

# Guide to 2023-2024 Ohio School Report Cards



**Department of  
Education &  
Workforce**

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# Ohio School Report Cards

Ohio School Report Cards are designed to provide parents, caregivers, community members, educators, and policymakers with valuable information about school performance, identify areas for improvement, and celebrate achievements. The information provides transparent reporting to drive local conversations on continuous improvement and identify schools that need intensive support. The report cards establish high expectations for the education community while showing progress toward equitable outcomes for all Ohio students.

The 2024 Ohio School Report Card Guide provides an overview and explanation of the key components of the 2024 Ohio School Report Cards. Traditional districts and schools receive an overall rating ranging from 1 to 5 stars in half-star increments, which are determined by five rated components.

Report cards are only one part of Ohio's education story. To get a more complete 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](https://reportcard.education.ohio.gov)**

# What Do Traditional 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. With the exception of the College, Career, Workforce, and Military Readiness Component, the components receive 1-5-star ratings based on performance.



## REPORT CARD RESOURCES AND TECHNICAL DOCUMENTATION

View [Report Card Resources](#) online.

Select "[Traditional Report Card](#)" to see a list of available documents for each component calculation.

Select "[Annual Reports and Information](#)" to view the state report card and annual rankings lists.

Select "[Download Report Card Data](#)" 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 – *report only*

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 level of performance. The higher the performance, the more points earned. Two schools may receive a 5-star rating for their Achievement Component but earn a different number of 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 that each contributes to the overall rating using the weights in the tables below. The weighted points are then summed up to determine the overall rating.

Component	Weight Toward Overall Rating
Achievement	28.601%
Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

When one or more components are not rated (for example, an elementary school that does not have 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	<b>5 Stars</b>	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	<b>4.5 Stars</b>	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	<b>4 Stars</b>	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	<b>3.5 Stars</b>	Meets state standards
Greater than or equal to 2.125 but less than 2.625	<b>3 Stars</b>	Meets state standards
Greater than or equal to 1.625 but less than 2.125	<b>2.5 Stars</b>	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	<b>2 Stars</b>	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	<b>1.5 Stars</b>	Needs significant support to meet state standards
Less than 0.563	<b>1 Star</b>	Needs significant support to meet state standards

### QUESTIONS TO CONSIDER

- What components showed improvement from the previous academic year to this year?
- What 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 represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

The **Performance Index** measure uses the performance level results for students in grades 3 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 **Performance Indicators** measure is a report-only measure within this component – the data does not factor into the rating. The Performance Indicators report 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	<b>5 Stars</b>	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of maximum score	<b>4 Stars</b>	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of maximum score	<b>3 Stars</b>	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of maximum score	<b>2 Stars</b>	Needs support to meet state standards in academic achievement
Less than 50% of maximum score	<b>1 Star</b>	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 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?
- In what ways can curriculum and instruction be improved to support students scoring proficient or higher in every grade and subject area?
- As a state priority, what evidence-based core literacy program from the state approve list is currently being implemented by the district, and how effective have they been in improving student literacy achievement?
- How is chronic absenteeism impacting student performance?

### *TOOLS AND RESOURCES*

- [Attendance Support](#)
- [Ohio Curriculum Support Guide](#)
- [Read Ohio](#)
- [Student Recovery Dashboard](#)



## Progress Component

*MEASURES:* 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 2023-2024 report cards, ratings are based on three consecutive years of data. The Department weights 2023-2024 data at 50% of the component rating, 25% weight to 2022-2023 data, and 25% weight to 2021-2022 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 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	<b>5 Stars</b>	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	<b>4 Stars</b>	Significant evidence the district exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	<b>3 Stars</b>	Evidence the district met student growth expectations
Growth index less than -2 and effect size of at least -0.1	<b>2 Stars</b>	Significant evidence the district fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.1	<b>1 Star</b>	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	<b>5 Stars</b>	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	<b>4 Stars</b>	Significant evidence the school exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	<b>3 Stars</b>	Evidence the school met student growth expectations
Growth index less than -2 and effect size of at least -0.2	<b>2 Stars</b>	Significant evidence the school fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.2	<b>1 Star</b>	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 & School Value-Added Reports E-Learning](#)

## Early Literacy Component

**MEASURES:** Proficiency in Third Grade Reading  
Promotion to Fourth Grade  
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.

The **Proficiency in Third Grade Reading** measure 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.

The **Promotion to Fourth Grade** measure reports the percentage of students in the third grade who were promoted to fourth grade.

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

### Rating Scale:

EARLY LITERACY COMPONENT RATING SCALE AND DESCRIPTIONS		
Score Range	Rating	Rating Description
From 88% to 100%	<b>5 Stars</b>	Significantly exceeds state standards in early literacy
From 78% to less than 88%	<b>4 Stars</b>	Exceeds state standards in early literacy
From 68% to less than 78%	<b>3 Stars</b>	Meets state standards in early literacy
From 58% to less than 68%	<b>2 Stars</b>	Needs support to meet state standards in early literacy
From 0% to less than 58%	<b>1 Star</b>	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](#)?
- Does the district/school use a core reading curriculum on 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 the building and/or district team regularly assessing the reading components of a Multi-Tiered System of Supports (MTSS) through a fidelity tool such as the Reading Tiered Fidelity Inventory (R-TFI)?
- Does the building and/or district team have progress monitoring in place, and how is this data being used to make informed decisions about core instruction and interventions for each student?
- To what extent does the [Reading Improvement and Monitoring Plans](#) of students reflect evidence-based interventions based on the results from the diagnostic?
- What is the plan for progress monitoring and addressing the student's response to intervention? How have barriers to implementation be ruled out?

### TOOLS AND RESOURCES

- [ReadOhio](#)
- [Literacy Academy on Demand](#)
- [Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders](#)
- [Dyslexia Supports](#)
- [Reading Improvement and Monitoring Plan Intervention Video Series](#)
- [Ohio's Statewide Family Engagement Center](#)

## GAP CLOSING COMPONENT

*MEASURES:* Gifted Performance Indicator  
English Language Proficiency Improvement Indicator  
Graduation Goals by Student Group  
English Language Arts, Math Achievement by Student Group  
English Language Arts, Math Progress (Growth) by Student Group

The **Gifted Performance Indicator** is a measure that evaluates the performance of students identified as gifted with three elements: the Gifted Performance Index, Gifted Progress (Growth), and schools' and districts' 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.

The **Chronic Absenteeism Improvement Indicator** measures the chronic absenteeism rates of schools and districts against annual goals and the reduction of chronic absenteeism year over year. This indicator was included in the Achievement Component in the previous accountability system and report cards.

The **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.

**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 student group (as listed below) to be evaluated on this measure.

**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 below) 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 student group met their English language arts and math growth goals. There must be at least 15 students per student group (as listed below) to be evaluated on this measure.

## 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		
Percentage of Points Earned out of Possible Points	Rating	Rating Description
Greater than or equal to 60%	<b>5 Stars</b>	Significantly exceeds state standards in closing educational gaps
Greater than or equal to 45% but less than 60%	<b>4 Stars</b>	Exceeds state standards in closing educational gaps
Greater than or equal to 30% but less than 45%	<b>3 Stars</b>	Meets state standards in closing educational gaps
Greater than or equal to 10% but less than 30%	<b>2 Stars</b>	Needs support to meet state standards in closing educational gaps
Less than 10%	<b>1 Star</b>	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 meeting achievement goals but growth remains stagnant?
- How are district and school services and support impacting English learner outcomes?
- How are district and school services for gifted students impacting the Gap Closing Component?

## TOOLS AND RESOURCES

- [English Learners](#)
- [Gifted Education](#)
- [OCALI](#)
- [Ohio's Attendance Guide](#)

## Graduation Component

**MEASURES:** Four-year Adjusted Cohort Graduation Rate  
Five-Year Adjusted Cohort Graduation Rate

The **Four-Year Graduation Rate** applies to students in the Class of 2023 who graduated within four years. These are the students who entered ninth grade in the fall of 2019 and graduated by the summer of 2023. 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 who form the final adjusted cohort for the graduating class.

The **Five-Year Graduation Rate** applies to students in the Class of 2022 who graduated within five years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2023. 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 who form 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 the value used to determine the Graduation Component rating.

### Rating Scale:

GRADUATION COMPONENT RATING		
Weighted Graduation Rate	Rating	Rating Description
Greater than or equal to 96.5%	<b>5 Stars</b>	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	<b>4 Stars</b>	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	<b>3 Stars</b>	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	<b>2 Stars</b>	Needs support to meet state standards in graduation rates
Less than 84%	<b>1 Star</b>	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 students graduating? 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 – Report Only

## MEASURES:

This component is made up of 11 readiness measures that are used to estimate how prepared the graduating class from a district or building is to go on to postsecondary education, enter the workforce, or join the armed forces. This measure also includes three report-only measures.

- ACT/SAT Remediation-Free Scores Honors Diploma
- Advanced Placement (AP) Credits Earned or International Baccalaureate (IB) Credits Earned
- Twelve or More Credential Points in a Single Career Field State-Recognized License
- Twelve or More College Credit Plus (CCP) Credits Earned or Enlistment in the Military
- Completion of a Pre-Apprenticeship or Apprenticeship Acceptance into an Apprenticeship Program Post High School
- OhioMeansJobs-Readiness Seal and 250 Hours of Internship/Work-Based Learning

## REPORT ONLY MEASURES:

- ACT Participation
- SAT Participation
- AP Participation

The **College, Career, Workforce, and Military Readiness Component** measures how prepared the graduating class from a district or building 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. This component is not included in the overall report card rating nor is it rated as an individual component for the 2023-2024 Report Card.

### *QUESTIONS TO CONSIDER*

- Ensuring students are college-bound and/or workforce ready 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?
- Where should efforts be focused to increase students' postsecondary readiness?
- What work-based learning opportunities are being provided to students?
- 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*

- [College Credit Plus Information](#)
- [Industry-Recognized Credentials](#)
- [Military Enlistment](#)
- [Work-Based Learning](#)



## **Ohio School Report Cards**

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