

TPS Board of Education Community Input Synopsis

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Council of the Great City Schools Representatives

Overview

The Tulsa Public Schools Board of Education held community listening sessions over the course of six weeks with more than two dozen stakeholder groups and organizations and held six general sessions to hear community feedback, two of which were conducted in Spanish. The Board also provided a survey in both English and Spanish to collect feedback. The listening sessions and survey were all conducted using the same seven questions.

TPS Community Participation

- Total Listening Sessions: 30
 - Parent/School-hosted: 6
 - Community-hosted: 11
 - General Public: 6
 - Student-hosted: 1
 - Staff-hosted: 1
 - Business-hosted: 1

- Total Survey Responses: 398
 - TPS Parent & Guardians: 49%
 - TPS Staff: 52%
 - Community Member: 8%
 - TPS Community Partner: 2%

Questions and Highest Frequency Topical Occurrences

The following questions were asked, both through listening sessions and via survey. Board members entered the results of their listening sessions themselves. Listening session results and survey results were then combined. The combined results were organized topically and then evaluated for frequency of occurrence.

- **Q1: Thinking 20 years into the future, how should we be able to describe a graduate of Tulsa Public Schools? What knowledge and skills do our students need to have to be successful as adults in a rapidly changing world and to positively contribute to the economy and ecosystem of Tulsa?**
 - Social Emotional Learning (SEL) competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.
 - College and Career Readiness and assuring that students have the knowledge and skills necessary for whatever their next stage
 - Knowledgeable in core subjects, particularly reading and math.
 - Critical, independent thinkers and problem solvers.
 - Having life skills and financial literacy

- **Q2: What is TPS not yet doing that it should start doing? This can be concerning academics, finances, the current pandemic, or anything else.**
 - Improving academic performance
 - Inclusive, supportive climate and culture
 - Consistency/Equity among schools districtwide

- **Q3: What is TPS doing that is not working and that should be stopped? This can be concerning academics, finances, the current pandemic, or anything else.**
 - Mixed responses regarding school choice (positive and negative) - charter schools, magnet schools
 - Inequity amid schools across district
 - Attendance procedures were of particular interest to student respondents

- **Q4: What is TPS doing that is working and that we should keep doing? This can be concerning academics, finances, the current pandemic, or anything else.**
 - Mixed responses (positive and negative) regarding school choice - charter schools, magnet schools
 - Variety of communication including use of text messages and social media.
 - Student support including social-emotional, meals, and relationship building
 - Use of community partnerships
 - Engaging the community, families, students

- **Q5: What is an area in which Tulsa Public Schools is high-achieving?**
 - Work of teachers/staff
 - School Choice and Special programs
 - Pandemic response, communication, support

- **Q6: What is an area in which Tulsa Public Schools is low-achieving?**
 - Consistency of academic offerings and academic outcomes district-wide
 - Equitable offerings/outcomes amid school types (charter, magnet, neighborhood, etc.)
 - Academic performance: literacy, numeracy
 - Staff - support, retention of quality staff

- **Q7: What is one thing you're willing to commit to that would support the success of our students in Tulsa Public Schools?**
 - Volunteering
 - Serve on Committees
 - Staff commitments to continued learning and service
 - Assuring own child(ren) are supported