



# Evaluation and Continuous Improvement in Transitional Math Implementation

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# Key Takeaways from an Investigation of Secondary and Postsecondary Implementation and Data Utilization related to TM

# Key questions we are working to address

- **How has Transitional Math been implemented in IL?**
- **How are LEAs using data to support Transitional Math?**
- **Who is participating in TM and what impact has TM had?**

# Efforts taken to answer these questions so far

- **Implementation of Transitional Math**
  - Survey of high school guidance counselors (and equivalents) (n=80)
  - Interviews of community college representatives (n=13)
- **Regional case study of data utilization to support Transitional Math**
  - Interviews with administrators in two school districts and representatives of the local community college
- **Impact of TM on participants**
  - Statewide, attempting to gain access through ILDS or agencies
  - Regionally, through data sharing agreements with LEAs

# Transitional Math Implementation key takeaways - high schools

- **High schools across the state are offering transitional math.**
  - Quantitative Literacy and Statistics is the most common transitional math course.
- **Variation in the supports and guidance provided for TM placement in HS**
  - Opportunities for improving the training, processes, materials used
- **Information about how to use TM to access credit-bearing courses was uneven**
  - Students not systematically made aware of benefits of TM or how to use TM

# Transitional Math Implementation key takeaways - community colleges

- **The impact of transitional math on student success and college enrollment is mixed.**
  - Transitional math seems to benefit Math learning for the targeted student population, but no empirical evidence beyond taking math in senior year
- **K12 and college partnership is key to transitional math success.**
  - TM implementation is a process of trust-building and resource-sharing.
  - Community colleges have navigated the different cultures, policies, and competing interests in K12.
    - HS teachers and counselors are the main force encouraging students to participate in and succeed in transitional math
- **The choice among transitional math pathways is based on the alignment with career pathways and course offerings of community colleges.**
  - The track choice and student advising into different pathways can be challenging.

# Transitional Math Implementation key takeaways - community colleges, continued.

- **Despite equity concerns, there seems to be little targeted support for underserved students.**
  - Limited wraparound service is provided.
  - Equal access and success take more than a math class.
  - Some school districts are underserved because of their small size. The virtual option and additional funding may be beneficial to support equity.
  
- **The need for additional guidance from the state agencies in successfully designing, implementing, and evaluating transitional math.**
  - There is a need for additional resources from the state agencies to continue transitional math.
  - Given the diverse needs of participants and partners, community colleges have experienced pushback from high schools and some college faculty.

# Data Utilization key takeaways

- **While districts have implemented TM and students are actively enrolling and completing TM classes, data utilization lags behind.**
  - Both at the secondary and postsecondary levels.
- **Desire to understand the impact of TM but no systematic efforts underway**
  - Lack of resources, personnel, and access to connected data
- **Effect of TM is hard to disentangle from other factors**
  - COVID, multiple initiatives can make it challenging to isolate effect of TM for LEAs.
- **Conversations, perceptions of the program, and decisions primarily informed by anecdotal evidence**
  - Little additional data is being collected systematically related to implementation, supports, etc.
- **Requests for assistance, guidance, and ongoing support related to TM data utilization**



# Participation in and impact of Transitional Math

- **No access to statewide data as of yet.**
- **Regional quantitative analysis**
  - Data has been provisioned and initial analyses are underway
  - Will answer the following questions:
    - Who is eligible for TM and who enrolls in TM?
    - Who completes TM?
    - What impact does TM have on postsecondary matriculation, course taking, and attainment?

# Using Data to Support Cross-Agency Continuous Improvement

# **SUCCESS NETWORK CONFERENCE**

## **FEBRUARY 29, 2024**

### **ILLINOIS STATE BOARD OF EDUCATION**

**STANDARDS & INSTRUCTION DEPARTMENT**

**ERICA THIEMAN, DIRECTOR**

**CHARMELL MCGHEE, PRINCIPAL CONSULTANT**

# PWR ACT OVERVIEW



## The Postsecondary & Workforce Readiness (PWR) Act

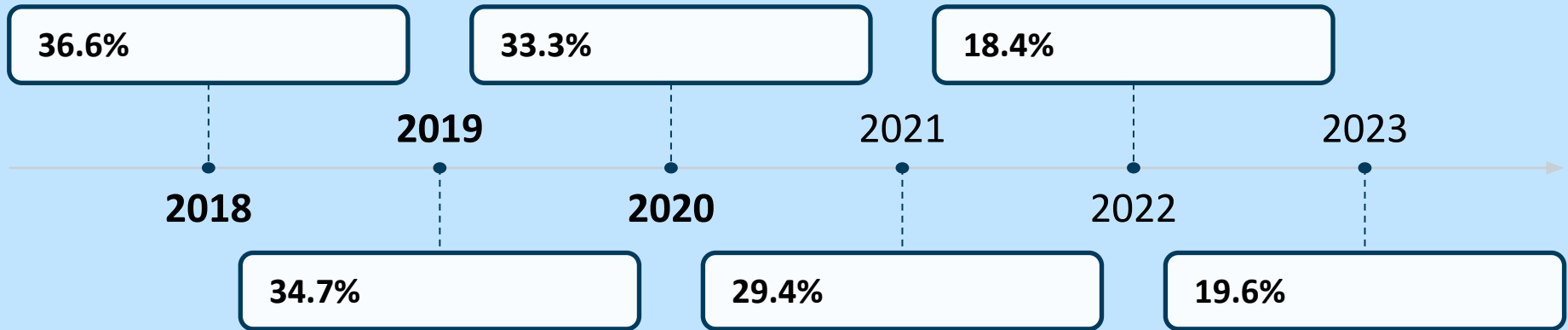
Enacted with bipartisan support in 2016, the [Postsecondary & Workforce Readiness \(PWR\) Act](#) applies a student-centered and competency-based approach to support Illinois students in preparing for postsecondary education and future careers.

The Act implements four aligned strategies that require coordinated efforts among school districts, postsecondary education institutions, employers, and other public and private organizations. These strategies were developed through an inclusive, multi-year process led by the P-20 Council's College and Career Readiness Committee to address key barriers to the successful transition of Illinois high school students into college and careers.

Transitional Math and English courses, and the Competency-Based Education Pilot are inclusive of the Act. Per the PWR Act, *Transitional Mathematics instruction should be one of multiple strategies to reduce statewide remedial education rates.*

# IMPACT OF THE PWR ACT

Since the adoption of the PWR Act where districts have provided students with Transitional Math courses, Illinois Report Card data trends show a steady decline of postsecondary remediation rates:



A	B	C
GradeLevelDescription	SchoolYearId	Count of StudentCount
☐ 10 - Grade 10	2019	41
	2020	50
	2021	118
	2022	88
	2023	90
<b>10 - Grade 10 Total</b>		<b>387</b>
☐ 11 - Grade 11	2019	171
	2020	506
	2021	558
	2022	647
	2023	604
<b>11 - Grade 11 Total</b>		<b>2486</b>
☐ 12 - Grade 12	2019	980
	2020	5302
	2021	9505
	2022	10991
	2023	10702
<b>12 - Grade 12 Total</b>		<b>37480</b>
☐ 9 - Grade 9	2019	3
	2021	10
	2022	26
	2023	32
<b>9 - Grade 9 Total</b>		<b>71</b>

# TRANSITIONAL MATH ENROLLMENT DATA

# THANK YOU!



# CONTACT INFORMATION

PLEASE CONTACT US VIA THE EMAIL ADDRESS BELOW IF  
THERE ARE ANY DOCUMENTS OR RESOURCES THAT YOU  
NEED AND/OR IF YOU HAVE ANY QUESTIONS

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# ICCB Response to Surveys

- **The study needed input from more participants to include voices from across the state.**
  - Identify voices not included and work to include them in the study, possibly using data at ICCB
- **Evaluation confirmed many assumptions on challenges and successes.**
- **Areas for further study identified**
  - Enrollment patterns of TM completers, success outcomes in gateway courses, and transfer and 4-year degree outcomes

# What Is ICCB Doing?

- 1. Provided nearly \$3 million in implementation and innovation grants.**
  - a. Funds used to provide professional development, purchase textbooks, develop open-access course materials, enhance instructional technology, and pilot online/virtual model.
- 2. Issued emergency guidance to support schools through pandemic.**
  - a. Pass-fail grades, remote/virtual instruction, and grant extensions
- 3. Manage the Portability Process**
  - a. 28 STEM, 38 QL/Stats, 5 Tech Math partnerships approved for statewide portability.

# What's On The Horizon?

- 1. Ongoing Review starting Fall 2024**
- 2. Targeted outreach to increase pathways**
- 3. Continue evaluation scope and reporting on student success**

# Comments, Questions, and Insights