

ESSENTIAL QUESTION



# Does secondary math proficiency affect Rhode Island students' postsecondary success?

1

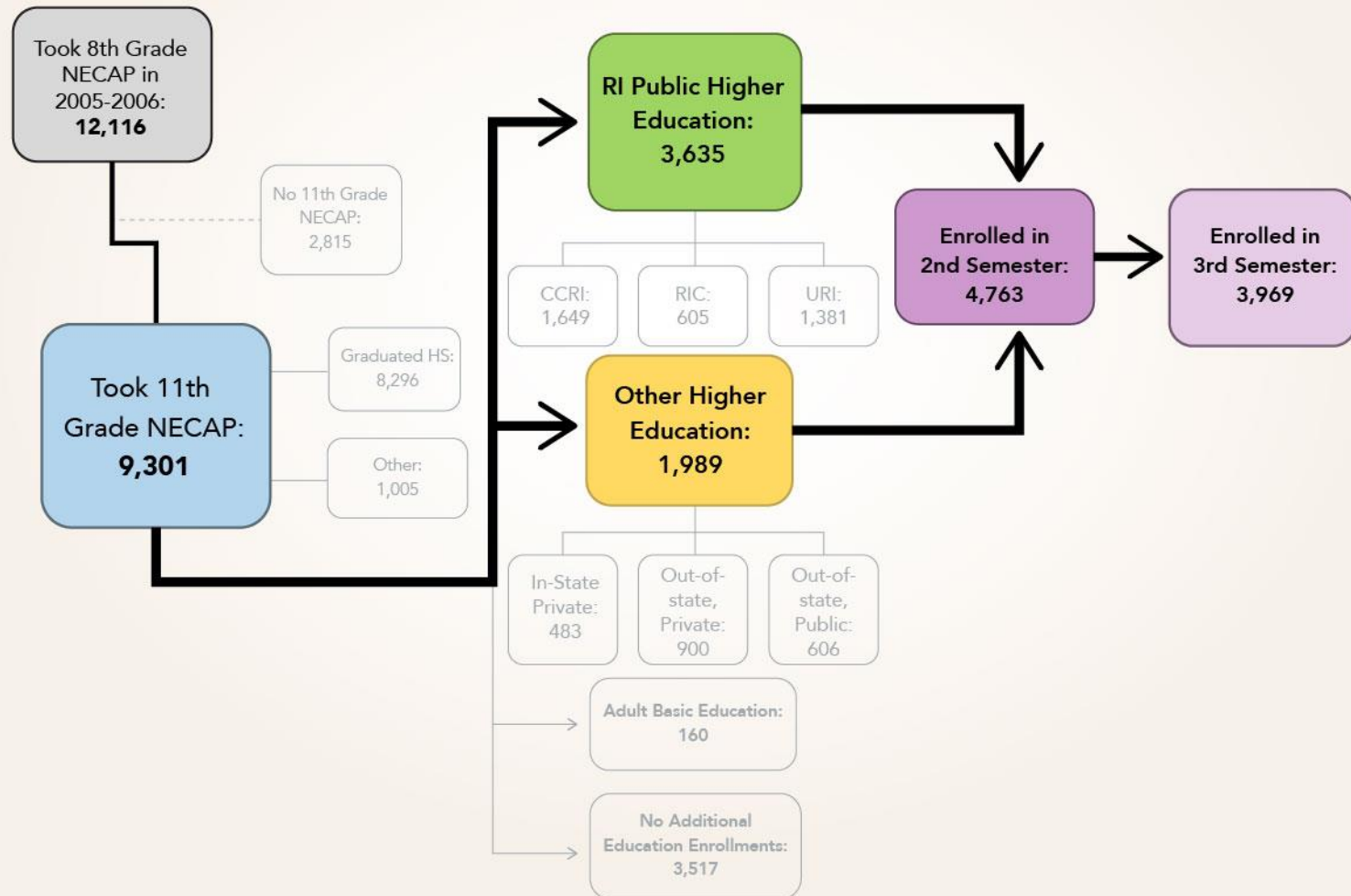
Highlights from the Data Story  
"Math Preparation and Postsecondary Success"

As presented to the Rhode Island Board of Education on January 13th, 2014

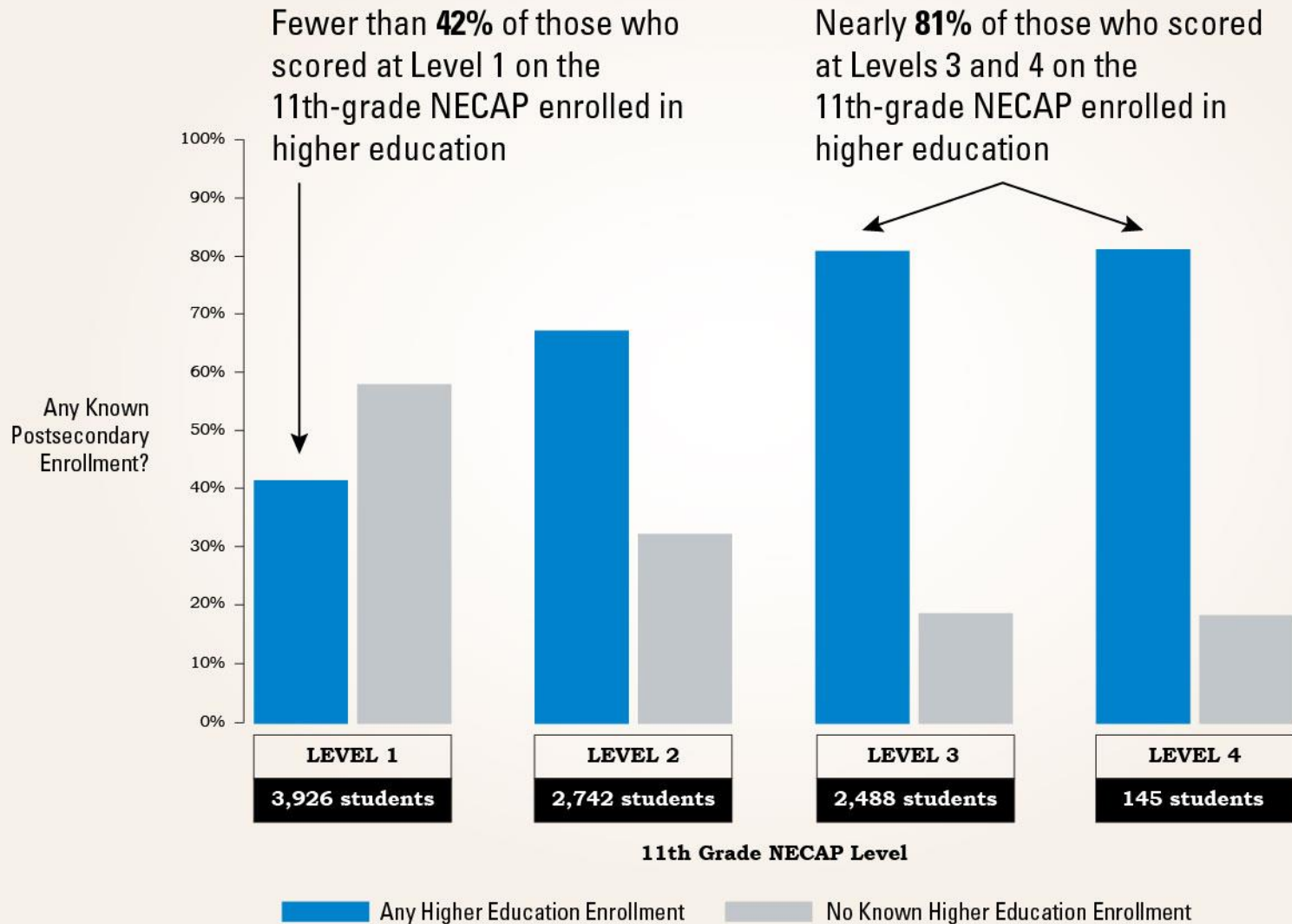
# What we already know

## What Happened to Rhode Island's 2005-2006 8th Graders?

Pipeline View from 2005 - Fall 2012

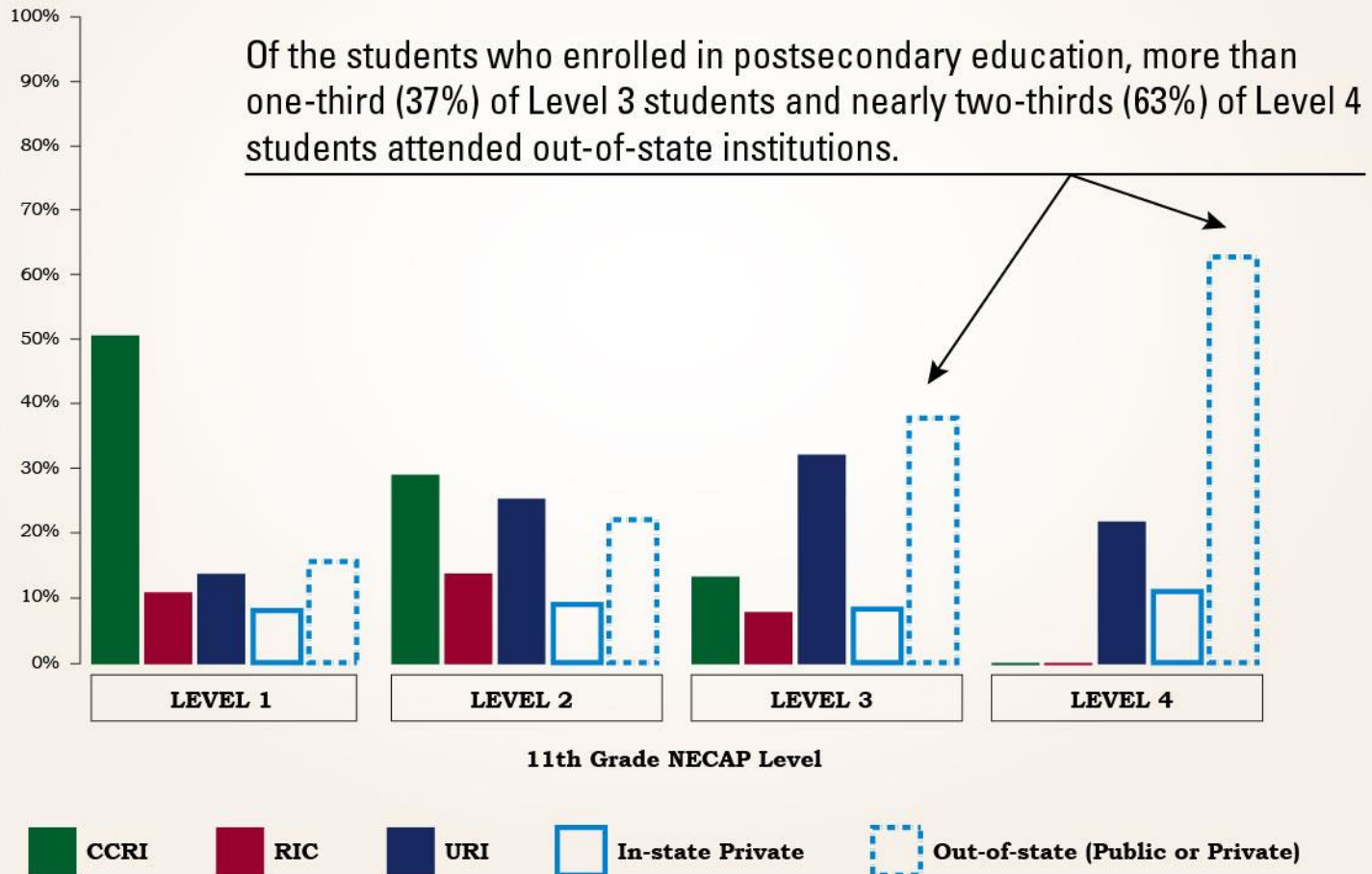


# High math proficiency is related to higher college enrollment



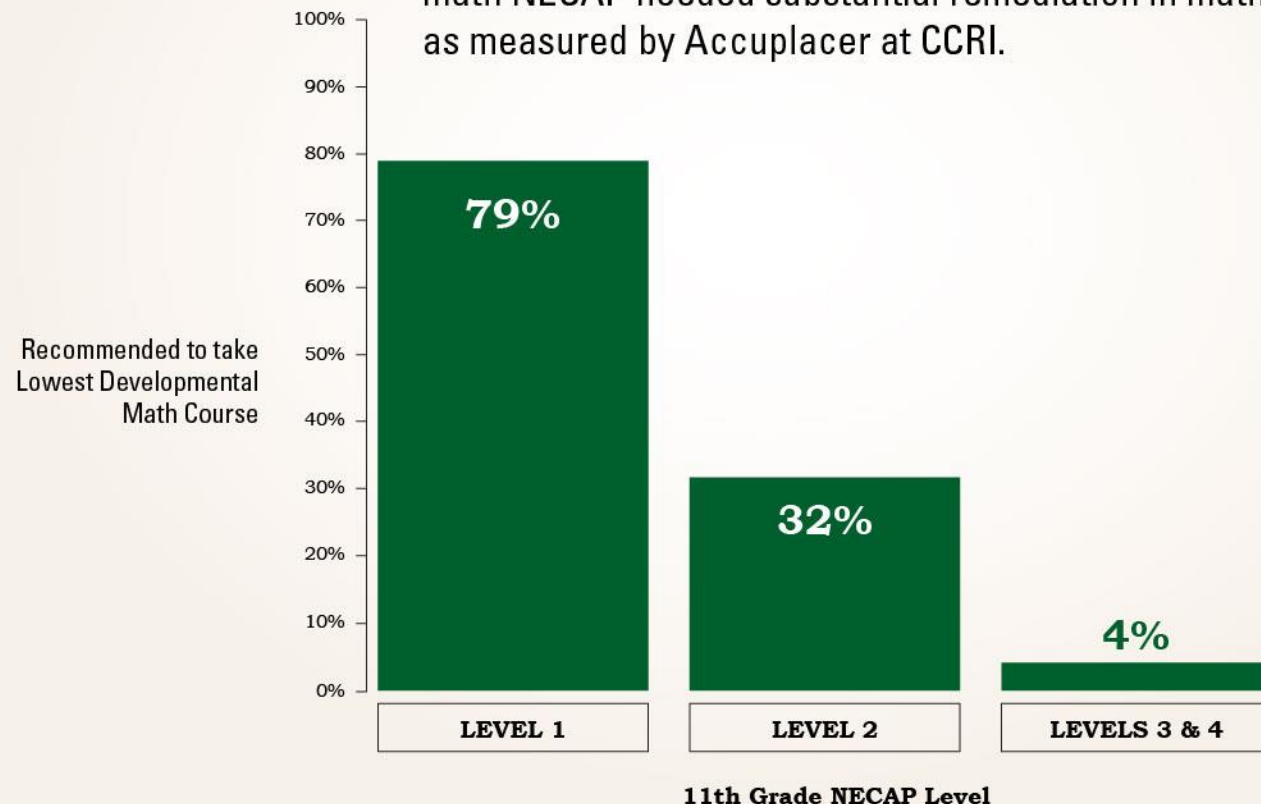
# → Where do they go? ←

## Documenting an educational “brain drain”



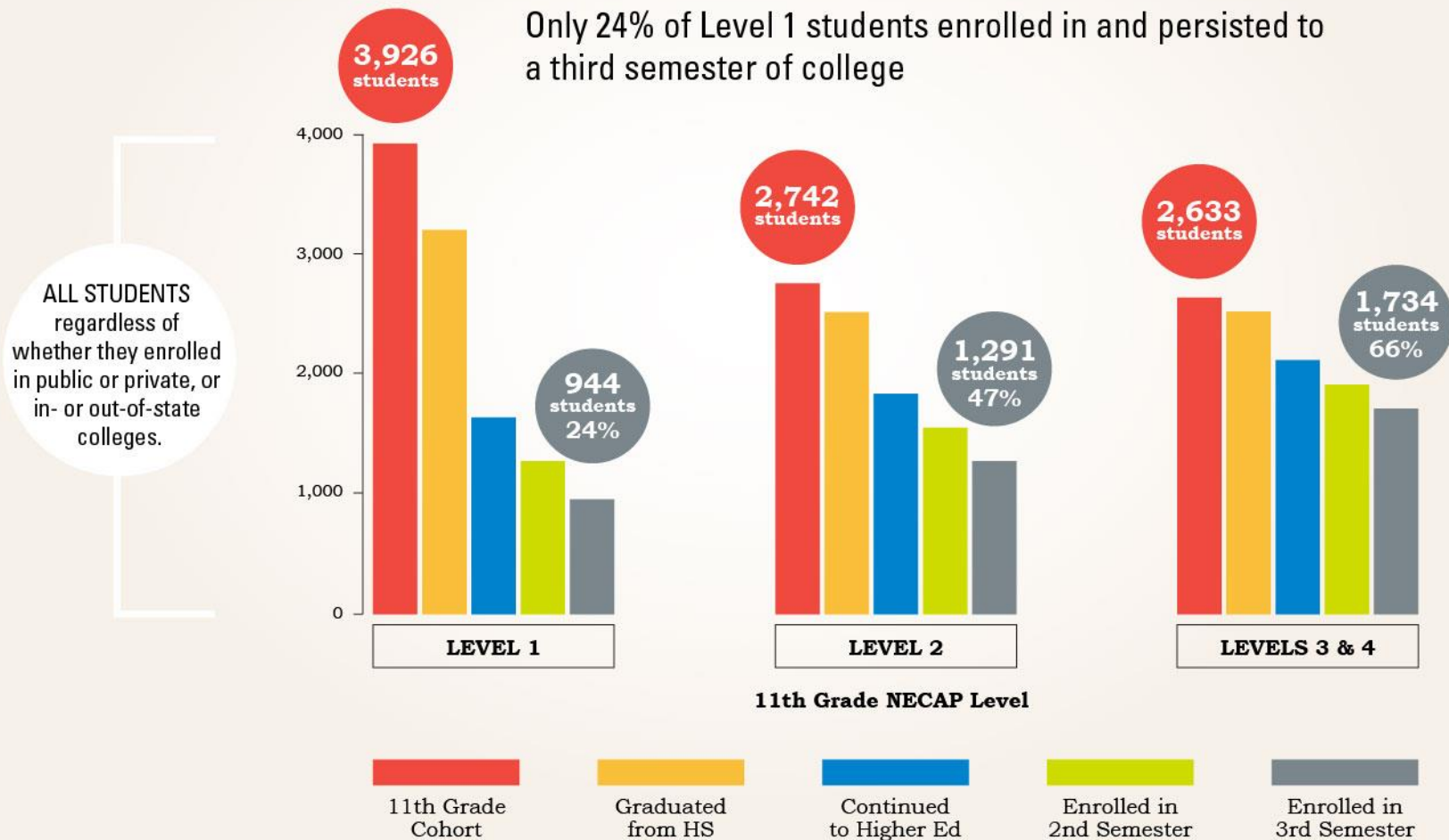
# → Low NECAP proficiency forecasts student need for remedial math at CCRI ←

Roughly 80% of students who scored a Level 1 on the math NECAP needed substantial remediation in math, as measured by Accuplacer at CCRI.





# → Yes, high school math proficiency strongly correlates with academic success in college ←



# Actions Under Way: K-12



Implementing the Common Core State Standards and aligned assessments across all grade levels.



Increasing the rigor of mathematics instruction in high school.



Providing additional support to students whose achievement falls below proficiency.



Continuing to implement the Rhode Island Diploma System to ensure our students are better prepared for success beyond high school.

# Actions Under Way: Postsecondary



Funding personalized academic student support services at each of Rhode Island's public postsecondary institutions.







Partnering faculty members with local school districts to provide intensive professional development in math instruction.



Conducting longitudinal research to better understand PK-20W student outcomes.



## Actions Still Needed

-  Ensure that districts are working to identify and support middle-school students with low achievement levels in mathematics and that high-school students enroll in course sequences that provide instruction aligned with the Common Core State Standards.
-  Ensure that districts and higher-education institutions present more opportunities for contextualized mathematics learning with hands-on experiences.
-  Ensure that intensive math remediation is available and that students are placed in co-enrolled postsecondary, credit-bearing courses with remedial support.
-  Ensure more significant state merit scholarships and internships are offered to motivate our highest-achieving math students to stay in Rhode Island.

# Special Thanks

This Data Story was developed by a Longitudinal Data Analysis (LDA) Committee comprised of stakeholders from across the state. Special thanks go out to the following LDA members who met over the past 9 months to complete this project:

<b>Gary Boden</b>	University of Rhode Island
<b>Nikki Churchwell</b>	ProvPlan
<b>Janet Durfee-Hidalgo</b>	RI Office of Higher Education
<b>Stephanie Geller</b>	RI KIDS Count
<b>Deborah Grossman-Garber</b>	RI Office of Higher Education
<b>Christopher Hourigan</b>	Rhode Island College
<b>William LeBlanc</b>	Community College of Rhode Island
<b>Rebecca Lee</b>	ProvPlan
<b>Philip Less</b>	RI Department of Elementary and Secondary Education
<b>Tracy Money</b>	College Unbound/Big Picture Learning
<b>Andrea Spargo</b>	RI Department of Elementary and Secondary Education
<b>Peg Votta</b>	RI Department of Elementary and Secondary Education
<b>Mary Jo Feeney</b>	Facilitator
<b>Julia Steiny</b>	Communications Consultant

# Resources



These slides can be viewed and downloaded from:

**[ridatahub.org/math-success-slides](https://ridatahub.org/math-success-slides)**

To view the full Data Story with additional content and graphs, please visit:

**[ridatahub.org/math-success](https://ridatahub.org/math-success)**