

Memorandum of Understanding

Between

**Township High School District 211
Township High School District 214
Community Unit School District 220
and
William Rainey Harper College**

The Northwest Educational Council for Student Success (NECSS) partnership, which includes **Township High School District 211, Township High School District 214, Community Unit School District 220 (NECSS High Schools)*, and William Rainey Harper College (Harper College)** agrees to work cooperatively in the development and implementation of Transitional Math Courses.

The Postsecondary and Workforce Readiness Act defines transitional math courses to provide a mathematical foundation for college and careers that high school seniors are lacking from their previous education. They provide students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses. Additionally, they align with the Illinois Learning Standards.

The use of these courses will reduce remediation rates and bridge the gap of the fourth year of math for high school students who often opt out of math in their senior year, which would increase their chances of needing remedial coursework. Students receive guaranteed placement at any Illinois community college upon successful completion of a transitional math course that has been approved for statewide portability. Success is based on the demonstration of the process and content competencies, which demonstrates readiness for college courses, instead of a single test score.

Each institution recognizes that through their collective efforts, appropriate opportunities for placement can be provided to existing students, increasing access and affordability to postsecondary education for high school graduates. With this understanding, each institution agrees to the following:

NECSS will:

1. Ensure alignment of instruction within transitional math course(s) to PWR Act Transitional Math Competencies.
2. Collaboratively develop instructional materials and assessments aligned to the PWR Act Transitional Math Competencies.
3. Receive, compile, and analyze data from high schools and Harper College through NECSS Data Committee; including analyzing data from the assessment of one or more course learning outcomes annually through common assessment tools.
4. Review data through the NECSS Power of 15 Committee to ensure outcomes in the subsequent college-level math courses inform ongoing adjustments to the transitional math courses.
5. Collaboratively support course analysis and assessment results and provide recommendations for revision of curriculum through NECSS Power of 15 Committee.
6. Provide opportunities for collaboration and professional development between Harper and high school faculty involved in Transition Math courses.
7. Ensure representatives from each institution will attend a meeting annually to review the competencies, syllabus and evaluation criteria for possible amendments.

***NECSS High Schools**

Barrington High School; Buffalo Grove High School; Conant High School; Elk Grove High School; Higgins Education Center; Hoffman Estates High School; John Hersey High School; Palatine High School; North Campus; Prospect High School; Rolling Meadows High School; Schaumburg High School; The Academy at Forest View; Vanguard High School; Wheeling High School; William Fremd High School.

High Schools will:

1. Offer STEM Transitional Math, Transitional Quantitative Literacy/Stats, and/or Transitional Technical Math courses to high school seniors beginning the 2019-20 school year, as enrollments support.
2. Place students according to the following guidelines:
 - a. STEM Transitional Math
 - i. Student has successfully completed state high school graduation requirement in math and at least one of the following criteria: (1) B or better in Algebra 1 or a higher math course, (2) Math GPA of 2.5 or higher, or (3) Teacher verification of transitional college algebra prerequisite competencies.
 - b. Transitional Quantitative Literacy/Stats
 - i. Student has successfully completed state high school graduation requirement in math.
 - ii. Student has at least 300 math SAT score or is concurrently enrolled in a foundational math skills course.
 - c. Transitional Technical Math
 - i. Student has successfully completed state high school graduation requirement in math.
3. Ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies as stated in the MOU (collectively, "Course Documentation") approved by Harper College, District 211, District 214 and District 220. 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"). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.
4. Collaboratively support analysis of assessment results and provide recommendations for improvements of curriculum changes through NECSS Power of 15 Committee.
5. Indicate transitional math completion on the student's transcript in accordance with requirements adopted by the Statewide Portability Panel and use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE.
6. Submit final grades for transitional math course to the NECSS Data Committee at the end of each semester. For semester courses the final grade is the final semester grade. For year-long courses the final reported grade is the average of the two semester grades.
7. Assess the course competencies.
8. Ensure that all teachers of transitional math courses are certified to teach high school math.
9. Ensure that teachers of high school transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course.
10. In accordance with the Statewide Competencies and Policies, 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 Harper College and the District.
11. 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.

High School Instructors will:

1. Participate in relevant and applicable professional development related to transitional math course.
2. Collaboratively develop instructional materials and assessments aligned to the PWR Act Transitional Math Competencies.
3. Develop and adhere to transitional math course syllabi aligned to PWR Act Transitional Math Competencies. Syllabi will include course objectives, description of instructional resources, grading scale, category weights/grade distribution, and description of problem based learning tasks.
4. Implement curriculum changes in consultation with district leadership.
5. Determine each student's grade where:

- a. At least 25% of the overall grade must come from problem or project-based learning tasks.
 - b. A single assessment may not be more than 50% of the final grade in the course.
 - c. No more than 25% of the course grade can come from formative assignments such as homework.
6. Follow suggested grade distribution.
- a. 10-25% Formative Assessments
 - b. 50-75% Summative Assessments
 - c. 15-25% Final Summative Exam
 - a. Copies of all graded summative assessments must be kept by the districts for two years.

Harper College will:

1. Ensure that any student successfully completing a transitional math course with a grade C- or higher as defined above is eligible to enroll in the applicable outcome college math course identified below 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.
 - a. Students who complete each semester of a Transition to STEM course (02055A001) with a C- or better will be eligible to enroll in any of the following courses at Harper:
 - i. MTH101 Quantitative Literacy
 - ii. MTH103 College Algebra
 - iii. MTH130 Mathematics for Elementary Teaching I
 - iv. MTH165 Elementary Statistics
 - v. MTH 097 Basic Technical Mathematics
 - b. Students who complete each semester of a Transition to Quant Lit/Stats course (02201A001) with a C- or better will be eligible to enroll in any of the following courses at Harper:
 - i. MTH101 Quantitative Literacy
 - ii. MTH165 Elementary Statistics
 - iii. MTH 097 Basic Technical Mathematics
 - c. Students who complete each semester of a Transition to Technical Math course (02153A001) with a C- or better will have fulfilled the math requirements for Career and Technical Programs at Harper that require only:
 - i. MTH 097 Basic Technical Mathematics
 for fulfillment of degree requirements
2. Report student success data of transitioning students to NECSS Data Committee.
3. Provide a Harper College Transition Math liaison to serve as a resource person for the NECSS Power of 15 Committee and High School Transitional Math instructors.
4. On behalf of the partnership between Harper, District 211, District 214 and District 220, 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 high school districts to resolve any issues raised through the portability approval process.

Harper College Instructors will:

1. Participate in appropriate professional development throughout the duration of the course as identified by the NECSS Power of 15 Committee.
2. Share course materials that support transitional math course(s) and participate in course material development process.

Disputes. The Districts and Harper College agree to seek to collaboratively resolve any disputes regarding this Agreement through NECSS Power of 15 Committee. In the event any such dispute cannot be timely resolved, it will be referred to NECSS Council and Board for resolution. If the dispute cannot be resolved, NECSS 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 districts and Harper College.

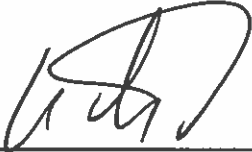
Term and Termination. This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.

Amendment. This Agreement may be amended at any time by the written agreement of both Parties.

The agreement is effective at the start of the 2019-20 academic year.

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

Signed:



Kenneth L. Ender, President
William Rainey Harper College

2.13.19

Date



Daniel E. Cates, Superintendent
Township High School District 211

2.13.19

Date



David R. Schuler, Superintendent
Township High School District 214

2.20.19

Date



Brian L. Harris, Superintendent
Community Unit District 220

2/22/19

Date