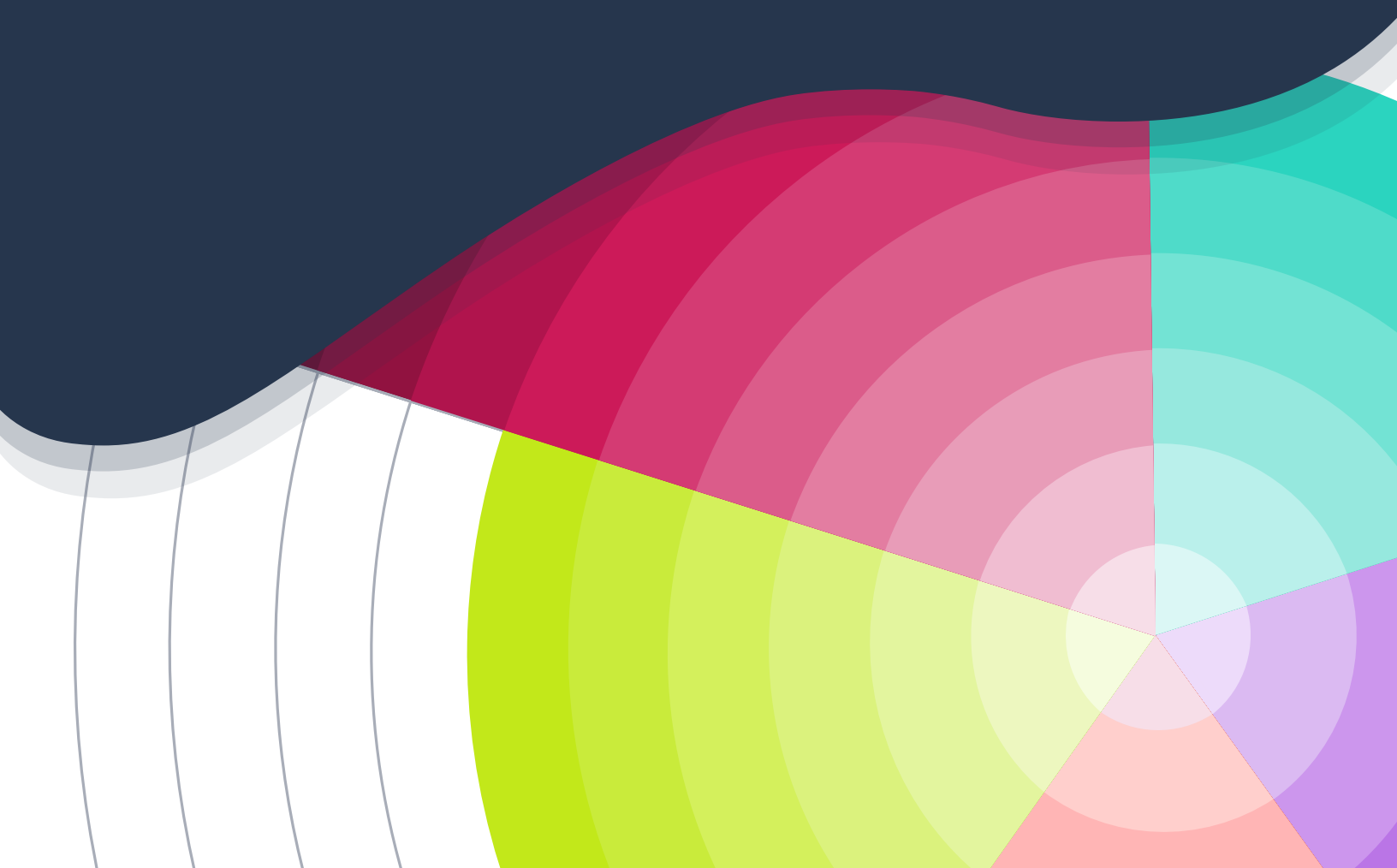




# The State of Educational Opportunity in Ohio

A Survey of Ohio Parents

October 2024



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Dear Friends,

The Thomas B. Fordham Institute is dedicated to improving education for every Ohio student. To do this effectively, it is critical to listen to the views of parents across our state. With this information in tow, we can ensure that state policy makers are focused on the problems most important to parents and push toward solutions grounded in parents' hopes and dreams for their children.


In this spirit, we are excited to share with you the results of a new survey on the state of education opportunity in Ohio. Produced in partnership with 50CAN and Edge Research, this survey provides not only a unique window into the opportunities available to families in our state right now but allows us to compare those answers to parents across our region and across the country.


The survey is organized into five categories of learning that families say are crucial for them and their children: 1) school quality and opportunity, 2) tutoring, summer and mental health, 3) out of school activities, 4) information and engagement, and 5) college and career readiness. A total of 408 parents and guardians of school-aged children in our state were surveyed between July 8 and August 22, 2024 as part of a nationwide research effort that reached more than 20,000 respondents.

**Here is just a sample of what Ohio survey responses revealed:**

 **Ohio's investments in school choice have made an impact.** More than two thirds of parents statewide believe they have a choice in school. Incredibly, the number is even higher—71 percent—for low-income parents.

**Parents are satisfied with their educational choices.** Ohio earns another top rating compared to other states with two thirds of parents indicating they'd make the same school choice if they had to do it again.

 **While the percent of families who review school performance data is close to the national average, low-income parents view this data at just over half the rate of higher income parents.** This is clearly an area for growth as the state should strive to make school data more easily accessible for low-income parents.

 **Too few students are ready for the workforce or college.** Despite Ohio earning high marks compared to other states, only 39 and 36 percent of

parents are extremely confident in their children's preparation for the workforce or college, respectively.

We encourage you to dig into the full report. In it, you'll find:

- The **methodology** of the survey and an explanation of how the results are presented.
- A two-page summary of the **results** for Ohio.
- **Maps and other visualizations** of how Ohio compares to the rest of the nation on important questions.

A digital version of this report is available at [fordhaminstitute.org/ohio](https://fordhaminstitute.org/ohio). Visit our partners at [50can.org](https://50can.org) to view the nationwide report, the survey questionnaire, and the full data set.

Sincerely,



*Chad L. Aldis*

**Chad L. Aldis**  
Vice President of Ohio Policy  
Thomas B. Fordham Institute

# Methodology

Edge Research conducted a nationwide survey of 20,090 U.S. parents and guardians of school-aged children (K-12th grade) in each of the 50 states plus the District of Columbia. **In Ohio, 408 parents and guardians of K-12 children were surveyed.** Respondents could take the survey in either English or Spanish, based on their preference. The survey was in the field from July 8 to August 22, 2024.

## DATA COLLECTION

The survey used a mixed-mode methodology to reach as many households as possible. First, survey respondents were recruited using online, non-probability samples obtained via national opt-in consumer research panels. These surveys were mobile-optimized (meaning participants can take the survey on a PC or mobile device, which helps reach those who do not have internet access but do have a mobile data plan). In states where Edge Research was not able to collect at least 300 surveys using this method, they obtained supplementary text-to-web interviews.

## SURVEY REPRESENTATIVENESS

As respondents entered the survey, they submitted demographic information, and quotas were set to ensure the sample is proportionately distributed in accordance with the most recent U.S. Census<sup>1</sup> and National Center for Education Statistics (NCES)<sup>2</sup> data on U.S. parents in each state. Quotas functioned by predetermining the number of desired respondents by gender identity, race, ethnicity, child’s grade and grade level in each state. Once the desired number was reached with each quota group, it closed, and additional respondents were turned away. After the survey came out of the field, Edge Research reviewed the data and applied additional weights by income, race/ethnicity, school level, and school type within states.

The following tables provide the demographics of survey respondents in Ohio after weighting.

RACE/ETHNICITY							
Hispanic/Latino of Any Race	White Alone	Black/African American Alone	Asian Alone	American Indian or Alaska Native Alone	Native Hawaiian or Pacific Islander Alone	Some Other Race Alone	Two or More Races
4%	78%	11%	3%	0.1%	–	0.2%	2%

INCOME DISTRIBUTION		
Low Income	Middle Income	High Income
40%	52%	8%

<sup>1</sup> Annual Social and Economic Supplements, United States Census, [Annual Social and Economic Supplements \(census.gov\)](https://www.census.gov/data/tables/2019/other-reports/2019-01-01/2019-01-01-01.html)

<sup>2</sup> Education Demographic and Geographic Estimates, National Center for Education Statistics (NCES), [Index \(ed.gov\)](https://nces.ed.gov/ipeds/data/ed_index/)

## SCHOOL LEVEL

K-5th	6th-8th	9th-12th
45%	24%	31%

## GRADE OF CHILD

K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7%	9%	7%	8%	8%	7%	8%	7%	8%	8%	8%	7%	8%

## SCHOOL TYPE

Local or Traditional Public School	Public Magnet School	Public Charter School	Private Independent School	Parochial/Religious School	Virtual/Online Public School	Homeschool	Microschool	Other Type of School
76%	2%	7%	5%	4%	2%	3%	–	1%

## INCOME DEFINITIONS

In the pages that follow, we provide results for low, middle and high-income parents. These income buckets were calculated using the Pew Research Center’s study “The State of the American Middle Class”<sup>3</sup> and their category definitions:

- Middle-income households are defined as those with an income that is two-thirds to double that of the U.S. median household income, after being adjusted for household size.
- Lower-income households have incomes less than two-thirds of the median.
- High-income households have incomes that are more than double the median.

Following these definitions, Edge Research adjusted the incomes reported in the survey to reflect a 3-person household using the equivalence scales technique. Pulling from the U.S. Census 2023 Annual Social and Economic Supplements, they used the 3-person household income breaks of \$61,000 to \$183,000 as middle, and values above and below those thresholds as lower and upper income respectively.

## DATA QUALITY CONTROL AND STANDARDS

Edge Research employed several practices to ensure data quality. The survey platform used reCAPTCHA to screen for bots. They also applied a third-party tool called Research Defender to screen out known bad actors and respondents with high survey-taking rates. In addition, data was monitored regularly while in the field. Once all responses were collected, they applied additional data cleaning processes, clearing data for cheating, speeding, inattentiveness, and AI-generated responses.

Edge Research follows the American Association for Public Opinion Research (AAPOR) Code of Professional Ethics and Practices<sup>4</sup> to maintain the highest standards of competence, integrity, accountability, and transparency in public opinion and survey research work.

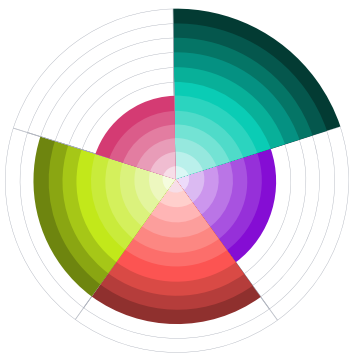
<sup>3</sup> Kochhar, Rakesh, “The State of the American Middle Class,” [Pew Research Center](#), 5/31/24

<sup>4</sup> Code of Professional Ethics and Practices, [American Association For Public Opinion Research \(AAPOR\)](#)

# How to Read the Results

One challenge with a survey of this size was how to present the results in an accessible way that doesn't sacrifice the depth of insights. We decided to present the answers in two ways: first with an overview of the results across 15 questions for our state and then with a more in-depth look at how our state compared to all the other states for a few key questions.

## OUR STATE SUMMARY



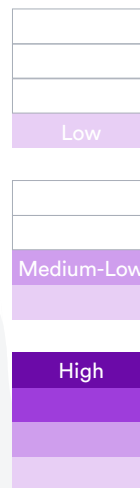
To help make it easier to look at our state's full results at a glance, we present the answers from our parents over two pages. At the top of the first page is the number of parents who participated in the survey.

We also provide a way to view our state's **relative strengths and weaknesses through a circle with five wedges**, one for each of the five categories of the survey: 1) School quality and opportunity (**pink**), 2) Tutoring, summer, and mental health (**green**), 3) Out of school activities (**teal**), 4) Information and engagement (**purple**), and 5) College and career readiness (**orange**).

Each of the five categories is made up of three questions. These are presented below each category with **our state's results compared to other states represented by a tier** shown to the right of each question, from low to high. These tiers are scored from 1 (low) to 4 (high) and the scores across the three questions determine how many rows are colored in for the wedge (up to a possible number of 12 rows).

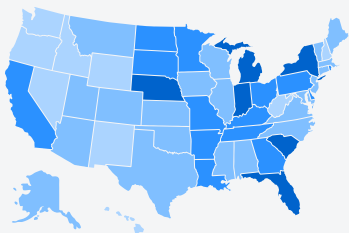
The state results for each question are presented in four circles: low-income, middle and high income, state average and national average. For yes/no questions, the results are presented as the percentage who said yes, rounded to the nearest whole number. For questions about parents' opinions and attitudes, we utilized a Likert scale and **reported out the percentage choosing the highest option**. For example, on question 1, which measures parents' satisfaction with their child's school, we present the percentage who answered that they were "very satisfied." This helps ground the comparison discussion in a high bar for success.

State Tier



## OUR STATE IN CONTEXT

The second section of this report provides the results **for all 50 states plus D.C.**, one question at a time. For each of the questions, we provide the results either in the form of a map or an ordered list of states.



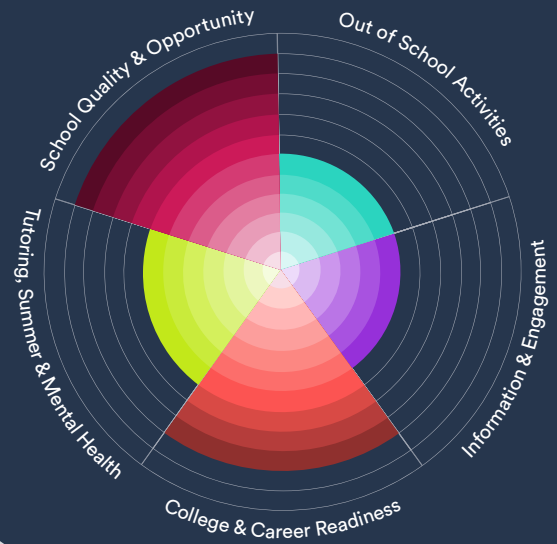
For the **maps**, a key provides the scale for the map and explains the numbers behind each of the four shades of blue. The darkest shade of blue is always the highest numbers and the lightest shade of blue is always the lowest numbers. Our state is outlined in red.

For the **list**, states are ordered from highest performing states at the top to lowest performing states at the bottom. This list shows the state average as a dark blue dot and the results for low-income families in a light shade of the section color and the results for middle- and high-income families as a darker shade of that color. Our state is identified with a red box to make it easier to spot.

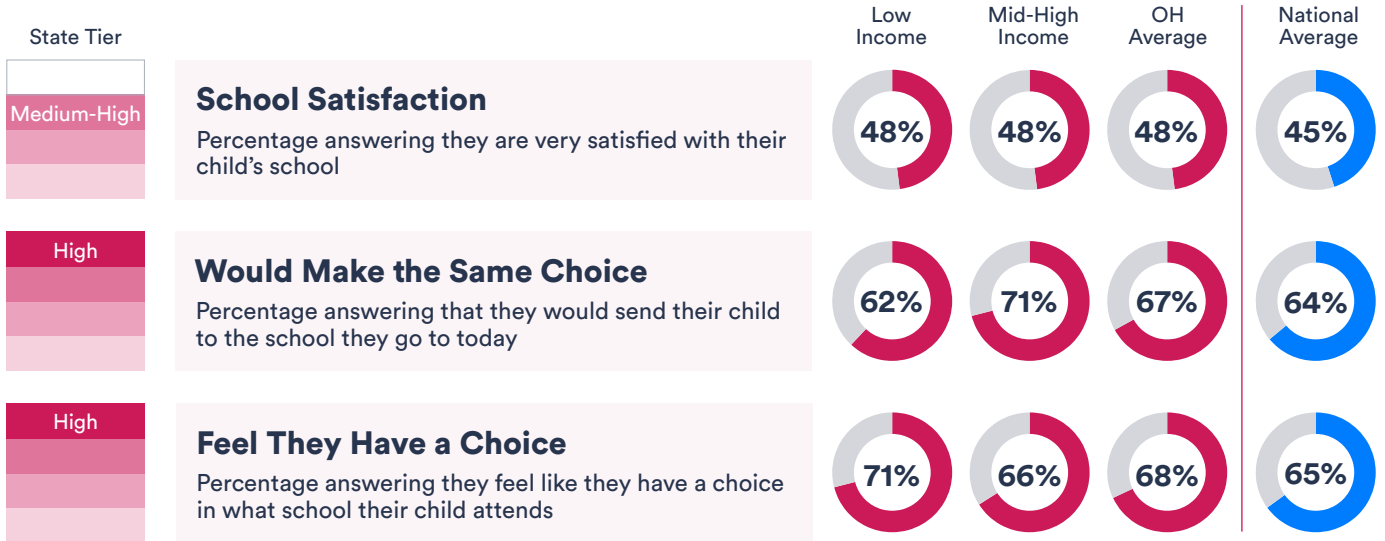


Surveyed July 8-August 22, 2024

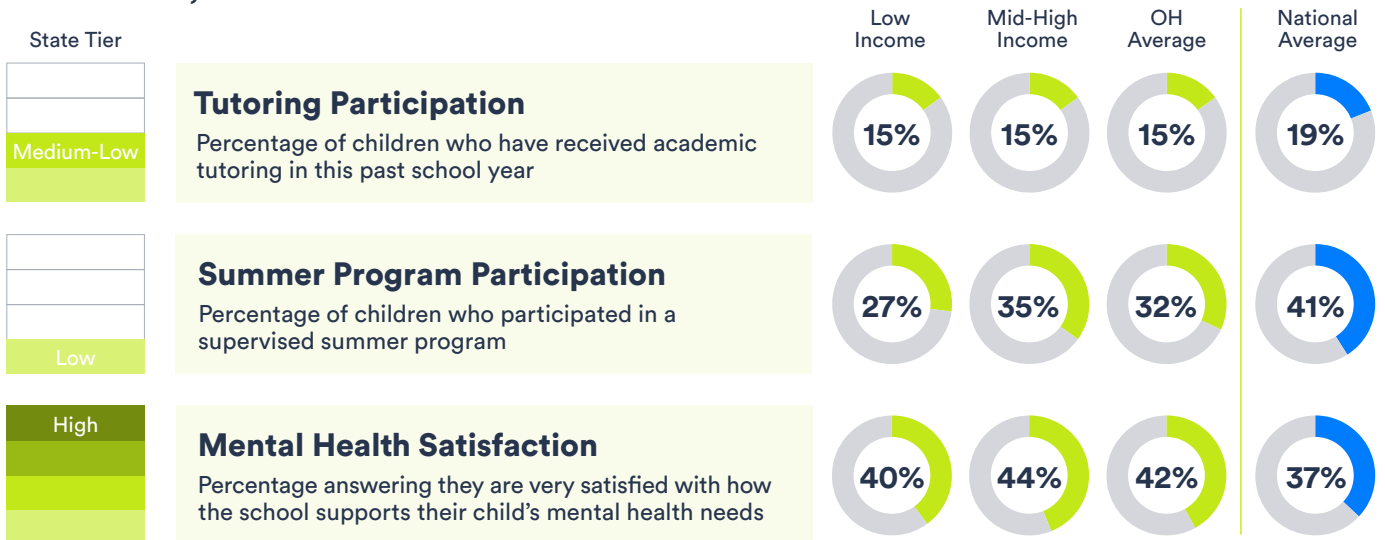
Sample size (N) = 408 parents and guardians



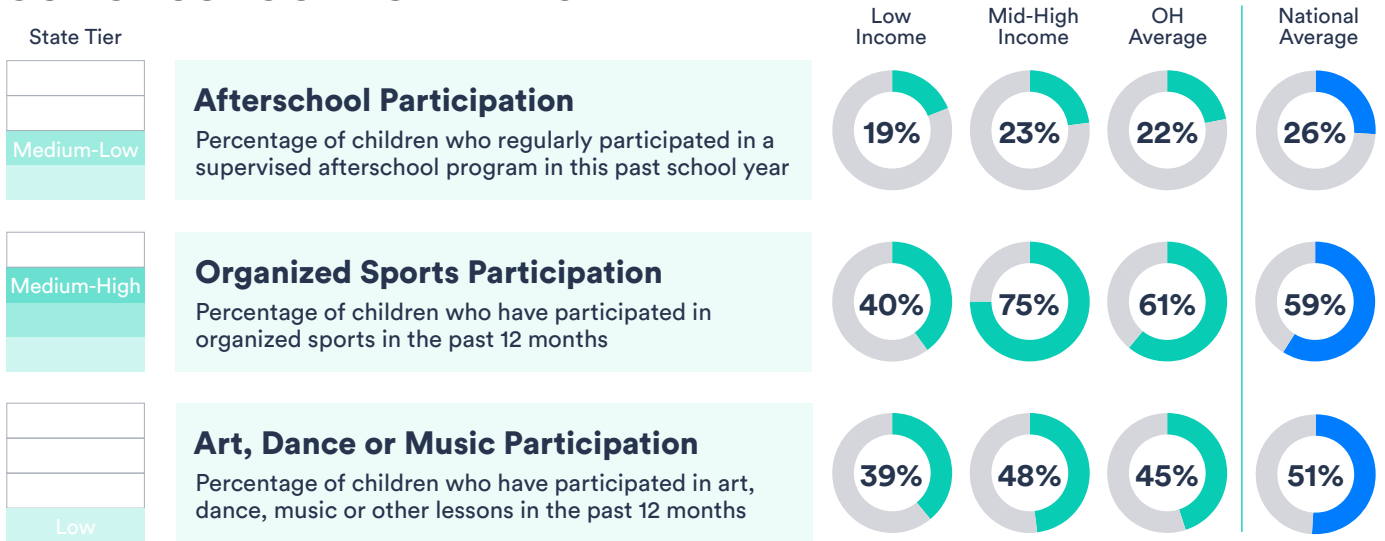
## SCHOOL QUALITY AND OPPORTUNITY



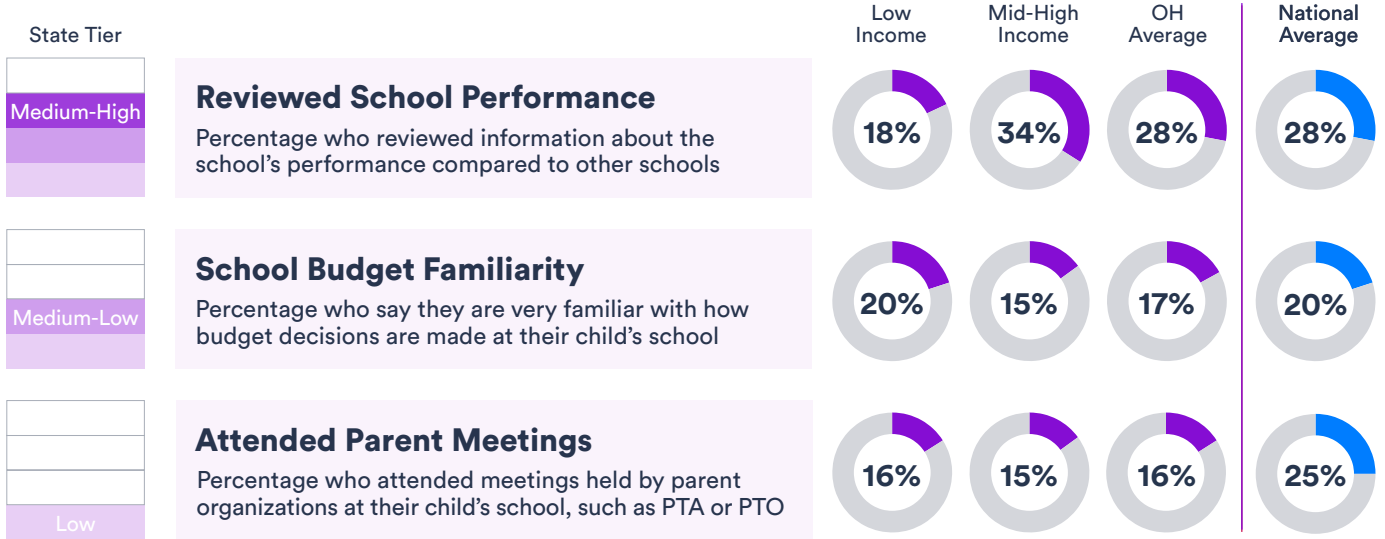
## TUTORING, SUMMER AND MENTAL HEALTH



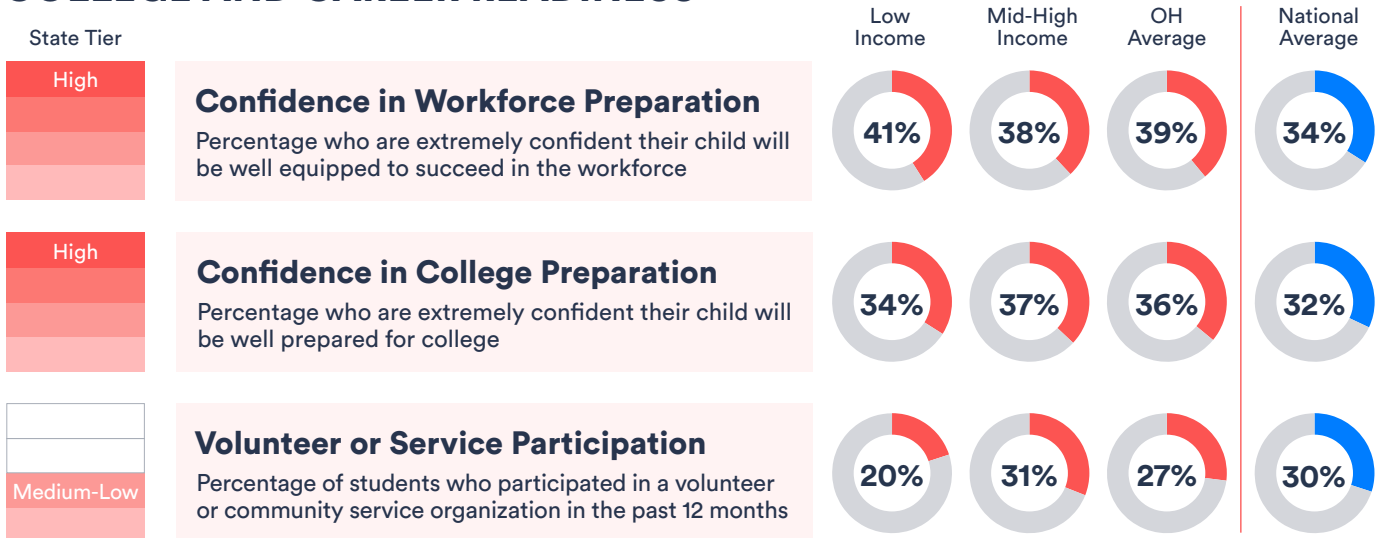
## OUT OF SCHOOL ACTIVITIES



## INFORMATION AND ENGAGEMENT



## COLLEGE AND CAREER READINESS

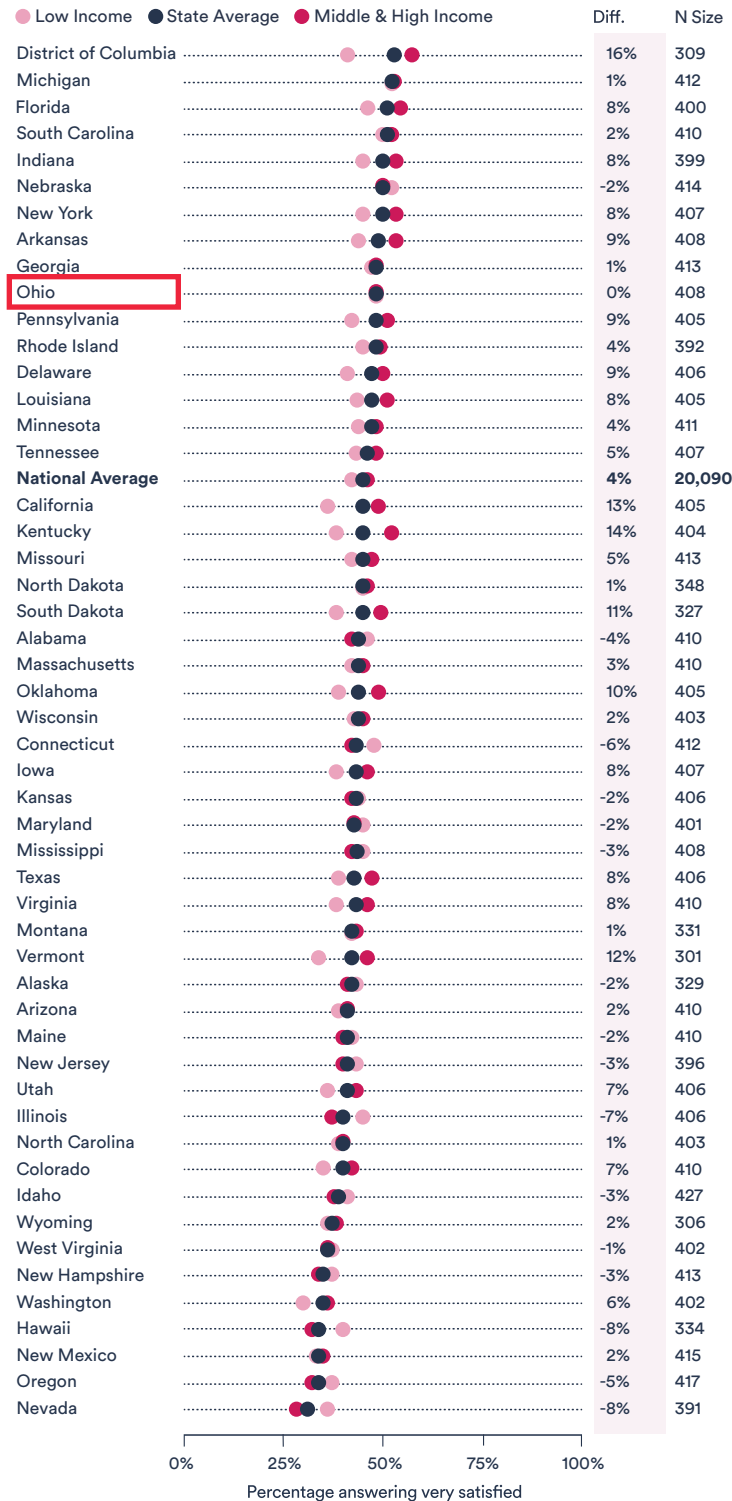




# Ohio in Context: A 50-State Perspective

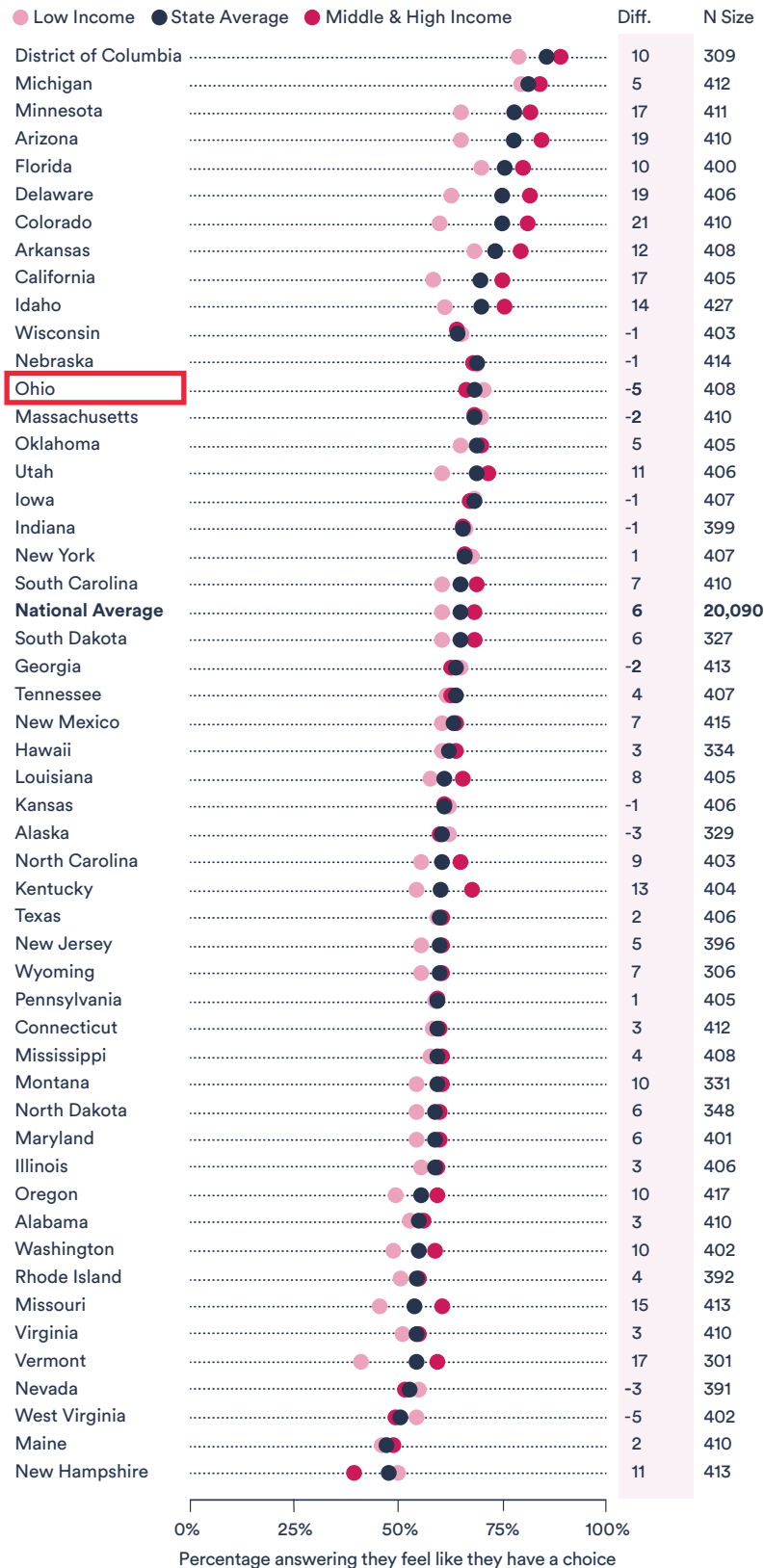
## SCHOOL SATISFACTION BY STATE & INCOME

Percentage answering they are very satisfied with their child's school



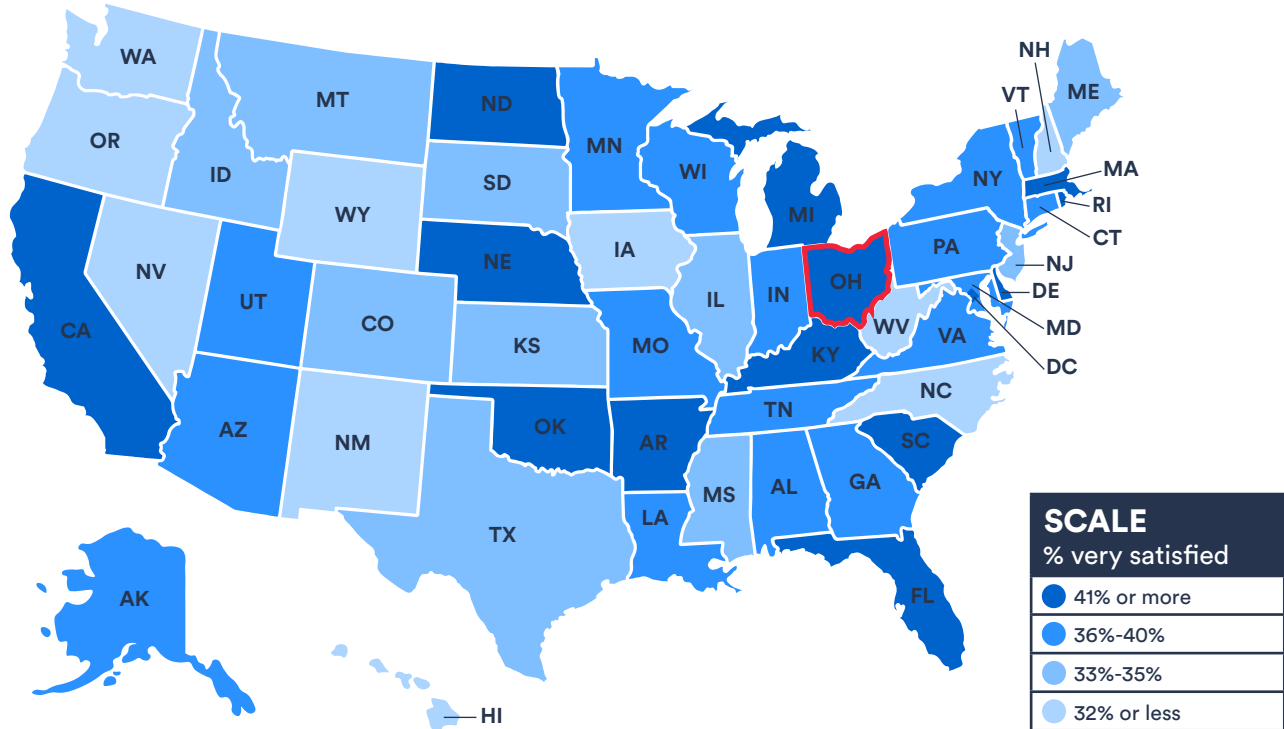
# FEEL THEY HAVE A CHOICE BY STATE & INCOME

Percentage answering they feel like they have a choice in what school their child attends



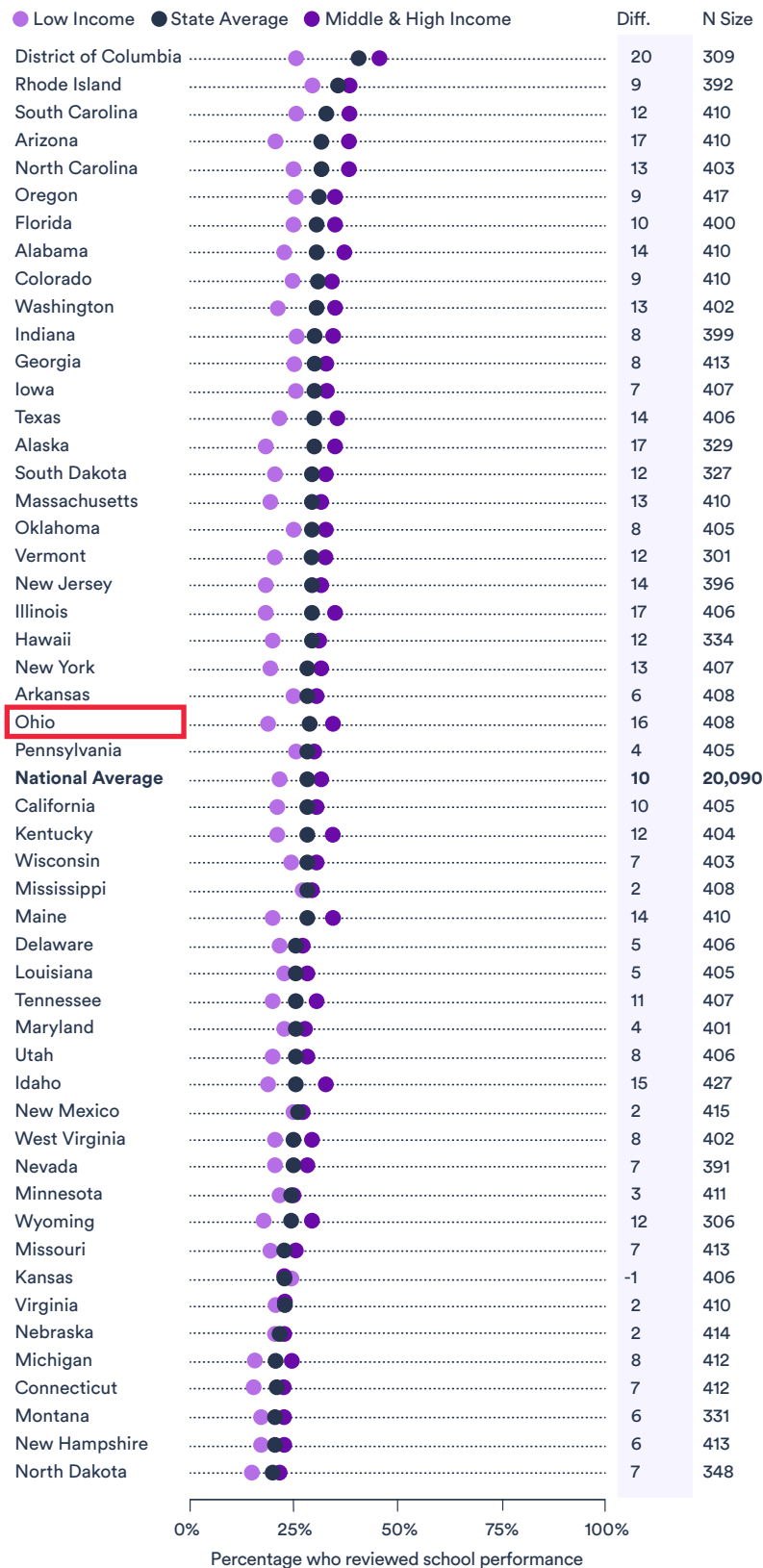
# EMOTIONAL & MENTAL HEALTH SATISFACTION BY STATE & INCOME

Percentage answering they are very satisfied with how the school supports their child's mental health needs



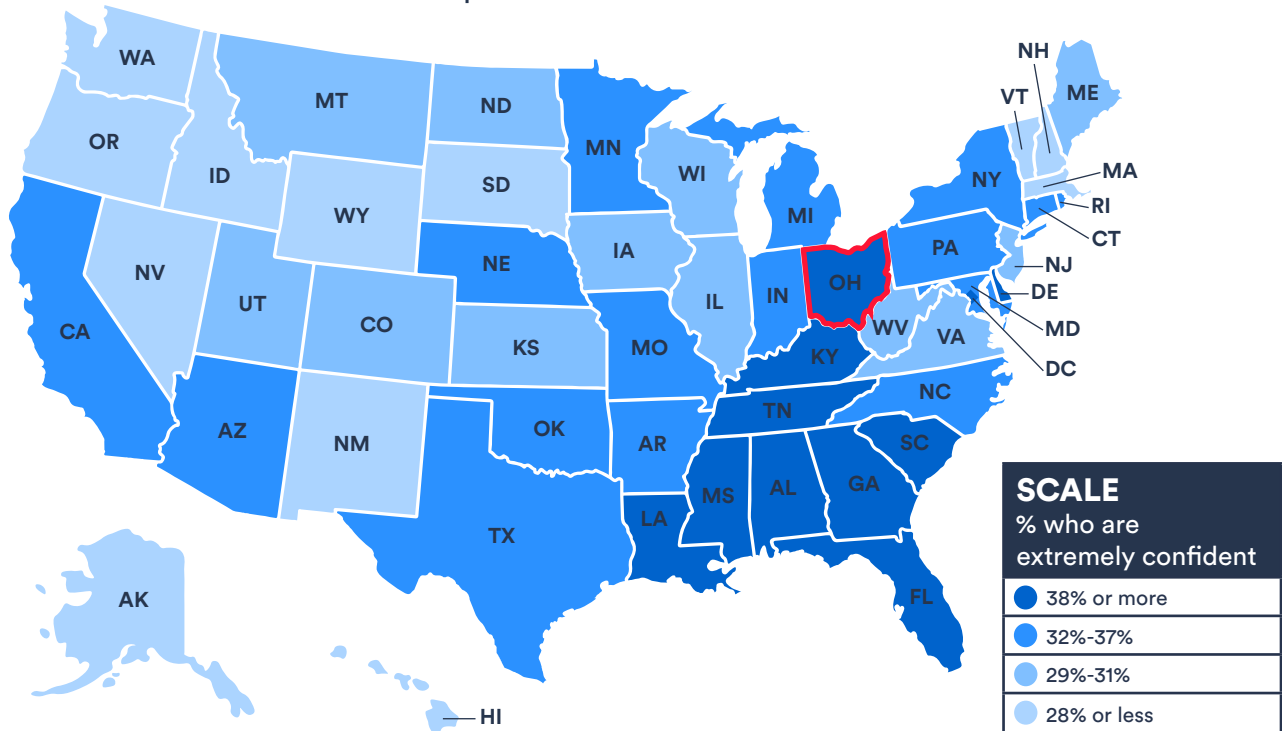
# REVIEWED SCHOOL PERFORMANCE BY STATE & INCOME

Percentage who in the most recent school year reviewed information about the school's performance compared to other schools



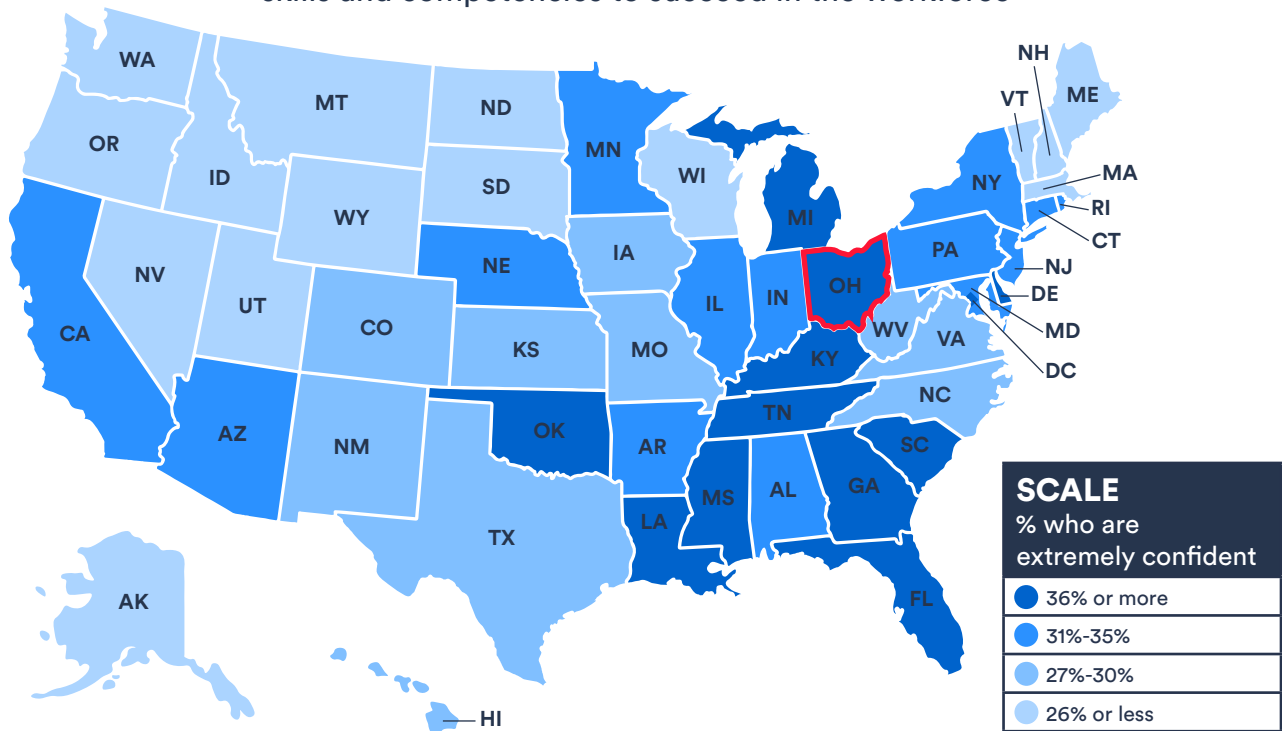
## CONFIDENCE IN WORKFORCE PREPARATION BY STATE

Percentage who are extremely confident their child will be equipped with the knowledge, skills and competencies to succeed in the workforce



## CONFIDENCE IN COLLEGE PREPARATION BY STATE

Percentage who are extremely confident their child will be equipped with the knowledge, skills and competencies to succeed in the workforce



## ABOUT THOMAS B. FORDHAM INSTITUTE

The **Thomas B. Fordham Institute** and its affiliated Foundation promote educational excellence for every child in America via quality research, analysis, and commentary, as well as advocacy and exemplary charter school authorizing in Ohio.

## ABOUT 50CAN

**50CAN** is an education advocacy organization focused on building the dynamic, student-centered education system of the future so that all kids, regardless of address, receive a high quality education. At the center of this work is our support for local education advocates who together have secured more than 250 transformative policy wins since our founding in 2011. This advocacy work is complemented by fellowships to spark and amplify the voices of changemakers, support for educational entrepreneurs as they build proof points of a better tomorrow, and efforts to help elected leaders better serve the public through a deeper understanding of education policy.

## ABOUT EDGE RESEARCH

**Edge Research** tells data-driven stories that make our clients' programs, products, and brands successful. One of Edge's key verticals is education, which ranges from early childhood development, to K-12 and postsecondary education, to lifelong learning. We work for dozens of foundations, advocacy organizations, curriculum providers, associations, districts, schools and universities. Edge is constantly in the field talking to parents, students, teachers, administrators, and other education decision makers – getting the pulse on the issues that matter most.

