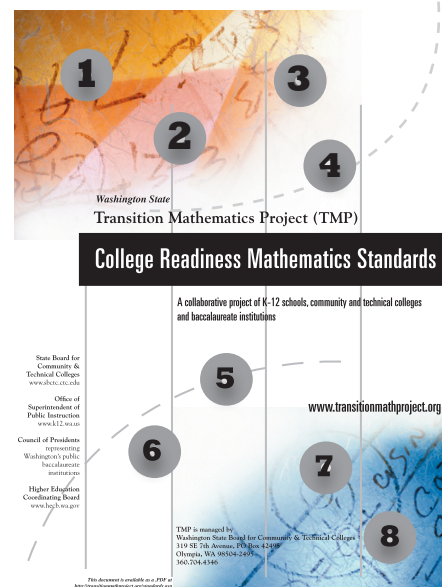


A Core Element of TMP: “Building Local Capacity in Mathematics”

The “small solutions” approach that TMP has taken has proven to be successful in creating more ownership and energy around change work than would be possible with top-down mandates or policy levers alone, but by itself is insufficient if the ultimate goal is to influence systemic change. However, combined with robust statewide support and coordination, we believe that such an approach can generate both local innovation and broad systemic influence. The coordination and connections provided by the statewide project will allow us to leverage the work of the local/regional partnerships, learning from and promoting a variety of innovative home-grown practices proven to be successful and sustainable in local contexts. To serve in this role most effectively, the contribution of the statewide component of TMP II is taking several specific forms, including:

- 1) Defining the framework within which the local partnerships are operating, helping to ensure a consistency of focus on the College Readiness Standards across the various projects;
- 2) Convening regular meetings of partnership leaders to collaborate in shaping the agenda for the overall project;
- 3) Helping coordinate activities and resource-sharing across the projects in order to gain greater statewide benefit from resources being used and to extend the reach of and scope of the local projects;
- 4) Identifying and connecting with outside resources of potential benefit to multiple projects and/or TMP as a whole—e.g., the Charles Dana Center (UT-Austin), Mathematical Association of America (MAA), the Mathematics Assessment Resource Service, etc.
- 5) Pursuing activities that are complementary to the work of the local projects but that are best served by statewide discussions (e.g., college readiness math testing).



The TMP College Readiness Math Standards and other publications may be downloaded, or printed copies ordered on the TMP website:
www.transitionmathproject.org

www.transitionmathproject.org

TMP-II



A Washington State Mathematics Initiative

Managed by

Washington State Board for Community and Technical Colleges

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What is the TMP?

The Transition Mathematics Project (TMP) is designed to help students successfully progress from high school math to college-level math. TMP identified the math skills and knowledge high school graduates need to, meet minimum admission requirements, avoid remediation upon enrolling in college, and complete college-level work. Details about the project are available on the website at www.transitionmathproject.org

Who is involved?

The standards were developed by teachers and faculty from high schools, community and technical colleges, and universities working together. The project is coordinated by the Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), and the Higher Education Coordinating Board (HECB), with SBCTC serving as the lead agency.

What are the standards?

Final College Readiness Standards were released in March, 2006. These standards are competency-based statements about what a student needs to know and be able to do in order to successfully transition to entry-level college coursework in math or other studies requiring an understanding of math. “College” means any postsecondary-level education.

How is TMP working to align with Washington state’s learning requirements developed for the state public K-12 system?

In Phase I, TMP workgroups used the structure and content of the grade 9/10 Grade Level Expectations (GLEs) to build the TMP College Readiness Standards (CRS). These CRS were then used to develop Grade Level Expectations for grades 11 and 12 designed to clarify for high school teachers the transition from the grade 9/10 GLEs to the College Readiness Standards. With a major revision of the K-12 system’s standards underway, TMP Phase II has conducted a comparative analysis between the College Readiness Standards and the most current draft of the new state high school standards. The result was that teachers and faculty saw significant coherence between the sets of standards. Once the state standards are finalized, TMP will conduct a second review and offer recommendations for changes related to any significant differences identified.

How are national and international standards taken into account?

As one of its first steps, the Transition Math Project reviewed existing national and international standards work, primarily Achieve’s American Diploma Project, the Standards for Success project, and Oregon’s PASS project. TMP also used resource experts from Achieve and around the country to help examine the connection between the TMP standards and various national and international standards (including TIMSS and PISA).

What impact has the project had?

Final standards were released in March 2006 and as of December, 2008 over 30,000 copies have been distributed statewide. Work is underway to implement those standards now, starting with work in eighteen local partnerships around the state focused on outreach materials, curricula and teaching strategies. These partnerships include faculty and administrators from 25 higher education institutions (two- and four-year), 64 school districts, two Educational Service Districts (ESDs), and other regional consortia. The impact so far is the increased attention TMP has brought to clear college readiness expectations in math and the need for closer collaboration among high school math teachers and college math faculty.

Ultimately, its impact will be improved preparation for college-level work, evidenced by the lessening of the need for remedial math and placement into higher level math-related coursework in college. Those results are still several years out as new curricula are designed, put into place, and completed by students who then graduate from high school with increased skills.

Transition Mathematics Project, Phase II (2006 – 2009)

With the successful publication of the math College Readiness Standards (CRS) and new support from both the Legislature and the Bill & Melinda Gates Foundation, the Transition Mathematics Project (TMP) has launched a Phase II focused on implementation of the standards across Washington. Building on the foundation of the math College Readiness Standards, Phase II is focused on using the standards to improve student math achievement and college preparation through a combination of statewide efforts and a diverse array of local/regional partnerships addressing local needs.

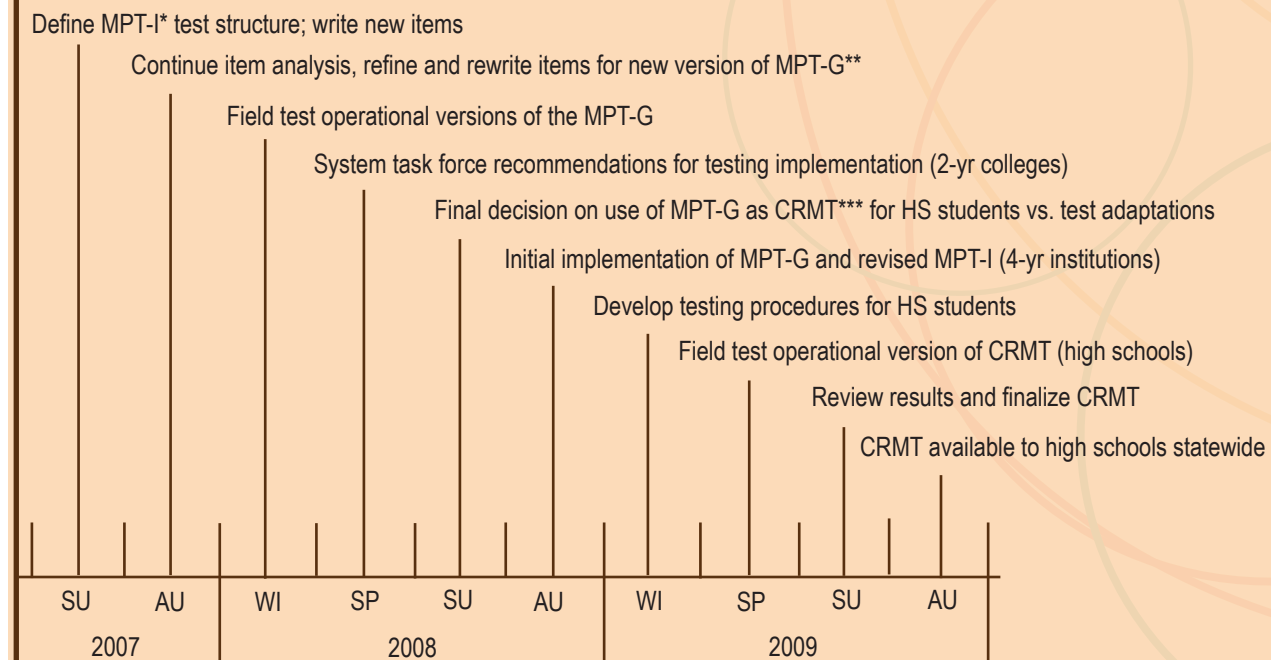
The College Readiness Mathematics Test (CRMT)

A major emphasis of the statewide Transition Math Project, in addition to supporting the local or regional partnerships, is on developing an assessment, aligned with the CRS, to help high school students know whether or not they are college-ready for mathematics. Work currently underway will adapt the existing placement test for math used by Washington public baccalaureate institutions, the Washington Math Placement Test, to create a new common college readiness test for use across the state. Working through the TMP and led by the Office of Educational Assessment at the University of Washington, a team of faculty from state two- and four-year colleges and universities, along with K-12 teachers and assessment specialists, are working on this effort, with the goal of having an operational test available to field test in fall 2008 and available throughout the state by fall 2009. To see more details on this work and to follow its progress, refer to the timeline below and see http://www.transition-mathproject.org/highlights/math_placement.asp

The community and technical college system is convening a task force representing key system constituencies to define and address the logistical issues around using the test as part of the current local placement testing processes at two-year colleges. That task force will produce recommendations to system presidents by summer 2008.

A related effort also supported and funded by TMP is the Washington Mathematics Assessment and Placement (WAMAP) web site. WAMAP (www.wamap.org) is an open-source platform currently serving over 1500 students every quarter, with a growing body of instructors contributing to the site's content and exploring its evolving features, possibly including the potential for its use in conjunction with the common college readiness and placement testing efforts. This site provides free use to Washington State high school and college instructors.

Math "College Readiness" Testing Initiative Timeline:



* MPT-I = Intermediate Math Placement Test

** MPT-G = General Math Placement Test

*** CRMT = College Readiness MathTest; targeting students enrolling in 2- and 4-yr colleges

TMP College-School District Partnerships

A major emphasis of the TMP implementation phase is capacity-building for teachers and schools to address the significant challenge of helping all students achieve college readiness in math. More specifically, the bulk of the Phase II funding and work has focused on local/regional, cross-sector partnerships built around the TMP's core principles. Support of these initiatives has fostered the development of such model products and promising practices as the creation of a Senior Math Course and new sets of math examples and lesson plans. In addition, the TMP has acquired the services of Agile Mind, a comprehensive, web-based mathematics instructional and professional development program for teachers, and Academic Youth Development (AYD), an Algebra readiness program with the goal of supporting the successful transition of students from middle school to high school mathematics.

Since starting Phase II in July 2006 the Transition Math Project has supported eighteen new partnerships representing regions across the state (see www.transitionmathproject.org/partners/local_partnerships.asp for a full description of each).

Applied Math Project / Seattle - Seattle Community College District, Seattle Public Schools, WA. Applied Math Council

Columbia Basin College Project - Columbia Basin College and Kennewick School Districts

COMPASS, College and Careers - Chief Sealth High School & South Seattle Community College

Edmonds Articulation Council - Edmonds Community College, Edmonds School District

Issaquah Project - Issaquah School District, Construction Center of Excellence-Construction Math Initiatives, Pierce County Careers Connection (PC3)

North King County Project - Shoreline Community College and Shoreline School District

Olympic Peninsula Project - Kitsap, West Pierce, North Mason and East Jefferson Counties

Pierce County Careers Connection Project - Tacoma Community College, Pierce College District, Bates Technical College, Clover Park Technical College, and the school districts of: Bethel, Clover Park, Eatonville, Fife, Franklin Pierce, Orting, Peninsula, Puget Sound, Puyallup, Steilacoom Historical, Sumner, University Place, Yelm, and Chief Leschi Schools

Project TIME - Green River Community College, Enumclaw, Sumner, Auburn, Renton, Tahoma/Maple Valley, Federal Way & Kent Counties School Districts, University of Washington, Seattle University

Renton Tech Blueprint for Success Project - Construction Center of Excellence, Renton Technical College

Sammamish River Area Math Access Project - Cascadia Community College, Northshore School District and University of Washington-Bothell

Seattle Transition Project - Seattle Public Schools and Seattle Community College District

Spokane Area Curriculum Collaboration - Spokane Falls Community College, Spokane Community College, Eastern Washington University, Spokane, West Valley#, East Valley, Central Valley, Newport and Cheney School Districts

Transitions in Math Education / Southwest Washington State - WSU-Vancouver, Clark College, Evergreen and Battle Ground School Districts

Washington Mathematics and Placement (WAMAP.org) - Pierce College, Steilacoom

Walla Walla Area Project - Walla Walla Community College, Walla Walla School District

Whatcom County Project - Whatcom Community College, Bellingham Technical College, Bellingham, Blaine, Ferndale, Lynden Chris, Mt. Baker, Meridian and Nooksack Valley School Districts

Yakima Valley Project - ESD105 - ESD 105, Yakima Valley Community College, Central Washington University, Heritage, University, Grandview, Mabton#, Sunnyside, Wapato, Yakima, and West Valley (Yakima) School Districts