

Building Better Math Pathways from the RMI Majuro SDA School System (MSDASS)

To the College of the Marshall Islands (CMI)

Memorandum of Understanding

Between

Majuro Seventh-Day Adventist Schools System

And

The College of the Marshall Islands

This Memorandum of Understanding (MOU) sets out the partnership terms and understanding between the Majuro SDA School System (MSDASS) and the College of the Marshall Islands (CMI) while carrying out the Building Better Math Pathways from MSDASS to CMI project, which builds on the Building Better Math Pathways from the RMI Public School System to the College of the Marshall Islands Project, which was supported by REL Pacific: Regional Educational Laboratory

Background

In 2019, the RMI Public School System, CMI, and REL Pacific undertook a project responding to concerns expressed in the Republic of the Marshall Islands (RMI), by all stakeholders, that a misalignment between high school and college mathematics was causing students difficulties in successfully completing degrees at CMI because most students graduating from high schools in the RMI did not possess the required mathematical knowledge and skills required to enroll directly into CMI credit courses. To help address this issue, REL Pacific and Carnegie Math Pathways (CMP) teams supported leaders and faculty from both the MSDASS and CMI as they designed a mathematics course to promote students' mathematics learning and engagement with the aim that successful completion of this course would allow students to move directly to credit courses following high school graduation. The project was successful in increasing the percentage of students entering credit-level courses directly.

Purpose

Building Better Math Pathways from MSDASS to CMI will extend the benefits of the math transition course developed under the prior project to private school students enrolled at MSDASS.

This MOU outlines the intended outcomes of the project and the joint responsibilities of both organizations to ensure the outcomes, listed below, are met.

The project stakeholders agree to work collaboratively with the aim of ensuring that more students who want a college degree will earn one, and will become successful and contributing members of their communities

Outcomes of the project

1. By 2024, at least 25% of students enrolled in the transition course will be eligible for credit-bearing math courses at CMI.
2. By 2025, at least 50% of students enrolled in the transition course will be eligible for credit-bearing math courses at CMI.
3. By 2026, at least 75% of students enrolled in the transition course will be eligible for credit-bearing math courses at CMI.

Activities

The project outcomes will be accomplished by relevant high school, MSDASS and CMI staff implementing the Grade 12 mathematics transition course.

All relevant high school and MSDASS staff will commit to:

- The delivery of the new fit-for-purpose mathematics transition course including using the new curriculum materials;
- The delivery of improved pedagogies which support the teaching of the course;
- Engagement in professional support including structural (systemic) support;
- Their students' academic skill development;
- Parent and community involvement in the students' learning; and
- The facilitation of individual student support.

All relevant CMI staff will commit to:

- Collaboration with high school staff to oversee the marking of the final assessment to a standard that ensures the integrity of the results.
- Facilitation of appropriate professional development and mentorship of MSDASS teachers. Assessment of student success following enrollment at the college.
- Placement of students into an appropriate level of mathematics based on transition course results.
- Sharing of available resources such as used textbooks.

Entry of students to credit level courses at CMI

The MSDASS will work alongside CMI officials to ensure that the assessment of students in the Grade 12 mathematics transition course is valid, fair, accurate and nationally consistent, and that the final results are communicated to CMI Admissions and Records in a timely manner.

CMI will allow students who successfully pass the Grade 12 mathematics transition course to enroll in credit level Mathematics courses upon admission to the College, without being required to complete the placement examination in mathematics. Those who fail the Math transition course will need to sit the placement test.

CMI will place students based on their math transition scores as follows:

- 60% or above: Credit Math
- 50% or above: 90s-Level Math
- 40% or above: Math 099 or Accelerated 80s-Level Math
- 30% or above: Non-Accelerated 80s-Level Math
- Below 30%: 60s-Level Math

Collaboration

MSDASS and CMI staff commit to a professional partnership based on improved collaboration, co-ordination and sharing of expertise and skill, underscored by a shared commitment to student achievement. Relevant staff commit to regular meetings to review progress and address challenges.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from MSDASS and CMI. This MOU shall become effective upon signature by the authorized officials from the Majuro SDA School System and the College of the Marshall Islands and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from MSDASS and CMI this MOU shall be continued.

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11/30/23
Date



Pastor Selvin Intong
Chairman, School Board Chairman
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Date



Dr. Elizabeth Switaj
Acting President
College of the Marshall Islands

30 Nov 23
Date