



# ARIZONA

## LOW PROFICIENCY AND LOW ACCESS

**COMBINED NATIONAL OPPORTUNITY TO LEARN/PROFICIENCY STATE RANK: 48th**

**Opportunity Learn Index Score: 51% (27th)**

**Percentage of Students at National Proficient Level or Above: 24% (42nd)**

<b>Disadvantaged Student Group<sup>1</sup></b>	<b>Opportunity to Learn (compared to White, non-Latino students)</b>
Native American	43%
Black	69%
Latino	51%
Poverty (FARL) <sup>2</sup>	41%

Arizona ranks 48th among the states when the Opportunity to Learn of the state’s historically disadvantaged students is combined with a measure of educational quality.<sup>3</sup> Arizona’s Black, Latino and Native American students, taken together, have approximately half of the opportunity to attend the state’s best-supported, best-performing schools than the state’s White, non-Latino students. A low-income student has less than half the opportunity to learn of the average White, non-Latino student.

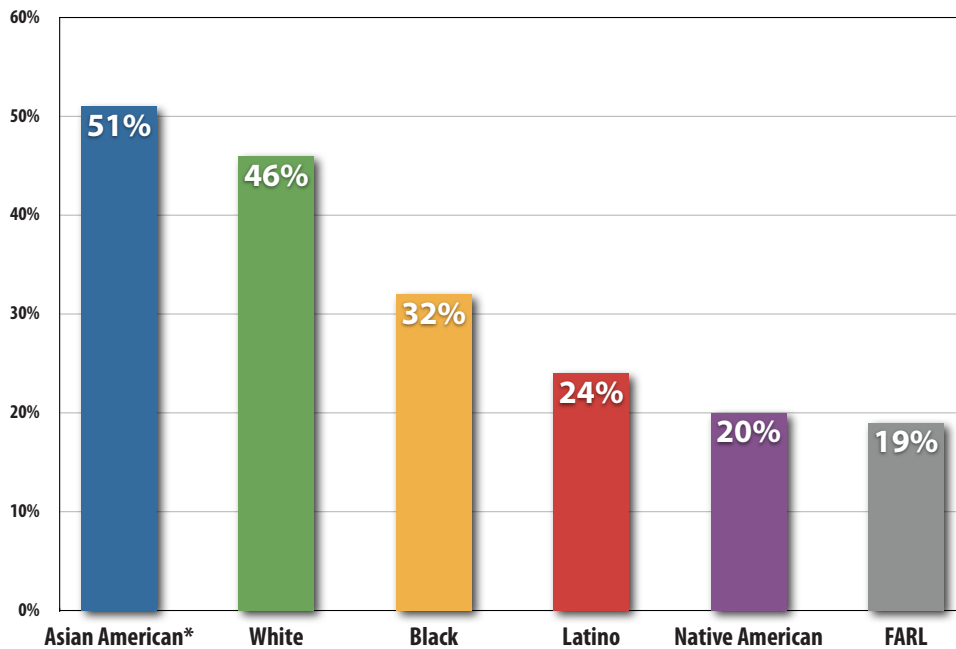
<b>Opportunity to Learn Core Resource</b>	<b>Resource Access Rank</b>
Access to High Quality Early Childhood Education <sup>4</sup>	35th
Access to Highly Qualified Teachers <sup>5</sup>	10th
Access to Instructional Materials <sup>6</sup>	50th
Access to College Preparatory Curriculum <sup>7</sup>	48th

The key Opportunity to Learn resources used in this report are high quality early childhood education, highly effective teachers, well-funded instructional materials and a college preparatory curriculum. All students must have equitable access to key educational resources if they are to have equitable opportunities for success.

*Key Research Findings: Arizona is one of a group of states with comparatively high graduation rates, an average percentage of students from disadvantaged groups and comparatively low funding for instruction.*

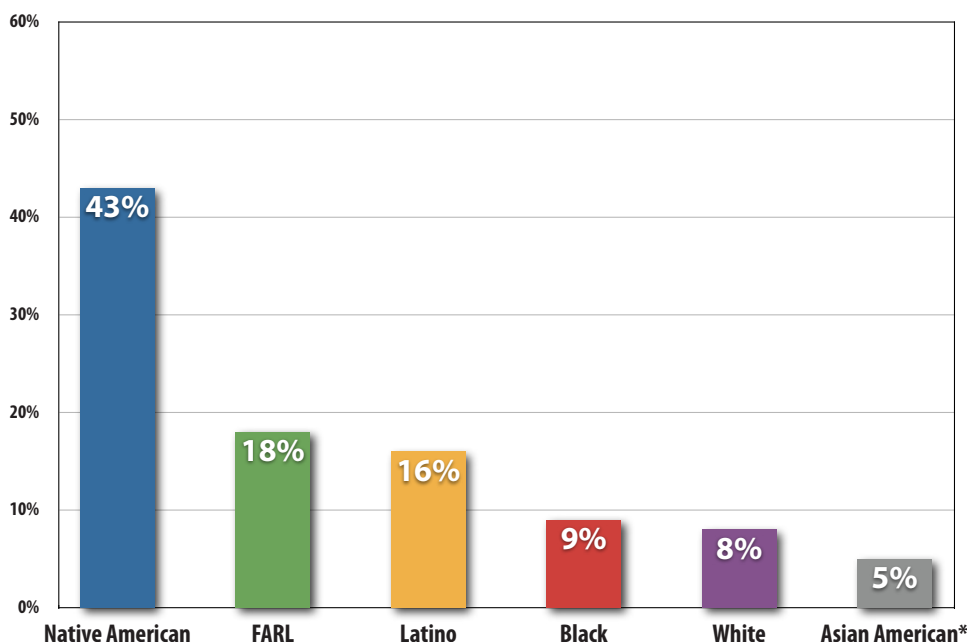
# OPPORTUNITY FOR SUCCESS

## Arizona Student Access to Well-Resourced, High-Performing Schools



Native American, Black, Latino and low-income students are more likely than White, non-Latino students in Arizona to be disadvantaged by attending schools where they have little chance of becoming proficient in basic skills and graduating on time. Low-income students are twice as likely to find themselves in such low-performing schools than are White, non-Latino students.

## Arizona Students in Poorly-Resourced, Low-Performing Schools









\* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.

Dividing the percentages of Native American, Black, Latino and low-income students in these “drop-out factories” by the percentage of White, non-Latino students in these schools gives us the comparative disadvantage of each group: (Higher numbers are worse: more of a disadvantage)

Group	Comparative Disadvantage
Native American students	540%
Asian American students*	63%
Black, non-Latino students	110%
Latino students	200%
Low income students	230%
Comparison is to all White, non-Latino students	100%

Taking steps to improve access to key resources, improving the teacher-to-student ratio and increasing the percentage of highly effective teachers in the state’s less effective schools will improve the Opportunity to Learn of the state’s minority and low-income students.







## Economic Consequences<sup>8</sup> Total Annual Economic Burden to Taxpayers Because of Inequity: \$435 million<sup>9</sup>

	Potential Return on School Improvement Investment	250%
	State Annual Total Lifetime Health Loss	\$86 million
	State Annual Crime-Related Loss	\$56 million
	State Tax Losses (Lifetime)	\$294 million
	Annual Lost Lifetime Earnings (Difference attributable to high school graduation per annual cohort)	\$605 million
	Net Annual Potential Revenue Increase from Equity (After deducting estimated cost of improving schools)	\$268 million

\* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.

## SOCIAL AND CIVIC CONSEQUENCES

Changes attributable to educational equalization with White, non-Latino students

	<b>College Graduation (25 years of age +)<sup>10</sup></b> Increase Expected Attributable to Equitable Access Black, Latino, Native American (total)	<b>153%</b>
	<b>Employment<sup>11</sup></b> Increase Expected Attributable to Equitable Access  With High School Diploma Further Increase with Bachelor's Degree	  <b>3%</b> <b>2%</b>
	<b>Income<sup>12</sup></b> Increase Expected Attributable to Equitable Access With High School Diploma Further Increase with Bachelor's Degree	  <b>34%</b> <b>67%</b>
	<b>Health<sup>13</sup></b> Increase Expected Attributable to Equitable Access Black, non-Latino Latino	  <b>28%</b> <b>32%</b>
	<b>Civic Engagement<sup>14</sup> (National Election Participation)</b> Increase Expected Attributable to Equitable Access	<b>3%</b>
	<b>Incarceration<sup>15</sup></b> Decrease Expected Attributable to Equitable Access to Education Black, non-Latino Latino	  <b>-87%</b> <b>-48%</b>

<sup>1</sup> Enrollments (2005/6): Native American (2,574), Asian American (25,030), Black, non-Latino (305,567), Latino (43,414), White, non-Latino (1,414,434), FARL (597,517).

<sup>2</sup> Students eligible for Free and Reduced Price Lunch. This measure is similar to the state's percentage of children living in poverty: Native American (36%), Asian American (11%), Black, non-Latino (42%), Latino (28%), White, non-Latino (14%).

<sup>3</sup> The NAEP percentage of all public school students scoring at or above proficiency for Grade 8 Reading is used as a proxy for system quality.

<sup>4</sup> Access for 4-year-olds: NIEER Yearbook.

<sup>5</sup> Ratio of disadvantaged to advantaged student access: State Consolidated Performance Reports for School Year 2004/5 in Peske, Heather G. and Kati Haycock: Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality. The Education Trust, June 2006.

<sup>6</sup> NCES.

<sup>7</sup> Access to AP Math; USED/OCR.

<sup>8</sup> Earnings and Revenue: Levin, Henry. The Costs and Benefits of an Excellent Education for All of America's Students. Columbia University, January 2007.

<sup>9</sup> Numbers are rounded.

<sup>10</sup> U.S. Census, American Community Survey (ACS), 2006.

<sup>11</sup> ACS.

<sup>12</sup> ACS.

<sup>13</sup> National Survey of Children's Health, Indicator 6.1. This report follows the practice of using the condition of health of White, non-Latinos as the baseline from which to measure the health of all groups. This is the meaning of the "100%" indicator. It does not mean that 100% of all White, non-Latinos are in good health. If the health of White, non-Latinos in a state were, in general, to improve (or deteriorate), the percentage indicators for historically disadvantaged groups would change proportionately.

<sup>14</sup> Potential Civic Engagement is represented by national voting rates by educational attainment applied to adult educational attainment of the state. U.S. Census Bureau. Voting and Registration in the Election of November 2004; American Community Survey, Educational Attainment Adult Population. 2004 Voting Turnout Rate from United States Election Project: [http://elections.gmu.edu/Turnout\\_2004G.html](http://elections.gmu.edu/Turnout_2004G.html)

<sup>15</sup> Bureau of Justice Statistics, Special Report: Education and Correctional Populations, January 2003.