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.

* 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.

* 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.
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.
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.

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

- My student’s health and risk of exposure: 68.2%
- My student’s academic growth: 66.2%
- My ability to support my student’s learning at home: 41.8%
- Participation in extracurricular activities (for example: sports, band, drama, clubs): 21.4%
- My school’s ability to provide additional supports: 17.6%
- Guidance from government or medical experts: 16.4%
- My student’s preference: 13.5%
- Internet or device access at home: 11.6%
- Availability of child care: 11.4%
- Transportation to/from school: 5.9%
- Other: 5.3%

*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

- Child care or dependent support
- Mental Health
- Computer access
- Software or applications
- Food
- Other
- Internet access
- School Supplies
- Physical Health
- Household essentials
- Materials/communication
- Housing
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:*

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

- Alternative Schools
- Central
- East Central
- Edison
- Hale
- Magnet Schools
- McLain
- Memorial
- Webster

Feeder Pattern

- Yes, I would prefer in-person learning
- Yes, I would possibly consider in-person learning depending upon what safety measures are able to be implemented
- No, I would not consider in-person learning at all and would only consider fully virtual options
- No answer
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

- Alternative Schools: 17%
- Central: 10%
- East Central: 11%
- Edison: 10%
- Hale: 9%
- Magnet Schools: 15%
- McLain: 12%
- Memorial: 12%
- Webster: 18%
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?**

- School provided chromebook or laptop: 34.9%
- Their own computer (desktop or laptop): 15.9%
- Shared family computer (desktop or laptop): 12.3%
- Tablet (iPad, Android): 4.8%
- My student does not have a device for distance learning: 2%
- Mobile Phone: 1.8%

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

- Yes (we experience no or very few issues): 53.1%
- Sometimes (access is inconsistent): 15.1%
- No (we do not have internet access): 2.1%
- NA: 28.6%
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

- I am a parent or guardian of a student in Tulsa Public Schools for next year: 96.4%
- I am a student in Tulsa Public Schools: 6.2%
- I am an employee of Tulsa Public Schools: 5.3%
- I am a community partner supporting students and families: 1.6%
Does your student participate in any of these programs/services... (select all that apply)
Add additional days for some students who need additional support

86.0%

14.0%

I would not consider this possibility

I would consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

- I would not consider this possibility: 15.6%
- I would consider this possibility: 84.4%
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)

- 85.8%: I would consider this possibility
- 14.2%: I would not consider this possibility
Alternate between in person and distance learning on different days of week

- 85.4%
- 14.6%

I would consider this possibility

I would not consider this possibility
Alternate between in person and distance learning on different weeks

- 22.3% would not consider this possibility
- 77.7% would consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

- I would not consider this possibility: 15.2%
- I would consider this possibility: 84.8%
Split students into smaller groups that alternate between in person and distance learning.
Response rates by feeder pattern

- Webster: 1.0%
- Edison: 1.3%
- Central: 1.5%
- McLain: 1.5%
- Alternative Schools: 1.5%
- Memorial: 1.7%
- East Central: 2.1%
- Magnet Schools: 2.3%
- Hale: 2.4%
Accessing learning content on tools such as Canvas or Google Classroom

- Unsuccessful: 0.2%
- Significant Challenges: 12.8%
- Minor Challenges: 17.6%
- Successful: 56.1%
- I did not know about this: 3.4%
- Not Applicable: 1.8%
Check in calls from my school

- Unsuccessful: 6.4%
- Significant Challenges: 7.0%
- Minor Challenges: 7.2%
- Successful: 67.3%
- I did not know about this: 6.6%
- Not Applicable: 5.5%
Daily learning schedules

- Unsuccessful: 8.9%
- Significant Challenges: 13.8%
- Minor Challenges: 18.3%
- Successful: 45.3%
- I did not know about this: 9.2%
- Not Applicable: 4.5%
Juniors and Seniors only: Graduation Checks

- Unsuccessful: 4.0%
- Significant Challenges: 1.6%
- Minor Challenges: 2.9%
- Successful: 19.0%
- I did not know about this: 15.3%
- Not Applicable: 57.3%
Meal sites and pickup

- Successful: 64.9%
- Significant Challenges: 7.9%
- Minor Challenges: 5.4%
- I did not know about this: 4.6%
- Not Applicable: 13.3%
- Unsuccessful: 4.1%
Supports from community partners (The Opportunity Project, YMCA, City Year)

- Unsuccessful: 5.4%
- Significant Challenges: 5.1%
- Minor Challenges: 4.0%
- Successful: 27.3%
- I did not know about this: 34.8%
- Not Applicable: 23.4%
Video conference instructions (for example on Zoom or Teams)

- Unsuccessful: 9.3%
- Significant Challenges: 10.9%
- Minor Challenges: 14.1%
- Successful: 59.5%
- I did not know about this: 3.6%
- Not Applicable: 2.5%
Weekly learning content and curriculum

- Unsuccessful: 9.2%
- Significant Challenges: 15.8%
- Minor Challenges: 19.1%
- Successful: 49.9%
- I did not know about this: 5.2%
- Not Applicable: 0.9%
Wellness Hotline or Family Assistance Request portal

- Unsuccessful: 5.2%
- Significant Challenges: 5.7%
- Minor Challenges: 5.2%
- Successful: 47.1%
- I did not know about this: 14.7%
- Not Applicable: 22.2%
Which three factors most influence how you feel about school in the fall?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My student’s health and risk of exposure</td>
<td>70.8%</td>
</tr>
<tr>
<td>My student’s academic growth</td>
<td>56.3%</td>
</tr>
<tr>
<td>My ability to support my student’s learning at home</td>
<td>47.4%</td>
</tr>
<tr>
<td>My school’s ability to provide additional supports</td>
<td>24.3%</td>
</tr>
<tr>
<td>Internet or device access at home</td>
<td>14.7%</td>
</tr>
<tr>
<td>Participation in extracurricular activities (for example: sports, band, drama, clubs)</td>
<td>14.5%</td>
</tr>
<tr>
<td>Availability of child care</td>
<td>8.6%</td>
</tr>
<tr>
<td>My student’s preference</td>
<td>8.4%</td>
</tr>
<tr>
<td>Guidance from government or medical experts</td>
<td>8.4%</td>
</tr>
<tr>
<td>Transportation to/from school</td>
<td>6.4%</td>
</tr>
<tr>
<td>Other</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
Would you consider any amount of in person learning at all?

- NA: 27.4%
- Yes, I would possibly consider in person learning depending upon what safety measures are able to be implemented: 42.0%
- Yes, I would prefer in-person learning: 16.4%
- No, I would not consider in person learning at all and would only consider fully virtual options: 14.2%
Please select the option that best describes your student's transportation needs:

- NA: 30.1%
- I plan to provide transportation for my student on my own: 51.6%
- My student(s) would use the bus to get to school, if available: 10.2%
- My student(s) need to use the bus to get to school, but I am hesitant: 8.0%
What device does your student primarily use for distance learning?

- School-provided chromebook or laptop: 49.1%
- NA: 29.4%
- Their own computer (desktop or laptop): 7.1%
- Shared family computer (desktop or laptop): 6.6%
- Tablet (iPad, Android): 2.9%
- My student does not have a device for distance learning: 2.6%
- Mobile Phone: 2.4%
Is your student able to stream videos and connect to other educational content on his/her device at home?

- NA: 30.7%
- Yes (we experience no or very few issues): 47.8%
- Sometimes (access is inconsistent): 16.2%
- No (we do not have Internet access): 5.3%
Child care or other dependent support

- Minor Barrier: 17.7%
- Moderate Barrier: 12.5%
- Not a Barrier: 59.3%
- Significant Barrier: 10.5%
Computer access

- Minor Barrier: 17.7%
- Moderate Barrier: 12.4%
- Not a barrier: 55.2%
- Significant Barrier: 14.6%
Food

- Minor Barrier: 21.3%
- Moderate Barrier: 19.0%
- Not a barrier: 50.9%
- Significant Barrier: 8.7%
Household essentials

- Minor Barrier: 24.3%
- Moderate Barrier: 13.2%
- Not a barrier: 56.7%
- Significant Barrier: 5.4%
Housing

- Minor Barrier: 9.7%
- Moderate Barrier: 8.3%
- Not a barrier: 78.3%
- Significant Barrier: 3.7%
Internet access

- Minor Barrier: 16.9%
- Moderate Barrier: 11.5%
- Not a barrier: 60.7%
- Significant Barrier: 11.0%
Materials/communication available in your language

- Minor Barrier: 19.3%
- Moderate Barrier: 14.9%
- Not a barrier: 47.6%
- Significant Barrier: 19.0%
Mental Health

- Minor Barrier: 18.9%
- Moderate Barrier: 11.7%
- Not a barrier: 62.9%
- Significant Barrier: 6.6%
Other

- Minor Barrier: 5.3%
- Moderate Barrier: 5.7%
- Not a barrier: 82.4%
- Significant Barrier: 6.6%
Physical Health

- Minor Barrier: 19.3%
- Moderate Barrier: 11.3%
- Not a barrier: 61.6%
- Significant Barrier: 7.1%
Stationary or school supplies

- Minor Barrier: 26.1%
- Moderate Barrier: 17.2%
- Not a barrier: 47.3%
- Significant Barrier: 9.5%
Using software or applications

- Minor Barrier: 29.3%
- Moderate Barrier: 16.3%
- Not a barrier: 39.9%
- Significant Barrier: 14.0%
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

- I am a parent or guardian of a student in Tulsa Public Schools for next year: 94.6%
- I am an employee of Tulsa Public Schools: 6.1%
- I am a student in Tulsa Public Schools: 6.0%
- I am a community partner supporting students and families: 1.8%
Does your student participate in any of these programs/services... (select all that apply)
Add additional days for some students who need additional support

80.2%

19.8%

I would not consider this possibility

I would consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

- I would not consider this possibility: 21.4%
- I would consider this possibility: 78.6%
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

- 31.7% I would not consider this possibility
- 68.3% I would consider this possibility
Shorten the school week to allow for additional cleaning, preparation, and training.

20.2% I would not consider this possibility

79.8% I would consider this possibility
Start the school year later to allow for safety and preparation (on or after Labor Day)

- 86.6% I would consider this possibility
- 13.4% I would not consider this possibility
Alternate between in person and distance learning on different days of week

72.6%

27.4%

I would not consider this possibility

I would consider this possibility
Alternate between in person and distance learning on different weeks

- 32.3%: I would not consider this possibility
- 67.7%: I would consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

76.7%

23.3%

I would not consider this possibility

I would consider this possibility
Split students into smaller groups that alternate between in person and distance learning

- 79.6% would consider this possibility
- 20.4% would not consider this possibility
Response rates by feeder pattern

- Alternative Schools: 2.7%
- McLein: 2.8%
- East Central: 3.2%
- Hale: 3.4%
- Webster: 4.0%
- Central: 5.8%
- Memorial: 8.6%
- Magnet Schools: 22.1%
- Edison: 23.7%
Accessing learning content on tools such as Canvas or Google Classroom

- Unsuccessful: 4.2%
- Significant Challenges: 14.4%
- Minor Challenges: 34.0%
- Successful: 44.9%
- I did not know about this: 0.8%
- Not Applicable: 1.7%
Check in calls from my school

Unsuccessful: 6.1%
Significant Challenges: 4.8%
Minor Challenges: 11.5%
Successful: 56.7%
I did not know about this: 9.4%
Not Applicable: 11.6%
Daily learning schedules

- Unsuccessful: 8.3%
- Significant Challenges: 18.6%
- Minor Challenges: 34.5%
- Successful: 34.1%
- I did not know about this: 2.2%
- Not Applicable: 2.1%
Juniors and Seniors only: Graduation Checks

- Unsuccessful: 1.6%
- Significant Challenges: 1.2%
- Minor Challenges: 2.5%
- Successful: 6.4%
- I did not know about this: 7.7%
- Not Applicable: 80.7%
Meal sites and pickup

- Unsuccessful: 1.8%
- Significant Challenges: 1.8%
- Minor Challenges: 5.8%
- Successful: 36.0%
- I did not know about this: 3.2%
- Not Applicable: 51.3%
Supports from community partners (The Opportunity Project, YMCA, City Year)

- Unsuccessful: 3.4%
- Significant Challenges: 1.6%
- Minor Challenges: 1.4%
- Successful: 11.7%
- I did not know about this: 27.6%
- Not Applicable: 54.2%
Video conference instructions (for example on Zoom or Teams)

- Unsuccessful: 5.1%
- Significant Challenges: 12.0%
- Minor Challenges: 30.0%
- Successful: 50.7%
- I did not know about this: 0.7%
- Not Applicable: 1.5%
Weekly learning content and curriculum

- Unsuccessful: 8.4%
- Significant Challenges: 20.1%
- Minor Challenges: 34.3%
- Successful: 34.6%
- I did not know about this: 1.0%
- Not Applicable: 1.7%
Wellness Hotline or Family Assistance Request portal

- Unsuccessful: 1.9%
- Significant Challenges: 1.1%
- Minor Challenges: 1.9%
- Successful: 13.1%
- I did not know about this: 19.5%
- Not Applicable: 62.5%
Which three factors most influence how you feel about school in the fall?

- My student's academic growth: 75.9%
- My student's health and risk of exposure: 65.1%
- My ability to support my student's learning at home: 43.7%
- Participation in extracurricular activities (for example: sports, band, drama, clubs): 25.0%
- Guidance from government or medical experts: 20.9%
- My student's preference: 14.3%
- My school's ability to provide additional supports: 14.2%
- Availability of child care: 11.2%
- Other: 6.7%
- Internet or device access at home: 5.4%
- Transportation to/from school: 4.4%
Would you consider any amount of in person learning at all?

- NA: 11.6%
- Yes, I would possibly consider in person learning depending upon what safety measures are able to be implemented: 40.6%
- Yes, I would prefer in-person learning: 36.9%
- No, I would not consider in person learning at all and would only consider fully virtual options: 10.9%
Please select the option that best describes your student’s transportation needs:

- NA: 13.7%
- I plan to provide transportation for my student on my own: 66.4%
- My student(s) would use the bus to get to school, if available: 12.3%
- My student(s) need to use the bus to get to school, but I am hesitant: 7.7%
What device does your student primarily use for distance learning?

- NA: 13.4%
- School-provided chromebook or laptop: 40.4%
- Their own computer (desktop or laptop): 23.1%
- Shared family computer (desktop or laptop): 15.7%
- Tablet (iPad, Android): 5.2%
- Mobile Phone: 1.2%
- My student does not have a device for distance learning: 0.9%
Is your student able to stream videos and connect to other educational content on his/her device at home?

- NA: 13.6%
- Yes (we experience no or very few issues): 71.3%
- Sometimes (access is inconsistent): 14.1%
- No (we do not have internet access): 0.9%
Child care or other dependent support

- Minor Barrier: 16.4%
- Moderate Barrier: 11.9%
- Not a barrier: 58.3%
- Significant Barrier: 13.4%
Computer access

- Minor Barrier: 16.1%
- Moderate Barrier: 6.9%
- Not a barrier: 72.0%
- Significant Barrier: 5.1%
Housing

- Minor Barrier: 3.3%
- Moderate Barrier: 1.8%
- Not a barrier: 93.9%
- Significant Barrier: 1.0%
Internet access

- Minor Barrier: 12.2%
- Moderate Barrier: 4.8%
- Not a barrier: 80.0%
- Significant Barrier: 3.0%
Materials/communication available in your language

- Minor Barrier: 4.6%
- Moderate Barrier: 2.7%
- Not a barrier: 91.0%
- Significant Barrier: 1.7%
Mental Health

- Minor Barrier: 24.8%
- Moderate Barrier: 15.7%
- Not a barrier: 52.7%
- Significant Barrier: 6.8%
Other

- Minor Barrier: 2.7%
- Moderate Barrier: 5.7%
- Not a barrier: 76.7%
- Significant Barrier: 14.9%
Physical Health

- Minor Barrier: 13.5%
- Moderate Barrier: 6.6%
- Not a barrier: 77.1%
- Significant Barrier: 2.8%
Stationary or school supplies

- Minor Barrier: 14.7%
- Moderate Barrier: 5.0%
- Not a barrier: 77.7%
- Significant Barrier: 2.8%
Using software or applications

- Minor Barrier: 23.6%
- Moderate Barrier: 7.6%
- Not a barrier: 64.0%
- Significant Barrier: 4.9%
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

- I am a parent or guardian of a student in Tulsa Public Schools for next year: 93.6%
- I am a student in Tulsa Public Schools: 7.2%
- I am an employee of Tulsa Public Schools: 6.8%
- I am a community partner supporting students and families: 1.5%
Does your student participate in any of these programs/services... (select all that apply)
Add additional days for some students who need additional support

- 77.7%
- 22.3%

I would consider this possibility

I would not consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

- I would consider this possibility: 79.7%
- I would not consider this possibility: 20.3%
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.

- 38.3% would not consider this possibility.
- 61.7% would consider this possibility.
Shorten the school week to allow for additional cleaning, preparation, and training

- 82.0%
  - I would consider this possibility

- 18.0%
  - I would not consider this possibility
Start the school year later to allow for safety and preparation (on or after Labor Day)

- 87.3% would consider this possibility
- 12.7% would not consider this possibility
Alternate between in person and distance learning on different days of week

- 70.6%
- 29.4%
Alternate between in person and distance learning on different weeks

- 31.5% I would not consider this possibility
- 68.5% I would consider this possibility
For secondary: offering alternative school times for students who have other responsibilities

80.2%

19.8%

I would not consider this possibility

I would consider this possibility
Split students into smaller groups that alternate between in-person and distance learning

79.1%

20.9%

I would not consider this possibility

I would consider this possibility
Response rates by feeder pattern

- East Central: 1.7%
- McLain: 1.7%
- Webster: 3.1%
- Hale: 3.3%
- Alternative Schools: 3.4%
- Central: 3.6%
- Memorial: 3.9%
- Edison: 8.4%
- Magnet Schools: 6.4%
Accessing learning content on tools such as Canvas or Google Classroom

- Unsuccessful: 6.0%
- Significant Challenges: 13.2%
- Minor Challenges: 28.7%
- Successful: 46.7%
- I did not know about this: 1.6%
- Not Applicable: 3.7%
Check in calls from my school

- Unsuccessful: 7.5%
- Significant Challenges: 4.3%
- Minor Challenges: 10.7%
- Successful: 59.7%
- I did not know about this: 7.8%
- Not Applicable: 10.0%
Daily learning schedules

- Unsuccessful: 10.1%
- Significant Challenges: 16.8%
- Minor Challenges: 31.9%
- Successful: 36.1%
- I did not know about this: 2.4%
- Not Applicable: 2.7%
Juniors and Seniors only: Graduation Checks

- Unsuccessful: 3.7%
- Significant Challenges: 1.9%
- Minor Challenges: 3.3%
- Successful: 9.5%
- I did not know about this: 7.0%
- Not Applicable: 74.6%
Meal sites and pickup

- Unsuccessful: 2.3%
- Significant Challenges: 2.4%
- Minor Challenges: 7.2%
- Successful: 44.1%
- I did not know about this: 2.6%
- Not Applicable: 41.4%
Supports from community partners (The Opportunity Project, YMCA, City Year)

- Unsuccessful: 6.1%
- Significant Challenges: 1.8%
- Minor Challenges: 2.5%
- Successful: 15.2%
- I did not know about this: 27.9%
- Not Applicable: 46.6%
Technology support

- Unsuccessful: 6.1%
- Significant Challenges: 7.1%
- Minor Challenges: 15.3%
- Successful: 36.5%
- I did not know about this: 4.9%
- Not Applicable: 30.0%
Video conference instructions (for example on Zoom or Teams)

- Unsuccessful: 6.3%
- Significant Challenges: 11.1%
- Minor Challenges: 25.1%
- Successful: 52.9%
- I did not know about this: 1.4%
- Not Applicable: 3.4%
Weekly learning content and curriculum

- Unsuccessful: 9.1%
- Significant Challenges: 16.8%
- Minor Challenges: 31.6%
- Successful: 39.4%
- I did not know about this: 1.3%
- Not Applicable: 1.8%
Wellness Hotline or Family Assistance Request portal

- Unsuccessful: 3.6%
- Significant Challenges: 1.4%
- Minor Challenges: 3.9%
- Successful: 17.9%
- I did not know about this: 18.1%
- Not Applicable: 55.1%
Which three factors most influence how you feel about school in the fall?

- My student's academic growth: 70.2%
- My student's health and risk of exposure: 66.4%
- My ability to support my student's learning at home: 39.4%
- Participation in extracurricular activities (for example: sports, band, drama, clubs): 25.1%
- Guidance from government or medical experts: 18.4%
- My school's ability to provide additional supports: 16.9%
- My student's preference: 15.8%
- Availability of child care: 13.0%
- Internet or device access at home: 7.8%
- Other: 7.2%
- Transportation to/from school: 5.0%
Would you consider any amount of in person learning at all?

- **NA**: 11.2%
- **Yes, I would possibly consider in person learning depending upon what safety measures are able to be implemented**: 40.7%
- **Yes, I would prefer in-person learning**: 33.5%
- **No, I would not consider in person learning at all and would only consider fully virtual options**: 14.7%
Please select the option that best describes your student's transportation needs:

- NA: 14.0%
- I plan to provide transportation for my student on my own: 67.1%
- My student(s) would use the bus to get to school, if available: 10.8%
- My student(s) need to use the bus to get to school, but I am hesitant: 6.1%
What device does your student primarily use for distance learning?

- School-provided chromebook or laptop: 43.5%
- Their own computer (desktop or laptop): 20.3%
- Shared family computer (desktop or laptop): 14.2%
- Tablet (iPad, Android): 5.0%
- My student does not have a device for distance learning: 2.0%
- Mobile Phone: 1.5%
- NA: 13.5%
Is your student able to stream videos and connect to other educational content on his/her device at home?

- NA: 13.6%
- Yes (we experience no or very few issues): 66.4%
- Sometimes (access is inconsistent): 18.1%
- No (we do not have Internet access): 1.7%
Child care or other dependent support

- Minor Barrier: 14.9%
- Moderate Barrier: 10.9%
- Not a barrier: 59.9%
- Significant Barrier: 14.3%
Computer access

- Minor Barrier: 18.0%
- Moderate Barrier: 9.3%
- Not a barrier: 64.6%
- Significant Barrier: 7.8%
Household essentials

- Minor Barrier: 15.5%
- Moderate Barrier: 5.7%
- Not a barrier: 76.3%
- Significant Barrier: 2.5%
Housing

- Minor Barrier: 6.8%
- Moderate Barrier: 2.3%
- Not a barrier: 89.1%
- Significant Barrier: 1.7%
Internet access

- Minor Barrier: 15.0%
- Moderate Barrier: 6.1%
- Not a barrier: 73.4%
- Significant Barrier: 5.4%
Materials/communication available in your language

- Not a barrier: 91.4%
- Minor Barrier: 4.6%
- Moderate Barrier: 2.6%
- Significant Barrier: 1.5%
Mental Health

- Minor Barrier: 22.5%
- Moderate Barrier: 11.3%
- Not a barrier: 58.1%
- Significant Barrier: 8.1%
Physical Health

- Minor Barrier: 13.9%
- Moderate Barrier: 5.9%
- Not a barrier: 76.6%
- Significant Barrier: 3.6%
Stationary or school supplies

- Minor Barrier: 17.5%
- Moderate Barrier: 8.6%
- Not a barrier: 70.1%
- Significant Barrier: 3.9%
Using software or applications

- Minor Barrier: 24.5%
- Moderate Barrier: 10.1%
- Not a barrier: 58.6%
- Significant Barrier: 6.7%
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

- I am a parent or guardian of a student in Tulsa Public Schools for next year: 96.7%
- I am an employee of Tulsa Public Schools: 5.2%
- I am a student in Tulsa Public Schools: 3.9%
- I am a community partner supporting students and families: 1.6%
Does your student participate in any of these programs/services... (select all that apply)

- English Learner Services or Supports: 0.045
- Indian Education/Native American: 0.134
- Gifted and Talented: 0.175
- Special Education/have an IEP/504 Plan: 1.000
Add additional days for some students who need additional support

I would not consider this possibility: 20.6%
I would consider this possibility: 79.4%
For secondary: offering alternative school times for students who have other responsibilities

- I would not consider this possibility: 19.1%
- I would consider this possibility: 80.9%
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.

- 32.4%: I would not consider this possibility
- 67.6%: I would consider this possibility
Shorten the school week to allow for additional cleaning, preparation, and training.

- 81.5% I would consider this possibility
- 18.5% I would not consider this possibility
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.

- I would not consider this possibility: 27.3%
- I would consider this possibility: 72.7%
Alternate between in-person and distance learning on different weeks.

- I would not consider this possibility: 31.2%
- I would consider this possibility: 68.8%
For secondary: offering alternative school times for students who have other responsibilities

- 80.1%
- 19.9%

I would consider this possibility
I would not consider this possibility
Split students into smaller groups that alternate between in person and distance learning.
Response rates by feeder pattern

- East Central: 5.2%
- McLain: 6.4%
- Hale: 7.0%
- Alternative Schools: 7.4%
- Central: 8.5%
- Webster: 8.7%
- Memorial: 8.8%
- Magnet Schools: 11.6%
- Edison: 14.7%
Accessing learning content on tools such as Canvas or Google Classroom

- Unsuccessful: 8.6%
- Significant Challenges: 14.6%
- Minor Challenges: 29.0%
- Successful: 42.5%
- I did not know about this: 1.5%
- Not Applicable: 3.8%
Check in calls from my school

- **Unsuccessful**: 3.5%
- **Significant Challenges**: 5.1%
- **Minor Challenges**: 11.6%
- **Successful**: 59.6%
- **I did not know about this**: 7.7%
- **Not Applicable**: 7.5%
Daily learning schedules

- Unsuccessful: 11.4%
- Significant Challenges: 18.7%
- Minor Challenges: 29.3%
- Successful: 33.9%
- I did not know about this: 3.4%
- Not Applicable: 3.5%
Juniors and Seniors only: Graduation Checks

- Unsuccessful: 4.0%
- Significant Challenges: 2.1%
- Minor Challenges: 2.7%
- Successful: 9.5%
- I did not know about this: 9.6%
- Not Applicable: 72.1%
Meal sites and pickup

- Unsuccessful: 3.5%
- Significant Challenges: 3.0%
- Minor Challenges: 8.0%
- Successful: 47.1%
- I did not know about this: 2.3%
- Not Applicable: 36.2%
Supports from community partners (The Opportunity Project, YMCA, City Year)

Unsuccessful: 6.7%
Significant Challenges: 2.3%
Minor Challenges: 2.7%
Successful: 17.1%
I did not know about this: 29.5%
Not Applicable: 41.8%
Technology support

- Unsuccessful: 7.4%
- Significant Challenges: 8.1%
- Minor Challenges: 18.1%
- Successful: 35.3%
- I did not know about this: 6.6%
- Not Applicable: 24.4%
Video conference instructions (for example on Zoom or Teams)

- Unsuccessful: 8.7%
- Significant Challenges: 12.5%
- Minor Challenges: 24.7%
- Successful: 48.5%
- I did not know about this: 1.8%
- Not Applicable: 3.8%
Weekly learning content and curriculum

- Unsuccessful: 11.0%
- Significant Challenges: 19.1%
- Minor Challenges: 30.6%
- Successful: 35.0%
- I did not know about this: 1.9%
- Not Applicable: 2.3%
Wellness Hotline or Family Assistance Request portal

- Unsuccessful: 3.8%
- Significant Challenges: 2.2%
- Minor Challenges: 3.9%
- Successful: 22.7%
- I did not know about this: 19.5%
- Not Applicable: 47.9%
Which three factors most influence how you feel about school in the fall?

- My student’s health and risk of exposure: 67.2%
- My student’s academic growth: 65.3%
- My ability to support my student’s learning at home: 45.7%
- My school’s ability to provide additional supports: 23.9%
- Participation in extracurricular activities (for example: sports, band, drama, clubs): 18.8%
- My student’s preference: 14.0%
- Guidance from government or medical experts: 12.8%
- Availability of child care: 10.2%
- Internet or device access at home: 10.1%
- Transportation to/from school: 7.6%
- Other: 5.0%
Would you consider any amount of in person learning at all?

- NA: 15.3%
- Yes, I would possibly consider in person learning depending upon what safety measures are able to be implemented: 39.7%
- Yes, I would prefer in-person learning: 30.0%
- No, I would not consider in person learning at all and would only consider fully virtual options: 15.0%
Please select the option that best describes your student's transportation needs:

- NA: 17.6%
- I plan to provide transportation for my student on my own: 57.1%
- My student(s) would use the bus to get to school, if available: 14.7%
- My student(s) need to use the bus to get to school, but I am hesitant: 10.4%
What device does your student primarily use for distance learning?

- School-provided chromebook or laptop: 46.9%
- Their own computer (desktop or laptop): 14.7%
- Shared family computer (desktop or laptop): 12.1%
- Tablet (iPad, Android): 4.8%
- My student does not have a device for distance learning: 2.2%
- Mobile Phone: 1.8%
- NA: 17.7%
Is your student able to stream videos and connect to other educational content on his/her device at home?

- NA: 18.2%
- Yes (we experience no or very few issues): 60.1%
- Sometimes (access is inconsistent): 19.5%
- No (we do not have internet access): 2.2%
Child care or other dependent support

- Minor Barrier: 13.6%
- Moderate Barrier: 11.2%
- Not a barrier: 60.6%
- Significant Barrier: 14.5%
Computer access

- Minor Barrier: 17.2%
- Moderate Barrier: 9.8%
- Not a barrier: 61.6%
- Significant Barrier: 11.4%
Food

Minor Barrier: 18.6%
Moderate Barrier: 12.6%
Not a barrier: 61.4%
Significant Barrier: 7.4%
Household essentials

- Minor Barrier: 16.5%
- Moderate Barrier: 7.5%
- Not a barrier: 72.3%
- Significant Barrier: 3.6%
Housing

- Minor Barrier: 6.6%
- Moderate Barrier: 3.6%
- Not a barrier: 87.4%
- Significant Barrier: 2.5%
Internet access

- Minor Barrier: 15.0%
- Moderate Barrier: 7.3%
- Not a barrier: 71.3%
- Significant Barrier: 6.3%
Materials/communication available in your language

- Not a barrier: 86.6%
- Minor Barrier: 6.2%
- Moderate Barrier: 3.5%
- Significant Barrier: 3.7%
Mental Health

- Minor Barrier: 25.0%
- Moderate Barrier: 14.4%
- Not a barrier: 51.0%
- Significant Barrier: 9.6%
Physical Health

- Minor Barrier: 15.9%
- Moderate Barrier: 7.7%
- Not a barrier: 72.0%
- Significant Barrier: 4.4%
Stationary or school supplies

- Minor Barrier: 18.3%
- Moderate Barrier: 9.6%
- Not a barrier: 66.1%
- Significant Barrier: 6.0%
Using software or applications

- Minor Barrier: 26.4%
- Moderate Barrier: 11.4%
- Not a Barrier: 53.2%
- Significant Barrier: 8.0%
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.