

# District Concerns for Ohio Schooling in the Evolving COVID-19 Pandemic

WordFarmers Associates  
Albany, OH

on behalf of the

Buckeye Association of School Administrators  
Columbus, OH

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## Executive Summary

In view of the unprecedented COVID-19 pandemic, the Buckeye Association of School Administrators (BASA) sponsored a survey to gather information about district-level concerns statewide. It gathered data from 341 districts and 14 charter-based organizations.

### Methods

Design of the study was guided by the work of two expert panels of Ohio practitioners. With this guidance, the survey had five sections that assessed:

1. concerns in spring 2020,
2. concerns for fall 2020,
3. uncertainties for the future, and
4. outcomes of the disruption that might prove beneficial.

The first four sections generated numerical data, but the fifth section generated substantial qualitative data with an open-ended question about districts' hopes and concerns for the future.

*Quantitative analysis*, for the most part, used simple statistics to identify the important concerns, but also used data reduction techniques for the section about concerns for the fall. Data were produced for the state as a whole, but also for 10 subgroups (details in Tables 13-16 and Table 18). *Qualitative analysis* examined the comments to (1) identify issues mentioned and (2) to infer themes underlying respondents' comments.

### Results

Results from this study offer a statewide district-level perspective on a range of specific issues and, perhaps more usefully, on a smaller set of well-defined domains of related issues.

**Spring 2020.** The top-rated concerns in spring 2020 (see Table 8) were:

1. providing services to students with special needs,
2. high school graduation,
3. guidance from the state,
4. providing meals,
5. supporting students social and emotional learning, and
6. ensuring the health of families (of both students and staff).

**Fall 2020.** The top-rated concerns looking toward fall 2020 (see Table 9) were both *more numerous* and *substantially more worrisome*:

1. transporting students safely,
2. providing intervention and intensive services to students with special needs,
3. receiving sufficient guidance from state leaders,
4. supporting students' social and emotional learning,
5. ensuring the health of students and their families,
6. ensuring the health of staff and their families,
7. ensuring cleanliness and maintenance of buildings and grounds,

8. providing high-quality curriculum to students,
9. using proper procedures for large-group gatherings,
10. ensuring adequate planning and coordination system-wide,
11. ensuring that the district has sufficient revenue,
12. providing meals to students who depend on them,
13. responding to the expectations of parents and families,
14. guarding the health of at-risk community members,
15. supporting families' well-being, and
16. employing the staff needed for a new kind of schooling.

**Uncertainties in the future.** Longer-term uncertainties were also documented (see Table 11). Those of most concern were:

1. statewide funding inequities,
2. increased learning gaps among vulnerable students,
3. reduced opportunity to learn for all students,
4. shift away from face-to-face schooling,
5. threats to health,
6. resource inadequacy,
7. intensified “culture wars” (e.g., to wear masks or not), and
8. increasing differences between the “haves” and the “have-nots” in the community.

**Possibly beneficial outcomes.** The pandemic entails possible outcomes, and among them the responding districts tended to see the following as potential benefits:

1. reduction in the reliance on standardized testing,
2. more individualization of learning,
3. new ways to assess students' progress and performance,
4. more communication with parents and families,
5. the availability to students of a wider array of learning platforms, and
6. greater use of online learning.

**Subgroup analyses.** Common trends among these concerns were clearly evident across 10 groups of districts, but subgroup differences very clearly existed apart from the overall commonality. The differences were especially marked in survey sections 1 (spring 2020 concerns) and 2 (fall 2020 concerns). In general, districts

- serving subsidized meals to 50% of more of students,
- serving 40% or more students of color,
- in the urban locale,
- in the Southeast, and
- in the Central region

showed greater levels of concern and concern about more issues than other districts (see Tables 13 and 14).

The large number of specific issues was reduced in both quantitative and qualitative analyses to just four coherent domains of concern, based on the fall 2020 concerns. For the quantitative analysis (see Table 18) these concerns—listed in order of urgency—were:

1. family and community well-being and engagement,
2. sustainability,
3. instructional core, and
4. instructional periphery.

The order of priority varied somewhat by subgroup, especially for urban districts and districts in the Southeast region.

**Qualitative results.** Almost half the sample (148 of 341) provided narrative responses. Interestingly, respondents mentioned just two issues that had not been listed in the first four sections: (1) the importance of providing instruction *in actual classrooms* and (2) the importance of face-to-face socialization. Most comments, however, added nuance about issues mentioned in other parts of the survey. The qualitative analysis also found that five themes summarized the concerns:

1. equity,
2. educational mission,
3. governance,
4. logistics, and
5. education policy.

Overall, as they continue to serve students, families, and communities, district leaders appear to be most concerned about the well-being and engagement of those they serve and the possible, or likely, intensification of inequity resulting from economic, educational, and social disruption.

### Useful Sources Looking Toward Fall 2020

Providing counsel about the fall is well beyond the scope of this study. But a variety of authoritative sources do exist, and these prominently include:

- [The 10 Principles of the COVID-19 Recovery Task Force](#) of the American Association of School Administrators (AASA), also available in [pdf format](#).
- [Reopening K-12 Schools During the COVID-19 Pandemic](#) (press release) from the National Academies of Sciences, Engineering, and Medicine; [full report in pdf format](#).
- The [Considerations for Schools](#) issued by the Centers for Disease Control and Prevention (CDC).
- [Reopening Schools: Insights from Denmark and Finland](#), prepared by the Brookings Institution.
- The [Planning Guide for Ohio Schools and Districts](#) from the Ohio Department of Education (ODE).

## District Concerns for Ohio Schooling in the Evolving COVID-19 Pandemic

Ohio schools closed in response to the COVID pandemic on March 12, 2020. K-12 schooling, though, did not come to a stop. Schools continued to operate, even though no longer serving students and families in school buildings. Districts across the state began immediately to make whatever arrangements proved workable to deliver some version of instruction: TV, a dizzying array of online provisions, and packets of materials to families; they delivered meals to students (and in some cases not only to students). Public schools demonstrated their remarkable importance to the common good—to communities, families, students, and learning.

In view of the unprecedented circumstances and the need for more systematic information, the Buckeye Association of School Administrators (BASA) sponsored a survey that would go beyond anecdotal evidence to assemble information about district-level concerns statewide. The Buckeye Association of School Administrators conducted the survey with support from the Systems Development & Improvement Center at the University of Cincinnati, the Ohio Leadership Advisory Council (OLAC), and WordFarmers Associates.

This is the full report of that effort; it is the second of several related products. The first was a preliminary short report.

### Rationale

Local school districts are the backbone of public education in Ohio: they are the *local education authorities* that organize and deliver schooling in the state, primarily with local funding supplemented by other sources. Whatever the complexities of making decisions about how to conduct schooling in face of the pandemic, it would be district leaders (superintendents as well as central office administrators, principals, teachers, and community representatives) who would actually follow through by doing what was determined to be needful.

The purpose of a statewide survey was to gather cross-district information not available any way other than by asking districts directly. BASA realized the importance of timely, broad-based information about school districts' pandemic-related concerns. The survey approach was adopted as most efficient.

The information gathered via the survey is for use by educators across the state, but especially by District Leadership Teams (DLTs), Community School Leadership Teams (CSLT), Building Leadership Teams (BLTs), professional associations (e.g., teachers' and administrators' associations), regional agencies (e.g., Educational Service Centers, State Support Teams), and planning units at the Ohio Department of Education (ODE).

### Methods

Designing any survey requires ample forethought, and such forethought was particularly important for a study of circumstances related to a global catastrophe, one novel in the lifetime of every practicing Ohio educator. BASA leaders understood that practitioners—district, regional, and state educators—needed to help the technical team that would be conducting the survey (researchers from the University of Cincinnati and WordFarmers Associates). The involvement of practitioners at the start of the work would guide the research team in deciding

what to look for. This direction was supplied by two expert panels of practicing educators (district superintendents, regional agency directors, principals, and teachers). Consultation was efficient, but not rushed.

## Survey Design

Expert Panel 1 helped define domains of interest. The seven members of Panel 1 were reached by telephone and interviewed with this single question: “What does district leadership need to know from other districts about the educational responses to the pandemic and planning for the future?” Interviews were recorded and transcribed, and each lasted 10-15 minutes. Interviews were analyzed to arrive at an initial list of issues, reported in Table 1.

Table 1: Issues Derived from Members of Panel 1

Issues	Practices-in-Use	Long-Term Worries	Long-Term Changes
<ul style="list-style-type: none"> <li>revenues</li> </ul>	<ul style="list-style-type: none"> <li>online (asynchronous)</li> </ul>	<ul style="list-style-type: none"> <li>resource inadequacy</li> </ul>	<ul style="list-style-type: none"> <li>fewer hours on campus</li> </ul>
<ul style="list-style-type: none"> <li>collaboration</li> </ul>	<ul style="list-style-type: none"> <li>online (synchronous)</li> </ul>	<ul style="list-style-type: none"> <li>greater social inequity locally</li> </ul>	<ul style="list-style-type: none"> <li>new grading plans</li> </ul>
<ul style="list-style-type: none"> <li>professional development</li> </ul>	<ul style="list-style-type: none"> <li>part-time F2F (“blended”)</li> </ul>	<ul style="list-style-type: none"> <li>greater funding inequity statewide</li> </ul>	<ul style="list-style-type: none"> <li>persistent social distancing</li> </ul>
<ul style="list-style-type: none"> <li>accountability testing</li> </ul>	<ul style="list-style-type: none"> <li>calls to parents</li> </ul>	<ul style="list-style-type: none"> <li>Intensified culture wars</li> </ul>	<ul style="list-style-type: none"> <li>staff reductions</li> </ul>
<ul style="list-style-type: none"> <li>teacher evaluation</li> </ul>	<ul style="list-style-type: none"> <li>delivery of meals</li> </ul>	<ul style="list-style-type: none"> <li>reduced opportunity to learn</li> </ul>	<ul style="list-style-type: none"> <li>more home visits</li> </ul>
<ul style="list-style-type: none"> <li>expectations of parents &amp; families</li> </ul>	<ul style="list-style-type: none"> <li>providing technology</li> </ul>	<ul style="list-style-type: none"> <li>additional privatization</li> </ul>	<ul style="list-style-type: none"> <li>more online curricula</li> </ul>
<ul style="list-style-type: none"> <li>intervention/intensive services</li> </ul>	<ul style="list-style-type: none"> <li>learning packets (print)</li> </ul>	<ul style="list-style-type: none"> <li>staff, student, and family insecurity</li> </ul>	<ul style="list-style-type: none"> <li>building reconfiguration/closure</li> </ul>
<ul style="list-style-type: none"> <li>state support/leadership</li> </ul>	<ul style="list-style-type: none"> <li>parents-as-teachers</li> </ul>	<ul style="list-style-type: none"> <li>limited availability of child care</li> </ul>	<ul style="list-style-type: none"> <li>larger community school sector</li> </ul>
<ul style="list-style-type: none"> <li>family &amp; community involvement</li> </ul>		<ul style="list-style-type: none"> <li>lower student achievement</li> </ul>	<ul style="list-style-type: none"> <li>less standardized testing</li> </ul>
<ul style="list-style-type: none"> <li>early childhood &amp; preschool</li> </ul>		<ul style="list-style-type: none"> <li>more widespread truancy</li> </ul>	

- social & emotional learning
  - curriculum
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Based on the Panel 1 analysis, the technical team developed a first draft of the survey. The draft was submitted online to the 10 members of Panel 2, with these instructions: “There are five questions altogether—each on a page below. Please read each question. Then use the insert comment feature of Google Docs (or the empty space below the question) to share your thoughts about (1) question clarity, (2) redundant or irrelevant ideas reflected in the question, and (3) additional ideas that should be incorporated into the question.” Members of Panel 2 nominated 25 new topics and offered 14 suggestions for changes to item wording. All comments from Panel 2 were addressed in the revision.

The final survey instrument, as administered in the study, appears in Appendix A. Five organizing questions marked the sections of the survey. Four sections probed district concerns and the fifth was an open-ended question asking districts to share views about “hopes and concerns for the future of education.”

The first two sections asked respondents to rate *their district’s level of concern* about 30 issues (section 1) and 36 issues (section 2), respectively. Ratings were anchored to a 6-point scale (1 = some concern, 6= urgent concern).

The next two sections asked respondents to select five priority uncertainties (from among 25 in section 3) and possible benefits among a list of outcomes (from among 19 in section 4). Both section 3 and section 4 also provided an open-ended item enabling respondents to specify other uncertainties (section 3) or possible benefits (section 4).

In addition to these substantive questions, the survey also asked respondents to indicate their district’s predominant locale (rural, suburban, or urban); their region (Southeast, Southwest, Northeast, Northwest, or Central); the approximate proportion of White enrollment in the district; and the approximate proportion of disadvantaged students enrolled.

### Survey Administration

The study population comprised superintendents of the 609 traditional public-school districts in Ohio plus their community-school counterparts (personnel designated as Community School superintendents or as contacts for Education Management Organizations). From ODE sources, researchers were able to retrieve email addresses for 571 school-district superintendents and 43 designated contacts for community schools. Responses for each sector were collected separately using the SurveyMonkey online utility. The first respondent completed the survey on June 9, 2020 and the last on June 22. Responses were received from 341 traditional districts (a 60% response rate, yielding a confidence interval of 3.5% at a 95% confidence level) and 14 community school personnel (a 33% response rate, yielding a confidence interval of 22% at a 95% confidence level). Because of sector differences and organizational differences, but

particularly because of the low response rate, the community school data are treated separately in this report. Summary data for this sector are reported, but readers are cautioned not to regard them as findings given the low response rate and unacceptable confidence interval.

## Data Analysis

This report offers findings from both quantitative and qualitative analyses. The *quantitative analysis* proceeds from data gathered in sections 1-4 of the survey but also includes analysis of the comparatively few “other” comments in sections 3 and 4. *The qualitative analysis* provides a full account of the 148 comments offered in response to the final question about “hopes and concerns for the future of education.”

**Quantitative analysis.** In view of the varied circumstances in which districts find themselves and the importance of each substantive concern probed by the survey, the main substantive analysis was kept simple, with findings based on averages (means), frequencies (counts and percentages) and cross-tabulations (counts for two or more categories).

The first analyses documented characteristics of the sample based on the background data supplied by respondents. For the discussion of findings, the percentage of White students was used to identify a group of districts with enrollments including at least 40% students of color. And the percentage of disadvantaged students was used to identify a group of districts with at least 50% of students eligible for subsidized meals. Frequencies and cross-tabulations were computed for background data (meals, students of color, three locales, and five regions). Additionally, distribution of districts by locale was compared to publicly available data for all Ohio districts, to help assess the comparability of the sample (n=341 districts) to the population (N=609 districts).

The analysis of substantive responses produced findings statewide in terms of percentages of responses in all four sections of the survey. Analysis of data for the first two sections (survey sections 1 and 2) calculated the percentage of respondents indicating districts’ level of concern as *very high* or *urgent*. This approach revealed the most pressing needs statewide. For the last two sections (survey sections 3 and 4) the percentages used are different. Those sections asked responding districts to choose five concerns from a list. The percentages given are based on the number of responding districts selecting the option. Again, though the percentages are necessarily lower (responding districts made a selection of five options), once again they represent a consensus about most pressing needs statewide.

A significant shortcoming of reporting data *for the state* as a whole, however, is that this approach obscures *the varied circumstances that affect level of concern*. Therefore, a more detailed analysis segmented the large public school sample (N=341) by 10 relevant subgroups, as follows: (1) districts with 50% or more students eligible for subsidized meals; (2) districts enrolling more than 40% students of color; (3-5) districts in rural, suburban, and urban locales; and (6-10) districts in five regions (i.e., SE, SW, NE, NW, and Central). Four tables corresponding to the four sections of the survey portray the variation among these 10 subsets of districts. For sections 1 and 2 in this 10-subgroup analysis, average ratings were calculated for the state as whole and for the 10 subgroups. For sections 3 and 4—in which respondents were asked to make five choices from among 25 (section 3) or 19 (section 4), the proportion of



responding districts choosing an option were calculated. These subgroup analyses show that the statewide findings tend to misrepresent local circumstances, in some cases substantially.

Despite the simplicity of analysis, the sheer number of items and subgroups still conveyed a large, possibly confusing, amount of information. One can *lose the forest for the trees* in such representations. Hence, the analysis pursued an alternative.

To reduce the information load and provide greater overall clarity, the research team conducted a Principal Components Analysis (PCA), an analysis method that looks for strong associations within groups of items. For this analysis, the research team used data from section 2 as most useful to planners, since that section dealt with concerns for fall 2020. Results of the analysis justified the creation of scales that reduced the number of data points from 36 to four. The forest became evident, but not the individual trees.

Ancillary analyses along the way included tests of significant differences (t-tests and F-tests) and calculation of effect sizes for the most relevant comparisons (spring-fall, across subgroups). Results of these analyses can help readers judge the magnitude of differences (i.e., large vs. small vs. negligible).

Finally, the quantitative analysis summarized data from the community schools (with just 14 respondents). The data are not representative of the sector and do not constitute findings per se. Data are therefore presented without discussion. Conclusions are not warranted, and neither are comparisons with findings from traditional districts.

**Qualitative analysis.** The volume of qualitative data for the section 2 and 3 “other” questions was small, comprising remarks from about 5-7% of respondents. Analysis consisted simply of combining the few redundant suggestions and listing each “other” concern (listed in Appendices B and C). For this reason, those results are reported together with the related quantitative results.

Responses to the final question were provided by 148 of 341 respondents (43% of the sample—a very high proportion), and the comments averaged 65 words in length (9,163 total words). The comments were therefore subjected to analysis by a team of researchers, who read all comments carefully, separately developed tentative codes, then met to finalize codes, and subsequently to complete a full coding of the comments. The team coded all comments, with separate codes used when needed for relevant passages within comments. The research team then formalized descriptions of the codes and illustrated each with characteristic verbatim examples.

## Findings

This report presents the *quantitative* findings first, but together with the brief qualitative analysis of *the related “other” concerns* (i.e., from survey section 3 and 4, see Appendix A) included with the related quantitative findings.

Hence, the main quantitative results (survey sections 1-4, with the “other” comments included together with the quantitative results) are followed by the *main qualitative* analysis related to the single open-ended question that comprises section 5—the question about hopes and concerns for the future of education, which elicited extended responses from many districts.

## Quantitative Findings

Presentation of quantitative findings proceeds in six parts:

1. Sample characteristics (survey demographic questions)
2. Concerns in spring 2020 (survey section 1)
3. Concerns for fall 2020 (survey section 2)
4. Uncertainties about the future (survey section 3)
5. Possible benefits from outcomes of the disruption (survey section 4)
6. Data reduction based on fall 2020 concerns

Ancillary analyses (statistical significance of differences, effect sizes) are introduced within the sections just described to help readers judge differences in levels of concern across subgroups.

**Locale and region.** Table 2 reports the sample by locale proportion: rural, suburban, and urban (rounded to the nearest whole percent). Table 3 gives the proportions of all Ohio districts, and pupil enrollment, according to the most recent data from the ODE. This is a study of district concerns, and most districts in Ohio are in fact rurally situated.

Table 2: Responding Districts by Locale

Locale	N	%
Rural	241	71%
Suburban	77	23%
Urban	23	7%

Table 3: Locale for All Ohio Regular School Districts

	(N)		(%)	
	Districts	Students	Districts	Students
Rural & Small Town	431	665,000	71%	42%
Suburban	123	520,000	20%	33%
Urban	55	410,000	9%	26%
Total	609	1,595,000	100%	100%

*Note.* data from <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Typology-of-Ohio-School-Districts> (ODE)

Comparison of the data in Table 3 (for the population of 609 districts) to data in Table 3 (for the sample of 341 responding districts) shows that the sample resembles the population. Suburban districts are slightly more numerous in the sample and urban districts are slightly less numerous (23% vs. 20% and 7% vs. 9%, respectively). This congruence is perhaps remarkable given that the categorization of the sample comes from the ad-hoc judgment of respondents. Table 3 is useful for cross-walking the number of districts in a locale with the proportion of students involved. The 9% of urban districts enroll 26% of Ohio's students, whereas the 71% of rural and small-town districts enroll 42% of Ohio students. Rural and small-town districts serve a plurality of Ohio students as well as being the majority of districts. But the small proportion of urban districts still serves a quarter of Ohio's students.

Table 4 shows the distribution of the sample by region. Here, the segmentation by region is predictably less uneven.

Table 4: Responding Districts by Region

Region	N	%
Southeast	59	17%
Southwest	67	20%
Northeast	88	26%
Northwest	85	25%
Central	42	12%

Separate tabulation of districts by locale and by region begs the question of their joint distribution. Table 5 provides the cross-tabulation, with a deeper view of the different locational circumstances of responding districts. Responding districts in the Southeast and Northwest are predominately rural, whereas those in the Northeast are far more metropolitan (barely 50 percent are rural). Districts in the Central and Southwest regions are also predictably less rural than in the Southeast and Northwest (about 60% rural).

Table 5: Responding Districts by Locale by Region

Region	N	Locale			Total
		rural	suburban	urban	
Southeast	59	57	1	1	59

	%	96.6 %	1.7 %	1.7 %	100.0 %
Southwest	N	40	22	5	67
	%	59.7 %	32.8 %	7.5 %	100.0 %
Northeast	N	45	32	11	88
	%	51.1 %	36.4 %	12.5 %	100.0 %
Northwest	N	73	10	2	85
	%	85.9 %	11.8 %	2.4 %	100.0 %
Central	N	26	12	4	42
	%	61.9 %	28.6 %	9.5 %	100.0 %
Total	N	241	77	23	341
	%	70.7 %	22.6 %	6.7 %	100.0 %

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*Note.* Percentages refer to proportion of locale within the region.

**Race and poverty.** Inequity is a deeply structured feature of American society, so much so that federal law mandates achievement testing that is disaggregated by students' racial, poverty, and disability status. Because of concerns about inequity raised by members of Panels 1 and 2, the study asked respondents to estimate student proportions by race (proportion White) and poverty (proportion "disadvantaged"). Tables 6 and 7 report the results (based on respondents' judgments). Note that though the survey offered four categories of disadvantaged status, two were combined to form the 50%+ category used in this report.

Table 6: Responding Districts by Proportion White

White	N	%
0-59%	44	13%
60-89%	64	19%
90-94%	73	21%
95%+	160	47%

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Table 7: Responding Districts by Proportion Disadvantaged

Disadvantaged	N	%
0-32%	89	26%
33-49%	145	43%
50%+	106	31%

Tables 6 and 7 report results from the demographic portion of the survey. They show that inequity is prevalent in Ohio school districts and thereby demonstrate the relevance of equity concerns to policy debates regarding responses to the pandemic. For the substantive findings, however, analyses use less granular, dichotomous subgroups: (1) mostly White (i.e., 0-59% White students or 40% or more students of color) versus mostly non-White and (2) relatively disadvantaged (i.e., 50%+ disadvantaged students) versus relatively advantaged.

Cross-tabulation of districts by race and poverty (table not provided) shows that the district category with the fewest White students (0-59%, n=44 districts) is composed mostly (52%) of districts (n=23 of the 44) that serve disadvantaged students. By contrast, just 25% of districts serving the mostly White students also serve disadvantaged students. Such facts are almost common knowledge, and the sample's data confirm the predictable reality.

**Concerns statewide in spring and fall (“very high” or “urgent”).** The first section of the survey presented 30 concerns to be rated by respondents on a 1 to 6 scale:

During the period in spring 2020 in which schools were closed, what was the district leadership's level of concern about the following issues?

Response categories were:

- some concern (scored as 1)
- moderate concern (scored as 2)
- considerable concern (scored as 3)
- high concern (scored as 4)
- very high concern (scored as 5)
- urgent concern (scored as 6)

Tables 8 and 9 provide the proportion of the entire sample (n=341) that rated the concerns as *very high* or *urgent*, ordered from highest to lowest proportion. These analyses are tied directly to judgments of extreme concern (very high, urgent) and are immediately comprehensible on that basis. Highlighting divides the proportions as follows: (1) darker orange = 70%+ very high or urgent; (2) lighter orange = 50-69%; (3) yellow = 30-49%; and (4) blue = 29% or less. At the

low end of concern during the spring 2020 closures were (1) providing extracurricular opportunities (17%) and (2) finding ways to evaluate teachers (11%).

With a mid-June administration of the survey, district concerns reported for spring 2020 reflected actual responses to a situation in the recent past. In contrast, concerns reported for fall 2020 reflect prospective needs (and anticipated responses to needs) in the future.

Comparison of findings reported in Tables 8 and 9 shows that certain concerns (e.g., guidance from state leaders) persist from spring to fall, though *the level of concern looking toward fall is generally higher for the same items in the fall, as compared to spring*. This trend is also evident by comparing the color-coding across the two tables. Note that there are more items in the top band (70%+) of concerns for fall as compared to concerns for spring.

Table 8: Spring 2020, Proportion of Ohio Districts Rating 30 Concerns Very High or Urgent

Item	Level of Concern (in Spring 2020)	%
12	Providing intervention and intensive services to students with special needs	70%
25	Determining what to do about high school graduation	70%
13	Receiving sufficient guidance from state leaders	66%
7	Providing meals to students who depend on them	65%
16	Supporting students' social and emotional learning	63%
22	Ensuring the health of students and their families	61%
23	Ensuring the health of staff and their families	60%
8	Providing families with adequate internet (broadband) access	58%
11	Responding to the expectations of parents and families	55%
30	Ensuring adequate planning and coordination system-wide	55%
17	Supporting families' well-being	54%
9	Providing families with electronic devices (e.g., I-pads, Chromebooks)	53%
24	Guarding the health of at-risk community members	53%
18	Providing high-quality curriculum to students	52%
19	Providing on-line curriculum materials that teachers could use	46%
26	Ensuring cleanliness and maintenance of buildings and grounds	45%

Item	Level of Concern (in Spring 2020)	%
20	Providing ways to assess student progress and performance	41%
15	Delivering workable support to students in preschool, early childhood classrooms	37%
2	Ensuring that district educators could continue collaborative improvement work	33%
14	Cultivating family and community involvement	32%
21	Assigning grades to students	31%
27	Navigating collective bargaining agreements	30%
1	Ensuring that the district had sufficient revenue	29%
3	Providing technology-related professional development to staff	28%
5	Providing instruction-related professional development to staff	26%
10	Providing staff with adequate internet (broadband) access	23%
4	Providing curriculum-related professional development to staff	22%
28	Supplying the hands-on part of vocational learning	22%
29	Providing opportunities for extracurricular activities (e.g., sports, clubs)	17%
6	Finding ways to evaluate teachers	11%

*Note.* Number of respondents varies from 326 to 330, depending on the item. Item numbers represent the order in which they appear on the survey (see Appendix A).

Table 9: Fall 2020, Proportion of Ohio Districts Rating 36 Concerns Very High or Urgent

Item	Level of Concern (for Fall 2020)	%
28	Transporting students safely	84%
13	Providing intervention and intensive services to students with special needs	76%
14	Receiving sufficient guidance from state leaders	74%
17	Supporting students' social and emotional learning	72%
24	Ensuring the health of students and their families	71%

Item	Level of Concern (for Fall 2020)	%
25	Ensuring the health of staff and their families	70%
27	Ensuring cleanliness and maintenance of buildings and grounds	70%
19	Providing high-quality curriculum to students	67%
34	Using proper procedures for large-group gatherings	67%
33	Ensuring adequate planning and coordination system-wide	67%
1	Ensuring that the district has sufficient revenue	65%
8	Providing meals to students who depend on them	63%
12	Responding to the expectations of parents and families	63%
26	Guarding the health of at-risk community members	63%
18	Supporting families' well-being	62%
29	Employing the staff needed for a new kind of schooling	60%
9	Providing families with adequate internet (broadband) access	54%
22	Providing ways to assess student progress and performance	53%
21	Providing on-line curriculum materials that teachers can use	53%
3	Providing technology-related professional development to staff	48%
20	Providing learning materials to parents	48%
10	Providing families with electronic devices (e.g., I-pads, Chromebooks)	46%
36	Ensuring inter-agency communication and collaboration	46%
2	Ensuring that district educators can continue collaborative improvement work	44%
16	Delivering workable support to students in preschool, early childhood classrooms	44%
32	Providing opportunities for extracurricular activities (e.g., sports, clubs)	43%
15	Cultivating family and community involvement	42%
5	Providing instruction-related professional development to staff	41%



Item	Level of Concern (for Fall 2020)	%
30	Navigating collective bargaining agreements	40%
4	Providing curriculum-related professional development to staff	39%
23	Assigning grades to students	36%
35	Passing levies	31%
11	Providing staff with adequate internet (broadband) access	31%
6	Ensuring that students are prepared for state assessments	30%
31	Supplying the hands-on part of vocational learning	29%
7	Finding ways to evaluate teachers	20%

*Note.* Number of respondents varies from 306 to 314, depending on the item. Item numbers represent the order in which they appear on the survey (see Appendix A).

Notably, the two lists of concerns (in Tables 8 and 9) include 28 concerns that are identical across the two tables. Using the means for these items (i.e., instead of proportions), one can test the statistical significance of the fall-to-spring differences. Of the 28 pairs, all but three (items 7-9), prove to be statistically different (all higher for fall 2020). Most differences are in fact substantial. Ensuring the district has sufficient revenue shows the largest difference (with a mean of 3.28 in the spring and a mean of 4.68 looking toward the fall), equivalent to an effect size of 1.16 (more than a full standard deviation difference). In the spring, for this issue, 29% of respondents had reported level of concern to be very high or urgent, but for the fall 65% did. Across all the items, the average effect size from spring to fall was moderate—about one-third of a standard deviation (again, all higher in fall).

The second thing to observe is that the importance of some concerns was high and did not diminish. For instance, the importance of providing meals to students was rated as very high or urgent in spring by 63% of respondents and was rated as very high or urgent for fall by 65% of respondents.

Third, in both tables the top-ranked items were mostly (six out of 10) the same across spring and fall, as Table 10 shows. Indeed, the rank order of these six items is identical in both sets of top-ranked items.

Table 10: Durable Top-Ranked Concern, Spring to Fall 2020

Durable Top-Ranked Concern	Spring	Fall
Providing intervention and intensive services to students with special needs	70%	76%

Durable Top-Ranked Concern	Spring	Fall
Receiving sufficient guidance from state leaders	66%	74%
Supporting students' social and emotional learning	63%	72%
Ensuring the health of students and their families	61%	71%
Ensuring the health of staff and their families	60%	70%
Ensuring adequate planning and coordination system-wide	55%	67%

Three of the top 10 concerns for fall were not among concerns presented to respondents on the survey for spring (i.e., items 27, 28, 34: transportation, buildings and grounds, large-group gatherings).

**Troubling uncertainties statewide.** Section three asked respondents to make five choices from 20 “uncertainties”—possible threats to schooling in the future. As in section 2, these concerns were oriented to the future, including well beyond fall 2020. Table 11 shows the results. They might be considered long-term concerns. The question was this:

The future of schooling may seem uncertain. Which five of the uncertainties listed below worry you the most? (Please check only FIVE items!)

Table 11: Troubling Uncertainties for the Future of Schooling

Item	Uncertainty	N	%
4	Statewide funding inequities	134	43%
8	Increased learning gaps among vulnerable students	134	43%
7	Reduced opportunity to learn for all students	107	34%
10	Shift away from face-to-face schooling	101	32%
2	Threats to health	99	32%
1	Resource inadequacy	94	30%
6	Intensified “culture wars” (e.g., to wear masks or not)	92	29%
3	Increasing differences between “haves” and the “have-nots” in the community	91	29%

Item	Uncertainty	N	%
20	Significant changes in how schools operate	84	27%
14	High stress levels among students	75	24%
5	Threats to the well-being of children in difficult circumstances	74	24%
13	High stress levels among staff members	72	23%
21	The need to furlough or RIF some staff members	71	23%
16	Lower student achievement	65	21%
9	Additional privatization of schooling	50	16%
22	The need to differentiate learning platforms in response to family needs	32	10%
12	Food and housing insecurity in the community	31	10%
11	Increased reliance on online curricula	30	10%
23	The need to differentiate learning platforms for particularly vulnerable students	23	7%
15	Limited availability of childcare	22	7%
18	Inability to maintain a collaborative school culture	21	7%
17	More widespread truancy	17	5%
24	Closure of some school buildings	16	5%
19	Significant changes in school staffing patterns	11	4%
25	Statewide district reorganization	5	2%

*Note.* Total N = 314 (persons); N = 1,551 (responses); darker orange = at least 30%; lighter orange = 21%-29%; blue = 19% or less (level of random chance of selection or lower)

Table 11 represents a longer-term perspective (i.e., about the indefinite future, not just fall 2020). Uncertainties are ordered from greatest to least worrisome. Notably in Table 11, districts report greatest long-term worry over inequities in finance and learning—the looming possibility of an increase in already prevalent inequities. By contrast, responding districts regard statewide district consolidation—a *typical* proposal during sharp fiscal crisis—as an unlikely threat.

The percentages in Table 11 should be interpreted in light of the likelihood of purely random selection of an item. Respondents have five chances of drawing any particular item, so each

individual item has a random probability of selection of .19 (5/26). That is the standard to which the percentages in the right-hand column might be compared as a rule-of-thumb.

Finally, respondents from 19 districts offered additional comments related to uncertainties; all are listed verbatim in Appendix B. Notably, eight of the 19 (42%) referred to the dilemma of transportation—how to transport thousands of students on fleets of buses too small to accommodate all students under the provisions of adequate social distancing. Four districts nominated “local control” as an uncertainty; these comments expressed concern about too much direction from state agencies. One comment might have been related, citing lack of state-level leadership. Two comments indicated internet access (unspecified, but presumably for families and staff at home) as a long-term uncertainty.

**Possible benefits statewide.** Section 4 posed the hypothetical that *some* outcomes of the pandemic disruption *might* be construed as long-term benefits:

Which five of the following possible outcomes of the COVID-19 disruption of schooling do you think would be most beneficial for the long term? (Please check only FIVE items!)

These findings, like those of section 3, implicate issues beyond fall 2020.

Table 12: Possible Benefits of the Pandemic Disruption

Item	Outcomes As Benefits	N	%
16	Reduction in the reliance on standardized testing	220	70%
4	More individualization of learning	143	46%
7	New ways to assess students' progress and performance	141	45%
10	More communication with parents and families	135	43%
3	The availability to students of a wider array of learning platforms	123	39%
1	Greater use of online learning	122	39%
19	Opportunity to differentiate learning platforms	111	35%
2	Policies and procedures for closing the digital divide	104	33%
5	Restructuring of staff roles and responsibilities	81	26%
11	Use of a year-round school calendar	56	18%
8	New ways to grade students	48	15%
12	Greater reliance on online learning mgmt. systems (e.g., EdGenuity,	43	14%
17	More prominent instructional role for parents	38	12%
18	Less emphasis on 4-year college attendance	22	7%
6	Streamlining of school staff	21	7%
9	Persistent use of social distancing protocols	19	6%
14	Statewide district reorganization	10	3%
15	More opportunities for the establishment and growth of community	10	3%
13	Closure of some school buildings	4	1%

*Note.* Total N = 314 (persons); N=1,451 (responses); darker orange = at least 40%; lighter orange = 26%- 39%; blue = less than 26% (level of random chance of selection or lower)

Respondents to items in section 4 chose from a list of 19 items, so random selection of any particular item carries a probability of .26 (5/19). Responding districts *overwhelmingly* viewed “reduction in the reliance on standardized testing” as a possible benefit of the pandemic’s disruption of schooling. The other outcomes viewed strongly as possible benefits include more communication with parents and families and an array of flexible instructional arrangements and new forms of assessment (and grading). The lowest-ranked items (green highlighting) are those that respondents chose less frequently than chance would predict. Respondents might see these possible outcomes (i.e., statewide district reorganization, increased privatization, and closure of buildings) as having limited salience for the future or even as producing damage rather than benefits.

The 16 “other” comments relating to possible benefits were all more unique than those for the uncertainties, and they are presented verbatim in Appendix C. Five of the 19 (about 20%) dealt in varied ways with benefits associated with online teaching, particularly focusing on the fact that the disruption productively required teachers to conduct online learning despite reluctance. Three comments mentioned deeper or more extensive contact with families and communities, and two mentioned different sorts of policy changes. One district respondent reported that almost none of the outcomes on the list would entail benefits (and this respondent selected just one outcome as a possible benefit).

**Subgroup analysis.** As noted in the description of analysis methods, the statewide results described above gloss over variation related to district characteristics: equity-related enrollment proportions (districts with many student eligible for subsidized meals, districts with many students of color), locale (rural, suburban, and urban), and region (SE, SW, NE, NW, and Central). These categories are commonly used to examine variability both in Ohio and nationally. This section of the report considers variability related to these district characteristics.

The four landscape-orientation Tables that follow (Tables 13-16) present findings for each item in sections 1-4, arrayed for the state as a whole (column 3) and for the 10 subgroups of districts (columns 4-13). Item numbers in each table, as with Tables 8-9 and 11-12, refer to the order of presentation in the survey (see Appendix A).

Each table is presented as a “heatmap,” that is, cells are highlighted according to bands of ratings (Tables 13 and 14, corresponding to items in survey sections 1 and 2) or percentages (Tables 15 and 16, corresponding to survey sections 3 and 4). This display allows users to take in the extent of variation by subgroup at a glance.

A scan of all four tables shows substantial variation across the subgroups. In each table, the issues in the top two to four places (greatest concern) are shared across the state (though Table 15 shows the responding urban districts far less concerned about statewide funding inequities for the long term). But below this level of (near) unanimity, concerns vary across the borderlines between levels of concern. A top-ranked concern in one group may be a second-ranked concern in another, and vice-versa. And some groups have more top-ranked concerns than other groups—that is, these groups are, overall, more concerned or worried than average.

Table 13: Level of Concern (in Spring 2020)

Item	Concern	OH	50%	40%	R	S	U	SE	SW	NE	NW	CTR
12	Providing intervention and intensive services to students with special needs	4.9	5.2	4.9	4.9	5.0	5.2	5.1	4.8	5.0	4.7	5.3
25	Determining what to do about high school graduation	4.9	4.9	5.0	5.0	4.7	4.5	4.9	4.8	4.8	4.9	5.2
16	Supporting students' social and emotional learning	4.7	5.0	4.6	4.6	4.9	5.2	4.9	4.7	4.8	4.5	5.0
13	Receiving sufficient guidance from state leaders	4.7	5.0	4.9	4.7	4.7	5.3	5.0	4.6	4.9	4.3	5.0
22	Ensuring the health of students and their families	4.6	4.9	4.8	4.7	4.5	5.0	5.1	4.7	4.5	4.3	5.0
7	Providing meals to students who depend on them	4.6	5.0	4.8	4.7	4.4	4.6	5.1	4.5	4.5	4.4	4.8
23	Ensuring the health of staff and their families	4.6	4.9	4.6	4.6	4.4	4.9	5.1	4.6	4.4	4.3	4.9
17	Supporting families' well-being	4.5	4.8	4.4	4.5	4.4	4.9	4.8	4.4	4.5	4.3	4.6
11	Responding to the expectations of parents and families	4.4	4.7	4.8	4.5	4.2	4.7	4.4	4.5	4.4	4.3	4.8
18	Providing high-quality curriculum to students	4.4	4.8	4.5	4.5	4.2	4.6	4.7	4.4	4.3	4.3	4.6
30	Ensuring adequate planning and coordination system-wide	4.4	4.6	4.7	4.4	4.3	4.8	4.6	4.3	4.4	4.1	4.9
8	Providing families with adequate internet (broadband) access	4.4	4.8	5.0	4.4	4.1	5.1	5.0	4.3	4.4	3.9	4.4
24	Guarding the health of at-risk community members	4.3	4.6	4.2	4.3	4.3	4.3	4.7	4.4	4.1	4.0	4.7
19	Providing on-line curriculum materials that teachers could use	4.2	4.4	4.1	4.3	3.9	4.3	4.6	4.2	4.1	4.1	4.5
9	Providing families with electronic devices (e.g., I-pads, Chromebooks)	4.1	4.6	4.7	4.1	4.0	4.7	4.7	3.9	4.2	3.7	4.3

Item	Concern	OH	50%	40%	R	S	U	SE	SW	NE	NW	CTR
20	Providing ways to assess student progress and performance	4.0	4.3	3.9	4.1	3.8	4.4	4.2	4.0	4.0	4.0	4.2
26	Ensuring cleanliness and maintenance of buildings and grounds	4.0	4.2	3.8	4.1	3.9	4.0	4.5	3.6	3.9	3.8	4.7
15	Delivering workable support to students in preschool, early childhood classrooms	3.8	4.1	3.9	3.8	3.7	4.4	4.0	3.6	3.6	3.8	4.2
3	Providing technology-related professional development to staff	3.7	4.1	4.0	3.8	3.5	4.0	4.0	3.6	3.6	3.6	4.0
14	Cultivating family and community involvement	3.6	4.0	3.6	3.6	3.6	3.9	3.6	3.4	3.8	3.3	4.0
21	Assigning grades to students	3.5	3.5	3.3	3.7	3.2	2.7	3.4	3.6	3.5	3.4	3.6
2	Ensuring that district educators could continue collaborative improvement work	3.5	3.8	3.8	3.4	3.4	3.9	3.7	3.4	3.5	3.2	3.7
5	Providing instruction-related professional development to staff	3.4	3.7	3.7	3.5	3.2	3.9	3.7	3.5	3.4	3.2	3.6
27	Navigating collective bargaining agreements	3.3	3.2	3.3	3.3	3.3	3.5	3.2	3.1	3.6	3.3	3.5
1	Ensuring that the district had sufficient revenue	3.3	3.5	3.4	3.4	3.2	3.1	3.8	3.0	3.4	3.2	3.3
4	Providing curriculum-related professional development to staff	3.2	3.5	3.3	3.3	3.0	3.5	3.3	3.2	3.3	3.0	3.5
28	Supplying the hands-on part of vocational learning	3.0	3.0	2.8	3.0	2.7	3.1	3.4	2.8	3.0	2.7	3.0
10	Providing staff with adequate internet (broadband) access	2.9	3.3	3.3	3.1	2.3	2.6	4.0	2.6	2.6	2.4	3.2

Item	Concern	OH	50%	40%	R	S	U	SE	SW	NE	NW	CTR
29	Providing opportunities for extracurricular activities (e.g., sports, clubs)	2.8	2.8	2.7	3.0	2.3	2.9	2.9	2.8	3.0	2.7	2.6
6	Finding ways to evaluate teachers	2.5	2.4	2.3	2.5	2.4	2.1	2.4	2.5	2.5	2.4	2.4

Note. Item refers to item numbering on the survey instrument. 50% = districts serving subsidized meals to at least half of students; 40% = districts with more 40% students of color; R = rural; S = suburban; U=urban; SE=southeast; SW=southwest; NE=northeast; NW=northwest; CRT=central.

LEGEND	MODERATE CONCERN	CONSIDERABLE CONCERN	HIGH CONCERN	VERY HIGH CONCERN	URGENT CONCERN
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Table 14: Concerns (for Fall 2020)

Item	Concern	O H	50 %	40 %	R	S	U	S E	S W	N E	N W	CT R
28	Transporting students safely	5.3	5.6	5.4	5.4	5.2	5.5	5.7	5.2	5.3	5.2	5.6
13	Providing intervention and intensive services to students with special needs	5.1	5.4	5.2	5.1	5.1	5.3	5.3	5.1	5.1	4.8	5.5
14	Receiving sufficient guidance from state leaders	5.0	5.2	5.2	4.9	5.1	5.5	5.1	5.0	5.1	4.7	5.1
24	Ensuring the health of students and their families	4.9	5.2	5.0	4.9	4.9	5.3	5.3	4.9	4.9	4.5	5.3
25	Ensuring the health of staff and their families	4.9	5.2	5.0	4.9	4.9	5.2	5.4	4.9	4.9	4.5	5.4
17	Supporting students' social and emotional learning	4.9	5.2	5.0	4.9	5.0	5.1	5.1	4.8	5.0	4.6	5.3
19	Providing high-quality curriculum to students	4.8	5.2	4.9	4.9	4.6	5.1	5.2	4.8	4.9	4.5	5.0
27	Ensuring cleanliness and maintenance of buildings and grounds	4.8	5.0	4.7	4.8	4.6	5.0	5.0	4.4	4.8	4.6	5.3
34	Using proper procedures for large-group gatherings	4.7	5.1	4.9	4.7	4.8	5.0	4.8	4.8	4.9	4.4	5.0
33	Ensuring adequate planning and coordination system-wide	4.7	4.9	4.9	4.7	4.7	5.0	4.7	4.8	4.9	4.4	5.0

Item	Concern	O H	50 %	40 %	R	S	U	S E	S W	N E	N W	CT R
12	Responding to the expectations of parents and families	4.7	4.9	5.0	4.7	4.8	4.9	4.7	4.6	4.9	4.3	5.1
1	Ensuring that the district has sufficient revenue	4.7	4.9	4.7	4.7	4.6	5.1	4.6	4.6	4.7	4.7	4.9
26	Guarding the health of at-risk community members	4.7	5.0	4.7	4.7	4.6	4.8	5.0	4.5	4.7	4.3	5.2
18	Supporting families' well-being	4.6	5.0	4.6	4.6	4.5	4.8	4.9	4.4	4.6	4.4	5.0
8	Providing meals to students who depend on them	4.6	5.1	5.0	4.6	4.3	5.1	5.1	4.6	4.5	4.3	4.8
29	Employing the staff needed for a new kind of schooling	4.5	4.8	4.7	4.4	4.5	5.0	4.5	4.4	4.6	4.2	4.8
21	Providing on-line curriculum materials that teachers can use	4.4	4.6	4.5	4.5	4.1	4.5	4.9	4.4	4.4	4.0	4.7
22	Providing ways to assess student progress and performance	4.4	4.7	4.4	4.4	4.3	4.6	4.7	4.4	4.5	4.1	4.4
9	Providing families with adequate internet (broadband) access	4.4	5.0	5.1	4.4	3.8	5.2	5.1	4.4	4.2	3.9	4.6
20	Providing learning materials to parents	4.2	4.6	4.3	4.3	3.8	4.1	4.9	3.9	4.2	3.9	4.6

Item	Concern	O H	50 %	40 %	R	S	U	S E	S W	N E	N W	CT R
3	Providing technology-related professional development to staff	4. 2	4.6	4.2	4. 2	3. 9	4. 8	4. 7	4. 0	4. 2	3.8	4.5
36	Ensuring inter-agency communication and collaboration	4. 1	4.5	4.3	4. 0	4. 3	4. 5	4. 2	4. 1	4. 3	3.8	4.5
2	Ensuring that district educators can continue collaborative improvement work	4. 1	4.5	4.1	4. 1	3. 9	4. 4	4. 5	3. 9	4. 2	3.8	4.2
15	Cultivating family and community involvement	4. 1	4.5	4.2	4. 0	4. 1	4. 5	4. 1	3. 9	4. 4	3.7	4.5
16	Delivering workable support to students in preschool, early childhood classrooms	4. 0	4.5	4.4	4. 0	3. 9	4. 7	4. 4	3. 8	4. 0	3.8	4.4
32	Providing opportunities for extracurricular activities (e.g., sports, clubs)	4. 0	4.1	3.9	4. 1	3. 7	4. 1	4. 0	4. 0	4. 2	4.1	3.6
5	Providing instruction-related professional development to staff	4. 0	4.5	4.2	4. 0	3. 9	4. 7	4. 6	3. 9	4. 0	3.6	4.2
10	Providing families with electronic devices (e.g., I-pads, Chromebooks)	4. 0	4.6	4.9	4. 0	3. 7	4. 6	4. 7	3. 8	4. 0	3.4	4.3
4	Providing curriculum-related professional development to staff	3. 9	4.4	3.9	3. 9	3. 7	4. 3	4. 4	3. 8	3. 9	3.5	4.2
23	Assigning grades to students	3. 8	4.2	3.8	3. 9	3. 6	3. 6	4. 0	3. 8	3. 9	3.5	3.9

Item	Concern	O H	50 %	40 %	R	S	U	S E	S W	N E	N W	CT R
30	Navigating collective bargaining agreements	3.7	3.8	3.9	3.6	3.9	4.1	3.5	3.6	4.3	3.2	4.0
6	Ensuring that students are prepared for state assessments	3.3	3.9	3.2	3.3	3.1	3.8	3.7	3.6	3.5	2.9	2.7
11	Providing staff with adequate internet (broadband) access	3.3	3.9	3.9	3.4	2.7	3.5	4.3	3.2	3.0	2.6	3.7
31	Supplying the hands-on part of vocational learning	3.2	3.3	3.2	3.3	2.9	3.7	3.6	3.0	3.5	2.9	3.4
7	Finding ways to evaluate teachers	3.1	3.3	3.1	3.1	2.9	3.5	3.3	3.3	3.1	2.7	2.9
35	Passing levies	3.1	3.0	3.4	2.8	3.6	3.9	2.1	3.5	3.5	2.9	3.2

Note. Item refers to item numbering on the survey instrument. 50% = districts serving subsidized meals to at least half of students; 40% = districts with more 40% students of color; R = rural; S = suburban; U=urban; SE=southeast; SW=southwest; NE=northeast; NW=northwest; CRT=central.



Table 15: Troubling Uncertainties (Long Term)

Item	Concern	O H	50 %	40 %	R	S	U	SE	S W	NE	N W	CT R
4	Statewide funding inequities	43 %	38 %	38 %	43 %	45 %	19 %	55 %	34 %	39 %	45 %	39 %
8	Increased learning gaps among vulnerable students	43 %	47 %	38 %	41 %	39 %	57 %	42 %	43 %	45 %	41 %	39 %
7	Reduced opportunity to learn for all students	34 %	37 %	29 %	34 %	30 %	38 %	35 %	36 %	29 %	39 %	29 %
10	Shift away from face-to-face schooling	32 %	25 %	26 %	34 %	26 %	19 %	35 %	33 %	29 %	41 %	13 %
2	Threats to health	32 %	32 %	21 %	31 %	36 %	19 %	33 %	39 %	30 %	22 %	39 %
1	Resource inadequacy	30 %	34 %	33 %	32 %	16 %	48 %	31 %	34 %	30 %	18 %	45 %
6	Intensified “culture wars” (e.g., to wear masks or not)	29 %	14 %	29 %	28 %	36 %	14 %	18 %	34 %	31 %	27 %	37 %
3	Increasing differences between the “haves” and the “have-nots” in the community	29 %	32 %	36 %	31 %	22 %	29 %	35 %	26 %	25 %	29 %	32 %
20	Significant changes in how schools operate	27 %	17 %	19 %	25 %	33 %	14 %	18 %	31 %	34 %	27 %	16 %
14	High stress levels among students	24 %	23 %	29 %	19 %	39 %	24 %	15 %	20 %	31 %	22 %	32 %

Item	Concern	O H	50 %	40 %	R	S	U	SE	S W	NE	N W	CT R
5	Threats to the well-being of children in difficult circumstances	24 %	24 %	14 %	23 %	23 %	29 %	29 %	18 %	23 %	24 %	24 %
13	High stress levels among staff members	23 %	23 %	26 %	19 %	35 %	19 %	18 %	20 %	25 %	21 %	34 %
21	The need to furlough or RIF some staff members	23 %	20 %	31 %	21 %	22 %	33 %	18 %	21 %	23 %	30 %	13 %
16	Lower student achievement	21 %	22 %	12 %	22 %	14 %	19 %	24 %	16 %	19 %	27 %	13 %
9	Additional privatization of schooling	16 %	18 %	21 %	16 %	12 %	29 %	25 %	15 %	11 %	15 %	16 %
22	The need to differentiate learning platforms in response to family needs	10 %	9 %	7 %	11 %	7 %	5 %	5 %	11 %	11 %	10 %	13 %
12	Food and housing insecurity in the community	10 %	15 %	17 %	9 %	10 %	19 %	16 %	10 %	5 %	4 %	24 %
11	Increased reliance on online curricula	10 %	10 %	5 %	8 %	13 %	14 %	15 %	15 %	10 %	6 %	0 %
23	The need to differentiate learning platforms for particularly vulnerable students	7 %	7 %	10 %	8 %	6 %	5 %	4 %	8 %	9 %	9 %	5 %
15	Limited availability of childcare	7 %	5 %	10 %	7 %	6 %	10 %	5 %	5 %	5 %	9 %	13 %

Item	Concern	O H	50 %	40 %	R	S	U	SE	S W	NE	N W	CT R
18	Inability to maintain a collaborative school culture	7%	7%	7%	6%	6%	14%	4%	7%	6%	7%	11%
17	More widespread truancy	5%	9%	5%	6%	3%	10%	9%	5%	3%	7%	3%
24	Closure of some school buildings	5%	4%	7%	4%	10%	0.0%	4%	7%	3%	10%	0%
19	Significant changes in school staffing patterns	4%	2%	2%	3%	4%	10%	0.0%	7%	5%	4%	0%
25	Statewide district reorganization	2%	1%	0.0%	1%	3%	0%	0%	2%	1%	1%	5%

*Note.* Item refers to item numbering on the survey instrument. 50% = districts serving subsidized meals to at least half of students; 40% = districts with more 40% students of color; R = rural; S = suburban; U=urban; SE=southeast; SW=southwest; NE=northeast; NW=northwest; CRT=central.



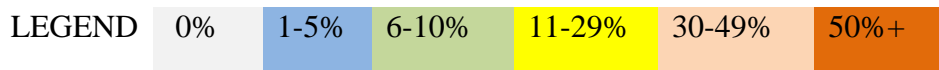
Table 16: Outcomes Viewed as Possible Benefits (Long Term)

Item	Outcome	O H	50 %	40 %	R	S	U	SE	S W	NE	N W	CT R
16	Reduction in the reliance on standardized testing	70 %	68 %	69 %	69 %	67 %	76 %	65 %	62 %	64 %	78 %	82 %
4	More individualization of learning	46 %	44 %	48 %	44 %	49 %	38 %	47 %	48 %	45 %	45 %	39 %
7	New ways to assess students' progress and performance	45 %	38 %	48 %	41 %	49 %	57 %	35 %	52 %	53 %	41 %	37 %
10	More communication with parents and families	43 %	49 %	36 %	46 %	29 %	43 %	47 %	30 %	40 %	49 %	50 %
3	The availability to students of a wider array of learning platforms	39 %	35 %	29 %	37 %	46 %	33 %	45 %	36 %	39 %	40 %	32 %
1	Greater use of online learning	39 %	32 %	38 %	35 %	45 %	52 %	24 %	43 %	35 %	43 %	53 %
19	Opportunity to differentiate learning platforms	35 %	34 %	29 %	31 %	46 %	38 %	33 %	34 %	45 %	32 %	26 %
2	Policies and procedures for closing the digital divide	33 %	33 %	45 %	30 %	35 %	57 %	35 %	31 %	38 %	24 %	42 %
5	Restructuring of staff roles and responsibilities	26 %	24 %	21 %	21 %	38 %	33 %	15 %	38 %	35 %	16 %	24 %
11	Use of a year-round school calendar	18 %	18 %	19 %	17 %	19 %	19 %	27 %	10 %	15 %	15 %	29 %



Item	Outcome	O H	50 %	40 %	R	S	U	SE	S W	NE	N W	CT R
8	New ways to grade students	15%	15%	24%	14%	19%	10%	15%	20%	15%	16%	8%
12	Greater reliance on online learning management systems (e.g., EdGenuity, Study Island)	14%	13%	7%	12%	17%	14%	11%	15%	15%	15%	11%
17	More prominent instructional role for parents	12%	11%	7%	14%	7%	5%	9%	13%	14%	13%	8%
18	Less emphasis on 4-year college attendance	7%	10%	2%	7%	7%	0%	9%	5%	4%	7%	13%
6	Streamlining of school staff	7%	6%	12%	7%	4%	10%	4%	10%	6%	9%	3%
9	Persistent use of social distancing protocols	6%	4%	0%	7%	3%	0%	7%	8%	8%	5%	0%
14	Statewide district reorganization	3%	1%	2%	3%	3%	0%	5%	2%	3%	2%	5%
15	More opportunities for the establishment and growth of community schools	3%	5%	2%	3%	1%	10%	4%	7%	1%	4%	0%
13	Closure of some school buildings	1%	2%	5%	0%	3%	5%	0%	3%	1%	0%	3%

Note. Item refers to item numbering on the survey instrument. 50% = districts serving subsidized meals to at least half of students; 40% = districts with more 40% students of color; R = rural; S = suburban; U=urban; SE=southeast; SW=southwest; NE=northeast; NW=northwest; CRT=central.



Looking toward the future, concerns for fall 2020 are (at the time of this writing) most salient. These variations are represented in Table 14, where it is clear that (1) districts providing subsidized meals to at least half their students, (2) urban districts, and (3) districts in the Southeast exhibit high levels of concern for more issues than other groups of districts.

One way to assess this variation is to use the suburban list as a reference point. For fall 2020 (see Table 14), urban districts reported 24 high-level of concerns as compared to 13 for the suburban group. But districts in the Southeast reported 23 and districts serving 50% or more students eligible for subsidized meals reported 22. Note too, that districts in the (agrarian, largely rural) Northwest reported consistently lower levels of concern across all four tables.

**Data reduction.** The preceding discussion of the quantitative findings supplies a great deal of detail about pandemic-related levels of concern *for over 100 separate issues*, for Ohio as a whole and also for 10 key subgroups. Conducting somewhat less granular analyses provided a way to add clarity to the overall picture. Reducing the data in several steps led to a representation of key findings with sharper focus (see Table 18), as the discussion explains next.

The first step towards greater clarity was to limit analytic attention to concerns for fall 2020 only. At the time of this writing (July 2020), prospects for fall 2020 are a matter of high concern for parents, communities, educators, and certainly for state officials. This choice of focus seemed reasonable and useful.

The second step was to use a data-reduction technique to combine data for items that proved to be empirically related: using Principal Components Analysis (PCA). PCA examines patterns of correlation to create a set of statistically related items: items that different respondents rate similarly. In other words, as a group of items, ratings for each item tend to move up or down together. PCA uses this co-variation to identify items that relate to an underlying idea (a “latent variable”) and uses various statistical tests to assess the strength of relevant associations (if they can be shown to exist). A description of the idea (i.e., latent variable) to which all correlated items are statistically related can be inferred from the content of the items in the set of correlated items. Of course, across the survey, many of the items fit into seemingly obvious categories (technology, health, families, assessment, and so forth). So, the chance that some of the items on the survey would prove to be statistically related to other items was relatively high.

In actual data analysis, though, not all items that seem to be related turn out to be statistically related. For instance, some items about families (e.g., supplying learning materials to families) might not group with other family-related items but instead with other instruction- or curriculum-related items. PCA is able to clarify categorization of items, in view of how respondents *actually answer* them. Table 17 gives the factor loadings (i.e., the correlations between individual items and the factor that categorizes them) resulting from the PCA.

Table 17: Factor Loadings (PCA on Fall 2020 Levels of Concern)

Item	Concern	factors			
		1	2	3	4
3	Providing technology-related professional development to staff	0.9	2		
10	Providing families with electronic devices (e.g., I-pads, Chromebooks)	0.8	6		
5	Providing instruction-related professional development to staff	0.8	4		
21	Providing on-line curriculum materials that teachers can use	0.8	4		
4	Providing curriculum-related professional development to staff	0.8	2		
11	Providing staff with adequate internet (broadband) access	0.8	0		
9	Providing families with adequate internet (broadband) access	0.7	4		
2	Ensuring that district educators can continue collaborative improvement work	0.6	8		
20	Providing learning materials to parents	0.5	1		
24	Ensuring the health of students and their families		0.9	6	
18	Supporting families' well-being		0.9	2	
25	Ensuring the health of staff and their families		0.9	2	
17	Supporting students' social and emotional learning		0.8	5	
26	Guarding the health of at-risk community members		0.8	4	

15	Cultivating family and community involvement	0.7 7
7	Finding ways to evaluate teachers	0.8 0
6	Ensuring that students are prepared for state assessments	0.7 9
31	Supplying the hands-on part of vocational learning	0.6 9
23	Assigning grades to students	0.6 5
32	Providing opportunities for extracurricular activities (e.g., sports, clubs)	0.6 1
14	Receiving sufficient guidance from state leaders	0.7 9
28	Transporting students safely	0.7 5
29	Employing the staff needed for a new kind of schooling	0.6 8
1	Ensuring that the district has sufficient revenue	0.5 9
34	Using proper procedures for large-group gatherings	0.5 3
35	Passing levies	0.5 1

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Note. PCA is a forced 4-factor extraction, with promax rotation, displaying only items with loadings  $\geq .50$ .

Table 17 shows the correlation of each listed item with its respective factor. These factors represent the underlying ideas behind each group of items identified by the PCA. Within each column the related factors are ordered from highest correlation to lowest. Together the factors account for 58% of the total variance covered by all 36 items (factor 1 with 20%, factor 2 with 17.1%, factor 3 with 10.3%, and factor 4 with 10.3%). Observe that 10 items with loadings under .50 were eliminated because they did not correlate very highly with any factor.

The research team named the factors as follows (with short names in brackets):

Factor 1: Concerns about the instructional core [CORE]

Factor 2: Concerns about family and community well-being and engagement [COMMUNITY]

Factor 3: Concerns about the instructional periphery [PERIPHERY]

Factor 4: Concerns about sustainability [SUSTAINABILITY]

Because the PCA results showed that groups of items were empirically related, the research team produced four scales representing each factor by summing the values of all items with loadings  $\geq .50$  on the respective factor. All scales were set proportionately to a 9-54 range to match the range of the scale with the most items (the scale based on the nine items of factor 1, with a minimum value of 9 and a maximum value of 54). This calibration allows for the ease of comparison of results across scales. Computation of internal consistency reliability (Cronbach's  $\alpha$ ) for each scale showed that the scales reliably represented factors (i.e., for factors 1-4, respectively  $\alpha = .92, .93, .76,$  and  $.71$ ). Table 17 gives the mean scale scores for all districts and the 10 subgroups. If there is a single display that can represent findings for the study as a whole, this is it.

Table 18: Mean Scale Scores (Ohio and Ten Subgroups)

GROUP	FACTORS			
	Com- munity (factor 2)	Sustain- ability (factor 4)	Core (factor 1)	Periphery (factor 3)
<i>BOTH</i> HI MEALS & HI SOC (N= 19-)	46.6	45.2	41.5	35.1
CENTRAL (N= 38-39)	46.1	42.8	38.9	29.8
HI MEALS (N= 91-94)	45.2	42.9	40.4	33.9
SOUTHEAST (N= 50-54)	44.7	39.7	41.8	33.4
URBAN (N= 18-21)	44.3	44.9	40.1	33.6
NORTHEAST (N= 72-76)	42.7	42.0	36.1	32.5
HI SOC (N= 36-39)	42.5	42.2	38.9	31.1
OH (N= 300-310)	42.2	40.8	36.3	31.2
RURAL (N= 211-220)	42.1	40.0	36.7	31.7
SUBURBAN (N = 68-70)	41.9	41.9	33.7	29.0
SOUTHWEST (N= 59-61)	40.9	41.0	35.2	31.6
NORTHWEST (N= 80-81)	39.1	39.2	32.6	28.9

Note. Sample sizes vary slightly among factors; range is given with group name. HI MEALS = districts with 50%+ students eligible for subsidized meals; HI SOC = districts enrolling 40%+ students of color.

Rank within  
subgroup

Rank 1	Rank 2	Rank 3	Rank 4
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Table 18 reports scale scores for the state as a whole and the 10 subgroups. The display in Table 18, however, is presented to emphasize patterns. Columns are presented from left to right in the order of highest means statewide: Community (mean = 42.2), Sustainability (mean = 40.8), Core (mean = 36.3), and Periphery (mean = 31.2). For subgroups, however, this state-as-a-whole order varies somewhat, and that is the purpose of the highlighting. It shows—within row (subgroups)—the rank order of factors. For instance, among urban districts, Community and Sustainability swap ranks; and in the Southeast Sustainability and Core swap ranks. The legend gives the key to the highlighting.

The display in Table 18 thus makes very clear two patterns prevailing in the entire dataset:

First, districts across the state are—on average--most worried about family and community well-being and engagement, and this pattern largely holds across subgroups.

Second, the most worried districts overall are *those with the most to worry about*: those *simultaneously* serving many (50%+) students eligible for subsidized meals and many (40%+) students of color.

A number of other notable inferences proceed from the display in Table 18:

- The 80 or so districts in the Northwest, on average, exhibit lower levels of concern than districts in other regions.
- Among the suburban, Southwest, and Northwest subgroups, sustainability concerns are at least as worrisome as community concerns (see Table 17 to review the particular items involved).
- The level of concern across all subgroups is consistently lower (as might be expected) for the instructional periphery (see Table 17 to review the particular items).

Finally, one might want to know “how large” the differences reported in Table 18 might be. For example, is the difference between the Southeast districts’ mean score on “Core” (41.8) and the Northwest’s mean score (32.6) large, moderate, or small?

Effect sizes estimate the size of such differences in a rigorous way. In the case of differences in ratings for “Core” issues between the Southeast and the Northwest districts, the effect size is large (Cohen’s  $d = .91$ ). Observe that the score difference (41.8 - 32.6) is 9.2—the largest in the “Core” column. The differences in ratings on the “Community” and “Periphery” scales for the Southeast and Northwest are both moderate (at  $d = .55$  and  $d = .44$ , respectively). And note that the score differences are 5.6 for “Community” and 4.5 for “Periphery.” And for “Sustainability” the effect size is small ( $d = .06$ , and score difference = .05).

So what? One can make rough estimates of large, moderate, and small differences for these measures from the score differences alone. Differences of 8 or more are large; differences from 3-7 are moderate, and the rest are small. This convenience is a result of the fact that, on average,

standard deviations across the groups are about 10. The point is that some differences are large and many are moderate.

**Community schools sector.** This section reports summary data without comment or interpretation since no conclusions can be drawn due to low response rate. One issue should be noted. This was a survey of school district concerns. Although community schools are not organized into districts, the ODE does list community school *superintendents* and contacts for *Education Management Organizations*. These contacts (both groups) were taken as sources equivalent to district superintendents, and respondents from these groups provided the data reported below.

*Demographic data* are summarized narratively below.

- Of the 14 responding organizations, 13 indicated suburban (n=2) or urban (n=11) locale; just one was characterized as rural.
- By region, three organizations indicated they had operations in more than one region, including one that had operations in all five regions. Of those operating exclusively in one region, five were in the Northeast, with two each in the Southwest and Central regions, and one in the Southeast.
- Of these organizations, 13 of 14 reported serving at least 40% students of color and 13 reported enrollment of at least 50% eligible for subsidized meals.

*Spring 2020 concerns* are presented in Table 19 for the Community Schools sample's responses to survey section 1. Items are listed in the order given in the survey (see Appendix A).

Table 19: Concern (Spring 2020, Community Schools Sample, n=14)

Item	Concern (in Spring 2020)	Mean
1	Ensuring that the district had sufficient revenue	3.86
2	Ensuring that district educators could continue collaborative improvement work	3.79
3	Providing technology-related professional development to staff	3.64
4	Providing curriculum-related professional development to staff	3.00
5	Providing instruction-related professional development to staff	3.21
6	Finding ways to evaluate teachers	2.86
7	Providing meals to students who depend on them	4.29
8	Providing families with adequate internet (broadband) access	5.14
9	Providing families with electronic devices (e.g., I-pads, Chromebooks)	5.21

Item	Concern (in Spring 2020)	Mean
10	Providing staff with adequate internet (broadband) access	3.00
11	Responding to the expectations of parents and families	4.43
12	Providing intervention and intensive services to students with special needs	4.79
13	Receiving sufficient guidance from state leaders	4.36
14	Cultivating family and community involvement	4.00
15	Delivering workable support to students in preschool and early childhood classrooms	2.50
16	Supporting students' social and emotional learning	4.71
17	Supporting families' well-being	4.79
18	Providing high-quality curriculum to students	4.57
19	Providing on-line curriculum materials that teachers could use	4.07
20	Providing ways to assess student progress and performance	4.43
21	Assigning grades to students	3.57
22	Ensuring the health of students and their families	4.71
23	Ensuring the health of staff and their families	4.36
24	Guarding the health of at-risk community members	4.14
25	Determining what to do about high school graduation	3.21
26	Ensuring cleanliness and maintenance of buildings and grounds	4.14
27	Navigating collective bargaining agreements	1.57
28	Supplying the hands-on part of vocational learning	1.50
29	Providing opportunities for extracurricular activities (e.g., sports, clubs)	2.07
30	Ensuring adequate planning and coordination system-wide	3.79



*Fall 2020 concerns* for the community school sample's responses to survey section 2 appear in Table 20. Items are listed in the order given in the survey (see Appendix A).

Table 20: Concerns (for Fall 2020, Community Schools Sample, N=13)

Item	Concern	Mean
1	Ensuring that the district has sufficient revenue	5.23
2	Ensuring that district educators can continue collaborative improvement work	4.54
3	Providing technology-related professional development to staff	4.15
4	Providing curriculum-related professional development to staff	4.31
5	Providing instruction-related professional development to staff	4.23
6	Ensuring that students are prepared for state assessments	5.15
7	Finding ways to evaluate teachers	4.00
8	Providing meals to students who depend on them	4.77
9	Providing families with adequate internet (broadband) access	5.38
10	Providing families with electronic devices (e.g., I-pads, Chromebooks)	5.54
11	Providing staff with adequate internet (broadband) access	3.23
12	Responding to the expectations of parents and families	4.77
13	Providing intervention and intensive services to students with special needs	5.15
14	Receiving sufficient guidance from state leaders	4.62
15	Cultivating family and community involvement	4.62
16	Delivering workable support to students in preschool, early childhood classrooms	2.77
17	Supporting students' social and emotional learning	5.08
18	Supporting families' well-being	4.69
19	Providing high-quality curriculum to students	4.85
20	Providing learning materials to parents	4.77
21	Providing on-line curriculum materials that teachers can use	4.38

Item	Concern	Mean
22	Providing ways to assess student progress and performance	4.92
23	Assigning grades to students	4.62
24	Ensuring the health of students and their families	5.08
25	Ensuring the health of staff and their families	5.00
26	Guarding the health of at-risk community members	4.23
27	Ensuring cleanliness and maintenance of buildings and grounds	5.31
28	Transporting students safely	3.92
29	Employing the staff needed for a new kind of schooling	4.38
30	Navigating collective bargaining agreements	1.69
31	Supplying the hands-on part of vocational learning	2.00
32	Providing opportunities for extracurricular activities (e.g., sports, clubs)	2.08
33	Ensuring adequate planning and coordination system-wide	3.92
34	Using proper procedures for large-group gatherings	4.77
35	Passing levies	1.23
36	Ensuring inter-agency communication and collaboration	3.31

*Long-term uncertainties* for the community school sample's responses to survey section 3 appear in Table 21. Items are listed in the order given in the survey (see Appendix A). Percentages refer to the percentage of the 13 respondents selecting the item.

Table 21: Long-term Uncertainties (Community Schools Sample, N=13)

Item	Uncertainty	%
1	Resource inadequacy	46%
2	Threats to health	46%
3	Increasing differences between the "haves" and the "have-nots" in the community	38%
4	Statewide funding inequities	85%

Item	Uncertainty	%
5	Threats to the well-being of children in difficult circumstances	8%
6	Intensified “culture wars” (e.g., to wear masks or not)	31%
7	Reduced opportunity to learn for all students	31%
8	Increased learning gaps among vulnerable students	62%
9	Additional privatization of schooling	0%
10	Shift away from face-to-face schooling	15%
11	Increased reliance on online curricula	0%
12	Food and housing insecurity in the community	15%
13	High stress levels among staff members	23%
14	High stress levels among students	23%
15	Limited availability of childcare	0%
16	Lower student achievement	31%
17	More widespread truancy	23%
18	Inability to maintain a collaborative school culture	8%
19	Significant changes in school staffing patterns	0%
20	Significant changes in how schools operate	15%
21	The need to furlough or RIF some staff members	0%
22	The need to differentiate learning platforms in response to family needs	0%
23	The need to differentiate learning platforms for particularly vulnerable students	0%
24	Closure of some school buildings	0%
25	Statewide district reorganization	0%

*Possible beneficial outcomes* are given in Table 22 for the community school sample’s responses to survey section 4. Items are listed in the order given in the survey (see Appendix A). Percentages refer to the percentage of the 13 respondents selecting the item.

Table 22: Possible Beneficial Outcomes (Community Schools Sample, N=13)

Item	Possible Beneficial Outcome	%
1	Greater use of online learning	31%
2	Policies and procedures for closing the digital divide	38%
3	The availability to students of a wider array of learning platforms	54%
4	More individualization of learning	38%
5	Restructuring of staff roles and responsibilities	15%
6	Streamlining of school staff	15%
7	New ways to assess students' progress and performance	15%
8	New ways to grade students	8%
9	Persistent use of social distancing protocols	15%
10	More communication with parents and families	38%
11	Use of a year-round school calendar	0%
12	Greater reliance on online learning management systems (e.g., EdGenuity, Study Island)	8%
13	Closure of some school buildings	0%
14	Statewide district reorganization	8%
15	More opportunities for the establishment and growth of community schools	46%
16	Reduction in the reliance on standardized testing	62%
17	More prominent instructional role for parents	8%
18	Less emphasis on 4-year college attendance	8%
19	Opportunity to differentiate learning platforms	38%

*Comments* were offered by responding community school organizations only to the final survey question about “hopes and concerns for the future of education.” None of the respondents provided comments on long-term uncertainties or possible benefits of the pandemic disruption. Six of the 14 organizations provided comments. See Appendix D for the verbatim comments.

## Qualitative Findings

The final open-ended question evoked considerable comment from responding districts: “In view of the pandemic, what else would you like to share about your district’s hopes and concerns for the future of education?” Of the 341 superintendents (or designees) who responded, 148 (i.e., 43%) provided comments (all comments appear verbatim in Appendix E).. In most cases, despite the wording of the question, their responses seemed to elaborate on issues that had been addressed via the closed-ended items. In a few cases their comments brought up issues that the closed-ended items did not address.

Table 23 shows the frequency of issues raised in responses to this question. The overlaps with the concerns represented in the quantitative items are indicated by superscripts. Note that two issues (b-superscripts) did not appear in the quantitative sections (i.e., issues 2 and 9) and one (i.e., issue 7) surfaced in the other comments (Appendices B and C) related to the quantitative items.

Table 23: Frequency of Issues Noted in Question 5 Responses

Issues	N
1. Funding to districts <sup>a</sup>	36
2. Importance of returning to classrooms in the fall <sup>b</sup>	23
3. Need for guidance from the state <sup>a</sup>	23
4. Opportunities for a new way of doing school <sup>a</sup>	22
5. Digital divide <sup>a</sup>	17
6. Transportation of students <sup>a</sup>	15
7. Need for local control <sup>c</sup>	13
8. Achievement gaps between “haves” and “have-nots” <sup>a</sup>	12
9. Face-to-face socialization is critical <sup>b</sup>	8
10. Standardized testing <sup>a</sup>	12
11. Difficulty of health and safety requirements <sup>a</sup>	11
12. Worries about privatization <sup>a</sup>	6
13. Schools provide essential caretaking (e.g., wraparound services) <sup>a</sup>	4

a = Issue also represented in quantitative results; b = issue not represented in quantitative results; c = issue represented in “other” comments to quantitative sections (see Appendices B and C).

To make sense of the differing perspectives embedded in the responses to this question, the research team also organized the comments into categories. The categories drew attention to five

issues: (1) equity (n = 65); (2) educational mission (n = 57); (3) governance (n = 36); (4) logistics (n = 26), and (5) education policy (n = 18).

**Issues relating to equity.** The largest category of comments included those voicing concern about equity both for school districts and for the families and children they serve. The majority of the responses that focused on issues of equity were related to funding shortfalls.

Most of those who spoke about funding expressed the view that the issues and circumstances of the pandemic worsened an already flawed way of funding school districts. There were also some comments suggesting that money provided by the federal government to help during this emergency was not being appropriated equitably by the state. The following quote is illustrative:

This pandemic has exposed the disparities in our society and communities. We have a statewide system of education but the structure of funding puts an undue emphasis on the local school districts. This puts an unfair burden on many communities which have access to fewer resources. The Ohio Supreme Court ruled four times that the state funding system needs fixed. Fix it! Please.

Other responses in this category pointed to gaps in educational services and outcomes associated with demographic differences. Poverty and locale were mentioned most often. This quote characterizes this perspective in general:

I am concerned that students with special needs and young people experiencing poverty becoming more underserved than ever... I think the current climate, if unchecked, could contradict much of the great work being done in the areas of equity, access, and social-emotional learning to help support children and close the achievement gap.

One specific type of gap that was acknowledged by several responding districts related to the lack of internet access in some communities. According to respondents, rural districts had the most pronounced needs. With current infrastructure, only some rural homes could be supplied with internet service, and many families did not have reliable transportation or adequate time to access the internet via hubs made available at local school and business locations.

The comments in this category give the overall impression that the COVID pandemic has worsened inequities already evident across Ohio. They also point to the likelihood that some school districts in the state are in such urgent need that they will not be able to survive anticipated cuts in funding. The quote below speaks to this urgency:

Funding has been cut significantly in my district and the Cares money is pathetic. It is hard to pass levies here and the reduction of the state funding, along with the additional mandates for health and safety have created a perfect storm for the dismantling of our school district due to finances.

**Issues relating to the educational mission of school districts.** Overall, comments in this category revealed two perspectives on schools' mission—a traditional perspective valuing face-to-face instruction and a future-directed perspective valuing innovations such as those used by some districts to provide instruction during the pandemic. Support for the two perspectives

seemed to be equally represented in the comments, with 23 comments calling for a return to face-to-face schooling and 22 calling for innovative alternatives.

Many responding districts were clear in their interest in seeing schools return to face-to-face instruction in the fall, sharing their view that students are hindered academically, socially, and emotionally by a fully online learning model. Two comments illustrate this perspective:

It became very clear through the two months of online learning that the absence of face to face interaction with a teacher as well as the absence of other social interactions with student peers substantially takes away from a child's education. It's imperative that we are back in schools with all students come this fall.

We are a brick and mortar school that believes in developing well-rounded students. This means that students have the opportunity to socialize in a variety of ways, take a variety of classes, participate in a variety of extra-curriculars, and develop positive relationships with adults and other students. For most students, going to school in person keeps them motivated and helps them to learn best.

Some responding districts, by contrast, viewed the crisis as an opportunity for a new kind of schooling. Their comments spoke about the benefits of increasing schools' use of digital technologies to support learning, with some expressing the view that more technologically advanced schools would make public education more relevant and competitive. The following two quotes are illustrative:

Our hope would be to redefine the way public education is delivered and have the flexibility that private organizations have as we consider what students need to be successful in the world beyond our walls.

We are excited about how we will come out of this better positioned to truly provide a 21st century education. This crisis has accelerated our timeline for improved digital learning, identifying the most important learning standards, employing effective assessments, using data to drive instruction and evaluating effectiveness of instructional techniques. We don't often have the chance for revolutionary change and we need to embrace it.

Other respondents wrote about opportunities, not for adding technological innovations, but for freeing up school districts to focus on a critical mission—providing individualized and equitable instruction to all students. As the following three comments indicate, proponents nonetheless saw this work somewhat differently from one another.

We are embracing this as an open door to slow down and focus on learning not doing. Stop the busyness of schooling that focuses on grades and the expense of learning.

This is an opportunity to make schools in OH more equitable. This would be in terms of resources, opportunity and to not punish the districts and students who have less but to help provide what is needed for those students to be successful without punishment.

Let's take this time to make education right. We are utilizing an archaic system that has been monopolized by unions. Personalize learning, view each student as unique and possessing the

ability to be successful. Stop wasting money. Get smart with the organization of school districts. Utilize this time to teach values to our students, staff, and families. We must be cautious with how we move forward but there has never been a better time than now to make a transformation in education. We just need the leadership to move us forward.

**Governance issues.** A third category of comments concerned governance over issues relating to district resources and required schooling procedures during the pandemic. Not quite two-thirds of these comments related to desire for the state (e.g., the Governor, the Ohio Department of Education) to provide guidance about how to plan for fall 2020. Some of these comments focused on guidance regarding funding, others related to operating procedures. Two illustrative quotes characterize these perspectives:

The biggest issue or concern facing us at this point is the unknown... Not knowing the level of reduced funding is a significant hindrance to our district... How can we appropriately plan to be prepared if our district is facing this unknown impact? Guidance from the state-level needs to be established and communicated now. In addition, the guidance should be clear and consistent. This is the only way districts can adequately plan and prepare for next school year.

We need guidance that is a balance of safety precautions from health experts and realistic for schools to implement. We need this as soon as possible.

Several other comments implied that guidance from state authorities was needed in order to promote consistency and fairness across Ohio districts. For these superintendents, reliance on local control did not offer the best way forward. Two quotes illustrate this position:

Although all we hear right now is "local control", the fact remains that if we do not have some consistency among districts, we are all going to suffer the consequences.

Another concern is that no one at ODE or the Governor's office seems willing to give specific requirements about what we should do. The mantra is that everyone has local control based upon the unique conditions in each community. Some of my colleagues are jumping up and down with joy about that. I agree that local control has benefits, but in this case, it seems as if districts are being pitted against each other.

By contrast, comments from slightly more than one-third of respondents spoke about the need for local control over matters such as when and how to open schools. Two comments provide examples of this point of view:

Our hope would be that we would be allowed to make the best decisions based on our district and the needs that we have here. Local control is the key. A one-size-fits-all approach does not work. Let us be the decision makers. We are able to manage through other crises and we can manage through a pandemic. It seems that the rules vary from county to county (i.e., we are told we cannot have a parade for graduation but we see it happen in other counties). This causes the school to lose credibility with families and community.

Please continue to recognize that school districts and the dynamics of their communities are much different across the state. Local control is very important in situations like this.



**Logistical issues.** The concerns of some responding districts drilled down to more fine-grained logistical issues—COVID-related requirements for managing schools in the fall. Whether their concerns were about transportation, facilities, scheduling, or social distancing in classrooms, nearly all responding districts shared the view that requirements for reopening schools imposed provisions that were unrealistic. These respondents worried about the practicality of some health precautions and about how to get the resources needed to implement mandated precautions. Two quotes illustrate their concerns:

Practicality of mandates to re-open without additional resources including: transportation (limited number of students on buses), all students having to wear masks, social distancing of 6 feet in classrooms, split schedules when parents have to work, liability for school districts.

Truly, we cannot keep children 6 ft apart and I can't imagine they can wear masks all day. If we are going to transport all our students, then the 6 feet of separation needs to be lifted.

Several of the comments in this category suggested that easing some health and safety requirements would be necessary. A few respondents thought that doing away with requirements entirely would be best. Overall, though, respondents seemed more concerned about the impact of requirements on transportation services than on other domains of school management. One quote characterizes the urgency that some respondents felt:

Transportation is the key to public school systems to function. Schedule, spaces, and planning can ensure social distancing guidelines. Getting students to and from school is not going to adhere to any guidelines, PERIOD. We do not have enough time and there is no way we can continue this process without solving this one issue correctly. No need to move forward with any plan without a solid solution on getting kids to school. Only option in my book is to waive this requirement for schools.

**Policy issues.** A few of the responding districts that offered comments shared concerns about state-level education policy. Mostly their comments expressed the view that the pandemic had drawn attention and added urgency to already existing policy debates. Just two policy issues were implicated: erosion of public support for public education and excessive reliance on accountability testing.

Some comments showed respondents' concern that the COVID crisis (and school districts' responses to it) might be manipulated in ways that would lead to greater support for what they believe is the state's already well-entrenched privatization agenda. From their perspective, charter-school advocates were working hard to undermine public schooling and were likely to use the pandemic as an opportunity to redouble their efforts and enhance support for privatization. This perspective was most clearly articulated in the following quote:

I believe the state and federal governments have been looking for ways to increase the privatization of schools, and to eventually close public schools. The closure of schools and subsequent gaps that online learning created will lead some members of the state legislature to complain even more about public education and try to steer additional funding and legislation toward private, for-profit schools. We've heard enough from current legislators who speak badly

about “government schools”; and don’t even try to hide their attempts to privatize public education.

Some responding districts also commented about state testing. The number of such comments (n = 12) was small, however, considering the high rankings that respondents to quantitative items gave to the elimination of accountability testing as a potentially beneficial outcome of the COVID crisis. Of the comments related to state testing, most were clearly in favor of reducing or eliminating it. Two comments provide examples of this perspective:

We need to get away from the reliance on standardized testing and relocate those funds to better serve our students and community.

School is not about preparing for a standardized test. It is much bigger and more comprehensive. A reduction in the focus on state testing and an increase in the development of the characteristics and skills in the ODE Strategic Plan, or our districts Strategic Vision would be a significant change for the better!

## Discussion

Results from this study offer a statewide district-level perspective on a range of specific issues and, perhaps more usefully, on a smaller set of well-defined domains of related issues. As to specific issues statewide, the top-rated concerns from spring 2020 (see Table 8) were:

7. providing services to students with special needs,
8. high school graduation,
9. guidance from the state,
10. providing meals,
11. supporting students social and emotional learning, and
12. ensuring the health of families (of both students and staff).

The top-rated concerns looking toward fall 2020 (see Table 9) were both *more numerous* and *substantially more worrisome*:

17. transporting students safely,
18. providing intervention and intensive services to students with special needs,
19. receiving sufficient guidance from state leaders,
20. supporting students’ social and emotional learning,
21. ensuring the health of students and their families,
22. ensuring the health of staff and their families,
23. ensuring cleanliness and maintenance of buildings and grounds,
24. providing high-quality curriculum to students,
25. using proper procedures for large-group gatherings,
26. ensuring adequate planning and coordination system-wide,
27. ensuring that the district has sufficient revenue,
28. providing meals to students who depend on them,
29. responding to the expectations of parents and families,
30. guarding the health of at-risk community members,
31. supporting families’ well-being, and

32. employing the staff needed for a new kind of schooling.

Longer-term uncertainties were also documented (see Table 11), including these as most concerning:

9. statewide funding inequities,
10. increased learning gaps among vulnerable students,
11. reduced opportunity to learn for all students,
12. shift away from face-to-face schooling,
13. threats to health,
14. resource inadequacy,
15. intensified “culture wars” (e.g., to wear masks or not), and
16. increasing differences between the “haves” and the “have-nots” in the community.

The pandemic entails possible outcomes, and among such outcomes, responding districts tended to see the following as potential benefits:

7. reduction in the reliance on standardized testing,
8. more individualization of learning,
9. new ways to assess students’ progress and performance,
10. more communication with parents and families,
11. the availability to students of a wider array of learning platforms, and
12. greater use of online learning.

Common trends among these concerns were clearly evident across 10 groups of districts, but subgroup differences very clearly existed apart from the overall commonality. The differences were especially marked in survey sections 1 (spring 2020 concerns) and 2 (fall 2020 concerns). In general, districts

- serving subsidized meals to 50% or more of students,
- serving 40% or more students of color,
- in the urban locale,
- in the Southeast, and
- in the Central region

showed greater levels of concern and concern about more issues than other districts (see Tables 13 and 14).

The large number of specific issues was reduced in both quantitative and qualitative analyses to just four coherent domains of concern. For the quantitative analysis (see Table 18) these concerns—listed in order of urgency—were:

5. family and community well-being and engagement,
6. sustainability,
7. instructional core, and
8. instructional periphery.

Section five of the survey provided district respondents with the opportunity to add concerns or clarify their thoughts about the concerns mentioned in the quantitative items. Almost half the sample provided narrative responses. Many comments added nuance to the concerns listed just above. The qualitative analysis found that five themes summarized the content:

6. equity,
7. educational mission,
8. governance,
9. logistics, and
10. education policy.

The impression given by all these findings is that districts across the state continued to serve students, families, and communities during the spring and that they are organizing to continue providing service in the fall in face of great uncertainty and dubious and conflicting demands. Overall, as they continue to serve students, families, and communities, district leaders appear to be most concerned about the well-being and engagement of those they serve and the possible, or likely, intensification of inequity resulting from economic, educational, and social disruption.

Although the purpose of this report is not to provide counsel about the fall, it seems prudent to highlight accessible counsel from the authoritative sources available to districts and state leadership teams (at least as of this writing—mid-July 2020).<sup>1</sup> These prominently include:

- [The 10 Principles of the COVID-19 Recovery Task Force](#) of the American Association of School Administrators (AASA), also available in [pdf format](#).
- [Reopening K-12 Schools During the COVID-19 Pandemic](#) from the National Academies of Sciences, Engineering, and Medicine; [full report in pdf format](#).
- The [Considerations for Schools](#) issued by the Centers for Disease Control and Prevention
- [Reopening Schools: Insights from Denmark and Finland](#), prepared by the Brookings Institution.
- The [Planning Guide for Ohio Schools and Districts](#) from the Ohio Department of Education.

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<sup>1</sup> In addition to considering recommendations in these reports, educational leaders may want to be attentive to another important recommendation supported by epidemiological research: Monitoring geographic spread is key to pandemic containment and response (Amin, Hall, Church, Schlierf, & Kulldorff, 2020). Reporting COVID-19 statistics aggregated to district and school attendance areas would help manage school re-openings; as Amin and colleagues note, “Analyses are equally or even more important to do for smaller regions” (p. 10).

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**APPENDIX A**  
**Survey Instrument**



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## OLAC Survey of District COVID 19 Responses

### Orientation & Location

**Thank you for your contribution to providing the first statewide picture of district and community school responses to the COVID-19 crisis. The survey takes about seven minutes to complete. It will provide information useful across the entire state.**

1. Most people here would call this locale:

- Rural
- Suburban
- Urban

2. We are located geographically in this part of the state:

- Southeast
- Southwest
- Northeast
- Northwest
- Center



## OLAC Survey of District COVID 19 Responses

### Enrollment Characteristics

**The percentage bands in the response choices are based on quartiles of current data.**

3. The proportion of white (non-Hispanic) we serve is about:

- 0%-59%
- 60%-89%
- 90%-94%
- 95% +

4. The proportion of economically disadvantaged students we serve is about:

- 0%-32%
- 33%-49%
- 50%-98%
- 99%+





## OLAC Survey of District COVID 19 Responses

### Concerns During the Spring 2020 Closure

5. During the period in spring 2020 in which schools were closed, what was the district leadership's level of concern about the following issues?

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Ensuring that the district had sufficient revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that district educators could continue collaborative improvement work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing technology-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing curriculum-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing instruction-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding ways to evaluate teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing meals to students who depend on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing families with adequate internet (broadband) access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing families with electronic devices (e.g., I-pads, Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing staff with adequate internet (broadband) access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Responding to the expectations of parents and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing intervention and intensive services to students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving sufficient guidance from state leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivating family and community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering workable support to students in preschool and early childhood classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students' social and emotional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting families' well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing high-quality curriculum to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing on-line curriculum materials that teachers could use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing ways to assess student progress and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigning grades to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the health of students and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the health of staff and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guarding the health of at-risk community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining what to do about high school graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring cleanliness and maintenance of buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Navigating collective bargaining agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplying the hands-on part of vocational learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for extracurricular activities (e.g., sports, clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring adequate planning and coordination system-wide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## OLAC Survey of District COVID 19 Responses

### Concerns for Fall 2020

6. Looking forward toward some form of schooling in fall 2020, what is the district leadership's level of concern about the following issues?

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Ensuring that the district has sufficient revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that district educators can continue collaborative improvement work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing technology-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing curriculum-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing instruction-related professional development to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that students are prepared for state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding ways to evaluate teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing meals to students who depend on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing families with adequate internet (broadband) access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing families with electronic devices (e.g., I-pads, Chromebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Providing staff with adequate internet (broadband) access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to the expectations of parents and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing intervention and intensive services to students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving sufficient guidance from state leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivating family and community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering workable support to students in preschool and early childhood classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students' social and emotional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting families' well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing high-quality curriculum to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing learning materials to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing on-line curriculum materials that teachers can use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing ways to assess student progress and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigning grades to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the health of students and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring the health of staff and their families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guarding the health of at-risk community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	some concern	moderate concern	considerable concern	high concern	very high concern	urgent concern
Ensuring cleanliness and maintenance of buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transporting students safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employing the staff needed for a new kind of schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating collective bargaining agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplying the hands-on part of vocational learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for extracurricular activities (e.g., sports, clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring adequate planning and coordination system-wide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using proper procedures for large-group gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passing levies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring inter-agency communication and collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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OLAC Survey of District COVID 19 Responses

Troublesome Uncertainties

\* 7. The future of schooling may seem uncertain. Which **five** of the uncertainties listed below worry you the most? (**Please check only FIVE items!**)

- Resource inadequacy
- Threats to health
- Increasing differences between the “haves” and the “have-nots” in the community
- Statewide funding inequities
- Threats to the well-being of children in difficult circumstances
- Intensified “culture wars” (e.g., to wear masks or not)
- Reduced opportunity to learn for all students
- Increased learning gaps among vulnerable students
- Additional privatization of schooling
- Shift away from face-to-face schooling
- Increased reliance on online curricula
- Food and housing insecurity in the community
- High stress levels among staff members
- High stress levels among students
- Limited availability of childcare
- Lower student achievement
- More widespread truancy
- Inability to maintain a collaborative school culture
- Significant changes in school staffing patterns
- Significant changes in how schools operate
- The need to furlough or RIF some staff members
- The need to differentiate learning platforms in response to family needs
- The need to differentiate learning platforms for particularly vulnerable students
- Closure of some school buildings
- Statewide district reorganization

Other (please specify)





## OLAC Survey of District COVID 19 Responses

### Beneficial Outcomes

\* 8. Which **five** of the following possible outcomes of the COVID-19 disruption of schooling do you think would be most beneficial for the long term? **(Please check only FIVE items!)**

- Greater use of online learning
- Policies and procedures for closing the digital divide
- The availability to students of a wider array of learning platforms
- More individualization of learning
- Restructuring of staff roles and responsibilities
- Streamlining of school staff
- New ways to assess students' progress and performance
- New ways to grade students
- Persistent use of social distancing protocols
- More communication with parents and families
- Use of a year-round school calendar
- Greater reliance on online learning management systems (e.g., EdGenuity, Study Island)
- Closure of some school buildings
- Statewide district reorganization
- More opportunities for the establishment and growth of community schools
- Reduction in the reliance on standardized testing
- More prominent instructional role for parents
- Less emphasis on 4-year college attendance
- Opportunity to differentiate learning platforms

Other (please specify)





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OLAC Survey of District COVID 19 Responses

Hopes and Concerns for the Future of Education

9. In view of the pandemic, what else would you like to share about your district's hopes and concerns for the future of education?

***THANK YOU! OLAC will share results soon.***

## APPENDIX B

### Other Comments for Section 3 (Uncertainties)

#### TRANSPORTATION

- Busing students under current COVID-19 requirements
- Career Technical Education Delivery and Transportation
- How we're supposed to transport students to school when we can only put a handful on an 84-passenger bus and need to transport thousands.
- Student Transportation
- The DOH releasing guidelines that are impossible. Ex: 1 child per seat on the bus. We are a large district. We have many tiers. We would be transporting all day. We can't afford to hire more staff and buy more buses.
- Transportation
- Transportation logistics
- Open Schools - Don't tie our hands with transportation requirements (e.g. 1 per seat) Open our schools and take safety precautions as best as possible!

#### LOCAL CONTROL/STATEWIDE LEADERSHIP

- I worry most about losing local control. What I am able to do in my community is quite different from the Columbus beltway schools and I don't need them telling me how I need to run my district or educate my students.
- If ODE/Governor's office/ODH doesn't allow local district's to decide how to return safely with all students.
- Not having the flexibility to do what needs to be done in our particular community.
- lack of local control - one size does not fit all regarding top down regulations and guidelines
- Lack of statewide leadership!

#### INTERNET ACCESS

- Lack of reliable internet access
- internet availability for all

## OTHER

- Meeting expectations of a widely divided constituency concerning how public education will function
- Ed Choice is still an issue. I am confident our scores from the past spring would have lifted us out of Ed Choice status. We have lost the opportunity to rid my district of this status. Will they continue to use a report card score from 2014-15 to continue the Ed Choice eligibility?

## Appendix C

### Other Comments for Section 4 (Possible Benefits)

#### ONLINE CAPACITY

- Remote/Blended Learning
- Forced resistant teaching staff to learn/utilize an online platform
- The positives of this change is teachers were pushed outside their comfort zone and had to stretch and grow.
- online meetings allow staff to discuss options more regularly
- student access to technology

#### SCHOOL ROLE IN FAMILY AND COMMUNITY

- Focus and greater communal shift of resources for student well-being and the role schools play in the development of healthy community
- More communication with families developed
- higher priority on family instead of activities
- Prioritizing the education of the whole child

#### POLICY CHANGE

- Reduce the amount of testing and remove the state report card. Use the resources to support the educating of Ohio students. Stop wasting money on state assessments...
- Moving away from outdated regulations

#### OTHER

- Increased Partnership with Community Colleges to move away from AP
- Prioritizing the education of the whole child
- Local control
- This is a biasely phrased question. Many of the choices for this item are to the detriment of student learning.
- Not taking away funding

## APPENDIX D

### Community Schools: Hopes and Concerns for the Future of Education

- Concern of not being able to obtain enough PPE for each school.
- I hope to see the schooling more aligned to real life. I envision school buildings to be open more hours and allow students to spend time according to their schedules and needs. Instead of time limits, we could focus on mastery. It should be ok for some students to master the standard in 2 two hours while some others might need 2 days. At the end, we should focus on the product. I also wish we could find out students' abilities and interests earlier in high school rather than leaving it to college years. Thank you for collecting the feedback.
- Like many schools, our students do not have access to computers and internet. I also have families were parents work, illiterate parents and other barriers that prevents our students from getting the help they need. Students come to our buildings for a reason and now we are forcing them to do online work so there is a fear that we will lose families because parents will just keep kids at home.
- We all know the funding issues for all schools have been basically over-looked by our legislators for the last 40 years plus. It has been a privilege to have called myself an educator for over 35 years, yet nothing changes with our new educational governors who come into office. Law suits, Supreme Court rulings, levies passed and levies fail and still we in education are blamed for the failure of your youth today. A great Coach by the name of Woody Hayes told me, " to become excellent in anything you do takes people, good people, great people. Surround yourself with good people and you will win and be excellent. Oh, and you have to pay them well." So where do we go next. We go into our buildings and work a budget, try to hire great people and find funds to pay them. It is very hard, but we never give up on our kids. Never. They deserve a chance to become great in life. We know how to win and achieve excellence's in our students, but we need help, help in staff, and staff cost. Thanks for all you do. We will still be here in the fall. Win or Tie, we try not lose. Tony Pallija Principal/Director Schnee Learning Center A Second Chance School
- We are unable to provide quality education to our students without adequate financial support from the state to the school. Increased measures to follow for COVID-19 related safety is causing increased expenses that are not affordable if the school continues to get funding cut.
- I have noticed that most all school leaders had become so accustomed to being given directives from the state that they "forgot" or were not used to making district level decisions without the "big-brother" of the state looming down on them. Given the opportunity to place decisions back to the local level is a positive step in education in my opinion. What is good or needed for the "Big 8" or suburban districts does not work or apply to rural districts and vice-versa. Reverting back to local control for many decisions has been needed for many years. Additionally, according to a local survey completed by parents, only 9% of the parents would consider NOT sending their child to school next

year, meaning 91% of parents WOULD ALLOW their child to return in the fall. Further, more than 75% of parents surveyed do NOT want their child wearing a face mask in school. In our area, we have had less than 25 cases county-wide. (as a point of reference) My hope for the future is to place less emphasis on the state testing and more on meeting the child where they are and moving them forward to where they need to be without the fear that they are not progressing at a set "grade level" according to the state. We, in education, all understand that children progress and develop differently, why can't those at the legislative level get that? Thank you.

- This has been a very difficult time for our students and families. We would like to see more immediate guidance that can help us prepare for how we will continue to support and educate our students and families.



## APPENDIX E

### Public School Districts: Hopes and Concerns for the Future of Education

1. In this particular scenario, two of the main goals of bringing children to school every day are in direct conflict with each other -- learning and keeping our students and staff safe. We are not "tooled" for excellence in distance learning. In a rural community with limited cell phone service, wifi/world wide web access is often spotty, at best. Even if we are able to get devices into students' hands, without regular access to wifi that is reliable, this exercise becomes increasingly difficult. Also, the view the state takes that a district with tremendous farm land is able to generate tremendous amounts of wealth is not accurate. With the state's system of funding schools so heavily reliant on property taxes and the state's perception that lots of farm land equates to an ability to generate tremendous revenue does not work for rural districts. The farmers do not want to pass property taxes because if they have a bad year with crops, the money is not there to pay the property taxes, and the checks they are writing are very large. Then, as happened this spring, the state views rural districts as having the ability to generate wealth because of the tremendous farm land, and it classified my rural district in the top quintile of wealthy districts to determine our cut in state funding, and we got hammered with a 7% cut, far above the average of about 3%. The system does not work for us.
2. It is a challenging time that we continue to look to evolve with those times. However, with very different needs in districts and limited guidance it is stressful to examine what districts may do financially. We cannot lose students and take financial hits without knowing the information
3. Go back to school regularly and give local districts control of their own process...
4. Need more broadband access. Also, need the state to recognize that Professional Development training should count as student instructional hours, especially because districts had no time (except one day's notice) to train or prepare our staff. We would like to be able to count those training days towards our total hours requirement.
5. Local control!
6. If online instruction continues to be the main source of instruction for students, due to social distancing, how can we as educators and administration motivate the unmotivated student to complete assignments? Self-discipline must be demonstrated daily by students if we expect this online model to be successful long-term.
7. Local Control!
8. I hope that traditional molds can be broken and greater emphasis can be put on individualization and personalization of learning for our students and flexibility by our staff to do it well.
9. We hope to remake our entire delivery model of education and transform education in general.

10. I am worried that if we do not return to school in the fall that traditional school as we once knew it will change forever.
11. Given the impoverished population we serve, our hope is that there is rapid development of effective treatments and a vaccine as quickly as possible. Our children need to be in school to receive regular meals, and a meaningful academic structure. My major concern is a spike in COVID cases that possibly would shut down face to face education.
12. Nothing at this time
13. That whatever we do we can do it and keep kids physically and mentally healthy.
14. In a recent survey of our students, approximately 40% of our parents (students) responded (300 out of 778 enrollment). Of those 40%, 26% do not have internet access and 15% do not have devices. We have to assume to some level the remaining parents (students) did not respond to the survey due to lack of internet capability and devices. It will virtually impossible for our district to implement any kind of effective online learning program.
15. The gap with students academically is directed related to family resources. Reliable WiFi access is critical in any remote or blended learning model and many do not have this access. Additionally, the environment of students outside the home is not a controllable factor, and many students must be at school to have a conducive learning environment that is safe and productive. Finally, emotional and mental health concerns are real and without the intervention of schools, these needs go unmet.
16. Let's take this time to make education right. We are utilizing an archaic system that has been monopolized by unions. Personalize learning, view each student as unique and possessing the ability to be successful. Stop wasting money. Get smart with the organization of school districts. Utilize this time to teach values to our students, staff, and families. We must be cautious with how we move forward but there has never been a better time than now to make a transformation in education. We just need the leadership to move us forward. This country is so divided, to the point it is going to take a lot of work to bring us back together. But let's use this time to make a positive mark on history and not forget but learn from our mistakes in the past. Please quit viewing people by race and view everyone as human. A color of skin makes no difference. We talk about equity, but can't even do it with our current model of education funding. The time is now for education reform. Hopefully, we can have the "guts" to do what is right for our children and reform. People who are afraid of reform need to move on to another field.
17. It became very clear through the two months of online learning that the absence of face to face interaction with a teacher as well as the absence of other social interactions with student peers substantially takes away from a child's education. It's imperative that we are back in schools with all students come this fall.
18. How we'll make the school year work. What will be the requirements, how we'll work through them and then how do we fund them.

19. Our greatest concern is access to broadband in Southern Ohio. The infrastructure does not support online education and nearly 60-70 percent of our families do not have internet access.
20. Humans are social creatures by nature. Living life through a computer or device is not how we were meant to do education. If EVERYONE reflects back on their educational experience, it was a person that made a difference or touch their heart in some way. It was not a device, an app, a curriculum or even a program. It was a person. People will learn because of us or in spite of us but they will learn.
21. The lack of guidance from our state is leaving districts vulnerable to scrutiny and will ultimately put districts against other districts.
22. My biggest concern is if districts do not provide true teacher directed, student centered remote learning, the educational process for all students will erode. Resulting in the loss of an entire generation of children.
23. We are hopeful that this opportunity will allow state legislators to more equitably fund districts that support high poverty students in property poor areas.
24. Through the pandemic we have seen a shift in some of our teachers to embrace 21st Century Learning. This has been a great launch for our Portrait of a Graduate work that we have just begun. Our biggest concern is that our students and staff lack reliable broadband internet connection. We are a very rural district and our estimate of reliable internet connection is about 40% of our students. Many have no access, use phone data, or spotty connection and in a lot of these cases it is not only about not having the financial resources to afford internet, but it is not available at the residence.
25. As a career technical institution, my biggest concern is not having students in schools. Trade skill training has to take place through hands-on instruction. Theory alone is not sufficient to prepare students for the trades. I am also concerned about our Associate Schools busing students to the career center depending upon the social distancing guidelines the state is creating. Busing to the career center is a state law; however, guidelines may make busing to the career center prohibitive.
26. This is an opportunity to make schools in OH more equitable. This would be in terms of resources, opportunity and to not punish the districts and students who have less but to help provide what is needed for those students to be successful without punishment.
27. School Districts need guidance for planning the upcoming school year. We keep hearing that we need to plan but after the graduation fiasco that was created by mixed messages from politicians; my district wants guidelines sooner than later from ODH, ODE, and politicians.
28. School should take place in-person and on schedule for the 2020-21 school year. We can put some new practices/processes in place to sanitize more, distance students when possible, wash hands more, etc. Students need their teachers and each other for truly effective education and growth. They need the stability the school provides for safety,

meals, monitoring of their health, and so many other things. Our school is the center of our community. Local districts are very capable of working with their local health departments to formulate plans to return as safely as possible, while still using common sense. We can offer tiered options for families and be ready to go to remote learning quickly if there would be a surge of COVID cases in a building. Bottom line... we need schools to reopen and run as normally as possible. Period.

29. Local control to the greatest degree possible when deciding the most appropriate manner in which to return to school. Also, flexibility in the guidelines on transportation of students.
30. That the State Ohio would allow the original role of Boards of Education and provide more local control. Allow local school districts to determine what options to provide--allow local school districts to determine how to meet the needs of students--allow school and families to decide what best fits their child's interest and stop the mandates from Columbus approach to education.
31. We need to continue to advocate for our students, staff, communities, and their learning. I have had to improve my ability to process lots of information very quickly. Without a great team, this would be impossible. Big things became small things; evaluations, testing, requirements, deadlines. Small things became big things, access to food and healthcare and safety, flexibility, understanding, kindness, compassion. I hope it carries on.
32. The best way to learn is in a problem based format. The challenge is working through problems in a hands on format when we are virtual.
33. Public schools have shown incredible flexibility and resiliency through this time. Our ability to transition from face-to-face learning to an entirely online platform - literally overnight - is noteworthy. I believe our parent population has realized how much they rely on - and as a result of this pandemic - appreciate the work that our teachers do.
34. I have serious concerns about any return to school that mandates social distancing. Busing is next to impossible, cafeterias, playgrounds and restrooms are also serious concerns. If we physically return to school, inevitably we are also going to be dealing with being forced to do reductions in staffing during the school year. On the side of online education, we have concerns about technology in our district for students at home and access to wifi. We can deal with the "how" to educate students, but being a capped district we have no-where near the funds needed to purchase technology for each student... not to mention we should be doing the same for staff members.
35. Recommendations and requirements that increase expenditures, while getting funding cuts does not work! U.S. Senate Education Committee estimates that requirements to an average district will exceed 1.8million dollars in spending.
36. Transportation is the key to public school systems to function. Schedule, spaces, and planning can ensure social distancing guidelines. Getting students to and from school is not going to adhere to any guidelines, PERIOD. We do not have enough time and there is no way we can continue this process without solving this one issue correctly. No need to move

forward with any plan without a solid solution on getting kids to school. Only option in my book is to waive this requirement for schools.

37. That the opportunity to see the function of school in a different light is better illuminated due to some of the forced changes. School is not about preparing for a standardized test. It is much bigger and more comprehensive. A reduction in the focus on state testing and an increase in the development of the characteristics and skills in the ODE Strategic Plan, or our districts Strategic Vision would be a significant change for the better!
38. My hope is that future education will be focused primarily on how to engage every student and address their individual needs. The engagement between teachers and families has greatly increased during the pandemic and my hope is that this will continue and parents will play a greater role in the process of their child's educational journey.
39. Continued flexibility in school days and hours (ie school structures). We plan on a 4 day school week next year in keeping within the safety protocol and social distancing with double bus routes. It is doable. The 5th day will be online instruction, PD, intervention for students, and field trips (when allowed again). We would love to gravitate to this permanently, as it will save 10-20% on classified employee costs, transportation, and related costs.
40. We need consistent and timely guidance to help make decisions. We are currently relying on plans from other states to help us shape the 2020-2021 school year. Ohio needs to get this done now. Everyday we wait it is one more day we could better prepare to educate our kids next year and plan for the most appropriate schedules for all learners and adults.
41. Concerns of being held hostage by teacher unions because of a change in working conditions argument if they are required to teach online. Unsure of funding from the state. The governors response that school have their own funding source pushes us back to the ballot.
42. The rainy day fund should be used to make districts' whole. Period...
43. Students need to be in the classroom in front of a teacher 5 days a week or we are going to fall behind.
44. Our school can continue to provide education at a very high level during the COVID-19 crisis as long as we have the funds to operate at our current levels. A cut in funding would be devastating and our students would suffer. I appreciate the guidance from the Governor and the Health Department. My local Health Department has been very helpful. The lack of guidance from ODE, BASA, and OSBA has been frustrating.
45. Need more state direction on major topics. Schools held harmless from COVID-19. All district same policy on number of students on bus when returning. All schools check temperature or do not check temperature. All schools check symptoms or do not when return. All schools have same mask rules. Flexibility with seat time instruction and teacher license. Clear athletic directions for summer workouts the same for everyone. Announce if opening up schools or not. You cannot have 600 different schools doing their own thing

and take state test. Forget that idea. Too many ideas and no final decisions. Local Health Departments have to have similar procedures.

46. Funding has been cut significantly in my district and the Cares money is pathetic. It is hard to pass levies here and the reduction of the state funding, along with the additional mandates for health and safety have created a perfect storm for the dismantling of our school district due to finances. Let's put the responsibility of this pandemic on the backs of the next generation as we negatively impact the only known tool for creating a stronger and better society - we can do better!
47. Our children need to be with us. Emotionally, many of our children suffered because of their negative living environment. We had a student die by suicide which impacted us greatly. His lack of contact with significant adults in the school contributed to his lack of hope. The effects of school closure were much greater than just loss of learning.
48. One of the advantages to the pandemic and distance learning is that our staff found unique ways to reach out to our families which resulted in greater family engagement. I hope the same holds true as we move forward.
49. The state needs to fully fund the formula for all schools; remove the cap, give attention to the "other poor" districts. We need clear rules from the state, they never give schools local control until it is a "hot issue" then the politicians shrink away from the responsibilities and pass it off as "local control".
50. My hope is that the spring of 2020 results in a greater appreciation for public education and the people that serve their respective communities. Additionally, I don't want the mental health impact on students to be forgotten. This is one of the components that doesn't get a lot of attention. The negative impact the shutdown had on thousands of students across the state shows the value of in-person learning for learners. It is now incumbent on educators to take the lessons learned from the spring to improve and enhance how we deliver instruction to reach all learners and their learning styles.
51. We can and will adjust to the platform that is allowed but without proper funding the flexibility for us to help students will be limited.
52. I believe that any future length of school shutdowns longer than a 2 week period should be based on each district's Local Boards of Education Decisions. Local Boards have been elected to make decisions locally for their district. Boards of Education have been somewhat powerless over decisions in the last ten years, as the legislation and the Gov. have dictated education decisions. One size or decision does not fit every district and its geographical location.
53. All need access to internet
54. I hope the forced differentiation of instructional methods and assessment will lead to positive changes that stick when the "new normal" comes into being longer-term.

55. Public education has been put at-risk. People in power in Columbus have consistently over the past 20 years looked for ways to systematically disassemble public schools in the name of school choice. The fear is the pandemic will be just another reason to divert needed public support for public schools. The state needs to embrace the ideal of local control and stop diverting local dollars to non-public and community schools.
56. If the hospitals are not close to capacity, then we need to get back to school as normal. Business and industry depend upon us. Families depend upon us, democracy depend upon us. I think this experience highlights opportunities and risks. The opportunities are to operate in different ways. However, I think the risk is not vetting the remote approach or just using it wrong. I don't think the remote approach, by itself, is effective, but it could be used to complement current instructional delivery systems. However, if we go too fast, it will hurt kids as we will just throw things at kids without real reflective thought. I also think this remote approach: Gave value and validated to what we do in a face to face manner every day. Spotlighted the gap between special needs students and low social economic status. There is no effective way to teach Career Technical Education broadly in a remote manner.
57. Less testing. Less reliance on report card. Realize the value of character education. PBIS. Fund public education fairly and adequately. Communities will value local public schools.
58. I am concerned about the continued attack on public education. Our hope would be to redefine the way public education is delivered and have the flexibility that private organizations have as we consider what students need to be successful in the world beyond our walls.
59. I believe we can make 2021 our best year ever. We need autonomy to personalize instruction to meet the needs of individual students and their families. This will mean moving away from one size fits all curriculum and instruction.
60. Hopes: 1. The district is able to persevere through the crisis. 2. There becomes less focus on things that do not matter and more focus on the needs of the students we serve. Concerns: 1. The physical well-being of all of those associated with the school district. 2. There is potential for a devastating reduction in school funding that could end public education.
61. More and better funding and leadership from our state leaders. ODE to take a more active role. Consistencies state wide. So very disappointed in our state's leadership.
62. We want to be back to school, in person in the fall. The suggested solutions to use technology as THE solution do not fit the needs of my district and community.
63. I hope the State of Ohio and the Federal Government understand the importance of providing a valuable education to the youth of this Nation. The State of Ohio Department of Corrections spends almost \$30K/inmate/year. School Districts spend around \$11K on average to educate a student per year. We need legislators to flip this equation if we expect our economy to prosper in the future!

64. districts would benefit greatly from clear, definitive, common sense guidance/direction from the Gov. regarding the opening of school for 20-21. If the Gov. says districts can open face to face 5 days per week, but leaves it up to each districts and also set guidelines that will be very difficult or unreasonable to adhere to at the district level, then that iwll force districts to open virtually with parents and community members voicing concerns because the want their kids in school, the Gov said we could open up and the local school leaders didn't open up. Very bad scenario
65. the decision we make today will effect what the school looks like 5 years from now.
66. Although I believe public education has passed this initial test, I am very concerned about the pendulum swinging too far in the other direction regarding remote versus in-person instruction. Like it or not, our schools are hubs for a variety of social and wrap-around services for students and families. Schools would not necessary have to be the provider, but for now, we are. Young people need some social interaction coupled with instructional and social-emotional support. Remote learning is not appropriate for every student, and although we did the best we could, there were a significant number of disengaged students this spring. I am concerned the state and federal government will look to use on-line learning as a means to make public and private school instruction nearly indistinguishable. In this model, I am concerned that students with special needs and young people experiencing poverty becoming more underserved than ever. What about IDEA? What about ESSA? Like expansive accountability legislation or not, I think the current climate, if unchecked, could contradict much of the great work being done in the areas of equity, access, and social-emotional learning to help support children and close the achievement gap. I support multiple pathways for student success, but not being at school is a liability for a majority of our young people and families.
67. This pandemic clearly highlighted the important role that schools play in their communities and yet we were the group forced to take the largest funding cut. The trend has been to continue to place more and more burdens on the school district to shoulder the load and yet funding cuts keep coming our way. At what point do we recognize that if schools are expected to teach curriculum, feed students, clothe students, care for their mental and physical health, basically raise students from birth to adulthood then the funding needs to be commensurate with the jobs being asked of us?
68. The need to waive state requirements relative to COVID-19 requirements or relief from state requirements relative to length of school day or days of student required attendance.
69. Our hope would be that we would be allowed to make the best decisions based on our district and the needs that we have here. Local control is the key. A one-size-fits-all approach does not work. Let us be the decision makers. We are able to manage through other crises and we can manage through a pandemic. It seems that the rules vary from county to county (ie; we are told we cannot have a parade for graduation but we see it happen in other counties). This causes the school to lose credibility with families and community. Let this not be another avenue used to continue to destroy public education!



70. Transporting students at 1 to a bus seat will be impossible. We will need at least 4 busses to go to the career center.
71. The current transportation guidelines must change for all schools to run efficiently and effectively.
72. I believe the state and federal governments have been looking for ways to increase the privatization of schools, and to eventually close public schools. The closure of schools and subsequent gaps that online learning created will lead some members of the state legislature to complain even more about public education and try to steer additional funding and legislation toward private, for-profit schools. We've heard enough from current legislators who speak badly about "government schools" and don't even try to hide their attempts to privatize public education. They are loud and have been looking for additional "proof" that public schools don't work. In spite of the tremendous job schools did to turn a battleship around on a dime in a two-day period, we are now looking at future test scores that actually exacerbate huge gap created by income, but said to be poor schools. We need to be more vocal than ever about what a great job we did to provide online learning opportunities for children during this time period, and to vigorously fight back against the attempts to defund public schools and give those funds to private schools.
73. We are concerned about the widening of the achievement gap. We have a large population of students that have fallen further behind
74. Please review the reasoning behind reducing school funding during a time when we are investing MORE in providing resources to students. Evaluate the use of state testing and issuing a state report card. Millions of dollars can be used to support other areas of education like, closing the gaps in SWD; expanding technology resources for rural school districts; additional funds to provide internet to all students, closing the gaps between the social classes (haves and have nots). Any funding going into state assessments, report card, and OTES 2.0 should be put toward student social emotional health, funding for technology improvements (including wifi), and instructional supports (inclusive of distance learning). Invest in improving resource for public education and stop the systematic dismantling of our education system.
75. Equity of access to online opportunities is by far biggest challenge
76. The need for internet access for our families and staff members is vital if there is a continued reliance on digital learning. Online learning is less than ideal if it can't be accessed on a regular basis. Also, the funding cuts will continue to have an adverse effect on districts that face them and are already at a funding disadvantage due to the allowance of vouchers and other means to take dollars from districts.
77. I would hope at some point those who are in the field will be heard instead of legislatures making policy in areas they have no idea what is needed.
78. We want to be back and provide the stable environment our students need with two meals a day, a safe place for hours each day, monitoring of their situations, etc.

79. The root of quality educational experiences is human interaction. This will not change as we apply what we learn. In applying what we learn we experience the very valuable experiential learning of John Dewey. Things may be learned as to the ability to regurgitate information but it is doing and applying that we benefit the most. The idea of learning in isolation does not benefit the student or society. One of the most important lesson to date is that we need each other. We need an education that may be applied and to do that we need to be in school to be at school. School is a place it is not a computer screen only. We must build social systems that reflect the best of society. We build this by being together.
80. This pandemic has exposed the disparities in our society and communities. We have a statewide system of education but the structure of funding puts an undo emphasis on the local school districts. This puts an unfair burden on many communities which have access to fewer resources. The Ohio Supreme Court ruled four times that the state funding system needs fixed. Fix it! Please.
81. Although all we hear right now is "local control", the fact remains that if we do not have some consistency among districts, we are all going to suffer the consequences. The mask issue is concerning to me because it is uncomfortable and will be difficult to manage K-12. If remote learning is still prominent, I hope that ODE will give us limited standards to focus upon.
82. Open back up to normal within reason. Local decisions and not a one size fits all approach! Do away with state report cards, free college credit plus, free ACT, and state testing! No more unfunded mandates!
83. We hope that what we have learned as it pertains to the multiple online tools, that we continue to utilize these as enhancements to learning when this is all over.
84. Increased access to broadband internet is essential for the rural areas and districts in our state.
85. Access to technology and transportation are the two big hurdles for our district.
86. The district would like to see more guidance from ODE with regards to the Re-Opening of schools ! Leaving it up to local decisions will cause much frustration statewide as districts will be all over the place. Parents will be furious as they compare one district to another as was evident with the graduation guidance!
87. If I have to honest right now I'm just looking for some guidance from the state during this pandemic. Current restrictions will make it very difficult for us to reopen in the fall. Transportation, masks, social distancing, and many more requirements will make it difficult. My hope is to have multiple plans ready to put in place whenever the state gives us our final requirements.
88. My concern is for the future of our district.
89. I believe that when doing a risk/benefit analysis that the state will leave that up to the local districts in partnership with their health departments. We are all unique and have different

levels of COVID-19 and decisions should be based on those conditions rather than a general decision based on totals.

90. One concern that is not addressed in the survey is that the areas that bring joy to children (specials, teams, trips, etc.) are excluded from their lives as we address time limitations and reduce groups of children to smaller numbers. What will they take away from this if it becomes just an academic grind?
91. Local Parent Survey: over a 65% return rate PreK-12 #1 Want back in school as normal 87.5% Fearful; child underlying condition; want remote: 12.5% #2 If masks required my child will not be there: 60% We plan to do both: open as normal and give remote learning option Open as normal will involve temp checks; cleaning protocol; many of the CDC recommendations, but no masks; distancing and tracing as much as possible. Highly recommend OSBA and BASA support SB320
92. This is going to be a very different year. The sooner we get information from the Governor or Health Departments as to how school will look the better. Trying to determine the opening of what it will look like is very stressful without input from the State, ODE or the Governor--just knowing that we will open is of little help as we will all be compared to each other and that could be very badly received by parents if it is all over the place as to the return--especially in specific geographical areas of the Northeast.
93. Nothing else. Thank you!
94. The number one issue for our district is the state funding formula and the reliance on local property taxes. Districts do not have the ability to increase local shares beyond the current formula. The current system cannot continue to use the same premise for calculating the value of a student. Open enrollment and school choice place an extreme burden on the formula when local taxes are diverted to increase the gap of what state funding does not cover. Changes need to be considered for the revenues necessary to educate students regardless of where they attend. Choice should be covered by the state for 100% of the cost. A local school district should never fund a student to attend outside of the local dollars collected. The local dollars are intended for the local district to provide education for its students. This is the service of the community. I drive my car on roads all over Ohio, but my local road department doesn't have its funds collected through tax distributed outside of the intended collected purpose. Education should not be different.
95. We need guidance that is a balance of safety precautions from health experts and realistic for schools to implement. We need this as soon as possible.
96. The World Health Organization just released a study that shows the possibility of an asymptomatic carrier transmitting the virus to another as extremely low. Will BASA represent our school districts from communities, such as the one I serve, in wanting to cease the disruption of services that has negatively impacted our students, families, and teachers in regard to such findings? Or, will BASA partner with ODH in supporting a continuance of practices that ignore such research and negatively impact our students, families, and teachers?

97. This is not a challenge but an opportunity!
98. To make our upcoming school year work we need only a framework from the state and leave the decisions on how to open school up to the locals. We need to get away from the reliance on standardized testing and relocate those funds to better serve our students and community.
99. We are embracing this as an open door to slow down and focus on learning not doing. Stop the busyness of schooling that focuses on grades and the expense of learning.
100. The belief that face to face interaction between staff and students can be replaced by an online platform. The feedback from teachers and the need for human interaction should NEVER be minimized. I see growth in our teachers and maybe the time has finally come for more flipping of classrooms and better use of face to face time with students. In some ways this will force positive change, but I fear the policymakers who want to exploit this as a chance to provide an inferior product at a cheaper price.
101. We are a brick and mortar school that believes in developing well-rounded students. This means that students have the opportunity to socialize in a variety of ways, take a variety of classes, participate in a variety of extra-curriculars, and develop positive relationships with adults and other students. For most students, going to school in person keeps them motivated and helps them to learn best. The number 1 problem parents had with the shutdown of school was keeping their students motivated - 65%. Many parents didn't want the stress and just gave up. I had parents call me and tell me that they couldn't handle online school at home and that since their second grader passed the first three quarters, she knew we weren't going to retain him if he got F's the fourth quarter. We had high school parents telling their students to only worry about the classes that counted towards graduation - any electives that didn't they could fail. This is just a small sample of the attitude of our parents. We need to be in school face-to-face.
102. N/A
103. I hope that this will end up benefiting students with more options for a blended approach. My concerns are that we are sending a message that face-to-face instruction is not important.
104. What I am most concerned about in the fall is transportation regulation. My building free and reduced is about 43% on paper with what I believe to be a 15-20% hidden poverty. Being a rural school, we do not double route and only have 6 bus routes. A lot of our students will not make it to school without our transportation. How to navigate that will be very difficult. Including personnel, finances and the number of buses in our fleet.
105. Our current plan is to work with stakeholders to better define what quality instruction and assessment looks like regardless of the learning platform (where, when, and how instruction is delivered). In truth, at first I was more concerned about and focused on the "pandemic." I can't control the pandemic. What we CAN strive to control is our level of preparedness to shift to whatever learning platform is necessary based on circumstances we can NOT control.

106. Providing internet access isn't even a possibility in our area. If we gave hot spots or parked our smart bus in some areas, students still couldn't access because of no cell service.
107. Funding is an issue. I do not understand how larger urban districts and online charter schools received more in CARES Act money than what was taken away by the state and other districts saw the opposite. For example, the Ohio Virtual Academy received 5 Million in CARES Act and lost 1.4 million in state funding. To support my comments regarding Ed Choice, my district has the following k-3 reading grades: 2015 = F, 2018 = D, 2019 = C. I am confident we would have received at least another C from last spring's tests. This would have removed us from the Ed Choice designation. The criteria should only be based on the previous two years, not a test from 6 year's ago.
108. I hope to see more digital learning opportunities for students, whether at home or for in-class instruction. In addition, I hope to see more differentiated instruction for students and provide a variety of learning platforms to meet all of their needs. I would like to see less emphasis on teacher evaluation requirements and state-mandated testing to provide more instructional time for students. My main concern is the loss of learning that occurred during COVID-19 and I fear we will go right back to taking time away from instruction and meaningful collaboration due to mandated evaluation and testing requirements. I also am also very concerned about reductions in funding and the increase in expenses to meet COVID-19 safety requirements and/or expectations.
109. We are excited about how we will come out of this better positioned to truly provide a 21st century education. This crisis has accelerated our timeline for improved digital learning, identifying the most important learning standards, employing effective assessments, using data to drive instruction and evaluating effectiveness of instructional techniques. We don't often have the chance for revolutionary change and we need to embrace it. The concerns center around funding inadequacies and the need for clear guidance now. We could potentially be looking at major staffing shifts, redistricting, and transportation issues. The concern is having enough time to plan and enough money to pay it. I'm also concerned that some legislators may see this as an opportunity to accelerate the demise of public education by not requiring private schools to follow the same guidelines we have to.
110. The biggest issue or concern facing us at this point is the unknown... Not knowing the level of reduced funding is a significant hinderance to our district. Even though we hope the reductions are minimal, if we know the amount now, we can at least plan for the impact of that reduction. Waiting to tell us is simply making our decision process that more difficult. How can we appropriately plan to be prepared if our district is facing this unknown impact? Guidance from the state-level needs to be established and communicated now. In addition, the guidance should be clear and consistent. This is the only way districts can adequately plan and prepare for next school year. Thank you.
111. My hope is that we truly look at school funding and the impact that has on various districts. The CARES money and the reductions do not match for those districts who were already capped and not receiving full funding from the state.
112. The online curriculum is not the answer. Student achievement will be drastically reduced.

113. Exemptions for career tech education. Need to have at least the same restrictions/guidelines as our business and industry partners.
114. While there are a few structures that will be utilized in the future, there will never be a replacement for face-to-face instruction. This is where our students learn best and our staff excels. Whatever we devise for the fall we will utilize traditional means of instruction as much as possible
115. We truly need guidance from the Ohio Department of Health and the Department of Education. I had a parent call ODE to ask about what ODE's thoughts were about schooling for next year. ODE told the parent, "That is a local decision and you need to talk with your superintendent". If we are being given local control, then the District needs to be told that, along with how we are able to deal with social distancing and the wearing of masks. Truly, we cannot keep children 6 ft apart and I can't imagine they can wear masks all day. If we are going to transport all our students, then the 6 feet of separation needs to be lifted. We have less than 70 days before school starts next year, we need guidance so we can develop our Plan and share it with students. It is not fair for ODE to tell districts, "Plan for anything and everything. Oh, and be as flexible as is possible". Lack of direction from the State is exhausting!!
116. I was hired by the Board of Education to lead the school district. I know our community, their expectations, and what they value. They trust me to establish an environment that is safe and where their child can grow not only educationally but as a productive member of society. I am asking that our state government let me do my job. If it is not done to the standard of the community in which I work, they will let me know. Local control is what I am asking for. Every district is different and a "one size fits all" will not work. As a result of COVID-19, I would like to see less government oversight and mandates. This may sound prideful, but the success at Marion Local has been built on great positive relationships that are done face to face. That is what sets us apart. We have learned a lot from remote learning and will use it to "enhance" what we do, not control what we do. In no way, will it ever take over the results we see from the relationships we have established with our students and families. I am committed to get our students back this fall in our school building, and though it may look a little different, I refuse to fall victim to the fear of COVID-19 and allow it to diminished relationships. I am confident in what we do in our district, I just don't want ODE, the Governor, Amy Acton, or anyone else to screw it up.
117. I think this survey covered most of my hopes and concerns. School leaders just need to know what requirements the state will make mandatory. Locally, we can figure out the rest as long as the state mandates are provided in the near future.
118. We are hopeful that we can continue to successfully battle the issue of access to the internet and electronic devices for our kids. We see a great divide in the "haves" and "have not's" and this created an issue for the education of our lower socioeconomic families. We are also very concerned for our special education and at-risk populations. Servicing them has been great struggle for our staff and families. I hope that we can continue to be a support for our students in providing things like meals. As a small district we have served almost

40,000 meals in the past few months and provided contacts for other need-related items for our families.

119. In the short term I have great concern regarding the learning gap between those students who were able to actively engage during the school closure and those who weren't. I fear when we come back there will be much to remediate and it will be difficult to differentiate for all needs. In the future I am hoping teachers will now use technology on a daily basis. There is much that can be done with technology that can benefit students. I see no reason why we shouldn't be instructing students who cannot physically be in school or why we can't offer learning opportunities year round. This should also increase communications with parents. Video conferencing can be done with parents on a more regular basis.
120. That we can re-imagine education and move away from the traditions that are overly reliant upon agrarian scheduling and factory models. That we can continue to collaborate with colleagues across the state in virtual environments. The discussions have been rich with best-practice suggestions.
121. Local control is crucial. We need to be back in school, face-to-face, when the school year starts. This also needs to be done without restrictions and guidelines such as social distancing and masks.
122. It is very difficult to go too far down any road of planning without budgetary concerns being answered.
123. We hope to return to face-to-face instruction next school year. The challenges of remote learning have not all been rectified during the school closure. We believe parents should have the choice in deciding if they are comfortable with their child/children returning to school. Limitations put on districts may prevent a realistic return to face-to-face instruction for the 2020-2021 school year.
124. My district and community survived the COVID-19 closure. We were able to continue to educate the children of our community and feed many of them as well while also providing Chromebooks to many who lacked the appropriate device to succeed at online learning. However, nothing can change the fact that what we do best in public education is to educate the children of our respective communities in buildings and classrooms where students and teachers have the opportunity to interact with one another, learn from one another, and develop an appreciation for the diversity of background and experience that truly makes public education in this country great.
125. Please continue to recognize that school districts and the dynamics of their communities are much different across the state. Local control is very important in situations like this.
126. I hope that my district can withstand this financially. As a very small district with high property wealth, on the surface we seem like we are in a good position. However, we are in desperate need of new facilities. That goal seems unreachable at this point. We rely to some degree on income tax. That will cause us problems in the future. A large demographic in our community is seniors over 65. That is another concern. We are currently in deficit spending, so that complicates all of the additional expenses that are required as part of our

approach to schooling during COVID-19. Another concern is that no one at ODE or the Governor's office seems willing to give specific requirements about what we should do. The mantra is that everyone has local control based upon the unique conditions in each community. Some of my colleagues are jumping up and down with joy about that. I agree that local control has benefits, but in this case, it seems as if districts are being pitted against each other. If something happens, because we get guidelines and not requirements, both ODE and the governor's office have alleviated themselves from any type of responsibility. Add to all of this, the long overdue outrage at racial injustice, and I think we are in for a wild ride.

127. n/a
128. Practicality of mandates to re-open without additional resources including; transportation (limited number of students on buses), all students having to wear masks, social distancing of 6 feet in classrooms, split schedules when parents have to work, liability for school districts
129. My hope for public education is that now public districts will be able to provide the same types of services as online schools with the same rules. We can offer higher levels of quality in both instruction and social emotional development at a price that is fair and balanced for all citizens- equal access and opportunity for all learners. Perhaps we can move away from privatization and focus on one system of high-quality instruction with options for online schooling or in-person attendance designed to satisfy the wants of the consumer which will be adequately funded without a focus on making a profit vs improving society through educational advancement.
130. Educators are more adept at using technology and pedagogy techniques that involve platforms that can offer immediate feedback.
131. As a superintendent of a economically challenged district, I hope the state truly looks at the digital divide and provides access to our remote districts and families. I know many of our families signed up for the 'free internet' only to discover the speed was so incredibly slow that students still couldn't complete work for school. As a district we've been looking for some time how to streamline our processes and procedures as a district and this has kicked that into overdrive. I would also appreciate the state (ODE) being more proactive instead of reactive during this time. Their response has been slow and and in many cases useless. As our state education department, they are not leading this like they should. I've stopped reaching out to them as you get different answers based on who you speak with and what day you call. That's not how a state agency should be run. I have concerns that money is being set aside for them as an agency and I hope they realize what they are providing right now is not beneficial or helpful to districts. As a parent myself, I hope we can provide the best education to our students during this time to truly prepare them for the future.
132. Between the ongoing privatization efforts of some politicians, the reduction in funding to public schools, and the increasing costs of cleaning supplies and online learning platforms, our district is concerned about its financial future.



133. Focus on individualized student learning and standardized tests for teacher accountability.
134. As we continue to prepare for the 2020-2021 school year, we are hopeful that we will be able to make arrangements to protect student and staff safety/health using manageable and practical processes and procedures. We hope that we will be able to strongly encourage the use of face coverings without a mandate or requirement. Social distancing would be viewed in the same manner in that we will do our best to implement social distancing practices, but find it impractical and unrealistic to be able to transport and/or educate students if strict social distancing protocols are required. We do understand the benefit and importance of these, but implementing them in a K-12 setting is not reasonably achievable. We would also find it helpful for county health commissioners to develop guidelines for potential closure due to COVID-19 in a given building, perhaps as a percentage of confirmed cases. Minimum number of days for such closure due to the virus would also be helpful. Thank you for the opportunity to provide feedback from the field!
135. We are about to be the whipping boy in a hotly contested Presidential election. Schools will be in the middle of a tug of war between the two parties with COVID at the center. It would be challenging enough to deal with opening schools and the continued race issues we see and how they will play out in the educational setting in the fall.
136. We are financially being devastated by all the factors traceable to COVID 19. I am very concerned that we will lose many students from public K-12 Schools to charter and online options.
137. I am extremely concerned about the growth of the gap in learning and other opportunities between students in rural poverty and others. Many of the "plans" and "fixes" described as successful by state officials and large (though not necessarily wealthy) districts do not apply to the poor rural districts. Internet access is a critical need. While cost can be an issue there is no reliable internet infrastructure for most of the families in our area. Families who can afford it still can't get it because it is not available. Hot spots don't work because the terrain is such that there is no cell phone service. Many of our families don't have reliable transportation and can't even get their students to a location with free wireless access. The COVID-19 pandemic is putting our students further behind. There seems to be no sense of urgency on the part of state officials to address these needs as the "response" will burden districts with few resources even more. Couple these things with reductions in state funding and we are facing disaster. As a result of these issues I anticipate that we will lose enrollment because families are dissatisfied with what we are able to provide.
138. Our hope here in rural Northwest Ohio is to see our students return to school in a "normal" manner. By this we want them in our buildings. We are open to following restricted guidelines that we can work within.
139. I feel that by going through this pandemic, it has given opportunities to educators to think outside the box so that when we do return to the more traditional educational setting that some of these new teaching modalities can be integrated into the new classroom.
140. None

141. We share the hope that parents and students become more engaged with the students' learning. We hope the increased communication with parents continue.
142. Open our schools and activities/sports! Kids need social interaction and activities. As of 5/28 83% of our parents district's parents want our students in school 5 days per week. That % will be higher in August. CDC stated on 6/8 that asymptomatic carriers of COVID-19 are not transferring the virus. This was the reasoning behind closing schools because the ODH said students are carriers infecting others. Don't tie our hands with impossible requirements. We - schools - cannot social distance to the extent DeWine and Acton require, but let us implement as many safety and hygiene practices possible. We cannot operate with 1 student per bus seat. We cannot increase costs for transportation salaries and fuel or devise a school day schedule to comply with 1 student per seat when budgets are slashed. If parents don't want their kids to ride a bus then they don't have to put them on the bus; they will find another way to get their child to school. One size does not fit all districts. Small rural districts are able to handle situations differently than Cleveland, Columbus, Dayton, Cincinnati, etc. Our students need to be in school. DeWine & the ODH have taken this too far and the consequences are severe economically and from a health and safety standpoint (wash hands/sanitizer & disinfect daily). Graduations could have been done, but state guidance did not allow. The academic and social-emotional consequences of extended school closures are immeasurable. Our economy will never fully recover unless students are in school daily for face-to-face instruction.
143. This pandemic should be viewed as an opportunity to re-engineer public education. We should not be fighting / lobbying for policies that return us to "Normal".
144. We would like to see the ODE defunded and/or dismantled. The pandemic has clearly demonstrated exceptional leadership at local levels with minimal need for any guidance/leadership from any level at ODE..
145. The safest place for our children is school 5 days a week. Ultimate learning and growth along with social-emotional supports and structures are within our buildings. We need to reopen the districts and get as many kids back as possible.
146. The pandemic has taught our district that when there is a challenge of feeding our students or getting work to students who do not have internet, our staff figures out a way. It has also shown the vital need for students and teachers to be in a room working together. Some may call that old school, but many of our students had trouble self motivating to get their work completed. Lastly, this virus brought many of our staff closer together. That will never change.
147. We hope to be back on a regular schedule with the addition of lessons learned.
148. In our rural area, we do not have sufficient broadband internet access. We need to have lines run to allow our families the opportunity to get the same access that families in more densely populated areas have.