

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Mark Raiff

Official School Name: Olentangy Liberty High School

School Mailing Address:  
3584 Home Road  
Powell, OH 43065-9757

County: Delaware State School Code Number\*: 145953

Telephone: (740) 657-4200 Fax: (740) 657-4299

Web site/URL: www.olentangy.k12.oh.us E-mail: Mark\_Raiff@olentangy.k12.oh.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

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

Name of Superintendent\*: Dr. Wade Lucas

District Name: Olentangy Local School District Tel: (740) 657-4050

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

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

Name of School Board President/Chairperson: Ms. Julie Wagner-Feasel

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 12        | Elementary schools  |
| 4         | Middle schools      |
| 0         | Junior high schools |
| 3         | High schools        |
| 0         | Other               |
| <b>19</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8507

Average State Per Pupil Expenditure: 10333

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0	<b>7</b>	0	0	0
<b>K</b>	0	0	0	<b>8</b>	0	0	0
<b>1</b>	0	0	0	<b>9</b>	186	169	355
<b>2</b>	0	0	0	<b>10</b>	159	186	345
<b>3</b>	0	0	0	<b>11</b>	182	192	374
<b>4</b>	0	0	0	<b>12</b>	173	153	326
<b>5</b>	0	0	0	<b>Other</b>	7	1	8
<b>6</b>	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							1408

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
3 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
89 % White  
3 % Two or more races  
**100 % Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	1408
(5)	Total transferred students in row (3) divided by total students in row (4).	0.012
(6)	Amount in row (5) multiplied by 100.	1.207

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 24

Number of languages represented: 14

Specify languages:

Hindi, Italian, Vietmanese, Turkish, Cambodian, Polish, Ukrainian, Spanish, French, Catonese, Japanese, Arabic, Dutch, and Korean.

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 38

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 105

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>5</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>61</u> Specific Learning Disability
<u>15</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>90</u>	<u>3</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>112</u>	<u>6</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	95%	95%	95%	95%	97%
Teacher turnover rate	5%	6%	4%	4%	5%
Student dropout rate	1%	3%	2%	2%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	308	
Enrolled in a 4-year college or university	79	%
Enrolled in a community college	16	%
Enrolled in vocational training	2	%
Found employment	2	%
Military service	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Olentangy Liberty High School, is a four-year comprehensive high school serving a student population of 1408 students and currently in its sixth year of existence. Liberty is the second of three high schools in the Olentangy Local School District which is located near the State Capital of Columbus, Ohio and in one of the nation's fastest growing areas. This affords the district the opportunity to welcome over 1,000 new students annually. While many cultures and nationalities are represented in our student body, a high percentage of our population is comprised of upper middle class white students. The mission statement for the Olentangy Local Schools is to "facilitate maximum learning for every student," and Liberty High's faculty and staff work very hard to fulfill that goal. The mission statement embodies the intent of NCLB. If we truly maximize the learning of every student then clearly no child will be left behind. Our students and staff consistently challenge building and district practices by asking "Is this decision truly maximizing student learning?" Knowing we will have to answer that question makes our focus very clear.

With our mission statement as the foundation, Liberty High School was founded in 2003 with the following core values: Academic, Artistic, and Athletic Excellence, and Quality Conduct in a Positive Environment. From an academic standpoint, Liberty High School offers a rigorous college preparatory curriculum that includes 19 Advanced Placement courses. A median grade point average over a 3.4 and course failure rate typically below one percent are evidence of high student achievement. Liberty has been rated excellent by the State of Ohio for the past five years. The schools performance index score, calculated by combining the results on all of the state tests, currently ranks Liberty in the top 3% of the high schools in the state. Additionally, we have been recognized as a "School of Distinction" for the past three years. This award is due to the accomplishments of our special education students that comprise approximately 11% of our student body. We have also been recognized by Newsweek and U.S. News and World Reports magazines as one of the best schools in the nation. Our school is also proud of its 99% graduation rate and the fact that 95% of our graduates matriculate to post-secondary education. Artistically speaking, Liberty High School offers a comprehensive program of performing and visual arts. Our vocal and instrumental music programs have been awarded excellent ratings by the Ohio Music Educators Association and our visual arts program is second to none. Students have won state and national awards for their ceramic pieces, paintings, drawings, photographs and computer generated animations. Athletically, Liberty High School is proud to compete in the Ohio Capital Conference, the largest conference in Ohio, in 26 different varsity sports. Twenty of those 26 athletic teams have won a league or district championship. Our last core value, quality conduct in a positive environment, addresses the spirit of our school culture. Our student body demonstrates this core value on a daily basis in their actions toward each other and the staff. Great effort is made to demonstrate that Liberty is an environment where students and staff care about each other and their successes. Students achieve and succeed with the support of each other, not at the expense of each other.

Demonstrating excellence in academics, athletics and the arts takes great effort. Demonstrating excellence in these areas while also exhibiting quality conduct toward one another is rare in today's highly competitive world. These factors joined together make Liberty High School a unique and successful school worthy of Blue Ribbon School status.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Olentangy Liberty High School has earned excellent achievement results for the past five years based on numerous academic measures on both a State and National level. The Ohio Graduation Test (OGT), the State of Ohio's annual assessment of academic achievement is administered in five subject areas: Reading, Math, Writing, Science, and Social Studies. The tests measure academic skills in each content area and are aligned with the Ohio academic content standards. Student scores are assigned to one of five categories (from lowest to highest): limited, basic, proficient, accelerated, and advanced. Students must score proficient or higher in order to be considered to have achieved a passing score on each test and students must pass each content area in order to graduate from an Ohio high school. The State issues report cards to Districts and individual school buildings. There are 30 report card indicators for the District and 12 for each individual high school. Earning a 75% passing rate on each OGT test administered in the 10th and 11th grade constitutes 10 of the 12 high school indicators with graduation rate and attendance rate being the final two indicators. Schools are also required to meet Adequate Yearly Progress (AYP) scores for each federally identified sub-group. The State assigns acceptable passing rates for each sub-group and uses these scores to determine whether a school is meeting AYP for those sub-groups. The State of Ohio uses a "performance index" calculation which assigns a point value to each scoring category for each student on the individual tests. All of the students' scores are combined and used to calculate the performance index score (PI) for the school. Performance index scores range between 80 and 120 with 100 considered to be meeting the standard. Complete information on Ohio's assessment and accountability system can be found at <http://www.ode.state.oh.us>

Liberty High School far exceeded all twelve of the State's performance indicators for the fifth consecutive year. During the March 2008 administration of the OGT, Liberty's 10th grade students achieved the following passing rates: Reading-98%, Math 98%, Writing 98%, Science-92% and Social Studies 96%. These scores helped LHS earn a rating of "Excellent" by the State of Ohio for the fifth consecutive year. LHS has also been designated as a "School of Distinction" by the State of Ohio for three consecutive years based on the performance of our Students with Disabilities sub-group. Liberty High School students have also been demonstrating the ability to score at levels that exceed the State standards for proficiency. An increasing number of students are earning scores in the accelerated and advanced levels on all of the OGT content areas. For example on the 2007-08 OGT, Liberty's advanced scoring percentage in Reading increased from 20% to 36% and advanced scoring in Math increased from 51% to 68%. Our SWD subgroup went from only 3% of the students achieving at the accelerated and above category in math in 2003-2004 to 67% achieving at the accelerated and above in 2007-2008. These scores have consistently enabled Liberty High School to exceed the 100 point performance index standard for the past five years and in 2007-08 earn a performance index score of 110.1, ranking in the top 20 schools in the State. Liberty has been ranked in the top 5% of all high schools in the State PI rankings for the last five years.

Liberty High School students are also performing well on national tests of academic achievement. Our SAT, ACT, and Advanced Placement test scores consistently exceed State and National averages. For example, our composite ACT rose one full point for the class of 2008, from a score of 23.1 to 24.1 and this is with over 70% of our students participating in the ACT. Additionally, 52% of our students participate in Advanced Placement courses and 71% of those students earn a score of three or higher. The trends in these scores have consistently been at a level that exceeds the State and National averages.

A reader unfamiliar with test scores will certainly note that Liberty High School students perform at very high levels on every measure of academic success. We strive to measure ourselves by numerous indicators from every level, Local, State and National and an in-depth summary of all of Liberty's academic success can be

found by visiting the school website at <http://www.olentangy.k12.oh.us/buildings/olhs/index.html>

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

The faculty and administration at Olentangy Liberty High School are committed to using assessment results to understand and improve our school performance. The school and District collect numerous data points on each individual student including Ohio Achievement Tests, Terra Nova Tests, PLAN, PSAT, OGT, ACT, SAT, and Advanced Placement Test data. We use this test data for two primary purposes: to make course scheduling recommendations and to guide instructional improvement.

The school analyzes all available standardized test data to guide future course scheduling recommendations in order to maximize educational opportunities for all students. The results of this systemic scheduling process has opened the access to Advanced Placement courses for more students, increased our AP participation, and dramatically increased the rigorous course content attempted by Liberty students. This process has also led to more students participating in the “Complete Ohio Core Content”, which includes four years of math, science, and social studies instruction and three years of foreign language instruction. This practice has enabled our students to exceed ACT’s college readiness benchmark standards at a level that surpasses the State and National average.

With regards to instructional improvement, analysis of achievement test results is a central part of our improvement process. Using these test results as the benchmarks for our own District and building Continuous Improvement Plan forces us to align our instructional practices with methods proven to get results on these types of assessments. Our staff collaboration focuses on curriculum alignment to the State and National standards, common formative and summative assessments to measure success towards reaching those standards, and the instructional practices that lead to increased student achievement. Our staff looks forward to this continuous improvement process and using our assessment results is essential to our success.

## **3. Communicating Assessment Results:**

The Olentangy Local Schools and Liberty High School believe that communication with stakeholders is an essential function of high performing schools and Districts. On a school level, we communicate with parents, students, and staff through various methods. Teachers communicate with parents and students on a daily basis through the use of individual websites. These sites communicate daily classroom curriculum and assessment information along with suggestions for improving student performance. As a school, we communicate individual student progress eight times yearly through bi-quarterly progress reports and grade cards. The school also has an active website that communicates essential information necessary for student success. The weekly Principal’s email newsletter, which has over 1,500 active recipients, is also a key communication tool, and since we have only 1,408 students, the majority of parents use this tool to stay involved with our educational program. The primary function of this email newsletter is to inform parents about upcoming issues that will help them guide their children’s educational program and ensure success. The school also uses newsletters sent via the mail twelve times per year and monthly parent breakfast forums to relay relevant educational information to parents.

As a District, we also use a variety of communication methods. Our District website is a comprehensive source of information for assessment results. The District Data, Accountability and Research department is responsible for the production of our Annual Report of Academic Achievement. This document is a thorough analysis of our entire package of District achievement data and each individual building’s achievement data. The report provides an in-depth record of the success of our District and building continuous improvement plans. The District makes public presentations of the data throughout the community and posts the report on the website so that it is continually accessible. Our District Communications Department is a constant source for reporting achievement data. Quarterly newsletters and continual communication with our local news

agency has led to thorough community understanding of our achievement data.

#### **4. Sharing Success:**

Liberty High School is proud to be a cooperative partner with many neighboring schools and Districts. The principals of the Ohio Capital Athletic Conference are in communication regarding many school issues and sharing academic successes is a primary function. We have hosted numerous neighboring Districts to share our special education delivery model that has allowed us to earn the State Superintendent's Award of Distinction the past three years. Our Intervention Specialist's have also visited neighboring Districts to examine their practices and offer insights necessary for improvement. Additionally, building administrators have presented at State conferences to share our use of assessment data as a part of the course scheduling process. Teachers have also presented at State and National conferences including the National Council of Teachers of English, National Council of Teachers of Mathematics, and the Ohio Foreign Language Teachers Association. Specifically, our math teachers presented on the use of Smartboards as a tool for delivering differentiated instruction and on the use of Double-Block Algebra and Geometry as means for closing the achievement gap. Our English teachers presented on developing literacy skills and the use of contemporary literature to teach classical themes. Finally the Foreign Language teachers present on a yearly basis at the Ohio Conference and have been recognized as the outstanding presenters in 2004. Our staff has been leading the charge in our District with the development of common formative assessments that are used to guide their instruction and common summative assessments to measure the effectiveness of their teaching strategies.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Olentangy Liberty High School is proud to offer a rigorous, college preparatory curriculum that is strongly aligned with Ohio's Academic Content Standards and the ACT Quality Core college readiness benchmarks. Students must earn 21 credits to graduate from Liberty High School and over 95% of our students complete more than the required credits. The typical profile of a Liberty graduate includes four credits of English, five credits of math, four credits of science, four credits of social studies and three credits of foreign language. Advanced placement course offerings are a major component of our academic program and we are proud to offer 19 AP courses. Students are also offered the opportunity to participate in one of twenty career-based technical school programs offered through our involvement with the Delaware Area Career Center. These course offerings complete a full continuum of course offerings designed to meet the District mission of facilitating maximum learning for every student.

All of the core content curriculum areas offer a complete range of courses designed to meet college readiness standards. The English curriculum includes college-preparatory courses, Advance Placement Literature and Language Composition and a wide variety of electives including journalism offerings, mythology, and creative writing. Instruction is focused on research-based practices in comprehensive literacy skills which encourage students to become stronger readers, writers and researchers. Students are continually challenged to improve their literacy skills with self-reflection being a critical component of the writing process. Our mathematics course offerings include, Algebra I, Geometry, Algebra II, Pre-Calculus, Advanced Placement Calculus AB and BC, Advanced Placement Statistics, and Advanced Placement Computer Science. Mathematics instruction is focused on research-based practices that ensure the proper content skill development along with a strong emphasis on problem solving and application of these skills. The science curriculum includes a wide-array of offerings beginning with introductory levels of physical science, biology, and chemistry and culminating in the opportunity to participate in Advance Placement Biology, Chemistry and Physics. The instruction reflects a hands-on, inquiry-based approach to learning with an emphasis placed on lab activities and experiments. In social studies the three and one-half credits of required courses include, American History, World History, American Government, and a combination of elective offerings that include psychology, sociology, or economics. Students are also able to take Advanced Placement courses in American History, American Government, European History, Microeconomics, Macroeconomics and Psychology. The instruction is again focused on research-based practices that include strong research and application components. Social studies teachers work with English teachers to apply literacy skills to the social studies curriculum. Our Foreign Language offerings include German, French and Spanish with Advanced Placement courses being offered in Spanish and German. Teachers focus on the State and National standards of communication, cultures, connections, comparisons, and communities. Focusing on these standards gives us a balanced program of knowledge and skills that allows a large percentage of our students to reach a high level of language proficiency and intercultural competence.

The visual and performing arts complete our rigorous core curriculum with a rich array of course offerings. Our visual arts program includes entry-level art, and advanced levels of drawing, painting, ceramics, sculpture, photography, and computer graphics. Students are also able to take Advance Placement Art History to ensure a complete visual arts portfolio. Our performing arts program includes, concert band, jazz band, concert orchestra, chamber orchestra, and six-levels of vocal music culminating in our award winning Varsity Chorale. We also offer a full complement of theatre courses including acting, stagecraft and musical theatre courses. Students are also offered the opportunity to take Advanced Placement Music Theory to supplement their knowledge in the performing arts.

## **2a. (Elementary Schools) Reading:**

This question is for elementary schools only

## **2b. (Secondary Schools) English:**

Liberty’s English curriculum is literacy-based, focusing on reading, writing, speaking, and listening skills with emphasis on developing the thinking patterns and processes that allow English students to excel in the higher-level thinking tasks they will be required to perform in all college fields of study. Liberty offers AP English Literature and Composition to juniors and AP English Language and Composition to seniors as well as a college preparatory curriculum, as the vast majority of students matriculate to post-secondary institutions. For students choosing the work force beyond high school, a standard senior English course prepares them.

The English curriculum is supported by American, British and World literature offered through anthology textbooks and individual teachers supplement text selections with fiction and nonfiction materials (essays, poetry, short stories, journals, visual media, etc.) to meet the needs of their particular students. Varied selections allow teachers to adapt reading content to the needs of readers who are below grade level through evaluation of baseline comprehension, reading rate and fluency analyses. Teachers work with students to hone their reading skills through extensive work on close reading and active reading strategies to teach students the layers of literal and non-literal reading, how the rhetorical transaction functions between readers and writers’ interactions through a text, and how to hone in on patterns and nuance in reading. This is beneficial to all students, whether they are above, at, or below grade level.

Finally, Liberty English teachers work extensively with intervention specialists who team with teachers who have struggling students and/or those who are on IEP’s. This allows more intensive one-on-one instruction, differentiation of instruction, modified assignments, and rewriting opportunities for students who need extra assistance in reaching grade level in reading while also meeting the state’s English curriculum standards.

## **3. Additional Curriculum Area:**

In keeping with the spirit of the District mission to “facilitate maximum learning for every student”, Liberty High School offers year-long, double-block classes in both Algebra I and Geometry. These classes are targeted toward students who have been identified as at-risk for not passing the Ohio Graduation Test and/or have historically had difficulty achieving success in the area of mathematics.

Double-Block Algebra I and Geometry have been offered at Liberty since it opened in 2003. The instructional design of the double-blocked class that runs year-long helps to ease the learning challenge that many of the enrolled students face with their struggles in math. There is engaging instruction planned throughout both periods along with emphasis on drill, practice and review. This is a departure from a typical double-block course in which the instruction is relegated to the first half of the class with students spending the remaining time working problems or completing homework. The double-block students take assessments that are identical to those that students in regular and honors classes take. All sections have a reduced class-size with an average of 15 students. They are also team-taught with a math teacher and intervention specialist collaborating.

The end-goal of this course sequence is to ensure that all of our students are exposed to and can be successful in a demanding high school math curriculum. Many students transition from the double-block Algebra I class to regular Geometry, or continue on to success in Algebra II after completion of double-block Geometry. We push students to this level of achievement to meet college-readiness benchmarks. Research tells us that completion of Algebra II greatly increases an individual’s chance of earning a college degree.

Historically, students enrolled in these classes have had an OGT passage rate equal to or higher than that of the building passage rate. This is noteworthy because there is a significant population of students in special education enrolled in the classes. With this success rate we have been able to make great strides in diminishing the achievement gap between our regular education population and our special education students.

#### **4. Instructional Methods:**

Differentiation of instruction is an essential component necessary to fulfill the District mission of facilitating maximum learning for every student. Liberty High School teachers have been trained in formative assessment strategies that allow them to gain valuable information about student learning necessary for them to design instruction that will meet the needs of all learners. Teachers use these strategies to determine which students need remediation and which students are ready to meet the challenge of an extended lesson. Students in need of remediation receive additional or varied instruction that will ensure understanding. Students ready for activities that will extend their thinking and knowledge are presented with an in-depth array of problem-solving and application opportunities that create a deeper understanding of the curriculum. The differentiated instruction that is occurring in all of our courses attempts to ensure that each student gain a year's worth of knowledge for a year's worth of instruction.

With regards to meeting the needs of a specific sub-group of students, Liberty High School is doing an exceptional job with our students who have specific learning disabilities. We achieve great results by insisting that these students have access to our most rigorous curriculum and then modify and support as appropriate. For example, students may take Algebra I Double-Block which includes two-full periods of instruction along with the additional support of a certified intervention specialist. Additionally, most of our special education students receive direct instruction in the classroom with inclusive support of a certified intervention specialist in the classroom. This approach allows these students to receive high-quality instruction from a certified content teacher and have the intervention support available from a certified intervention specialist who makes modifications to the curriculum. This approach has enabled Liberty High School to be named a School of Distinction by the State Superintendent for the past three years.

#### **5. Professional Development:**

In May of each year, the leadership team at Liberty High School, which includes the administrators, guidance counselors, and department chairs, plan the professional development activities for the following year. Our professional development time includes: two-full days, six two-hour late school start days, and daily collaboration time built into the school schedule. The professional development calendar is created after a careful review of our continuous improvement plan and the creation of goals we set for the subsequent year(s). We then align our activities and determine how to best meet our District and building needs. While the full-day and two-hour late start sessions are utilized for whole building or District activities, the daily collaboration time is the job-embedded professional development work that significantly improves teaching and learning. It is during these sessions that our teachers collaborate on the curriculum, instruction, and assessment strategies that lead to improved student achievement. Departmental teams of teachers have collaborated on unpacking curriculum standards to develop in-depth lessons that guarantee student learning. They have developed common formative assessments that are used to guide their instruction and common summative assessments to measure the effectiveness of their teaching strategies. For example, our teachers scrutinize item-analysis reports from standardized test results to gauge the effectiveness of past lessons. Our teachers truly believe that the only way to improve our high-performing school is to continually refine and improve the quality of teaching and the processes being employed within our classrooms.

## 6. School Leadership:

Liberty High School's shared leadership structure cultivates leadership throughout the stakeholders in the school. The administrative team includes a Principal, two Assistant Principals, a Director of Athletics and a Dean of Students. There are ten department chairs that represent the five core content areas and the electives. While not serving in a supervisory role over the teachers within their departments, these leaders have a great deal of responsibility related to the curriculum, instruction, and assessment that occurs in their content area. While many view the Principal as the primary instructional leader of the building, we prefer to see the Principal as a leader of instructional leaders. Members of our leadership team, administrators and teachers, must be willing to lead. Furthermore, they must be willing to focus on the issues that will lead to improving student achievement. The team meets on a monthly basis at a minimum and more as circumstances dictate. Meetings are focused primarily on the upcoming professional development activities that directly affect student achievement. Focus is placed on our mission to facilitate maximum learning for every student rather than focusing on the daily minutia of school operations that may distract us from our mission.

Cultivating trusting relationships is of central importance to the successful functioning of the leadership team. As we continually examine the policies and programs that help us become a high performing school, we remember that the relationships that we have with each other and our students are what matter most. Students learn best in a caring and supportive environment and the leadership team must guarantee that this occurs throughout the building. The Administrative Team models for everyone in the organization the type of caring and trusting relationships that will ensure success. This occurs on a daily basis through our actions and interactions with students and staff. Our constant presence during the school day and at evening events and the way we cultivate relationships demonstrates our interest in everyone's success. Our Administrative Team also challenges everyone in the organization to live the District Mission on a daily basis. If we are going to "facilitate maximum learning for every student," then we must continually challenge each other to grow and improve. Insisting on improvement from a high performing organization is impossible without having developed trust from all of the stakeholders.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 10    Test: Ohio Graduation Test  
 Edition/Publication Year: 2007-2008    Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Accelerated and Above	98	97	98	94	89
% Accelerated and Above	88	83	84	76	28
Number of students tested	382	322	295	308	469
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	4	4	1
Percent of students alternatively assessed	2	1	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Accelerated and Above	93	93	75		
% Accelerated and Above	71	80	42		
Number of students tested	14	15	12		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students With Disabilities</b>					
% Accelerated and Above	83	79	90	72	49
% Accelerated and Above	67	50	48	47	3
Number of students tested	30	34	29	32	39
<b>4. (specify subgroup): African American</b>					
% Accelerated and Above	100				
% Accelerated and Above	77				
Number of students tested	13				

Notes:

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2008

Publisher: Ohio Dept. of Ed.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Accelerated and Above	98	97	98	97	94
% Accelerated and Above	78	61	82	84	36
Number of students tested	381	322	295	308	469
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	4	4	1
Percent of students alternatively assessed	2	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Accelerated and Above	100	100	92	92	94
% Accelerated and Above	50	67	58	60	58
Number of students tested	14	15	12	6	6
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students With Disabilities</b>					
% Accelerated and Above	80	82	86	81	67
% Accelerated and Above	50	32	62	59	10
Number of students tested	30	34	29	32	39
<b>4. (specify subgroup): Economically Disadvantaged</b>					
% Accelerated and Above	100	100	92		
% Accelerated and Above	50	67	58		
Number of students tested	14	15	12		

Notes:

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