

Parent/Family Distance Learning Survey

Results

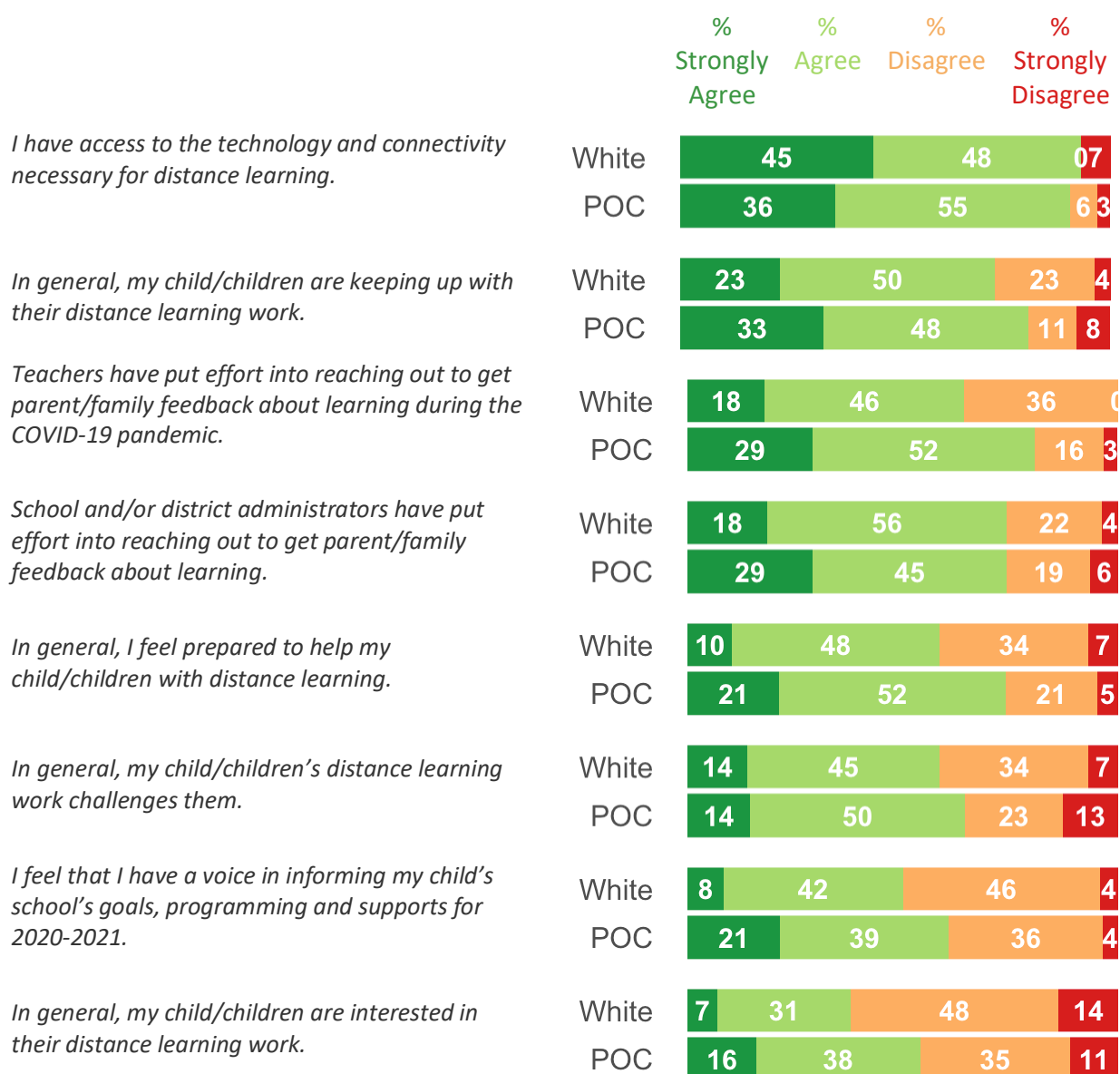
June 2020



APPENDIX

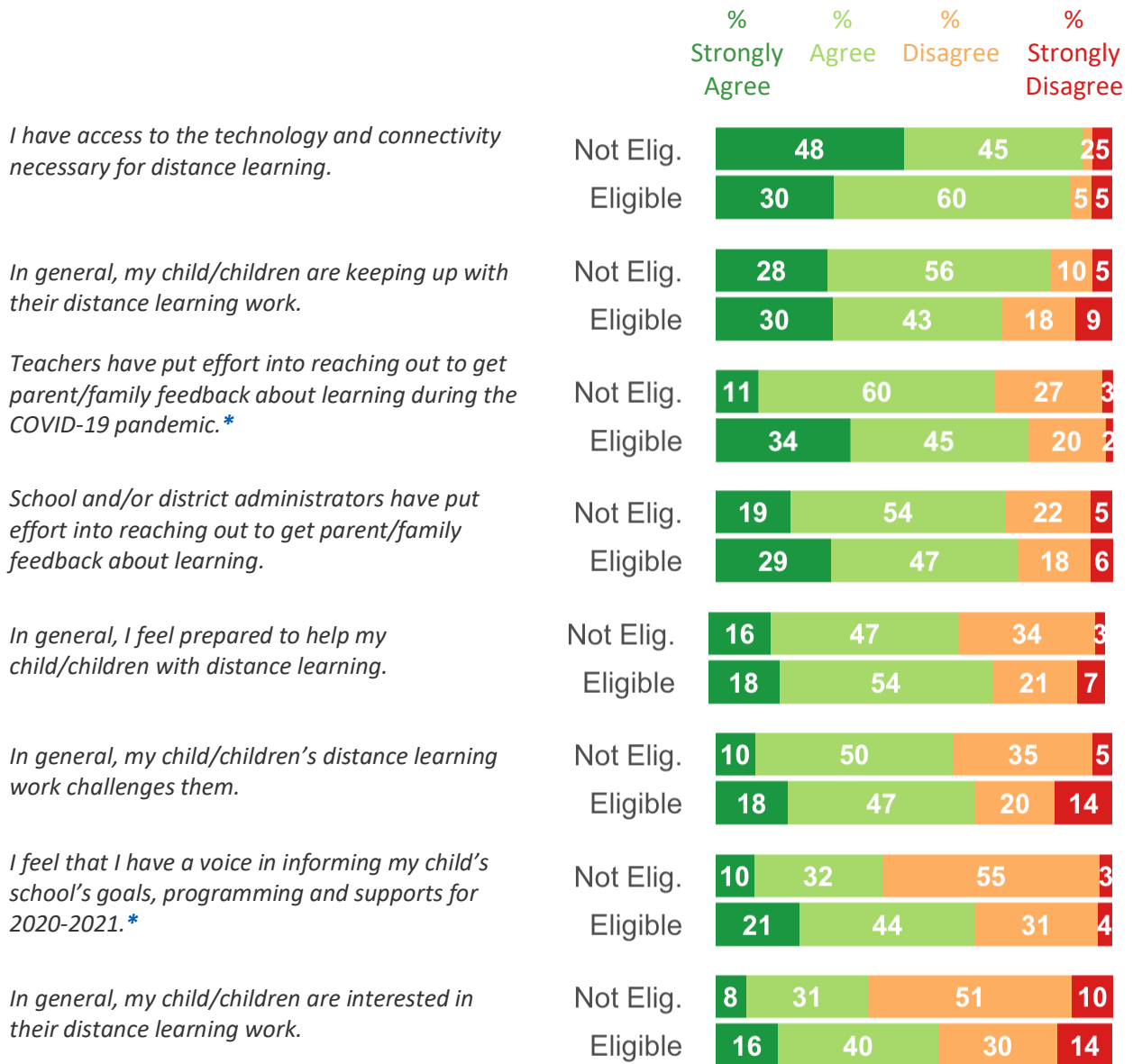
Responses to agreement items for Persons of Color and Non-Hispanic Whites

Note: None of the following differences in agreement rates was statistically significant, indicating that these differences may be due to chance (two-tailed *t*-test, $p < 0.05$, Strongly Disagree =1 to Strongly Agree =4).



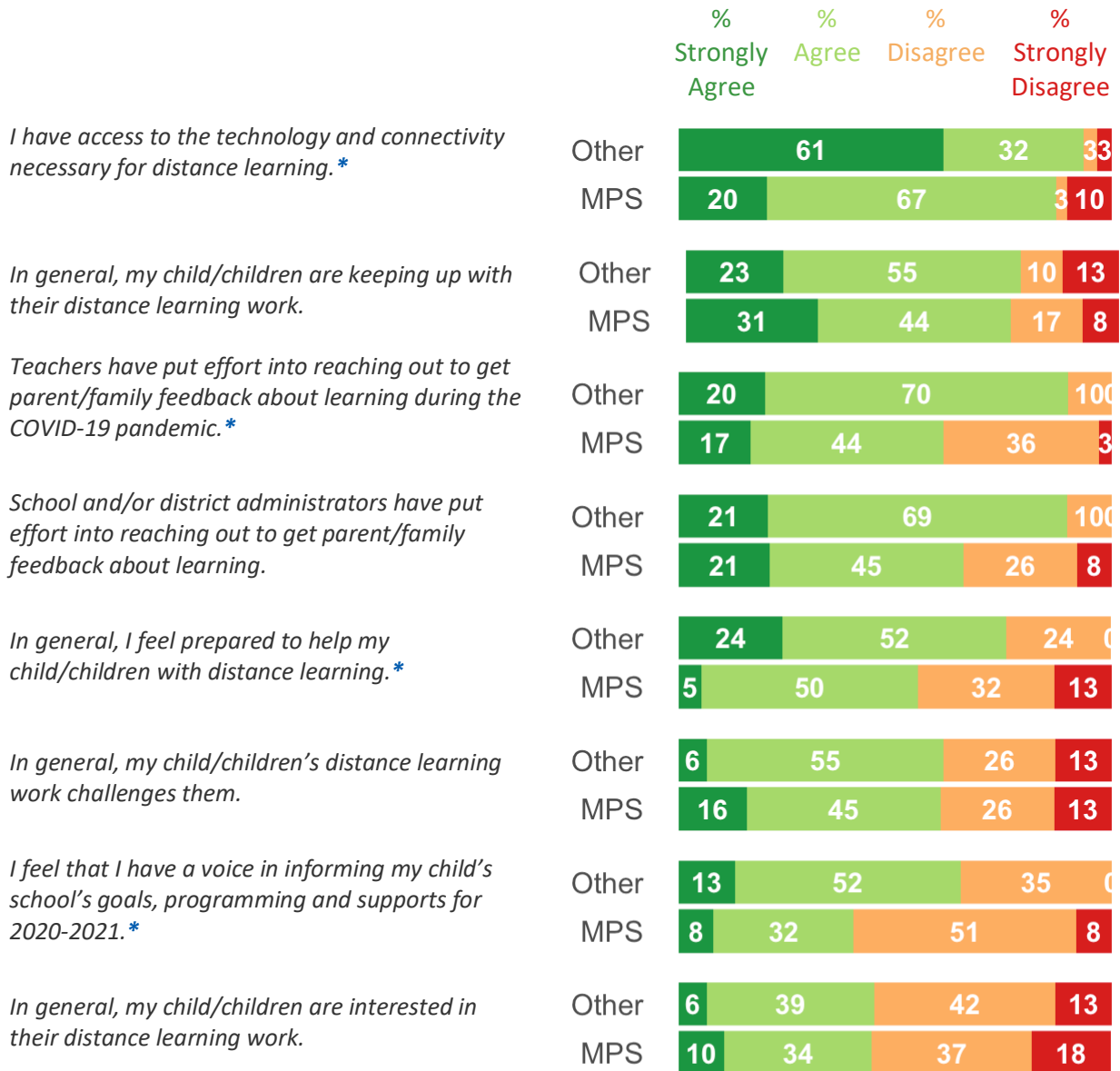
Responses to agreement items by Free and Reduced-Price Lunch eligibility.

*Statistically significant difference in agreement rates indicates that these differences are not likely due to chance (two-tailed *t*-test, $p < 0.05$, Strongly Disagree =1 to Strongly Agree =4).



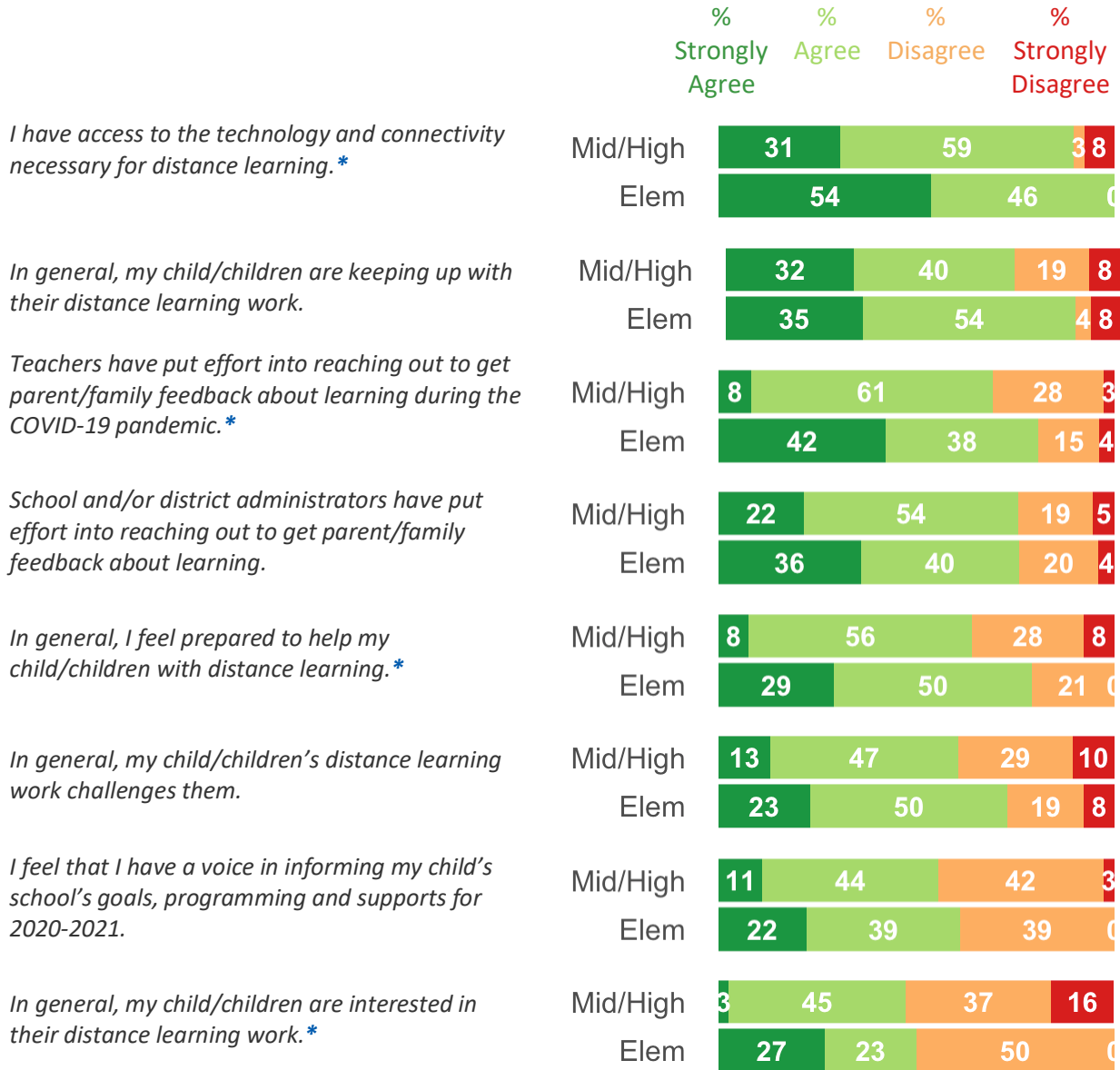
Responses to agreement items for students in Minneapolis Public Schools versus students in other districts.

*Statistically significant difference in agreement rates indicates that this difference is not likely due to chance (two-tailed t-test, $p < 0.05$, Strongly Disagree =1 to Strongly Agree =4).



Responses to agreement items by Grade Level.

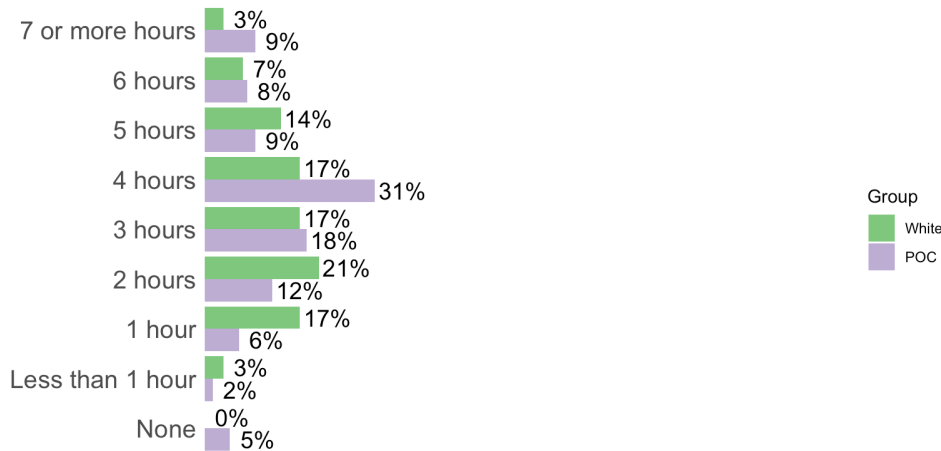
*Statistically significant difference in agreement rates indicates that this difference is not likely due to chance (two-tailed t-test, $p < 0.05$, Strongly Disagree =1 to Strongly Agree =4).



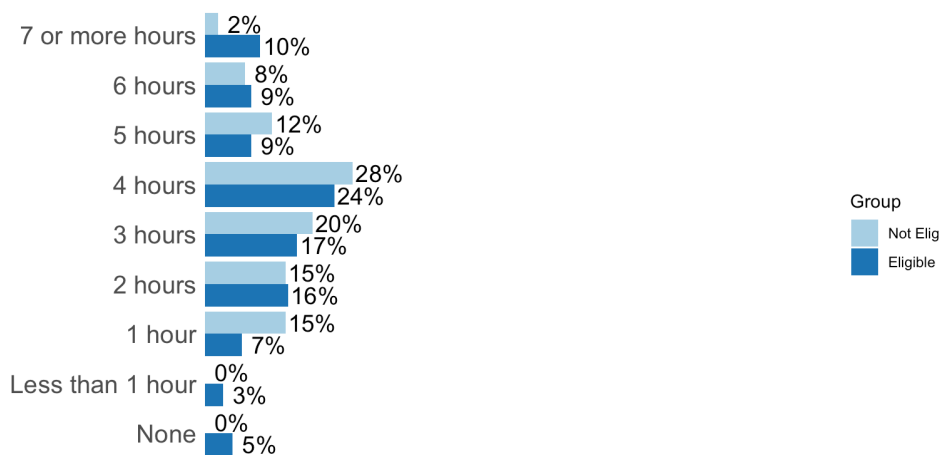
On average, how many hours per school day is your child/children spending on distance learning?

Note: No statistically significant group differences for this item, suggesting differences in the plots below may be due to chance (two-tailed *t*-test, $p < 0.05$, responses mapped to the nearest hour, less than 1 mapped to 0).

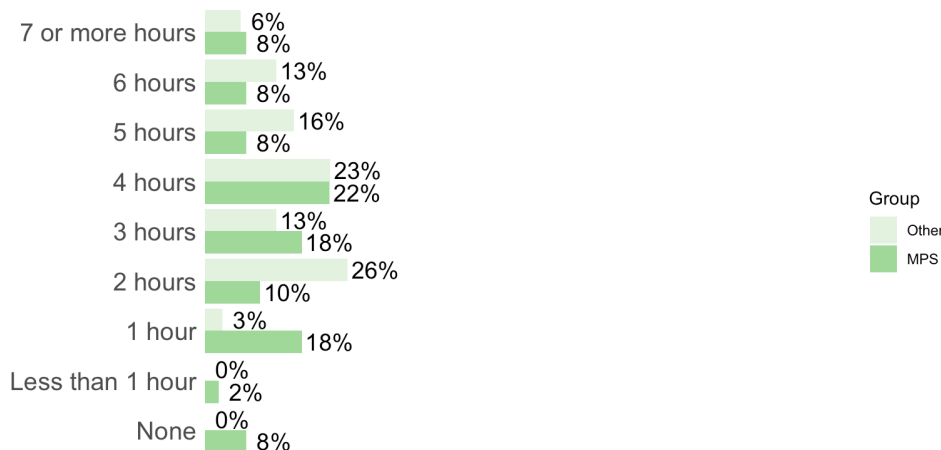
By Respondent's Race/Ethnicity (Person of Color and Non-Hispanic White)



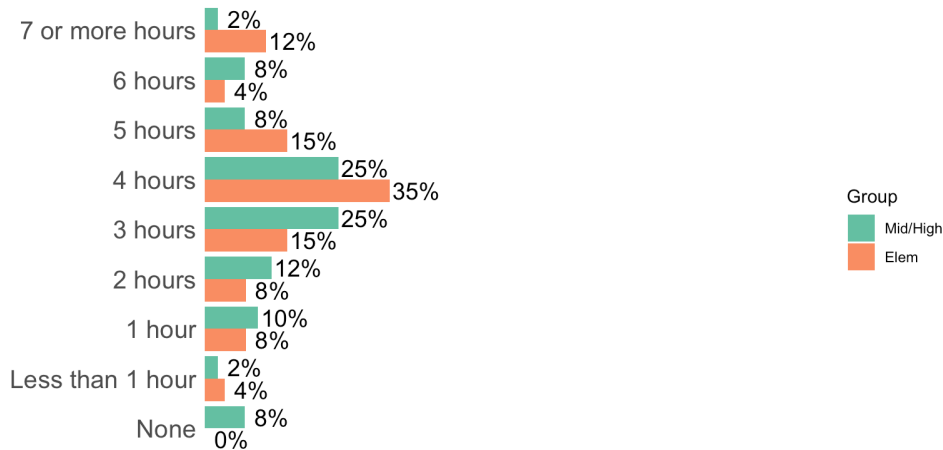
By Free and Reduced-Price Lunch Eligibility



By District (Minneapolis Public Schools and Other)



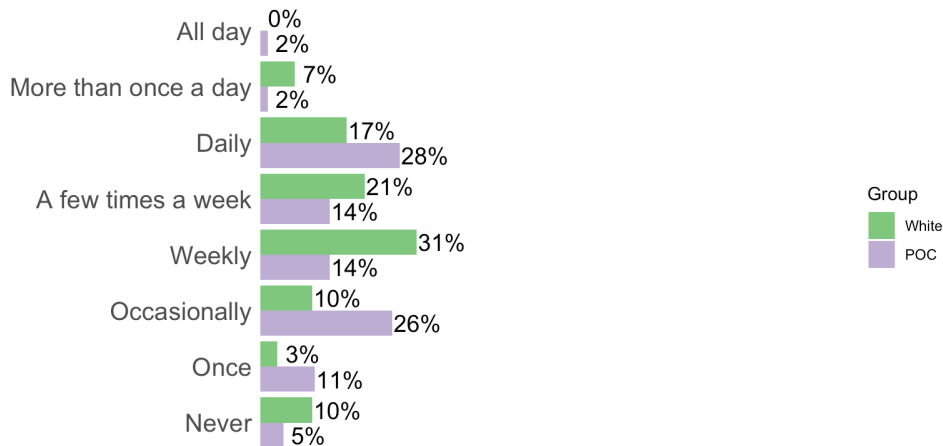
By Grade Level



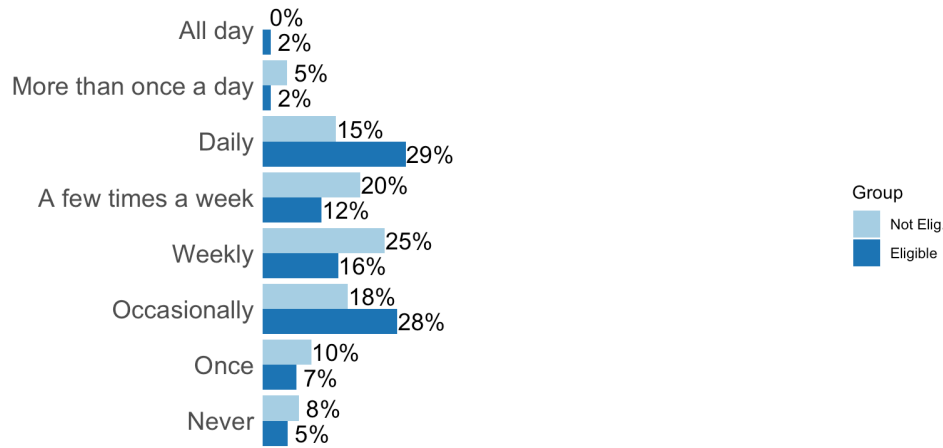
How often does your child/children have real-time interaction with a teacher or other school staff member since distance learning began (e.g., via video call, phone call, chat, text message, etc.)?

Note: Students in Minneapolis Public Schools had less frequent real-time interactions with teachers or staff members than did students in other districts, and students in middle/high schools also had less frequent real-time interactions with teachers than students in elementary schools. Comparisons between other groups did not reveal statistically significant differences (χ^2 tests on frequency of responding once or more, weekly or more, and, daily or more, $p < 0.05$).

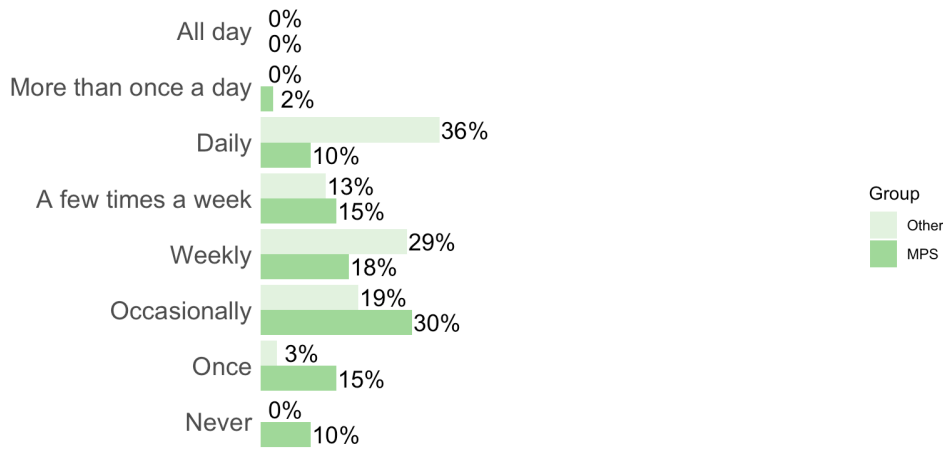
By Respondent’s Race/Ethnicity (Person of Color and Non-Hispanic White)



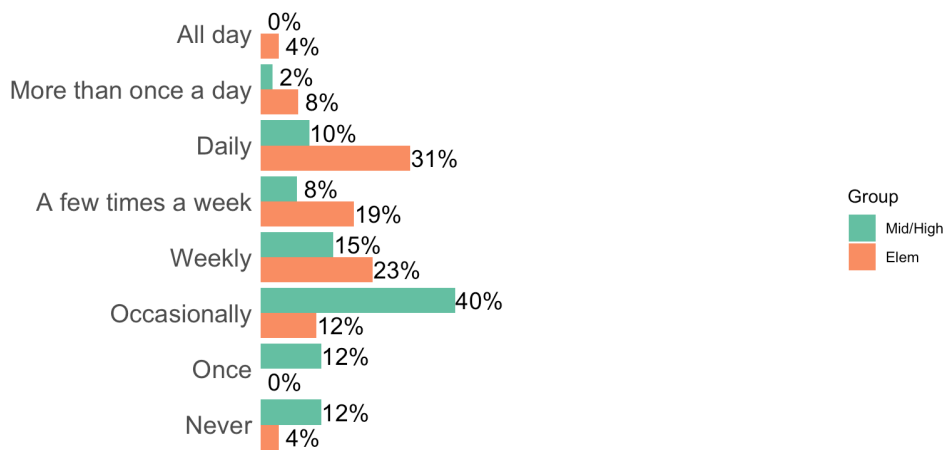
By Free and Reduced-Price Lunch Eligibility



By District (Minneapolis Public Schools and Other)



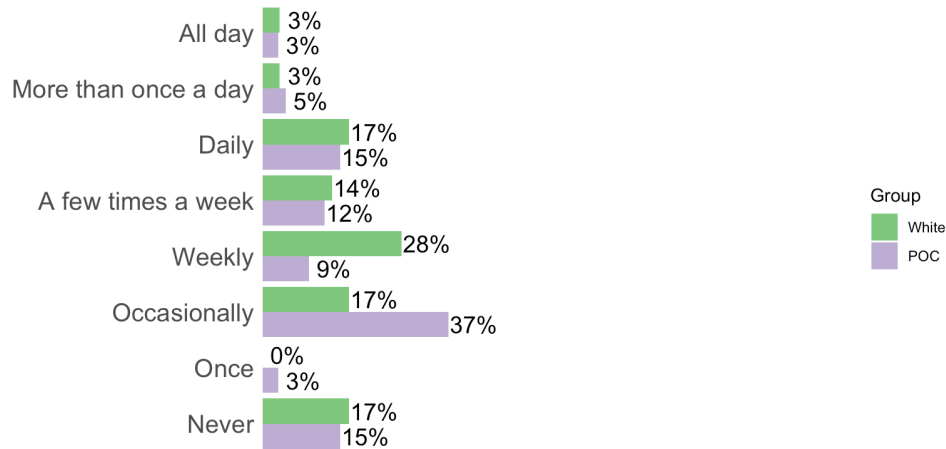
By Grade Level



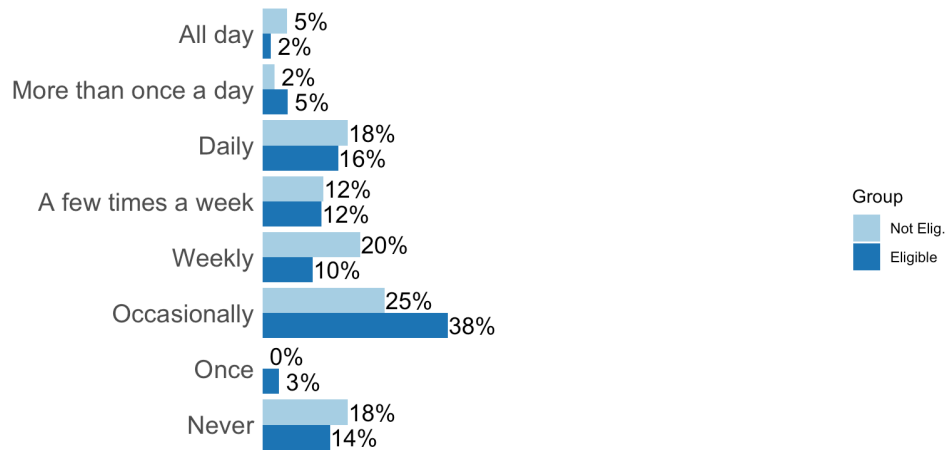
How often does your child/children have real-time interaction with peers from school since distance learning began (e.g., via video call, phone call, chat, text message, etc.)?

Note: No group analyses revealed statistically significant differences for this item (χ^2 tests on frequency of responding once or more, weekly or more, and, daily or more, $p < 0.05$).

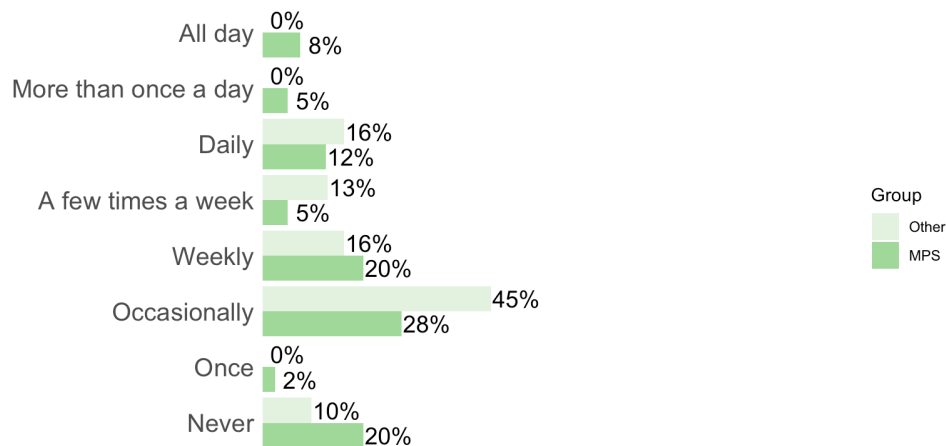
By Respondent's Race/Ethnicity (Person of Color and Non-Hispanic White):



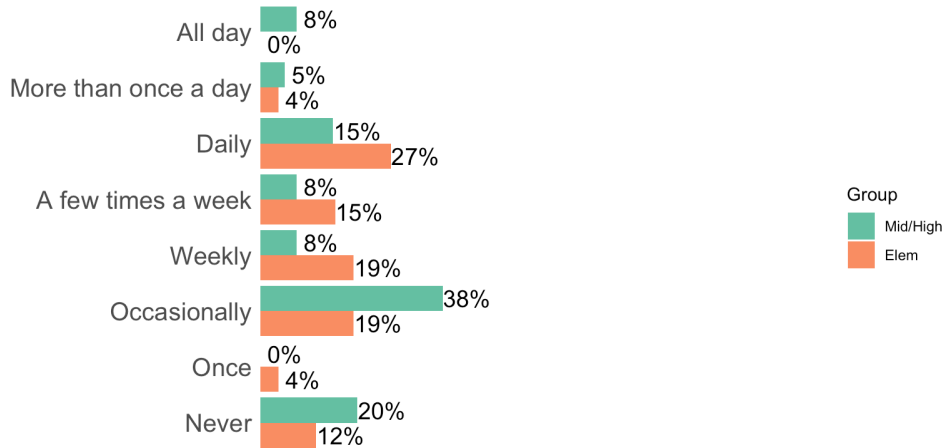
By Free and Reduced-Price Lunch Eligibility:



By District (Minneapolis Public Schools and Other):



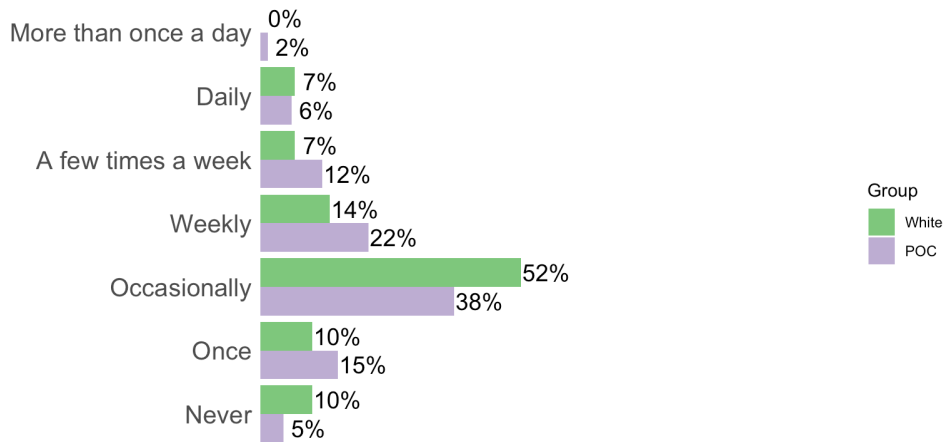
By Grade Level



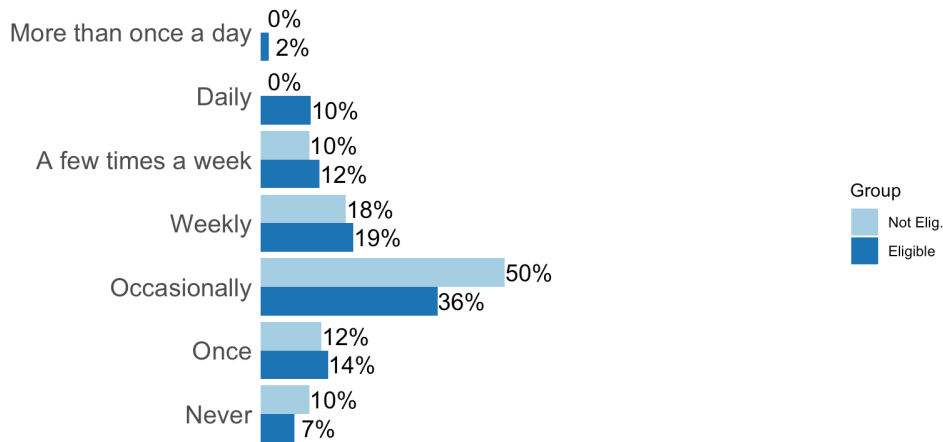
How often have you communicated with your child/children’s teachers or other school staff members since distance learning began?

Note: Families with children who are eligible for free and reduced-priced lunch had more frequent communication with teachers and other school staff than did other families, this was also true of families of elementary school students compared to families of middle/high school students. Comparisons between other groups did not reveal statistically significant differences (χ^2 tests on frequency of responding once or more, weekly or more, and, daily or more, $p < 0.05$).

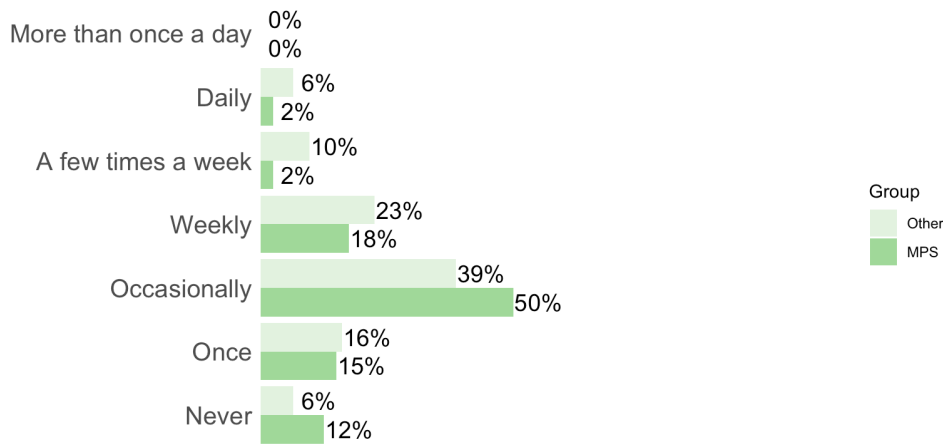
By Respondent’s Race/Ethnicity (Person of Color and Non-Hispanic White)



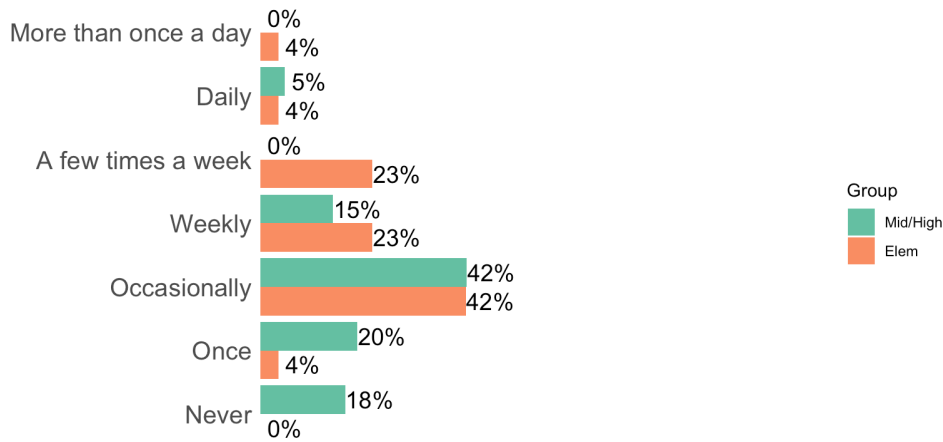
By Free and Reduced-Price Lunch Eligibility



By District (Minneapolis Public Schools and Other)



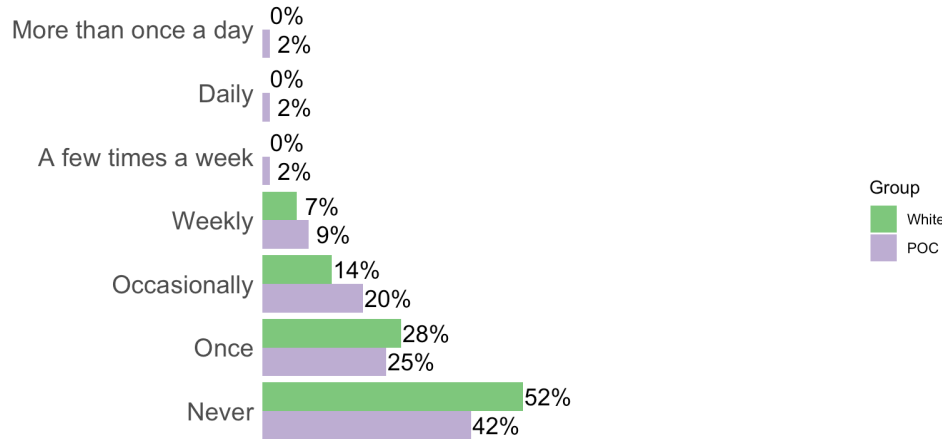
By Grade Level



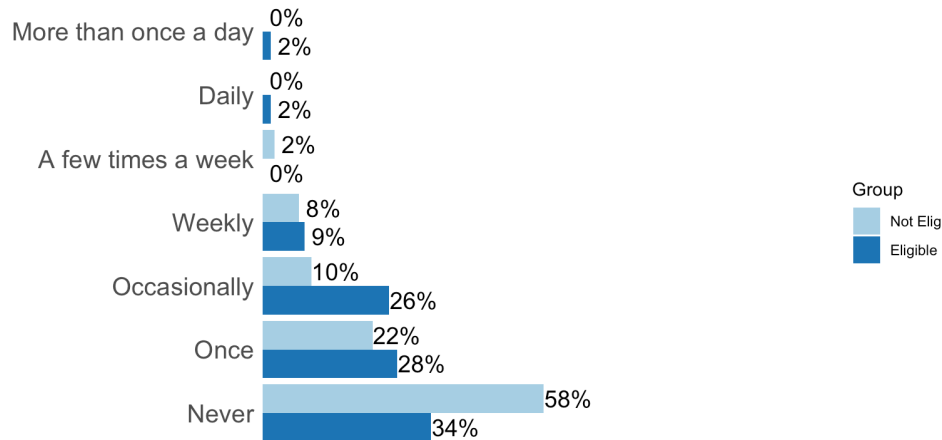
How often have you communicated with your child/children’s school or district administrators since distance learning began?

Notes: Families with children who were eligible for free and reduced-priced lunch had more frequent communication with administrators than did other families. Respondents with children in Minneapolis Public Schools also had more frequent communication with administrators than families with students in other districts. Comparisons between other groups did not reveal statistically significant differences (χ^2 tests on frequency of responding once or more, weekly or more, and, daily or more, $p < 0.05$).

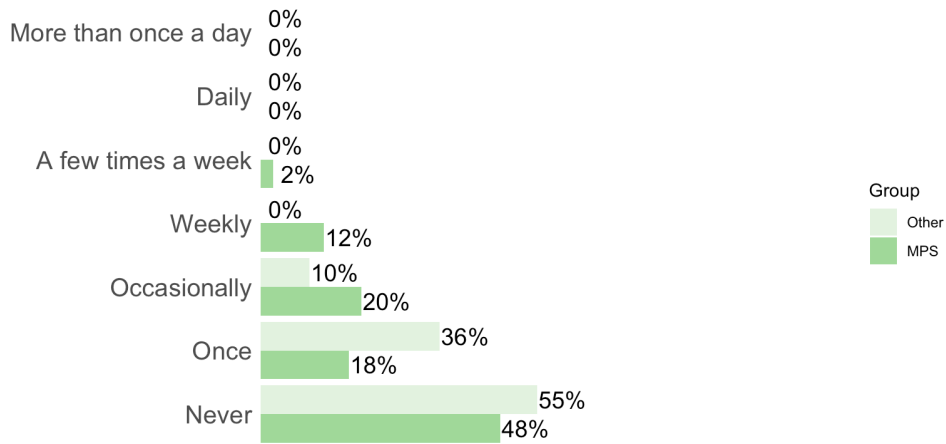
By Respondent’s Race/Ethnicity (Person of Color and Non-Hispanic White)



By Free and Reduced-Price Lunch Eligibility



By District (Minneapolis Public Schools and Other)



By Grade Level

