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**Madeline Pumariega**  
Chancellor, Florida College System

**MEMORANDUM**

**TO:** Florida College System Presidents  
**FROM:** Madeline Pumariega, Chancellor  
**DATE:** October 1, 2018  
**SUBJECT:** Developmental Education Accountability Reports

Thank you for your leadership and support ensuring students are ready to succeed in college-level coursework. In the past, the developmental education reports highlighted the outstanding efforts of faculty and staff in providing practices and strategies to support student success.

Your efforts to reform developmental education reduced the timeline to degree completion and increased student success. Over the past four years, enrollment in developmental education decreased while gateway course enrollment increased. In developmental education, success rates for students earning a “C” or better increased in all subject area with mathematics improving from 51.5 to 60.3 percent, reading improving from 73.0 to 74.7 percent and writing improving from 70.5 to 72.9 percent. Student success rates in gateway mathematics courses increased from 66.0 to 67.8 percent and from 70.9 to 72.7 percent in communications.

Attached you will find a copy of your college’s developmental education data by instructional strategy, subject and student success outcomes as well as subpopulations by subject along with the Developmental Education Accountability Report template. The Ed Stats Tool, designed so colleges may further explore variables related to the data, is located at [www.floridacollegesystem.com/data\\_publications/data.aspx](http://www.floridacollegesystem.com/data_publications/data.aspx). The template also includes a review of success data by subpopulations as well as reporting on practices that support and enhance student success in developmental education.

This report is requested based on [section 1008.30, Florida Statutes](#), and colleges should submit completed report templates to the Chancellor by **October 31**, at [www.surveymonkey.com/r/dear2018](http://www.surveymonkey.com/r/dear2018). The division will compile and submit the reports to the Governor, the President of the Florida Senate, the Speaker of the Florida House of Representatives and State Board of Education by December 31. Please contact Dr. Karinda Barrett at [Karinda.Barrett@fldoe.org](mailto:Karinda.Barrett@fldoe.org) or 850-245-9523 if you have any questions.

MP/kb

Attachments

cc: Chief Academic Officers  
Reports Coordinators

Developmental Education Enrollments and Success by Subject and Delivery Strategy (Broward), 2017-18												
Subject	Strategy	# Students Enrolled	# Students (Grade C and Above)	% Students (Grade C and Above)	# Students (Grade D)	% Students (Grade D)	# Students (Withdrawal)	% Students (Withdrawal)	# Students (Unsuccessful)	% Students (Unsuccessful)	# Students (Grade Other)	% Students (Grade Other)
Math	Corequisite	23	13	56.5%	0	0.0%	2	8.7%	8	34.8%	0	0.0%
Math	Compression	3,568	2,260	63.3%	0	0.0%	352	9.9%	945	26.5%	11	0.3%
Math	Modularized	233	121	51.9%	0	0.0%	33	14.2%	79	33.9%	0	0.0%
Reading	Corequisite	132	102	77.3%	4	3.0%	12	9.1%	14	10.6%	0	0.0%
Reading	Compression	1,558	1,307	83.9%	30	1.9%	98	6.3%	123	7.9%	0	0.0%
Writing	Corequisite	25	14	56.0%	5	20.0%	2	8.0%	4	16.0%	0	0.0%
Writing	Compression	1,207	876	72.6%	76	6.3%	133	11.0%	122	10.1%	0	0.0%

Grade of C and above include: A, B, C, P and S

Unsuccessful grades include: F and U

Other grades include: I, PR, W, WU, X, Z

Developmental Education Enrollments and Success by Subject and Age (Broward), 2017-18

Subject	Math	Math	Math	Reading	Reading	Reading	Reading	Writing	Writing	Writing		
	19 or Less	20-24	25 or Above	19 or Less	20-24	25 or Above	19 or Less	20-24	25 or Above	19 or Less	20-24	25 or Above
Age Group												
# Students Enrolled	625	1,158	2,041	293	556	841	268	417	547			
# Students (Grade C and Above)	380	683	1,331	225	437	747	182	281	427			
% Students (Grade C and Above)	60.8%	59.0%	65.2%	76.8%	78.6%	88.8%	67.9%	67.4%	78.1%			
# Students (Grade D)	0	0	0	8	13	13	25	32	24			
% Students (Grade D)	0.0%	0.0%	0.0%	2.7%	2.3%	1.5%	9.3%	7.7%	4.4%			
# Students (Withdrawal)	48	140	199	25	48	37	23	51	61			
% Students (Withdrawal)	7.7%	12.1%	9.8%	8.5%	8.6%	4.4%	8.6%	12.2%	11.2%			
# Students (Unsuccessful)	196	332	504	35	58	44	38	53	35			
% Students (Unsuccessful)	31.4%	28.7%	24.7%	11.9%	10.4%	5.2%	14.2%	12.7%	6.4%			
# Students (Grade Other)	1	3	7	0	0	0	0	0	0			
% Students (Grade Other)	0.2%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

Developmental Education Enrollments and Success Rates by Subject and Race and Ethnicity (Broward), 2017-18

Subject	Math										Reading										Writing									
	1-White	2-Hispanic	3-Black	4-Two or More Races	5-Asian	6-American Indian	7-Pacific Islander	Not Reported	1-White	2-Hispanic	3-Black	4-Two or More Races	5-Asian	6-American Indian	7-Pacific Islander	Not Reported	1-White	2-Hispanic	3-Black	4-Two or More Races	5-Asian	6-American Indian	7-Pacific Islander	Not Reported						
# Students Enrolled	677	1,392	1,372	118	56	14	186	184	657	612	30	88	109	114	390	584	40	33	65											
% Students (Grade C and Above)	432	920	802	60	42	8	124	147	564	500	21	79	92	78	292	413	32	23	46											
% Students (Grade C and Above)	63.8%	66.1%	58.5%	50.8%	75.0%	57.1%	66.7%	79.9%	85.8%	81.7%	70.0%	89.8%	84.4%	68.4%	74.9%	80.0%	69.7%	70.8%												
# Students (Grade D)	0	0	0	0	0	0	0	3	14	8	1	2	5	11	24	3	2	7												
% Students (Grade D)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	2.1%	1.3%	3.3%	2.3%	4.6%	9.6%	6.2%	5.8%	6.1%	10.8%												
# Students (Withdrawal)	77	134	136	18	2	0	20	12	30	57	1	2	7	13	35	74	3	4	6											
% Students (Withdrawal)	11.4%	9.6%	9.9%	15.3%	3.6%	0.0%	10.8%	6.5%	4.6%	9.3%	3.3%	2.3%	6.4%	11.4%	9.0%	12.7%	7.5%	12.1%	9.2%											
# Students (Unsuccessful)	167	336	427	40	12	6	41	22	49	47	7	5	5	12	39	63	2	4	6											
% Students (Unsuccessful)	24.7%	24.1%	31.1%	33.9%	21.4%	42.9%	22.0%	12.0%	7.5%	7.7%	23.3%	5.7%	4.6%	10.5%	10.0%	10.8%	5.0%	12.3%	9.2%											
# Students (Grade Other)	1	2	7	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0											
% Students (Grade Other)	0.1%	0.1%	0.5%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%											

\* Indicate less than 10 students.

Developmental Education Enrollments and Success by Subject and Gender (Broward), 2017-18												
Subject	Math		Math		Reading		Reading		Writing		Writing	
Gender	Female	Male	Not Reported	Female	Male	Not Reported	Female	Male	Not Reported	Female	Male	Not Reported
# Students Enrolled	2,298	1,447	79	999	646	45	738	456	38			
# Students (Grade C and Above)	1,492	848	54	866	501	42	572	289	29			
% Students (Grade C and Above)	64.9%	58.6%	68.4%	86.7%	77.6%	93.3%	77.5%	63.4%	76.3%			
# Students (Grade D)	0	0	0	13	19	2	35	44	2			
% Students (Grade D)	0.0%	0.0%	0.0%	1.3%	2.9%	4.4%	4.7%	9.6%	5.3%			
# Students (Withdrawal)	223	157	7	47	63	0	74	56	5			
% Students (Withdrawal)	9.7%	10.9%	8.9%	4.7%	9.8%	0.0%	10.0%	12.3%	13.2%			
# Students (Unsuccessful)	577	438	17	73	63	1	57	67	2			
% Students (Unsuccessful)	25.1%	30.3%	21.5%	7.3%	9.8%	2.2%	7.7%	14.7%	5.3%			
# Students (Grade Other)	6	4	1	0	0	0	0	0	0			
% Students (Grade Other)	0.3%	0.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

Select Year:  

## The 2018 Florida Statutes

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### Title XLVIII

#### K-20 EDUCATION CODE

### Chapter 1008

#### ASSESSMENT AND ACCOUNTABILITY

### [View Entire Chapter](#)

#### **1008.30 Common placement testing for public postsecondary education.—**

(1) The State Board of Education, in conjunction with the Board of Governors, shall develop and implement a common placement test for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary educational institution. Alternative assessments that may be accepted in lieu of the common placement test shall also be identified in rule. Public postsecondary educational institutions shall provide appropriate modifications of the test instruments or test procedures for students with disabilities.

(2) The common placement testing program shall include the capacity to diagnose basic competencies in the areas of English, reading, and mathematics which are essential for success in meta-majors and to provide test information to students on the specific skills the student needs to attain.

(3) By October 31, 2013, the State Board of Education shall establish by rule the test scores a student must achieve to demonstrate readiness to perform college-level work, and the rules must specify the following:

(a) A student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the United States Armed Services shall not be required to take the common placement test and shall not be required to enroll in developmental education instruction in a Florida College System institution. However, a student who is not required to take the common placement test and is not required to enroll in developmental education under this paragraph may opt to be assessed and to enroll in developmental education instruction, and the college shall provide such assessment and instruction upon the student's request.

(b) A student who takes the common placement test and whose score on the test indicates a need for developmental education must be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice.

(c) A student who demonstrates readiness by achieving or exceeding the test scores established by the state board and enrolls in a Florida College System institution within 2 years after achieving such scores shall not be required to retest or complete developmental education when admitted to any Florida College System institution.

(4) By December 31, 2013, the State Board of Education, in consultation with the Board of Governors, shall approve a series of meta-majors and the academic pathways that identify the gateway courses associated with each meta-major. Florida College System institutions shall use placement test results to determine the extent to which each student demonstrates sufficient communication and computation skills to indicate readiness for his or her chosen meta-major. Florida College System institutions shall counsel students into college credit courses as quickly as possible, with developmental education limited to that content needed for success in the meta-major.

(5)(a) Each Florida College System institution board of trustees shall develop a plan to implement the developmental education strategies defined in s. [1008.02](#) and rules established by the State Board of Education. The plan must be submitted to the Chancellor of the Florida College System for approval no later than March 1, 2014, for implementation no later than the fall semester 2014. Each plan must include, at a minimum, local policies that outline:

1. Documented student achievements such as grade point averages, work history, military experience, participation in juried competitions, career interests, degree major declaration, or any combination of such

achievements that the institution may consider, in addition to common placement test scores, for advising students regarding enrollment options.

2. Developmental education strategies available to students.
3. A description of student costs and financial aid opportunities associated with each option.
4. Provisions for the collection of student success data.
5. A comprehensive plan for advising students into appropriate developmental education strategies based on student success data.

(b) Beginning October 31, 2015, each Florida College System institution shall annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution. The report shall be submitted to the Division of Florida Colleges by October 31 in a format determined by the Chancellor of the Florida College System. By December 31, the chancellor shall compile and submit the institutional reports to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education.

(c) A university board of trustees may contract with a Florida College System institution board of trustees for the Florida College System institution to provide developmental education on the state university campus. Any state university in which the percentage of incoming students requiring developmental education equals or exceeds the average percentage of such students for the Florida College System may offer developmental education without contracting with a Florida College System institution; however, any state university offering college-preparatory instruction as of January 1, 1996, may continue to provide developmental education instruction as defined in s. 1008.02(1).

(6) A student may not be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection (1) that is appropriate for successful student participation in the course.

**History.**—s. 373, ch. 2002-387; s. 124, ch. 2007-217; s. 19, ch. 2008-235; s. 10, ch. 2010-22; s. 106, ch. 2011-5; s. 26, ch. 2011-175; s. 14, ch. 2011-177; s. 35, ch. 2013-27; s. 19, ch. 2013-51; s. 10, ch. 2015-6; s. 14, ch. 2018-4.

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## The 2018 Florida Statutes

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Title XLVIII

## K-20 EDUCATION CODE

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## ASSESSMENT AND ACCOUNTABILITY

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**1008.02 Definitions.**—As used in this chapter, the term:

(1) “Developmental education” means instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental education may be delivered through a variety of accelerated and corequisite strategies and includes any of the following:

- (a) Modularized instruction that is customized and targeted to address specific skills gaps.
- (b) Compressed course structures that accelerate student progression from developmental instruction to college-level coursework.
- (c) Contextualized developmental instruction that is related to meta-majors.
- (d) Corequisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

(2) “Gateway course” means the first course that provides transferable, college-level credit allowing a student to progress in his or her program of study.

(3) “Meta-major” means a collection of programs of study or academic discipline groupings that share common foundational skills.

**History.**—s. 18, ch. 2013-51:

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