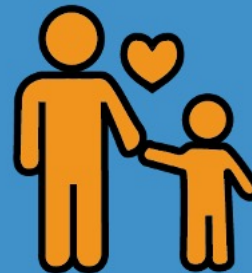


MINNESOTA SAFE LEARNING SURVEY

Summary of Results





As one of 19 federally funded centers, the Wisconsin-Minnesota Comprehensive Center - Region 10 (WMCC10) provides high quality and intensive capacity-building services to the Minnesota Department of Education (MDE) and the Wisconsin Department of Public Instruction (DPI), as well as local education agencies and organizations.

It is operated by three organizations: the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI), the University of Wisconsin-Madison's Wisconsin Evaluation Collaborative (WEC), and Education Analytics (EA).

The three regionally-based organizations operating the WMCC10 add unique value to these capacity building services through their cross-state collaboration.

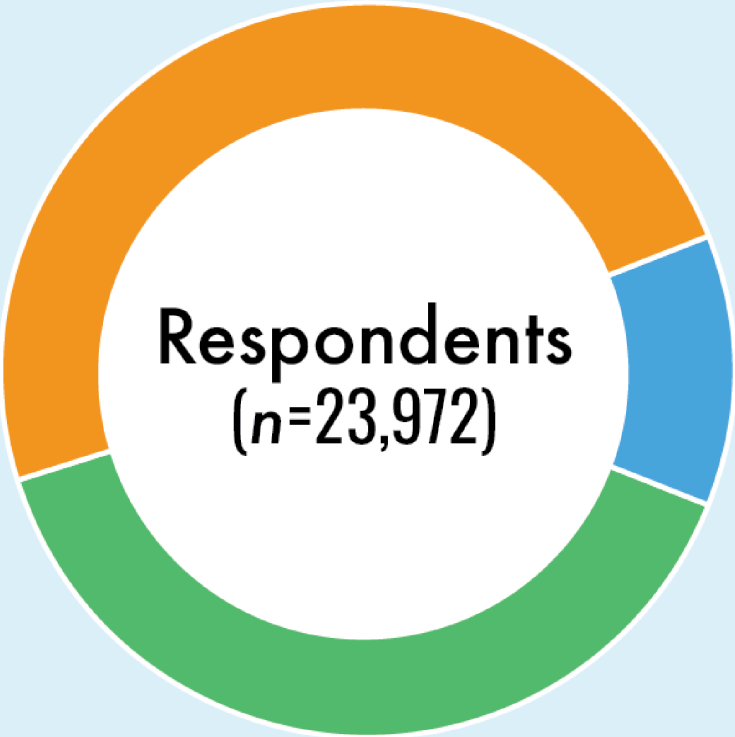


Context

- MN Safe Learning Survey (SLS) aims to capture experiences of educators, families, and students with the MN Department of Education's Safe Learning Plan.
- Initial Safe Learning Survey (Winter) on first half of 2020-21 academic year
 - Conducted Feb 8-26, 2021
 - 23,000+ respondents
- Second Survey (Spring) on entire school year
 - Conducted May 5-June 18, 2021
 - 10,500+ respondents
- Final iteration (Fall) to be administered in October 2021



Winter Survey



49%
Families

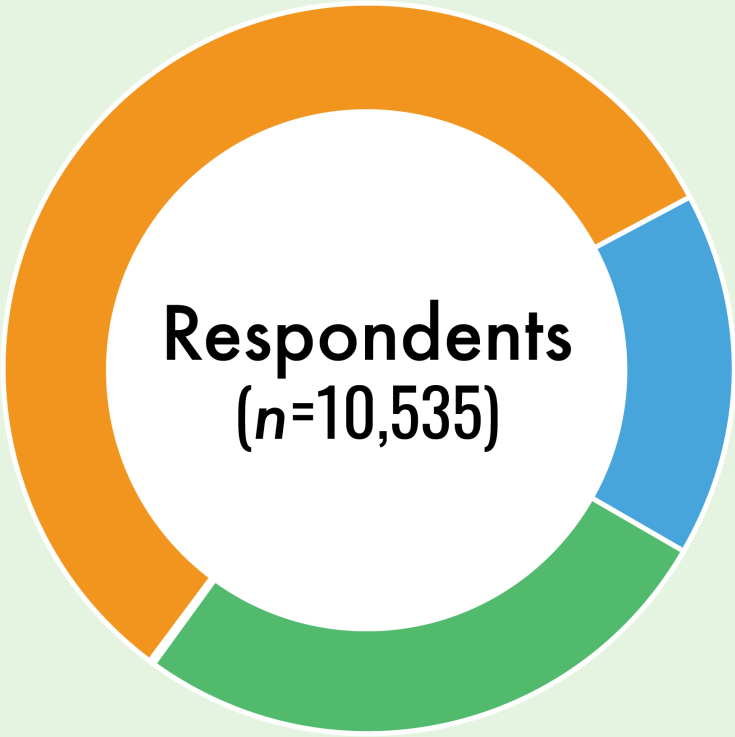


12%
Students



39%
Educators

Spring Survey



57%
Families



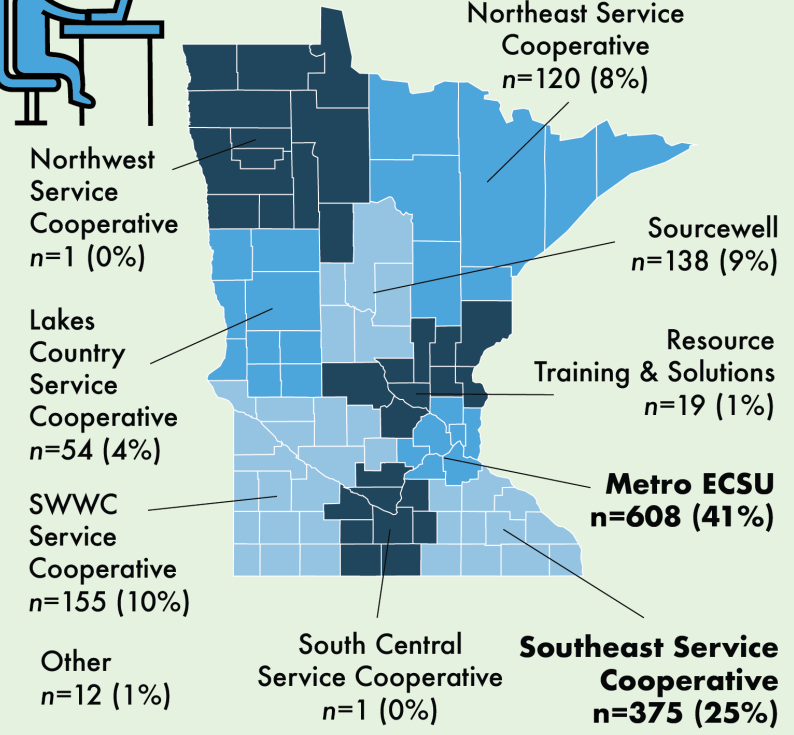
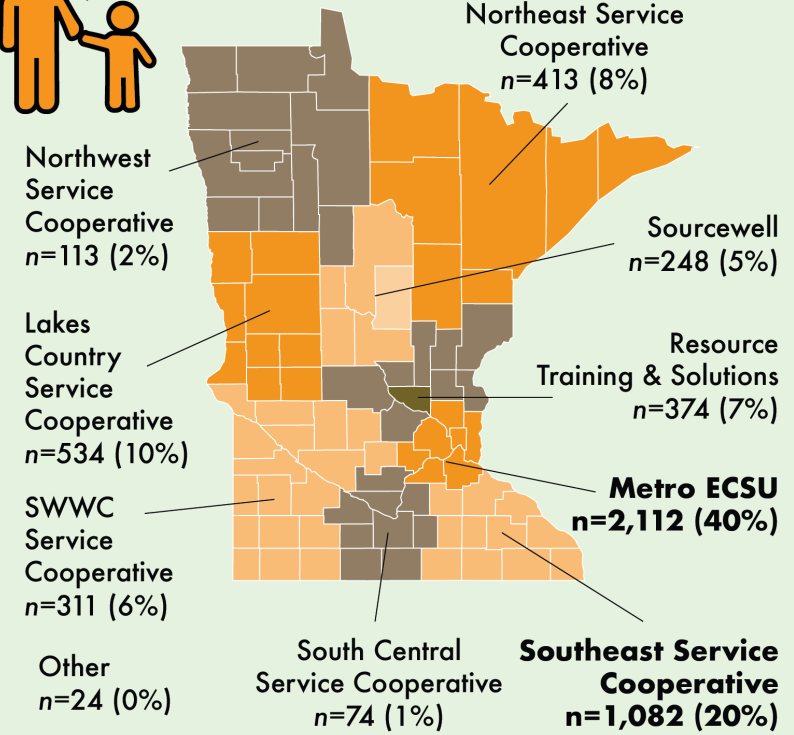
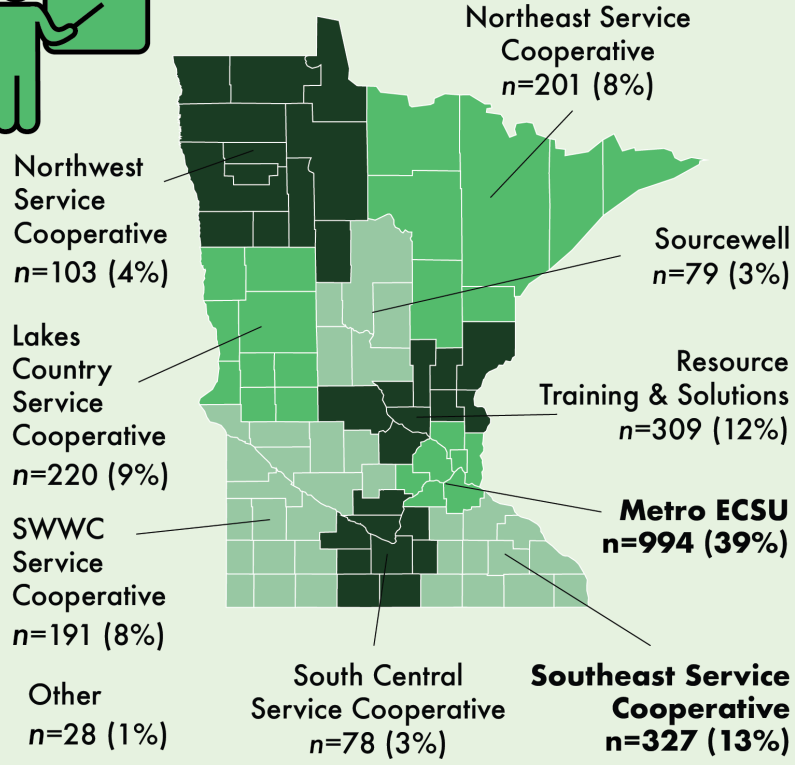
16%
Students



27%
Educators



Survey Respondents by Region



Survey themes

- Demographics
- Successes and Challenges
- Needed Supports
- Learning
- Connectedness
- Communication
- Moving Forward



Students learned

- Educators, families, and students continued to agree that some learning took place during the 2020-2021 school year.
- As grade levels increased, families felt that students were learning less.
- All groups continued to believe there was more learning taking place pre-COVID and that more learning occurred this school year than Spring 2020 when the state shifted entirely to distance learning.

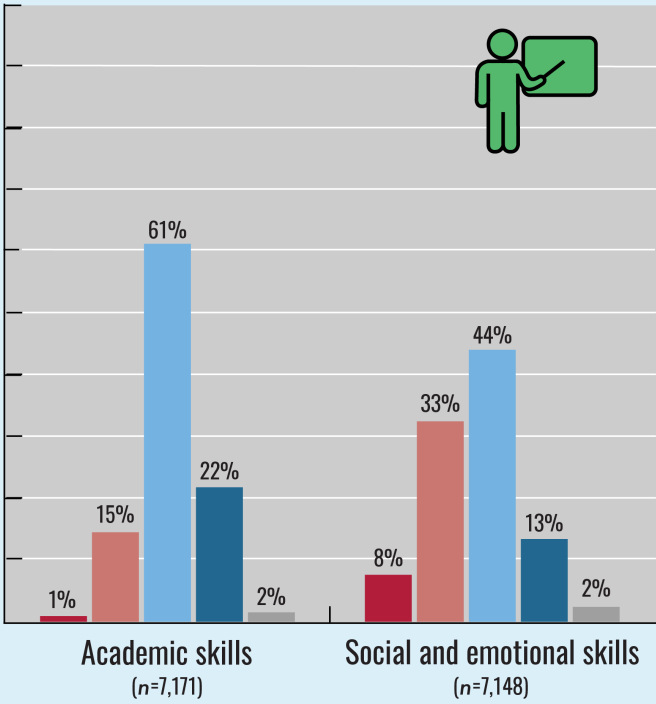


KEY FINDING 1

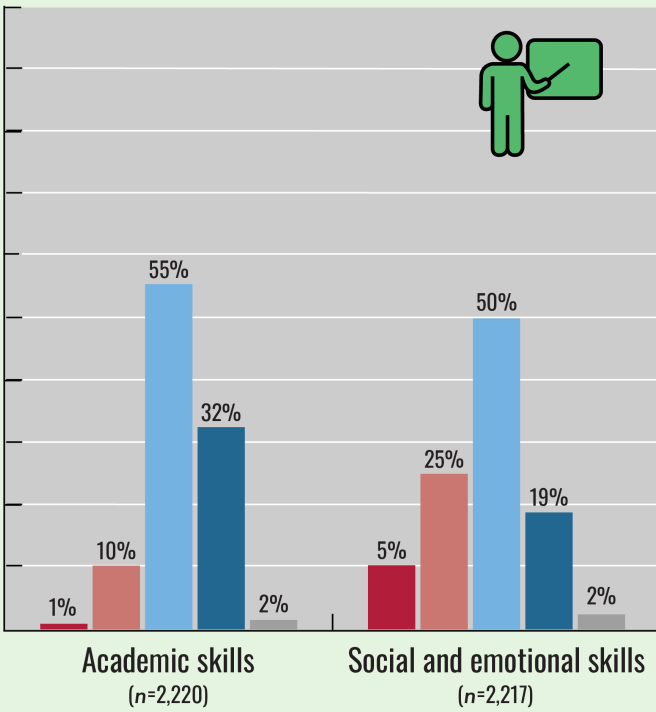
To what extent do you believe your students are learning academic and social/emotional skills this year?

■ Not learning at all ■ Learning a little ■ Learning some ■ Learning a lot ■ I don't know

Winter Survey



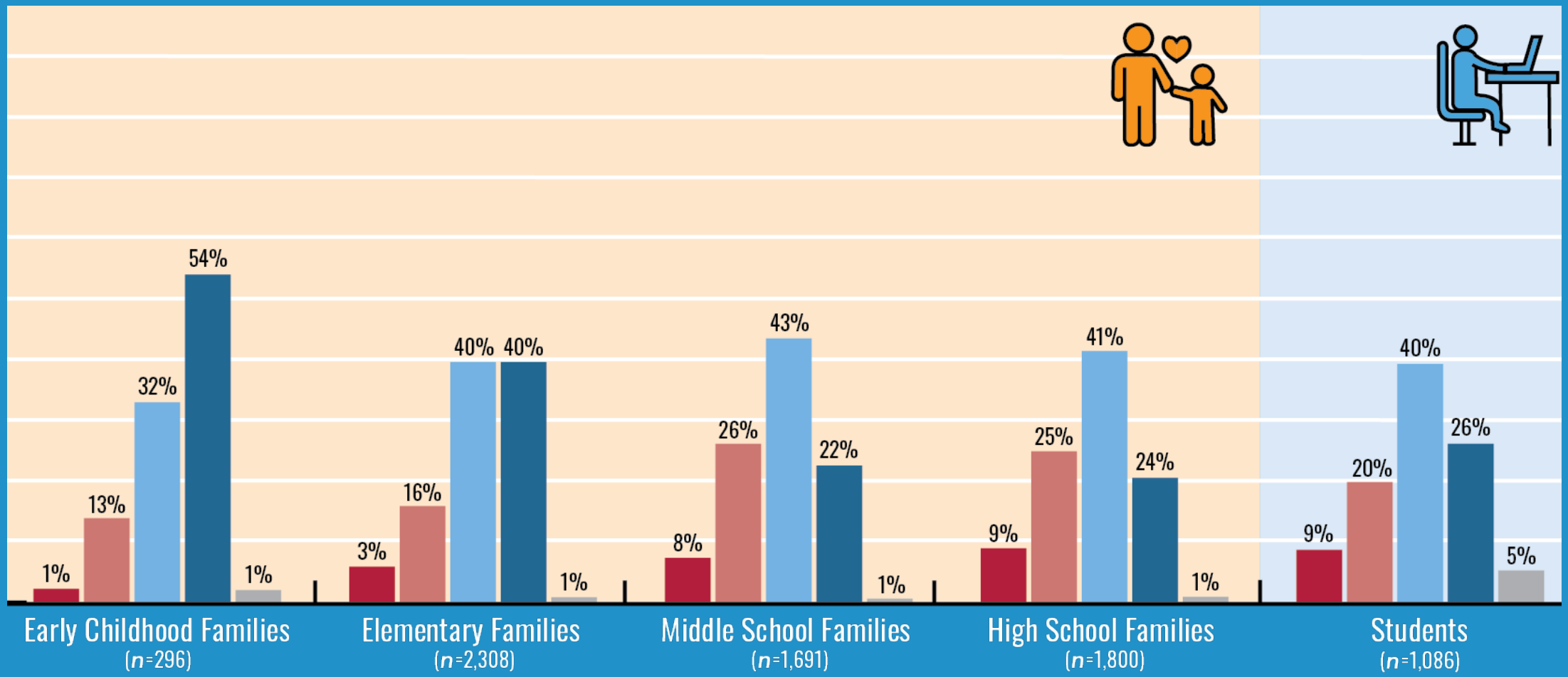
Spring Survey



KEY FINDING 1

To what extent do you believe you / your students are learning this school year?

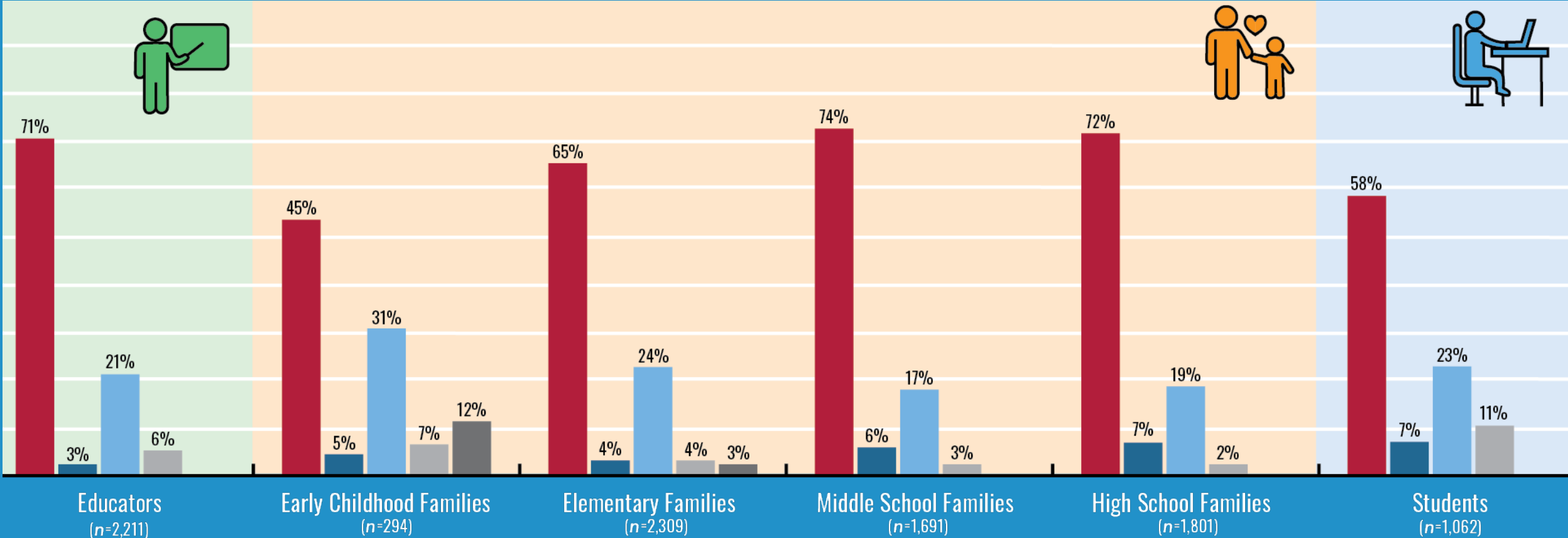
■ Not learning at all ■ Learning a little ■ Learning some ■ Learning a lot ■ I don't know



KEY FINDING 1

How do you believe you / your students' learning pre-COVID compares to learning this school year?

■ More learning pre-COVID
 ■ More learning this year
 ■ Learning is about the same
 ■ I don't know
 ■ Not applicable



Support is needed for mental health



Teachers' top challenges

- #1: Taking care of my own mental health
- #2: Supporting student mental health

Support Professionals' top challenges

- #1: Taking care of my own mental health
- #2: Supporting student mental health

Administrators' top challenges

- #1: Supporting student/staff mental health



Support is needed for mental health



Families' top challenges
#3: Student(s) receiving mental health supports



Students' top challenges
#3: Getting help with mental health

Student engagement: mixed results

Good News



- Teachers' #1 reported success: **engaging students in learning**
- Support professionals reported **relationship building and connection with students** as their #1 success



- Students reported **knowing where to be and when** was their #3 success



- Families reported **receiving support from teachers** as their #1 success



Student engagement: mixed results

Bad News



- **Engaging students in learning** was also teachers' #3 challenge
- Support professionals reported **getting in touch with students and families** as their #4 challenge
- Administrators' #2 and #3 challenges were **ensuring attendance** and **ensuring that rigorous instruction was provided**



- Students #1 and #2 challenges were **keeping up with schoolwork** and **understanding schoolwork**



- Families' #2 challenge was **receiving support from teachers**

Broad successes with technology, COVID-19 safety, connectedness, and communication

- Hardware and software were among least-commonly reported supports needed among all groups.
- Ensuring health and safety of themselves and others consistently fell among the top four successes for all groups.
- Most respondents reported strong connectedness between teachers and students, with these levels increasing compared to the Winter survey.
- Respondents reported that communication either “occasionally” or “almost always” met their needs.

Concerns moving forward



Mental health of students (1,376)
Mental health of staff (1,354)
Student engagement (1,151)
Widening achievement gaps (1,043)
Student social interactions/relationships (1,004)
My student(s) being behind academically (968)



Student social interactions/relationships (3,510)
My student(s) being behind academically (3,273)
Mental health of students (3,217)
Student engagement (2,795)
Access to extracurricular activities (1,954)
Mental health of staff (1,671)



Being behind academically (576)
Being engaged in my classes / schoolwork (492)
My own mental health (486)
Social interactions / relationships (478)
Access to extracurricular activities (326)
COVID-19 safety (288)



Concerns moving forward: mental health



Mental health of students (1,376)

Mental health of staff (1,354)

Student engagement (1,151)

Widening achievement gaps (1,043)

Student social interactions/relationships (1,004)

My student(s) being behind academically (968)



Student social interactions/relationships (3,510)

My student(s) being behind academically (3,273)

Mental health of students (3,217)

Student engagement (2,795)

Access to extracurricular activities (1,954)

Mental health of staff (1,671)



Being behind academically (576)

Being engaged in my classes / schoolwork (492)

My own mental health (486)

Social interactions / relationships (478)

Access to extracurricular activities (326)

COVID-19 safety (288)



Concerns moving forward: student engagement



- Mental health of students (1,376)
- Mental health of staff (1,354)
- Student engagement (1,151)**
- Widening achievement gaps (1,043)
- Student social interactions/relationships (1,004)
- My student(s) being behind academically (968)



- Student social interactions/relationships (3,510)
- My student(s) being behind academically (3,273)
- Mental health of students (3,217)
- Student engagement (2,795)**
- Access to extracurricular activities (1,954)
- Mental health of staff (1,671)



- Being behind academically (576)
- Being engaged in my classes / schoolwork (492)**
- My own mental health (486)
- Social interactions / relationships (478)
- Access to extracurricular activities (326)
- COVID-19 safety (288)



Concerns moving forward: being behind academically



Mental health of students (1,376)

Mental health of staff (1,354)

Student engagement (1,151)

Widening achievement gaps (1,043)

Student social interactions/relationships (1,004)

My student(s) being behind academically (968)



Student social interactions/relationships (3,510)

My student(s) being behind academically (3,273)

Mental health of students (3,217)

Student engagement (2,795)

Access to extracurricular activities (1,954)

Mental health of staff (1,671)



Being behind academically (576)

Being engaged in my classes / schoolwork (492)

My own mental health (486)

Social interactions / relationships (478)

Access to extracurricular activities (326)

COVID-19 safety (288)



Subgroup analysis: race

- Connectedness
 - Families of students of color, American Indian students, and multiracial students more often **felt connected to teachers and support staff.**
 - Students of color, American Indian students, and multiracial students more often **felt less connected to their classmates.**
- Learning
 - Students of color, American Indian students, and multiracial students and their families reported **they were learning more this school year compared to pre-COVID.**
- Racism and racial microaggressions
 - Students of color, American Indian students, multiracial students, and their families **were concerned about racism and racial microaggressions.**

Subgroup analysis: geography

- Technology
 - Families in **greater MN** faced more challenges with technology.
- Connectedness
 - Families in **greater MN** felt more connected to teachers and other families.
 - Students in **greater MN** felt more connected to their classmates.
- Student engagement
 - Families in **greater MN** with **early childhood** students were concerned about student engagement.
- Racism and racial microaggressions
 - Families and educators in the **metro area** were more concerned about racism and racial microaggressions.



Changes to schooling

- A random sample of educators, families, and students were asked: “Reflecting on your experiences from the past year, what do you think needs to change about schooling in the future?”
- Over 1,200 people responded (35% educators, 48% families, 18% students).
- Responses fell into the following categories:
 - Learning format, school infrastructure, COVID-19 protocols, academics, social and emotional wellbeing, educational systems, programming, student and family engagement, equity, appreciation, and other/misc.



Changes to schooling

- Key takeaways:
 - Educator comments focused on school infrastructure (primarily their own workload, but also issues such as school budgets, staffing, and resources) and a desire to return to in-person learning.
 - Family comments focused most on a desire to return to a full-time, in-person learning model and reducing or eliminating COVID-19 restrictions.
 - Student comments focused most on their grades, assignments, and workload as well as a desire to return to in-person learning.



Final report

Access the full report here:

z.umn.edu/WMCCSLS2





Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA

Driven to Discover®

The content of this publication was developed under a grant from the Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 10 Comprehensive Center at Wisconsin Center for Education Research (WCER), Center for Applied Research and Educational Improvement (CAREI), and Education Analytics (EA) under Award #S283B190048. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

