

The Florida College System

ALTERNATIVE METHODS TOOLKIT



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INTRODUCTION TO ALTERNATIVE METHODS

NATIONAL SUMMARY

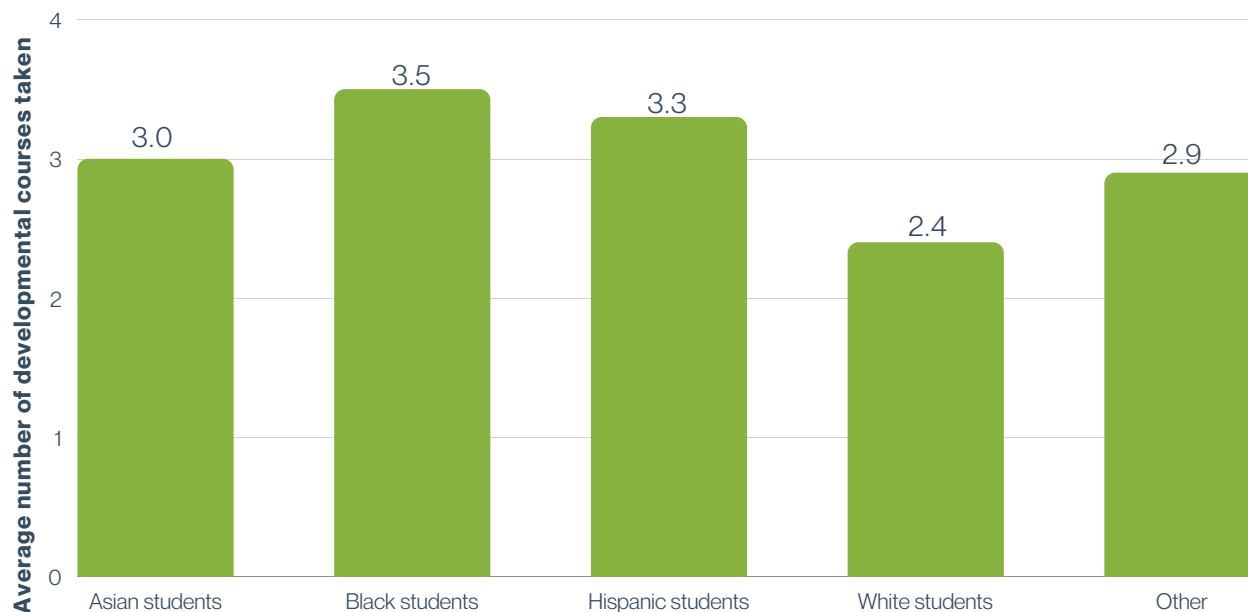
Across the country, when students enter a postsecondary institution, they are placed into math and English courses based on an evaluation of their academic readiness established by the postsecondary institution. Often, the evaluation is a one-time, high-stakes exam that students do not know is required and for which they are not given the opportunity to prepare. This method overlooks students' investment into their educational career over time, and is proven to result in high percentages of students who could succeed in college-level math and English courses being placed into prerequisite developmental education courses (Scott-Clayton, Crosta, and Belfield, 2014).

Developmental courses are a proven barrier to student success, with research revealing that low percentages of students who are placed into developmental education courses go on to complete college-level courses in math and English (Bailey, Jeong and Cho, 2012). These courses often include material unnecessary for success in college-level courses, are not credit-bearing, and add time and cost to a student's degree program. These courses also add multiple attrition points wherein a student can stop out before ever completing college credits.

Black and Latinx students are far more likely to be placed into developmental education, as can be seen in Figure 1 (Chen et al, 2020). Further, Black and Latinx students are far less likely to complete college-level math and English courses after a developmental education placement (Hetts, 2019). As Meek (2020) found, once students are enrolled in developmental education sequences, they are less likely to persist to a college-level course, creating achievement gaps before students can even enroll in a credit-bearing course

Figure 1.

DEVELOPMENTAL COURSE-TAKING BY RACE



Chen, X., Caves, L.R., Pretlow, J., Caperton, S.A., Bryan, M., and Cooney, D. (2020) Courses Taken Credits Earned, and Time to Degree: A First Look at the Postsecondary Transcripts of 2011-2012 Beginning Postsecondary Students (NCES 2020-501). U.S. Department of Education. Washington, D.C.

An alternative approach to placement is to use multiple methods to address under-placement and provide more students access to college-level courses (Barnett and Reddy, 2017). The use of alternative methods can maximize a student's opportunity to receive their optimal placement into required mathematics and English courses. A well-executed alternative methods approach uses a comprehensive evaluation of students' experience, motivation, and performance over time and, therefore, more accurately predicts students' ability to succeed in college-level courses aligned to their chosen program of study.

The use of alternative methods has significantly grown in the past decade. Some of the measures used by institutions, in addition to or instead of standardized tests like ACT, SAT or Accuplacer, include:

- High school grade point average
- High school coursework
- Non-cognitive measures such as creativity, persistence, motivations, ability to overcome adversity, etc. (Sedlacek, 2017)
- Measures of prior learning and military experience
- Directed self-placement - a placement strategy in which students choose their placement with guidance from an advisor or faculty member (Royer and Gilles, 1998)

Research around alternative methods in past decades provides actionable learnings that are relevant to the creation of institutional policy:

- High school grade point average has been found to be more predictive of student success in college-level courses than standardized tests, but the combination of high school GPA with standardized tests can increase predictability of student success (Scott-Clayton, 2012).
- High school GPA data remains the most predictive measure of success for ten years after high school graduation in English and eight years in math (CCRC Knowledge Building Webinar).
- High school grades that are self-reported from students remain highly predictive of students (Hetts, 2019).
- Using multiple methods for placement can dramatically increase the percentage of students enrolling in and completing college-level courses. In California, for example, a statewide multiple methods policy led to an increase in college-level course enrollment from 38% to 96% in English and 21% to 78% in math. Course completion rates more than doubled, with the policy also driving progress toward closing racial equity gaps (Public Policy Institute of California, 2020).
- Assessment systems that allow a student to be placed into college-level courses if they meet one of the multiple college readiness standards resulted in higher college-level completion rates than systems requiring students to meet multiple standards (Public Policy Institute of California, 2020).



FLORIDA CONTEXT

The Florida College System has adopted Rule 6A-10.0315, which gives FCS institutions the authority to adopt alternative methods for determining college-readiness in communication and computation and placing students into college-level math and English courses. They may incorporate one or more of the following, in addition to the common placement tests already authorized for use:



Tests and assessments (PSAT, PreACT, GED, TASC, HiSET, ALEKS)



Performance in high school courses



Credit by examination (AP, IB, AICE, DSST, DLPT, CLEP, Excelsior College)



Local placement method (requires state approval)

Appendix A details how these alternative methods are to be used to place students into college-level courses.

This new rule operates within a policy context that is influenced by past legislation. Pursuant to SB 1720 (2003), 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 be assessed for readiness for college-level work in communication and computation. Exempt students shall not be required to enroll in developmental education instruction in a Florida College System institution. However, an exempt student may opt to be assessed and to enroll in developmental education, and the college shall provide such assessment and courses upon the student's request. The law specifically requires institutions to advise students of their rights under this law.

A survey conducted in Fall 2021 by Student-Ready Strategies found that students are not being systematically advised about their options under SB 1720. Of the students who were placed into developmental courses, only one in ten knew that they could opt out of them, with the vast majority understanding that they either had no other option or could only opt out by scoring high enough on a separate placement exam.

As institutions consider amending their institutional placement policy and process to include alternative methods, they can also consider the mechanisms they use to ensure that exempt students, which now make up the majority of the student population, are placed in a manner that is consistent with the requirements of SB 1720.

For more information on Rule 6A-10.0315, visit the FAQ [here](#).

WHAT WAS YOUR EXPERIENCE WITH DEVELOPMENTAL EDUCATION?

MY COLLEGE DID NOT PLACE ME INTO DEVELOPMENTAL COURSES	29%
I DON'T KNOW	26%
MY COLLEGE PLACED ME INTO ONE OR MORE DEVELOPMENTAL COURSES, AND THAT WAS MY ONLY OPTION	21%
MY COLLEGE PLACED ME INTO ONE OR MORE DEVELOPMENTAL COURSES, BUT I COULD SKIP THEM BY SCORING HIGH ENOUGH ON A SEPARATE PLACEMENT TEST	13%
OTHER (PLEASE SPECIFY):	6%
MY COLLEGE PLACED ME INTO ONE OR MORE DEVELOPMENTAL COURSES, BUT I COULD OPT OUT OF THEM IF I DO NOT WANT TO TAKE THEM	4%

Student-Ready Strategies. (Fall 2021). Guided Pathways//Student Onboarding Report. Prepared for the Florida College System and the Florida Student Success Center.

INSTITUTIONAL CONTEXT

It is critically important to craft an alternative methods approach within the context of the institution's course offerings, specifically with regard to whether or not the institution has eliminated prerequisite developmental courses. The risks, the goal of placement, and how to deploy alternative methods to support student success depend on this question.

When institutions have non-credit bearing, prerequisite developmental courses, the risks are high for students who are placed into them, as demonstrated by the research cited earlier in this toolkit. These risks include higher likelihood of attrition, additional cost, exhausting financial aid, extended time to degree, instilling deficit mindset, and reduced likelihood of graduating. An institution with different modalities of developmental instruction, therefore, can maximize student success by allowing as many students as possible to access college-level courses. Alternative methods, in this scenario, will add a new avenue for students to access these courses for each additional metric included. The more methods included, the more likely it is that students have access to college-level courses.

For institutions considering eliminating developmental courses and offering corequisite support instead, placement serves a different purpose - it pinpoints who will receive additional support for their college-level courses rather than denying them access. In this model, much of the risk is removed, with the only remaining concern is that some students might not receive additional support that would benefit them if placement is not done well. Alternative methods, in this scenario, gives the institution flexibility to determine which factor(s) will most accurately predict which students will benefit from corequisite support and use those for placement.

EMBRACING A SHARED VISION

Institutional committees are often charged with completing a big task or reaching a lofty goal to help move the institution forward, or to comply with new rules set forth by the state or federal government. In colleges and universities, these committees often dive into the work before spending time to coalesce around a common “why”.

The “why” need not only be organization-wide. Every stakeholder on campus affected by that change will either need to do their job differently, give something up, or give more of their own capacity to enact a structural change. As individuals, they will need to understand how this change will help them advance the things they personally care about, so they have intrinsic motivation to dedicate time and energy to the big goals.

Therefore, it is critically important to ensure each member of the implementation committee has a shared vision for the work, and can see how each member plays an important role in reaching the goal. To that end, this exercise is designed to create a shared vision for the alternative methods work at your college that honors the personal and professional motivations of your team members.

Please answer the following questions on your own:

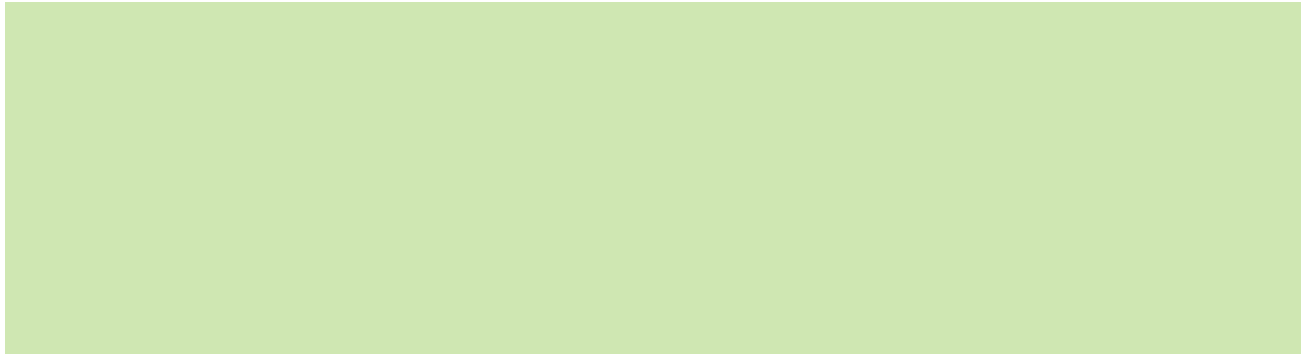


INDIVIDUAL REFLECTION

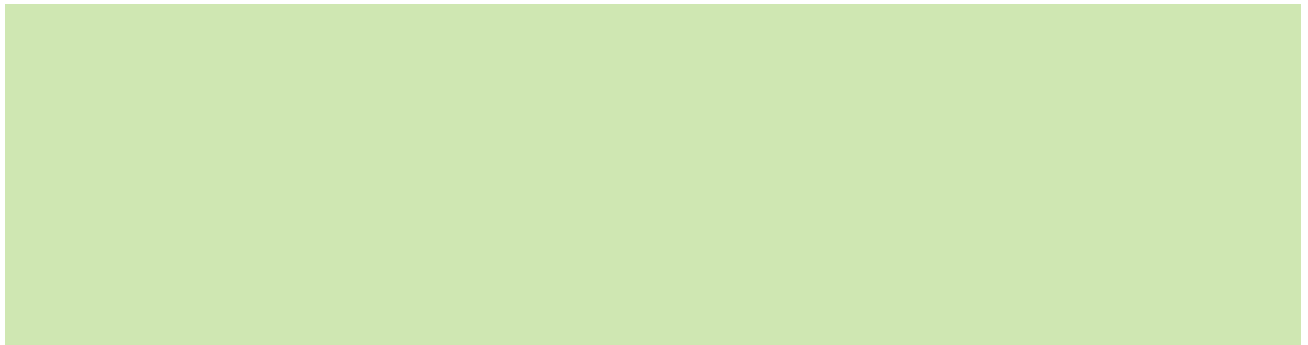
What are your feelings about the way your institution does placement?

What are the implications of your current system for placement?

Describe one or more outcomes you hope your college achieves as a result of an alternative methods policy.



Create a one-sentence statement that explains your "personal why" for participating in this work.



As a team, use the following prompts to help your college reach consensus on a vision for the alternatives methods work. Talk explicitly about your personal motivations, attitudes, and perceived level of control before answering the following:



TEAM CONSENSUS

As a team, determine the commonalities among your "why" statements. Write down common words or phrases:

As a team, craft a one-two sentence vision for the alternative methods work that all members agree on.



UNDERSTANDING YOUR ROLE IN ALTERNATIVE METHODS WORK

It is important to reflect on the reason you are imperative to the planning for and implementation of alternative methods at your college. This reflection will help center you as an advocate for the students with whom you engage as you move through this toolkit and toward the creation of a final policy.

Why is the alternative methods policy important to someone in your role?

From your perspective, how might your role change with a new placement process?

Who else will you need to work with to make the new placement process work?

What makes you nervous about implementing alternative methods?

What makes you excited about implementing alternative methods?

HALLMARKS OF AN EQUITABLE, EFFECTIVE POLICY

When crafting an alternative methods policy, institutions should ensure that their policy is:

Equitable.

Methods given the greatest weight in the policy should be those known to be unbiased and most predictive of student success in college-level courses.

Uncomplicated.

The more complicated a policy, the more difficult it is to explain, and therefore, the more difficult it is to efficiently and consistently implement. Complicated policies also make it harder to identify bias and inequity in the policy construction. Those who write policy should strive for the standard that anyone, whether student, faculty, administrator, or lawmaker, can clearly understand the language.

Data-Informed.

Policy that is based on assumption or anecdote often fails to achieve its goals. Instead, policy should be developed after those crafting it have a thorough understanding of their course-taking patterns and outcomes. The following section provides a guide to analyzing and using student record data to support alternative methods policy development.

Vetted.

Poor policy implementation can undermine the goals and intended outcomes. Implementation with fidelity requires two things: stakeholders must understand and support the intent of the policy, and the policy language needs to be clear and easy to implement. Stakeholders who will be actively involved in implementation should be invited to provide insight and perspective into both, but particularly on the latter.

Student-Focused.

The ultimate question to ask throughout the process of policy development is whether students can be confident that this policy gives them the best chance to access and succeed in college-level courses.



DATA INTERPRETATION GUIDE

Data can be a powerful tool for convincing stakeholders that the policy change is in students' best interest and worth the faculty and staff time necessary for implementation. It is also a critically important factor in crafting the alternative methods policy itself.

Student record data on course-taking and course completion can provide valuable insights:

Patterns of college-level course success. The intended purpose of developmental courses is to help students succeed in a college-level course. As mentioned in the previous section, developmental courses are proven to introduce several risks, especially the introduction of attrition points, that prevent students from completing the college-level course. This portion of the data analysis will help institutions understand whether their own developmental system carries the same risks. If students who start in developmental courses are less likely to complete the college-level course than those who place directly into it, then the case can be made for a policy that allows many more students access to college-level courses, with a support course when appropriate.

Disaggregating course placement and results by race, socio-economic status, and other such factors will reveal whether students of a particular demographic are more likely to be placed in developmental education. If so, then the current placement method may be advantaging one group over another. Data will also show differences in course progression. For example, one group of students may be placed into developmental courses at the same rate as others, but be less likely to progress to and pass the college-level course. This would indicate some structural issues with either the developmental courses themselves or the advising students receive.

Relationship between college-level course performance and potential new placement methods. Student record data can be used to do a regression analysis to evaluate current and potential placement methods as to their effectiveness at predicting college-level course success. Instructions to complete the regression analysis are as follows:



Set the independent variable as a binary variable equal to 1 if the student passed a college-level course, according to the definition and timeframe the institution chooses, and zero otherwise. Use the values of potential methods (e.g., high school GPA, ACT score, PERT score) as explanatory variables. Check the statistical significance of each potential method and their coefficients. If the variable is statistically significant, then the larger the coefficient, the more powerful it is in predicting college-level course success.

Once the institution knows which methods will be utilized, it can use data to determine the value at which students are more likely to succeed in the college-level course than to fail it. This can help inform discussion around the cut score, particularly if stakeholders are worried that the cut score is too low.

Multi-faceted view of student performance. Institutions that change their placement methods often want to know how many students will be affected - both in an effort to make the case for the change and to ensure the appropriate course capacity after the change is made. Institutions can build a table from student record data that shows intersectional performance. For example, if the policy previously placed based on PERT score and will now also consider PreACT, institutions can count the number of students who have a PERT score below the cut score of 114 but have a PreACT score at or above the cut score of 22. This will be the total count of additional students who will gain access to the college-level course following the introduction of this new method.



ANALYZE DATA AND MAKE KEY DECISIONS

Spend time looking at your institutional data and identify answers to the following questions. You will likely need to do statistical analyses on student record data to fully answer all these questions, but some basic descriptive statistics can get the conversation started.

How effective is your current method at predicting college-level course success?

Are there disparities in outcomes in college-level course completion for one or more demographic groups?

Does prior completion of a developmental course increase or decrease likelihood of college-level course success?

Which potential methods can predict college-level course completion with statistical significance?

For selected methods, what is the value at which students are more likely to succeed than fail in a college-level course?

How many more students would have had access to college-level courses with your proposed methods and cut scores? (And does that achieve your college's shared vision?)

Then, think about some key decisions that you will need to make to craft your alternative methods approach.



Which of the following will your institution incorporate into your placement policy?

(Select all that apply.) *Reminder: full descriptions of the methods are in Appendix A.*

- ☐ Tests and assessments (PSAT, PreACT, GED, TASC, HiSET, ALEKS)
- ☐ Performance in high school courses
- ☐ Credit by examination (AP, IB, AICE, DSST, DLPT, CLEP, Excelsior College)
- ☐ Local placement method (requires state approval)



How will your institution's alternative methods placement process handle students who are exempt from placement and developmental courses under SB 1720?

- ☐ Automatically place them in college-level courses
- ☐ Advise them of the option to be assessed for college readiness and place them according to the selected methods. Please describe the mechanism for advising students:

A large, solid green rectangular area, likely a placeholder for a response or description.

EFFECTIVE IMPLEMENTATION

ACTION PLANNING

With all of your regular institutional duties, it can be difficult to prioritize institutional transformation, such as the alternative methods policy implementation. To ensure a supported, coordinated, and well-communicated alternative methods implementation, colleges must create and commit to a robust action plan. An optimal action plan will be intentional, clear, and adaptable with a single person responsible for tracking progress and making updates when appropriate.

First, teams should identify the person responsible for the management of the plan. This person will be the one to hold the team accountable to its vision for the alternative methods work and the one who will track implementation progress. The team should then identify the discrete tasks that will move the work forward. The plan needs to include all phases of implementation, including:

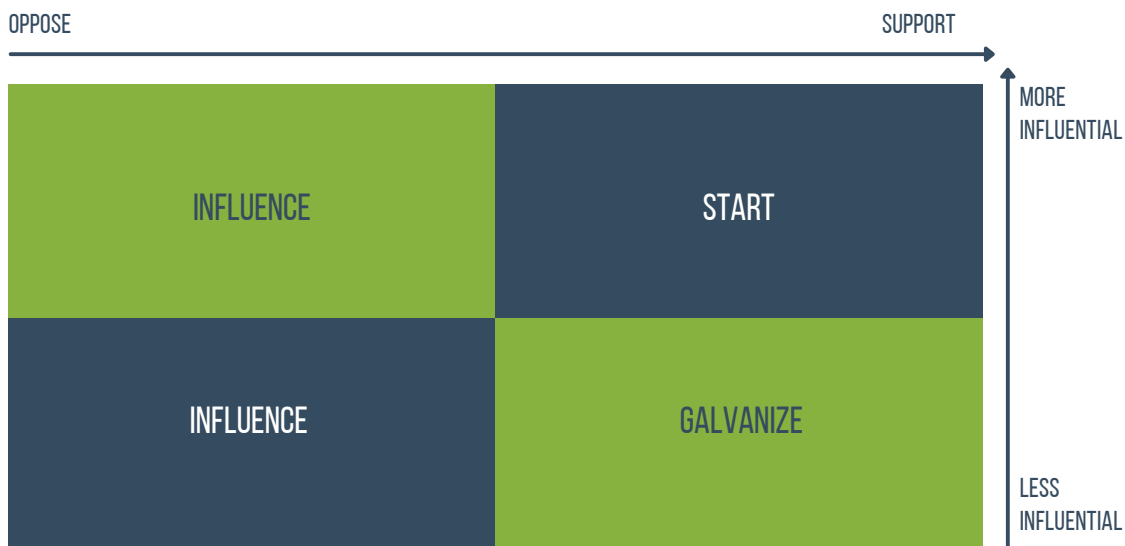
- **Stakeholder engagement** - The work to cultivate champions and to communicate with stakeholders about alternative methods should be included as the first step on the action plan. Who on campus needs to be involved in the messaging? Include tasks such as “add marketing director to Alt Methods team” to the action plan. The following section provides additional guidance for effective stakeholder engagement.
- **Technical implementation** - These are the tasks that lead to an enacted policy. What steps does a policy have to take on campus before it is approved? List those as individual actions with discrete tasks to accomplish. Who will need to do things differently once the policy is enacted? Make sure to plan for professional development sessions for the advisors, math and English faculty, and others who work directly with the placement policy at your college to ensure they understand the change and their role in administering alternative methods.
- **Evaluation and continuous improvement** - It is critical to include the steps to evaluate the policy’s impact on your students. Plan to collect disaggregated data, analyze it, and use it to create a feedback loop for continued improvement of placement at your college.

Your action plan should assign specific individuals to tasks and include due dates, in order to ensure accountability and tracking of progress. Without clear due dates, there are no expectations, which means things may not progress. You should also identify any areas that need specific resources, whether they are financial or human, to help with implementation. For example, you may need to include an institutional research representative to inform the evaluation section of the action plan, but they may not need to be involved in the rest of the project.

STAKEHOLDER ENGAGEMENT AND COMMUNICATIONS

The first step in action planning is to think about who you need to engage in the process. You must first determine the individuals and groups who need to be included. Who will alternative methods affect? This will include campus professionals, but should also include external partners and students themselves. Which of these individuals or groups are responsible and accountable for implementing alternative methods, which need to be consulted, and which need simply to be informed?

Next, it is important to map out the perspectives of these stakeholders. A power map allows you to plot out who is likely to support or oppose the change, and how influential they are. You will want to start with those who strongly support the change and are highly influential. These are your champions. This core group can then galvanize those who may be less influential individually but can add their voices to the collective support for the change. Then this broad group of supporters can influence those who are opposed to alternative methods and hope to change their perspective.



An important tactic for gaining support for alternative methods is to demonstrate synergy between this strategy and things that already have strong support at the institution. Think about what people on campus are already talking about, interested in, and proud of and shape messaging to demonstrate connection to those things. Explicitly describe how alternative methods will advance institutional goals around student success and equity, and how it complements other major initiatives that are already underway. Frame alternative methods as a way to bolster past successes so stakeholders connect the initiative to feelings of professional satisfaction and accomplishment.

Finally, in the face of opposition, refocus the conversation around the shared vision that the team established. Have conversation at the conceptual level to gain consensus around the ultimate outcome, and then the specific tactic of alternative methods can be discussed from a place of shared purpose around what the change is meant to accomplish.

STAKEHOLDER ENGAGEMENT + COMMS

ACTIVITY	TASKS	LEAD	DUE
Example: Determine who we need to engage in the process to craft a local placement policy.	Example: set up a meeting with IR, Admissions, and marketing to determine who to engage	Example: Abbey Ivey	

To help your team create a robust action plan, you can use the templates provided on the following pages. These are meant to be a guide; be sure to customize, so the templates best align to the plan manager's strengths.

TECHNICAL IMPLEMENTATION

[illegible]

EVALUATION + CONTINUOUS IMPROVEMENT

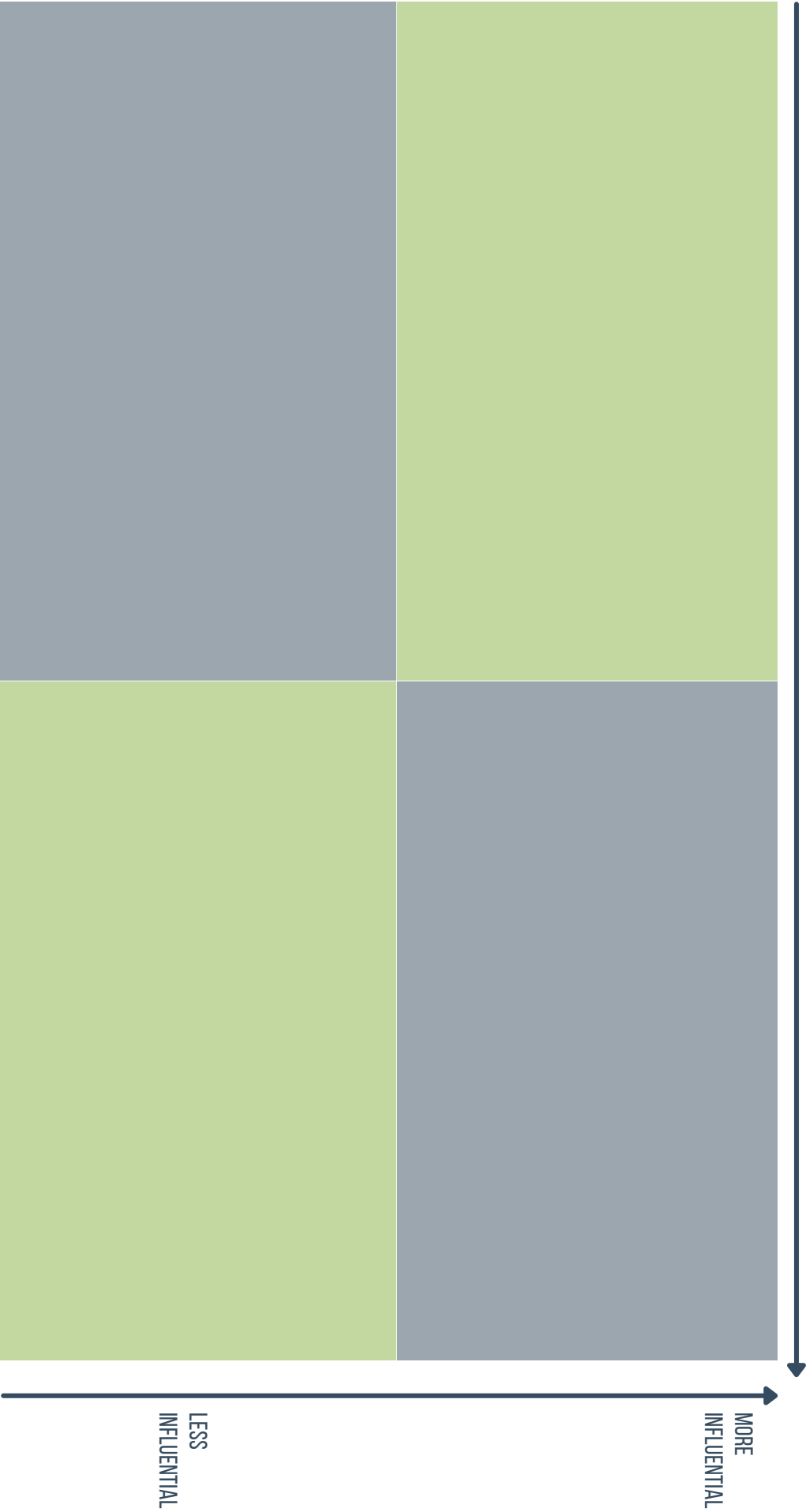
ACTIVITY	TASKS	LEAD	DUE
Example: Determine formative assessment plan	Example: Set up meeting with evaluation faculty to assist	Example: Carrie Henderson	

POWER MAPPING EXERCISE

Fill out the power map individually, then compare it to the rest of the team's maps.

OPPOSE

SUPPORT



ADDITIONAL OPPORTUNITIES FOR ENGAGEMENT

Following the Alternative Methods Convening in June 2022, Student-Ready Strategies will schedule and host virtual group coaching sessions for a variety of topics. These sessions will be informal, focused on guidance and trouble-shooting, and institutions will be expected to come in with questions and concerns they would like to address. The sessions will take place in Fall 2022.

Topics may include:

- Building an action plan
- Building institutional buy-in
- Using data to inform policy
- Developing policy language
- Creating a process for guided self-placement
- Designing a local placement method
- Asset-based student communications
- Evaluation and continuous improvement

Further, there will be an opportunity to engage in a community of practice related to alternative methods, coming in Spring 2023.

CONTACT

For assistance with this toolkit, please contact Student-Ready Strategies at info@studentreadystrategies.com.

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ALTERNATIVE METHODS SELECTION




Pursuant to section 1008.30, F.S., Florida College System institutions may use alternative methods in lieu of the common placement tests under subsection (2) to assess student readiness for college-level work in communication and computation. **Institutions shall recognize scores and grades on alternative methods specified in paragraphs (3)(a) through (3)(c) as valid for placement purposes for a minimum of two years.**



TESTS AND ASSESSMENTS (3A)



A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. Institutions shall accept scores on the public high school transcript in addition to official score reports from the issuing entity listed in this subsection as an official record.


PSAT/NMSQT (PSAT 10), The College Board	Standard Score
 Reading test	24
 Writing and Language test	25
 Mathematics test	24




High School Equivalency Test (HiSET®)	Standard Score
 Language Arts Reading	15
 Language Arts Writing	15
 Mathematics	15

PreACT®	Standard Score
 Reading	22
 English	18
 Math	22

End-of-Course Assessments	Standard Score
 Algebra I End-of-Course Assessment	4
 Geometry End-of-Course Assessment	4

General Educational Development (GED®) Test	Standard Score
 Reasoning Through Language Arts	165
 Mathematical Reasoning	165

ALEKS® PPL	Standard Score
 Math	30

Test Assessing Secondary Completion (TASC™)	Standard Score
 Language Arts/Reading	580
 Language Arts/Writing	560 and 6 on essay
 Mathematics	560

PERFORMANCE IN HIGH SCHOOL COURSEWORK (3B)

Any student who has an unweighted high school GPA of 3.0 and achieves a grade of “B” or better in any of the courses listed below shall have demonstrated readiness for college-level work. Institutions shall accept courses and grades on the public high school transcript as an official record.

1. COURSES TAUGHT AT A FLORIDA PUBLIC HIGH SCHOOL



Mathematics

- Algebra 1/Algebra 1 Honors
- Algebra 2/Algebra 2 Honors
- Pre-Calculus/Pre-Calculus Honors
- Calculus/Calculus Honors
- Geometry/Geometry Honors
- Probability and Statistics/Probability and Statistics Honors
- Math for College Algebra
- Math for College Statistics
- Math for College Liberal Arts



English Language and Literature

- English 4/English 4 Honors

2. ACCELERATED HIGH SCHOOL COURSES



Mathematics

- Advanced International Certificate of Education (AICE) high school mathematics courses
- Advanced Placement (AP) high school mathematics courses
- International Baccalaureate (IB) high school mathematics courses



English Language and English Literature

- Advanced International Certificate of Education (AICE) high school English courses
- Advanced Placement (AP) high school English courses
- International Baccalaureate (IB) high school English courses

CREDIT-BY-EXAMINATION (3C)

Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework.

LOCAL PLACEMENT METHODS FOR DEVELOPMENTAL EDUCATION (3D)

To use a local placement method, an institution must first receive approval of that method by the Department. Approval is based on a satisfactory demonstration that the method is a valid and reliable indication of a student's readiness for college-level coursework in the subject area addressed in the method. The process for receiving approval is as follows:

1. A Florida College System institution seeking consideration of approval must complete and submit the Application to Use Local Method to Determine College Readiness for Developmental Education, Form No. ALTPLACE-01 which is hereby incorporated by reference in this rule effective March 2022. A copy of the form may be found at <https://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/> or by writing to the Division at 325 West Gaines Street, Suite 1244, Tallahassee, Florida 32399.
2. Institutions must complete Form No. ALTPLACE-01 for each local placement method requested. Evidence must include information on the method's availability and accessibility and supporting documentation containing quantitative and/or qualitative data to demonstrate the validity and reliability of the local placement method. The documentation must be recent, which is defined as within the last three to five years, and must demonstrate why the method and the minimum standard identified by the college for the method represent an accurate measure of college readiness comparable to other alternative assessments and standards identified in this rule.
3. Institutions must submit Form No. ALTPLACE-01 the term preceding the term in which the local placement method becomes effective: spring for a summer effective date, summer for a fall effective date, and fall for a spring effective date. The Division of Florida Colleges (Division) will publish the specific deadlines at <https://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/>. Form No. ALTPLACE-01 and supporting documentation must be submitted via email to FCSInfo@fldoe.org.
4. The Division will provide the institution with a written decision upon review of a complete submission.

- a) **“Full approval”** indicates the application and supporting documentation were sufficient in demonstrating the local placement method is a valid and reliable placement tool; the institution is fully approved to use the local placement method for developmental education placement.
 - b) **“Provisional approval”** indicates the application and supporting documentation demonstrated the local placement method may be a valid and reliable placement tool, but up-front information is limited. The provisionally approved institution has approval to use the local placement method for a period of three terms, during which time the institution will be required to collect data on the efficacy of the method. At the conclusion of the provisional period, the institution will be required to resubmit their application and supporting documentation to the Division for consideration.
 - c) **“Denial”** indicates the application and supporting documentation did not demonstrate the local placement method may be a valid and reliable placement tool. If the application is denied, the institution will receive written notification identifying the specific areas of deficiency. The institution may resubmit its application at a later date once any outstanding issues are resolved.
5. Institutions receiving approval must participate in an annual data collection process to monitor usage of local methods and student performance in coursework.

For more information on Rule 6A-10.0315, visit the FAQ here.
<https://www.fldoe.org/core/fileparse.php/5592/urlt/FAQAltMethods.pdf>



For assistance with this toolkit, please contact Student-Ready Strategies at
info@studentreadystrategies.com.