

PATHWAYS TO OPPORTUNITY

2019 COMMUNITY IMPACT REPORT



COMMUNITY PARTNERS

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

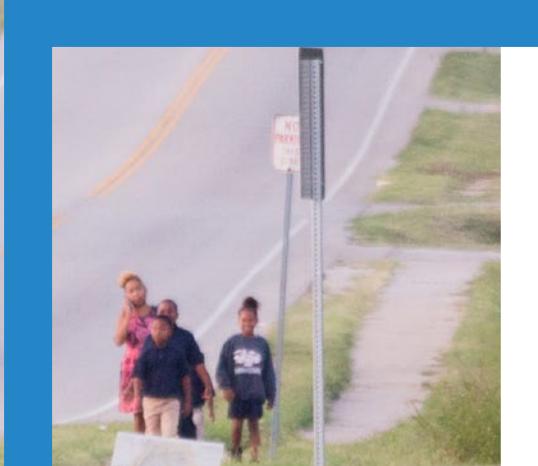
SCHOOL DISTRICT PARTNERS

**Districts who have been partners since our founding*



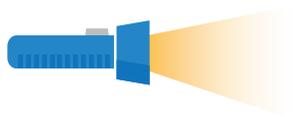
POSTSECONDARY PARTNERS





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IMPACTTULSA USES DATA
AS A FLASHLIGHT, NOT A HAMMER.

First Steps in Creating a Land of Opportunity

Last year's Community Impact Report declared an opportunity crisis. Groundbreaking research showed that too many Tulsans were economically "stuck in place" across generations and did not participate in the American Dream as popularly conceived. We learned a young African American child born to low-income parents in Tulsa County in the 1980s had just a 1-in-26 chance of reaching an upper income group as a young adult. If that same child had been born in the 74120 zip code, those chances fell close to zero. The economic mobility odds for low-income white, Native American, and Hispanic children were a little better, but still not adequate. The findings were eye-opening and unsettling.

This year, we transitioned from diagnosis to action.

In July, Tulsa was selected as one of just ten cities to participate in a new, national initiative aimed at improving economic mobility. Supported by leading foundations, the initiative provides access to the experts behind the mobility research—led by Harvard University economist Raj Chetty. Each participating city brings data, promising strategies, and shared learnings. For example, the City of Tulsa and the Community Service Council's Equality Indicators Initiative use data to measure progress toward equality across Tulsa's zip codes and to better understand the landscape of opportunity and access throughout the city. ImpactTulsa and Tulsa Public Schools can also bring the Child Equity Index (CEI) work to the table to offer a focus on improving opportunities specifically for children.

Launched in 2018, the CEI operates under the theory that structural and systemic factors inside and outside the school building affect student outcomes. Yes, students need access to great educators, reasonable class sizes, aligned curriculum, and adequate learning time. But, if they are going to reach their full potential, they also

need stable housing, wellness visits, dental checkups, reliable transportation, low-crime neighborhoods, and more. Educators cannot change community conditions, and that's where ImpactTulsa and its partners come in.

The CEI measures neighborhood conditions using more than 40 indicators across a range of domains. It assesses how factors such as housing affordability, healthcare access, poverty rates, crime rates, and unemployment rates collectively impact student outcomes. The index uncovers systemic disparities across neighborhoods and points to areas ready for intervention. One area of the CEI work drilled down into the relationship between chronic absenteeism and the ease of getting to school, including student walk distances, access to sidewalks, and transit availability. Collaborative Action Network and strategy teams, facilitated by ImpactTulsa, are exploring how improved transportation options, greater community supports, and comprehensive solutions to address the barriers children living in certain neighborhoods face getting to school may contribute to better attendance. These are examples of how cross-sector and community approaches are being tried to solve problems in education. And it's just the beginning.

Establishing Tulsa as an authentic "land of opportunity" is a journey. ImpactTulsa was designed for this work, and our founding principles will guide us: measure what matters, identify effective practices, and align resources. Our vision hasn't changed, and we've enlisted remarkable cross-sector partners and community members during our six-year journey. We look forward to engaging in this nation-leading work and contributing to Tulsa's future of broadly shared prosperity.



A handwritten signature in green ink, appearing to read "GT Bynum", with a long, sweeping flourish extending to the right.

Mayor GT Bynum
Chair, ImpactTulsa Leadership Council



A handwritten signature in black ink, appearing to read "Carlisha Williams Bradley", written in a cursive style.

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.

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.**

VISION

ALL STUDENTS ARE GUARANTEED A HIGH-QUALITY EDUCATION.

MISSION

IMPACTTULSA ALIGNS THE COMMUNITY TO PROVIDE A PATHWAY FOR ALL STUDENTS TO THRIVE.

OUTCOME AREAS OF FOCUS



KINDERGARTEN
READINESS



THIRD-GRADE
ENGLISH LANGUAGE ARTS
PROFICIENCY



EIGHTH-GRADE
MATHEMATICS
PROFICIENCY



HIGH SCHOOL
COMPLETION
COLLEGE & CAREER
READY



POSTSECONDARY
ENROLLMENT



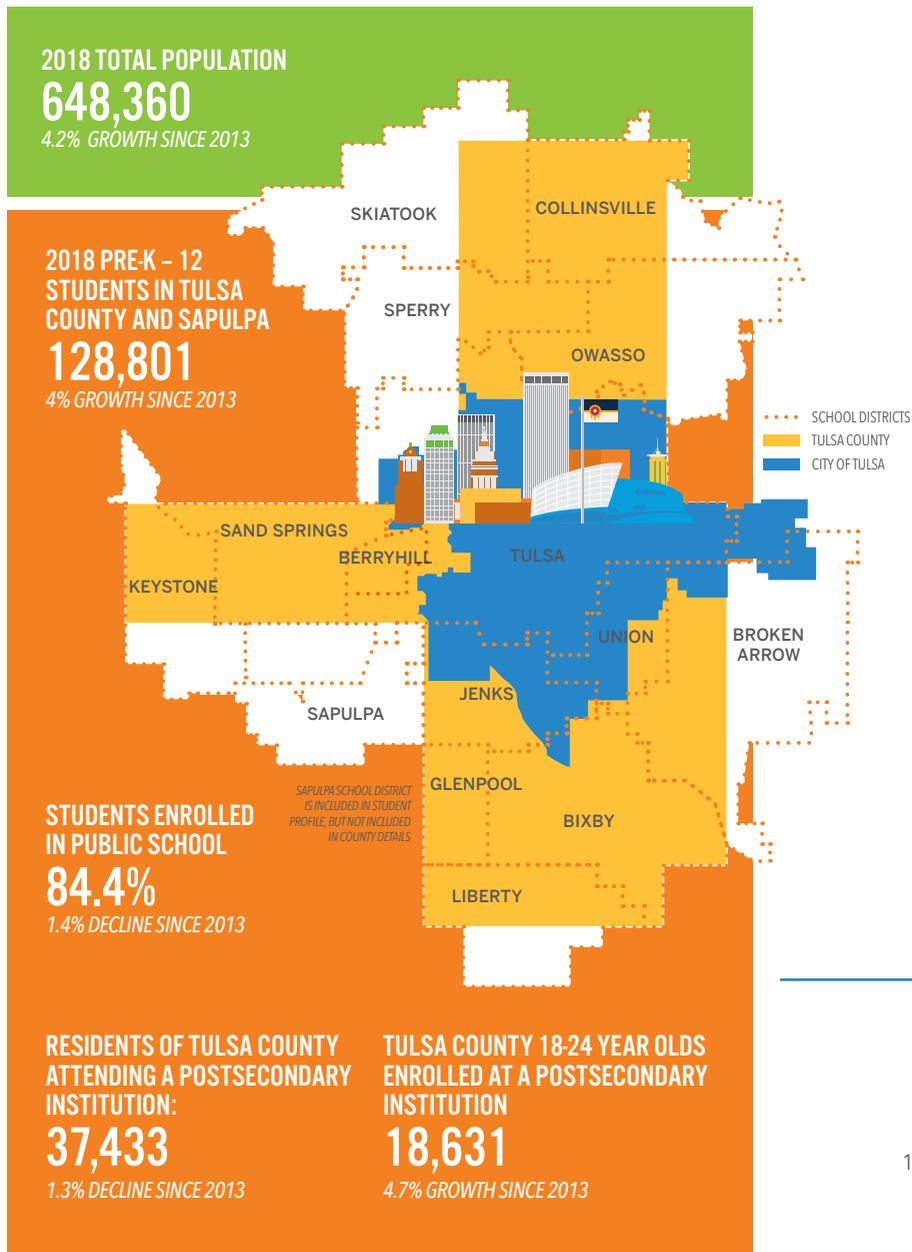
POSTSECONDARY
COMPLETION



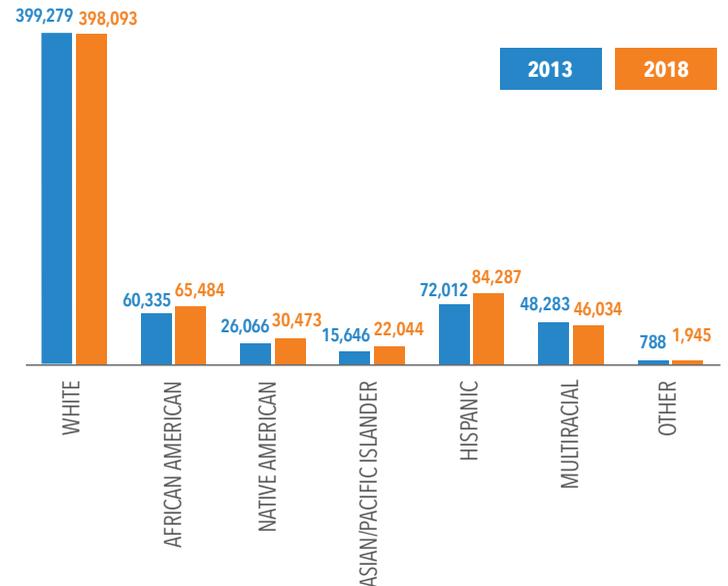
StriveTogether is a national, nonprofit network of 67 community partnerships. The network's mission is to build the capacity of communities to dramatically improve educational outcomes for every child from cradle to career by providing strategic assistance, network communications and high-quality resources.



Tulsa Area Demographics^{1,2}



TULSA COUNTY DEMOGRAPHIC BREAKDOWN 2013 TO 2018



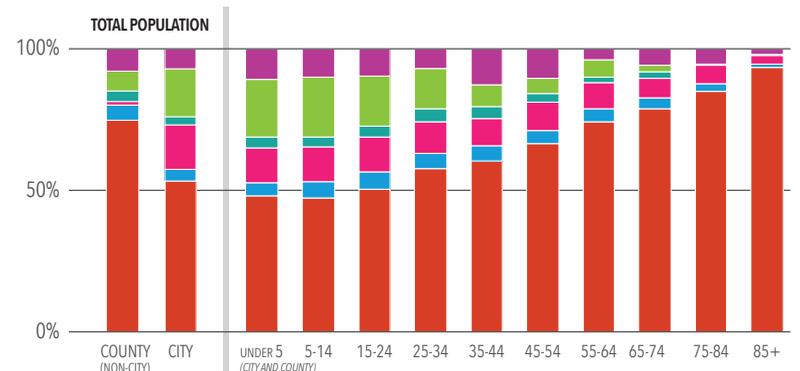
2018 PERCENT OF POPULATION

WHITE	61%	AFRICAN AMERICAN	10%	NATIVE AMERICAN	5%	ASIAN/PACIFIC ISLANDER	3%	HISPANIC	13%	MULTIRACIAL	7%	OTHER	<1%
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GROWTH 2013-2018

WHITE	0%	AFRICAN AMERICAN	9%	NATIVE AMERICAN	17%	ASIAN/PACIFIC ISLANDER	41%	HISPANIC	17%	MULTIRACIAL	-5%	OTHER	147%
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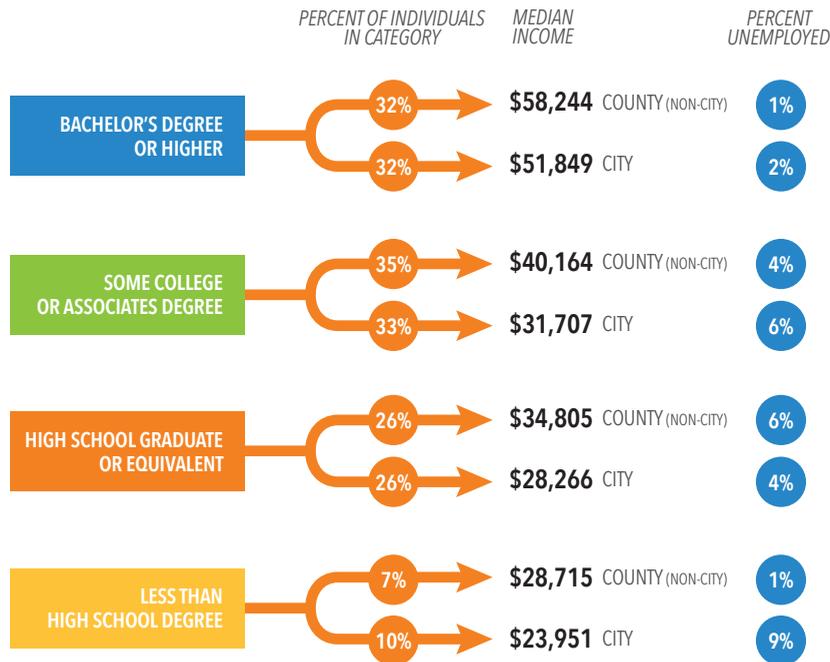
DEMOGRAPHIC MAKEUP



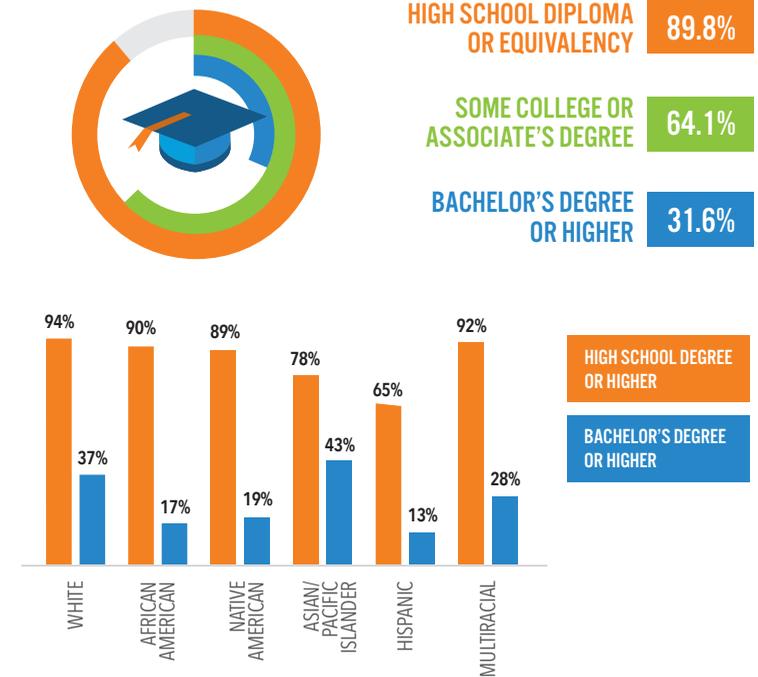
Race/Ethnicity	County (Non-City)	City	Under 5	5-14	15-24	25-34	35-44	45-54	55-64	65-74	75-84	85+
MULTIRACIAL	8%	7%	11%	10%	10%	7%	13%	10%	4%	6%	5%	2%
HISPANIC	7%	17%	20%	21%	18%	14%	7%	6%	6%	2%	1%	0%
ASIAN/PACIFIC ISLANDER	4%	3%	4%	3%	4%	5%	4%	3%	2%	2%	0%	0%
AFRICAN AMERICAN	1%	16%	12%	12%	12%	11%	9%	10%	9%	7%	6%	3%
NATIVE AMERICAN	6%	4%	4%	6%	6%	6%	6%	5%	5%	4%	3%	1%
WHITE (NON-HISPANIC)	75%	53%	48%	47%	50%	58%	60%	66%	74%	79%	85%	93%

Tulsa's population grew by four percent between 2013 and 2018, with the majority of growth coming from populations of color. Asian, Hispanic, and Native American populations all grew by double-digit percentages during this period, while the African American population grew by nine percent. The changing demographics of the region become apparent when looking at the distribution of race and ethnicity by age. Children of color make up over half of the population under age five while less than one in four adults 45 or older are of color.

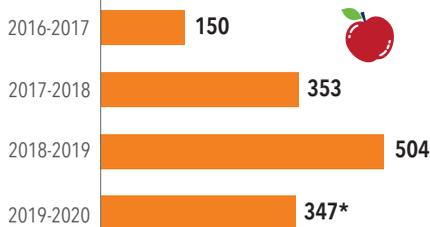
EDUCATION AND UNEMPLOYMENT



EDUCATIONAL ATTAINMENT FOR ADULTS OVER 25, TULSA COUNTY



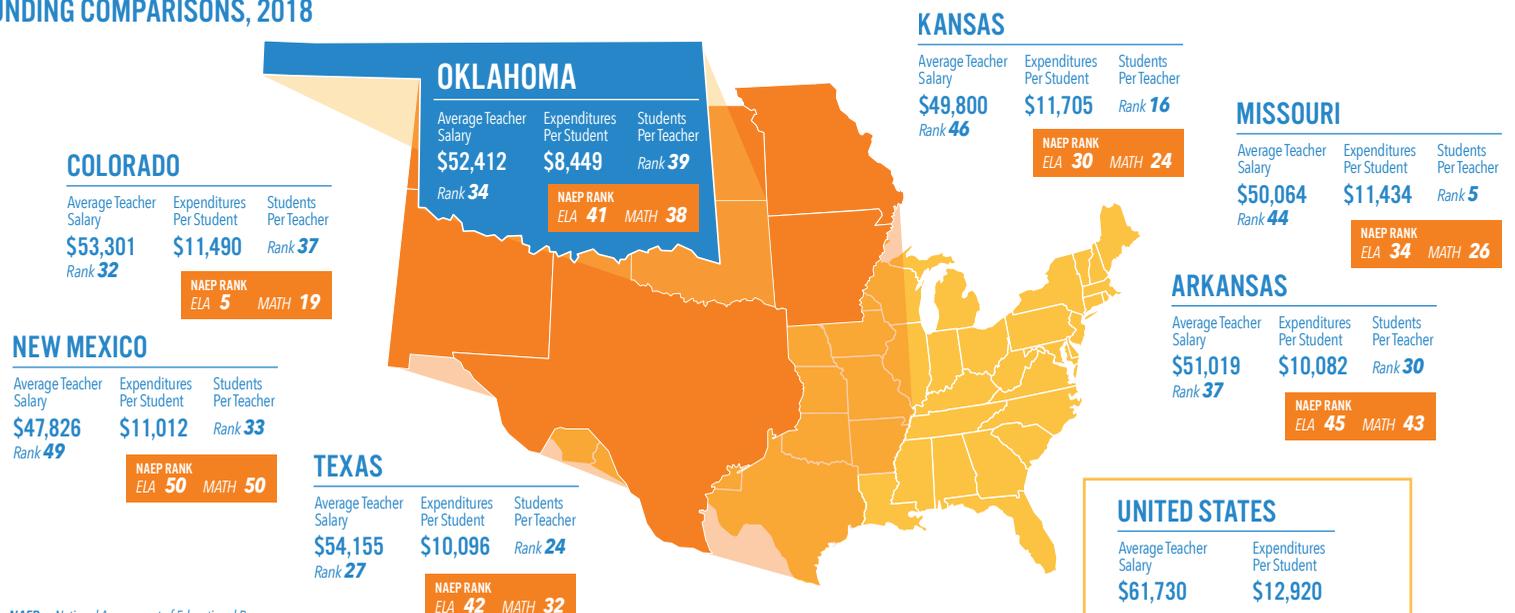
OKLAHOMA EMERGENCY TEACHER CERTIFICATIONS, TULSA COUNTY⁴



* Estimates through December of 2019

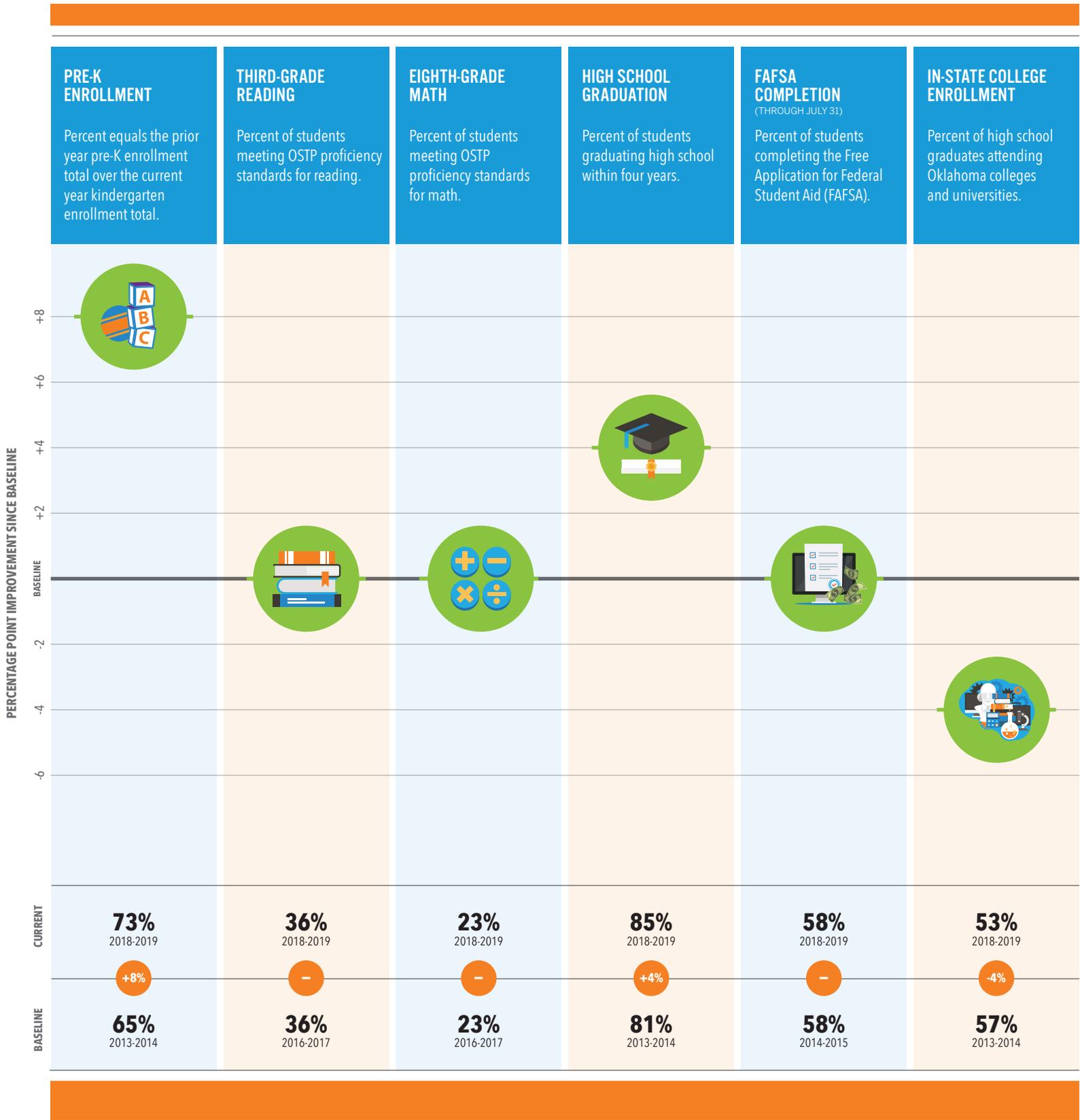
Salaries of instructional staff in Oklahoma increased by 13 percent between 2017-18 and 2018-2019, boosting the state from 49th nationally to 34th.³ The increase in compensation recognizes the vital role played by teachers. Work remains to increase total education funding. Expenditures per student increased only 3.3 percent during the same period.

EDUCATION FUNDING COMPARISONS, 2018



NAEP = National Assessment of Educational Progress

Education Outcome Area Trends



TRENDS AND GOALS

ImpactTulsa has reached the point in our journey where we have identified the key indicators, measured them consistently over time, and can determine how to track progress and setbacks. We find good news early and late in the continuum. The eight-percentage point improvement in pre-kindergarten enrollment over five years may be the best news in this report. That translates to 814 more attendees in 2018-19 than if the participation rates of 2013-14 had persisted. The community should also take pride in the steadily improving high school graduation rate—up two percentage points from last year and four percentage points since the 2013-14 benchmark year. That’s progress.

Last year’s report showed declines in the two indicators tied to standardized testing—3rd grade English Language Arts (ELA) and 8th grade math. ELA and math proficiency rates returned to their 2016-17 levels—36 percent and 23 percent, respectively. It’s a relief the declines recovered, but disappointing we do not have progress to report—especially in math, given the low levels of proficiency.

Performance on the college-related indicators—FAFSA and in-state postsecondary enrollment—are flat or slightly down. Nationally, an extended economic expansion—now the longest in U.S. history—provides attractive opportunities outside of education. This could be one of many contributors to the college-related trends. No one looks forward to a recession, but when one inevitably arrives, we expect college-going rates to edge up.

This year’s report is missing a Kindergarten readiness indicator. Districts use a variety of assessments built on competing methods. Aggregating outcomes across these loosely-related tests does not yield the most reliable regionwide analysis. Some simplification and standardization of these assessments would be a productive step forward.

Bottomline on performance: more young Tulsans are starting education early (pre-K) and persisting through high school. Achievement is stubbornly stable, and nationally college enrollment is competing with job opportunities in an unprecedented economic expansion.

Trend tracking usually marks the end of the report. But this year we take an additional step—extending from “what is” to “what should be.” ImpactTulsa convened goal setting sessions. We set out to create goals that were: ambitious but achievable, actionable, time-limited, and equitable (that is, no gaps based on race, ethnicity, or income). The goals—reported in the following sections—are just first steps and additional goals will be developed. We recognize there are many factors that go into reaching these goals and there’s a lot of work that goes into moving outcomes. However, if Tulsa is going to achieve world-class status, our community will need to come together to reach these goals and press on to higher levels.



The Child Equity Index

LEARNING HOW NEIGHBORHOOD FACTORS AFFECT STUDENT SUCCESS

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 and resource for Tulsa area school districts and community partners to understand student need with consideration given to student residential environments.

The CEI measures student factors and neighborhood conditions, using more than 40 indicators across six domains of influence (see figure

below, *Domains of Influence*) —student-level factors, neighborhood health, neighborhood socioeconomic status (SES), neighborhood safety, neighborhood pride and custodianship, and neighborhood access. The tool measures the collective impact of these factors and conditions on student outcomes.

The place-based measures are attached to student addresses and residential environments using data captured at the census tract and zip code geographic boundaries.



DOMAINS OF INFLUENCE

The subdomains help us **target and align** resources based on different type of needs for both **students and neighborhoods**.

1 STUDENT LEVEL DOMAIN

Gender	Economic Disadvantage
Race/Ethnicity	Homeless
ELL	Special Alert (i.e. medical)
Student Mobility	EBL
Attended Pre-K	Suspensions

2 NEIGHBORHOOD HEALTH

Built Environment Score	ER Visits
Life Expectancy	Infant Mortality Rate
Mental Health/ Substance Abuse Visits	Teen Pregnancy
	Low Birth Weight

3 NEIGHBORHOOD SES

% of Population with Less than a High School Education	Receipt of SNAP (Food Stamps)
% of Pop below 100% FPL	Housing Cost Burdened
% of Pop below 200% FPL	Housing Quality and Condition
Unemployment Rate	

4 NEIGHBORHOOD SAFETY

Violent Crime (aggravated assault, homicide, rape, robbery)	Gun-related Mortality Arrests
Narcotics Crime	

5 NEIGHBORHOOD CUSTODIANSHIP

Nuisance/311 Complaints
Negative Land Use
Built Environment Nuisance

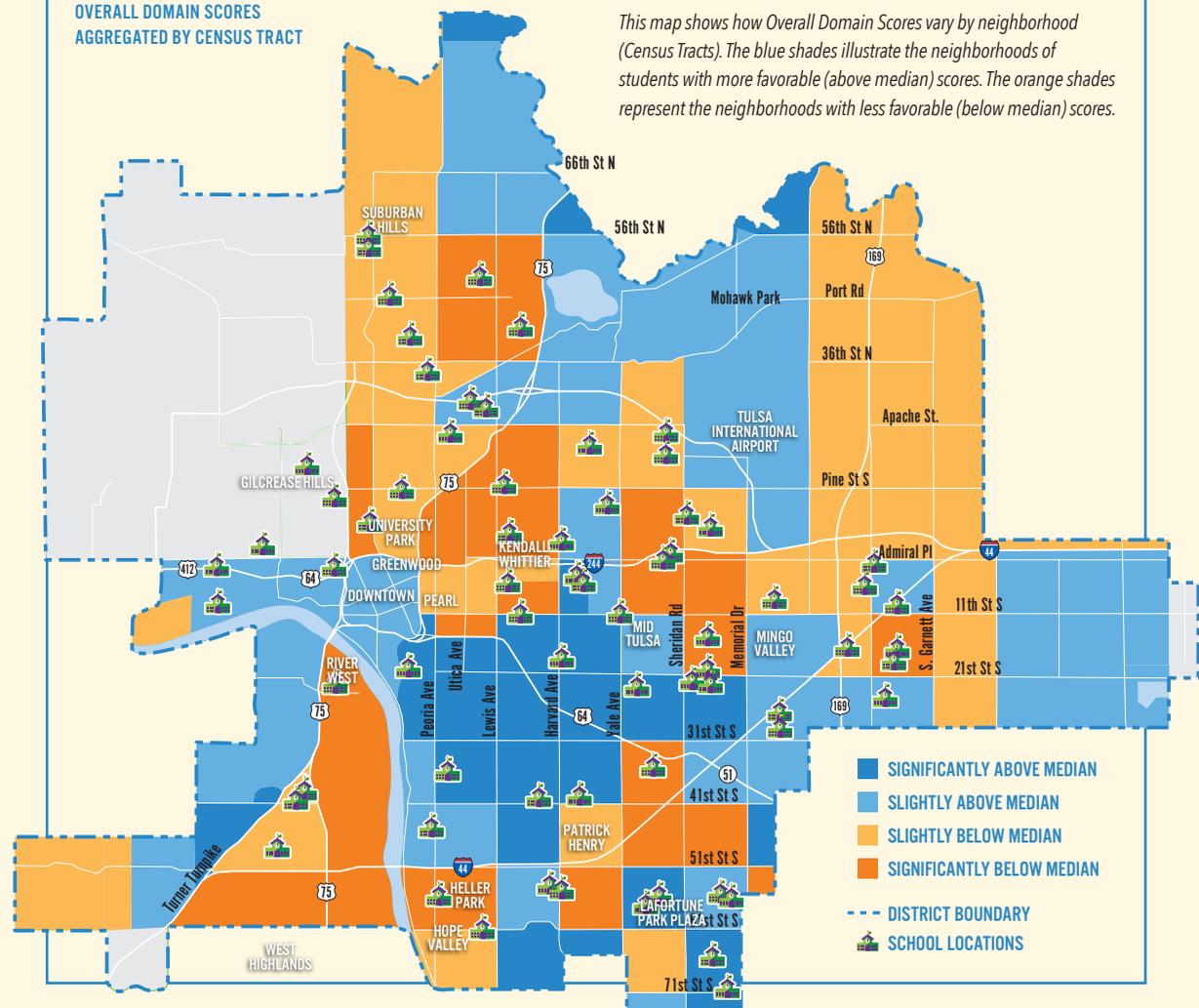
6 NEIGHBORHOOD ACCESS

Walkscore	Industrial/Oil Land Site
Transit	Highway
Grocery Stores	Parks, Trails, Schools
Vehicle Access	

DOMAIN INDEX SCORES

The index scores produced by the model help us understand the geographic landscape of access and opportunity. The map below illustrates the statistical relationship between overall neighborhood conditions and their contribution to academic outcomes for the students that live there. For instance, the blue-shaded census tracts represent areas with above-median (and more favorable) contributions to student academic outcomes, whereas the orange-shaded census tracts represent the areas with below-median (and less favorable) contributions. With the ability to look at how each individual domain contributes to the overall index, this information provides the ability to identify types of interventions needed to help close opportunity gaps and to overcome barriers to student success.

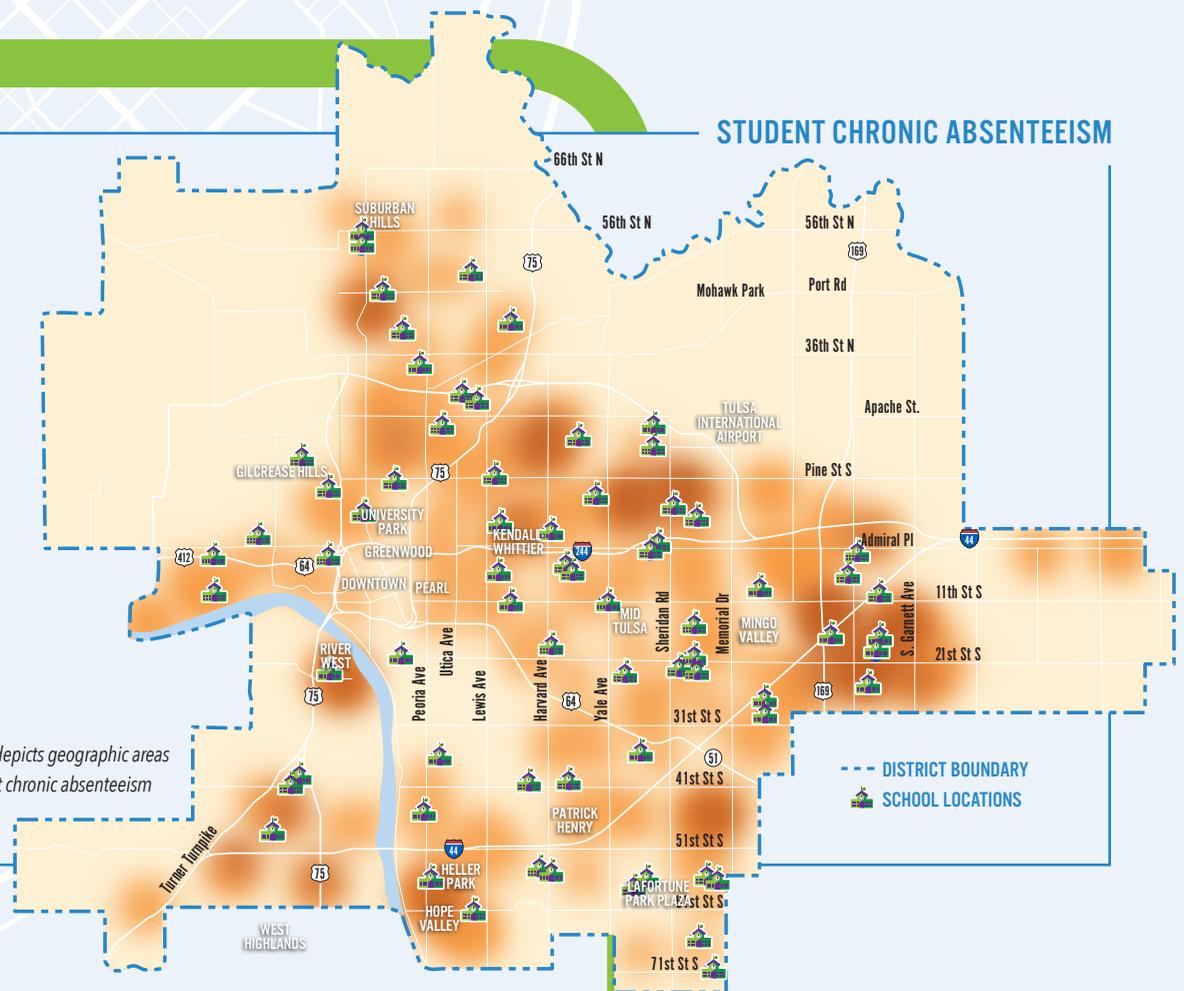
OVERALL DOMAIN SCORES AGGREGATED BY CENSUS TRACT



STUDENT CHRONIC ABSENTEEISM

One interesting example of how this data can be used is looking at where chronic absenteeism rates are highest across our city. Chronic absenteeism is defined as a student missing at least 10 percent of school days. Community partners, teams of leaders from Tulsa Public Schools, ImpactTulsa, and the City of Tulsa are already exploring areas for collaboration and key investments that can be made in neighborhoods to improve school attendance and in turn student outcomes.

Shading depicts geographic areas of student chronic absenteeism



THE CEI AND THE OPPORTUNITY ATLAS

The Opportunity Atlas, with its neighborhood-level estimates of economic mobility, has gained attention across the country since its release in late 2018.⁵ The Atlas follows 20 million Americans from childhood to their mid-30s and traces their paths to affluence or poverty back to the neighborhoods where the children grew up. It's a robust scorecard of where the American Dream is and isn't working. With these new data in hand, policymakers at all levels of government—schools districts, counties, cities, states—are looking for direction on where and how to intervene to improve economic mobility for today's youth.

As policymakers try to make use of the Opportunity Atlas, at least two questions come to mind:

First, are the neighborhood conditions of the 1970s and 1980s similar to the conditions we see today? Neighborhoods change over time—sometimes quite a bit.

Second, if neighborhood conditions show disparities, what specifically should be addressed on the ground?

The Child Equity Index (CEI) gives Tulsa a big head start on answering these questions. The CEI has already done the hard work of documenting the key neighborhood conditions that collectively affect student outcomes. We find a strong relationship between today's CEI scores and the Opportunity Atlas' neighborhood mobility scores. Generally, neighborhoods with low CEI scores today also show low economic mobility for children who grew up there decades ago. And, today's high CEI scoring neighborhoods generally show better historic mobility rates. Those relationships don't work everywhere, and some neighborhoods have switched positions over time. We have plenty to learn in those neighborhoods as well.

The bottom line: using current local data, the CEI provides an important confirmation of the Opportunity Atlas and reveals neighborhoods ready for investment. Furthermore, the CEI, built on more than 40 neighborhood indicators, suggests where we should start. Direct investments in schools are critical. But we will also find important solutions in our housing, health care, human service, and transportation systems. Pulling in these adjacent sectors is an important part of ImpactTulsa's work.



Attendance

WHAT THE DATA SAY

Average Daily Attendance (ADA) provides a high-level overview of attendance patterns by identifying the share of students that show up for school on the average day. By this measure, the region’s schools have underperformed relative to the statewide average since at least 2014-15 and have demonstrated a slight downward trend since then compared to the state.

But the seemingly high ADA levels and relatively small changes from year to year miss a critical part of the story, namely, the prevalence of students with serious attendance problems. To capture this information, schools and districts in many states now calculate the share of students missing at least ten percent of school days, the chronic absenteeism rate.

WHY IT MATTERS

Regular attendance lies at the core of success for students and schools. Research shows that absenteeism is an early warning indicator for both low achievement and dropping out. ImpactTulsa has found that kindergarten attendance affects later school engagement and attendance. When children are consistently present in the classroom, they are a part of a greater learning community that ensures their success. By prioritizing school attendance, parents can ensure that their children are academically successful, socially developed and community minded.

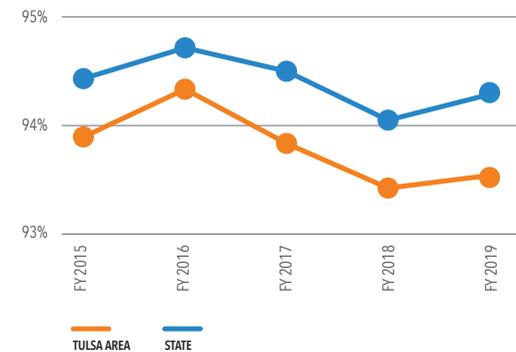
By creating and using a predictive model for chronic absenteeism, ImpactTulsa has helped school leaders determine who is at risk of becoming chronically absent with 86% accuracy by the 20th day of school. ImpactTulsa has worked alongside principals, attendance teams, and school staff to put into practice nationally researched strategies brought to Tulsa by Hedy Chang with **Attendance Works**. We explored how to bring the conversation of attendance into parent-teacher conferences, form attendance teams, use data to inform tiered decisions, utilize success mentors, and address a variety of health-related needs of chronically absent students. Furthermore, ImpactTulsa worked closely with four school districts and over 200 school leaders to better understand the root causes of absenteeism at their sites through data analytics, continuous learning and improvement coaching, and collaborative action networks.



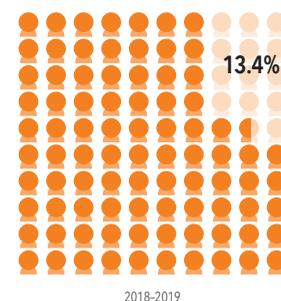
“The Continuous Learning and Improvement (CLI) model has pushed our school to consistently refine our practices by developing student-focused strategies with a personalized process that pairs sustainable interventions and ongoing student data monitoring. By collecting experiential data from students, families, and school staff, we were able to understand the hurdles that negatively affect attendance rates. From there, we worked with the community to design strategies and interventions tailored to the needs of students and families.”

LINDSEY JOHNSON – BROKEN ARROW PRINCIPAL

AVERAGE DAILY ATTENDANCE OVER TIME



CHRONIC ABSENCE IN THE REGION





Countdown to Kindergarten

Pre-K Enrollment

399 MORE STUDENTS WERE IN PRE-K IN 2018-2019 THAN IN 2012-2013

WHAT THE DATA SAY

Overall enrollment rates have increased every year since 2013, with recent increases of about one percentage point per year and slightly larger gains among African American, multiracial, and white populations.⁶ Only the Asian/Pacific Islander population had a lower enrollment rate in 2018 than in 2013, but this group continues to have a relatively high enrollment rate overall. These trends reflect region-wide efforts to improve pre-K outreach and enrollment.

Growth in enrollment rates will likely slow in the coming years, as the state is already a nationwide leader and children from families choosing private schools or whose parents prefer to keep them at home comprise an ever-larger share of children not already enrolled in public programs.

WHY IT MATTERS

Opportunity gaps, perpetuated by systemic inequities by income and race/ethnicity, begin to form in the earliest years of a child's life.⁸ Eliminating gaps requires early childhood interventions such as high-quality pre-K. Tulsa and Oklahoma are nationally recognized for their pre-K programming, and 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.⁹

One example of successful outreach efforts is ImpactTulsa's partnership with **The Power of Families Project** to successfully bring community members together to serve as trusted messengers about pre-K opportunities. The team of Promotoras, advocates from the community that work in and with the community, canvassed neighborhoods to share information with families about Pre-K enrollment which increased enrollment in target zip code areas.

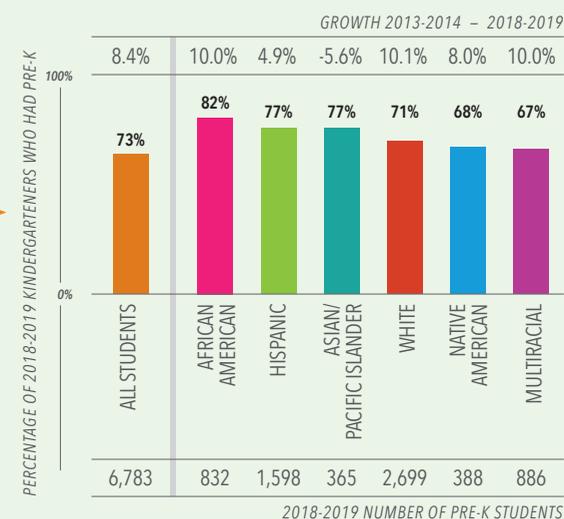
*"The goal of **The Power of Families Project (POF)**, is to remove the unique barriers that impede community engagement and school readiness among Tulsa's Hispanic/Latinx families, with a focus on Spanish-speaking, vulnerable and isolated families. We were proud to partner with ImpactTulsa as families were excited to hear this information from a trusted source and community member which helped increase enrollment. In addition, our team of Promotoras were empowered to be engaged as part of the solution in providing opportunities to their community."*

MARIA ELENA KUYKENDALL – POWER OF FAMILIES



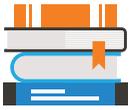
OKLAHOMA IS RANKED FOURTH IN THE NATION AS A LEADING STATE IN PROVIDING UNIVERSAL PRE-K ACCESS.⁷

PRE-K ENROLLMENT, FALL 2013 TO SPRING 2019



PRE-K ENROLLMENT OVER TIME





Third-Grade English Language Arts

WHAT THE DATA SAY

2019 third-grade English Language Arts (ELA) proficiency rates returned to levels seen in 2017 following a dip in 2018 attributable (at least in part) to the 10-day school closure that immediately preceded that year’s ELA assessment.¹⁰ While this rebound is encouraging, the region and state nonetheless remain among the bottom tier of states in elementary school ELA performance.

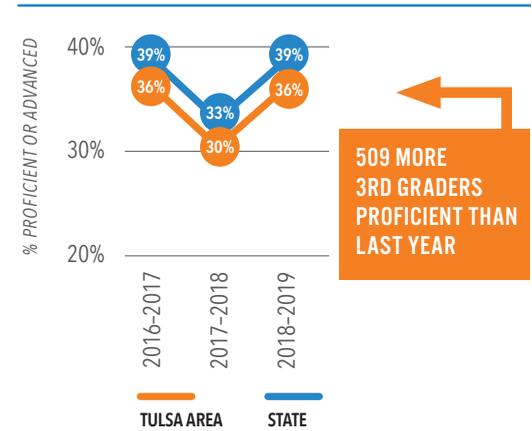
Rates for all racial subgroups except two returned to their 2017 rates; rates for African American and multiracial students fell just shy and remain far below the rates for white, Asian/Pacific Islander, Native American students. Only about 15 percent of subgroups with IEPs and ELL status meet the state’s proficiency level. Twenty-two percent of third graders with economic disadvantage are proficient, with disparities compounded by race and ethnicity: 12 percent of low-income African American third graders versus 37 percent of low-income Asian/Pacific Islander students meet the proficiency level.

WHY IT MATTERS

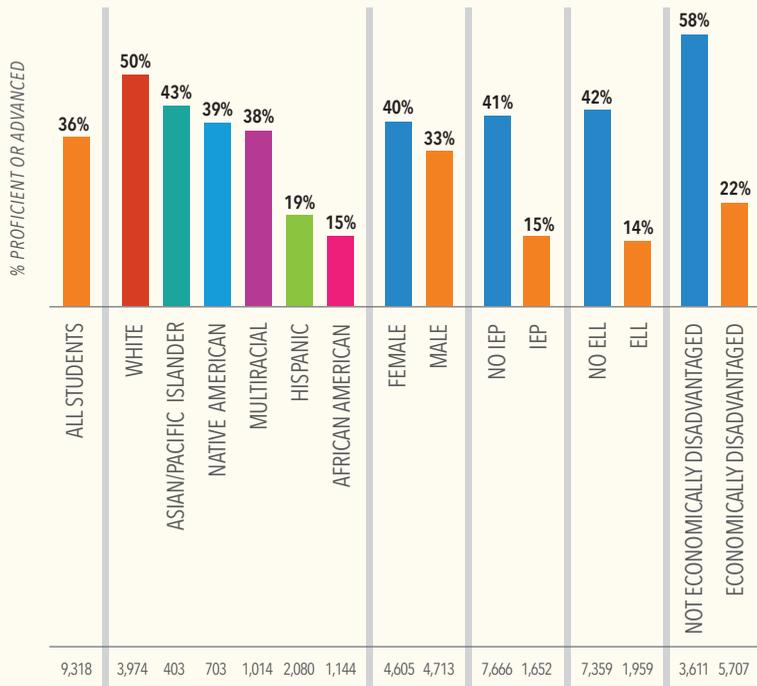
Third-grade ELA proficiency predicts subsequent educational success, including the likelihood of high school graduation. Given that, the existence of a large and persistent opportunity gap underscores the importance of improving outcomes for all student populations. The opportunity gap is a byproduct of both economic disadvantage and systems and structures in place that are producing racial and ethnic inequalities. Boosting ELA proficiency across all groups, but especially for the most underserved populations, is crucial for the future success of those students as well as the broader Tulsa community and workforce.

Programs like **Reading Partners** work to support students in underserved communities master basic reading skills in partnership with community volunteers to provide individualized, personal literacy interventions.

PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 3RD GRADE ENGLISH LANGUAGE ARTS

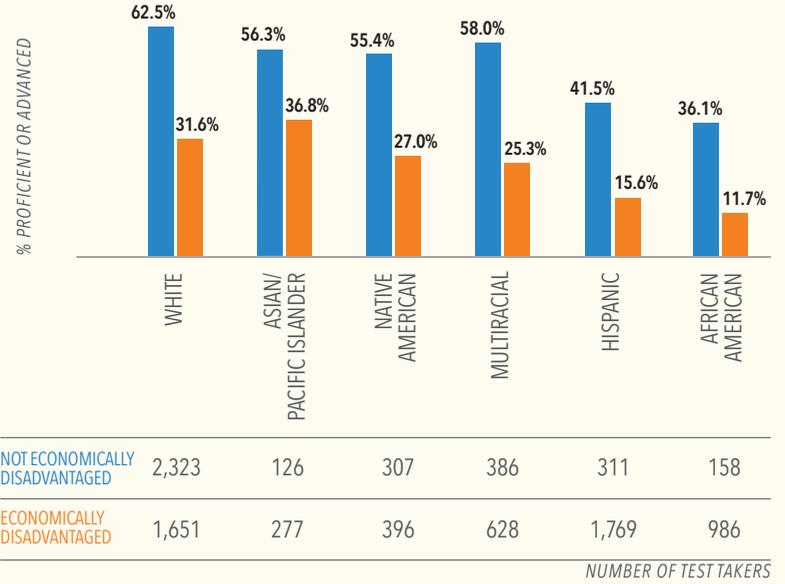


PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 3RD GRADE ENGLISH LANGUAGE ARTS 2018-2019



PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 3RD GRADE ENGLISH LANGUAGE ARTS BY RACE AND ECONOMIC STATUS, 2018-2019

OUTCOMES BY ECONOMIC STATUS AND RACE/ETHNICITY

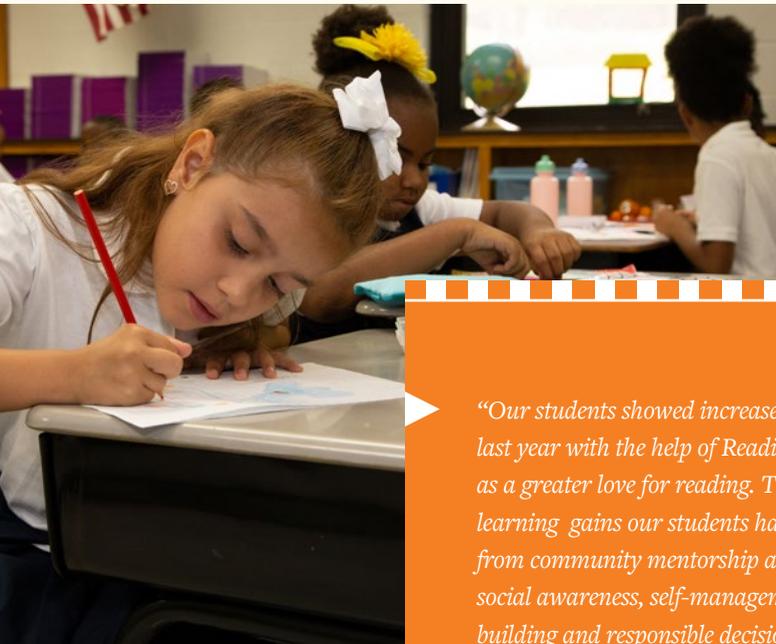


ELL= English Language Learner: A student whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

Source: Education Commission of the States

IEP= Individualized Education Program: A written document (developed collaboratively by parents and school personnel) which outlines the special education program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

Source: Oklahoma State Department of Education



“Our students showed increased academic growth last year with the help of Reading Partners as well as a greater love for reading. The social emotional learning gains our students have experienced from community mentorship are increased social awareness, self-management, relationship building and responsible decision making. Reading Partners is creating pathways of opportunity by helping students to become lifelong readers which intensifies the path of them becoming college and career ready.”

ELAINE BUXTON, TULSA PUBLIC SCHOOLS PRINCIPAL



Eighth-Grade Mathematics

Eighth-Grade Mathematics

WHAT THE DATA SAY

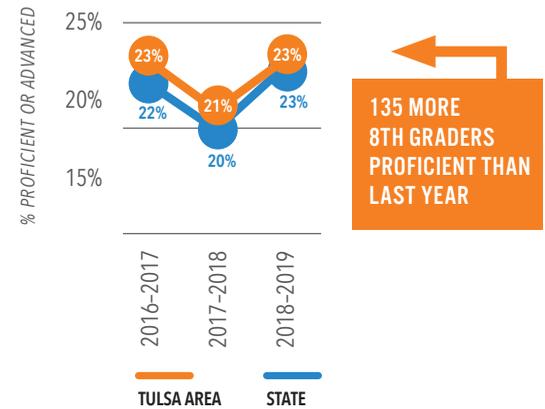
In 2019, the overall share of eighth graders deemed proficient in math returned to 23 percent, the same level seen in 2017. This mirrors the statewide trend, with outcomes in the region remaining at about the statewide average.¹¹ Oklahoma has underperformed relative to the national average since the early 2000s.¹² As with third-grade ELA performance, disaggregating eighth-grade math proficiency rates reveals large disparities in outcomes for African American, Hispanic, and low-income students, while rates for Asian/Pacific Islander students were the highest. Among students with economic disadvantage, proficiency rates range from eight percent for African American eighth graders to 30 percent for Asian/Pacific Islander students. Proficiency for ELL students and students with an IEP also fall well below the overall average.

WHY IT MATTERS

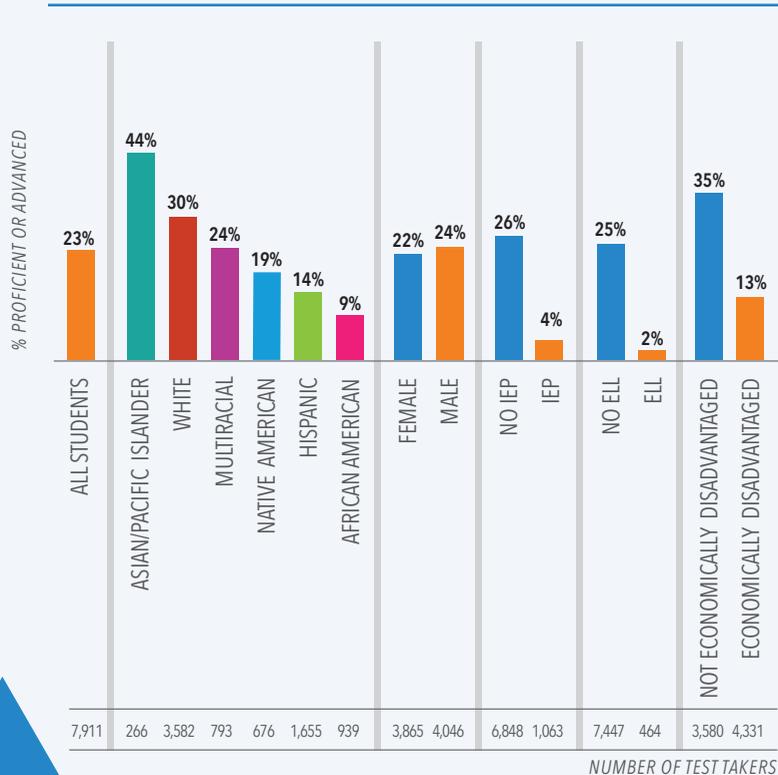
As technological progress accelerates in the world around us, math is an increasingly important skill set for any career path students choose to enter. In addition, math enhances students analytical skills and the ability to think critically in understanding society. Alongside math skills, students also need to develop social skills (abilities to communicate, negotiate and persuade) for a greater range of job opportunities and stronger wage growth.¹³

Programs like the Tulsa Regional Stem Alliance's **Me and My Math Mentor** highlight the impact of merging math and social skill development to provide Tulsa area students with unique learning opportunities.

PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 8TH GRADE MATH



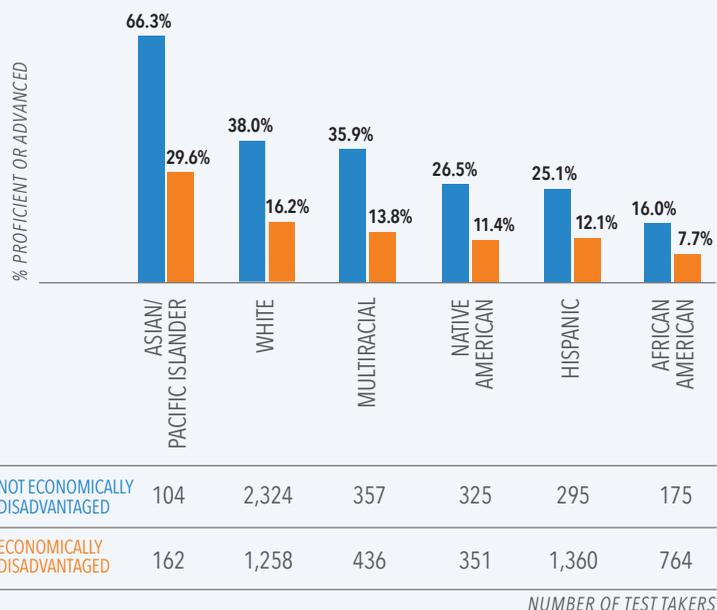
PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 8TH GRADE MATH 2018-2019



ELL= English Language Learner IEP= Individualized Education Program
Full definition on page 13

PERCENT OF STUDENTS PROFICIENT OR ADVANCED IN 8TH GRADE MATH BY RACE AND ECONOMIC STATUS, 2018-2019

OUTCOMES BY ECONOMIC STATUS AND RACE/ETHNICITY



“Me and My Math Mentor creates a pathway to opportunity for students by helping them get to know STEM professionals, experience mathematics that is social, team oriented, strategic, and inviting to become world class problem solvers through the number sense reinforcing platform of playing games. This program has increased math academic growth and reduced chronic absenteeism among student participants.”

XAN BLACK, TULSA REGIONAL STEM ALLIANCE



Graduate 918

High School Graduation

WHAT THE DATA SAY

The on-time, four-year graduation rate rose from 83 to 85 percent from 2015 to 2018. The increase was driven by increases across racial and income subgroups. Hispanic, Native American, and White students experienced increases of three percentage points each between 2017 and 2018. Multiracial students experienced the smallest increase (less than one percentage point). Large completion gaps persist, however. Hispanic and African American high schoolers have the lowest graduation rates (both 81 percent) compared to their counterparts. Men graduate on time at lower rates than women, and lower income students graduate on time at lower rates than students with higher incomes.¹⁴

The region's high school graduation rate remains close to the U.S. average, a strong finding given the region's relatively lower performance in middle school math.

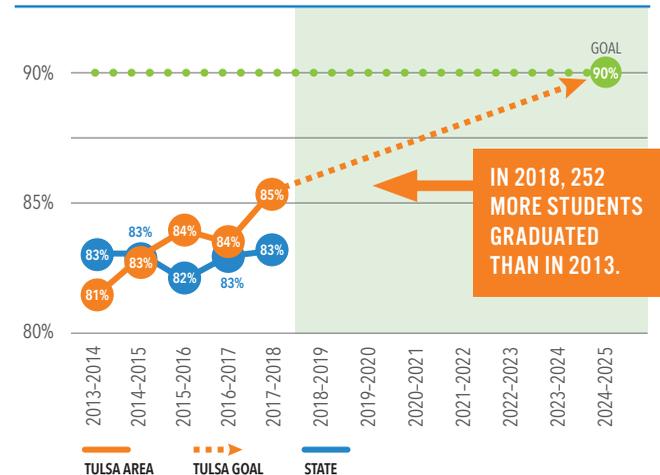
College/Career Readiness

SAT and ACT results from across the region indicate about 36 percent of the region's 11th graders are ready for college-level work in ELA, and 27 percent are ready for college math. The findings—stronger performance in language than math—mirror the 3rd and 8th grade test results. Subgroup analyses reveal striking opportunity gaps and deep systemic disparities particularly in comparison to the smaller (but still important) disparities in high school graduation rates. For example, only 5 percent of low-income African American students are ready for college math compared with 45 percent of middle- and upper-income white students.

On a better note, high school concurrent enrollment in community college and technical education centers made a big jump in the last year, with 2,123 students concurrently enrolled at Tulsa Community College (TCC)¹⁵ and 4,148 students enrolled at Tulsa Tech in 2018-19.¹⁶

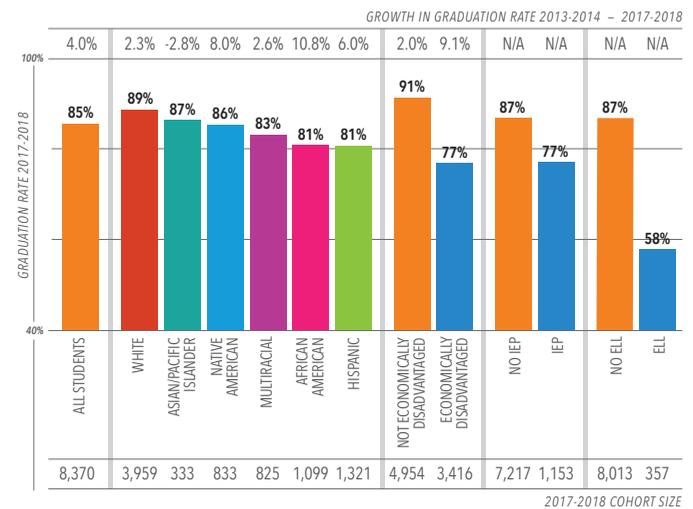
Concurrent enrollment at TCC gives students a head start on becoming prepared for college, provides an introduction to the higher demands of college-level courses, and allows students an early pursuit of their higher education, career, and professional aspirations. The programming at Tulsa Tech helps address a well-recognized technical skills shortage and puts students on a path to well-paying opportunities in the skilled trades.

GRADUATION RATE OVER TIME

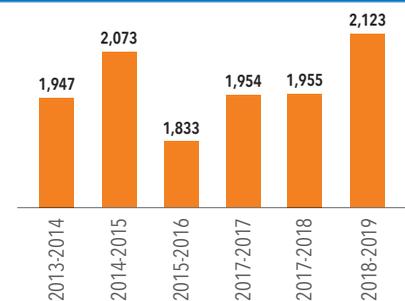


IN 2018, 252 MORE STUDENTS GRADUATED THAN IN 2013.

GRADUATION RATE BY DEMOGRAPHIC SUBGROUP



TULSA COMMUNITY COLLEGE CONCURRENT ENROLLMENT, 2013-2019



TULSA TECH SECONDARY STUDENT ENROLLMENT (FULL-TIME), 2013-2019



WHY IT MATTERS

High school graduation is a minimum requirement for students aspiring to earn a middle class income. As of November 2019, the unemployment rate for adults without a high school degree is still 5.3 percent—1.5 percentage points higher than the rate for high school graduates and more than twice the unemployment rate for college graduates (2.0 percent).¹⁷ High school dropouts have also seen relatively slow wage growth since the early 1990s.¹⁸ 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 could further hurt the job prospects for adults without a high school diploma. Boosting college and career readiness is an imperative as the region continues to advance postsecondary entry and completion.

Union's Career Connect program partners with local business and community leaders to offer job shadowing, apprenticeships, and internships in addition to their concurrent enrollment offerings. This real-world work experience allows students to learn from industry experts to make more educated decisions for themselves while in high school regarding postsecondary aspirations.

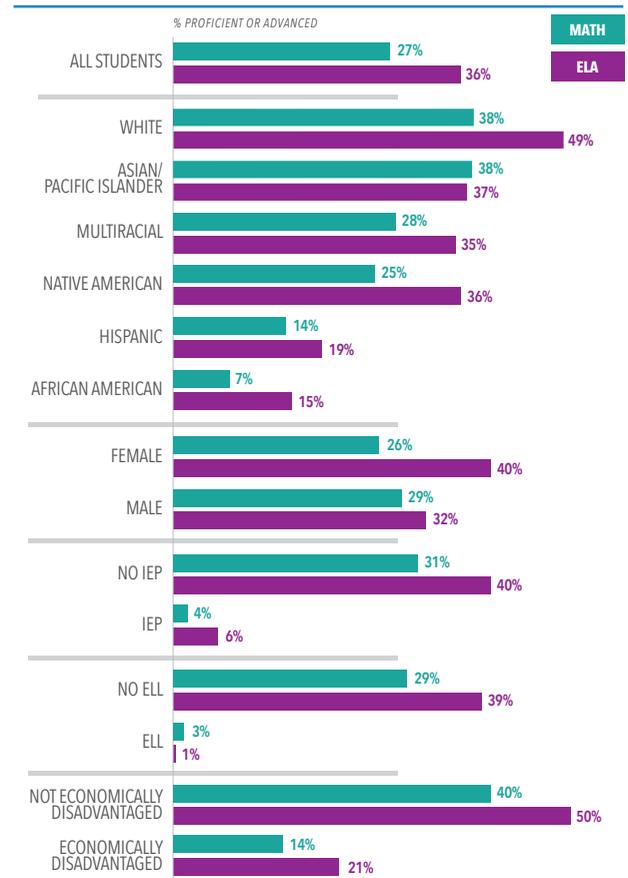


“Through this real world experiential learning program, students gain a sense of purpose, and can plan their path forward with a deep understanding about the career options they have available to them. All students in Career Connect gain soft skills and build professional relationships that will serve them well, now and in their future.”

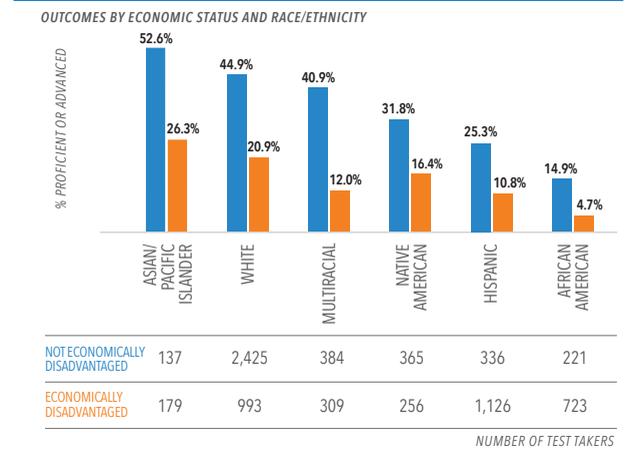
JENNY FLOWER, UNION CAREER CONNECT

ELL= English Language Learner IEP= Individualized Education Program
Full definition on page 13

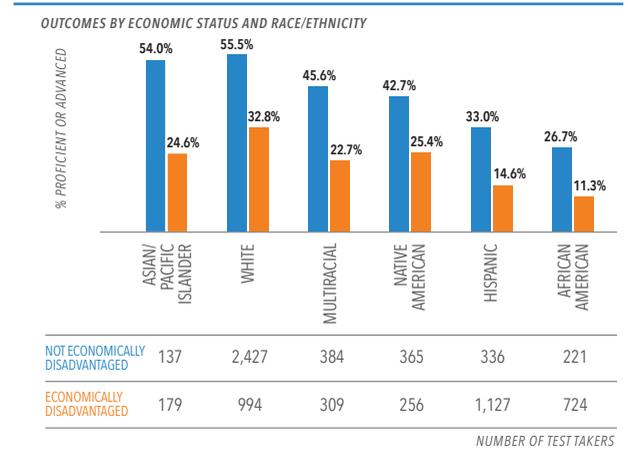
PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS IN MATH AND ENGLISH LANGUAGE ARTS, 2019



PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS IN MATH, 2019



PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING COLLEGE READINESS BENCHMARKS IN ENGLISH LANGUAGE ARTS, 2019





Postsecondary Entry and Completion

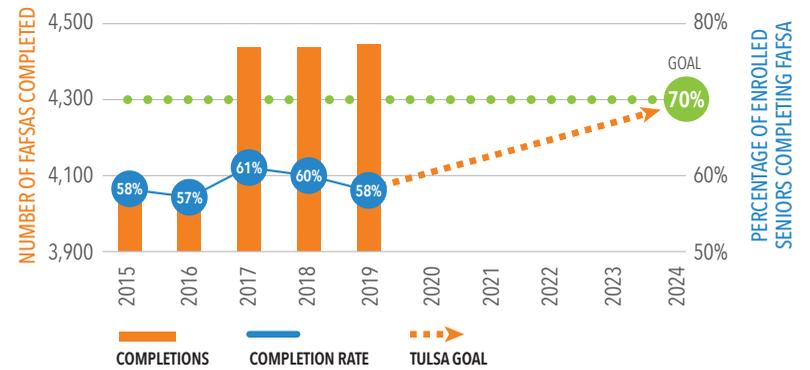
WHAT THE DATA SAY

Most students require some form of financial aid to attend college. Completing the FAFSA is the necessary first step towards accessing institutional, state, and federal support for postsecondary education. The region has sustained a substantial increase in FAFSA completions after 2015-16, the result of region wide efforts to boost the number of high school students that have completed the FAFSA by the time they graduate. Due in part to the region's higher graduation rate and, hence, increasing number of high school graduates, the overall FAFSA completion rate remains essentially unchanged relative to 2013-14 after slight declines in 2016-17 and 2017-18.

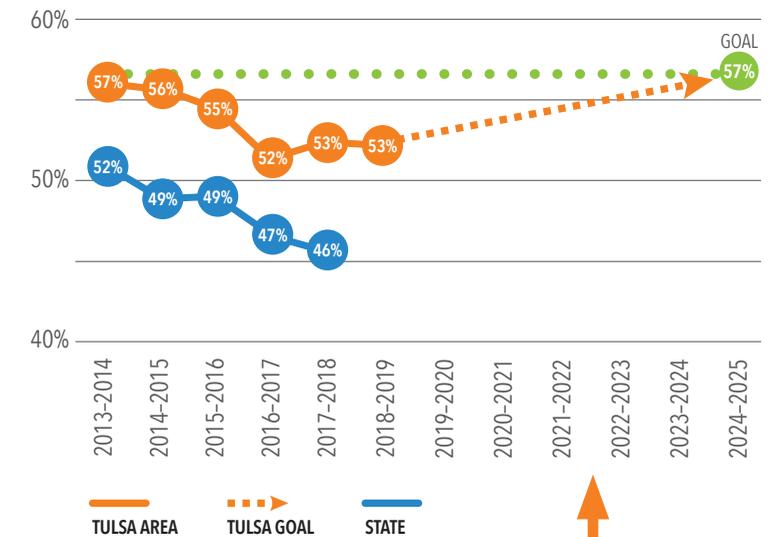
The in-state, first-time college-going enrollment remains unchanged, staying at 53 percent during 2018-2019. This represents the share of Tulsa area high school graduates who enroll in Oklahoma public and private universities and colleges. The unchanged rate at 53 percent is seemingly good news. The region—like the state—has seen a consistent decline in enrollments among recent high school completers between 2014 and 2017, with rates for the Tulsa region slightly edging up during 2017-2018.

While the slight increases in rates of college enrollment for the

FAFSA COMPLETION FOR HIGH SCHOOL SENIORS, 2015-2019



PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLLING IN OKLAHOMA COLLEGES, 2013-2019



OF THE STUDENTS WHO ENROLL IN COLLEGE, A SIGNIFICANT PORTION TAKE ONE OR MORE REMEDIATION COURSES. IN 2017-18, 42% OF THE STUDENTS FROM THE TULSA REGION AND 37% OF THE STUDENTS FROM THE STATE REQUIRED REMEDIATION.



region have been positive, rates for participation in developmental education courses and remediation presents a more nuanced picture. Forty-two percent of Tulsa area graduates were required to participate in a developmental education course (remediation) in their first year enrolled at an Oklahoma college during 2017-2018. This rate is higher than the state's average of 37 percent. These rates are concerning and coupled with the low SAT/ACT outcomes in ELA and Math, they emphasize that improving college and career preparedness must be a high priority for the region.

College enrollment and remediation rates in Oklahoma give us much needed information for measuring our collective progress providing postsecondary opportunities. However, the picture is incomplete, missing information on students who attend public and private institutions outside of Oklahoma. Gaining access to National Student Clearinghouse's unique national student data and resources is a goal for the entire region. Having this information will provide a more comprehensive understanding of student pathways and college outcomes that ultimately contribute to student success.

WHY IT MATTERS

Technological progress will drive a continual increase in demand for high-skilled labor in Tulsa, across the country, and around the world. Fostering and supporting postsecondary ambitions of the region's youth, particularly among economically disadvantaged students and students of color, will serve both to develop a globally competitive workforce and to improve economic opportunity for historically underserved populations.



“Tulsa Community College (TCC) has acknowledged that reflective connections to real life are what will help our students find the pathways to success that keep them engaged.

TCC will continue to strive for excellence as we lean on our faculty, community connections, and the diversity of expertise through the College and our Tulsa community to bring innovative approaches to support our students.”

DR. DEWAYNE DICKENS, TULSA COMMUNITY COLLEGE



Call to Action

Our collective impact journey started six years ago with a strong belief that our education improvement work had to move beyond the schoolhouse. We hypothesized that if young Tulsans were going to reach their full potential, the neighborhoods and communities around the schools would have to improve as well. We were ahead of the times.

Since then, science has confirmed our beliefs. Groundbreaking, big data analyses show that neighborhood conditions, including school quality, affect the long-term trajectories and earnings of the children who grow up there. Communities across the country are waking up to their local realities and launching work like ours.

Ask the experts who unlocked these findings what we should do next, and their answers aren't fully developed. They suggest promising directions but admit that we're in an era of data-driven discovery. We have been here before. Much like Tulsa advanced the nation's understanding about the importance of pre-kindergarten interventions, the region is positioned as a leader of this economic mobility work.

So, the work continues with deeper conviction and a sharper focus. We don't just believe broad community engagement is required to improve outcomes for the next generation of Tulsans. **We know it.**

And here's a call to action:

To the teachers who sit at the heart of this work, **please know that you're valued and that you are not alone.** This community has declared itself collectively responsible for the educational outcomes of our children, and we stand with you.



To our partners in the healthcare, human service, civic and other adjacent sectors, recognize that each of you holds keys—some small, some large—to better lifetime outcomes for children. This work will push you into unconventional, unfamiliar roles. Embrace them.

To the business community, this era of data-driven discovery needs your sustained engagement and strategic insight. This is classic Research & Development, and we need your leadership. Our youth would also benefit from as many internships, mentorships, and informational interviews as you can offer. Opportunity stems, in part, from connections and networks. Be generous in creating and sharing them.

And to our funders, be patient. The experts on economic mobility are quick to admit how much they don't know, and this work involves trial and error. Keep us connected to the experts, and we will learn with them.

As for us at ImpactTulsa, we commit to use our partners' time and resources productively, moving this work forward, and keeping racial equity at forefront. This is among the most important work in the region, and we are honored to share it with you.



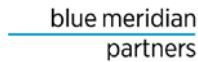
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SINCE OUR FOUNDING IN 2014, OUR WORK HAS BEEN MADE POSSIBLE BY THE GENEROUS SUPPORT OF:

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