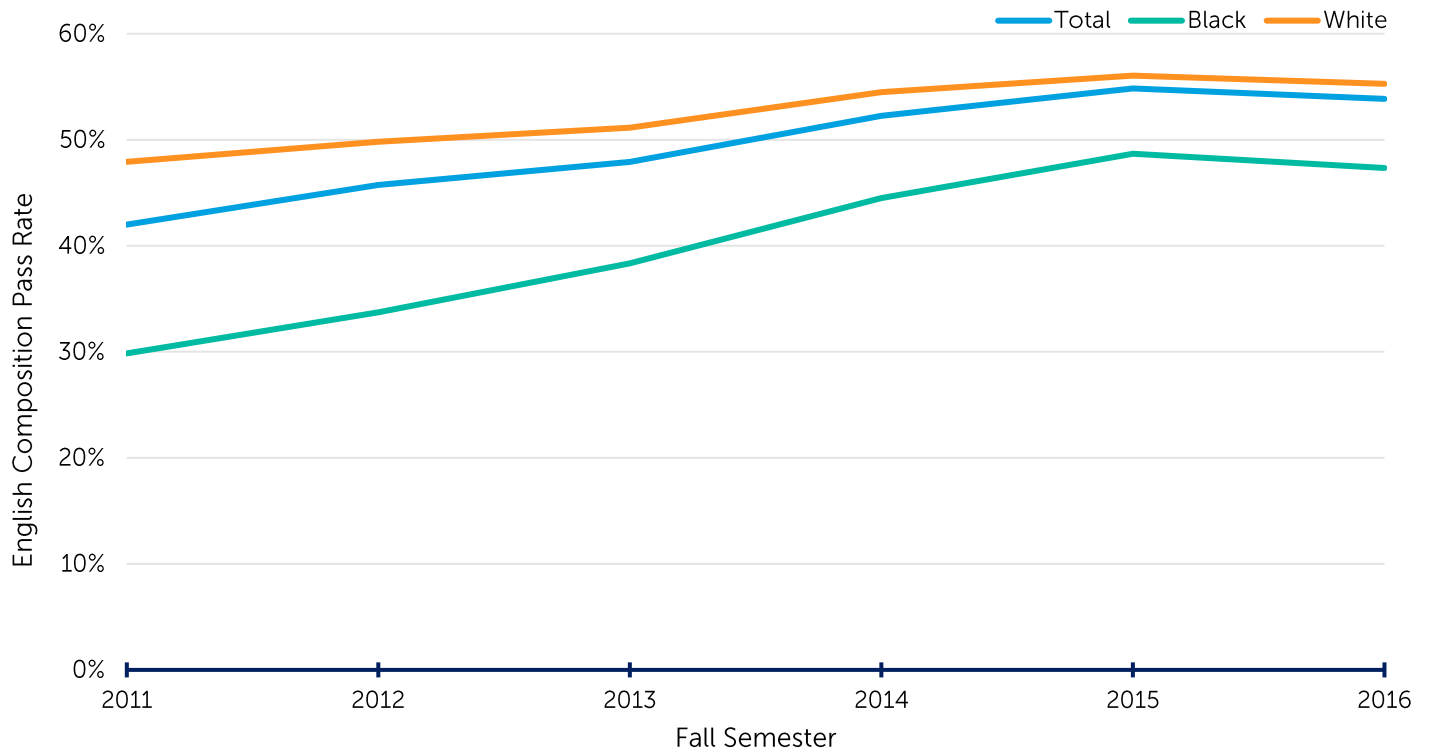


Reducing Success Gaps

Following the implementation of Florida senate bill 1720, Black students narrowed achievement gaps in gateway English courses.



Source. Hu, S., Park, T., Mokher, C., Spencer, H., Hu, X., & Bertrand Jones, T. (2019). [Increasing Momentum for Student Success: Developmental Education Redesign and Student Progress in Florida](#). Tallahassee, FL: Center for Postsecondary Success, Florida State University. Notes. The cohort-based passing rate is the number of individuals passing the English or math courses divided by the total number of students in that cohort. Statistics are based on first-time-in-college (FTIC) students.

Florida [senate bill 1720](#) launched a statewide reform of developmental education that included optional, corequisite enrollment in developmental education coursework, major-specific developmental course offerings, and enhanced academic advising in the Fall semester of 2014. These reforms led to an 18-percentage point increase in gateway English composition for Black students. This increase lowered the achievement gap between Black and White students from eighteen percent pre-reform (2013) to eight percent post-reform (2016). This Points of Interest shows that following the implementation of Florida senate bill 1720, Black students narrowed achievement gaps in gateway English courses.

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