

Transitional Instruction 101

March 25, 2025



EdSystems
EDUCATION SYSTEMS CENTER *at*
NORTHERN ILLINOIS UNIVERSITY



Agenda

Transitional Instruction Overview: Madeleine Greene, EdSystems

Transitional Math: Charmell Stoxstell, ISBE

Transitional English: Kim Johnson, ISBE

Questions & Discussion



Transitional Instruction Overview

Madeleine Greene, Education Systems Center at NIU

Postsecondary and Workforce Readiness Act

Public Act 99-0674 (HB 5729)

Signed by Governor July 29, 2016

Four Components:

- Postsecondary and Career Expectations (PaCE)
- **Scaling of 12th Grade Transitional Courses**
- College & Career Pathway Endorsements on High School Diplomas
- Pilot of Competency-Based High School Graduation Requirements



pwract.org

Transitional Instruction Shifts Student Outcomes

*Reducing barriers
and strengthening
pathways*

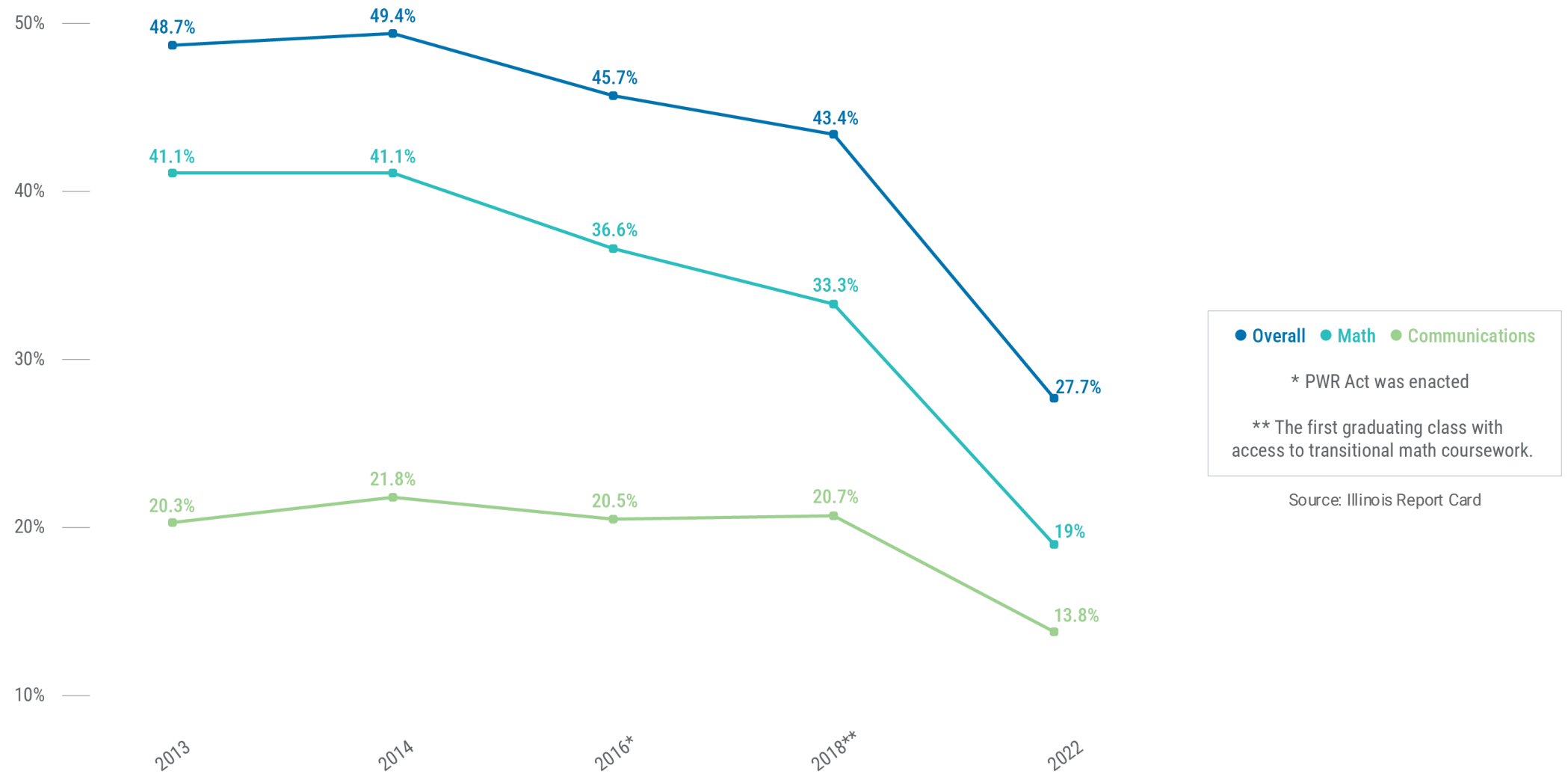
Goal: Prepare students for college and careers while reducing remediation.

- Transitional instruction is a statewide system for math and English instruction that increases high school seniors' college and career readiness and reduces remedial education needs.
- Both are 12th grade courses for which a passing grade grants a student placement into college-level English or math at all Illinois community colleges and participating public universities.
- Both are distinct from early college, dual credit, or AP courses. Neither are remedial courses.

Results:

- Transitional instruction grants all high school students the opportunity to graduate college and career ready.
- Students start at college-level coursework, increasing their chances of completing a certificate or degree.
- Systems better serve underrepresented groups and increase equity + access to high quality pathways.

Community College Remediation Rates



What is Required of Districts?



Transitional Math

- Every 12th grade student **must** have the opportunity to take at least one transitional mathematics course offering that has been approved for portability (by SY21-22).
- Districts may report their decision to opt out to ISBE by providing documentation to verify their duly adopted board resolution to do so.

Supports: [Statewide Competencies & Policies](#), Transitional Math [website](#), [IL university participation](#)

Transitional English

- Implementation is underway for 12th grade students to have access to transitional English in place of their fourth-year Language Arts class, in keeping with state and local high school graduation requirements.
- Transitional English is expanding across Illinois districts on a **voluntary** basis.

Supports: ROE 47 Transitional English Annual Summit (Dec.), [Statewide Competencies & Policies](#), [Resources](#)

Transitional Math

Charmell Stoxstell, ISBE

TRANSITIONAL MATH ELIGIBILITY



HIGH SCHOOL SENIOR



11TH GRADE DATA HELPS DETERMINE ELIGIBILITY



HIGH SCHOOL ADVISORS HELP STUDENTS MAKE COURSE SELECTION



ADVISORS ENROLL STUDENTS IN SELECTED TM COURSE



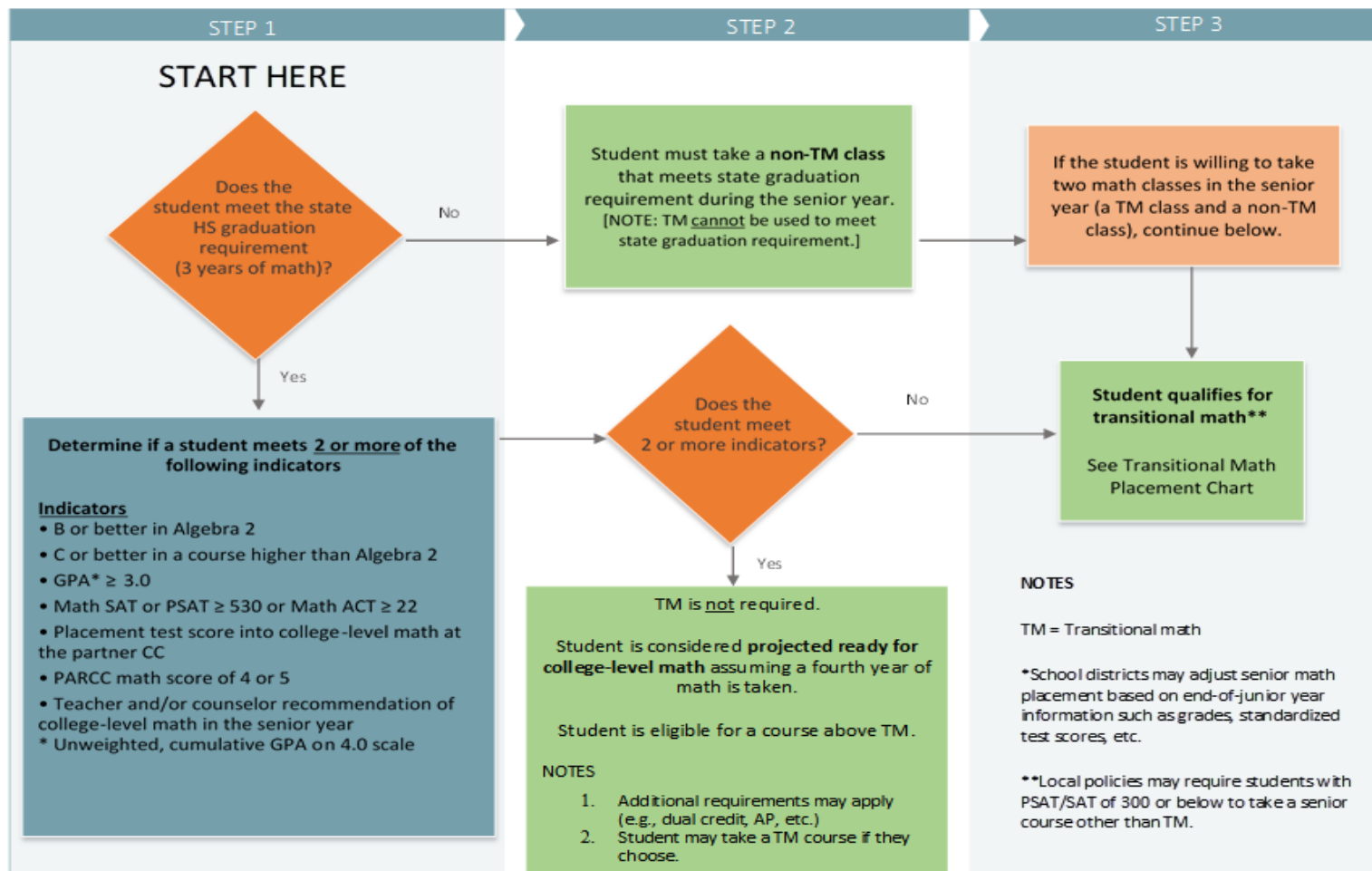
STUDENTS MAY CHANGE PATHWAYS



"C" OR BETTER IN THE TM COURSE GUARANTEES PLACEMENT IN CREDIT-BEARING COLLEGE COURSE

Decision Chart for Transitional Math Eligibility

Use after first semester of a student's junior year*



Transitional Math Placement

Students who meet the eligibility criteria for transitional math should choose a pathway based on their career interests and meta major. Use the following information to guide students with that decision.

NOTE: Students should take **Transition to QL/Statistics** if they have not selected a meta major.

Transition to STEM/College Algebra

Audience

Student who will need College Algebra but is not ready to take it in the senior year.

Common majors/programs

Many AS degrees, most STEM majors, some nursing majors, elementary education, business degrees requiring business calculus, university programs (BS or BA) that require College Algebra

Additional eligibility criteria

Students who wish take Transition to STEM will need to meet one of the following prerequisites:

- B or better in Algebra 1 or a higher math course
- Math GPA ≥ 2.5 (out of 4.0)
- Teacher verification of transitional college algebra prerequisite competencies

Transition to Quantitative Literacy/Statistics

Audience

Student who will need Liberal Arts Math (General Education Math) or Elementary Statistics but is not ready for dual credit, dual enrollment, or AP versions of those courses in the senior year.*

Common major/programs

Most AA degrees such as history, art, philosophy, English

*Transition to QL/Stats is a better option for students who need College Algebra but feel Transition to STEM is too difficult. Many colleges have options to reduce time to complete College Algebra.

Transition to Technical Math

Audience

Student who will need multiple levels of technical math but is only ready for the lowest version**.

Common major/programs

Most AAS degrees such as welding, fire science, construction, culinary arts

** If the CC only has one tech math course required that is the same as the transitional tech math course, it would be better to have dual credit tech math at the HS instead of transitional technical math.

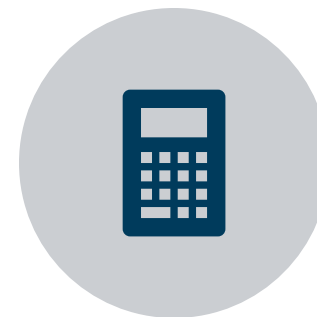
Transitional Math Pathways



QL/STATS PATHWAY- QL/STATS PATHWAY IS THE DEFAULT PATHWAY FOR A STUDENT WHO IS UNDECIDED ON HIS/HER META-MAJOR.



STEM PATHWAY- FOR STUDENTS WHO WOULD LIKE TO PURSUE A STEM CAREER.



TECHNICAL MATH PATHWAY- FOR STUDENTS WHO WOULD LIKE TO JOIN A TECHNICAL CAREER.

Student Best-Fit per Career Choice

- **Quantitative Literacy and Statistics Pathway-** Students focus on attaining competency in general statistics, data analysis, quantitative literacy and problem solving. This course is for students whose career goals are outside of science, technology, engineering, and math (STEM) or technical fields and can include meteorology, marketing/operations/financial analysis, and actuarial careers.

Student Best-Fit per Career Choice

- **STEM Pathway-** Students' career goals involve occupations that require the application of calculus or advanced algebraic skills. This course is designed to prepare students for college and career pathways in areas such as video game designing, civil engineering, and computer programming.

Student Best-Fit per Career Choice

- **Technical Math Pathway-** Students have career goals involving occupations in technical fields. These career goals do not require calculus, advanced algebra, or advanced statistics. Students may show interest in fields such as culinary arts, pharmacy technician, HVAC specialist, agriculture, and/or construction.

New! Transitional Math Virtual Course

IVSA Website

Course Pathway: High School Transitional Math 4 -
Quantitative Literacy & Statistics

Course Length: 2 Semesters

Transitional English

Kim Johnson, ISBE

Transitional English Overview

Transitional English is designed to support high school seniors who are not enrolled in an early college literacy course (AP, IB, dual credit). The course prepares students for college-level reading, writing, and critical thinking, ensuring "day one" success in postsecondary education or the workforce.

Key Benefits:

- Prepares students for college and career-level reading and writing demands.
- Enhances critical thinking, analysis, and communication skills.
- Promotes growth through scaffolded instruction, feedback, and revision.
- Offers valid portability for placement into credit-bearing English courses for up to three years post-graduation.
- Supports equity and access to postsecondary opportunities.

Why Offer Transitional English:

- Supports postsecondary persistence and attainment for all students.
- Provides an essential literacy course alongside AP, IB, or dual credit options.
- Encourages deep engagement with reading, writing, and feedback cycles.
- Works well within a co-taught model to support small-group instruction and conferencing.

Transitional English Eligibility



HIGH SCHOOL SENIOR



11TH GRADE DATA HELPS DETERMINE ELIGIBILITY



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**“C” OR BETTER IN THE TE COURSE GUARANTEES
PLACEMENT IN CREDIT-BEARING COLLEGE COURSE**

Transitional English is a Good Fit for Students who:

- Want to improve confidence in reading, writing, and critical thinking.
- Plan to attend college, enter an apprenticeship, or go directly into the workforce.
- Benefit from structured academic support, feedback cycles, and skill-building.
- Are multi-lingual learners who need additional practice with English language skills.
- Have IEPs or learning differences who require accommodations (e.g., extended time, graphic organizers) without modifications to assessments.

Student Best-Fit per Career Choice

- This course is ideal for students who:
 - Plan to enroll in a certificate or degree program that includes college composition.
 - Are entering an apprenticeship or workforce requiring strong reading and writing skills.
 - Need additional academic preparation for postsecondary success.

Eligibility Considerations:

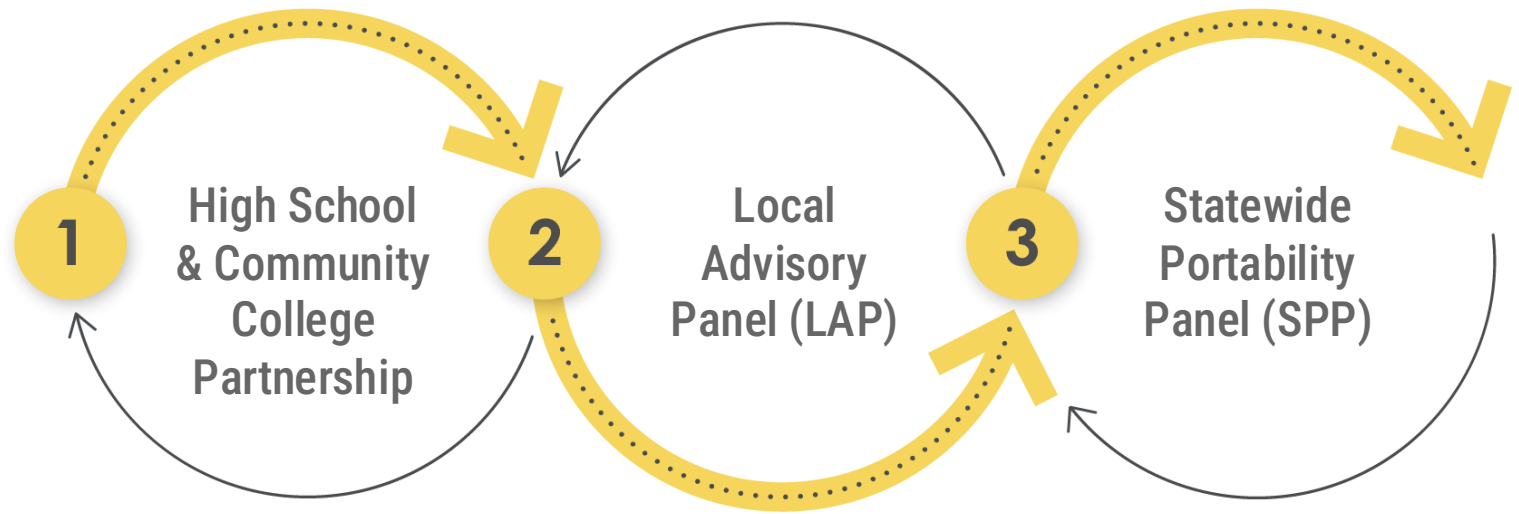
Students should not be enrolled in an early college literacy course.

Readiness can be assessed using multiple measures such as GPA, SAT/ACT scores, and demonstrated skills in prior coursework.

Transitional English Resources

- [Statewide Transitional English Course Parameters and Competencies](#)
- [Sample Unit Plans](#)
- [Best Fit Student Profile](#)
- [Checklist for MOU, Syllabus, & Spreadsheet Development](#)
- [Additional Resources](#)

The Portability Process



Interested in implementing? Here are resources to support your next steps:

- ISBE: [transitional math webpage](#)
- EdSystems: [Transitional Math Resources](#)
- EdSystems: [Transitional English Resources](#)



Questions?

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Transitional Instruction
Contact Information