

# OHIO

Faced with an unprecedented set of challenges in the wake of the COVID-19 pandemic, public education is at a crossroads. To be sure, much has changed since 2020 when the COVID-19 pandemic swept the nation, but pre-pandemic trends provide policymakers with a critical anchor for navigating post-pandemic decisions. This section provides a snapshot of Ohio's K-12 public education resources and outcomes so that policymakers are better equipped to make critical choices that will shape generations to come. Looking forward, they should use this information to ask important questions like what their goals are for students and whether resources are being deployed toward those aims.

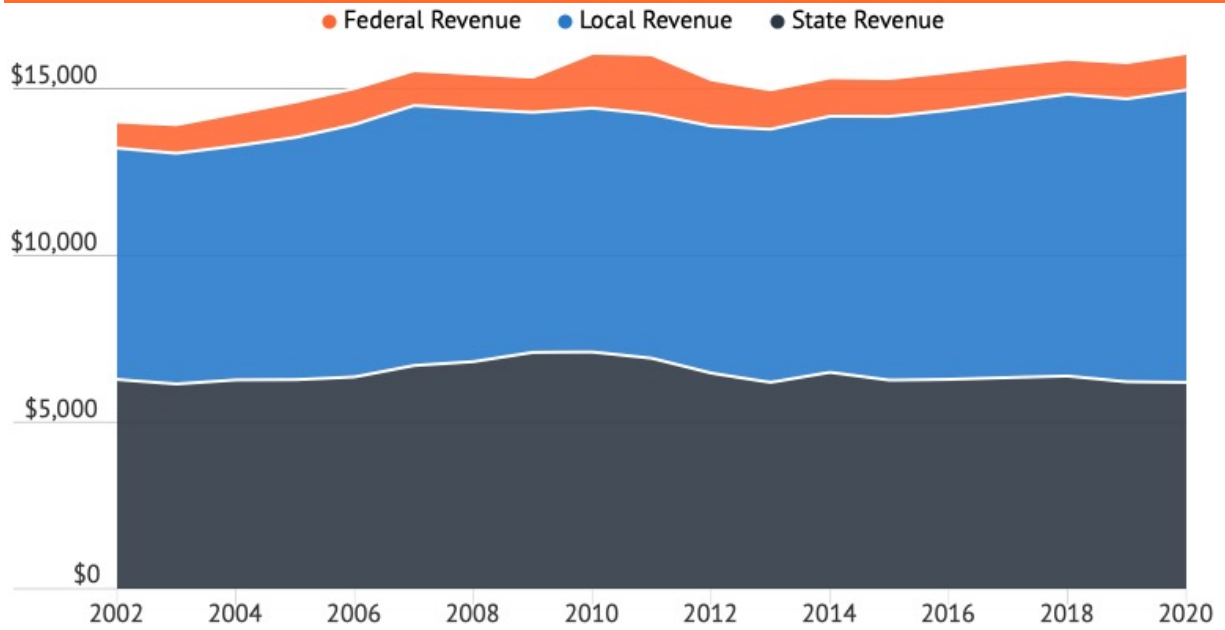
## SPENDING TRENDS

Ohio's inflation-adjusted education revenue grew from \$14,008 per student in 2002 to \$16,064 per student in 2020, a 14.7% growth rate that ranked 38<sup>th</sup> in the U.S. During this time, real spending on employee benefits grew by 41.7%—ranking 38<sup>th</sup> in the country—going from \$2,240 per student to \$3,174 per student. In 2020, Ohio had \$14,491,335,000 in total education debt, up \$3,879 per student in real terms since 2002.

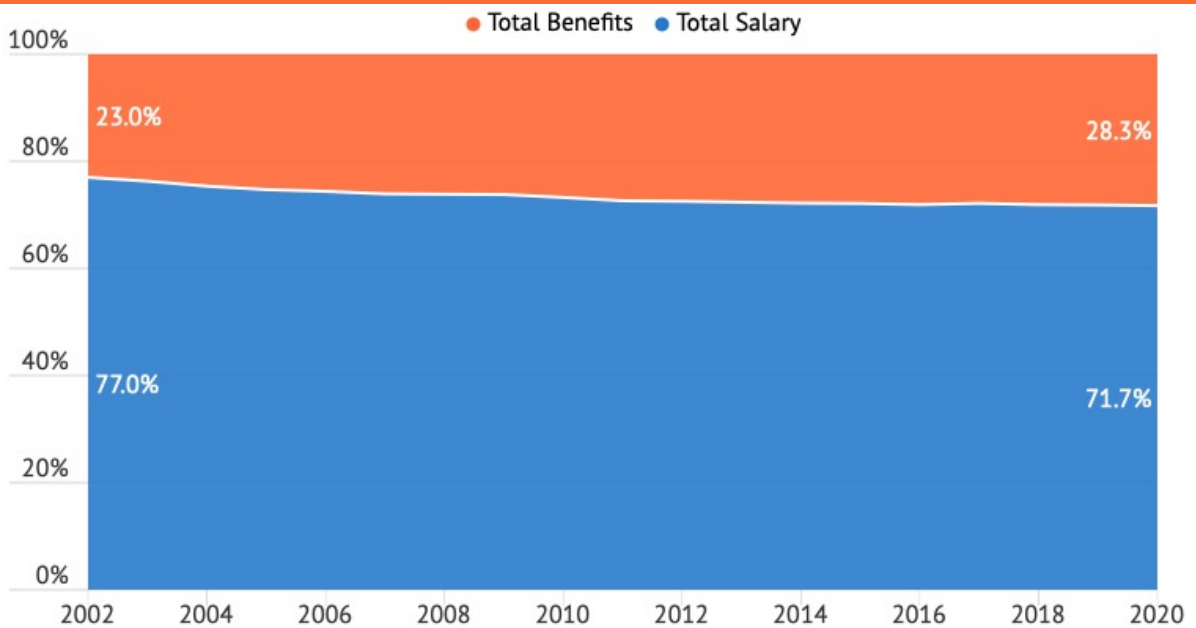
**TABLE 1: SPENDING TRENDS (2002-2020)**

Category (Per Student)	2002	2020	Growth Rate	Growth Rank	2020 Rank
Revenue	\$14,008	\$16,064	14.7%	38	20
Support Services	\$4,554	\$5,173	13.6%	42	18
Instruction	\$6,730	\$8,213	22.0%	18	20
Benefits	\$2,240	\$3,174	41.7%	38	26
Capital	\$1,711	\$1,718	0.4%	28	21
Total Debt	\$5,310	\$9,190	73.1%	17	18

**FIGURE 1: REVENUE PER STUDENT BY FUNDING SOURCE (2002-2020)**



**FIGURE 2: K-12 TOTAL SALARY & BENEFITS (2002-2020)**



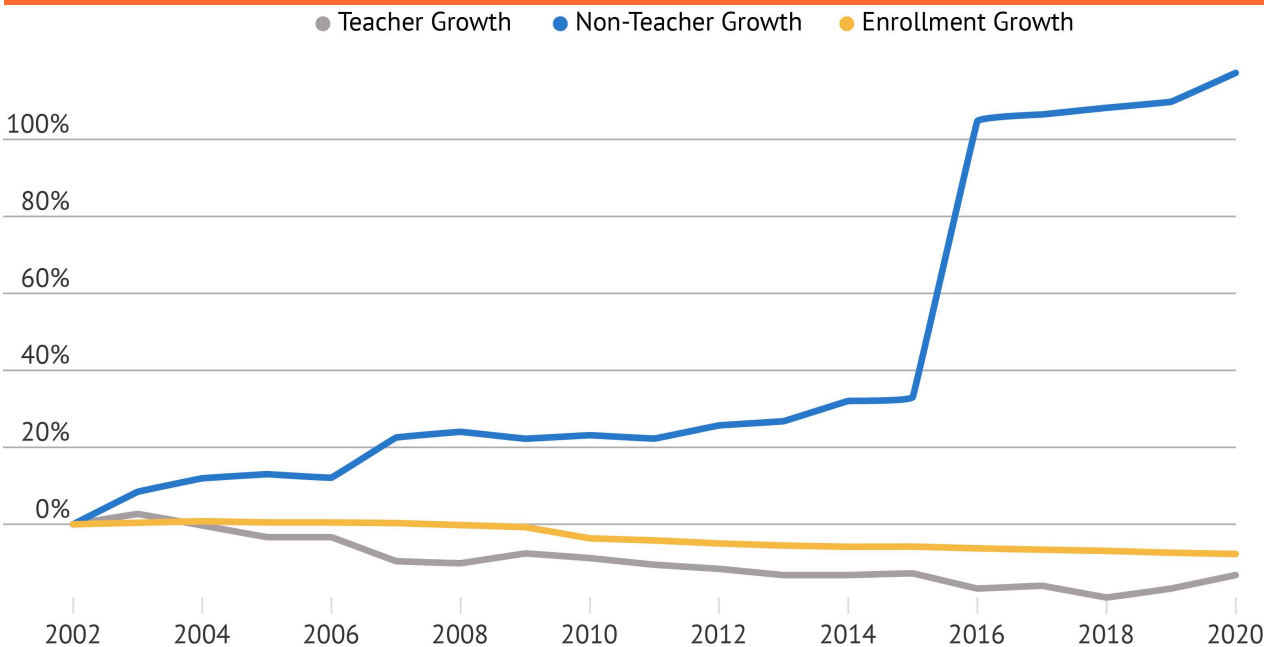
## ENROLLMENT AND STAFFING TRENDS

Between 2002 and 2020, Ohio’s student population declined by 7.7%. At the same time, the number of total public education staff grew by 48.0%, with teachers decreasing by 13.2% and non-teachers increasing by 117.3%. The average inflation-adjusted teacher salary in the state went from \$63,578 in 2002 to \$61,406 in 2020, a -3.4% growth rate that ranked 31<sup>st</sup> in the U.S.

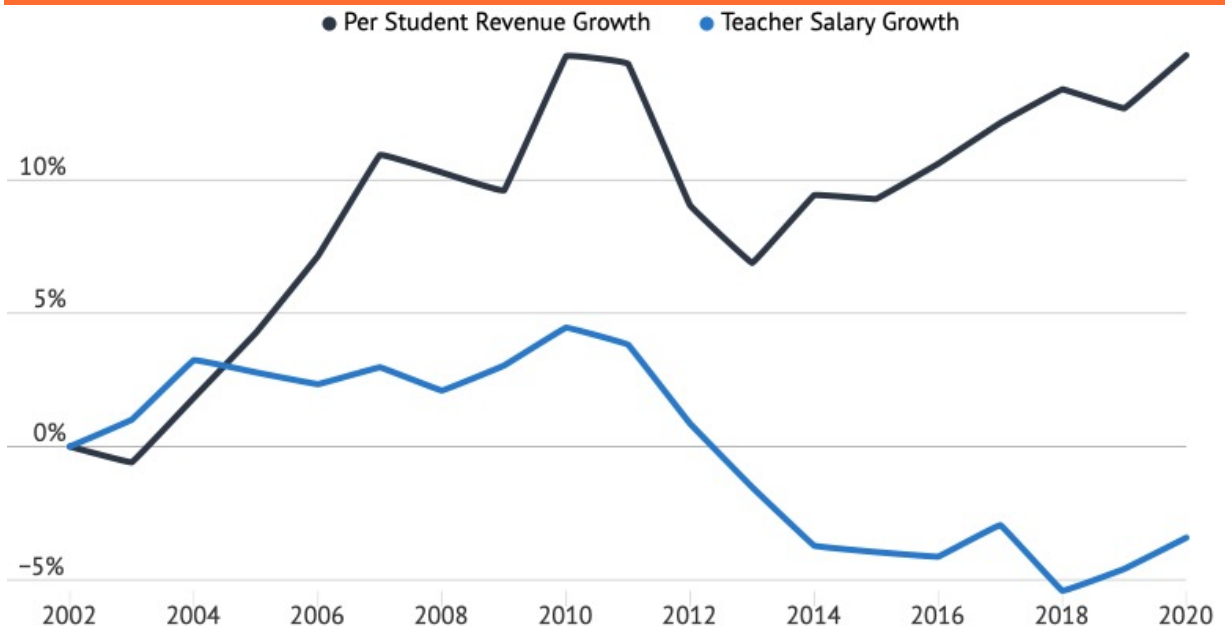
**TABLE 2: ENROLLMENT AND STAFFING TRENDS (2002-2020)**

Category	2002	2020	Growth Rate	Growth Rank	2020 Rank
Enrollment	1,830,985	1,689,867	-7.7%	44	8
Total Staff	230,007	340,436	48.0%	2	5
Teachers	122,115	105,998	-13.2%	48	9
Non-Teachers	107,892	234,439	117.3%	1	3
Average Teacher Salary	\$63,578	\$61,406	-3.4%	31	16

**FIGURE 3: ENROLLMENT AND STAFFING TRENDS (2002-2020)**



**FIGURE 4: TEACHER SALARY GROWTH VS. REVENUE PER STUDENT GROWTH (2002-2020)**



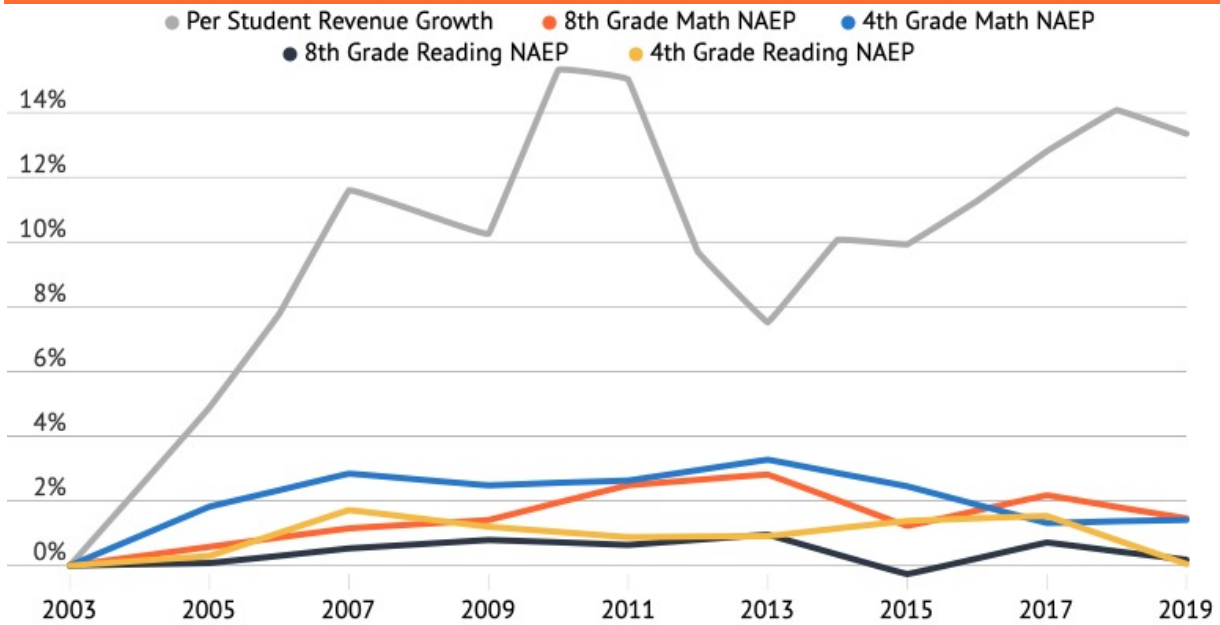
## NAEP TRENDS

Between 2003 and 2019, Ohio's 4<sup>th</sup> grade NAEP reading scores increased by zero points (+0.0%), ranking 30<sup>th</sup> in the U.S., while its 4<sup>th</sup> grade math scores grew by three points (+1.4%), ranking 36<sup>th</sup>. During this time, the state's 8<sup>th</sup> grade reading scores increased by zero points (+0.2%), ranking 22<sup>nd</sup> in the U.S., while its 8<sup>th</sup> grade math scores grew by four points (+1.5%), ranking 24<sup>th</sup>.

**TABLE 3: NAEP SCORES (2003-2019)**

Subject	4th Grade			8th Grade		
	Score Growth	Growth Rank	2019 Rank	Score Growth	Growth Rank	2019 Rank
Reading	0	30	15	0	22	9
Math	3	36	20	4	24	13

**FIGURE 5: NAEP SCORE GROWTH VS REVENUE PER STUDENT GROWTH<sup>1</sup>**



## LOW-INCOME NAEP TRENDS

Between 2003 and 2019, Ohio’s low-income 4<sup>th</sup> grade NAEP reading scores increased by four points (+1.8%), ranking 20<sup>th</sup> in the U.S., while its 4<sup>th</sup> grade math scores grew by six points (+2.8%), ranking 24<sup>th</sup>. During this time, the state’s 8<sup>th</sup> grade reading scores decreased by one point (-0.3%), ranking 34<sup>th</sup> in the U.S., while its 8<sup>th</sup> grade math scores grew by two points (+0.7%), ranking 37<sup>th</sup>.

**TABLE 4: LOW-INCOME NAEP SCORES (2003-2019)**

Subject	4th Grade			8th Grade		
	Score Growth	Growth Rank	2019 Rank	Growth	Growth Rank	2019 Rank
Reading	4	20	9	-1	34	26
Math	6	24	19	2	37	32

<sup>1</sup> It should be noted that NAEP scores and revenue are inherently different in their potential for growth and shouldn’t be expected to move in perfect unison (e.g. a 10% increase in funding shouldn’t be expected to result in a 10% improvement in NAEP).

**FIGURE 6: NAEP SCORE GROWTH VS REVENUE PER STUDENT GROWTH (LOW-INCOME STUDENTS)<sup>1</sup>**

