



 **Impact Tulsa**®



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Our region is home to the second-most populous county in the state of Oklahoma, and home to some of the best educational program models and innovative ideas in the country. Every day teachers, nonprofits, parents and volunteers are working hard to improve the educational experience for our students. We have made tremendous progress over the years, but we have not yet achieved the kind of regional success that is necessary to support the future of our regional economy.

Poverty in our student population, lack of parental engagement, teacher shortages and reductions in public funding all have significantly impacted our students.

These challenges signal a need for our community to find new ways to work together to help students succeed. This report outlines areas along the pipeline where we can take steps collectively to improve student outcomes regionally. In this report, you will find baseline data that will spark community-wide action.

ImpactTulsa is an independent partnership built on lessons learned nationally to address the unique education challenges facing the Tulsa area. We are guided by a vision to **guarantee a high quality education to all students in our community** and a goal to become a **model of excellence by dramatically improving student achievement outcomes**.

“Tulsa has real challenges ahead regarding our rapidly changing demographics with our citizens being older overall than many of the fastest growing U.S. regions. This is paired with the trend of young, creative talent moving to the most thriving economic hubs. ImpactTulsa is a new initiative that brings together school districts, business leaders, universities, foundations, health and mental health programs to focus on the full breadth of initiatives needed for public school performance advancement.”

— Dr. Gerard Clancy, President | OU Tulsa

Welcome to the ImpactTulsa Partnership. Near the start of this year, leaders from all sectors in our community, including business, education, faith, nonprofit, civic and philanthropy, came together to start an unprecedented partnership to begin learning new ways we can join and act together to help our students succeed in school and life.

As we look at our students, one observation is increasingly clear – the old way of doing things, with multiple, uncoordinated programs, is not getting the results we want for our children, particularly in low-income communities. To close the achievement gap, reduce the cycle of poverty, and improve our local economy, we must work at the local level using data-driven solutions to address the many challenges facing our students.

ImpactTulsa is not a new program— it is a new way for all of us to work together. **This report is the first step of our work together to drive long-term change for our students.**

ImpactTulsa has compiled data at several points along the education pipeline. We will use this data to focus our collaborative goals, align our community and educational resources in more effective ways and measure our success. The data will help us spotlight best practices and break down silos to work as a community to address these challenges.

We know change is possible in the Tulsa area. Together, we have already built a nationally recognized early childhood program, and we have collaborated to ensure that every graduating senior in Tulsa County can receive a postsecondary degree or certificate debt-free.

We are confident Tulsa will lead the nation and give every student the best opportunity for success in school and life. If you haven't signed up to be a part of the ImpactTulsa partnership, we invite you to join us in this unprecedented effort to get results for our children.



A handwritten signature in black ink that reads "Stacy Schusterman".

Stacy Schusterman
CEO, Samson Energy
Chair, ImpactTulsa Leadership Council



A handwritten signature in black ink that reads "Kathy Taylor".

Kathy Taylor
CEO, 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.

Successful student outcomes mean stronger families, a more vibrant economy and a better quality of life. Together, we're meeting challenges with an unprecedented partnership, creating unprecedented opportunities for student success. Since our partnership began in April of 2014, more than 500 Tulsans (and counting!) have joined the effort.

ImpactTulsa is a partnership of leaders from the education, business, philanthropic, nonprofit, civic and faith communities who all believe education is the key to the prosperity of our community.

ImpactTulsa Leadership Council

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Tulsa Area Education Pipeline

300+ Early Childhood Providers

Early Childhood (Birth - Kindergarten)



Currently, we do not have a universal measure to determine kindergarten readiness across the region.



There is a full grade level difference in third-grade reading scores between those eligible for free or reduced price lunch vs. their paid-lunch peers

15 School Districts Grades K-12



Only 3 in 10 eighth graders are on track for college based on ACT 8th Grade math Explore assessment



Over the course of a decade more than 20,000 Tulsa-area kids will drop out.



By 2018, 60% of area jobs will require a degree or credential beyond high school.

40,000+ Higher Ed Students

Higher Education & Workforce



Only 35% of Tulsa's adult population holds an associate degree or higher

ImpactTulsa Partners

ImpactTulsa Partners



ImpactTulsa uses relevant data to inform decision making in our region so that all students have access to the education and community-based resources they need to succeed. We are moving away from the old way of using arbitrary data as a hammer and instead using relevant data as a flashlight that guides resources and investments.

We measure what matters, identify and share best practices, and align resources to achieve transformative impact. We also work to identify collective community results that lead to more collaboration. This is the new way of working together.

To establish a foundation upon which we can build, the ImpactTulsa partnership identified and selected outcomes that measure important student academic achievement milestones. An understanding of these data gives our community the opportunity to measure gains and address shortfalls throughout our region.



Conditions of Success

Achieving large-scale change involves five key conditions of success:

1. Common Agenda

All regional partners have a common understanding of the challenges and a joint vision for change with shared accountability.

2. Shared Measurement

Partners make a commitment to measure what matters, collect data to identify effective practices and ensure resources are aligned behind evidence-based approaches.

3. Mutually Reinforcing Activities

Actions are coordinated through a mutual plan of action.

4. Continuous Communication

Constant, open communication across the partnership builds trust and ensures progress on mutual objectives.

5. Backbone Support

A separate, independent staff coordinates the entire partnership. ImpactTulsa will serve as the backbone support for the Tulsa-area partnership.

“With the right people, the right data, and the right analysis, education leaders can significantly improve decisions, thereby increasing student achievement.”

— The Strategic Data Project, Center for Education Policy Research, Harvard University

Outcomes



Ready for School

Kindergarten Readiness

Success in School

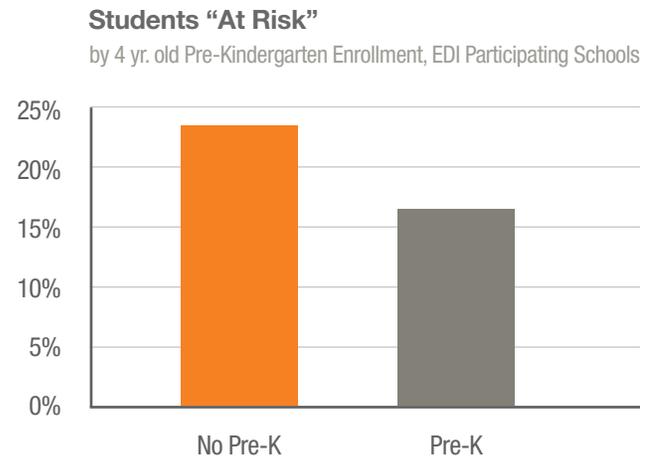
Third-Grade Reading
Eighth-Grade Math
High School Completion /
College and Career Ready

Ready for Career

Postsecondary Entry
Postsecondary Completion

Kindergarten Readiness

We know we can only effectively improve what we can measure. In areas where kindergarten readiness data are available and used, students in quality pre-K reduced their at-risk status by about 8 percent.



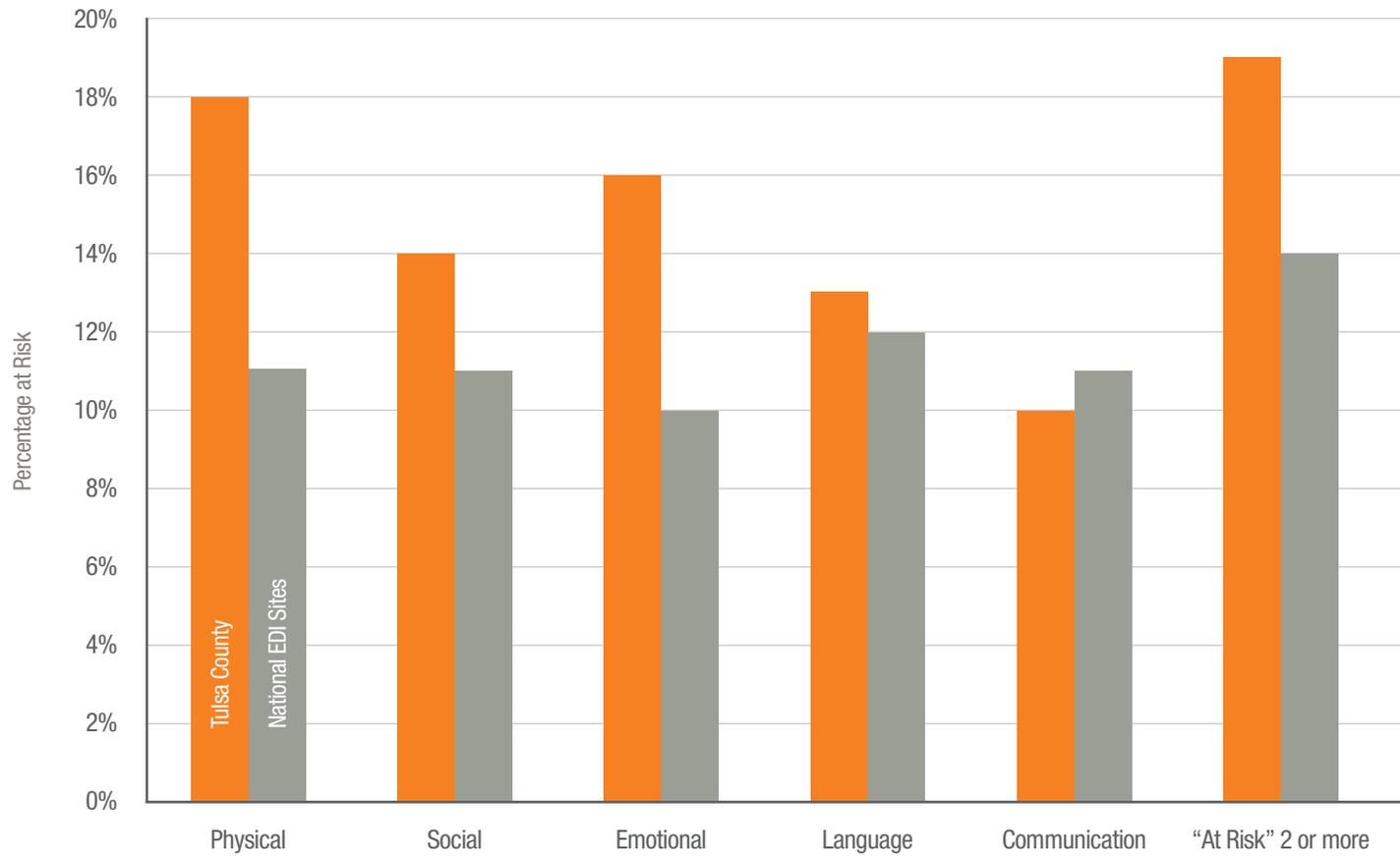
High quality pre-K programs, investments in infant and maternal health, and other evidence-based interventions have been proven to shrink or eliminate the readiness gap. Strategic investments in kindergarten readiness improve student success outcomes. Kids who are not prepared for kindergarten may never catch up. The period between birth and age five is critical to a child’s success in school and in life. The most effective programs show returns of up to \$7 for every \$1 invested. Currently, three Tulsa County school districts have implemented the Early Development Instrument (EDI), a tool to assess the “at-risk” nature of children entering kindergarten. In these districts, 19 percent of students were assessed as at-risk vs. 14 percent nationally.

The readiness gap is clearly split based on family income, and we expect to see similar issues across all ImpactTulsa districts. Because kindergarten readiness is such an important metric for success, ImpactTulsa needs more data to inform investment and resources. We must therefore give all our educators and nonprofits the resources and tools they need to measure kindergarten readiness so we can focus our early interventions appropriately.

The ImpactTulsa staff will work with our partner school districts on the selection and implementation of a regional kindergarten readiness assessment and universal measurement tool. This action will, for the first time, allow us to gain relevant insight as to the readiness of children entering school and a better understanding of what interventions work prior to kindergarten and what interventions are needed to help children succeed in school as they progress.

¹ Appendix Page 25: Source: Risk to Ready. Students at Risk.

Share of Kindergartners “At Risk” by Category, Tulsa County* and National EDI Sites



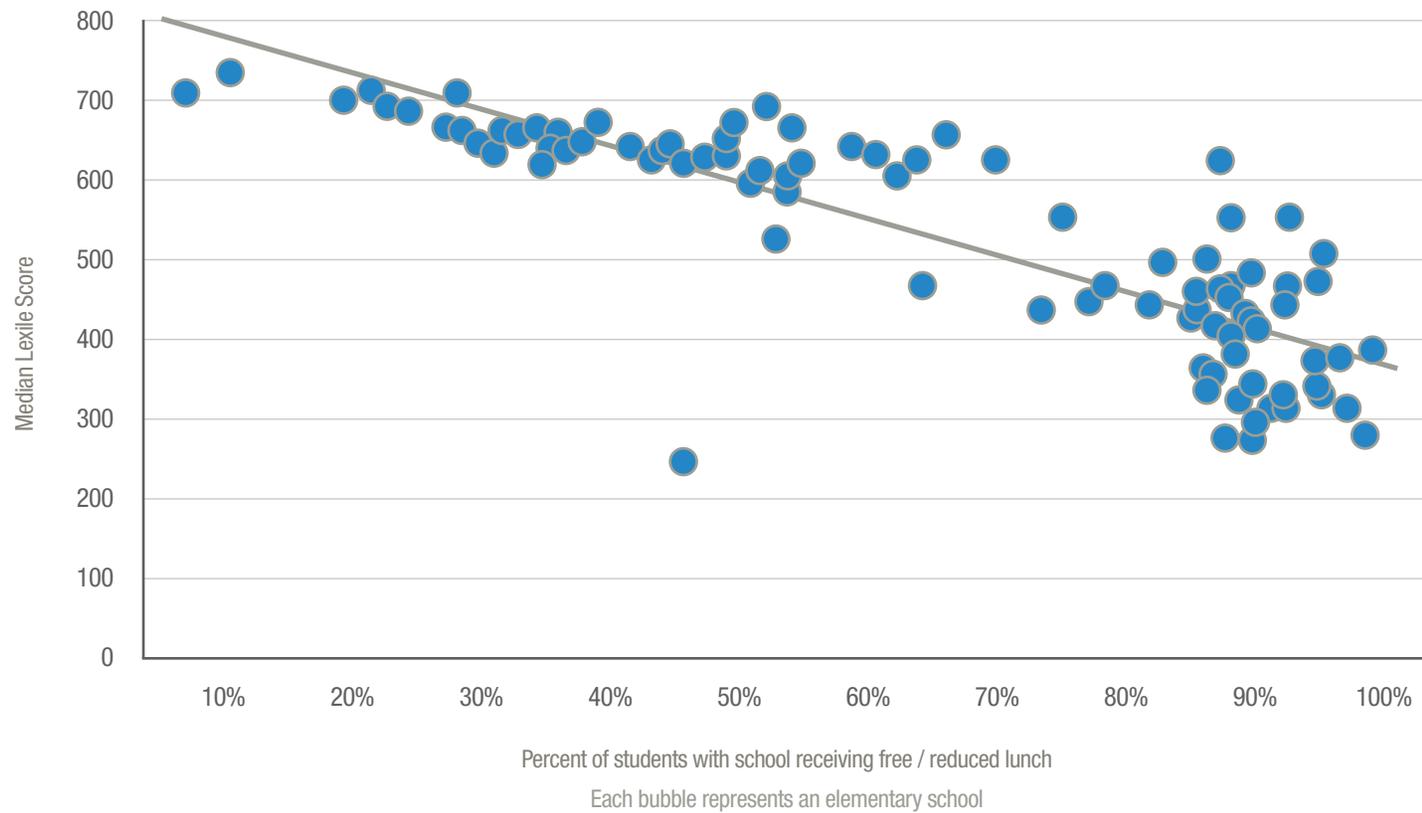
What EDI Measures

- Physical health and well-being (absence of disease, access to appropriate nutrition, ability to use a pencil)
- Social competence (acceptable public behavior, respect for adult authority)
- Emotional maturity (ability to balance curiosity and eagerness for new experiences, ability to reflect before acting)
- Language and cognitive development (size of vocabulary, ability to name letters, ability to organize and analyze information)
- Communication skills and knowledge (ability to understand verbal communication and to verbally communicate information).

* 3 area school districts included in report

² Appendix Page 25: Source: Risk to Ready. Share of Kindergartners at Risk.

Third-Grade Achievement for Area Schools by Lunch Status



While poverty and reading proficiency challenges are tightly linked, some area schools are making significant progress in reading proficiency among 90 percent free/reduced-price lunch-eligible student populations. Identifying and sharing the successful practices of these schools will allow us to focus our resources on increasing reading proficiency for third-graders throughout our region.

Appendix Page 25: Source: Impact Tulsa/ECONW/Hoch analysis of district data. Third-grade achievement for Area Schools.

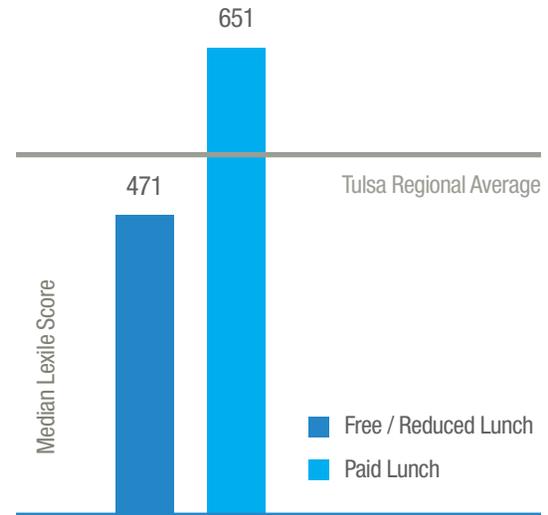
Proficiency in reading by the third grade is critical—it is after this point that students transition from learning to read to reading to learn.

Mastering basic math and science is critical to student success and competing in a changing economy. However, students cannot master those subjects without a strong foundation in reading. Nationally, 74 percent of students not reading by third-grade never catch up and are four times more likely to drop out of school before earning a high school diploma.

Third-grade reading is a major focus nationally and in Oklahoma. Research shows that evidence-based solutions and new approaches to learning can help increase the percentage of students reading on grade level by the end of third grade.

To accurately display the reading proficiency among third-graders in our region, ImpactTulsa, with the guidance of area superintendents, used the Lexile scoring system. What is unmistakably clear is the connection between economic disadvantage and reading proficiency.

A Powerful Partnership. In partnership with Tulsa Public Schools, Reading Partners utilizing evidence-based interventions, worked in nine TPS elementary schools helping almost 500 students. With the help of over 600 Tulsa volunteer tutors, 79% of the target students narrowed their reading proficiency gap.



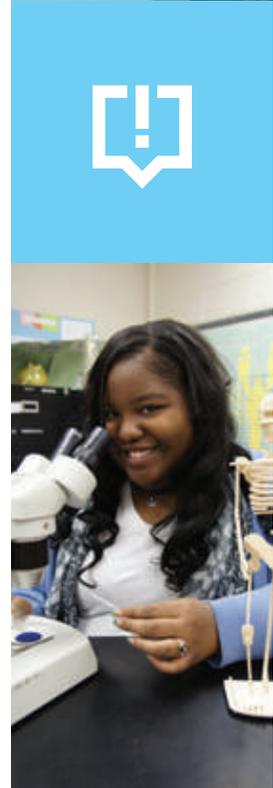
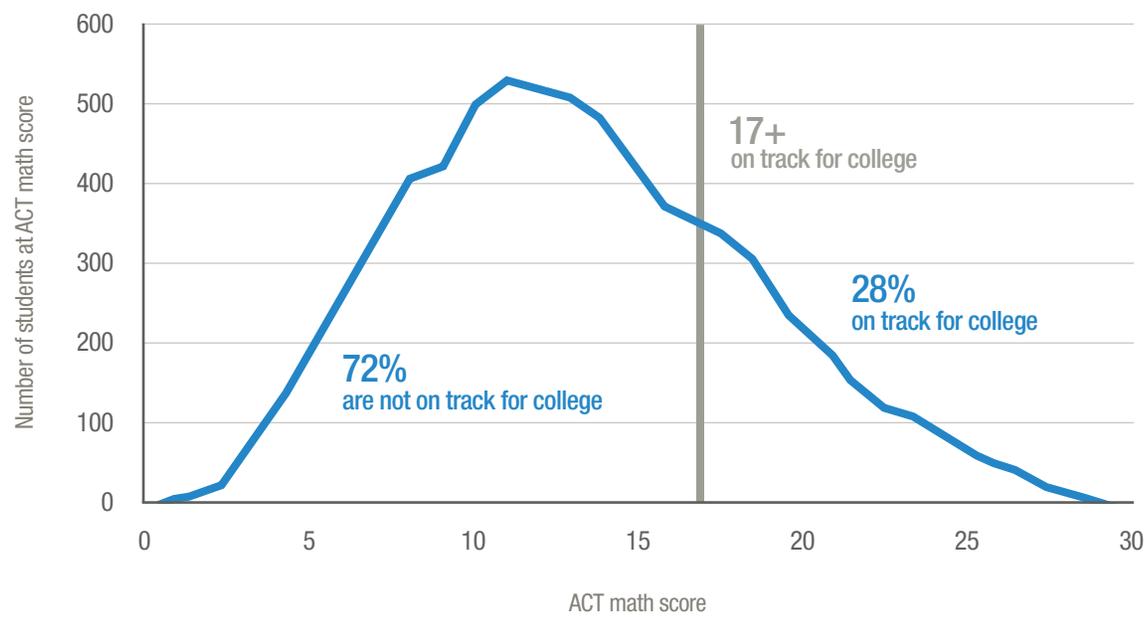
There is a 180-point difference in reading scores between those with free/reduced-price lunch-eligible students and their paid lunch peers. **That is more than one full grade level.**

Third-Grade Reading Level	
Lexile Score	Proficiency Level
Below Grade Level	
< 250L	At Risk
250L - 400L	Basic 1
400 - 500L	Basic 2
On Grade Level	
500 - 600L	Low Proficient
600 - 700L	Proficient
700 - 800L	High Proficient
Above Grade Level	
Above 800L	Advanced

³ Appendix Page 25: Source: Scholastic Reading Counts.



Eighth-Grade ACT Math Explore Results



² Appendix Page 25: Source: Impact Tulsa/ECONW/Hoch analysis of district data. Eighth-grade ACT Math Explore Results.

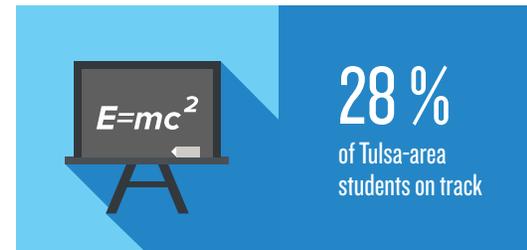


Math matters. International tests show U.S. students score well below peers in China, South Korea, Japan, the Netherlands, Canada and a host of other countries.¹ Economists estimate that if the U.S. could raise math proficiency to Canadian levels, economic growth would improve from 2.5 percent annually to 4 percent annually and, over the long run, add \$75 trillion to the U.S. gross domestic product.²

Of all subjects, the level of mathematics a student completes in high school has the strongest tie to completing college. Finishing a course beyond Algebra 2 more than doubles the odds that a college enrollee will finish a complete degree. Tulsa-area school districts use the ACT Explore Test to monitor student progress toward college and career readiness. For example, “on-track” eighth graders are expected to perform routine one-step and two-step algebraic equations, exhibit knowledge of the angles associated with parallel lines, compute the areas of rectangles, and extract relevant data from tables and charts for use in a computation.

ACT scale scores range from 1 to 36. Students who score 17 or higher on the mathematics test in eighth grade are deemed “on-track” for postsecondary education. Students meeting or exceeding the benchmark by the time they graduate from high school will have a 50 percent chance of earning a B or better and a 75 percent chance of earning a C or better in college-level mathematics.

Strong STEM education is vital in preparing students for jobs in our local economy. The Oklahoma Innovation Institute through the Tulsa Regional STEM Alliance (TRSA) is already working as a catalyst to create a collaborative STEM ecosystem between business and education. For more information on TRSA visit www.oklahomainnovationinstitute.com/stem/



From the mathematics perspective, 28 percent of Tulsa-area students are on-track for college, according to the ACT eighth grade standards. Thirty-eight percent of white students meet the standard, which is double the 19 percent rate for students of color.

⁴ Appendix Page 25: See OECD. 2014

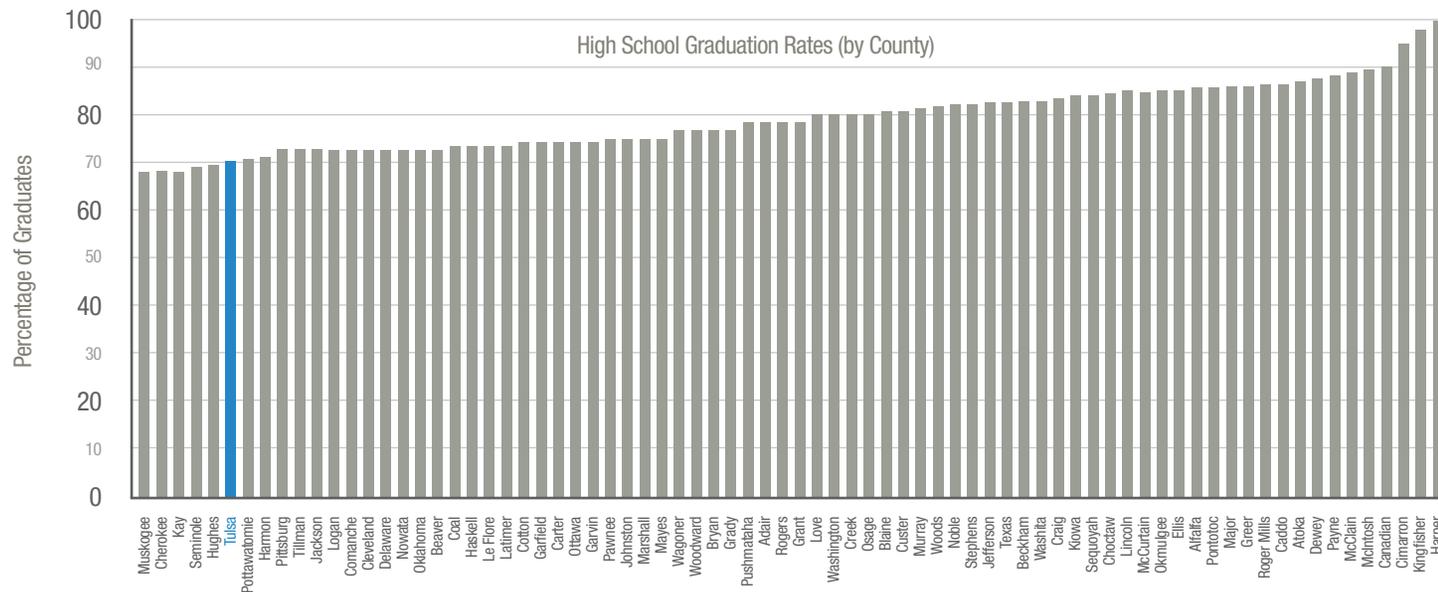
⁵ Appendix Page 25: See Hanushek, Eric and Paul Peterson.

⁶ Appendix Page 25: See Adelman, Cliff. 2004



High School Completion

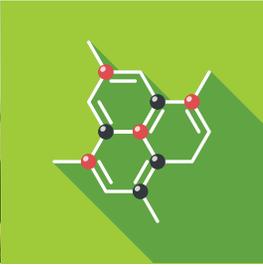
In today's economy, it is imperative that Tulsa-area students earn a high school diploma that prepares them for work or for postsecondary education. Each class of dropouts results in an \$89 million⁷ economic loss to the county over the course of their lifetime. At our current rate, more than 20,000 Tulsa-area kids will drop out over the course of a decade.



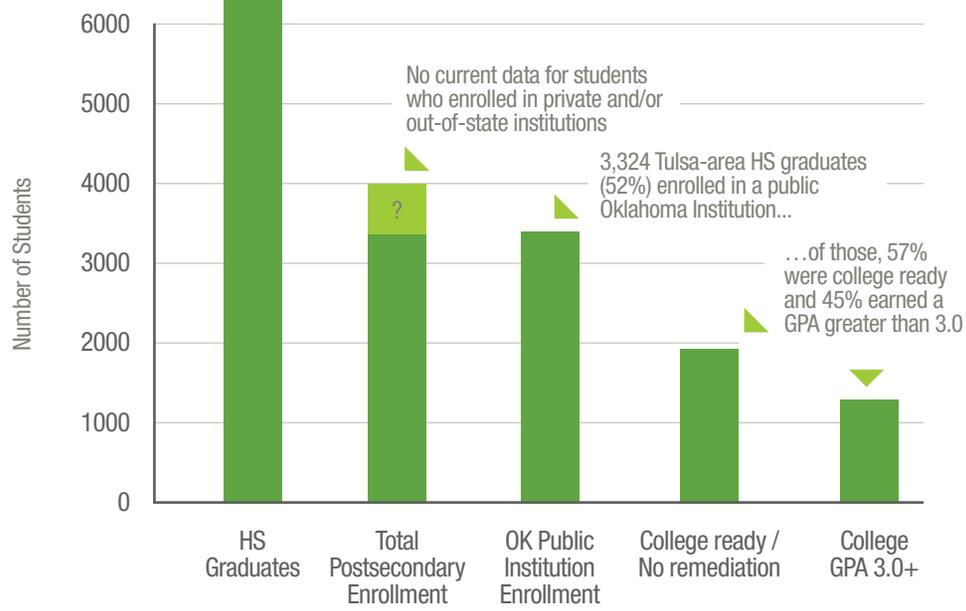
Schools in the Tulsa area are facing major challenges in helping students graduate on time. The State of Oklahoma now calculates a four-year high school graduation rate by following students from enrollment in 9th grade to completion of 12th grade. The Four-Year Adjusted Cohort Graduation Rate utilizes student-level data transmitted to the state and certified by districts. The on-time graduation rate measures the share of ninth graders who complete high school within four years. Using the state's measure, the Tulsa area's on-time graduation rate is 70 percent—eight percentage points below the statewide average. **For our region to succeed, we need to find the best ways to help students graduate on time and be prepared for work or for postsecondary education.**

⁷ Appendix Page 25: See: Alliance for Excellent Education. 2010.

⁸ Appendix Page 25: Source: OK Department of Education.



Postsecondary Status of 2012 High School Graduates in Tulsa Area



⁹ Appendix Page 25: Source: OSRHE



Students need some postsecondary education to be competitive in today's job market. Since the early 1970s, the number of jobs requiring some level of postsecondary education has more than doubled. The same holds true locally, made clear by the call of area businesses for more talented, flexible workers in the recently released *Tulsa's Future* report: "Now more than ever, a highly skilled, knowledge-based labor pool is central to the economic vibrancy and future competitiveness of Northeast Oklahoma."

Fifty-two percent of graduates from Tulsa-area high schools attend in-state public institutions. That's similar to the statewide average. Looking across high schools, the in-state college enrollment rate ranges from 40 percent to 72 percent. The students' level of proficiency when they enter postsecondary education is critical. Of the 52 percent of the area's graduates who went on to attend an Oklahoma public higher education institution, 43 percent required some level of remediation, and 45 percent earned a grade point average (GPA) of 3.0 or above.

While the data are not complete due to missing information from out-of-state and private institutions, we know we have a long way to go. To reach the goal of 60 percent of our workforce obtaining a postsecondary degree or certificate, we'll need 80 percent of our high school students to enroll in postsecondary institutions. To address the gaps in data ImpactTulsa plans to work closely with the National Student Clearinghouse in 2015 and beyond.

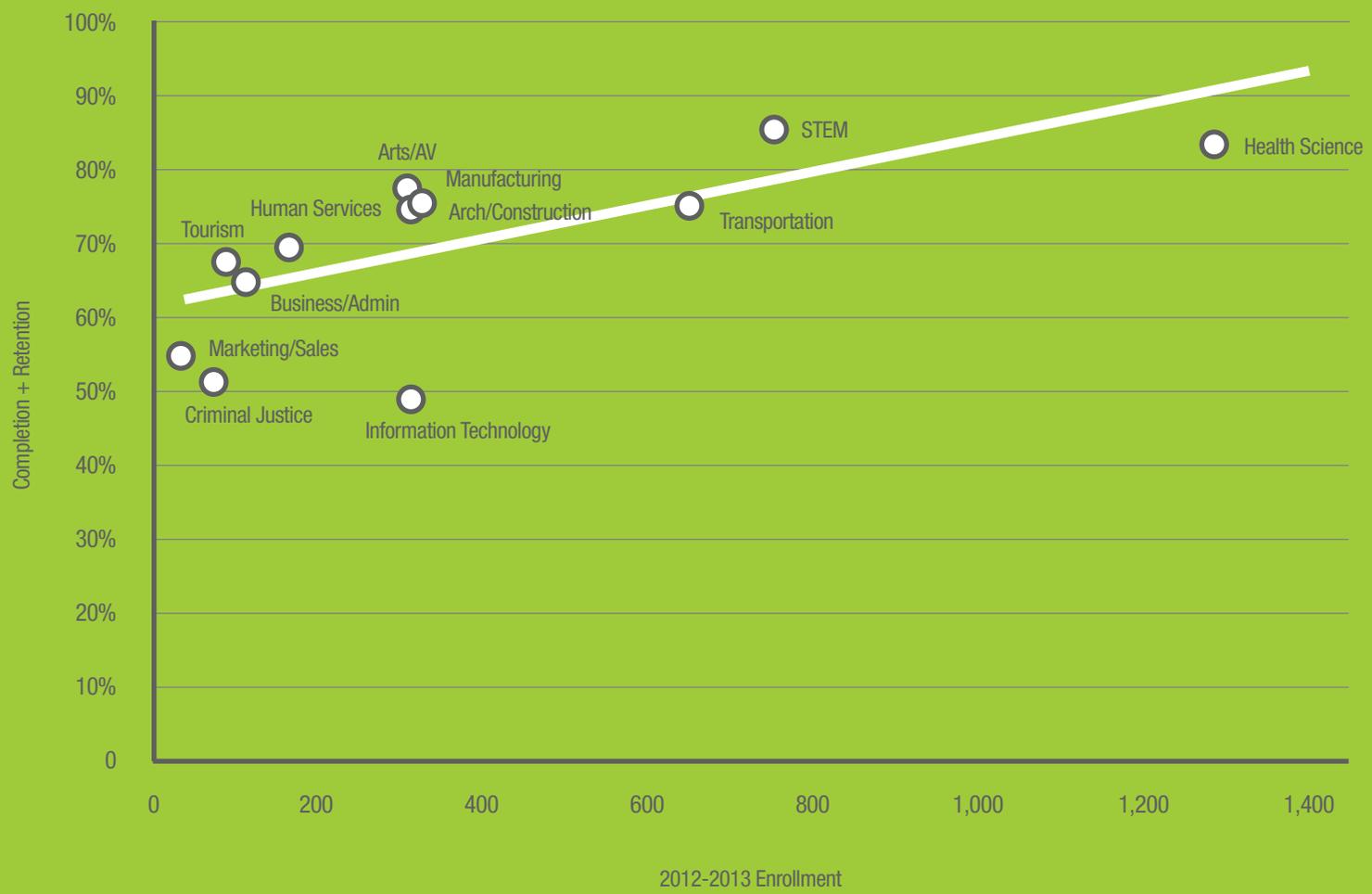
As part of our goal to increase high school graduation rates, ImpactTulsa will work to increase the number of students entering postsecondary schools through a number of proven strategies, including Free Application for Federal Student Aid (FAFSA) preparation, increasing the number of students taking the ACT, and ensuring students are signed up for programs like Oklahoma's Promise, Tulsa Achieves, and Tulsa Accelerate.

For more information on these postsecondary access programs visit their websites.
<http://tulsatech.edu/Documents/Accelerating20Independence20Scholarship.pdf>

<http://www.okhighered.org/okpromise/about.shtml>
<http://www.tulsacc.edu/tulsaachieves>

Postsecondary

Tulsa Tech Long Term Courses Enrollment vs Completion / Retention by Cluster, 2012-13



¹⁰ Appendix Page 25:
Source: Tulsa Technology Center Programs.

Tulsa is also home to a significant number of students pursuing training through our Career and Technical Education system, including Oklahoma's largest Career Tech institution. The Career Tech system collects data on full-time programs by industry cluster. For the 2012–2013 school year, there were 9,306 applications and an enrollment of 4,312 students coming predominantly from 14 area high schools. Based on the data collected, the Career Tech programs had an overall completion/retention rate of 77 percent.

Degree Completion vs. Average Wages



ⁱⁱ Appendix Page 25: Source: ECONorthwest analysis of U.S. Census IPUMS data.

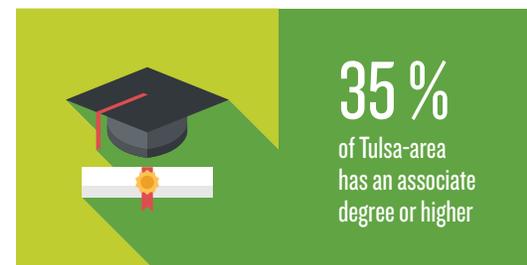
“Having a pipeline of well-educated, skilled employees is vitally important to the work we do to attract companies and jobs to the region. From Higher Ed, Career Tech, K-12, all the way to Pre-K, we have to do our part to make sure we’re helping get the qualified workers that we need. I believe the ImpactTulsa partnership will help us do that.”

— Brian Paschal, VP Education and Workforce | Tulsa Regional Chamber of Commerce

As a community, we must not only focus on transitioning graduating high school seniors into postsecondary schools, but also on ensuring that those students complete postsecondary education. The tie between incomes, job growth and overall economic prosperity emphasizes the critical need to ensure the successful transition from high school to postsecondary offerings.

In Oklahoma, according to Georgetown University's Center on Education and Workforce (CEW), 64 percent of job openings will call for some form of postsecondary training. The same is true for Tulsa, where 60 percent of jobs will require a postsecondary degree or credential by 2018. The American Community Survey (ACS) tracks the educational attainment of U.S. and regional populations. In this initial report, ImpactTulsa will focus on the share of the region's adult population that has earned an associate degree or higher. This measure misses an important share of the population that has earned economically relevant certificates from technical schools, community colleges and private institutions.

The recently released "Tulsa's Future III" report notes that, when compared to other similar regions, the Tulsa area ranks No. 1 when it comes to the number of students with associate degrees. However, in that same ranking, our region underperforms when it comes to bachelor's degrees. Only twenty-six percent of adults hold a bachelor's degree, ranking ninth out of 10 peer regions.



Thirty-five percent of Tulsa's adult population holds an associate degree or higher, which ranks Tulsa 56th out of the top 100 metropolitan areas in the U.S.

¹² Appendix Page 25: Source: Market Street Services.

The ImpactTulsa Leadership Council officially approved the following recommendations for initial action, based on findings from ImpactTulsa's baseline report.

Recommendation 1

Establish a universal kindergarten readiness standard and measurement tool for use by the ImpactTulsa partner schools by the end of the 2015-2016 school year.

Why kindergarten readiness? We know that a strong kindergarten readiness assessment will help educators and service providers understand what interventions are necessary in getting children reading on grade level by third grade. We do not have a universal measure to determine readiness across the region, essentially making it impossible to make any data-driven change as a partnership – we can't change what we can't measure.

Recommendation 2

Identify and share best practice strategies to increase reading proficiency by third grade.

Why third-grade reading? Reading proficiently in third grade is a vitally important step along a student's educational journey. Nationally, 74% of students not reading proficiently in third grade never catch up and are four times more likely to drop out of school. ImpactTulsa will launch a series of Collaborative Action Networks aimed at using the Lexile data we've collected to scale best practices to improve reading proficiency across the region.

Recommendation 3

Increase the percentage of students graduating from high school ready for postsecondary and career.

Why high school completion? We know based on data that regional public schools are graduating 70% of students. That leaves 30% of kids (more than 2,400 annually) leaving high school without a diploma. Over a decade, that's more than 20,000 Tulsans lacking a high school diploma. Increasing the number of students completing high school prepared for the next step in life is vital.

The ImpactTulsa staff, under the direction of the Leadership Council, will launch Collaborative Action Networks to focus on the areas of:

1. Third-grade reading proficiency and;
 2. High school completion.
-

These practitioner networks will begin meeting in January 2015. Collaborative Action Networks will review the data in depth and develop and implement action plans aimed at targeted goals to increase student achievement in these areas.

The ImpactTulsa staff will also work with our partner school districts on the selection and implementation of a regional kindergarten readiness assessment and universal measurement tool. This action would for the first time allow us to gain relevant insight regionally as to the readiness of children entering school. It will also give us a better understanding of what interventions work prior to kindergarten and what interventions will help children succeed in school as they progress.

Join the Partnership

The partnership will only be successful if you join in this effort with us. Together, we can ensure every child in our community is guaranteed a high quality education.

The move toward evidence-based decision making takes courage. We know that we cannot program our way to progress; we have to find the best proven strategies and practices for student success and share them. The connection between education and regional prosperity is clear.

By joining this partnership you will make a difference in our region.

How can I engage? 1. Sign 2. Share 3. Act

1. Sign

The first step of engagement is to sign the ImpactTulsa Partnership agreement. The partnership agreement is on our website at www.impacttulsa.com/join or email info@impacttulsa.com.

2. Share

We're asking agencies joining the partnership to sign data-sharing memoranda of understanding (MOU) with ImpactTulsa. It is important that we align ourselves to achieve shared goals and outcomes. To get a copy of the data-sharing MOU, please contact the ImpactTulsa staff or at info@impacttulsa.com

3. Act

Measuring what matters, identifying effective practices, and aligning resources are necessary for students to be successful across the region. Using relevant data is key to taking action. Based on the data, we know aggressive steps must be taken to ensure all students have an equal opportunity at lifetime success.

This partnership is about action, and we welcome you to join us.

Collaborators and Contributors

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Charts and Texts

- 1 See UCLA Center for Healthier Children, Families, and Communities. 2013. *Risk to Ready: A snapshot of Young Children's Development*. Retrieved from www.risktoready.org.
- 2 See ImpactTulsa. 2014. ImpactTulsa/ECONW/Hoch analysis of 2012 district data. District data includes data individually collected from the following school districts: Bixby, Broken Arrow, Collinsville, Jenks, Owasso, Sand Springs, Sapulpa, Skiatook, Tulsa, and Union.
- 3 See Scholastic Reading Counts. 2009. *Student Placement Guide: Determining placement with Grade Level Proficiencies*. Retrieved from http://edproductsupport.scholastic.com/content/techsupport/src/documentation/SRC_Proficiency_Placement_Guide.pdf.
- 4 See OECD. 2014. *PISA 2012 Results in Focus: What 15-year olds know and what they can do with what they know*. Retrieved from <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>.
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ECONorthwest is a Portland, Oregon based firm providing expertise in program evaluation, efficiency studies, accountability metrics, teacher professional development, student-level data collection, management, analysis, and high-level consultation on education finance, budgets, and policy. They have consulted with foundations such as the Chalkboard Project, the Gates Foundation, the Albertsons Foundation, I Have A Dream Foundation Oregon, and the Oregon Department of Education. John Topogna, President of EcoNorthwest led the data analysis efforts with associate Wil Gleasman.

In 2009, the Oregon Department of Education granted ECONorthwest access to all student data (from elementary school through to postsecondary) including age, gender, ethnicity, special needs, test scores, graduation rates, absenteeism, delinquency, etc. This groundbreaking partnership paved the way to in-depth analysis and powerful reports that have informed policy at every level of government in the state of Oregon and is a prime example of the value of 'data-driven decision making'. 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 Normalizing Data. For districts who reported Lexile scores, the reported Lexile was linked to the OCCT score for those students. After linking the two scores together, the relationship between those scores (regression analyses) was used to estimate the Lexile score for students without a reported Lexile. In order to estimate missing Lexile scores, a univariate imputation model was utilized with multiple imputations based on a linear regression. Any and all analyses were performed on the multiple (5) imputations and pooled to get the multiple imputation estimate.

Data compiled by Stephen Hoch, Data Fellow, Tulsa Public Schools.

Oklahoma's Promise (Oklahoma Higher Learning Access Program) provides awards equivalent to all or part of tuition expenses for students who complete the program's requirements while in high school. The award may be used at Oklahoma accredited public and private colleges and for certain courses offered at public career technology centers. Students enrolled in the eighth, ninth and tenth grade, whose family income does not exceed \$50,000, may enroll in the program. Tulsa Achieves gives Tulsa County high school seniors the opportunity to achieve their educational goals, debt-free at Tulsa Community College.

Tulsa Achieves provides full tuition and fees for every high school senior, public or private, who graduates with a 2.00 and commits to attend the fall following their senior year. Tulsa Achieves gives Tulsa County high school seniors the opportunity to achieve their educational goals, debt-free at Tulsa Community College.

The Accelerating Independence Scholarship is a 'Gap' scholarship that covers 100% of tuition and required fees for students with GED or high school graduates from any of the in-district, public, parochial, charter or home-schools through the age of 21 to attend Tulsa Tech .

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

GEORGE KAISER FAMILY FOUNDATION

A supporting organization of Tulsa Community Foundation



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