

K-12 Computer Science Education

Ohio



This report summarizes the status of computer science (CS) education from a 2014 survey of 9,693 U.S. K-12 school principals. Topics include perceptions, opportunities and participation, as well as support and infrastructure.

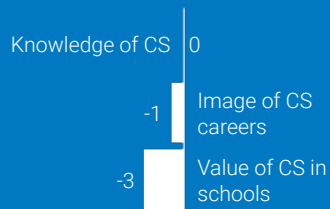
These data are from a multi-year Google-Gallup study of U.S. students, parents, teachers, principals, and superintendents.

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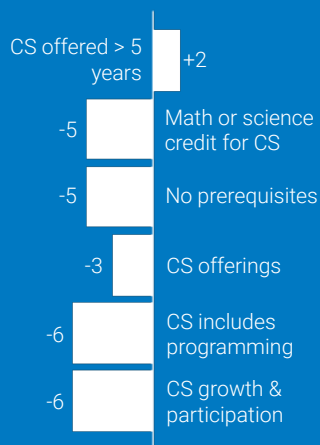
A smaller portion of Ohio principals have positive perceptions of CS and fewer offer CS, with less including programming, than the U.S. average. CS classes less often count as math or science and more often have prerequisites. Fewer Ohio principals report growth, demand, and support in CS as well as having qualified CS teachers.

Values below indicate percentage point difference from the U.S. average. See back for full data tables.

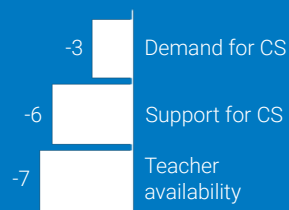
Knowledge & Perceptions



Opportunities & Participation



School Infrastructure



Background

Broadening equitable student access to computer science (CS) is critical to our future, not only because of the increasing demand created by computing-related jobs but also because it develops critical thinking to solve complex problems, creativity to foster new ideas, and skills to drive innovation. To inform progress in ensuring *Computer Science for All*, this report provides a status of CS education and recommendations for Ohio.

Findings

Results from the 2014-15 Google-Gallup study indicate that improvement is needed for Ohio schools to implement CS education for all students.

- **Most confuse CS as basic computer literacy.** In Ohio, only 33% of principals surveyed correctly identified computer literacy activities as *not* computer science (U.S. average 33%).
- **CS offerings are limited**, with 21% of Ohio principals reporting offering CS classes with programming and coding (U.S. average 26%).
- **CS offerings often appeal to and serve a subset of students.** Ohio principals report CS students are most commonly White and, compared to the U.S. average, less often Hispanic, Asian, Black, or female.

To help prepare schools for CS education, the study also identified challenges to providing CS education for all students in Ohio.

- **Parents' demand for CS is not heard**; 91% of U.S. parents want their child to learn CS, whereas only 7% of Ohio principals believed there was high demand for CS (U.S. average 7%).
- **Principals perceive low school board and staff support for CS** in Ohio at 32% (U.S. average 37%).
- **Focus on test preparation for other subject areas (52%), not enough budget for a CS teacher (50%), and lack of teachers trained in CS (48%)** were reported by Ohio principals as the greatest barriers to offering CS for their schools.

Recommendations

- **Differentiate between computer literacy and computer science** to ensure students not only learn to use technology, but learn to create technologies.
- **Expand CS offerings** by connecting with communities, legislators, and organizations advocating for CS.
- **Promote diverse participation** by integrating equity practices into CS pedagogy, encouraging participation through various pathways, and diversifying portrayals of CS to build confidence and identities.
- **Integrate CS** via flexible curricula, empowering teachers to use CS in their subjects.
- **Allow CS classes to count towards graduation and college admissions** to encourage participation.
- **Prioritize funding** to meet the demand for CS.
- **Increase qualified CS teachers** through incentives and support of quality teacher preparation and certification.

See g.co/cseduresearch for recommended resources.



Data Tables

The descriptive data tables below show responses by 442 Ohio K-12 principals compared to the full sample of 9,693 U.S. K-12 principals, surveyed Nov.-Dec. 2014; sample size may vary by question. Percentage point differences from the U.S. for each category were calculated from the percentages bolded below. Full methodology is at g.co/cseduresearch.

Knowledge & Perceptions	OH	US
Knowledge of CS (% no to both)	33	33
Which of the following activities do you consider part of CS? (% no)		
...Creating documents or presentations on the computer	34	35
...Searching the Internet	44	44
Image of CS careers (average % positive)	86	87
People who do CS make things that help improve lives. (% agree)	81	82
There are a lot of good jobs available in the U.S. for people who know CS. (% agree)	88	90
CS can be used in a lot of different types of jobs. (% agree)	88	89
Value of CS in schools (average % positive)	69	72
It is a good idea to try to incorporate CS education into other subjects at school. (% agree)	68	70
Most students should be required to take a computer science course. (% agree)	55	59
Do you think offering opportunities to learn CS is more important, just as important, or less important to a student's future success than (% just as/more important)		
...required courses like math, science, history and English?	64	68
...other elective courses like art, music, and foreign languages?	91	91
Opportunities & Participation	OH	US
CS offered > 5 years: How long has your school offered opportunities to learn computer science? (% greater than 5 years)	51	49
Math or science credit for CS (% positive to either)	8	13
Which of the following describe how credit is given for computer science courses offered at your school? Select all that apply. (%)		
...A math requirement	7	10
...A science requirement	3	8
No prerequisites: Do CS classes offered in your school have prerequisites? (% no)	68	73
CS offerings (average % positive)	50	53
About how many different types of CS courses are available in your school this year? (% 1+)	50	54
For each of the CS classes available this year, how many are (% 1+)		
...Introductory level	96	95
...AP courses	19	21
...Other	48	44
As far as you know, is CS taught as part of other classes at your school? (% yes)	40	43
How many school clubs or after-school activities that expose students to CS are at your school? (% 1+)	48	62
CS includes programming: Do the computer science opportunities offered in your school include any of the following elements?	48	53
...Computer programming and coding (%)		

Opportunities & Participation	OH	US
CS growth & participation (average % positive)	39	46
[Of those offering CS] In the last 3 years, has CS participation increased, stayed about the same, or decreased? (% increased)	42	51
In the next 3 years, will the number of opportunities to learn CS in your school increase, stay the same, or decrease? (% increase)	43	49
Students who learn CS: How often are students who learn CS at your school (% usually/sometimes)		
...Girls	22	27
	/56	/54
...White/Caucasian	67	60
	/25	/32
...Black/African-American	18	21
	/40	/43
...Hispanic/Latino	14	21
	/30	/44
...Asian	18	26
	/32	/41
School Infrastructure	OH	US
Demand for CS (average % positive)	24	27
Demand for CS education among parents in your school is (%)		
...High	7	7
...Increasing	31	36
Demand for CS education among students in your school is (%)		
...High	13	14
...Increasing	45	49
Support for CS (average % positive)	32	37
CS education is currently a top priority for my school. (% agree)	20	24
My school board believes CS education is important to offer in our schools. (% agree)	37	43
The majority of teachers and counselors in my school think it is important to offer CS. (% agree)	39	45
Teacher availability (average % positive)	41	48
I could easily identify a staff member with the skills and knowledge to teach a CS course. (% agree)	51	56
Would you have to hire a new teacher to teach CS or is there teacher at your school could teach CS? (% there is a teacher)	32	40
Barriers		
As far as you know, why doesn't your school offer any ways to learn computer science? Select all that apply. (%)		
...We have to devote most of our time to other courses that are related to testing requirements and computer science is not.	52	47
...There is not enough money to train or hire a teacher.	50	44
...There are no teachers available at my school with the necessary skills to teach computer science.	48	42
What was the largest barrier your school had to overcome to offer CS? (%)		
...There was not enough money to train or hire a teacher.	19	13