

Guide to 2025-2026 Career-Technical Planning District Report Cards



**Department of
Education &
Workforce**

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Ohio School Report Cards

Ohio School Report Cards provide essential information about school performance to parents, caregivers, community members, educators, and policymakers. These report cards help identify areas for improvement and celebrate achievements. The transparent reporting fosters local conversations on continuous improvement and highlights schools needing intensive support. The report cards set high expectations for the education community and demonstrate progress toward state targets for all Ohio students.

The Career-Technical Planning District Report Cards feature specific performance indicators, known as measures, within broader categories called components. This guide offers a comprehensive overview and explanation of these key measures and components. Career-Technical Planning Districts (CTPDs) play a vital role in delivering career and technical education (CTE) to students, emphasizing career readiness and equitable outcomes. Ohio's CTPD Report Cards provide detailed insights into district performance, assessing educational outcomes and preparedness for future careers and post-secondary education.

Report cards are only one part of Ohio's education story. To get a more complete picture, it is essential to visit schools, talk to educators, parents, and students, and review school or district websites. Many great things are happening every day in Ohio's schools!

Find district and school report cards at
reportcard.education.ohio.gov

What do the Career-Technical Planning District Report Cards measure?

CTPDs receive an overall rating, ranging from 1 to 5 stars in half-star increments. The overall rating is determined by four rated components: Achievement, Career and Post-Secondary Readiness, Graduation, and Post-Program Outcomes. Given the unique mission of CTPDs and the use of the shared-services model, the CTPD report card uses different accountability rules than those used for traditional school and district report cards. CTPD report cards evaluate CTE concentrators including current concentrators, concentrators in graduation cohorts, and concentrators who have left secondary education.

CAREER TECHNICAL PLANNING DISTRICT



REPORT CARD RESOURCES AND TECHNICAL DOCUMENTATION

- View [Report Card Resources](#) online.
- Select [Career-Technical Report Cards](#) on the Report Card Resources webpage to see a list of available documents for each component calculation.
- Select [Download Report Card Data](#) on the Career-Technical Planning District Report Cards webpage to see all available Excel spreadsheets with annual report card data for this year and prior years.

Overall Rating

COMPONENTS

- Achievement
- Career and Post-Secondary Readiness
- Graduation
- Post-Program Outcomes

The overall rating represents the outcomes of all components to determine whether a CTPD meets state standards by achieving an overall rating of at least 3 stars.

CTPDs receive points for each component based on their level of performance. The higher the performance, the more points earned. Once the component ratings are assigned points, the points are weighted based on the percentage that each contributes to the overall rating using the weights in the tables below. The weighted points are then totaled to determine the overall rating.

When one or more components are not rated, the remaining components contribute proportionally to the overall rating.

Component	Weight Toward Overall Rating
Achievement	25%
Career and Post-Secondary Readiness	25%
Graduation Rate	25%
Post-Program Outcomes	25%

Rating Scale:

CTPD Overall Rating Scale and Descriptions		
Points Earned	Rating	Rating Description
Greater than or equal to 4.125	5 Stars	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Stars	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Stars	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Stars	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Stars	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Stars	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Stars	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Stars	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

QUESTIONS TO CONSIDER

- Which components showed improvement from the previous academic year to this year?
- Which components should the CTPD focus on this academic year?

TOOLS AND RESOURCES

- [Overall and Component Ratings](#)

Achievement Component

MEASURES

- Technical Skill Attainment
- Performance Index

The Achievement Component is a crucial aspect of Ohio's CTPD Report Cards, providing a snapshot of student success in career readiness by ensuring that career-technical education aligns with industry standards and prepares students for their future careers. It evaluates the key metrics Technical Skill Attainment and Performance Index, focusing on equitable outcomes for all students.

Technical Skill Attainment assesses students' proficiency in career-technical education content through performance on aligned technical assessments or industry-recognized credentials, emphasizing the importance of practical skills and knowledge. Pathway score calculations include all aligned CTE technical assessments (WebXams), CTE College Credit Plus course grade substitutions, and Industry-Recognized Credentials taken throughout a student's career-technical education coursework. Course enrollment is not considered in the calculation of summative scores in 2026.

Performance Index uses the performance level results for CTE Concentrators in grades seven through high school on Ohio's State Tests. The Performance Index score accounts for the level of achievement of every student, not just whether they score a proficient level on the tests. Each test a student takes is assigned an achievement level based on the test score, with higher scores resulting in higher achievement levels. While all achievement levels are included in the Performance Index, higher achievement levels receive larger weights in the calculation. More information about test achievement levels is available annually in the [Understanding Ohio's State Tests Reports guidance document](#).

The Final Technical Skill Attainment Percentage is converted to points and contributes **80%** to the Achievement Component Rating. The Performance Index Percentage is converted to points and contributes **20%** to the Achievement Component Rating. The percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating – which attributes higher percentages with higher points within a rating range.

Rating Scale:

CTPD Achievement Component Rating Scale and Descriptions		
*Points Earned	Rating	Rating Description
Greater than or equal to 4.125 points	5 Stars	Significantly exceeds state standards in technical and academic achievement
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in technical and academic achievement
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in technical and academic achievement
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in technical and academic achievement
Less than 1.125 points	1 Star	Needs significant support to meet state standards in technical and academic achievement

**Technical Skill Attainment measure and the component point assignments are impacted by demotions from the Technical Skill Participation Rate. Up to two-star demotions can be applied.*

QUESTIONS TO CONSIDER: TECHNICAL SKILL ATTAINMENT

- Are students from all student groups participating?
- What are the passage rate trends for all student groups?
- What are the passage rate trends for CTE pathways?
- Have you discussed with member districts whether their students are participating?

QUESTIONS TO CONSIDER: PERFORMANCE INDEX

- Are students improving across all performance levels?
- What is the Performance Index trend over the last five years?
- What percentage of students are untested?
- What does the data show for students who are subject accelerated?

TOOLS AND RESOURCES

- [CTPD Achievement Component Technical Documentation](#)
- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [EMIS Manual](#)
- [Program and Assessment Matrix](#)

Career and Post-Secondary Readiness Component

MEASURES

- Career and Post-Secondary Readiness Measure
- ACT/SAT Participation - *report only*
- AP/IB Participation - *report only*
- College Enrollment - *report only*
- College Graduation - *report only*

The Career and Post-Secondary Readiness Component is used to evaluate the preparedness of CTE concentrators for future careers and further education. This component evaluates CTE Concentrators in the four-year graduation cohort.

Readiness Measure Option 1 awards students points based on how many elements they achieve from two categories. In the Career and Post-Secondary Readiness category, a full point is earned when a student has a remediation free score on ACT or SAT, received an honors diploma, earned 12 or more Industry-Recognized Credential points in a single career field, or is considered military ready. The student can earn a bonus of 0.33 points by completing at least one element from the Work-Based and Service-Learning category, which includes Internships, Pre-Apprenticeships and Apprenticeships, Other Work-based Learning, or the OhioMeansJobs-Readiness Seal. Service-Learning will be added in the future. The most that a student can contribute is 1.33 points.

Emerging Readiness Measure Option 2 awards students points based on how many elements they achieve from two categories. In the Career Tech and Advanced Coursework category, a student can earn 0.33 points for each element, which include: having a remediation free score on ACT or SAT, earning at least three dual enrollment credits in a CCP course, taking at least four CTE courses in a pathway, being eligible for at least one Career-Technical Assurance Guide (CTAG) credit, having a CTE Pathway (cumulative) assessment score of proficient or higher, participating in a Career and Technical Student Organization (CTSO) as a leader or in a state competition, and earning between four and 11 Industry-Recognized Credential points in a single career field. The Work-Based and Service-Learning category has the same elements as in the Readiness Measure Option 1. For a student to earn a full point in the emerging readiness measure option, a combination of three elements between the two categories needs to be achieved. At least one item must be earned from each list. Bonus points are earned by achieving a fourth element from either list. Partial credit of 0.33 or 0.67 also can be earned.

Once each student's points are totaled, a Career and Post-Secondary Readiness percentage is derived. The percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating, which attributes higher percentages with higher points within a rating range.

Rating Scale:

CTPD Career and Post-Secondary Readiness Component Rating Scale and Descriptions		
Points Earned	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in career and post-secondary readiness
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in career and post-secondary readiness
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in career and post-secondary readiness
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in career and post-secondary readiness
Less than 1.125 points	1 Star	Needs significant support to meet state standards in career and post-secondary readiness

QUESTIONS TO CONSIDER

- Which of the opportunities for this component are being offered? Are Industry-Recognized Credentials being offered to students?
- Which opportunities are students taking advantage of the most?
- Where should efforts be focused to increase students' post-secondary readiness?
- Are students entering college able to succeed in college-level work immediately? Is remediation needed?
- How are parents and students informed of these opportunities? Are all groups of students accessing a variety of opportunities to demonstrate readiness?

TOOLS AND RESOURCES

- [Career and Post-Secondary Readiness Component Technical Documentation](#)
- [Work-Based Learning](#)
- [Industry-Recognized Credentials](#)
- [College Credit Plus](#)

Graduation Component

MEASURES

- Four-Year CTE Graduation Rate
- Five-Year CTE Graduation Rate

The Graduation Component measures the four-year and five-year adjusted cohort graduation rates of CTE Concentrators.

The **Four-Year CTE Graduation Rate** applies to students who were concentrators in the Class of 2025 and graduated within four years. These students entered ninth grade in the fall of 2021 and graduated by the summer of 2025. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students in the final adjusted cohort for the graduating class.

The **Five-Year CTE Graduation Rate** applies to students who meet concentrator status prior to their fifth year in the Class of 2024 and graduated within five years. These students entered ninth grade in the fall of 2020 and graduated by the summer of 2024. This rate is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students in the final adjusted cohort for the graduating class.

The resulting CTE graduation rates are multiplied by the weights established by the Department to create an overall CTE graduation rate. The four-year CTE graduation rate is weighted at 60%, and the five-year CTE graduation rate is weighted at 40%. The overall CTE graduation rate is the value used to determine the CTPD Graduation Component rating. The percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating, which attributes higher percentages with higher points within a rating range.

Rating Scale:

CTPD Graduation Component Rating Scale and Descriptions		
Points Earned	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in CTE graduation rates
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in CTE graduation rates
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in CTE graduation rates
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in CTE graduation rates
Less than 1.125 points	1 Star	Needs significant support to meet state standards in CTE graduation rates

QUESTIONS TO CONSIDER

- Has the graduation rate remained steady, improved, or declined?
- Is there an increase in the number of students who graduate? Does that align with known efforts or programs to increase the number of students who graduate?
- What strategies are being implemented to increase the number of students who graduate?
- What Early Warning Systems are being used to help identify students who may need extra support to graduate?

TOOLS AND RESOURCES

- [CTPD Graduation Component Technical Documentation](#)
- [Graduation Resources](#)

Post-Program Outcomes Component

MEASURES

- Post-Program Placement Measure
- Industry-Recognized Credential Attainment - *report only*

The Post-Program Outcomes Component of the Career-Technical Planning District (CTPD) report card in Ohio assesses students' status after leaving secondary education. It focuses on the proportion of CTE Concentrators who are employed, in apprenticeships, in the military, enrolled in post-secondary education, or undergoing advanced training within six months of leaving high school. This measure is crucial for understanding the effectiveness of career-technical programs in preparing students for the workforce or further education.

The **Post-Program Placement** measure uses Concentrators Who Left Secondary Education as the cohort to be evaluated. This includes Concentrators who leave school because they graduated and those who leave for other reasons, such as dropping out. Districts collect data, which may include survey data, on these students to determine their placement status several months after they leave school, such as by reaching out via social media. For this reason, data are lagged to allow time for collection. Federal [Perkins legislation](#) requires that CTE student follow-ups be completed within six months of the student leaving secondary education.

Depending on the CTPD type, the Post-Program Outcomes Component contains three report-only measures of **Industry-Recognized Credential Attainment**:

- The percentage of CTE Concentrators Who Left Secondary Education the previous year and obtained industry-recognized credentials totaling at least 12 points within a single career field.
- The percentage of CTE Concentrators Who Left Secondary Education the previous year and obtained any industry-recognized credential.
- JVSD-type CTPDs also receive a separate, report-only measure of any credential attainment. The calculation is limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up Collection.

Only the Post-Program Placement measure is included in the calculation of the Post-Program Outcomes Component Rating. The Post-Program Placement percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating, which attributes higher percentages with higher points within a rating range.

Rating Scale:

CTPD Post-Program Outcome Component Rating Scale and Descriptions		
*Points Earned	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in Post Program Outcomes
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in Post Program Outcomes
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in Post Program Outcomes
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in Post Program Outcomes
Less than 1.125 points	1 Star	Needs significant support to meet state standards in Post Program Outcomes

**Measure and component point assignments are impacted by demotions and promotions based upon the Status Known Rate. The Status Known Rate refers to the percentage of concentrators who left for whom status is known.*

QUESTIONS TO CONSIDER

- Are students prepared for careers and post-secondary education after high school?
- What learning and employment opportunities are students transitioning to after graduation?
- What wrap-around services are districts providing to students after leaving school to ensure positive placement?
- Have districts provided career awareness for students to appropriately prepare them for leaving school?

TOOLS AND RESOURCES

- [CTPD Post-Program Outcomes Component Technical Documentation](#)
- [CTE Frequently Asked Questions](#)

Ohio School Report Cards

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