

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Liesa Suzanne Smith

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

Official School Name Tulsa School of Arts and Sciences

(As it should appear in the official records)

School Mailing Address 3441 East Archer

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

City Tulsa State OK Zip Code+4 (9 digits total) 74115-8217

County Tulsa State School Code Number\* 72-E004-974

Telephone 918-828-7727 Fax 918-828-7747

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Twitter Handle @TSASdotOrg Facebook Page http://www.facebook.com/tsas.org 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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Eric Doss E-mail: edoss@tsas.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tulsa School District Tel. 918-828-7727

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. James Ford  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 1 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. 4 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	51	41	92
10	39	40	79
11	30	40	70
12	29	31	60
Total Students	149	152	301

5. Racial/ethnic composition of the school:
- 10 % American Indian or Alaska Native
  - 2 % Asian
  - 9 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 67 % White
  - 6 % 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 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	303
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %  
4 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 38 %  
 Total number students who qualify: 116

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 29 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</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>1</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:

	Number of Staff
Administrators	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	0
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 15:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	94%	95%	94%	94%
High school graduation rate	91%	96%	93%	95%	97%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	60
Enrolled in a 4-year college or university	43%
Enrolled in a community college	40%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	0%
Other	14%

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

Yes ☐ No ☒

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

15. Please summarize your school mission in 25 words or less: TSAS students learn using a college preparatory curriculum and develop the intellectual habits of a liberal arts education in a safe, supportive, individualized and challenging school environment.

## PART III – SUMMARY

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Tulsa School of Arts and Sciences (TSAS) is a public charter high school that provides a liberal arts, college preparatory curriculum through innovative teaching methods that focus on developing the individual. The TSAS mission is to enable each student to succeed in higher education, work, and life in a global society. TSAS opened its doors as the first charter high school in Tulsa, and now, in our 14th year we have built a strong reputation for the unique pairing of rigorous academic pursuits with a relational, community-focused learning environment. Started by four teachers sitting around a kitchen table brainstorming about how teaching and learning might more effectively engage the needs and interests of students as well as the professional expertise of teachers, the founders' vision continues to prioritize the meaningful accomplishments that are possible when teachers and students work together to explore, discover and learn in a context of mutual respect and care.

In 2001, TSAS began its first school year in an office building filled with hand-me-down furniture and creative “duct-tape” solutions to many daily academic needs. Having grown over the years from one then to two floors of an office building, the unsustainable cost of supporting the commercial property forced us to address issues of economic sustainability and growth. In 2012, TSAS made a significant move to partner with the TPS district and lease one of its empty elementary school buildings. Three hundred thousand dollars was raised for the renovations of sciences labs, the jazz band room, the photography dark room, and offices. The renovation work was tragically cut short by a construction accident that caused a fire which destroyed the entire school building and all of its contents just 14 days into the school year. In a symbol of our grit and resolve, the school reopened the day after the fire in another empty elementary building made available through the local school district. Through this tragedy, however, the school never wavered from the core principles of rigorous academic classes in a relational community and the metrics such as state test scores continue to be as strong as ever.

TSAS is authorized by Tulsa Public Schools (TPS) and as specified by our charter, our students must reside within the district. TPS is the second largest district in the state of Oklahoma and reflects the wide range of socioeconomic, cultural, racial, and academic diversity characteristic of an urban district. TSAS students live in every zip code in Tulsa; our current Freshman class is comprised of students from 26 different middle schools, including district schools, charter schools, private schools, virtual schools, and home-schooled students. Nearly 40% of our students qualify for free or reduced lunches and 15% are on an IEP. Our student population is capped at 300 students, thus the annual lottery held in February is used to randomly draw approximately 75 new freshmen each year and fill any other available seats. Other than the lottery and finishing 8th grade, there are no conditions that students must meet to come to the school. Siblings of current TSAS students are exempt from the lottery. Because more students apply than there are available seats, a waiting list is created for each grade. As seats become available, students are called sequentially from the wait list. Currently, our waiting list for 2016 has over 100 students that cannot be served.

Our school has a very rigorous college preparatory curriculum based on the entrance requirements for the state universities in Oklahoma. Our college preparatory coursework is integrated into a network of specialized exploratory academic classes and diverse electives in the arts to provide students with a framework to guide and support their development as unique individuals. Teachers are free to develop innovative classes and learning experiences strategically designed for their students' needs. Because of these high standards, TSAS students entering public colleges and universities in Oklahoma take fewer remedial classes than any other high school in Tulsa County.

This emphasis of students exploring, learning, and “becoming” alongside their teachers is extended into many student-developed extracurricular clubs, such as Knitting Club, Dr. Who Club, Gardening Club, Rock-climbing, Ultimate Frisbee, and On-My-Level, a social justice and equity club, just to name a few. In addition, our students have developed after school peer-tutoring programs in Math, and each senior “adopts” two or three freshmen as part of our Senior Writing mentoring program. This program allows underclassmen to build supportive relationships with upperclassmen and helps both students increase their writing proficiency.

In 2010, the faculty responded to observed student needs and created the Advisory Program. This program sets aside a specific time each week for each teacher to meet with their own multi-grade group of students to eat lunch together and then spend time engaged in college planning, study skill development, healthy life pursuits, community service projects, and strategic discussions to promote academic and life success. This has allowed each student to have an adult on campus focused on their academic achievement and college planning. We have seen a marked increase in students entering 4-year colleges because of the emphasis on these areas.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

TSAS recognizes that all students can attend college and be successful. However, not all students are prepared to enter a rigorous academically advanced high school curriculum. Many of our students come to us under-prepared for academic achievement. For this reason, our teachers have developed strategies and unique programs within each content area to build confidence, study skills, organization, and application skills essential for the rigorous courses that make up our college preparatory curriculum.

Every student earns a minimum of 26 credits to complete a college readiness diploma, which surpasses other state minimums and ensures that all students have the opportunity to meet the advanced requirements that are part of state tuition waver programs, essential for families in the state of Oklahoma striving to finance college. All students complete four credits of English. Our teacher-developed curriculum aligns the literacy skills of critical reading, annotation, argument development, and analytical writing through all four years of English. Our hallmark freshman World Studies class is foundational in introducing, practicing and developing these skills fundamentals. Team-taught with an English and a History instructor, the World Studies class introduces students to primary documents, rigorous reading, critical thinking, and multi-disciplinary learning. A Freshman Composition class is also required, in which foundational writing concepts are work-shopped for World Studies writing assignments. These foundational skills are then systematically explored and expanded in increasing depth and complexity in all English classes, building complexity each subsequent year. Our unique use of annotated journals in all writing classes and across the curriculum is fundamental to developing students who are confident, autonomous readers and writers. In these journals, students learn to make note of the significance in their reading, they learn to critically observe the connections within their own notes, and then how to successfully articulate their unique ideas to others by turning these journals into critical writing. The use of in-class writing time in the computer labs ensures all students have equal access to technology resources, as well as providing real-time writing support for all students.

In our Math program, every student begins with a foundational review course in either Pre-Algebra or Algebra 1 depending upon their middle school achievements. Our experience has shown in coming from a wide variety of middle schools, many of our students who have completed coursework in middle school have insufficient math skill mastery to be successful as they advance into high school. Our one semester review courses are designed to provide a leveling framework to identify students who will benefit from retaking a foundational class before advancing and also assists teachers in identifying how students should systematically advance through the three required high school math courses. Evaluating students' developmental strengths allows teachers to determine how best to sequence either Geometry or Algebra 2 for each student. Beyond the three required courses, many students complete advanced coursework up through Trigonometry, Pre-Calculus and AP Calculus. Struggling students are also supported with a Math Lab elective to target and remediate math challenges. Our teacher-created mathematics curriculum is strategically developed to emphasize skill mastery and application of math concepts.

Students begin their Science coursework with a foundational Conceptual Physics course. This class lays the groundwork for scientific thinking, organization, and essential skills for problem solving. Students also complete Biology and either an Applied Chemistry or Advanced Chemistry option. Offering two Chemistry options allows us to target the needs of students who will be pursuing STEM futures in college programs and those that will benefit from real world applied chemistry opportunities. Because each science discipline is distinct in its content, our faculty works collaboratively to develop alignment strategies for labs and lab reports, scientific processes, scientific thinking, and critical problem solving. An array of Science exploratory electives such as Marine Biology, Astronomy, and Green Energy enrich students' exposure to diverse scientific disciplines, and all students are encouraged to extend and challenge their science education by enrolling in AP courses or pursue concurrent college enrollment.

The three year History framework of Oklahoma History and Native American Studies, US History, Government, and World Studies is broadened by the development of unique courses designed to allow

students a deep and diverse exposure to various History and Social Studies electives. Designed by our teachers to meet the interests of our students and to respond to the complexities of our global society, students explore such electives as Anthropology, Psychology, Middle East Studies, and Film History. All of these classes are carefully aligned to prioritize the strategic development of historical critical thinking, primary document analysis, exposure and engagement in diversity issues and social justice, and the opportunity to explore and apply democratic values. Our History faculty also works closely with the English faculty to ensure consistency of cross-curricular writing concepts and analytical writing applications and terminology. Students move far beyond learning names and dates, to deep encounters with the human condition and the complexities of human narrative through time.

Our goal at TSAS is for our students to be college-ready when they graduate. Across the curriculum, TSAS teachers develop course content that begins by scaffolding student success strategies and then gradually transitioning students into autonomous learners, capable of initiating inquiry, engaging in credible research strategies, and resulting in meaningful productions and applications of their learning. Whether entering college or career futures, our students are equipped to learn, engage responsibly in their communities, and build meaningful lives for themselves.

To support our students as they progress towards college or career, we have developed a holistic college counseling program. We bring representatives from local and national universities to the school, and take students to university campuses several times during their high school experience. We also partner with the local community college and technical school to allow students to take college level classes during their Junior and Senior year.

## **2. Other Curriculum Areas:**

The TSAS academic core curriculum is embedded in a rich network of arts, foreign languages, fitness, and technology classes and programs which are essential to our aims of developing the whole student. Because our curriculum does not include competitive sports, other than our brand new cross-country team, the vibrant life of our students is channeled into wide ranging arts classes. All TSAS students complete at least two credits of arts, but most students explore and develop deep connections with one or more of our non-core programs. For a small school of 300 students, the depth and breadth of class offerings is profound, and ensures that students can select three or more arts electives each year. Through these opportunities students are exposed to new frameworks of high expectations, team-work, project completion, communication of vision, pride of accomplishment and the power of individualized human expression.

Our visual arts program includes a wide range of class offerings from introductory classes in drawing and painting, to more advanced classes in print-making, 3-D Art, art history, and advanced studio courses. We also have a full dark-room and digital photography lab with courses designed to introduce students to both the fundamentals of black and white film development techniques and also advanced digital photography editing. Through the exposure to these various arts classes, we have seen our students grow in their creative problem solving skills and their ability to expand their range of personal expression.

Our arts programming also includes diverse performing arts classes. TSAS has developed an award winning jazz band program which included both beginning and advanced students. The jazz band program has grown the talents of multiple All-State musicians as well as producing combos and big bands that are the top of the state in competition. This year the top jazz band was selected as the Honor band for the state of Oklahoma. The TSAS culture of high expectations and hard work has enabled our jazz band to excel. Other performing arts opportunities are available to students in our small strings orchestral ensemble, our newly developed choir program, and our theater program comprised of both introductory drama and musical theater opportunities. Each year the musical theater produces a Broadway-style musical that showcases the voices, acting and dancing skills the students have mastered. The pride of accomplishment is great for these productions, as such a task is very great for our small school.

All TSAS students are required to complete two years of the same foreign language as part of their graduation requirements. Students choose to study French, Spanish or Chinese (Mandarin). These language programs provide introductory language study and progress to advanced coursework aimed at strong skill

mastery in speaking, reading and writing. Student can elect to extend their language study in additional advanced language classes or by exploring foundational experiences in French Culture, a Latin elective, and a Linguistic elective. These additional classes give students a broader context in which to explore the multiple ways that language shapes how they perceive and live in the world, as well as providing them glimpses into the great diversity of human experiences around the globe.

Students are also required to complete two computer courses that introduce fundamental computing skills, processes and program mastery, then extending to more complex skills of web-page design, image editing, and basic programming. Students with keen interests in computing may also expand their studies in strategically tailored vocational technology classes that allow them to explore networking, hardware and software studies.

Rounding out these non-core curriculum area is our specially designed fitness program. Nothing like a traditional physical education class, this course has been specifically designed by our instructor whose background is personal training. Originally a program that was developed in partnership with the YMCA that was located next door to our original location, this class has been honed to perfection, and provides students with a full range of fitness experiences aimed at beginning fitness skills and routines that students can continue as part of a healthy life. The course includes yoga, cross-fit, running, strength training, boxing, and numerous other practices. This class is very sought after, and while it is not required for graduation, student demand is so great that an additional section is offered after school.

### **3. Instructional Methods and Interventions:**

TSAS has implemented a strategic academic schedule to maximize the face-to-face time students have for direct learning, practice and application with their teachers and peer students. TSAS follows a trimester calendar, and students have only five 70 minute classes each day. Students take the same five classes every day of the week. Therefore, by extending the amount of time students and teachers have together each day in class, we are able to create a framework for deep engagement in course content and application of new learning. On a daily basis, each class provides various learning contexts that include large group presentations, small groups of peer students collaborating to build new knowledge and practice skills, as well as one-on-one work time for teachers to engage with individual students to provide remediation. This layered instructional framework supports struggling students by providing differentiated instruction, intervention strategies, re-teaching, and modified frameworks in which to learn and applying course content and skills.

Our teachers align curriculum content with instructional methods and use a number of innovative low-tech and high-tech tools to more effectively meet their students' needs. In some writing and math courses, teachers have implemented mastery goals so students can resubmit papers and other assessments multiple times to continue revising and developing mastery skills. The use of Google.docs with real-time peer and teacher writing support has also been effective in developing a support-based writing community. Several teachers have also worked to build communication networks by establishing class-specific social media profiles that facilitate homework information dissemination and provides support to students outside of the school day. Additional high- and low-tech supports have benefited our prioritization of questioning and independent inquiry. Through the promotion of exploration, problem-based learning, and critical thinking, TSAS students are taught how to engage in effective research, both online and at local public and university libraries. This research and inquiry emphasis prioritizes the use of whole texts, original documents, peer-reviewed published studies and articles, and also facilitates the examination of multiple diverse perspectives. The ownership and engagement encouraged through these instructional techniques helps promote high levels of student learning and achievement.

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

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### **1. Assessment Results Narrative Summary:**

The State of Oklahoma uses an A-F grading system to measure student performance and progress. At the high school level, this includes performance on seven End of Instruction Tests (EOI) as well as growth from one test to the next and other characteristics. Since the new grading system went into effect, TSAS has received an A on the grade card each year; for the 2013-2014 school year only 16% of schools in the state received an A.

The State EOI assessments are given to students in the spring as well as at the end of our second trimester in February; all of these tests are given in an online format with the exception of accommodations of paper tests for special education students benefiting from modifications. TSAS students have consistently scored in the top of the state assessments for students that achieve an “advanced” or “proficient” score on tests. In 2014, 97% of TSAS students passed an English test compared to the state average of 72%, and 80% passed Math compared to 69% statewide.

Our 5 year data examination is strong. The only testing area where we have seen a noticeable gap is in Algebra I in 2014. Beyond the statistical irregularities naturally occurring with such a small sample, this year was the first year of a new test that was geared to the Common Core State Standards. This Algebra I test took significantly longer than previous years and had new types of questions that were going into effect for the first time that year. The school began taking steps to accommodate the new tests; however the Oklahoma State Legislature has removed the Common Core Standards. Therefore, we will be reverting back to the tests from 2013 and before. In addition, the state of Oklahoma eliminated the alternative tests that many special needs students had taken; instead, students on an IEP must take the regular test, and only after a failing test score can they opt for an alternate project or demonstration of growth instead of taking a test at their level. Regardless, we work very hard to give all students the support that they need to be successful. We have begun an aggressive remediation program both in the Algebra I class and in a separate Math Lab that works specifically with students that may not be successful on the Algebra I test.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At TSAS, data is used to look at all students’ progress towards college readiness and college success. The State of Oklahoma uses a batch of seven End of Instruction (EOI) tests to determine if students are allowed to graduate from high school. Students must pass four of the seven tests in order to receive a diploma, and of the four, Algebra I and English II are required. The results from these tests are shared with students and parents as soon as they are available to the school because of their high-stakes nature. Teachers also receive these results and review them as a department to identify areas of strength and weakness. Over the summer of 2014, each department met to evaluate their entire curriculum and to use testing data to make sure that their teacher-created assessments are aligned with the EOI tests.

Each school receives an A-F grade determined by these tests, growth in test scores, and other factors such as graduation rates and percentages of students taking college level courses. These results are posted at the school and sent to each member of the TSAS community along with information to help parents and students understand how the grades are calculated.

In the fall of each year, TSAS gives the Explore test to Freshmen and PLAN test to Sophomores to assess their college readiness. The results of these tests are very valuable to teachers as they can help determine which aspects of their curriculum can be improved to help students move towards college readiness. In addition, when the school receives these individual student test results, we hold a parent night with a local expert who helps parents and students read their scores and understand areas where the student can improve before they take the PSAT and ACT tests their Junior and Senior years. These parent nights continue into the upper grades as students take these other tests as well as begin applying for colleges and filling out FAFSA forms.

## Part VI School Support

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### 1. School Climate/Culture

School culture is essential for TSAS in establishing a context of a community that learns together, and prioritizes respect for differences, safety, and support for students and their families. We set the tone each year with a simple but symbolic gesture. The first day of school bagpipes are played throughout the halls and around the school grounds. This tradition communicates to teachers, students and parents that we are intentional in setting apart the academic year as a honored time for academic achievement and personal growth. Such non-verbal symbolism is turned into active conversations throughout the year that articulate student value, respect, and purpose. Paralleling the teacher/student relationships that reinforce and support students academic beliefs and achievements, the school culture also acknowledges that all members of our school community are still on the journey of becoming adults, and such acknowledgements encourages a mindset of progress and potential.

As a school we prioritize who each of our students is growing into, and for that reason we provide a school culture that permits and celebrates great personal expression and diversity. Our halls are filled with the colorful differences our students manifest in their choices of hair color, clothing, and sense of personal style. From day to day, visitors might see a student in a bow-tie and tails, or wearing a Dr. Who trench-coat, or even a bright red cape. Such creative self expression is balanced by peaceful halls during passing periods, the absence of school bells, and the freedom for students to experience college-like autonomy, such as drinking coffee in class as well as other personal freedoms.

Figuring out who you are and your place in the world can be challenging at times, and for this reason we have a strong support system built into our counseling program. Students are supported through life, family and personal challenges. We connect our students and families with successful support organizations in the community to help provide the needed resources during challenging times. One-on-one counseling is interconnected with broader academic supports students experience in their relationships with teachers and through their participation in Advisory Groups. Transitioning students beyond high school is closely coached and mentored through the college application and acceptance processes.

In the same way that we encourage our student to intentionally engage in building their futures through academic, social, and emotional growth, TSAS prioritizes teacher growth and creates a culture where teachers feel valued and supported. Our weekly faculty meetings highlight teacher voice by creating a space and a framework for their creative ideas and concerns to be heard. We provide formats in which teachers can build trusting, transparent peer relationships that allow for real collaboration, a culture of respected teacher professionalism, and consistent experiences of support. Like the culture we have actively created for our students, TSAS teachers are encouraged to express their personal and professional interests by transforming their discovery and exploration into programs, clubs, activities and events that benefit their students and the larger community.

### 2. Engaging Families and Community

Our relational community emphasis dovetails successfully with introducing our students and families to many strong organizations and institutions in the larger Tulsa and state community. By hosting opportunities for students to meet and work alongside different individuals outside of the school, our students are exposed to important resources and equipped with many important life skills. By engaging with academic, service, and civic organizations such as Rotary Clubs, Kiwanis, Veterans groups, The Red Cross, Family and Children Services, Youth Services of Tulsa, The Tulsa Arts and Humanities Council, The Tulsa Arts Coalition to name a few, our students begin building networks of personal connections and exposure to many professional and life support resources throughout the state.

Our relationship with the Barthelmes Conservatory has allowed us to partner with and subsidize an orchestra instructor to teach a strings ensemble, instruction we could not otherwise afford to offer in our capacity as a small public charter school. Similarly, the external civic groups have provided needed

connections that students can cultivate in order to potentially qualify for valuable college scholarships. The opportunities open doors for our students to give back to the community through their own time, service and engagements.

As families and students face challenges and hardships, we have seen that our interconnection with the larger community allows us to help student locate needed support systems. We have seen the modeling of communication skills, navigation of organizational networks, teamwork and self-advocacy as important life skills our students can practice and take with them into their own lives.

As part of our support to help students visualize their future college experiences, we partner with local and regional institutes of higher education to provide college admission coaching and interview practice, first-hand tours of at least three universities, individual college visits, and various other campus life events. Many of our students also participate in concurrent enrollment classes at local universities and community colleges.

Through our partnership with these community organizations, we are able to broaden the exposure and resources available to our students. Many of our students find that these experiences are integral stepping stones into their future college and career.

### **3. Professional Development**

Professional Development is critical to a small school community like TSAS, where each teacher is held to a high standard and given a large amount of autonomy. Much of the professional development is done locally during our late-start mornings. Each Thursday morning, teachers work in professional development groups to enhance their practice. These groups alternate between departmental groups and Professional Learning Communities made up of teachers from a variety of different departments.

Departmental groups meet to develop consistent curriculum throughout the course of a student's progress at the school. Teachers focus on instructional alignment, innovation, grading strategies, and coaching individual student success. Each summer the members of departments meet to map out their entire curriculum and to ensure that essential ideas are being presented and integrated in a logical and sequential manner. During the year, those department meetings allow the teachers to make modifications to the master curriculum and to enhance the daily and weekly lessons and events happening in their classes.

The Professional Learning Communities (or as we call them, Marshmallow Groups) have a different goal: to break teachers out of their departmental and subject silos, and to build networks that allow for trust to be built between teachers so that cross-curricular ideas can develop. This year, the Marshmallow Groups are focused on lessons studies, where a member of the group is selected to teach and the entire group strategically writes a lesson that is then taught, closely observed, and the data analyzed and evaluated for student learning. Through this process, teachers are focused on finding new strategies for engaging students in all of their different subject area classes.

Because of our trusting environment, teachers feel very comfortable visiting each other's rooms and discussing new ideas in formal and informal settings. This intentional collaboration, both inside and outside of content areas, has allowed ideas like standards based grading, annotated journals, and new technologies to spread from one department to another organically.

### **4. School Leadership**

Owing to the nature of the school's creation, with four teachers crafting the school's original charter, TSAS strives to have a very inclusive and flat leadership. Each teacher and staff member is expected to be a leader in the school community and, therefore, takes great ownership in the school's operation. Each full-time faculty member leads a group of students in an Advisory time and most sponsor at least one student club or organization. Department heads rotate to give voice and leadership to different teachers each year; and these Department heads also make up the Admin Council, which makes decisions that affect the school

community in areas such as dress codes, academic calendars, and teacher responsibilities. There are several other committees such as the Advisory Oversight and Strategic Planning that allow teachers more voice in the direction of the school.

When a teaching vacancy occurs, the corresponding departments review applications, select candidates to interview, meet those candidates, and recommend those for the final interview. The conversational interview formats are designed to consider the potential candidate ability to collaborate, their openness to growth and their willingness to build relationships with teachers and students. To observe a candidate's teaching ability, the departments give an assignment to the candidates so that they can demonstrate their knowledge of the subject area as well as their teaching style at their final interview.

Our Principal is responsible for leading the teaching and learning in the school. In this role, she coaches teachers and departments to give them the resources and strategies they need to be successful. As with many charter school leaders, she wears many hats such as discipline, building maintenance, and testing. Because of this, we are working to create more structures for staff members to take on more of those decisions in the future. This year we have added a part-time dean of students to take some of the burden of minor discipline issues.

Because our school is a charter school, we have an Executive Director on campus who acts both as the CEO of the 501(c)(3) and as the superintendent of the school. In this role, he facilitates all communication with the authorizer, Tulsa Public Schools, the State of Oklahoma, and Federal Education Department. He also handles financial and legal requirements. The school also has a seven member Board of Trustees that acts as the local school board for TSAS and is responsible for the governance of the school; this group is made up of parents, grandparents, and members of the local community that believe in the mission of the school.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Algebra II OK Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson/CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	80	88	83	85	85
Advanced	16	24	22	15	27
Number of students tested	79	58	76	99	89
Percent of total students tested	26	19	28	36	32
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	86	89	0	0	0
Advanced	14	5	0	0	0
Number of students tested	29	19	0	0	0
<b>2. Students receiving Special Education</b>					
Proficient and above	83	100	33	0	100
Advanced	0	0	0	0	0
Number of students tested	6	2	3	0	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	86	88	67	92	80
Advanced	14	20	0	8	0
Number of students tested	7	8	3	13	5
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	86	90	87	85	87
Advanced	16	29	21	16	31
Number of students tested	51	42	52	73	77
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Prior to the 2012-2013 school year, TSAS did not have a lunch program and was unable to count the number of economically disadvantaged students.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Geometry OK Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson/CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	87	88	98	100	96
Advanced	36	38	24	71	60
Number of students tested	52	84	54	31	67
Percent of total students tested	17	28	20	11	24
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	64	85	0	0	0
Advanced	18	31	0	0	0
Number of students tested	11	26	0	0	0
<b>2. Students receiving Special Education</b>					
Proficient and above	67	67	100	0	0
Advanced	33	17	67	0	0
Number of students tested	3	12	3	0	0
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	75	88	100	100	100
Advanced	50	63	17	100	50

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	8	8	6	5	6
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	94	91	97	100	95
Advanced	41	41	27	67	61
Number of students tested	32	58	37	24	56
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Prior to the 2012-2013 school year, TSAS did not have a lunch program and was unable to count the number of economically disadvantaged students.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Algebra I OK Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>9</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson/CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	75	92	92	84	89
Advanced	17	22	21	28	16
Number of students tested	64	50	39	56	43
Percent of total students tested	21	17	14	20	16
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	73	95			
Advanced	100	11			
Number of students tested	26	19			
<b>2. Students receiving Special Education</b>					
Proficient and above	50	100	100	75	
Advanced	0	50	25	13	
Number of students tested	10	2	4	8	
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	80	67	100
Advanced	0	17	20	11	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	4	6	5	9	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	73	92	96	88	84
Advanced	18	12	18	35	22
Number of students tested	45	25	22	34	32
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Prior to the 2012-2013 school year, TSAS did not have a lunch program and was unable to count the number of economically disadvantaged students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>English II OK Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>10</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson/CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	93	99	92	97	94
Advanced	31	34	41	58	60
Number of students tested	71	73	74	76	67
Percent of total students tested	23	24	27	28	22
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	89	96	0	0	0
Advanced	8	32	0	0	0
Number of students tested	26	22	0	0	0
<b>2. Students receiving Special Education</b>					
Proficient and above	80	100	71	100	0
Advanced	20	50	14	25	0
Number of students tested	5	2	7	4	0
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	92	100	100
Advanced	17	50	50	56	33

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	6	8	12	9	3
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	98	93	96	93
Advanced	35	35	43	62	63
Number of students tested	43	55	47	53	60
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Prior to the 2012-2013 school year, TSAS did not have a lunch program and was unable to count the number of economically disadvantaged students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>English III OK Core Curriculum Test</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson/CTB-McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	97	99	97	97
Advanced	47	36	54	62	48
Number of students tested	74	72	72	58	61
Percent of total students tested	25	24	26	21	22
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	100	0	0	0
Advanced	30	41	0	0	0
Number of students tested	23	17	0	0	0
<b>2. Students receiving Special Education</b>					
Proficient and above	100	88	50	86	100
Advanced	57	0	50	71	0
Number of students tested	7	8	2	7	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	100	100	100	100	100
Advanced	43	45	88	67	50



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	7	11	8	3	4
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	98	100	96	96
Advanced	56	43	52	63	49
Number of students tested	54	42	50	51	49
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Prior to the 2012-2013 school year, TSAS did not have a lunch program and was unable to count the number of economically disadvantaged students.