



# **Study on Acceleration Mechanisms in Florida**

***State Board of Education  
December 16, 2003***

# ***Report Requirements***

- ***House Bill 1739*** - directed the State Board of Education to conduct a comprehensive review of acceleration mechanisms in Florida.
- The report must be submitted to the Governor and the Legislature no later than December 31, 2003
- Articulation Coordinating Committee (ACC) Task Force on Acceleration Policies.

# Student Eligibility Summary

Type of Course	Student Eligibility Criteria	Teacher Qualifications	Manner in which <u>high school</u> credit is earned	Manner in which <u>postsecondary</u> credit is earned
<b>Dual Enrollment</b>	<b>Outlined in statute</b> (GPA & CPT requirements)	Must meet SACS faculty criteria (masters + 18)	Receive a passing grade in the course	Receive a <b>C or better in the course</b> (per ACC) – SCNS
<b>AP</b>	Local District Policy	College Board summer teacher training <b>NOT</b> required (Support materials provided)	Receive a passing grade in the course	Pass <b>standardized exam</b> (scores & equivalencies determined by ACC)
<b>IB</b>	Local District Policy	IBO <u>requires</u> all teachers receive IBO training in subject areas (Support materials provided)	Receive a passing grade in the course	Pass <b>standardized exam</b> (scores & equivalencies determined by ACC)
<b>AICE</b>	Local District Policy	Cambridge teacher training recommended but not required (Support materials provided)	Receive a passing grade in the course	Pass <b>standardized exam</b> (scores & equivalencies determined by ACC)
<b>Honors</b> * <b>high school</b>	Local District Policy	Determined by district	Receive a passing grade in the course	<b>No college credit earned</b>

# ACC RECOMMENDATIONS

## *Student Eligibility Criteria*

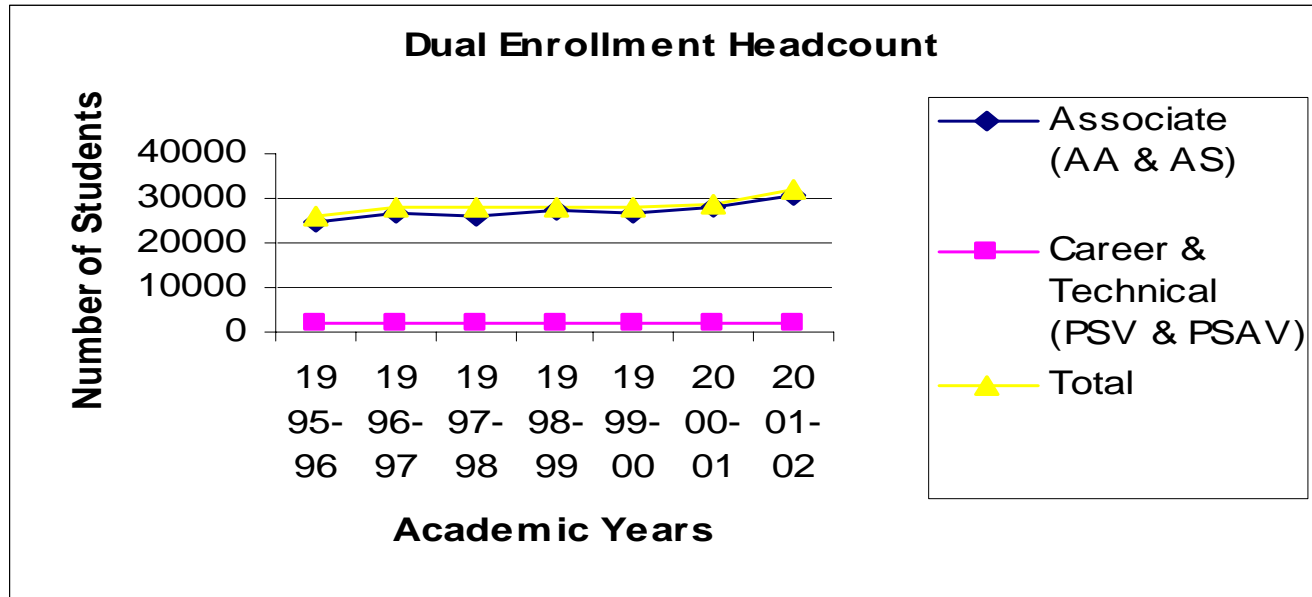
- *Develop state guidelines that address minimum requirements for participating in acceleration mechanisms.*
- *Review the CPT requirement for admission to academic dual enrollment courses and clarify the state policy guidelines relating to “readiness” for certain dual enrollment courses.*
- *Review the requirements for career & technical dual enrollment students and determine how students can appropriately “demonstrate readiness.”*

# Student Participation & Success (01-02)

- Community college dual enrollment & Advanced Placement (AP) are the 2 most widely utilized acceleration programs in Florida

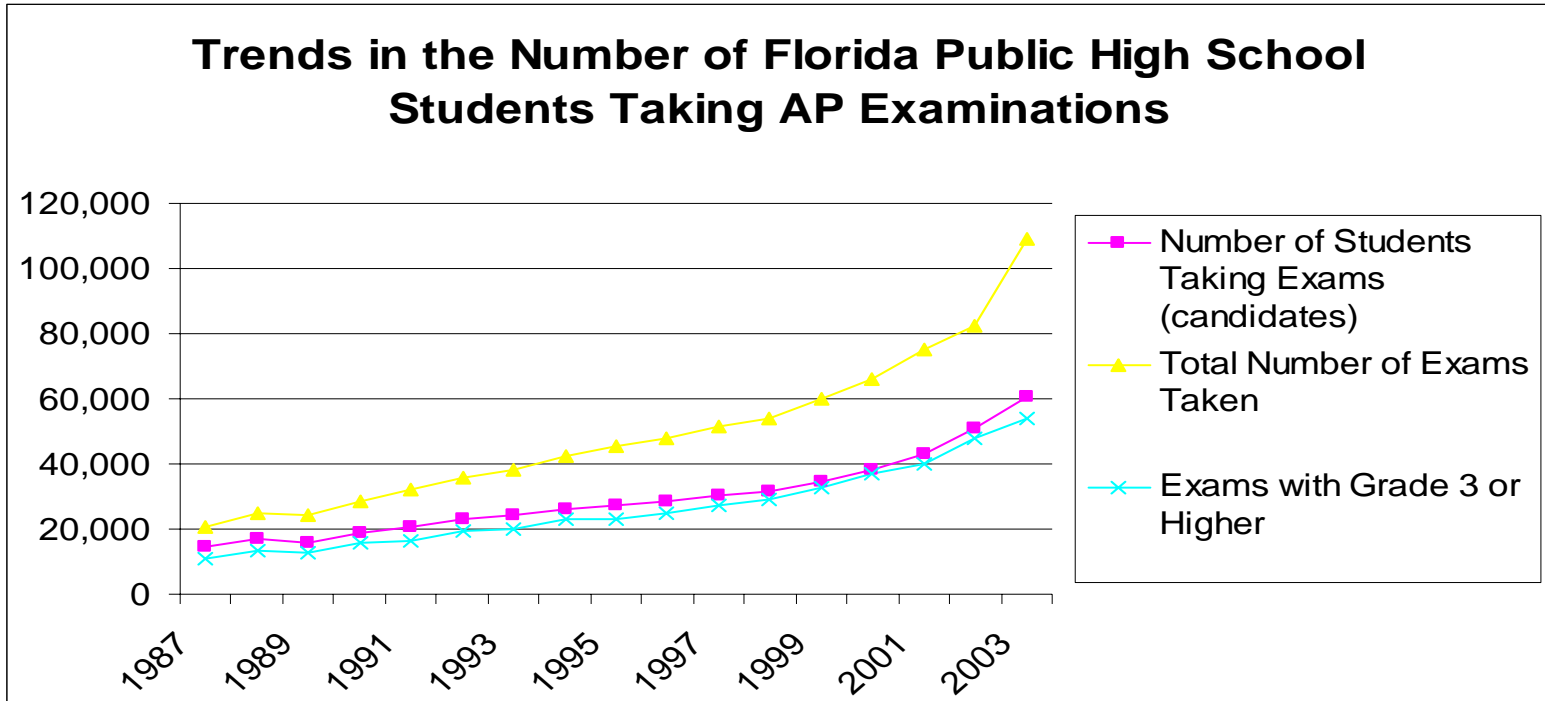
	# of Students	Total course enrollments	Postsecondary credit hours possible vs. credit hours earned
<i>Community College Dual Enrollment</i>	32,960	98,045	80%
<i>Advanced Placement (AP)</i>	56,272	97,933	49% <ul style="list-style-type: none"> <li>■ 91% of enrollments sat for exams</li> <li>■ 53.8% pass rate on exams taken</li> </ul>

# Community College Dual Enrollment



- The number of students participating in dual enrollment has increased by 56%.
- FTE enrollment for dual enrollment has increased by 110% over the past decade.
- Research has shown that dual enrollment students have successful experiences in subsequent courses taken at a state university.

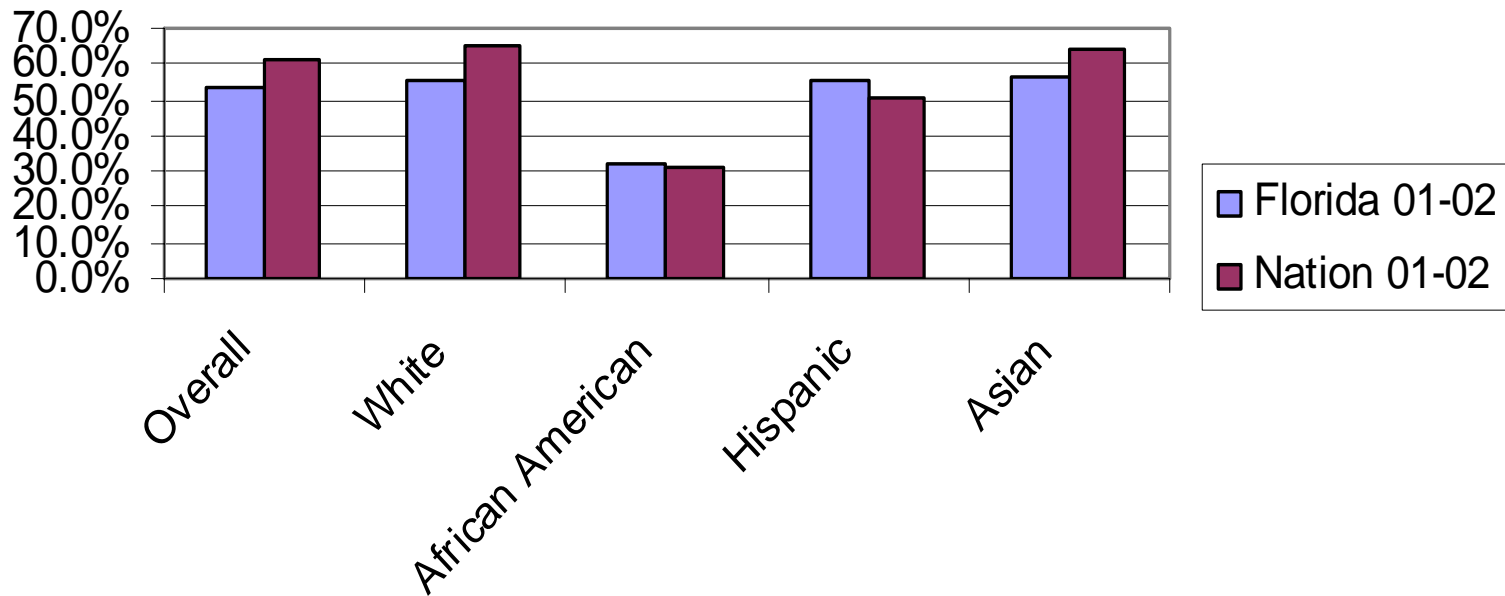
# Advanced Placement



- Florida led all states in the percentage increase in the number of AP exams taken (22%)
- Florida had the 2nd greatest increase in the number of AP exam takers
- Florida had the 3rd greatest increase in the U.S. in the number of 3-5 grades received.

# Advanced Placement

2001-02 AP Exam Pass Rates by Ethnicity  
Florida vs. Nation



# ***International Baccalaureate***

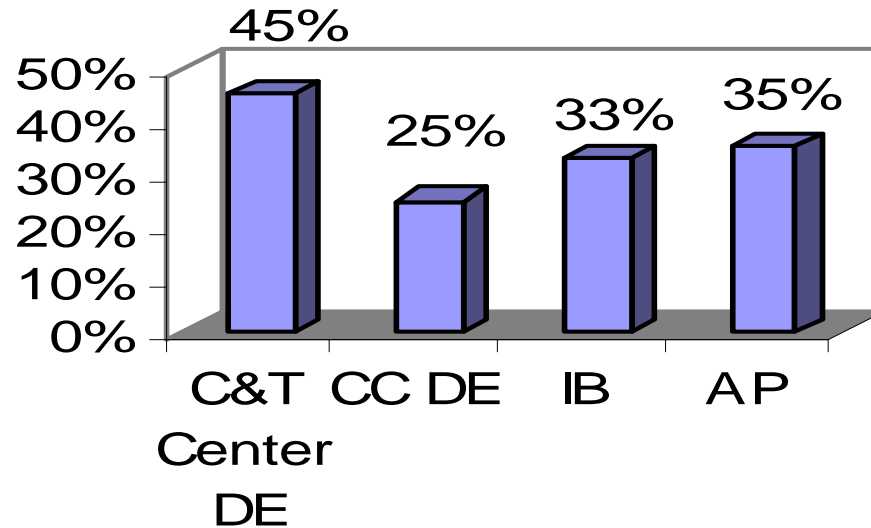


*Florida is:*

- ✓ 2<sup>nd</sup> in the nation in the number of schools participating in IB
- ✓ 1<sup>st</sup> in the nation in the number of students taking IB exams
- ✓ 1<sup>st</sup> in the nation in the number of exams taken
- ✓ 1<sup>st</sup> in the nation in the number of IB diplomas awarded

# Minority Enrollment by Acceleration Type

**Percent Minority Enrollment by Acceleration Type**



- Minority enrollments accounted for a greater % of the total enrollments at technical centers than they did the enrollments in other acceleration mechanisms



# ACC RECOMMENDATIONS

## *Student Participation & Success*

- *Identify schools that have demonstrated success in encouraging the participation of underrepresented populations in acceleration mechanisms. Identify specific strategies to increase the successful participation of these populations across the state.*
  - Particular focus should be placed on participation in community college dual enrollment

# ACC RECOMMENDATIONS

## *Student Advising*

- Increase the utilization of the FACTS.org online advising system in advising students regarding acceleration options.
- Develop a sample parental notification document to be used by school districts when informing parents of accelerated options.
- Develop (re-create) the Student Bill of Rights in relation to acceleration mechanisms.
- Develop a sample format for local articulation agreements as well as a review process for DOE.

# Grading Practices Summary

- Accelerated courses often receive additional weighting in the calculation of GPA to give students an incentive to take more rigorous courses.
- However, the weighting assigned to each type of accelerated course varies widely. Each district and state university uses its own formula for calculating GPA for various purposes.

Purposes of GPA Calculation	State Policy	Local Policy
State Graduation Requirements	✓↑	
Talented 20		✓↑
Valedictorian & Salutatorian		✓↑
Bright Futures Initial Eligibility	✓↑	
State University Admissions		✓↑

# ACC RECOMMENDATIONS

## *Grading Practices*

- Endorse the State University Admissions and Registrars recommendation to standardize GPA calculation for purposes of state university admissions and amend the Board of Governors Rule 6C-6 to reflect the proposed change
  - Endorsement is made with the provision that research be conducted to demonstrate a sound academic rationale for the proposed policy that is supported by empirical data.



# ACC RECOMMENDATIONS

## *General Education*

- Develop a program of study for accelerated courses that includes suggested “modules” for students to complete on their way to earning a postsecondary degree.
  - These modules should be based on courses that are most commonly accepted as general education courses and common prerequisites by postsecondary institutions. Students should be strongly encouraged to complete these modules as they are most likely to transfer to any public institution.

# ACC RECOMMENDATIONS

## *Class Size Reduction*

- Explore the feasibility of increasing access to dual enrollment courses via distance learning.
  - Step 1. Establish a pilot agreement between a few school districts and the distance learning consortium that is limited to a few courses that are most likely to count toward general education and common course prerequisites.
  - Step 2. If students who participate in the pilot are successful in earning postsecondary credit, work toward developing a broader statewide articulation agreement between the 67 school districts and the Florida Distance Learning Consortium.

# ***Funding Summary***

*Although school districts receive some type of funding for all acceleration mechanisms, some inequities still exist.*

- *Districts receive additional FTE funds (.24) and teachers receive bonuses for AP, IB & AICE students who pass exams and earn postsecondary credit. (Additional bonus \$\$ are provided for teachers in D & F schools)*
- *Dual enrollment students who earn postsecondary credit do not generate incentive funds for school districts or teachers.*
- *Districts encounter additional dual enrollment funding issues including seat time vs. credit conversion, high cost of text books, and transportation.*
- *Dual enrollment costs and funding continue to be issues for community colleges.*
  - *Dual enrollment students do not pay tuition and fees*
  - *Community colleges are not funded solely based on FTE*

# ACC RECOMMENDATION

## *Funding*

- Continue funding student participation in dual enrollment courses using the current methodology until further study determines a more appropriate method.
- It is the position of the Articulation Coordinating Committee that the Legislature not take action to reduce funding for dual enrollment courses.