

A photograph of a teacher with long brown hair, wearing a pink cardigan over a striped shirt, leaning over a desk to assist a young boy with red-rimmed glasses who is writing in a notebook. Other students are visible in the background, also working at their desks. The scene is set in a bright classroom with a blue pom-pom hanging from the ceiling.

FEBRUARY 2017

OHIO EDUCATION BY THE NUMBERS

2017 EDITION

THOMAS B.
FORDHAM
INSTITUTE

ADVANCING EDUCATIONAL EXCELLENCE



The Thomas B. Fordham Institute promotes educational excellence for every child in America via quality research, analysis, and commentary, as well as advocacy and charter school authorizing in Ohio. It is affiliated with the Thomas B. Fordham Foundation, and this publication is a joint project of the Foundation and the Institute. For further information, please visit our website at www.edexcellence.net. The Institute is neither connected with nor sponsored by Fordham University.



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INTRODUCTION



We welcome you to the first edition of the Fordham Institute's *Ohio Education By the Numbers*. This guidebook is designed with busy policy makers, journalists, and civic and business leaders in mind. It offers simple and easy-to-use vital statistics about Ohio's schools and the students they serve. We hope you'll consider keeping this publication close by as a convenient desk reference, in your briefcase, or (if you're reading this online) book-marked on your web browser.

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 how many pursue post-secondary education. In addition, we present a few key statistics on how much Ohio taxpayers contribute to K-12 education and how those dollars are spent.

As every Ohioan knows, the Buckeye State is large and varied. It has bustling metropolitan areas, charming small towns, quiet farming communities, and remote rural areas. Our students are just as diverse as the state itself. In this guidebook, we include statistics broken out by various student characteristics and geographic regions. We hope these data points will sharpen all of our understanding of education, even in our own backyards.

It's important to bear in mind that this guidebook does not intend to answer why the data appear the way they do. The tables and charts that follow purely describe the state of Ohio education, at face value; they are not an evaluation of our schools or education policies. At the same time, we

encourage readers to use these facts to start productive conversations about how we can all make Ohio a great place for our young people to grow, learn, and thrive.

We invite your thoughts and feedback on how we can make this guide more useful in future editions. Meanwhile, we at the Fordham Institute are always interested in discussing what interests you, whether data or policy related. You can check us out online at www.edexcellence.net/ohio-policy, or reach us at ohiogadfly@edexcellence.net or 614-223-1580. We'd love to talk.

Finally, we must acknowledge that much inspiration was gained from the [Rodel Foundation of Delaware](#). They annually release a best-in-class guidebook on the First State's education system, and we apply some of their ideas in this publication. On the Fordham team, we thank Jeff Murray, Jamie Davies O'Leary, Jessica Poiner, and Sarah Souders for their thoughts and assistance during the drafting and production process; and we offer our deepest gratitude to Stephanie Henry who designed the publication.

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	1,682,031	100
RACE OR ETHNICITY		
White	1,196,369	71.1
African American	278,021	16.5
Hispanic	87,229	5.2
Multiracial	81,002	4.8
Asian or Pacific Islander	37,318	2.2
American Indian or Alaskan Native	2,091	<1
GENDER		
Female	819,715	48.7
Male	862,316	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	839,250	49.9
Students with Disabilities	243,737	14.5
English Language Learner	45,769	2.7
Identified as Gifted	244,183	14.5

Public school enrollment statistics include charter school students, but do not include voucher students, pupils attending non-public schools, or home schooled students. Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

PUBLIC SCHOOL ENROLLMENT BY GRADE LEVEL

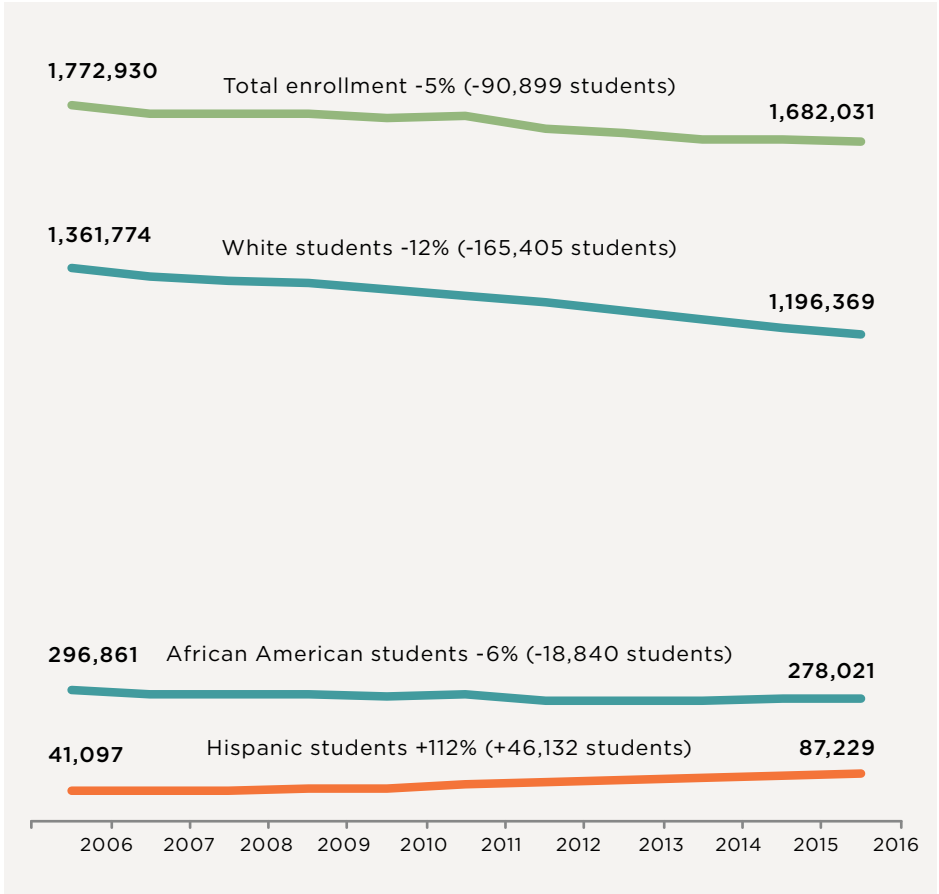
Ohio has approximately 130,000 public school students per grade level.

GRADE LEVEL	ENROLLMENT	PERCENT OF ENROLLMENT
Kindergarten	113,804	6.9
First Grade	128,460	7.8
Second Grade	130,014	7.9
Third Grade	132,293	8
Fourth Grade	128,445	7.8
Fifth Grade	125,814	7.6
TOTAL ELEMENTARY SCHOOL	758,830	
Sixth Grade	129,237	7.9
Seventh Grade	129,981	7.9
Eighth Grade	130,764	8
TOTAL MIDDLE SCHOOL	389,982	
Ninth Grade	141,595	8.6
Tenth Grade	133,081	8.1
Eleventh Grade	112,857	6.9
Twelfth Grade	108,292	6.6
TOTAL HIGH SCHOOL	495,825	

A small number of students are reported as enrolled in preschool or in a non-graded grade level.
 Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

PUBLIC SCHOOL ENROLLMENT TREND BY RACE OR ETHNICITY

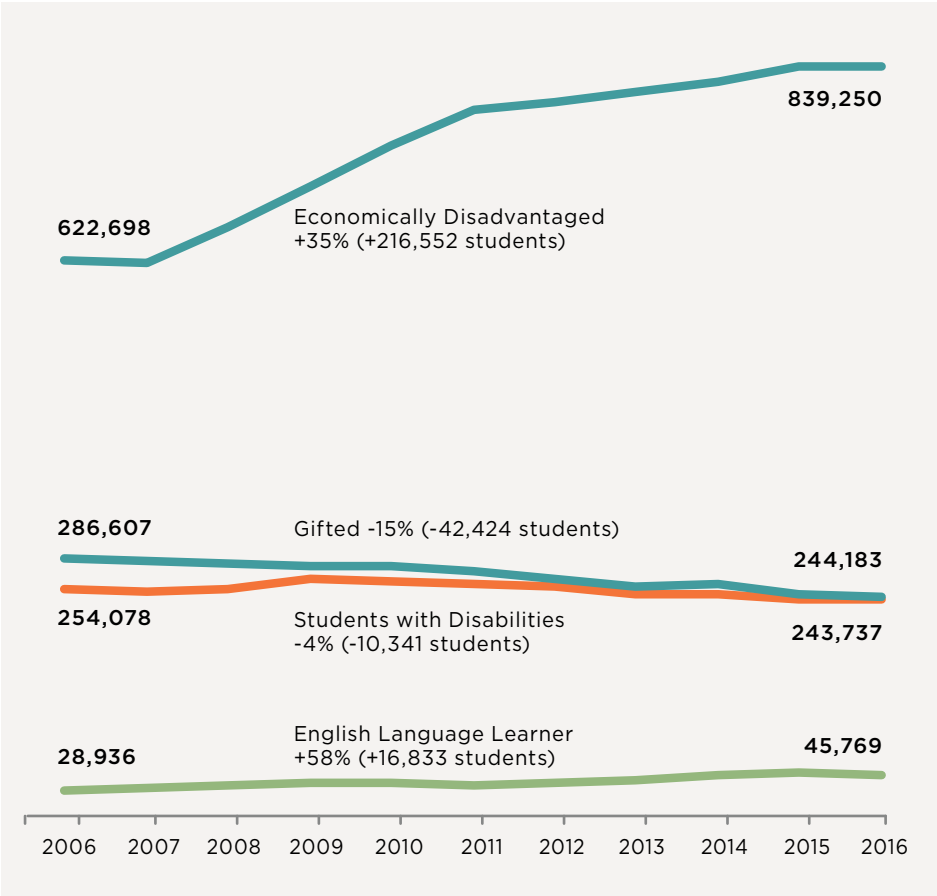
Overall public school enrollment has been trending slightly downward, though some racial and ethnic subgroups have increased.



For display purposes several subgroups are omitted. From 2006 to 2016, the multiracial subgroup increased from 46,698 to 81,002 (+74%); Asian/Pacific Islander subgroup increased from 24,029 to 37,318 (+55%); the American Indian or Alaskan Native subgroup declined from 2,470 to 2,091 (-15%). Source: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2015-16). The chart displays the spring part of the school year, a convention used throughout this guide.

PUBLIC SCHOOL ENROLLMENT TREND BY SELECTED CHARACTERISTICS

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



Through the federal Community Eligibility Program, a certain number of students are deemed economically disadvantaged, even though they do not meet the low-income guidelines for federal subsidized lunch (which typically leads to identification as economically disadvantaged). Sources: Ohio Department of Education, [Advanced Reports](#) (SY 2005-06 to 2015-16). For more on subsidized meals eligibility, see U.S. Department of Agriculture, [Income Eligibility Guidelines](#) and Ohio Department of Education, [Community Eligibility Provision](#).

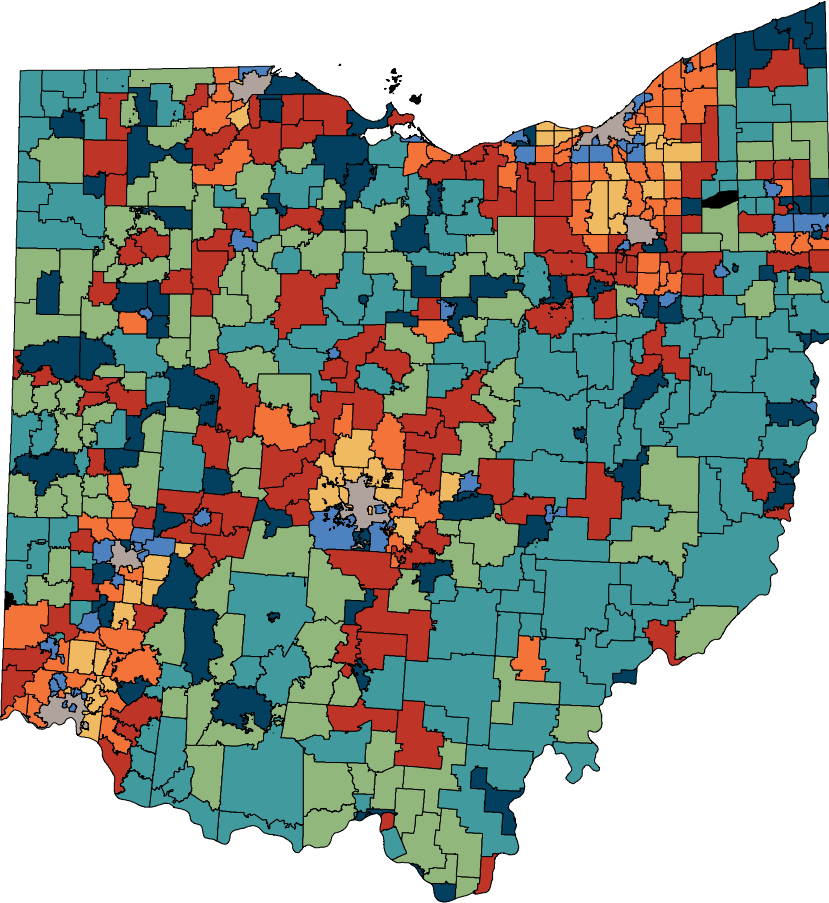
PUBLIC SCHOOL STUDENTS BY TYPOLOGY

A majority of Ohio students reside in urban and 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
Rural: High Poverty	123	12	155,442	9.3
Rural: Average Poverty	106	2	100,414	6
Small Town: Low Poverty	111	4	173,090	10.3
Small Town: High Poverty	89	15	187,531	11.2
Suburban: Low Poverty	77	6	308,789	18.4
Suburban: Very Low Poverty	46	2	242,144	14.4
Urban: High Poverty	47	56	218,479	13
Urban: Very High Poverty	8	252	256,131	15.2
E-schools	0	24	38,022	2.3
TOTAL	607	373	1,680,042	100

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. Sources: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16) and [District Typologies](#).

OHIO SCHOOL DISTRICTS AND TYPOLOGIES



LEGEND

- Rural: High Student Poverty
- Rural: Average Student Poverty
- Small Town: Low Student Poverty
- Small Town: High Student Poverty
- Suburban: Low Student Poverty
- Suburban: Very Low Student Poverty
- Urban: 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 the large majority are identified as economically disadvantaged.

STUDENT CHARACTERISTICS	URBAN	
	NUMBER	PERCENTAGE
RACE OR ETHNICITY		
White	178,139	38.2
African American	207,388	44.4
Hispanic	42,247	9.1
Multiracial	31,167	6.7
Asian or Pacific Islander	7,291	1.6
American Indian or Alaskan Native	397	<1
GENDER		
Female	228,069	48.7
Male	240,828	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	385,483	82.2
Students with Disabilities	82,788	17.7
English Language Learner	25,737	5.5
Identified as Gifted	33,522	7.1

Includes students attending urban brick-and-mortar charter schools. This table combines districts and charters in both of the urban typologies (i.e., urban: very high poverty and urban: high poverty). Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16)

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	424,545	77.2
African American	51,024	9.3
Hispanic	22,862	4.2
Multiracial	25,861	4.7
Asian or Pacific Islander	25,466	4.6
American Indian or Alaskan Native	231	<1
GENDER		
Female	267,633	48.6
Male	283,069	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	135,772	24.7
Students with Disabilities	66,881	12.1
English Language Learner	15,396	2.8
Identified as Gifted	131,114	23.8

Includes a small number of students attending brick-and-mortar charter schools (note, pg. 9). This table combines districts and charters in both of the suburban typologies (i.e., suburban: very low poverty and suburban: low poverty). Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

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	317,742	88.6
African American	9,088	2.5
Hispanic	15,064	4.2
Multiracial	14,734	4.1
Asian or Pacific Islander	1,785	<1
American Indian or Alaskan Native	<30	<1
GENDER		
Female	175,092	48.6
Male	185,063	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	165,011	45.8
Students with Disabilities	49,056	13.6
English Language Learner	2,306	<1
Identified as Gifted	46,453	12.9

Includes a small number of students attending small town brick-and-mortar charter schools (note, pg. 9). This table combines districts and charters in both of the small town typologies (i.e., small town: high poverty and small town: low poverty). Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

PUBLIC SCHOOL STUDENTS IN RURAL AREAS

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

STUDENT CHARACTERISTICS	RURAL	
	NUMBER	PERCENTAGE
RACE OR ETHNICITY		
White	243,390	96.3
African American	1,019	<1
Hispanic	3,755	1.5
Multiracial	4,573	1.8
Asian or Pacific Islander	127	<1
American Indian or Alaskan Native	<30	<1
GENDER		
Female	124,510	48.8
Male	130,825	51.2
OTHER CHARACTERISTICS		
Economically Disadvantaged	122,769	48.1
Students with Disabilities	36,472	14.3
English Language Learner	780	<1
Identified as Gifted	32,465	12.7

Includes a small number of students attending rural brick-and-mortar charter schools (note, pg. 9). This table combines districts and charters in both of the rural typologies (i.e., rural: average poverty and rural: high poverty). Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

OHIO'S TWENTY LARGEST DISTRICTS (2015-16)

	SCHOOL DISTRICT	COUNTY	ENROLLMENT
1	Columbus City	Franklin	49,696
2	Cleveland Metropolitan School District	Cuyahoga	39,125
3	Cincinnati City	Hamilton	33,999
4	Toledo City	Lucas	21,983
5	South-Western City	Franklin	21,710
6	Akron City	Summit	21,126
7	Olentangy Local	Delaware	19,034
8	Electronic Classroom Of Tomorrow	N/A	15,407
9	Hilliard City	Franklin	15,399
10	Lakota Local	Butler	15,106
11	Dublin City	Franklin	14,831
12	Westerville City	Franklin	14,256
13	Dayton City	Montgomery	13,902
14	Parma City	Cuyahoga	10,829
15	Mason City	Warren	10,326
16	Hamilton City	Butler	9,987
17	Pickerington Local	Fairfield	9,894
18	Worthington City	Franklin	9,679
19	Ohio Virtual Academy	N/A	9,178
20	Fairfield City	Butler	9,111

Statewide e-schools are considered equivalent to a school district; because they enroll students across Ohio, no county is listed. This table does not include charter students as part of the district's student population.

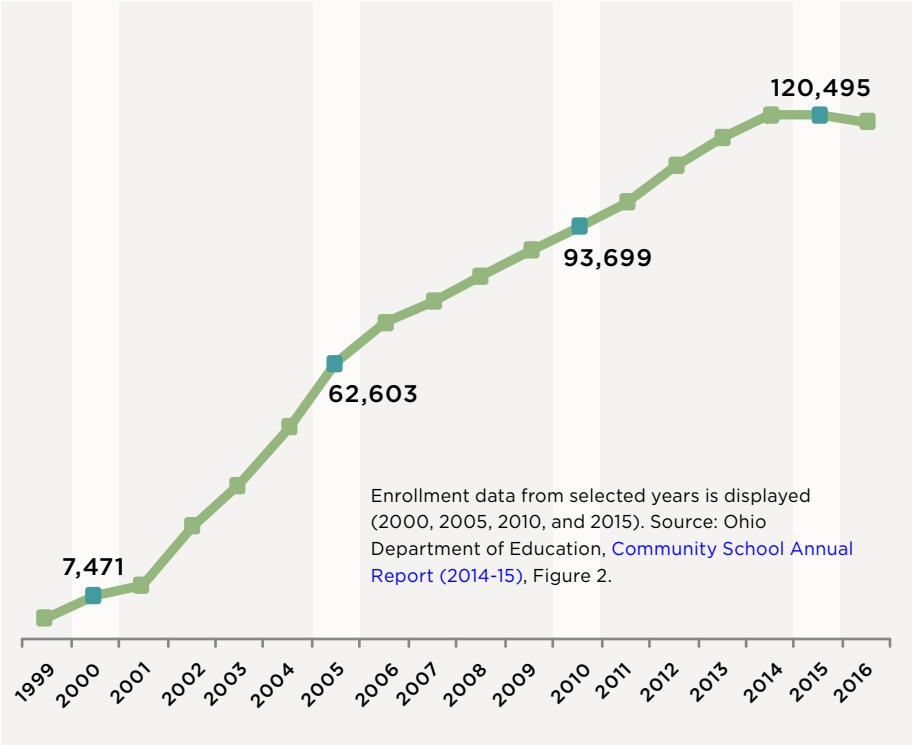
SCHOOL OPTIONS: PUBLIC CHARTER SCHOOLS

Ohio has more than 350 charter schools, serving roughly 120,000 students. Enrollment has increased over time, though levelled in recent years.

	NUMBER OF SCHOOLS	ENROLLMENT	PERCENT OF CHARTER ENROLLMENT
GENERAL EDUCATION CHARTER SCHOOLS			
Brick and Mortar	267	69,396	58.7
Online	12	32,901	27.8
DROPOUT RECOVERY CHARTER SCHOOLS			
Brick and Mortar	82	10,902	9.2
Online	12	5,121	4.3
TOTALS	373	118,320	100

Data are for 2015-16. Charters are public, nonprofit, non-sectarian schools that operate independent of school districts. Source: Ohio Department of Education, [Ohio School Report Cards](#) and [Directory of Community Schools](#).

SCHOOL OPTIONS: PUBLIC CHARTER SCHOOLS

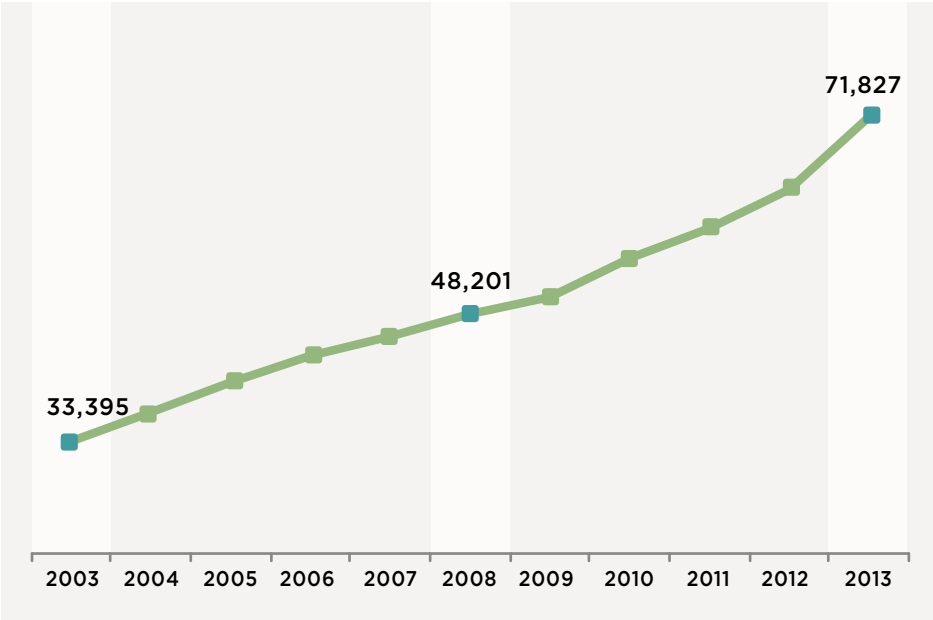


SCHOOL OPTIONS: INTERDISTRICT OPEN ENROLLMENT

More than three in four Ohio districts allow interdistrict open enrollment. The number of students participating in open enrollment has increased over time.

	NO OPEN ENROLLMENT	ADJACENT DISTRICTS	ANY DISTRICT
Districts	118	53	481
Percent of Districts	18%	8%	74%

Table displays districts' open enrollment policy for 2016-17. Districts may elect to accept incoming open enrollees (non-resident pupils) from any district in Ohio, only adjacent districts, or prohibit open enrollees. Table includes joint vocational and traditional districts. Source: Ohio Department of Education, [Open Enrollment Listing](#).



Enrollment for selected years is displayed (2003, 2008, 2013). Source: Ohio Department of Education, [Ohio Open Enrollment Task Force](#).

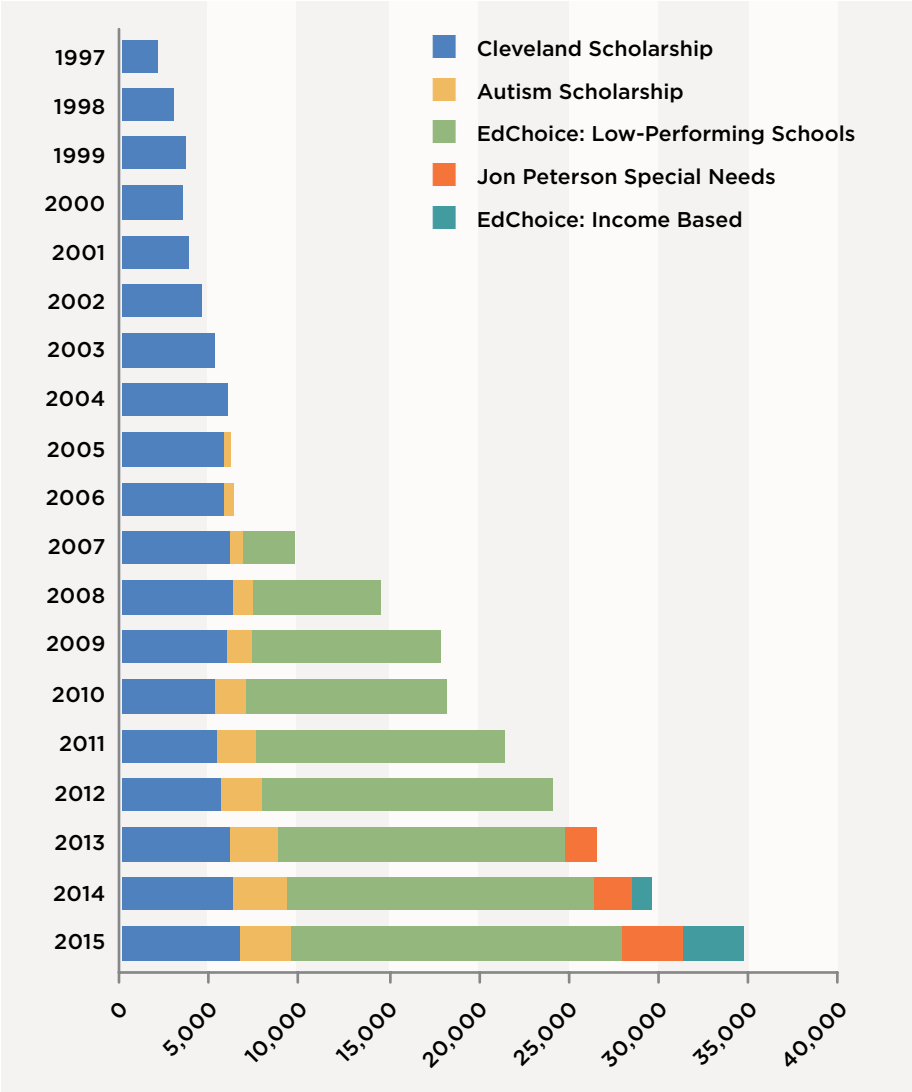
SCHOOL OPTIONS: SCHOLARSHIPS/VOUCHERS

More than 30,000 students use a scholarship or “voucher” to attend a non-public school. Overall scholarship participation has increased over time.

VOUCHER PROGRAM	ENROLLMENT	ELIGIBILITY
EdChoice: Income Based	3,423	Students from lower income families; currently limited to pupils in grades K-3.
Jon Peterson Special Needs	3,347	Students with a disability and current IEP
EdChoice: Low-Performing Schools	18,401	Students assigned to a low-rated school.
Autism Scholarship	2,981	Students with autism and current IEP
Cleveland Scholarship	6,558	Students living in the boundary of Cleveland school district

For more detailed information on eligibility requirements, see the Ohio Department of Education’s scholarships [webpage](#). Enrollment data are from 2014-15. Source: American Federation for Children, [School Choice Yearbook \(2015-16\)](#).

SCHOOL OPTIONS: SCHOLARSHIPS/VOUCHERS



Sources: American Federation for Children, [School Choice Yearbook \(2015-16\)](#) and School Choice Ohio, [Annual Report \(2015\)](#).

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	707	172,990	Private schools that are chartered by the state
Non-Chartered, Non-Tax Supported Schools	333	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state
Home Schooling	Not Applicable	26,565	Parents choose to educate their child at home

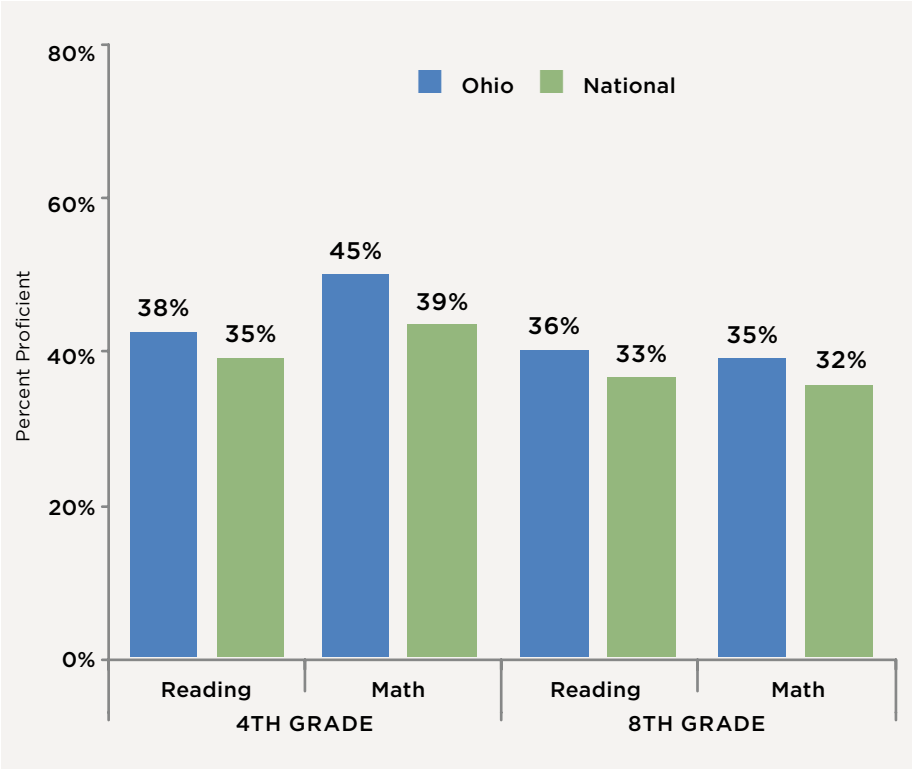
Chartered non-public schools should not be confused with public charter schools (also known as “community schools”). Sources: Ohio Department of Education, [Enrollment Data: Fall Enrollment \(ADM\)-October 2015 Non-Public Buildings](#); Ohio Department of Education, [Non-Chartered Non-Tax School Information](#); Ohio Department of Education, [Home Schooling](#); Ohio Department of Education, [Facts and Figures: Ohio Pre K-16 Stats 2014-15](#).



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.



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 typically possible with state-administered exams. Source: National Assessment of Educational Progress, [Math](#) and [Reading](#) Assessments.

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 generally been between 10th and 20th for the past decade.

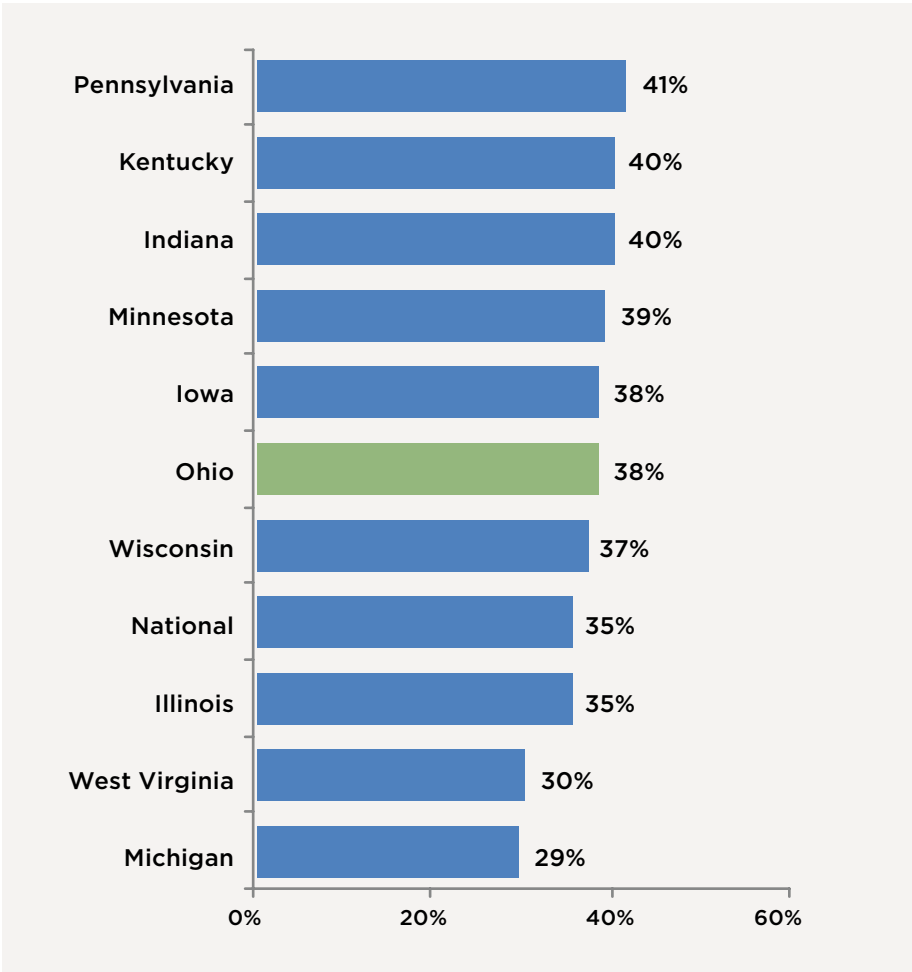
NATIONAL RANK							
	2003	2005	2007	2009	2011	2013	2015
4th Grade Reading	18	18	11	15	16	20	18
4th Grade Math	14	10	9	13	15	15	14
8th Grade Reading	17	17	11	12	16	19	29
8th Grade Math	18	16	22	24	15	11	18

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

NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

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

FOURTH GRADE READING

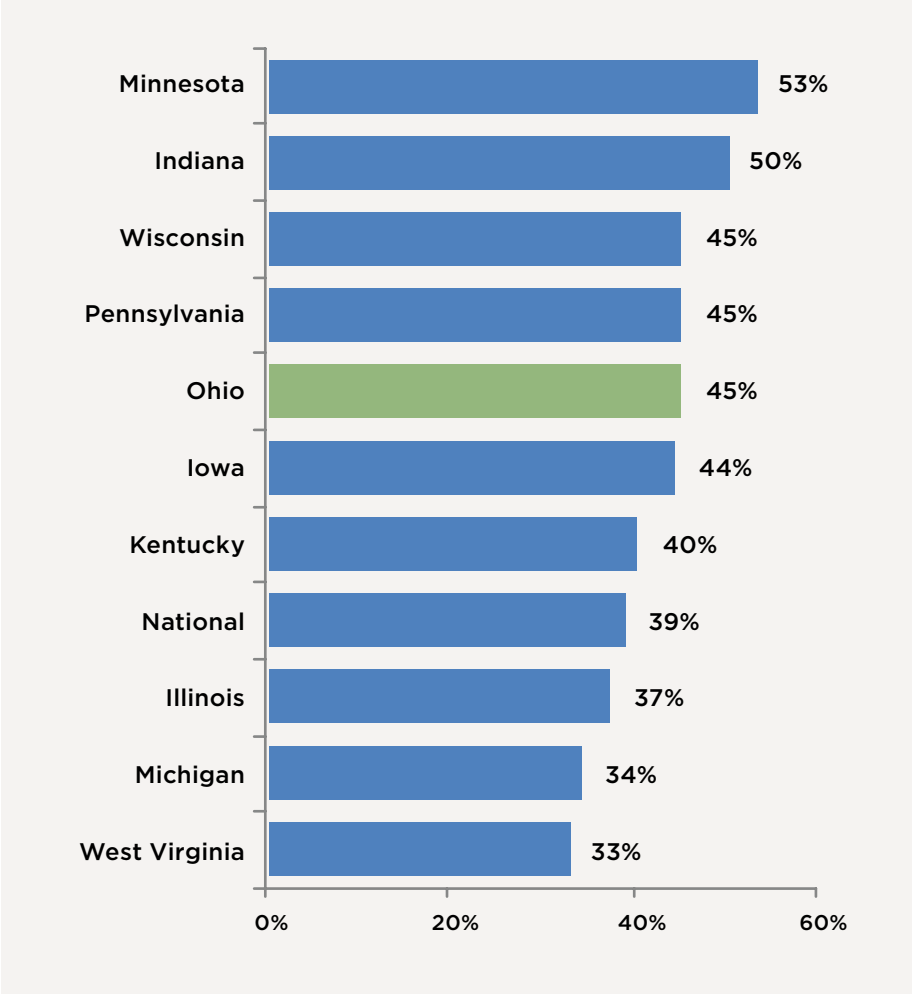


Data are from the 2015 NAEP exams. Source: National Assessment of Educational Progress, [Math](#) and [Reading](#) Assessments.

NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

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

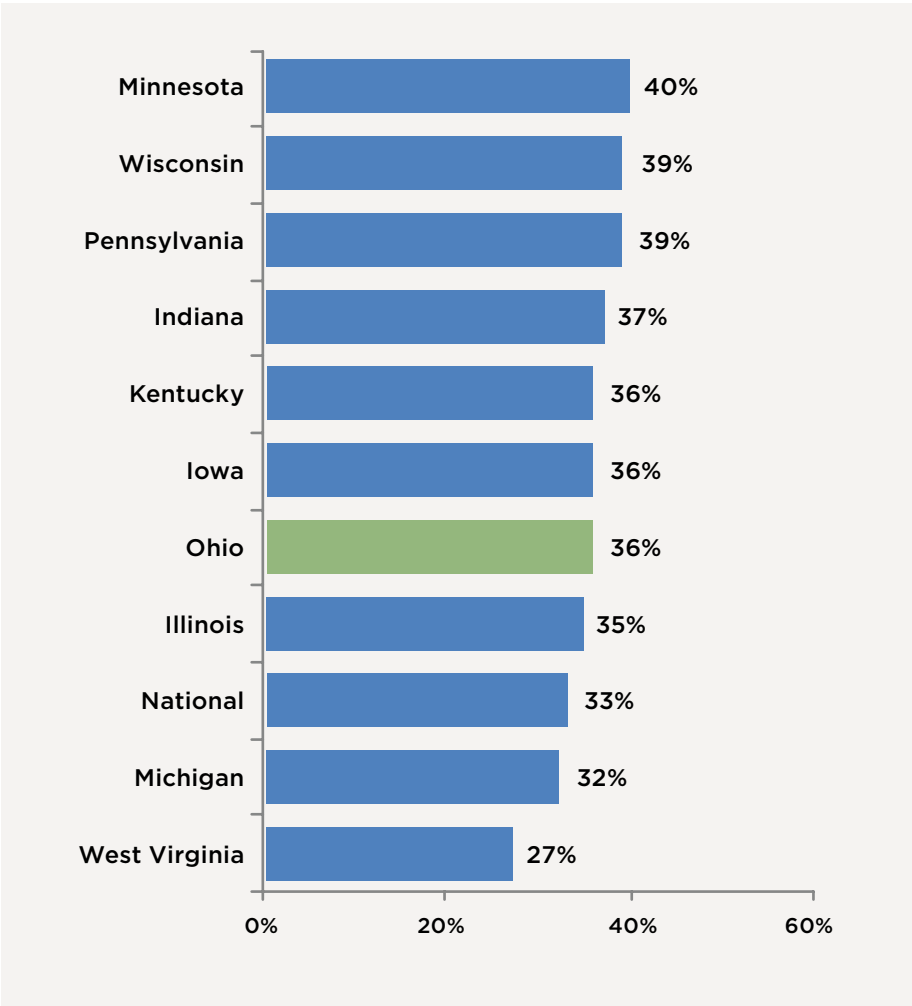
FOURTH GRADE MATH



NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

When compared to nearby states, Ohio ranks 7th out of 10 in eighth grade reading proficiency.

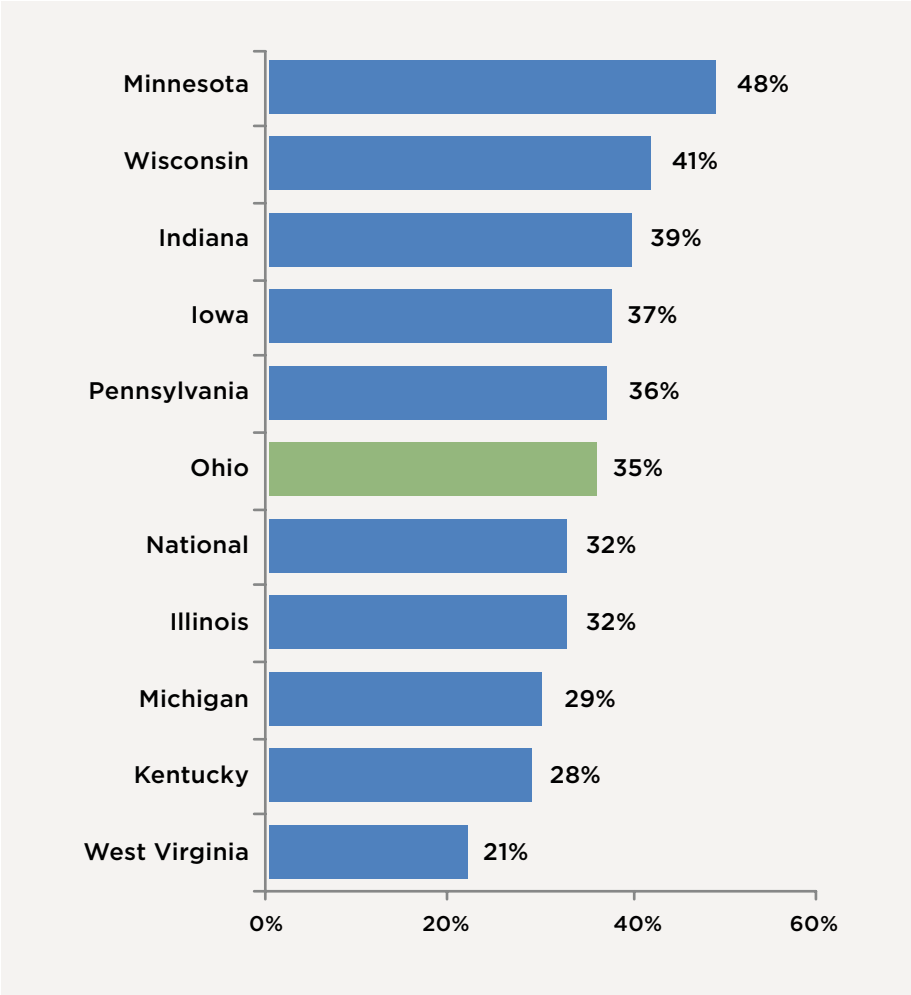
EIGHTH GRADE READING



NATIONAL EXAMS: HOW OHIO COMPARES TO NEARBY STATES

When compared to nearby states, Ohio ranks 6th out of 10 in eighth grade math proficiency.

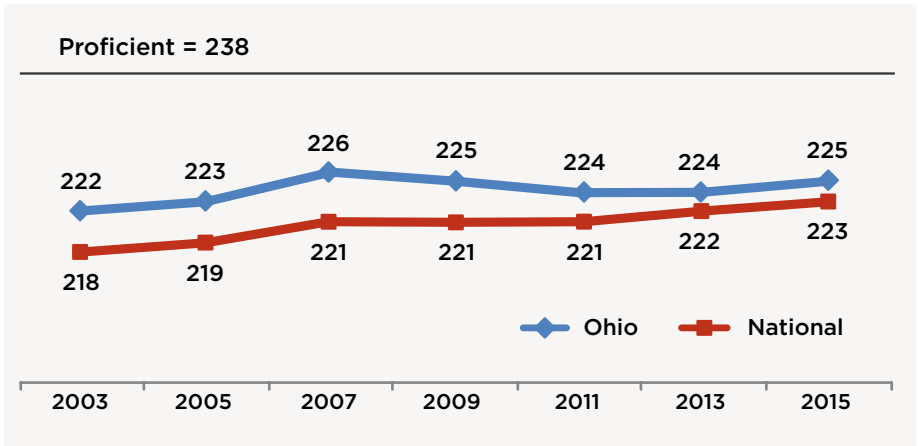
EIGHTH GRADE MATH



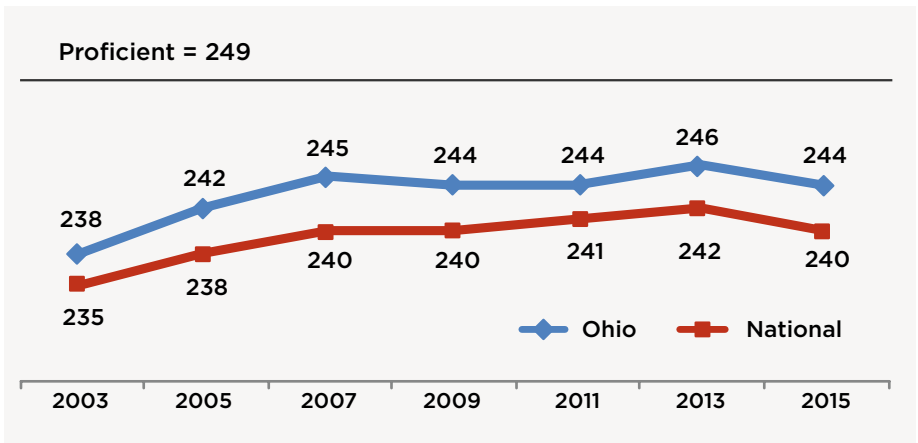
NATIONAL EXAMS: OHIO'S NAEP SCORES OVER TIME

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

FOURTH GRADE READING



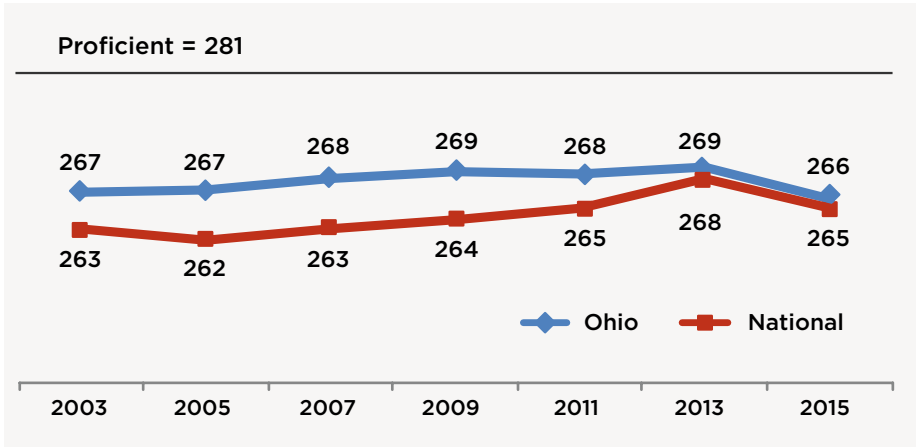
FOURTH GRADE MATH



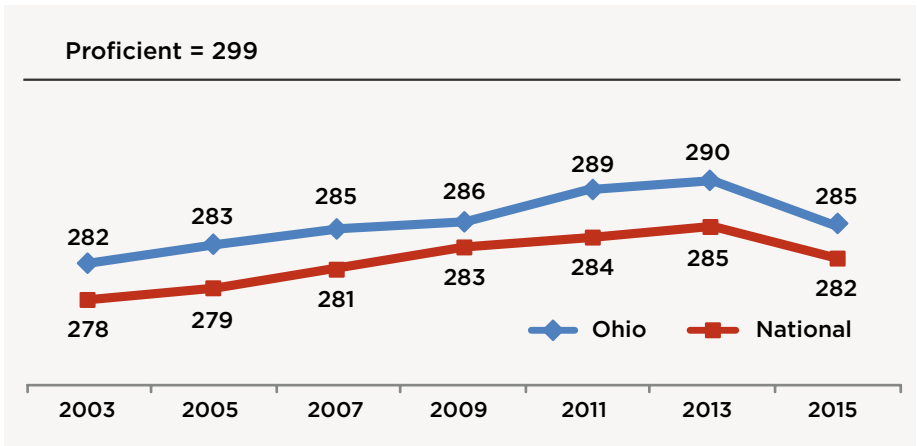
NATIONAL EXAMS: OHIO'S NAEP SCORES OVER TIME

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

EIGHTH GRADE READING



EIGHTH GRADE MATH



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



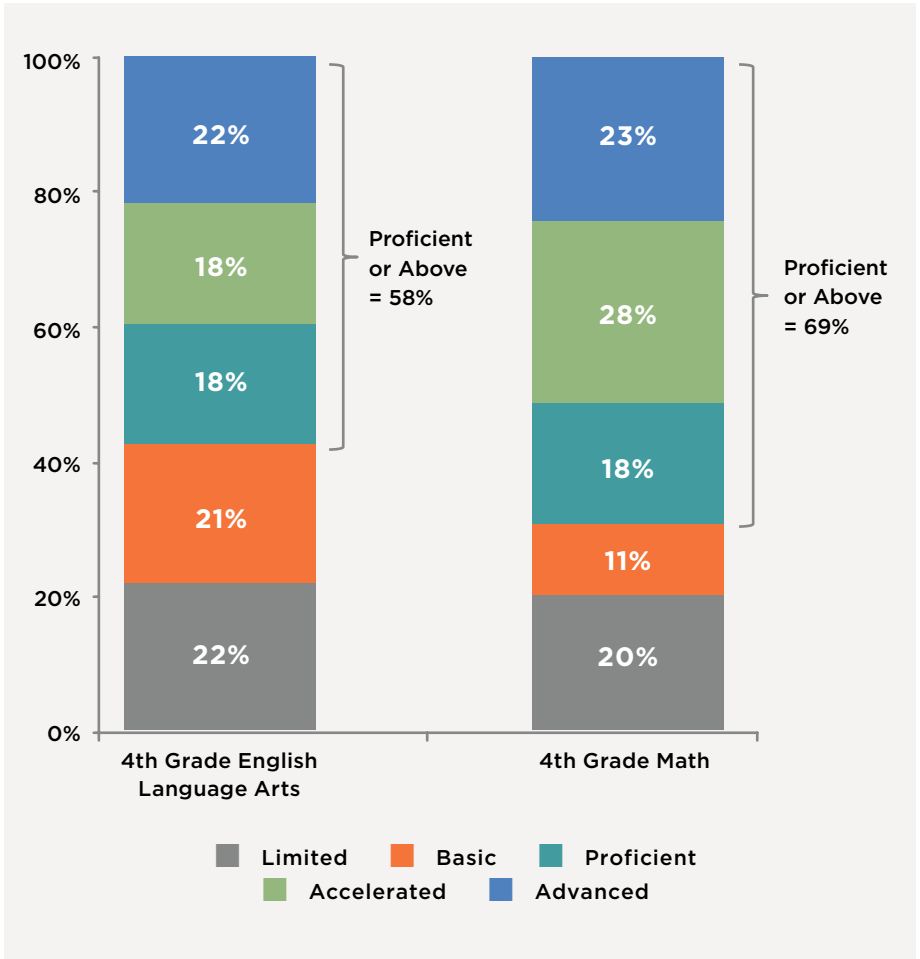
STUDENT ACHIEVEMENT: STATE EXAMS

2015-16 SCHOOL YEAR

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

58 and 69 percent of Ohio fourth grade students reached proficient or above in English language arts and math, respectively. A greater percentage of students are deemed proficient under state standards than NAEP (compare pages 32 and 33 with pages 25 to 28).

FOURTH GRADE

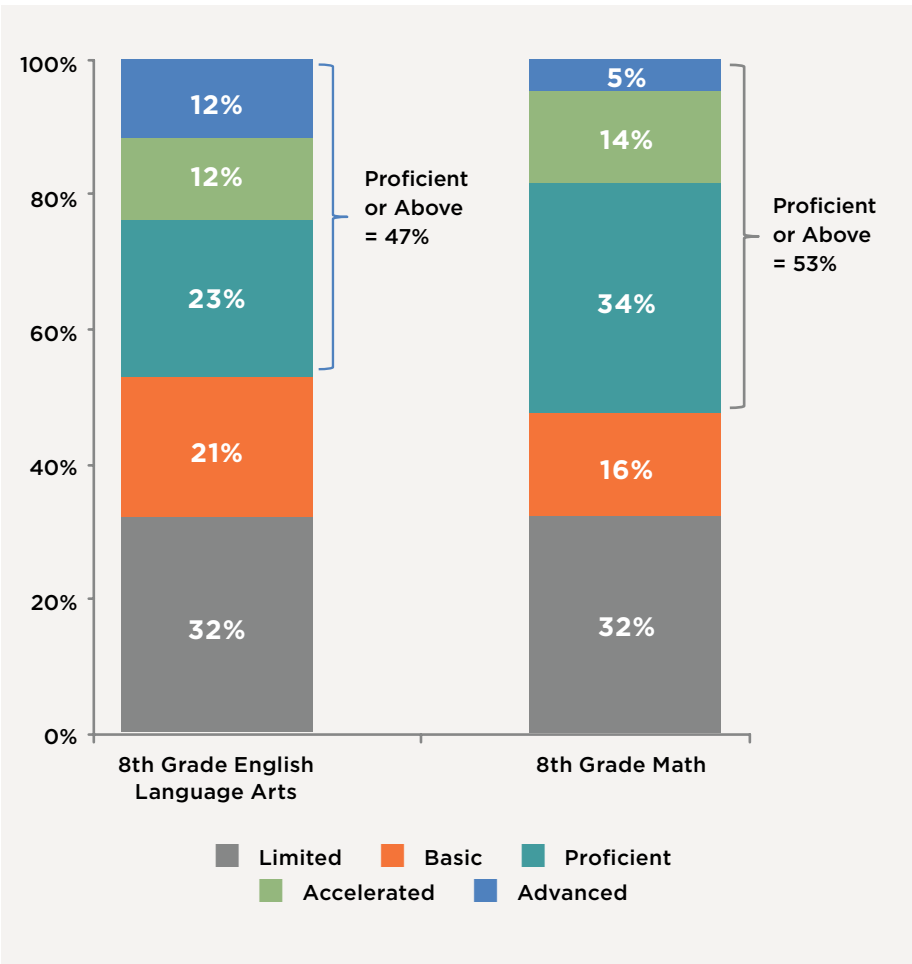


Ohio has recently changed its state exams, and 2015-16 was the first in which the state used AIR/ODE developed assessments. Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

STATEWIDE ACHIEVEMENT IN SELECTED GRADES AND SUBJECTS

47 and 53 percent of Ohio eighth grade students reached proficient or above in English language arts and math, respectively.

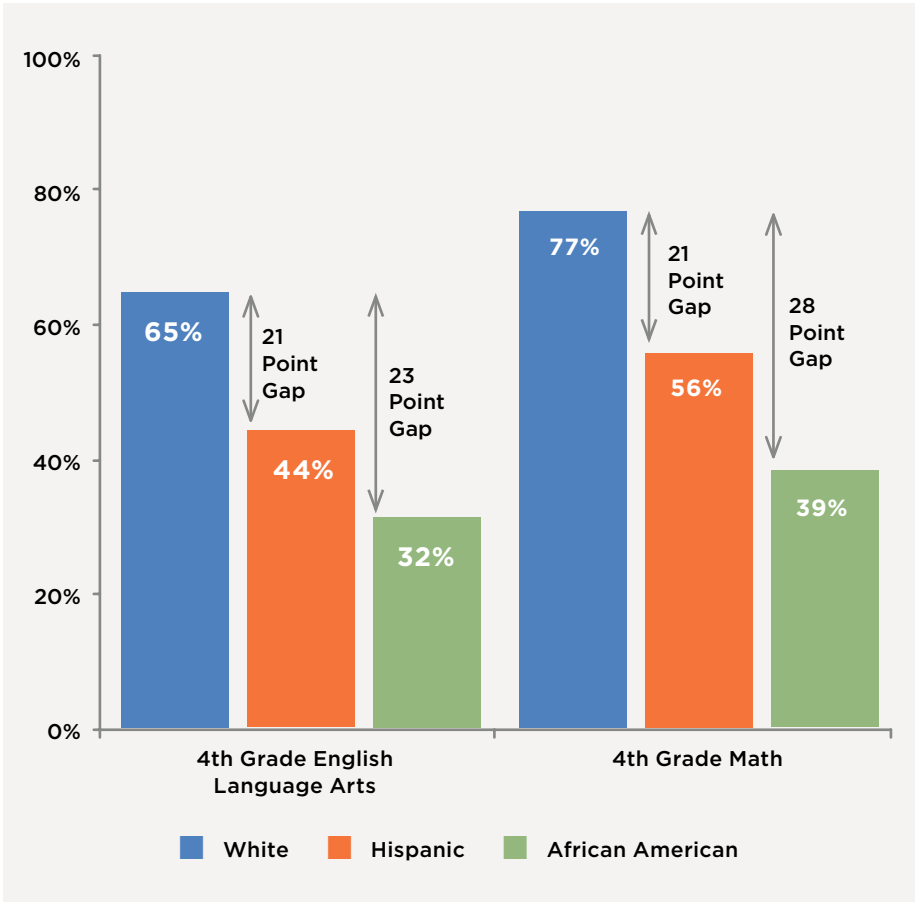
EIGHTH GRADE



STATEWIDE ACHIEVEMENT BY RACIAL OR ETHNIC SUBGROUP

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

FOURTH GRADE: PROFICIENT OR ABOVE

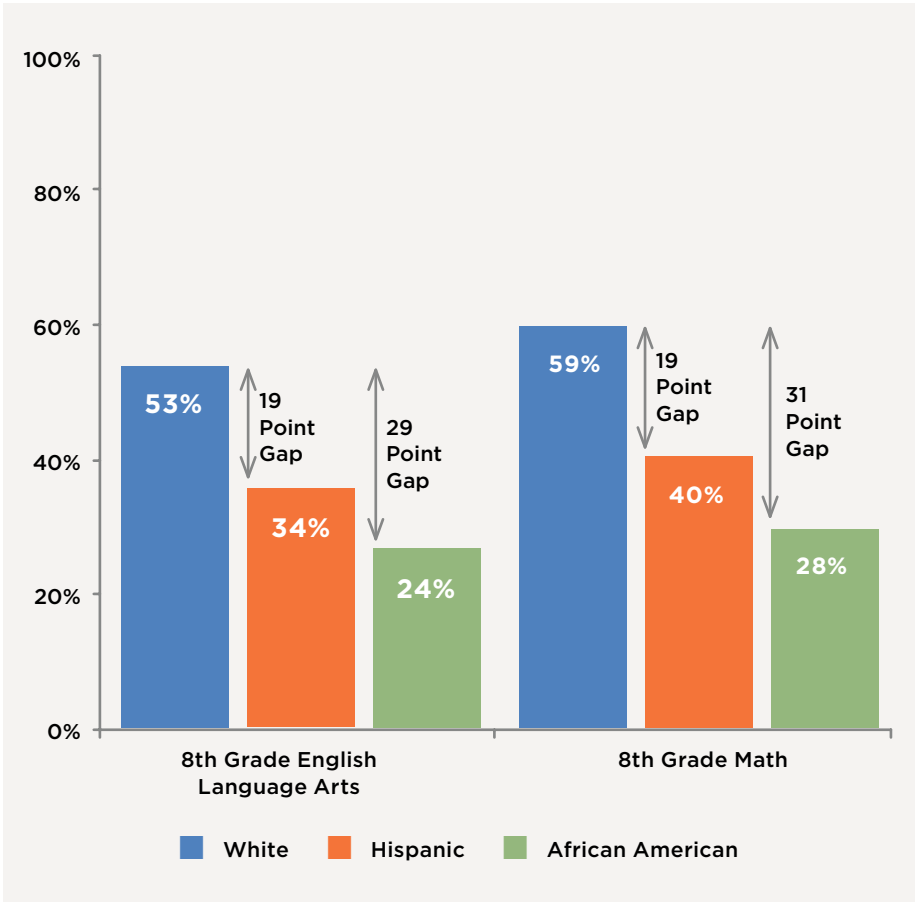


Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students tend to perform somewhat higher than White students; multi-racial students tend to achieve at levels between the White and Hispanic subgroups. Source: Ohio Department of Education, [Advanced Reports](#) (SY 2015-16).

STATEWIDE ACHIEVEMENT BY RACIAL OR ETHNIC SUBGROUP

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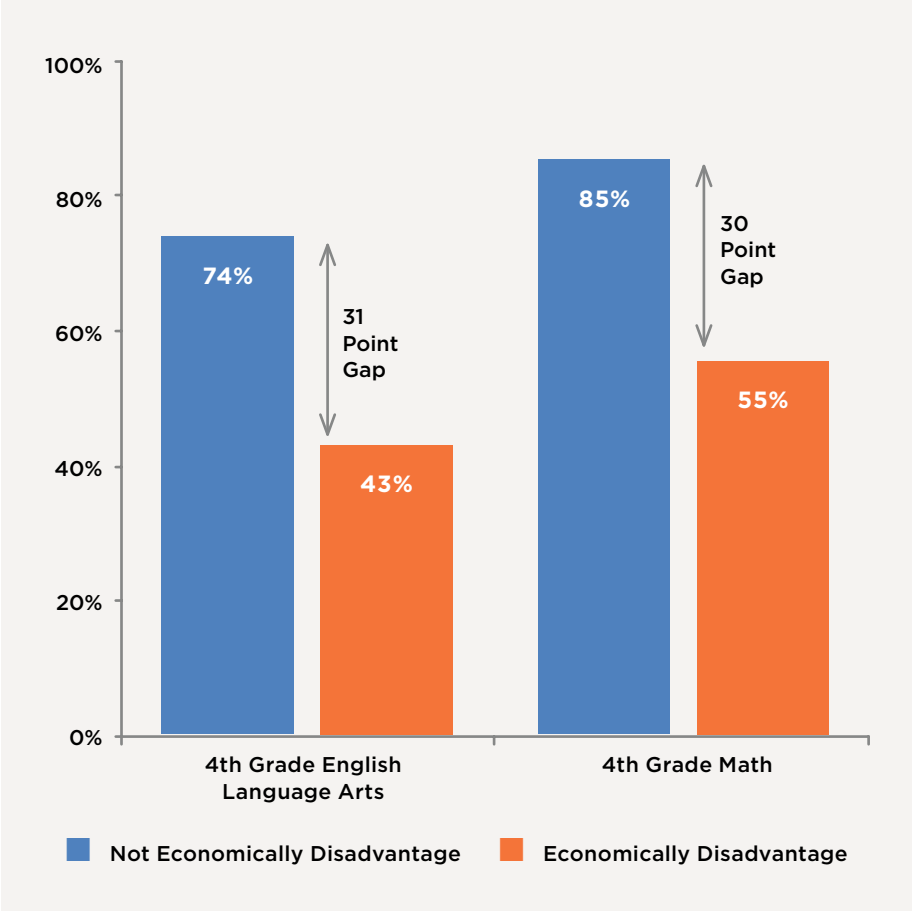


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STUDENT ACHIEVEMENT BY ECONOMIC DISADVANTAGE

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

FOURTH GRADE: PROFICIENT OR ABOVE

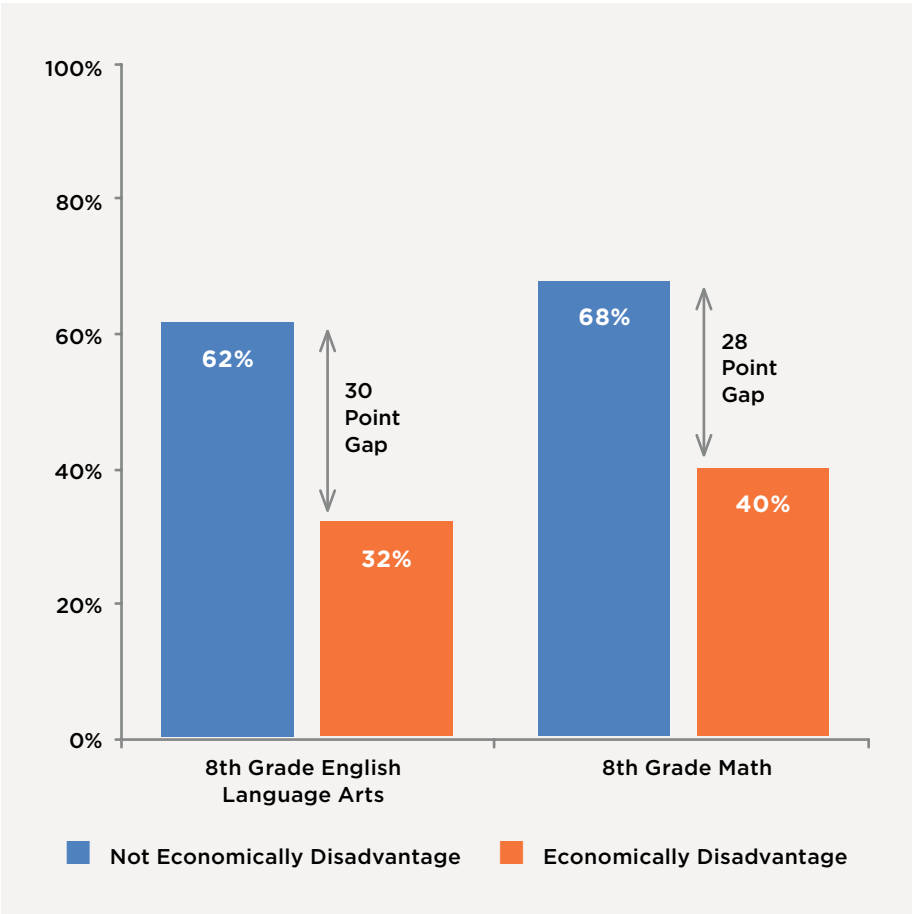


For notes on the identification of economically disadvantaged students, see page 8.

STUDENT ACHIEVEMENT BY ECONOMIC DISADVANTAGE

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

EIGHTH GRADE: PROFICIENT OR ABOVE

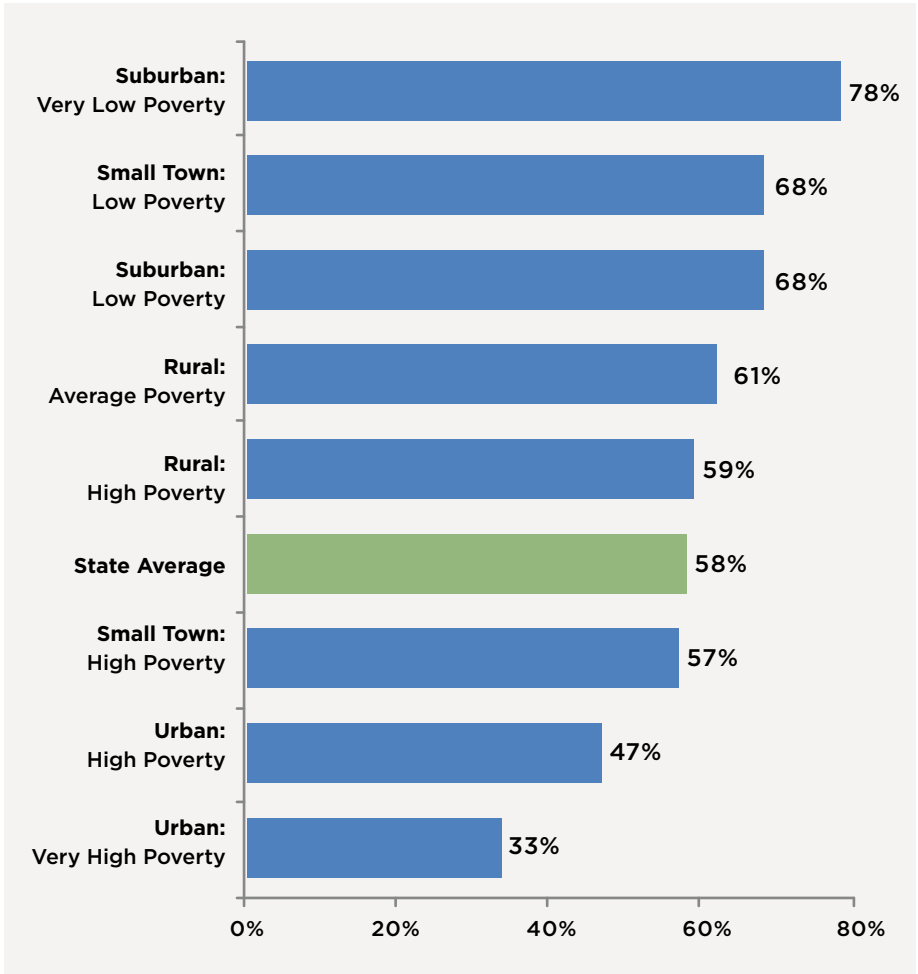


For notes on the identification of economically disadvantaged students, see page 8.

STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

Student achievement varies widely across Ohio's geographic regions.

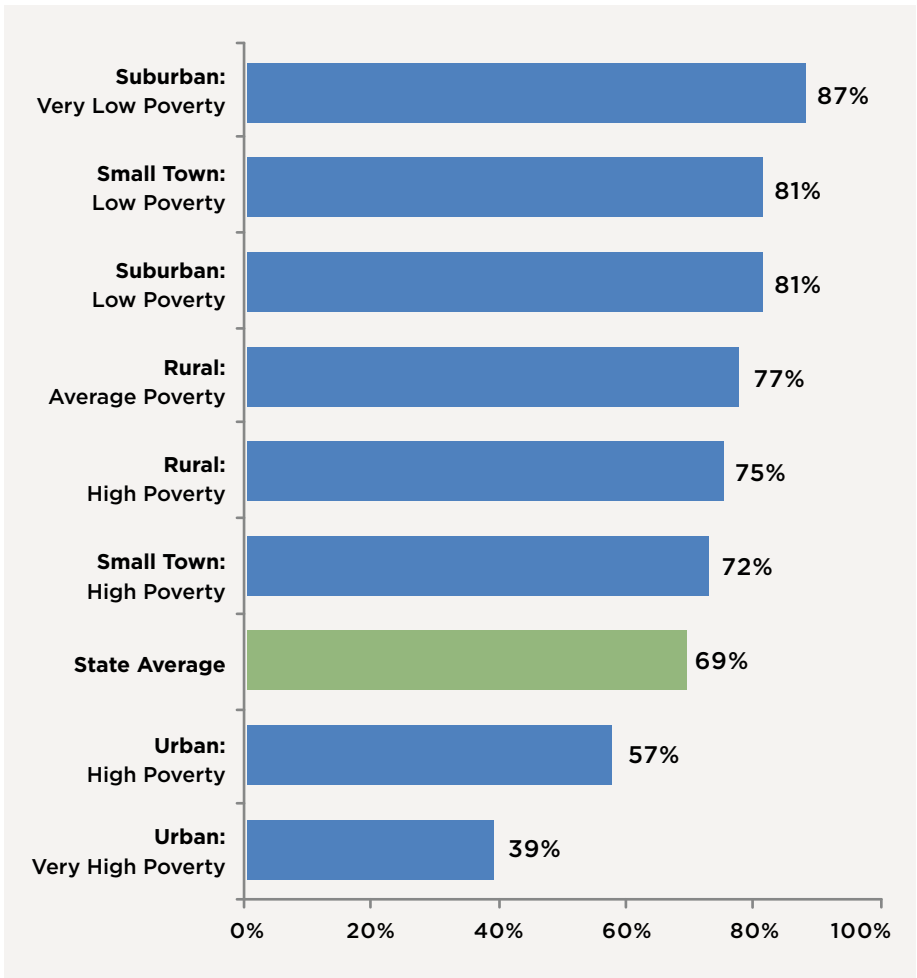
FOURTH GRADE ENGLISH LANGUAGE ARTS: PROFICIENT OR ABOVE



Averages are weighted by number of students tested in each subject by district or charter school.

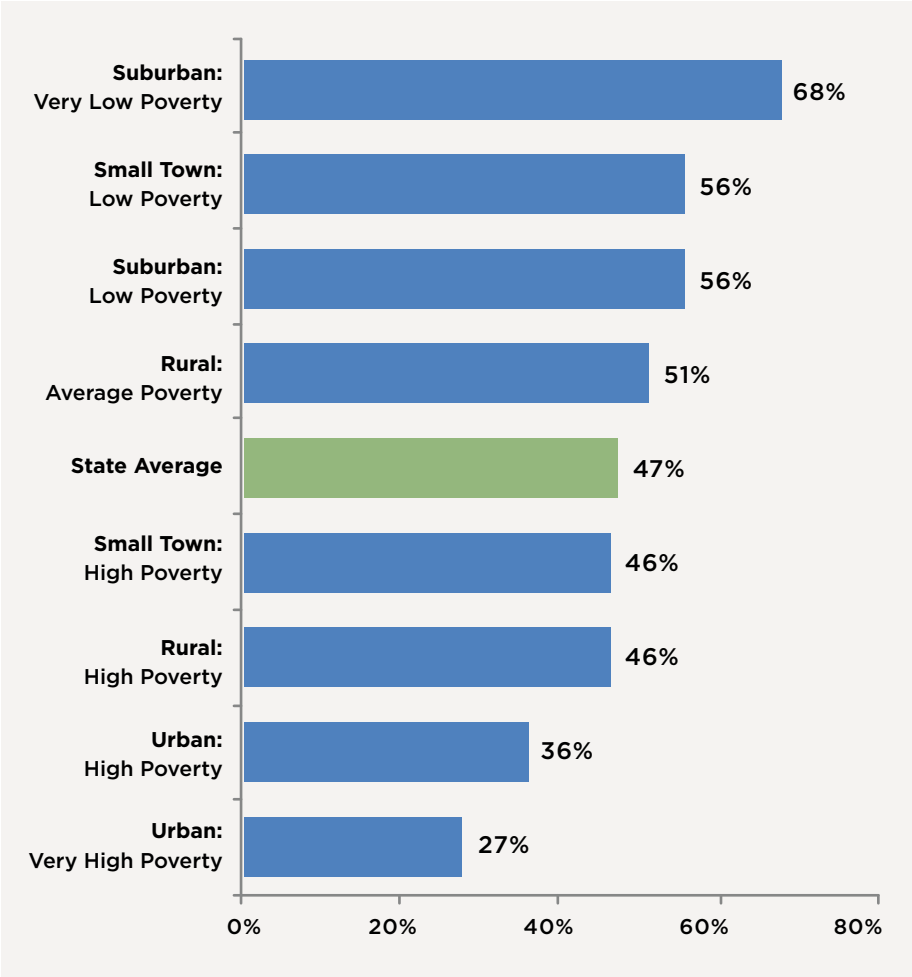
STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

FOURTH GRADE MATH: PROFICIENT OR ABOVE



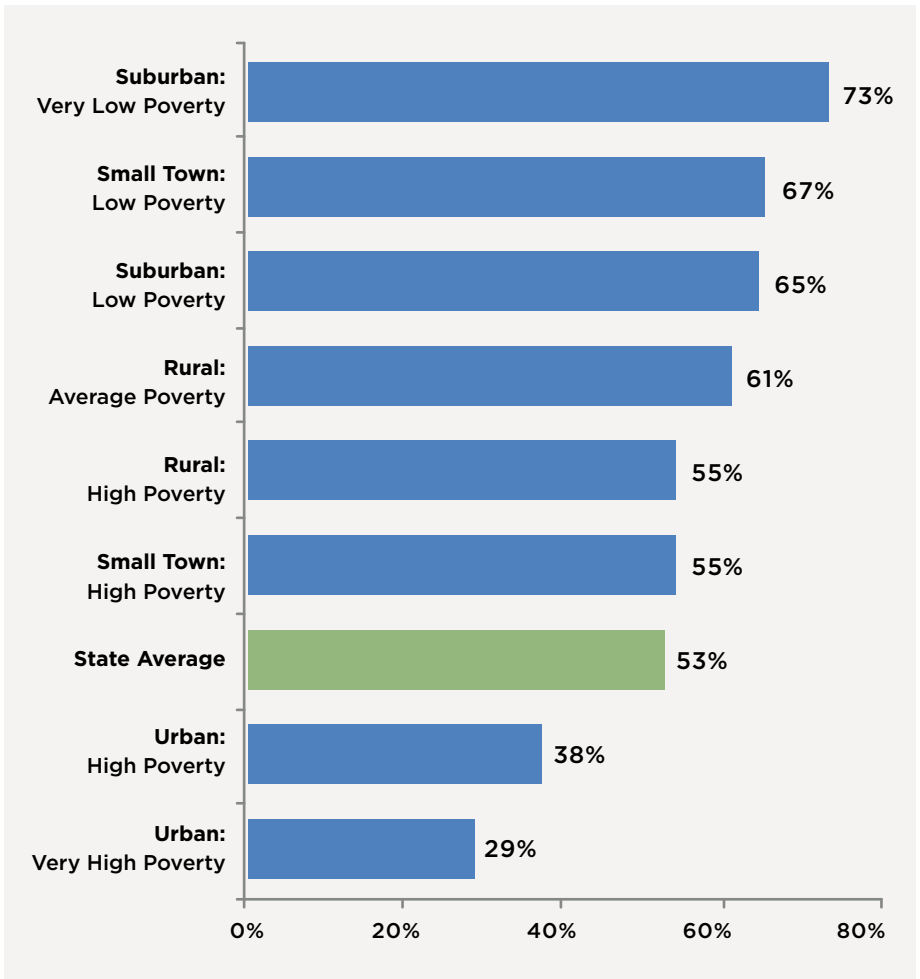
STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

EIGHTH GRADE ENGLISH LANGUAGE ARTS: PROFICIENT OR ABOVE



STUDENT ACHIEVEMENT BY DISTRICT TYPOLOGY

EIGHTH GRADE MATH: PROFICIENT OR ABOVE





COLLEGE
READINESS
AND POST-
SECONDARY
OUTCOMES

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.

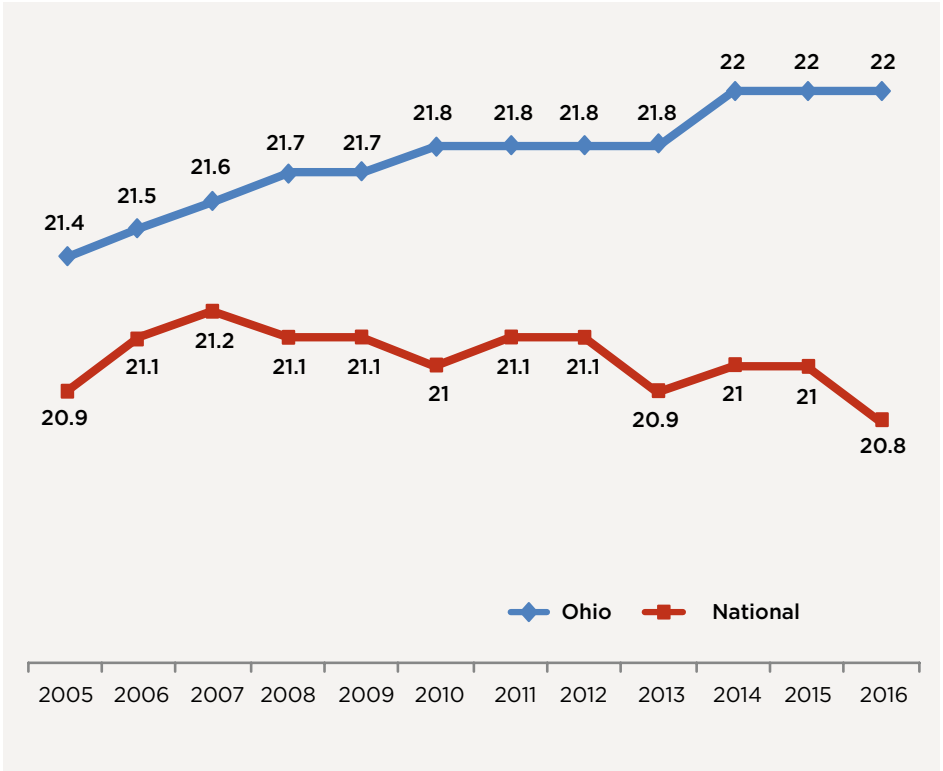
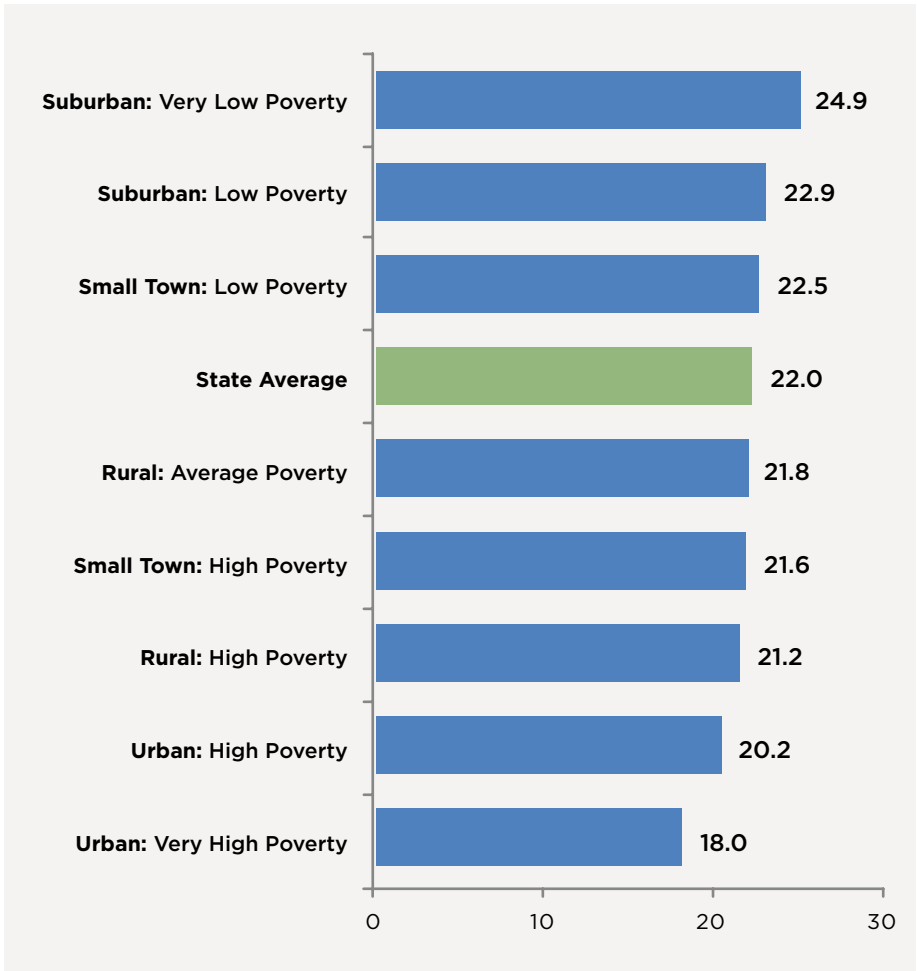


Chart displays the average ACT composite score across the four tested subjects (English, math, reading, and science) for the graduating class of 2005 to 2016. Roughly two in three students in Ohio take the ACT exams; starting with the class of 2018, all public school students will take the ACT or SAT.

Composite scores are reported on a scale of 0 to 36. Source: ACT, Profile Report: [Graduation Class of 2016—Ohio](#); for data from earlier years, see, e.g., ACT, Profile Report: [Graduation Class of 2011—Ohio](#).

COLLEGE ENTRANCE EXAM: ACT SCORES BY DISTRICT TYPOLOGY

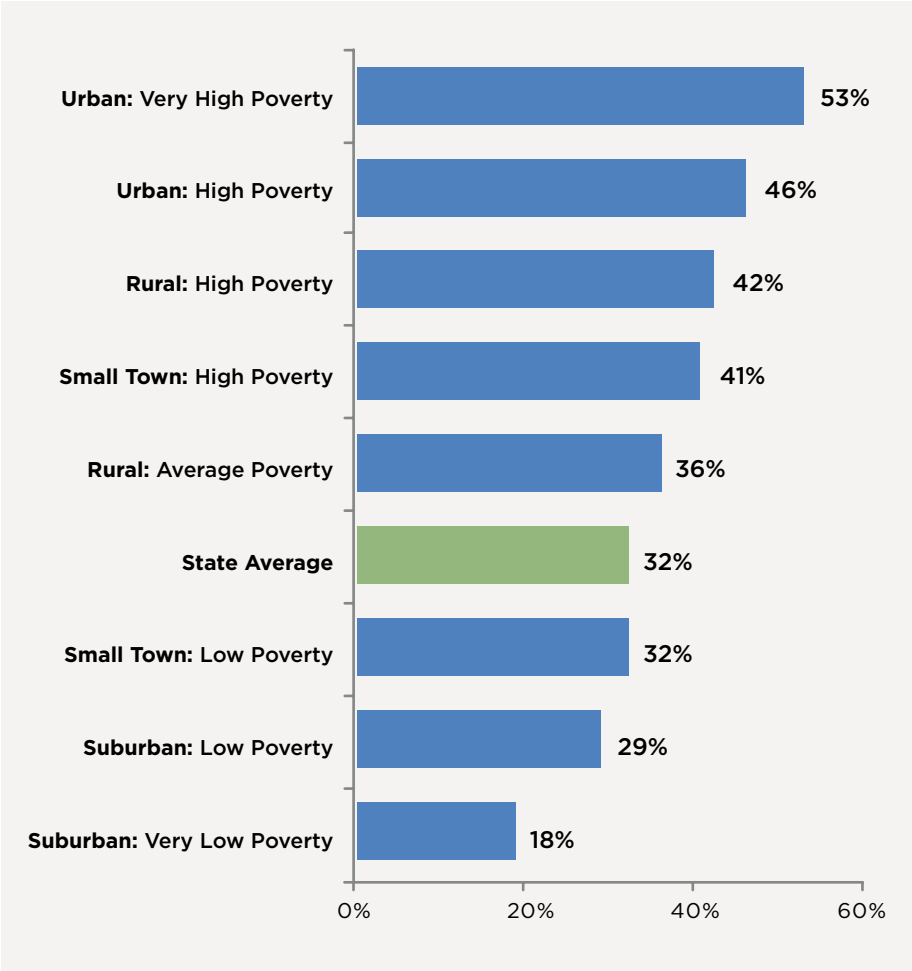
Average ACT scores vary across geographic region, with students from low-poverty areas performing at higher levels than their peers.



Data are for the high school graduating classes of 2014 and 2015. Averages are weighted by the number of students who took the ACT by district and charter school. ACT participation varies widely across districts from 17 to 94 percent. Source: Ohio Department of Education, [School Report Cards: Download Data](#).

COLLEGE REMEDIATION RATES

Roughly one in three incoming college students require remedial college coursework in either English or math.

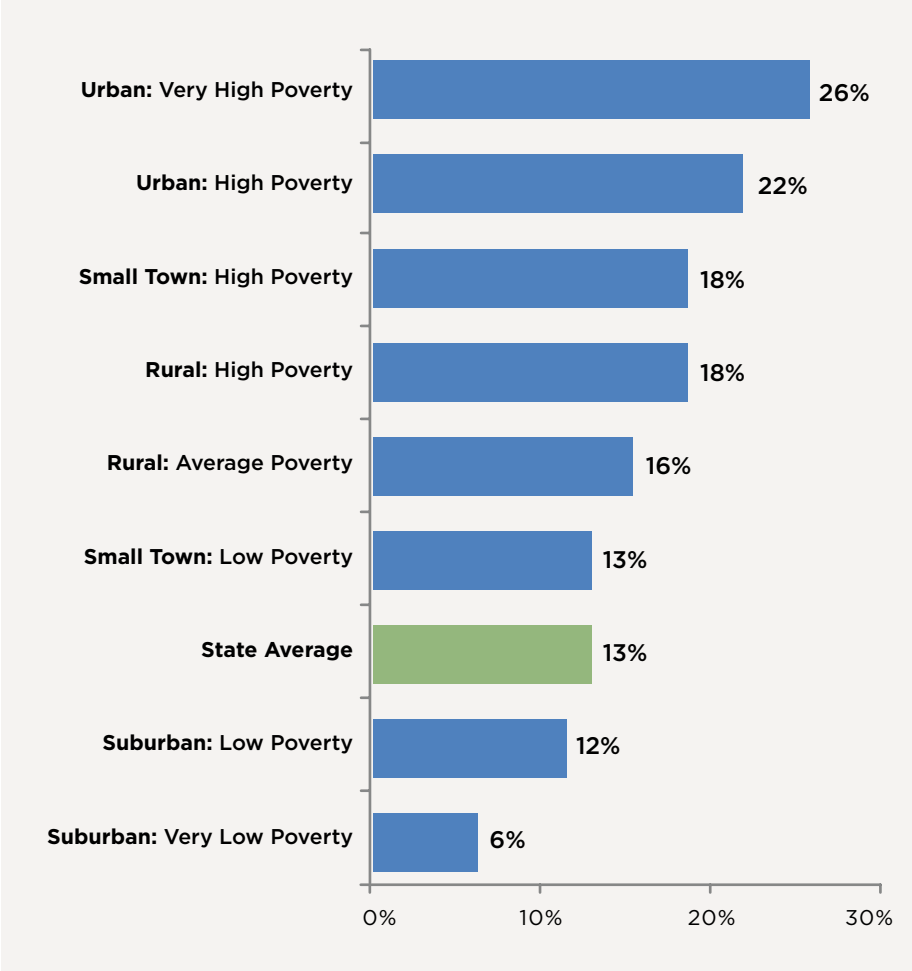


Data are for public school students from the graduating class of 2014 who matriculated into an Ohio two or four year public college or university in fall 2014. Averages are weighted by the number of college-going students in the class of 2014 by district or charter. Source: Ohio Department of Higher Education, [High School to College Transition Reports: 2014 High School Graduates](#).

COLLEGE REMEDIATION RATES BY SUBJECT

Statewide remediation rates in English are 13 percent.

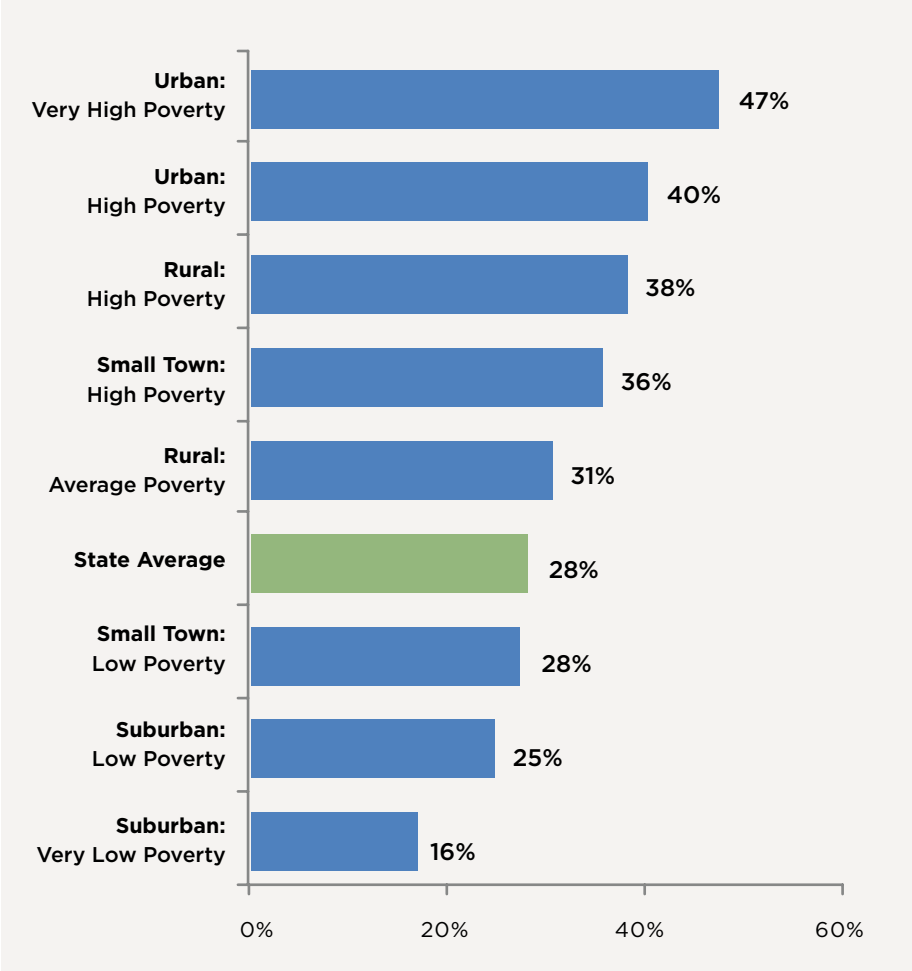
ENGLISH



COLLEGE REMEDIATION RATES BY SUBJECT

Statewide remediation rates in math are 28 percent.

MATH



COLLEGE ENROLLMENT RATES

Roughly three in five students matriculate into two or four year colleges or universities after graduation; enrollment varies by the geographic region from which students come.

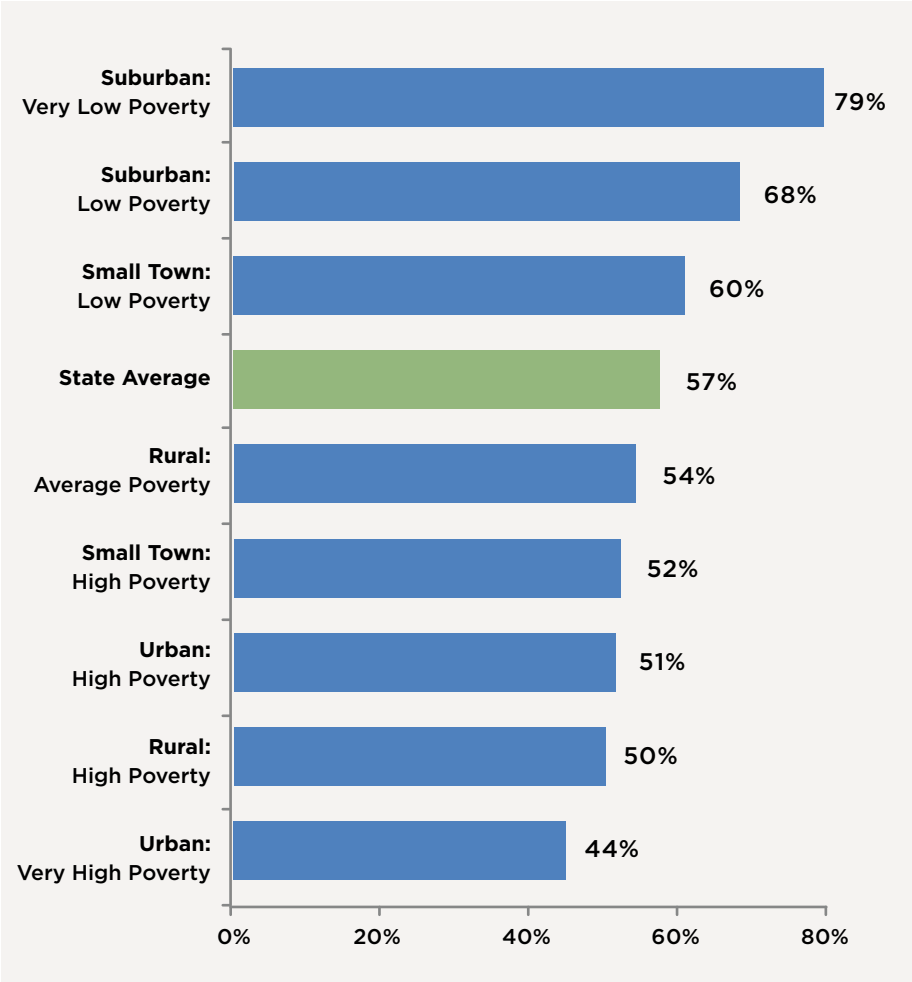
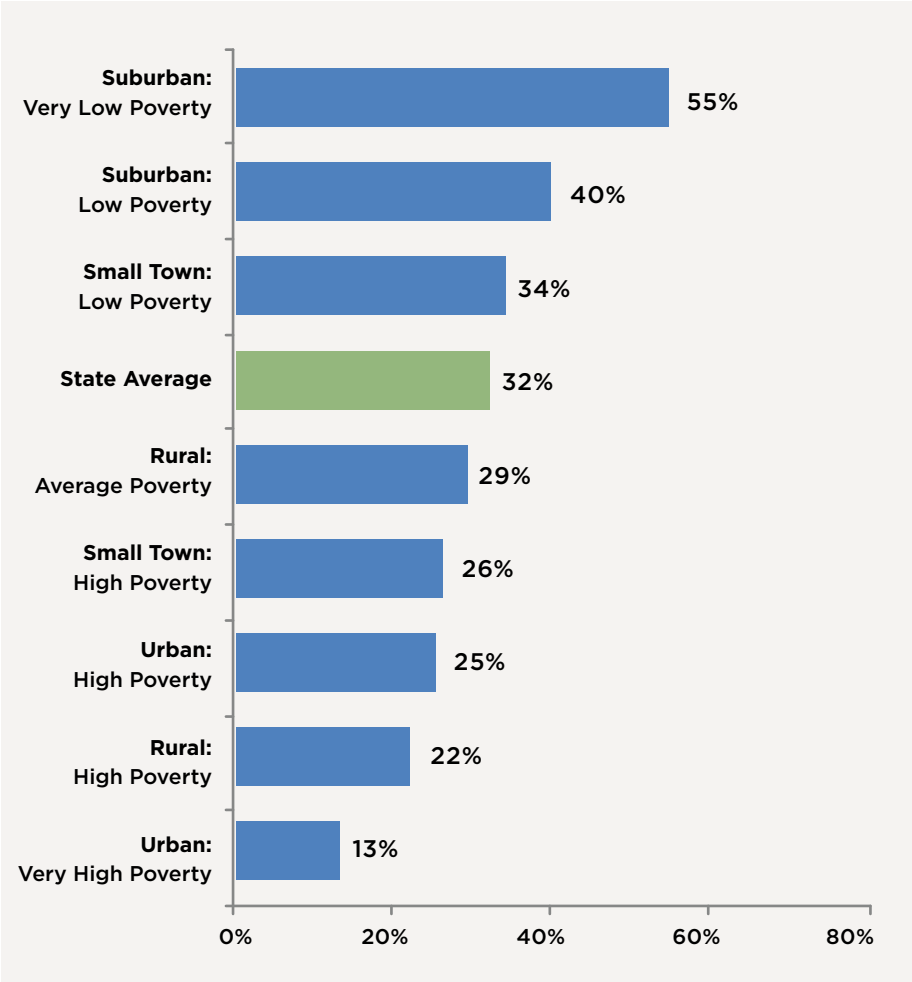


Chart displays the percent of the graduating class of 2013 that matriculated into a two or four year college or university within two years of high school. Post-secondary enrollment and completion data (page 49) are from the National Student Clearinghouse and include non-Ohio colleges. Averages are weighted by the number of students in the graduating class by district and charter school. Sources: Ohio Department of Education, [School Report Cards: Download Data](#) and [Prepared for Success Component](#).

COLLEGE COMPLETION RATES

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 a low-poverty area.



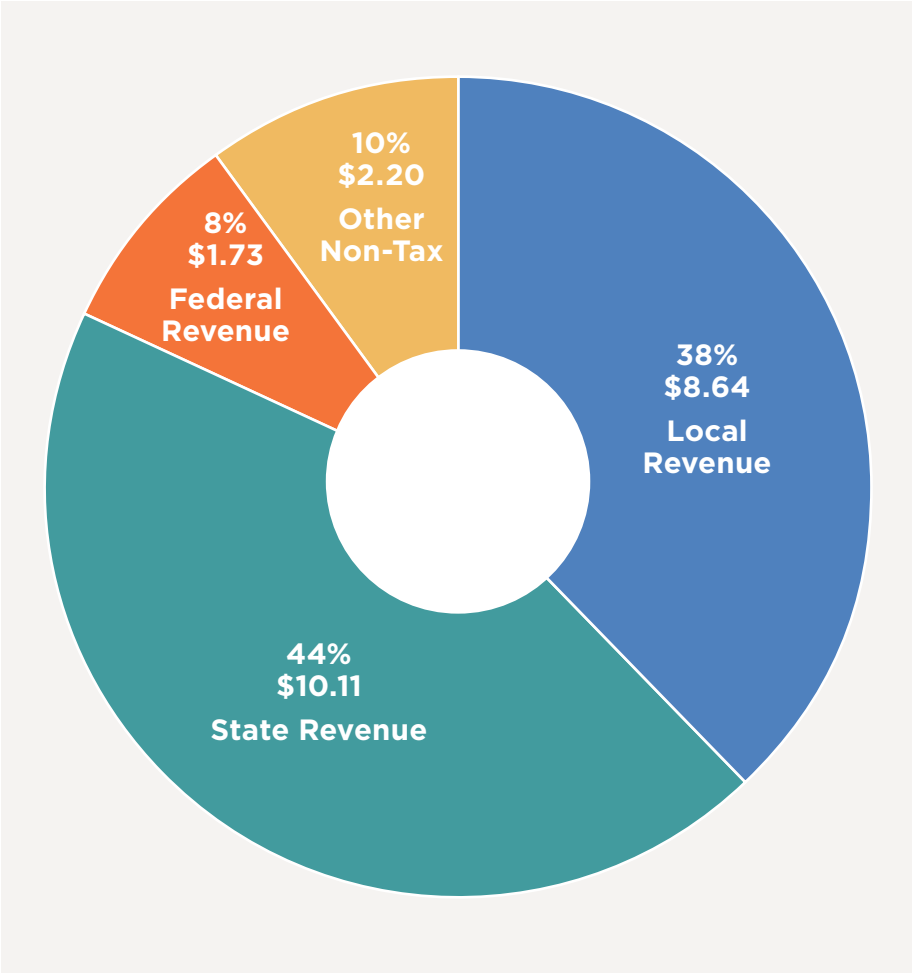
Data display the percent of the graduating class of 2009 who earned at least an Associate's degree within six years of high school. Averages are weighted by the number of students in the 2009 graduation class by district or charter. Sources: Ohio Department of Education, [School Report Cards: Download Data](#) and [Prepared for Success Component](#).



SCHOOL FUNDING

HOW OHIO FUNDS PUBLIC SCHOOLS

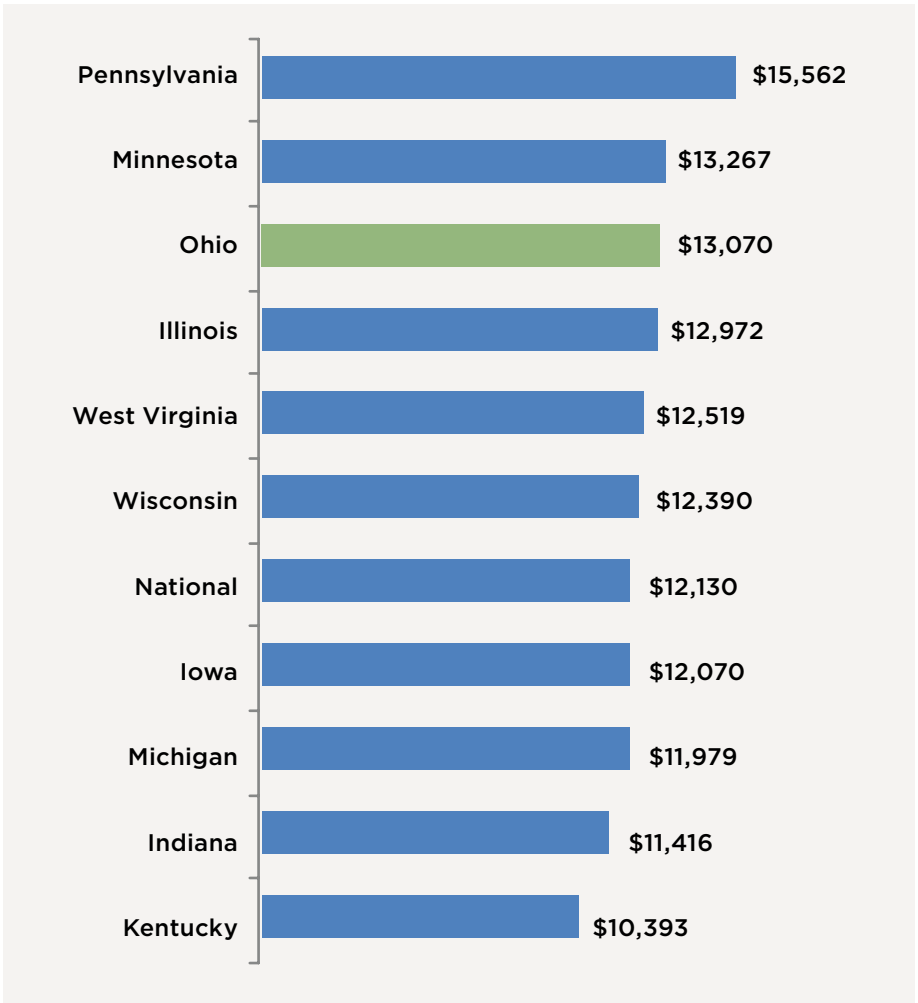
Ohio funds education at \$22.7 billion per year, or about \$13,000 per student. Most of the revenue is generated through local and state taxes.



Amounts shown in billions of dollars. Other non-tax revenue includes sales of assets, fees, and investment income. Sources: Ohio Department of Education [Advanced Reports](#) (SY 2015-16, for funding amounts by source of revenue) and Ohio Department of Education, [District Profile Reports](#) (SY 2014-15, for statewide revenue per-pupil)

SCHOOL FUNDING COMPARED TO NEARBY STATES

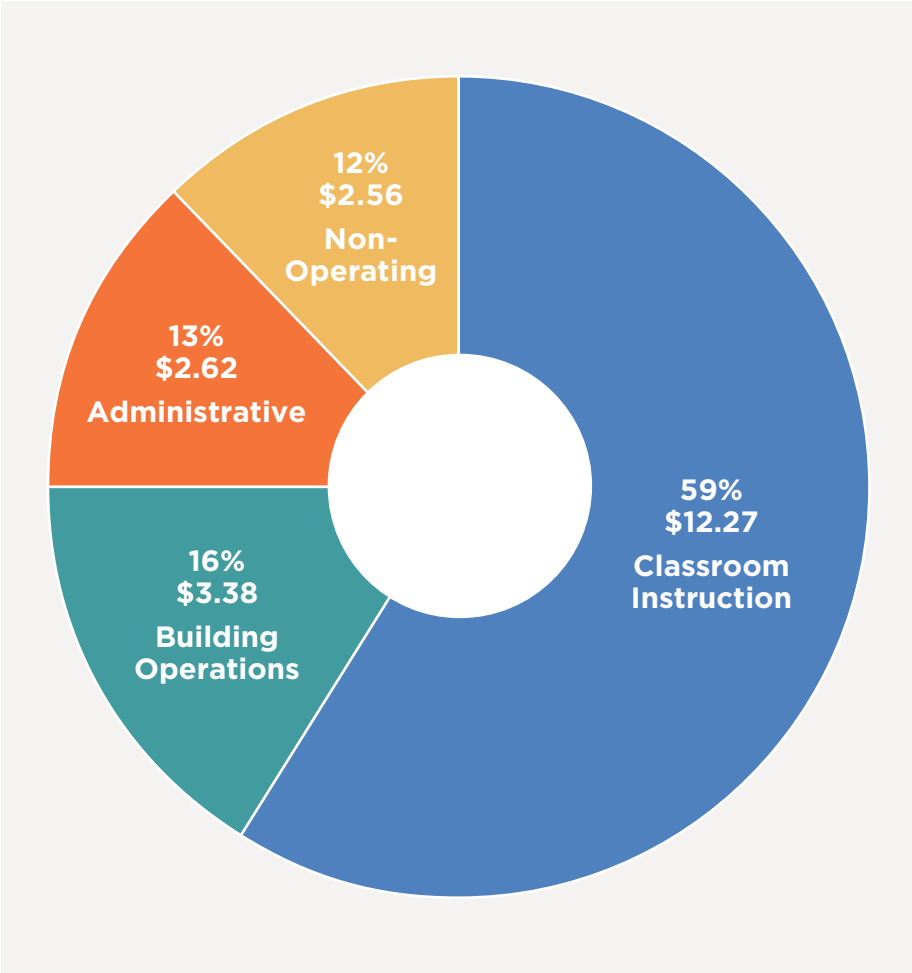
Ohio's per-pupil funding is just above the national average and is 3rd out of 10 nearby states.



The chart displays the combined per-pupil funding generated from state, local, and federal revenue sources. The data are from 2012-13, the most recent available national statistics. Source: US Department of Education, [Revenues and Expenditures for Elementary and Secondary Education: School Year 2012-13](#) (Fiscal Year 2013), Table 2.

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.



Amounts shown in billions of dollars. The main non-operating expenses are construction and interest on debt; building operations include maintenance, transportation, and food service. Source: Ohio Department of Education [Advanced Reports](#) (SY 2015-16).



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