### COMMUNITY PARTNERS

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

### SCHOOL DISTRICT PARTNERS

- Broken Arrow Public Schools
- Collinsville Cardinals
- Glenpool Public Schools
- Jenks Public Schools
- Keystone
- Liberty Public Schools
- Owasso Public Schools
- Sperry Public Schools
- Tulsa Public Schools

*Districts who have been partners since our founding*

### POSTSECONDARY PARTNERS

- Langston University
- Northeastern State University
- ORU
- Rogers State University
- TCC
- Tulsa Community College
- Tulsa Tech
- The University of Tulsa
IMPACT TULSA USES DATA AS A FLASHLIGHT, NOT A HAMMER.

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<td>21</td>
</tr>
</tbody>
</table>
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.
**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.

**OUTCOME AREAS OF FOCUS**
- **KINDERGARTEN READINESS**
- **THIRD-GRADE READING PROFICIENCY**
- **EIGHTH-GRADE MATHEMATICS PROFICIENCY**
- **HIGH SCHOOL COMPLETION COLLEGE & CAREER READY**
- **POSTSECONDARY ENROLLMENT**
- **POSTSECONDARY COMPLETION**

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

(pre K – 12 students in Tulsa County and Sapulpa)

127,626 85.8%

% students enrolled in public schools

18,833 (or 32% of) Tulsa County 18-24 year olds are enrolled in a postsecondary institution

Oklahoma Emergency Teacher Certifications by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Certified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>100</td>
</tr>
<tr>
<td>2012-2013</td>
<td>200</td>
</tr>
<tr>
<td>2013-2014</td>
<td>300</td>
</tr>
<tr>
<td>2014-2015</td>
<td>400</td>
</tr>
<tr>
<td>2015-2016</td>
<td>500</td>
</tr>
<tr>
<td>2016-2017</td>
<td>600</td>
</tr>
<tr>
<td>2017-2018</td>
<td>700</td>
</tr>
</tbody>
</table>

Oklahoma Emergency Teacher Certifications, Tulsa-area only (Our 15 school districts)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Certified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>200</td>
</tr>
<tr>
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<td>300</td>
</tr>
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<td>400</td>
</tr>
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<td>600</td>
</tr>
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<td>700</td>
</tr>
</tbody>
</table>

Education Funding Comparisons, 2017

<table>
<thead>
<tr>
<th>State</th>
<th>Average Teacher Salary</th>
<th>Expenditures Per Student</th>
<th>Students Per Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>$51,808</td>
<td>$10,865</td>
<td>15</td>
</tr>
<tr>
<td>New Mexico</td>
<td>$47,122</td>
<td>$10,520</td>
<td>10</td>
</tr>
<tr>
<td>Texas</td>
<td>$52,575</td>
<td>$9,387</td>
<td>12</td>
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<td>$45,292</td>
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<td>$10,277</td>
<td>15</td>
</tr>
<tr>
<td>Missouri</td>
<td>$48,618</td>
<td>$10,826</td>
<td>2</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$48,304</td>
<td>$9,871</td>
<td>25</td>
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<td>United States</td>
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<td>$11,642</td>
<td>30</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race</th>
<th>High School Diploma or Equivalency</th>
<th>Some College or Associate’s Degree</th>
<th>Bachelor’s Degree or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Not Hispanic)</td>
<td>94%</td>
<td>63.4%</td>
<td>30.9%</td>
</tr>
<tr>
<td>African American</td>
<td>89%</td>
<td>80%</td>
<td>30%</td>
</tr>
<tr>
<td>Native American</td>
<td>80%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>80%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>99%</td>
<td>21%</td>
<td>15%</td>
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2013-2017 EDUCATIONAL ATTAINMENT FOR ADULTS OVER 25 BY RACE, TULSA COUNTY

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<td>99%</td>
<td>15%</td>
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</table>

Tulsa County Total Population

Year 2006-2010

- African American: 10%
- Hispanic: 0%
- Asian/Pacific Islander: 2%
- White (Not Hispanic): 2%
- Native American: 2%
- Multiracial: 32%

Household Income

- Average: $28,823
- Median: $29,797

Per Capita Income

- Average: $44,577
- Median: $40,000

Population Percent Growth by Demographic Group

- 589,757
- 37%
- 10%
- 30%
- 50%
- 10%
- 20%
- 30%
- 40%
- 50%
- 7.4% Growth

Education Funding Comparisons, 2017

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2013-2017 Educational Attainment for Adults Over 25 in Tulsa County

- High School Diploma or Equivalency: 94%
- Some College or Associate’s Degree: 63.4%
- Bachelor’s Degree or Higher: 30.9%

Demographic Makeup

- Oklahoma Emergency Teacher Certifications, Tulsa-area only (Our 15 school districts)

- Oklahoma Emergency Teacher Certifications by Year

- Tulsa County Total Population

- Oklahoma Average Teacher Salary: $45,292
- Expenditures Per Student: $8,249
- Students Per Teacher: 19

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- Expenditures Per Student: $11,642
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### Education Outcome Area Trends

<table>
<thead>
<tr>
<th>Pre-K Enrollment</th>
<th>Kindergarten Readiness</th>
<th>Third-Grade Reading</th>
<th>Eighth-Grade Math</th>
<th>High School Graduation</th>
<th>FAFSA Completion (Through July 31)</th>
<th>In-State Post-Secondary Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent equals the prior year pre-K enrollment total over the current year kindergarten enrollment total.</td>
<td>Percent of students meeting pre-literacy skills measured at entry and exit of kindergarten.</td>
<td>Percent of students meeting OSIP proficiency standards for reading.</td>
<td>Percent of students meeting OSIP proficiency standards for math.</td>
<td>Percent of students graduating high school within four years.</td>
<td>Percent of students completing the Free Application for Federal Student Aid (FAFSA).</td>
<td>Percent of high school graduates attending Oklahoma colleges and universities.</td>
</tr>
<tr>
<td>72%</td>
<td>65%</td>
<td>58%</td>
<td>30%</td>
<td>21%</td>
<td>83%</td>
<td>60%</td>
</tr>
<tr>
<td>58%</td>
<td>58%</td>
<td>36%</td>
<td>23%</td>
<td>81%</td>
<td>58%</td>
<td>57%</td>
</tr>
</tbody>
</table>
“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.
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

“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

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

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.
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. 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.
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.  

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.
“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

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL STUDENTS</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>AFRICAN AMERICAN</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>MULTIRACIAL</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>NATIVE AMERICAN</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>ASIAN/PACIFIC ISLANDER</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>WHITE</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>4%</td>
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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

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

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

**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.
“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
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


4. Ibid


13. Ibid


22. Deming, D. J. (2017). The growing importance of social skills in the labor market. Quarterly Journal of Economics
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