

## Ohio College Pipeline Data Profile

### How Prepared are Ohio Students for Postsecondary Success?

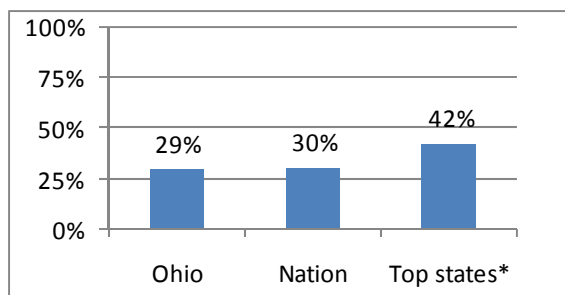
#### HIGH SCHOOL READINESS

National Assessment of Educational Progress performance and algebra-taking in the early years suggest how well prepared students will be for a rigorous high school curriculum.

**Table 1. Percent of 8<sup>th</sup> Graders Scoring at or Above “Proficient” on NAEP**

|        | Math<br>2007 | Reading<br>2007 | Science<br>2005 |
|--------|--------------|-----------------|-----------------|
| Ohio   | 35           | 36              | 35              |
| Nation | 31           | 29              | 27              |

**Figure 1. 8th Graders Taking Algebra 1 (2007)**



#### THE PATH TO COLLEGE

**Table 2.1 Students’ Performance on College Entrance Exams (2007)**

|        | Average SAT |      |      | Average ACT |      |     |     |
|--------|-------------|------|------|-------------|------|-----|-----|
|        | % Takers    | Math | Verb | % Takers    | Math | Eng | Sci |
| Ohio   | 27          | 536  | 542  | 68          | 21   | 21  | 22  |
| Nation | 48          | 515  | 502  | 42          | 21   | 21  | 21  |

**Ohio’s Progress in P-20 Alignment Policies**

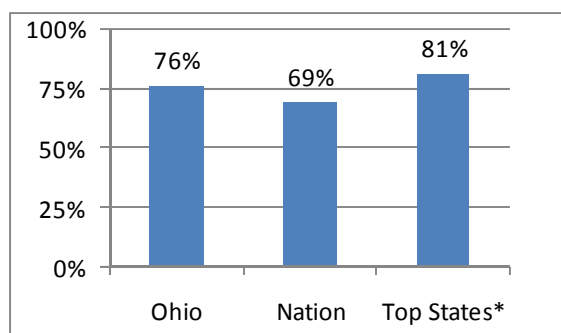
| Alignment policy  | Policy in Place     |
|---|---------------------|
| Align high school standards with college/career expectations                                      | 2007                |
| Align high school graduation requirements with college/career expectations                        | 2007                |
| Administer college readiness test to all students   | Plan - TBD          |
| Develop P-20 longitudinal data system   | Plan for 2009 -2011 |
| Use at least one measure to hold schools accountable for graduating students college/career ready | Plan for 2009       |

**Table 2.2 ACT/AP Takers' HS Course-Taking Patterns (2007) (i)**

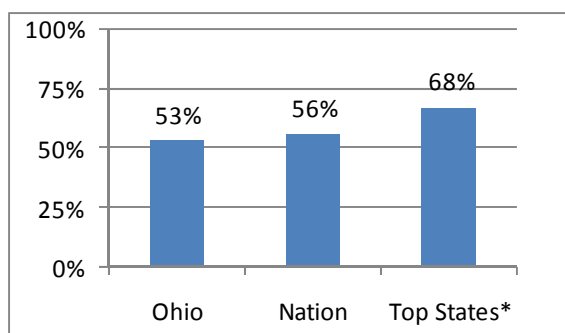
|        | % Taking min core courses |     |     | % Taking beyond min core courses |     |     | % Earning a 3 or higher on AP exam |
|--------|---------------------------|-----|-----|----------------------------------|-----|-----|------------------------------------|
|        | Math                      | Sci | Eng | Math                             | Sci | Eng |                                    |
| Ohio   | 24                        | 37  | 59  | 49                               | 26  | 21  | 7                                  |
| Nation | 17                        | 31  | 59  | 54                               | 29  | 19  | 8                                  |

#### COLLEGE GOING, PERSISTENCE AND GRADUATION

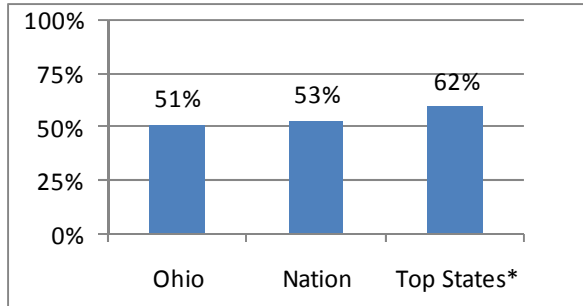
**Figure 2. High School Freshmen Graduating on Time (2005)**



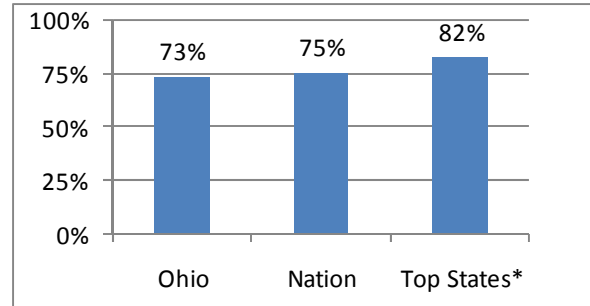
**Figure 3. High School Graduates Immediately Enrolling in College (2004)**



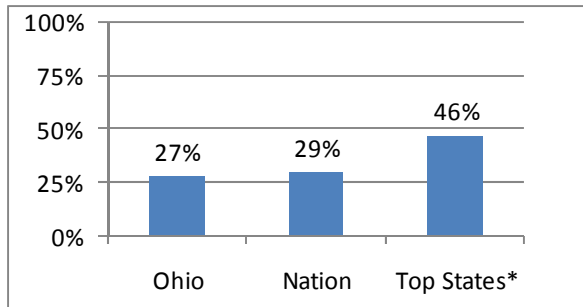
**Figure 4.1 Freshmen Returning for Second Year at Two-Year Colleges (2006)**



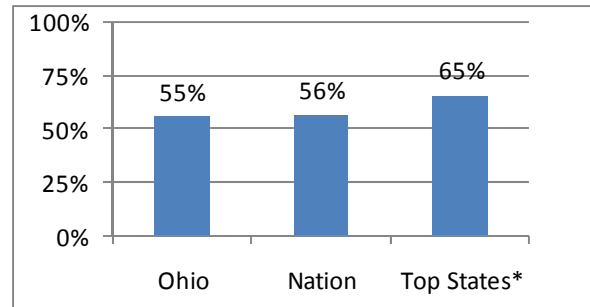
**Figure 4.2 Freshmen Returning for Second Year at Four-Year Colleges (2006)**



**Figure 5.1 Students at Two-Year Colleges Earning Degrees in Three Years (2006)**



**Figure 5.2 Students at Four-Year Colleges Earning Degrees in Six years (2006)**



**THE EDUCATION PIPELINE AND THE FUTURE OF OHIO**

- Assuming existing patterns of high school completion and migration continue, the number of high school graduates in Ohio will decrease between 5 and 10% by 2015 (ii).
- Hispanic and Asian/Pacific Islander graduates from public schools in Ohio are projected to increase by 81 and 32%, respectively, from their 2004-05 levels. Meanwhile, White non-Hispanics and Black non-Hispanics are expected to decline by 9 and 4%, respectively. The number of American Indian/Alaska Native graduates will be basically unchanged from 2004-05 levels (ii).
- By 2014, 79% of jobs in Ohio will require some college or training beyond high school (iii).

**Data Sources (In order of appearance):**

Table 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>

Figure 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>

Table 2.1 & 2.2 – “College Bound Seniors 2007”, College Board, 2007; “2007 Average ACT Scores by State”, ACT, 2007; “4th Annual AP Report to the Nation”, College Board, 2008; “SAT score averages of college-bound seniors and percentage of graduates taking SAT, by state or jurisdiction: Selected years, 1987-88 through 2006-07”, NCES <http://nces.ed.gov/programs/digest/d07/tables/xls/tabn137.xls>

Figure 2 – EPE Research Center

Progress in P-20 Alignment Policies – “Closing the Expectations Gap 2008”, Achieve, Inc, 2008

Figure 3 – “College-going rates of high school graduates – directly after high school”, National Center for Higher Education Management Systems, 2004

Figure 4.1 & 4.2 – National Center for Public Policy and Higher Education, *Measuring Up 2006*

Figure 5.1 & 5.2 – “Six Year Graduation Rates of Bachelor’s Students” and “3 Year Graduation Rates of Associate’s Students”, National Center for Higher Education Management Systems, 2006

(i) ACT college ready minimum core curriculum: 3 years math (Alg 1, Alg 2, Geometry); 4 years English (grade 9-12); 3 years science (General, Chemistry, Biology). ACT advanced curriculum: minimum math course sequence plus advanced math course, minimum English course sequence plus other English course, minimum science course sequence plus Physics course. NOTE course-taking patterns below the minimum core not included.

(ii) “Knocking on the College Door: Projections of high school graduations by state and ethnicity, 1992-2022”, Western Interstate Commission for Higher Education, 2008

(iii) “Forgotten Middle-Skill Jobs”, [www.skills2compete.org](http://www.skills2compete.org)

\* Top states refers to the median score of the top five scoring states