Equity-Focused Change

*Cohort-based pass rates in gateway English increased among Hispanic students following the implementation of Florida senate bill 1720.*

![Graph showing increased pass rates in English Composition for Total, Hispanic, and White students from 2011 to 2016.]

Source. Hu, S. (2019, September). Advising for student success: Systemic changes in advising during Florida’s developmental education reform (Steps to Success series). Denver, CO: Strong Start to Finish, Education Commission of the States. Notes. This Steps to Success paper will be published at the end of September and will be available in the Strong Start to Finish Resource Library. 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. This graph, illustrating data from three years prior to the reform in 2013 and three years following, shows a steady increase in the pass rates for each cohort of Hispanic students in gateway English. In 2015 and 2016, the cohort of Hispanic students enrolled in gateway English passed at a higher rate than all other student cohorts, erasing the achievement gap between White and Hispanic students. The author highlights increased enrollment in college-level coursework and sustained academic advising and student supports as drivers of improved student outcomes. This Points of Interest shows that developmental education reforms can help to contribute towards more equitable completion of college-level coursework.

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