



## Arizona State Board of Education

1700 W. Washington Street  
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Phone: (602) 542-5057  
Website: azsbe.az.gov



November 1, 2021

The Honorable Doug Ducey  
1700 W. Washington St. Executive Tower  
Phoenix, AZ 85007

Dear Governor Ducey,

Enclosed is the State Board of Education's report on "Using Data to Support Success for Arizona Students" pursuant to Executive Order 2021-03.

The State Board of Education (Board) partnered with the Arizona Department of Education, The Center of Assessment, Helios Education Foundation, Abt Associates and Arizona State University's Decision Theater for Educational Excellence to study the COVID-19 impact on assessment and other academic data from the 2020-2021 school year.

Other than the proficiency and growth data from the 2020-2021 statewide assessment (AzM2), the Board studied statewide data on student enrollment, student mobility and the AZELLA (Arizona English Language Learner Assessment) assessment. Data provided in the report is provided at the state and county levels, with deeper dives into student populations and programs.

### Key Findings in the Report

- The earlier grades saw larger academic impacts than the older grades.
- The Mathematics impact was larger than the English Language Arts (ELA) impact.
- Arizona students moved between schools more frequently in the 2020-2021 school year than in previous years.
- English learners continued to struggle more than their English language proficient peers.

The Board anticipates a follow-up report in December, in which the Board will identify outlying schools that showed high levels of academic achievement, while serving students in the populations most affected by COVID-19 during the 2020-2021 school year. The goal of the follow-up report is to highlight the success of schools while compiling case studies for schools with similar student populations and school characteristics to learn from and potentially implement new successful strategies to increase student achievement and address unfinished learning.

Please contact the Board's office if you have questions pertaining to the report.

Respectfully,

A handwritten signature in blue ink, appearing to read "Alicia Williams".

Alicia Williams  
Executive Director

CC: Lucas Narducci, President, State Board of Education

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# STATE BOARD OF EDUCATION

Executive Order 2021-03

“Using Data to Support Success for Arizona Students”

Assessing COVID-19 Impact on Student Learning



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The COVID-19 pandemic impacted the learning opportunities for students across the country. Not only were students' school settings disrupted, students were, and continue to be, affected by family illness, loss, and economic hardship. Educators, staff, and school leaders have made efforts to develop strategies to meet the educational and basic needs of their students and school communities. Although the impacts of the COVID-19 pandemic have affected multiple aspects of students' lives, it is evident that the impacts have deepened the divide in educational opportunity and achievement of Arizona students, especially students living in rural areas, including the Native American (tribal) lands, and students living in high poverty areas.

Executive Order 2021-03 "Using Data to Support Success for Arizona Students" expressed the need to understand the depth of learning loss, particularly for disparate populations. In this Order, the State Board of Education (Board) has been directed to utilize statewide assessment, AZM2, and other assessment or academic data from the 2020-2021 school year, to draw comparisons to prior years and identify the extent of learning loss due to the COVID-19 pandemic.

The ability of the 2020-2021 school year data to make comparisons to prior years is essential when understanding the impact. Lower than average student testing participation rates in the Spring 2021 statewide assessment impacts data comparisons to prior years. Because of this, analyses in proficiency and growth, seek to address where students captured in the 2020-2021 data may be different from students captured in pre-pandemic school year data.

Student testing participation rates were vast and impactful, though limitations by locale persisted. With historical statewide assessment student testing participation rates at or above 95% to meet federal requirements, comparing assessment results of the 2020-2021 school year to previous years, and making inferences based upon those comparisons, must be done with extreme caution. The Arizona Department of Education (ADE), Arizona State Board of Education, Center for Assessment, Helios Education Foundation, Abt Associates and Arizona State University's (ASU) Decision Theater for Educational Excellence, used extreme care when working with the data. However, it is still encouraged to apply critical analysis and multiple points of data when drawing final conclusions. As a reminder, the new statewide science assessments, AzSCI and MSAA Science, were field tested in Spring 2021, and those results are not comparable to longitudinal data.

As the Board studied the COVID-19 impacts on various demographic subgroups, including homeless, foster care, and limited English proficiency subgroups, at times, there was a need to redact data to protect student privacy, due to low student counts in subgroups. A minimum student count of N-10 was used to ensure high quality methodology and analysis. The Center for Assessment growth analysis has a minimum of N-20 growth scores to ensure accuracy of results. Full demographic subgroup information is available at the state and county levels.



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Prior to the pandemic, Arizona showed great strides in closing achievement gaps and growing a student population performing at grade-level. Measured by the National Assessment of Educational Progress (NAEP), Arizona outpaced the gains in Mathematics and English Language Arts (ELA) made by other states and the national average from 2009 through 2019 ([National Assessment Governing Board, 2019](#)).

In partnership with stakeholders, the Board expanded the educational data studied, past proficiency and growth metrics, to include:

1. The statewide AZELLA (Arizona English Language Learner Assessment), used to understand the COVID-19 impact on English learners,
2. Student enrollment data, used to understand student enrollment trends and
3. Student withdrawal data, used to understand the mobility of students in the Arizona school system.

### **Overview of Report Findings**

Report findings expand on the breadth and depth of COVID-19's impact on Arizona's students in the following key areas:

#### **Early grades saw larger academic impacts than older grades**

Statewide K-5 data shows a higher COVID-19 impact on proficiency and growth data than in higher-grade levels, specifically in ELA. Given the importance of early literacy for a student's success in career and college attainment, the future outcomes of these students may be far reaching if current and future interventions do not target supports to students reading below grade level.

#### **Mathematics impact is larger than the impact of ELA.**

While both subject areas see large and broad COVID-19 impact across all demographic subgroups and achievement levels, Mathematics saw a larger impact on student achievement.

#### **Students moved between Arizona schools more frequently in the 2020-2021 school year than ever.**

Student mobility is one data point of understanding achievement gaps, as it represents a disruption in learning.



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### **English learners continue to struggle more than their English-language proficient peers**

Percent proficient for English learners (EL) fell six percentage points in ELA and seven percentage points in Mathematics. While the state saw declines in proficiency percentages (38% in ELA and 31% in Mathematics in 2020-2021, versus 42% in ELA and 42% in Mathematics in 2018-2019), EL students saw declines that show very few EL students proficient in ELA or Mathematics. Impact has been seen in other studies, such as the growth analysis for English Learners.

The report that follows is a high level, data-driven account of the COVID-19 pandemic's impact on assessment and academic outcomes of Arizona's students. While the report utilizes new methodologies to examine trends in students' academic lives, it does not encompass all areas that influence student learning. Opportunities for future analyses include student technology access, school meal program identification and utilization, an expanded analyses of English learners and early literacy impacts for all students.

As the recovery and acceleration of student learning will need a broad, multi-year approach that is deep within its target goal, the Board will be reviewing the strategies utilized to address unfinished learning and instruction, focusing on intensive tutoring, increased instructional time, and acceleration of content, rather than re-teaching previous content, and will report outcomes of the Arizona schools who have implemented these and other strategies to address student learning.

In addition to the above, the follow-up report will identify outlying schools that showed high levels of academic achievement, while serving students in the populations most affected by the COVID-19 pandemic during the 2020-2021 school year. The Board will do this by preparing school case studies, identifying the systems and policies implemented last school year that led to positive impact on student outcomes, so other schools with similar student populations and school characteristics can implement successful strategies of success and learn from one another.

The remainder of the report dives deeper into each academic and assessment area analyzed, with additional graphs, charts, and supplemental reports provided by other organizations and agencies.



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### **Student Assessment Participation**

Statewide summative assessment participation was quite high despite practical challenges. Overall, 84% of students tested in ELA, while 86% of students tested in Mathematics. However, when reviewing statewide demographic subgroups, Native American students showed a significant drop in the ELA percent tested from 2018-2019 (80%) to 2020-2021 (57%) and in Mathematics percent tested, 79% to 60%. Interestingly, students with disabilities tested at a higher rate than typically seen, from 78% in the 2018-2019 school year to 84% in the 2020-2021 school year. Accommodations developed from the pandemic may have made it more feasible to assess students with disabilities.

### ***Results***

- Statewide and county graphs, located in *Appendix A*, show the participation rates on the ELA and Mathematics statewide assessments. Statewide, testing participation in Mathematics was higher than in ELA, apart from Greenlee and Mohave counties. In both ELA and Mathematics, Apache County had the lowest testing rates for Spring 2021. Cochise, Graham, Greenlee, La Paz, Maricopa, Mohave, Pinal, Santa Cruz, Yavapai and Yuma have participation rates in both ELA and Mathematics at or above 80% of their testing student population.
- A graph on testing participation by grade level is available in *Appendix B*. In a typical year, such as school year 2018-2019, testing participation in high school grade bands (9-12) is lower than testing participation in the lower grade bands (3-8). The trend remains the same for testing participation in Spring 2021. Overall, student testing participation for the 2020-2021 school year is higher in Mathematics than in ELA for all grade levels.
- Ethnic group graphs, found in *Appendix C*, and program participation graphs, found in *Appendix D*, indicate that Native American students participated in testing less than any other ethnic group. African American/Black students were not represented as well as Asian, Hispanic, Multi Race, Pacific Islander, and White students in testing participation. There were no remarkable differences in program statewide testing participation rates for English learners, students with poverty indicators (income eligibility 1&2), and students with disabilities.



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### **Growth**

Arizona has utilized the Student Growth Percentile (SGP) model ([Betebenner, 2011](#)) to assess students' academic growth for almost a decade. To assess the COVID-19 impact, the regular SGP was remodeled to the pre-pandemic-cohort referenced skip-year SGP.

The regular SGP model assesses academic growth over one school year by employing quantile regression that links current year scores with the scores from the immediate prior year(s). However, the missing assessment data from the 2019-2020 school year necessitates the use of skip-year methodology for the 2020-2021 school year, in which the 2020-2021 school year data was linked to the 2018-2019 school year data. This is the academic growth over a period of two school years.

The regular SGP model compares a student's current-year test score to that of the academic peers with the same prior test scores in this student's own cohort. However, in this report, a student in the 2020-2021 school year was compared to the students in the same grade in the 2018-2019 school year. This methodology is called the pre-pandemic-cohort referenced SGP, as the 2018-2019 school year is the last year before the pandemic when the state assessment was administered. The pre-pandemic cohort referenced SGP allows comparison of the SGPs of the 2020-2021 school year with the SGPs of the 2018-2019 school year at any aggregated level, as the two are compared to the same student cohort in the 2018-2019 school year. A substantial difference between the two could be an indication of the impact of the pandemic.

The data represented here includes **all** students in a school's accountability data, regardless of the amount of time they were enrolled at the school. This is not comparable to state letter grades and Federal accountability data, which utilizes only students who are enrolled for the full academic year (FAY).

### ***English Language Arts Growth Impacts***

At the school level, severe COVID-19 impact on ELA growth results is largest for the higher student growth, lower student achievement schools. Lower student achievement schools were affected by the pandemic at the same rate, regardless of their students' growth. Across modest improvement, no impact and large negative impact, the findings indicate higher achievement schools were affected similarly.

Statewide, the COVID-19 impact on ELA growth was moderate. Students in the lower grade bands exhibited a greater impact than those in the higher grade bands. Please see *Appendix F* for the statewide grade level ELA growth analysis.

There are some differences by demographic subgroup or program participation in the effects of the pandemic on students' ELA assessment growth scores. Students with disabilities were



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impacted to a moderate degree on ELA growth, while students without disabilities were impacted to a large degree. Additionally, students with poverty indicators were impacted to a large degree on ELA, while students not poverty indicated were impacted to a moderate degree. Both English learners and non-English learners were impacted to a large degree. The growth ELA scores of Hispanic or Latino, American Indian or Alaskan Native, and Native Hawaiian or Pacific Islander students showed a large impact.

Looking at the skip-year growth differences in median SGPs conveys another vantage point of student performance, allowing the data to show the degree of difference through growth scores. Students in grades 5 and 7 suffered a greater loss in median ELA SGP than in grades 6, 8 and 10. In ELA growth scores, Hispanic or Latino and American Indian or Alaska Native students experienced a greater loss in median SGP than other demographic subgroups. Students across socioeconomic status experienced loss in median ELA SGP at the same rate. Please see *Appendix E* for the median SGP data table.

Median SGP in ELA dropped for all demographic subgroups.

### ***Mathematics Growth Impacts***

At the school level, COVID-19's impact on Mathematics' growth scores for higher achieving schools was larger in modest improvement to no impact through modest negative impact when compared to schools with lower achievement. When reviewing large to severe negative impact on growth, lower achievement school populations were affected in Mathematics at a higher rate than in school populations with higher achievement. Statewide, there was a broad large to severe impact on Mathematics' growth. In grades 5 and 6, there was broad severe growth impact in various demographic subgroups, whereas later grade bands see no severe impact. Please see *Appendix F* for the grade level analysis in Mathematics' growth results. The pandemic's impact on students is less varied in Mathematics by demographic subgroup or program participation than in ELA. American Indian or Alaskan Native, African American/Black, Hispanic or Latino, Native Hawaiian or Pacific Islander, and students with poverty indicators were impacted severely, with all other demographic subgroups or program participants impacted largely.

In Mathematics, grade 6 showed the largest growth loss, with a less steep decline in grade 7. Mathematics showed a greater loss for Hispanic or Latino, African American/Black, American Indian, and Native Hawaiian or Pacific Islander students in median SGP than other demographic subgroups. A greater Mathematics growth loss was experienced for students with poverty indicators, than their counterparts.

It is important to note that prior to COVID-19, there were disparities in median SGP in ELA and Mathematics by English learner status. Data reports that English learners experienced a greater loss in ELA and Mathematics growth than those not learning English, and the gap between these





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student populations and their counterparts in median SGP remains. This trend is also true for students with disabilities.

Please see *Appendix G* for a full list of pandemic impact on ELA and Mathematics' growth scores by demographic subgroup or program participation.

### **COVID-19 Growth Impact Across 2018-2019 School Letter Grades**

One final way to examine school academic growth impact is to compare the degree of growth impact to the letter grade group of schools. Again, these impact results are not comparable to previous A-F state accountability results, as different calculation metrics were used to produce the growth impact results, however, the growth presentation, from the October 25, 2021 Board meeting, showcased how COVID-19 impacted growth metrics across all levels of achievement. Please see the *Supplemental Material – Presentation on Growth, slides 17-19*.



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### Proficiency

There were substantial differences in the student population tested in school year 2020-2021, when compared to prior school years. Differences include lower rates of testing participation for Native American students, students residing in Northeastern Arizona and students in grade levels 3-8. With testing participation rates differing from historical testing participation rates in various subgroups and locales, proficiency results must be interpreted by acknowledging differences in the students tested.

Consideration of student movement and overall patterns of population change are essential to interpreting findings related to COVID-19's impact on assessment outcomes. Utilizing match rates, as recommended by [Ho \(2021\)](#), these analyses measure the student populations' effect on assessment outcomes.

Connecting student mobility to proficiency examines continued enrollment through the percent of unique students enrolled in the same school a year later. This analysis compares the percent of unique students in school year 2018-2019 still enrolled in school year 2019-2020, to the percent of unique students enrolled in school year 2019-2020 and still enrolled in the 2020-2021 school year. Reporting challenges may have contributed to the declining trend seen in the comparison for students of multiple races and for students with poverty indicators. Enrollment was more stable or increasing for African American/Black, Asian, American Indian or Alaska Native students. Students with disabilities and Hispanic or Latino students' enrollment was stable. When the 2018-2019 school year was compared to the 2020-2021 school year, English learner enrollment declined, however, enrollment was stable when comparing the 2019-2020 school year to the 2020-2021 school year.

Statewide, proficiency was down across all demographic subgroups and grade levels and the most significant decline was in ELA proficiency in grades 3 to 5. The achievement gap remains for Native American students in ELA proficiency, while Non-English learners and White students have lower ELA percent proficient as well. This exhibits the breadth of the pandemic impact on all demographic subgroups.

The pandemic struggles of all students cannot be over-emphasized when examining Mathematics, with all demographic subgroups dropping in the percent proficient. Hispanic students, Native American students, Non-English learner students and Students with disabilities had the deepest Mathematics' proficiency impact.

Please find proficiency impact information by grade level, demographic subgroup and program participation in *Appendix I, J and K*.

In Apache County, while only 35% of students were tested, these students had a subtle increase in the percent proficient. While other counties also had lower assessment participation rates to



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previous years, other counties saw percent proficient decline. In counties where student testing participation was higher than other counties in 2021, the 2020-2021 data is more reflective of the student population when compared to students tested in Spring 2019. Please see *Appendix H* for the percent proficient in each county.

### **English Learner Growth and Proficiency**

English Learner (EL) analysis is calculated in a different way than other analyses within the report. The EL analysis uses effect sizes units to measure growth across two-year intervals (e.g., end of 3<sup>rd</sup> grade to the end of 5<sup>th</sup> grade,) and how it varied during COVID-19.

Effect size, used in this study, is another methodology to measure/evaluate impact. The results led to the conclusion of impact to the English Learner student's proficiency and growth on the AZELLA and on the statewide assessment ELA and Mathematics scores. The impact is not consistent across all levels as shown in the other studies.

Arizona students who were eligible for EL services between 2016 and 2021 are represented in the report. Forty-five percent of EL students are female, with Hispanic or Latino students representing ninety percent of the analysis' population. The decline in EL students participating in the assessments affects interpretation of the results.

Preliminary results showed the variance in AZELLA scores was consistent across each two year period (2016-2018, 2017-2019, and 2019-2021). Variances in ELA scores for EL students were seen, however, even greater variances occurred in Mathematics, with a larger difference in earlier grades (3-5 and 4-6) when compared to higher grades (5-7, 6-8). Consistent with the statewide impact, EL students were impacted in both ELA and Mathematics.

Standardized growth effect sizes note a trend of decline in the pre-COVID-19 grades 4-6 and 5-7 student population in the population's AZELLA, ELA, and Mathematics scores. As an outlier, a conclusion cannot be made that COVID-19 was related to the decline in growth effect size for EL students in grades 4-6 and grades 5-7. In grade bands 3-5 and 6-8, students' growth scores in effect size were consistent or growing on each of the statewide summative assessments before COVID-19.

In all of the analyses, gains in effect size units were lower during COVID-19 school years (2019-2021). Grades 5-7, on AZELLA, ELA, and Mathematics assessments, experienced losses that were impacted by non-COVID-19 related trends.



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### Enrollment and Mobility

#### *Enrollment*

Reviewing historic student enrollment trends is important to understanding the association between student enrollment and the pandemic's impact on student achievement. Enrollment data is examined with a unique count of students (counted once). In a typical year, a drop in student enrollment is evident during the winter holidays, with a steady enrollment increase through the remainder of the academic year. The trend remains true in the school years affected by the pandemic, 2019-2020 and 2020-2021. In the 2020-2021 school year, there appeared to be public hesitancy to enroll students into classrooms. Hence, the data showed a decline in student enrollment for the time period between September 2020 and March 2021, when compared to the enrollment trends of the 2019-2020 school year. Student enrollment began to grow in April 2021, to nearly the same population levels as seen in previous school years at the same time.

Student enrollment across all demographic subgroups is slightly lower than in previous (pre-pandemic) years. African American/Black, American Indian or Alaska Native, Asian, Foster Care, and Native Hawaiian or Pacific Islander subgroups have increased enrollment data for the 2020-2021 school year.

Students with limited English proficiency and students with disabilities exhibit fairly similar enrollment numbers in school year 2020-2021 when compared to school year 2019-2020. Reporting challenges may have contributed to students of multiple races and students with poverty indicators having lower enrollment for school year 2020-2021. Students experiencing homelessness showed a decline in enrollment for the 2020-2021 school year, which may have been anticipated, due to difficulties with accessing student campuses, transportation and/or unstable housing exacerbated by the pandemic. When reviewing grade level trends, 2020-2021 enrollment in Kindergarten, grade 5 and grade 6 remained lower when compared to previous years' enrollment data.

Schools serving early education students and unique grade configurations were impacted the most by enrollment declines.

Please see *Appendix L* for table of demographic subgroups and the percent of change in statewide enrollment from the 2018-2019 to 2019-2020 school years and 2019-2020 to 2020-2021 school years.



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### ***Mobility***

Student mobility, reviewed through school withdrawal data, included students with multiple withdrawals. Analyses sought to address the frequency of students' mobility, asking if more students moved often, and if some students moved schools more often than others. Of particular interest were students who transferred to another school within the state, students who did not attend for ten consecutive days, students whose parents withdrew without confirmation of re-enrollment, students who dropped out, students who withdrew to be homeschooled and students who transferred out of state.

Student withdrawals increased in the 2020-2021 school year, indicating higher student mobility rates. While mobility trends from past school years indicate higher student mobility in the winter months, student mobility seemed particularly evident prior to the start of the 2020-2021 school year, with student mobility lowering the first few weeks of the school year before rising again in the Fall and continuing for the remainder of the school year. Please see *Appendix M* for mobility trends.

Students transferring between schools within the state's school system grew. One explanation could be, due to COVID-19, caregivers and students exercised autonomy in school choice to match students' needs and values. When reviewing the percent of change between school years 2020-2021 and 2019-2020, trend data was higher in homeschool withdrawals, ten-day drops/parent withdrawals and withdrawal transfers to another school within the state.

Alternative schools and online schools showed less fluctuation in student mobility than brick-and-mortar/traditional schools. Higher student mobility is exhibited in earlier grade levels, when compared to high school students.

Student movement from districts to charters and charters to districts was examined. Charter to district student mobility represents fewer students than district to charter for school year 2020-2021. Students in the lower grade levels (K-4) moved to charters more than higher grade levels in the 2020-2021 school year. Historically, mobility trends, in the period July 1 through June 30, exhibit higher movement from district to charter in Grades 9 through 12. Please see *Appendix N* for District/Charter Mobility July 1 to June 30.

Whereas, in 2020-2021, district to charter mobility trends do not increase for higher grade levels, rather, lower grade mobility from district schools to charter schools was higher than historical trends.

Seeking to understand homeschool withdrawals in greater depth, time analysis showed that homeschool withdrawals occurred more frequently between September and October 2020, with a declining trend throughout the remainder of the 2020-2021 school year. By March 2021, homeschool withdrawal data appeared similar to previous school year homeschool withdrawal



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data, showing many of the students who initially withdrew from a school setting to be homeschooled, returned to the school setting. By the beginning of the 2021-2022 school year, most students had returned. Please see the Homeschool Mobility Graph in *Appendix O*.

In-state student transfers, students transferring from one school to another school both in state, were more frequent prior to the start of the school year when compared to previous school years. However, the upward trend slowed to historical levels around September 2021.

While dropout withdrawal codes were up in the beginning and middle of the 2019-2020 school year, the trend was not evident for the same time period in the 2020-2021 school year. Overall, in some capacity, students remained in a learning environment.

### References

Betebenner, D. W. (2011, August 12). A Technical Overview of the Student Growth Percentile Methodology; Student Growth Percentiles and Percentile Growth Projections/Trajectories. Dover, NH: The National Center for the Improvement of Educational Assessments. <https://files.eric.ed.gov/fulltext/ED583125.pdf>

Ho, A. (2021, February 26). Three test-score metrics that all states should report in the COVID-19-affected spring of 2021 [Memo]. Harvard Graduate School of Education. <https://scholar.harvard.edu/files/andrewho/files/threemetrics.pdf>

National Assessment Governing Board. (2019, July). BRIEF: Arizona schools showing rapid gains. <https://azgovernor.gov/governor/news/2019/07/brief-arizona-schools-showing-rapid-gains>



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### Supplemental Material

The researchers listed in this report are not the only Arizona education stakeholders examining the impact of the pandemic on various areas of students' lives. Read-On Arizona, a statewide public/private partnership of agencies, philanthropic organizations and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children, has released the first part of their analysis of the COVID-19 effects on early literacy. The analysis reviews school literacy plan data, which includes the results of formative literacy assessments given to students in the Fall, winter and Spring, to determine if students were on track to read at grade level by the end of the school year. The analysis, released October 20, 2021, can be located on Read-On Arizona's website, at [AZ Data Snapshot: The Pandemic's Impact on Early Literacy - Part 1](#)

ASU and Helios' Decision Center for Educational Excellence, along with the ASU Mary Lou Fulton Teachers College and the Arizona Department of Education, released a 2020 Arizona Teacher Workforce report and an Impact of the Pandemic report, comparing the teacher workforce across two years. The Impact of the Pandemic report, released July 28, 2021, found that the pandemic had a limited impact on the size and demographics of the 2021 teaching workforce. The reports can be found at the following three links:

[Arizona Teacher Workforce by County](#)

[The 2020 Arizona Teacher Workforce](#)

[The Impact of the Pandemic: Comparing the 2020 and 2021 Arizona Teacher Workforce](#)

Each of the following links navigate to the [October 25, 2021 Board meeting](#) presentation pertaining to the research areas within this report.

Item 5A: [Reporting Introduction](#)

Item 5A1: [Growth](#)

Item 5A2: [Proficiency](#)

Item 5A3: [English Learners](#)

Item 5A4: [Mobility and Enrollment](#)

#### **COVID Impact Growth Spreadsheets**

<https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Growth%20Data%20Spreadsheets.xlsx>

#### **COVID Impact Proficiency and Participation Data Spreadsheets**

<https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Longitudinal%20Assessment%20Outcomes.xlsx>

#### **COVID Impact Enrollment and Mobility Resource Graphs**

<https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Enrollment%20and%20Mobility%20Resource.pdf>

#### **COVID Impact Enrollment Data Spreadsheet**

<https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Longitudinal%20Enrollment.xlsx>

#### **COVID Impact Mobility Data Spreadsheet**

<https://www.azed.gov/sites/default/files/2021/10/COVID%20Impact%20Longitudinal%20Mobility.xlsx>



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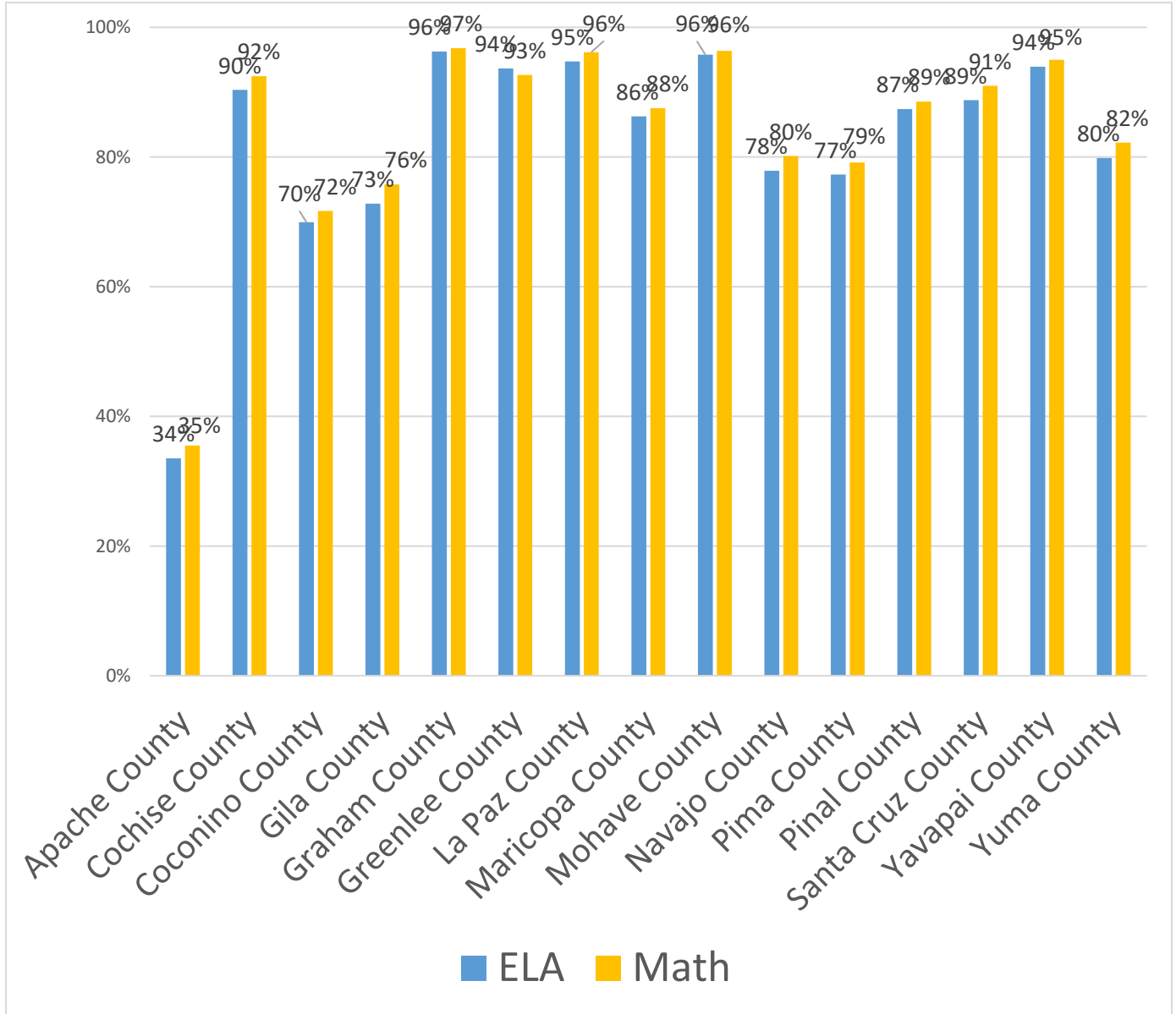
### Appendix A: County Statewide Assessments Testing Participation Rates

Statewide Assessments Testing Participation Rates		
County	English Language Arts	Mathematics
Statewide	84%	86%
Apache	34%	35%
Cochise	90%	92%
Coconino	70%	72%
Gila	73%	76%
Graham	96%	97%
Greenlee	94%	93%
La Paz	95%	96%
Maricopa	86%	88%
Mohave	96%	96%
Navajo	78%	80%
Pima	77%	79%
Pinal	87%	89%
Santa Cruz	89%	91%
Yavapai	94%	95%
Yuma	80%	82%



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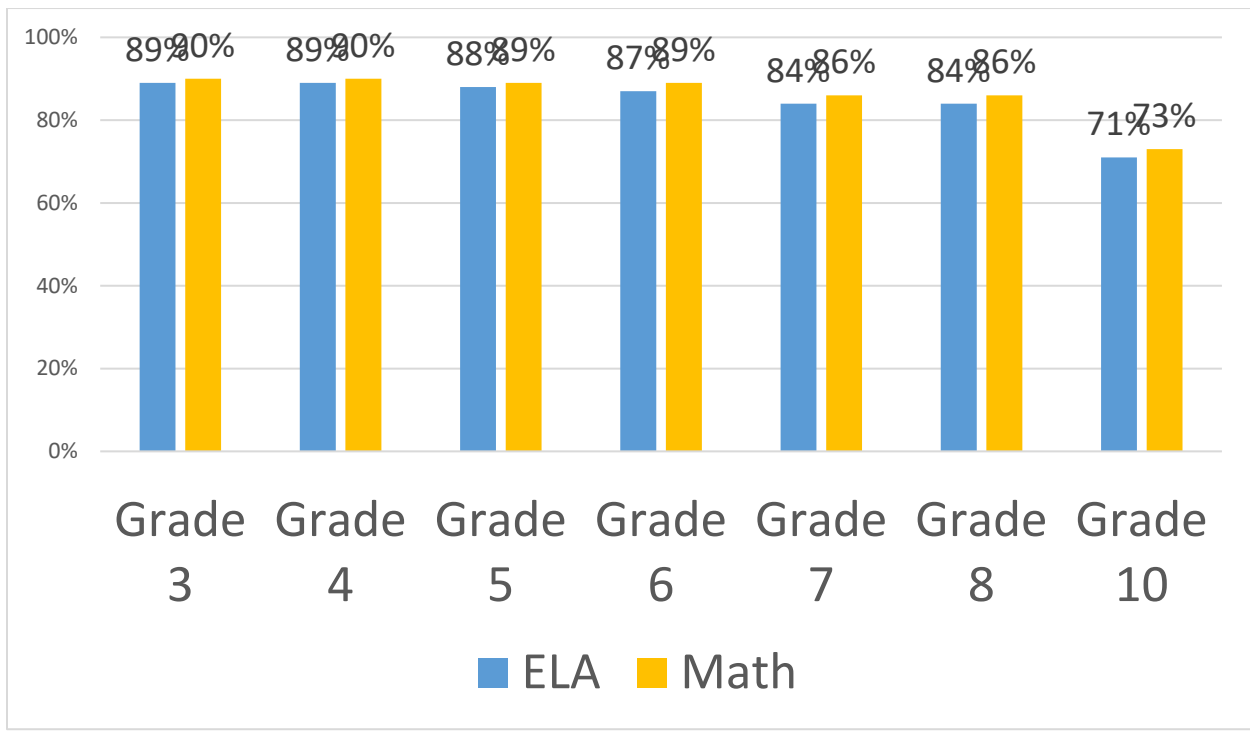
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Appendix B: Grade Level Statewide Assessments Testing Participation Rates

Statewide Assessments Testing Participation Rates		
Grade Level		
	English Language Arts	Mathematics
Grade 3	89%	90%
Grade 4	89%	90%
Grade 5	88%	89%
Grade 6	87%	89%
Grade 7	84%	86%
Grade 8	84%	86%
Grade 10	71%	73%





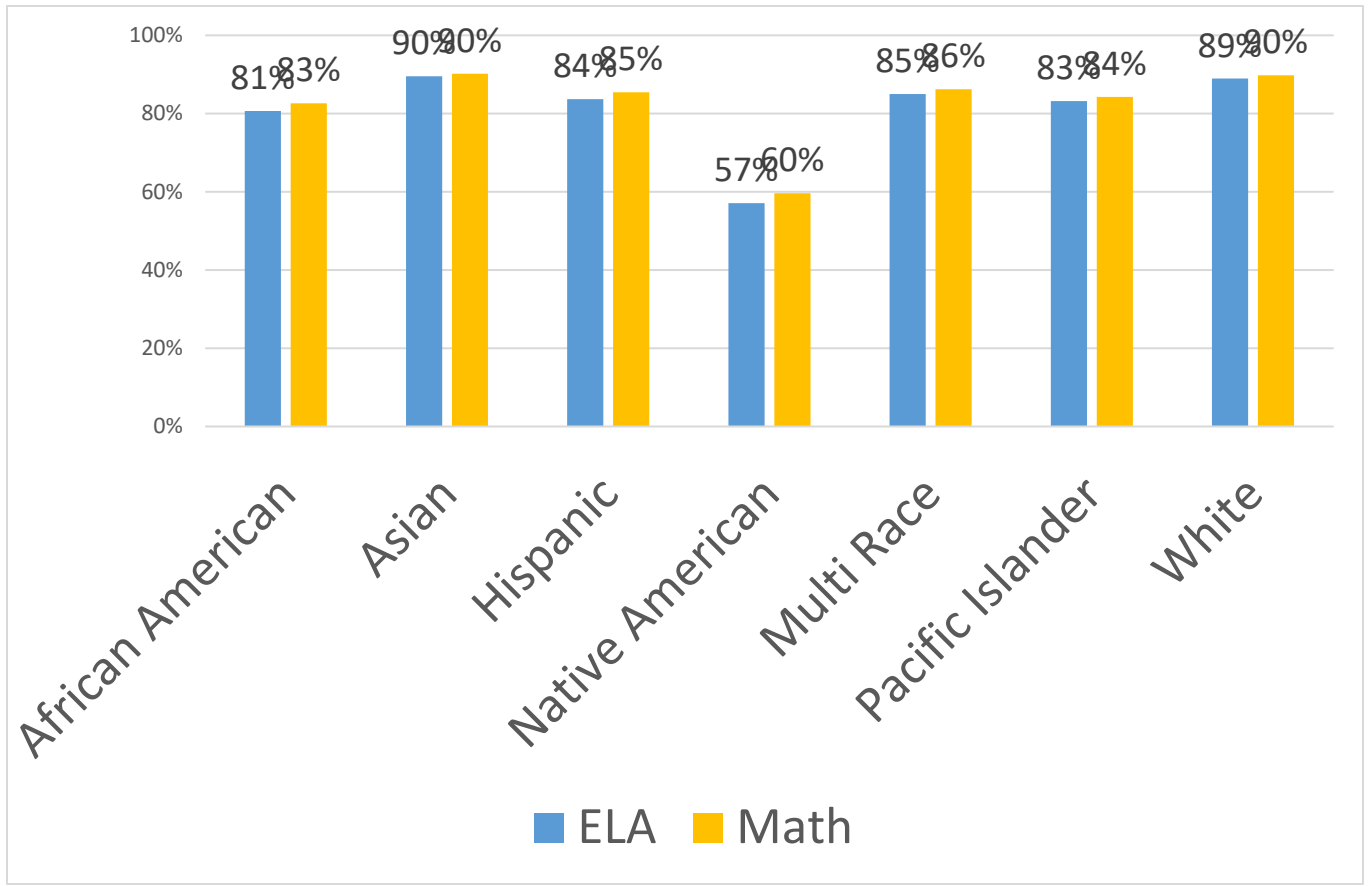
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Appendix C: Ethnic Group Statewide Assessments Testing Participation Rates

Statewide Assessments Testing Participation Rates		
Ethnic Group		
	English Language Arts	Mathematics
African American/Black	81%	83%
Asian	90%	90%
Hispanic or Latino	84%	85%
American Indian or Alaska Native	57%	60%
Multiple Races	85%	86%
Native Hawaiian or Pacific Islander	83%	84%
White	89%	90%





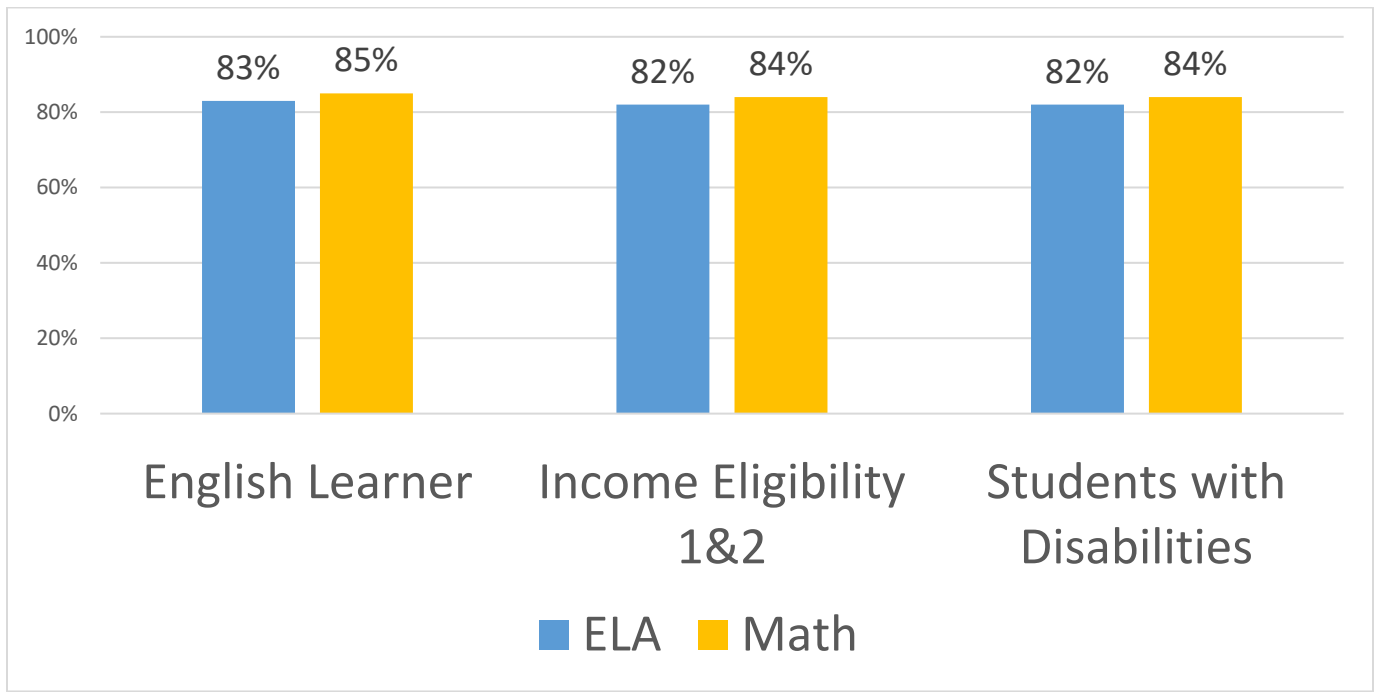
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## Appendix D: Program Statewide Assessments Testing Participation Rates

Statewide Assessments Testing Participation Rates		
Program		
	English Language Arts	Mathematics
English Learners	83%	85%
Income Eligibility 1&2	82%	84%
Students with Disabilities	82%	84%





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### Appendix E: Statewide Impact on Median SGP

The Statewide Impact on Median SGP in Demographic Subgroups or Program Participation (All Grade Levels)				
Subgroup	2019 ELA Median SGP	2021 ELA Median SGP	2019 Mathematics Median SGP	2021 Mathematics Median SGP
All	50	35	50.2	28
English Learners	47.2	31.8	48	23.8
Non-English Learners	50.1	35	50.9	28
American Indian or Alaska Native	45.3	29.5	46.8	19.7
Asian	60	48.9	61.3	45.9
African American/Black	48.1	33.5	47.6	22.3
Hispanic or Latino	49	32.2	49	22
Multiple Races	50.6	36.5	50.8	31.3
Native Hawaiian or Pacific Islander	50.1	35	51.1	25.7
White	51.1	37.5	52	35.3
Income Eligibility 1 and 2	48.3	32	48.3	22
Not Income Eligible	52	37.3	52.4	33
Non-Students with Disabilities	51	35.1	51	27.8
Students with Disabilities	42.8	31.8	44.8	28.8

### Appendix F: Grade Level Chart of Statewide Impact

The Statewide Impact in Grade Levels		
	ELA	Mathematics
Grade 5	Large	Large
Grade 6	Moderate	Severe
Grade 7	Large	Large
Grade 8	Moderate	Large
Grade 10	Moderate	n/a



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## Appendix G: Statewide Impact

The Statewide Impact in Demographic Subgroups and Program Participation		
Subgroup	ELA Impact	Mathematics Impact
All	Moderate	Large
English Learners	Large	Large
Non-English Learners	Large	Large
American Indian or Alaska Native	Large	Severe
Asian	Moderate	Large
African American/Black	Moderate	Severe
Hispanic or Latino	Large	Severe
Multiple Races	Moderate	Large
Native Hawaiian or Pacific Islander	Large	Severe
Unknown		
White	Moderate	Large
Income Eligibility 1 and 2	Large	Severe
Not Income Eligible	Moderate	Large
Non-Students With Disabilities	Large	Large
Students with Disabilities	Moderate	Large



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### Appendix H: County Statewide Assessments Percent Proficient

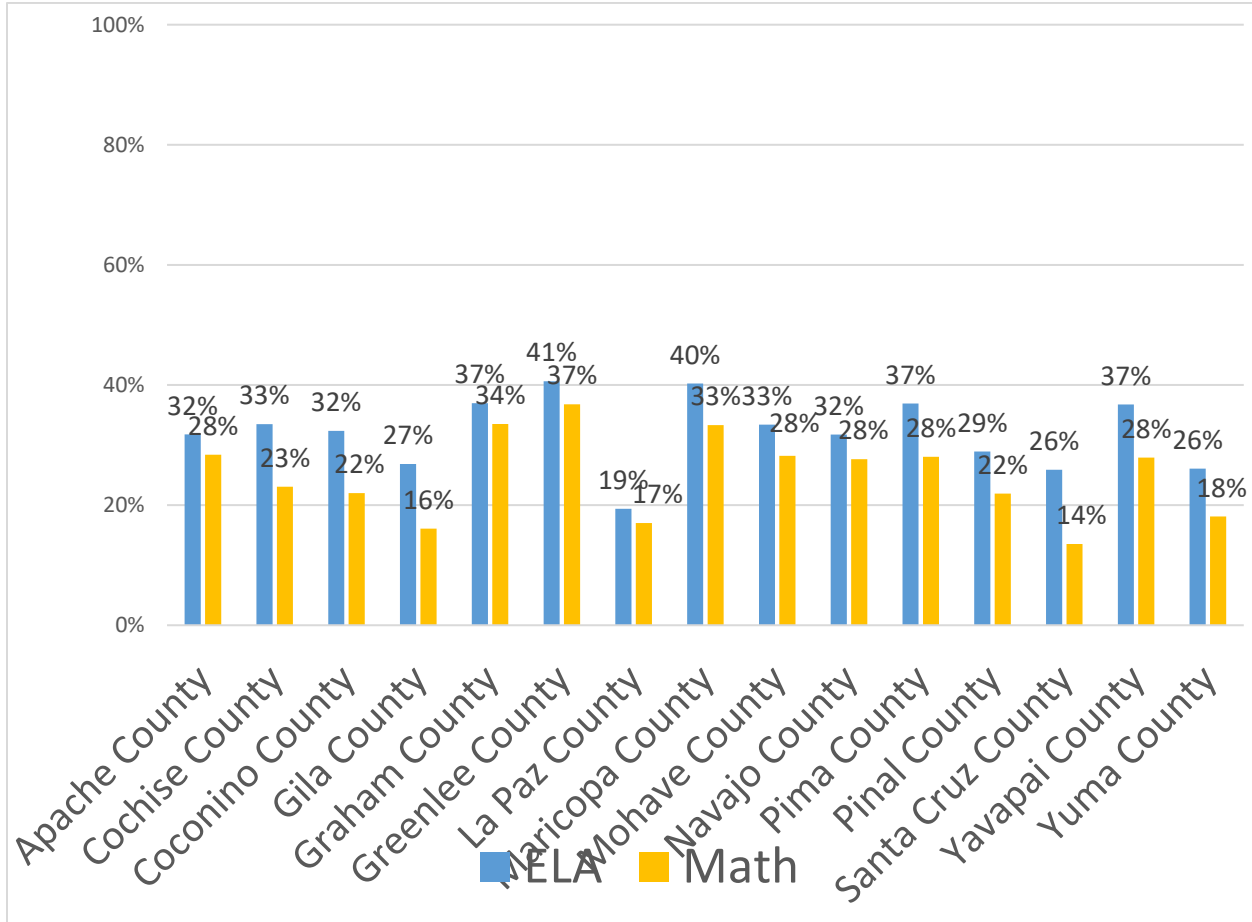
Statewide Assessments Percent Proficient		
County	English Language Arts	Mathematics
Statewide	38%	31%
Apache	32%	28%
Cochise	33%	23%
Coconino	32%	22%
Gila	27%	16%
Graham	37%	34%
Greenlee	41%	37%
La Paz	19%	17%
Maricopa	40%	33%
Mohave	33%	28%
Navajo	32%	28%
Pima	37%	28%
Pinal	29%	22%
Santa Cruz	26%	14%
Yavapai	37%	28%
Yuma	26%	18%





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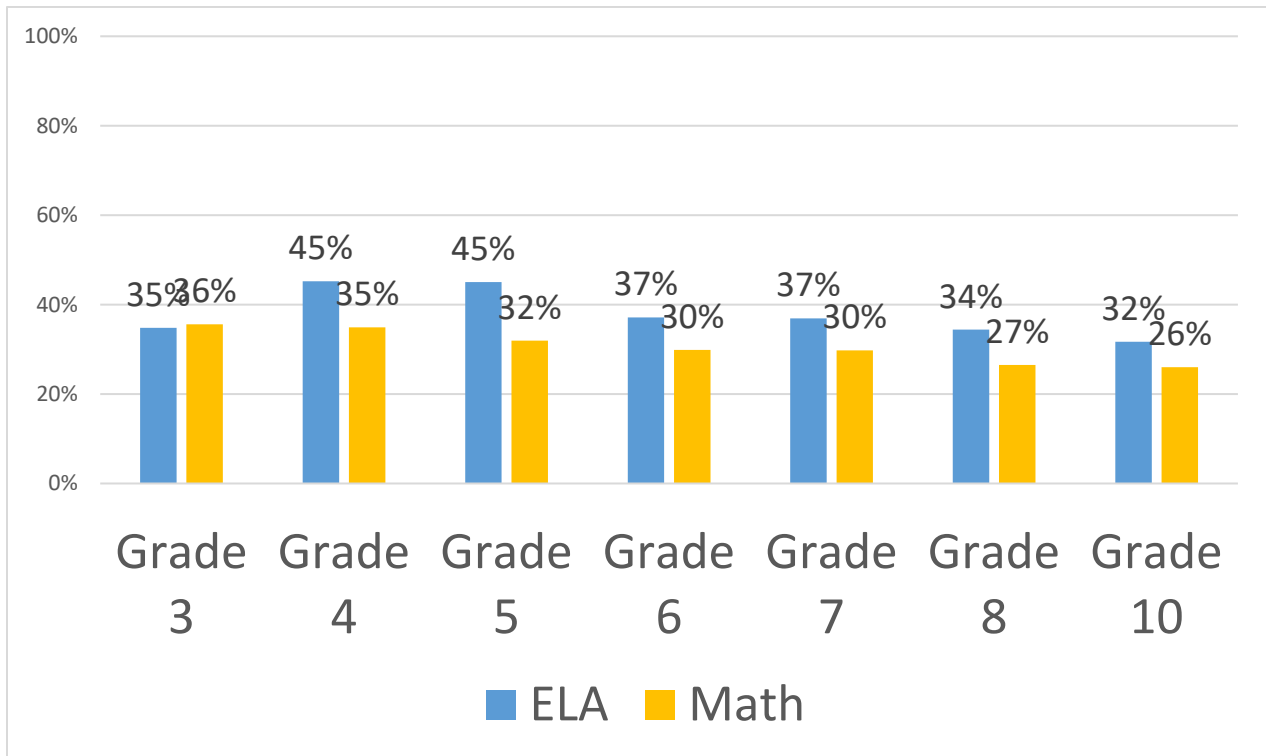
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Appendix I: Grade Level Statewide Assessments Percent Proficient

Statewide Assessments Testing Percent Proficient Grade Level		
	English Language Arts	Mathematics
Grade 3	35%	36%
Grade 4	45%	35%
Grade 5	45%	32%
Grade 6	37%	30%
Grade 7	37%	30%
Grade 8	34%	27%
Grade 10	32%	26%





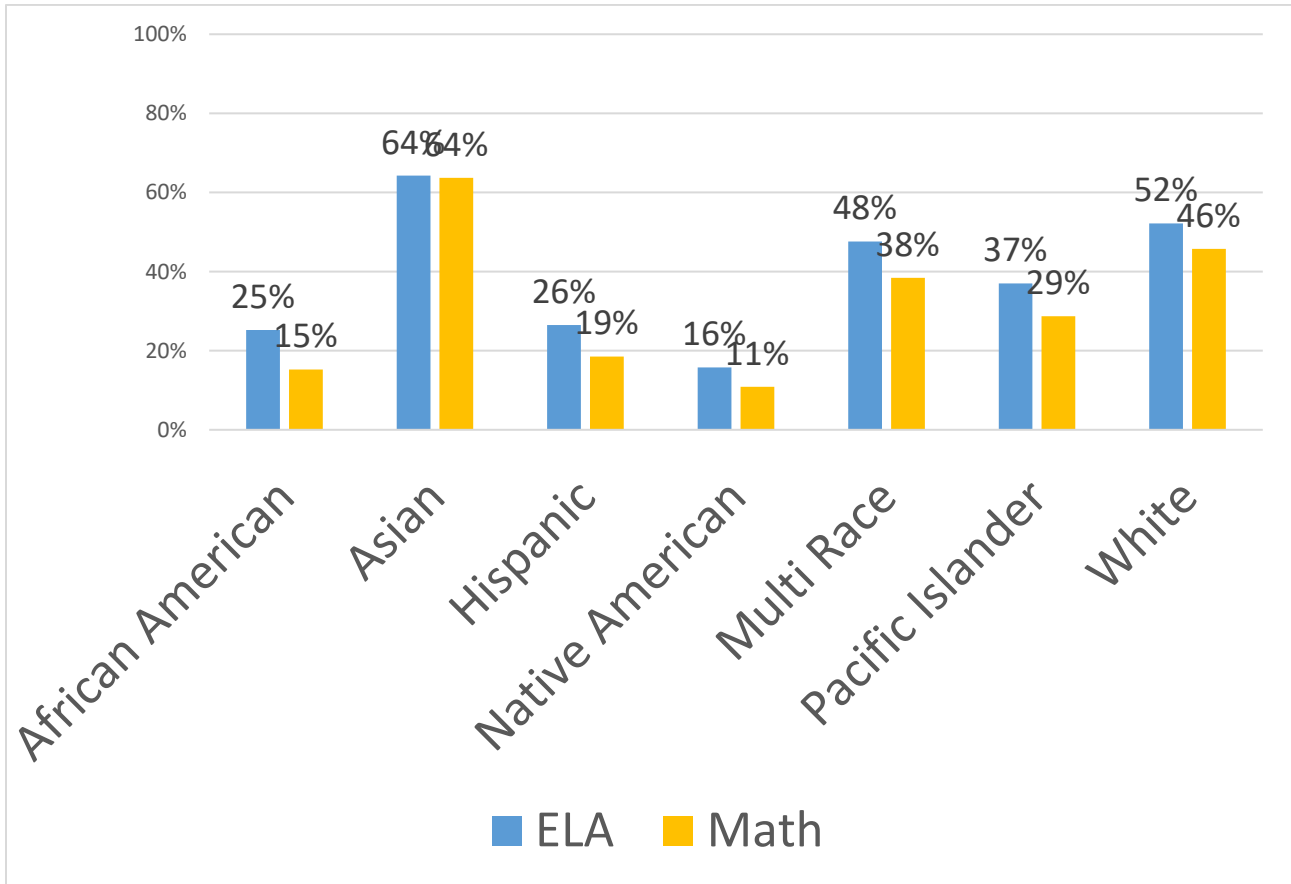
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Appendix J: Ethnic Group Statewide Assessments Percent Proficient

Statewide Assessments Testing Percent Proficient Ethnic Group		
	English Language Arts	Mathematics
African American/Black	25%	15%
Asian	64%	64%
Hispanic or Latino	26%	19%
American Indian or Alaska Native	16%	11%
Multiple Races	48%	38%
Native Hawaiian or Pacific Islander	37%	29%
White	52%	46%





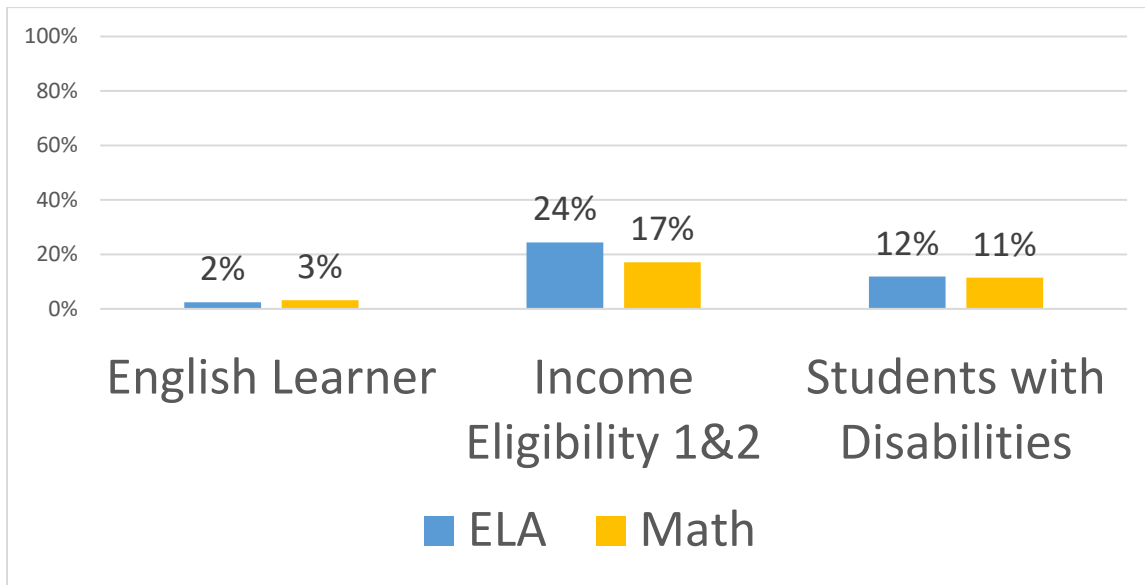
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## Appendix K: Program Statewide Assessments Percent Proficient

Statewide Assessments Testing Percent Proficient Program		
	English Language Arts	Mathematics
English Learners	2%	2%
Income Eligibility 1&2	24%	17%
Students with Disabilities	12%	11%





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## Appendix L: Enrollment

Subgroup	FY19 Enrollment	FY20 Enrollment	FY21 Enrollment	Percent Change 2020 - 2019	Percent Change 2020 - 2021
ALL	1238727	1239759	1225694	0	-1
African American/Black	64098	65166	72107	2	11
Asian	32823	33247	36523	1	10
American Indian or Alaska Native	52277	51700	55394	-1	7
Hispanic or Latino	568362	562951	565463	-1	0
Native Hawaiian or Pacific Islander	3361	3413	4870	2	43
White	452226	455429	447301	1	-2
Multiple Races	65572	67728	47485	3	-30
Female	602515	603195	597212	0	-1
Male	636178	636540	628462	0	-1
Students With Disabilities	172334	172274	170798	0	-1
Foster Care	6464	7480	7830	16	5
Homeless	19794	17458	13910	-12	-20
Military	9348	10852	11323	16	4
English Learner	90254	80081	80980	-11	1
Income Eligibility	582544	600265	551907	3	-8



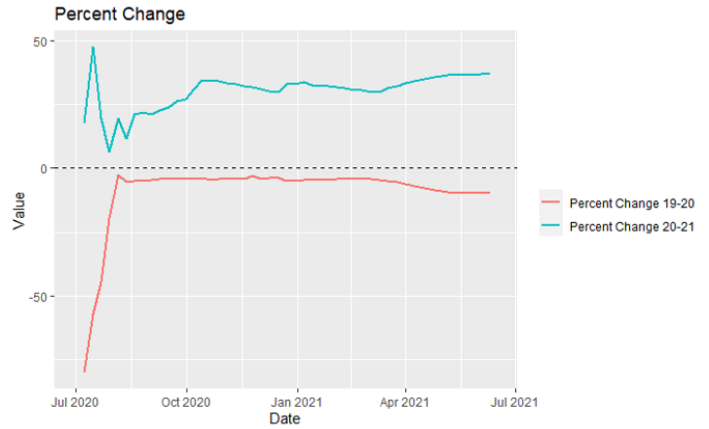
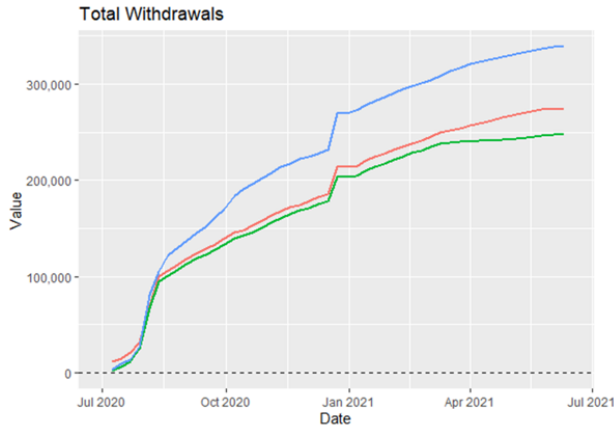
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## Appendix M: Mobility from July 1 to June 30

# Mobility Based on Withdrawals



What questions do the graphs answer? How did the number of withdrawals accumulate over the fiscal year, July 1 to June 30th? What was the percent change between the fiscal years?





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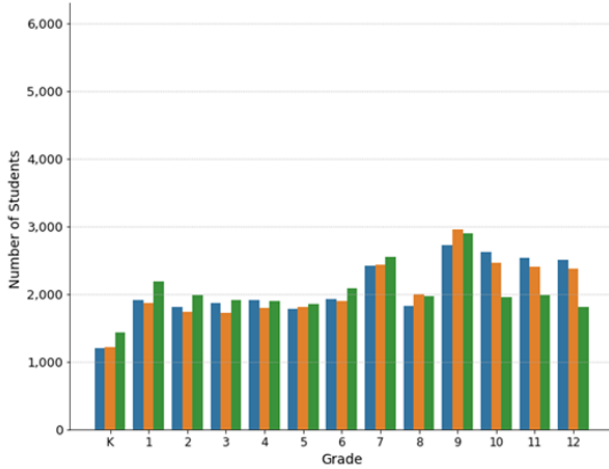
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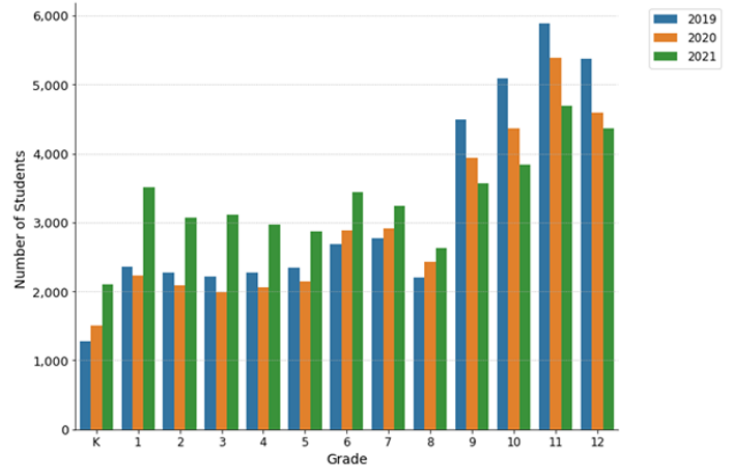
## Appendix N: District/Charter Mobility July 1 to June 30

# District/Charter Mobility within Year

Transferred from Charter to District by Grade



Transfer from District to Charter by Grade



What question does the graph answer? What was the count of students that transferred during the fiscal year, July 1 through June 30?



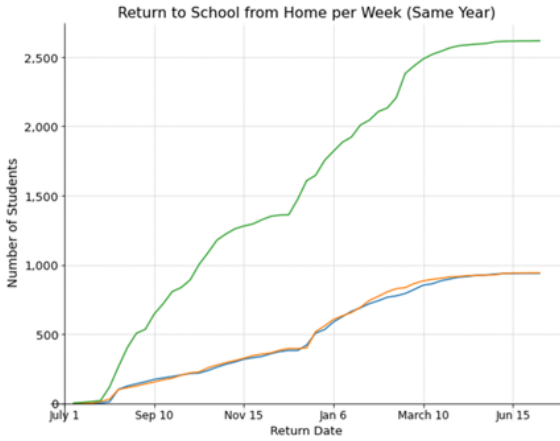


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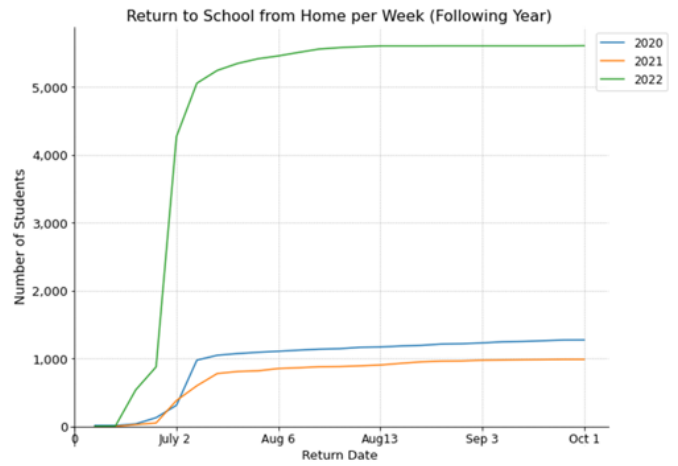
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## Appendix O: Return to School from Home



Students returning in the fiscal year from July 1 to June 30



Students who ended the year as homeschool status, but return within the first 90days

## Counts of Students Returning to Public Schools