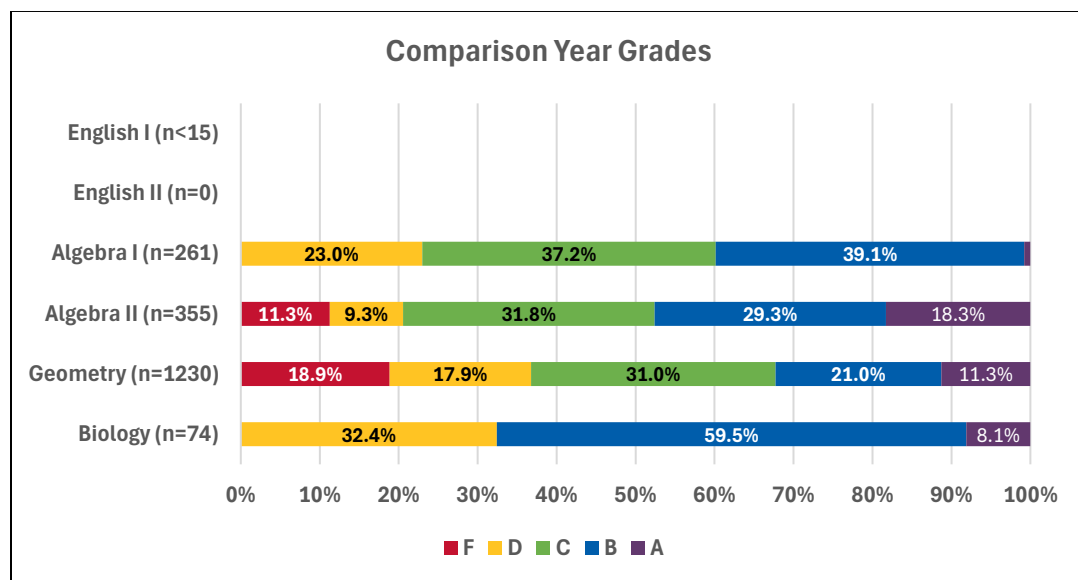
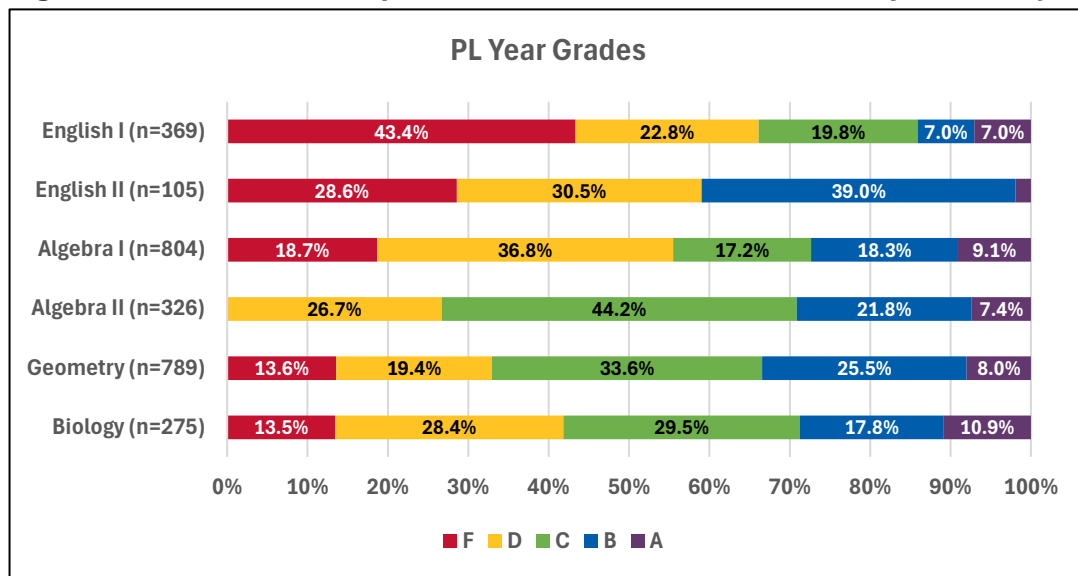
The first analysis in the section above revealed that, with the exception of Algebra I, KPI 2 was not supported. Students in PL sections generally did not perform the same as students in comparable non-PL courses on the year-end EOC assessments; instead, their performance lagged behind their peers in non-PL sections with fewer students reaching proficiency. A further look at two additional analyses (comparison of honors students and comparison of PL to online/virtual students) also did not find PL students performing similarly to their peers.

### ***KPI 3: Students participating in PL EOC courses will score similarly to traditionally taught students for year-end course letter grades.***

Similar to the analysis of proficiency rates on the state's end-of-course (EOC) assessments, students' EOC final course grades were compared to determine whether students in PL sections scored similarly to their peers in non-PL sections of the same courses. The sample for this analysis contained 2,668 grades for students in PL sections and 1,932 grades for students in non-PL sections. The results showed that students in non-PL sections earned higher rates of A, B, and C grades in most subjects, except in Geometry, where PL students slightly outperformed their peers.

The graphs below show the percentage of students in each course grade category for each EOC subject. Once again, comparisons to non-PL sections were not possible for English I and English II, but year-end grades for PL sections are provided.

**Figures 6 & 7: PL and Comparison Student Year-End Grades by EOC Subject**



For Algebra I, 77.0% (201 of 261) of non-PL students received an C or higher, compared to only 44.5% (358 of 804) of PL students. Similarly, in Algebra II, 79.4% (282 of 355) of non-PL students achieved at least a C or higher, while only 73.3% (239 of 326) of PL students achieved the same grades. For Biology, 67.6% (50 of 74) of students in non-PL course sections received a grade of a C or above compared to only 58.2% (160 of 275) of students in PL EOC sections. Geometry was the only subject where the percentage of PL students who achieved a C or higher in their course grade exceeded the percentage of students in non-PL course sections. 67.0% (529 of 789) of students in PL Geometry sections earned a C

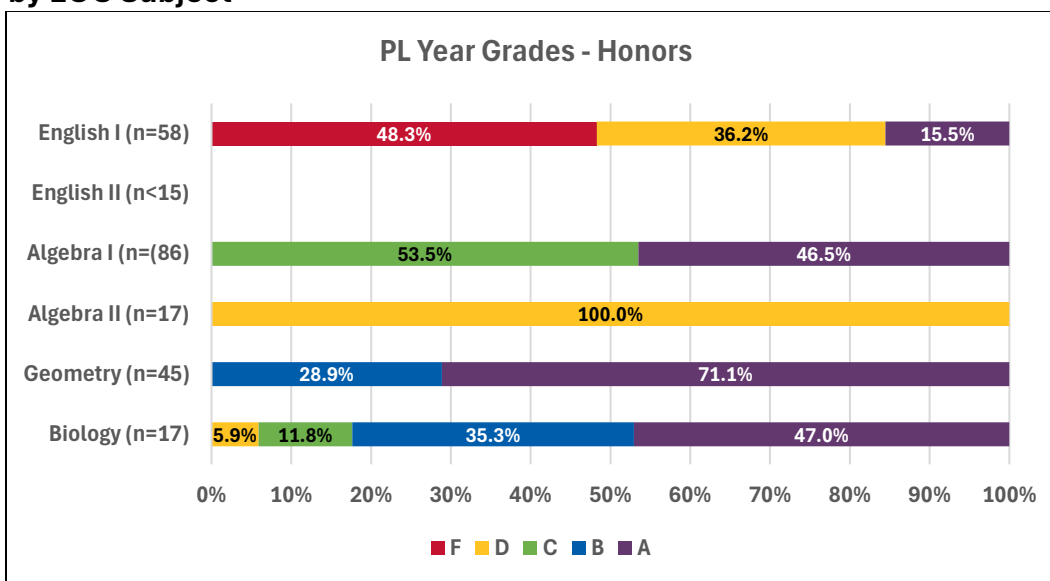
or higher course grade compared to 63.3% (778 of 1,230) of students in non-PL Geometry sections.

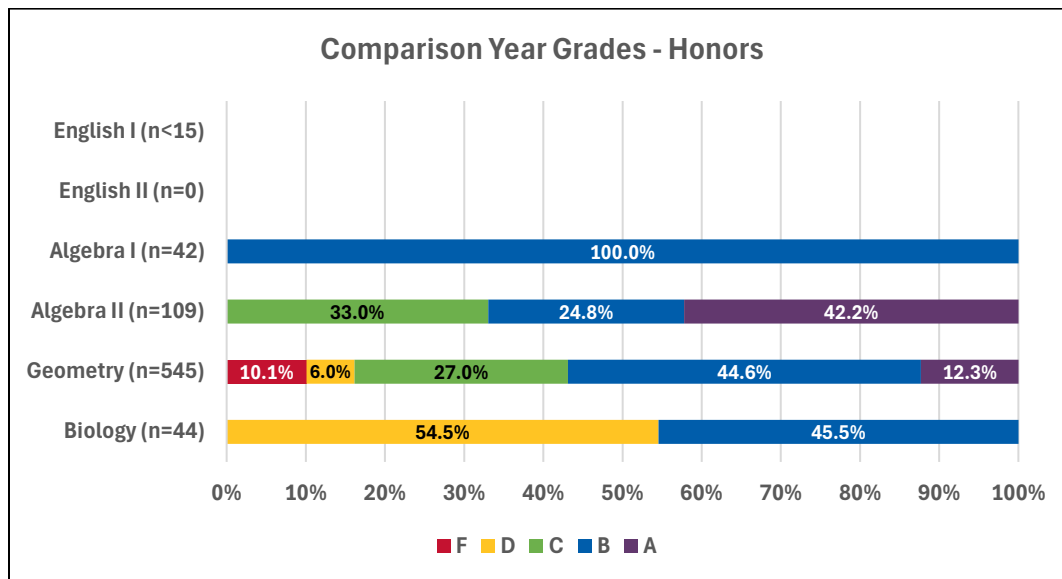
### Comparison of PL versus non-PL Honors Sections

To further understand the performance of students in PL sections, an additional analysis was conducted, focusing on students in honors-level classes (i.e., honors or AP/pre-AP classes). This approach aims to determine whether more motivated and self-sufficient students in PL sections scored similarly in their EOC course grades compared to their peers in non-PL sections. The sample for this analysis contained 235 grades for students in PL sections and 752 grades for students in non-PL sections. Comparisons for English I and English II were not possible due to insufficient comparison groups in the non-PL sections for these courses. The honors PL group analyzed in this section was smaller than the honors comparison group, leading to some unusual percentage findings that complicated the comparison. Consequently, this limitation hindered the ability to conduct a conclusive assessment of the results.

As shown below, student performance varied across subjects, with honors PL and honors non-PL sections achieving similar high grades in some areas, while honors PL students outperformed non-PL students in others. In Algebra I, students in both the PL and non-PL honors sections achieved a grade of a C or higher, with 100% of students meeting this benchmark (PL: 86 out of 86; non-PL: 42 out of 42). In Algebra II, all honors PL students received D's, whereas all the honors non-PL students received at least a C or higher, with a substantial number of A's and B's (73 of 109).

**Figures 8 & 9: PL and Comparison Honor Student Year-End Grades by EOC Subject**





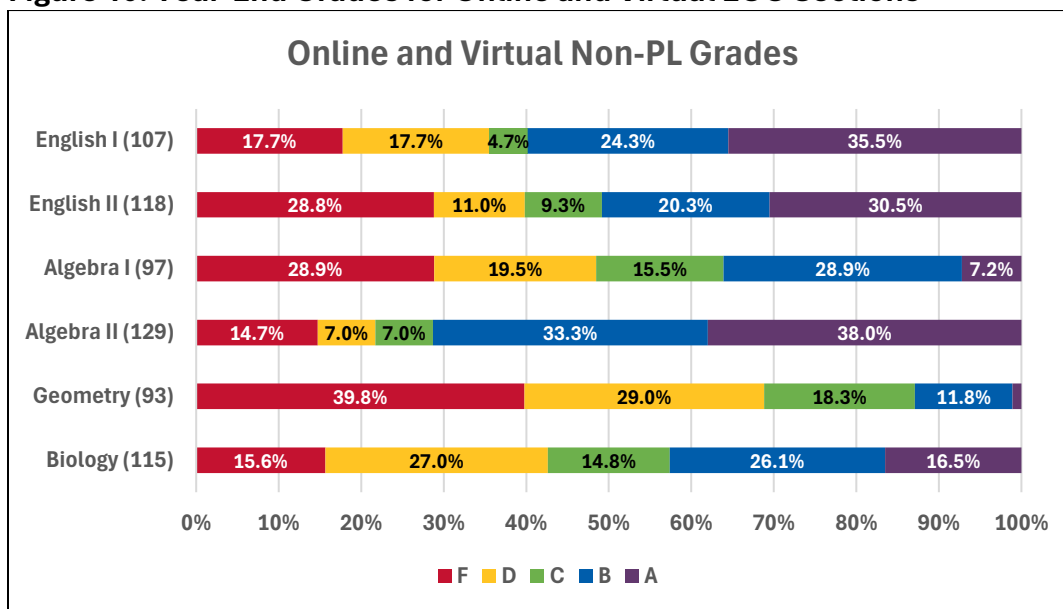
The only exceptions were in Geometry, where 100.0% (45 of 45) of students in honors PL sections achieved at least a C or higher, compared to 83.9% (457 of 545) of students in honors non-PL sections. Additionally, in Biology, 94.1% of honors PL students received a C or higher (16 of 17), compared to 45.5% (20 of 44) of honors non-PL students. Again, these findings should be interpreted with caution due to low student counts.

### Comparisons of PL Sections versus Other Online Instruction

The final comparison examined students in PL sections compared to those in online or virtual courses to determine whether there was a difference in course grades between different remote instruction formats. The sample for this analysis contained 659 grades for students in online/virtual.

In comparing the performance of students in Proximity Learning (PL) course sections to those in online and virtual course sections for EOC grades, distinct differences were observed. In English I, 64.5% (69 of 107 students) of online and virtual students received a C or higher, compared to 33.9% (125 of 369 students) of PL students (Figure 6 above). For English II, 60.2% (71 of 118 students) of online and virtual students achieved at least a C or higher, while only 41.0% (43 of 105 students) of PL students achieved the same grade.

**Figure 10: Year-End Grades for Online and Virtual EOC Sections**



In Algebra I, 51.5% (50 of 97 students) of online and virtual students received a C or greater, compared to 44.5% (358 of 804 students) of PL students. In Algebra II, the distribution between the two groups was much closer; however, more online/virtual students still earned C or higher grades with 78.3% (101 out of 129) of online and virtual students earning a C or higher, compared to 73.3% (239 out of 326) of PL students achieving these same grades.

Geometry and Biology were the only instances where a higher percentage of PL students secured a grade of C or above in the course compared to their online and virtual peers. In Geometry, 67.0% (529 out of 789) of PL students received a C or higher, compared to 31.2% (29 out of 93) of online and virtual students. In Biology, 58.2% (160 out of 275) of PL students earned a C or higher, while 57.4% (66 out of 115) of online and virtual students received the same grade.

Consistent with the findings for KPI 2, the evaluation of KPI 3 revealed that students overall in PL sections generally did not perform similarly to students in comparable non-PL courses in terms of year-end course letter grades earned. Instead, their performance trailed their peers in non-PL sections, with fewer students achieving A, B, or C grades. However, a further look at the two additional analyses (comparison of honors students and comparison of PL to online/virtual students) also did not find PL students performing as well as their peers.

## **Cost per Student**

The cost for Proximity Learning during the 2023-24 school year was \$6,871,935. A total of 3,401 unique students were served by Proximity Learning during the 2023-24 school year. (This includes students enrolled in any PL course, including non-EOC sections.) Thus, the cost per student for Proximity Learning services in 2023-24 was \$2,021 (rounded). In some cases, students were enrolled in more than one PL course during the year; however, they were only counted one time in this formula.

## **Next Steps and Conclusion**

Given ongoing staffing difficulties, PL teachers have served as teachers of record for sections when appropriately certified teachers were not available to teach in person. These PL teachers provided MSCS students with an appropriately certified teacher to design and deliver instruction.

Analyses of the performance of students in PL sections and comparable non-PL sections revealed that students in PL sections preformed at lower proficiency levels across most subjects, with the exception of Algebra I, where proficiency levels were comparable between the two groups. In EOC courses, non-PL students achieved higher rates of A, B, and C letter grades in Algebra I, Algebra II, and Biology, whereas Geometry was the only subject where the performance of PL students was better in comparison to that of their non-PL counterparts.

One interesting finding emerged when comparing PL honors students to non-PL honors students and when comparing PL students to online/virtual students in Geometry and Biology. For both these comparisons, PL students earned course grades of A, B, or C in these subjects at a higher rate than did the comparison group students. While this might hint at an area where Proximity Learning is an effective teaching method, more analyses would have to be conducted to determine if this is maintained in larger sample sizes with more tightly controlled comparison groups.

The 2023-24 school year was the last year Proximity Learning was supported with ESSER funding. Due to teacher shortages that remain in the District, a remote learning option is needed in 2024-25 to provide certified teachers in EOC classes. The District recently selected Proximity Learning to again provide these services after a competitive bid process. If the implementation of PL in 2024-25 is substantially different compared to previous years, an evaluation of student outcomes may be warranted; however, without implementation adjustments, it is unlikely that student outcomes would differ from last year.

## Appendix A

EOC Course Section Count Comparison by School for Sections included in the Student Outcome Analyses		
	PL Section Count	Non-PL Section Count
B.T. Washington High	8	3
Bolton High	12	16
Craigmont High	26	20
Douglass High	1	12
G.W. Carver College & Career Academy	13	2
Hamilton High	5	19
Invictus Academy at Airways	8	3
Kirby High	4	2
Melrose High	18	23
Mitchell High	2	2
Newcomer International Center	1	4
Overton High	12	25
Raleigh-Egypt High	19	3
Sheffield High	28	3
Trezevant High	5	7
Westwood High	14	3
Whitehaven High	1	20
Wooddale High	19	7
Grand Total	196	174

## Appendix B

### *Number and Percentage of Students in EOC PL and non-PL Sections by EOC Proficiency Level*

EOC Courses TCAP Performance Levels										
	Proximity Learning					Comparison				
	<i>n</i>	Below Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations	<i>n</i>	Below Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
<b>English I</b>	376	84 (22.3%)	268 (71.3%)	18 (4.8%)	6 (1.6%)	<15				
<b>English II</b>	90	34 (37.8%)	44 (48.9%)	12 (13.3%)	0	0				
<b>Algebra I</b>	783	521 (66.5%)	227 (29.0%)	35 (4.5%)	0	229	143 (62.4%)	76 (33.2%)	9 (3.9%)	1 (0.4%)
<b>Algebra II</b>	311	163 (52.4%)	145 (46.6%)	3 (1.0%)	0	350	140 (40.0%)	193 (55.1%)	17 (4.7%)	0
<b>Geometry</b>	843	362 (42.9%)	454 (53.9%)	26 (3.1%)	1 (0.1%)	1,197	323 (27.0%)	617 (51.5%)	224 (18.7%)	33 (2.8%)
<b>Biology</b>	269	139 (51.7%)	101 (37.5%)	29 (10.8%)	0	68	11 (16.2%)	36 (46.8%)	21 (27.3%)	0



## Appendix C

### Number and Percentage of Students in EOC PL and non-PL Sections by Year-End Grade

EOC Course Grades												
	Proximity Learning						Comparison					
	<i>n</i>	A	B	C	D	F	<i>n</i>	A	B	C	D	F
English I	369	26 (7.0%)	26 (7.0%)	73 (19.8%)	84 (22.8%)	160 (43.4%)	<15					
English II	105	2 (1.9%)	41 (39.0%)	0	32 (30.5%)	30 (28.6%)	0					
Algebra I	804	73 (9.1%)	147 (18.3%)	138 (17.2%)	296 (36.8%)	150 (18.7%)	261	2 (0.8%)	102 (39.1%)	97 (37.2%)	60 (23.0%)	0
Algebra II	326	24 (7.4%)	71 (21.8%)	144 (44.2%)	87 (26.7%)	0	355	65 (18.3%)	104 (29.3%)	113 (31.8%)	33 (9.3%)	40 (11.3%)
Geometry	789	63 (8.0%)	201 (25.5%)	265 (33.6%)	153 (19.4%)	107 (13.6%)	1230	139 (11.3%)	258 (21.0%)	381 (31.0%)	220 (17.9%)	232 (18.9%)
Biology	275	30 (10.9%)	49 (17.8%)	81 (29.5%)	78 (28.4%)	37 (13.5%)	74	6 (8.1%)	44 (59.5%)	0	24 (32.4%)	0

## Appendix D

### *Number and Percentage of Honors Students in EOC PL and non-PL Sections by EOC Proficiency Level*

EOC Courses TCAP Performance Levels										
	Proximity Learning					Comparison				
	<i>n</i>	Below Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations	<i>n</i>	Below Expectations	Approaching Expectations	Met Expectations	Exceeded Expectations
<b>English I</b>	58	3 (5.2%)	40 (69.0%)	10 (17.2%)	5 (8.6%)	<15				
<b>English II</b>	<15					0				
<b>Algebra I</b>	111	35 (31.5%)	65 (58.6%)	11 (9.9%)	0	42	14 (33.3%)	23 (54.8%)	5 (11.9%)	0
<b>Algebra II</b>	17	4 (23.5%)	13 (76.5%)	0	0	108	19 (17.6%)	75 (68.8%)	14 (13.0%)	0
<b>Geometry</b>	55	14 (25.5%)	36 (65.5%)	5 (9.1%)	0	536	53 (9.9%)	259 (48.3%)	193 (35.3%)	31 (5.8%)
<b>Biology</b>	16	3 (18.8%)	7 (43.8%)	6 (37.5%)	0	43	4 (9.3%)	24 (55.8%)	15 (34.9%)	0

## Appendix E

### Number and Percentage of Honors Students in EOC PL and non-PL Sections by Year-End Grade

Honors EOC Course Grades PL and non-PL Sections												
	Proximity Learning						Comparison					
	<i>n</i>	A	B	C	D	F	<i>n</i>	A	B	C	D	F
English I	58	9 (15.5%)	0 (0.0%)	0 (0.0%)	21 (36.2%)	28 (48.3%)	<15					
English II	<15						0					
Algebra I	86	40 (46.5%)	0	46 (53.2%)	0	0	42	0	42 (100%)	0	0	0
Algebra II	17	0	0	0	17 (100%)	0	109	46 (42.2%)	27 (24.8%)	36 (33.0%)	0	0
Geometry	45	32 (71.1%)	13 (28.9%)	0	0	0	545	67 (12.3%)	243 (44.6%)	147 (27.0%)	33 (6.1%)	55 (10.1%)
Biology	17	8 (47.0%)	6 (35.3%)	2 (11.8%)	1 (5.9%)	0	44	0	20 (45.5%)	0	24 (54.4%)	0