



CENTER
FOR THE FUTURE OF
ARIZONA

Education Data Profile



Geography:
All Arizona Counties

Produced By
The Center for the Future of Arizona

The Arizona We Want Progress Meters

<https://www.arizonafuture.org/>

8/13/2020

Education changes lives and creates opportunity.

What success looks like: Every Arizonan is prepared for success in life and work, and our state is known for its critical thinkers, problem-solvers, innovators, and adaptive life-long learners.



Arizona Education Progress Meter development partners:



Produced By
The Center for the Future of Arizona
The Arizona We Want Progress Meters

Education

The Arizona We Want

The Arizona We Want is a shared vision of success around what matters most to Arizonans that expresses their highest aspirations and hopes for the future. It is derived from what the Center for the Future of Arizona (CFA) has learned through careful listening to what Arizonans say about what matters most to them and their highest priorities. CFA's findings and analyses can be found in the three The Arizona We Want reports which you can access here (<https://www.arizonafuture.org/reports/>).

The Arizona We Want Progress Meters

The Arizona We Want Progress Meters are an evolving, dynamic set of tools to measure the priorities that Arizonans identified of critical importance to the future of the state. The metrics were carefully considered and included with the criteria of being: easily understood; supported by publicly available, trusted, and regularly updated data; and, useful as a guidepost for assessing policy and practice. The Progress Meters may evolve over time with the input from Arizona's leaders, communities and technical experts. Learn more on our website at: <https://www.arizonafuture.org/az-progress-meters/overview/>

The Arizona We Want Progress Meters are defined by categories but in the real world none of these areas exist in isolation. Explore our data and feel free to connect with us at any time if you would like CFA to support you in identifying the best measures for advancing the priorities of your community.

Education

How Progress Meters were selected

The Arizona We Want Progress Meters were developed through the following milestones:

- CFA partnered with leading education organizations, with Expect More Arizona as lead partner, to develop and launch the Education Progress Meter, which engaged over 40 partners in its launch and has now been formally adopted by 60 cities and towns.
- CFA partnered with the National Conference on Citizenship (NCoC) to use the nationally developed and recognized Civic Health Index to provide an array of metrics and data to track progress on two additional Progress Meters: Connected Communities and Civic Participation.
- CFA led an extensive process for developing metrics for the following Progress Meters: Jobs, Health & Well-being, Natural Resources, and Infrastructure. It engaged a Task Force, involved content experts, and held focus groups in using consensus-building around which metrics are most critical to track for each of the four meters. It followed this process with what has become a consistent practice in using critical readers statewide to provide feedback. Over 100 of 300+ critical readers rated metrics and provided feedback that culminated in the chosen measurements of each category.
- The Young Talent Progress Meter is still under development as it is being defined by Arizona's Young People. Learn more here! (<https://www.arizonafuture.org/az-progress-meters/young-talent/overview/>)

Throughout this process, careful consideration was given to the following criteria which must be met for metrics to be included in the Arizona We Want Progress Meters:

- They must be supported by publicly available, trusted, and regularly updated data;
- They must be understandable by most Arizonans;
- And they must be useful as a guidepost for assessing policy initiatives.

Many of our data sources do not provide data disaggregated to cities and counties, though some do. Because of this, in the event that data is not available, it will be provided at the most local level possible. Please reference the notes on each metric for details on how often data is updated, and at what geographic level the data is available.

Using this Report

This local report is intended to provide timely and trusted data that can be used by communities to better inform them on how they are doing on what matters most to them. The Arizona We Want Local Progress Meter Profiles are intended to support the following objectives:

- Allow communities to compare themselves with their peers, and the state as a whole (where data is available)
- Track progress over time by reporting the value of indicators in previous years
- Support in the identification of priorities that can be the subject of targeted actions to improve conditions
- Explore the interconnections between the categories of The Arizona We Want priorities in pursuit of holistic and well-designed solutions

The Center for the Future of Arizona is engaging with a select group of communities in Community Conversations

We appreciate hearing feedback and responding to inquiries about Progress Meters data, website and/or reports. Feel free to reach out to Ian Dowdy, Director of Progress Meters at ian.dowdy@arizonafuture.org.

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Education

Quality Early Learning

Children with access to quality early learning opportunities are more prepared for kindergarten. They have increased vocabulary, better language, math and social skills, and more positive relationships with classmates. And as they go forward in school and life, they are less likely to need special education services or be held back a grade and are more likely to graduate and go on to college.

In fact, multiple studies show that quality pre-K programs generate a return on investment of seven (7) to ten (10) dollars for every dollar invested. The benefits to communities include decreased use of welfare and social services, remedial education, and job re-training.

Quality Early Learning is defined as the percentage of Arizona 3- and 4-year old children that are in high-quality preschool settings as determined by Read on Arizona.

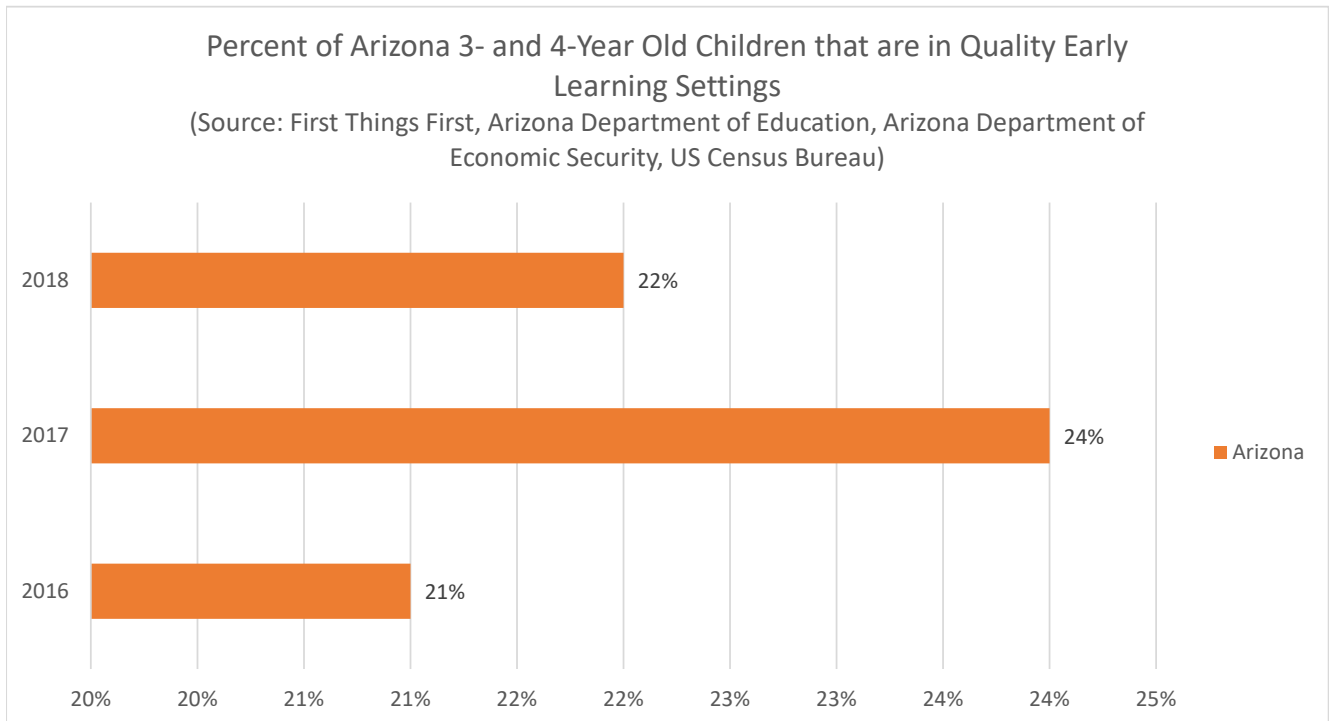
Arizona education leaders have set a goal of 45% of Arizona children in quality early learning settings by 2030.

Updated annually and available only for Arizona as a whole, not for counties or cities.

Sources:

- First Things First

More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/quality-early-learning/>



Education

Third Grade Reading

Reading is the foundational skill for all future learning, and being able to read by the end of third grade is a crucial milestone in a child's future academic success.

Research shows that a child's third grade reading level is a pretty strong predictor of how well a student performs in high school, whether or not they graduate, and if they go on to college.

Third Grade Reading is defined as the percentage of 3rd Graders who pass their language arts assessment with a rate of "proficient" or "highly proficient".

Updated annually and available for the following localities:

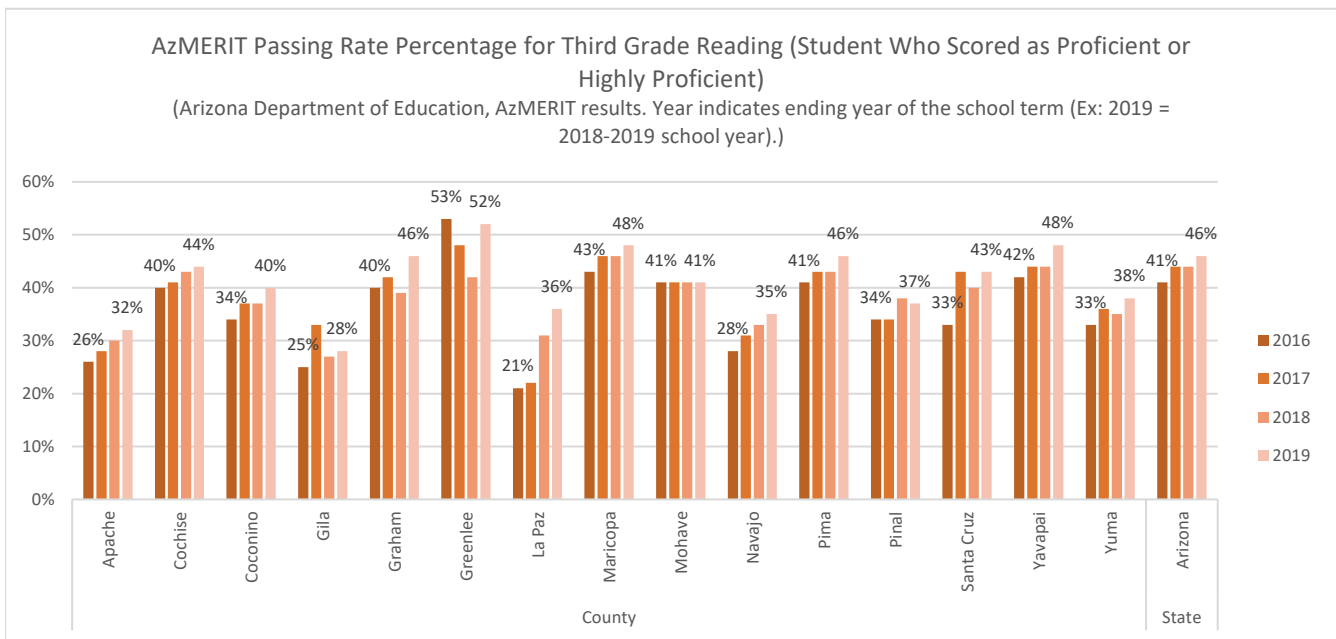
- Arizona
- Counties
- School Districts
- Cities
- Schools

Arizona education leaders have set a goal of 72% of Arizona 3rd graders passing the language arts assessment by 2030.

Source: Arizona Department of Education, AzMERIT results

NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

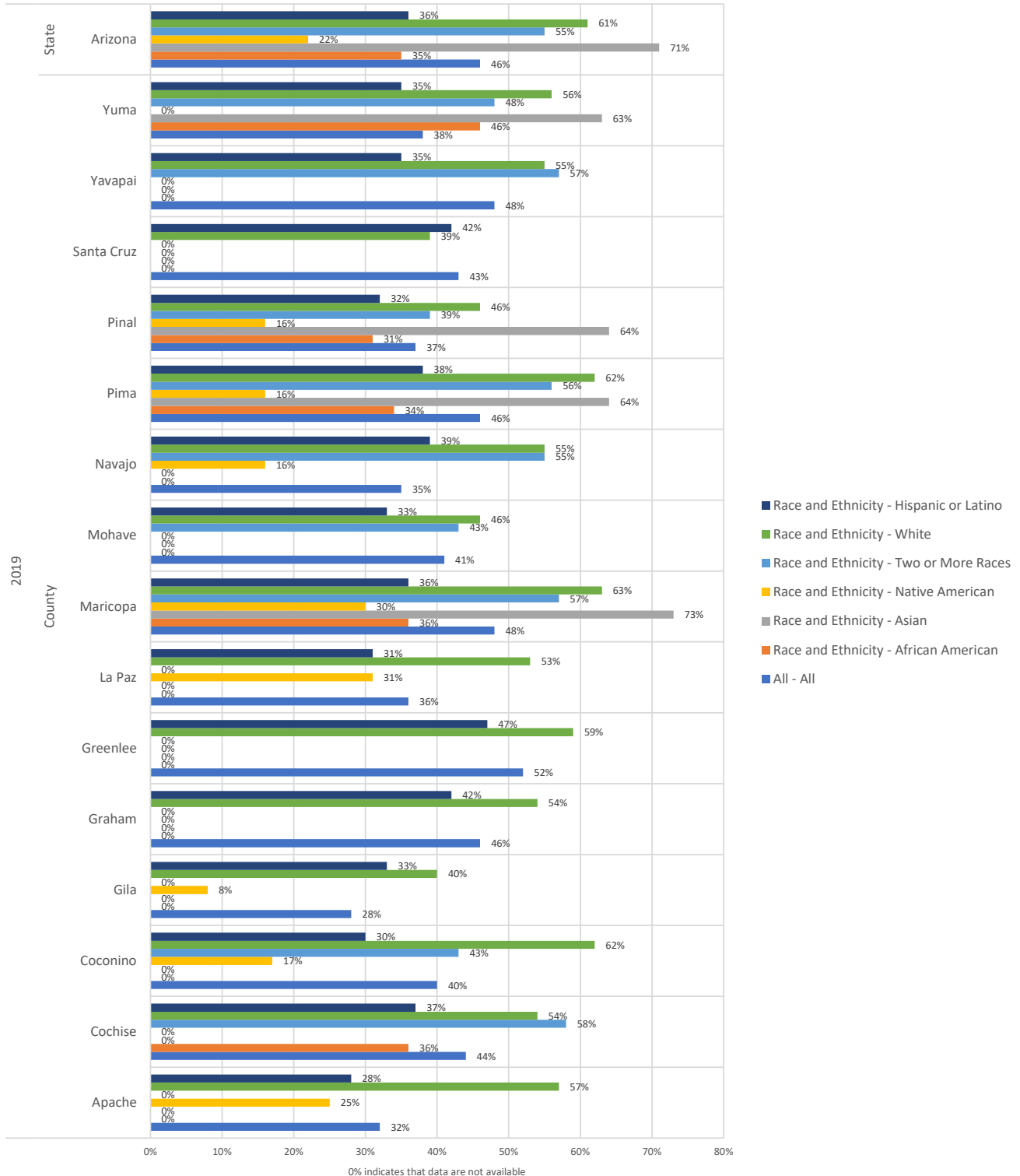
More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/third-grade-reading/>



Education

Third Grade Reading

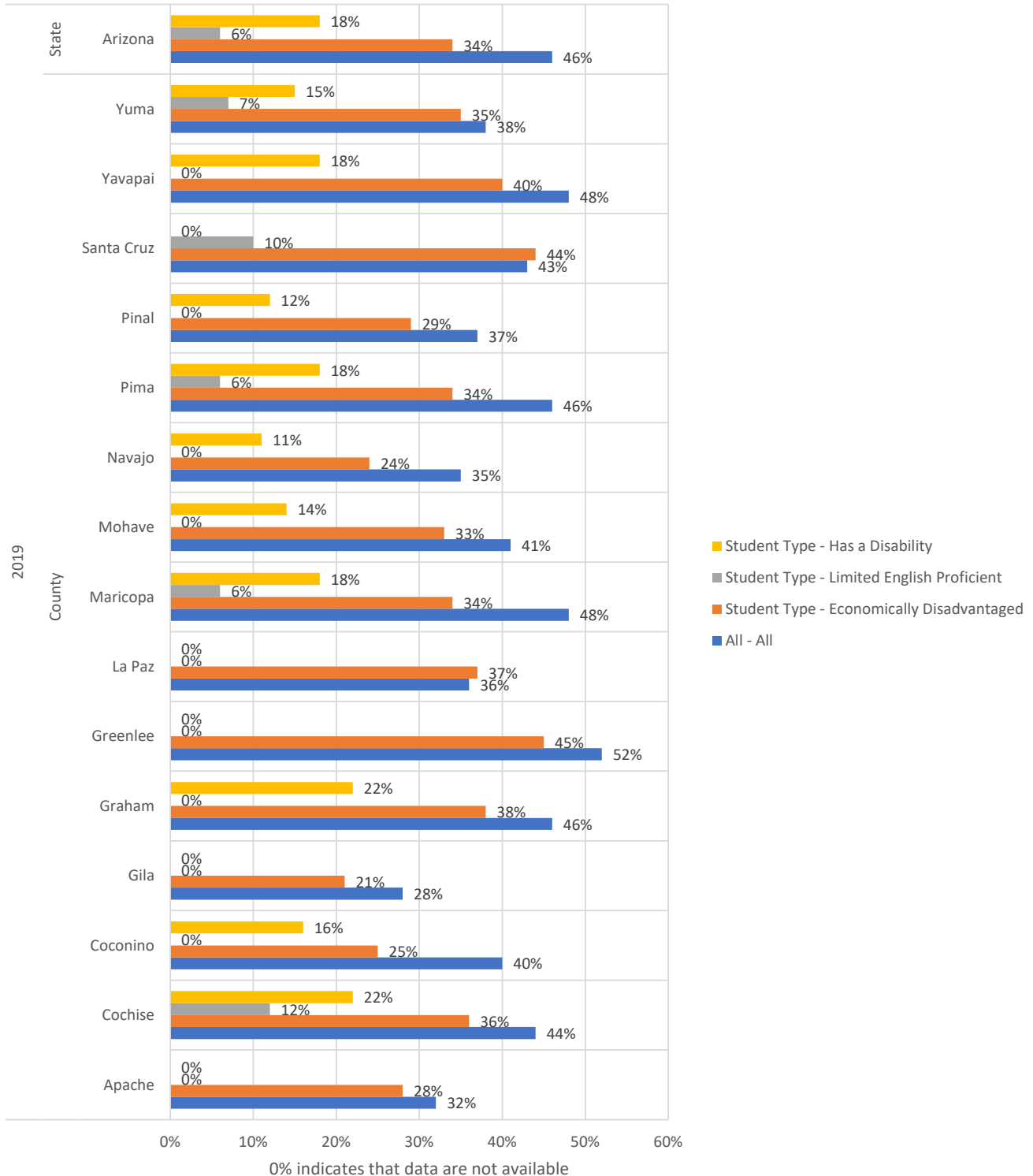
AzMERIT Passing Rate Percentage for Third Grade Reading (Student Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



Education

Third Grade Reading

AzMERIT Passing Rate Percentage for Third Grade Reading (Student Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term
 (Ex: 2019 = 2018-2019 school year).)



Education

Eighth Grade Math

Math prepares and develops a child's mind to accept, analyze and execute complex ideas. Success in math in 8th grade is a key milestone for students.

Math skills learned in elementary and middle school prepare them for more rigorous high school math and for success after school. Kids with strong math skills are more likely to graduate from high school and college.

Today, only a small fraction of Arizona's eighth graders have the math skills they need to be considered on track, and the gap is even more significant among minority and at-risk populations.

Eighth Grade Math is defined as the percentage of 8th Graders who pass one or more of their eighth-grade assessments with a rate of "proficient" or "highly proficient". Data can be viewed for any one of the four assessments including the general exam, Algebra 1, Algebra 2, and Geometry.

Updated annually and available for the following localities:

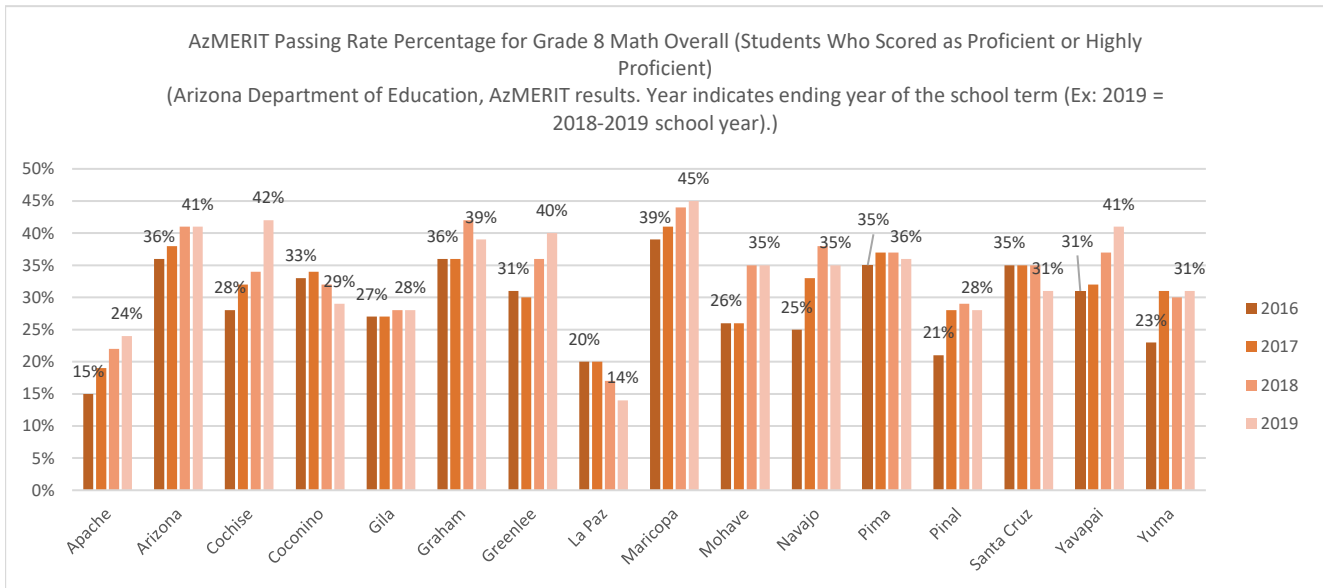
- Arizona
- Counties
- School Districts
- Cities
- Schools

Arizona education leaders have set a goal of 69% of Arizona 8th graders passing their math assessment by 2030.

Source: Arizona Department of Education, AzMERIT results

NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

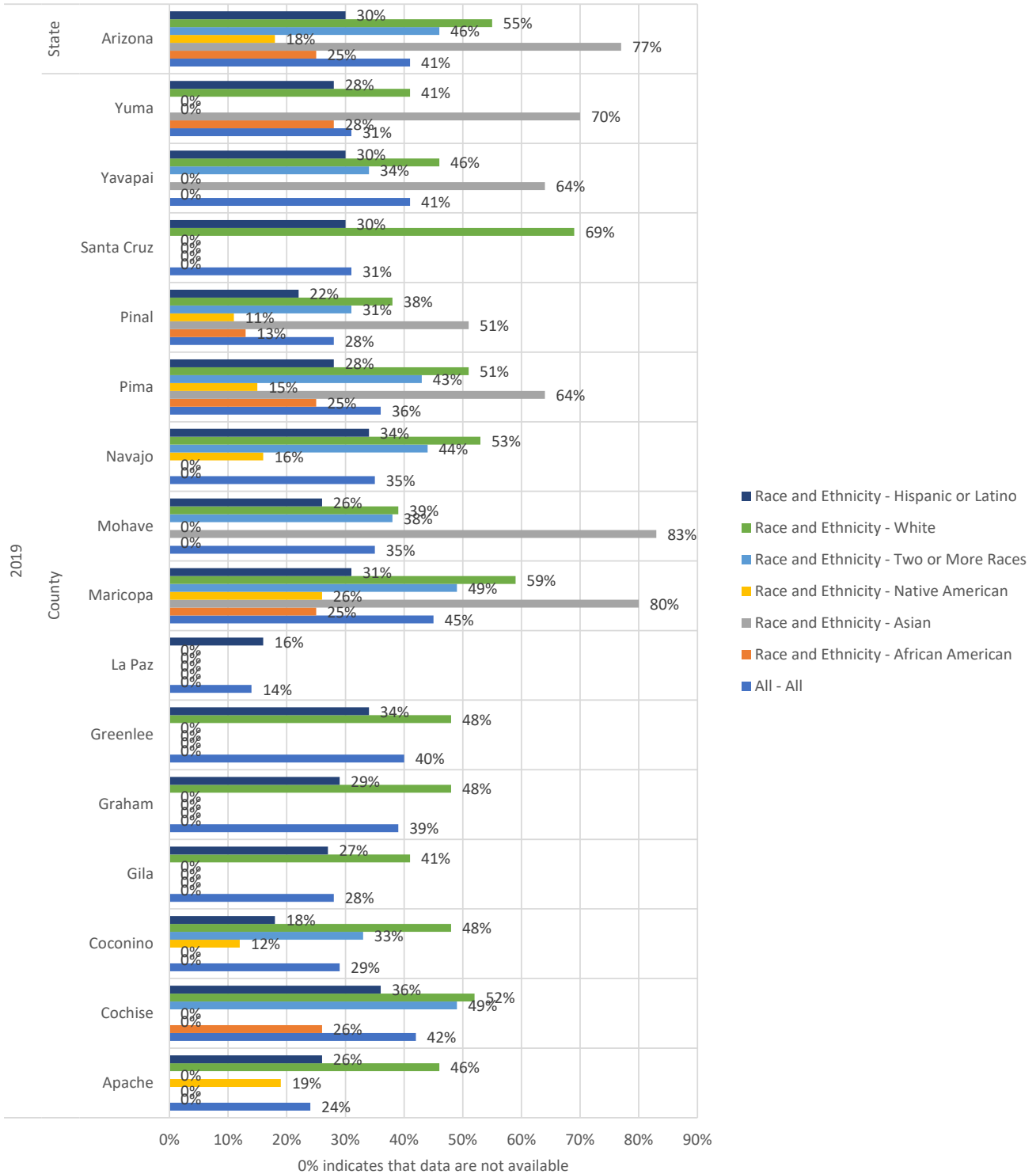
More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/eighth-grade-math/>



Education

8th Grade Math Overall

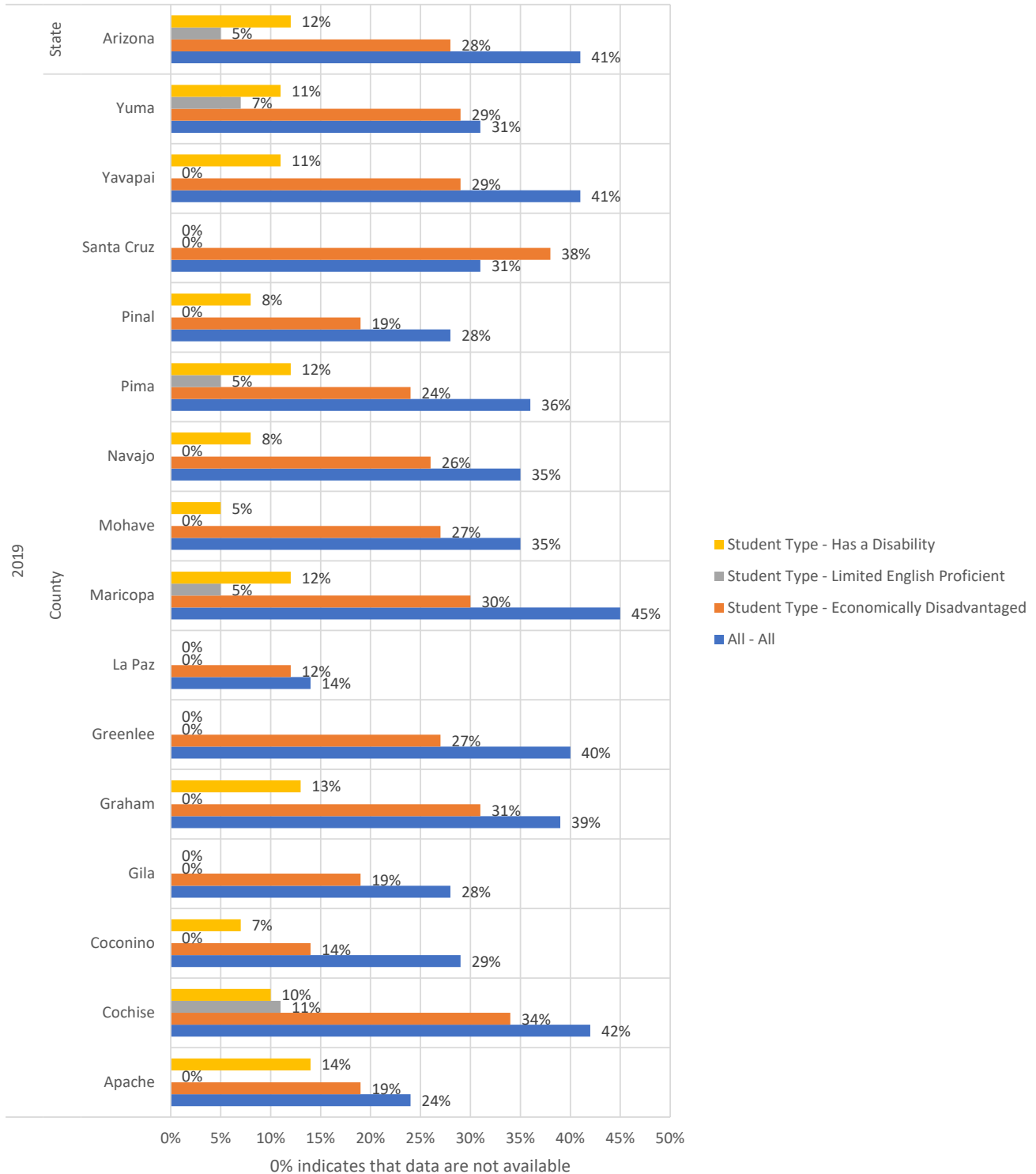
AzMERIT Passing Rate Percentage for Grade 8 Math Overall (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term
 (Ex: 2019 = 2018-2019 school year).)



Education

8th Grade Math Overall

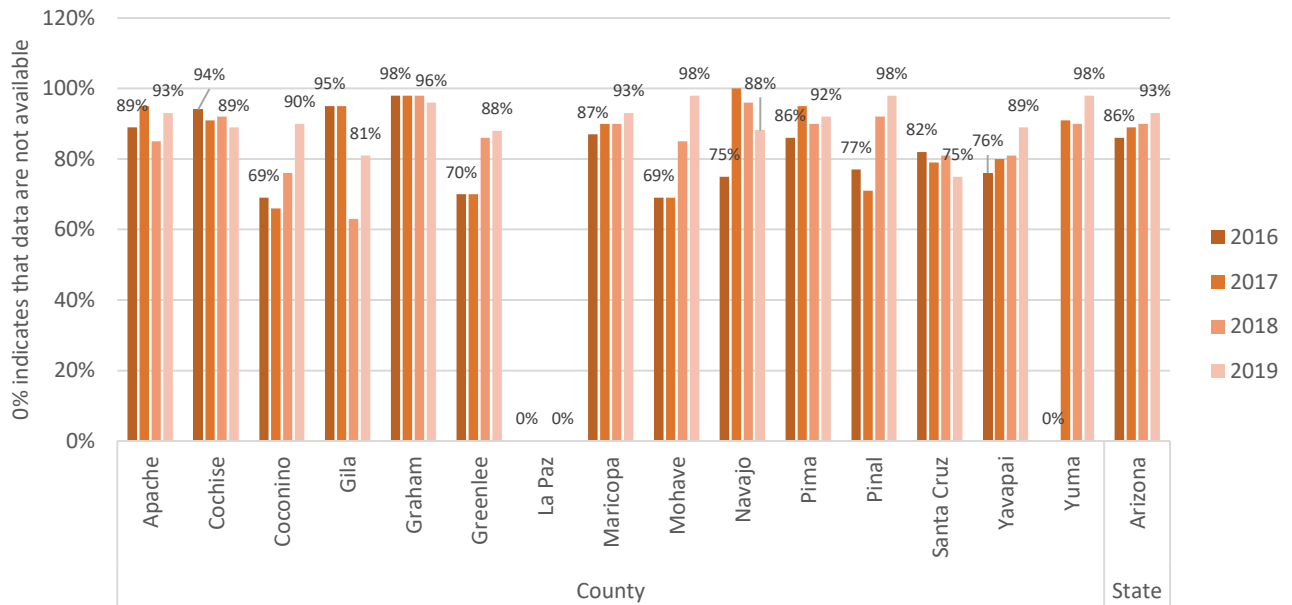
AzMERIT Passing Rate Percentage for Grade 8 Math Overall (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



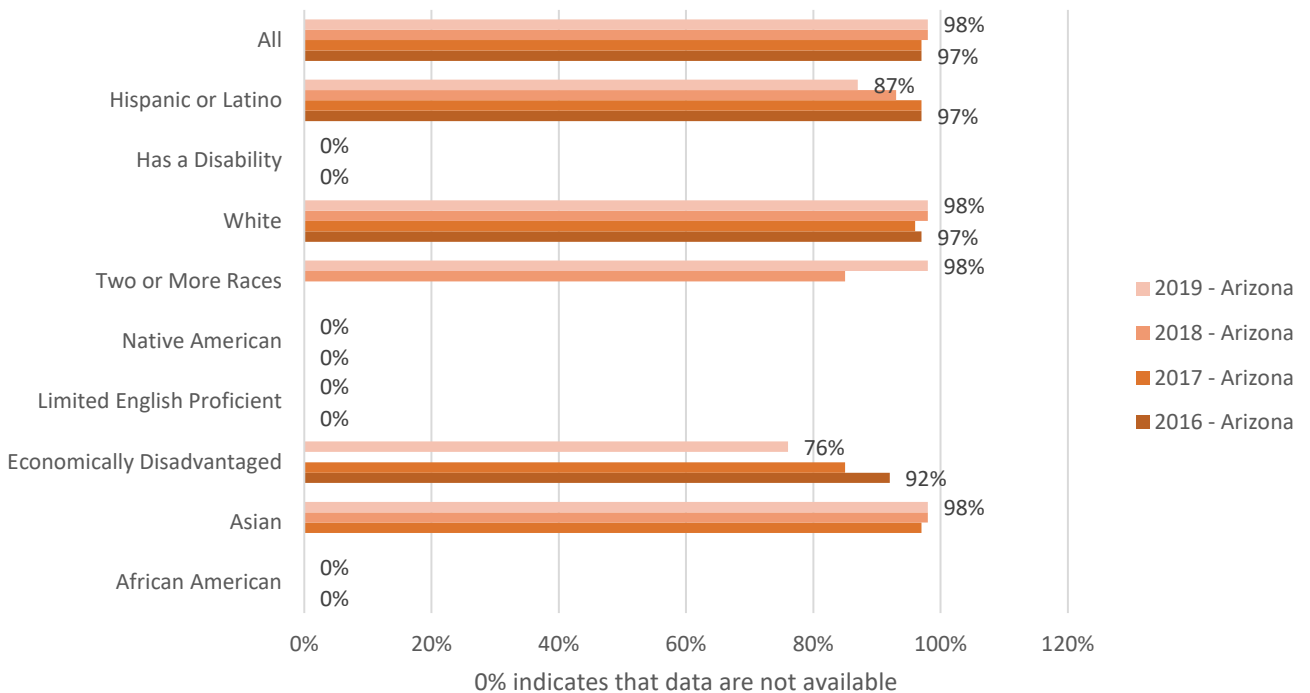
Education

Algebra I

AzMERIT Passing Rate Percentage for 8th Graders Taking Algebra I (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



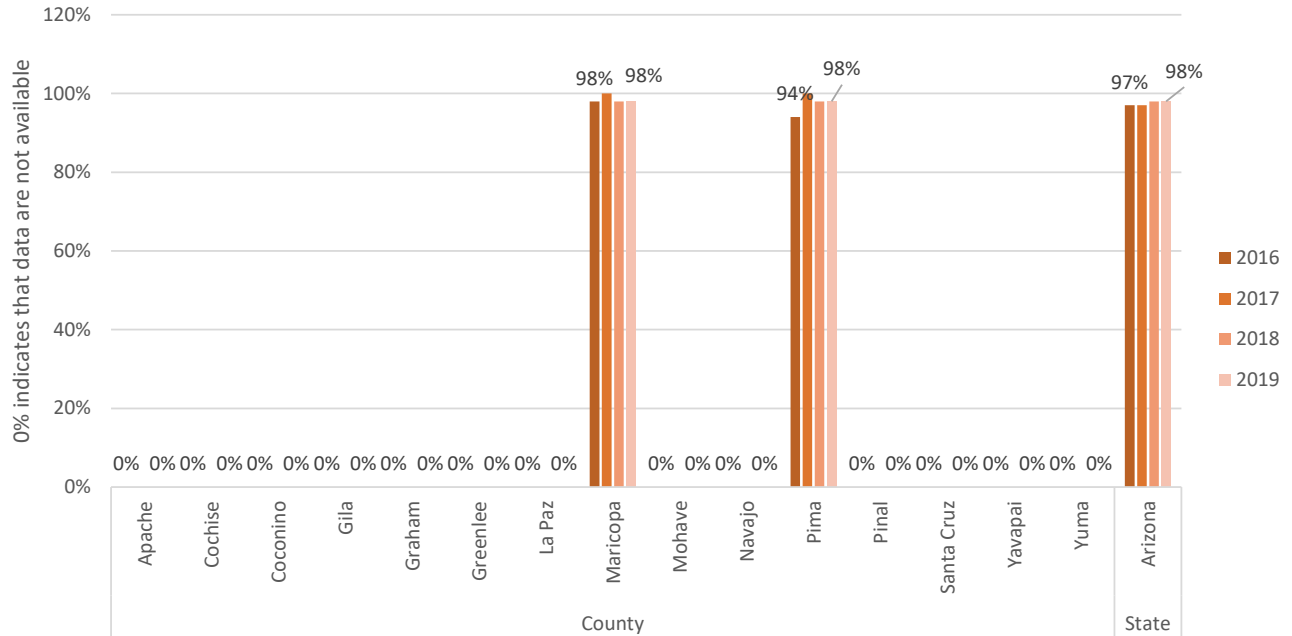
AzMERIT Passing Rate Percentage for 8th Graders Taking Algebra I (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



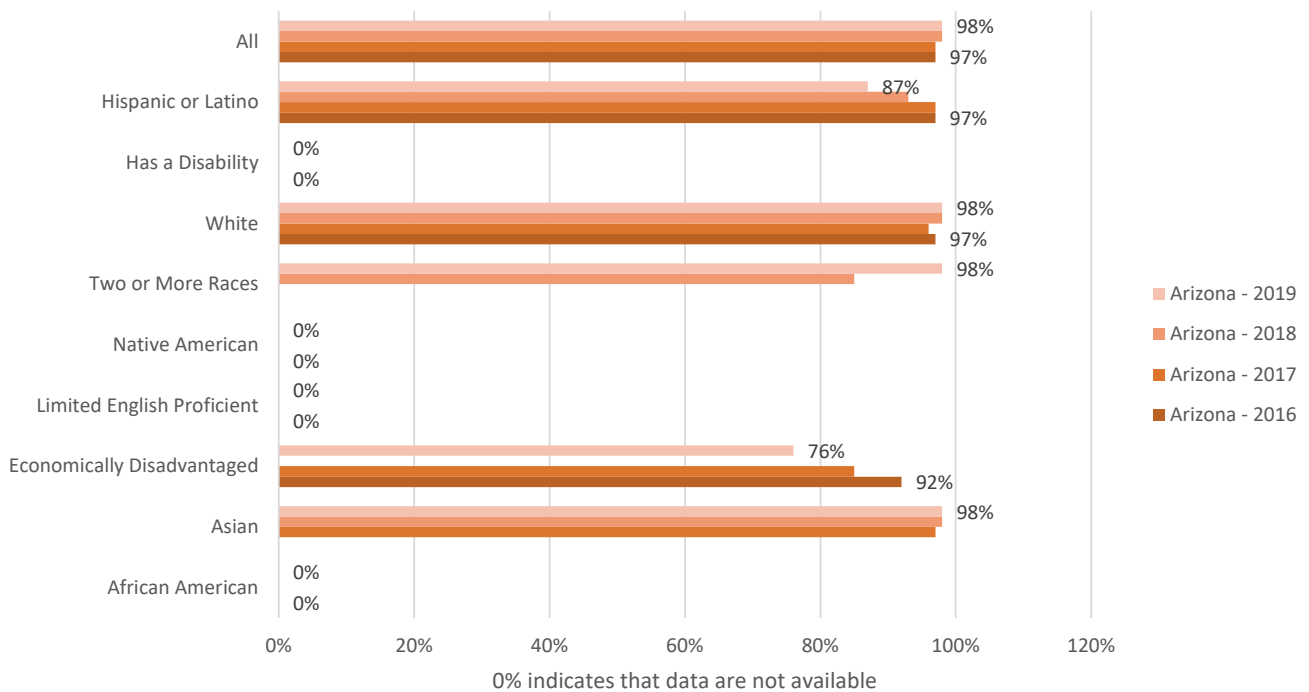
Education

Algebra II

AzMERIT Passing Rate Percentage for 8th Graders Taking Algebra II (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



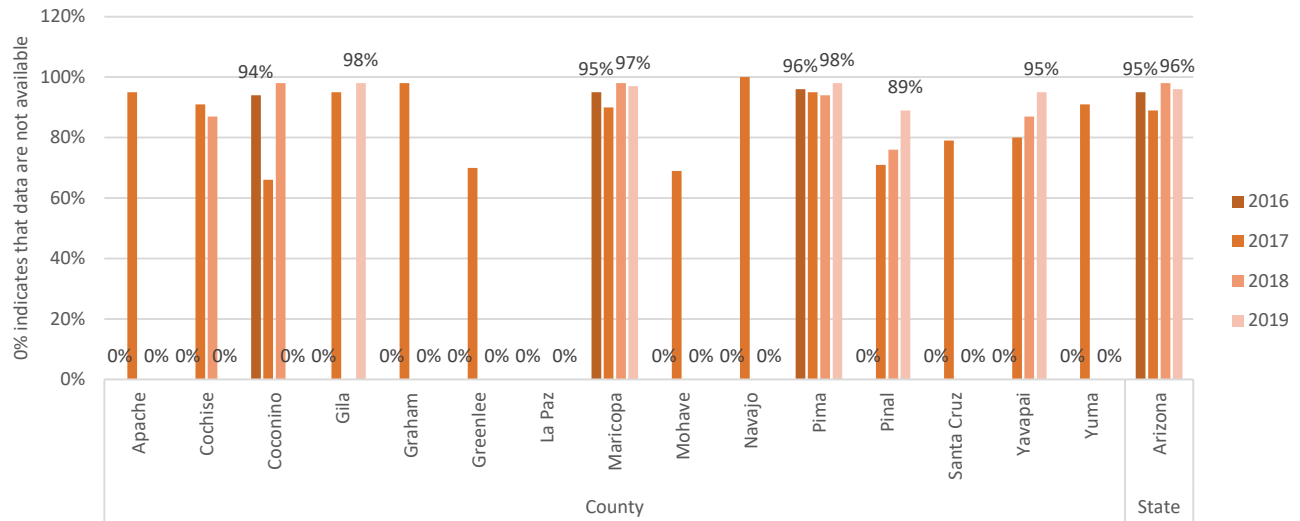
AzMERIT Passing Rate Percentage for 8th Graders Taking Algebra II (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



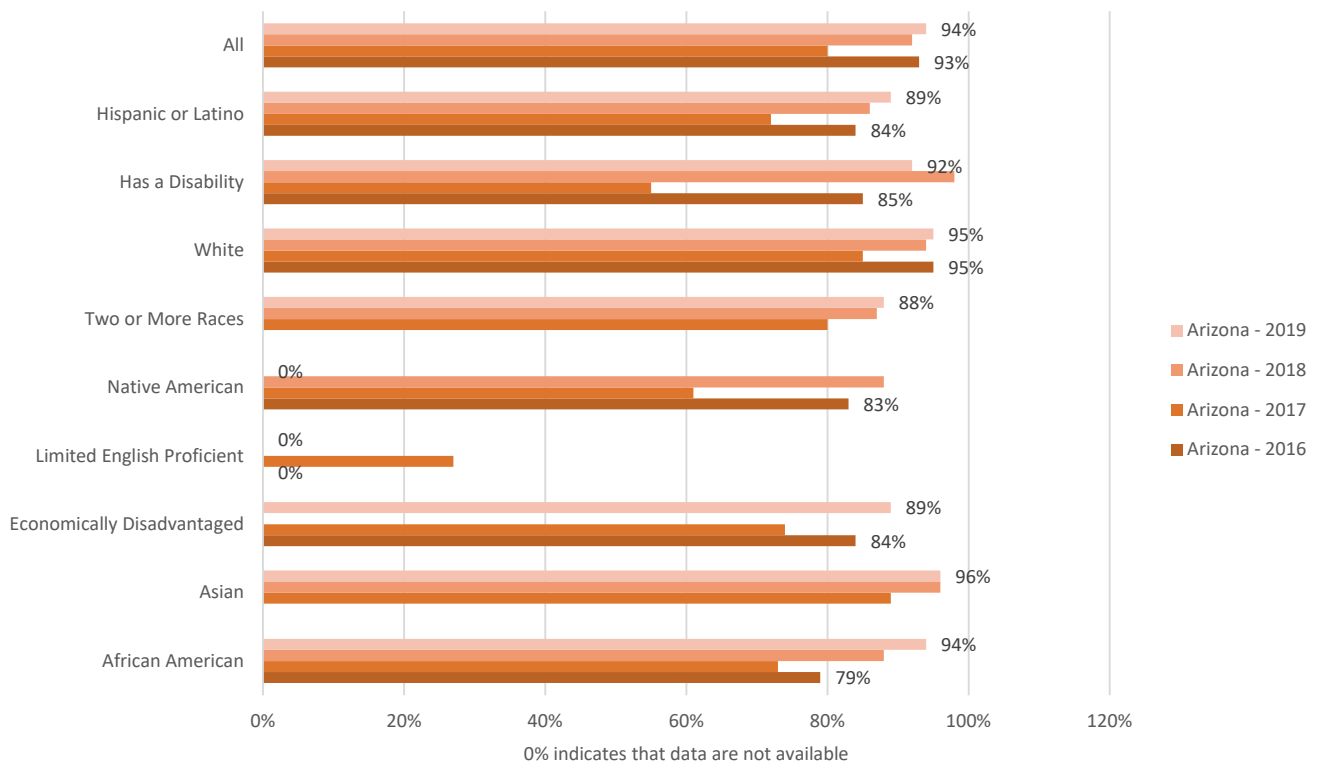
Education

Geometry

AzMERIT Passing Rate Percentage for 8th Graders Taking Geometry (Students Who Scored as Proficient or Highly Proficient)
(Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



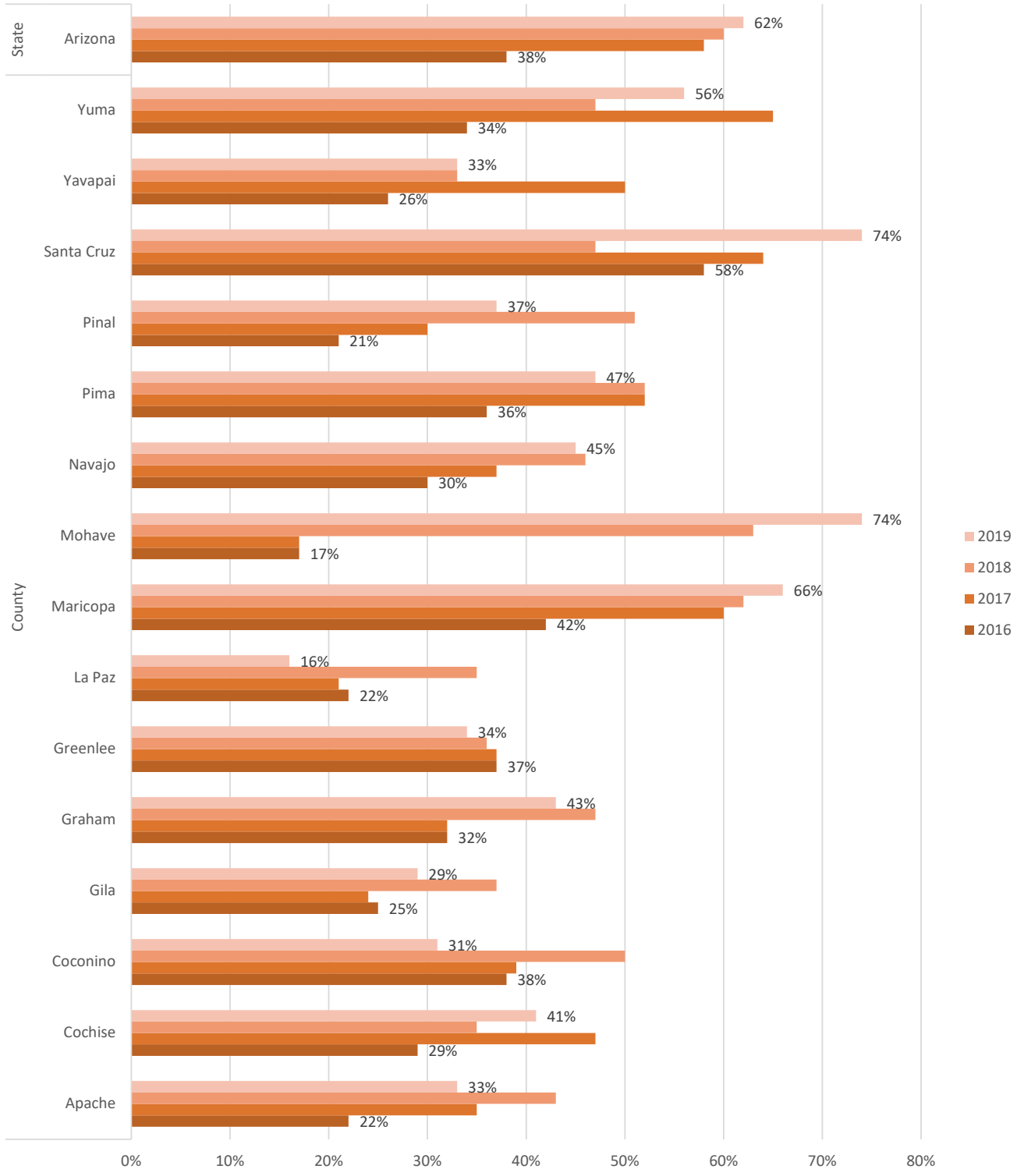
AzMERIT Passing Rate Percentage for 8th Graders Taking Geometry (Students Who Scored as Proficient or Highly Proficient)
(Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



Education

Grade 8 Assessment

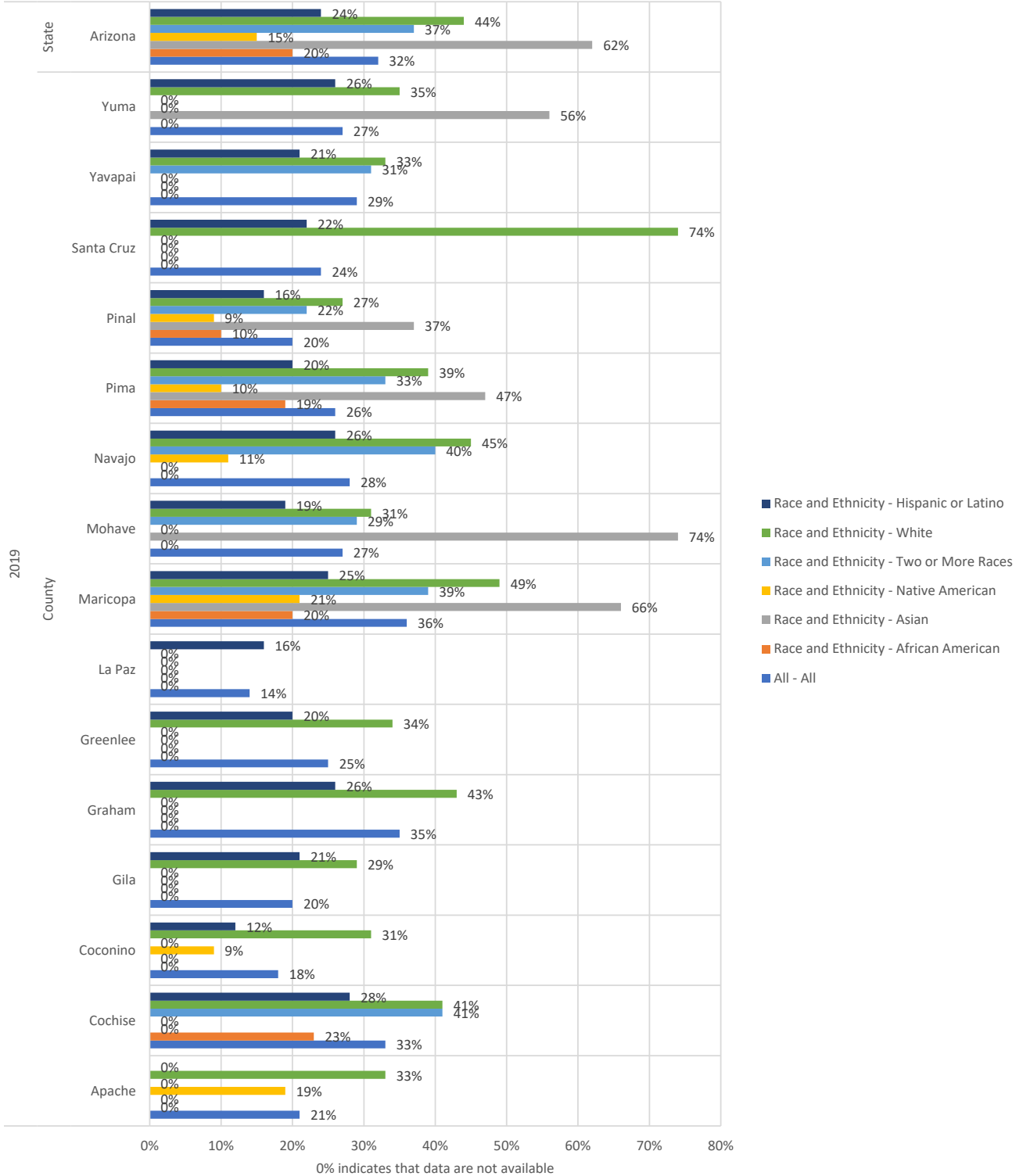
AzMERIT Passing Rate Percentage for Grade 8 Assessment (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



Education

Grade 8 Assessment

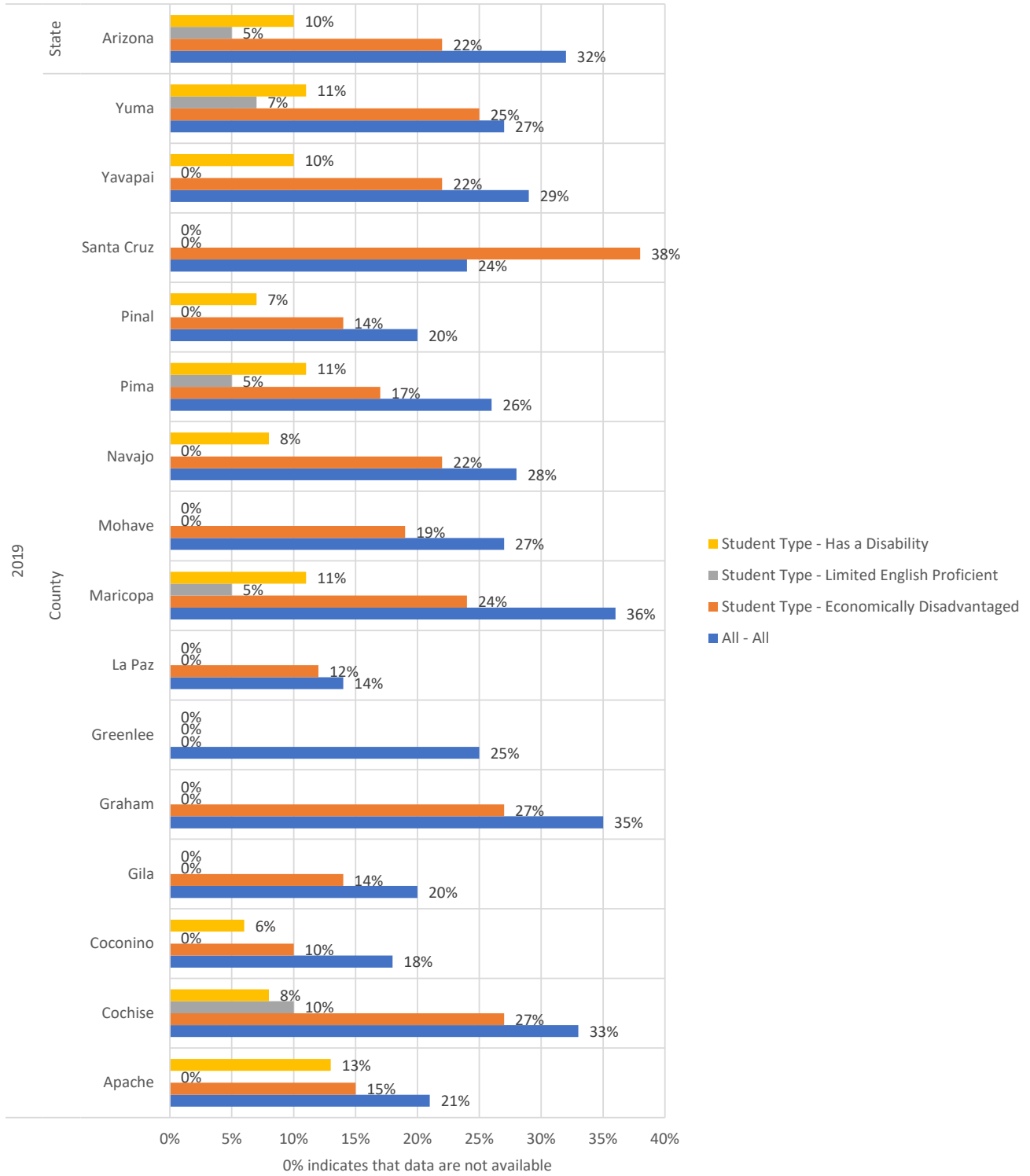
AzMERIT Passing Rate Percentage for Grade 8 Assessment (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term (Ex: 2019 = 2018-2019 school year).)



Education

Grade 8 Assessment

AzMERIT Passing Rate Percentage for Grade 8 Assessment (Students Who Scored as Proficient or Highly Proficient)
 (Arizona Department of Education, AzMERIT results. Year indicates ending year of the school term
 (Ex: 2019 = 2018-2019 school year).)



High School Graduation Rate

The potential economic impact of increasing our state's four-year high school graduation rate is significant.

On average, high school graduates earn \$8,000 more annually compared to those who don't finish high school. These young adults are far less likely to worry about unemployment, relying on government assistance, or ever stepping foot in our prison system.

High School Graduation Rate is defined as the percentage of people who graduate from high school in 4 years.

Updated annually and available for the following localities:

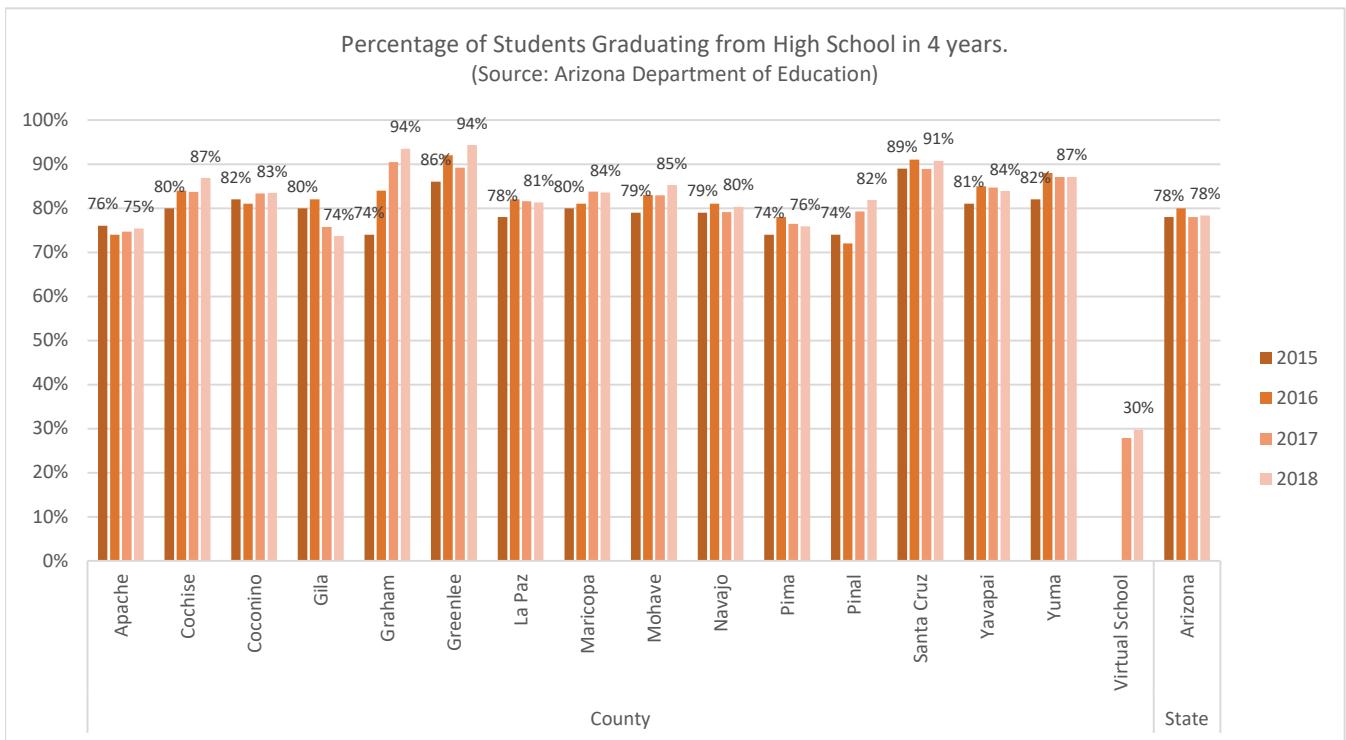
- Arizona
- Counties
- School Districts
- Cities
- Schools

Arizona education leaders have set a goal of 90% of Arizona High School students graduating by 2030.

Source: Arizona Department of Education, Graduation Rate Report.

NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

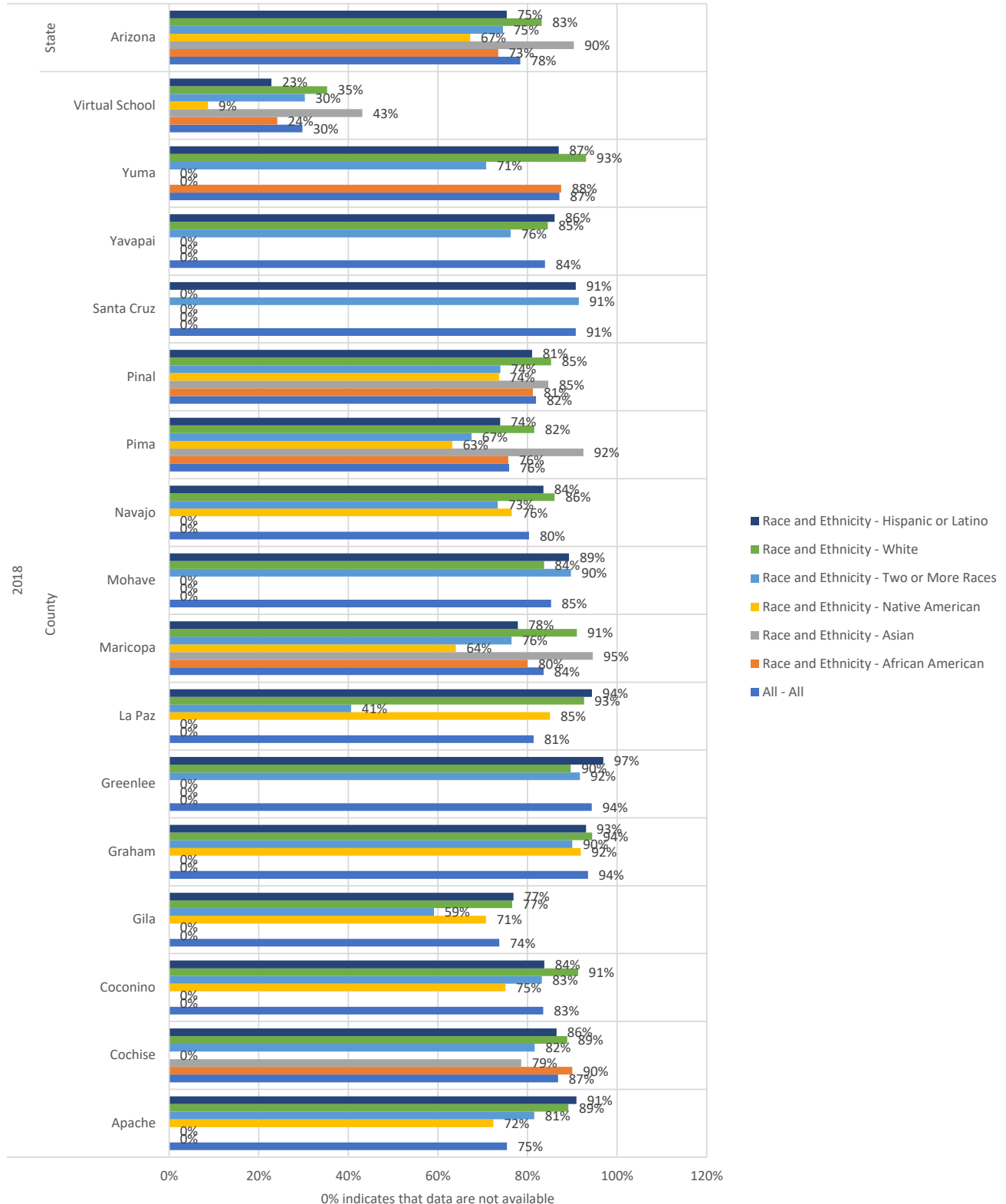
More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/high-school-graduation-rate/>



Education

High School Graduation Rate

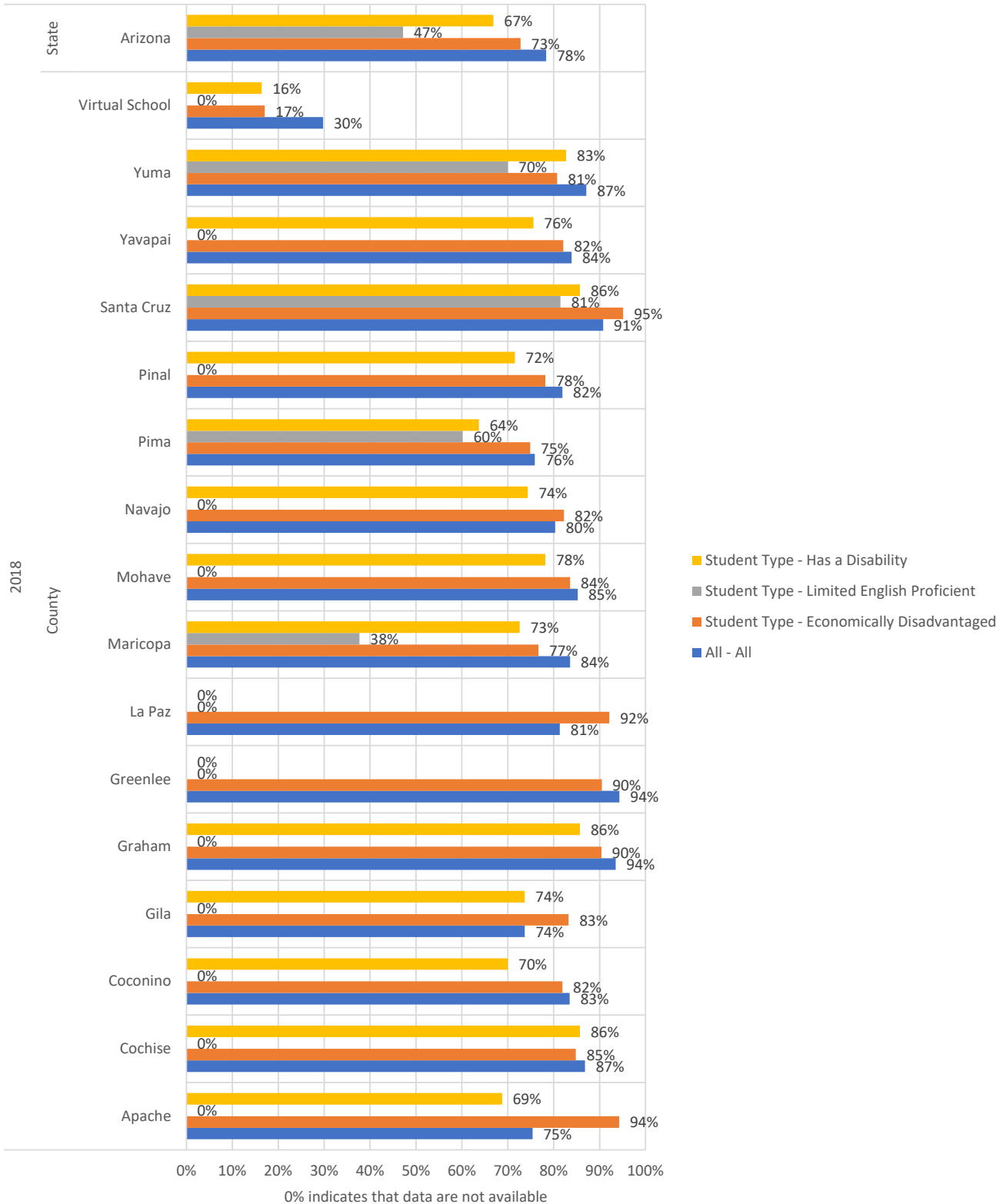
Percentage of Students Graduating from High School in 4 years.
(Source: Arizona Department of Education)



Education

High School Graduation Rate

Percentage of Students Graduating from High School in 4 years.
(Source: Arizona Department of Education)



Opportunity Youth

For young adults today, gaining some type of advantage is crucial to long-term success. Ideally, that “advantage” comes from some form of further education, training or work experience.

Unfortunately, there is a substantial number of Arizonan’s between the ages of 16 and 24 who aren’t enrolled in school or working.

As a result, these young people are cut off from the individuals, organizations, and experiences that would otherwise help them develop the knowledge, skills, maturity, and sense of purpose required to live rewarding lives as adults.

And the negative effects of youth disconnection weigh on our economy, justice system, and even the political landscape, which impacts all of us.

These young adults are less likely to be employed, more likely to rely on government support, they tend to show worse health conditions and are more likely to be involved in criminal activity; all costly situations for you, taxpayers and for society, both now and in the future.

Opportunity Youth is defined as the percent of 16-24-year olds that are NOT going to school or working.

Arizona education leaders have set a goal of not more than 7% of Arizona 16 to 24-year-olds not going to school or working by 2030.

Updated annually and available for the following localities:

- The Nation
- Arizona
- Counties

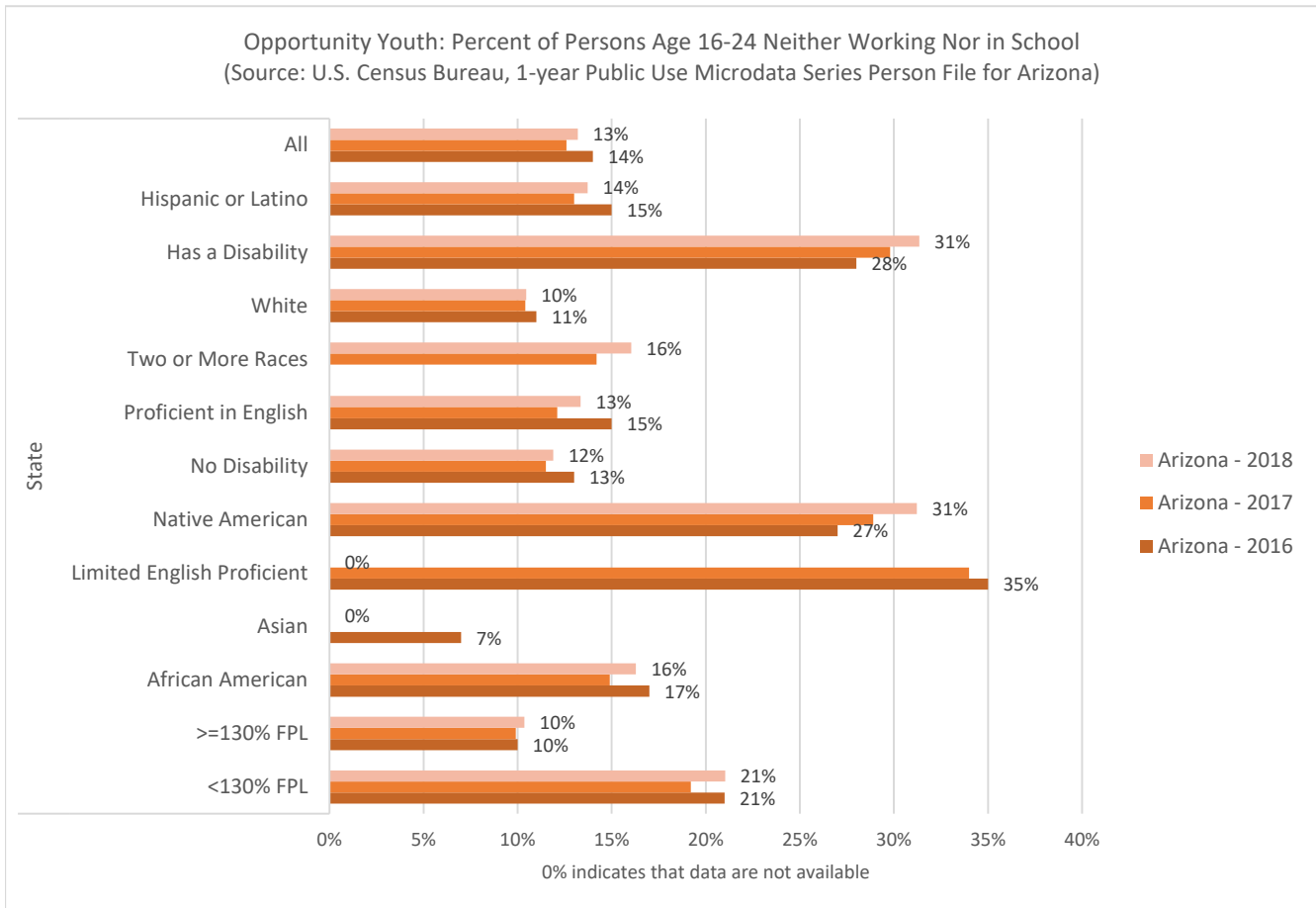
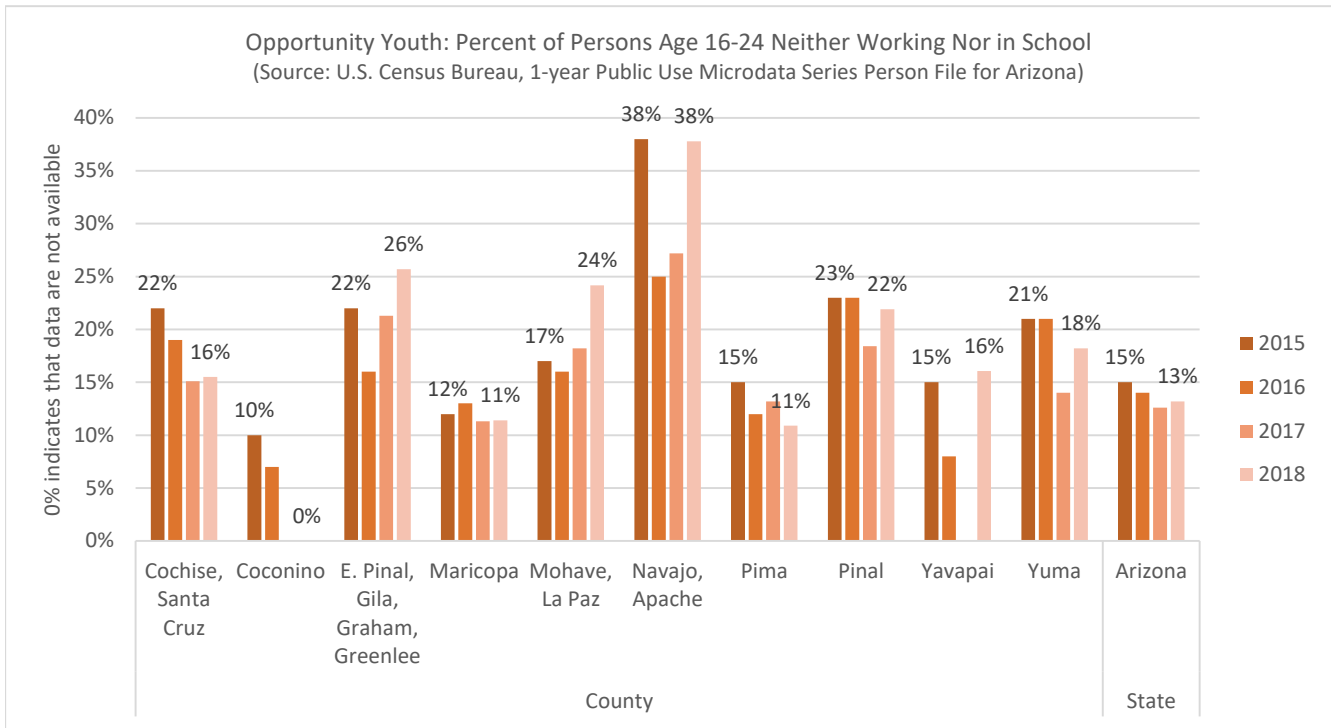
Source: 1-year Public Use Microdata Series person file for Arizona from U.S. Census Bureau

NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/opportunity-youth/>

Education

Opportunity Youth



Post-High School Enrollment

Far too few Arizona students pursue education or advanced training after graduating from high school. Arizona currently ranks near the bottom among all states in the percent of high school graduates who continue their education the year after completing high school.

Students who delay enrolling in training or education right after high school do so for a variety of reasons, but those who do delay are at greater risk of never receiving a degree or credential compared to students who enroll immediately after high school graduation.

Post-High School Enrollment is defined as the annual percentage of Arizona high school graduates who register for college in the immediate school term following graduation.

Updated annually and available for the following localities:

- The Nation
- Arizona
- Counties

Arizona education leaders have set a goal of 70% of Arizona High School graduates enrolling in college by 2030.

Sources: National Student Clearinghouse via Arizona Board of Regents, 2017-18, National Center for Education Statistics

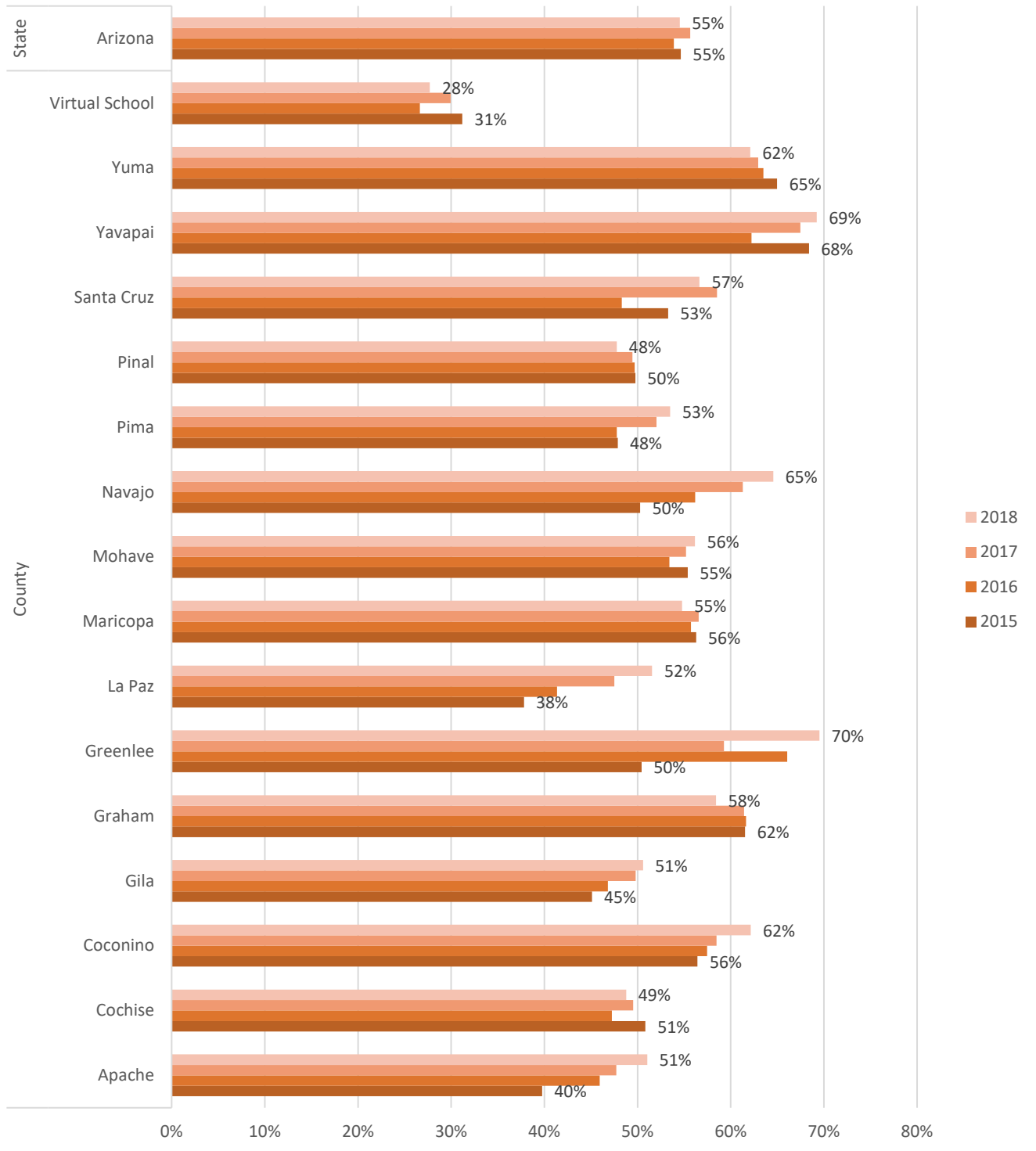
NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/post-high-school-enrollment/>

Education

Post-High School Enrollment

Percentage of High School Graduates Enrolling in College the Semester Following Graduation
(Source: Arizona Board of Regents and National Center for Education Statistics)



Post-Secondary Attainment

By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.

Post-secondary education means training or education after high school that leads to a certification, license or a degree. There are plenty of paths to get there...a technical institute, an apprenticeship, community college, university, or even military service.

But today there aren't nearly enough adults in Arizona with the training or education beyond high school needed to support the economy we want.

Arizona has established a goal of 60% educational attainment by 2030 as the North Star for what is necessary in education and workforce alignment for Arizona to have a thriving economy for future generations.

If we can increase attainment in Arizona to 60 percent, it would pump more than \$3.5 billion in personal income and tax revenue into the state annually. That revenue could do great thing for our communities and our individual quality of life.

Post-Secondary Attainment is defined as the annual percentage of Arizona residents who have some form of post-secondary certificate or degree. This could include education from a technical school, military service, apprenticeships, or a degree from college or university.

Updated annually and available for the following localities:

- The Nation
- States
- Counties
- Certain Municipal Statistical Areas (MSAs)

Arizona education leaders have set a goal of 60% of Arizonans achieving a post-secondary certificate or degree by 2030.

Sources: 1-year Public Use Microdata Series person file for Arizona from U.S. Census Bureau, Current Population Survey

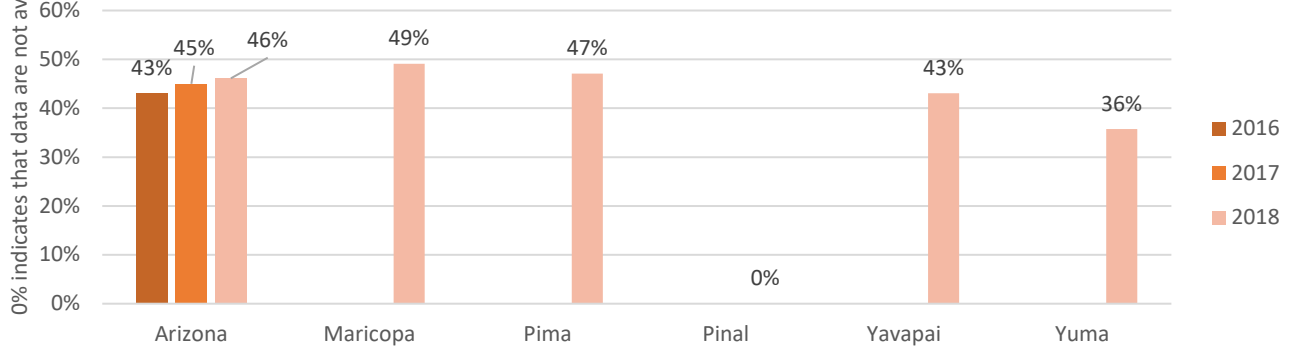
NOTE: 0% indicates that data are not available due to small sample size or other quality concerns.

More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/post-secondary-attainment/>

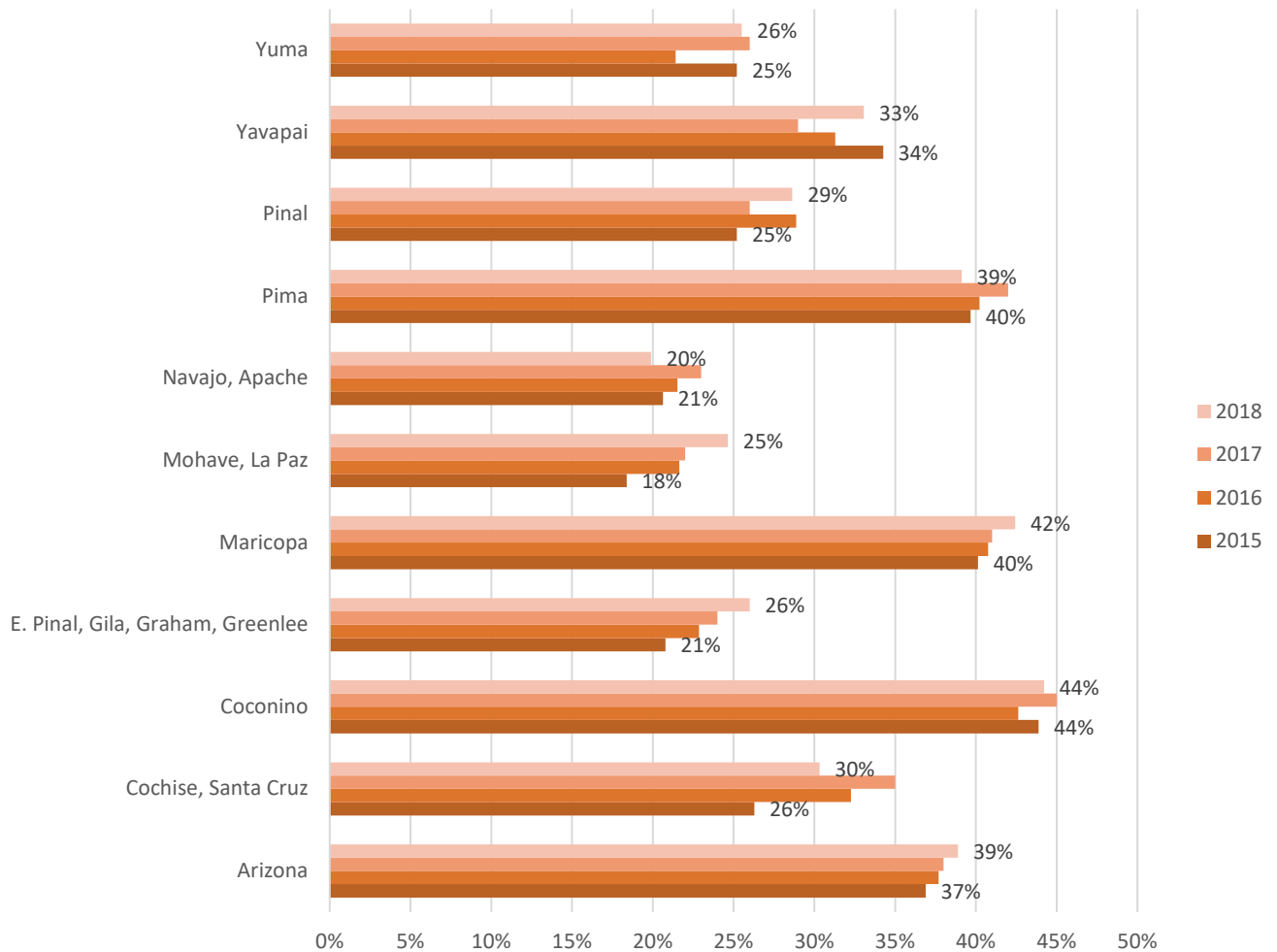
Education

Post-Secondary Attainment

Percent of Persons Age 25-64 with an Associate's Degree or Better, or Professional Certification
(Source: U.S. Census Bureau, 1-year Public Use Microdata Series person file for Arizona, Current Population Survey.)



Percent of Persons Age 25-64 with an Associate's Degree or Better, does not include professional certifications.
(Source: U.S. Census Bureau, 1-year Public Use Microdata Series person file for Arizona. Does not include professional certifications.)



Education

Teacher Pay

Arizona’s median elementary school teacher salary remains significantly lower than the national median. With many district superintendents reporting low and/or frozen salaries as a top reason for teachers leaving the profession, lack of mentoring programs and professional development opportunities, lack of respect for the profession, and other factors are also cited.

Arizona students would benefit from policies and funding that enable schools to attract, support, and retain great teachers and principals. In addition, competitive pay and incentives to work in more challenging or remote location might stem teacher turnover.

Teacher Pay is defined as the rank of Arizona’s school teachers as compared to the other US states. Importantly, these data measure the salaries of all teachers, including those at charter schools and account for primary and secondary school teachers separately.

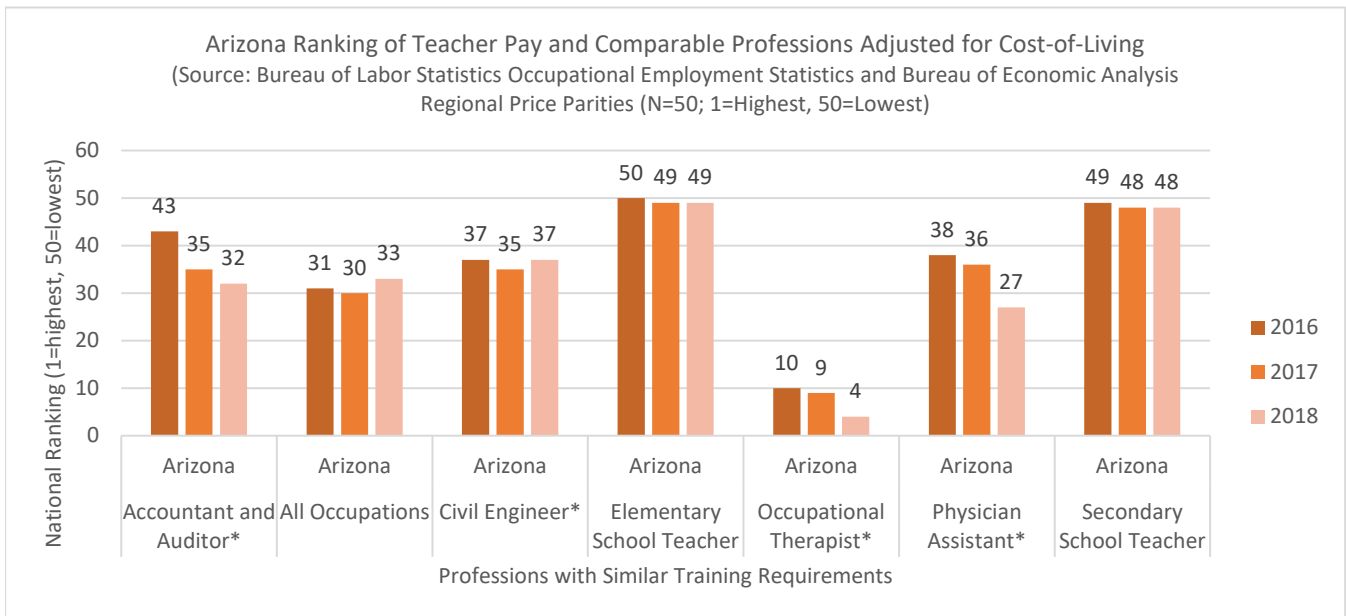
Updated annually and available for the following localities:

- The Nation
- Select States
- Select Counties

Arizona education leaders have set a goal of reaching the national median pay for Arizona teachers by 2022 which is currently \$57,160.

Sources: Bureau of Labor Statistics, Occupational Employment Statistics, 2018, Bureau of Economic Analysis, Regional Price Parities

More data and detailed methodology can be found at: <https://www.arizonafuture.org/az-progress-meters/education/teacher-pay/>



Education

Teacher Pay

Teacher Pay and Comparable Professions Adjusted for Cost-of-Living
 (Source: Bureau of Labor Statistics Occupational Employment Statistics and Bureau of Economic Analysis Regional Price Parities)

