



 **Impact Tulsa**

TOGETHER WITH PURPOSE

2016 COMMUNITY IMPACT REPORT

## SCHOOL DISTRICT PARTNERS

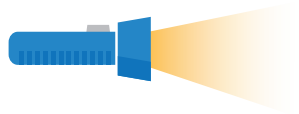


## POSTSECONDARY PARTNERS



## COMMUNITY PARTNERS





**ImpactTulsa uses data  
as a flashlight, not a hammer.**



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## LETTER FROM LEADERSHIP

Ensuring our kids develop the academic skills and intellectual curiosity they need to be successful adults is not solely the obligation of schools. It is the biggest and most important responsibility of the entire community. Students and educators need support from families, businesses, organizations, civic entities, and faith groups. Learning is a continuous process that spans a pipeline from early childhood to postsecondary education. Working together to nurture success at every milestone gives our kids the skills they need for the future and provides our community the foundation it needs to thrive.

Three years ago, the concept that “it takes a village” to educate our youth was the driving force behind ImpactTulsa, and it still is today. Utilizing data to identify what works in the complex web of learning resources and employing collective impact to help align partners on shared outcomes is at the heart of what we do. Along the way, we have discovered an incredible spirit of collaboration among partners and a genuine desire to create an education system that embraces diversity, equity, innovation, and continuous improvement.

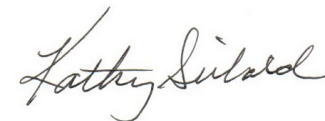
This community impact report highlights some advancements being made in the Tulsa region and serves as a reminder of the work still ahead. We know it will take a long-term commitment from all of us to move the needle on critical academic outcomes. It is more important than ever that we dedicate ourselves to working together. Our changing world requires it. The global marketplace demands rapid skill and knowledge development. Our kids require it too. Changes in family composition, race, ethnicity, income, language, and culture make it necessary to develop new approaches to learning as well as social and emotional development.

This report is a time for ImpactTulsa to reaffirm its commitment to ensuring all students have the opportunity to thrive. We ask that you individually and organizationally make the commitment as well. As an individual, you can raise awareness about important education issues, support teachers in your neighborhood, or mentor a student. Businesses and organizations can create community-school partnerships, raise funds, or provide time for employees to volunteer in schools.

**Join us as we work TOGETHER WITH PURPOSE!**



**Kathy Taylor**  
Chair, ImpactTulsa Leadership Council



**Kathy Seibold**  
Executive Director, ImpactTulsa



## VISION

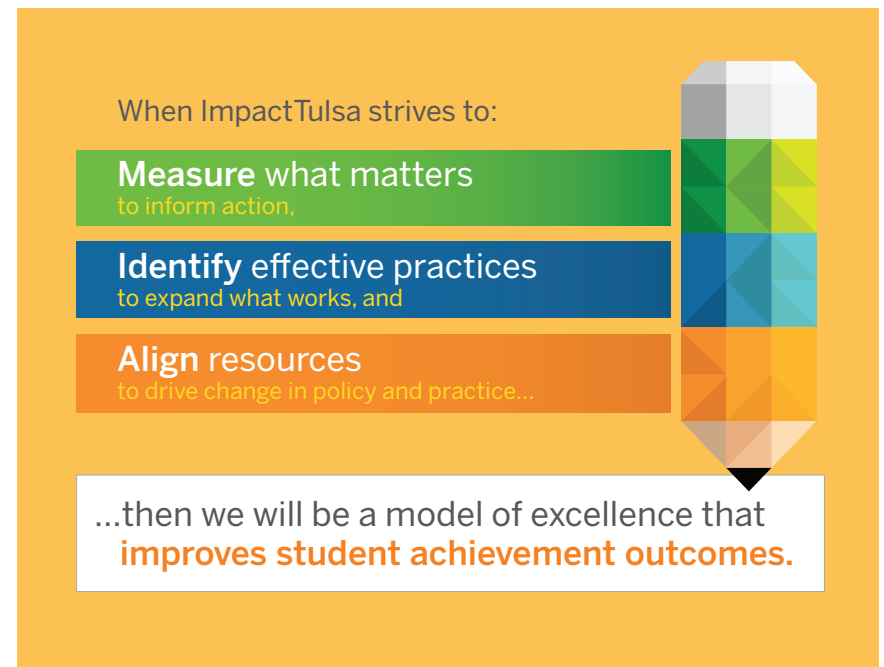
All students are guaranteed a high-quality education.

## 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



MIDDLE SCHOOL  
MATHEMATICS  
PROFICIENCY



HIGH SCHOOL  
COMPLETION  
COLLEGE &  
CAREER READY



POSTSECONDARY  
ENROLLMENT



POSTSECONDARY  
COMPLETION

# TULSA AREA BY THE NUMBERS

**\$49,759**

Median Household Income  
(\$46,879 Oklahoma State)

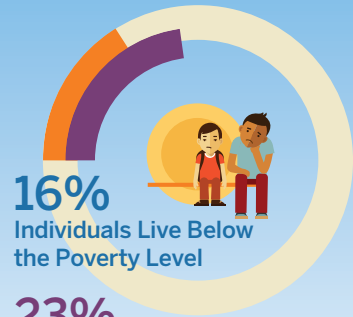
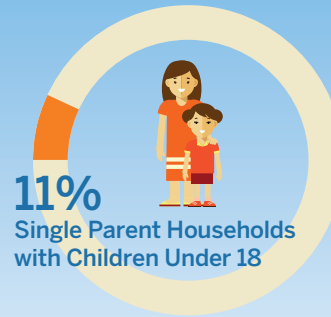
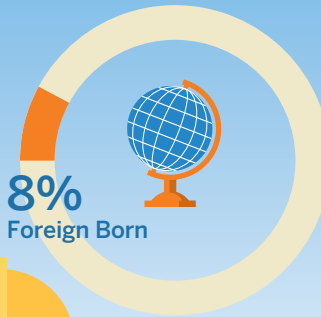
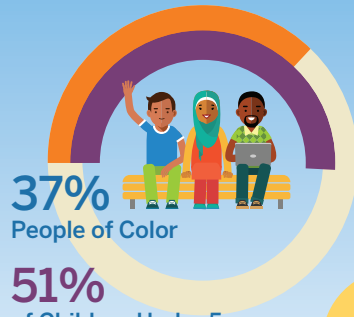
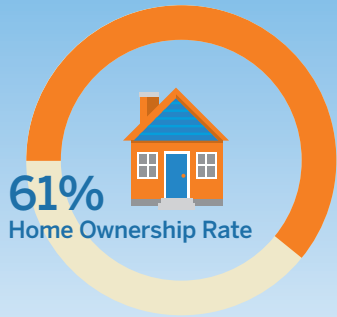


**60,309**

Current Companies Established



## COUNTY PROFILE



**51%**  
of Children Under 5  
are People of Color

**23%**  
of Children Under 18 Live  
Below the Poverty Level

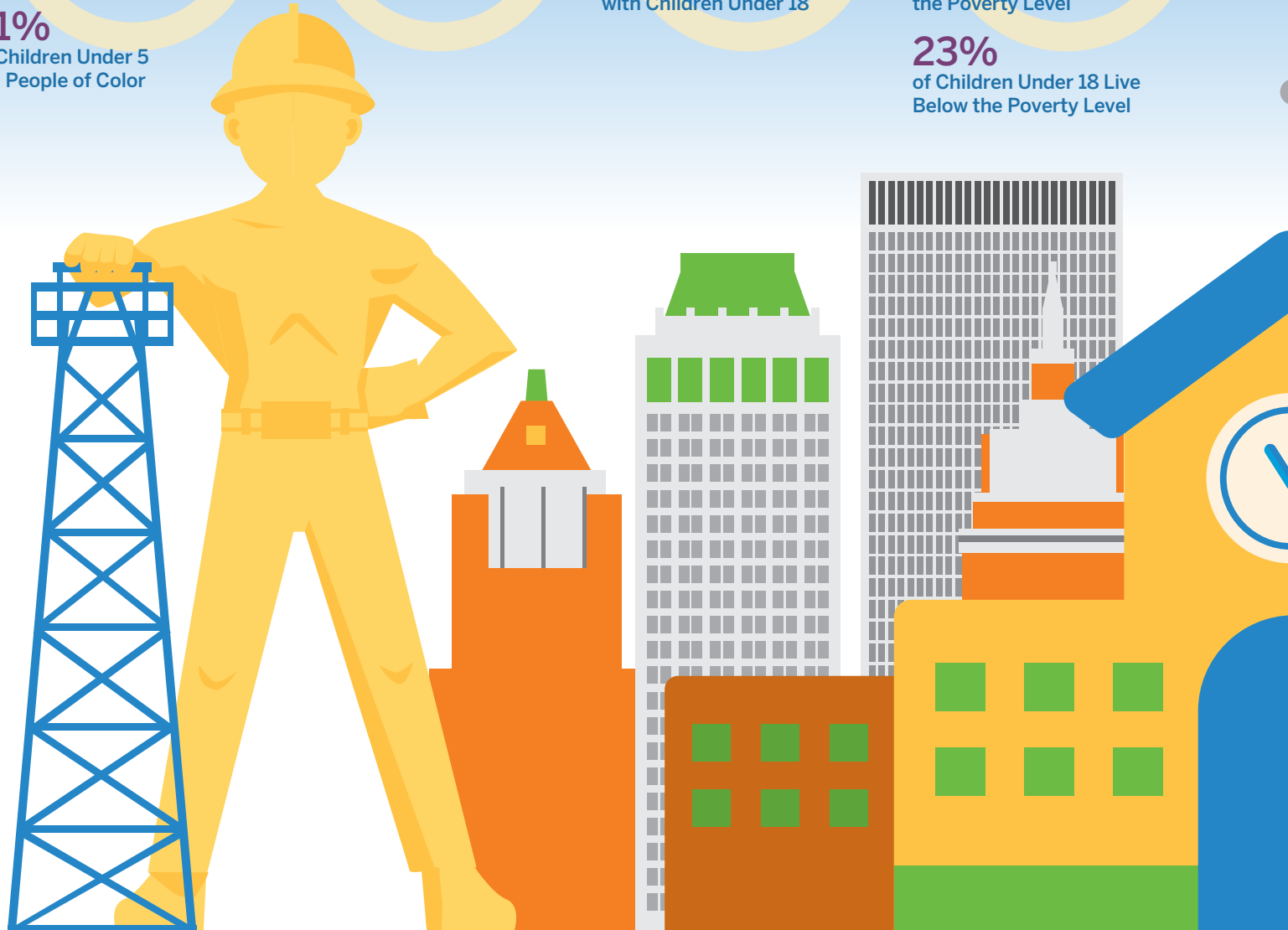


Education Attainment  
for Adults Over 24

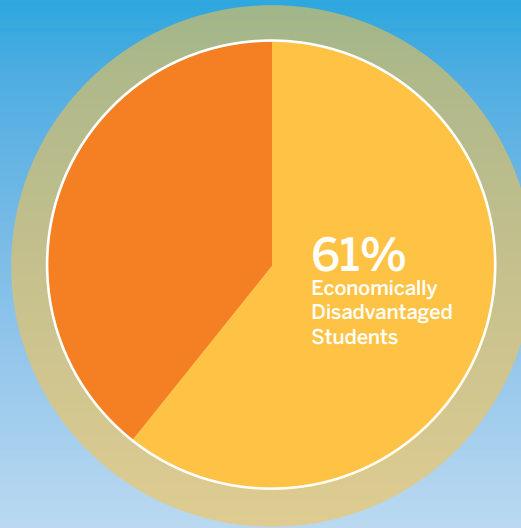
**89%**  
Earned a High School  
Diploma or Higher

**39%**  
Earned an Associate's  
Degree or Higher

**30%**  
Earned a Bachelor's  
Degree or Higher

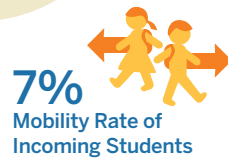
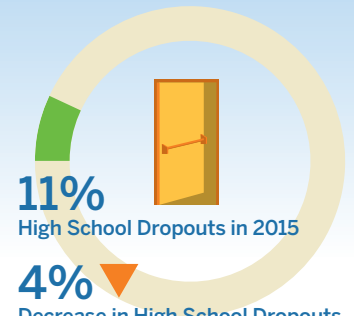


# STUDENT PROFILE

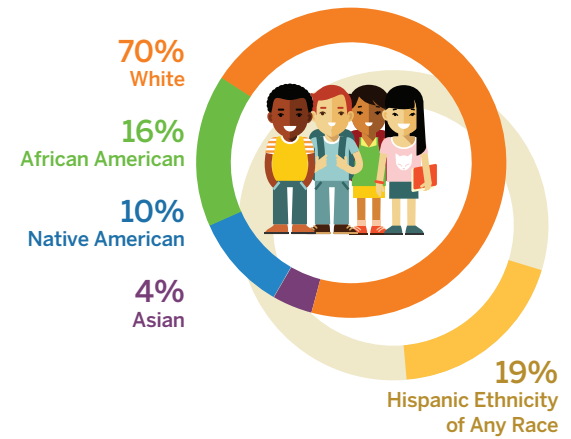


86%  
Children Age 3-17 are Enrolled in Public School

127,000  
Public School K-12 Students Across 15 Partner Districts



4%  
Decrease in High School Dropouts from 2013 to 2015



40,000  
Students Enrolled in Local Postsecondary Institutions

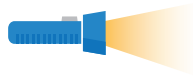


# Countdown to Kindergarten

## KINDERGARTEN READING READINESS

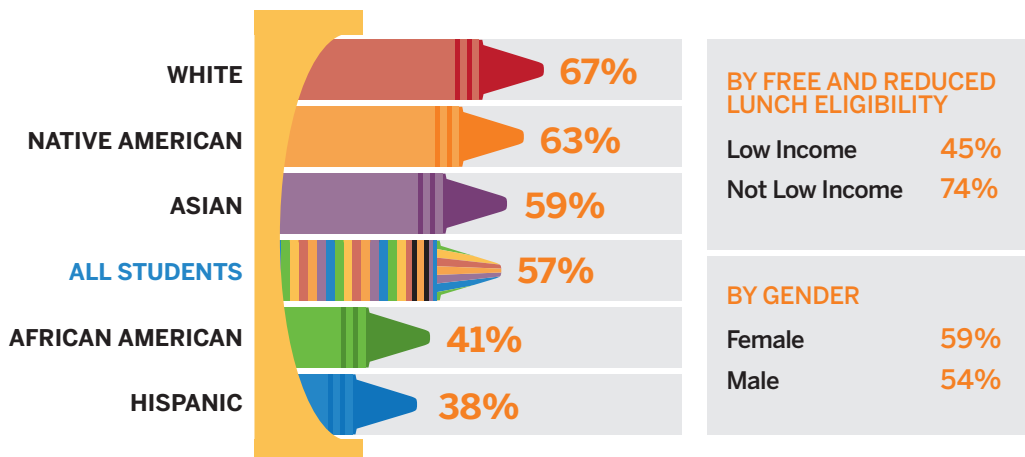
### WHAT THE DATA SAYS

In the Tulsa region, over half of kindergarten students demonstrate age-appropriate literacy skills and arrive on-track ready to learn to read during the first few months of school. As in our last report, data continue to show achievement gaps by income and race/ethnicity. Less than half of students of color and students from low-income households entering kindergarten have on-grade literacy skills.



**A bright spot in the data shows students who enroll in pre-K outperform those who do not. Forty-six percent of low-income kindergarteners who completed pre-K were reading-ready compared with 41% of those who did not.** Similarly, non-economically disadvantaged students who attended pre-K outperformed peers who did not attend (73 to 70%).

### PERCENTAGE OF STUDENTS ENTERING KINDERGARTEN READY TO LEARN TO READ, FALL 2015



### Did you know?

Tulsa area students who attend pre-K have **better attendance rates** in kindergarten than those who did not. <sup>ii</sup>







## PARTNERSHIP IN ACTION

### WHY IT MATTERS

Studies show that 90% of brain development occurs by age 5. Both academic and formative experiences influence and shape brain development in the early years. Understanding how entering kindergarten students perform in literacy skill development is important for identifying appropriate interventions. A typical low-income child recognizes nine alphabet letters by age 5 compared to 22 letters by a middle-class child <sup>iii</sup>. Addressing achievement gaps in these formative years facilitates success throughout the academic pipeline.

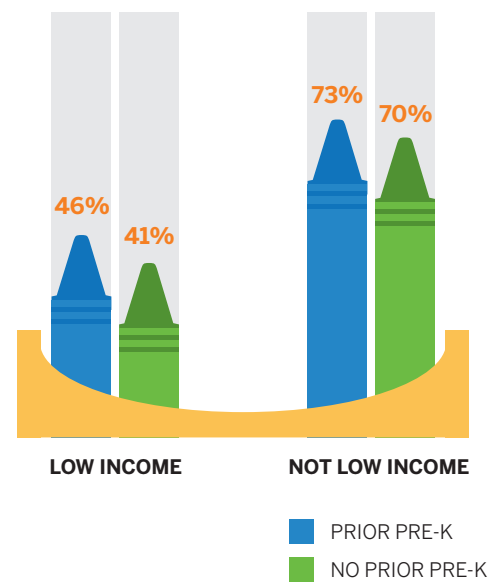
### HOW TO DRIVE CHANGE

National research shows that students who attend pre-K are more reading ready than peers who do not <sup>iv</sup>. This report shows similar findings. Tulsa is a nationally recognized leader in high-quality early childhood education. Enrolling students in research-based 3- and 4-year old programs is an important lever for increasing kindergarten readiness.

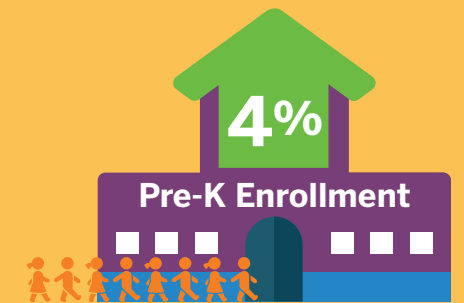
A challenge ImpactTulsa discovered when gathering data on kindergarten readiness is the lack of assessment uniformity. There is no single inventory used within the region to assess academic, socioemotional, developmental, and physical domains for incoming students. Collecting universal reliable data is critical.

### PERCENTAGE OF STUDENTS ENTERING KINDERGARTEN READY TO LEARN TO READ, FALL 2015

Based on prior pre-K enrollment



ImpactTulsa and partners launched both a regional and targeted marketing campaign in Spring 2016 which produced a **4% increase in enrolled pre-K students** within a targeted geographic area.



6,000 postcards sent to all four-year olds in Tulsa County



150 homes with low-income four-year-olds had in-person visits to discuss the importance of pre-K and enrollment details



### PARTNERS

CAP, Metropolitan Baptist Church, School Districts, Stand for Children – Oklahoma, Tulsa City-County Health Department, Tulsa Educare, Tulsa Housing Authority





# Ready to Read



## THIRD-GRADE READING PROFICIENCY

### WHAT THE DATA SAYS

The third-grade reading proficiency rates shown in this report use the Lexile reading framework. The Lexile framework assesses the difficulty of reading materials and provides a way to match readers with appropriate text. Guided by ImpactTulsa partner superintendents and data council, Lexile framework was selected because it is based on a rigorous continuous scale that measures students' ability to read and comprehend more complex text as they are promoted to each grade level<sup>v</sup>. A 600 Lexile or higher is considered third-grade reading proficient.

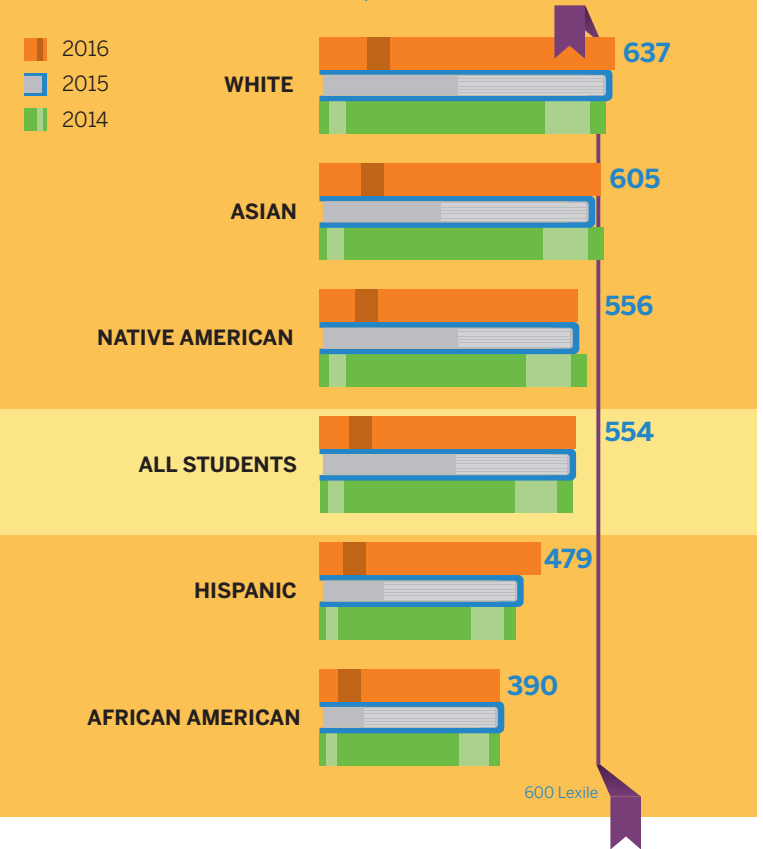
Multi-year trends show little movement in third-grade reading proficiency in the Tulsa region from 2014 to 2016. At 554L, the Tulsa area median is similar to that of US students nationally. However, there are bright spots that show progress for student subgroups. **While a reading achievement gap remains by income, it has slightly decreased by 9L points from 2014 to 2016. Hispanic student Lexile scores increased by 37L points from 2015 to 2016. The median Hispanic student is reading about one-quarter of a school year ahead of last year.**

African American students have not seen similar improvement. Their median Lexile scores have remained between 390L and 400L across the three years, meaning an African American third grader is more than a year behind their white peers in reading.

### WHY IT MATTERS

Reading proficiently by the end of third grade is an important milestone and early predictor of future education attainment and employment prospects<sup>vi</sup>. The Oklahoma Reading Sufficiency Act (RSA) mandates that the end of year third-grade reading test be used as a measure to retain students who are not proficient. In 2016, over 6,300 students statewide were eligible to repeat third grade based on RSA criteria<sup>vii</sup>. That is 12% of the third-grade student population based on state standards at the time.

MEDIAN READING LEXILES FOR THIRD-GRADE STUDENTS, 2014 -2016



### Did you know?

**33,624 children registered** for the 2016 Tulsa City-County Library Summer Reading program, and **48% completed the program** by reading or listening to at least eight books<sup>viii</sup>.





## PARTNERSHIP IN ACTION

### HOW TO DRIVE CHANGE

ImpactTulsa partners with The Campaign for Grade-Level Reading, a national organization focusing on increasing third-grade reading proficiency by addressing chronic absenteeism, summer learning loss, and school readiness. “Starting early” is the focal point of their work. They encourage more investment in early learning programs and interventions to reduce the need for remediation in later years <sup>ix</sup>.

To find out what is working in the Tulsa area, ImpactTulsa partnered with local schools, educators, administrators and graduate teaching programs to investigate “bright spots” in third-grade reading. ImpactTulsa identified high-performing schools whose reading proficiency rates were outperforming schools with similar demographics. They interviewed principals, teachers and reading coaches about literacy instruction at their schools. Five distinct characteristics on par with national research were published in a Literacy Lessons Learned Guide <sup>x</sup>:



Positive School Culture



Data-Driven Professional Learning Communities



Fidelity to School-Wide Comprehensive Literacy Program

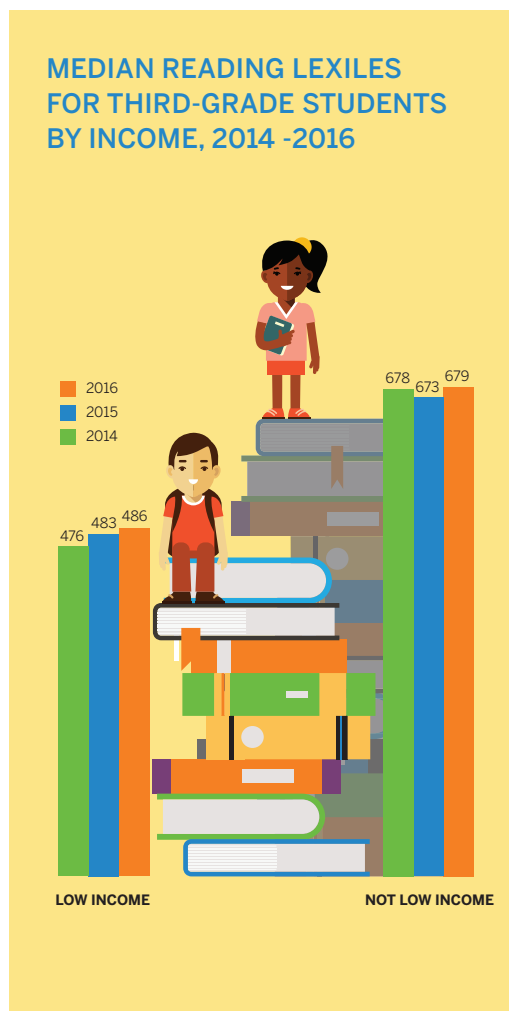


Early Intervention Through Differentiated Instruction



Dedicated, Highly Trained Specialists

To read the full report, visit [impacttulsa.org](http://impacttulsa.org)

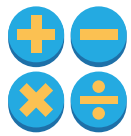


**\$240,658**  
raised  
for Tulsa-area classrooms

### IMPACT TULSA LITERACY CAMPAIGN

Utilizing DonorsChoose.org, ImpactTulsa mobilized four foundations and **998 community donors** to provide literacy materials directly to local pre-K through third-grade classrooms. Over 25,000 students have been impacted across 138 classrooms by 546 projects and **\$240,658 in classroom supplies and materials.**





# Middle School Mathematics

## MATHEMATICS PROFICIENCY

### WHAT THE DATA SAYS

Oklahoma is adopting new math standards and aligning state assessments in the 2017-2018 school year. Until then, this report includes the state's seventh-grade math scores for the Oklahoma Core Curriculum Test (OCCT) taken by all students except those in higher math courses. When a new state math assessment is adopted for all eighth-grade students, a new baseline will be set and studied over time in comparison to performance on the more rigorous National Assessment of Educational Progress (NAEP) <sup>xi</sup>.

Based on the current OCCT assessment, the share of Tulsa area seventh-grade students deemed proficient or advanced in math was virtually unchanged between the two years—62% in 2015 and 61% in 2016. That is lower than the 66% proficiency rate measured statewide <sup>xii</sup>. Gaps are wider for students who are Hispanic, African American and low-income. Fewer than half of these students met the proficiency standard—49%, 36%, and 48% respectively.

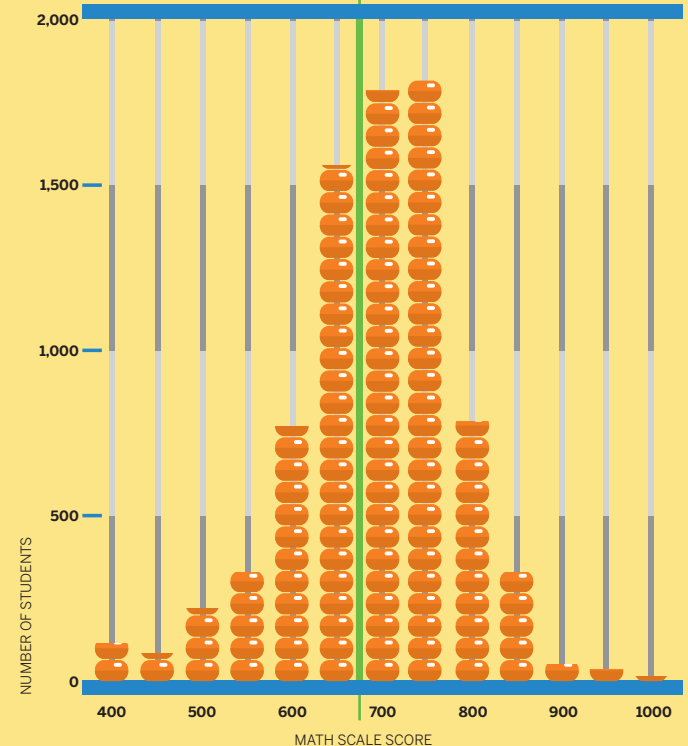
### WHY IT MATTERS

Two key factors for selecting a new assessment in middle school math are rigor and college and career readiness. The level of mathematics studied later in high school is strongly correlated with college completion. A student successfully completing a course beyond Algebra II more than doubles his or her likelihood of completing a degree <sup>xiii</sup>.

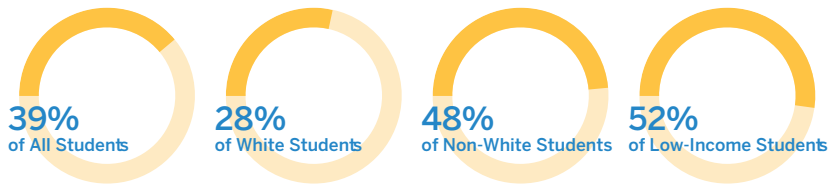


### DISTRIBUTION OF SEVENTH-GRADE MATH STATE TEST SCORES, SPRING 2016

Students with a 700 scale score or better are proficient or above.



## PERCENTAGE OF SEVENTH-GRADE STUDENTS SCORING BELOW PROFICIENT ON STATE MATH TEST, SPRING 2016



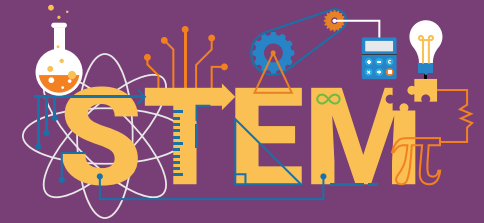
Proper assessment and equitable math pathways to STEM careers are important levers in graduating students who are college and career ready. The Tulsa Regional Chamber published a report showing in the year 2013, Tulsa had:

- 56,234 jobs in the Healthcare industry and is forecasted to grow 14.5% by 2018
- 37,420 jobs in Advanced Manufacturing and is forecasted to grow 4.5% by 2018
- 12,799 jobs in Aviation and Aerospace and is forecasted to grow 8.1% by 2018 <sup>xiv</sup>.

Increasing the number of students proficient in math is imperative to meeting these industry demands.

## HOW TO DRIVE CHANGE

The hands-on nature of STEM opens possibilities for strong community partnerships. Though ImpactTulsa has not yet formed a working group for middle school math, area school districts are working with businesses, postsecondary institutions, and nonprofits to increase STEM opportunities. Programs include direct instruction, mentorships, teacher professional development, internships, and much more.



**STEM** is a curriculum based on four disciplines:

**S**CIENCE

**T**ECHNOLOGY

**E**NGINEERING

**M**ATHEMATICS

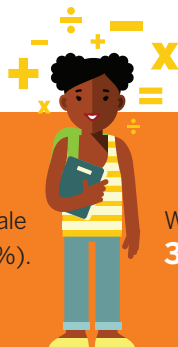
**Oklahoma is home to many STEM related industries**

including aerospace, energy, manufacturing, information technology and agriculture.



## Did you know?

Tulsa area **female students outperform** male peers in seventh-grade math proficiency (62 to 60%).



Women in national STEM related careers earn **33% more** than those in non-STEM jobs <sup>xv</sup>.





# Graduate 918

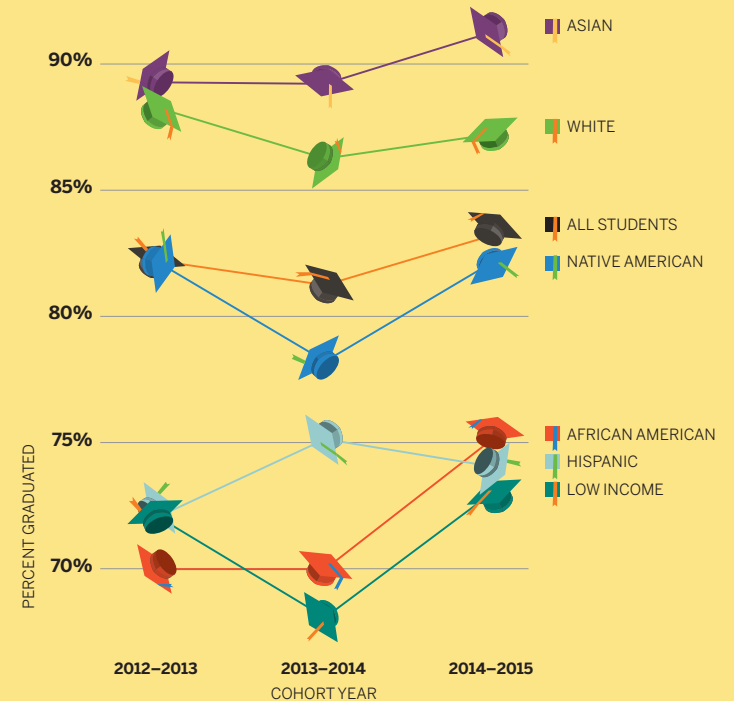
## HIGH SCHOOL COMPLETION

### WHAT THE DATA SAYS

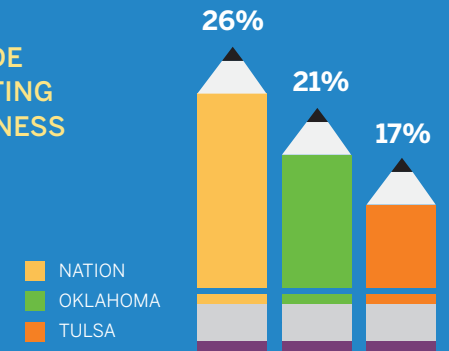
Graduation rates for the Tulsa region increased by 2% between 2014 and 2015—from 81% to 83%. That is in line with Oklahoma and the nation’s 2015 graduation rates at 83%<sup>xvi</sup>. These numbers are encouraging, but gaps among subgroups still exist. Only 73% of low-income students in the Tulsa area graduated on-time compared with 90% of higher-income peers. There is a 9% difference in the graduation rates between students of color at 78% and their white peers at 87%.

It is necessary to look at both graduation rates and college and career readiness as important indicators of success beyond high school. The ACT is widely taken in Oklahoma to determine college readiness in English, math, reading, and science<sup>xvi</sup>. In a pilot during Spring 2016, all Oklahoma juniors took the ACT during the school day at no cost to them. Only 17% of Tulsa area juniors met ACT’s college readiness benchmarks. The average score for Oklahoma juniors was 20.4. In comparison, the average score for Tulsa area juniors was 19. Local four-year research universities require a 24 for entry. This presents a barrier for students who do not have the minimum score to attend these types of institutions.

### PERCENTAGE OF FOUR-YEAR HIGH SCHOOL GRADUATES, 2013-2015



### PERCENTAGE OF ELEVENTH-GRADE STUDENTS MEETING ACT TEST READINESS BENCHMARKS, SPRING 2016





## PARTNERSHIP IN ACTION

### WHY IT MATTERS

Labor market prospects are bleak for individuals with less than a high school diploma. The unemployment rate for adults who did not graduate was 7.9% in December 2016 compared to 5.1% for high school graduates and 3.8% for adults with some college or an associate's degree <sup>xviii</sup>. At the current rate, more than 14,000 Tulsa area students will drop out over the course of a decade. The average high school dropout will earn \$10,400 less than a high school graduate <sup>xix</sup>.

### HOW TO DRIVE CHANGE

The increases in the number of students graduating from high school in the Tulsa region should be celebrated, but there is still much work to be done. Local graduation rates across individual schools show great variation, from 46% to 100%. Levers related to high school completion include attendance, behavior, and course completion. Early Warning Indicator Systems such as those created by Johns Hopkins University's Diplomas Now initiative and used in some local schools provide the ability to track these levers in real time and implement timely interventions that can help shrink the gap in graduation rates and college and career readiness <sup>xx</sup>.



### YOUTH PHILANTHROPY INITIATIVE

Youth Philanthropy Initiative (YPI) is a youth-led program, supported by the Charles and Lynn Schusterman Family Foundation. A diverse group of **25 Tulsa teens from eight high schools** experience what it means to be a grant maker, change-agent, and leader to create a sustainable philanthropic organization. YPI Cohort Nine youth will spend **250 hours a month over three years** planning and executing their BRINK initiative to increase college-going awareness and completion of FAFSA among their peers.



### Did you know?

Tulsa is **graduating 83%** of our high school students each year, yet **only 17% meet ACT college readiness benchmarks**. The regional average ACT score is 19.





# Graduate 918

## POSTSECONDARY ENROLLMENT

### WHAT THE DATA SAYS

The high school graduation rates reported here are for the class of 2014 and follow postsecondary enrollment and persistence through the fall of 2016 <sup>xxi</sup>. The rates are made possible through a partnership with the National Student Clearinghouse (NSC)—a national non-profit that tracks postsecondary enrollment and completion across the United States. More than 3,600 colleges and universities, enrolling 98% of all postsecondary students, participate in NSC. Numbers include Tulsa area students who leave the region or the state to attend postsecondary institutions. Some technical schools do not participate in NSC.

The findings are encouraging. They show 67% of high school graduates from ImpactTulsa partner districts enrolled at some point during the two years after graduation. This “ever-enrolled” rate is up 4% from the class of 2013. **Students of color show major gains—65% ever-enrolled for the 2014 cohort compared to 56% for 2013 graduates. Low-income students show a gain as well—57% for 2014 graduates compared to 55% for 2013 peers.**

Persistent enrollment at the two-year mark shows small improvement. Enrollment in associate’s degree-granting institutions is up 2%—from 14% in 2013 to 16% for 2014. Students of color and low-income students both experienced 2% gains. The results are mixed for bachelor’s degree-granting institutions. Overall persistence rates at the two-year point are unchanged at 28%, but enrollment rates are up for students of color.

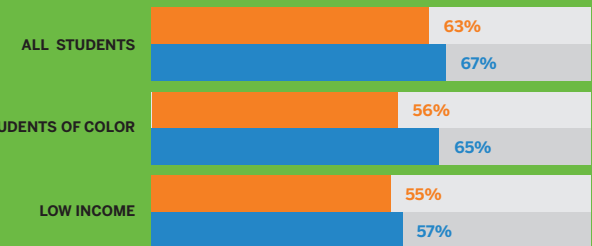
### WHY IT MATTERS

By 2025, 77% of jobs in Oklahoma will require a credential or degree beyond a high school diploma <sup>xxii</sup>. In Tulsa County, 39% of adults hold an associate’s degree or higher. To strengthen our economy and ability to attract and retain businesses, we must increase postsecondary credentials.

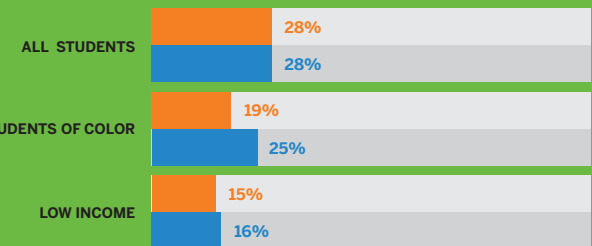


### PERCENTAGE OF POSTSECONDARY ENROLLEES, HIGH SCHOOL GRADUATES OF 2013 AND 2014

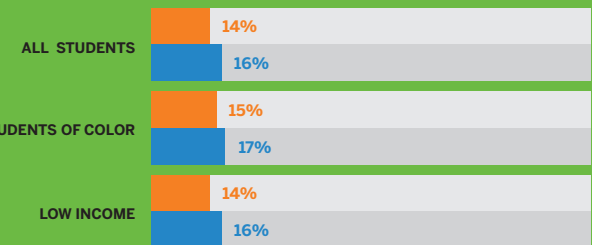
#### EVER ENROLLED



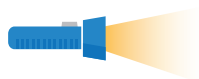
#### ENROLLED IN 4-YEAR (AT 2-YEAR FOLLOWUP)



#### ENROLLED IN 2-YEAR (AT 2-YEAR FOLLOWUP)



2013  
2014







## PARTNERSHIP IN ACTION



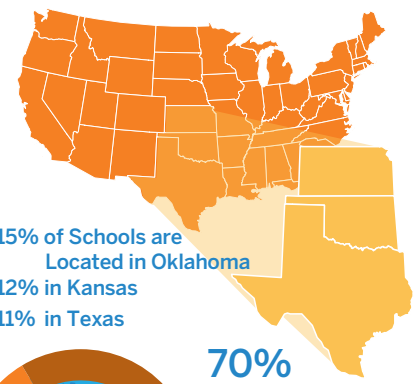
ImpactTulsa and partners were selected to be part of six communities to join StriveTogether's Impact and Improvement network aiming to increase FAFSA completion rates. The campaign focused on the class of 2016. The target goal was 3,645 completed forms. Students achieved **3,324 completed forms—91% of the target.** This progress is the result of the personal attention provided to students by school counselors and postsecondary financial aid officers.



### PARTNERS

Northeastern State University, Rogers State University, School Districts, Stand for Children-Oklahoma, Talent Search, TRiO Program, Tulsa Community College, Tulsa Tech, University of Tulsa.

### 241 Schools Across 46 States



**70%** Attend 4-Year Schools  
47% are Public  
53% are Private

**30%** Attend 2-Year Schools  
97% are Public  
3% are Private



## HOW TO DRIVE CHANGE

Increasing a student's ability to pay for postsecondary education is an important lever in advancing credentials in Tulsa County. Tulsa is uniquely positioned through scholarships like Tulsa Community College's Tulsa Achieves and Tulsa Technology Center's Accelerating Independence. These scholarships allow any Tulsa area student to obtain a two-year degree or certificate at no cost.

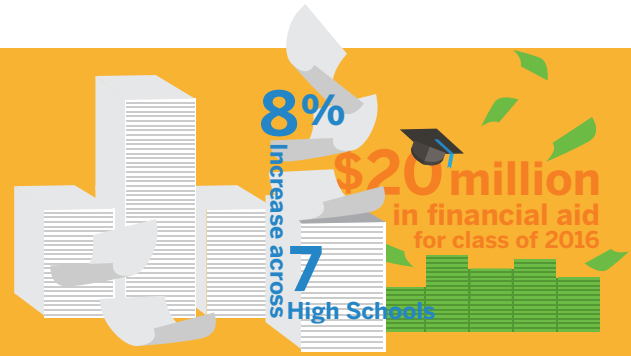
The Free Application for Federal Student Aid (FAFSA) is a student's passport to these and other postsecondary opportunities. When FAFSA forms are completed, low- and middle-income students are 30% more likely to enroll in postsecondary programs<sup>xxiii</sup>. The most recent data show 52% of 2015 Tulsa area high school graduates completed FAFSA forms, which is similar to national rates. Encouraging more students and families to complete the FAFSA could result in more opportunities for our high school graduates.

It is important to reduce barriers to postsecondary enrollment and persistence. "Summer melt" is a recognized phenomenon in which postsecondary-bound students are accepted to an institution but over the course of the summer do not follow through to enroll in the fall. Studies show up to 40% of low-income students who are accepted never truly matriculate for a number of personal and financial reasons<sup>xxiv</sup>. For students who go on to enroll, even fewer actually persist each semester and school year. A full national sample of young college-goers suggests about 60% of "ever-enrollees" will earn a degree within six years<sup>xxv</sup>. Therefore, the Tulsa region needs more students accessing the postsecondary pipeline to produce an increasing number of postsecondary graduates.



### Did you know?

Nine local high schools increased their **FAFSA completion** from 2015 to 2016. Of those, **seven increased rates by at least 8%**. Overall, the class of 2016 gained access to an estimated **\$20 million** in financial aid.



## CALL TO ACTION

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Now in the third year, ImpactTulsa has gained access to more comprehensive data sets, identified baselines across outcomes, reported important findings to the community, piloted campaigns for increasing pre-K enrollment and FAFSA completion, and strengthened partnerships across sectors.

We thank our 15 school district partners and the Oklahoma State Department of Education for providing data and the ImpactTulsa Data Council for its advisory role. Each played an important part in producing this report. We thank our community partners who contributed to collective efforts to bring resources together and support for students, families, and school districts.

There is still work to be done in both collecting and reporting data and even more to be done in aligning resources and turning data into action. In 2017 and 2018, ImpactTulsa will launch action networks in early learning and college and career readiness; increase capacity and capability among partners to act on data; and develop tools for collecting data to better align community partner outcomes, indicators, and actions.

It is ambitious work to ensure all students have an equitable opportunity to develop the academic and social and emotional supports they need to thrive. To succeed takes shared responsibility. ImpactTulsa is fortunate to have supporters like you who are committed to a collective impact approach to reaching this shared vision.



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