

TRANSITION TO COLLEGE ALGEBRA
SUBMIT ONE APPLICATION FORM PER PARTNERSHIP



INFORMATION REQUIRED FOR SCHOOL DISTRICT

District name, number, and city: Great Bend Schools, USD 428, Great Bend

Superintendent: Brad Reed	Phone: 620-793-1500	E-mail: Brad.Reed@usd428.net
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Attach a brief statement as to why your district wishes to participate in the pilot and the benefits you see for your students. The statement should also acknowledge the district agrees to fully support the professional development and data collection associated with the pilot. The statement must be signed by the superintendent, the principal and the high school faculty teaching the course.

INFORMATION FOR PARTICIPATING HIGH SCHOOL
(ATTACH ADDITIONAL SHEETS IF MORE THAN ONE HIGH SCHOOL OR TEACHER IS PARTICIPATING)

Name of High School: Great Bend High School

Principal: Tim Friess	Phone: 620-793-1521	E-mail: Tim.Friess@usd428.net
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City: Great Bend	State: KS	ZIP Code: 67530
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Total number of students: 916

Number/Percent of seniors placed into remedial math in college: (Use year for which most recent data is available.)	2013 – 16/200 - 8%	2012 – 31/200 - 15%
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Number/Percent of students who scored less than 22 on the Math section of the ACT: (Use year for which most recent data is available.)	2014: 61/100 – 61%
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Name and certification of high school faculty who will teach course: Wendy Popp

Phone: (620)793-1521	E-mail: wendy.popp@gmail.com
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INFORMATION FOR COMMUNITY OR TECHNICAL COLLEGE

Name of Institution: Barton Community College

President: Dr. Carl Heilman	Phone: (620) 792-9301
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City: Great Bend	E-mail: heilmanc@bartoncc.edu
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Chief Academic Officer: Dr. Robin Garrett

Phone: (620) 792-9303	E-mail: robbing@bartoncc.edu
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Name of Math faculty liaison: Brian Howe

Phone: (620) 792-9254	E-mail: howeb@bartoncc.edu
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Number/Percent of first time degree-seeking students between ages 17 and 19 who placed into remedial math: (Use year for which most recent data is available.)	274/10%
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Placement Assessment Test. Check one: Accuplacer COMPASS (Currently use ASSET, but changing to Accuplacer)

Submission of an application indicates the college's agreement to meet the requirements listed in the Transition to College Algebra Pilot Requirements.

APPLICATION DUE DATE

First review of the applications will begin on December 17, 2015, and will continue until all pilot sites are chosen.

Email applications to: Melissa Fast (mfast@ksde.org)

For additional information visit: <http://bit.ly/Transition-to-College-Algebra>

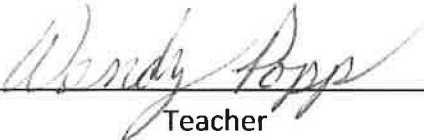
QUESTIONS?

If you have questions please contact Melissa Fast at the Kansas State Department of Education (mfast@ksde.org, 785.296.3486) or Susan Fish (sfish@ksbor.org, 785.296.7179) and Jean Redeker (jredeker@ksbor.org, 785.296.4936) at the Kansas Board of Regents.

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The Great Bend School District is seeking consideration to pilot the Transition to College Algebra Course. Over the past few years, the mathematics department at the high school has seen an increasing need for a course designed to serve upperclassmen (Seniors) who are not particularly ready to enter into College Algebra. This has been evident by the increased number of students who consider themselves college bound, but fail to meet the basic requirements (ASSET/ACT score) for admission into the course. Historically, reading scores have not been the issue, math scores are what have been preventing students from being eligible to enroll in the course for college credit. Although we have offered the option of postponing the college credit portion to second semester and using the first semester to build missing skills, this only seems to be effective for about half of those students. Since many of the students who are not eligible for college credit drop the course, it leaves them without a rigorous math course the semester before they enter college. This can also contribute to the number of students entering college and taking a remedial course. Our hope is to provide students with a course that can build the bridge between Algebra 2 and College Algebra to improve, not only the number of students taking College Algebra, but also overall math ACT scores of our students.

USD 428 will support the professional development and data collection associated with the pilot. We are anxious to see how many of our students will benefit from a course like this, and how it will impact our post graduation remediation rates.



Teacher



High School Principal



Superintendent