

2024 -2025 Ohio School Report Cards were released on September 15, 2025.

Schools and districts will continue to receive overall ratings of 1-5 stars in half-star increments. An overall rating of three stars or higher means the school or district met state expectations for performance. The report cards also include six rated components. The six components, Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness will receive ratings from one to five stars. [The 2024-2025 Guide to the Ohio School Report Cards](#) provides an overview and explanation of the key components of the report cards.

Report cards provide information on the progress of districts and schools in raising achievement and preparing students for the future. The data can be used to guide school improvement and respond to student learning needs. However, Ohio School Report Cards are not the only measure of the success or accomplishments of a school or district. Many elements combine to form a teaching and learning community, and Lowellville has many points of pride to share.

You can access the district and school report cards on the [Ohio School Report Cards webpage](#). In addition, spreadsheets with performance information for districts, schools, community schools, Career Technical Planning Districts and schools that receive the Dropout Prevention and Recovery Report Cards will be available on the [Report Card Resources webpage](#).

Each year Lowellville continues to review the data, assess the needs of the students, and make adjustments for improvement. After reviewing the data and completing a needs assessment in the Spring and Summer of 2025, the district refined the goals and action steps in the [One Plan](#). In addition, several other adjustments were made for the start of the 2025-2026 school year.

Celebrations:

- Lowellville District-
 - Maintained the overall grade on the report card of a 3.5 (meets state standards)
 - Maintained a rating of 3 on the achievement component (meets state standards)
 - Maintained a rating of 5 on the graduation component (significantly exceeds state standards)
 - Maintained a rating of 3 on the early literacy component (meets state standards)
 - Earned a rating of 3 on the college, career, workforce and military readiness component (meets state standards) *This is the first year for this component to be graded.*
 - The performance index score at the district increased from 81.0 in the 2023-24 school year to 84.2 in the 2024-25 school year.

- Lowellville Elementary School-
 - Increased the overall grade on the report card from a 4 to a 4.5 (exceeds state standards)
 - Maintained a rating of 3 on the achievement component (meets state standards)
 - Increased from a 4 to a 5 on the progress component (significantly exceeds state standards)
 - Maintained a rating of a 3 on the early literacy component (meets state standards)
 - Decreased the chronic absenteeism rate from 33.7% to 32.2%
- Lowellville High School-
 - Maintained the overall grade of a 3 on the report card (meets state standards)
 - Increased from a 2 to a 3 on the achievement component (meets state standards)
 - Maintained a rating of 5 on the graduation component (significantly exceeds state standards)
 - 100% of the students graduated in 4 years
 - Earned a rating of 3 on the college, career, workforce and military readiness component (meets state standards) *This is the first year for this component to be graded.*
 - The performance index score at the district increased from 74.7 in the 2023-24 school year to 81.7 in the 2024-25 school year.

Areas for Improvement:

- Lowellville District- Work to increase the overall progress and gap closing and decrease the chronic absenteeism rate. In addition, continue to increase achievement and early literacy scores.
- Lowellville Elementary- Continue to increase achievement and early literacy scores and decrease chronic absenteeism
- Lowellville High School- Work on increasing progress and gap closing and decrease the chronic absenteeism rate. In addition, continue to increase achievement scores.
- Chronic absenteeism continues to be a major challenge for our schools. Every student and family plays an important role in helping reduce these numbers. Last year, 49.8% of high school students and 32.2% of elementary students were chronically absent, resulting in an overall district rate of 40.3%. Regular attendance is essential for academic success, social growth, and future opportunities, and together we can make a positive impact.

Action Steps:

- Early Literacy
 - This year, we will add an additional ELA tutor at the elementary level to provide targeted support to students during the intervention block. This added layer of support will supplement the work already being done by our RTI teacher and the virtual tutoring services currently in place. By expanding direct literacy interventions, we aim to strengthen foundational reading skills, close gaps, and improve overall early literacy performance on the district report card.

- With retirements and resignations, new staff members have been hired and will be teaching portions of the English Language Arts curriculum. While this transition may bring some variation in scores next year, our focus remains on continuous improvement.
 - Provide instructional coaching and support to ELA staff by offering mentoring and coaching to new teachers to ensure consistent delivery of the ELA curriculum.
 - This year, all students in grades 7-12 will be given the NWEA MAP ELA assessments three times per year. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
 - Teachers in grades K-8 will continue to utilize the new English Language Arts Amplify curriculum which is aligned to the Science of Reading.
 - All teachers and administrators will continue to build their knowledge and understanding of the Science of Reading by participating in classes provided by the Ohio Department of Education and Workforce.
 - An elementary literacy block remains in place for all elementary teachers to follow. The literacy block outlines the different literacy components and minutes of instruction per day.
 - A 30 minute intervention block remains in each student's daily schedule. Each student will receive additional literacy interventions on a daily basis. This is in addition to the daily core instruction each student receives.
 - Identified students will participate in high dosage virtual tutoring three days a week for thirty minutes per session.
 - A comprehensive universal screening, benchmarking, and progress monitoring assessment suite (Amplify) remains in place and is used by all K-6 literacy teachers.
 - A comprehensive intervention program (Amplify) continues to be used by the Response to Intervention and Intervention Specialists to further support elementary students.
 - Principals will conduct regular classroom visits to ensure that evidence based strategies aligned to the Ohio Learning Standards are being utilized.
- Progress
 - A math lab has been created and students in need of the most support have been scheduled to receive additional instruction each day.
 - A math intervention period at the high school building remains in the master schedule for students in need.
 - Students in grades 7-12 will be given the NWEA MAP ELA and math assessments, and students in grades 7-10 will be given the science assessments three times per year. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
 - All students in grades 1-6 will continue to be given the STAR Math Assessments each semester. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
 - The district will continue to partner with the ESC of Eastern Ohio to provide professional development related to how to read, interpret, and use Value Added data.

- Daily Professional Learning Communities will continue at the high school level. The learning communities will allow teachers to meet by grade level and departments in order to review data and share strategies to help each student.
 - Principals will conduct regular classroom visits to ensure that evidence based strategies aligned to the Ohio Learning Standards are being utilized.
 - Professional development on the elementary and high school math curriculum will continue to be provided to staff.
 - Attendance and engagement- Since growth can't happen if students aren't in class, the district will continue to focus on reducing chronic absenteeism.
- Achievement
 - An additional focus will be placed on setting goals with each student in regards to the overall performance on the state tests. Students will be encouraged to set goals that are attainable and where each student makes positive movement from the previous year (ex- limited to basic, basic to proficient, etc).
 - Students in grades 7-12 will be given the NWEA MAP ELA and math assessments, and students in grades 7-10 will be given the science assessments three times per year. These assessments will be used to monitor the student's progress throughout the year and inform the instruction needed to support each individual in reaching the goal of proficiency or above before the end of the year.
 - A math lab has been created and students in need of the most support have been scheduled to receive additional instruction each day.
 - To improve the achievement component on the report card, we have implemented newly purchased high school science and social studies curricula that are fully aligned to state standards, with the goal of strengthening instruction and enhancing student outcomes.
 - Due to recent retirements and resignations, new staff members were hired and onboarded to deliver content with consistency and rigor. These efforts are expected to strengthen classroom instruction and support growth in the Achievement component of the report card.
 - Daily Professional Learning Communities will continue at the high school level. The learning communities will allow teachers to meet by grade level and departments in order to review data and share strategies to help each student.
 - The continuation of the different intervention periods will also support the achievement component. As students continue to make progress through the year they will begin to close the gaps in instruction which they may currently be exhibiting.
 - Teachers in grades K-8 will continue to utilize the English Language Arts Amplify curriculum which is aligned to the Science of Reading.
 - Grades 7-10 will continue to utilize Carnegie Math to ensure instruction is aligned to the State Standards and 6th grade will also continue to use the resource.
 - Professional development on the elementary and high school math curriculum will continue to be provided to staff.
- Gap Closing
 - Provide targeted interventions and supports for students who need additional help.
 - Use data to monitor subgroup performance and adjust instruction as needed.
 - Ensure equitable access to high-quality instruction, resources, and opportunities for all learners.

- Chronic Absenteeism

Note: Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. Chronic absenteeism continues to be a major challenge for our schools. Every student and family plays an important role in helping reduce these numbers. Last year, 49.8% of high school students and 32.2% of elementary students were chronically absent, resulting in an overall district rate of 40.3%. Regular attendance is essential for academic success, social growth, and future opportunities, and together we can make a positive impact.

- A small district team will be participating in a two-year, statewide professional learning program for a small group of teachers and administrators. The goal of the sessions will be to collaborate, learn together, and make an impact on teaching and learning for all students. We'll also be working alongside an experienced coach, Dr. Rodney Harrelson, who will guide and support our planning and implementation. The priority for year 1 is developing an idea as a team on how to increase student engagement based on our local context in order to decrease chronic absenteeism.
- The District will continue to partner with Stay in the Game and will implement a range of strategies and incentives to decrease the chronic absenteeism rate.
- Strengthen communication with families about the importance of daily attendance, provide clear expectations, and celebrate good/improved attendance through recognition programs.
- Use real-time data to flag students at risk of becoming chronically absent and respond quickly with supports such as parent meetings and mentoring.
- Partner with community organizations to reduce obstacles like transportation, health, or mental health needs that may impact attendance.
- Foster welcoming, supportive environments where students feel connected through extracurriculars, clubs, and positive relationships with staff.
- Track attendance daily and weekly at building and district levels, review data in leadership and teacher teams, and hold regular check-ins with families of at-risk students.