Guide to 2025-2026 Ohio School Report Cards

Ohio Department of Education & Workforce

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Department of Education & Workforce

Ohio School Report Cards

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

This guide offers an overview and explanation of the key components of the 2026 Ohio School Report Cards. Traditional districts and schools receive an overall rating ranging from 1 to 5 stars in half-star increments, based on six rated components.

Report cards are just one part of Ohio's education story. For a comprehensive picture, 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 Ohio School Report Cards measure?

The Ohio Department of Education and Workforce uses data reported by districts and schools to analyze performance in several categories. These data are used to assess schools and districts in the six report card components: Achievement, Progress, Early Literacy, Gap Closing, Graduation, and College, Career, Workforce, and Military Readiness. All six components receive star ratings between 1 and 5, based on performance.

REPORT CARD RESOURCES AND TECHNICAL DOCUMENTATION

- **View Report Card Resources online.**
- **Select Traditional Report Cards on the Report Card Resources webpage** to see a list of available documents for each component calculation.
- **Select the Download Report Card Data option on the Traditional Report Card webpage** to see all available Excel spreadsheets with annual report card data for this year and prior years.

OVERALL RATING

COMPONENTS

- Achievement
- Progress
- Gap Closing
- Early Literacy
- Graduation
- College, Career, Workforce, and Military Readiness

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

Schools and districts receive points for each component based on their performance level. The higher the performance, the more points earned. Two schools may receive a 5-star rating for their Achievement Component but earn different points toward their overall rating if they fall at opposite ends of the 5-star range.

Once the component ratings are assigned points, the points are weighted based on the percentage each contributes to the overall rating using the weights in the table below. The weighted points are then totaled to determine the overall rating.

Component Weights Toward Overall Rating:

Component	Weight Toward Overall Rating
Achievement	25.00%
Progress	25.00%
Gap Closing	12.5%
Early Literacy	12.5%
Graduation	12.5%
College, Career, Workforce, Military Readiness	12.5%

When one or more components are not rated (such as an elementary school without a Graduation Component or a high school that does not have an Early Literacy Component), the remaining components contribute proportionally to the overall rating.

Rating Scale:

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?
- Which components should the school or district focus on this academic year?

TOOLS AND RESOURCES

- Overall and Component Ratings

ACHIEVEMENT COMPONENT

MEASURES

- Performance Index
- Performance Indicators - *report only*

This component evaluates whether student performance on state tests meets established thresholds and how well students perform overall.

Performance Index: This measure uses the performance level results for students in grades 3 through high school on Ohio's State Tests. It accounts for the achievement level of every student, not just those scoring at a proficient level or above. Each test is assigned an achievement level based on the score, with higher scores resulting in higher achievement levels. 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 Score Reports" guidance document.

Performance Indicators: This is a report-only measure within the Achievement component and does not factor into the star rating. It reports the percentage of students scoring proficient or higher on each of Ohio's State Tests, disaggregated by grade level and subject.

Rating Scale:

Achievement Component Rating Scale and Descriptions		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Greater than or equal to 90% of maximum score	**5 Stars**	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of maximum score	**4 Stars**	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of maximum score	**3 Stars**	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of maximum score	**2 Stars**	Needs support to meet state standards in academic achievement
Less than 50% of maximum score	**1 Star**	Needs significant support to meet state standards in academic achievement

PERFORMANCE INDEX

QUESTIONS TO CONSIDER

- For all performance levels, are students improving?
- What is the Performance Index trend over the last five years?
- What is the Performance Index trend for a cohort of students across subjects and grades?
- What percentage of students are untested?
- What does the data show for students who are subject accelerated?

TOOLS AND RESOURCES

- Achievement Component
- Advanced Reports – Public Data
- EMIS Manual
- Understanding Student Placement for Ohio's Differentiated Accountability Systems

PERFORMANCE INDICATORS (REPORT ONLY)

QUESTIONS TO CONSIDER

- Across grades and subjects, what are the differences and trends in proficiency rates?
- How can curriculum and instruction be improved to support students scoring proficient or higher in every grade and subject area?
- What evidence-based core literacy program from the state-approved list is currently being implemented by the district, and how effective has it been in improving student literacy achievement?
- What is the math curriculum rating on EdReports and how is that impacting core instruction?
- How is chronic absenteeism impacting student performance?

TOOLS AND RESOURCES

- Attendance Support
- ReadOhio
- Student Recovery Dashboard

PROGRESS COMPONENT

MEASURE

- Overall Value-Added Progress Measure

The term “value-added” refers to a statistical analysis used to measure the impact of districts, schools, and teachers on the academic growth (or progress rates) of groups of students from year to year.

Academic growth is assessed by comparing current achievement results with prior achievement results on Ohio’s State Tests. For the 2025-2026 report cards, ratings are based on three consecutive years of data. The Department weights 2025-2026 data at 50% of the component rating, 25% weight to 2024-2025 data, and 25% weight to 2023-2024 data. Ohio uses two numbers from this analysis to assign a component rating: growth index and effect size.

Growth index is a measure of statistical certainty. The Department uses growth index as a first step to reflect the reliability of the data to indicate the academic growth of the district or school in relation to the state as a whole. The growth index, sometimes called the gain index, will fall in the range of +20 to -20 for almost all schools and districts.

Effect size is a value that measures how strong the relationship is between two variables. The Department uses effect size as a second step to indicate the amount of academic growth of the district or school in relation to the state as a whole. Effect size can be a positive or negative number. A higher positive number indicates a higher magnitude of growth. A higher negative number indicates falling short of the expected growth to a greater degree.

The rating scales for the Progress Component are unique to districts versus schools. Community schools are included in the school rating scales.

Rating Scales:

Progress Component Rating Scale and Descriptions for Districts		
District Score Range	**Rating**	**Rating Description**
Growth index of at least +2 and effect size of at least +0.1	**5 Stars**	Significant evidence the district exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.1	**4 Stars**	Significant evidence the district exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	**3 Stars**	Evidence the district met student growth expectations
Growth index less than -2 and effect size of at least -0.1	**2 Stars**	Significant evidence the district fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.1	**1 Star**	Significant evidence the district fell short of student growth expectations by a larger magnitude

Progress Component Rating Scale and Descriptions for Schools		
School Score Range	**Rating**	**Rating Description**
Growth index of at least +2 and effect size of at least +0.2	**5 Stars**	Significant evidence the school exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.2	**4 Stars**	Significant evidence the school exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	**3 Stars**	Evidence the school met student growth expectations
Growth index less than -2 and effect size of at least -0.2	**2 Stars**	Significant evidence the school fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.2	**1 Star**	Significant evidence the school fell short of student growth expectations by a larger magnitude

QUESTIONS TO CONSIDER

- Which students are making expected progress, and which are not?
- How can this information be used to support continuous improvement efforts?
- Which schools within a district are performing better than others, and why?
- How can instruction be tailored for student groups that are not making expected progress every year?

TOOLS AND RESOURCES

- Progress Component
- Understanding EVAAS
- Value-added FAQs
- Ohio District and School Value-Added Reports

EARLY LITERACY COMPONENT

MEASURES

- Proficiency in Third Grade Reading
- Promotion to Fourth Grade by Meeting Test Score Requirements
- Improving K-3 Literacy

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of literacy achievement in schools and districts. The three measures are combined to create a single rating for the Early Literacy Component.

Proficiency in Third Grade Reading reports how many students score proficient or higher on the reading segment of Ohio's State Test for grade 3 English language arts. It is important to note this score is separate from reaching proficiency overall on Ohio's State Test for grade 3 English language arts.

Promotion to Fourth Grade by Meeting Test Score Requirements reports the percentage of third grade students who earned a score of 700 or higher on the English language arts test, earned a reading subscore of 50 or higher on the reading segment of Ohio's State Test for grade 3 English language arts, or met the **required cut score** on a Department approved alternative reading assessment.

Improving K-3 Literacy uses two consecutive years of data to evaluate how well schools and districts are providing support to help struggling readers get on track with their reading.

Rating Scale:

Early Literacy Component Rating Scale and Descriptions		
Score Range	**Rating**	**Rating Description**
Greater than or equal to 89%	**5 Stars**	Significantly exceeds state standards in early literacy
Greater than or equal to 75% but less than 89%	**4 Stars**	Exceeds state standards in early literacy
Greater than or equal to 61% but less than 75%	**3 Stars**	Meets state standards in early literacy
Greater than or equal to 47% but less than 61%	**2 Stars**	Needs support to meet state standards in early literacy
Less than 47%	**1 Star**	Needs significant support to meet state standards in early literacy

QUESTIONS TO CONSIDER

- How does the local literacy plan align with Ohio's Plan to Raise Literacy Achievement and Implementing Ohio's Plan to Raise Literacy Achievement A Guide for School Leaders, K-5?
- Has the district/school developed and implemented an integrated multi-tiered system of supports (Integrated MTSS) that aligns to the state's framework? Does the district/school framework facilitate the delivery of effective, data-informed academic and non-academic instruction and supports to all students?
- Does the district/school use a core reading curriculum from the Department's list of approved core curriculum and instructional materials? What is the fidelity of implementation of the core curriculum materials?
- Does the district/school use only interventions from the Department's list of approved reading intervention programs? What is the fidelity of implementation of these reading intervention programs?
- To what extent is there instructional coherence and alignment among the materials used for core and intervention instruction used in the district/school? Do the materials use similar strategies, methods, and common language across core instruction, intervention, tutoring, and acceleration?
- To what extent is the school and/or district team regularly assessing the implementation fidelity of their schoolwide literacy improvement plans using a tool such as the Reading Tiered Fidelity Inventory (R-TFI)?
- To what extent is the school and/or district team using instructional observation assessments, often called walk-through tools, for providing feedback to teachers about the effectiveness of their instruction?
- Does the school and/or district team have valid and reliable progress monitoring assessments in place, and how is this data being used to make informed decisions about core instruction and interventions for each student?
- To what extent do the Reading Improvement and Monitoring Plans of students reflect evidence-based interventions based on the results from the universal screening and diagnostic assessment?
- What is the plan for progress monitoring and addressing the student's response to intervention? How have barriers to implementation been ruled out?

TOOLS AND RESOURCES

- ReadOhio
- Early and Conventional Literacy: Supporting Learners in Kindergarten-Grade 5
- Early Literacy Component Technical Documentation
- Literacy Academy On Demand
- Ohio's Plan to Raise Literacy Achievement
- Third Grade Reading Guarantee
- Dyslexia Supports

- Reading Improvement and Monitoring Plan Intervention Video Series
- Ohio Statewide Family Engagement Center
- Ohio's Integrated Multi-Tiered System of Supports

GAP CLOSING COMPONENT

MEASURES

- English Language Arts, Math Achievement by Student Group
- English Language Arts, Math Progress (Growth) by Student Group
- Graduation Goals by Student Group
- Gifted Performance Indicator
- English Language Proficiency Improvement Indicator
- Chronic Absenteeism Improvement Indicator

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying students as gifted and providing gifted services.

English Language Arts, Math Achievement by Student Group evaluates Performance Index scores per student group to determine whether each student group met their English language arts and math achievement goals. There must be at least 15 students per student group (as listed on the following page) to be evaluated on this measure.

English Language Arts, Math Progress (Growth) by Student Group evaluates student group-specific value-added results to evaluate whether each group met their English language arts and math growth goals. There must be at least 15 students per group (as listed on the following page) to be evaluated on this measure.

Graduation Goals by Student Group evaluates whether the applicable student groups for a school or district met their four-year graduation goal. There must be at least 15 students per group (as listed on the following page) to be evaluated on this measure.

Gifted Performance Indicator evaluates the performance of students identified as gifted with three elements: the Gifted Performance Index, Gifted Progress (Growth), and school and district performance with gifted identification and services provided to gifted students. This indicator was included in the Achievement Component in the previous accountability system and report cards.

English Language Proficiency Improvement Indicator measures the English language proficiency of students identified as English learners on the Ohio English Language Proficiency Assessment (OELPA) against annual goals and the improvement of proficiency year over year.

Chronic Absenteeism Improvement Indicator measures the chronic absenteeism rates of schools and districts against annual goals in the state ESSA plan and the reduction of chronic absenteeism year over year.

STUDENT GROUPS:

- All students
- Asian or Pacific Islander
- Hispanic
- White, Non-Hispanic
- American Indian or Alaskan Native
- Black, Non-Hispanic
- Multiracial
- English Learner
- Economic Disadvantage
- Students with Disabilities

Rating Scale:

Gap Closing Component Rating Scale and Descriptions		
Percentage of Points Earned out of Possible Points	**Rating**	**Rating Description**
Greater than or equal to 60%	**5 Stars**	Significantly exceeds state standards in closing educational gaps
Greater than or equal to 45% but less than 60%	**4 Stars**	Exceeds state standards in closing educational gaps
Greater than or equal to 30% but less than 45%	**3 Stars**	Meets state standards in closing educational gaps
Greater than or equal to 10% but less than 30%	**2 Stars**	Needs support to meet state standards in closing educational gaps
Less than 10%	**1 Star**	Needs significant support to meet state standards in closing educational gaps

QUESTIONS TO CONSIDER

- What is the connection between chronic absenteeism, achievement, and growth?
- Are any student groups meeting growth but not achievement goals? Are any student groups that are meeting achievement goals but stagnant in growth?
- How are district and school services and support impacting English learner outcomes?
- How are district and school services and support impacting gifted learner outcomes?

TOOLS AND RESOURCES

- Ohio's Integrated Multi-Tiered System of Supports
- English Learners
- Gifted Education
- OCALI
- School and District Support for Attendance
- Ohio's Attendance Guide

GRADUATION COMPONENT

MEASURES

- Four-Year Adjusted Cohort Graduation Rate
- Five-Year Adjusted Cohort Graduation Rate

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

Four-Year Graduation Rate applies to students in the Class of 2025 who graduated within four years. These students entered ninth grade in the fall of 2021 and graduated by the summer of 2025. The 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.

Five-Year Graduation Rate applies to students in the Class of 2024 who graduated within five years. These students entered ninth grade in the fall of 2020 and graduated by the summer of 2025. 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 graduation rates are multiplied by the weights established in state law to create a weighted graduation rate. The Four-Year Graduation Rate is weighted at 60%, and the Five-Year Graduation Rate is weighted at 40%. The weighted graduation rate is used to determine the Graduation Component rating.

Rating Scale:

Graduation Component Rating Scale and Descriptions		
Weighted Graduation Rate	**Rating**	**Rating Description**
Greater than or equal to 96.5%	**5 Stars**	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	**4 Stars**	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	**3 Stars**	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	**2 Stars**	Needs support to meet state standards in graduation rates
Less than 84%	**1 Star**	Needs significant support to meet state standards in 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?

TOOLS AND RESOURCES

- Graduation Resources

COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS COMPONENT

MEASURES

- Post-Secondary Readiness

The **College, Career, Workforce, and Military Readiness Component** measures the readiness of a graduating class from a district or building to go on to post-secondary education, enter the workforce, or join the armed forces. This measure is calculated by dividing the number of students included in the four-year adjusted graduation rate cohort who demonstrate post-secondary readiness by the total number of students in the cohort. Demonstration of post-secondary readiness includes a student doing at least one of the following:

- Earn a remediation-free score in ELA, reading, and math on the ACT or SAT
- Earn one of the six honors diplomas
- Earn a qualifying score on three or more AP, IB, or CLEP exams
- Earn 12 industry credential points in a single career field or a state-recognized license
- Earn 12 college credits through dual enrollment, early college high school, or CTE courses
- Enlist in the military
- Complete a pre-apprenticeship
- Get accepted into an apprenticeship post-high school
- Complete an apprenticeship
- Achieve proficiency on three technical assessments in a single career pathway
- Earn the OhioMeansJobs Seal and complete 250 hours of internship or work-based learning

Rating Scale:

College, Career, Workforce, and Military Readiness Component Rating Scale and Descriptions		
CCWMR PERCENTAGE	**Rating**	**Rating Description**
Greater than or equal to 85%	**5 Stars**	Significantly exceeds state standards in post-secondary readiness rates
Greater than or equal to 75% but less than 85%	**4 Stars**	Exceeds state standards in post-secondary readiness rates
Greater than or equal to 63% but less than 75%*	**3 Stars**	Meets state standards in post-secondary readiness rates
Greater than or equal to 53% but less than 63%	**2 Stars**	Needs support to meet state standards in post-secondary readiness rates
Less than 53%	**1 Star**	Needs significant support to meet state standards in post-secondary readiness rates

*If a district or school initially earns a 1 star or 2 star rating but then improves at least 15 percentage points from the previous year, that school or district will earn a final rating of 3 stars and 2.25 points toward the Overall Rating.

QUESTIONS TO CONSIDER

- Ensuring students are prepared for success after high school is a top priority of the Department. Which of the opportunities within the College, Career, Workforce, and Military Readiness component are being offered and which opportunities are students taking advantage of the most?
- What work-based learning opportunities are provided to students in your district or school? Federal law defines work-based learning as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." Are all types of work-based learning opportunities being counted toward students' total reported hours?
- Are students entering college able to succeed in college-level work immediately? Is remediation needed?
- Are you reporting Industry-Recognized Credentials earned accurately? Are there any College Credit Plus students earning credentials that haven't been captured in your reporting?
- How does your district or school inform parents and students about readiness opportunities? Are all groups of students accessing a variety of opportunities to demonstrate readiness?
- Have all students included in the four-year graduation cohort been validated? Are all Dual Enrollment credits reported for students?

TOOLS AND RESOURCES

- CCWMR Component Technical Documentation
- College Credit Plus Information
- Industry-Recognized Credentials
- Military Enlistment
- Work-Based Learning
- College-Level Examination Program
- Honors Diplomas

Ohio School Report Cards

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