



## ***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?**

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Exit Exam/ High School Diploma Status available here: [https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fact-Sheet\\_ExitExam\\_HighschoolDiploma\\_Delphi\\_Final.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT-Fact-Sheet_ExitExam_HighschoolDiploma_Delphi_Final.pdf).

Additional Practice Descriptions and Lesson Plan Starters for teaching academic skills at the secondary level are available at [www.TransitionTA.org](http://www.TransitionTA.org) under Transition Planning or Effective Practices.

### **References used to establish this evidence base:**

Heal, L. W., & Rusch, F. R. (1994). Prediction of residential independence of special education high school students. *Research in Developmental Disabilities, 15*, 223–243.

Mazzotti, V.I, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analyses. *Career Development and Transition for Exceptional Individuals*. 10.1177/2165143415588047

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

Wagner, M. M., Newman, L. A., & Javitz, H. S. (2014). The influence of family socioeconomic status on the posthigh school outcomes of youth with disabilities. *Career Development and Transition for Exceptional Individuals, 37*, 5–17.

### **Reference used to define and identify characteristics of this predictor:**

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R, & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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