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Report No. 06-25

Most Acceleration Students Perform Well, But Outcomes Vary by Program Type

at a glance

Over a third of high school seniors who graduated in 2001-02 took at least one accelerated course during high school. The availability of these courses, which include Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment, varies substantially among school districts and schools, as does student participation.

Most (71%) of these students earned the test scores and grades needed to become eligible to receive college credit. However, this outcome varied substantially among the programs. Only slightly more than half (54%) of AP students took and passed the exams needed to be eligible to earn college credit for their courses. In contrast, almost three-quarters (73%) of the IB students took and passed their qualifying exams, and while 91% of the students participating in dual enrollment earned high school credit, 86% earned college credit.

Compared to other states, Florida had the highest participation rate for AP exams in 2004 but relatively low pass rates for AP exams in 2004. Florida had the highest number of IB participants in the nation, and was among the top 10 states in student performance on IB exams.

Scope

As directed by the Legislature, OPPAGA examined Florida's acceleration programs, which include Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, and the College-Level Examination Program (CLEP). This is the second of four reports in this series, and addresses three questions.

- To what extent have Florida's high school graduates participated in acceleration programs?
- Do participating students become eligible for college credit?
- How do Florida high school students' participation and performance rates compare to that of other states?

Other reports in this series examine the extent to which Florida's public postsecondary institutions accept acceleration credits earned by these students, state options for funding acceleration mechanisms, and summarize overall OPPAGA conclusions.¹

To examine Florida's acceleration programs, we analyzed the transcripts of a cohort of all students who graduated from Florida public high schools in 2001-02. We focused our study

¹ The other reports in this series include *Acceleration Programs Provide Benefits But the Costs Are Relatively Expensive*, Report No. 06-24; *Most Students Receive College Credit for Accelerated Courses; Programs Reduce University Class Time*, Report No. 06-26; *State's High School Acceleration Programs Are Funded Through a Variety of Sources*, Report No. 06-27.

on this time period to enable sufficient time to elapse to determine whether these students qualify for college credit and whether these credits were subsequently accepted by Florida's public postsecondary institutions.

Background

Types of programs

Florida has established several programs to enable high school students to take accelerated courses in order to broaden their curricular options, increase their depth of study in particular subject areas, and reduce the time it takes to earn a college degree.² Students who pass these courses and exams are eligible to earn college credit that may be used toward degree requirements. Acceleration programs can benefit both students and the state. They provide students the opportunity for broader curricular offerings or more in-depth study. The programs also can reduce the costs of higher education and free classroom space for other students.

There are three categories of acceleration programs.

Accelerated high school courses. These courses provide advanced level instruction and require students to take an exam at the end of the course to determine whether the student has mastered the material and is eligible to receive college credit. There are three basic types of accelerated high school courses: Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE).

- Advanced placement (AP) courses are offered by many high schools to prepare students to pass national subject matter exams. AP courses are designed to offer college-level instruction and are generally equivalent to college courses.^{3,4} Students who earn requisite test scores on AP exams at the end of the year are eligible to receive

college credit (students may also take these exams without enrolling in AP courses). In Fiscal Year 2004-05, 86,279 Florida high school students were enrolled in AP courses.

- International Baccalaureate (IB) courses are an intensive two-year curriculum offered by some Florida high schools to allow students to pursue an IB diploma in addition to their high school diploma or to enroll in more challenging courses. The curriculum is designed to enable students to meet various international university entrance standards. Students participate in the IB program at authorized schools and earn high school credits based on related coursework. Students who take an IB course examination at the end of the school year are also eligible to receive college credit. (These students may also opt to take AP exams in addition to IB exams.) In Fiscal Year 2004-05, 8,258 Florida high school students were enrolled in IB courses.
- The Advanced International Certificate of Education (AICE) program was recognized as a state funded acceleration program by the 2002 Legislature. The program provides accelerated courses to academically able students in grades 11 and 12. The coursework is based on an internationally developed curriculum. In Fiscal Year 2004-05, 635 Florida high school students enrolled in AICE courses. We did not examine the AICE program for this report because it was not in effect when our cohort of students was in high school.

Dual enrollment. In this program, school districts partner with colleges and universities to allow high school students to simultaneously take and earn credit for high school and college courses without having to pay college tuition. School districts and postsecondary institutions jointly agree to the dual enrollment courses offered to students within a school district. In order to participate in dual enrollment courses, students must maintain a 3.0 unweighted grade point average for college credit courses or a 2.0 for career and technical certificate courses.⁵ In addition, students must pass the Common

² Section 1007.27(1), *F.S.*

³ Advanced placement courses are offered in 19 subject areas, including calculus, American history, biology, economics, and several languages.

⁴ Advanced Placement course curricula are developed by the AP Development Committee (by subject field) composed of both university faculty and experienced high school AP teachers.

⁵ Section 1007.271, *F.S.*

Placement Test to be eligible for a dual enrollment course and must then pass the course to earn college credit. While course offerings vary by district, statutes require that dual enrollment courses must apply to a student's high school graduation credits. In Fiscal Year 2004-05, 37,657 Florida high school students took dual enrollment courses.

Program funding

Funding for the AP, IB, AICE, and dual enrollment programs is provided to school districts through the Florida Education Finance Program. Students who enroll in these programs are included in their school districts' full-time equivalent (FTE) student count and the districts receive allocations based on their FTE enrollment. Students who participate in dual enrollment programs with Florida's community colleges and universities are also included in the community college or universities' FTE count for funding purposes.

In addition, to encourage districts and schools to provide successful AP, IB and AICE courses, the Legislature provides incentive funding based on students achieving a minimum score on these exams.⁶ Districts may use these incentive funds to pay for the AP, IB, and AICE exam fees. The AP exam fee is \$82 nationwide, while the fee per AICE exam is approximately \$43. The IB exam fee varies based on a number of factors. AP, IB, and AICE incentive funds also are used to pay teacher bonuses. Teachers are awarded a \$50 bonus for each student that passes these exams, and a one-time \$500 bonus is awarded to teachers in "D" and "F" graded schools that have at least one student pass an exam. The maximum annual bonus per teacher is \$2,000. In addition, for AP incentive funds, districts must allocate at least 80% of incentive funds to the high school that generates them.

The Legislature appropriated \$73.5 million in incentive funding for the AP, IB, and AICE acceleration programs for Fiscal Year 2005-06, representing an increase of \$5.8 million from the previous fiscal year.

In addition to the incentive funding, the Florida Department of Education entered into a partnership with the College Board in 2000 to help children from middle school through senior high improve their academic performance and prepare for college or a career. The Legislature appropriated \$7.13 million to the Florida Partnership program in Fiscal Year 2005-06. Of this appropriation, \$2.3 million was used for AP teacher training, AP summer institutes, pre-AP training, curriculum development, and AP Virtual School exam preparation.⁷ When the Florida Partnership monies and AP incentive funding are combined, the state spent \$58.4 million on the AP program in Fiscal Year 2005-06.

Questions and Answers —

To what extent have Florida's high school graduates participated in acceleration programs?

Of the 116,873 high school seniors who graduated in 2001-02, over a third (35%) took at least one accelerated course during high school.⁸ The availability of accelerated courses varies among school districts and schools, as does student participation in these programs. Students who participate in accelerated courses most frequently enroll in Advanced Placement classes. The primary factor limiting student participation in these programs is that many students do not meet local eligibility requirements to participate in accelerated coursework.

The availability of accelerated courses varies among school districts and schools. Accelerated courses of one type or another are available to students in each of Florida's 67 school districts. However, not all programs are offered by all districts, and not all schools within

⁷ The remaining funds from the Florida College Board Partnership appropriated by the Legislature in 2005-06 went to support SAT preparation, teacher professional development, statewide professional conferences, and College Board public service announcements.

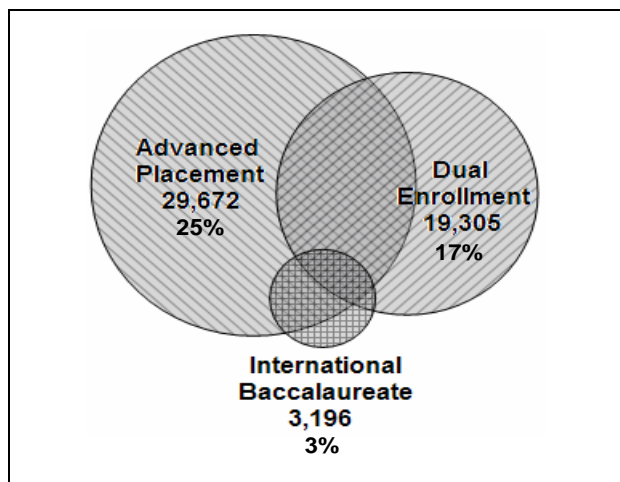
⁸ In addition, approximately 3% (2,056), of the 2001-02 high school graduates who attended Florida postsecondary institutions received college credit by passing CLEP subject matter exam; typically, these students earned three college credits.

⁶ Incentive funding is discussed further in Report No. 06-27.

a district offer the same mix of programs. (See Appendix A for an overview of high school acceleration programs by district and student participation rates for each of the programs.)

Overall, AP courses had the highest participation among the various acceleration programs. As shown in Exhibit 1, 25% of the students who graduated in the 2001-02 school year participated in the AP program, while 17% took dual enrollment courses. Only 3% of these students participated in the IB program. However, many of these students participated in multiple acceleration programs—fully a fourth (11,122) participated in more than one type of program.

Exhibit 1
2001-02 High School Graduates Took More Advanced Placement Courses Than Other Accelerated Courses



Source: OPPAGA analysis of 2001-02 high school graduate transcripts.

Dual enrollment courses are available in all districts. However, dual enrollment course offerings vary greatly depending on local agreements between postsecondary institutions and school districts. The number of different dual enrollment courses available to our cohort of 2001-02 graduates during their high school years ranged from a low of 4 to a high of 381.

Overall, 17% of the 2001-02 high school graduates took at least one dual enrollment course. English, social science, math, humanities, and science classes were the most frequently taken courses. The typical dual

enrollment student took three dual enrollment courses, earned 1.5 high school credits, and would earn nine college credit hours while still in high school.⁹

Advanced Placement (AP) classes are not offered by all districts but can be accessed by all students through the Florida Virtual School. AP courses were offered in 55 of Florida's 67 school districts for our 2001-02 high school cohort. As with dual enrollment, AP course offerings varied greatly among districts, ranging from 34 courses (the maximum available) to only one. Overall, about a quarter of the 2001-02 high school graduates took an AP course (29,672 students in our cohort took an AP class). English, humanities, science, and math were the most frequently taken courses. The typical AP student took three of these courses during their high school career, earned two high school credits for these classes, and would be eligible for six credit hours if they passed the corresponding AP exams.¹⁰

The International Baccalaureate (IB) program is offered on a more limited basis. The IB curriculum is available only in schools where teachers are authorized to teach these courses. In 2005-06, IB programs were available in only 28 districts, with 42 participating schools.¹¹ Of the 2001-02 Florida high school graduates, only 3% (3,196) participated in the IB program. The typical IB student took 13 IB courses in high school (most commonly math, humanities, English, foreign language, and science), earned 8 high school credits, and would be eligible for 21 college credits if they passed the corresponding IB exams.¹² Slightly over half (58%) of these students were subsequently reported to the Florida Department of Education as having earned the IB diploma.

⁹ In 2001-02, students typically earned 0.5 high school credits for each dual enrollment course successfully completed.

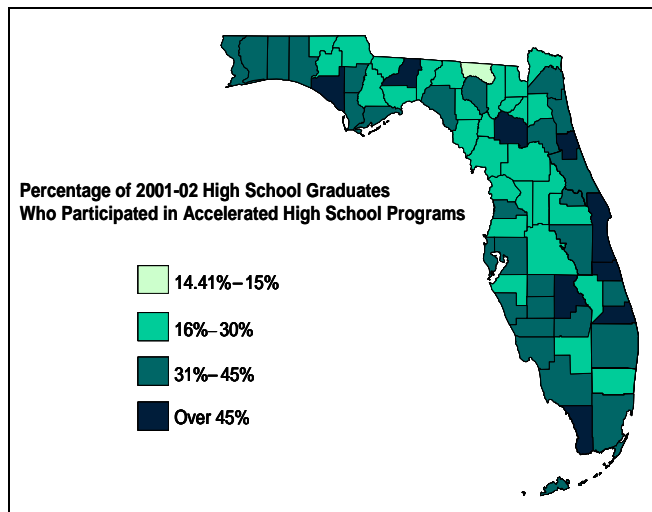
¹⁰ Students earn 0.5 or 1 high school credit for each successfully completed AP course, depending on the course.

¹¹ In addition to the 42 public schools participating in the IB program in 2005-06, there are three private schools that offered the IB program.

¹² Students earn 0.5 or 1 high school credit for each International Baccalaureate course successfully completed, depending on the course.

Student participation in acceleration programs varies from district to district. Student participation in the acceleration programs varies widely throughout the state. As Exhibit 2 illustrates, district participation rates in 2001-02 ranged from less than 15% of students to over 45%. See Appendix A for more information on participation rates by county for each acceleration program.

Exhibit 2 Acceleration Program Participation Rates Vary Across the State



Source: OPPAGA analysis of 2001-02 high school graduate transcripts, FDOE.

Participation in acceleration programs is affected by student eligibility. The primary factor limiting student participation in acceleration programs is that many students are not eligible for accelerated coursework. While each district establishes its own eligibility requirements for AP and IB courses, a 2003 Florida Department of Education survey found that most school districts require that students be recommended by a teacher or counselor before they may enroll in these programs.¹³ Florida law provides minimum criteria for students seeking to enroll in dual enrollment courses. These students must have a 3.0 minimum grade point average (GPA) and pass the appropriate section of the Common

Placement Test (CPT) for college credit.^{14, 15} These eligibility requirements help ensure that students are ready to take college-level coursework, but likely prevent some students from enrolling in acceleration programs.

Do participating students become eligible for college credit?

Most (71%) of the students we examined who participated in high school-based acceleration programs passed the required examinations and/or achieved the specified course grades needed to qualify for college credit.¹⁶ However, these outcomes varied by type of program. Only slightly more than half (54%) of the AP students enrolled in AP courses met the standards for college credit, while 73% of IB students and 86% of dual enrollment students were eligible for college credit.

Almost half of Advanced Placement students did not meet performance standards for college credit. To be eligible to receive college credit, students enrolled in AP classes must take a year-end exam and attain a score of at least three on a five-point grading scale. Currently, students who attain higher scores (4 or 5) are usually eligible to receive a higher number of college credits.¹⁷

However, almost half (46%) of the students enrolled in AP classes either did not take or did not pass the exams that would have made them eligible to receive college credit.¹⁸ The remaining 54% of AP students passed these exams; the median number of exams they took was two; and the median number of college

¹⁴ Section 1007.271, F.S.

¹⁵ The Common Placement Test is given at community colleges to each newly enrolled college student to determine if he or she is ready to attempt college-level coursework.

¹⁶ Of 40,469 acceleration students in the 2001-02 cohort, 28,616 (71%) passed examinations and/or achieved the specified course grades needed to become eligible for college credit. Students are not eligible for college credit if they do not take exams to earn college credit or do not achieve the minimum required exam score to be recommended for credit.

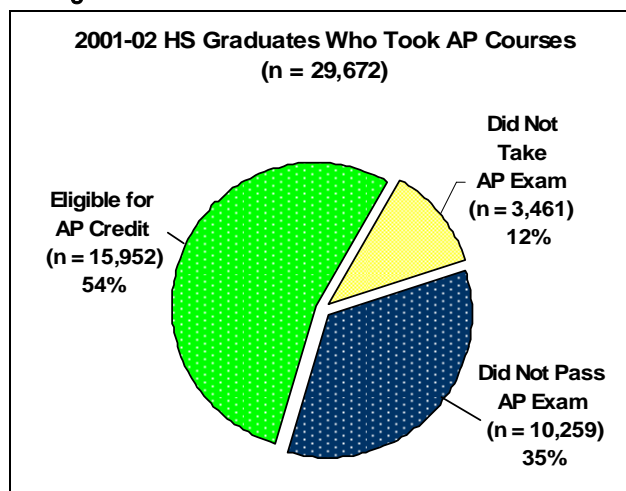
¹⁷ For example, under current department guidelines, students may receive three college credit hours if they receive a score of "3" on an American History AP exam and six credit hours if they receive a score of "4" or "5".

¹⁸ Of the 29,672 high school graduates in 2001-02 who participated in AP courses, most (88%) took at least one AP exam. Of the students taking the exams, 61% attained the requisite score to receive at least some college credit hours.

¹³ *Study on Accelerated Mechanisms in Florida*, Florida Board of Education, Florida Department of Education, December 2003, page 8.

credits for which they were eligible was six. (See Exhibit 3.) Some individual students took many exams and were eligible to earn 30 or more college credit hours.

Exhibit 3 54% of AP Students Were Eligible to Receive College Credit Based on Their AP Exam Scores

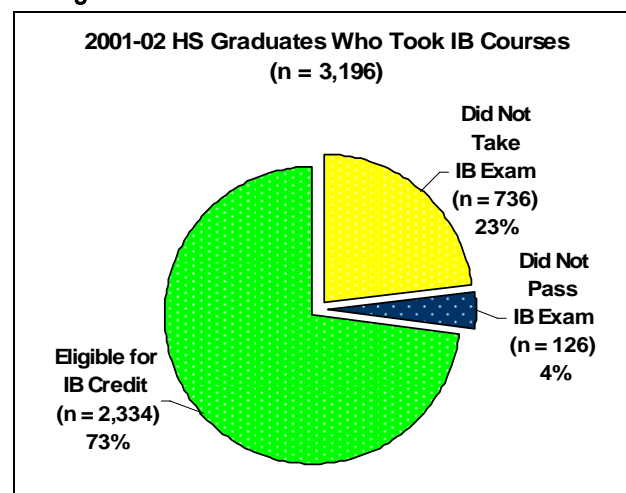


Source: OPPAGA analysis of entry cohort AP 1998-2002 exam data, College Board.

The majority of International Baccalaureate students met the desired performance standard for college credit. Students taking IB courses must take an exam and receive a score of four or higher on a seven-point scale to be eligible to receive college credit. Of the 3,196 students who took IB courses in high school during the 2001-02 school year, three-quarters (75%) took IB exams for credit, and almost all (98%) of these students earned the required score to receive college credit.¹⁹ Overall, 73% of the IB students took and passed their exams. (See Exhibit 4.) The typical IB student took four exams and was eligible for 21 college credits, although some students were eligible for more than 30 credit hours.

Almost all students taking dual enrollment courses were eligible for college credit. Of the 19,305 students in our 2001-02 cohort who took dual enrollment courses during high school, 91% received high school credit. Most of these students (86%) were also awarded college credit. The typical dual enrollment student took three courses and earned nine college credits.

Exhibit 4 73% of IB Students Were Eligible to Receive College Credit Based on Their IB Exam Scores



Source: OPPAGA analysis of entry cohort IB 2001-02 exam data, International Baccalaureate Organization, Cardiff.

How do Florida high school students' participation and performance rates compare to that of other states?

Compared to other states, Florida had the highest participation rate but lower pass rates for Advanced Placement exams in 2004. Florida had the highest number of IB participants in the nation in 2004, and was among the top 10 states in student performance on IB exams

Florida has high participation in Advanced Placement. In 2004, Florida had the highest participation rate for AP exams in the nation, with 34% of students taking one or more AP exams. As shown in Exhibit 5 Florida's participation rate was substantially higher than many other states.

¹⁹ Only 49 students who took IB tests for credit in 2001-02 did not achieve the minimum required exam score and were ineligible for IB credit.

Exhibit 5

A Higher Proportion of Florida's High School Students Participated in AP Exams Than Other States

Rank	State	Exam Participation	Rank	State	Exam Participation	Rank	State	Exam Participation
1	Florida	34%	18	Nevada	20%	35	Tennessee	14%
2	New York	32%	19	Delaware	20%	36	South Dakota	14%
3	Maryland	29%	20	South Carolina	19%	37	Arkansas	13%
4	California	29%	21	Illinois	19%	38	Montana	13%
5	Virginia	28%	22	Washington	19%	39	West Virginia	13%
6	Utah	28%	23	New Mexico	17%	40	Arizona	13%
7	North Carolina	27%	24	Oklahoma	17%	41	Idaho	13%
8	Colorado	25%	25	Michigan	17%	42	Rhode Island	12%
9	Massachusetts	25%	26	Alaska	17%	43	Wyoming	11%
10	Connecticut	25%	27	Minnesota	16%	44	Iowa	10%
11	Texas	23%	28	New Hampshire	16%	45	Kansas	9%
12	D.C.	23%	29	Indiana	16%	46	Alabama	9%
13	Georgia	22%	30	Kentucky	16%	47	North Dakota	8%
14	New Jersey	21%	31	Ohio	15%	48	Missouri	8%
15	Vermont	21%	32	Pennsylvania	15%	49	Mississippi	7%
16	Wisconsin	20%	33	Hawaii	15%	50	Nebraska	6%
17	Maine	20%	34	Oregon	14%	51	Louisiana	5%

Source: College Board *Advanced Placement Report to the Nation 2005*; a study of a 2004 high school cohort of students taking an Advanced Placement exam in their high school career.

However, Florida had a relatively low pass rate for these exams, as only 57% of the students taking the exams earned passing grades of three or higher on a five-point scale. As shown in Exhibit 6, Florida ranked in the bottom one-third of states in performance on AP exams. This outcome is due in part to the large number of Florida students who take the exams—rather than limiting the AP program only to its top students as do some states, Florida allows a large proportion of its students to participate in the program. Only Connecticut, Massachusetts, and Utah rank in the top 10 states in both AP participation and pass rates. Nonetheless, a large number of Florida students succeed on AP exams. The College Board's *Advanced Placement Report to the Nation 2005*, notes that nearly one in five Florida public school students (19% of the 2004 high school class) graduated with one or more passed AP exams. In addition,

Florida has had the largest increase (5.7%) of any state in the nation in the proportion of all high school students who graduate and succeed on the AP exam over the past four years. This likely occurred because Florida also has had a large increase in the number of students participating in the AP program.

The International Baccalaureate program is highly successful. Florida has the largest IB program in the nation, and it was second in the nation in the number of IB diploma-awarding schools in 2004 and it ranked first in the nation on the number of student participating in the program. As illustrated in Exhibit 7, Florida's IB participation exceeded the second highest state, California, by more than 1,000 students. Though 44 states have the IB diploma program in at least one school, Florida is 1 of only 14 states in the nation with IB diploma programs at 10 or more schools statewide.

Exhibit 6

Florida Ranks in the Bottom One-Third of All States in 2004 Pass Rates for Students Who Took AP Exams

Rank	State	Exam Pass Rate	Rank	State	Exam Pass Rate	Rank	State	Exam Pass Rate
1	New Jersey	73%	18	Idaho	65%	35	Tennessee	58%
2	Massachusetts	72%	19	Michigan	65%	36	South Carolina	58%
3	Connecticut	72%	20	Minnesota	65%	37	Florida	57%
4	Illinois	71%	21	Rhode Island	65%	38	Alabama	57%
5	Utah	70%	22	Alaska	65%	39	Delaware	57%
6	Wisconsin	68%	23	Oregon	65%	40	Texas	57%
7	New Hampshire	68%	24	Maine	65%	41	Georgia	56%
8	Kansas	68%	25	Colorado	64%	42	Hawaii	52%
9	Pennsylvania	68%	26	Nebraska	64%	43	Louisiana	51%
10	Montana	68%	27	Virginia	63%	44	Kentucky	50%
11	North Dakota	67%	28	Nevada	62%	45	Indiana	49%
12	Vermont	66%	29	Arizona	62%	46	West Virginia	49%
13	Maryland	66%	30	Washington	62%	47	Oklahoma	49%
14	Iowa	66%	31	Ohio	62%	48	New Mexico	48%
15	Missouri	66%	32	South Dakota	61%	49	Arkansas	47%
16	California	66%	33	Wyoming	59%	50	Mississippi	41%
17	New York	65%	34	North Carolina	59%	51	D.C.	36%

Note: Percentages are based on number of students who took and passed an AP exam in high school.

Source: College Board *Advanced Placement Report to the Nation 2005*; a study of a 2004 high school cohort of students taking an Advanced Placement exam in their high school career.

Exhibit 7

Florida Ranks Highest in the Nation in 2004 IB Participation Rates

Rank	State	Schools	Number of IB Candidates 2004	Rank	State	Schools	Number of IB Candidates 2004
1	Florida	40	5,618	23	Kentucky	4	278
2	California	52	3,961	24	Alabama	5	223
3	Virginia	31	3,883	25	Utah	2	173
4	New York	23	1,977	26	Oklahoma	2	162
5	Colorado	15	1,508	27	New Mexico	1	161
6	Texas	23	1,484	28	Nevada	3	155
7	North Carolina	19	1,398	29	Arkansas	2	121
8	Minnesota	10	1,220	30	Indiana	4	113
9	Oregon	12	1,083	31	Wyoming	2	87
10	Maryland	11	990	32	Mississippi	1	77
11	Washington	13	890	33	Rhode Island	1	66
12	Georgia	16	883	34	Hawaii	1	60
13	South Carolina	17	811	35	Connecticut	2	60
14	Illinois	15	637	36	Tennessee	2	53
15	Missouri	7	482	37	Louisiana	1	47
16	Pennsylvania	7	440	38	Nebraska	1	44
17	Arizona	6	389	39	Massachusetts	1	38
18	New Jersey	7	383	40	Alaska	1	33
19	Kansas	3	350	41	West Virginia	1	28
20	Michigan	4	328	42	Delaware	1	25
21	Wisconsin	5	323	43	Montana	1	10
22	Ohio	6	283	44	Idaho	1	8

Note: Iowa, Maine, New Hampshire, North Dakota, South Dakota, and Vermont do not have an IB Program.

Source: *International Baccalaureate North America, May 2004 Data Summary Report*.

Florida's IB students also perform well on IB exams compared to students in other states. Florida is in the top 10 states in the percentage of IB exams with grade 4 or higher in 2004, the level needed to obtain college credit—85.4% of IB exams taken by Florida students received a score of 4 or higher. This performance placed Florida in the top 10 states on IB test scores. (See Exhibit 8.)

Agency Response

In accordance with the provisions of s. 11.51(5), *Florida Statutes*, a draft of our report was submitted to the Commissioner of Education to review and respond. The Commissioner's written response is reproduced herein in Appendix C.

Exhibit 8

Florida Ranks Near the Top Nationally in 2004 Pass Rates for Students Who Took IB Exams

Rank	State	% of Exams with Scores of 4 or Higher	Rank	State	% of Exams with Scores of 4 or Higher
1	Delaware	97.6%	22	Maryland	79.3%
2	New Mexico	95.6%	23	South Carolina	78.9%
3	Michigan	92.6%	24	Wyoming	78.8%
4	Hawaii	92.2%	25	California	78.4%
5	Colorado	91.1%	26	New York	78.3%
6	West Virginia	90.4%	27	Connecticut	77.6%
7	Nebraska	87.6%	28	North Carolina	77.3%
8	Oregon	85.9%	29	Tennessee	77.2%
9	Florida	85.4%	30	Kentucky	75.7%
10	Washington	84.8%	31	Utah	74.2%
11	Indiana	84.5%	32	Minnesota	73.2%
12	Alabama	84.2%	33	Georgia	73.0%
13	Alaska	84.1%	34	Nevada	70.9%
14	New Jersey	83.8%	35	Louisiana	70.4%
15	Rhode Island	83.5%	36	Oklahoma	66.6%
16	Missouri	82.7%	37	Wisconsin	66.2%
17	Kansas	82.6%	38	Illinois	66.1%
18	Pennsylvania	82.0%	39	Ohio	63.3%
19	Arizona	81.4%	40	Arkansas	60.1%
20	Texas	79.9%	41	Mississippi	41.6%
21	Virginia	79.8%	42	Massachusetts	38.8%

Note: While Iowa, Maine, New Hampshire, North Dakota, South Dakota, and Vermont do not have IB diploma programs, Montana and Idaho have new programs in 2004 and did not have performance rates.

Source: *International Baccalaureate North America, May 2004 Data Summary Report*.

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Appendix A

Student Participation in Acceleration Programs Varies by School District

Student participation in acceleration programs varies by school district across the state. The following table provides total participation data for the state's 2001-02 high school graduates in acceleration programs as well as a breakdown of participation for each program. A geographic representation of this data, by program, can be found in Appendix B.

District	2001-02 Graduates	Students Attempting High School Credit Through Accelerated Coursework							
		Any Type		Dual Enrollment		Advanced Placement		International Baccalaureate	
		#	%	#	%	#	%	#	%
01 Alachua	1,578	855	54%	282	18%	661	42%	144	9%
02 Baker	221	57	26%	57	26%	-		-	
03 Bay	1,217	884	73%	848	70%	262	22%	72	6%
04 Bradford	209	47	22%	42	20%	12	6%	-	
05 Brevard	3,540	1,776	50%	1,290	36%	1,001	28%	45	1%
06 Broward	11,516	3,469	30%	898	8%	3,083	27%	153	1%
07 Calhoun	99	37	37%	37	37%	-		-	
08 Charlotte	1,133	393	35%	349	31%	202	18%	-	
09 Citrus	799	192	24%	179	22%	63	8%	-	
10 Clay	1,672	429	26%	222	13%	326	19%	-	
11 Collier	1,627	501	31%	232	14%	387	24%	-	
12 Columbia	414	99	24%	41	10%	76	18%	-	
13 Miami-Dade	16,758	5,269	31%	924	6%	5,005	30%	329	2%
14 DeSoto	192	67	35%	67	35%	2	1%	-	
15 Dixie	140	38	27%	18	13%	30	21%	-	
16 Duval	5,305	1,955	37%	845	16%	1,711	32%	193	4%
17 Escambia	2,210	697	32%	370	17%	498	23%	114	5%
18 Flagler	384	178	46%	171	45%	28	7%	-	
19 Franklin	53	21	40%	5	9%	20	38%	-	
20 Gadsden	326	62	19%	37	11%	34	10%	-	
21 Gilchrist	130	26	20%	26	20%	-		-	
22 Glades	43	16	37%	16	37%	-		-	
23 Gulf	114	38	33%	38	33%	2	2%	-	
24 Hamilton	118	17	14%	17	14%	-		-	
25 Hardee	202	78	39%	74	37%	24	12%	-	
26 Hendry	264	69	26%	45	17%	37	14%	-	
27 Hernando	914	293	32%	255	28%	65	7%	-	
28 Highlands	531	257	48%	252	47%	30	6%	-	
29 Hillsborough	7,735	2,943	38%	1,176	15%	2,405	31%	260	3%

District	2001-02 Graduates	Students Attempting High School Credit Through Accelerated Coursework							
		Any Type		Dual Enrollment		Advanced Placement		International Baccalaureate	
		#	%	#	%	#	%	#	%
30 Holmes	202	46	23%	38	19%	19	9%	-	
31 Indian River	826	399	48%	342	41%	116	14%	33	4%
32 Jackson	384	98	26%	98	26%	-		-	
33 Jefferson	69	21	30%	19	28%	5	7%	-	
34 Lafayette	53	11	21%	11	21%	-		-	
35 Lake	1,453	359	25%	220	15%	254	17%	-	
36 Lee	2,744	890	32%	479	17%	677	25%	205	7%
37 Leon	1,743	879	50%	405	23%	715	41%	76	4%
38 Levy	280	60	21%	58	21%	3	1%	-	
39 Liberty	62	12	19%	12	19%	-		-	
40 Madison	182	48	26%	42	23%	28	15%	-	
41 Manatee	1,624	429	26%	167	10%	399	25%	12	1%
42 Marion	1,894	524	28%	190	10%	360	19%	63	3%
43 Martin	831	387	47%	267	32%	203	24%	36	4%
44 Monroe	474	219	46%	161	34%	151	32%	-	
45 Nassau	630	152	24%	87	14%	88	14%	-	
46 Okaloosa	1,960	689	35%	204	10%	599	31%	108	6%
47 Okeechobee	322	82	25%	81	25%	21	7%	-	
48 Orange	7,004	2,079	30%	1,204	17%	1,447	21%	160	2%
49 Osceola	1,773	585	33%	394	22%	335	19%	64	4%
50 Palm Beach	7,610	2,824	37%	1,509	20%	2,174	29%	260	3%
51 Pasco	2,435	551	23%	296	12%	391	16%	-	
52 Pinellas	5,161	2,044	40%	898	17%	1,480	29%	442	9%
53 Polk	3,644	976	27%	518	14%	669	18%	42	1%
54 Putnam	476	204	43%	155	33%	112	24%	-	
55 St. Johns	1,107	483	44%	400	36%	254	23%	62	6%
56 St. Lucie	1,217	445	37%	321	26%	184	15%	51	4%
57 Santa Rosa	1,323	520	39%	472	36%	291	22%	-	
58 Sarasota	1,815	641	35%	328	18%	522	29%	30	2%
59 Seminole	3,421	1,351	39%	217	6%	1,303	38%	54	2%
60 Sumter	244	49	20%	49	20%	-		-	
61 Suwannee	275	93	34%	68	25%	55	20%	-	
62 Taylor	187	77	41%	77	41%	-		-	
63 Union	125	33	26%	33	26%	-		-	
64 Volusia	3,233	1,273	39%	506	16%	830	26%	188	6%
65 Wakulla	227	48	21%	43	19%	15	7%	-	
66 Walton	240	79	33%	78	33%	8	3%	-	
67 Washington	179	46	26%	45	25%	-		-	
Total	116,873	40,469	33%	19,305	23%	29,672	16%	3,196	1%
% of TOTAL	100%		35%		17%		25%		3%
% of ACM			100%		48%		73%		8%
Count of Districts			67	23%	67	19%	55	4%	25

Appendix B

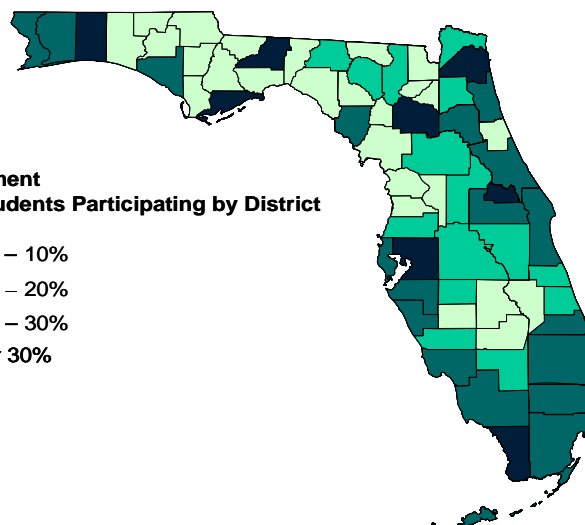
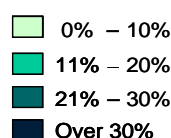
Statewide Program Participation Rates During the 2001-02 School Year

The following three maps illustrate the percentage of students participating in acceleration programs for each school district for the state's 2001-02 high school graduates. Participation levels vary for each program and region of the state.

Advanced Placement

- All 67 Florida school districts have access to AP coursework. Courses are taken in high school and students must pass an exam to receive college credit.
- In 2001-02, only 55 school districts had high school seniors participating in AP coursework.
- AP participation was highest in large- and medium-size school districts (300 to 1,500+ graduates in 2001-02).

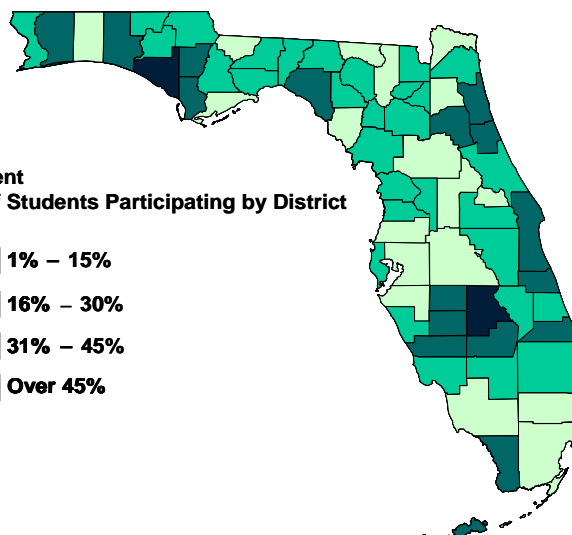
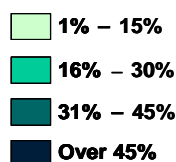
**Advanced Placement
Percentage of Students Participating by District**



Dual Enrollment

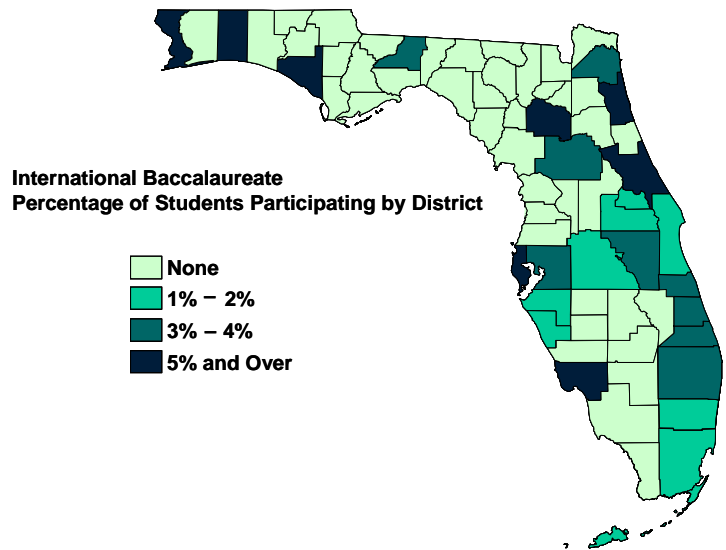
- All 67 Florida school districts participate in dual enrollment. High school students simultaneously take and earn credit for high school and college courses if they pass the course.
- Dual enrollment participation was most common among medium- (300 to 1,500 graduates) and small-size school districts (fewer than 300 graduates in 2001-02).
- School districts with the highest participation rates offered dual enrollment on both high school and college campuses.

**Dual Enrollment
Percentage of Students Participating by District**



International Baccalaureate Program

- 25 of Florida's 67 school districts offered the IB program in 2001-02, an intensive two-year high school curriculum that requires students to pass exams to receive college credit. Two school districts had newly authorized programs in 2001-02 and were not included in our cohort.
- High schools must offer at least seven IB courses to be identified as an IB school.
- There were a total of 40 authorized IB schools in 2001-02. Nine school districts had multiple IB schools (Broward, Miami-Dade, Duval, Hillsborough, Okaloosa, Orange, Palm Beach, Pinellas, and Volusia school districts).
- IB program participation was most common in large-size school districts (1,500+ graduates in 2001-02).
- The University of Florida had the highest number of IB student applicants of colleges/universities throughout North America in 2003.



Appendix C

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

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John L. Winn
Commissioner of Education



March 13, 2006

Mr. Gary R. VanLandingham
Director
Office of Program Policy Analysis
And Government Accountability
111 West Madison Street, Room 312
Tallahassee, Florida 32399-1475

Dear Mr. VanLandingham:

Please find attached the response to the preliminary and tentative audit findings and recommendations concerning:

1. *State's High School Acceleration Programs Are Funded Through a Variety of Sources.*
2. *Most Students Received College Credit For Accelerated Courses; Programs Reduce University Class Time*
3. *Most Acceleration Students Perform Well, But Outcomes Vary by Program Type*
4. *Acceleration Programs Provide Benefits But the Costs Are Relative Expensive*

If you have any questions, please contact Inspector General John M. Franco at 850-245-0403 or email john.franco@fldoe.org.

Sincerely,

John L. Winn
Commissioner

JLW/jmf/br

Attachment

**Florida Department of Education
Office of Program Policy Analysis and Government Accountability
Preliminary and Tentative Audit Findings and Recommendations
March 10, 2006**

Accelerated Mechanisms (Four Draft Reports)

- 1. State's High School Acceleration Programs Are Funded Through a Variety of Sources*
- 2. Most Students Receive College Credit For Accelerated Courses; Programs Reduce University Class Time*
- 3. Most Acceleration Students Perform Well, But Outcomes Vary by Program Type*
- 4. Acceleration Programs Provide Benefits But the Costs Are Relatively Expensive*

The Department of Education is committed to providing Dual Enrollment opportunities for students and recognizing credit earned through a wide variety of acceleration programs available to Florida's high school students. In general, we agree with the findings and recommendations presented in the four draft reports. We hope that these will be used to further the important discussions already taking place across the state. However, we do want to take the opportunity to clarify some information that was presented in the draft reports and to forward a proposal regarding incentive funding based on students earning postsecondary credit in all acceleration programs.

AP is not a College-Level Course

In each draft report, a brief description of the AP program indicates that "AP courses are designed to offer college-level instruction and are generally equivalent to college courses." However, that is not the case. The high schools offering AP courses are not accredited for offering college-level courses or granting college degrees. Additionally, high school instructors teaching AP courses are not required to meet the SACS accreditation standard for college faculty (i.e., master's plus 18 hours in the content area). Therefore, it should be specified that "AP courses are advanced high school instruction that may lead to college credit if the student earns the requisite score on a corresponding AP exam."

Incentive Funding Should be Based on All Students Earning Postsecondary Credit

We concur with the recommendation in the draft report *Acceleration Programs Provide Benefits But the Costs Are Relatively Expensive*, which suggests that the Legislature could alter Florida's incentive funding for acceleration programs.

Rather than the current practice of basing incentive funding on successful AP and IB exams, we suggest that there is a need to provide incentives to school districts for college credits earned by high school students in all acceleration programs, including Dual Enrollment. Using current incentive funding levels, a cost figure per accelerated credit hour earned should be determined for all school districts. A performance incentive program should be created to fund school districts based on the number of college credit hours earned by public high school students. This means that AP, IB, AICE, and Dual Enrollment would all be funded in the FEFP (which is current practice) and school districts would receive specific performance incentive funds based on all students who receive college credit through any accelerated program. This is not current practice because no incentive funds exist for Dual Enrollment even though OPPAGA data indicates that these students attend Florida public postsecondary institutions at higher rates than AP and IB students.