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*Postsecondary  
and  
Workforce Readiness  
Act*

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**TRANSITIONAL MATHEMATICS**

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*Statewide Implementation Plan*

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June 2019



**Illinois  
State Board of  
Education**



## **Postsecondary and Workforce Readiness Act Framework**

The [Postsecondary and Workforce Readiness \(PWR\) Act](#) includes four strategies to help students prepare for postsecondary and career opportunities: 1) offering a Postsecondary and Career Expectations framework, 2) piloting competency-based high school graduation requirements, 3) supporting students to avoid remediation in college through targeted mathematics instruction during the senior year, and 4) creating a new system for school districts to award college and career pathways endorsements on high school diplomas. The Illinois State Board of Education (ISBE) [PWR website](#) includes resources about each strategy.

The PWR Act (see Appendix A) states that by “no later than June 30, 2019, ISBE and ICCB shall jointly establish a phased implementation plan and benchmarks that lead to full statewide implementation of transitional mathematics instruction in all school districts with timeframes that account for State and local resources and capacity.” The following outlines the implementation plan and benchmarks presented jointly by ISBE and the Illinois Community College Board (ICCB) to provide school districts with guidance for a phased implementation. The PWR Act does not include charter high schools.

As defined in the PWR Act, “transitional mathematics instruction” means instruction delivered to a student during 12th grade for the purpose of enabling the student to attain the transitional mathematics competencies associated with the student's postsecondary institution mathematics pathway and demonstrate readiness for a college-level mathematics course. Transitional mathematics instruction may be delivered through a mathematics course or an integrated course or through a competency-based learning system that includes a set of transitional mathematics competencies.”

## **Purpose and Impact of Transitional Mathematics Implementation**

The purpose of transitional mathematics implementation is to expand and extend high school opportunities for students to continue growth in mathematical knowledge, concepts, and skills aligned more closely with the student’s career path and postsecondary and/or career goals. The intentional outcome of well-designed and aligned transitional mathematics courses, not only to the course competencies but to authentic and relative application will not only bridge the fourth-year mathematics gap many Illinois students experience, but contribute to student postsecondary completion rates.

Successful completion of a transitional mathematics course for a high school graduate results in direct placement into postsecondary credit-bearing mathematics courses at all Illinois community colleges and accepting Illinois universities without a placement test. This placement directly saves the student time to degree attainment and money that would have otherwise been spent on remediation courses with [tuition](#), books, and fees, and targets financial aid on credit-bearing coursework rather than remediation or “developmental education” courses. Transitional mathematics implementation promotes successful degree completion rates and offers a shorter time to certificate or degree. According to the [Illinois Community College Board](#), less than one quarter of students placed in developmental education (non-credit bearing courses) actually complete a degree or certificate within eight years of enrollment into college and approximately 60 percent of students in developmental education take developmental mathematics. (See Appendix B for statewide mathematics remediation data.)

Transitional mathematics implementation has the potential to reach and impact the futures of 147,924 Illinois students based on 2018 senior high school enrollment data. The cost savings is one factor, but a greater factor to consider is student success in educational outcomes. Based on national research data supplied by Complete College America and the [Center for American Progress](#), Illinois is not alone when it comes to high mathematics remediation. However, several combined strategies such as transitional mathematics and co-requisite models when

implemented can provide avenues that alleviate remediation for the majority of students entering postsecondary institutions.

**Definition of Transitional Math Implementation**

The PWR Act outlines three mathematics pathways:

1. Science, Technology, Engineering, and Math (STEM)
2. Technical Math
3. Quantitative Literacy and Statistics

The expectation and result of transitional mathematics implementation will be that every student in grade 12 has the opportunity to take at least one transitional mathematics course offering that has been approved (or will be approved) for portability beginning no later than school year 2021-22. Districts may phase in implementation beginning with school year 2019-20. According to the ISBE data, 16 public school districts began coding transitional mathematics courses in 2018-19 (see Appendix D).

Section [110 ILCS 148/65 Section 65. \(c\)](#) of the PWR Act authorizes “the school board of any school district required to implement transitional mathematics instruction pursuant to the implementation plan adopted by ISBE and ICCB may, by action of its board, opt out of implementation through a finding by its board that the school district’s cost of implementation outweighs the potential benefits to students and families through improved postsecondary education mathematics outcomes. The school district must report any decision to opt out of implementation to ISBE.”

ISBE will require districts to provide documentation to verify opting out, including the board minutes reflecting discussion of applicable remediation data and costs and benefits to students, a duly adopted board resolution that incorporates the language referenced in the PWR Act, and signatures from the district’s superintendent and the school board president. Districts with multiple schools serving grade 12 may phase in implementation among buildings, but ISBE expects at least one transitional mathematics pathway will be offered to all students within the next three school years.

**Implementation Factors**

The statewide phased-in approach is based on two critical factors:

1. Capacity, or a district’s capacity to meet expectations and percent of adequacy as determined in the state’s Evidence-Based Funding formula (EBF), (see Table 1,) and
2. Community College Remediation Rates as reported on the [Illinois Report Card](#) (See Appendix B)

**Table 1 EBF Tiers**

Percent of Adequacy (Capacity to meet expectations)	Tier Level	EBF % of Adequacy Number of Districts with grade 12 High Schools	Percentage
100% or >	4	051/470	10.85%
90-99.9%	3	021/470	04.47%
65.6-89.9%	2	198/470	42.13%
00-65.5%	1	200/470	42.55%

To identify the expected year of initial implementation, locate the district’s percent of adequacy (tier) category and community college remediation rate percentage as reported on the Illinois Report Card. Tier funding can be located under the “Reports” drop-down tab on the [ISBE EBF webpage](#) and click on the “FY 2019 EBF Distribution Quick Facts” link. The community college mathematics remediation rate from the [Illinois Report Card](#) is based on students attending an Illinois community college within 16 months of their high school graduation.

The table below provides the transitional mathematics implementation date for all Illinois School Districts with grade 12 students. Districts with more than one school serving grade 12 students that are required to implement in the 2020-21 school year may proportionally phase in implementation across its schools during both the 2020-21 and 2021-22 school years. School districts may submit courses for portability statewide during the same school year as their implementation date.

**Tier Percentages of Adequacy Breakdown:**

Tier 1 FY 2019 data less than or equal to 65.6 percent of adequacy.

Tier 2 FY 2019 data greater than 65.6 percent and less than 90 percent of adequacy.

Tier 3 FY 2019 data greater than or equal to 90 percent and less than 100 percent of adequacy.

Tier 4 FY 2019 data greater than and equal to 100 percent of adequacy.

**Table 2 Transitional Mathematics Implementation Timeline**

EBF High School District Tier Ranking	Community College Math Remediation Rate* Per Illinois Report Card Data	Community College Math Remediation Rate Quartile Ranking	Transitional Math Implementation Year	Number of Districts Implementing
1	75 - 100%	1	2021-22	0
	50 - 74.9%	2	2021-22	16
	25 - 49.9%	3	2021-22	65
	0 - 24.9%	4	2021-22	71
2	75 - 100%	1	2020-21	0
	50 - 74.9%	2	2020-21	22
	25 - 49.9%	3	2021-22	71
	0 - 24.9%	4	2021-22	52
3	75 - 100%	1	2020-21	0
	50 - 74.9%	2	2020-21	4
	25 - 49.9%	3	2020-21	7
	0 - 24.9%	4	2020-21	7
4	75 - 100%	1	2020-21	0
	50 - 74.9%	2	2020-21	1
	25 - 49.9%	3	2020-21	25
	0 - 24.9%	4	2020-21	12
				<b>353</b>

Note: See Appendix E to identify districts by implementation year listed by EBF tier and ranked by remedial student percent.

An online survey was conducted in May 2019 to solicit information from districts who voluntarily plan to implement transitional mathematics in the 2019-20 and 2020-21 school years summarized in Table 3 (Appendix F).

**Table 3: Summary of survey responses to districts regarding planned year of transitional mathematics implementation.**

EBF High School District Tier Ranking	Community College Math Remediation Rate Per Illinois Report Card Data	Community College Math Remediation Rate Quartile Ranking	Number of Districts Implementing 2019-20 By Survey	Number of Districts Implementing 2020-21 By Survey
1	75 - 100%	1	0	0
	50 - 74.9%	2	8	4
	25 - 49.9%	3	13	6
	0 - 24.9%	4	7	5
2	75 - 100%	1	0	0
	50 - 74.9%	2	5	3
	25 - 49.9%	3	18	7
	0 - 24.9%	4	12	3
3	75 - 100%	1	0	0
	50 - 74.9%	2	0	0
	25 - 49.9%	3	1	0
	0 - 24.9%	4	0	1
4	75 - 100%	1	1	0
	50 - 74.9%	2	1	0
	25 - 49.9%	3	5	2
	0 - 24.9%	4	4	0
			75	31

**Implementation Support**

During the 2018-19 school year, ISBE in partnership with ICCB delivered transitional math summits statewide and held monthly webinars which reached a majority of the community college districts (see Appendix C) and their feeder high schools in the state. All 39 community college districts are working collaboratively with high schools on implementation plans and memorandums of understanding for implementation of transitional math. Partners have hosted 31 summits serving 37 community college districts with 645 attendees. Amongst all online and face-to-face events, over 2,285 individuals have been trained on transitional math to date.

Through these training efforts and those independent of transitional mathematics statute requirements, it was evident some Illinois high schools are already offering transitional mathematics courses to seniors in alignment with the local community college, (see Appendix D) or have recently formed a partnership to work collaboratively to design a course that aligns with the transitional math course competencies and the needs of the students they serve. These partnerships and efforts are the early adopters.

A key component to successful transitional math implementation is course [portability](#) approval. The transitional math course must be submitted to the statewide transitional math portability panel via a memorandum of understanding (MOU) between the high school and local community college. This process is facilitated through a

recommended local advisory panel made up of high school and local community college staff. Once approved by the panel, the course is transferrable to any community college statewide and accepting universities.

In May, 2019, the transitional math portability panel approved three courses submitted for portability. The portability panel convenes to review courses once in Spring and Fall.

### **Benchmarks in Phases of Implementation**

The list below provides benchmarks all school districts should utilize to implement transitional mathematics.

#### **Phase 1 Getting Started:**

- Attend a transitional mathematics [summit](#) and/or [webinar](#).
- Review Getting Started [toolkit](#).
- Identify student mathematics needs as aligned with career and postsecondary goals and potential [transitional mathematics pathway](#) to offer according to the student's needs.
- Identify staff needs, such as counselor, math teacher(s).
- Plan for course within existing course (such as part of career pathway), stand alone, virtual, or other delivery method.
- Establish relationship with community college academic adviser or math faculty.
- Schedule planning time with community colleges on subject matter/course(s).
- Develop transitional mathematics course utilizing the [Statewide Transitional Math Competencies and Policies document](#) and state developed resources located in [Illinois Open Educational Resources](#).
- Identify professional development needs and schedule.
- Develop district plan to identify potential students in first semester of junior year.
- Determine schedule implications and [advising](#) roles.
- Analyze what systems need to align for data collection, reporting, and transcribing.
- Communicate transitional mathematics course(s) to community, families, and students.

#### **Phase 2: Planning to Implement**

- Host formal meetings with community college faculty and high school math instructor(s) to determine course(s) and alignment to [competencies](#).
- Establish a local advisory panel to serve and advise on course criteria and portability.
- Draft and execute [Memorandum of Understanding](#).
- Evaluate and place juniors into transitional math course for next school year.
- Communicate to staff, parents, and community.
- Establish schedule and ISBE [transitional math course codes](#).
- Review available [resources](#) and include competencies and units of study.
- Assess needed professional development.
- Present course(s) for portability panel review in implementation year.

#### **Phase 3: Implementation**

- Students are scheduled in a transitional math course for senior year.
- Professional development has been completed and may be ongoing as needed.
- By June 30, 2022, evaluate and report results, best practices, and challenges of school districts and community colleges with implementation.

## Appendix A

The Postsecondary and Workforce Readiness Act specifies the requirements of transitional math implementation as follows:

(110 ILCS 148/65)

### **Sec. 65. Transitional mathematics instruction implementation.**

(a) Subject to the availability of public or private resources, by no later than June 30, 2018, the statewide panel established pursuant to Section 45 of this Act shall define the transitional mathematics competencies and statewide criteria for determining projected readiness for college-level mathematics courses, and the school district and postsecondary institution collaborative efforts established pursuant to Section 60 of this Act shall develop the model transitional mathematics instructional units.

(b) By no later than June 30, 2019, ISBE and ICCB shall jointly establish a phased implementation plan and benchmarks that lead to full statewide implementation of transitional mathematics instruction in all school districts with timeframes that account for State and local resources and capacity. The phased implementation plan shall be contingent upon all of the following:

(1) The availability of public or private resources necessary for the implementation of the statewide panel and the administration of the statewide portability procedures described in Section 45 of this Act.

(2) The availability of public or private resources for the grants to community colleges described in subsection (c) of Section 55 of this Act.

(3) The availability of at least one fully online or blended-learning course as described in subsection (c) of Section 60 of this Act that has been approved through the statewide portability procedures established pursuant to subsection (f) of Section 45 of this Act.

(4) The right of school boards to opt out of implementation in accordance with subsection (c) of this Section.

(c) Notwithstanding the foregoing implementation requirements, the school board of any school district required to implement transitional mathematics instruction pursuant to the implementation plan adopted by ISBE and ICCB may, by action of its board, opt out of implementation through a finding by its board that the school district's cost of implementation outweighs the potential benefits to students and families through improved postsecondary education mathematics outcomes. The school district must report any decision to opt out of implementation to ISBE.

(d) The implementation plan adopted by ISBE and ICCB pursuant to subsection (b) of this Section shall include an evaluation and report to be issued by no later than June 30, 2022 that analyzes results, best practices, and challenges of school districts and community colleges that have implemented transitional mathematics instruction.

(e) By June 30, 2018, IBHE shall adopt the requirements for public universities described in subsection (g) of Section 45 of this Act and public universities shall adopt and publicize the criteria described in subsection (g) of Section 45 of this Act. By June 30, 2020, and then at least once every 2 years thereafter, IBHE shall publicly report in accordance with subsection (g) of Section 45 of this Act.

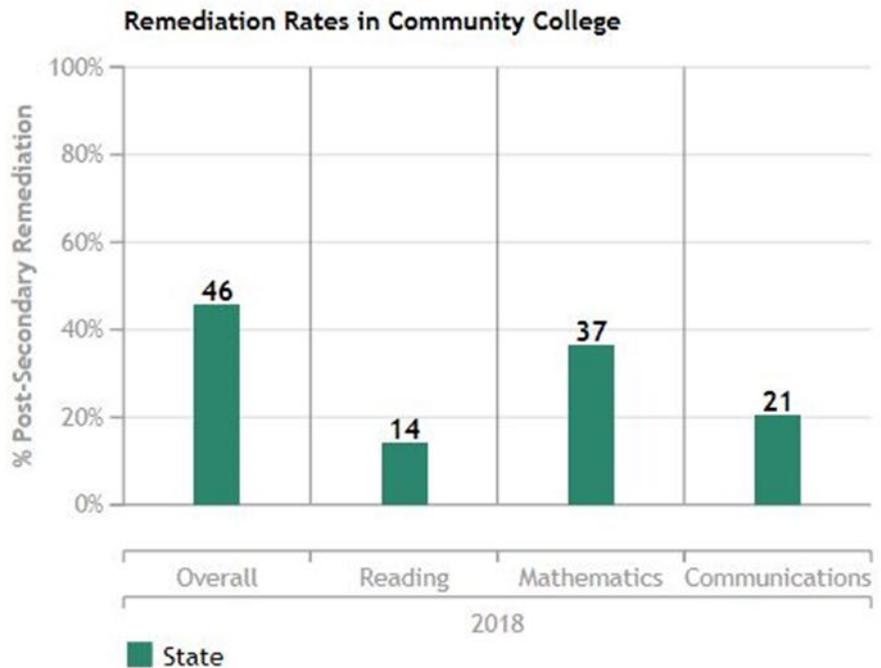
(f) Commencing in the 2019-2020 school year, the school board of any school district serving grades 9 through 12 may elect to implement transitional mathematics instruction preparing students for one or more of the postsecondary institution mathematics pathways. If a school board makes an election and a community college for that local school district receives an implementation grant in accordance with subsection (c) of Section 55 of this Act, the community college must enter into a partnership agreement and provide the necessary support for implementation within timelines established by ICCB.

(Source: P.A. 99-674, eff. 7-29-16.)

# ILLINOIS

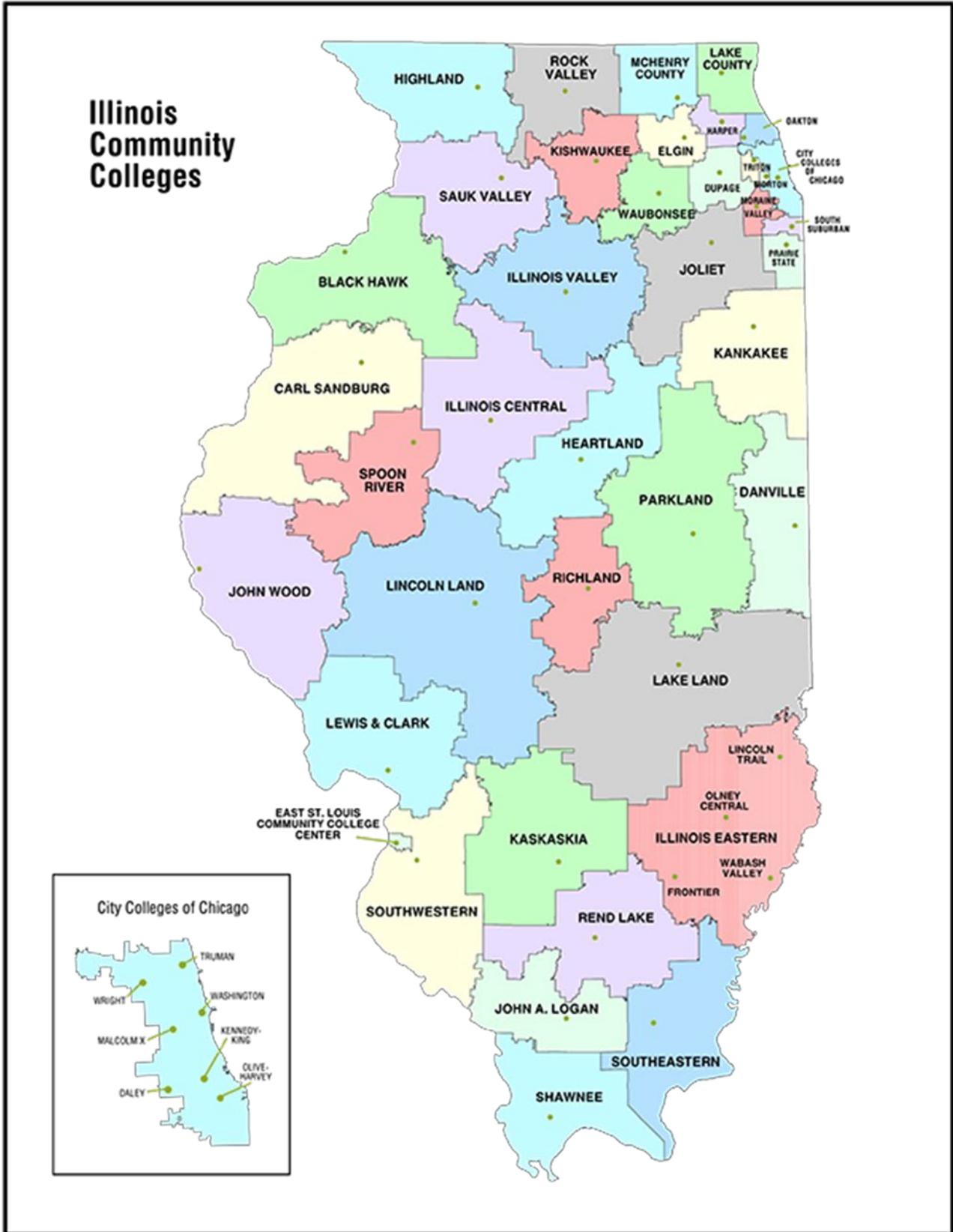
## Community College Remediation

Percentage of students at Illinois community colleges taking remedial courses.



Source: The Illinois Report Card, Illinois State Board of Education website,  
<https://www.illinoisreportcard.com/State.aspx?source=trends&source2=postsecondaryremediation&Stateid=IL>

Appendix C



## Appendix D

<b>Students Enrolled in Transitional Math Courses in the 2018-2019 School Year</b>			
<b>District</b>	<b>StateCourseTitle</b>	<b>LocalCourseTitle</b>	<b>Students Enrolled</b>
Ashton-Franklin Center CUSD 275	High School Transitional Math 4 – Quantitive Literacy and Statistics	Quant. Literacy/Statistics	26
Aurora West USD 129	High School Transitional Math 4 – STEM	Advanced Algebra	99
Belvidere CUSD 100	High School Transitional Math 4 – STEM	Algebra II	1
Bloom Twp HSD 206	High School Transitional Math 4 – Quantitive Literacy and Statistics	Pre-College Math	15
Bloom Twp HSD 206	High School Transitional Math 4 – Quantitive Literacy and Statistics	Mathematical Literacy	117
Cambridge CUSD 227	High School Transitional Math 4 – Quantitive Literacy and Statistics	BHC MATH 092/094	14
City of Chicago SD 299	High School Transitional Math 4 – Technical Math (CTE)	RS2 Math for STEM Careers	72
City of Chicago SD 299	High School Transitional Math 4 – Quantitive Literacy and Statistics	RS2 CCC Transitional Math	397
City of Chicago SD 299	High School Transitional Math 4 – Quantitive Literacy and Statistics	RS1-CCC Transitional Math Dbl	362
City of Chicago SD 299	High School Transitional Math 4 – Quantitive Literacy and Statistics	RS1 CCC Transitional Math	456
Coal City CUSD 1	High School Transitional Math 4 – Quantitive Literacy and Statistics	JJC Bridge Program/sem. 2	19
Coal City CUSD 1	High School Transitional Math 4 – Quantitive Literacy and Statistics	JJC Bridge Program/sem. 1	25
CUSD 4	High School Transitional Math 4 – Quantitive Literacy and Statistics	Transitional Math	5
Galatia CUSD 1	High School Transitional Math 4 – Quantitive Literacy and Statistics	SIC MATH 141	1
Geneseo CUSD 228	High School Transitional Math 4 – STEM	Transition Algebra	44
Glenbard Twp HSD 87	High School Transitional Math 4 – Quantitive Literacy and Statistics	Algebra 3	717
Grant CHSD 124	High School Transitional Math 4 – Quantitive Literacy and Statistics	PREPARATORY MATHEMATICS	61
Herrin CUSD 4	High School Transitional Math 4 – STEM	TTCOLLEGE ALG B	20
Herrin CUSD 4	High School Transitional Math 4 – STEM	TTCOLLEGE ALG A	28
Il Valley Central USD 321	High School Transitional Math 4 – Quantitive Literacy and Statistics	HS Transitional Math 4 - QLS	42
Little Friends	High School Transitional Math 4 – Quantitive Literacy and Statistics	Algebra 3	1
Rockford SD 205	High School Transitional Math 4 – Quantitive Literacy and Statistics	Math Literacy-1	80
Waukegan CUSD 60	High School Transitional Math 4 – Quantitive Literacy and Statistics	College Algebra Readiness	15
<b>16 Public School Districts</b>			<b>2617</b>

## Appendix E

### Transitional Math Implementation By District and Year

School District	# of Schools	12th Grade Enrollment	Math Remedial Student Pct	Remedial Quartile	Capacity To Meet Expectation Pct	E B F T i e r	2019-20 Year of TM Implementation	2020-21 Year of TM Implementation	2021-22 Year of TM Implementation	Total in Group
Wesclin CUSD 3	1	99	24.24%	4	63.4	1			X	
Iroquois County CUSD 9	1	78	24.24%	4	60.2	1			X	
Canton Union SD 66	1	164	23.94%	4	59.3	1			X	
Litchfield CUSD 12	1	92	23.08%	4	61.6	1			X	
Centralia HSD 200	1	213	22.83%	4	51.4	1			X	
Ramsey CUSD 204	1	27	22.22%	4	59.6	1			X	
Johnston City CUSD 1	1	71	22.22%	4	56.8	1			X	
Century CUSD 100	1	32	21.43%	4	57.9	1			X	
North Clay CUSD 25	1	38	21.05%	4	62	1			X	
Carrier Mills-Stonefort CUSD 2	1	27	21.05%	4	57.8	1			X	
Cartersville CUSD 5	1	129	20.75%	4	60.7	1			X	
Hononegah CHD 207	1	530	20.50%	4	64.8	1			X	
La Salle-Peru Twp HSD 120	1	286	20.47%	4	63.7	1			X	
Ottawa Twp HSD 140	1	351	20.29%	4	62.8	1			X	
Winchester CUSD 1	1	50	20.00%	4	59.7	1			X	
Christopher USD 99	1	43	20.00%	4	57.4	1			X	
Zeigler-Royalton CUSD 188	1	47	20.00%	4	61	1			X	
Dongola USD 66	1	14	20.00%	4	58	1			X	
Fairfield Comm H S Dist 225	1	102	17.74%	4	53.5	1			X	
Rock Falls Twp HSD 301	1	146	17.54%	4	56.7	1			X	
Galatia CUSD 1	1	27	17.39%	4	63.1	1			X	
Abingdon-Avon CUSD 276	1	49	17.24%	4	62.9	1			X	
Mt Vernon Twp HSD 201	1	290	16.35%	4	56.5	1			X	
Central CUSD 3	1	64	16.13%	4	62.3	1			X	
Hoopston Area CUSD 11	1	104	16.13%	4	59.1	1			X	
Frankfort CUSD 168	1	104	16.00%	4	56.9	1			X	
Alton CUSD 11	1	473	15.72%	4	61.4	1			X	

Shelbyville CUSD 4	1	99	15.69%	4	62.7	1			x	
Pleasant Hill CUSD 3	1	23	15.38%	4	64.5	1			x	
Cowden-Herrick CUSD 3A	1	22	15.38%	4	60.6	1			x	
West Washington Co CUD 10	1	45	15.38%	4	63.5	1			x	
Altamont CUSD 10	1	55	15.00%	4	62.4	1			x	
Georgetown-Ridge Farm CUD 4	1	61	14.71%	4	59.1	1			x	
Palestine CUSD 3	1	26	14.29%	4	65.4	1			x	
Casey-Westfield CUSD 4C	1	61	13.33%	4	60	1			x	
Payson CUSD 1	1	40	12.50%	4	59.4	1			x	
Clay City CUSD 10	1	15	12.50%	4	63.5	1			x	
Beardstown CUSD 15	1	103	12.20%	4	52.5	1			x	
East Alton-Wood River CHSD 14	1	121	12.12%	4	51.8	1			x	
Benton Cons HSD 103	1	114	11.25%	4	51.5	1			x	
Oblong CUSD 4	1	54	11.11%	4	59.5	1			x	
Eldorado CUSD 4	1	88	10.64%	4	56	1			x	
Hamilton Co CUSD 10	1	82	10.42%	4	58.5	1			x	
Sesser-Valier CUSD 196	1	52	10.00%	4	58.4	1			x	
Carlinville CUSD 1	1	100	10.00%	4	60.8	1			x	
Dieterich CUSD 30	1	30	9.52%	4	58.1	1			x	
Harrisburg CUSD 3	1	140	8.70%	4	57.7	1			x	
Crab Orchard CUSD 3	1	38	8.70%	4	57.5	1			x	
Westville CUSD 2	1	99	8.57%	4	56	1			x	
North Wayne CUSD 200	1	32	8.33%	4	62.6	1			x	
Marshall CUSD 2C	1	92	7.69%	4	60.2	1			x	
Hutsonville CUSD 1	1	20	7.69%	4	60.7	1			x	
Staunton CUSD 6	1	84	7.69%	4	58.4	1			x	
Flora CUSD 35	1	86	7.41%	4	56.9	1			x	
Hardin County CUSD 1	1	50	7.41%	4	55.7	1			x	
Pinckneyville CHSD 101	1	120	6.82%	4	55	1			x	
Gallatin CUSD 7	1	40	6.25%	4	63.8	1			x	
Pikeland CUSD 10	1	78	6.06%	4	60.4	1			x	
Pope Co CUD 1	1	30	5.88%	4	63.8	1			x	
Goreville CUD 1	1	51	5.56%	4	62.5	1			x	
Richland County CUSD 1	1	155	4.90%	4	61	1			x	
Woodlawn Unit School District 209	1	33	4.76%	4	64.5	1			x	
Gillespie CUSD 7	1	76	4.55%	4	55.1	1			x	
Red Hill CUSD 10	1	58	3.33%	4	58	1			x	

Wabash CUSD 348	1	101	2.99%	4	62.4	1			x	
Stewardson-Strasburg CUD 5A	1	31	0.00%	4	65.5	1			x	
Lawrence County CUD 20	1	75	0.00%	4	55.9	1			x	
Waltonville CUSD 1	1	25	0.00%	4	62.9	1			x	
Wayne City CUSD 100	1	42	0.00%	4	61.4	1			x	
Grayville CUSD 1	1	19	0.00%	4	63.5	1			x	
Warsaw CUSD 316	1	51	0.00%	4	62.1	1			x	71
Joliet Twp HSD 204	2	1448	49.88%	3	58	1			x	
Rock Island SD 41	1	336	49.56%	3	59.2	1			x	
Rantoul Township HSD 193	1	158	48.94%	3	51.2	1			x	
Bloom Twp HSD 206	2	658	47.34%	3	52.5	1			x	
Lincoln CHSD 404	1	196	47.17%	3	60.1	1			x	
Moline-Coal Valley CUSD 40	1	531	46.82%	3	63.9	1			x	
City of Chicago SD 299	91	2537 4	46.28%	3	63.1	1			x	
Homewood Flossmoor CHSD 233	1	733	46.01%	3	63.8	1			x	
Kankakee SD 111	1	319	45.74%	3	59.2	1			x	
Anna Jonesboro CHSD 81	1	135	45.28%	3	54.9	1			x	
Collinsville CUSD 10	1	437	45.19%	3	61.2	1			x	
Argo CHSD 217	1	452	44.92%	3	59.8	1			x	
United Twp HSD 30	1	421	44.68%	3	51.2	1			x	
Sullivan CUSD 300	1	84	44.19%	3	64.6	1			x	
Aurora West USD 129	1	855	43.99%	3	56.8	1			x	
Kewanee CUSD 229	1	152	43.75%	3	52.4	1			x	
Mascoutah CUD 19	1	264	42.86%	3	60.1	1			x	
Grayslake CHSD 127	2	792	42.47%	3	64.1	1			x	
Crete Monee CUSD 201U	1	422	42.00%	3	64.2	1			x	
Auburn CUSD 10	1	83	41.94%	3	58.8	1			x	
Rockford SD 205	4	1427	40.04%	3	60.7	1			x	
Pana CUSD 8	1	82	39.53%	3	59.6	1			x	
North Mac CUSD 34	1	106	39.29%	3	59.8	1			x	
CUSD 308	2	1333	39.27%	3	62.5	1			x	
Peoria SD 150	3	718	38.63%	3	63	1			x	
Decatur SD 61	2	352	38.32%	3	61.7	1			x	
Sterling CUSD 5	1	236	38.00%	3	57.9	1			x	
Northwestern CUSD 2	1	36	37.50%	3	64	1			x	
Madison CUSD 12	1	50	37.50%	3	65	1			x	
Momence CUSD 1	1	70	37.04%	3	59	1			x	

DeKalb CUSD 428	1	480	36.72%	3	57.7	1			x	
Bradley Bourbonnais CHSD 307	1	546	36.53%	3	57.1	1			x	
Streator Twp HSD 40	1	236	35.29%	3	51.7	1			x	
Murphysboro CUSD 186	1	127	34.69%	3	57.6	1			x	
Iroquois West CUSD 10	1	82	34.62%	3	60.9	1			x	
Cumberland CUSD 77	1	67	34.48%	3	58.7	1			x	
Galesburg CUSD 205	1	277	34.07%	3	59.9	1			x	
South Fork SD 14	1	24	33.33%	3	58.7	1			x	
Vandalia CUSD 203	1	111	33.33%	3	58.3	1			x	
Martinsville CUSD 3C	1	29	33.33%	3	60.4	1			x	
Charleston CUSD 1	1	205	33.33%	3	64.6	1			x	
South Central CUD 401	1	43	33.33%	3	64.4	1			x	
Norris City-Omaha-Enfield CUSD 3	1	54	33.33%	3	61.2	1			x	
Limestone CHSD 310	1	261	33.33%	3	52.9	1			x	
Marengo CHSD 154	1	188	32.08%	3	63.4	1			x	
Harlem UD 122	1	454	31.82%	3	65.4	1			x	
Harvard CUSD 50	1	151	31.43%	3	49.6	1			x	
Havana CUSD 126	1	67	31.43%	3	62	1			x	
Knoxville CUSD 202	1	93	31.25%	3	63.8	1			x	
Prophetstown-Lyndon-Tampico CUSD3	1	78	30.77%	3	65.5	1			x	
Bond County CUSD 2	1	130	30.56%	3	62.3	1			x	
Danville CCSD 118	1	324	30.43%	3	59.7	1			x	
Odin PSD 722	1	14	30.00%	3	59.8	1			x	
Massac UD 1	1	140	29.41%	3	57.9	1			x	
Western CUSD 12	1	37	28.57%	3	64.4	1			x	
Thompsonville CUSD 174	1	28	28.57%	3	57.7	1			x	
Astoria CUSD 1	1	24	28.57%	3	62.2	1			x	
Mattoon CUSD 2	1	270	28.42%	3	61.1	1			x	
North Boone CUSD 200	1	133	28.21%	3	61.6	1			x	
Marissa CUSD 40	1	47	27.27%	3	56.9	1			x	
Cobden SUD 17	1	43	26.67%	3	61	1			x	
Nashville CHSD 99	1	97	26.19%	3	58.5	1			x	
Morris CHSD 101	1	192	26.03%	3	61.9	1			x	
Mulberry Grove CUSD 1	1	25	25.00%	3	58.3	1			x	
Salem CHSD 600	1	176	25.00%	3	54.3	1			x	65
Steeleville CUSD 138	1	52	70.59%	2	58.9	1			x	
DePue USD 103	1	21	68.75%	2	55.5	1			x	
Freeport SD 145	1	236	68.64%	2	61.4	1			x	

Thornton Twp HSD 205	3	1365	67.03%	2	60.3	1			x	
North Chicago SD 187	1	161	66.67%	2	54.2	1			x	
Pontiac Twp HSD 90	1	147	64.71%	2	58.2	1			x	
Plano CUSD 88	1	172	61.29%	2	52.7	1			x	
Brownstown CUSD 201	1	14	60.00%	2	56.4	1			x	
Villa Grove CUSD 302	1	44	58.33%	2	61.6	1			x	
Elmwood Park CUSD 401	1	210	55.86%	2	65.3	1			x	
Waukegan CUSD 60	1	1041	55.80%	2	51	1			x	
Hillsboro CUSD 3	1	112	54.17%	2	64.3	1			x	
Rich Twp HSD 227	3	834	54.05%	2	60.6	1			x	
Granite City CUSD 9	1	450	53.54%	2	56.6	1			x	
O Fallon Twp HSD 203	1	635	51.77%	2	62.6	1			x	
Egyptian CUSD 5	1	25	50.00%	2	64.2	1			x	16
County of Woodford School	1	238	24.53%	4	76.1	2			x	
Woodstock CUSD 200	2	450	24.11%	4	68.6	2			x	
Fisher CUSD 1	1	52	24.00%	4	68.1	2			x	
Windsor CUSD 1	1	26	23.08%	4	67.1	2			x	
Meridian CUSD 15	1	67	22.58%	4	67.3	2			x	
Rochester CUSD 3A	1	187	22.41%	4	71.2	2			x	
Kansas CUSD 3	1	17	22.22%	4	86.3	2			x	
Joppa-Maple Grove UD 38	1	13	22.22%	4	79.1	2			x	
Bureau Valley CUSD 340	1	85	22.22%	4	72.6	2			x	
Farmington Central CUSD 265	1	107	21.62%	4	66.1	2			x	
Quincy SD 172	1	402	21.43%	4	69.8	2			x	
Carlyle CUSD 1	1	74	20.83%	4	67.9	2			x	
Triopia CUSD 27	1	23	20.00%	4	76.3	2			x	
Tri Point CUSD 6-J	1	32	20.00%	4	83.3	2			x	
Teutopolis CUSD 50	1	74	18.60%	4	73.4	2			x	
Deer Creek-Mackinaw CUSD 701	1	84	18.42%	4	70.4	2			x	
Milford Area Public Schools District 124	1	49	18.18%	4	72.4	2			x	
Macomb CUSD 185	1	128	17.65%	4	70.9	2			x	
Grant Park CUSD 6	1	39	17.65%	4	75.6	2			x	
Waverly CUSD 6	1	24	16.67%	4	75.9	2			x	
Woodland CUSD 5	1	32	16.67%	4	75.3	2			x	
La Moille CUSD 303	1	21	16.67%	4	89.3	2			x	
Morrison CUSD 6	1	73	16.67%	4	68.5	2			x	
Williamsville CUSD 15	1	132	16.67%	4	69.3	2			x	

Athens CUSD 213	1	55	16.00%	4	67.6	2			x	
CUSD 4	1	51	15.79%	4	68.1	2			x	
Arthur CUSD 305	1	65	14.81%	4	84.4	2			x	
Brown County CUSD 1	1	51	14.29%	4	67.3	2			x	
Dunlap CUSD 323	1	326	13.33%	4	89	2			x	
Illini Bluffs CUSD 327	1	66	12.82%	4	74.7	2			x	
Beecher City CUSD 20	1	22	12.50%	4	89.8	2			x	
Dwight Twp HSD 230	1	74	12.50%	4	73.3	2			x	
Roanoke Benson CUSD 60	1	38	12.50%	4	88.3	2			x	
Edwardsville CUSD 7	1	591	11.85%	4	81.9	2			x	
Brimfield CUSD 309	1	57	11.76%	4	84.8	2			x	
Brussels CUSD 42	1	15	11.11%	4	84.3	2			x	
Tremont CUSD 702	1	75	10.81%	4	74.5	2			x	
Meridian CUSD 101	1	29	10.00%	4	70.7	2			x	
Polo CUSD 222	1	32	9.52%	4	74.7	2			x	
Argenta-Oreana CUSD 1	1	70	8.33%	4	69.6	2			x	
Jasper County CUD 1	1	113	8.00%	4	75.1	2			x	
Spoon River Valley CUSD 4	1	32	7.69%	4	79.2	2			x	
Jersey CUSD 100	1	190	7.23%	4	67.5	2			x	
Liberty CUSD 2	1	38	6.67%	4	66.7	2			x	
Carrollton CUSD 1	1	48	4.55%	4	67.8	2			x	
Virginia CUSD 64	1	20	0.00%	4	70.9	2			x	
Griggsville-Perry CUSD 4	1	27	0.00%	4	69.7	2			x	
East Dubuque USD 119	1	55	0.00%	4	78.4	2			x	
Hamilton CCSD 328	1	51	0.00%	4	66.3	2			x	
Southeastern CUSD 337	1	33	0.00%	4	70.6	2			x	
West Central CUSD 235	1	65	0.00%	4	77.7	2			x	
Greenview CUSD 200	1	19	0.00%	4	78.4	2			x	52
Warren Twp HSD 121	1	1045	48.60%	3	66.7	2			x	
Tolono CUSD 7	1	131	48.08%	3	67.8	2			x	
Rockridge CUSD 300	1	79	46.43%	3	88	2			x	
Waterloo CUSD 5	1	203	46.25%	3	80.2	2			x	
Champaign CUSD 4	2	584	45.97%	3	89.7	2			x	
Manteno CUSD 5	1	193	45.90%	3	70.9	2			x	
Richmond-Burton CHSD 157	1	173	44.83%	3	78.9	2			x	
CHSD 117	2	683	44.76%	3	79.4	2			x	
Heritage CUSD 8	1	31	44.44%	3	87.8	2			x	
Sherrard CUSD 200	1	116	44.44%	3	71.9	2			x	
Grant CHSD 124	1	486	44.38%	3	66.2	2			x	

Minooka CHSD 111	1	652	44.04%	3	67	2			x	
Chadwick-Milledgeville CUSD 399	1	38	41.67%	3	73.9	2			x	
V I T CUSD 2	1	23	41.67%	3	70.2	2			x	
Beecher CUSD 200U	1	56	40.91%	3	75.4	2			x	
CUSD 300	3	1422	40.73%	3	66.6	2			x	
Central A & M CUD 21	1	51	40.63%	3	71.5	2			x	
Earlville CUSD 9	1	39	40.00%	3	72.7	2			x	
Lowpoint-Washburn CUSD 21	1	26	40.00%	3	78.8	2			x	
Lebanon CUSD 9	1	34	38.89%	3	72	2			x	
Olympia CUSD 16	1	126	38.46%	3	80	2			x	
Cairo USD 1	1	24	38.46%	3	69.9	2			x	
Galva CUSD 224	1	42	38.10%	3	72.5	2			x	
Fieldcrest CUSD 6	1	65	37.93%	3	78	2			x	
Columbia CUSD 4	1	183	37.50%	3	83.7	2			x	
St Joseph Ogden CHSD 305	1	110	37.29%	3	67.7	2			x	
Valley View CUSD 365U	2	1276	37.04%	3	65.8	2			x	
Highland CUSD 5	1	235	36.99%	3	72.9	2			x	
Wauconda CUSD 118	1	344	36.64%	3	74.7	2			x	
Tri Valley CUSD 3	1	77	36.36%	3	84.6	2			x	
Delavan CUSD 703	1	33	36.36%	3	72.2	2			x	
Prairie Central CUSD 8	1	146	36.17%	3	70.5	2			x	
Stark County CUSD 100	1	71	36.11%	3	77.2	2			x	
Mahomet-Seymour CUSD 3	1	253	36.00%	3	66.1	2			x	
Central CUSD 4	1	85	36.00%	3	67.2	2			x	
Sangamon Valley CUSD 9	1	57	36.00%	3	71.1	2			x	
New Berlin CUSD 16	1	60	35.71%	3	83.8	2			x	
Winnebago CUSD 323	1	105	35.42%	3	78.8	2			x	
Johnsburg CUSD 12	1	170	34.00%	3	85.5	2			x	
Morrisonville CUSD 1	1	21	33.33%	3	66.5	2			x	
Lexington CUSD 7	1	41	33.33%	3	83.9	2			x	
Valmeyer CUSD 3	1	47	33.33%	3	73.7	2			x	
Lincoln Way CHSD 210	3	1838	32.97%	3	66	2			x	
McHenry CHSD 156	2	570	32.95%	3	66.1	2			x	
Oregon CUSD 220	1	116	32.35%	3	72.3	2			x	
Sycamore CUSD 427	1	292	31.48%	3	68.8	2			x	
Central CUSD 301	1	266	31.45%	3	80.7	2			x	
El Paso-Gridley CUSD 11	1	93	31.43%	3	76.3	2			x	

Central CHSD 71	1	152	30.91%	3	73.8	2			x	
Dixon USD 170	1	185	30.88%	3	67.9	2			x	
Pleasant Plains CUSD 8	1	108	30.77%	3	82.2	2			x	
DuPage HSD 88	2	1030	30.48%	3	89	2			x	
Gibson City-Melvin-Sibley CUSD 5	1	67	30.43%	3	70.4	2			x	
Ball Chatham CUSD 5	1	358	30.40%	3	77.6	2			x	
AlWood CUSD 225	1	28	30.00%	3	85.9	2			x	
R O W V A CUSD 208	1	40	29.17%	3	76.1	2			x	
Taylorville CUSD 3	1	190	28.57%	3	65.8	2			x	
Princeton HSD 500	1	116	28.57%	3	74.8	2			x	
Ashton-Franklin Center CUSD 275	1	46	28.57%	3	84.9	2			x	
Peoria Heights CUSD 325	1	41	27.78%	3	72.2	2			x	
CHSD 155	4	1630	27.42%	3	72.1	2			x	
Midland CUSD 7	1	60	27.27%	3	82.3	2			x	
Pawnee CUSD 11	1	45	27.27%	3	76.9	2			x	
Schuyler-Industry CUSD 5	1	80	26.67%	3	66.5	2			x	
Mt Zion CUSD 3	1	172	26.47%	3	66.8	2			x	
Marion CUSD 2	1	244	25.24%	3	69.6	2			x	
Scott-Morgan CUSD 2	1	13	25.00%	3	65.8	2			x	
Cambridge CUSD 227	1	45	25.00%	3	71.4	2			x	
Shawnee CUSD 84	1	32	25.00%	3	89.4	2			x	
River Bend CUSD 2	1	85	25.00%	3	69.8	2			x	
Il Valley Central USD 321	1	159	25.00%	3	72.8	2			x	71
CHSD 218	3	1434	62.87%	2	71.3	2		x		
East St Louis SD 189	1	373	62.79%	2	65.6	2		x		
Riverdale CUSD 100	1	75	60.87%	2	74.4	2		x		
Flanagan-Cornell Dist 74	1	44	60.00%	2	75.2	2		x		
Donovan CUSD 3	1	23	60.00%	2	72.5	2		x		
Okaw Valley CUSD 302	1	47	58.82%	2	83.7	2		x		
Wilmington CUSD 209U	1	119	58.82%	2	67.6	2		x		
Cahokia CUSD 187	1	197	58.62%	2	66.9	2		x		
Lena Winslow CUSD 202	1	56	58.33%	2	75.5	2		x		
West Prairie CUSD 103	1	46	57.89%	2	81.3	2		x		
Orangeville CUSD 203	1	20	57.14%	2	78	2		x		
Oakland CUSD 5	1	19	57.14%	2	76.2	2		x		
Reavis Twp HSD 220	1	482	56.97%	2	78.5	2		x		
Urbana SD 116	1	243	56.25%	2	74.3	2		x		
Proviso Twp HSD 209	3	742	53.14%	2	72.1	2		x		
Jacksonville SD 117	1	248	52.38%	2	66.6	2		x		

Warrensburg-Latham CUSD 11	1	73	52.38%	2	72.6	2		x		
Freeburg CHSD 77	1	148	51.56%	2	68.9	2		x		
Triad CUSD 2	1	290	51.49%	2	71.7	2		x		
Edinburg CUSD 4	1	26	50.00%	2	75	2		x		
Panhandle CUSD 2	1	38	50.00%	2	71.4	2		x		
LeRoy CUSD 2	1	67	50.00%	2	77.2	2		x		22
Glenbard Twp HSD 87	4	2140	24.13%	4	94.8	3		x		
CUSD 200	2	1054	21.71%	4	90.2	3		x		
Amboy CUSD 272	1	49	18.75%	4	91.5	3		x		
Henry-Senachwine CUSD 5	1	52	18.18%	4	96.6	3		x		
Morton CUSD 709	1	235	17.78%	4	93.5	3		x		
Robinson CUSD 2	1	111	12.50%	4	95.6	3		x		
Paw Paw CUSD 271	1	24	0.00%	4	97.6	3		x		7
Mt Pulaski CUSD 23	1	42	47.06%	3	95.2	3		x		
Cons HSD 230	3	1998	42.07%	3	93.8	3		x		
Bement CUSD 5	1	21	41.67%	3	91.8	3		x		
Leland CUSD 1	1	17	40.00%	3	91.7	3		x		
Peotone CUSD 207U	1	141	38.30%	3	94.4	3		x		
Hinckley Big Rock CUSD 429	1	43	28.57%	3	93.5	3		x		
Franklin CUSD 1	1	20	25.00%	3	91	3		x		7
Ridgeview CUSD 19	1	37	72.22%	2	94.5	3		x		
Mundelein Cons HSD 120	1	453	56.69%	2	91.7	3		x		
Evergreen Park CHSD 231	1	253	50.00%	2	94	3		x		
Hartsburg Emden CUSD 21	1	15	50.00%	2	95.5	3		x		4
Lisle CUSD 202	1	126	22.73%	4	149.3	4		x		
Hinsdale Twp HSD 86	2	1194	22.65%	4	133.9	4		x		
Lemont Twp HSD 210	1	395	21.05%	4	107.1	4		x		
Deland-Weldon CUSD 57	1	10	20.00%	4	112.3	4		x		
Byron CUSD 226	1	126	19.44%	4	125	4		x		
CHSD 99	2	1231	17.44%	4	112.7	4		x		
Armstrong Twp HSD 225	1	30	14.29%	4	150.5	4		x		
Township HSD 211	5	3106	11.68%	4	110.7	4		x		
Roxana CUSD 1	1	153	11.36%	4	104.7	4		x		
Meredosia-Chambersburg CUSD 11	1	12	0.00%	4	101.9	4		x		
Galena USD 120	1	64	0.00%	4	108.8	4		x		
Ohio CHSD 505	1	11	0.00%	4	199	4		x		12
Evanston Twp HSD 202	1	822	49.00%	3	133.9	4		x		
Williamsfield CUSD 210	1	21	46.15%	3	112.1	4		x		
Red Bud CUSD 132	1	85	45.95%	3	117.5	4		x		

Niles Twp HSD 219	2	1158	45.65%	3	177.4	4		x		
Oak Park - River Forest SD 200	1	892	45.59%	3	128.9	4		x		
Erie CUSD 1	1	51	45.00%	3	152.6	4		x		
Indian Creek CUSD 425	1	63	44.44%	3	102.1	4		x		
Geneva CUSD 304	1	507	40.97%	3	101.6	4		x		
Serena CUSD 2	1	57	40.91%	3	105.6	4		x		
Clinton CUSD 15	1	146	39.66%	3	104.6	4		x		
New Trier Twp HSD 203	1	993	39.06%	3	196.9	4		x		
Twp HSD 113	2	901	38.30%	3	170.6	4		x		
Northfield Twp HSD 225	2	1345	37.43%	3	160.3	4		x		
Seneca Twp HSD 160	1	117	37.25%	3	198	4		x		
Fenton CHSD 100	1	396	36.00%	3	110.2	4		x		
St Charles CUSD 303	2	1131	35.64%	3	100.7	4		x		
Shiloh CUSD 1	1	32	33.33%	3	104.2	4		x		
River Ridge CUSD 210	1	36	31.58%	3	122.6	4		x		
Lake Forest CHSD 115	1	446	28.21%	3	166.3	4		x		
CHSD 128	2	874	27.97%	3	170.7	4		x		
CUSD 201	1	142	27.03%	3	126.8	4		x		
Newark CHSD 18	1	48	26.67%	3	104	4		x		
Adlai E Stevenson HSD 125	1	1072	26.56%	3	168.2	4		x		
Durand CUSD 322	1	43	26.32%	3	100.8	4		x		
Elmhurst SD 205	1	733	25.36%	3	101.4	4		x		25
Ridgewood CHSD 234	1	221	51.81%	2	104.8	4		x		1
<b>353</b>		<b>1082 78</b>	<b>29.58%</b>					<b>78</b>	<b>275</b>	<b>353</b>

## Appendix F

### Transitional Math Implementation 2019-20 Based on Survey Responses

District	# High Schools	12th Grade Enrollment	Math Remedial Student Pct	Remedial Quartile	Capacity To Meet Expectation Pct	EB F Tier	2019-20 Year of TM Implementation by Survey*	2020-21 Year of TM Implementation	
Calhoun CUSD 40	1	38	0.00%	4	62.2	1	2019-20*		
Bunker Hill CUSD 8	1	44	0.00%	4	59.7	1	2019-20*		
Southwestern CUSD 9	1	114	0.00%	4	62.2	1	2019-20*		
Edwards County CUSD 1	1	64	5.88%	4	62	1	2019-20*		
Vienna HSD 133	1	90	8.33%	4	52.1	1	2019-20*		
Mendota Twp HSD 280	1	132	22.08%	4	61.4	1	2019-20*		
Du Quoin CUSD 300	1	123	24.44%	4	56.1	1	2019-20*		7
Mount Olive CUSD 5	1	35	25.00%	3	61.4	1	2019-20*		
Monmouth-Roseville CUSD 238	1	127	25.81%	3	55.5	1	2019-20*		
Herrin CUSD 4	1	158	27.40%	3	55.1	1	2019-20*		
Bushnell Prairie City CUSD 170	1	68	30.77%	3	65.5	1	2019-20*		
Aurora East USD 131	1	692	32.73%	3	51.4	1	2019-20*		
North Greene CUSD 3	1	51	33.33%	3	60.9	1	2019-20*		
Trico CUSD 176	1	70	34.48%	3	55.6	1	2019-20*		
Belvidere CUSD 100	2	706	38.67%	3	60.4	1	2019-20*		
Plainfield SD 202	4	2415	40.03%	3	63.7	1	2019-20*		
St Anne CHSD 302	1	52	41.67%	3	54.4	1	2019-20*		
J S Morton HSD 201	2	1964	42.71%	3	47	1	2019-20*		
County of Winnebago SD 320	1	54	46.67%	3	57.3	1	2019-20*		
SD U-46	5	2769	48.87%	3	54.9	1	2019-20*		13
Lewistown CUSD 97	1	48	50.00%	2	62.1	1	2019-20*		
Genoa Kingston CUSD 424	1	147	50.85%	2	59.9	1	2019-20*		
Zion-Benton Twp HSD 126	2	701	53.63%	2	50.4	1	2019-20*		
Round Lake CUSD 116	1	542	56.40%	2	52.2	1	2019-20*		
Wethersfield CUSD 230	1	60	59.09%	2	65	1	2019-20*		
Bremen CHSD 228	4	1370	59.71%	2	54.4	1	2019-20*		
Dupo CUSD 196	1	71	64.29%	2	56.7	1	2019-20*		
Thornton Fractional Twp HSD 215	2	918	66.51%	2	52.7	1	2019-20*		8
Illini Central CUSD 189	1	58	7.69%	4	72.9	2	2019-20*		
Somonauk CUSD 432	1	65	8.33%	4	73.8	2	2019-20*		
Cerro Gordo CUSD 100	1	35	9.52%	4	76.5	2	2019-20*		
Princeville CUSD 326	1	50	11.11%	4	72.5	2	2019-20*		

Salt Fork Community Unit District 512	1	69	11.11%	4	70	2	2019-20*	
Herscher CUSD 2	1	136	14.89%	4	76.6	2	2019-20*	
Porta CUSD 202	1	91	19.23%	4	74.4	2	2019-20*	
Edgar County CUD 6	1	22	21.05%	4	84.5	2	2019-20*	
United CUSD 304	1	72	21.88%	4	79.4	2	2019-20*	
Indian Prairie CUSD 204	3	2510	22.06%	4	80.4	2	2019-20*	
Meridian CUSD 223	1	137	22.50%	4	67.4	2	2019-20*	
Washington CHSD 308	1	328	23.39%	4	67.9	2	2019-20*	12
Elmwood CUSD 322	1	51	26.67%	3	71.6	2	2019-20*	
East Peoria CHSD 309	1	254	26.67%	3	73.2	2	2019-20*	
Sandwich CUSD 430	1	194	28.30%	3	67.3	2	2019-20*	
New Athens CUSD 60	1	45	28.57%	3	66.8	2	2019-20*	
Kaneland CUSD 302	1	317	31.45%	3	86.1	2	2019-20*	
Geneseo CUSD 228	1	216	31.58%	3	74.6	2	2019-20*	
Springfield SD 186	5	842	31.91%	3	69.5	2	2019-20*	
Stockton CUSD 206	1	44	35.00%	3	77.8	2	2019-20*	
Blue Ridge CUSD 18	1	55	37.50%	3	87.5	2	2019-20*	
Rochelle Twp HSD 212	1	210	38.24%	3	66.2	2	2019-20*	
Alden Hebron SD 19	1	24	38.46%	3	80.7	2	2019-20*	
Pecatonica CUSD 321	1	62	40.00%	3	70.5	2	2019-20*	
Annawan CUSD 226	1	30	40.00%	3	82.9	2	2019-20*	
Yorkville CUSD 115	1	424	40.14%	3	73.7	2	2019-20*	
Hiawatha CUSD 426	1	38	42.86%	3	68.8	2	2019-20*	
Lockport Twp HSD 205	1	941	45.76%	3	84.7	2	2019-20*	
Riverside-Brookfield Twp SD 208	1	422	46.09%	3	79.6	2	2019-20*	
Arcola CUSD 306	1	40	46.15%	3	71.1	2	2019-20*	18
Oak Lawn CHSD 229	1	426	51.69%	2	70	2	2019-20*	
Tuscola CUSD 301	1	75	53.33%	2	69	2	2019-20*	
Dakota CUSD 201	1	60	54.29%	2	72.1	2	2019-20*	
Heyworth CUSD 4	1	48	62.50%	2	68.6	2	2019-20*	
West Carroll CUSD 314	1	89	64.71%	2	67.9	2	2019-20*	5
Batavia USD 101	1	514	26.92%	3	92.4	3	2019-20*	1
Township HSD 214	6	3054	13.33%	4	118.2	4	2019-20*	
Barrington CUSD 220	1	765	18.98%	4	107.3	4	2019-20*	
Naperville CUSD 203	2	1515	22.69%	4	117.3	4	2019-20*	
Lake Park CHSD 108	1	688	22.80%	4	110.5	4	2019-20*	4
Lyons Twp HSD 204	1	1047	25.23%	3	121.9	4	2019-20*	
Monticello CUSD 25	1	121	32.76%	3	109.9	4	2019-20*	
Reed Custer CUSD 255U	1	125	38.46%	3	131	4	2019-20*	
Coal City CUSD 1	1	158	41.67%	3	100.8	4	2019-20*	
Leyden CHSD 212	2	803	41.89%	3	106.5	4	2019-20*	5

Maine Township HSD 207	3	1580	50.67%	2	124.8	4	2019-20*	1
Scales Mound CUSD 211	1	17	100%	1	158.9	4	2019-20*	1
Districts = 75	104	32490	34%				*Survey	75
Bethalto CUSD 8	1	209	11.11%	4	58.8	1	2020-21*	
Bluford Unit School District 318	1	26	21.05%	4	63	1	2020-21*	
Oakwood CUSD 76	1	67	23.33%	4	61.5	1	2020-21*	
Mercer County School District 404	1	93	23.81%	4	65.5	1	2020-21*	
Pekin CSD 303	1	436	24.49%	4	57.1	1	2020-21*	5
Riverton CUSD 14	1	111	27.27%	3	56.9	1	2020-21*	
Midwest Central CUSD 191	1	68	27.27%	3	63.7	1	2020-21*	
St Elmo CUSD 202	1	31	29.41%	3	57.3	1	2020-21*	
Nokomis CUSD 22	1	45	30.00%	3	60.8	1	2020-21*	
Elverado CUSD 196	1	29	33.33%	3	61.3	1	2020-21*	
Hall HSD 502	1	82	37.50%	3	57.2	1	2020-21*	6
Coulterville USD 1	1	17	50.00%	2	61.9	1	2020-21*	
Belleville Twp HSD 201	2	1251	55.79%	2	55.3	1	2020-21*	
Forrestville Valley CUSD 221	1	71	56.52%	2	64.3	1	2020-21*	
Chester CUSD 139	1	84	57.14%	2	60.1	1	2020-21*	4
Warren CUSD 205	1	35	18.18%	4	82.2	2	2020-21*	
Huntley Community School District 158	1	728	21.37%	4	67.7	2	2020-21*	
Eureka CUD 140	1	141	21.74%	4	74.2	2	2020-21*	3
Maroa Forsyth CUSD 2	1	105	26.92%	3	82.1	2	2020-21*	
Carbondale CHSD 165	1	264	28.38%	3	70.8	2	2020-21*	
Illini West H S Dist 307	1	91	37.50%	3	66.2	2	2020-21*	
Effingham CUSD 40	1	181	39.18%	3	77.5	2	2020-21*	
Pearl City CUSD 200	1	37	41.18%	3	68.4	2	2020-21*	
McLean County USD 5	3	902	45.29%	3	79.7	2	2020-21*	
Tri City CUSD 1	1	28	45.45%	3	73.2	2	2020-21*	7
CUSD 3 Fulton County	1	29	50.00%	2	67.2	2	2020-21*	
Paxton-Buckley-Loda CUD 10	1	105	55.26%	2	70.1	2	2020-21*	
Bloomington SD 87	1	273	55.56%	2	77.1	2	2020-21*	3
Putnam County CUSD 535	1	85	24.24%	4	92.8	3	2020-21*	1
Lake Zurich CUSD 95	1	501	34.75%	3	102.6	4	2020-21*	
Eastland CUSD 308	1	50	38.10%	3	103.1	4	2020-21*	2
Districts = 31	34	6175	35.20%				*Survey	31

Note: 11 districts responded to the survey indicating implementation in later years.