



# MINNESOTA SAFE LEARNING SURVEY: WINTER AND SPRING 2021 SUBGROUP ANALYSIS BY GEOGRAPHY AND STUDENT RACE/ETHNICITY

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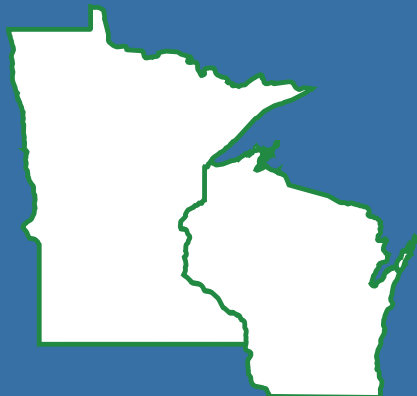
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## Context

Seeking to understand the experiences of educators, families, and students in K-12 public schools during the COVID-19 pandemic, the Wisconsin-Minnesota Comprehensive Center ([WMCC](#))—working with the Minnesota Department of Education ([MDE](#))—has developed the [Safe Learning Survey](#) that is being conducted at three intervals: Winter (February), Spring (May-June), and Fall (October-November), 2021.

The WMCC is housed at the University of Minnesota's ([UMN](#)) Center for Applied Research & Educational Improvement ([CAREI](#)), the University of Wisconsin-Madison's Wisconsin Evaluation Collaborative ([WEC](#)), and Education Analytics ([EA](#)) and receives federal funding to support the state departments of education in its two-state region: Minnesota and Wisconsin.

To date, two public reports have been published sharing the results of the Safe Learning Surveys conducted in the Winter (February) and Spring (May-June) of 2021. These reports provide a comprehensive description of the findings for each survey and can be found at the following links:

- Final Report: Winter 2021 Minnesota Safe Learning Survey [z.umn.edu/WMCCSL1](https://z.umn.edu/WMCCSL1)
- Final Report: Spring 2021 Minnesota Safe Learning Survey [z.umn.edu/WMCCSL2](https://z.umn.edu/WMCCSL2)

The purpose of this companion brief is to provide additional information disaggregated (i.e., broken down) by district geography and student race/ethnicity on five key themes and potential areas for policy and practice improvement: learning, connectedness, engagement, technology, and racism and racial microaggressions. Such disaggregation of data is an important step in understanding how to provide equitable supports that are tailored to the needs of particular communities.

## The Survey

In partnership with MDE, researchers at the WMCC developed the questions included on each iteration of the Minnesota Safe Learning Survey. Questions were informed by other recent statewide surveys and feedback from focus groups conducted with educational leaders, teachers, families, and students. The number of questions asked, ranging from 16-37, varied across respondent groups (i.e., educators, family members, or students) and survey iteration. Topics covered in the survey included: Demographics; Successes and Challenges; Needed Supports; Learning; Connectedness; Communication; and Moving Forward. With the exception of the Moving Forward questions that were only asked in the Spring 2021 iteration, all questions were asked at both the Winter and Spring 2021 iterations with only a few minor changes that are described in the [Spring 2021 report](#). Overall, the survey was estimated to take 5-10 minutes to complete.

Educators and students were asked to respond to questions based on their own experiences with schooling. Families were prompted to consider their experiences with schooling overall for all of their children when responding to questions about demographics, successes and challenges, and needed supports. In addition, families were asked to respond about their experiences at each age level (early childhood, elementary, middle school/junior high, and high school) for questions about learning, connectedness, communication, and concerns about schooling in the future.

For the disaggregated subgroup analysis described in this brief, we focused on questions in four areas that emerged as key themes the Winter and Spring 2021 reports and that we believed were particularly amenable to policy or practice changes: learning, successes/challenges (specifically, technology, student mental health support, and students receiving support from teachers), connectedness, and top concerns moving forward (specifically, students being behind academically, racism/racial microaggressions, student engagement, and student social interactions/relationships).




### Survey Respondents

Data from the Winter and Spring 2021 Safe Learning surveys came from educators, families, and students. In total, there were 23,972 responses (9,333 educators, 2,988 students, and 11,651 family members) to the Winter 2021 and 10,535 responses (2,799 educators, 1,711 students, and 6,025 family members) to the Spring 2021 surveys. This substantial variation in the number of respondents between the Winter and Spring 2021 iterations should be

taken into account when comparing Winter and Spring 2021 findings. In addition, a larger percentage of families and students from the Metro ECSU region responded to the spring survey in comparison to the winter survey. There was also a greater percentage of families from the Lakes Country Service Cooperative region and a smaller percentage of students from the Resource Training & Solutions region who responded to the spring compared to the winter surveys. Educators were largely from the Metro ECSU, Southeast Service Cooperative, and Resource Training & Solutions regions across both the winter and spring surveys. These regional differences should also be taken into account when comparing winter and spring survey findings.




The geography and race/ethnicity of survey respondents were similar to population trends for the state of Minnesota, with some small differences. Specifically, more than half of respondents (58-74%, depending on the type of respondent—educator, family, or student) came from Greater MN (defined as outside of the 7-county Twin Cities Metro Area), which is higher than population trends [reported by Minnesota Compass](#) that suggest about 55% of Minnesotans live in the 7-county Twin Cities Metro Area. Most student and family respondents (78-84% and 88%, respectively) reported their own and their student’s race/ethnicity as white, which was higher than trends on the [Minnesota Report Card](#) that suggest about 64% of students in Minnesota identify as white and 36% identify as students of color, American Indian students, or multiracial students. See the figures below for more detailed information on the race/ethnicity and geography of respondents to each survey.

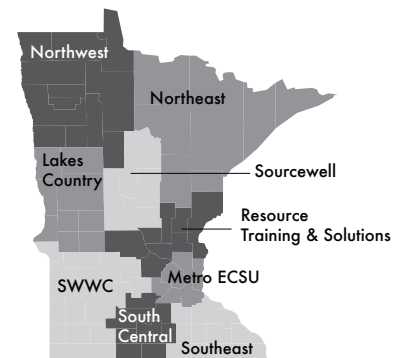
#### Survey Respondents by Race / Ethnicity

	Educators 		Families <sup>1</sup> 		Students 	
	Winter	Spring	Winter	Spring	Winter	Spring
Asian	65	16	326	150	69	63
American Indian or Alaska Native	53	23	116	60	54	24
Black or African American	46	15	252	111	81	49
Hispanic/Latino	84	23	309	141	127	64
Native Hawaiian or Other Pacific Islander	10	4	29	17	13	7
White	6377	1943	7120	3412	1759	767
None of these apply to me	50	28	123	104	34	33
I prefer not to answer	525	175	743	454	187	92

1. Families’ reports of their students’ race

#### Survey Respondents by Region

	Educators 		Families 		Students 	
	Winter	Spring	Winter	Spring	Winter	Spring
Lakes Country Service Cooperative	573 7%	220 9%	568 5%	534 10%	14 1%	54 4%
Metro ECSU	2824 33%	994 39%	2623 25%	2112 40%	1089 40%	608 41%
Northeast Service Cooperative	593 7%	201 8%	485 5%	413 8%	86 3%	120 8%
Northwest Service Cooperative	671 8%	103 4%	100 1%	113 2%	395 15%	1 0%
Resource Training & Solutions	577 7%	309 12%	1361 13%	374 7%	618 23%	19 1%
Sourcewell	255 3%	79 3%	421 4%	248 5%	14 1%	138 9%
South Central Service Cooperative	622 7%	78 3%	448 4%	74 1%	24 1%	1 0%
Southeast Service Cooperative	1560 18%	327 13%	3714 36%	1082 20%	100 4%	375 25%
SWWC Service Cooperative	549 7%	191 8%	642 6%	311 6%	245 9%	155 10%
Other	252 3%	28 1%	92 1%	24 0%	127 5%	12 1%



## Disaggregating the survey data

Disaggregating the Minnesota Safe Learning Survey data involved breaking the data down by subgroups to understand who responded to questions in what ways. For example, how many respondents from Greater MN reported accessing reliable technology in comparison to respondents from the Metro Area? This analysis provided insight on which groups were:

**Overrepresented**, meaning the percentage of respondents from a particular group (e.g., from Greater MN) who selected a specific response option (e.g., accessing reliable technology) was larger than the percentage of respondents from that same group who responded to that question (e.g., What were your top 3 challenges this year?) overall, and


**Underrepresented**, meaning the percentage of respondents from a particular group (e.g., from the Metro Area) who selected a specific response option (e.g., accessing reliable technology) was smaller than the percentage of respondents from that same group who responded to that question (e.g., What were your top 3 challenges this year?) overall.

For this brief, we disaggregated the data by geography and race/ethnicity separately for the Winter and Spring 2021 surveys. For geography, we collapsed the 9 service cooperative regions into two categories representing geography: Greater MN and the Metro Area. Greater MN included the Northwest Service Cooperative, the Northeast Service Cooperative, the Lakes Country Service Cooperative, Sourcewell, Resource Training & Solutions, the SWWC Service Cooperative, the South Central Service Cooperative, and the Southeast Service Cooperative. The Metro Area included only Metro ECSU. Given the small sample size in some racial groups, we combined respondents who selected at least one of the following groups—Asian, American Indian or Alaska Native, Black or African American, Hispanic/Latino, or Native Hawaiian or Other Pacific Islander—to create a single variable with two categories for race/ethnicity: students of color/American Indian students/multiracial students and white students. Respondents who selected white in addition to Asian, American Indian or Alaska Native, Black or African American, Hispanic/Latino, or Native Hawaiian or Other Pacific Islander were considered to be multiracial. We used a difference of 7 percentage points or greater as a guideline to identify areas where there was some level of over or underrepresentation.


## Findings by Geography

*Learning this year: Metro Area students overrepresented among those who reported “not learning at all” and Greater MN families overrepresented among those who reported “I don’t know”*

In the winter survey, Metro Area middle and high school students were overrepresented among those who reported not learning at all this year, which could be due to Metro Area students more frequently being in distance or hybrid learning models through the fall and winter of 2021. Interestingly, also in the winter, Greater MN elementary, middle, and high school families were overrepresented among those who reported not knowing if their students were learning in the 2020–21 school year. We hypothesize that these families may have been unsure about students’ learning because Greater MN students were more frequently learning in person rather than at home through the fall and winter of 2021.

 To what extent do you feel you are learning this school year?

Winter 2021	Greater MN	Metro Area
“I’m not learning at all”	-10.9%	+10.9%

 To what extent do you believe your student(s) are learning this school year?

Winter 2021	Greater MN	Metro Area	
“I don’t know”	Elementary	+12.9%	-12.9%
	Middle school	+17.9%	-17.8%
	High school	+17.0%	-17.0%

*Students feeling not at all connected to teachers and classmates, and families feeling connected to other families and teachers: Overrepresentation of Metro Area students and Greater MN families*

Among students who reported they felt not at all connected to their teachers and classmates in the winter survey, Metro Area students were overrepresented. In the spring, Greater MN students were overrepresented among students who felt very connected to their classmates. In addition, we found that, among families, Greater MN families at the early childhood and


middle school levels were overrepresented among those who reported feeling connected to other families in the winter and spring. In the spring, Greater MN families also were overrepresented among early childhood families who felt not at all and middle school families who felt very connected to teachers. Our hypothesis is that students in the Metro Area were more likely to attend larger schools and have larger class sizes that may have made it more challenging to build relationships with teachers and classmates, especially in an online environment. Schools and communities in Greater MN, however, were likely smaller and, subsequently, may have made it easier to build relationships and feel connected to teachers, other families, and classmates. Furthermore, Greater MN students may have been more likely to be in an in-person learning format as opposed to a distance or hybrid learning format for a longer period of time by the spring iteration of the survey, which could have led to increased feelings of connectedness.

**Challenges accessing reliable technology:**


**Overrepresentation of Greater MN families**  
Greater MN families were overrepresented among those who reported accessing reliable technology (hardware, software, and internet) as a challenge in both the Winter and the Spring. Given that Greater MN is largely rural in comparison to the Metro Area, we suspect that more limited technological infrastructure (e.g., broadband) may have led to families facing more challenges when it came to technology. In addition, small districts in Greater MN rural areas may have had fewer resources in terms of hardware and software to provide to students.

**Early childhood engagement concerns: Overrepresentation of Greater MN families**


In the Spring, respondents were asked to select their concerns with school moving forward from a list of 8-10 options, depending on the respondent group (i.e., educator, family, or student). We found in our analysis that Greater MN families with early childhood students were overrepresented among those concerned about student engagement. Our hypothesis is that there may be more early childhood resources and options in the Metro Area because it is more densely populated than Greater MN.

 **How connected have you felt to teachers during the past month?**


Winter 2021	Greater MN	Metro Area
"Not at all"	-8.7%	+8.7%

 **How connected have you felt to classmates during the past month?**


Winter 2021	Greater MN	Metro Area
"Not at all"	-8.8%	+8.8%

 **How connected have you felt to classmates during the past month?**


Spring 2021	Greater MN	Metro Area
"Very connected"	+7.1%	-7.1%

 **How connected have you felt to other families during the past month?**


Winter 2021	Greater MN	Metro Area
"Very connected"	Early childhood +13.6%	-13.6%
	Middle school +8.8%	-8.8%

 **How connected have you felt to other families during the past month?**

Spring 2021	Greater MN	Metro Area
"Mostly connected"	Early childhood +13.6%	-13.6%
"Very connected"	Middle school +8.0%	-8.0%


 **How connected have you felt to teachers during the past month?**

Spring 2021	Greater MN	Metro Area
"Not connected at all"	Early childhood -13.5%	+13.5%
"Very connected"	Middle school +8.8%	-8.8%

 **Choose 3 areas that have been the most challenging for you in the past month.**

Winter 2021	Greater MN	Metro Area
"Accessing reliable technology"	+8.1%	-8.1%

Spring 2021	Greater MN	Metro Area
"Accessing reliable technology"	+13.2%	-13.2%

 **What are your top concerns around schooling moving forward?**

Spring 2021	Greater MN	Metro Area
"Student engagement"	Early childhood +6.2%	-6.2%

**Concerns about racism and racial microaggressions: Overrepresentation of Metro Area families and educators**

Another response option for the question about concerns moving forward on the Spring survey was racism and racial microaggressions. We found that among those families and educators who were concerned about racism and racial microaggressions, Metro Area families and educators were overrepresented. This finding was not surprising as the Metro Area is more racially and ethnically diverse in comparison to Greater MN.


**Findings by Race/Ethnicity**

**Learning more this year compared to Pre-COVID: Overrepresentation of middle school families of students of color, American Indian students, and multiracial students**


Among middle school families reporting that students were learning more this school year compared to pre-COVID in the Winter 2021 survey, families of students of color, American Indian students, and multiracial students were overrepresented. Similar patterns were seen in the Spring 2021 survey in which students of color, American Indian students, and multiracial students and their families (at the elementary and high school levels) were overrepresented among those who reported they were learning more this school year compared to pre-COVID. We hypothesize that, in comparison to white families and students, students of color, American Indian students, and multiracial students and their families perceived more learning to be happening this year in comparison to pre-COVID because students were primarily at home and, thus, outside of the school and classroom spaces where student of color, American Indian students, and multiracial students often experience racialized harm (e.g., stereotyping, discrimination, prejudice).

**I don't know how much learning is happening: Overrepresentation of students of color, American Indian students, and multiracial students and their families**


Among students and families who reported they did not know how much they themselves or their students were learning this year alone and in comparison to prior years in the Winter and Spring 2021 surveys, students of color, American Indian students, and multiracial students and their families were frequently overrepresented. Specifically in the winter survey, middle and high school students of color, American Indian students, and multiracial students as well as elementary and middle school families of students of color, American Indian students, and multiracial students were overrepresented among those not knowing how much they themselves or their students were learning this year. In addition, middle and high school families of students of color, American Indian students, and multiracial students were overrepresented among those not knowing if their students were learning more this school

 **What are your top concerns around schooling moving forward?**


Spring 2021		Greater MN	Metro Area
"Racism/racial micro-aggressions"	Early childhood	-19.9%	+19.9%
	Elementary	-18.4%	+18.4%
	Middle school	-11.4%	+11.4%
	High school	-21.1%	+21.1%

 **What are your top concerns around schooling moving forward?**


Spring 2021		Greater MN	Metro Area
"Racism/racial microaggressions"		-20.4%	+20.4%

 **How do you believe your student(s)' learning pre-COVID compares to this school year?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"There is more learning happening this school year"	Middle school	-7.0%	+7.0%


 **How do you believe your student(s)' learning pre-COVID compares to this school year?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"There is more learning happening this school year"	Elementary school	-9.0%	+9.0%
	High school	-6.3%	+6.3%


 **How do you believe your learning pre-COVID compares to this school year?**

Spring 2021		White	SOC/AI/M <sup>3</sup>
"There is more learning happening this school year"		-15.2%	+15.2%

1. Families with white students  
 2. Families with Students Of Color, American Indian students, and/or Multiracial students  
 3. Students Of Color, American Indian students, and Multiracial students

 **To what extent do you feel you are learning this school year?**

Winter 2021		White	SOC/AI/M <sup>1</sup>
"I don't know"		-8.0%	+8.0%
Spring 2021		White	SOC/AI/M <sup>1</sup>
"I don't know"		-9.8%	+9.8%

 **How do you believe your learning pre-COVID compares to your learning this school year?**

Spring 2021		White	SOC/AI/M <sup>1</sup>
"I don't know"		-7.7%	+7.7%

1. Students Of Color, American Indian students, Multiracial students

year compared to pre-COVID.

In the spring survey, families of white students were actually overrepresented among those who reported they didn't know how much their students were learning this year. Otherwise, all other patterns suggested that students of color, American Indian students, and Multiracial students were again overrepresented among those who reported they didn't know how much they themselves or their students were learning at the time of the survey and in comparison to pre-COVID or the spring of 2020.


Our hypothesis is that students of color, American Indian students, and multiracial students and their families may have received less communication from teachers about their students' learning due to a lack of humanizing relationships among teachers who are predominantly white in Minnesota and students and families of color, American Indian students and families, and multiracial students and families. Furthermore, students of color, American Indian students, and multiracial students may have been more likely to be located in more urban areas, subsequently attending larger schools with large class sizes that can make it difficult for teachers to connect one-on-one regularly with students and families. Consequently, these respondents likely had little information to inform their understanding of how much learning was happening.

**Families' connectedness to educators and other families: Mixed findings**


In the Winter 2021 survey, early childhood families of students of color, American Indian students, and multiracial students were overrepresented among families who reported feeling very connected to district leaders and other families as well as overrepresented among those who reported feeling not at all connected to school leaders. Interestingly, in the Spring 2021 survey, families of students of color, American Indian students, and multiracial students were overrepresented among those who felt connected to teachers at the early childhood level and support staff at the middle school level. We hypothesize that these families felt more connected to district leaders in the winter because communication perhaps primarily came from district leaders and that these families' connections to teachers and support staff got better over the course of the school year, especially as students returned to in-person learning.

**Students feeling not at all connected to teachers and classmates: Overrepresentation of students of color, American Indian students, and multiracial students**


In the Winter 2021 survey, students of color,

 **To what extent do you believe your student(s) are learning this school year?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Elementary school	-14.2%	+14.2%
	Middle school	-7.7%	+7.7%
Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Elementary school	+12.4%	-12.4%
	High school	-10.8%	+10.8%


 **How do you believe your student(s)' learning pre-COVID compares to this school year?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Middle school	-10.9%	+10.9%
	High school	-9.6%	+9.6%


 **How do you believe your student(s)' learning at the end of last school year compares to this school year?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Middle school	-9.5%	+9.5%


1. Families with white students  
2. Families with Students Of Color, American Indian students, and/or Multiracial students

 **How connected have you felt to district leaders during the past month?**


Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Early childhood	-12.4%	+12.4%

 **How connected have you felt to other families during the past month?**


Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Early childhood	-12.2%	+12.2%

 **How connected have you felt to school leaders during the past month?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Not connected at all"	Early childhood	-8.6%	+8.6%


 **How connected have you felt to teachers during the past month?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Not connected at all"	Early childhood	+10.9%	-10.9%
"Mostly connected"	Early childhood	-8.5%	+8.5%


 **How connected have you felt to support staff during the past month?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Middle school	-6.2%	+6.2%

1. Families with white students  
2. Families with Students Of Color, American Indian students, and/or Multiracial students

 **How connected have you felt to your teachers during the past month?**

Winter 2021		White	SOC/AI/M <sup>1</sup>
"Not connected at all"		-9.8%	+9.8%

 **How connected have you felt to your classmates during the past month?**

Winter 2021		White	SOC/AI/M <sup>1</sup>
"Not connected at all"		-11.2%	+11.2%

Spring 2021		White	SOC/AI/M <sup>1</sup>
"Not connected at all"		-16.6%	+16.6%

1. Students Of Color, American Indian students, Multiracial students

American Indian students, and multiracial students were overrepresented among those who reported they were not at all connected to their teachers and classmates. Similarly, in the Spring 2021 survey, students of color, American Indian students, and multiracial students were overrepresented among those who reported feeling less connected to their classmates. This finding was not surprising as the educator workforce is overwhelmingly white in Minnesota, often resulting in culture gaps, dehumanization, and marginalization for students of color, American Indian students, and multiracial students.

**Concerns about racism and racial microaggressions: Overrepresentation of students of color, American Indian students, and multiracial students and their families**

Not surprisingly given that students of color, American Indian students, and multiracial students and their families are those directly harmed by racism and racial microaggressions, students of color, American Indian students, and multiracial students, and their families were overrepresented among the students and families who selected racism and racial microaggressions as a concern about schooling moving forward.



**What are your top concerns around schooling moving forward?**

Spring 2021	White	SOC/AI/M <sup>1</sup>
"Racism/racial micro-aggressions"	-23.3%	+23.3%



**What are your top concerns around schooling moving forward?**

Spring 2021		White <sup>2</sup>	SOC/AI/M <sup>3</sup>
"Racism/racial micro-aggressions"	Early childhood	-19.3%	+19.3%
	Elementary school	-18.5%	+18.5%
	Middle school	-14.5%	+14.5%
	High school	-19.4%	+19.4%

1. Students Of Color, American Indian students, Multiracial students
2. Families with white students
3. Families with Students Of Color, American Indian students, and/or Multiracial students

**Closing Thoughts**

Overall, this disaggregated analysis of educator, family, and student experiences by geography and race/ethnicity highlights important areas for educators and policymakers to consider as they continue to provide schooling during the ongoing COVID-19 pandemic. We encourage educators and policymakers to consider how to provide more equitable supports tailored to address communities' specific needs as a result of this analysis. Four key lessons we would like educators and policymakers to take away from this analysis are:

1. More technology infrastructure and resources are needed to support schools in Greater MN.
2. Students and families—especially students of color, American Indian students, and multiracial students and their families—need more support for and communication around student learning so that students know where they are at and can work towards successive learning goals.
3. Building relationships between students and teachers, as well as among students, should be a focus moving forward, particularly in the Metro Area and for students of color, American Indian students, and multiracial students.
4. Practice and policy changes are needed to stop racial stereotyping, discrimination, and marginalization, and transform schools into more humanizing spaces for students of color, American Indian students, and multiracial students and their families.

Thank you to the educators, families, and students who completed the survey. The information you shared will be used to directly inform leaders' decisions about supports needed in education across the state.

**The Minnesota Safe Learning Survey will be distributed one more time, in October 2021, in order to try and ascertain what can be learned from this unprecedented time. We hope all of Minnesota's educational leaders will help in distributing the fall survey to educators, families, and students in their district or school.**

District and charter school reports for each data collection period are available to superintendents or charter leaders upon request.

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Appendix: Complete Response Data for Tables—Geography Subgroup Analysis



To what extent do you believe your student(s) are learning this school year?

Winter 2021		Greater MN	Metro Area
"I don't know"	Elementary	82.8%	17.2%
	Middle school	93.8%	6.3%
	High school	91.2%	8.8%
Total responses	Elementary	69.9%	30.1%
	Middle school	75.9%	24.1%
	High school	74.2%	25.8%

How connected have you felt to **other families** during the past month?

Winter 2021		Greater MN	Metro Area
"very connected"	Early childhood	90.9%	9.1%
	Middle school	83.8%	16.3%
Total responses	Early childhood	77.3%	22.7%
	Middle school	75.0%	25.0%

Spring 2021		Greater MN	Metro Area
"mostly connected"	Early childhood	56.1%	43.9%
"very connected"	Middle school	67.3%	32.7%
Total responses	Early childhood	69.9%	30.1%
	Middle school	59.3%	40.7%

How connected have you felt to **teachers** during the past month?

Spring 2021		Greater MN	Metro Area
"not connected at all"	Early childhood	57.1%	42.9%
"very connected"	Middle school	68.5%	31.5%
Total responses	Early childhood	70.6%	29.4%
	Middle school	59.7%	40.3%

Choose 3 areas that have been the most challenging for you in the past month.

Winter 2021		Greater MN	Metro Area
"Accessing reliable technology"		80.6%	19.4%
Total responses		72.1%	27.9%

Spring 2021		Greater MN	Metro Area
"Accessing reliable technology"		73.3%	26.7%
Total responses		60.1%	39.9%

What are your top concerns around schooling moving forward?

Spring 2021		Greater MN	Metro Area
"Student engagement"	Early childhood	76.1%	23.9%
"Racism/racial micro-aggressions"	Early childhood	50.0%	23.9%
	Elementary	41.2%	58.8%
	Middle school	47.3%	52.7%
Total responses	High school	38.8%	61.2%
	Early childhood	69.9%	30.1%
	Elementary	59.6%	40.4%
	Middle school	58.7%	41.3%
	High school	59.9%	40.1%



To what extent do you feel you are learning this school year?

Winter 2021		Greater MN	Metro Area
"I'm not learning at all"		81.0%	19.0%
Total responses		91.9%	8.1%

How connected have you felt to **teachers** during the past month?

Winter 2021		Greater MN	Metro Area
"Not at all"		83.1%	16.9%
Total responses		91.8%	8.2%

How connected have you felt to **classmates** during the past month?

Winter 2021		Greater MN	Metro Area
"Not at all"		83.0%	17.0%
Total responses		91.8%	8.2%

How connected have you felt to **classmates** during the past month?

Winter 2021		Greater MN	Metro Area
"Very connected"		64.9%	35.1%
Total responses		57.8%	42.2%



What are your top concerns around schooling moving forward?

Spring 2021		Greater MN	Metro Area
"Racism/racial microaggressions"		40.2%	59.8%
Total responses		60.6%	39.4%



**Appendix: Complete Response Data for Tables—Race Subgroup Analysis**



**How do you believe your student(s)' learning pre-COVID compares to your student(s)' learning this school year?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"There is more learning happening this school year"	Middle school	80.6%	19.4%
"I don't know"	Middle school	76.7%	23.3%
	High school	78.6%	21.4%
Total responses	Middle school	87.6%	12.4%
	High school	88.2%	11.8%

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"There is more learning happening this school year"	Elementary school	78.6%	21.4%
	High school	81.4%	18.6%
Total responses	Elementary school	87.6%	12.4%
	High school	87.7%	12.3%

**To what extent do you believe your student(s) are learning this school year?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Elementary school	73.1%	26.9%
	Middle school	80.0%	20.0%
Total responses	Elementary school	87.3%	12.7%
	Middle school	87.7%	12.3%

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Elementary school	100.0%	0.0%
	High school	76.9%	23.1%
Total responses	Elementary school	87.6%	12.4%
	High school	87.7%	12.3%

**How do you believe your student(s)' learning at the end of last school year compares to your student(s)' learning this school year?**

		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"I don't know"	Middle school	78.1%	21.9%
Total responses	Middle school	87.6%	12.4%



**How do you believe your learning pre-COVID compares to your learning this school year?**

Spring 2021		White	SOC/AI/M <sup>3</sup>
"There is more learning happening this school year"		62.3%	37.7%
"I don't know"		69.8%	30.2%
Total responses		77.5%	22.5%

**To what extent do you feel you are learning this school year?**

Winter 2021		White	SOC/AI/M <sup>3</sup>
"I don't know"		76.0%	24.0%
Total responses		84.0%	16.0%

Spring 2021		White	SOC/AI/M <sup>3</sup>
"I don't know"		67.6%	32.4%
Total responses		77.4%	22.6%

1. Families with white students  
2. Families with Students Of Color, American Indian students, and/or Multiracial students  
3. Students Of Color, American Indian students, Multiracial students

**How connected have you felt to district leaders during the past month?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Early childhood	71.7%	28.3%
Total responses	Early childhood	84.1%	15.9%

**How connected have you felt to other families during the past month?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Early childhood	72.2%	27.8%
Total responses	Early childhood	84.4%	15.6%

**How connected have you felt to school leaders during the past month?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Not connected at all"	Early childhood	76.1%	23.9%
Total responses	Early childhood	84.7%	15.3%

**How connected have you felt to teachers during the past month?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Not connected at all"	Early childhood	100.0%	0.0%
"Mostly connected"	Early childhood	80.6%	19.4%
Total responses	Early childhood	89.1%	10.9%

**How connected have you felt to support staff during the past month?**

Spring 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Very connected"	Middle school	80.9%	19.1%
Total responses	Middle school	87.2%	12.8%

**What are your top concerns around schooling moving forward?**

Winter 2021		White <sup>1</sup>	SOC/AI/M <sup>2</sup>
"Racism/racial micro-aggressions"	Early childhood	70.8%	29.2%
	Elementary school	69.4%	30.6%
	Middle school	73.1%	26.9%
	High school	68.3%	31.7%
Total responses	Early childhood	90.1%	9.9%
	Elementary school	87.9%	12.1%
	Middle school	87.6%	12.4%
	High school	87.7%	12.3%



**How connected have you felt to your classmates during the past month?**

Winter 2021		White	SOC/AI/M <sup>3</sup>
"Not connected at all"		72.6%	27.4%
Total responses		83.8%	16.2%

**How connected have you felt to your classmates during the past month?**

Spring 2021		White	SOC/AI/M <sup>3</sup>
"Not connected at all"		60.9%	39.1%
Total responses		77.5%	22.5%

**How connected have you felt to your teachers during the past month?**

Winter 2021		White	SOC/AI/M <sup>3</sup>
"Not connected at all"		74.3%	25.7%
Total responses		84.1%	15.9%