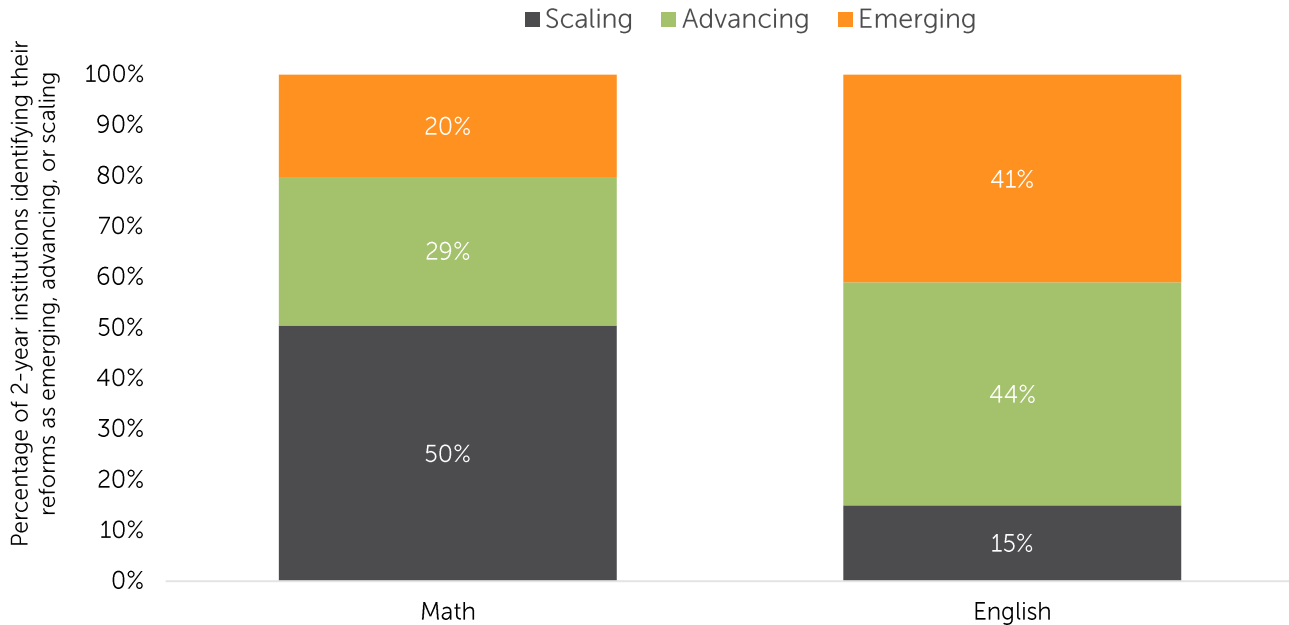


# English Trails Math in DevEd Reform

*Learning from best practices of more advanced institutions may be the key to greater success in English developmental education reform.*



Source: Tyton Partners, *Hitting their Stride 2020*. Available in the Strong Start to Finish [Resource Library](#).

To better understand the differences in developmental education (DevEd) practices, Tyton Partners found 2-year institutions fall into three segments based on responses of perceived levels of implementation across key DevEd reforms: (1) Emerging: Respondents who self-assess lower on key DevEd reform actions; (2) Advancing: Respondents who self-assess in the middle on key DevEd reform actions; and (3) Scaling: Respondents who self-assess higher on key DevEd reform actions.

This analysis shows that Math respondents are much more likely to believe they have made progress than their English peers. Only 15% of English respondents believe they are in the Scaling segment, compared to 50% of Math respondents, a delta of 35%. A path to potential progress within English developmental education reform practices can be found looking at the institutions in the Scaling segment and their adoption of acceleration practices. Acceleration, a common approach in developmental education adopted by over 80% of 2-year institutions, pushes institutions to find strategies to reduce the time students spend in remediation. This Points of Interest suggests that learning from best practices of more advanced institutions may be the key to greater success in English developmental education reform. These best practices are explored more fully in the complete paper, *Hitting their Stride 2020*.

For more information, download the report or contact Gates Bryant at [gbryant@tytonpartners.com](mailto:gbryant@tytonpartners.com).

July 15, 2020