

## Determining Academic Impacts of the Pandemic

The COVID-19 pandemic resulted in the most disruptive event to effect education in the last 100 years. State education leaders have a responsibility to document the extent of the challenges, their influence on students, and identify some of the foremost innovations that will emerge through the tremendous burden of necessity carried by thousands of Utah teachers.

The chart below details some of the data the Utah State Board of Education, in conjunction with LEA representatives will be collecting and analyzing to meet this objective.

Data	Collection Period	Planned Analysis Completion	Value
Preschool Entry and Exit Profile ( <a href="#">PEEP</a> )	<ul style="list-style-type: none"> <li>• First 4 weeks of preschool</li> <li>• Last 4 weeks of preschool</li> </ul>	<ul style="list-style-type: none"> <li>• December 2020</li> <li>• June 2021</li> </ul>	Provides information about the status and needs of students entering state funded <a href="#">preschool programs</a> , as well as the effect of student participation in these programs
Kindergarten Entry and Exit Profile ( <a href="#">KEEP</a> )	<ul style="list-style-type: none"> <li>• First 3 weeks of school</li> <li>• Last 4 weeks of school</li> </ul>	<ul style="list-style-type: none"> <li>• December 2020</li> <li>• June 2021</li> </ul>	Provides information about the status and needs of students entering <a href="#">kindergarten</a> , as well as the effect of student participation in full-day and traditional kindergarten (Exit Profile)
Acadience ( <a href="#">reading screener</a> )	<ul style="list-style-type: none"> <li>• August – 9/30</li> <li>• 12/1 – 1/31</li> <li>• April – 6/15</li> </ul>	<ul style="list-style-type: none"> <li>• January 2021</li> <li>• April 2021</li> <li>• June 2021</li> </ul>	Used to help teachers identify children in grades 1, 2, and 3 that are at-risk for reading difficulties and to illuminate students that are reading at or above grade level
Assessment of Performance Towards Proficiency in Languages ( <a href="#">AAPPL</a> )	10/26 – 1/15	<ul style="list-style-type: none"> <li>• April 2021</li> </ul>	The AAPPL provides target language proficiency (reading, speaking, listening, writing) information to students, parents, and local educators. Because certain <a href="#">content</a> is taught in the target language, this data will give us additional insight to the impacts of the changes to the instructional programs resulting from COVID-19

English Language Proficiency ( <a href="#">ACCESS 2.0</a> )	1/6 – 3/19	<ul style="list-style-type: none"> <li>September 2021</li> </ul>	These data provides status and progress of our students learning <a href="#">English as a second language</a> (we were able to collect this data in 2020)
High School Assessment ( <a href="#">Utah Aspire Plus</a> )	3/22 – 5/14	<ul style="list-style-type: none"> <li>October 2021</li> </ul>	Provides 9 <sup>th</sup> and 10 <sup>th</sup> grade students a predictive college readiness score, as well as achievement and growth in ELA, mathematics, and science
<a href="#">ACT – 11<sup>th</sup> grade</a>	3/9 – 4/16	<ul style="list-style-type: none"> <li>August 2021</li> </ul>	The norm-referenced achievement test includes the percentage of students meeting/exceeding the ACT College Readiness Benchmarks with historical reference
Standards Assessment ( <a href="#">RISE Summative</a> )	3/16 – 6/11	<ul style="list-style-type: none"> <li>September 2021</li> </ul>	Because we have data from these mathematics and ELA assessments from 2014, these data will provide rich information that will illustrate the effects of various instructional settings and conditions on our 3 <sup>rd</sup> through 8 <sup>th</sup> grade students, student groups, and schools on student growth
Credit Earned vs. Credit Attempted	Ongoing	<ul style="list-style-type: none"> <li>January 2021</li> <li>July 2021</li> </ul>	This will provide some of the earliest impact data available.
<a href="#">Student Enrollment</a>	Ongoing	<ul style="list-style-type: none"> <li>October 2020</li> <li>June 2021</li> </ul>	Enrollment data, while dynamic, provides insight regarding student/parent decisions about how they are connecting with education
Attendance/Engagement	Ongoing	Ongoing	Student engagement is a prerequisite to student learning and a leading indicator of academic success. Engagement data are difficult to collect at the state level and will require collaboration with LEAs

<a href="#">Graduation</a>	10/1/2021	November 2021	The number of students that are prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives
<a href="#">CTE Skills Tests</a>	Ongoing	September 2021	Tests administered at the conclusion of certain CTE courses. These data document the level of proficiency students obtain toward the associated competencies for CTE courses
Opportunity-to-Learn (OTL) *	See RISE and Utah Aspire Plus	September 2021	This source will help provide interpretive value to our RISE and Utah Aspire Plus student achievement data and help contextualize the experiences of our students
LEA Assessments	Ongoing	N/A	Many LEAs administer either "off-the-shelf" or locally developed assessments which can provide additional information about the impact of the pandemic on student achievement

\* see attached OTL questions