



## East Baton Rouge School Start Times Project

### Phase 1 Update as of the End of the Fall Semester 2025-26

#### Summary

Old School Start Times:  
 Elementary: 8:25a - 3:25p  
 Middle/High: 7:10a - 2:25p

New School Start Times:  
 Elementary: 8:00a - 3:15p  
 Middle/High: 8:50a - 4:05p

Positive Operational Impacts:	<ul style="list-style-type: none"> <li>◆ Reduced # of buses needed to serve the Phase 1 schools by 15</li> <li>◆ Better on-time transportation performance compared to Phase 2 schools</li> </ul>
Positive HS Student Trends:	<ul style="list-style-type: none"> <li>◆ The # of unexcused tardies per student are down substantially:             <ul style="list-style-type: none"> <li>◆ Capitol HS (-0.58 days, <b>-22%</b>)</li> <li>◆ Glen Oaks HS (-5.96 days, <b>-65%</b>)</li> </ul> </li> <li>◆ Expulsion percentages are down:             <ul style="list-style-type: none"> <li>◆ Capitol HS (-2.5 pts, <b>-54%</b>)</li> <li>◆ Glen Oaks HS (-0.2 pts, <b>-13%</b>)</li> </ul> </li> <li>◆ In 1<sup>st</sup> period classes students earned fewer Ds and Fs:             <ul style="list-style-type: none"> <li>◆ Capitol HS (<b>-2.1 pts</b>)</li> <li>◆ Glen Oaks HS (<b>-0.3 pts</b>)</li> </ul> </li> <li>◆ In 2<sup>nd</sup> period classes students earned fewer Fs:             <ul style="list-style-type: none"> <li>◆ Capitol HS (<b>-1.2 pts</b>)</li> <li>◆ Glen Oaks HS (<b>-5.8 pts</b>)</li> </ul> </li> </ul>
Mixed HS Trends:	<ul style="list-style-type: none"> <li>◆ Early checkouts increased by 1.39 days per student at Capitol HS but were flat at Glen Oaks HS. The year-over-year differences were smaller at the end of the Fall semester than they were at the 60-day mark.</li> <li>◆ Teacher absences were up at both HS, but they were not out of line with non-Phase 1 HS.</li> <li>◆ Breakfast and lunch participation rates were mixed.</li> <li>◆ Suspension rates were up at Capitol HS, but down slightly at Glen Oaks HS.</li> <li>◆ Grades for the 2<sup>nd</sup> 9 weeks moved in a positive direction at Glen Oaks HS, with fewer Ds and Fs in English, math, and all other subjects. At Capitol HS, the proportion of Ds and Fs did not improve in English or math, but in other subjects they earned fewer Fs.</li> </ul>

## ES Trends:

- ◆ There were no apparent negative impacts on school enrollment, tardies, early checkouts, student absences, school enrollment, meal participation, or teacher absences.
- ◆ There was a small increase in the number of failing grades ES received, but it trended downward from the 1<sup>st</sup> report card to the 2<sup>nd</sup> report card. At current rates, the year-over-year difference will be gone by the end of the school year.

## Operational Impacts

In preparing for the start time change, Prismatic reworked all the bus runs for the Phase 1 schools. As a result:

- ◆ No Phase 1 students are routed through transfer.
- ◆ Average student travel times are shorter on the 2025-26 runs than they were in 2024-25.
- ◆ From a total of 46 direct and 14 shuttle runs in 2024-25, Prismatic trimmed runs to an initial 50 in July 2025. Then, while watching daily enrollment figures starting on July 8<sup>th</sup>, Prismatic further consolidated runs to maximize bus usage. On Day 1 of 2025-26, 47 runs were in use for Phase 1 schools. By the end of the Fall semester, only 45 runs were needed to serve Phase 1 schools.

	Bus Runs			
	2024-25	Day 1 2025-26	Day 30 2025-26	End of Fall Semester 2025-26
Capitol HS	5	12	12	12
Capitol MS	13	-	-	-
Capitol ES	5.5	16	14	14
Melrose ES	6.5			
Winbourne ES	7	-	-	-
Glen Oaks HS	11	10	9	10
Glen Oaks Park ES	7	9	9	9
Merrydale ES	5			
<b>Total</b>	<b>60</b>	<b>47</b>	<b>44</b>	<b>45</b>

Prismatic had a team member at each Phase 1 school on Day 1. Phase 1 schools had no more than the usual start-of-school transportation issues.

On school mornings, buses operating on-time arrive between 20 and 10 minutes prior to the start of instruction to allow students time to eat breakfast and get to class. In the afternoons, on-time buses are at school prior to the dismissal bell. Prismatic calculated on-time statistics for the Phase 1 and other similar EBR HS for the period September 2-15. During that time, Phase 1 HS buses were more on-time than those of Phase 2 HS buses. A review of a few days in November showed the same pattern.

### Bus On-Time Performance, Select Weeks in 2025

	September 2-15		November 4-5	
	Morning	Afternoon	Morning	Afternoon
Phase 1 HS	92%	93%	100%	73%
Phase 2 HS	76%	74%	82%	65%
Difference	+16 pts	+19 pts	+18 pts	+8 pts

### Impacts on High School Students

Two HS were included in Phase 1. Their start times shifted later, from 7:10a to 8:50a. This shift was in line with the recommendation of the American Academy of Pediatrics that middle/high school should not start earlier than 8:30a.

In addition to the start time change, the grade configuration, location, and attendance zone of Capitol HS changed this year. Because of this, one should view the year-over-year comparisons for Capitol HS with some caution. At Glen Oaks HS, only the start time changed, making its year-over-year comparisons more straightforward. With this caveat, EBR data for the first 60 days seem to indicate a potential positive impact in reducing student tardies and student absences. They do not seem to indicate a clear impact in the areas of school enrollment, class grades, or meal participation. If current trends continue, there may be some negative impacts observed in early checkouts and teacher absences. However, given the myriad factors that change in every school every year, the data are as yet insufficient to draw definitive conclusions.

#### Overall Enrollment – Likely Positive Impact

Between Day 1 of the school year and the end of the Fall semester, student enrollment in 2025-26 decreased less in Capitol HS than it did in 2024-25 while in Glen Oaks HS it increased instead of decreasing.

#### Change in Student Enrollment, Day 1 to Fall End

	Capitol HS	Glen Oaks HS
2024-25	-40.3%	-12.8%
2025-26	-7.2%	4.0%
Change from Last Year	+33.1 pts	+16.8 pts
Enrollment at End of Fall Semester This Year	478	540

#### Unexcused Tardies – Likely Positive Impact

At the end of the Fall semester, the percentage of students with 1+ unexcused tardies was not much changed in either HS. However, the number of unexcused tardies per enrolled student was down in both. Capitol HS staff noted that the tardies at their school are clustered within a group of students who are habitually tardy. If the Fall semester trend holds for the rest of the school year, on average Capitol HS students will have 1.6 fewer tardies and Glen Oaks HS students will have 11.9 fewer tardies this year compared to last year.

#### Student Tardies Through Fall Semester

	% Students with 1+ Tardies		# of Tardies per Student Enrolled	
	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS
2024-25	46.4%	49.6%	2.66	9.17
2025-26	44.6%	51.7%	2.08	3.21
Change	-1.8 pts	+2.1 pts	-0.58 days	-5.96 days

Recent research also found a decrease in tardiness with later start times (Barlaan et al, 2022, Wolfson et al, 2007).

### Early Checkouts – No Apparent Impact

At the other end of the school day, the number of parent checkouts per student has increased in 1 of the HS. By the end of the Fall semester this year, Capitol HS students had checked out early an average of 2.59 days; Glen Oaks HS students an average of 2.04 days. This was a fairly large increase for Capitol HS, but was essentially flat for Glen Oaks HS. In examining the student-level data, no student this year was routinely checked out early. This would indicate that the early checkouts are not likely due to a student-held job or some other regular obligation.

When asked midway through the Fall semester, Glen Oaks HS staff noted that the majority of their student checkouts this year are for doctor’s appointments. Capitol HS staff noted that their student checkouts happen for a variety of reasons, including:

- ◆ parent needing to go to work
- ◆ student appointments
- ◆ discipline
- ◆ interns leaving for work

Halfway through the school year, it does not appear that the number of early checkouts will rise to the level of a negative impact.

### # Early Checkouts per Student Through Fall Semester

	Capitol HS	Glen Oaks HS
2024-25	1.20	1.97
2025-26	2.59	2.04
Change	+1.39 days	+0.07 days

Researchers of later school start times do not appear to have explored impacts on early student checkouts. Prismatic could find no published studies addressing the topic.

### Student Absences – No Apparent Impact

The rates of student absence have not followed a consistent pattern. At Day 30 and Day 60, at Capitol HS the number of absences per student were lower this year than in the previous year. Through the end of the Fall semester however, the number of absences per student was essentially flat compared to last year. At Glen Oak HS, the reverse pattern was observed. At Day 30 and Day 60 absences per student were essentially flat, but at the end of the Fall semester they were down this year. The same inconsistent pattern was evident in the percent of students present.

When asked midway through the semester, Capitol HS staff noted that students are absent this year for a variety of reasons, including oversleeping and then lacking transportation, having to care for younger siblings, and missing the bus.

### # Absences per Student (Days)<sup>1</sup>

<sup>1</sup> Using average student enrollment over each time period.

	Through Day 30		Through Day 60		Through Fall Semester	
	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS
2024-25	6.97	4.15	14.07	8.94	16.77	14.65
2025-26	5.52	4.30	11.18	8.57	17.09	13.34
Change	-1.45	+0.15	-2.89	-0.37	+0.31	-1.31

	% Present					
	Through Day 30		Through Day 60		Through Fall Semester	
	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS
2024-25	78.8%	86.2%	76.2%	84.8%	80.5%	83.0%
2025-26	81.6%	85.7%	81.0%	85.5%	80.4%	84.7%
Change	+2.8 pts	-0.5 pts	+4.8 pts	+0.7 pts	-0.1 pts	+1.7 pts

Research indicates that one might not expect to see an impact on overall student absenteeism at the school level with later start times:

- ◆ One older study (Wahlstrom, 2002) found little difference in attendance rates 3 and 6 years after a number of HS switched from 7:15a to 8:40a start times among students who remained at the same HS. However, Wahlstrom did find improved attendance rates among grade 9-10 students who were not enrolled for 2 consecutive years in the same HS. In other words, younger HS students who tended to have increased student mobility did show statistically significant increases in school attendance with later start times (+2-4 percentage points).
- ◆ One recent study (Cook et al, 2021) found an association between a lack of sufficient nightly sleep and increased absenteeism, but the study was correlational only and did not study whether changing start times changed absenteeism rates.
- ◆ Another study (Wolfson et al, 2012) found no significant differences in absenteeism rates in 2 similar middle schools that differed only in start times.

### Teacher Absences – No Apparent Impact

Comparing the Fall semesters, the number of absences per teacher was greater at each HS compared to the previous year. Staff at Glen Oaks noted that they believe the increase in teacher absences is due to some teachers going to doctor's appointments. However, compared to the other EBR MS/HS, the year-over-year increase is not unusual. Of the 24 MS/HS not in Phase 1, 11 had an increase in days of absence per teacher, while 13 had a decrease. Moreover, the number of absences per teacher at Capitol HS and Glen Oaks HS was not the highest of the HS for the Fall semester of 2025-26.

### Teacher Absences Through Fall Semester

	# Absences per Teacher (Days)			HS with Highest Teacher Absences
	MS/HS Average	Capitol HS	Glen Oaks HS	
2024-25	6.98	5.53	7.25	McKinley HS (9.55)
2025-26	7.00	7.51	8.10	Northeast HS (8.42)
Change	+0.02	+1.98	+0.85	

Researchers of later school start times do not appear to have explored impacts on teacher absence rates. Prismatic could find no published studies addressing the topic.

### Breakfast and Lunch Participation – No Apparent Impact

Comparing across the years at Day 60, student meal participation results are mixed. Breakfast participation increased at Capitol HS but decreased slightly at Glen Oaks HS. Lunch participation was essentially flat at Capitol HS, but up slightly at Glen Oaks HS.

#### Student Meal Participation at Day 60

	Breakfast		Lunch	
	Capitol HS	Glen Oaks HS	Capitol HS	Glen Oaks HS
2024-25	56%	58%	60%	51%
2025-26	62%	56%	59%	54%
Change	+6 pts	-2 pts	-1 pt	+3 pts

Established by the USDA, the Healthier US School Challenge (HUSSC) established meal participation goals that are considered best practices. At Day 60 in both years, student breakfast participation rates were commendable in each HS, well above HUSSC best practice levels. Lunch participation rates in both HS were somewhat below best practice levels.

#### Meal Participation Rates Considered Best Practice Levels

	Breakfast	Lunch
Elementary	35%	75%
Middle	35%	75%
High	25%	65%

With the later start, Prismatic hypothesized that breakfast participation would decrease (more students would eat breakfast at home) and that lunch participation would increase (because it was now being offered at a time more aligned with teens' body clocks). A number of research studies indicate that students with later school start times or sufficient nightly sleep are more likely to have healthier eating habits (Franckle et al, 2015; Kruger et al, 2014), which could translate into improved school meal consumption.

### Student Discipline – Potential Positive Impact on Expulsions

Through the Fall semester, the suspension and expulsion percentages were slightly down at Glen Oaks HS. The picture at Capitol HS is more complex, with an increased suspension rate, but an expulsion rate that was less than half the level of 2024-25.

#### Student Discipline Through Fall Semester

	Suspension Percentage			Expulsion Percentage		
	2024-25	2025-26	Change	2024-25	2025-26	Change
Capitol MS	35.2%			3.7%		
Capitol HS	58.1%			6.6%		
Capitol MS/HS	42.1%	58.0%	+15.9 pts	4.6%	2.1%	-2.5 pts

Glen Oaks HS	35.0%	34.3%	-0.7 pts	1.6%	1.4%	-0.2 pts
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Recent research indicates that later school start times are associated with improved student behavior (Chen et al, 2017; Hildenbrand et al, 2013). In Prismatic’s experience, drawing conclusions from year-over-year school-level discipline data can be challenging, as they are frequently highly impacted by changes in school leadership, or even changes in faculty.

### Class Grades – Likely Positive Impact for Students at Risk of Failing

While the 1<sup>st</sup> 9-week grades did not show a clear pattern in any direction, the 2<sup>nd</sup> 9-week grades show a clear pattern for Glen Oaks HS. In English, math, and all other subjects, Glen Oaks HS students earned fewer F’s and fewer D/Fs overall compared to last year. They also earned more As in English and math.

The pattern is less clear at Capitol HS:

- ◆ In English, they earned the same proportion of Fs, and slightly more Ds.
- ◆ In math, they earned slightly more Fs and more Ds.
- ◆ In all other subjects, the trend was positive. They earned fewer Fs at a rate that outpaced the increase in Ds.

The extent to which the change in attendance boundaries impacted the Capitol HS pattern is unknown.

### Class Grades, 2<sup>nd</sup> 9 Weeks

#### Change in Grade Distribution from 2024-25 to 2025-26

	English				
	A	B	C	D	F
Capitol HS	-4.9	+0.9	+2.0	+2.0	-
Glen Oaks HS	+3.7	-3.7	+3.8	+9.1	-12.8
	Math				
	A	B	C	D	F
Capitol HS	-7.2	-0.7	+3.6	+3.8	+0.5
Glen Oaks HS	+5.0	+1.4	-1.8	-1.0	-3.7
	All Other Subjects				
	A	B	C	D	F
Capitol HS	-7.0	+2.7	+4.8	+3.3	-3.8
Glen Oaks HS	-3.9	+2.5	+4.0	+3.7	-6.3

Prismatic hypothesized that the greatest differences in grades would be in the 1<sup>st</sup> 2 class periods. With the previous start times, those 2 class periods were at least partially timed to be earlier than experts advise middle/high schools to start. Looking at those class periods, both HS had positive results in 1<sup>st</sup> period classes – student earned fewer Ds and Fs. In 2<sup>nd</sup> period classes, students in both schools earned fewer Fs.

### All Subjects - Class Grades, 2<sup>nd</sup> 9 Weeks

#### Change in Grade Distribution from 2024-25 to 2025-26

	A	B	C	D	F
<b>1<sup>st</sup> Period Classes</b>					
Capitol HS	-1.7	+7.2	-3.3	+2.5	-4.6
Glen Oaks HS	-5.3	-0.5	+6.1	+7.6	-7.9
<b>2<sup>nd</sup> Period Classes</b>					
Capitol HS	-10.5	+0.1	+9.9	+1.7	-1.2
Glen Oaks HS	-1.7	-0.5	+1.2	+6.7	-5.8

A number of studies point to improved academic performance from later middle/high school start times, including:

- ◆ increased grade-point averages (Barlaan et al, 2022)
- ◆ improved math and reading test scores (Heissel, J. & Norris, S., 2017)
- ◆ improved math and reading test scores more for students at the lower end of the distribution (Edwards, F., 2012)

### Impacts on Elementary School Students

Four ES were included in Phase 1. Their start times shifted earlier, from 8:25a to 8:00a. This was done in order to move the HS to later start times without requiring additional transportation expenses.

From 2024-25 to 2025-26, the grade patterns of the Phase 1 ES changed. In 2024-25, each ES served grades PreK-5. In 2025-26, Melrose ES and Merrydale ES only served PreK-2 students, while Capitol ES and Glen Oaks Park ES served only the older ES students. In addition, the attendance zone for sister schools Capitol ES and Melrose ES changed. Because of this, one should view the year-over-year comparisons for Capitol/Melrose ES with some caution. At sister schools Glen Oaks Park/Merrydale ES, only the start time and grade configuration changed, making those year-over-year comparisons more straightforward. Because of the change in grade configurations and the substantial changes in overall enrollment in some of the ES, one should view the year-over-year comparisons with some caution.

In general, EBR data for the Fall semester for the 4 ES do not indicate any clear negative impact in the areas of school enrollment, tardies, early checkouts, absences, or meal participation.

Research indicates that moving ES start times earlier should not negatively impact students, as long as the new start time is 7:30a or later (Appleman, E.R. et al, 2015; Keller, P.S. et al, 2014). Because the shift for these schools (25 minutes earlier) was much smaller than the shift for the HS (100 minutes later), any impacts on the analyzed areas would likely be small.

#### Overall Enrollment – No Apparent Negative Impact

At Fall end, enrollment totals changed quite a bit among the 4 ES, due to changes in grade configurations, attendance zones, and the addition/subtraction of preK or special education classrooms. With so many changes that directly impact student enrollment, any potential impact from the start time change would be difficult to detect.

	Student Enrollment at End of Fall Semester			
	Capitol ES	Melrose ES	Glen Oaks Park ES	Merrydale ES
2024-25	321	248	368	231
2025-26	463	346	277	236
Change	+142 students +44%	+98 students +40%	-91 students -25%	+5 students +2%

In 2025-26, student enrollment increased from Day 1 to the end of the Fall semester in Melrose ES and Merrydale ES; both of these schools increased enrollment in the Fall semester compared to decreases last year. Glen Oaks Park ES had no enrollment change in 2025-26 compared to an 18% increase last year. Capitol ES was the only Phase 1 ES that lost enrollment over the 2025-26 Fall semester; last year it gained enrollment in the same period.

	Change in Student Enrollment, Day 1 to Fall End			
	Capitol ES	Melrose ES	Glen Oaks Park ES	Merrydale ES
2024-25	14%	-2%	18%	-1%
2025-26	-4%	3%	0%	13%
Change	-18 pts	+5 pts	-18 pts	+14 pts

**All Tardies – No Apparent Negative Impact**

Because the number of tardies was generally much lower in the Phase 1 ES than in the Phase 1 HS, the actual figures for all tardies (excused and unexcused) are shown. At the end of the Fall semester, the difference in the number of students with a tardy and the total number of tardies was negligible, with the exception of the a marked decrease in tardies for sister schools Glen Oaks Park/Merrydale ES.

**Student Tardy Data Through Fall Semester**

	# Students with 1+ Tardies		# of Tardies Total	
	Capitol/ Melrose ES	Glen Oaks Park/ Merrydale ES	Capitol/ Melrose ES	Glen Oaks Park/ Merrydale ES
2024-25	15	111	19	400
2025-26	61	2	124	0

**Early Checkouts – No Apparent Negative Impact**

As the difference in school dismissal time for these schools is just 10 minutes (from 3:25p to 3:15p), one would not expect to see much of a difference in early checkouts from last year to this year. Through the Fall semester, the number of early checkouts by parents were generally small in both years (less than 1 per student).

**# Early Checkouts Through Fall Semester**

	Capitol/ Melrose ES	Glen Oaks Park/ Merrydale ES
2024-25	288	454
2025-26	285	468

**Student Absences – No Apparent Negative Impact**

Through the end of the Fall semester, sister schools Capitol ES and Melrose ES showed an increase in absenteeism, but Glen Oaks Park ES and Merrydale ES were up only slightly. Given the changes in the attendance zone for Capitol/Melrose from last year, the student absence data do not indicate an obvious potential impact from the start time change.

**Absences Through Fall Semester**

	# Absences per Student <sup>2</sup>		% Present	
	Capitol/ Melrose ES	Glen Oaks Park/ Merrydale ES	Capitol/ Melrose ES	Glen Oaks Park/ Merrydale ES
2024-25	7.48	6.51	91.3%	92.4%
2025-26	9.79	6.95	88.8%	92.0%
Change	+2.31 days	+0.43 days	-2.5 pts	-0.4 pts

<sup>2</sup> Using average student enrollment over the time period.

### Teacher Absences – No Apparent Negative Impact

In the Fall, the number of absences per teacher decreased in 3 ES but increased in the 4<sup>th</sup>. The average of all the non-Phase 1 ES was a slight increase in teacher absences. Compared to the other ES, the decrease in 3 Phase 1 ES is a positive. In addition, while Capitol ES had the highest number of absences per teacher in 2024-25, that was no longer the case in 2025/26.

	# Absences per Teacher, Fall Semester					ES with Highest Teacher Absences
	All Other ES	Capitol ES	Melrose ES	Glen Oaks Park ES	Merrydale ES	
2024-25	6.68	12.42	7.53	6.35	10.88	Capitol ES (12.42)
2025-26	7.14	6.00	7.87	8.68	7.61	Clairborne ES (10.94)
Change	+0.46	-6.42	-0.34	+2.33	-3.27	

### ES Student Meal Participation – No Apparent Negative Impact

At Day 60 in both years, student meal participation rates were commendable in all 4 ES, well above national best practice levels.<sup>3</sup> In 2025-26, breakfast participation rates improved even more at 3 ES. At the 4<sup>th</sup>, Capitol ES, it decreased by 13 percentage points; however, for 2025-26 it has been increasing since the start of school. At Day 60 this year, lunch participation was down in 3 ES, but up 7 points in the 4<sup>th</sup> school.

#### Student Meal Participation at Day 60

	Capitol ES	Melrose ES	Glen Oaks Park ES	Merrydale ES
<b>Breakfast</b>				
2024-25	62%	65%	51%	70%
2025-26	49%	69%	55%	72%
Change	-13 pts	+4 pts	+4 pts	+2 pts
<b>Lunch</b>				
2024-25	86%	86%	83%	89%
2025-26	84%	84%	90%	85%
Change	-2 pts	-2 pts	+7 pts	-4 pts

### Class Grades – Trending Toward No Apparent Negative Impact

The 2<sup>nd</sup> 9-week grades show a small negative pattern among failing grades among the 4 ES. In English, math, and all other subjects, the Phase 1 ES students earned slightly more Fs this year than last. However, the year-over-year differences in the 2<sup>nd</sup> 9-week grades are an improvement from the same comparison with the 1<sup>st</sup> 9-week grades. Overall, the number of Phase 1 ES students with a failing grade remained small. The extent to which the change in attendance boundaries impacted the Capitol/Melrose ES pattern is unknown.

<sup>3</sup> At elementary level, Healthier US School Challenge Criteria are 35% participation for breakfast and 75% participation for lunch.

### Class Grades, 2<sup>nd</sup> 9 Weeks

#### Change in Grade Distribution from 2024-25 to 2025-26

	A	B	C	D	F
<b>English</b>					
Capitol/Melrose ES	-6.1	+1.1	+3.4	-1.7	+3.2
Glen Oaks Park/ Merrydale ES	+2.6	+1.9	-4.8	-2.5	+2.7
<b>Math</b>					
Capitol/Melrose ES	-10.6	-0.8	+5.3	+5.1	+1.0
Glen Oaks Park/ Merrydale ES	+6.3	-2.5	+0.2	-5.4	+1.3
<b>All Other Subjects</b>					
Capitol/Melrose ES	-3.4	-2.0	+3.0	+1.6	+0.9
Glen Oaks Park/ Merrydale ES	-8.5	+2.7	+2.9	+2.1	+0.8

#### Change in Distribution of F Grades from 2024-25 to 2025-26

	1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	Trending Down?
<b>English</b>			
Capitol/Melrose ES	+5.3	+3.2	Yes
Glen Oaks Park/Merrydale ES	+7.5	+2.7	Yes
<b>Math</b>			
Capitol/Melrose ES	+2.5	+1.0	Yes
Glen Oaks Park/Merrydale ES	+1.6	+1.3	Yes
<b>All Other Subjects</b>			
Capitol/Melrose ES	+2.4	+0.9	Yes
Glen Oaks Park/Merrydale ES	+2.0	+0.8	Yes