

Performance-Based Exit Option Model Application
Part A

Instructions: Provide comprehensive responses to the requests for information presented under each guideline. After each guideline, technical assistance with specific elements and the necessary information for approval is provided to simplify the completion of the application.

District Name:

Number of Implementing Sites:

District Performance-Based Exit Option Model Contact

Name:

Position Title:

Address:

City, State, Zip:

Telephone:

Email:

Application Approval

District Dropout Prevention Coordinator (*print name and sign*)

Date

District Adult Education Coordinator (*print name and sign*)

Date

District Superintendent or designee (*print name and sign*)

Date

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 kindergarten cohort because they are over age for their grade, behind in credits or have a Grade Point Average (GPA) below 2.0 and are otherwise capable of completing graduation requirements.

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 GPA below 2.0;
- evidence of academic ability;
- procedures for involving teachers, administrators and school 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; and
- procedures for obtaining written agreement from the student and parent or guardian voluntary participation in the program.

Technical Assistance Notes for Guideline 1

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 kindergarten cohort is graduating or has graduated. This is a voluntary program and requires parental or guardian notification and written consent for participation.

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 and attending high school courses that meet high school graduation requirements;
- The student is over age for their grade, behind in credits or has a GPA below 2.0, 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 testing for the State of Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C.), as documented by the Test of Adult Basic Education (TABE) reading component, Comprehensive Adult Student Assessment Systems (CASAS) reading component or other assessment to determine grade-level proficiency; and
- The student has acceptable scores on the official practice tests for the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., administered under student testing conditions.

Admission Procedures

- After initial eligibility is determined, a comprehensive review of student records by designated school personnel or a child study team, including grades, credits, attendance, behavior and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.
- If the student is a minor, parents or guardians must be informed and give written consent to the student's participation in this model.
- The student's record must include written notification of student's eligibility, parents' or guardians' right to an administrative review of proposed placement, and parental or guardian consent, in writing, for student's participation prior to placement.
- Parents or guardians must be provided clarification that the student's transcript will not indicate the award of a standard high school diploma.

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

- A. Describe the counseling and advisement services that are provided to parents or guardians and students.
- B. Please describe how the district will ensure all of the following are provided:
- access to certified school counselors;
 - pre-entry counseling;
 - follow-up counseling;
 - counseling records; and
 - other high school graduation options and ways to meet graduation requirements.

Technical Assistance Notes for Guideline 2

Parents or guardians and students must receive appropriate academic 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 or guardians 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 access to counseling and student support services provided through the school district's PK-12 program, including certified school counselors.
- Students receive academic, personal, and career and technical education 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' or guardians' right to an administrative review of the proposed placement, and parental or guardian consent for the student's participation.

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- The parent or guardian 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 approved in Rule 6A-6.0201, F.A.C. The High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., consists of four sub-tests: Reading through Language Arts, Social Studies, Science and Mathematical Reasoning.
- The parent or guardian and the student are informed of the results of the records review and informed that the student’s transcript will not indicate the award of a standard high school diploma. Students who are enrolled in the Performance-Based Exit Option Model are exempt from the minimum graduation requirements (2.0 GPA and the 18 or 24 credits) prescribed for the standard high school diploma.
- If the parents or guardians 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 or guardian written 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 student’s IEP team decided that a Performance-Based Exit Option Model was deemed as an appropriate graduation option, then this decision needs to be reflected on the student’s 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 or guardians and students are informed of all other graduation options and ways to meet graduation requirements including:
 - credit recovery courses;
 - credits earned in summer school or adult high school; and
 - Florida Virtual High School or other virtual high schools.

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

- A. Describe the instructional content of the Performance-Based Exit Option Model. Please address the following:
- range of instruction that aligns with State Academic Standards for the awarding of grades and credits and the core content covering English Language Arts, mathematics, social studies and science measured by the assessment approved for the State of Florida High School Diploma;
 - different types of instructional materials; and
 - integration of workforce education instruction (optional).

Technical Assistance Notes for Guideline 3

The content of the Performance-Based Exit Option Model must be academic and may include workforce education instruction or activities. This model must offer a full range of instruction that aligns with the State Academic Standards and the core content covering English language arts, mathematics, social studies and science measured by the assessment approved for the State of Florida High School Diploma in Rule 6A-6.0201, F.A.C. Career and technical 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.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district student 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.
- Students must be provided academic intervention if they do not earn acceptable scores on the official practice tests. 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 approved in Rule 6A-6.0201, F.A.C.
- Students must earn acceptable scores on the official practice test for the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and administered under standard testing conditions prior to being allowed to take the operational test.

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

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;
- number of hours that students will participate in an instructional program;
- instructional delivery strategies;
- instructional materials; and
- staff development opportunities.

Technical Assistance Notes for Guideline 4

Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have an 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 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.
- Various instructional delivery strategies will be used, including but not limited to small group instruction, individualized instruction, virtual instruction, blended learning or summer school.
- Instructional personnel will be appropriately certified. The *Florida Course Code Directory and Instructional Personnel Assignments* adopted in Rule 6A-1.09441, F.A.C., which is incorporated herein by reference.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows students to attend career and technical education training, attend on-the-job training or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace (i.e., virtual instruction).
- Appropriate instructional materials (i.e., print materials, electronic materials) must be available and the curriculum must be correlated to the State Academic Standards for each course in which the student is enrolled.
- 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 approved in Rule 6A-6.0201, F.A.C., and appropriate instructional activities that support student success on the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C. The district adult education program director has access to the schedule of available training. The Department's Adult Education Section also serves as a source for information about training opportunities. Training options are listed on the Institute of Professional Development for Adult Educators website at www.floridaipdae.org.

Guideline 5: Successful students must be awarded a 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 upon meeting criteria.
- Students are awarded a State of Florida High School Diploma upon meeting criteria.
- Proper documentation is in place when substituting a concordant or comparative score in lieu of passing the statewide, standardized assessments required for a standard high school diploma.

Technical Assistance Notes for Guideline 5

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 all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., and the required statewide, standardized assessments, or receive a concordant or comparative score in accordance with s. 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.
- Students who pass all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., but do not pass the statewide, standardized assessments, or receive a concordant or comparative score required for a standard high school diploma as set forth in Section 1003.4282, F.S., must only be awarded the State of Florida High School Diploma.
- It is recommended that students who are trying to graduate with their class take the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., 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 13th 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 statewide, standardized assessments required for a standard high school diploma or received an established concordant or comparative score in accordance with s. 1008.22, F.S.;
 2. Passed the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C.; 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 6: Performance-Based Exit Option Model graduates must receive official recognition.

- 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 6

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; and
- graduation and other recognition ceremonies.

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

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

Technical Assistance Notes for Guideline 7

The collaboration among appropriate units within the Department 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
- adult education
- career and technical education

Guideline 8: The Department will annually collect data and information about the Performance-Based Exit Option Model from the local school systems and will submit the data to GED® Testing Service (GEDTS).

- 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 relating to the Performance-Based Exit Option Model.
 - Procedures to ensure that all required **forms** are completed and submitted, including:
 - *District Application, part A*, submitted to the Department
 - *Site Evaluation Checklist, part B*, maintained at the district office
 - *Student Evaluation Checklist, part C*, maintained at each site
 - Procedures for collecting the student outcome data and transmitting required information to the Department (Performance-Based Exit Option Model assessment results and appropriate withdrawal codes).

Technical Assistance Notes for Guideline 8

The Department will annually collect data and information about the Performance-Based Exit Option Model from the local school districts and participating schools and will submit the data to the GEDTS. The Department facilitates this process using the school district Performance-Based Exit Option Application and the Department’s Automated Student Information System.

Guideline 9: GED® test administration for the Performance-Based Exit Option Model must conform to all regulations protecting the integrity of the tests.

- A. Describe how the district will ensure the following conditions are met:
- Provision of appropriate identification by State of Florida High School Diploma candidates at the time of the test.
 - Provision of appropriate accommodations to the standard administration procedures.

Technical Assistance Notes for Guideline 9

Test administration and any special accommodations are coordinated with the Department’s Adult Education Program to ensure compliance with proper protocol and testing procedures. All State of Florida High School Diploma testing authorized under Rule 6A-6.0201, F.A.C., must conform to the publisher’s instructions for test administration. 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.

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Responses should describe how the district will address the following conditions:

- State of Florida High School Diploma candidates requesting to take the tests must provide valid picture identification when they appear at the test center. Acceptable forms are:
 - Florida driver's license
 - Government ID, provided that the identification includes date of birth, photograph, address and signature
 - Passport
- Potential State of Florida High School Diploma candidates must be made aware of the availability of accommodations to the standard administration procedures for students with learning disabilities, physical disabilities, visual impairments, emotional disorders such as major depression, or attention deficit/hyperactivity disorder (ADHD).

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

Instructions: Each implementing site must complete this checklist and submit to the district office. These checklists should be maintained at the district office and do not need to be submitted with the application.

Site:

Contact Name:

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 document that the students are in jeopardy of not graduating with their kindergarten cohort because they are over age for their grade, behind in credits or have a GPA below 2.0.
- The site has an appropriate test (reading test, Test of Adult Basic Education (TABE), or other tests described in Rule 6A- 6.014, F.A.C.) with modifications for students with disabilities or English Language Learners (ELLs) 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.
- The site maintains parental or guardian notifications and consent letters.

Guideline 2 – Academic Counseling

- The site has documentation that parents or guardians and students received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.
- Students have access to school counseling and student support services provided through the school district’s PK-12 program, including certified school counselors.
- Students receive academic, personal, and career and technical education counseling, including information relative to military recruiters, colleges and universities.
- The site has documentation of the continuation of counseling services during students’ participation in the Performance-Based Exit Option Model.
- The site has a current written description of the Performance-Based Exit Option Model and High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., content.

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 student 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 Adult General Education Standards and Course Curriculum Frameworks integrated as specified in Rule 6A-6.0201, F.A.C. (A copy maybe obtained from the district’s adult education director.)
- Site personnel make arrangements for students to take the statewide, standardized assessments required for a standard high school diploma.
- The site has copies of the official practice tests for the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., administered under standard testing conditions.
- The site has copies of the official practice tests of students with acceptable scores on the official practice test for the High School Equivalency Assessment prior to taking the High School Equivalency Assessment.
- The site has documentation that students were provided academic intervention if they did not earn acceptable scores on the official practice tests.

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 applicable state certification and licensure standards, which may include training in multiple subjects to teach multiple grade levels as needed to meet the needs of students.
- The site has appropriate instructional materials and the courses are aligned with the State Academic Standards.
- Teachers of this model are provided opportunities to participate in staff development provided through the Adult Education Program and GED® Testing Service.
- Flexible scheduling is provided, which allows students to attend career and technical education training, attend on-the-job training or be employed (optional).

Guideline 5 – State of Florida High School Performance-Based Diploma

- Students must successfully participate in the Performance-Based Exit Option Model for at least one semester.
- Students who pass all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., and the required statewide, standardized assessments, or receive a concordant or comparative score in accordance with s. 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.
- Students who pass all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., but do not pass the statewide, standardized assessments, or receive a concordant or comparative score, are awarded only a State of Florida High School Diploma.

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Guideline 6 – Official Recognition

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

(Guideline 7 for district planning and coordination does not apply to Part B)

Guideline 8 – Data Collection

- Student data is transmitted to the Department via the Automated Student Information System, Dropout Prevention Program Data Reporting format, during Survey 5, as set forth in Rule 6A-1.0014, F.A.C.
- P – The student took the official High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and passed.
 - F – The student took the official High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and failed.
- The **W10** withdrawal code: *any PK-12 student who completed the Performance-Based Exit Option Model requirements, who passed the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide, standardized assessments required for a standard high school diploma and was awarded a State of Florida High School Performance-Based Diploma.*
- The **WGD** withdrawal code: *any PK-12 student who completed the Performance-Based Exit Option Model requirements who passed the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., but did not pass the statewide, standardized assessments required for a standard high school diploma and was awarded a State of Florida High School Diploma.*
- The **WGA** withdrawal code: *any PK-12 student who completed in the Performance-Based Exit Option Model requirements who passed the High School Equivalency Assessment and satisfied the statewide, standardized assessments required for a standard high school diploma requirement through a concordant or comparative score 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 9 – Integrity of the Tests

- Testing arrangements are coordinated with the Department’s 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

Instructions: Each implementing site must complete this checklist for each participating student. Each student’s original checklist must be maintained at the implementing site and does not need to be submitted with the application.

Student Name:

Site Name:

Guideline 1 – Student Selection Procedures

- The student is at least 16 years of age.
- 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 their grade and the kindergarten cohort has graduated or is graduating, (or)
- The student is behind in credits or has a GPA below 2.0 and is in jeopardy of not graduating with his or her kindergarten cohort.
- 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 or guardian notification and written consent were obtained prior to placement.
- Both the parent or guardian and student received appropriate academic counseling regarding the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and other graduation options prior to placement.

Guideline 2 – Academic Counseling

- The parent or guardian and student were notified that the transcript would not indicate the award of a standard high school diploma.
- Student and parent or guardian received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.
- Student receives academic, personal and career and technical education counseling, including information relative to military recruiters, colleges and universities.
- Student receives counseling services during participation in the Performance-Based Exit Option Model.
- Both the parent or guardian and student received a written description of the Performance-Based Exit Option Model and High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., content areas and score requirements.

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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 statewide, standardized assessments required for a standard high school diploma.
- The student is given the opportunity to take the official practice test for the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., administered under standard testing conditions.
- The student earns acceptable scores on the official practice test for the High School Equivalency assessment prior to taking the High School Equivalency Assessment.
- The site has documentation that students were provided academic intervention if they did not earn acceptable scores on the official practice tests.

Guideline 4 – Instructional Resources and Qualified Staff

- The student is provided appropriate instructional materials.
- The student has access to 25 hours of instruction per week.
- Flexible scheduling allows for the student to attend career and technical education training, on-the-job training or be employed. (optional)
- The student is instructed by teachers that meet applicable state certification and licensure standards, which may include training in multiple subjects to teach multiple grade levels as needed to meet the needs of students.

Guideline 5 – State of Florida High School Performance-Based Diploma

- The student participates in the Performance-Based Exit Option Model for at least one semester.
- Students who pass all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., and the required statewide, standardized assessments, or receive a concordant or comparative score in accordance with s. 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.
- Students who pass all the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., but does not pass the statewide, standardized assessments, or receive a concordant or comparative score, are awarded only a State of Florida High School Diploma.

Guideline 6 – Official Recognition

- The student is eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.

(Guideline 7 for district planning and coordination does not apply to Part C)

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Guideline 8 – Data Collection

- The student receives the W10 withdrawal code for passing both the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide, standardized assessments required for a standard high school diploma.
- The student receives the WGD withdrawal code for passing the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., but not passing the statewide, standardized assessments required for a standard high school diploma.
- The student receives the WGA withdrawal code for passing the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., and the district uses an established a passing concordant or comparative score in lieu of passing the statewide, standardized assessments required for a standard high school diploma.
- 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 relating to the Performance-Based Exit Option Model.

Guideline 9 – Integrity of the Tests

- The student is given the opportunity to take the High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C.
- Eligible students receive appropriate accommodations.