

DRAFT: FOR DISCUSSION PURPOSES

Senior Year of High School:

Acceleration or Transition to College and Career Pathways in Math and ELA

Outline of Recommendations by the HR 477 Advisory Committee

I. Placement:

- Multiple measures determination in junior year of high school to determine placement into one of three tiers for ELA and math:
 - Advanced Tier: Students demonstrating sufficiently advanced performance that no requirements are imposed for senior year course-taking (other than high school graduation requirements). By the 21-22 SY, all Advanced Tier students must have access to either AP or dual credit in the senior year.
 - Transitional Tiers: Students not qualifying for Advanced Tier either placed into an Acceleration Tier or Guaranteed Placement Tier:
 - Acceleration Tier: In senior year, student takes rigorous coursework that is either AP or, if feasible, offered for dual credit (e.g., Math 101, Math 103, or Credit-bearing Tech Math). By the 21-22 SY, all Acceleration Tier courses must be either AP or dual credit.
 - Guaranteed Placement Tier: In senior year, student takes transitional course to address developmental education competencies designed to lead to placement into credit-bearing courses in postsecondary. In math, a student may take a guaranteed placement “Tech Math” course if it is aligned with the student’s career pathway.
- Course requirements for a student with an IEP subject to the individualized goals within the IEP.
- Placement process and criteria:
 - Pre-determination at end of 1st semester junior year, based on multiple measures criteria established jointly by ISBE, ICCB, and IBHE accounting for:
 - State and other assessment results
 - GPA
 - Course completions
 - School districts may adjust tier placement based on junior PARCC administration and junior year GPA and course completions
- State policy sets the “floor” for placement decisions – districts and community colleges may adopt a higher threshold.

II. Competency Determination, Local Adoption, and Statewide Transferability:

- A statewide panel for ELA and a statewide panel for math define common statewide competencies aligned to Illinois Learning Standards that demonstrate readiness for college-level courses. Panels designated jointly by ISBE, ICCB, and IBHE.

- Statewide panel for math must address different competencies for different math pathways.
- Locally, high schools and community colleges are responsible for co-developing (or adapting a state model course) that aligns to the statewide competencies, including designing local performance indicators and evidence associated with those indicators.
- Community colleges must attain approval from the appropriate statewide panel that the course aligns to the competencies (similar to the IAI process).
- Successful completion, as determined based on an overall course grade, of guaranteed placement courses results in transcribed placement credit that is transferable to all public community colleges and universities. Students enrolling in a public community college or university within 18 months after high school graduation must be placed into a credit-bearing math or ELA sequence, and cannot be required to take any placement test. Courses are “pass or no grade” on the community college transcript.
 - Successful completion of a guaranteed placement Tech Math course results in placement in a credit-bearing Tech Math course in the community college partnering with the high school for the guaranteed placement course.
- ICCB will allow Guaranteed Placement courses to be claimed as dual credit for community college funding purposes.

III. **Guaranteed Placement Course Delivery:**

- Guaranteed placement courses are delivered by high school faculty with community college collaboration defined through a local partnership agreement.
- Guaranteed Placement courses must be structured to enable completion within either one or two semesters, depending on student performance.

IV. **State Supports:**

- The state will support at least two secondary/postsecondary collaborations to develop model guaranteed placement course materials
 - All state-supported models must include real-world application projects that can be delivered to particular students based on career interests
 - *Note:* The Northern Illinois Regional P-20 Network has estimated approximately 80 hours of work by subject teams to produce a scope and sequence document, daily pacing guide, assessments, and collection of classroom activities and real-world applications
- At least one of the State-supported guaranteed placement course models must be highly modularized for blended-learning delivery, with:
 - A pre-assessment system to ensure that completion of modules is required only where the competencies have not been sufficiently mastered
 - The ability for students to complete coursework in areas of need at their own pace
 - The ability for students to complete dual credit modules upon completion of the developmental education modules
- The State will use the Illinois Open Educational Resources technology platform to enable sharing of real-world application projects and other course materials

- ISBE, ICCB, and IBHE will provide standardized reports to school districts, community colleges, and public universities, including, but not limited to:
 - Reports that school districts and community colleges can use for junior year placement determinations
 - Reports that compare participating students' postsecondary outcomes with other students (particularly, those in "traditional" developmental education courses)

V. Piloting and Scaling:

- 16 – 17 SY:
 - Statewide competency determination and model course development
 - All school districts and community colleges must enter into partnership agreement defining implementation plan
- 17-18 SY: Leading cohort implementation of guaranteed placement courses
- 18-19 SY: Expanded cohort implementation by college community districts and feeder high schools with the highest remedial education rates, as jointly determined by ISBE and ICCB
- 19-20 SY: Full statewide implementation (other than requirement of AP or dual credit for all Acceleration Tier courses)
- 21-22 SY: All Acceleration Tier courses must be AP or dual credit