



Checking Ohio's educational vital signs

An analysis of the state's 2017-18 report cards



Post-Secondary Readiness

36% of students are considered on-track for college and career on state math exams



22% of low-income students are considered on-track for college and career on state math exams

38% of students are considered on-track for college and career on state English exams

24% of low-income students are considered on-track for college and career on state English exams

Attainment Gaps



43%

of working-age Ohioans currently have post-secondary certifications



64%

of in-demand jobs will require such certifications by 2025

Indicators of College and Career Readiness



4.4%

of Ohio high school students earn industry-recognized credentials



26%

of Ohio students earn remediation-free scores on the ACT or SAT



59%

of Ohio high-school graduates enroll in a two- or four-year college



33%

of Ohio graduates complete an associate's degree or higher six years after high school

School Quality in Ohio's "Big Eight" cities*

While most high-poverty urban public schools receive low ratings on achievement measures (like the performance index and graduation rates), quality schools surface when examining the state's value-added measure, an indicator of student growth over time.

17%

of Big Eight district schools received an A or B on value-added



28%

of Big Eight public charter schools received an A or B on value-added

* The Big Eight cities refers to Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown



Don't shoot the messenger

Recommendations for Ohio policymakers

School report cards may not always be pleasant, but they provide an important annual checkup on Ohio's K-12 schools. Policymakers should stay the course on rigorous, transparent report cards.

Invest in high-quality urban schools

Investing in the growth of quality schools—district, public charter, and STEM—would enable more students to achieve at high levels and reach their potential.