

Ohio
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	All students must pass all parts of the Ohio Graduation Test (OGT) in order to receive a diploma.
Type of test	Comprehensive standards-based exam
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 2009-10 school year for financial reasons	No
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	No
Year first administered	<p>The Ohio Graduation Tests 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.</p> <p>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</p>

	writing tests were first administered to 10 th 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 9 th 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 on exam	Reading, writing, mathematics, science, social studies
Subjects required for graduation	Proficient scores in all content areas are required.
Grade exam first administered	Spring of grade 10
Grade(s) exam aligned to	10 th grade benchmarks of the academic content standards
Number of retakes allowed <i>before</i> the end of grade 12	Six. After taking the tests for the first time in the spring of 10 th grade, students may retake them in the summer and every fall and spring until the end of 12 th grade, with an optional summer administration available in some schools.
Number of retakes allowed <i>after</i> 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.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	Since 2005, reading and math scores from students' initial testing in 10 th 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.
Is the same cut score used for graduation and NCLB accountability purposes?	Yes
Considerations given to changing the cut score needed to pass the exam for graduation purposes in the past year	No

<p>Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities</p>	<p>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:</p> <ul style="list-style-type: none"> 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 f) Has not been expelled from school in any of the last four years g) Has completed the Ohio high school curriculum requirements in the subject area (of the failed tests)
<p>Determination of eligibility to pursue these alternate paths to graduation</p>	<p>Student/parents verbally petition the school guidance counselor to be evaluated under the existing alternate pathway to graduation rules.</p> <p>Local school districts have the responsibility to evaluate and determine graduation eligibility under the alternate pathway to graduation criteria.</p>
<p>Number and percentage of students who used alternate paths in 2010-11 school year</p>	<p>586 students or 0.5 % used the alternative pathway</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>There are no alternate paths specifically designed for English language learners (ELLs). However, ELLs are eligible for alternate paths available to general education students.</p> <p>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 the</p>

	following: English read-aloud or audio CD, oral translator, or foreign language CD on allowable parts of the tests.
Number and percentage of ELL students using alternate paths in 2010-11 school year	Not applicable
Alternate paths to graduation specifically for students with disabilities	<p>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.</p> <p>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.</p> <p>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.</p> <p>OAC Rule 3301-13-04(H) specifies these four criteria for allowable accommodations:</p> <ol style="list-style-type: none"> 1. The accommodation must be specified in a student with disabilities' IEP and be provided to the student in the classroom for classroom and districtwide 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. The accommodation cannot change or enhance the student's response.
Number and percentage of students with disabilities using alternate paths in 2010-11 school year	5,271 students with disabilities used the IEP with exemptions or took the alternate assessment to graduate.

Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No
Is the exit exam used by postsecondary institutions for placement purposes?	No
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	No
Can students receive any form of postsecondary education course credit for their performance on the exit exam?	No
Access to initial and cumulative pass rates on high school exit exams	Initial and cumulative pass rates
State participation in the Common Core State Standards (CCSS)	Ohio has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	Ohio is a member of both PARCC and SMARTER Balanced.
Impact of adoption of the CCSS on high school exit exam policies	Ohio will be moving to a new assessment system based on consortia assessment for the 2014-15 school year.
Plans to replace or realign the current exit exam in English language arts with a new assessment aligned to the CCSS	Yes, with a consortia developed assessment that will be operational in 2014-15
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	Yes, with a consortia developed assessment that will be operational in 2014-15
Plans to maintain current exit exams in	No. Ohio has revised standards in social studies and science and plans to follow the consortia

subjects other than English language arts and math once the Common Core State Standards are fully implemented	timeline and have new assessments aligned to these revised standards in 2014-15
Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?	Changes will probably lead to more rigorous exams.
Preparation for students and teachers to transition to new exam	Plans are in place to provide support materials to schools for the new standards and provide professional development for teachers on the new standards and model curricula. Ohio will work with the assessment consortia and use their teacher/student support materials and practice assessments to prepare for the transition to new assessments.