



Fall Planning Survey

Full Report + Appendix
26 June 2020

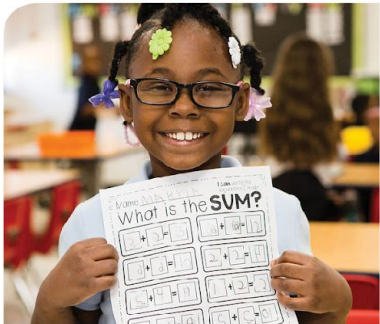


WHO WE ARE



 **35,472**
STUDENTS

6,441 
TEAM MEMBERS



75 
SCHOOLS

6  **CHARTER**
PARTNERS



2,296 
TEACHERS

1 **BOLD**
JOURNEY



TULSA PUBLIC SCHOOLS



MISSION AND VISION

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.



LEARNER

We will learn, apply, reflect, adjust and persist together



CONTRIBUTOR

We will contribute to the well-being and success of our students and schools



DESIGNER

We will improve learning, solve the problems and bring ideas to life through innovation and intentional design

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

With over 15,300* responses, this was the largest response rate for a family/student focused survey.

Spring Distance Learning Feedback:

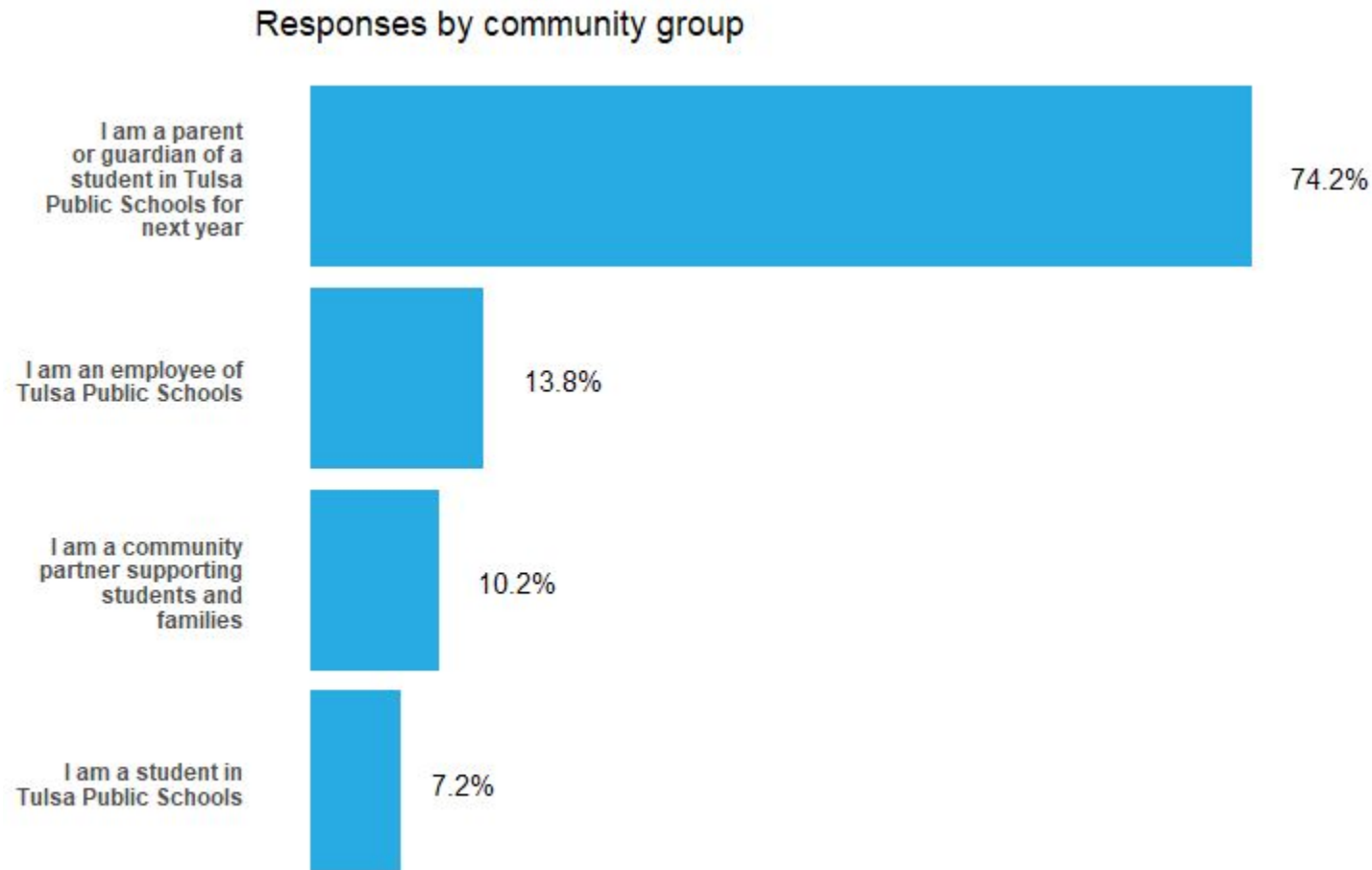
- Families considered most programs to be successful or only have minor challenges.
 - Supports such as meal site and check-in calls were viewed most successful.
 - Daily and weekly learning schedules and accessing content were most challenging.

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.

*additional responses that were started before the survey closed but completed afterwards are included.

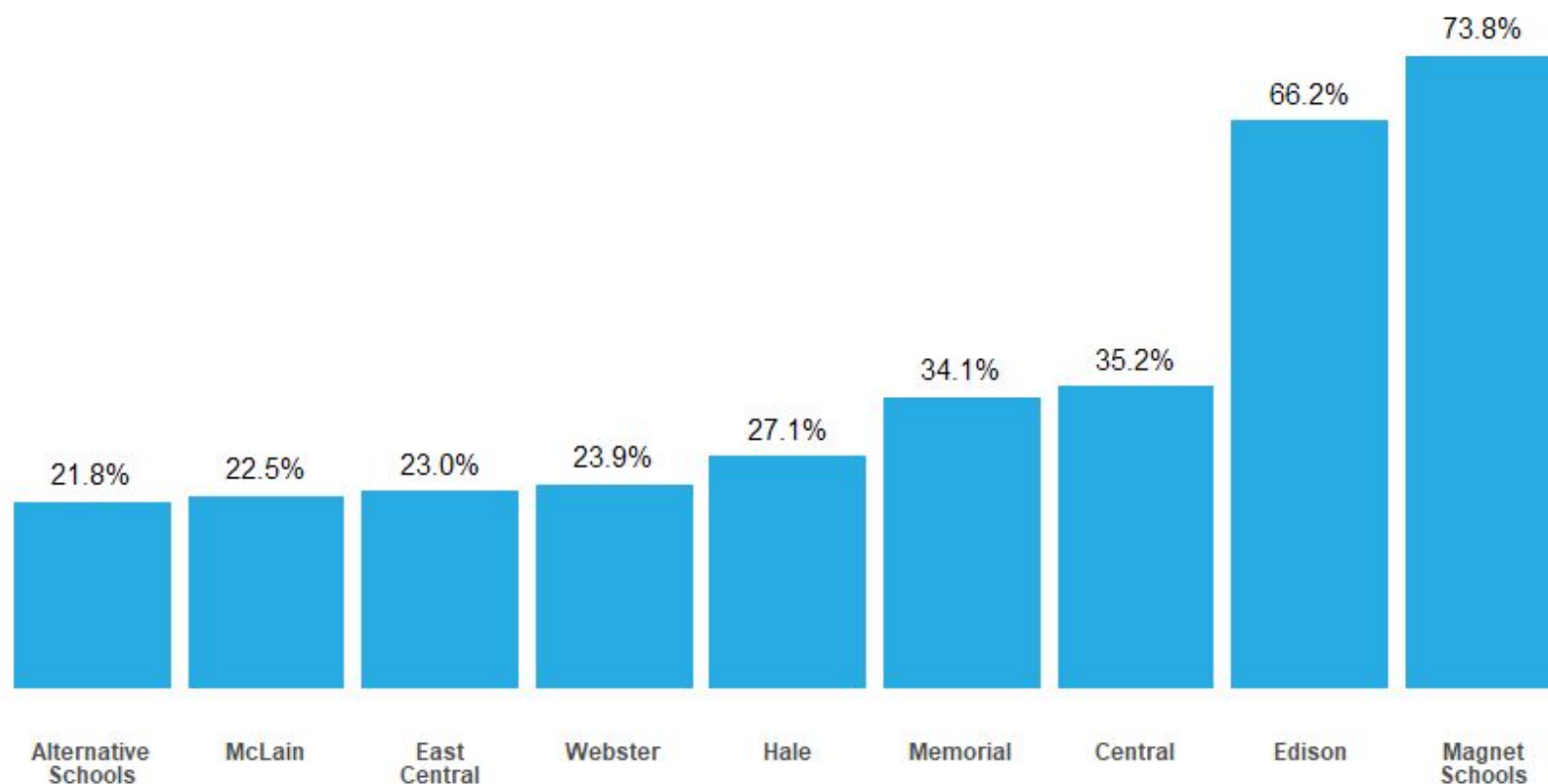
The majority of the 15,300 responses were from parents or guardians. Approximately 9% of responses were taken in Spanish.



*A previous version of this graph normalized the response rates out of 100%

A large majority of families in the Magnet Schools and Edison feeder patterns completed the survey. Response rates for other feeder patterns were around a quarter to a third of families in the feeder pattern.

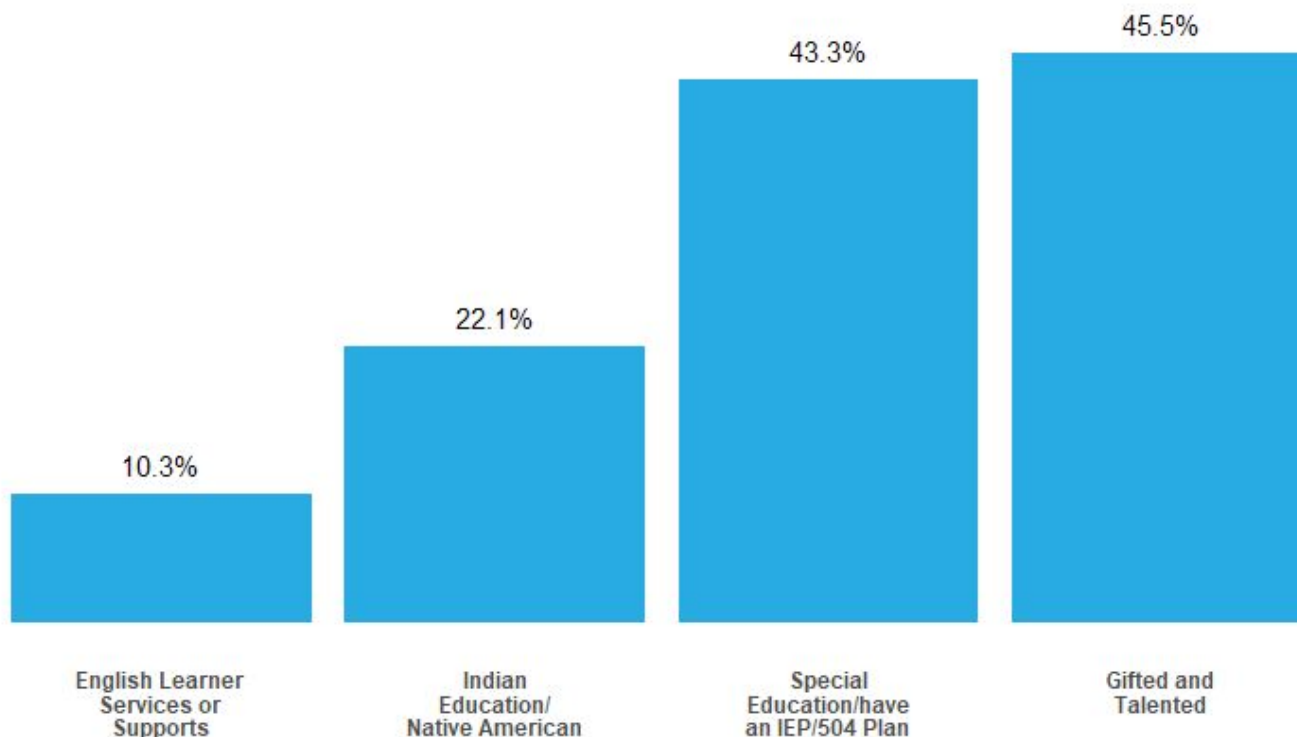
Response rates by feeder pattern



*A previous version of this graph showed the percent of survey respondents who were in each feeder pattern, rather than the percent of each feeder pattern that completed the survey.

Nearly half of respondents had a student in the gifted and talented program and/or the special education program. Gifted and talented students, special education students, and Indian education students were strongly represented.

Does your student participate in any of these programs/ services... (select all that apply)



*A previous version of this graph normalized the response rates out of 100%

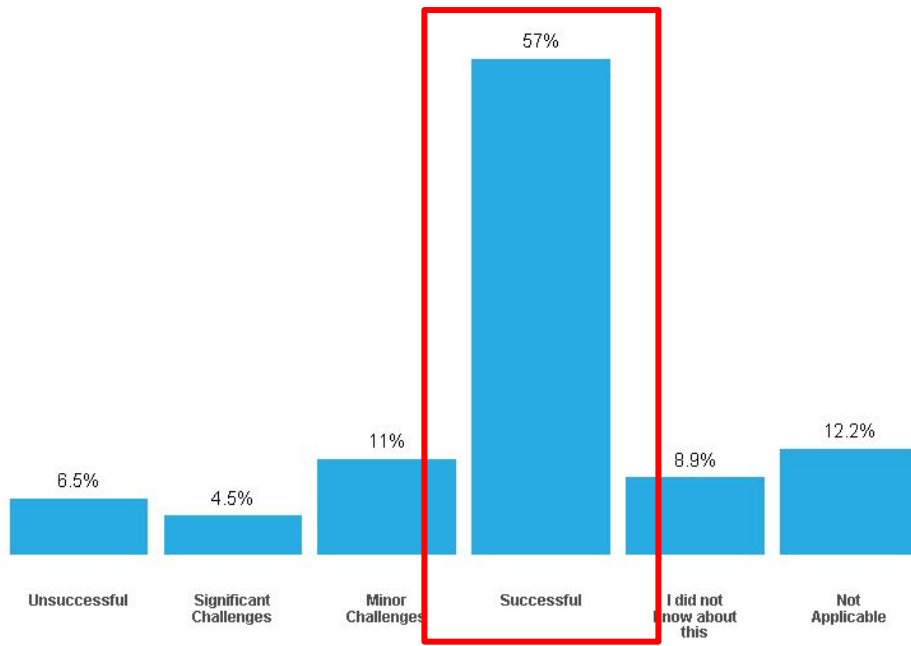


Reflecting on Spring Distance Learning

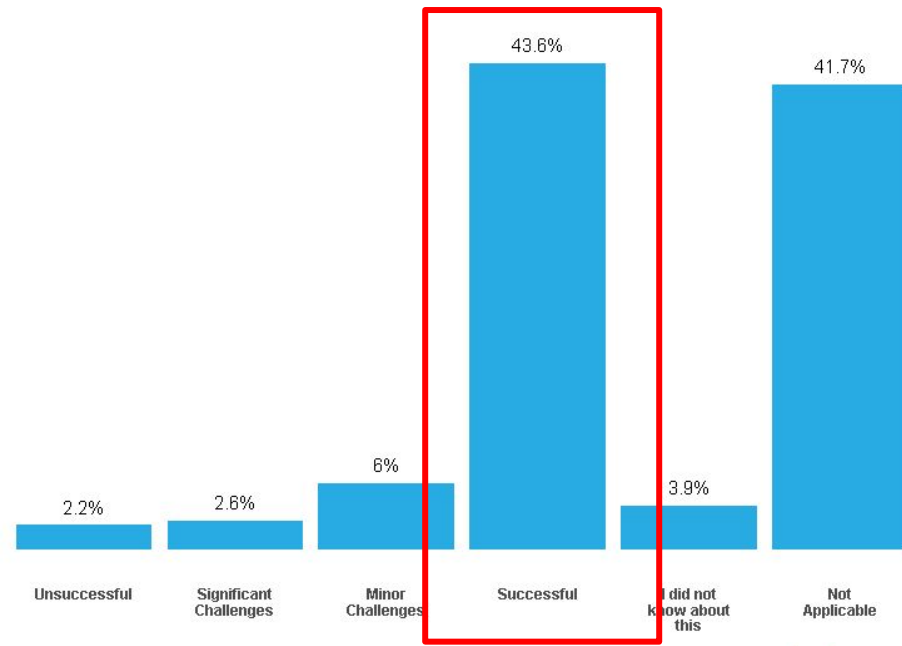
The quick transition to full distance learning in the spring was a difficult shift for our schools, our teachers, and most importantly our families.

Some of our immediate shifts were largely successful.

Check-in calls from my school

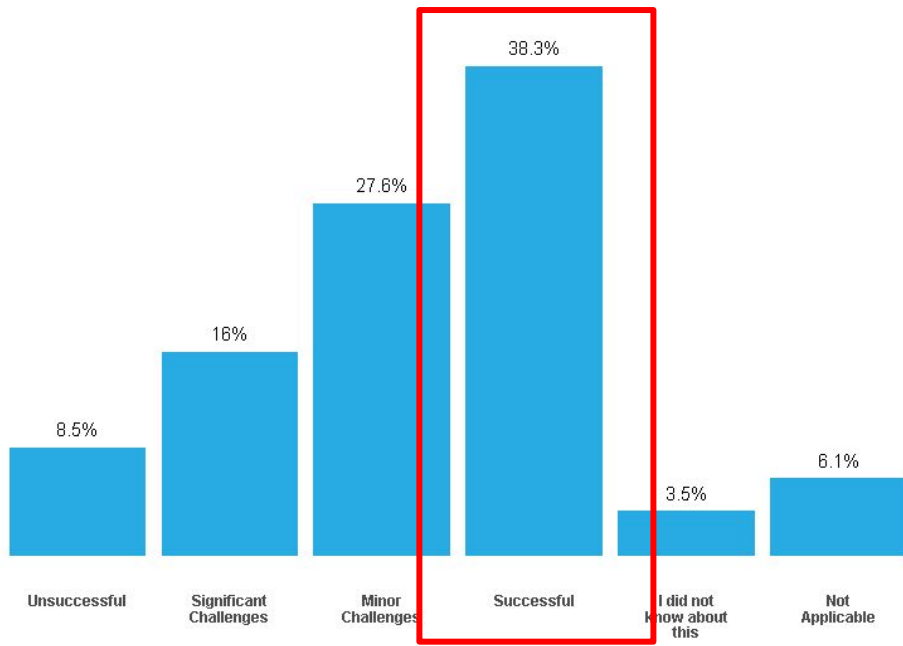


Meal sites and pick-up

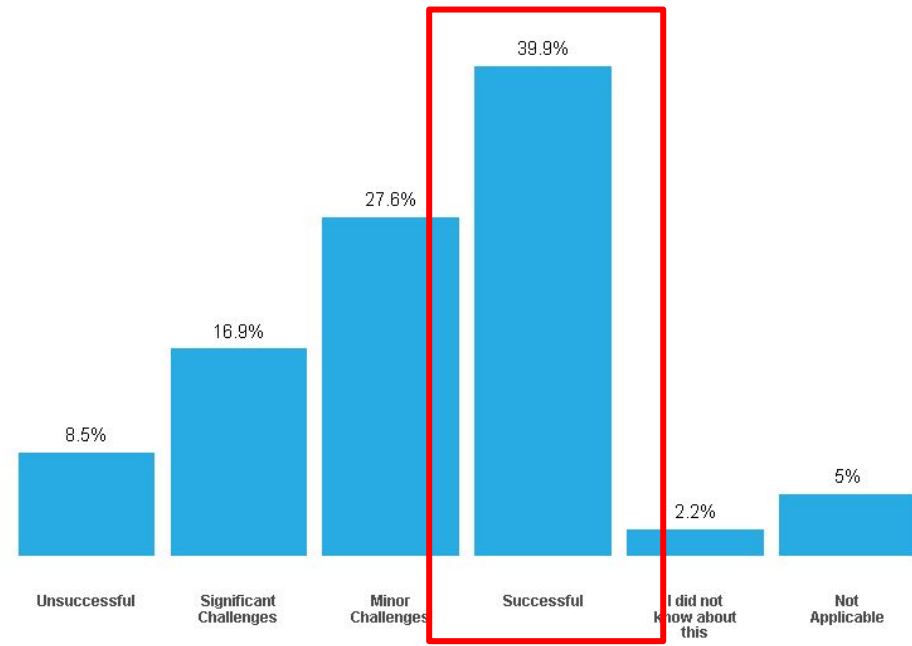


Feedback about the daily and weekly learning content and schedules highlight the need for significant planning and preparation if distance learning is necessary in the fall.

Daily learning schedules

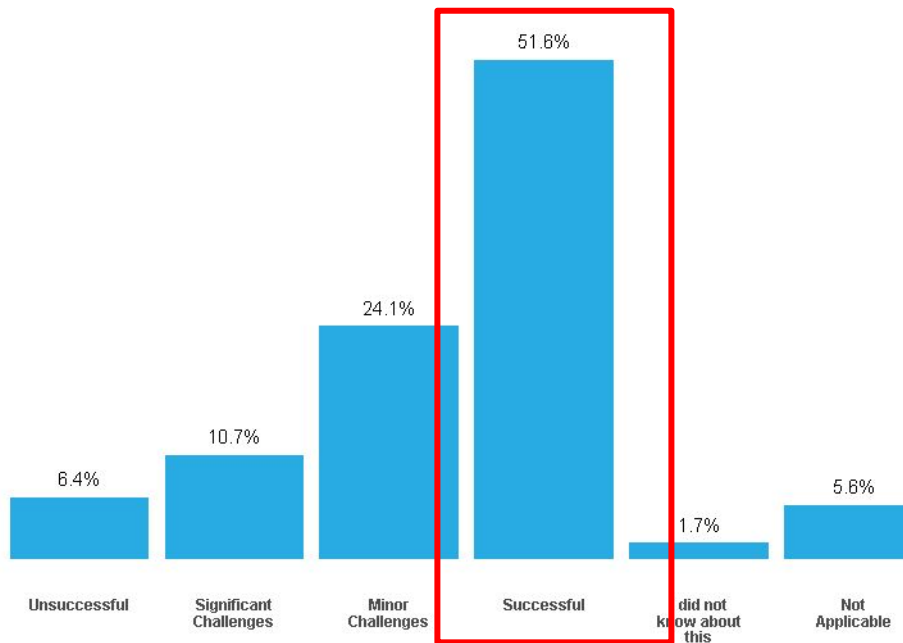


Weekly learning content and curriculum

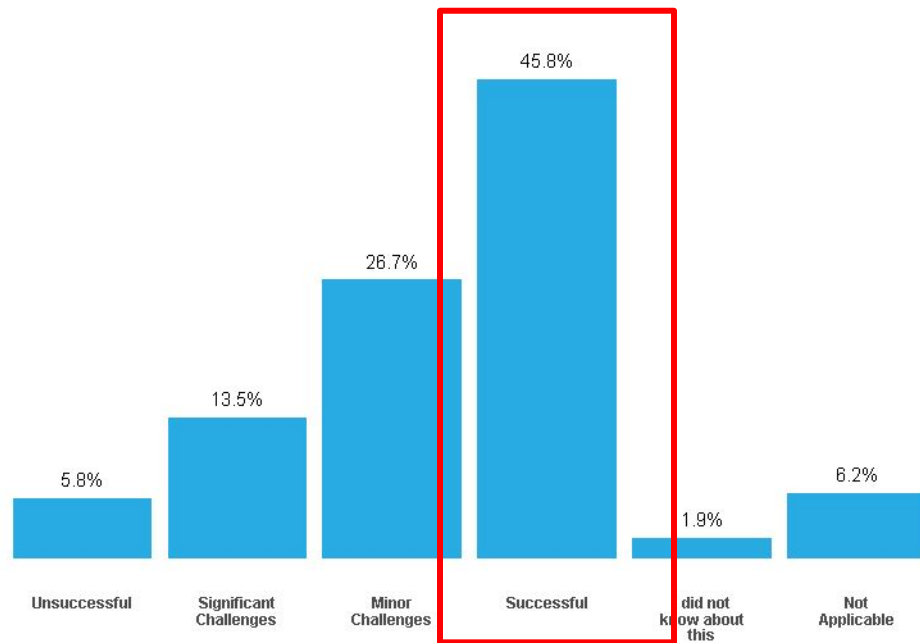


We must continue to support families with virtual learning platforms and knowledge about existing supports.

Use of video conferencing

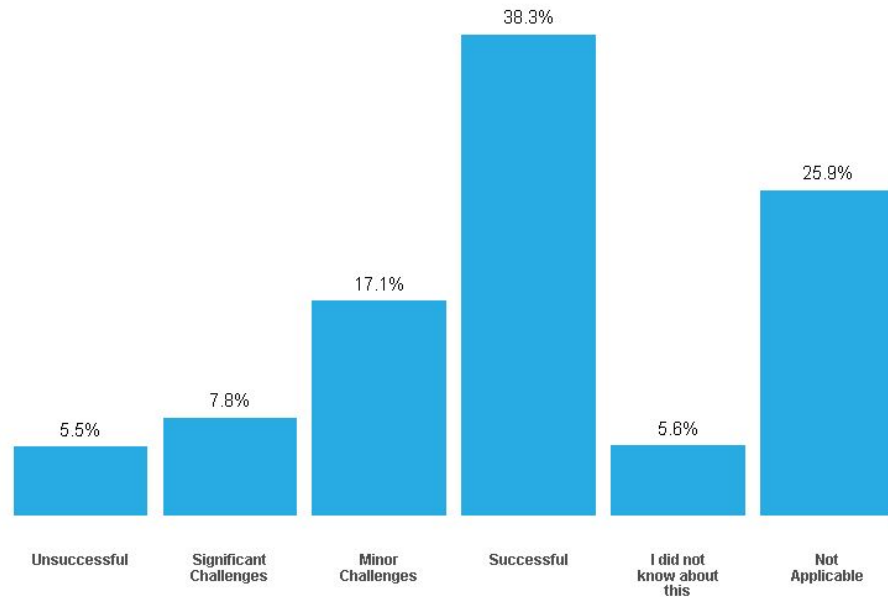


Accessing content on tools such as Canvas or Google classroom

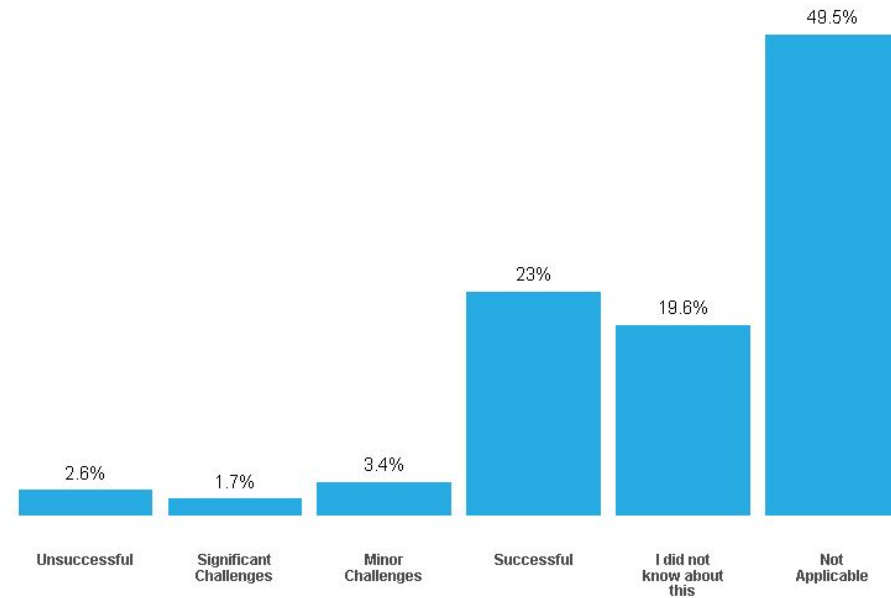


We must continue to support families with virtual learning platforms and knowledge about existing supports.

Technology support



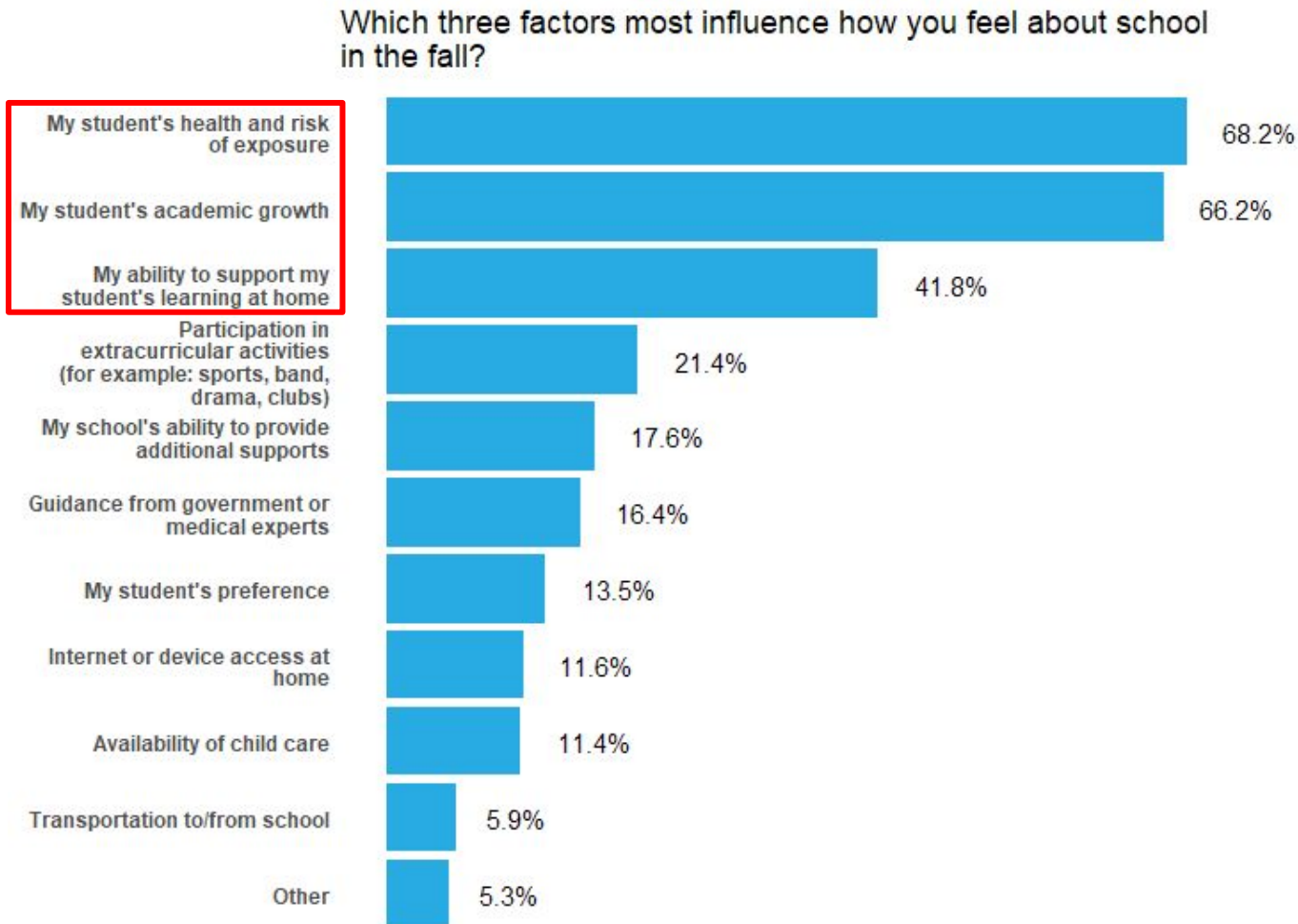
Wellness Hotline or Family Assistance Request portal





Planning for Fall

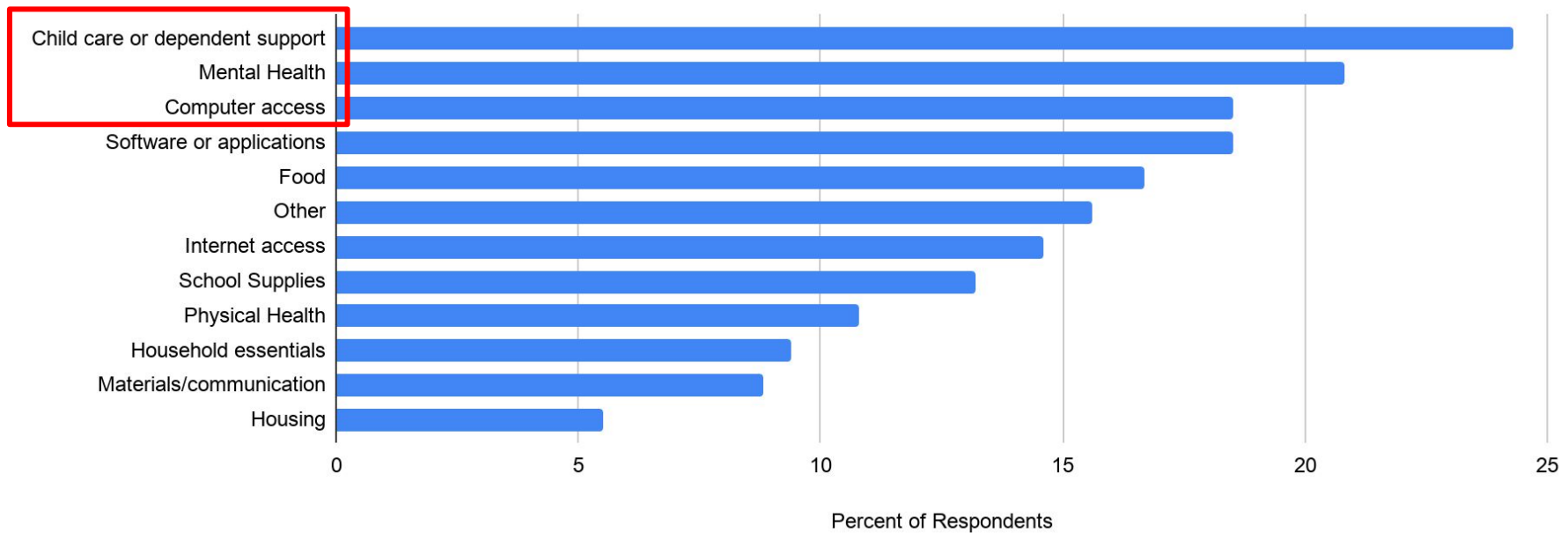
Families' preferences for fall are key drivers in our planning. Student health and academic growth are core to our decisions, but we also recognize the diverse interests of families as well.



*A previous version of this graph normalized the response rates out of 100%

Knowing the barriers our families faced will help us to plan and prioritize for the fall. Child care and mental health were the most frequent categories, followed by digital access.

Percent reporting significant or moderate barriers





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

Feedback on calendar and schedule from community survey

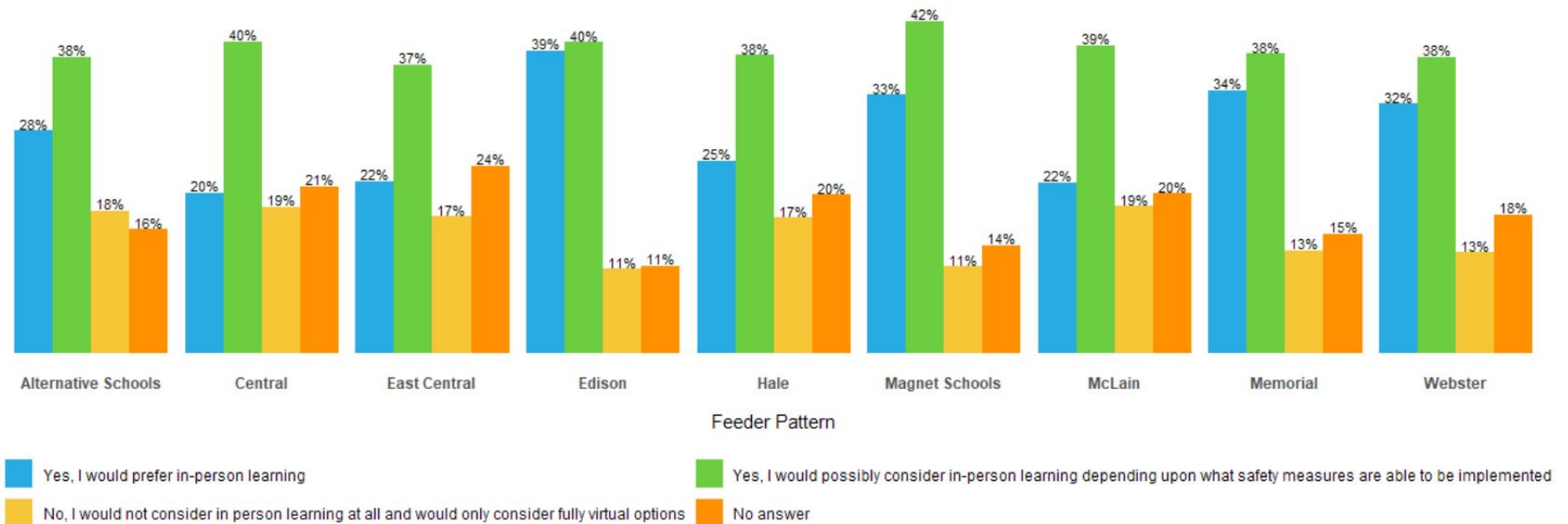
Percent of respondents who answered that they would consider the following options:

Start the school year later (on or after Labor day) for safety and preparation	86%
Shorten the school week to allow for additional cleaning and preparation	81%
Split students into smaller groups that alternate between in person and distance learning	80%
Secondary: Offering alternative school times for students with other responsibilities	80%
Additional days for some students who need additional support	79%
Alternating in person and distance learning on different days of the week	74%
Alternating in person and distance learning on different weeks	70%
Spread out school days to allow for cleaning and distancing, ending in June/July	67%

Breaking it down by feeder pattern

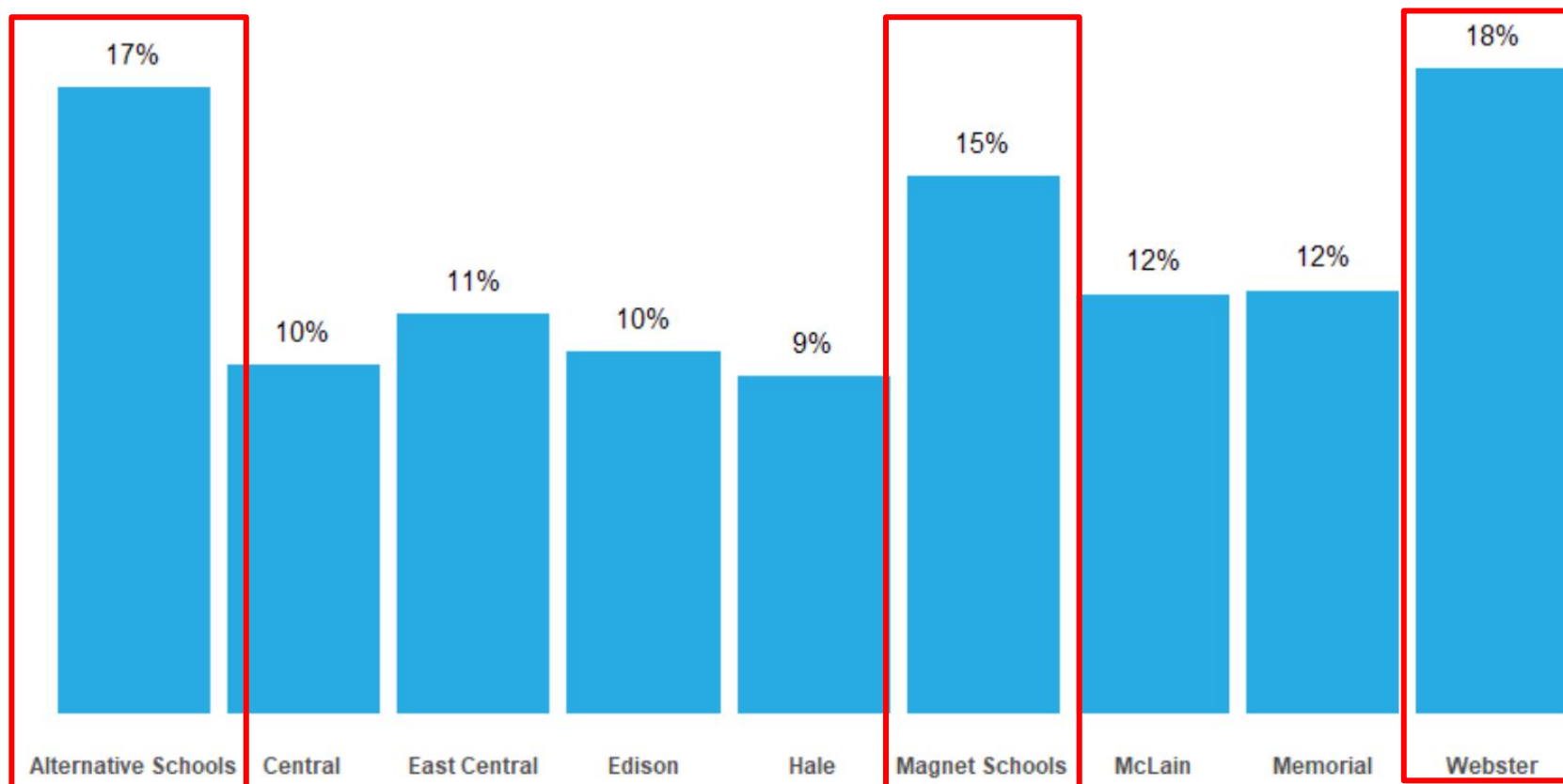
Would you consider any amount of in person learning at all?

Possible safety measures include personal protective equipment, distancing measures, and cleaning



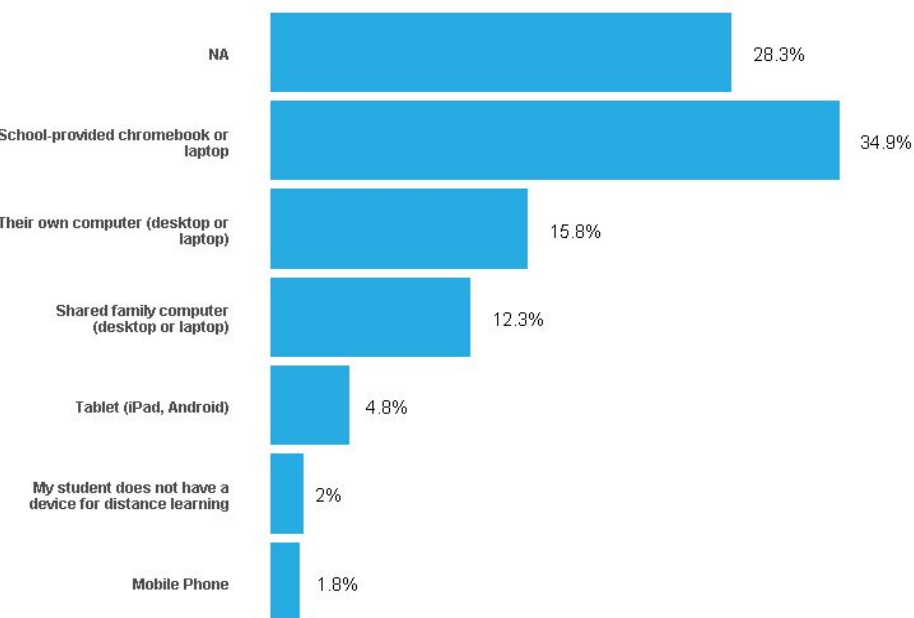
We have the opportunity to differentiate supports and services by school and neighborhood community and understand different needs.

My student(s) would use the bus to get to school, if available

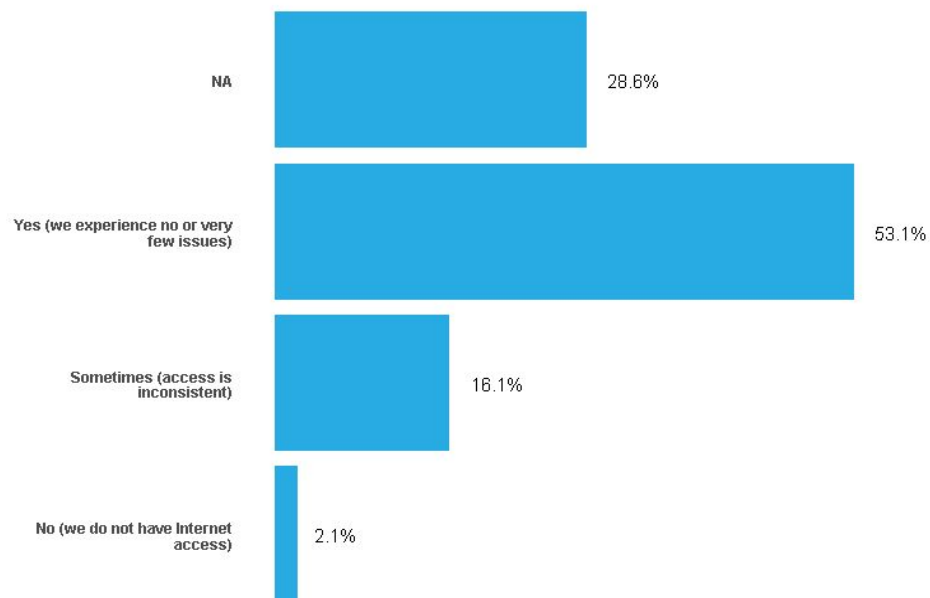


The digital divide affects many of our families as we prepare for the Fall. District and city-wide efforts must work together to ensure equitable access to content.

What device does your student primarily use for distance learning?




Is your student able to stream videos and connect to other educational content on his/her device at home?





Open ended responses





Respondents were asked what supports TPS should consider to address barriers to distance learning. Responses were categorized into 13 topics.

3,320 respondents answered; 313 were considered non-answers (“N/A”, “I don’t know”, etc) and 3,007 were coded into topics.

Responses could be coded into multiple topics, so the percents won’t add up to 100%.

23% of respondents asked for **more structured distance learning** next year. Examples included providing age-appropriate schedules and content; narrowing the number of learning platforms used; and ensuring teachers, parents, and students could use each platform.

18% of respondents asked for **more learning supports** for distance learning. Examples included more 1:1 teacher time, support for specific student populations such as students with disabilities and English language learners, and resources for parents to help their students.

17% of respondents asked for **schools to open** next year.

16% of respondents asked for **considerations for working parents**. Examples included providing childcare during working hours and ensuring distance learning classwork could be completed outside school hours.

13% of respondents asked for the district to provide **devices and wifi** next year.

11% of respondents asked for **social and emotional supports** for distance learning. Examples included calls from counselors or therapists, small group activities for students, and continuation of extracurricular activities.

6% of respondents asked for **full-time distance learning** or a **hybrid model** next year.

6% of respondents asked for **rigorous health and cleaning standards** in schools next year.

6% of respondents asked for the district to provide **physical supports**, such as food, school supplies, transportation, and financial assistance.

3% of respondents asked for **improved communication** from the district with parents.

1% of respondents stated they felt the district is already doing a lot for its students and the community.

7% of responses did not fit into any of the categories. The next slide includes examples.

Examples of unique supports suggested:

“Hopefully the government will give enough help to the economy so that TPS doesn't have to worry about any barriers”

“Have meetings that include parents, community leaders/volunteers and educators to discuss a real viable plan for the new years.”

“Put less focus on social programs and give teachers higher salaries; after the time spent trying to supplement my child's learning after fall break, it's clear how much work our teachers do. We appreciate them.”

“Masks would not be followed, children have very small attention span and wouldn't keep them on. Social distancing not an option cause children would want to interact with their friends and close up also.”



Appendix Slides: Full student subgroup breakdowns



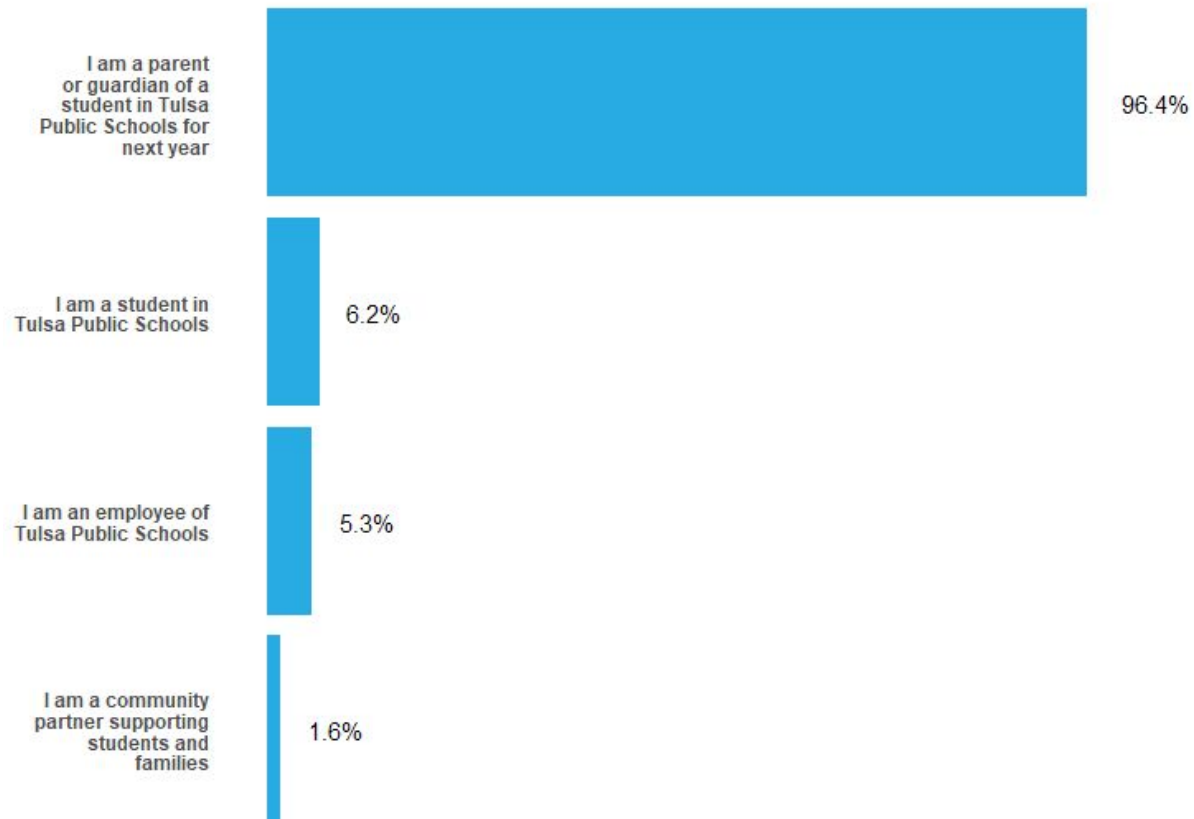
Student-Subgroup Breakdowns:

English Learners

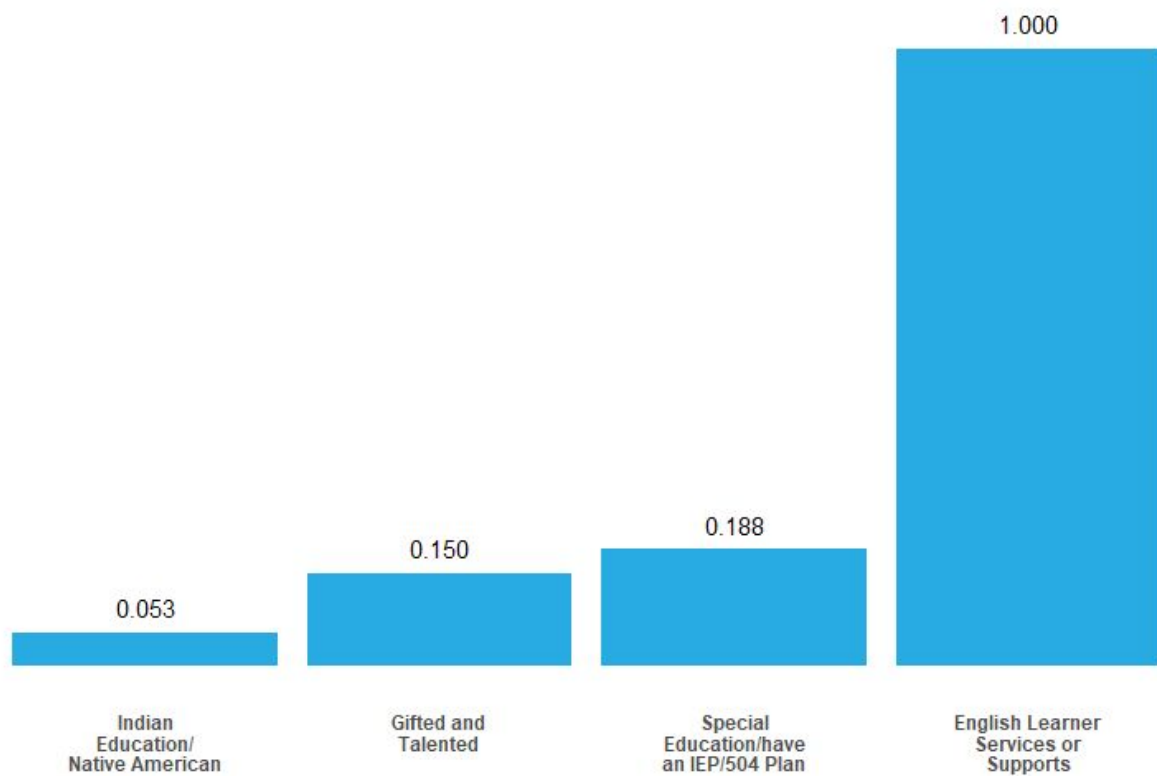
Number of respondents: 548



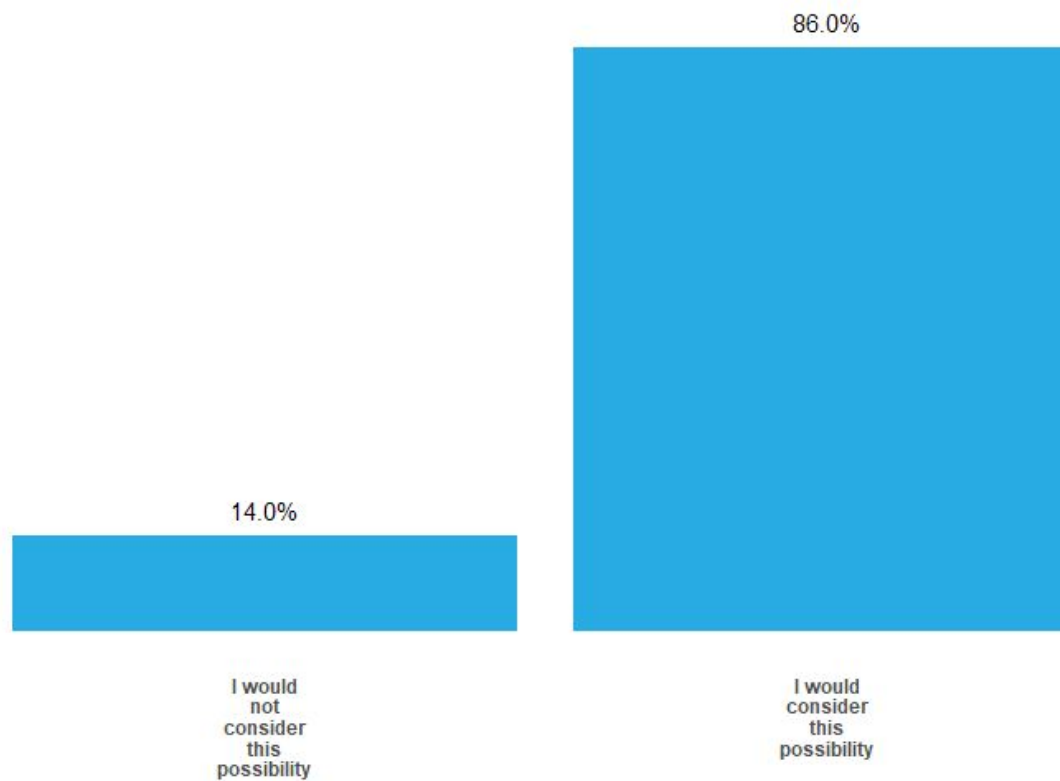
Responses by community group



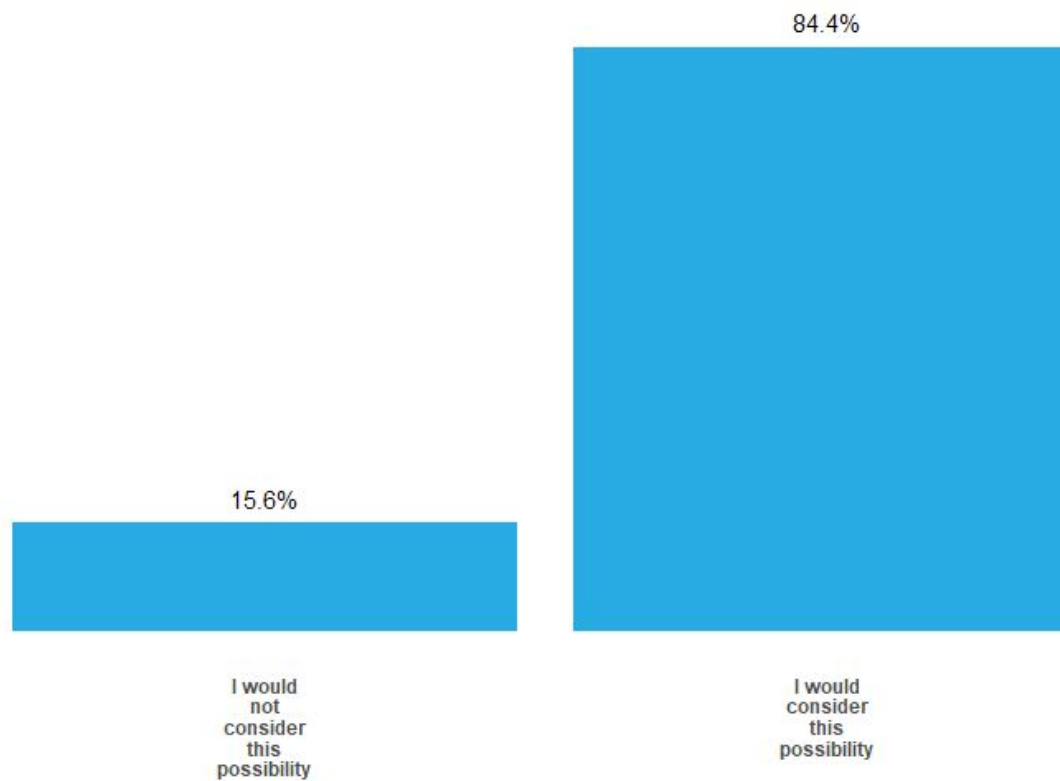
Does your student participate in any of these programs/
services... (select all that apply)



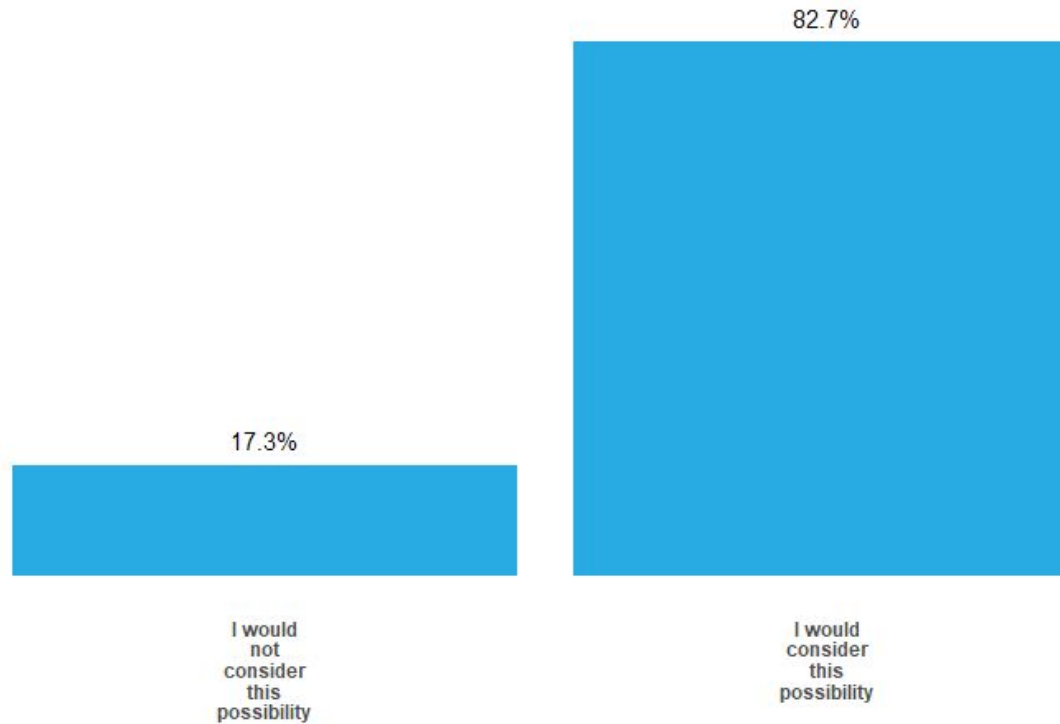
Add additional days for some students who need additional support



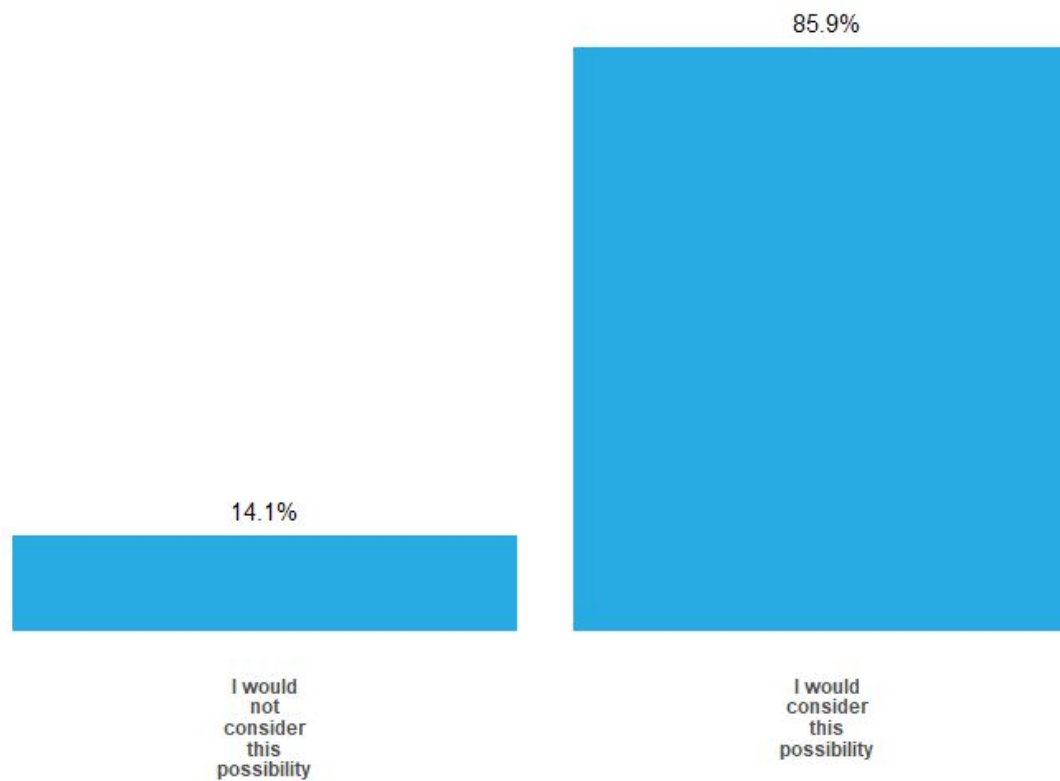
For secondary: offering alternative school times for students who have other responsibilities



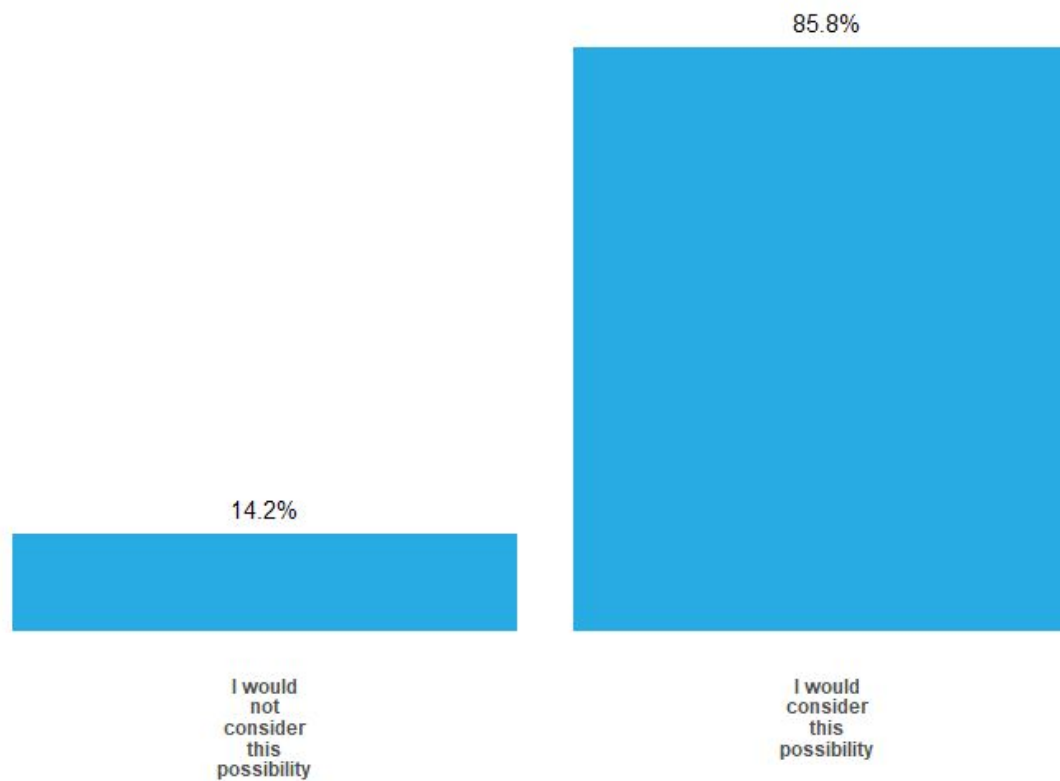
Keep the same number of school days but spread them out so that the end of the school year is in June /July instead of May, which would allow for cleaning and social distancing periods of time



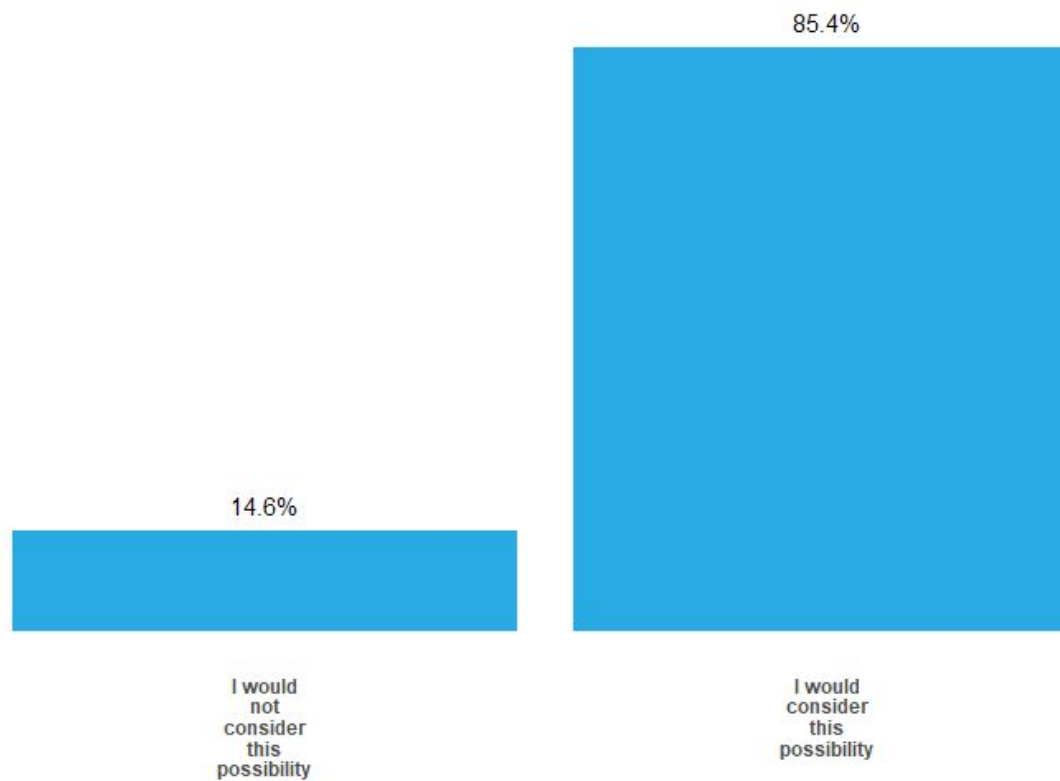
Shorten the school week to allow for additional cleaning,
preparation, and training



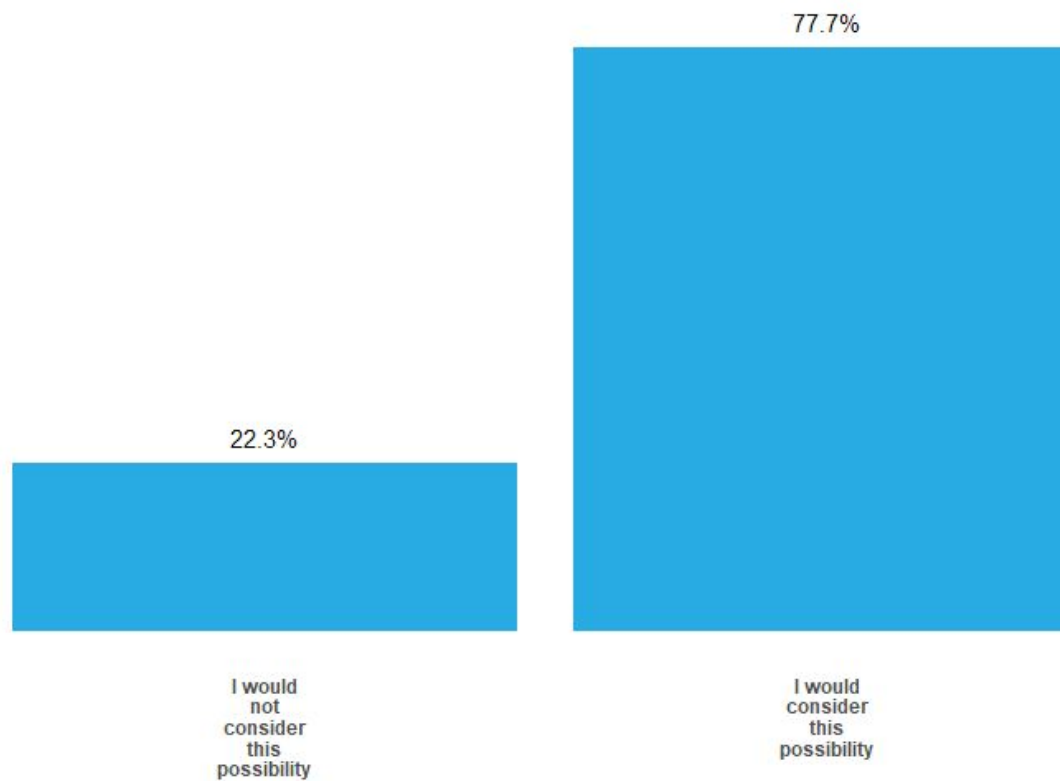
Start the school year later to allow for safety and preparation (on or after Labor Day)



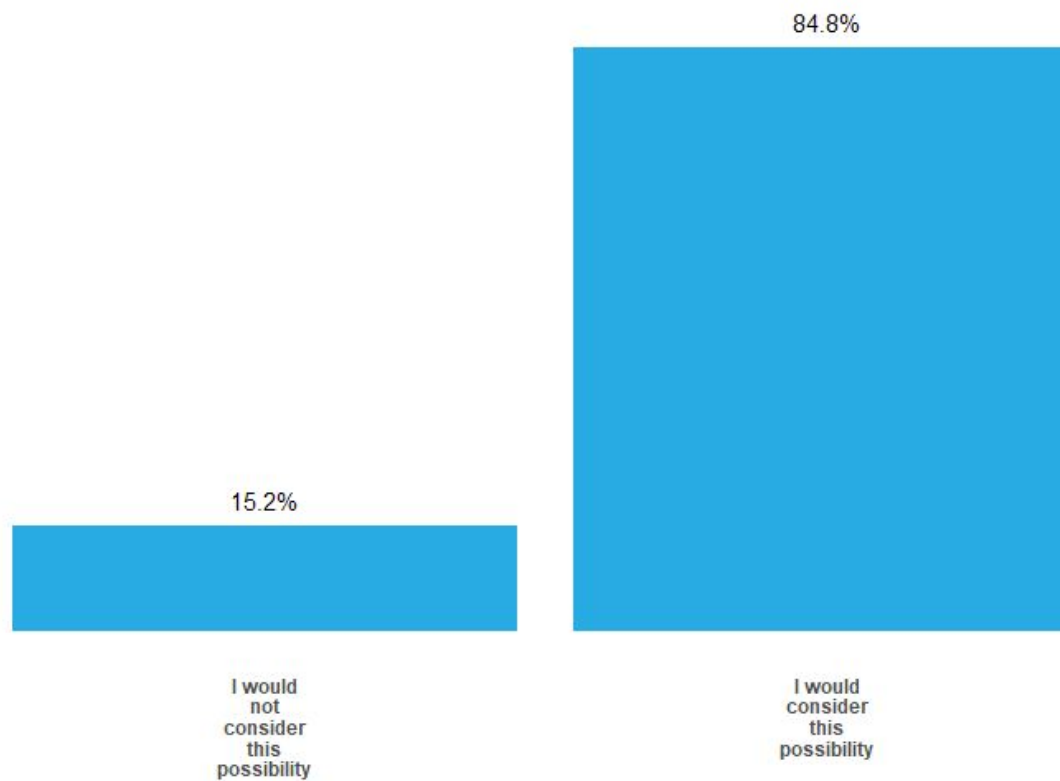
Alternate between in person and distance learning on
different days of week



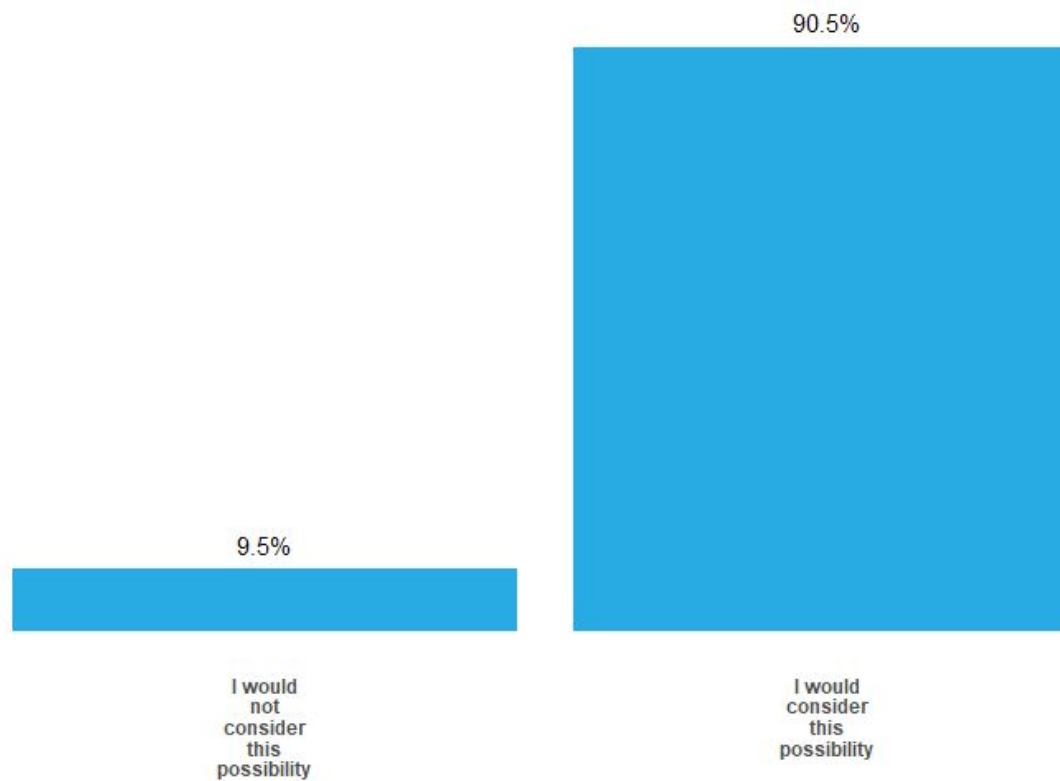
Alternate between in person and distance learning on different weeks



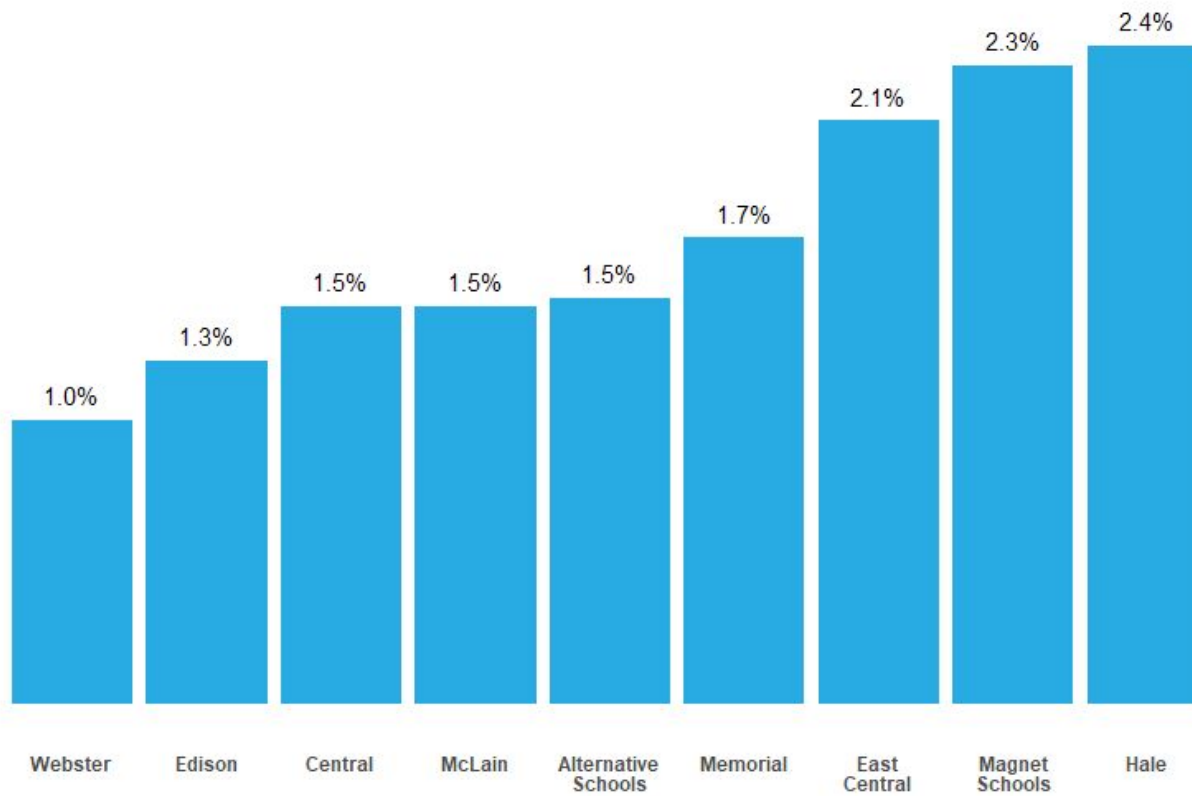
For secondary: offering alternative school times for students who have other responsibilities



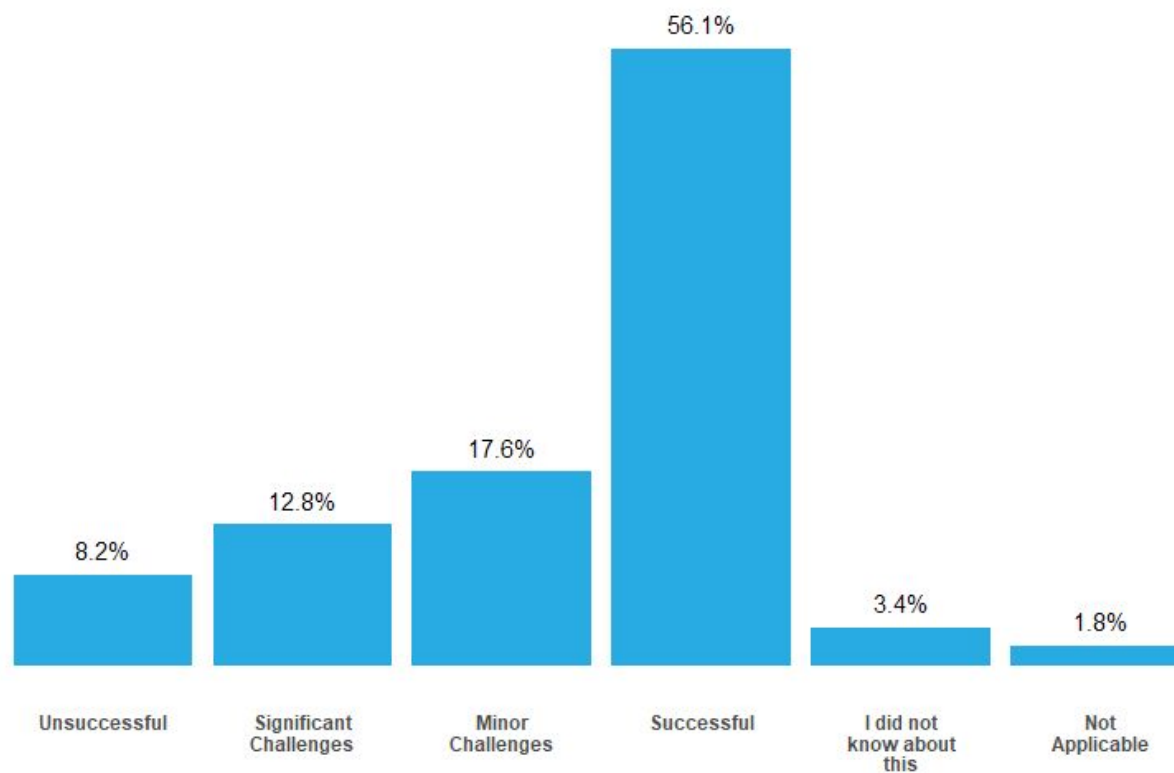
Split students into smaller groups that alternate between in person and distance learning



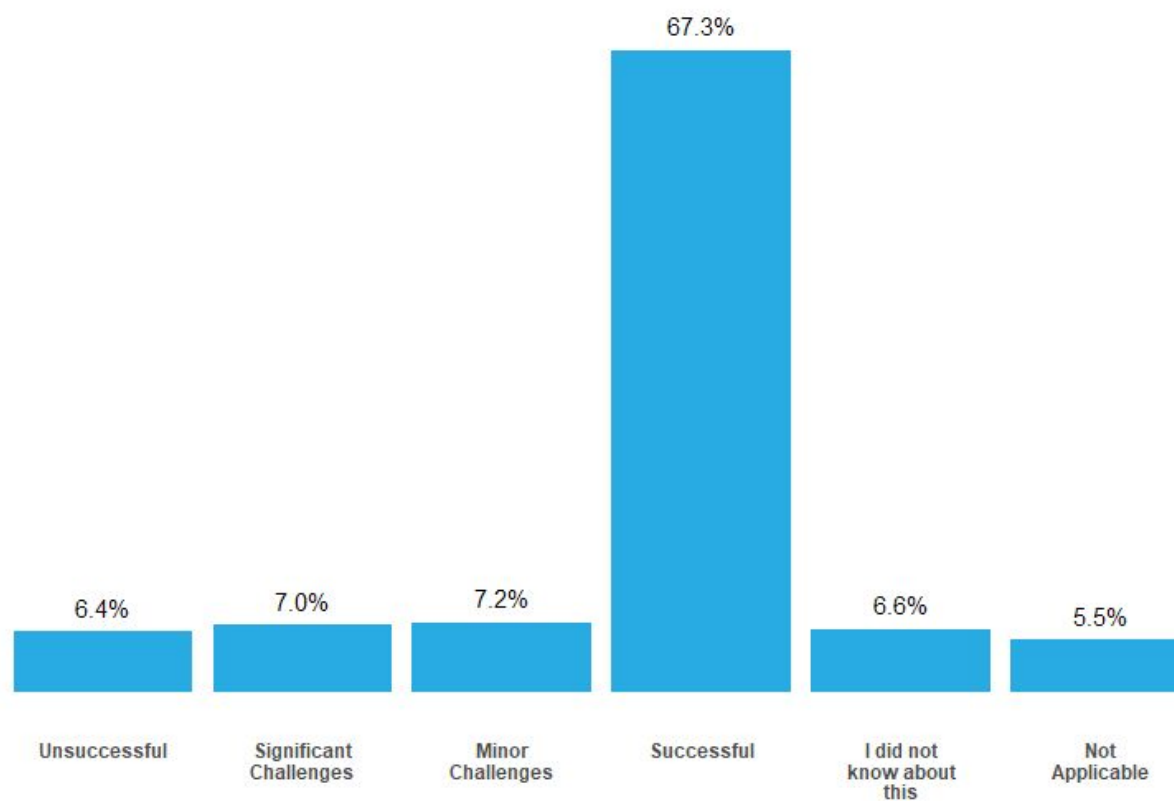
Response rates by feeder pattern



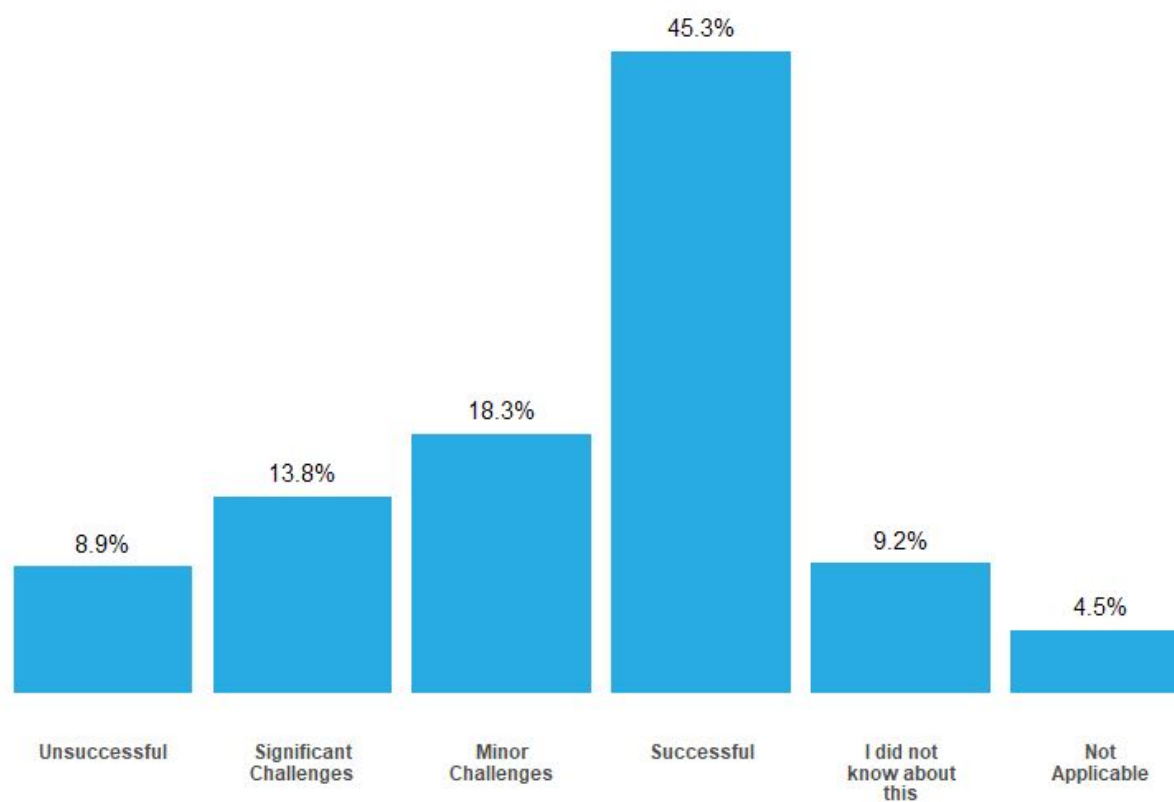
Accessing learning content on tools such as Canvas or Google Classroom



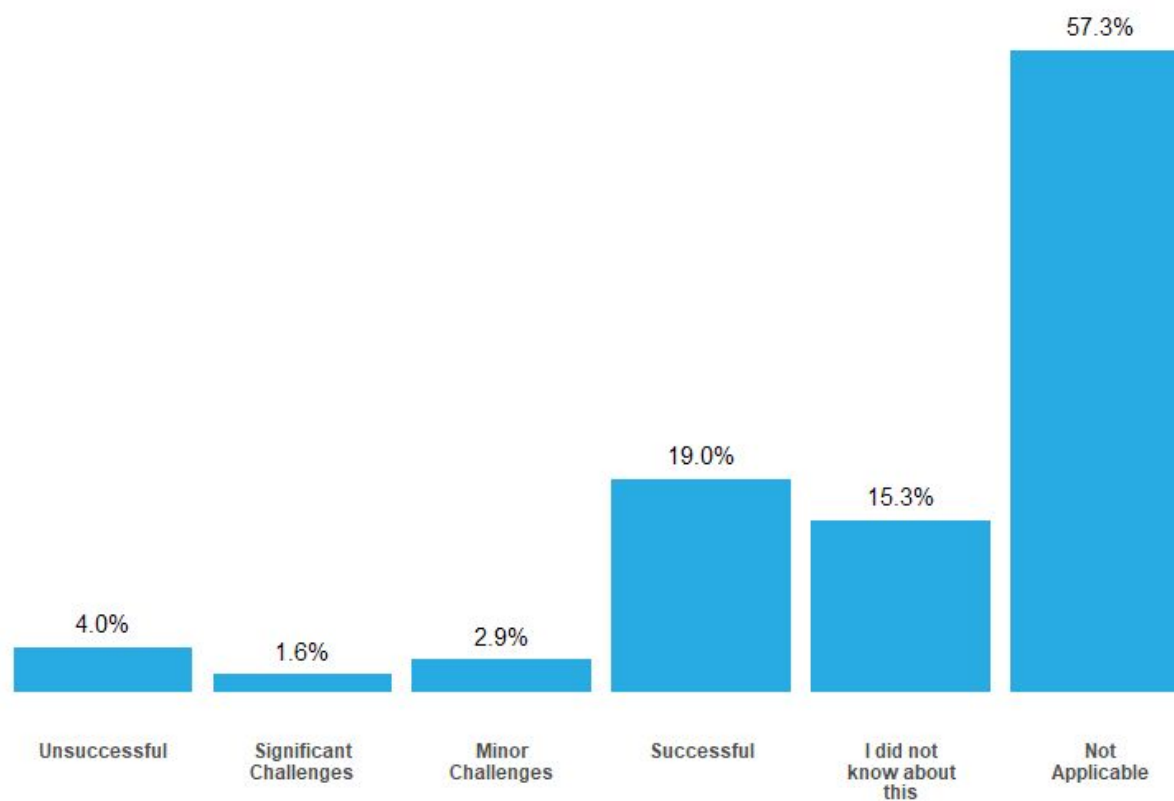
Check in calls from my school



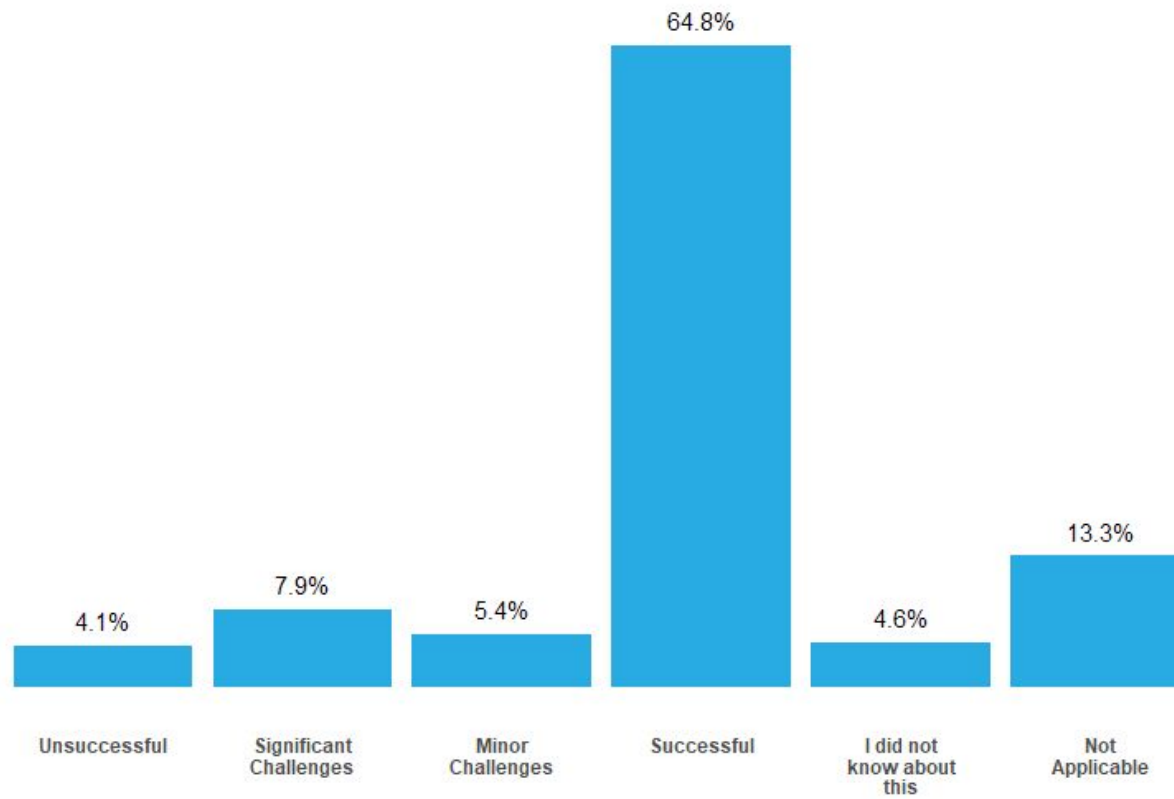
Daily learning schedules



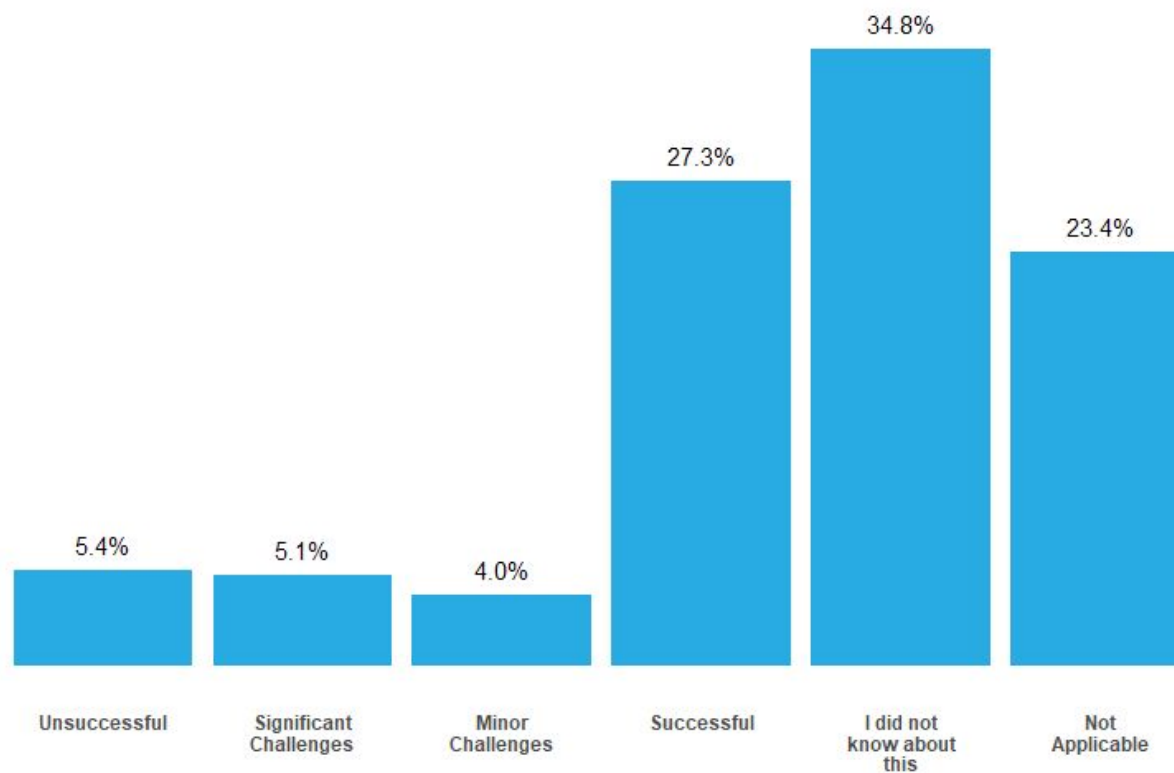
Juniors and Seniors only: Graduation Checks



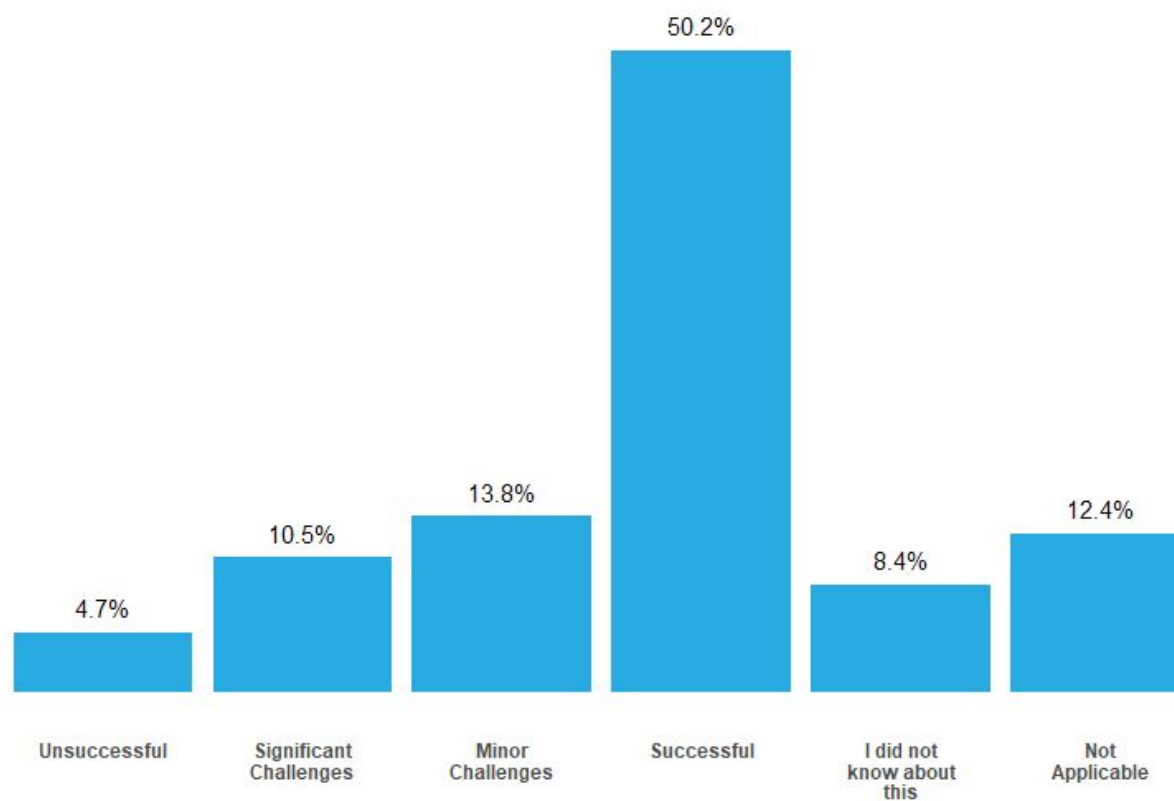
Meal sites and pickup



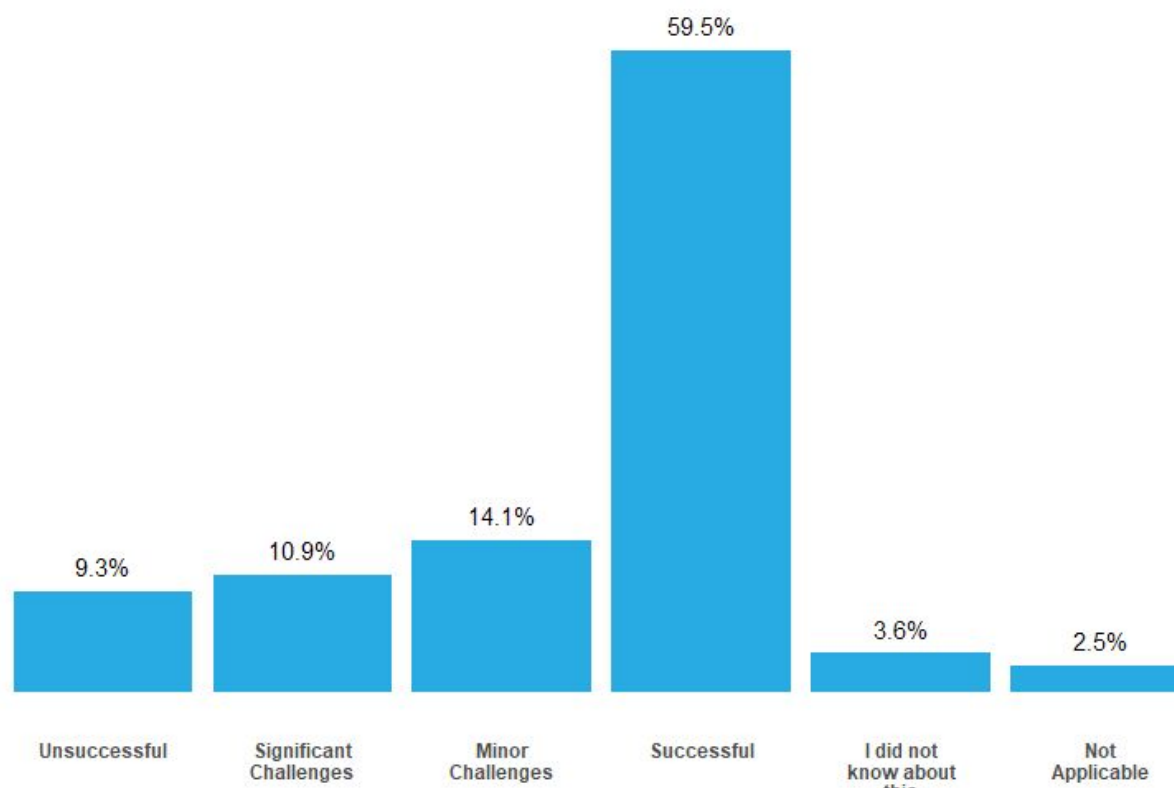
Supports from community partners (The Opportunity Project, YMCA, City Year)



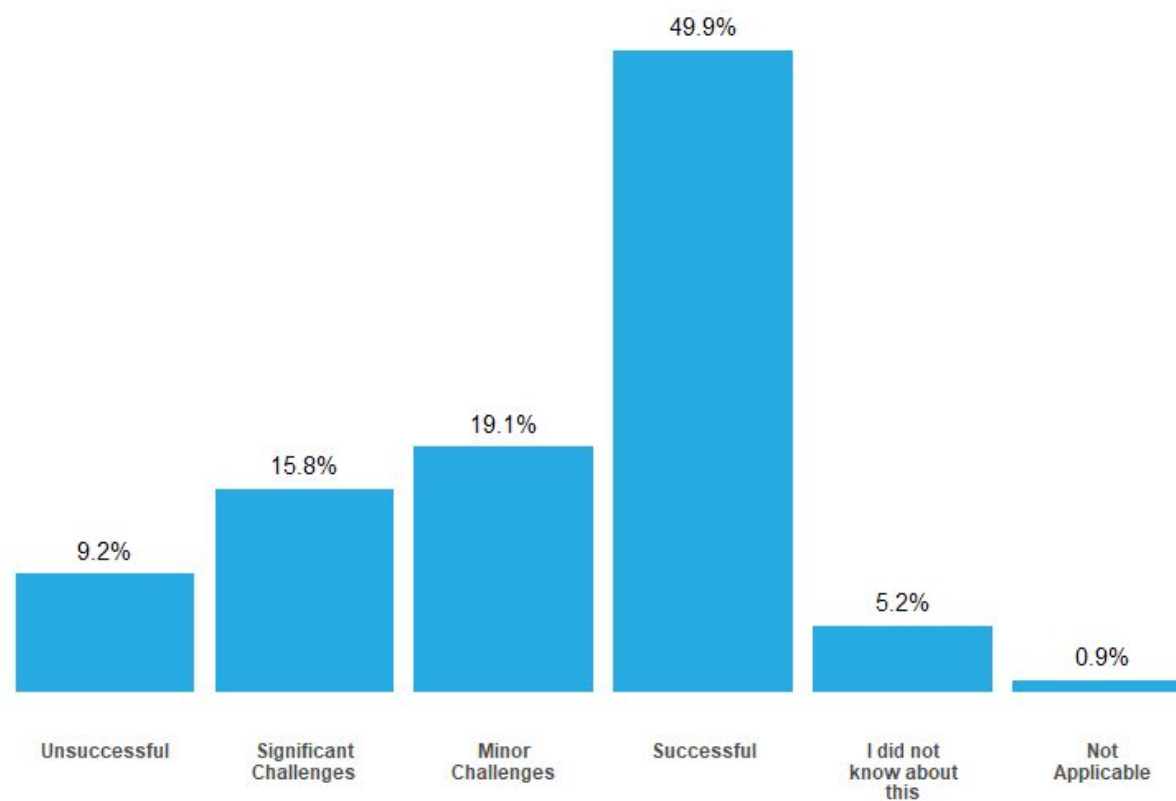
Technology support



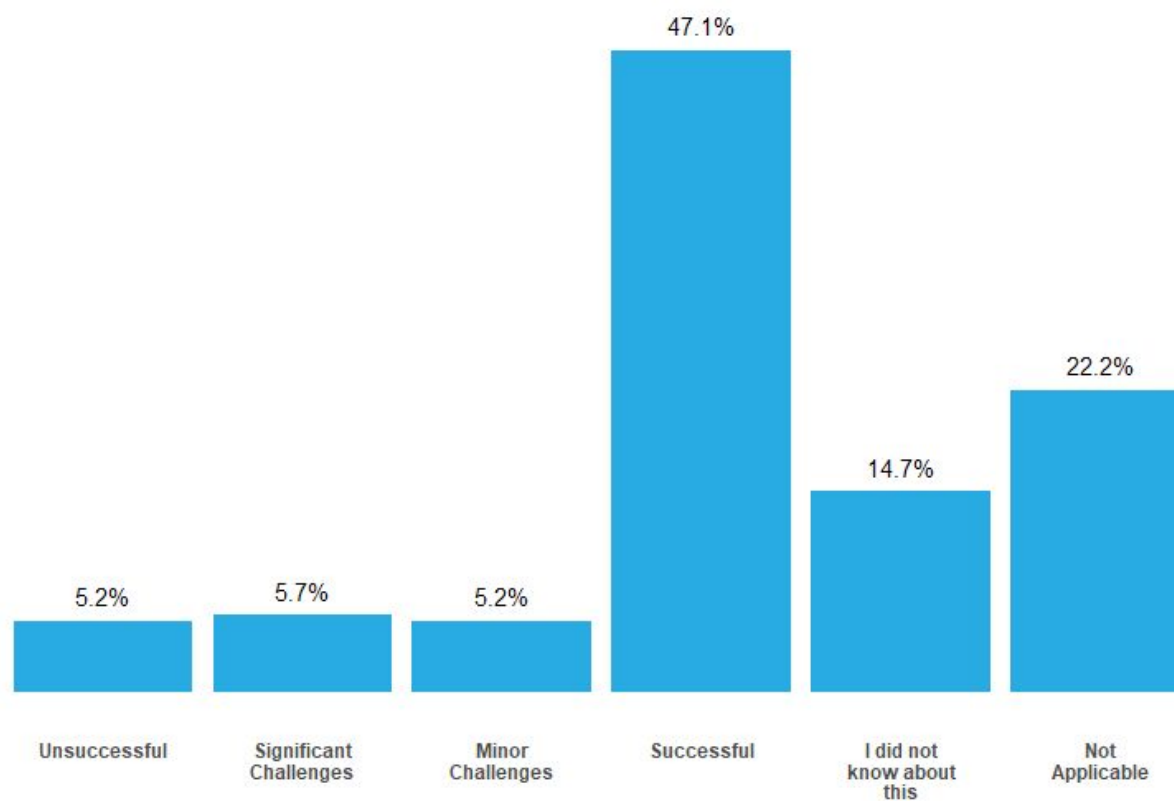
Video conference instructions (for example on Zoom or Teams)



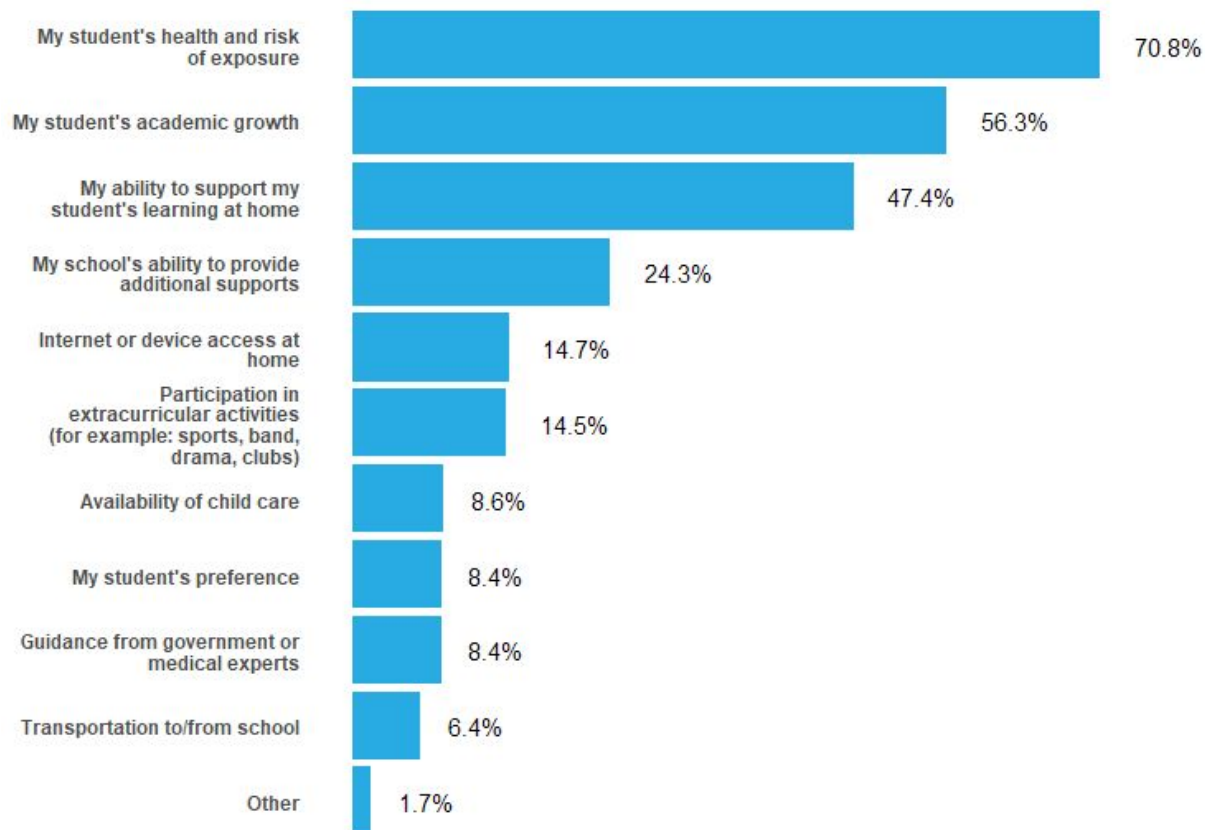
Weekly learning content and curriculum



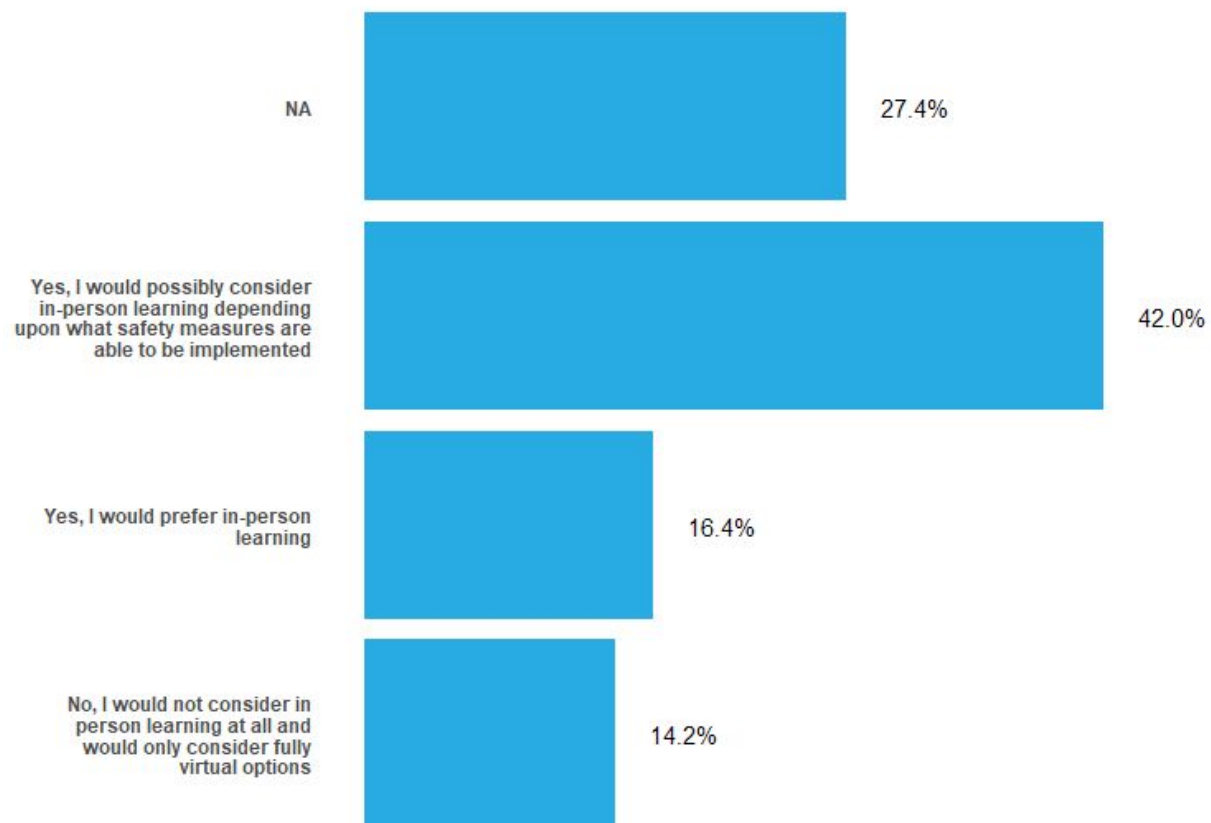
Wellness Hotline or Family Assistance Request portal



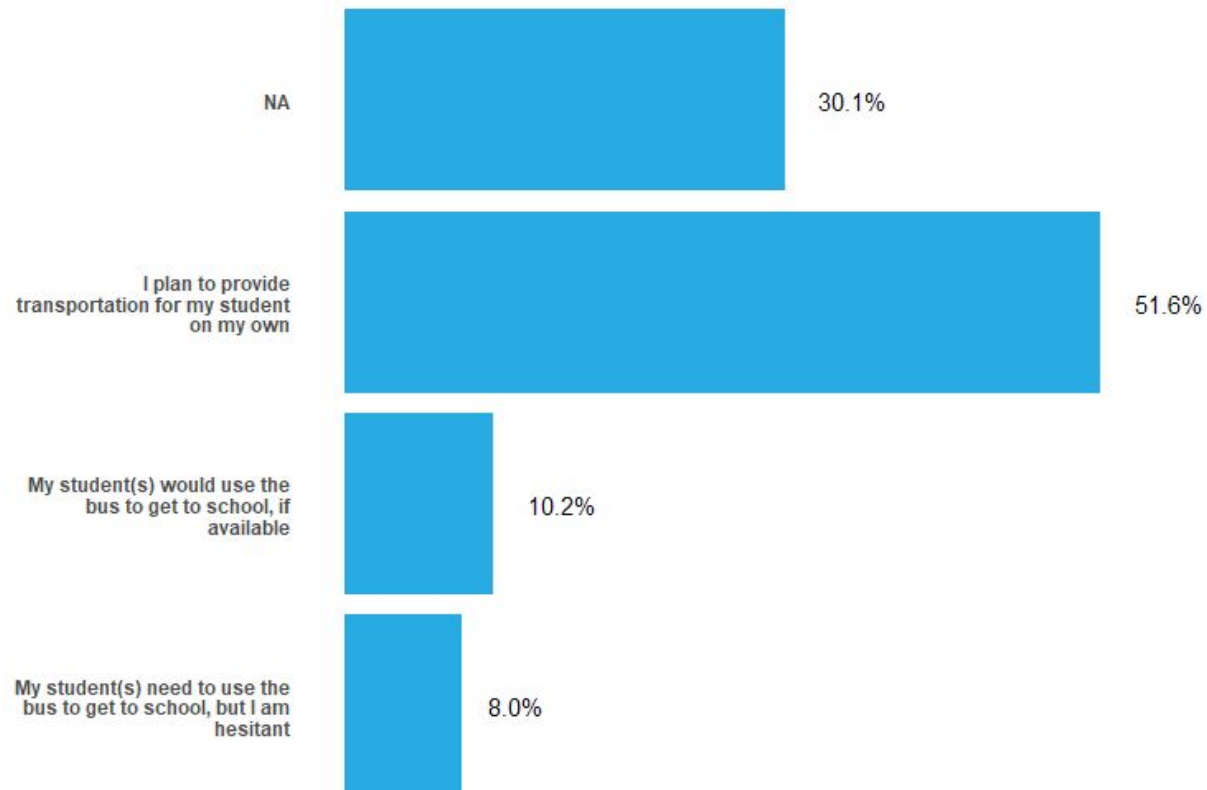
Which three factors most influence how you feel about school in the fall?



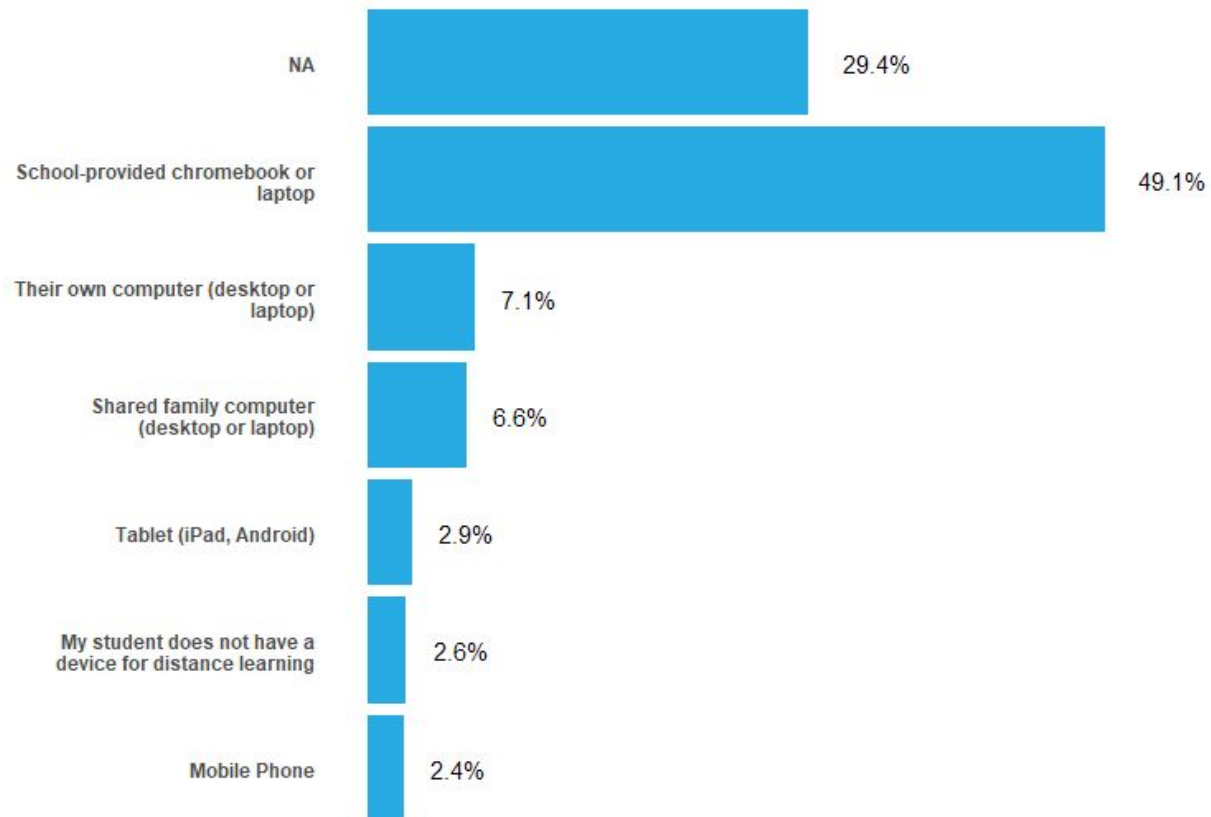
Would you consider any amount of in person learning at all?



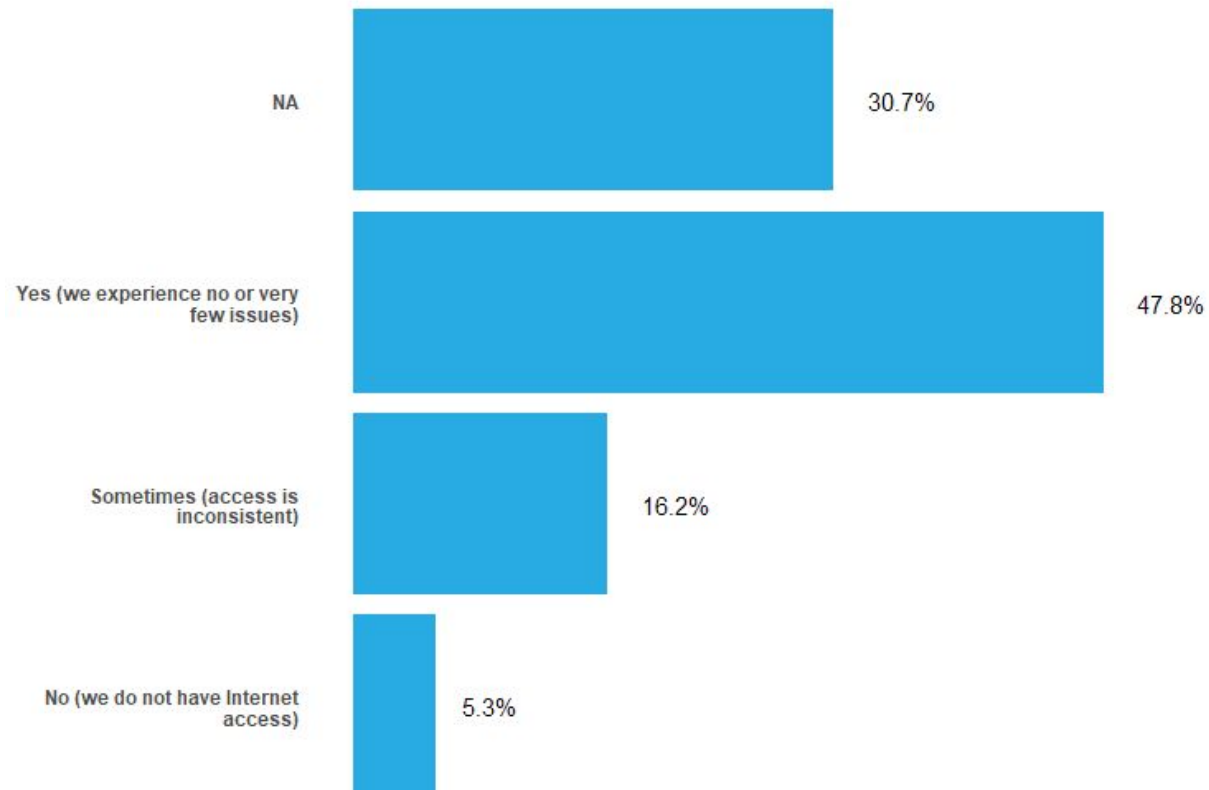
Please select the option that best describes your student's transportation needs:



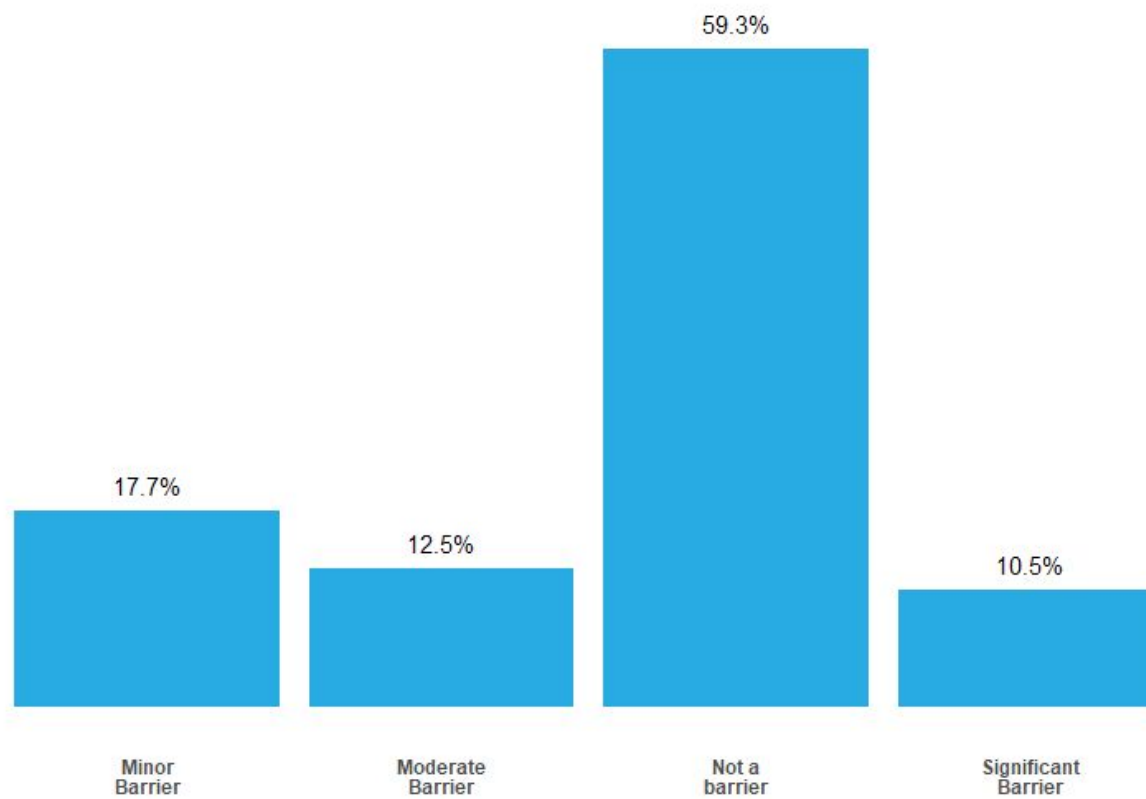
What device does your student primarily use for distance learning?



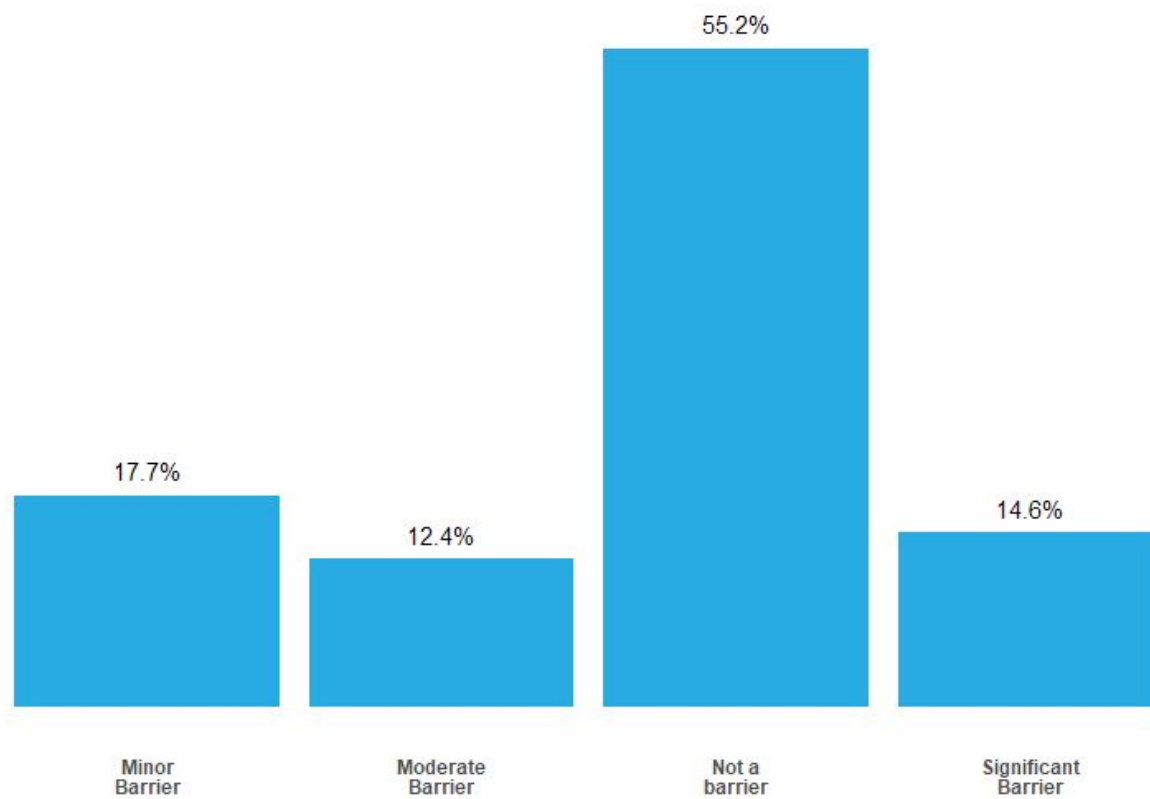
Is your student able to stream videos and connect to other educational content on his/her device at home?



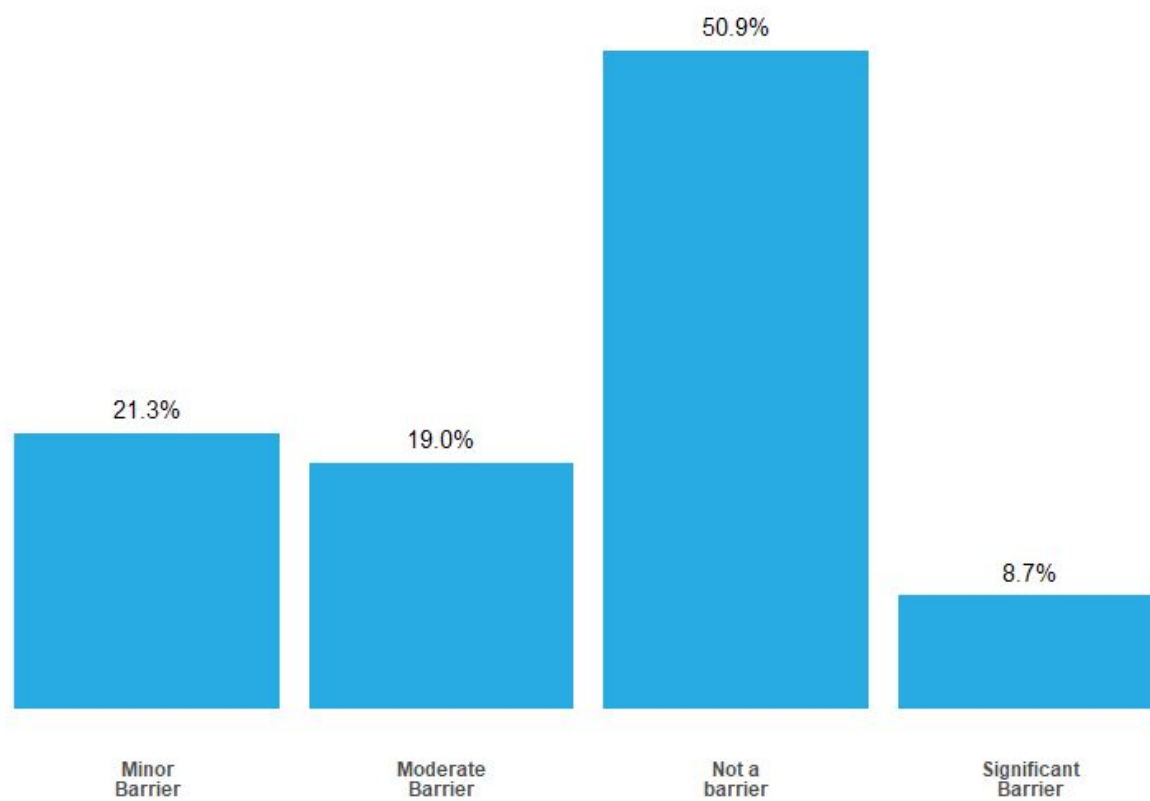
Child care or other dependent support



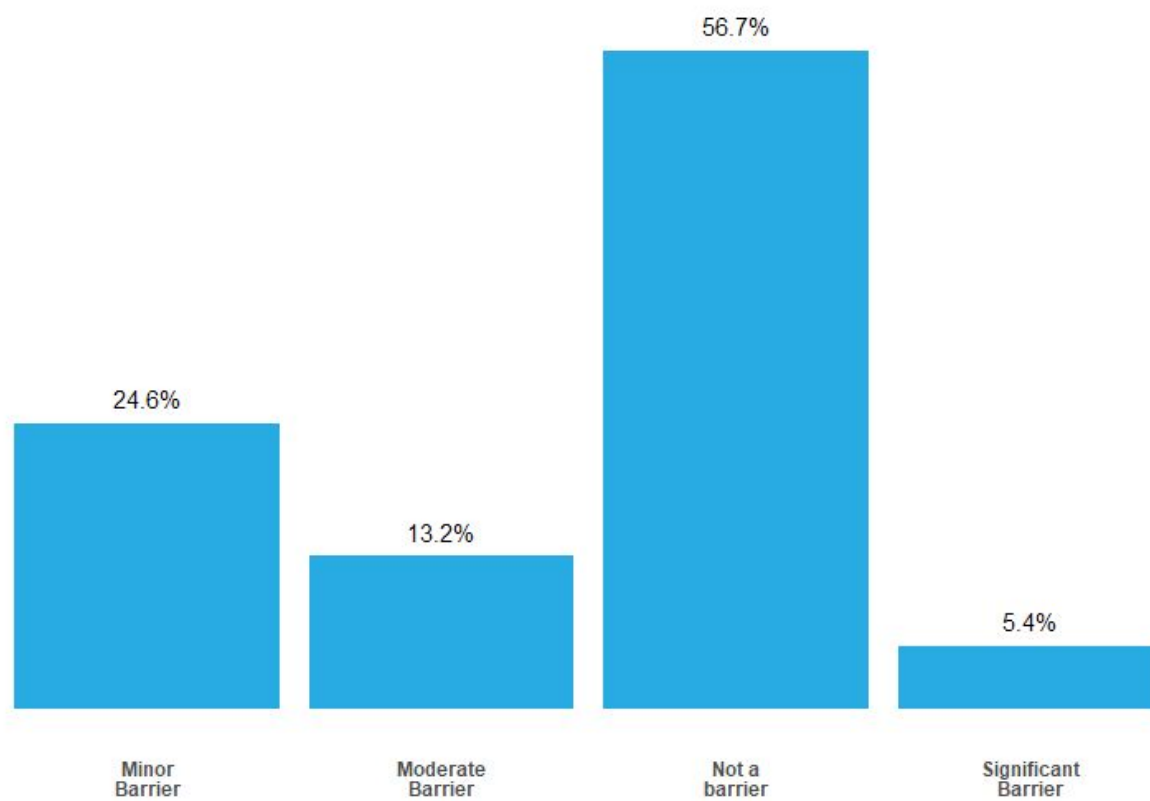
Computer access



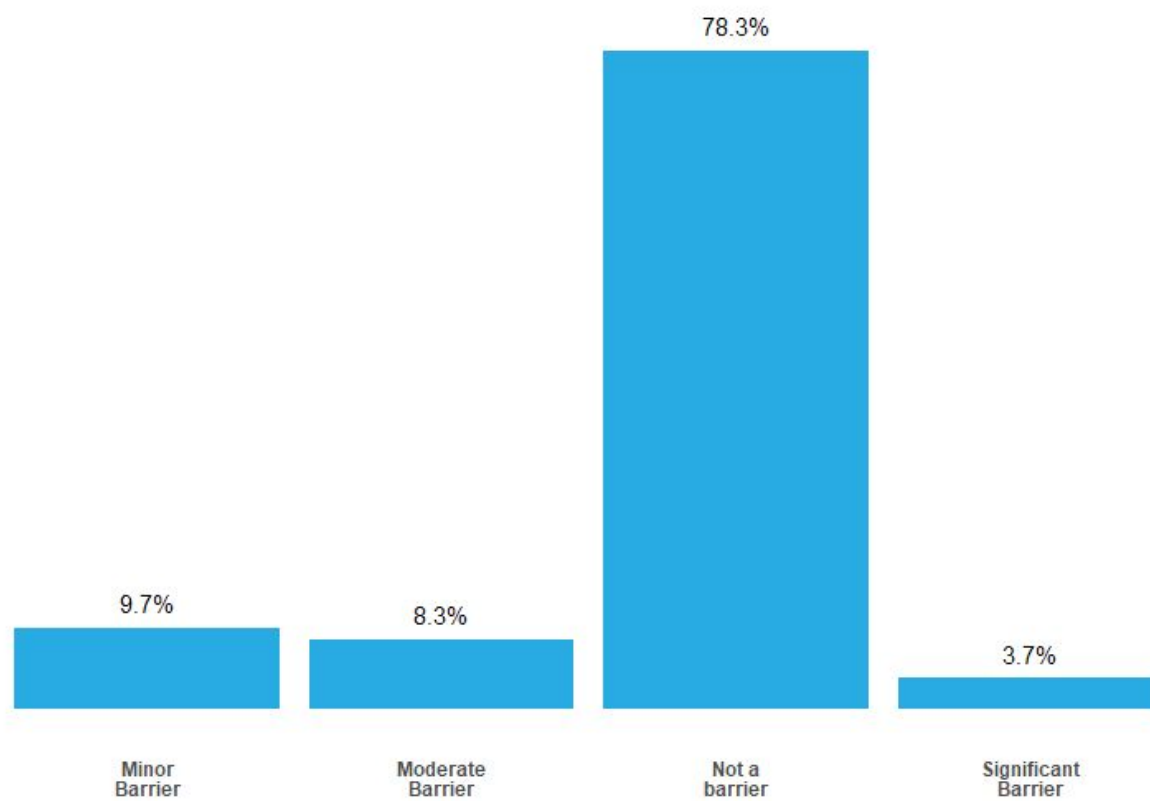
Food



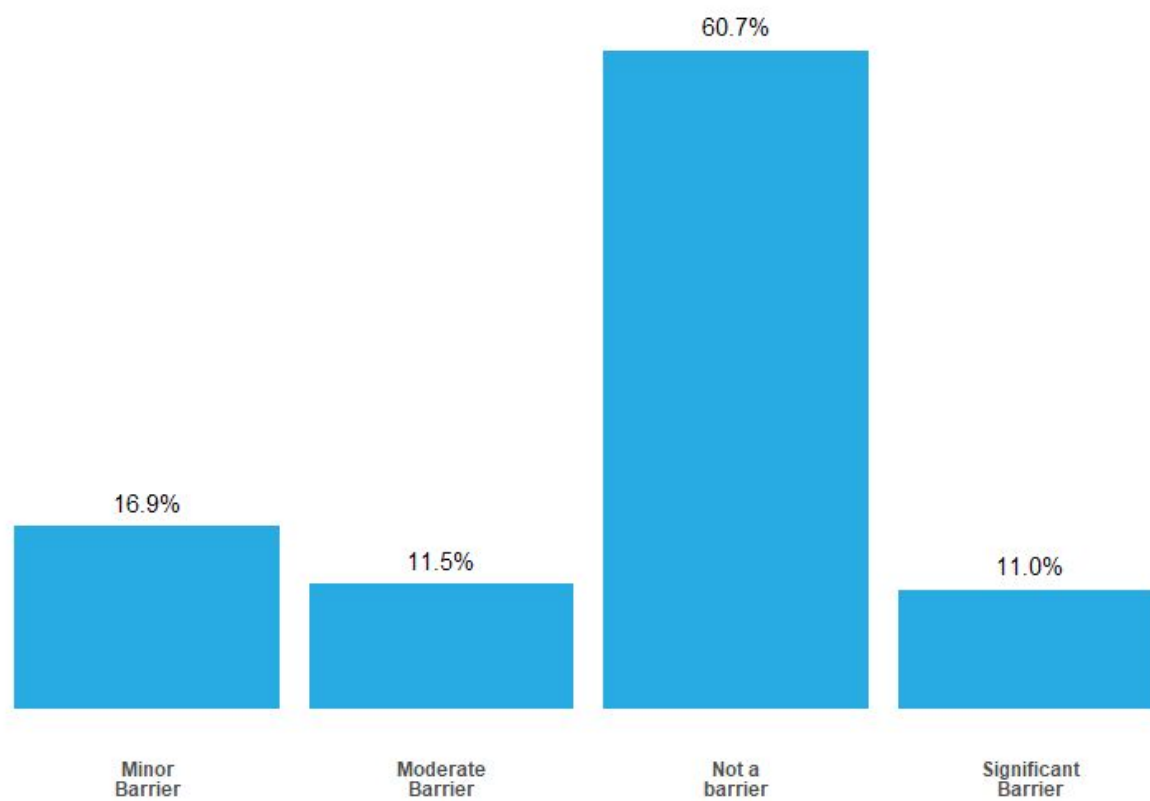
Household essentials



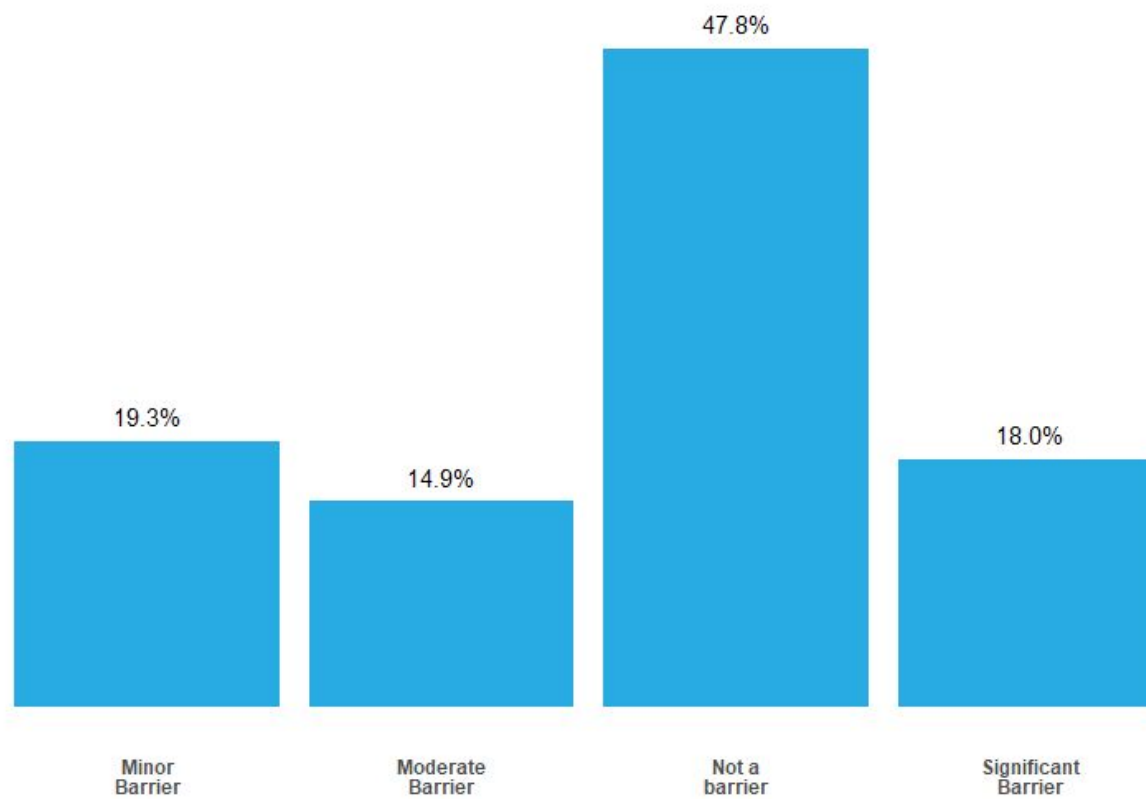
Housing



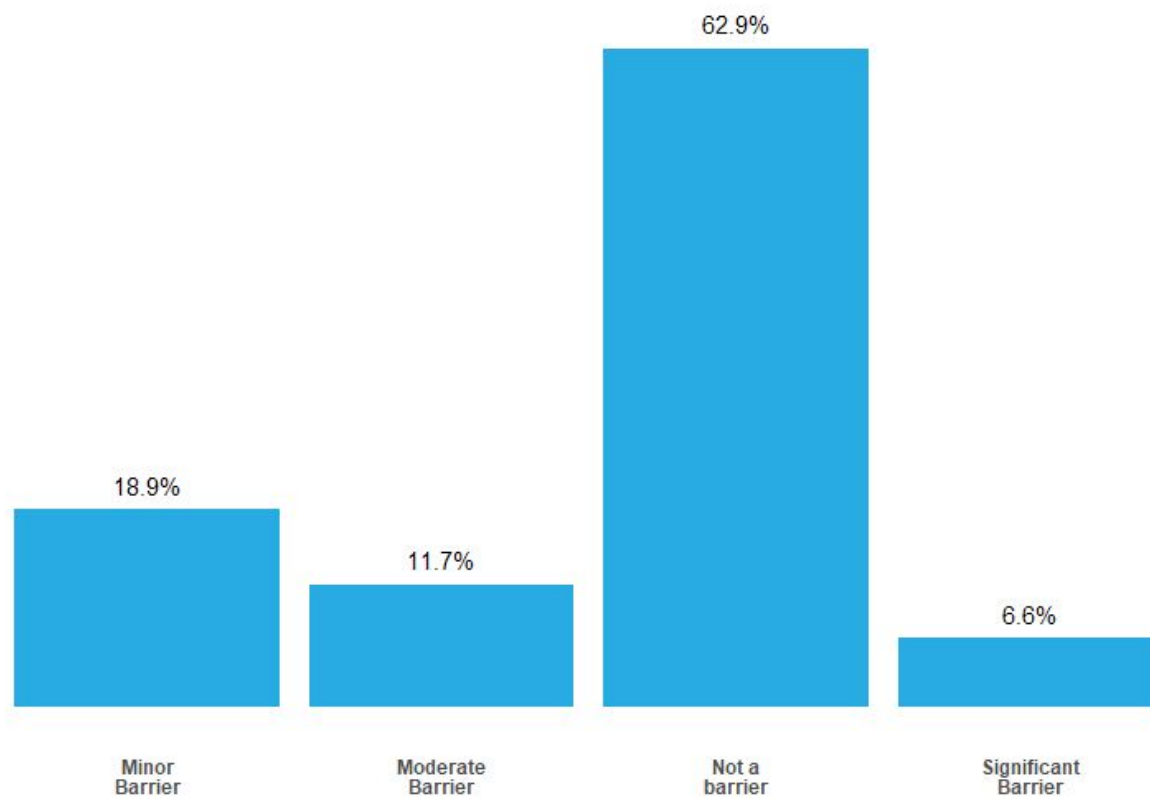
Internet access



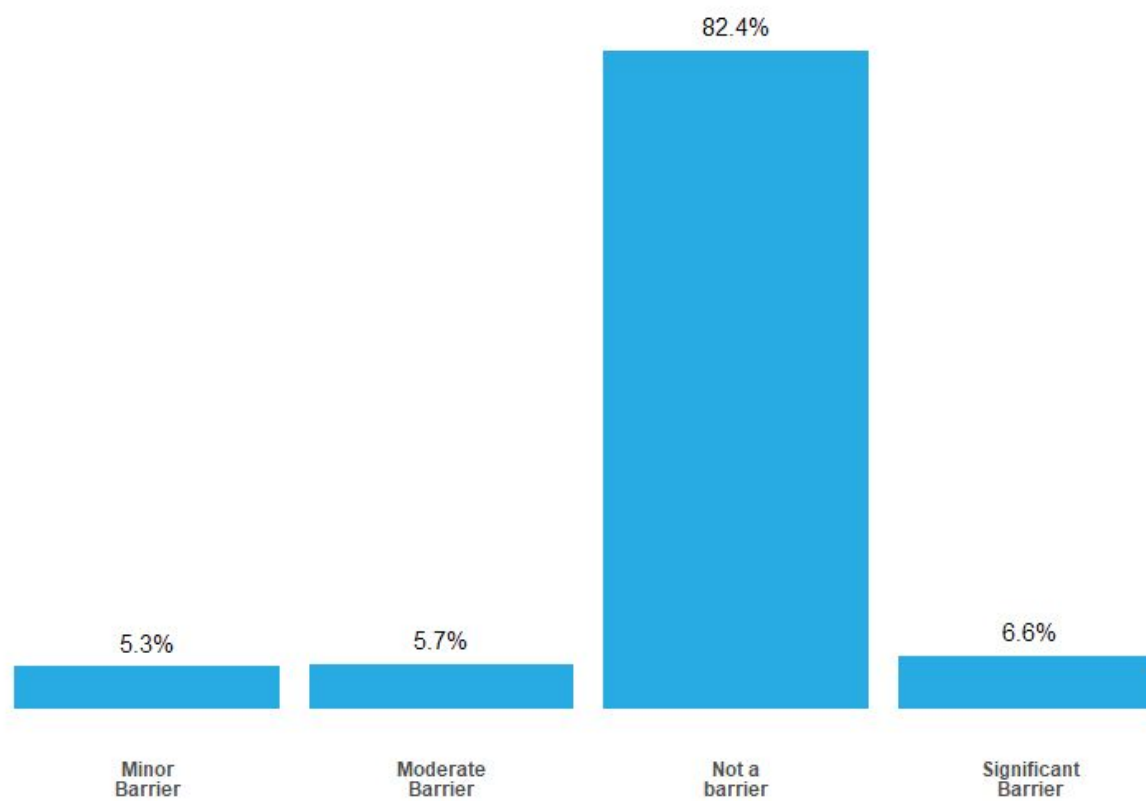
Materials/communication available in your language



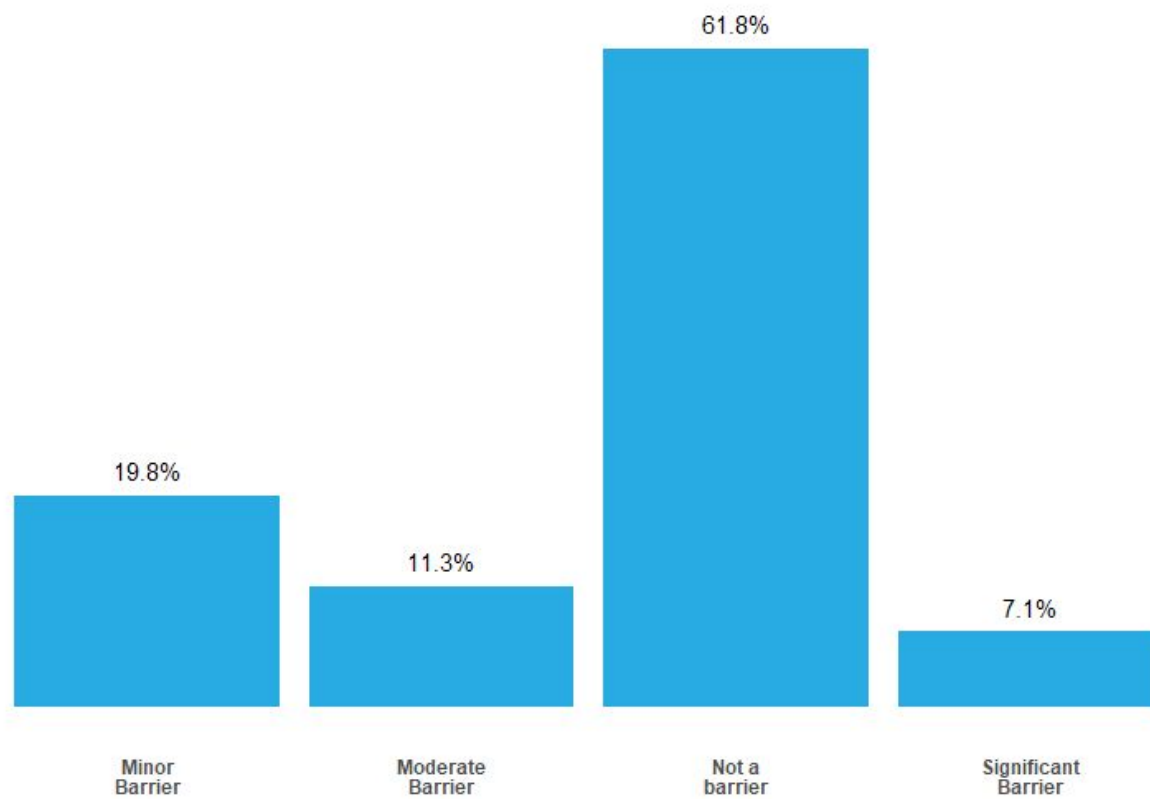
Mental Health



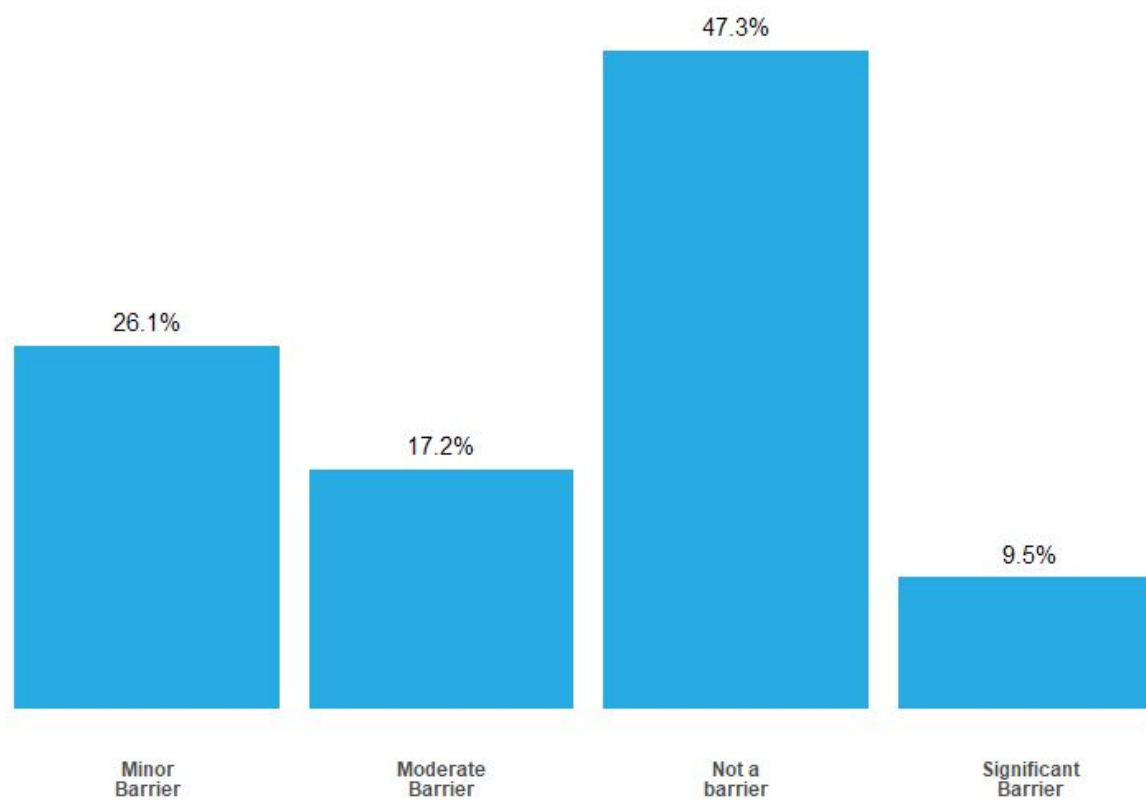
Other



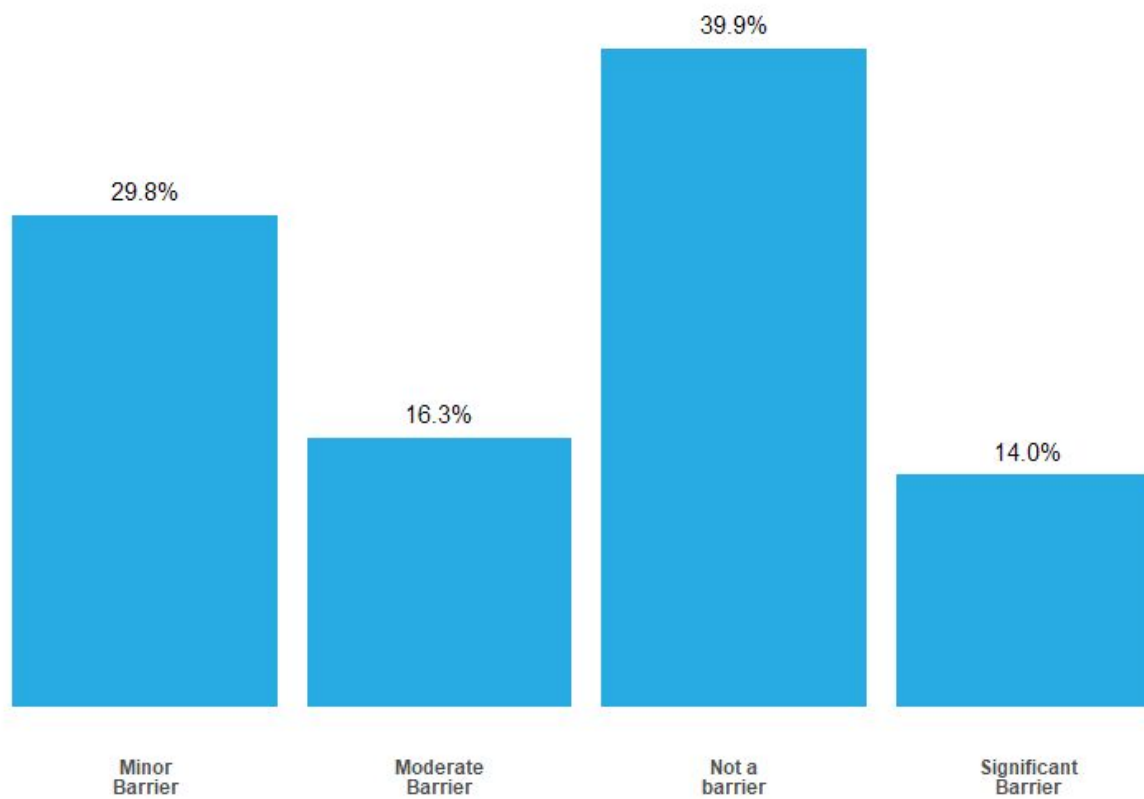
Physical Health




Stationary or school supplies



Using software or applications





We also asked what supports we should consider to address barriers to distance learning. The English language learner community submitted 125 comments.

Top three categories of responses:

33% of respondents asked for **more learning supports** for distance learning. Examples included more 1:1 teacher time, support for specific student populations such as students with disabilities and English language learners, and resources for parents to help their students.

21% of respondents asked for **more structured distance learning** next year. Examples included providing age-appropriate schedules and content; narrowing the number of learning platforms used; and ensuring teachers, parents, and students could use each platform.

12% of respondents asked for the district to provide **devices and wifi** next year.

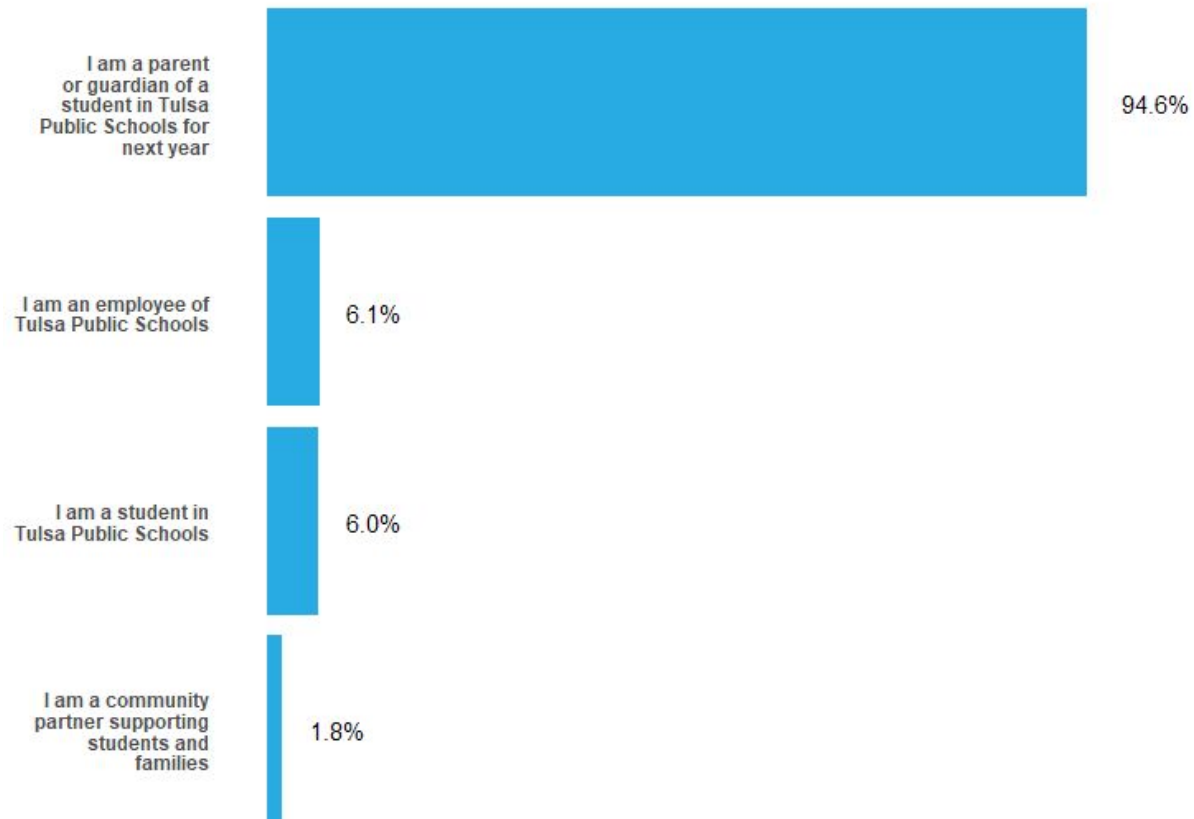


Student-Subgroup Breakdowns: Gifted and Talented

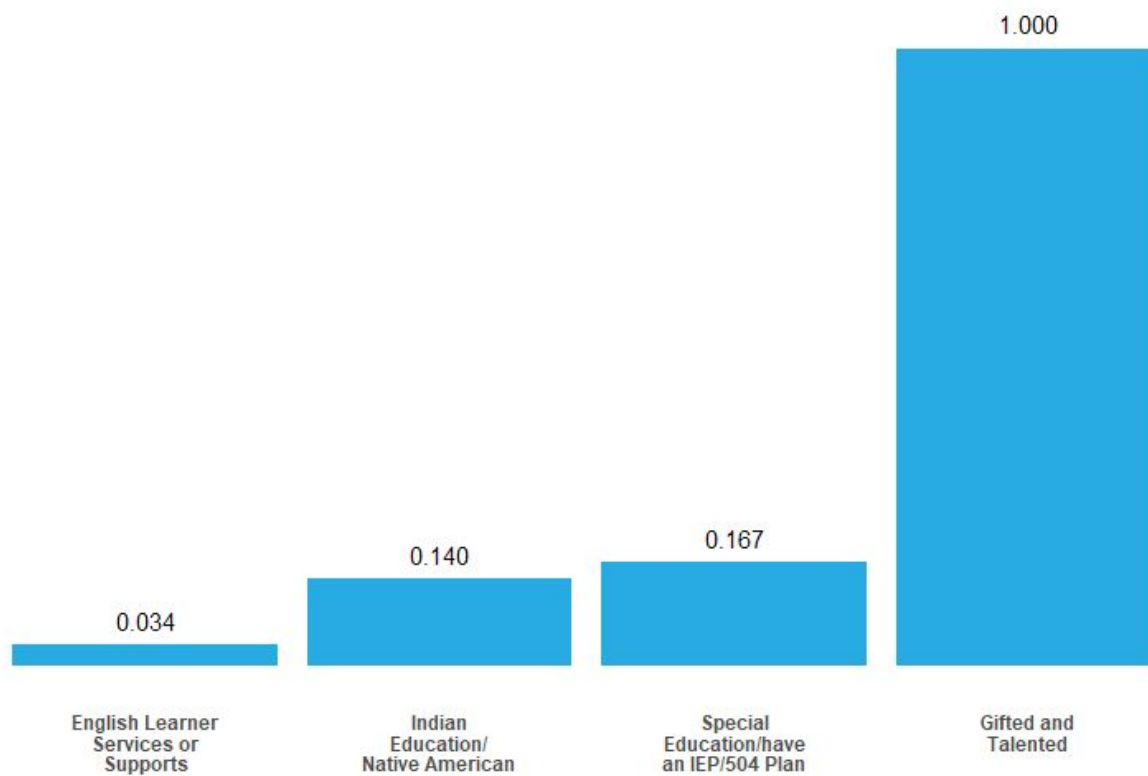
Number of respondents: 2,429



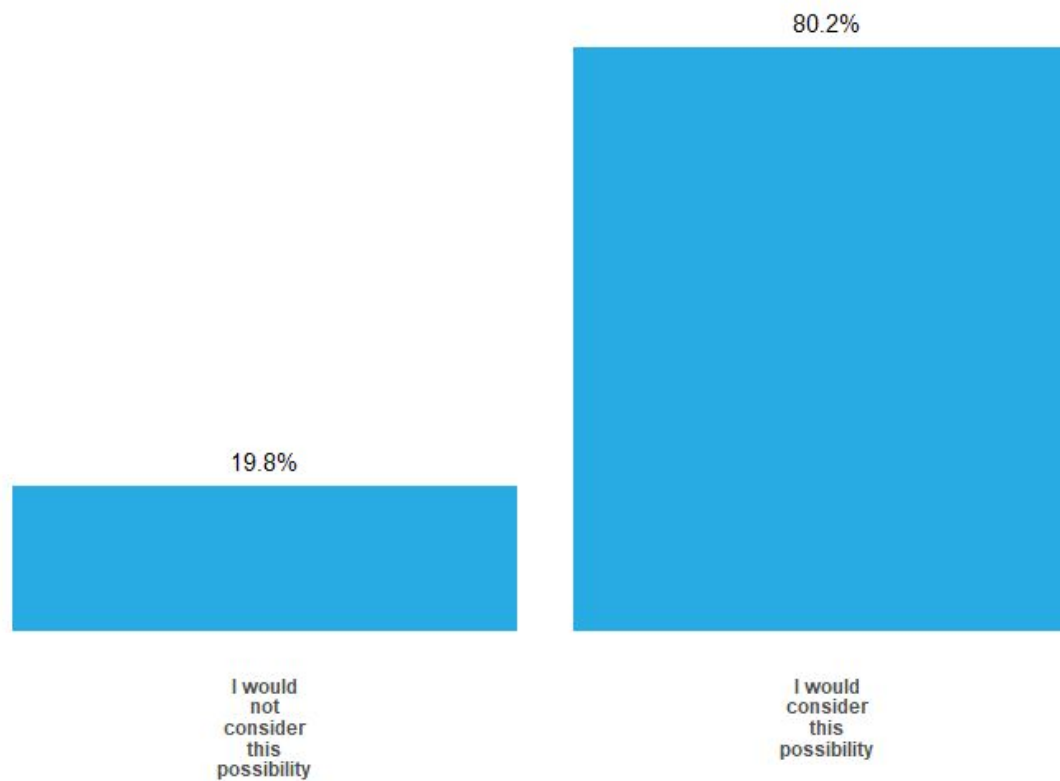
Responses by community group



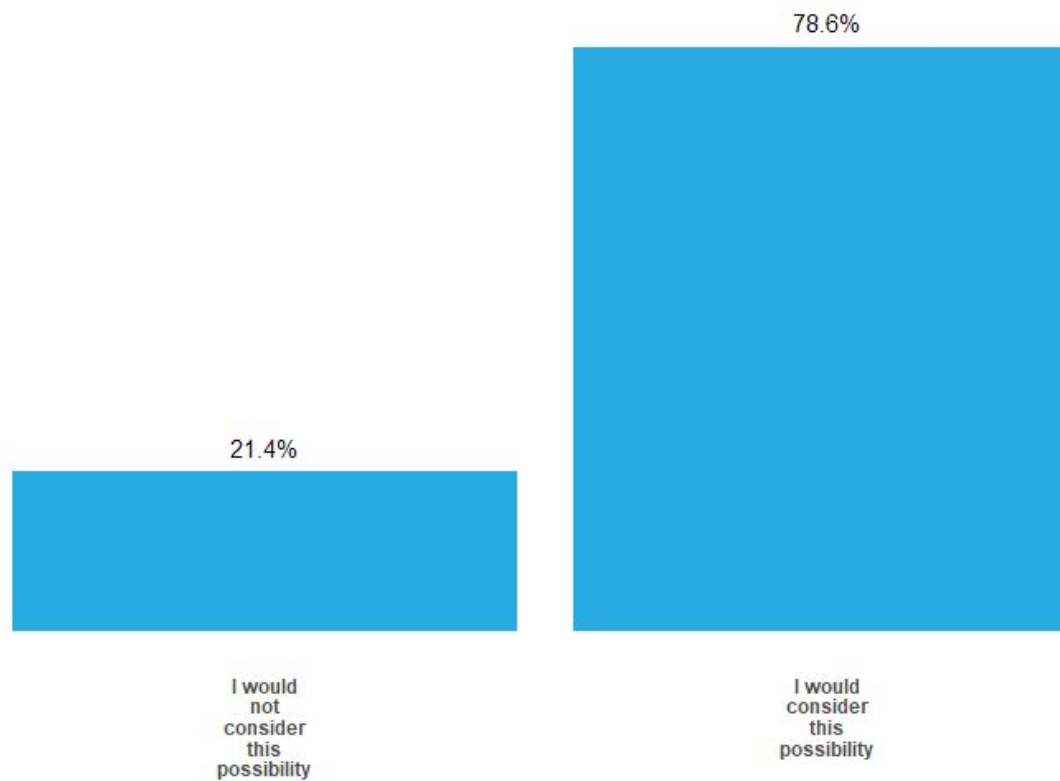
Does your student participate in any of these programs/
services... (select all that apply)



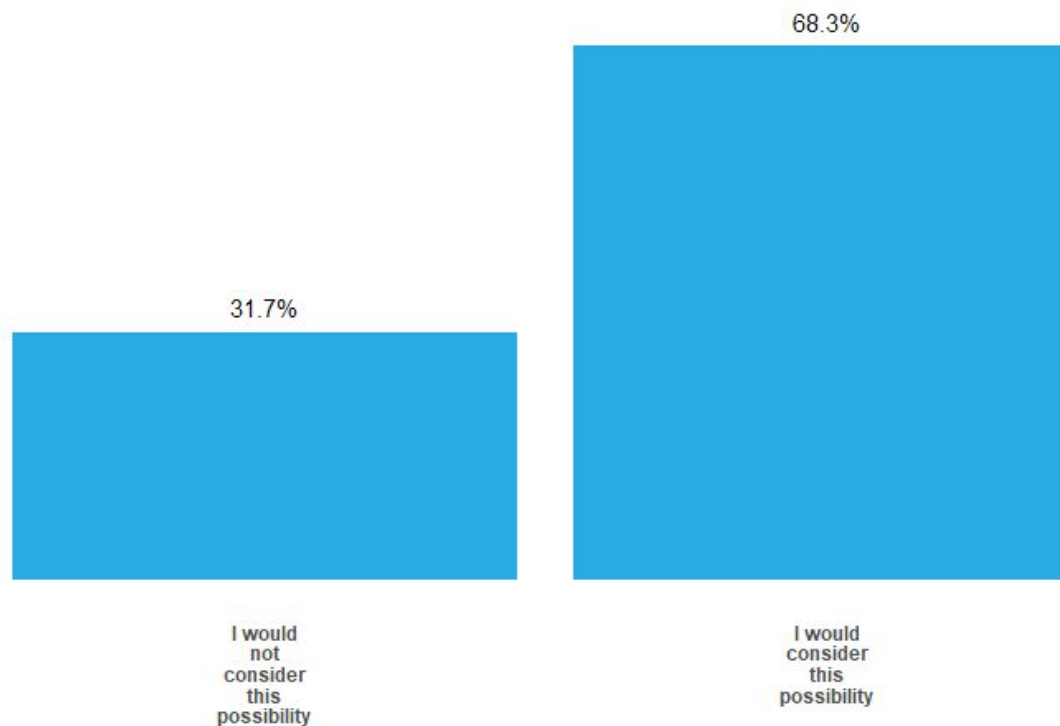
Add additional days for some students who need additional support



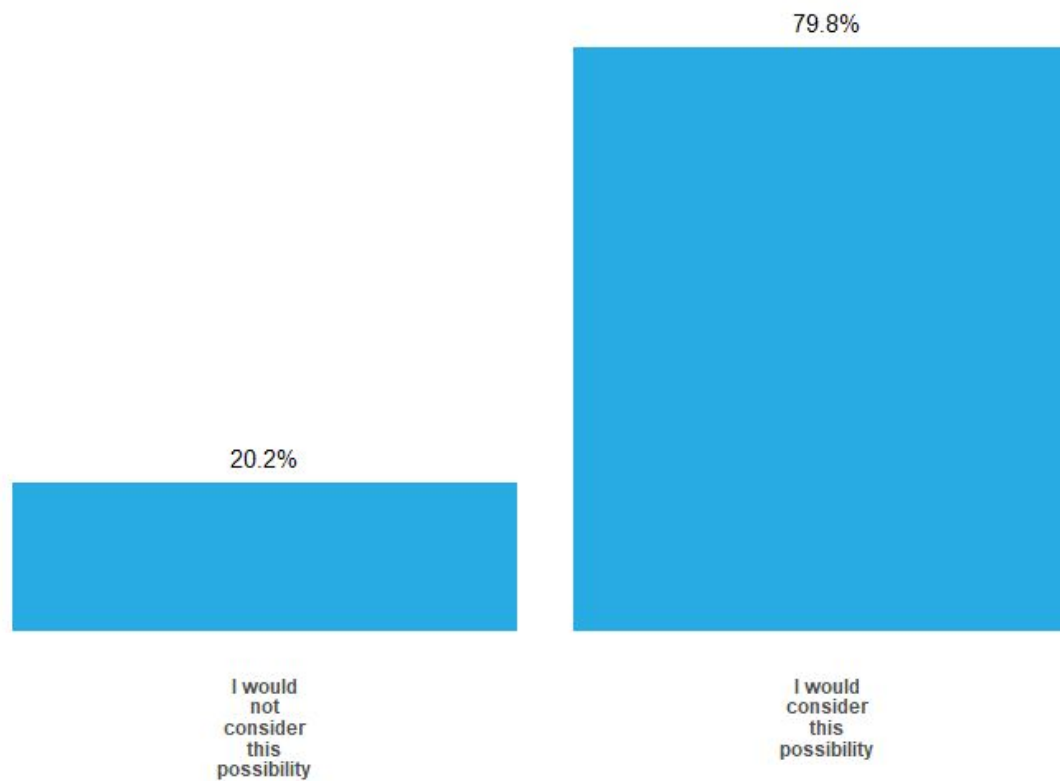
For secondary: offering alternative school times for students who have other responsibilities



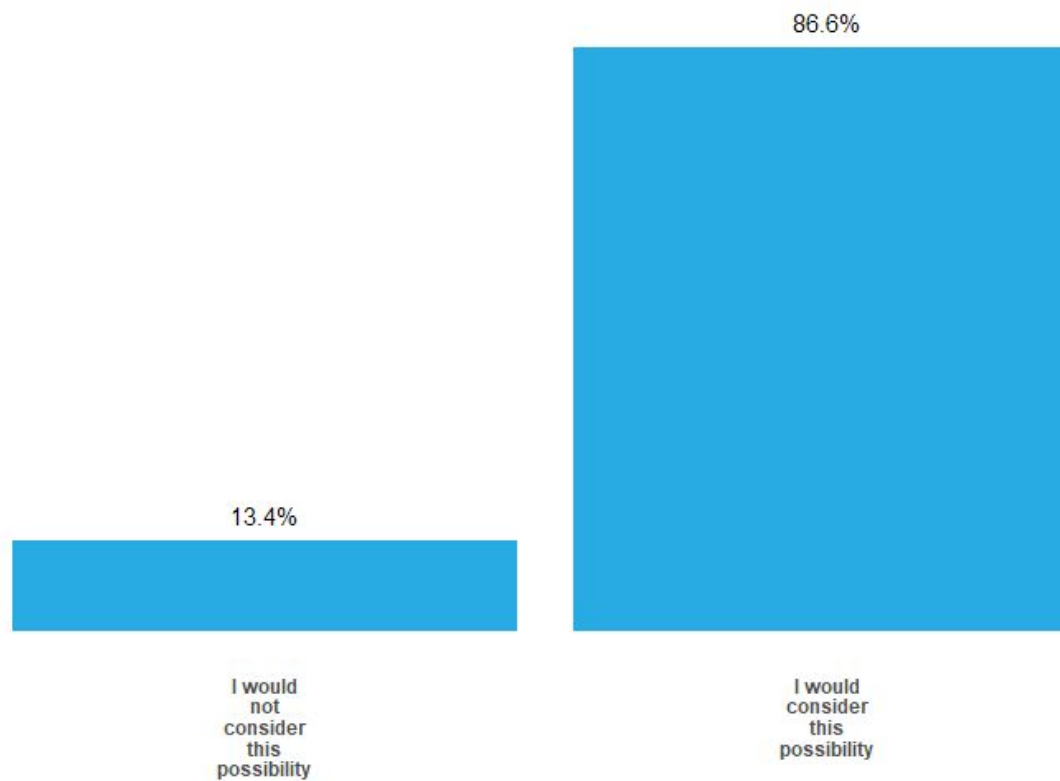
Keep the same number of school days but spread them out so that the end of the school year is in June /July instead of May, which would allow for cleaning and social distancing periods of time



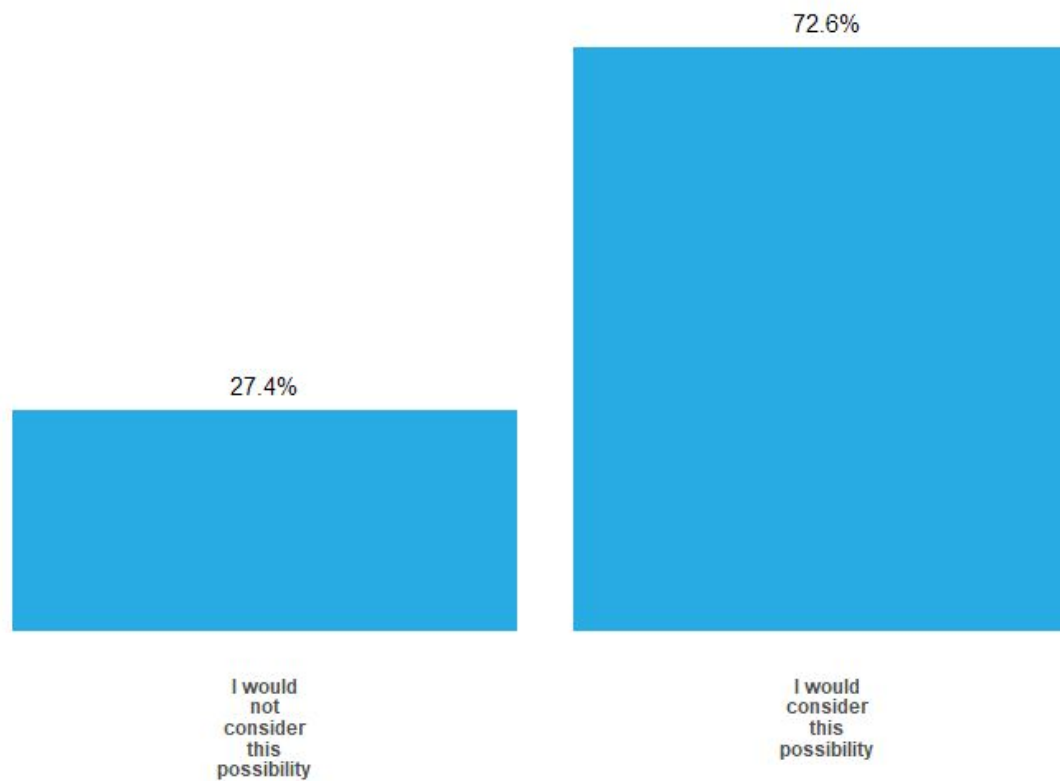
Shorten the school week to allow for additional cleaning,
preparation, and training



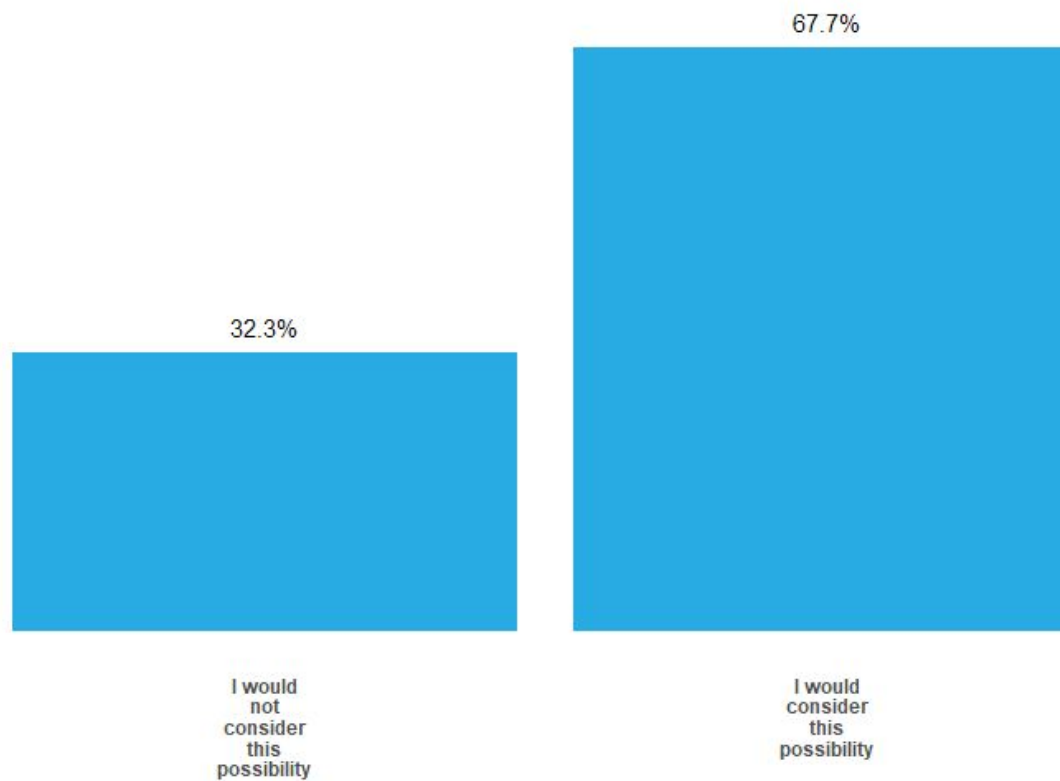
Start the school year later to allow for safety and preparation (on or after Labor Day)



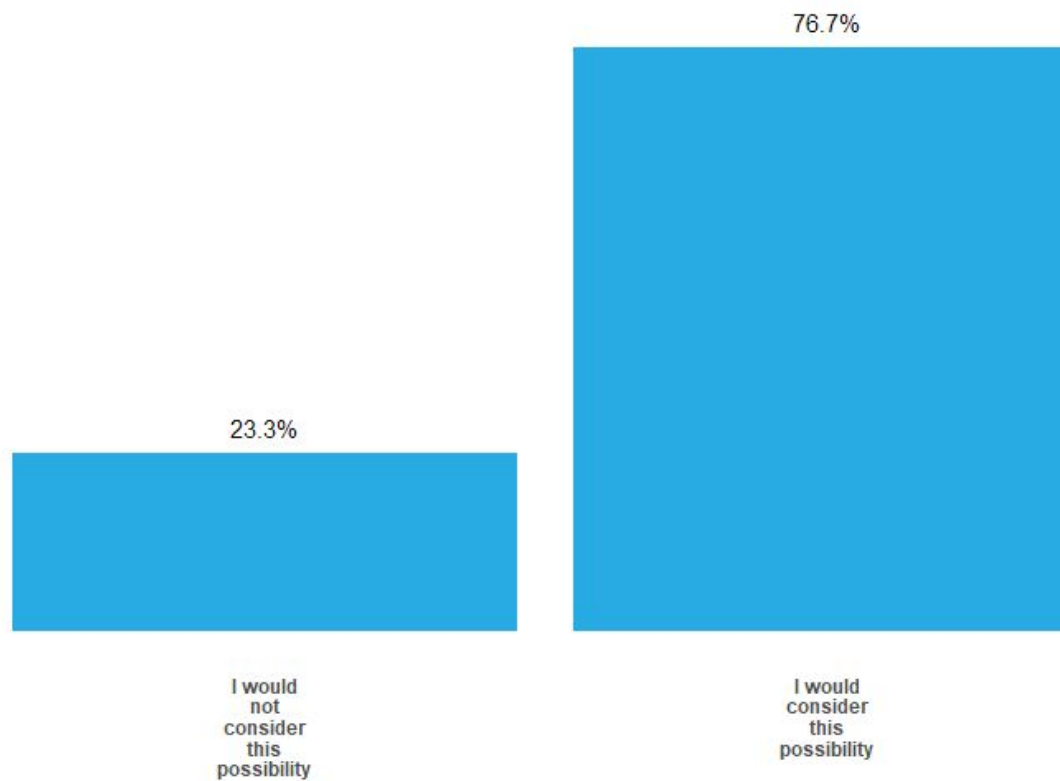
Alternate between in person and distance learning on different days of week



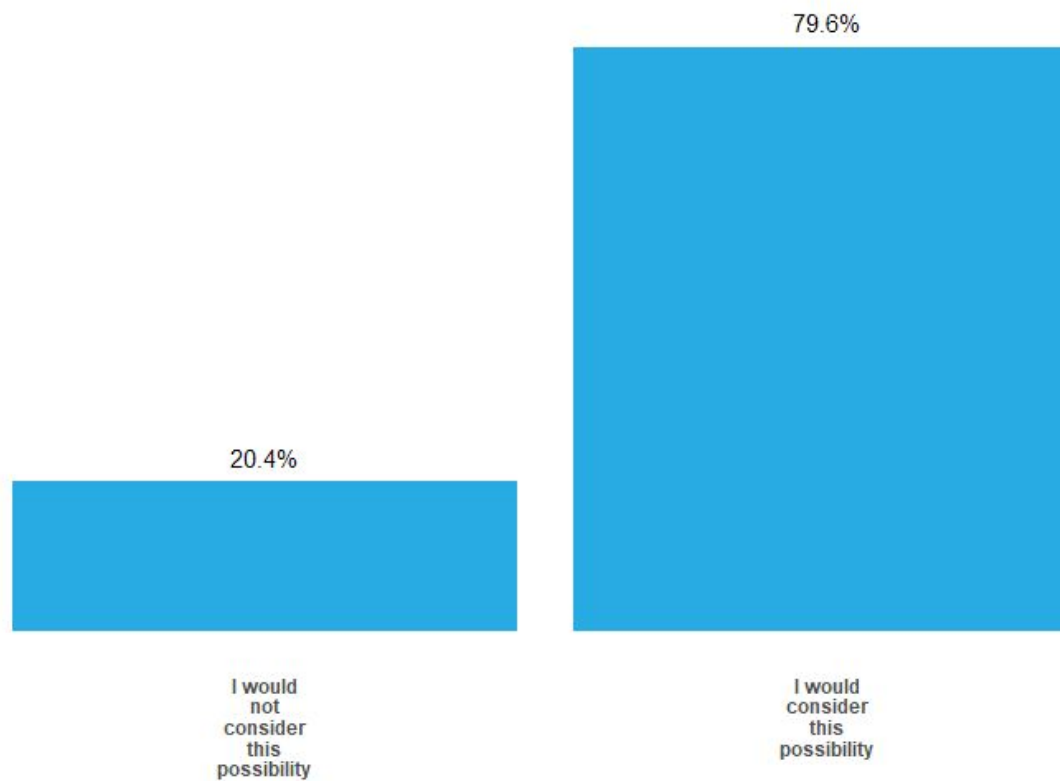
Alternate between in person and distance learning on different weeks



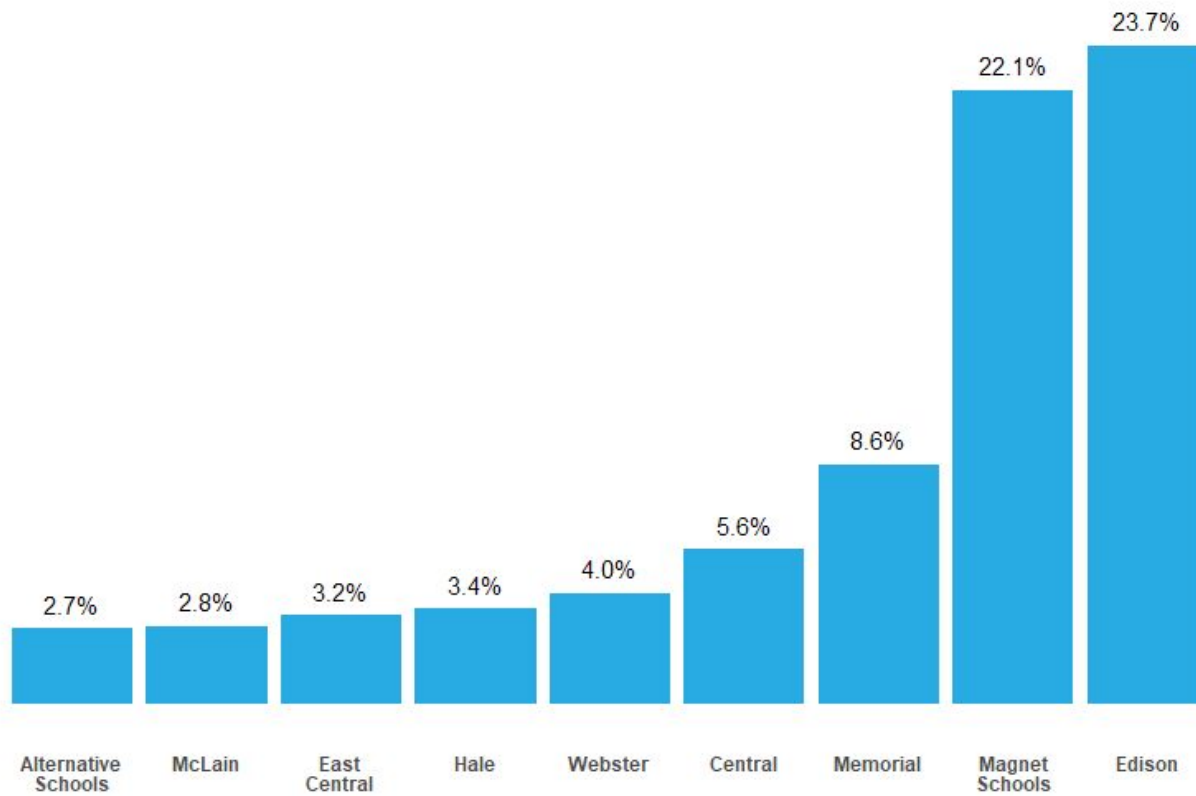
For secondary: offering alternative school times for students who have other responsibilities



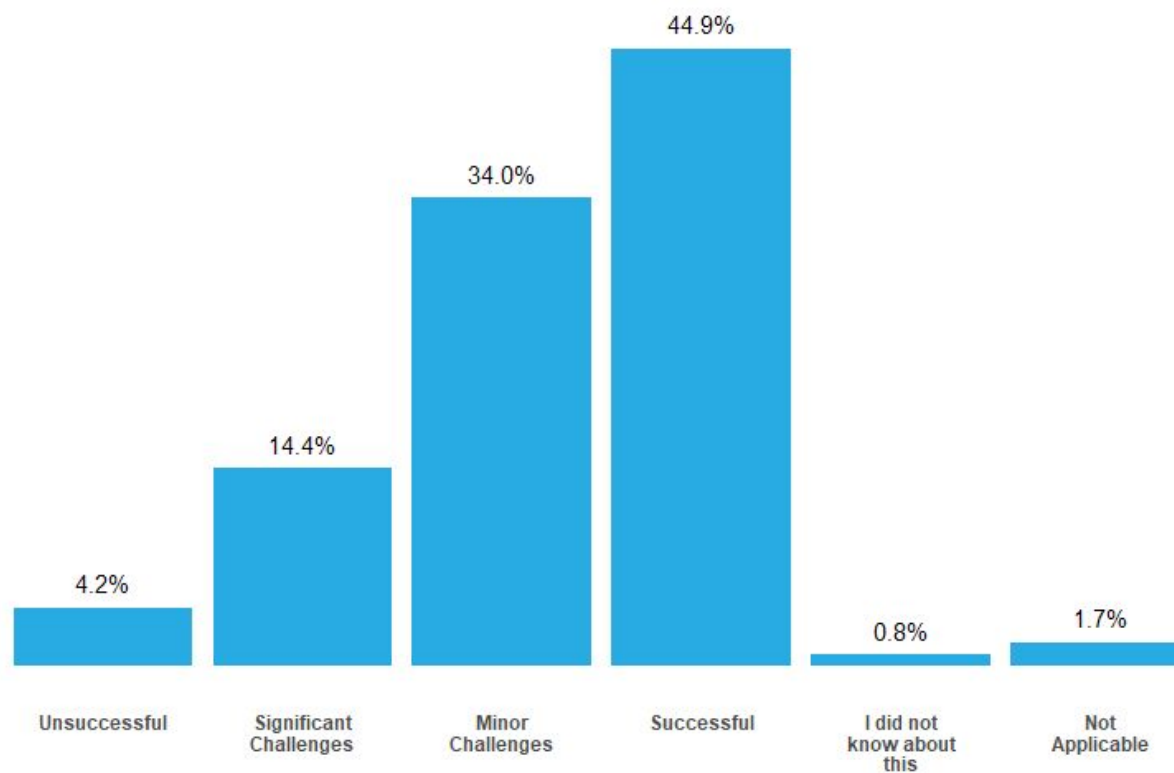
Split students into smaller groups that alternate between in person and distance learning



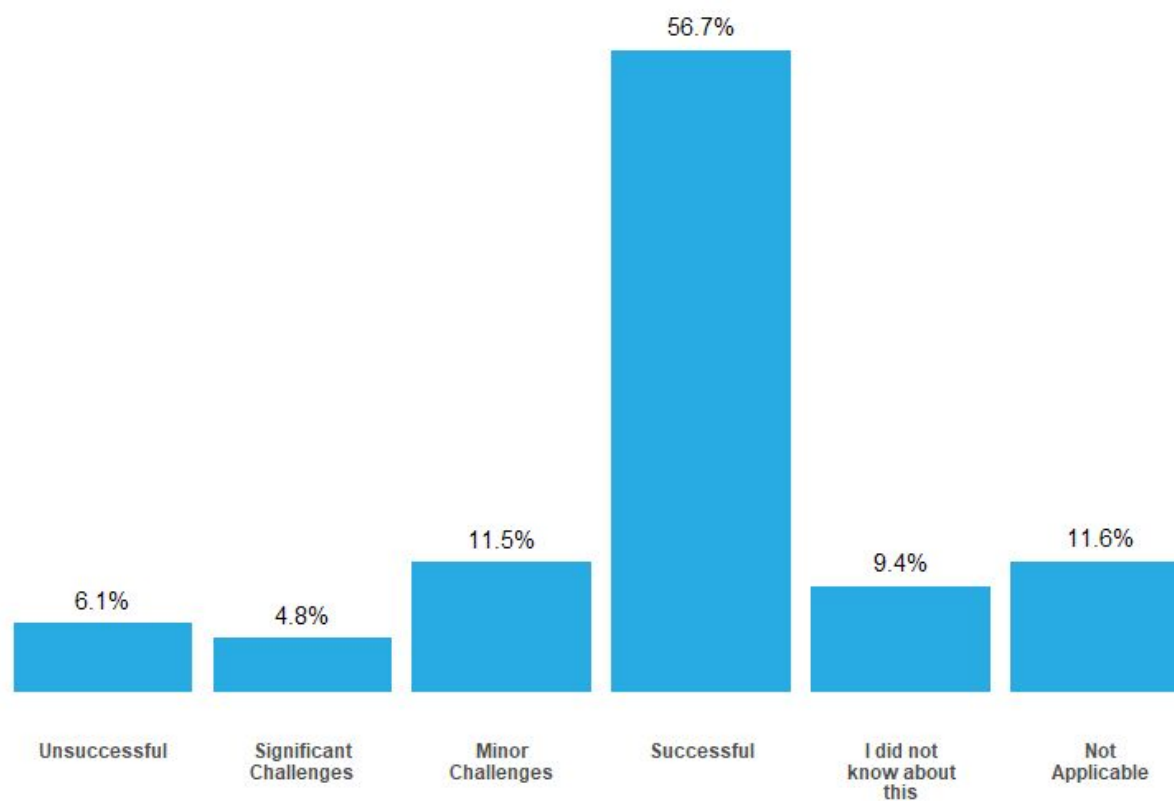
Response rates by feeder pattern



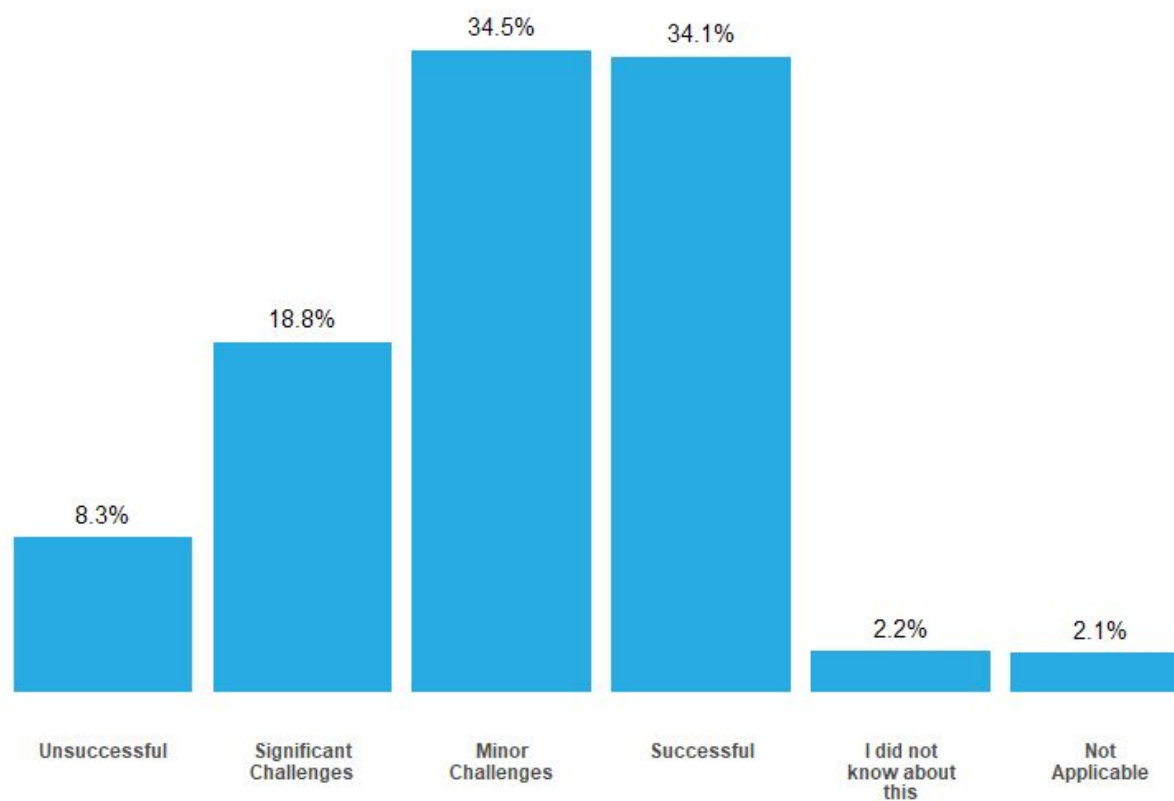
Accessing learning content on tools such as Canvas or Google Classroom



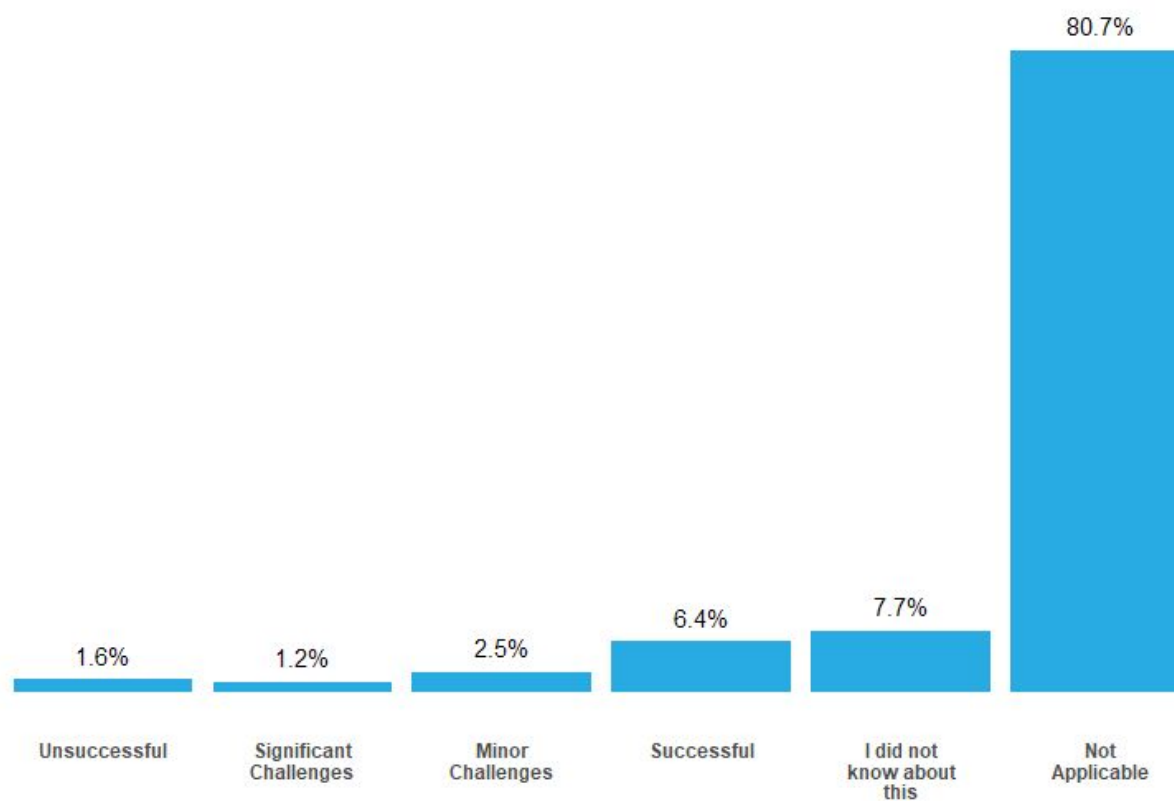
Check in calls from my school



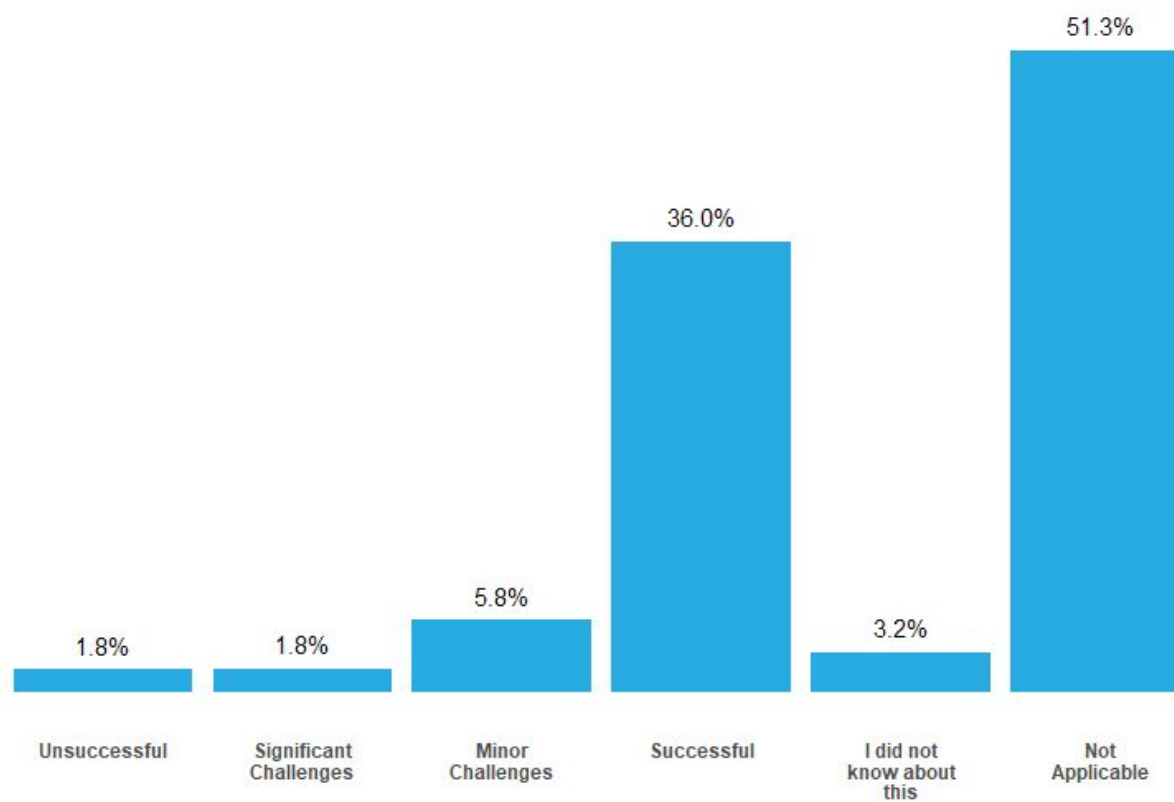
Daily learning schedules



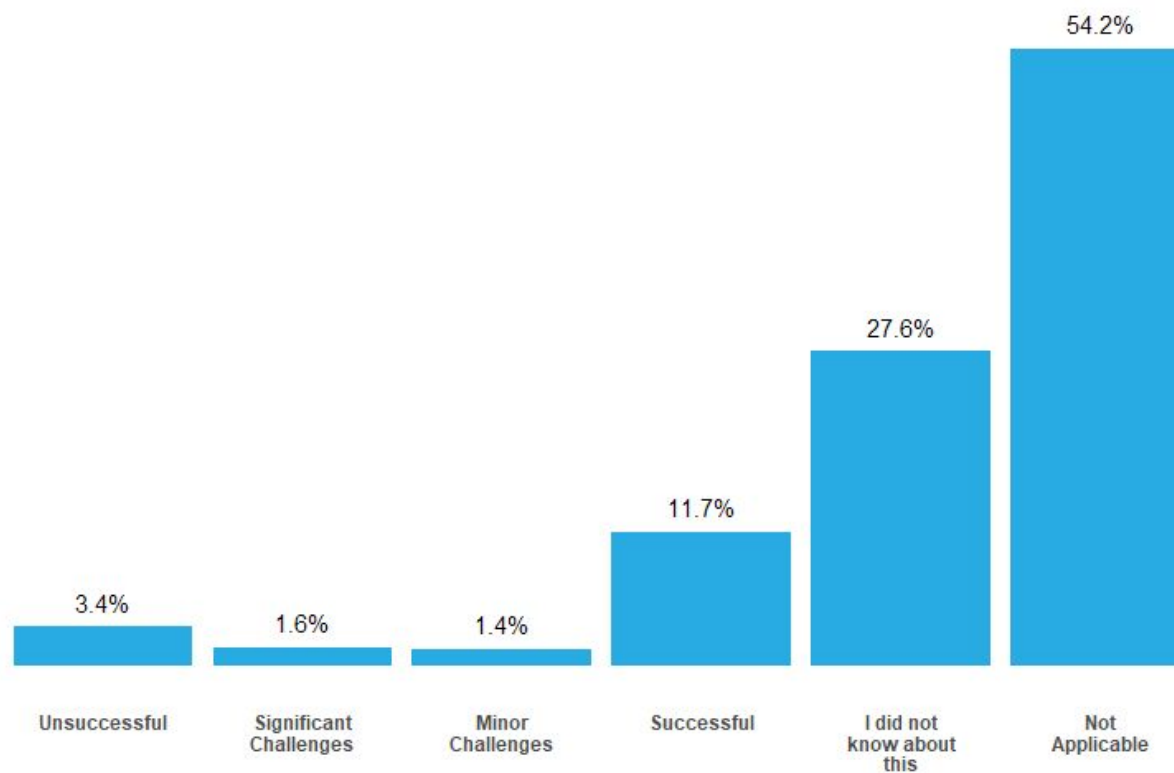
Juniors and Seniors only: Graduation Checks



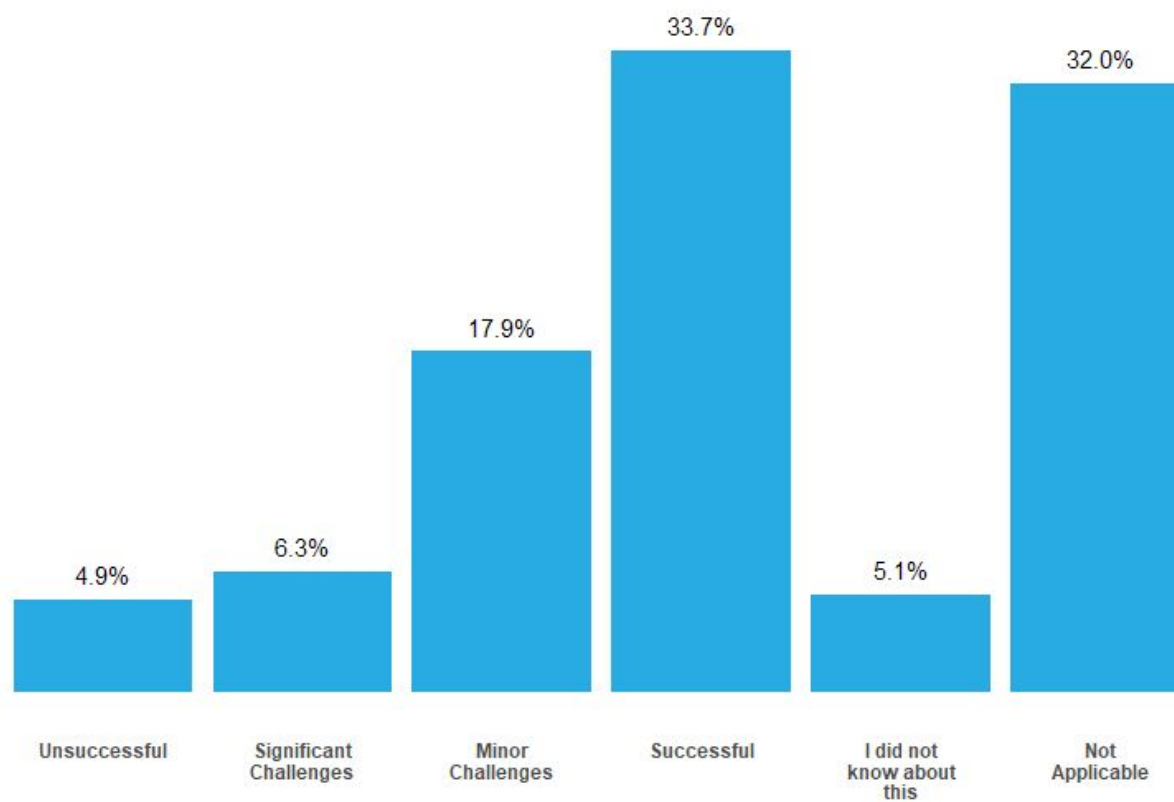
Meal sites and pickup



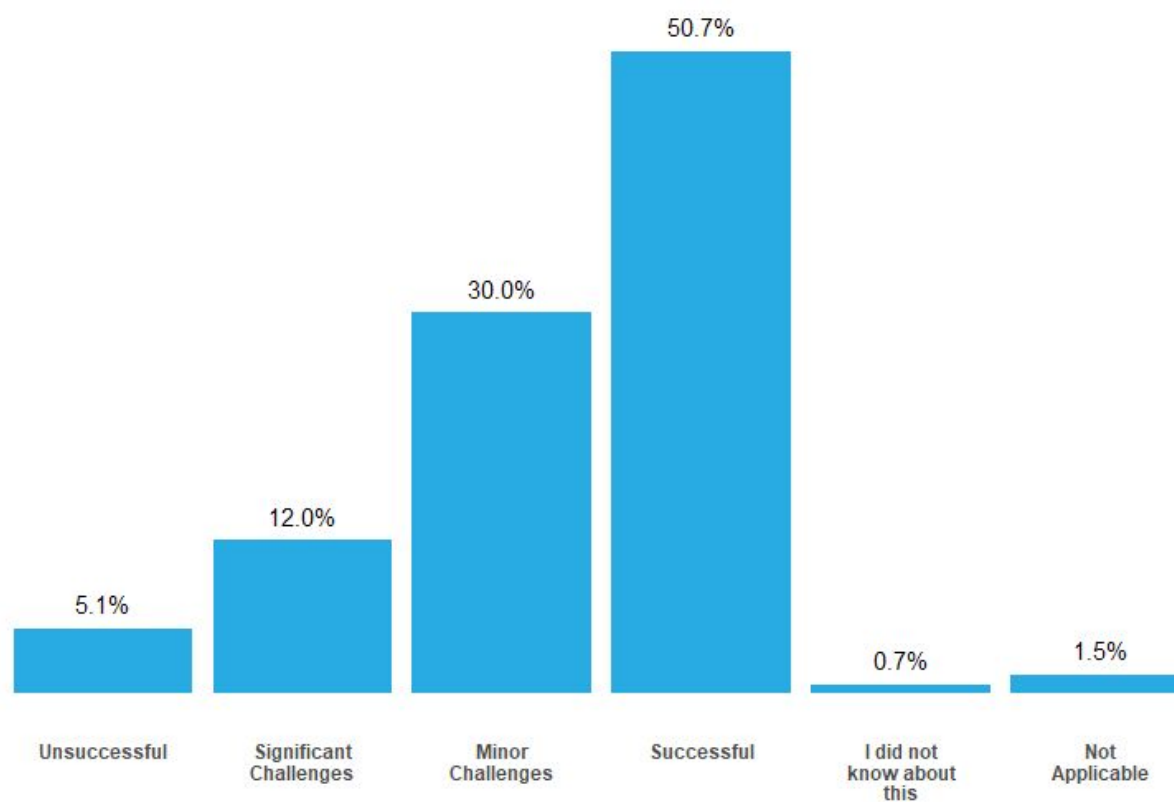
Supports from community partners (The Opportunity Project, YMCA, City Year)



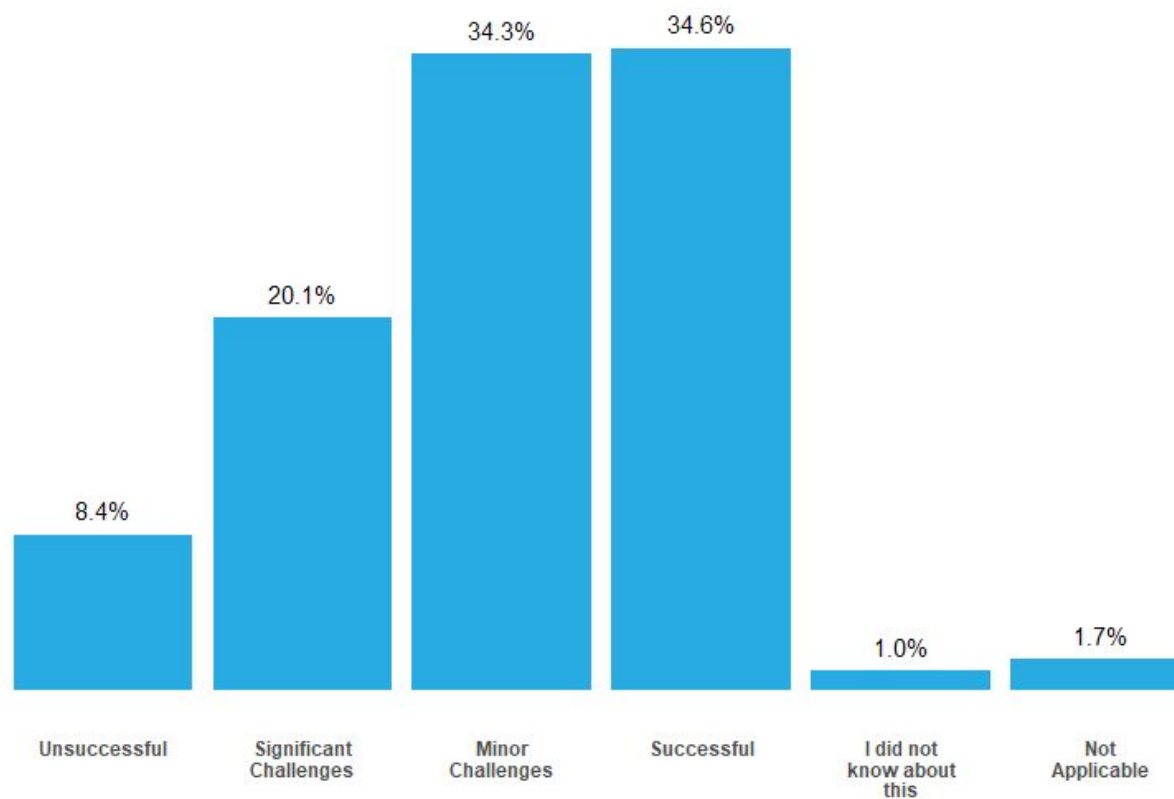
Technology support



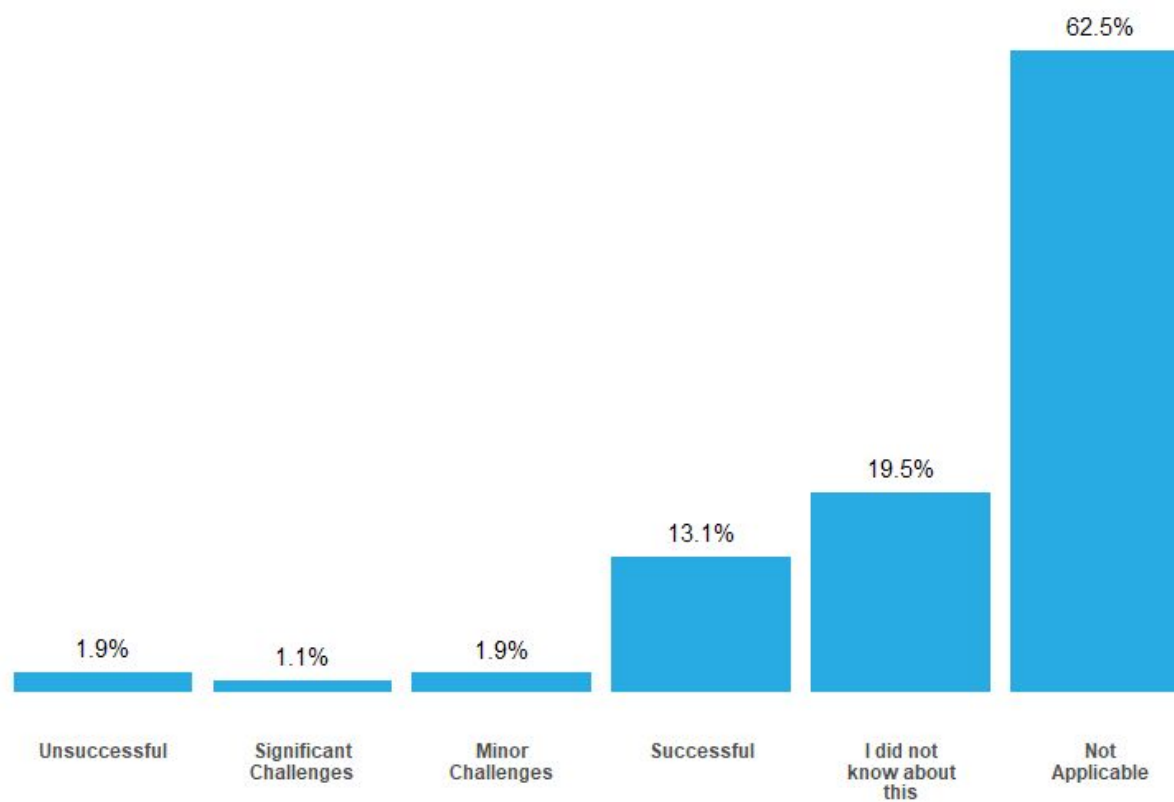
Video conference instructions (for example on Zoom or Teams)



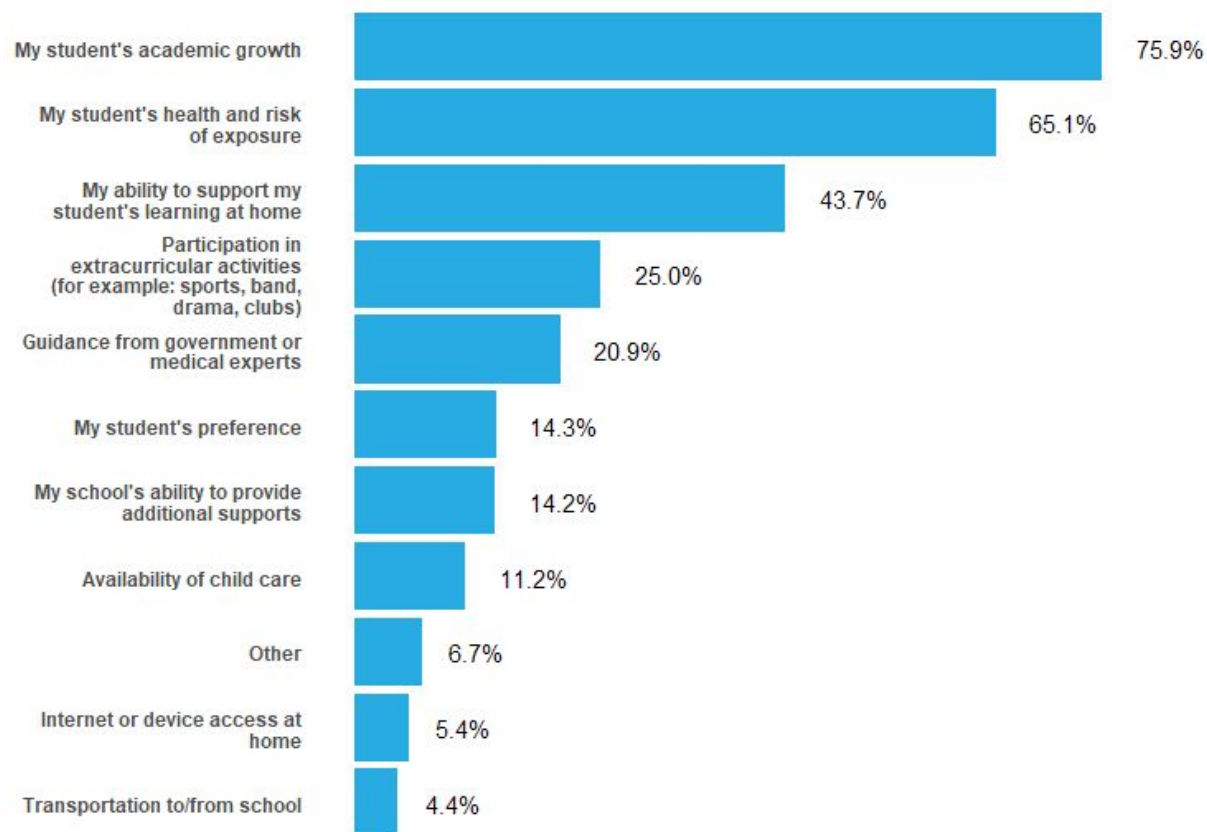
Weekly learning content and curriculum



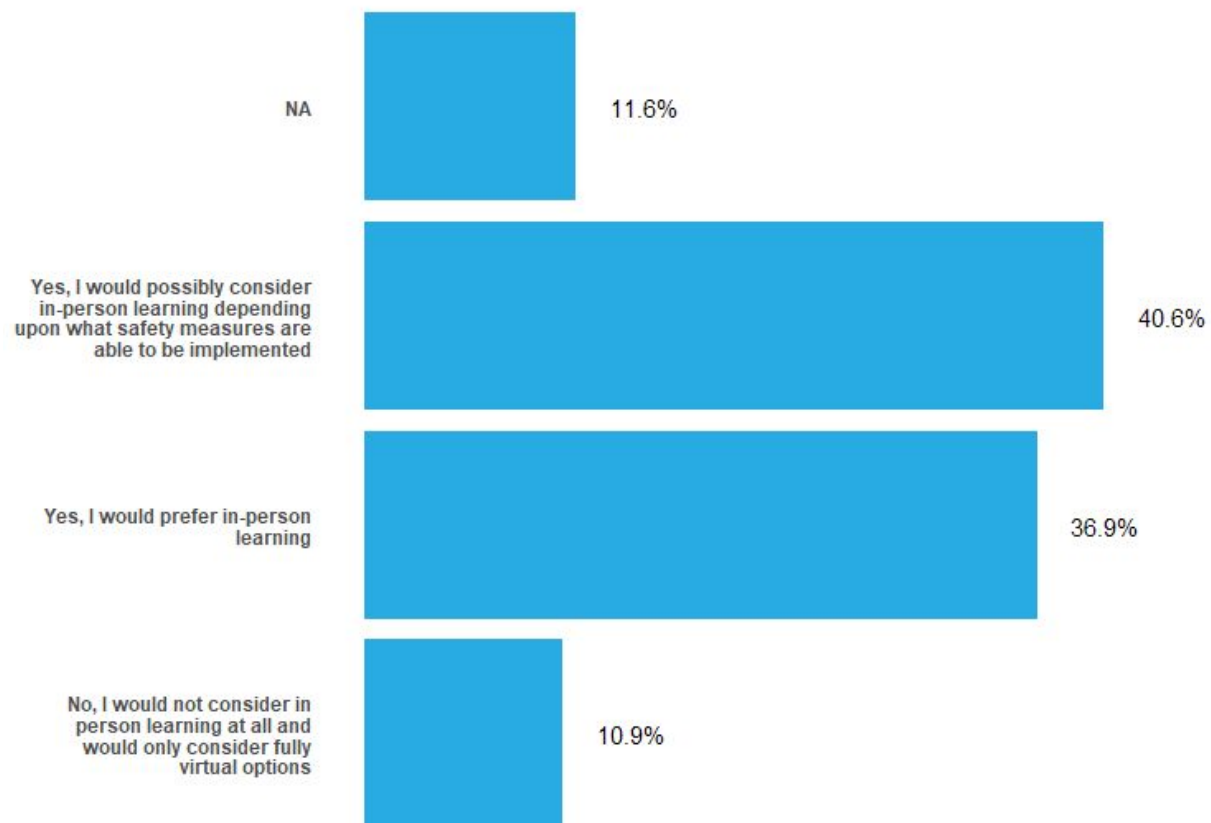
Wellness Hotline or Family Assistance Request portal



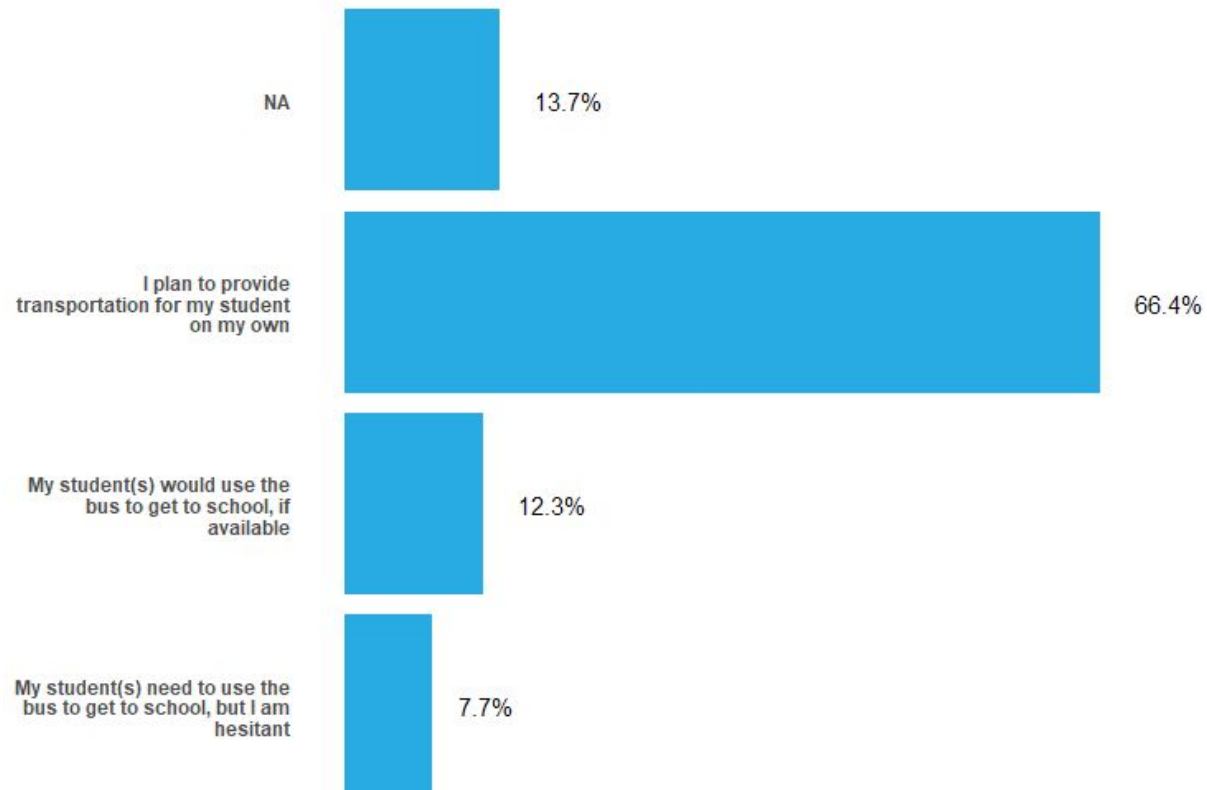
Which three factors most influence how you feel about school in the fall?



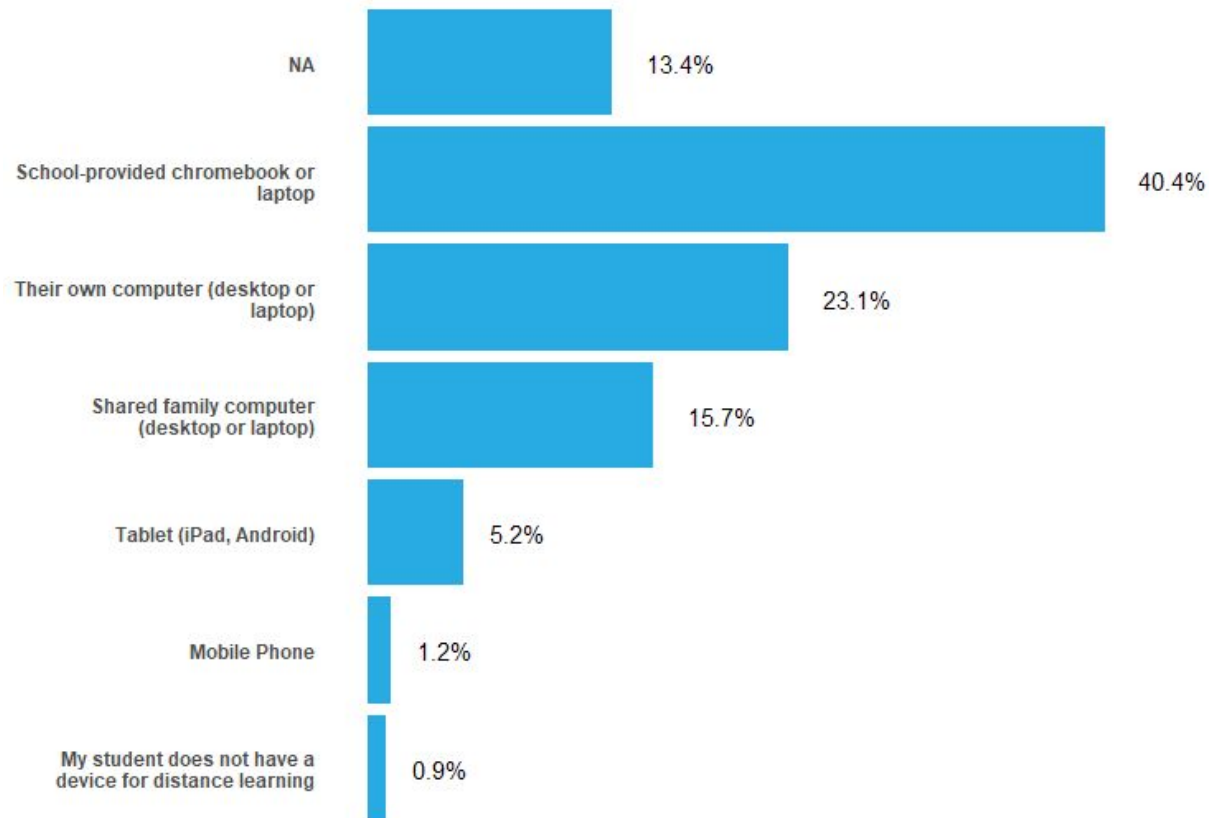
Would you consider any amount of in person learning at all?



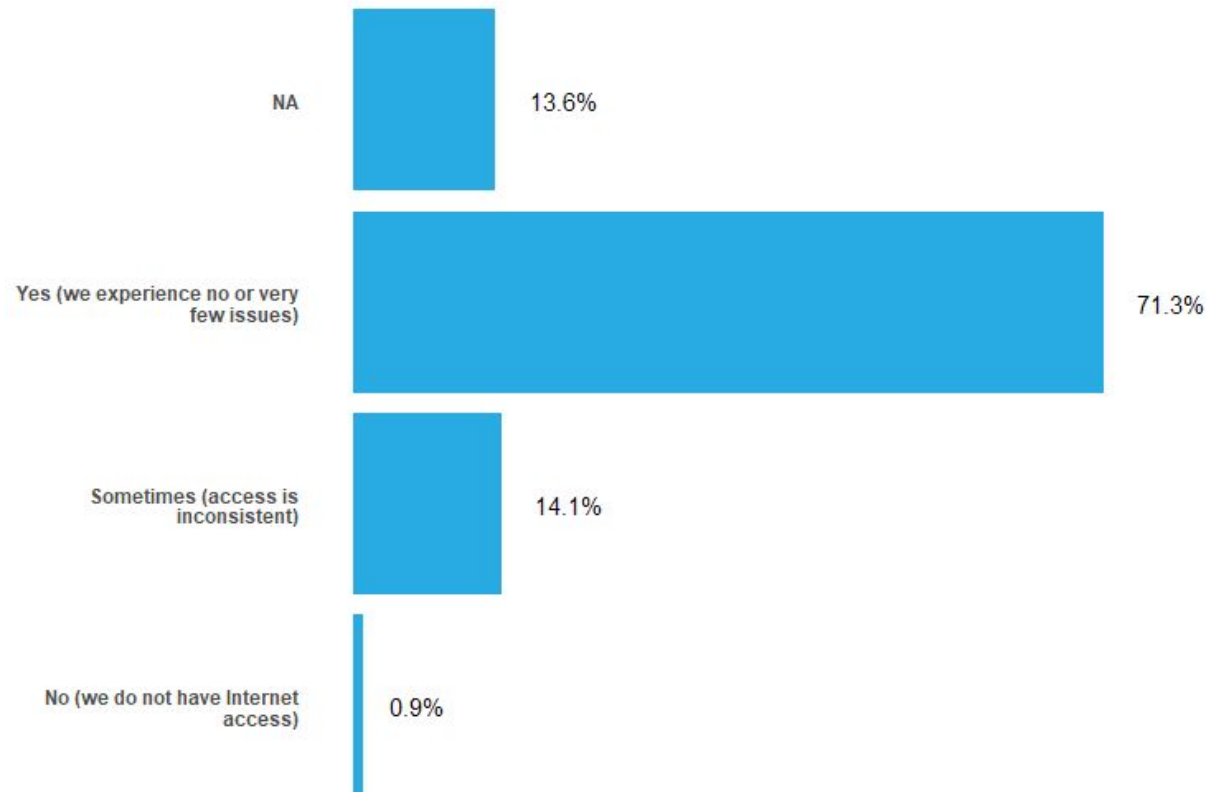
Please select the option that best describes your student's transportation needs:



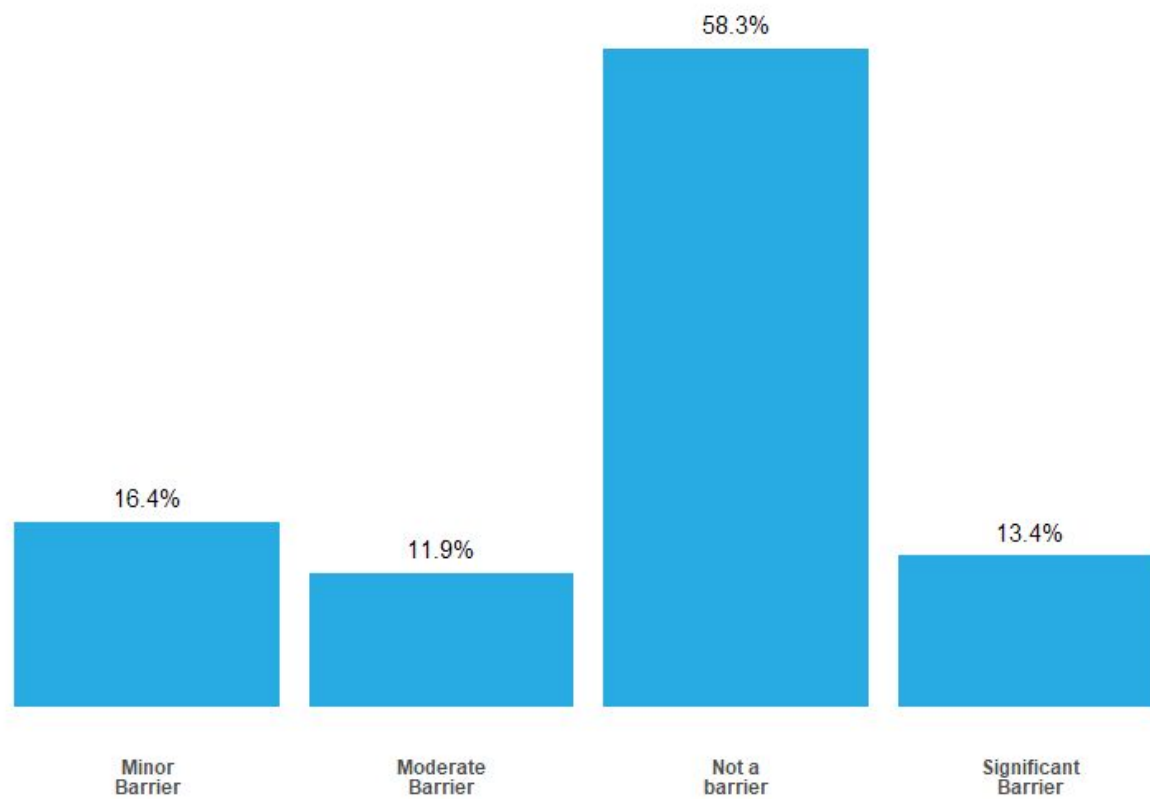
What device does your student primarily use for distance learning?



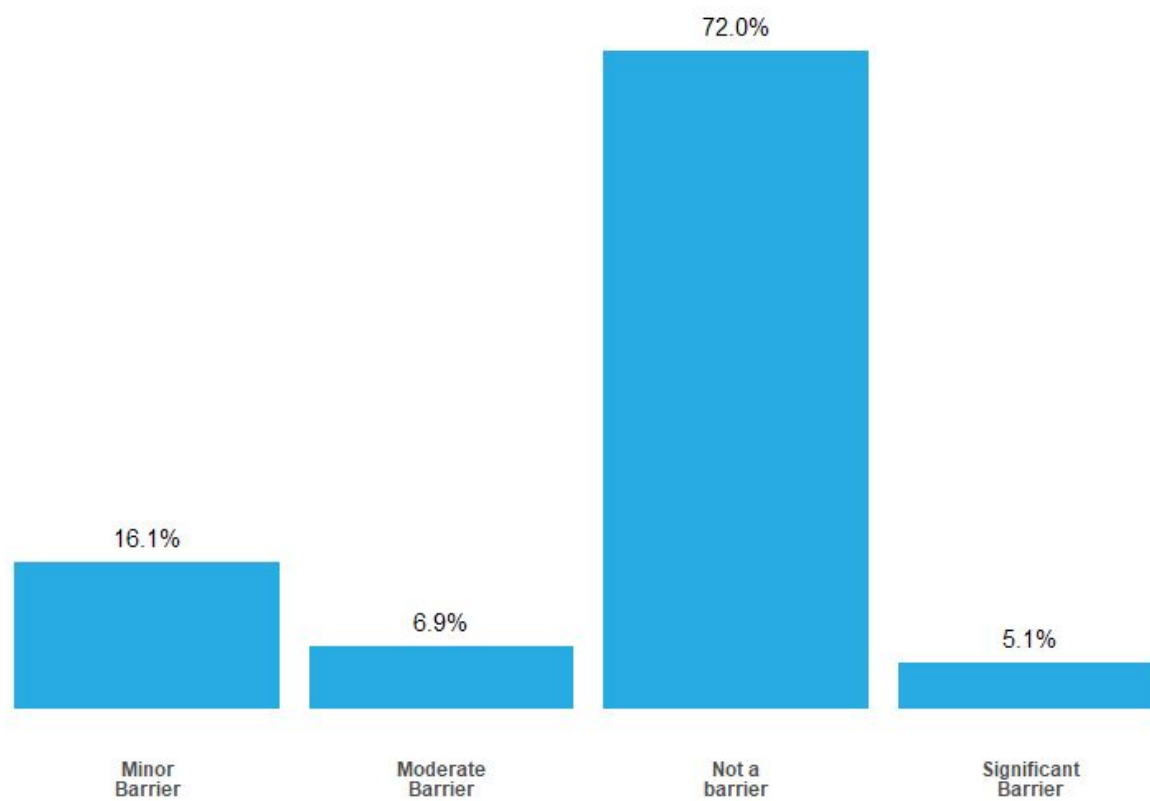
Is your student able to stream videos and connect to other educational content on his/her device at home?



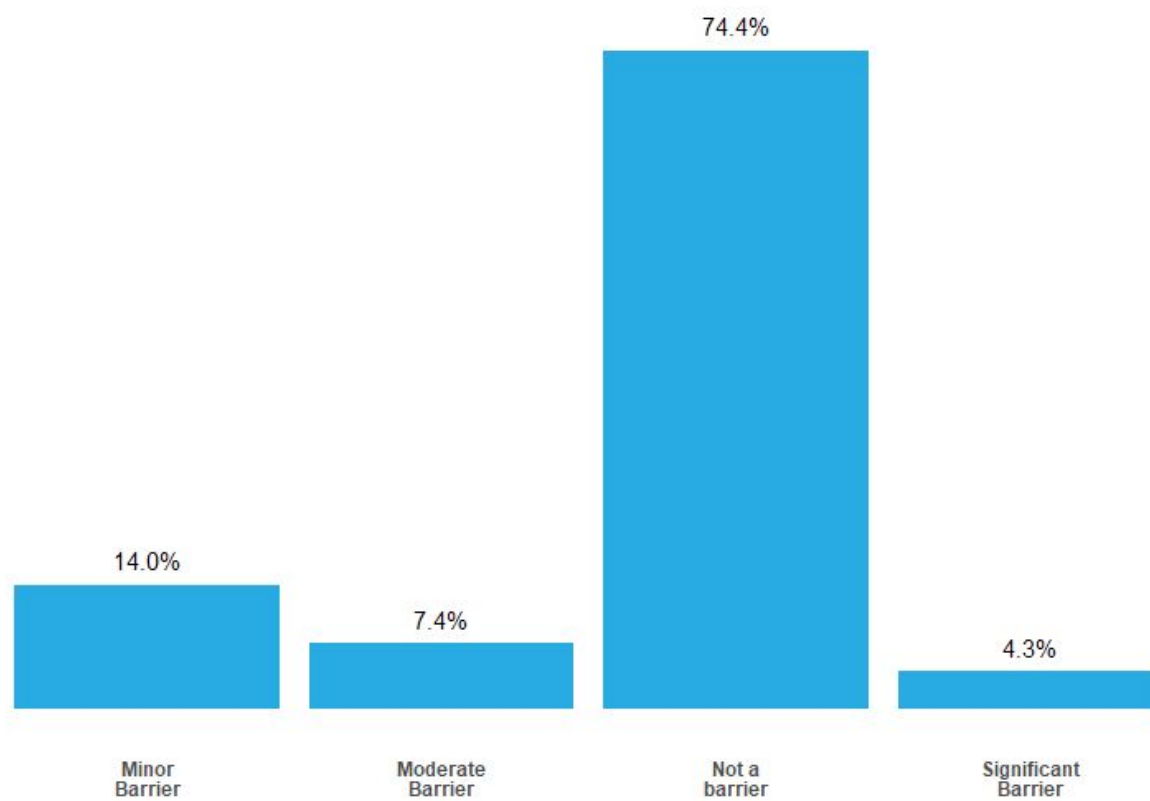
Child care or other dependent support



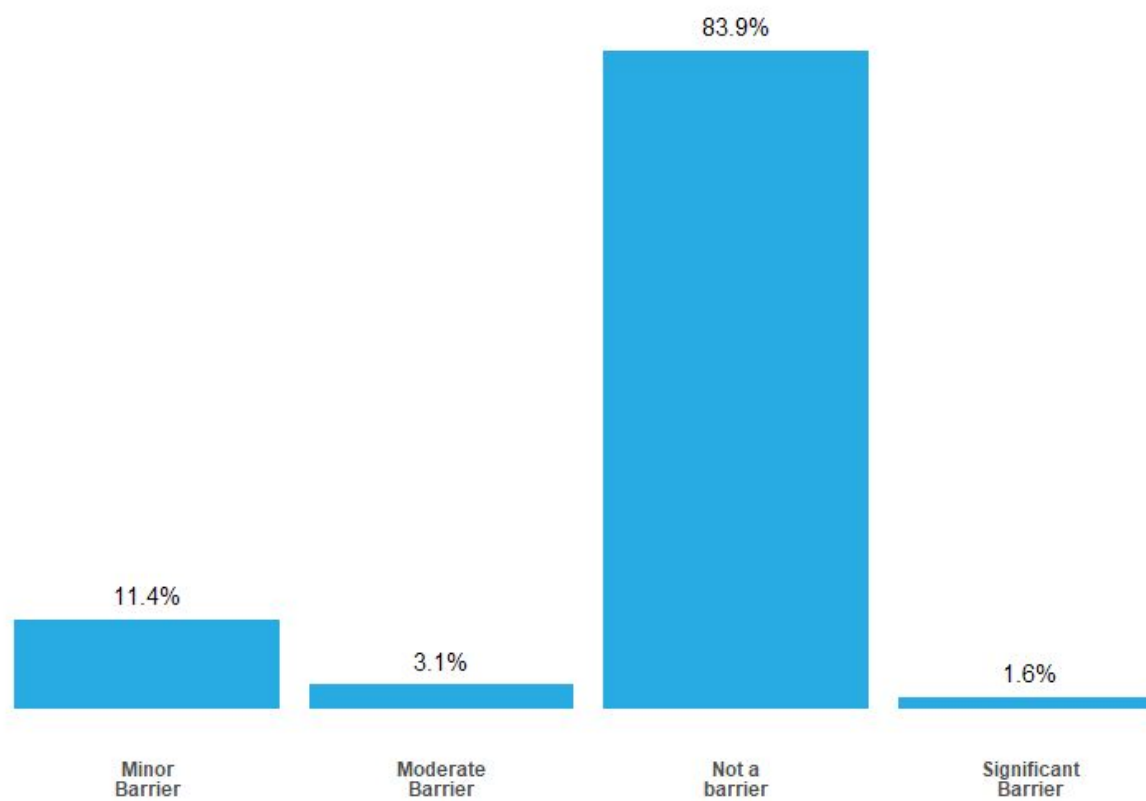
Computer access



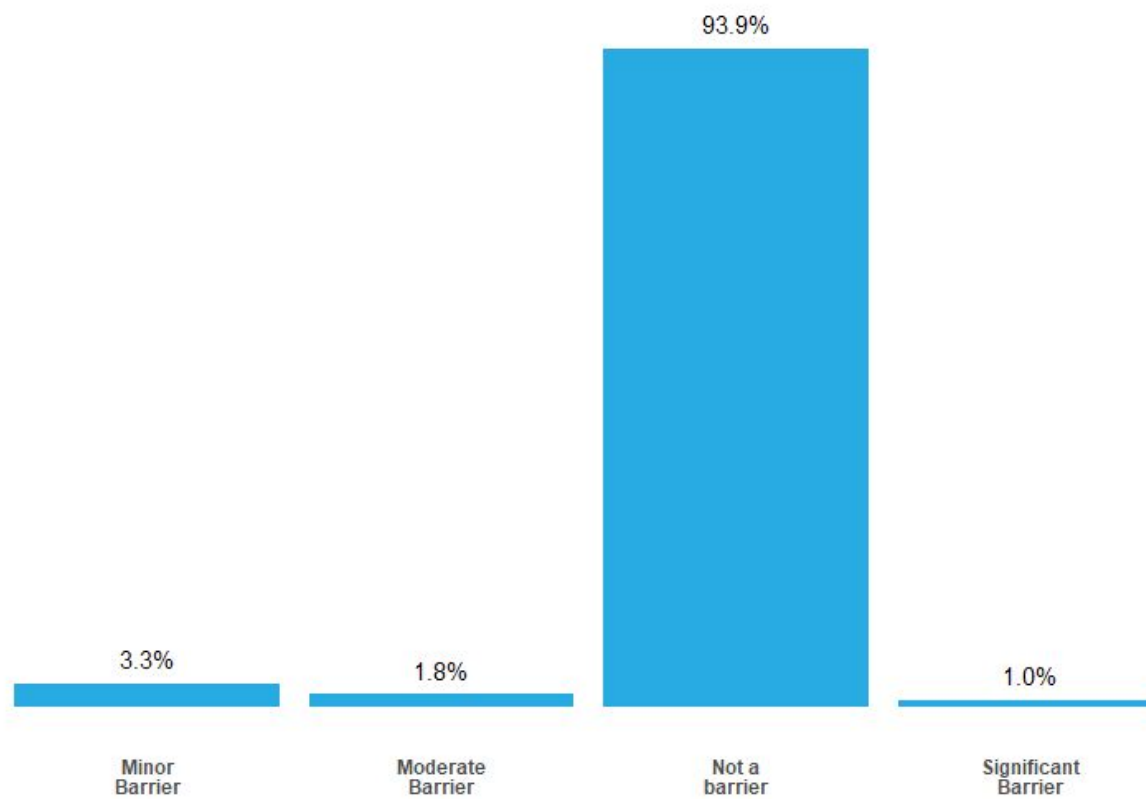
Food



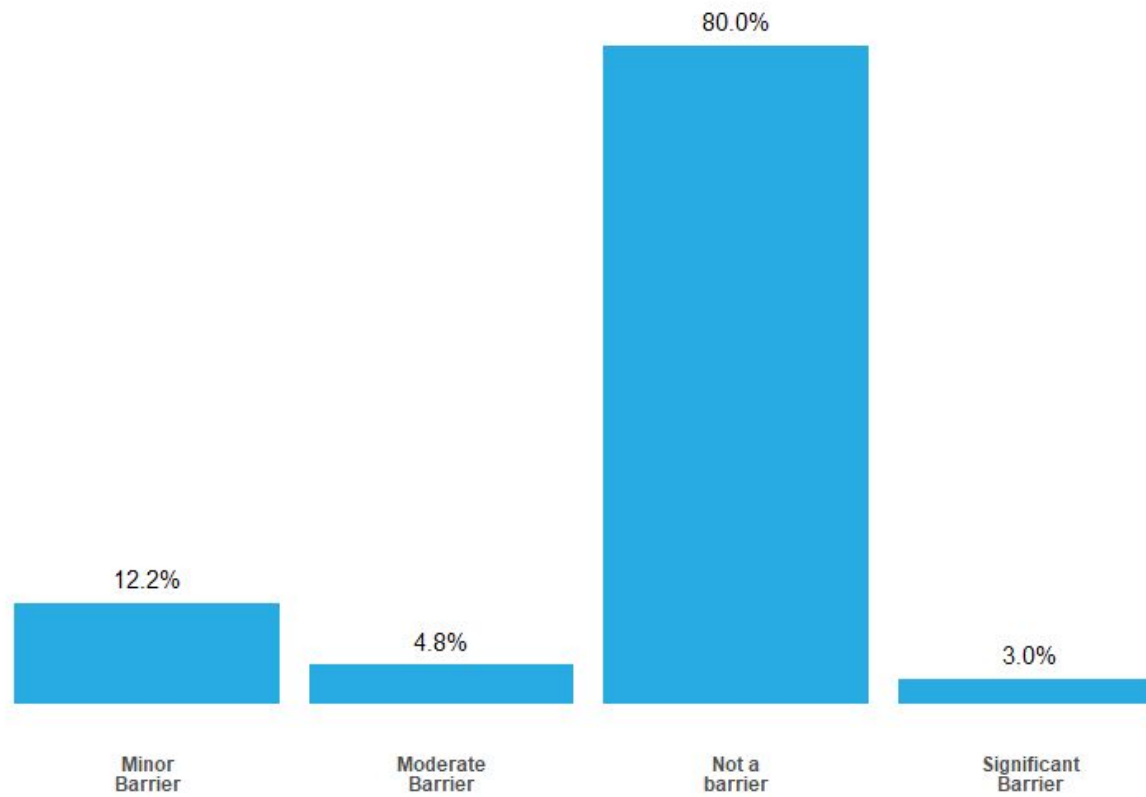
Household essentials



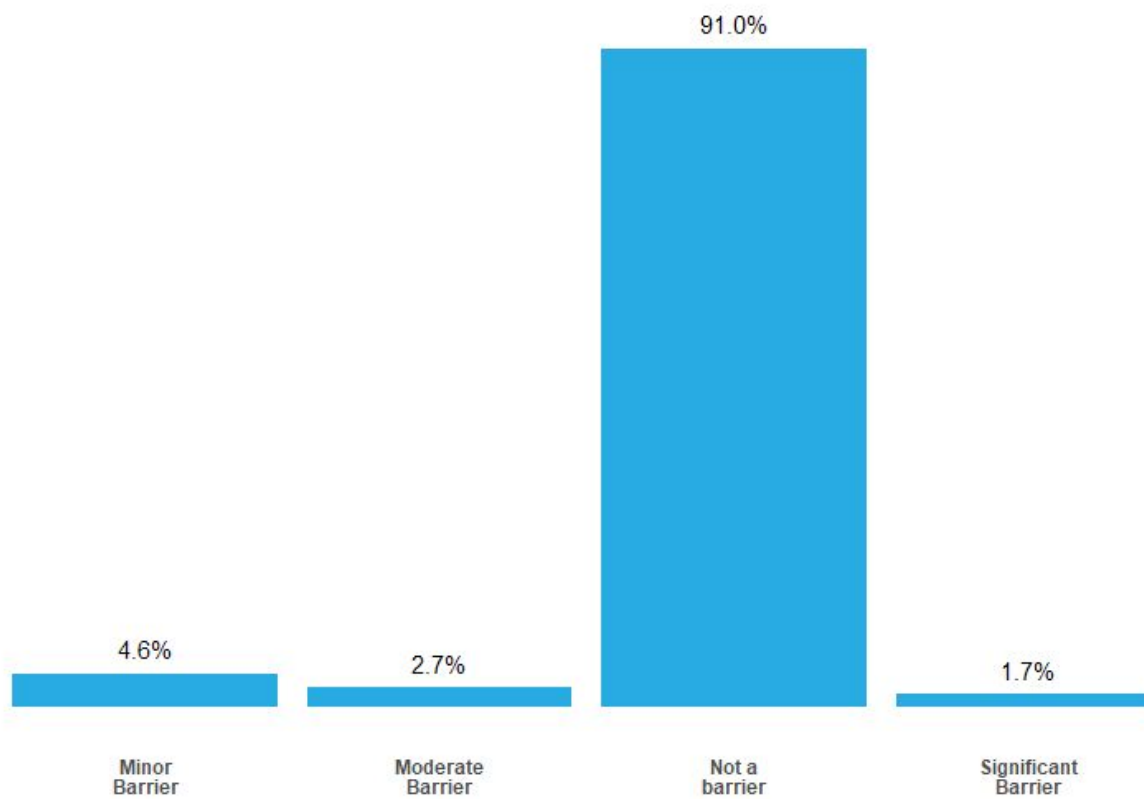
Housing



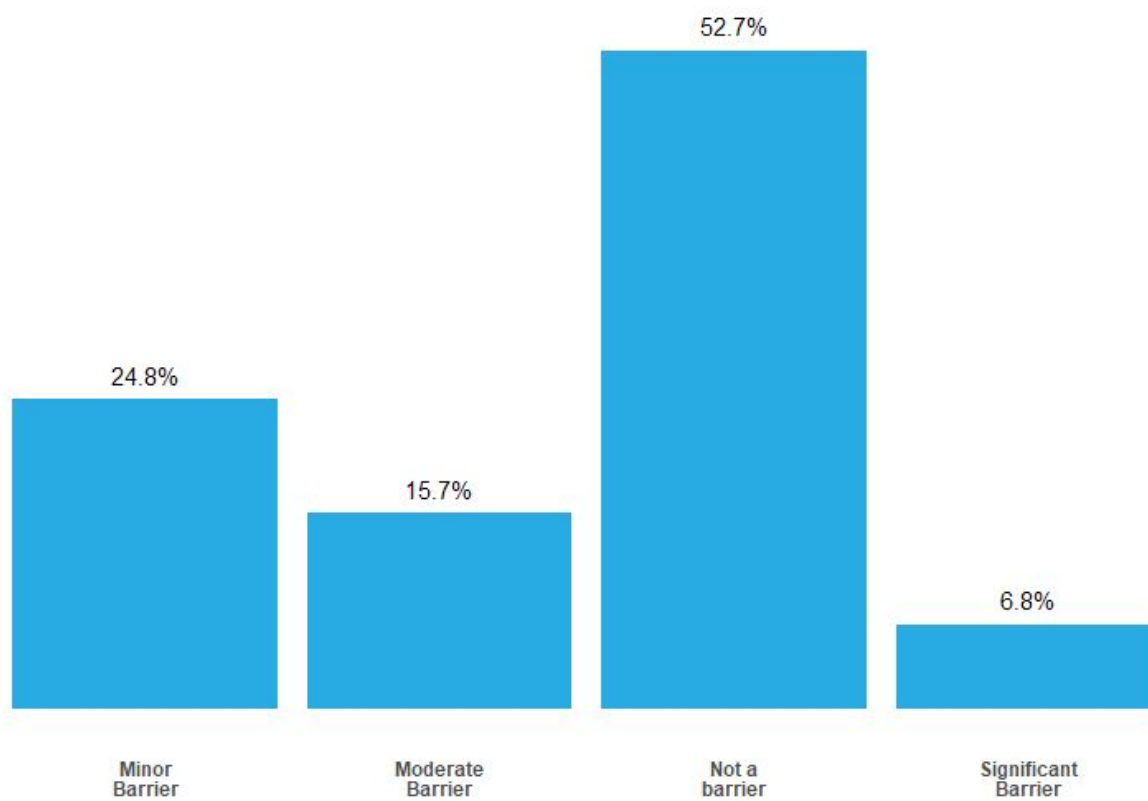
Internet access



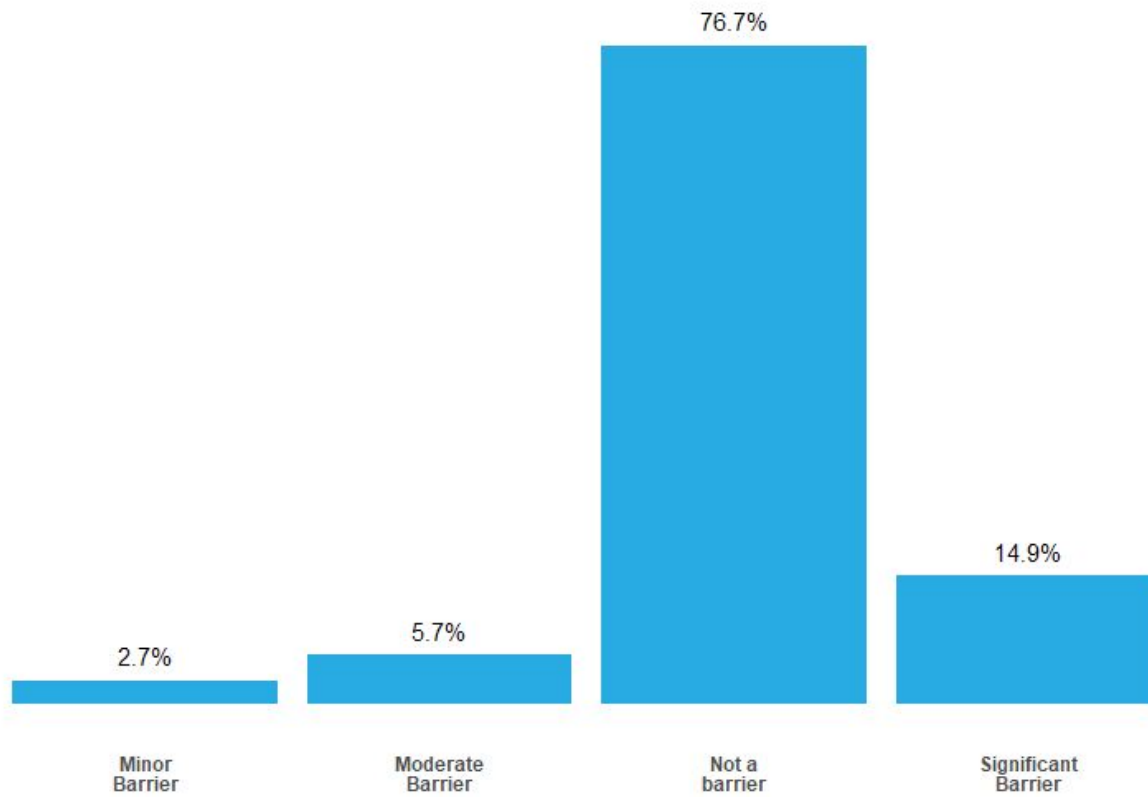
Materials/communication available in your language



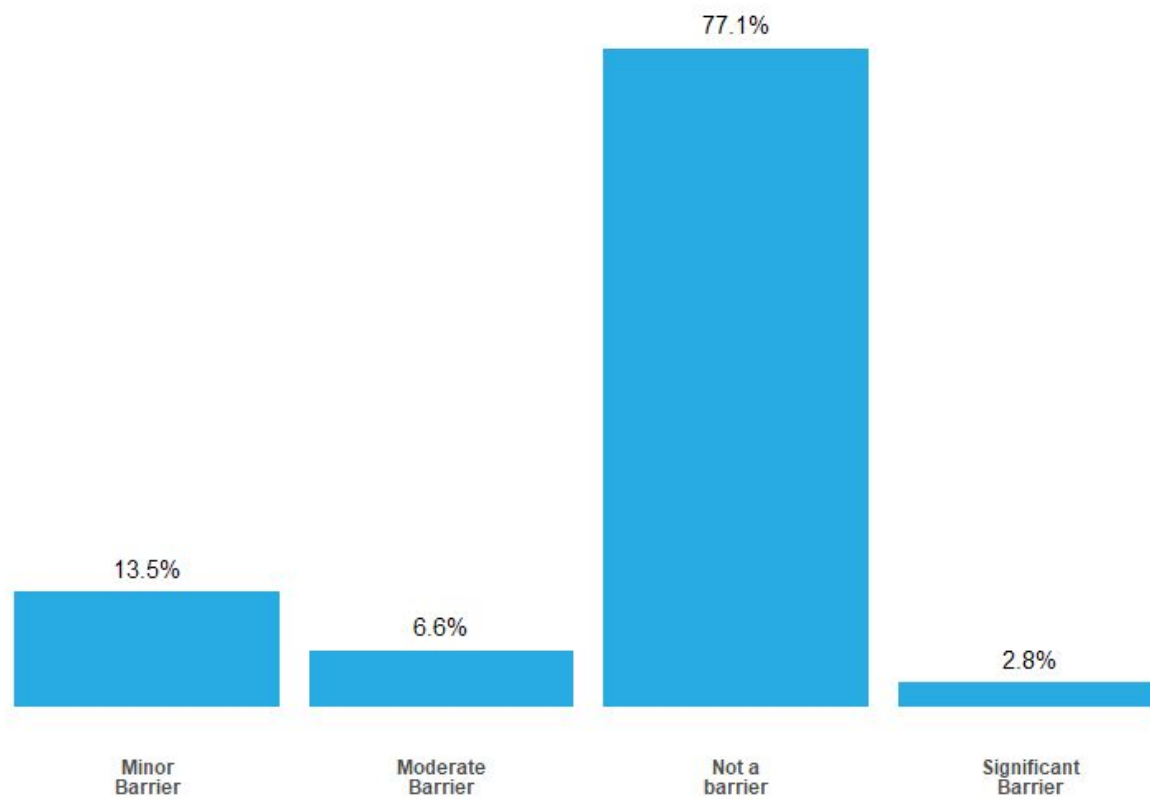
Mental Health



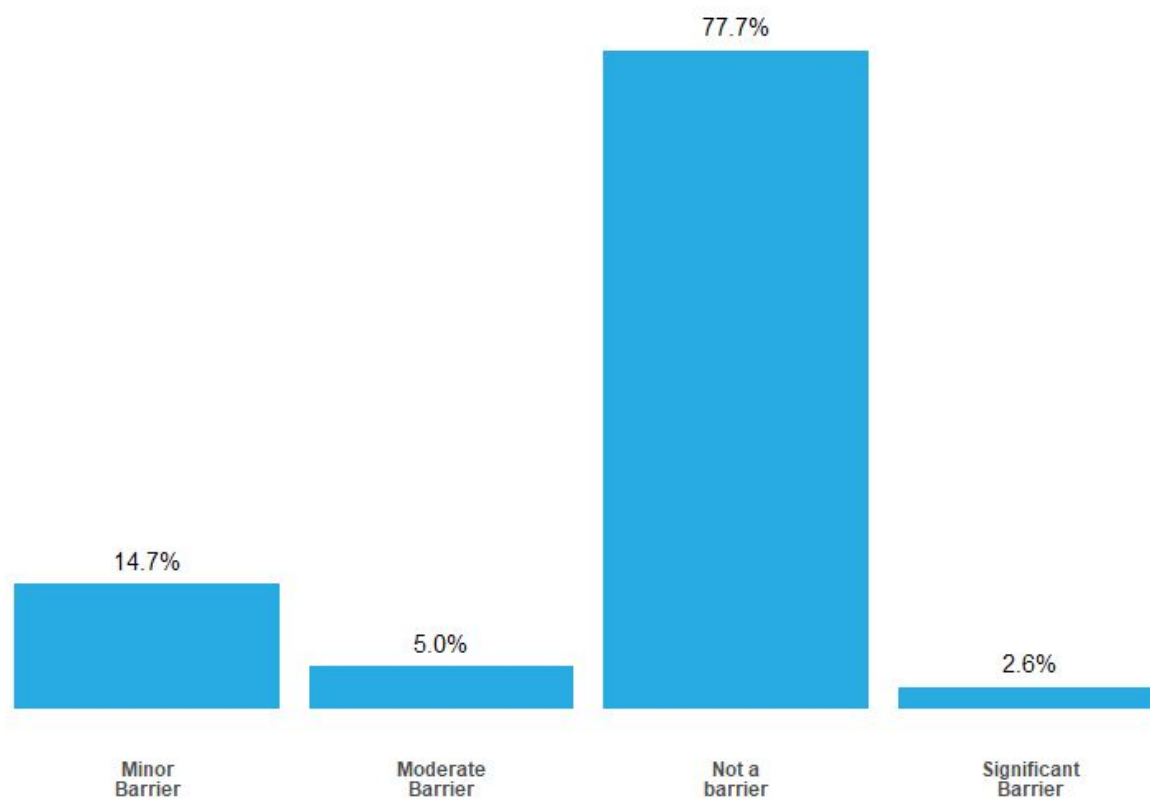
Other



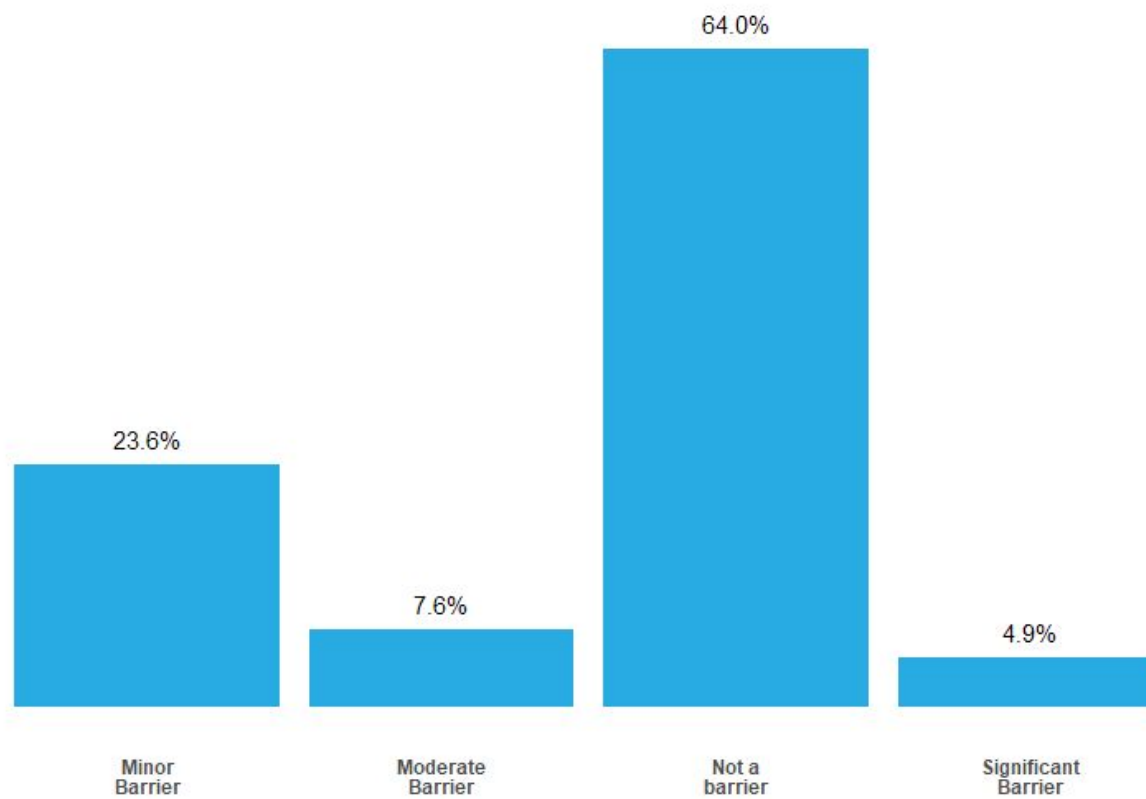
Physical Health




Stationary or school supplies



Using software or applications





We also asked what supports we should consider to address barriers to distance learning. The gifted and talented community submitted 714 comments.

Top three categories of responses:

29% of respondents asked for **more structured distance learning** next year. Examples included providing age-appropriate schedules and content; narrowing the number of learning platforms used; and ensuring teachers, parents, and students could use each platform.

19% of respondents asked for **schools to open** next year.

18% of respondents asked for **considerations for working parents**. Examples included providing childcare during working hours and ensuring distance learning classwork could be completed outside school hours.

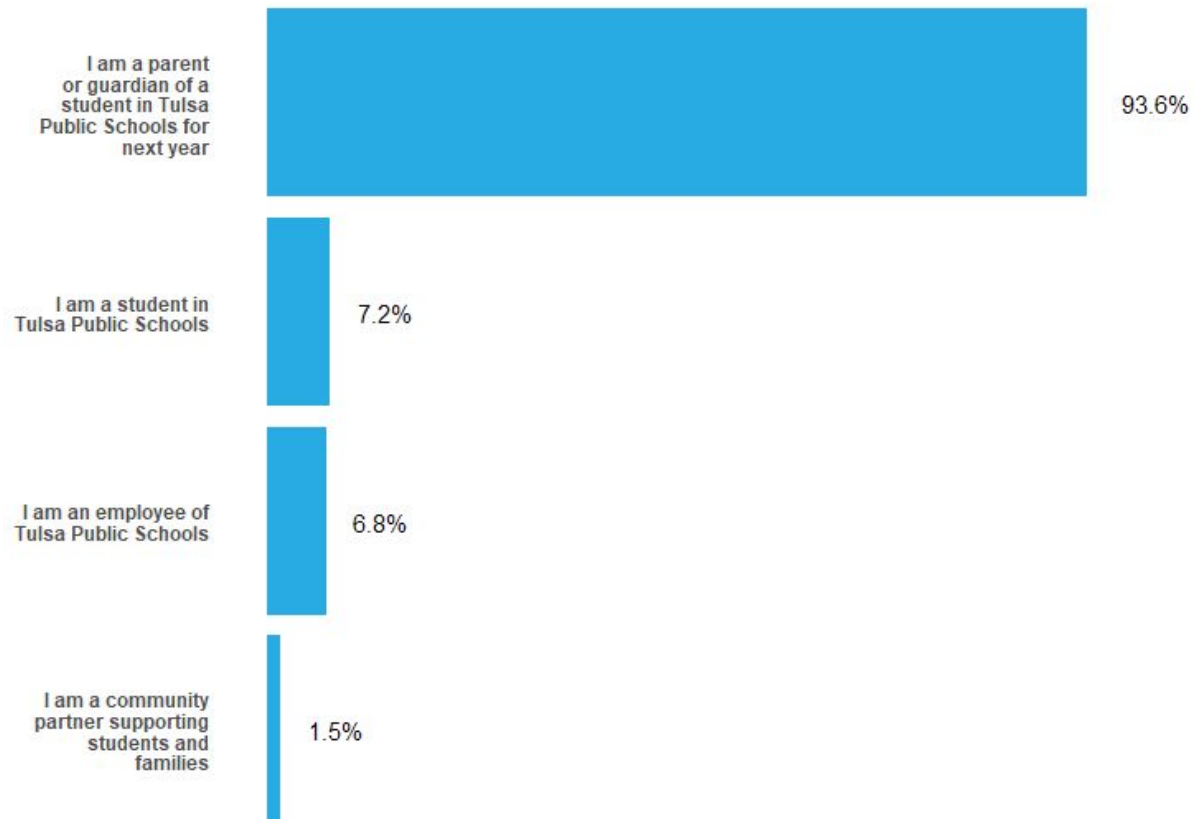


Student-Subgroup Breakdowns: Indian Ed/Native American

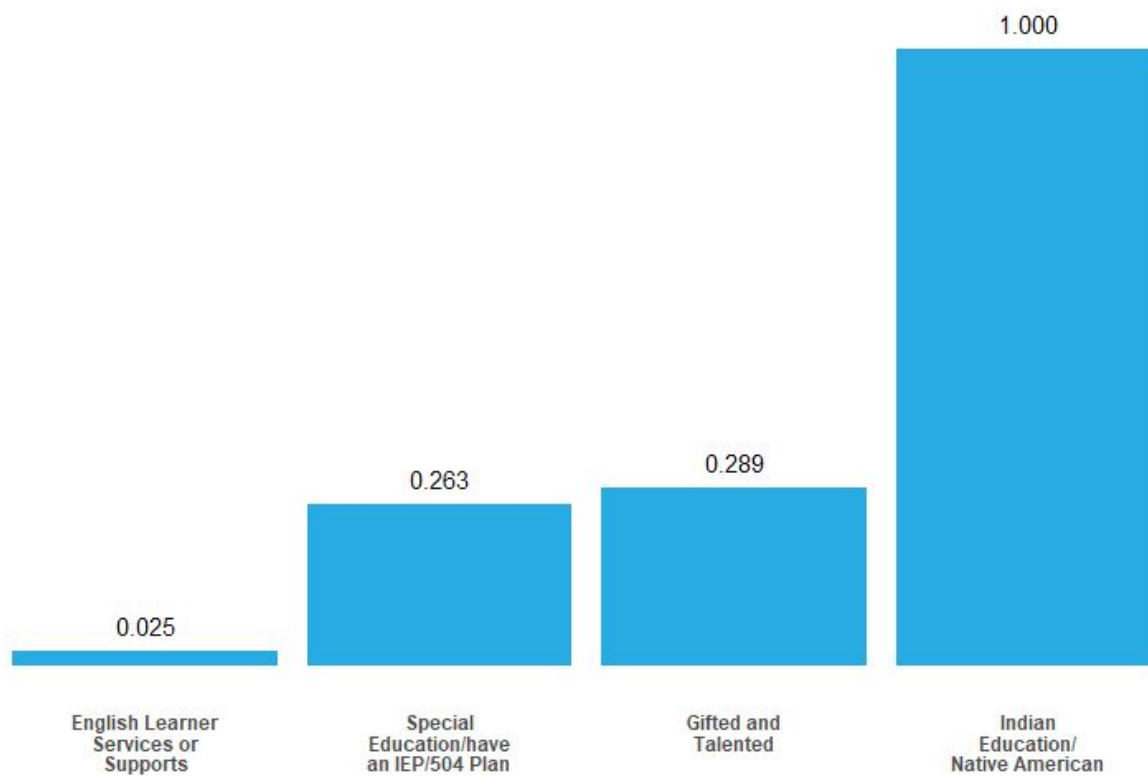
Number of respondents: 1,180



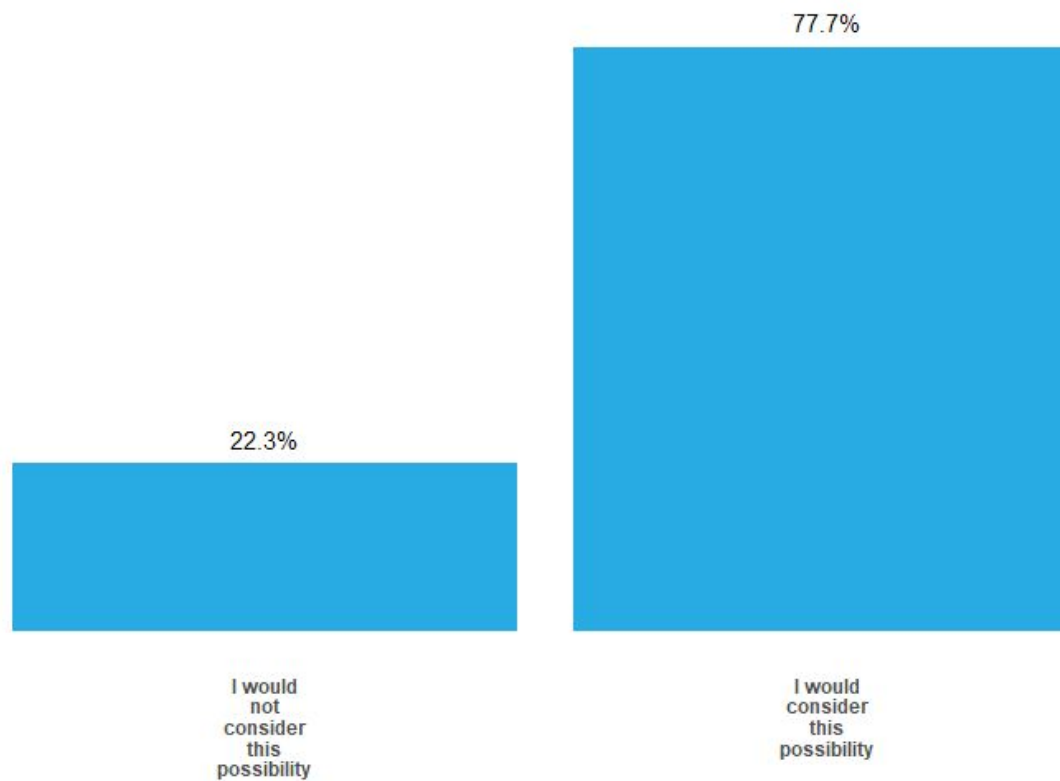
Responses by community group



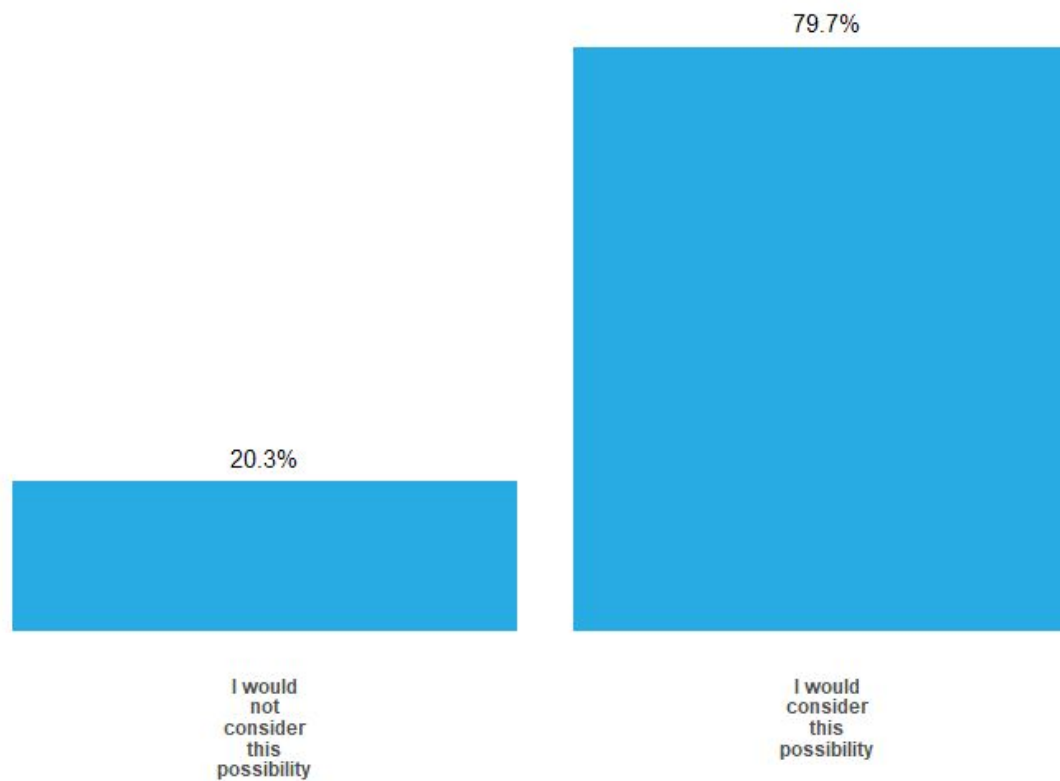
Does your student participate in any of these programs/
services... (select all that apply)



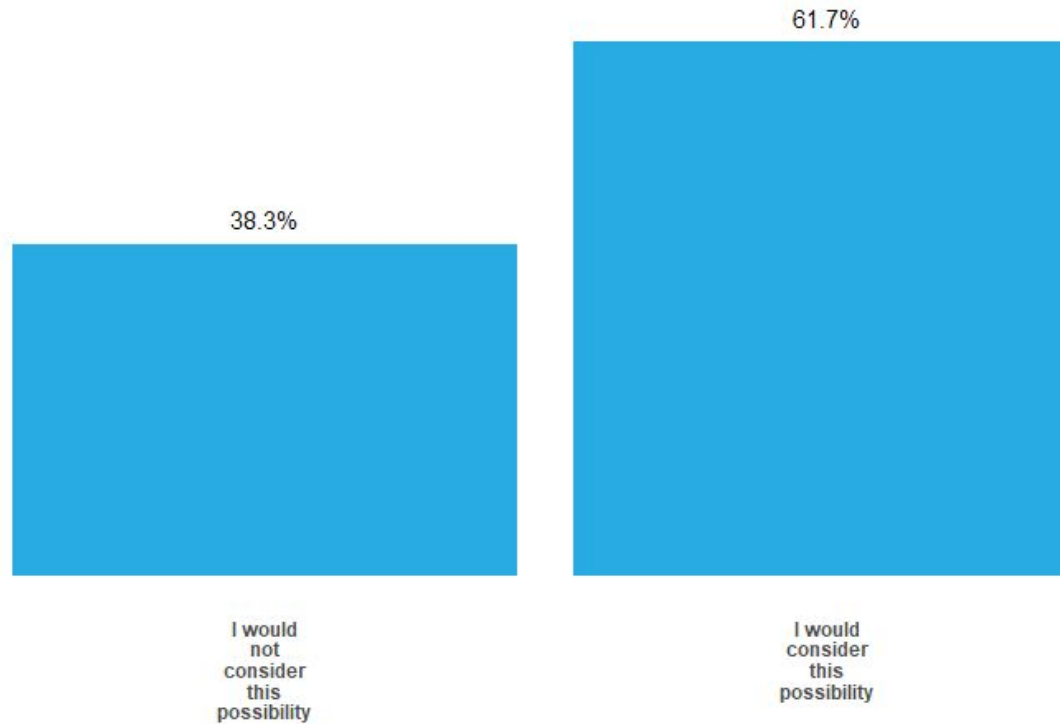
Add additional days for some students who need additional support



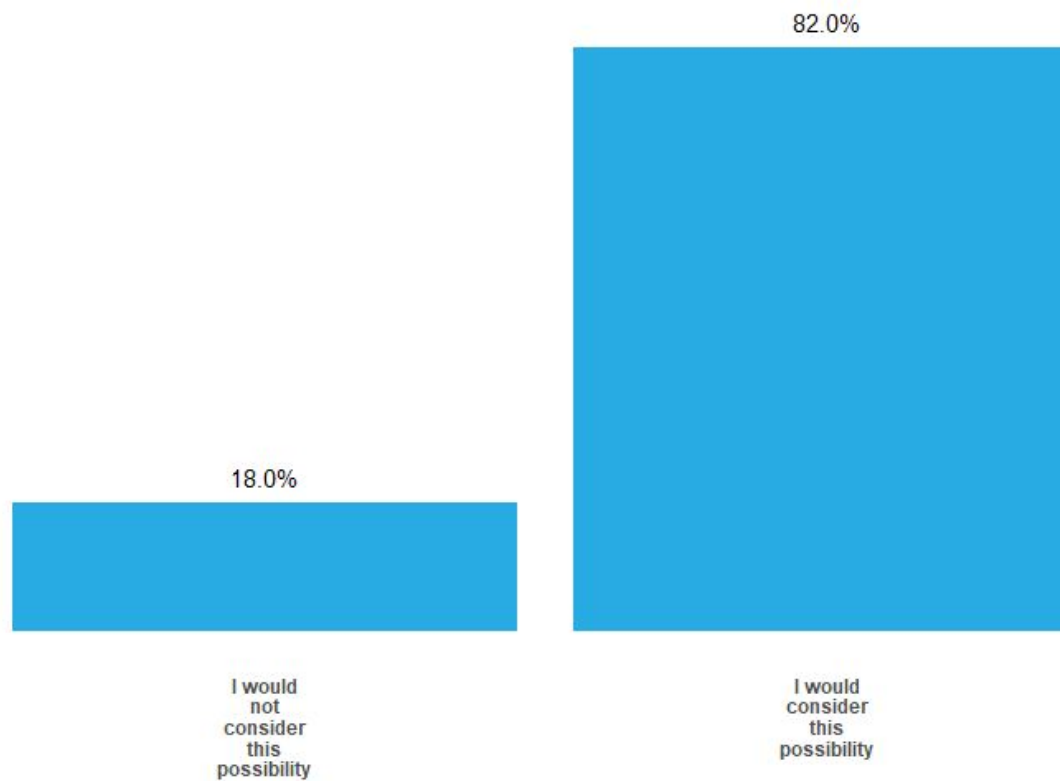
For secondary: offering alternative school times for students who have other responsibilities



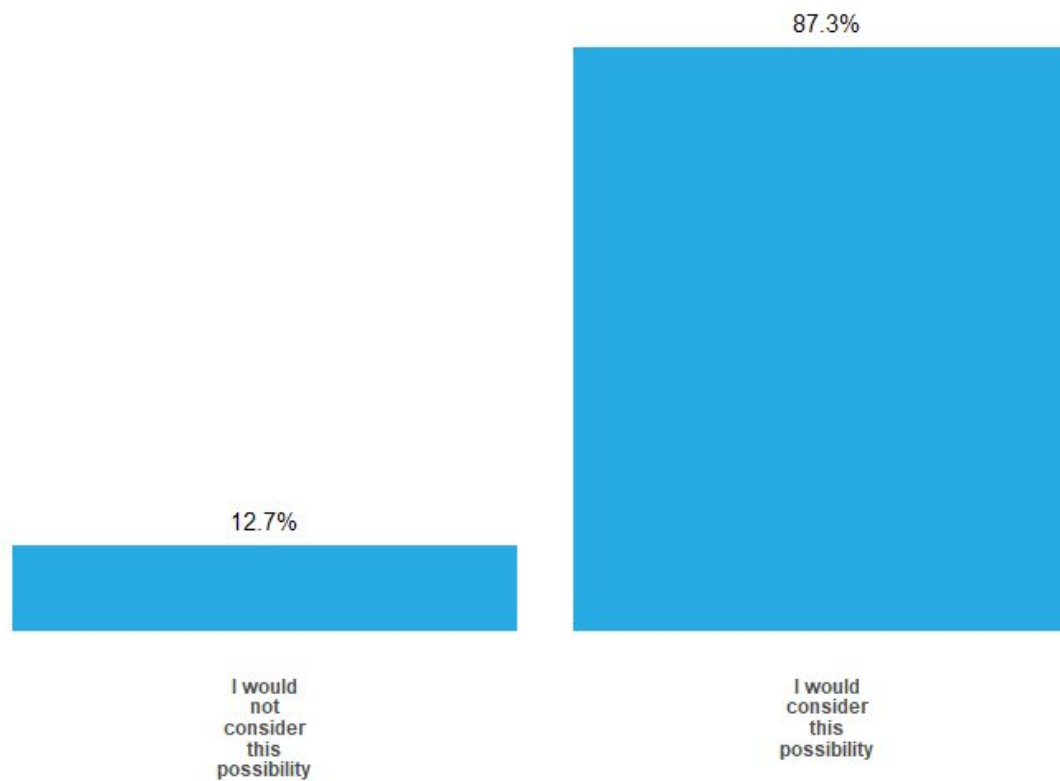
Keep the same number of school days but spread them out so that the end of the school year is in June /July instead of May, which would allow for cleaning and social distancing periods of time



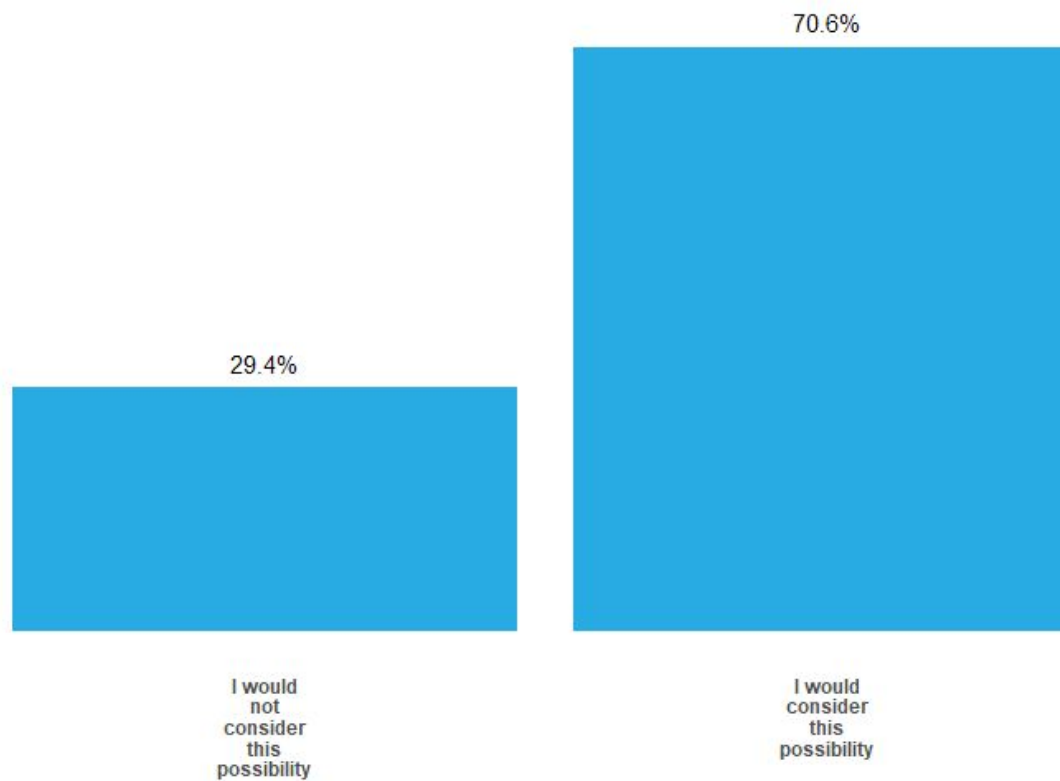
Shorten the school week to allow for additional cleaning,
preparation, and training



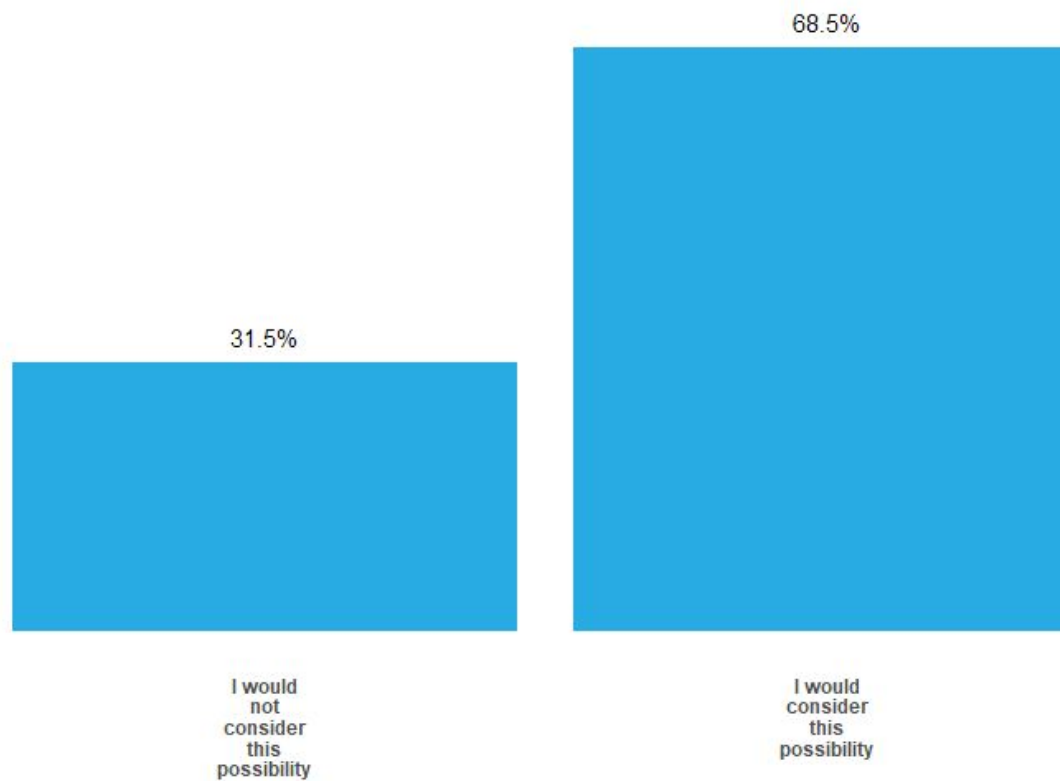
Start the school year later to allow for safety and preparation (on or after Labor Day)



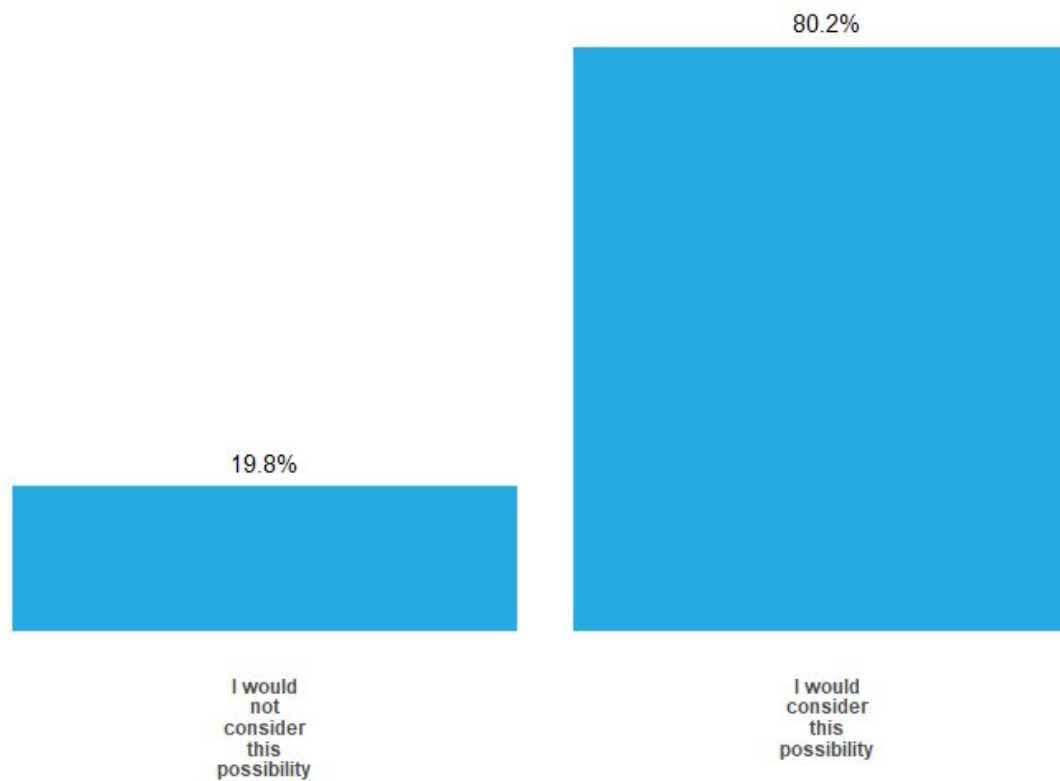
Alternate between in person and distance learning on
different days of week



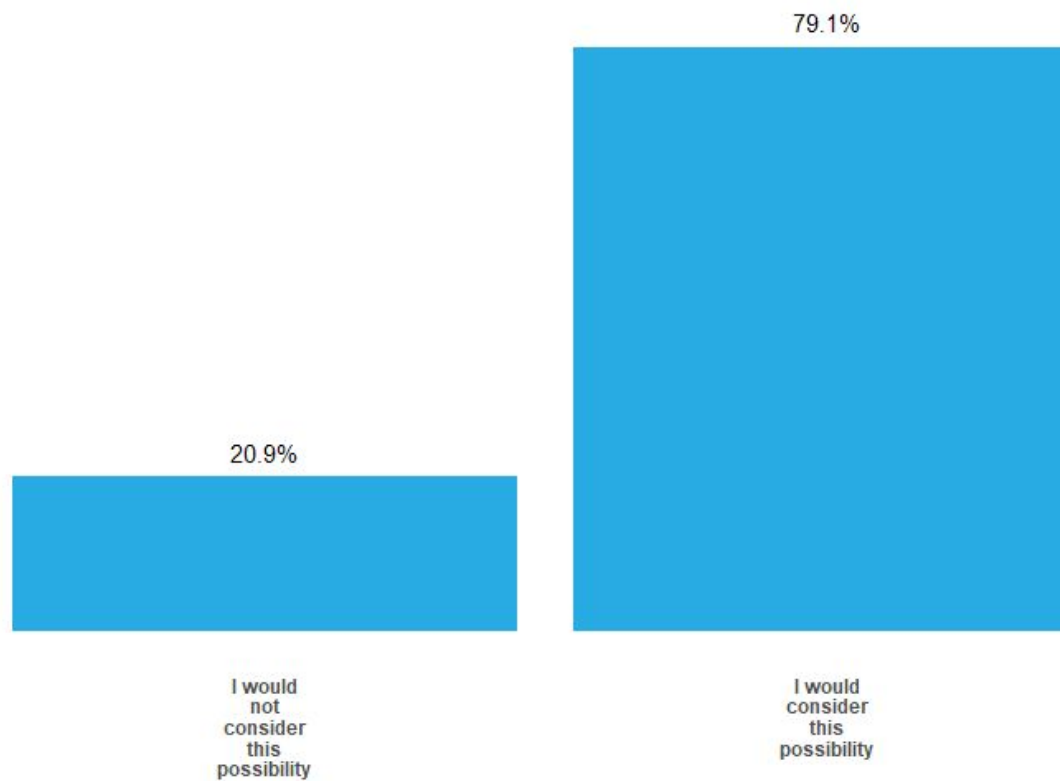
Alternate between in person and distance learning on different weeks



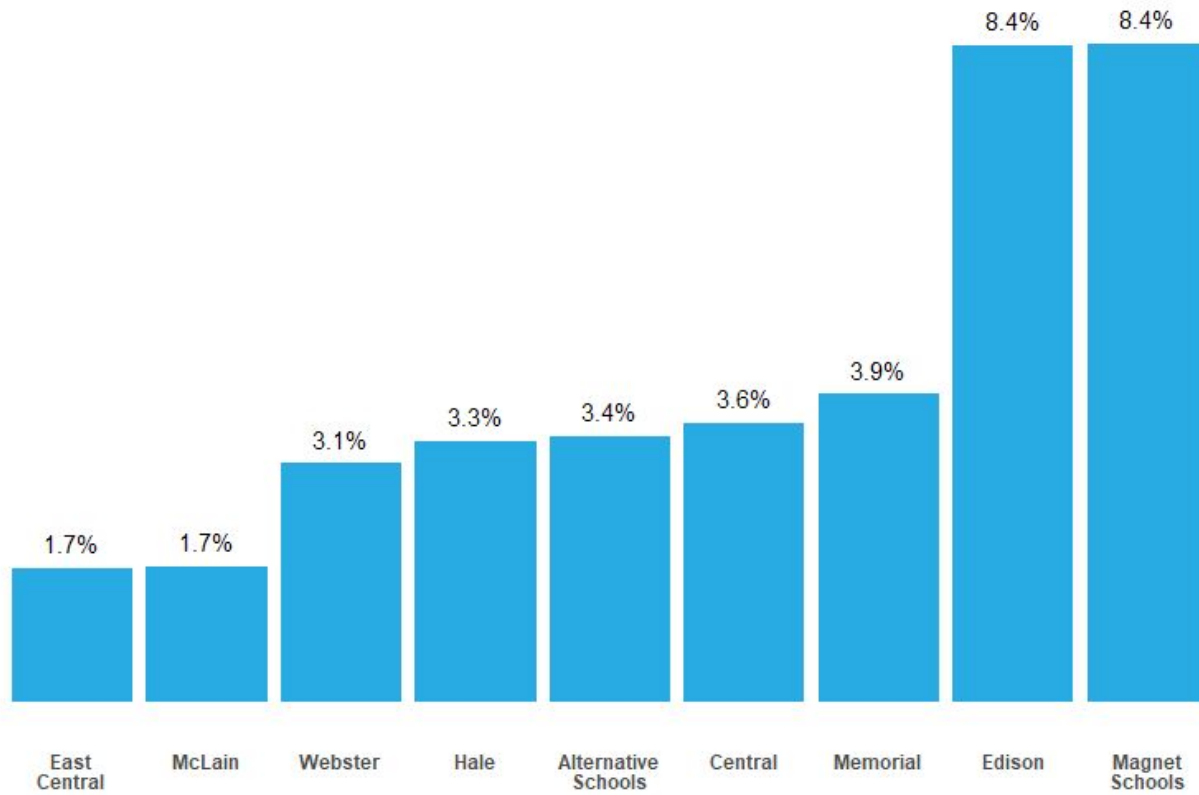
For secondary: offering alternative school times for students who have other responsibilities



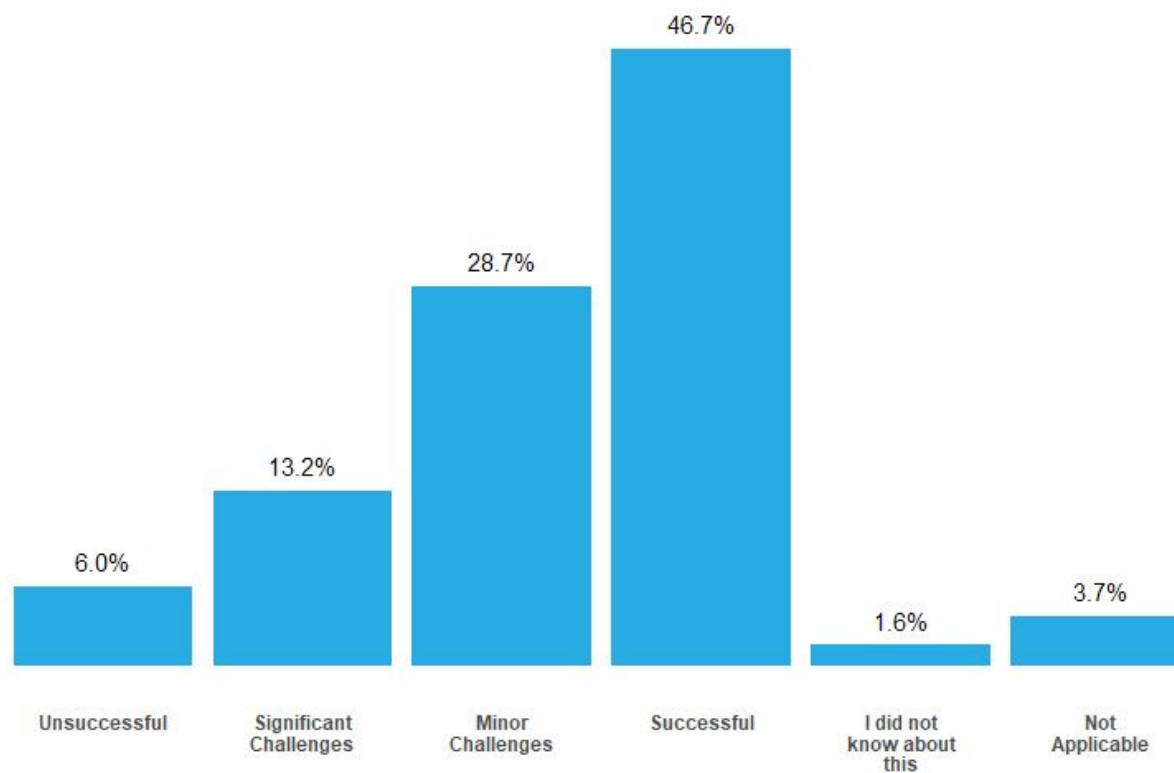
Split students into smaller groups that alternate between in person and distance learning



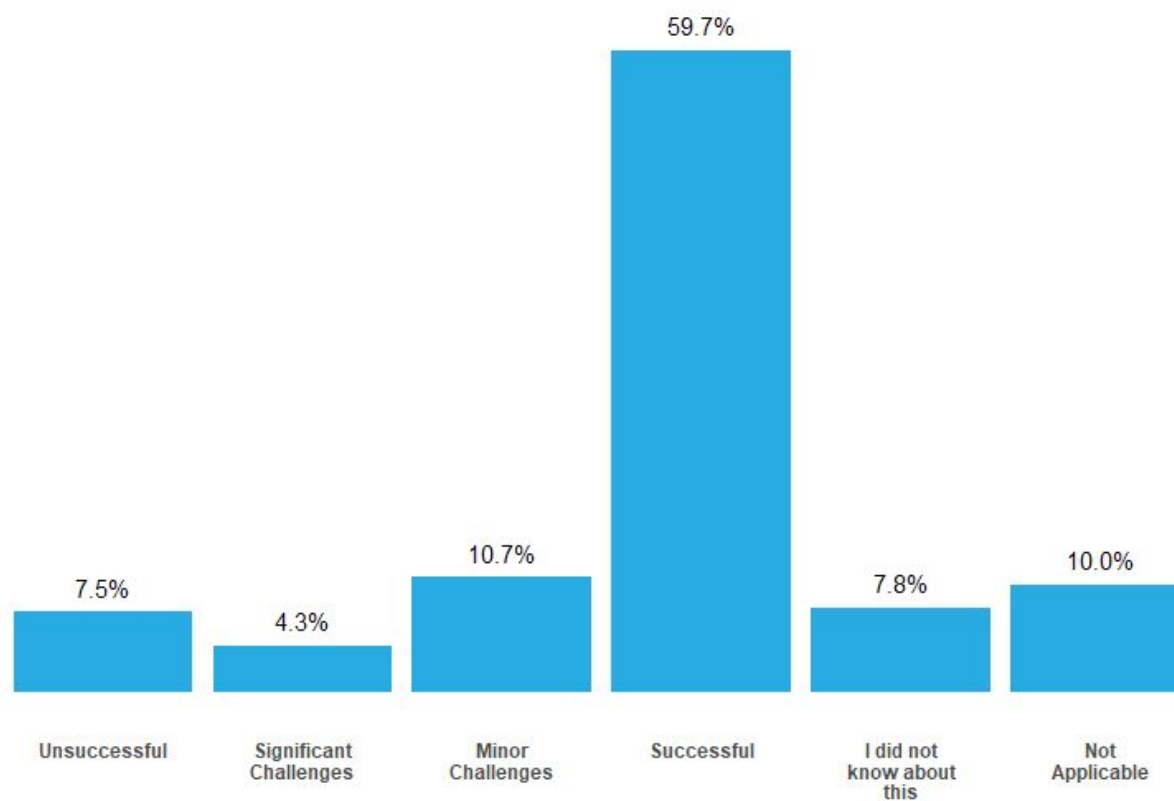
Response rates by feeder pattern



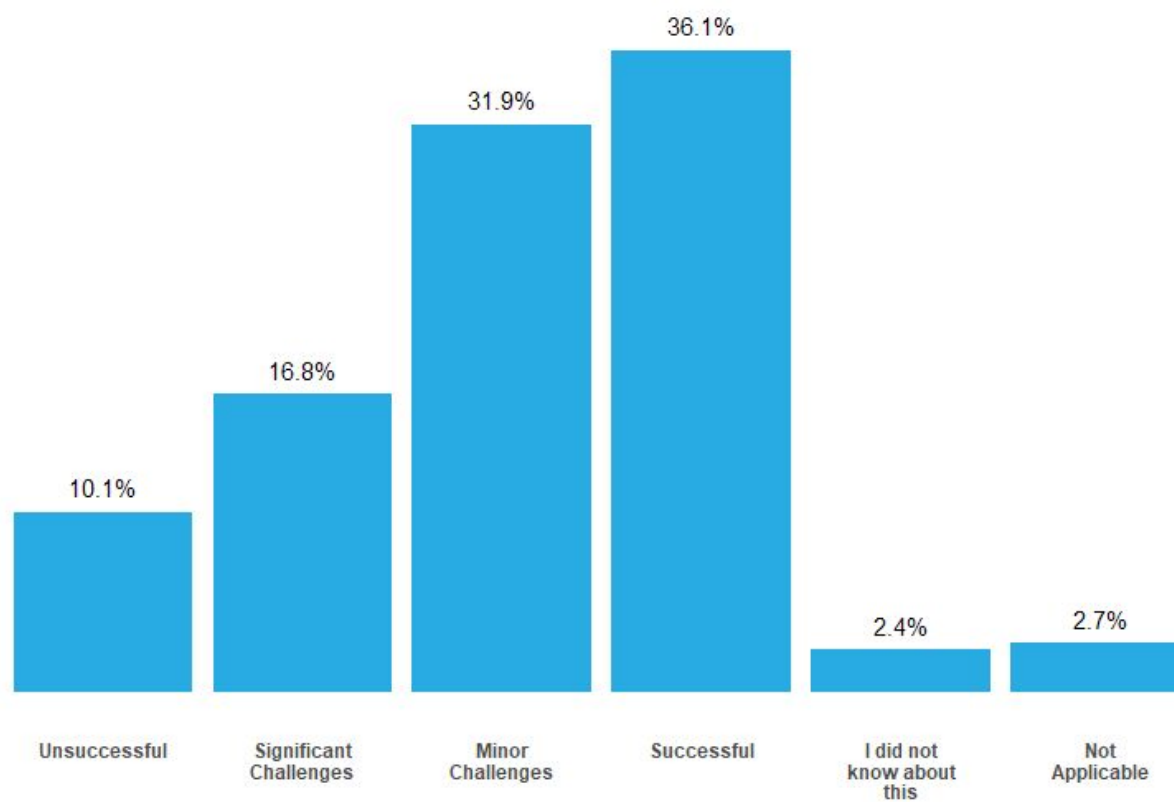
Accessing learning content on tools such as Canvas or Google Classroom



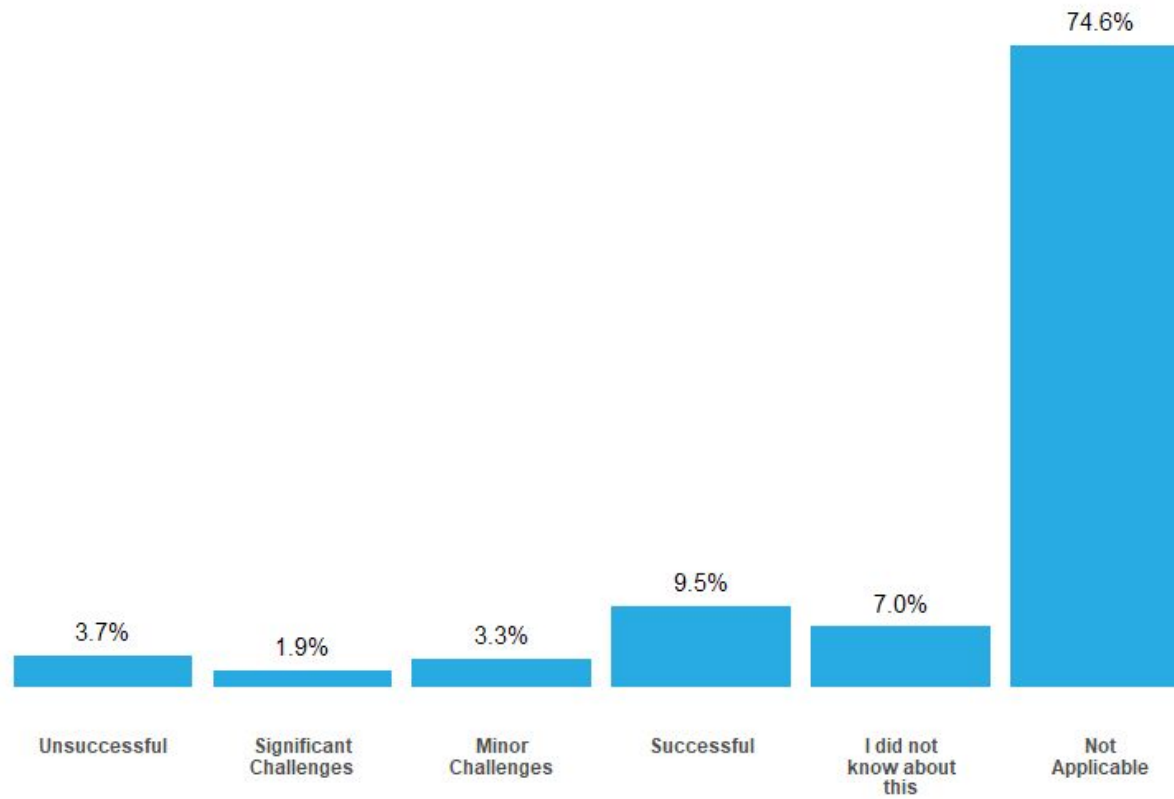
Check in calls from my school



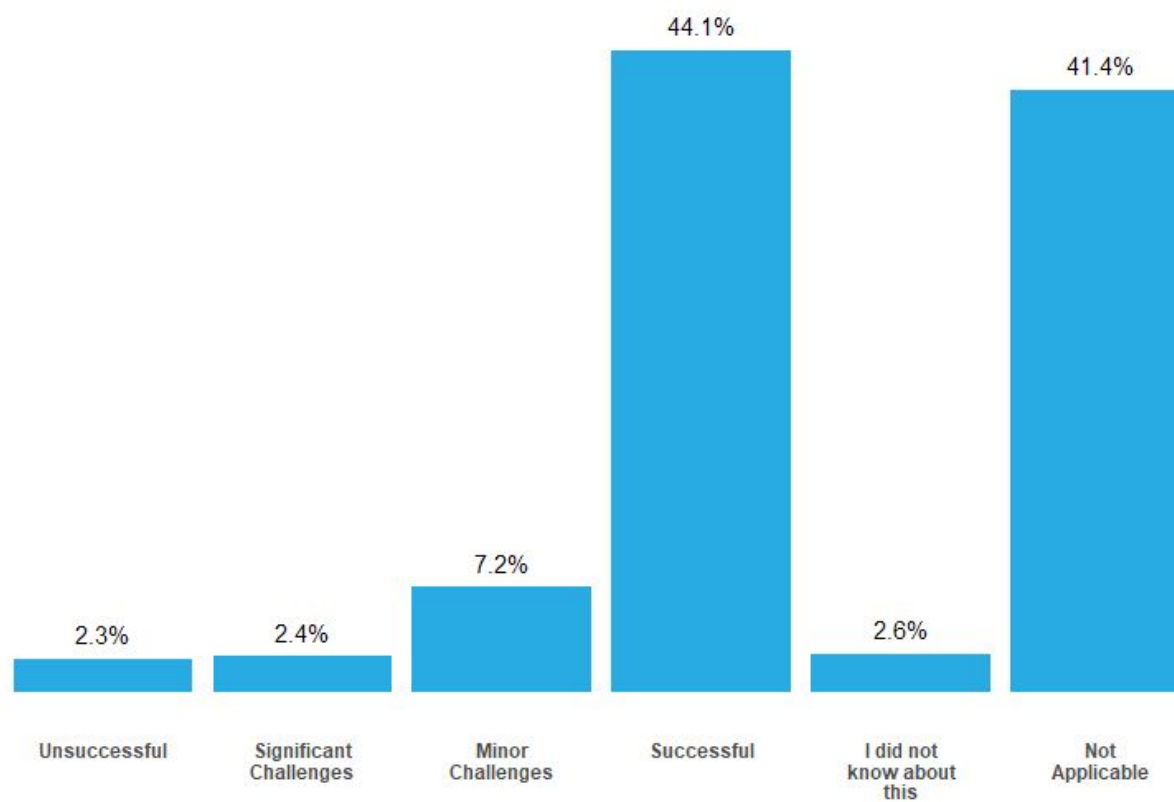
Daily learning schedules



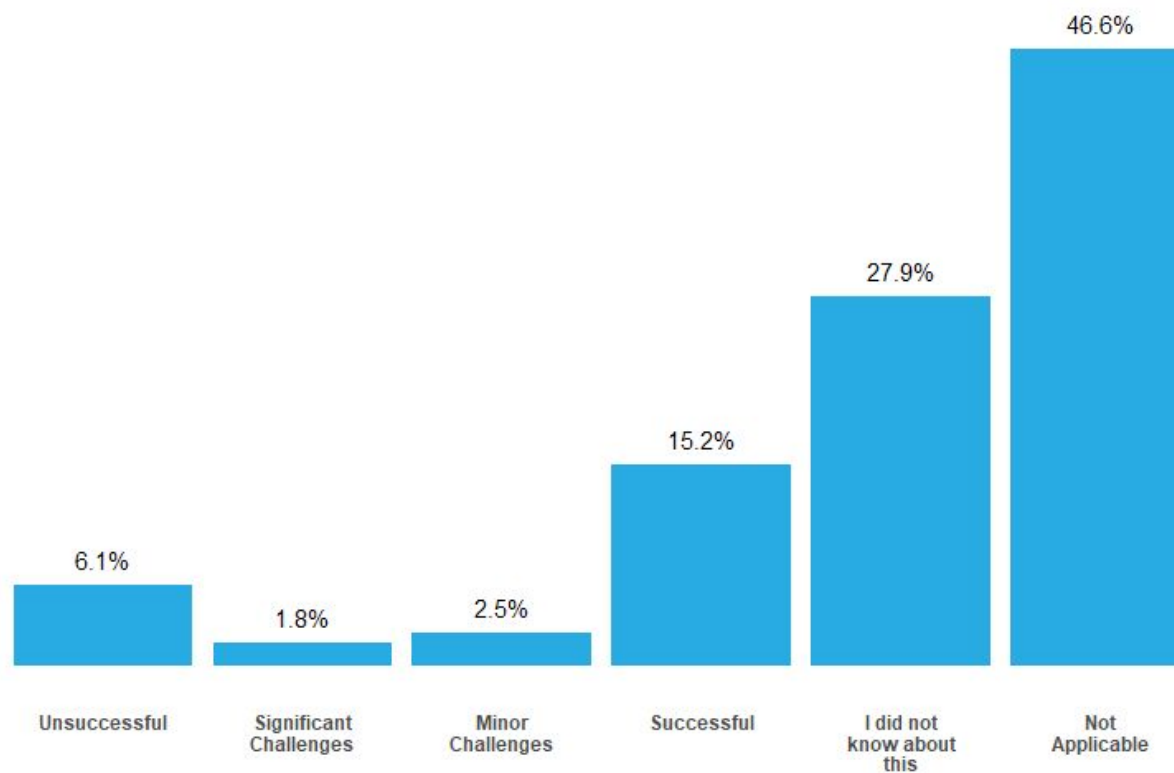
Juniors and Seniors only: Graduation Checks



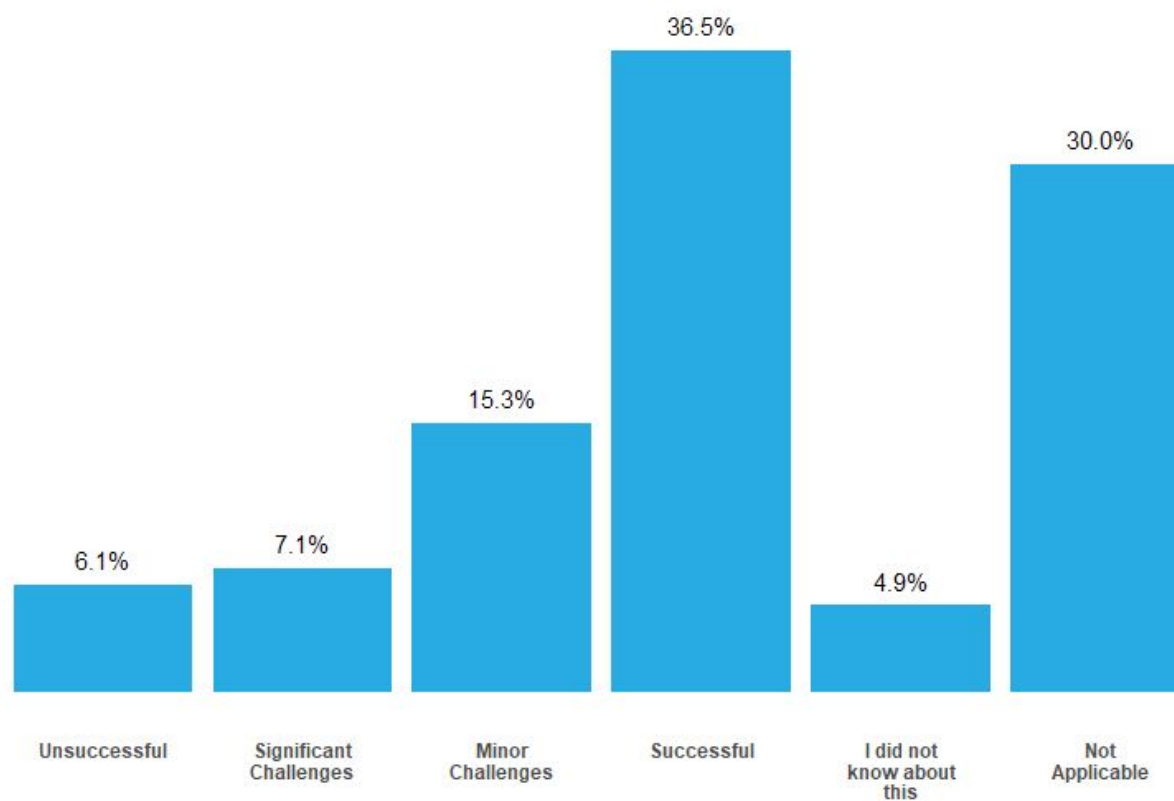
Meal sites and pickup



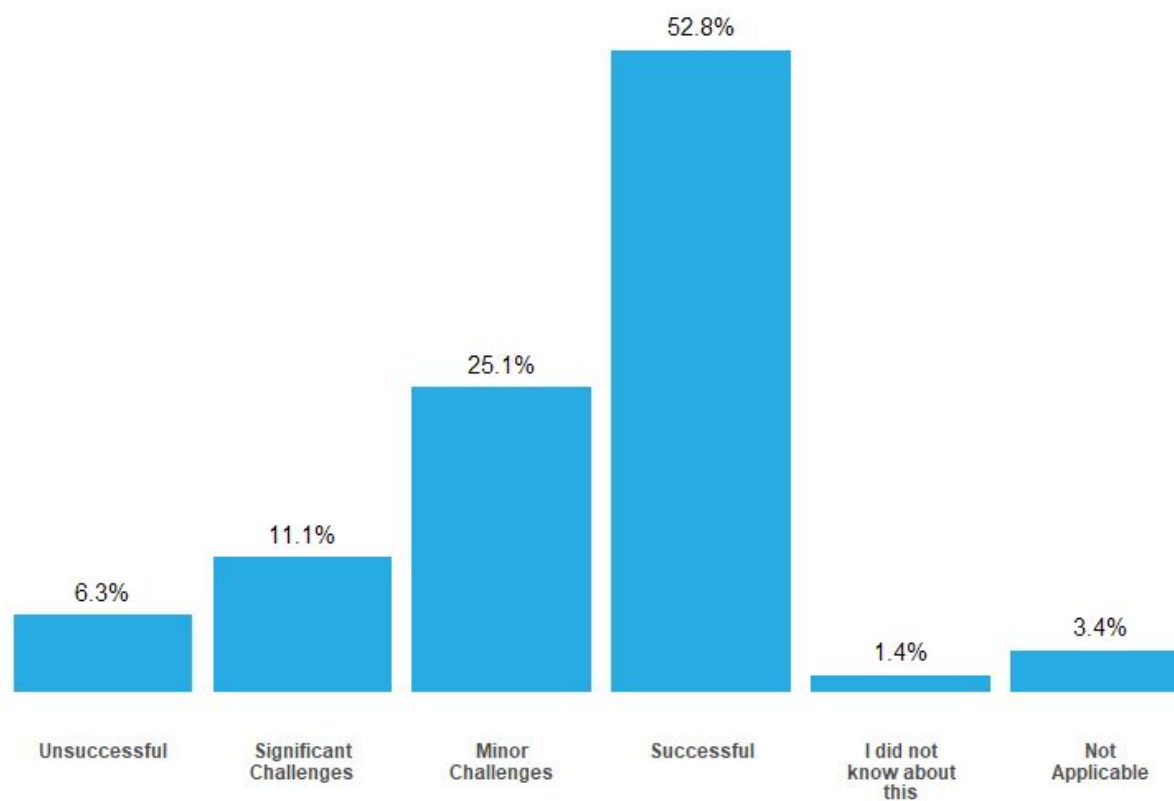
Supports from community partners (The Opportunity Project, YMCA, City Year)



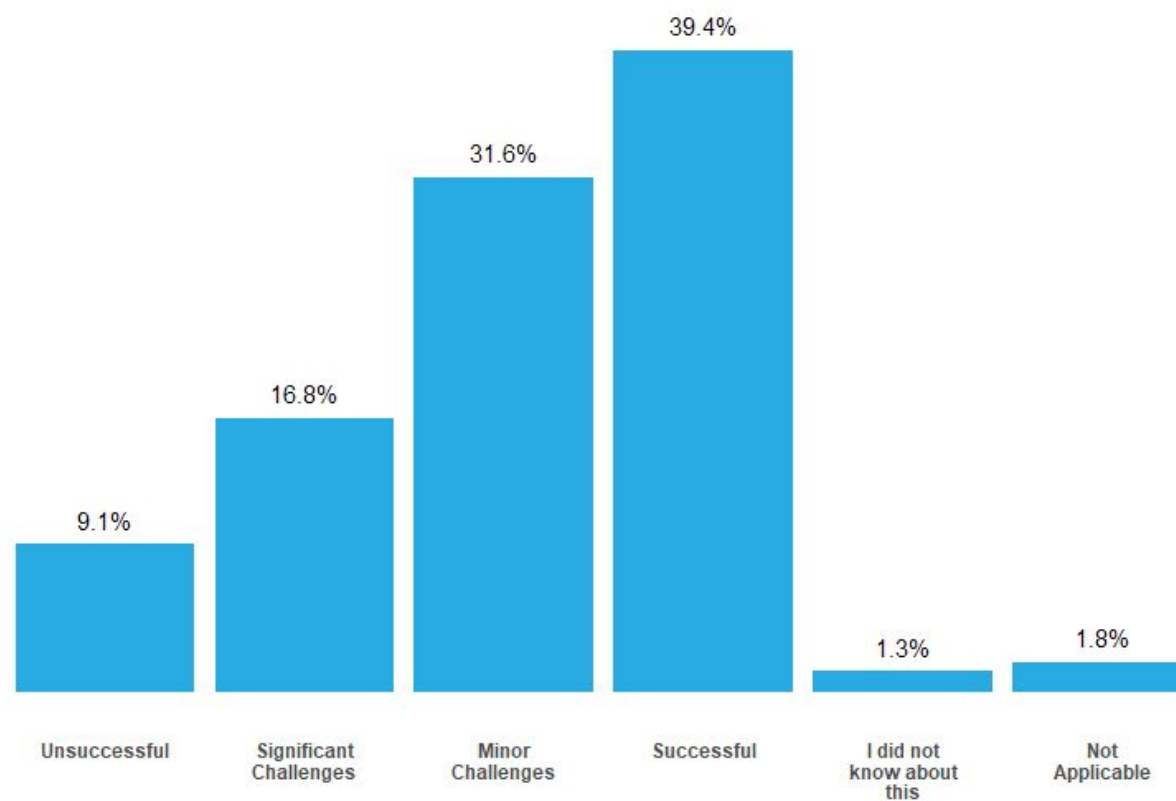
Technology support



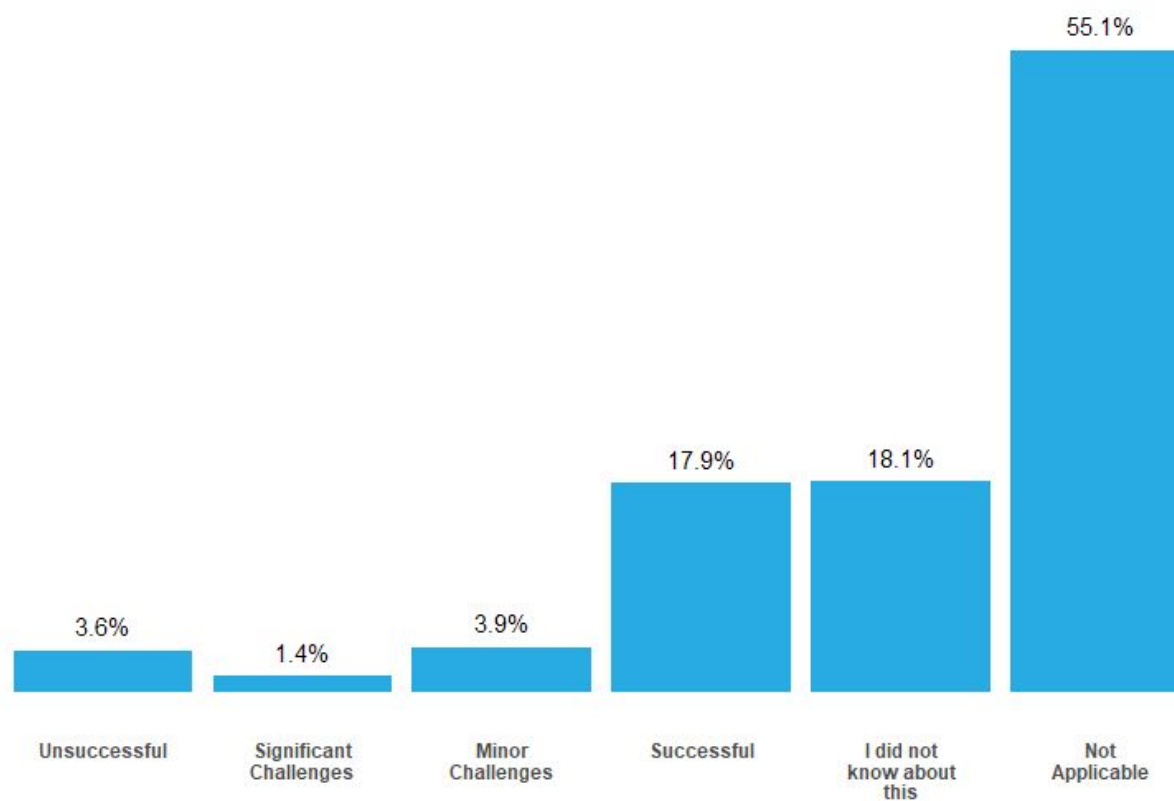
Video conference instructions (for example on Zoom or Teams)



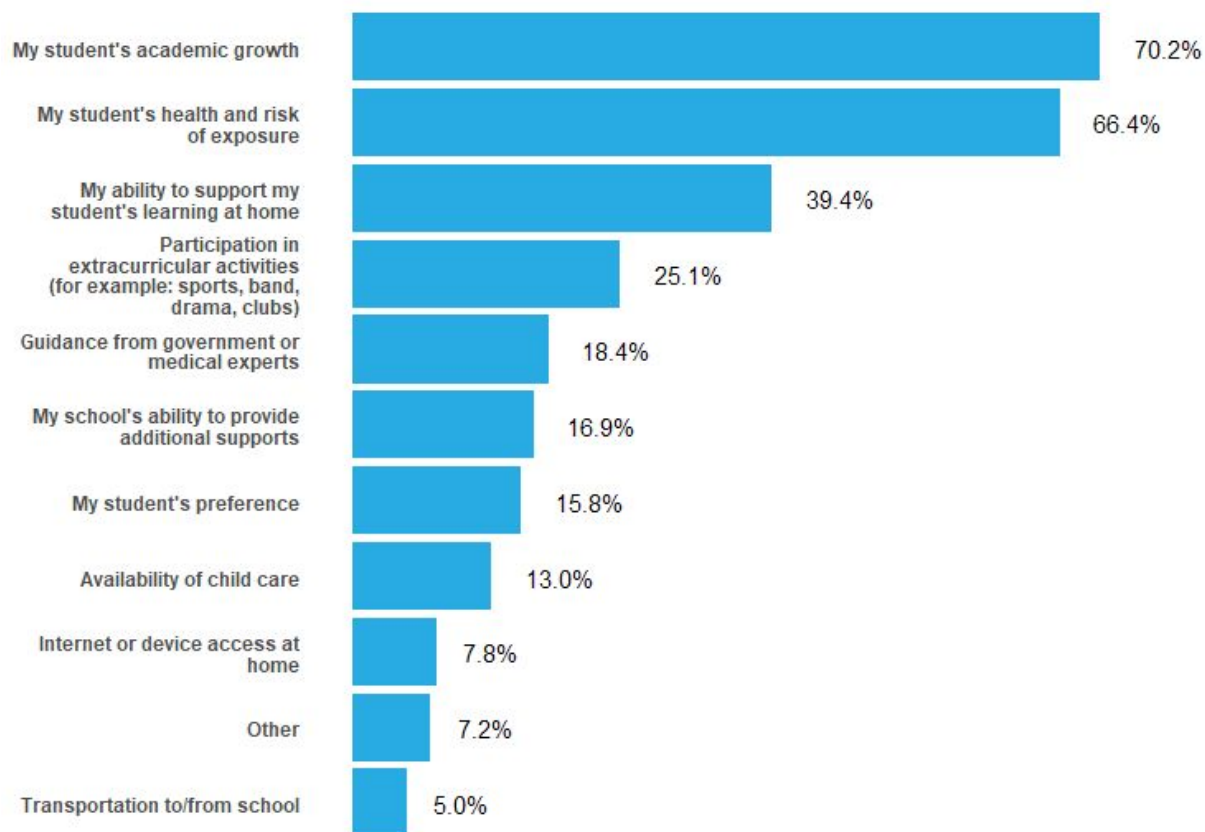
Weekly learning content and curriculum



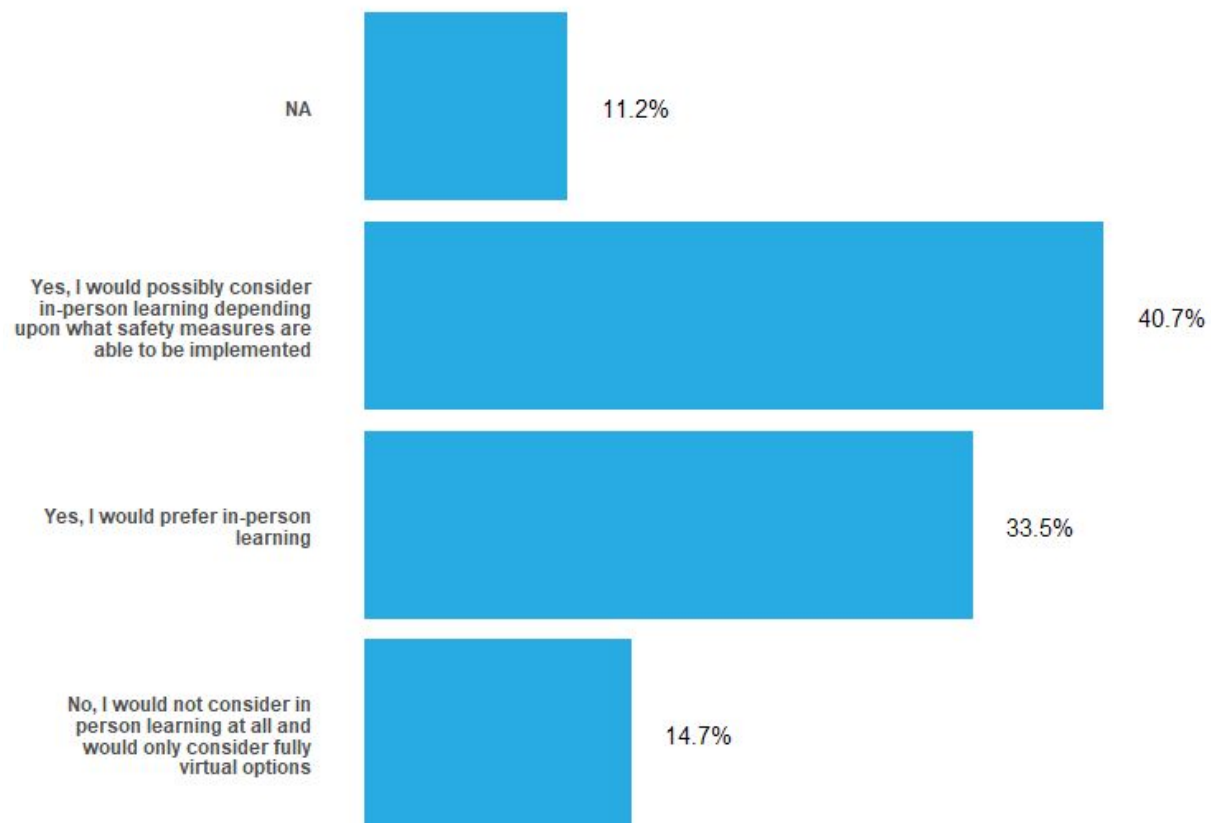
Wellness Hotline or Family Assistance Request portal



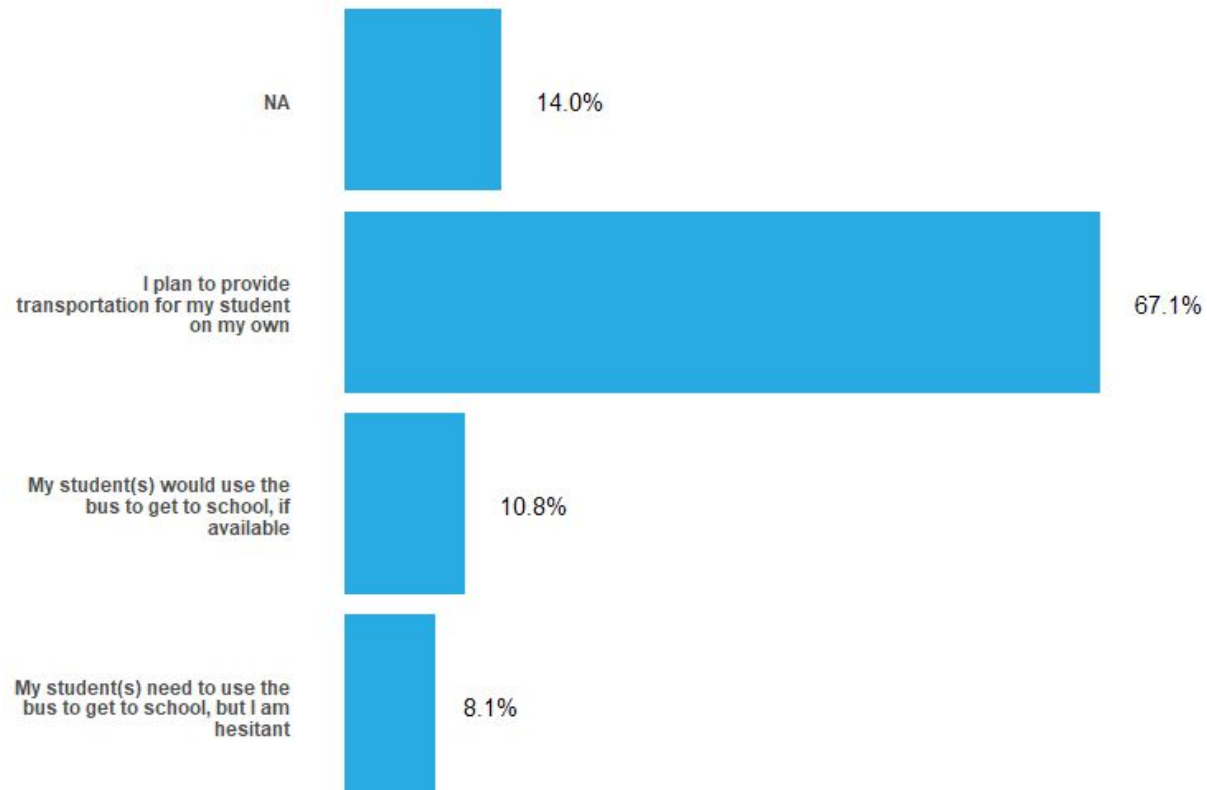
Which three factors most influence how you feel about school in the fall?



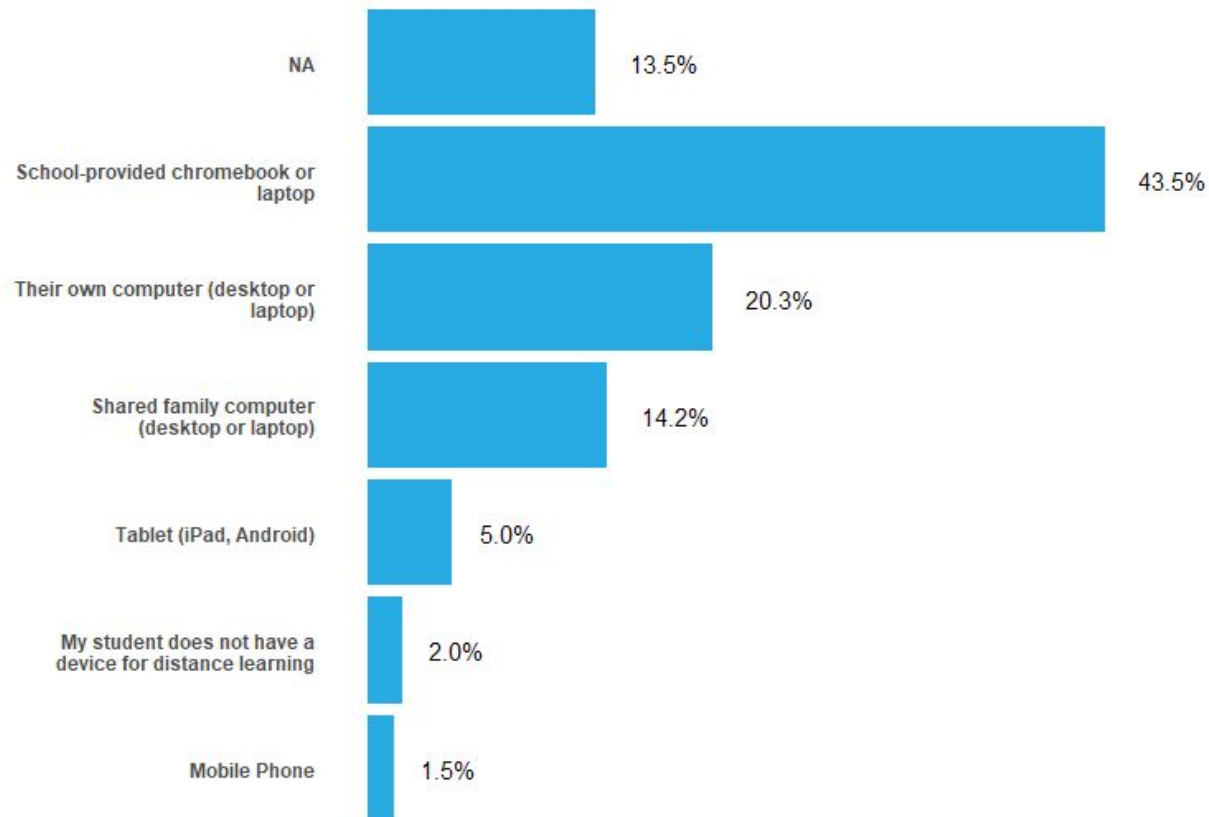
Would you consider any amount of in person learning at all?



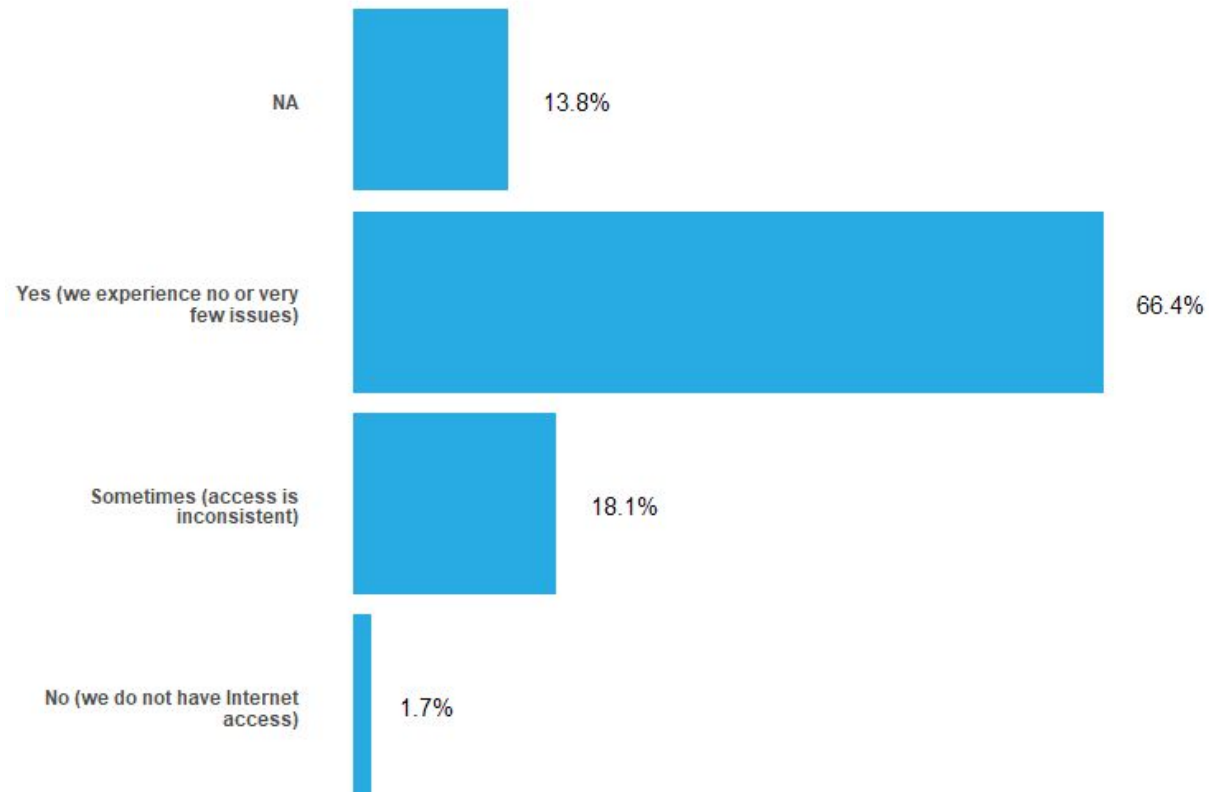
Please select the option that best describes your student's transportation needs:



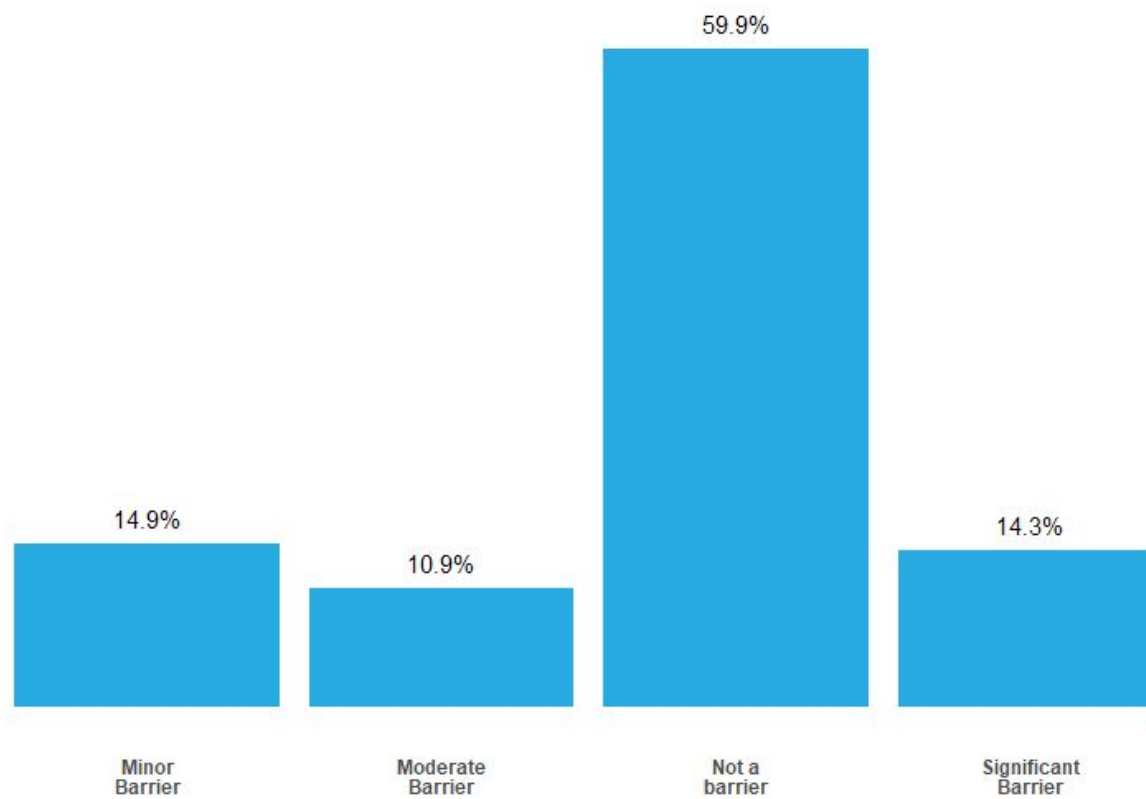
What device does your student primarily use for distance learning?



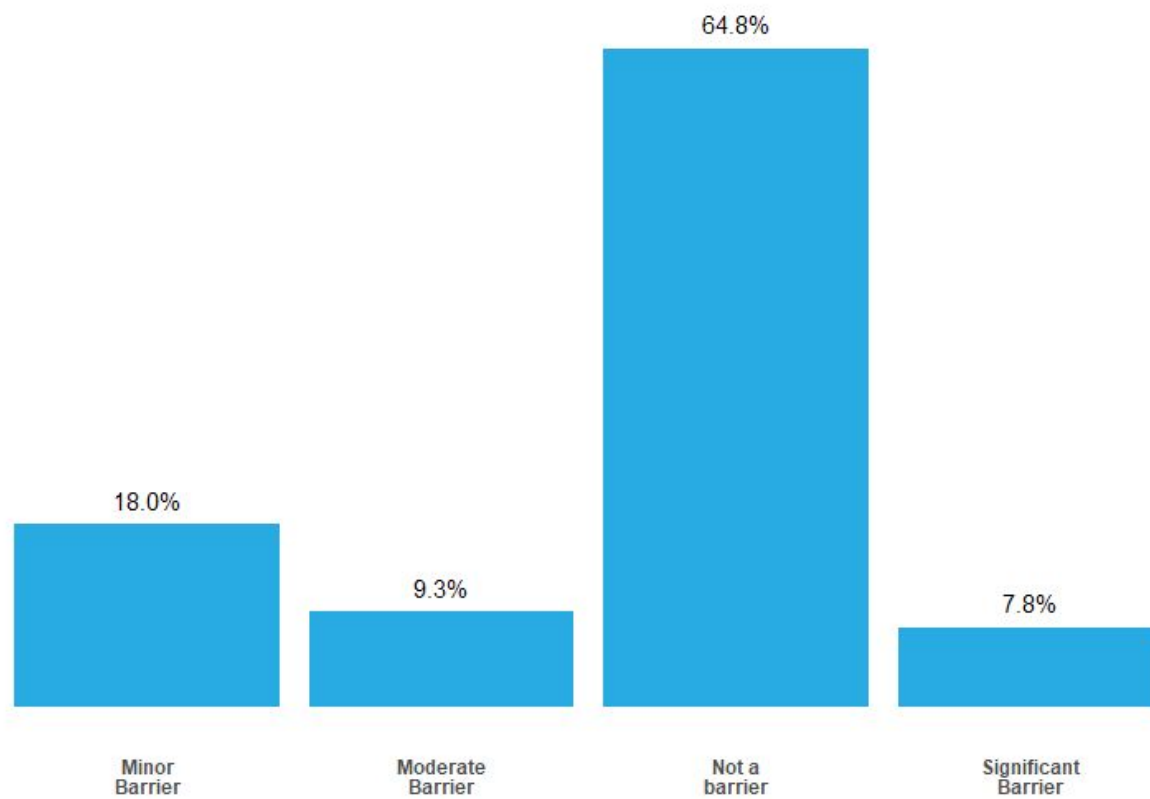
Is your student able to stream videos and connect to other educational content on his/her device at home?



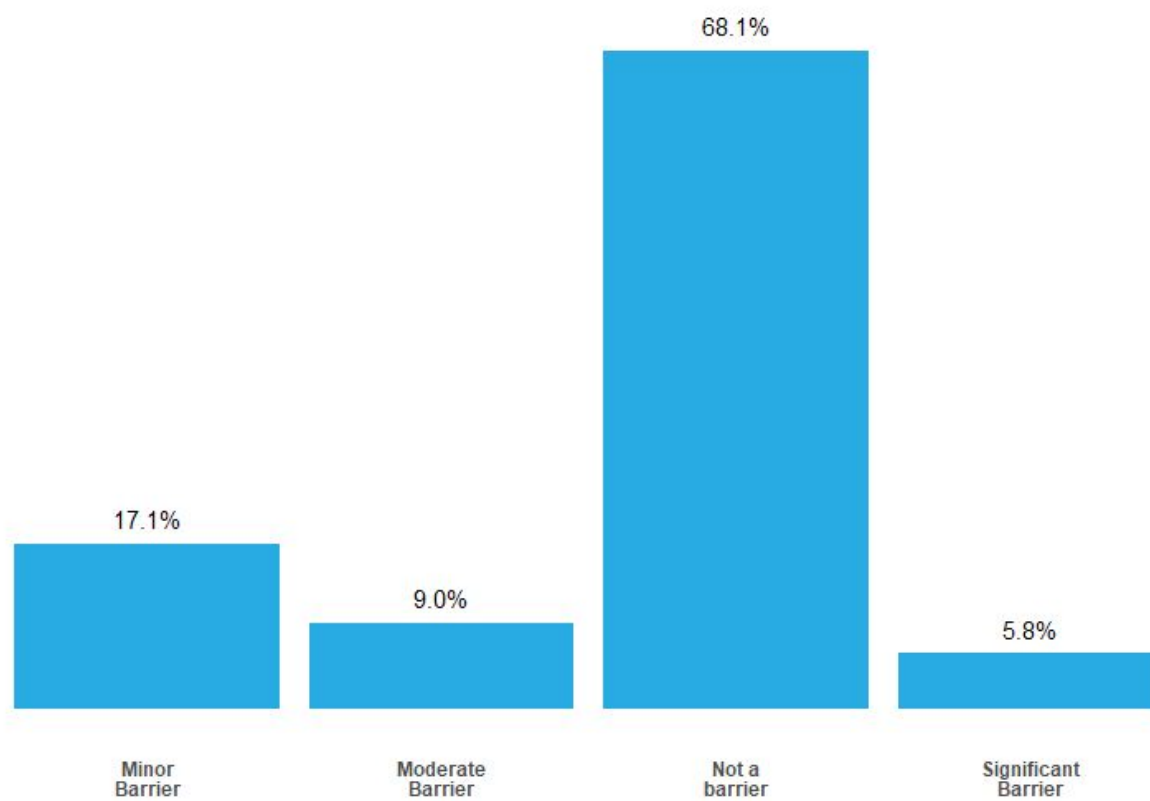
Child care or other dependent support



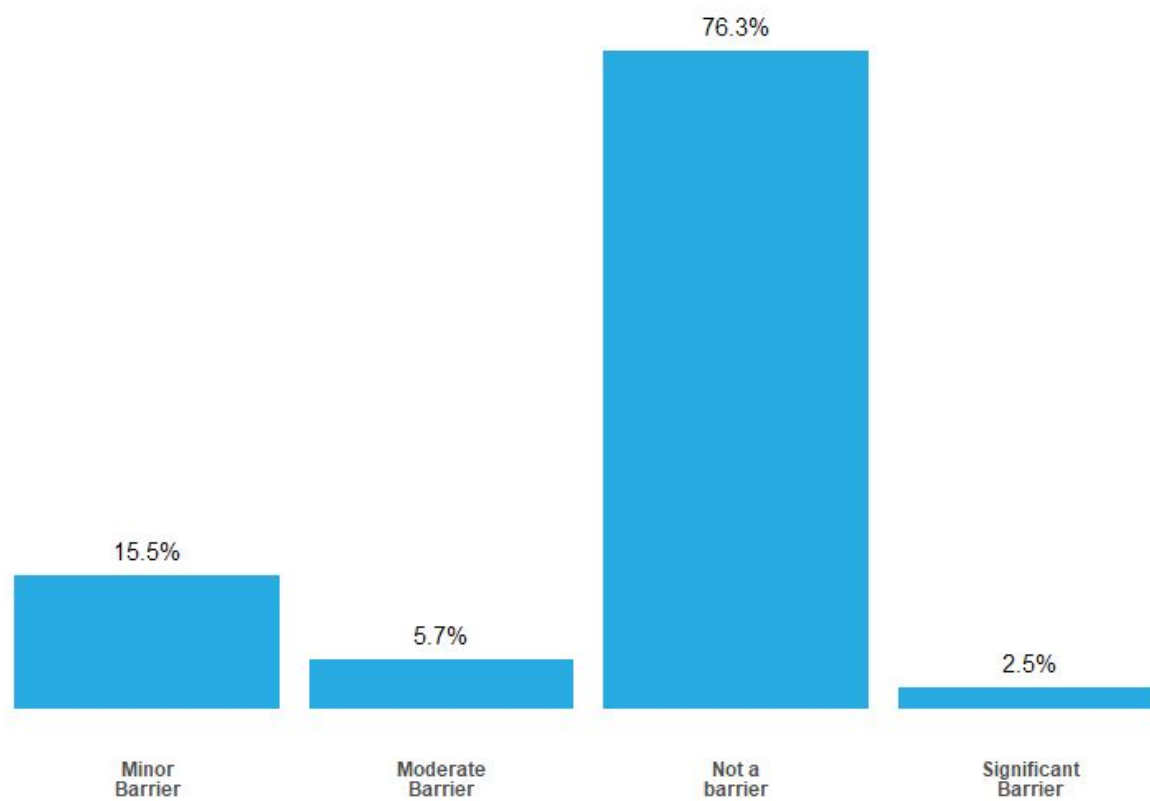
Computer access



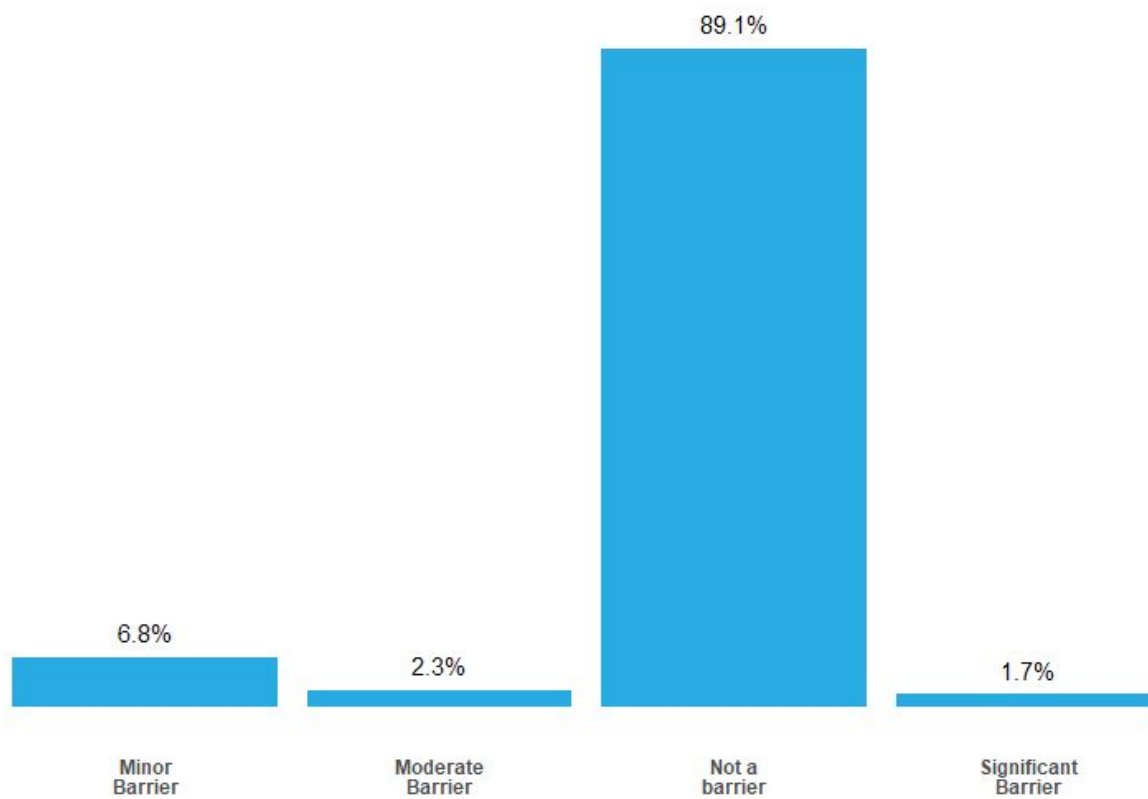
Food



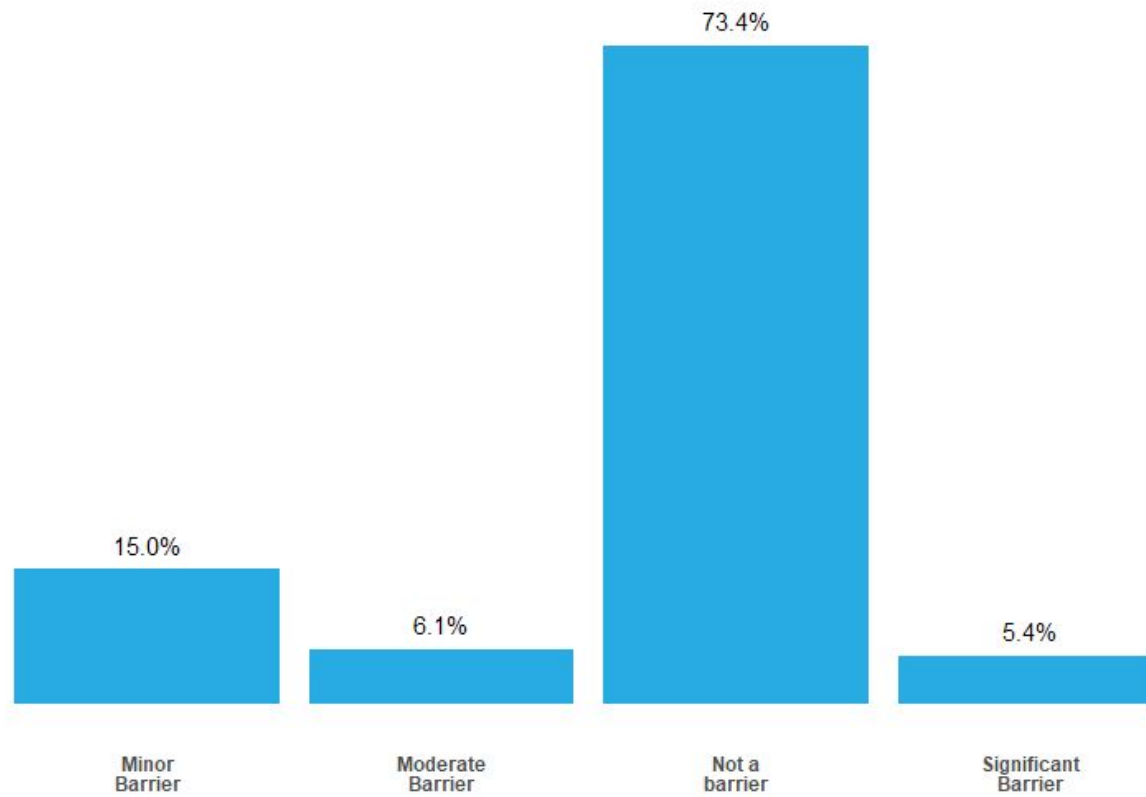
Household essentials



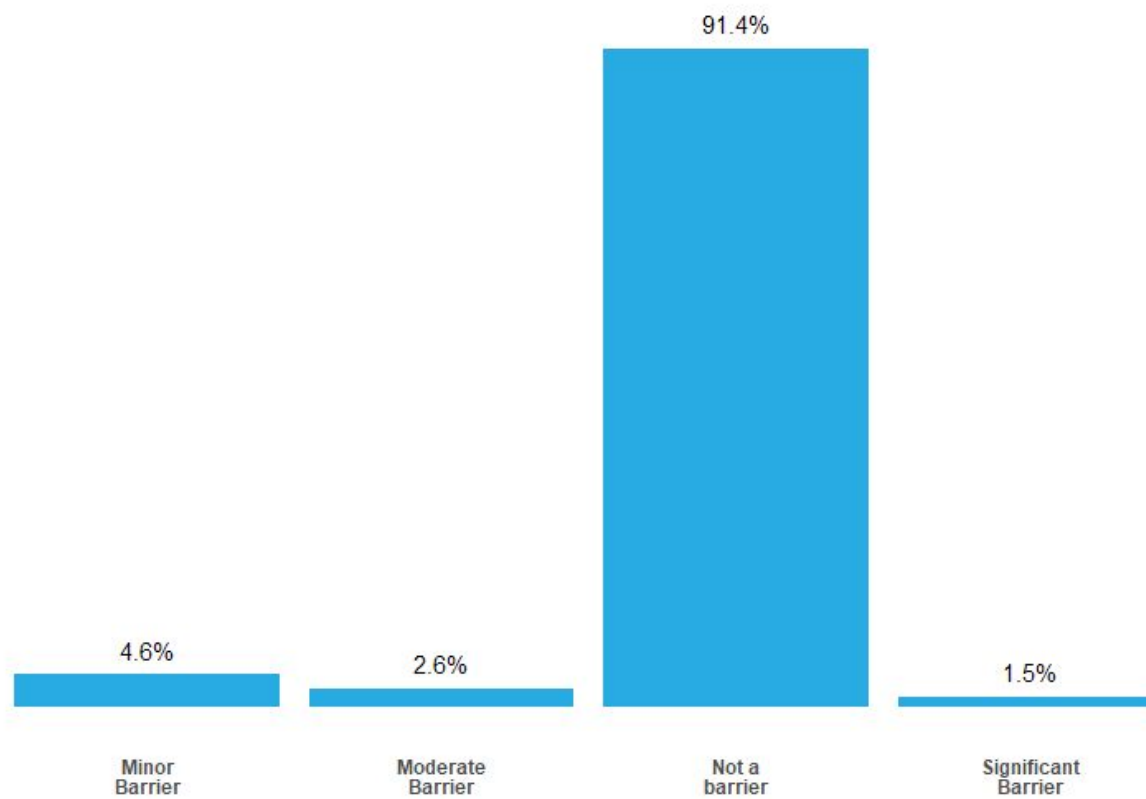
Housing



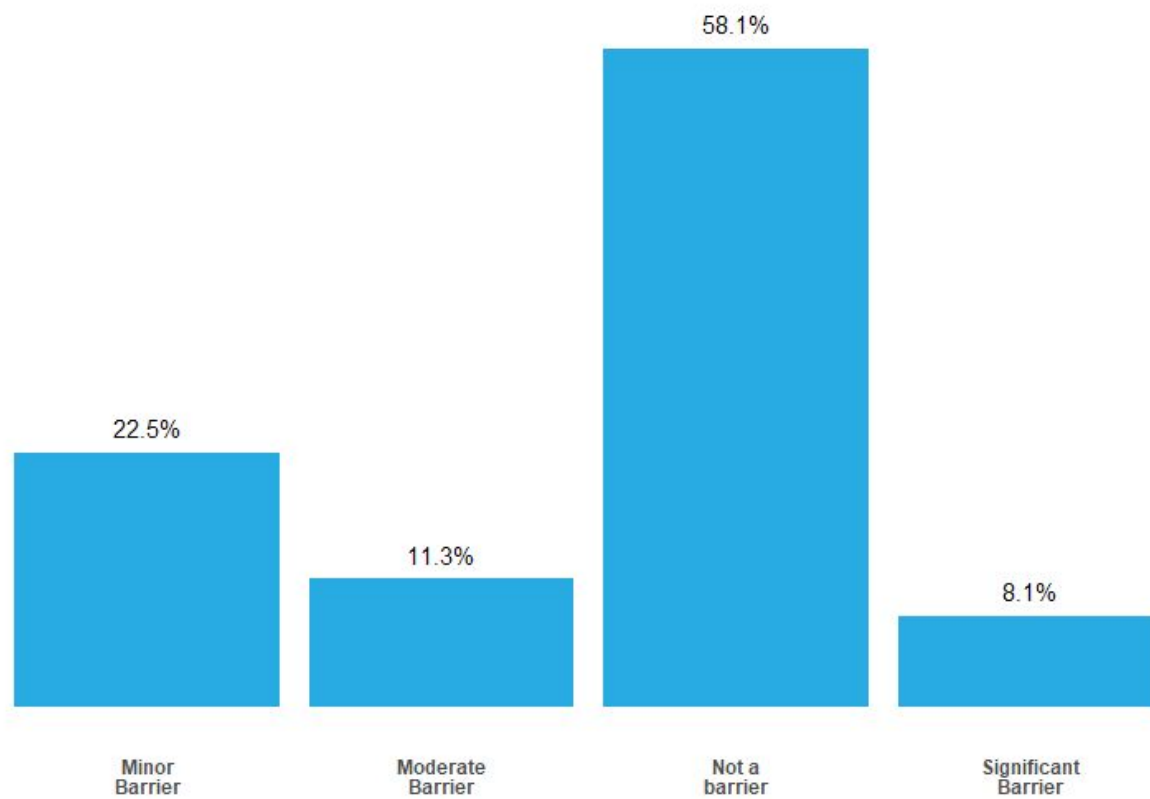
Internet access



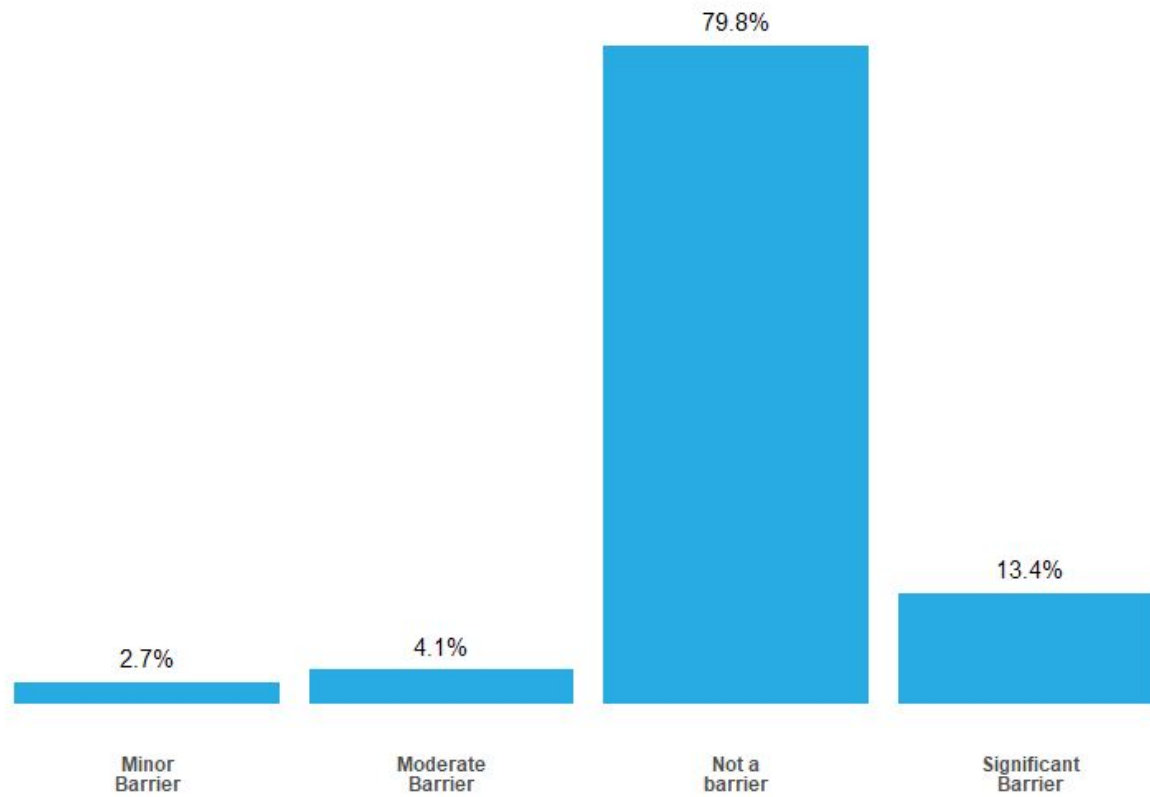
Materials/communication available in your language



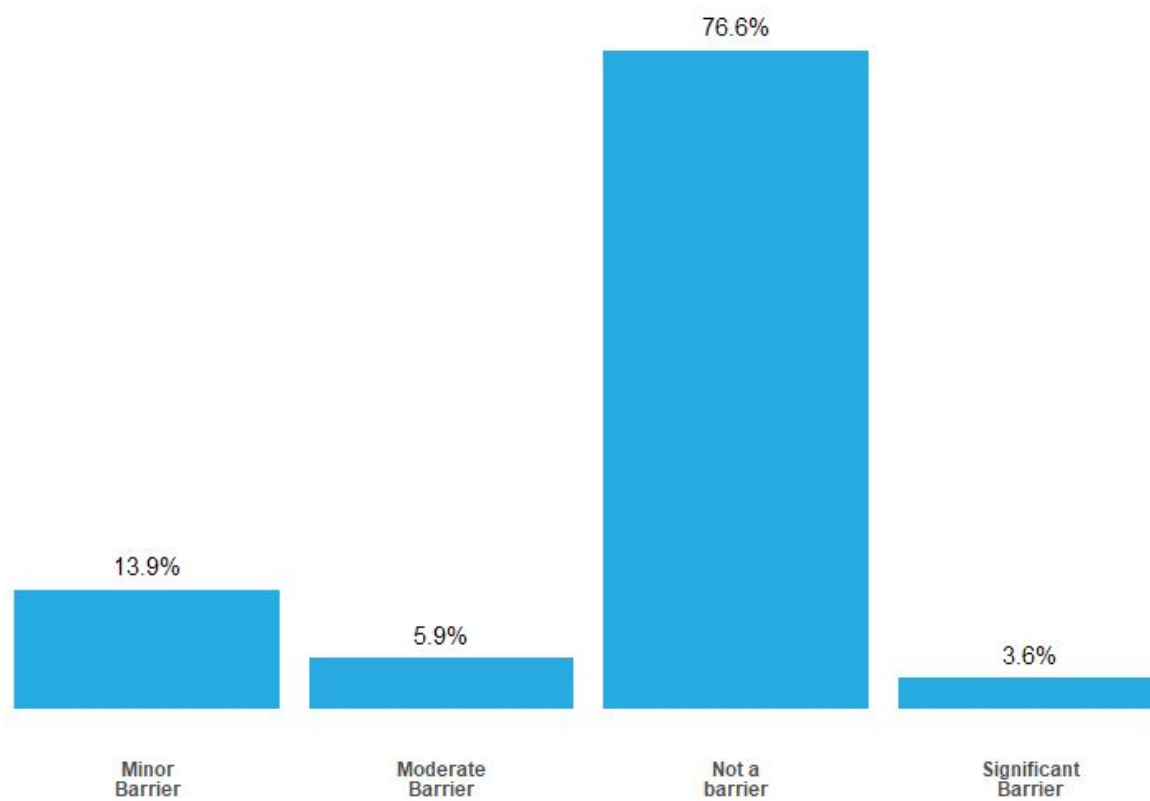
Mental Health



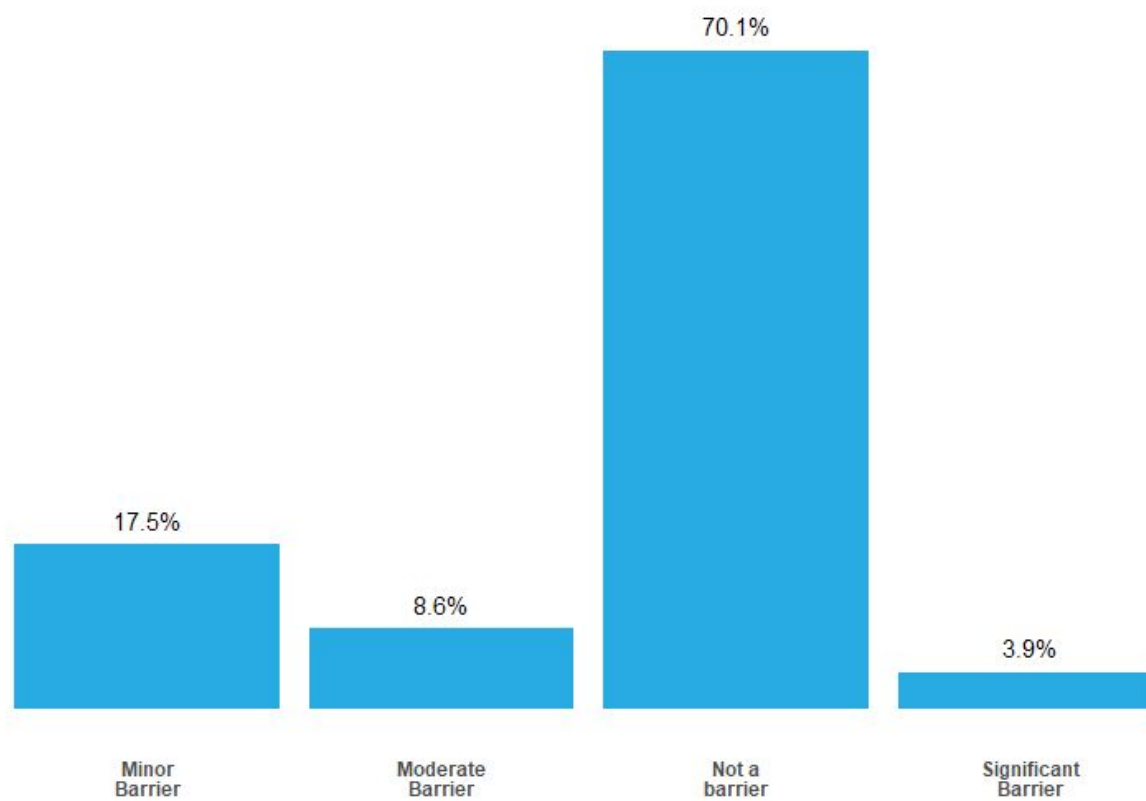
Other



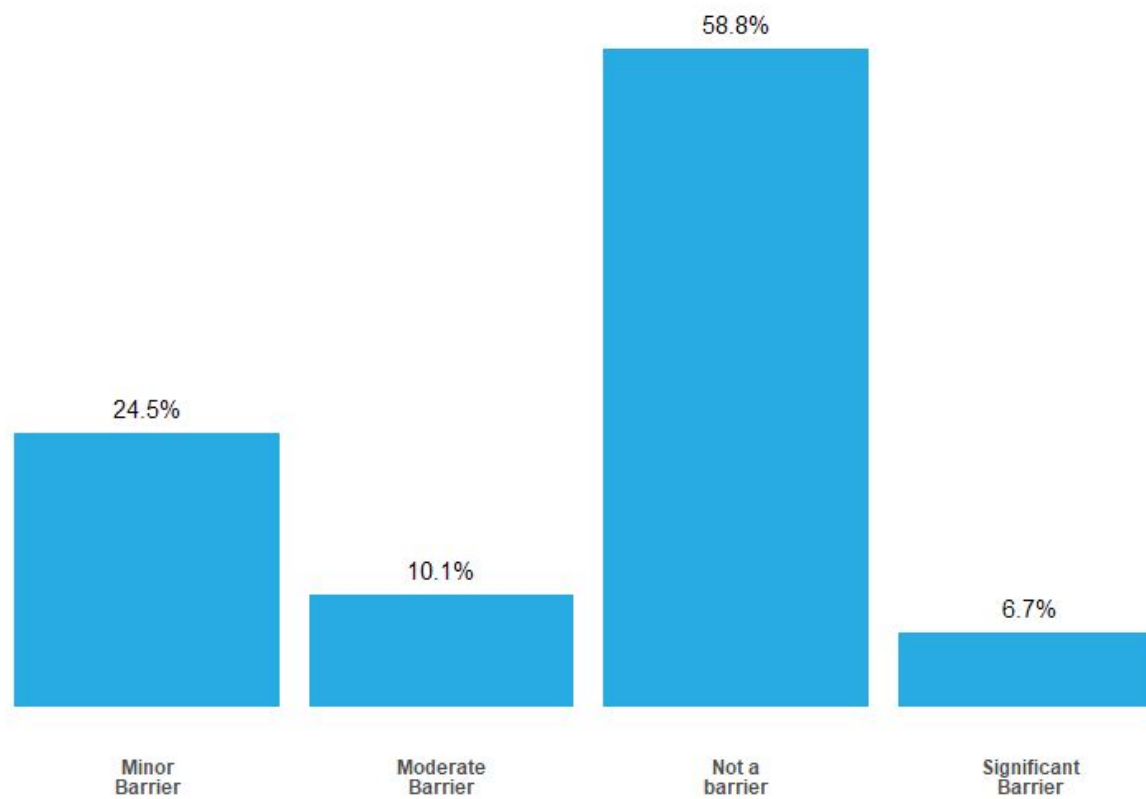
Physical Health




Stationary or school supplies



Using software or applications





We also asked what supports we should consider to address barriers to distance learning. The Indian ed/Native American community submitted 347 comments.

Top three categories of responses:

26% of respondents asked for **more structured distance learning** next year. Examples included providing age-appropriate schedules and content; narrowing the number of learning platforms used; and ensuring teachers, parents, and students could use each platform.

21% of respondents asked for **considerations for working parents**. Examples included providing childcare during working hours and ensuring distance learning classwork could be completed outside school hours.

16% of respondents asked for **schools to open** next year.

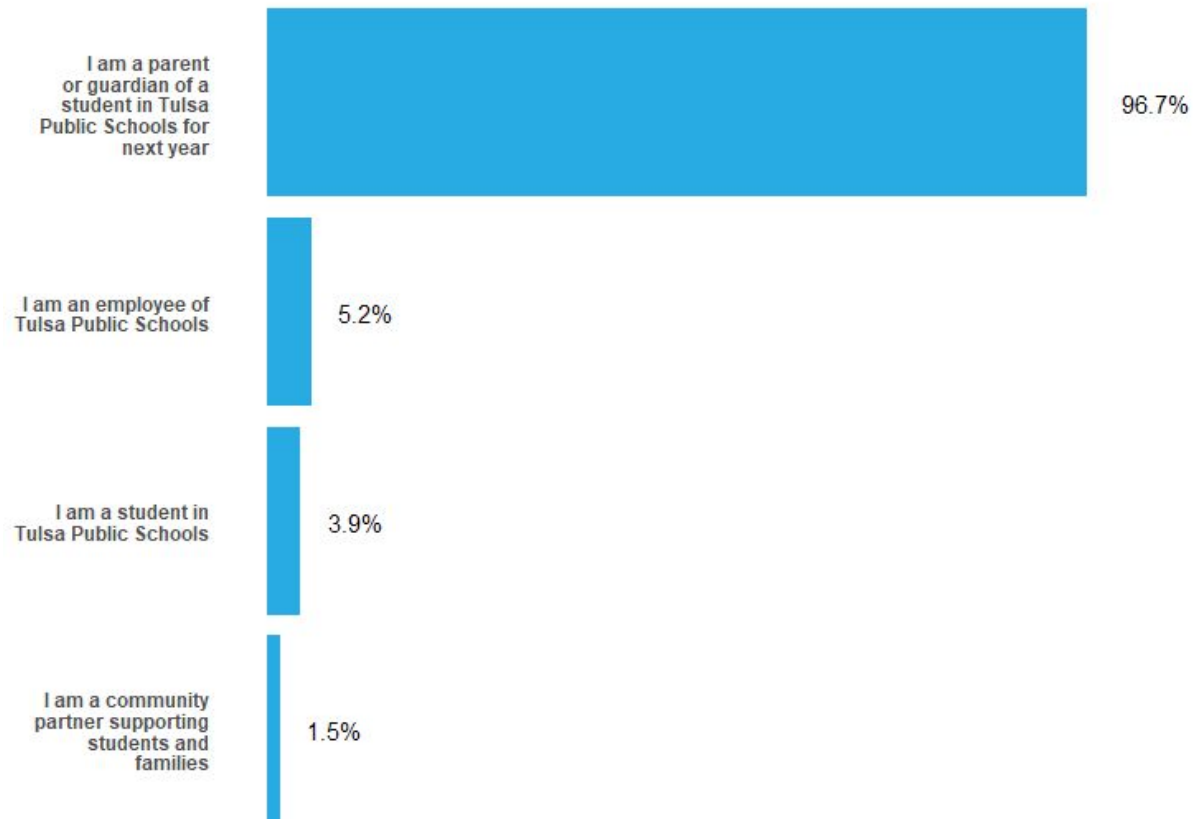


Student-Subgroup Breakdowns: Special Education

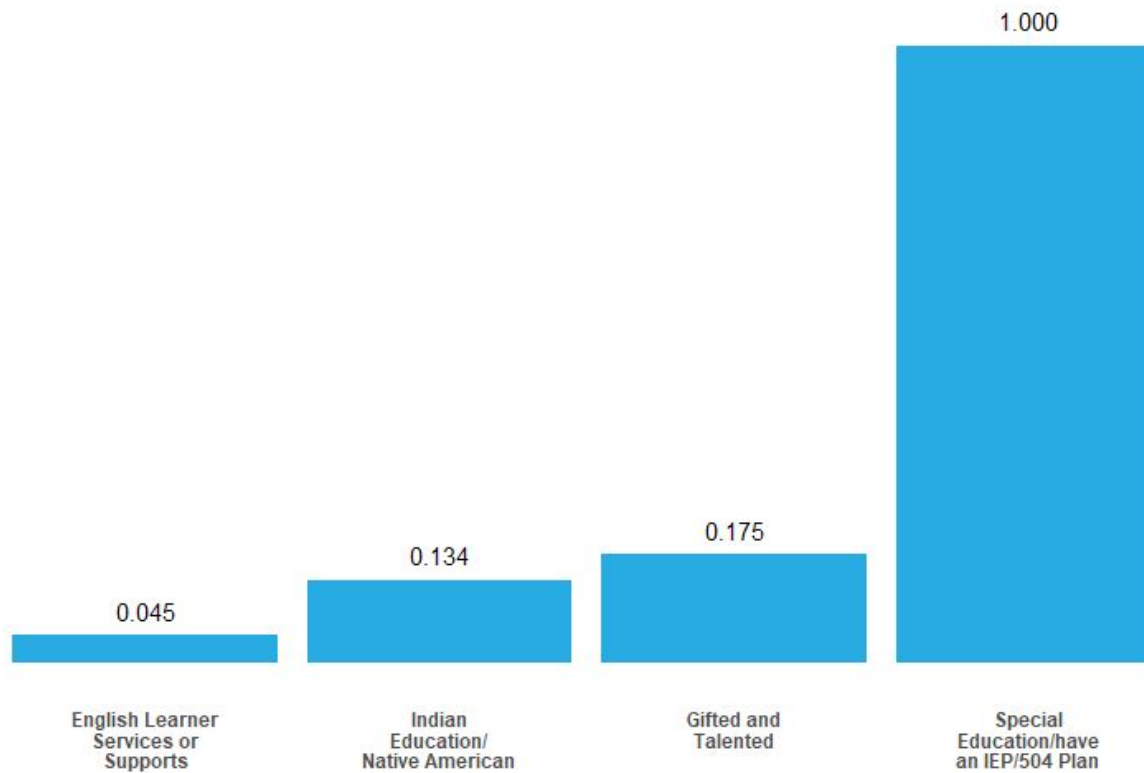
Number of respondents: 2,314



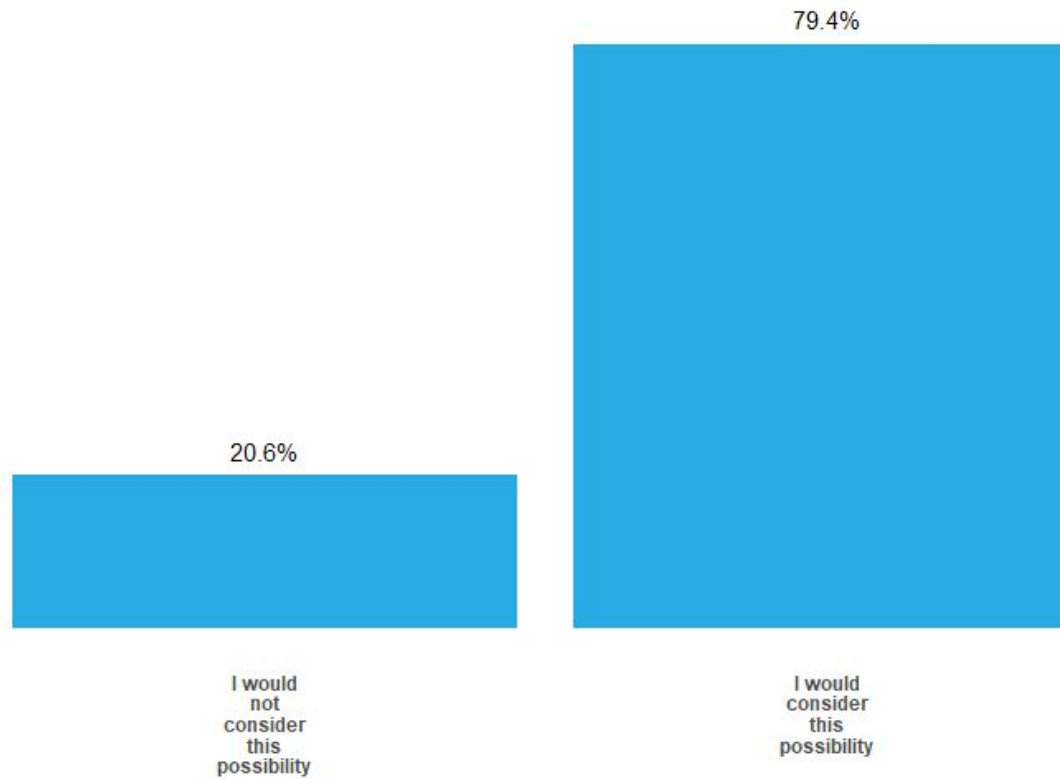
Responses by community group



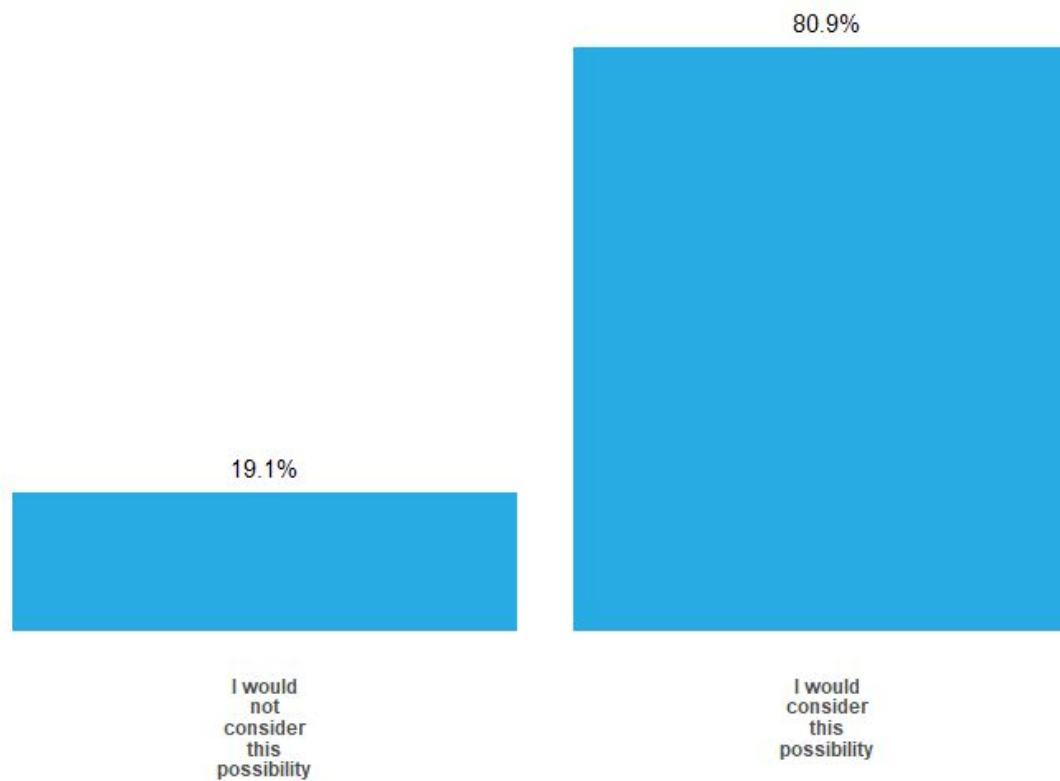
Does your student participate in any of these programs/
services... (select all that apply)



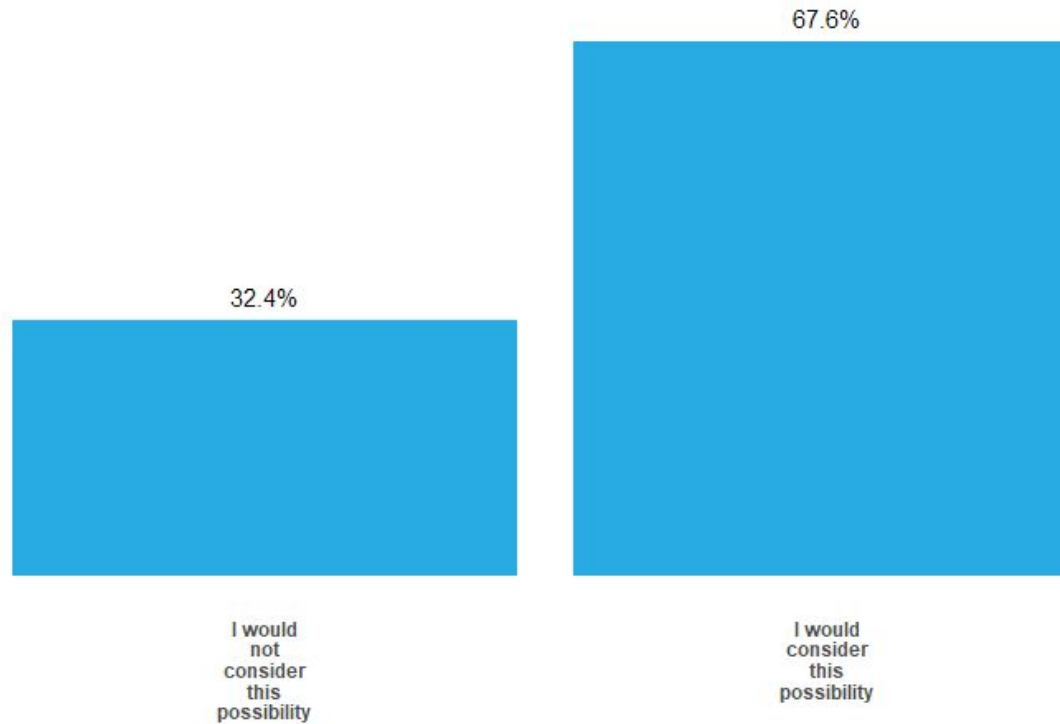
Add additional days for some students who need additional support



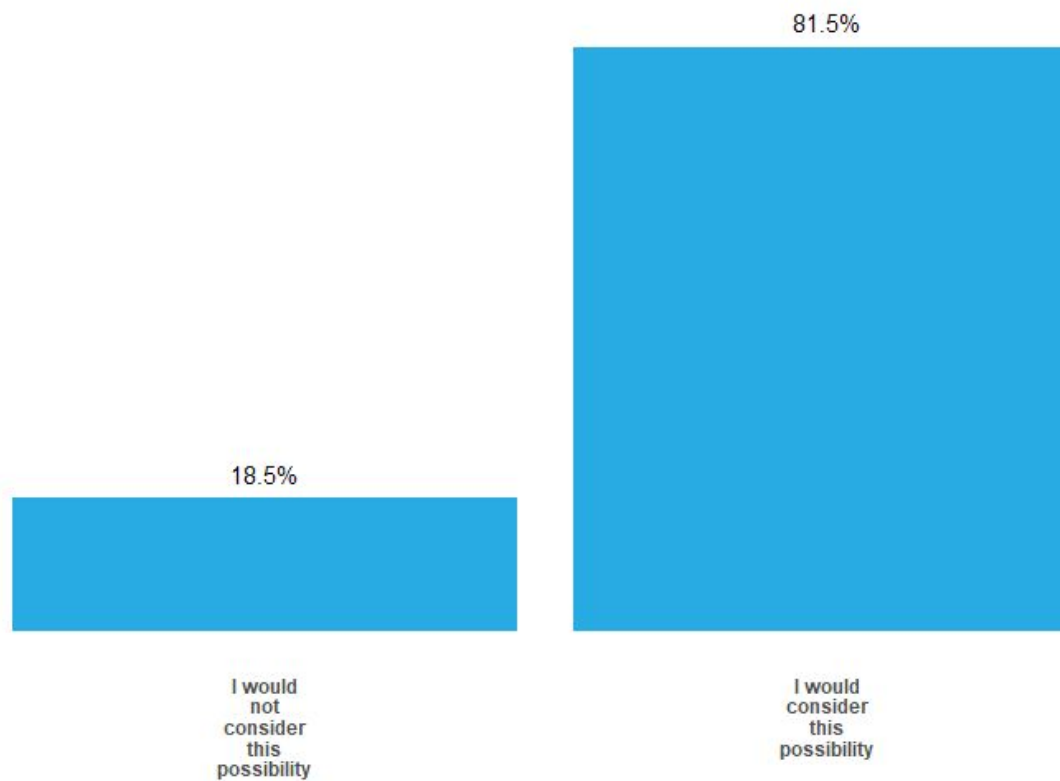
For secondary: offering alternative school times for students who have other responsibilities



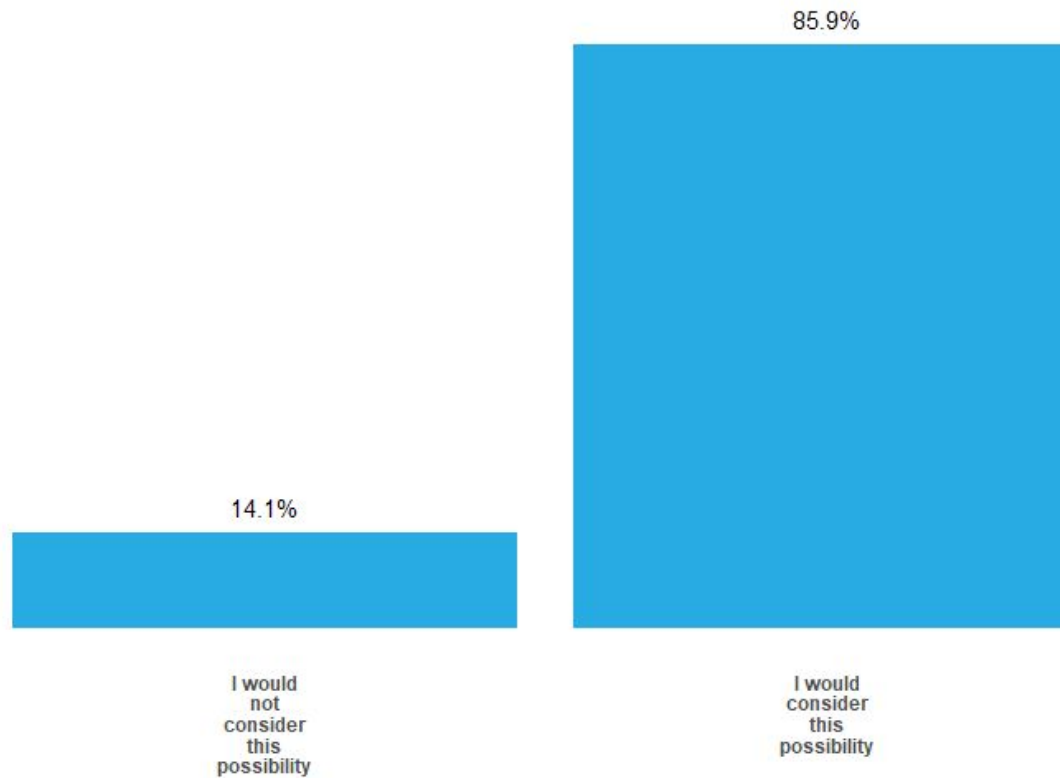
Keep the same number of school days but spread them out so that the end of the school year is in June /July instead of May, which would allow for cleaning and social distancing periods of time



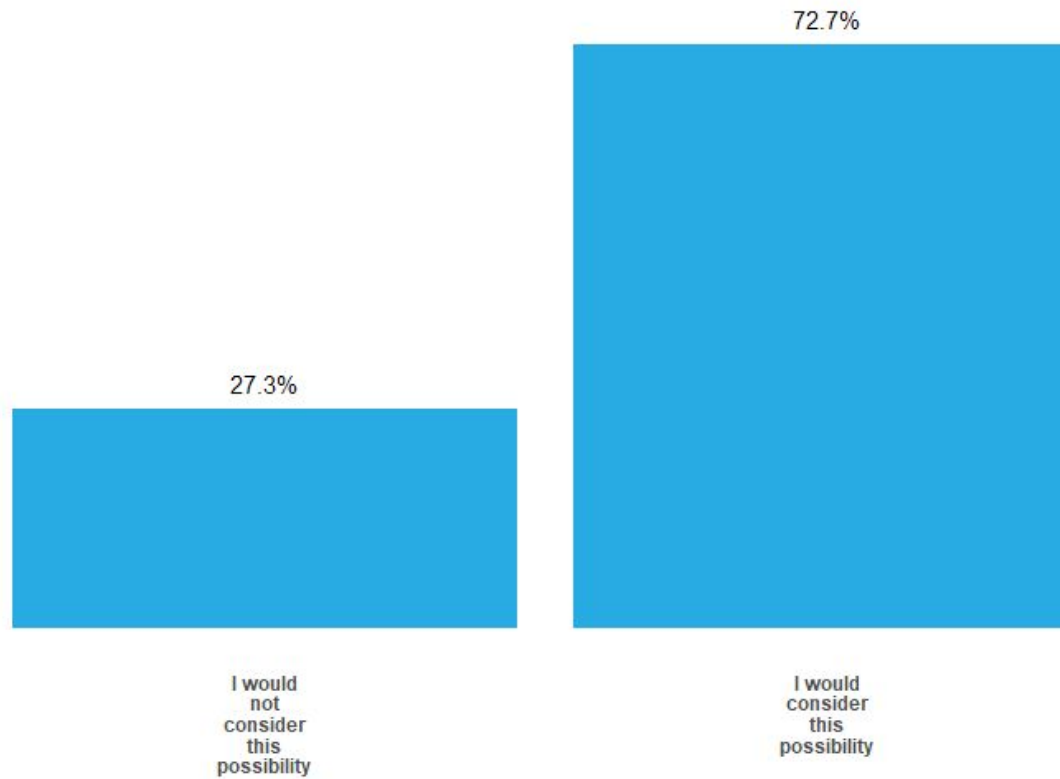
Shorten the school week to allow for additional cleaning,
preparation, and training



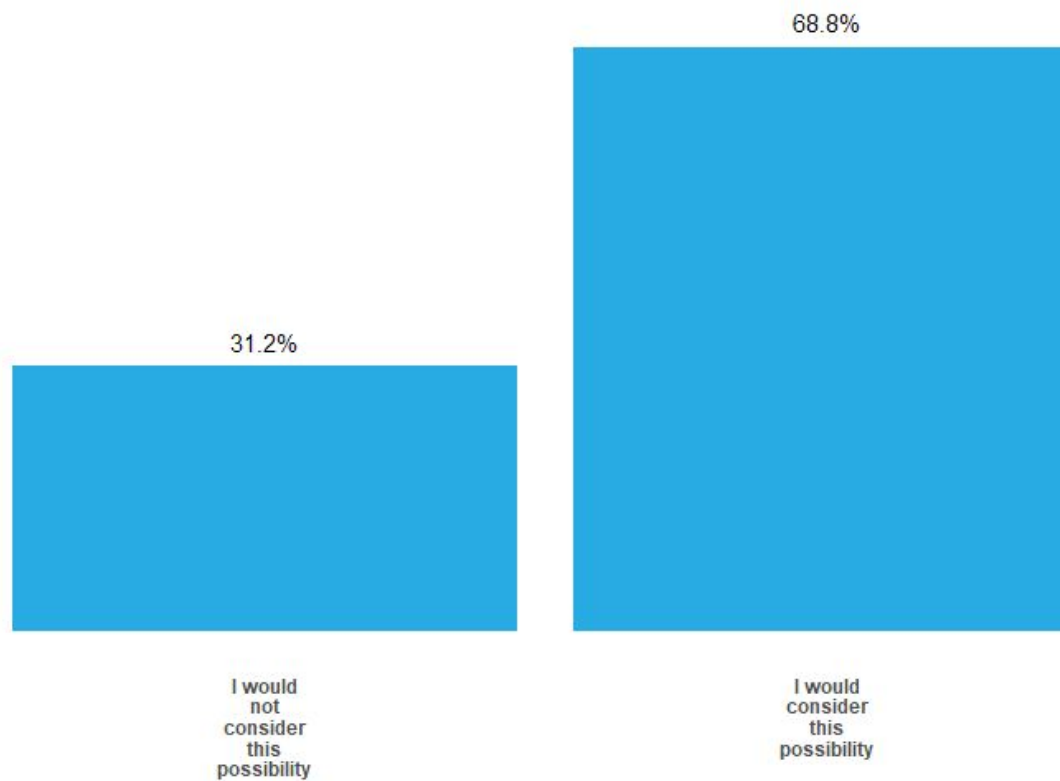
Start the school year later to allow for safety and preparation (on or after Labor Day)



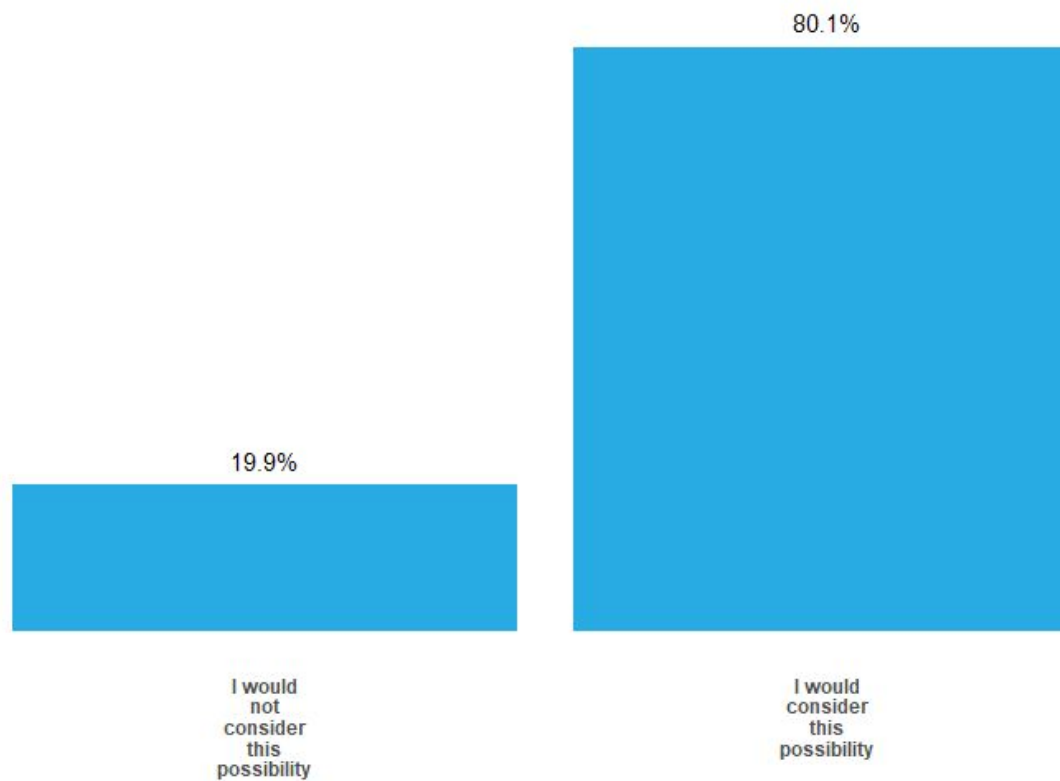
Alternate between in person and distance learning on different days of week



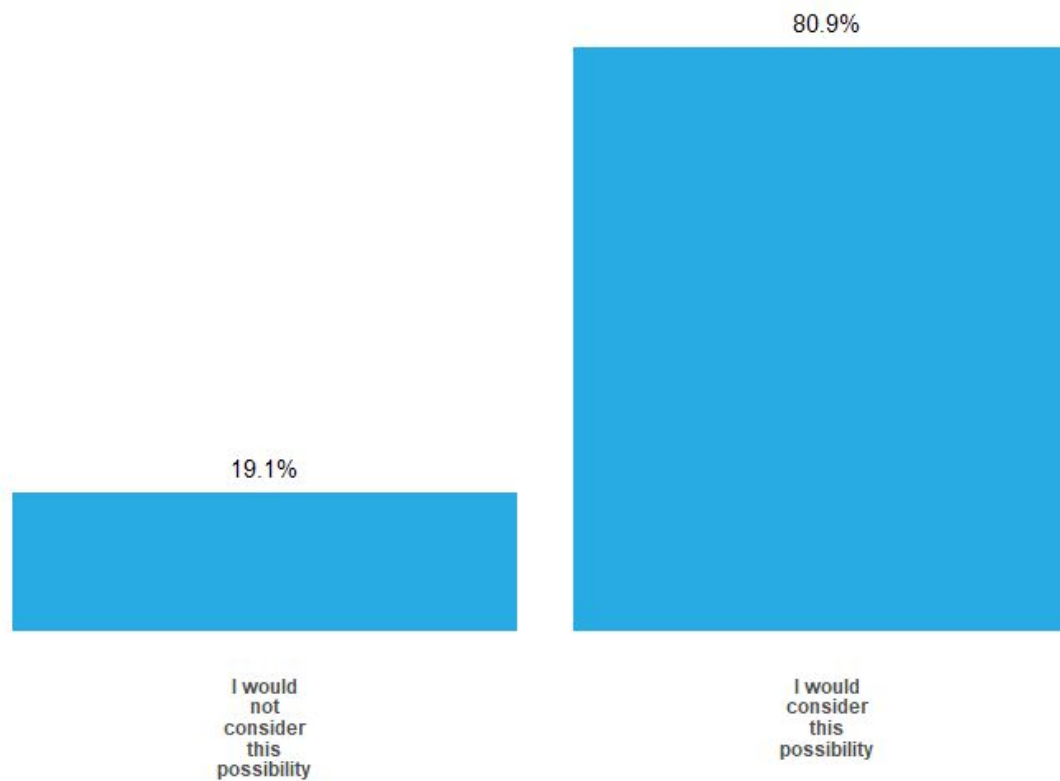
Alternate between in person and distance learning on different weeks



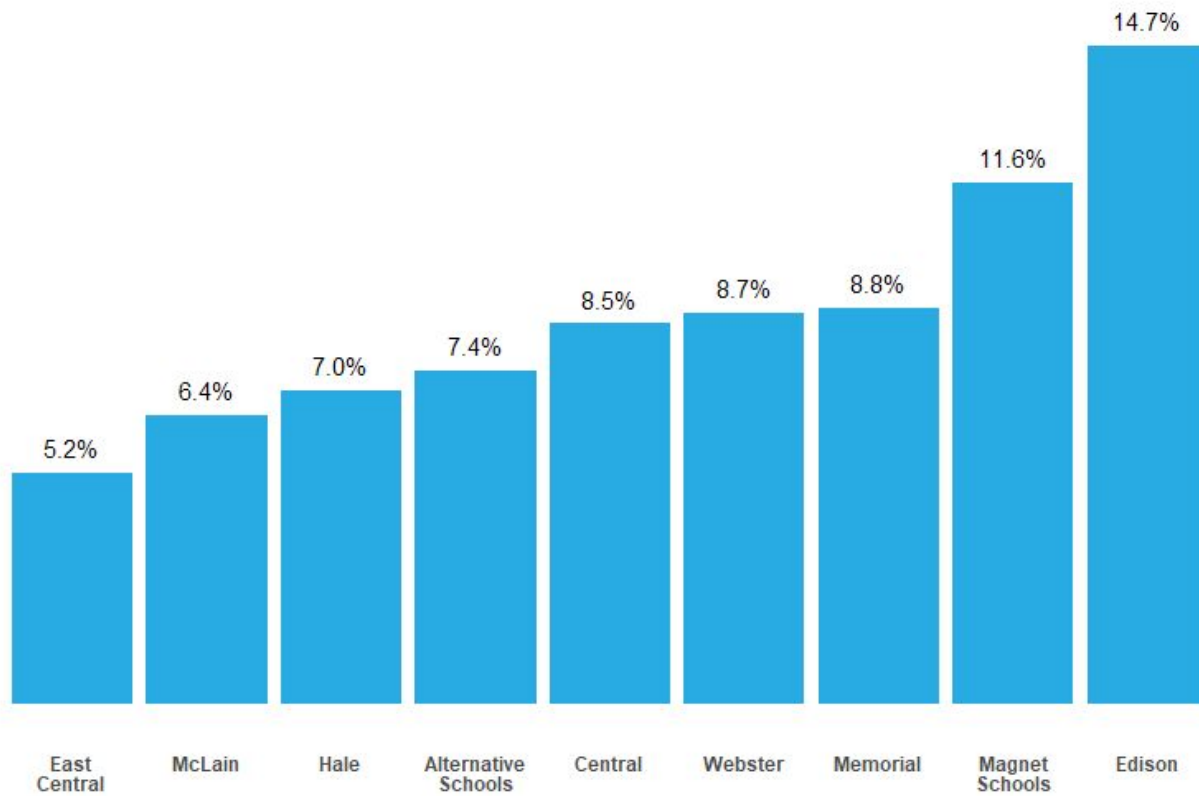
For secondary: offering alternative school times for students who have other responsibilities



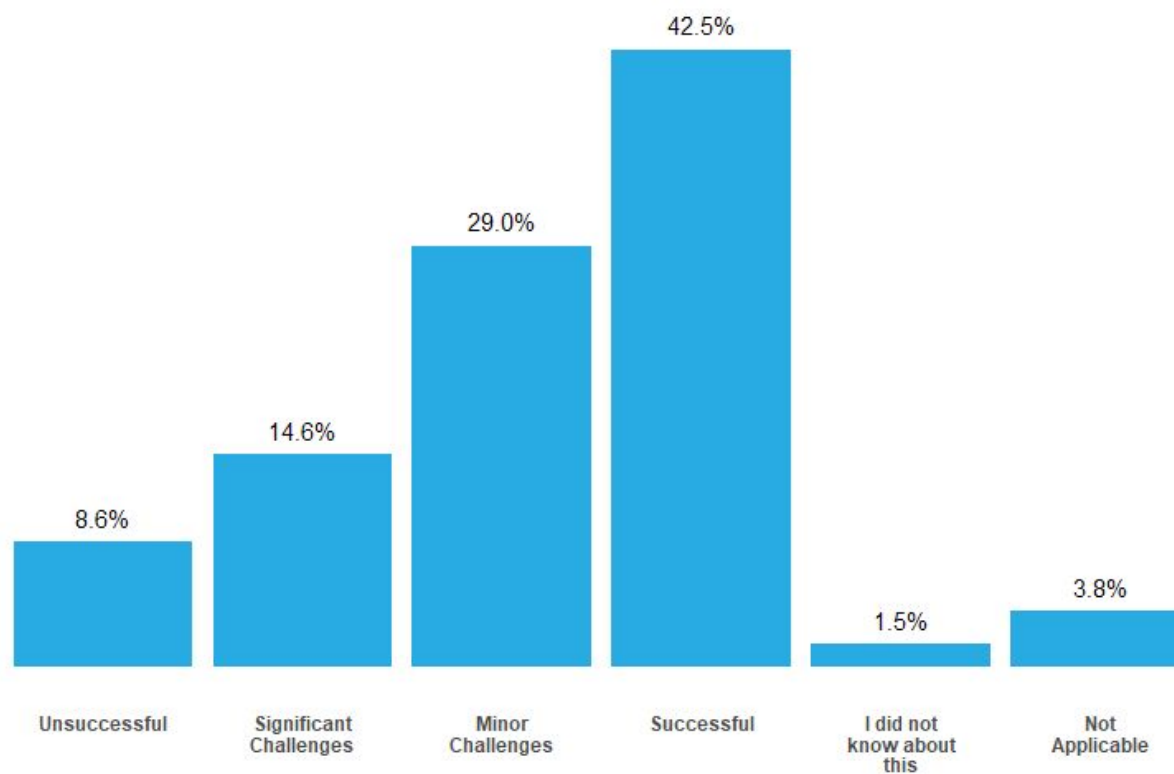
Split students into smaller groups that alternate between in person and distance learning



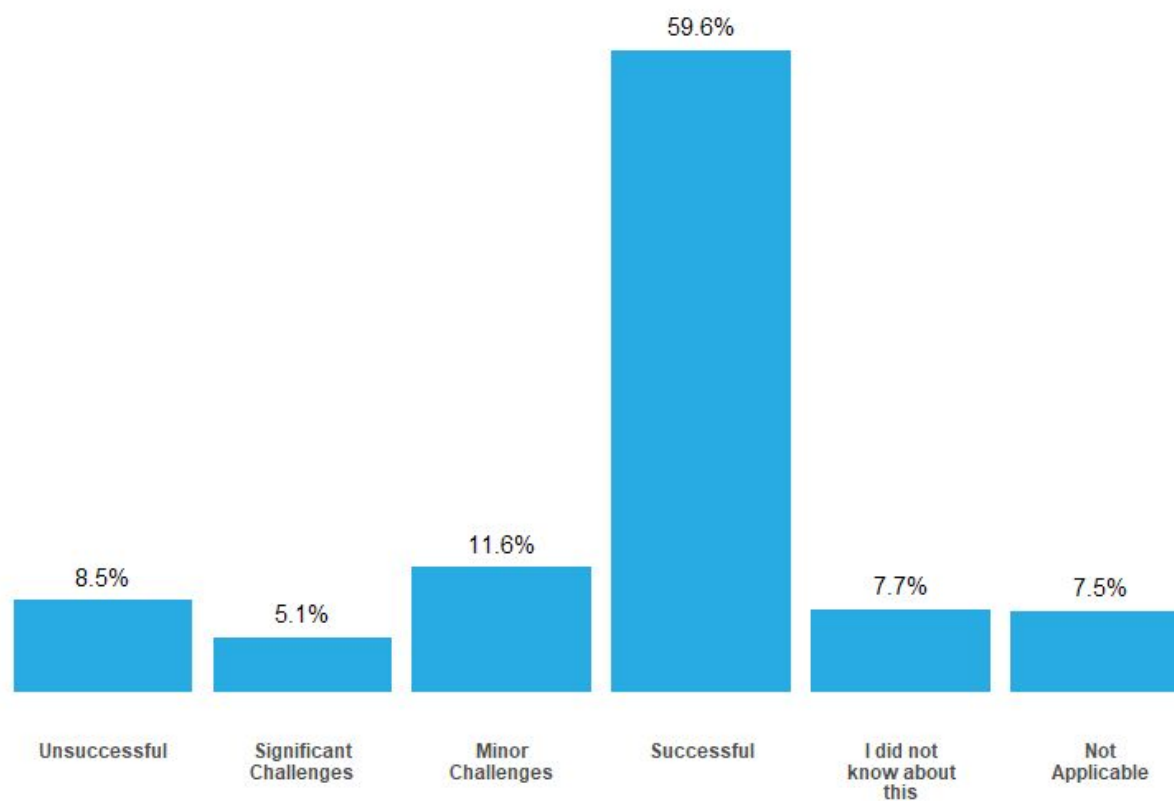
Response rates by feeder pattern



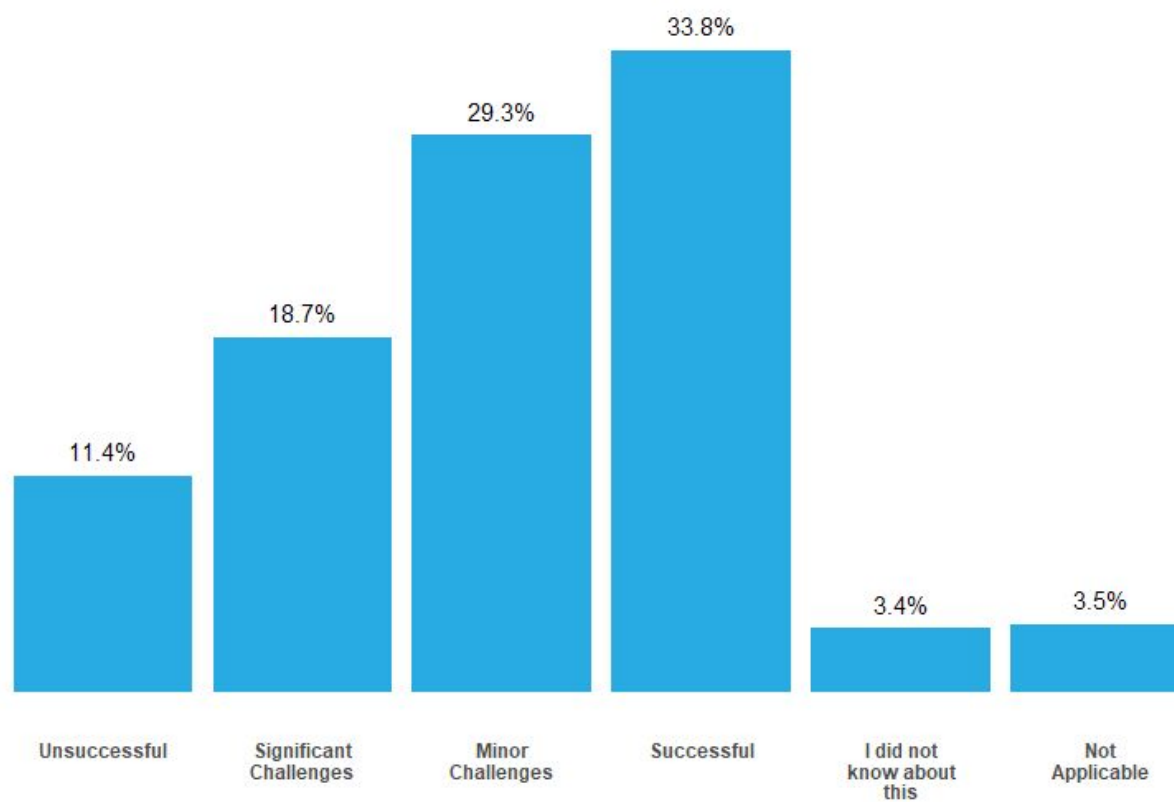
Accessing learning content on tools such as Canvas or Google Classroom



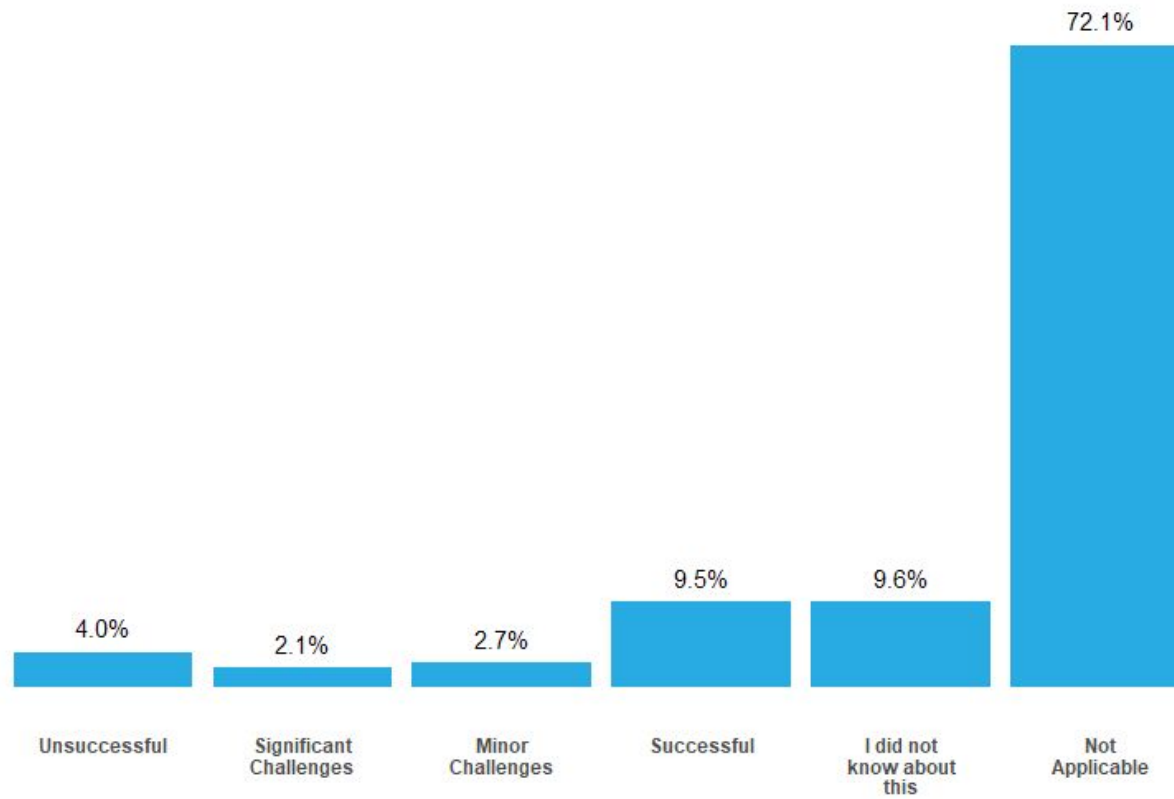
Check in calls from my school



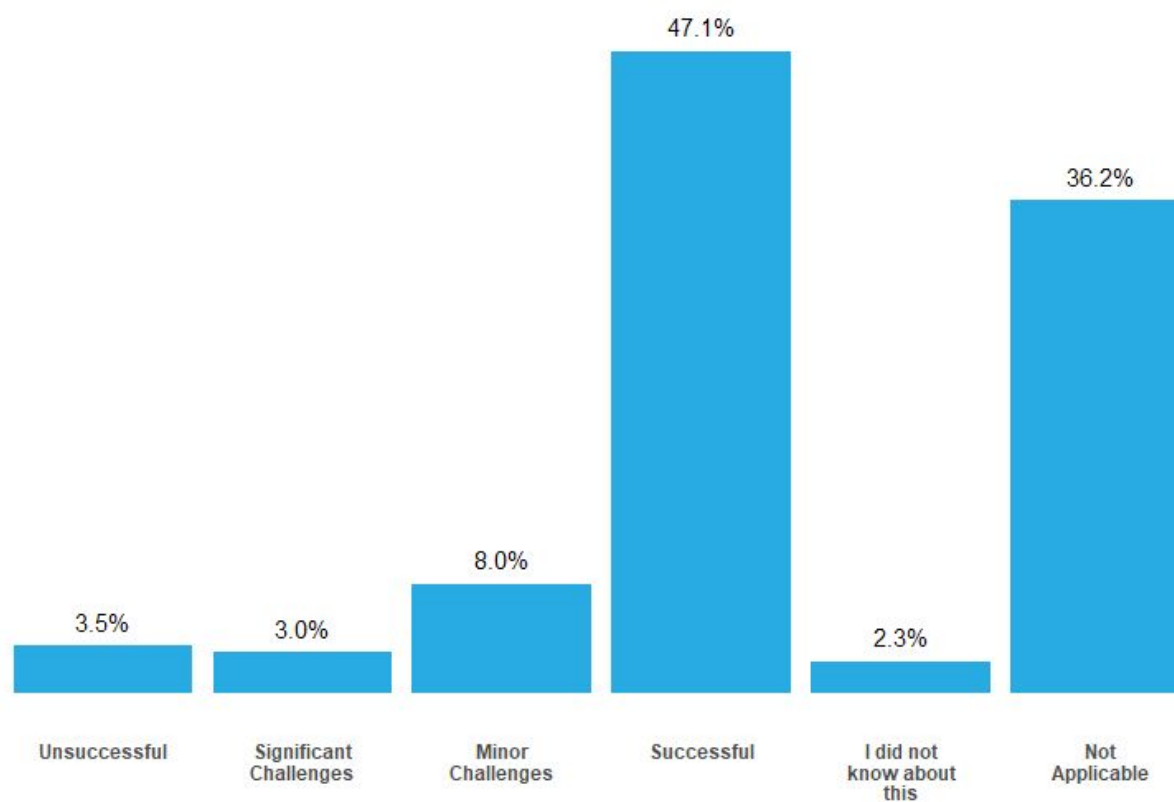
Daily learning schedules



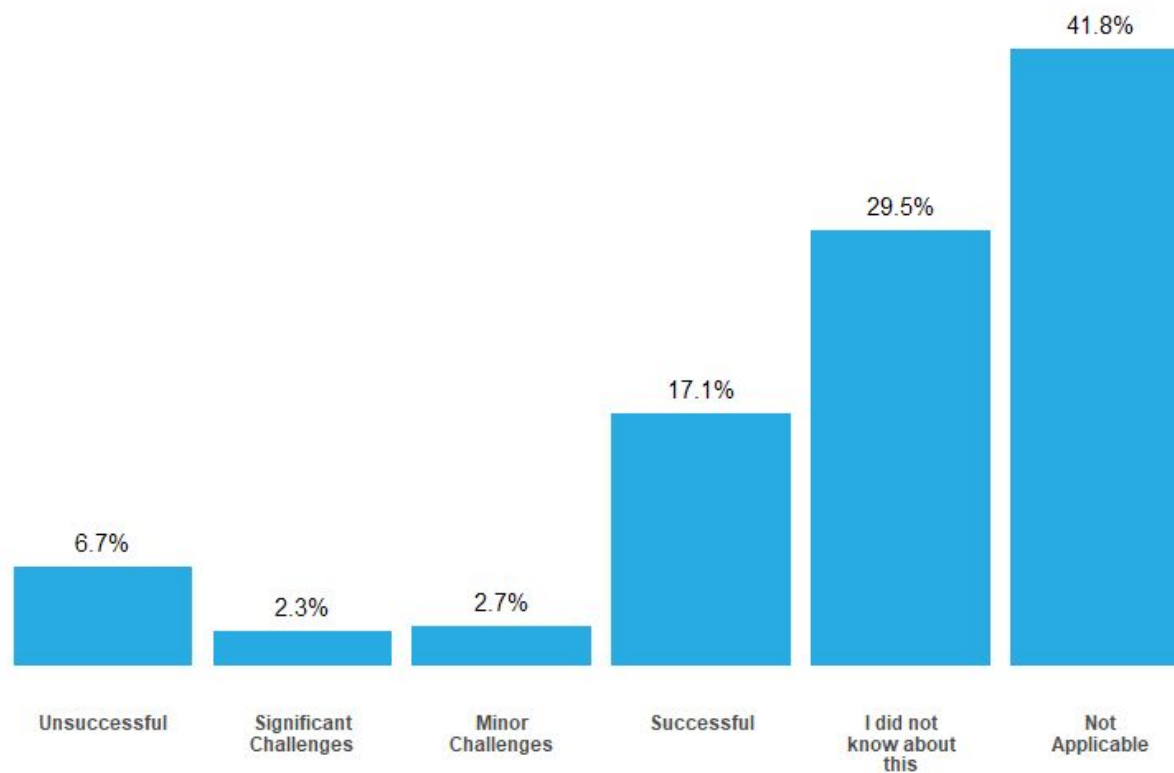
Juniors and Seniors only: Graduation Checks



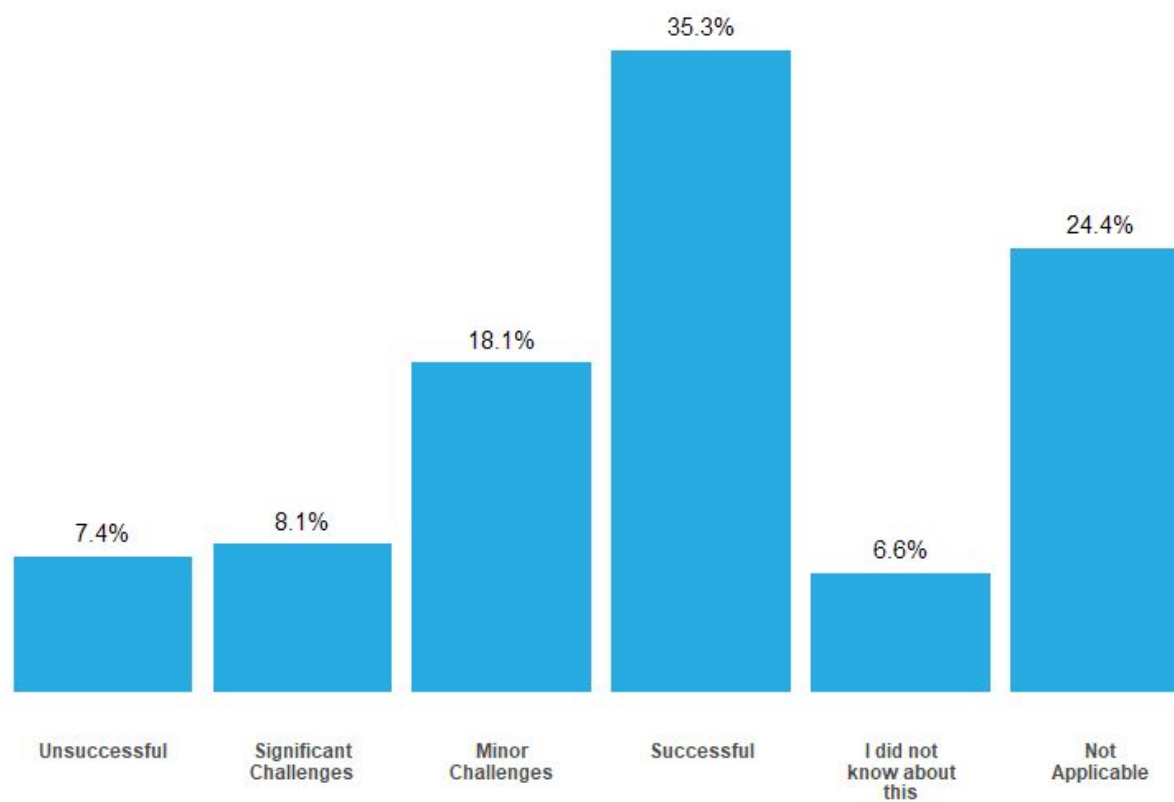
Meal sites and pickup



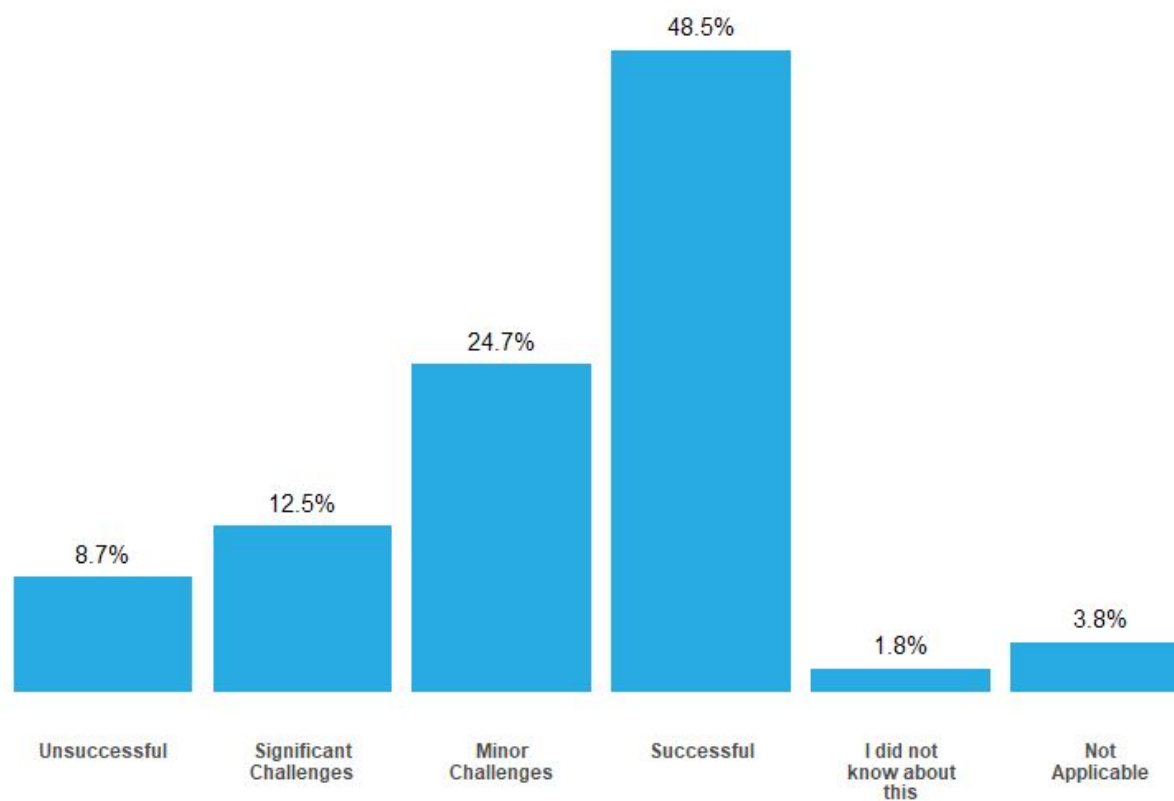
Supports from community partners (The Opportunity Project, YMCA, City Year)



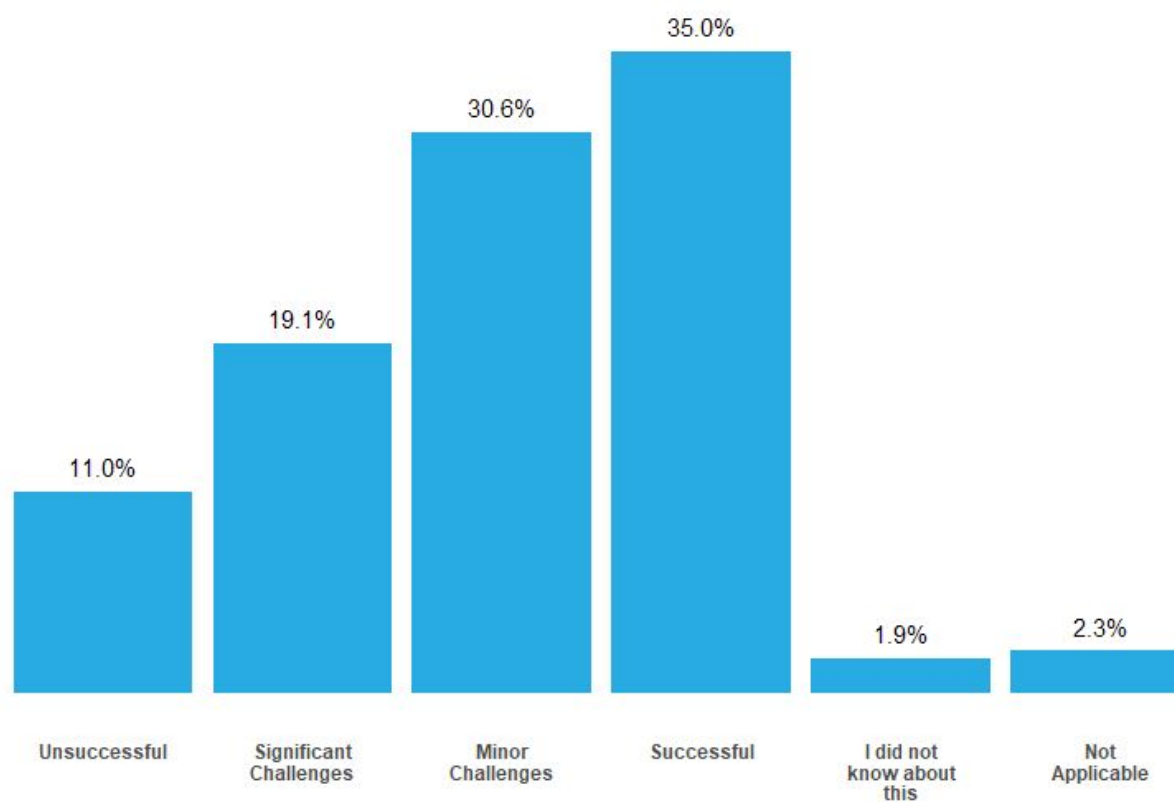
Technology support



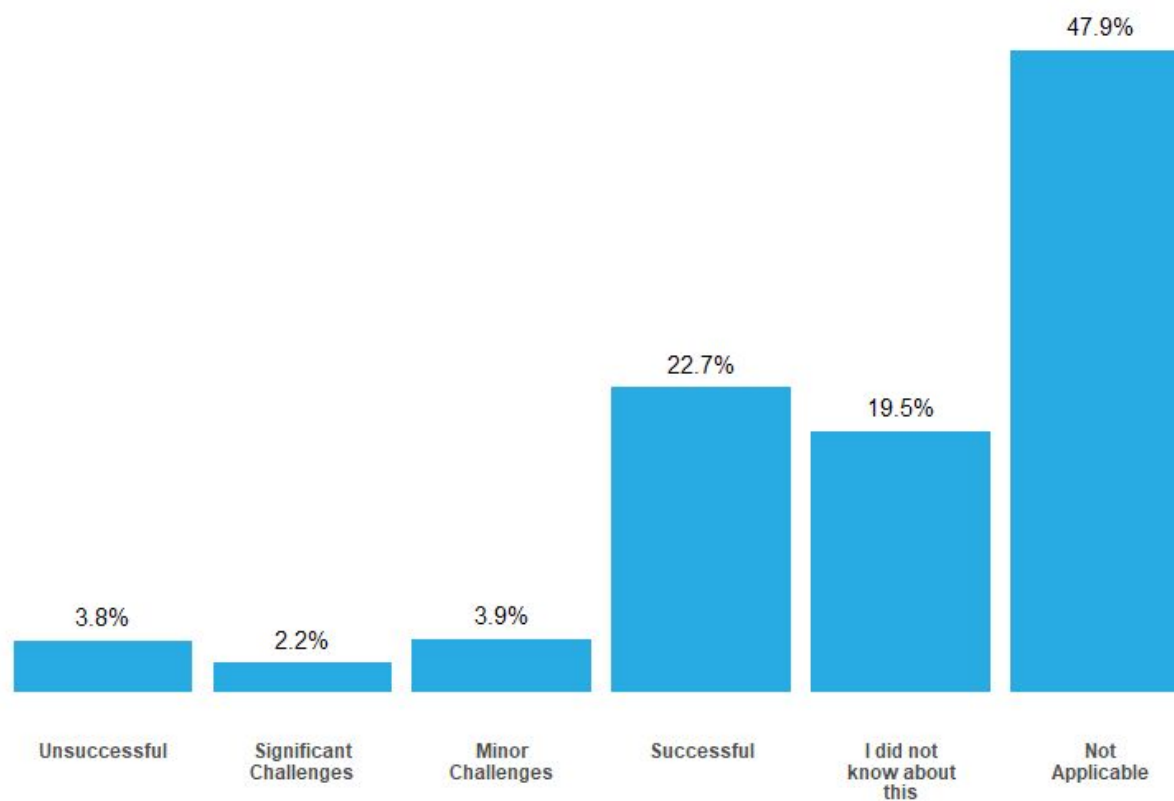
Video conference instructions (for example on Zoom or Teams)



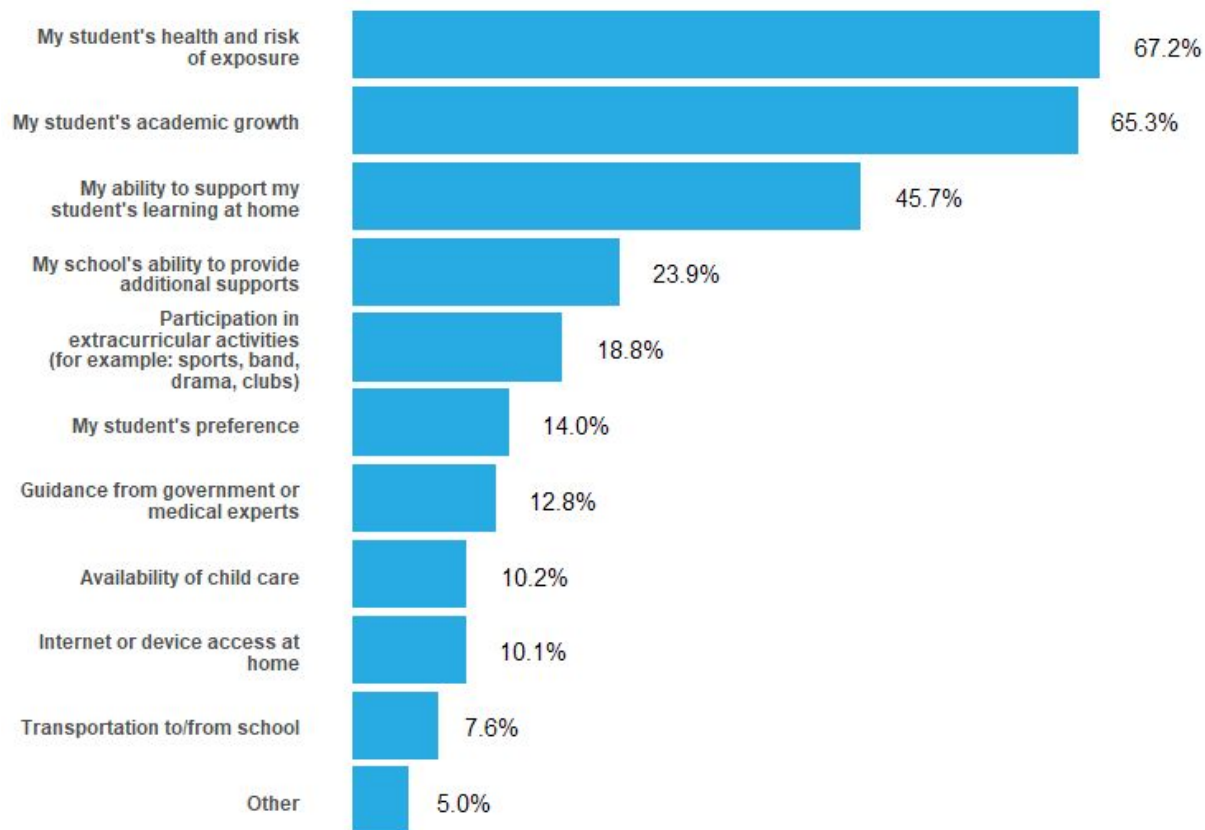
Weekly learning content and curriculum



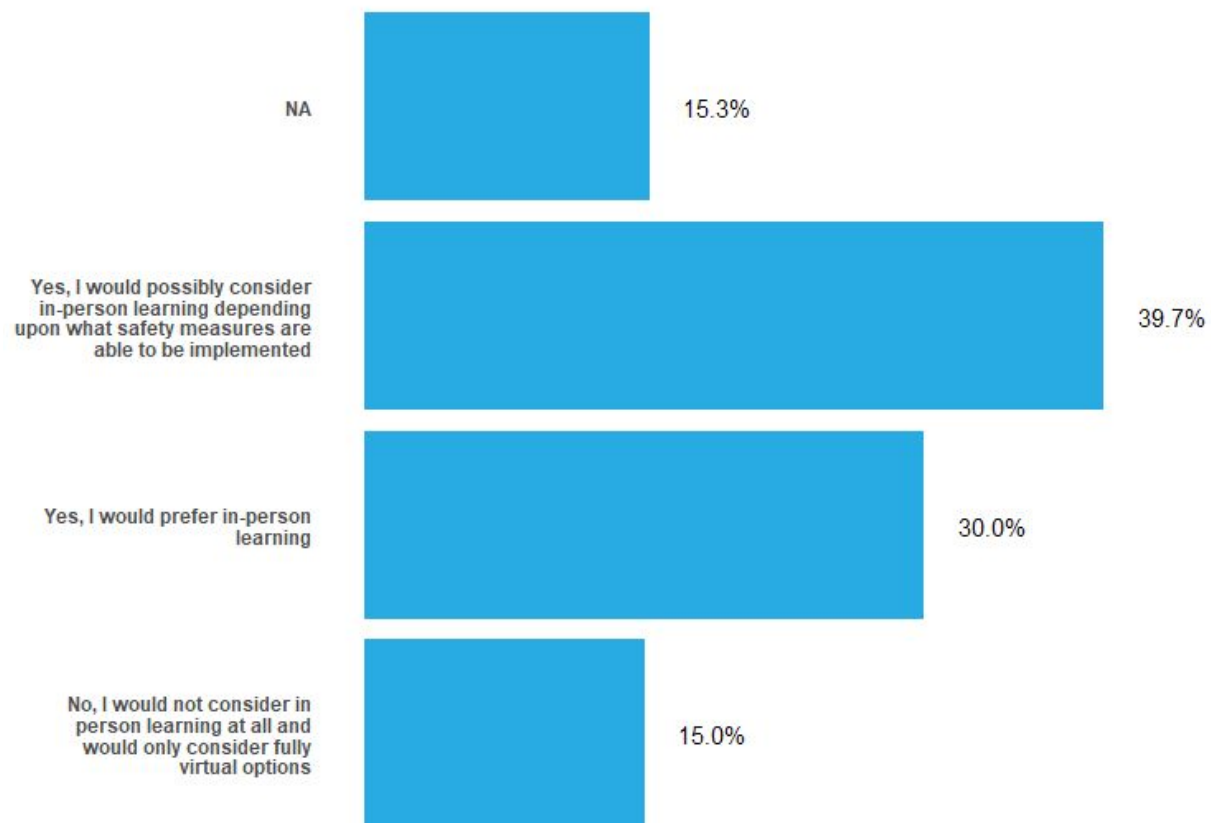
Wellness Hotline or Family Assistance Request portal



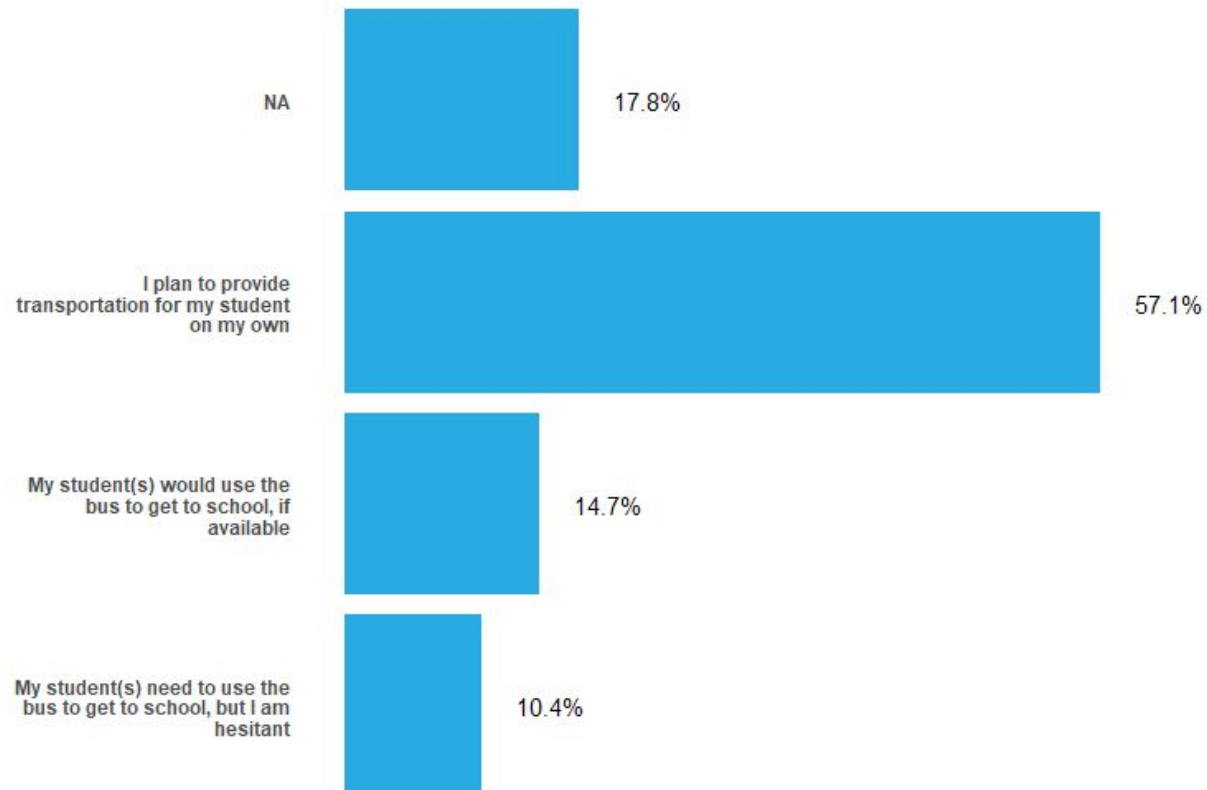
Which three factors most influence how you feel about school in the fall?



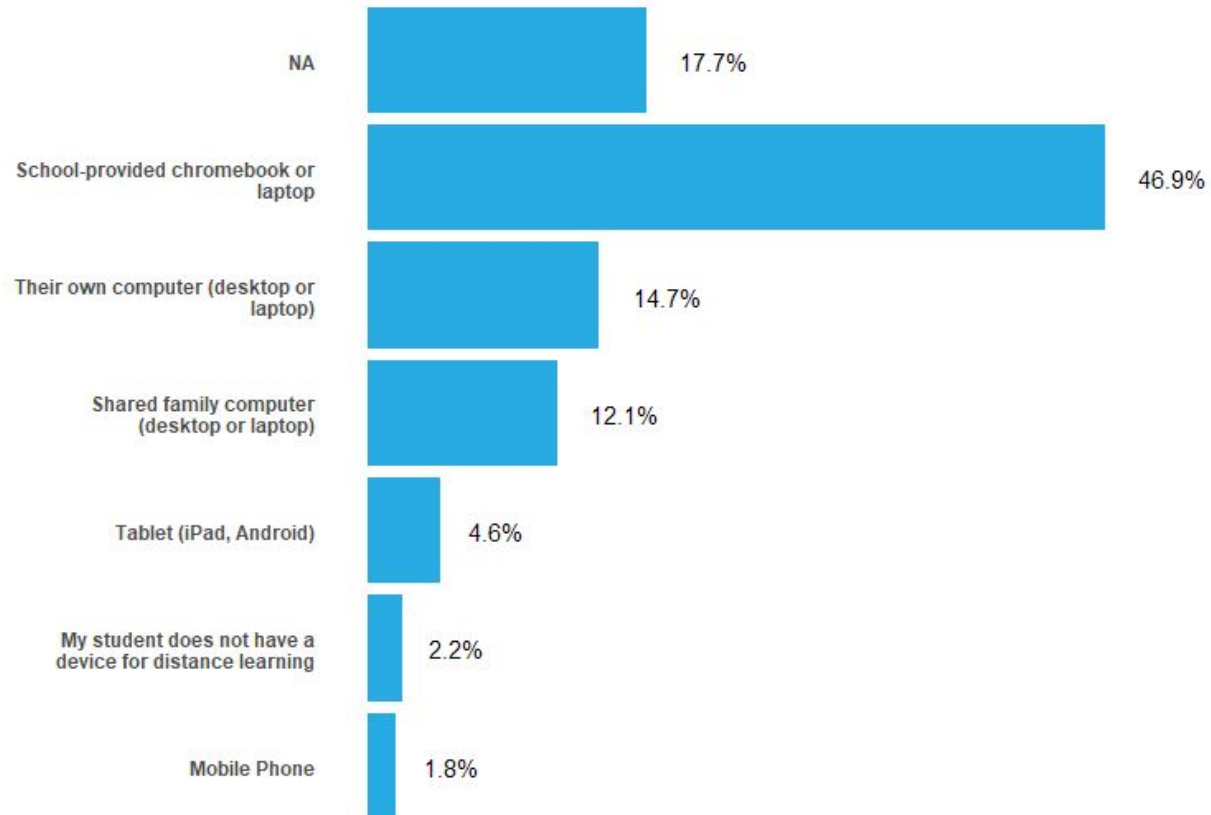
Would you consider any amount of in person learning at all?



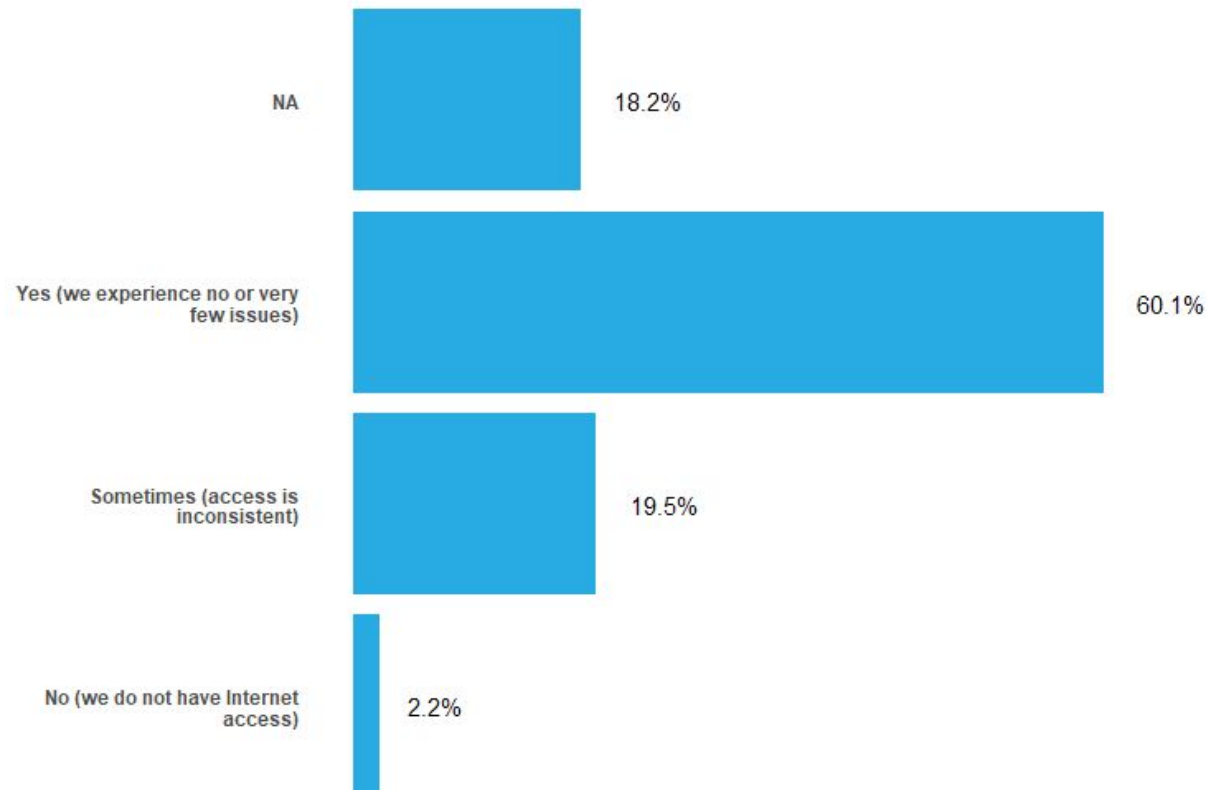
Please select the option that best describes your student's transportation needs:



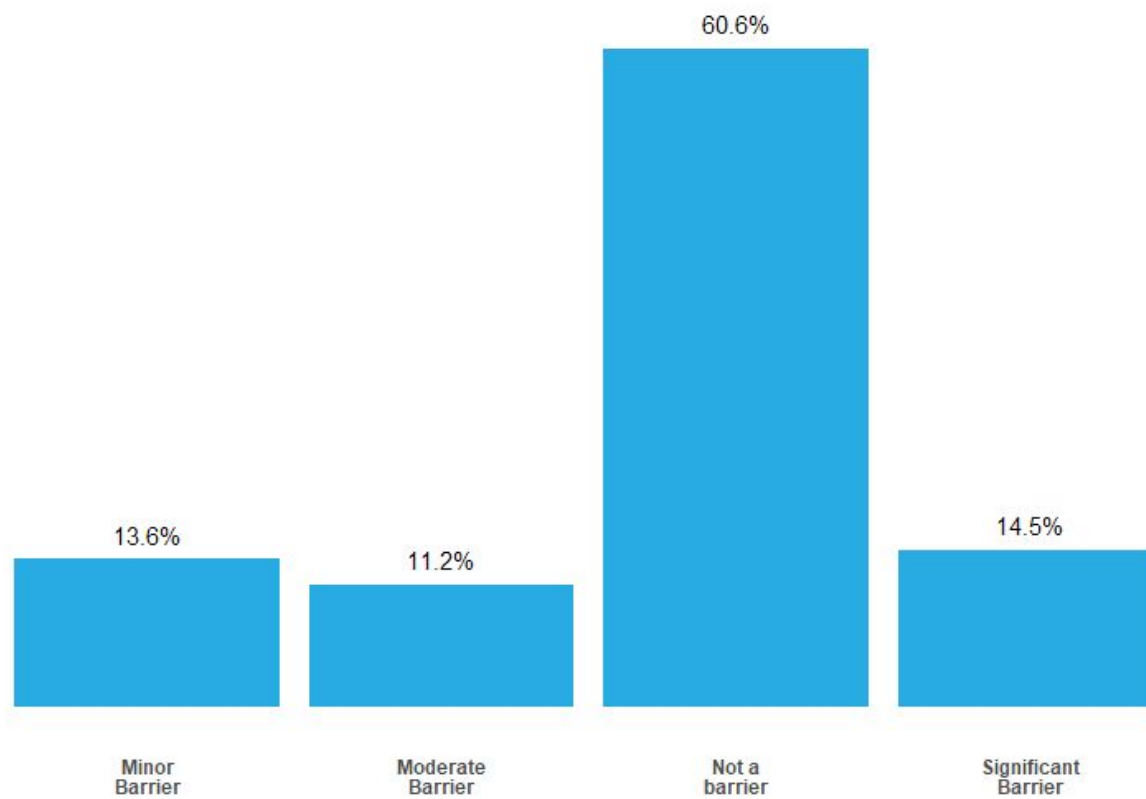
What device does your student primarily use for distance learning?



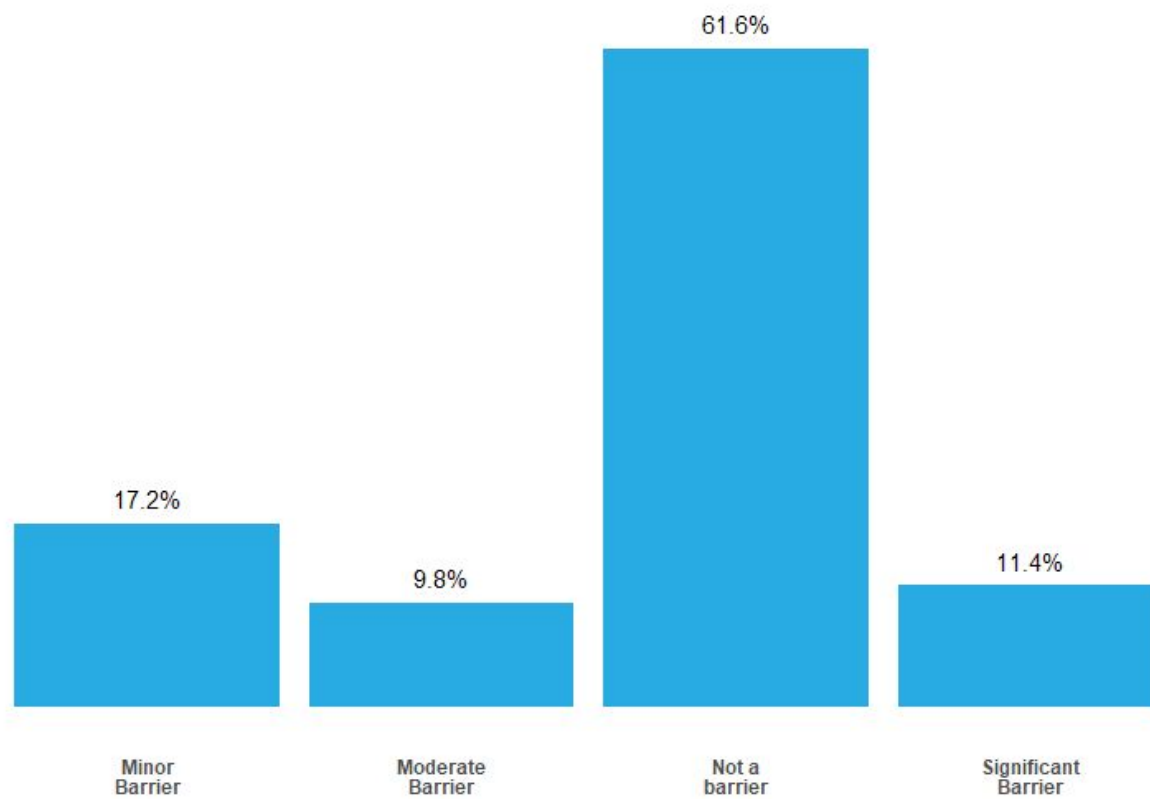
Is your student able to stream videos and connect to other educational content on his/her device at home?



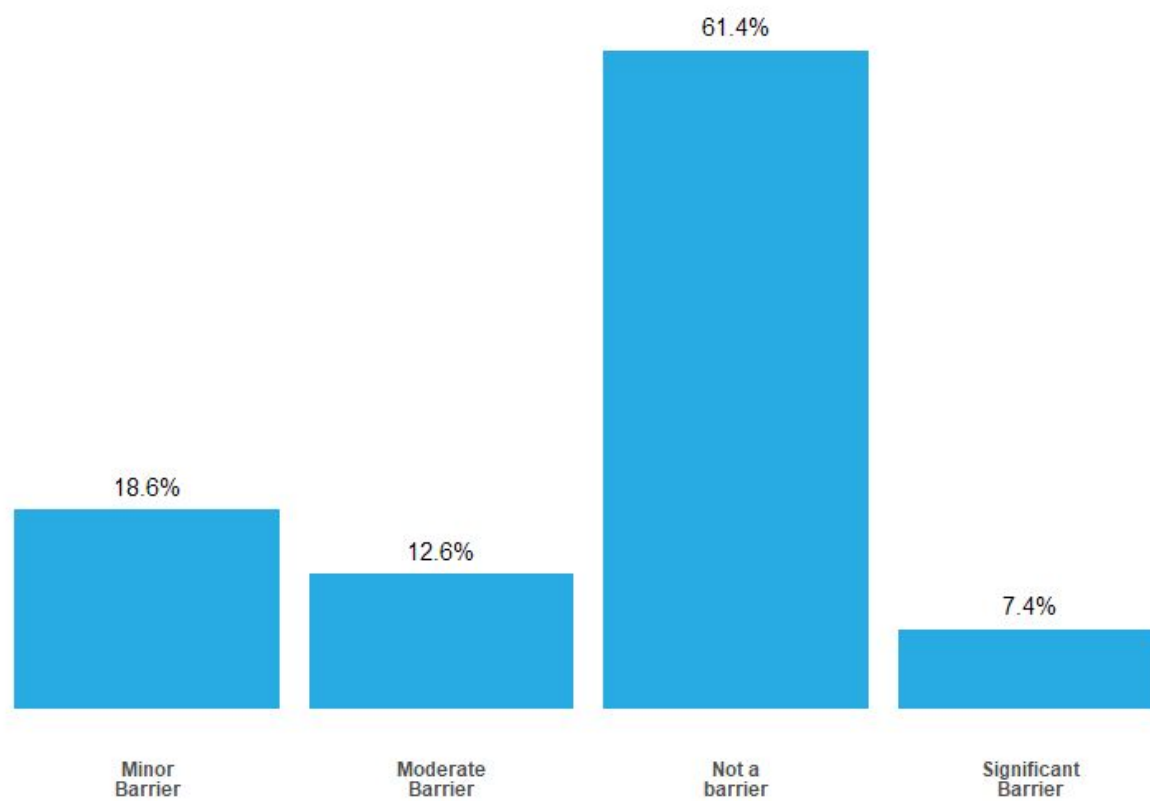
Child care or other dependent support



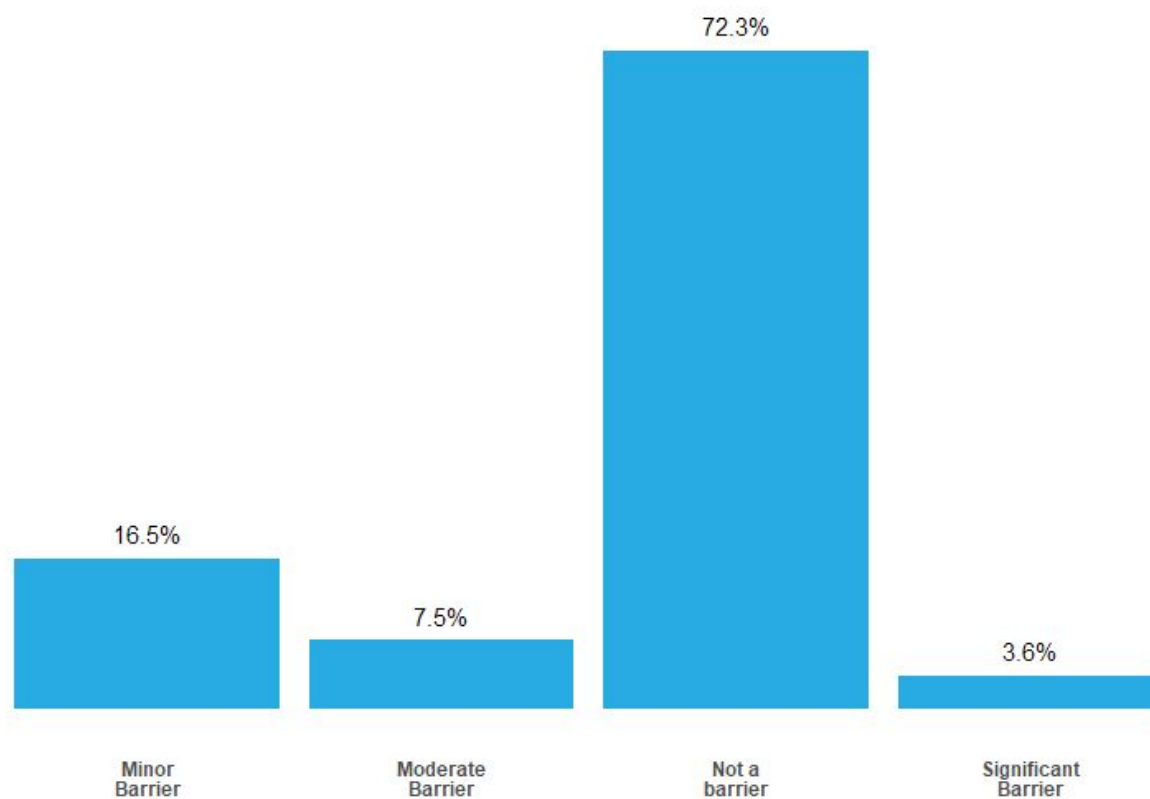
Computer access



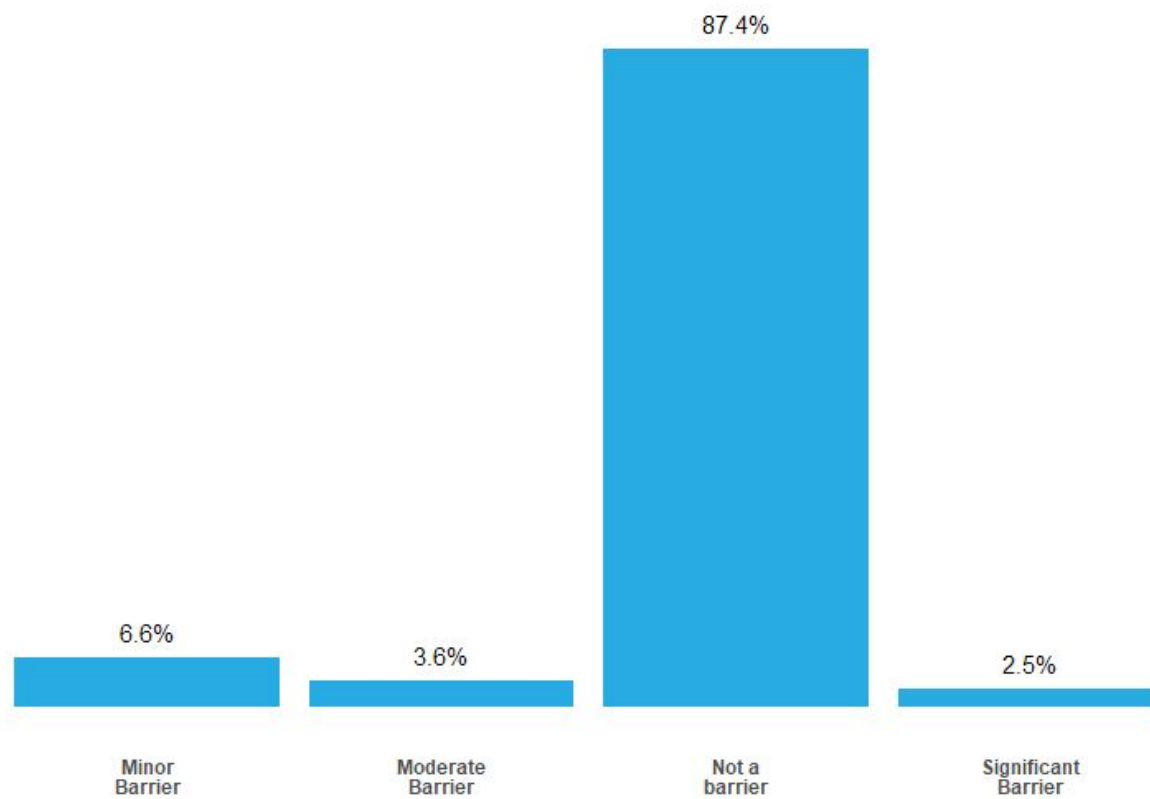
Food



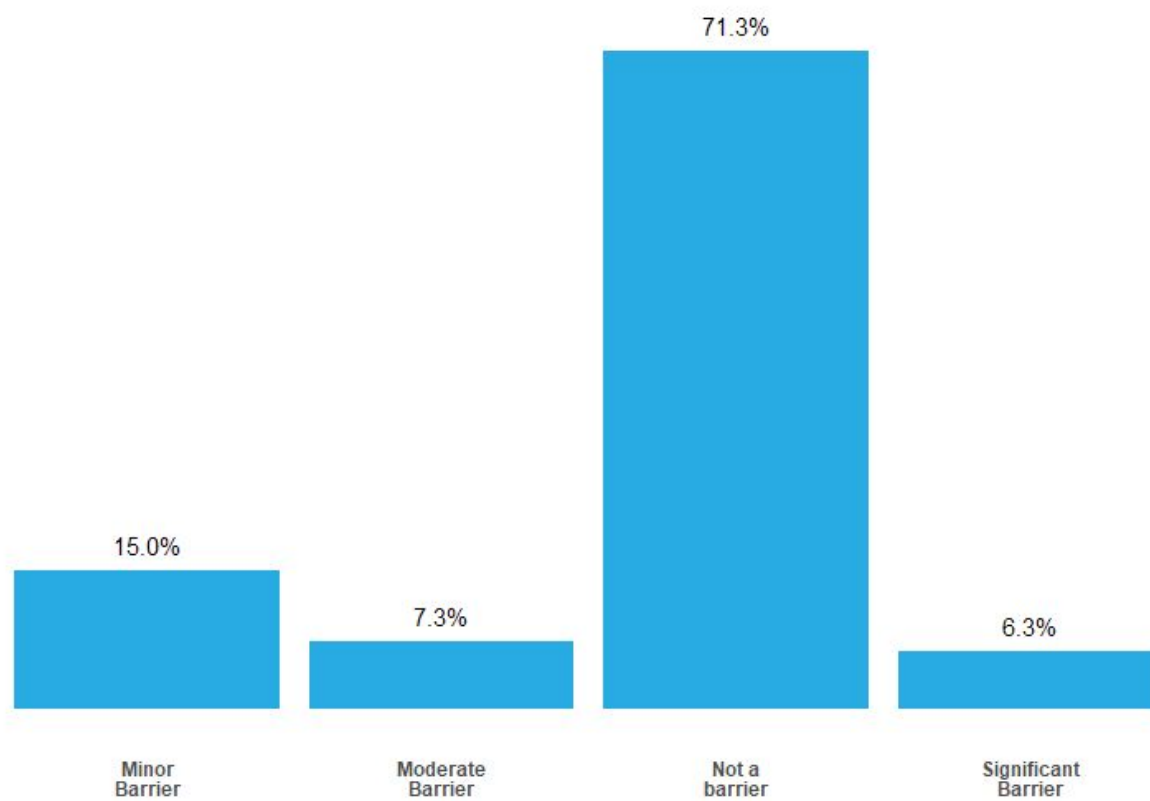
Household essentials



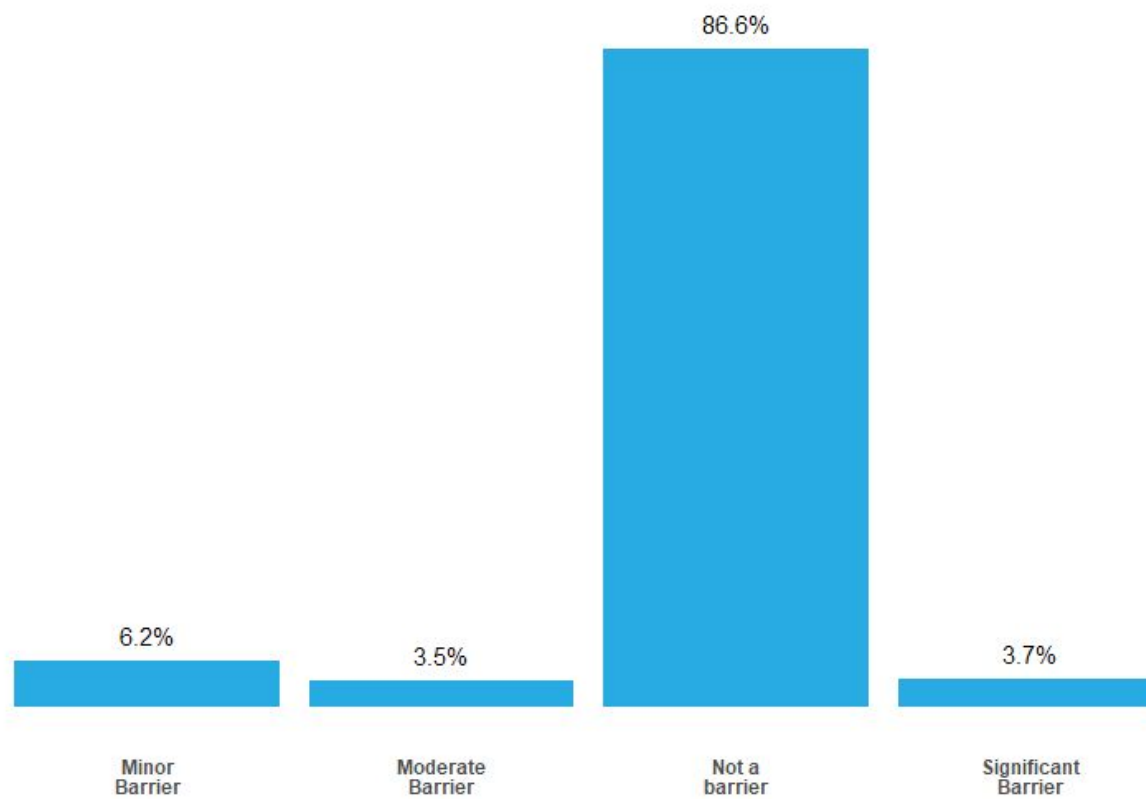
Housing



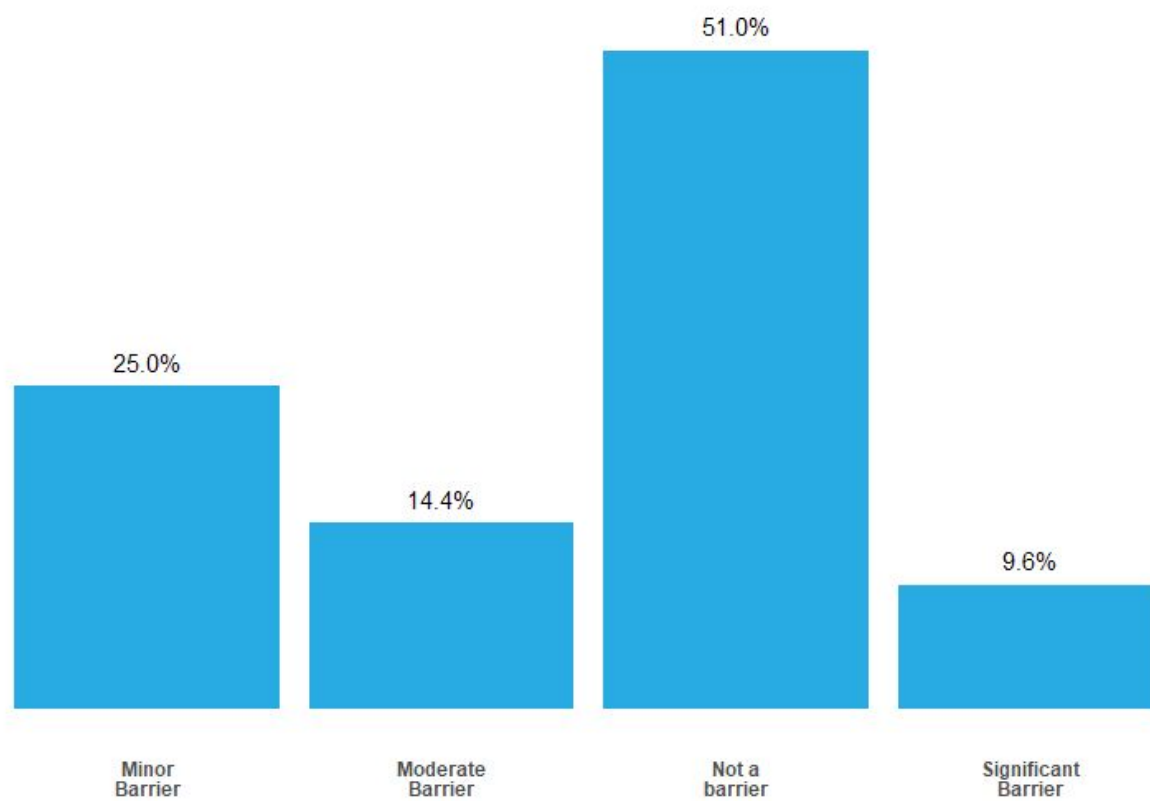
Internet access



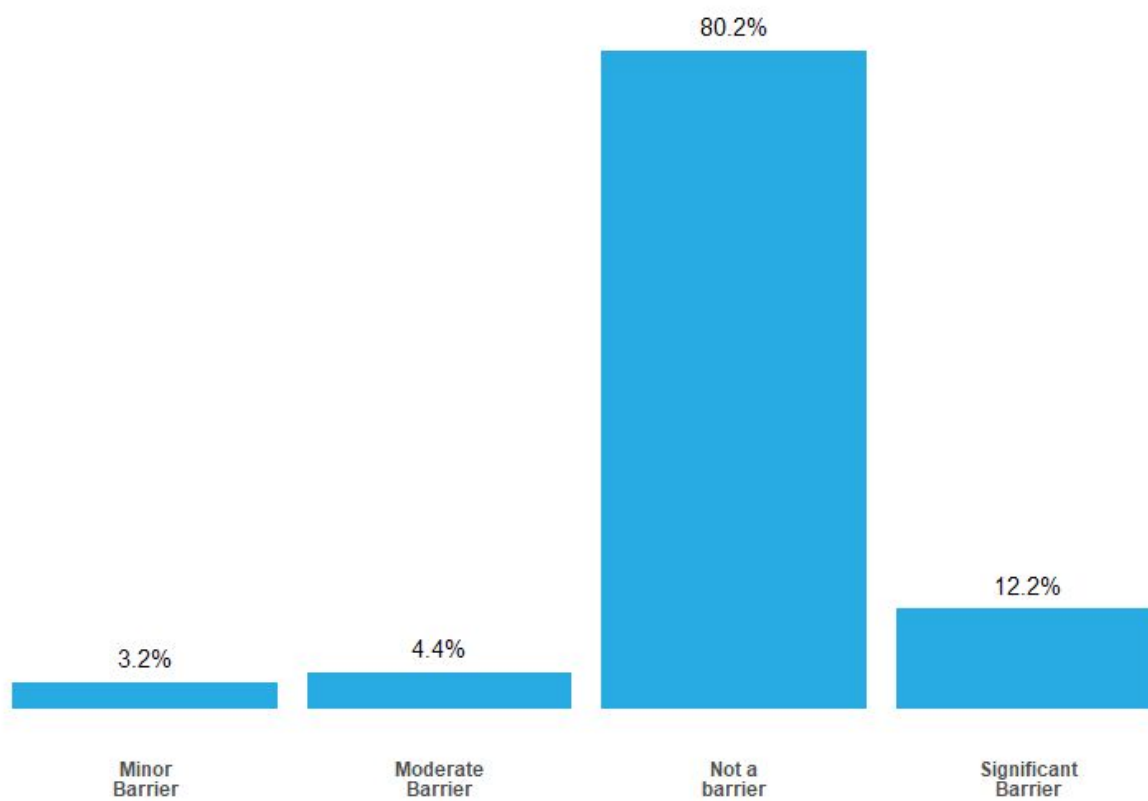
Materials/communication available in your language



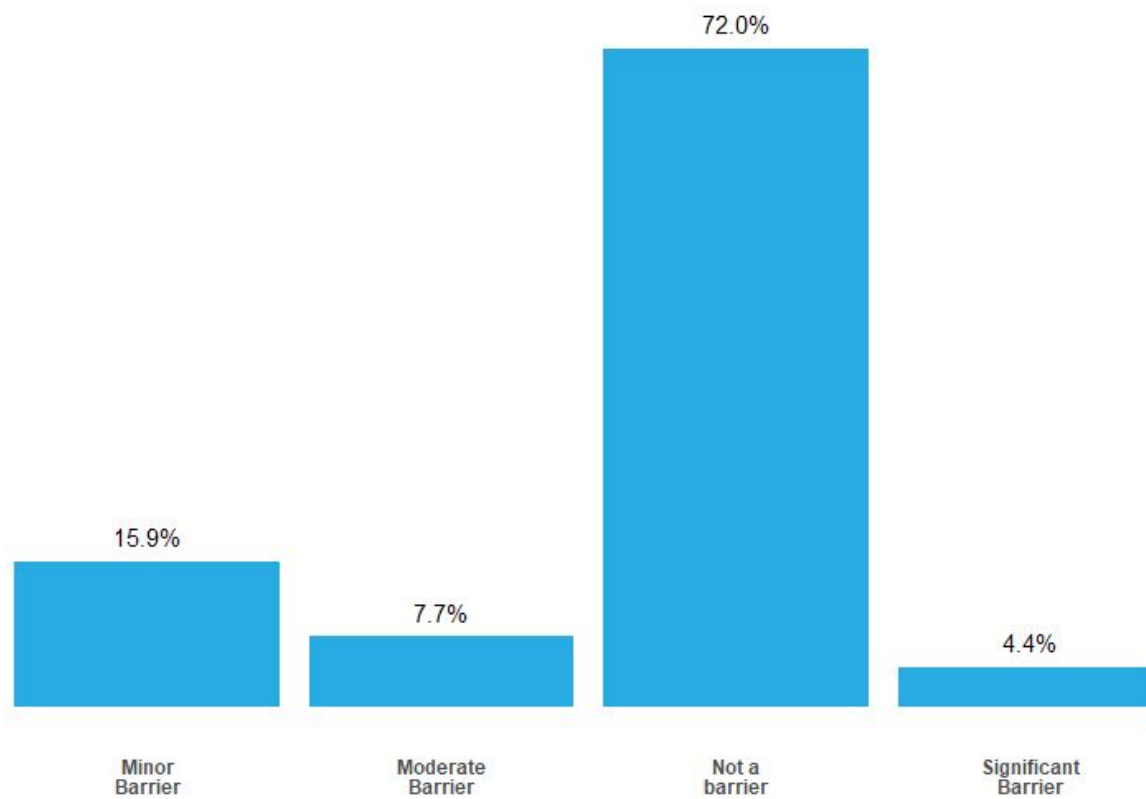
Mental Health



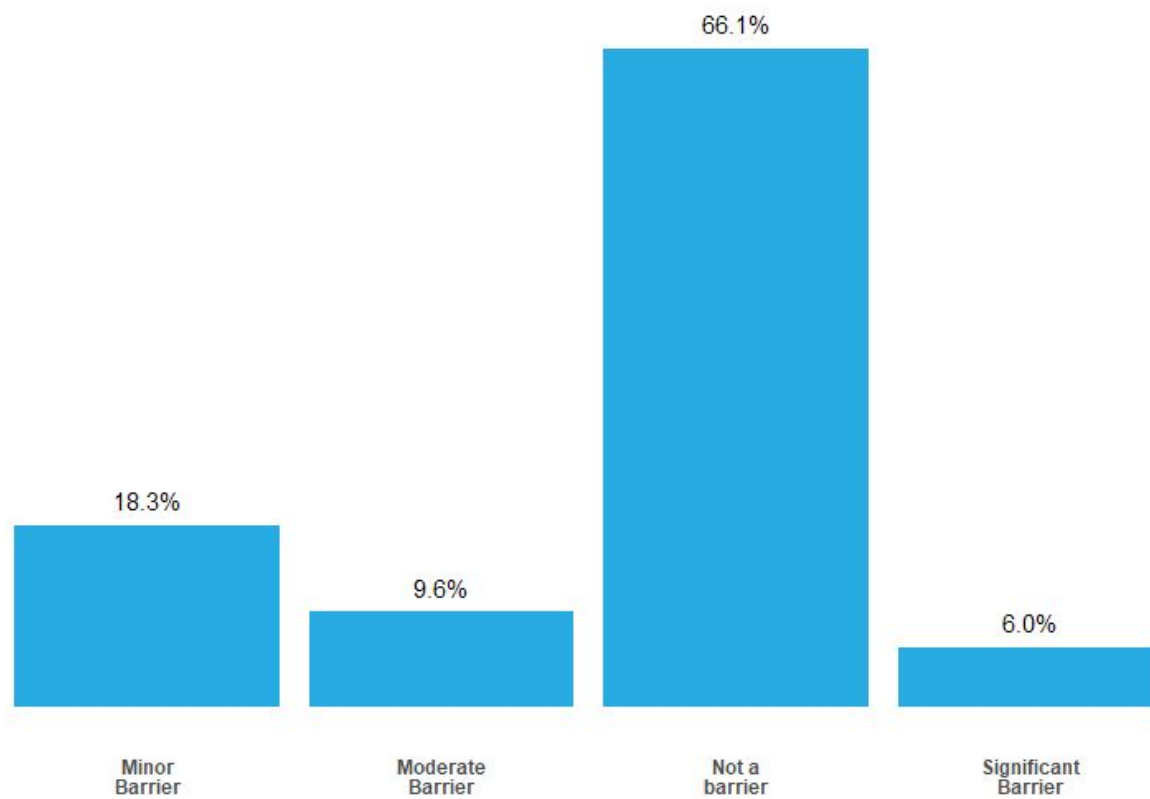
Other



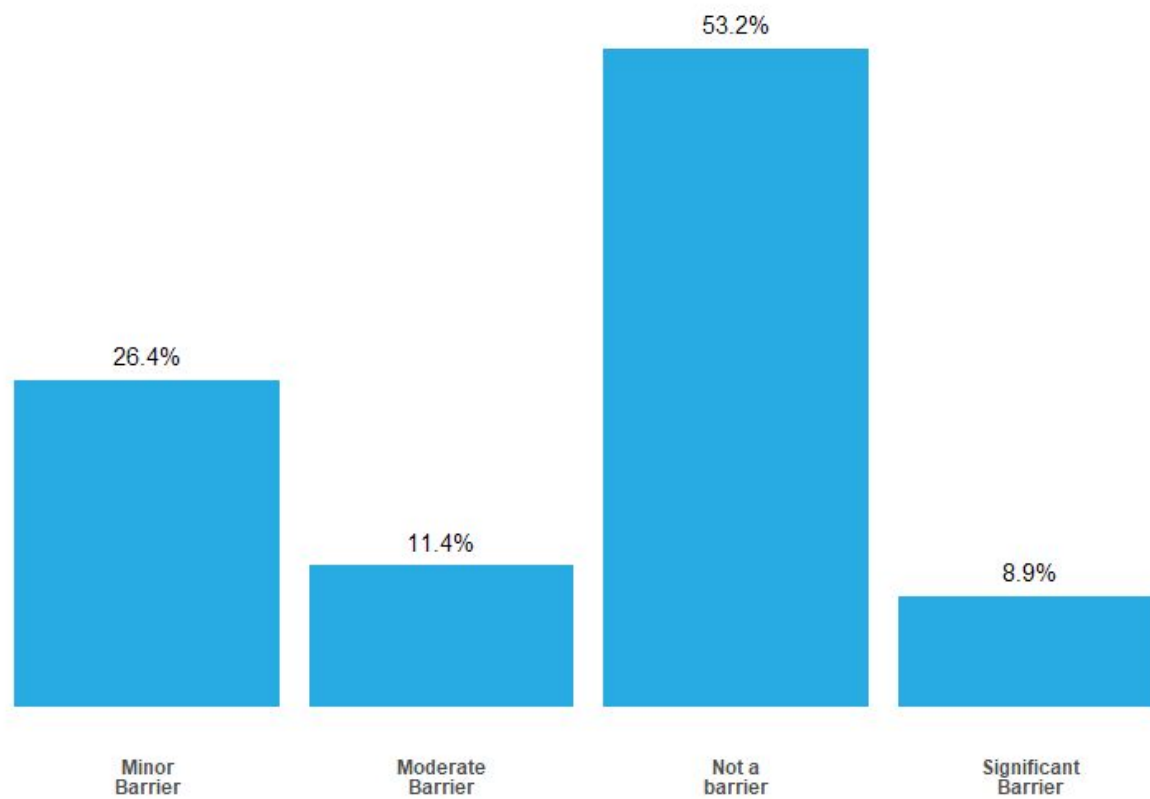
Physical Health




Stationary or school supplies



Using software or applications





We also asked what supports we should consider to address barriers to distance learning. The special education community submitted 661 comments.

Top three categories of responses:

29% of respondents asked for **more learning supports** for distance learning. Examples included more 1:1 teacher time, support for specific student populations such as students with disabilities and English language learners, and resources for parents to help their students.

21% of respondents asked for **more structured distance learning** next year. Examples included providing age-appropriate schedules and content; narrowing the number of learning platforms used; and ensuring teachers, parents, and students could use each platform.

16% of respondents asked for **considerations for working parents**. Examples included providing childcare during working hours and ensuring distance learning classwork could be completed outside school hours.



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