

HIGHLAND COMMUNITY COLLEGE

Oregon Community Unit School District

~~("DISTRICT")~~

The Parties agree as follows:

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	Outcome College Math Course(s) for Placement
STEM (College Algebra)	<u>Oregon High School</u>	<u>Transitional Math</u>	<u>College Algebra</u> <u>Statistics</u>
Quantitative Literacy and Statistics			
Technical Math			

The pathway titles (STEM, Quantitative Literacy and Statistics, and Technical Math) are used in Statewide documentation. The STEM pathway should be followed by students that need to take college algebra. The Quantitative Literacy and Statistics pathway is appropriate for students that need to take transfer-level mathematics coursework having no college algebra prerequisite. The Technical Math pathway is appropriate for students that will not need to take transfer-level mathematics coursework. The following table suggests Transitional Math Pathways for specific programs at Highland Community College; however, they may not reflect the program format at other institutions.

Transitional Math Pathway	Highland Community College Programs
STEM (College Algebra)	Agriculture, Business Administration, Biology, Chemistry, Computer Science, Education, Engineering, Engineering Technology, Environmental Science, Geology, Mathematics, Medical Sciences, Physics, Psychology
Quantitative Literacy and Statistics	Art, Basic Nursing Assistant, Criminal Justice, Education (STEM for some specialties), English, Foreign Language, Graphic Design, History, Human/Social Services, Liberal Arts, Mass Communication, Medical Assistant, Music, Nursing, Physical Education, Political Science, Psychology, Speech, Sociology, Theatre
Technical Math	Accounting, Automotive, Cosmetology, Early Childhood Development, Equine Science, Hospitality Management, Industrial Manufacturing Technology, Industrial Training (STEM for some specialties), Information Systems, Information Technology Health Care, Mechatronics, Welding

- 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. 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.

a. Grading Policies.

- i. The minimum grading scale for the course(s) will be

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

If the grading scale for other math courses at the high school is higher, the grading scale of the transitional math course(s) should be consistent with the other high school math courses.

- ii. The grade will be comprised of the following:

25% Problem or Project-based Learning Tasks

35% Unit Exams

30% Comprehensive Final Exam

10% Formative Assignments (i.e. Homework, Quizzes)

- iii. Students will show work on all homework, quizzes, and exams. Teachers will be expected to grade the accuracy of the written work.
 - iv. No extra credit will be included in the grade.
 - v. No participation points will be included in the grade.
 - vi. Students will be required to take all unit exams and the comprehensive final exam.
 - vii. No retakes on any unit exam or final exam will be allowed. While reteaching may occur, it is to be done in preparation for the final and should not include retesting.
 - viii. No grades for the course will be standardized to a curve.
 - ix. Exams, both unit and final, will not include more than 10% multiple choice, true/false, or matching questions.
 - x. The grade at the end of the fall semester is considered the midterm grade for Highland. The cumulative grade at the end of the spring semester must include both semesters and is considered the final grade for the course.
 - xi. The final exam must be reviewed by HCC faculty prior to the end of the fall semester.
 - b. High school instructors and at least one high school administrator or their designee are required to attend a High School Transitional Math meeting once a year.
 - c. It will remain the obligation of the high school to address any request by students for educational supports (i.e. accommodations) while they are enrolled in the transitional math course.
- C. College Enrollment. The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation is eligible to enroll in the applicable outcome college math course identified in the table above 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.
- 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.
- 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. Data must be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent college-level math courses will inform ongoing adjustments to the transitional math courses.

Data will include but not be limited to the following:

- 1) Student success (grade of "C" or better) in first HCC transfer-level math course.
- 2) Student success in HCC physical science coursework
- 3) Student success in HCC Technical Math, MATH 111.

Data will be collected per high school per section of each course.

The numerical value for each individual student's final grade will be reported along with the final score on the grading scale for the course.

The high school will provide an item analysis report per student as well as a class summary for the final exam. Items should be identified by competencies.

- 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 the College: [Name]
 [Title of Primary Contact]
 [Email of Primary Contact]
 [Phone # of Primary Contact]

For the District: [Cole Davidson]Name]
 [Math Department Leader]Title of Primary Contact]
 Cdavidson@ocusd.net[Email of Primary Contact]
 815-732-1207[Phone # of Primary Contact]

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

- C. 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 superintendent for resolution. If the dispute can still not be resolved, 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.
- D. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.
- E. Term and Termination. This Agreement will remain in effect unless terminated by either Party. A notice of termination should be received 30 days prior to the start of a new academic semester. 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.

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

FOR THE COLLEGE

President

Printed Name

Signature

Date

Chief Academic Officer / Dean Overseeing Math Department

Printed Name

Signature

Date

FOR THE DISTRICT

Superintendent

Printed Name

Signature

Date

Principal of Oregon High School

Heidi Deininger
Printed Name

Heidi Deininger
Signature

3-12-19
Date

[Add lines for additional high schools]