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COMMUNITY COLLEGE DISTRICT NO. 508
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Transitional Math Lit

Math 90 in CPS

Rachel E Johnson

The PWR Act

- ▶ In July 2016, Governor Rauner signed into law HB5729, also known as the Postsecondary and Workforce Readiness (PWR) Act.
 - ▶ The Act implements strategies identified through a multi-year process led by the P-20 Council's College and Career Readiness Committee to better align the transition from high school into college and careers.
 - ▶ The PWR Act establishes a structure for students to take math during the senior year of high school that, if they successfully complete the instruction, ensures they will go into credit-bearing math at any Illinois community college.
 - ▶ Education Systems Center at NIU (EdSystems) led efforts to engage diverse stakeholders in identifying the recommendations that were included in the PWR Act, drafted the legislation, and is now leading statewide implementation efforts.
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- ▶ <http://www.advanceillinois.org/pwr/>

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is an agreement between Chicago Public High Schools (CPS) and City Colleges of Chicago (CCC).

Section I. Chicago Public High Schools will:

1. Offer Math Literacy in the fall and spring of the 2018-2019 academic year to seniors who achieve the appropriate placement score. Provide the placement scores of all prospective students to the CCC Math Literacy Liaison prior to the start date of the course. The course will cover all the objectives as stated in City Colleges of Chicago's master syllabus for MATH 090, but college credit will not be awarded. **This course will not be reflected on the School Quality Rating Policy (SQRP) in accordance with the PWR Act.**
2. Provide the grades for Math Literacy to the CCC Math Literacy Liaison, Rachel Johnson, at the end of the spring semester.

The High School Instructor shall do the following...

- a. Use the common unit exams provided by City Colleges of Chicago. The CPS math instructor will conduct an analysis of assessment results, provide a recommendation for improvements, and implement curriculum changes in consultation with the CCC Math Literacy Liaison.
- b. **Require** students to take the CCC placement exam prior to entrance into the course. Provide the placement scores of all prospective students to the CCC Math Literacy Liaison prior to the start date of the course.
- c. **Require** students to take the CCC placement exam at the end of the course. Placement exam results will be used for course assessment purposes only, not for a grade. A copy of these results will be provided to the CCC Math Literacy Liaison prior to the official end of the course.
- d. Determine each student's grade where at least 50% of the grade is based on the common unit exams. Exams will be provided by CCC.
 - i. *Suggested grade distribution*

10%	Participation/Worksheets
20%	Homework (MML & Written)
10%	Quizzes (MML)
10%	In-Class Quizzes
30%	Exams (1, Midterm, & 3)
20%	Final Exam
- e. **Provide CCC Liaison with a detailed copy of grade breakdown and distribution at the end of each semester (within 1 week of grade posting).**
- f. Not allow students to keep exams.
- g. Not allow students to retake exams. (Opportunities to make up no more than half of the points missed are allowed and recommendations will be provided.)
- h. Maintain all graded unit exams for two years.
- i. Use the appropriate textbook and curriculum as recommended by City Colleges of Chicago.
- j. **Attend 3 trainings per semester**, 2-4 hours in length (totaling 6 trainings), scheduled and organized by the CCC Liaison.
- k. Maximum student enrollment will be 25 students.

Section II. City Colleges of Chicago will:

1. Provide a waiver each student who earned a 'C' or better in the courses listed above to enroll in either MATH 118 or 125. This enrollment must occur within 18 months of the course completion.
2. Provide a CCC Math 90 qualified and experienced instructor (CCC Math Literacy Liaison) as a resource person for the CPS High School Math instructor.
3. Provide and facilitate appropriate training throughout the duration of the course.
4. Provide assessments and necessary materials in support of the transitional math course.

Signed this _____ day of _____, 2018

CCC Liaison: _____ (print) _____

CPS Instructor: _____ (print) _____

Past Plan

Schedule

5 Schools

5 Instructors

25 students per class

1 semester

Train

4 trainings

2-4 hours each

Purpose:

- Collaborative techniques
- Math literacy content
- Assessment content and support

Observe & Mentor

Focused on...

- Delivery
- Content
- Critical Thinking
- Time management
- Classroom environment
- Student reaction and understanding

Results from Spring 2018

Placement Scores

Beginning Scores: 22.25

(According to placement that would place them in ____)

Ending scores (34 retook*):
23.29

4.7% increase

Passing Students

85 out of 153

55.56% of students passed with C or greater

CCC Enrollment

26 are enrolled this semester in any credit classes and 18 are taking a Math course

Students in Transitional Math Pilot Admitted to CCC by Home College							
DA	HW	KK	MX	OH	TR	WR	Total
12	24	5	13	9	4	5	72

Students in Transitional Math Pilot Enrolled at CCC in Fall 2018 by Home College and High School								
High School	DA	HW	KK	MX	OH	TR	WR	Total
Amundsen High School				2		2	3	7
Carver Military Academy		1	1	1	1			4
Curie Metropolitan Hs	2	3		1				6
Harlan Community Academy Hs			1					1
Spry Community Links High Sch	4	3	1					8
Total	6	7	3	4	1	2	3	26

Students in Transitional Math Pilot Enrolled in a Math course at CCC in Fall 2018 by Course College and Course							
Course	DA	HW	KK	MX	TR	WR	Total
MATH-100: Intro to College Mathematics		3					3
MATH-118: General Education Math					4	1	6
MATH-125-1: Pre Calculus		1					1
MATH-140: College Algebra		2					2
MATH-143: Pre Calculus	2						2
MATH-18: Co-Curricular for Math 118					2		2
MATH-99: Intermediate Algebra w/ Geomet	1		1				2
Grand Total	3	6	1	6	1	1	18

Current Plan

Schedule

10 Schools

- Schurz
- Senn
- Intrinsic
- Alcott Rep
- Kennedy
- Phillips
- Washington
- Amundsen
- Curie
- Community Links

11 Instructors

25 students per class

1 year

Train

3 trainings per semester

2-4 hours each

Purpose:

- Collaborative techniques
- Math literacy content
- Assessment content and support

Observe & Mentor

Focused on...

- Delivery
- Content
- Critical Thinking
- Time management
- Classroom environment
- Student reaction and understanding
- Grade distribution and grading methods

Sustainability and what we learned

- ❖ Yearlong Pilot starting Fall 2018
- ❖ Materials:
 - Free Online materials
 - Continued creation and monitoring of assessment materials by CCC liaison(s)
- ❖ Questions to be answered:
 - How do we spread this model to all CPS high schools?
 - Working on a completely free model
 - How do we assess readiness in large scale and train/observe all CPS instructors who teach this course?
 - What does the data say?
 - More sections, more schools, more teachers, and more students will provide new and important data for the future
 - How do the students perform in their subsequent CCC college level courses?



QUESTIONS?

Thank you!

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