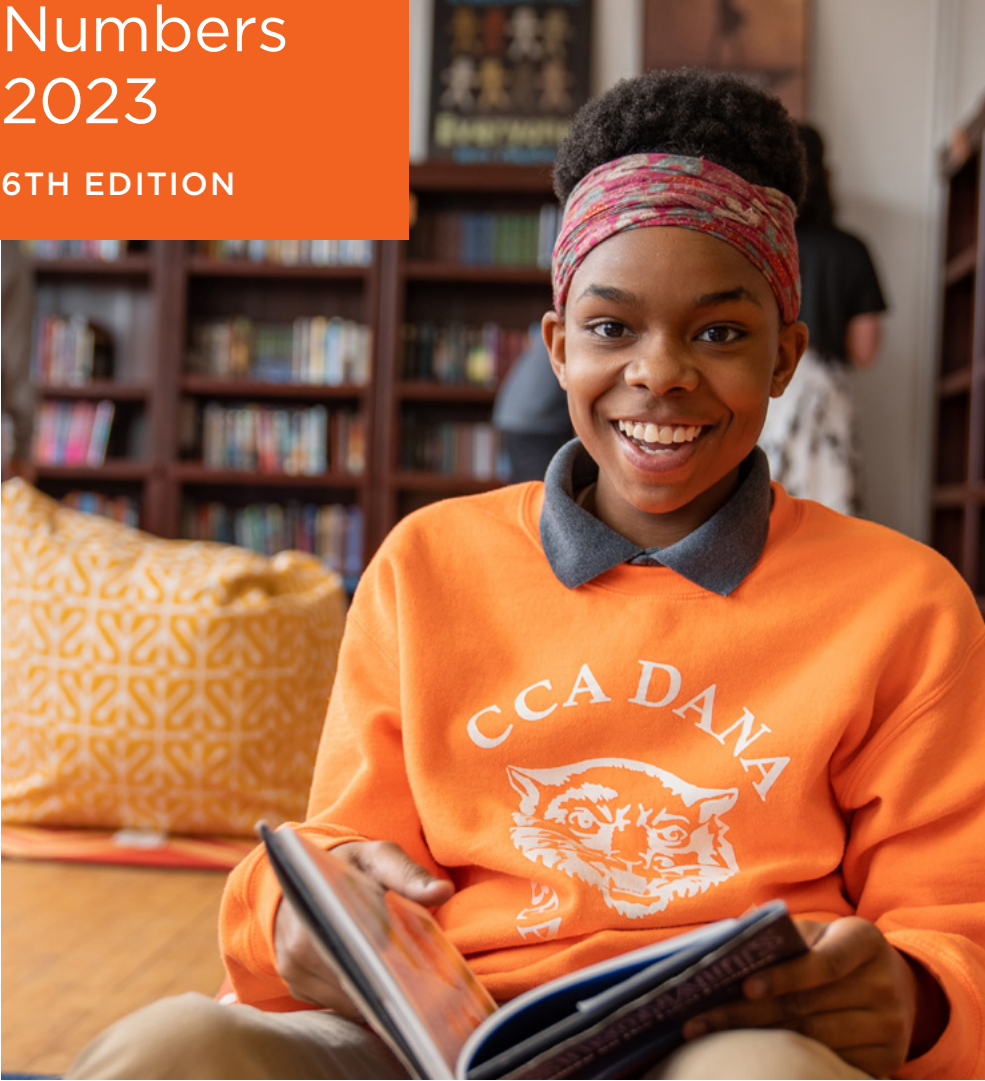


Ohio Education by the Numbers 2023

6TH 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.



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Introduction

We welcome you to the sixth edition of the Thomas B. Fordham Institute's *Ohio Education by the Numbers*. This guidebook offers policymakers, journalists, and civic and business leaders easy-to-use statistics—sans commentary—about Ohio's K-12 schools and the students they serve. This edition includes the most recent data available through November 2022.

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 the 2020-21 and 2021-22 national and state assessment results, were impacted by the learning disruptions associated with the pandemic. Nevertheless, a basic understanding of historical trends, as well as the current status of K-12 education, can help us make more informed decisions about ways to improve 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 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 1.6 million public school students of varying backgrounds and characteristics.

	STATEWIDE	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
TOTAL STUDENTS	1,614,096	100
RACE OR ETHNICITY		
White	1,079,089	66.9
African American	275,600	17.1
Hispanic	113,963	7.1
Multiracial	97,271	6.0
Asian or Pacific Islander	46,135	2.9
American Indian or Alaskan Native	2,037	<1.0
GENDER		
Female	786,650	48.7
Male	827,445	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	763,682	47.3
Students with Disabilities	255,783	15.8
English Learner	62,939	5.6
Identified as Gifted	227,561	14.1

Source: Ohio Department of Education, [Advanced Reports](#) (2021-22). **Note:** Public school enrollment statistics include traditional district, public charter, and independent 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

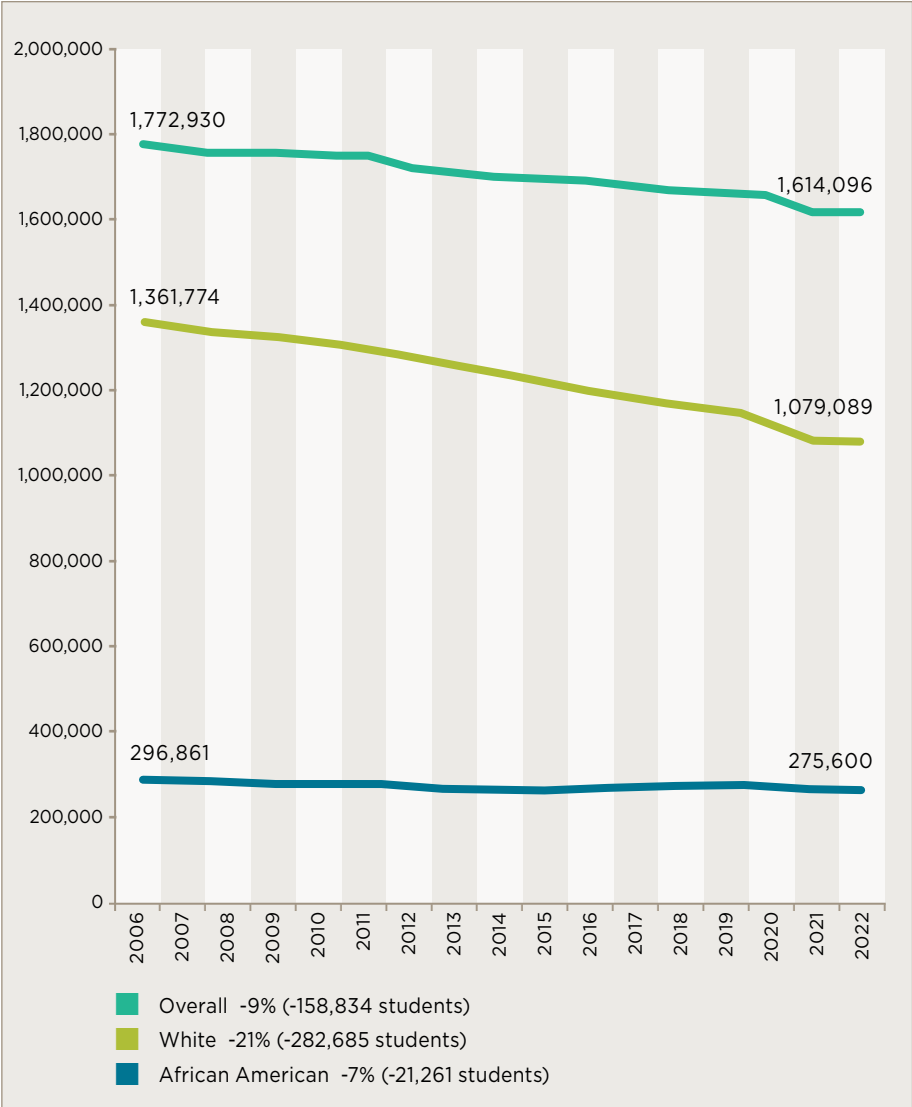
Ohio has approximately 120,000 public school students per grade level.

GRADE LEVEL	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Kindergarten	118,059	7.3
First Grade	116,682	7.2
Second Grade	120,526	7.5
Third Grade	121,156	7.5
Fourth Grade	120,124	7.4
Fifth Grade	121,943	7.6
TOTAL ELEMENTARY SCHOOL	718,490	
Sixth Grade	122,784	7.6
Seventh Grade	126,319	7.8
Eighth Grade	128,108	7.9
TOTAL MIDDLE SCHOOL	377,211	
Ninth Grade	136,744	8.5
Tenth Grade	126,062	7.8
Eleventh Grade	105,061	6.5
Twelfth Grade	105,676	6.5
TOTAL HIGH SCHOOL	473,543	
Preschool	43,371	2.7
Enrolled after Twelfth Grade	1,479	<1.0

Source: Ohio Department of Education, [Advanced Reports](#) (2021-22).

Public School Enrollment Trends

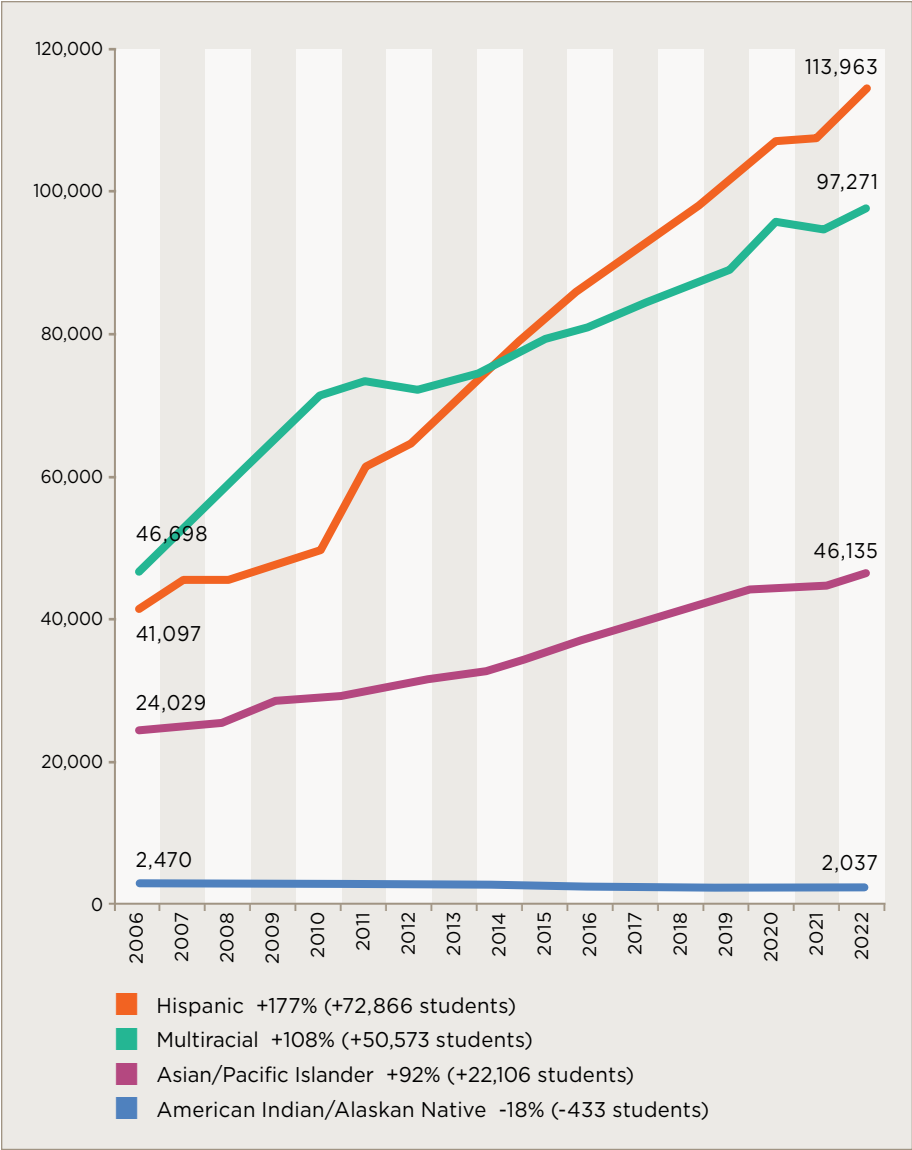
Since 2005-06, overall public school enrollment has declined by nearly 10 percent. Enrollment for Ohio's largest race/ethnic student groups, white and African American students, has also declined.



Source: Ohio Department of Education, **Advanced Reports** (2005-06 to 2021-22).
Note: The percentages refer to the percent change from 2006 to 2022. The chart displays the spring part 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.

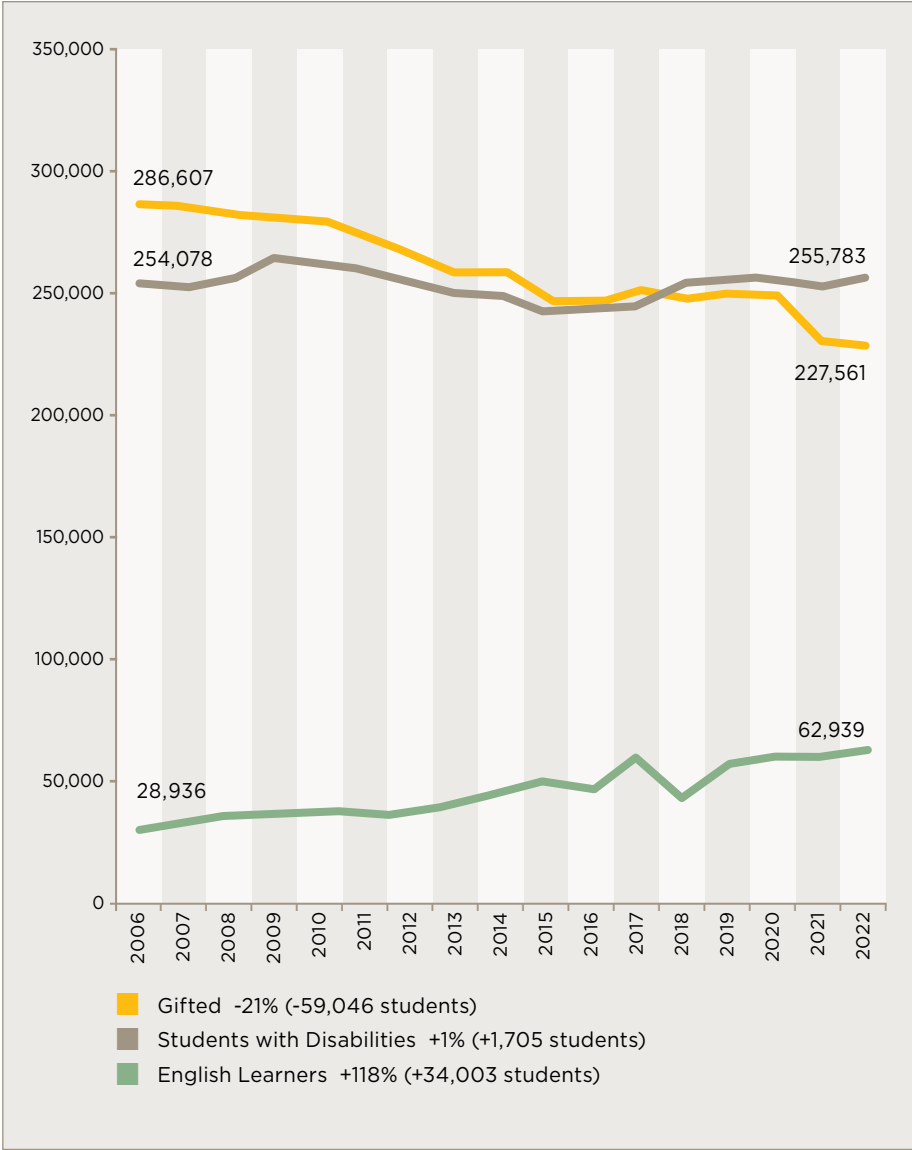


Source: Ohio Department of Education, [Advanced Reports](#) (2005-06 to 2021-22).

Note: The percentages refer to the percent changes from 2006 to 2022.

Public School Enrollment Trends by Selected Characteristics

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

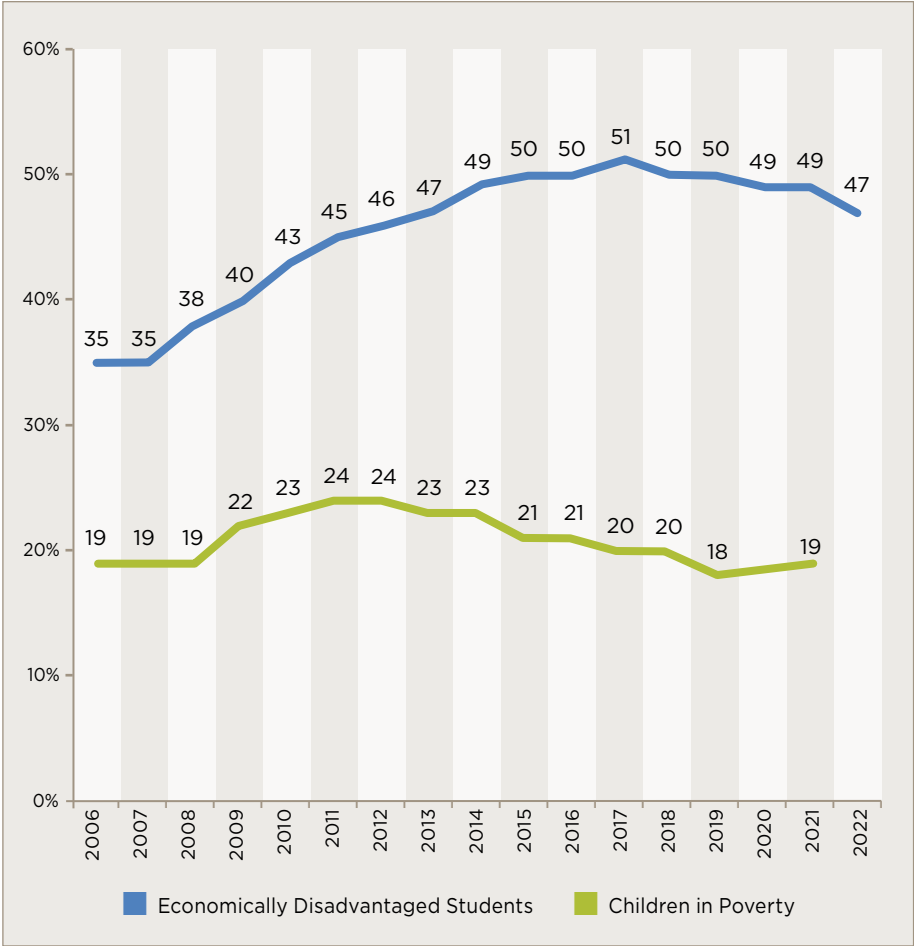


Source: Ohio Department of Education, **Advanced Reports** (2005-06 to 2021-22).

Note: The percentages refer to the percent changes from 2006 to 2022.

Low Income Students

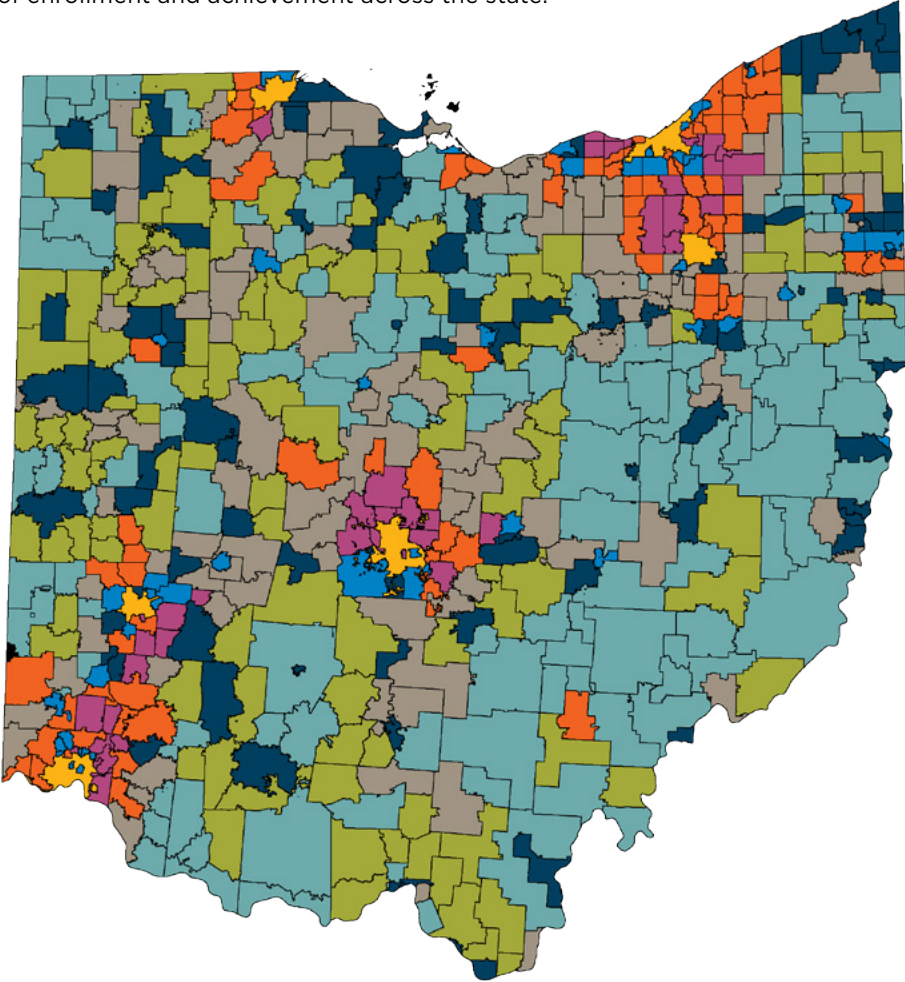
The percentage of students identified as economically disadvantaged has increased since 2005-06. However, the percentage of Ohio children living in poverty has not increased.



Source: Economically disadvantaged data are from Ohio Department of Education, [Advanced Reports](#) (2005-06 to 2021-22); childhood poverty data are from the Annie E. Casey Foundation, [Kids Count Data Center](#) and based on U.S. Census poverty estimates (data were not reported for 2020 and are not yet available for 2022). **Notes:** Ohio identifies students as “economically disadvantaged” 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 disadvantaged (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 2013 School Districts and Typologies

For analytic purposes, ODE categorizes districts into eight typologies based on their geographic and socio-economic characteristics. This publication displays various statistics by typology to illustrate patterns of 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 percent of Ohio students reside in urban areas and 34 percent are from suburban communities; 21 percent live in small towns while 15 percent are from rural areas.

TYPOLGY	NUMBER OF DISTRICTS	NUMBER OF CHARTER & STEM SCHOOLS	NUMBER OF STUDENTS	PERCENT OF TOTAL STUDENTS
Urban: Very High Poverty	8	231	244,357	15.1
Urban: High Poverty	47	54	207,166	12.8
Suburban: Very Low Poverty	46	1	250,325	15.5
Suburban: Low Poverty	77	9	304,966	18.9
Small Town: High Poverty	89	11	173,014	10.7
Small Town: Low Poverty	110	2	167,334	10.4
Rural: Average Poverty	106	1	94,166	5.8
Rural: High Poverty	123	7	140,717	8.7
E-schools	NA	15	32,116	2.0
TOTAL	606	331	1,610,153	100

Source: Calculations based on [Ohio Department of Education](#) (ODE) downloadable files titled “District and Building Overview” (2021-22). **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	148,312	32.8
African American	200,544	44.4
Hispanic	55,318	12.3
Multiracial	38,359	8.5
Asian or Pacific Islander	8,664	1.9
Native American or Alaskan Native	1,105	<1.0
GENDER		
Female	219,452	48.6
Male	232,086	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	380,568	84.3
Students with Disabilities	84,708	18.8
English Language Learner	36,120	8.0
Identified as Gifted	29,713	6.6

Source: Calculations based on [Ohio Department of Education](#) downloadable files titled “District and Building Details” (2021-22). **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 five suburban students are economically disadvantaged, the lowest percentage across Ohio's typologies.

	SUBURBAN	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	396,068	71.3
African American	58,784	10.6
Hispanic	32,806	5.9
Multiracial	32,679	5.9
Asian or Pacific Islander	34,278	6.2
American Indian or Alaskan Native	811	<1.0
GENDER		
Female	269,647	48.6
Male	285,655	51.4
OTHER CHARACTERISTICS		
Economically Disadvantaged	119,581	21.5
Students with Disabilities	76,492	13.8
English Language Learner	21,917	3.9
Identified as Gifted	125,827	22.7

Source: Calculations based on [Ohio Department of Education](#) downloadable files titled “District and Building Details” (2021-22). **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	292,285	85.9
African American	9,297	2.7
Hispanic	18,199	5.3
Multiracial	17,819	5.2
Asian or Pacific Islander	2,425	<1.0
American Indian or Alaskan Native	720	<1.0
GENDER		
Female	165,671	48.7
Male	174,679	51.3
OTHER CHARACTERISTICS		
Economically Disadvantaged	142,977	42.0
Students with Disabilities	51,918	15.3
English Language Learner	3,971	1.2
Identified as Gifted	42,464	12.5

Source: Calculations based on **Ohio Department of Education** downloadable files titled “District and Building Details” (2021-22). **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	221,259	94.4
African American	1,704	<1.0
Hispanic	5,372	2.0
Multiracial	5,917	2.3
Asian or Pacific Islander	974	<1.0
American Indian or Alaskan Native	500	NA
GENDER		
Female	114,991	48.9
Male	119,887	51.1
OTHER CHARACTERISTICS		
Economically Disadvantaged	103,074	46.4
Students with Disabilities	37,136	15.6
English Language Learner	1,183	<1.0
Identified as Gifted	28,449	12.4

Source: Calculations based on **Ohio Department of Education** downloadable files titled “District and Building Details” (2021-22). **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 (2021-22)

SCHOOL DISTRICT		COUNTY	2018-19 ENROLLMENT	2021-22 ENROLLMENT	ENROLLMENT CHANGE VS 2019
1	Columbus	Franklin	48,928	45,192	↓
2	Cincinnati	Hamilton	35,977	35,860	—
3	Cleveland	Cuyahoga	37,701	34,890	↓
4	Olentangy	Delaware	20,819	21,803	↑
5	South-Western	Franklin	22,656	21,480	↓
6	Toledo	Lucas	23,160	21,472	↓
7	Akron	Summit	21,181	20,131	↓
8	Lakota	Butler	15,603	16,365	↑
9	Hilliard	Franklin	15,998	15,874	—
10	Dublin	Franklin	15,709	15,800	—
11	Ohio Virtual Academy	N/A	12,702	14,591	↑
12	Westerville	Franklin	14,822	14,133	↓
13	Dayton	Montgomery	12,700	11,887	↓
14	Pickerington	Fairfield	10,403	10,676	↑
15	Worthington	Franklin	10,063	10,341	↑
16	Mason	Warren	10,096	9,897	↓
17	Parma	Cuyahoga	9,805	9,257	↓
18	Hamilton	Butler	9,898	9,065	↓
19	Fairfield	Butler	9,215	8,898	↓
20	Northwest	Hamilton	8,597	8,021	↓
21	Canton	Stark	8,402	7,956	↓
22	Gahanna-Jefferson	Franklin	7,699	7,856	↑
23	Centerville	Montgomery	8,012	7,833	↓
24	Beavercreek	Greene	7,857	7,811	—
25	West Clermont	Clermont	7,976	7,801	↓

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

Roughly 80 percent of Ohio students attend traditional public school districts, while more than 110,000 students attend charter schools and more than 200,000 students attend non-public schools or homeschool.

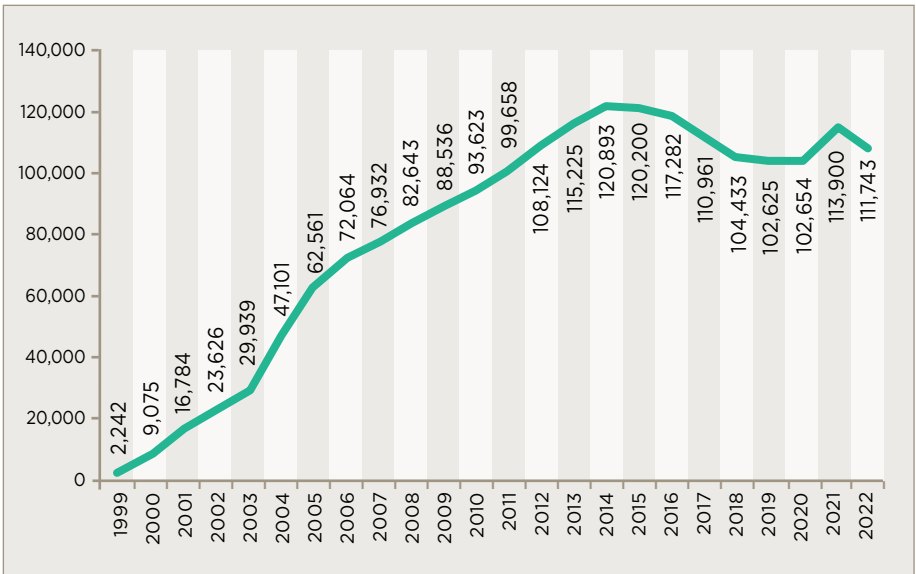
SCHOOL OPTION	NUMBER OF SCHOOLS	ENROLLMENT	BRIEF DESCRIPTION
Traditional Public School District	3,077	1,498,628	Public schools that are operated by a school district.
Joint Vocational School District	49	45,304	Public schools that focus on career and technical education.
Charter Public School	324	111,743	Public schools that operate independently of the district and are authorized by a state-approved sponsor.
STEM Public School	7	3,714	Public schools that operate independently of the district and focus on STEM education.
Chartered Non-Public School	705	166,013	Private schools that are chartered by the state. Eligible students may use a state-funded scholarship to attend.
Non-Chartered, Non-Tax-Supported School	515	No Data Available	Private schools that, due to truly held religious beliefs, choose not to be chartered by the state.
Home School	Not Applicable	47,491	Parents choose to educate their child at home.

Sources: All data are for 2021-22 and drawn from various sources from the Ohio Department of Education (ODE).

Public Charter Schools

Ohio has 324 charter schools—also known as community schools—serving more than 110,000 students.

2021-22 SCHOOL YEAR	NUMBER OF SCHOOLS	NUMBER OF STUDENTS	PERCENT OF CHARTER STUDENTS
GENERAL EDUCATION			
Brick-and-Mortar	240	67,383	60.3
Online	6	27,598	24.7
DROPOUT RECOVERY			
Brick-and-Mortar	69	12,244	11.0
Online	9	4,518	4.0
TOTALS	324	111,743	100



Sources: Ohio Department of Education (ODE) downloadable file titled “Building Overview” was used to calculate enrollments for 2021-22 and the [community school directory](#) was used to identify the type of charter school. Historical enrollment data were drawn from ODE, [Community School Annual Report: 2020-2021](#).

Characteristics of Charter Students

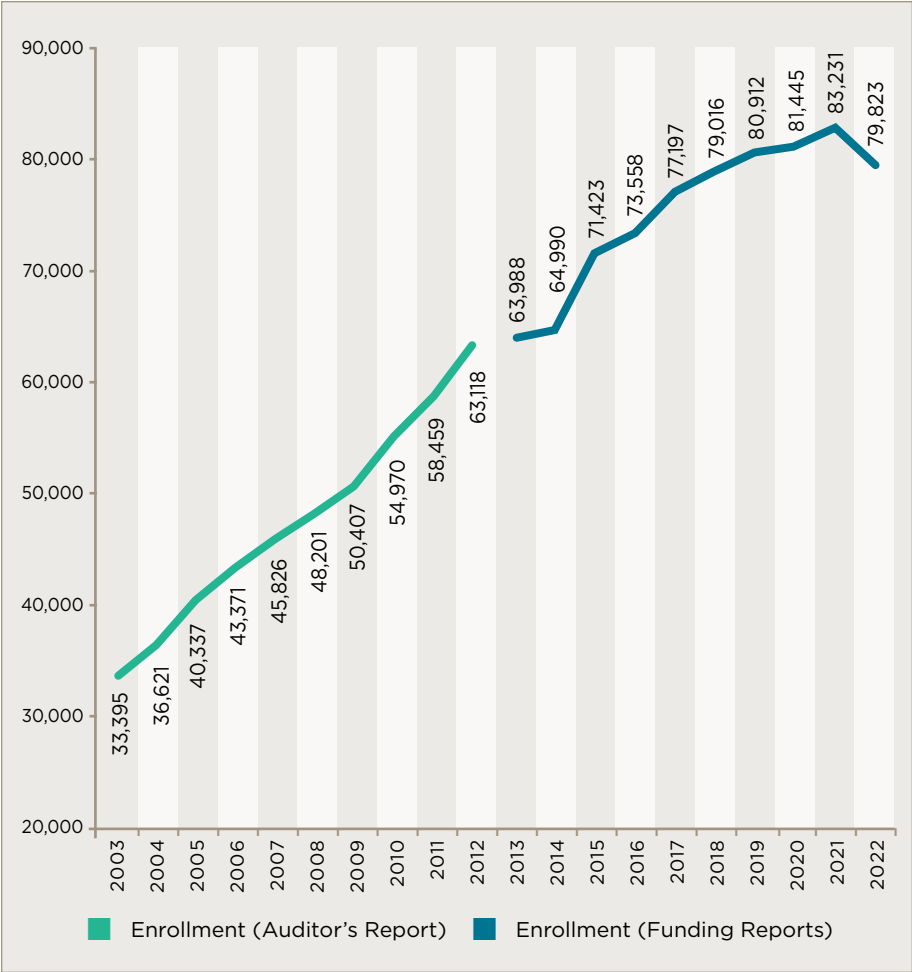
Roughly 80 percent of charter students are economically disadvantaged, and a majority are Black or Hispanic. Of students attending brick-and-mortar charters, almost 95 percent are from urban areas.

	PUBLIC CHARTER	
	NUMBER OF STUDENTS	PERCENT OF STUDENTS
RACE OR ETHNICITY		
White	37,532	33.6
African American	53,723	48.1
Hispanic	10,528	9.4
Multiracial	8,144	7.3
Asian or Pacific Islander	1,603	1.5
American Indian or Alaskan Native	225	<1.0
GENDER		
Female	56,757	50.8
Male	54,997	49.2
OTHER CHARACTERISTICS		
Economically Disadvantaged	89,494	80.1
Students with Disabilities	19,366	17.3
English Language Learner	6,238	5.6
Identified as Gifted	1,441	1.3
TYOLOGY		
Urban	75,975	95.4
Suburban	1,269	1.6
Small Town	1,387	1.7
Rural	996	1.3

Source: Ohio Department of Education, **Advanced Reports** (2021-22). **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. Approximately 80,000 students open enroll, with participation generally increasing over time.

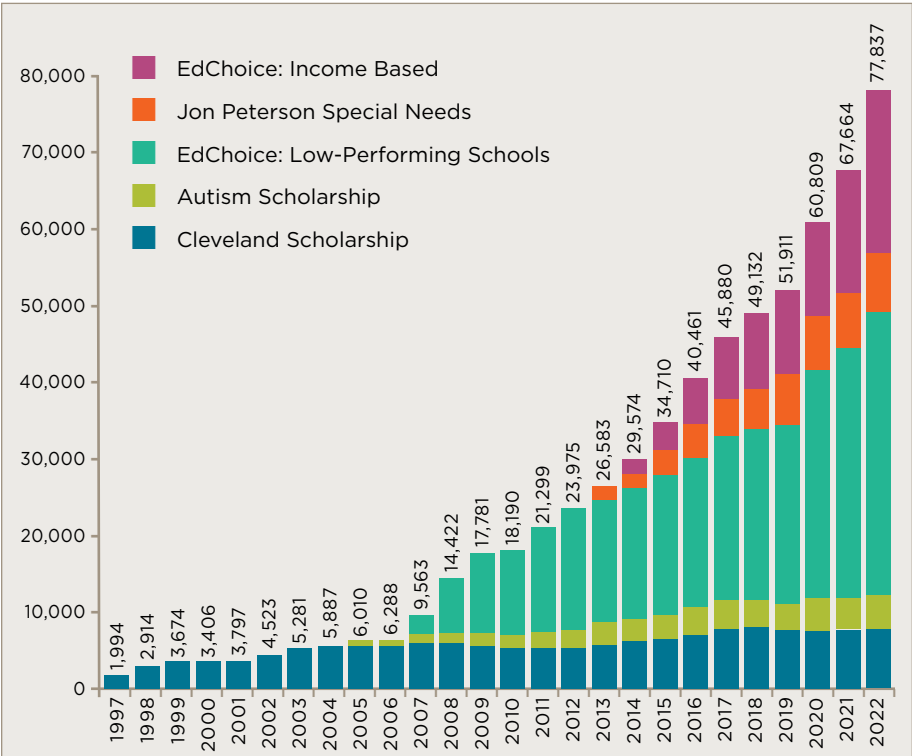


Sources: Two sources were used for this chart, based on the availability of data. For 2002-03 to 2011-12, data from the Ohio Auditor of State's report, **Weighing the Costs and Benefits of Open Enrollment** were used. For 2012-13 to 2021-22, enrollments are calculated based on school districts' funding reports; see ODE, **Traditional Public Schools Funding**. The decrease in 2021-22 enrollments may be due to a slight reporting change.

Private School Scholarships

More than 77,000 students use state-funded scholarships (often referred to as vouchers) to attend private schools. Student participation has increased over time.

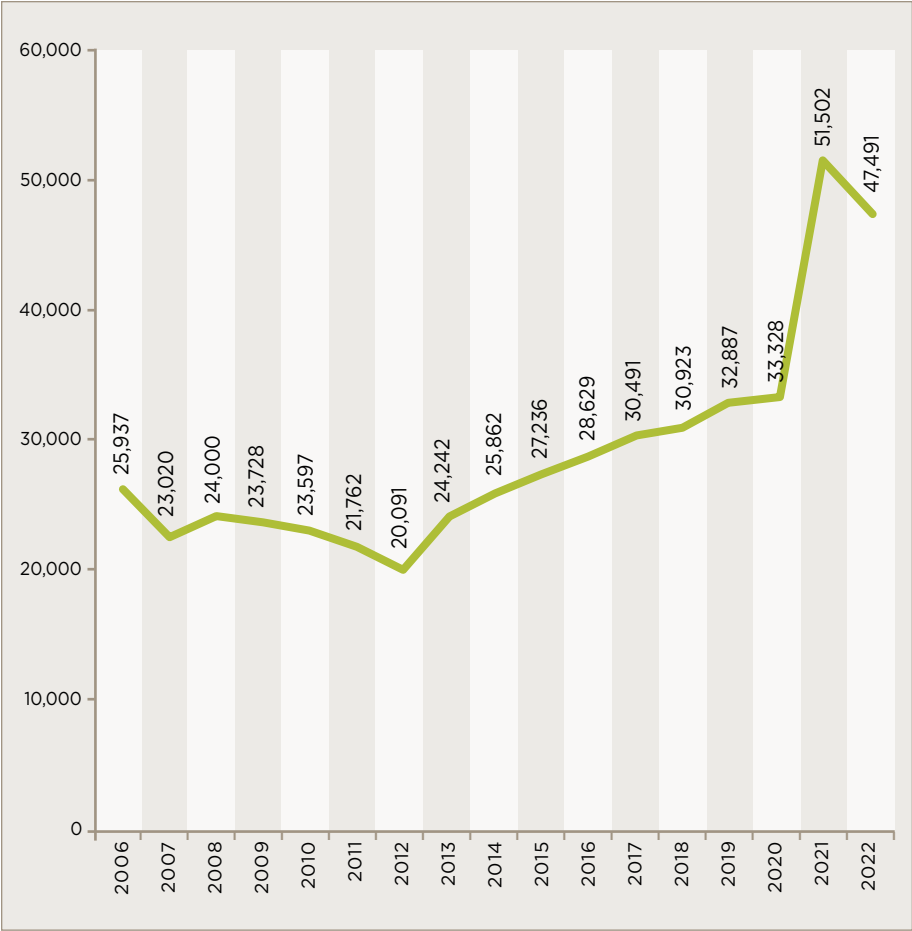
SCHOLARSHIP PROGRAM	PARTICIPATION IN 2021-22
EdChoice: Low-Performing Schools	36,824
EdChoice: Income Based	20,783
Cleveland Scholarship	7,914
Jon Peterson Special Needs	7,875
Autism Scholarship	4,441
TOTAL	77,837



Source: Historical data through 2020-21 are from American Federation for Children, [School Choice Yearbook \(2021\)](#). ODE began recently reporting more detailed voucher data and the 2021-22 numbers are from [Advanced Reports](#). **Note:** The chart displays the total number of students in the various scholarship programs. For more information on each program, see Ohio Department of Education’s webpage, [Scholarships](#).

Homeschooling

Nearly 50,000 Ohio students participate in homeschooling; the number of homeschoolers significantly increased in 2020-21 but dipped in 2021-22.



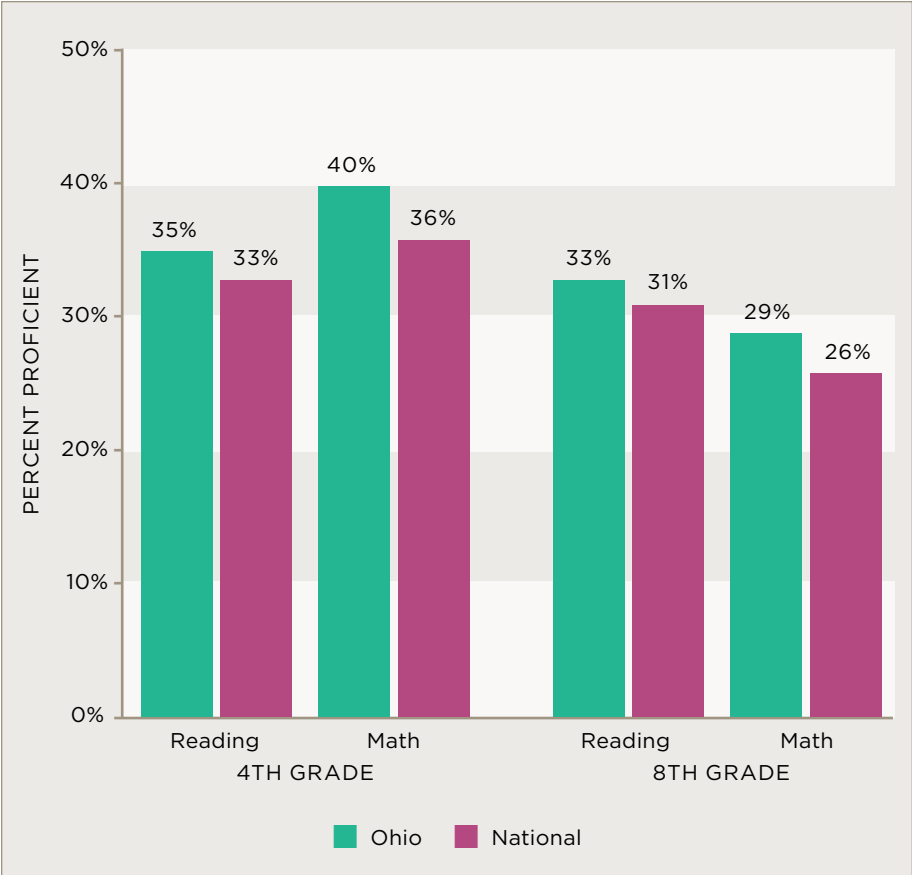
Source: Ohio Department of Education, [Homeschool Student Data](#). **Note:** Students attending online charter schools are not considered homeschool students.

Student Achievement: National Exams



National Exams: NAEP 2022

Approximately 30 to 40 percent of Ohio students reach the national standard for proficiency, just above the national average.



Source: National Assessment of Educational Progress, [Data Explorer](#) (2022). **Note:** The figure displays proficiency rates—the percentage of students achieving NAEP’s rigorous proficiency benchmark. The National Assessment of Educational Progress (NAEP), considered the “Nation’s Report Card,” is administered to a representative sample of fourth and eighth grade students in each state every two years in reading and math.

Ohio Compared to Other States

Nationally, Ohio ranks between 11th and 20th in fourth and eighth grade math and reading. Ohio's national position has typically been between 10th and 20th for the past two decades.

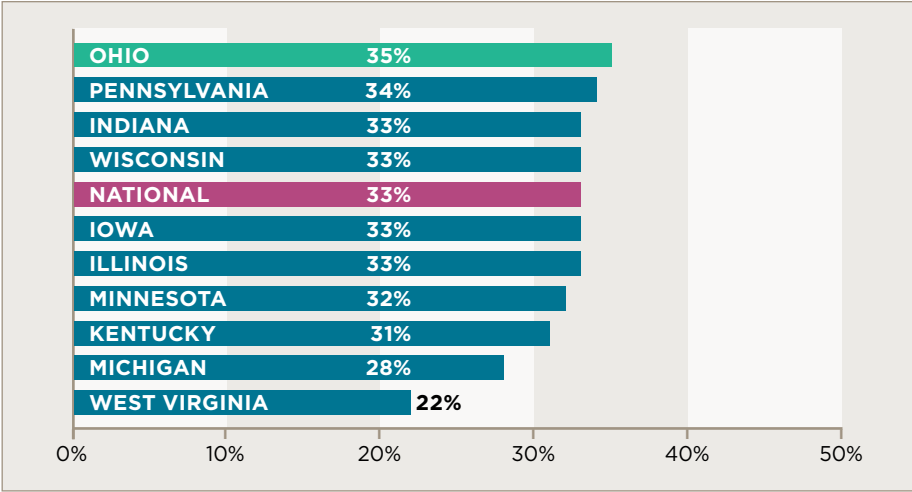
NATIONAL RANK										
	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
4th Grade Reading	18	18	11	15	16	20	18	11	16	14
4th Grade Math	14	10	9	13	15	15	14	20	21	17
8th Grade Reading	17	17	11	12	16	19	29	18	10	11
8th Grade Math	18	16	22	24	15	11	18	12	14	20

Source: National Assessment of Educational Progress, [Data Explorer](#). **Note:** The table displays Ohio's rank on NAEP scores among all 50 states, the District of Columbia, and the Department of Defense schools (52 jurisdictions in all).

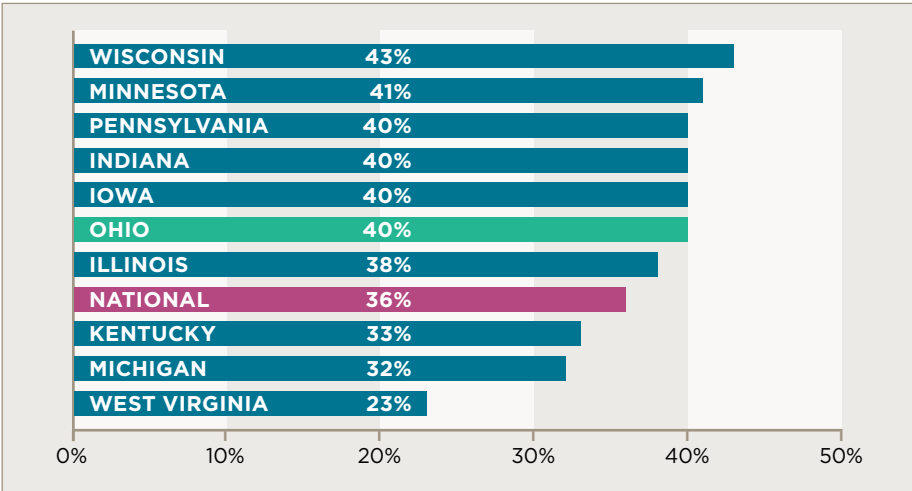
National Exams: How Ohio Compares to Nearby States

When compared to nearby states, Ohio ranks 1st out of 10 in fourth grade reading proficiency and is tied for 3rd in fourth grade math proficiency.

FOURTH GRADE READING



FOURTH GRADE MATH

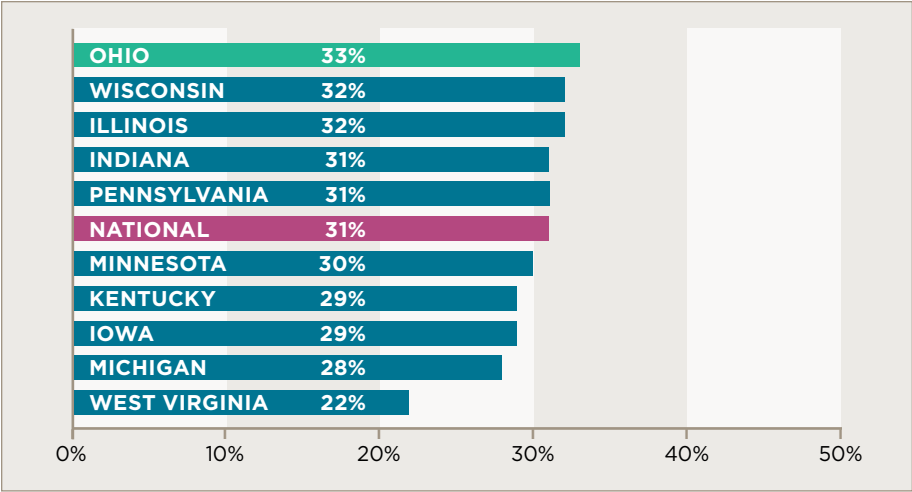


Source: National Assessment of Educational Progress, [Data Explorer](#) (2022). **Note:** The figure displays proficiency rates—the percentage of students achieving NAEP’s rigorous proficiency benchmark.

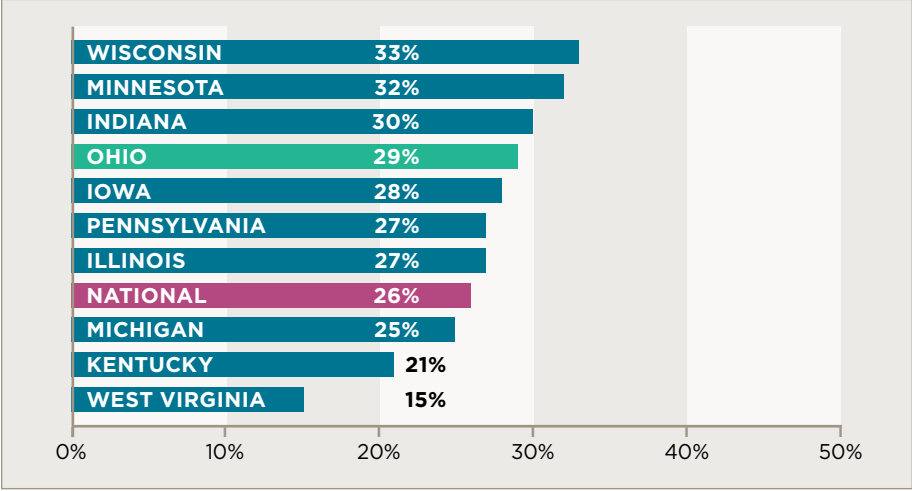
National Exams: How Ohio Compares to Nearby States

When compared to nearby states, Ohio ranks 1st out of 10 in eighth grade reading proficiency and 4th in eighth grade math proficiency.

EIGHTH GRADE READING



EIGHTH GRADE MATH

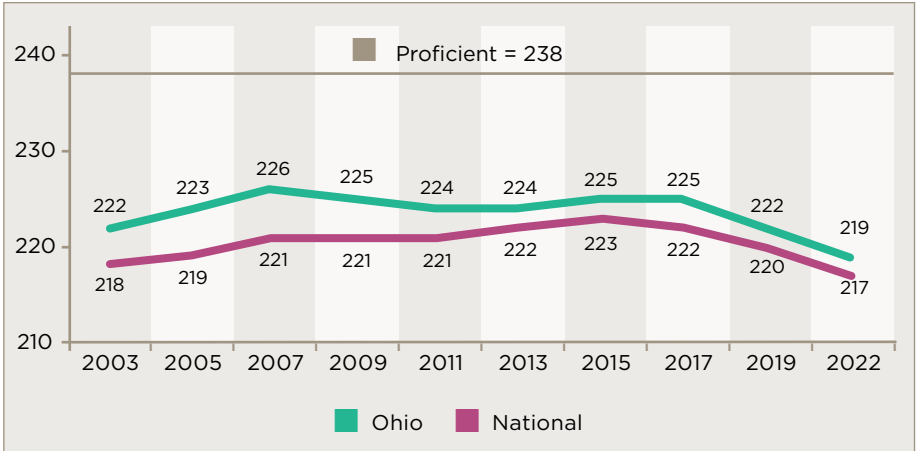


Source: National Assessment of Educational Progress, [Data Explorer](#) (2022). **Note:** The figure displays proficiency rates—the percentage of students achieving NAEP’s rigorous proficiency benchmark.

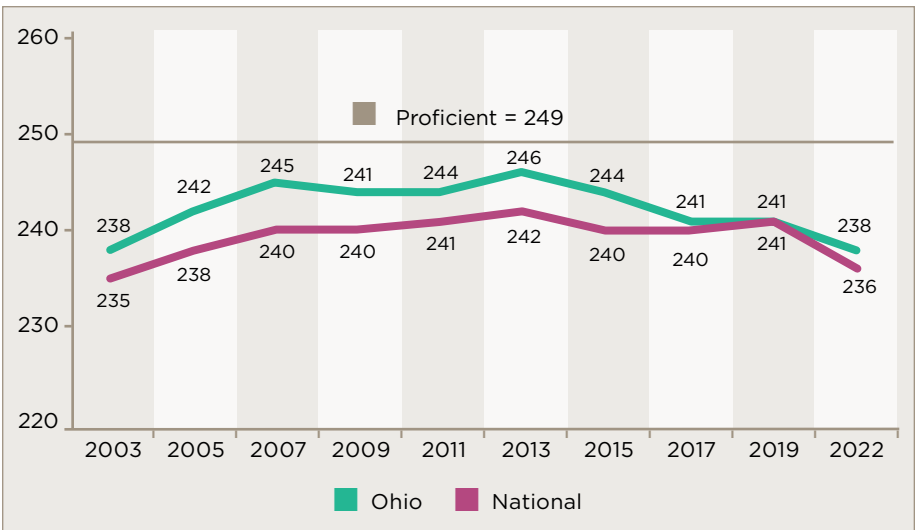
Ohio's NAEP Scores over Time: Fourth Grade

Ohio's fourth grade reading scores have been largely flat until recent declines that follow national trends. Fourth grade math scores increased from 2003 to 2013 but have declined in more recent years.

FOURTH GRADE READING



FOURTH GRADE MATH

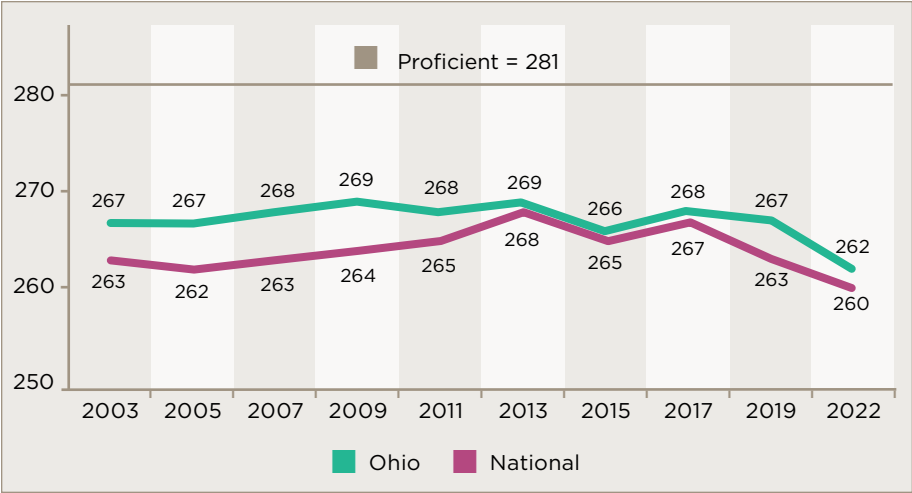


Source: National Assessment of Educational Progress, [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

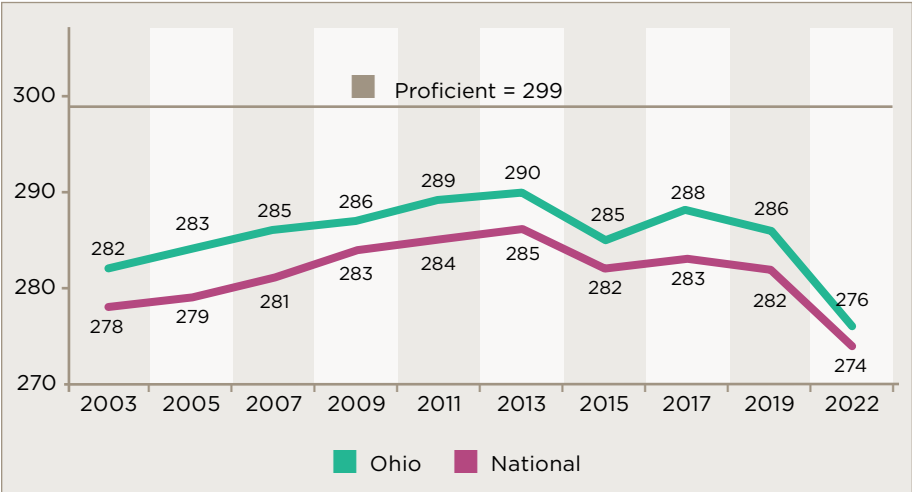
Ohio's NAEP Scores over Time: Eighth Grade

Ohio's eighth grade reading scores were largely flat in reading until the significant decline in 2022. Eighth grade math scores increased from 2003 to 2013 but have declined since then.

EIGHTH GRADE READING



EIGHTH GRADE MATH

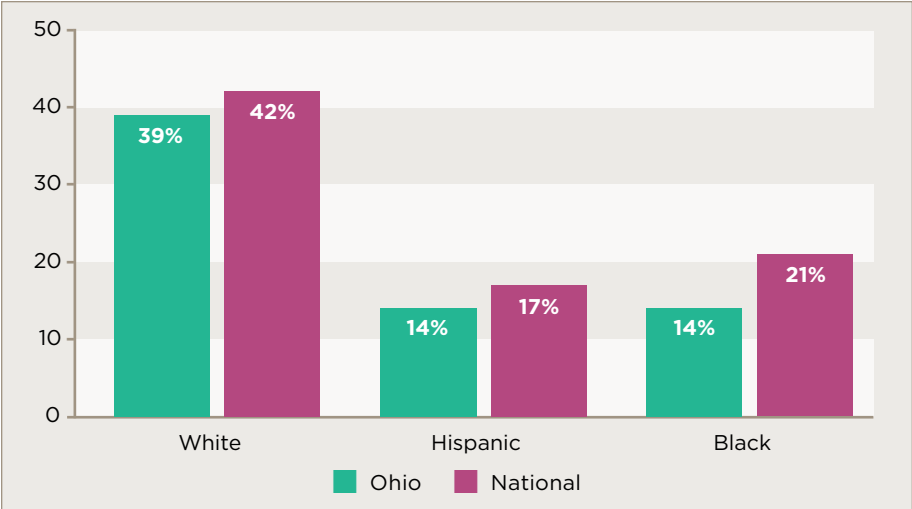


Source: National Assessment of Educational Progress, [Data Explorer](#). **Note:** The NAEP trend charts display scaled scores. Scores are reported on a scale of 0 and 500, with the score needed to reach proficient displayed for reference.

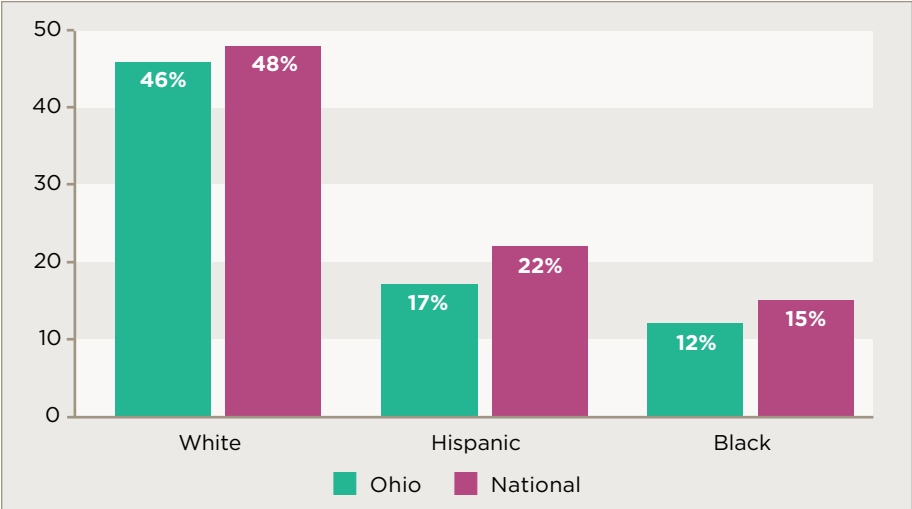
National Exams: Achievement by Race/Ethnicity

Roughly 40 to 50 percent of Ohio's white fourth grade students achieve proficiency on NAEP, but less than 15 percent of Ohio's Black students do so.

FOURTH GRADE READING



FOURTH GRADE MATH

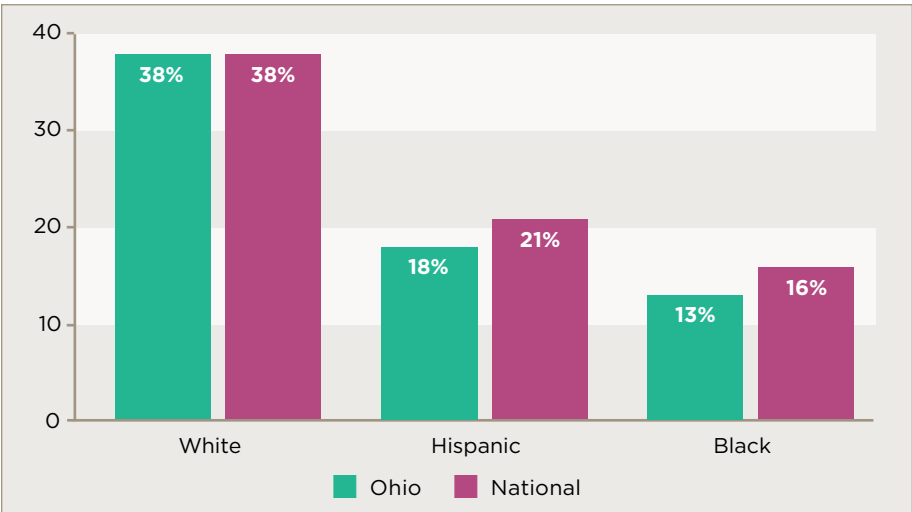


Source: National Assessment of Educational Progress, [Data Explorer](#) (2022). **Note:** The figure displays proficiency rates—the percentage of students achieving NAEP's rigorous proficiency benchmark. Smaller race/ethnic subgroups are omitted for display purposes.

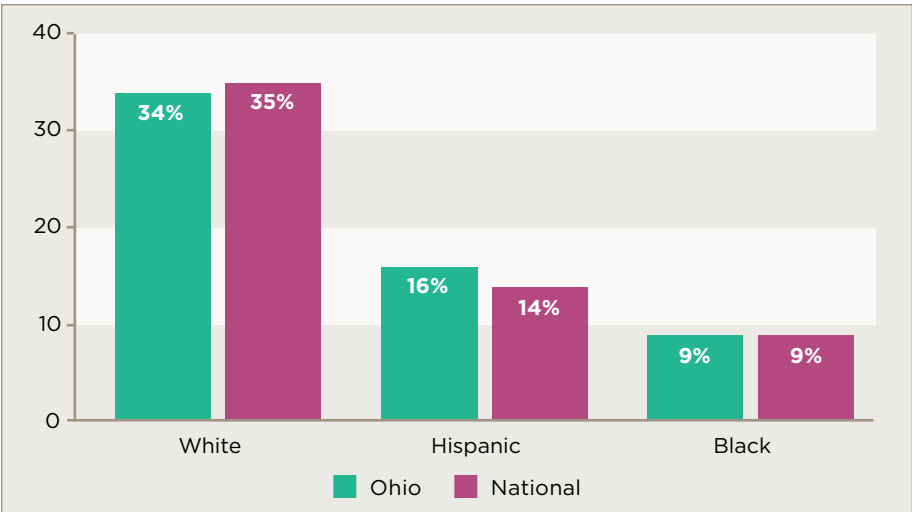
National Exams: Achievement by Race/Ethnicity

Roughly 35 to 40 percent of Ohio's white eighth grade students achieve proficiency on NAEP, but less than 15 percent of Black students in Ohio do so.

EIGHTH GRADE READING



EIGHTH GRADE MATH



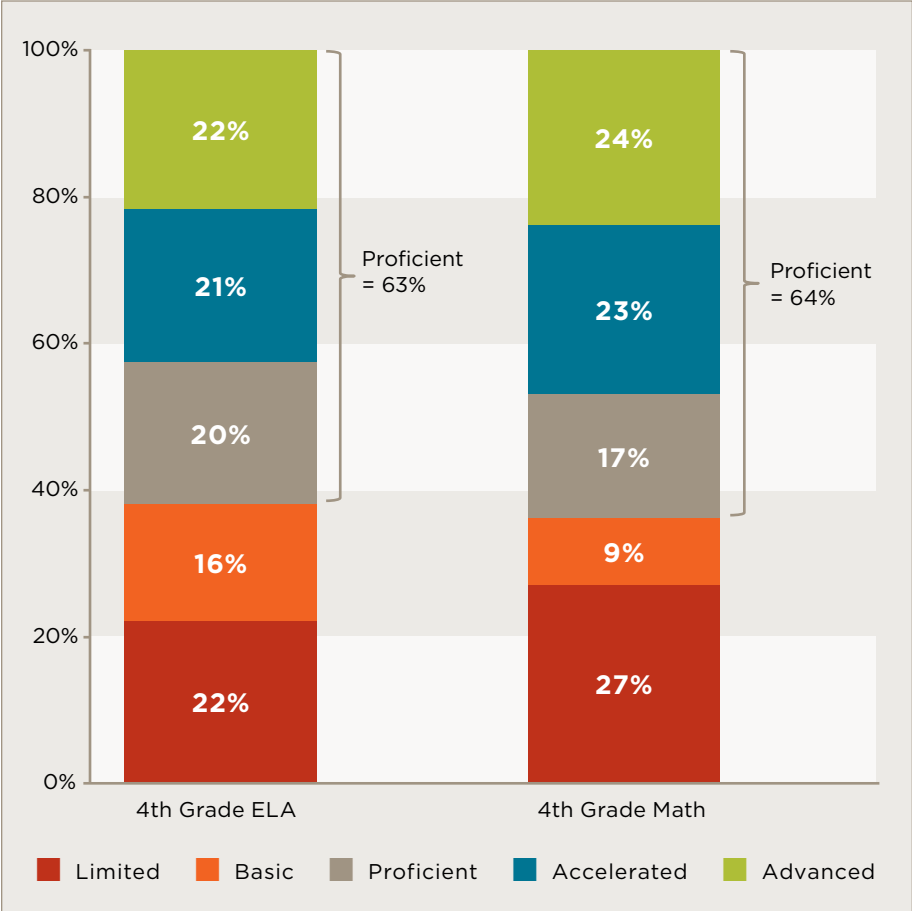
Source: National Assessment of Educational Progress, [Data Explorer](#) (2022). **Note:** The figure displays proficiency rates—the percentage of students achieving NAEP's rigorous proficiency benchmark. Smaller race/ethnic subgroups are omitted for display purposes.

Student Achievement: State Exams



Statewide Achievement in Selected Grades and Subjects

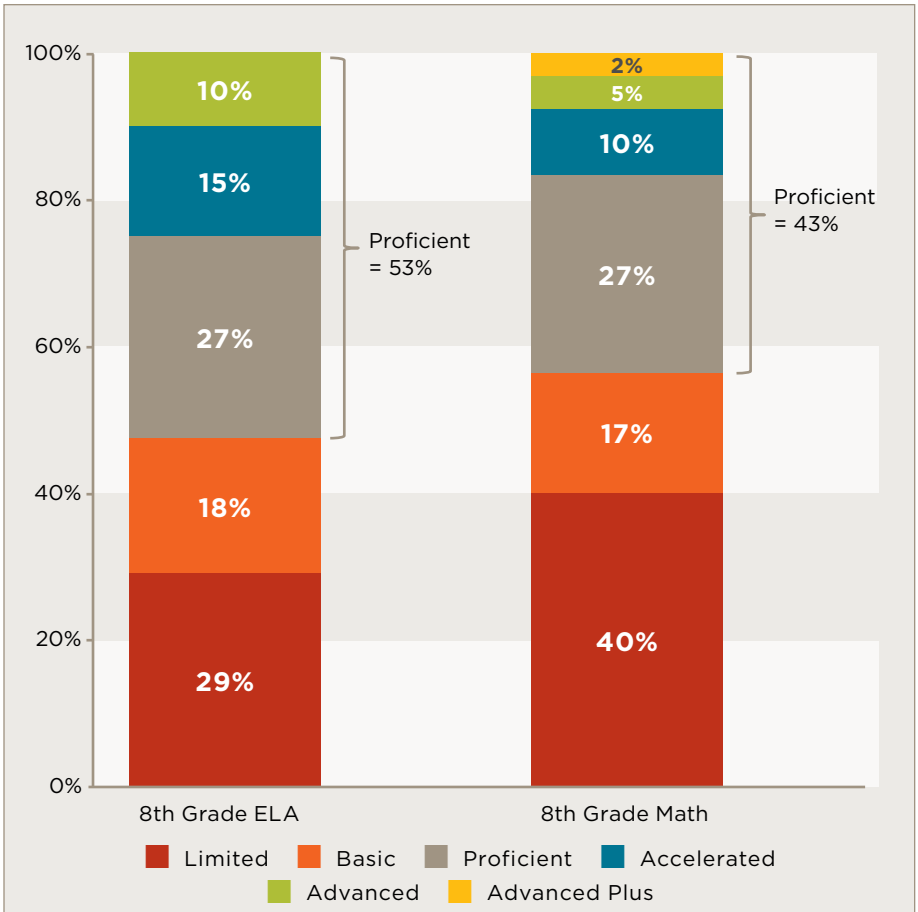
63 and 64 percent of Ohio fourth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.



Source: Ohio Department of Education, [Advanced Reports](#) (2021-22). **Note:** Percentages may not add to 100 due to rounding. Not displayed is the “advanced plus” level (0.1 and 0.2 percent of scores in ELA and math, respectively).

Statewide Achievement in Selected Grades and Subjects

53 and 43 percent of Ohio eighth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.

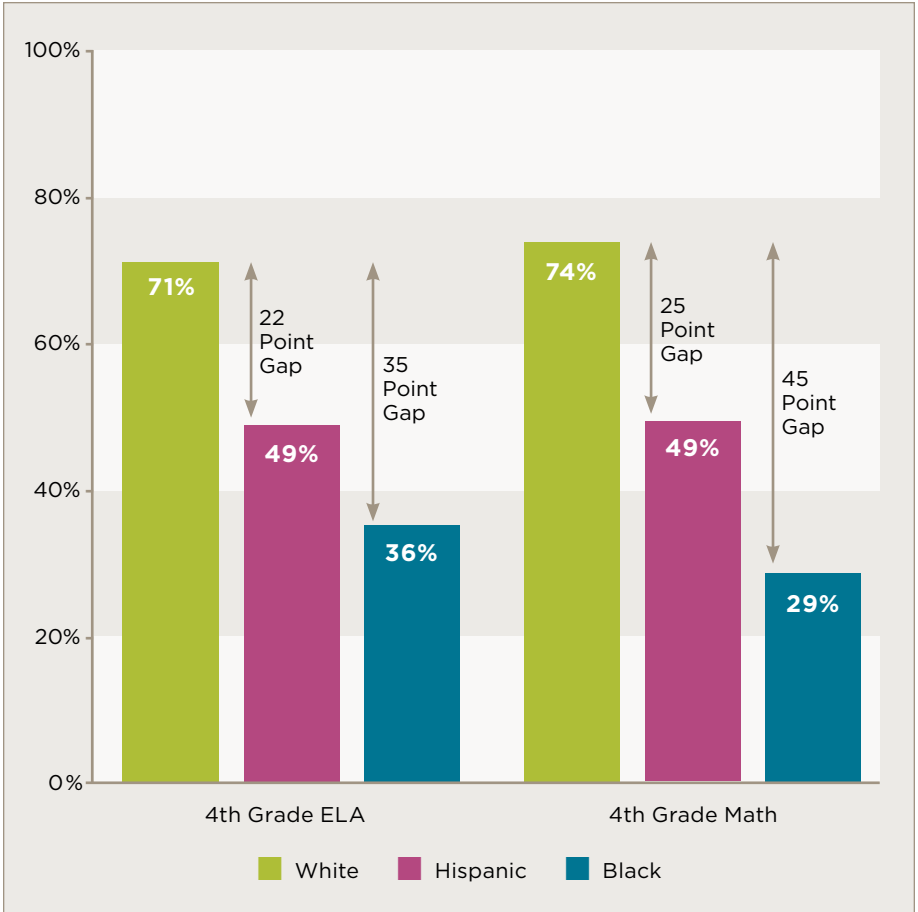


Source: Ohio Department of Education, [Advanced Reports](#) (2021-22). **Note:** Percentages may not add to 100 due to rounding. Not displayed are the 0.4 percent of eighth graders who scored at “advanced plus” in ELA

Achievement Gaps

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

FOURTH GRADE: PROFICIENT OR ABOVE

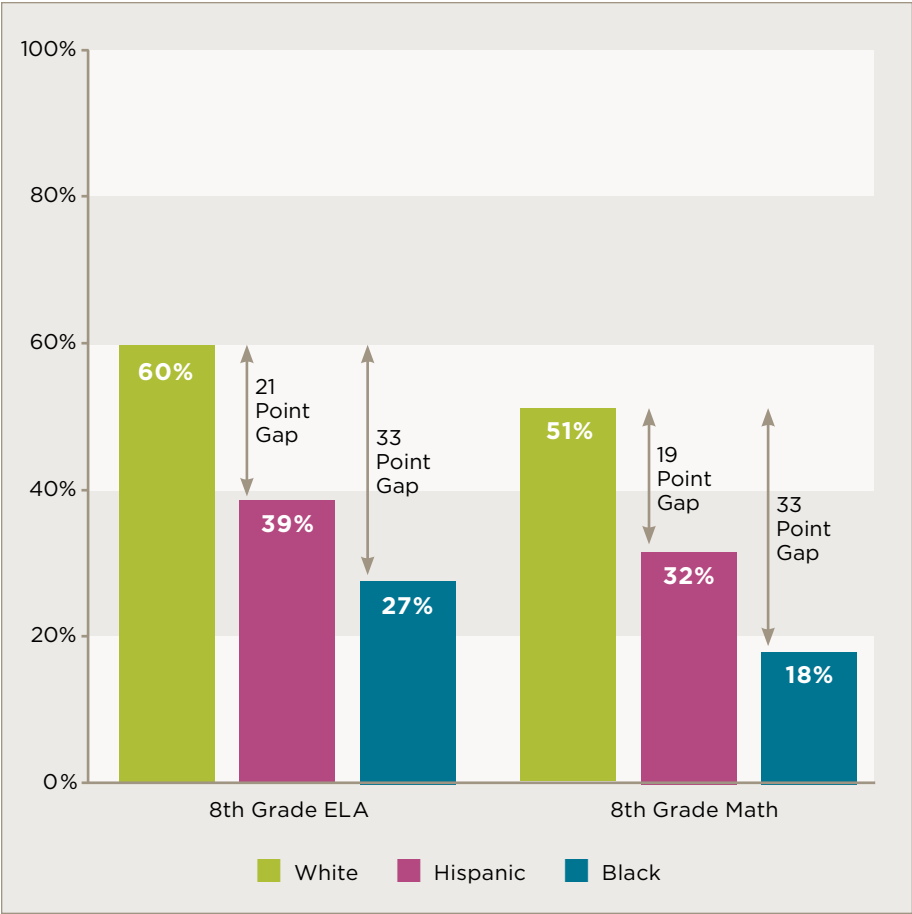


Source: Ohio Department of Education, [Advanced Reports](#) (2021-22). **Note:** Other race/ethnic subgroups are not shown for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multiracial students achieve at levels between white and Hispanic 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

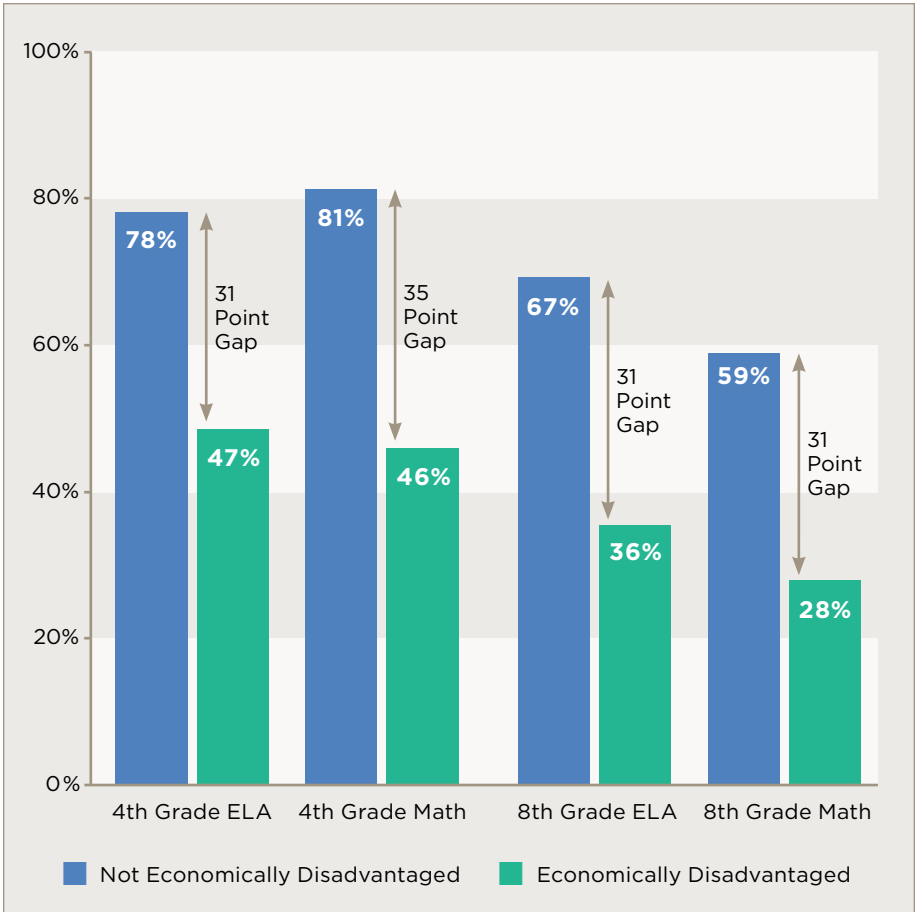


Source: Ohio Department of Education, [Advanced Reports](#) (2021-22). **Note:** Other race/ethnic subgroups are omitted for display purposes. Asian/Pacific Islander students achieve, on average, at higher levels than white students; multiracial students achieve at levels between white and Hispanic students.

Achievement Gaps

On average, 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](#) (2021-22). **Note:** For more on the identification of economically disadvantaged students, see page 10.

Achievement Gaps Versus Prior Years

Achievement gaps were large prior to the pandemic, and they generally widened—more so in fourth grade—between 2018-19 and 2021-22.

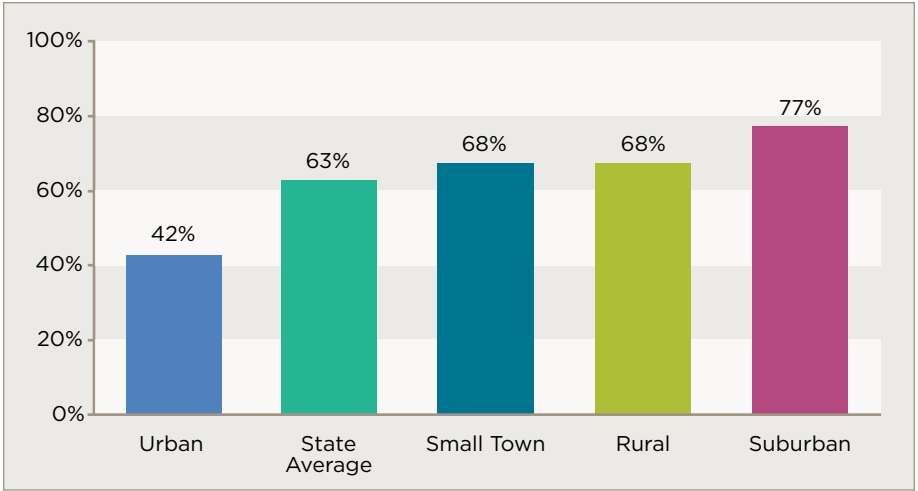
	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
FOURTH GRADE ELA						
Black-White	33	33	30	30	38	35
Hispanic-White	21	21	20	21	25	22
Low-High Income	31	30	29	29	36	31
FOURTH GRADE MATH						
Black-White	38	38	35	34	46	45
Hispanic-White	21	20	19	18	27	25
Low-High Income	30	29	29	27	39	35
EIGHTH GRADE ELA						
Black-White	29	34	36	32	36	33
Hispanic-White	19	23	22	19	22	21
Low-High Income	30	34	32	31	35	31
EIGHTH GRADE MATH						
Black-White	31	36	33	34	36	33
Hispanic-White	19	20	18	17	21	19
Low-High Income	28	31	29	29	31	31

Source: Ohio Department of Education, [Advanced Reports](#) (2015-16 to 2021-22). **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. Data are not displayed for 2019-20 due to test cancellations that year.

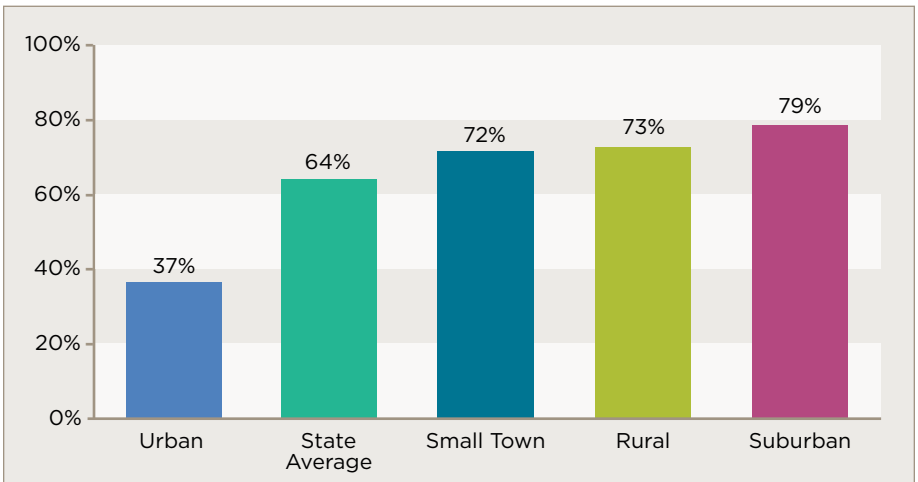
Student Achievement by District Typology

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

FOURTH GRADE ELA



FOURTH GRADE MATH

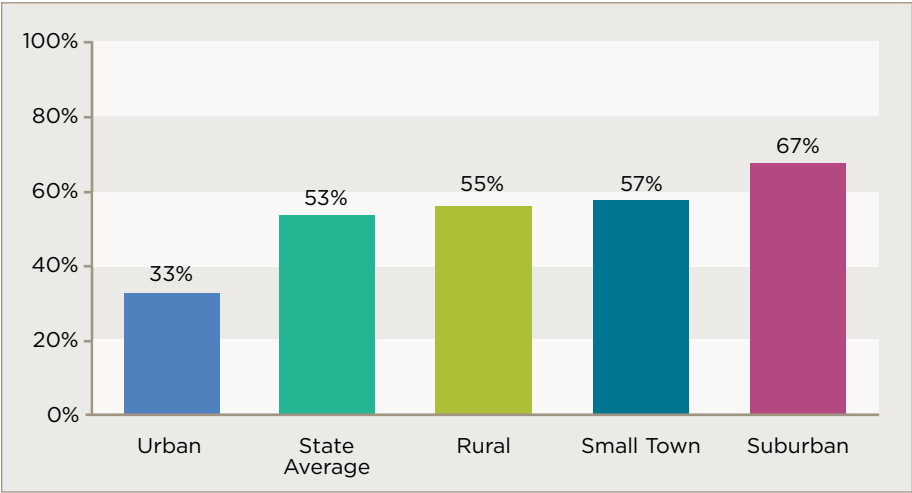


Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building Achievement” (2021-22). **Note:** The typology averages are weighted by the number of fourth graders in each district, charter, or STEM school.

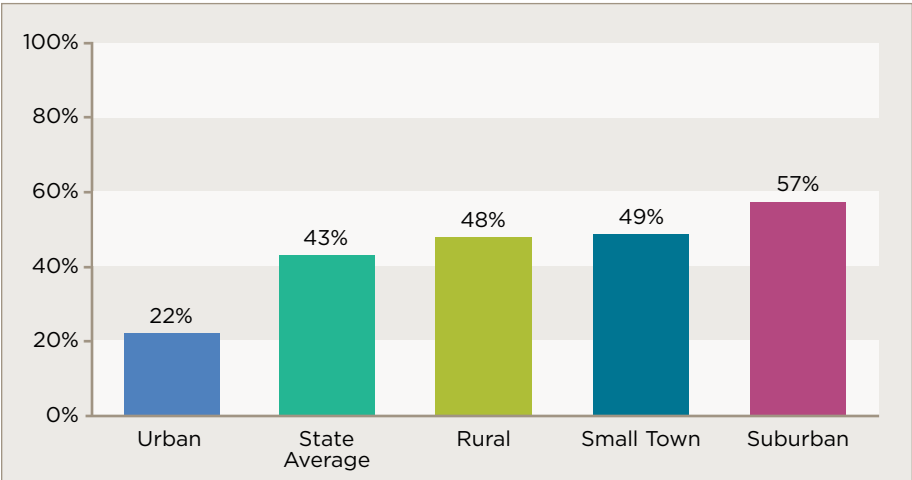
Student Achievement by District Typology

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

EIGHTH GRADE ELA



EIGHTH GRADE MATH

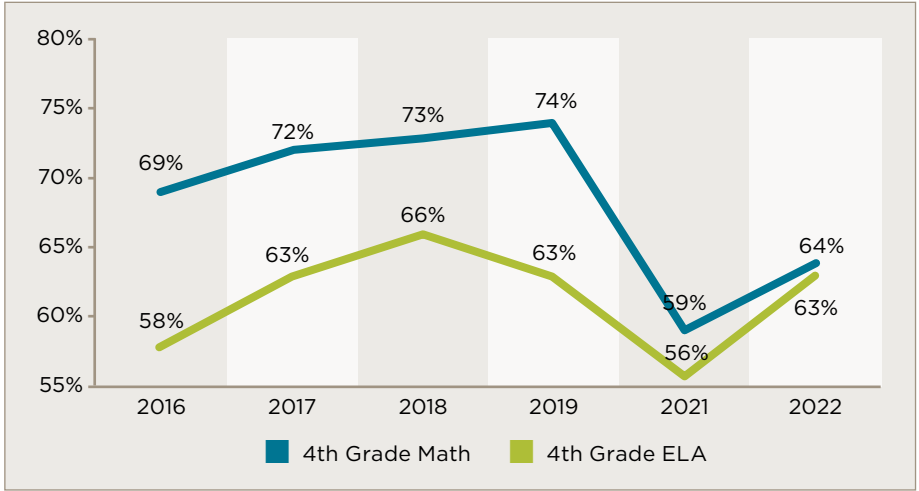


Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building Achievement” (2021-22). **Note:** The typology averages are weighted by the number of eighth graders in each district, charter, or STEM school.

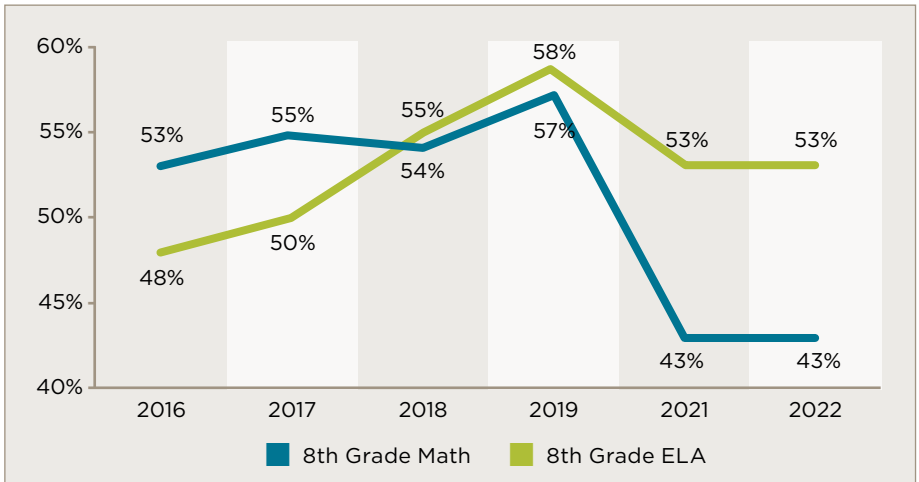
Proficiency Trends in Fourth and Eighth Grade

Proficiency rates on state exams dipped in 2020-21, reflecting Covid-related disruptions. Tests scores rebounded in fourth but not eighth grade in 2021-22.

FOURTH GRADE



EIGHTH GRADE

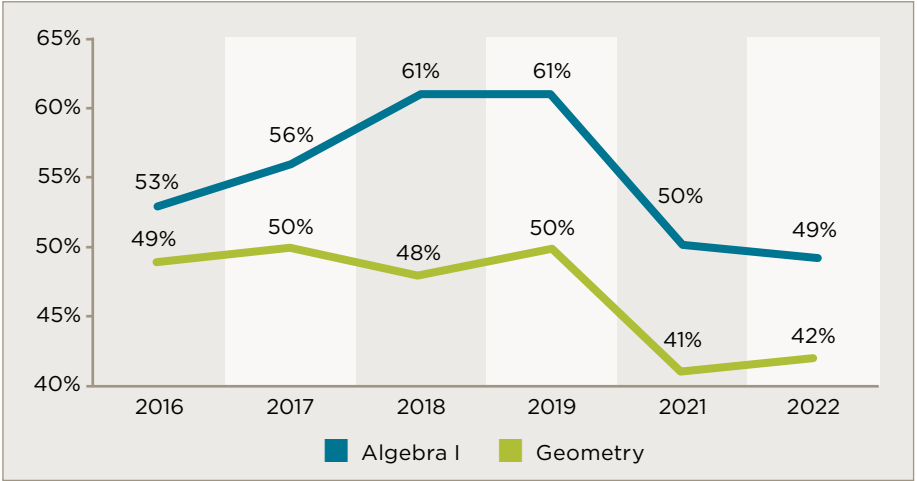


Source: Ohio Department of Education, [Advanced Reports](#). **Note:** No data are available for 2019-20 due to test cancellations that year.

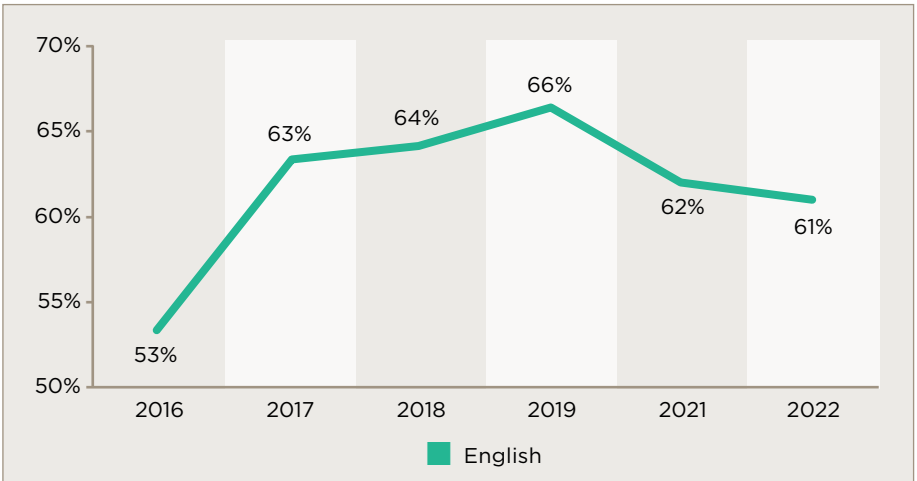
Proficiency Trends on Selected High School Exams

Proficiency rates on state end-of-course (EOC) exams declined in 2020-21, reflecting Covid-related disruptions, and did not noticeably rebound in 2021-22.

MATH EOCs



ENGLISH EOCs



Source: Ohio Department of Education, [Advanced Reports](#). **Note:** A small percentage of students take the state's integrated math I and II assessments instead of algebra and geometry exams; those data are not included on these figures.

Proficiency on All State Exams

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

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
GRADE 3-8 EXAMS						
3rd ELA	54.9	63.8	61.2	66.7	51.9	59.8
3rd Math	65.8	70.6	67.0	67.1	55.7	58.7
4th ELA	57.5	62.8	66.4	63.3	56.0	62.5
4th Math	69.2	72.4	72.5	74.3	59.4	63.6
5th ELA	60.2	67.7	70.2	69.8	64.8	64.4
5th Math	62.4	61.6	62.9	62.5	48.0	53.5
5th Science	67.5	68.3	68.5	65.0	57.9	62.9
6th ELA	54.0	60.2	59.9	56.1	51.9	55.8
6th Math	56.7	60.2	59.4	60.1	45.9	49.6
7th ELA	53.6	59.2	63.9	67.7	59.6	60.3
7th Math	55.3	56.1	59.4	57.5	44.3	45.6
8th ELA	47.5	50.3	54.5	58.3	52.7	52.7
8th Math	52.7	54.9	54.3	57.3	42.6	43.0
8th Science	64.9	65.8	67.6	68.2	59.4	63.0
HIGH SCHOOL END-OF-COURSE (EOC) EXAMS						
English II	53.4	63.3	64.4	66.2	62.0	61.3
Algebra I	53.0	56.2	60.5	61.1	49.4	49.1
Geometry	49.4	49.7	48.2	50.1	40.9	41.6
Biology	65.4	65.7	73.7	73.7	64.7	64.7
U.S. Gov.	68.0	73.1	79.5	77.7	73.0	73.9
U.S. History	76.3	74.5	75.7	78.1	68.3	68.2

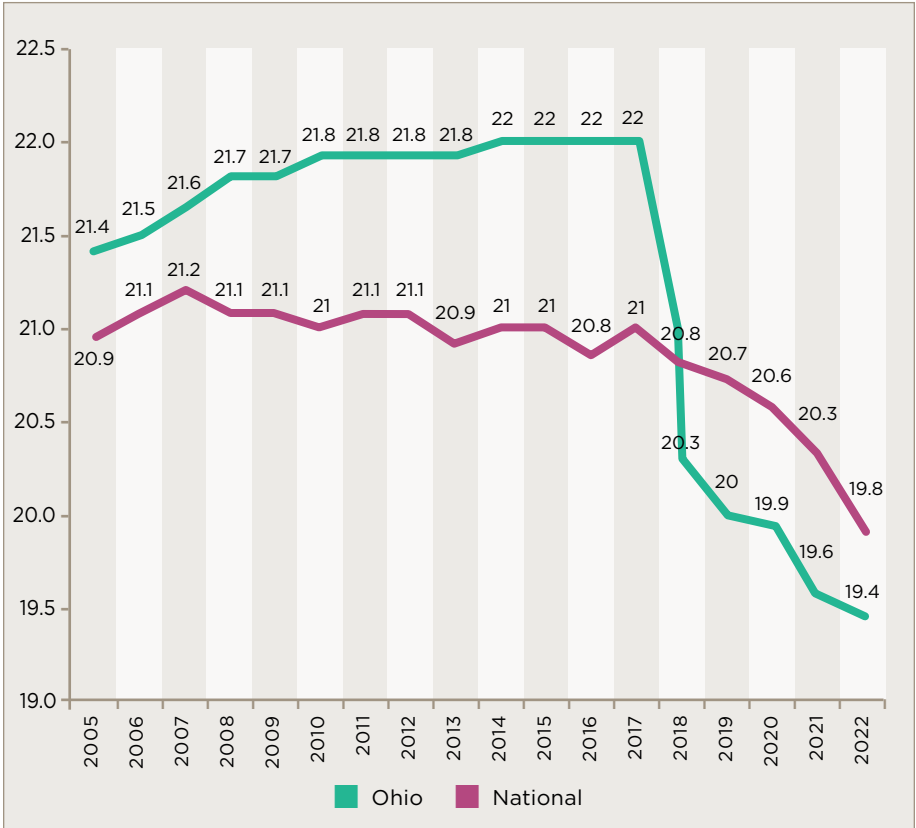
Source: Ohio Department of Education, [Advanced Reports](#). **Note:** Data for 2019-20 are not displayed due to test cancellations in spring 2020.

Post-Secondary Readiness and Outcomes



ACT Scores Over Time

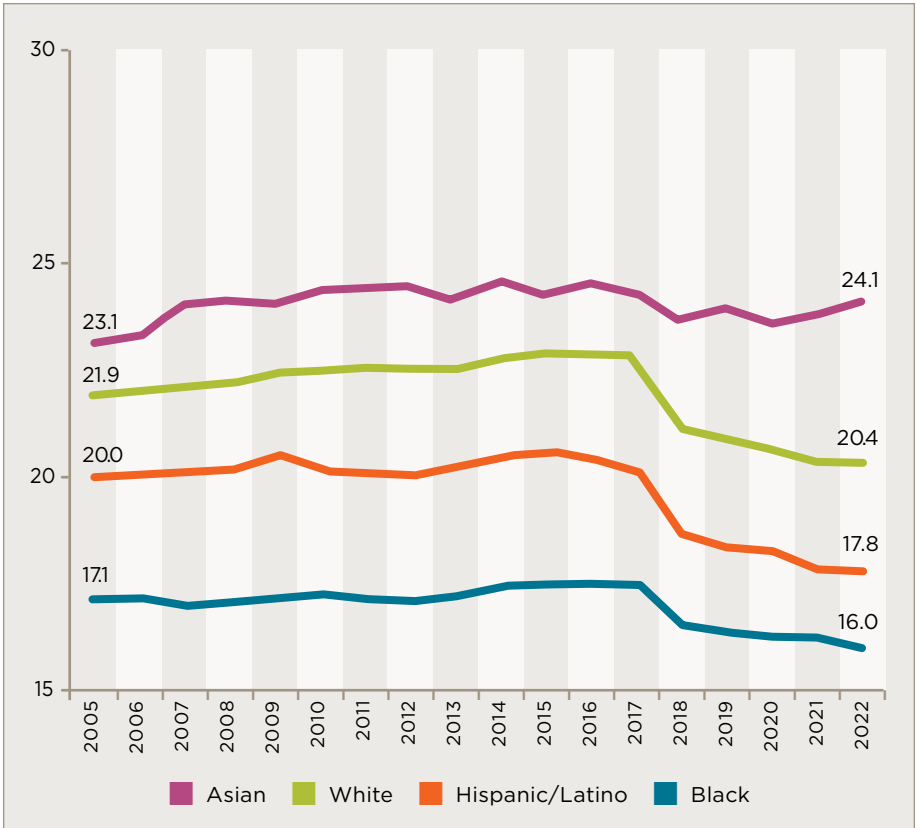
Ohio's average ACT composite score fell significantly beginning with the class of 2018, when all Ohio juniors began taking a college admissions exam. Ohio's ACT scores have declined further since 2018.



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 on all four tested subjects (English, math, reading, and science). About three in four Ohio students took the ACT exams in the classes of 2005-17, while practically all students in the classes of 2018-20 did so. Participation was somewhat lower for the classes of 2021-22 (roughly 80-85 percent). Composite scores are reported on a scale of 0 to 36.

Average ACT Scores by Race/Ethnicity

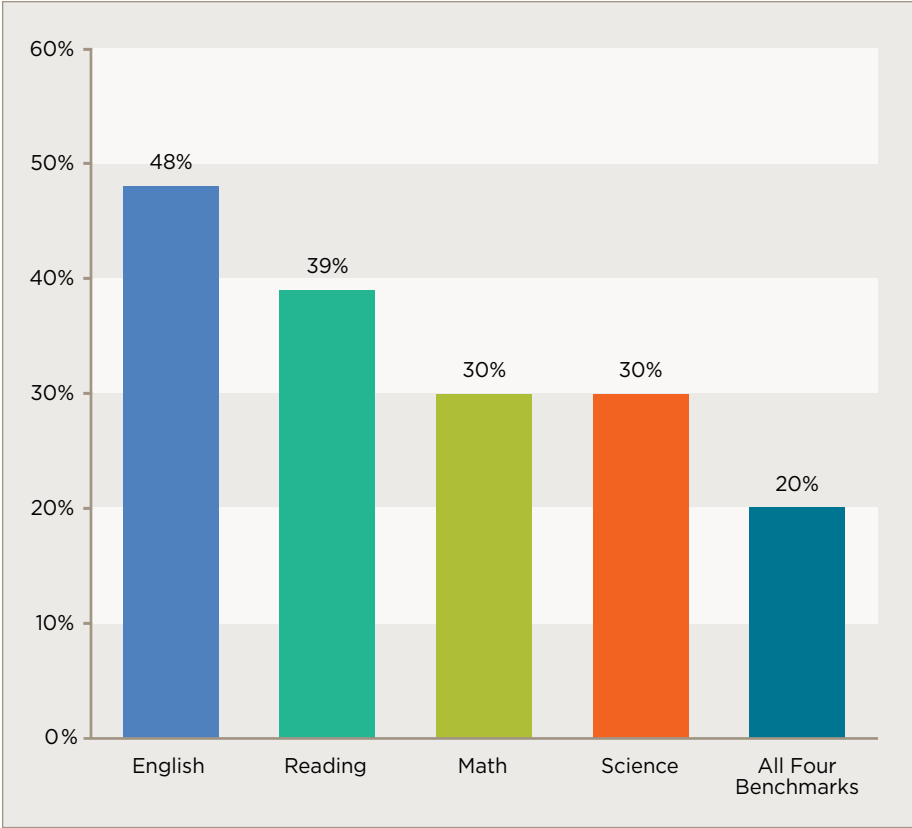
Large gaps in average ACT scores exist between race/ethnic groups; disparities have not narrowed significantly over the past decade.



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 2022

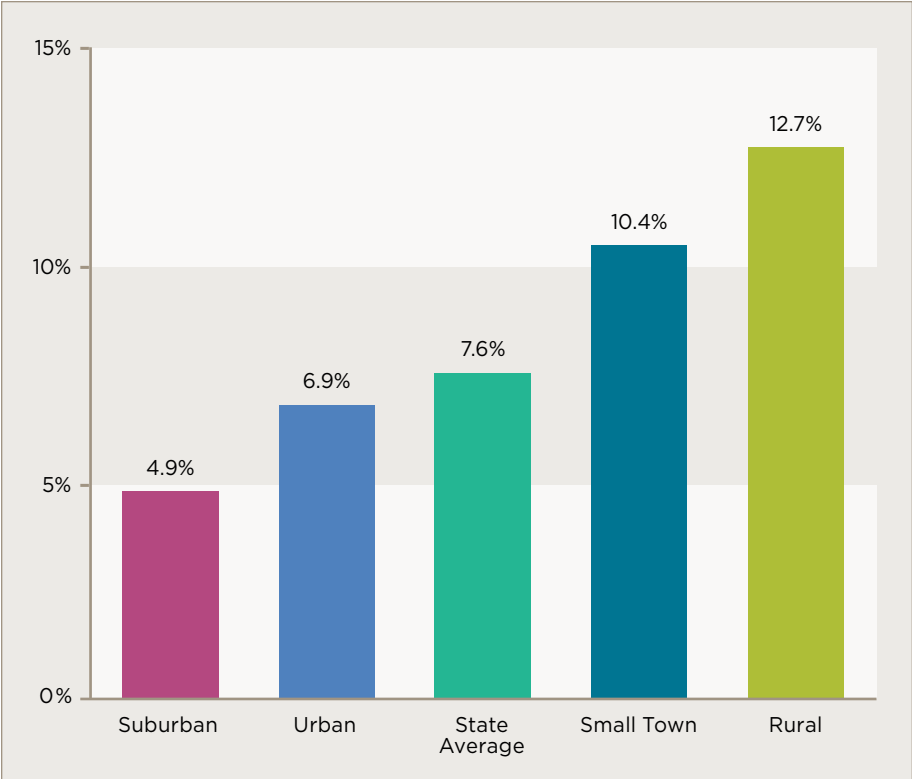
College readiness varies by ACT content area—from 30 percent in math and science to 48 percent in English. Just 20 percent of Ohio students reach college ready benchmarks in all four areas of the ACT.



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?](#) These benchmarks are used by the [Ohio Department of Higher Education](#) to determine incoming college students' remediation-free status.

Industry Credentials

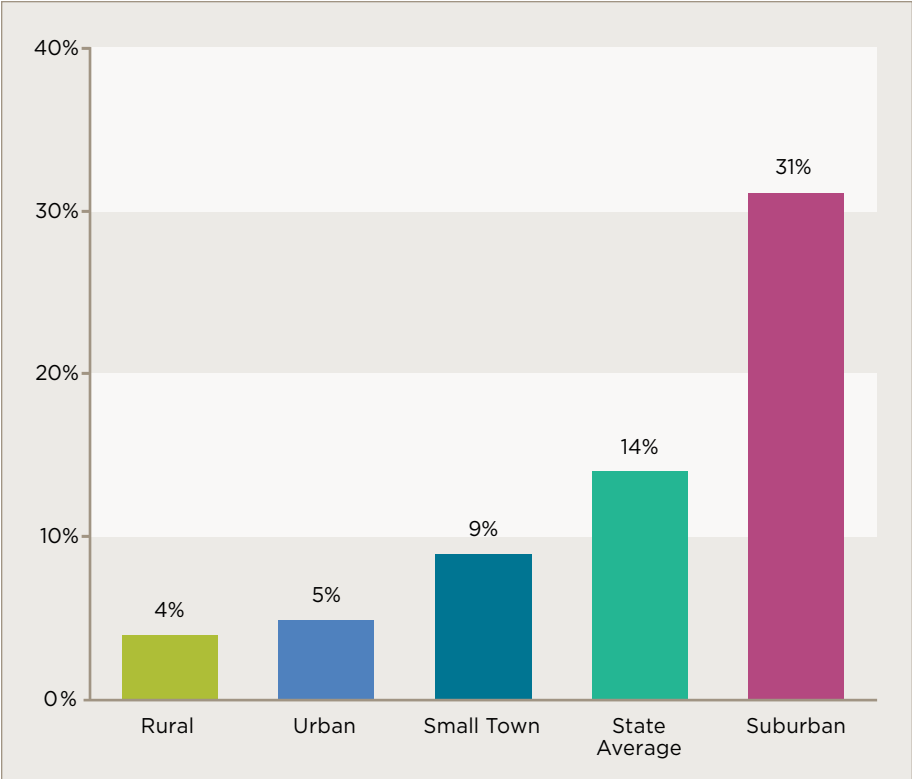
Just 8 percent of students earn twelve points in Ohio’s industry credentialing system before graduating. Students from rural schools have the highest rates of credentials earned (13 percent), while those from suburban schools have the lowest (5 percent).



Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building College, Career, Workforce and Military Readiness Data” (2021-22). **Note:** The rates indicate the percentage of students earning 12 or more points in Ohio’s [industry credentialing system](#). Data are from the class of 2021, including non-graduates. The typology averages are weighted by the number of students in this class in each district, charter, or STEM school.

Advanced Placement (AP) Scores

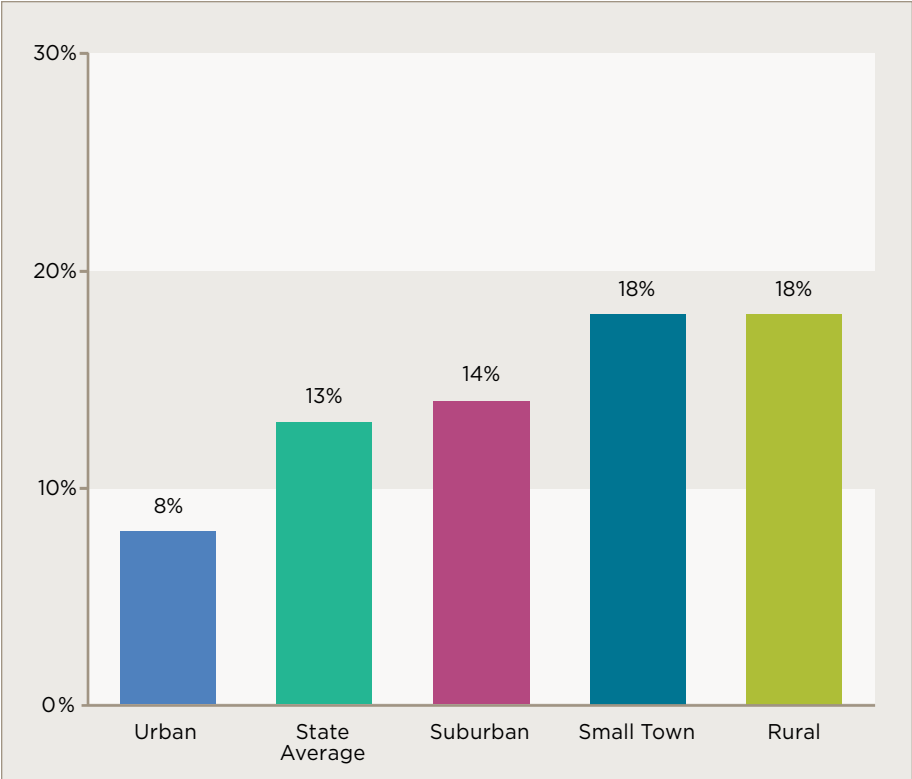
14 percent of Ohio students pass at least one AP exam. 31 percent of students from suburban schools earn a passing score, while only 4 percent of rural students do so.



Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building College, Career, Workforce and Military Readiness Data” (2021-22). **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 do not take an AP exam are included in the denominator. Data are from the class of 2021, including non-graduates. The typology averages are weighted by the number of students in this class in each district, charter, or STEM school.

Dual Enrollment Credit

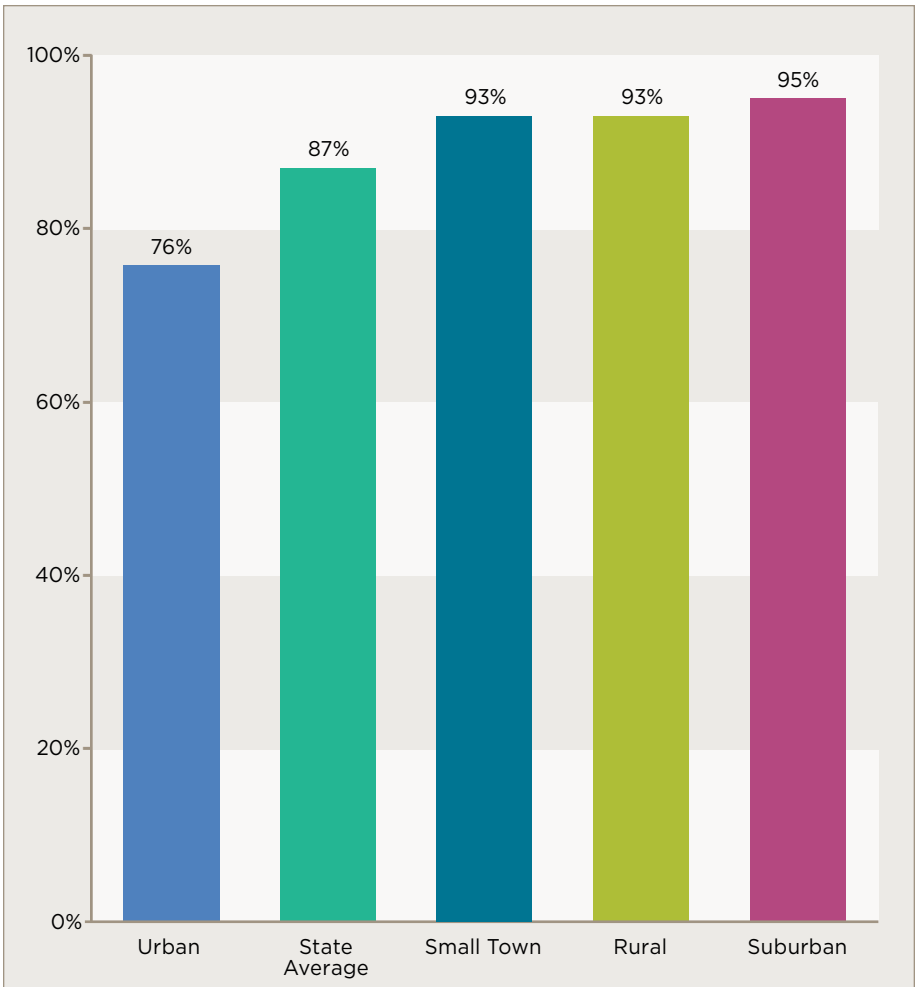
13 percent of Ohio students earn twelve or more college credits through dual enrollment programs. Almost one in five students from small town and rural schools earn twelve or more credits, while less than 10 percent of urban students do so.



Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building College, Career, Workforce and Military Readiness Data” (2021-22). **Note:** The rates indicate the percentage of students earning 12 or more college credits through a dual high school/college enrollment program. Data are from the class of 2021, including non-graduates. The typology averages are weighted by the number of students in this class 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.

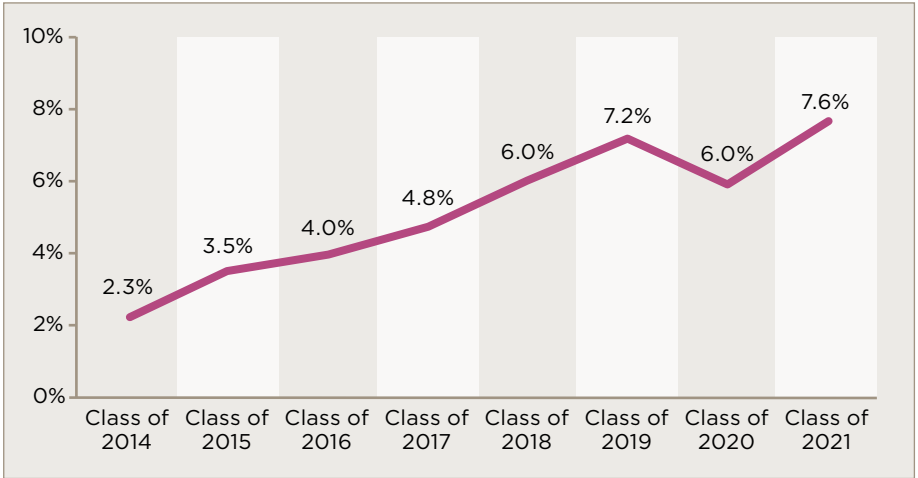


Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building Graduation Rates” (2021-22). **Note:** The graduation rates indicate the percentage of students in the class of 2021 who earned a high school diploma within four years of entering ninth grade. The typology averages are weighted by the number of students in this class in each district, charter, or STEM school.

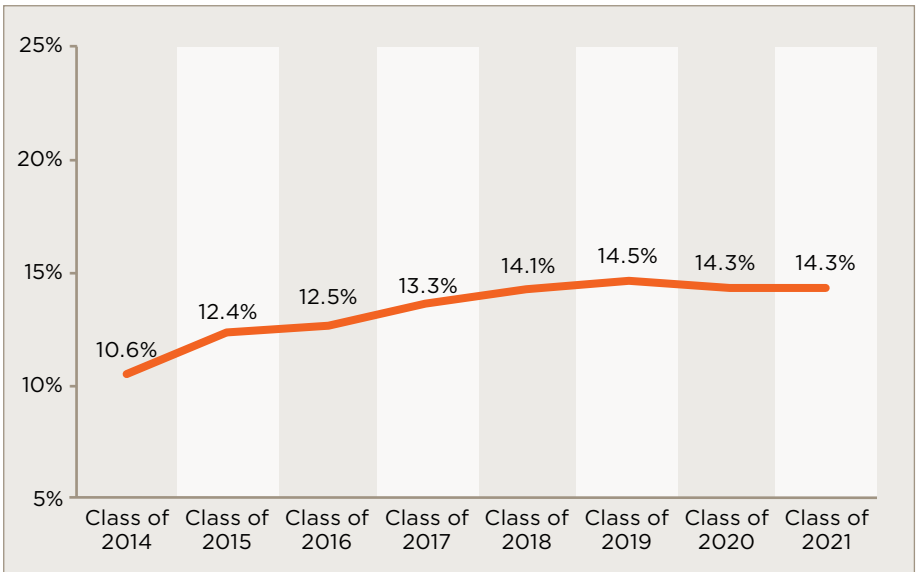
Industry Credentials and AP Exam Trends

Attainment of industry credentials has increased substantially since 2014, while AP passage rates have risen slightly.

PERCENT EARNING INDUSTRY CREDENTIALS



PERCENT PASSING AT LEAST ONE AP EXAM

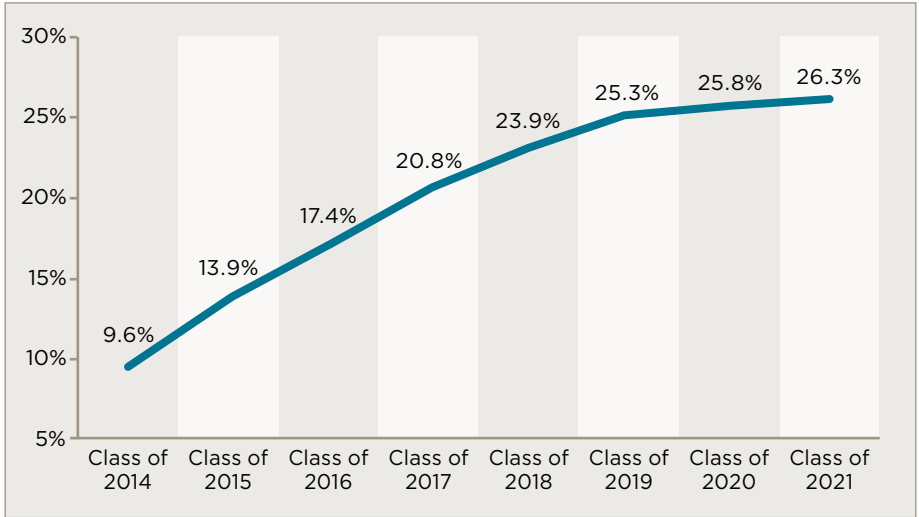


Source: Ohio Department of Education [downloadable](#) files titled “State College, Career, Workforce and Military Readiness Data” and “State Prepared for Success.”

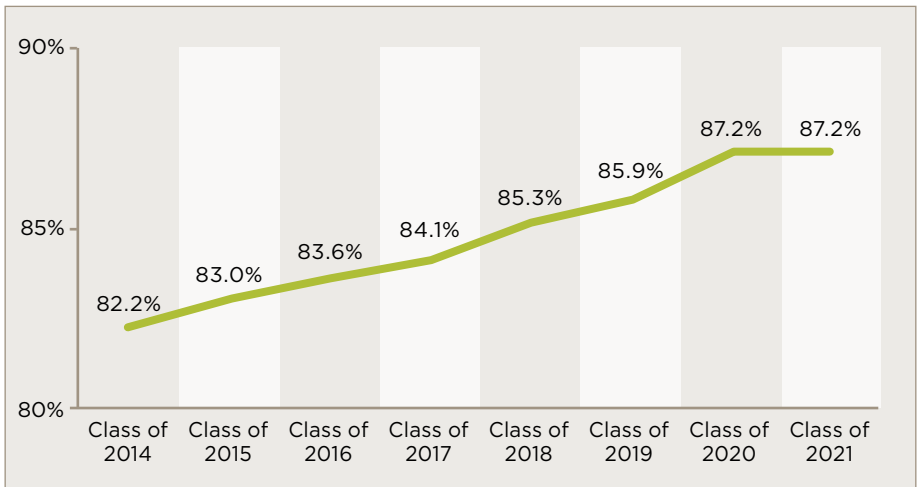
Trends in Dual Enrollment and High School Graduation

Dual enrollment credits earned and high school graduation rates have consistently increased within the past decade.

PERCENT EARNING AT LEAST THREE DUAL ENROLLMENT CREDITS



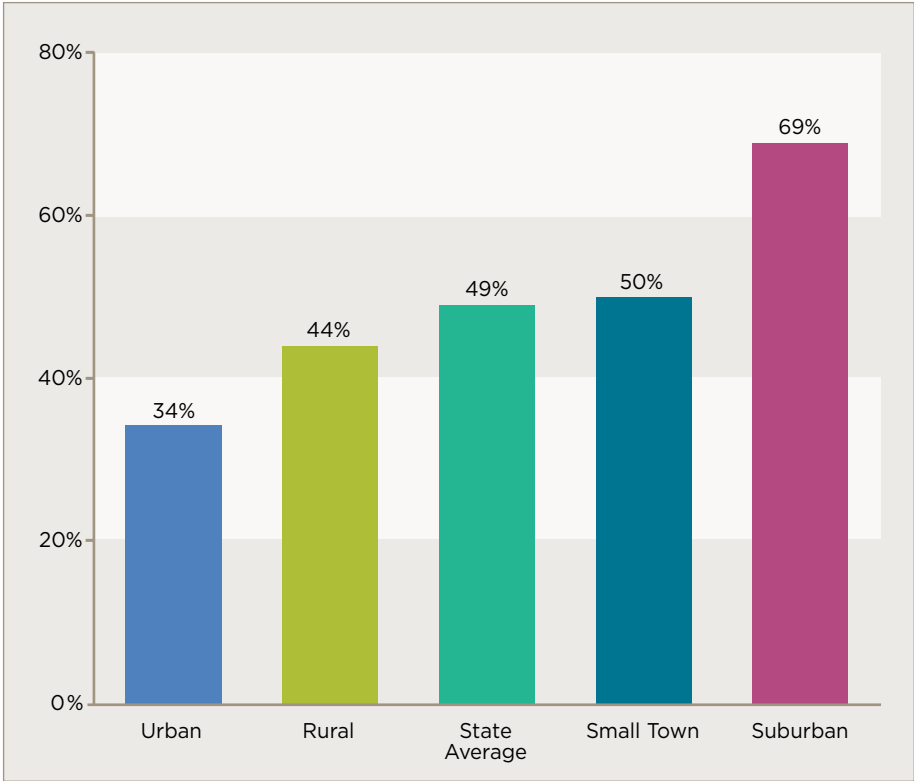
FOUR-YEAR GRADUATION RATES



Source: Ohio Department of Education [downloadable](#) files titled “State College, Career, Workforce and Military Readiness Data” and “State Prepared for Success.” **Note:** To maintain consistency with historically reported dual enrollment rates, this page displays the percentage of students earning 3 or more dual enrollment credits (page 52 shows 12 or more credits).

College Enrollment Rates

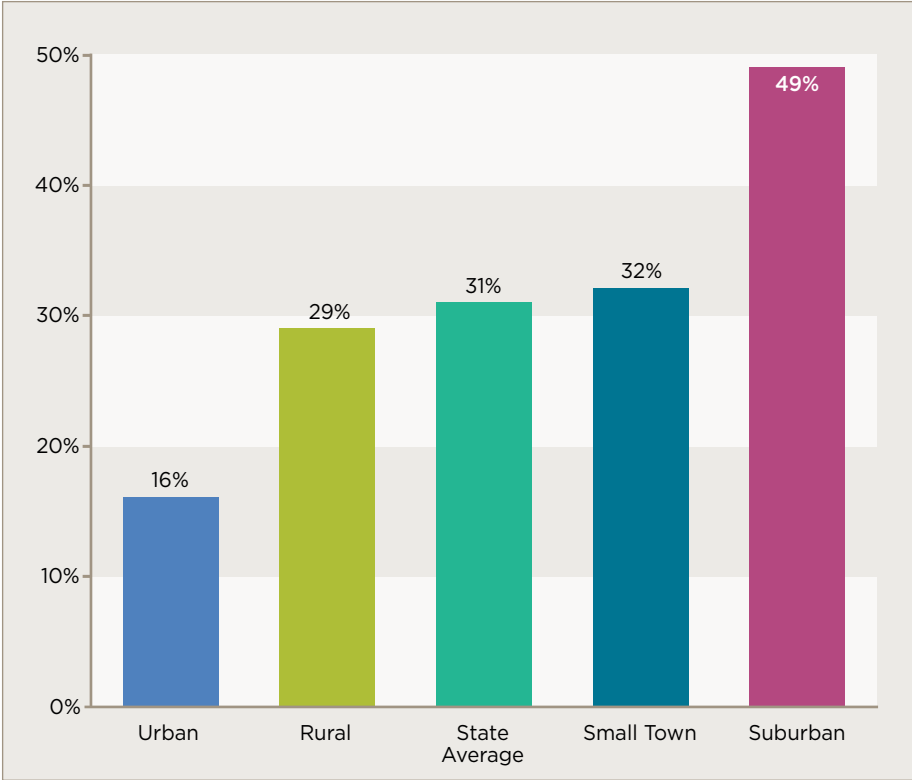
Just shy of 50 percent of Ohio students enroll in two or four year colleges after high school. Enrollment is highest among students from suburban areas (69 percent) and lower in other regions.



Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building College Readiness” (2021-22). **Note:** The chart displays the percent of the high school class of 2019 (including non-graduates) that enrolled in a two- or four-year college (Ohio or non-Ohio) within two years of high school. The typology averages are weighted by the number of students in this class in each district, charter, or STEM school.

College Completion Rates

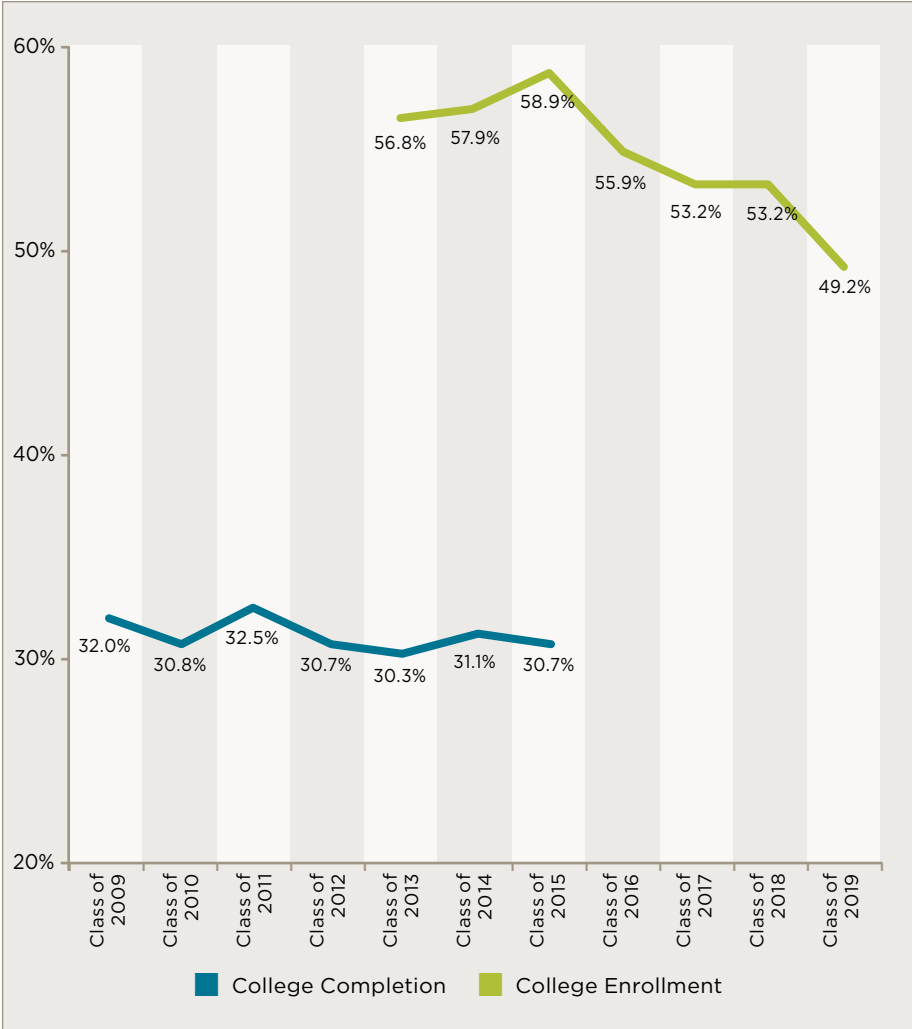
31 percent of Ohio students attain at least an associate degree within six years of leaving high school. College completion rates are highest among students who attended high school in suburban areas (49 percent) and lower among those from other parts of Ohio.



Source: Calculations based on Ohio Department of Education [downloadable](#) files titled “District and Building College Readiness” (2021-22). **Note:** The chart displays the percent of the high school class of 2015 (including non-graduates) who earned at least an associate degree within six years of high school at an Ohio or non-Ohio college or university. The typology averages are weighted by the number of students in this class in each district, charter, or STEM school.

Trends in College Enrollment and Completion

College enrollment has decreased in recent years, while college completion rates remained largely flat for the classes of 2009-15.



Source: Ohio Department of Education [downloadable](#) files titled “State College, Career, Workforce and Military Readiness Data” and “State Prepared for Success.” **Note:** ODE began reporting post-secondary education data on the 2015-16 report card, so there is no enrollment data available prior to the class of 2013. Enrollment data for the classes of 2020 through 2022 has not yet been reported, nor completion data for the classes of 2016 through 2022.

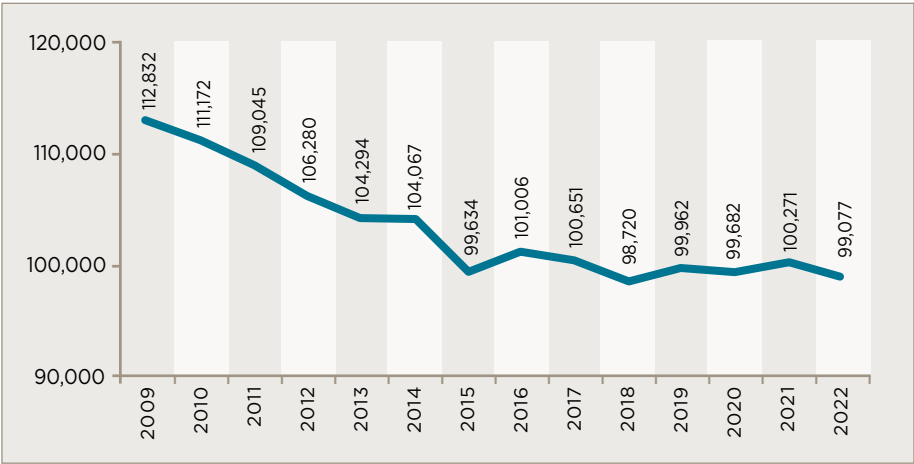
Ohio's Educators



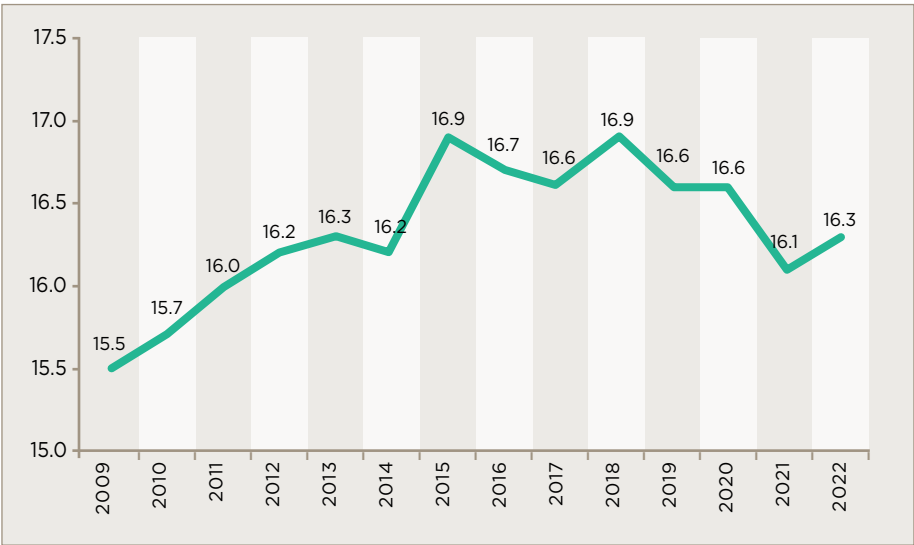
Public School Teachers

Ohio public schools employ roughly 100,000 teachers, or about 16 students per teacher.

NUMBER OF TEACHERS



STUDENTS PER TEACHER



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

Characteristics of Ohio Teachers

Nearly three in four teachers are female, and more than 90 percent are white. Almost all teachers hold a bachelor's degree or higher.

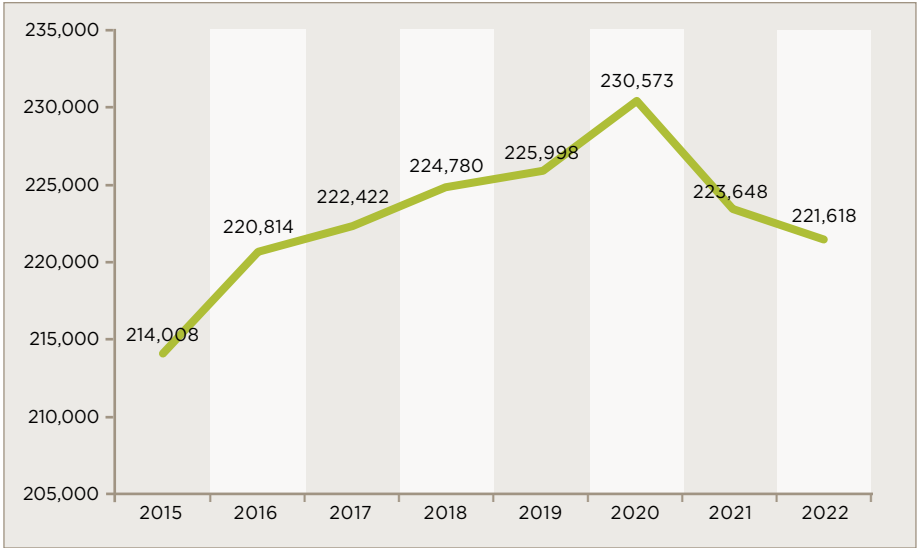
	STATEWIDE	
	NUMBER	PERCENTAGE
TOTAL TEACHERS	99,077	100
RACE OR ETHNICITY		
White	90,164	91.0
African American	4,290	4.3
Hispanic	860	<1.0
Multiracial	249	<1.0
Asian or Pacific Islander	543	<1.0
American Indian or Alaskan Native	61	<1.0
Not Specified	2,909	2.9
GENDER		
Female	73,225	73.9
Male	25,851	26.1
HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT		
Doctorate	424	<1.0
Master's	61,288	61.9
Bachelor's	34,952	35.3
Other Degree or Certificate	2,414	2.4

Source: DataOhio, **Education Employee Positions and Demographics—Public** (2021-22).

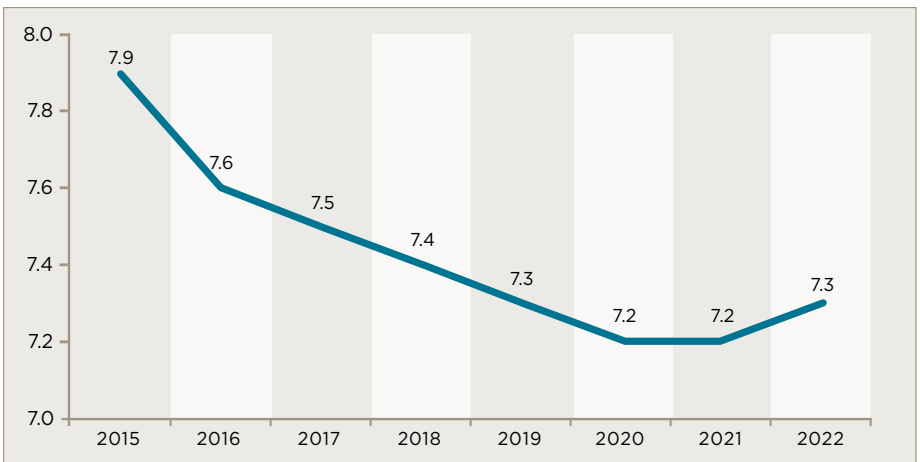
Non-Teaching Staff Positions

Ohio public schools employ over 220,000 non-teaching staff, or about 7 students per non-teaching staff.

NUMBER OF NON-TEACHING STAFF POSITIONS



STUDENTS PER NON-TEACHING STAFF POSITIONS



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

Staff Positions in Ohio Schools

Classroom teachers represent about one-third of total staff positions in public schools, with significant numbers of positions supporting athletics, extracurriculars, and other services.

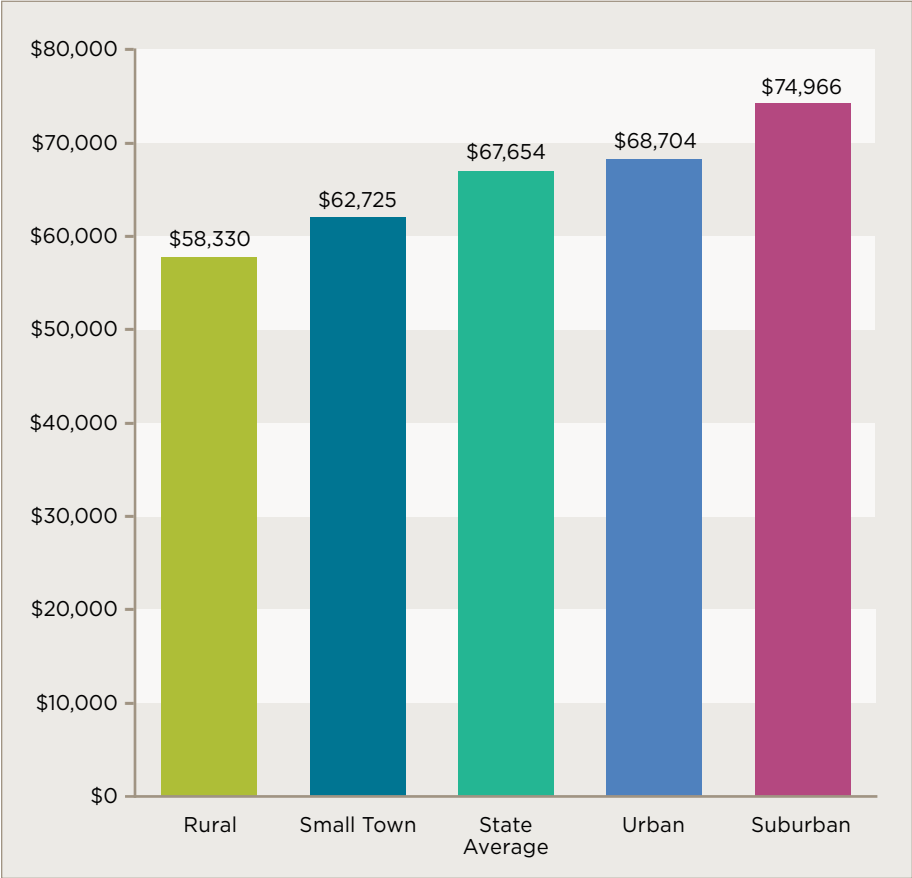
POSITION DESCRIPTION	NUMBER OF STAFF POSITIONS	PERCENT OF ALL STAFF POSITIONS
Classroom Teacher	99,077	30.9
Athletics Coach	37,241	11.6
Extracurricular Advisor	22,817	7.1
Teaching Aide	12,572	3.9
Special Education Specialist	12,392	3.9
Custodian	12,282	3.8
Instructional Paraprofessional	11,889	3.7
Other Extracurricular	11,523	3.6
Bus Driver/Vehicle Operator	11,338	3.5
Clerical Staff	10,861	3.4
Food Service	9,662	3.0
Other Education Professional	6,291	2.0
Counseling	4,184	1.3
Small Group/Tutor (Non-Special Ed)	4,041	1.3
Monitoring/Traffic Guards	3,684	1.1
Principal	3,442	1.1
Remedial Specialist	3,352	1.0
Speech-Language Therapist	2,645	0.8
Assistant Principal	2,258	0.7
Supervisor/Manager	2,232	0.7
All Other Positions	36,913	11.5
Total	320,695	100

Source: DataOhio, [Education Employee Positions and Demographics—Public](#) (2021-22).

Note: Descriptions of staff positions are available at ODE, [EMIS Manual, Section 3.9: Position Codes](#). Some classroom teachers may also serve as non-teaching staff (e.g., teachers who are athletics coaches or extracurricular advisors). Schools report part-time employees as fractional staff positions.

Teacher Salaries

On average, public school teachers in Ohio earn about \$67,000 per year.

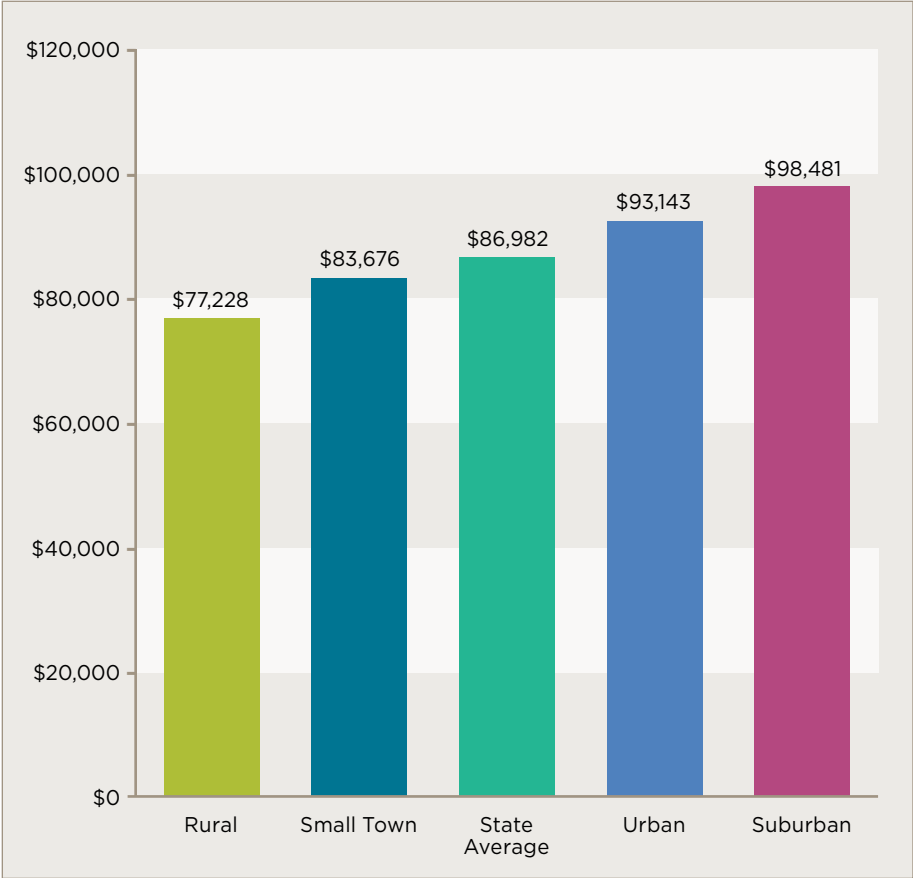


Source: Calculations based on Ohio Department of Education, [District Profile Reports](#) (2020-21).

Note: The **typology** averages are weighted by district enrollment in 2020-21; 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

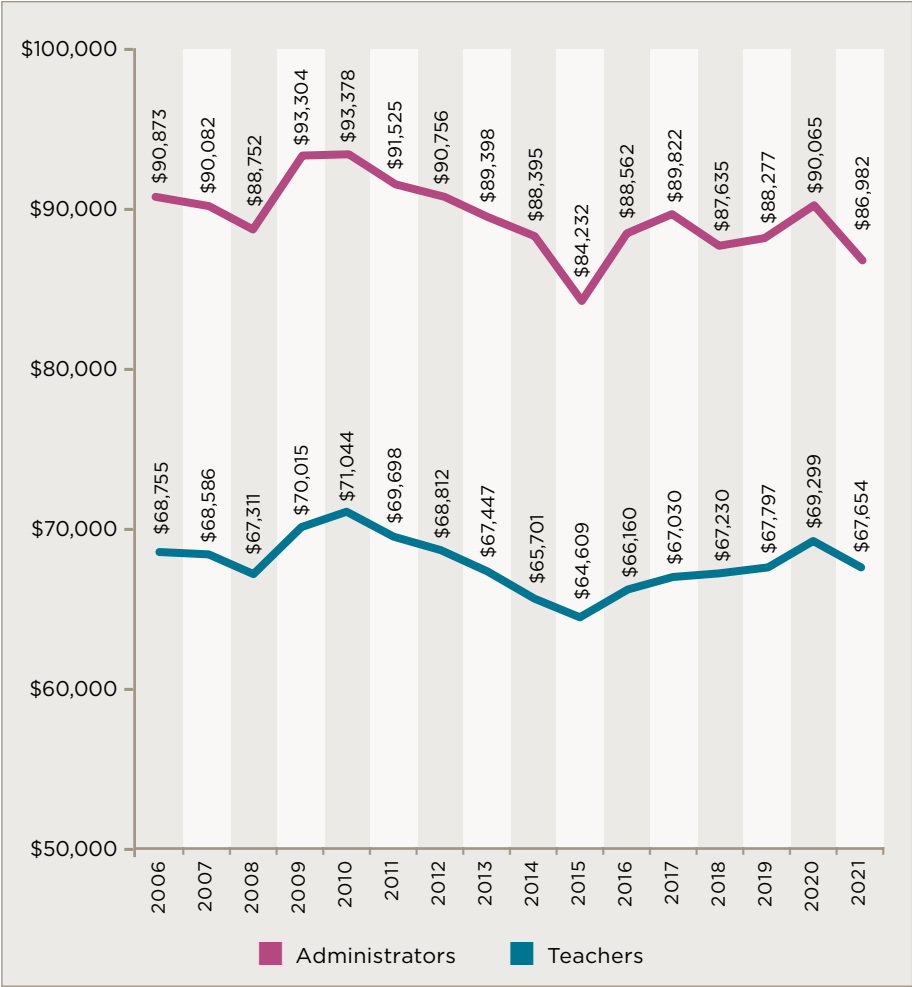
Public school administrators—who include superintendents, principals, and treasurers—earn just over \$85,000 per year on average.



Source: Calculations based on Ohio Department of Education, [District Profile Reports](#) (2020-21).
Note: The **typology** averages are weighted by district enrollment in 2020-21; 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.

Trends in Teacher and Administrator Salaries

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



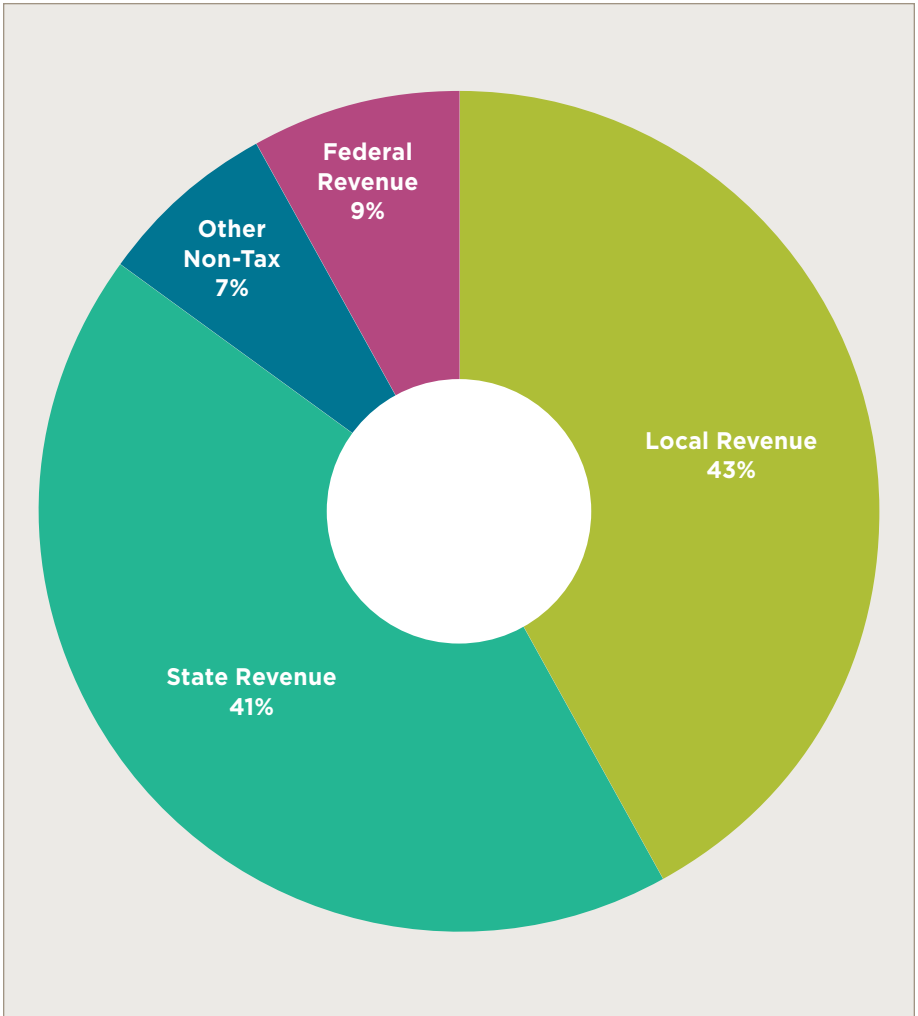
Source: Ohio Department of Education, [District Profile Reports](#) (2005-06 to 2020-21).
Note: The 2005-06 to 2019-20 salary data were adjusted to 2021 price levels using the [consumer price index](#) (CPI).

School Funding



How Ohio Funds Public Schools

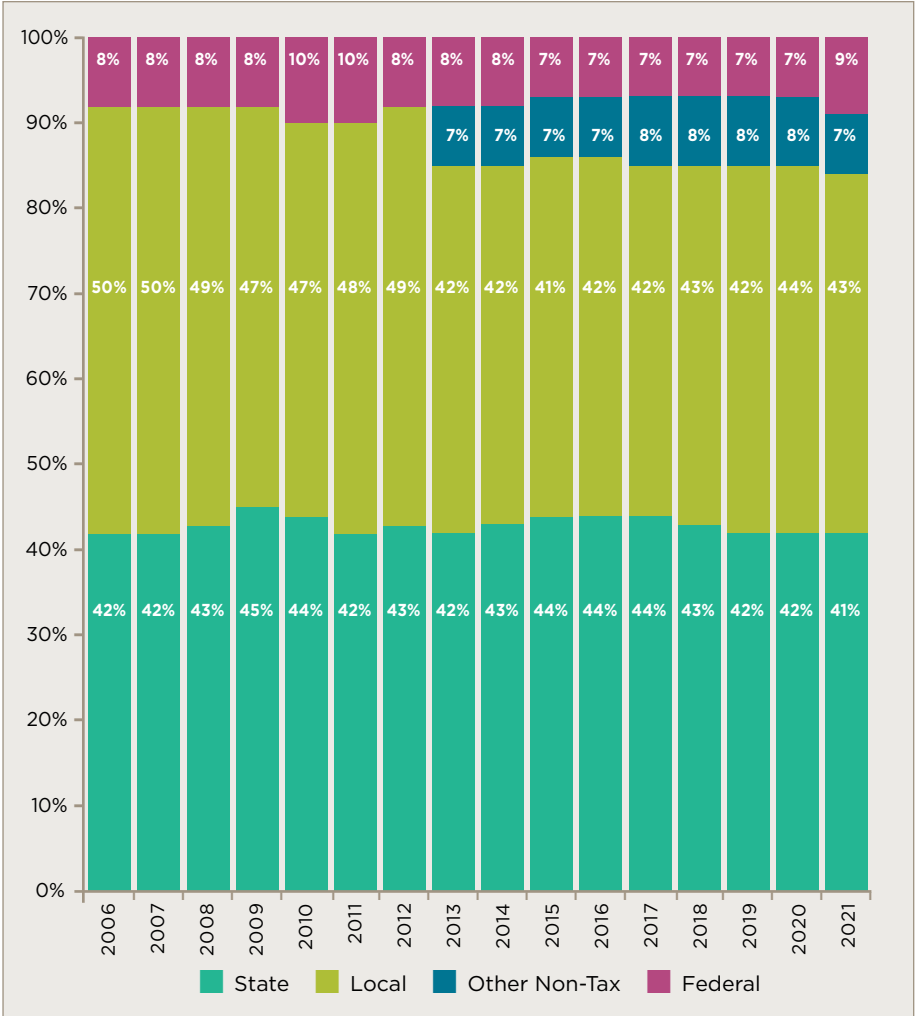
Ohio public schools receive approximately \$26 billion per year via local, state, and federal tax revenues, with modest non-taxpayer support. State taxpayer funds provide 41 percent of total revenues, while local taxes contribute 43 percent. Federal and non-tax sources provide the rest.



Source: The total revenue amount for Ohio public schools is from U.S. Department of Education, [Revenues and Expenditures for Public Elementary and Secondary Education](#): FY 20, Table 1. The breakdown of revenue by source is from the Ohio Department of Education, [District Profile Reports](#) (2020-21). **Note:** Other non-tax revenue includes sales of assets, fees, and investment income.

How Ohio Funds Public Schools: Trend Over Time

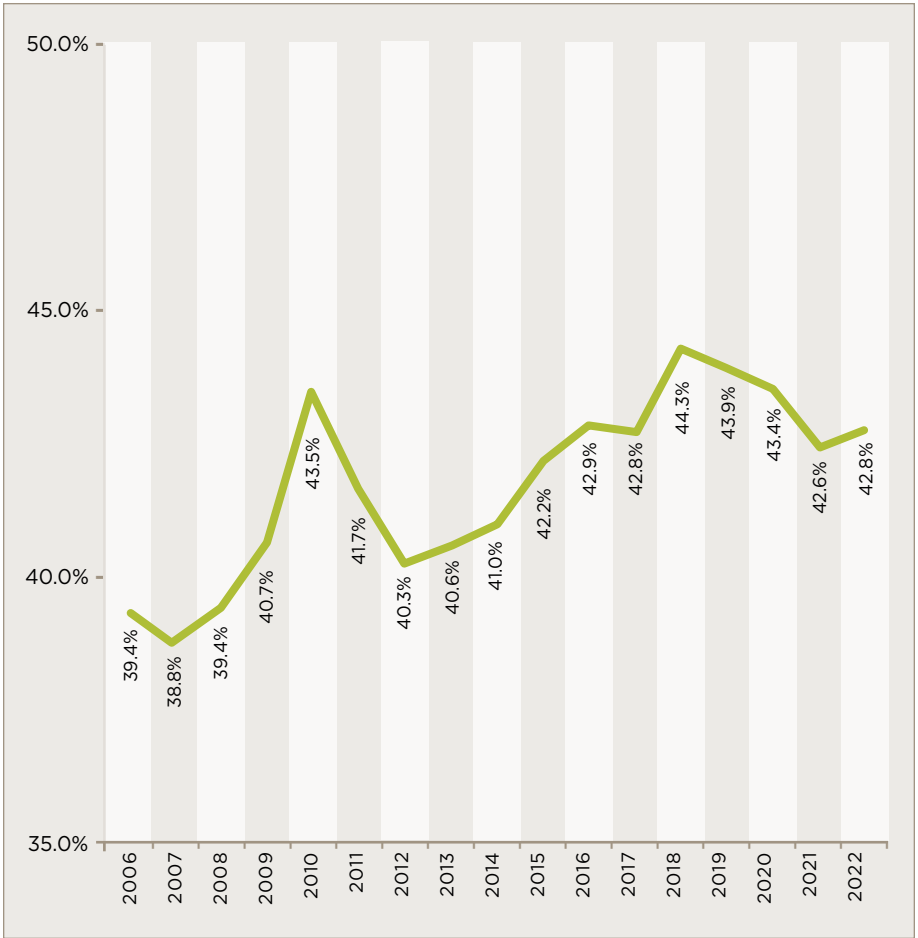
From 2006 to 2021, the state share of funding has been between 41 and 45 percent of total funding while the local and non-tax share has been between 47 and 52 percent of overall funding.



Source: Ohio Department of Education (ODE), [District Profile Reports](#) (2005-06 to 2020-21).
Note: Prior to 2012-13, ODE did not report revenue as “other non-tax,” a category that includes sales of assets, fees, and investment income. Previously, most of those revenues were reported as local funds.

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.

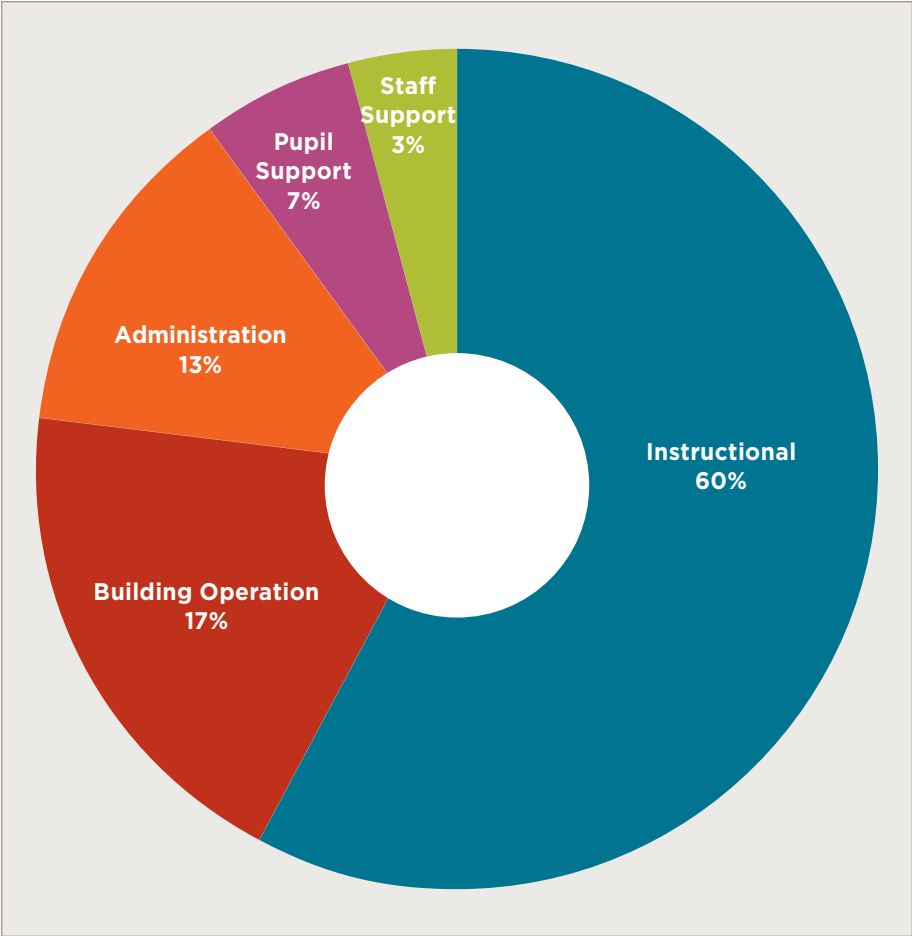


Source: Ohio Legislative Service Commission, [Historical Revenues and Expenditures](#), Table 2.

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

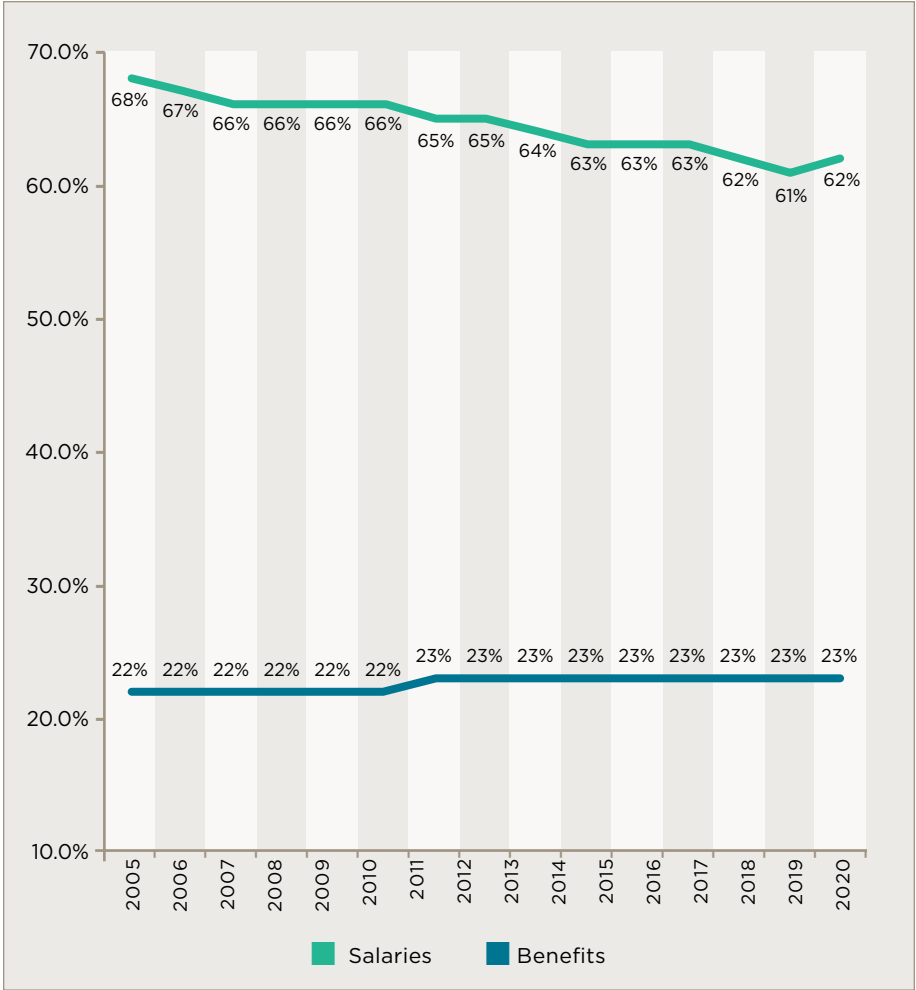
60 percent of education funding is spent on classroom instruction. The remainder supports administration, building operations, and support activities



Source: Ohio Department of Education, [District Profile Reports](#) (2020-21). **Note:** The expenditure data shown 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

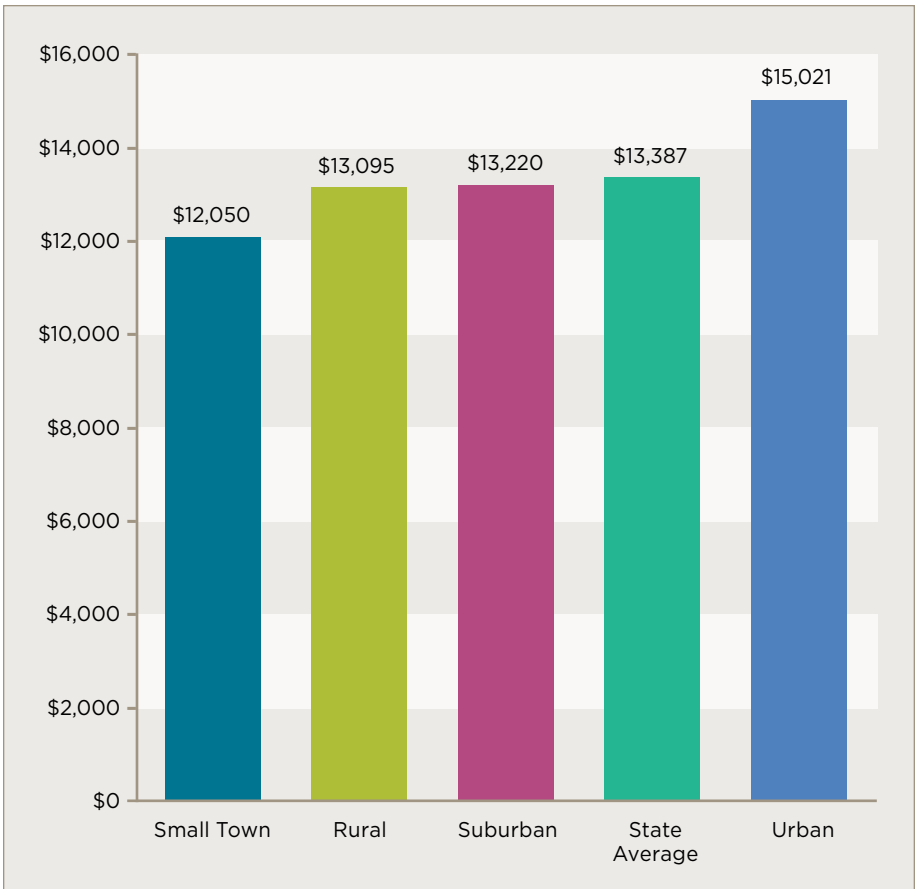
62 percent of public schools' instructional expenditures are spent on salaries and 23 percent on benefits. Educator salaries have become a slightly smaller share of instructional spending since 2005, while benefits have remained largely consistent.



Source: U.S. Department of Education (USED), [Revenues and Expenditures for Public Elementary and Secondary Education: FY 20](#), Table 6 and 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 materials and curriculum development.

Expenditure Per Pupil

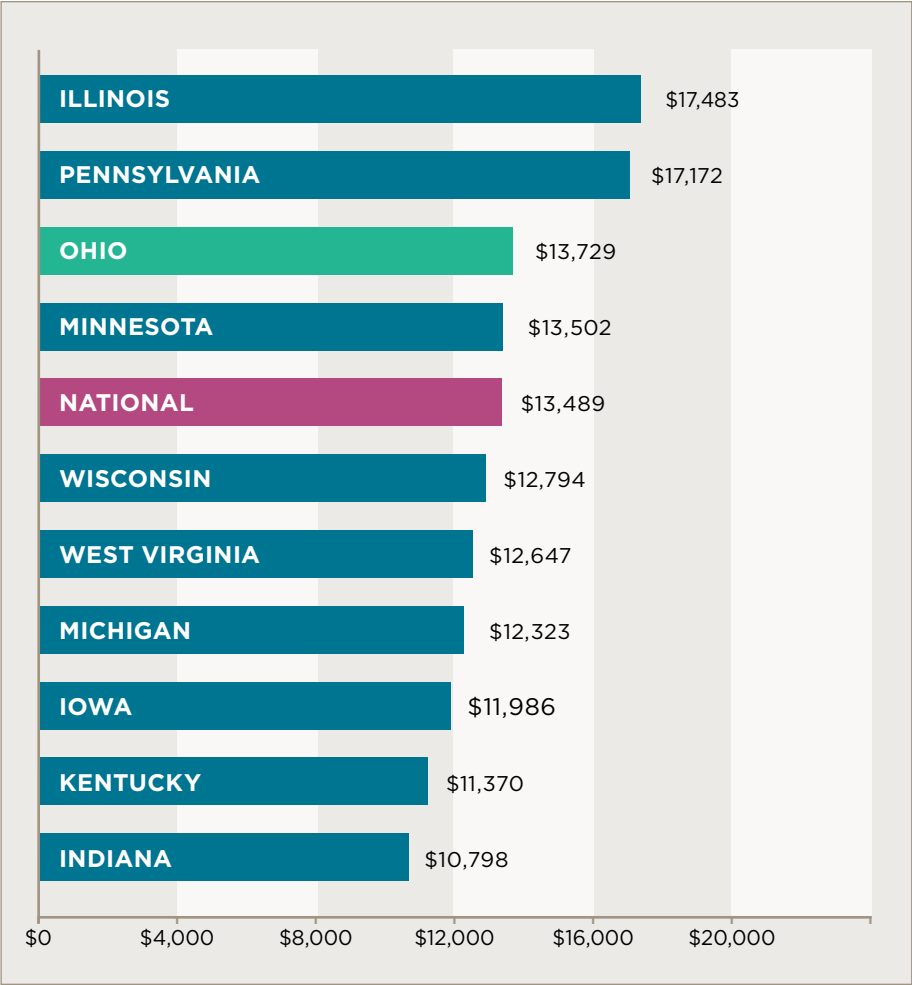
On average, Ohio schools spend just over \$13,000 per pupil in overall operational expenditures. Urban districts have the highest per pupil expenditures (\$15,021), while small town districts spend the least (\$12,050 per pupil).



Source: Calculations based on data from the Ohio Department of Education, [District Profile Reports](#) (2020-21). **Note:** The average per-pupil expenditures for each typology are weighted by district enrollment in 2020-21. Charter schools are not included in these data, as 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

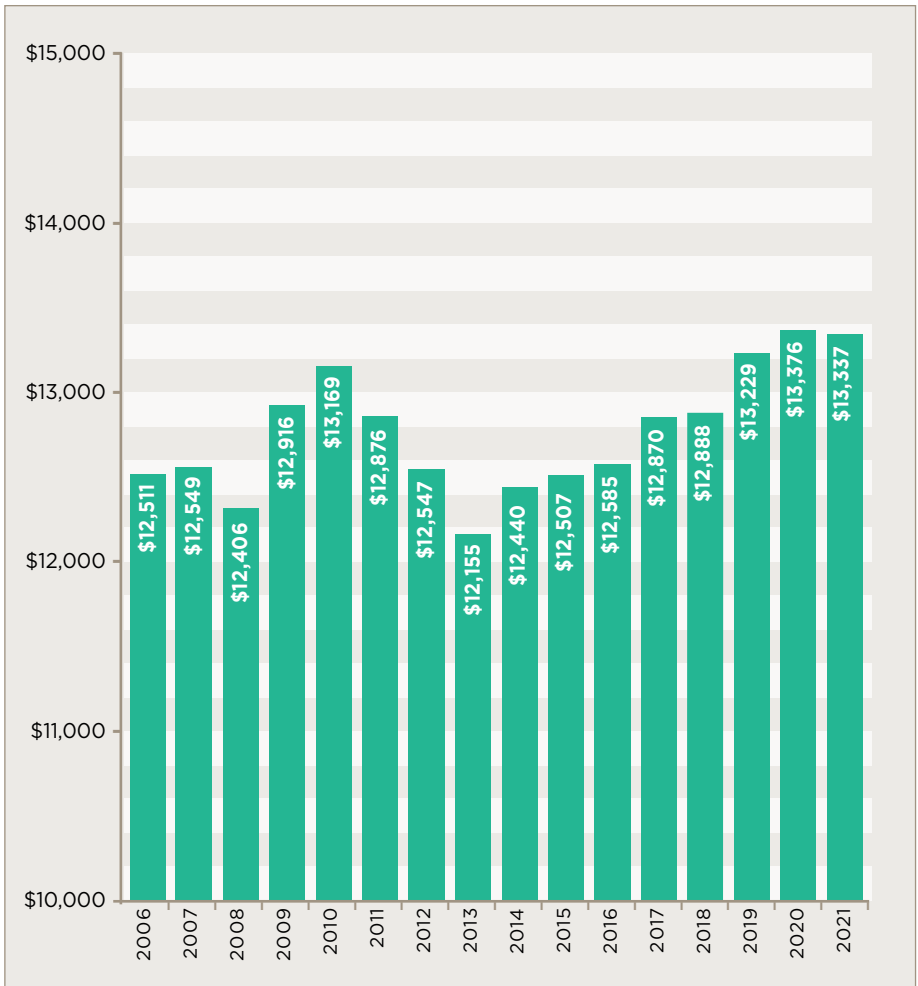
Ohio spends slightly more than the national average and more than most nearby states, but spends less than Illinois and Pennsylvania.



Source: U.S. Department of Education (USED), **Revenues and Expenditures for Public Elementary and Secondary Education: FY 20**, Table 4. **Note:** The chart displays operational expenditures per pupil (excluding capital expenses such as construction and interest on debt).

Public School Expenditures Over Time

Statewide, inflation-adjusted expenditures per pupil have remained consistent over the past decade. In 2020, spending was at its highest point during the period displayed below.

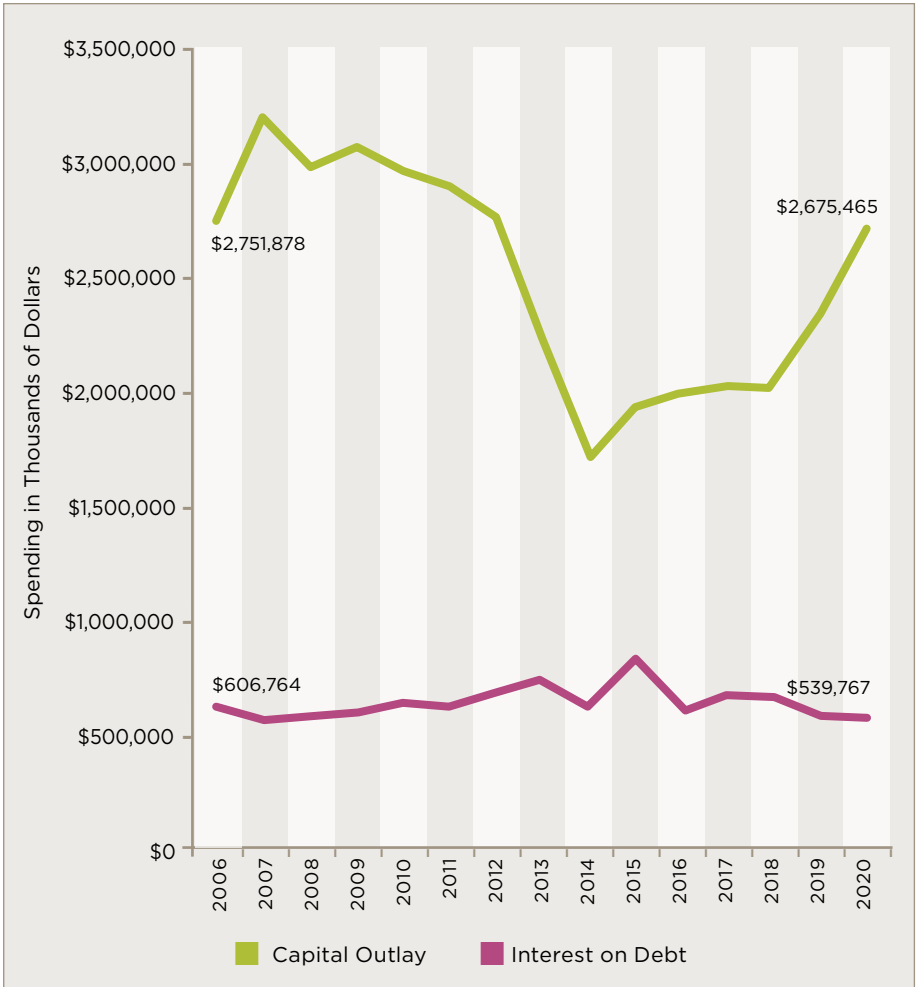


Source: Ohio Department of Education, [District Profile Reports](#) (2005-06 to 2020-21).

Note: Statewide expenditures per pupil for 2005-06 to 2019-20 are inflation-adjusted to 2021 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#).

Capital Outlay and Debt Service

Over the past decade, Ohio public schools have spent roughly \$1.7 to \$2.5 billion per year on capital outlay—expenditures on construction, land, and equipment—and approximately \$500 million per year on interest on debt.



Source: U.S. Department of Education (USED), [Revenues and Expenditures for Public Elementary and Secondary Education: FY 20](#), Table 7; historical data are from USED, [Digest of Education Statistics](#). **Note:** Capital expenditures for 2005-06 to 2018-19 are inflation-adjusted to 2020 dollars, using the Bureau of Labor Statistics [CPI Inflation Calculator](#).



