

Oklahoma
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	<p>Beginning with students entering the 9th grade in the 2008-09 school year, every student will be required to demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:</p> <ol style="list-style-type: none"> 1. Algebra I 2. English II 3. Two of the following five: <ol style="list-style-type: none"> a) Algebra II b) Geometry c) English III d) Biology I e) United States history
Type of test	End-of-course
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Determine prospective high school graduates' knowledge and skill levels relative to those needed for entry-level employment aligned to the American Diploma Project (ADP) benchmarks • Determine prospective high school graduates' knowledge and skill levels relative to those needed for postsecondary education aligned to ADP benchmarks • Determine prospective high school graduates' mastery of the state curriculum • Encourage districts and schools to identify and serve students at risk of academic failure • Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions • Increase alignment of local curriculum and programs of instruction with state education standards • Promote equity of opportunity across all student groups • Meet a state mandate

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	All end-of-instruction (EOI) proficient cut scores have been moved to 700. This was a planned phase-in and was not a direct result of CCSS adoption.
Year first administered	End-of-instruction exams were administered prior to being required as exit exams. Implementation of EOI exams began in 2001.
Year diplomas first withheld	2012
Subjects tested on exam	Algebra I, English II, Algebra II, geometry, English III, Biology I, and U.S. history
Subjects required for graduation	Algebra I, English II, and two of five additional subjects (Algebra II, geometry, English III, Biology I, and U.S. history)
Grade exam first administered	Varies. Students will take the exam at the end of each assessed course, whenever the course is taken.
Grade(s) exam aligned to	Priority Academic Student Skills high school standards
Number of retakes allowed <i>before</i> the end of grade 12	Beginning with students entering the 9 th grade in the 2008-09 school year, students who do not attain at least a proficient score as defined by the state board of education on any end-of-instruction test will be provided remediation and the opportunity to retake the test until at least a proficient score is attained. The tests are administered three times per year: winter/trimester, spring, and summer. Students may retake the test up to three times per calendar year.
Number of retakes allowed <i>after</i> grade 12	The student may continue to retake up to three times per year.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	The first test administrations of the Algebra I and English II exams are used for the high school level assessment for NCLB accountability. Only scores of students taking the test for the first time and enrolled for a full academic year are included for NCLB accountability.

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
Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities	Students who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods approved by the state board of education. Alternate methods include alternate tests and end-of-course projects approved by the state board of education.
Determination of eligibility to pursue these alternate paths to graduation	<p>The State Board of Education has approved the following process for students who do not attain at least a satisfactory or proficient score on required test(s):</p> <p>Step one: Students shall be provided remediation opportunities and will:</p> <ul style="list-style-type: none"> a. Retake the end-of-instruction test; or b. Apply a score from a previously administered alternate test; or c. Take an alternate test and meet the Oklahoma State Board of Education approved level of proficiency. <p>Step two: Students who do not meet requirements through Step one shall continue to be provided remediation opportunities and will:</p> <ul style="list-style-type: none"> a. Retake the end-of-instruction test; or b. Apply a score from a previously administered alternate test; or c. Take an alternate test and meet the Oklahoma State Board of Education approved level of proficiency; or d. Complete an end-of-course project. <p>Students who do not meet requirements through Step two shall repeat Step two as necessary. (OAC 210:10-13-16)</p>
Number and percentage of students who used alternate paths in 2010-11 school year	Alternate tests: Oklahoma will not have this data until after the 2011-12 school year

	End-of-course projects: Oklahoma will not have this data until after the 2011-12 school year
Alternate paths to graduation specifically for English language learners (ELLs)	Oklahoma does not provide alternate paths to graduation specifically for English language learners.
Number and percentage of ELL students using alternate paths in the 2010-11 school year	Not applicable
Alternate paths to graduation specifically for students with disabilities	<p>Students with an individualized education program (IEP) may be able to meet the graduation requirements through modified assessments, portfolio assessments, accommodations to the assessments (regular and modified), or modified proficiency scores. Modified assessments are available for Algebra I, Biology I, English II, and U.S. history.</p> <p>Modified proficiency scores may be utilized if the student demonstrates an increase in score after two (or more) administrations of the same assessment. The IEP team cannot issue a modified proficient score unless these additional criteria have also been met by the student:</p> <ul style="list-style-type: none"> • The student must have a passing grade in the EOI course that was assessed; • The student must meet the district's attendance policy; and • The student's IEP team must recommend the student for graduation. <p>The IEP team will determine the appropriate progress for the individual child in order to state that the child has demonstrated mastery in the required subject areas.</p>
Number and percentage of students with disabilities using alternate paths in the 2010-11 school year	<p>Modified assessment: Oklahoma will not have this data until after the 2011-12 school year</p> <p>Portfolio assessment: Oklahoma will not have this data until after the 2011-12 school year</p>
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	http://sde.state.ok.us/AcctAssess/core.html
State participation in the Common Core State Standards (CCSS)	Yes
CCSS testing consortia membership	Oklahoma is a member of PARCC only.
Impact of adoption of the CCSS on high school exit exam policies	The exit exam policy has not changed since the adoption of CCSS.
Plans to replace or realign the current exit exam in English language arts with a new assessment aligned to the CCSS	Yes, in 2014-15.
Plans to replace or realign current exit exam in math with a new assessment aligned to the CCSS	Yes, in 2014-15.
Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented	Yes
Will changes in state exit exams mentioned	The CCSS ELA and math assessments are expected to be more rigorous than current state

above make the exams more rigorous, less rigorous, or about the same?	assessments.
Preparation for students and teachers to transition to new exam	A state-wide summit was convened in summer of 2011 to provide general information to teachers and administrators about the transition to CCSS. Workshops are being planned to provide professional development on transitioning to CCSS. A 77-district network will be utilized to disseminate CCSS information to all districts in the state. Oklahoma is also a pilot state for the PARCC consortium assessments. Various resources are currently available for teachers and administrators on the SDE website, here: http://sde.state.ok.us/curriculum/CommonCore/default.html