

# OHIO EDUCATION BY THE NUMBERS

4TH EDITION





THOMAS B.  
**FORDHAM**  
INSTITUTE

ADVANCING EDUCATIONAL EXCELLENCE

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.fordhaminstitute.org](http://www.fordhaminstitute.org) 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



## Contents

- 
- 2 Introduction

---

  - 4 Student Enrollment

---

  - 18 School Options

---

  - 24 Student Achievement: National Exams

---

  - 33 Student Achievement: State Exams

---

  - 45 Post-Secondary Readiness and Outcomes

---

  - 57 Ohio's Educators

---

  - 62 School Funding



## Introduction

We welcome you to the fourth edition of the Thomas B. Fordham Institute's *Ohio Education By the Numbers*. The idea behind this guidebook is to offer policy makers, journalists, and civic and business leaders easy-to-use statistics about Ohio 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 data about Ohio's educators and school funding. This edition includes the most recent data available as of January 2020, including enrollment and state exam results from the 2018-19 school year and the 2019 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 a general level—they are not an evaluation of state policies or school practices. For more detailed information, however, 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.

We thank our Fordham colleagues, Jeff Murray and Jessica Poiner, who contributed their time and talents to this endeavor. Special thanks to Stephanie Henry who designed the publication.

Feel free to contact us with questions or suggestions on how to improve future editions. Finally, please visit our companion website [www.ohiobythenumbers.com](http://www.ohiobythenumbers.com) that presents this information in an online format.

AARON CHURCHILL *Ohio Research Director*

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# 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	PERCENT OF STUDENTS
TOTAL STUDENTS	1,660,354	100
<b>RACE OR ETHNICITY</b>		
White	1,145,881	69.0
African American	279,264	16.8
Hispanic	101,012	6.1
Multiracial	88,850	5.4
Asian or Pacific Islander	43,285	2.6
American Indian or Alaskan Native	2,063	<1.0
<b>GENDER</b>		
Female	808,238	48.7
Male	852,116	51.3
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	829,257	49.9
Students with Disabilities	256,526	15.5
English Language Learner	55,222	3.3
Identified as Gifted	249,660	15.0

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **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.

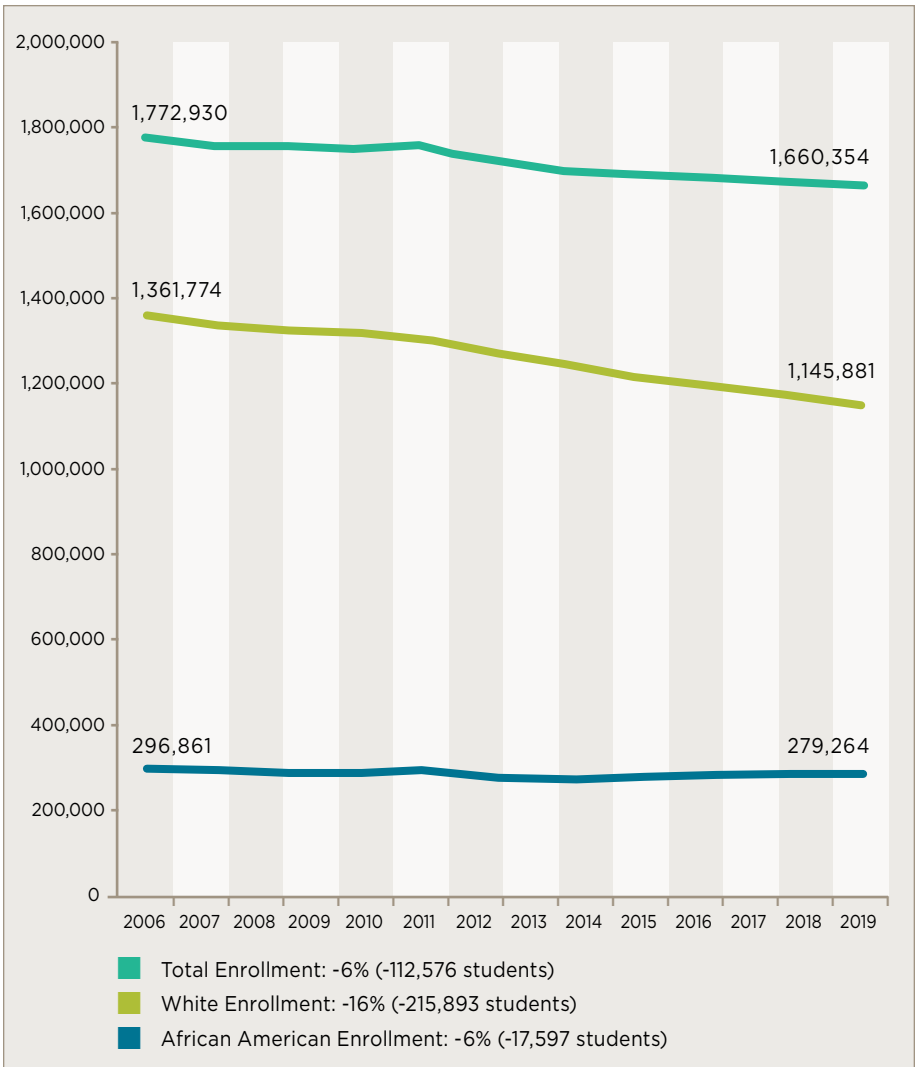
GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Kindergarten	117,146	7.1
First Grade	123,267	7.4
Second Grade	122,202	7.4
Third Grade	125,993	7.6
Fourth Grade	127,649	7.7
Fifth Grade	129,697	7.8
<b>TOTAL ELEMENTARY SCHOOL</b>	<b>745,954</b>	
Sixth Grade	131,179	7.9
Seventh Grade	129,203	7.8
Eighth Grade	126,460	7.6
<b>TOTAL MIDDLE SCHOOL</b>	<b>386,842</b>	
Ninth Grade	136,068	8.2
Tenth Grade	129,004	7.8
Eleventh Grade	109,467	6.6
Twelfth Grade	108,324	6.5
<b>TOTAL HIGH SCHOOL</b>	<b>482,863</b>	
Preschool	42,794	2.6
Enrolled after twelfth grade	1,905	<1.0

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19).



# 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.

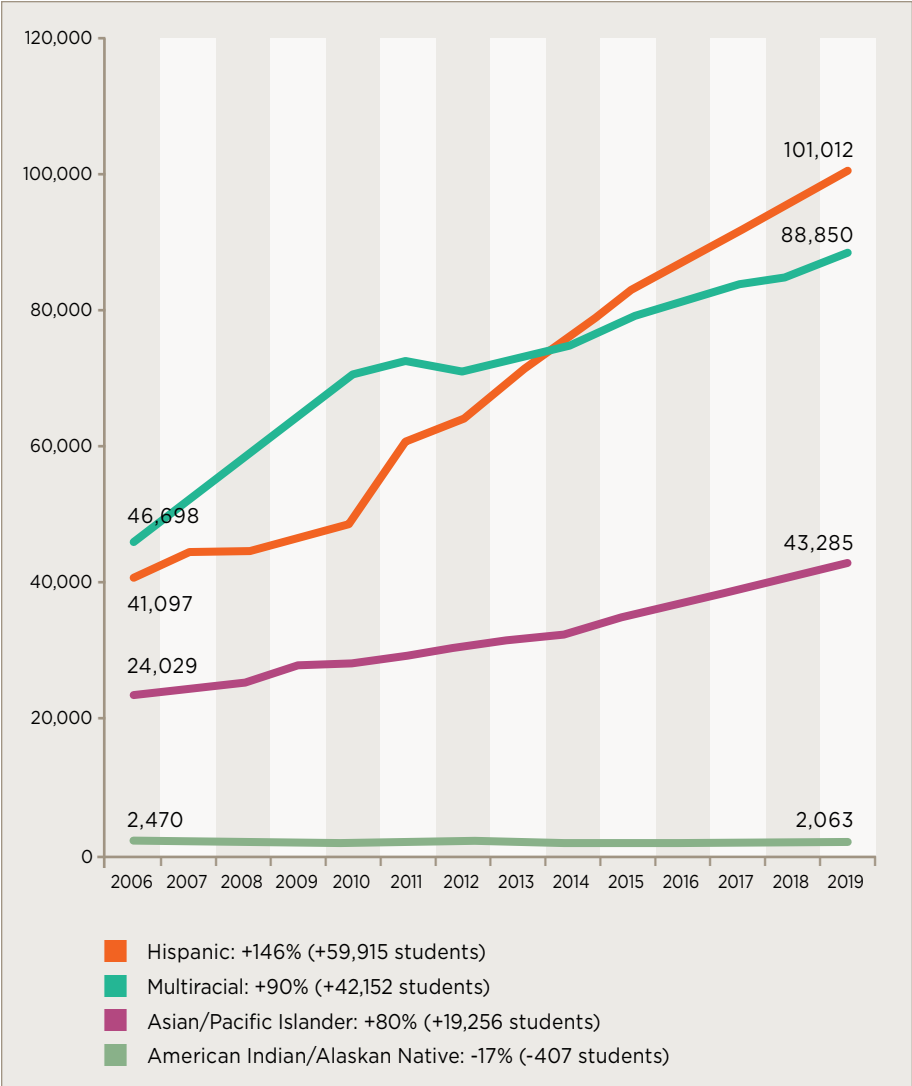


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2018-19). The chart displays the spring part of the school year, a convention often used in this guide.

**Note:** The percentages refer to the percent change from 2006 to 2019.

# 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.

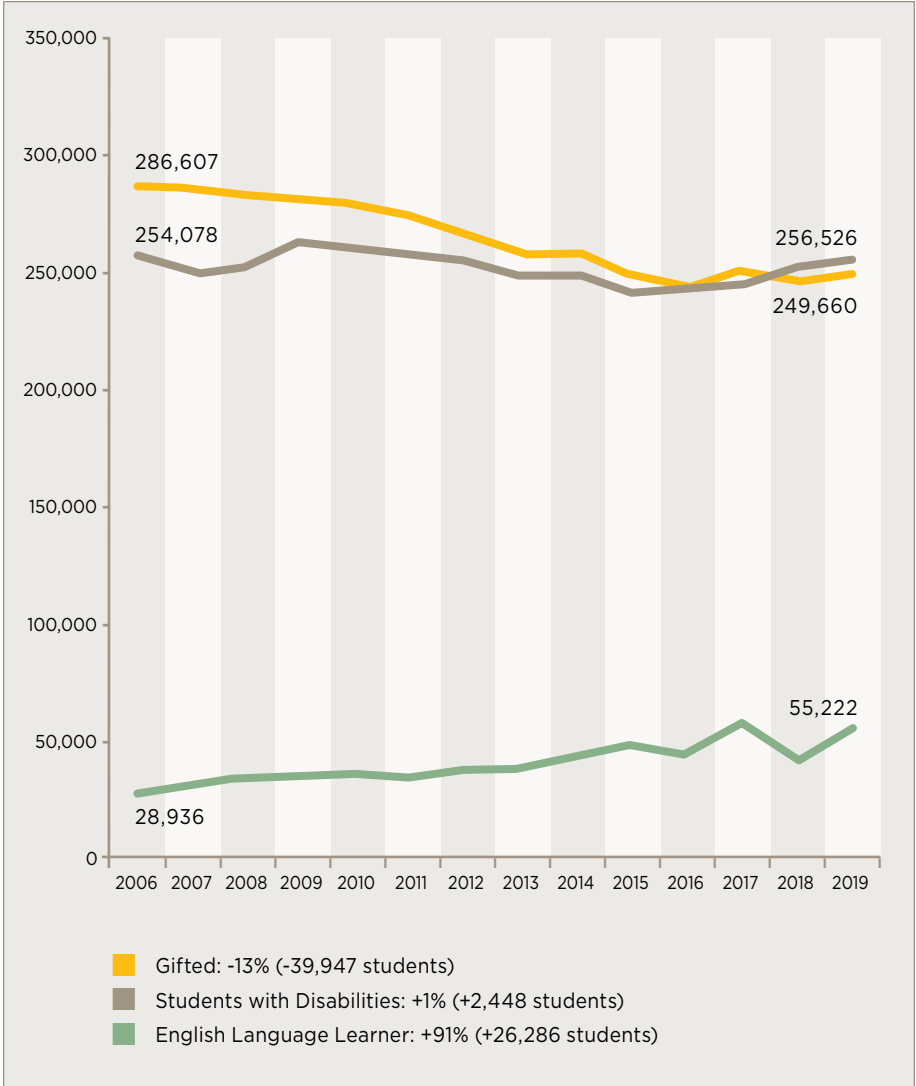


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2018-19).

**Note:** The percentages refer to the percent changes from 2006 to 2019.

# Public School Enrollment Trend by Selected Characteristics

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

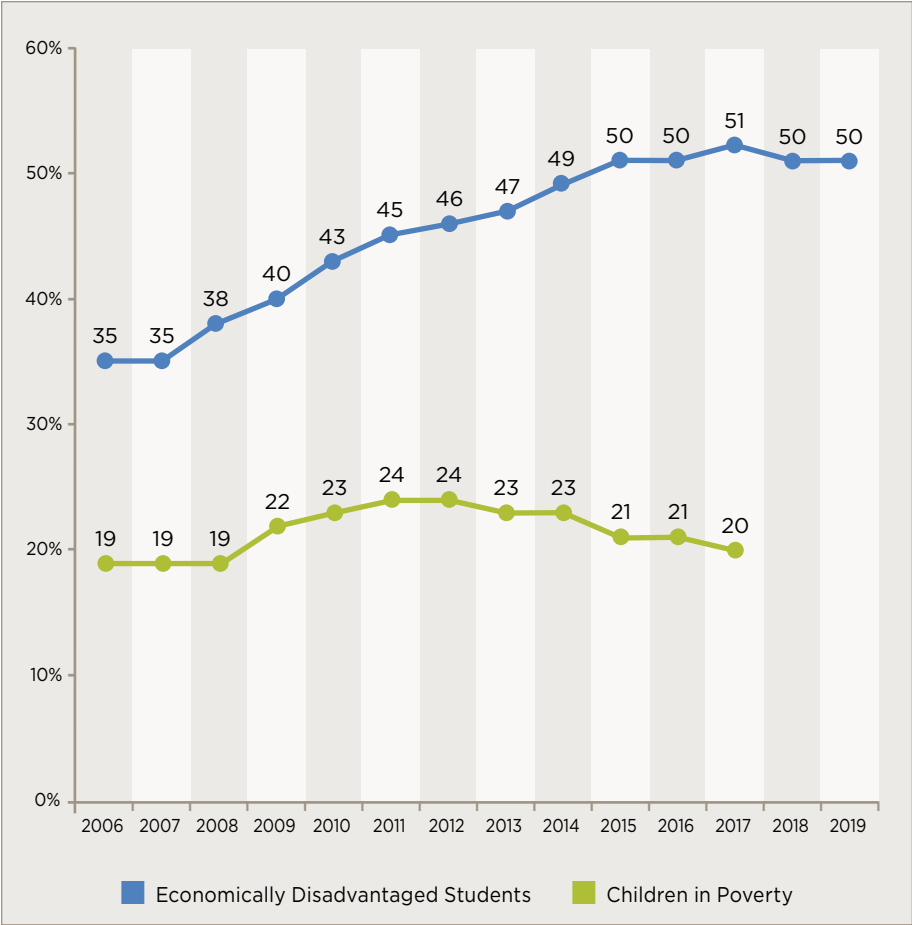


**Source:** Ohio Department of Education, Advanced Reports (SY 2005-06 to 2018-19).

**Note:** The percentages refer to the percent changes from 2006 to 2019

# Low Income Students

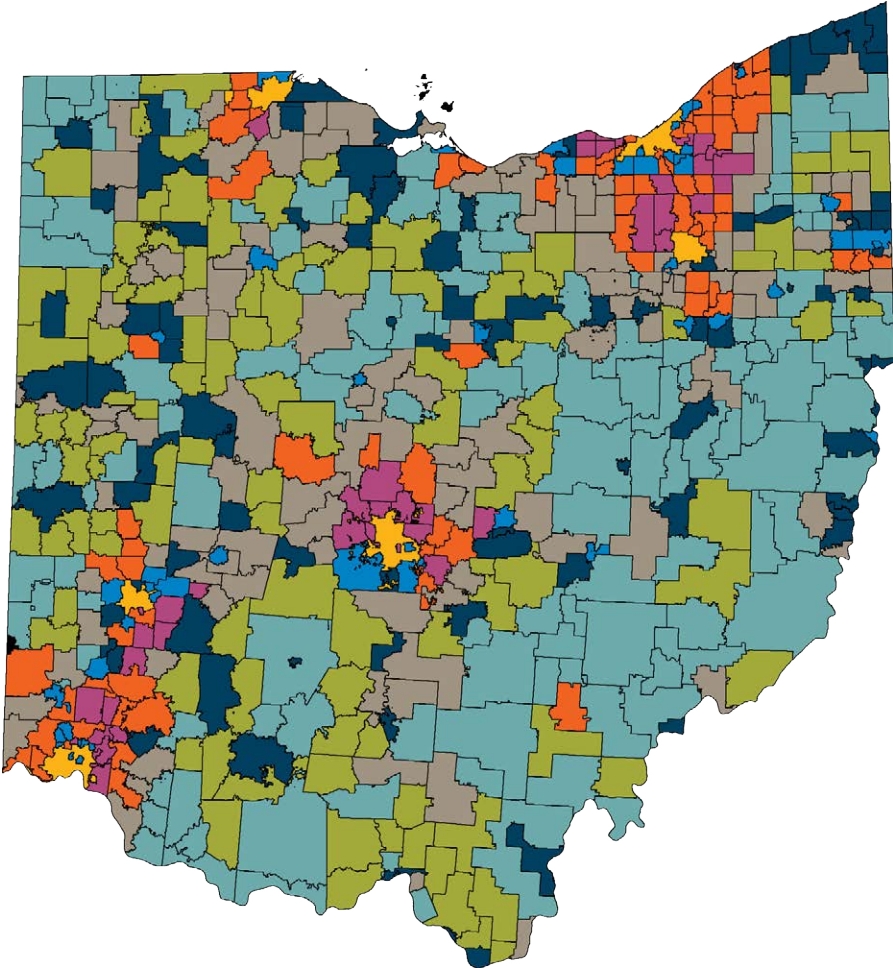
The percentage of economically disadvantaged (ED) students has increased significantly since 2005-06; however, the percentage of children under age eighteen living in poverty has not increased at the same rate.



**Source:** Economically disadvantaged (ED) data are from Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2018-19); childhood poverty data are from the Annie E. Casey Foundation, [Kids Count Data Center](#) and based on U.S. Census poverty estimates (data are not yet available for 2018 and 2019). **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.

# 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 typology to illustrate different patterns of pupil enrollment and achievement across the state.



### LEGEND

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

**Sources:** Ohio Department of Education, [School District Typology](#). **Note:** This map displays the border of each district and its corresponding 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
<b>Urban:</b> Very High Poverty	8	232	255,588	15.4
<b>Urban:</b> High Poverty	47	48	216,179	13.0
<b>Suburban:</b> Very Low Poverty	46	1	249,802	15.0
<b>Suburban:</b> Low Poverty	77	5	312,398	18.8
<b>Small Town:</b> High Poverty	89	9	182,640	11.0
<b>Small Town:</b> Low Poverty	111	2	172,173	10.4
<b>Rural:</b> Average Poverty	106	1	97,949	5.9
<b>Rural:</b> High Poverty	123	8	149,460	9.0
<b>E-schools</b>	NA	13	23,929	1.4
<b>TOTAL</b>	<b>607</b>	<b>319</b>	<b>1,660,118</b>	<b>100</b>

**Sources:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19) 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 data but are 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
<b>RACE OR ETHNICITY</b>		
White	167,229	35.4
African American	209,326	44.4
Hispanic	49,523	10.5
Multiracial	36,218	7.7
Asian or Pacific Islander	9,477	2.1
Native American or Alaskan Native	768	<1.0
<b>GENDER</b>		
Female	229,570	48.7
Male	242,195	51.3
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	399,892	84.8
Students with Disabilities	88,863	18.8
English Language Learner	33,088	7.0
Identified as Gifted	34,852	7.4

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **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. About one in four suburban students is economically disadvantaged, the lowest percentage across Ohio's typologies.

STUDENT CHARACTERISTICS	SUBURBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
<b>RACE OR ETHNICITY</b>		
White	417,545	74.3
African American	55,754	9.9
Hispanic	28,327	5.0
Multiracial	29,016	5.2
Asian or Pacific Islander	31,084	5.5
American Indian or Alaskan Native	785	<1.0
<b>GENDER</b>		
Female	272,638	48.5
Male	289,568	51.5
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	136,780	24.3
Students with Disabilities	73,679	13.1
English Language Learner	17,866	3.2
Identified as Gifted	134,362	23.9

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** This table combines districts and charters in both of the suburban typologies (i.e., suburban: low student poverty and very low student 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
<b>RACE OR ETHNICITY</b>		
White	308,812	87.0
African American	9,275	2.6
Hispanic	16,955	4.8
Multiracial	16,308	4.6
Asian or Pacific Islander	2,904	<1.0
American Indian or Alaskan Native	560	<1.0
<b>GENDER</b>		
Female	172,274	48.6
Male	182,029	51.3
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	159,517	45.0
Students with Disabilities	51,546	14.5
English Language Learner	3,444	1.0
Identified as Gifted	47,405	13.4

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **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
<b>RACE OR ETHNICITY</b>		
White	234,482	94.8
African American	1,755	<1.0
Hispanic	4,783	1.9
Multiracial	5,549	2.2
Asian or Pacific Islander	1,310	<1.0
American Indian or Alaskan Native	457	<1.0
<b>GENDER</b>		
Female	120,729	48.8
Male	126,684	51.2
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	119,488	48.3
Students with Disabilities	37,823	15.3
English Language Learner	1,134	<1.0
Identified as Gifted	32,156	13.0

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **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 (2018-19)

	SCHOOL DISTRICT	COUNTY	2017-18 ENROLLMENT	2018-19 ENROLLMENT	YEAR-TO-YEAR CHANGE
1	Columbus	Franklin	50,050	48,928	↓
2	Cleveland	Cuyahoga	38,645	37,701	↓
3	Cincinnati	Hamilton	34,816	35,977	↑
4	Toledo	Lucas	23,082	23,160	—
5	South-Western	Franklin	22,761	22,656	—
6	Akron	Summit	21,253	21,181	—
7	Olentangy	Delaware	20,386	20,819	↑
8	Hilliard	Franklin	15,814	15,998	↑
9	Dublin	Franklin	15,472	15,709	↑
10	Lakota	Butler	14,954	15,603	↑
11	Westerville	Franklin	14,777	14,822	—
12	Ohio Virtual Academy	N/A	9,998	12,702	↑
13	Dayton	Montgomery	13,221	12,700	↓
14	Pickerington	Fairfield	10,227	10,403	↑
15	Mason	Warren	10,257	10,096	↓
16	Worthington	Franklin	9,888	10,063	↑
17	Hamilton	Butler	9,924	9,898	—
18	Parma	Cuyahoga	10,205	9,805	↓
19	Fairfield	Butler	9,202	9,215	—
20	Northwest	Hamilton	8,177	8,597	↑
21	Canton	Stark	8,650	8,402	↓
22	Centerville	Montgomery	7,893	8,012	↑
23	West Clermont	Clermont	7,966	7,976	—
24	Beavercreek	Greene	7,784	7,857	—
25	Sylvania	Lucas	7,707	7,787	↑

**Note:** Ohio Virtual Academy, a statewide e-school, is considered 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

## Enrollment by Educational Model

A large majority of Ohio students attend traditional public school districts. Approximately 200,000 students attend non-public schools or participate in home schooling.

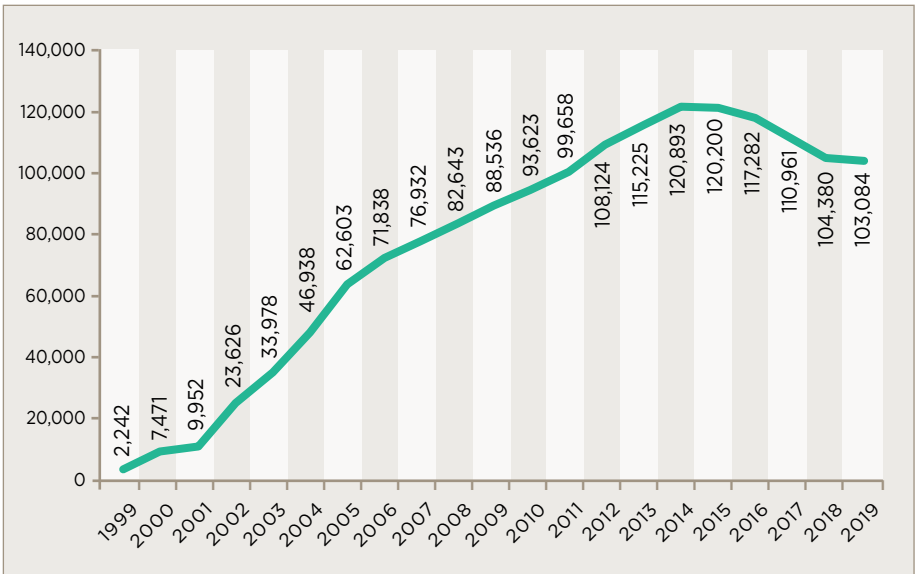
SCHOOL OPTION	NUMBER OF SCHOOLS	ENROLLMENT	BRIEF DESCRIPTION
Traditional Public School District	3,063	1,554,000	Public schools that are operated by a school district.
Charter Public School	319	103,084	Public schools that operate independent of a school district and are authorized by a state-approved sponsor.
STEM Public School	7	3,270	Public schools that operate independent of a school district and focus on STEM education.
Chartered Non-Public School	707	168,857	Private schools that are chartered by the state. Eligible students may use a state-funded scholarship to attend these private schools.
Non-Chartered, Non-Tax-Supported School	418	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state.
Home School	Not Applicable	30,923	Parents choose to educate their child at home.

**Sources:** Data on public schools are for SY 2018-19 and from the Ohio Department of Education (ODE), [Advanced Reports](#). Data on chartered non-public schools are for SY 2017-18 and from ODE, [Enrollment Data](#). Data on non-chartered, non-tax-supported schools are for SY 2019-20 and from ODE, [Non-Chartered Non-Tax School Information](#). Data on homeschooling are for SY 2017-18 and from ODE, [Home Schooling](#).

# Public Charter Schools

Ohio has about 320 charter schools—also known as “community schools”—serving roughly 105,000 students. Enrollment has increased over time, though declined in recent years.

2018-19 SCHOOL YEAR	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	PERCENT OF CHARTER STUDENTS
<b>GENERAL EDUCATION CHARTERS</b>			
Brick and Mortar	245	69,346	67.3
Online	5	20,132	19.5
<b>DROPOUT RECOVERY CHARTER SCHOOLS</b>			
Brick and Mortar	61	9,809	9.5
Online	8	3,797	3.7
<b>TOTALS</b>	<b>319</b>	<b>103,084</b>	<b>100</b>



**Sources:** The 2018-19 statistics reported in the table are from Ohio Department of Education, [Advanced Reports](#). Historical data are from Ohio Department of Education, [Community School Annual Report: 2015-16](#) (SY 1998-99 to 2006-07) and [Community School Annual Report: 2017-18](#) (SY 2007-08 to 2017-18). **Note:** “Dropout recovery” charters are specially designated schools serving students at-risk of dropping out.

# Characteristics of Charter Students

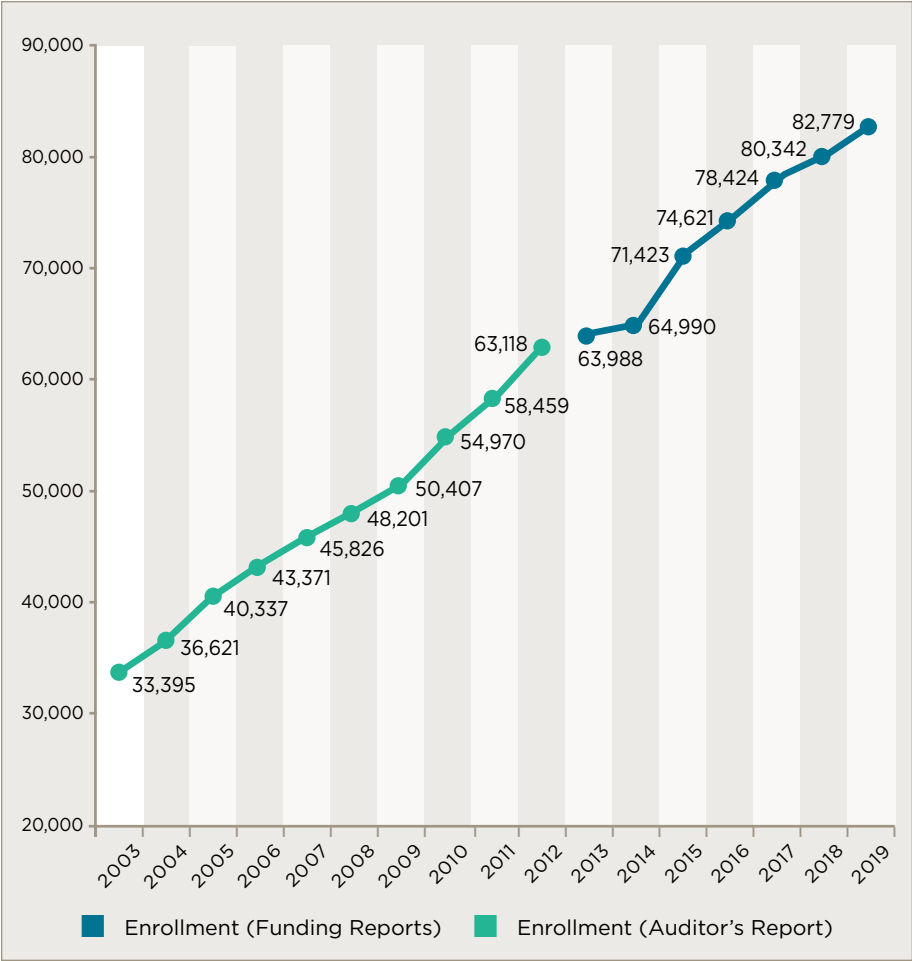
More than 80 percent of charter students are economically disadvantaged, and a majority are black or Hispanic. Of students attending brick-and-mortar charters, more than 90 percent are from urban areas.

STUDENT CHARACTERISTICS	PUBLIC CHARTER	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
<b>RACE OR ETHNICITY</b>		
White	35,147	34.1
African American	50,452	48.4
Hispanic	8,972	8.6
Multiracial	6,744	6.5
Asian or Pacific Islander	1,921	1.8
American Indian or Alaskan Native	542	<1.0
<b>GENDER</b>		
Female	52,157	50.9
Male	50,407	49.1
<b>OTHER CHARACTERISTICS</b>		
Economically Disadvantaged	83,376	81.3
Students with Disabilities	18,611	18.3
English Language Learner	5,917	5.7
Identified as Gifted	1,605	1.6
<b>TYOLOGY</b>		
Urban	74,758	94.4
Suburban	1,121	1.4
Small Town	1,586	2.0
Rural	1,690	2.1

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **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. Over 80,000 students open enroll, with increasing participation over time.



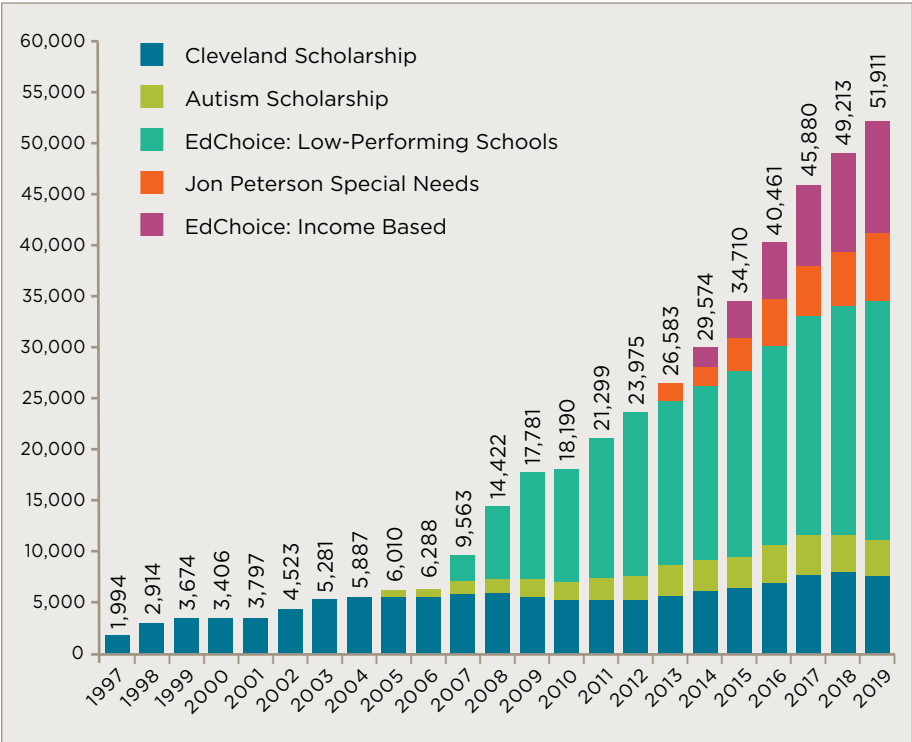
**Sources:** Two sources were used for this chart, based on the availability of data. For SY 2002-03 to 2012-13, data from the Ohio Auditor of State, *Weighing the Costs and Benefits of Open Enrollment* is used (citing ODE data). For SY 2012-13 to 2018-19, enrollment counts from school funding reports are used; see, Ohio Department of Education, [Traditional Public Schools Funding](#). For a listing of districts that allow open enrollment, see Ohio Department of Education, [Open Enrollment](#).



# Private School Scholarships

Just over 50,000 students use scholarships (often referred to as vouchers) to attend non-public schools. Student participation has increased over time.

SCHOLARSHIP PROGRAM	ENROLLMENT IN 2018-19
EdChoice: Low-Performing Schools	23,512
EdChoice: Income Based	10,836
Cleveland Scholarship	7,438
Jon Peterson Special Needs	6,352
Autism Scholarship	3,773
<b>TOTAL</b>	<b>51,911</b>



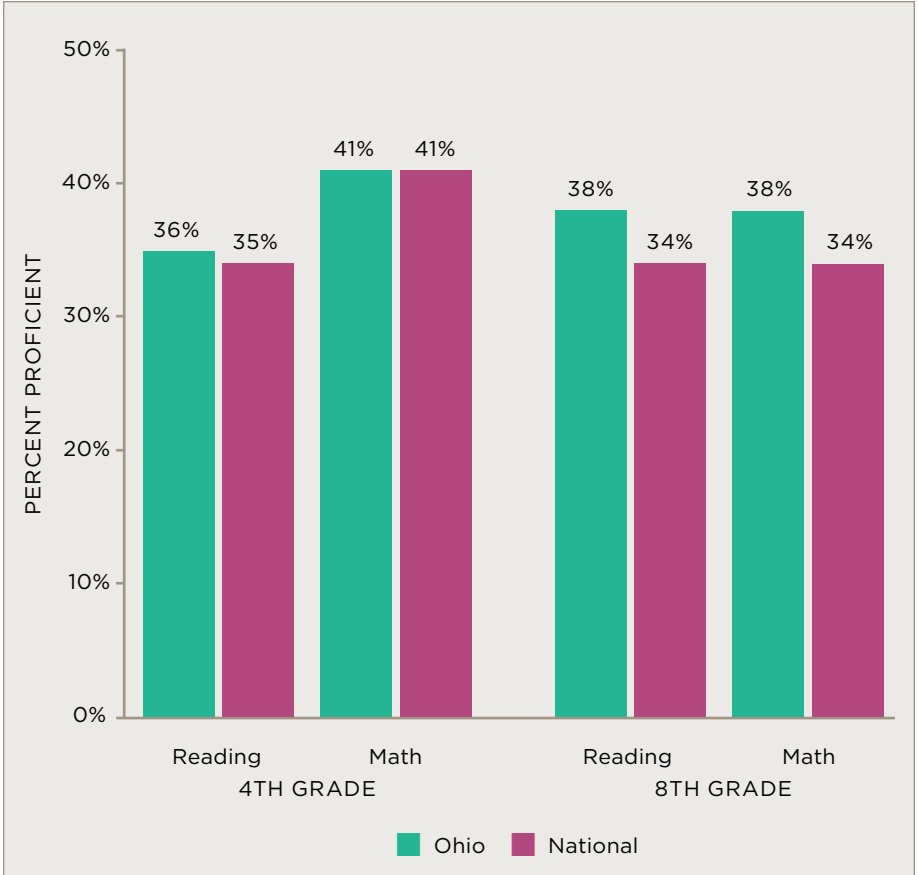
**Sources:** Data are from American Federation for Children, [School Choice Yearbook \(2019\)](#).  
**Note:** The chart displays the total number of students using the various scholarship programs. For more information on each scholarship program, see Ohio Department of Education, [Scholarships](#).



# STUDENT ACHIEVEMENT: NATIONAL EXAMS

# National Exams: NAEP 2019

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 10th and 21th in fourth and eighth grade math and reading. Ohio's national position has typically been between 10th and 20th for the past decade.

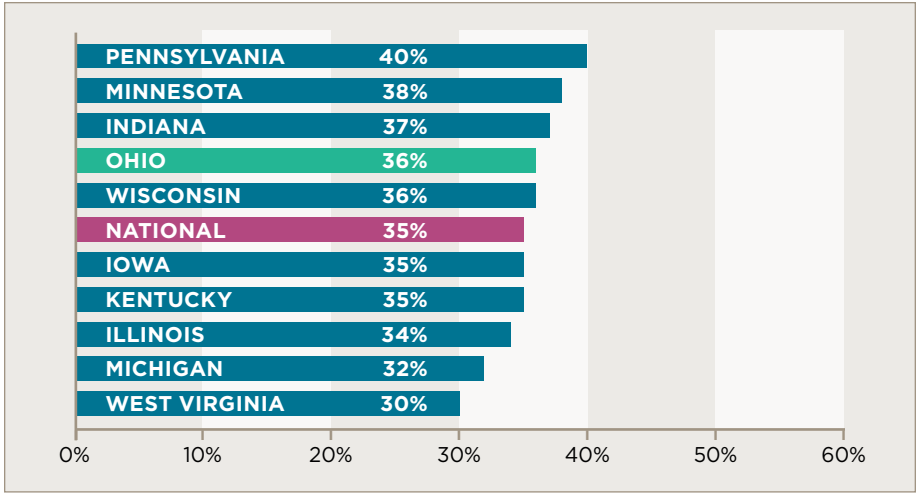
NATIONAL RANK									
	2003	2005	2007	2009	2011	2013	2015	2017	2019
4th Grade Reading	18	18	11	15	16	20	18	11	16
4th Grade Math	14	10	9	13	15	15	14	20	21
8th Grade Reading	17	17	11	12	16	19	29	18	10
8th Grade Math	18	16	22	24	15	11	18	12	14

**Source:** 2019 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).

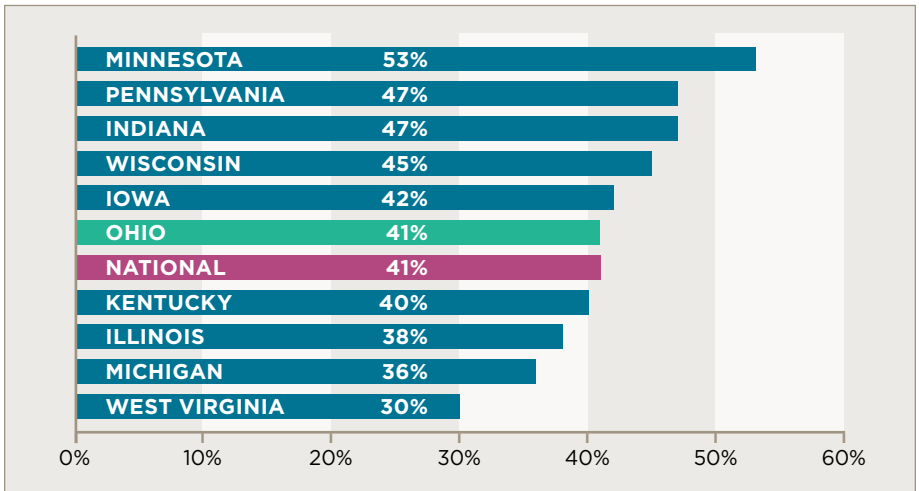
# National Exams: How Ohio Compares to Nearby States

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

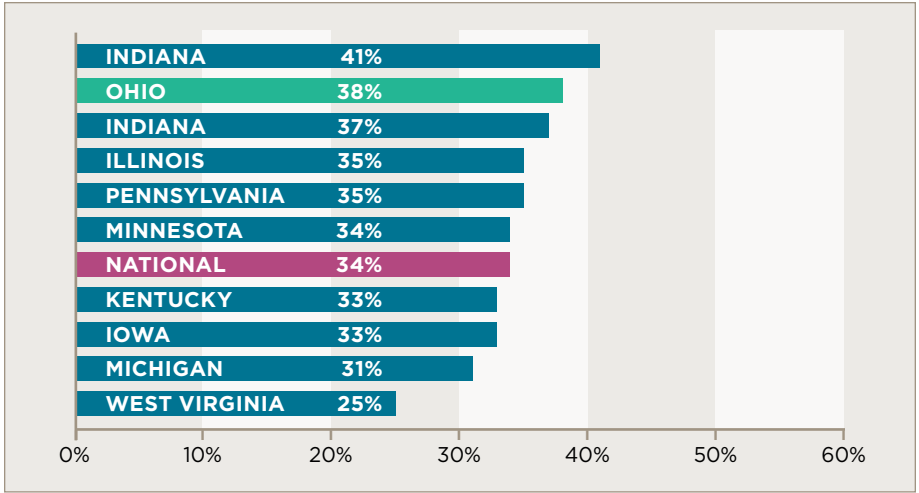


Source: 2019 National Assessment of Educational Progress: [Data Explorer](#).

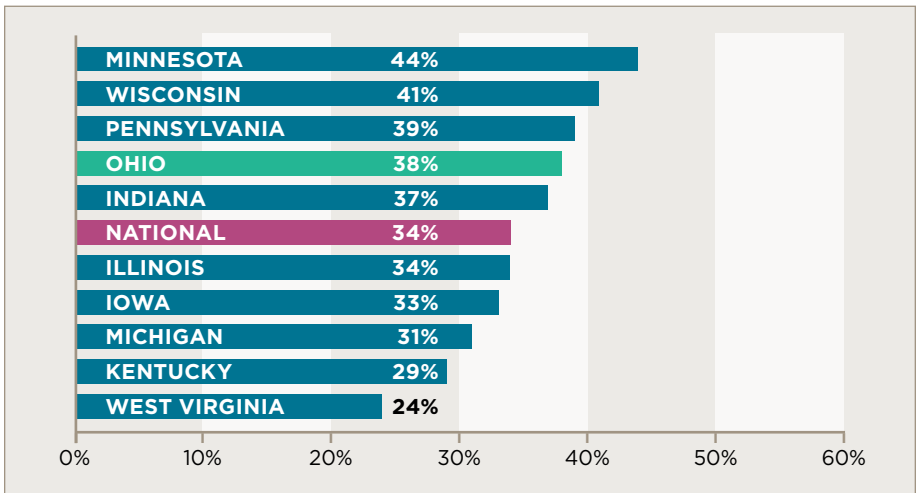
# National Exams: How Ohio Compares to Nearby States

When compared to nearby states, Ohio ranks 2nd out of 10 in eighth grade reading proficiency and 4th in eighth grade math proficiency.

## EIGHTH GRADE READING



## EIGHTH GRADE MATH

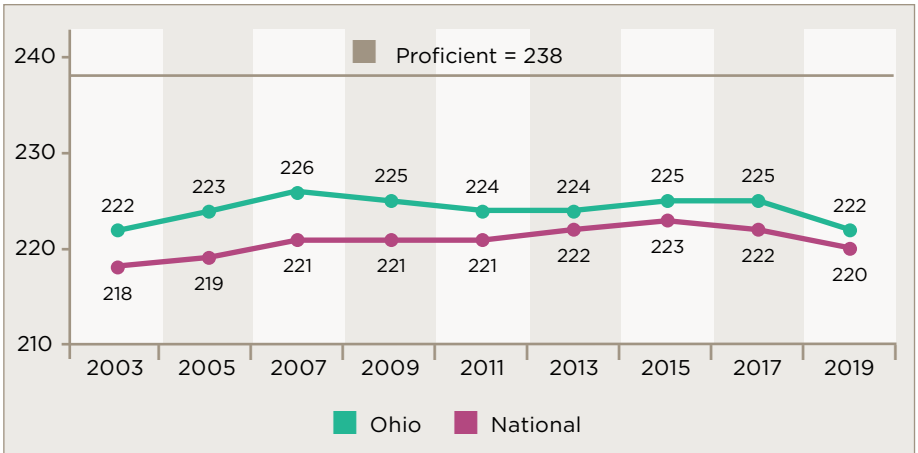


Source: 2019 National Assessment of Educational Progress: [Data Explorer](#).

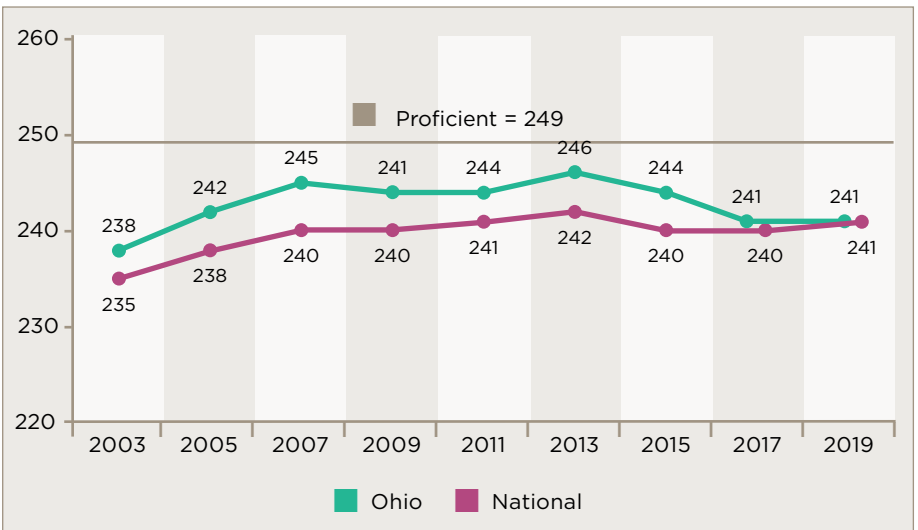
# Ohio's NAEP Scores over Time: Fourth Grade

Ohio's fourth-grade NAEP reading scores have been generally flat over the past decade, in line with national trends. Fourth grade math scores have slightly increased over this period.

## FOURTH GRADE READING



## FOURTH GRADE MATH

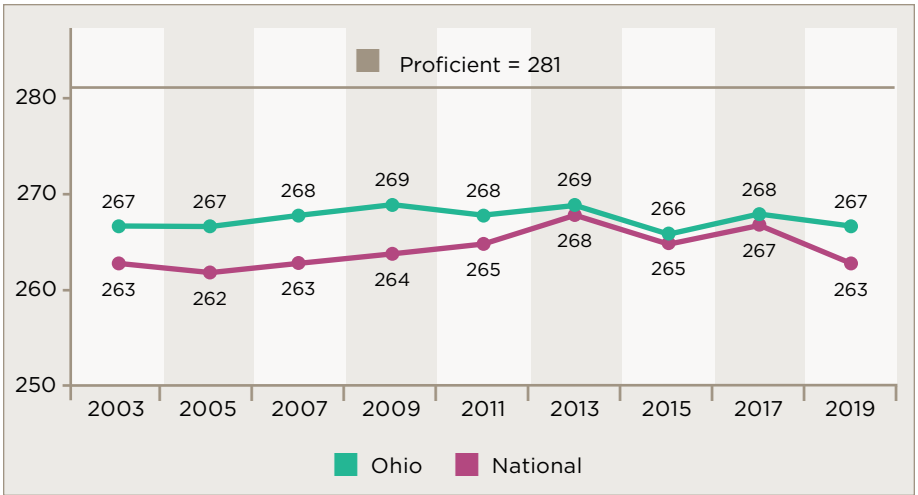


**Source:** National Assessment of Educational Progress: [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference

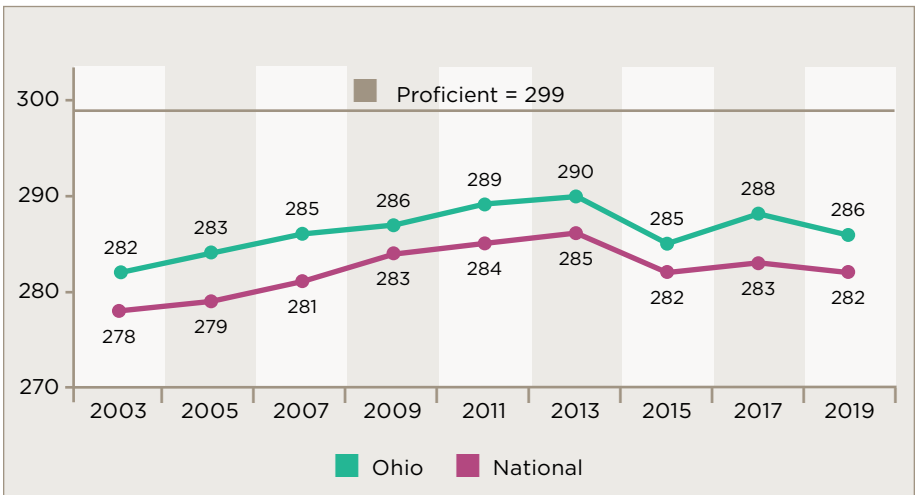
# Ohio's NAEP Scores over Time: Eighth Grade

Ohio's eighth grade reading scores have been flat in reading but have risen slightly in math over the past decade.

## EIGHTH GRADE READING



## EIGHTH GRADE MATH



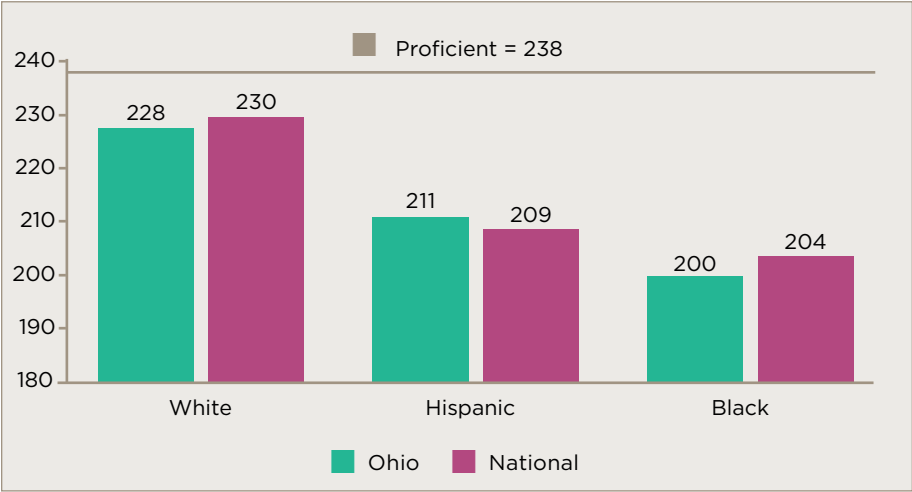
**Source:** National Assessment of Educational Progress: Data Explorer. **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.



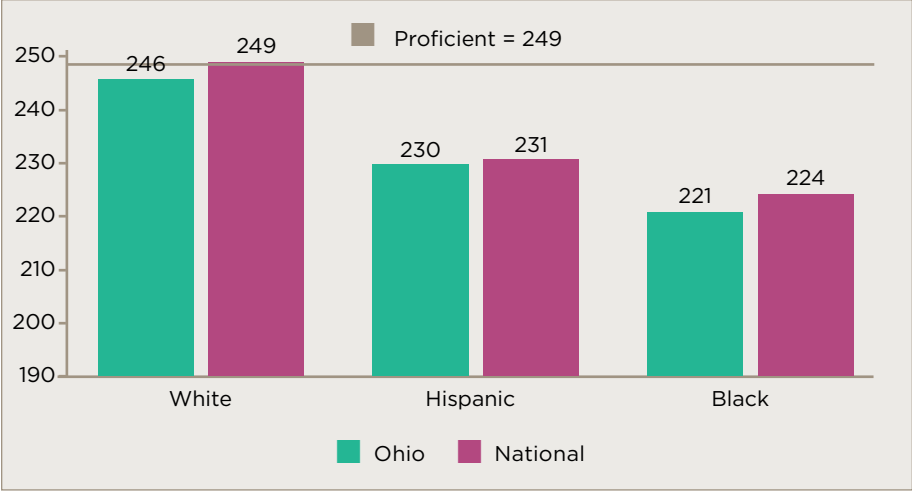
# National Exams: Achievement by Race/Ethnicity

Compared to their national peers, Ohio's white students achieve at slightly lower levels on fourth-grade exams; Hispanic students at slightly higher levels in reading but lower in math; black students at lower levels in both subjects.

## FOURTH GRADE READING



## FOURTH GRADE MATH

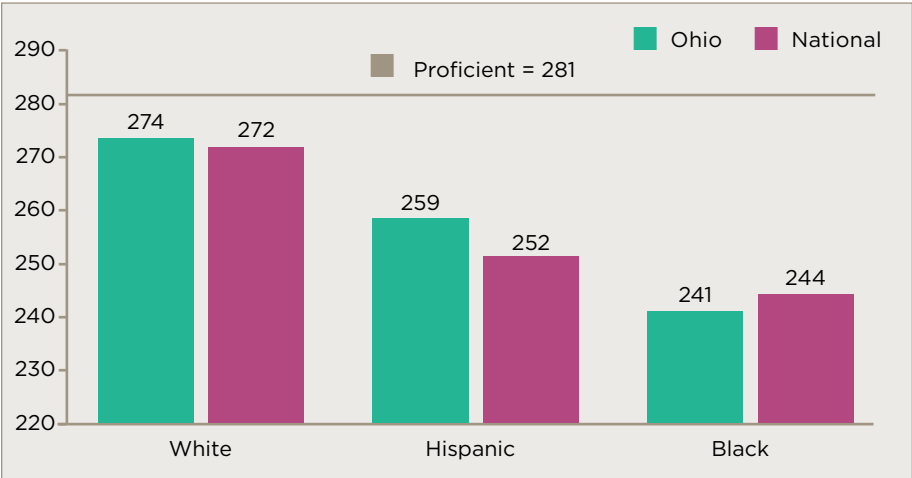


**Source:** 2019 National Assessment of Educational Progress: [Data Explorer](#). **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.

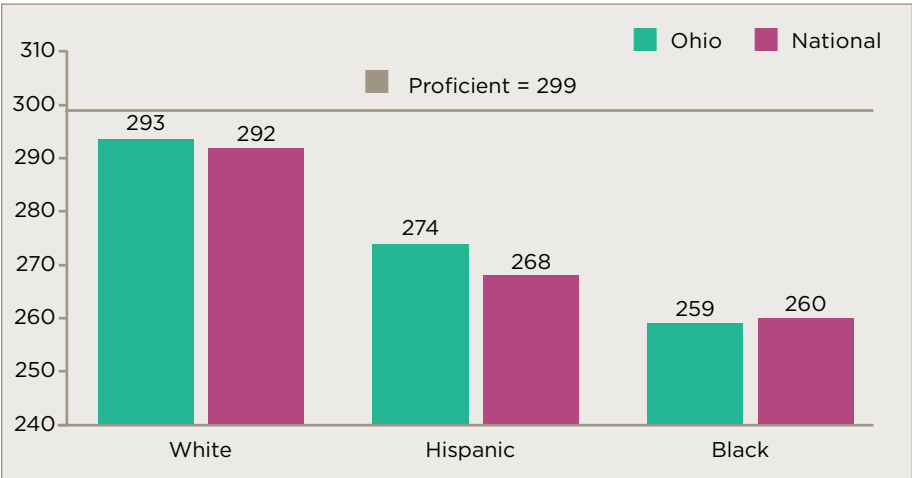
# National Exams: Achievement by Race/Ethnicity

Compared to national peers, Ohio's white students achieve at slightly higher levels in both subjects in eighth grade; Hispanic students at significantly higher levels in both subjects; and black students at slightly lower levels.

## EIGHTH GRADE READING



## EIGHTH GRADE MATH



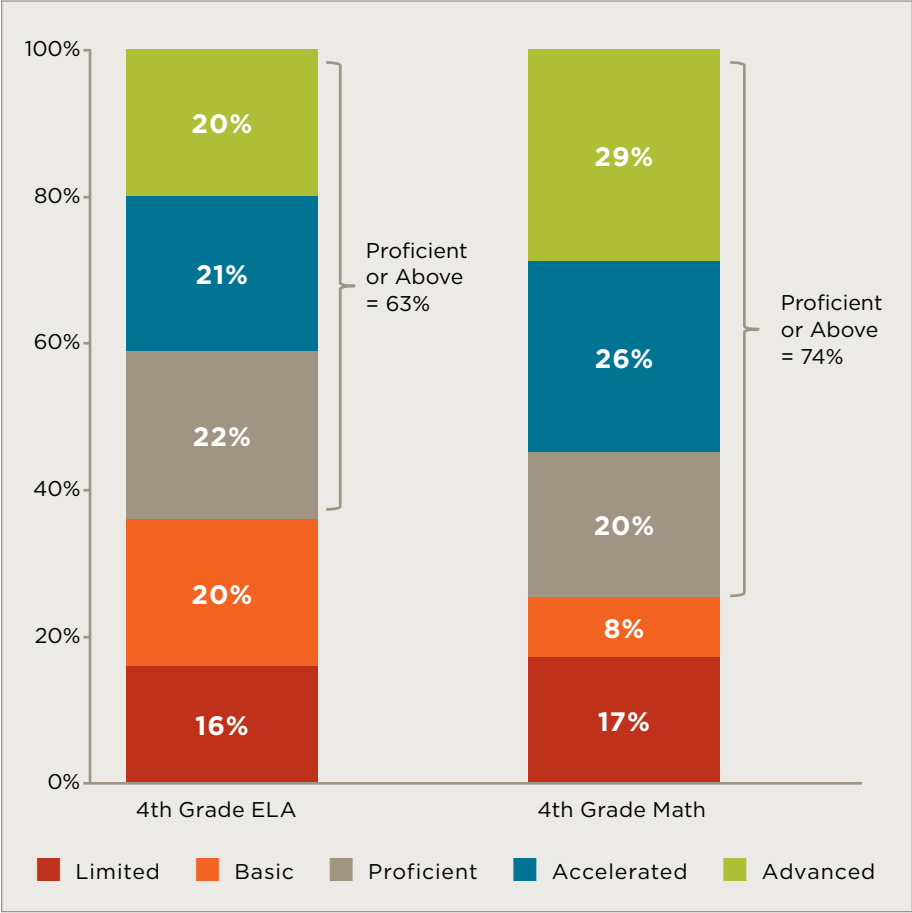
**Source:** 2019 National Assessment of Educational Progress: Data Explorer. **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.



STUDENT  
ACHIEVEMENT:  
STATE EXAMS

# Statewide Achievement in Selected Grades and Subjects

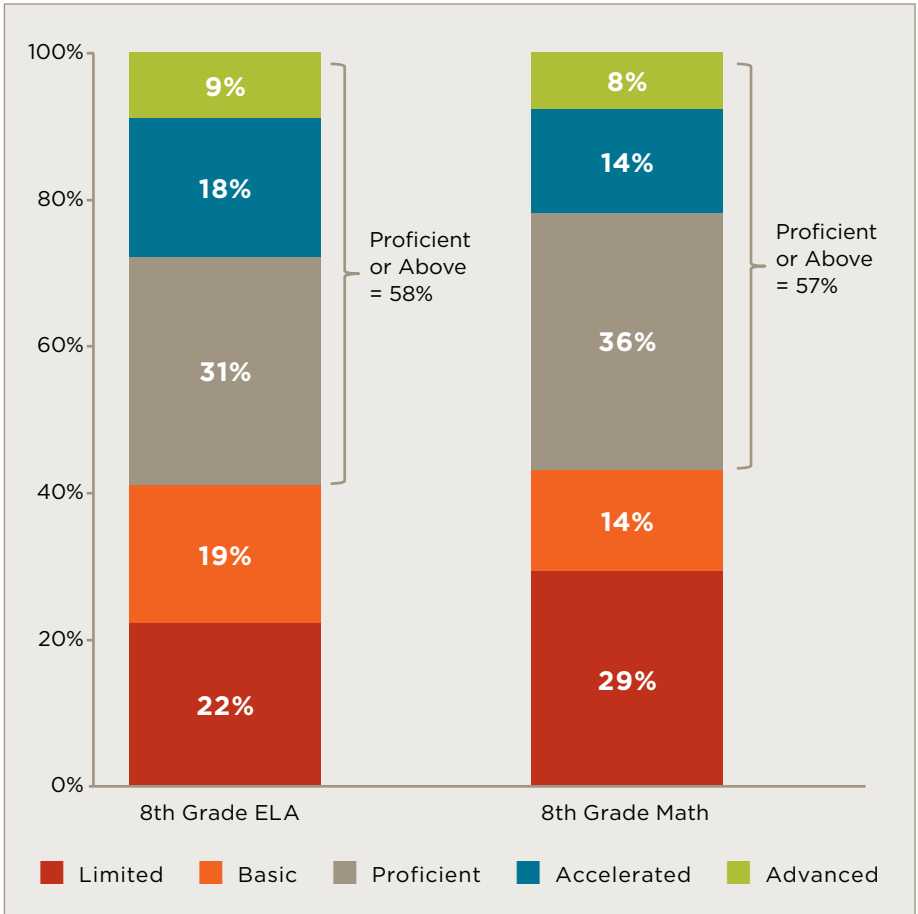
63 and 74 percent of Ohio fourth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively. A higher percentage of students are deemed proficient under state standards than NAEP.



**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** Percentages may not add due to a small number of untested students and rounding

# Statewide Achievement in Selected Grades and Subjects

58 and 57 percent of Ohio eighth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.

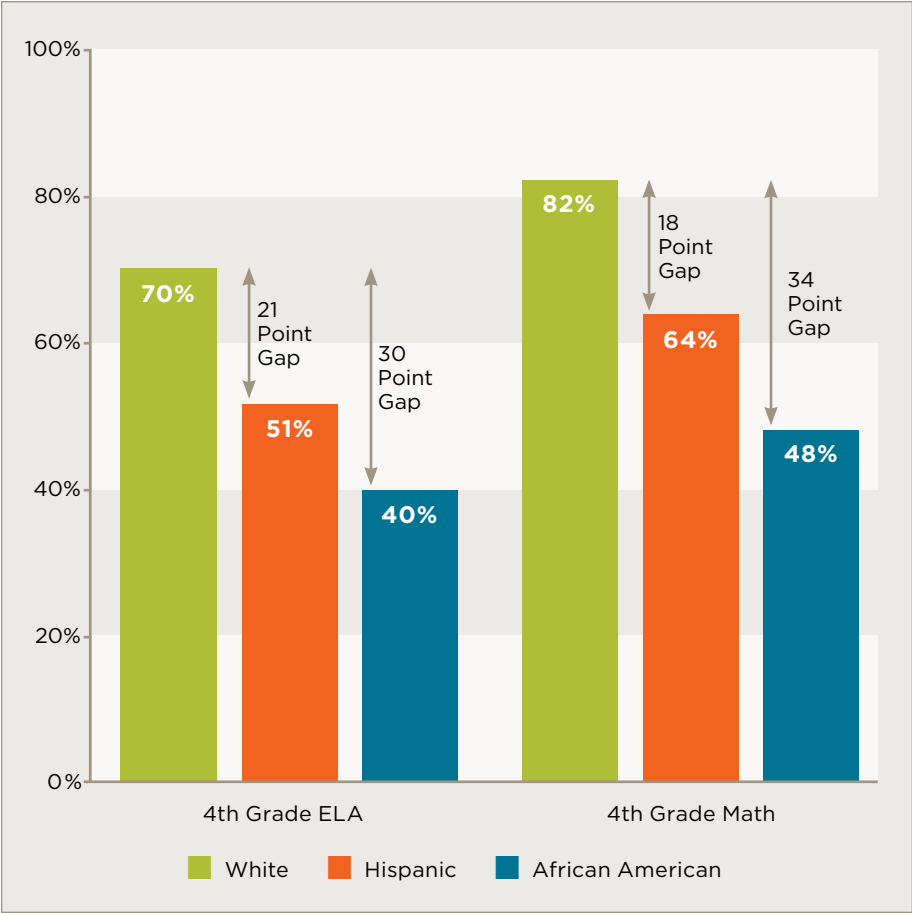


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** Percentages may not add due to a small number of untested students and rounding. Approximately 80% of eighth graders take the grade-level math assessment, while others take high school end-of-course math exams that better align with coursework

# 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

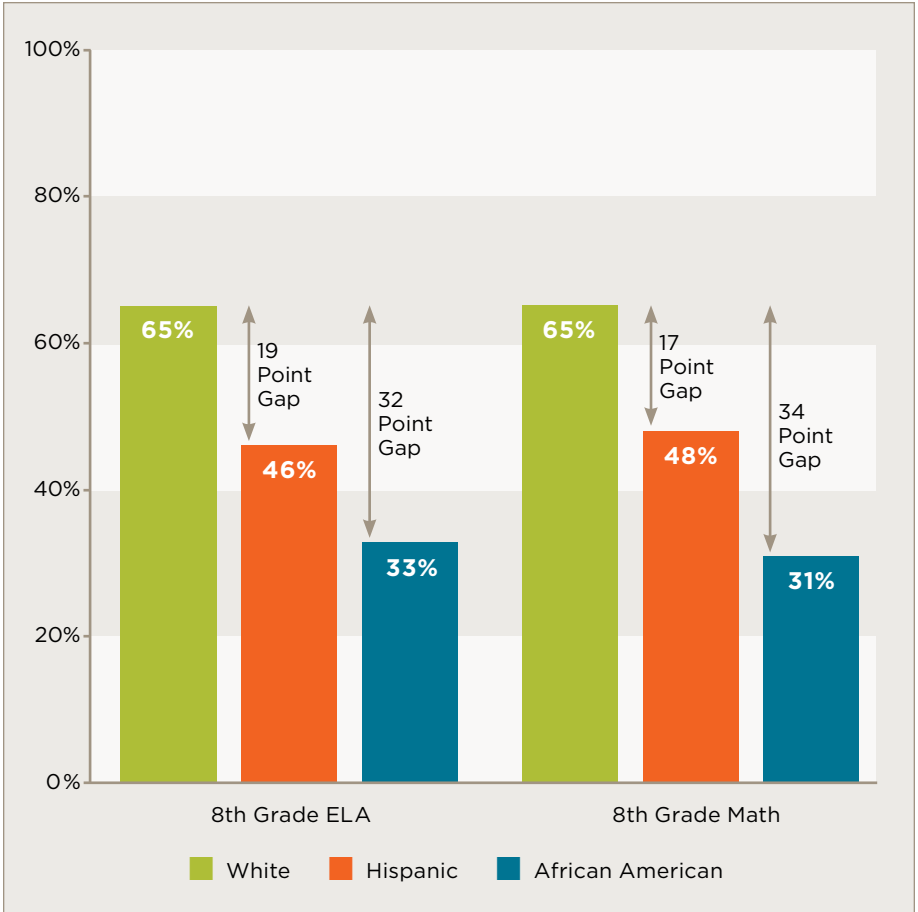


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multi-racial students achieve at levels between white and Hispanic 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

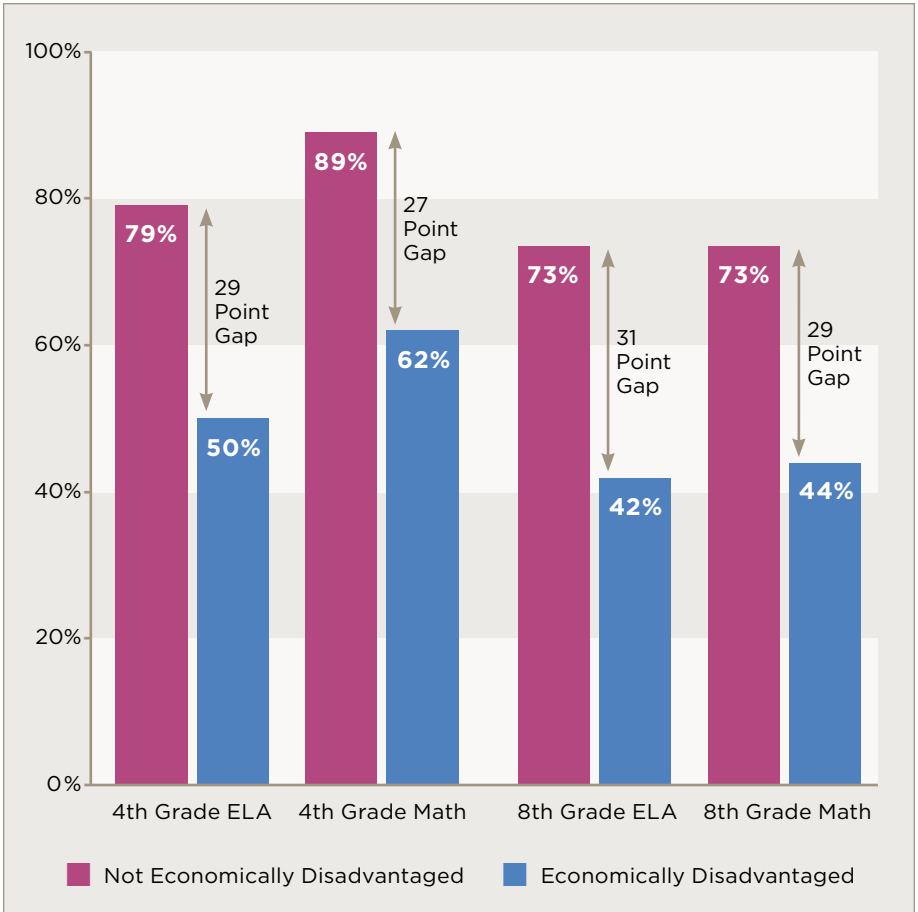


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multi-racial students achieve at levels between white and Hispanic 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 2018-19). **Note:** For more on the identification of economically disadvantaged students, see page 10.



## Achievement Gaps Versus Prior Years

Achievement gaps on fourth grade exams have generally narrowed since 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 narrowed in math.

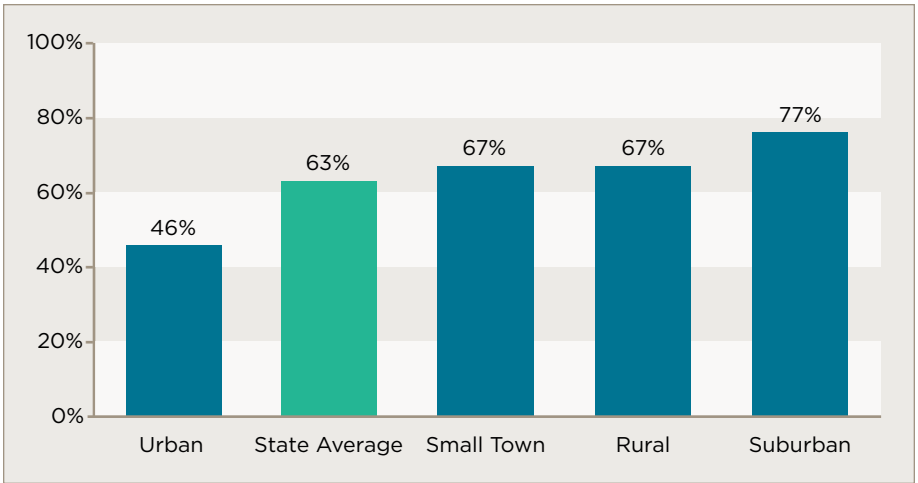
	Percentage Point Gap: 2015-16	Percentage Point Gap: 2016-17	Percentage Point Gap: 2017-18	Percentage Point Gap: 2018-19
<b>FOURTH GRADE ELA</b>				
Black-White Gap	33	33	30	30
Hispanic-White Gap	21	21	20	21
Low-High Income Gap	31	30	29	29
<b>FOURTH GRADE MATH</b>				
Black-White Gap	38	38	35	34
Hispanic-White Gap	21	20	19	18
Low-High Income Gap	30	29	29	27
<b>EIGHTH GRADE ELA</b>				
Black-White Gap	29	34	36	32
Hispanic-White Gap	19	23	22	19
Low-High Income Gap	30	34	32	31
<b>EIGHTH GRADE MATH</b>				
Black-White Gap	31	36	33	34
Hispanic-White Gap	19	20	18	17
Low-High Income Gap	28	31	29	29

**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2015-16 to 2018-19). **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 so identified.

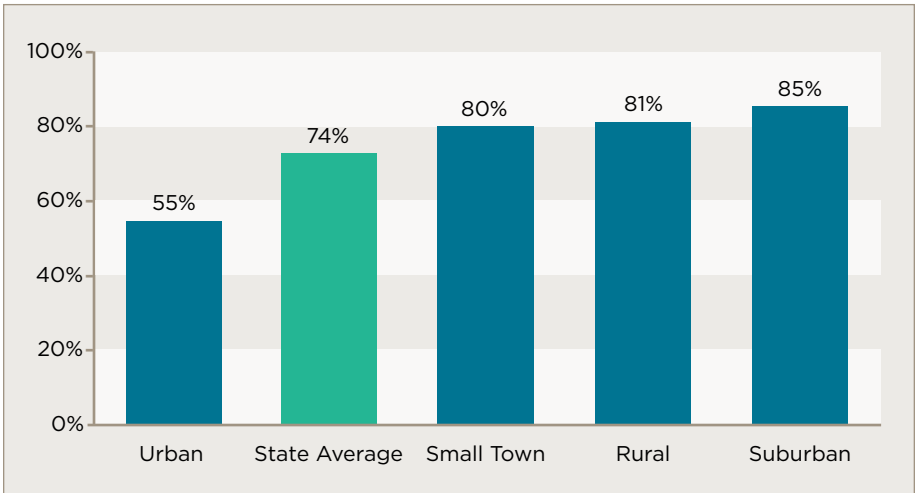
# Student Achievement by District Typology

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

## FOURTH GRADE ELA



## FOURTH GRADE MATH

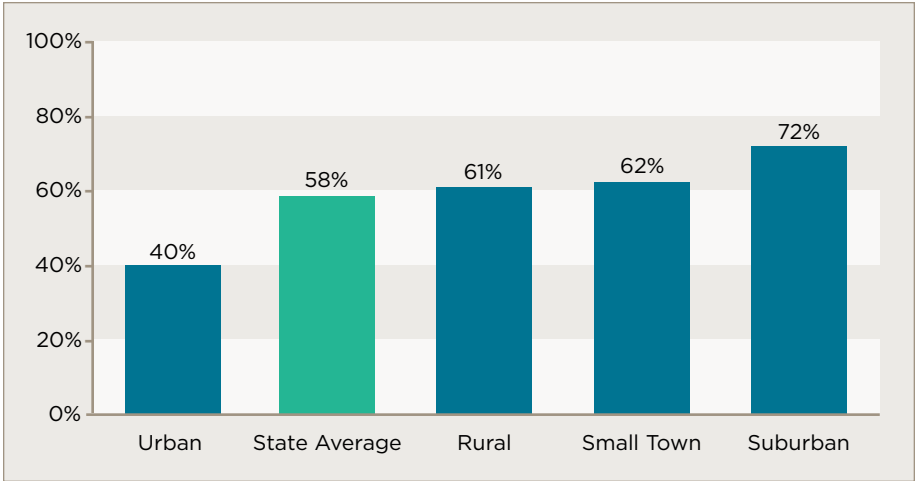


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The *typology* averages are weighted by the number of students tested in each district, charter, or STEM school.

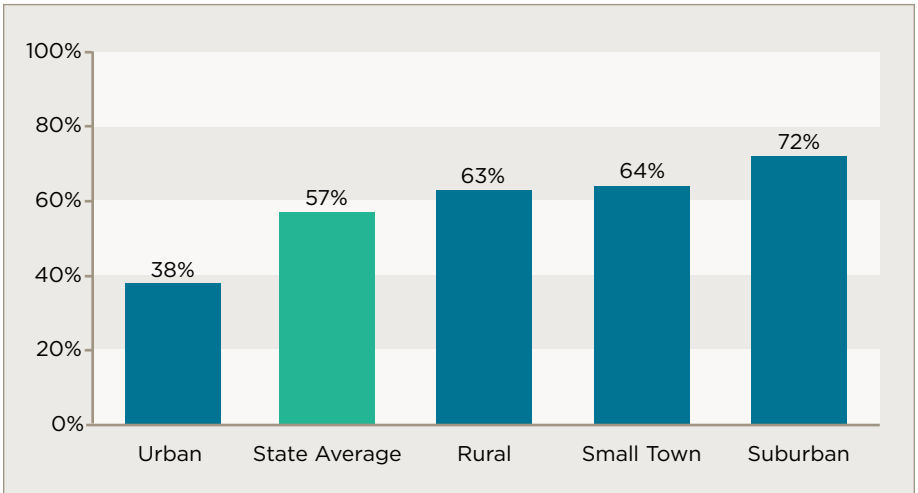
# Student Achievement by District Typology

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

## EIGHTH GRADE ELA



## EIGHTH GRADE MATH

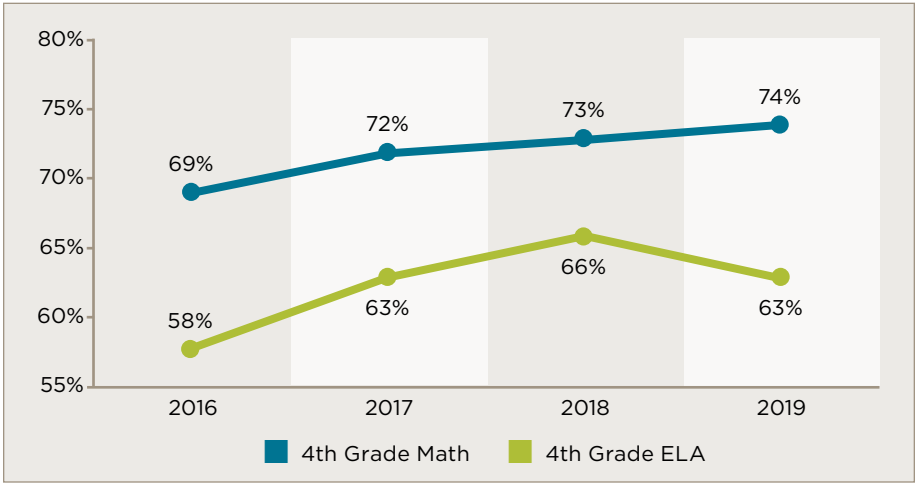


**Source:** Ohio Department of Education, [Advanced Reports](#) (SY 2018-19). **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The **typology** averages are weighted by the number of students tested in each district, charter, or STEM school.

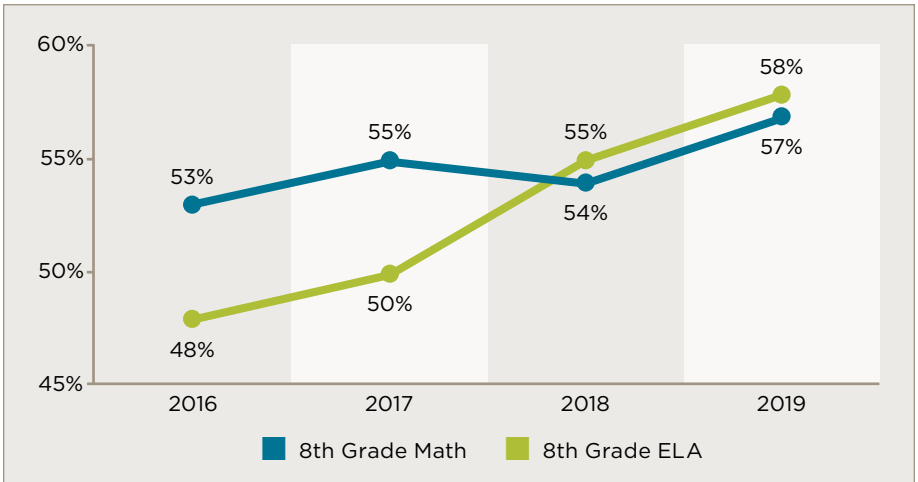
# Proficiency Trends in Fourth and Eighth Grade

Proficiency rates on state ELA and math exams have mostly increased in fourth and eighth grade.

## FOURTH GRADE



## EIGHTH GRADE

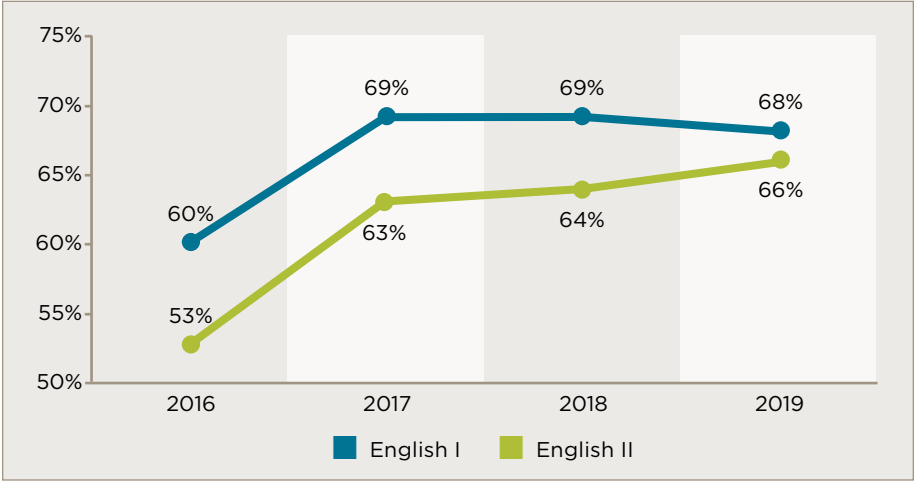


Source: Ohio Department of Education, [State Report Card](#) (SY 2018-19).

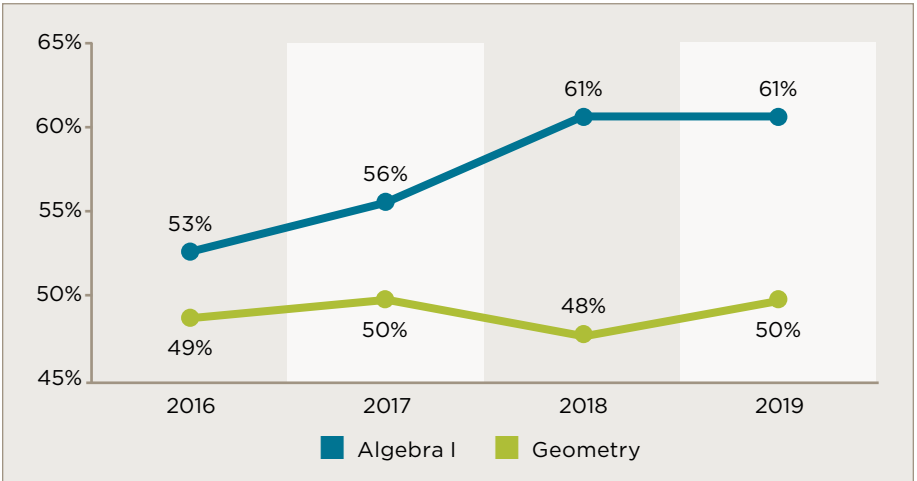
# Proficiency Trends on Selected High School Exams

Proficiency rates have generally increased on state end-of-course (EOC) English exams; trends on math EOCs are more mixed.

## ENGLISH EOCs



## MATH EOCs



**Source:** Ohio Department of Education, [State Report Card](#) (SY 2018-19). **Note:** These proficiency rates do not include the results of students retaking an end-of-course exam. A large 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. Proficiency rates on state exams have generally risen over the past four years.

	Proficiency Rate: 2015-16	Proficiency Rate: 2016-17	Proficiency Rate: 2017-18	Proficiency Rate: 2018-19
<b>GRADE 3-8 EXAMS</b>				
Third Grade ELA	54.9	63.8	61.2	66.7
Third Grade Math	65.8	70.6	67.0	67.1
Fourth Grade ELA	57.5	62.8	66.4	63.3
Fourth Grade Math	69.2	72.4	72.5	74.3
Fifth Grade ELA	60.2	67.7	70.2	69.8
Fifth Grade Math	62.4	61.6	62.9	62.5
Fifth Grade Science	67.5	68.3	68.5	65.0
Sixth Grade ELA	54.0	60.2	59.9	56.1
Sixth Grade Math	56.7	60.2	59.4	60.1
Seventh Grade ELA	53.6	59.2	63.9	67.7
Seventh Grade Math	55.3	56.1	59.4	57.5
Eighth Grade ELA	47.5	50.3	54.5	58.3
Eighth Grade Math	52.7	54.9	54.3	57.3
Eighth Grade Science	64.9	65.8	67.6	68.2
<b>HIGH SCHOOL END-OF-COURSE (EOC) EXAMS</b>				
English I	60.0	69.2	68.9	68.3
English II	53.4	63.3	64.4	66.2
Algebra I	53.0	56.2	60.5	61.1
Geometry	49.4	49.7	48.2	50.1
Integrated Math I	46.9	47.6	45.9	43.6
Integrated Math II	36.0	37.4	34.3	35.8
Biology	65.4	65.7	73.7	73.7
U.S. Government	68.0	73.1	79.5	77.7
U.S. History	76.3	74.5	75.7	78.1

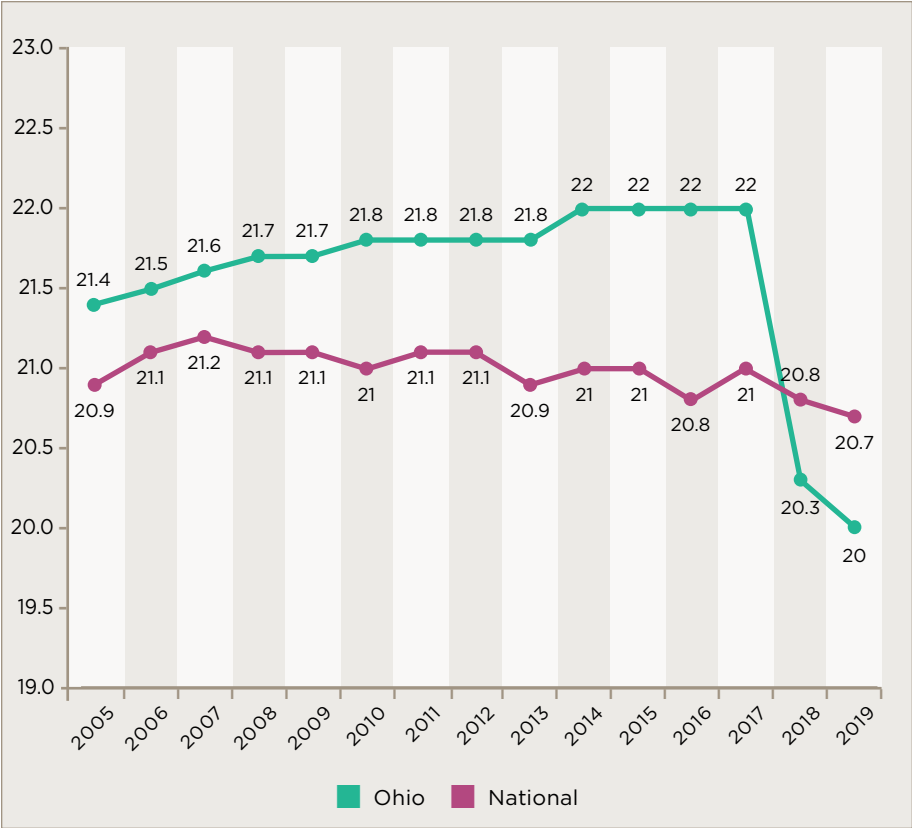
**Source:** Ohio Department of Education, [State Report Card](#) (SY 2018-19). **Note:** EOC proficiency rates do not include the results of students retaking an exam. A large majority of students take Algebra I and Geometry EOCs, with about one in ten taking the state's Integrated Math I and II exams instead.



# POST- SECONDARY READINESS AND OUTCOMES

# ACT Scores Over Time

Ohio's average ACT composite score is below the national average. The decline in the state's ACT score starting with the graduating class of 2018 occurred as all high school juniors now take a college admissions exam.

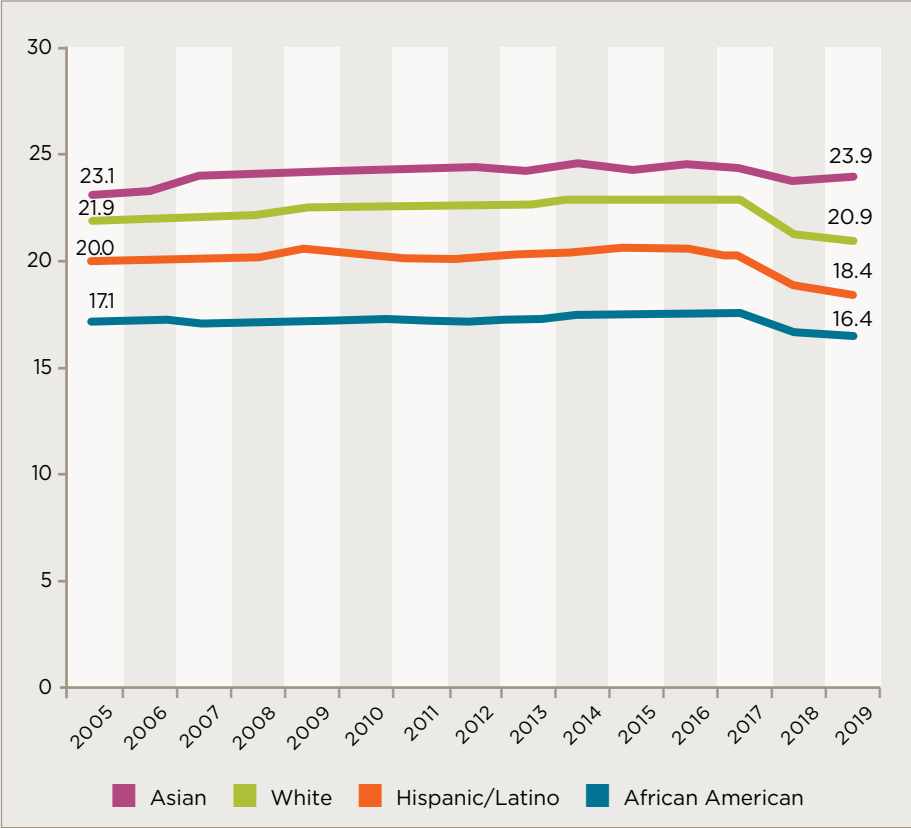


**Source:** ACT, *The Condition of College & Career Readiness 2019: Ohio Key Findings*; for historical data, see, e.g., ACT, *Graduation Class of 2014—Ohio*. **Note:** This chart displays the average ACT composite score across the four tested subjects (English, math, reading, and science) for the graduating classes of 2005 to 2019. Practically all Ohio students in the classes of 2018 and 2019 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

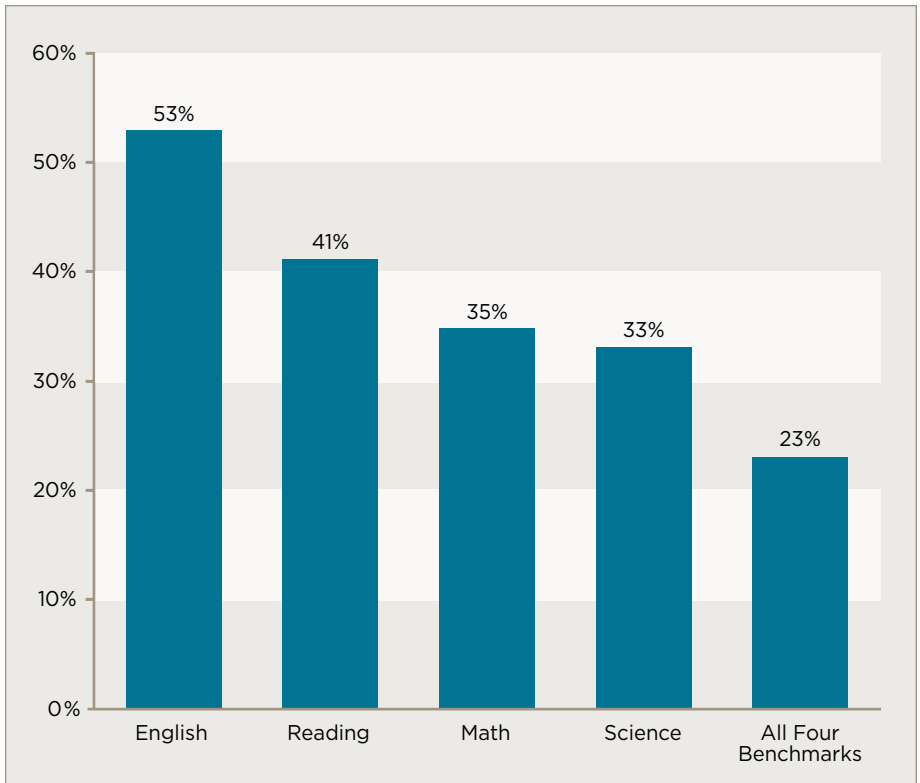
Gaps in average ACT scores exist between racial/ethnic groups; disparities have not narrowed significantly over the past decade.



**Source:** ACT, *The Condition of College & Career Readiness 2019: Ohio Key Findings*; for historical data, see, e.g., ACT, *Profile Report: 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 2019

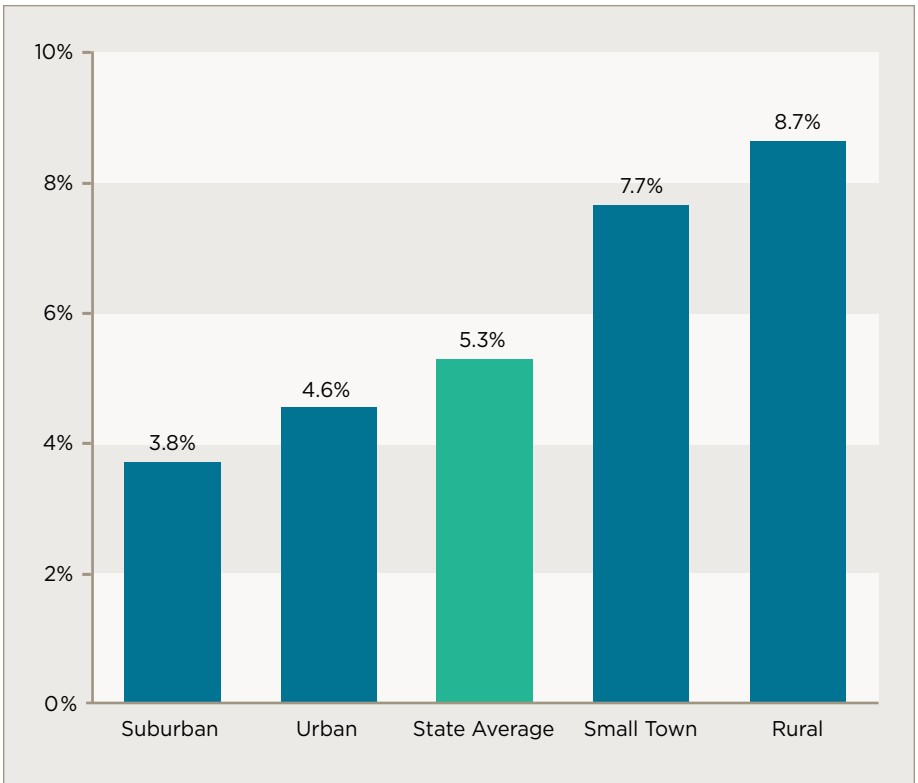
College readiness varies by ACT content area—from 33 percent in science to 53 percent in English. Just 23 percent of Ohio students reach college ready benchmarks in all four areas of the ACT.



**Source:** ACT, *The Condition of College & Career Readiness 2019: 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, see ACT, *What are the ACT College Readiness Benchmarks?*

## Industry Credentials Earned

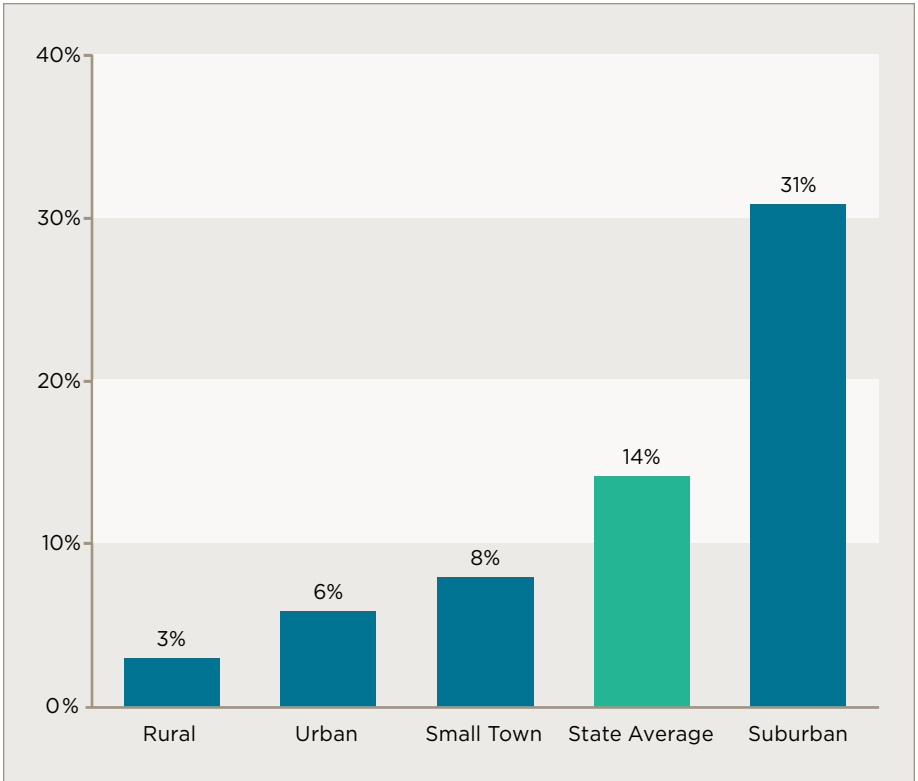
Just 5 percent of Ohio students earn industry-recognized credentials before graduating. Students from rural schools have the highest rates of credentials earned (9 percent), while those from suburban schools have the lowest (4 percent).



**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#) (SY 2018-19).  
**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 2017 and 2018, 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

14 percent of Ohio students graduate having earned a passing score on an AP exam. 31 percent of students from suburban schools earn a passing AP score, while only 3 percent of rural students do so.

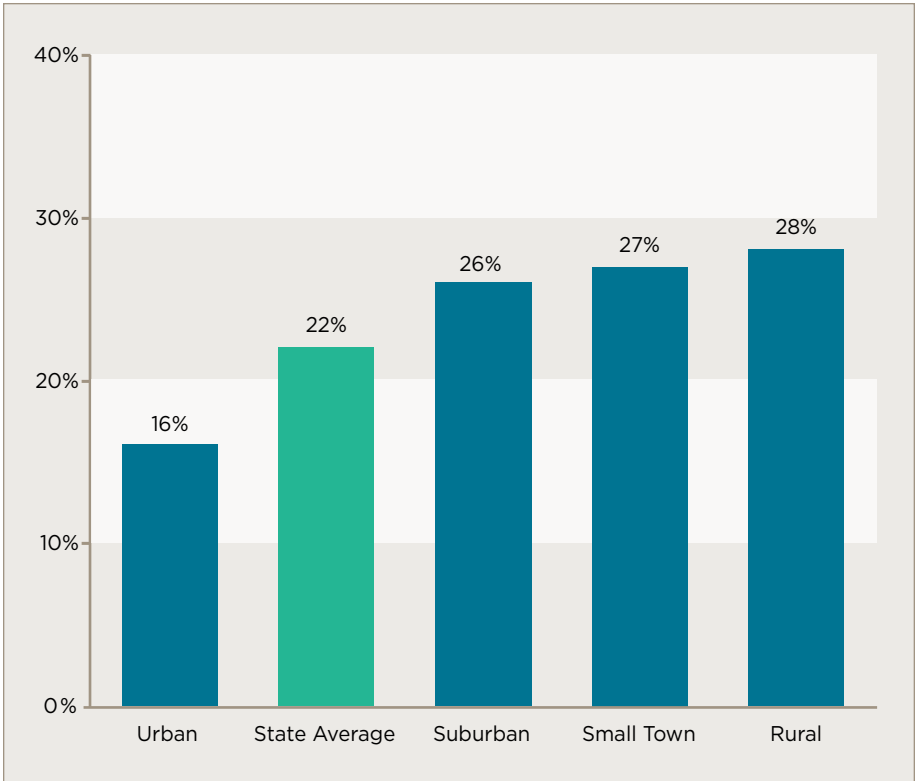


**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#) (SY 2018-19).

**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 2017 and 2018, 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 Credit

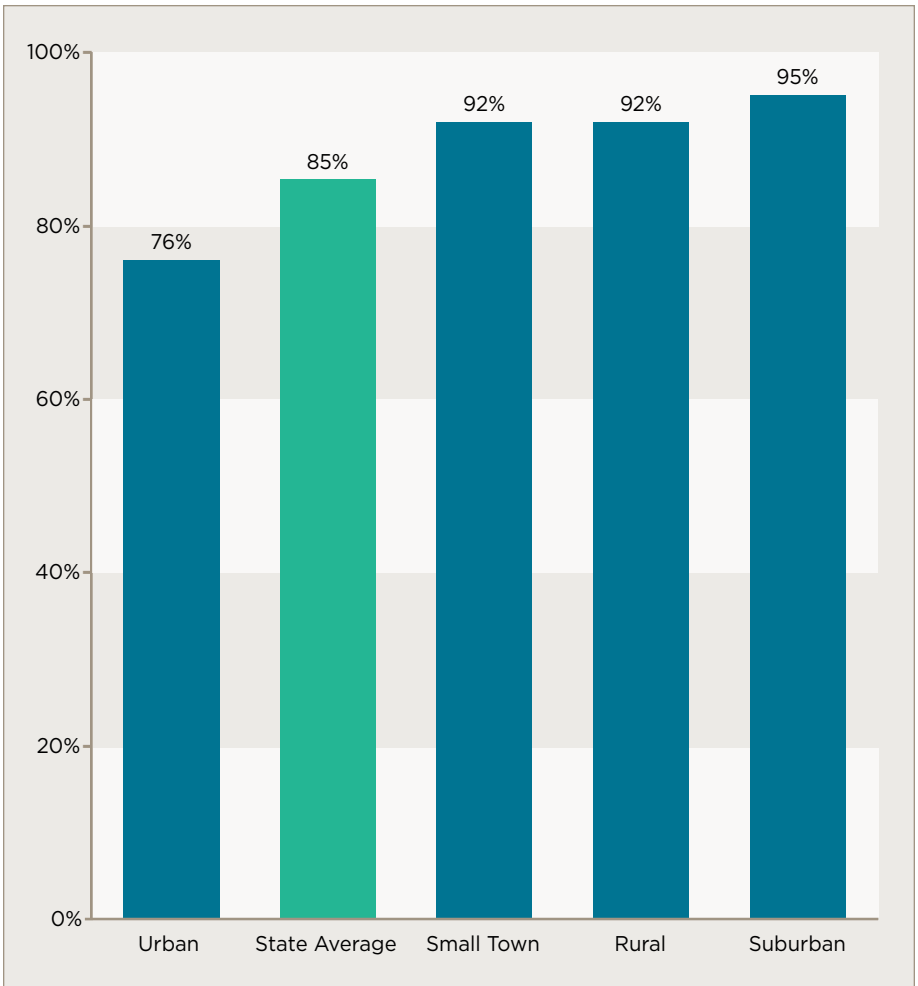
22 percent of Ohio students earn college credit through dual enrollment programs. Rural students have the highest rate of earning dual enrollment credits (28 percent), while urban students have the lowest (16 percent).



**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#) (SY 2018-19).  
**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 2017 and 2018, 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

85 percent of Ohio students graduate high school in four years. Graduation rates exceed 90 percent in much of the state, with lower rates in urban schools.

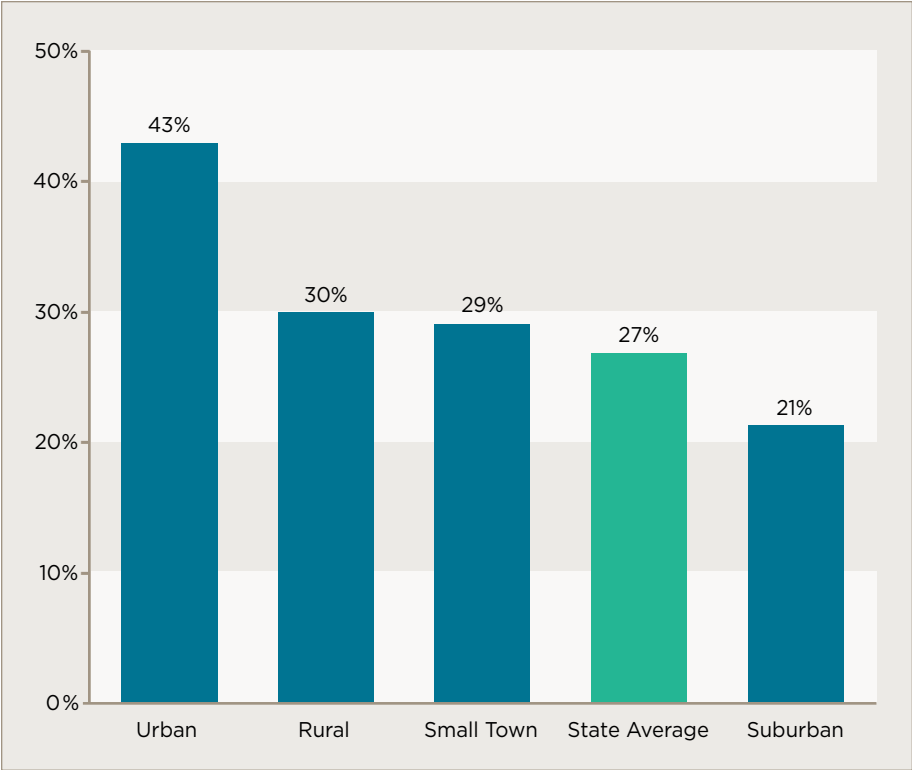


**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#) (SY 2018-19).

Note: The graduation rates in this chart indicate the percentage of students in the class of 2018 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 2018 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).

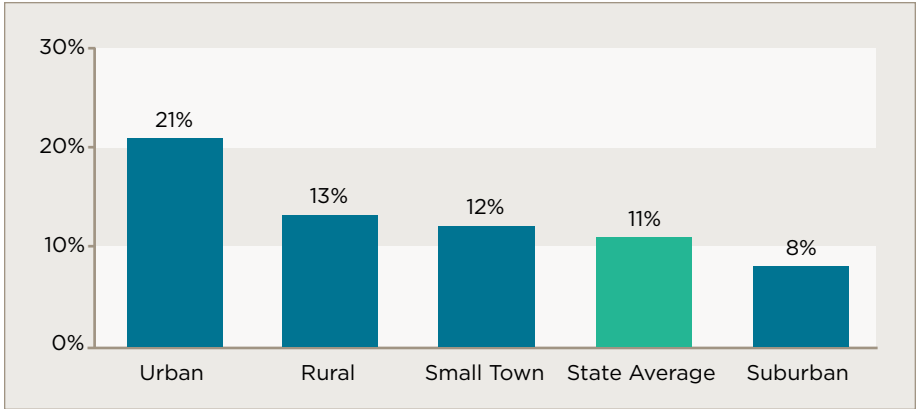


**Source:** Ohio Department of Higher Education, [High School to College Transition Reports: 2018 High School Graduates](#). **Note:** Data are for public school students from the graduating class of 2018 who enrolled in an Ohio two or four year public college or university in fall 2018. This chart combines 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 2018 in each district, charter, or STEM school.

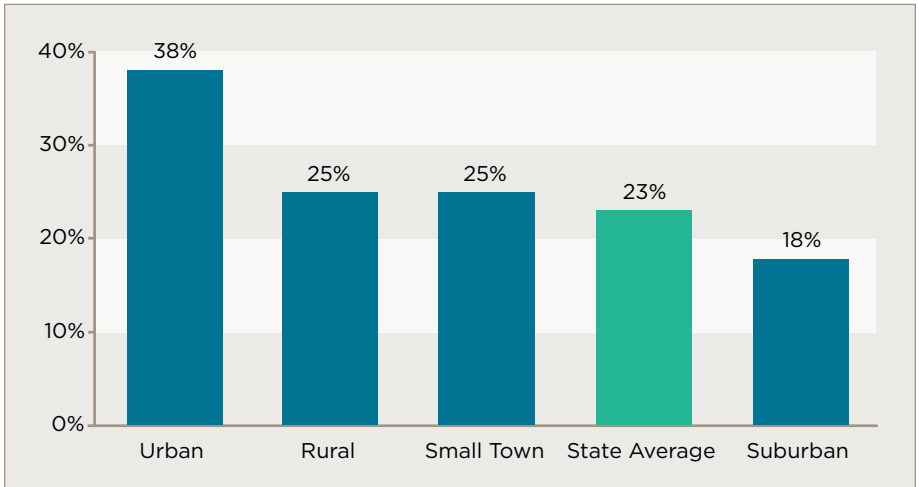
# College Remediation Rates by Subject

Remediation rates are higher in math (23 percent statewide) than in English (11 percent). Graduates of urban schools have higher remediation rates in both subjects than their peers.

## ENGLISH



## MATH

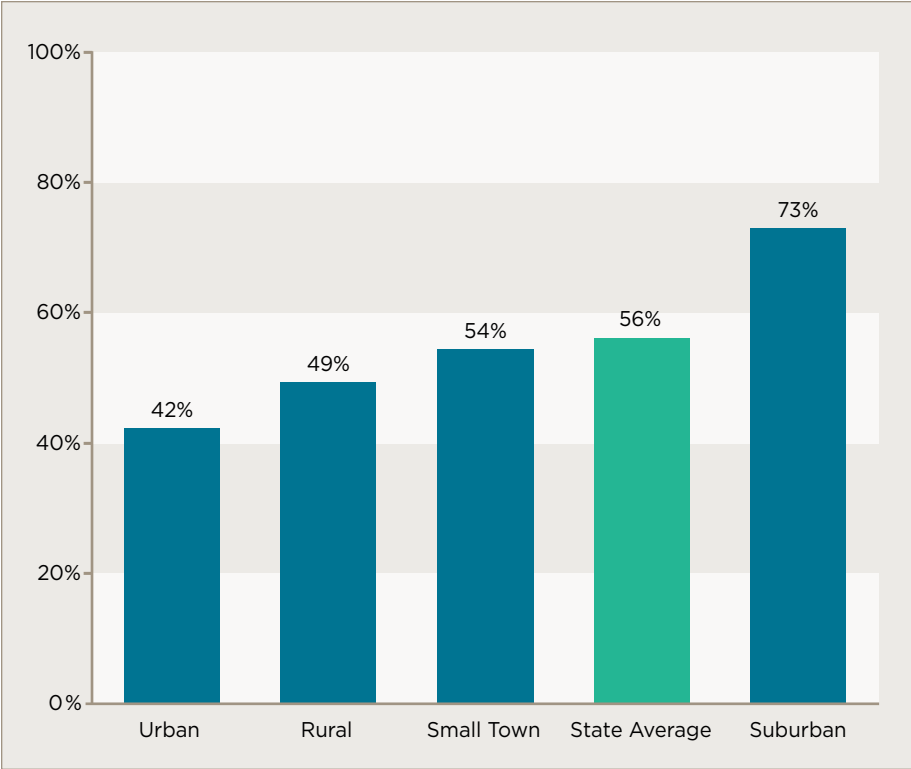


**Source:** Ohio Department of Higher Education, [High School to College Transition Reports: 2018 High School Graduates](#). **Note:** Data are for public school students from the graduating class of 2018 who enrolled in an Ohio two or four year public college or university in fall 2018. The [typology](#) averages are weighted by the number of college-going students in the class of 2018 in each district, charter, or STEM school.



# College Enrollment Rates

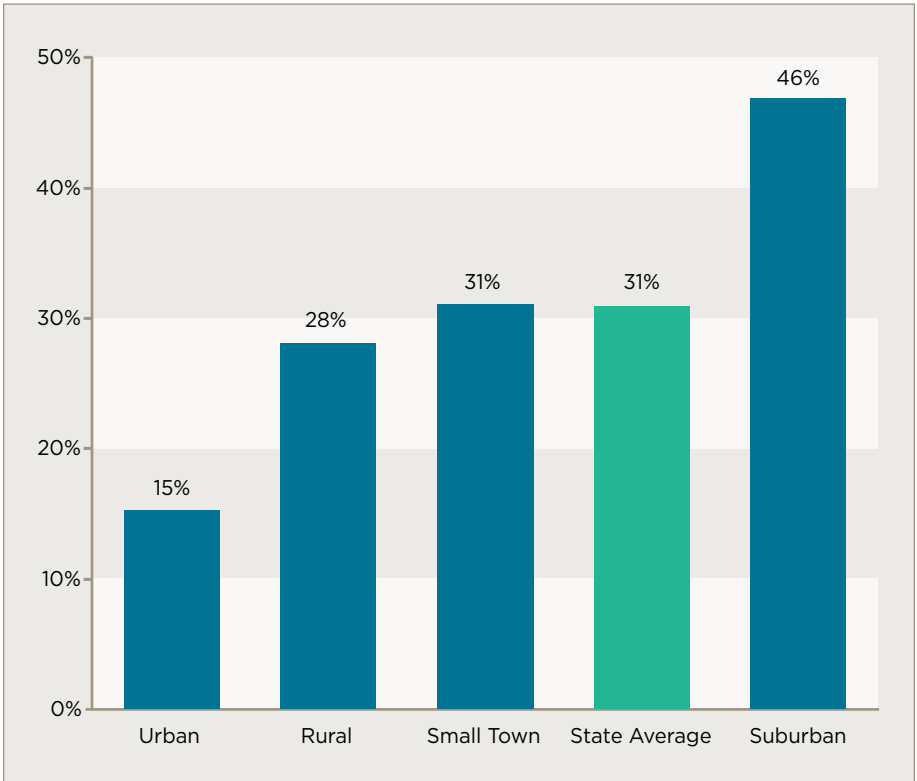
56 percent of Ohio students enroll in two or four year colleges or universities after high school. Enrollment is highest among students from suburban areas (73 percent) and lower in other regions.



**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#). **Note:** The chart displays the percent of the high school graduating class of 2016 (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 2016 in each district, charter, or STEM school.

## College Completion Rates

31 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 (46 percent), with lower rates among students from urban communities (15 percent).



**Source:** Ohio Department of Education (ODE), [School Report Cards: Download Data](#). **Note:** Data display the percent of the high school class of 2012 (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 2012 in each district, charter, or STEM school.

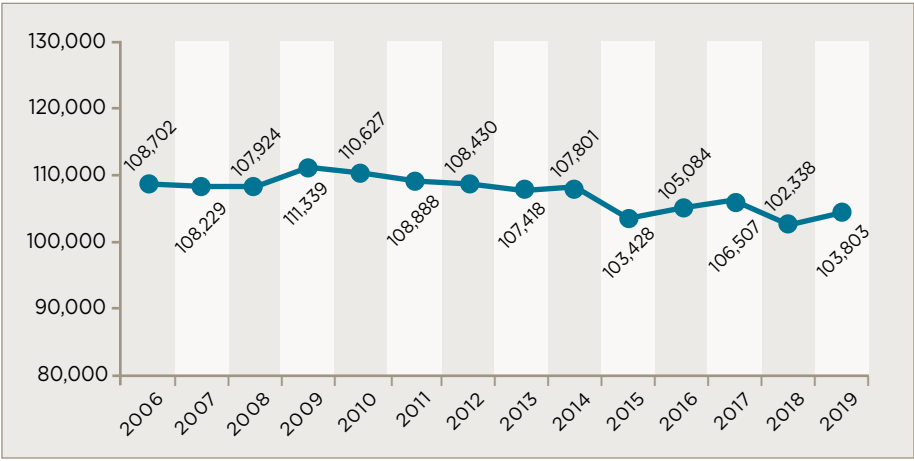


OHIO'S  
EDUCATORS

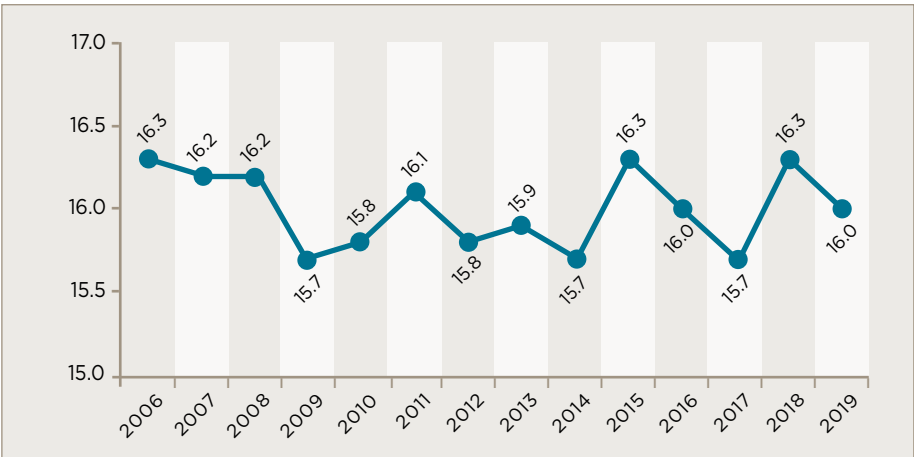
# Public School Teachers

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

## NUMBER OF TEACHERS



## STUDENTS PER TEACHER



**Source:** Historical teacher data from 2005-16 through 2016-17 were retrieved via Ohio Department of Education (ODE), [Advanced Reports](#). ODE does not currently report teacher data via Advanced Reports, so 2017-18 and 2018-19 data are calculated based on teacher counts summed across all Ohio schools as reported in ODE, [Download Data](#). **Note:** The number of students per teacher is calculated based on student enrollment counts reported on page 5.

# Characteristics of Ohio Teachers

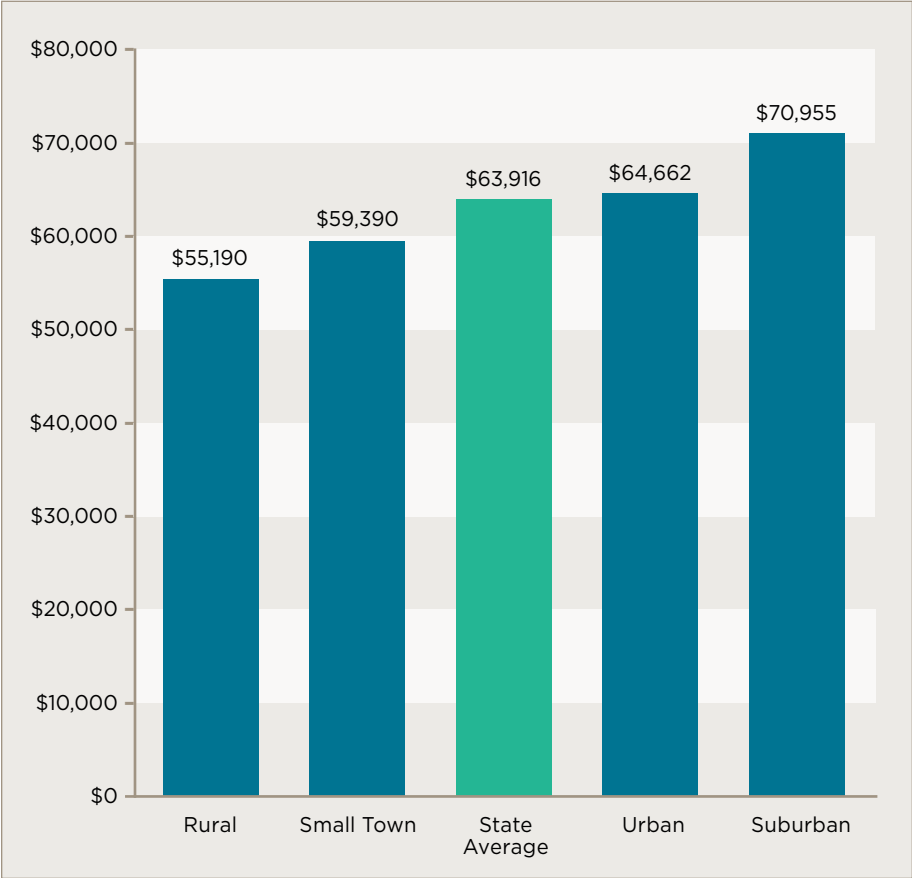
About three in four teachers are female, and an overwhelming majority are white. Almost all teachers hold a Bachelor’s degree or higher.

TEACHER CHARACTERISTICS	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL TEACHERS	106,507	100
<b>RACE OR ETHNICITY</b>		
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
<b>GENDER</b>		
Female	79,988	75.1
Male	26,520	24.9
<b>HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT</b>		
Doctorate	417	<1.0
Master’s	66,111	62.1
Bachelor’s	38,271	35.9
Other Certificate	1,710	1.6

**Source:** Data were retrieved via Ohio Department of Education (ODE), [Advanced Reports](#) (SY 2016-17, last accessed in 2018). **Note:** ODE does not currently report teacher data via Advanced Reports, so teacher demographics and comparable educational attainment data are not available for SYs 2017-18 and 2018-19.

# Teacher Salaries

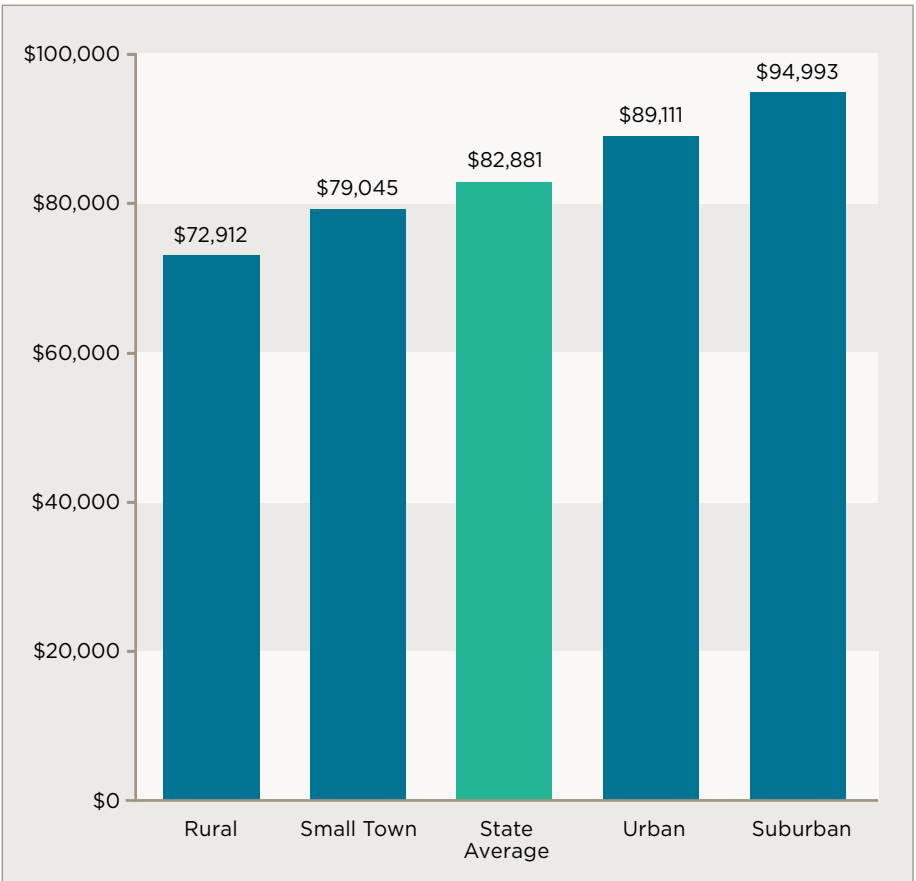
On average, public school teachers in Ohio earn about \$60,000 per year. Teachers in suburban schools typically earn more than their peers in other areas.



**Source:** Ohio Department of Education, [District Profile Reports](#) (FY 2019). **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 2018-19; charter school data are not included in this figure.

## Administrator Salaries

Ohio public schools employ approximately 12,000 administrators, including superintendents, treasurers, and principals. On average, they 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](#) (FY 2019). **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 2018-19; charter school data are not included in this figure.

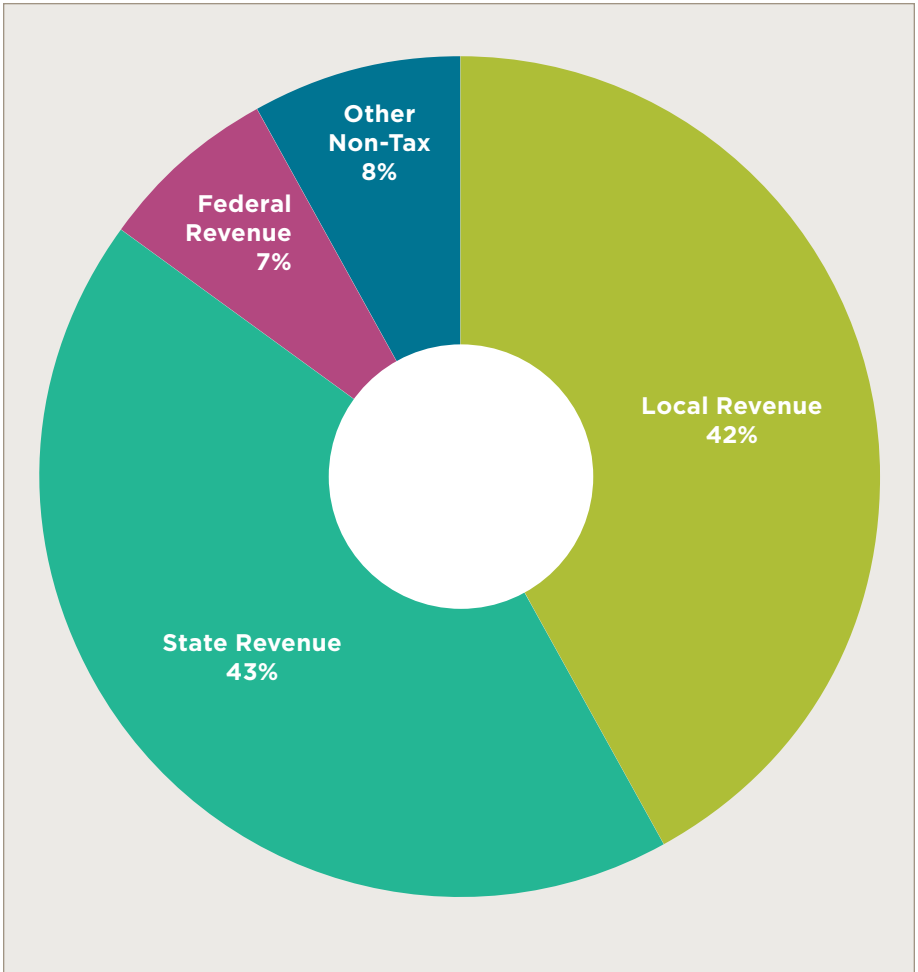


# SCHOOL FUNDING



## How Ohio Funds Public Schools

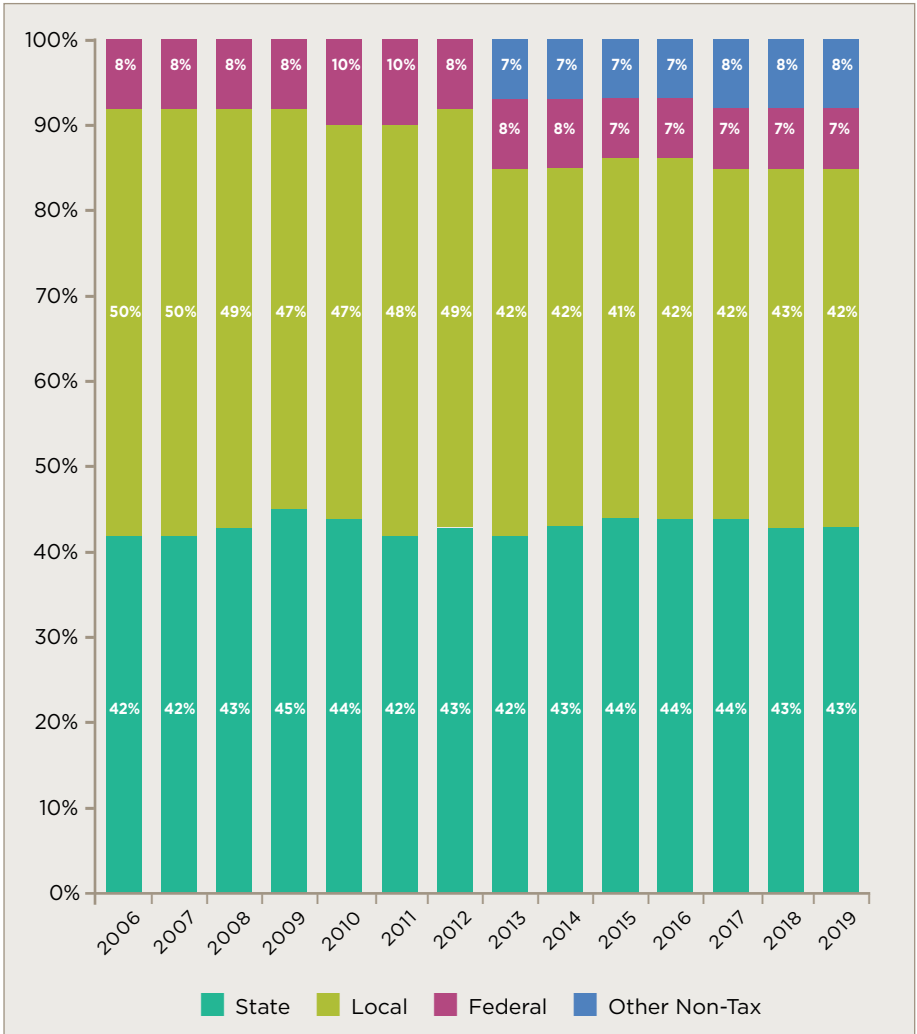
Ohio schools receive approximately \$24 billion per year from various sources. State funds provide 43 percent of total school revenues, while local taxes provide 42 percent. Federal and other non-tax sources provide the rest.



**Source:** The total amount of funding for Ohio public schools is from U.S. Department of Education, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2015-16 (Fiscal Year 2016)*, Table 1. The breakdown of revenue by source is from the Ohio Department of Education, *District Profile Reports* (FY 2019). **Note:** Other non-tax revenue includes sales of assets, fees, and investment income.

## How Ohio Funds Public Schools: Trend Over Time

The state share of school funding has remained largely consistent over the past fifteen years, between 42 and 45 percent of total funding. The decline in the local share of funding between 2012 and 2013 is due to changes that now report other non-tax revenues separately. Since 2013, the local share has been between 41 and 43 percent of overall funding.

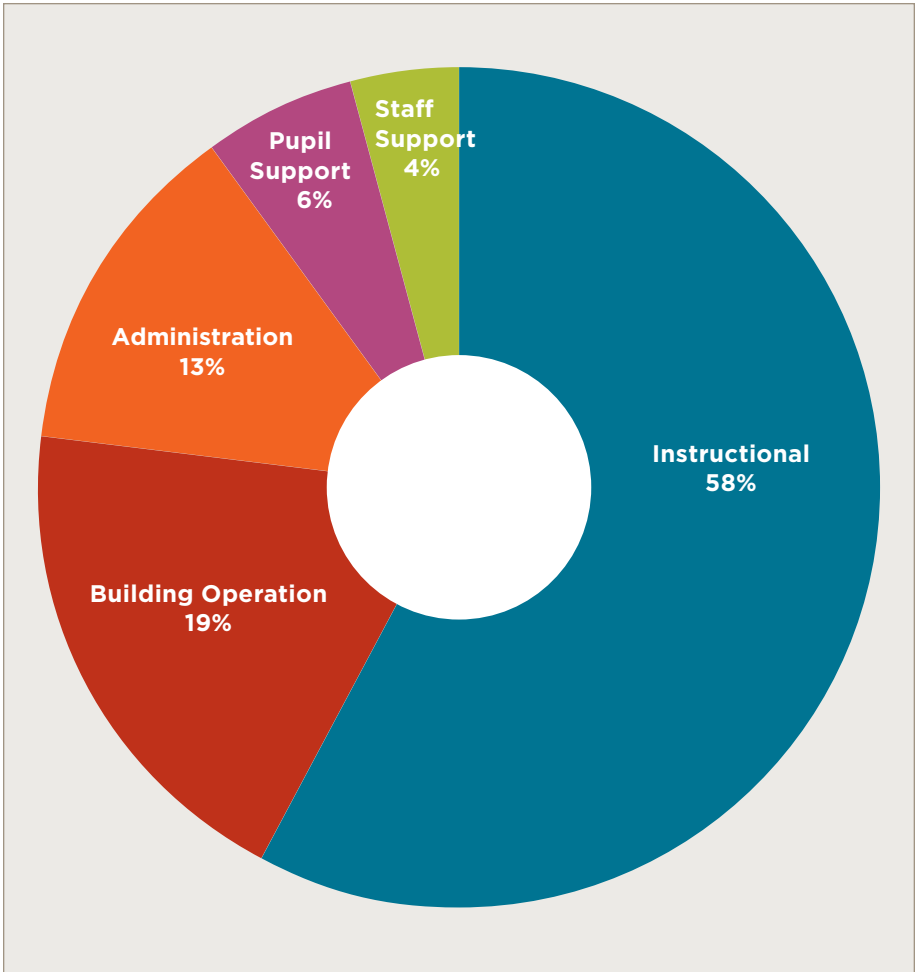


**Source:** Ohio Department of Education (ODE), [District Profile Reports](#) (FY 2006 to 2019). **Note:** Prior to FY 2013, ODE did not report any revenue as “other non-tax,” a category that includes sales of assets, fees, and investment income. Previously, most of those types of revenues were reported as local funds, though some other non-tax revenues were not previously reported.

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## How Funds Are Spent

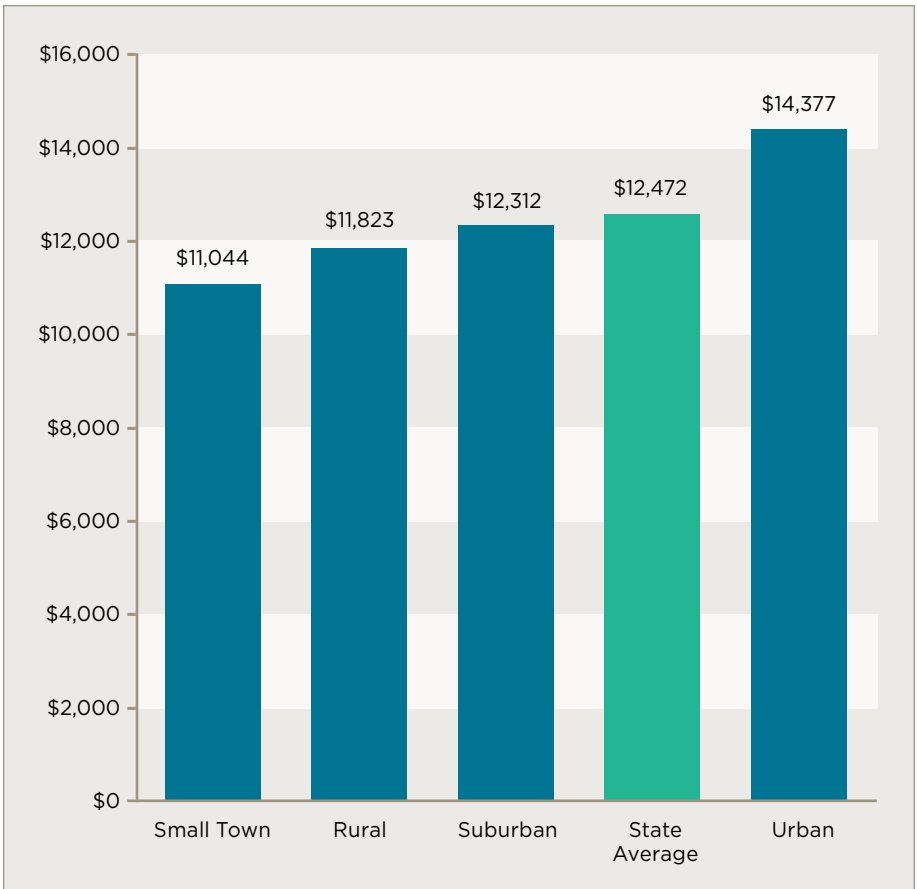
Roughly 60 percent of education funding is spent on classroom instruction. The remainder supports administration, building operations, and other activities.



**Source:** Ohio Department of Education (ODE), [District Profile Reports](#) (FY 2019). **Note:** The ODE expenditure data used for this chart do not include capital expenditures (e.g., construction or interest on debt).

## Expenditure Per Pupil

On average, Ohio schools spend \$12,472 per pupil in operational expenditures. Urban districts have the highest per pupil expenditures (\$14,377), while small town districts spend the least (\$11,044 per pupil).



**Source:** Ohio Department of Education, [District Profile Reports](#) (FY 2019). **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 2018-19. Charter schools are not included in these data, except for a few “conversion” charters (i.e., schools created by districts). The 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

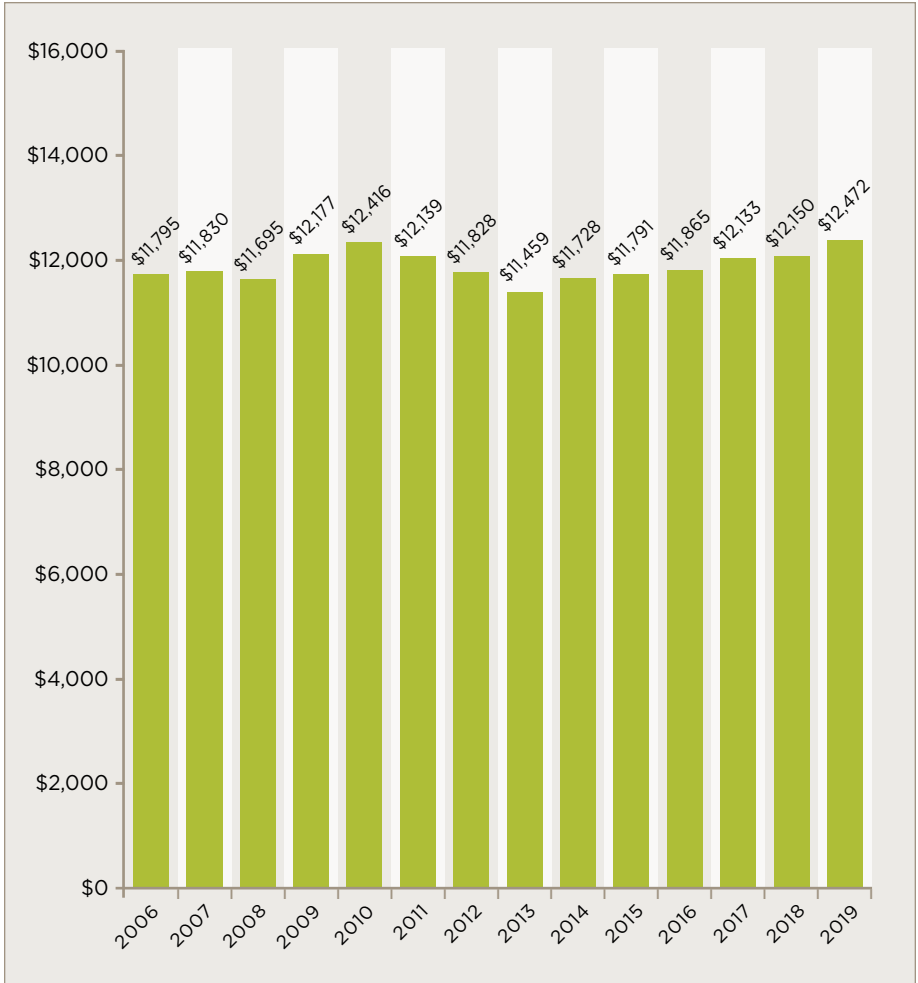
Ohio spends slightly more than the national average and more than several neighboring states, but spending in Ohio is below states such as Pennsylvania and Illinois.



**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 (as reflected in other tables) may not be the same.

## Public School Expenditures Over Time

Statewide, inflation-adjusted expenditures per pupil have remained consistent over the past decade, with spending largely between \$11,500 and \$12,500 per pupil. In 2019, school spending (\$12,472 per pupil) was at its highest point during the period displayed below.



**Source:** Ohio Department of Education, [District Profile Reports \(FY 2006 to 2019\)](#). **Note:** For FYs 2006 to 2018, statewide expenditures per pupil are inflation-adjusted to 2019 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#).



SMART Board

¿quién?

¿cuá?

Vocabulario útil

Table with two columns of text, likely a list of useful vocabulary words in Spanish.



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