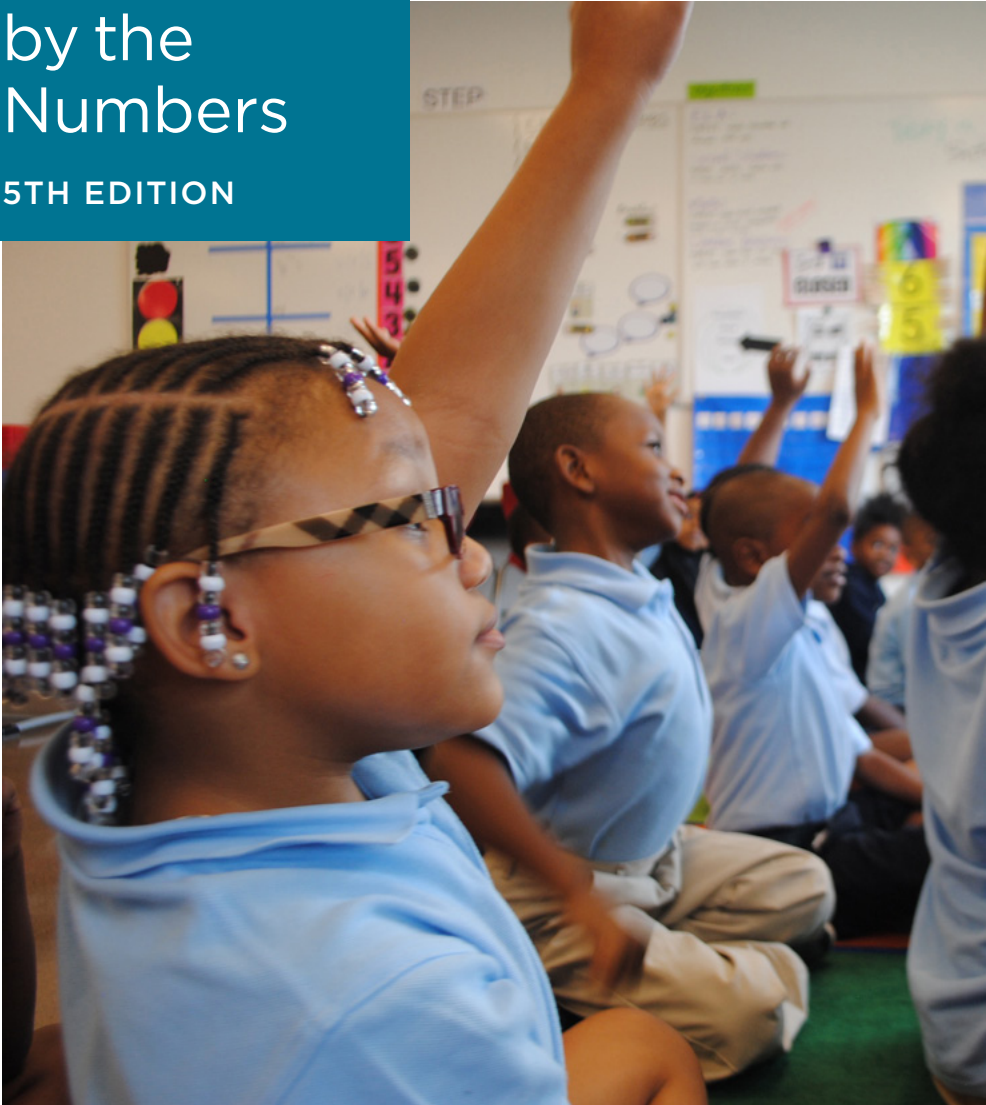


JANUARY 2022

Ohio Education by the Numbers

5TH EDITION





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 or write to the Institute at P.O. Box 82291, Columbus, OH 43202. The Institute is neither connected with nor sponsored by Fordham University.



Contents

2	Introduction
4	Student Enrollment
18	School Options
25	Student Achievement: National Exams
34	Student Achievement: State Exams
46	Post-Secondary Readiness and Outcomes
59	Ohio's Educators
67	School Funding



Introduction

We welcome you to the fifth edition of the Thomas B. Fordham Institute's *Ohio Education by the Numbers*. The idea behind this guidebook is to offer policymakers, journalists, and civic and business leaders easy-to-use statistics—sans commentary—about Ohio K-12 schools and the students they serve. This edition includes the most recent data available as of November 2021.

The following tables and charts describe education in Ohio at a high level—they are not an evaluation of state policies or school practices. Note also that some of these data, most notably state test scores from the 2020-21 school year, have been impacted by the Covid-19 pandemic and the use of remote instruction. Nevertheless, a basic understanding of historical trends and patterns, as well as where things stand at the present, can help us make more informed decisions about improving education for Ohio's students.



We thank our Fordham colleagues who contributed their time and talents to this endeavor, including Jeff Murray and Jessica Poiner. Special thanks to Stephanie Henry who designed the publication. Feel free to contact the report author, Aaron Churchill (achurchill@fordhaminstitute.org), if you have questions about the data used in this report or have suggestions about how to improve future editions. If you are using a hard copy version of the report, the primary data sources (displayed in blue font) can be accessed via our companion website www.ohiobythenumbers.com. The website also includes downloadable versions of this year's report along with prior editions.

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

Student Enrollment



Ohio Public School Students

Ohio has roughly 1.6 million public school students of varying backgrounds and characteristics.

	STATEWIDE	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
TOTAL STUDENTS	1,610,541	100
RACE OR ETHNICITY		
White	1,088,449	67.6
African American	273,599	17.0
Hispanic	107,755	6.7
Multiracial	94,269	5.9
Asian or Pacific Islander	44,515	2.8
American Indian or Alaskan Native	1,955	<1.0
GENDER		
Female	784,108	48.7
Male	826,432	51.5
OTHER CHARACTERISTICS		
Economically Disadvantaged	788,574	49.0
Students with Disabilities	252,292	15.7
English Learner	59,231	3.7
Identified as Gifted	230,349	14.3

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** Public school enrollment statistics include traditional district and charter/STEM school students, but do not include students attending joint-vocational districts and educational service centers, pupils attending non-public schools, or home schooled students. More information about those enrollments are found in the “School Options” section.

Public School Enrollment by Grade Level

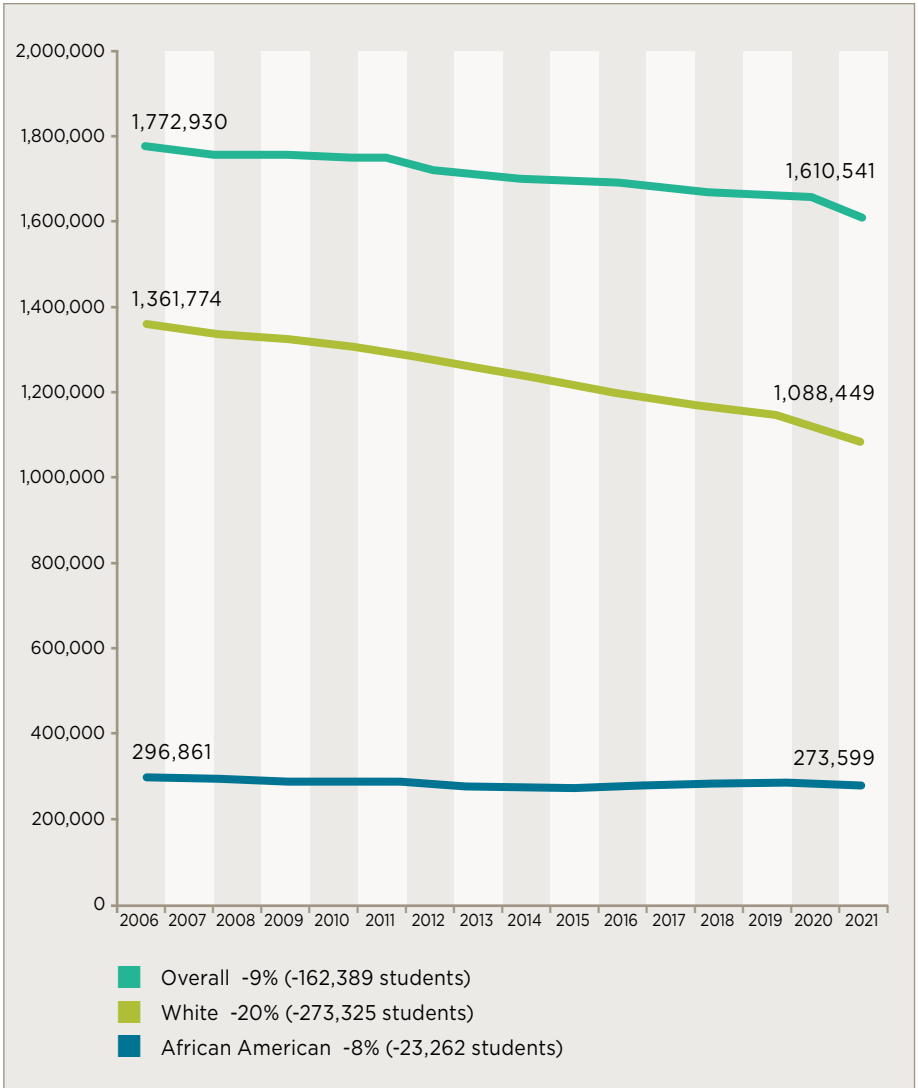
Ohio has approximately 120,000 public school students per grade level.

GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Kindergarten	107,600	6.7
First Grade	121,027	7.5
Second Grade	120,917	7.5
Third Grade	119,951	7.4
Fourth Grade	121,669	7.6
Fifth Grade	122,619	7.6
TOTAL ELEMENTARY SCHOOL	713,783	
Sixth Grade	127,062	7.9
Seventh Grade	128,864	8.0
Eighth Grade	130,544	8.1
TOTAL MIDDLE SCHOOL	386,470	
Ninth Grade	133,678	8.3
Tenth Grade	126,965	7.9
Eleventh Grade	109,170	6.8
Twelfth Grade	105,923	6.6
TOTAL HIGH SCHOOL	475,736	
Preschool	33,030	2.1
Enrolled after Twelfth Grade	1,523	<1.0

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21).

Public School Enrollment Trends

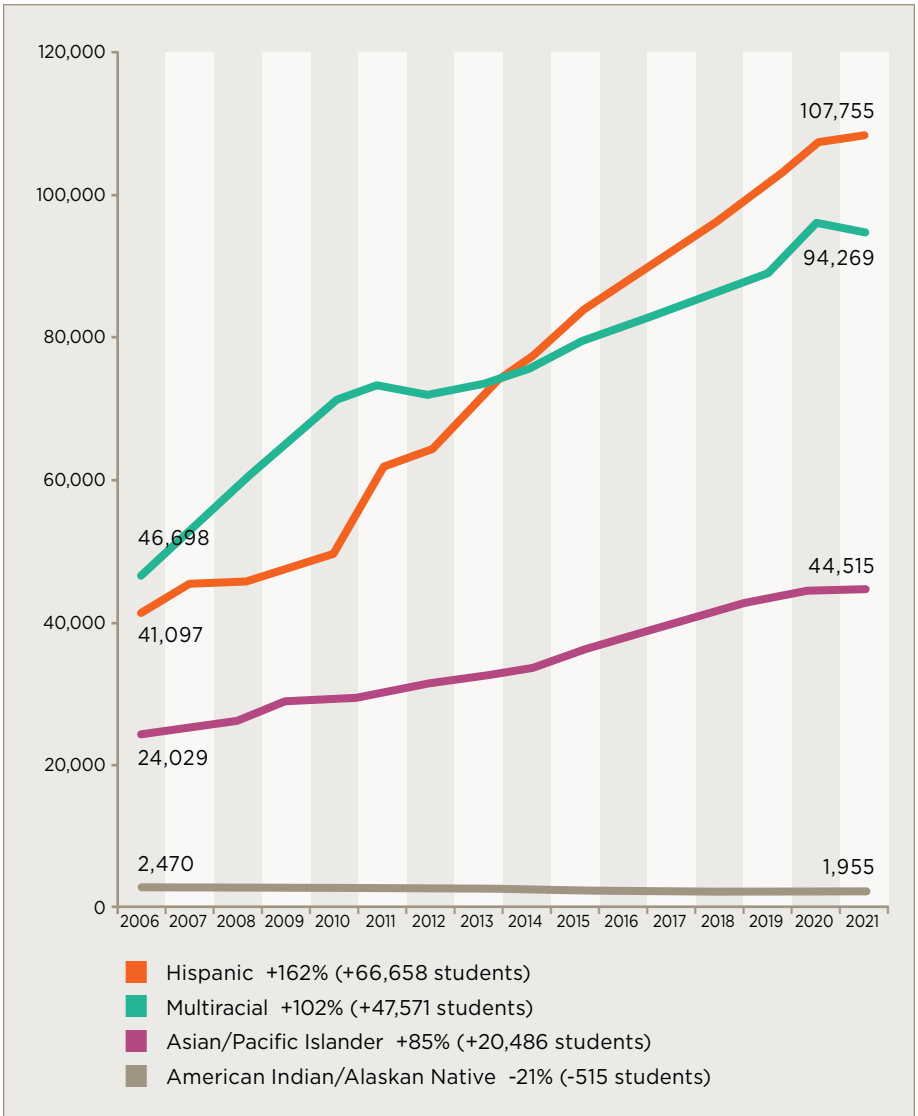
Since 2005-06, overall public school enrollment has declined. Enrollment for Ohio's largest race/ethnic student groups, white and African American students, has also declined.



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2020-21). **Note:** The percentages refer to the percent change from 2006 to 2021. The chart displays the second half of the school year, a convention often used in this guide.

Public School Enrollment Trends

Since 2005-06, public school enrollment has increased significantly among Hispanic, multiracial, and Asian/Pacific Islander students.

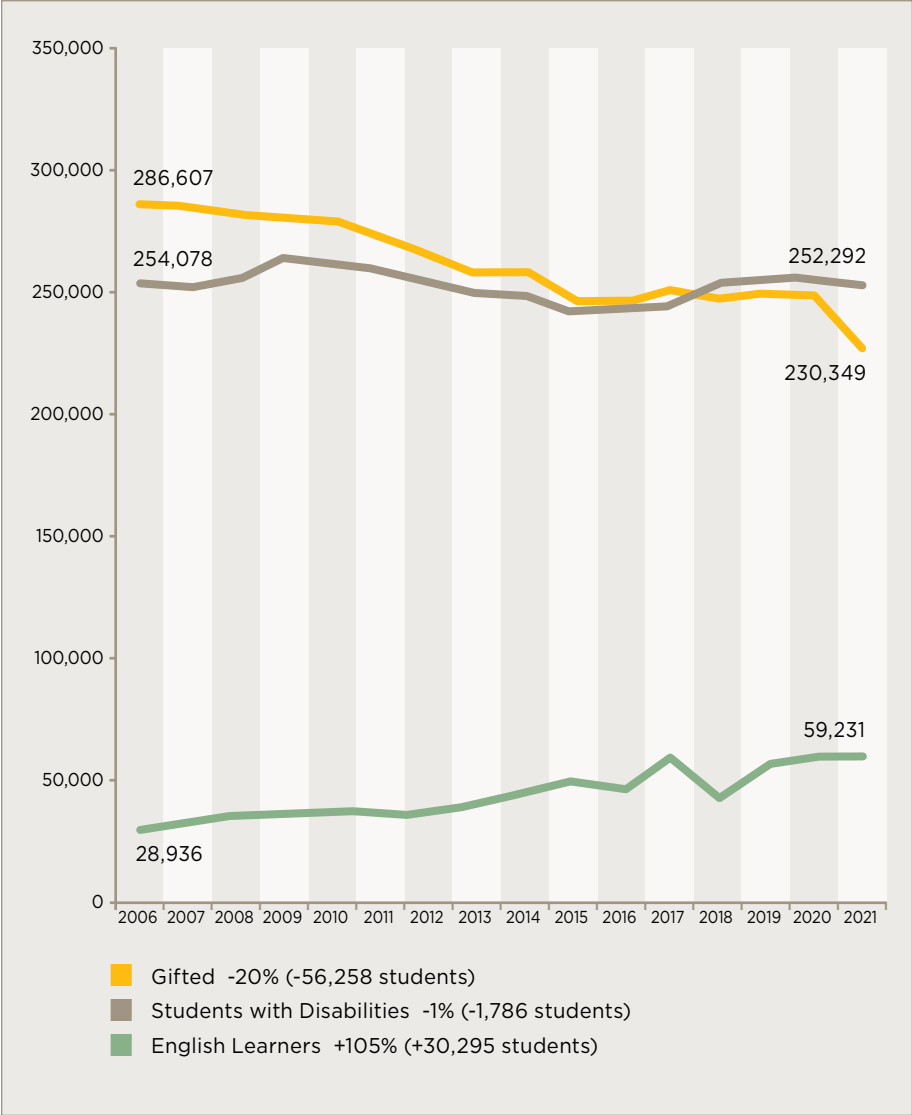


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2020-21).

Note: The percentages refer to the percent changes from 2006 to 2021.

Public School Enrollment Trends by Selected Characteristics

Since 2005-06, English learner enrollment has doubled, while the number of students with disabilities has remained consistent. The number of students identified as gifted has declined.

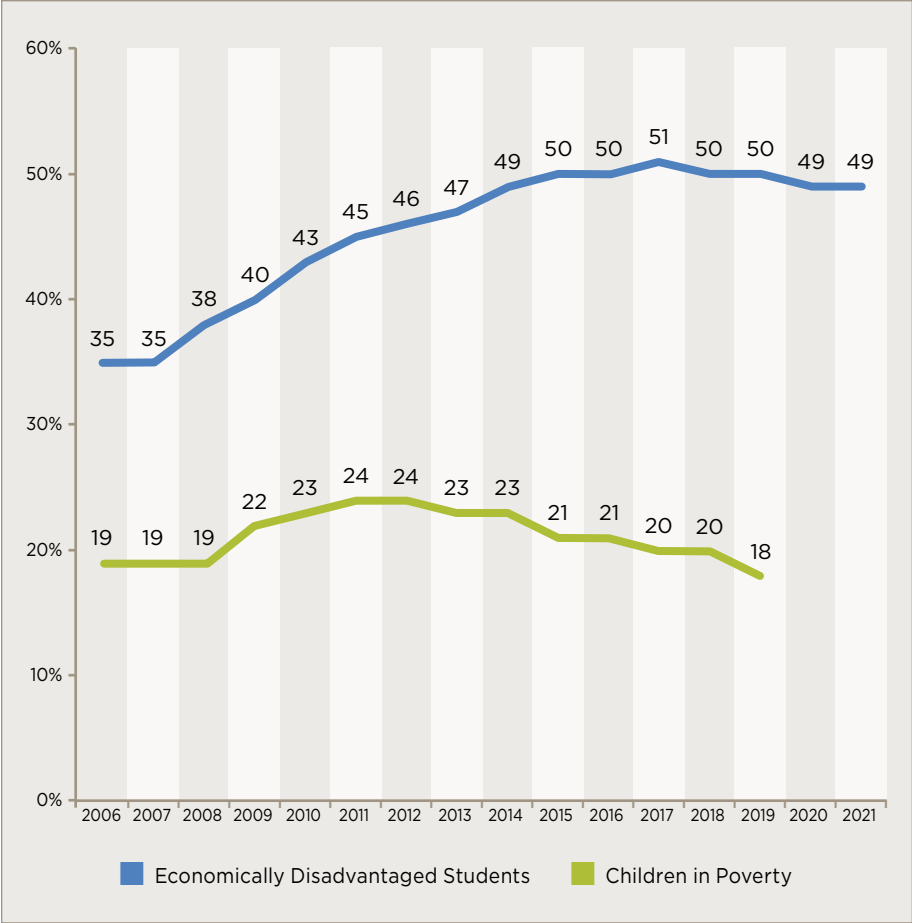


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2020-21).

Note: The percentages refer to the percent changes from 2006 to 2021.

Low Income Students

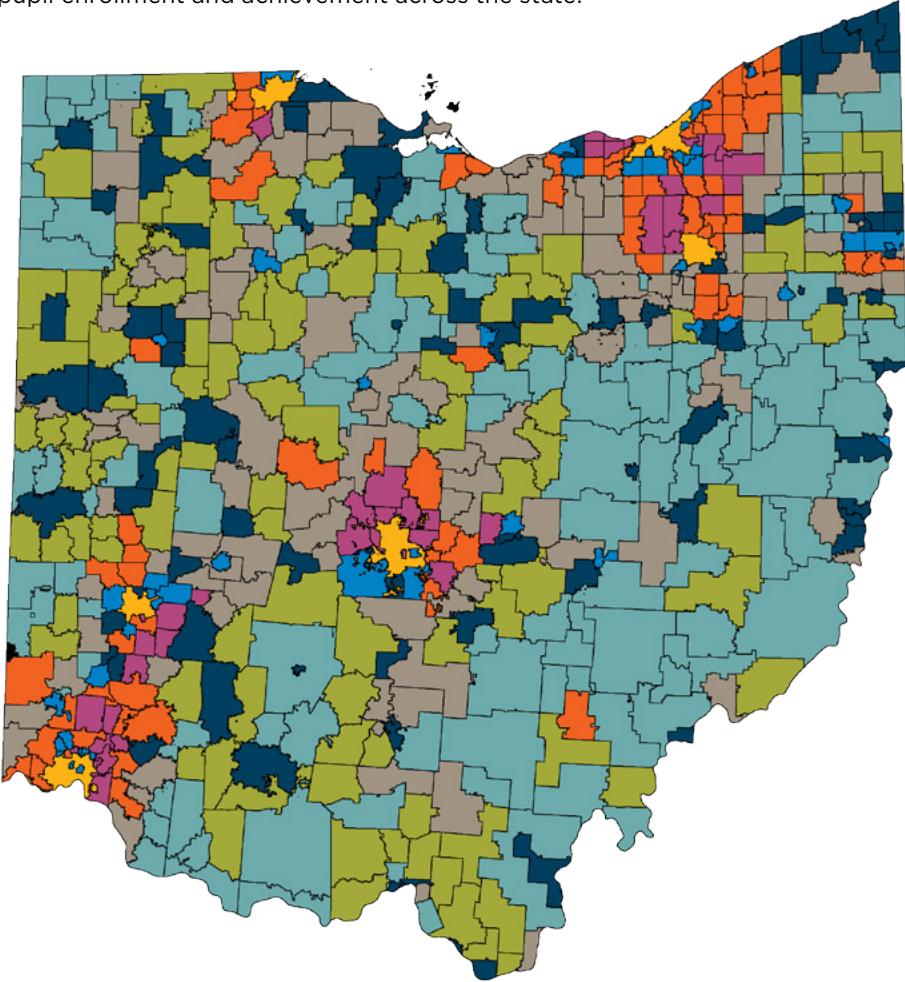
The percentage of economically disadvantaged (ED) students has increased significantly since 2005-06. However, the percentage of Ohio children living in poverty has not increased.



Source: Economically disadvantaged (ED) data are from Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2020-21); 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 2020 and 2021). **Notes:** Students are identified as ED via federal meal programs, open to pupils from households with incomes at or below 185% of federal poverty. However, in 2010, Congress passed the [Community Eligibility Provision](#) which allows certain schools to deem all students as ED (even higher-income children) for the purposes of meals eligibility. In contrast, children in poverty are from households at or below 100% federal poverty.

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

28 and 34 percent of Ohio students reside in urban and suburban communities, respectively; 15 percent live in rural areas and another 21 percent are from small towns.

TYPOLOGY	NUMBER OF DISTRICTS	NUMBER OF CHARTER & STEM SCHOOLS	NUMBER OF STUDENTS	PERCENT OF TOTAL STUDENTS
Urban: Very High Poverty	8	227	245,621	15.3%
Urban: High Poverty	47	52	206,399	12.8%
Suburban: Very Low Poverty	46	1	246,268	15.3%
Suburban: Low Poverty	77	7	302,475	18.8%
Small Town: High Poverty	89	10	173,729	10.8%
Small Town: Low Poverty	110	2	166,267	10.3%
Rural: Average Poverty	106	1	93,925	5.8%
Rural: High Poverty	123	7	141,339	8.8%
E-schools	NA	15	34,130	2.1%
TOTAL	606	322	1,610,153	100

Source: Author calculations based on [Ohio Department of Education](#) (ODE) SY 2020-21 downloadable files titled “District Overview” for school district data and “Building Overview” for charter and STEM schools. **Note:** Public charter and STEM schools are assigned to the **typology** of the district in which the school is located, as reported in ODE’s [community school directory](#). Online charters—also known as e-schools—are not included in a typology, since they can enroll students statewide.

Public School Students in Urban Areas

Students living in urban areas come from various race and ethnic backgrounds, and more than eight in ten are identified as economically disadvantaged.

	URBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	151,919	33.6
African American	201,035	44.5
Hispanic	51,691	11.4
Multiracial	36,896	8.2
Asian or Pacific Islander	8,172	1.8
Native American or Alaskan Native	420	<1.0
GENDER		
Female	219,543	48.6
Male	232,471	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	384,294	85.0
Students with Disabilities	84,851	18.8
English Language Learner	23,513	5.2
Identified as Gifted	30,078	6.7

Source: Author calculations based on [Ohio Department of Education](#) SY 2020-21 downloadable files titled “District Disaggregated” for school district data and “Building Disaggregated” for charter and STEM schools. **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 are economically disadvantaged, the lowest percentage across Ohio's typologies.

	SUBURBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	396,433	72.2
African American	56,556	10.3
Hispanic	30,703	5.6
Multiracial	31,629	5.8
Asian or Pacific Islander	32,673	5.9
American Indian or Alaskan Native	344	<1.0
GENDER		
Female	266,123	48.5
Male	282,618	51.5
OTHER CHARACTERISTICS		
Economically Disadvantaged	127,233	23.2
Students with Disabilities	74,150	13.5
English Language Learner	12,131	2.2
Identified as Gifted	126,224	23.0

Source: Author calculations based on [Ohio Department of Education](#) SY 2020-21 downloadable files titled "District Disaggregated" for school district data and "Building Disaggregated" for charter and STEM schools. **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 just over 40 percent are economically disadvantaged.

	SMALL TOWN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	293,883	86.4
African American	8,808	2.6
Hispanic	17,309	5.1
Multiracial	16,824	4.9
Asian or Pacific Islander	1,810	<1.0
American Indian or Alaskan Native	11	<1.0
GENDER		
Female	165,355	48.6
Male	174,639	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	149,192	43.9
Students with Disabilities	50,915	15.0
English Language Learner	1,847	<1.0
Identified as Gifted	43,318	12.7

Source: Author calculations based on [Ohio Department of Education](#) SY 2020-21 downloadable files titled “District Disaggregated” for school district data and “Building Disaggregated” for charter and STEM schools. **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.

	RURAL	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	222,164	94.4
African American	864	<1.0
Hispanic	4,634	2.0
Multiracial	5,515	2.3
Asian or Pacific Islander	107	<1.0
American Indian or Alaskan Native	NA	NA
GENDER		
Female	114,932	48.9
Male	120,328	51.1
OTHER CHARACTERISTICS		
Economically Disadvantaged	109,179	46.4
Students with Disabilities	36,698	15.6
English Language Learner	283	<1.0
Identified as Gifted	29,217	12.4

Source: Author calculations based on [Ohio Department of Education](#) SY 2020-21 downloadable files titled “District Disaggregated” for school district data and “Building Disaggregated” for charter and STEM schools. **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 (2020-21)

SCHOOL DISTRICT		COUNTY	2017-18 ENROLLMENT	2020-21 ENROLLMENT	ENROLLMENT CHANGE VS 2018
1	Columbus	Franklin	50,050	45,509	↓
2	Cincinnati	Hamilton	34,816	35,266	↑
3	Cleveland	Cuyahoga	38,645	34,511	↓
4	Toledo	Lucas	23,082	22,205	↓
5	Olentangy	Delaware	20,386	21,272	↑
6	South-Western	Franklin	22,761	21,258	↓
7	Akron	Summit	21,253	20,434	↓
8	Ohio Virtual Academy	N/A	9,998	17,886	↑
9	Lakota	Butler	14,954	15,955	↑
10	Hilliard	Franklin	15,814	15,875	—
11	Dublin	Franklin	15,472	15,642	↑
12	Westerville	Franklin	14,777	14,065	↓
13	Dayton	Montgomery	13,221	11,812	↓
14	Pickerington	Fairfield	10,227	10,232	—
15	Worthington	Franklin	9,888	10,187	↑
16	Mason	Warren	10,257	9,987	↓
17	Parma	Cuyahoga	10,205	9,264	↓
18	Hamilton	Butler	9,924	9,259	↓
19	Fairfield	Butler	9,202	8,977	↓
20	Northwest	Hamilton	8,177	7,976	↓
21	Canton	Stark	8,650	7,928	↓
22	West Clermont	Clermont	7,966	7,821	↓
23	Centerville	Montgomery	7,893	7,667	↓
24	Beavercreek	Greene	7,784	7,656	↓
25	Kettering	Montgomery	7,548	7,622	—

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

School Options



Enrollment by Educational Model

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

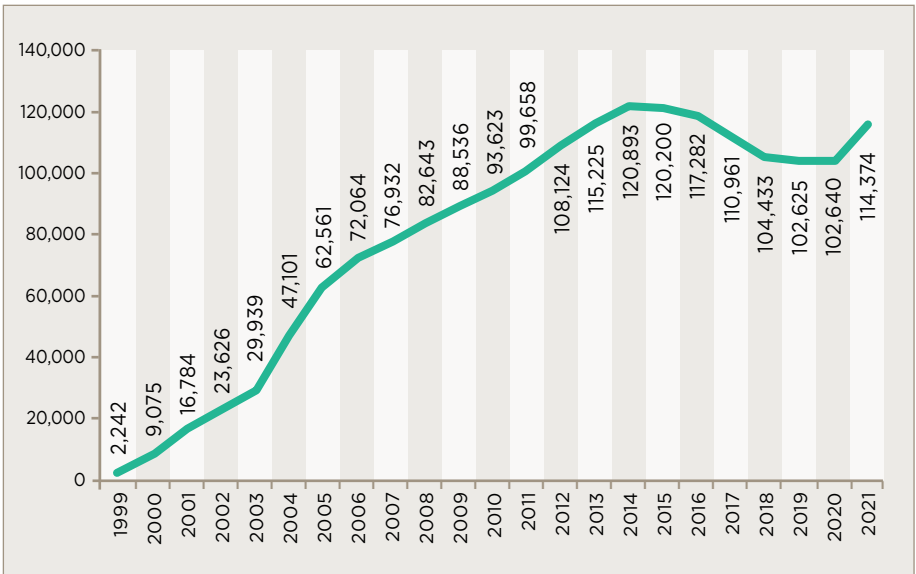
SCHOOL OPTION	NUMBER OF SCHOOLS	ENROLLMENT	BRIEF DESCRIPTION
Traditional Public School District	3,009	1,491,946	Public schools that are operated by a school district.
Joint Vocational School District	49	43,131	Public schools that focus on career and technical education.
Charter Public School	315	114,374	Public schools that operate independent of a school district and are authorized by a state-approved sponsor.
STEM Public School	7	3,736	Public schools that operate independent of a school district and focus on STEM education.
Chartered Non-Public School	592	161,664	Private schools that are chartered by the state. Eligible students may use a state-funded scholarship to attend.
Non-Chartered, Non-Tax-Supported School	399	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state.
Home School	Not Applicable	51,502	Parents choose to educate their child at home.

Sources: All data are for SY 2020-21 and from the Ohio Department of Education (ODE). Data on traditional public schools are from [Advanced Reports](#). Data on chartered non-public schools are from [Enrollment Data](#); and data for non-chartered, non-tax supported schools are from ODE’s webpage, [Non-Chartered Non-Tax School Information](#). Data on homeschooling are from ODE’s webpage [Home Schooling](#).

Public Charter Schools

Ohio has 315 charter schools—also known as community schools—serving nearly 115,000 students.

2020-21 SCHOOL YEAR	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	PERCENT OF CHARTER STUDENTS
GENERAL EDUCATION			
Brick-and-Mortar	235	68,968	67.3
Online	8	32,588	19.5
DROPOUT RECOVERY			
Brick-and-Mortar	65	11,276	9.5
Online	7	1,542	3.7
TOTALS	315	114,374	100



Sources: Ohio Department of Education (ODE) SY 2020-21 downloadable file titled “Building Overview” was used to calculate enrollments while the [community school directory](#) was used to identify the type of charter school. Historical enrollment data were pulled from ODE, [Community School Annual Report: 2019-20](#). **Note:** Dropout recovery charters are specially designated schools serving students at-risk of dropping out.

Characteristics of Charter Students

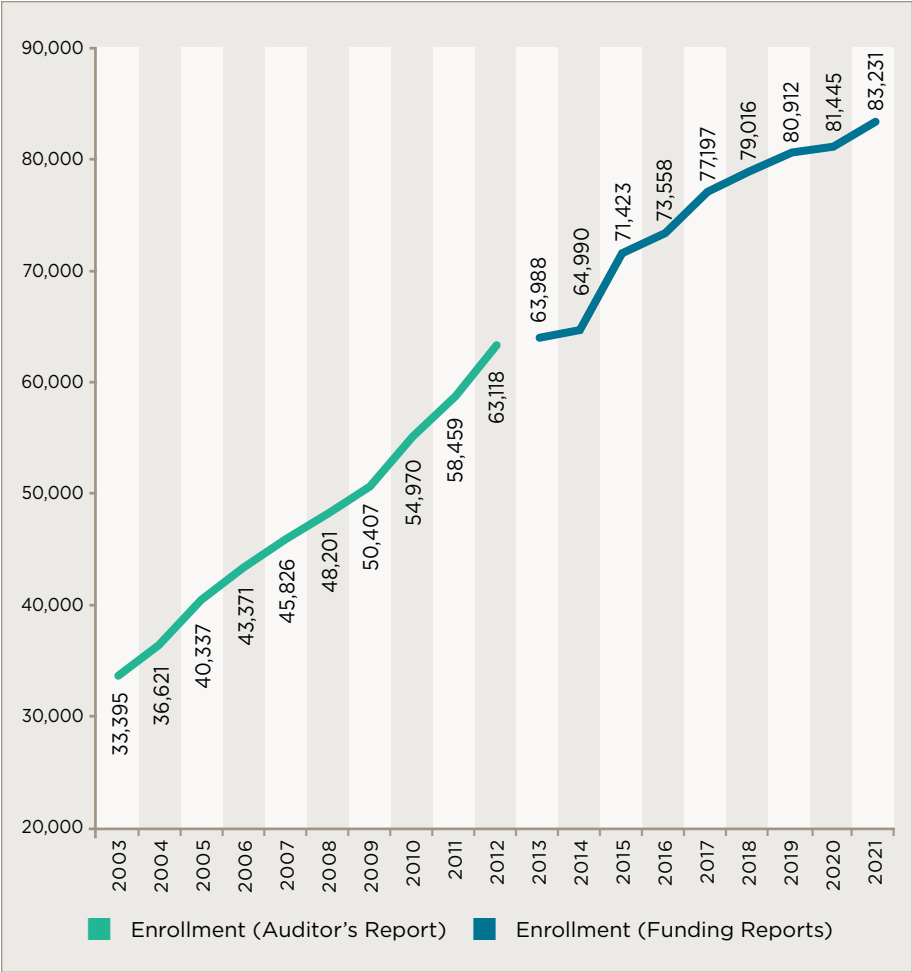
Roughly 80 percent of charter students are economically disadvantaged, and a majority are Black or Hispanic. Of students attending brick-and-mortar charters, almost 95 percent are from urban areas.

	PUBLIC CHARTER	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	40,482	35.4
African American	53,619	46.9
Hispanic	10,325	9.0
Multiracial	8,153	7.1
Asian or Pacific Islander	1,555	1.4
American Indian or Alaskan Native	235	<1.0
GENDER		
Female	58,256	50.9
Male	56,113	49.1
OTHER CHARACTERISTICS		
Economically Disadvantaged	91,173	79.7
Students with Disabilities	19,406	17.0
English Language Learner	6,240	5.5
Identified as Gifted	1,688	1.6
TYOLOGY		
Urban	77,256	95.3
Suburban	1,074	1.3
Small Town	1,774	2.2
Rural	965	1.2

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** All statistics in this table, except for the district typology data, include statewide e-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 participation increasing steadily over time.

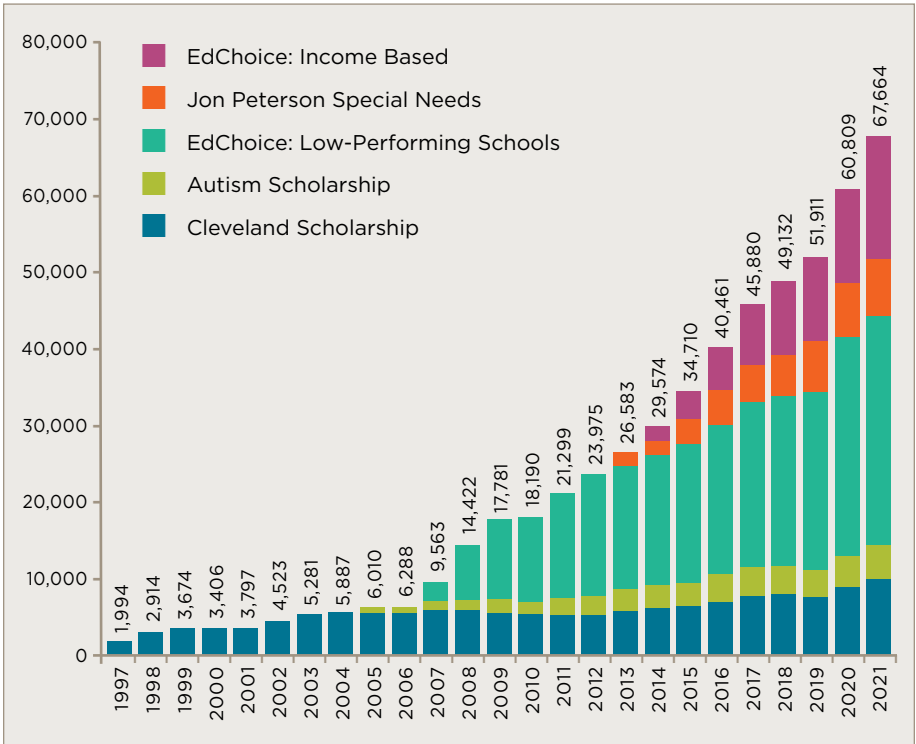


Sources: Two sources were used for this chart, based on the availability of data. For SY 2002-03 to 2011-12, data from the Ohio Auditor of State, *Weighing the Costs and Benefits of Open Enrollment* were used, which cites data from the Ohio Department of Education (ODE). For SY 2012-13 to 2020-21, enrollments were calculated using school districts' funding reports; see ODE, *Traditional Public Schools Funding*. For a listing of districts that allow open enrollment, see ODE's webpage, [Open Enrollment](#).

Private School Scholarships

More than 65,000 students use state-funded scholarships (often referred to as vouchers) to attend non-public schools. Student participation has increased over time.

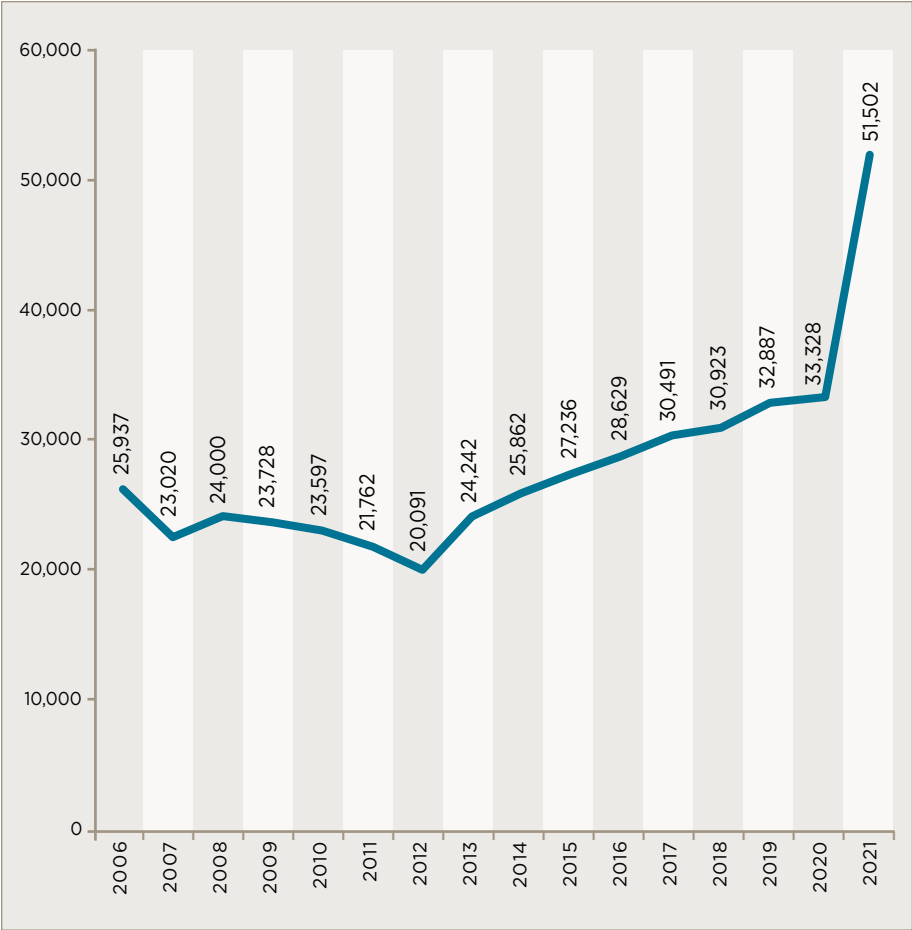
SCHOLARSHIP PROGRAM	PARTICIPATION IN 2020-21
EdChoice: Low-Performing Schools	32,802
EdChoice: Income Based	16,069
Cleveland Scholarship	7,707
Jon Peterson Special Needs	7,038
Autism Scholarship	4,048
TOTAL	67,664



Source: Data are from American Federation for Children, [School Choice Yearbook \(2021\)](#). **Note:** The chart displays the total number of students in the various scholarship programs. For more information on each scholarship program, see the Ohio Department of Education’s webpage, [Scholarships](#).

Homeschooling

Roughly 50,000 Ohio students participate in homeschooling; the number of homeschoolers significantly increased in 2020-21.



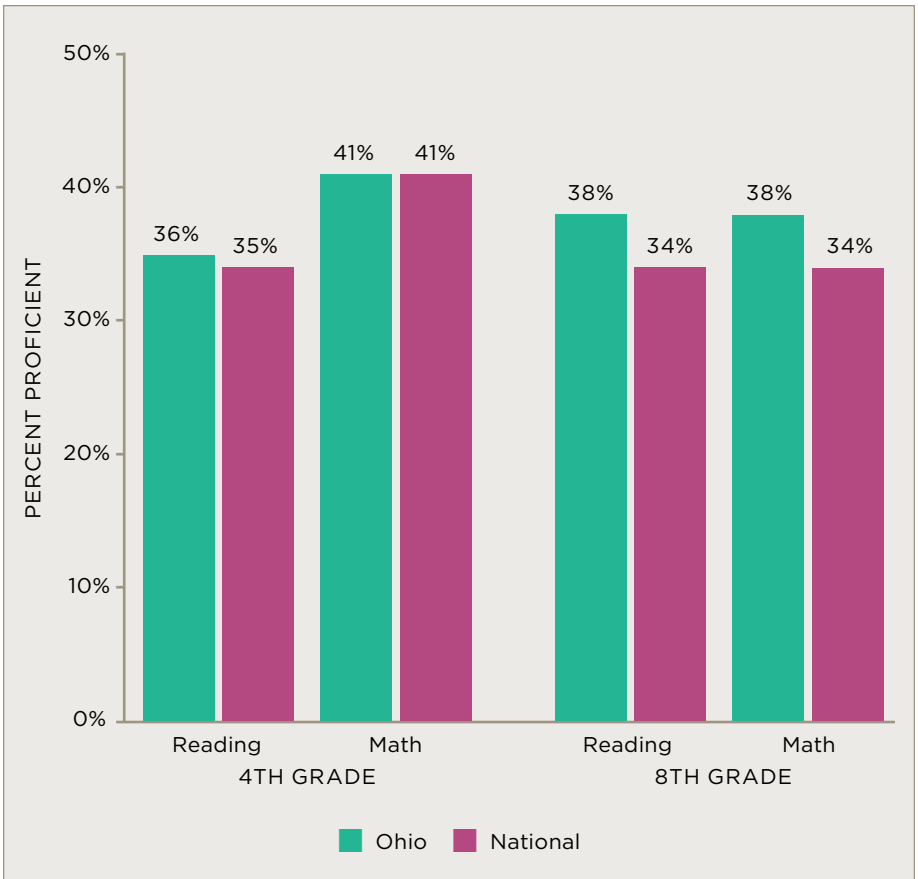
Source: Ohio Department of Education, [Homeschool Student Data](#). **Note:** Students attending online charter schools are not considered homeschool students.

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

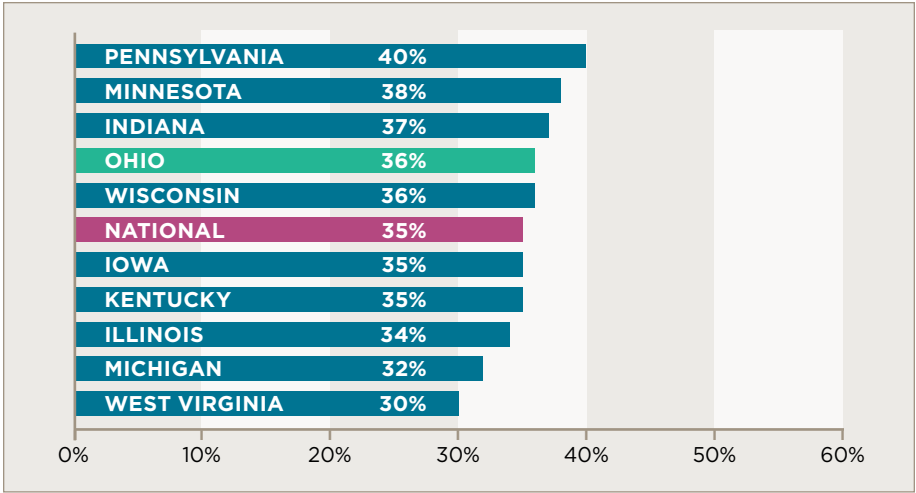
NATIONAL RANK									
	2003	2005	2007	2009	2011	2013	2015	2017	2019
4th Grade Reading	18	18	11	15	16	20	18	11	16
4th Grade Math	14	10	9	13	15	15	14	20	21
8th Grade Reading	17	17	11	12	16	19	29	18	10
8th Grade Math	18	16	22	24	15	11	18	12	14

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).

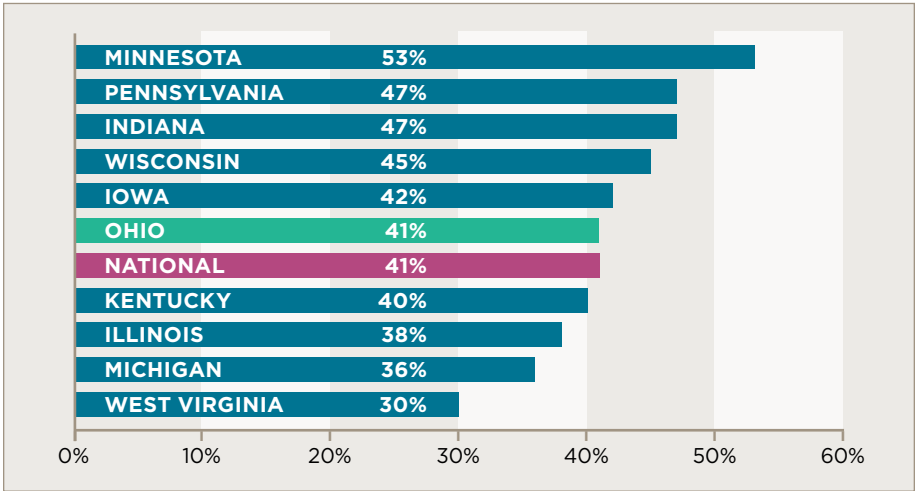
National Exams: How Ohio Compares to Nearby States

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

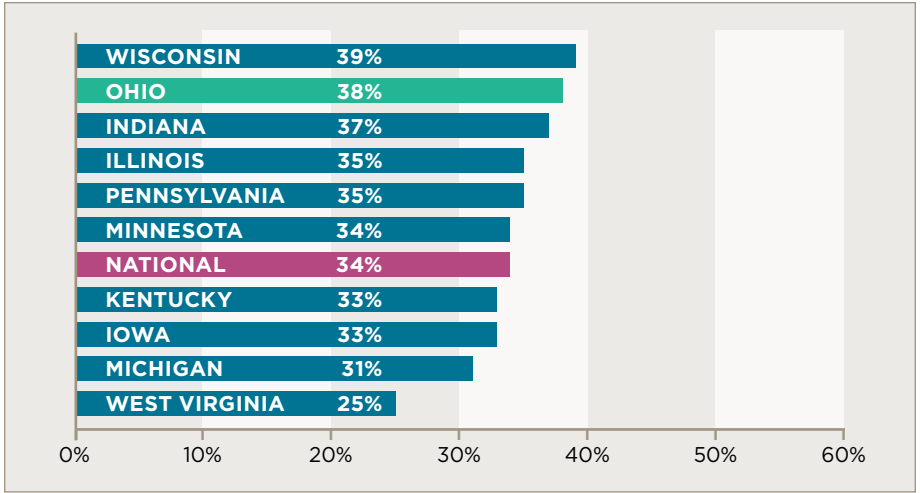


Source: 2019 National Assessment of Educational Progress: [Data Explorer](#).

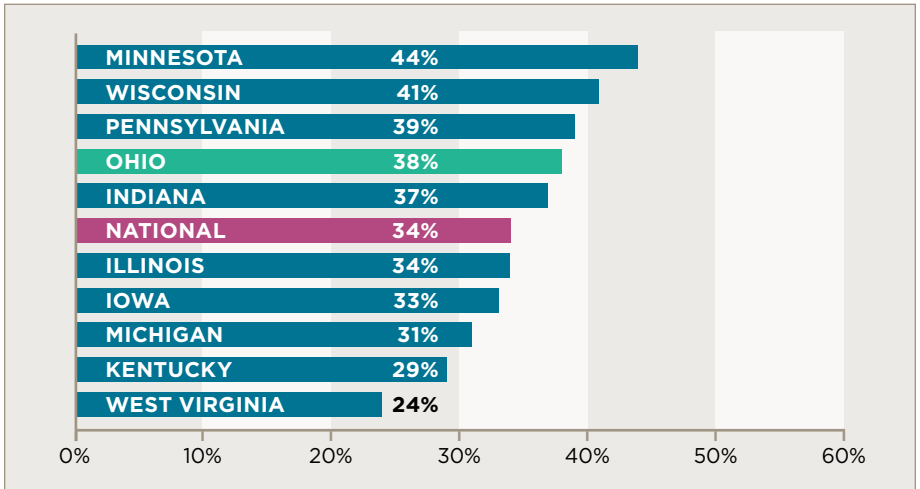
National Exams: How Ohio Compares to Nearby States

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

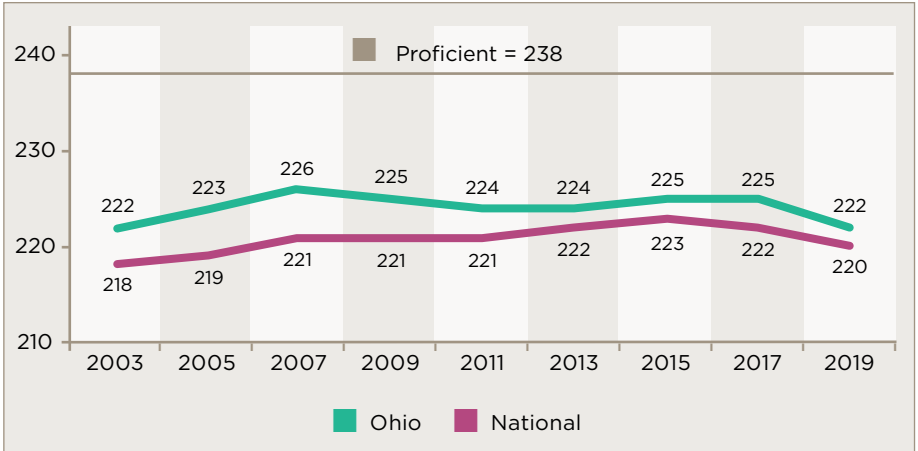


Source: 2019 National Assessment of Educational Progress: [Data Explorer](#).

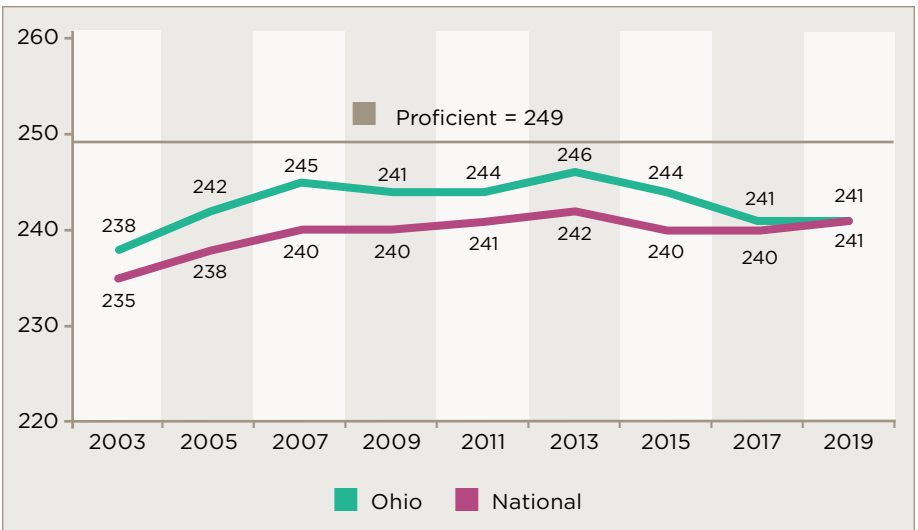
Ohio's NAEP Scores over Time: Fourth Grade

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

FOURTH GRADE READING



FOURTH GRADE MATH

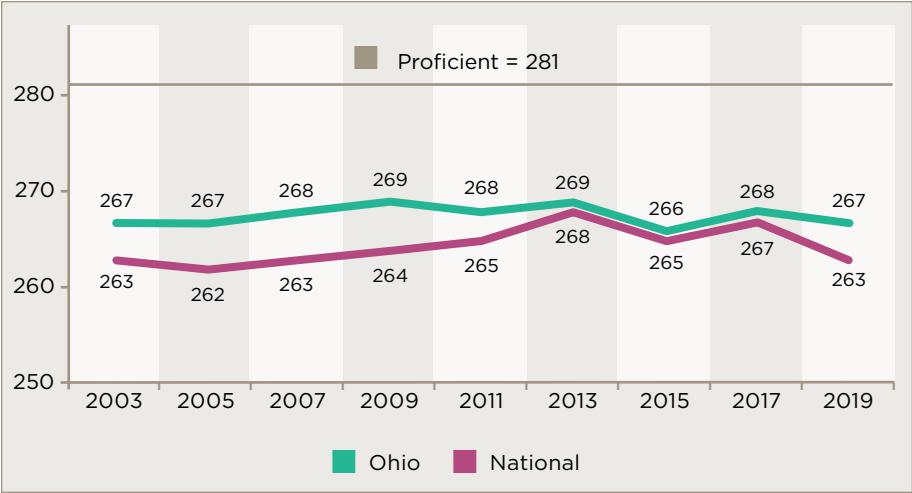


Source: National Assessment of Educational Progress: [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference

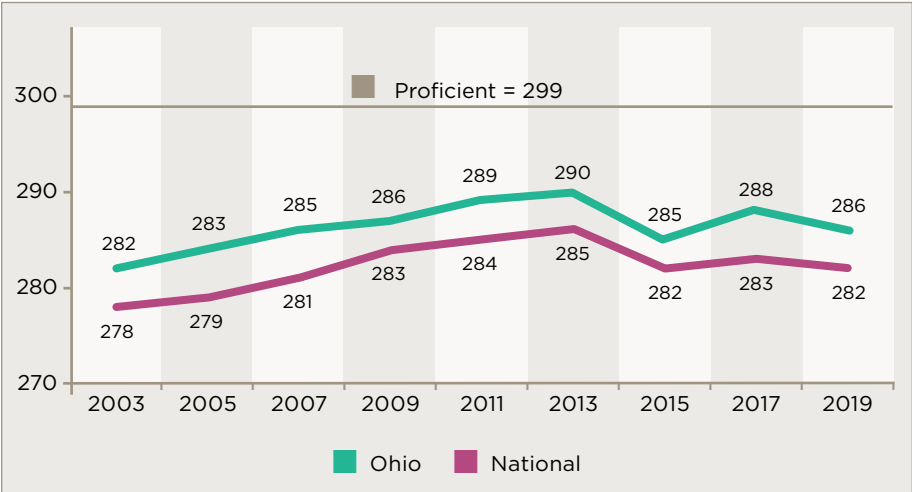
Ohio's NAEP Scores over Time: Eighth Grade

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

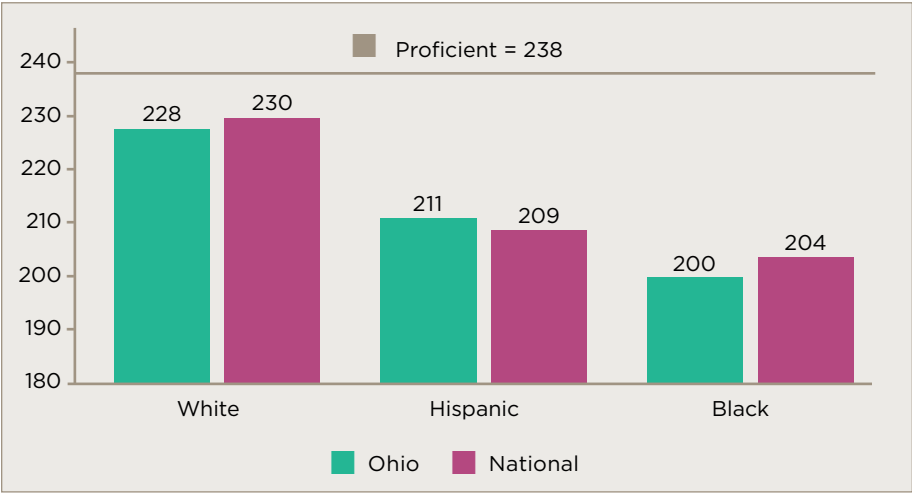


Source: National Assessment of Educational Progress: [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

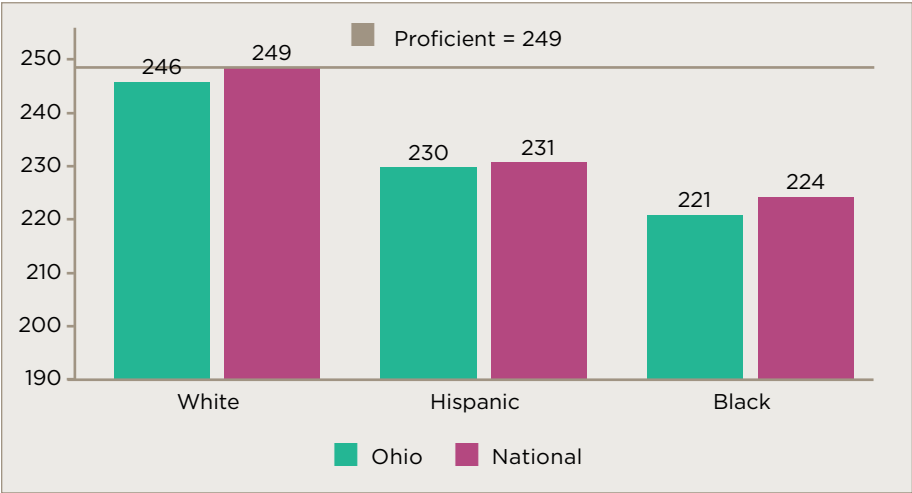
National Exams: Achievement by Race/Ethnicity

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

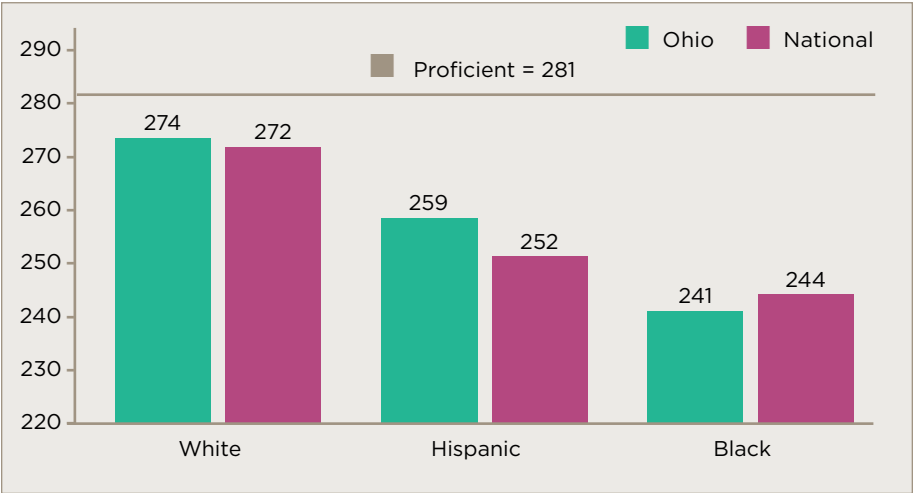


Source: 2019 National Assessment of Educational Progress: [Data Explorer](#). **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.

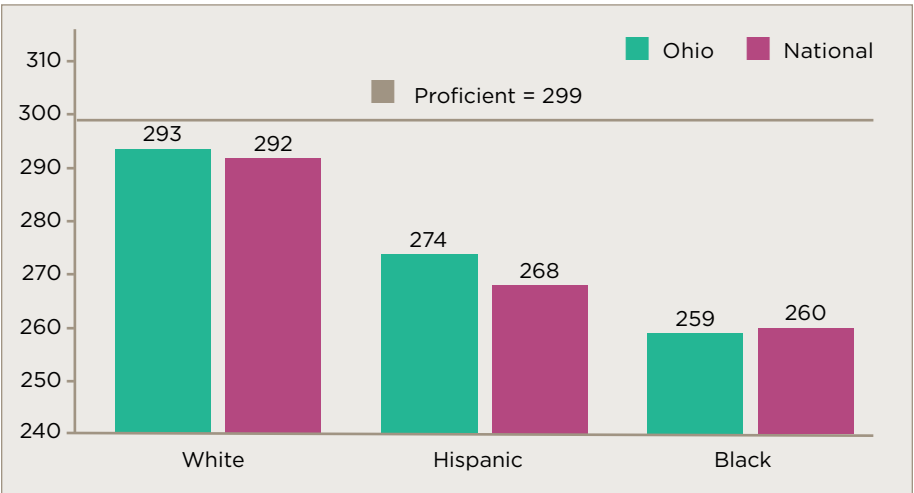
National Exams: Achievement by Race/Ethnicity

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



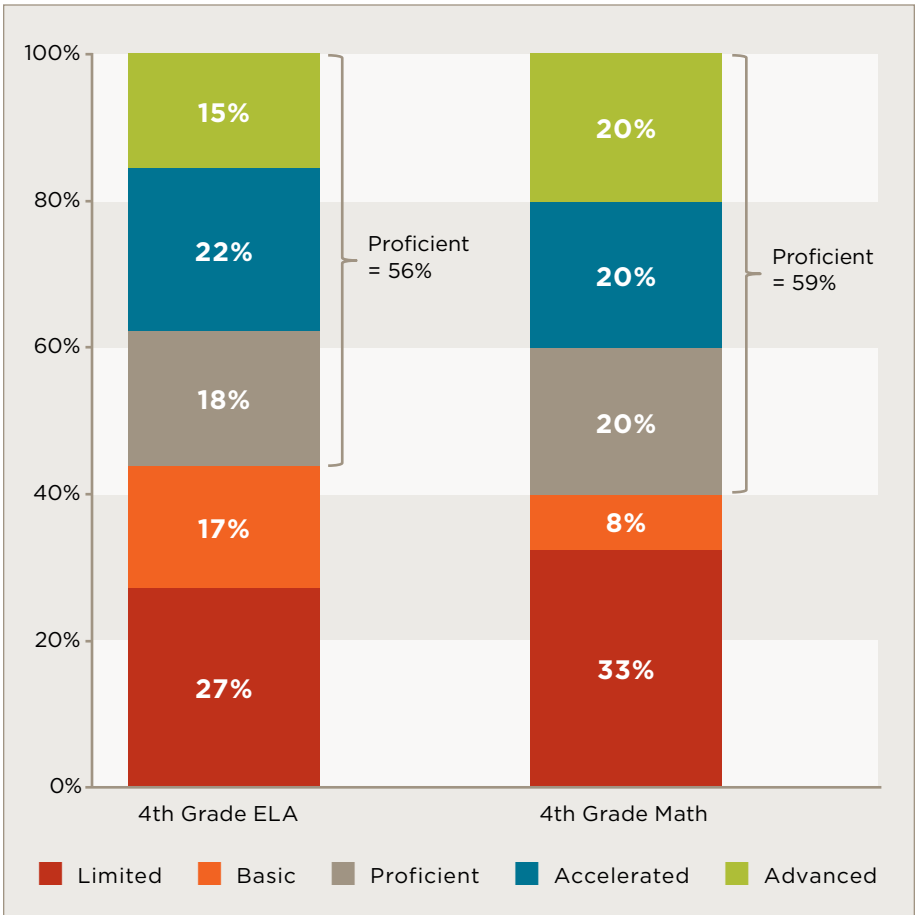
Source: 2019 National Assessment of Educational Progress: [Data Explorer](#). **Note:** NAEP scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference. Smaller race/ethnic subgroups are omitted for display purposes.

Student Achievement: State Exams



Statewide Achievement in Selected Grades and Subjects

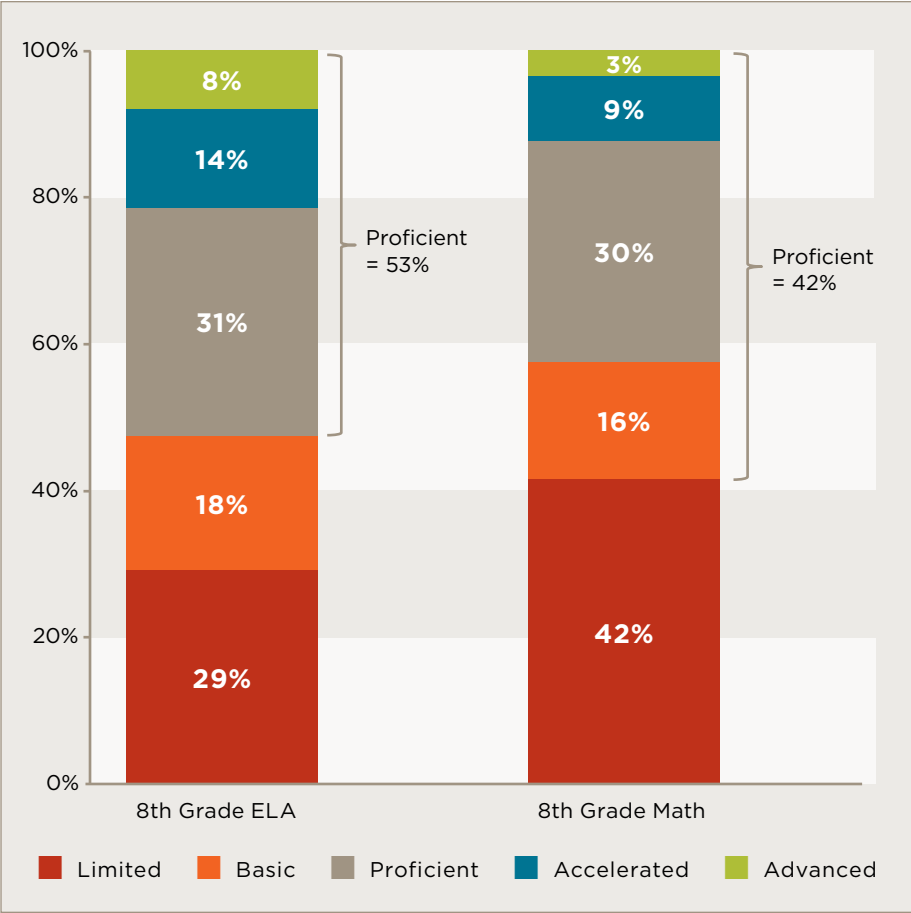
56 and 59 percent of Ohio fourth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.



Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** Percentages may not add due to rounding. The percentages, including the proficiency rates, reflect the fraction of tested students scoring in each achievement level. In ELA, 5 percent of fourth graders were untested in 2020-21; in math, 6 percent were untested.

Statewide Achievement in Selected Grades and Subjects

53 and 42 percent of Ohio eighth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.

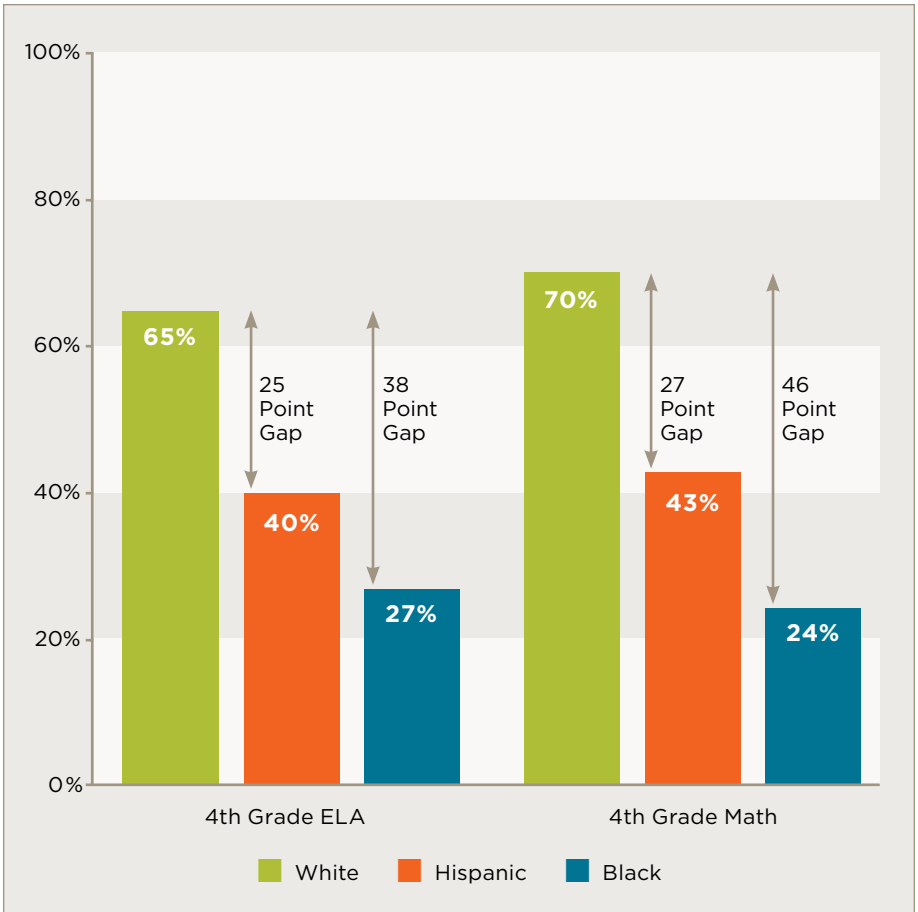


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** Percentages may not add due to rounding. Approximately four in five eighth graders take the grade-level math assessment, while others take high school end-of-course math exams that better align with coursework. In ELA, 7 percent of eighth graders were untested in 2020-21; in math, 9 percent were untested.

Achievement Gaps

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

FOURTH GRADE: PROFICIENT OR ABOVE

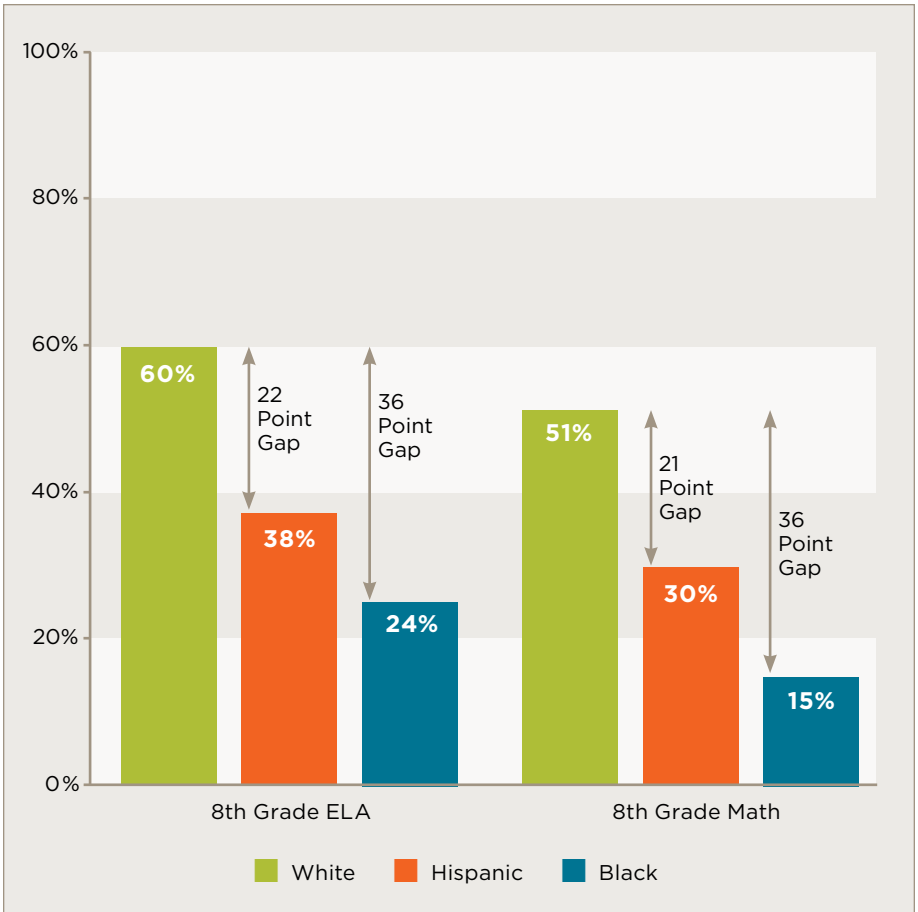


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** Other race/ethnic subgroups are not shown for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multiracial students achieve at levels between white and Hispanic students.

Achievement Gaps

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

EIGHTH GRADE: PROFICIENT OR ABOVE

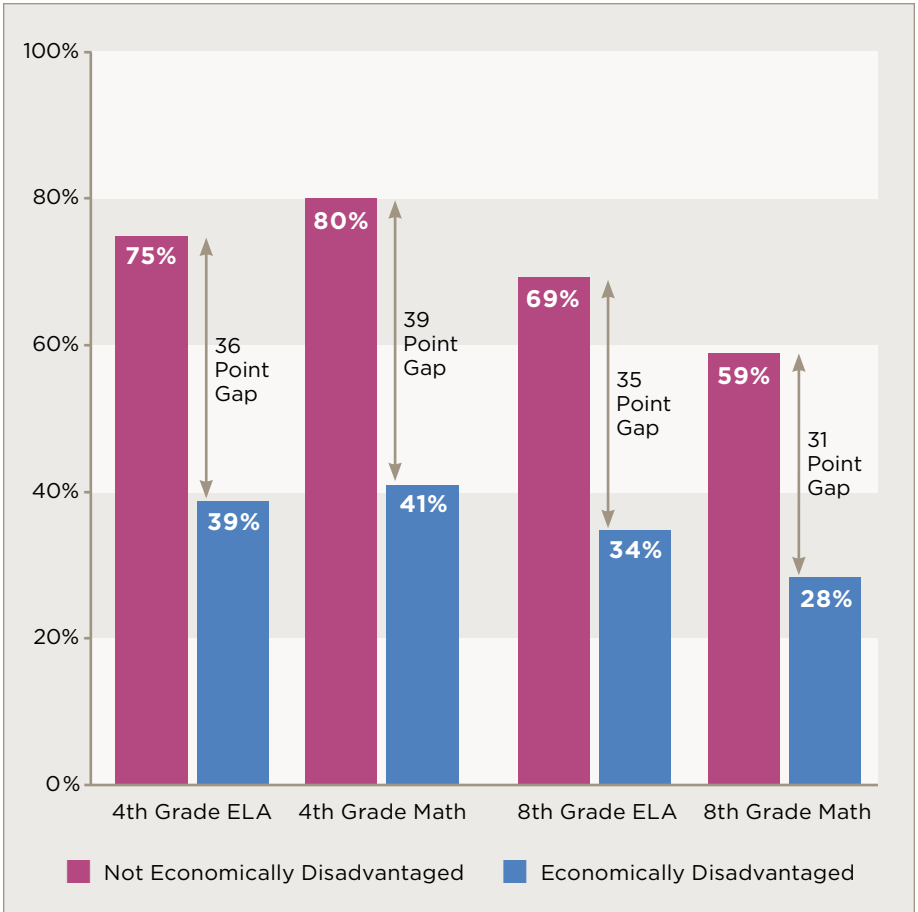


Source: Ohio Department of Education, [Advanced Reports](#) (SY 2020-21). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multi-racial students achieve at levels between white and Hispanic students.

Achievement Gaps

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 2020-21). **Note:** For more on the identification of economically disadvantaged students, see page 10.

Achievement Gaps Versus Prior Years

Achievement gaps widened significantly in fourth grade but more modestly in eighth grade between 2018-19 and 2020-21.

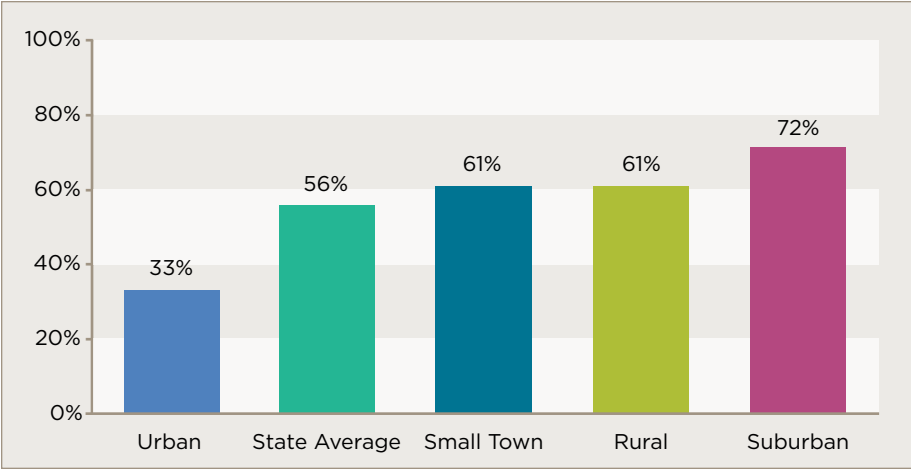
	2015-16	2015-16	2017-18	2018-19	2020-21
FOURTH GRADE ELA					
Black-White	33	33	30	30	38
Hispanic-White	21	21	20	21	25
Low-High Income	31	30	29	29	36
FOURTH GRADE MATH					
Black-White	38	38	35	34	46
Hispanic-White	21	20	19	18	27
Low-High Income	30	29	29	27	39
EIGHTH GRADE ELA					
Black-White	29	34	36	32	36
Hispanic-White	19	23	22	19	22
Low-High Income	30	34	32	31	35
EIGHTH GRADE MATH					
Black-White	31	36	33	34	36
Hispanic-White	19	20	18	17	21
Low-High Income	28	31	29	29	31

Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16 to 2020-21). **Note:** This table displays the percentage point 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. No data are available for 2019-20 due to test cancellations that year.

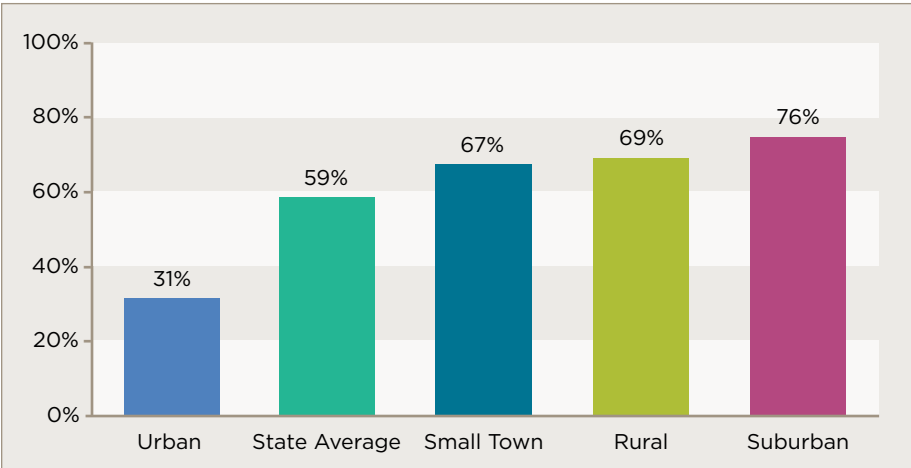
Student Achievement by District Typology

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

FOURTH GRADE ELA



FOURTH GRADE MATH

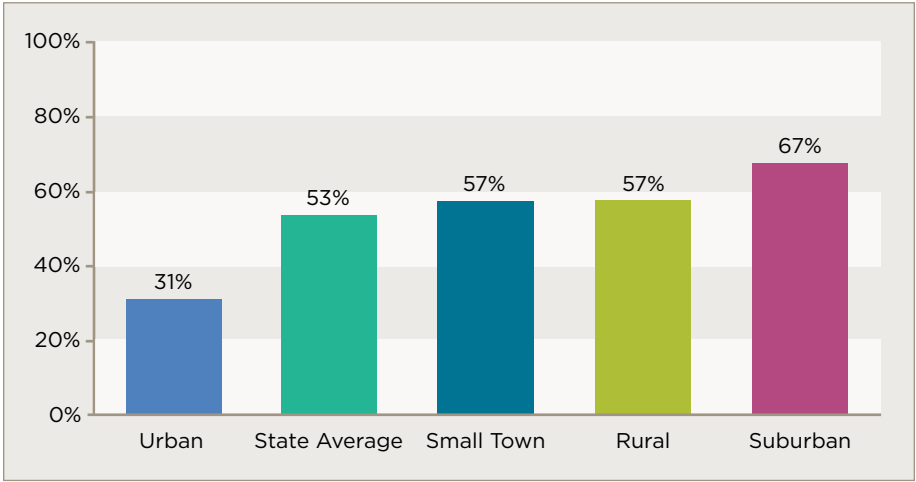


Source: Author calculations based on Ohio Department of Education (ODE) SY 2020-21 [downloadable](#) files titled "District Achievement" for school district data and "Building Achievement" for charter and STEM schools. **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The **typology** averages are weighted by the number of students tested in each district, charter, or STEM school, as reported in ODE's [downloadable](#) file "District Spring 2021 Assessments."

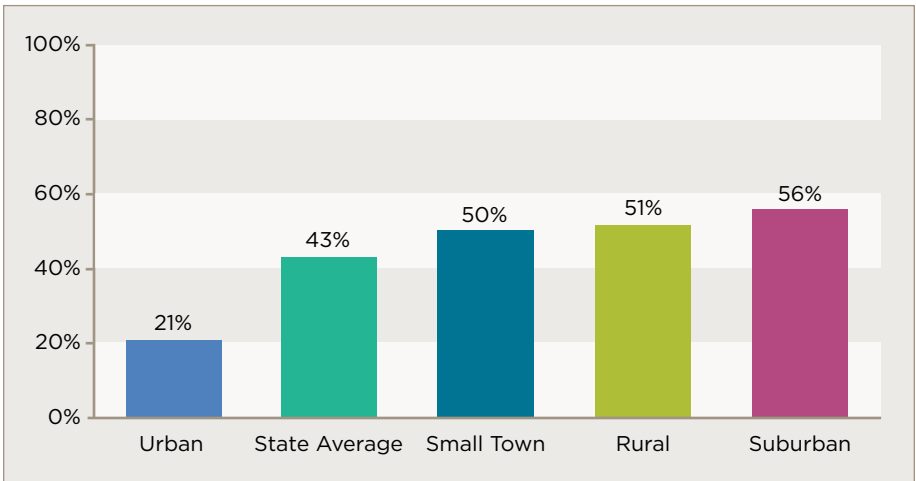
Student Achievement by District Typology

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

EIGHTH GRADE ELA



EIGHTH GRADE MATH

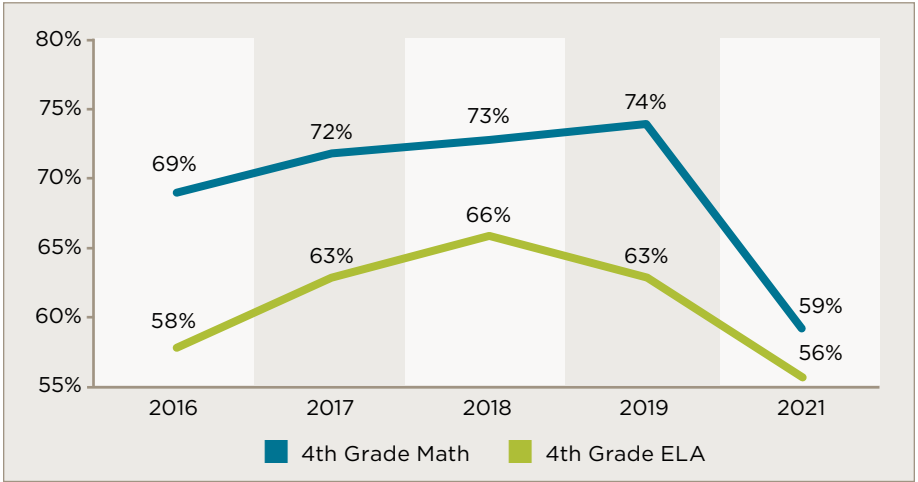


Source: Author calculations based on Ohio Department of Education (ODE) SY 2020-21 [downloadable](#) files titled “District Achievement” for school district data and “Building Achievement” for charter and STEM schools. **Note:** These charts combine data across similar typologies (e.g., urban: very high poverty and urban: high poverty). The **typology** averages are weighted by the number of students tested in each district, charter, or STEM school, as reported in ODE’s [downloadable](#) file “District Spring 2021 Assessments.”

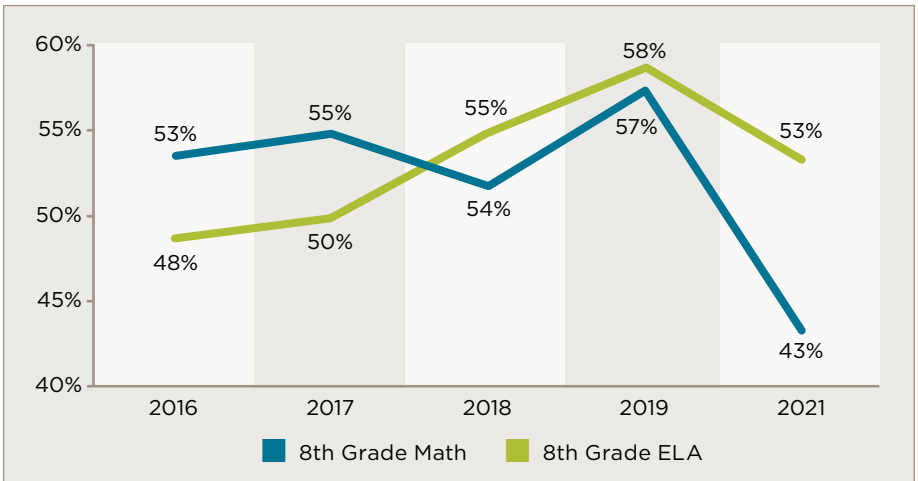
Proficiency Trends in Fourth and Eighth Grade

Proficiency rates on state exams dipped in 2020-21, reflecting Covid-related disruptions to students' education.

FOURTH GRADE



EIGHTH GRADE

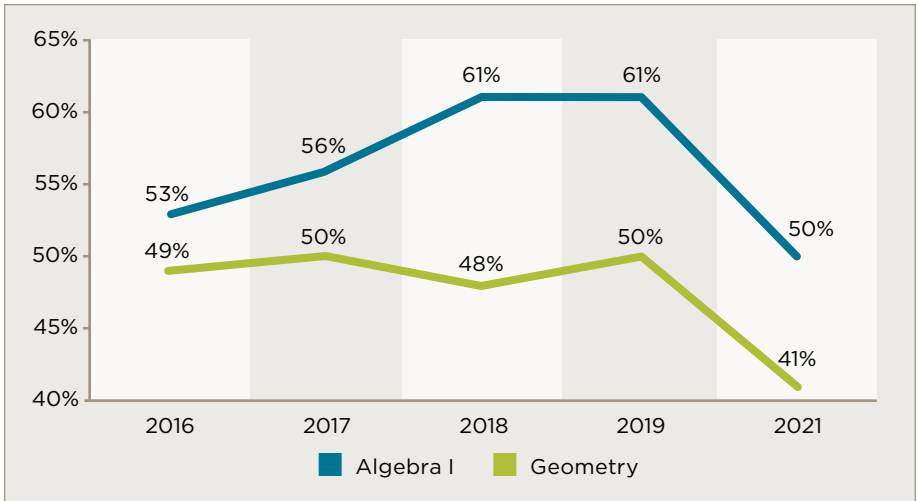


Source: Ohio Department of Education, [Advanced Reports](#). **Note:** No data are available for 2019-20 due to test cancellations that year.

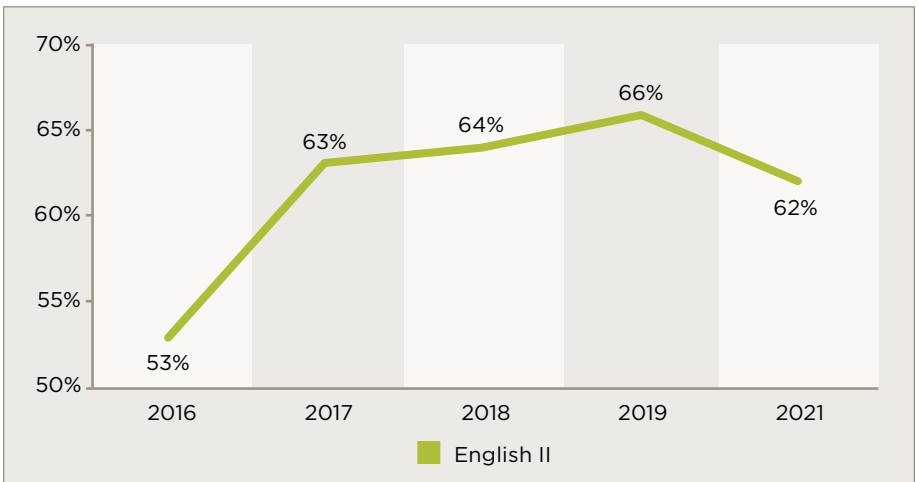
Proficiency Trends on Selected High School Exams

Proficiency rates on state end-of-course (EOC) exams declined in 2020-21—more so in math—reflecting Covid-related disruptions to students' education.

MATH EOCs



ENGLISH EOCs



Source: Ohio Department of Education, [Advanced Reports](#). **Note:** These proficiency rates do not include exam retakes. 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. No data are available for 2019-20 due to test cancellations that year.

Proficiency on All State Exams

The percent of Ohio students reaching proficiency or above on the various state exams ranges widely from 40 to 70 percent.

	2015-16	2016-17	2017-18	2018-19	2020-21
GRADE 3-8 EXAMS					
3rd ELA	54.9	63.8	61.2	66.7	51.9
3rd Math	65.8	70.6	67.0	67.1	55.7
4th ELA	57.5	62.8	66.4	63.3	56.0
4th Math	69.2	72.4	72.5	74.3	59.4
5th ELA	60.2	67.7	70.2	69.8	64.8
5th Math	62.4	61.6	62.9	62.5	48.0
5th Science	67.5	68.3	68.5	65.0	57.9
6th ELA	54.0	60.2	59.9	56.1	51.9
6th Math	56.7	60.2	59.4	60.1	45.9
7th ELA	53.6	59.2	63.9	67.7	59.6
7th Math	55.3	56.1	59.4	57.5	44.3
8th ELA	47.5	50.3	54.5	58.3	52.7
8th Math	52.7	54.9	54.3	57.3	42.6
8th Science	64.9	65.8	67.6	68.2	59.4
HIGH SCHOOL END-OF-COURSE (EOC) EXAMS					
English II	53.4	63.3	64.4	66.2	62.0
Algebra I	53.0	56.2	60.5	61.1	49.4
Geometry	49.4	49.7	48.2	50.1	40.9
Biology	65.4	65.7	73.7	73.7	64.7
U.S. Government	68.0	73.1	79.5	77.7	73.0
U.S. History	76.3	74.5	75.7	78.1	68.3

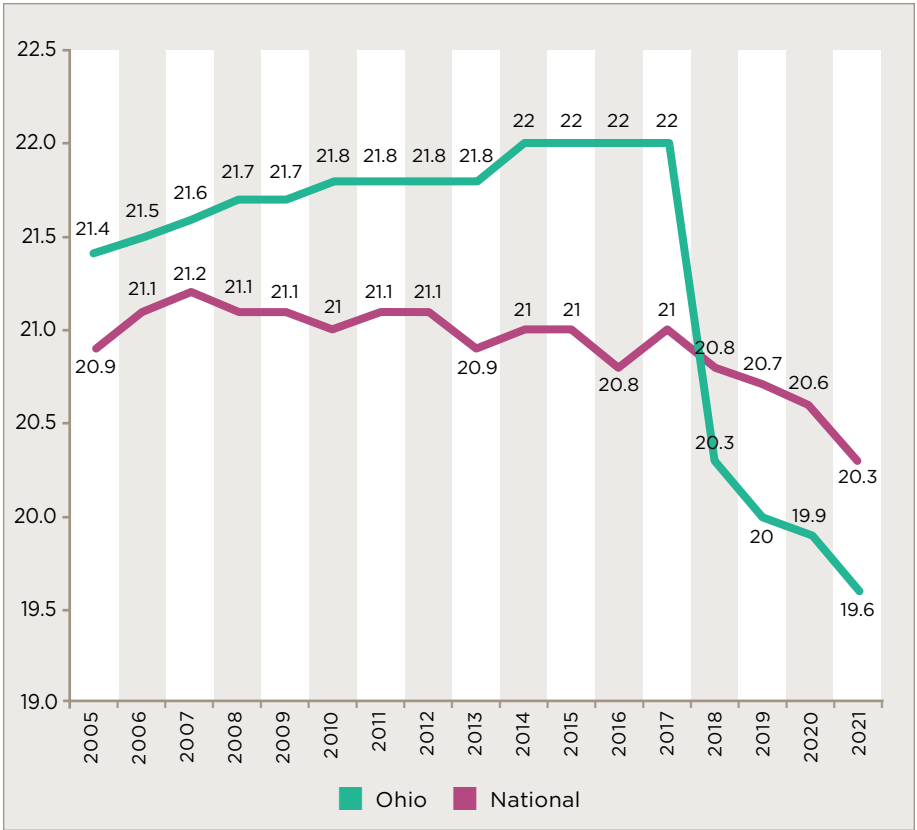
Source: Ohio Department of Education, [Advanced Reports](#). **Note:** EOC proficiency rates do not include the results of students retaking an exam. A large majority of students take Algebra I and Geometry EOCs, while less than one in ten take the state's Integrated Math I and II exams instead (those results are not shown). No data are available for 2019-20 due to test cancellations that year.

Post-Secondary Readiness and Outcomes



ACT Scores Over Time

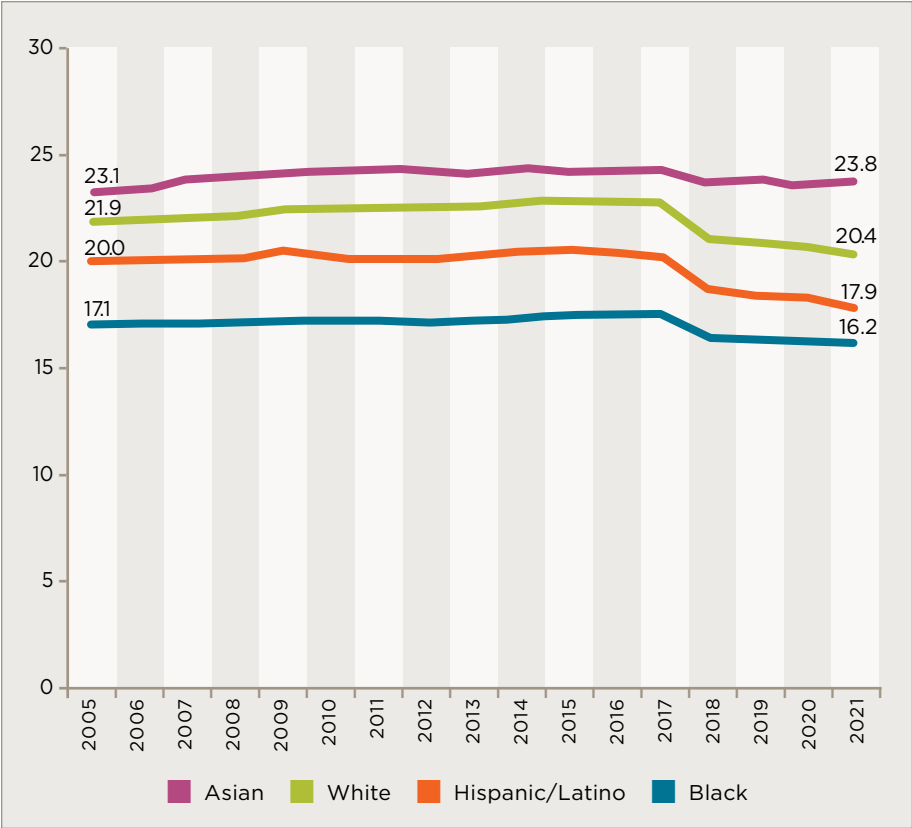
Ohio's average ACT composite score fell below the national average beginning with the class of 2018 when all Ohio juniors began taking a college admissions exam.



Source: ACT, [U.S. High School Graduating Class Trends](#); 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 2021. Practically all Ohio students in the classes of 2018-20 took the ACT exams, while about three in four had done so in previous years. Participation was somewhat down for the class of 2021 (roughly 85 percent). Composite scores are reported on a scale of 0 to 36.

Average ACT Scores by Race/Ethnicity

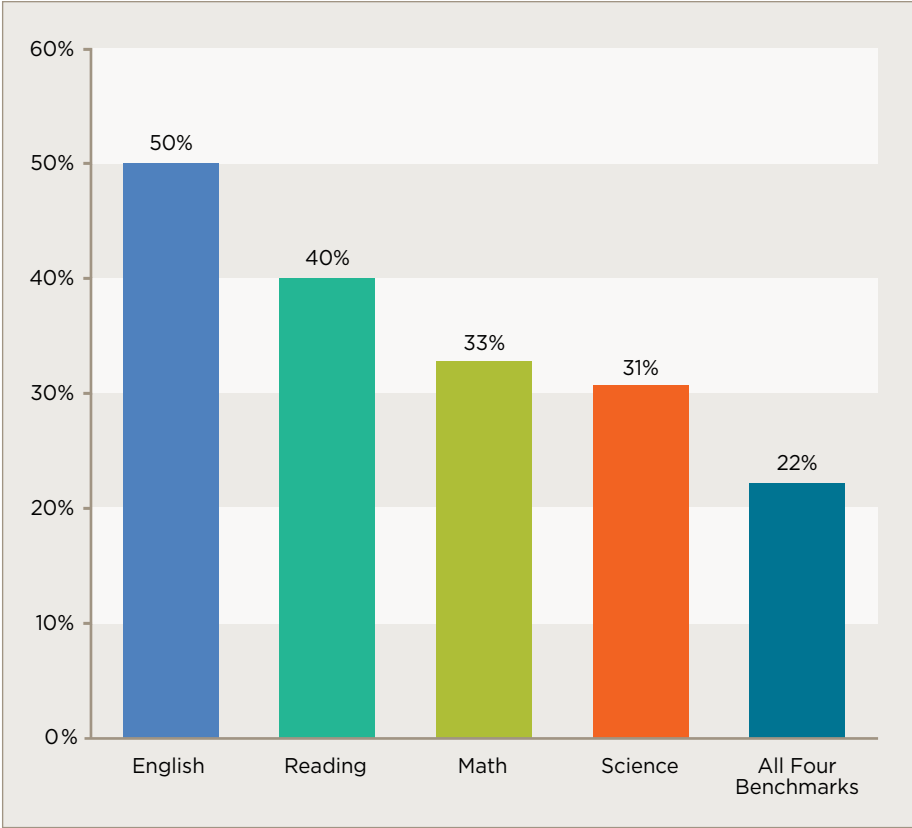
Gaps in average ACT scores exist between racial/ethnic groups; disparities have not narrowed significantly over the past decade.



Source: ACT, [U.S. High School Graduating Class Trends](#); for historical data, see, e.g., ACT, [Graduation Class of 2014—Ohio](#). **Note:** ACT reports data for several smaller race/ethnic student groups that are not displayed on this figure.

ACT Exam: College Readiness of the Class of 2021

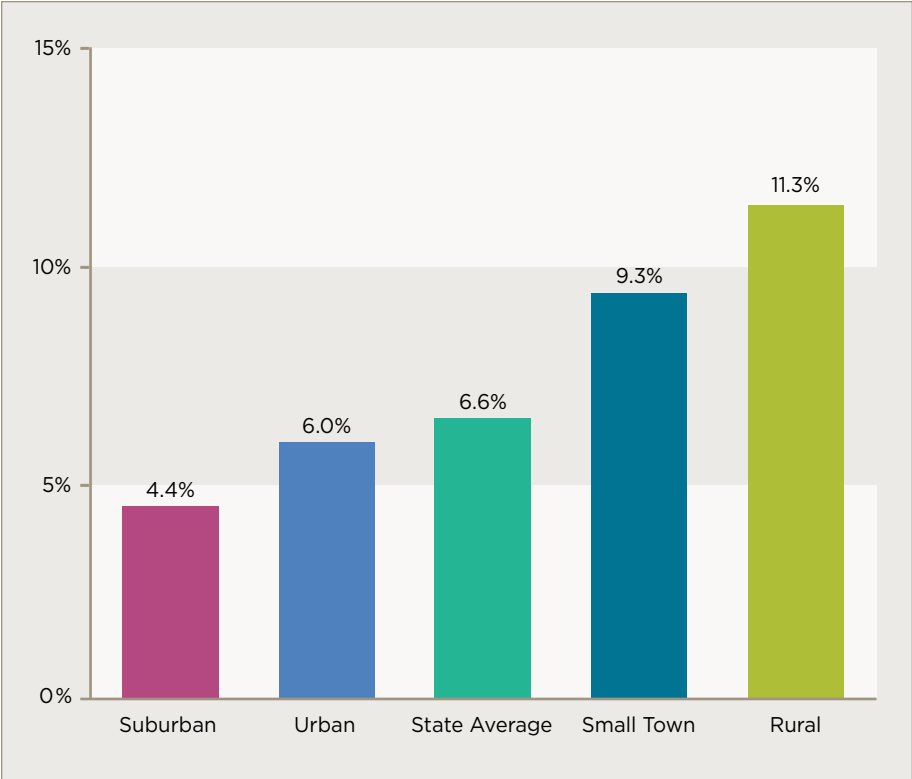
College readiness varies by ACT content area—from 31 percent in science to 50 percent in English. Just 22 percent of Ohio students reach college ready benchmarks in all four areas of the ACT.



Source: ACT, [U.S. High School Graduating Class Trends](#). **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

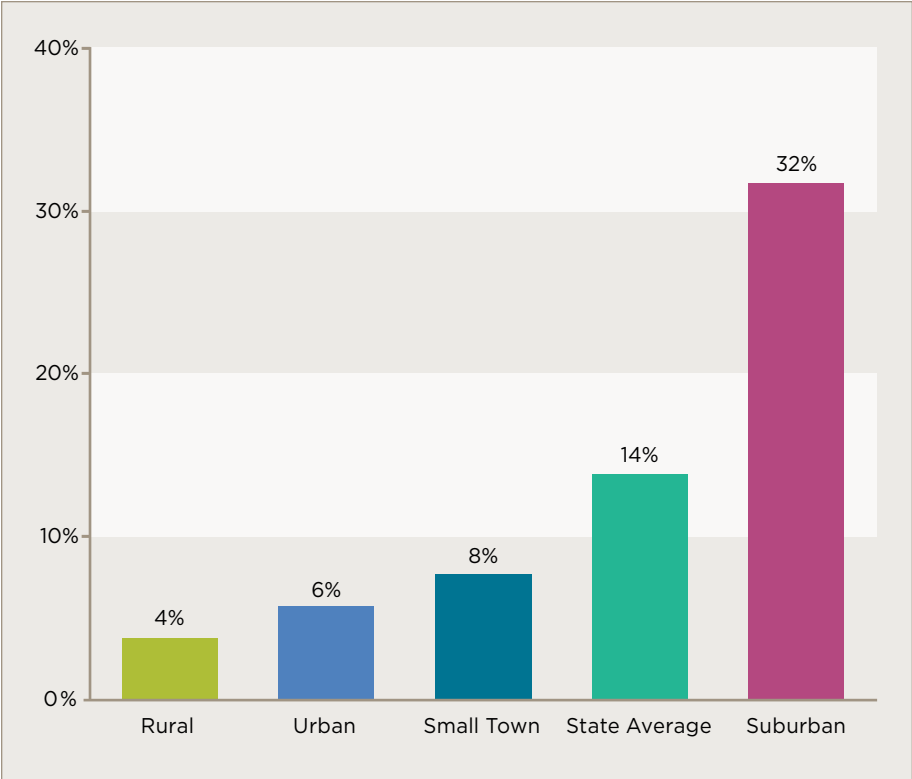
Just 7 percent of Ohio students earn industry-recognized credentials before graduating. Students from rural schools have the highest rates of credentials earned (11 percent), while those from suburban schools have the lowest (4 percent).



Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Prepared for Success” for school district data and “Building Prepared for Success” for charter and STEM schools. **Note:** The rates indicate the percentage of students earning 12 or more points in Ohio’s [industry credentialing system](#). Data are from the classes of 2019 and 2020, including non-graduates. The [typology](#) averages are weighted by the number of students in these cohorts in each district, charter, or STEM school.

Advanced Placement (AP) Scores

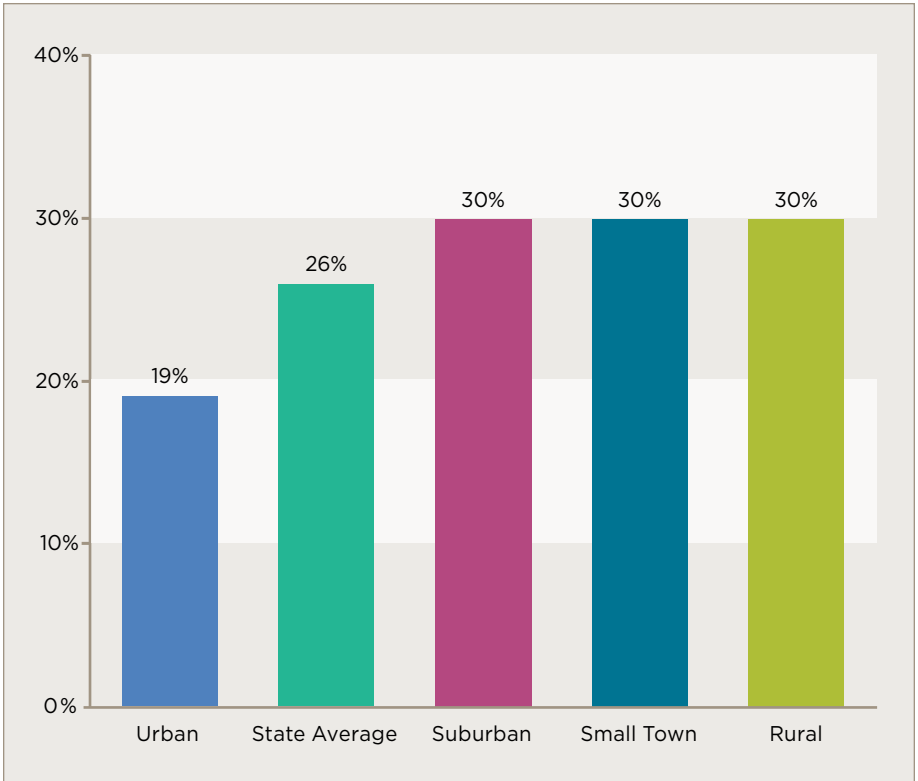
14 percent of Ohio students graduate having earned a passing score on an AP exam. 32 percent of students from suburban schools earn a passing AP score, while only 4 percent of rural students do so.



Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Prepared for Success” for school district data and “Building Prepared for Success” for charter and STEM schools. **Note:** The rates indicate the percentage of students earning a score of at least 3 out of 5 possible points on one or more AP exams. Students who did not take an AP exam are included in the denominator. Data are from the classes of 2019 and 2020, including non-graduates. The [typology](#) averages are weighted by the number of students in these cohorts in each district, charter, or STEM school.

Dual Enrollment Credit

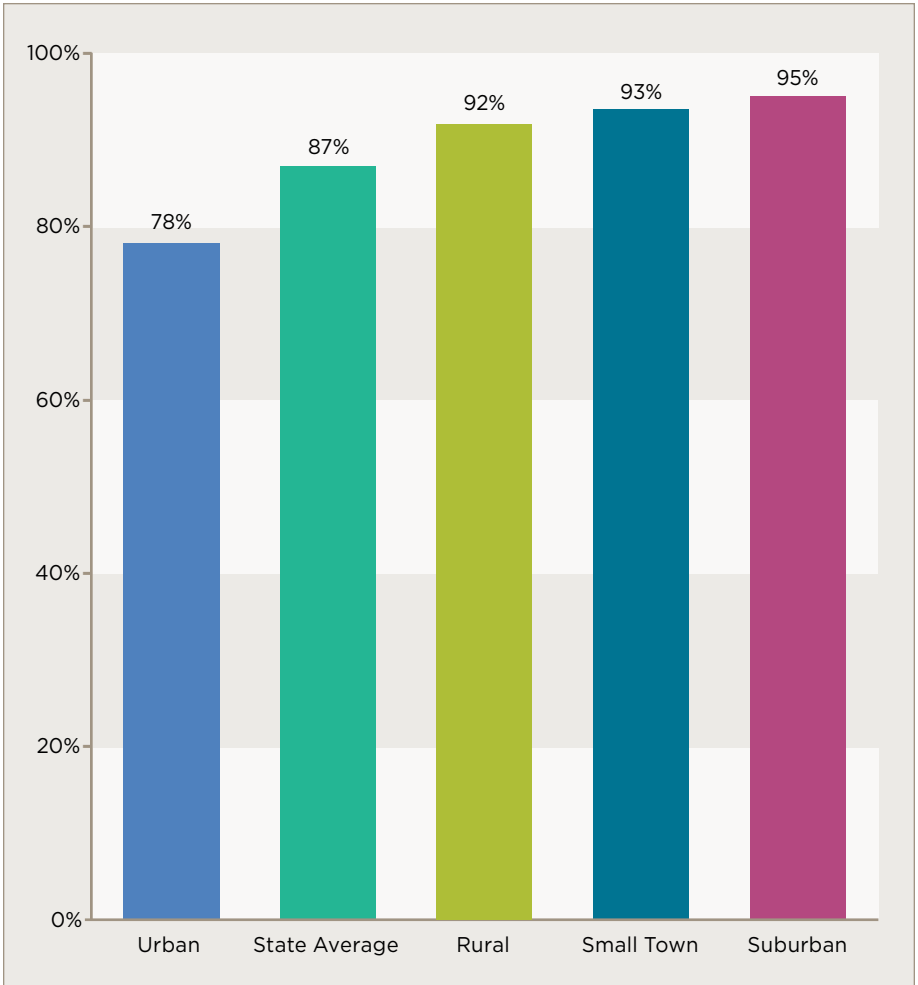
26 percent of Ohio students earn college credit through dual enrollment programs. Three in ten students in suburban, small town, and rural Ohio earn credits, while fewer urban students do so.



Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Prepared for Success” for school district data and “Building Prepared for Success” for charter and STEM schools. **Note:** The rates 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 2019 and 2020, including non-graduates. 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

87 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.

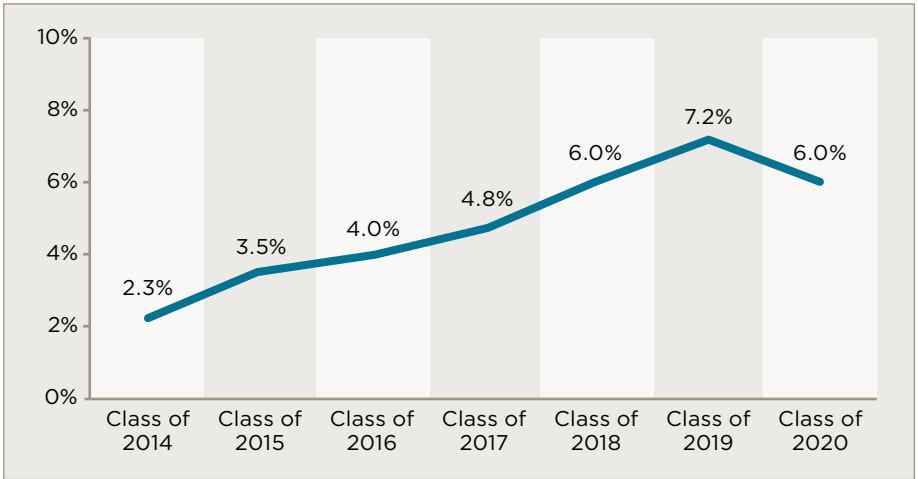


Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Graduation Rates” for school district data and “Building Graduation Rates” for charter and STEM schools. **Note:** The graduation rates indicate the percentage of students in the class of 2020 who earned a high school diploma within four years of entering ninth grade. The [typology](#) averages are weighted by the number of students in the class of 2020 in each district, charter, or STEM school.

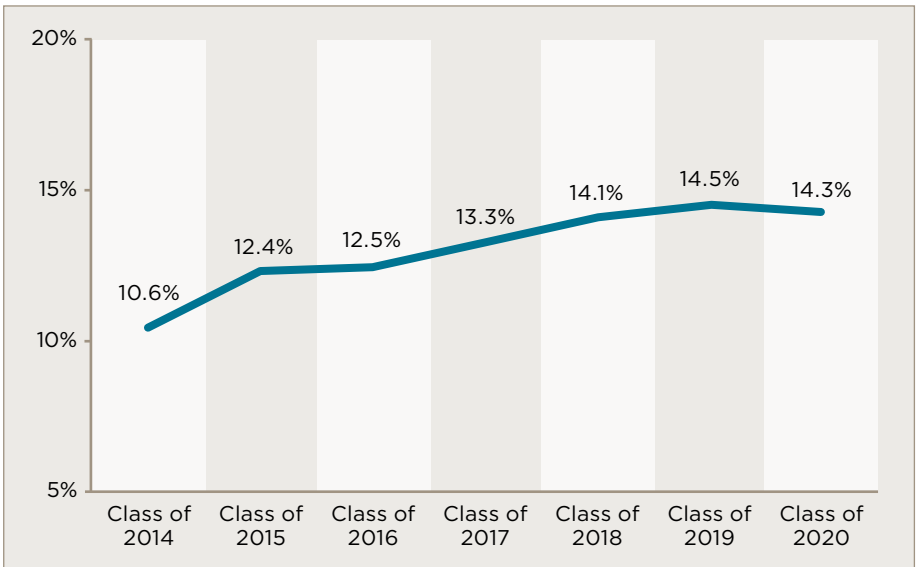
Industry Credentials and AP Exam Trends

Attainment of industry credentials has increased since 2014, as have AP passage rates. Results, however, were somewhat lower on both metrics for the class of 2020.

PERCENT EARNING INDUSTRY CREDENTIALS



PERCENT PASSING AT LEAST ONE AP EXAM

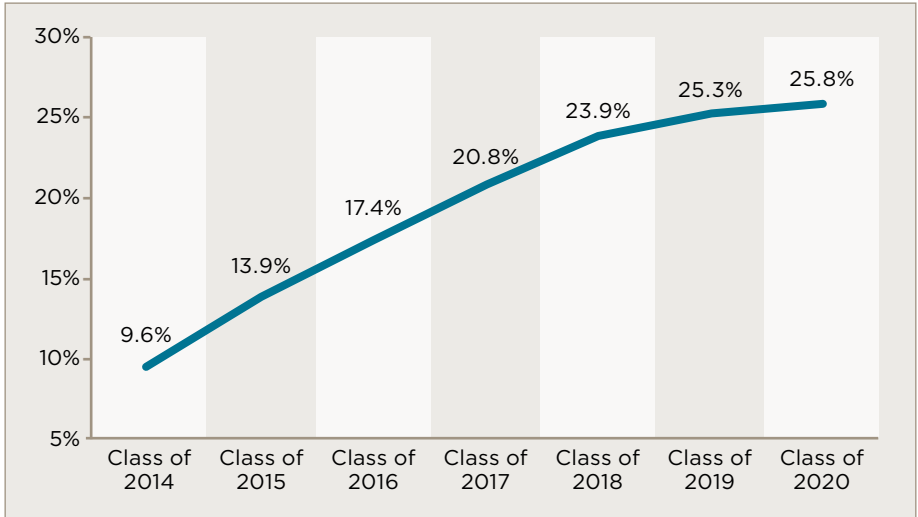


Source: Ohio Department of Education, [Download Data](#), files titled "State Prepared for Success."

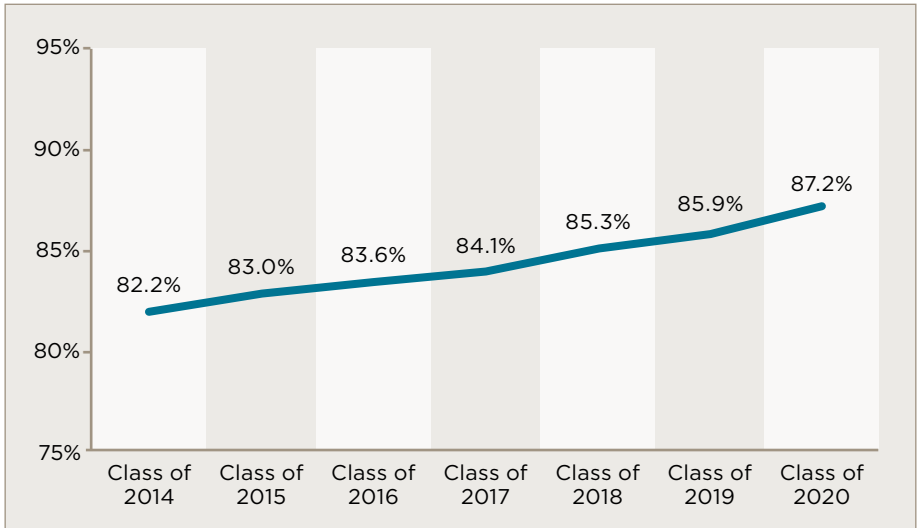
Trends in Dual Enrollment and High School Graduation

Dual enrollment credits earned and high school graduation rates have consistently increased over the past seven years.

PERCENT EARNING AT LEAST THREE DUAL ENROLLMENT CREDITS



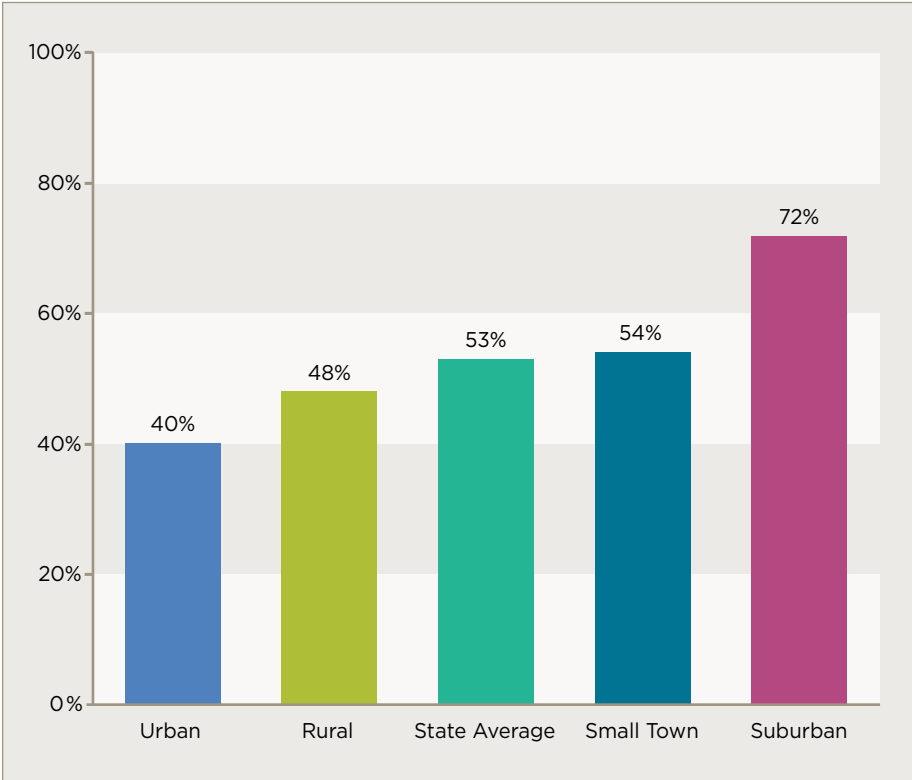
FOUR-YEAR GRADUATION RATES



Source: Ohio Department of Education, [Download Data](#), files titled "State Prepared for Success."

College Enrollment Rates

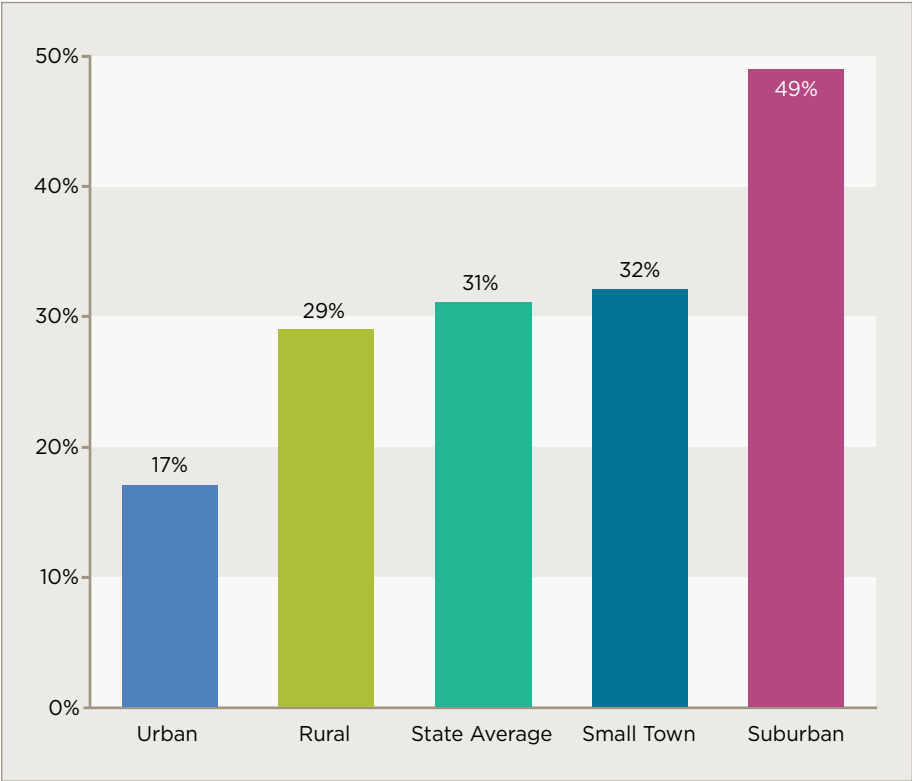
53 percent of Ohio students enroll in two or four year colleges after high school. Enrollment is highest among students from suburban areas (72 percent) and lower in other regions.



Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Prepared for Success” for school district data and “Building Prepared for Success” for charter and STEM schools. **Note:** The chart displays the percent of the high school graduating class of 2018 (including non-graduates) that enrolled in a two- or four-year college within two years of high school. Post-secondary [enrollment data](#) are from the National Student Clearinghouse and include non-Ohio colleges. The [typology](#) averages are weighted by the number of students in the class of 2018 in each district, charter, or STEM school.

College Completion Rates

31 percent of Ohio students attain at least an associate degree within six years of leaving high school. College completion rates are highest among students who attended high school in suburban areas (49 percent), with lower rates among students from urban communities (17 percent).

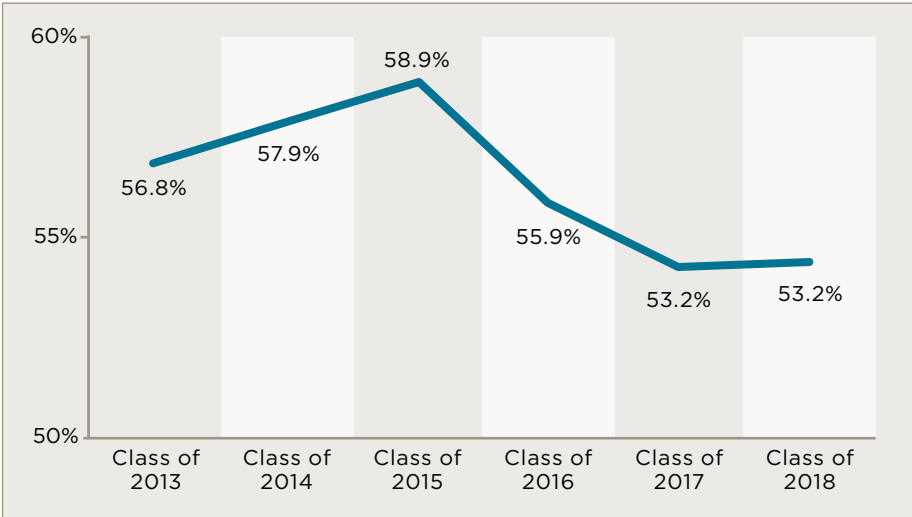


Source: Author calculations based on Ohio Department of Education SY 2020-21 [downloadable](#) files titled “District Prepared for Success” for school district data and “Building Prepared for Success” for charter and STEM schools. **Note:** Data display the percent of the high school class of 2014 (including non-graduates) who earned at least an associate degree within six years of high school. Post-secondary completion data are from the National Student Clearinghouse and include non-Ohio colleges. The **typology** averages are weighted by the number of students in the class of 2014 in each district, charter, or STEM school.

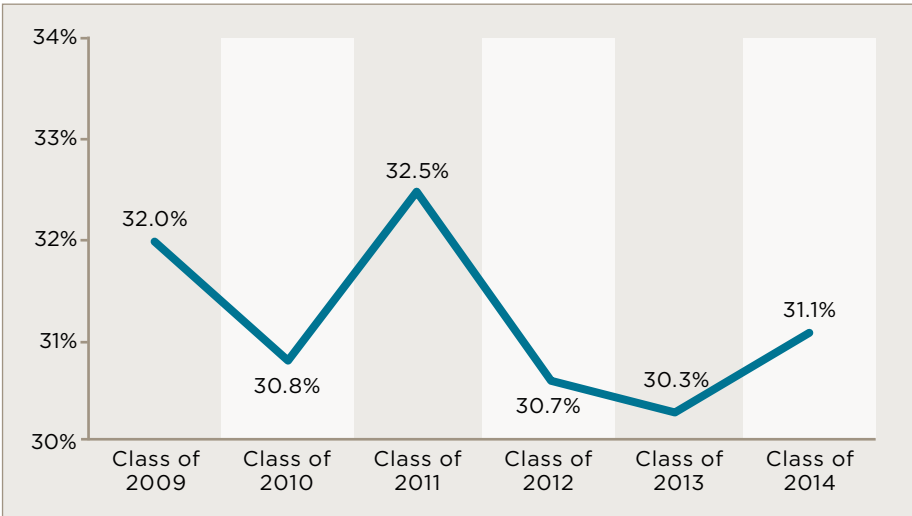
Trends in College Enrollment and Completion

College enrollment has decreased in recent years, while college completion rates have been largely flat.

COLLEGE ENROLLMENT



COLLEGE COMPLETION



Source: Ohio Department of Education, [Download Data](#), files titled "State Prepared for Success."

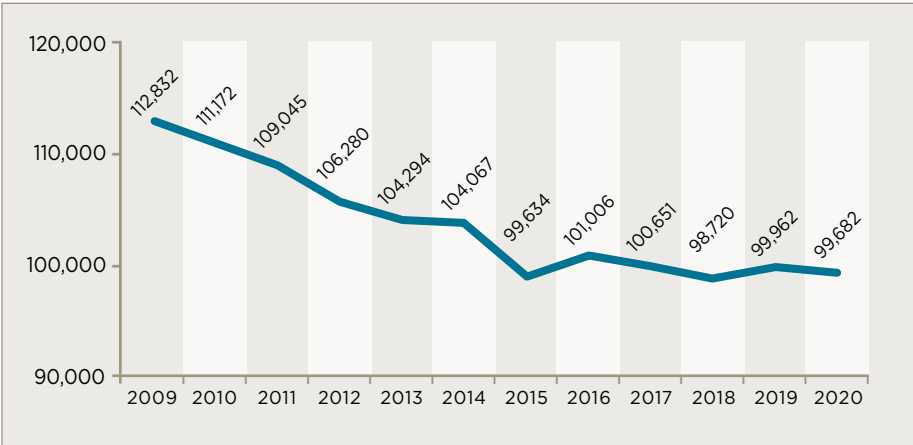
Ohio's Educators



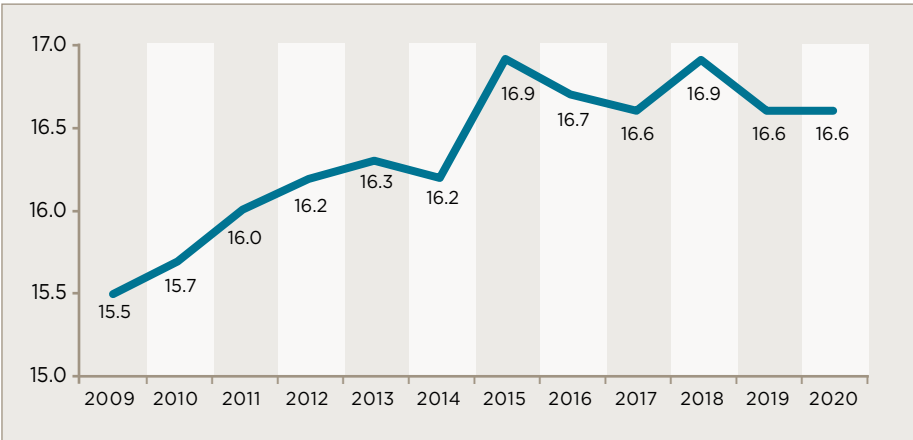
Public School Teachers

Ohio public schools employ roughly 100,000 teachers, equivalent to about 17 students per teacher. The number of teachers has declined over the past decade.

NUMBER OF TEACHERS



STUDENTS PER TEACHER



Source: DataOhio, [Education Employee Positions and Demographics—Public](#). **Note:** The number of students per teacher is calculated based on student enrollment counts reported on page 7.

Characteristics of Ohio Teachers

Three in four teachers are female, and a large majority are white. Almost all teachers hold a bachelor’s degree or higher.

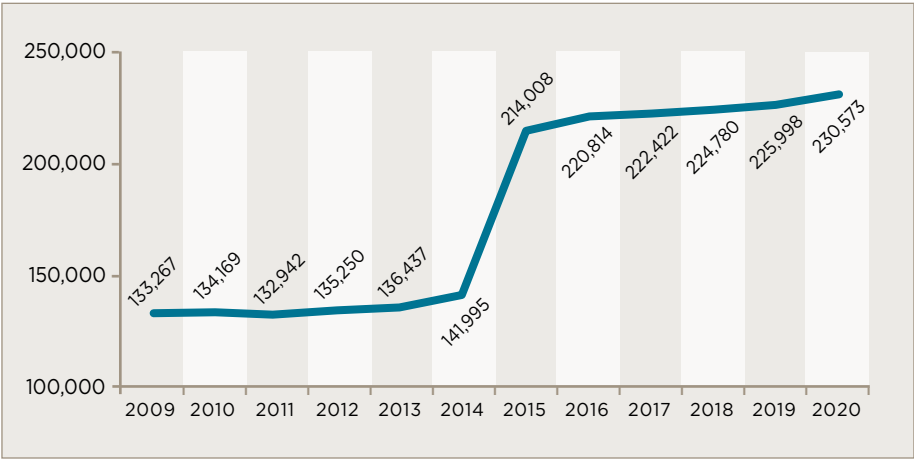
	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL TEACHERS	99,682	100
RACE OR ETHNICITY		
White	91,453	91.7
African American	4,147	4.2
Hispanic	769	<1.0
Multiracial	221	<1.0
Asian or Pacific Islander	486	<1.0
American Indian or Alaskan Native	46	<1.0
Not Specified	2,561	2.6
GENDER		
Female	79,988	75.1
Male	26,520	24.9
HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT		
Doctorate	392	<1.0
Master’s	61,766	62.0
Bachelor’s	35,158	35.3
Other Certificate	2,367	2.4

Source: DataOhio, [Education Employee Positions and Demographics—Public](#) (SY 2019-20).

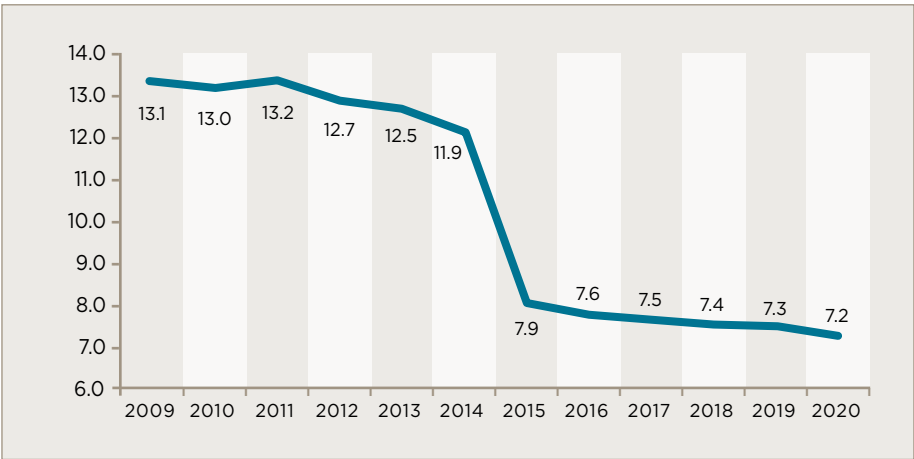
Public School Non-Teaching Employees

Ohio public schools employ just over 230,000 non-teaching employees, or about 7 students per non-teaching staff.

NUMBER OF NON-TEACHING EMPLOYEES



STUDENTS PER NON-TEACHING EMPLOYEE



Source: DataOhio, [Education Employee Positions and Demographics—Public](#). **Note:** Starting in 2015, the state appears to have changed its method for counting staff who work as student advisors, coaches, or in extracurriculars (large increases are observed across those positions). The number of students per non-teaching staff is calculated based on student enrollment counts reported on page 7.

Characteristics of Non-Teaching Employees

Ohio public schools employ more than 230,000 non-teaching staff, including administrators, instructional aides, counselors, and other support positions.

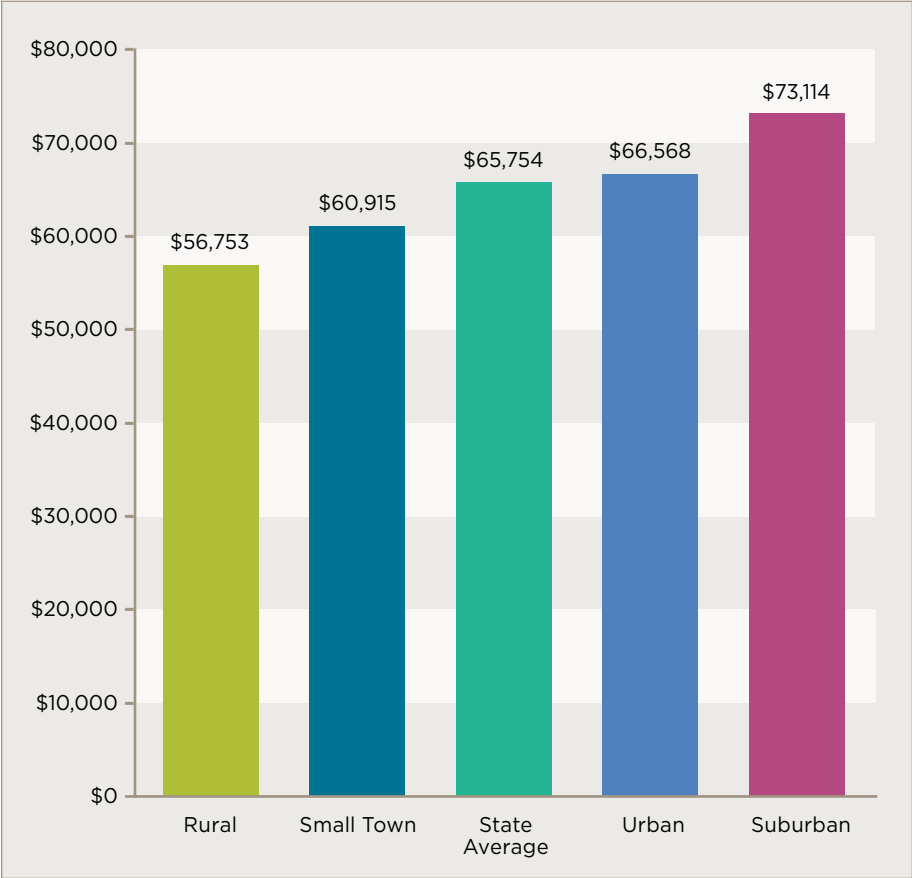
	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL NON-TEACHING STAFF	230,573	100
RACE OR ETHNICITY		
White	199,973	86.7
African American	20,130	8.7
Hispanic	2,000	<1.0
Multiracial	552	<1.0
Asian or Pacific Islander	781	<1.0
American Indian or Alaskan Native	85	<1.0
Not Specified	7,054	3.1
GENDER		
Female	152,240	66.0
Male	78,334	34.0
HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT		
Doctorate	1,254	<1.0
Master's	74,990	32.3
Bachelor's	37,383	16.2
Other Certificate/Degree Not-Applicable	116,949	43.5

Source: DataOhio, [Education Employee Positions and Demographics](#)—Public (SY 2019-20).

Note: The high percentage in the “other certificate or degree not-applicable” category is likely explained by positions that do not have specific degree requirements and thus no degree was recorded.

Teacher Salaries

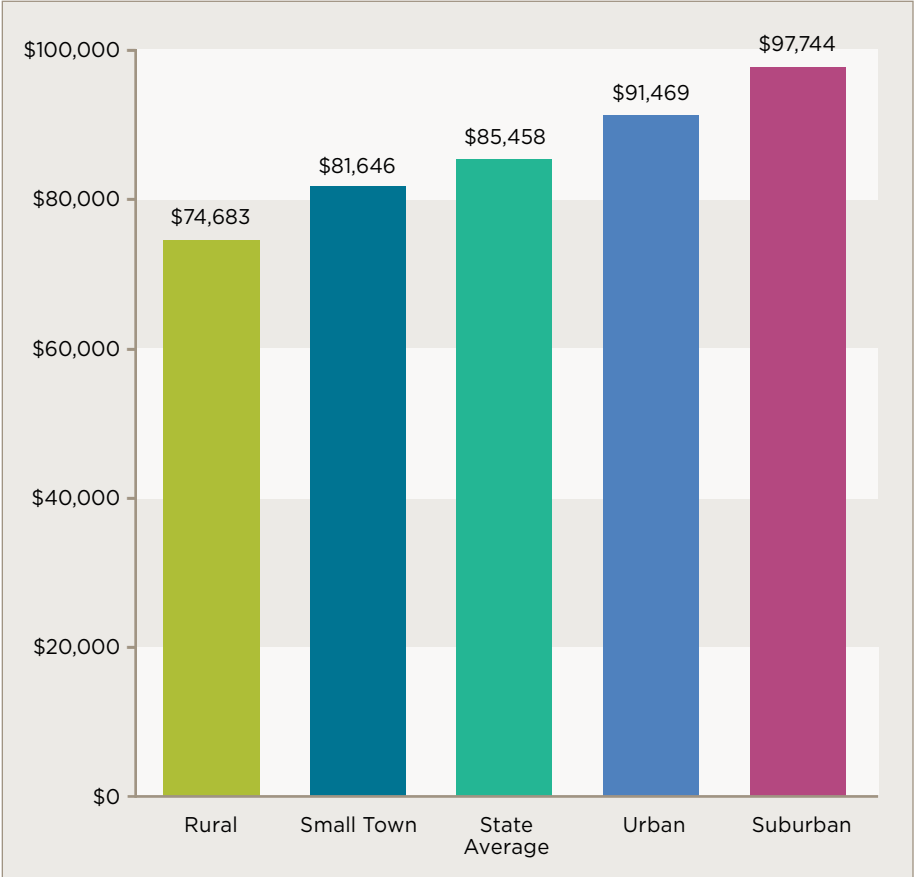
On average, public school teachers in Ohio earn about \$65,000 per year. Teachers in suburban schools typically earn more than their peers in other areas.



Source: Author calculations based on Ohio Department of Education, [District Profile Reports](#) (FY 2020). **Note:** The **typology** averages are weighted by district enrollment in SY 2019-20; charter school data are not included in this figure because they are not included in the District Profile Reports. Salary data exclude healthcare and retirement benefits.

Administrator Salaries

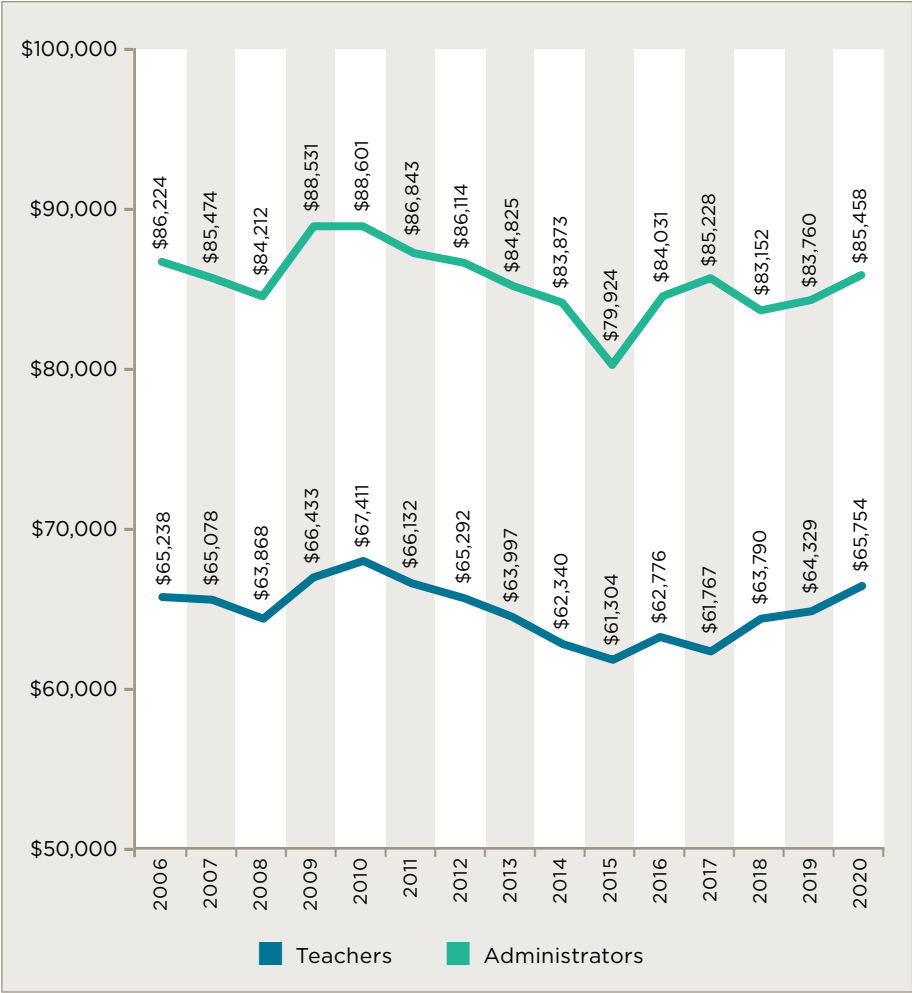
Ohio public schools employ approximately 15,000 administrators, including superintendents, treasurers, and principals. On average, they earn about \$85,000 per year with administrators in suburban schools typically earning higher salaries.



Source: Author calculations based on Ohio Department of Education, [District Profile Reports](#) (FY 2020). **Note:** The **typology** averages are weighted by district enrollment in SY 2019-20; charter school data are not included in this figure because they are not included in the District Profile Reports. Salary data exclude healthcare and retirement benefits. The administrative positions included in this figure are described on the District Profile Reports webpage.

Trends in Teacher and Administrator Salaries

Average teacher and administrator salaries declined between 2010 and 2015 but have risen since then.



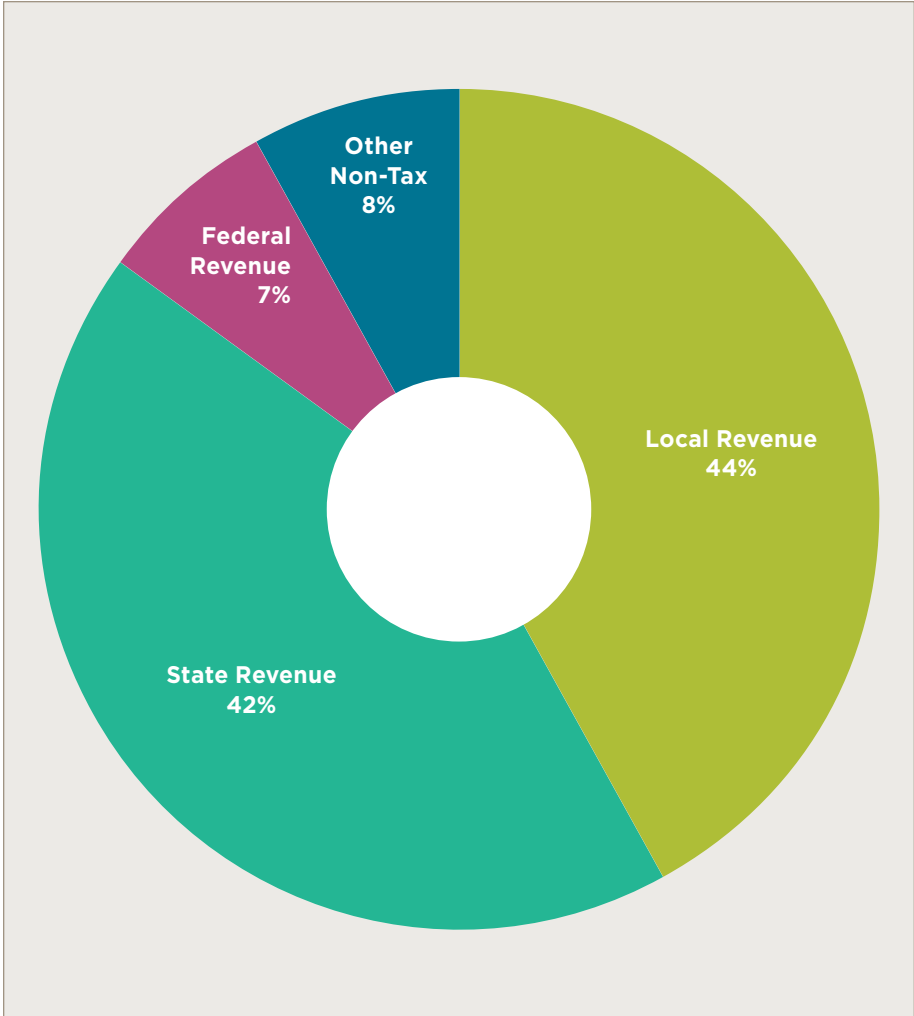
Source: Ohio Department of Education, [District Profile Reports](#) (FY 2006 to 2020). **Note:** The 2006 to 2019 salary data were adjusted to 2020 price levels using the [consumer price index](#) (CPI).

School Funding



How Ohio Funds Public Schools

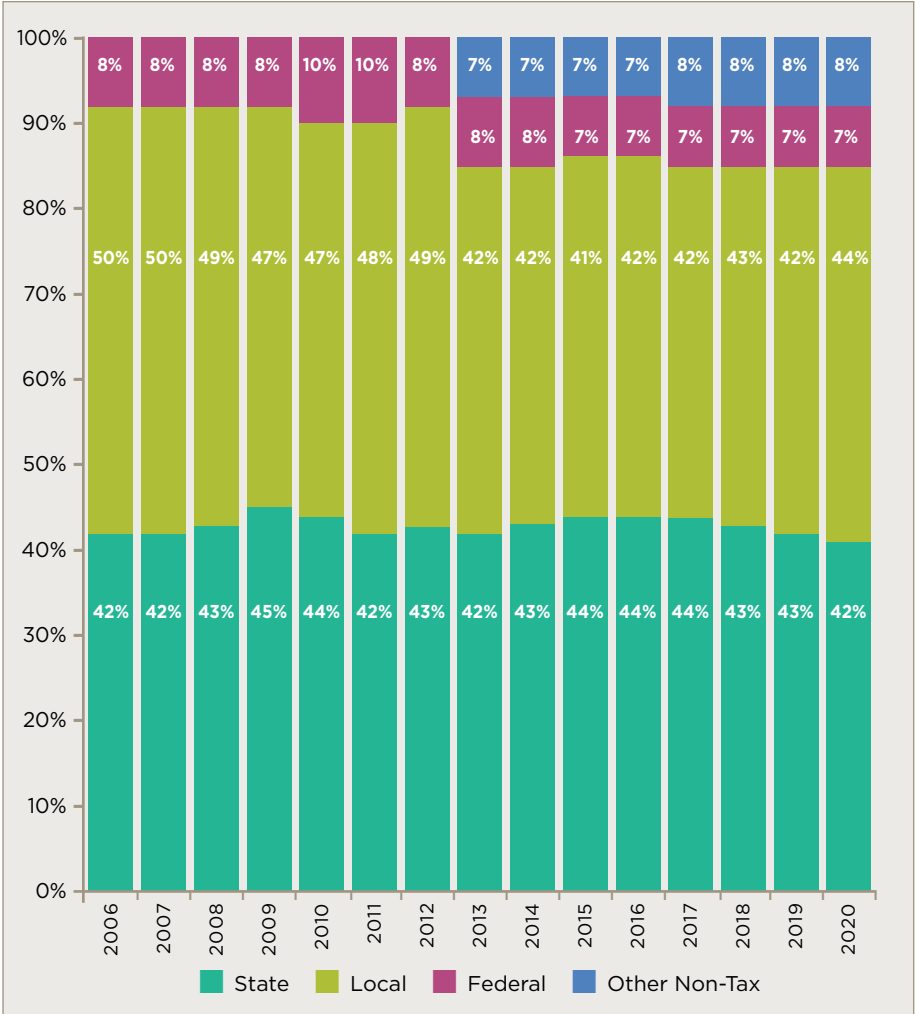
Ohio public schools receive approximately \$26 billion per year from local, state, and federal revenues, with modest non-taxpayer support. State taxpayer funds provide 42 percent of total revenues, while local taxes contribute 44 percent. Federal and non-tax revenues provide the rest.



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: FY 19](#), Table 1. The breakdown of revenue by source is from the Ohio Department of Education, [District Profile Reports](#) (FY 2020). **Note:** Other non-tax revenue includes sales of assets, fees, and investment income.

How Ohio Funds Public Schools: Trend Over Time

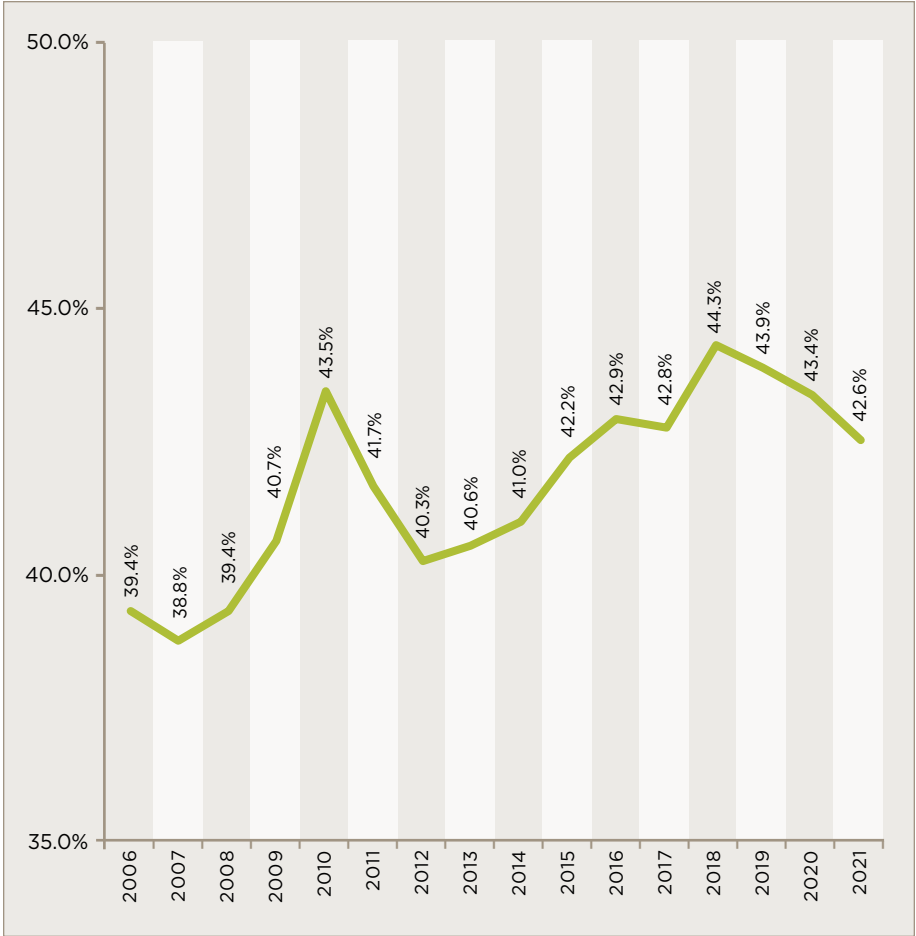
The state share of funding has remained largely consistent over the past 15 years, between 42 and 45 percent of total funding. Since 2013, the local share has been between 41 and 44 percent of overall funding.



Source: Ohio Department of Education (ODE), [District Profile Reports](#) (FY 2006 to 2020). **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.

Education in the State Budget

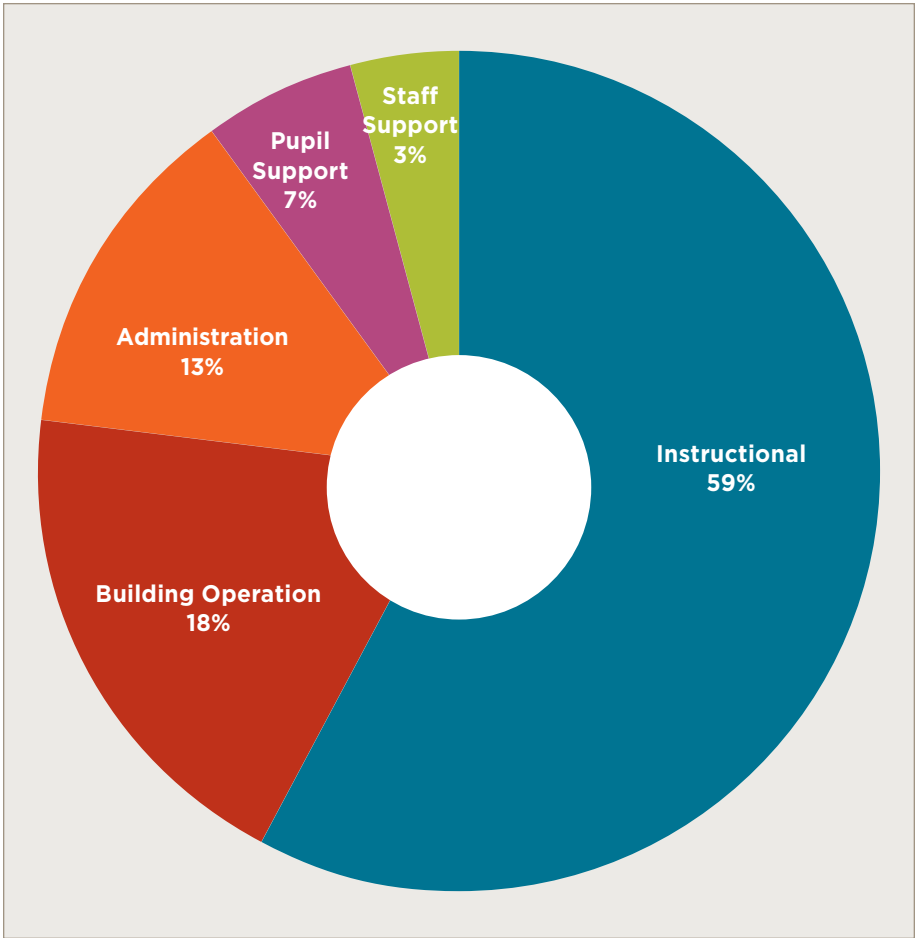
The state spends 43 percent of its overall budget on K-12 education. The share dedicated to education has generally risen since 2006, though it has declined slightly in recent years.



Source: Ohio Legislative Service Commission, [Historical Revenues and Expenditures](#), Table 2.
Note: This chart shows K-12 education spending as a percentage of the state's general revenue fund, lottery profits education fund, and local government fund. It excludes federal dollars that are included in the overall state budget (including federal funds for K-12 education).

How Funds Are Spent

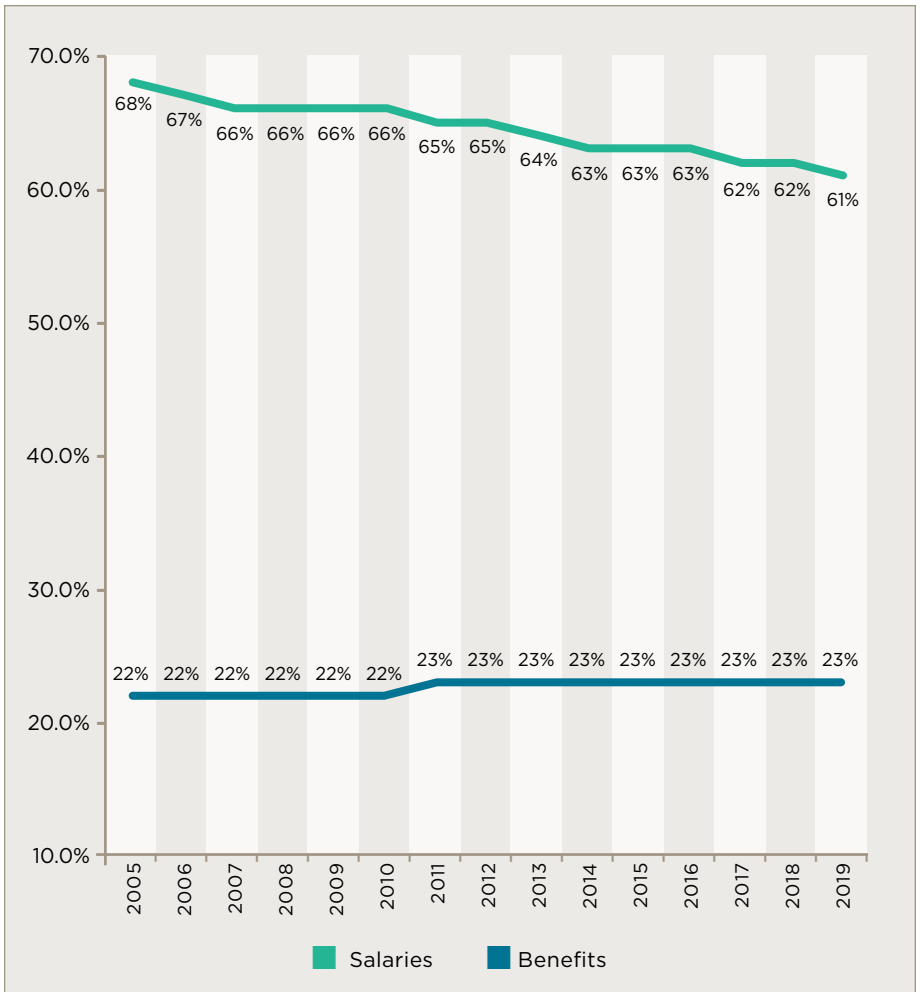
Roughly 60 percent of education funding is spent on classroom instruction. The remainder supports administration, building operations, and other activities.



Source: Ohio Department of Education (ODE), [District Profile Reports](#) (FY 2020). **Note:** The expenditure data used in this chart do not include capital outlay (e.g., construction or interest on debt); see page 76 for those expenditures.

How Funds Are Spent: Salaries and Benefits

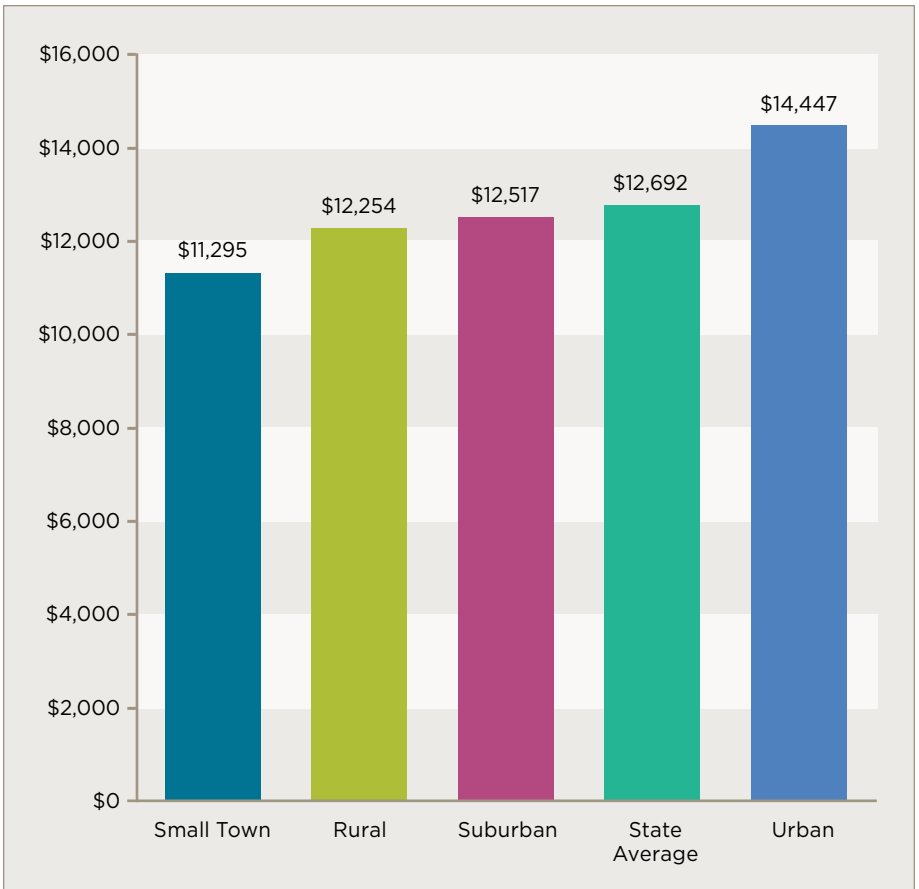
As a percentage of public schools' instructional expenses, 61 percent are spent on salaries and 23 percent go toward benefits. Educator salaries have become a smaller share of instructional spending since 2005, while benefits have remained largely consistent.



Source: U.S. Department of Education (USED), [Revenues and Expenditures for Public Elementary and Secondary Education: FY 19](#), Table 6 and the historical data are from USED, [Digest of Education Statistics](#). **Note:** Benefits include spending on retirement, healthcare, worker's compensation, and tuition reimbursement. Instructional spending on salaries and benefits do not equal 100% due to other expenses such as instructional materials and curriculum development.

Expenditure Per Pupil

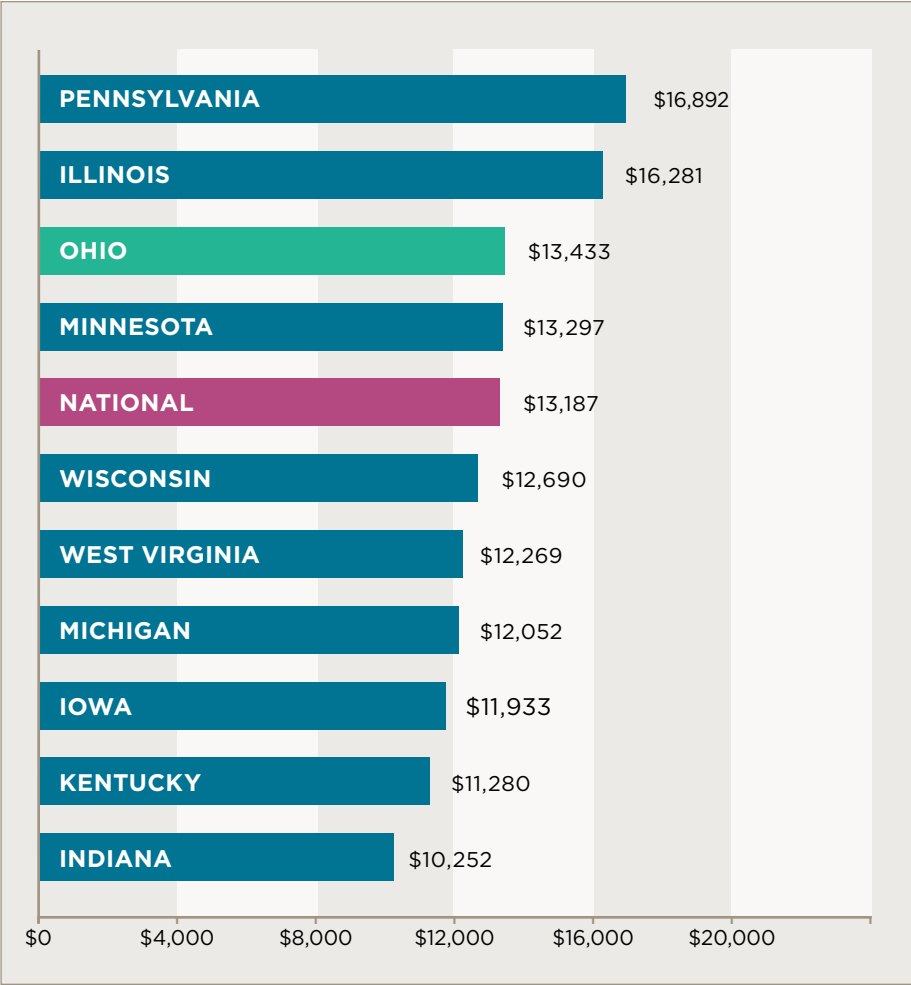
On average, Ohio schools spend \$12,692 per pupil in operational expenditures. Urban districts have the highest per pupil expenditures (\$14,447), while small town districts spend the least (\$11,295 per pupil).



Source: Author calculations based on data from the Ohio Department of Education, [District Profile Reports](#) (FY 2020). **Note:** The **typology** average per-pupil expenditures are weighted by district enrollment in SY 2019-20. Charter schools are not included in these data because they are not included in the District Profile Reports. The expenditure data used for this chart exclude capital outlay (e.g., construction or interest on debt).

Expenditure Per Pupil Compared to Nearby States

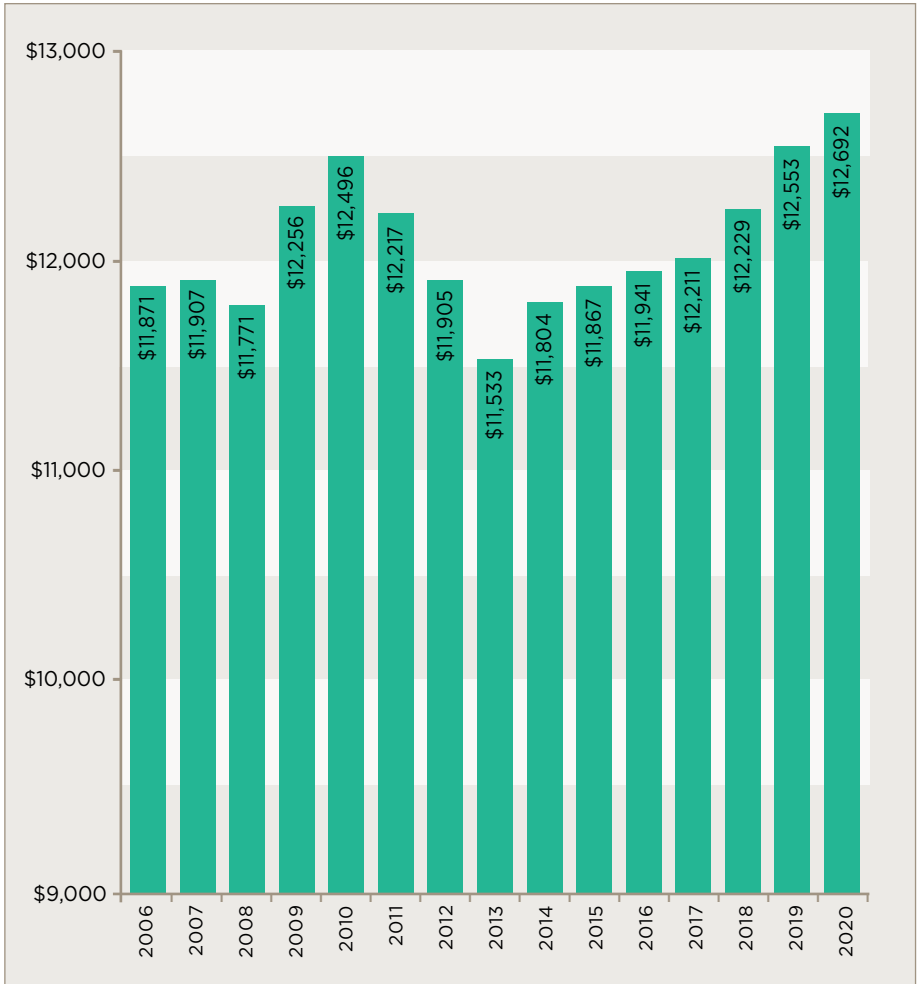
Ohio spends slightly more than the national average and more than most nearby states, but falls below Pennsylvania and Illinois.



Source: U.S. Department of Education (USED), [Revenues and Expenditures for Public Elementary and Secondary Education: FY 19](#), Table 4. **Note:** The chart displays operational expenditures per pupil (excluding capital expenses such as construction and interest on debt). The data are from 2018-19, the most recently published national statistics. Likely due to reporting differences, USED and ODE funding data (as displayed in other figures) may not exactly match.

Public School Expenditures Over Time

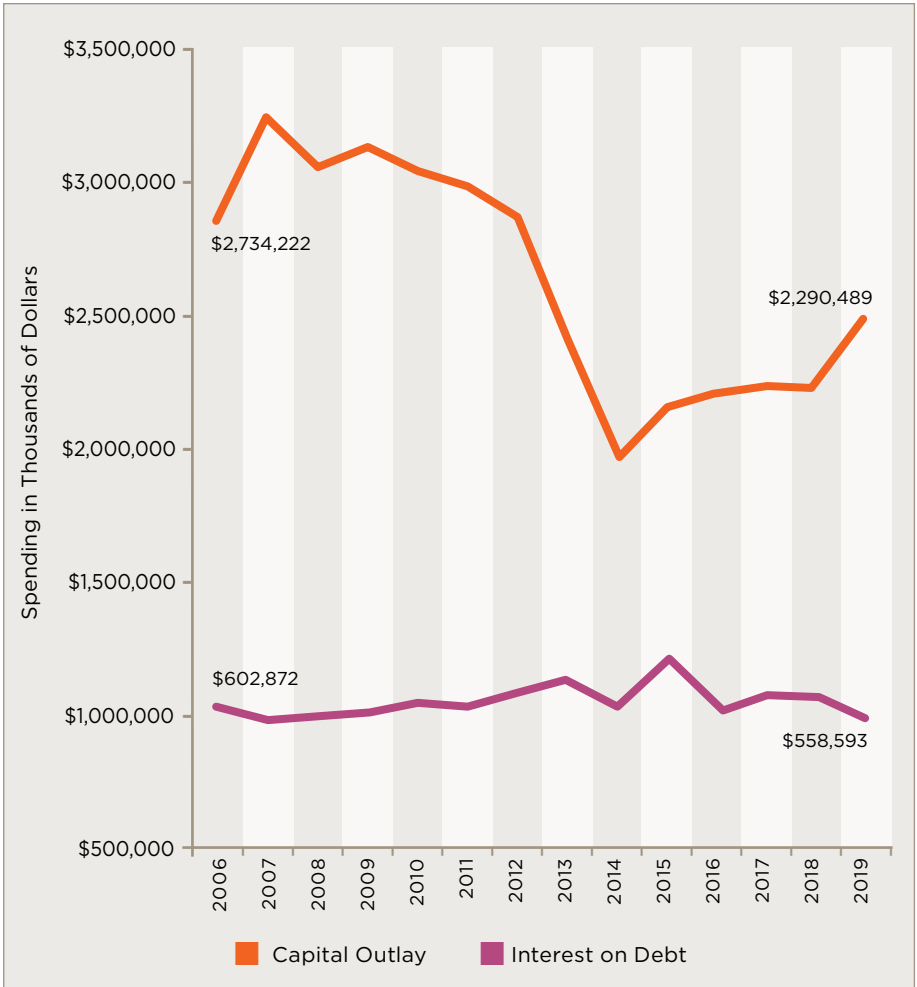
Statewide, inflation-adjusted expenditures per pupil have ranged from \$11,500 to \$12,700 per pupil. over the past decade. In 2020, spending was at its highest point during the period displayed below.



Source: Ohio Department of Education, [District Profile Reports \(FY 2006 to 2020\)](#). **Note:** Statewide expenditures per pupil for FY 2006-19 are inflation-adjusted to 2020 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#).

Capital Outlay and Debt Service

Ohio public schools spend more than \$2 billion per year on capital outlay—expenditures on construction, land, and equipment—and roughly \$500 million on interest on debt.



Note: U.S. Department of Education (USED), [Revenues and Expenditures for Public Elementary and Secondary Education: FY 19](#), Table 7 and the historical data are from USED, [Digest of Education Statistics](#). For FY 2006-18, expenditures are inflation-adjusted to 2019 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#).





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