



# Postsecondary Transitions Recommendations

High School Math Transitions Course

November 8, 2018





# Background

# The Need

- Students who need remediation are far less likely to complete postsecondary programs.
- Most students who require remediation need it in math.

## Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	2,366	7%	1,740	74%
English/Language Arts Only	1,341	4%	878	65%
Both Math and English/Language	652	2%	441	68%
<b>No Remediation</b>	<b>29,192</b>	<b>87%</b>	<b>--</b>	<b>--</b>

\* From 2018 Indiana's 2018 College Readiness Report

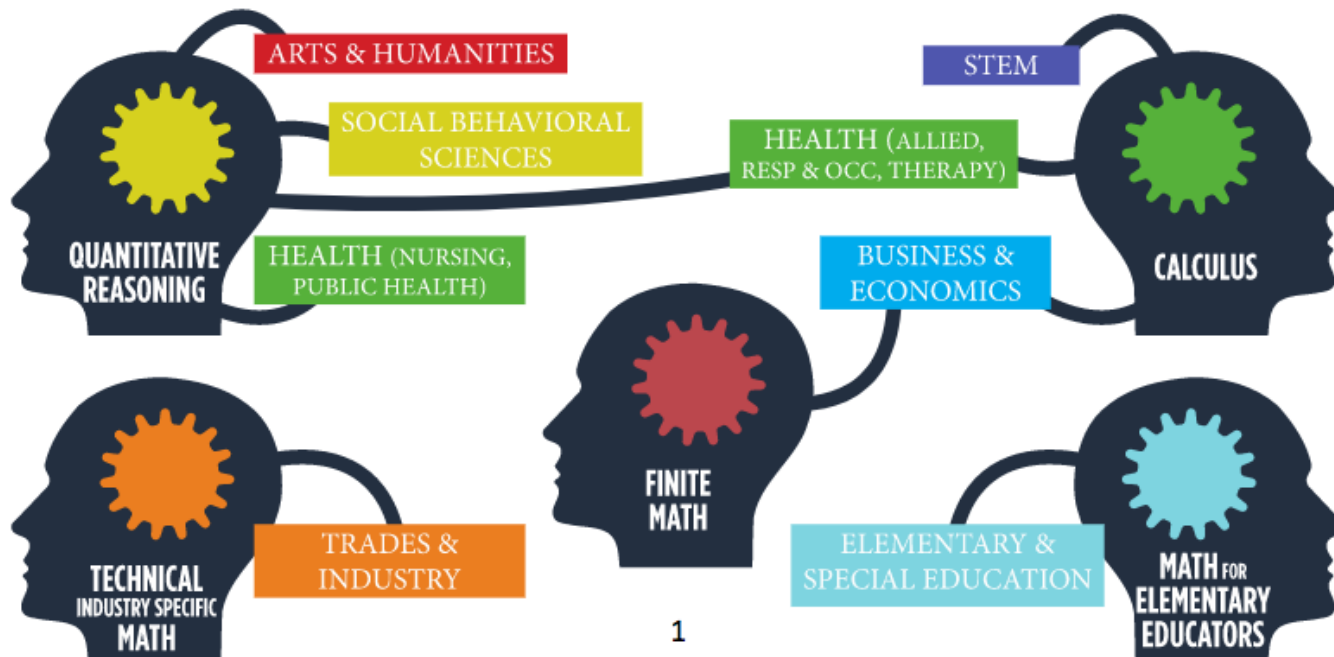


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# 2015: Math Innovation Council

In 2015, the Commission for Higher Education supported redesigned math pathways more closely aligned with programs of study and a co-requisite remediation model at the postsecondary level to improve math achievement and college completion.

## Gateway Math Courses and Majors



# 2016: Reaching Higher, Delivering Value



“Align high school math content and course sequences with the expectations of college programs of study and employers.”

- *Reaching Higher, Delivering Value* strategic plan; Completion Section



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# 2017: Resolution for H.S. Math



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## Resolution to Strengthen Math Preparation in Indiana

September 14, 2017

**WHEREAS**, Indiana must dramatically increase postsecondary attainment to meet the state's economic imperatives and to provide Hoosiers with greater opportunities for lifelong success; and

**WHEREAS**, students who need remediation are far less likely to complete education beyond high school and have fewer opportunities for employment and career advancement; and

**WHEREAS**, nearly a fifth of recent Indiana high school graduates and about a third of the state's community college students require postsecondary remediation in English or mathematics; and

**WHEREAS**, the vast majority of Indiana students who require remediation need it in math; and

**WHEREAS**, Indiana must work collaboratively across its K-12 and postsecondary sectors to develop strategies that prepare more students—especially those from traditionally underserved populations—to leave high school ready to engage in college-level work; and

**WHEREAS**, Indiana's *Reaching Higher, Delivering Value* strategic plan champions state policies and practices that align high school math content and course sequences with the expectations of college programs of study and employers; and

**WHEREAS**, Indiana's community college has demonstrated success at addressing remediation needs through redesigned math pathways and a co-requisite model that places remedial students in college-level courses with supplemental academic support; and

**WHEREAS**, Indiana should draw upon the lessons learned at Ivy Tech Community College and from proven practices in other states to strengthen math pathways and address remedial needs before students graduate high school;

**NOW THEREFORE BE IT RESOLVED**, that the Indiana Commission for Higher Education commits to work jointly with the Indiana Department of Education and other stakeholders to design and implement a new transition math course for students in 12th grade who are not yet ready for college-level coursework and to scale this opportunity statewide for the benefit of all Hoosier students.

In September 2017, the Indiana Commission for Higher Education committed to working jointly with the Indiana Department of Education and other stakeholders to design and implement a new transition math course for students in Grade 12 who are not ready for college-level coursework.



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# The Work



# Phase 1: Transitions Steering Committee

- **Co-Chairs:** Commissioner Lubbers & Superintendent McCormick
- **Goal:** Develop recommendations to  
1) increase college readiness & enrollment  
while 2) decreasing the need for remediation.
- The group met **three times:** April, June & September





# Phase 2: Math Work Group

- **Members:** High school teachers, higher education faculty & math content experts.
- **Goals:**
  - Agree to 12<sup>th</sup> grade math transitions course design parameters (content, sequence, alignment).
  - Develop or identify transition math course materials.
  - Recommend the course for state approval and use in postsecondary placement decisions.
  - Provide guidance on implementation of course pilot.
- The group met **three times:** July, August & October 2018



# What is the Math Transitions Course?

- The Math Transitions Course is a new course for high school seniors who have passed Algebra 2 but are not ready for college-level math courses.
- Students who take and pass the Math Transitions Course will be prepared for college math courses: Quantitative Reasoning, Finite Math or College Algebra





# The Recommendations



# Recommendation 1: Short-Term Goals

- **Develop and scale postsecondary transition pathways**, beginning with mathematics.
  - Short-term goals:
    - Adopt the postsecondary math transition course for use beginning in the 2019-2020 school year.
    - Support the implementation of that course.
    - Develop/identify Algebra 2 equivalent course that aligns with a diverse set of postsecondary math courses. (IDOE work currently underway)



# Recommendation 1: Long-Term Goals

- **Develop and scale postsecondary transition pathways**, beginning with mathematics.
  - Long-term goals:
    - Evaluate the impact of the postsecondary math transition course.
    - Scale the course statewide.



# Recommendation 2: Short-Term Goals

- **Promote navigational supports** that smooth student transitions from secondary to postsecondary education and training—including but not limited to study-skill development and activities required for 21<sup>st</sup> Century Scholars.
  - Short-term goals:
    - Broadly promote 21<sup>st</sup> Century Scholars activities for all students.
    - Leverage partnerships to expand advising supports.
    - Integrate study-skill development and time management training to support student success during and after their transition into postsecondary work.
    - Prioritize cross-agency support for FAFSA completion.



# Recommendation 2: Long-Term Goals

- **Promote navigational supports** that smooth student transitions from secondary to postsecondary education and training—including but not limited to study-skill development and activities required for 21<sup>st</sup> Century Scholars.
  - Long-term goals:
    - Bring guided pathways and other postsecondary advising down into high school.
      - Facilitate conversations among institutional leaders as well as school and district personnel about the opportunity to design and deliver advising supports during a high school senior’s second semester.



# Recommendation 3: Short-Term Goals

- **Expand the use of key postsecondary transitions data** to facilitate cross-sector collaboration and support student success.
  - Short-term goals:
    - Include postsecondary transitions metrics as reported metrics on online school report cards.
    - Expand joint promotion activities for the College Readiness Report release.
    - Explore expansion of data on the College Readiness Report to include more data on postsecondary transitions. (GPAs, internships, certificate programs)





# Recommendation 3: Long-Term Goals

- **Expand the use of key postsecondary transitions data** to facilitate cross-sector collaboration and support student success.
  - Long-term goals:
    - Facilitate regional postsecondary transitions data conversions.
      - Review the full range of data on postsecondary transitions currently available and identify opportunities for greater alignment and partnership in local communities.





# Timeline & Next Steps



# Timeline

- **October 15:** CHE's AA&Q Committee supports recommendations and math transition course
- **October 22:** CHE's Math Panel advances supportive recommendations for the math transitions course
- **October 29:** CHE's SS&C Committee supports the recommendations and math transition course



# Next Steps

- **Today:** Commission considers postsecondary transitions recommendations and math course.
- **Dec. 12:** Indiana State Board of Education considers recommendations and course for full vote.
- **2019 Session:** Ensure funding for professional development for math transitions course pilot.
- **2019-2020 School Year:** Pilot the new course in 9 schools (about 400 students).
- **2020-2021 School Year:** Expand the pilot to approximately 30 schools.
- **Beyond:** Scale the math transition course statewide.





Questions?

