



## School Report Cards

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# SUMMARY OF OHIO SCHOOL REPORT CARDS 2024–2025



**Stephen D. Dackin, Director**

Ohio Department of Education  
and Workforce

## Advancing Ohio's Education Priorities for Every Learner

Every day, extraordinary work is happening in Ohio's schools. Across the state, dedicated educators, administrators, and staff are equipping students with the knowledge, skills, and experiences necessary for their success.

Ohio leaders are championing efforts to ensure students reach their full potential. With leadership from Governor Mike DeWine, Lt. Governor Jim Tressel, and the Ohio General Assembly, the Ohio Department of Education and Workforce supports Ohio's school communities through four core priorities: literacy, learning acceleration, student wellness, and workforce readiness.

Evidence-based reading instruction is a foundational component to lifelong learning. Targeted strategies to accelerate learning are helping educators close gaps and equipping students to reach higher levels of achievement. Investments in student wellness are improving attendance and supporting overall well-being. And by connecting classroom learning with real-world experiences, schools are preparing students to graduate with confidence and purpose.

This year's Summary of Ohio School Report Cards reflects both the progress made and the work ahead—it provides a clear view of where Ohio schools are excelling and where continued focus is needed. These insights help leaders strengthen strategies, refine practices, and ensure that every student can learn, grow, and thrive.

Progress rarely occurs in a straight line. As new initiatives take root, some measures may level off before advancing. But the data shows encouraging trends, and Ohio remains committed to using this information to guide decisions that put students first. Now is the time to stay focused, deepen our efforts, and continue moving forward with purpose—building an education system that fulfills the promise of success for every learner.

## Prioritizing Student-Centered Supports

### Literacy



**Literacy remains a top priority.** English language arts proficiency rates have seen a slight dip while Ohio schools are in the early stages of Science of Reading implementation. However, the statewide Performance Index has reached a five-year high, with students in the highest performance categories continuing to excel.

### Accelerating Learning



**Math proficiency is on the rise, with improvement at nearly every grade level.**

Statewide math achievement has reached its highest level in five years. Continued focus on expanding access to high-quality math instruction is essential to sustaining growth and driving higher levels of student success.

### Student Wellness



**Chronic absenteeism is decreasing statewide.** Strengthening supports for students' well-being and addressing barriers to consistent attendance are central to ensuring academic progress.

### Workforce Readiness



**More graduates earned industry credentials, college credit, and technical skills.** For the first time, College, Career, Workforce, and Military Readiness is a rated component, and 61.4% of the Class of 2024 met at least one of the state's 11 readiness measures—an increase from 56.3% the year before.



## Literacy

### Ohio's Commitment to Raising Literacy Achievement

Reading is the foundation of all learning, and Ohio continues to make it a top priority that students have the tools and support to become strong, confident readers. Through Governor DeWine's ReadOhio initiative, Ohio schools are working to ensure that every student reads at or above grade level through effective implementation of evidence-based instructional practices aligned to the Science of Reading.

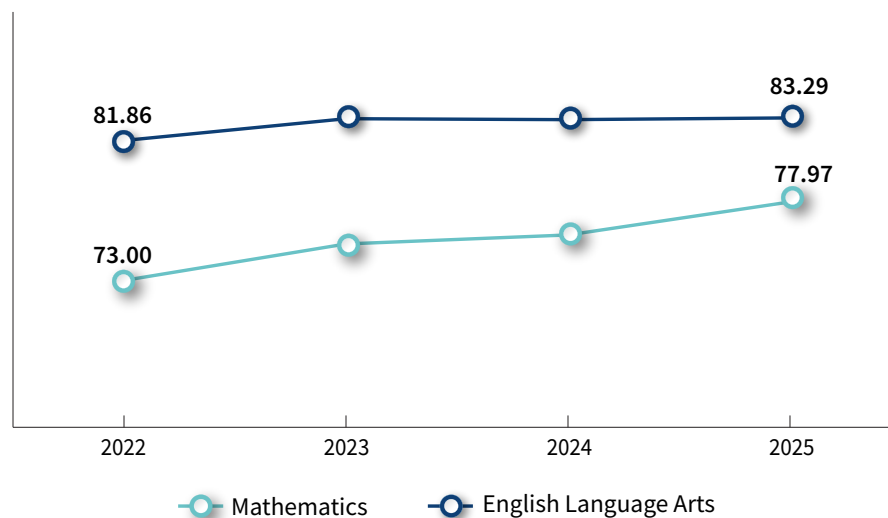


Ohio school districts, including public, community, and STEM schools, were required by state law to adopt instructional materials aligned with the Science of Reading. This mandate ensured that all schools implemented evidence-based reading curricula and intervention programs no later than June 30, 2025. In addition, all teachers and administrators were required to complete state-approved Science of Reading professional development.

While these requirements set a clear path forward, schools are in varying stages of implementation. Some districts are already fully aligned, while others are actively transitioning toward effective implementation. As schools adjust to new materials and instructional practices, brief shifts in performance are a typical and anticipated part of the process; therefore, it remains crucial to provide ongoing guidance and collaboration to ensure every student benefits from high-quality literacy instruction. With consistent implementation and support, Ohio is positioned to see steady growth in student achievement as measured by the Performance Index.

The Department remains committed to supporting schools through ongoing professional development for educators, access to high-quality instructional materials, and targeted assistance for districts with the greatest need.

### Performance Index on Ohio's State Tests





## Learning Acceleration

### Advancing Math Learning for All Students

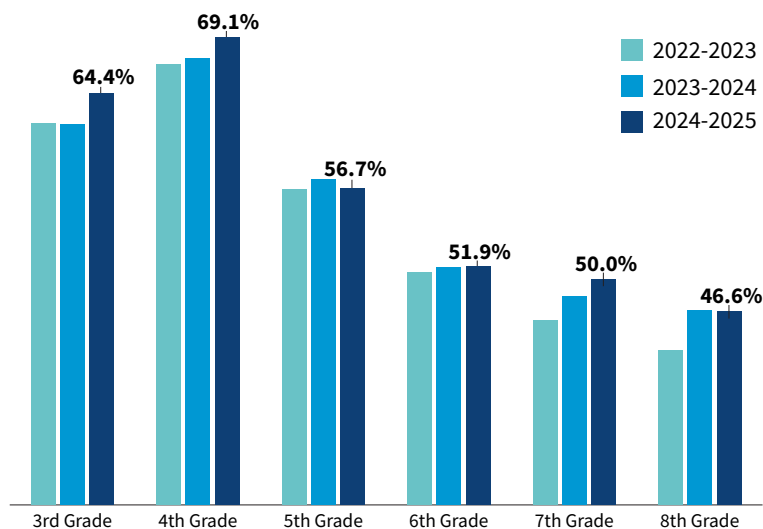
Over the past five years, Ohio has seen encouraging improvements in statewide math proficiency, with gains at nearly every grade level when comparing 2024-2025 performance to previous years. These improvements reflect the impact of targeted supports, strategic investments, and a shared commitment to high-quality math instruction.

Earlier this year, the Department introduced Ohio's Plan for K-12 Mathematics, setting a clear statewide vision for math instruction. The plan details high-quality, research-based math teaching practices and provides guidance on the systems and structures needed to implement these best practices, including supporting educators, engaging stakeholders, and partnering with families and communities.

One example of this vision being put into practice is the expanded use of Zearn Math, an evidence-based platform that gives students access to grade-level content and built-in differentiated support. More than 500 schools across the state are leveraging Zearn to accelerate learning.

Together, these initiatives lay the groundwork for continued growth in math achievement, and they help ensure all students are equipped with skills for future success.

### Mathematics Proficiency Rates



### Statewide Proficiency by Demographic Group and Year

Demographic Group	Subject	2022-2023	2023-2024	2024-2025	
All Students	English Language Arts	60.9%	60.9%	60.4%	-0.5
	Mathematics	53.0%	53.5%	55.3%	+1.8
Economically Disadvantaged	English Language Arts	44.8%	47.0%	49.1%	+2.1
	Mathematics	35.7%	38.3%	43.5%	+5.2
Students with Disabilities	English Language Arts	21.9%	21.9%	21.3%	-0.7
	Mathematics	19.2%	19.6%	20.6%	+1.0
English Learners	English Language Arts	38.4%	42.4%	39.4%	-3.1
	Mathematics	35.9%	38.1%	40.7%	+2.5
White, Non-Hispanic	English Language Arts	69.2%	69.0%	68.9%	-0.1
	Mathematics	62.6%	63.0%	64.4%	+1.4
Black, Non-Hispanic	English Language Arts	35.2%	36.4%	36.3%	-0.1
	Mathematics	23.0%	24.7%	28.9%	+4.3
Hispanic	English Language Arts	45.8%	45.4%	43.6%	-1.9
	Mathematics	37.9%	37.7%	39.9%	+2.2
Multiracial	English Language Arts	55.8%	56.5%	55.4%	-1.1
	Mathematics	45.4%	46.2%	47.8%	+1.6
Asian or Pacific Islander	English Language Arts	73.8%	73.6%	72.2%	-1.4
	Mathematics	72.2%	72.1%	73.7%	+1.5
Alaskan Native or American Indian	English Language Arts	52.9%	52.7%	52.6%	-0.1
	Mathematics	42.7%	43.7%	45.7%	+1.9



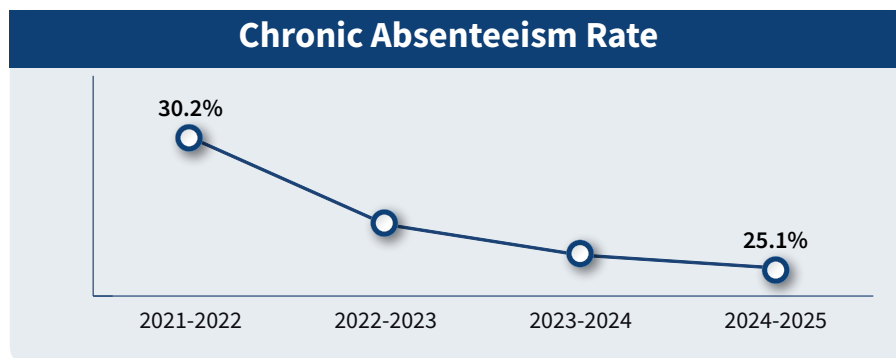


## Student Wellness

### Healthy Students, Stronger Schools

Fostering safe and supportive school environments where students are engaged and equipped to reach their full potential is essential to academic success. Ohio is committed to advancing initiatives that promote physical and mental health, reduce chronic absenteeism, and remove barriers that prevent students from fully participating in learning.

Thanks to targeted interventions and increased engagement, chronic absenteeism is trending downward across the state. Still, about one in four students misses more than 10% of the school year, a level of absenteeism that significantly affects academic outcomes. This is especially true for students with disabilities, a student group that continues to experience higher absenteeism rates than their peers. Research shows that regular attendance is closely tied to reading proficiency, academic achievement, and graduation rates. When students are healthy and feel safe at school, both attendance and academic outcomes improve. Whether absences are excused or unexcused, missing too much school can disrupt learning and long-term success. This indicator is key to helping districts and schools identify trends and direct support where it is needed most.



The Stay in the Game! Network, managed by Battelle, promotes the importance of strong school attendance. Through a unique partnership with the Ohio Department of Education and Workforce, Cleveland Browns Foundation, Columbus Crew Foundation, Cincinnati FC, Harvard's Proving Ground, and more than 140 school districts, Stay in the Game! promotes the importance of showing up and staying engaged.

Complementing these efforts to boost student engagement, Governor DeWine and Lt. Governor Tressel are committed to building a healthier Ohio where every student can thrive. A key strategy in advancing this vision is the expansion of school-based health centers (SBHCs), which connect families to essential services and help foster stronger, more resilient communities. These centers are making a measurable impact—each SBHC visit saves students an average of three hours of classroom seat time, according to a recent Ohio pilot. With 138 centers in operation—43% of which have opened in the past five years—SBHCs have already served more than 70,000 patients statewide.







Lt. Governor Tressel recently launched the Team Tressel Fitness Challenge for students in grades 4-8. This program encourages students to set and achieve personal wellness goals, promoting healthy habits that support their success both in and out of the classroom. With a focus on physical activity, nutrition, and sleep, the challenge offers a fun way for students to build lifelong wellness skills.

To further support student well-being and reduce distractions, Governor DeWine signed legislation in 2025 requiring all Ohio schools to adopt a cell phone use policy by Jan. 1, 2026. The law directs schools to prohibit student phone use during the day, including class time, transitions, lunch, and recess. In schools that have already banned cell phones, feedback from students, teachers, administrators, and parents indicates that students are more engaged in their learning, performing better academically, and building stronger connections with one another.



## Workforce Readiness

### Ohio's Class of 2024 Shows Strong Gains in College, Career, Workforce, and Military Readiness

For the first time, the Ohio School Report Cards include a rating for the College, Career, Workforce, and Military Readiness component.

The 2024 graduating class demonstrated measurable progress in preparing students for life after high school, with 61.4% of students meeting at least one of Ohio's 11 postsecondary readiness measures—a notable increase from 56.3% in 2023.

In 2024, more Ohio students graduated with a head start on college as 16% earned at least 12 college credits, up from 13.8% the previous year. Career credentialing also saw growth, with 25.6% of students earning 12 or more industry-recognized credential points in a single career field or obtaining a state-recognized license. This marks a substantial increase from 19.5% in 2023, highlighting meaningful progress in preparing students for in-demand careers. Additionally, 24.1% of graduates demonstrated proficiency on three or more technical assessments within a single career pathway, compared to 22.3% the year before.

These gains reflect a strong focus on career readiness, driven by strategic investments in career-technical education that prepare students with the skills and credentials needed for success beyond high school.

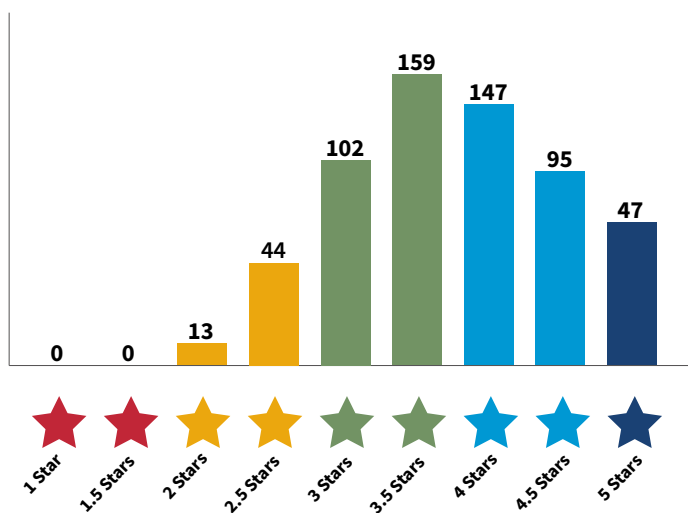


## District and School Rating Distribution

Districts and schools receive overall ratings of 1 to 5 stars in half-star increments. The overall rating is comprised of six rated components.

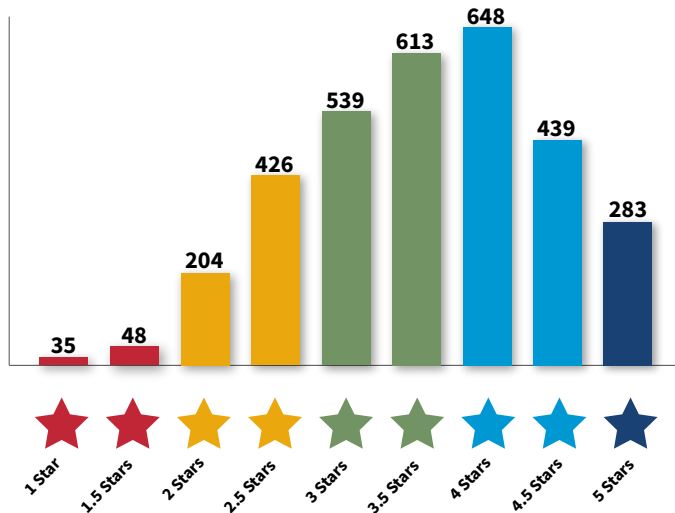
### District-Level

#### Overall Rating Distribution



### School-Level

#### Overall Rating Distribution



#### District-Level Component Rating Distribution

	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	0.5% (3)	12.5% (76)	34.6% (210)	37.4% (227)	15.0% (91)
Progress	10.2% (62)	28.7% (174)	26.0% (158)	25.7% (156)	9.4% (57)
Gap Closing	0.8% (5)	11.5% (70)	26.7% (162)	28.0% (170)	33.0% (200)
Early Literacy	7.9% (48)	27.1% (164)	42.8% (259)	16.7% (101)	5.5% (33)
Graduation	2.5% (15)	7.8% (47)	12.4% (75)	28.4% (172)	49.0% (297)
College, Career, Workforce, and Military Readiness	11.2% (68)	18.2% (110)	38.6% (234)	21.5% (130)	10.6% (64)

#### School-Level Component Rating Distribution (Traditional and Community Schools)

	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	9.4% (289)	23.9% (734)	25.8% (792)	27.3% (839)	13.6% (416)
Progress	6.7% (196)	24.3% (715)	32.2% (947)	25.7% (756)	11.1% (326)
Gap Closing	7.1% (230)	16.9% (548)	21.8% (704)	27.4% (887)	26.8% (866)
Early Literacy	28.7% (488)	25.1% (428)	29.0% (493)	12.6% (214)	4.7% (80)
Graduation	12.8% (103)	9.5% (76)	11.1% (89)	23.3% (187)	43.3% (347)
College, Career, Workforce, and Military Readiness	17.7% (141)	15.3% (122)	37.9% (303)	18.4% (147)	10.8% (86)