



GATHERING VOICES
2018 COMMUNITY IMPACT REPORT



COMMUNITY PARTNERS

Attendance Works	Family & Children's Services	New Hope Oklahoma	Tulsa Changemakers
Birth Through Eight Strategy for Tulsa (BEST)	Family Connects	Oklahoma State Department of Education	Tulsa City-County Health Department
Bright Beginnings	Foundation for Tulsa Schools	The Opportunity Project	Tulsa City-County Library
CAP Tulsa	Growing Together	OU-Tulsa Center of Applied Research for Nonprofit Organizations	Tulsa Community Foundation
Children First	Habitat for Humanity	Parent-Child Center	Tulsa Dream Center
City of Tulsa	Healthy Steps	Project Lead the Way	Tulsa Housing Authority
City Year	Hunger Free Oklahoma	Reach Out and Read	Tulsa Regional Chamber
Columbia University Center for Public Research and Leadership	Indian Nations Council of Governments (INCOG)	Reading Partners	Tulsa Regional Stem Alliance
Communities in Schools of Mid-America	JAMES Inc	Strong Tomorrows	Women in Recovery
Community Service Council of Greater Tulsa	James Mission	Take Control Initiative	YMCA of Greater Tulsa
Connect First	Little by Little	Teach for America	Youth Philanthropy Initiative (YPI)
Crosstown	Metcares	TRiO Program	Youth Services of Tulsa
Educare	Metropolitan Baptist Church	Tulsa Area United Way	
Emergency Infant Services	My Health Access Network	Tulsa Campaign to Prevent Teen Pregnancy	

SCHOOL DISTRICT PARTNERS



*Districts who have been partners since our founding

POSTSECONDARY PARTNERS





Contents

LETTER FROM LEADERSHIP	2
ABOUT IMPACTTULSA	3
IMPACTTULSA OVER THE YEARS	4
TULSA AREA DEMOGRAPHICS	6
EDUCATION OUTCOME AREA TRENDS	8
COUNTDOWN TO KINDERGARTEN	10
READY TO READ	12
EIGHTH-GRADE MATHEMATICS	14
GRADUATE 918	16
CALL TO ACTION	20
CITATIONS	21



**IMPACTTULSA USES DATA
AS A FLASHLIGHT, NOT A HAMMER.**

Impact Tulsa and the Equality of Opportunity

Tulsa prides itself as a land of opportunity. And for many Tulsans, across several generations, it has been.

However, new findings show there's considerable work left to do to ensure an equality of opportunity in Tulsa. Economists have uncovered striking racial disparities in economic mobility, which is the ability to move up the income ladder, by following the outcomes of millions of children across the country who grew up in the late 1970s and early 1980s.¹ In Tulsa County, the research shows that an African American child born to low-income parents had only a 3.6

percent chance of reaching the upper income group as a young adult. That compares to a 13 percent chance for low-income white children. Native American and Hispanic children had 7.7 and 5.8 percent chances, respectively. The gaps persisted even when the children grew up in households of similar family

structures, similar educational backgrounds, and similar wealth.² In Tulsa, many children of color are economically "stuck in place" across generations and do not participate in the American Dream as popularly conceived. This is especially pressing given that 37 percent of the county, and over half of those under 5, are children of color.³ As a result, hundreds of thousands of Tulsans are not provided an equitable opportunity to succeed.

Mayor Bynum declared this kind of racial disparity as the "great moral issue of our time" in his 2018 State of the City address. It is also an

economic issue: today's students of color represent a growing share of the region's future workforce. To address the disparities, the city launched a 41-point Resilient Tulsa strategy that includes a range of economic and community development initiatives. ImpactTulsa is an aligned, committed partner in the plan's educational components. Success will require eliminating outdated, structural barriers in the education system that contribute to adverse outcomes for students of color including: higher rates of discipline and chronic absenteeism and lower rates of attainment, high school graduation, college access, and college completion.

ImpactTulsa's role in improving opportunity is three-fold:

- **Expose disparities and set targets for improvement.** This 2018 Community Impact Report disaggregates its findings in more detail than in the past. Going forward, we will identify specific populations, set specific targets for improvement, and hold ourselves accountable for results.
- **Hear and respect community voices.** ImpactTulsa is an evidence-based, data-driven organization. We have learned in our first five years that some of the strongest evidence and data about the root causes of problems come from students, parents, and communities.
- **Work across sectors.** Many of the barriers that impede achievement or completion are not found in the schoolhouse. Parents' challenges with work schedules and transportation contribute to absenteeism. Non-profit health and human services providers hold some of the keys to educational success. To address barriers, we must take a collective approach through engaging a wide array of stakeholders strategically aligning efforts to holistically support student success.

"Tulsa has been a beacon of opportunity. But we have to acknowledge that not all people have equal opportunity in Tulsa—historically or today."

MAYOR G.T. BYNUM
2018 State of the City



Kathy Taylor
Chair, ImpactTulsa Leadership Council



Carlisha Williams Bradley, MPA
Executive Director, ImpactTulsa



IMPACTTULSA IS A COLLECTIVE IMPACT PARTNERSHIP THAT BRINGS TOGETHER SCHOOLS, BUSINESSES, FAITH-BASED GROUPS, COMMUNITY ORGANIZATIONS, PHILANTHROPY, AND GOVERNMENTAL AGENCIES TO SIGNIFICANTLY IMPROVE STUDENT OUTCOMES.

VISION

All students are guaranteed a high-quality education.

MISSION

ImpactTulsa aligns the community to provide a pathway for all students to thrive.

GOAL

Be a model of excellence by dramatically improving student achievement outcomes.

THEORY OF ACTION

When ImpactTulsa strives to:

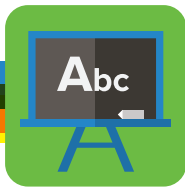
Measure what matters to inform action.

Identify effective practices to expand what works, and

Align resources to drive change in policy and practice...

...then we will be a model of excellence that improves student achievement outcomes.

OUTCOME AREAS OF FOCUS



KINDERGARTEN READINESS



THIRD-GRADE READING PROFICIENCY



EIGHTH-GRADE MATHEMATICS PROFICIENCY



HIGH SCHOOL COMPLETION COLLEGE & CAREER READY



POSTSECONDARY ENROLLMENT



POSTSECONDARY COMPLETION



StriveTogether is a national, nonprofit network of 67 community partnerships. The network's mission is to build the capacity of communities to dramatically improve educational outcomes for every child from cradle to career by providing strategic assistance, network communications and high-quality resources.

ImpactTulsa Over the Years

OVERVIEW OF PROGRESS

Five years ago, leaders from all sectors in the Tulsa community—business, education, faith, nonprofit, civic, and philanthropic—came together with a shared mission of student success in school and life. ImpactTulsa committed to measuring what matters, identifying effective practices, and aligning resources. We issued our first Community Impact Report in Fall 2014—a first ever inventory of key educational outcomes across Tulsa County. Over time, local stakeholders have coalesced around the key outcomes, the state has settled on its core assessments, and sufficient time has passed to evaluate trends. So, it's time to evaluate our progress.

We'll start with the good news. In two areas that received focused community attention, pre-K enrollment and FAFSA completion, the improvement as a result of concerted efforts is clear. Tulsa is nationally recognized for its pre-K investments and Oklahoma stands out for its universal programming. Yet in 2014, we identified only 65 percent of eligible children were participating in pre-K. In 2018, about 72 percent did, and the improved participation was spread across all racial/ethnic groups except Asian/Pacific Islander. The Tulsa community found similar success in boosting the application rate for the FAFSA—a complex federal financial aid form that has served as a barrier to college enrollment for too many students. FAFSA completion rates jumped from 57 percent to 61 percent from July 2016 to July 2017 then held in 2018. Evidence suggests the higher application rates will translate into higher rates of college enrollment and persistence. College enrollment—among recent high school graduates—increased last year, but still appears to be below 2014 levels.

Our community should be proud of gains in the region's high school graduation rate, which was driven by growing completion rates among African American and Hispanic students. However, work still remains to ensure higher shares of those graduates are college and career ready.

While we celebrate progress of pre-K enrollment, graduation rates and FAFSA completion; we also realize there are outcome areas in dire need of improvement. For example, the third-grade reading and eighth-grade math assessments stand out as concerning. The 2016-2017 school year marked a big change for Oklahoma school districts as the more rigorous Oklahoma Academic Standards and assessment were implemented. The state is just two years into its new assessment tool, so it's a stretch to declare it a trend. Moreover, some observers attribute the declines in proficiency, which were experienced statewide, to school closures that preceded the 2018 testing period.



APRIL 2014

ImpactTulsa founded by Steven Dow, Stephen Fedore, Dennis Neill, Monroe Nichols, Brian Paschal, Stacy Schusterman, Ben Stewart, Kathy Taylor, and Autumn Worten

OCTOBER 2014

Released first Community Impact Report: *A First Look*.



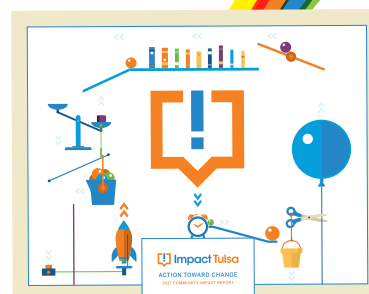
2018

JANUARY 2018

ImpactTulsa and partners launched the pre-K enrollment initiative for the third year and saw a 5% increase in target schools.

FEBRUARY 2018

Released Fourth Community Impact Report: *Action Toward Change*.



MAY 2018

Launched "Be Here to Get There" community-wide attendance campaign.



IMPACTTULSA INITIATIVES

ATTENDANCE

Used predictive analysis with 86% accuracy by the 20th day of school to anticipate dips in attendance so that strategies could be implemented. **Target schools saw a 7% increase of attendance** on a day with historically low attendance (the day before Thanksgiving).

2015



JUNE 2015

Hosted Making a United Impact Education Forum with Tulsa Area United Way to explore a new way of working together to improve education.

JULY 2015

Released ImpactTulsa Giving Report that shared a survey of 20 funders' investments toward education.

AUGUST 2015

Launched first DonorsChoose.org match campaign called Literacy Campaign (later named Project Classroom) bringing \$138,000 directly to classrooms in its first year.

MAY 2015

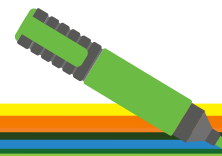
Launched FAFSA completion initiative and "Free College Money" multifaceted campaign after convening College and Career Counselor and Postsecondary Financial Aid Officers.

NOVEMBER 2015

Released Second Community Impact Report: *A New Way Of Working Together*.



2017



2016

OCTOBER 2017

Hosted Superintendent Panel Discussion: *Oklahoma Academic Standards and Testing* regarding changes to OK academic standards.

SEPTEMBER 2017

Hosted FAFSA Summit with Brink to share FAFSA completion best practices with local HS counselors and financial aid officers.

FEBRUARY 2017

Released Fourth Community Impact Report: *Together With Purpose*.

JANUARY 2017

Launched Impact and Improvement Networks with StriveTogether focused on kindergarten readiness, third-grade reading, and high school completion.

NOVEMBER 2016

Released *Literacy Lessons Learned: Interviews with Local Schools* report to determine the differentiation of practices between high and low performing schools in relationship to the number of economically disadvantaged students they serve.

APRIL 2016

Hosted Community Impact Forum: *The Budget Crisis and Its Effect on Kids* with panel of local Superintendents.

MARCH 2016

Launched pilot Pre-K enrollment campaign and community partnerships with the Health Department, CAP and Tulsa Housing Authority to reach more families.



2019



SEPTEMBER 2018

Hosted professional learning sessions for Tulsa-area leaders and eight partner school districts on attendance and chronic absenteeism with Attendance Works.

OCTOBER 2018

Launched Continuous Learning and Improvement initiative bringing together 17 BEST partners to work toward increasing the number of children born healthy, on a positive trajectory by age 3, ready for kindergarten, and successful by third grade.

SUMMER 2018

Developed proof of concept for Child Equity Index which is a data-driven tool for directing resources and designing interventions to schools based on student need. It acknowledges the disparities in access to neighborhood opportunity and the systemic inequities that impact students' lives.

DECEMBER 2018

ImpactTulsa began facilitating Collaborative Action Networks for each of the four Birth through Eight Strategy for Tulsa (BEST) goal areas. The improvement teams bring together partners and community members to improve the lives of children and families by studying interventions and implementing continuous improvement processes.

FEBRUARY 2019

Released fifth Community Impact Report: *Gathering Voices* and celebrated five years of partnership!



PRE-K ENROLLMENT

Since 2013-2014 the percentage of kindergartners who attended **pre-K** has **increased by 7%**. This year, there was an **increase of 5%** enrollment in pre-K compared to last year in a targeted district.



CONTINUOUS LEARNING AND IMPROVEMENT

116 people engaged in cross-sector networks
13 improvement teams
25 facilitators trained to use continuous learning and improvement in their own organizations



FAFSA

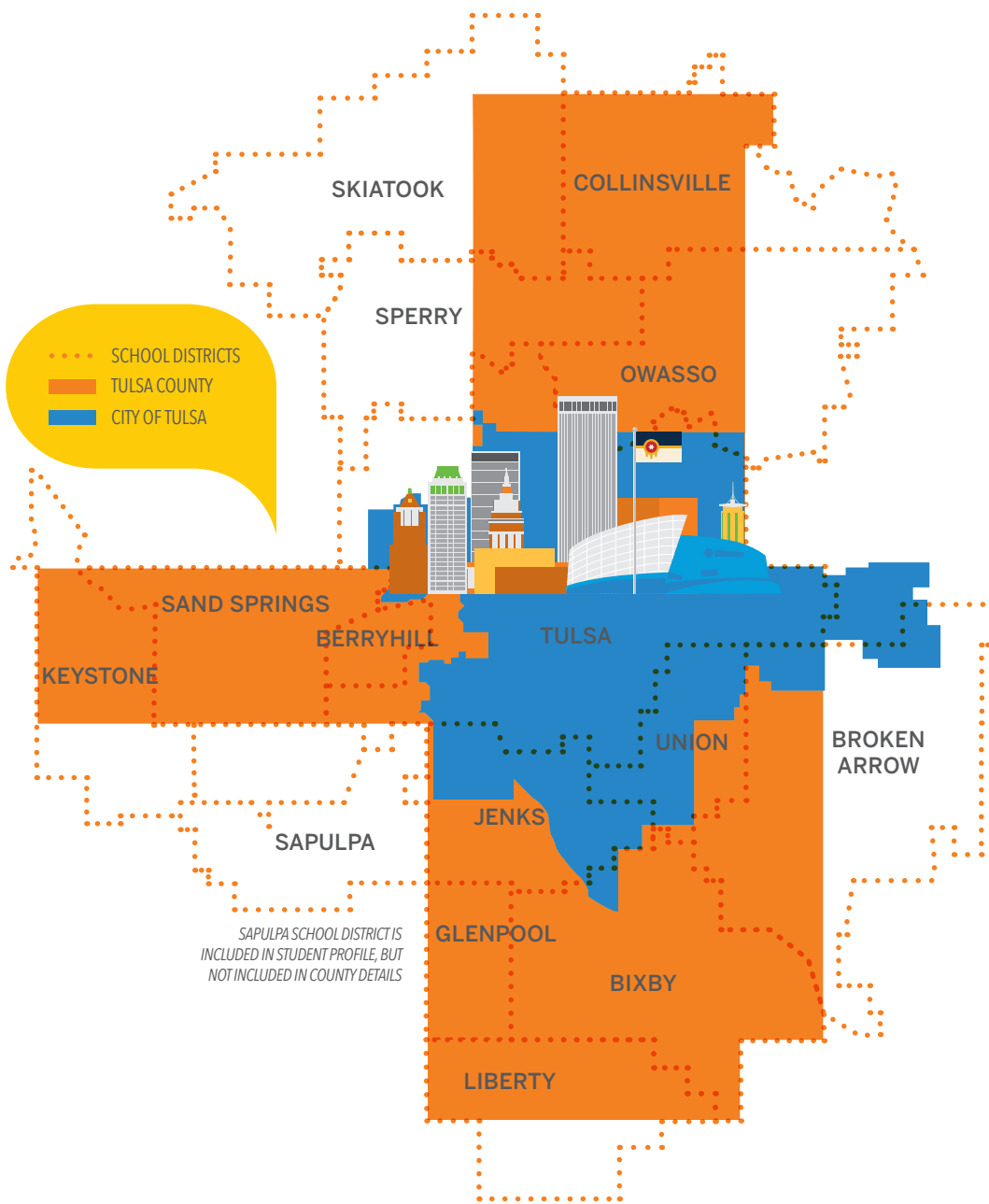
FAFSA has seen a **2% increase in completion rates** over four years. 12 out of 22 high schools have increased. Resulting in a potential of \$26 million in financial aid for eligible 2018 graduates. **350 more** students completed the FAFSA in 2018 than the baseline year.



PROJECT CLASSROOM

Since 2015, **\$568,532 in funding** has supported 1,346 projects for 759 teachers in 154 schools **servng 79,974 students**.

Tulsa Area Demographics⁴



TULSA COUNTY TOTAL POPULATION

2006-2010

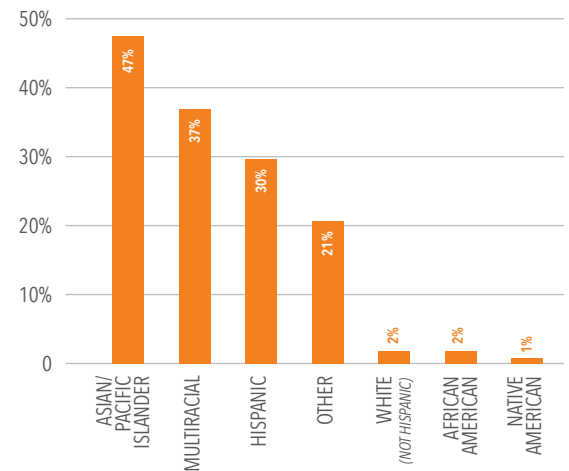
589,757

2013-2017

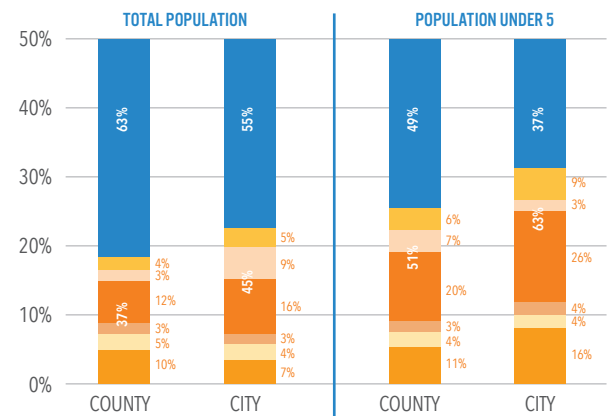
637,123

7.4% GROWTH

POPULATION PERCENT GROWTH BY DEMOGRAPHIC GROUP



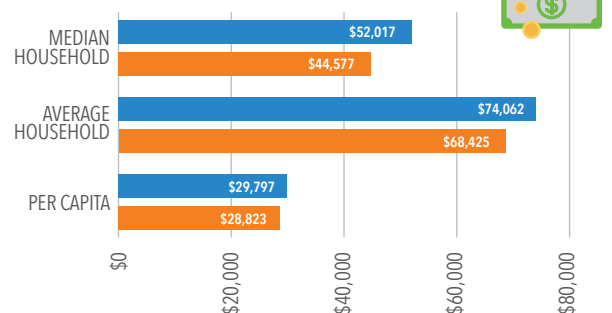
DEMOGRAPHIC MAKEUP



Tulsa is a diverse and changing region. Tulsa County's population has grown about 1% per year. Communities of color have been the main source of this growth. This can be seen prominently in the fact that over half of the population under age 5 are children of color. Within the City of Tulsa itself, this number balloons to almost two-thirds.

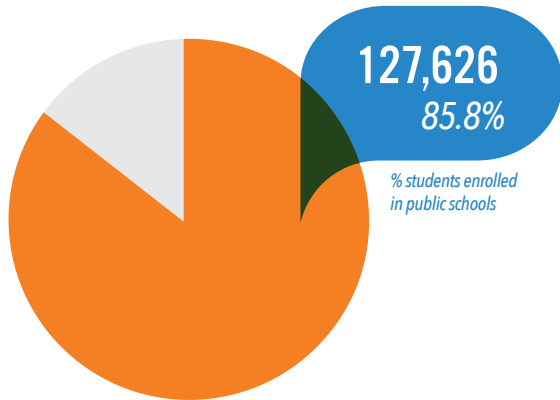
Meanwhile, Oklahoma's education system has faced some critical challenges. The 2017-2018 teacher salary data showed that before the walkout, Oklahoma teachers had the lowest pay in the nation and some of the largest class sizes. Additionally, data shows that emergency teacher certifications continue to skyrocket, more than doubling within the Tulsa area.

INCOME



TULSA COUNTY | CITY OF TULSA

2013-2017
PRE-K - 12 STUDENTS
IN TULSA COUNTY AND SAPULPA



RESIDENTS OF TULSA COUNTY ATTENDING
A POSTSECONDARY INSTITUTION:
37,740



18,833

(OR 32% OF) TULSA COUNTY 18-24 YEAR OLDS
ARE ENROLLED IN A POSTSECONDARY INSTITUTION

2013-2017
EDUCATIONAL ATTAINMENT
FOR ADULTS OVER 25,
TULSA COUNTY

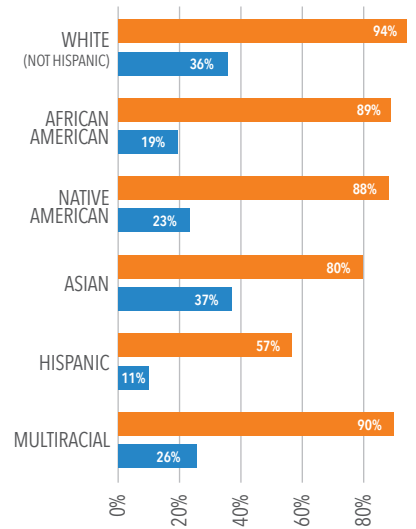


HIGH SCHOOL DIPLOMA
OR EQUIVALENCY **89.0%**

SOME COLLEGE OR
ASSOCIATE'S DEGREE **63.4%**

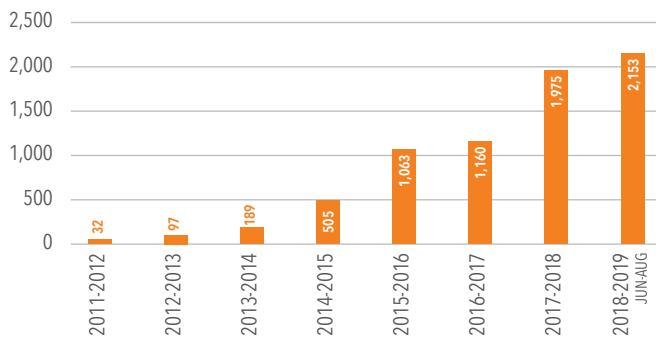
BACHELOR'S DEGREE
OR HIGHER **30.9%**

2013-2017
EDUCATIONAL ATTAINMENT
FOR ADULTS OVER 25 BY RACE,
TULSA COUNTY

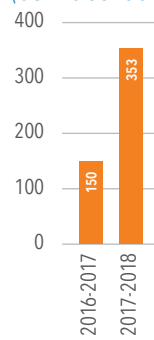


HIGH SCHOOL DEGREE OR HIGHER BACHELOR'S DEGREE OR HIGHER

OKLAHOMA EMERGENCY TEACHER
CERTIFICATIONS BY YEAR



OKLAHOMA EMERGENCY TEACHER
CERTIFICATIONS, TULSA-AREA ONLY
(OUR 15 SCHOOL DISTRICTS)



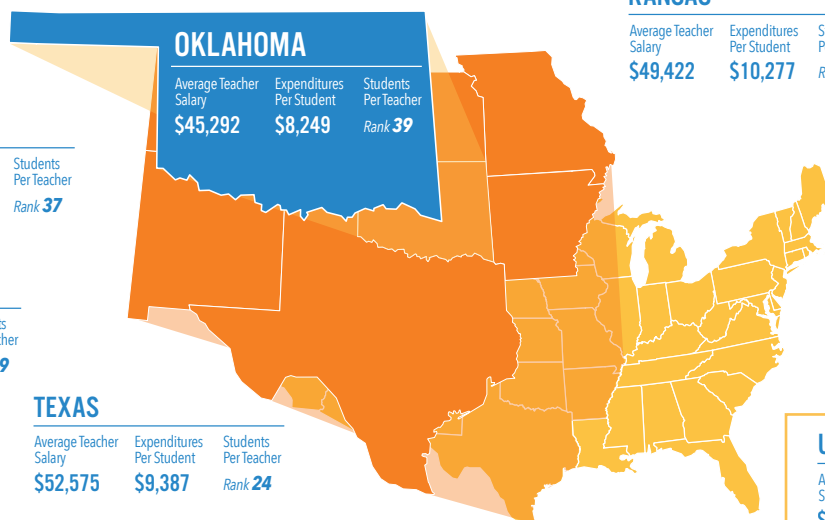
EDUCATION FUNDING
COMPARISONS, 2017

COLORADO

Average Teacher Salary **\$51,808** Expenditures Per Student **\$10,865** Students Per Teacher **Rank 37**

NEW MEXICO

Average Teacher Salary **\$47,122** Expenditures Per Student **\$10,520** Students Per Teacher **Rank 29**



OKLAHOMA

Average Teacher Salary **\$45,292** Expenditures Per Student **\$8,249** Students Per Teacher **Rank 39**

KANSAS

Average Teacher Salary **\$49,422** Expenditures Per Student **\$10,277** Students Per Teacher **Rank 15**

MISSOURI

Average Teacher Salary **\$48,618** Expenditures Per Student **\$10,826** Students Per Teacher **Rank 2**

ARKANSAS

Average Teacher Salary **\$48,304** Expenditures Per Student **\$9,871** Students Per Teacher **Rank 25**

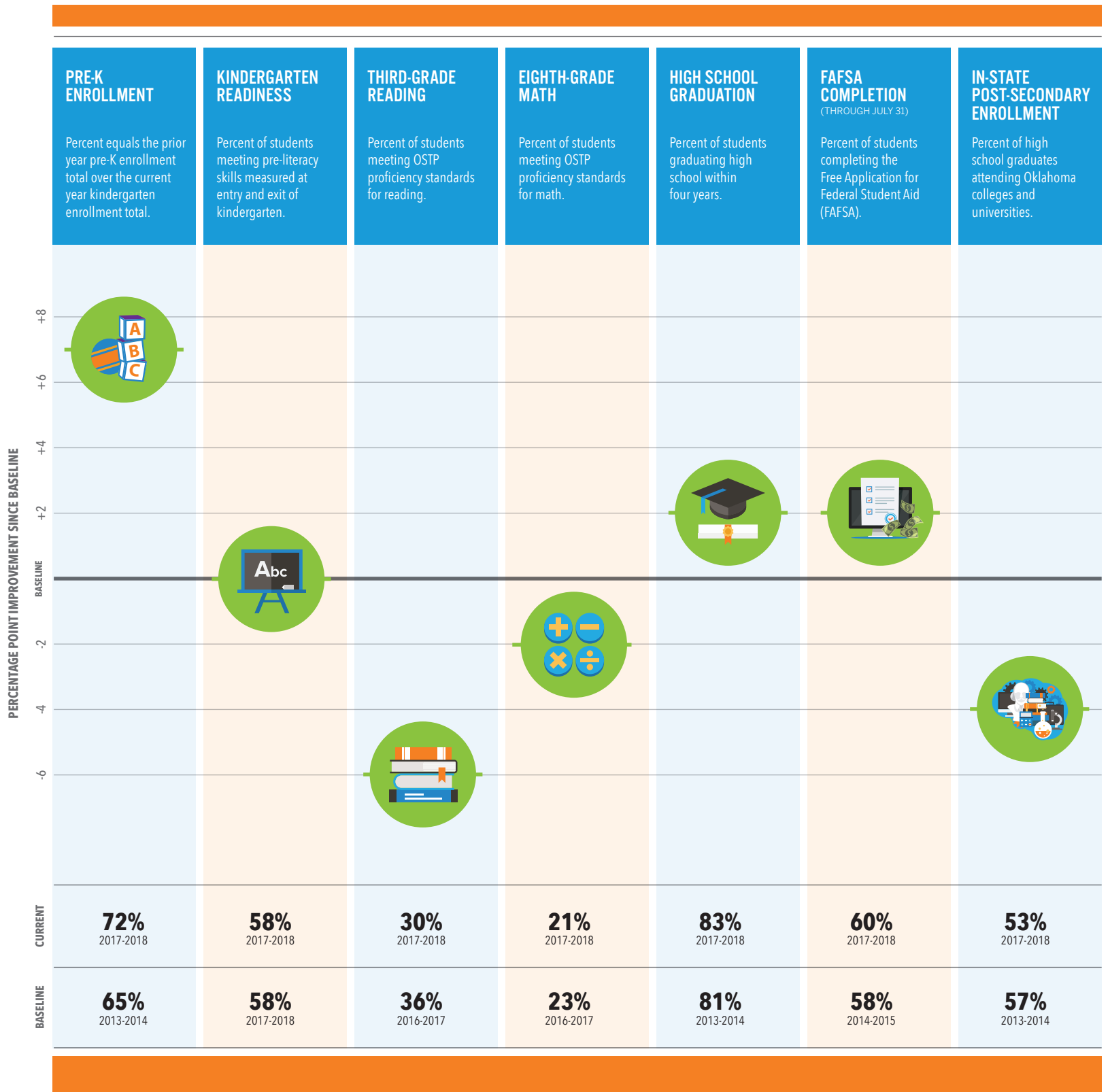
TEXAS

Average Teacher Salary **\$52,575** Expenditures Per Student **\$9,387** Students Per Teacher **Rank 24**

UNITED STATES

Average Teacher Salary **\$59,660** Expenditures Per Student **\$11,642**

Education Outcome Area Trends ^{5,6,7}





“In order to promote true equity within schools, we have to take a very real and transparent look at what the data is saying. We have to look at what obstacles are really there and what is keeping people from being successful.”

JASON GILLEY
Principal

Child Equity Index

LEARNING HOW NEIGHBORHOOD CONDITIONS AFFECT EDUCATIONAL OUTCOMES

During 2018, ImpactTulsa worked in collaboration with Tulsa Public Schools and ECONorthwest to develop a Child Equity Index (CEI). The CEI is a data-driven tool for understanding student need with consideration given to the residential environment of students. The CEI acknowledges the disparities in access to neighborhood opportunity as well as the systemic inequities that impact students' lives.

The CEI will ultimately help district and school leaders better understand the impact of neighborhood characteristics on student outcomes, and better allocate resources for students facing barriers to success both inside and outside of school.

The index scores produced by the model will help identify concentrations of high-need students that more traditional indices based only on a limited set of student characteristics might miss. The first phase of work has been completed which yielded a proof of

concept model, that showed that neighborhood conditions do matter. Once validated, the CEI has the potential to quantify the impact of neighborhood characteristics such as local crime rates, poverty, life expectancy, or infant mortality on student achievement. Phase 2 of this work, beginning in early 2019, will validate results from Phase 1, engage additional stakeholders to identify appropriate use-cases, expand the range of neighborhood characteristics analyzed in an enhanced model, and test the suitability of model output for practical applications. The goal of this research is to align and support partner organizations in closing opportunity gaps.





Countdown to Kindergarten

Pre-K Enrollment

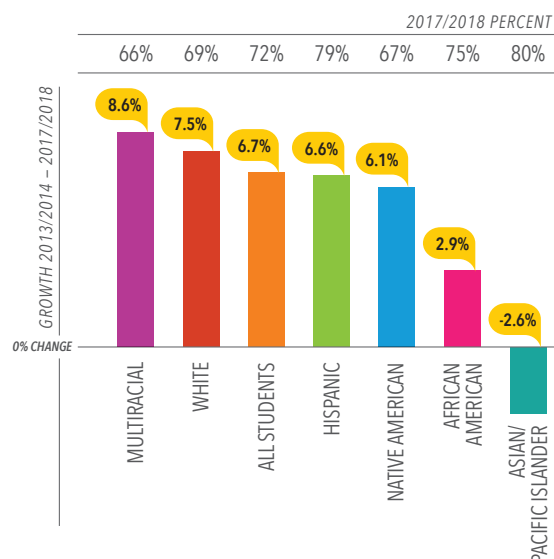
WHAT THE DATA SAYS

The region has demonstrably improved pre-K outreach to families with young children. Participation rates increased during 2014-2018 for all racial/ethnic groups with the exception of Asian/Pacific Islanders—and that group nonetheless had the highest rate of participation in 2018.⁸

WHY IT MATTERS

Achievement gaps, by income or race/ethnicity, are created before kindergarten and do not substantially widen or shrink thereafter.⁹ Eliminating gaps require early childhood interventions, and high-quality pre-K is a critical intervention. Tulsa and Oklahoma are nationally recognized for their pre-K programming. A growing body of evidence suggests enrollees will be better prepared for kindergarten, will gain critical social skills, and will complete high school at higher rates.¹⁰

GROWTH IN PRE-K ENROLLMENT, FALL 2013 TO SPRING 2018



The figure illustrates Pre-K enrollment growth by demographic subgroup.

Total Pre-K enrollment is calculated by the prior year Pre-K enrollment total over the current year Kindergarten enrollment total.

PRE-K ENROLLMENT HAS SEEN A 7% INCREASE SINCE 2013



“As a district, we know that success on the 3rd grade reading test begins with instruction in Pre-K. When we get students in Pre-K, we assess them and find out where they are at. We look at the whole child.”

TRACI TAYLOR
Assistant Principal





Kindergarten Readiness

WHAT THE DATA SAYS

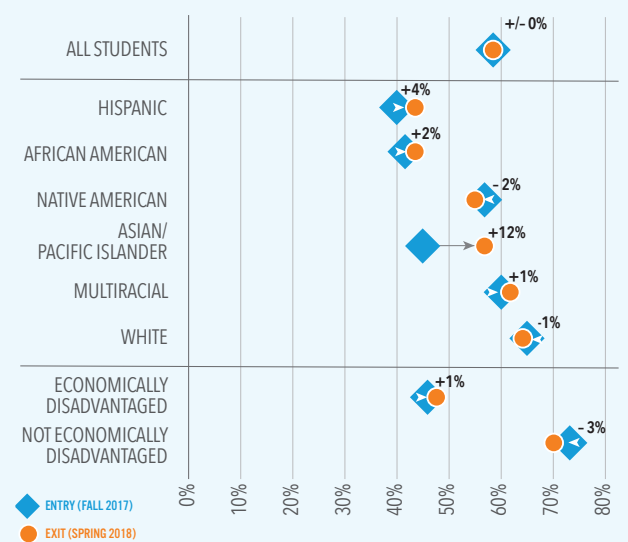
As in past years, the variety of different kindergarten readiness assessments deployed across the region presents challenges to interpretation and to tracking performance over time. The information available for this report reflects outcomes from seven different assessments used by Tulsa-area school districts. While consistent, comprehensive assessment remains an aspiration, these data provide an outline of regionwide performance. Nearly 60 percent of the region's kindergartners enter school ready to learn as measured by each district's assessment, and among the 40 percent who are not ready, few make enough progress during kindergarten to catch up to grade level (Asian/Pacific Islander students are the exception).

WHY IT MATTERS

Kindergarten readiness measures underscore the extent to which achievement gaps start early in a child's life, with large gaps by race, ethnicity, and income readily apparent.

An important goal behind increasing enrollment in quality pre-K programs is to prepare students for their K-12 experience which is a critical aspect of closing part of these early gaps.¹¹ In an ideal world, a singular consistently utilized kindergarten readiness assessment would help policymakers understand whether efforts around pre-K enrollment have created the desired effect.

KINDERGARTEN READINESS AT ENTRY AND EXIT, FALL 2017 & SPRING 2018



These scores reflect outcomes for pre-literacy skills measured at entry and exit of kindergarten. The outcomes are based on national norms for each of the seven tests used by ImpactTulsa partner districts.





Third-Grade Reading

WHAT THE DATA SAYS

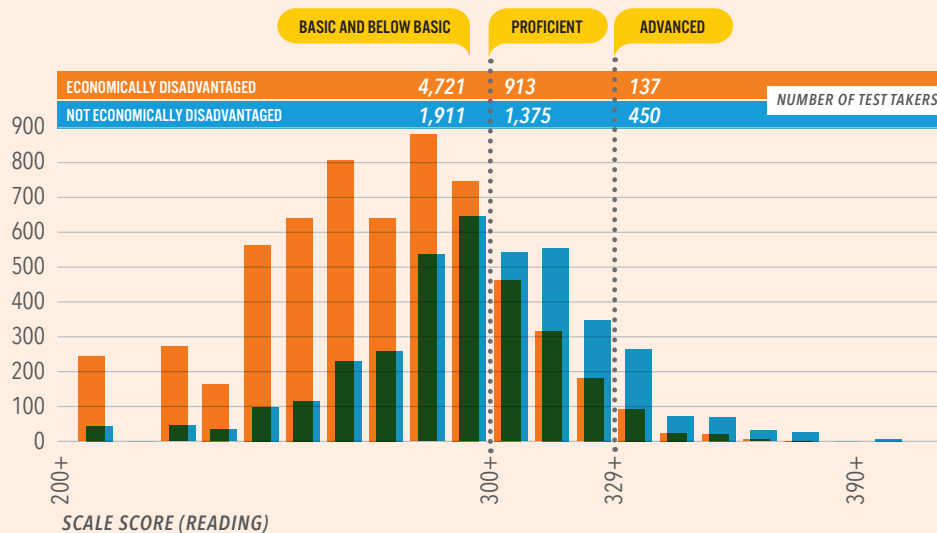
Third-grade reading proficiency rates fell from 36 to 30 percent, and proficiency declines were spread across all racial/income subgroups. A 10-day school closure that immediately preceded the reading assessment almost certainly played a role in the drop. Similarly, abrupt declines across the state support that story.¹²

WHY IT MATTERS

The value of disseminating these results is questionable given the unusual circumstances surrounding the assessment. It's likely that next year's report will show a rebound to 2017 proficiency levels or even higher. Until then, this snapshot says Tulsa 3rd graders are well below their national peers in reading. Regardless of the assessment conditions, the data shows a pronounced achievement gap by race and socioeconomic status.



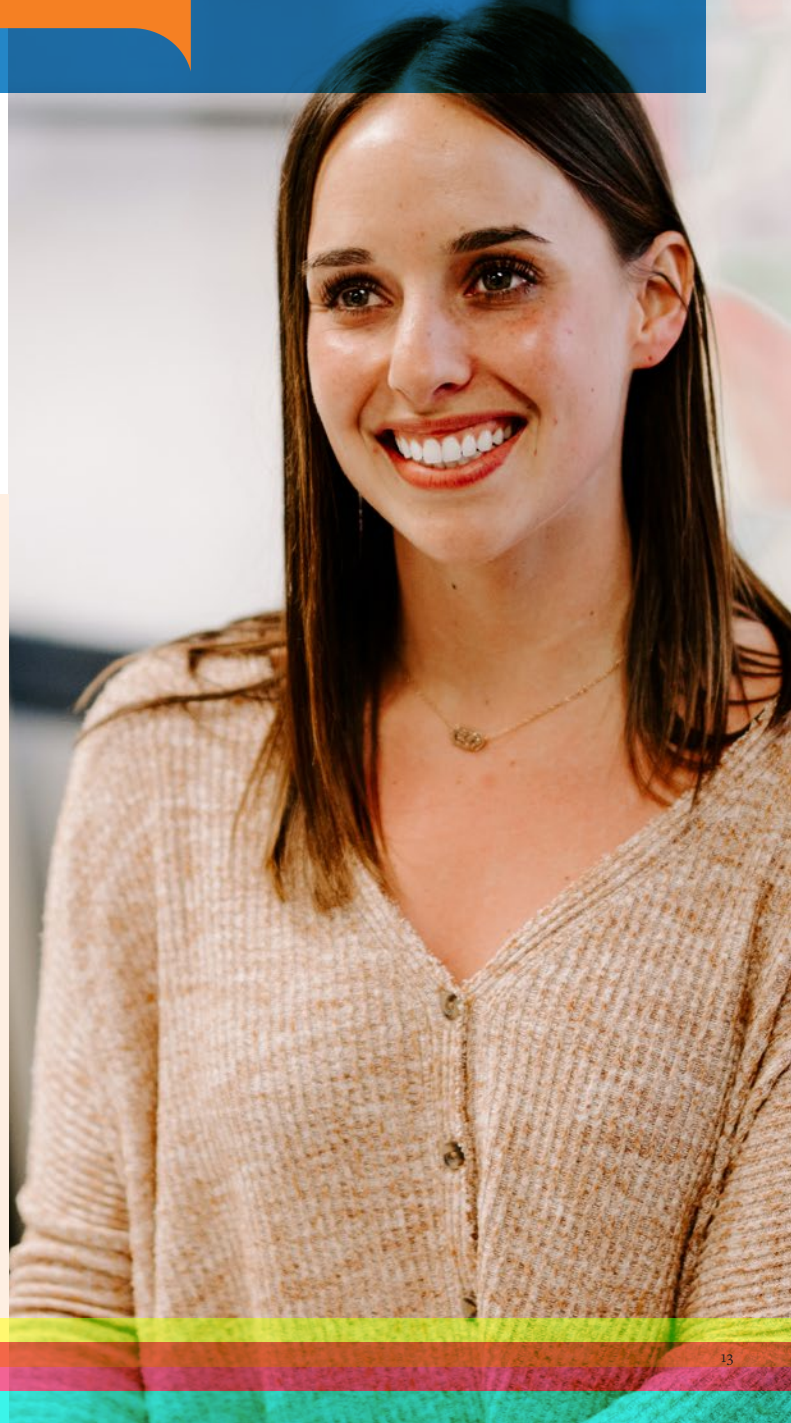
DISTRIBUTION OF THIRD-GRADE READING PROFICIENCY SCORES, 2018



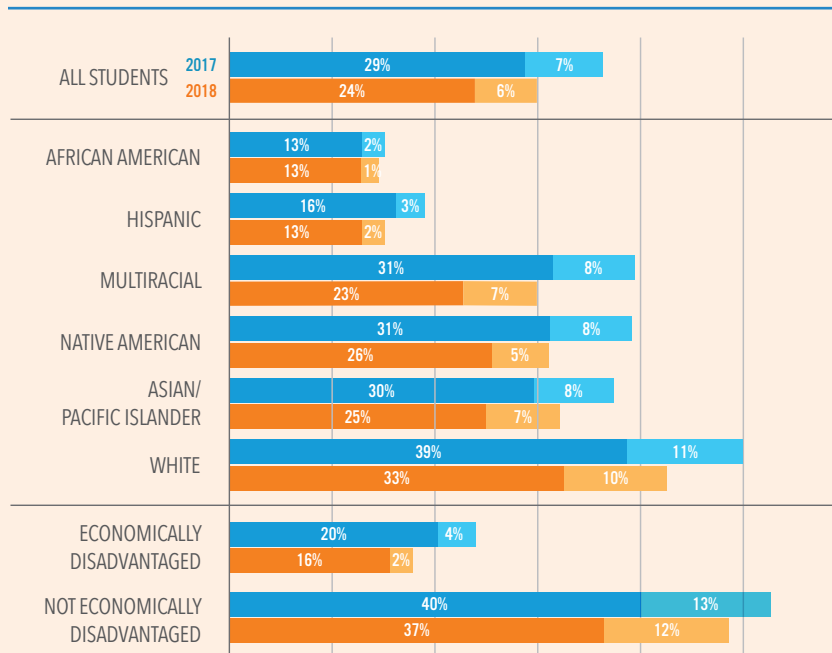


“The walkout brought a lot of awareness to education in our state. There were a lot of challenges our students were facing that people who were not directly connected to education may not have truly understood. The walkout gave an opportunity to give our voice and fight for what our students need.”

KELSEE DYESS
Teacher



PERCENTAGE OF THIRD-GRADE STUDENTS PROFICIENT OR ADVANCED IN READING, 2017 AND 2018



Eighth-Grade Mathematics

Eighth-Grade Mathematics

WHAT THE DATA SAYS

Last spring's school closures may have adversely impacted the 8th grade math assessments, but we don't see the abrupt decline measured in the 3rd grade reading score—either for the Tulsa region or the state. The share of students deemed proficient fell by about two percentage points (23.3 to 21.0 percent). One-in-ten economically disadvantaged students are proficient. For economically disadvantaged, African American students, the proficiency rate is less than one-in-twenty.¹³

Overall, Tulsa students are in a bottom tier of performance for 8th grade mathematics nationally. Statewide proficiency levels, which are comparable to Tulsa's, have fallen below U.S. averages since the early 2000s ranking 43rd out of 50.¹⁴

WHY IT MATTERS

The labor market is reserving its highest returns for workers with two broad skill sets: social and math. In an era of accelerated technological progress, workers' unique human abilities to communicate, negotiate, persuade, task trade, and engage with others are increasingly valuable. Workers who can pair social skills with math-related capabilities (e.g., budgeting, accounting, forecasting, statistical analysis) will see a range of job opportunities and stronger wage growth.¹⁵



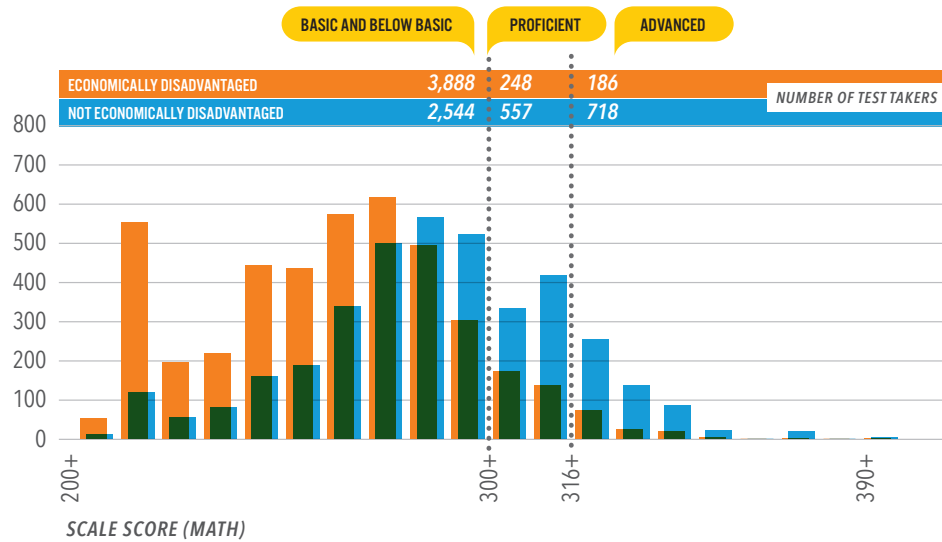
“We are more global now. It is bigger than Oklahoma City versus Tulsa. Our babies in Tulsa deserve an education that enables them to compete in a global market.”

DEVON DOUGLASS
City of Tulsa Chief Resilience Officer

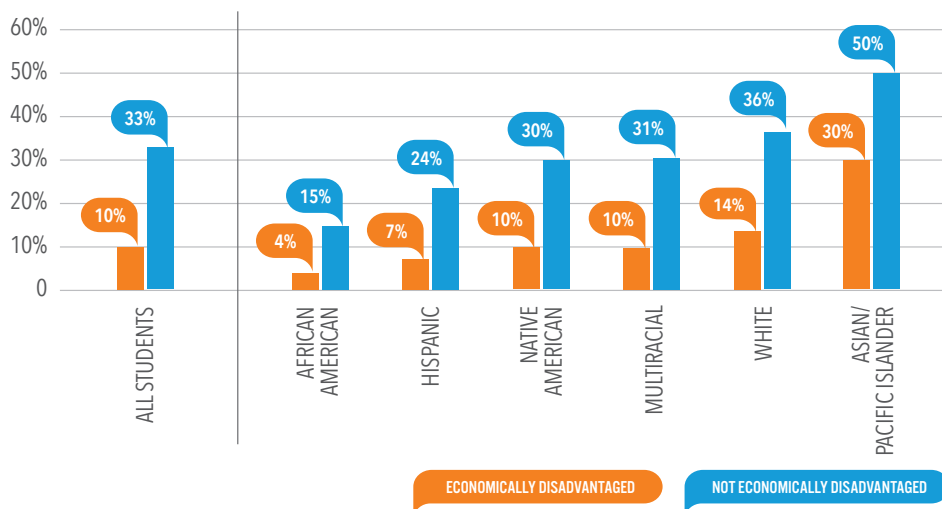
“One of the greatest challenges in the teaching profession is recognizing that we are not just teaching curriculum to students. Being a teacher means being able to provide counseling support to students, it means being able to nurture their passion outside of your classroom to develop the whole child.”

CINDY GAETE
Teacher

DISTRIBUTION OF STUDENTS PROFICIENT OR ADVANCED IN EIGHTH-GRADE MATH BY ECONOMIC STATUS, 2018



PERCENTAGE PROFICIENT OR ADVANCED IN EIGHTH-GRADE MATH DISAGGREGATED BY RACE AND ECONOMIC STATUS, 2018



Graduate 918

High School Graduation

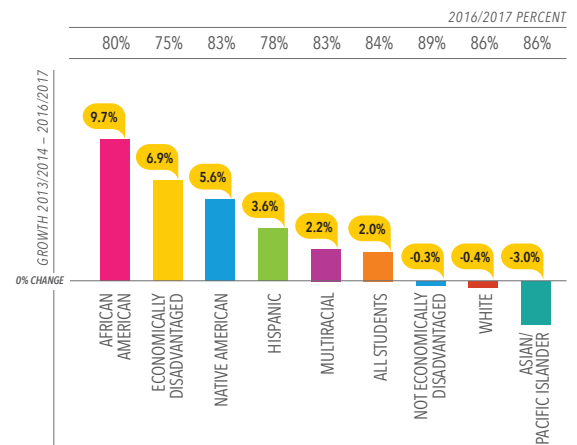
WHAT THE DATA SAYS

The on-time, four-year graduation rate has increased by two percentage points since 2013-14. This was driven by a 10 percentage point increase for African American students and a 4 percentage point increase for Hispanic students. Meanwhile, the graduation rate for students who are White remained flat while students who are Asian/Pacific Islander saw a 3 percentage point decline. However, these two racial groups continue to have the highest graduation rates.¹⁶

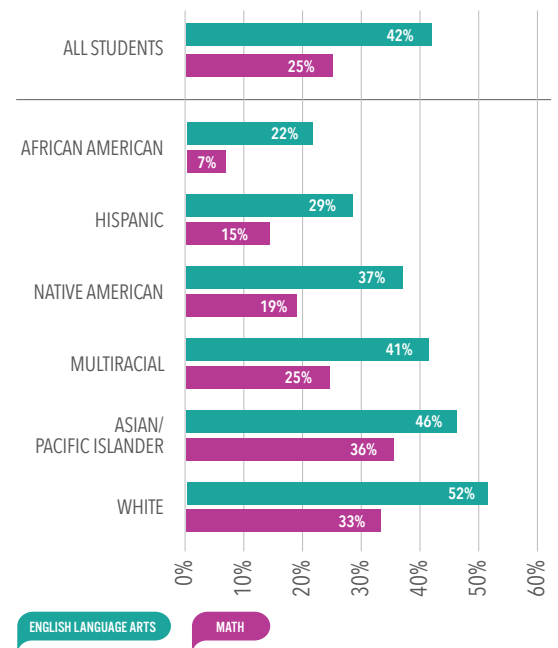
The high school graduation rate is close to the U.S. average, so regional schools are hitting par when it comes to student persistence and completion. College-entrance exams offer insights in the quality of the completions. SAT and ACT results from across the region indicate about 42 percent of the region's 11th graders are ready for college-level work in English language arts, and only a quarter are ready for college math. The findings reveal stronger performance in language than math, which mirrors the 3rd and 8th grade test results. Subgroup analyses yield striking achievement gaps. For example, only four percent of low-income African American students are ready for college math while 39 percent of middle and upper-income White students are.

On a better note, high school concurrent enrollment in technical education—through Tulsa Tech—steadily increased during 2012-2018.¹⁷ The programming helps address a well-recognized, technical skills shortage. For students, the coursework begins a path to well-paying opportunities in the skilled trades.

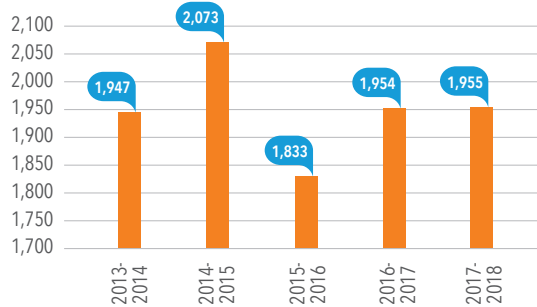
CHANGE IN HIGH SCHOOL GRADUATION RATES BY DEMOGRAPHIC GROUP, 2016-17



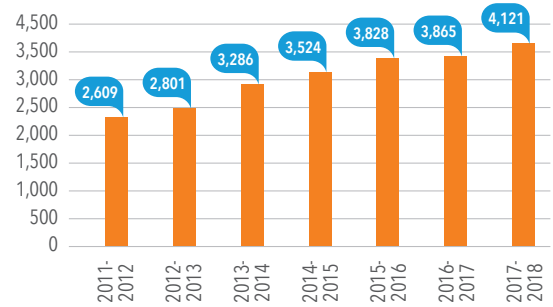
PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS, 2018



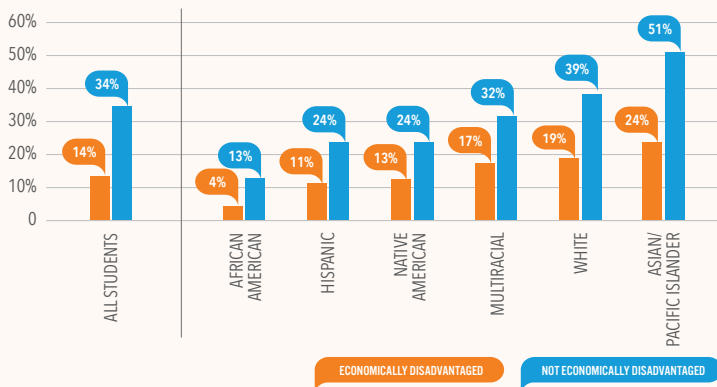
TULSA COMMUNITY COLLEGE CONCURRENT ENROLLMENT, 2013-2018



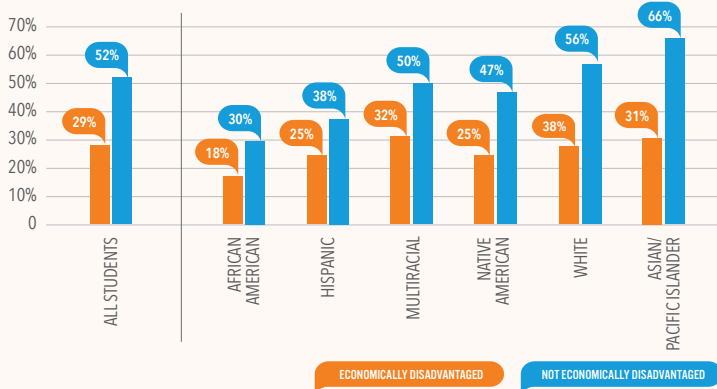
TULSA TECH SECONDARY STUDENT ENROLLMENT (FULL-TIME), 2011-2018



PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS IN MATH, 2018



PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS IN ENGLISH LANGUAGE ARTS, 2018



WHY IT MATTERS

High school graduation is a minimum requirement for students aspiring to reach the middle class. In December 2018, the unemployment rate for adults without a high school degree was still 5.8 percent—two percentage points higher than the rate for high school graduates and nearly triple the unemployment rate for college graduates at 2.1 percent.¹⁸ High school dropouts have also seen relatively slow wage growth since the early 1990s.¹⁹ Economists and technologists foresee an acceleration of technological progress in coming years through artificial intelligence, machine learning, and robotics. Technology will replace more routine work, which will further hurt the job prospects for adults without a high school diploma.

Boosting college-readiness is an imperative as the region continues to advance its college-going agenda. Absent improvements in readiness, successful enrollment efforts will yield growing numbers of underprepared students who require remediation.



“Our community is obviously changing. The best way to meet the needs of the students is having an understanding of the different cultures and making sure we are inclusive.”

JESSICA LOZANO-ALVAREZ
Parent



Graduate 918

Postsecondary Entry and Completion

WHAT THE DATA SAYS

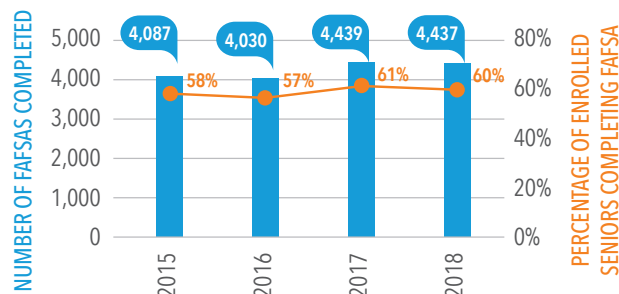
The in-state, first-time college-going enrollment edged up—from 52 to 53 percent—during 2017-2018. This represents the share of Tulsa area high school graduates who enroll in Oklahoma public and private universities and colleges. The region—like the state—has seen a decline in enrollments among recent high school completers since 2014.²⁰ However, the picture is incomplete—missing enrollments by students who attend public and private institutions outside of Oklahoma. By national comparison, first-time enrollment rates were steady during 2014-2016.²¹

WHY IT MATTERS

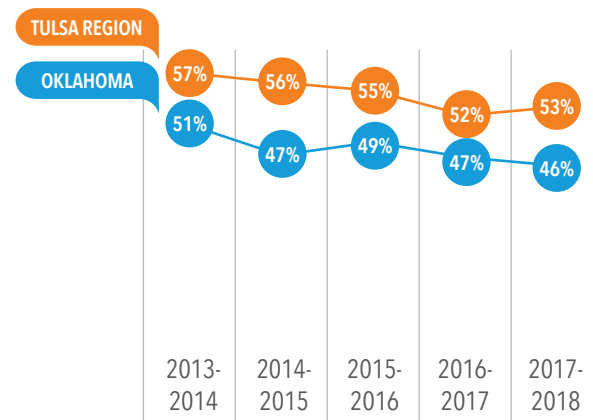
An anticipated acceleration of technological progress will increase the demand for high-skilled labor in Tulsa and across the country. Automation is unlikely to eliminate entire occupations, but it will disrupt them. Workers will interact with increasingly sophisticated technology across all industries. More workers will require the kind of flexible, project-based, problem-solving skills gained in postsecondary institutions to effectively compete in the job market.²²



FAFSA COMPLETION FOR HIGH SCHOOL SENIORS, 2015-2018



PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLING IN OKLAHOMA COLLEGES, 2013-2018

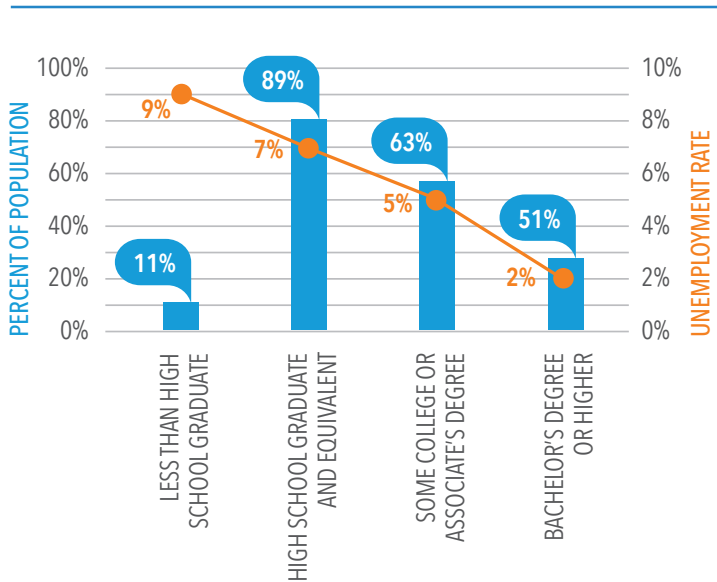


“I wish the community would take time to truthfully understand what the students are seeing in the classroom, what teachers are experiencing in the classroom, and the new processes of applying to colleges and preparing ourselves for the next steps actually looks like. If we can get everybody on the same page, it would be a lot easier to advocate for the things we need.”

MACKENZIE TOLIVER
High School Senior



EDUCATIONAL ATTAINMENT AND UNEMPLOYMENT IN TULSA COUNTY, 2013-2018



Call to Action

This partnership has made strong progress in its five years. At its outset, pre-K was undersubscribed, kindergarten readiness was unassessed, reading exams were untrusted, and the high school graduation rate was unknown. Today, the community is focused on the outcomes it intends to improve and has made solid progress on increasing pre-K enrollments and eliminating barriers to college financial aid. This partnership has done amazing work in short order.

But, we have a long way to go.

When we committed to rigorous measurement and accountability, we did so with the understanding that we would uncover findings that were difficult to believe and painful to accept. This report highlights a number of those specific findings. Consider just one of them: one-in-twenty low-income, African American 8th graders are proficient in math. One in twenty. Findings like that lead to a broader, more troubling conclusion: for too many of our students, Tulsa is not a land of opportunity. Our reality doesn't match our aspirations.

With this 5th Community Impact Report, we are declaring an opportunity crisis.

We are calling on education, business, faith, nonprofit, civic, and philanthropic communities to own this reality and collectively work to eliminate systemic barriers that trap our students of color and low-income students. The work requires a laser focus on the widest disparities, starting with the hundreds of students who fall well below the most basic levels of proficiency. It requires listening carefully to students, parents, neighbors, counselors, coaches, teachers, and others to identify what's getting in the way of learning—inside and outside the schoolhouse. And, it requires partnering with employers, doctors, dentists, social service providers, transit agencies, educational leaders and anyone else capable of eliminating those barriers.

Tulsa has strong vision around opportunity. Together, we will make it a reality.

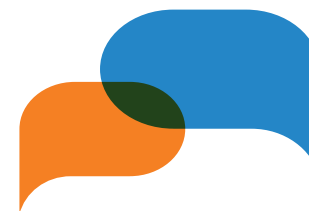
“The power of these partnerships and the community as a whole recognizing the needs of welcoming our diverse learners and families and making this a real welcoming community is critical. We can't just do this as schools alone. We need the community to work together as a whole to do amazing things for everyone we serve.”

LAURA GRISSO
School District Administrator

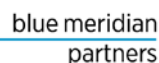


CITATIONS

1. Chetty, R., Hendren, N. Jones, M., Porter, S. (2018). *Race and Economic Opportunity in the United States: An Intergenerational Perspective*. Retrieved from http://www.equality-of-opportunity.org/assets/documents/race_paper.pdf
2. Opportunity Insights. (2019). *The Opportunity Atlas: Mapping the Childhood Roots of Social Mobility*. Retrieved from <https://www.opportunityatlas.org/>
3. U.S. Census Bureau. (2019). *2013-2017 American Community Survey*. Retrieved from <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
4. Ibid
5. National Education Association. (2018). *Rankings of the States 2017*. Retrieved from http://www.nea.org/assets/docs/180413-Rankings_And_Estimates_Report_2018.pdf
6. Oklahoma State Department of Education. (2017). *Emergency Certifications*. Retrieved from <https://sde.ok.gov/documents/2017-09-13/emergency-certifications>
7. National Center for Education Statistics. (2018). *NAEP Assessment Data*. Retrieved from <https://nces.ed.gov/nationsreportcard/data/>
8. Oklahoma State Department of Education. (2018). *State public enrollment totals*. Retrieved from <https://sde.ok.gov/documents/2014-02-13/state-student-public-enrollment-2013>
9. The Campaign for Grade-Level Reading. (2016). *School Readiness*. Retrieved from <http://gradelevelreading.net/our-work/school-readiness>
10. National Education Association. *Research on Early Childhood Education*. Retrieved from <http://www.nea.org/home/18226.htm>
11. Bipartisan Policy Center. (2017). *A bipartisan case for early childhood development*. Retrieved from <https://bipartisanpolicy.org/library/a-bipartisan-case-for-early-childhood-development/>
12. Oklahoma State Department of Education. *State Summary Reports*. Retrieved from <https://sde.ok.gov/assessment-administrator-resources-administrators>
13. Ibid
14. National Center for Education Statistics. (2018). *NAEP Assessment Data*. Retrieved from <https://nces.ed.gov/nationsreportcard/data/>
15. Spielhagen, F.R. (2006). *Closing the achievement gap in math: The long-term effects of eight-grade algebra*. *Journal of Advanced Academics*, 18, 34-59
16. Oklahoma State Department of Education. *Oklahoma Public School Graduation Rates*. Retrieved from <https://sde.ok.gov/documents/2015-09-25/oklahoma-public-school-graduation-rates>
17. Oklahoma Department of Career and Technology Education, Information Management Division. (2016). *Tulsa Technology Center Profile*. Retrieved from https://tulstatech.edu/wp-content/uploads/2018/03/Tulsa_2016.pdf Additional data provided by Dr. Sue Lee Director of Institutional Research, Tulsa Tech.
18. U.S. Bureau of Labor Statistics. (2019). *Unemployment rates for persons 25 years and older by educational attainment*. Retrieved January 30, 2019, from <https://www.bls.gov/charts/employment-situation/unemployment-rates-for-persons-25-years-and-older-by-educational-attainment.htm>
19. U.S. Bureau of Labor Statistics. (2018). ECONorthwest Analysis, *Labor Force Statistics from the Current Population Survey*. From <https://www.bls.gov/cps/earnings.htm>
20. Oklahoma State Regents for Higher Education. (2016; 2017). *High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges*. Retrieved from <https://www.okhighered.org/studies-reports/preparation/CollegeGoingRates/CollegeRate2016.shtml>
21. National Center for Education Statistics. (2017). *Percentage of recent high school completers enrolled in college, by income level: 1975 through 2016*. Retrieved January 30, 2019, from https://nces.ed.gov/programs/digest/d17/tables/dt17_302.30.asp
22. Deming, D. J. (2017). *The growing importance of social skills in the labor market*. *Quarterly Journal of Economics*



SINCE OUR FOUNDING IN 2014, OUR WORK HAS BEEN MADE POSSIBLE BY THE GENEROUS SUPPORT OF:



IMPACTTULSA LEADERSHIP COUNCIL 2018

Alison Anthony	President and CEO, Tulsa Area United Way	Kim Johnson	CEO, Tulsa City-County Library
Keith Ballard	Professor, Educational Leadership and Policy Studies, OU-Tulsa	Ken Levit	Executive Director, George Kaiser Family Foundation
Howard Barnett	President, OSU - Tulsa	Marla Mayberry	Assistant VP of Institutional Advancement, Langston University
Stacey Butterfield	Superintendent, Jenks Public Schools	Tom McKeon	President Emeritus, Tulsa Community College
GT Bynum	Mayor, City of Tulsa	Marc Maun	EVP - Chief Credit Officer, BOK Financial
Gerard Clancy	President, The University of Tulsa	Frank Murphy*	Executive Chairman, Genisys Controls
Bruce Dart	Executive Director, Tulsa County Health Department	Mike Neal	President and CEO, Tulsa Regional Chamber
Adam Doverspike	2019 Chair, TYPros	Ray Owens	Pastor, Metropolitan Baptist Church
Steven Dow*	Executive Director, Community Action Project	Brian Paschal	President and CEO, Foundation for Tulsa Schools
Janet Dunlop	Superintendent, Broken Arrow Public Schools	Susan Plank	CEO, YMCA of Tulsa
Jeff Dunn	President, Mill Creek Lumber & Supply	John Schumann	President, OU-Tulsa
Sherry Durkee	Superintendent, Sand Springs Public Schools	Stacy Schusterman	Chairman, Samson Energy Company, LLC
Moises Echeverria	2018 Chair, TYPros	Ben Stewart*	Program Officer, George Kaiser Family Foundation
Deborah Gist	Superintendent, Tulsa Public Schools	Kathy Taylor**	Leadership Council Chair, ImpactTulsa
Leigh Goodson	President and CEO, Tulsa Community College	Steve Tiger	CEO and Superintendent, Tulsa Technology Center
David Greer	Chief Program Officer, Project Lead the Way	Annie VanHanken	Senior Program Officer, George Kaiser Family Foundation
Justin Harlan	Executive Director, Reading Partners	David Wagner	Partner and CFO, Schnake Turnbo Frank
Kirt Hartzler	Superintendent, Union Public Schools		

*Executive Committee Members **Leadership Council Chair, ImpactTulsa

IMPACTTULSA STAFF

Carlisha Williams Bradley, MPA	Executive Director
Delia Kimbrel, MA, PhD	Director of Research & Analysis
Jessica Smith, MSEd	Senior Director of Education and Collaborative Action
Alex Paschal	Director of Community Engagement
Andrea Stacy	Director of School District Support
Dan Botting, MAE, MPP	Data Analyst
Lauren Thiesse, MPA	Continuous Learning and Improvement Manager
Michelle Allgood, MPA	Continuous Learning and Improvement Project Manager
Vanessa Dinh-Nguyen	Administrative Assistant



ImpactTulsa

907 S. Detroit Ave., Suite 600
Tulsa, OK 74120
info@impacttulsa.com

[f](#) [t](#) www.impacttulsa.com

© ImpactTulsa 2019