High School Diploma/ Exit Exam Correlated with Improved Education and Employment Outcomes

What is the level of evidence?

This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one *a priori* correlational study and one exploratory correlational study. More information on NTACT’s process for identifying effective practices is available here: [NTACT’s Effective Practices](#).

What is the predictor?

Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits. Exit exams are standardized state tests, assessing single content area (e.g. Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma.

What are the essential characteristics?

1. Teach test-taking strategies and study skills instruction.
2. Assist students to plan for and use appropriate accommodations when taking the test.
3. Administer standardized practice tests periodically to monitor progress towards benchmarks.
4. Provide exit exams at the end of targeted courses designated by the state or at the end of a specific grade level (e.g. 11th).
5. Offer students, meeting criteria, appropriate accommodations, alternate, or alternative assessment procedures.
6. Provide student remediation assistance if they fail the test.
7. Provide students with multiple opportunities to take the test as allowed by the school/district for all students.

Where is the best place to find out how to do this practice?

Additional Practice Descriptions and Lesson Plan Starters for teaching academic skills at the secondary level are available at www.TransitionTA.org under Transition Planning or Effective Practices.

References used to establish this evidence base:


Reference used to define and identify characteristics of this predictor:


This Description was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2015). High School Diploma Predictor Description.