

Florida Department of Education
Bureau of Family and Community Outreach

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

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.

District Name: Monroe County School District

Number of Implementing Sites: (7)

District Performance-Based Exit Option Model Contact

Name: Michael J. Henriquez

Position Title: Coordinator of Alternative Education

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Application Approval

District Dropout Prevention Coordinator

Date

District Adult Education Coordinator

Date

District Superintendent or designee

Date

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Sites Implementing the Performance-Based Exit Option Model

School Name	School Number	School Contact and Address
Coral Shores High School	0041	Blake Fry Principal Coral Shores High School 89901 Overseas Highway Tavernier, FL 33070 305-853-3222
Key West High School	0101	Amber Archer-Acevedo Principal Key West High School 2100 Flagler Avenue Key West, FL 33040 305-293-1549
Marathon High School	0131	Wendy McPherson Principal Marathon High School 350 Sombrero Beach Road Marathon, FL 33050 305-289-2480
Keys Center Academy	0106	Michael Henriquez Coordinator Keys Center Academy 1105 Leon St. Key West, FL 33040 305-293-1400
Key West Collegiate School	0382	Thomas Rompella Principal Key West Collegiate 5901 College Road Key West, FL 33040 305-296-5927
Academic Connections of Excellence Upper Keys	0113	Michael Henriquez Coordinator Keys Center Academy 1105 Leon St. Key West, FL 33040 305-293-1400
Academic Connections of Excellence Lower Keys	0112	Michael Henriquez Coordinator Keys Center Academy 1105 Leon St. Key West, FL 33040 305-293-1400

Technical Assistance Notes for Guideline 1

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.

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

Monroe County School District - Guideline 1:

Students are selected for enrollment in the Performance-Based Exit Option program based upon recommendation from the Performance-Based Exit Option school-based counselor. Selection and participation are contingent on students meeting all of the following eligibility criteria:

- 1) Age of the Student: Participating students must be at least 16 years of age and currently enrolled in a PK-12 program. The cohort group with which the student entered kindergarten has graduated or is graduating during the current academic year. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
- 2) Degree of Credit Deficiency or Low Grade Point Average: 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.
- 3) Evidence of Academic Ability: The student's reading level is at 7th grade or higher at the time of selection and ninth grade or higher at the time of high school equivalency testing (GED), as documented by the Test of Adult Basic Education (TABE) reading component.

Students must have successfully completed the 10th grade FSA, Algebra E.O.C., or be identified as in need of FSA, EOC remediation and receive remediation services during the semester in which the student is participating in the Performance-Based Exit Option program. The October FSA testing session constitutes the final opportunity for the student to earn a passing score in order to meet the January deadline. This will be made clear to both students and parents during the counseling session prior to enrollment in the Performance-

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Based Exit Option Program. Exception to this requirement will be made on an individual basis under the authority of the Performance-Based Exit Option Program Coordinator's recommendation to the school's principal. Students and parents/guardians will be fully informed that those students who pass the high school equivalency exam (HSEE) but are unable to earn a passing score on the FSA or a concordant score on the ACT, SAT or PERT may only be awarded the State of Florida High School Diploma. Additionally, students and parents/guardians will be advised that students who earn passing scores on the HSEE and FSA scores or appropriate concordant scores will be eligible for the Performance-Based Diploma in addition to the State of Florida High School Diploma.

The student must have passed the official GED Ready Practice Test with appropriate scores OR Practice Testing indicates that if the student receives remediation in specific areas, he/she will likely be capable of passing all subsections during the course of time they are enrolled in the Performance-Based Exit Option Program and prior to the time the HSEE is administered in the spring of the graduation year.

4) Procedures for Involving Teachers, Administrators, and Counselors in the Decision-Making Process: Each Performance-Based Exit Option Program has a site contact. This person may be a guidance counselor, teacher, program director, or administrator. The site contact is responsible for reviewing records, coordinating placement, monitoring documentation, and completion of program. The site contact coordinates with the Student Services Team, teachers, administrators, and counselors for referral of students to the program. The principal or program director provides the final approval on the enrollment form.

5) Procedures for Explaining the Performance-Based Exit Option Model and Expectations for Student Performance to the Student and Parent/Guardian; and Procedures for Obtaining Written Agreement from the Student and Parent/Guardian to Voluntary Participation in the Program: The student and the parent/guardian will receive formal counseling on all aspects of the Performance-Based Exit Option Model. The initial counseling session must include both the student and the parent/guardian, unless circumstances are such that the parent/guardian is inaccessible, non-existent, or unknown. Expectations for the students are clarified and student expectations in meeting those demands are established. Parents/guardians are informed of all requirements and are aware that the parent participation expectations may be updated based on student performance. The specific format of this required counseling varies across the Performance-Based Exit Option Program sites. Some procedures that are employed include: invitation to students and parents/guardians to attend an informational meeting to learn about the program, individually scheduled parent conferences, phone call, or electronic communication to parent/guardian, information provided through Open Houses, and parent/guardian conferences scheduled around the issuance of report cards.

Parents and students receive a written description of the Performance-Based Exit Option Program and a description of the HSEE content areas and score requirements. Parent permission for voluntary placement is obtained at this time. The parent/guardian signs an informed consent which includes the right to an administrative review and confirmation that the Performance-Based Exit Option is a voluntary program. Individual contracts with the student are signed at this time. Student contracts include specification of commitment of time in addition to the regular school day necessary for HSEE preparation. This time commitment may be before or after school, or in the evenings. Student contracts also include requirements for attendance, completion of coursework, and grade requirements for courses in which they are enrolled as specified by the school site.

Technical Assistance Notes for Guideline 2

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 four sub-tests: Reading through Language Arts, Social Studies, Science, and Mathematics.
- 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.

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.

Monroe County School District - Guideline 2:

Students are selected for enrollment in the Performance-Based Exit Option program based upon recommendation from the Performance-Based Exit Option school-based counselor. All sites have highly qualified counselors and both students and parents have access to these counselors.

Selection and participation are contingent on students meeting all of the following eligibility criteria:

- 1) Age of the Student: Participating students must be at least 16 years of age and currently enrolled in a PK-12 program. The cohort group with which the student entered kindergarten has graduated or is graduating during the current academic year. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
- 2) Degree of Credit Deficiency or Low Grade Point Average: 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.
- 3) Evidence of Academic Ability: The student's reading level is at 7th grade or higher at the time of selection and ninth grade or higher at the time of high school equivalency testing (GED), as documented by the Test of Adult Basic Education (TABE) reading component.

Students must have successfully completed the 10th grade FCAT OR be identified as in need of FCAT remediation and receive remediation services during the semester in which the student is participating in the Performance-Based Exit Option program. The October FCAT testing session constitutes the final opportunity for the student to earn a passing score in order to meet the January deadline. This will be made clear to both students and parents during the pre-entry counseling session prior to enrollment in the Performance-Based Exit Option Program. Exception to this requirement will be made on an individual basis under the authority of the Performance-Based Exit Option Program Coordinator's recommendation to the school's principal. Students and parents/guardians will be fully informed that those students who pass the high school

equivalency exam (HSEE) but are unable to earn a passing score on the FCAT or a concordant score on the ACT or SAT may only be awarded the State of Florida High School Diploma. Additionally, students and parents/guardians will be advised that students who earn passing scores on the HSEE and FCAT scores or appropriate concordant scores will be eligible for the Performance-Based Diploma in addition to the State of Florida High School Diploma.

The student must have passed the official GED Ready Practice Test with appropriate scores OR Practice Testing indicates that if the student receives remediation in specific areas, he/she will likely be capable of passing all subsections during the course of time they are enrolled in the Performance-Based Exit Option Program and prior to the time the HSEE is administered in the spring of the graduation year.

4) Procedures for Involving Teachers, Administrators, and Counselors in the Decision-Making Process: Each Performance-Based Exit Option Program has a site contact. This person may be a guidance counselor, teacher, program director, or administrator. The site contact is responsible for reviewing records, coordinating placement, monitoring documentation, maintaining counseling records, and completion of program. The site contact coordinates with the Student Services Team, teachers, administrators, and counselors for referral of students to the program. The principal or program director provides the final approval on the enrollment form.

5) Procedures for Explaining the Performance-Based Exit Option Model and Expectations for Student Performance to the Student and Parent/Guardian; and Procedures for Obtaining Written Agreement from the Student and Parent/Guardian to Voluntary Participation in the Program: The student and the parent/guardian will receive formal counseling on all aspects of the Performance-Based Exit Option Model and other high school graduation options. The initial counseling session must include both the student and the parent/guardian, unless circumstances are such that the parent/guardian is inaccessible, non-existent, or unknown. Expectations for the students are clarified and student expectations in meeting those demands are established. Parents/guardians are informed of all requirements and are aware that the parent participation expectations may be updated based on student performance. The specific format of this required counseling varies across the Performance-Based Exit Option Program sites. Some procedures that are employed include: invitation to students and parents/guardians to attend an evening informational meeting to learn about the program, individually scheduled parent conferences, phone call, or electronic communication to parent/guardian, information provided through Open Houses, and parent/guardian conferences scheduled around the issuance of report cards.

Parents and students receive a written description of the Performance-Based Exit Option Program and a description of the HSEE content areas and score requirements. Parent permission for voluntary placement is obtained at this time. The parent/guardian signs an informed consent which includes the right to an administrative review and confirmation that the Performance-Based Exit Option is a voluntary program. Individual contracts with the student are signed at this time. Student contracts include specification of commitment of time in addition to the regular school day necessary for HSEE preparation. This time commitment may be before or after school, or in the evenings. Student contracts also include requirements for attendance, completion of coursework, and grade requirements for courses in which they are enrolled as specified by the school site.

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 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 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.
- 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.

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).

Monroe County School District - Guideline 3

1) Range of Instruction and Alignment with Local High School Core Content Including the Awarding of Grades and Credits: All Performance-Based Exit Option students are enrolled in high school core content courses, which align with the Sunshine State Standards and the Common Core State Standards and meet high school graduation requirements as outlined by the student progression plan. Students receive grades; earn credits indicating that they have met the minimum course performance standards. Students are issued report cards that indicate grades earned and credits awarded courses in which they are enrolled and successfully completed. Students enrolled in Level 1 courses are provided the appropriate, required documentation for their IEPs or AIPs upon earning credits.

Additionally, diagnostic-prescriptive information obtained from the TABE and Pre-HSEE testing is used by teachers to focus on the indicated areas in need of improvement within the course content. If the student has an Academic Improvement Plan (AIP), curriculum is delivered in a manner designed to meet the needs identified in the AIP. HSEE Course Curriculum Frameworks and Student Performance Standards are integrated into the course work assigned for the classes in which the student is enrolled as appropriate. Remediation is provided to students who fail any sections of the HSEE Tests or the FSA/statewide assessment graduation requirement.

All Performance-Based Exit Option Program students make a commitment to hours beyond the official school day to work on HSEE preparation. Depending upon individual circumstances, this may include the option to enroll in additional hours of HSEE preparation through the co-enrolled courses offered via the Adult Education program. Students may also work on HSEE preparation in computer labs during prescribed times before or after school hours.

2) Different Types of Instructional Materials: Textbooks, software programs, and online resources are available to high school students at each participating site. The Florida Adult and Technical Distance Education Consortium software includes HSEE preparation and HSEE practice tests. The Test of Adult Basic

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

Education (TABE) is used to measure current levels of performance and target areas of growth for success on the HSEE Test. The Florida Department of Education Adult Basic Education and HSEE websites are accessed as well as the Sunshine State Standards and Common Core State Standards, the Florida course descriptions, and HSEE Testing Program Curriculum Checklists will be used.

3) How the Curriculum Integrates HSEE Course Curriculum Frameworks and Student Performance Standards: TABE scores are used to determine the students' present level of performance, which is communicated to guidance counselors, students, and teachers alike. Counselors use that data during monthly meetings to guide students to the appropriate learning opportunity (HSEE prep via co-enrolled opportunities, after school tutoring events, online instructional opportunities). Since students are enrolled in courses covering each of the four tested areas, teachers use this data to inform differentiated instruction to meet students' individual needs in social studies, science, language arts, and mathematics. Prior to taking the HSEE Test, students must earn acceptable scores on the official HSEE Practice Test administered under standard testing conditions.

4) Integration of Workforce Education Instruction (optional): Guidance counselors utilize My Career Shines for workforce development instruction during monthly counseling sessions. Additional workforce development instruction geared toward obtaining the necessary knowledge, skills, and abilities required to secure and maintain employment will be included as appropriate during the additional time required of Performance-Based Exit Option participant

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 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.

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

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.

Monroe County School District - Guideline 4

1) Teacher Qualifications: All Monroe County School District teachers are appropriately certified and possess Florida Teaching Certificates. Teachers have earned Bachelor's Degrees or higher and all teachers in core academic subjects are highly qualified under the NCLB Federal Legislation.

2) Expectations for the Number of Hours that Students will Participate in an Instructional Program: Performance-Based Exit Option students have access to 25 hours of instruction per week to support them in meeting the minimum requirements as indicated by the Florida Standards. Flexible scheduling allows for students to attend vocational training, on-the-job training, or employment. Additionally, Performance-Based Exit Option students must meet additional time requirements as required by their guidance counselor to prepare for the HSEE Exam.

3) Expectations Pertaining to Instructional Delivery Strategies (i.e. individualized direct instruction, group instruction, and use of computer assisted instruction): Instructional delivery strategies are designed to meet the needs of individual students. These strategies include, but are not limited to, large/small group instruction, individual instruction, computer assisted instruction, diagnostic-prescriptive instruction, and learning-style specific instruction. The College and Career Readiness Standards (CCRS) Curriculum Frameworks are utilized by staff.

4) Expectations Pertaining to the Student/Teacher Ratio: Ratios in regular high school core curriculum classes vary by school site and are in compliance with the State Board of Education Class Size Amendments. The counseling and HSEE Preparation arms of the program range from 1:1 through 15:1.

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5) Expectations Pertaining to Instructional Materials (e.g. print materials, electronic materials): All instructional materials available at each school site are expected to be made available to Performance-Based Exit Option students. Additionally, students have access to Adult Education co-enrolled HSEE Preparation programs, materials, and internet resources if they choose to enroll for the additional time requirement of the MCSD Performance-Based Exit Option program. All instructional materials are aligned with the Florida Standard and the College and Career Readiness Standards and meet the demands of the HSEE. The Performance-Based Exit Option program meets the guidelines of the MCSD Student Progression Plan.

6) Stipulations Related to Staff Development: MCSD Adult Education staff members regularly attend district, regional, and state staff development sessions related to HSEE Testing and student support. Performance-Based Exit Option site contacts are notified by the Adult Education Department of appropriate staff development opportunities. All instructors and counselors have access to relevant information through www.floridaipdae.org, www.aceofflorida.org, and www.fldoe.org.

Technical Assistance Notes for Guideline 5

Students utilizing the Performance-Based Exit Option Model who pass the High School Equivalency Assessment and the Statewide Assessment graduation requirement (Algebra 1 End of Course (EOC), Florida Standards Assessment (FSA) in Reading 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 April 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 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.

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.

Monroe County School District - Guideline 5

1) Students Must Successfully Participate in the Performance-Based Exit Option Model for at Least One Semester: Guidance counselors and site contacts begin the administrative data review to determine eligibility after they receive the fall FSA retake scores in early December. Once students have been identified as eligible for the program, informational meetings and parent conferences are scheduled. All student contracts are properly executed prior to the start of the 2nd semester of the school year, in early January. The second semester generally begins in the second or third week of January. Students are strongly encouraged to prepare to take the HSEE in March in order to meet the deadlines to participate in graduation activities with their class.

2) Students are awarded a state of Florida High School Performance-Based Diploma as Appropriate; and

3) Students are Awarded a State of Florida High School Diploma as Appropriate: Students participating in the Performance-Based Exit Option Program must take all appropriate exams to meet the FSA graduation requirements as well as the HSEE. Students who pass all sections of the HSEE Test as well as the FSA graduation requirements must be awarded a state of Florida High School Performance-Based Diploma in addition to the Florida High School Diploma. In the event that a student passes the HSEE test and not the FSA graduation requirements, a Florida High School Diploma will be issued. In the event that a student fails a FSA graduation requirement but earns a concordant score via the ACT, SAT, or PERT, the student will be awarded state of Florida High School Performance-Based Diploma in addition to the Florida High School Diploma.

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4) Proper Documentation is in Place when Substituting a Passing Score on the ACT, SAT, or PERT in lieu of Passing the FSA: Students are required to present the site contact or guidance counselor the official ACT/SAT/PERT score reports indicating the concordant score. Those scores are scanned into OptiView and documented in FOCUS, MCSDs SIS reporting software.

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Application 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
- graduation and other recognition ceremonies

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

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.

Monroe County School District - Guideline 6

Performance-Based Exit Option students are eligible to participate in all standard high school activities including extracurricular activities, graduation ceremonies, and other student recognition ceremonies provided that they meet the eligibility requirements applied to all MCSD high school students. In addition to graduation ceremonies, individual school sites may choose to recognize successful Performance-Based Exit Option students at their own sites.

Technical Assistance Notes for Guideline 7

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.

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.

Monroe County School District - Guideline 7

Each Performance-Based Exit Option Program site has a designated contact who may be a guidance counselor, teacher, program manager, or administrator. The site contact is responsible for reviewing records, coordinating placement, monitoring, managing documentation, and determining program completion. The site contact works with the Student Services Team, teachers, administrators, and counselors to ensure the appropriate selection of students.

The site contact, along with the program specialist for Student Support Services, ensures that the staff has adequate instructional support and professional development as offered through the Monroe County School District. Performance-Based Exit Option site contacts are notified by the Director of Adult Education of professional development sessions relevant to HSEE Testing and student support. Students are enrolled in district high schools and, therefore, have access to HSEE preparation materials offered through the Adult Education program.

The Pearson Testing Center ensures that there is proper monitoring and implementation of testing procedures. The school site contact, The Director of Adult Education or his designee, and The Coordinator of Alternative Education coordinate the Performance-Based Exit Option application process and provide support and assistance to schools during the implementation, monitoring, and evaluation of program effectiveness.

All Monroe County School District students who meet all eligibility criteria for enrolling students in the Performance-Based Exit Option program have access to this model. Additionally, students at the Keys Center Academy and other alternative education settings are also provided access to this graduation opportunity. All alternative education sites have MCSD school numbers assigned to them. Students serviced in the Exceptional Student Education program have access to the Performance-Based Exit Option Program as outlined in Guideline 2.

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

The Monroe County School District staff works collaborative with school-based faculty to ensure a high quality, equitable education for all students.

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

Technical Assistance Notes for Guideline 8

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

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

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.

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

Technical Assistance Notes for Guideline 9

Procedures for managing data collection should address the following:

- Procedures to ensure that all required forms are completed and submitted, including:
 - o *District Application, part A*, submitted to DOE
 - o *Site Evaluation Checklist, part B*, maintained at the district office
 - o *Student Evaluation Checklist, part C*, maintained at each site
 - o *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
Bureau of Family and Community Outreach**

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.

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).

Monroe County School District - Guideline 9

The Coordinator of Alternative Education is responsible for reviewing the most recent Performance-Based Exit Option instructions and implementation rules, revising the implementation guidelines, and educating all stakeholders on the current implementation requirements. Part A of the application is submitted for approval by both the school board and the Florida State Department of Education.

The Coordinator of Alternative Education and Director of Adult Education works with participating site contacts to ensure the efficacy and fidelity of the program. The Site Evaluation Checklist for Implementing the Performance-Based Exit Option Model, "Part B," is completed by each site during the review process outlined above. Each site returns the completed Part B to the Coordinator of Alternative Education for program compliance.

School site contacts are responsible for the completion of Part C, the Student Evaluation Checklists for Implementing the Performance-Based Exit Option program, and providing that documentation along with student contracts and parent permission forms to the Coordinator of Alternative Education. Site contacts are also responsible for reporting HSEE Test results, FSA and/or appropriate concordant reading score results, and final attendance and grades to site-based data entry personnel. Copies of this documentation will be scanned into the student record system, Optiview, and appropriate student completion data will be updated in FOCUS, the district's MIS, by site contacts and/or site data entry personnel. Once student data is entered into FOCUS, the MIS department is able to submit the required data to the Department of Education as required in Survey 5 in the appropriate format.

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

Application Technical Assistance Notes for Guideline 10

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:
 - o Florida driver's license
 - o Government ID, provided that the identification includes date of birth, photograph, address, and signature
 - o 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:
 - o extended time
 - o private room
 - o frequent breaks
 - o interpreter (sign language only)
 - o scribe
 - o 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:
 - o audiocassette
 - o Braille
 - o 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.

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

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.

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.

Monroe County School District - Guideline 10

All Performance-Based Exit Option HSEE testing is proctored at the existing, approved Pearson testing center. All policies and procedures in the HSEE Examiners Manual regarding test administration, security, and special accommodations are adhered to. Prescribed procedures are followed for students in ESE programs with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity who require special accommodations, are eligible to use the non-standard HSEE Tests (audiocassette, Braille, large print) or to use the modifications of the standard administration procedures.

All HSEE candidates are informed of the availability of accommodations to the standard testing administration procedures of the HSEE Tests by the school-based site contact. Accommodations include: extended time, small group, 1:1 testing, frequent breaks, sign language interpreter, scribe, and/or calculator.

The Performance-Based Exit Option site contacts will notify the Monroe County School District Chief HSEE Examiner in January of the anticipated number of students participating in the program who intend to sit for the HSEE Test in April. The Chief Examiner will work with school site contacts and counselors to identify Performance-Based Exit Option students in a timely manner. All Performance-Based Exit Options testing authorization forms will be completed at the school site prior to the student registering at the HSEE test center. All Performance-Based Exit Option students are required to provide valid Florida identification when they report for testing. Acceptable forms of identification include: a valid Florida driver's license, a valid Government issued identification card provided it includes a photograph, the date of birth, address, and signature of the cardholder, and/or a valid passport.