

“The question is not whether we can afford to invest in every child, it is whether we can afford not to.”

–Marian Wright Edelman



AN UNPRECEDENTED
EDUCATION PARTNERSHIP

A NEW WAY OF WORKING TOGETHER

2015 COMMUNITY IMPACT REPORT

PARTNERS

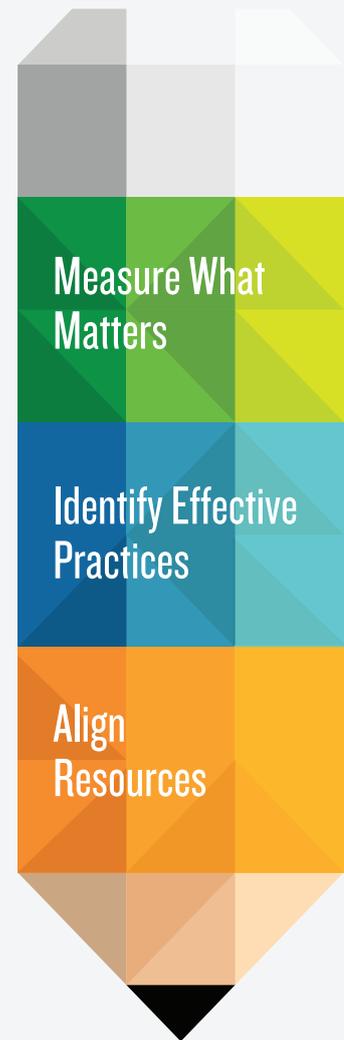


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EQUITY: WHY IT MATTERS

Throughout this report, we explore what the data says on critical milestone outcomes along the education pipeline and why they matter. At each turn, we find that the outcomes for students of color always lag behind their white peers. The same comparison can be made regarding low-income children versus their more affluent peers. In 2015, in OUR community a student's outcome is tied directly to his or her race and the bank account of his or her parents. With over two-thirds of all students across our community qualifying for free and reduced lunch, combined with rapidly changing demographics, ensuring education equity is no longer simply "the right thing to do," it is the single most important economic issue of our time.



A YEAR OF ACTION

WELCOME BACK TO **ImpactTulsa**

THE BEST ECONOMIC DEVELOPMENT STRATEGY WE CAN ADVOCATE FOR IS A WORLD-CLASS EDUCATION SYSTEM THAT GUARANTEES EVERY CHILD A HIGH-QUALITY EDUCATION.

A LETTER FROM OUR LEADERSHIP

Less than two years ago, our community joined forces to begin a new way of working together to address chronic issues in education facing our students, teachers and families. The impact of increasing poverty, rapidly changing demographics and declining public resources has had a crippling effect on classrooms throughout our community.

Armed with a collective impact framework, we spent the first year gathering data to understand the magnitude of the challenge. What started as a group of leaders coming together has turned into more than 300 organizations and over 1,000 individuals impacting the lives of over 170,000 Tulsa-area students. Our partners have raised their hands and are committed to shared accountability for an education system that works for ALL students across our region – education in Tulsa is no longer just the job of educators: we all share responsibility. Based on the data analysis in our October 2014 report, teams of **ImpactTulsa** partners identified outcomes to tackle that will give our kids a better chance to thrive.

IN THE FACE OF THESE SIGNIFICANT CHALLENGES, 15 SUPERINTENDENTS, LEADERS OF OUR POSTSECONDARY INSTITUTIONS, AND FAITH, BUSINESS AND PHILANTHROPIC LEADERS BANDED TOGETHER, WILLING TO TAKE A CHANGE WITH THEIR TIME AND THEIR RESOURCES, BELIEVING THAT THIS EFFORT WOULD GENERATE POSITIVE PROGRESS. AND IT HAS.

As a community we have come together to work on increasing awareness and utilization of our nationally renowned early childhood education system, stepped up support for teachers and students by funding over \$120,000 of early literacy projects in just 90 days, begun to tackle the workforce preparedness gap with a focus on high school completion and postsecondary entry and are advancing the cause of increasing data capacity across our partnership. And we are just getting started!

This mission is possible. But make no mistake about it, the “we” and the “our” referred to in this report includes you.

Whether you are an investor in education, an educator, employer, faith or community leader, policy maker, student, or parent, we need you as a partner. We each have a vital role to play. If you haven't joined as a partner, the time is now. We have a promise to fulfill to Tulsa's kids, and you have a role to play.

With confidence and thanks,



Stacy Schusterman
Chair, Leadership Council



Kathy Taylor
Chief Executive Officer



This will be another year of aggressive action as we double down on our current outcomes and launch new collaborative efforts around closing the gap in the number of children not accessing pre-K programs; advocating for an increase in funding to ensure every classroom in our community is led by a well-prepared and supported teacher; aligning community resources behind what is working for students; and closing the achievement gap for students along the education pipeline.

ABOUT ImpactTulsa

EVERY CHILD GUARANTEED A HIGH-QUALITY EDUCATION
ENGAGING THE COMMUNITY, EMPOWERING STUDENTS,
ALIGNING RESOURCES

COLLECTIVE IMPACT: A NEW WAY OF WORKING TOGETHER

ImpactTulsa is an unprecedented collective impact partnership that brings together schools, businesses, faith-based groups, community organizations, Tulsa's philanthropic foundations and governmental agencies in an effort to improve student outcomes across the community.

Our partnership is led by a 30-member leadership council featuring a cross section of community leaders and supported by a backbone staff led by former Tulsa Mayor and Oklahoma Secretary of Commerce, Kathy Taylor. The partnership connects over 300 local organizations impacting over 170,000 students from preschool to postsecondary. Our vision is that all students in our community are guaranteed a high-quality education.

Tulsa is home to some of the best early childhood educational programs the country has to offer supported by an engaged philanthropic community. The efforts of the programs have moved the needle in some areas, but have been historically siloed, thus preventing systems change for our students. In just over a year, the ImpactTulsa partnership has worked to align efforts and community priorities to ensure program richness translates to a stronger system across the entire region.

We work to achieve this goal by using data as a flashlight and advocating for what works. In other words, we Measure What Matters, Identify Effective Practices, and Align Resources.





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.

OUR THEORY OF ACTION

MEASURE WHAT MATTERS Our partnership spent its first year building a common agenda around the major milestones along the educational pipeline. Accurate and timely data is vital to fostering community-wide action and accountability.

IDENTIFY EFFECTIVE PRACTICES While measurement is an important first step along the path toward systems change, taking a closer look by analyzing effective practices is essential. Our partnership is working to build community commitment to use data to drive decision-making. Earlier this year, following a series of school interviews, our partnership published a report outlining the effective practices in area schools in our “Literacy Bright Spots: Initial Findings Overview.” This guide can be found at www.impacttulsa.com/about/resources.

ALIGN RESOURCES The push to increase state public investment in education continues. Scaling up excellence means our region has to be smarter in the way we align private investments in education in partnership with schools. Based on a 2015 survey answered by 19 Tulsa-area foundations, over \$50 million is invested annually in education in our community¹.



ImpactTulsa is a member of the Strive Together National Network.

The StriveTogether Network connects 9,600+ organizations to impact 8.2 million+ kids.

STARTING EARLY WITH A STRONG FOUNDATION

THE ZERO TO THIRD GRADE PIPELINE

‘The opportunity for an education should begin at birth.’

– James Heckman

SCHOOL READINESS

A critical time to shape productivity is from birth to age five, when the brain develops rapidly to build the foundation of cognitive and character skills necessary for success in school, health, career and life. Early childhood education fosters cognitive skills along with attentiveness, motivation, self-control and sociability. These character skills turn knowledge into action and students into productive citizens.

Nationally, 48% of lower-income students are ready for school when they enter kindergarten compared to 75% of students coming from families with middle income and higher, a 27% achievement gap². This gap is even wider in our region, where only 44% of economically disadvantaged students are ready for school compared to 80% of their more affluent peers, a 36% achievement gap.

This data suggest the most effective strategy for economic growth is investing in early childhood education, particularly for at-risk children. Short-term costs are more than offset by the immediate and long-term benefits through increased school achievement, career readiness and self-sufficiency as well as reductions in the need for special education, remediation, criminal justice and social services costs. The most effective early childhood programs yield an annual 7% to 10% return on investment³.

SCHOOL READINESS AND SUBSEQUENT ACHIEVEMENT IS A CRITICAL ECONOMIC ISSUE. RESEARCH SUGGESTS THAT IF STUDENTS IN THE UNITED STATES WOULD HAVE MET THE EDUCATIONAL ACHIEVEMENT OF HIGHER PERFORMING NATIONS BETWEEN 1983 AND 1998, THE U.S. GDP IN 2008 COULD HAVE BEEN \$1.3 TO \$2.3 TRILLION HIGHER⁴.



Oklahoma and Tulsa specifically have been widely regarded as a national model for early childhood education. District sponsored programs, as well as the programs at Community Action Project and Educare, lead the way in closing the gap for low-income, at-risk students in our region. The latest data collected shows economically disadvantaged students enrolled in pre-K programs were 19% more ready for kindergarten than peers of similar socioeconomic status not enrolled in pre-K.

What we know is students who are not kindergarten ready, aren't likely to be ready to read in third grade, be able to succeed in middle grade math and are far less likely to graduate high school. While early childhood programs in Tulsa provide high-quality education, at least 3,000 eligible Tulsa-area students are not accessing the system. This year's report should serve as a reminder of the importance of starting early with early childhood education and ending well with graduating students college and career ready.



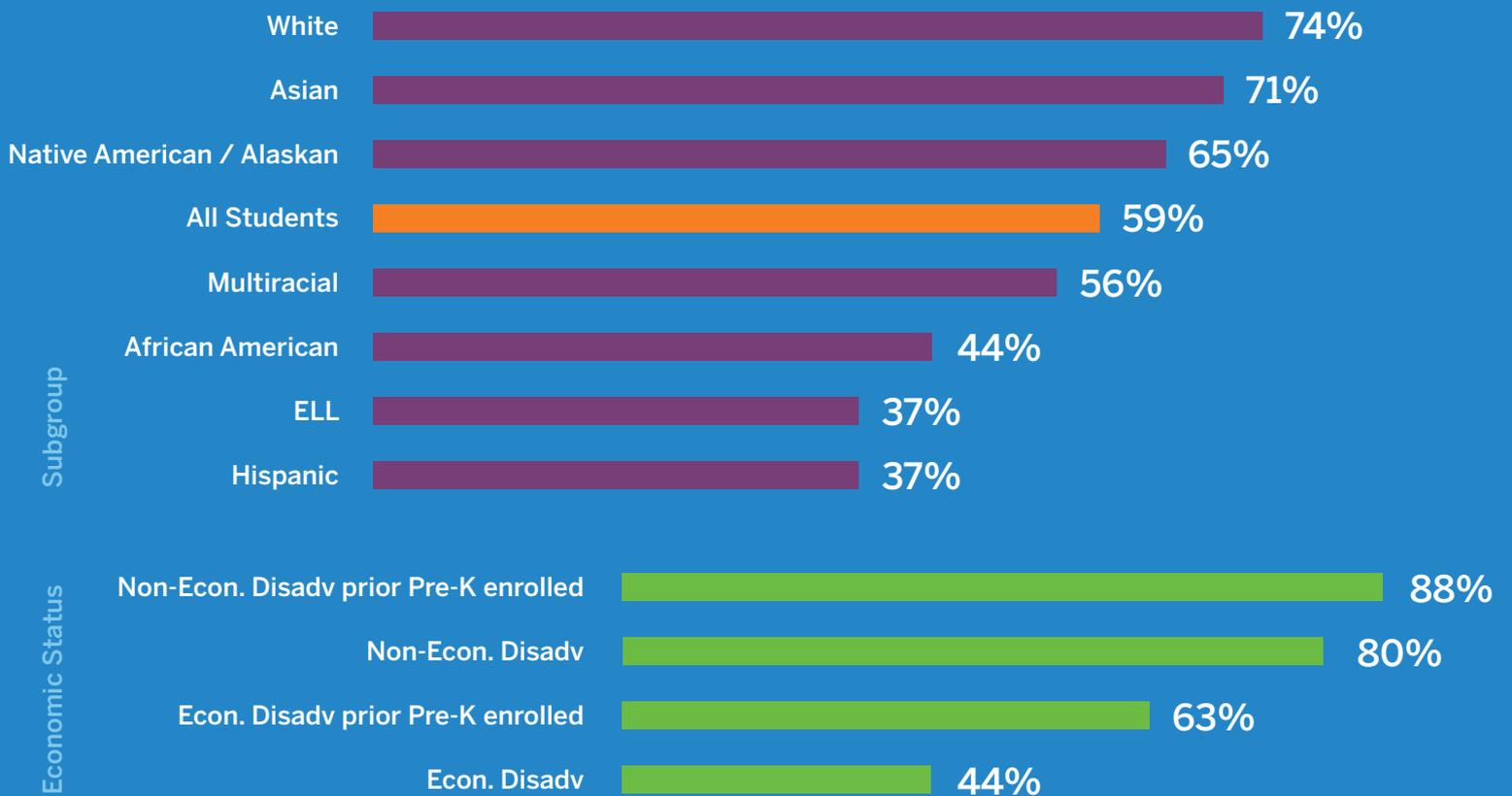
CLOSING THE WORD GAP

Low-income children are exposed to 30 million fewer words before age three than their higher income peers⁵. Launched in 2014, Talking is Teaching is an initiative led by the George Kaiser Family Foundation that aims to empower parents and caregivers to boost brain development and build the vocabulary of young children starting at birth. The goal of the initiative is to more than double the number of words a child hears spoken to them by the age of four. Building vocabularies early is an important strategy in boosting literacy rates across our region.



A CLOSER LOOK: EQUITY MATTERS

ON-GRADE LITERACY RATES OF INCOMING KINDERGARTEN STUDENTS BY SUBGROUP, FALL 2014





Countdown to Kindergarten

KINDERGARTEN READING READINESS: PERCENT OF STUDENTS ENTERING KINDERGARTEN READING AT OR ABOVE GRADE LEVEL

63%

ECONOMICALLY DISADVANTAGED
STUDENTS WITH PRIOR PRE-K

44%

ECONOMICALLY
DISADVANTAGED STUDENTS

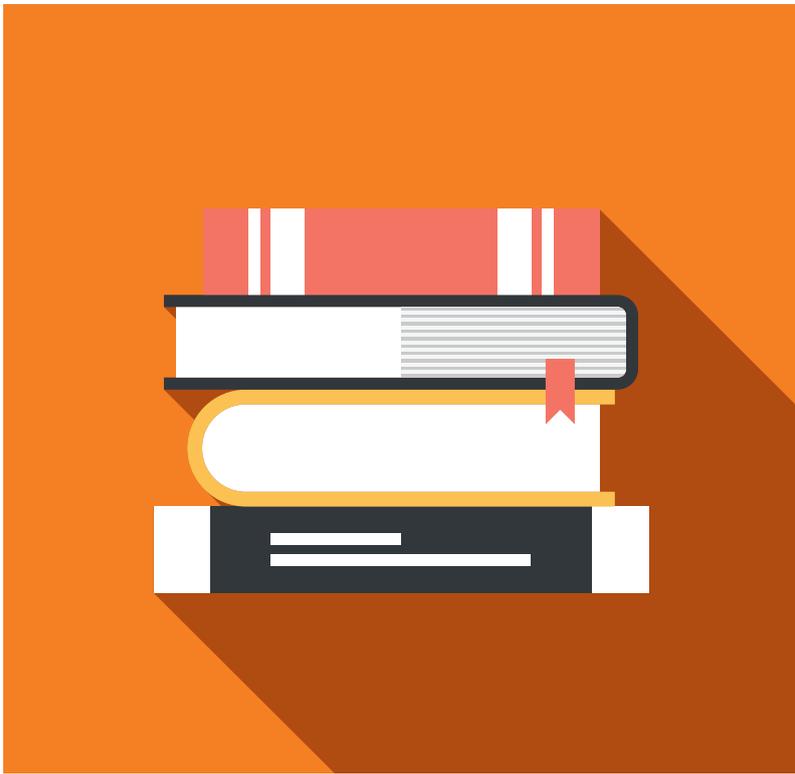
ECONOMICALLY DISADVANTAGED STUDENTS
WITH PRE-K VS. WITHOUT PRE-K

WHAT THE DATA SAYS

Only about 60% of Tulsa-area kids in kindergarten can read at or above grade level within the first few months of school. And, the all too familiar achievement gap shows up immediately. Higher-income students are almost twice as likely to be reading at grade-level as their lower-income peers. The 74% readiness rate of white students exceeds that of African American and Hispanic students by 30 and 37 percentage points respectively. The racial/ethnic gaps become even more apparent when looking across schools. Schools with the highest concentrations of students of color have the smallest population of grade-level readers.

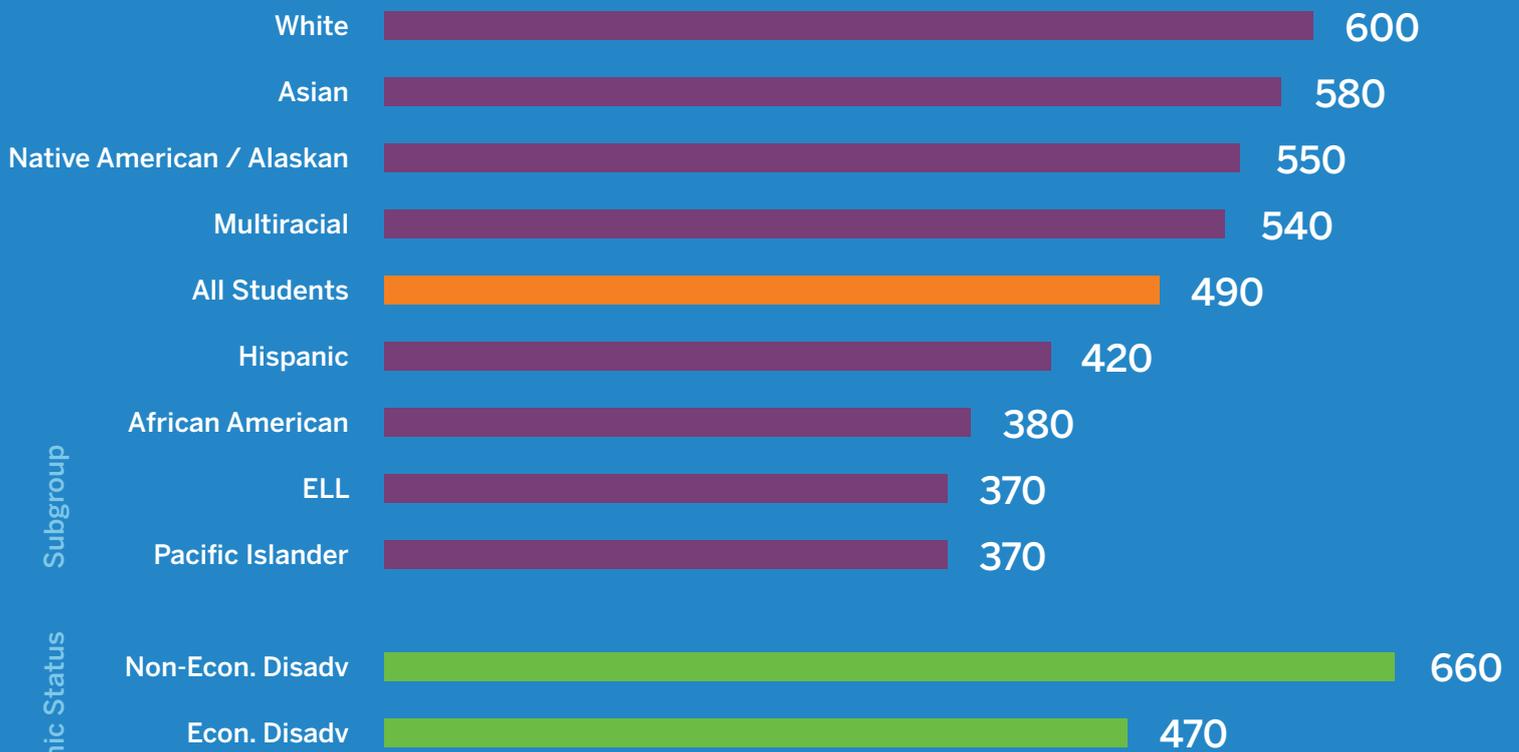
WHY IT MATTERS

It is hard to argue that any indicator is more important than kindergarten readiness because for many children it sets their trajectory. Experiences from birth to age five are critical to success in school and life. Ensuring children are ready to learn when they enroll in kindergarten is key to preventing adverse outcomes – poverty, poor health, crime – throughout their lifetimes. Furthermore, an analysis of pre-K programs across the country showed students attending quality pre-K programs were 33% less likely to repeat a grade through 8th grade compared to students not enrolled in pre-K⁶.



A CLOSER LOOK: EQUITY MATTERS

THIRD-GRADE MEDIAN LEXILE SCORES BY SUBGROUP, SPRING 2015



Note: Score shown indicates the starting point of the median Lexile score range for each subgroup.



Ready to Read
Partnership

THIRD-GRADE READING PROFICIENCY

PERCENT OF STUDENTS READING AT A 600 LEXILE OR ABOVE

WHAT THE DATA SAYS

A comparison of 2014 and 2015 scores shows a step in the right direction. But it's a small step. The share of readers at the low end of the scale – deemed “at risk” by the Lexile framework – improved from 18% to 16%. And, at the high end, the share of readers considered proficient edged up from 44% to 45%. Achievement gaps are still prevalent. Students of color score far below their white peers. Low-income readers score approximately 200 Lexile points below their higher-income counterparts, or one full grade level.

WHY IT MATTERS

Reading proficiently by the end of third-grade is critical. Beyond third grade, kids are no longer learning to read, but instead are reading to learn. According to national research by the Children's Reading Foundation, up to half of the printed fourth-grade curriculum is incomprehensible to students who read below grade level. Additionally, they found that about 31% of poor African American students and 33% of poor Hispanic students who did not hit the third grade proficiency mark, failed to graduate high school.

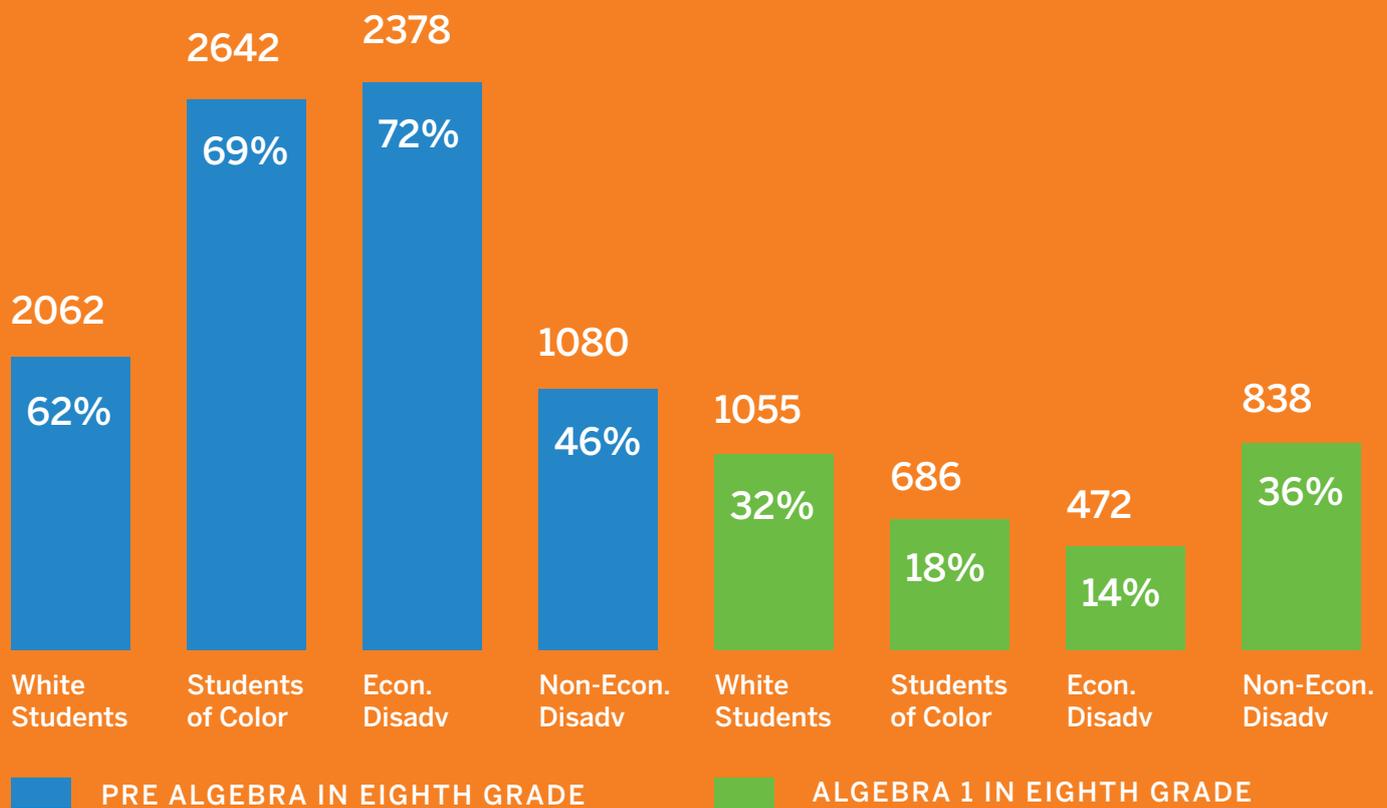


ImpactTulsa is a member of
The Campaign for Grade-Level Reading Network.



A CLOSER LOOK: EQUITY MATTERS

EIGHTH GRADE MATH COURSE BY PERCENTAGE OF TOTAL STUDENT SUBGROUP ENROLLED IN COURSE, SPRING 2015



Note: the percentages shown are of students within a subgroup enrolled in the course

MATH COUNTS

NUMBER OF EIGHTH-GRADERS ENROLLED
IN ON-TRACK AND ADVANCED COURSES



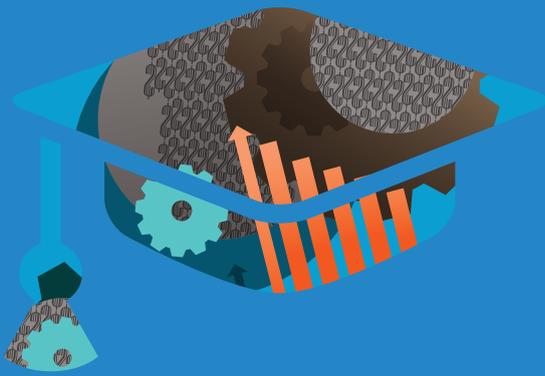
EIGHTH-GRADE MATH PROFICIENCY

WHAT THE DATA SAYS

Last year's Community Impact Baseline Report showed that only 28% of Tulsa's eighth graders were "on-track" for college-level math. The findings were drawn from the ACT Math Explore results. Updated ACT scores were unavailable at the time of publication. The ImpactTulsa Data Council recommended looking at the pipeline of students attempting Pre-Algebra and Algebra I as an interim measure. There is a strong correlation to success in Algebra I, with on-time high school completion and college readiness. For now, this snapshot of the students enrolled in Pre-Algebra or Algebra I will serve as a rough proxy for "on-track." Of top concern is the lower number of students of color enrolled in the advanced course suggesting yet another significant achievement gap.

WHY IT MATTERS

The economy nationally and in Tulsa has been changing. Studies show that the most rapidly growing job segments require a bachelor's degree, an associate's degree or a postsecondary technical certificate. Jobs ranging from welding to accounting all require a strong foundation in math. Based on the data, Oklahoma is lacking when it comes to preparing our students for the workforce. Oklahoma's students rank 45th in the country according to the 8th grade math assessment, putting our state at a significant competitive disadvantage.



44% — 99%

TULSA-AREA TRADITIONAL HIGH SCHOOL GRADUATION RATES RANGE FROM 44% TO 99%



GRADUATION RATES: 2014 RATES BY SUBGROUP

TULSA AREA HIGH SCHOOL GRADUATION RATES BY SUBGROUP, SPRING 2014





HIGH SCHOOL COMPLETION

PERCENT OF STUDENTS COMPLETING HIGH SCHOOL ON-TIME

WHAT THE DATA SAYS

In 2012, the Oklahoma State Department of Education (SDE) published data showing the graduation rate across Tulsa County at 70%. Since then, SDE has implemented a new formula in compliance with the United States Department of Education. The new cohort calculation method shows that many more Tulsa-area ninth-graders graduate on-time such as 85% in 2012, 82% in 2013, and 82% in 2014. For the Class of 2013, the Tulsa rates are roughly comparable with those for the U.S. (81%) and Oklahoma (85%)⁹.

WHILE GRADUATION RATES SHOW THE TULSA-AREA AS BEING ON PAR WITH THE REST OF THE COUNTRY, A SUBSTANTIAL GAP EXISTS WHEN COMPARING TRADITIONAL HIGH SCHOOLS ACROSS THE COMMUNITY WHERE GRADUATION RATES RANGE FROM 99% TO AS LOW AS 44%.

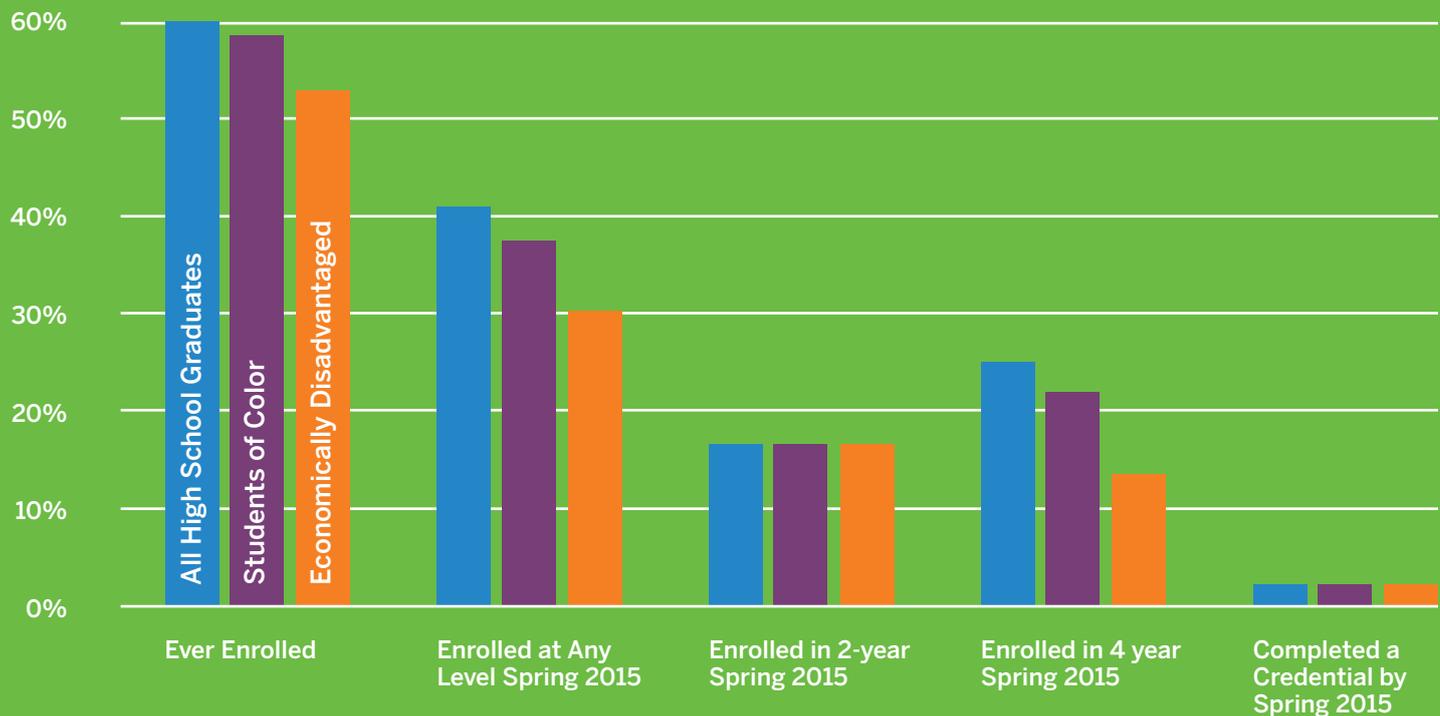
WHY IT MATTERS

Taken at face value, 82% average graduation rate for the recent high school classes can be viewed in two ways. On the one hand, the rates are in line with national norms and are higher than previously thought. On the other hand, almost one-in-five young Tulsans are entering adulthood without a high school diploma, and their labor market prospects are bleak. Not surprisingly, the number of children 18 and under living in poverty in America is 21.5% or one-in-five – making high school completion a vital economic and social issue that can not be ignored¹⁰.



POSTSECONDARY PATHWAYS: NATIONAL STUDENT CLEARINGHOUSE

POSTSECONDARY ENROLLMENT, PERSISTENCE, AND COMPLETION
HS GRADUATES OF 2013, SPRING 2015 STATUS





Graduate 918 Partnership

POSTSECONDARY

POSTSECONDARY ENTRY, PERSISTENCE AND COMPLETION

IMPACTTULSA PARTNERS HAVE
LAUNCHED WWW.FAFSATULSA.COM
TO PROVIDE RESOURCES TO
INCREASE FAFSA COMPLETION
TO 60% IN 2016

WHAT THE DATA SAYS

Our initial analysis after reviewing records from the National Student Clearinghouse (NSC) shows that 60% of high school graduates from the class of 2013 have enrolled in a postsecondary institution at some point. Students of color are enrolling at roughly the same rate as the overall population (59%). That is not the case for low-income students with only 50% having ever enrolled. Persistence, and ultimately completion, is as important as enrollment. Here there is cause for concern. An enrollment snapshot of Spring 2015 indicates only 42% of students are still enrolled roughly a year and a half after high school graduation.

WHY IT MATTERS

U.S. high school graduation rates are at an all-time high¹¹. Tulsa is on par with the rest of the nation. While this is an encouraging trend, when you factor in the demand of 65% of jobs requiring a postsecondary education, improving high school graduation rates is only one step. When improved high school graduation is coupled with flat or declining postsecondary enrollment, persistence, and completion, there is lack of real progress toward a better economy. Currently, only 53% of area graduates complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is the passport to a postsecondary education. There is a 30% increase in postsecondary enrollment with low and middle-income students if the FAFSA is completed. Last year alone, over \$15 million was left on the table by area graduates as a result of not completing the FAFSA form. We have to work to ensure a growing number of high school graduates move to and through postsecondary institutions.

THE NEXT BIG STEP

A CALL TO IMPROVE DATA ACCESS AND QUALITY

DATA LEADING TO ACTION

Collecting and matching the academic and non-academic data across the entire education pipeline is vital as our community takes the next steps toward using data in our community to increase student outcomes. Like last year, the ImpactTulsa Data Council and partner school districts were vital in collecting the data contained in this report. A growing concern is the quality and volatility of data across the region.



“If you want to go fast,
go alone, if you want
to go far go together.”

— African Proverb

In this report, we looked at a variety of kindergarten assessments across the region (five in all), established “on-track” benchmarks for each one, and facilitated the best region-wide look at kindergarten readiness that have been devised to date. Even this basic data helps inform our goal to ensure more kids take advantage of the boost free district pre-K gives them. To impact third-grade reading, interventions must begin early. This is why we continue to push for a universal tool to measure kindergarten readiness across all of our partner districts. This would allow teachers and parents to learn in a consistent way about their students’ aptitude and needs. Such assessments can provide a beginning snapshot of student’s skills, and function as a tool that could be useful in identifying professional development areas for kindergarten teachers and support opportunities for parents. A handful of states have successfully implemented statewide assessments such as Arkansas, Ohio, Mississippi, Florida, Oregon, Vermont, and Washington.

The new graduation measure featured in this report was introduced beginning with the Class of 2013 with a bit of caution. Oklahoma, along with other states is continuously improving standards and management of student-level, longitudinal data. National and local review will uncover missteps and interstate calculation inconsistencies. In addition, state departments of education across the country will adjust, align, and strengthen their methods. So, with this measure, expect some volatility going forward.

A similar issue was faced regarding 8th grade math as Oklahoma is in the midst of changing standards, which played a role in our report not featuring the ACT Explore results this year. Even given these data constraints, the academic data analyzed in this report highlights the need for action.

Finally, our region does not have systems in place to best connect the K-12 data to workforce. We cannot understand with any level of certainty how prepared our students are for the workplace. Our region must build the will to advocate for, invest in and build the data infrastructure to fully measure what matters, identify effective practices, and align resources behind what works from birth to career. **This is the next big step toward systems change.**

GET CONNECTED Track the progress of the ImpactTulsa partnership and dig deeper into the data at www.impacttulsa.com. Find info on meetings, upcoming events and new initiatives. Like us on Facebook, follow us on Twitter and share our message!

MAKE A COMMITMENT Impact literacy rates by volunteering in an evidence-based reading program. Impact math skills by becoming a math mentor. Impact a classroom by visiting www.impacttulsa.com/impact, or impact a school by becoming an engaged Partner in Education.

ADVOCATE FOR CHANGE There are many great things happening in education in our community, but schools need advocates. Pick up the phone and call your legislators to express your interest in ensuring our schools have the resources they need to serve every child!

LEADERSHIP COUNCIL

Name	Title	Company
Stacy Schusterman	Chairman and CEO	Samson Energy Company, LLC
Alison Anthony	President	Williams Foundation
Keith Ballard	Professor, Educational Leadership	OU-Tulsa
Howard Barnett	President	OSU-Tulsa
Stacey Butterfield	Superintendent	Jenks Public Schools
Gerard Clancy	Vice President, Health Affairs	University of Tulsa
Bruce Dart	Executive Director	Tulsa County Health Department
Steven Dow	Executive Director	Community Action Project of Tulsa County
Jeff Dunn	President	Mill Creek Lumber
Deborah Gist	Superintendent	Tulsa Public Schools
Leigh Goodson	President and CEO	Tulsa Community College
Mark Graham	President and CEO	Tulsa Area United Way
David Greer	Board of Directors	Oklahoma Innovation Institute
Kirt Hartzler	Superintendent	Union Public Schools
Bobbie Henderson	Consultant	Nonprofit, Youth Development, and Extended Learning
Ken Levit	Executive Director	George Kaiser Family Foundation
Marc Maun	Executive Vice President, Chief Credit Officer	Bank of Oklahoma
Tom McKeon	Vice President and Executive Director	City Year Tulsa
Jarod Mendenhall	Superintendent	Broken Arrow Public Schools
Bruce Morgan	Vice President	QuikTrip
Frank Murphy	CEO	F.W. Murphy Family Foundation
Ray Owens	Pastor	Metropolitan Baptist Church
Matt Pivarnik	Executive Vice President	Tulsa Regional Chamber
Kent Smith	President	Langston University
Lloyd Snow	Superintendent	Sand Springs Public Schools
Steve Tiger	Superintendent and CEO	Tulsa Technology Center
Evan Tipton	Chair	Tulsa's Young Professionals
Steadman Upham	President	University of Tulsa
Annie VanHanken	Senior Program Officer	George Kaiser Family Foundation
David Wagner	President and CAO	Schnake Turnbo Frank

ACKNOWLEDGEMENTS

LEADING THE CHARGE



DATA COUNCIL

Name	Company	Title
Diana Bjornson	Owasso Public Schools	Secondary Curriculum Coordinator
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Brent Core	Sperry Public Schools	Director of Instruction
Mark Dalton	Tulsa Regional STEM Alliance	Advisor
Sherry Durkee	Sand Springs Public Schools	Assistant Superintendent
Debra Ensminger	Jenks Public Schools	Director of Student Assessment
Sherri Fair	Union Public Schools	Director of Student Data and Assessment
Stephen Hoch	Tulsa Public Schools	Director of Data Quality and Data Use
Anna Holt	Tulsa Public Schools	Director of Research
Sherry McMillan	Bixby Public Schools	Director of Elementary Curriculum
Jim Provenzano	Tulsa Public Schools	Applications Programmer
Larry Smith	Sapulpa Public Schools	Deputy Superintendent

SPECIAL THANKS

ImpactTulsa would like to extend our sincere thanks to Dr. Cathy Burden, Stephen Hoch, members of the Ready to Read Operations Council, members of the Graduate918 Operations Council, and the Communications Council.

ACKNOWLEDGEMENTS

A LETTER FROM US



THE ImpactTulsa TEAM

As citizens of this community and parents ourselves, the **ImpactTulsa** backbone team thanks every educator in our community for all that they do in schools and classrooms everyday. A strong education system is essential to our democracy and educators are the foundation. We stand with you in ensuring all children are guaranteed a high-quality education in an adequately resourced, valued, and supported system.

Kathy Taylor, CEO

Monroe Nichols, COO

Autumn Worten, Director of Partner Engagement

Janell Chery, Director of Research and Analysis

Alex Paschal, Manager of Community Engagement

“Better than a thousand days of diligent study
is one day with a great teacher.” — Japanese Proverb

CITATIONS

CHARTS AND TEXTS



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- 1 Tulsa Area Giving Survey. 2015. Administered to local foundations and philanthropists by the Funders Roundtable, Tulsa Area United Way, and ImpactTulsa to understand general and education specific giving.
 - 2 Issacs, Julia. March 2012. Starting School at a Disadvantage: The School Readiness of Poor Children. Brookings Institute, Center on Children and Families. Retrieved from http://www.brookings.edu/~media/research/files/papers/2012/3/19%20school%20disadvantage%20isaacs/0319_school_disadvantage_isaacs.pdf
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 - 9 Oklahoma State Department of Education. 2015. Historical Adjusted Graduation Rate. Retrieved from <http://ok.gov/sde/historical-adjusted-cohort-graduation-rate>
 - 10 U.S. Census Bureau. 2014. 2014 Poverty Highlights. Retrieved from <https://www.census.gov/hhes/www/poverty/about/overview/>
 - 11 U.S. Department of Education. February 2015. U.S. High School Graduation Rates Hits New Record High. Retrieved from <http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high/>

REPORT CHART SOURCES

Page 8: ImpactTulsa. 2015. ImpactTulsa/ECONorthwest analysis of Fall 2014 Kindergarten literacy district data.

Page 10: ImpactTulsa. 2015. ImpactTulsa/ECONorthwest/Hoch analysis of Spring 2015 Third-grade literacy state assessment data.

Page 12: ImpactTulsa. 2015. ImpactTulsa/ECONorthwest analysis of Spring 2015 Eighth-grade math course grades. Data shown may not add up to 100% for combined students subgroups because a portion of eighth-grade students may also be enrolled in remedial Math classes to prepare for Pre-Algebra or advanced courses beyond Algebra I such as Geometry.

Page 14: Oklahoma State Department of Education. 2014. High school graduation data for the Class of 2014 for Tulsa-area districts.

Page 16: National Student Clearinghouse. 2015. ImpactTulsa/ ECONorthwest/Hoch of postsecondary data for Class of 2013 high school graduates

ECONORTHWEST

ECONORTHWEST PROVIDES DATA ANALYSIS AND NATIONAL CONTEXT FOR IMPACTTULSA

ECONorthwest is an economic, finance, and planning consultancy with offices in Portland, Seattle, Boise, and Eugene, Oregon. The firm provides expertise in program evaluation, efficiency studies, accountability measures, and analyses of student-level longitudinal data. In the education area, the firm has evaluated dropout prevention programs, teacher preparation programs, and the efficacy of small schools for clients including the Bill and Melinda Gates Foundation, the J.A. and Kathryn Alberston Family Foundation, the Oregon Community Foundation, and the Meyer Memorial Trust. John Tapogna, President of ECONorthwest, led the data analysis with associate Wil Gleasman.

In addition to work on the 2015 Community Impact Report, ECONorthwest's work in Tulsa has included redevelopment planning and consultancy regarding adaptive reuse of historic buildings downtown, as well as working with the George Kaiser Family Foundation to prepare an implementation strategy for redevelopment of the Brady District just north of downtown Tulsa.

Methodology for translating OCCT scale scores (Oklahoma Performance Index) to Lexile scores. District Lexile scores from internal spring assessments were linked with OCCT scale scores for over 3,000 students from the 2013-2014 school year. The average Lexile score was calculated for each reported scale score value. For scale score values that were not reported in 2013-2014 on the 400-990 scale, the straight line estimate between reported values was imputed using a simple average growth between reported points.

Our work has been made possible by the generous support of:

**GEORGE KAISER
FAMILY FOUNDATION**
A supporting organization of Tulsa Community Foundation



**CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION**

LIVE UNITED
United Way
Tulsa Area United Way



Lobeck Taylor
FAMILY FOUNDATION



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