Welcome to the Education Session of Tulsa Equality Indicators Data for Action Learning Series!

We’ll begin shortly.

While you wait:
- Please add your name, organization, and what you hope to learn in the chat
- For optimal viewing, select side-by-side speaker view using

Housekeeping:
- Enter your questions in the Q&A (not in the chat)
- Include name if your question is directed toward a particular panelist
- If sharing a resource, please start with “Resource:” in the chat
LEARNING SERIES: DATA FOR ACTION

Education

February 26, 2021
Agenda

- Overview of Equality Indicators Report & Education Results
- Q & A
- Panel Discussion
- Q & A
- Closing Remarks & Next Steps
Background
What is Tulsa Equality Indicators?

Framework to measure:

- Inequality in outcomes & opportunities
- For different groups of Tulsans
- Over a broad range of topics
- And to track change over time

Customized specifically for Tulsa
What is the purpose of Equality Indicators?

- Identify areas to focus equity efforts
- Guide public policy development to reduce inequalities
- Inform solutions that lead to improved opportunities and outcomes for Tulsans with a focus on equity
- Identify trends reflecting possible impact of changes in policy and practice
Methodology
Process

Tulsa Equality Indicators

Selection of indicators
Collection & analysis of data
Evaluation of indicators
Transform experiences & perceptions of inequality into data
Community Engagement Sessions
Six Themes of Tulsa Equality Indicators
EDUCATION

Theme

IMPEDEMENTS TO LEARNING

QUALITY & OPPORTUNITY

STUDENT ACHIEVEMENT

Topic

Suspensions by race

Chronic absenteeism by race

Dropping out by income

Emergency teacher certification by geography

Postsecondary opportunities participation by English proficiency

School report card by income

Third grade reading proficiency

Graduation by English proficiency

College completion by race
An **Equality Indicator** compares opportunities and outcomes of two population groups: the most and least advantaged for that measure.

*Example: Chronic absenteeism by race*
1. Race / Ethnicity
2. Geography / Region of Tulsa
3. Gender
4. Education Level
5. English Proficiency
6. Income Level
7. Mode of Transportation
8. Presence of a Disability
9. Veteran Status
Scoring Methodology

High value \div Low value = Ratio \rightarrow Score

\frac{25.5\%}{17.2\%} = 1.483 \rightarrow 61
2020 Scores
Tulsa City & Theme Scores

City Score

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2010</th>
<th>2015</th>
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<tbody>
<tr>
<td>Score</td>
<td>37.07</td>
<td>38.22</td>
<td>39.61</td>
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Theme Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Economic Opportunity</th>
<th>Education</th>
<th>Housing</th>
<th>Justice</th>
<th>Public Health</th>
<th>Services</th>
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<td>37.85</td>
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<td>41.89</td>
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<td>2015</td>
<td>30.78</td>
<td>35.33</td>
<td>37.89</td>
<td>32.56</td>
<td>39.09</td>
<td>38.44</td>
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</tbody>
</table>

TULSA EQUALITY INDICATORS
Highest & Lowest Scoring Indicators

- Homelessness by Veteran Status = 93
- Graduation by English Proficiency = 82
- Internet Access by Race = 78
- Food Deserts by Geography = 1
- Payday Loans & Banks by Geography = 1
- Business Executives by Race = 1
# Greatest Positive & Negative Change Indicators

<table>
<thead>
<tr>
<th>Indicators with Greatest Positive Change Scores</th>
<th>Change 2018–2020</th>
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<tbody>
<tr>
<td>Ind. 47: Internet Access by Race</td>
<td>+39</td>
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<tr>
<td>Ind. 12: Dropping Out by Income</td>
<td>+28</td>
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<tr>
<td>Ind. 11: Chronic Absenteeism by Race</td>
<td>+27</td>
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<tr>
<td>Ind. 17: Graduation by English Proficiency</td>
<td>+15</td>
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<td>Ind. 44: Mentally Unhealthy Days by Income</td>
<td>+15</td>
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<tr>
<td>Ind. 18: College Completion by Race</td>
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<td>Ind. 53: Commute Time by Mode of Transportation</td>
<td>+12</td>
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<tr>
<td>Ind. 52: Bus Stop Concentration by Geography</td>
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</table>

<table>
<thead>
<tr>
<th>Indicators with Greatest Negative Change Scores</th>
<th>Change 2018–2020</th>
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<tbody>
<tr>
<td>Ind. 34: Child Abuse and Neglect by Comparison to National Average</td>
<td>-20</td>
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<tr>
<td>Ind. 35: Homicide Victimization by Race</td>
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<td>Ind. 22: Youth Homelessness by Race</td>
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<td>Ind. 24: Homelessness by Disability Status</td>
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<tr>
<td>Ind. 16: Third Grade Reading Proficiency by Income</td>
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</table>
**Education 2020 Scores**

**Impediments to Learning**
- Suspensions by race: 33%
- Chronic absenteeism by race: 61%
- Dropping out by income: 65%

**Quality & Opportunity**
- Emergency teacher certification by geography: 23%
- Postsecondary opportunities participation by English proficiency: 38%
- School Report Card score by income: 31%

**Student Achievement**
- Third grade reading proficiency by income: 31%
- Graduation by English proficiency: 82%
- College completion by race: 52%
Education Theme = 46.22/100

<table>
<thead>
<tr>
<th>Impediments to Learning</th>
<th>Quality &amp; Opportunity</th>
<th>Student Achievement</th>
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</tbody>
</table>

- **Suspensions by race**
- **Chronic absenteeism by race**
- **Dropping out by income**
- **Emergency teacher cert. by geography**
- **Postsec. particip. by English proficiency**
- **School Report Card score by income**
- **Third grade reading proficiency by income**
- **Graduation by English proficiency**
- **Collage completion by race**

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Equality Indicators
Overview
Q & A
Panel Discussion
Panelist

Dr. Deborah Gist
Superintendent of Tulsa Public Schools
Panelist

Carlisha Williams Bradley
Executive Director, ImpactTulsa
Ricardo Rivera
Director, JUVENGAF
(JUVENtud GArcantia del Futuro)
Panelist

Dr. Joyce McClellan
Chief Development and Diversity Officer,
Tulsa Tech
Thank you for attending today!

Register for other learning series sessions, view the report and more at:

tulsaei.org