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FUTURE FORWARD OHIO

Ohio School Report Cards Show Achievement Results Moving in the Right Direction

The last several years have been unpredictable for students, families, teachers and schools. During this time, Ohio's education community has responded by working diligently to identify and address the unique needs of their communities while ensuring their students continue to receive a quality education.

Data on the 2021-2022 Ohio School Report Cards highlight signs of academic recovery but also acknowledge some of the challenges that remain. Student achievement is up statewide, mirroring the resiliency of students and the dedication and effectiveness of Ohio educators. However, we must be purposeful in our work, collaborative in our actions and mindful that our next steps are designed to move the needle in the right direction.

The Ohio Department of Education's collective effort, Future Forward Ohio, encompasses our strategic priorities for helping students recover from the impact of the pandemic. We are committed to serving the needs of Ohio's students with special attention on raising literacy achievement, accelerating learning, strengthening workforce readiness and supporting student and staff wellness. Advancing these priorities is critical to the success of our communities, Ohio's families and, most importantly, students.

Progress and the Path to Recovery

Ohio's districts and schools made progress toward recovery from the pandemic, yet the Department remains purposeful in connecting students and families to resources to address the many challenges children experienced during the past few years. The following information highlights state-level data points, including signs of recovery and the work ahead.

Academic Performance

Student proficiency rates on Ohio's State Tests increased for all student subgroups at the state level; however, the rates have not returned to pre-pandemic levels.

Literacy Achievement

Reading proficiency as demonstrated on the reading segment of the third grade Ohio's State Test for English language arts is included on the report cards for the first time. At the state level, 60.1% of third grade students scored proficient or higher on the reading segment of the assessment.

Student Attendance

The statewide attendance rate (percent of time the enrolled students in a school or district are in attendance over the course of a school year) was 90.4%. The statewide rate of students missing at least 10% of instructional time due to absences increased by six percentage points to 30.2% in 2021-2022.

To find a school or district report card, visit reportcard.education.ohio.gov.

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# Improving Academic Performance Across All Student Groups

Ohio's spring 2022 assessment results indicate increased proficiency on Ohio's State Tests in English language arts and math across all student subgroups. This improvement shows how schools are providing high-quality supports and interventions to accelerate student learning.

Demographic Group	English Language Arts				Mathematics			
	2018-19	2020-21	2021-22		2018-19	2020-21	2021-22	
All Students	64.6%	57.0%	59.5%	△	61.0%	48.2%	50.5%	△
Economically Disadvantaged	49.5%	39.5%	43.0%	△	45.5%	30.0%	32.6%	△
Students with Disabilities	28.9%	20.3%	20.9%	△	28.2%	17.0%	17.4%	△
English Learners	43.7%	35.3%	35.9%	△	45.7%	31.1%	31.4%	△
White, Non-Hispanic	71.7%	64.9%	67.6%	△	68.9%	56.9%	59.8%	△
Black, Non-Hispanic	39.3%	28.9%	33.2%	△	32.5%	17.1%	20.4%	△
Hispanic	51.2%	42.0%	45.1%	△	47.9%	32.6%	35.4%	△
Multiracial	59.6%	50.4%	54.6%	△	54.6%	38.9%	42.8%	△
Asian or Pacific Islander	76.8%	71.9%	73.7%	△	78.7%	68.7%	71.4%	△
Alaskan Native or American Indian	60.0%	50.2%	51.8%	△	54.0%	39.4%	40.8%	△

Statewide Performance Index Climbing

Performance Index				
2017-18	2018-19	2019-20	2020-21	2021-22
84.2	84.7	N/A	72.5	79.3

The Performance Index captures all levels of student performance on state assessments. Across the state, 2,312 schools (69.4%) and 438 districts (72.2%) increased their Performance Index by at least three points in the 2021-2022 school year. The increase shows evidence of accelerated learning but does not fully offset academic gaps widened earlier in the pandemic.
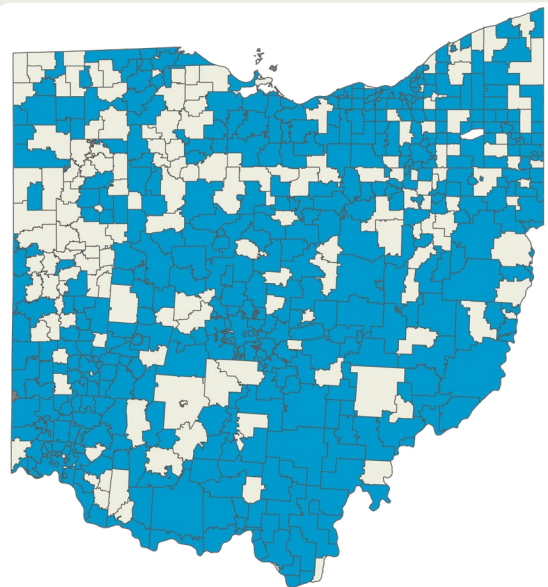
Performance Index: This map shows the districts with a Performance Index increase of three points or more from 2020-2021 to 2021-2022.

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Increased Focus on Raising Literacy Achievement

With a focus on literacy improvement statewide and across all ages, birth through higher education, the Department is using federal COVID relief funds to accelerate learning in reading by providing additional, and more effective, opportunities to learn. Examples include providing support for after-school and summer programming, assisting schools and districts in selecting high-quality instructional materials, creating professional development opportunities for literacy instruction and building capacity of regional structures to support implementation of evidence-based literacy practices.

The new Early Literacy Component expands the state's evaluation of reading proficiency and improvement for students in kindergarten through third grade. Based on foundational research for Ohio's Plan to Raise Literacy Achievement, Ohio students who enter kindergarten on track in language and literacy are seven times more likely to go on to score proficient on the third grade Ohio's State Test for English language arts. Students who are not proficient in reading by third grade are three times more likely than their proficient peers to not graduate on time.

Reading proficiency as demonstrated on the reading segment of the third grade Ohio's State Test for English language arts is included on the report cards for the first time. At the state level, 60.1% of third grade students scored proficient or higher on the reading segment of the assessment. This is an important baseline as the state begins deeper analysis and evaluation of literacy in Ohio.

Graduation Rates Remain Steady

The graduation rate measures how many students are successfully finishing high school with a regular diploma in four or five years. The four-year graduation rate remained steady compared to the previous year at 87%. The five-year graduation rate saw a slight increase, from 88.3% to 89%.
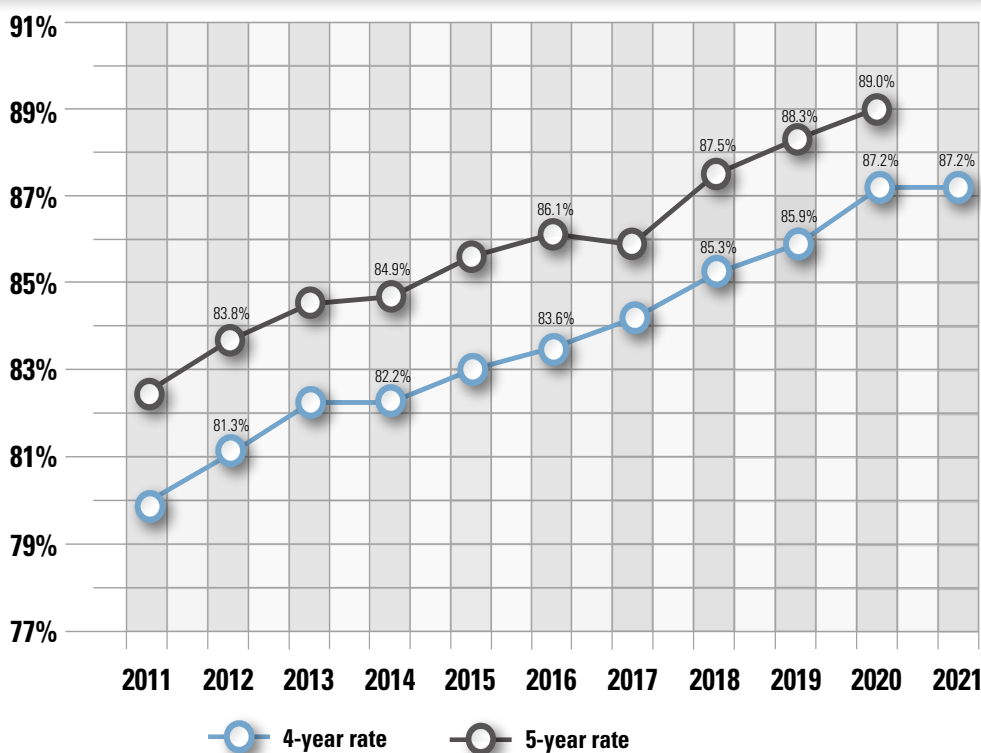
State law introduced new, long-term graduation requirements for Ohio students. Students in the classes 2018-2022 had the option to meet the new requirements or the requirements of the original three pathways to graduation, while students in the Classes of 2023 and beyond must meet the new requirements.

Graduation Trend for Ohio Students

Graduation Trend for Ohio Students line chart showing 4-year rate and 5-year rate from 2011 to 2021.

4-year rate values: 82.2% (2014), 83.6% (2016), 85.3% (2018), 85.9% (2019), 87.2% (2020), 87.2% (2021)
5-year rate values: 83.8% (2012), 84.9% (2014), 86.1% (2016), 87.5% (2018), 88.3% (2019), 89.0% (2020)
81.3% (2012), 82.2%

Legend: 4-year rate, 5-year rate

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New Measures of Workforce Readiness Being Reported

New this year, the College, Career, Workforce and Military Readiness Component is made up of 14 separate measures that are used to estimate how prepared the graduating class from a school or district is to go on to postsecondary education, enter the workforce or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who achieve one or more of the component measure goals, including advanced coursework, College Credit Plus courses, enlistment in the military, acceptance into or completion of an apprenticeship program and work-based learning. It will not be included in the overall report card rating or rated as an individual component until the 2024-2025 school year.

	Number of Industry Recognized Credentials Earned by the 2021 Graduation Cohort	Number of Students Earning the OhioMeansJobs-Readiness Seal	
	57,388	3,897	

Examples of workforce readiness that are part of the College, Career, Workforce and Military Readiness Component.

Department is Committed to Overcoming Obstacles to Learning

From 2020-2021 to 2021-2022, the statewide rate of students missing at least 10% of their instructional time due to absences increased by six percentage points to 30.2%. Chronic absenteeism has risen across nearly all grade levels, district types and student subgroups. In 2021-2022, the largest increases were in kindergarten and 12th grade. Students with disabilities and those from economically disadvantaged families also experienced substantially higher chronic absence rates.

The Department, along with many partners, is committed to increasing student attendance, engagement and academic achievement. The Department encourages the use of statewide and local data to identify root causes of absences, along with opportunities to provide supports and interventions. By connecting with strategic community partners, schools can use these data to strengthen approaches and supports that accommodate the unique situations of each student.

The Department is partnering with Attendance Works to learn about the impact of family engagement on attendance. Research emphasizes that strong relationships between educators, students, schools and parents are vital for improving attendance.

Through the ENGAGE Ohio program, Graduation Alliance is assisting schools and districts in connecting with students and families who are struggling with chronic absenteeism.

Harvard University's Proving Ground is working with the Department to help schools and districts analyze attendance data, identify root causes and implement attendance interventions.

The Stay in the Game! Network, made up of Proving Ground, the Cleveland Browns Foundation and the Department, provides Ohio's educators, students, parents, families and caregivers with tools and resources to improve attendance engagement in school. By connecting with strategic community partners, schools can use these data to strengthen approaches and supports that accommodate the unique situations of each student.

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The Department uses data reported by schools and districts to analyze performance in several categories. The types of data are collected into six components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness. With the exception of the College, Career, Workforce and Military Readiness Component, the components receive 1-5-star ratings based on performance.

District-Level Rating Distributions of Components					
	1 Star	**2 Stars**	**3 Stars**	**4 Stars**	**5 Stars**
Achievement	**1.6%** (10)	**13.2%** (80)	**35.7%** (217)	**34.3%** (208)	**15.2%** (92)
Progress	**19.3%** (117)	**20.1%** (122)	**29.9%** (181)	**14.2%** (86)	**16.5%** (100)
Gap Closing	**0.3%** (2)	**6.9%** (42)	**19.3%** (117)	**25.2%** (153)	**48.3%** (293)
Early Literacy	**7.8%** (47)	**26.6%** (161)	**42.3%** (256)	**15.2%** (92)	**8.1%** (49)
Graduation	**5.1%** (31)	**10.7%** (65)	**16.0%** (97)	**31.8%** (193)	**36.3%** (220)

| School-Level Rating Distributions of Components (Traditional and Community Schools)					
	1 Star	**2 Stars**	**3 Stars**	**4 Stars**	**5 Stars**
Achievement	**13.2%** (416)	**23.2%** (732)	**25.0%** (788)	**24.9%** (787)	**13.8%** (435)
Progress	**11.7%** (354)	**15.7%** (475)	**39.7%** (1,198)	**16.4%** (494)	**16.4%** (496)
Gap Closing	**7.2%** (238)	**13.0%** (429)	**17.4%** (576)	**20.2%** (668)	**42.2%** (1,397)
Early Literacy	**30.5%** (532)	**23.5%** (410)	**27.3%** (476)	**13.4%** (233)	**5.2%** (91)
Graduation	**13.6%** (107)	**10.7%** (84)	**15.6%** (123)	**27.5%** (216)	**32.6%** (256)

View Report Card Resources online

Resources and Technical Documents

Select "Resources and Technical Documents" to view a list of available documents for each component calculation.

Annual Reports and Information

Select "Annual Reports and Information" to view the state report card and annual ranking lists.
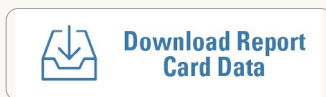
Download Report Card Data

Select "Download Report Card Data" to see all available Excel spreadsheets with the annual report card data for this year and prior years.

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