Ohio Excels

The COVID-19 Pandemic and Ohio Parents of School-Age Children

Saperstein Associates, Inc. / Fall 2020

This research explores among parents of children attending a public school in Ohio the impact of the COVID-19 pandemic.

Methodology

- Using an online panel, data were collected from a random sample of 501 Ohio parents with at least one child enrolled in a public school.

- The Margin of Error (MoE) for this sample is ≤ ±4.4 percentage points at the 95 percent level of confidence.

- In addition to the random sample, the study includes two "oversamples" – one of African American parents, the other of Hispanic parents – bringing the total number of survey respondents to 704. This figure includes 209 African Americans and 68* Hispanics.

- Data were collected from Tuesday, September 29, 2020, through Tuesday, October 20.

- The interviews averaged approximately five minutes in length, with a range of less than two minutes to more than ten.

*Due to the small size of this number, percentages involving Hispanic parents should be interpreted cautiously.

- Parents comprising the random sample are similar demographically to the target population, as the tables below reveal.

	Ohio: Actual*	Random Sample
Male	43%	42%
Female	57%	58%
White	80%	80%
African American	12%	11%
Hispanic	4%	4%
Married	75%	72%
Bachelor's or higher	32%	34%

	Ohio: Actual*	Random Sample
Younger than 25	2%	2%
25 to 34	22%	26%
35 to 44	44%	43%
45 to 54	28%	24%
55 to 64	4%	4%
Older than 64	<1%	1%

- These parents are similar, as well, geographically.

Ohio: Actual*		Random Sample
19%	Central	19%
36%	Northeast	35%
6%	Southeast	8%
27%	Southwest	25%
12%	Northwest	13%

*SOURCES: National Center for Educational Statistics, EDGE and U.S. Census Bureau / American Fact Finder

- To minimize respondent fatigue, parents with more than one child attending a public school in Ohio were instructed to focus their responses on a specific child, chosen at random using a digital algorithm.

- Approximately half of these children (47%) are enrolled in grades PreK through 5. Older children are split almost evenly between middle school (25%) and high school (28%).
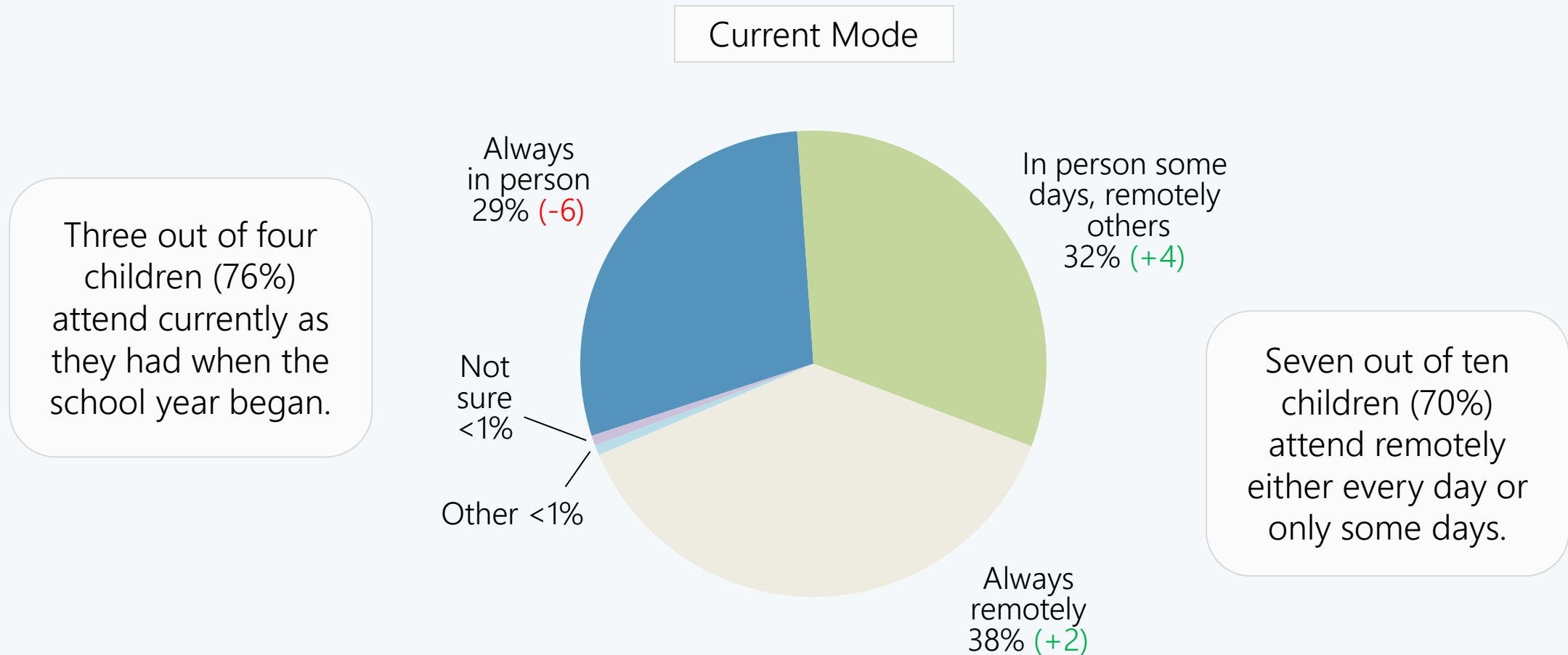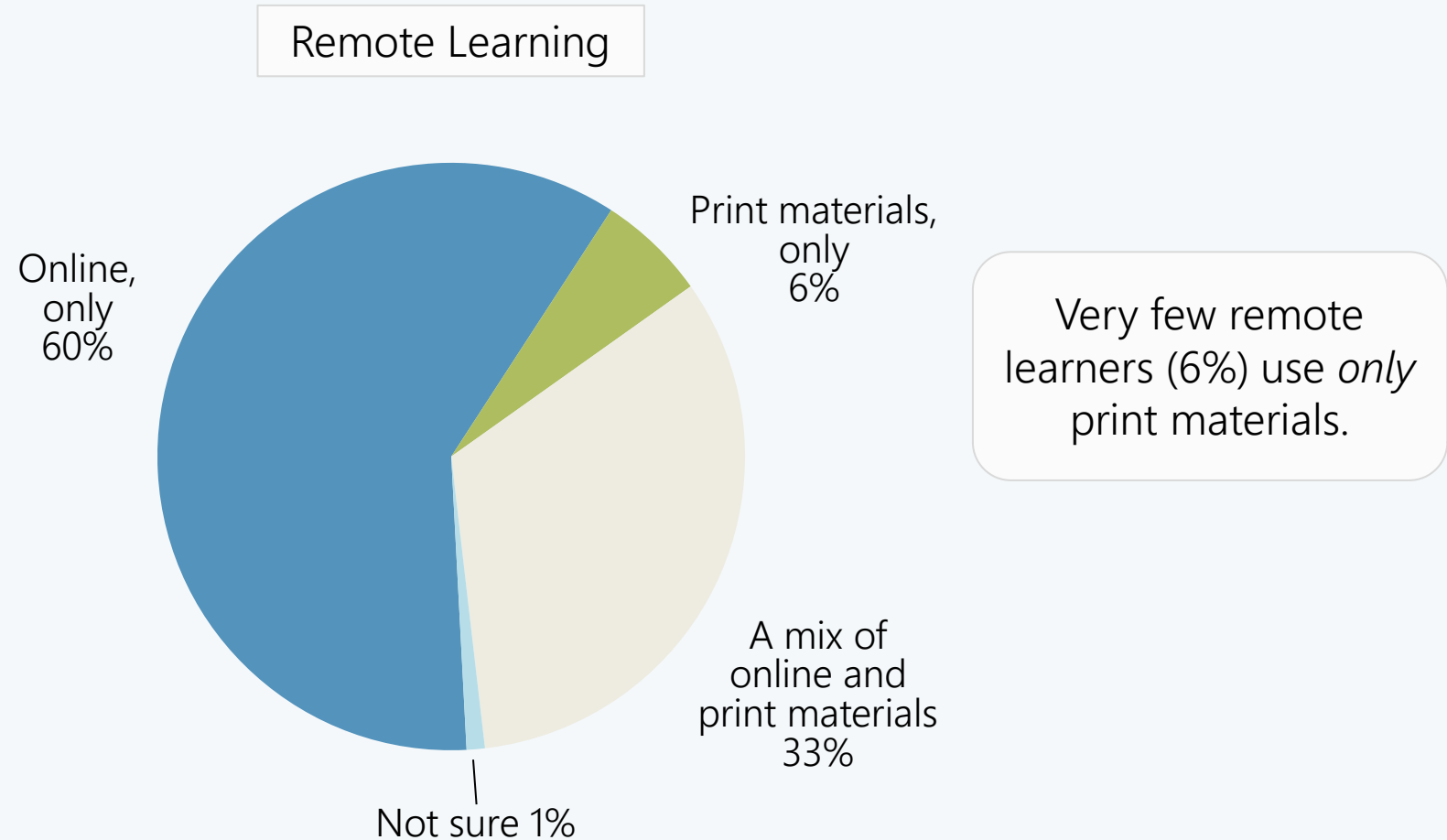
Modes of Instruction

When the school year began, roughly one child in three (35%) attended school always in person. An almost identical figure (36%) attended always remotely. The remaining children (28%) experienced a blended approach.

Mode When School Year Began

Always in person 35%

In person some days, remotely others 28%

Not sure <1%

Other <1%
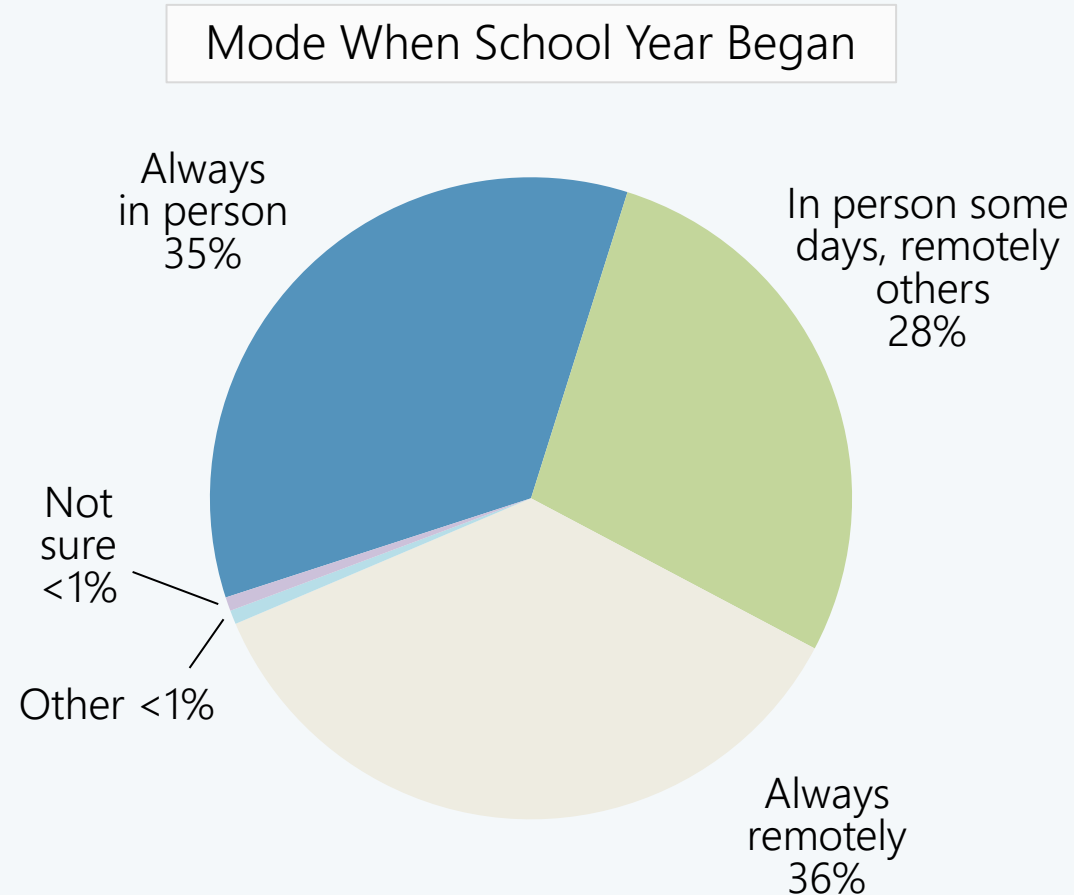
Always remotely 36%

Currently, three out of ten children (29%) attend always in person, down slightly from when the school year began (35%). The other modes are up slightly.

Current Mode

Three out of four children (76%) attend currently as they had when the school year began.

Always in person 29% (-6)

In person some days, remotely others 32% (+4)

Not sure <1%

Other <1%

Seven out of ten children (70%) attend remotely either every day or only some days.

Always remotely 38% (+2)

Among children who attend school remotely, a majority (60%) are attending entirely online. One out of three (33%) is using print materials, as well.

Remote Learning

Online, only
60%

Print materials, only
6%

A mix of online and print materials
33%

Not sure 1%

Very few remote learners (6%) use *only* print materials.

Across all parents, eight out of ten (82%) are satisfied with the mode of instruction their child is currently using. A plurality (43%) are *very* satisfied.

Current Mode

- Very satisfied 43%
- Somewhat satisfied 39%
- Not sure 1%
- Very dissatisfied 4%
- Somewhat dissatisfied 13%

82%

Group	%
African Amer.	87%
Hispanic	64%
White	83%
Men	90%
Women	76%
Elementary	81%
Middle School	84%
High School	82%
Urban	86%
Suburban	74%
Rural / Town	87%

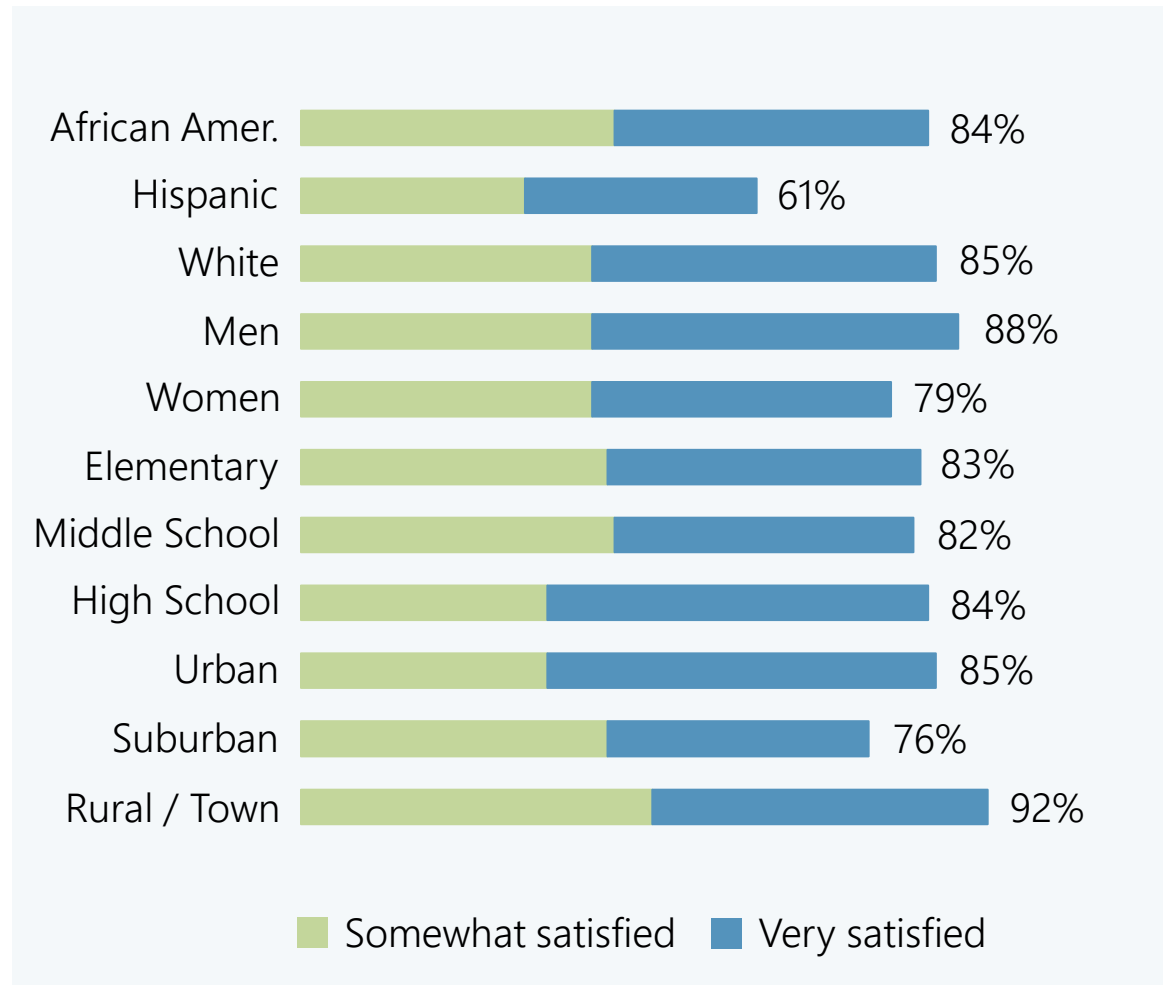■ Somewhat satisfied   ■ Very satisfied
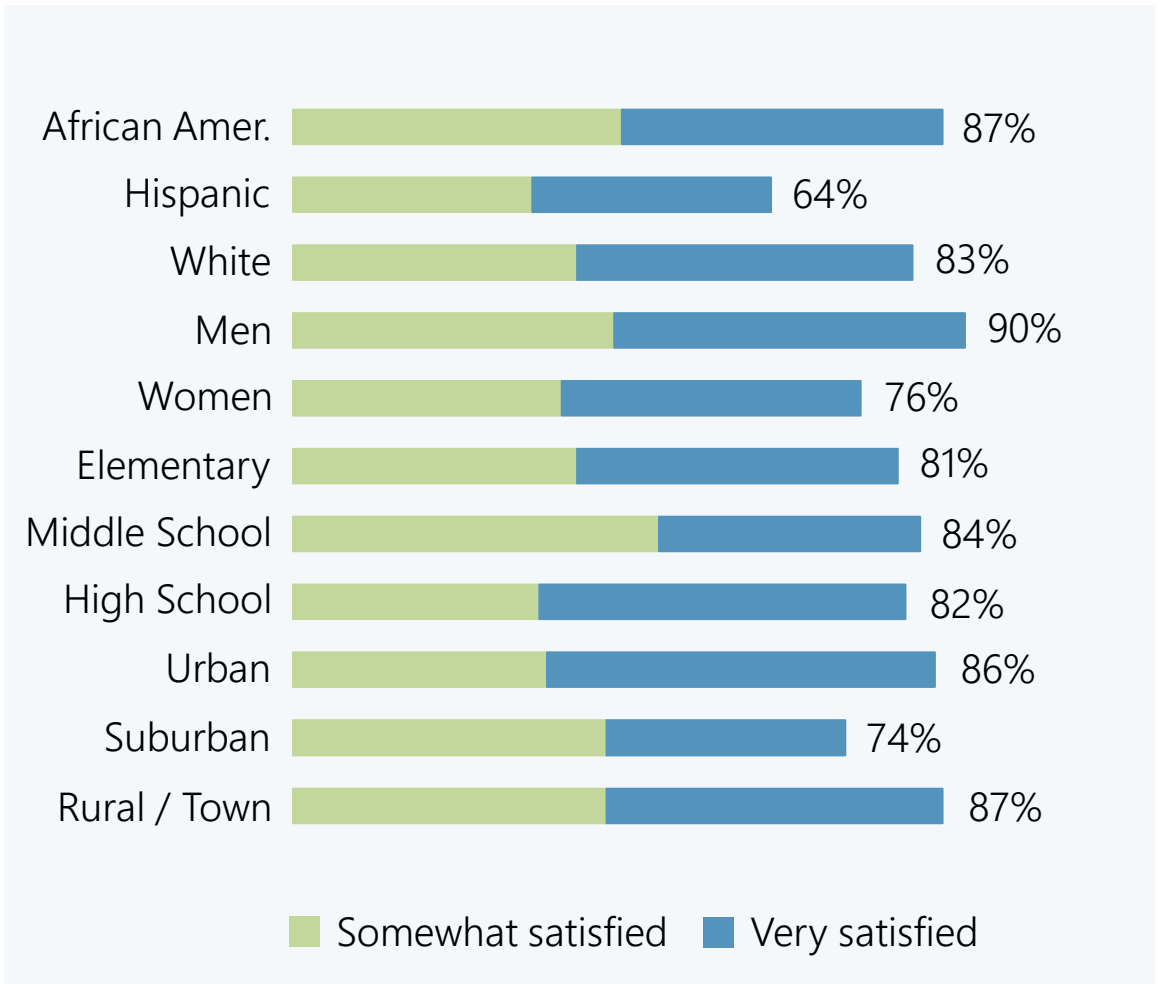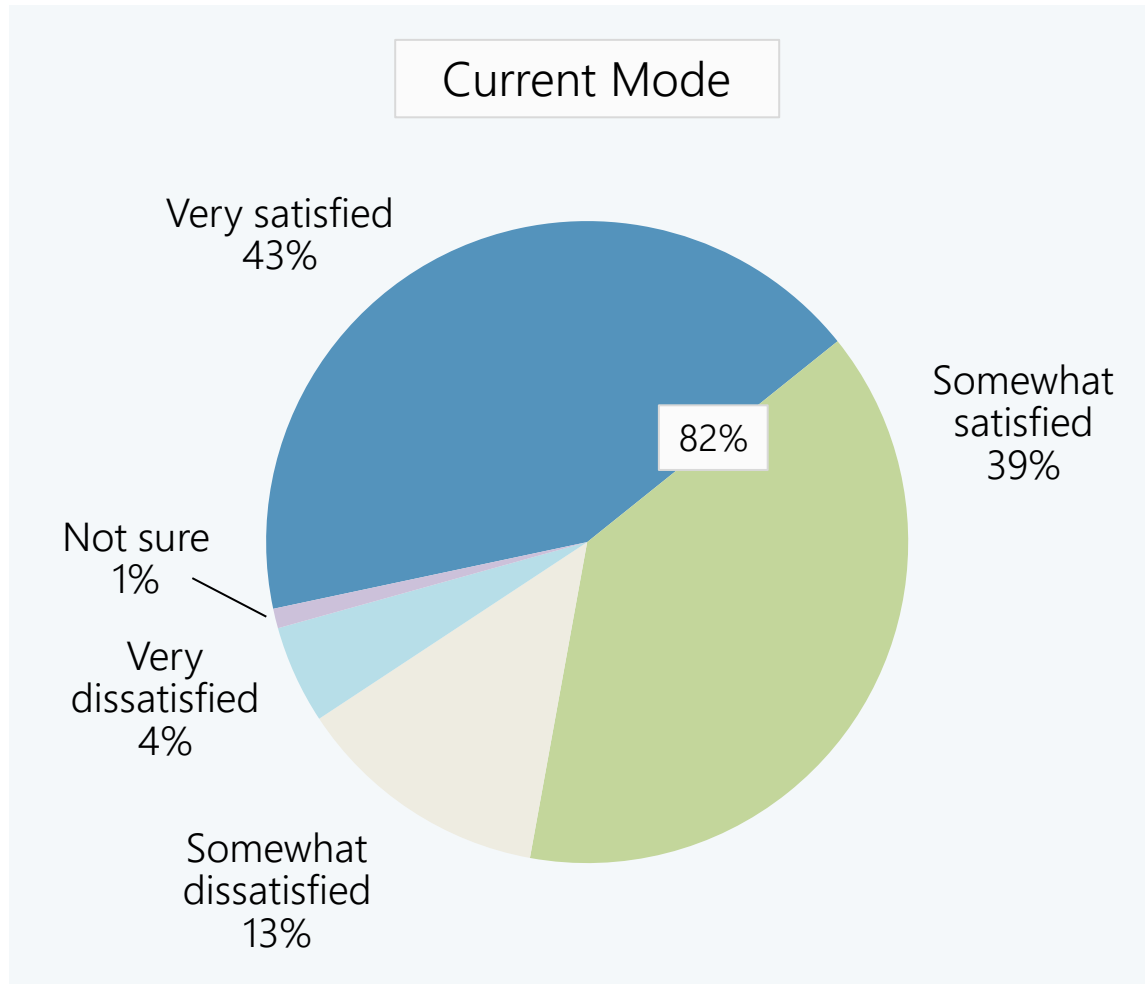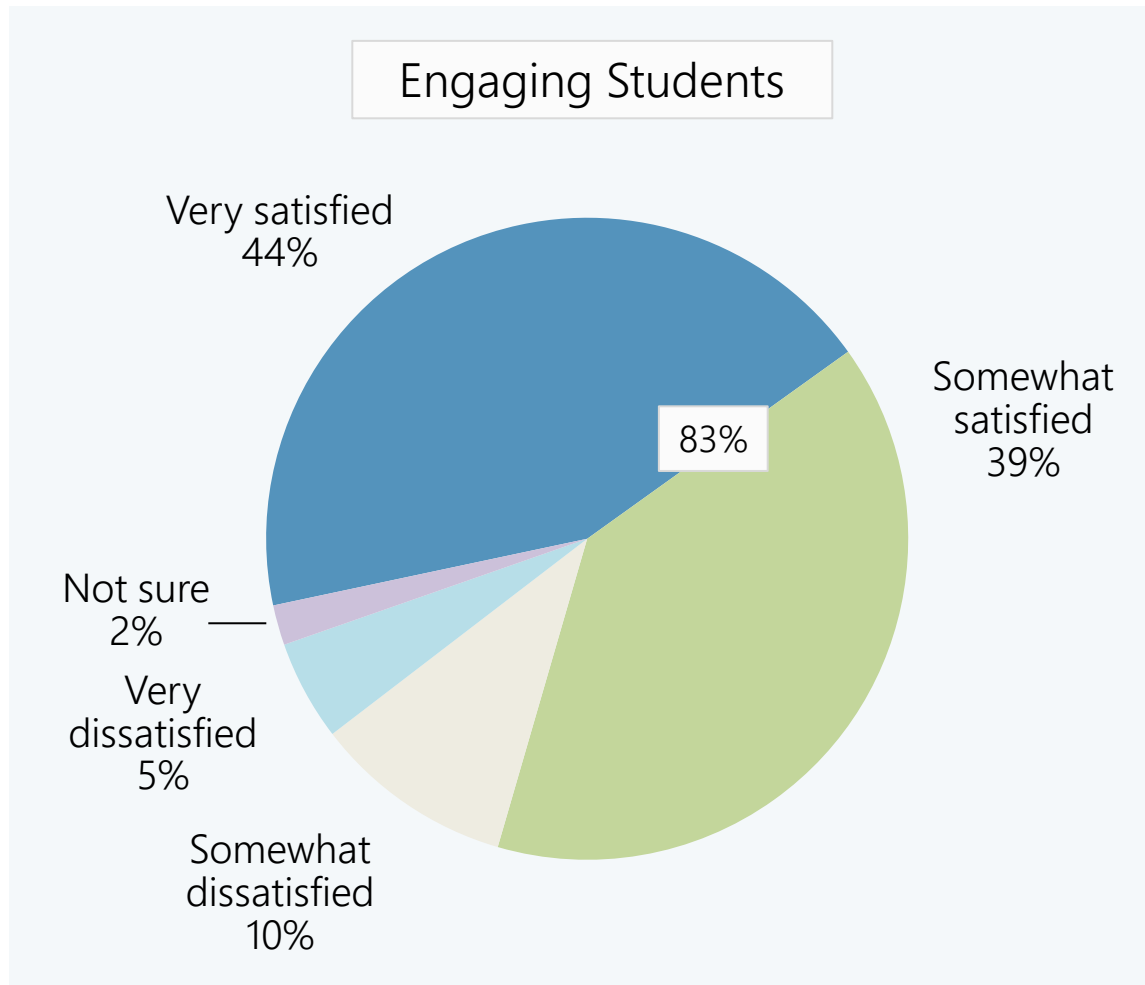
Satisfaction is highest among parents of children who attend school always in person (94%). It is lowest (but still high) among parents of children who attend both in person *and* remotely (75%).
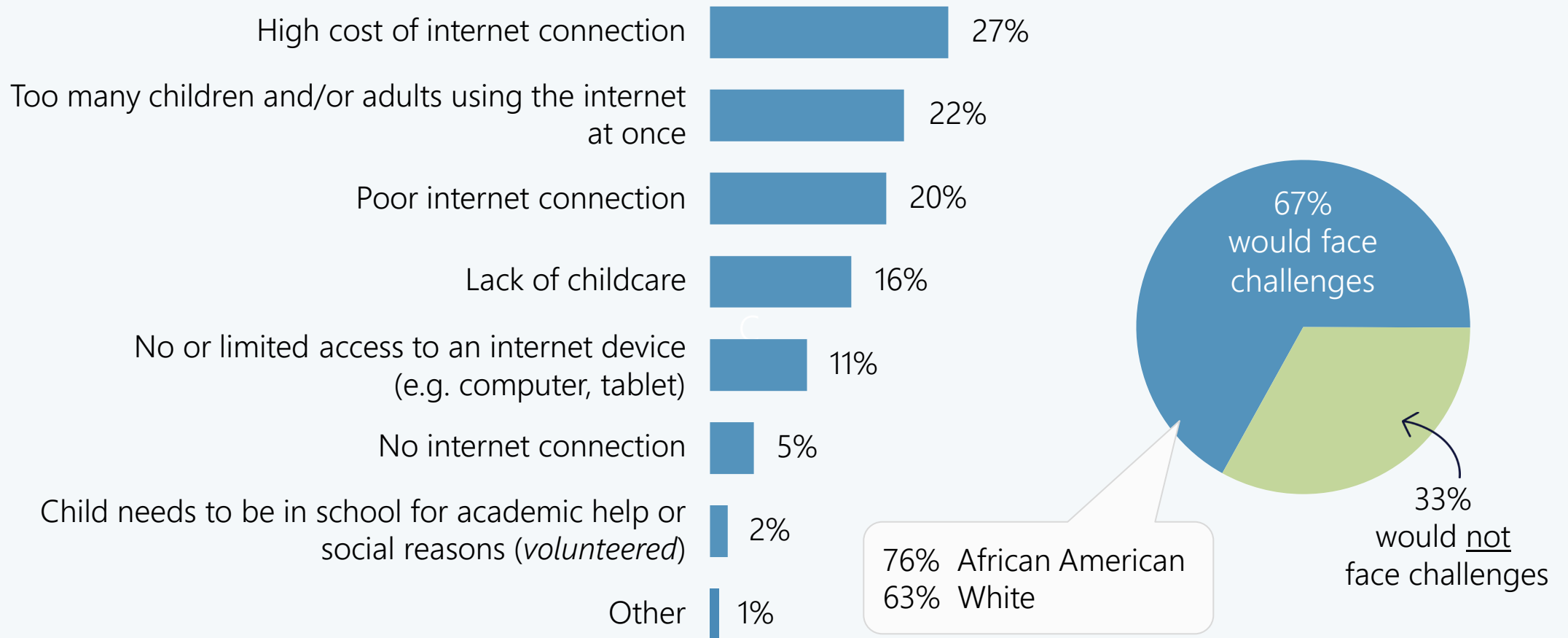
Always In Person

94%

Always Remotely

80%

Both In Person + Remotely

75%
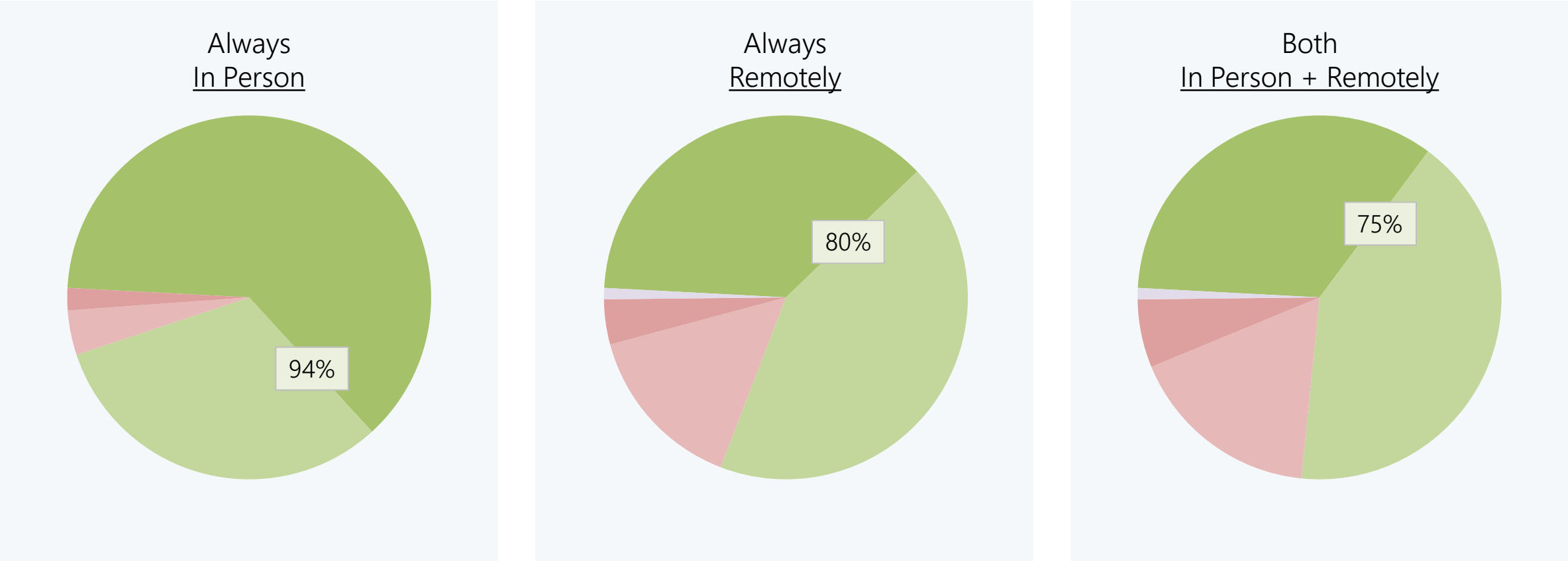
Legend:
- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Not sure

Eight out of ten parents (83%) are satisfied with how their child's school is engaging students. Again, a plurality (44%) are *very* satisfied.

Engaging Students

Very satisfied
44%

Somewhat satisfied
39%

Not sure
2%

Very dissatisfied
5%

Somewhat dissatisfied
10%

83%

African Amer.	84%
Hispanic	61%
White	85%
Men	88%
Women	79%
Elementary	83%
Middle School	82%
High School	84%
Urban	85%
Suburban	76%
Rural / Town	92%

■ Somewhat satisfied   ■ Very satisfied

Two out of three parents (67%) would face challenges if instruction was delivered online for the rest of the year. The challenge mentioned most often involves the cost of an internet connection (27%).
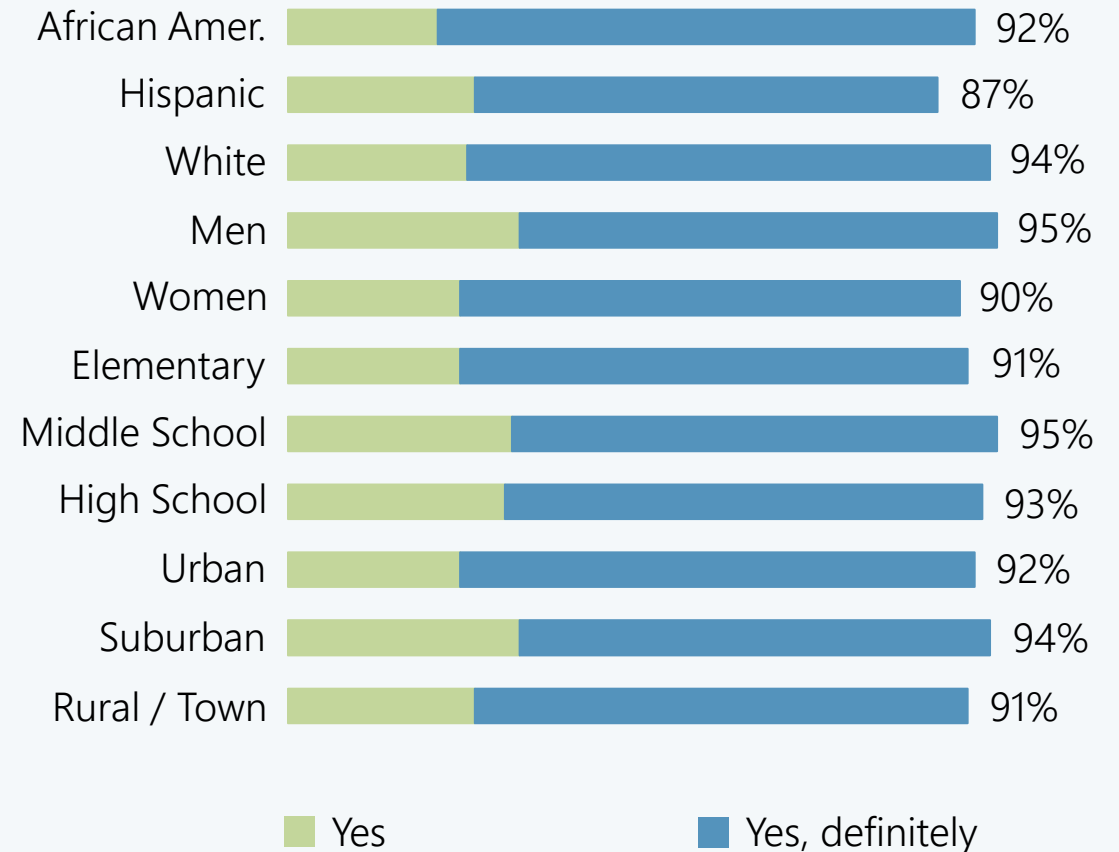
High cost of internet connection — 27%

Too many children and/or adults using the internet at once — 22%

Poor internet connection — 20%

Lack of childcare — 16%

No or limited access to an internet device (e.g. computer, tablet) — 11%

No internet connection — 5%

Child needs to be in school for academic help or social reasons (*volunteered*) — 2%

Other — 1%

67% would face challenges

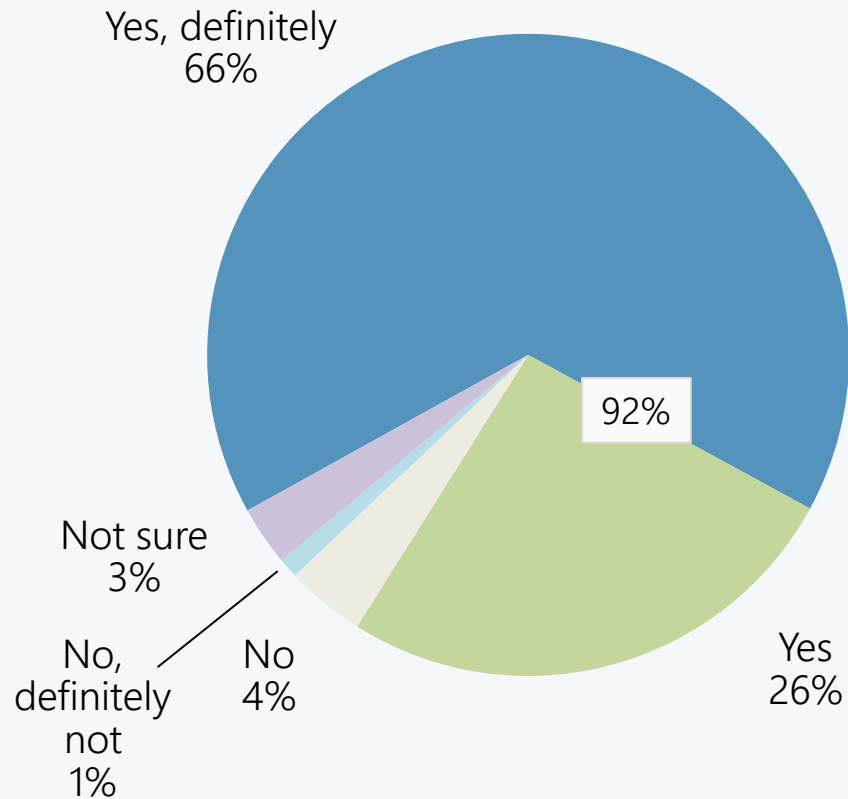33% would <u>not</u> face challenges

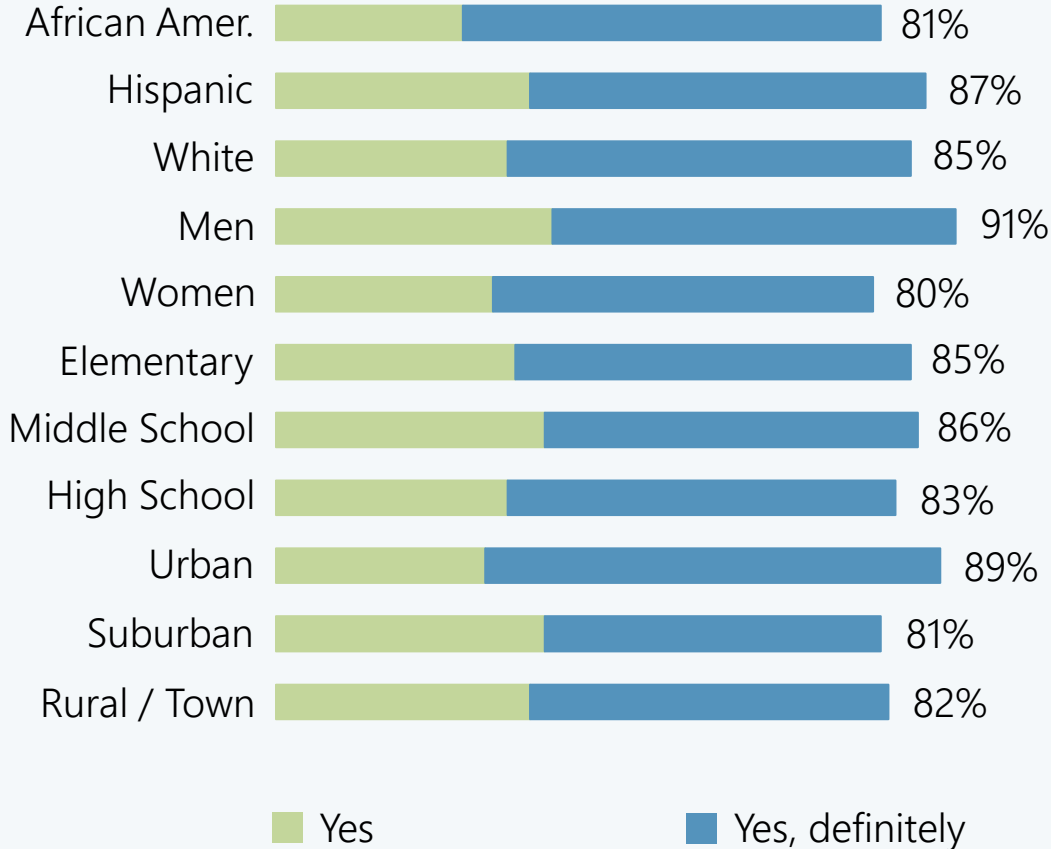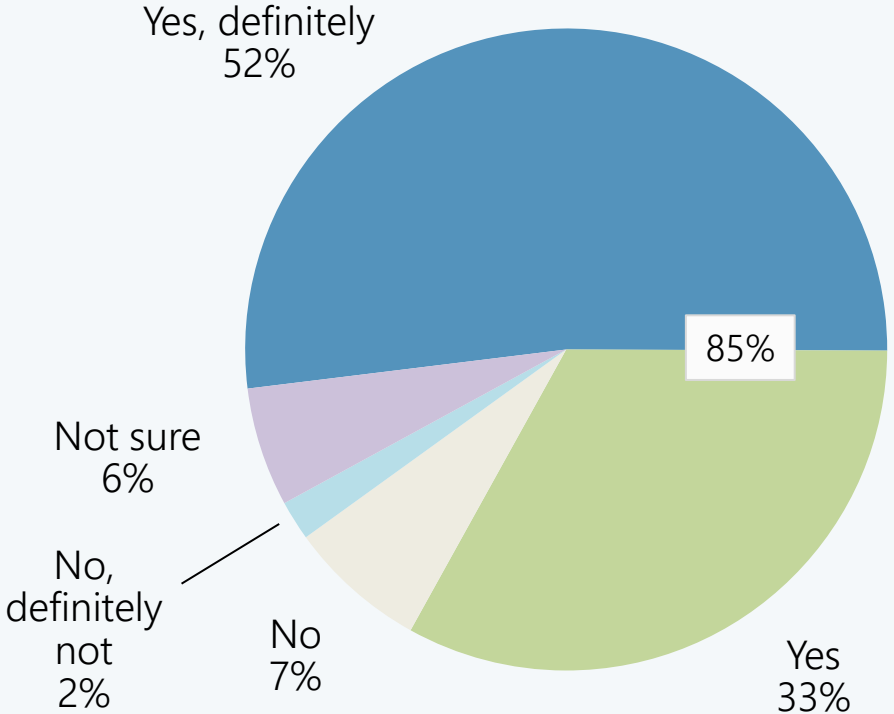76% African American
63% White

Assessment

Nine out of ten parents (92%) want an assessment of their child's academic progress at the end of the current school year.

Want Assessment of Academic Progress

Pie chart:
- Yes, definitely 66%
- Yes 26%
- No 4%
- Not sure 3%
- No, definitely not 1%
- 92%

Bar chart (Yes / Yes, definitely):
- African Amer. 92%
- Hispanic 87%
- White 94%
- Men 95%
- Women 90%
- Elementary 91%
- Middle School 95%
- High School 93%
- Urban 92%
- Suburban 94%
- Rural / Town 91%

Legend: ■ Yes ■ Yes, definitely

Among parents who want an assessment, most (85%) want that assessment based on a statewide test.

Want Assessment Based on a Statewide Test

Yes, definitely
52%

85%

Not sure
6%

No,
definitely
not
2%

No
7%

Yes
33%

Group	%
African Amer.	81%
Hispanic	87%
White	85%
Men	91%
Women	80%
Elementary	85%
Middle School	86%
High School	83%
Urban	89%
Suburban	81%
Rural / Town	82%

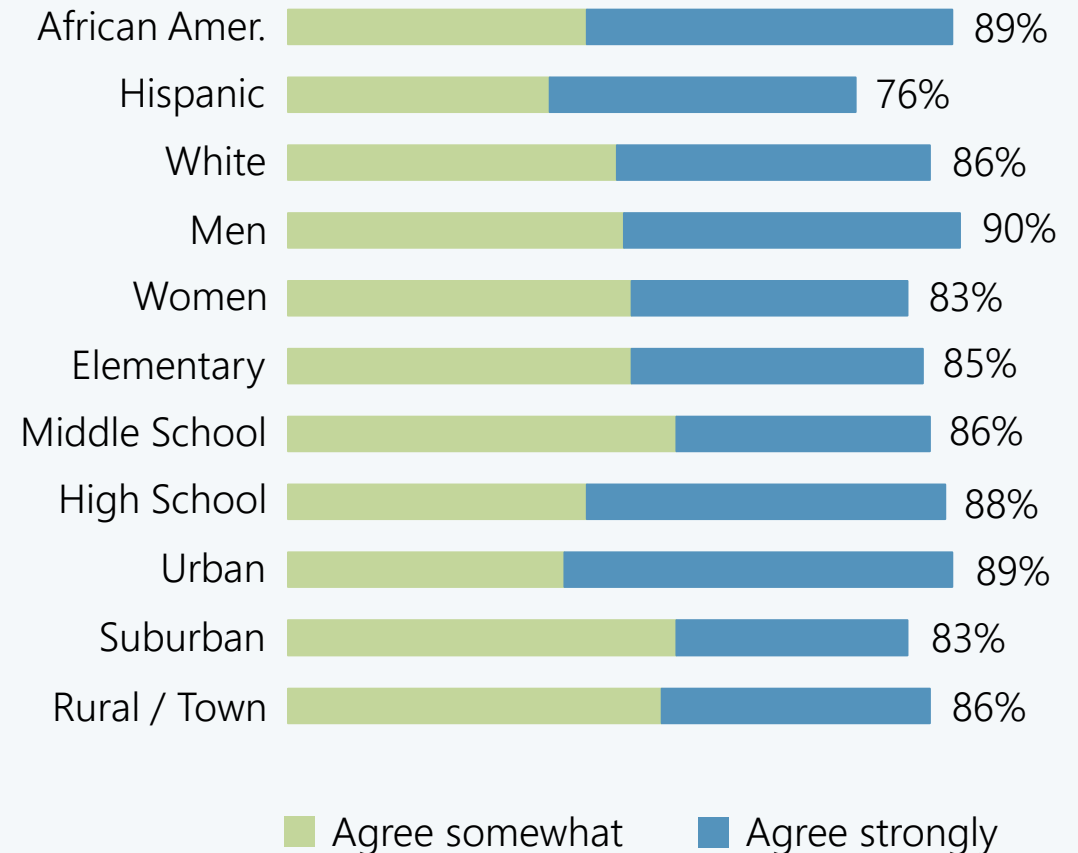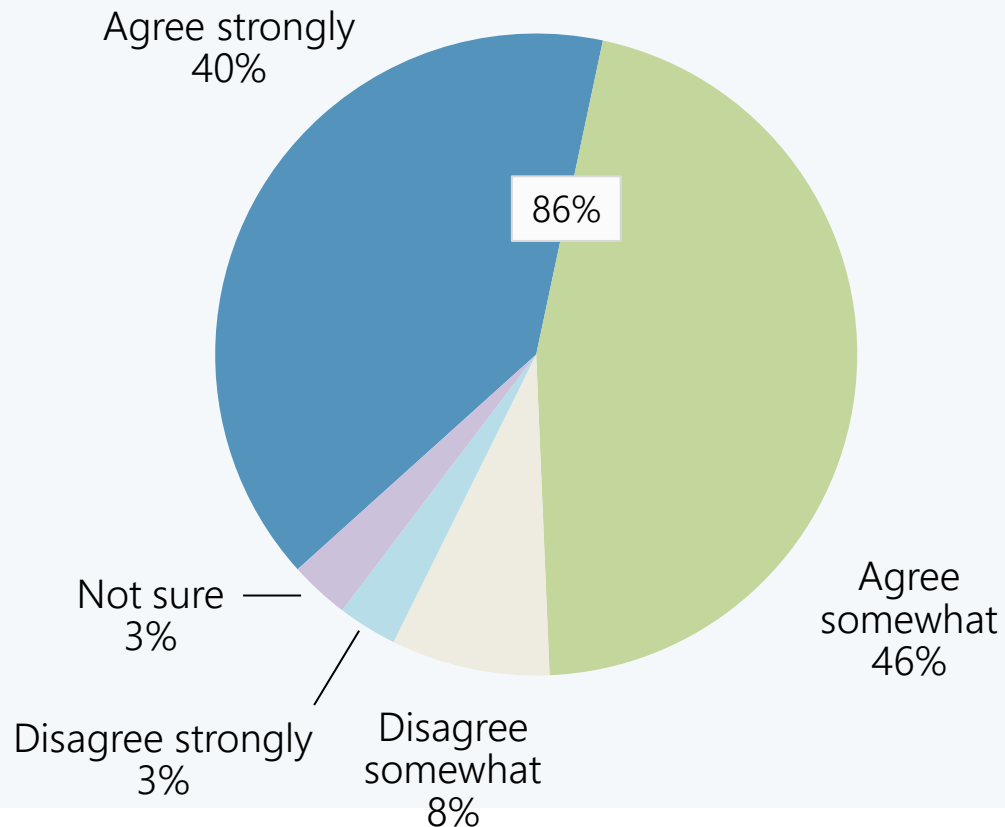■ Yes ■ Yes, definitely

Q13: At the end of the current school year, will you want an assessment based on a statewide test, which would enable you to compare the progress of your (____) child with the progress of other students in the same grade?
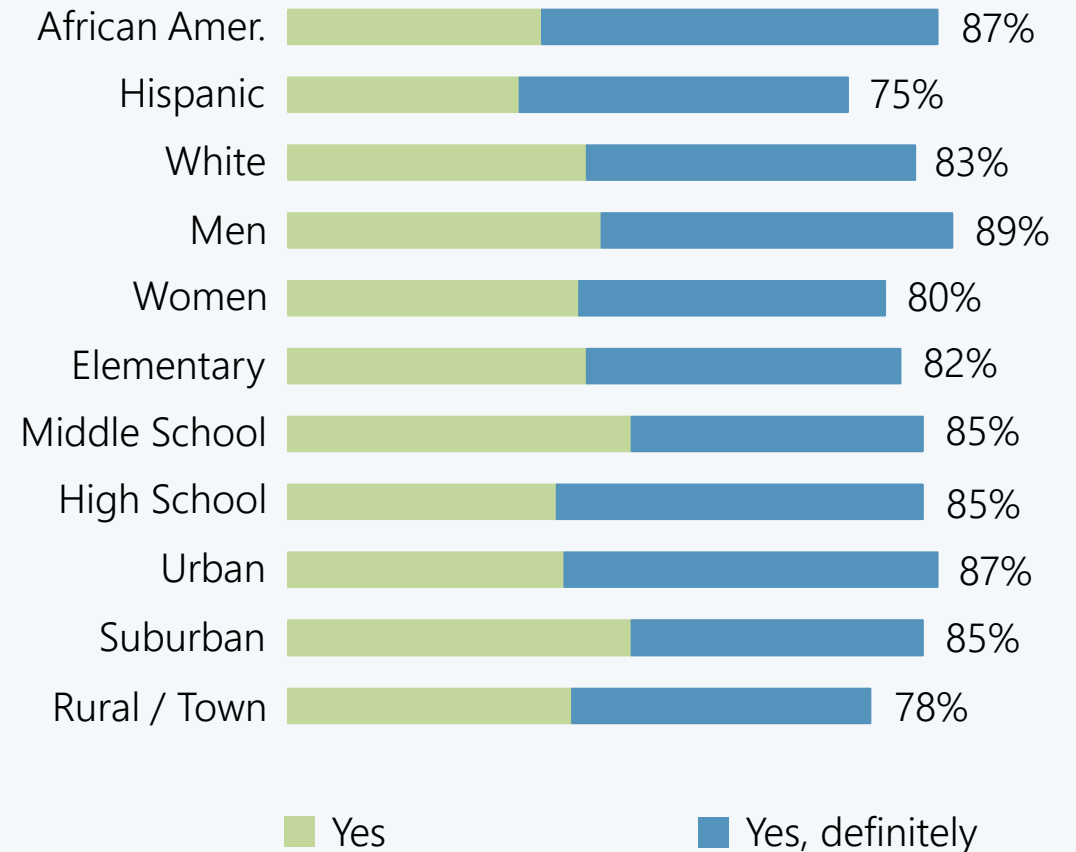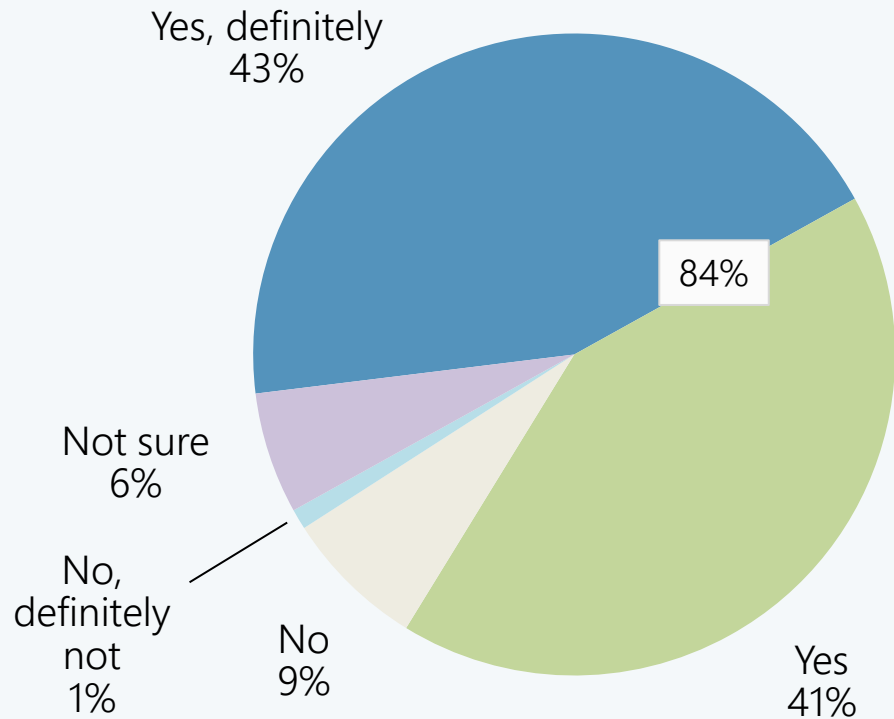
18

Most parents (86%) agree that their child's school provides enough information to know how their child is progressing academically.

School Provides Enough Information

Agree strongly 40%

86%

Agree somewhat 46%

Not sure 3%

Disagree strongly 3%

Disagree somewhat 8%

	Agree somewhat	Agree strongly
African Amer.		89%
Hispanic		76%
White		86%
Men		90%
Women		83%
Elementary		85%
Middle School		86%
High School		88%
Urban		89%
Suburban		83%
Rural / Town		86%

Agree somewhat   Agree strongly

Q14: Do you agree or disagree with the following statement? "My (____) child's school provides me with enough information to know how he or she is progressing academically."
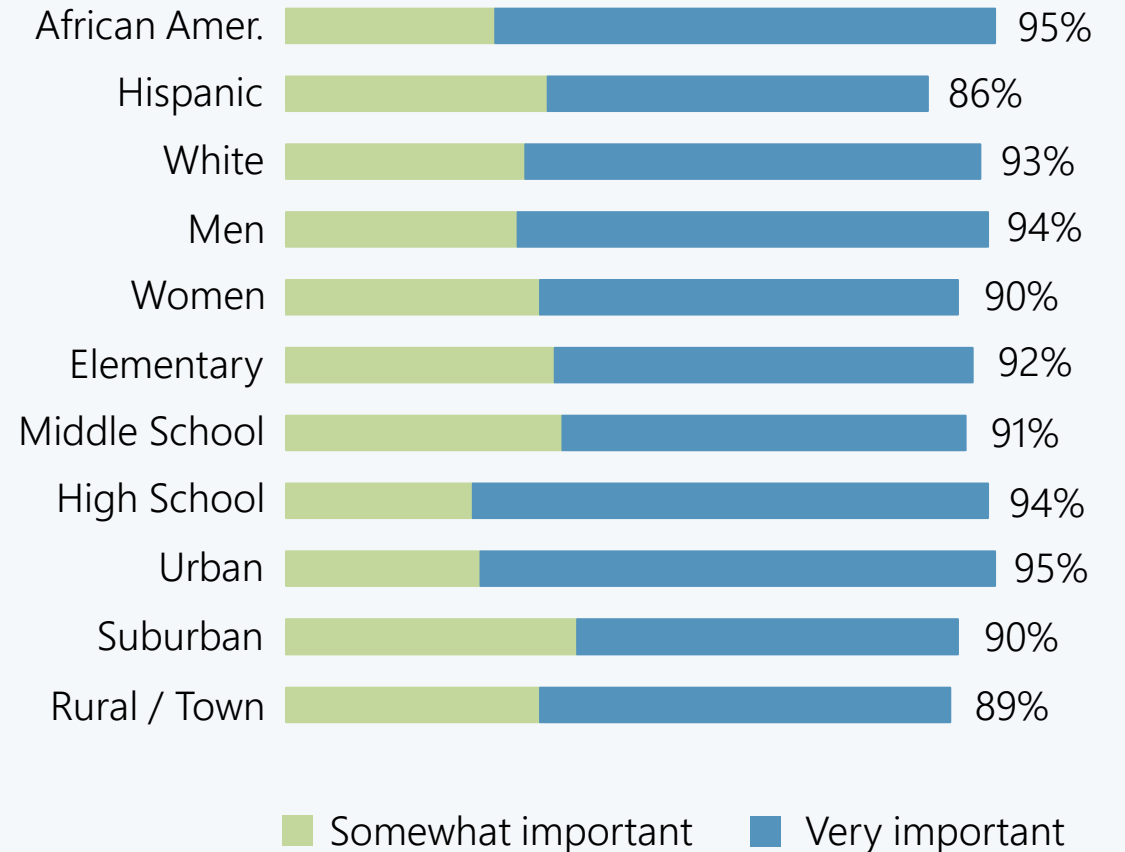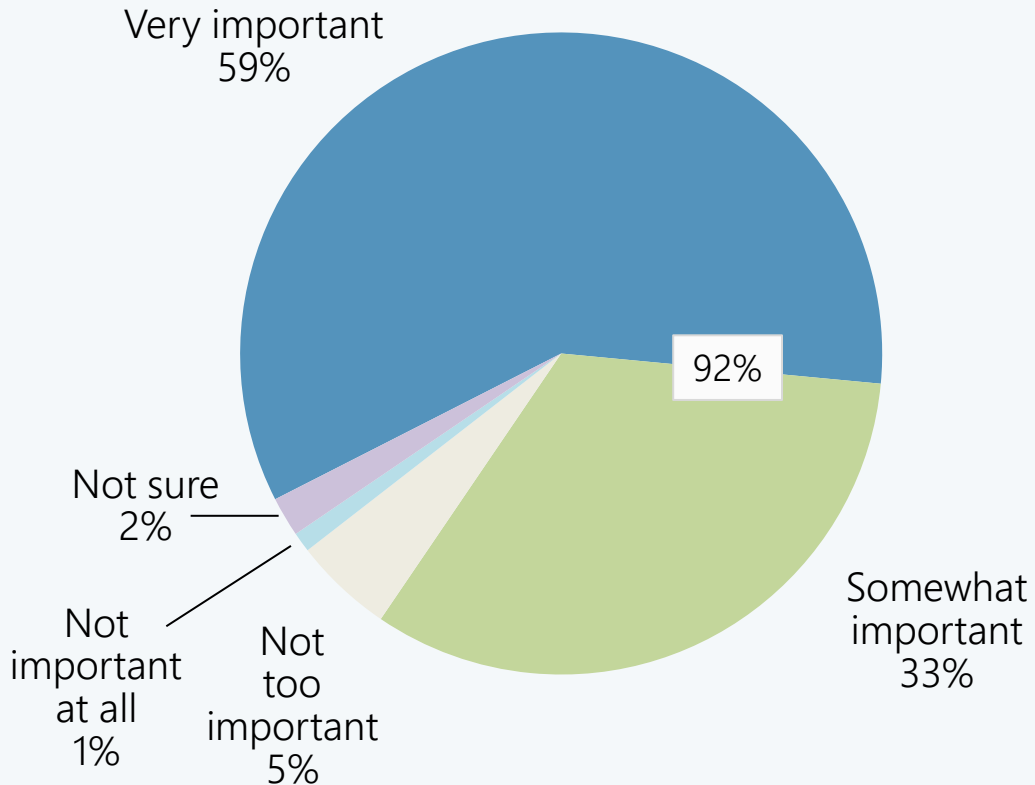
More than eight out of ten parents (84%) want public reporting on student learning during the current school year.

Want Public Reporting on Student Learning

Yes, definitely
43%

84%

Not sure
6%

No,
definitely
not
1%

No
9%

Yes
41%

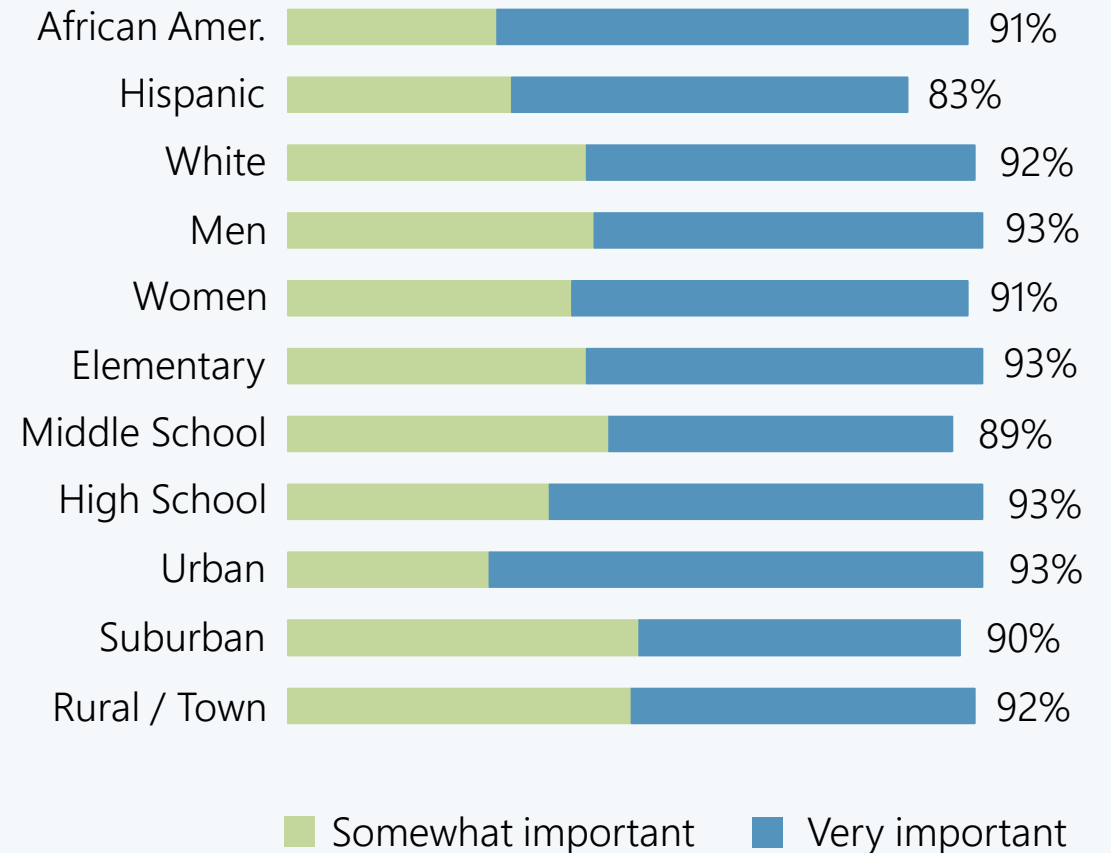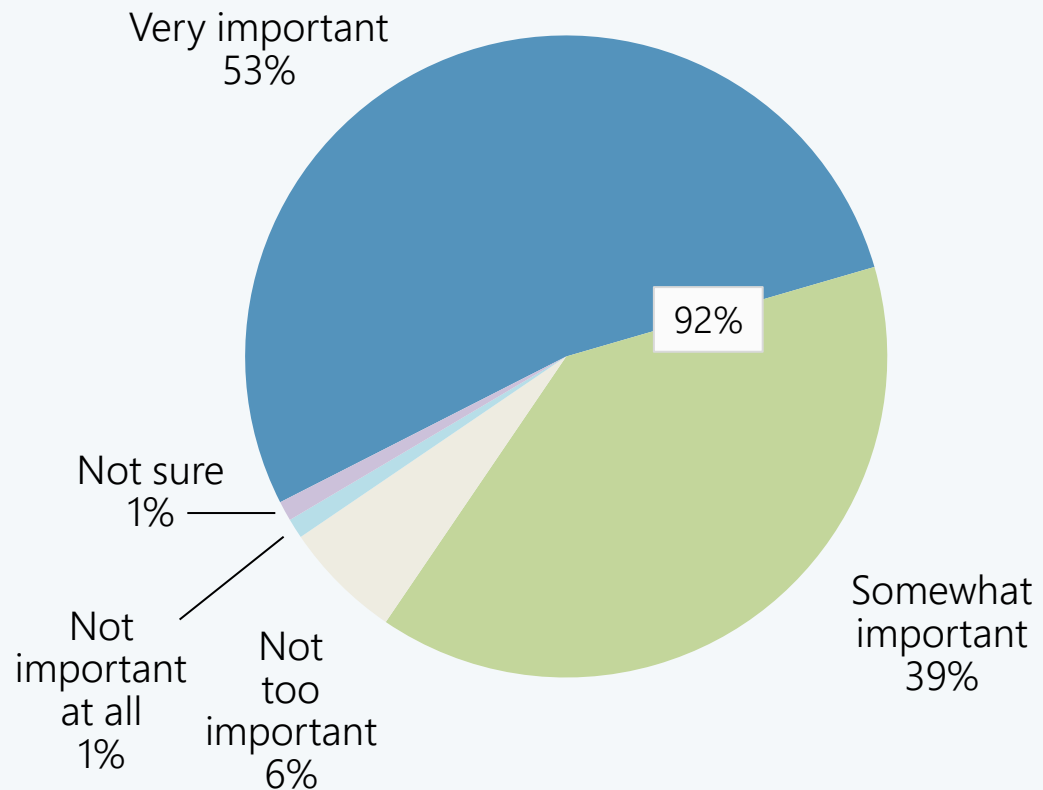| Group	Percent
African Amer.	87%
Hispanic	75%
White	83%
Men	89%
Women	80%
Elementary	82%
Middle School	85%
High School	85%
Urban	87%
Suburban	85%
Rural / Town	78%

■ Yes   ■ Yes, definitely

For most parents (92%), having ODE's annual *school* report card is either very (59%) or somewhat (33%) important.

Importance of ODE School Report Card

Very important 59%

92%

Somewhat important 33%

Not sure 2%

Not important at all 1%

Not too important 5%

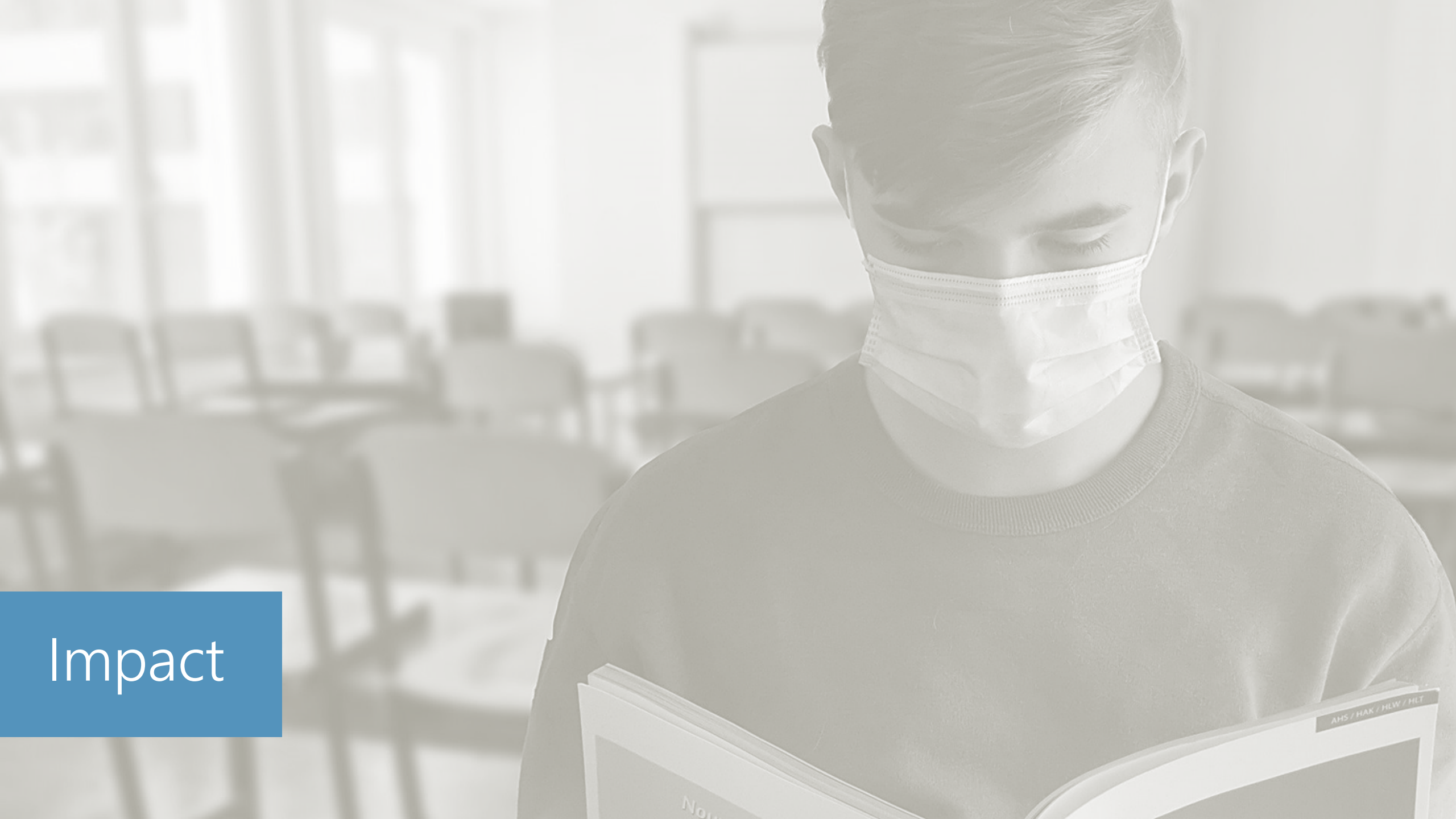|	
African Amer.	95%
Hispanic	86%
White	93%
Men	94%
Women	90%
Elementary	92%
Middle School	91%
High School	94%
Urban	95%
Suburban	90%
Rural / Town	89%

■ Somewhat important ■ Very important

Most parents (92%) also value ODE's annual *district* report card.

Importance of ODE District Report Card

- Very important 53%
- Somewhat important 39%
- Not too important 6%
- Not important at all 1%
- Not sure 1%

92%

Group	Percentage
African Amer.	91%
Hispanic	83%
White	92%
Men	93%
Women	91%
Elementary	93%
Middle School	89%
High School	93%
Urban	93%
Suburban	90%
Rural / Town	92%

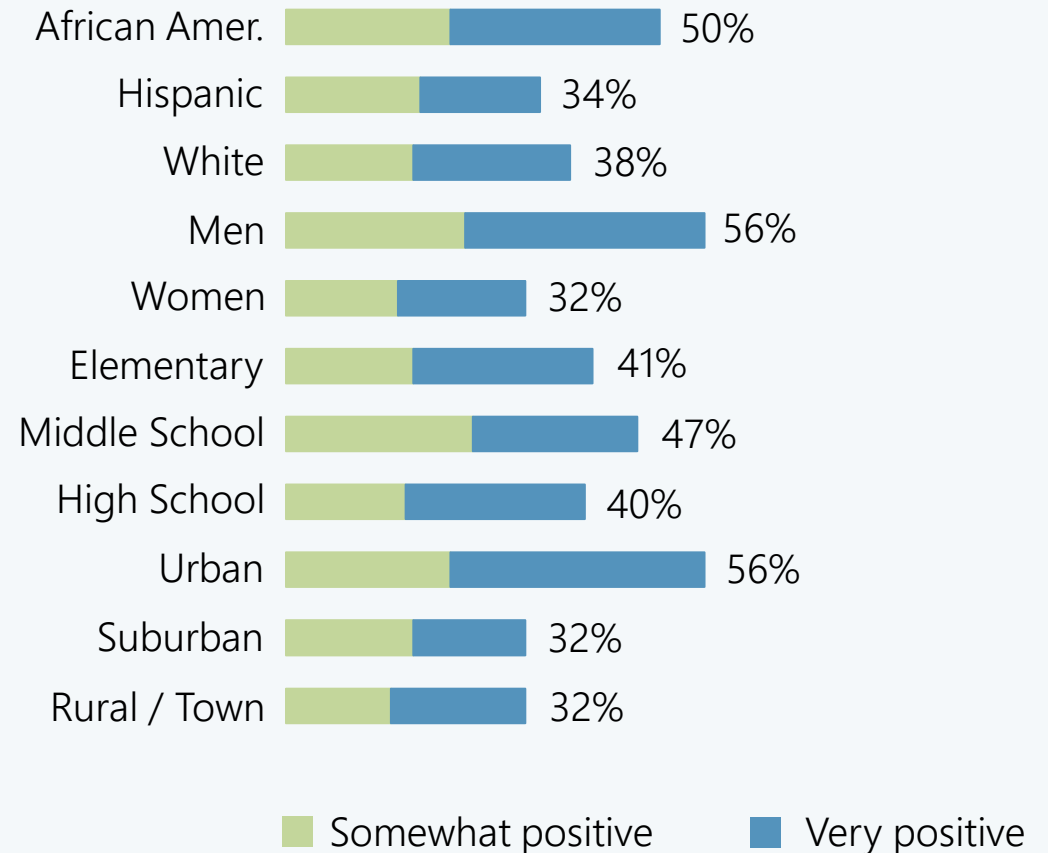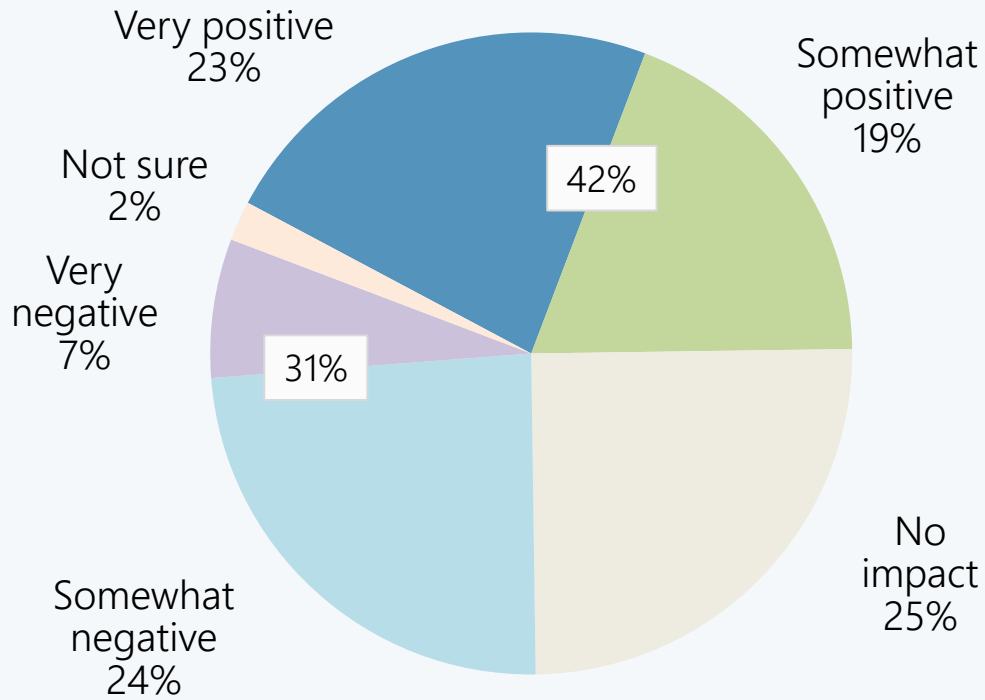Somewhat important   Very important

Impact

A plurality of parents (42%) believe the disruptions caused by COVID-19 have had a *positive* impact on their child's academic progress. Fewer (31%) describe the impact as negative.

Impact of COVID-19: Academics

Pie chart:
- Very positive 23%
- Somewhat positive 19%
- No impact 25%
- Somewhat negative 24%
- Very negative 7%
- Not sure 2%
- 42% (positive)
- 31% (negative)

Bar chart (Somewhat positive / Very positive):
- African Amer. 50%
- Hispanic 34%
- White 38%
- Men 56%
- Women 32%
- Elementary 41%
- Middle School 47%
- High School 40%
- Urban 56%
- Suburban 32%
- Rural / Town 32%

Legend: Somewhat positive — Very positive
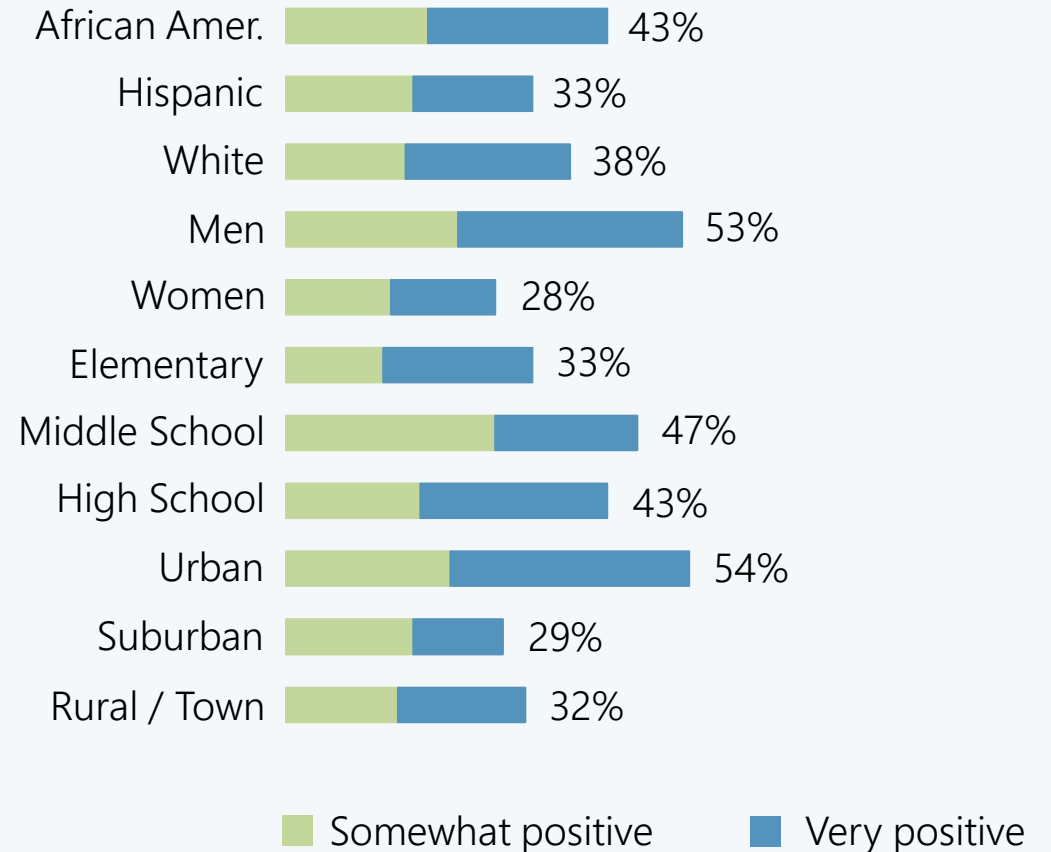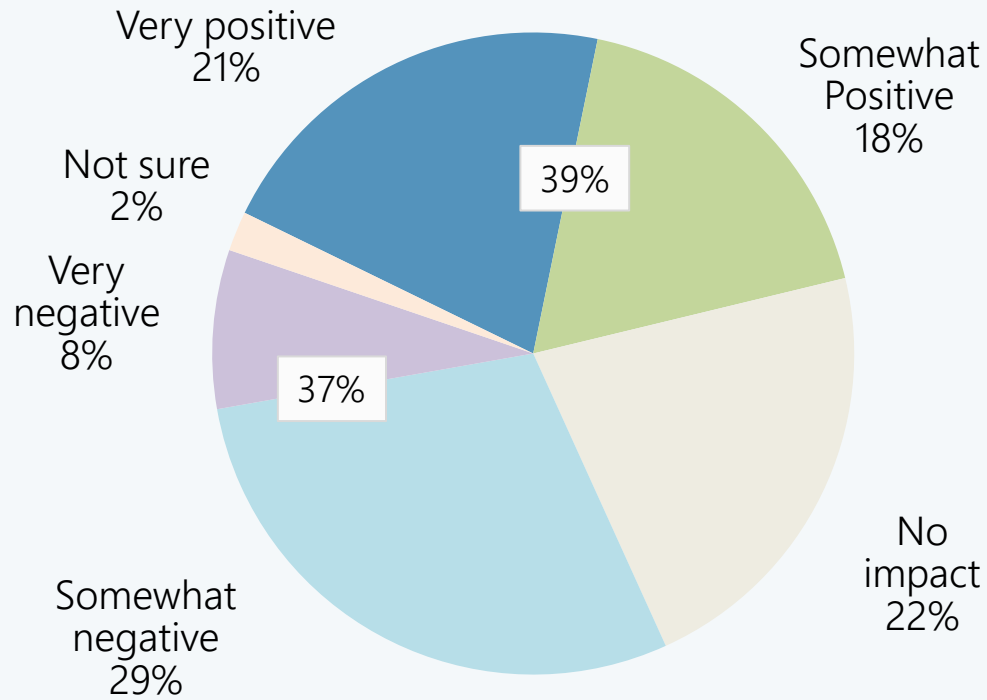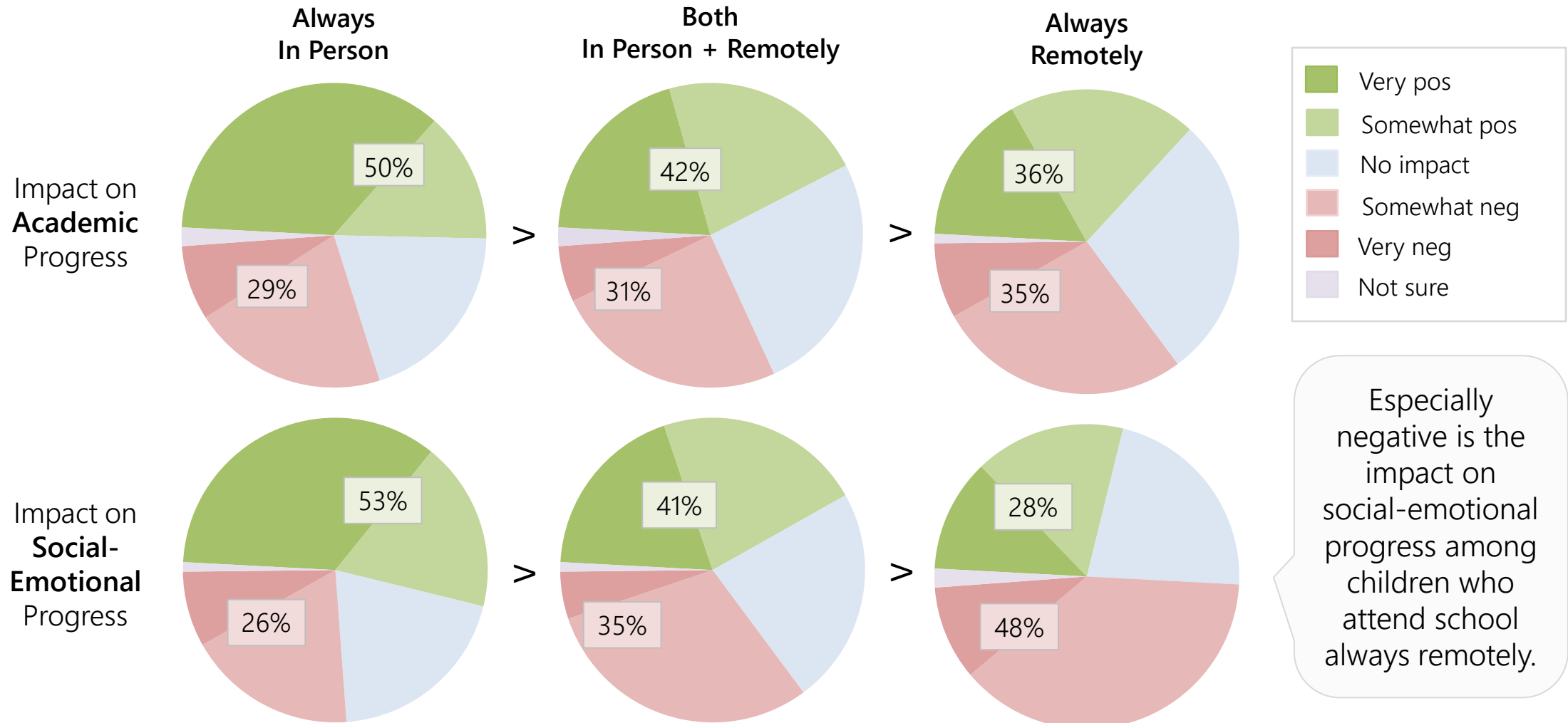
The perceived impact of COVID-19 on social-emotional progress splits almost evenly between positive (39%) and negative (37%).

Impact of COVID-19: Social-Emotional

Very positive
21%

Somewhat Positive
18%

Not sure
2%

39%

Very negative
8%

37%

No impact
22%

Somewhat negative
29%

African Amer.	43%
Hispanic	33%
White	38%
Men	53%
Women	28%
Elementary	33%
Middle School	47%
High School	43%
Urban	54%
Suburban	29%
Rural / Town	32%

■ Somewhat positive ■ Very positive
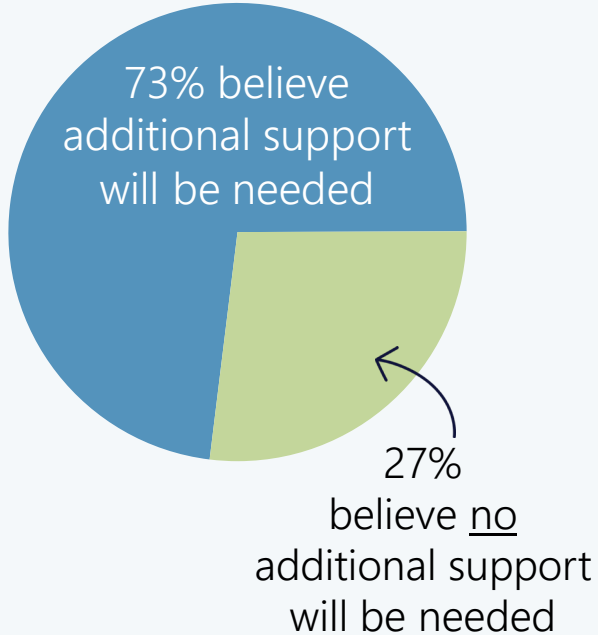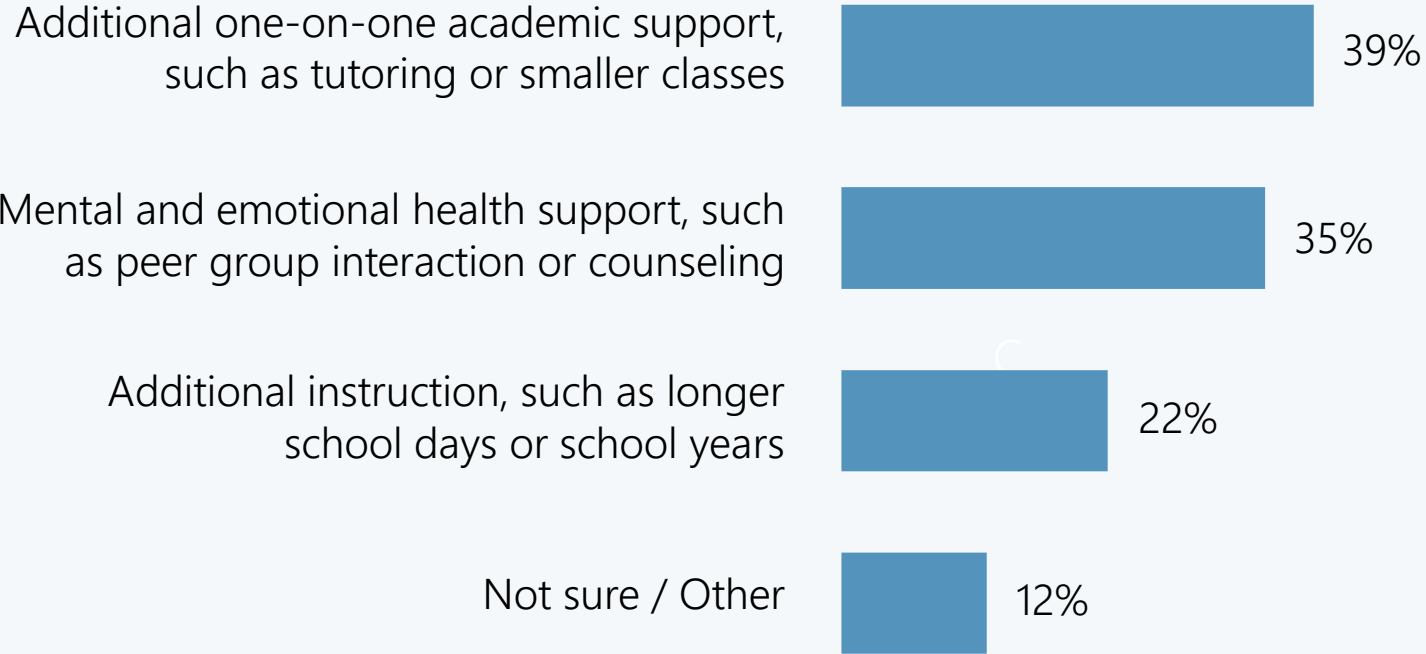
The perceived impact of COVID-19 on academic and social-emotional progress varies by mode of instruction, with the strongest outcomes among students who attend school always in person and the weakest among students who attend always remotely.

Always In Person   >   **Both In Person + Remotely**   >   **Always Remotely**

Impact on **Academic** Progress
- Always In Person: 50%, 29%
- Both In Person + Remotely: 42%, 31%
- Always Remotely: 36%, 35%

Impact on **Social-Emotional** Progress
- Always In Person: 53%, 26%
- Both In Person + Remotely: 41%, 35%
- Always Remotely: 28%, 48%

Legend:
- Very pos
- Somewhat pos
- No impact
- Somewhat neg
- Very neg
- Not sure

Especially negative is the impact on social-emotional progress among children who attend school always remotely.
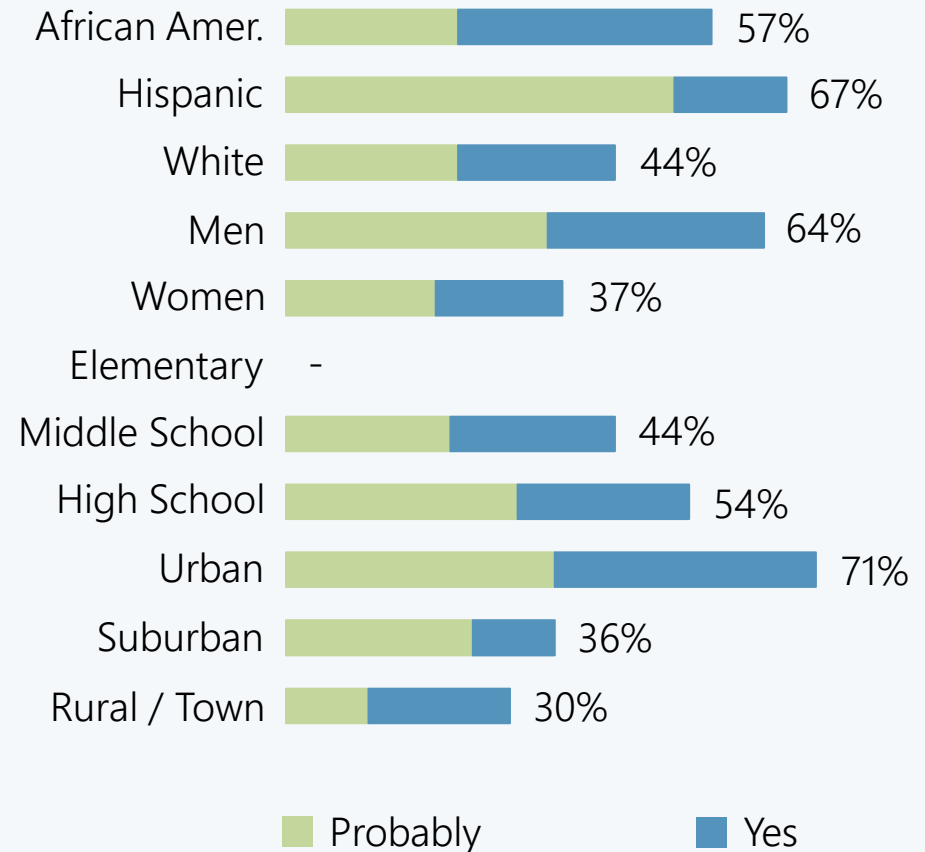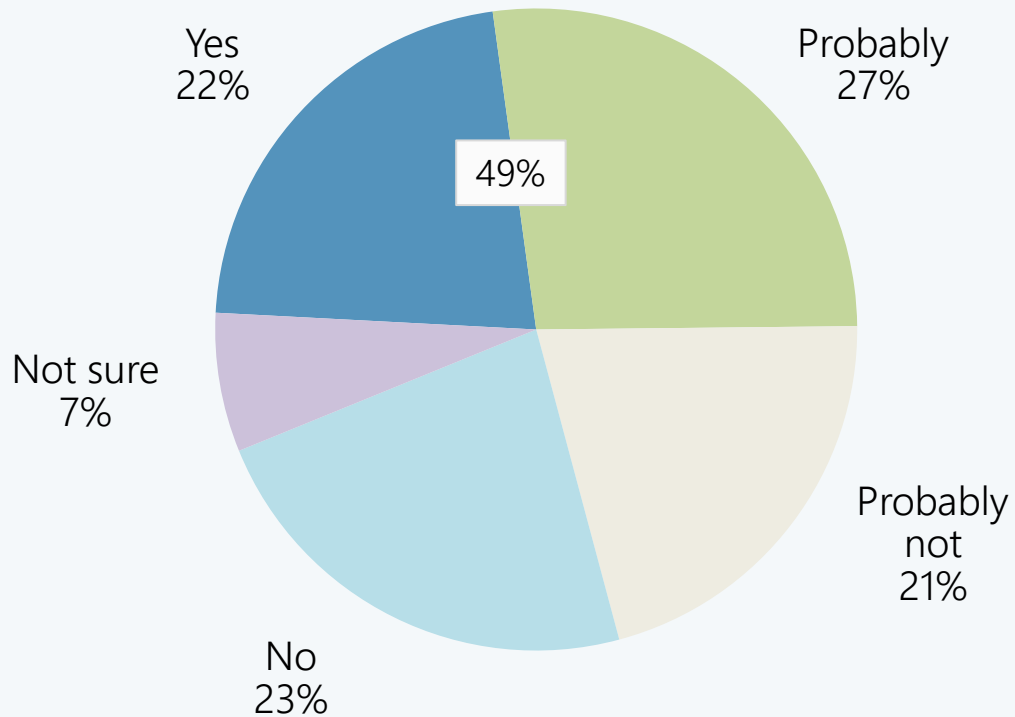
According to three out of four parents (73%), the disruptions of COVID-19 have created a need in children for additional support. Among the options tested, interest is strongest, though not by much, in an increase in one-on-one academic opportunities (39%).

Additional one-on-one academic support, such as tutoring or smaller classes — 39%

Mental and emotional health support, such as peer group interaction or counseling — 35%

Additional instruction, such as longer school days or school years — 22%

Not sure / Other — 12%

73% believe additional support will be needed

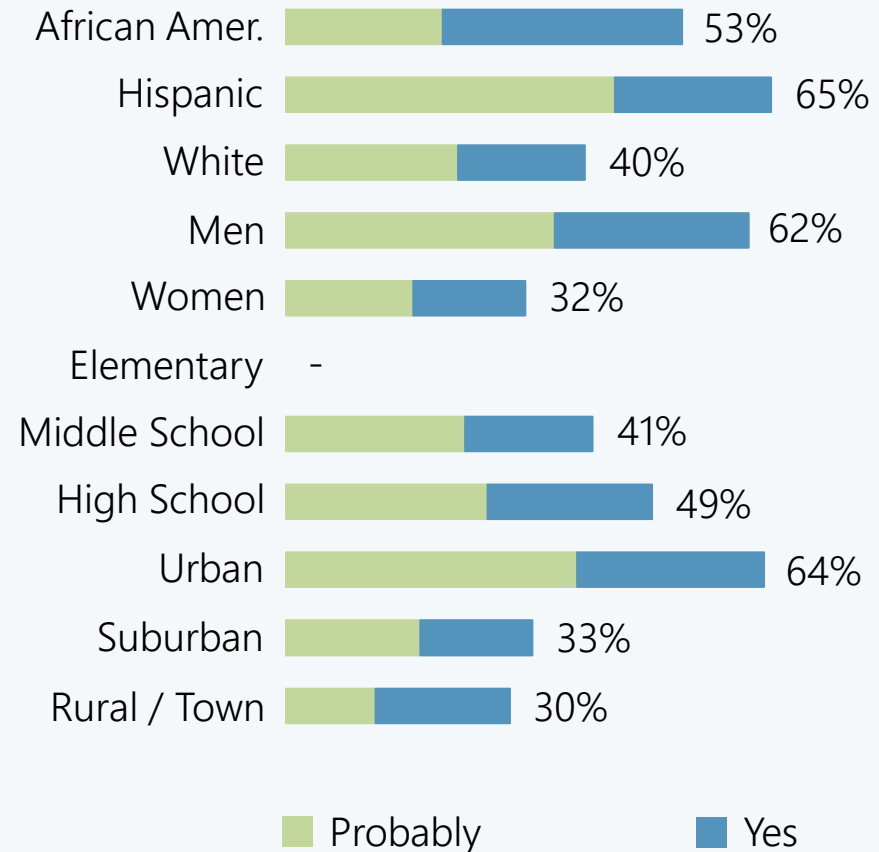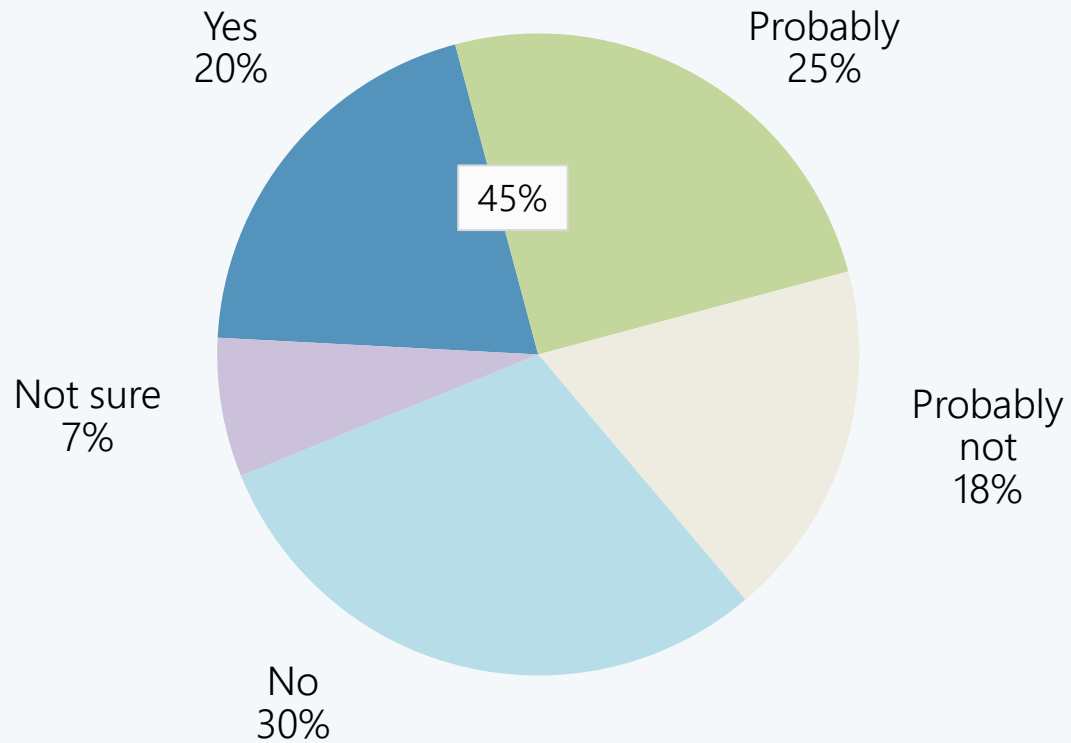27% believe no additional support will be needed

Half the parents of children in middle or high school (49%) believe that Ohio students may need an extra year, prior to graduation, to compensate for the disruptions caused by COVID-19.

Extra Year of Schooling: Ohio Students

Yes
22%

Probably
27%

49%

Not sure
7%

Probably not
21%

No
23%

African Amer.	57%
Hispanic	67%
White	44%
Men	64%
Women	37%
Elementary	-
Middle School	44%
High School	54%
Urban	71%
Suburban	36%
Rural / Town	30%

Probably   Yes

Q21: Because of the COVID-19 pandemic, do you believe that Ohio students may need an extra year of schooling, prior to graduation, to make sure they have the knowledge and skills to be successful after high school? (Parents of students in middle or high school, only.)
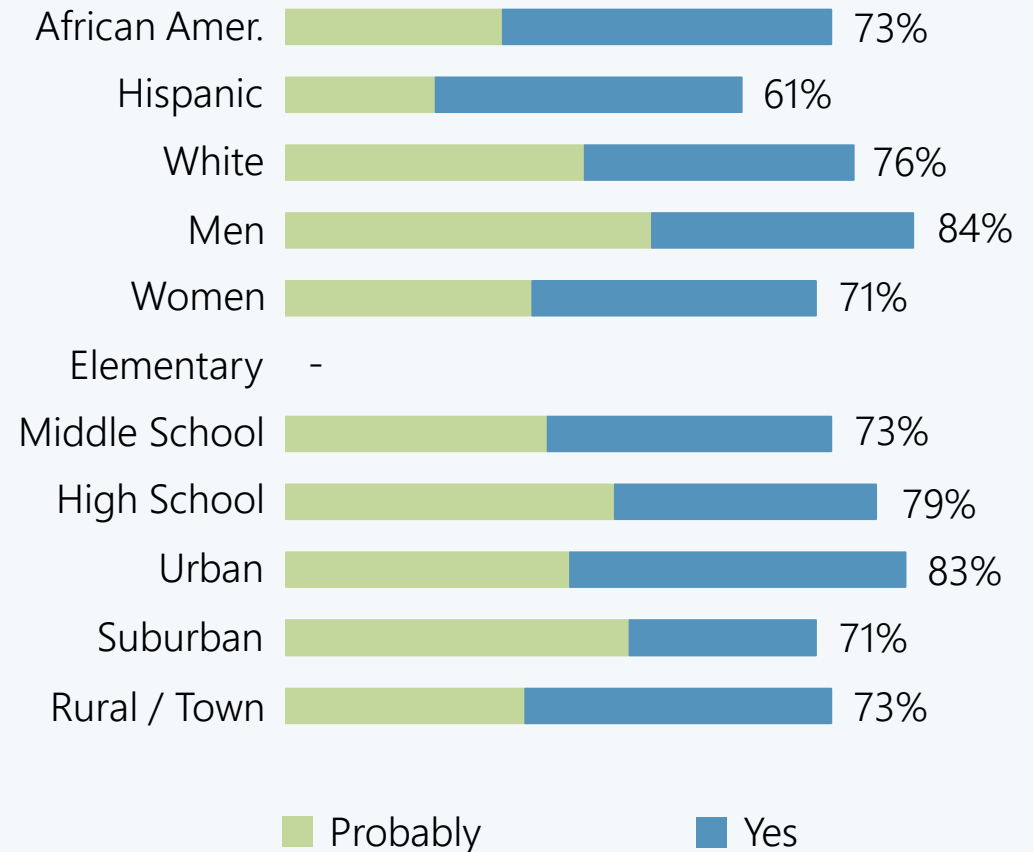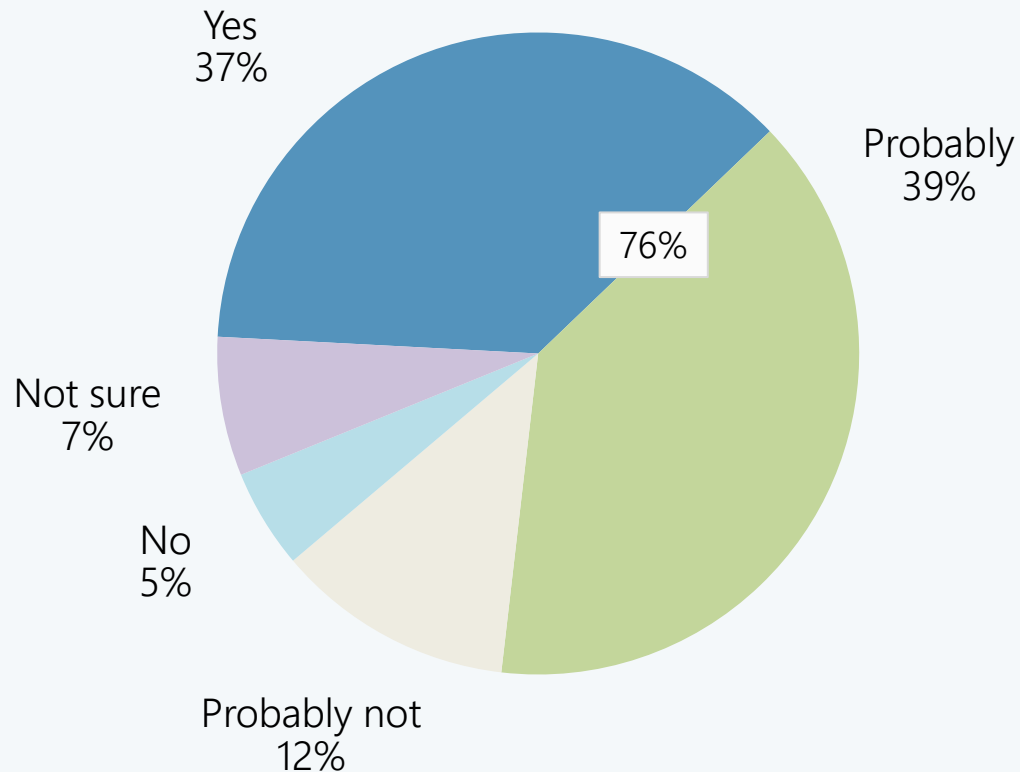
28

Almost as many of these parents (45%) believe that *their* child may need an extra year, prior to graduation, to make sure he or she has the knowledge and skills required for life after high school.

Extra Year of Schooling: My Child

Yes
20%

Probably
25%

45%

Probably not
18%

Not sure
7%

No
30%

African Amer.	53%
Hispanic	65%
White	40%
Men	62%
Women	32%
Elementary	-
Middle School	41%
High School	49%
Urban	64%
Suburban	33%
Rural / Town	30%

■ Probably   ■ Yes

Three out of four parents (76%) are likely to believe that COVID-19 may render education *after* high school more important than ever. Only a handful (17%) disagree.

Education After High School More Important

Pie chart:
- Yes 37%
- Probably 39%
- Probably not 12%
- No 5%
- Not sure 7%
- 76%

Bar chart (Probably / Yes):
- African Amer. — 73%
- Hispanic — 61%
- White — 76%
- Men — 84%
- Women — 71%
- Elementary — -
- Middle School — 73%
- High School — 79%
- Urban — 83%
- Suburban — 71%
- Rural / Town — 73%

Legend: Probably, Yes

Key Findings

- Currently, three out of ten children (29%) attend school always in person, down slightly from when the school year began (35%).

- Seven out of ten children (60%) attend school remotely, either every day (38%) or some days (32%).

- Across all parents, eight out of ten (82%) are satisfied with the mode of instruction their child is currently using. Satisfaction is highest (94%), however, among parents whose children attend school always in person. Satisfaction is lowest (75%) among parents of children who attend both in person *and* remotely.

- Most parents (83%) also are satisfied with how their child's school is engaging students. In fact, a plurality (44%) are very satisfied.

- Two out of three parents (67%) would face challenges if instruction was delivered online for the rest of the year. A common challenge is financial.

- Nearly all parents (92%) want an assessment of their child's academic progress at the end of the current school year – and they want that assessment based on a statewide test (85%).

- More than eight out of ten parents (86%) agree that their child's school provides enough information to know how their child is progressing academically.

- Most parents want public reporting on student learning during the current school year (84%) in addition to both ODE's school (92%) and district (92%) report cards.

- A plurality of parents (42%) believe the disruptions caused by COVID-19 have had a *positive* impact on their child's academic progress. Almost as many (39%) were equally sanguine about their child's social-emotional progress.

- The preceding findings notwithstanding, the disruptions caused by COVID-19 have been especially hard on the social-emotional progress among children who attend school always remotely.

- Nearly half the parents of children in Grade 6 or above believe that extra schooling, prior to graduation, may be needed to compensate for the disruptions of COVID-19; they believe this for students throughout Ohio (49%), including their own student (45%).

- Finally, most parents (76%) also believe that COVID-19 may render education after high school more important than ever.

This study was conducted by
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