

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Mark Lippe

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Adair High School

(As it should appear in the official records)

School Mailing Address 101 S Harley Hughes Avenue

(If address is P.O. Box, also include street address.)

City Adair State OK Zip Code+4 (9 digits total) 74330-0197

County Mayes State School Code Number\* 370-030

Telephone 918-785-2424 Fax 918-785-2491

Web site/URL http://adair.k12.ok.us/APS/ E-mail brogers@adairschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Tom Linihan E-mail: tlinihan@adairschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Adair Public Schools Tel. 918-785-2424

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. G.C. Martin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	40	49	89
10	46	36	82
11	32	35	67
12	25	32	57
<b>Total Students</b>	143	152	295

5. Racial/ethnic composition of the school:      40 % American Indian or Alaska Native  
    2 % Asian  
    0 % Black or African American  
    1 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    57 % White  
    0 % Two or more races  
    **100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 13%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	275
(5) Total transferred students in row (3) divided by total students in row (4)	0.135
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school:      0 %  
    0 Total number ELL  
 Number of non-English languages represented:      0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals:      44 %  
    Total number students who qualify:      118

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 14 %  
44 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>38</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	94%	95%
High school graduation rate	100%	100%	99%	94%	99%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	51
Enrolled in a 4-year college or university	33%
Enrolled in a community college	22%
Enrolled in career/technical training program	5%
Found employment	31%
Joined the military or other public service	5%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Known for cattle production, Mayes County is located in Northeast Oklahoma surrounded by pristine lakes, bucolic farming and hay meadows. Adair, Oklahoma is a rural town with a population of 790 according to the 2010 census. Adair High School serves 9th grade through 12th grade students who are 295 strong in number. The 1,051 students (Pre-K to 12) are transported from six surrounding communities. As a result, the buses travel a total of 540 miles each day. Current household incomes hover around \$24,000 compared to national average of \$51,660. US Census established over one-third of the area residents makes less than \$15,000 annually.

Many students face daily challenges of poverty, lack of support beyond the regular school day, and a variety of negative social situations. More than fifty percent of our students qualify for free and reduced lunches and subsequent to the Caucasian population (57%) the next highest racial composition is Native American at thirty-nine percent (39%). The majority of Native American students belong to the Cherokee Tribe. One in five students is on an individual education plan (IEP).

Adair High School (AHS) has rigorous standards and high expectations for its students. With 25 credits required for graduation and 91% of students enrolled in the college preparatory curriculum; we continually set the standard for Mayes County regarding ACT scores, API scores and earned a letter grade “A” for two straight years under the A-F grading system. Adair teachers, staff and administrators are dedicated to ensuring that our mission of “Everyone Learns” is not just a statement, but a philosophy that symbolizes our goal to help each student find success.

As AHS began to establish a new learning culture and academic traditions, the Oklahoma State Department of Education and the Oklahoma State Board of Education commenced to take notice. AHS was recognized as a Reward School. The State of Oklahoma seeks to recognize excellence and encourages collaboration between peers which allowed AHS to partner with an area priority school that was not performing to state standards. This process has allowed Adair teachers and administrators the opportunity to model effective strategies. Through peer-to-peer mentoring, multiple site visits to both schools and training on vertical teams approach, AHS was able to examine skills allowed for self awareness and the ability to fine tune many programs that were effective, and we gleaned additional knowledge on strategies where we could be even better.

One new tradition is the Warrior Advisement Program (WAP). WAP was established three years ago and is the vehicle where by our teachers mentor a set group of students consecutively through four years of high school. The WAP purpose is to provide students with education and career planning, a set time to focus on student’s plans and dreams, with the option to practice decision making with a caring mentor. Consistent curriculum exposure to all students brings ownership to the student as they manage their diploma requirements and allows students to construct a plan to meet their goals. With a minimum of two student meetings per semester and two parent meetings per semester, this program has increased our parental involvement over 68% from the inaugural year for WAP.

In 2012 and 2013, AHS was nationally recognized by US News and World Report as one of the best high schools; awarding our students, faculty and staff the Bronze Medal of Excellence. This recognition speaks to the dedication and commitment that is woven through the brick and mortar building. The community purposes to join itself with the staff and support staff to collaborate and create the environment most conducive to the apprehension of knowledge possible. In 2010 and 2012 AHS received the College Readiness Award from ACT. This honor is specific to how we use the ACT and the data produced, such as composite scores increased over the past five years and increased participation. These continued efforts are crucial to improving student’s college readiness and fits into the State of Oklahoma’s C3 standards of College, Career and Citizenship ready. With a myriad of talented students in sundry activities ranging from service learning projects to reaching state finals in basketball, the hallmark of Adair’s commitment to attaining its apex is self evident.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A.) Adair High School (AHS) utilizes the state of Oklahoma’s Academic Performance Index (API) as a measure of student performance and progress. As this statewide benchmark increases every year depending on subject, the benchmark goal includes a) acceptable performance and progress in reading/language arts and mathematics with successful scores of “proficient” and “advanced” on criterion-referenced End-of-Instruction (EOI) tests in English II and Algebra I; b) part two of the API is based on graduation rates, attendance and drop out statistics ; and c) academic excellence on ACT scores, Advance Placement offerings, and college remediation rates. The overall API score is a weighted computation with 80% based on EOI scores, 10% on school completion rates, and 10% from academic excellence statistics. This API score is used as the overall measurement to indicate whether a school has made Adequate Yearly Progress (AYP), as defined by the federal No Child Left Behind Act. For the past two academic years, Adair High school received an “A” and in 2013 the letter grade was accompanied by points system revealing a score of 103 on the newly established A-F Grade card using the data explained above. The state also mandates EOIs in Algebra II, Biology, English III, Geometry, and US History. These scores are not calculated in a school’s AYP score; however AHS utilizes these assessments to help identify students performing at or above benchmark levels as well as those who may require remediation. Relying on EPAS data, specifically the PLAN test for sophomores plus the PSAT and ASVAB exams are additional ways we collect and assimilate data.

B.) While it’s always best to compare measurements on the same scale, AHS data does infer several significant gains in analyzing 2009-2013 OCCT state test data. In 2010 the state saw a statewide sharp drop on the Algebra I End of Instruction (EOI) assessment. We were no different, seeing a sharp decline on Algebra I test scores. AHS began to intervene with remediation courses, peer-to-peer mentoring and use of Study Island technology and other web-based supplemental education pieces. Due to this effort we can report an upward trend visible in the data. For example, in 2009, 67% of students passed the Algebra I exam, in the following year the passing score dropped to 60% after the restructuring of the test which included tightening of the standards and increasing test complexity. In 2012 we found a significant rebound with an 80% pass rate for the same Algebra I assessment.

These dramatic changes can be attributed to our teachers focus on the Mathematics Content Standards for Algebra I teaching in depth from the concrete to abstract; major concepts and maintenance concepts. For standard 2.0 Relations and Functions, students are to use relations and functions to model number relationships; this includes linear data, identifying dependent and independent variables, domain and range. The growth for Strand 2.0 was strong moving from 58% mastery specific to the 2.0 standard to 87% mastery by 2012. Once AHS took action, these database changes reveal our overall success in building a stronger Algebra I curriculum.

Oklahoma Performance Index (OPI) scores are school specific scores used to determine which level of performance (advanced, proficient, limited knowledge, or unsatisfactory) was achieved in each subject of the Oklahoma Core Curriculum Tests. The score and scale are changed annually by the State Department of Education. AHS also shows a similar upward trend with the data. For example, in 2009 we received a score of 730, 2010 score of 724 (again note drop which was statewide), 2011 score of 772, 2012 score of 785, and 2013 score of 787. This continual increase can also be credited to our remediation plans utilizing technology to enhance the foundation of Algebra I as found in the content standards. Two primary technology sources are Study Island and Edgenuity, both online educational resources to aid students with realistic applications.

Our five year data examination for English II revealed a more gradual increase and illustrated a more rippling effect within the language arts standards. This wave within the data is directly due to an instructor change. Although the newcomer to the district is still adjusting to the curriculum, our scores remain strong in spite of this change. With a passing rate on the English II EOI assessment in 2011 of 94%, the new English II instructor kept the objectives woven through the course and celebrated a 98% pass rate in 2013.

Even with a changing of the guard, AHS was able to maintain good results speaking to the level of success in our established Language Arts curricula.

## **2. Using Assessment Results:**

Research shows a positive culture within a school can connect students to learning. Offering supportive and personalized learning experiences allowing social and emotional development and personal connections allow students to develop a connection with the school and attain educational successes. Advisory programs can help reduce risky behavior and lower drop-out rates. An effective advisory program can provide these elements and allow students to succeed. The Teachers as Advisors program also referred to as WAP, permits Adair students the time and opportunities to develop a sequential plan to reach their goals. The Adair educational system believes we must be accountable for our students' success.

AHS's commitment to remediation and student improvement is strong. This is evident in that English and Math courses were added to the class offering schedule in 2010 for semester and year-long courses. Teachers of remedial courses utilize OCCT data shows the strands for each standard and objective on each subject. Viewing the median percent correct, teachers can glean areas of strength as well as weaknesses for the teachers' role and the part of the student.

To encompass a broad spectrum of data and results, other assessment outcomes are used in addition to the OCCT state testing data. ACT and its partnering program Educational Planning and Assessment System (EPAS) provides us with rich longitudinal data to show achievement. Analyzing six-years of Adair specific average ACT composite score data has revealed the need for improvement.

Seeking to meet and exceed the state of Oklahoma's average ACT composite scores, data from 2006 through 2009 found Adair High School below the state ACT average. In 2010 and 2011 we surpassed the state average posting in 2010 an average of 21.6 and the following year a 21.8. Noting the need to improve, AHS administrators began to work with the ACT EPAS data allowing teachers time in workshops to reveal broad concepts where an entire class' performance was broken into strands allowing teachers to discover where students found mastery and more important where they were not scoring well. In the teaching and learning communities educators began studying our specific student's scores on the 8th grade EXPLORE test and the 10th grade PLAN test results. Much of the EPAS data shows areas where subject teachers can increase achievement levels which in turn often close achievement gaps. When used best, EPAS data provides schools a longitudinal approach to educational and career planning, assessment, instructional support, and evaluation. In 2010 and 2012 AHS was presented the College Readiness Award by given by ACT validating our efforts with EPAS data and our commitment to improving ACT composite scores and test participation.

## **3. Sharing Lessons Learned:**

"Raise the Grade Together" initiative is part of Oklahoma's A-F Reform; this support focused enterprise is designed to complement the release of Oklahoma's A-F School Grading System. Schools are provided a number of tools, tactics and strategies for fostering community conversations and planning. Within the state's desire to recognize excellence and encourage collaboration, Adair High School as a High-Performing, High-Progress Reward School, we sought a competitive Reward School Grant.

AHS responded to the Oklahoma State Department of Education's voluntary opportunity for Reward Schools. In accepting the competitive Reward School Grant, many of our best practices, instructional methods and innovative curriculum approaches became front and center as we partnered with a priority school who was not meeting current State of Oklahoma standards.

A Curriculum-Centered Strategic Planning Model was adopted as a long-range plan development tool. The curriculum-based reform model was first developed by Educause Center for Applied Research in 2004. First designed for use in higher education, it has now been used in a variety of organizations, including secondary schools. The model allows the curriculum planning team to build the reform around a learner

centered-curriculum framework. Through this model, our district was able to view each course and education program as filtered through the learner's goals beyond high school. This served as a method of expanding and sustaining Adair and the priority school's vertical approaches to the C3 standards (College, Career, Citizenship readiness).

For example, the priority school sought to learn how AHS had maintained an extremely high level of student pass rates on the Algebra I EOI assessment. The shared professional development through Professional Learning Communities was innovative in that it allowed teachers from both Adair and the priority school to provide and receive instruction from peers. These peer-to-peer mentor meetings were opportunities to discuss strategies of our proven successful education methods, plus glean additional methods we had not undertaken.

An additional goal is our intent to meet the literacy needs of all students, therefore teachers created the literacy across the curriculum plan for both AHS and the priority school to implement the Keys to Literacy program which provides research-based reading comprehension instruction workshops that equip teachers to help students meet literacy demands in school and on state assessments.

#### **4. Engaging Families and Community:**

Seeking both a broad and varied approach, Adair High School relies on many interactions, web-based, face-to-face, written correspondence, and mobile applications to keep parents and students informed. School Connect is the newest way AHS has found to provide school information at your fingertips. This communication service with a mobile application offers users the ability to email teachers, review school weather bulletins, follow clubs and organizations, view athletic schedules and make emergency reports. Community members and families are responding to the quick communication and efficiency to which we are able to share.

Family involvement is a strong facet for AHS's vision for student success. Events such as back to school night permits parents to follow their child's schedule and understand expectations of both the teacher and course. Other events include family reading night, computer training courses, plus extended day access to the school library for parents and adult members of the community. In line with the literacy initiatives, new extended hours for the school library also hosts school tutoring held throughout the school year for any student requiring academic assistance. Several of these programs allow parents to visualize how much the student can grow and learn in an environment where they are celebrated and valued.

High school students in particular gain experience during student led canned food drives, turning a giving week into a massive competition between classes, as well as the twice yearly Red Cross Blood Drives. The blood drives are student led and students serve as major participants as well as encourage surrounding business and community members to give. Numerous parents and grandparents enjoy the special holiday lunches from our school cafeteria. This is an opportunity to thank our community members for their dedicated support and encouragement. Last Thanksgiving school administrators donned aprons and gloves to serve over 1200 holiday lunches.

Two organizations have made great impacts on our school in the past few years: the Adair Parent-Teacher Organization and the Adair School Foundation, ACEE (Adair Community for Excellence in Education). The yearly support from these groups comes in many forms, from helping teachers bring about a new innovative idea in the classroom via a teacher grant to a parent lending extra time in the classroom. The monetary donations when needed have meant students had access to a special book, additional lab equipment and many more never acknowledged gifts to students in need.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Adair High School's success is steeped in tradition. Every department espouses the notion that education must reach far beyond the boundaries of one subject matter. A cohesive element sewing together academic disciplines are imperative to providing the means by which tangible information becomes malleable. Relevancy, which is pertinent when introducing material, requires thinking outside the box.

Adair immediately ascertained the virtues of common core objectives, adumbrating the possibilities afforded throughout the day as common themes intermingled. Multiple teaching methods provide variegated learning styles to apprehend concepts. For example, effective corroboration with respect to English II entails choosing a novel with a canopy expansive enough to incorporate other disciplines. The Book Thief by Markus Zusak is a prime example of such a novel. Although it is historical fiction, the setting lends itself to the study of World History between World War I and World War II. Germany's economy was far more desperate than that of the United States, but it is interesting to study Adolf Hitler's personal history, the way his elocution informed his persuasive power to divert an entire country from its mooring, his nefarious concentration camps and "experiments", and his commitment to conquering Europe as he simultaneously attempted to annihilate an entire race.

AHS's intense preparation and collaboration of faculty members of every academic discipline incubate the discovery of the masterful way knowledge from various courses are the individual pieces of the puzzle of common core curriculum, snapping together a bridge between information and relevant, tangible concepts with the penchant to be lifelong, applicable wisdom. The nuts and bolts of this process are evident because the state of Oklahoma aptly requires all students to enroll in the college preparatory and work ready curriculum. This curriculum is aligned to the requirements for college admission at Oklahoma's colleges and universities.

Current AHS graduation requirements exceed state standards and are aligned for college preparatory curriculum. Since students are automatically enrolled into college preparatory curriculum, Adair requires parent signatures for students to opt out of the program. Due to following this program, Adair has experienced a low college remediation rate of 8.6%. Concurrent enrollment allows outstanding junior and senior high school students to take credit-earning college courses. Adair students who qualify are eligible to enroll concurrently with Rogers State University- Pryor, located 10 miles from the Adair High campus. Currently one AP course is offered and we are engaged with teachers who desire additional AP courses in their respective subjects.

Required graduation credits under the college preparatory courses include core classes in English specifically, 4 units of English integrating grammar, composition and literature. Mathematics core includes 3 units of Mathematics limited to Algebra I, Geometry, Algebra II, Trigonometry/Calculus, or Math Analysis. Continuing the core requirements of Science, 3 units of laboratory Science require Biology and General Physical Science, plus at least one elective chosen from Chemistry, Physics, Environmental Science, Anatomy/Physiology and Biology II. The Social Studies core requirements include 3 units from the following: Oklahoma History/ Government, US History and elective options including World Geography, Economics, Cultural Geography. AHS also places a strong emphasis on Art requiring two years of Art courses, elective options include, Art I, Art II, Performing Arts, Art Leadership, Vocal Music and Instrumental Music. To reach a total of 25 credits additional courses are derived from ten elective units on a variety of subjects from physical education to consumer sciences and Career Tech pathways. The curriculum also has a foreign language component of Spanish I and II. This course due to staff limitations is offered on rotation, Spanish I, one year and Spanish II the following year.

In summary, the required courses, plus electives must total a minimum of 25 credits for graduation. The additional ten elective requirements are designed to provide students a well rounded balance of life skills and relevancy with opportunities to gain computer and business training, leadership skills, family and self care. Many electives are advanced in nature to assist a student for further study in mathematics and

sciences. Adair Schools has embraced many STEM related subjects including computer programming which engages students in the robotics field.

Adair High School partners with Northeast Technology Center (NTC) which is a state of Oklahoma Career Tech subsidiary. Together they are closing the skills gap in Oklahoma. Utilizing competency based education their curriculum is developed with the input of industry professionals, using skills standards to identify the knowledge and abilities needed to master an occupation. Northeast Technology Centers offer four campuses for students to locate programs specific to a career readiness area that will allow them to enter the workforce immediately following graduation.

## **2. Reading/English:**

Adair High School's Language Arts curriculum is dedicated to holistic instruction, relevant content and identifying benchmarks toward individual students as well as entire grade level achievement. Instructors collaborate on a vision which functions as a guideline for vertically aligning the curriculum and intensely concentrating on the middle school and high school's cohesive bond. Focusing on comprehension, middle school instruction is dedicated to promoting reading through the Accelerate Reader program. Students are individually responsible to read a predetermined number of books to achieve a specific number of points. Allowing students to select their own books from our library, teachers monitor the level of the chosen books. As they are allowed to explore the genres, students are engaged and heretofore, a budding interest in reading ensues. Throughout the year the progress of the students is monitored by means of the assessments generated by Accelerated Reader. The reading level of each student is expected to rise over the course of the year, continuing to expand as they move onto the next grade level.

By the ninth grade the goal is to have each student reading at grade level. English I enlists the comprehension skills acquired by the students in middle school, using them as the foundation for deeper more abstract analysis of texts. As a department, continually expanding the students' vocabulary opens the door for higher level reading as a class as well as the individual. Relevant curriculum is crucial to engaging students. Novels and reading are chosen deliberately to grab the attention of the students, inviting them to actively attend to their own education. Subject specific journals are the vehicles by which the instructors arrive at their goal of relevancy.

While high achievement scores and percentages of students passing are an ever present motivation, instructors allow pretests administered to identify areas of strengths and areas that are in need of significant improvement. For example, the English II classes are given the PLAN test in the fall and reading portions of out of rotation ACT tests. The target area for this year has been rhetorical skills. In the novel *The Book Thief* by Markus Zusak, the English II instructor is able to incorporate the targeted area, while covering all aspects designated by Common Core Curriculum standards.

## **3. Mathematics:**

The math curriculum of Adair High School is designed to ensure student success for future endeavors and Oklahoma C3 standards readying students for college, career and citizenship. The math department has implemented a plan of course movement allowing students to succeed in progressing their math foundation. Through collaboration of district and site teams, all students receive equitable course instruction giving them a solid foundation of math skills. Students are encouraged to use these foundational skills to challenge themselves by taking all required and upper-level math courses available. At the same time, there are also alternative courses that offer students the remediation that might be required. It is through this systematic plan of action that has been implemented that students achieve building a strong foundation of math skills.

Students who scored below the state proficiency levels on the 8th grade OCCT math test are placed in a Pre-Algebra course designed for remediation in the areas they tested low. This course also allows them to gain a confidence in the knowledge they possess concerning math skills. Using vocabulary lessons designed to help students be able to read and comprehend math tests and textbooks, students are able to articulate what they know and do not know in the area of math. This class also uses more hands-on resources and real-world

problems so that students can see the way math fits into their lives, making it more relevant and meaningful to them.

Students, who show proficiency on the 8th grade OCCT, are placed in Algebra 1 classes that also offer remediation. Teachers use the scores of the OCCT test to individualize instruction for students who show deficiencies in specific objectives. This individualization comes in the form of extra resource materials used during instruction to ensure that students' remediation and also through after-school tutoring. This method provides students alternative learning methods to help them strengthen their foundation of math skills.

Students who score advanced on the 8th grade OCCT test are also identified. They will follow a college readiness course that allows them to double their math classes during the sophomore year. By taking Algebra 2 and Geometry together these students are able to continue to take both a Trigonometry/Calculus class as well as a Math Analysis class. These students are challenged to reach above the state standards in their learning of math and the use of math skills.

#### **4. Additional Curriculum Area:**

Adair High School's Visual and Performing Arts strives to expand creative expression in a wide variety of media. Painting, printmaking, drawing, sculpting, pottery, and acting crafts develop technical skills and expose students to cultural and historic tradition as well as exercise the creative mind. Visual and performing arts presentations instill pride in self accomplishment and respect for not only personal work but, that of others.

All students have access to Arts Education at Adair High School, offering different levels in the disciplines. Students are taught from where their knowledge begins at the beginning of the course and higher levels of artistic development are presented to the student as progression is shown. Students benefit from working independently as well as group work, ensemble practice and teacher-guided lessons. Experiential learning includes auditory processes found in music and instruction, also in kinesthetic processes which include movement, singing, drawing, sculpting and constructing. Courses include Art I and II, Vocal Music, Performing Arts I and II, Music Appreciation and Instrumental music.

Visual arts and performing arts aide in students' ability to be career ready and can many times provide students' the edge in competitive scholarships and admission processes. AHS visual and performance arts courses lead students toward clear articulation, various problem solving strategies, leadership roles and collaborative skills. Participating in district, state and regional competitions give students and faculty the opportunity to be recognized for various levels of excellence and note strong school spirit.

There are multiple positive outcomes for students who participate in Arts Education. Youth are believed to experience stronger academic outcomes, have higher career goals and be more engaged with the school and community. The benefits of an arts background are evidenced in research. The newest data shows value to health and well-being, connectedness to community and greater economic prosperity. Thankfully, Adair School shares this belief in Arts Education and continues to commit to a strong Visual and Performance Arts Program.

#### **5. Instructional Methods:**

Adair High School's instructional methodologies are preeminent. Open-minded faculty members are continuously collaborating and sharing innovative ideas, thereby recognizing not only specific areas in which our students need improvement, but enabling the implementation of variegated ways to present information, effectively utilizing class-time. These rudimentary elements comprise the approach to cross curriculum instruction and teaching strategies purposed to encourage students to actively participate as the plausible concepts from which they procure meaningful knowledge. Wisdom is then conducive to relevant applications designed to reach beyond high school and college. Capitalizing on the strengths of the individual teacher assists subsequent teachers in the implementation of existing cornerstones. One of the most exceptional aspects of Adair's English Department's approach is the recognition of the innate strength

of each student. As we stand before our classrooms, we recognize an inevitable truth: what exists is infinite possibility.

The fundamental concept to our approach is relevancy. Initially, our purpose is to bring about self awareness in our students as teachers become familiar with tangible ways to know the students such as reading daily journals. Journals are one of the vehicles we use to connect with our students, assuring them that they are known, acceptable, and wanted. Continually modeling non-judgmental behavior fosters an environment of acceptance and appreciation for each other. Fellowships are created to implement this concept. Students collaborate and learn from each other on a daily basis. Much of the information presented is utilized to form opinions, enlisting facts to reaffirm their opinions, and finally, participating in guided discussions and debates which further instill class material.

Enthusiasm inspires students. Furthermore, knowing the level of each student is paramount to guided instruction. In order to reach students with various learning levels, one must be creative and utilize technology to maximize potential learning while accommodating varying capabilities. For example, incorporating technology such as Kindles, iPads, and other hand-held devices enables infinitely many activities that cover the same material, yet provide enrichment activities that build in difficulty as a student progresses. Thus, the student is able to work at his or her own pace. One example is an iPad app for vocabulary enrichment that has the capability to be personalized to the literature of a certain class or theme. It is evident that technology has opened the door to a vastly more meaningful public school experience.

## **6. Professional Development:**

Taking the mission of “Everyone Learns” to heart, even our teachers are encouraged to learn. Learning communities can prompt complacent teachers, veteran and rookie teachers to seek out professional development to learn the newest subject specific research, seek best practices, and foster learner self-respect. Adair High School’s key to accomplishing this task is the SEDL Center for Professional Learning (formerly the southwest development laboratory). The SEDL spurs reform through the use of 1) a systematic professional development academy program, 2) program and project evaluation, and 3) classroom connections. SEDL training has been certified by the Oklahoma State Department of Education, based on scientific research conducted by The University of Oklahoma, as a model eligible for expenditures of Title I (USDE) funds. Professional Development Academies are a method to reform curriculum through collaborative work and education.

AHS believes the school is assembled by a collective and collaboratively developed mission, vision, and goals. A true mission is in the action, or what we “do” not just in what is said. Adair educators are passionate and persistent and focus on the goal to have all students learn. Professional Learning Communities (PLC) is designed to allow educators to cooperate, provide support and grow in the profession. PLC meetings offer structured time for teachers to work together in planning instruction, observing and sharing feedback. Learning communities seek and share knowledge and most importantly they support teachers to act on what they have learned.

A goal stated in the 2013 Reward School grant was that both the reward school and priority school classroom teachers would attend 12 hours of professional development pertinent to Common Core Standards and 12 hours of collaborative professional development between the schools as part of the teaching and learning sessions. Much of this time was dedicated to assessing and improving the lesson plans and aligning curriculum with the Oklahoma C3 standards and Common Core standards.

Edgenuity courses are having a positive impact on student achievement across grade levels and student populations. In addition to online and blended courses for students, Edgenuity offers teacher resources from the eCommunity repository of documents, curriculum, materials and implementation resources. When professional development opportunities are offered to educators Adair has witnessed a new collective creativity and improved supportive conditions throughout the high school. In turn we can attribute an impact on our students developing a thinking brain and improving problem solving skills.

## 7. School Leadership

Continuity, stability, and permanence are perfect descriptive words for Adair Public School's leadership. With only 8 superintendents in our history, or when we began keeping records in 1937, AHS knows lasting leadership. Furthermore, for the past forty-five years we have been led by three different superintendents who have shown solidarity and an infallible commitment to their purpose to provide relevant education.

It is easy to hold our administration, headed by the superintendent, in high esteem. In a close-knit school system such as Adair, the superintendent establishes the standard upheld by the staff. His commitment to sustaining the highest ethical standards is contagious as the faculty and students follow suit. The community's engagement in school activities is corroborated by the reputation of the faculty and staff. Among the preeminent abilities at which our superintendent excels is creating a cohesive bond which unifies the schools and the community. As he recognizes and fosters strengths in individual teachers and students, we are inspired to diligently seek avenues to better the community.

As each principal collaborates with the superintendent, benchmark achievements are set, reform is adopted and celebrations of success are held. Modeling behaviors that render success, the principals' approachability is self-evident. Their commitments to hard work combined with their ethical compasses clearly point their schools in the direction of true north. Listening to and noticing the concerns of the faculty are imperative to good leadership and our principals' devotion to connecting with faculty members fosters a healthy work environment. With confidence in their principals, teachers reach the students in a positive, personal way.

Our counselor effortlessly relates to students. She listens intently and her non-judgmental nature is never condescending, yet she is reticent to offer perspectives in difficult situations when diplomacy is crucial. Acting as a stealthy bridge, our counselor connects students, administration, faculty, and parents. In 2011, she developed our Warrior Adviser Program (WAP) in which teachers are assigned ten to fifteen students to whom they act as a mentor, advising them in scheduling their classes and exploring college or vocational options.

The hallmark of the best leaders is the demonstration of their expectations in gracious examples. In order to follow someone, it is imperative that said person be trustworthy. Our administration is auspiciously committed to making its schools more effective, projecting a bright future with infinite opportunities.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math  
**All Students Tested/Grade:** 9  
**Publisher:** Pearson/CTB-McGraw Hill

**Test:** Algebra I OK Core Curriculum Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	100	95	82	96
% Advanced	76	75	58	34	48
Number of students tested	83	63	56	66	71
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment	21	6	8	4	0
% of students tested with alternative assessment	25	9	14	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	100	100	100	78	100
% Advanced	86	71	67	28	36
Number of students tested	43	28	3	18	22
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100		100	38	0
% Advanced	81		0	0	0
Number of students tested	21	0	1	13	7
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					0
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				0	0
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	1
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced	100	100	95	85	97
% Advanced	75	76	63	34	47
Number of students tested	36	21	19	35	36
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1			0	1
<b>9. White Students</b>					
% Proficient plus % Advanced	98	100	94	69	96
% Advanced	78	74	55	31	46
Number of students tested	46	35	31	13	26
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The increase of students tested with alternative assessments can be explained three fold. First and foremost, we have experienced an increase in the number of students testing overall and Oklahoma no longer offered a modified assessment for special education students past 2012-2013. Therefore all students eligible for a modified assessment were given one. Secondly, our district has streamlined our ability to identify students with learning disabilities. Lastly, we show an increase in students who transfer and move into the district due to our strong special education programs.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 10  
**Publisher:** Pearson/CTB McGraw Hill

**Test:** English II OK Core Curriculum Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	89	94	96	90
% Advanced	33	30	35	54	49
Number of students tested	74	76	54	76	76
Percent of total students tested	100	100	99	88	95
Number of students tested with alternative assessment	15	6	0	1	1
% of students tested with alternative assessment	20	7	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	92	85	93	94	80
% Advanced	48	23	43	39	38
Number of students tested	25	26	14	31	26
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	100	100	33	25
% Advanced	87	0	0	11	0
Number of students tested	15	1	1	9	8
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	97	88	100	97	85
% Advanced	45	21	26	65	23

Number of students tested	33	24	19	34	26
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	93	89	89	96	83
% Advanced	40	34	41	35	57
Number of students tested	40	38	27	23	46
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0				
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The increase of students tested with alternative assessments can be explained three fold. First and foremost, we have experienced an increase in the number of students testing overall and Oklahoma no longer offered a modified assessment for special education students past 2012-2013. Therefore all students eligible for a modified assessment were given one. Secondly, our district has streamlined our ability to identify students with learning disabilities and act immediately. Lastly, we show an increase in students who transfer and move into the district due to our strong special education programs.