



Tulsa Public Schools Board of Education Meeting



June 15, 2020

Worksession Discussion Format

Worksession content is under development.

- We will discuss a proposed strategic direction for the 2020-2021 school year, not a firm plan.

Worksessions are designed for dialogue and shared learning.

- We have a lot to cover, so we have 10 opportunities for discussion points built in.

Our guiding principles for 2020-2021 school year planning

Hoping for the best, prepared for
the worst, and unsurprised by
anything in between.

— *Maya Angelou* —

Preparing every student for the greatest success in college, careers, and life

Teaching, learning, and working together **in-person as much as possible**

Planning for the possibility of **periodic shifts to distance learning**

Implementing **safety measures** aligned with current guidance from health experts

We are listening to families, teachers, students, and public health officials.

Student Voices

“In January, the world was already pretty crazy. People have been saying that 2020 was like a movie with so many hard things. Now we are halfway through the year, and we are starting to get serious. Things are kind of getting out hand. But when I look back on these years and people say, ‘How did you survive a pandemic?’ I want to say that I helped. I want to say that I helped people and organizations. I want to help the world shed a light on things that matter.”

Student engagement to create the best plan for Tulsa Public Schools

1. Team of high school students identified trends and challenges from the spring
2. Survey reaching almost 1,000 students
3. Student involvement on district and school planning teams

We are listening to families, teachers, students, and public health officials.

Voices from our Families

"Distance learning did not work for my 7th grader who is the easily distracted. It did work okay for my 5th grader who is a real self starter. It absolutely won't work for my incoming kinder who will be in Spanish immersion.

"It seems like it really depends on the kid and the circumstance whether or not distance learning is a viable option. I'm not sure if that input is usable at all but that is my perspective."

Family and community engagement to create the best plan for Tulsa Public Schools

1. City-wide survey drawing ~13,500 responses
2. Engagement of PTA, community organizations, and advisory groups
3. Expanded efforts to connect with our hardest-to-reach families

We are listening to families, teachers, students, and public health officials

Voices from our Staff

“Be flexible, accountable, and remarkable. We have the ability to rise up and do a great job at this. We must be outstanding in our effort to educate children. We know how to do this. The world is watching.”

“I feel that one of the reasons we were even a little successful with distance learning is because we already knew our students, their families and where they were in academically. It would be a very different situation to begin learning with completely new students without forming that bond first.”

Staff engagement to create the best plan for Tulsa Public Schools

1. Staff survey reaching over 2,200 individuals
2. Teacher focus groups reflecting on the spring
3. Early and steady consultation with TCTA and AFT
4. Planning teams that represent our organization

We are listening to families, teachers, students, and public health officials

Voices from Public Health Officials*

“Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission...

“Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building.”

**Centers*

for Disease Control & Prevention

Consultation with public health officials to create the best plan for Tulsa Public Schools

1. Weekly meetings with local health officials and city leaders
2. Updating our planning with each new round of public health guidance
3. Consulting with local, regional, and national experts

Discussion point

What stands out to you from the voices of families, teachers, students, and public health officials?

What do you feel we should continue to keep top of mind?

June board meetings will begin creating the conditions for success



Objectives for today's meeting:

1. Looking back and learning: March to June 2020
2. Introduction of the general conditions and five priorities for 2020-2021 year
3. Foreshadowing the major decisions for the month



**Looking Back:
March 2020 - June 2020**

Our response to the COVID-19 Global Pandemic

Early March 2020

- Extension of spring break, closing schools through April 3
- District office buildings and sites close from March 18 - April 3
- Families and staff are told to prepare and plan for a longer closure

Mid-March 2020

- District launches 200+ grab-and-go meal sites and mobile meals stops citywide
- District provides activities for at-home enrichment and engagement at www.tulsaschools.org/athomeactivities

Late March 2020

- Oklahoma State Board of Education approves continuous learning plan recommendation, closing school buildings for the remainder of the school year
- Schools begin distribution of Chromebooks to Tulsa Public Schools students

Our response to the COVID-19 Global Pandemic

April

- Distance Learning launches district-wide
- Board of Education approves waivers of certain Board policies
- Wellness Care Line and Family Assistance Request Form launches District reaches 500,000 breakfast and lunch meals served

May

- District announces summer learning opportunities: Summer Academy, Senior Bootcamp, Virtual Camps
- Summer Cafe opens, providing continuous meal service through the summer months
- Class of 2020 participates in 12 drive-up graduation celebrations
- 2020-2021 School Year Planning Community Survey launches

June

- Building leader and central office engagement in planning for 2020-2021
- Defining a planning process, setting priorities, and early logistical planning for 2020-2021

Distance learning: April - May

- Prioritizing **regular person-to-person check-ins** for every student to foster relationships and a sense of belonging (through a combination of digital platforms, phone, email and mail)
- Providing content that supports ALL students to **sustain learning and engage in meaningful content daily**
- Sharing **online and offline** learning resources for students
- Continuing to provide recommendations of at-home learning activities that emphasize **curiosity, conversation, reading, writing, inquiry, observation, and problem solving with family**

Distance learning: student experience

Pre-kindergarten and Kindergarten: 45 minutes per day

- 15 minutes read-aloud and literacy skills
- 15 minutes math
- 15 minutes of reading skills practice

1st & 2nd Grade: 1 hour and 10 minutes per day

- 30 minutes for read-aloud or independent reading, including reading tasks or writing prompts daily`
- 20 minutes for a combination of math lessons, activities, application practice or games focused on concepts, skills or content
- 20 minutes of science/social studies activities or lessons one time a week each
- Flexible time for physical education, music, art, and social emotional learning

6th-8th Grades: Not to exceed 3 hours per day

- Online Learning Block - up to 60 minutes online with teacher(s)
- Independent Work Time - up to 2 hours per day, including joining office hours as needed

9th-12th Grades: Not to exceed 3 hours per day

- Online Learning Block - up to 60 minutes online with teacher(s)
- Independent Work Time - up to 2 hours per day, including joining office hours as needed

Distance learning: teacher experience

Elementary Schools	
8:30 AM- 9:00 AM	Staff Meeting
9:15 AM-9:45 AM	PK Learning Block
9:45 AM-10:15 AM	K Learning Block
10:15 AM-10:45 AM	1st Grade Learning Block
10:45 AM-11:15 AM	2nd Grade Learning Block
11:15 AM-12:00 PM	3rd Grade Learning Block
12:00 PM-12:45 PM	4th Grade Learning Block
12:45 PM-1:30 PM	5th Grade Learning Block
1:30 PM-2:15 PM	6th Grade Learning Block
3:00 PM - 4:00 PM	Teacher Collaboration

Middle School / Junior High	
8:30 AM- 10:15 AM	Staff Meeting, Department Meetings , and/or Teacher Collaboration
10:15 AM - 1:00 PM	Planning & Preparation Office Hours Student Check-ins
1:00 PM - 4:00 PM	Student Online Learning Block

High School	
8:30 AM- 10:15 AM	Staff Meeting, Department Meetings and/or Teacher Collaboration
10:15 AM - 1:00 PM	Planning & Preparation Office Hours Student Check-ins
1:00 PM - 4:00 PM	Student Online Learning Block

- Content delivery through Zoom, Canvas, Google Classrooms, video
- Check-ins through Zoom, phone, email, office hours

Discussion point

What is resonating with you?

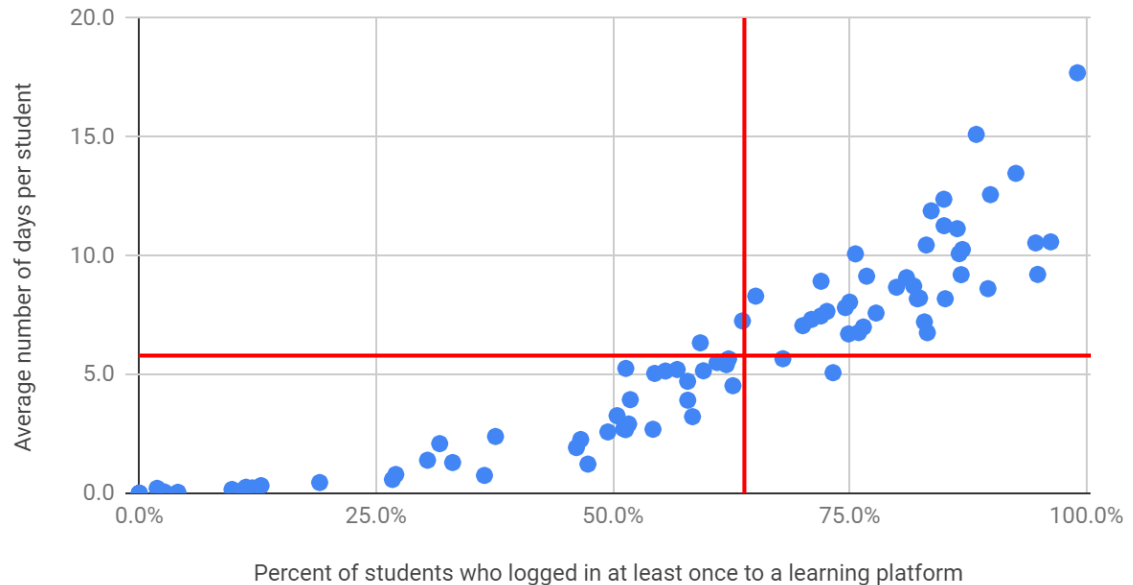
What are you wondering more about?

Distance learning data is hard to measure, but there were many students who may not have interacted regularly with distance learning platforms

Two-thirds of TPS students accessed virtual distance learning platforms at least once during the fourth quarter of 2019-2020.

On average, students accessed distance learning tools like Canvas, Google Classroom, Zoom, and others* **six** out of 35 possible days.

Percent of students logging in vs average number of days



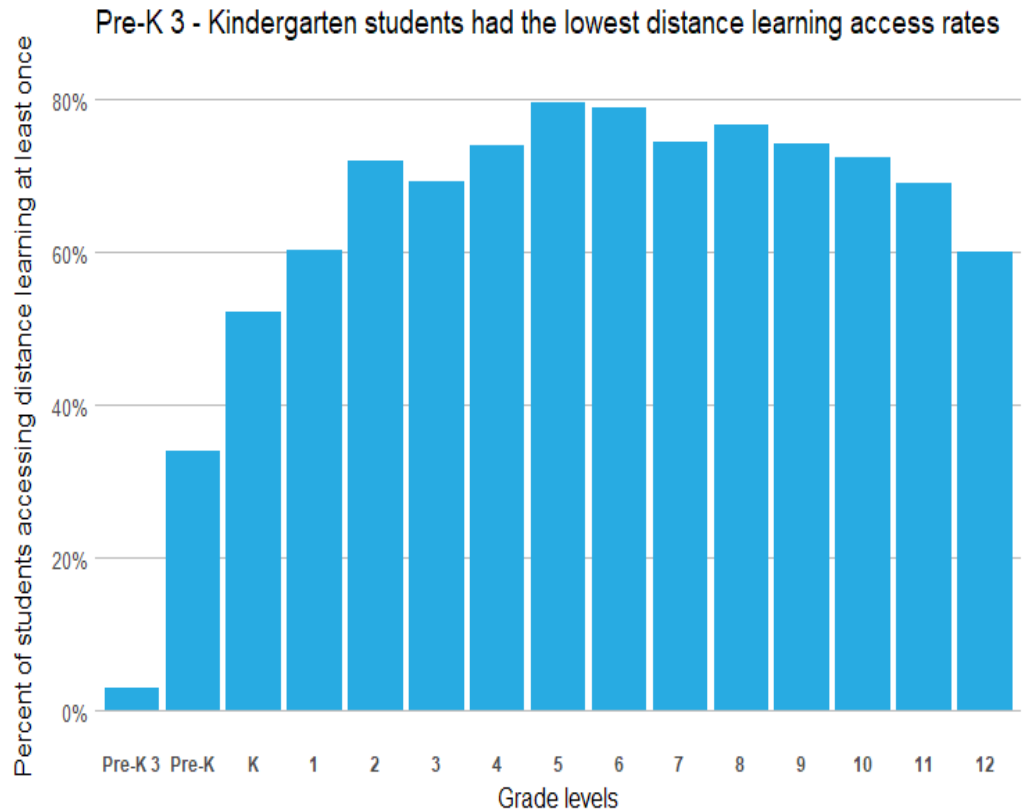
The correlation to prior attendance and Panorama results is low. Therefore... In our new reality, we need to triangulate with a **new set of leading indicators**.

*Not all Zoom, Google Classroom, Zearn, Summit, or Edgenuity data may be captured if students did not access via a logged in account or a district provided chromebook. All canvas logins are recorded.

We have an opportunity to adjust our teaching to be engaging and appropriate for our youngest learners

Pre K students accessed distance learning sites *4 days fewer* than the average student.

Kindergarten students accessed distance learning sites *2.5 days fewer* than the average student.



*Pre-K 3: represents a small number of 3 year old Pre-K students.

Large differences in other demographic groups highlight the need for culturally responsive content and engagement

Sixth grade students had the highest distance learning access rate, accessing distance learning sites on average *3.5 days more* than other students.

Former English language learners accessed distance learning on average *2.5 days more* than non-English language learners. **Current English Language learners** accessed distance learning on average *1.5 days more* than non-English language learners.

African American students accessed distance learning on average *2 days fewer* than white students, and *3.5 days fewer* than Asian students.

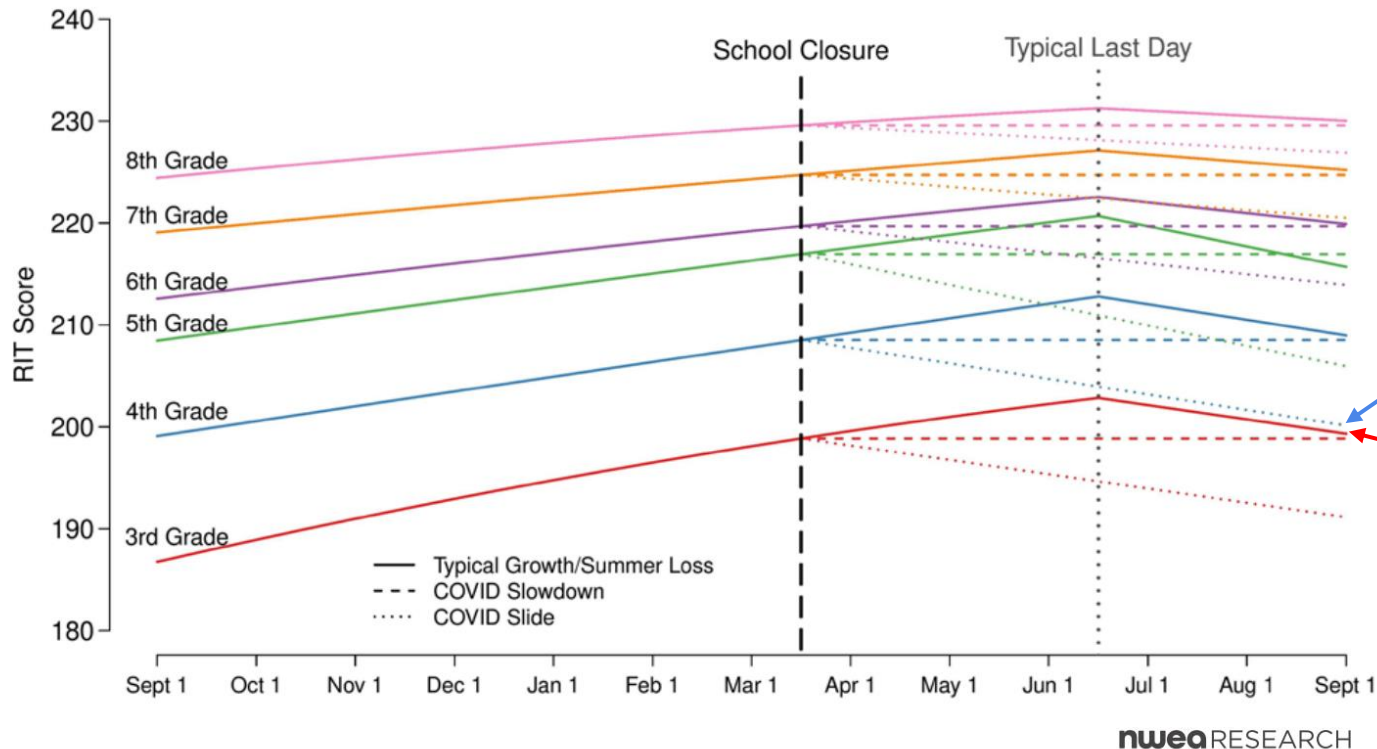
Pacific Islander students accessed distance learning on average *2.5 days fewer* than white students, and *4 days fewer* than Asian students.

Economically disadvantaged students accessed distance learning on average *2.5 days fewer* than non-economically disadvantaged students.

Existing patterns of summer learning loss + COVID-19 = COVID slide

We should expect a 30% loss of learning in reading and 50% loss in math

Figure 1. Mathematics forecast



One year behind in math:

After COVID slide, a 4th grader is expected to return to school with the same RIT score as a typical 3rd grader in prior years

Discussion point

What is resonating with you?

What are you wondering more about?



Looking ahead: External Conditions July - December 2020

Tulsa Health Department's perspective for 2020-2021 planning



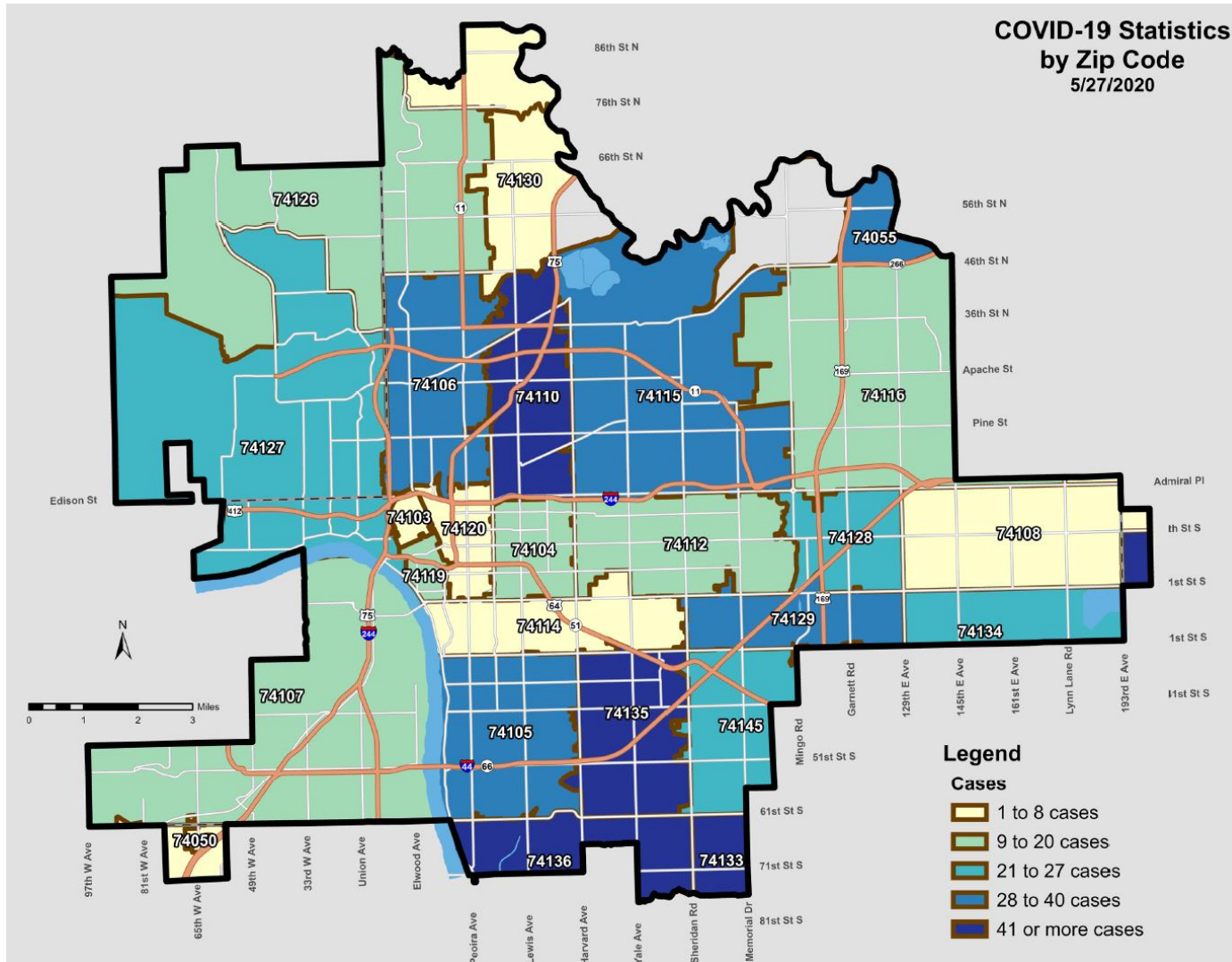
Dr. Bruce Dart
*Executive Director,
Tulsa Health Department*

Discussion point

What questions do you still have?

What do you feel we should continue to keep top of mind as we plan?

COVID's Impact in Tulsa

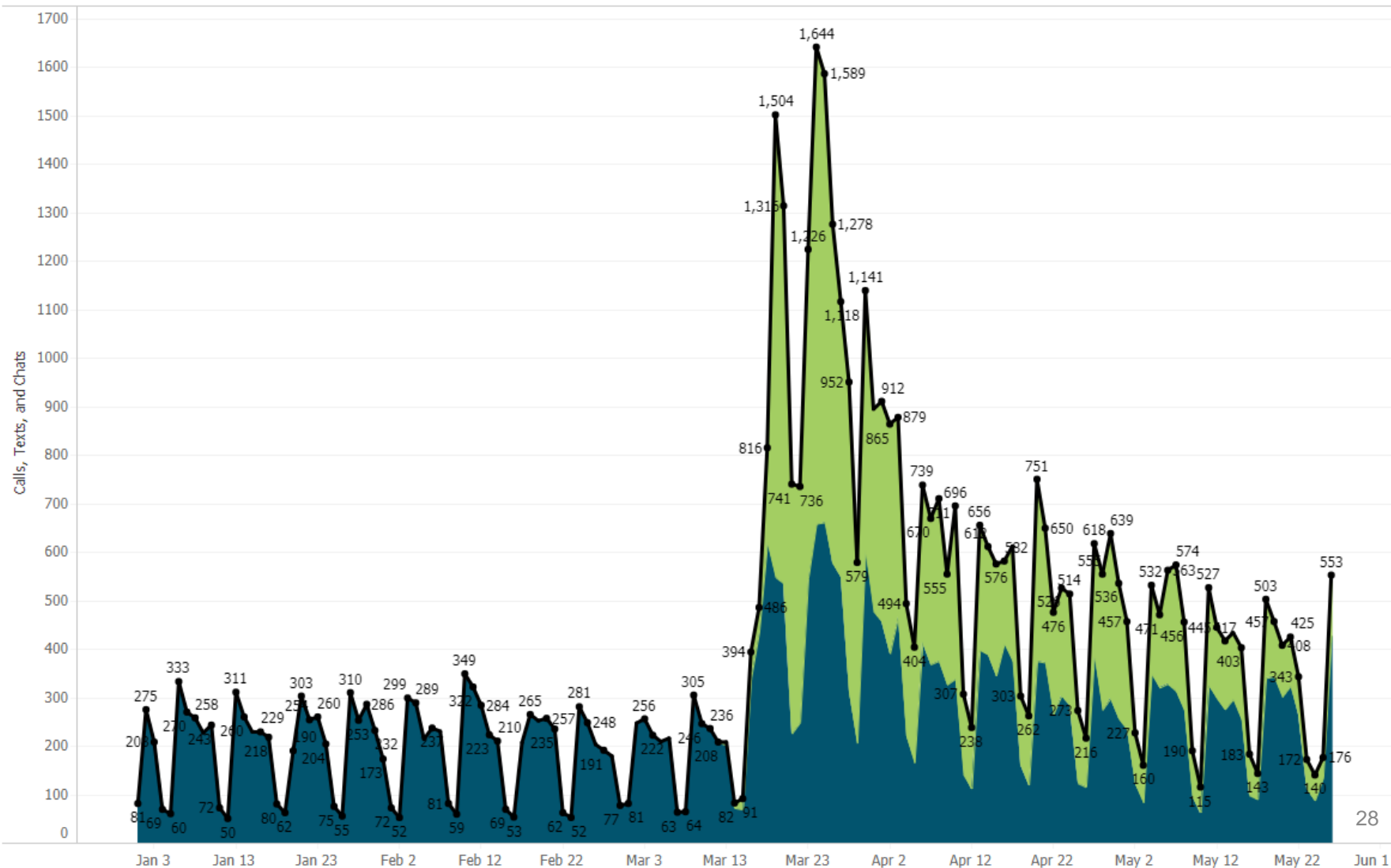


source: <https://looker-dashboards.ok.gov/>. Accessed May 22, 2020. Map created by INCOG

COVID-19 affected Eastern Oklahoma nearly overnight, and requests for help are still nearly double their normal rate.

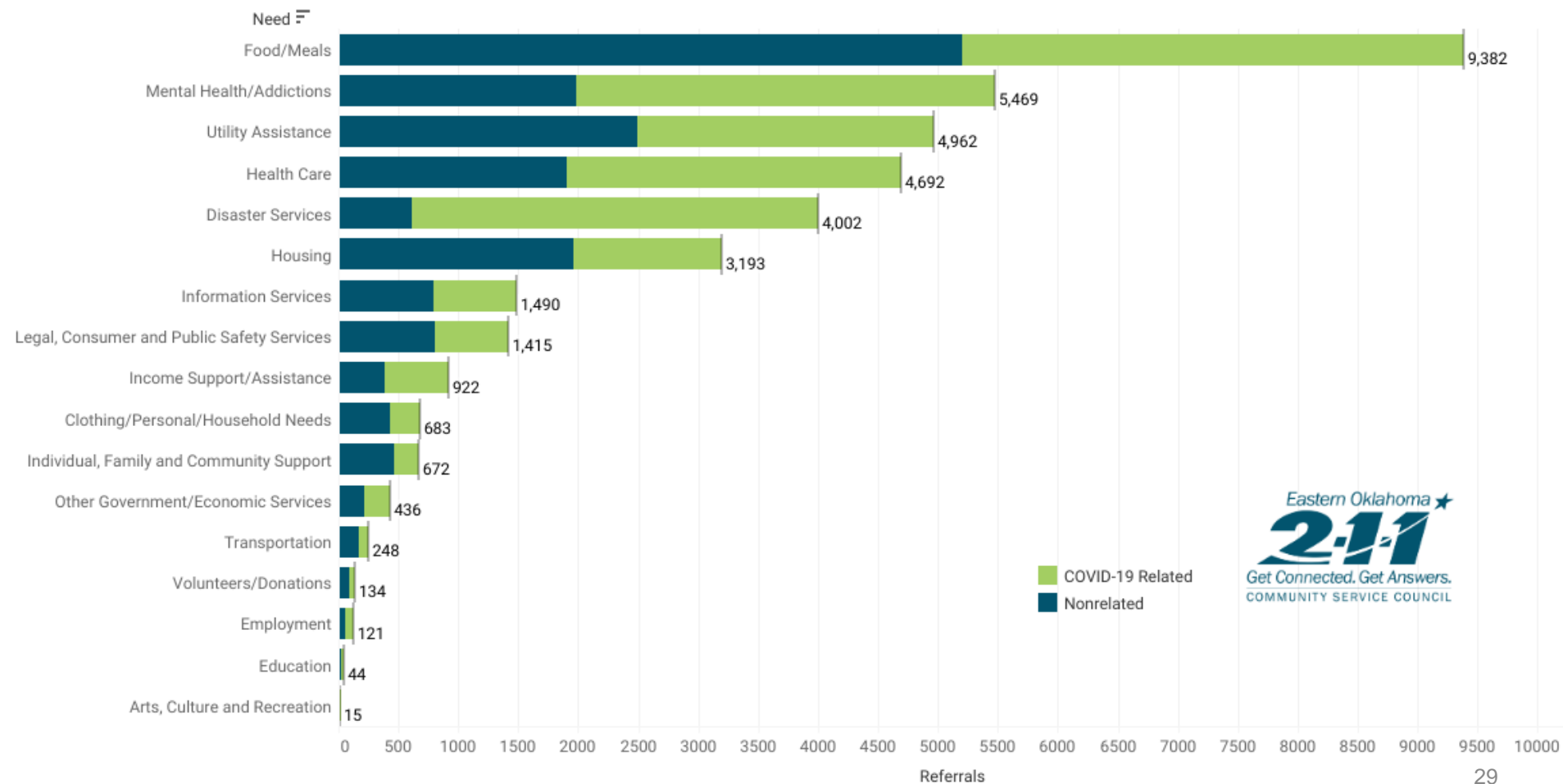
211 Eastern Oklahoma COVID-19 Incoming Requests for Help

COVID-19 Services denotes callers who selected a COVID-19 menu option when calling 2-1-1. Total volume includes contact attempts and connected contacts.



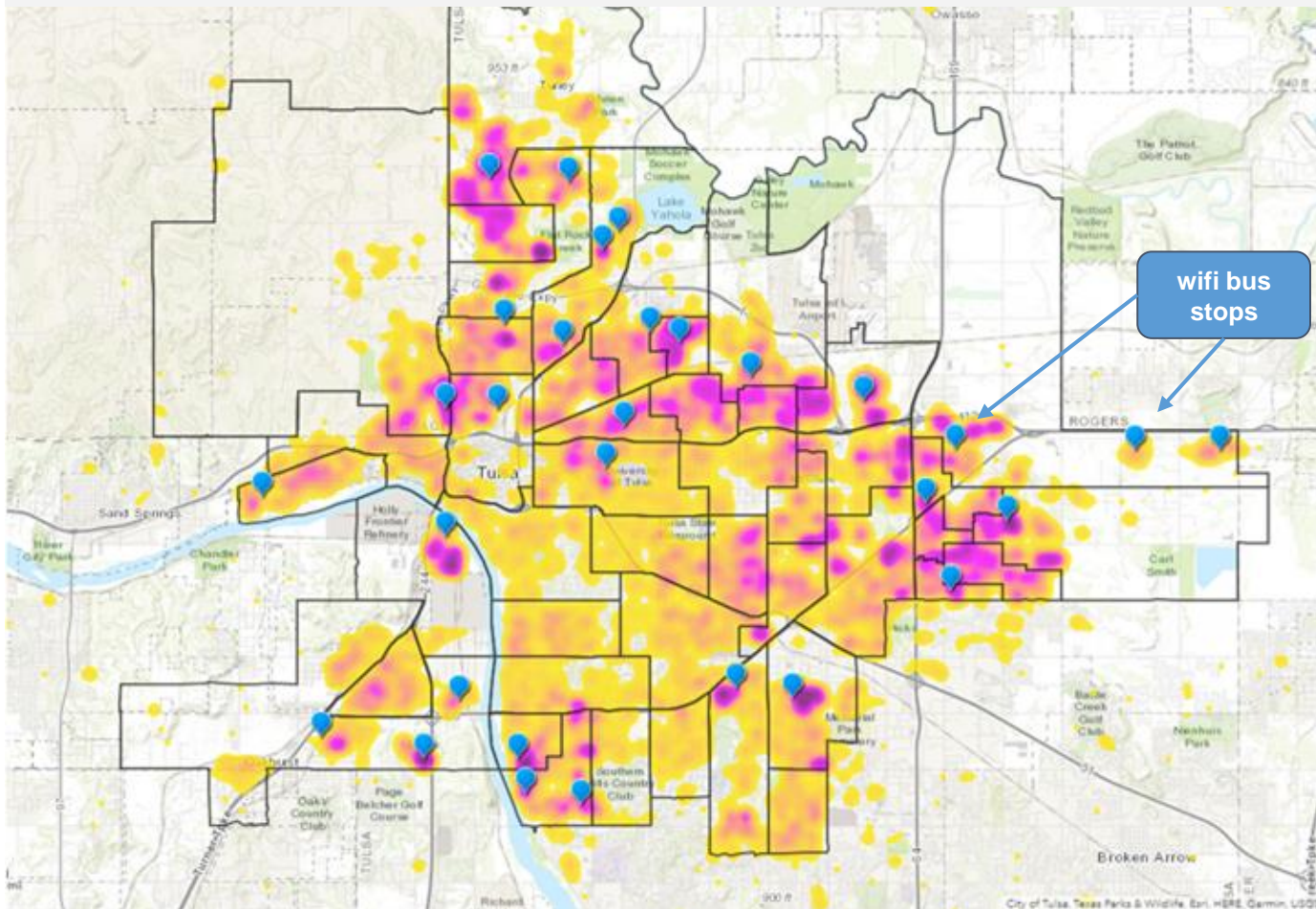
Physical, social, and emotional wellbeing is paramount, as are our community partners, service provides, and support staff.

COVID Related Needs for 211 EASTERN OKLAHOMA



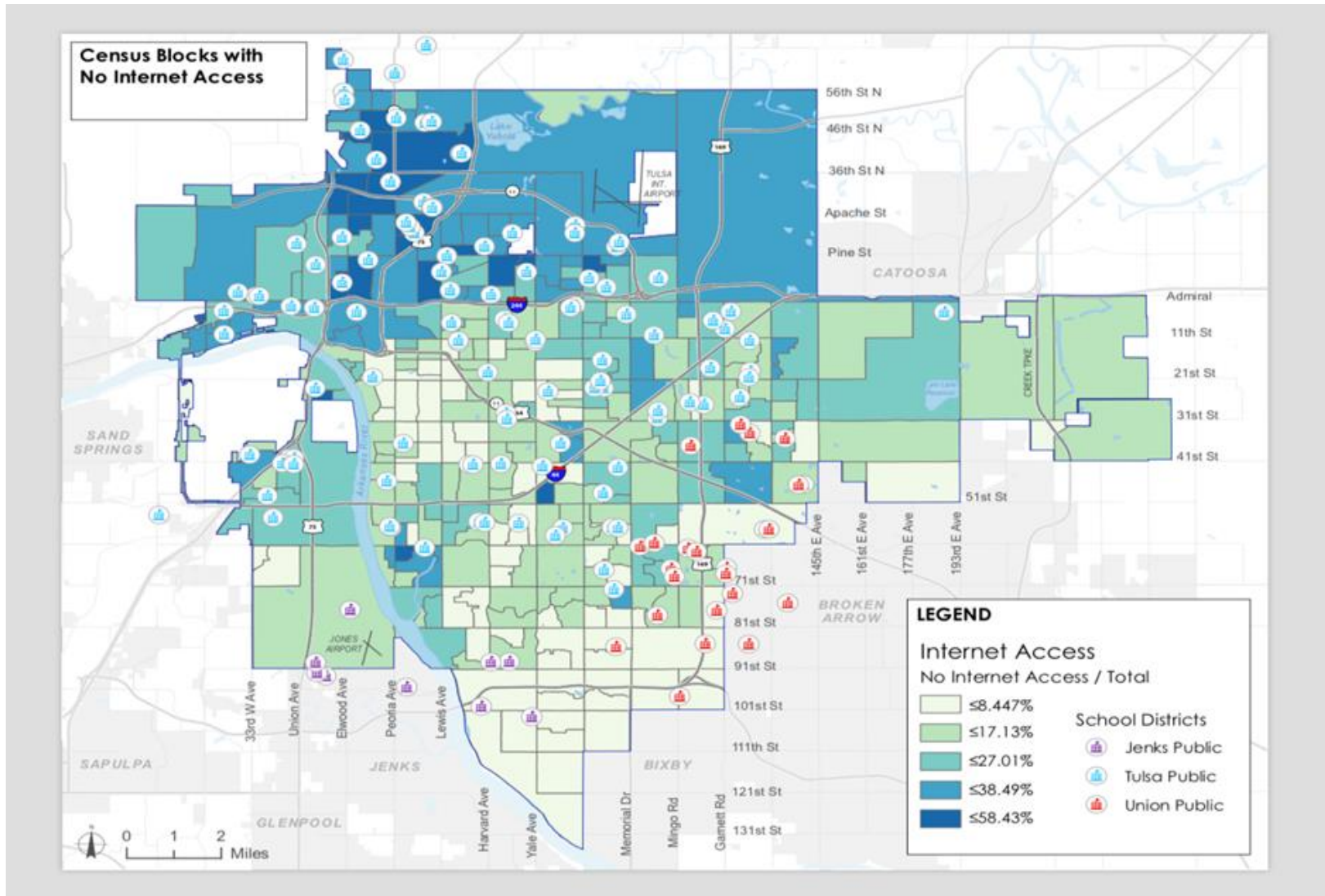
Engagement in distance learning platforms* mirrored areas of low internet access.

Darker purple hotspots represent a high concentration students who did not log in during the first two weeks of distance learning in the spring.



*platforms include Canvas, Google Classroom, and more

The City of Tulsa Internet Task Force is working to target solutions for internet access and the digital divide across the city.



Our community survey tells us where to improve from the Spring and helps us plan for the Fall

With over 13,500 responses, this was the largest response rate for a family/student facing survey.

Spring Distance Learning Feedback:

- Families considered most programs to be successful or only have minor challenges.
 - Supports such as meal site and check-in calls were viewed most successful.
 - Daily and weekly learning schedules and accessing content were most challenging.

Fall Learning Preferences:

- Student health, academic growth, and ability to support learning at home were the three largest influences for parent/guardian preference.
- Child care, mental health, and computer access were the most significant barriers, but a significant portion of families face barriers in all categories asked.

Approximately 15% of our students and staff prefer fully virtual learning in the fall. Preference for in-person learning varies widely.

Community input

If modified learning is necessary in the fall, these are the preferences for....

Fully virtual: 17% of parents/guardians; 13% of students

Consider in-person: 48% of parents/guardians; 35% of students

Prefer in-person: 35% of parents/guardians; 51% of students

Staff input

If modified learning is necessary in the fall, these are the preferences for....

Fully virtual: 12% of classroom teachers; 14% site support staff; 19% central office support

Consider in-person: 52% of classroom teachers; 54% site support staff; 57% central office support

Prefer in-person: 36% of classroom teachers; 24% site support staff; 19% central office support

Discussion point

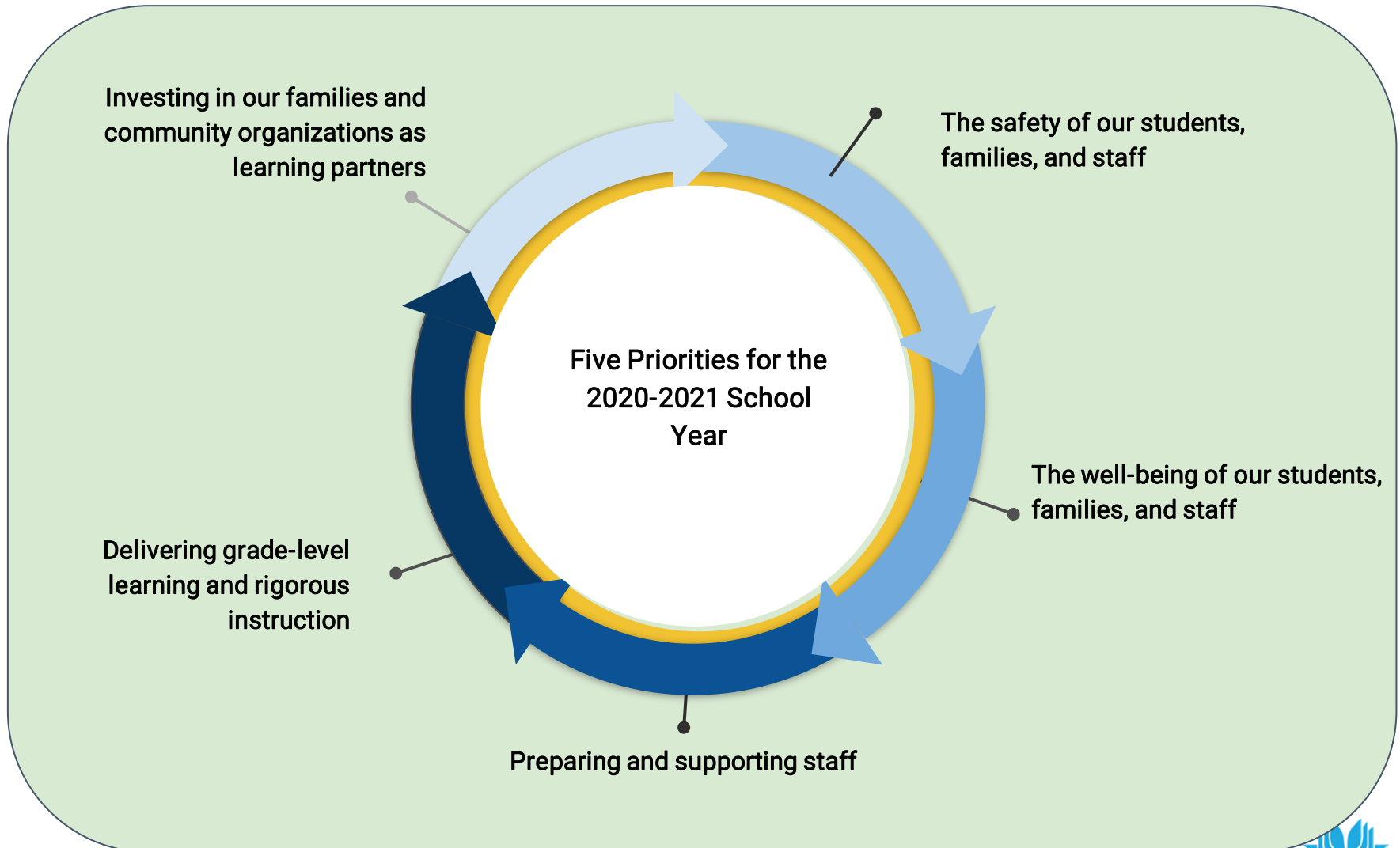
What questions do you still have?

What do you feel we should continue to keep top of mind as we plan?



**Looking ahead: Building Internal Conditions
July - December 2020**

Five Priorities for our 2020 - 2021 School Year



Creating the general conditions for success

We will prepare our system for the possibility that 2020-2021 will include in-person, hybrid, and/or distance learning. This preparation will help ensure that staff, students, and the community have a well-planned and coherent experience.

Develop a hybrid school schedules that maximize in-person learning while maintaining social distancing

Develop an alternate school calendar that balances stability, predictability, and flexibility

Redesign transportation and meal service programs to match alternative school schedules and calendars

Work with the Board of Education and state officials to finalize prudent & essential flexibilities

Ensure authentic and timely engagement and communication with the community

The safety of our students, families, and staff

Safety will continue to be central to our decision-making for the coming year and will drive our fiscal investments. We will adhere to the most current COVID-19-related guidance and best practices from the Tulsa Health Department.

Assessing and preparing our facilities for social distancing

Planning for personal protective equipment for students and staff

Establishing cleaning and disinfecting protocols that meet CDC guidelines

Preparing for the safe operation of transportation and meal service

Training and signage to support hygiene practices and social distancing

The well-being of our students, families, and staff

We will continue to invest in social emotional learning and further elevate tools and resources for fostering inclusive classrooms, communities, and teams. We will also support our students, families, and team with supports and referrals for wellness outside of the classroom and workplace.

Partnering and planning to address hunger in our school community

Developing a system to gather and address family needs district-wide

Professional development and resources focused on supporting student social and emotional needs

Working with community mental health agencies to provide employee supports

Investing in differentiated social and emotional wellness supports for students and staff

Preparing educators and staff for 2020-2021 demands

We will focus on developing skills and comfort with the tools our educators may need for distance learning during the 2020-2021 school year. We will continue to invest in professional learning to develop, sustain, and grow strong instructional practice.

Partner with TCTA and AFT to ratify agreements that meet student and staff needs during an unpredictable year

Providing consistent, well-supported tools for both in-person and distance learning

Offering summer and just-in-time training to succeed in a distance environment

Providing all staff with the training they need to keep themselves and their students safe

Creating safe teaching and learning options for our student and staff

Delivering grade-level learning and rigorous instruction

We will continue our district-wide focus on grade-level learning. We will focus on providing high-quality curriculum, masterful teaching, thoughtful assessment, and analysis of student work to assess rigor, throughout both in-person and distance learning settings.

Move toward 1:1 device assignment and prepare students and families for device use

Establish and integrate a small set of common platforms and applications to simplify teaching and learning

Create quality digital companions to our in-person curriculum to move seamlessly between environments

Establish an all-virtual option for students who need or prefer a virtual format

Improve support for exceptional students in both in-person and distance environments

Investing in families and community organizations as learning partners

Spring 2020 underscored the importance of empowering and supporting families. We will make new investments in leveraging community partners to engage families while partnering with families to help students reach new levels of academic and personal success.

Expand the role of parent and family facilitators to better meet family needs

Deepen our network of community partners to support student and family needs during distance learning

Recruit and train parent leaders and advocates

Developing easy-to-use resources for parents to lead at-home learning



Foreshadowing Board Action During June

A successful start to the 2020-2021 school year will require state and district board action in five key areas.

School Calendar and Schedules



- Adoption of alternate school calendar
- Adoption of revised school schedules
- Adjusted length of day

Academic Flexibilities



- Flexible graduation requirements
- Expanded off-campus learning options

Talent



- Targeted certification flexibility
- COVID-related leave
- Safety expectations and provisions

Enrollment



- Adjusted magnet application process
- Opportunity to enroll in a virtual academy

Spring 2020 Flexibilities



- Revised testing and accountability
- Adjusted seat time requirements
- Adjustments to educator evaluation

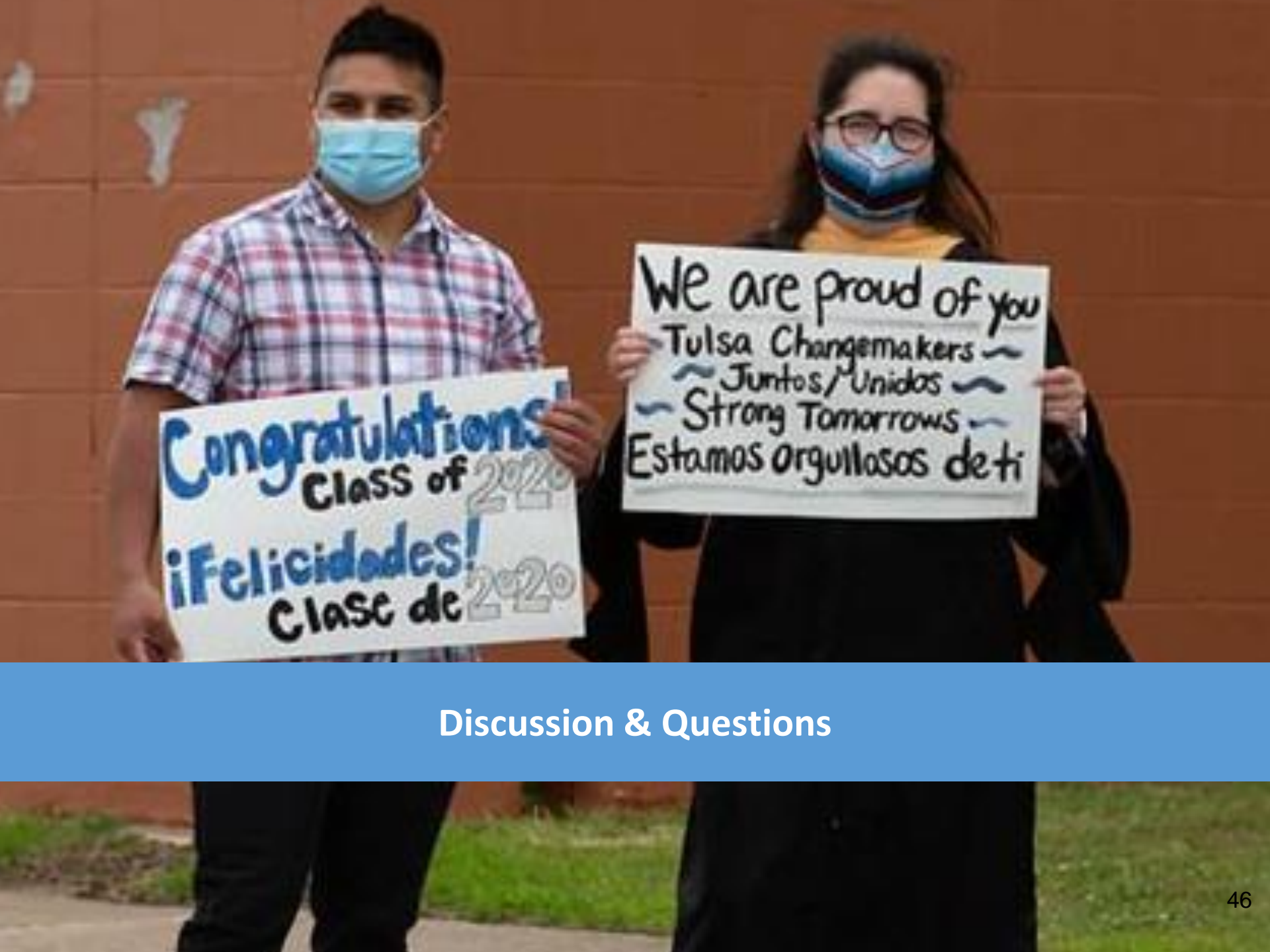
What are our next steps from here?

- **Friday, June 19:** full community survey report completed
- **Monday, June 22:** Special Board meeting (second work-session)
- **Monday, June 29:** Special Board meeting to consider and take action on foundational decisions that will support district teams and school teams with 2020-2021 planning
- **Late June and Early July:** implementation planning and 2021 fiscal year begins

Ongoing engagement with key stakeholders

Board of Education * Teachers and staff

Students * Parents * Community partners



Discussion & Questions