

**Florida Department of Education  
Bureau of Family and Community Outreach**

**Part A**  
**Application to Implement the Performance-Based Exit Option Model**

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**Instructions:** Provide comprehensive responses to the requests for information presented under each guideline. To simplify the process for completing the application, directions with key or specific elements can be found on the pages preceding the guidelines. These directions were developed to clarify and provide assistance for submitting the appropriate information required on the application to ensure approval.

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**District Name:** \_\_\_\_\_

**Number of Implementing Sites:** \_\_\_\_\_

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**District Performance-Based Exit Option Model Contact**

**Name:** \_\_\_\_\_

**Position Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, State, Zip:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_

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**Application Approval**

<hr/> <b>District Dropout Prevention Coordinator</b>	<hr/> <b>Date</b>
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<hr/> <b>District Adult Education Coordinator</b>	<hr/> <b>Date</b>
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<hr/> <b>District Superintendent or designee</b>	<hr/> <b>Date</b>
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**Florida Department of Education  
Bureau of Family and Community Outreach**

**Sites Implementing the Performance-Based Exit Option Model**

School Name	School Number	School Contact and Address

## **Technical Assistance Notes for Guideline 1**

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### **Student Eligibility Criteria**

Students utilizing the Performance-Based Exit Option Model must meet all of the following eligibility criteria:

- The student is at least 16 years old and is currently enrolled in a PK-12 program
- The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits;
- The student is over age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group
- The cohort group with which the student entered kindergarten is graduating or has graduated
- The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of High School Equivalency testing), as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency
- The student has acceptable scores on the official High School Equivalency Practice Assessment administered under student testing conditions.

### **Admission Procedures**

- After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.
- Parents must be informed and give consent to the student's participation in this option.
- Student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.
- Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

**Guideline 1: Selection procedures must ensure that students who enroll in the Performance-Based Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduation requirements.**

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The appropriate selection of students is crucial to ensure students' success and the success of the Performance-Based Exit Option Model. This model is not a vehicle for early exit of students and may only be exercised for students whose class or peer group with whom they entered kindergarten is graduating or has graduated. This is a voluntary program for students and requires parental notification and consent for participation.

A. Describe procedures for selecting students to participate in the Performance-Based Exit Option Model, addressing, at a minimum:

- Age of the student
- Degree of credit deficiency or low grade point average
- Evidence of academic ability
- Procedures for involving teachers, administrators, and counselors in the decision
- Procedures for explaining the Performance-Based Exit Option Model and expectations for student performance to the student and parent or guardian
- Procedures for obtaining written agreement from the student and parent or guardian to voluntary participation in the program

## Technical Assistance Notes for Guideline 2

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Parents and students must receive appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement. Counseling and advisement services must be provided to students and parents that address the following:

- Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements.
- Students are provided equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students receive academic, personal, and career counseling, including information relative to military recruiters and college and university admissions.
- Student participation in the Performance-based Exit Option Model is voluntary, and parents or guardians are informed of and agree with the student's participation in this model. The student's records must include written notification of the student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for the student's participation.
- The parent must also receive a *written* description of the district Performance-Based Exit Option Model design and the High School Equivalency Assessment content areas and score requirements described in Rule 6A-6.021, FAC. The High School Equivalency Assessment consists of five sub-tests: Social Studies, Science, Interpreting Literature and the Arts, Mathematics, and Writing Skills.
- The parent or guardian and the student are informed of the results of the records review and informed that the student's transcript will indicate an alternative graduation route. The transcript will identify only the actual credits earned. Students who are enrolled in the Performance-Based Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirement.
- If the parents and student fully understand all of the graduation options available and opt for graduation via the Performance-Based Exit Option Model, the student is placed in the program with parental consent.
- In addition to the above requirements, students served in special programs must comply with statutes and rules governing their specific program areas. For example, a student served in exceptional student education (ESE) must have an individual educational plan (IEP) review. If the Performance-Based Exit Option Model were deemed an appropriate graduation avenue, then a notation that the student is seeking a high school diploma through an alternative graduation route should be indicated on the IEP.
- To ensure that students meet with success, continued counseling and student support services are provided while they are enrolled in the Performance-Based Exit Option Model.
- Parents and students are informed of all other graduation options including:
  - course modification
  - competency-based curriculum
  - credits earned in summer school or adult high school
  - Florida Virtual High School or other virtual high schools

**Guideline 2: Counseling is required prior to enrollment and must be available throughout participation in the Performance-Based Exit Option Model.**

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Competent counseling is required before program entry and during participation in the program. Parents and students must receive appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

A. Describe the counseling and advisement services that are provided to parents and students.

B. Please describe how the district will ensure all of the following are provided:

- Access to certified counselors
- Pre-entry counseling
- Follow-up counseling
- Counseling records
- Other high school graduation options.

### **Technical Assistance Notes for Guideline 3**

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The content of the Performance-Based Exit Option Model must be academic and may include workforce education instruction or activities. This exit option must offer a full range of instruction that aligns with the Florida Standards and the core content measured by High School Equivalency Assessment (high school mathematics, writing, social studies, reading, and science). Workforce education instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

Responses should address all of the following:

- Students must be enrolled in courses that meet high school graduation requirements. The students must be earning and receiving credits, as well as meeting minimum course performance standards. If the student is enrolled in a Level 1 course, a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student academic improvement plan (AIP) in order for that student to earn credit, pursuant to Section 1003.43(7), Florida Statutes.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district pupil progression plan.
- Students must receive grades and report cards.
- Teacher records must reflect student performance standards for each course being taught.
- Curriculum must be designed to specifically meet student needs based on diagnostic testing.
- Curriculum must integrate High School Equivalency diploma course curriculum frameworks and student performance standards.
- Remediation must be provided if the student fails any section of the High School Equivalency Assessment or the Florida Standards Assessment (FSA). Students may be allowed to work on individualized programs at their own pace that include strategies to prepare for passing the High School Equivalency Assessment.
- Students must earn acceptable scores on the official High School Equivalency Practice Assessment administered under standard testing conditions prior to being allowed to take the High School Equivalency Assessment.

**Guideline 3: Curricula and instructional content must be at the high school level.**

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Students participating in the Performance-Based Exit Option Model must be enrolled in courses that meet high school graduation requirements. The students must be earning and receiving credits, as well as meeting minimum course performance standards. The content must be academic and may include workforce development instruction or activities. Participants must receive a full range of instruction that aligns with the Florida Standards and the core content measured by the High School Equivalency Assessment.

A. Describe the instructional content of the Performance-Based Exit Option Model. Please address:

- Range of instruction and alignment with local high school core content including the awarding of grades and credits
- Different types of instructional materials
- How the curriculum integrates High School Equivalency diploma course curriculum frameworks and student performance standards
- Integration of workforce education instruction (optional).



## Technical Assistance Notes for Guideline 4

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Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly recommended.

Responses should describe the instructional delivery and instructional resources that students will receive and address the following issues:

- Students utilizing the Performance-Based Exit Option Model will receive their educational programs in a variety of program categories.
- Diverse instructional strategies will be used, including but not limited to small group, individualized instruction, computer-assisted instruction, competency-based instruction, or summer school
- Instructional personnel will be appropriately certified. The *Florida Course Code Directory and Instructional Personnel Assignments* provides teacher certification requirements, which include bachelor's degree or higher in the appropriate content area. All teachers of core academic subjects in the Performance-Based Exit Option Model must be designated as highly qualified according to the NCLB Federal Legislation.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows students to attend vocational training, attend on-the-job training, or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace (e.g. computer-assisted instruction).
- Appropriate instructional materials must be available and the curriculum must be correlated to the Florida Standards for each course in which the student is enrolled.
- Class size and classroom space must be reasonable, pursuant to State Board of Education Rules.
- Local school districts must determine specific staffing formulas. The Department of Education recommends no more than 15:1.
- Appropriate State Board of Education Rules and High School Equivalency Diploma Preparatory Curriculum Frameworks must be complied with by all students and staff. The appropriate rules and frameworks are available as appendices E, F, and G in the *2003 GED Exit Option Procedure Manual*.
- Teachers of this model benefit greatly from staff development provided by the Adult Education Program and GED Testing Service to ensure that they are familiar with testing requirements, the content of the High School Equivalency Assessment, and appropriate instructional activities that support student success on the High School Equivalency Assessment. The district adult education program director has access to the schedule of available training. The Florida Department of Education also serves as a source for information about training opportunities. An informative website on the High School Equivalency Assessment and links to ACE and Florida's GED site can be accessed at [www.gedtest.org](http://www.gedtest.org).

**Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the Performance-Based Exit Option Model.**

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Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate instructional materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress should be employed.

A. Describe how resources, including qualified staff, will be allocated to meet the following implementation requirements for the Performance-Based Exit Option Model:

- Teacher qualifications
- Expectations for the number of hours that students will participate in an instructional program
- Expectations pertaining to instructional delivery strategies (e.g., individual direct instruction, group instruction, use of computer assisted instruction)
- Expectations pertaining to the student/teacher ratio
- Expectations pertaining to instructional materials (e.g., print materials; electronic materials)
- Stipulations related to professional staff development.

## Technical Assistance Notes for Guideline 5

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Students utilizing the Performance-Based Exit Option Model who pass the High School Equivalency Assessment and the Statewide Assessment graduation requirement (FCAT 2.0, Algebra 1 End of Course (EOC), Florida Standards Assessment (FSA)) must be awarded a state of Florida High School Performance-Based Diploma.

Responses should describe the procedures for awarding diplomas and address the following issues:

- Students must successfully participate in the Performance-Based Exit Option Model for at least **one semester**.
- Students who pass the High School Equivalency Assessment and the Statewide Assessment graduation requirement must be awarded a state of Florida High School Performance-Based Diploma in addition to the state of Florida High School Diploma.
- If a student passes the High School Equivalency Assessment, but does not pass the Statewide Assessment graduation requirement, the school district may choose to award only the state of Florida High School Diploma.
- Per Florida Statute 1008.22(9), a senior can graduate by receiving an established passing concordant score on tests comparable to the Statewide Assessment graduation requirement passing score.
- It is recommended that students who are trying to graduate with their class take the High School Equivalency Assessment in March in order to meet the timelines to participate in graduation activities with their class.
- Students who are participating in the Performance-Based Exit Option Model during their 13<sup>th</sup> year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:
  1. Successfully passed the required sections of the Statewide Assessment or received an established concordant score in accordance with s.1008.22, Florida Statutes;
  2. Passed the High School Equivalency Assessment; and
  3. Completed any additional requirements established by the school district.
- Rule 6A-1.0995, F.A.C., provides the allowable formats for Florida diplomas.

**Guideline 5: Successful students must be awarded a diploma.**

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Students who utilize the Performance-Based Exit Option Model and pass the High School Equivalency Assessment and the Statewide Assessment graduation requirement must be awarded a state of Florida High School Performance-Based Diploma. If the student passes the High School Equivalency Assessment but does not pass the Statewide Assessment graduation requirement, the school district may award only the state of Florida High School Diploma (GED) or substitute an established passing score on comparable assessments in lieu of passing the Statewide Assessment and award a state of Florida High School Performance-Based Diploma.

A. Describe the procedures the school district will implement to ensure that:

- Students must successfully participate in the Performance-Based Exit Option Model for at least **one semester**.
- Students are awarded a state of Florida High School Performance-Based Diploma as appropriate.
- Students are awarded a state of Florida High School Diploma as appropriate.
- Proper documentation is in place when substituting an established passing score on comparable assessments in lieu of passing the Statewide Assessment.

**Application Technical Assistance Notes for Guideline 6**

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Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Responses should describe the opportunities that students in the Performance-Based Exit Option Model will receive for official recognition, including participation in:

- all standard high school activities
- extracurricular activities
- graduation and other recognition ceremonies

**Guideline 6: Performance-Based Exit Option Model graduates must receive official recognition.**

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Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

- A. Describe how the school district and implementing schools will ensure that students have access to all school activities
- B. Describe the process that the school district and implementing schools will use to recognize students' accomplishments.

## **Technical Assistance Notes for Guideline 7**

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The collaboration among appropriate units within the Florida Department of Education serves as a model for local school districts. The Performance-Based Exit Option Model must be integrated into the structure of the relevant offices at the local level to ensure appropriate planning for development, implementation, and evaluation of this strategy. This includes coordination among different programs to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Responses should describe the coordination among different district programs such as:

- dropout prevention programs
- teenage parent programs
- exceptional student education
- English for speakers of other languages
- educational programs in Department of Juvenile Justice facilities
- supplemental academic instruction
- adult education
- vocational education

**Guideline 7: Planning and oversight of the implementation of the Performance-Based Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration of different organizational units of the department.**

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To ensure effective management, planning, and oversight, the Performance-Based Exit Option Model must be integrated into the structure of the local school district. The local school district must provide appropriate planning for development, implementation, and evaluation of this exit strategy. This includes coordination among different program areas to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

- A. Describe how the school district will ensure appropriate planning and coordination across program areas, including both the instructional and the testing components.



**Florida Department of Education  
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**Technical Assistance Notes for Guideline 8**

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This guideline only relates to the state-level administration. No response from the school district is required.

**Florida Department of Education  
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**Guideline 8: Each year, the state education agency will submit documentation to GEDTS describing procedures for contributing a portion of the support needed to administer the Performance-Based Exit Option Model.**

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This guideline only relates to the state-level administration. No response from the school district is required.

## **Technical Assistance Notes for Guideline 9**

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Procedures for managing data collection should address the following:

- Procedures to ensure that all required forms are completed and submitted, including:
  - *District Application, part A*, submitted to DOE
  - *Site Evaluation Checklist, part B*, maintained at the district office
  - *Student Evaluation Checklist, part C*, maintained at each site
  - *Annual School Report (ASR) Forms* (one for each site implementing the Performance-Based Exit Option Model), submitted to DOE.
- Procedures for collecting and reporting student outcome data to the district office to be transmitted to DOE during Survey 5 (Performance-Based Exit Option Test Results and appropriate withdrawal codes).

**Florida Department of Education  
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**Guideline 9: The Florida Department of Education will annually collect data and information about the Performance-Based Exit Option Model from the local school systems and will submit the data to GEDTS.**

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The Department of Education must ensure that a standardized data collection form developed by General Education Development Testing Service is distributed to the school districts that implement the Performance-Based Exit Option Model, that the completed forms are collected, and that the forms are submitted to GEDTS on an annual basis. The Department facilitates this process using the school district Performance-Based Exit Option Application and the Department's Automated Student Information System.

A. Describe the procedures for managing data collection. Please address the following:

- Procedures to ensure the district and all participating schools within the district will cooperate with and comply with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.
- Procedures for collecting the student outcome data and transmitting required information to the Department of Education (Performance-Based Exit Option Test Results and appropriate withdrawal codes).

### **Application Technical Assistance Notes for Guideline 10**

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Test administration and any special accommodations are coordinated with the adult education program. Responses should describe how the district will address the following conditions:

- All High School Equivalency diploma candidates requesting to take the test must provide valid picture identification when they appear at the test center. Acceptable forms are:
  - Florida drivers license
  - Government ID, provided that the identification includes date of birth, photograph, address, and signature
  - Passport.
- All potential High School Equivalency diploma candidates must be made aware of the availability of accommodations to the standard administration procedures of the High School Equivalency Assessment. Accommodations include:
  - extended time
  - private room
  - frequent breaks
  - interpreter (sign language only)
  - scribe
  - calculator.
- The district will adhere to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to either use the nonstandard High School Equivalency Assessment or modifications of the standard administration procedures. Nonstandard High School Equivalency Assessment includes:
  - audiocassette
  - Braille
  - large print.
- The district will adhere to the prescribed procedures for limited English proficient students to use the Spanish version of the High School Equivalency Assessment.

**Guideline 10: High School Equivalency Assessment administration for the Performance-Based Exit Option Model must conform to all regulations protecting the integrity of the tests.**

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Test administration and any special accommodations are coordinated with the Department's Office of Workforce Education (Adult Education Services Office) to ensure compliance with proper protocol and testing procedures. All High School Equivalency diploma testing must conform to the policies in the GED examiner's manual. Local school districts must work directly with their adult education program to ensure that testing dates and times are conducive to the students enrolled in the Performance-Based Exit Option Model.

A. Describe how the district will ensure the following conditions are met:

- Provision of appropriate identification by High School Equivalency diploma candidates at the time of the test
- Provision of appropriate accommodations to the standard administration procedures of the High School Equivalency Assessment
- Adherence to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to either test with the use of nonstandard High School Equivalency Assessment or modifications of the standard administration procedures
- Adherence to the prescribed procedures for providing limited English proficient students access to the Spanish version of the High School Equivalency Assessment.

**Part B**  
**Site Evaluation Checklist for Implementing the Performance-Based  
Exit Option Model**

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**Instructions:** Each implementing site must complete this checklist and submit to the district office. These checklists should be maintained at the district office. (*Note: This form should not be returned with the district application.*)

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**Site:** \_\_\_\_\_

**Contact Name:** \_\_\_\_\_

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**Guideline 1 - Student Selection Procedures**

- ☐ All students are 16 years of age or older.
- ☐ Current enrollment form is available for every student indicating that the students are enrolled in courses that meet high school graduation requirements in the Performance-Based Exit Option Model (electronic or hard copy).
- ☐ Records that document that the students are over age for grade are available for every student and the group the students entered kindergarten with have graduated, or the students are current year seniors behind in credits, and/or have a low GPA and are in jeopardy of not graduating with their peer group.
- ☐ The site has an appropriate test (reading test, TABE, or other tests described in Rule 6A-6.014, F.A.C.) with modifications for ESE/LEP students to measure if the student's reading level is at least at the seventh grade.
- ☐ The site has documentation of student records reviews to determine appropriate placement.
- ☐ Students are prevented from graduating prior to the class with which they entered kindergarten.
- ☐ The site has current copies of the parental notification and consent letters.
- ☐ The site has a current written description of the Performance-Based Exit Option Model and High School Equivalency Assessment content.

**Guideline 2 - Counseling**

- ☐ The site has documentation that parents and students received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.
- ☐ Students have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- ☐ Students receive academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.

**Florida Department of Education  
Bureau of Family and Community Outreach**

- ☐ The site has documentation of the continuation of counseling services during students' participation in the Performance-Based Exit Option Model.

**Guideline 3 - Curricula and Instructional Content**

- ☐ The site has documentation that all students are enrolled in classes, earning and receiving credits that lead to a high school diploma in accordance with the district's pupil progression plan.
- ☐ The site has evidence that the students receive grades and report cards.
- ☐ The curriculum is designed to specifically meet student needs based on diagnostic testing.
- ☐ Teacher records reflect student performance standards for each course being taught.
- ☐ The curriculum has High School Equivalency diploma Course Curriculum Frameworks and Student Performance Standards integrated. (A copy may be obtained from the district's adult education director.)
- ☐ Site personnel make arrangements for students to take the Florida Standards Assessment.
- ☐ The site has copies of the official High School Equivalency practice tests.
- ☐ Students earn acceptable scores on the official High School Equivalency practice tests, administered under standard testing conditions.
- ☐ Remediation is provided if any sections of the Statewide Assessment or High School Equivalency Assessment are not passed.

**Guideline 4 - Instructional Resources and Qualified Staff**

- ☐ Teachers are certified according to the guidelines provided in the *Florida Course Code Directory and Instructional Personnel Assignments*.
- ☐ Teachers meet the federal definition of a "highly qualified" teacher as described in the *No Child Left Behind Act of 2001*.
- ☐ The site has appropriate instructional materials and the courses are aligned with the Florida Standards.
- ☐ Class size and classroom space is reasonable, pursuant to the State Board of Education Rules.
- ☐ The site has copies of the High School Equivalency diploma Course Curriculum Frameworks and appropriate State Board Rules.
- ☐ Teachers of this model are encouraged to participate in staff development provided through the Adult Education Program and GED Testing Service.
- ☐ Students have access to 25 hours of instruction per week (full-time, grades 9-12).
- ☐ Flexible scheduling is provided, which allows for students to attend vocational training, attend on-the-job training, or be employed (optional).

**Guideline 5 - Standard High School Diploma**

- ☐ Students must successfully participate in the Performance-Based Exit Option Model for at least **one semester**.
- ☐ Students who pass the High School Equivalency Assessment and the Statewide Assessment are awarded a state of Florida High School Performance-Based Diploma.



**Florida Department of Education  
Bureau of Family and Community Outreach**

- ☐ Students who pass the High School Equivalency Assessment but do not pass the Statewide Assessment are awarded only a state of Florida High School Diploma.
- ☐ Districts have the flexibility to award a state of Florida High School Diploma to High School Equivalency completers who do not pass the Florida Standards Assessment by authority of Rule 6A-6.0211, F.A.C.

**Guideline 6 - Official Recognition**

- ☐ Students are eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.

**Guideline 9 - Data Collection**

- ☐ Student data is transmitted to the Department of Education via the Automated Student Information System, Dropout Prevention Program Evaluation format, during Survey 5.
  - P--The student took the official High School Equivalency Assessment and passed.
  - F --The student took the official High School Equivalency Assessment and failed.
- ☐ The **W10** withdrawal code: *any PK-12 student participating in a Performance-Based Exit Option Model who passed the High School Equivalency Assessment and the graduation test (FSA) and was awarded a state of Florida High School Performance-Based Diploma.*
- ☐ The **WGD** withdrawal code: *any student participating in the Performance-Based Exit Option Model who passed the High School Equivalency Assessment but did not pass the graduation test (FSA) and was awarded a state of Florida High School Diploma.*
- ☐ The **WGA** withdrawal code: *any student participating in the Performance-Based Exit Option Model who passed the High School Equivalency Assessment and satisfied the graduation test requirement (FSA) through an alternate assessment and was awarded a state of Florida High School Performance-Based Diploma.*
- ☐ Data is transmitted to the school district by all participating schools within the district in cooperation with and compliance with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.

**Guideline 10 - Integrity of the Tests**

- ☐ Testing arrangements are coordinated with the Adult Education Program to ensure that all proper protocol, special accommodations, and testing procedures are met.

**Part C**  
**Student Evaluation Checklist for Implementing the**  
**Performance-Based Exit Option Model**

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**Instructions:** Each implementing site must complete this checklist for each participating student. Each student's original checklist must be maintained at the implementing site. (*Note: This form should **not** be returned with the district application.*)

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**Student Name:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

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**Guideline 1 - Student Selection Procedures**

- ☐ The student is currently enrolled in courses earning and receiving credits that meet high school graduation requirements.
- ☐ The student records (grades, credits, educational plans) were reviewed to determine appropriate placement.
- ☐ The student is over age for grade and the group with which the student entered kindergarten has graduated, is graduating, (or)
- ☐ The student is behind in credits or has a low GPA and is in jeopardy of not graduating with his or her peer group.
- ☐ The student's reading level is at least at the seventh grade level at the time of selection and at ninth grade at the time of testing.
- ☐ Parental notification and consent were obtained prior to placement.
- ☐ Both the parent and student received appropriate counseling regarding the High School Equivalency Assessment, Exit Option Model, and other graduation options prior to placement.
- ☐ Both the parent and student received a written description of the Performance-Based Exit Option Model, High School Equivalency Assessment content areas, and score requirements.

**Guideline 2 - Counseling**

- ☐ Both the parent and student were notified that the transcript would indicate an alternative Performance-Based Exit Option Model graduation route and only list the actual number of credits earned.
- ☐ Student and parent received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.
- ☐ Student receives academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.
- ☐ Student receives counseling services during participation in the Performance-Based Exit Option Model.

**Florida Department of Education  
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**Guideline 3 - Curricula and Instructional Content**

- ☐ The student is enrolled in classes and is earning and receiving credits that meet high school graduation requirements.
- ☐ The student receives grades and report cards.
- ☐ The curriculum is designed specifically to meet the student's needs based on diagnostic testing.
- ☐ The student is given the opportunity to take the Florida Standards Assessment (FSA).
- ☐ The student is given the opportunity to take the official High School Equivalency practice tests.
- ☐ The student earns acceptable scores on the official High School Equivalency practice tests.
- ☐ The student receives remediation if any section(s) of the High School Equivalency Assessment or FSA tests are not passed.

**Guideline 4 - Instructional Resources and Qualified Staff**

- ☐ The student is provided appropriate instructional materials.
- ☐ Class size and classroom space is reasonable.
- ☐ The student has access to 25 hours of instruction per week
- ☐ Flexible scheduling allows for the student to attend vocational training, on-the-job training, or be employed. (optional)

**Guideline 5 - Standard High School Diploma**

- ☐ The student receives a state of Florida High School Performance-Based Diploma if he or she passes both the High School Equivalency Assessment and FSA.
- ☐ The student receives only a state of Florida High School diploma if he or she passes the High School Equivalency Assessment and does not pass the FSA.
- ☐ The student receives a state of Florida High School Performance-Based Diploma if he or she passes the High School Equivalency Assessment and the district uses an established passing concordant score in lieu of passing the Florida Standards Assessment.

**Guideline 6 - Official Recognition**

- ☐ The student participates in all standard high school activities, including extracurricular activities and graduation ceremonies.

**(Guidelines 7-8 do not apply to Part C)**

**Guideline 9 - Data collection**

- ☐ The student receives the W10 withdrawal code for passing both the High School Equivalency Assessment and the graduation test (FSA).

**Florida Department of Education  
Bureau of Family and Community Outreach**

- ☐ The student receives the WGD withdrawal code for passing the High School Equivalency Assessment but not passing the graduation test (FSA).
- ☐ The student receives the WGA withdrawal code for passing the High School Equivalency Assessment and the district uses an established passing concordant score in lieu of passing the graduation test (FSA).
- ☐ Student data is transmitted to the Department via the Florida Automated Student Database on the end-of-year record during Survey 5.
- ☐ Student data is transmitted to the school district by all participating schools within the district in cooperation with and compliance with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.

**Guideline 10 - Integrity of the Tests**

- ☐ The student is given the opportunity to take the High School Equivalency Assessment.
- ☐ Eligible students receive appropriate accommodations.