SADDLE MOUNTAIN
UNIFIED SCHOOL DISTRICT #90
Everyone Learns, Every Day

2020-2021

Annual District Goal Progress Report

of the

SADDLE MOUNTAIN UNIFIED SCHOOL DISTRICT

EVERYONE LEARNS, EVERY DAY

The Annual District Goal Progress Report is organized around the Goals for the preceding school year:
2020–2021

September, 2021 **Dr. Paul Tighe**

2020-2021

John Waid
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MEMBER
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ANNUAL DISTRICT PROGRESS REPORT

September, 2021
Dr. Paul Tighe
SUPERINTENDENT

Monitoring the 2020-2021 School Year

INTRODUCTION

BACKGROUND

This report is meant to document progress toward each of the goals articulated in the District's Strategic Plan, which was adopted by the Governing Board on August 10, 2017. The Strategic Plan was developed during 2017 by the Governing Board and the administrative team, with the assistance of an external facilitator from the Arizona School Boards Association. The Strategic Plan includes the mission, vision, and core values of the district. It also includes strategies in support of each goal. It was revised on 8/15/18, 4/11/19, and again on 2/13/2020. It is considered a "live" document, subject to periodic revisions and annual reviews.

This report is divided into five sections, one for each goal from the Strategic Plan. Within each section, there is a goal interpretation followed by data representing goal progress and a brief analysis. Since the goals are quite broad, this report is not inclusive of all strategies and data in support of each goal but is meant to provide some means of tracking goal progress.

IMPROVEMENT CYCLE

The District Progress Report represents the "evaluation" phase of an improvement cycle, where progress is analyzed and used as a basis for adjustments and resource allocation for the following year. This monitoring and adjusting cycle represents a continuous improvement process.

MOVING FORWARD

Goal progress will help guide future improvement efforts and resource allocation. Given the complexities of providing a K-12 education to a diverse community in an ever-changing environment, the content of this report is not the exclusive measure of progress nor is it the only basis for decision-making and resource allocation. Many other data sources, regulations, statutes and other variance are also used to manage district resources and priorities.

MISSION

Educate all students to become responsible, college-and-career-ready community members.

VISION

Everyone learns, every day.

VALUES

SMUSD has a commitment to…

- **Accountability**
- **Being trustworthy**
- **Caring**
- **Taking initiative**
- **Being respectful**
- **Believing all children are capable of success. No exceptions.**

GOALS

GOAL 1 Educational Programs & Services

SMUSD will provide a superior education geared toward student success by maintaining, developing, and implementing high quality programs and services.

GOAL 2 Students

SMUSD will prepare all students to graduate college-and-career-ready.

GOAL 3 Staff

SMUSD will attract, develop and retain high quality, dedicated staff who believe all children are capable of success.

GOAL 4 Community

SMUSD will achieve its mission and vision by engaging all stakeholders.

GOAL 5 Asset Management

SMUSD will effectively manage facilities, finances and resources in support of student learning.

INTERPRETATION OF GOALS

GENERAL INTERPRETATION

The Governing Board and administrative team developed five broad goals during the strategic planning process. These goals were translated into strategies by the administrative team with the collaboration of their respective staff members in the various schools and departments. The goals and interpretations are listed below.

GOAL 1: Educational Programs & Services

1. **SMUSD will provide a superior education geared toward student success by maintaining, developing, and implementing high quality programs and services.**

   The administrative team has interpreted this to mean that quality indicators for programs and services will be favorable, the District will be a leader in technology integration, student achievement will increase each year, and students will have access to quality enrichment and extracurricular opportunities.

GOAL 2: Students

2. **SMUSD will prepare all students to graduate college-and-career-ready.**

   The administrative team has interpreted this to mean that students will have numerous career and technical education and dual enrollment course opportunities. Students will be held to high expectations (academics, conduct, citizenship) and there will be growing educational opportunities.

GOAL 3: Staff

3. SMUSD will attract, develop and retain high quality, dedicated staff who believe all children are capable of success.

The administrative team has interpreted this to mean that the district's teachers will be highly qualified and appropriately certified, with high retention rates. All staff will believe all children are capable of success, with no exceptions, and staff will have high quality professional development opportunities. Work environments across the district will be positive and supportive.

GOAL 4: Community

4. SMUSD will achieve its mission and vision by engaging all stakeholders.

The administrative team has interpreted this to mean that there are numerous opportunities for parental and stakeholder engagement in support of the District's mission and vision. The District will monitor progress and adjust efforts and resource allocations based on data. Progress on district goals will be reported to the Board annually.

GOAL 5: Asset Management

5. SMUSD will effectively manage facilities, finances and resources in support of student learning.

The administrative team has interpreted this to mean that growth is effectively managed such that there are adequate facilities and staffing to support student learning, along with demonstrated success in financial/business management. The community will support the District through bond and override elections to help ensure there are adequate resources to support student learning.

SUMMARY

GENERAL SUMMARY

The Governing Board and administrative team have engaged in an ambitious process to develop and implement a strategic plan, which encompasses the District's mission, vision, values, and five broad goals. With the 2017-2018 school year as a baseline, this report contains some data points to be used to monitor progress each year with each of the five goals. There are many causes for celebration in the data compiled as well as opportunities for growth. The intent is for an annual report of progress as part of a continuous district improvement process. The 2020-2021 school year was very atypical, due to a pandemic, such that some of the data reported may seem anomalous compared with other years.

Monitoring the 2020-2021 School Year

Goal 1: Educational Programs and Services

SMUSD will provide a superior education geared toward student success by maintaining, developing, and implementing high quality programs and services.

GENERAL INTERPRETATION

The implementation team has interpreted this to mean the following activities and outcomes:

- 1.1 Students receive instruction in language arts, mathematics, science, social sciences, and special areas;
- 1.2 Students are held to high expectations;
- 1.3 Students perform well on standardized state and district assessments in these areas;
- 1.4 Schools perform well on Arizona's A-F Accountability system; and
- 1.5 The district is a leader in technology integration.

- Goals Progress -

GOAL 1

PROGRESS

STRATEGIES, ACTIVITIES and INPUT

The implementation team has undertaken the following approaches:

The District continued to focus on providing quality instructional programs, in a superior learning environment. In 2016, the District adopted a structured writing program and in 2019, a K-3 reading program was adopted. The State's A-F Accountability system was new for 2017, so prior letter grades cannot be fairly compared to those from past years and, in 2020, state testing was cancelled due to the COVID19 pandemic such that prior year letter grades were retained for 2020 and 2021. The District has emerged as a leader in technology integration, with 1:1 devices K-12 and increasing applications in use. The District also utilizes a nontraditional curriculum through the Beyond Textbooks program. A national study by Stanford University in 2018 ranked the District at the top in the nation for growth in student achievement. Also, backgroundchecks.org ranked the District among the best in Arizona for 2018 and 2020. Advanc-ED's accreditation of Tonopah Valley High School yielded ratings well above international benchmarks.

Monitoring the 2020-2021 School Year

Goal 1: Educational Programs & Services

DATA and OUTPUT MONITORING

The implementation team has collected the following data:

- Survey Data (1.1, 1.2)

GOAL 1 Questions				AGREEMENT Percent	DISAGREEMENT Percent
TEACHERS (n=69)					
The school sets high standards for academic performance for all students.			*2018-19*	78%	22%
			2019-20	88%	10%
			2020-21	84%	14%
Adults at this school feel a responsibility to improve this school.			*2018-19*	88%	12%
			2019-20	84%	13%
			2020-21	88%	12%
The school is a supportive and inviting place for students to learn.			*2018-19*	99%	1%
			2019-20	95%	4%
			2020-21	100%	0%
STUDENTS (6th-12th)					
In this class, we learn a lot almost every day.			*2018-19*	88%	-
			2019-20	88%	-
			2020-21	90%	-
PARENTS (n=416)	Excellent	Good	Fair	Poor	
I rate my children's education as…	52.2%	37.1%	8.9%	0.3%	*2018-19*
	55.4%	36.0%	6.2%	0.5%	*2019-20*
	43.0%	43.5%	10.8%	1.9%	*2020-21*

Perceptions of different constituent groups such as teachers, students and their parents are collected as points of reference for comparison to other measures. These help to explain some of the affects behind other observations. These survey items examine perceptions of high expectations. Although there was a decline, perhaps due to Remote Learning, parents felt strongly that their children's school is of high quality (86.5% rated as excellent or good). Ninety percent of students feel they learn a lot almost every day.

GOAL 1 Data and Output Monitoring *(continued)*

Although the trend data can be misleading as these are not exact cohorts due to growth and high levels of student mobility, they are useful when comparing trends over time. Statewide AzMERIT proficiency levels are low. AzMERIT was cancelled in 2020 due to the COVID19 pandemic and 2021 scores statewide were significantly lower. High school assessments changed for 2021 and are reported separately.

- AzMERIT ELA Proficiency Trends by Cohort (1.3)

	2015	2016	2017	2018	2019	2020	2021
Grade 3	19	25	30	32	30	N/A	22
Grade 4	28	40	36	30	46	N/A	29
Grade 5	13	26	32	38	41	N/A	28
Grade 6	24	30	26	29	29	N/A	28
Grade 7	22	35	40	32	31	N/A	23
Grade 8	29	33	24	33	26	N/A	26
English 9	11	22	35	30	39	N/A	N/A
English 10	5	17	20	27	9	N/A	N/A
English 11	3	10	7	16	11	N/A	N/A

- AzMERIT Math Proficiency Trends by Cohort (1.3)

	2015	2016	2017	2018	2019	2020	2021
Grade 3	31	33	33	41	28	N/A	29
Grade 4	38	48	35	31	43	N/A	27
Grade 5	40	38	48	48	47	N/A	18
Grade 6	39	47	46	43	51	N/A	26
Grade 7	31	37	37	37	39	N/A	22
Grade 8	44	50	55	55	51	N/A	27
Algebra I	14	39	50	62	45	N/A	N/A
Geometry	0	19	31	30	31	N/A	N/A
Algebra II	2	3	20	26	41	N/A	N/A

GOAL 1 Data and Output Monitoring *(continued)*

- AzMERIT 2 (1.3)

  In 2021, high school end of course assessments were replaced by a 10th grade AzMERIT 2 in ELA and Math. There was also a new 11th grade alternative assessment (special education). In 2021-22, high school freshmen will take the ACT Aspire and juniors will take the ACT, as a state assessment tool.

AzMERIT 2 (10th Grade)	% Proficiency
ELA	28%
Mathematics	23%

- AIMS Science Proficiency (1.3)

Grade	2015	2016	2017	2018	2019	2020
4th Grade	**42%**	**62%**	**54%**	**53%**	**64%**	N/A
8th Grade	**49%**	**60%**	**52%**	**50%**	**53%**	N/A
10th Grade	**11%**	**34%**	**23%**	**26%**	**25%**	N/A

Although AIMS math, reading, and writing assessments were replaced with AzMERIT, AIMS Science continued to be utilized until 2020, though state testing in 2020 was cancelled due to the pandemic. It was a traditional assessment that requires reading comprehension skills, meaning students with low reading skills may not be able to demonstrate science proficiency on this assessment. A new state science assessment was field tested in 2021 and we anticipate having science assessment data next year.

- National Rankings (1.3)

  A national study by Stanford University in 2017 ranked the District at the top in the nation (100th percentile) for growth in student achievement (per New York Times publication). Furthermore, backgroundchecks.org ranked the District among the best in Arizona for 2018 and 2020.

PROGRESS

GOAL 1 Data and Output Monitoring *(continued)*

- AZ Accountability: A-F Letter Grades (1.4)

  The state A-F Accountability system was new for 2017, making comparisons with prior year letter grades unfair. Thus far, there are no district letter grades; only schools are issued letter grades (WWES not yet graded).

Ruth Fisher (Elementary) School

Category	Weight	2017 Points	2018 Points	2019 Points	2020/21 Points
Proficiency	30%	15.49	14.21	14.76	N/A
SGP ELA	12.5%	10.59	11.77	11.74	N/A
SGP Math	12.5%	13.03	14.32	15.05	N/A
SGT ELA	12.5%	6.20	6.94	6.82	N/A
SGT Math	12.5%	9.99	9.57	10.76	N/A
EL Proficiency	5%	5	3	5	N/A
EL Growth	5%	4	4	5	N/A
Accel/Readiness	10%	10	10	10	N/A
SPED Bonus	-	2	2	2	N/A
Science Bonus	-	N/A	0	0	N/A
	Total Points	76.28	75.82	80.33	N/A
	Percentage	76.28%	75.82%	80.33%	N/A
	A-F Grade	**B**	**B**	**B**	**B**

PROGRESS

K-8 Scale

A	B	C	D	F
84.67-100%	72.39-84.66%	60.11-72.38%	47.83-60.10%	<47.82%

GOAL 1 Data and Output Monitoring *(continued)*

Tartesso Elementary School

Category	Weight	2017 Points	2018 Points	2019 Points	2020/21 Points
Proficiency	30%	21.49	20.08	20.25	N/A
SGP ELA	12.5%	10.07	11.42	12.01	N/A
SGP Math	12.5%	9.72	12.17	12.18	N/A
SGT ELA	12.5%	8.03	8.33	8.42	N/A
SGT Math	12.5%	8.98	9.85	9.72	N/A
EL Proficiency	5%	N/A	2.00	3.00	N/A
EL Growth	5%	N/A	2.00	3.00	N/A
Accel/Readiness	10%	10	10	10	N/A
SPED Bonus	-	2	0	2	N/A
Science Bonus	-	N/A	1.5	1.5	N/A
	Total Points	70.28	77.35	82.08	N/A
	Percentage	78.09%	77.35%	82.08%	N/A
	A-F Grade	**B**	**B**	**B**	**B**

PROGRESS

State n-count criteria changed in 2018 such that TES then had a large enough ELL population to have EL proficiency and growth included.

K-8 Scale

A	B	C	D	F
84.67-100%	72.39-84.66%	60.11-72.38%	47.83-60.10%	<47.82%

GOAL 1 Data and Output Monitoring *(continued)*

Tonopah Valley High School

Category	Weight	2017 Points	2018 Points	2019 Points	2020/21 Points
Proficiency	30%	11.95	14.00	15.15	N/A
SGP ELA	5%	3.93	4.19	Subgroup Impr. 6.36	N/A
SGP Math	5%	4.25	4.27	Grad Rate Impr. 5.00	N/A
SGT ELA	5%	1.60	1.68	Dropout Impr. 5.00	N/A
SGT Math	5%	2.30	2.47	N/A	N/A
EL Proficiency	5%	N/A	N/A	5.00	N/A
EL Growth	5%	N/A	N/A	5.00	N/A
Grad. Rate	20%	20.00	20.00	20.00	N/A
CCR	20%	16.80	17.40	17.70	N/A
SPED Bonus		2.00	2.00	2.00	N/A
	Total Points	62.82	66.47	79.21+3	N/A
	Percentage	69.80%	73.85%	82.21%	N/A
	A-F Grade	**C**	**B**	**B**	**B**

PROGRESS

High School Scale

A	B	C	D	F
83.83-100%	70.02-83.82%	56.21-70.01%	42.40-56.20%	<42.39%

TVHS had increases in all indicators in 2018, moving its letter grade up to a B. Until 2019, TVHS did not have a large enough ELL population to have EL proficiency and growth included. Growth measurements changed in 2019.

- High School 4-Year Graduation Rates* (1.4)

2017	2018	2019	2020	2021
97.8%	97.8%	97.8%	95.8%	

*As reported by ADE

GOAL 1 Data and Output Monitoring *(continued)*

- A+ School of Excellence (1.4)

  In the spring of 2018, the District had its first school earn the *A+ School of Excellence* Award from the Arizona Educational Foundation. This prestigious award is only given after many indicators of excellence and a commitment to improvement are documented and verified by a team site visit.

- Technology Integration (1.5)

  The District has emerged as a leader with technology integration, with 1:1 wireless devices for all K-12 students. Technology is used extensively throughout the day across all grade levels. The District uses a nontraditional curriculum program through a partnership with Vail Unified School District, called Beyond Textbooks. In FY18, a technology sustainability plan was developed and implemented.

PREPARED

- K-3 Reading Program (1.1, 1.3)

  Even with the comprehensive Beyond Textbooks curriculum and resources, a gap existed with K-3 reading instruction. During the 2018-19 school year, a committee investigated various reading programs and piloted materials. The committee recommended Into Reading for adoption, which the Board approved for implementation during the 2019-20 school year.

GOAL 1 Data and Output Monitoring *(continued)*

- Breakfast and Lunch Programs (1.1, 1.3)

Research has shown that well-nourished children learn better. The District offers free breakfast to all elementary students through a Breakfast in the Classroom program and participates in the National School Lunch Program to offer free and reduced price meals to eligible students.

	Free	Reduced	Free + Reduced
RFMS	59%	7%	66%
TES	35%	9%	44%
TVHS	57%	11%	67%
WWES	77%	7%	84%
Totals	**56%**	**9%**	**64%**

PROGRESS

All District schools are considered "Title I," which is based on poverty levels as measured by eligibility for free or reduced price meals. With high levels of poverty comes higher challenges not typically found with middle and upper class populations, requiring additional resources.

- Special Education Programs (1.1, 1.2, 1.3, 1.4)

The District's special education population continues to grow in quantity and severity of disabilities. SMUSD had over 19.6% of its students qualify for special education services (472 of 2,412), compared with the state average of 10.4%. The District has added self-contained programs for high need students, to reduce external placements and serve students in-district.

GOAL 1 Data and Output Monitoring *(continued)*

- AdvancED Accreditation (1.1 - 1.5)

During the 2019 AdvancED Accreditation renewal for Tonopah Valley High School, the assessment team rated TVHS well above international benchmarks. The assessment included a thorough examination of evidence of a commitment to continuous improvement and a site visit to verify this commitment and rate the school using detailed rubrics for each standard. Here is a summary of ratings against international benchmarks:

Environment Section	TVHS	Benchmark
Equitable Learning	3.30	2.86
High Expectations	3.33	3.02
Supportive Learning	3.69	3.61
Active Learning	3.53	3.08
Progress Monitoring & Feedback	3.28	3.14
Well-Managed Learning	3.52	3.58
Digital Learning	2.91	1.50

AdvancED also has an Index of Education Quality as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. It is comprised of Standards Diagnostic ratings from three domains: Leadership Capacity, Learning Capacity, and Resource Capacity. TVHS's IEQ was compared with all other institutions evaluated for accreditation in the past five years, to show how TVHS compares internationally.
AdvancED and Measured Progress merged and became Cognia in 2019.

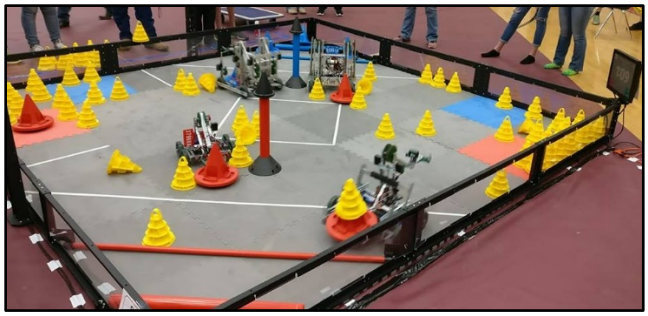
TVHS IEQ	5-Year IEQ Range
314.5	278.34 - 283.33

Monitoring the 2020-2021 School Year
GOAL 1: Educational Programs & Services

ADMINISTRATIVE ANALYSES

The implementation team has interpreted this data to mean:

While the State accountability system focused on outputs, primarily AzMERIT test scores, research has shown that the inputs need to be included in measurements of school quality and that student growth in performance is a much better indicator of school quality than proficiency, which is highly correlated to the socioeconomic level of the community. The District has high levels of poverty, with 64 percent of its students qualifying for free or reduced price lunches (a recognized measure of poverty). Furthermore, the District has experienced gains in the number of students with learning disabilities, making it unfair to compare their proficiency against their nondisabled peers. Almost 20 percent of SMUSD students had learning disabilities requiring special education services (compared with a state average of 10.4 percent). Despite having a more challenging population, all district schools earned state letter grades of "B," ranking them among the top Title I schools in the state. Parent satisfaction is consistently high, with 87% rating their child's education as Excellent or Good. Learning loss from the pandemic will have an impact on student achievement for years to come.



Monitoring the 2020-2021 School Year

Goal 2: Students

SMUSD will prepare all students to graduate college-and-career ready.

GENERAL INTERPRETATION

The implementation team has interpreted this to mean the following activities and outcomes:

- 2.1 Students are held to high expectations;
- 2.2 Students have career and technical education and college preparation opportunities;
- 2.3 High school graduation rates are high;
- 2.4 Schools perform well on Arizona's A-F Accountability system's college-and-career readiness indicators; and
- 2.5 SMUSD will attain progress goals set by Expect More Arizona and Achieve60AZ.

- Goals Progress -
GOAL 2

STRATEGIES, ACTIVITIES and INPUT

The implementation team has undertaken the following approaches:

A key focus of the District's mission is to provide opportunities for all students to graduate college-and-career-ready. This includes having high expectations and providing opportunities for students to advance/accelerate learning and explore career and technical education programs.

Monitoring the 2020-2021 School Year

Goal 2: Students

DATA and OUTPUT MONITORING

The implementation team has collected the following data:

- Survey Data (2.1, 2.2)

GOAL 2 Questions		AGREEMENT Percent	DISAGREEMENT Percent
TEACHERS (n=69)			
The school promotes academic success for all students.	*2018-19*	85%	15%
	2019-20	91%	8%
	2020-21	87%	13%
PARENTS (n=416)			
I am satisfied that my children's classes are preparing them academically and socially.	*2018-19*	91%	2%
	2019-20	94%	3%
	2020-21	81%	6%
STUDENTS			
My teacher wants everyone to work hard in this class (K-2nd).	*2018-19*	91%	-
	2019-20	92%	-
	2020-21	96%	-
In this class, my teacher accepts nothing less than our full effort (3rd-5th).	*2018-19*	91%	-
	2019-20	92%	-
	2020-21	87%	-
My teacher pushes us to think hard about things we read (3rd-5th).	*2018-19*	71%	-
	2019-20	76%	-
	2020-21	73%	-
My teacher doesn't let people give up when the work gets hard (6th-12th).	*2018-19*	88%	-
	2019-20	88%	-
	2020-21	91%	-
The comments that I get on my work in this class help me understand how to improve (6th-12th).	*2018-19*	83%	-
	2019-20	83%	-
	2020-21	87%	-

PROGRESS

Perceptions of different constituent groups such as teachers, students and their parents are collected as points of reference for comparison to other measures. These help to explain some of the affects behind other observations. With the pandemic and Remote Learning, parent satisfaction dropped to 81%, yet student perceptions improved.

GOAL 2 Data and Output Monitoring *(continued)*

- Student Conduct (2.1)

Suspension Data

	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*
Susp. Days	649	379	248	384	368	154
100th Day Enrollment	1,515	1,580	1,780	2,041	2,236	2,406
INDEX	**0.428**	**0.240**	**0.139**	**0.188**	**0.165**	**0.064**

An index was created to compare suspensions year over year. The suspension index is the total number of days of suspension divided by the 100th day enrollment total. This accounts for suspensions of varying length and for changes in student population. The trend shows a decrease in the suspension rate, meaning less kids were suspended and the length of suspensions was shorter. This matches the District's progressive discipline policy, which essentially means giving the least consequence to change a student's behavior. One could conclude that student conduct is improving – based on this data and the perceptual data that the learning environments are safe and student behavior is under control. *The 2019-20 school year was incomplete, with no suspension or attendance in the 4th quarter due to the COVID19 pandemic. With Remote Learning in 2020-21, suspensions were down considerably.

PROGRESS

- Career and Technical Education (CTE) Opportunities (2.2)

The District has numerous satellite CTE programs of study at Tonopah Valley High School. Furthermore, through membership in the Western Maricopa Education Center District (West-MEC, a career and technical education district), students have many CTE program opportunities. An early childhood education and a medical assistant program were added at TVHS. The West-MEC SW campus in Buckeye has been constructed and additional phases of expansion were completed last year.

West-MEC

GOAL 2 Data and Output Monitoring *(continued)*

- Advanced Studies (2.1, 2.2)

  The District offers numerous advanced studies opportunities. The middle school offers high school Algebra I, where middle school students can earn high school credit. Gifted services are offered at campuses. The high school offers honors-level classes in core subject areas, Advance Placement courses, and college dual enrollment courses through partnerships with Grand Canyon University and Estrella Mountain Community College. Through the American Councils for International Education, the District successfully obtained four annual grants to fund a Chinese teacher to offer Mandarin Chinese classes at the high school level and cultural activities for middle school students.

- High School 4-Year Graduation Rates* (2.3)

2017	2018	2019	2020	2021
97.8%	97.8%	97.8%	95.8%	

*As reported by ADE

The District has made and sustained significant gains in its high school graduation rates, which were dismal years ago. In addition, the District's requirement for 29 credits for graduation from high school far exceed AZ state minimum high school graduation requirements of 22 credits and its graduation rate is far above the state average of 78%.

PROOFS

GOAL 2 Data and Output Monitoring *(continued)*

- AZ Accountability A-F Letter Grade System (2.3, 2.4)

  The state's A-F Accountability system was new for 2017, making comparisons with prior year letter grades unfair. State letter grades for schools include points for College and Career Readiness Indicators.

AZ Accountability College and Career Ready Indicators

Category	Weight	2017 Points	2018 Points	2019 Points	2020/21 Points
K-8 Acceleration/Readiness	20%	10.00	10.00	10.00	N/A
HS College & Career Ready	20%	16.80	17.40	17.70	N/A
HS Graduation Rate Points	20%	20.00	20.00	20.00	N/A
HS Graduation Rate*	-----	97.8%	97.8%	97.8%	95.8%

*As reported by ADE; 2020/2021 A-F letter grades were suspended

PROGRESS

Expect More Arizona®
THE MOVEMENT FOR WORLD-CLASS EDUCATION

GOAL 2 Data and Output Monitoring *(continued)*

- AZ Education Progress Meter (Expect More Arizona – 2.5)

	SMUSD Goal#	Arizona 2019	SMUSD 2018	SMUSD 2019	EMA Goal 2030
Degree Attainment	2	46%	-	-	60%
Post-High School Enrollment	2	55%		42%	70%
Opportunity Youth	2	13%	-	-	7%
High School Graduation	1, 2	78%	98%	99%	90%
8th Grade Math	1	41%	55%	52%	69%
3rd Grade Reading	1	46%	32%	30%	72%
Quality Early Learning	1	22%	-	-	45%
Teacher Pay	3	$48,951	$45,721	$50,246	US Median

Expect More Arizona created the AZ Education Progress Meter with the statewide indicators and goals in the above table. The District has aligned its goals to these goals and is tracking its progress in support of the Progress Meter. In 2021, EMA, College Success AZ, and Achieve60AZ merged into Education Forward Arizona, so the Education Progress Meter has not been updated yet.

- Achieve60AZ (2.5)

The District was a founding school district to sign on in support of the Achieve60AZ Alliance's goal that by 2030, 60% of Arizona adults, ages 25 to 64, will hold a postsecondary credential or degree.

PROGRESS

Monitoring the 2020-2021 School Year
GOAL 2: Students

ADMINISTRATIVE ANALYSES

The implementation team has interpreted this data to mean:

Although some trends were getting established with the state's A-F letter grade accountability measures, the cancellation of state testing in the spring of 2020 has interrupted the continuity. SMUSD schools earned high levels of points in college and career readiness components of the state's A-F Accountability system. The District's requirements for high school graduation far exceed AZ state minimum requirements. While holding students to these higher expectations, the District has made exceptional progress at increasing and sustaining its high school graduation rate. The District embraced the work of Expect More Arizona and Achieve60AZ, and embedded their measures into our goal progress monitoring.

Monitoring the 2020-2021 School Year

Goal 3: Staff

SMUSD will attract, develop and retain high quality, dedicated staff who believe all children are capable of success.

GENERAL INTERPRETATION

The implementation team has interpreted this to mean the following activities and outcomes:

- 3.1 Teachers will be highly qualified and appropriately certified;
- 3.2 Teacher retention rates will be high;
- 3.3 Staff will believe all children are capable of success;
- 3.4 Staff will have high quality professional development opportunities; and
- 3.5 Staff will be recognized at site/department and district levels.

- Goals Progress -
GOAL 3

STRATEGIES, ACTIVITIES and INPUT

The implementation team has undertaken the following approaches:

In Arizona, there is a growing teacher shortage crisis. Meanwhile, student success is heavily influenced by teacher quality. Teacher retention and recruitment is critical, especially with growth (adding positions). A key focus of the District's core values includes the *Kids At Hope* ideology that all children are capable of success, with no exceptions. Professional development needs to be ongoing and job-embedded for both instructional and non-instructional staff.

PROGRESS

Monitoring the 2020-2021 School Year

Goal 3: Staff

DATA and OUTPUT MONITORING

The implementation team has collected the following data:

- Survey Data (3.3)

GOAL 3 Questions		AGREEMENT Percent	DISAGREEMENT Percent
TEACHERS (n=69)			
This school is a supportive and inviting place for staff to work.	*2018-19*	91%	9%
	2019-20	84%	13%
	2020-21	81%	19%
I look forward to coming to work.	*2018-19*	87%	11%
	2019-20	79%	11%
	2020-21	81%	14%
I want to continue teaching at this school next year.	*2018-19*	80%	8%
	2019-20	78%	11%
	2020-21	83%	10%
Students at this school are capable of high achievement on standardized exams.	*2018-19*	93%	6%
	2019-20	88%	9%
	2020-21	91%	7%
Adults at this school believe all children are capable of success, no exceptions.	*2018-19*	94%	6%
	2019-20	91%	6%
	2020-21	91%	7%
I believe all children are capable of success, no exceptions.	*2018-19*	99%	1%
	2019-20	99%	2%
	2020-21	100%	0%
PARENTS (n=416)			
The school's teachers really care about students.	*2018-19*	90%	1%
	2019-20	93%	1%
	2020-21	83%	3%
The school's climate promotes learning.	*2018-19*	90%	1%
	2019-20	90%	2%
	2020-21	80%	4%
STUDENTS			
My teacher in this class makes me feel that s/he really cares about me (K-12).	*2018-19*	87%	-
	2019-20	87%	-
	2020-21	88%	-

PROGRESS

Perceptions of different constituent groups such as teachers, students and their parents are collected as points of reference for comparison to other measures. These help to explain some of the affects behind other observations. Overall, results were favorable, though the pandemic appears to have impacted ratings.

GOAL 3 Data and Output Monitoring *(continued)*

- Teacher Qualifications (3.1)

  The District has been successful in attracting highly qualified and appropriately certified teachers. In recent years, most of the new teacher hires were experienced teachers – meaning the District has been successful in recruiting experienced teachers.

- Superintendent's Advisory Council (3.2)

  The Superintendent and Assistant Superintendent meet quarterly with representatives from each campus to hear concerns and try to develop solutions to the concerns, in a collaborative effort. The SAC helps empower teachers, which contributes to a positive working environment/culture, which should help with teacher retention.

- Teacher Retention (3.2)

School Year (EOY)	Retention Rate
2015-16	72.5%
2016-17	79.8%
2017-18	92.0%
2018-19	87.7%
2019-20	90.7%
2020-21	94.5%

The District has made and sustained steady progress in retaining teachers, with an exceptionally high rate of 94.5% of teachers returning from the 2020-21 school year. This retention rate is well above state (76%) and national statistics (84%), but recruitment is a growing challenge.

- Staff Professional Development (3.4)

  The District's professional development included 4 days for new teacher induction, 4 days of pre-service, and 6 early release days. In addition, an instructional coach was added in 2017-18, to increase the emphasis on job-embedded teacher development districtwide.

PROGRESS

GOAL 3 Data and Output Monitoring *(continued)*

- Leadership Development (3.4)

  The District has been utilizing internationally accredited leadership development tools through Human Synergistics International, to shape the organizational culture and foster growth with the administrative team. In 2018, the District implemented a performance pay plan for principals and assistant principals. Development of the administrative team has helped enhance many of the metrics in this report of progress and supported low levels of turnover in administrators.

- Staff Recognition (3.5)

  Each site/department utilizes staff recognition to support a positive climate and acknowledge the great work of staff members. In addition, the District recognizes staff with a STAR Award (Special Talents Are Recognized) and participates in a Teacher of the Year program with Westside Impact.

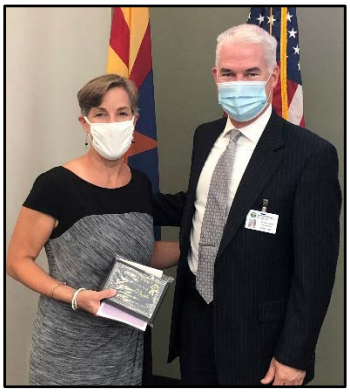
Monitoring the 2020-2021 School Year
GOAL 3: Staff

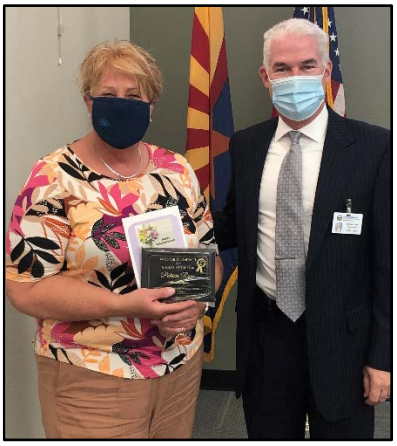
ADMINISTRATIVE ANALYSES

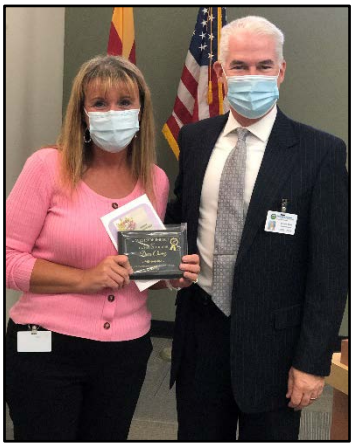
The implementation team has interpreted this data to mean:

Much of the data in this goal is perceptual, particularly things related to beliefs in children and work environment indicators. The survey results are favorable. The teacher retention rates have held exceptionally high, despite lower job satisfaction survey data from teachers this year. However, recruitment of teachers is a growing challenge. Only a few of the new hires were new to teaching, meaning the District attracted an experienced cadre of teachers. The District is relatively new in its journey to become a *Kids at Hope* district/community, where the belief that all children are capable of success, with no exceptions, is dominant. Related perceptions are favorable, though it remains a focal point. The District has partnered with AZ State University to allow ASU to study metrics of hopefulness and a positive culture, in an effort to quantify the effect of adoption of the *Kids at Hope* cultural framework.

PROGRESS







Monitoring the 2020-2021 School Year

Goal 4: Community

SMUSD will achieve its mission and vision by engaging all stakeholders.

Mission: Educate all students to become responsible, college-and-career-ready community members.

Vision: *Everyone learns, every day*.

GENERAL INTERPRETATION

The implementation team has interpreted this to mean the following activities and outcomes:

- 4.1 The District will utilize multiple media to communicate to parents and the community;
- 4.2 The District will create opportunities for stakeholder engagement; and
- 4.3 The District will utilize a strategic plan to focus efforts and resource allocation.

PROGRESS

- Goals Progress -
GOAL 4

STRATEGIES, ACTIVITIES and INPUT

The implementation team has undertaken the following approaches:

During the strategic planning process in 2017, governing board members and administrative team members agreed on the value of stakeholder engagement. While parental attendance at school events is high, genuine engagement of parents and community members remains a challenge. School-based events and large gatherings were restricted in 2020-2021 due to the pandemic, though virtual forums and events were added.

Monitoring the 2020-2021 School Year

Goal 4: Community

DATA and OUTPUT MONITORING

The implementation team has collected the following data:

- Survey Data (4.1, 4.2)

GOAL 4 Questions		AGREEMENT Percent	DISAGREEMENT Percent
TEACHERS (n=69)			
This school is welcoming to and facilitates parent involvement.	*2018-19* *2019-20* *2020-21*	95% 88% 86%	5% 5% 9%
This school involves staff in policy and decision-making.	*2018-19* *2019-20* *2020-21*	84% 77% 62%	16% 16% 38%
This school promotes trust and collegiality among staff.	*2018-19* *2019-20* *2020-21*	81% 80% 72%	18% 15% 28%
PARENTS (n-416)			
There is open and frequent communication between my children's teachers and parents.	*2018-19* *2019-20* *2020-21*	88% 89% 79%	3% 3% 12%
I have viewed my child's grades in PowerSchool Parent Portal (YES / NO).	*2018-19* *2019-20* *2020-21*	60% 61% 66%	38% 37% 34%
I have viewed the school's Facebook page (YES / NO).	*2018-19* *2019-20* *2020-21*	55% 50% 58%	44% 48% 42%
STUDENTS			
My teacher wants us to share our thoughts (3rd-12th).	*2018-19* *2019-20* *2020-21*	83% 86% 87%	- - -
My teacher respects my ideas and suggestions (6th-12th).	*2018-19* *2019-20* *2020-21*	88% 88% 92%	- - -

PROGRESS

Perceptions of different constituent groups such as teachers, students and their parents are collected as points of reference for comparison to other measures. These survey items examine perceptions of some aspects of stakeholder engagement. It is evident that parents do not access technology-based communication/engagement resources as much as desired. Pandemic conditions likely impacted teacher and parent perception, though not student views.

GOAL 4 Data and Output Monitoring *(continued)*

- Multimedia Communication (4.1)

  The District has been using various multimedia to communicate with parents and community members. This includes robust websites, school Facebook pages, Twitter, press releases, and an autodialer phone messaging system. One challenge, particularly in the Tonopah region of the district, is the lack of a consistent local newspaper (there had been one until 2017). The Remind app was selected as a primary educational communication tool, with full implementation in the 2020-21 school year. Through a PR consultant, Facebook postings have increased substantially and the number of parents and community members engaged via Facebook has steadily increased.

- District Newsletter (4.1, 4.2)

  Through the support of a public relations consultant, the District launched a monthly newsletter, published and distributed electronically.

SMUSD Shout Out!

June 2021

SADDLE MOUNTAIN
UNIFIED SCHOOL DISTRICT #90
Everyone Learns, Every Day

A Note From Our Superintendent

Wow, what a year! While the pandemic caused us to be creative with our end of year celebrations, it could not contain our perseverance and our hopefulness for next year. We had some great virtual kindergarten promotion celebrations at the elementary schools as well as a nice virtual 8th grade promotion celebration at Ruth Fisher Middle School. With modifications, we were able to have a great graduation at Tonopah Valley High School. We closed out a challenging school year and will immediately jump into summer school programs for the month of June.

- Community Forums (4.2)

The District has hosted annual community forums on both sides of the district in the fall (2016 and 2017) and again twice in the spring of 2019 regarding growth planning. While attendance has been limited, it has given community members the opportunity to share opinions with board members and administrators. Growth planning surveys were also administered to help guide a Growth Planning Committee with its recommendations to the Governing Board.

GOAL 4 Data and Output Monitoring *(continued)*

- Stakeholder Engagement (4.2)

  The District has provided various opportunities for stakeholder engagement. Schools host numerous events that are well attended by parents. The Superintendent holds Parent Advisory Council meetings quarterly (with PTO and booster club leaders from each school). Each school has a site council for site-based collaboration between administrators, teachers/staff, and parents. The District currently has about 200 registered volunteers, most of which volunteer as chaperones on field trips.

- Stakeholder Surveys (4.2)

  The District surveys staff, students and parents annually. Parent participation rates have been good, but are considerably lower for 2020-21, likely due to the pandemic. Select survey questions are summarized with each goal in this report.

- Community Vaccination Events (4.2)

  In early 2021, the District hosted regional drive through vaccination events for K-12 and childcare workers. It later hosted vaccination events for community members age 12 and up. Both sets were well attended, with 150-200 people vaccinated at each set.

- Community Engagement with New School Design (4.2)

  During the fall of 2020, the pandemic limited the design team's ability to engage staff and community members in the design of the new elementary school, but through virtual meetings these stakeholders were able to learn about the design and give feedback on options and wishes. A groundbreaking ceremony was held in May.

GOAL 4 Data and Output Monitoring *(continued)*

- Strategic Planning (4.3)

  In January of 2017, the District hired an external facilitator from the AZ School Boards Association to engage the governing board and the administrative team in a strategic planning process. By the summer of 2017, a strategic plan had been developed, which included mission, vision, core values, and five goals with strategies planned in support of each goal. This very document is a report of the progress on each of those goals. The Strategic Plan has been updated annually. In the spring of 2020, goal #5 was revised to reflect asset management, with cultural measures then embedded in the other goals.

- Public Relations (4.2)

  In FY2020, the District used a public relations consultant to help promote the District in the community and make better use of social media. This included a rebranding with a new logo.

- Community Partnerships (4.2)

  The District continues to work with partners to best serve our community. Ruth Fisher hosts a monthly Mobile Food Pantry food distribution for the community, in partnership with St. Mary's Food Bank. On average, 250 families receive food each month. With the onset of the COVID19 pandemic, the distribution increased to twice per month.

During the pandemic, our Food Services team provided drive through meal pick-ups and deliveries to a local dairy housing area, to ensure children in the community had healthy breakfast and lunch meals.

PROGRESS

Monitoring the 2020-2021 School Year
GOAL 4: Community

ADMINISTRATIVE ANALYSES

The implementation team has interpreted this data to mean:

While the value of stakeholder engagement is high, the challenges are even greater. With many families having both parents working and others with single parent households, it is difficult to get high levels of parental engagement. Parents seem satisfied with communication, but many do not access district multimedia/social-media resources. Furthermore, parent and community member attendance at community forums and governing board meetings has been low. However, this could be interpreted as a general satisfaction as people typically do attend these types of events when they have pressing concerns. The pandemic limited opportunities for parents to attend student events or for students to have traditional events and performances.

Monitoring the 2020-2021 School Year

Goal 5: Asset Management

SMUSD will effectively manage facilities, finances and resources in support of student learning.

GENERAL INTERPRETATION

The implementation team has interpreted this to mean the following activities and outcomes:

- 5.1 The District's finances and resources are well managed, with no major audit findings;
- 5.2 Facilities are well maintained, clean and safe for students and staff;
- 5.3 Growth is well managed such that adequate facilities and resources are available for all students; and
- 5.4 The District is a leader in technology integration, with adequate devices, infrastructure and equipment to support technology-driven instruction.

- Goals Progress -
GOAL 5

PROGRESS

STRATEGIES, ACTIVITIES and INPUT

The implementation team has undertaken the following approaches:

The District values sound financial management and effective use of limited resources. With rapid growth in recent years, it became apparent that growth management and planning needed to become a priority. Therefore, in the spring of 2020, the Strategic Plan, specifically this goal, was modified to reflect these priorities. The District's financial and program performance audits have shown the District is well managed and is following guidelines for programs and grants.

Monitoring the 2020-2021 School Year

Goal 5: Asset Management

DATA and OUTPUT MONITORING

The implementation team has collected the following data:

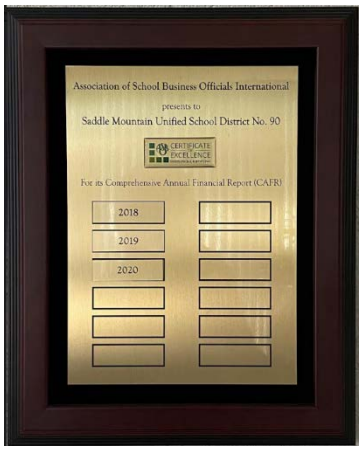
- Survey Data (5.2)

GOAL 5 Questions		AGREEMENT Percent	DISAGREEMENT Percent
TEACHERS (n=69)			
The school has facilities that are clean and well maintained.	*2018-19*	80%	19%
	2019-20	75%	21%
	2020-21	80%	20%
PARENTS (n=416)			
I feel my child is safe when he/she is at this school.	*2018-19*	N/A	N/A
	2019-20	90%	3%
	2020-21	83%	5%

Perceptions of different constituent groups such as teachers, students and their parents are collected as points of reference for comparison to other measures. These survey items examine perceptions of safety and cleanliness at district schools. It is concerning that there is a trend of growing disagreement from staff that schools are clean and well maintained. The safety question was added for 2019-20.

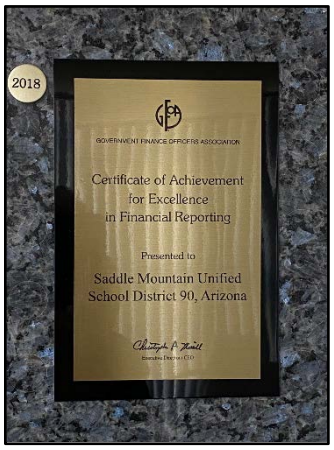
GOAL 5 Data and Output Monitoring *(continued)*

- Excellence in Financial Reporting and Transparency (5.1)



The District received its first ever Certificate of Excellence in Financial Reporting for its FY2018 Comprehensive Annual Financial Report (CAFR), by the Association of School Business Officials International. In 2021, the District received this award for a third consecutive year, based on its FY2020 CAFR. The award recognizes the District for meeting high standards of excellence in financial reporting and transparency.

- Excellence in Financial Reporting (5.1)



The District received a Certificate for Excellence in Financial Reporting in 2019 from the Government Finance Officers Association of the United States and Canada. The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government and its management. In consideration for the award, the District was judged by an impartial panel to meet the high standards of the program.

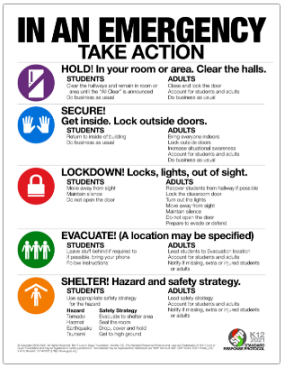
- Safety (5.2)

In the 2019-20 school year, the District had its first full year of using the *CrisisGo* emergency communications tool. SMUSD was one of the first districts in the nation to use the tool, which fosters emergency notifications, communications via smart phones to all staff. It also houses all emergency plans with checklists and campus/building maps.

PROGRESS

GOAL 5 Data and Output Monitoring *(continued)*

- Emergency Response (5.2)



The Superintendent works with local law enforcement agencies and county emergency management staff for emergency preparedness. This included adoption of a national standard response protocol.

- Safe and Clean Facilities (5.2)

During years of funding cuts with receivership, declining enrollment, and state funding cuts (2006 - 2016), the District cut custodial staffing levels. Being understaffed for cleaning services likely contributed to staff perceptions about the cleanliness of schools (20% don't feel schools are clean and well maintained). With the onset of the COVID19 pandemic in the spring of 2020, a greater emphasis on cleaning and sanitization was planned for when students return in-person. Accountability was increased with the creation of cleaning checklists for custodians to attest to completion of critical cleaning tasks, following a schedule designed for each unique learning space.

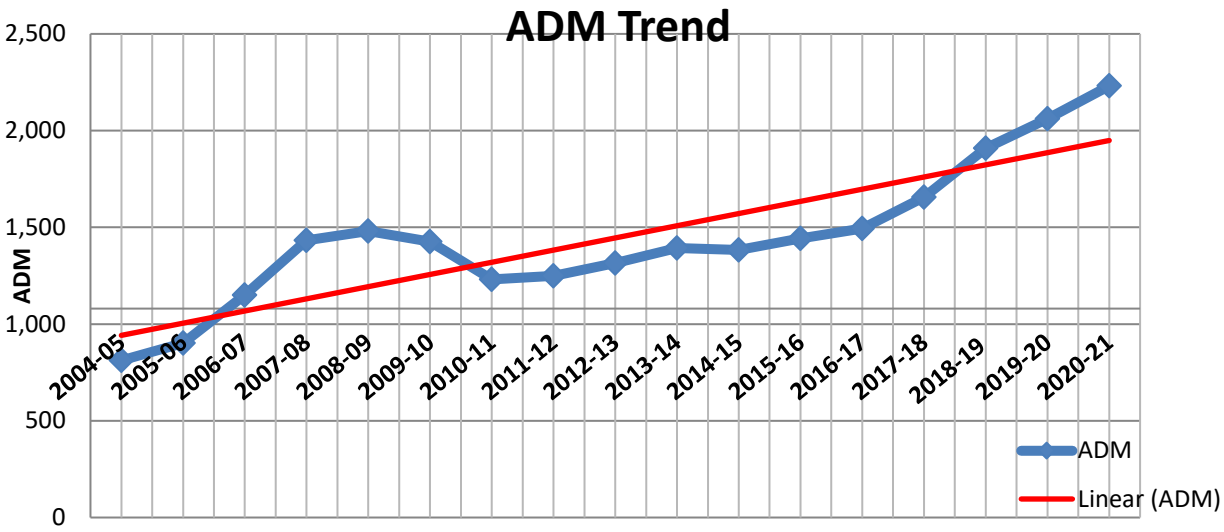
PROGRESS

GOAL 5 Data and Output Monitoring *(continued)*

- Enrollment (5.3)

District Enrollment (near 40th day)

School	10/28/16	10/27/17	10/12/18	10/11/19	10/16/20
RFES/MS	701	708	756	535	599
TES	419	513	672	557	636
TVHS	441	508	578	602	656
WWES	---	---	---	464	449
Outplaced	13	17	13	10	5
TOTAL	**1,574**	**1,746** **+10.9%**	**2,019** **+15.6%**	**2,168** **+7.4%**	**2,345** **+8.2%**



Since 2010-11, the District has grown at a relatively steady rate, with a recent increase in the growth rate, which is expected to continue steadily in the coming years. The West Valley is projected for significant, long-term growth. The administrative team has been projecting growth out ten years to plan for future needs.

GOAL 5 Data and Output Monitoring *(continued)*

- Growth Planning – Demographic Studies (5.3)

  In the fall of 2017, the District contracted with Applied Economics to complete a demographic study and growth projections, and it has been updated annually since then. The studies project growth ten years out, by school. These projections have been instrumental in guiding facility planning to ensure there is adequate learning space for all children.

- Growth Planning – Restructuring Schools (5.3)

  In the fall of 2018, the Superintendent formed a Growth Planning Committee comprised of nearly 30 stakeholders to help develop a set of recommendations to the Board related to managing growth. The committee met often and its recommendations were ratified by the Board in January, 2019. These included restructuring Tartesso from K-8 to K-5, reopening Winters' Well K-5, and developing a comprehensive 6-8 middle school at Ruth Fisher. These changes were successfully made in 2019-20.

- Growth Planning – Bond Election (5.3)

  The Growth Planning Committee also reviewed a comprehensive needs assessment of all district facilities and presented its prioritized recommendations to the Board. Recommendations were given for a bond election to provide funding to build a new school in the Tartesso development, construct additions to two schools, add security/safety measures, make campus improvements, support technology, and purchase buses. The Board called for a $47.5 million bond election and the voters approved it. The bond sale was completed in the spring of 2020 and work on the projects commenced in the spring and summer of 2020.

PROGRESS

GOAL 5 Data and Output Monitoring *(continued)*

- Bond Projects (5.3)

  In 2020-2021, many bond projects were completed.

  At RFMS, WWES, TVHS, and the District Office, safety and security modifications were made in the main offices to provide glass barriers for office staff and electronic locks to control campus access.

  At WWES, two classrooms were added to the kindergarten wing and a new building with 8 classrooms was constructed. Expansion of the parking and drop off lane were completed and playgrounds were improved.

  At TVHS, the cafeteria was expanded to seat more students and a 2-story classroom building, with 10 new classrooms, was constructed. The field turf was replaced and the track was resurfaced.

  In May, a groundbreaking ceremony was held for a new elementary school campus in the Tartesso development, scheduled for completion in July of 2022.

- M&O Override (5.3)

  In tandem with the 2019 bond election, the Board asked voters to renew its 10% Maintenance and Operations Override. Unfortunately, the initiative failed by 49 votes. The Superintendent convened an Override Committee following the election. In 2020, the Override passed by 588 votes (56%).

GOAL 5 Data and Output Monitoring *(continued)*

- Technology (5.4)

  The District became a 1:1 (device-to-student ratio) district in 2015 and has sustained these ratios with a planned replenishment cycle and additional device purchases in response to student population growth. High school students take Chromebooks home while K-8 students use devices at school only. During the 2020-2021school year, devices were distributed to all students who needed them as the district moved in and out of Remote Learning during the pandemic. Teachers used Google Classroom throughout the year to have students engaged in-person and remotely at the same time.

- Technology Access (5.4)

  The District has successfully leveraged E-Rate and state/federal grant sources to get fiber optic, high-speed connectivity to the Tonopah area (previously, the only fiber was in the Tartesso development). This greatly enhanced the bandwidth and reliability of internet connectivity at the schools in Tonopah and ensured adequate access for many years to come. In 2021, a fiber optic connection to Winters' Well ES was completed, giving all campuses high speed connectivity with room for future growth in bandwidth.

- Technology Integration (5.4)

  The District has two staff members dedicated to helping teachers integrate technology with instruction, such that the District has been recognized as a national leader in this area. The District utilizes Google Classroom as its learning management system. Having this in place immensely helped the transition to remote learning during the COIVD19 pandemic.

PROGRESS

Monitoring the 2020-2021 School Year

GOAL 5: Asset Management

ADMINISTRATIVE ANALYSES

The implementation team has interpreted this data to mean:

While the perceptual data measuring this goal's progress is somewhat limited, the perceptions seem to be positive, with some opportunities for growth with school cleanliness. While rapid and then varying levels of growth presents many challenges with facilities, staffing and resource acquisition, the District has focused considerable resources with growth planning and, thus far, has been successful in ensuring resources and facilities can handle the growth realized.