

# Arizona Mayors Education Roundtable

## ASU Decision Theater Presentations

### OUTLINE

- ❖ Handouts
  - Users guide (to be emailed, probably at the end)
  - Screen shots of the tool for their community
- ❖ Introduction
  - Powered by Helios, Pre-k to employment
  - Focused on data
    - ADE connection
    - K12-Higher Ed connection
  - This is the first of what we hope will be a number of discussions on important education policy questions for you and your communities
    - Vince: Helios drum
- ❖ Local Progress Meter: allows you to see city rates for 4 of the state's education goals – third grade reading, eighth grade math, high school graduation and college going.
- ❖ High School Graduation & College Going Tool
  - Orientation: Sahuarita; go through the seven slides
  - Activity: We are a group of Phoenix residents, business people, educators and city policymakers who are focused on increasing college going among the city's students.
    - Screen 1: choose your geography.
      - Choose the city of Phoenix. We could have also chosen the PUHSD or a specific high school or schools with the same poverty rate or Hispanic population.
      - So let's do that – let's take the Maryvale area of Phoenix – Trevor Brown, Maryvale, West Phoenix high school and Midtown high school.
    - Screen 2: What is the education and attainment of the community? This slide allows you to assess whether the parents have the knowledge and experience to navigate the college selection and application process and what is the likely ability to pay for postsecondary education.
      - What can you learn about Maryvale?
        - ◆ What does the attainment data tell you about adults, probably including the students' parents, that may impact your efforts to increase college going?
        - ◆ What does the income data tell you?
    - Screen 3: Community Educational Attainment. This screen enables you to answer the question 'how has our community's educational attainment changed over the last 27 years?' This puts into context the goal of improving educational attainment – where are you relative to the Achieve 60 goal (but without the certificates) and how much progress has been made so far.
      - What can you learn from this screen to help you plan for improving college going in Maryvale?
        - ◆ Attainment has gone backwards over the last 27 years. Even over the last 7 years attainment is down slightly but some college is up.

- ◆ What does the employment data tell you about the careers or jobs students are exposed to?
  - ◆ What does the BA attainment data tell you about potential mentors in the community?
- Screen 4: School Context Indicators. These are factors that impact school outcomes but are out of the control of the schools. Is there anything that can be done, or is being done, at the city, county or state level to impact these factors or mitigate their impact?
  - ◆ High: exposure to violence, children in poverty, lack of health insurance and high food stamp use
- Screen 5: College going outcomes: You can use this to benchmark the chosen schools with others.
  - Compared to schools with similar free lunch rates, how do the Maryvale schools compare? (get answers)
    - ◆ The West Phoenix HS charter has very high poverty and low college going. The two Phoenix Union schools have very similar college going rates and free lunch rates. However, they are at the low end of college going for schools of similar free lunch rates.
    - ◆ All the schools have lower FAFSA completion rates, and the college going rate is a bit higher than the FAFSA completion rate. So, some students who actually go to college are not completing it, and others who could go on to further education are not.
- Screen 6: High school graduation rates.
  - What do we see here?
    - ◆ Graduation rates are not bad, and better than the state average. But still almost 1 in 5 does not graduate. They are not likely to go on to further education.
    - ◆ Looking at AzMERIT proficiency, few of these students are prepared to be ready for the academic rigor of college. What are the implications of that?
    - ◆ The two slides on chronic absenteeism and suspensions reflect factors that lead to a lower graduation rate. In this case, these rates are not excessive.
- Screen 7: So what can you do and what impact do you think you would have?
  - What strategies would you want to take and why?
  - How much do you think that can impact the college going rate?
- ❖ Let's look at the other communities (just put in the filter and point out highlights).
  - Prescott
  - Mesa
  - Gilbert
- ❖ How can you use this tool in your communities? (discussion)
  - Relative to their policy goals, with community groups, to provide a community focus instead of a school focus, etc.
  - How can we help you?