

**TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN
South Suburban Community College District No. 510 ("COLLEGE")
AND
Thornton Township High School District 205
Thornton Fractional High School District 215
Bremen High School District 228
(collectively referred to as "DISTRICT")**

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT ("Agreement") is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional math instruction to the District's students in accordance with the Postsecondary and Workforce Readiness Act ("PWR Act") (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education ("ISBE"), the Illinois Community College Board ("ICCB"), and the Illinois Board of Higher Education ("IBHE") (the "Statewide Competencies and Policies"). In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

The Parties agree as follows:

1. Transitional Math Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome College Math Course(s) for Placement and IAI code (if applicable)
STEM			
Quantitative Literacy and Statistics	Thornridge High School-D205 Thornton High School-D205 Thornwood High School-D205 TF-North High School-D215 TF-South High School-D215 Bremen High School-D228 Hillcrest High School-D228 Oak Forest High School-D228 Tinley Park High School-D228	College Preparatory Math SIS Code: 02201A001 College Preparatory Math SIS Code: 02201A001 College and Career Ready Math SIS Code: 02201A001	MTH 115- General Education Mathematics (IAI-M1904) OR MTH 126- Fundamentals of Statistics (IAI-M1902)
Technical Math			

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, "Course Documentation") approved by the Parties in writing. Course Documentation must meet the requirements of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the "Statewide Portability Panel").

Grading policies: TM QL/STATS, in accordance with the PWR Act Transitional Math Competencies and Policies:

- At least 25% of the overall grade must come from problem or project-based learning tasks.
- A single assessment may not be more than 50% of the final grade in the course.
- No more than 25% of the course grade may come from formative assignments such as homework.
- In addition, assessment refers to tests and quizzes. It is the expectation of all parties that all assessments are to be completed in-class, by individual students (not groups). Students are not to use calculator programs, notes, study guides, textbooks or any other materials to complete assessments. No extra credit will be issued in the course.
- **The overall grading policy will be: 90%-A, 80%-B, 70%-C, 60%-D, less than 60%-E/F**

Quarter 1:

35% Projects -Minimum of 2 projects required per quarter

Required Common Assessment Project: Pythagoras & Pele

25% Homework-Classwork-Practice

40% Assessment

Quarter 2:

35% Projects-Minimum of 2 projects required per quarter

Required Common Assessment Project: Wage War

25% Homework-Classwork-Practice

40% Assessment

Required Common Semester Final

Quarter 3:

35% Projects- Minimum of 2 projects required per quarter

Required Common Assessment Project: Loan Ranger

25% Homework-Classwork-Practice

40% Assessment

Quarter 4:

35% Projects- Minimum of 2 projects required per quarter

Required Common Assessment Project: Going Once, Going Twice

25% Homework-Classwork-Practice

40% Assessment

Required Common Semester Final

All Common Assessment Projects and semester final exams will be developed by a team representing all three high school districts. It is expected that the College will be able to review and offer feedback related to the Common Assessments and semester final exams. These materials should be reviewed on an annual basis by the entire steering committee in conjunction with the student data.

Semester grade calculation: 40% quarter + 40% quarter + 20% final exam.

Overall final course grade calculation: Average of 1st and 2nd Semester percentages earned.

To successfully earn transitional math credit, a student must receive a year end final grade of C (or 70%) or better and have demonstrated that competencies for the course were met.

- C. College Enrollment. The College will ensure that any student successfully completing the TM-QL/Stats course at the high school level will be eligible to enroll in MTH 115-General Education Mathematics or MTH 126-Fundamentals of Statistics at the College without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the high school transcript.

2. Teacher Qualifications and Supports

- A. Teacher Qualifications. The District will ensure that all teachers of transitional math courses are certified to teach high school math. However, if the transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community college math instructor can vary from those in a traditional course and must be addressed in the Course Documentation.
- B. Professional Development and Other Supports. The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course. Further, the College will provide a qualified and experienced instructor as a resource person and liaison for each high school transitional math teacher. Liaisons serve in a support role, and do not evaluate high school teachers.

3. Student Eligibility for Courses

- A. College Readiness Criteria. The District will use the criteria set forth in the Statewide Competencies and Policies for determining the college readiness of high school juniors in mathematics. High school juniors will be assessed on their college readiness regarding mathematics after the first semester of the junior year. A high school junior who has successfully completed state math graduation requirements **AND** meets at least two of the following criteria is projected to be ready for college level coursework in mathematics when arriving at a postsecondary institution in Illinois. This determination is conditional based on enrollment in and successful completion of a senior year math course; C or better, at least a 70%. See note #8.

- B or better in Algebra 2
- C or better in a course higher than Algebra 2
- GPA \geq 3.0
- Standardized Assessment: Math SAT or PSAT \geq 530 or Math ACT \geq 22
- Placement test score (such as ALEKS, Accuplacer, Compass, local placement instrument, etc.) into college-level math at the partner community college after taking their placement exam
- PARCC math score of 4 or 5
- Teacher and/or advisor recommendation of college-level math in the senior year (See Note #8 for list of college-level courses)

Students who are projected ready should be advised to enroll in the next course of their chosen pathway, preferably an Advanced Placement or dual credit math course, during the senior year.

Notes

1. GPA references cumulative, unweighted GPA on a 4.0 scale.
 2. A partner community college refers to the community college district for which the high school has a partnership Memo of Understanding for transitional math.
 3. School districts may adjust senior math placements based on end-of-junior year GPA, course grades, and/or other assessments as available.
 4. Students who are projected college-ready may take transitional math courses based on teacher and/or advisor recommendations.
 5. Students who do not enroll in subsequent math courses their senior year are in jeopardy of not maintaining their “ready” designation and will be subject to placement procedures at the College, including placement tests and potentially retaking a mathematics course.
 6. A determination of readiness does not guarantee placement into dual credit courses in the senior year or college-level math courses at a college. Additional placement criteria may apply.
 7. PSAT scores are predictive of SAT scores and measured on the same scale.
 8. “College-level” courses eligible for senior year enrollment are as follows: college algebra, pre-calculus, statistics (IAI aligned), AP Stats, AP Calculus and AP Computer Science.
- B. Transitional Math Placement. In accordance with the Statewide Competencies and Policies, the District will advise and promote transitional math course placement to each high school student who is not deemed ready for college mathematics based on his or her performance through their junior year but who is otherwise eligible to take a transitional math courses in his or her senior year. Any exceptions to the eligibility requirements must be agreed upon in advance by both the College and the District.

4. Other District Commitments

- A. Summative Assessments. The District will ensure all summative assessments are kept secure. The District will maintain all graded summative assessments for two years.
- B. Transcripting and Reporting. The District will indicate transitional math completion on the student’s transcript in accordance with requirements adopted by the Statewide Portability Panel. The District will use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE. Each district will ensure that a total full year course grade is

indicated on the high school transcript in addition to the individual semester grades along with the date earned.

- C. Advising Supports. The District will provide advising supports to students during their junior year to ensure they are aware of the availability of dual credit or transitional math courses, as applicable to the student's readiness level, and are selecting an option appropriate to the student's pathway.

5. Other College Commitments

- A. Statewide Portability. The Parties agree to pursue and maintain statewide portability approval through the Statewide Portability Panel for all transitional math courses offered through this Agreement. The College will, on behalf of the partnership between the Parties, submit this Agreement and Course Documentation to the Statewide Portability Panel to establish and maintain statewide portability of the transitional math courses offered through this Agreement, and will collaborate with the District to resolve any issues raised through the portability approval process.
- B. State Procedures for Recognizing Completion. The College will abide by State policies and procedures for the recognition of successful completion of transitional math courses for student placement and portability of the completion determination.

6. Other Terms

- A. Data Collection and Sharing. The Parties will collaborate to collect and share data to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. The Parties will protect the confidentiality of information concerning students in accordance with all applicable Federal and State laws regarding such information, including but not limited to, the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.). Data will be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent College-level math courses will inform on-going adjustments to the transitional math courses. Required data will include:

The District will collect and keep:

- Data used to evaluate individual student college readiness for the purposes of determining eligibility for enrollment in the Transition Math-QL/Stats course
- Course Grade Data for all students enrolled in the Transition Math-QL/Stats course
- Common assessment student scores for the four common projects
- Semester exam scores
- Course enrollment and grade data for students enrolled in senior year math

The College will:

- Work with the District to develop a list of students who matriculate to the College and enroll in subsequent math courses
- Track the success of TM students in subsequent coursework (MTH 115, MTH 126)
- Track the success of college-ready students in subsequent coursework

- B. Primary Contacts and Notifications. The Parties hereby designate the following individuals as having primary responsibility for the management and administration of this Agreement (“Primary Contacts”):

For South Suburban Community College District No. 510:

Dr. Tasha S. Williams
Vice President of Academic Services
twilliams@ssc.edu
708-596-2000 x5716

For Thornton Township High School-District 205:

Mr. Brett Fickes
Director of Curriculum & Instruction
fickes.brett@district205.net
708-225-4023

For Thornton Fraction High School District 215:

Mr. Mike Fies
Executive Director of CIPD
mfies@tfd215.org
708-585-2388

For Bremen High School District 228:

Dr. Corinne Williams
Assistant Superintendent for Teaching & Learning
cwilliams@bhsd228.com
708-389-1175 x8422

The Parties will ensure that the Primary Contacts are included on all correspondence regarding the administration of this Agreement.

- C. Non-Discrimination. Neither Party shall discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental handicap, an unfavorable discharge from military service, or any other factor as prohibited by law. Each Party certifies that it is an equal opportunity employer, maintains a written sexual harassment policy, and Drug Free Workplace in compliance with applicable law.
- D. Disputes. The Parties agree to seek to collaboratively resolve any disputes regarding this Agreement through the Primary Contacts identified in Section 6.B, above. In the event any such dispute cannot be timely resolved, the Primary Contacts will refer the dispute to the College’s President and the District’s superintendents for resolution. If the dispute can still not be resolved, then pursuant to 110 ILCS 148/55(c), the Parties will refer the dispute to ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.

- E. **Amendment.** This Agreement may be amended at any time by the written agreement of the authorized agents of all Parties.
- F. **Term and Termination.** This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.
- G. **Applicable Law and Severability.** This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

The Parties hereby confirm their agreement to the terms set forth herein.

FOR THE COLLEGE

President:

Dr. Lynette D. Stokes

Printed Name

Lynette D. Stokes

Signature

2/27/19

Date

Chief Academic Officer:

Tasha S. Williams

Printed Name

Tasha S. Williams

Signature

2/27/19

Date

FOR Thornton Township High School District 205

Superintendent

Nathaniel Cunningham Jr.

Printed Name

Signature

21 Feb 2019

Date

Principal of Thornwood High School

Don C. Holmes

Printed Name

Signature

25 Feb 2019

Date

Principal of Thornridge High School

Ebonie Williams

Printed Name

Signature

2-25-19

Date

Principal of Thornton High School

Tony L. Rater Sr.

Printed Name

Signature

2/25/19

Date