



Arizona State Board of Education

School Closure Exit Survey Report

August 2020

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Background on Survey

This survey was requested by the State Board of Education at its March 31, 2020 Special Meeting. It is a follow-up to the attestation of remote learning opportunities form to learn about the experiences of LEAs and schools. Board staff collaborated with Nicole J. Bies-Hernandez (Northern Arizona University) and Joe O'Reilly (Arizona State University) to analyze and study the data received from LEAs and schools in the follow-up survey. The results of this survey are a snapshot of what was presented by the administrator (respondent) at the time of submission from June 1, 2020 to July 12, 2020. Staff understands that any plans or strategies for the 2020-2021 school year may have changed from this submission, due to the Executive Orders issued by Governor Ducey throughout the summer months.

Response Demographics

	# of Responses
LEAs	150 total
Elementary	50
High School	45
Unified/K-12	55
School Sites	72 total
Elementary	57
High School	14
Unified/K-12	1

4 large charter networks were represented in the dataset.

39 (18%) of 222 responses were from charter LEAs or schools.

3 of these were charter schools.

	Small (School: 0-100) (LEA: 0-1000)	Medium (School: 101-500) (LEA: 1001-5000)	Large (500+) (LEA: 5000+)
LEA	76	35	39
School	1	30	41

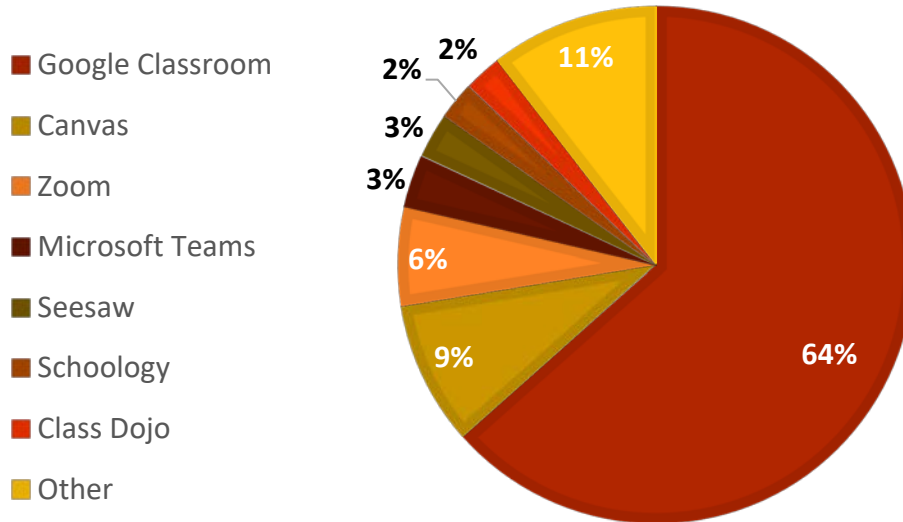
Online Instruction

26% of administrators reported operating an AOI. Of these responses, it was reported that students were not enrolled in the AOI program to complete the 2019-2020 school year. However, the local governing board approved online curriculum and tools were applied in greater breadth as more educators and classrooms adopted it.

Out of those 74% of responses that were not operating an AOI, 12% did not use any form of online instruction, instead utilizing paper packets and other instructional materials. The most common reasons for this were technology access issues and determinations made for elementary grade levels. Allowing students to focus on their fine motor skills was important for these grade levels.

Tools Used to Deliver Online Instruction

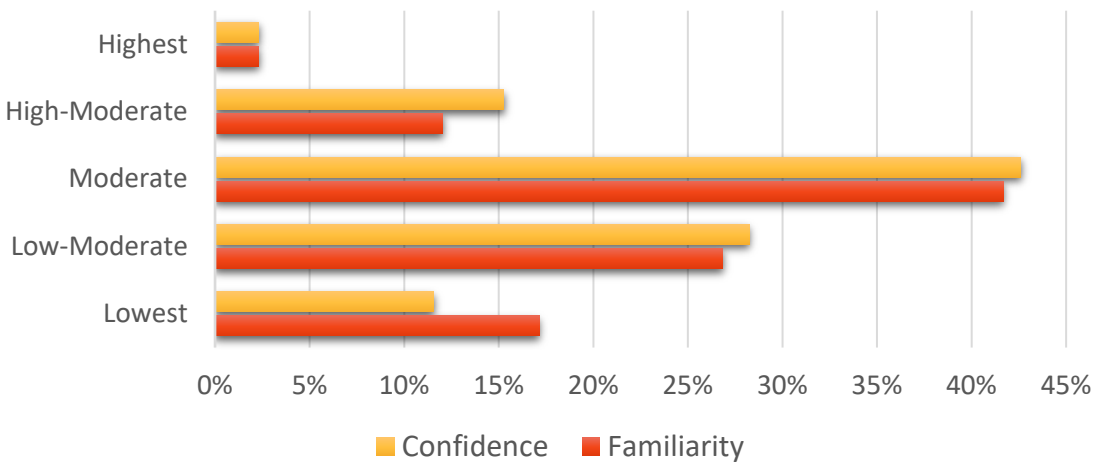
MAIN TOOL USED TO DELIVER ONLINE INSTRUCTION



Other 11% is made up of (in order of frequency): Edgenuity, Flipgrid, Blackboard, Moodle, Acellus, WhatsApp, Teacher Created Videos, Backbone Communications PLP, Apple Schoolwork, Clever, Study Island, Apex Learning

Names of supplemental curriculum and/or delivery tools used to implement online instruction: See [Appendix A](#) for list

Administration's Perceptions of Educators Implementation of Online Instruction*



*At the start of school closure, based on the perceptions of the administrative offices familiarity and confidence with implementing online instruction

Methods of Training and Supporting Educators with Online Instruction

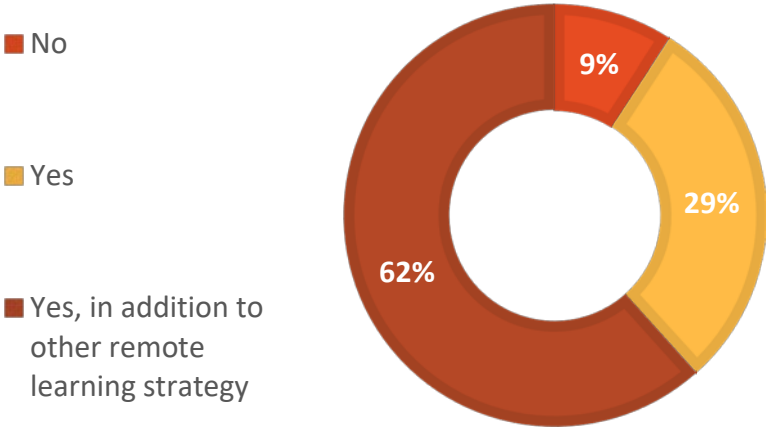
Peer mentorship	85%
Internal training developed by school/LEA	70%
Internal templates developed by school/LEA	47%
External training	27%
External templates	17%

Other Professional Learning Strategies Provided to Educators on Conducting Online Instruction:

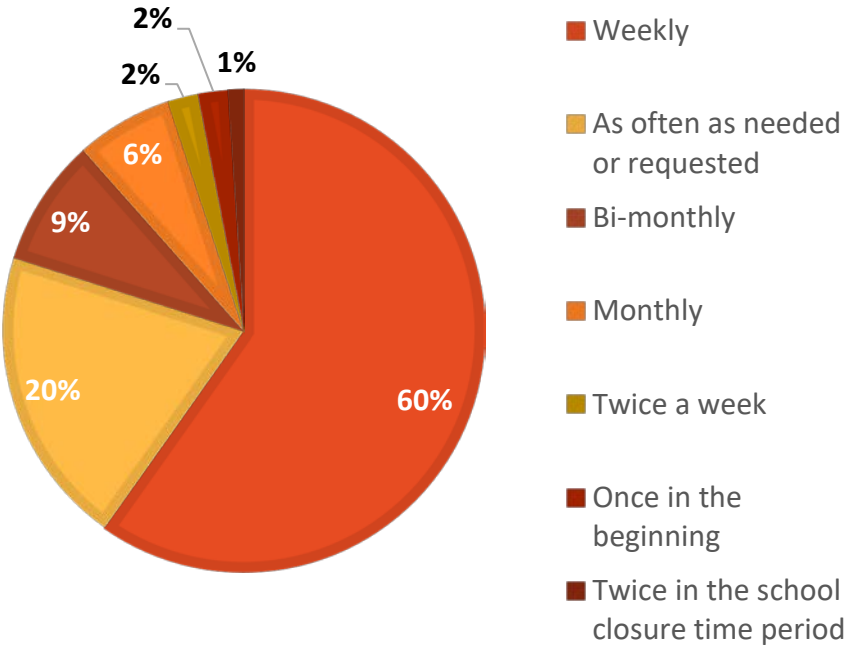
- District webinars
- Weekly grade level meetings
- Site leadership feedback following observation
- Instructional coaching
- Access to technology experts/facilitators
- Google Educator certifications

Paper Packets

USE OF PAPER PACKETS



FREQUENCY OF PAPER PACKETS

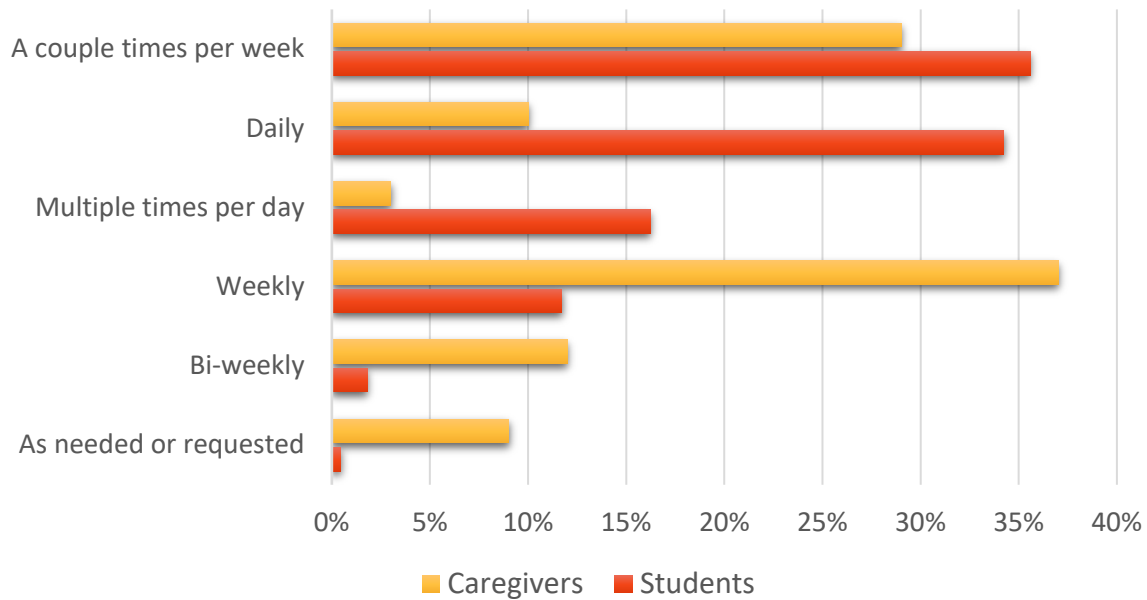


Communication Strategies with Students/Families

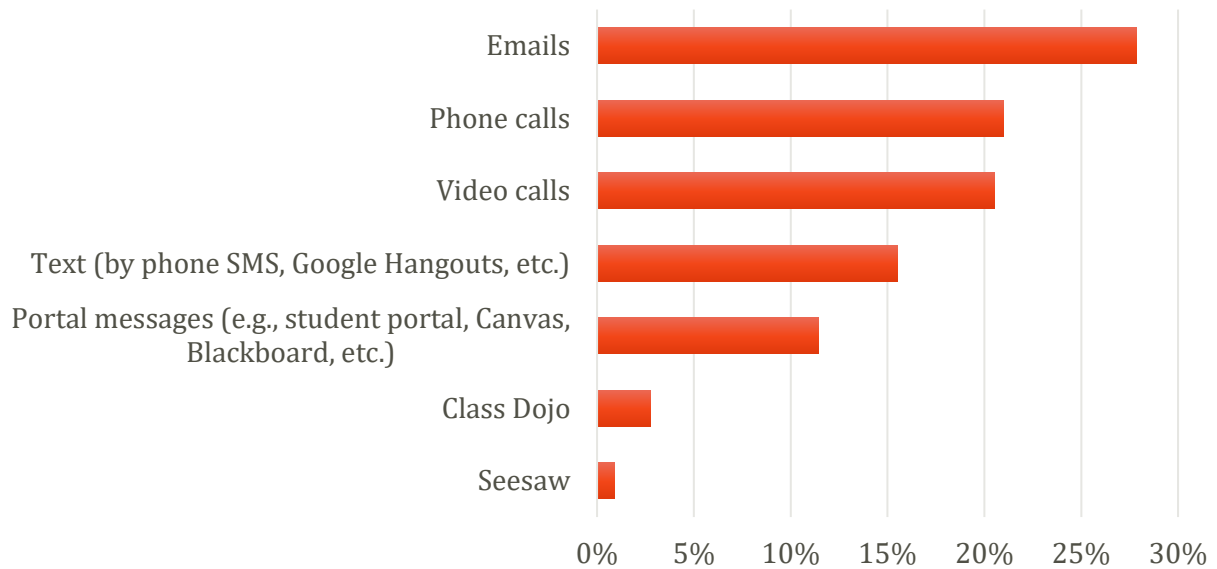
Approximation of the Percentage of Students, on Average, that Had No Contact with School(s)		
Minimum	Maximum	Average
0%	60%	12%

The LEAs and schools who responded serve a variety of student populations. The experience of alternative schools and K-3 schools in school closure differed greatly. These groups may not have had caregivers or other family members to support engagement, reliable internet/digital connectivity, or lessons that translated well to a remote setting.

Frequency of Communication



Most Successful Method of Non-Instructional Communication between Students and Educators



Remaining 2% of responses reported these methods as most successful for them: using social media, communication through caregiver (for younger grade levels), and some combination of the above.

Strategies Used to Overcome Common Challenges Faced with Non-Instructional Communication between Students/Families and Educators

- Creating a schedule that accommodated the times the families could be reached. This entailed tracking the times that were most successful, directly asking caregivers what would be most successful, and modifying employee schedules to fit with this as much as possible.
 - Challenges addressed by this strategy: Phone tag, students not being in contact, families screening phone calls/numbers
- Closing the digital divide by providing hot spots to families
 - Challenges addressed by this strategy: Lack of internet connection, phone numbers no longer in connection, having families set-up with online portal log-in
- Home visits by school resource officers and other trained professionals
 - Challenges addressed by this strategy: Transient students/families, lack of student response, lack of internet in households, dated contact information

For those students that were difficult to reach, what lessons did you learn to prevent lack of contact in the future, or unique strategies to engage students?

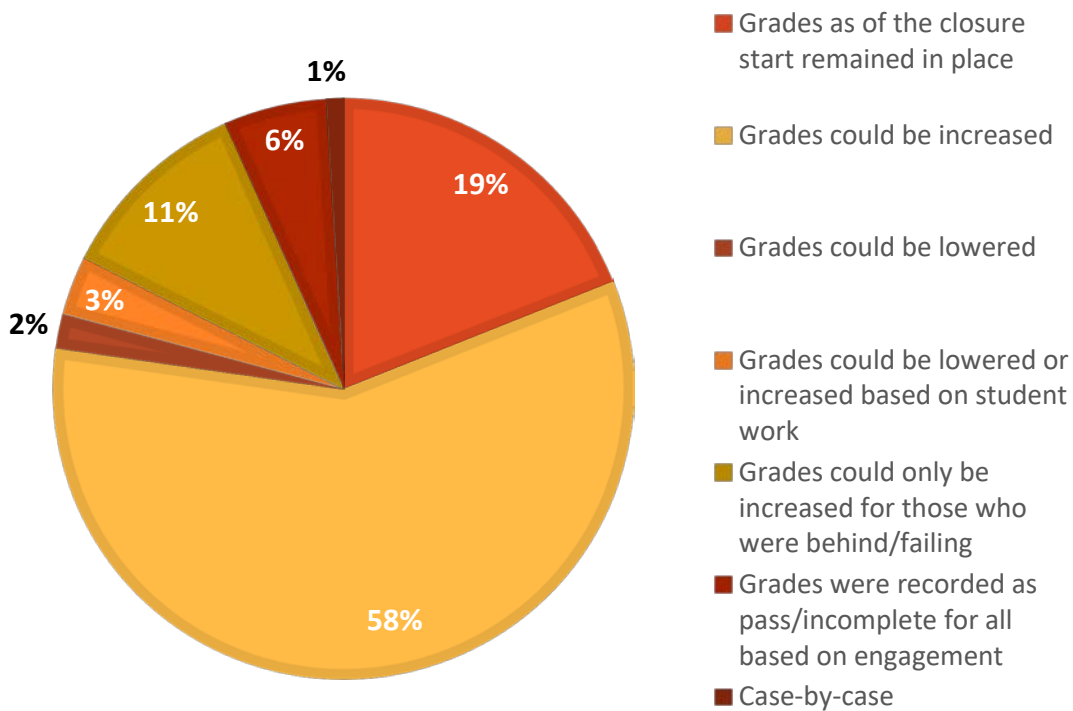
1. Prevention
 - a. Having contact information for other family members that could update contact information in the event that the family's contact information changes
 - b. Regularly checking contact list information (through automated emails and auto-dialers) to catch the change earlier on
 - c. Structuring of grading policy drove lack of engagement. Look at how the grades at the start of closure and the grading policy used drove engagement and final grades
2. General Engagement
 - a. Community/parent liaison and school resource officers made contact through home visits, contacting family members, visiting community spots
 - b. Used social media (through a "Community" page, not individual users) to engage when phone calls or emails weren't answered
 - c. More Spanish language translators was a necessary resource for communicating with Spanish speaking families
 - d. For these students, shared positive information and celebrations to uplift the families that were overwhelmed

Grading Policies

95% of responses indicated student work was reviewed and provided feedback during school closure.

The grading policy selected could be a deviation from their traditional grading method. Most often we heard that report cards and systems were adjusted to be based on participation/effort as noted by engagement or assignment submission (pass/incomplete), rather than percentages or letter grades.

GRADING POLICY IMPLEMENTED DURING SCHOOL CLOSURE



Student and Family Supports and Resources

Special Education

98% differentiated plans of instruction for special education students. Of those responses, schools responded to the differentiated needs of special education students due to school closure through:

Communicated by voice (phone, Zoom, other voice/video call)	96%
Provided materials in a format that was easily digestible for the student	89%
Adapted curriculum	83%
Held remote meetings (of any frequency) with student support team	82%
Returned feedback by voice (phone, Zoom, other voice/video call)	80%
Supported family in finding community resources/supports specific to their needs	61%
Communicated by text	47%
Returned feedback by text	38%
Updated the student's instructional plan to reflect new process of instruction	36%
Provided the student with a new assistive device	28%
Provided the student with a new assistive virtual service	26%

Administrators also shared these alternatives to how they met the student's differentiated, extended needs:

- Synchronous instruction in small-groups
- Provided speech, occupation, physical, and music therapy remotely
- Offered an online resource room and office hours by special education teachers and other service providers
- Utilized paraprofessionals to provide support for core class work
- Conducted home visits on a case-by-case basis
- Provided laptop and internet access equipment

English Language Learners (ELLs)

78% differentiated plans of instruction for English language learners. Of those responses, schools responded to the differentiated needs of ELLs due to school closure through:

Communicated by voice (phone, Zoom, other voice/video call)	86%
Provided materials in a format that was easily digestible for the student	82%
Returned feedback by voice (phone, Zoom, other voice/video call)	72%
Adapted curriculum	62%
Held remote meetings (of any frequency) with student support team	52%
Supported family in finding community resources/supports specific to their needs	50%
Communicated by text	40%
Returned feedback by text	35%
Provided additional translation services	33%
Updated the student's instructional plan to reflect new process of instruction	15%

Administrators also shared these alternatives to how they met the student’s needs:

- Provided laptop and internet access equipment
- Ensured digital access to English Language Development (ELD) software
 - Rosetta Stone
- Bilingual employees conducted outreach

New or Expanded Socio-emotional Resources

Teacher check-ins with students on mental health	73%
Phone counseling calls (1 on 1)	54%
Video counseling calls (1 on 1)	45%
Referrals to community mental health services (provided as needed)	44%
Packets of socio-emotional learning activities (provided to everyone)	27%
Social groups/recess time digitally (monitored by staff)	14%
Surveys to students and caregivers that include checking in on mental health	14%
Online instructional videos (from open-ended responses, provided to everyone)	5%

Administrators were not asked to distinguish between what was offered 1-on-1 and what was provided to everyone through physical, virtual, or other access. Additionally, online instructional videos was not offered as a response on the survey form, but enough responses indicated it that it was included on this chart. Responses may differ if it was included on the survey form for everyone.

Other resources: Resource links shared on social media or district/school page, Virtual yoga, Restorative justice circles, home visit check-ins as needed

New or Expanded Supplemental Resources

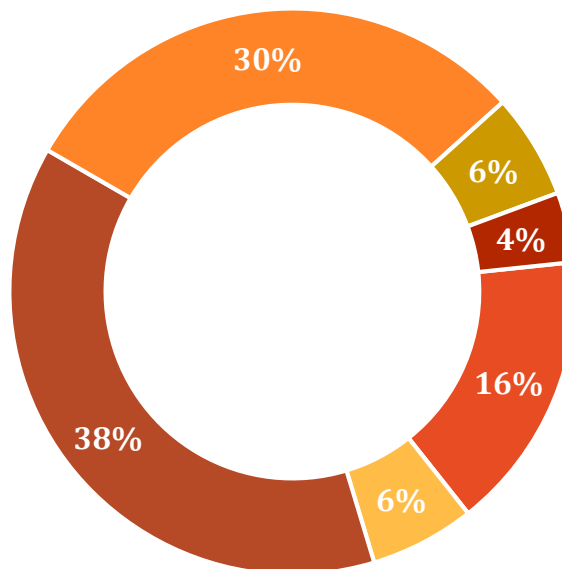
Additional student nutritional support services provided by school(s)	73%
Temporary electronic equipment	64%
Student supplies (paper, markers, other materials)	55%
Referrals to nutritional provisions in the community (food banks, SNAP application support, etc.)	41%
Temporary internet access assistance (through VPNs or providers)	39%
Referrals to utility assistance, mortgage or lending assistance	22%
Referrals to childcare assistance	10%
Rideshare credits, bus passes, or home pickup/dropoff of instructional materials	9%
Vouchers for nutritional provisions in the community (store gift certificates, restaurant gift certificates, etc.)	8%
Permanent electronic equipment	5%

Other resources: Facilitating product distributions, food boxes, weekend nutritional support

Educators/Paraprofessionals (based on the perceptions of district/school administration)

Most Successful Method of Communication between Educators, Staff, and Administration

- Staff meetings (general, professional development, PLCs, and unit/subject area meetings)
- Text (by phone SMS, Google Hangouts, etc.)
- Video calls
- Emails
- Other*
- Phone calls



Remaining 6% of responses were made up of some combination, portal messages, as well as staggering staff schedules and small-groups social distancing in-person.

Strategies Used to Overcome Common Challenges Faced with Communication between Educators, Staff and Administration

- Built-in brain breaks and collaboration tools in meetings
 - Challenges addressed by this strategy: Video conference call fatigue, participation, clarification of communication

- Professional development provided by IT staff or competent educators
 - Challenges addressed by this strategy: Using portal communication system, using electronic platforms for communication, privacy of telephonic communications
- Providing access to the building for educators and staff through a room assignment and check-in/out list
 - Challenges addressed by this strategy: Unstable internet connection, no access to digital tools used to contact students/families
- While this strategy was cumbersome, multiple forms/methods of communication (emails, newsletters, recorded videos, texts, video calls for brief communication)
 - Challenges addressed by this strategy: Clarity/understanding of communications, response/feedback to communications

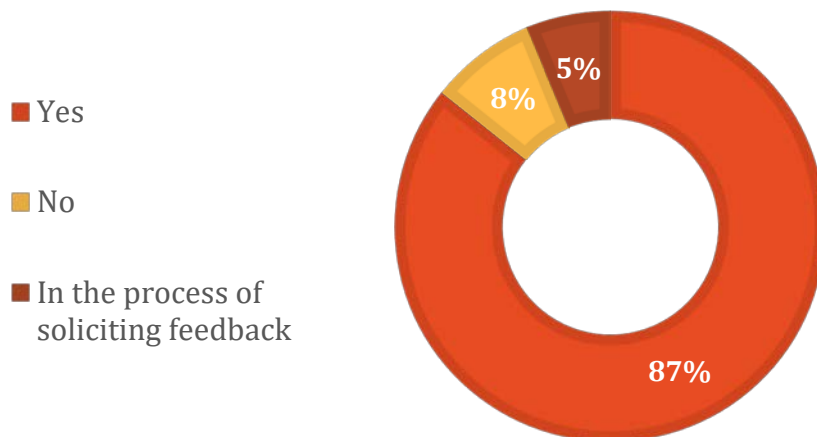
New or Expanded PD Activities

External webinars	60%
Virtual trainings (small-group)	60%
Virtual conferences	54%
PLCs	53%
Internal webinars provided by the LEA or school	47%
Self-study assignments	46%

List of topics: See [Appendix B](#)

Solicitation of Educator Feedback on Plan for 2020-2021 School Year

As reported by Administrator in June 10-July 12



Top 2 Areas of Strength Identified by Educators/Staff

Communication with Administration	40%
Instructional Materials/Curriculum	33%
Fairness in Scheduling (Work/Life Balance)	23%
Delivery of Instruction	19%
Technology Access	19%
Professional Development	18%
Teacher Health/Safety	14%
Student Engagement	10%
Supporting Students with Unique Needs	8%
Student Health/Safety	7%
Caregiver Engagement	1%
Student/Family Mental Health Resources	1%
Staff Mental Health Resources	1%

Top 2 Areas for Improvement Identified by Educators/Staff

Student Engagement	46%
Technology Access	36%
Delivery of Instruction	32%
Fairness in Scheduling (Work/Life Balance)	16%
Caregiver Engagement	15%
Instructional Materials/Curriculum	10%
Student/Family Mental Health Resources	10%
Staff Mental Health Resources	9%
Supporting Students with Unique Needs	7%
Professional Development	5%
Communication with Administration	3%
Student Health/Safety	3%
Teacher Health/Safety	3%

Reflections on Spring 2020

Common Adjustments Made to Remote Learning Strategies and Why they Had to Be Made
 While many responses (82%) reported not making any adjustments to the plan that they submitted to the State Board of Education by April 15, 2020, in compliance with HB 2910, the following were shared as the adjustments made and the reason warranting them to be made. Responses outside of this question did indicate that changes to the state's lockdown status did affect the semester, however it did not seem to affect the plan of how remote learning would be provided for Spring 2020. However, these considerations were vital to planning for Fall 2020.

- Moved to more video conferencing
 - Increase in demand for synchronous education, increase in understanding of virtual learning, increase in number of students with digital access
- Changes to tools used for formative assessment
 - Parents and educators wanted to see student progress/growth. Rather than foregoing formative assessment completely, tools like Lexia and IXL were used to assess gaps
- Grading practices were modified
 - Internet access issues necessitated a “hold harmless” Change in grading practice followed “hold harmless” from state for letter grade accountability
- Adapted calendar of lessons and frequency of assignments
 - Following report of students being overwhelmed, more students completed assignments when there were fewer assigned (better engagement overall), allowing parents with children across grade levels to remain engaged, tutor and group study time necessary weekly

Top 2 Areas of Strength Identified by Students/Caregivers

	Students/Caregivers
Communication with Educators	52%
Instructional Materials/Curriculum	36%
Delivery of Instruction	31%
Technology Access	26%
Supporting Students with Unique Needs	14%
Socio-emotional Support/Resources	12%
Communication with Administration	10%
Student Health/Safety	7%
Economic Support/Resources	5%

Top 2 Areas for Improvement Identified by Students/Caregivers

	Students/Caregivers
Technology Access	47%
Delivery of Instruction	37%
Socio-emotional Support/Resources	34%
Supporting Students with Unique Needs	20%
Instructional Materials/Curriculum	17%
Economic Support/Resources	16%
Student Health/Safety	8%
Communication with Educators	7%
Communication with Administration	2%

District/School Administration’s Perceptions

Major Issue(s) During School Closure

Internet connectivity issues (for families)	87%
Student engagement	86%
Physical device availability issues (for families)	62%
Parent engagement	61%
Grading policy or transcripts	54%
Un(der)addressed mental/behavioral health (for students)	50%
Teaching new content	48%
Online instructional tools/programs	47%
Internet connectivity issues (for staff)	37%
Professional development activities	24%
Providing nutritional support (for families)	18%
Physical device availability issues (for staff)	17%
Reviewing previously taught content	17%
Communication among educators, staff and/or administration	14%

Strategies Used to Overcome Major Issues

- Seeking more grants and community partnerships
 - Issues targeted by this strategy: Access to technology, family engagement, provision of needs for special education and English language learners, nutrition and meal support
- Building synchronous opportunities that mirrored in-classroom behavior by utilizing paraprofessionals and educators for “tutor” sessions and office hours
 - Issues targeted by this strategy: Student learning, mastery of Spring 2020 concepts prior to school closure, relief on caregivers to facilitate teaching lessons
- Professional development for all educators on online tools
 - Issues targeted by this strategy: student engagement, teacher effectiveness, teacher “burnout,” smooth transition with hybrid model
- Designing more comprehensive paper packets to facilitate or supplement learning
 - Issues targeted by this strategy: providing learning opportunities for students (without digital access) who ran out of materials, following health and safety guidelines, parent engagement

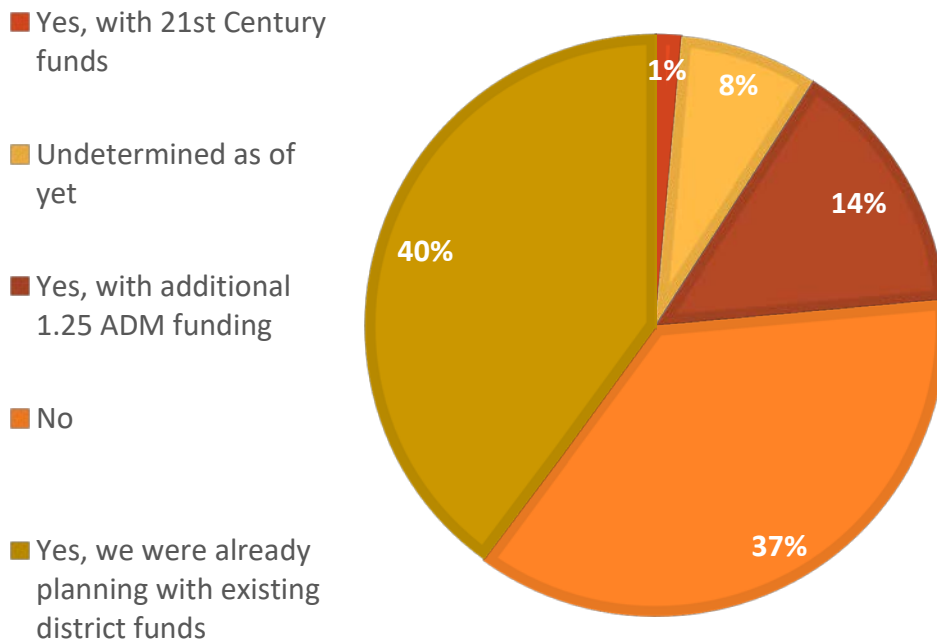
Beyond 2019-2020 School Year

Summer School

Offerings of Summer School **in Direct Response to School Closure** and How it Will be Funded

With guidance from EO 2020-51 being released July 23, 2020, it is possible that these responses would differ.

SUMMER SCHOOL (2020)



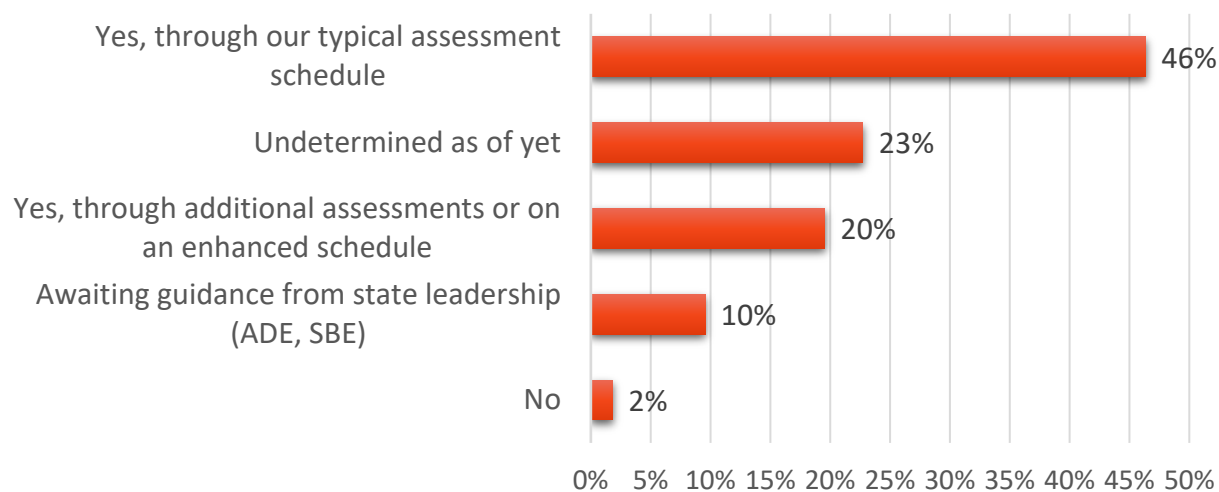
Explanations for not offering summer school include:

- Lack of availability of staff
- No desire from parents
- Lack of student engagement
- Funding
- Public health uncertainties
- Burnout from educators, students and parents
- Transportation issues
- Technology access issues, and
- Targeting the resources for the 2020-2021 school year

Student Assessment

How Administrators Plan to Assess Impact of COVID-19 on Student Learning

Plan to Assess Impact of COVID-19



2020-2021 School Year

Campus/Remote Instructional Strategy

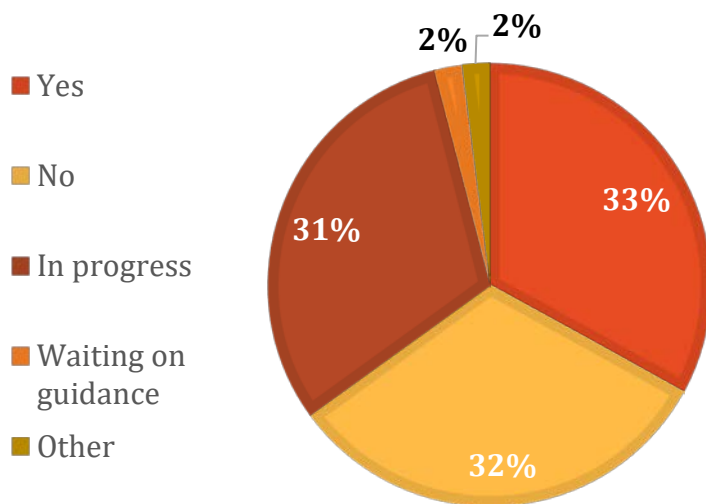
Which options for the 2020-2021 school year are being considered as far as how students and educators will be assigned to classrooms? Some of these strategies may be used in conjunction with each other. As a reminder, this information was gathered prior to the release of additional guidance from the Governor’s Executive Orders, Governor’s Office, AZ Department of Health Services, and Department of Education.

Regular Classroom (following CDC and health/safety concerns)	80%
Hybrid Model (combination of online or remote learning and on-campus learning for all students)	77%
Limiting Student Movement (on-campus classes, but minimizing student movement on campus)	60%
Remote Learning Model (online - AOI)	56%
Staggered Attendance Schedules (alternate days/hours, day cohort and evening cohort)	53%
Some students engaging in only remote learning, some students engaging in hybrid model	51%
Proficiency-Based Groupings (students taught Math and Reading content across multiple grade levels)	9%
Flex Grades (i.e., 5th grade student is really a 4/5th grader with understanding the school year begins with content from 4th grade)	6%
Teacher Looping (i.e., 3rd grade teacher becomes a 4th grade teacher to pick up with the same students and instructional content)	6%

Strategies to Address Any Educational Gaps

How diagnostic assessments are used	64%
After-school tutoring services	57%
Curriculum changes	45%
Summer school	43%
Family engagement	41%
Student grade or course repeat	11%

Progress on Development of Continuance Plan for 2020-2021 School Year (as of June 1 to July 12)



Other 2% of responses represented extenuating circumstances such as: long school year leading to school year still in session, and leadership transitions.

Graduating Seniors from Spring 2020

While 40% of the responses indicated no issues for graduating seniors, as well as 40% representing K-8 schools only, the remaining 20% of responses indicated the following outstanding issues for graduating seniors:

- CTE program completions were compromised (hands-on skills training, sitting for credential exams)
- In-person CTE programming continued so the students can complete the industry requirement in skills for certification
- ACT Testing

- Delays with graduation events were affected by scheduling as many students have moved on to the next stage of their lives
- Students became discouraged about their plans for the future
- Dual enrollment issues, AP testing issues.
- Dual enrollment issues, CTE issues
- GPA issues due to no 4th quarter grades

Observations/Conclusions

National trends based on surveys indicate that while Arizona has differentiated populations, the experiences and needs during school closure due to COVID-19 were consistent. The digital divide (functional personal device availability as well as consistent internet access) was apparent throughout the United States.

While there may be bias due to whose perception this survey targeted, the successes from this survey were impressive. Curriculum and instructional materials were viewed as a success in over 30% of schools/LEAs across educators/staff and students/caregivers despite the transition to paper packets or online being unexpected. The vast majority of administrators reported expanding services for socio-emotional, socio-economic, special education students', and English language learners' needs

In regards to student engagement, Arizona administrators presented similar findings as national surveys. However, it is worthy to examine student mobility in conjunction with this. Strategies to seek greater engagement in the future were presented by the administrators.

It is evident from responses that some families felt overwhelmed with the frequency of assignments and/or the synchronous instruction schedule. Administrators responded to this by synchronizing calendars across grade levels and cutting back on the number of assignments while maintaining rigor in assignment and grading. They noted that student engagement increased once they implemented these strategies.

Moving forward for the 2020-2021 school year, administrators report that the variance in Arizona's schools' re-opening has put pressure on them to open to more students, more quickly than planned, despite the safety and health risks. Many sought to implement a remote and/or phased hybrid model based on public health benchmarks. This survey completed collection prior to the release of the AZDHS (recommended) COVID-19 school benchmarks.

Appendix A

Supplemental curriculum and/or delivery tools used to implement online instruction:

Adobe Spark
ALEKS (9-12)
Amplify
APEX
Accelerated Reader
Achieve3000 (6-12)
ActivityLearn
Benchmark Universe
Blendspace
Buckle Down AIMS practice booklets
BrainPop
BrainNook
Class Craft
ClassKick
Coach Digital
Conjugemos
Curriculum Associates (iReady)
Curriculum Pathways
Dearness Math
Defined Learning
DIBELS
Dreambox
Edmentum
Edmodo
Epic
ESL Reading Smart
Eureka Digital Access
Fast ForWord
Freckle
Generation Genius
Go Noodle
Headsprout
IXL
iReady Reading and Math
Illustrative Mathematics
Imagine Learning
Kahoot
Kesler Science
Keyboarding without Tears
Khan Academy
Learnzillion
Lexia Learning (Phonics, etc.)
Lightspeed Orchestrator (7-12)
Math 180
Math Space
McGraw Hill Wonders

MobyMax
Mystery Science
Nearpod
NewsELA
No Red Ink
Odyssey Courses
Open Up Resources
Padlet
Pearson Math Program
Pearson Realize
PLP
Prodigy
Quizlet
Raz Kids
Read 180
Reading A-Z
Reading Horizons
ReadWorks
Ready Gen Easy Bridge
Reflex Math
Rosetta Stone
Scholastic
Schmoot
Schoolwork
Scootpad
Showbie
Smart Ants
Spark
Springboard
Starfall
StudySync
Successmaker
Sum Dog
Synergy
System 44
Summit Learning
Teachers Pay Teachers
TedEd
Think Central
Turn It In
Virtual Field Trips
Waterford
Wonders Digital Access
Zearn

Appendix B

New or expanded professional development topics during school closure

ACEs (Adverse Childhood Experiences)

Acadience

Amplify

Apple Online Learning Strategies

Assessment Development

Autism training

AVID training

Beyond Textbooks

Blending Learning

Bus Driver Safety

Child development

Collaborative Assessment

COVID-19 information

Curriculum Mapping

DIBELS

Differentiated Instruction

Digital Delivery (generalized and Canvas, Google Chat/Classroom/Meets/Voice, Schoology, Scoopad, Zoom)

EL (Expeditionary Learning)

Growth Mindset

Hattie's Models of Effects

Kagan

Kids at Hope

Mental Health

NSLP (National School Lunch Program)

Online communication tools

PAX Good Behavior Game

PBIS (Positive Behavior Intervention and Supports)

PLCs

Reaching Students via SEAL

Restraint

Safe and Civil Schools

Schools PLP

SEI models

Self-advocacy (ADE)

Self Care-Positive Pledge

Social emotional learning (Sanford Inspire)

Special Education (holding meetings remotely, assessing IEP progress virtually)

StARTEM STEAM activities

Strength-based strategies

Struggling Readers series
Student and staff wellness
Suicide Prevention Training (ADE)
Teacher Clarity: Learning Intentions and Success Criteria
Teaching Montessori Remotely
Title I training in mathematic supports
TAP Training-Trauma Informed Practices (Boston Hospital)
Virtual field trips

Appendix C

Other AZ education stakeholder surveys

- Expect More Arizona:
 - Teacher Survey: Phase I and Phase II results published at <https://www.expectmorearizona.org/may-2020-teacher-survey-participant-details/>
- Arizona Department of Education:
 - Technology Needs Survey: Results not published
 - Nutritional and Meal Support: Results not published
 - On-site Support Services: Results not published