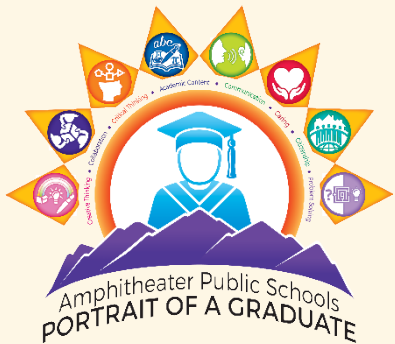


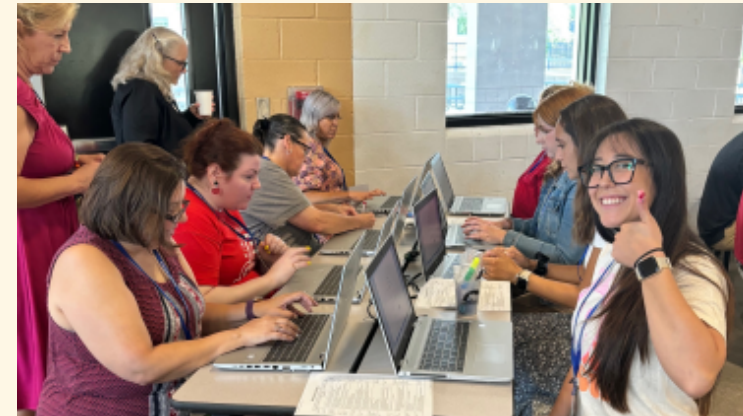
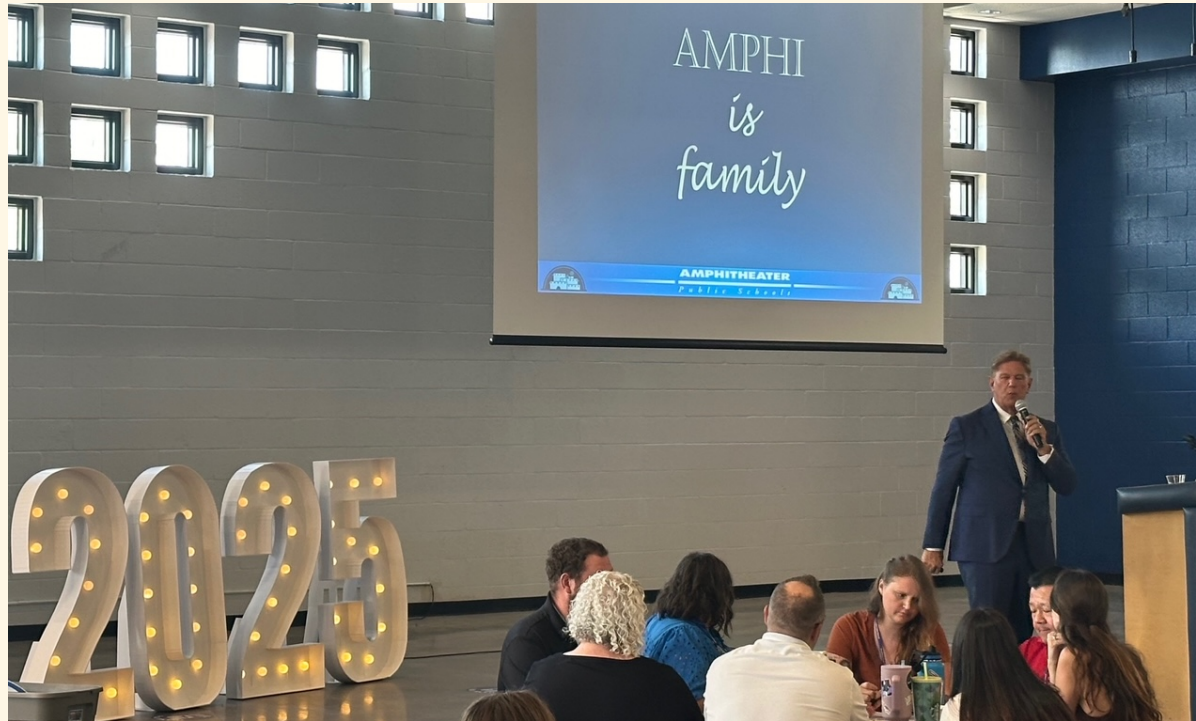
August 13, 2024

Superintendent's Report





Effective Teacher Conference



We were happy to welcome about 100 teachers new to the Amphitheater District at the Effective Teacher Conference held this year at Ironwood Ridge High School. Thank you to all who helped plan and facilitate this wonderful opportunity to help our newest teachers learn about the District, get to know their principals and schools, and meet some new colleagues.



First Day of School





First Day of School





First Day of School



First Day of School



First Day of School





Transportation



Special shoutout to the Transportation team. With thousands of students routed throughout the District, everyone once again arrived at school and back home safely this year. Curtis Simpson, in particular, went the extra mile (pun intended) to help our families with their routing information this year. Thank you, Curtis, for demonstrating so many of our Portrait of the Graduate characteristics this year: Critical Thinking, Problem Solving, Collaboration, Communication and Caring to name a few.

Congratulations!



Vanessa Hill has been selected by the National Association for Gifted Children as the recipient of the 2024 Gifted Coordinator Award. This prestigious honor takes into consideration award-winners' contributions in the development of:

- District Gifted Education Programming
- District Gifted Education Identification Processes
- Curriculum and Design
- Professional Development on Gifted Education and Students
- Leadership and Advocacy

Ms. Hill will be recognized at the NAGC's National Conference on Gifted Education in November. Board Members Ms. Day and Mr. Kopec, as well as Ms. Call and myself will be in attendance, as we build our commitment to gifted education in Amphitheater.





National Data – Kids Count[®]* Report for 2024

- Annual report regarding children and life conditions
- National and state level measures in various categories and criteria
- Sobering in many respects; encouraging in some
- Experiences and conditions for Arizona's children are among the worst in the nation in several respects

*Annie E. Casey Foundation's KIDS COUNT[®] Data Book



National Data – Kids Count[®]* Report for 2024

- There were unprecedented drops in fourth grade reading and eighth grade math proficiency for U.S. students between 2019 and 2022 -- representing decades of lost progress (citing NAEP)
- Other nations have made robust gains, but U.S. scores in reading and math have barely budged in decades
- Research demonstrates the critical importance of fourth grade reading proficiency and eighth grade math proficiency to later success; both measures are therefore a focus of the report
- For example, mastery of reading by Fourth Grade becomes key to keeping up in every subject. Children who are not proficient readers by this time are less likely to finish high school, enroll in college or keep pace with the earnings of their peers.



How Did COVID-19 Affect Education?

Percentage of Fourth Graders at or Above Proficient in Reading and Eighth Graders at or Above Proficient in Math (2000, 2019 and 2022)

POPULATION	FOURTH GRADE READING			EIGHTH GRADE MATH		
	2000	2019	2022	2000	2019	2022
Race and Ethnicity						
TOTAL	28%	34%	32%	25%	33%	26%
American Indian or Alaska Native	S	20%	18%	13%	15%	11%
Asian American and Pacific Islander	39%	55%	55%	40%	61%	56%
Black	9%	18%	16%	5%	13%	9%
Latino	12%	23%	20%	8%	19%	14%
White	36%	44%	41%	33%	43%	34%
Two or More Races	N.A.	40%	37%	N.A.	36%	27%
Immigration Status Proxy						
English Language Learner	3%	9%	10%	2%	5%	4%
Family Income and Title I Schools						
Eligible for Free or Reduced-Price School Lunch	13%	21%	19%	10%	18%	13%
Attending Title I School	22%	28%	26%	18%	25%	19%
Gender						
Male	24%	31%	30%	26%	33%	27%
Female	32%	37%	34%	23%	33%	24%

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2000, 2019 and 2022. S: Reporting standards not met. N.A.: Not available.



Post-Pandemic Test Scores in Context



- The overall averages in the preceding table mask wide and persistent disparities among different populations
- Fourth grade reading proficiency rates in 2022 were 16% for Black children, 18% for American Indian or Alaska Native kids and 20% for Latino students, all below the national average of 32%
- Only one in four fourth graders attending higher-poverty schools (26%), and one in five eligible for free or reduced-price school lunch (19%), were reading at or above proficient level
- Only one in 10 English-language learners in fourth grade (10%) read at or above proficient in 2022
- Just 4% of English-language learners in eighth grade were at or above proficient in math — about one student in a typical classroom



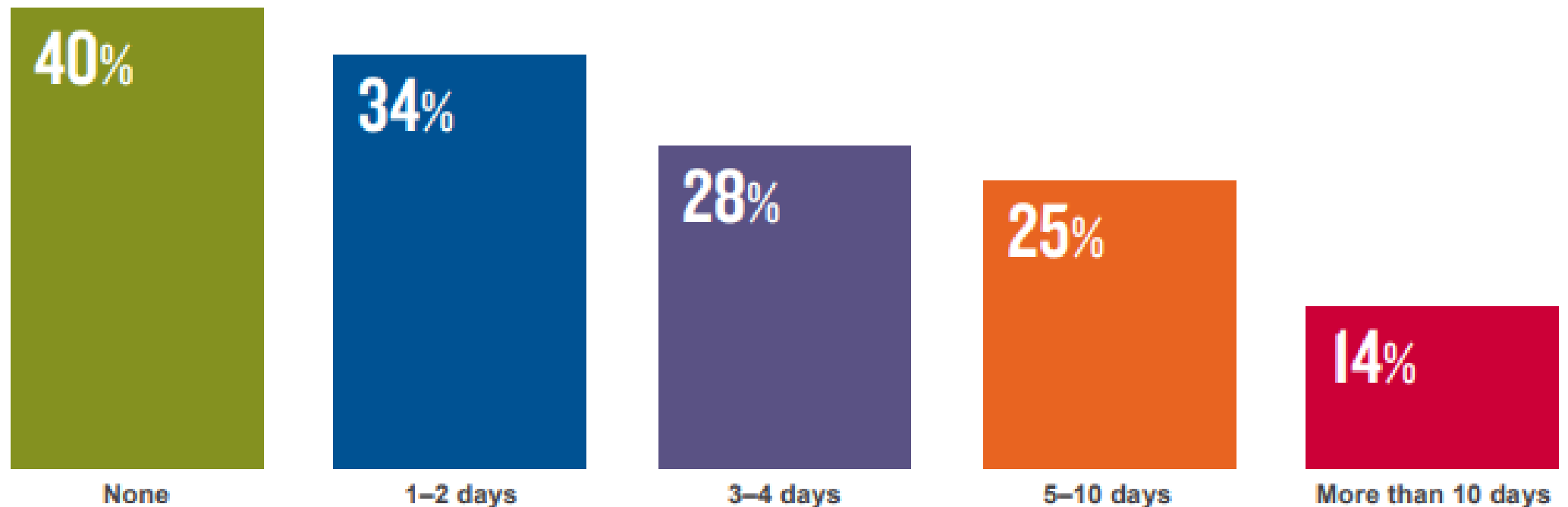
Student Absences a Key Factor in Declines

- FACT: Children cannot learn if they don't attend school
- In 2021–22, 30% of all students were *chronically absent* (missing 10% or more days in the academic year)
- Prior to the pandemic, in 2018–19, the chronic absence rate was 16%
- This more than 80% increase almost certainly contributed to the drop in NAEP scores, according to the U.S. Department of Education
- The negative effects of this challenge are far-reaching because two-thirds of all U.S. students attend schools plagued by chronic absence – resulting in a "spillover effect":
 - Students in high-absence classrooms are more likely to have lower test scores as their teachers are slowed by a perpetual cycle of catching chronically absent students up
- **46% of Arizona's children were chronically absent in 2021-2022 SY**



Student Absences a Key Factor in Declines

Percentage of Fourth Grade Students Scoring at or Above Proficient in Reading, by Days Absent From School in the Last Month (2022)



Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 2022.



Student Absences a Key Factor in Declines



- Consequences of chronic absence go beyond academics
- A study tracking Rhode Island kindergartners through their next seven years found those who were chronically absent were twice as likely to repeat a grade and were *more than* twice as likely to be suspended
- Many underlying causes of chronic absence predate the pandemic
 - housing insecurity
 - poverty
 - unmet basic needs
 - health issues
 - student disengagement
- But research indicates the pandemic both exacerbated existing attendance challenges and introduced new ones, including rising anxiety and other mental health issues, as well as sensitivity among schools, parents and children about students going to school with symptoms of illness



OVERALL CHILD WELL-BEING

The report also provides a composite index of overall child well-being for each state by combining data across four domains:

1. Economic Well-Being
2. Education
3. Health; and
4. Family and Community

These composite scores are translated into a state ranking for overall child well-being.



Key Indicators of Child Well-Being



ECONOMIC WELL-BEING

Children in poverty us 11,583,000	17% 2019	16% 2022	↓ BETTER
Children whose parents lack secure employment us 18,635,000	26% 2019	26% 2022	= SAME
Children living in households with a high housing cost burden us 21,807,000	30% 2019	30% 2022	= SAME
Teens not in school and not working us 1,149,000	6% 2019	7% 2022	↑ WORSE

Location	Children in poverty (2022)		Children whose parents lack secure employment (2022)		Children living in households with a high housing cost burden (2022)		Teens not in school and not working (2022)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arizona	247,000	16	396,000	25	457,000	29	31,000	8



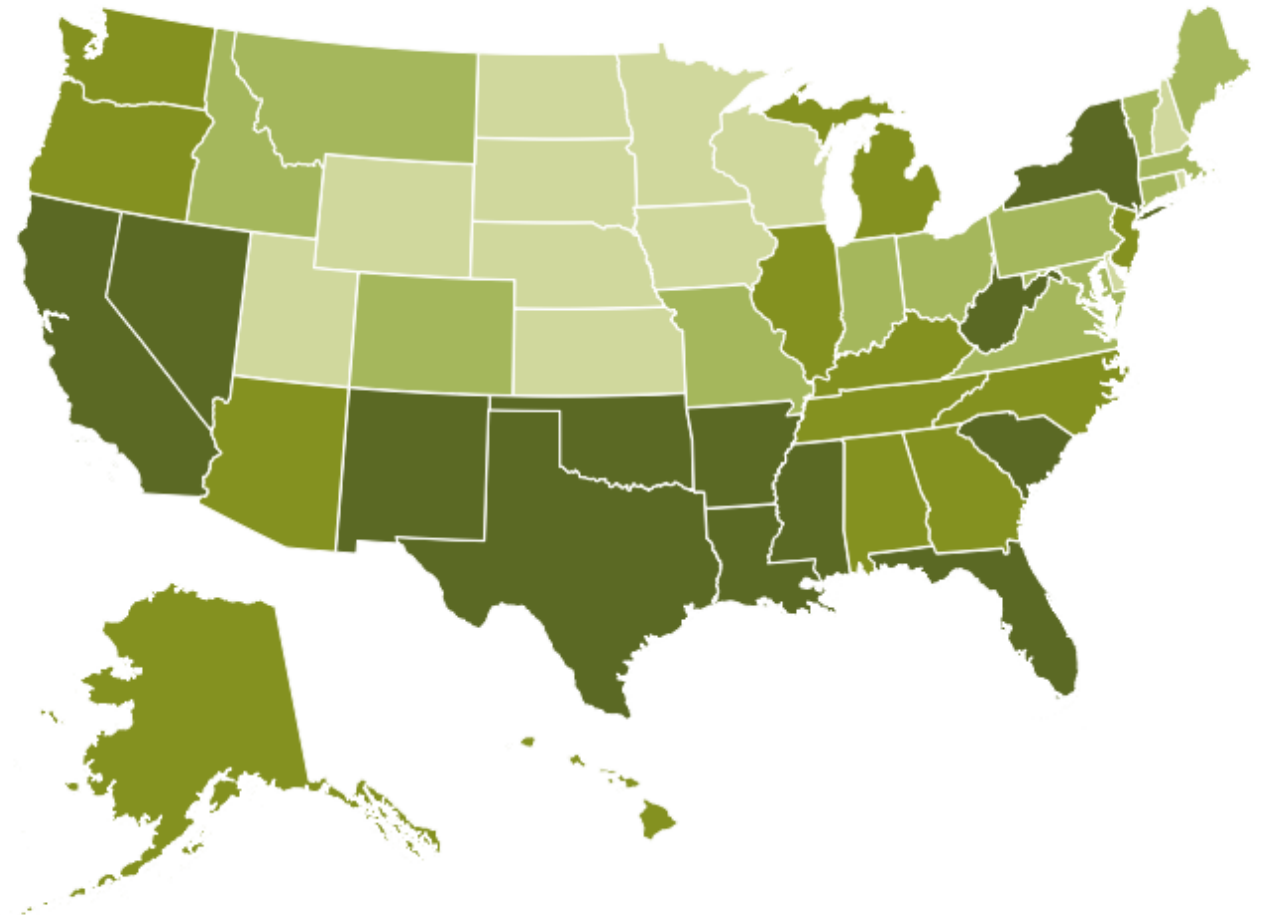
State-by-State Comparison



WORSE

- 26. New Jersey
- 27. North Carolina
- 28. Washington
- 29. Oregon
- 30. Illinois
- 31. Michigan
- 32. Georgia
- 33. Arizona
- 34. Tennessee
- 35. Alabama
- 36. Kentucky
- 37. Alaska
- 38. Hawaii

ECONOMIC WELL-BEING



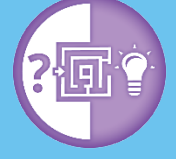
RANKINGS AND KEY

BEST

BETTER

WORSE

WORST



Key Indicators of Child Well-Being

HEALTH

Low birth-weight babies us 315,288	8.3% 2019	8.6% 2022	↑ WORSE
Children without health insurance us 3,932,000	6% 2019	5% 2022	↓ BETTER
Child and teen deaths per 100,000 us 23,140	25 2019	30 2022	↑ WORSE
Children and teens (ages 10 to 17) who are overweight or obese** us N.A.	N.A. N.A.	33% 2021-22	N.A.

Location	Low birth-weight babies (2022)		Children without health insurance (2022)		Child and teen deaths per 100,000 (2022)		Children and teens (ages 10 to 17) who are overweight or obese (2021-22)	
	Number	Percent	Number	Percent	Number	Rate	Number	Percent
Arizona	6,119	7.8	142,000	8	591	35	N.A.	31

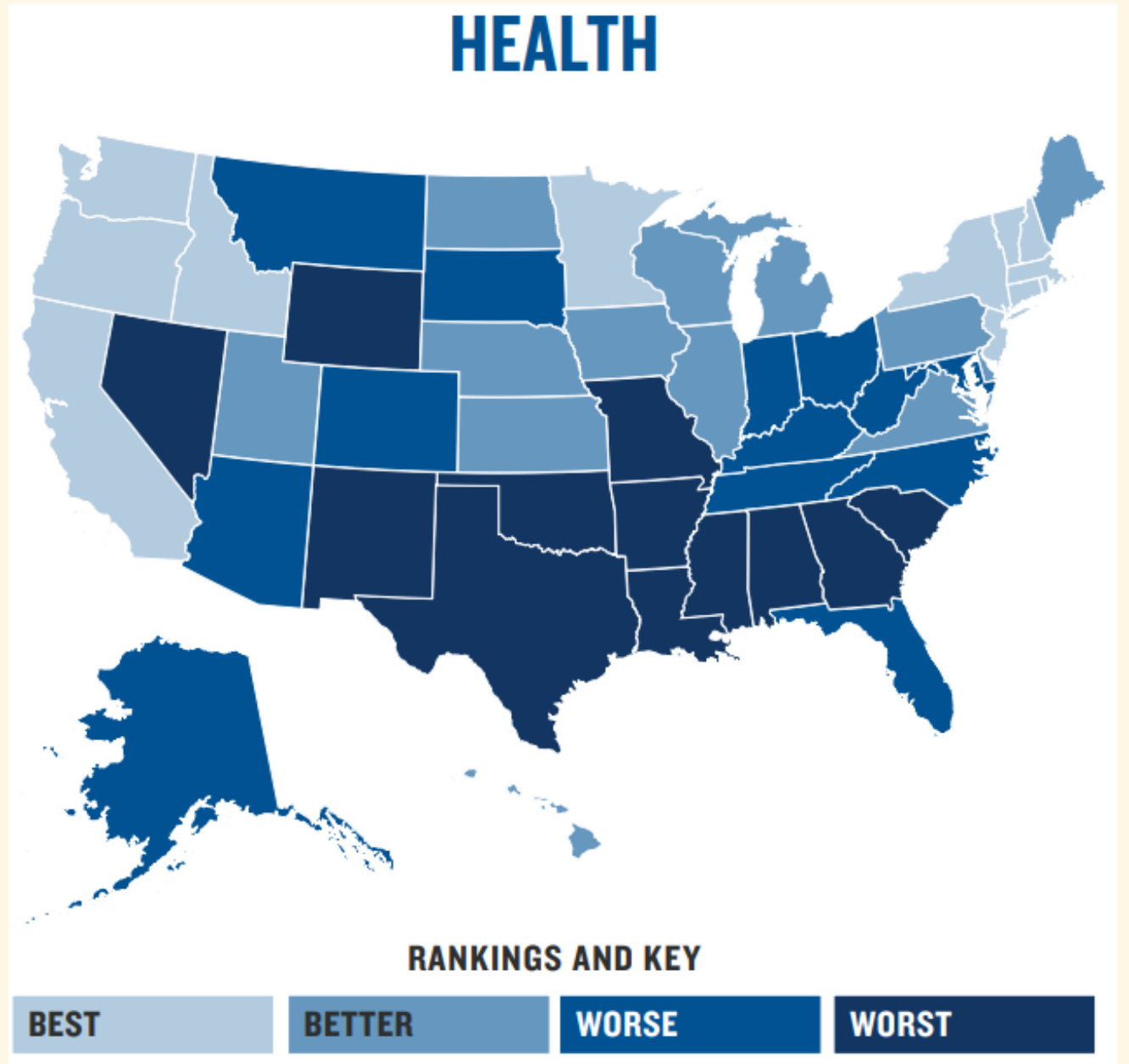


State-by-State Comparison



WORSE

- 26. South Dakota
- 27. Maryland
- 28. Colorado
- 29. Ohio
- 30. Montana
- 31. Florida
- 32. Indiana
- 33. North Carolina
- 34. Arizona
- 35. West Virginia
- 36. Kentucky
- 37. Alaska
- 38. Tennessee





Key Indicators of Child Well-Being



FAMILY AND COMMUNITY			
Children in single-parent families US 23,331,000	34% 2019	34% 2022	= SAME
Children in families where the household head lacks a high school diploma US 8,015,000	12% 2019	11% 2022	↓ BETTER
Children living in high-poverty areas US 5,682,000	12% 2013-17	8% 2018-22	↓ BETTER
Teen births per 1,000 US 143,789	17 2019	14 2022	↓ BETTER

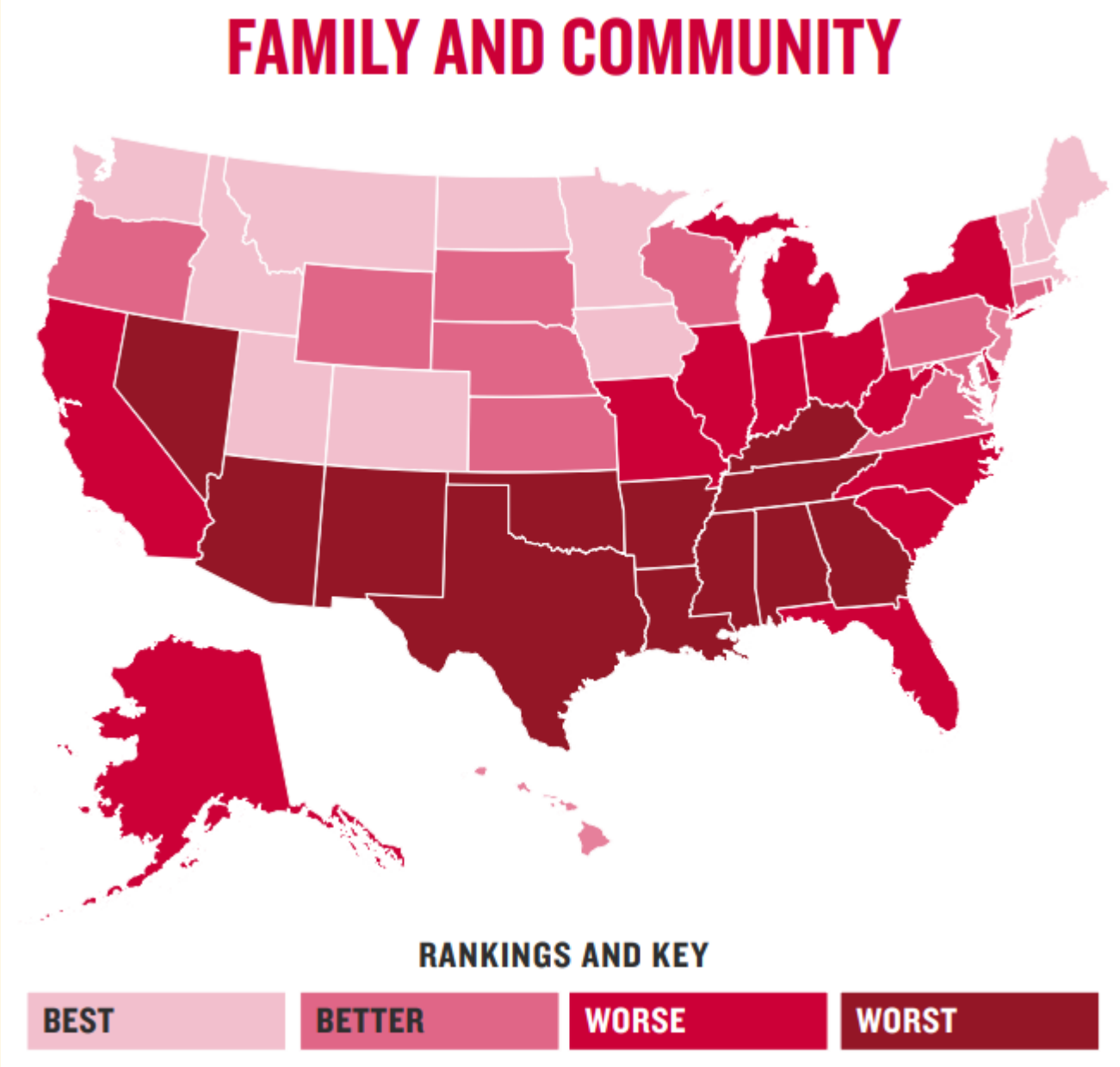
Location	Children in single-parent families (2022)		Children in families where the household head lacks a high school diploma (2022)		Children living in high-poverty areas (2018-22)		Teen births per 1,000 (2022)	
	Number	Percent	Number	Percent	Number	Percent	Number	Rate
Arizona	557,000	37	217,000	14	133,000	8	3,558	15



State-by-State Comparison



- WORST**
- 39. Tennessee
 - 40. Oklahoma
 - 41. Arizona
 - 42. Georgia
 - 43. Kentucky
 - 44. Alabama
 - 45. Nevada
 - 46. Arkansas
 - 47. Texas
 - 48. Louisiana
 - 49. New Mexico
 - 50. Mississippi





Key Indicators of Child Well-Being



EDUCATION			
Young children (ages 3 and 4) not in school US 4,328,000	52% 2013-17	54% 2018-22	↑ WORSE
Fourth graders not proficient in reading US N.A.	66% 2019	68% 2022	↑ WORSE
Eighth graders not proficient in math US N.A.	67% 2019	74% 2022	↑ WORSE
High school students not graduating on time* US N.A.	14% 2018-19	14% 2020-21	= SAME

Location	Young children (ages 3 and 4) not in school (2018-22)		Fourth graders not proficient in reading (2022)		Eighth graders not proficient in math (2022)		High school students not graduating on time (2020-21)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arizona	111,000	65	N.A.	69	N.A.	76	N.A.	24



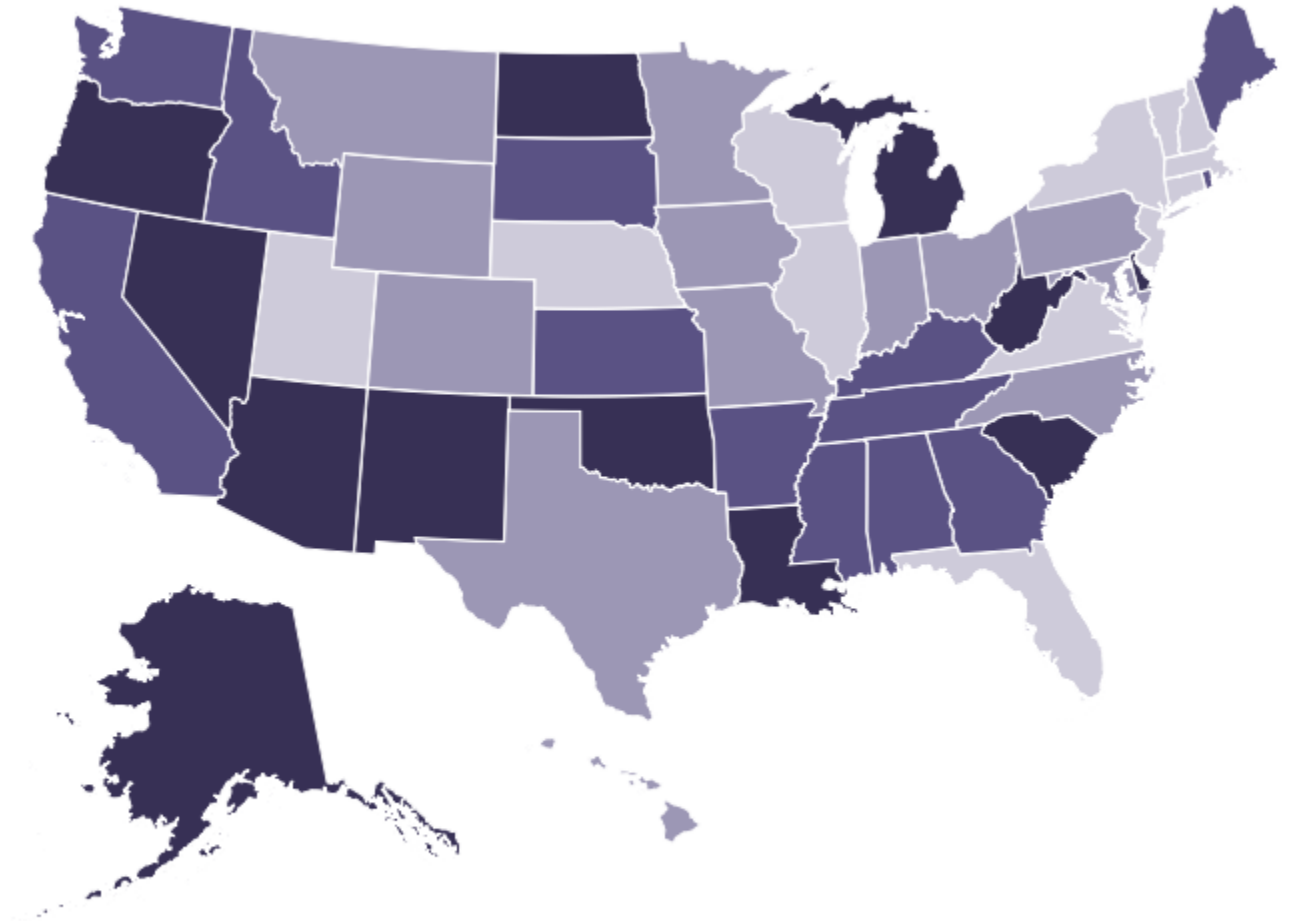
State-by-State Comparison



WORST

- 39. South Carolina
- 40. North Dakota
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EDUCATION



RANKINGS AND KEY

BEST

BETTER

WORSE

WORST

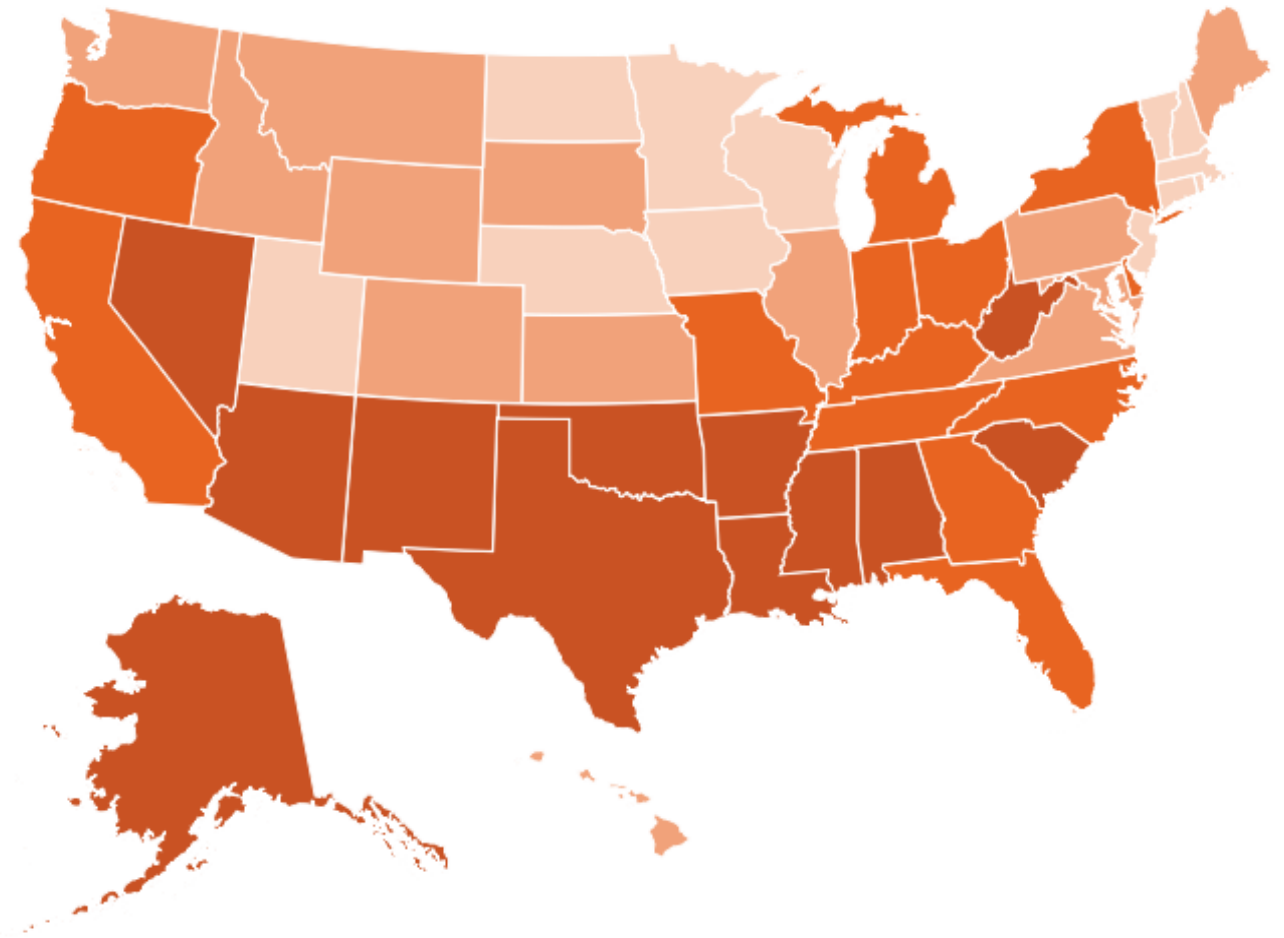


Overall State-by-State Comparisons

WORST

- 39. Alabama
- 40. South Carolina
- 41. Alaska
- 42. Arizona
- 43. Texas
- 44. West Virginia
- 45. Arkansas
- 46. Oklahoma
- 47. Nevada
- 48. Louisiana
- 49. Mississippi
- 50. New Mexico

OVERALL CHILD WELL-BEING



RANKINGS AND KEY

BEST

BETTER

WORSE

WORST



The Good News: Amphi Outpaces Arizona

- Amphitheater District academic measures of proficiency continue to exceed statewide measures.
- This has been reality for years.
- In the near future, we will review Amphitheater's specific data.
- But, Arizona clearly has serious work to do. We all do. We do in Amphi as well.
- It's a new school year. Let's roll up our sleeves and get to it.