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# Impact of eLearning During Covid

## An Analysis of National Excel Center Outcomes

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# Process

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- Ask clarifying questions as we go along
  - Save questions till the end
  - Feel free to post questions in the chat box
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# Overview

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- Who: data was collected from 23 schools across the country - DC, Indiana, Memphis, and Missouri
  - What: analyze outcomes of in-person vs. online instruction
  - Why: to determine which courses and student populations were most positively or negatively impacted by the switch
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# Disclaimer

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- These results are all preliminary
  - Findings are meant to be informative not definitive
  - We don't have all the answers and that's okay as long as we are asking the questions
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# Finding #1

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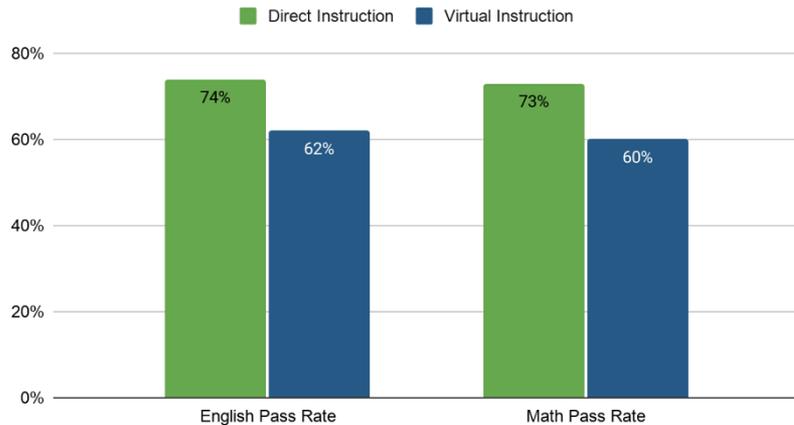
Universally across the network, the passage rate and number of credits earned in both English and Math courses were negatively affected by the switch to eLearning

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# Finding #1 - Decline in English and Math

Change in Student Success



## Overall Impact

- 12 percentage point decline in pass rate
- 10% decrease in total English/Math credits

## Advanced Courses

- 18 percentage point decline in English 3-5 passage rates and a 32% decrease in English 3-5 credit attainment

## Finding #2

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Special Education and First-Time Students especially struggled with the switch to eLearning.

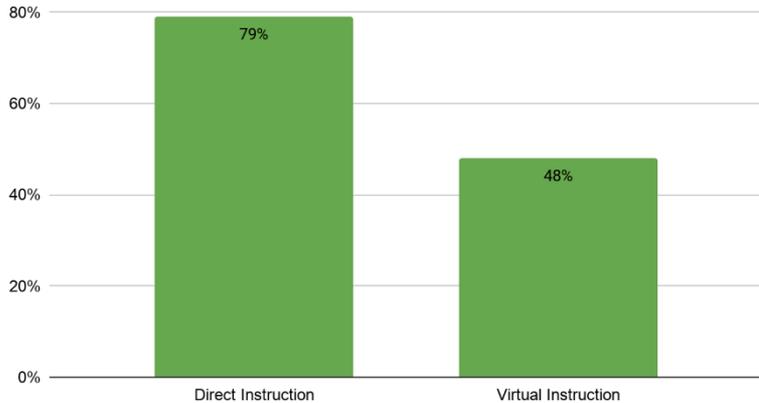
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# Finding #2 - Impact on SPED Students

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Special Education English & Math Passage Rate



- Equal struggles in both English and Math
  - Noticeable decline in non-English/Math courses - science, humanities, etc
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## Finding #2 - Impact on 1st Time Students

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Percentage of Students that earn at least One Credit in a Term	
	Gap between 1st-Time and Returning Students
Direct Instruction	10 percentage points
Virtual Instruction	21 percentage points

Overall 50% of new students failed to earn a single credit after enrolling when virtual only

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## Finding #3

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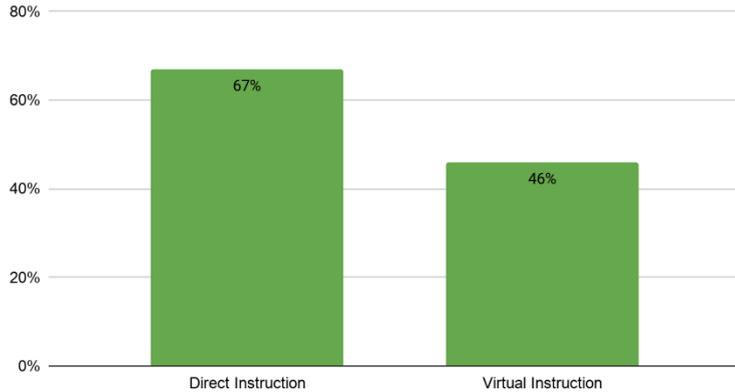
Of all general education students, students under the age of 25 struggled the most.

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# Finding #3 - Struggles of younger students

Combined English & Math Course Pass Rates



## Pct of All Student Credits Earned by Students Under the age of 25

Pre-Covid

40%

During Covid

29%

Overall the amount of credits earned each term by this population declined by 34%

## Finding #4

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Geometry was the most negatively impacted course from the switch from in-person to eLearning

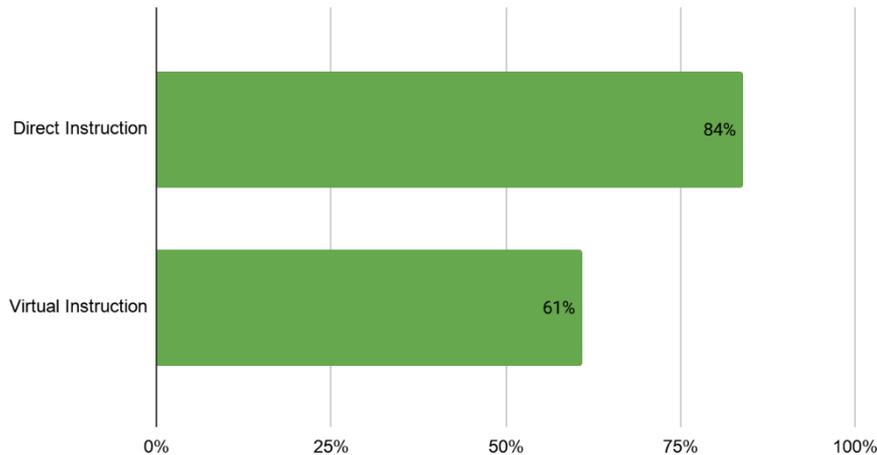
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# Finding #4 - Decline in Geometry

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Geometry Pass Rate



- Every school analyzed experienced a decline in Geometry passage rate
- Geometry had a largest decline in pass rate of any course analyzed (Algebra I was second)

## Finding #5

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Some classes did experience an increase in student success.

For every school analyzed, Algebra II passages rates remained similar or increased as a result of the switch to eLearning.

English-1 & English-2 had mixed results but some schools did experience more success as the result of switching to eLearning

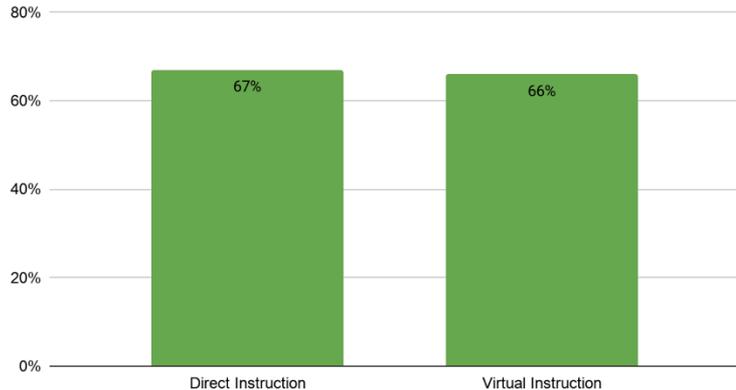
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# Finding #5 - Positive Outcomes - Algebra II

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Algebra II Pass Rate

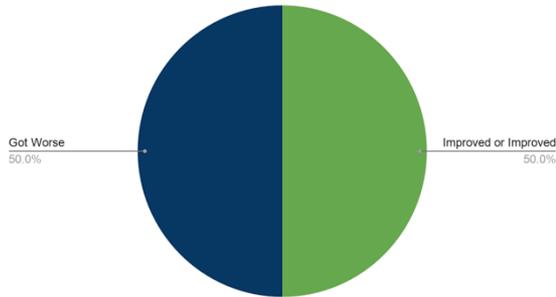


- Every school either improved or was within 5 percentage points
  - The number of Algebra II credits awarded increased by 1% with the switch to virtual instruction
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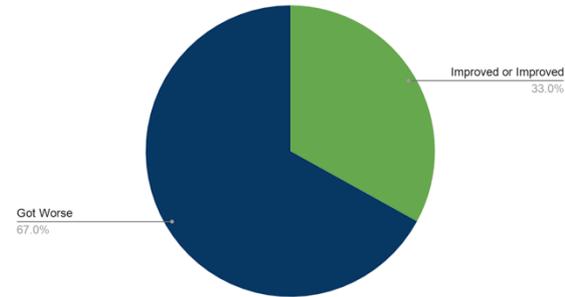
## Finding #5 - Positive Outcomes - English 1-3

While not consistent, there were some schools that did experience increased student success in English 1 & English 2 with the switch to virtual learning.

English-1 Impact of Switch to eLearning



English-2 Impact of Switch to eLearning



- Success in English 1&2 does not continue to higher level English courses

# Exceptions

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Our smallest schools experienced the smallest amount of negative impact - school with less than 150 students

- Special education, first-time students, and younger students still experience significant struggles
  - All other students performed near at “in-person” levels
  - This could be something real or just an n’size related
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# Blended Findings

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What about a blended model?

- Still early and requires more analysis
  - Where schools did a blended model it often wasn't consist due to changing local regulations
  - Where analyzed, English and Math declines persist but not as severe
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# Questions?

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**Thank you!**