



Ohio

Ohio Graduation Tests (OGT)

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 educational 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/pending changes in exit exam policy	None
Test used by colleges or universities for undergraduate admission?	No
Year first administered	<p>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.</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 writing tests were first administered to 10th-grade students in 2005. The first exam that counted toward graduation was given in March 2005.</p>
Year diplomas first withheld	Beginning in the mid-1990s, 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	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	10 th



Grade(s) exam aligned to	10 th -grade benchmarks of the academic content standards
Number of retakes allowed before 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.
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.
Alternate paths to graduation for general education students	<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> <ol style="list-style-type: none"> Pass four of the five tests and miss passing the fifth test by no more than 10 scaled-score points. Attain a 97% attendance rate each of the last four years and no expulsion in the last four years. Achieve a grade-point average of 2.5 out of 4.0 in the subject area missed and complete the curriculum requirement in the subject area missed. 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. Obtain letters of recommendation from each teacher in the subject area not yet passed and the high school principal. <p>Fewer than 1% of all students qualified under this criteria during the 2006-07 school year.</p>
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 take the test at least once. The decision for an exemption is made by the individualized education program (IEP) team on a student-by-student basis.</p> <p>Further, students with the most severe cognitive disabilities may take the OGT alternate assessment, which is available in all five subjects and consists of a classroom-based collection of the students' work.</p> <p>Of the students with disabilities who graduated in 2007, 41.6% were reported in the state performance plan as using an alternate path. This includes students with disabilities who took the OGT but were exempted from the consequences of the tests based on the goals set in their IEP, as well as students with disabilities who took the OGT alternate assessment.</p>
Alternate paths to graduation specifically for English language learners	<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>In 2007, 3.8% of ELLs completed high school using alternate paths.</p>
Exit exam used for No Child Left Behind (NCLB)?	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 was used to meet NCLB science testing requirements in 2007.

Same cut score for graduation and NCLB?

Yes

Types of assistance provided by the state to 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 provided by the state to all districts to help students who have failed their initial attempt 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 have reciprocity with other states?	No																																																																																																							
Evaluations of the 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.																																																																																																							
Initial pass rates, 2007	<table border="1"> <thead> <tr> <th colspan="7">Percentage of Students Passing on the First Try, 2007</th> </tr> <tr> <th>Student Group</th> <th>Reading</th> <th>Writing</th> <th>Math</th> <th>Science</th> <th>Social Studies</th> <th>All Subjects</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>87%</td> <td>89%</td> <td>81%</td> <td>72%</td> <td>76%</td> <td>64%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>92%</td> <td>86%</td> <td>79%</td> <td>82%</td> <td>71%</td> </tr> <tr> <td>African American</td> <td>73%</td> <td>78%</td> <td>56%</td> <td>42%</td> <td>53%</td> <td>33%</td> </tr> <tr> <td>Latino</td> <td>75%</td> <td>80%</td> <td>68%</td> <td>54%</td> <td>60%</td> <td>45%</td> </tr> <tr> <td>Asian</td> <td>91%</td> <td>94%</td> <td>92%</td> <td>81%</td> <td>86%</td> <td>76%</td> </tr> <tr> <td>Native American</td> <td>79%</td> <td>81%</td> <td>73%</td> <td>69%</td> <td>77%</td> <td>59%</td> </tr> <tr> <td>Multiracial</td> <td>85%</td> <td>88%</td> <td>76%</td> <td>66%</td> <td>71%</td> <td>56%</td> </tr> <tr> <td>English language learners</td> <td>61%</td> <td>67%</td> <td>59%</td> <td>37%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Migrant</td> <td>66%</td> <td>66%</td> <td>57%</td> <td>40%</td> <td>42%</td> <td>27%</td> </tr> <tr> <td>Students with disabilities</td> <td>52%</td> <td>56%</td> <td>45%</td> <td>38%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Free or reduced-price lunch eligible</td> <td>76%</td> <td>80%</td> <td>66%</td> <td>53%</td> <td>59%</td> <td>42%</td> </tr> <tr> <td>Passing score (number of points needed to pass, scoring proficient or above, out of total points)</td> <td>19.5 out of 48</td> <td>24 out of 48</td> <td>18 out of 48</td> <td>21.5 out of 48</td> <td>20.5 out of 48</td> <td></td> </tr> </tbody> </table>						Percentage of Students Passing on the First Try, 2007							Student Group	Reading	Writing	Math	Science	Social Studies	All Subjects	All students	87%	89%	81%	72%	76%	64%	White	90%	92%	86%	79%	82%	71%	African American	73%	78%	56%	42%	53%	33%	Latino	75%	80%	68%	54%	60%	45%	Asian	91%	94%	92%	81%	86%	76%	Native American	79%	81%	73%	69%	77%	59%	Multiracial	85%	88%	76%	66%	71%	56%	English language learners	61%	67%	59%	37%	49%	30%	Migrant	66%	66%	57%	40%	42%	27%	Students with disabilities	52%	56%	45%	38%	42%	26%	Free or reduced-price lunch eligible	76%	80%	66%	53%	59%	42%	Passing score (number of points needed to pass, scoring proficient or above, out of total points)	19.5 out of 48	24 out of 48	18 out of 48	21.5 out of 48	20.5 out of 48	
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Cumulative pass rates, 2007

Percentage of Students Passing by the End of 11 th Grade, 2007						
Student Group	Reading	Writing	Math	Science	Social Studies	All Subjects
All students	93%	93%	89%	84%	88%	80%
White	95%	95%	92%	88%	91%	85%
African American	84%	86%	72%	58%	72%	58%
Latino	87%	88%	82%	72%	79%	69%
Asian	95%	95%	96%	89%	93%	87%
Native American	90%	89%	84%	82%	88%	74%
Multiracial	92%	92%	87%	80%	86%	76%
English language learners	72%	75%	71%	52%	68%	53%
Migrant	80%	84%	81%	67%	73%	59%
Students with disabilities	65%	67%	56%	56%	50%	42%
Free or reduced-price lunch eligible	86%	87%	78%	68%	76%	65%

Percentage of Students Passing by the End of 12 th Grade, 2007	
Student Group	All Subjects
All Students	91%
White	94%
African American	75%
Latino	77%
Asian	90%
Native American	89%
Multiracial	87%
English language learners	65%
Students with disabilities	77%
Free or reduced-price lunch eligible	81%

Note: 12th-grade cumulative pass rates are not available by subject. There is not an “all subjects” 12th-grade cumulative figure for migrant students. Data reported in the three tables above are all taken from Spring 2007 results and represent three different cohorts of students.