ASU • Helios
Decision Center for
Educational Excellence

# Pima County Public School Superintendent & High School Administration

JOSEPH O'REILLY & REBECCA MCKAY

April 8, 2022

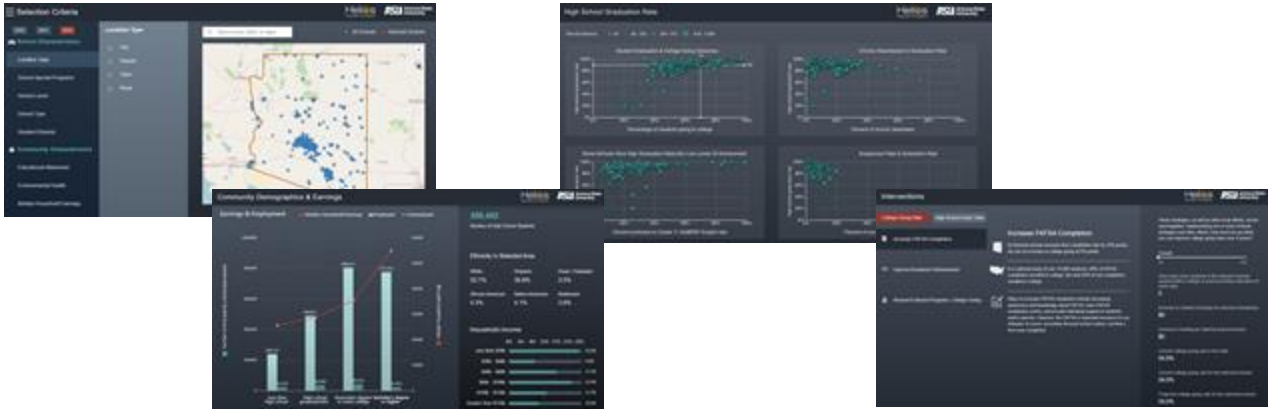
Helios Education Foundation

# About the ASU Helios Decision Center for Educational Excellence

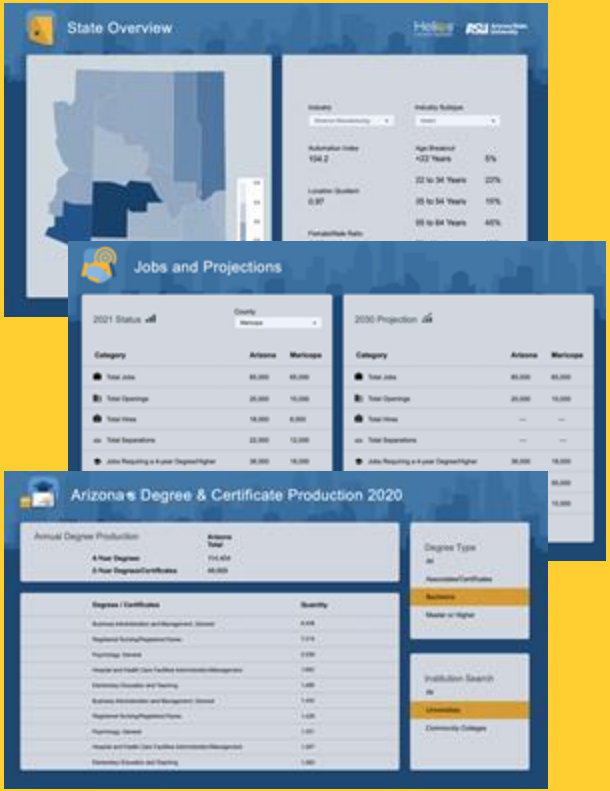
The *ASU Helios Decision Center for Educational Excellence* brings together data, education stakeholders, and the resources of ASU and Helios to drive positive change and better student outcomes from Pre-K through employment.

# Current Decision Center Projects

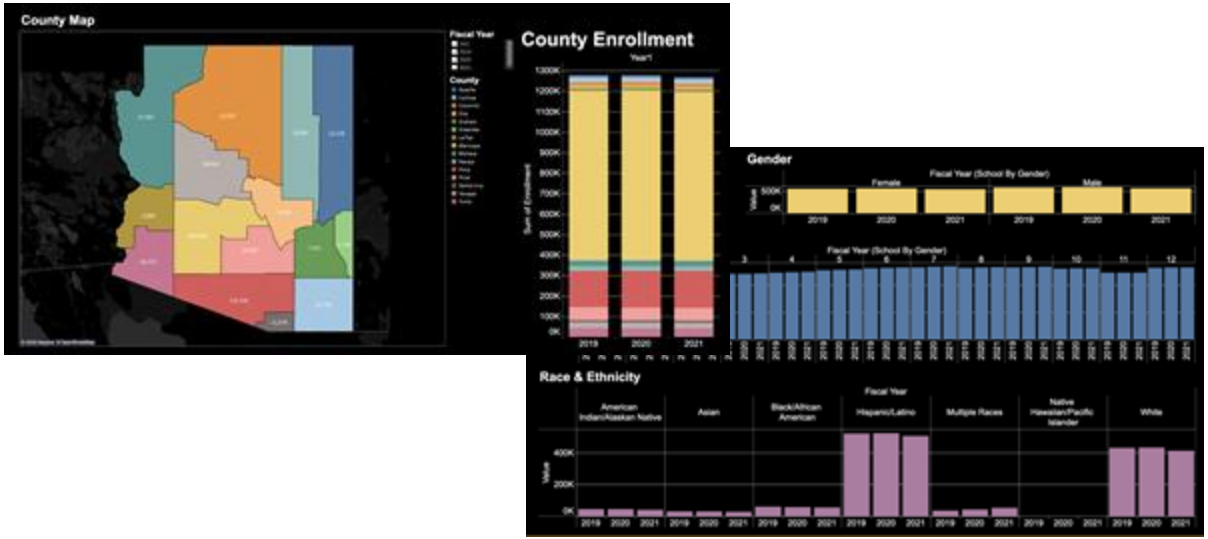
- Postsecondary Feedback Reports
- High School Outcome Module
- Clearinghouse Opt-out rates
- Impact of AP, Dual Enrollment and CTE course taking
- Automatic admission pilot



# Future Projects




- COVID Impact Visualization
- Education & Workforce Visualization
- Success Catalog – Bright Spots in Ed
- Future Opportunities
  - Wage data in Arizona



# The Postsecondary Feedback Reports Are A Collaborative Effort

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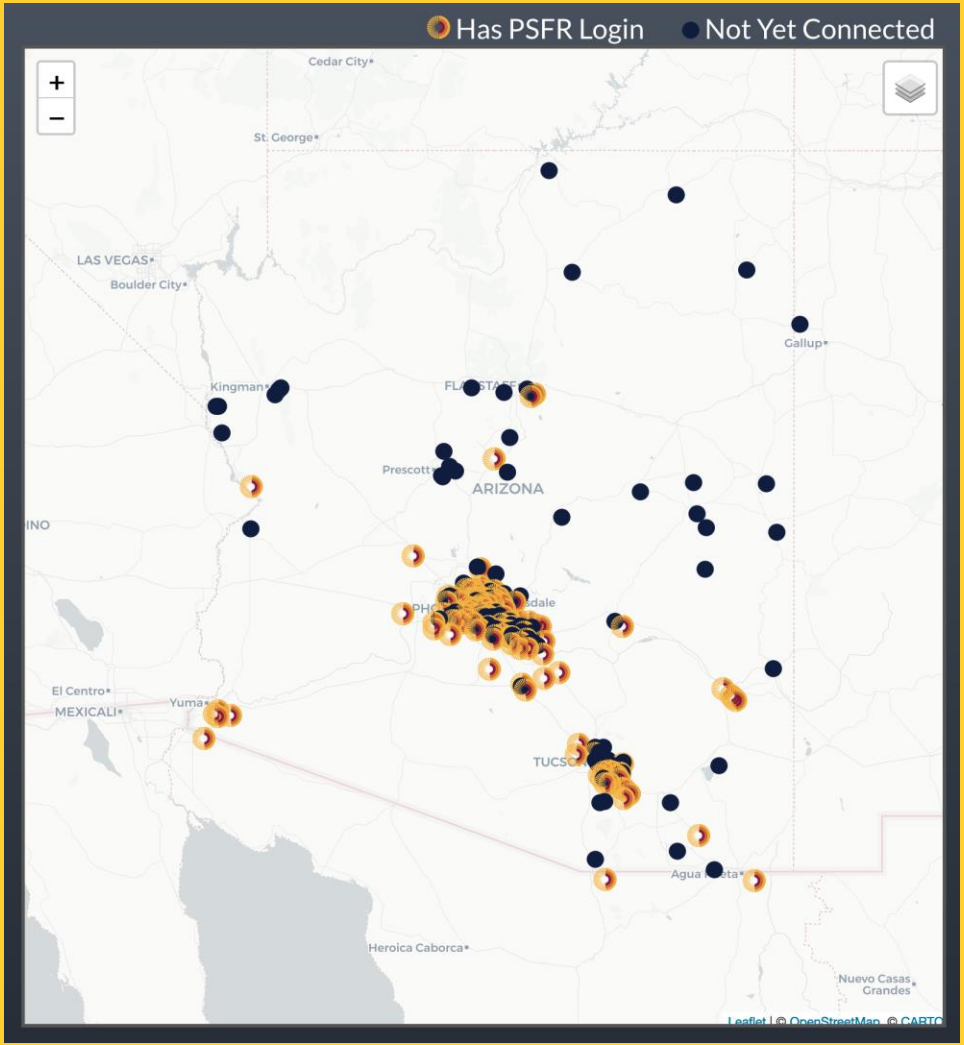
# What Questions Do the Reports Answer?

- What were students grades in their classes by subject?
- What were their majors?
- What were their GPAs?
- Did the college-goers match the gender and ethnicity of our graduates?
- Did students access financial aid?
- What were the degrees and certificates earned?
- What information can we track around Dual Enrollment?

# Where are the data coming from?

- Information on the students who graduated from an Arizona public or charter high school comes directly from the Arizona Department of Education.
- Data from the community colleges and public universities come directly from the Arizona State System for Information on Student Transfer (ASSIST).
- ASSIST data are updated each semester for the universities, and annually for the community colleges.
- Reports show data by District and by High School.




Academy of Tucson, Inc.
American Charter Schools Foundation d.b.a. Alta Vista High School
Amphitheater High School
Arizona Virtual Academy
BASIS Charter Schools, Tucson North
Canyon Del Oro High School
Catalina Foothills Unified District
Daisy Education Corporation Flowing Wells High School
Ironwood Ridge High School
Presidio School
Sahuarita High School
Tanque Verde Unified District
Walden Grove High School

**Sample High School District***
**High School Dual Enrollment Summary**

| Category | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***TOTAL*** | *Total Students* | 1,138 | | 1,242 | | 1,411 | | 1,298 | | 1,435 | | 1,389 | | 1,504 | |
| | *Total Enrollments* | 2,395 | | 2,753 | | 3,253 | | 2,996 | | 3,313 | | 3,198 | | 3,410 | |
| ***ETHNICITY*** | *American Indian* | 9 | .8% | 9 | .7% | 9 | .6% | 6 | .5% | 13 | .9% | 8 | .6% | 8 | .5% |
| | *Asian* | 54 | 4.7% | 48 | 3.9% | 52 | 3.7% | 61 | 4.7% | 62 | 4.3% | 76 | 5.5% | 78 | 5.2% |
| | *Black* | 13 | 1.1% | 6 | .5% | 14 | 1.0% | 17 | 1.3% | 18 | 1.3% | 22 | 1.6% | 18 | 1.2% |
| | *Hispanic* | 80 | 7.0% | 96 | 7.7% | 129 | 9.1% | 124 | 9.6% | 178 | 12.4% | 184 | 13.2% | 226 | 15.0% |
| | *Pacific Islander* | 5 | .4% | 7 | .6% | 7 | .5% | 5 | .4% | 9 | .6% | 6 | .4% | 7 | .5% |
| | *White* | 904 | 79.4% | 927 | 74.6% | 1,068 | 75.7% | 908 | 70.0% | 962 | 67.0% | 938 | 67.5% | 1,002 | 66.6% |
| | *Unknown* | 73 | 6.4% | 149 | 12.0% | 132 | 9.4% | 177 | 13.6% | 193 | 13.4% | 155 | 11.2% | 165 | 11.0% |
| ***GENDER*** | *Male* | 513 | 45.1% | 556 | 44.8% | 604 | 42.8% | 566 | 43.6% | 644 | 44.9% | 602 | 43.3% | 646 | 43.0% |
| | *Female* | 613 | 53.9% | 676 | 54.4% | 788 | 55.8% | 714 | 55.0% | 784 | 54.6% | 782 | 56.3% | 854 | 56.8% |
| | *Unknown* | 12 | 1.1% | 10 | .8% | 19 | 1.3% | 18 | 1.4% | 7 | .5% | 5 | .4% | 4 | .3% |
| ***ENROLLMENT YEAR**** | *Freshmen* | 12 | 1.1% | 26 | 2.1% | 27 | 1.9% | 40 | 3.1% | 47 | 3.3% | 49 | 3.5% | 39 | 2.6% |
| | *Sophomore* | 144 | 12.7% | 193 | 15.5% | 256 | 18.1% | 212 | 16.3% | 299 | 20.8% | 274 | 19.7% | 312 | 20.7% |
| | *Junior* | 388 | 34.1% | 409 | 32.9% | 454 | 32.2% | 404 | 31.1% | 448 | 31.2% | 409 | 29.4% | 402 | 26.7% |
| | *Senior* | 594 | 52.2% | 614 | 49.4% | 674 | 47.8% | 642 | 49.5% | 641 | 44.7% | 657 | 47.3% | 751 | 49.9% |
| | *A* | 1,263 | 52.7% | 1,618 | 58.8% | 1,843 | 56.7% | 1,874 | 62.6% | 2,106 | 63.6% | 2,051 | 64.1% | 2,189 | 64.2% |
| | *B* | 888 | 37.1% | 880 | 32.0% | 1,072 | 33.0% | 841 | 28.1% | 892 | 26.9% | 849 | 26.5% | 943 | 27.7% |
| | *C* | 192 | 8.0% | 205 | 7.4% | 272 | 8.4% | 236 | 7.9% | 265 | 8.0% | 233 | 7.3% | 222 | 6.5% |
| | *D* | 36 | 1.5% | 33 | 1.2% | 40 | 1.2% | 28 | .9% | 35 | 1.1% | 38 | 1.2% | 28 | .8% |
| | *F* | 1 | .0% | 5 | .2% | 6 | .2% | 5 | .2% | 3 | .1% | 8 | .3% | 4 | .1% |
| | *Other*** | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | *Withdrawn* | 15 | .6% | 12 | .4% | 20 | .6% | 12 | .4% | 12 | .4% | 19 | .6% | 24 | .7% |

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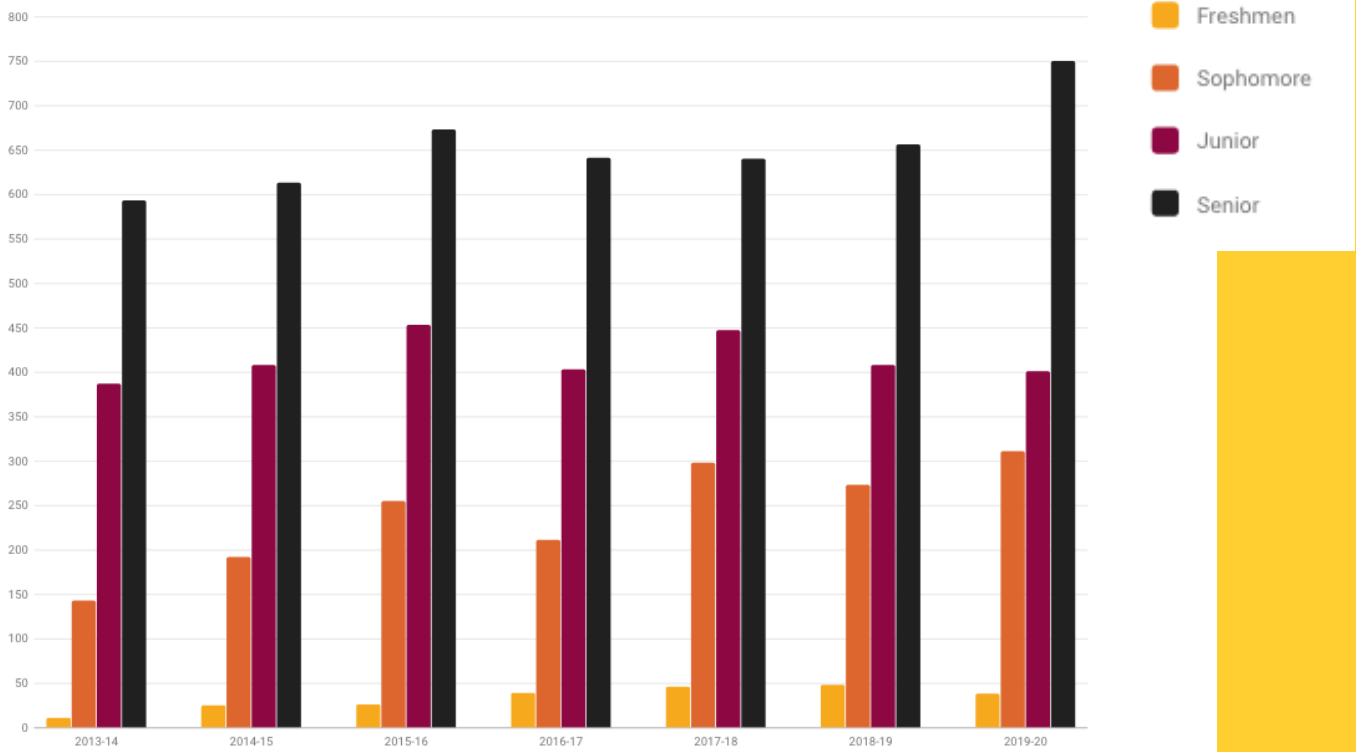
High School Dual Enrollment Charts

***SAMPLE HIGH SCHOOL DISTRICT***

Summary of High School Dual Enrollment Trends

SELECT CHART: Dual Enrollment by Grade Level

Dual Enrollment by Grade Level** (Grads Only*)



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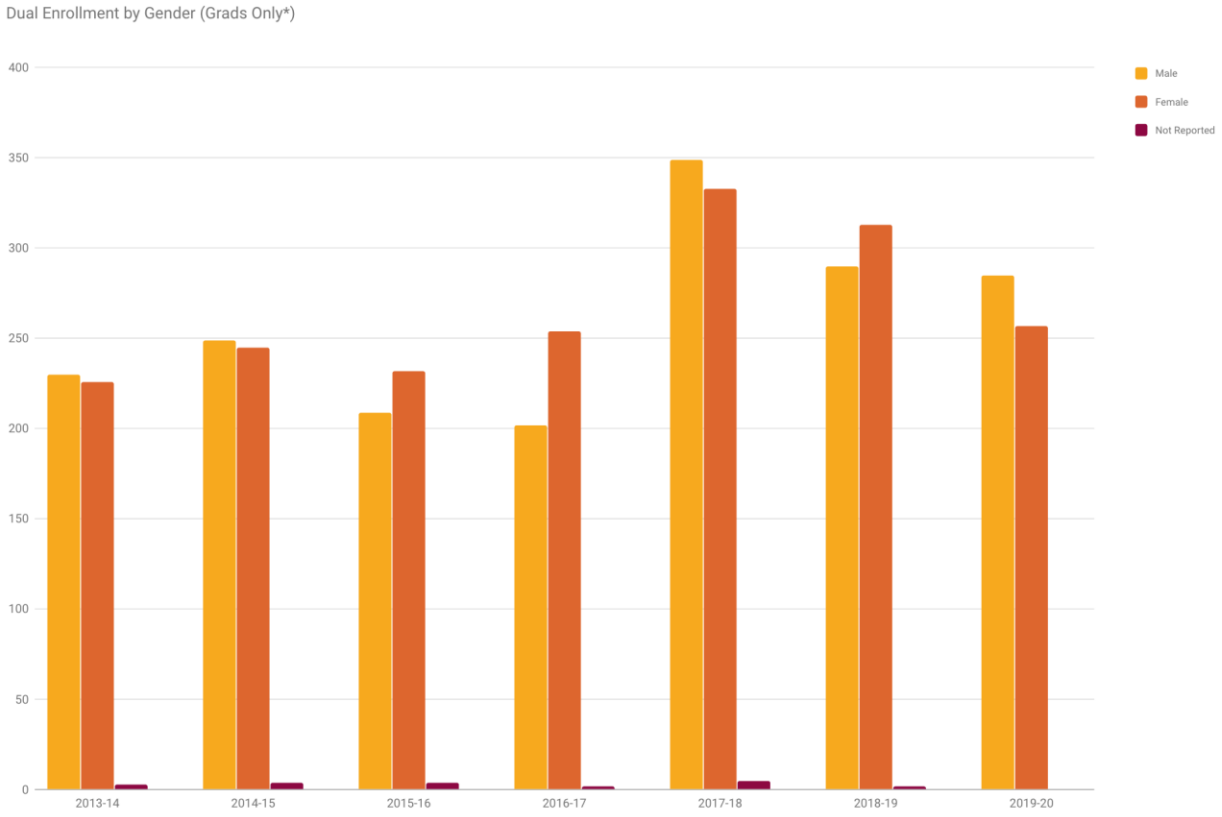
High School Dual Enrollment Charts

***SAMPLE HIGH SCHOOL DISTRICT***

Summary of High School Dual Enrollment Trends

SELECT CHART: Dual Enrollment by Gender



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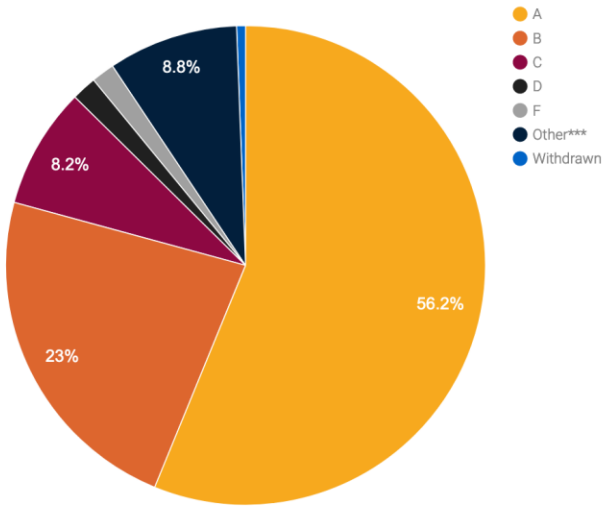
High School Dual Enrollment Charts

***SAMPLE HIGH SCHOOL DISTRICT***

Summary of High School Dual Enrollment Trends

SELECT CHART: Letter Grade for Dual Enrollment

Letter Grade for Dual Enrollment 2019-20



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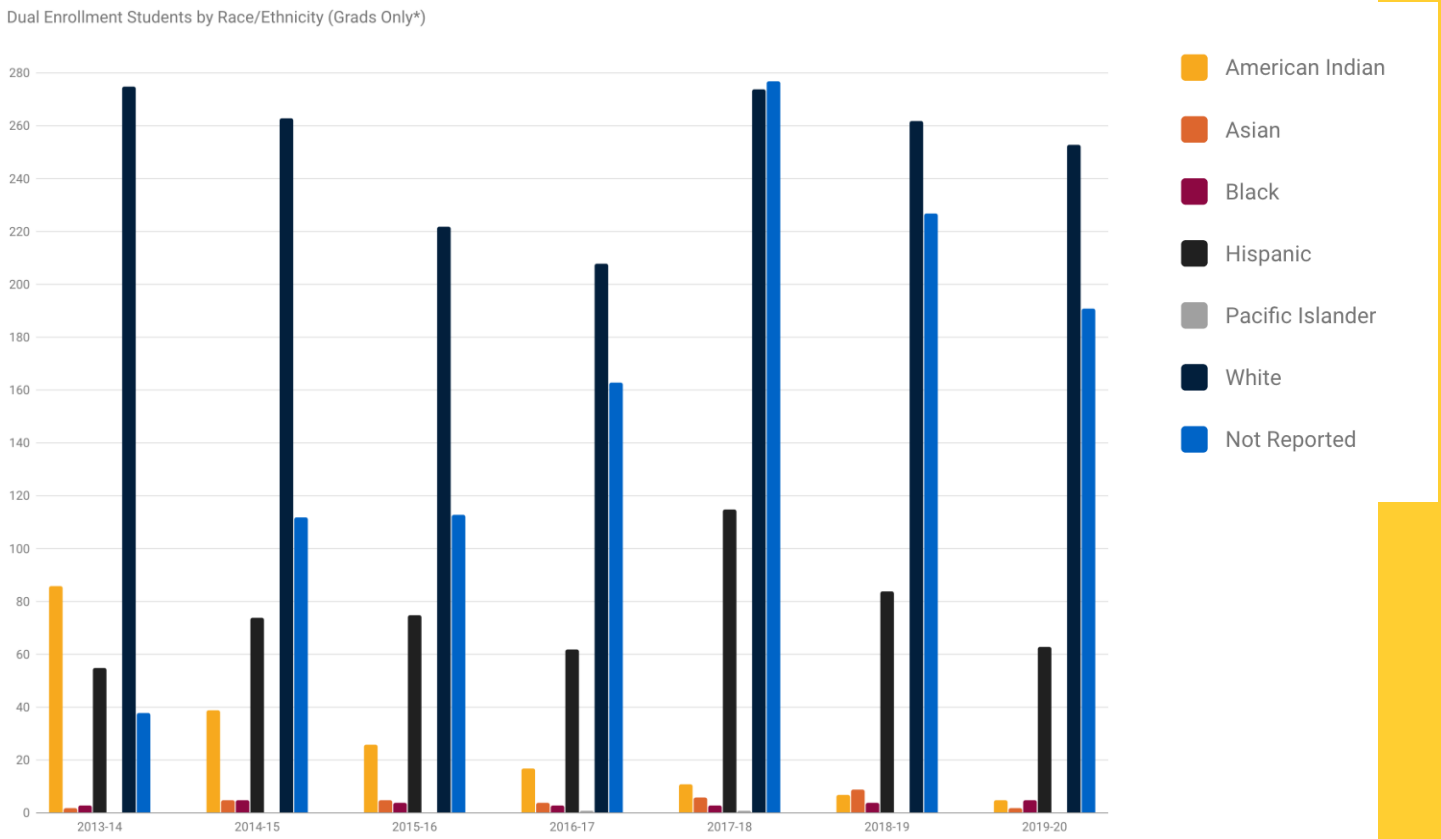
High School Dual Enrollment Charts
***SAMPLE HIGH SCHOOL DISTRICT***
Summary of High School Dual Enrollment Trends

SELECT CHART: Dual Enrollment Students by Race/Ethnicity



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Sample High School District

***DUAL ENROLLMENT BENCHMARK 2019-20***

Average of Dual Enrollment Course Success Rates

This report provides a single year of Arizona community college dual enrollment course completions by discipline of students from Sample High School District. The cohort of students includes high school graduates from Sample High School District who took a dual enrollment course during the academic year 2019-20.

High Schools included in this report: Sample High School, Fake High School, Pretend High School

| DUAL ENROLLMENT BENCHMARK 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| DISCIPLINE | ENROLLMENT HEADCOUNT | ENROLLMENT SUCCESS | ENROLLMENT SUCCESS % | LAST YEAR SUCCESS % | AZ AVG SUCCESS % | UNSUCCESS COUNT | UNSUCCESS % | WITHDRAWAL COUNT | WITHDRAWAL % |
| Allied Health - Dual Enrollment | 18 | 18 | 100% | -- | +2.9 | -- | -- | -- | -- |
| Art - Dual Enrollment | 65 | 65 | 100% | +5.1 | +3.2 | -- | -- | -- | -- |
| Automotive - Dual Enrollment | 34 | 34 | 100% | -- | +4.2 | -- | -- | -- | -- |
| Building Construction - Dual Enrollment | 17 | 15 | 88.2% | -15.4 | -3.9 | 2 | 11.8% | -- | -- |
| English - Dual Enrollment | 121 | 117 | 96.7% | +3.2 | +0.0 | 2 | 1.7% | 2 | 1.7% |
| History - Dual Enrollment | 204 | 194 | 95.1% | +2.1 | -1.1 | 8 | 3.9% | 2 | 1.0% |
| Hospitality - Dual Enrollment | 59 | 57 | 96.6% | +0.7 | +1.0 | 2 | 3.4% | -- | -- |
| Math - Dual Enrollment | 125 | 122 | 97.6% | +4.8 | +2.5 | 3 | 2.4% | -- | -- |
| Other - Dual Enrollment | 76 | 73 | 96.1% | -4.5 | -1.6 | 2 | 2.6% | 1 | 1.3% |
| Physics - Dual Enrollment | 71 | 71 | 100% | +4.2 | +4.1 | -- | -- | -- | -- |
| Welding - Dual Enrollment | 65 | 63 | 96.9% | -0.2 | +9.0 | 2 | 3.1% | -- | -- |

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*Arizona Statewide*

# *FORMER DUAL ENROLLMENT STUDENTS GRADE COMPARISON - BIOLOGY*

Compares Grade Outcomes for Dual Enrollment Students

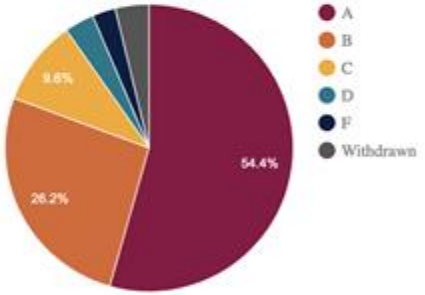
Purpose: Comparison of students that took a high school dual enrollment course in a given discipline, then go on to take a 100 or 200-level course at the university in the same discipline--how does their grade performance compare to the university student body at large?

Discipline: Biology 100 or 200-Level Courses

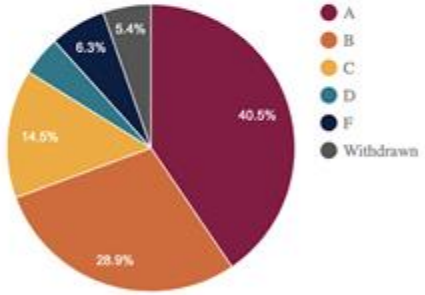
Dual Enrollment Cohort Year: 2018-19

## UNIVERSITY GRADE COMPARISON - BIOLOGY

Former Dual Enrollment Cohort - Biology Grades




University - All Students - Biology Grades




Total AZCC Biology High School Dual Enrollments for 2018-19: 3,043

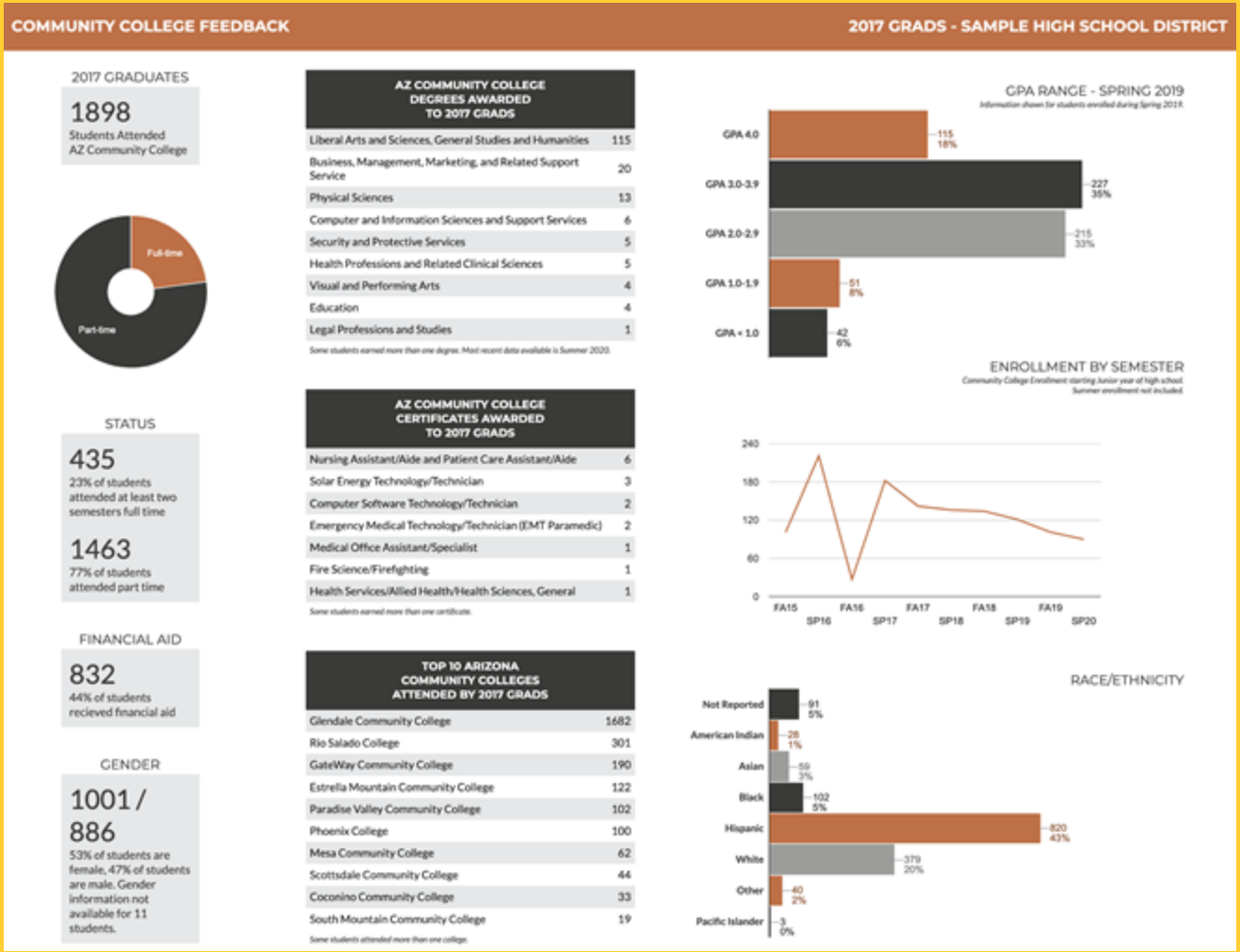
University Enrollments in Biology 100 or 200-Level Courses (DE Cohort Only): 842

In 2018-19, there were 3,043 enrollments in a Biology high school dual enrollment course for Arizona Statewide. Those students were tracked in the ASSIST data warehouse, and some went on to take a 100 or 200-level Biology course at ASU, NAU or UA, resulting in 842 enrollments from Fall 2019-Fall 2020. This chart represents the grades awarded to the students in a university Biology course, who first took Biology as a dual enrollment course in high school.

University Enrollments in Biology 100 or 200-Level Courses (All Students): 62,563

From Fall 2018-Fall 2020, there were 62,563 enrollments in a 100 or 200-level Biology course at ASU, NAU or UA which resulted in a letter grade or withdrawl. This chart represents the grades awarded to students at the Arizona public universities in 100 or 200-level Biology courses from Fall 2018-Fall 2020. Grade Codes excluded from this report include: AU, I, IP, NA, NR, P

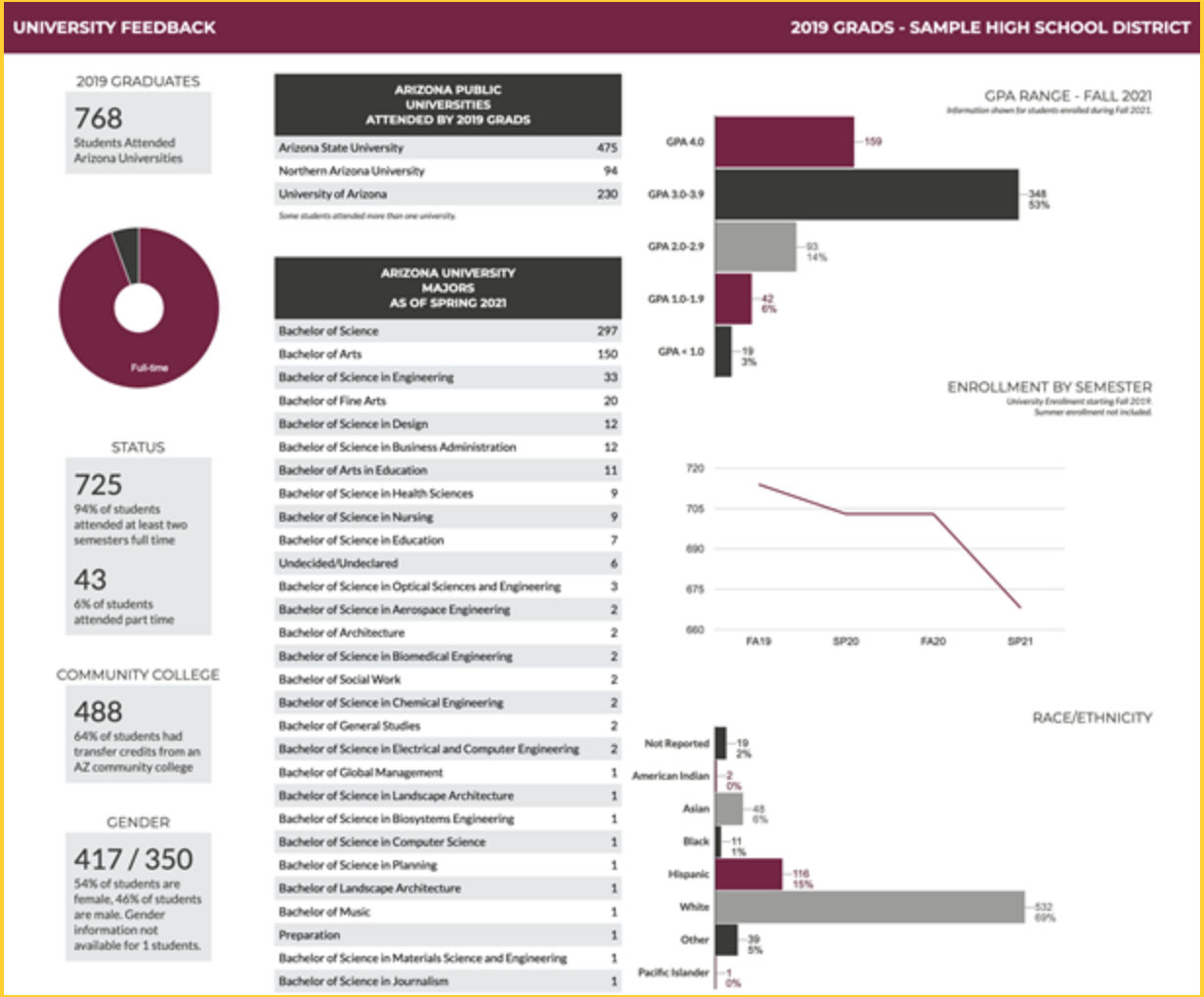
A catalog of course prefixes used at each institution can be found **here**.




The Community College Feedback dashboard reports information on a cohort of graduates from a single year from a high school or district, and tracks enrollment trends to all Arizona public community colleges. This report includes breakouts on GPA, Financial Aid, Degrees Awarded, Certificates Awarded and demographic information.

In this example, we are tracking the 2017 high school graduates from Sample High School District.

| COMMUNITY COLLEGE COURSE BENCHMARK | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| DISCIPLINE | ENROLLMENT HEADCOUNT | ENROLLMENT SUCCESS | ENROLLMENT SUCCESS % | AZ AVG SUCCESS % | UNSUCCESS COUNT | UNSUCCESS % | WITHDRAWAL COUNT | WITHDRAWAL % |
| Aeronautics Courses | 21 | 19 | 90.5% | -0.5 | 1 | 4.8% | 1 | 4.8% |
| Allied Health Courses | 183 | 160 | 87.4% | +0.1 | 9 | 4.9% | 14 | 7.7% |
| Art Courses | 373 | 337 | 90.3% | +10.9 | 25 | 6.7% | 11 | 2.9% |
| Automotive Courses | 157 | 154 | 98.1% | +11.6 | 2 | 1.3% | 1 | .6% |
| Biology Courses | 463 | 348 | 75.2% | -0.3 | 72 | 15.6% | 43 | 9.3% |
| Building Construction Courses | 92 | 77 | 83.7% | -4.1 | 5 | 5.4% | 10 | 10.9% |
| Business Courses | 90 | 72 | 80% | +1.1 | 9 | 10% | 9 | 10% |
| Chemistry Courses | 116 | 97 | 83.6% | +4.8 | 10 | 8.6% | 9 | 7.8% |
| Computer Science Courses | 128 | 83 | 64.8% | -10.6 | 19 | 14.8% | 26 | 20.3% |
| Computers Courses | 73 | 71 | 97.3% | +13.6 | 1 | 1.4% | 1 | 1.4% |
| Early Childhood Courses | 36 | 34 | 94.4% | +5.5 | 1 | 2.8% | 1 | 2.8% |
| English Courses | 1,035 | 822 | 79.4% | -0.4 | 134 | 12.9% | 79 | 7.6% |
| Fire Science Courses | 12 | 12 | 100% | +8.2 | -- | -- | -- | -- |
| Geology Courses | 15 | 15 | 100% | +13.0 | -- | -- | -- | -- |
| History Courses | 352 | 308 | 87.5% | +5.6 | 36 | 10.2% | 8 | 2.3% |
| Hospitality Courses | 138 | 128 | 92.8% | +2.4 | 2 | 1.4% | 8 | 5.8% |
| Justice Studies Courses | 149 | 126 | 84.6% | +5.4 | 21 | 14.1% | 2 | 1.3% |
| Math Courses | 907 | 669 | 73.8% | +2.1 | 141 | 15.5% | 97 | 10.7% |
| Other Courses | 189 | 181 | 95.8% | +12.5 | 6 | 3.2% | 2 | 1.1% |
| Physics Courses | 146 | 135 | 92.5% | +7.0 | 1 | .7% | 10 | 6.8% |
| Psychology Courses | 54 | 47 | 87.0% | +8.0 | 5 | 9.3% | 2 | 3.7% |
| Spanish Courses | 60 | 48 | 80% | -8.8 | 6 | 10% | 6 | 10% |
| Welding Courses | 131 | 123 | 93.9% | +3.3 | 4 | 3.1% | 4 | 3.1% |




The University Feedback dashboard reports information on a cohort of graduates from a single year from a high school or district, and tracks enrollment trends to ASU, NAU or UArizona. This report includes breakouts on GPA, Declared Major, Enrollment Status, summary of Arizona community college transfer credits and demographic information.

In this example, we are tracking the 2019 high school graduates from Sample High School District.

| UNIVERSITY COURSE BENCHMARK | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| DISCIPLINE | ENROLLMENT HEADCOUNT | ENROLLMENT SUCCESS | ENROLLMENT SUCCESS % | AZ AVG SUCCESS % | UNSUCCESS COUNT | UNSUCCESS % | WITHDRAWAL COUNT | WITHDRAWAL % |
| Art 100 & 200-Level | 199 | 178 | 89.4% | +0.8 | 13 | 6.5% | 8 | 4.0% |
| Biology 100 & 200-Level | 766 | 660 | 86.2% | +2.2 | 71 | 9.3% | 35 | 4.6% |
| Business 100 & 200-Level | 227 | 203 | 89.4% | +7.5 | 16 | 7.0% | 8 | 3.5% |
| Chemistry 100 & 200-Level | 628 | 560 | 89.2% | +3.8 | 34 | 5.4% | 34 | 5.4% |
| Chinese 100 & 200-Level | 12 | 11 | 91.7% | +2.6 | 1 | 8.3% | -- | -- |
| Communication 100 & 200-Level | 107 | 96 | 89.7% | +0.0 | 8 | 7.5% | 3 | 2.8% |
| Computer Science 100 & 200-Level | 191 | 149 | 78.0% | -4.4 | 31 | 16.2% | 11 | 5.8% |
| Engineering 100 & 200-Level | 71 | 67 | 94.4% | -0.3 | 1 | 1.4% | 3 | 4.2% |
| English 100 & 200-Level | 492 | 437 | 88.8% | +0.8 | 30 | 6.1% | 25 | 5.1% |
| French 100 & 200-Level | 27 | 24 | 88.9% | +2.2 | 1 | 3.7% | 2 | 7.4% |
| Geology 100 & 200-Level | 162 | 141 | 87.0% | -1.4 | 15 | 9.3% | 6 | 3.7% |
| German 100 & 200-Level | 16 | 14 | 87.5% | +0.5 | 2 | 12.5% | -- | -- |
| History 100 & 200-Level | 69 | 58 | 84.1% | +1.4 | 6 | 8.7% | 5 | 7.2% |
| Italian 100 & 200-Level | 12 | 11 | 91.7% | +4.9 | 1 | 8.3% | -- | -- |
| Japanese 100 & 200-Level | 24 | 24 | 100% | +14.1 | -- | -- | -- | -- |
| Journalism 100 & 200-Level | 36 | 35 | 97.2% | +6.5 | 1 | 2.8% | -- | -- |
| Justice Studies 100 & 200-Level | 79 | 65 | 82.3% | -3.7 | 9 | 11.4% | 5 | 6.3% |
| Math 100 & 200-Level | 715 | 567 | 79.3% | +2.5 | 103 | 14.4% | 45 | 6.3% |
| Music 100 & 200-Level | 87 | 82 | 94.3% | +5.3 | 1 | 1.1% | 4 | 4.6% |
| Philosophy 100 & 200-Level | 123 | 104 | 84.6% | +2.6 | 11 | 8.9% | 8 | 6.5% |
| Physics 100 & 200-Level | 162 | 153 | 94.4% | +6.6 | 7 | 4.3% | 2 | 1.2% |
| Political Science 100 & 200-Level | 99 | 83 | 83.8% | -2.8 | 13 | 13.1% | 3 | 3.0% |
| Psychology 100 & 200-Level | 362 | 336 | 92.8% | +4.2 | 16 | 4.4% | 10 | 2.8% |
| Sociology 100 & 200-Level | 118 | 108 | 91.5% | +4.3 | 7 | 5.9% | 3 | 2.5% |
| Spanish 100 & 200-Level | 182 | 173 | 95.1% | +5.7 | 5 | 2.7% | 4 | 2.2% |
| Theatre Arts 100 & 200-Level | 43 | 38 | 88.4% | -2.0 | 3 | 7.0% | 2 | 4.7% |

# What questions are we asking high schools?

- Seeing these reports, what initially stands out to you?
- How do these reports confirm what you have been seeing in your own practice? What does not seem to match?
- Looking towards the remainder of this school year, what changes are warranted from these reports?
- Looking into 2022-23 & beyond, what changes are warranted from these reports?
- What's missing from these reports that would make them more useful to you?

# Questions or comments?

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**decisioncenter.asu.edu**