

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



FLORIDA



Florida has addressed nine of the 10 Blueprint policies to improve college readiness in the state.

The state has implemented programs to address all four of the high school policies and has developed high school graduation requirements that align with college admission requirements for all subjects except foreign language. Florida is also one of 13 states that has uniform admission requirements that set minimum standards for its higher education systems. The state is considered a national leader in its transfer policies between community colleges and four-year universities.

It is one of 32 states that has a clear definition of college and career readiness that spells out the skills high school graduates need to enter college.

| POLICY REVIEW | FLORIDA | NATIONAL |
|---|--|---|
| 1. CCR STANDARDS AP, IB and/or dual credit required | YES Yes - AP, IB, dual enrollment or AICE course offerings mandatory | 48 states + D.C. 25 states |
| 2. ASSESSMENTS | YES , State developed/contracted | 14 - SBAC 11 - PARCC 18 - ACT 4 - SAT 10 - state developed 14 - end-of-course |
| 3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions | YES , except foreign language | 18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language |
| 4. K-12 ACCOUNTABILITY CCR is indicator in system | YES | 24 states use CCR to determine performance |
| 5. ADMISSION STANDARDS Statewide or systemwide | YES Systemwide (single system) GPA; Assessments; High school coursework | 28 - common admission standards 15 - systemwide 13 - statewide |
| 6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies | YES Statewide Statewide | 27 - both remedial and placement policies 39 - remedial policies 27 - placement policies |
| 7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment | YES Yes Yes Yes Yes | 23 have at least 3 of the following policies: 36 - transferable core 16 - Common course numbering 36 - guaranteed transfer of associate degrees 16 - credit by assessment |
| 8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics | NO No Yes Yes, Persistence; Graduation | 19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding |
| 9. STATEWIDE CCR DEFINITION | YES | 32 states + D.C. have CCR definition |
| 10. P-20 DATA High school feedback report annually | YES Yes | 50 states + D.C. have data system 42 states + D.C. have feedback report |
| TOTAL | 9 out of 10 | |

STRENGTHS

Florida has long been considered a leader in transfer policy. It has in place the four fundamental Blueprint policies on transferring credits between two-year and four-year colleges. The state took further steps recently in passing H.B./S.B. 7135 in 2012 to ensure educational institutions comply with the policies and to help students make the transition.

Florida is one of 25 states that requires all districts to offer Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment coursework, and one of only four states that requires all districts to offer one or more of these advanced course options. It is also one of 24 states that has added barometers of college readiness to its system of measuring school performance and to its school accountability report cards.

CONSIDERATIONS

Florida is working on aligning course requirements for high school graduation and admission to institutions of higher education. The state has in place standards for math, science, English and social studies.

However, it is one of 12 states with partially aligned course requirements, except for foreign languages. Statewide higher education admission policies mandate the completion of language courses in Florida, but high school graduation policies do not. Instead, world language courses are typically just one option high school students may choose to fulfill their graduation requirements outside the academic core. Common standards will allow educators to pursue early intervention help for students not meeting standards or to develop alternative ways to show mastery in languages.

Florida should consider setting clear college attainment goals as a strategy to connect postsecondary credentials and workforce needs.

RESOURCES AND STATE EXAMPLES

Competency-Based Education, Council for Adult and Experiential Learning (CAEL),
<http://www.cael.org/what-we-do/competency-based-education>.

When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning,
<http://net.educause.edu/ir/library/pdf/csd6174.pdf>.

South Dakota – Using multiple measures

South Dakota's high school and graduation requirements and statewide higher education admission policies are good examples of setting competency-based proficiency for courses. A provision in the high school graduation requirements policy (**S.D. Admin. R. 24:43:11:09**) provides course-equivalency exam exceptions for students in place of course requirements.

Similarly, the statewide higher education admission policy provides alternate opportunities to meet the minimum course requirements beyond seat time. Students can receive credit by achieving scores on standardized assessments such as ACT or SAT or on end-of-course exams such as AP tests.

Washington – Collaboration of high school and college systems

The State Board of Education in 2010 aligned high school graduation and college admission requirements through the establishment of **College Academic Distribution Requirements** (CADRs). They provide high school students with guidelines on what colleges require for admission into four-year higher education institutions. This is a good example of the high school and college systems collaborating to create greater access to postsecondary education.