



The University of Texas at Austin  
Charles A. Dana Center

# CBMS Forum

## High School to College Mathematics Pathways

Katey Arrington, Manager, K-12 Services

May 2019



# Working Together for Change

---



# Overview of Team Work at the Forum

---

## Today:

- Reflect on learnings, identify take-aways and their implications for your work.
- Start to form the problem statement for your state based on the evidence available to you.

## Tomorrow:

- Learn about the task force toolkit and process timeline.
- Dig deeper into objectives 1 and 2: Defining the Problem and Setting the Charge.
- Action plan for immediate and near future next steps.

# Reflection Guide

High School to College Mathematics Pathways: Preparing Students for the Future  
State Leadership Team Reflection

HE Group Take-aways	K-12 Group Take-aways	Workforce Group Take-aways
Connections between Take-aways		
State Context – Strengths and Areas for Improvement		
Implications for State Task Force		
Questions to Answer		



# Early Data Collection: Readiness, Context, & Data

---

What we know:  
The **greater** the complexity of the change being undertaken, the **greater** the importance of understanding the system one is working within.



# Early Data Collection: Readiness Assessment

- Leadership and commitment
- Secondary to Postsecondary Alignment
- Transfer and Applicability
- Placement and Advising
- Faculty professional development
- Data and evaluation

## State Readiness Assessment

**Purpose:** This document helps to surface important activities, structures, and policies that are essential for implementing and scaling secondary to postsecondary mathematics alignment. It is designed to assess programs over time.

Completing this template at the beginning of the State Leadership Team's work to improve alignment will provide a baseline assessment of the state context. Returning to this assessment periodically will gauge progress at different stages of the work. We recommend that the State Leadership Team complete this template together in person or at a virtual meeting, as the conversations that take place while completing this document will be valuable to the work.

**Users:** State Leadership Team

**Instructions:** Working together as a team, respond to each item using the scale provided. Comments should be brief (e.g., bullet points or short sentences) about any particular assets or challenges that your state or region brings to the work.

SCALE: (1) Not yet (2) Emerging (3) In progress (4) Well developed	
Leadership and Commitment	
Governor, state agency, or other statewide body has articulated a commitment to secondary to postsecondary mathematics alignment (e.g., report, statement).	Circle one: 1 2 3 4 Comments:
A mathematics faculty task force or committee exists to lead secondary to postsecondary mathematics alignment.	Circle one: 1 2 3 4 Comments:

# Early Data Collection: State Education Context

- General description of institutions.
- Governance
- Influential centers, organizations, associations, etc.
- Power and Influence
- Legislative or economic forces affecting K-12 and higher education
- Faculty governance
- Relevant policies and structures
- Guaranteed transfer

## State K-12 and Higher Education Context Template

**Purpose:** This template will inform the Charles A. Dana Center staff and the State Leadership Team about the characteristics of K-12 and higher education in the state. It will serve as a resource for the State Leadership Team to help K-12, higher education, and workforce leaders better understand the context of mathematics alignment work across the education and workforce continuum.

**Users:** State Leadership Team

**Instructions:** Please respond to each prompt in a few sentences or bullet points. Reach out to others, as needed, to fill in any knowledge gaps. Complete the document as much as possible. You may also attach or insert spreadsheets or tables.

Please submit this completed document by April 10, 2019 to [bit.ly/CBMSMathAlignment](https://bit.ly/CBMSMathAlignment).

General description	
K-12 (e.g., number, size of districts)	Higher Education (e.g., total number, public or private, 2-year or 4-year)
Governance e.g., state agencies and other governing bodies with descriptions of their roles in shaping K-12 or higher education	
K-12	Higher Education

# Early Data Collection: State Level Student Data

## State-Level Student Data

**Purpose:** This document will inform the Charles A. Dana Center staff and the State Leadership Team about the mathematics alignment challenges in the state. The State Leadership Team will use the data to identify the challenges that the State Mathematics Alignment Task Force should address and help solve.

**Users:** State Leadership Team

**Instructions:** Use this template to provide state-level student data disaggregated by subcategories. Base all data on one cohort (or year) of students. Use the most recent data possible for each data point. This means you will not be able to use the same cohort of students for all of the data points on the list. The purpose of this document is to get a snapshot of the current state of student success in mathematics, not to track the progress of one particular cohort of students. We understand that it may not be possible to provide all of the data or that categories of data you are able to collect are slightly different. Please provide as much of the following information as you can. Use the extra rows to add data that are similar and will be important to secondary to postsecondary mathematics alignment conversations.

Please submit this completed document by April 10, 2019 to your state's UTBox folder (your state leader received the link).

Data (Percentage)	All Students	Low SES	Black	Hispanic	White	Asian	Native American, Pacific Islander
Composition of K–12 population grades K through 12							
Students who took mathematics in their senior year of high school							
Students that graduated from high school deemed “college ready” by the state’s definition							

# Brainstorm: Defining the Problem

---

- Use your reflections and learnings from today.
- Use your data and information collected in pre-work.

**[bit.ly/MathAlignmentArizona](https://bit.ly/MathAlignmentArizona)**

- **Start to define the problem** your state needs to work on and the evidence that supports it being a priority.
- **Write the drafted problem statement** with a evidence on a poster (posters).
- **Bring your poster to Ballroom D** and hang it up on the wall around the room. We will have a gallery walk during breakfast in the AM.



# Cohorts and Breakout Room Assignments

## Cohorts for Work At and Between Forum Work

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
State Teams	Oregon Tennessee Maryland California Virginia Germany	Nebraska Kansas Oklahoma Missouri Arkansas	Wisconsin Alabama Massachusetts Maine Iowa	Idaho Utah Arizona Minnesota	Georgia Washington Ohio Indiana
Group/Table Facilitators at Forum 2019	Susie Hakansson Jennifer Nordstrom Jeremy Martin (DC)	Heather Ortiz (DC) Connie Schrock Dewey Gottlieb	Karen Saxe Jane Tanner	Karen Graham Christine Thomas	Ryan Reyna Annie Phillips
Dana Center Facilitators between Forums	Lindsay Fitzpatrick Amy Getz	Lindsay Fitzpatrick Heather Ortiz	Lindsay Fitzpatrick Katey Arrington	Lindsay Fitzpatrick Amy Getz (or Oren)	Lindsay Fitzpatrick Doug Sovde

## Breakout Rooms for Team Working Times at Forum 2019

Cohort	States	Room
1	Oregon, Tennessee, Germany	Ballroom Section A
1	California, Maryland, Virginia	Ballroom Section B
2	Arkansas, Oklahoma, Missouri	Ballroom Section C
2	Nebraska, Kansas	Ballroom Section G
3	Alabama, Maine, Massachusetts	Lake Audubon
3	Iowa, Wisconsin	Town Center A & B
4	Idaho, Utah	Reston A
4	Minnesota, Arizona	Reston B
5	Indiana, Ohio	Ballroom Section E
5	Georgia, Washington	Ballroom Section F