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OHIO EDUCATION BY THE NUMBERS



THOMAS B.
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3RD EDITION



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The Thomas B. Fordham Institute is the nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio. It is affiliated with the Thomas B. Fordham Foundation, and this publication is a joint project of the Foundation and the Institute. For further information, please visit our website at www.edexcellence.net or write to the Institute at 100 E. Broad Street, Suite 2430, Columbus, OH 43215. The Institute is neither connected with nor sponsored by Fordham University.



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INTRODUCTION



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We welcome you to the third edition of the Thomas B. Fordham Institute's *Ohio Education By the Numbers*. The idea behind these guidebooks is to offer busy policy makers, journalists, and civic and business leaders simple and easy-to-use vital statistics about Ohio's schools and the students they serve. We believe that a shared understanding of key data points can help to foster a productive dialogue on ways to strengthen K-12 education in the Buckeye State.

The facts and figures contained within offer an overview of Ohio's students; where they go to school; their achievement on national and state exams; and their readiness for success in college and career. We also present a few statistics about Ohio's educators and school funding. This edition includes the most recent data available as of December 2018, including enrollment and state exam results from the 2017-18 school year and from the 2017 round of the National Assessment of Educational Progress (NAEP).

It's important to bear in mind that the tables and charts that follow describe education in Ohio at face value; they are not an evaluation of our schools or education policies. Moreover, much of the data are presented at a high level—for the state as a whole and by schools' geographic typologies (e.g., rural or urban).



For more detailed information, readers may wish to review the report cards of districts and schools in their area, and of course talk with those who know their local schools best. A deeper-dive analysis of Ohio's Big Eight cities, including district and charter schools, is available in our recent publication, *Checking Ohio's Educational Vital Signs*.

This report was made possible through the generous support of the Bill & Melinda Gates Foundation and our sister organization, the Thomas B. Fordham Foundation. We thank our Fordham colleagues who contributed their time and talents to this endeavor, including Jonathan Lutton, Jeff Murray, Jessica Poiner, and Madison Yoder. Special thanks also to Stephanie Henry who designed the publication.

We hope you'll find this guidebook useful and keep it by your side in the year to come. Feel free to contact us with questions or suggestions on how to improve future editions. Finally, please visit our companion website www.ohiobythenumbers.com that presents this information in an online format.

AARON CHURCHILL *Ohio Research Director*

CHAD L. ALDIS *Vice President for Ohio Policy and Advocacy*



STUDENT ENROLLMENT

OHIO PUBLIC SCHOOL STUDENTS

Ohio has nearly 1.7 million public school students of varying backgrounds and characteristics.

STUDENT CHARACTERISTICS	STATEWIDE	
	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS
TOTAL STUDENTS	1,664,346	100
RACE OR ETHNICITY		
White	1,160,773	69.7
African American	277,844	16.7
Hispanic	96,409	5.8
Multiracial	85,863	5.2
Asian or Pacific Islander	41,462	2.5
American Indian or Alaskan Native	2,031	<1.0
GENDER		
Female	810,287	48.7
Male	854,059	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	836,578	50.3
Students with Disabilities	252,330	15.2
English Language Learner	42,340	2.5
Identified as Gifted	246,949	14.8

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** Public school enrollment statistics include charter school students, but do not include voucher students, pupils attending non-public schools, or home schooled students.

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

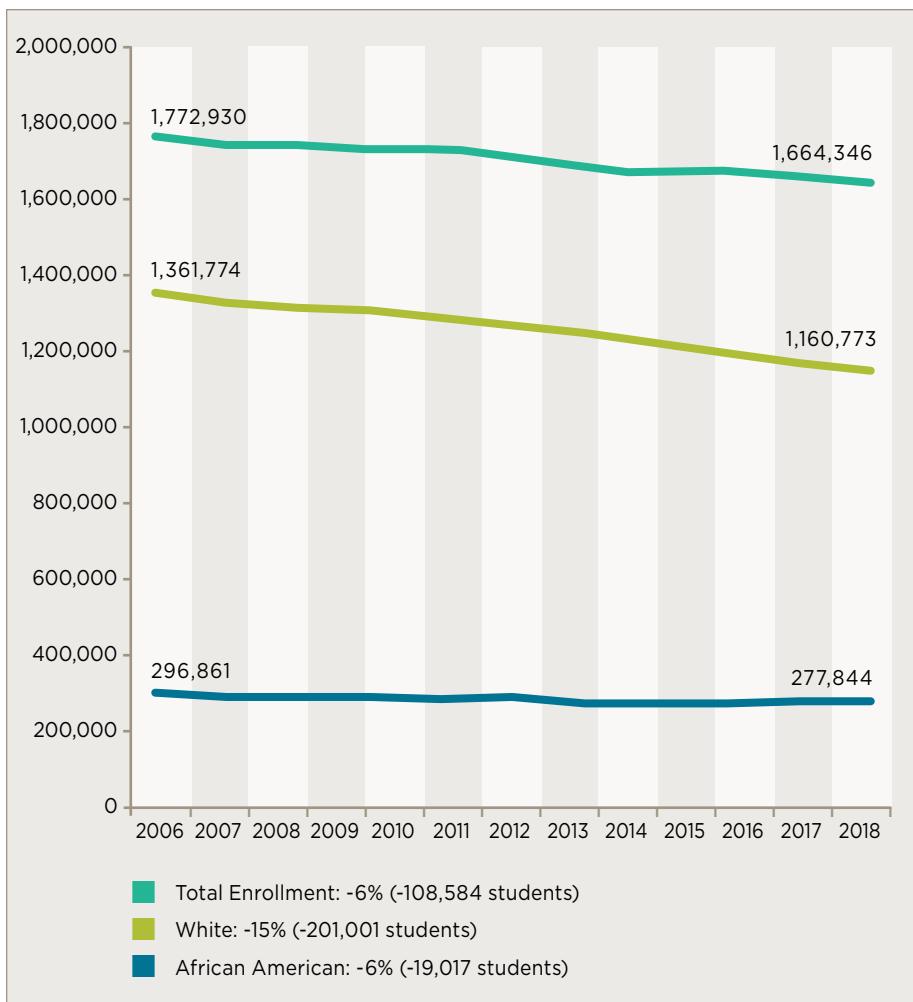
Ohio has approximately 125,000 public school students per grade level.

GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Kindergarten	114,724	6.9
First Grade	122,898	7.4
Second Grade	123,479	7.4
Third Grade	129,774	7.8
Fourth Grade	128,857	7.7
Fifth Grade	130,528	7.8
TOTAL ELEMENTARY SCHOOL	750,260	
Sixth Grade	129,194	7.8
Seventh Grade	126,411	7.6
Eighth Grade	128,970	7.7
TOTAL MIDDLE SCHOOL	384,575	
Ninth Grade	136,613	8.2
Tenth Grade	129,501	7.8
Eleventh Grade	111,450	6.8
Twelfth Grade	108,967	6.5
TOTAL HIGH SCHOOL	486,531	
Preschool	40,870	2.5
Enrolled after twelfth grade	2,076	<1.0

Source: Ohio Department of Education, Advanced Reports (SY 2017-18).

PUBLIC SCHOOL ENROLLMENT TRENDS

Since 2005-06, overall public school enrollment has declined. Enrollment for Ohio's largest race/ethnic subgroups, White and African American students, has also declined.

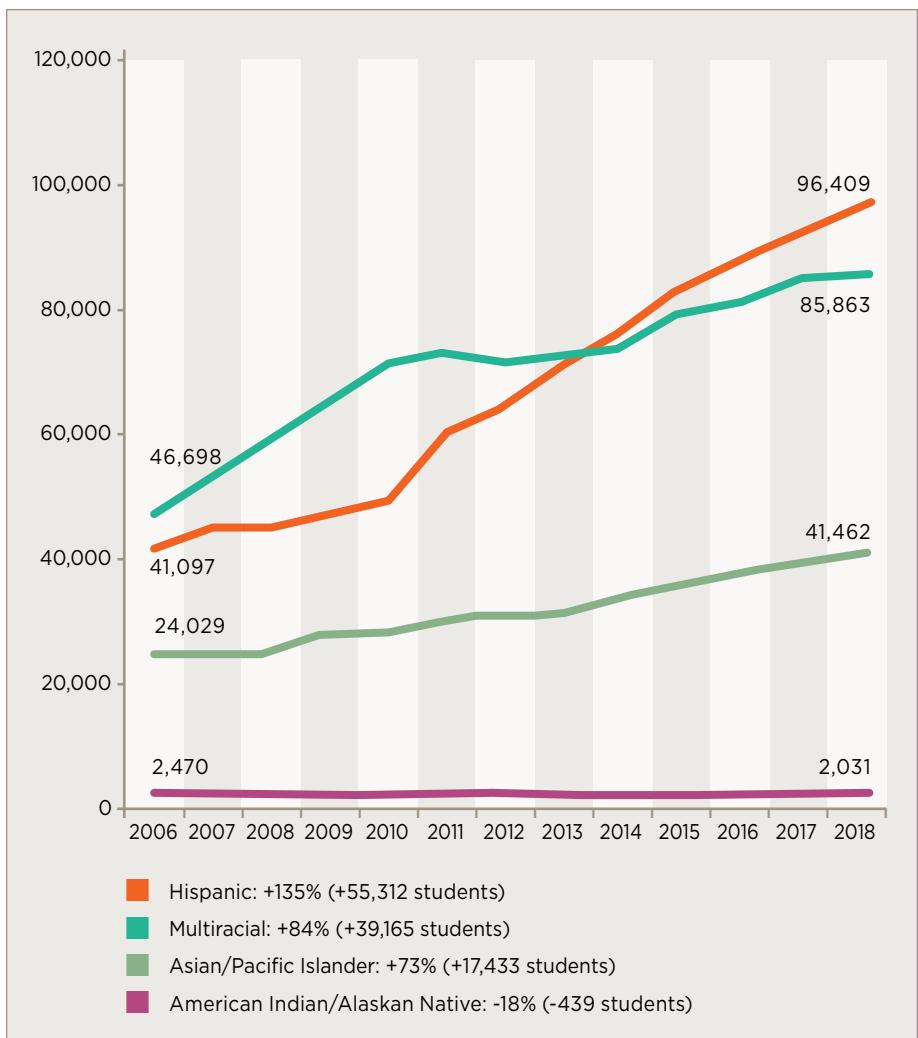


Source: Ohio Department of Education, Advanced Reports (SY 2005-06 to 2017-18).
The chart displays the spring part of the school year, a convention often used in this guide.

Note: The percentages refer to the percent change from 2006 to 2018.

PUBLIC SCHOOL ENROLLMENT TRENDS

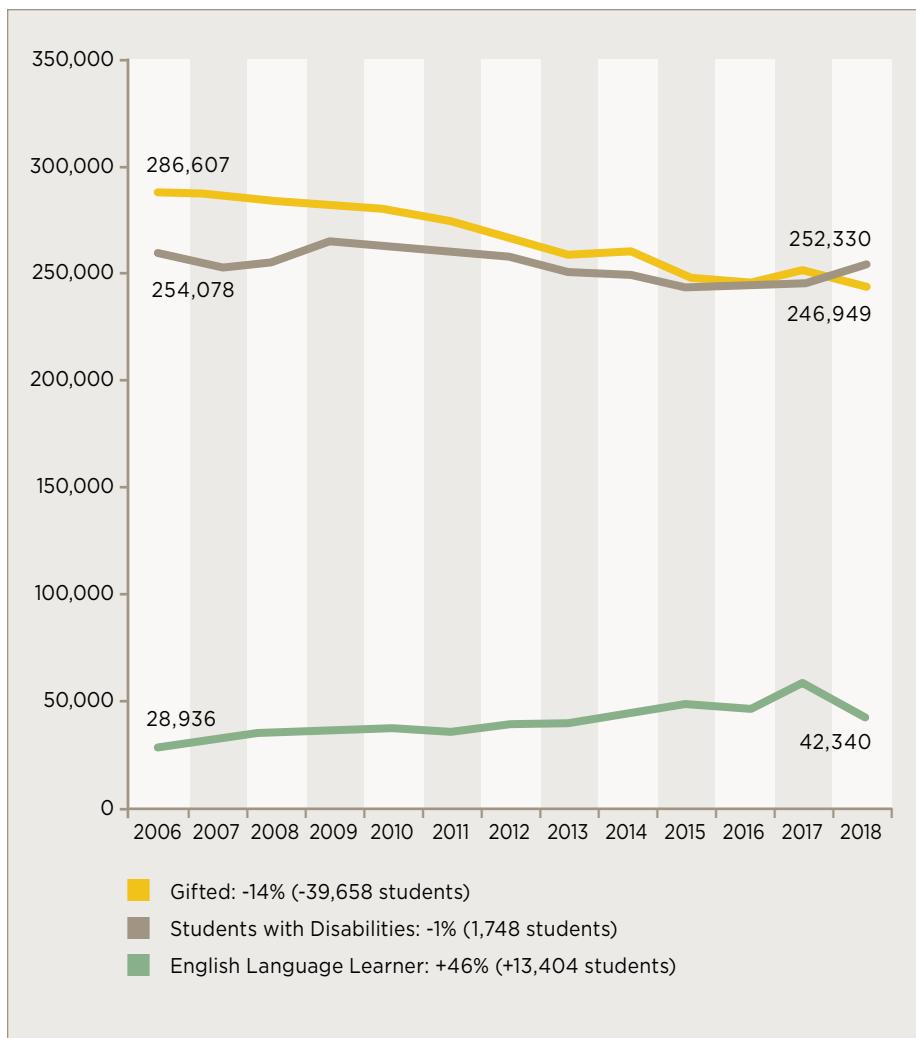
Since 2005-06, public school enrollment has increased among Hispanic, multiracial, and Asian/Pacific Islander students; enrollment has declined slightly for American Indian/Alaskan Native students.



Source: Ohio Department of Education, Advanced Reports (SY 2005-06 to 2017-18). **Note:** The percentages refer to the percent changes from 2006 to 2018.

PUBLIC SCHOOL ENROLLMENT TREND BY SELECTED CHARACTERISTICS

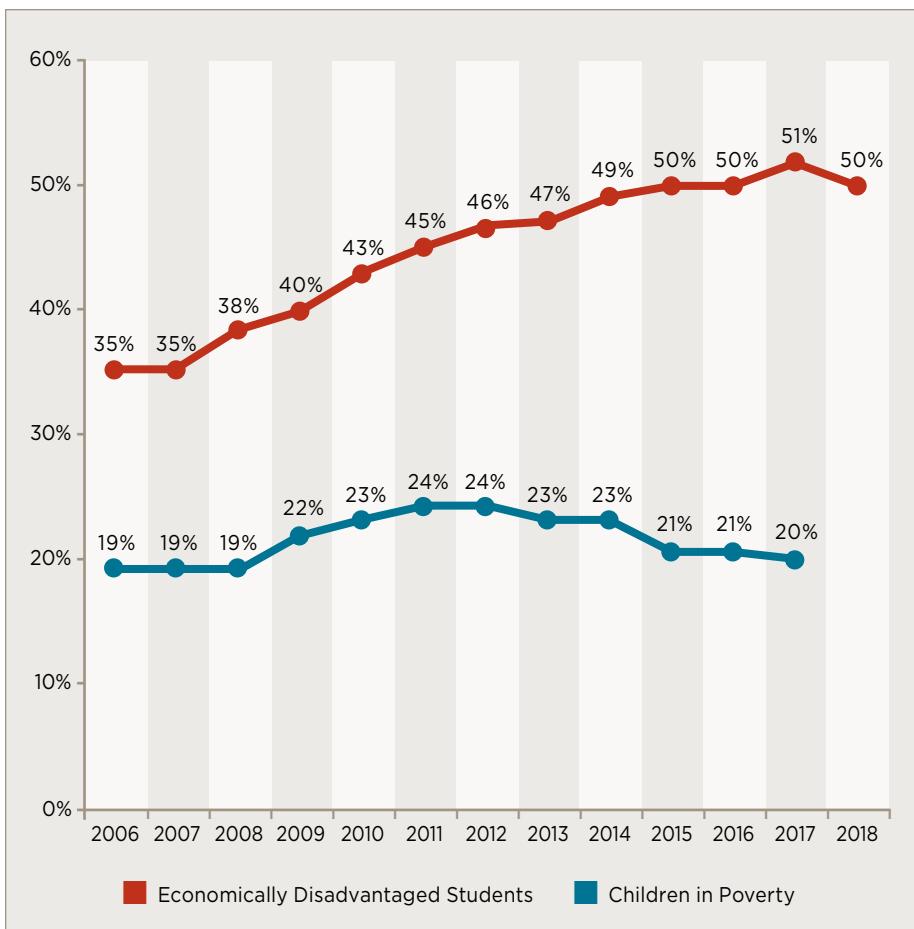
Since 2005-06, English language learner enrollment has increased; students with disabilities has remained largely flat, and pupils identified as gifted has declined.



Source: Ohio Department of Education, Advanced Reports (SY 2005-06 to 2017-18). **Note:** In 2018, gifted enrollment was 246,949 and students with disabilities was 252,330. The percentages refer to the percent changes from 2006 to 2018.

LOW INCOME STUDENTS

The percentage of economically disadvantaged (ED) students has increased significantly since 2005-06; however, the percentage of children under age eighteen living in poverty has not increased at the same rate.

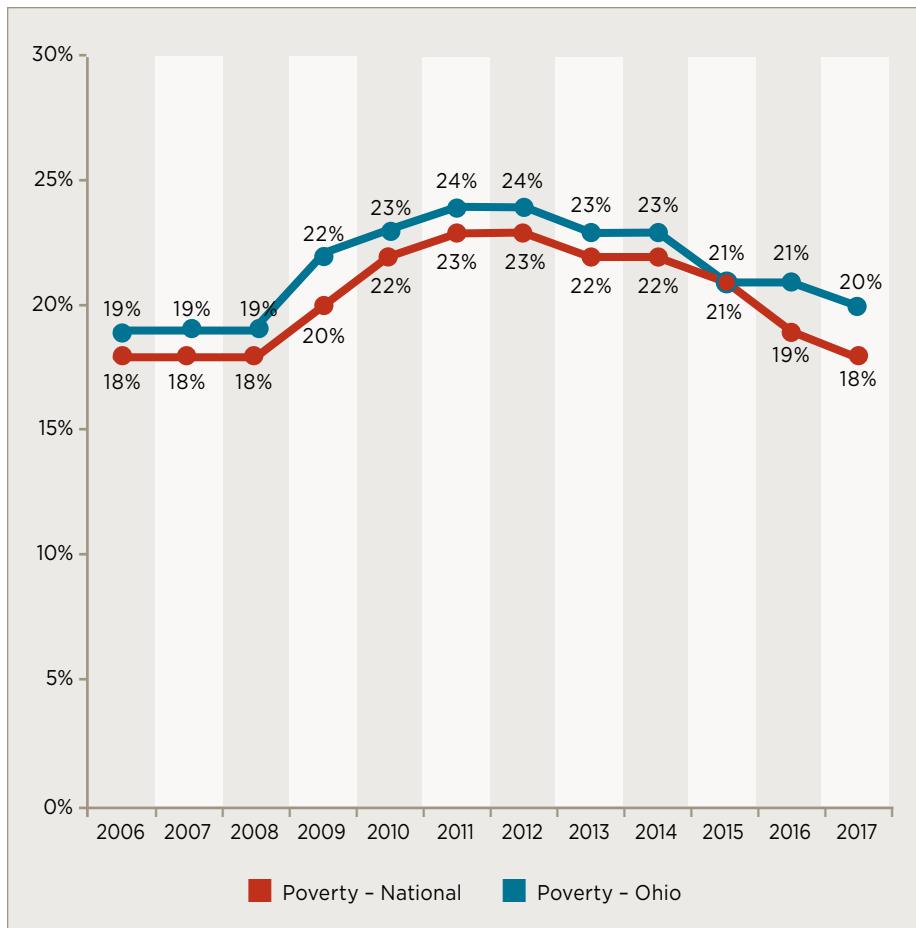


Source: Economically disadvantaged (ED) data are from Ohio Department of Education, Advanced Reports (SY 2005-06 to 2017-18); childhood poverty data are from the Annie E. Casey Foundation, Kids Count Data Center and based on U.S. Census poverty estimates (no data are available for 2018).

Notes: Students are generally identified as ED via federal meal programs, open to pupils from households with incomes at or below 185% of federal poverty. Through a recently enacted program known as the Community Eligibility Provision, a certain number of students are deemed ED even though they come from households above 185% poverty. In contrast, children in poverty are from households at or below 100% federal poverty; they also include some non-school-aged children.

CHILDREN IN POVERTY

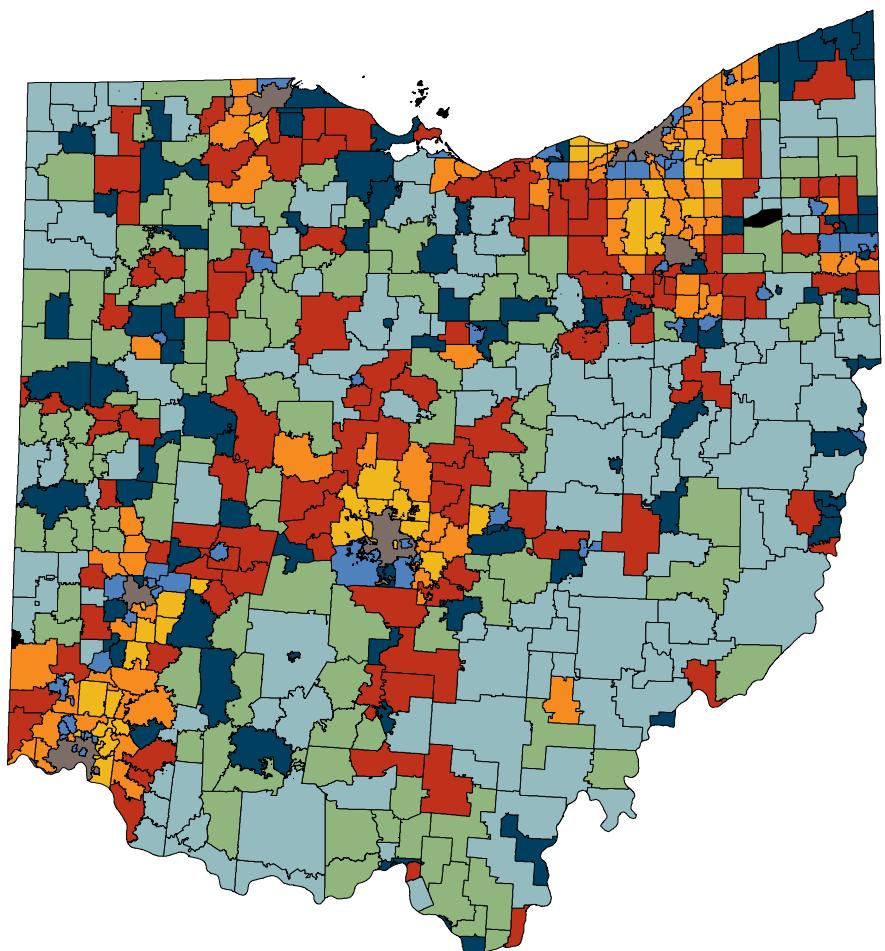
Roughly one in five Ohio children lives in households at or below the federal poverty line. Ohio's childhood poverty rate is slightly higher than the national average; the trend over time generally tracks with the national average.



Source: Annie E. Casey Foundation, Kids Count Data Center. **Note:** These figures display poverty estimates from the U.S. Census Bureau for children under 18 living in households at or below 100% federal poverty level.

OHIO SCHOOL DISTRICTS AND TYPOLOGIES

For analytic purposes, ODE categorizes districts into “typologies” based on their geographic and socio-economic characteristics. This publication displays various statistics by district typology to illustrate different patterns of pupil enrollment and achievement across the state.



LEGEND

- | | | | |
|---|----------------------------------|---|------------------------------------|
| | Rural: High Student Poverty | | Suburban: Low Student Poverty |
| | Rural: Average Student Poverty | | Suburban: Very Low Student Poverty |
| | Small Town: Low Student Poverty | | Urban: High Student Poverty |
| | Small Town: High Student Poverty | | Urban: Very High Student Poverty |

Source: Ohio Department of Education, School District Typology

PUBLIC SCHOOL STUDENTS BY TYPOLOGY

62 percent of Ohio students reside in urban and suburban communities; 15 percent live in rural areas and another 21 percent live in small towns.

GEOGRAPHIC TYPE	NUMBER OF DISTRICTS	NUMBER OF CHARTERS	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Urban: Very High Poverty	8	247	257,295	15.4
Urban: High Poverty	47	52	217,692	13.1
Suburban: Very Low Poverty	46	1	247,088	14.8
Suburban: Low Poverty	77	6	311,466	18.7
Small Town: High Poverty	89	9	184,017	11.0
Small Town: Low Poverty	111	2	172,956	10.4
Rural: Average Poverty	106	1	99,162	5.9
Rural: High Poverty	123	8	151,367	9.1
E-schools	NA	15	25,777	1.5
TOTAL	607	341	1,666,820	100

Sources: Ohio Department of Education, Advanced Reports (SY 2017-18) and District Typologies.

Note: Public charter schools and their students are assigned to the typology of the district in which the school is located. E-schools are not included in a typology, since they enroll students from all areas of the state. Seven independent public STEM schools are included in the enrollment counts but not in the district or charter counts. Two small “island” districts are not included nor is one district that crosses the Ohio-Indiana border.

PUBLIC SCHOOL STUDENTS IN URBAN AREAS

Students living in urban areas come from a mix of racial and ethnic backgrounds, and more than eight in ten are identified as economically disadvantaged.

STUDENT CHARACTERISTICS	URBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	172,453	36.3
African American	210,785	44.3
Hispanic	47,473	10.0
Multiracial	34,887	7.3
Asian or Pacific Islander	9,230	1.9
Native American or Alaskan Native	1,097	< 1.0
GENDER		
Female	242,720	48.6
Male	229,956	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	402,749	84.8
Students with Disabilities	87,877	18.5
English Language Learner	26,440	5.6
Identified as Gifted	34,708	7.3

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** This table combines districts and charters in both of the urban typologies (i.e., urban: very high poverty and urban: high poverty).

PUBLIC SCHOOL STUDENTS IN SUBURBAN AREAS

Students from suburban areas are majority white, with modest racial and ethnic diversity. One in four suburban students are economically disadvantaged, the lowest percentage across Ohio's typologies.

STUDENT CHARACTERISTICS	SUBURBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	420,058	75.2
African American	53,792	9.6
Hispanic	26,618	4.8
Multiracial	28,237	5.1
Asian or Pacific Islander	29,411	5.3
Native American or Alaskan Native	755	<1.0
GENDER		
Female	270,947	48.5
Male	287,355	51.5
OTHER CHARACTERISTICS		
Economically Disadvantaged	134,678	24.1
Students with Disabilities	71,544	12.8
English Language Learner	13,091	2.3
Identified as Gifted	133,397	23.9

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** This table combines districts and charters in both of the suburban typologies (i.e., suburban: very low poverty and suburban: low poverty).

PUBLIC SCHOOL STUDENTS IN SMALL TOWN AREAS

The large majority of students from small towns are white and nearly half are economically disadvantaged.

STUDENT CHARACTERISTICS	SMALL TOWN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	312,278	87.5
African American	9,364	2.6
Hispanic	16,434	4.6
Multiracial	15,846	4.4
Asian or Pacific Islander	2,901	<1.0
Native American or Alaskan Native	706	<1.0
GENDER		
Female	173,338	48.6
Male	183,256	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	164,408	46.1
Students with Disabilities	50,627	14.2
English Language Learner	2,841	<1.0
Identified as Gifted	46,665	13.1

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** This table combines districts and charters in both of the small town typologies (i.e., small town: high poverty and small town: low poverty).

PUBLIC SCHOOL STUDENTS IN RURAL AREAS

Students from rural areas are almost all white and just under half are identified as economically disadvantaged.

STUDENT CHARACTERISTICS	RURAL	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	237,930	95.0
African American	1,798	<1.0
Hispanic	4,651	1.9
Multiracial	5,302	2.1
Asian or Pacific Islander	1,314	<1.0
Native American or Alaskan Native	540	<1.0
GENDER		
Female	122,130	48.8
Male	128,230	51.2
OTHER CHARACTERISTICS		
Economically Disadvantaged	122,675	49.0
Students with Disabilities	37,753	15.1
English Language Learner	918	<1.0
Identified as Gifted	32,166	12.8

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** This table combines districts and charters in both of the rural typologies (i.e., rural: average poverty and rural: high poverty).

OHIO'S TWENTY-FIVE LARGEST DISTRICTS BY ENROLLMENT (2017-18)

	SCHOOL DISTRICT	COUNTY	2016-17 ENROLLMENT	2017-18 ENROLLMENT	YEAR-TO-YEAR CHANGE
1	Columbus	Franklin	50,063	50,050	--
2	Cleveland	Cuyahoga	38,949	38,645	--
3	Cincinnati	Hamilton	34,421	34,816	↑
4	Toledo	Lucas	22,807	23,082	↑
5	South-Western	Franklin	22,222	22,761	↑
6	Akron	Summit	21,402	21,253	--
7	Olentangy	Delaware	19,716	20,386	↑
8	Hilliard	Franklin	15,632	15,814	↑
9	Dublin	Franklin	15,146	15,472	↑
10	Lakota	Butler	15,058	14,954	--
11	Westerville	Franklin	14,534	14,777	↑
12	Dayton	Montgomery	13,325	13,221	--
13	Mason	Warren	10,326	10,257	--
14	Pickerington	Fairfield	9,894	10,227	↑
15	Parma	Cuyahoga	10,829	10,205	↓
16	Ohio Virtual Academy	N/A	9,178	9,998	↑
17	Hamilton	Butler	9,987	9,924	--
18	Worthington	Franklin	9,679	9,888	↑
19	Fairfield	Butler	9,111	9,202	--
20	Canterbury	Stark	9,025	8,650	↓
21	Northwest	Hamilton	8,135	8,177	--
22	West Clermont	Clermont	7,947	7,966	--
23	Centerville	Montgomery	7,638	7,893	↑
24	Willoughby-Eastlake	Lake	7,946	7,787	↓
25	Beavercreek	Greene	7,712	7,784	--

Note: Ohio Virtual Academy, a statewide e-school, is considered as equivalent to a school district. This table does not include charter students as part of the district's student population. Year-to-year changes of less than +/- 1 percent are considered to have had no substantive change in enrollment (marked as "--").

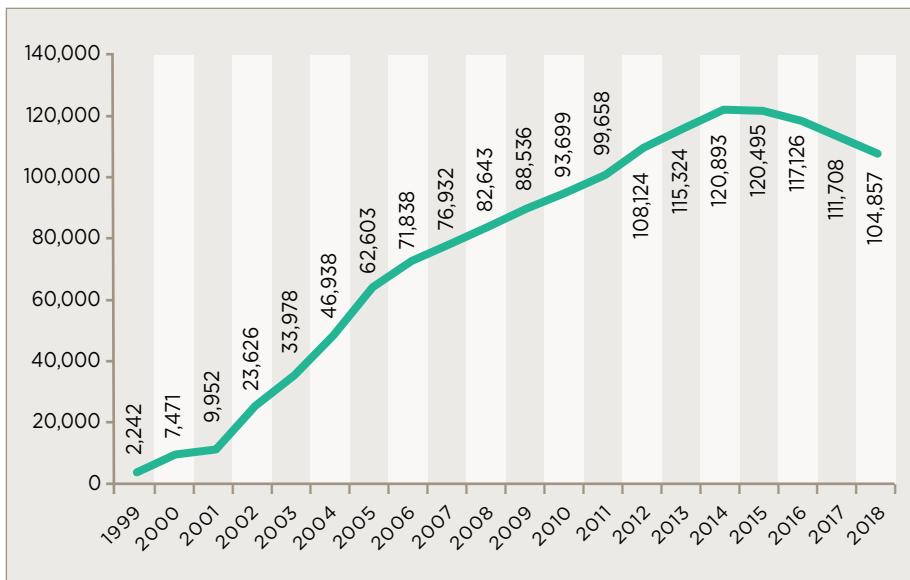


SCHOOL OPTIONS

PUBLIC CHARTER SCHOOLS

Ohio has about 350 charter schools—also known as “community schools”—serving roughly 105,000 students. Enrollment has increased over time, though declined in recent years.

	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	PERCENT OF CHARTER STUDENTS
GENERAL EDUCATION CHARTER SCHOOLS			
Brick and Mortar	255	68,279	65.1
Online	6	22,021	21.0
DROPOUT RECOVERY CHARTER SCHOOLS			
Brick and Mortar	71	10,801	10.3
Online	9	3,756	3.6
TOTALS	341	104,857	100



Sources: The 2017-18 statistics reported in the table come from Ohio Department of Education, Advanced Reports and Directory of Community Schools. The historical data come from Ohio Department of Education, Community School Annual Report: 2015-16 (SY 1998-99 to 2006-07); Community School Annual Report: 2016-17 (SY 2007-08 to 2016-17); and Advanced Reports (SY 2017-18).

CHARACTERISTICS OF CHARTER STUDENTS

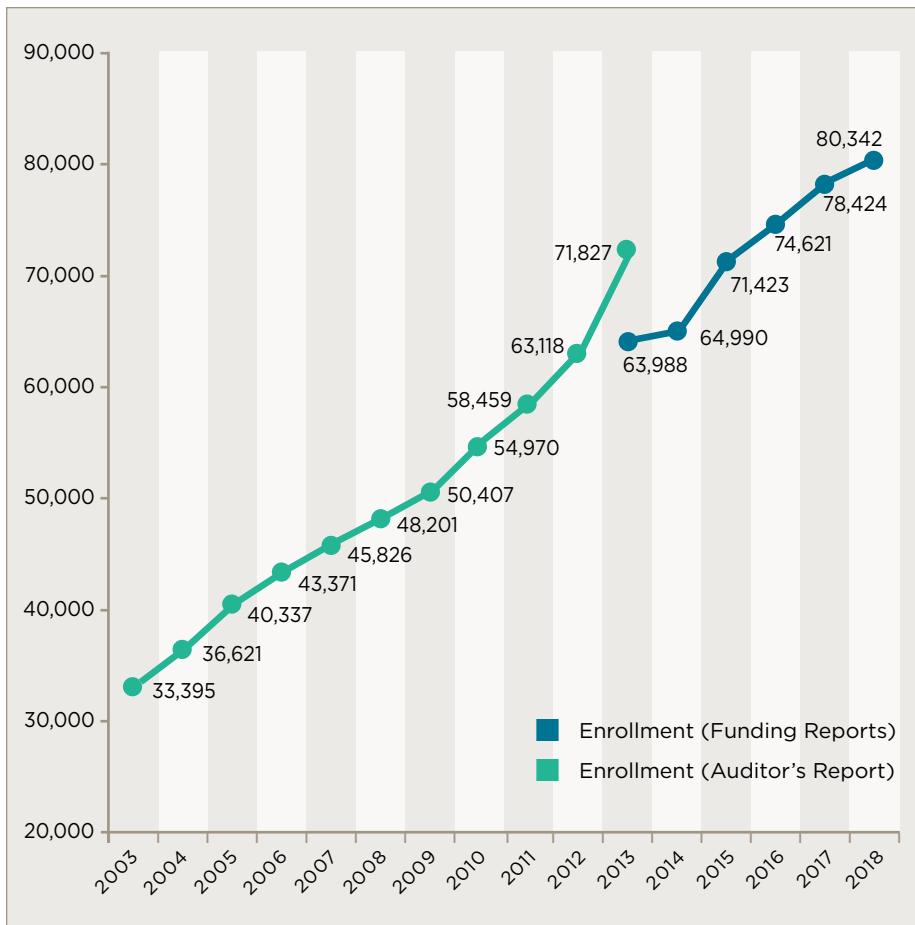
More than 80 percent of charter students are economically disadvantaged, and a majority are black or Hispanic. More than 90 percent of students enrolled in brick-and-mortar charters attend school in an urban area.

STUDENT CHARACTERISTICS	PUBLIC CHARTER	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	37,411	35.7
African American	50,962	48.6
Hispanic	8,668	8.3
Multiracial	6,512	6.2
Asian or Pacific Islander	1,604	1.5
American Indian or Alaskan Native	601	<1.0
GENDER		
Female	51,555	50.7
Male	50,192	49.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	85,053	81.1
Students with Disabilities	19,151	18.3
English Language Learner	4,984	4.8
Identified as Gifted	689	<1.0
TYPOLOGY		
Urban	74,898	94.7
Suburban	1,062	1.3
Small Town	1,540	1.9
Rural	1,580	2.0

Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** All statistics in this table, except for the district typology data, include online charter schools. Online charters draw students from all areas of the state, so they are not assigned to district typologies.

INTERDISTRICT OPEN ENROLLMENT

Four in five Ohio districts participate in interdistrict open enrollment. Just over 80,000 students open enroll, with increasing participation over time.

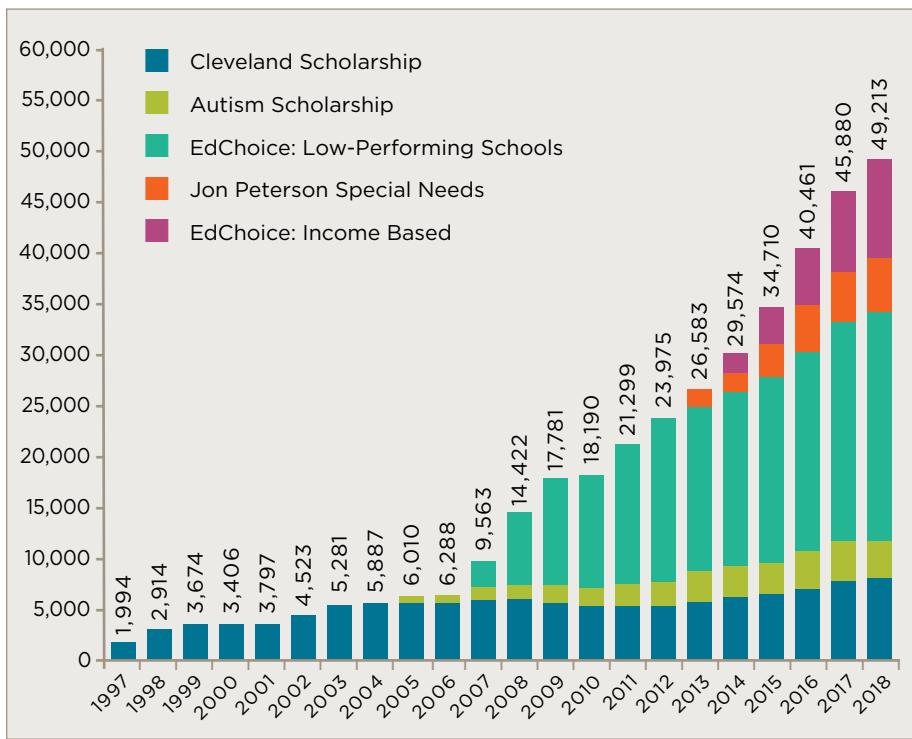


Sources: Two sources were used for this chart, based on the availability of data. For SY 2002-03 to 2012-13, data from the Ohio Auditor of State, *Weighing the Costs and Benefits of Open Enrollment* is used (citing ODE data). For SY 2012-13 to 2017-18, enrollment counts from school funding reports are used; see, Ohio Department of Education, *Traditional Public Schools Funding*. The discrepancy in the data for 2012-13 may be due to differences in methods of estimating enrollment. For a listing of districts that allow open enrollment, see Ohio Department of Education, *Open Enrollment*.

PRIVATE SCHOOL SCHOLARSHIPS

Nearly 50,000 students use scholarships (aka vouchers) to attend non-public schools. Student participation has increased over time.

SCHOLARSHIP PROGRAM	ENROLLMENT IN 2017-18
EdChoice: Low-Performing Schools	22,636
EdChoice: Income Based	9,536
Cleveland Scholarship	7,688
Jon Peterson Special Needs	5,667
Autism Scholarship	3,686
TOTAL	49,213



Sources: Historical data are from American Federation for Children, School Choice Yearbook (2016-17); SY 2017-18 data are preliminary numbers. **Note:** The chart displays the total number of students using the various scholarship programs. For more information on each scholarship program, see Ohio Department of Education, Scholarships.

NON-PUBLIC SCHOOLS AND HOMESCHOOLING

Approximately 200,000 students in Ohio attend non-public schools or participate in home schooling.

SCHOOL OPTION	NUMBER OF SCHOOLS	ENROLLMENT	BRIEF DESCRIPTION
Chartered Non-Public Schools	707	168,857	Private schools that are chartered by the state
Non-Chartered, Non-Tax Supported Schools	436	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state
Home Schooling	Not Applicable	30,461	Parents choose to educate their child at home

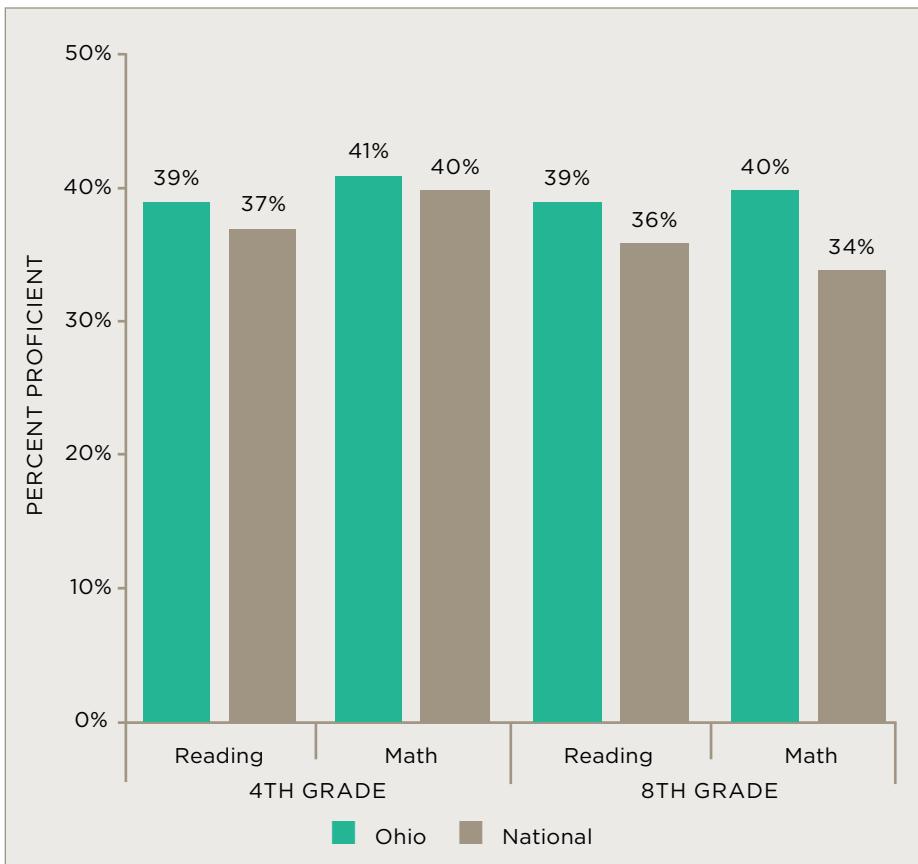
Sources: Data on chartered non-public schools are for SY 2017-18 and from the Ohio Department of Education, Enrollment Data: Fall Enrollment (ADM)-October 2017 Non-Public Buildings. Data on non-chartered, non-tax-supported schools are for SY 2017-18 and from the Ohio Department of Education, Non-Chartered Non-Tax School Information. Data on homeschooling are for SY 2016-17 and from Ohio Department of Education, Facts and Figures: Ohio's Education Landscape. **Note:** Chartered non-public schools should not be confused with public charter schools (also known as "community schools").



STUDENT ACHIEVEMENT: NATIONAL EXAMS

NATIONAL EXAMS: NAEP 2017

Approximately two in five Ohio students reach the national standard for proficiency, just above the national average.



Source: National Assessment of Educational Progress: Data Explorer. **Note:** The National Assessment of Educational Progress (NAEP), considered the “Nation’s Report Card,” is administered to a representative sample of students in each state every two years. The exams are given in fourth and eighth grade, reading and math. NAEP allows for cross-state comparisons which are not usually possible with state-administered exams.

OHIO COMPARED TO OTHER STATES

Nationally, Ohio ranks between 11th and 20th in fourth and eighth grade math and reading. Ohio's national position has typically been between 10th and 20th for the past decade.

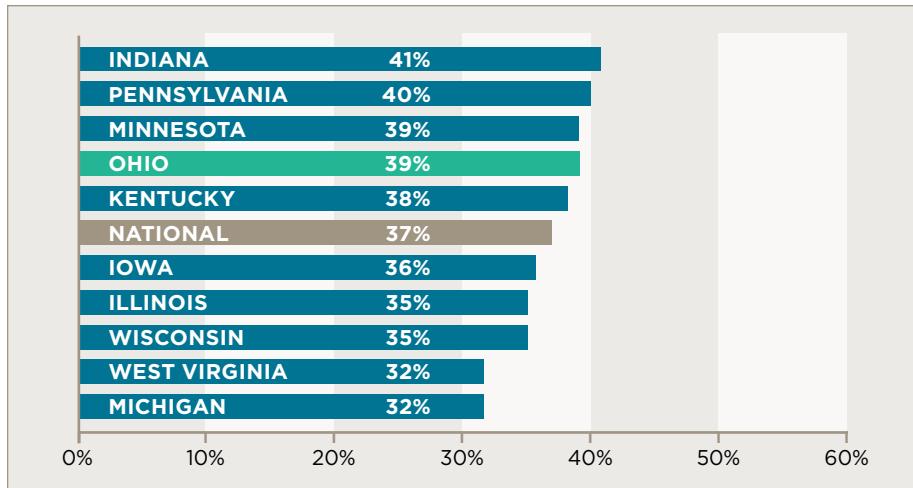
NATIONAL RANK									
	2003	2005	2007	2009	2011	2013	2015	2017	
4th Grade Reading	18	18	11	15	16	20	18	11	
4th Grade Math	14	10	9	13	15	15	14	20	
8th Grade Reading	17	17	11	12	16	19	29	18	
8th Grade Math	18	16	22	24	15	11	18	12	

Source: National Assessment of Educational Progress: Data Explorer. **Note:** The table displays Ohio's rank on NAEP scores among all 50 states, the District of Columbia, and the Department of Defense schools (52 jurisdictions in all).

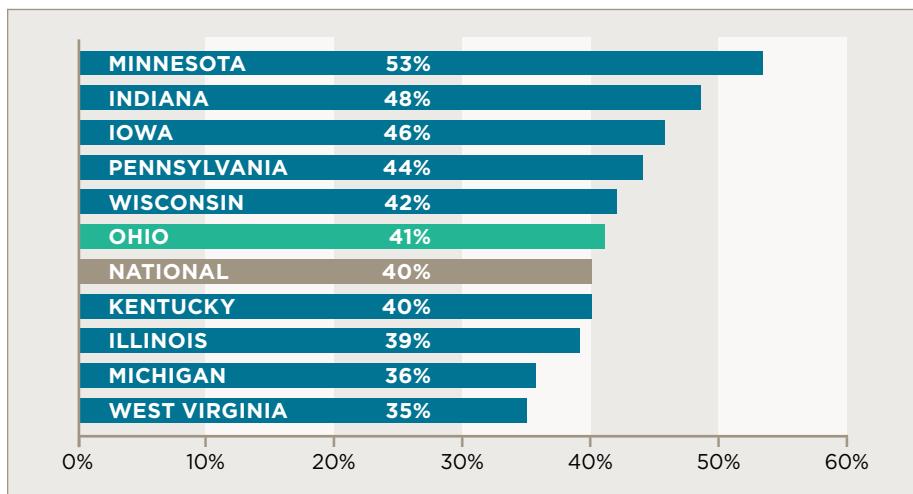
NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

When compared to nearby states, Ohio ranks 4th out of 10 in fourth grade reading proficiency and 6th in fourth grade math proficiency.

FOURTH GRADE READING



FOURTH GRADE MATH

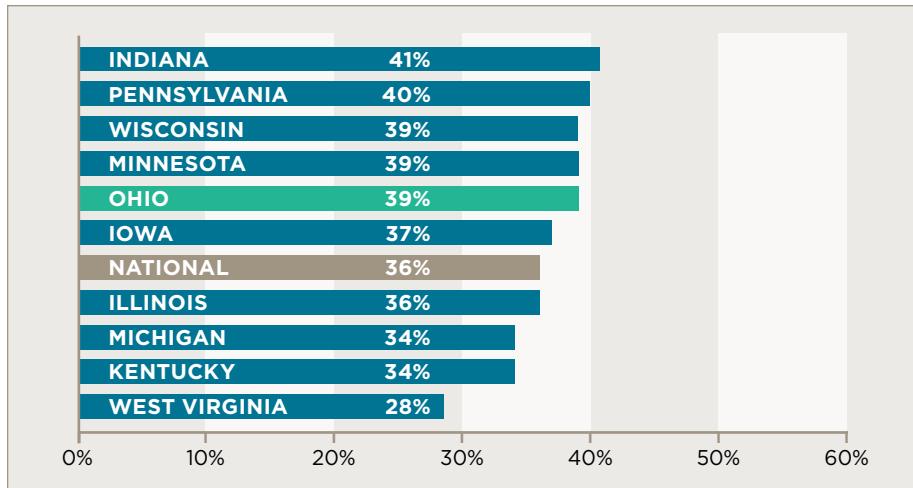


Source: 2017 National Assessment of Educational Progress: Data Explorer.

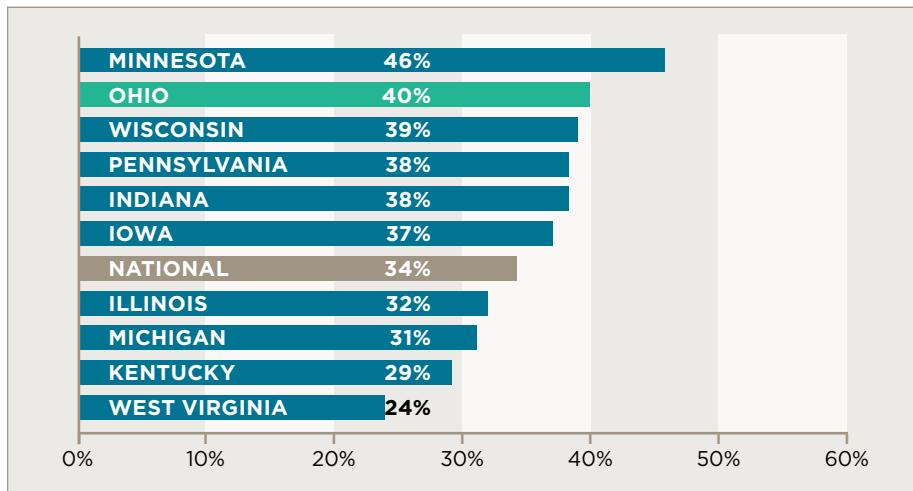
NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

When compared to nearby states, Ohio ranks 5th out of 10 in eighth grade reading proficiency and 2nd in eighth grade math proficiency.

EIGHTH GRADE READING



EIGHTH GRADE MATH

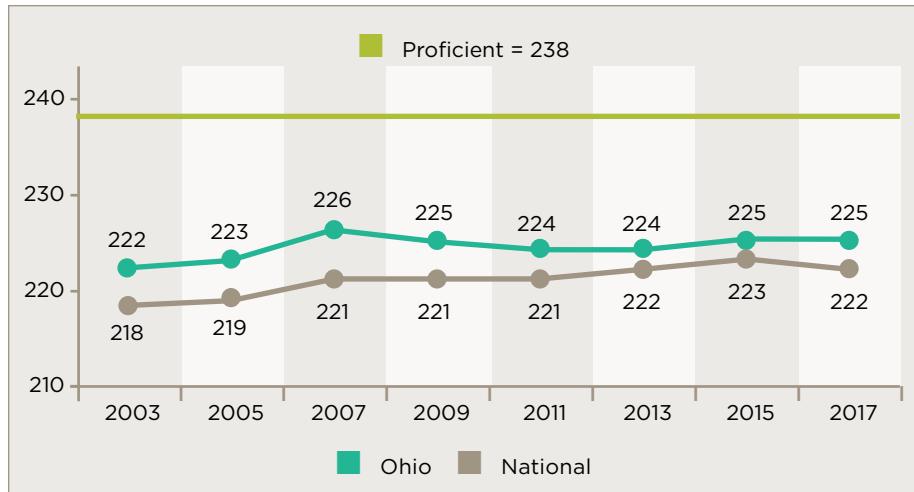


Source: 2017 National Assessment of Educational Progress: Data Explorer.

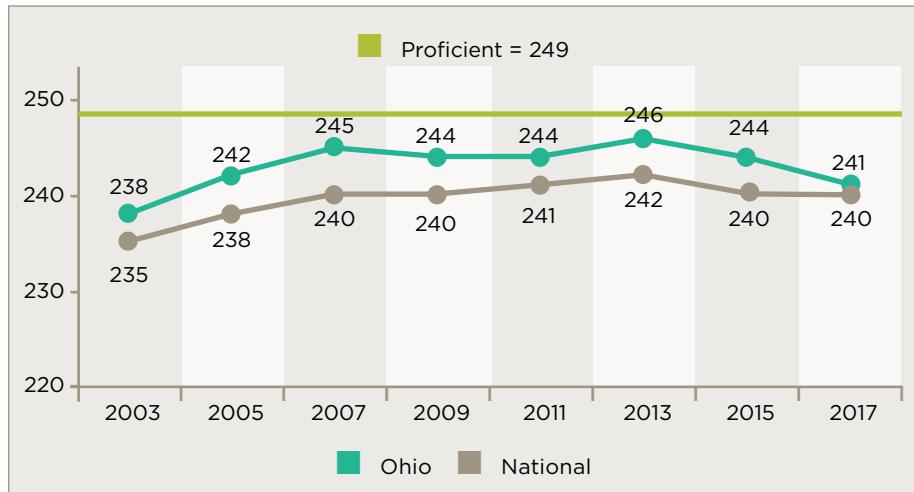
OHIO'S NAEP SCORES OVER TIME: FOURTH GRADE

In line with the national trend, Ohio's fourth grade NAEP results have slightly increased over the past decade.

FOURTH GRADE READING



FOURTH GRADE MATH

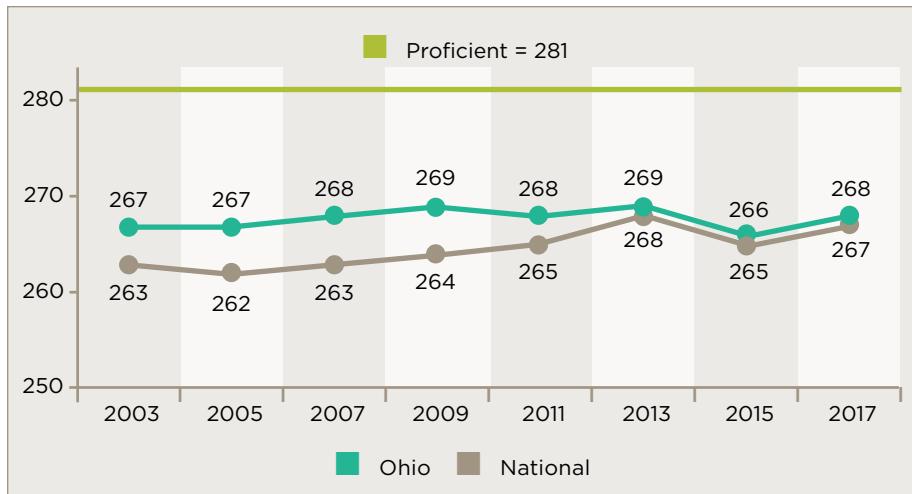


Source: National Assessment of Educational Progress: Data Explorer. **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

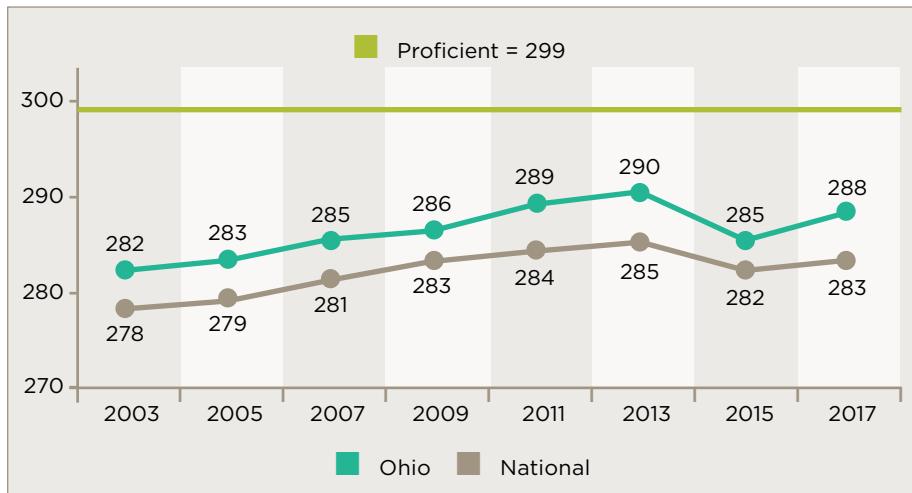
OHIO'S NAEP SCORES OVER TIME: EIGHTH GRADE

In line with the national trend, Ohio's eighth grade NAEP results have slightly increased over the past decade.

EIGHTH GRADE READING



EIGHTH GRADE MATH

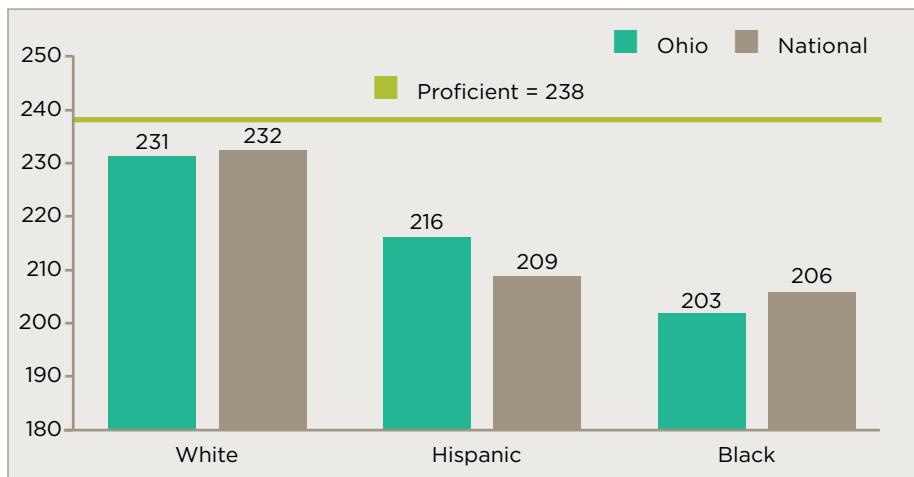


Source: National Assessment of Educational Progress: Data Explorer. **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

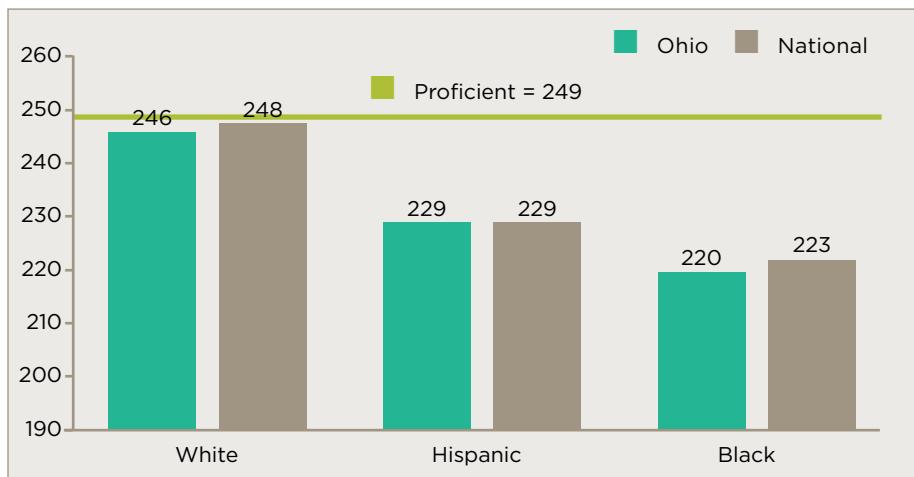
NATIONAL EXAMS: ACHIEVEMENT BY RACE/ETHNICITY

In fourth grade, Ohio's white students achieve at slightly lower levels than national peers; Hispanic students at higher levels in reading and similar in math; black students at slightly lower levels.

FOURTH GRADE READING



FOURTH GRADE MATH

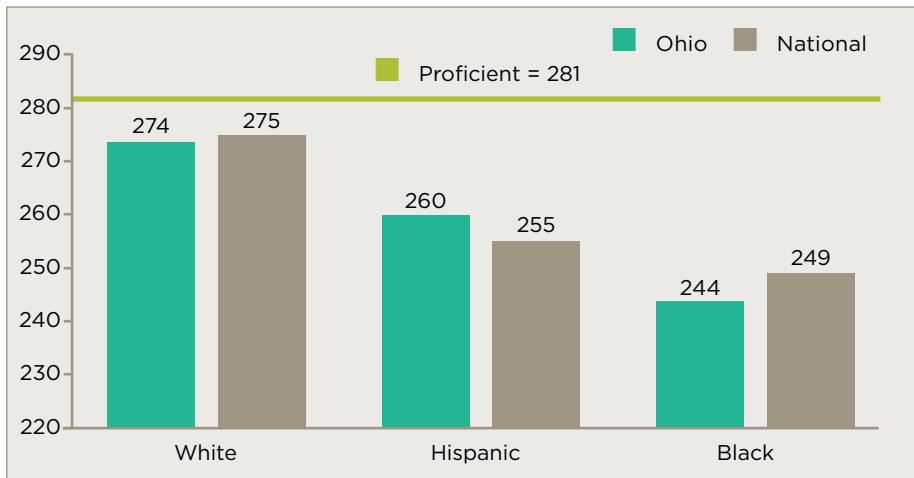


Source: 2017 National Assessment of Educational Progress: Data Explorer. **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.

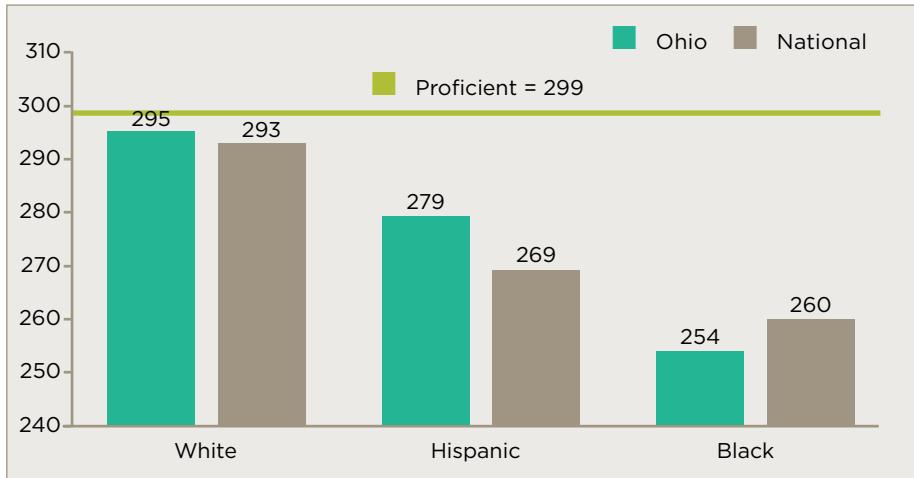
NATIONAL EXAMS: ACHIEVEMENT BY RACE/ETHNICITY

In eighth grade, Ohio's white students achieve at slightly lower levels in reading and slightly higher in math than their national peers; Hispanic students at higher levels in both subjects; and black students at lower levels.

EIGHTH GRADE READING



EIGHTH GRADE MATH



Source: 2017 National Assessment of Educational Progress: Data Explorer. **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.



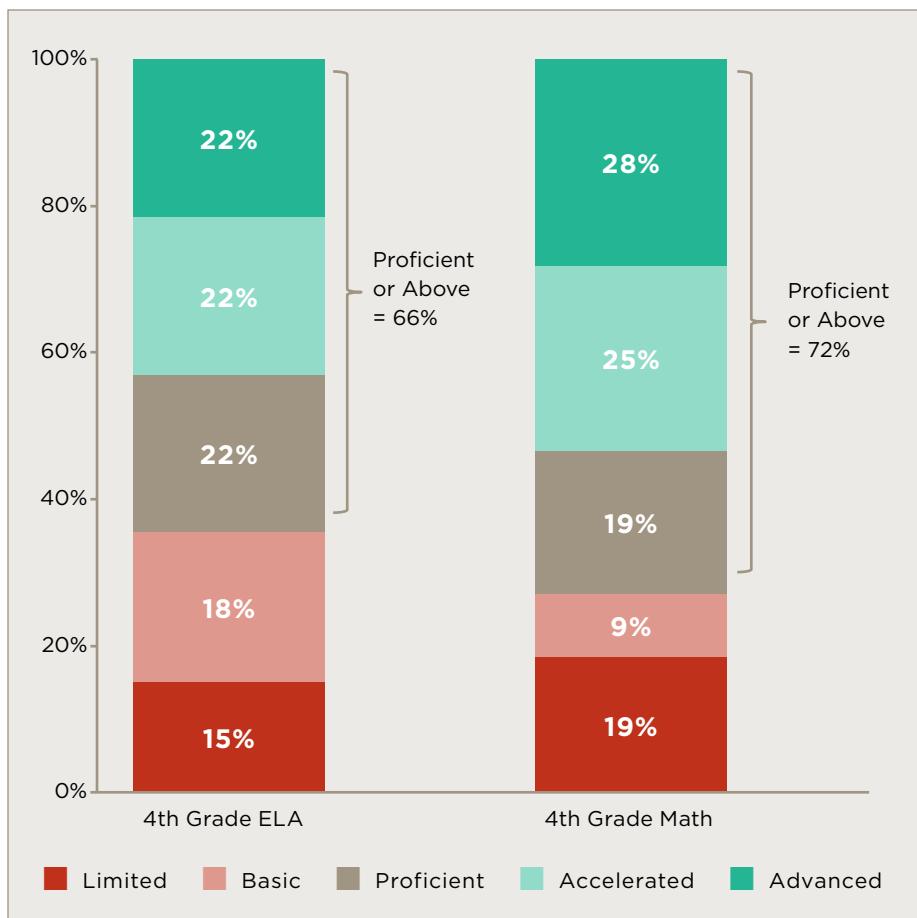
**STUDENT
ACHIEVEMENT:**



STATE EXAMS

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

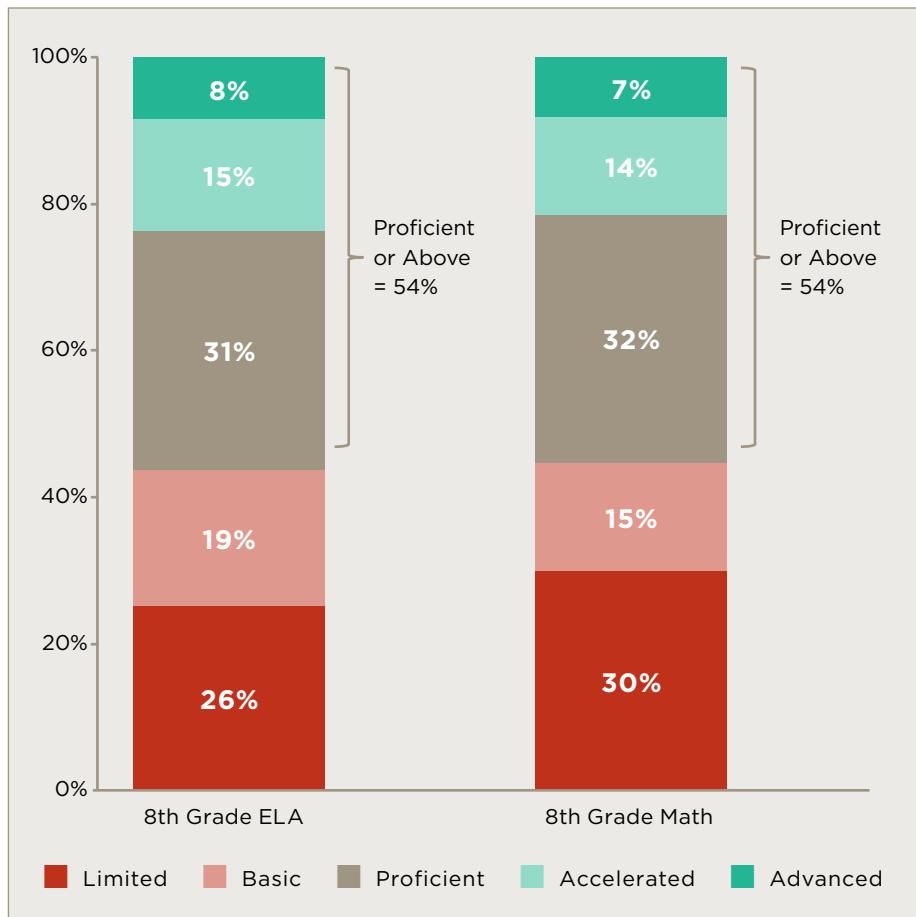
66 and 72 percent of Ohio fourth grade students reach proficient or above in English language arts (ELA) and math, respectively. A greater percentage of students are deemed proficient under state standards than NAEP (compare pages 36 and 37 with page 26).



Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** Percentages may not add due to a small percentage of untested students and rounding. Reaching Ohio's proficient level does not indicate students are meeting rigorous college- and career-ready benchmarks. ODE notes that reaching at least "the accelerated level of performance suggests that a student is on track for college and career readiness."

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

54 percent of Ohio eighth grade students reach proficient or above in both English language arts (ELA) and math.

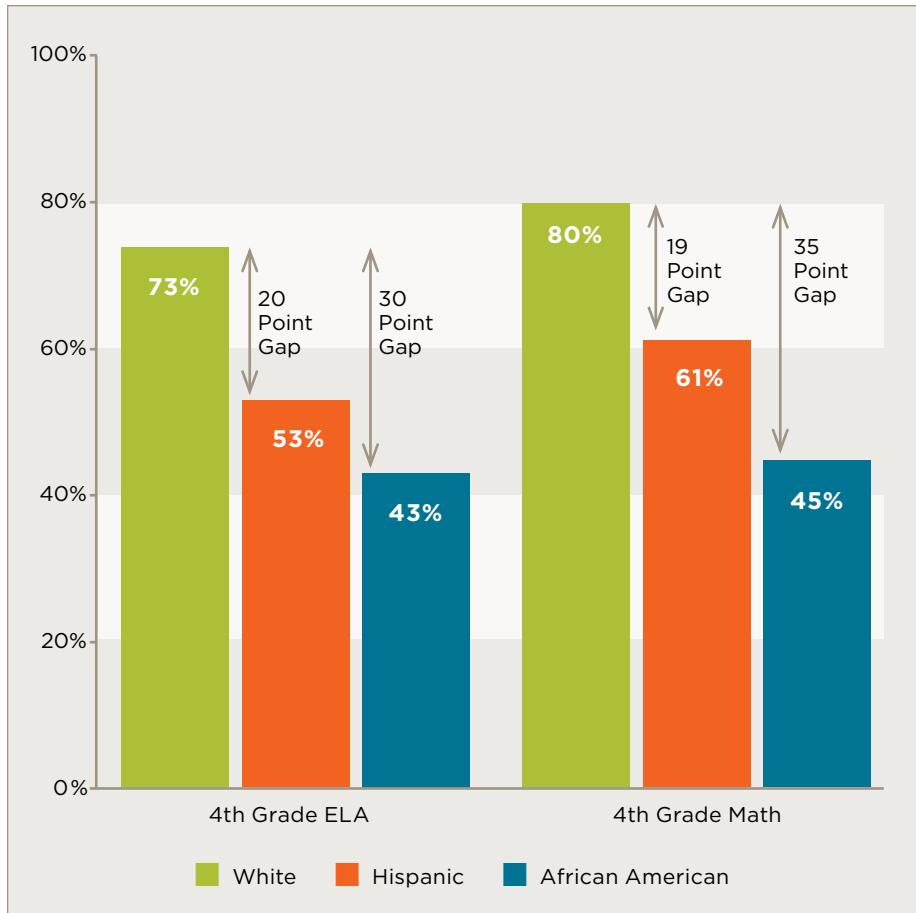


Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** Percentages may not add due to small percentages of untested students and rounding. Approximately 80% of eighth graders take the grade-level math assessment, while others take high school end-of-course math exams that better align with coursework. Reaching Ohio's proficient level does not indicate students are meeting rigorous college- and career-ready benchmarks. ODE notes that reaching at least "the accelerated level of performance suggests that a student is on track for college and career readiness."

STATEWIDE ACHIEVEMENT BY RACE OR ETHNIC SUBGROUP

On average, black and Hispanic students achieve at lower levels than their white peers on fourth grade state exams.

FOURTH GRADE: PROFICIENT OR ABOVE

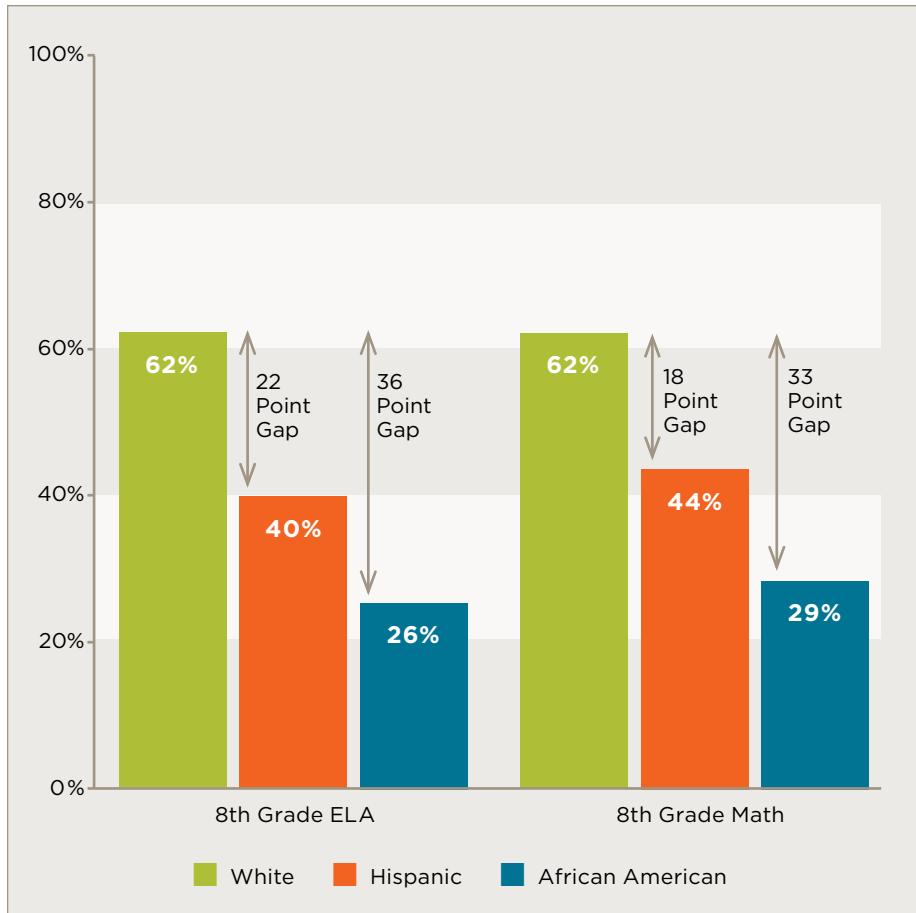


Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multi-racial students achieve at levels between white and Hispanic students.

STATEWIDE ACHIEVEMENT BY RACE OR ETHNIC SUBGROUP

On average, black and Hispanic students achieve at lower levels than their white peers on eighth grade state exams.

EIGHTH GRADE: PROFICIENT OR ABOVE

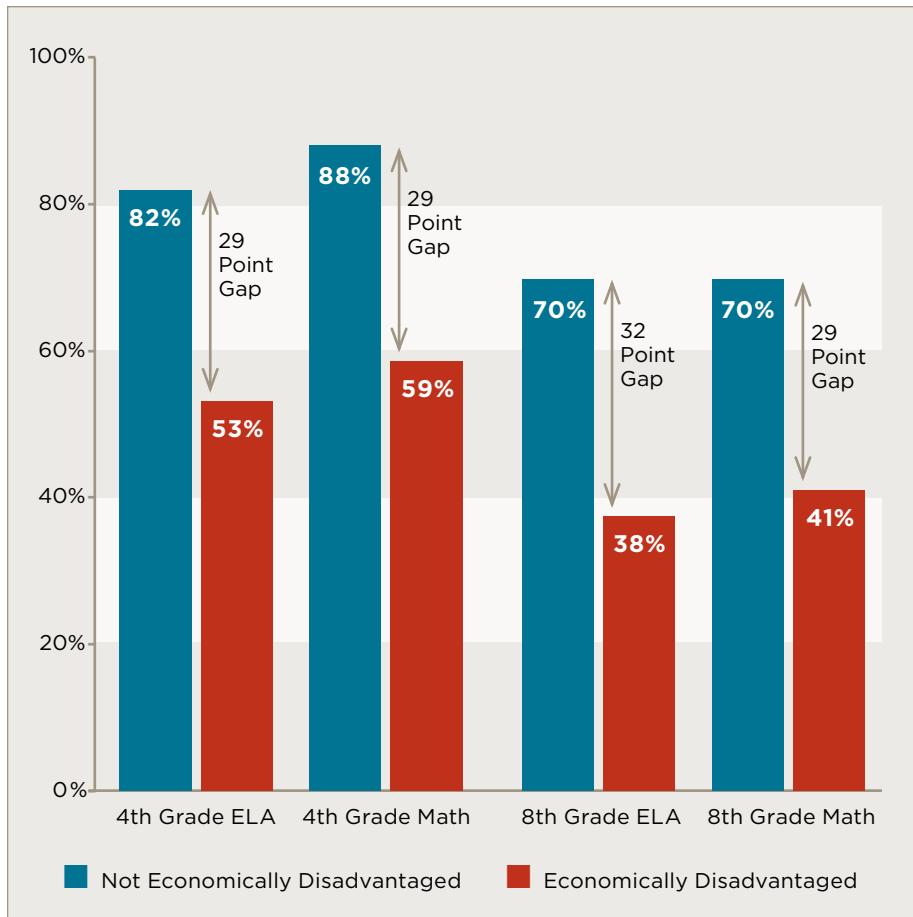


Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multi-racial students achieve at levels between white and Hispanic students.

STUDENT ACHIEVEMENT BY ECONOMIC DISADVANTAGE

On average, economically disadvantaged students achieve at lower levels than their peers on fourth and eighth grade state exams.

FOURTH AND EIGHTH GRADE: PROFICIENT OR ABOVE



Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** For more on the identification of economically disadvantaged students, see page 10.

ACHIEVEMENT GAPS VERSUS PRIOR YEARS

Achievement gaps in fourth grade have slightly narrowed relative to 2015-16. In eighth grade, the black-white and low-high income achievement gaps have slightly widened relative to 2015-16, while Hispanic-white gaps have slightly widened in ELA but narrowed in math.

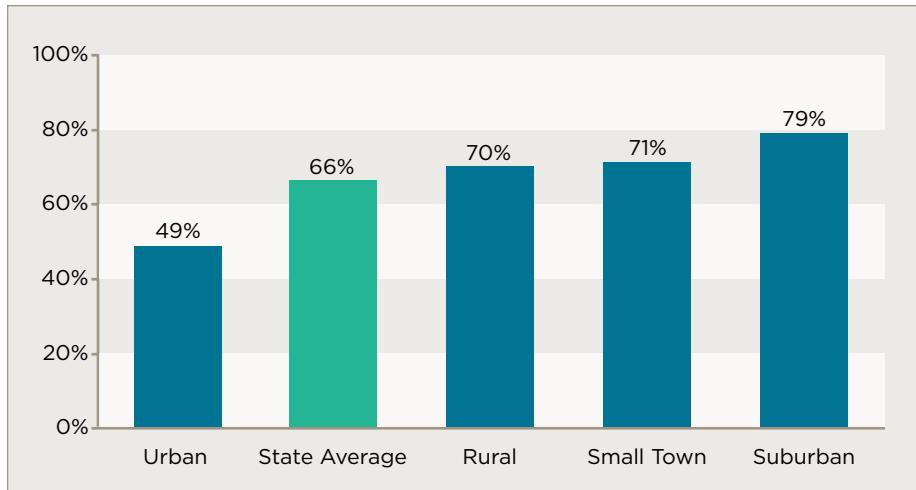
	PERCENTAGE POINT GAP: 2015-16	PERCENTAGE POINT GAP: 2016-17	PERCENTAGE POINT GAP: 2017-18
FOURTH GRADE ELA			
Black-White Gap	33	33	30
Hispanic-White Gap	21	21	20
Low-High Income Gap	31	30	29
FOURTH GRADE MATH			
Black-White Gap	38	38	35
Hispanic-White Gap	21	20	19
Low-High Income Gap	30	29	29
EIGHTH GRADE ELA			
Black-White Gap	29	34	36
Hispanic-White Gap	19	23	22
Low-High Income Gap	30	34	32
EIGHTH GRADE MATH			
Black-White Gap	31	36	33
Hispanic-White Gap	19	20	18
Low-High Income Gap	28	31	29

Source: Ohio Department of Education, Advanced Reports (SY 2015-16 to 2017-18). **Note:** This table displays the difference in proficiency rates between, e.g., black and white students. “Low-high income gap” refers to the difference in proficiency rates between economically disadvantaged students and those who are not identified.

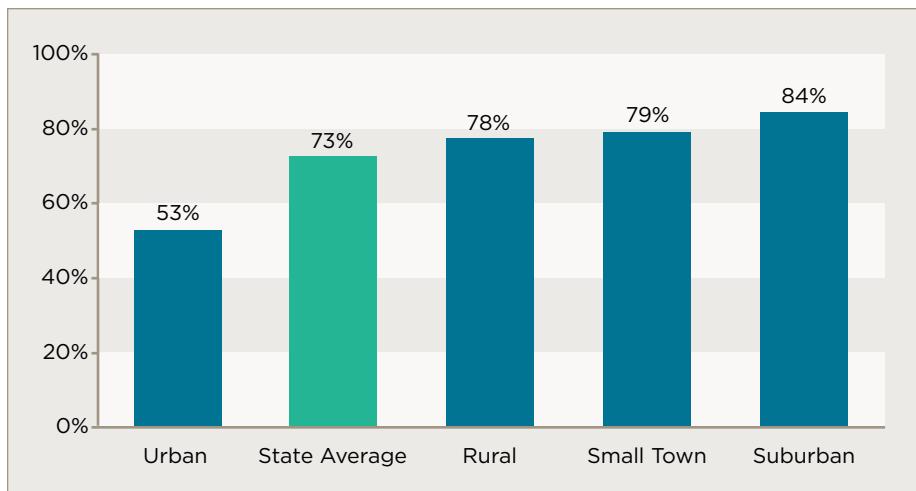
STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

Fourth grade proficiency rates are highest in Ohio's suburban areas and lowest in urban areas.

FOURTH GRADE ELA



FOURTH GRADE MATH

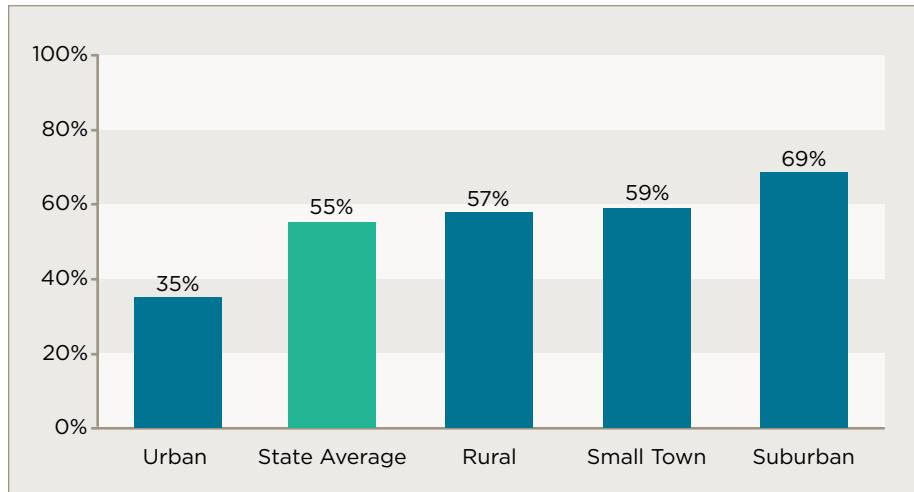


Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students tested in each district, charter, or STEM school.

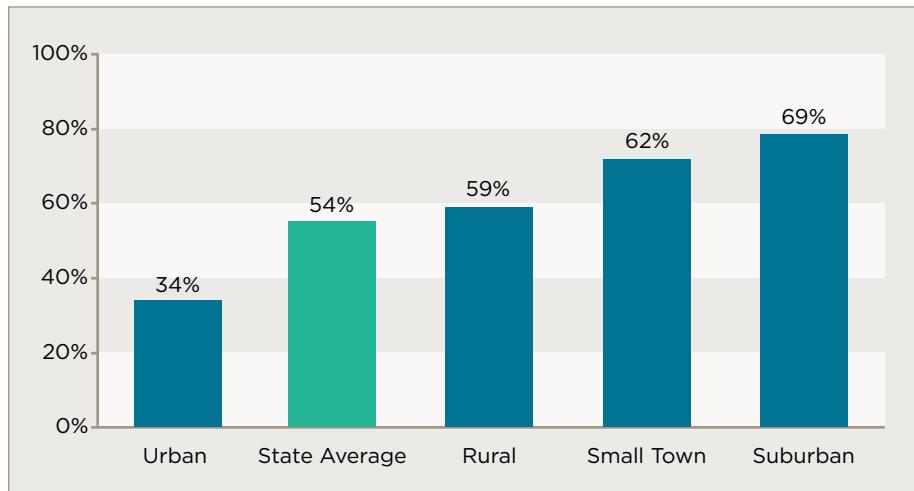
STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

Eighth grade proficiency rates are highest in Ohio's suburban areas and lowest in urban areas.

EIGHTH GRADE ELA



EIGHTH GRADE MATH

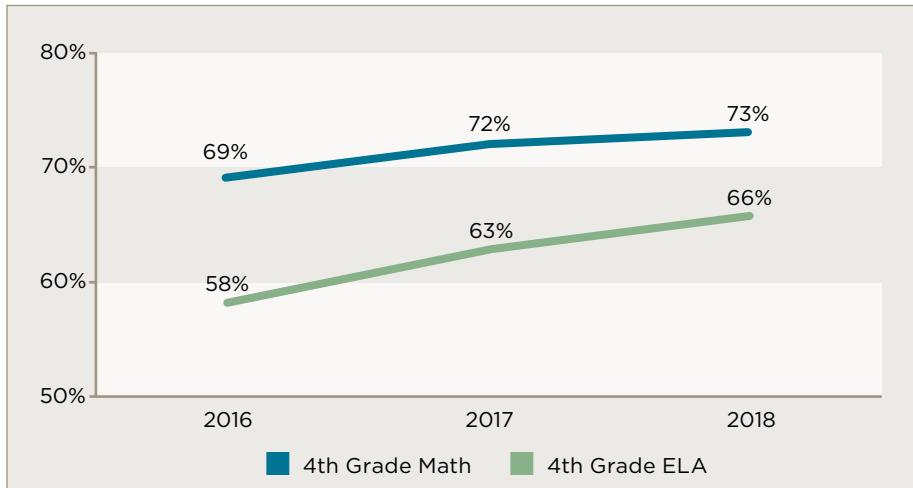


Source: Ohio Department of Education, Advanced Reports (SY 2017-18). **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students tested in each district, charter, or STEM school.

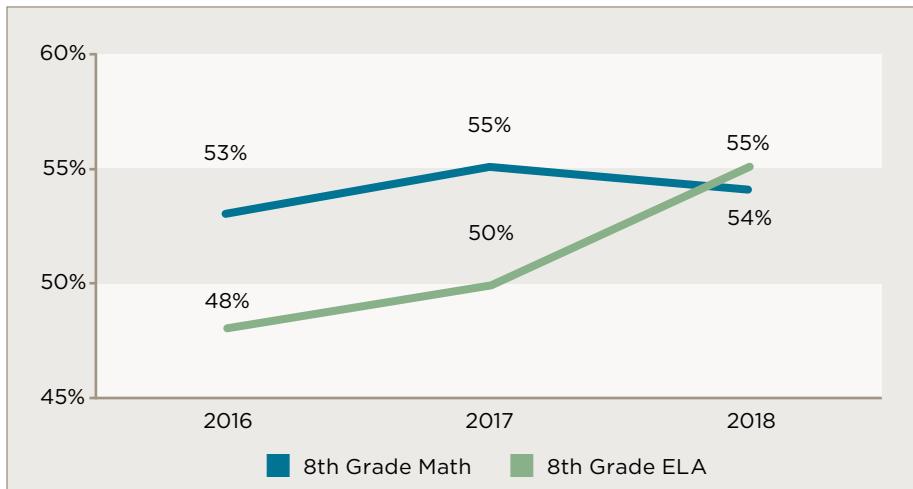
PROFICIENCY TRENDS IN FOURTH AND EIGHTH GRADE

Proficiency rates on state exams have generally trended upward in fourth and eighth grade ELA and math.

FOURTH GRADE



EIGHTH GRADE

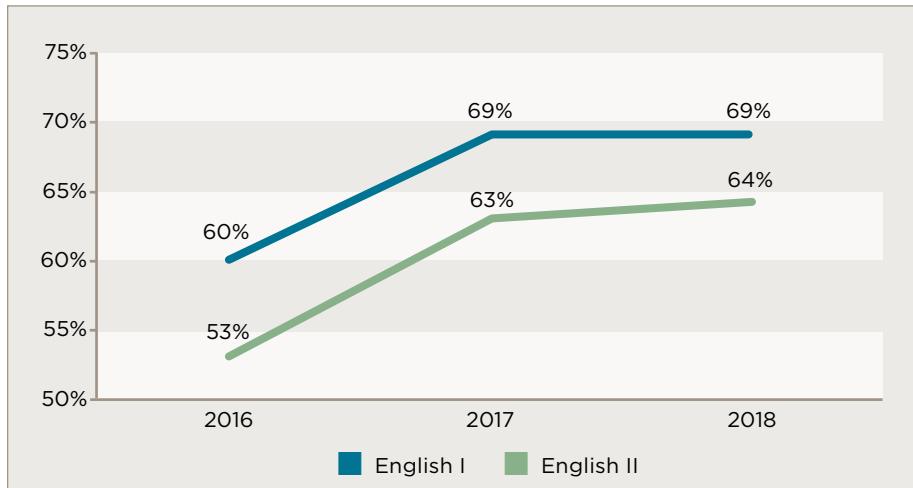


Source: Ohio Department of Education, State Report Card (SY 2017-18). **Note:** After transitioning state exams, Ohio has administered the same assessments in the years displayed above.

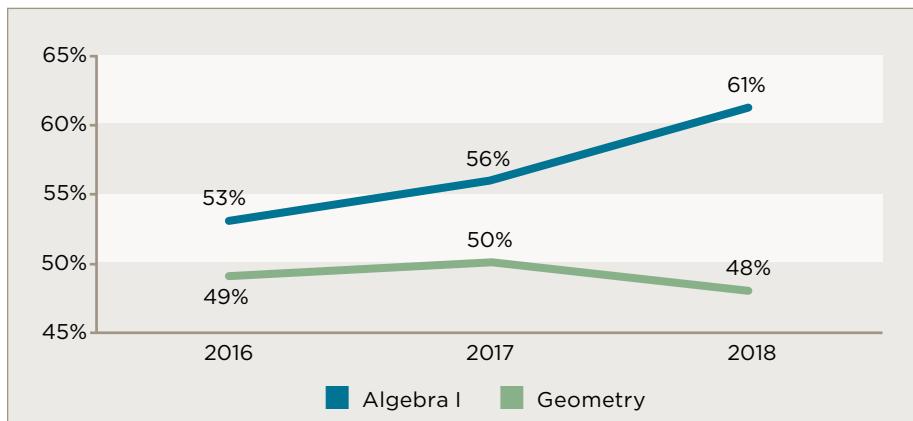
STUDENT PROFICIENCY TRENDS ON SELECTED HIGH SCHOOL EXAMS

Statewide student proficiency rates have increased on state end-of-course (EOC) English exams; trends in math EOCs are mixed.

ENGLISH EOCs



MATH EOCs



Source: Ohio Department of Education, State Report Card (SY 2017-18). **Note:** These proficiency rates do not include the results of students retaking an end-of-course exam. The vast majority of students take Algebra I and Geometry exams, with about one in ten taking the state's Integrated Math I and II exams instead.

PROFICIENCY ON ALL STATE EXAMS

Roughly 50 to 70 percent of Ohio students reach proficiency or above on the various state exams. In general, proficiency rates on state exams have risen over the past three years.

	PROFICIENCY RATE: 2015-16	PROFICIENCY RATE: 2016-17	PROFICIENCY RATE: 2017-18
GRADE 3-8 EXAMS			
Third Grade ELA	54.9	63.8	61.2
Third Grade Math	65.8	70.6	67.0
Fourth Grade ELA	57.5	62.8	66.4
Fourth Grade Math	69.2	72.4	72.5
Fifth Grade ELA	60.2	67.7	70.2
Fifth Grade Math	62.4	61.6	62.9
Fifth Grade Science	67.5	68.3	68.5
Sixth Grade ELA	54.0	60.2	59.9
Sixth Grade Math	56.7	60.2	59.4
Seventh Grade ELA	53.6	59.2	63.9
Seventh Grade Math	55.3	56.1	59.4
Eighth Grade ELA	47.5	50.3	54.5
Eighth Grade Math	52.7	54.9	54.3
Eighth Grade Science	64.9	65.8	67.6
HIGH SCHOOL END-OF-COURSE (EOC) EXAMS			
English I	60.0	69.2	68.9
English II	53.4	63.3	64.4
Algebra I	53.0	56.2	60.5
Algebra II	49.4	49.7	48.2
Integrated Math I	46.9	47.6	45.9
Integrated Math II	36.0	37.4	34.3
Biology	65.4	65.7	73.7
U.S. Government	68.0	73.1	79.5
U.S. History	76.3	74.5	75.7

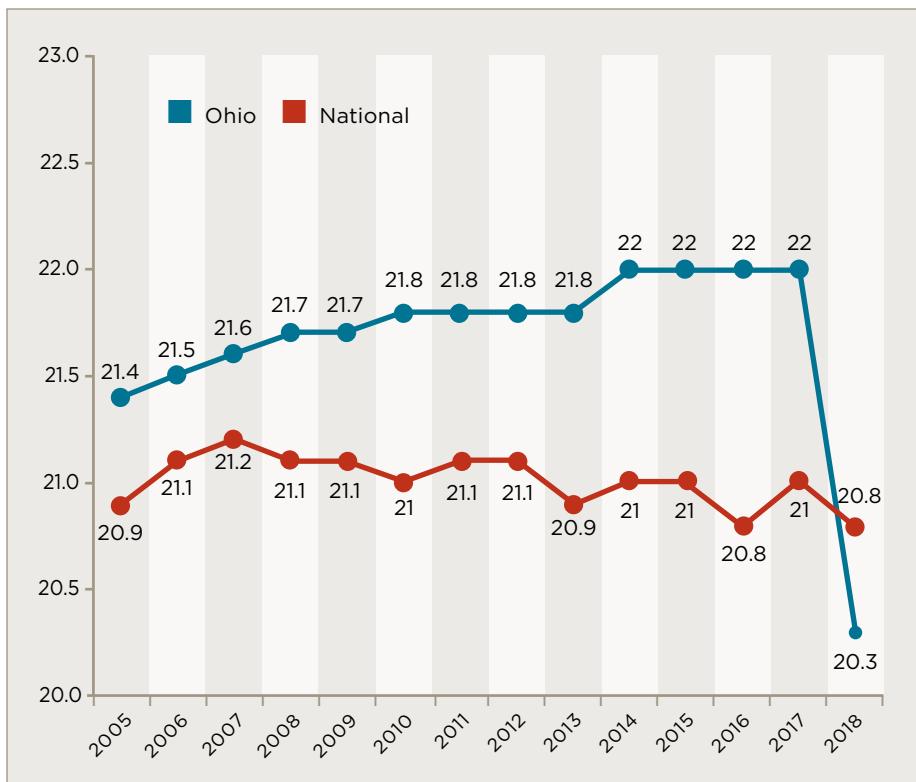
Source: Ohio Department of Education, State Report Card (SY 2017-18). **Note:** EOC proficiency rates do not include the results of students retaking an exam. The vast majority of students take Algebra I and Geometry EOCs, with about one in ten taking the state's Integrated Math I and II exams instead.



POST- SECONDARY READINESS AND OUTCOMES

ACT SCORES OVER TIME

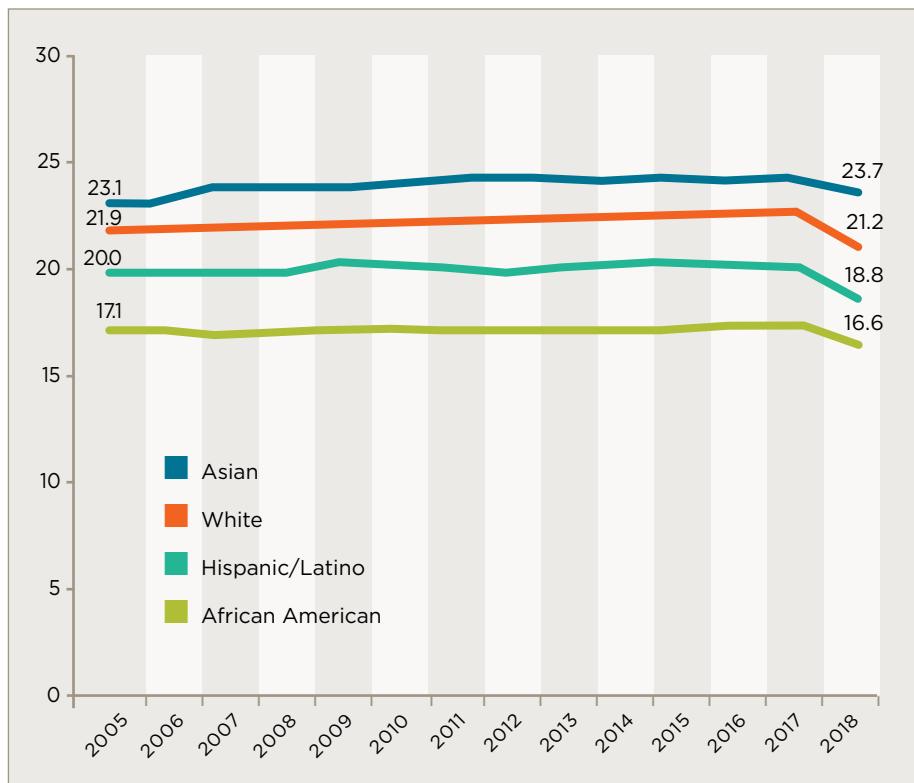
Ohio's average ACT composite score is below the national average. The drop in the state's ACT score with the graduating class of 2018 occurred as Ohio began to require all juniors to take a college admissions exam.



Source: ACT, The Condition of College & Career Readiness 2018: Ohio Key Findings; for historical data, see, e.g., ACT, Graduation Class of 2014—Ohio. **Note:** This chart displays the average ACT composite score across the four tested subjects (English, math, reading, and science) for the graduating classes of 2005 to 2018. Practically all students in the class of 2018 took the ACT exams, while about two in three had done so in previous years. Composite scores are reported on a scale of 0 to 36. To put ACT scores in context, admitted freshman at The Ohio State University typically score between 28 and 32.

AVERAGE ACT SCORES BY RACE/ETHNICITY

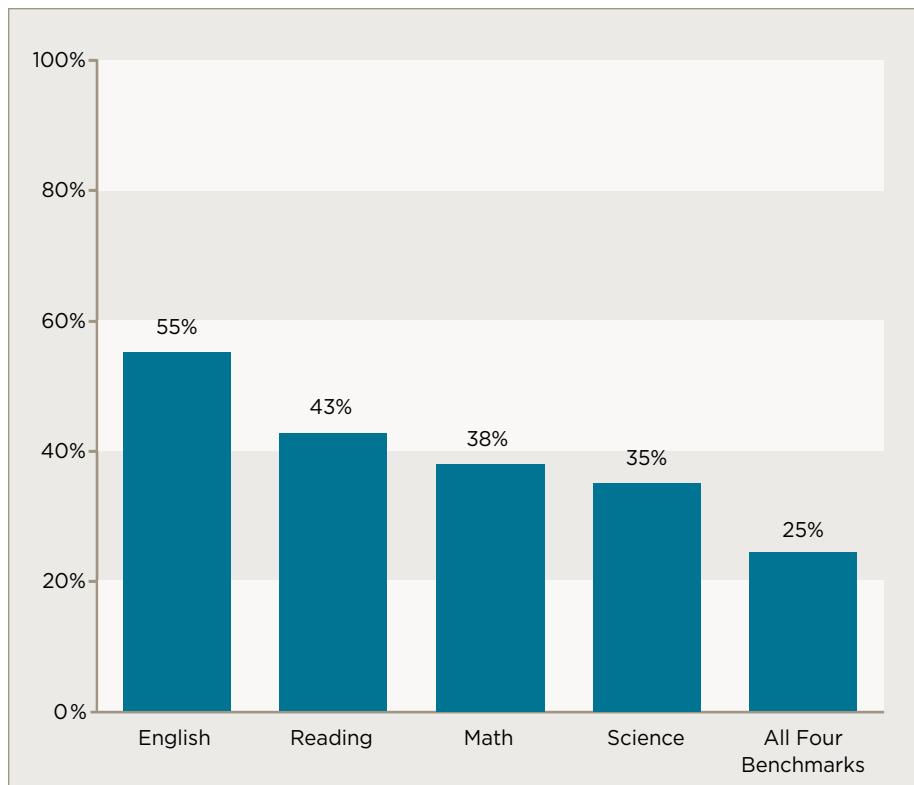
Gaps in average ACT scores exist between race/ethnic groups; disparities have not narrowed significantly over the past decade.



Source: ACT, The Condition of College & Career Readiness 2018: Ohio Key Findings; for historical data, see, e.g., ACT, Graduation Class of 2014—Ohio. **Note:** ACT reports data for several smaller race/ethnic subgroups but they are omitted from this chart for display purposes.

ACT EXAM: COLLEGE READINESS OF THE CLASS OF 2018

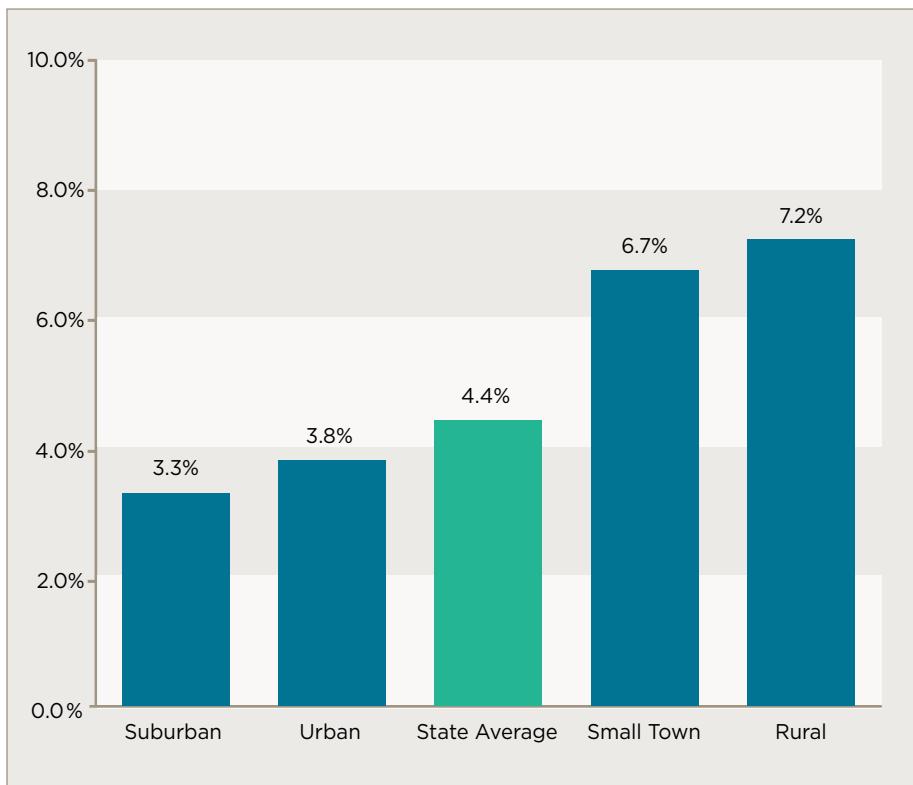
College readiness varies by ACT content area—from 35 percent in science to 55 percent in English. Just 25 percent of Ohio students reach college ready benchmarks in all four areas of the ACT.



Source: ACT, The Condition of College & Career Readiness 2018: Ohio Key Findings. **Note:** ACT establishes minimum test scores in each subject that indicate readiness for college coursework in that area. For more on the college-ready benchmarks and how they are set, see ACT, What are the ACT College Readiness Benchmarks?

INDUSTRY CREDENTIALS EARNED

Just 4 percent of Ohio students earn industry-recognized credentials before graduating. Students from rural schools have the highest rates of credentials earned (7 percent), while those from suburban schools have the lowest (3 percent).

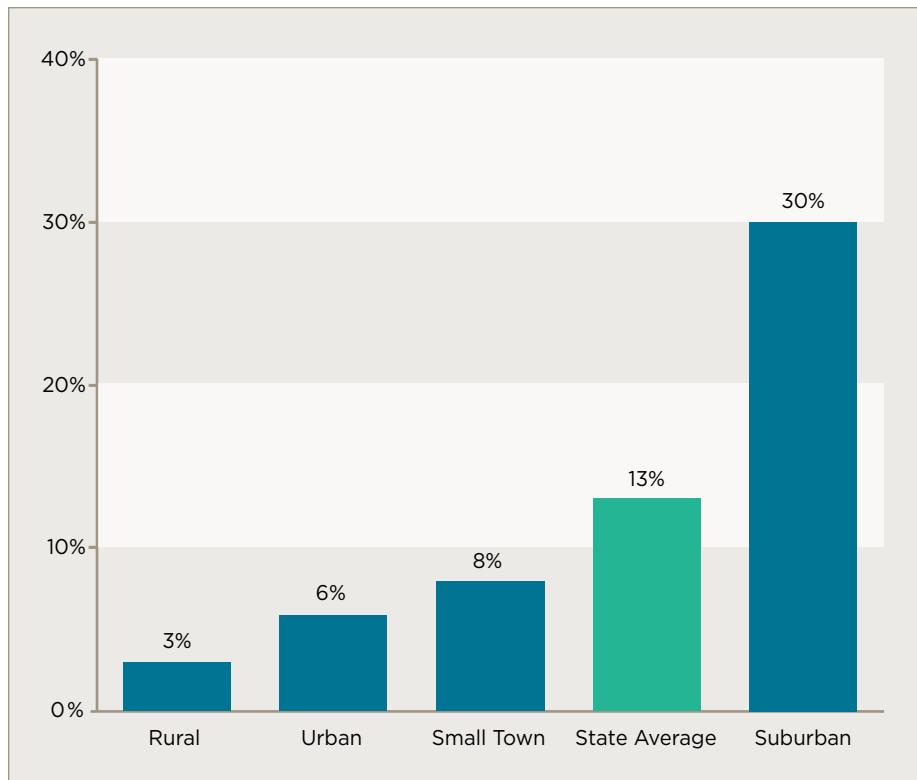


Source: Ohio Department of Education (ODE), School Report Cards: Download Data (SY 2017-18).

Note: The rates in this chart indicate the percentage of students earning 12 or more points in Ohio's industry credentialing system; for more, see ODE, Industry Recognized Credentials. Data are from the classes of 2016 and 2017, including non-graduates. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in these cohorts in each district, charter, or STEM school.

ADVANCED PLACEMENT (AP) SCORES

13 percent of Ohio students graduate having earned a passing score on an AP exam. 30 percent of students from suburban schools earn a passing AP score, while only 3 percent of rural students do so.

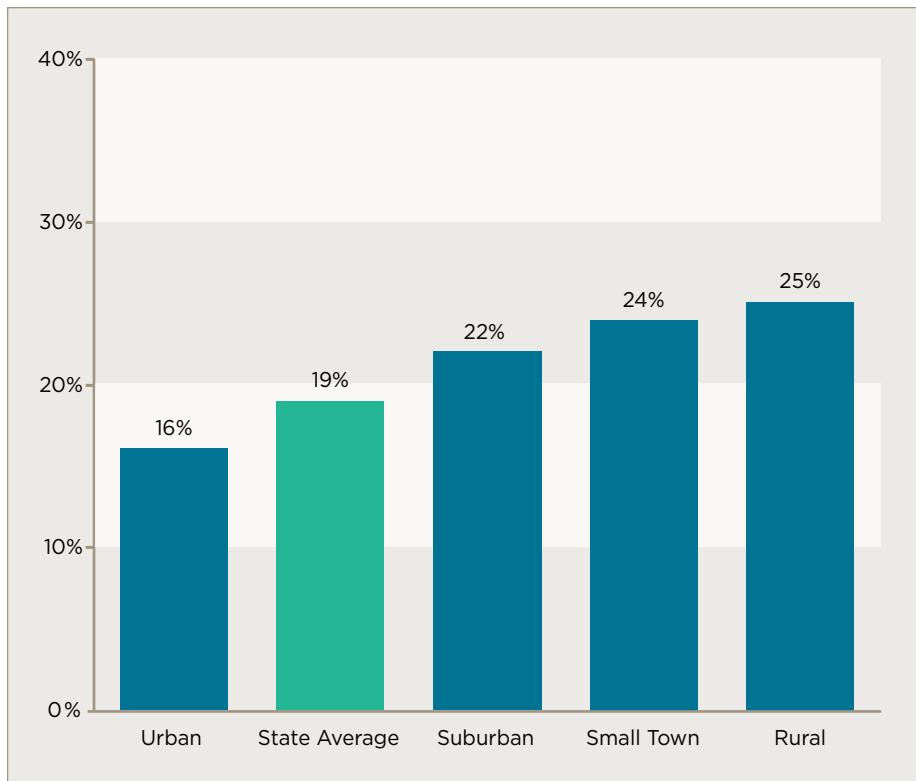


Source: Ohio Department of Education (ODE), School Report Cards: Download Data (SY 2017-18).

Note: The rates in this chart indicate the percentage of students earning a score of at least 3 out of 5 possible points on one or more AP exams. Data are from the classes of 2016 and 2017, including non-graduates. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in these cohorts in each district, charter, or STEM school.

DUAL ENROLLMENT CREDITS EARNED

One in five Ohio students earn college credit through dual enrollment programs. Rural students have the highest rate of dual enrollment credits earned (25 percent), while urban students have the lowest (16 percent).

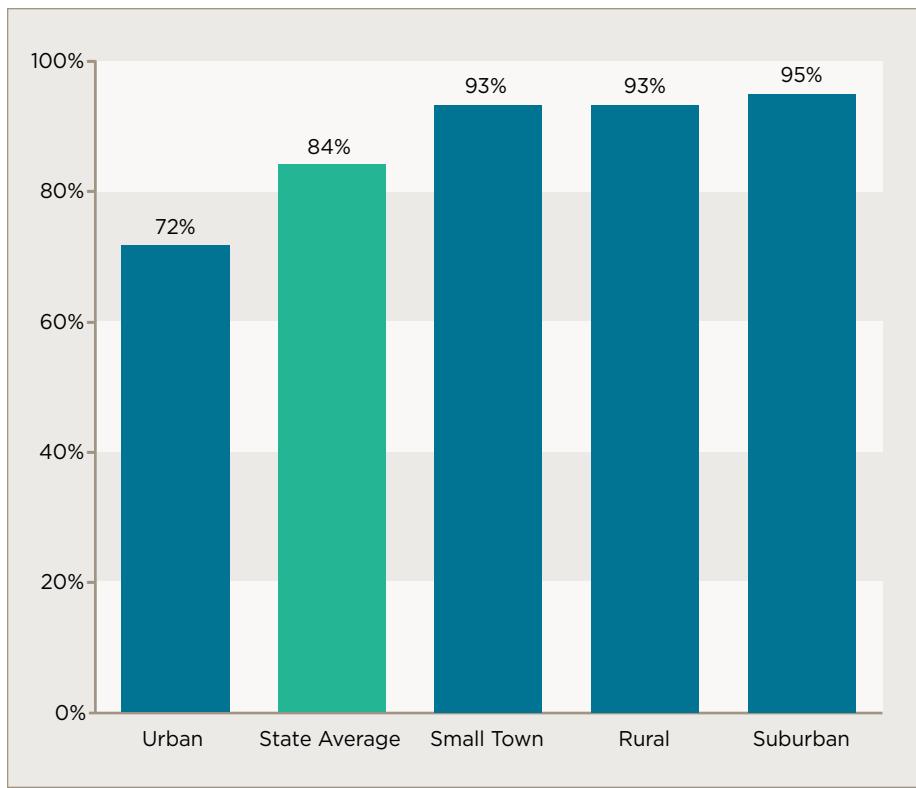


Source: Ohio Department of Education (ODE), School Report Cards: Download Data (SY 2017-18).

Note: The rates in this chart indicate the percentage of students earning 3 or more college credits through a dual high school/college enrollment program. Data are from the classes of 2016 and 2017, including non-graduates. For more on Ohio's dual-enrollment program, see ODE, College Credit Plus. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in these cohorts in each district, charter, or STEM school.

FOUR-YEAR HIGH SCHOOL GRADUATION RATES

84 percent of Ohio students graduate high school in four years. Graduation rates top 90 percent in much of the state, with lower rates in urban schools (72 percent).

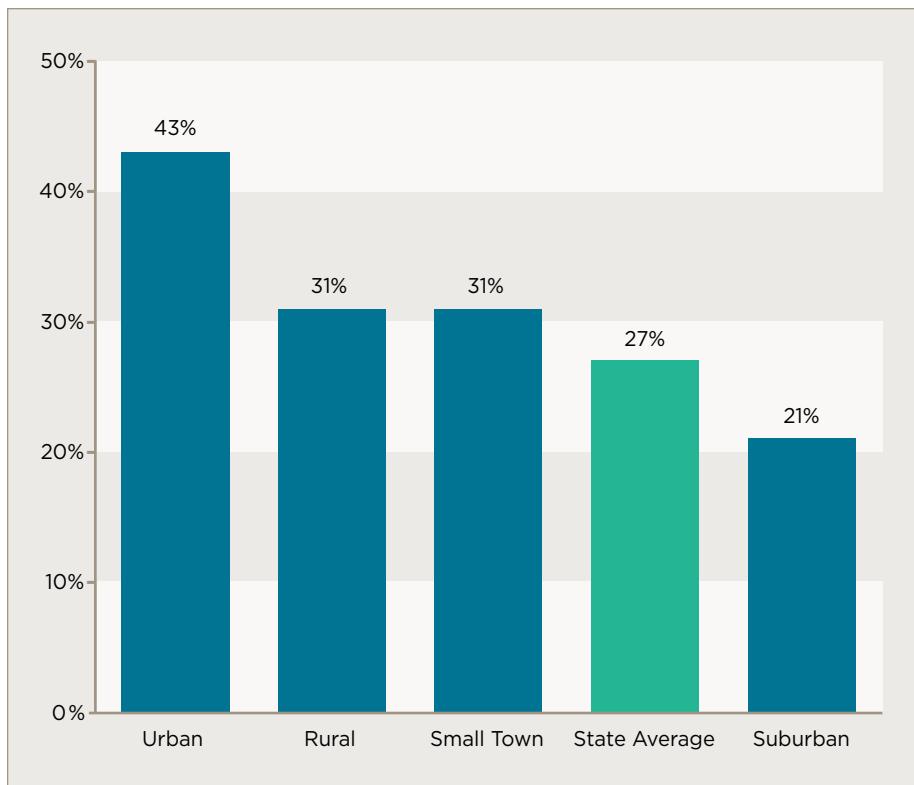


Source: Ohio Department of Education (ODE), School Report Cards: Download Data (SY 2017-18).

Note: The graduation rates in this chart indicate the percentage of students in the class of 2017 who earned a high-school diploma within four years of entering ninth grade. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in the class of 2017 in each district, charter, or STEM school.

COLLEGE REMEDIATION RATES

27 percent of incoming college students require remedial coursework in either English or math. Remediation rates are highest among graduates of Ohio's urban schools (43 percent) and lowest among graduates of suburban schools (21 percent).

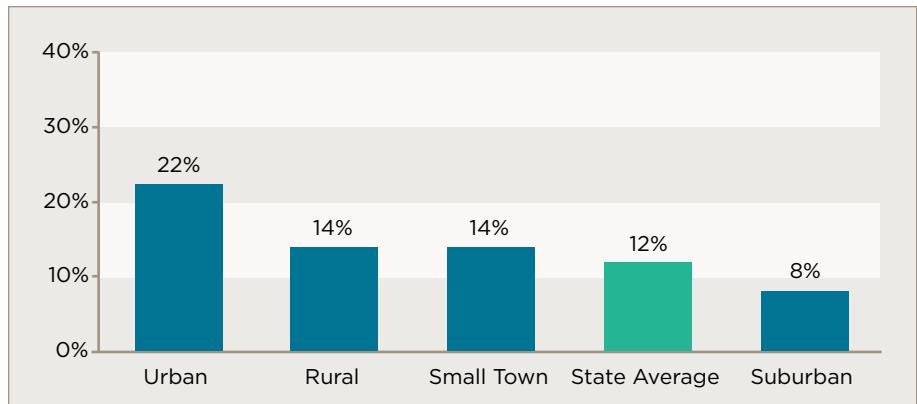


Source: Ohio Department of Higher Education, High School to College Transition Reports: 2017 High School Graduates. **Note:** Data are for public school students from the graduating class of 2017 who enrolled in an Ohio two or four year public college or university in fall 2017. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of college-going students in the class of 2017 in each district, charter, or STEM school.

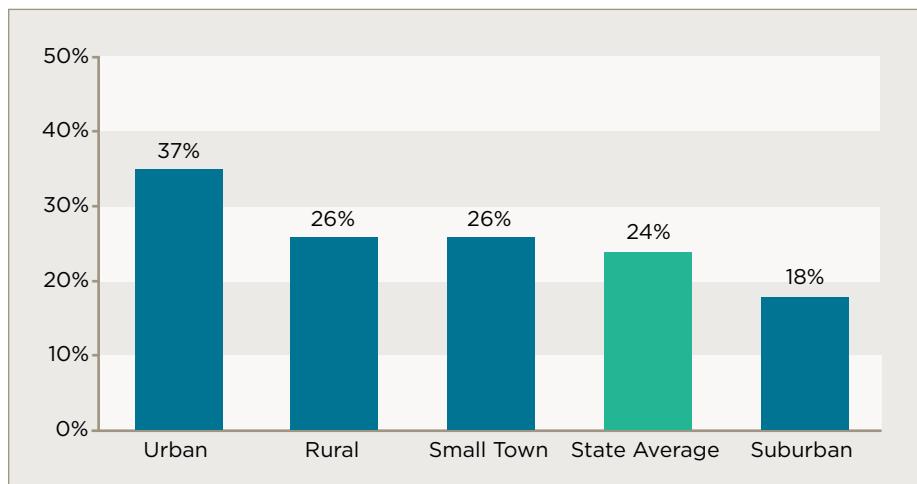
COLLEGE REMEDIATION RATES BY SUBJECT

Remediation rates are higher in math (24 percent statewide) than in English (12 percent). Graduates of urban schools have higher remediation rates in both subjects than their peers.

ENGLISH



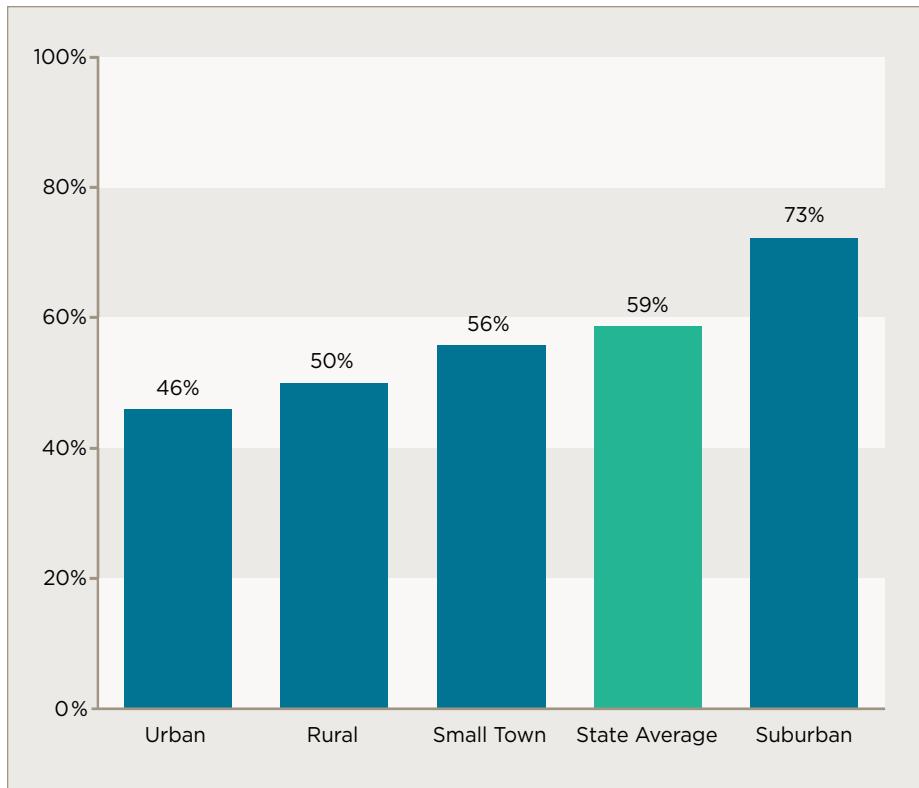
MATH



Source: Ohio Department of Higher Education, High School to College Transition Reports: 2017 High School Graduates. **Note:** Data are for public school students from the graduating class of 2017 who enrolled in an Ohio two or four year public college or university in fall 2017. The typology averages are weighted by the number of college-going students in the class of 2017 in each district, charter, or STEM school.

COLLEGE ENROLLMENT RATES

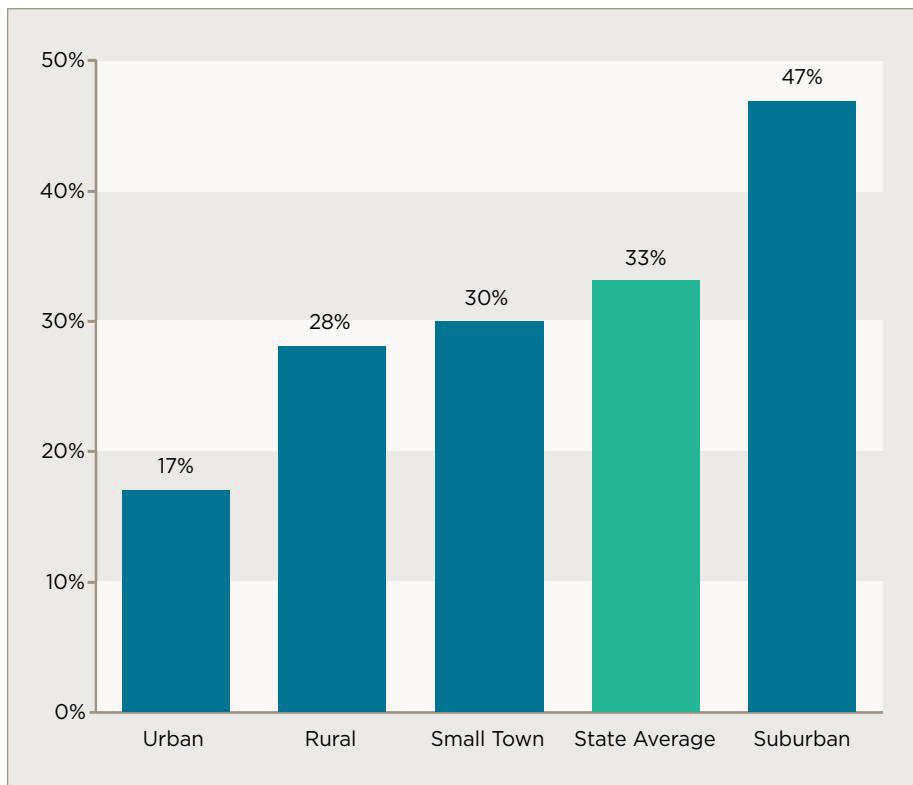
Roughly three in five Ohio students enroll in two or four year colleges or universities after high school. Enrollment is highest among students from suburban schools (73 percent) and lower among those from other areas.



Source: Ohio Department of Education (ODE), School Report Cards: Download Data. **Note:** The chart displays the percent of the high school graduating class of 2015 (including non-graduates) that enrolled in a two- or four-year college or university within two years of high school. Post-secondary enrollment data are from the National Student Clearinghouse and include non-Ohio colleges; for more, see ODE, College Enrollment within Two Years. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in the class of 2015 in each district, charter, or STEM school.

COLLEGE COMPLETION RATES

33 percent of Ohio students attain at least an Associate's degree within six years of leaving high school. College completion rates are highest among students who attended high school in suburban areas (47 percent), with lower rates for those from urban communities (17 percent).



Source: Ohio Department of Education (ODE), School Report Cards: Download Data. **Note:** Data display the percent of the high school class of 2011 (including non-graduates) who earned at least an Associate's degree within six years of high school. Post-secondary enrollment data are from the National Student Clearinghouse and include non-Ohio colleges; for more, see ODE, College Graduation within Six Years. This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by the number of students in the class of 2011 in each district, charter, or STEM school.

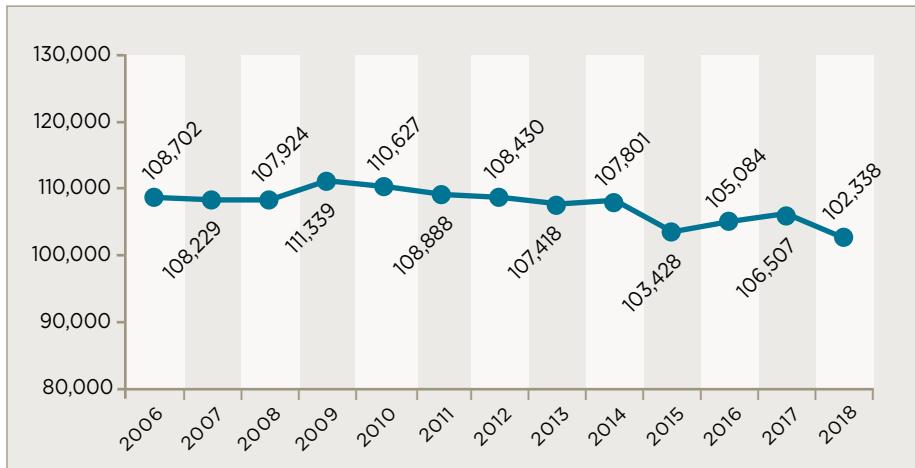


OHIO'S EDUCATORS

PUBLIC SCHOOL TEACHERS

Ohio public schools employ just over 100,000 teachers, equivalent to roughly 16 students per teacher.

NUMBER OF TEACHERS



STUDENTS PER TEACHER



Source: Ohio Department of Education, Advanced Reports (SY 2005-06 to 2016-17). SY 2017-18 data are calculated based on total teacher counts across Ohio schools reported in ODE, Download Data. **Note:** The number of students per teacher is based on student enrollment counts reported on page 7.

CHARACTERISTICS OF OHIO TEACHERS

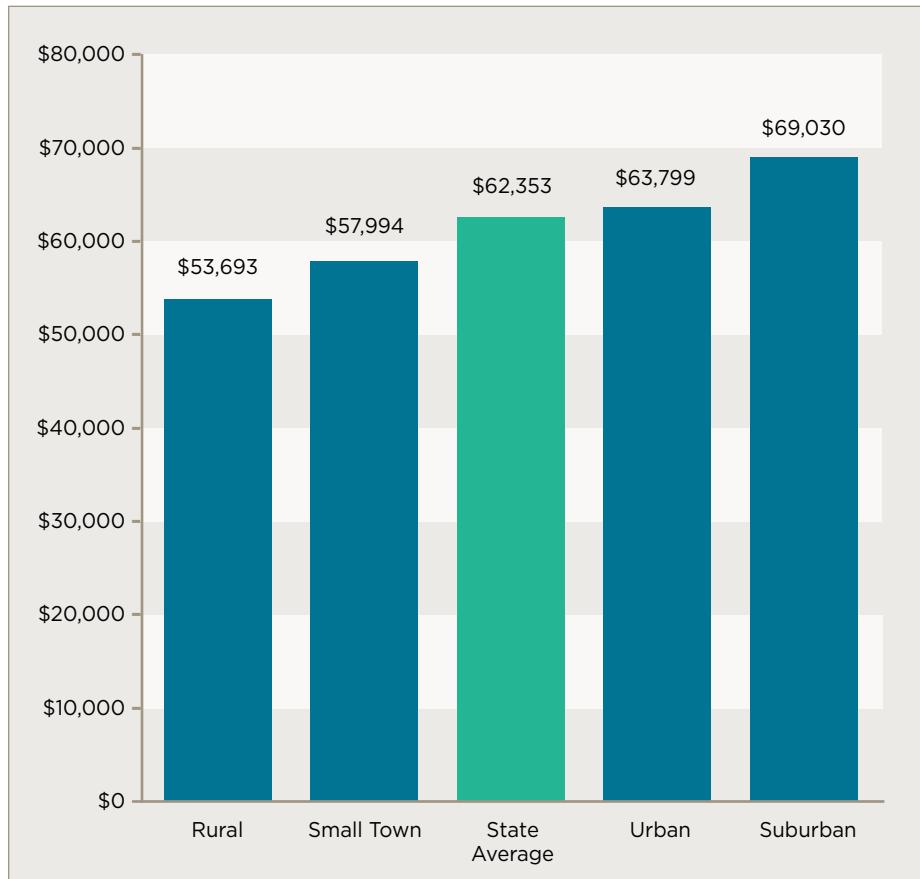
About three in four teachers are female, and an overwhelming majority are white. Almost all teachers hold a Bachelor's Degree or higher.

TEACHER CHARACTERISTICS	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL TEACHERS	106,507	100
RACE OR ETHNICITY		
White	98,505	92.5
African American	4,411	4.1
Hispanic	727	<1.0
Multiracial	164	<1.0
Asian or Pacific Islander	223	<1.0
American Indian or Alaskan Native	63	<1.0
Not Specified	2,162	2.0
GENDER		
Female	79,988	75.1
Male	26,520	24.9
HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT		
Doctorate	417	<1.0
Master's	66,111	62.1
Bachelor's	38,271	35.9
Other Certificate	1,710	1.6

Source: Ohio Department of Education, Advanced Reports (SY 2016-17). **Note:** Teacher demographics and comparable educational attainment data were not available for SY 2017-18 at the time of publication.

TEACHER SALARIES

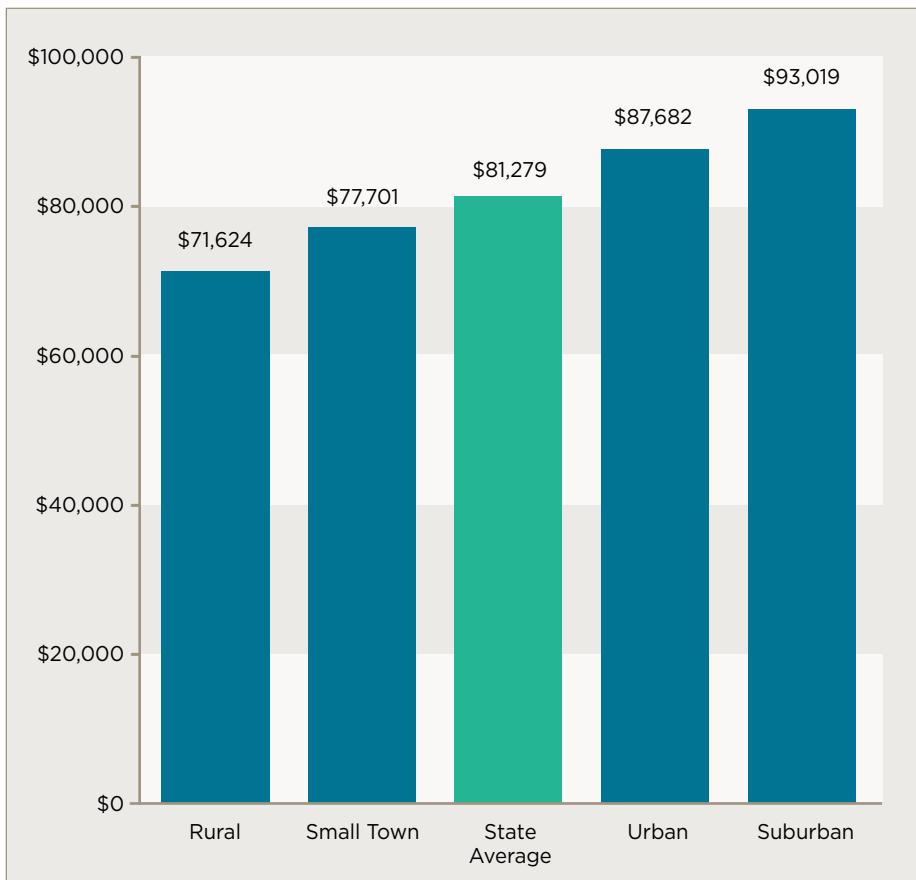
On average, public school teachers in Ohio earn just over \$60,000 per year; teachers in suburban schools typically earn more than their peers in other areas.



Source: Ohio Department of Education, District Profile Reports (SY 2017-18). **Note:** This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by district enrollment in SY 2017-18; charter schools are not included in this figure, as charter data are not reported in the district profile reports.

ADMINISTRATOR SALARIES

Ohio public schools employ approximately 12,000 administrators, including superintendents, treasurers, and principals. On average, administrators earn about \$80,000 per year; administrators in suburban schools typically earn more than their counterparts in other areas.



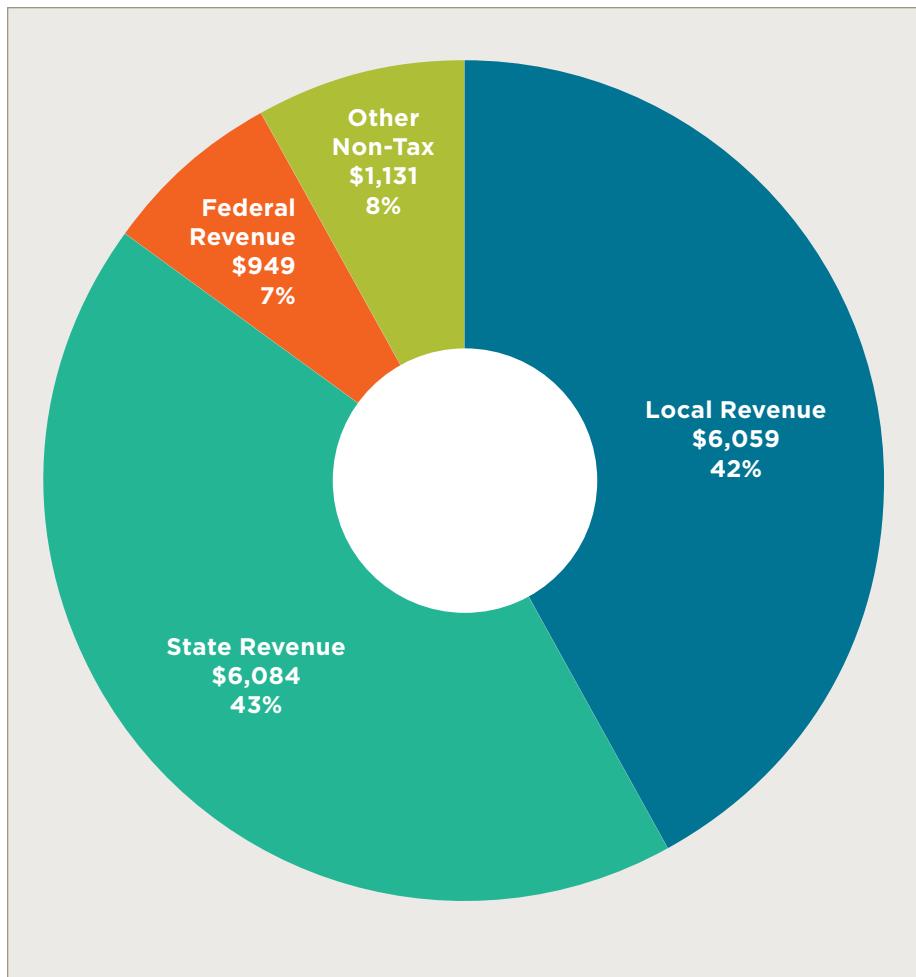
Source: Ohio Department of Education, District Profile Reports (SY 2017-18). **Note:** This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology averages are weighted by district enrollment in SY 2017-18; charter schools are not included in this figure, as charter data are not reported in the district profile reports.



SCHOOL FUNDING

HOW OHIO FUNDS PUBLIC SCHOOLS

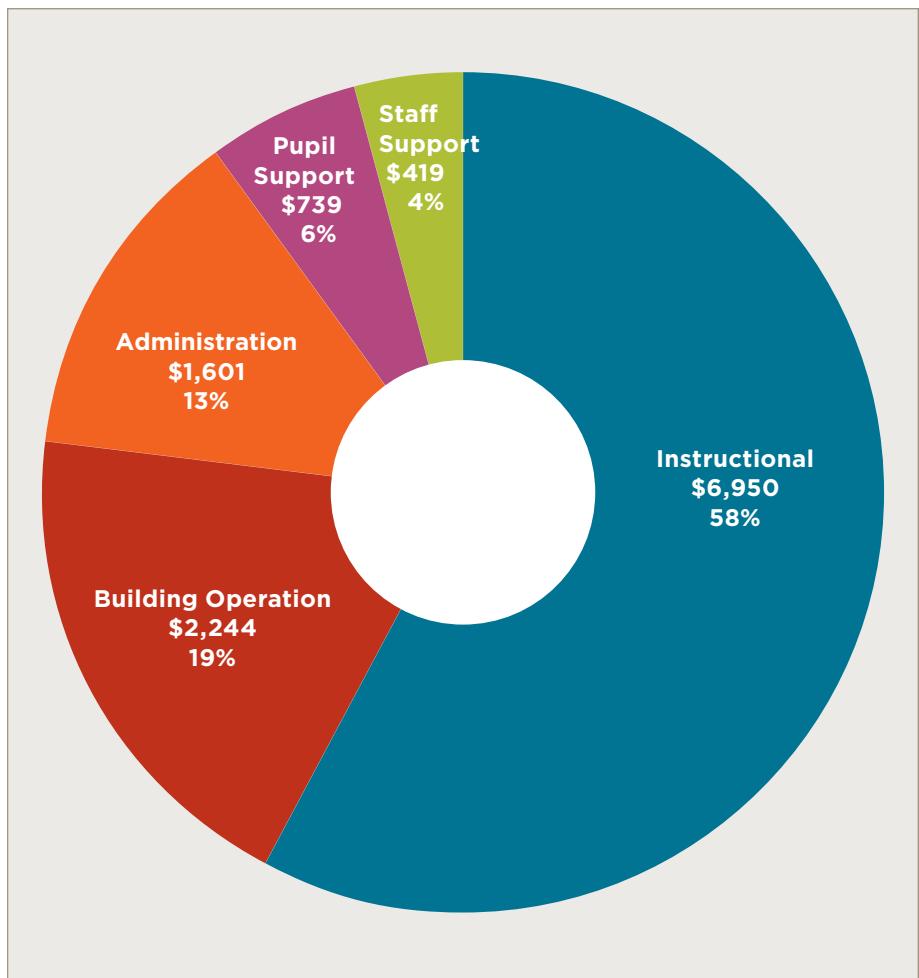
Ohio schools receive approximately \$20 billion per year, or about \$14,000 per student. Most of the revenue is generated through local and state taxes.



Source: Ohio Department of Education, District Profile Reports (SY 2017-18). **Note:** Amounts are shown as revenue per pupil. Other non-tax revenue includes sales of assets, fees, and investment income.

HOW SCHOOL FUNDS ARE SPENT

Roughly 60 percent of education funding is spent on classroom instruction; the remainder helps to support administration, building operations, and other activities.



Source: Ohio Department of Education, District Profile Reports (SY 2017-18). **Note:** Amounts are shown as expenditure per pupil. The ODE expenditure data used for this chart do not include capital expenditures (e.g., construction or interest on debt).

EXPENDITURES PER PUPIL

On average, Ohio schools spend \$11,953 per pupil in operational expenditures. Urban schools, on average, have the highest per pupil expenditures (\$13,685), while small town districts spend the least per pupil (\$10,648).



Source: Ohio Department of Education, District Profile Reports (SY 2017-18). **Note:** This chart combines data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The typology average per-pupil expenditures are weighted by district enrollment in SY 2017-18. Charter schools are not included in these data, except for conversion charters (i.e., schools created by districts). The ODE expenditure data used for this chart do not include capital expenditures (e.g., construction or interest on debt).

EXPENDITURE PER PUPIL COMPARED TO NEARBY STATES

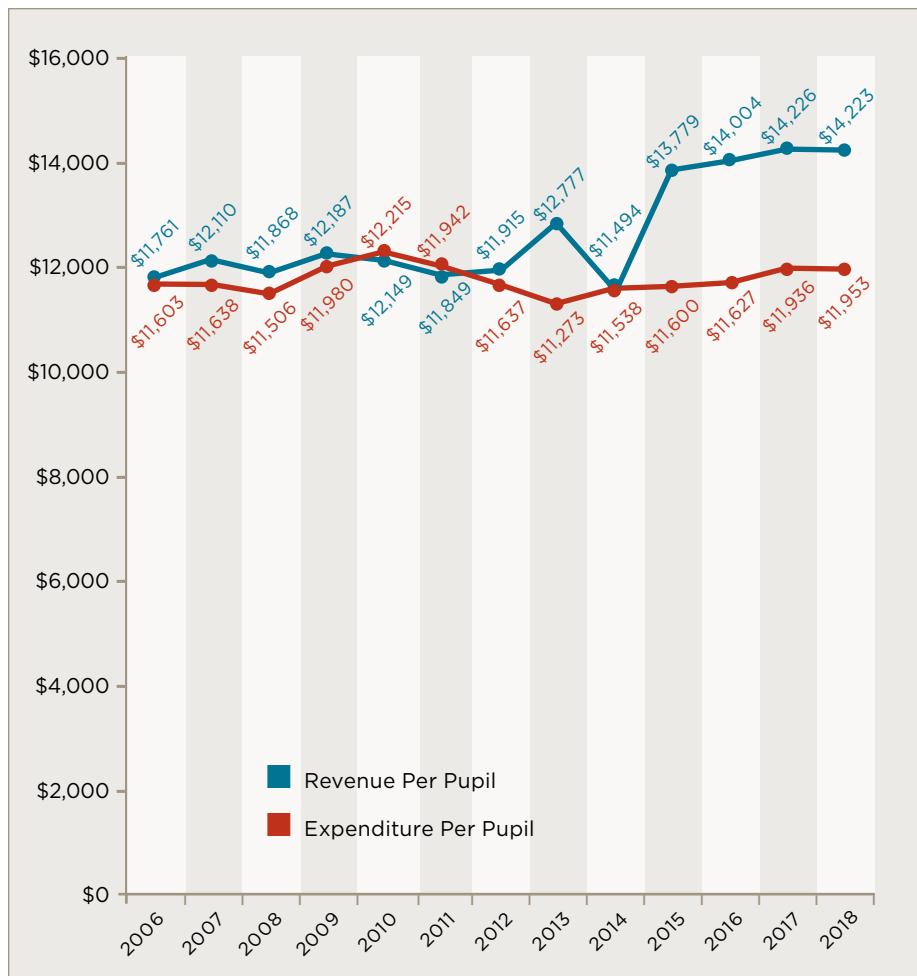
Ohio spends slightly more than the national average and more than several neighboring states, but spending in Ohio is below states such as Pennsylvania and Illinois.



Source: U.S. Department of Education (USDOE), Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2015-16 (Fiscal Year 2016), Table 5. **Note:** The chart displays operational expenditures per pupil (excluding capital expenses such as construction and interest on debt). The data are from 2015-16, the most recently published national statistics. Due to potential differences in reporting, USDOE and ODE funding data may not be the same.

PUBLIC SCHOOL REVENUES AND EXPENDITURES OVER TIME

Statewide, inflation-adjusted revenue per student has ranged from about \$11,000 to \$14,000 per student; in real dollars, expenditures per pupil have remained largely flat over the past decade.



Source: Ohio Department of Education, District Profile Reports (FY 2006 to 2018). **Note:** For FYs 2006 to 2017, statewide revenue and expenditures per pupil are inflation-adjusted to 2018 dollars, using the Bureau of Labor Statistics CPI Inflation Calculator. The more recent discrepancies in revenues versus expenditures may be due to changes in reporting practices. National data also report higher revenues per pupil relative to expenditures from FYs 2014-16 for Ohio.



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