

Ohio

Ohio Graduation Tests (OGT)

Part I: Policy Trends

Type of test	Comprehensive standards-based
Purpose	<p>The purpose of the test is to:</p> <ul style="list-style-type: none"> • Measure the level of reading, writing, mathematics, science, and social studies skill expected at the end of 10th grade • Ensure that students achieve a passing score as a condition of granting a diploma • Provide data to state policymakers on student attainment of state education goals to inform education policy decisions • Provide schools with academic performance information that will guide the improvement of curriculum and programs of instruction • Encourage districts and schools to identify and serve students at risk of academic failure
Major changes in exit exam policy since the 2007-08 school year or any pending changes	<p>Governor Ted Strickland's proposal in HB 1 replaces the Ohio Graduation Tests with a three part assessment system including 1) a nationally standardized assessment that measures competencies in science, mathematics and English language arts ; 2) a series of end of course examinations in the areas of science, mathematics, English language arts, and social studies (which courses and the number of EOC's has not been determined and 3) A Senior Project completed by a student or group of students.</p> <p>Ohio is presently a member state to both the national consortia for assessment (SBAC and the PARCC), and will determine how the work of these consortia may impact the requirements in HB 1. The consortia timeline for the operational assessments in 2014-15 is currently the timeline Ohio plans to follow with this change.</p>
Status of state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies	The state has adopted the Common Core State Standards in both English language arts and math. Ohio has joined multi-state consortia to develop the new common assessments based on the Common Core State Standards.
Test used by colleges or universities for	No

undergraduate admission?**Year first administered**

The Ohio Graduation Tests (OGT) are second-generation graduation tests. Beginning with graduating classes in the mid-1990s, Ohio students had to pass a first-generation test—the 9th Grade Proficiency Test—in order to graduate.

New testing requirements were established by the Ohio General Assembly in 2001 based on recommendations by the Governor’s Commission for Student Success. The reading and math OGT were first administered to 10th-grade students in 2004. The science, social studies, and writing tests were first administered to 10th-grade students in 2005. The first exam that counted toward graduation was given in March 2005.

Year diplomas first withheld

Beginning in 1994, students were required to pass an exit exam (the 9th Grade Proficiency Test) to graduate. The class of 2007 was the first graduating class required to pass the OGT to earn a diploma.

Subjects tested

Reading, writing, mathematics, science, social studies

Types of questions

All the tests consist of multiple-choice, short-answer, and extended-response questions, except the writing test, which consists of two writing prompts, a short-answer question, and multiple-choice questions.

Grade first administered

Spring of grade 10

Grade(s) exam aligned to

10th-grade benchmarks of the academic content standards

Number of retakes allowed before the end of grade 12

Six. After taking the tests for the first time in the spring of 10th grade, students may retake them in the summer and every fall and spring until the end of 12th grade, with an optional summer administration available in some schools.

Retakes after grade 12

Students can continue taking the OGT, with no limitations on age or number of retakes, until they pass and receive a regular diploma.

Does the state have reciprocity with other states?

No

Exit exam used for No Child Left Behind?

Since 2005, reading and math scores from students’ initial testing in 10th grade have been used to determine adequate

yearly progress under NCLB. The science OGT has been used to meet NCLB science testing requirements since 2007.

Same cut score for graduation and NCLB?

Yes

Evaluations of state exit exam

In 2007 the state received full approval of its assessment program from the U.S. Department of Education under the peer review process. This report is available upon request by contacting the Office of Assessment, Ohio Department of Education, 25 South Front Street, Columbus, Ohio 43215.

State test contractor

American Institutes of Research (AIR) and Data Recognition Corporation (DRC) became Ohio's testing contractors as of July 1, 2007.

Does the state provide students with alternate paths to graduation?

Students in the graduating class of 2007 and beyond may graduate and receive a diploma without passing all five tests of the OGT if they meet the following requirements:

- a) Pass four of the five tests and miss passing the fifth test by no more than 10 scaled-score points
- b) Attain a 97% attendance rate each of the last four years and no expulsion in the last four years
- c) Achieve a grade-point average of 2.5 out of 4.0 in the subject area missed and complete all district curriculum requirements
- d) Participate in any intervention programs offered by the school and maintain a 97% attendance rate in any program offered outside the normal school day or year, including programs offered by an entity other than the school
- e) Obtain letters of recommendation from each teacher in the subject area not yet passed and from the high school principal

Alternate paths to graduation specifically for English language learners

There are no alternate paths specifically designed for English language learners (ELLs). However, ELLs are eligible for alternate paths available to general education students.

All students identified as Limited English Proficient (LEP) are allowed the use of a dictionary and extended time while taking the tests. If students have been in the United States less than three years and are classified as beginning or intermediate level in both reading and writing on the Ohio Test of English Language Acquisition (OTELA), they are eligible for one of

Alternate paths to graduation specifically for students with disabilities

the following: English read-aloud or audio CD, oral translator or foreign language CD on allowable parts of the tests.

Students with disabilities may be exempted from the consequences of the tests, but they are required to participate. The decision for an exemption is made by the individualized education program (IEP) team on a test-by-test basis because the student has a curriculum that is significantly different in depth and breadth from the general education curriculum.

Further, students with the most significant cognitive disabilities participate in the OGT Alternate Assessment in all five subjects, which consists of a collection of evidence to demonstrate students' performance aligned to extended grade-level standards.

Accommodations in test format and/or test administration procedures can be made to facilitate the needs of an individual student if such accommodations are specified in writing in the IEP or 504 Plan BEFORE the student takes a test and if consistent with the criteria established in Ohio Administrative Code Rule 3301-13-03. Any accommodation that gives a student with disabilities an unreasonable advantage is not allowable, because it does not allow for valid assumptions to be made from the results.

OAC Rule 3301-13-04(H) specifies these four criteria for *allowable* accommodations:

1. The accommodation must be specified in a student with disabilities' IEP and be provided to the student in the classroom for classroom-and district-wide tests.
2. The accommodation cannot change the content or structure of the test.
3. The accommodation cannot change the type of knowledge or skill a test is intended to measure.
4. The accommodation cannot change or enhance the student's response.

Who makes decisions on whether a student is eligible to use alternate paths?

Local school districts evaluate the student's records in accordance with state requirements for the alternative pathway to graduation.

How are students identified as eligible for alternate paths to graduate?

Student/parents verbally petition the school guidance counselor to be evaluated under the existing alternate pathway to graduation rules.

Local school districts have the responsibility to evaluate and determine graduation eligibility under the alternate pathway to graduation criteria.

When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?

Yes

How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?

None

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam

The state offers technical assistance to help:

- Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and a toll-free hotline administered by the testing company;
- All teachers prepare students for the exam, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, fiscal resources to fund local personnel to provide assistance, and a 9th-grade test that is required in low-performing districts to identify and intervene with students at risk of not passing OGT;
- Teachers become more proficient in their content area, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, fiscal resources to fund local personnel to provide assistance, and professional development;
- Schools identify and target students for assistance, which includes specialist(s) in the state education agency, field-based specialists, grants to districts, a 9th-grade test that is required in low-performing districts to identify and intervene (state funds provided) with students at risk of not passing OGT, and test score reports;
- Schools implement comprehensive school reform, which includes online assistance, specialist(s) in the

state education agency, field-based specialists, train-the-trainer workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance.

- Districts improve formative uses of assessment, which includes online assistance;
- Districts improve professional development for teachers, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance;
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency, train-the-trainer workshops, grants to districts, and a leadership academy through professional organizations.

The state also provides:

- Funding for programs specifically designed to increase initial pass rates
- Test items from prior years
- Exam preparation materials for students and teachers (OGT family guide)
- Online resources and various practice tests

Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam

The state provides:

- Targeted remediation programs for students (Operation Extend, which is a summer remediation program)
- Additional professional development for teachers in their content area

Ohio requires that low-performing districts administer a 9th-grade test to identify and provide intervention for students at risk of not passing the OGT in 10th grade. In addition, Ohio provides funds and requires districts to provide appropriate intervention for students who scored below proficient on any of the state's assessments, including the 8th- and 10th-grade tests.

Does the state provide funding for remediation?

No longer

Are districts mandated by law to provide remediation?

Yes. Districts must provide intervention to any student with results below proficient.

Are students required to participate in remediation?

No. However, to be eligible to test in the summer and to be eligible for the alternate pathway, students must participate in

remediation.

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing on the First Try in 10 th grade, 2008-09						
Student Group	Reading	Writing	Math	Science	Social Studies	All Subj.
All students	85%	90%	82%	76%	82%	68%
White	89%	93%	87%	83%	87%	75%
African American	68%	81%	59%	45%	60%	39%
Latino	73%	84%	70%	59%	70%	51%
Asian	90%	93%	93%	85%	89%	80%
Native American	80%	85%	73%	66%	75%	59%
English language learners	60%	72%	61%	45%	61%	36%
Students with disabilities	46%	58%	41%	43%	48%	29%
Free or reduced-price lunch eligible	73%	82%	67%	59%	68%	49%
Passing score (number of points needed to pass, scoring proficient or above, out of total points)	19.5 out of 48	25 out of 48	18 out of 46	23 out of 48	22 out of 48	

Note: Data were retrieved from the state department Web site at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=216&ContentID=832&Content=86640> on July 12, 2010. Students may take exam for the first time in a grade other than 10th, but only 10th grade students are counted in these pass rates.

Denominator used when calculating these rates: Number of 10th grade students tested in each respective test subject

Cumulative pass rates, 2008-09

Percentage of Students Passing by the End of 12 th Grade, 2008-09						
Student Group	Reading	Writing	Math	Science	Social Studies	All Subj.
All students	95%	95%	92%	90%	92%	87%
White	96%	96%	95%	93%	94%	91%
African American	89%	91%	81%	71%	83%	70%
Latino	92%	92%	90%	83%	89%	80%
Asian	96%	97%	98%	93%	96%	92%
Native American	92%	91%	87%	86%	88%	82%
English language learners	84%	86%	84%	69%	83%	66%
Students with disabilities	70%	72%	62%	58%	63%	50%
Free or reduced-price lunch	81%	84%	81%	64%	80%	63%

eligible						
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Note: Data provided by the state department of education.

Denominator used when calculating these rates: Number of 10th grade students tested in each respective test subject

State Graduation Rates		
Student Group	2008-09	2009-10
All students	83%	NA
White	89%	NA
African American	61%	NA
Latino	61%	NA
Asian	92%	NA
Native American	76%	NA
English language learners	70%	NA
Migrant	25%	NA
Students with disabilities	83%	NA
Free or reduced-price lunch eligible	71%	NA

Note: Data provided by the state department of education

Current state graduation rate calculation formula for AYP purposes

Ohio uses the Leaver Rate, and includes summer graduates of the cohort as current year graduates. Ohio also includes 5-year graduates (13th-graders) in its calculations.