

## NOT COLLEGE READY

The percent of Ohio high school graduates who required remedial math or English when directly entering a public college or university in Ohio.

District	% of Entering Students Taking Developmental Math or English 2011	% of Entering Students Taking Developmental Math or English 2012	Difference
<b>Champaign County</b>			
Triad Local SD	64%	41%	-23%
West Liberty-Salem Local SD	48%	40%	-8%
Urbana City SD	49%	39%	-10%
Graham Local SD	25%	36%	11%
Mechanicsburg Ex VIII SD	47%	29%	-18%
<b>Clark County</b>			
Springfield City SD	70%	66%	-4%
Tecumseh Local SD	50%	52%	2%
Northeastern Local SD	46%	51%	5%
Northwestern Local SD	28%	48%	20%
Southeastern Local SD	61%	47%	-14%
Greenon Local SD	38%	38%	0%
Clark-Shawnee Local SD	34%	34%	0%
<b>Statewide</b>	<b>41%</b>	<b>40%</b>	<b>-1%</b>

SOURCE: OHIO BOARD OF REGENTS

40% of Ohio graduates not ready for college  
Students pay to catch up in math, English.

By Meagan Pant  
Staff Writer

Forty percent of Ohio high school graduates weren't ready for college-level math or English when they entered one of the state's public colleges or universities in 2012, according to new data from the Ohio Board of Regents.

That represents more than 20,000 Ohioans who paid tuition in college for what they should have learned in high school. Remedial classes have been called the "bridge to nowhere" because only about half of students complete them and even fewer go on to graduate, according to Complete College America, a nonprofit dedicated to increasing college attainment. The developmental courses do cost money, but they don't count toward a student's degree.

Nationwide, an estimated \$3 billion is spent a year by students and states on remedial education "with little success to show for it," according to Complete College America.

Even local school districts rated “excellent” or better by the state have double-digit remediation rates, according to the Ohio data. That issue has been the focus of attention from state leaders to local superintendents, but the problem is complex, said Tom Lasley, executive director of Learn To Earn Dayton. “To reduce these numbers, it’s not like there’s one silver bullet,” Lasley said.

Statewide, the remediation rate improved slightly from 41 percent in 2011. The information is limited because it only measures students who enter a public college or university in Ohio and not those who leave the state for higher education or attend a private school.

In Dayton City Schools, 75 percent of graduates entered remedial math or English in 2012. Dayton schools increased its graduation rate 10 points over last three years to nearly 70 percent in 2011-12, but that has not improved the remediation rate, said Superintendent Lori Ward.

It is likely that not every one of those students needed remedial education, because single tests used to place students can misdiagnose their needs, Lasley said. But the rates do show there is a misalignment between high school curriculum and college expectations, he said. It also shows the importance of the Common Core and having common assessments, he said.

“All of the school districts in Montgomery County are working on this figure that out,” he said. “The problem we have here is they are moving from a high school graduation culture, which was the 20th century model, to a college and career readiness model. And you just don’t instantly move a school district.”

Lasley said some people need remedial education, extra goals and whether they say that not every student needs to go to college, but, “That’s not what we’re talking about.”

“We’re talking about every kid having college and career-ready skills. This is about every kid graduating with sufficient skills to be able to have a living wage job and have the skills to be able to migrate from job to job. And the superintendents, I think, are trying to really, really figure that out”, he said.

New initiatives stand to improve Ohio’s remediation rate, state leaders said.

Ohio has remediation-free standards in place now, which guarantee to a student that they will avoid developmental classes if they earned an 18 or higher in English on the ACT, 21 on reading and 22 on math, or reach related scores on the SAT.

Colleges will also likely turn their attention to developmental education with the new completion plans that are due June 30 and under the new formula that funds the institutions based on whether students complete classes and graduate.

“Rethinking remediation is probably going to be on almost everybody’s plan,” said Stephanie Davidson, vice chancellor at the Ohio Board of Regents. “One of the things that we know really impacts completion is whether or not a student starts in developmental or remedial classes. Frankly what we’ve done in the past with these students hasn’t worked very well.”

Changes could also be coming to what math students are required to complete based on their major, Davidson said. The Board of Regents is expected to release recommendations next month from a committee that has been studying whether current math requirements are appropriate.