



MMSD Virtual Learning Survey Results

Feedback from Students, Families, and
Teachers

August 3, 2020

Research & Program Evaluation Office



Introduction and Survey Demographics

Building Virtual Learning 2.0

- The **extraordinary work** by MMSD teachers, staff, and leaders to launch Virtual Learning presents a significant **opportunity for learning**.
- In **May 2020**, RPEO launched **several surveys** as part of MMSD's overall effort to understand the **successes and challenges** of Virtual Learning.
- **Feedback** from family members, students, and staff helped to frame our efforts to **refine and improve Virtual Learning** as we return in the fall.
- This presentation **summarizes results** from the family, student, and teacher surveys.

Summary: Survey Responses & Demographics

- 6,203 family responses:

Parent/Family Respondents



- 5,802 student responses - approximately 4,000 secondary and 1,800 from grades 3-5:

Student Respondents



- 1,337 teacher responses:

Respondent Demographics - Teachers



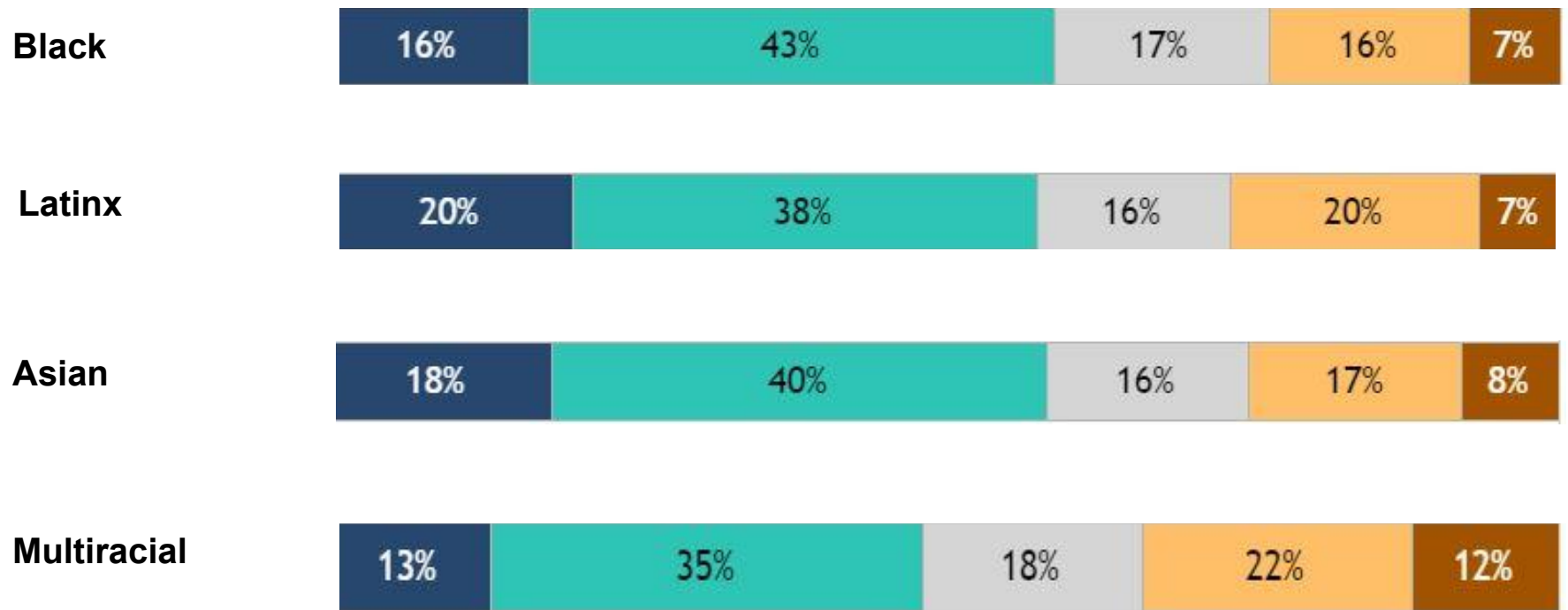
White Multiracial Hispanic/Latino Black or African American Asian

Satisfaction and Support

Family Results: Satisfaction

Most family members of color indicated that they felt **satisfied** with their Virtual Learning experience

- Black (59%), Latinx (58%), Asian (58%), Multiracial (48%)
- White (48%)



■ Extremely satisfied

■ Somewhat satisfied

■ Neither satisfied nor dissatisfied

■ Somewhat dissatisfied

■ Extremely dissatisfied

Family and Student Results: Support

- **Most families (62%) reported feeling supported** by their student's school during their Virtual Learning experience.

Family Responses to: How supported do you feel by your student's school during Virtual Learning?



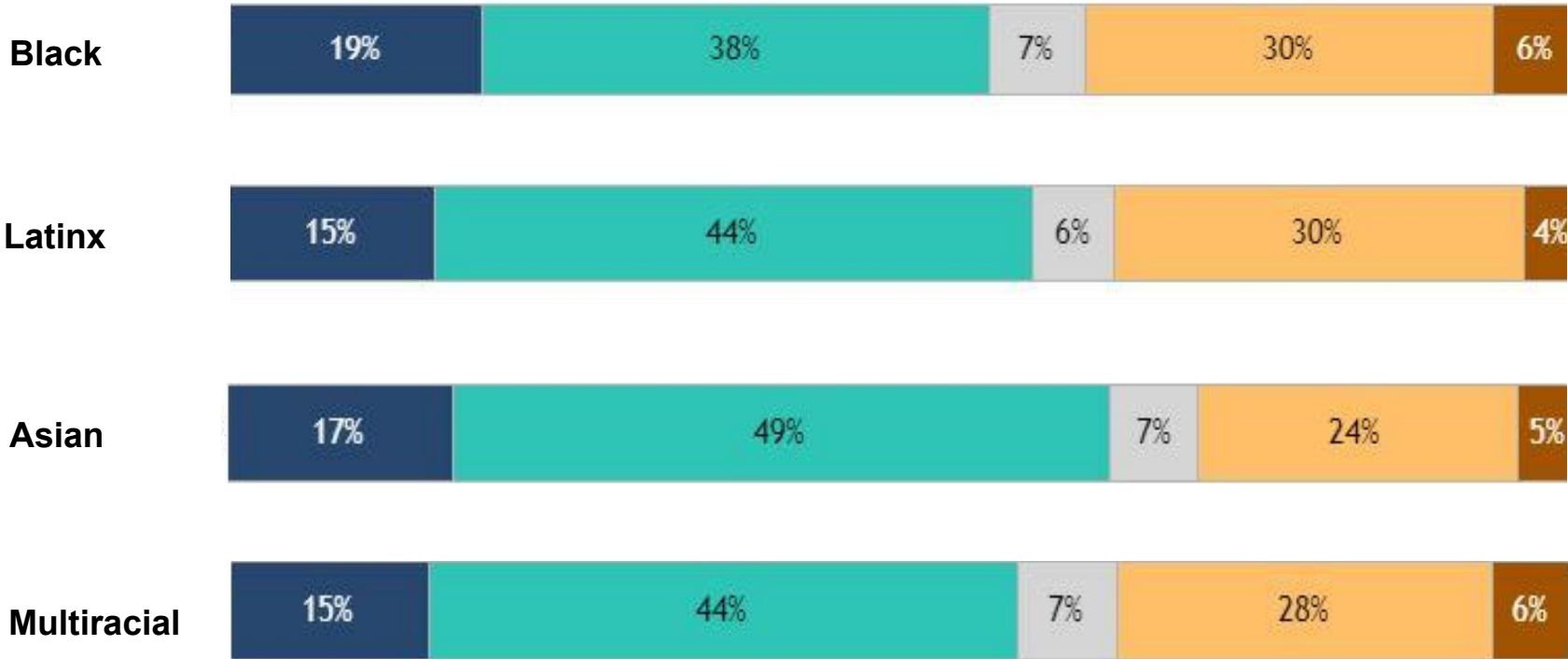
- **Most students (60%) reported feeling supported** by their schools during their Virtual Learning experience.

Student Responses to: How supported do you feel by your school?



Students of Color: Level of Support

- **Most students of color reported feeling supported** by their schools during Virtual Learning.
 - Students identified as Black (57%) and Latinx (59%) reported feeling less supported overall than Asian (66%) and Multiracial (66%) students.
 - 61% of students identified as White reported feeling supported.



■ Very supported ■ Supported ■ I'm not sure ■ Somewhat supported ■ Not at all supported

Implications

What Can We Improve?

- Overall, **most participants indicated that they felt their schools and district responded well** to a difficult situation.
 - **There is room for growth** in metrics like **satisfaction** and feelings of **support**.
 - Families, students, and teachers also expressed **concerns about meeting students' academic and social emotional needs**.
- Statistical and qualitative analysis of responses across surveys indicated a **few key areas for potential improvement**.
 - Increase our **frequency of contact**, including more **facilitated instruction and feedback** for students.
 - Provide more **consistent and clear scaffolding** of Virtual Learning for families, students, and teachers.
 - **Maintain high expectations** for academic, social, and emotional learning, while also **maintaining flexibility**.

Student Results: Frequency of Contact

Statistical analysis of responses indicates that **more frequent contact** from teachers and staff is **systematically related to greater satisfaction** (family) **and feelings of support** (students).

- Students and family members both emphasized the **importance of contact that included facilitated instruction and feedback** for students.

“I think that the virtual learning experience could include more information and instructions about how the assignments should be executed. Sometimes, I do the assignments and I am not sure if my work is what the teachers want. More feedback is helpful for me.” - Student

Most students reported communicating with teachers **“a few times” per week.**

Elementary Students



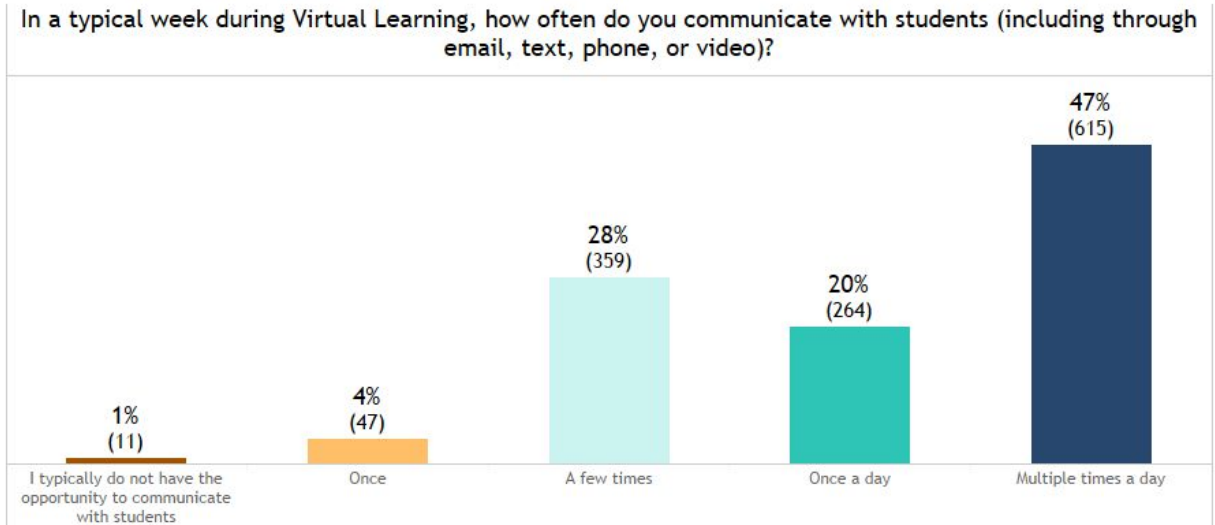
Secondary Students



■ Not at all ■ Once ■ A few times ■ Once a day ■ A few times a day

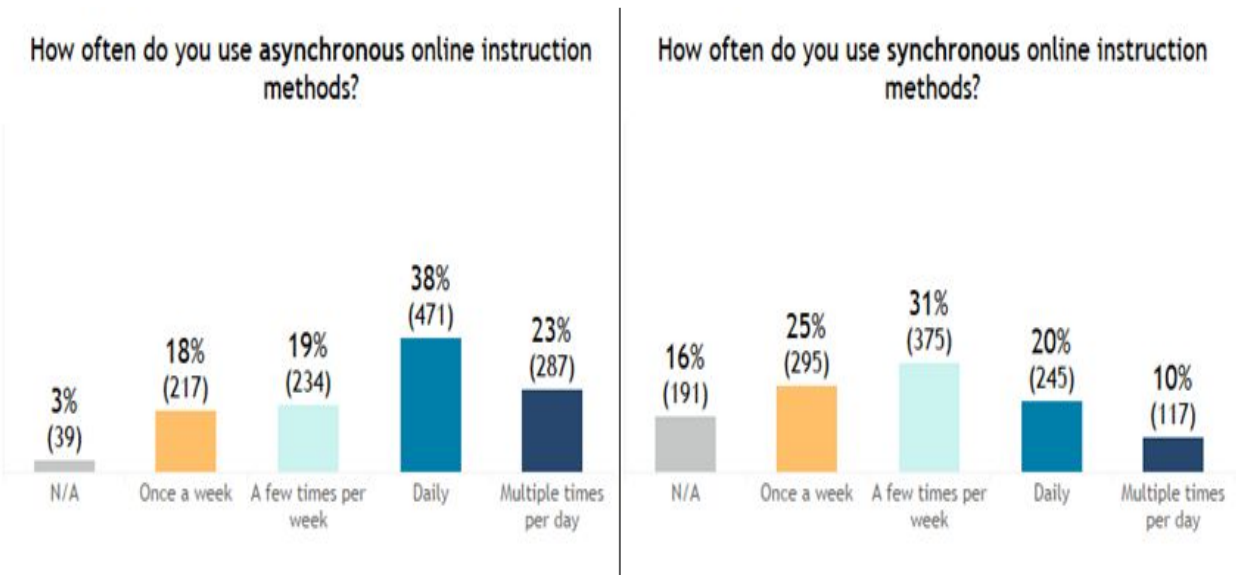
Teacher Results: Contact and Types of Instruction

Over two-thirds of teachers (67%) reported communicating with students on at least a daily basis.



Less than a third (30%) of teachers reported engaging in some form of **synchronous online instruction daily or multiple times a day** during a typical week of VL.

Over half (56%) of teachers engaged in **synchronous online instruction only a few times per week or once per week**.



Clear and Consistent Scaffolding

- Family members and students emphasized the importance of having **clearly communicated expectations for what students were expected to learn and do.**
 - **Family members** underscored the need for **further support and guidance in facilitating home learning** and navigating Virtual Learning platforms.

“I feel just teaching the parents as well as the students how to get around the systems would be huge. We need to know how to help our kids navigate the systems as well so we can be better suited to give them guidance.” - Family Member

- Teachers expressed a desire for **further professional development** around the practice of Virtual Learning, in addition to **instructional resources and tools.**

“Provide much much more professional learning and training around what it means to participate, lead and facilitate virtual learning [...] Most importantly, include teachers' voice on developing next steps with virtual learning.” - Teacher

Maintaining High Expectations

- Teachers and family members underscored the need to **maintain high expectations for student engagement and learning**, while **recognizing the challenges raised by Virtual Learning** and COVID-19.

“Expectations need to be made that school is not optional. We have many kids that have opted out of learning [...] Many of these kids are some of the same kids that were reluctant learners in the building. We are letting them down. They are falling through the cracks. In the building we expected them to engage and at least at times they did. Now they are not.” - Teacher

- While emphasizing the need for quality, respondents also expressed an **appreciation for the flexibility offered by Virtual Learning**, and discussed several benefits for students, families, and staff.

“Usually in school, I would struggle to keep up merely because my teacher was talking too fast. With videos, you can rewind, and actually think about what you’re doing and process your thoughts before your teacher moves on.” - Student