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Ohio Education BY THE Numbers



2018 EDITION

THOMAS B.
FORDHAM
INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE



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INTRODUCTION



We welcome you to the second edition of the Fordham Institute's *Ohio Education By the Numbers*. It builds on our inaugural *By the Numbers* edition, published in February 2017. The idea behind these guidebooks is to offer busy policy makers, journalists, and civic and business leaders a simple, readily accessible reference for 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 who Ohio's students are; where they go to school; how they perform on national and state exams; and indicators of post-secondary readiness. In addition, we present a few statistics on Ohio's teachers, how much taxpayers contribute to K-12 education, and how those dollars are spent. This year's edition includes the most recent data available as of December 2017, including enrollment and test results from the 2016-17 school year. As this report went to press, results from the 2017 round of the biennial National Assessment of Educational Progress (NAEP) had not yet been released by the U.S. Department of Education; hence, we report the same NAEP data (from 2015) as last year's edition.

It's important to bear in mind that this guidebook does not intend to answer why the data appear as they do. The tables and charts that follow describe the state of Ohio

education at face value; they are not an evaluation of our schools or education policies. For a deeper dive into how your local districts and schools perform, we encourage readers to review school report cards—and of course talk with educators and neighbors who know the schools in their communities the best.

We thank our Fordham colleagues who contributed their time and talents to this publication, including Jamie Davies O’Leary, Jeff Murray, Jessica Poiner, and Madison Yoder. We also offer our deepest gratitude to Stephanie Henry who designed the publication. Finally, be on the lookout this spring for an interactive webpage based on the statistics contained in this report. We hope you’ll find this guidebook useful and keep it by your side in the year to come.

CHAD L. ALDIS *Vice President for Ohio Policy and Advocacy*
AARON CHURCHILL *Ohio Research Director*



STUDENT ENROLLMENT

OHIO PUBLIC SCHOOL STUDENTS

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

STUDENT CHARACTERISTICS	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL STUDENTS	1,674,341	100
RACE OR ETHNICITY		
White	1,178,393	70.4
African American	278,839	16.7
Hispanic	91,724	5.5
Multiracial	83,803	5.0
Asian or Pacific Islander	39,512	2.4
American Indian or Alaskan Native	2,070	<1
GENDER		
Female	815,416	48.7
Male	858,925	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	851,769	50.9
Students with Disabilities	244,777	14.6
English Language Learner	58,603	3.5
Identified as Gifted	250,518	15.0

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Public school enrollment statistics (for this table and the following ones) 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

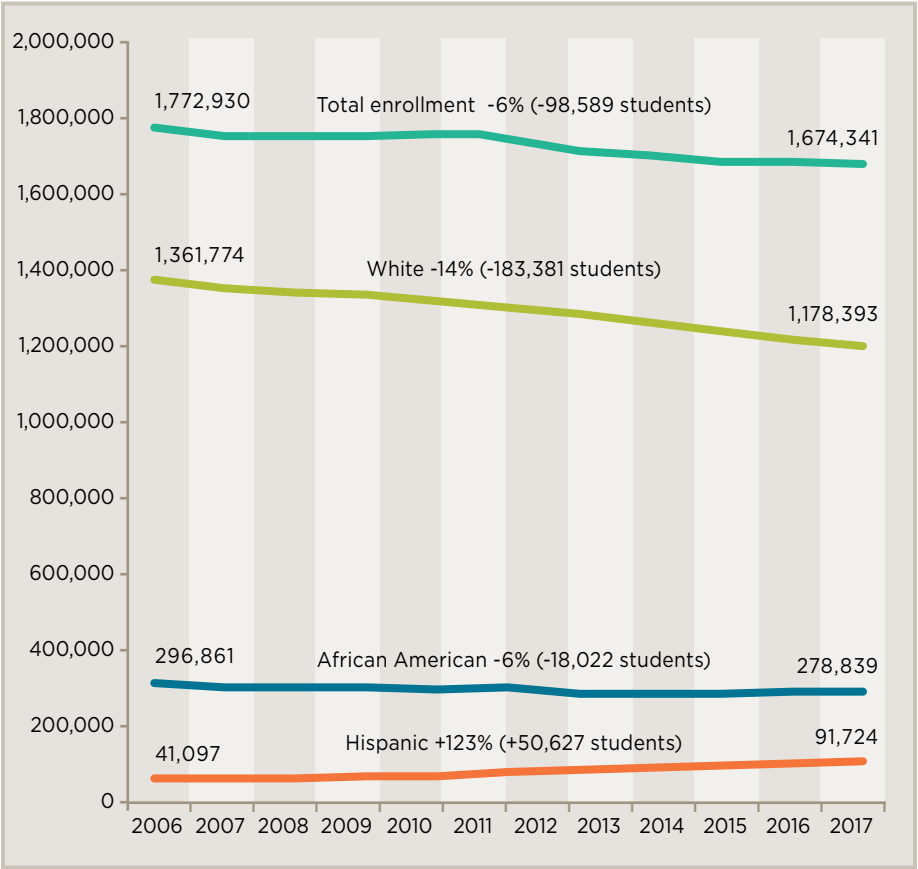
Ohio has approximately 130,000 public school students per grade level.

GRADE LEVEL	ENROLLMENT	PERCENT OF ENROLLMENT
Kindergarten	114,350	6.8
First Grade	124,198	7.4
Second Grade	127,333	7.6
Third Grade	132,144	7.9
Fourth Grade	130,143	7.8
Fifth Grade	129,038	7.7
TOTAL ELEMENTARY SCHOOL	757,206	
Sixth Grade	126,535	7.6
Seventh Grade	129,520	7.7
Eighth Grade	129,780	7.8
TOTAL MIDDLE SCHOOL	385,835	
Ninth Grade	138,241	8.3
Tenth Grade	132,462	7.9
Eleventh Grade	110,904	6.6
Twelfth Grade	108,923	6.5
TOTAL HIGH SCHOOL	490,530	

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17).

PUBLIC SCHOOL ENROLLMENT TREND BY RACE OR ETHNICITY

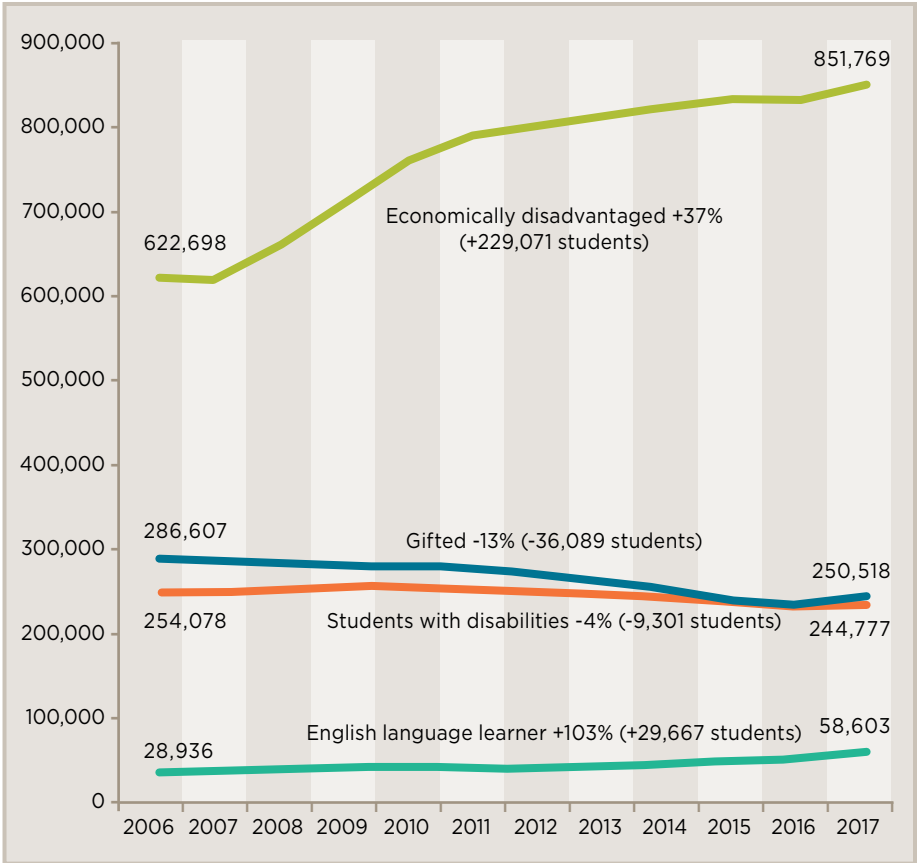
Overall public school enrollment has been trending downward, though some racial and ethnic subgroups have increased.



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2016-17). The chart displays the spring part of the school year, a convention used throughout this guide. **Note:** The percentages refer to the percent change from 2006 to 2017. For display purposes, several race/ethnic subgroups are omitted. From 2006 to 2017, the multiracial subgroup increased from 46,698 to 88,803 (+80%); Asian/Pacific Islander subgroup increased from 24,029 to 39,521 (+64%); the American Indian or Alaskan Native subgroup declined from 2,470 to 2,079 (-16%).

PUBLIC SCHOOL ENROLLMENT TREND BY SELECTED CHARACTERISTICS

Students identified as either economically disadvantaged or English language learner have increased, while pupils identified as gifted or with a disability have slightly declined.



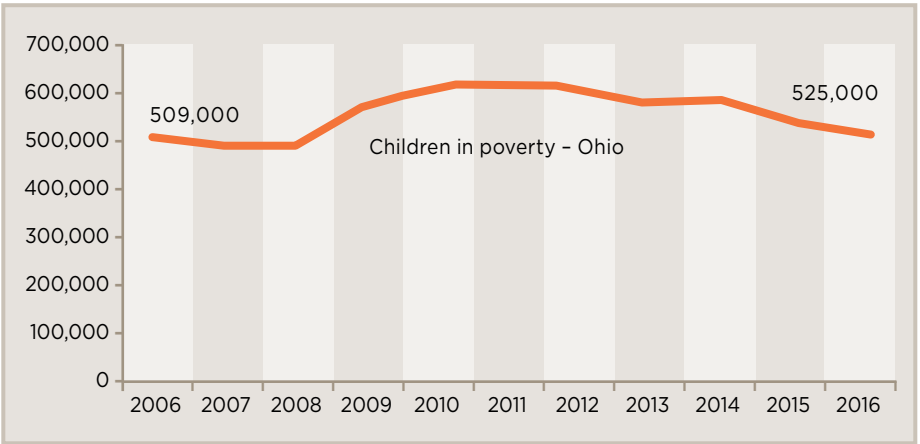
Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2016-17).

Note: Through the federal Community Eligibility Program, a certain number of students are deemed economically disadvantaged, even though they do not meet the income guidelines for federal subsidized lunch (less than or equal to 185% of federal poverty level) which typically leads to identification as economically disadvantaged. For more on subsidized meals eligibility, see U.S. Department of Agriculture, [Income Eligibility Guidelines](#) and Ohio Department of Education, [Community Eligibility Provision](#).

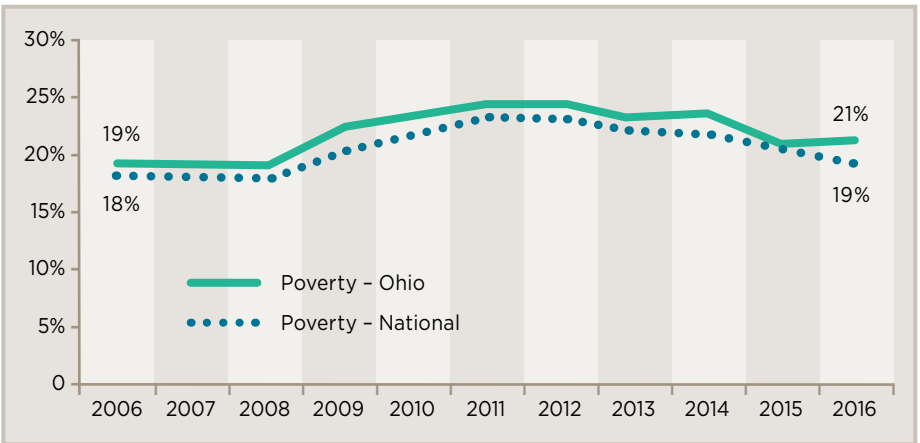
CHILDREN IN POVERTY

Roughly one in five Ohio children lives in households at or below the federal poverty line; poverty trends track with the national average.

TOTAL NUMBERS FOR OHIO



AS PERCENTAGE OF ALL CHILDREN: OHIO AND NATIONAL



Source: Annie E. Casey Foundation, [Kids Count Data Center](#). **Note:** These figures display poverty estimates from the U.S. Census Bureau for children under age 18 (including children not in the K-12 system). In 2016, the 100% poverty threshold for a family of four was an income of \$24,250. This definition of poverty is different than eligibility for free and reduced price meals, which is 185% of the federal poverty level.

PUBLIC SCHOOL STUDENTS BY TYPOLOGY

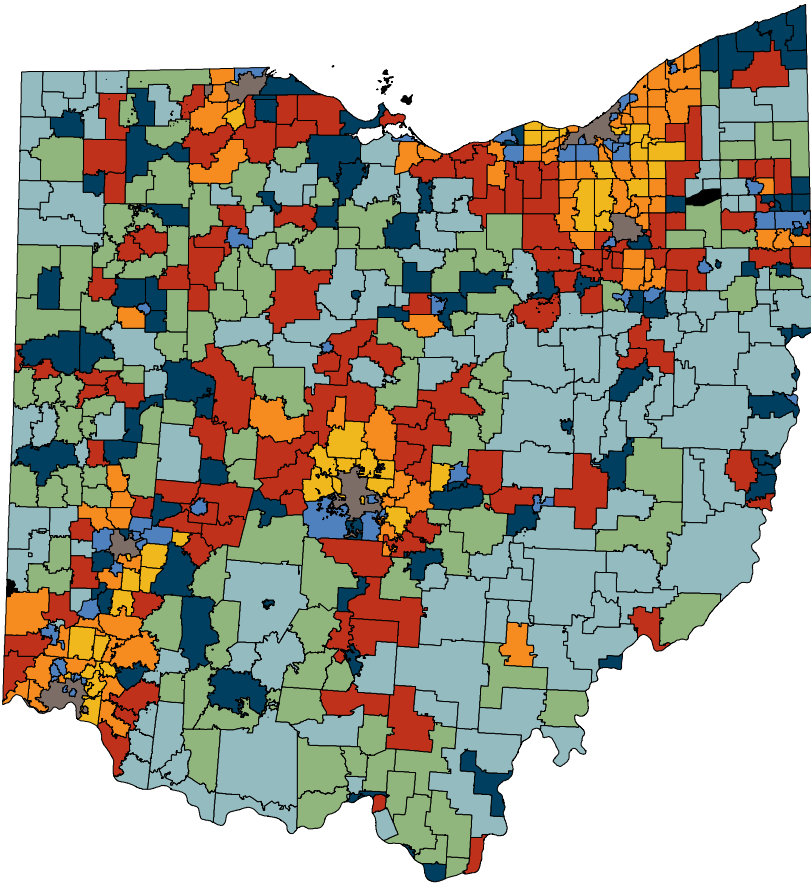
A majority of Ohio students reside in either urban or suburban communities. Roughly 15 percent live in rural areas and another 20 percent live in small towns.

GEOGRAPHIC TYPE	NUMBER OF DISTRICTS	NUMBER OF CHARTERS	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Urban: Very High Poverty	8	242	256,051	15.3
Urban: High Poverty	47	53	217,835	13.0
Suburban: Very Low Poverty	46	2	244,297	14.6
Suburban: Low Poverty	77	8	310,517	18.6
Small Town: High Poverty	89	13	186,086	11.1
Small Town: Low Poverty	111	3	172,512	10.3
Rural: Average Poverty	106	1	99,615	6.0
Rural: High Poverty	123	11	153,188	9.2
E-schools	0	26	33,826	2.0
TOTAL	607	359	1,673,927	100









Sources: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17) and [District Typologies](#).

Note: 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. Six independent 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.

OHIO SCHOOL DISTRICTS AND TYPOLOGIES



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 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	PERCENTAGE
RACE OR ETHNICITY		
White	175,592	37.1
African American	208,828	44.2
Hispanic	44,875	9.5
Multiracial	33,408	7.1
Asian or Pacific Islander	8,960	1.9
Native American or Alaskan Native	1,071	< 1
GENDER		
Female	229,363	48.6
Male	242,351	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	398,513	84.1
Students with Disabilities	83,515	17.6
English Language Learner	32,975	7.0
Identified as Gifted	35,813	7.6

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **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	PERCENTAGE
RACE OR ETHNICITY		
White	422,111	76.1
African American	52,375	9.4
Hispanic	24,581	4.4
Multiracial	27,513	5.0
Asian or Pacific Islander	27,593	4.9
American Indian or Alaskan Native	729	<1
GENDER		
Female	269,124	48.5
Male	285,468	51.5
OTHER CHARACTERISTICS		
Economically Disadvantaged	141,998	25.6
Students with Disabilities	68,335	12.3
English Language Learner	20,105	3.6
Identified as Gifted	133,812	24.1

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **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	PERCENTAGE
RACE OR ETHNICITY		
White	314,672	87.7
African American	9,357	2.6
Hispanic	15,941	4.4
Multiracial	15,334	4.3
Asian or Pacific Islander	2,847	<1
American Indian or Alaskan Native	738	<1
GENDER		
Female	174,321	48.7
Male	183,966	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	166,349	46.4
Students with Disabilities	49,263	13.7
English Language Learner	3,606	1.0
Identified as Gifted	47,839	13.3

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **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 overwhelmingly white and just under half are identified as economically disadvantaged.

STUDENT CHARACTERISTICS	RURAL	
	NUMBER	PERCENTAGE
RACE OR ETHNICITY		
White	240,292	94.8
African American	1,807	<1
Hispanic	4,437	1.7
Multiracial	5,129	2.0
Asian or Pacific Islander	1,344	<1
American Indian or Alaskan Native	585	<1
GENDER		
Female	123,140	48.8
Male	129,444	51.2
OTHER CHARACTERISTICS		
Economically Disadvantaged	120,647	47.7
Students with Disabilities	36,818	14.6
English Language Learner	1,508	<1
Identified as Gifted	33,009	13.1

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **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 (2016-17)

	SCHOOL DISTRICT	COUNTY	2016-17 ENROLLMENT	2015-16 ENROLLMENT	YEAR-TO-YEAR CHANGE
1	Columbus	Franklin	50,063	49,696	↑
2	Cleveland	Cuyahoga	38,949	39,125	↓
3	Cincinnati	Hamilton	34,421	33,999	↑
4	Toledo	Lucas	22,807	21,983	↑
5	South-Western	Franklin	22,222	21,710	↑
6	Akron	Summit	21,402	21,126	↑
7	Olentangy	Delaware	19,716	19,034	↑
8	Hilliard	Franklin	15,632	15,399	↑
9	Dublin	Franklin	15,146	14,831	↑
10	Lakota	Butler	15,058	15,106	↓
11	Westerville	Franklin	14,534	14,256	↑
12	ECOT	N/A	14,346	15,407	↓
13	Dayton	Montgomery	13,325	13,902	↓
14	Parma	Cuyahoga	10,658	10,829	↓
15	Mason	Warren	10,358	10,326	↑
16	Pickerington	Fairfield	10,002	9,894	↑
17	Hamilton	Butler	9,945	9,987	↓
18	Worthington	Franklin	9,829	9,679	↑
19	Fairfield	Butler	9,156	9,111	↑
20	Canton	Stark	8,720	9,025	↓
21	Ohio Virtual Academy	N/A	8,157	9,178	↓
22	Northwest	Hamilton	8,120	8,135	↓
23	Centerville	Montgomery	7,853	7,638	↑
24	Willoughby-Eastlake	Lake	7,781	7,946	↓
25	West Clermont	Clermont	7,770	7,947	↓

Note: Statewide e-schools (ECOT and Ohio Virtual Academy) are considered as equivalent to a school district. This table does not include charter students as part of districts' student population.

SCHOOL OPTIONS: PUBLIC CHARTER SCHOOLS

Ohio has more than 350 charter schools, serving roughly 110,000 students. Enrollment has increased over time, though levelled in recent years.

	NUMBER OF SCHOOLS	ENROLLMENT IN 2016-17	PERCENT OF CHARTER ENROLLMENT
GENERAL EDUCATION CHARTER SCHOOLS			
Brick and Mortar	257	67,836	60.7
Online	13	29,868	26.7
DROPOUT RECOVERY CHARTER SCHOOLS			
Brick and Mortar	76	10,046	9.0
Online	13	3,958	3.5
TOTALS	359	111,708	100

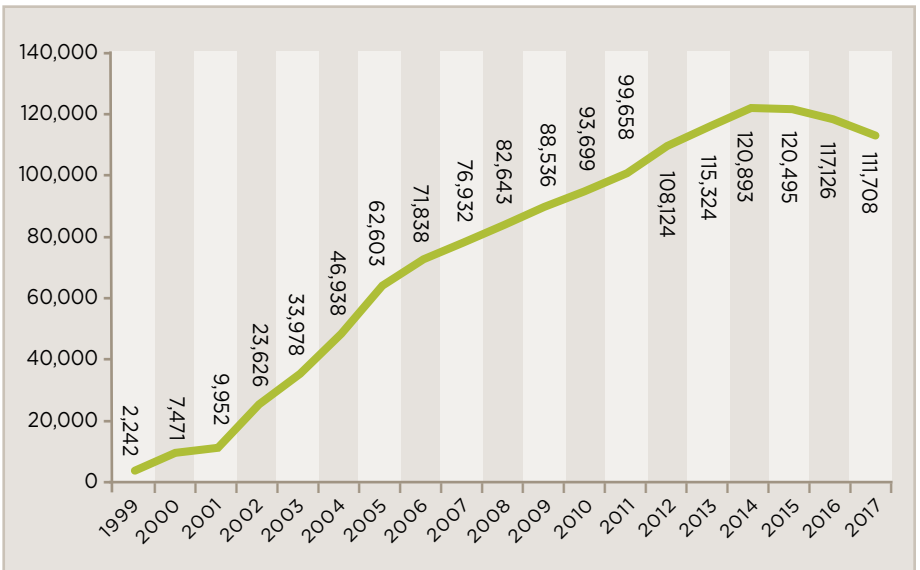
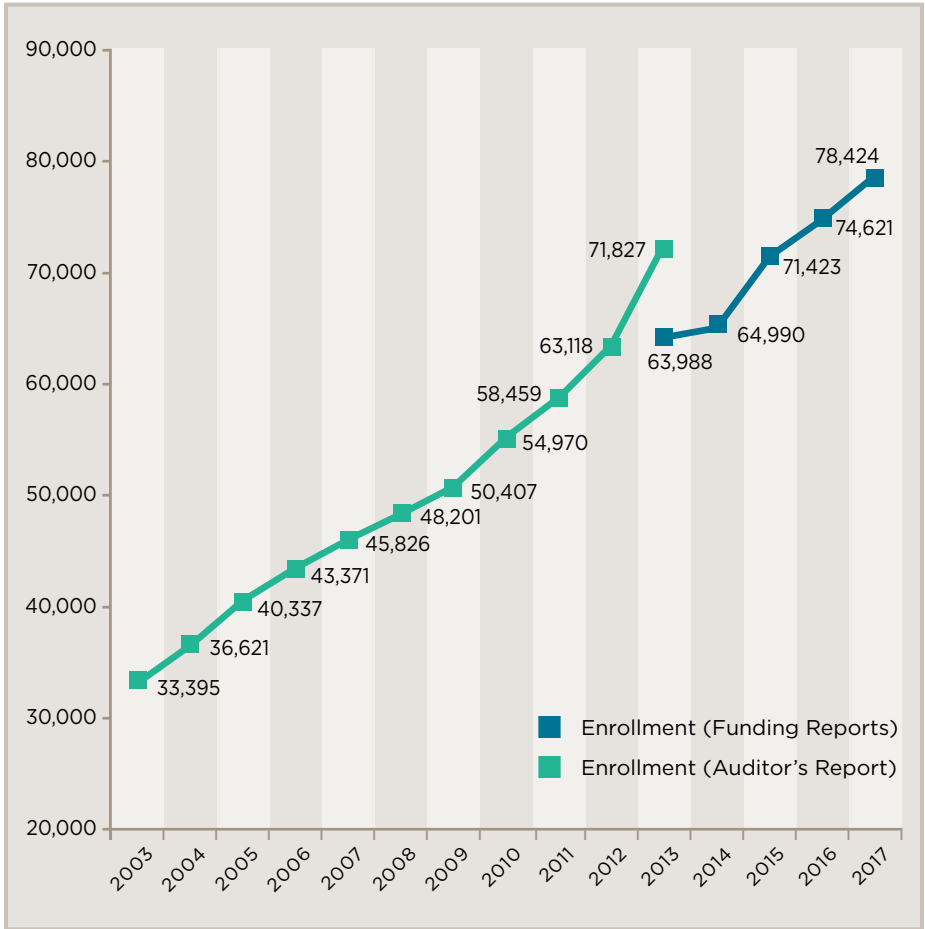


Table Sources: Ohio Department of Education, [Advanced Reports](#) and [Directory of Community Schools](#). **Chart Sources** Ohio Department of Education, [Community School Annual Report \(2015-16\)](#), (SY 1998-99 to 2015-16) and 2016-17 data are from ODE's [Advanced Reports](#).

SCHOOL OPTIONS: INTERDISTRICT OPEN ENROLLMENT

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

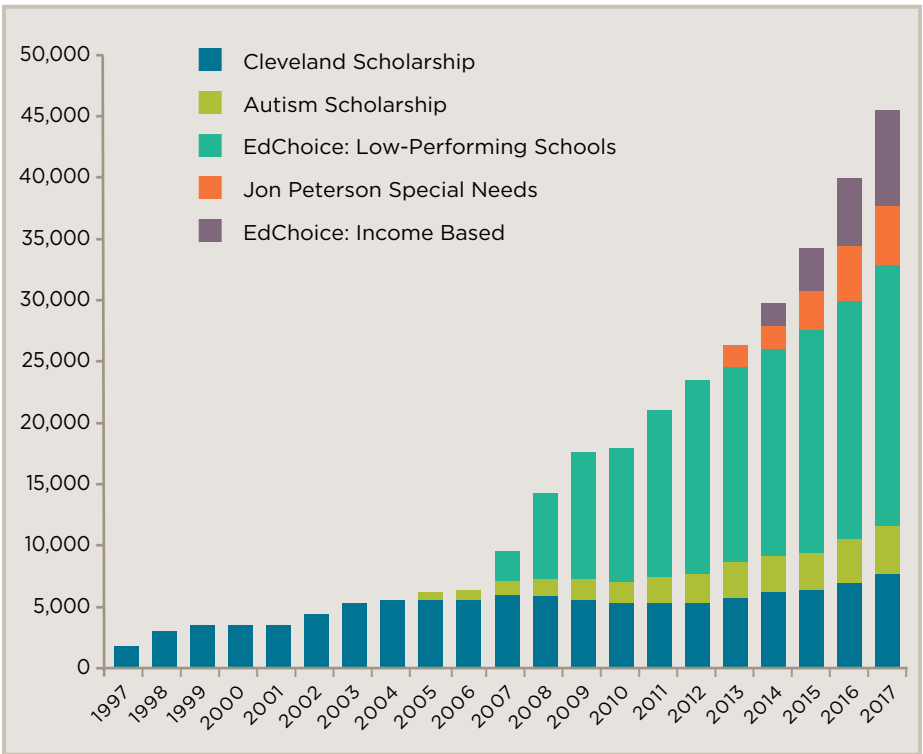


Sources: For SY 2002-03 to 2012-13, data from the Ohio Auditor of State, [Weighing the Costs and Benefits of Open Enrollment](#) is used (citing ODE data). For SY 2012-13 to 2016-17, enrollment counts from school funding reports are used; see, Ohio Department of Education, [Traditional Public Schools 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](#).

SCHOOL OPTIONS: VOUCHERS

More than 45,000 students use a voucher (aka scholarship) to attend a non-public school. Student participation has steadily increased over time.

SCHOLARSHIP PROGRAM	ENROLLMENT IN 2016-17
EdChoice: Low-Performing Schools	21,846
EdChoice: Income Based	7,581
Cleveland Scholarship	8,003
Jon Peterson Special Needs	4,931
Autism Scholarship	3,519



Source: American Federation for Children, [School Choice Yearbook \(2016-17\)](#). **Note:** For more information on each scholarship program, see Ohio Department of Education, [Scholarships](#).

SCHOOL OPTIONS: NON-PUBLIC SCHOOLS AND HOMESCHOOLING

More than 200,000 students in Ohio attend a non-public school or participate in home schooling.

SCHOOL OPTION	NUMBER OF SCHOOLS	ENROLLMENT	BRIEF DESCRIPTION
Chartered Non-Public Schools	708	171,426	Private schools that are chartered by the state
Non-Chartered, Non-Tax Supported Schools	425	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state
Home Schooling	Not Applicable	28,539	Parents choose to educate their child at home

Sources: Ohio Department of Education, [Enrollment Data: Fall Enrollment \(ADM\)-October 2016 Non-Public Buildings](#); Ohio Department of Education, [Non-Chartered Non-Tax School Information](#); Ohio Department of Education, [Facts and Figures: Ohio Prek-16 Stats 2015-16](#).

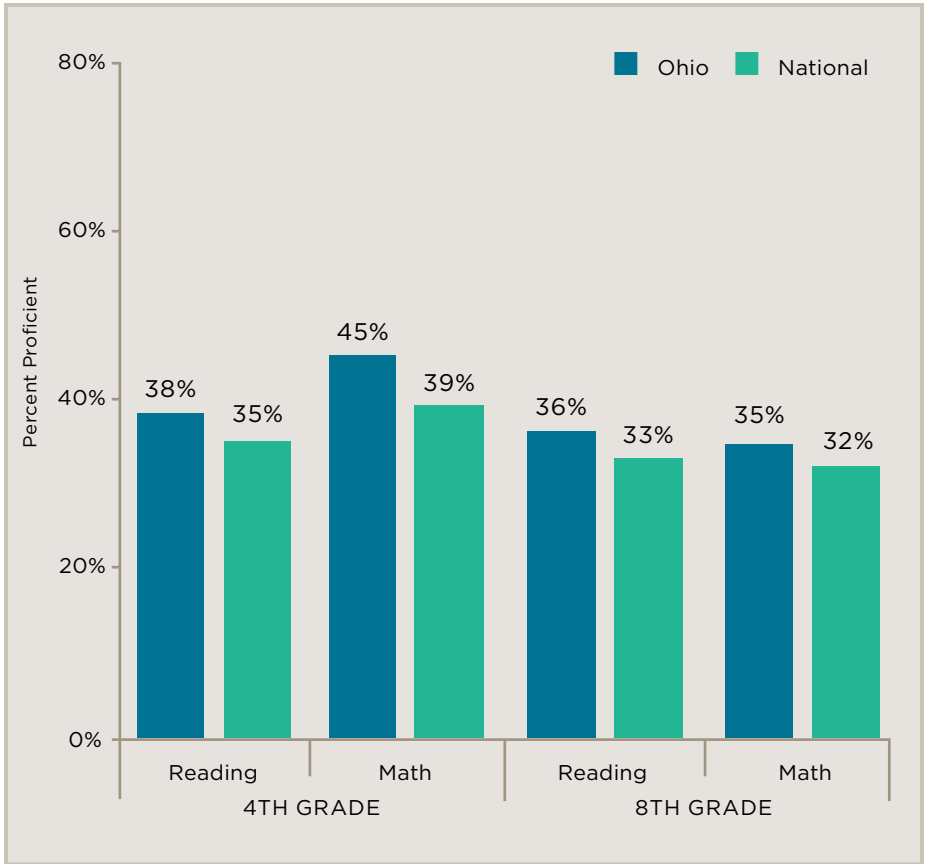
Note: Chartered non-public schools should not be confused with public charter schools (also known as “community schools”).



STUDENT
ACHIEVEMENT:
NATIONAL
EXAMS

NATIONAL EXAMS: NAEP 2015

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



Source: National Assessment of Educational Progress, [Math](#) and [Reading](#) Assessments.

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. The next round of NAEP data, based on 2017 assessments, will be released in spring 2018.

NATIONAL EXAMS: HOW OHIO COMPARES TO OTHER STATES

Nationally, Ohio ranks between 14th and 29th in fourth and eighth grade math and reading. Ohio's national position has typically been between 10th and 20th for the past decade.

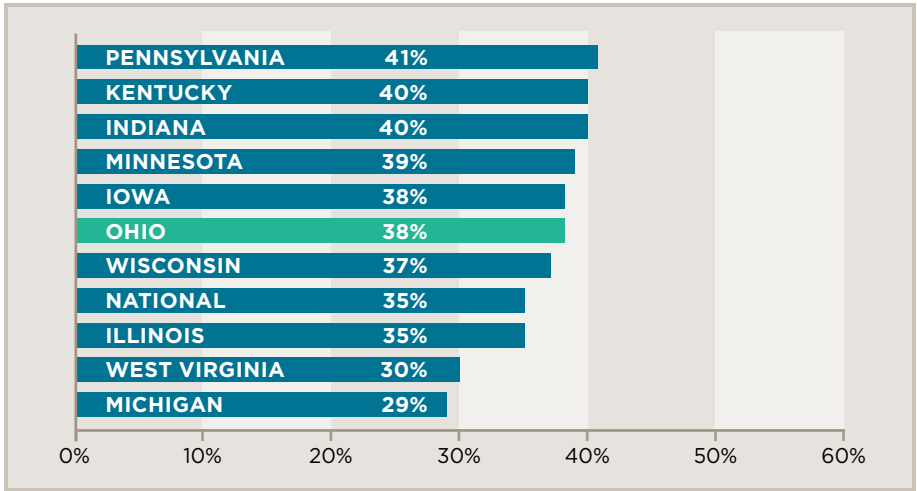
NATIONAL RANK							
	2003	2005	2007	2009	2011	2013	2015
4th Grade Reading	18	18	11	15	16	20	18
4th Grade Math	14	10	9	13	15	15	14
8th Grade Reading	17	17	11	12	16	19	29
8th Grade Math	18	16	22	24	15	11	18

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).

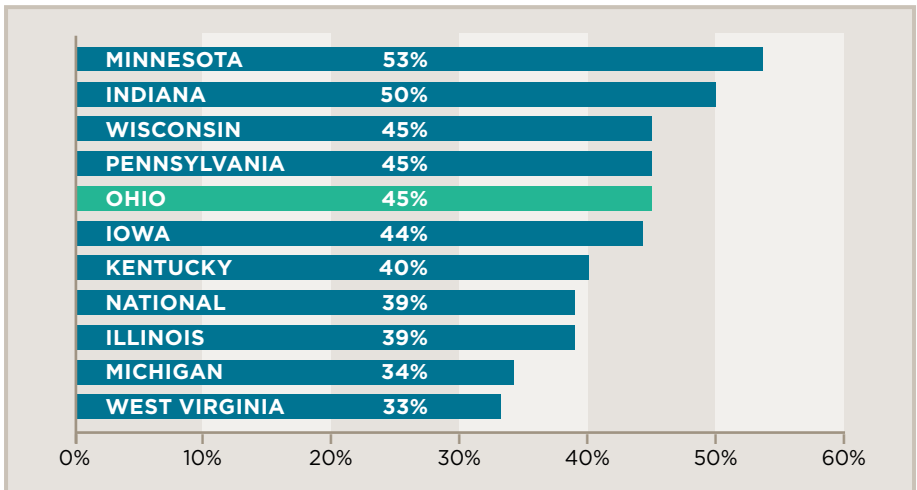
NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

When compared to nearby states, Ohio ranks 6th out of 10 in fourth grade reading proficiency and 5th in fourth grade math proficiency.

FOURTH GRADE READING



FOURTH GRADE MATH

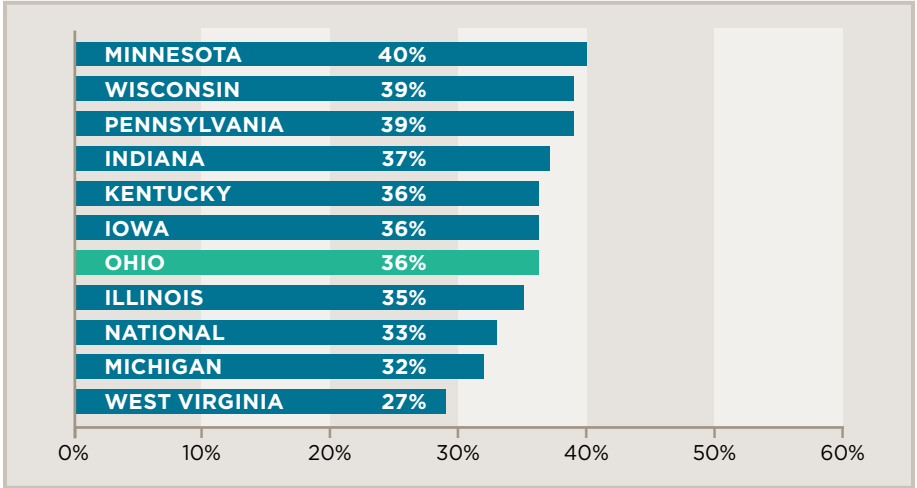


Source: 2015 National Assessment of Educational Progress, [Math](#) and [Reading](#) Assessments.

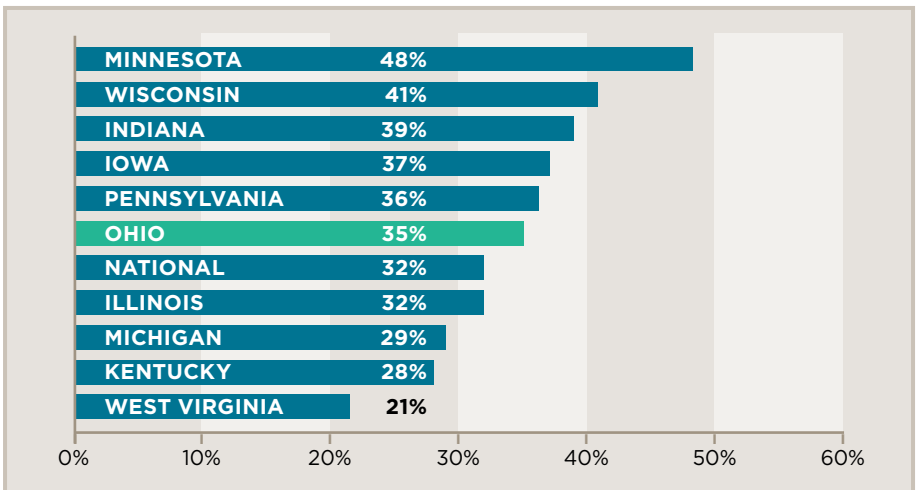
NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

Ohio ranks 7th out of 10 of its nearby states in eighth grade reading and 6th in eighth grade math.

EIGHTH GRADE READING



EIGHTH GRADE MATH

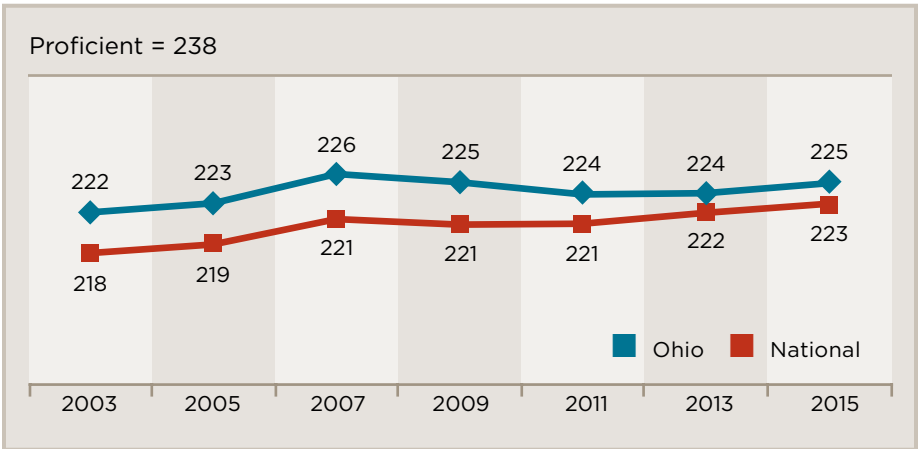


Source: 2015 National Assessment of Educational Progress, [Math](#) and [Reading](#) Assessments.

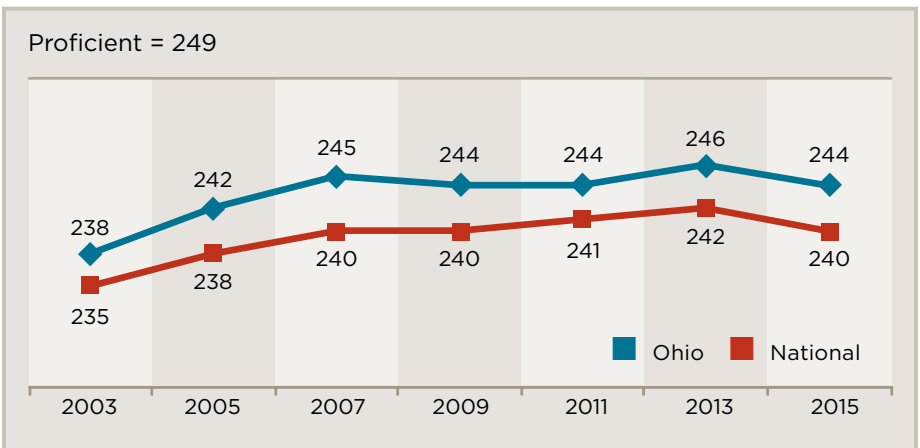
NATIONAL EXAMS: OHIO'S NAEP SCORES OVER TIME

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

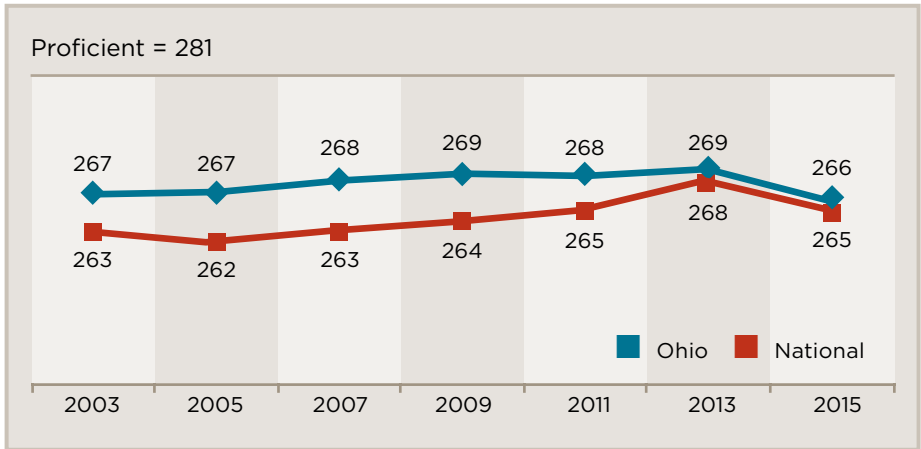


Source: National Assessment of Educational Progress: [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

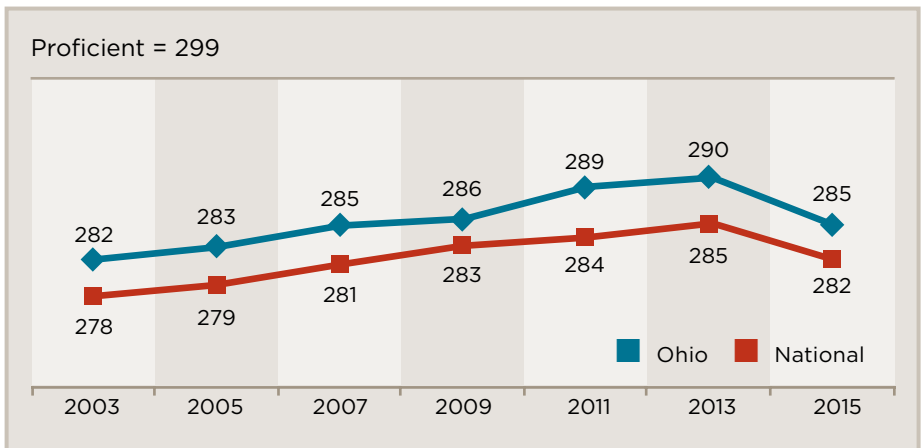
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EIGHTH GRADE READING



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.



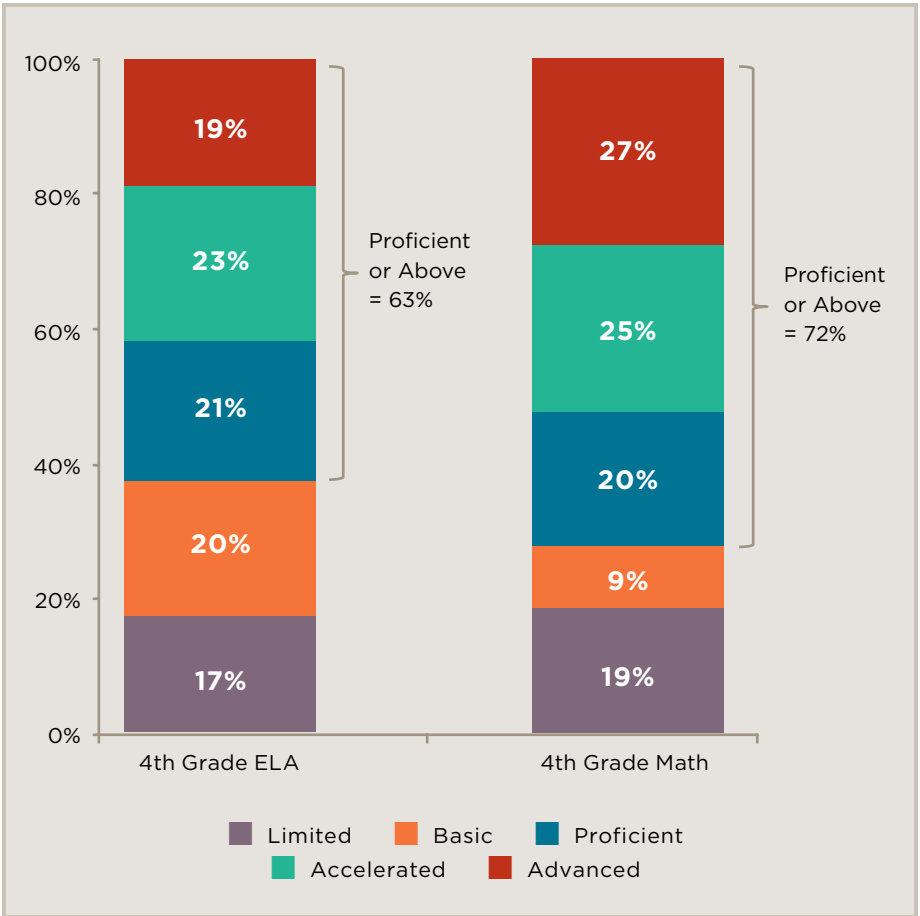


STUDENT
ACHIEVEMENT:
STATE EXAMS

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

63 and 72 percent of Ohio fourth grade students reached 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 30 and 31 with page 22).

FOURTH GRADE

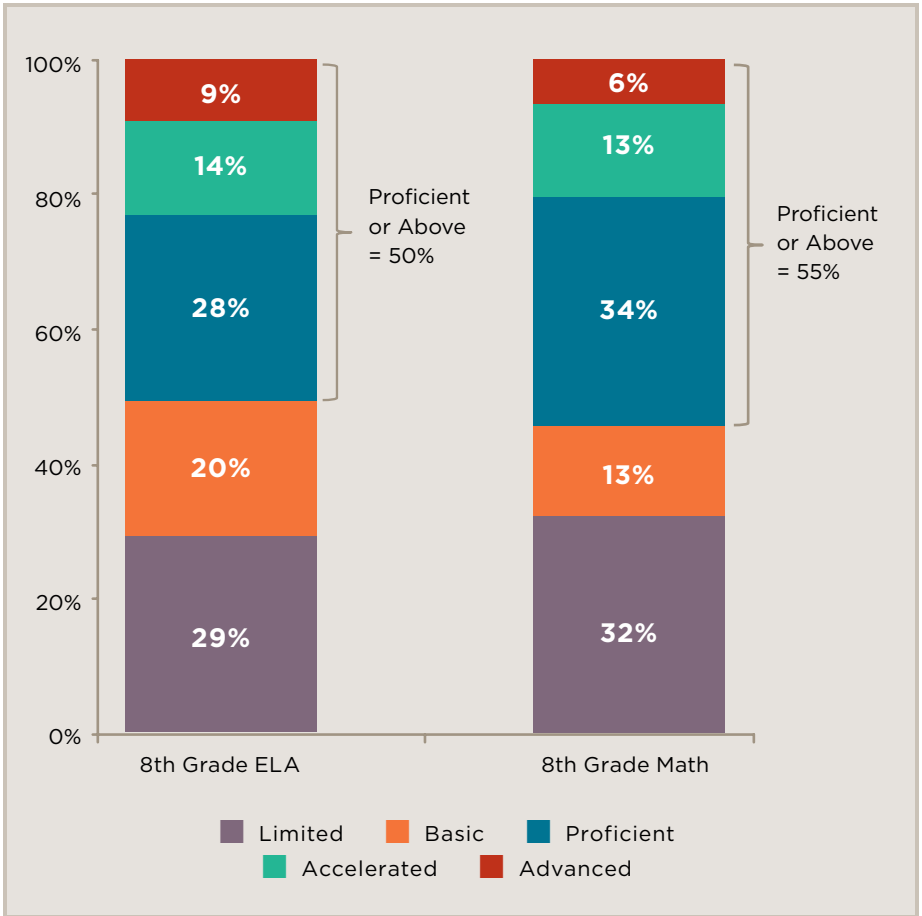


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17).

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

50 and 55 percent of Ohio eighth grade students reached proficient or above in English language arts (ELA) and math, respectively.

EIGHTH GRADE

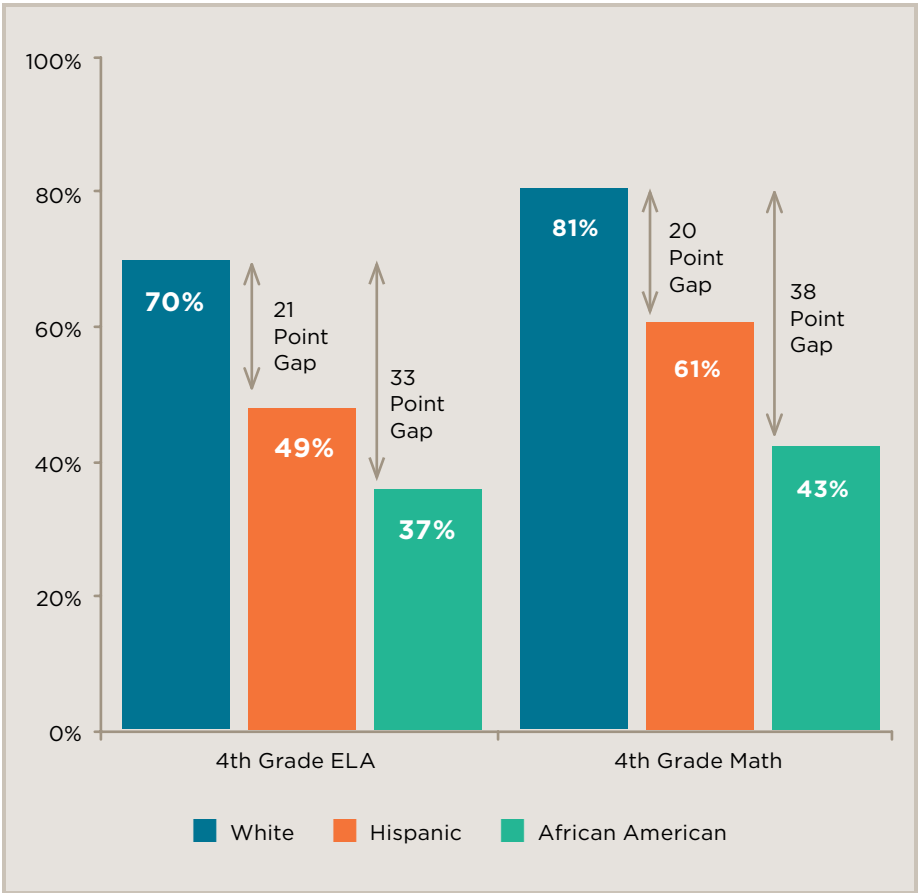


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** The percentages in eighth grade math displayed do not equal 55%, as 1.7% of students reached the “advanced plus” level, a percentage that is not displayed. In nearly every other grade and subject, the percent of students in the advanced plus category is less than 1%. This achievement level is used when students excel at above grade level assessments. The minor discrepancy in the ELA proficiency rate and the sum of the percentages by achievement level is due to rounding.

STATEWIDE ACHIEVEMENT BY RACIAL OR ETHNIC SUBGROUP

In fourth grade, student achievement of Ohio's minority students lags behind their peers.

FOURTH GRADE: PROFICIENT OR ABOVE

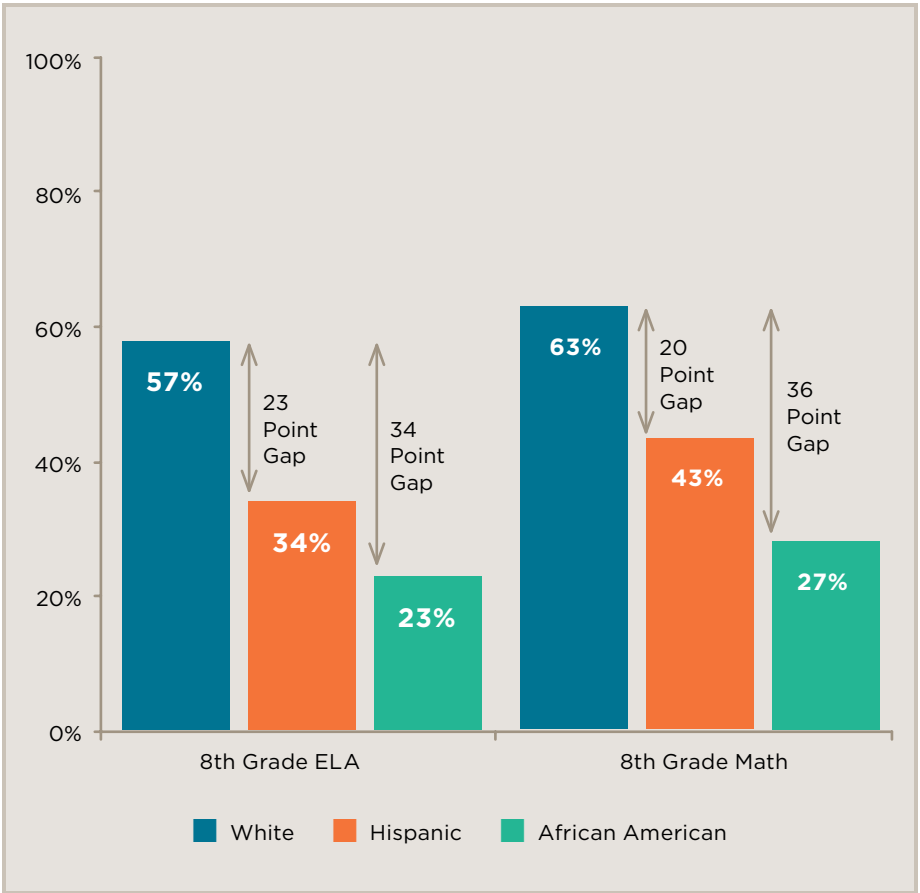


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students tend to perform somewhat higher than White students; multi-racial students tend to achieve at levels between the White and Hispanic subgroups.

STATEWIDE ACHIEVEMENT BY RACIAL OR ETHNIC SUBGROUP

In eighth grade, student achievement of Ohio's minority students lags behind their peers.

EIGHTH GRADE: PROFICIENT OR ABOVE

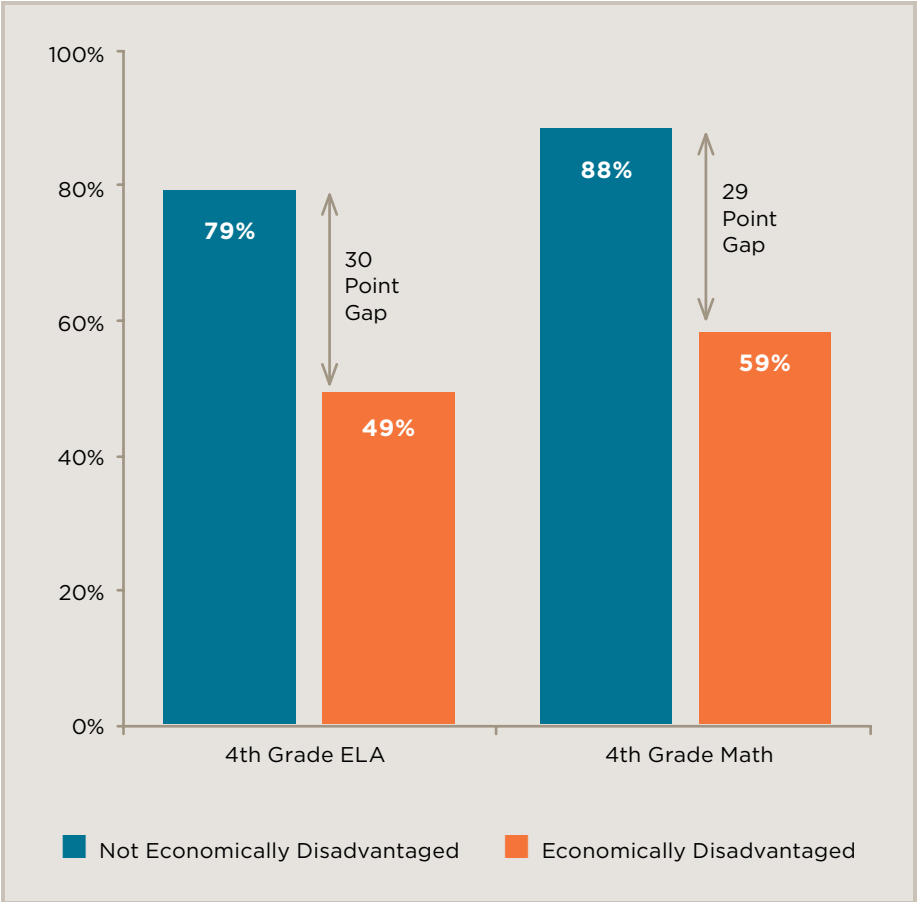


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students tend to perform somewhat higher than White students; multi-racial students tend to achieve at levels between the White and Hispanic subgroups.

STUDENT ACHIEVEMENT BY ECONOMIC DISADVANTAGE

In fourth grade, student achievement of Ohio's economically disadvantaged students lags significantly behind their peers.

FOURTH GRADE: PROFICIENT OR ABOVE

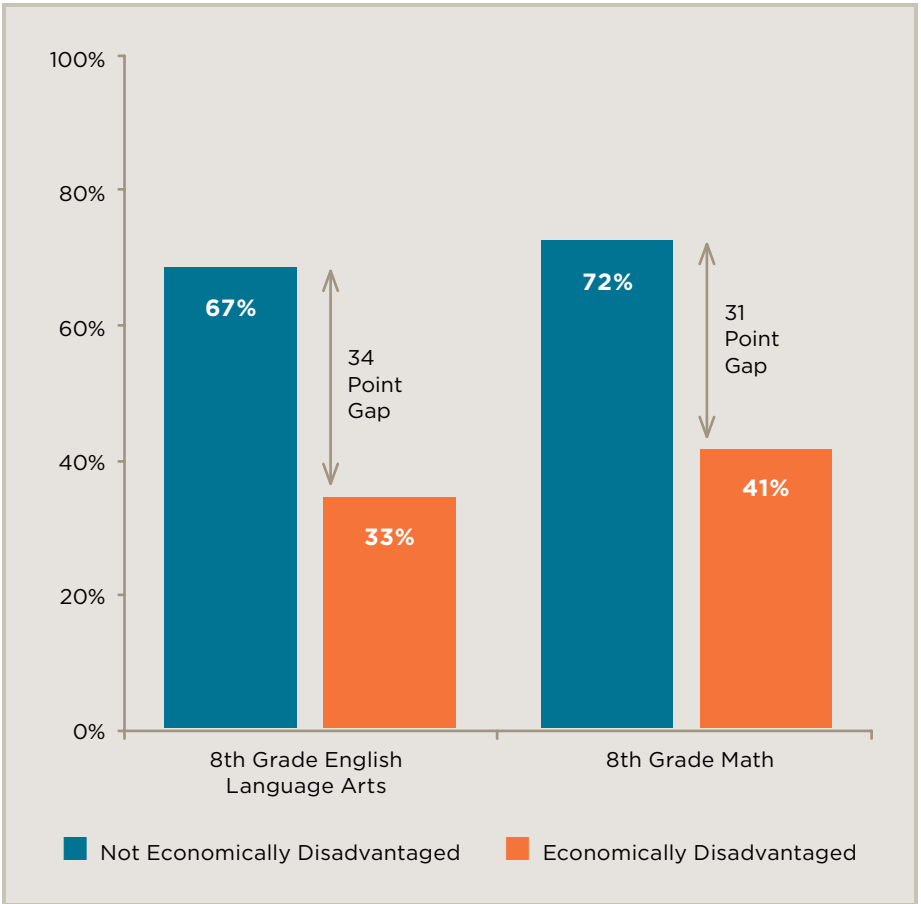


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** For more on the identification of economically disadvantaged students, see page 7.

STUDENT ACHIEVEMENT BY ECONOMIC DISADVANTAGE

In eighth grade, student achievement of Ohio's economically disadvantaged students lags significantly behind their peers.

EIGHTH GRADE: PROFICIENT OR ABOVE

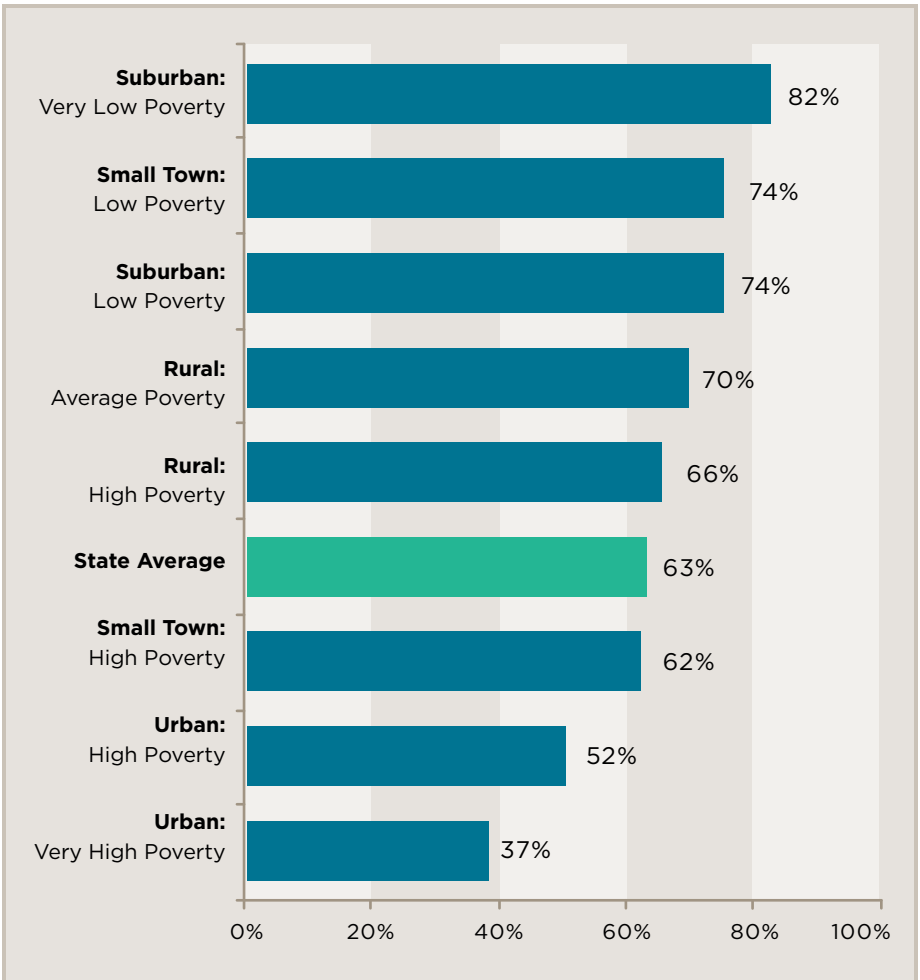


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** For more on the identification of economically disadvantaged students, see page 7.

STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

In fourth grade English language arts, student achievement varies widely across Ohio's geographic regions.

FOURTH GRADE ENGLISH LANGUAGE ARTS: PROFICIENT OR ABOVE

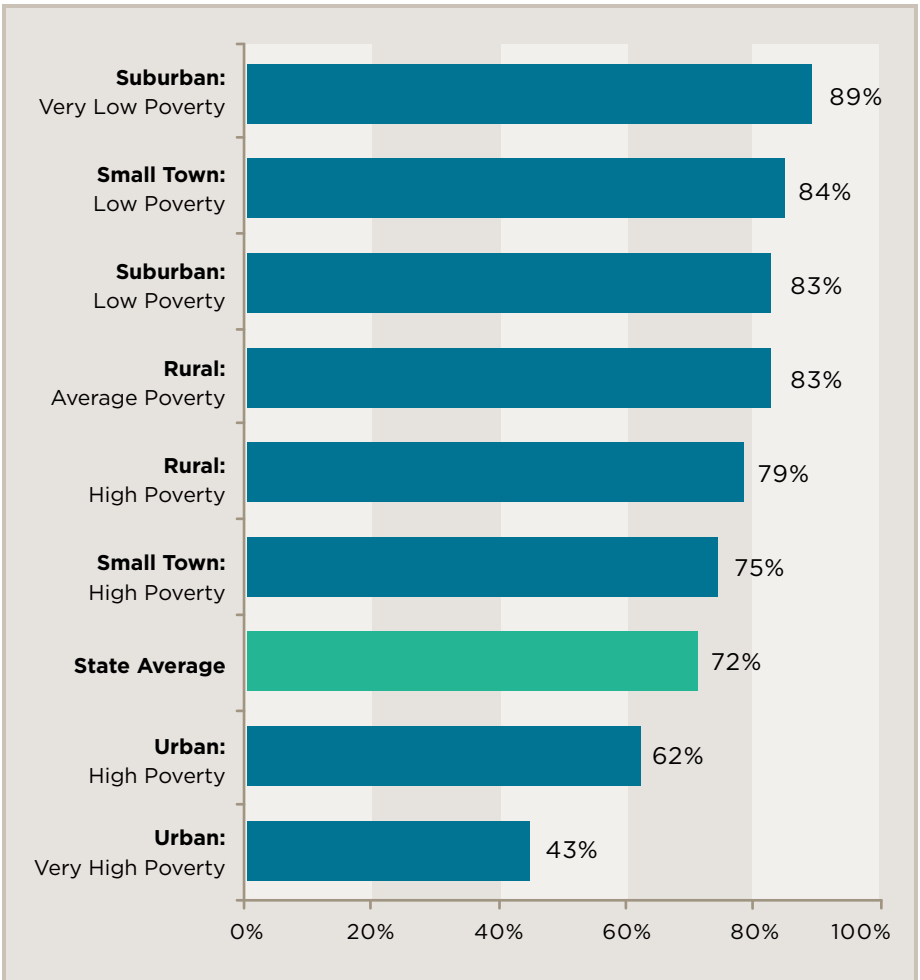


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Averages are weighted by number of students tested in each subject by district or charter school.

STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

In fourth grade math, student achievement varies widely across Ohio's geographic regions.

FOURTH GRADE MATH: PROFICIENT OR ABOVE

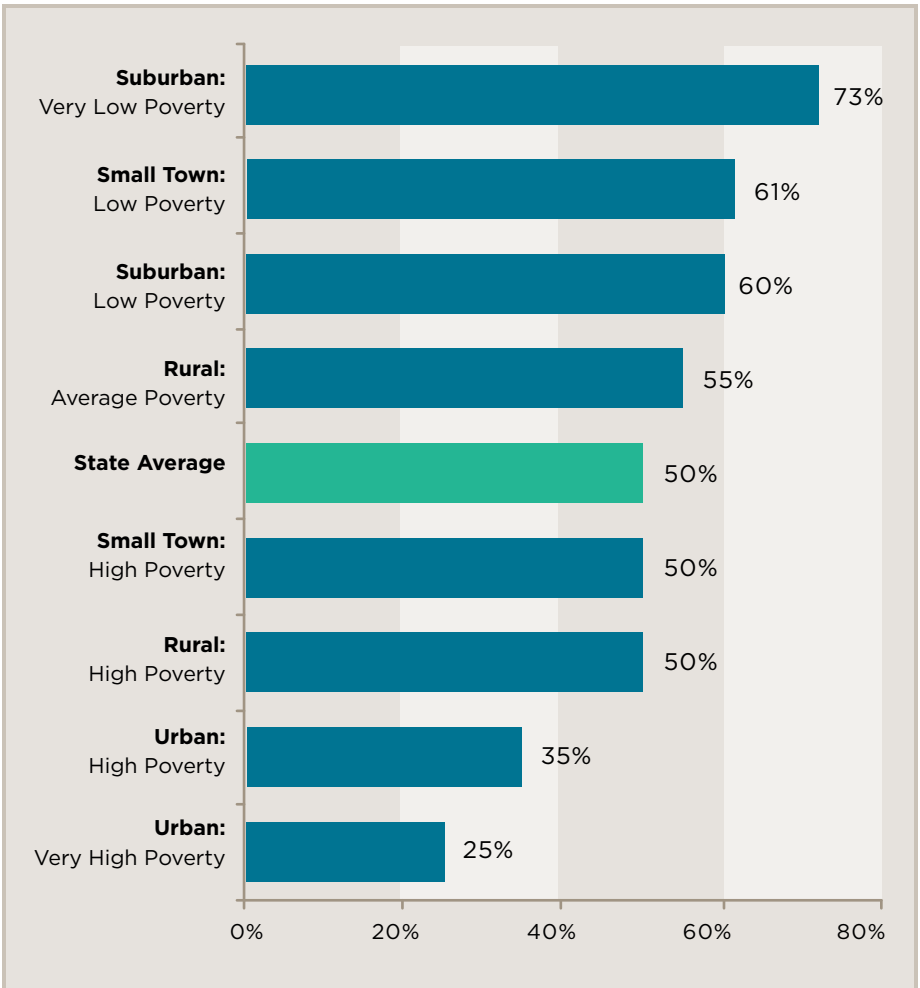


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Averages are weighted by number of students tested in each subject by district or charter school.

STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

In eighth grade English language arts, student achievement varies widely across Ohio's geographic regions.

EIGHTH GRADE ENGLISH LANGUAGE ARTS: PROFICIENT OR ABOVE

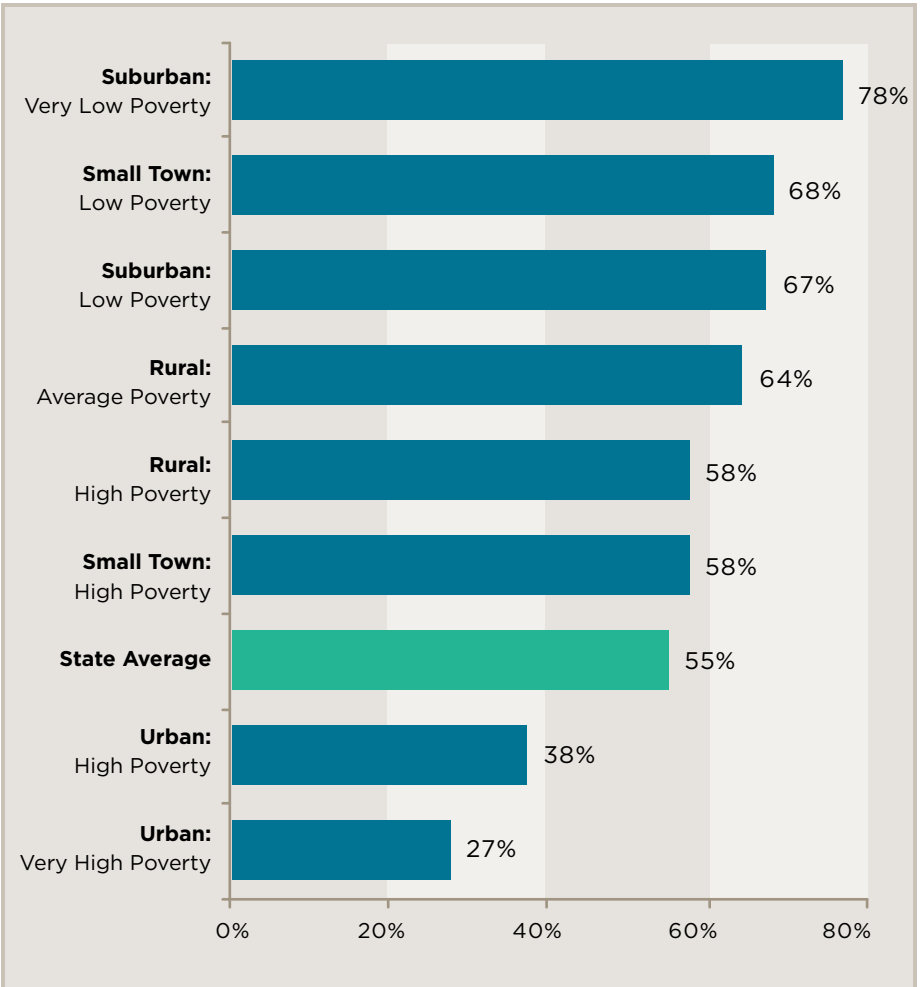


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Averages are weighted by number of students tested in each subject by district or charter school.

STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

In eighth grade math, student achievement varies widely across Ohio's geographic regions.

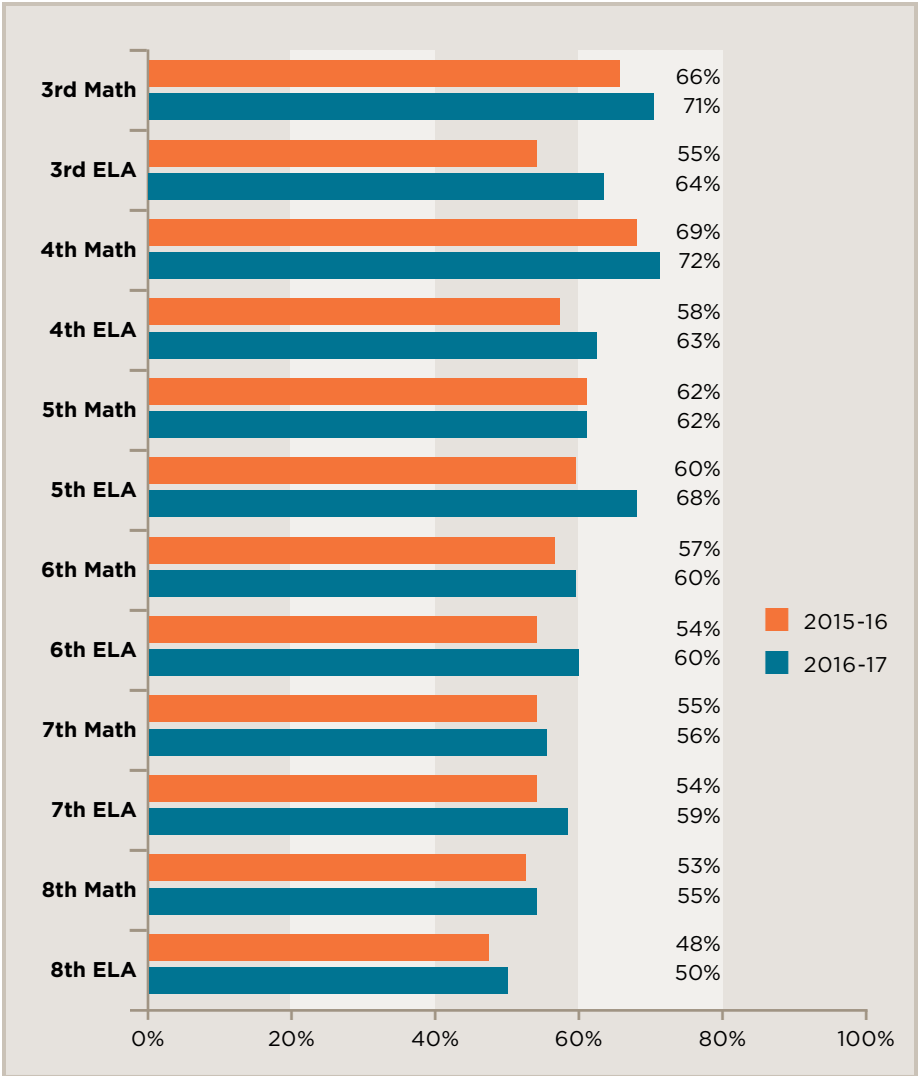
EIGHTH GRADE MATH: PROFICIENT OR ABOVE



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2016-17). **Note:** Averages are weighted by number of students tested in each subject by district or charter school.

STUDENT ACHIEVEMENT VERSUS YEAR PRIOR

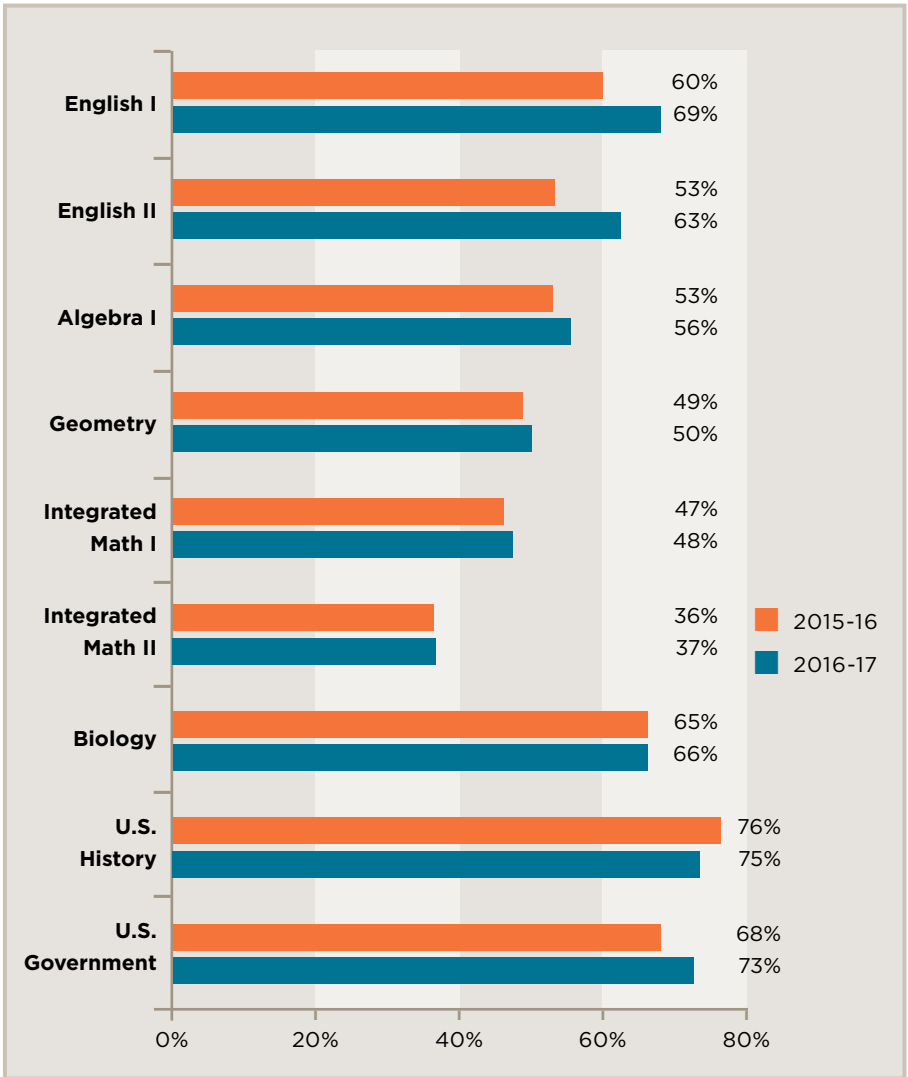
Student proficiency rates statewide increased in most math and English language arts (ELA) exams in grades 3-8.



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16 and 2016-17). **Note:** Ohio administered the same assessments in 2015-16 and 2016-17.

STUDENT ACHIEVEMENT VERSUS YEAR PRIOR

Statewide student proficiency rates increased across most of Ohio's high school end-of-course exams.



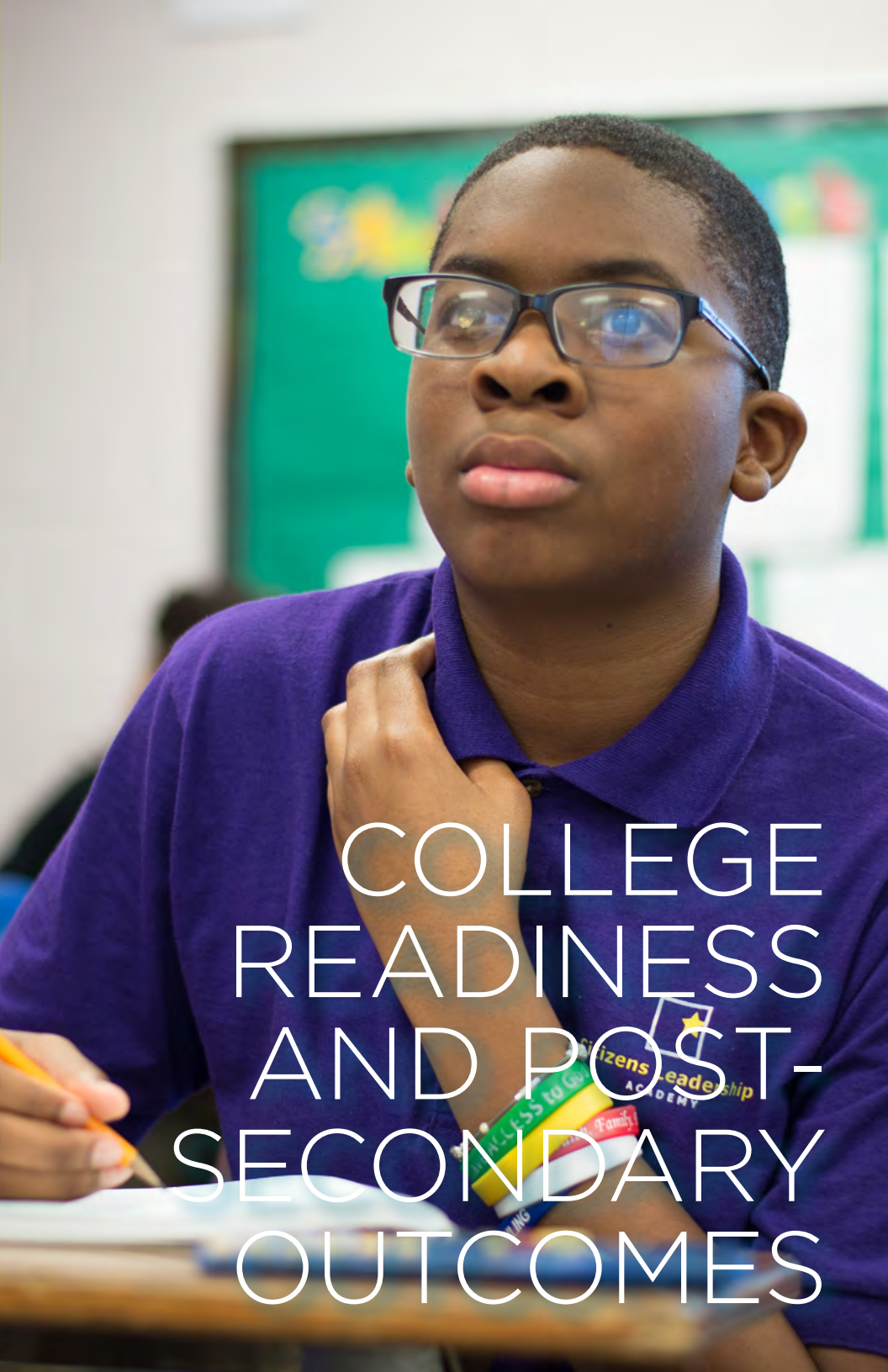
Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16 and 2016-17). **Note:** These proficiency rates do not include the test results of students retaking an end-of-course exam. Schools may elect to administer either the Integrated Math I and II exams or Algebra I and Geometry.

ACHIEVEMENT GAPS VERSUS YEAR PRIOR

Achievement gaps in fourth grade, as measured by achieving proficiency, remained virtually unchanged compared to the prior year; gaps slightly increased in eighth grade.

	PERCENTAGE POINT GAP: 2015-16	PERCENTAGE POINT GAP: 2016-17	ANNUAL CHANGE
4TH GRADE ELA			
Black-White Gap	33	33	-
Hispanic-White Gap	21	21	-
Low-High Income Gap	31	30	-1
4TH GRADE MATH			
Black-White Gap	38	38	-
Hispanic-White Gap	21	20	-1
Low-High Income Gap	30	29	-1
8TH GRADE ELA			
Black-White Gap	29	34	+5
Hispanic-White Gap	19	23	+4
Low-High Income Gap	30	34	+4
8TH GRADE MATH			
Black-White Gap	31	36	+5
Hispanic-White Gap	19	20	+1
Low-High Income Gap	28	31	+3

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16 and 2016-17). **Note:** "Low-high income gap" refers to the difference in proficiency rates between economically disadvantaged students and those who are not identified as economically disadvantaged.

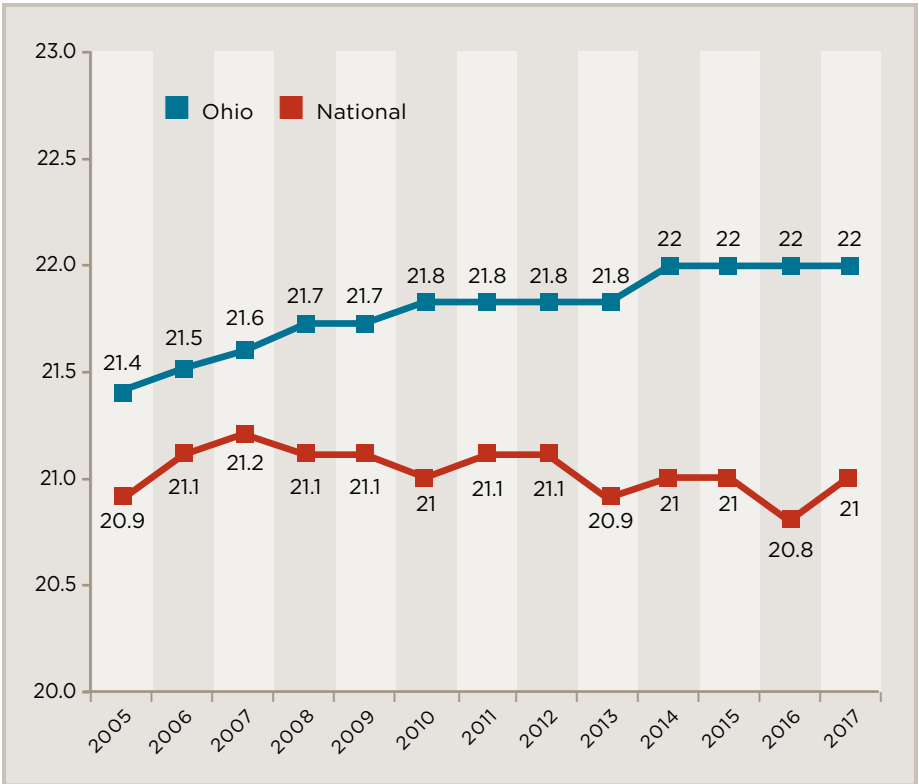


COLLEGE
READINESS
AND POST-
SECONDARY
OUTCOMES

citizens leadership
ACADEMY
Families
ACCESS to Quality
LEARNING

COLLEGE ENTRANCE EXAM: ACT SCORES

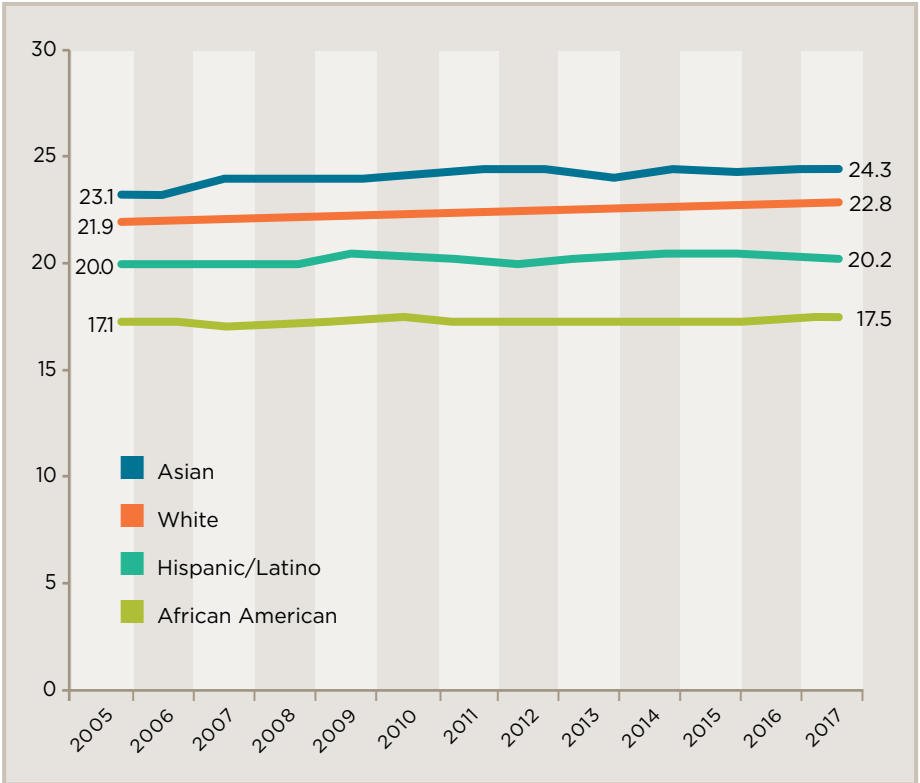
Ohio's average ACT composite score is above the national average and has trended slightly upward over the past decade.



Source: ACT, Profile Report: [Graduation Class of 2017—Ohio](#); for data from earlier years, see, e.g., ACT, Profile Report: [Graduation Class of 2014—Ohio](#). **Note:** Chart displays the average ACT composite score across the four tested subjects (English, math, reading, and science) for the graduating class of 2005 to 2017. Roughly two in three students in Ohio take the ACT exams; starting with the class of 2018, all public school students are required to have taken the ACT or SAT. Composite scores are reported on a scale of 0 to 36. To put these scores in context, admitted freshman at The Ohio State University typically score between 28 and 32.

AVERAGE ACT SCORES BY RACE/ETHNICITY

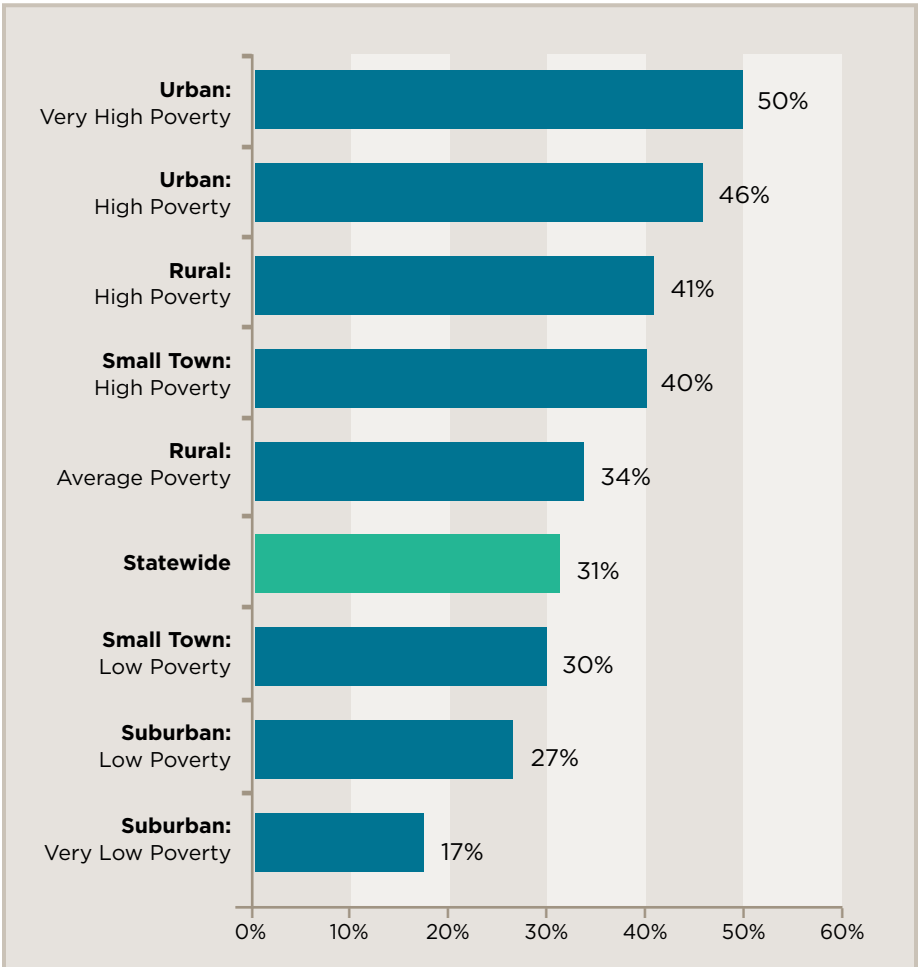
Gaps in average ACT scores exist between racial/ethnic groups; disparities have not narrowed significantly over the past decade.



Source: ACT, Profile Report: [Graduation Class of 2017—Ohio](#); for data from earlier years, see, e.g., ACT, Profile Report: [Graduation Class of 2014—Ohio](#). **Note:** For display purposes, the average ACT scores of students identifying as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, two or more races, and those who did not respond. ACT does not report data by students' family income status.

COLLEGE REMEDIATION RATES BY TYPOLOGY

Roughly one in three incoming college students require remedial college coursework in either English or math; remediation rates vary significantly by typology.

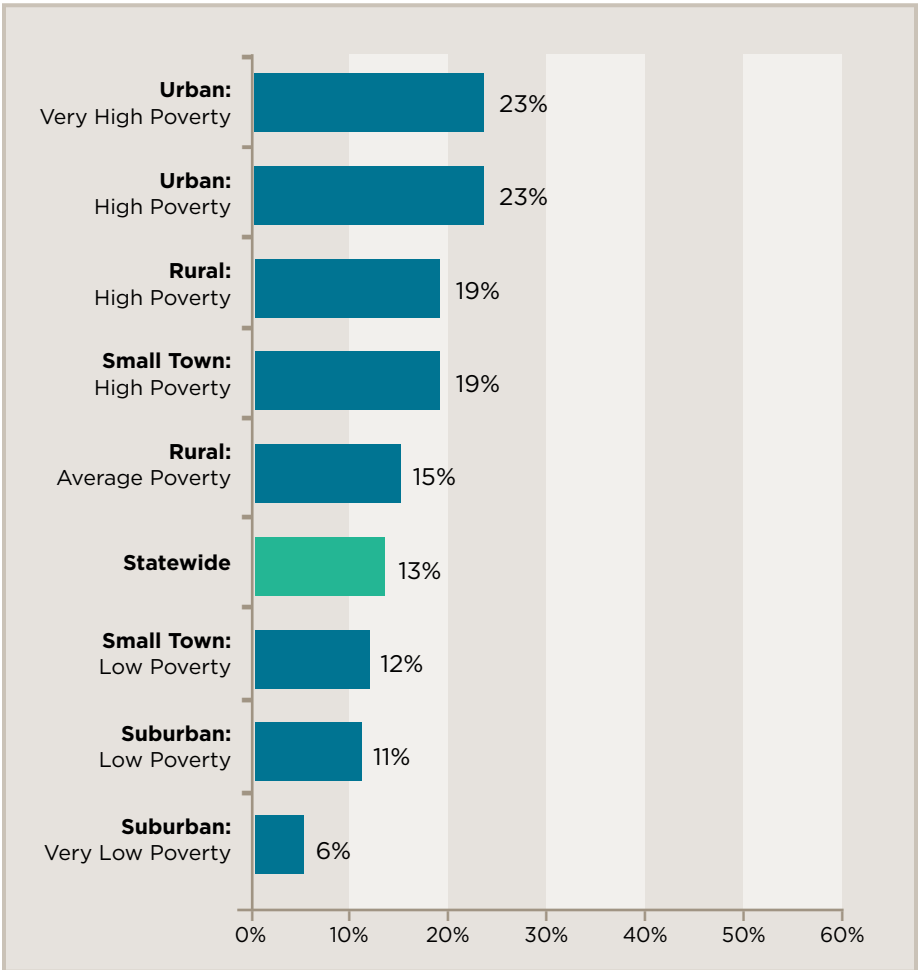


Source: Ohio Department of Higher Education, [High School to College Transition Reports: 2015 High School Graduates](#). **Note:** Data are for public school students from the graduating class of 2015 who matriculated into an Ohio two or four year public college or university in fall 2015. Averages are weighted by the number of college-going students in the class of 2015 by district or charter.

COLLEGE REMEDIATION RATES BY SUBJECT AND TYPOLOGY

English remediation rates vary by typology and average 13 percent statewide.

ENGLISH

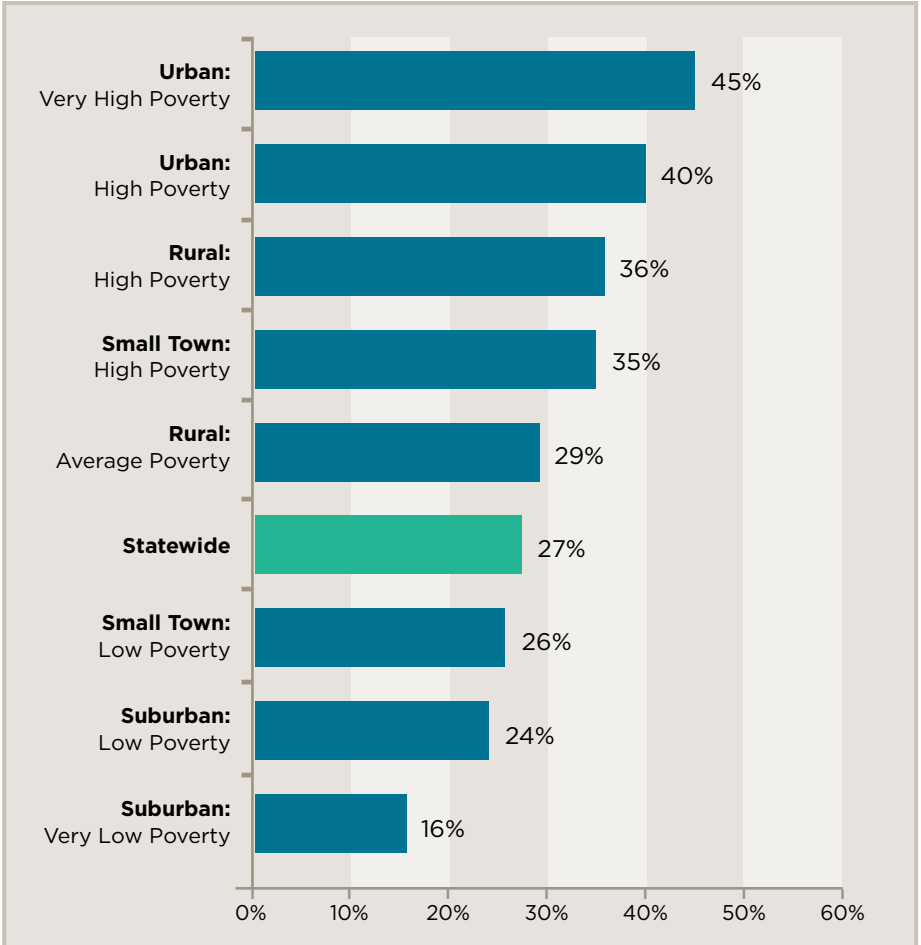


Source: Ohio Department of Higher Education, [High School to College Transition Reports: 2015 High School Graduates](#). **Note:** Data are for public school students from the graduating class of 2015 who matriculated into an Ohio two or four year public college or university in fall 2015. Averages are weighted by the number of college-going students in the class of 2015 by district or charter.

COLLEGE REMEDIATION RATES BY SUBJECT AND TYPOLOGY

Math remediation rates vary by typology and average 27 percent statewide.

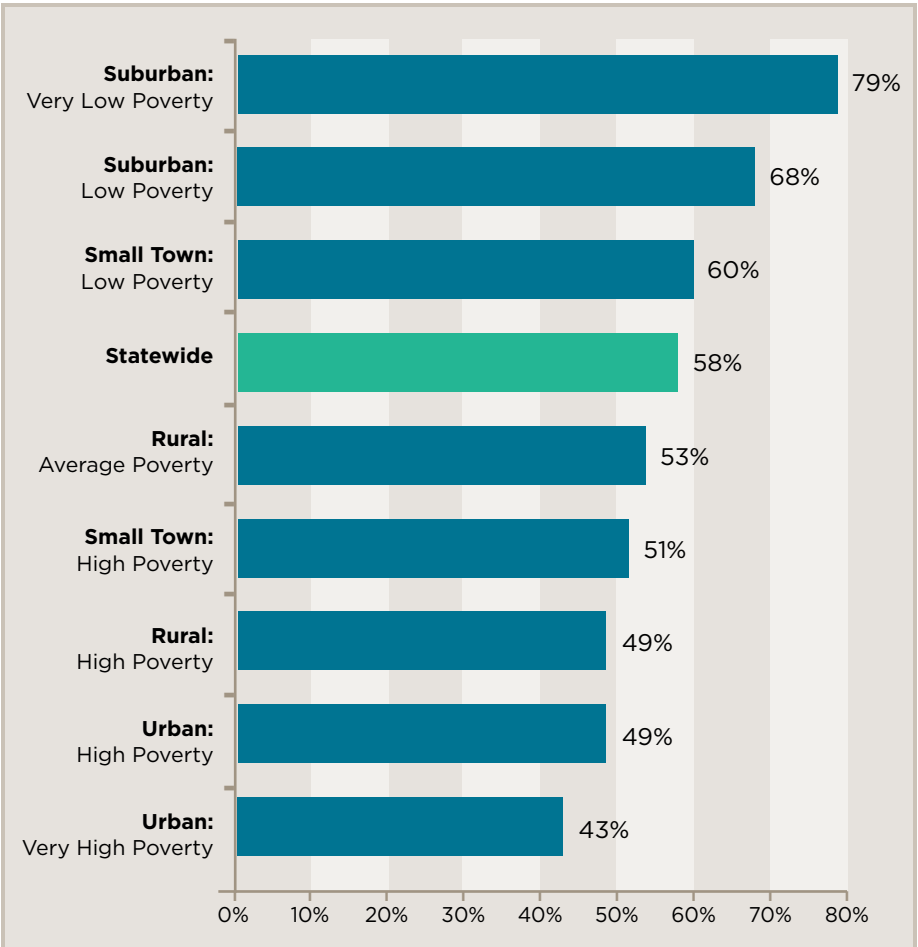
MATH



Source: Ohio Department of Higher Education, [High School to College Transition Reports: 2015 High School Graduates](#). **Note:** Data are for public school students from the graduating class of 2015 who matriculated into an Ohio two or four year public college or university in fall 2015. Averages are weighted by the number of college-going students in the class of 2015 by district or charter.

COLLEGE ENROLLMENT RATES BY TYPOLOGY

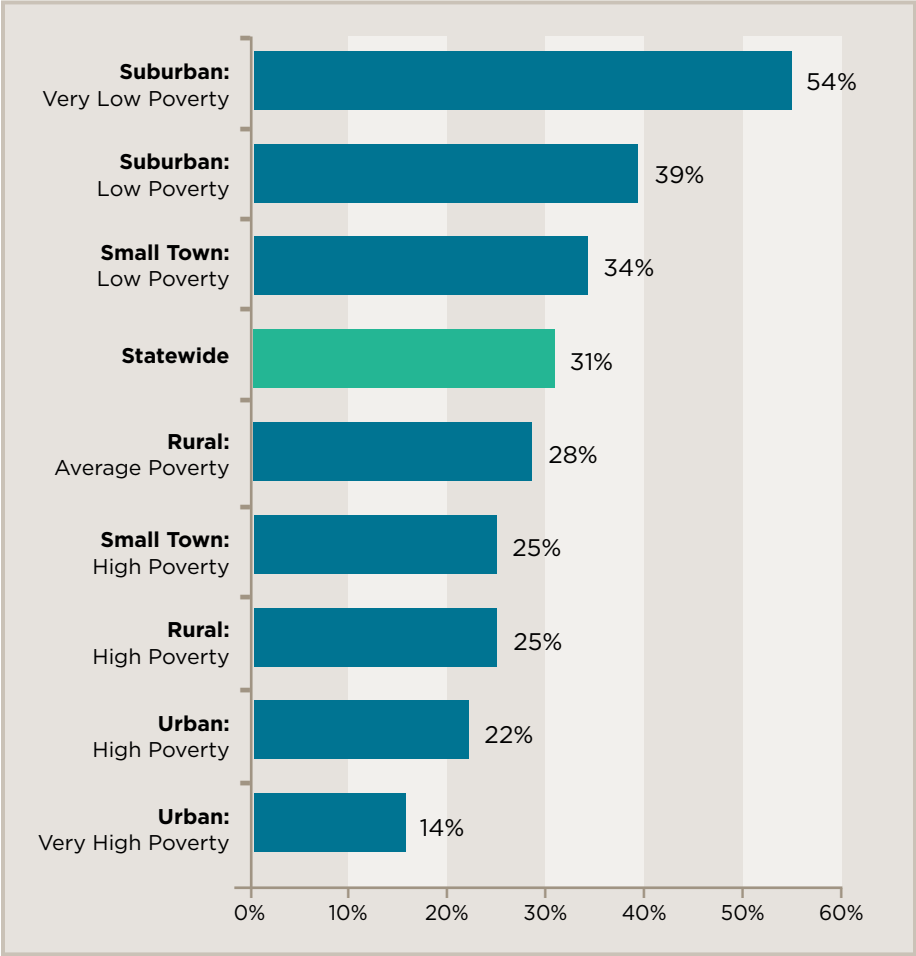
Roughly three in five students enroll in two or four year colleges or universities after graduation; student enrollment varies greatly by district typology.



Source: Ohio Department of Education (ODE), [School Report Cards: Download Data](#). **Note:** Chart displays the percent of the high school graduating class of 2014 (both graduates and non-graduates) that matriculated into 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](#)). Averages are weighted by the number of students in the class of 2014 by district and charter school.

COLLEGE COMPLETION RATES BY TYPOLOGY

Approximately one in three Ohio students attain at least an Associate's degree within six years of leaving high school; college completion rates are highest for students who attended high school in lower-poverty areas.



Source: Ohio Department of Education (ODE), [School Report Cards: Download Data](#).

Note: Data display the percent of the high school class of 2010 (both graduates and 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](#)). Averages are weighted by the number of students in the class of 2010 by district or charter.

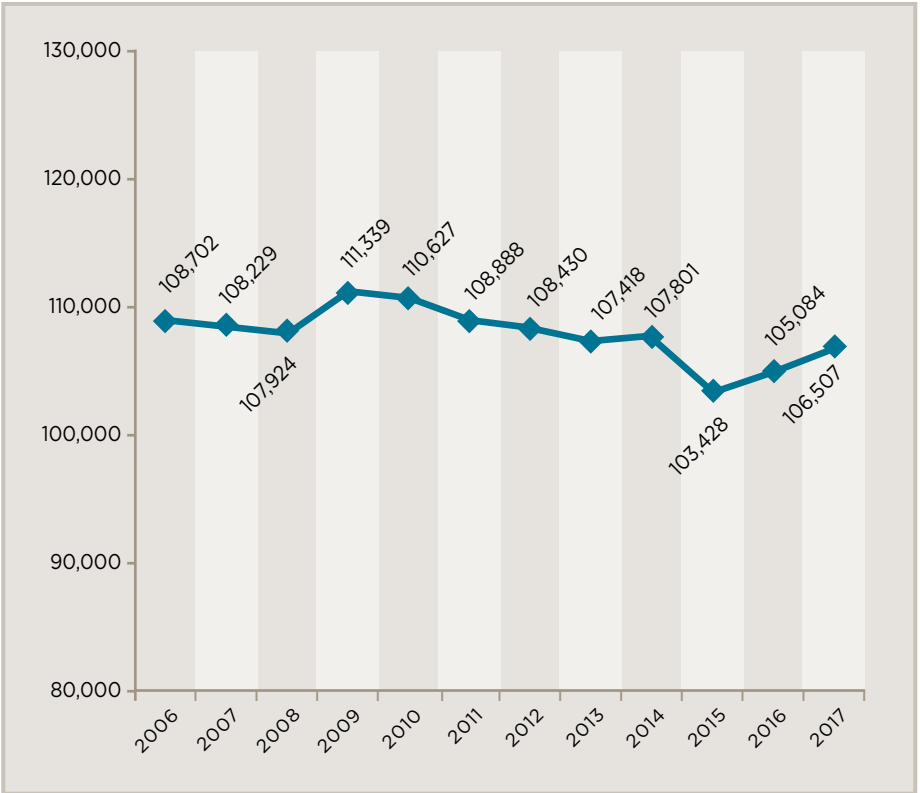


OHIO'S EDUCATORS

PUBLIC SCHOOL TEACHERS

Ohio public schools employ just over 100,000 teachers.

NUMBER OF TEACHERS

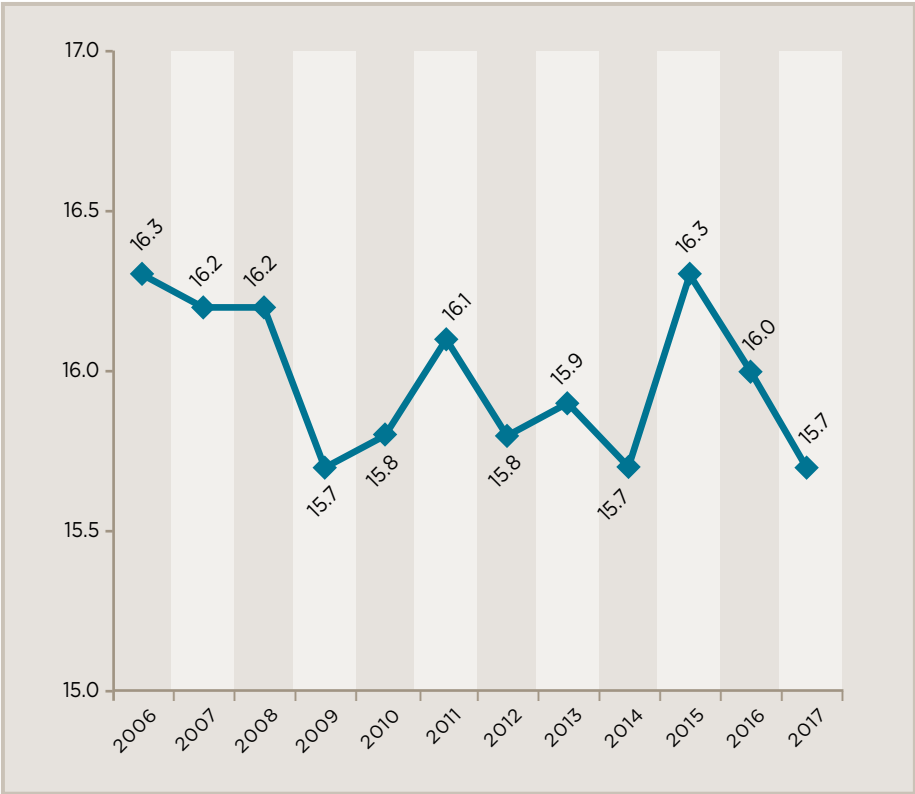


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2016-17).

PUBLIC SCHOOL TEACHERS

The number of students per teacher has been roughly 16 over the past decade.

STUDENTS PER TEACHER



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2016-17).

Note: The number of students per teachers is based on student enrollment counts reported on page 7.

CHARACTERISTICS OF OHIO TEACHERS

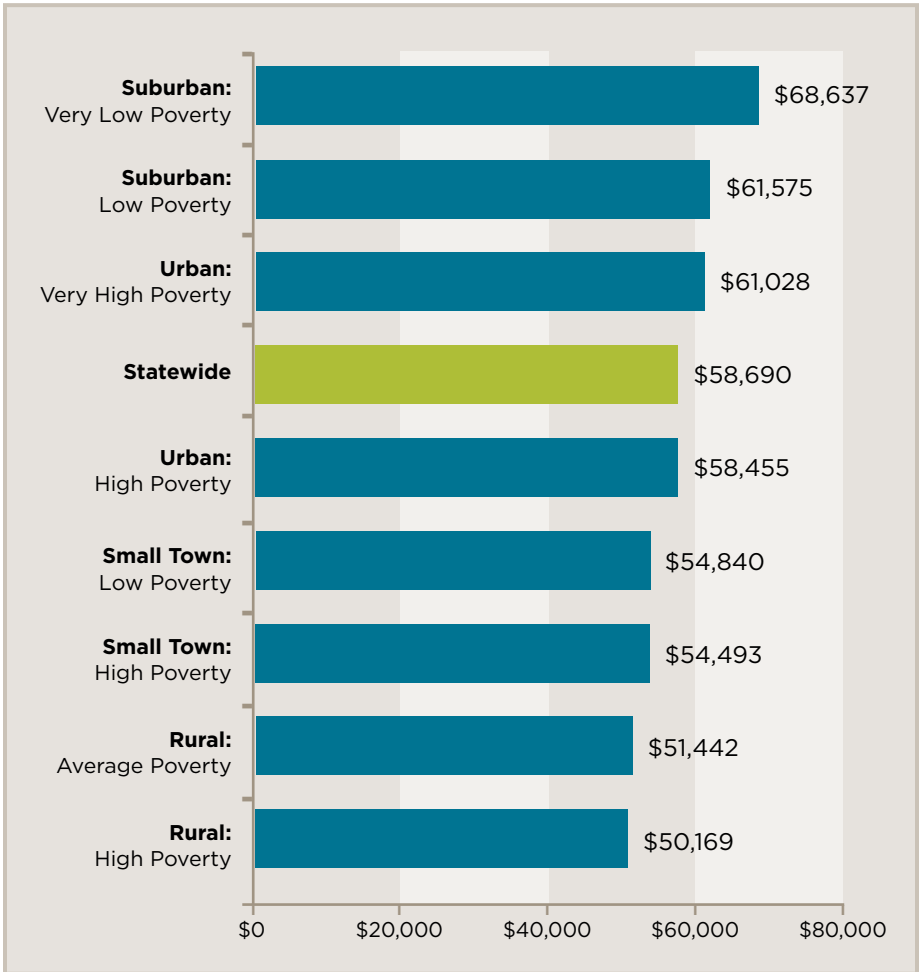
About three in four teachers are female, and an overwhelming majority are white. Almost all teachers hold a Bachelor's Degree or higher.

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).

TEACHER SALARIES BY TYPOLOGY

On average, public school teachers in Ohio earn just under \$60,000 per year; average salaries vary by typology.



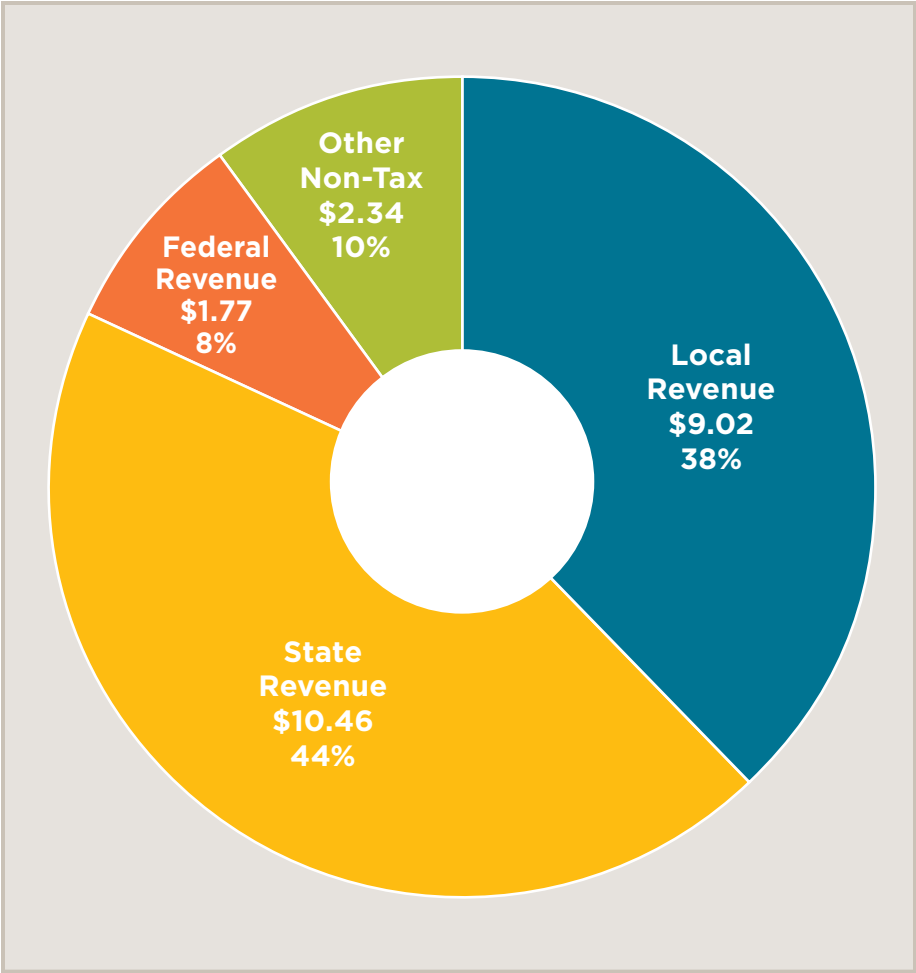
Source: Ohio Department of Education, [District Profile Reports](#) (SY 2015-16). **Note:** Average salaries are weighted by district enrollment; charter schools are not included in this figure.



SCHOOL FUNDING

HOW OHIO FUNDS PUBLIC SCHOOLS

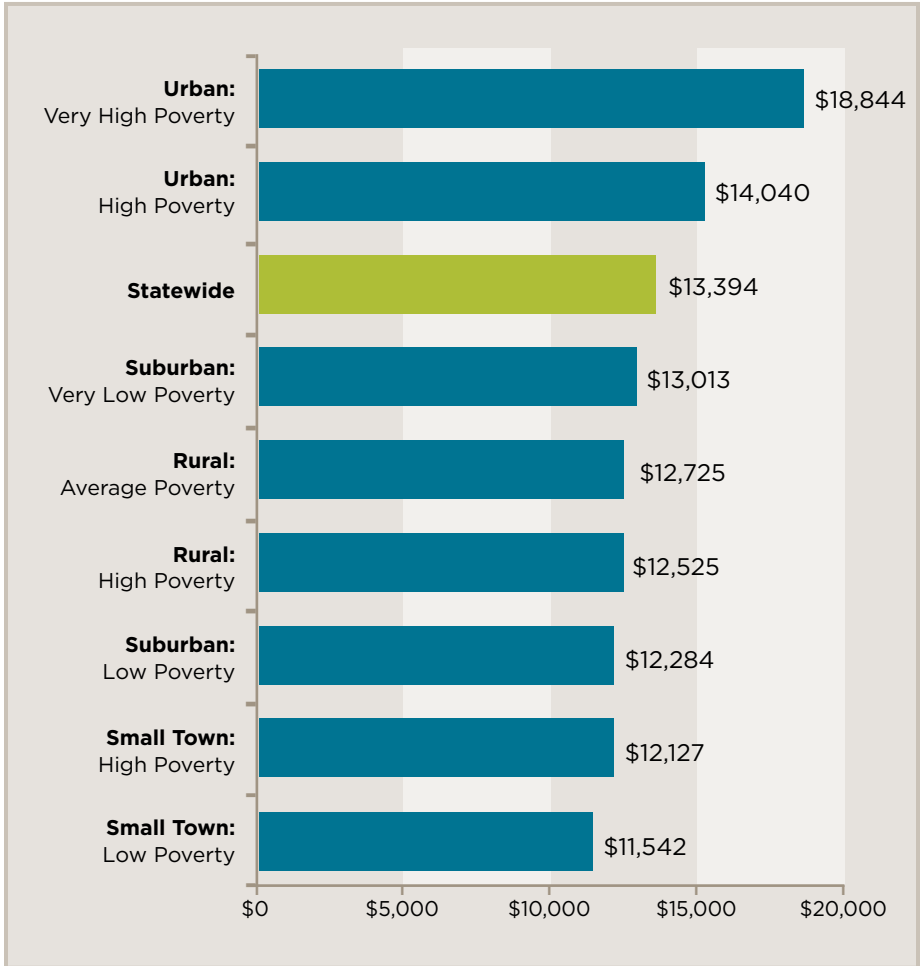
Ohio schools receive \$23.6 billion per year, or about \$13,000 per student. Most of the revenue is generated through local and state taxes.



Source: Ohio Department of Education [Advanced Reports](#) (SY 2016-17). **Note:** Amounts shown in billions of dollars. Other non-tax revenue includes sales of assets, fees, and investment income.

FUNDING BY DISTRICT TYPOLOGY

High poverty, urban school districts receive the largest per-pupil funding amounts; small town districts tend to receive lower than average amounts.



Source: Ohio Department of Education, [District Profile Reports](#) (SY 2015-16). **Note:** Average funding amounts are weighted by district enrollment. Charter schools are not included in these data, except for conversion charters (i.e., schools created by districts).

SCHOOL FUNDING COMPARED TO NEARBY STATES

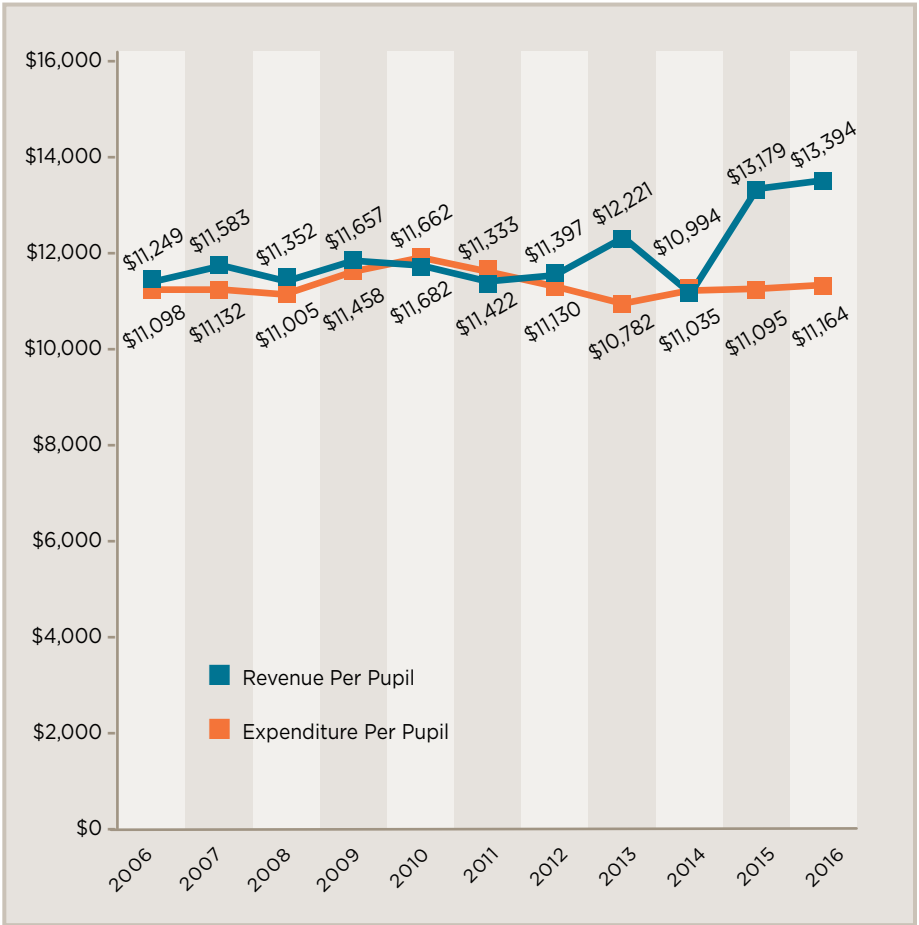
Ohio's per-pupil funding is above the national average and is 2nd out of 10 nearby states.



Source: U.S. Department of Education (USDOE), [Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2013-14](#) (Fiscal Year 2014), Table 2. **Note:** The chart displays the combined per-pupil funding generated from state, local, and federal revenue sources. The data are from 2013-14, the most recently available national statistics. Due to potential differences in reporting methods, USDOE and ODE funding data may not be comparable.

PUBLIC SCHOOL REVENUES AND EXPENDITURES OVER TIME

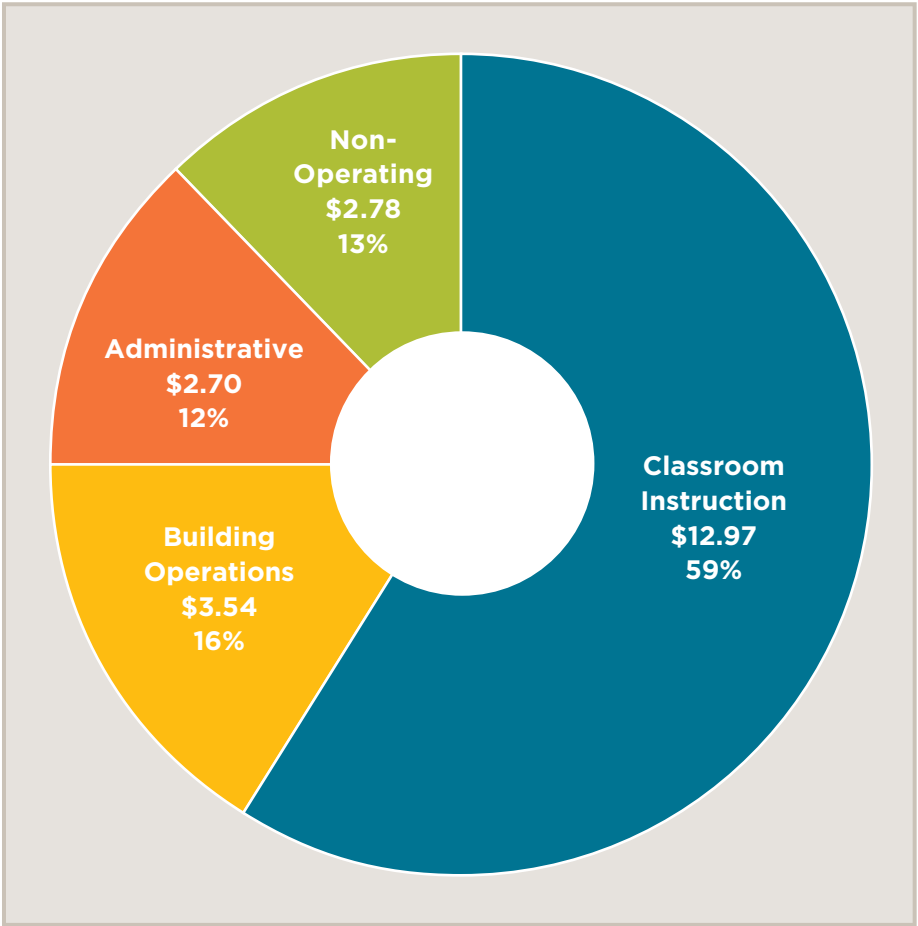
Inflation-adjusted statewide revenue per student has ranged from about \$11,000 to \$13,000 per student; expenditures have remained largely flat over the past decade.



Source: Ohio Department of Education, [District Profile Reports \(FY 2006 to 2016\)](#). **Note:** For FY 2006 to 2015, statewide revenue and expenditures per pupil are inflation-adjusted to 2016 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#). Recent discrepancies in revenues versus expenditures might be due to changes in reporting practices; note, USDOE data report consistently higher revenues per pupil relative to expenditures from FY 2012-14 for Ohio: [Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2013-14 \(Fiscal Year 2014\)](#).

HOW SCHOOL FUNDS ARE SPENT

Roughly 60 percent of education funding is spent on classroom instruction; the remainder helps to support facility construction and maintenance, transportation, administration, and other activities.



Source: Ohio Department of Education [Advanced Reports](#) (SY 2016-17). **Note:** Amounts shown in billions of dollars. The main non-operating expenses are construction, equipment, and interest on debt; building operations include maintenance, transportation, and food service.



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