

2016-17
Popular
ANNUAL
Financial
REPORT

BROKEN ARROW PUBLIC SCHOOLS

Literacy • Engagement • Graduation





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There will be no discrimination in the District because of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs, services, activities and employment. The district also provides equal access to the Boy Scouts of America and other designated youth groups. Broken Arrow Public Schools will take all necessary steps to ensure that each school and work place in the District is free from unlawful discrimination or harassment. The following people within the District have been designated to handle inquiries regarding the District's non-discrimination policies, issues and concerns:

- For all student issues related to Title VI of the Civil Rights Act of 1964, as amended (questions or complaints based on race, color, and national origin), the Associate Superintendent should be contacted at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012.
- For all student issues related to Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act of 2004 (IDEA) (for questions or complaints based on disability), The Superintendent or her/his designee should be contacted at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012.
- For all student issues related to Title IX, of the Education Amendments of 1972 (for questions or complaints based on sex, pregnancy, gender, gender expression or identity), the Athletic Director should be contacted at 918-259-5900 or at 2200 N 23rd Street, Broken Arrow, OK 74012.
- For issues related to accessibility to facilities, services and activities pursuant to the Americans with Disabilities Act, The Chief Operating Officer should be contacted at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012.

For all non-student and/or employment related issues (including questions or complaints based on age, or for any individual who has experienced some other form of discrimination, including discrimination not listed above, the Chief Human Resources Officer should be contacted at 918-259-5700 or at 701 South Main Street, Broken Arrow, OK 74012. Inquiries concerning non-discrimination can also be made to the United States Department of Education's Office for Civil Rights. The contact information for the Kansas City Enforcement Office is Office of Civil Rights, U.S. Department of Education One Petticoat Lane 1010 Walnut Street, Suite 320 Kansas City, MO 64106; Telephone: (816) 268-0550; TTY: (877) 521-2172; Facsimile (816) 823-1404; Email: OCR.KansasCity@ed.gov



Broken Arrow Public Schools

School Site Directory

Broken Arrow High School

1901 E. Albany
918-259-4310

Freshman Academy

301 W. New Orleans
918-259-4330

BA Academy

412 S. 9th St.
918-259-4600

Margaret Hudson Program

751 W. Knoxville
918-251-2647

Centennial Middle School

225 E. Omaha
918-259-4340

Childers Middle School

301 E. Tucson
918-259-4350

Oliver Middle School

3100 W. New Orleans
918-259-4590

Oneta Ridge Middle School

6800 E. Quincy Pl.
918-259-4360

Sequoyah Middle School

2701 S. Elm Pl.
918-259-4370

Arrowhead Elementary

915 W. Norman
918-259-4390

Aspen Creek Elementary

2800 W. Florence
918-259-4410

Country Lane Primary

301 E. Omaha
918-259-4400

Country Lane Intermediate

251 E. Omaha
918-449-5600

Creekwood Elementary

1301 E. Albany St.
918-259-4500

Highland Park Elementary

7200 E. Quincy Pl.
918-505-5930

Leisure Park Elementary

4300 S. Juniper Pl.
918-259-4420

Liberty Elementary

4300 S. 209th East Avenue
918-259-4470

Lynn Wood Elementary

1600 W. Quincy Ave.
918-259-4430

Oak Crest Elementary

405 E. Richmond
918-259-4450

Rhoades Elementary

320 E. Midway
918-259-4440

Spring Creek Elementary

6801 S. Third St.
918-259-4480

Timber Ridge Elementary

3500 E. Kenosha St.
918-505-5260

Vandever Elementary

2200 S. Lions Ave.
918-259-4490

Wolf Creek Elementary

3000 W. New Orleans
918-259-4510

**Arrow Springs Early
Childhood Center**

101 W. Twin Oaks St.
918-259-4380

**Aspen Creek Early
Childhood Center**

2700 W. Florence
918-505-5290

**Creekwood Early
Childhood Center**

1351 E. Albany St.
918-505-5280

**Park Lane Early
Childhood Center**

7700 S. Shelby Lane
918-806-8665



Letter from the Superintendent

In 2014, we announced a mantra to our staff and students. It was a simple, yet powerful goal of “100 percent Literacy, Engagement, GraduationPlus - Every Student, Every Day.” Now, nearly two years later, we are remaining steadfast in achieving this guiding principle.

Our intention is that employees, parents, students and community members recognize and embrace the role we play in meeting 100 percent success in these principles.

To assist educators and administrators with moving students toward graduation, we focus on enhanced teacher collaboration and smaller learning communities that help teachers quickly identify if a student is struggling and needs extra help, or if he or she needs to be challenged to reach their full potential. Our instructional specialists and administrative staff also provide educators with a number of high-quality professional development opportunities, as well as continued support through programs such as Reading Recovery, Literacy First, Read 180, Math 180 and others.

Extending beyond reading and language arts skills, literacy also encompasses a broader range of skills including math, science and technology. When a person is literate, it opens doors to endless possibilities and is truly the key to successes in life.

But we know student success entails much more than pure academics. Students must also be engaged by investing emotionally in learning, whether through routine requirements like attending class and submitting assignments or through student involvement in extracurricular activities such as academic clubs and sports teams. Having meaningful relationships with peers is also a key factor, and parents play a crucial role in keeping kids engaged in school. Because students spend a large portion of their day at school, educators and district employees are in a unique position to make sure students stay engaged.

At Broken Arrow Public Schools, we believe it is every employee’s responsibility to keep students engaged each day through simple kindness and having a heart for kids. We want every student to have a connection with at least one adult in our district, whether it’s a teacher, bus driver or coach. Research clearly shows that students who are personally engaged in their own educational experience perform better academically.

The journey to reach the ultimate goal of graduation begins the moment every student enters the district. If students are literate and engaged, graduation for each and every student becomes possible. When our students have diplomas in their hands, they have choices in life, instead of limitations.

As a district, we think well beyond graduation for our students, which is why we refer to it as GraduationPlus. We offer our



students a number of resources at the secondary level, one of which is BeyondBA, our college and career center that is equipped with trained counselors who provide students with personal and academic guidance regarding graduation requirements and college and career preparations. Also housed within BeyondBA is information about off-campus learning opportunities, such as programs at Tulsa Tech, concurrent enrollment, online classes and internships through the Career Exploration Program.

We want to make sure every child succeeds, and this means swinging for the fence. Having 100 percent literacy, engagement and graduation may seem impossible, but we know our students, parents, teachers, administrators and the community will pull together to reach this lofty goal. Broken Arrow has always risen to the challenge, and we have a long-standing tradition of excellence on which to build.

Sincerely,

Dr. Janet Dunlop
Superintendent



Letter from the Chief Financial Officer

We are pleased to present Broken Arrow Public Schools' Popular Annual Financial Report (PAFR) for the fiscal year ending June 30, 2017. This report makes our district's finances easier to understand and is intended to communicate our financial situation in an open and accountable manner.

This PAFR is unaudited and presented on a non-GAAP (Generally Accepted Accounting Principles) basis, which primarily deals with full disclosure and segregated funds. The selected information is taken from financial statements and consists mainly of the district's General Fund. The General Fund is the general operating fund of the district. It is used to account for all financial resources except those required to be accounted for in another fund. The most significant items not reported in the General Fund include debt issuance, retirement, building and permanent improvements, and food service. The district has also published a Comprehensive Annual Financial Report (CAFR) for the year ending 2017. The CAFR is an audited report and is prepared on a Generally Accepted Accounting Principles (GAAP) basis, which requires greater disclosure than the PAFR.

Ultimately, we would like to thank our citizens for their encouragement in creating a report designed to more adequately address their needs as taxpayers, as well as for the opportunity to serve them. Questions, comments and feedback regarding this report are encouraged, so please do not hesitate to contact the Chief Financial Officer's office at **918-259-5700** or at nseneff@baschools.org. Copies of the PAFR and CAFR may be requested from the Chief Financial Officer or on the school district's [website](#).

Respectfully,

Natalie Eneff
Chief Financial Officer

FINANCE

Assets Over Liabilities

The Financial Position Statement, known in accounting terms as the balance sheet, reports the assets available to provide services. Liabilities are the amounts for which the district is obligated to pay in the future. The tables to the right represent the difference between the district's assets and the liabilities it must pay. This amount provides the "net worth" of the district. Information is provided for the district's General Fund.

ASSETS

Cash is the amount of physical cash held by the district in checking accounts and on hand for purposes of paying expenses. Investments are made up of funds not needed to pay current expenses. The treasurer places these funds in a variety of investment options. This allows the district to earn interest on its cash. Receivables represent the amounts that are owed to the district on June 30, 2017. Inventories represent the supplies and materials at year-end and are reported as a non-spendable fund balance.

LIABILITIES & DEFERRED INFLOWS/OUTFLOWS

Liabilities are those amounts the district owed to employees, other governments or vendors for items or services that have been provided, for which payment is expected to be made within months.

Deferred Inflows of Resources and Deferred Outflows of Resources are neither assets nor liabilities as they relate to the current fiscal year. Unlike current assets and liabilities, these classifications are amounts that will not be recognized as a revenue or an expense until the future period to which the inflows are related.

ASSETS	FY17	FY16	FY15
Cash and Investments	\$11,498,308	\$10,326,041	\$12,063,449
Receivables	\$2,849,335	\$3,633,662	\$2,683,253
Inventories	\$284,852	\$306,257	\$312,926
Total Assets	\$14,632,495	\$14,265,960	\$15,059,629

LIABILITIES	FY17	FY16	FY15
Accounts Payable	\$1,022,163	\$546,467	\$77,271
Wages Payable	\$348,053	\$377,550	\$282,310
Other Liabilities	\$8,295	\$39,699	-
Total Liabilities	\$1,378,512	\$963,717	\$359,581

DEFERRED INFLOWS	FY17	FY16	FY15
Property Taxes	583,319	109,264	92,199
Total Assets	\$583,319	\$109,264	\$92,199

TOTALS	FY17	FY16	FY15
Assets	\$14,632,495	\$14,265,960	\$15,059,629
Total Liabilities And Deferred Inflows	\$1,961,831	\$1,072,980	\$451,780
Assets Over Liabilities And Deferred Inflows	\$12,670,664	\$13,192,980	\$14,607,849

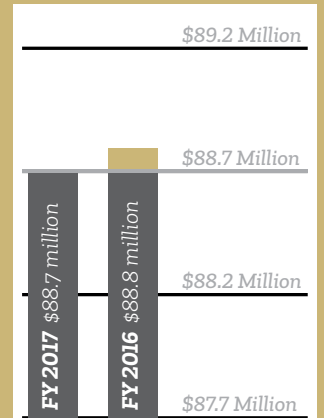
All numbers are for period ending June 30.

Net Assessed Value & Long-term Debt

Broken Arrow's net assessed valuation has steadily increased over the past 10 years, averaging about a 3 percent growth. This growth mirrors the enrollment growth in the district as it continues to attract more families into the growing community.

BONDED DEBT OUTSTANDING AT YEAR END

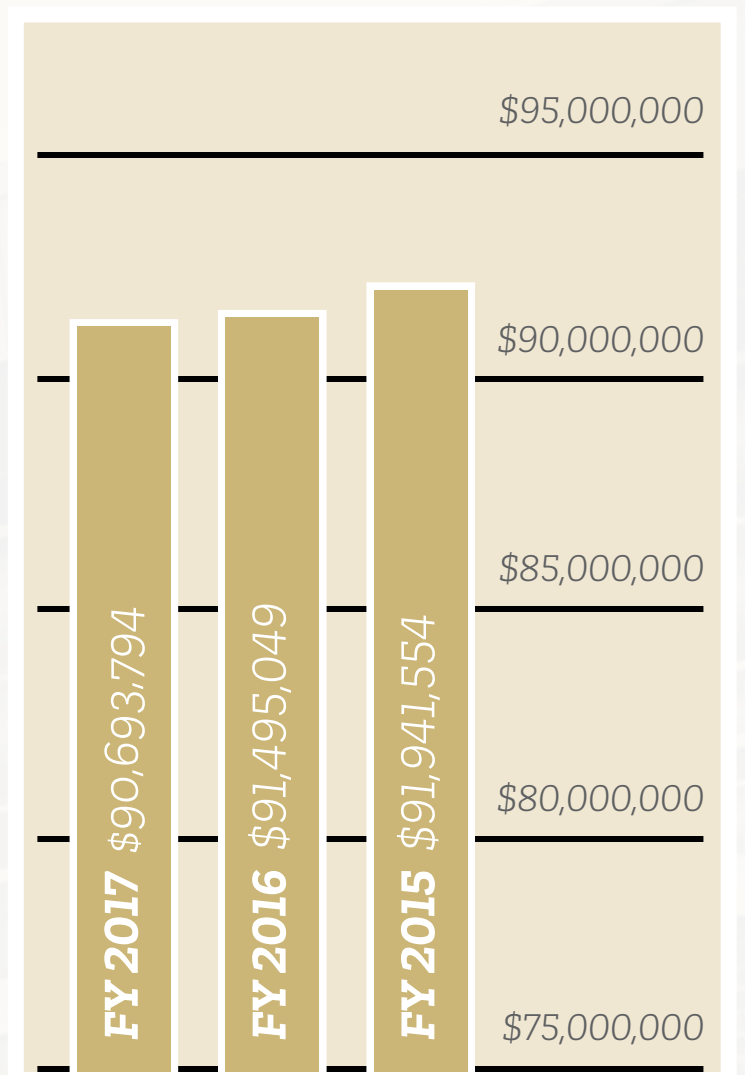
Bonded debt outstanding as of June 30, 2017 was \$88.7 million, which was a decrease of nearly \$.1 million.



NET ASSESSED VALUE

FISCAL YEAR	NET ASSESSED VALUE
2017	\$839,936,514
2016	\$799,994,008
2015	\$769,023,417
2014	\$752,147,392
2013	\$721,308,901
2012	\$700,733,473
2011	\$680,968,660
2010	\$652,787,546
2009	\$614,905,616
2008	\$573,207,682

LONG-TERM DEBT

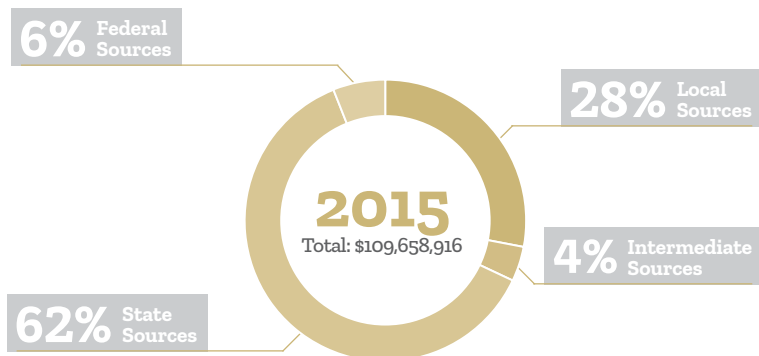
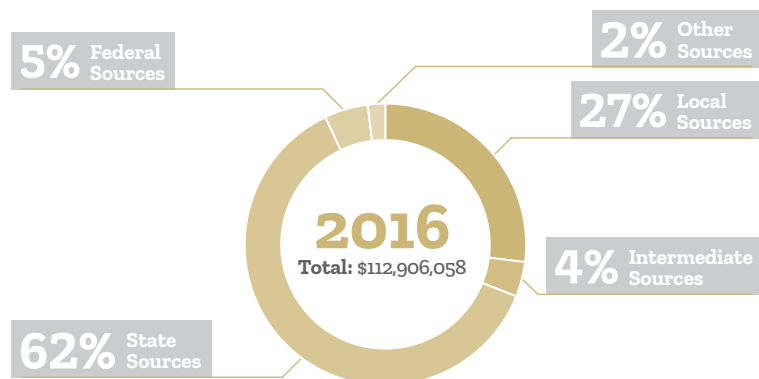
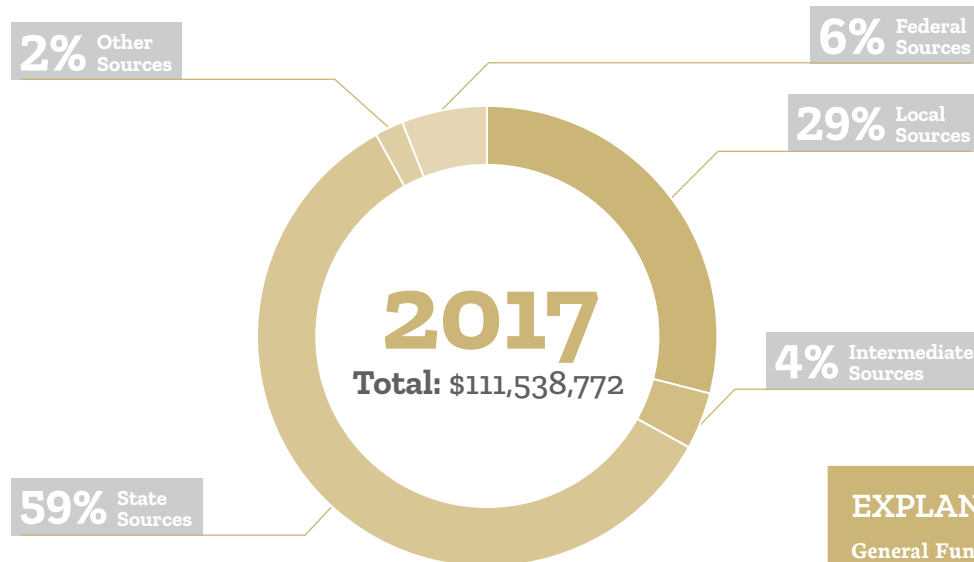


Financial Activity Statement

Known in accounting terms as the Governmental Funds Income Statement, the Statement of Revenues, Expenditures and Changes in Fund Balances provides a summary of the resources and services of Broken Arrow Public Schools (BAPS). Other financing sources and uses are not included on this statement. BAPS' General Fund alone is presented below, which is the district's main operating fund.

REVENUES & RESOURCES

Where the money comes from



EXPLANATION OF FUNDS

General Fund - Tax dollars received by the district and used for day-to-day operations such as employee salaries and benefits, instructional supplies, monthly utility bills and other recurring expenses. Included within the General Fund is monies for all federal projects, which are funded through grants or allocations from the federal government, either directly or indirectly. A federal grant is an award of financial assistance from a federal agency to a recipient to carry out a public purpose of support or stimulation authorized by a law of the United States. These amounts are given to school districts to carry out a given purpose, and each program has guidelines.

Bond Funds - Voter approved bond funds are used for one time, big ticket items like construction and upgrades of district facilities. They cannot be used for recurring expenses like employee salaries and instructional supplies.

School Activity Funds - Monies derived from fundraisers, donations, ticket sales and activities are deposited into Board approved activity accounts. These funds are used for school-sponsored cocurricular or extracurricular activities, including parties, food items, events and other special projects. These funds motivate and improve the school environment experience and cannot be used for salaries or district-owned instructional items.

Child Nutrition Fund - State, federal and local collections for child nutrition that is expended on healthy school meals, supplies, equipment, catering, lunch program materials and nutrition programs.

DEFINITION OF EXPENDITURES

Instruction - This is the district's largest expenditure category, which relates to the direct instruction of Broken Arrow students.

Student Support Services - Activities assigned to assess and improve the well-being of students and to supplement the teaching process. These costs cover all guidance services, nursing staff, speech, hearing, occupational therapy, physical therapy and psychological services.

Instructional Staff Services - Costs in this category include new curriculum development and evaluation, teaching staff development, school library services, instruction related technology and student assessment.

Administrative Support - Costs in this category represent those of the administration and Board of Education's operation of the district. Also included in this category are the services provided by the human resources department, such as the recruitment and placement of teachers. In addition, it includes school building secretarial support and financial services, including payroll, accounts payable and receivable, auditing, budgeting and reporting, and fringe benefits administration.

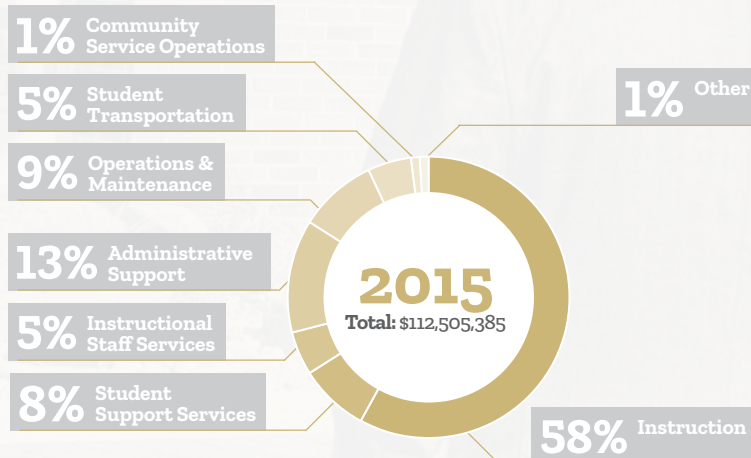
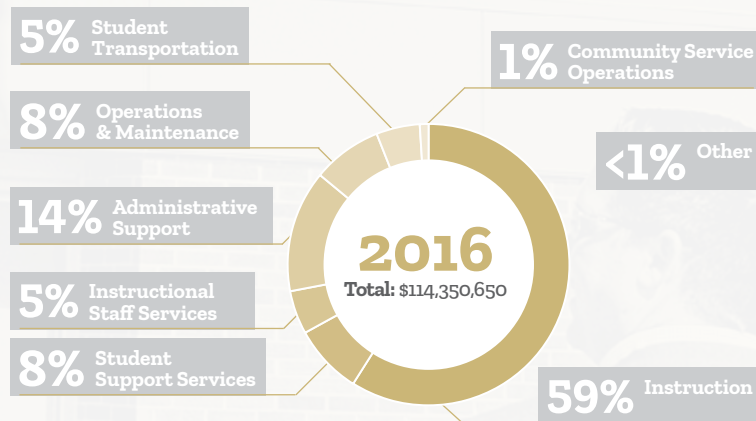
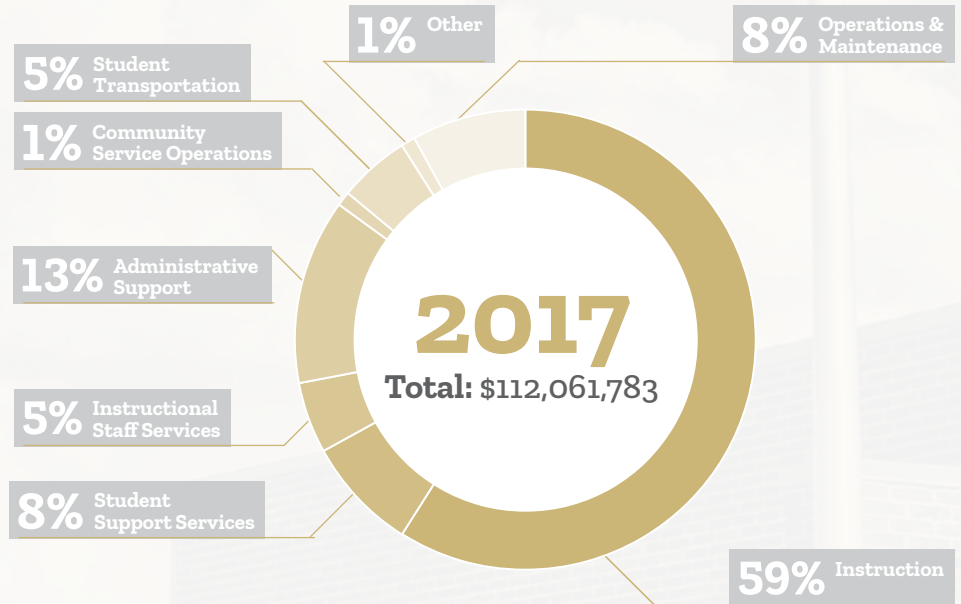
Operations & Maintenance - Costs in this category cover salaries and benefits for custodians and property management staff. This also includes costs for natural gas, electricity, water, grounds, telephone, computer network supplies/repairs, copier services and district security.

Student Transportation - Costs in this category cover salaries, benefits, supplies, fuel and equipment for the transportation department, including bus drivers and vehicle maintenance.

Community Services Operations - Costs covering salaries, benefits and supplies for programs not directly related to student education. These enrichment opportunities include the district's before and after care program, also known as B&A Connections, and community relations programs.

Other - Costs covering insurance premiums, claim payments and safety supplies.

EXPENDITURES & SERVICES *Where the money goes*



Broken Arrow by the Numbers

MAINTENANCE & CUSTODIAL SERVICES

The maintenance and custodial services department takes pride in the operation of schools, supporting education by providing the best possible environment conducive to learning. Maintenance and plant operations employees provide routine, preventative and corrective service to the millions of square feet and hundreds of acres of school property.

Every day BAPS
custodial staff maintain
33.6 million
square feet
of BAPS grounds
& facilities.

TECHNOLOGY

The technology department not only supplies and maintains devices for the district but also handles district servers, cyber security and student data.

» **Number
of Laptops:**
1348

» **Number
of iPads:**
1100

» **Number
of Desktops:**
3331

» **Number of
Chromebooks:**
9777



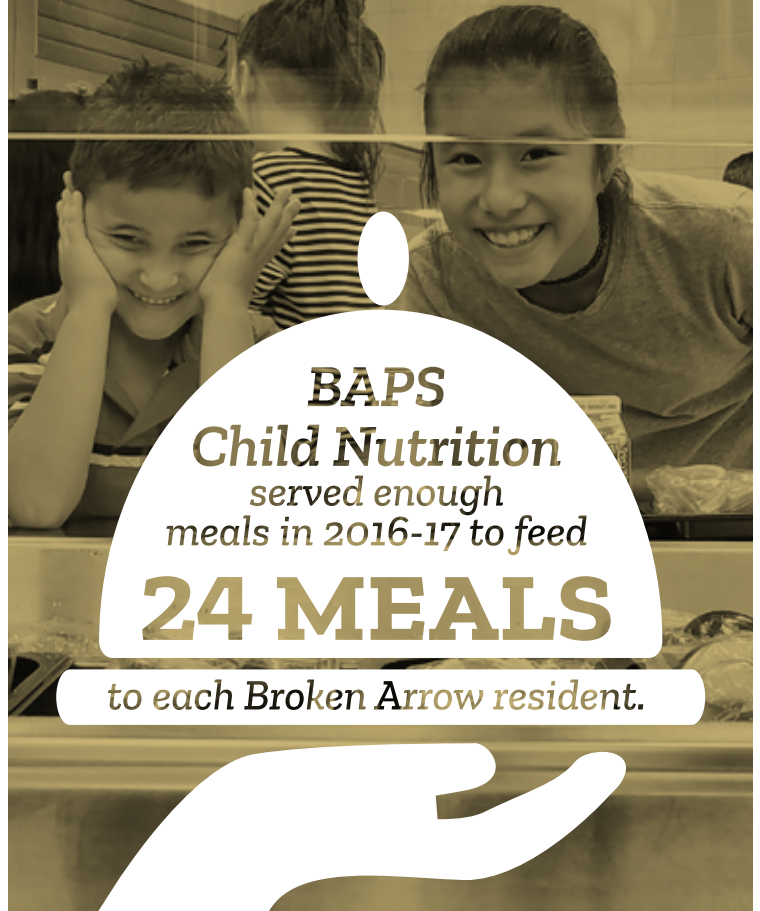
TRANSPORTATION

- » The transportation department services **115 square miles** twice daily.
- » During the 2016-17 school year, there were **172 buses** in the fleet, which included **123 regular buses**, **41 special needs buses** and **eight activity buses**
- » The transportation department runs **75 regular education bus routes** (34 high school, 35 freshman academy, 54 middle school, 57 elementary and five Tulsa Technology routes), as well as **35 special education bus routes** (13 high school, 5 freshman academy, 19 middle school, 33 elementary and four early childhood center routes).
- » Over the course of the year, there were **1,815,419 route miles** driven.
- » **262,842 gallons of diesel fuel** were used by buses during the 2016-17 school year.

CHILD NUTRITION

The child nutrition department has a vision to serve quality meals to Broken Arrow Public Schools' students and staff. It also strives to promote healthy and nutritious choices in a fun and friendly atmosphere while also providing support, education and information to the students, staff, parents and community of Broken Arrow.

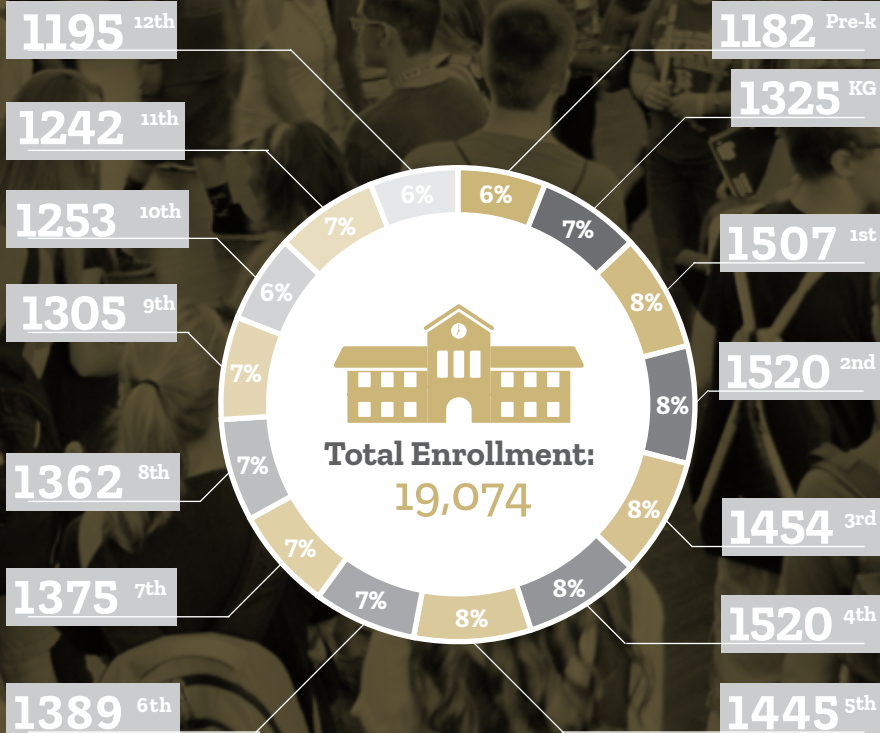
- » There were **2,593,225 meals** served during the 2016-17 school year.
- » BAPS Served **1,473,255** free and reduced meals in 2016-17.
- » **25,625** meals were served to community children through the Summer Feeding Program.



BAPS
Child Nutrition
served enough
meals in 2016-17 to feed
24 MEALS

to each Broken Arrow resident.

ENROLLMENT



COMMUNICATIONS as of May 2017

f Facebook
Fans:
 14,447

t Twitter
Followers:
 5,119

B District
Website Visitors:
 2,682,205

Did you know...?

During the 2016-17
school year

**639,452
Books**

were borrowed from the
district's libraries.



LITERACY

A Top Priority at Broken Arrow Public Schools

In 2010, Broken Arrow Public Schools (BAPS) began a journey of improving literacy among its students. Seven years later, the work is paying off with improved literacy rates throughout the district.

“Literacy is the key to opening doors to everything else,” said BAPS Superintendent Dr. Janet Dunlop. “It is the gatekeeper for success, which is why we’ve set a goal of 100 percent literacy in our district. With more than 19,000 students in our district who each have unique needs when it comes to literacy, we have to be very strategic in our approach.”

With this in mind, the district utilizes a strong core curriculum in conjunction with a tiered instructional approach where struggling learners are identified and provided intervention. The instructional team has aligned interventions vertically so there are no gaps from Pre-K to graduation. This model allows not only for continuous monitoring throughout a student’s academic career but also for intervention whenever a student enters the district.

Known as Response to Intervention (RTI), this research-based technique develops equity in effective literacy programming at each school site. Therefore, no matter which Broken Arrow school a student attends, he or she is getting the same highly effective curriculum and the same targeted interventions. Decisions about the intensity and duration of the intervention are based on a student’s response to instruction and the ongoing

mini-assessments given by the classroom teacher. The results of these assessments provide data for a school’s RtI team to study and prescribe additional support.

Now in its fifth year at BAPS, Reading Recovery is designed for the bottom 20 percent of first grade students who are experiencing difficulty in reading. Broken Arrow is one of only two districts in the state to offer this program to its students and was able to do so through a funded grant partnership with Texas Women’s University, one of 22 Reading Recovery training centers in the U.S.

“If a first grader is struggling with the most fundamental skill we use throughout our educational system, it often causes the child to feel inadequate and disenfranchised, putting them at risk later in upper grades,” said Reading Recovery teacher leader Jan Grisham. “Early intervention is key so children never get a psychological block that they can’t read well or are ‘less than’ their peers.”

At the middle school level, Broken Arrow utilizes AMP Reading System, an intervention curriculum proven to increase a student’s reading skills by focusing on seven strategies: summarizing, questioning, previewing, text structure, visualizing, inferencing and metacognition. The program incorporates vocabulary, fluency and comprehension into each exercise.

“Often times, reading issues are not apparent until middle school because students are able to ‘word call,’ or read words vocally, but they never reach the point of reading fluency where comprehension takes place,” Dunlop said. “With almost all learning taking place through reading, comprehension in middle school and high school is paramount.”

At Broken Arrow High School, Read 180 is utilized and is the equivalent of Reading Recovery for secondary students. The program is rich in technology and provides students with personalized, rigorous instruction for college, careers and beyond.



TEACHERS DEVELOP TEXTBOOKS TO IMPROVE STUDENT ENGAGEMENT, SUCCESS

The instructional team at Broken Arrow Public Schools developed a solution to improve student engagement and success as well as customize learning with Open Education Resources (OER) textbooks for select secondary courses.

OERs are defined as high-quality, openly licensed online educational materials that allow educators to share and reuse knowledge. The textbook resources are generated by reputable scientists and educational experts and then are assembled by district curriculum coordinators under the Creative Commons License.

“OER textbooks are aligned with Oklahoma State Standards, providing the most concise instructional materials for our students,” BAPS Superintendent Dr. Janet Dunlop said. “Since we create the textbooks, unnecessary content from national textbooks is eliminated and replaced with real-world applications and current events, encouraging the development of problem-solving skills.”

In August 2014, Oklahoma State Science Coordinator Tiffany Neill presented the concept and benefits of OERs to BAPS science curriculum coordinators by using Utah’s Open Textbook Project as an example. The benefits include yearly textbook customization, availability in print and online, cost savings, solutions for textbook shortages, increased

student engagement and more - all of which prompted Broken Arrow’s teachers and administrators to lead the OER pack.

The OER textbook content is grade-level appropriate and includes online interactive resources, such as virtual labs, animated demonstrations and other explanatory videos. Secondary students access the OERs via their Chromebooks, while middle school students use computer labs and classroom computer carts. Teachers are also able to utilize their interactive

SMART boards. In addition, print versions are available.

As for the future of OERs at BAPS, many new courses continue to be added, and textbooks are consistently revised to stay relevant. Elementary OERs will eventually be added as well.

The benefits include yearly textbook customization, availability in print and online, cost savings, solutions for textbook shortages, increased student engagement and more...



HIGH SCHOOL DRAMA STUDENTS UTILIZE ‘BEAUTY AND THE BEAST’ TO ENCOURAGE ELEMENTARY STUDENTS

A beloved library, the enchanted rose and a magic mirror all set the stage for Broken Arrow High School’s (BAHS) presentation of one of the most beloved Disney classics of all time, “Beauty and the Beast.” In an effort to promote the importance of literacy to the district’s youngest readers, BAHS Drama Teacher Jana Ellis and her cast members started “Belle’s Book Buddies” program.

Belle, who was played by high school student Sophia Krist, visited a number of early childhood centers and elementary schools to encourage every student to read at least three books. The names of students who participated were placed into a special drawing and were randomly chosen to perform in the opening scene of the production.

Through this initiative, there was a potential of more than 10,000 books read by elementary students.

DISTRICT PARTICIPATES IN READ ACROSS AMERICA INITIATIVE

Every spring, Broken Arrow Public Schools joins with school districts from across the nation to celebrate Read Across America, a weeklong event promoting the importance of reading and remembering one of the most beloved children’s authors of all time, Dr. Seuss.

Sponsored nationally by the National Education Association and locally by the Broken Arrow Education Association (BAEA), Read Across America engages students of all ages in a number of reading activities. In Broken Arrow, these activities include listening to volunteer guest readers, attending family literacy nights and dressing up as a Dr. Seuss character.

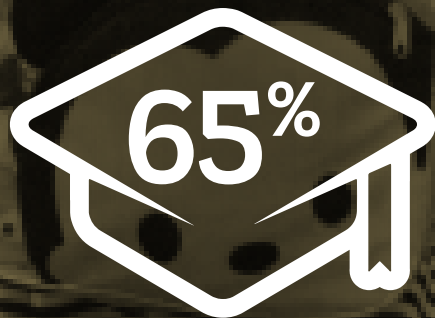


Did you know...?



of students educated in a Pre-K program had an IQ of more than 90, compared to only

28%
without Pre-K.



of students enrolled in Pre-K graduated high school, compared to only

45%
without Pre-K.

Source: The High/Scope Perry Preschool Study Through Age 40 | Center for Public Education

PRE-K PROGRAM SETS PACE FOR SUCCESSFUL ACADEMIC JOURNEY

Now in its fourth year, Broken Arrow Public Schools' all-day Pre-K program is staying on the forefront of childhood education, serving 1,095 of the district's littlest Tigers at four early childhood centers (ECC) - including Arrow Springs ECC, Aspen Creek ECC, Creekwood ECC and Park Lane ECC.

"We are committed to providing a full-day option for all eligible four year olds in the district," BAPS Assistant Superintendent of Elementary Education Karla Dyess said. "We know a strong foundation in early childhood education has a huge impact on future learning. Our students are learning how to read and write, while also refining their gross and fine motor skills in a fun way."

Each ECC is equipped with early childhood certified teachers and teaching aides who educate no more than 20 students per classroom. Through activities centered on reading, writing, math, art and music, students begin developing early reasoning and problem solving skills - all of which support literacy, engagement and, eventually, graduation.

DISTRICT STRIVES TO ADVANCE STUDENTS IN MATH LITERACY

In an effort to meet students where they are in math instruction, Broken Arrow Public Schools found differentiated instruction was effective for keeping high-ability students challenged.

For the 2016-17 school year, Broken Arrow administrators and educators identified 245 elementary students who were eligible to take an advanced math class by reviewing benchmark data in the fall and spring. If students scored in the 95th percentile or above on both assessments, teachers alternated lessons in small groups, provided specialized enrichment or suggested the student be moved to another grade level teacher.

"We realized we needed to do more to advance our students in math," BAPS Executive Director of Elementary Instruction Jennifer Peterson said. "We didn't want to make students sit through content they already knew, so we began to identify criteria for these students. We had a huge success and are hoping to have even more advanced math kids in the coming years."

In addition to advancing students, the district also intervenes for students in need of math remediation through small groups and advisory periods. The district also utilizes the Math 180 program for identified eighth grade students to address learning gaps and guide these students through pre-algebra curriculum.



Did you know...?

During the 2016-17
school year



of secondary students
participated in
extracurricular activities.

ENGAGEMENT

A Catalyst for Academic Success

Three years ago, Broken Arrow Public Schools' (BAPS) Director of Student Life and Activities Jason Jedamski said, "I'm confident as participation in student activities becomes the 'new normal' for our students, a renewed energy will overtake Broken Arrow."

As Tiger pride reached an all-time high, this statement couldn't be more accurate.

From fine arts opportunities to athletic events and from extracurricular activities to increased student involvement, BAPS takes its mantra, "Literacy, Engagement and GraduationPlus - every student, every day" to heart.

"Research proves school connectedness is one of most influential factors for success both inside and outside of the classroom," Jedamski said. "From the elementary level to the secondary level, it is important to create an environment in which every student has a niche."

At Broken Arrow's 14 elementary schools, students become engaged through a variety of activities.

"Early school engagement jumpstarts our students' love for learning, not only academically but also socially and mentally," Executive Director of Elementary Instruction Jennifer Peterson said.

Classes such as physical education, music and art are required for every student in grades 1-5. Students may also participate in various clubs and groups, including safety patrol, yearbook, honor choirs and bands, and many others.

"It is our hope that if we can engage students at a young age, then they will eventually find and continue their passions at the secondary level and beyond," Peterson said.

At the middle school and high school levels, there are a number of activities, clubs, athletics and fine arts opportunities in which students can engage before, during and after school.

"Engagement occurs when students make an emotional investment in learning, whether through routine classroom requirements, athletics, fine arts or through the many opportunities our district offers its students to become involved," said Associate Superintendent of Student Services Chuck Perry. "The skills they learn by being active participants in their schools lay the foundation for success after high school."

Having meaningful relationships with peers is a key factor, and parents play a crucial role in keeping their children engaged in school. Because students spend a large portion of their day at school, educators and district employees are in a unique position to help students stay engaged.

"We truly believe it is every employee's responsibility to keep students engaged each day through simple kindness and having a heart for kids," Perry said.

"Engagement occurs when students make an emotional investment in learning, whether through routine classroom requirements, athletics, fine arts or through the many opportunities our district offers its students to become involved,"

*- Chuck Perry
Associate Superintendent
of Student Services*





SOCIAL MEDIA

Students actively use their social media channels to get the word out about various school events and activities. Jedamski and his team engage students in thinking critically, behaving safely and participating responsibly online.

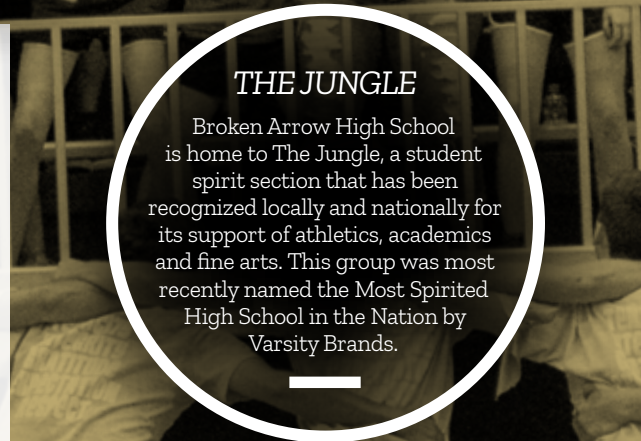
STUDENT ACTIVITIES

Jason Jedamski

Director of Student Life and Activities

Always recognizing that student activity involvement is directly linked to student success, Jason Jedamski attended a presentation at the National Dropout Convention many years ago. It was at this convention where he learned school connectedness is the most influential factor for school success, following family connectedness.

In his four years as director of student life and activities at Broken Arrow Public Schools, he has witnessed student involvement on the high school campus dramatically increase. From creating new events to revamping traditional ones, he is continually seeking ways to connect students to each other and their school. These events include dances, homecoming activities, a back-to-school Aloha Bash, student section support at athletic and fine art events, leadership opportunities and more.



THE JUNGLE

Broken Arrow High School is home to The Jungle, a student spirit section that has been recognized locally and nationally for its support of athletics, academics and fine arts. This group was most recently named the Most Spirited High School in the Nation by Varsity Brands.

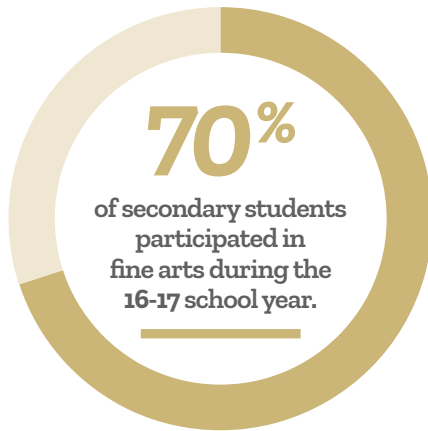


LEADERSHIP CLASS

In 2013, there was one leadership class. For the 2016-17 school year, there were six classes with an enrollment of 195. These classes focus on building confidence, learning valuable life skills and student-to-student networking.



ARTS



» The Broken Arrow High School vocal music program had the largest number of All-State participants in Broken Arrow history and more than any other high school in the state. In addition, the jazz choir had the opportunity to perform with Kristin Chenoweth, Broken Arrow alumna and Broadway star.

» The art department teamed up with Broken Arrow Neighbors and BA Food for Kids to host the annual Empty Bowls event last fall. More than 400 people attended, and the art department was able to donate \$5,200 to Broken Arrow's local hunger relief organizations.

» The 2017 fine arts seniors earned \$1 million in scholarship monies.



PRIDE OF BROKEN ARROW'S DARRIN DAVIS HONORED AS CITIZEN OF THE YEAR AT ANNUAL CHAMBER BANQUET

Hundreds of Broken Arrow community members and leaders gather every year to show their support toward one another during the annual Broken Arrow Chamber of Commerce Awards Banquet. This year, Broken Arrow Public Schools' Director of Bands Darrin Davis was named Citizen of the Year in February 2017.

The Citizen of the Year award was one of 21 presented at the awards ceremony. Since 1959, this honor has been given to an individual who displays a "service above self" mentality, consistently working with organizations in the community to improve the city of Broken Arrow.

Davis, a graduate of Broken Arrow High School, has enjoyed teaching band at BAPS for more than 20 years. Since then, Broken Arrow bands has become national renowned under his direction and has earned a lofty pedigree, including three Bands of America (BOA) Grand National championships, 10 BOA Super Regional championships, and a 15 consecutive and 24 overall Oklahoma Bandmasters Association championships.

In addition, Davis' Broken Arrow bands have also performed at the famed Carnegie Hall, the Music for All National Concert Band Festival, the Oklahoma Music Educators Convention and have marched in the Tournament of Roses Parade three times, most recently in January 2017.



ATHLETICS

Did you know...?

During the 2016-17 school year

1,940

secondary students participated in athletics.

» **National Signing Day** – 48 Broken Arrow High School students signed national letters of intent officially announcing where they will continue to showcase their athletic talents beyond high school.

» **Varsity Cheer** – Broken Arrow's varsity cheer won its unprecedented fifth straight state championship.

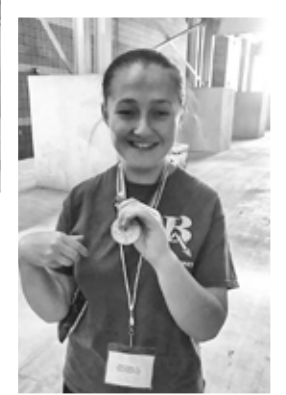
» **Wrestling** – 80-pound eighth grader Allison Hynes became the first female champion at the Ted Anderson Memorial Junior High Tournament, the region's top junior high tournament.

» **JV Cheer and JV Tigettes** – Both groups came home with national titles. Cheer won Game Day and Competitive Routine National Championships at NCA in Dallas. The Tigettes won the ASC National Championship in OKC.

» **Softball** – Coach Randall King won the 400th game of his BA softball head coaching career that started in 2004.

» **Soccer** – Boys soccer beat Stillwater to win its first state title since 2011 under first-year head coach and Broken Arrow High School grad Shane Schwab.





BROKEN ARROW SPECIAL OLYMPIANS BRING HOME HARDWARE FOLLOWING 48TH ANNUAL SUMMER GAMES

Not even an Oklahoma thunderstorm could keep thousands of athletes, coaches and volunteers from traveling to Stillwater for the 48th annual Special Olympics Summer Games May 17-19. After three days of exciting Olympic-style competitions and ceremonies, 85 Broken Arrow Special Olympians in grades 3-12 took the games by storm and brought home 19 gold medals, 23 silver and 17 bronze.

“We are so very proud of all the hard work our athletes and partners put into the team this year, which is clearly evident in the amount of medals and awards we brought back with us to Broken Arrow,” said Katie Fly, Special Olympics coach and Broken Arrow Freshman Academy teacher. “They have made great strides both athletically, emotionally and socially, and we are tremendously proud.”

Every year, Special Olympians from across Oklahoma compete in activities ranging from bocce ball to a number of track and field events. Athletes come from 14 geographic areas of Oklahoma where they have completed competitions in their local cities.

Nineteen coaches, more than 125 family members and 36 peer partners attended the games to cheer on Broken Arrow’s Special Olympians.

“Special Olympics affords you the opportunity to see true perseverance, dedication and compassion,” said Debbie Renz, Broken Arrow Public Schools executive director of student information and Special Olympics coach. “Our athletes strive to bring home the hardware to make Broken Arrow proud. Our peer partners show kindness in their continual attention to their special athlete and our coaches show pure enthusiasm through their commitment to these students. It’s simply one of the most rewarding events.”

“We are so very proud of all the hard work our athletes and partners put into the team this year, which is clearly evident in the amount of medals and awards we brought back with us to Broken Arrow. They have made great strides both athletically, emotionally and socially, and we are tremendously proud.”

*- Katie Fly
Special Olympics Coach &
Broken Arrow Freshman
Academy Teacher*



STAFF ENGAGEMENT

BA EMPLOYEES CONTRIBUTE TO STUDENT SUCCESS

Amidst applause and gratitude, Broken Arrow High School (BAHS) teacher Donna Gradel approached the podium at the annual Star Awards Gala to accept the role as Broken Arrow's 2017 District Teacher of the Year. She was selected from a pool of 28 Site Teacher of the Year candidates.

"I've taught students with special needs as well as on-level and Advanced Placement students," Gradel said. "I've shared dinner with some of the richest people on earth and also some of the poorest. I've been to

elite institutions like MIT and to schools in rural Africa. These experiences have been possible because I am a teacher."

Gradel, a graduate of West Virginia University, has taught science at BAHS for 21 years. She specializes in utilizing differentiated instruction to teach biology, environmental science and advanced placement courses. It's in these classes where she integrates real-world problems into year-long projects for her students. The most recent project aimed at supplying clean water

and food for orphans in Kenya.

In 2014, Gradel and a group of students gained national attention when they were awarded a \$10,000 grant through the Lemelson Foundation and Massachusetts Institute of Technology (MIT) for creating a low-cost, sustainable fish food for developing countries. Her team was the first in Oklahoma to receive this grant, which was established in 2002, and was one of only 15 in the nation.

In the summer of 2016, a group of Broken Arrow students traveled to Kenya to train the residents at a local orphanage on how to produce their own tilapia fish food, which was a protein-rich formula of indigenous, all-natural fish food made of a mealworm and algae mixture. One of those students who traveled alongside Gradel was BAHS student Jacob Taylor, who was also a National Merit Semifinalist and Presidential Scholar Semifinalist.

"Mrs. Gradel gave me direction and confidence in my abilities as a student, leader and servant in the world," Taylor said as he proudly presented his teacher with the District Teacher of the Year award during the annual Star Awards Gala. "She is truly a vanguard of education in this school and in the world."



BEYOND & ABOVE AWARD

Known as the Beyond and Above Award, the district's support staff recognition program honors five employees who consistently demonstrate excellence, going that extra mile for the district's goals and objectives. For the 2016-17 school year, transportation dispatcher Debbie Jordan was named Support Employee of the Year.

"Debbie embodies the characteristics of what it means to be a Tiger," said Assistant Director of Transportation Rosalyn Vann-Jackson. "She is tenacious in the pursuit to be excellent at her daily job. She exhibits a high level of integrity in ensuring the safety for the 12,000 eligible bus riders. She shows gratitude for her job and does her best to express that gratitude to others. Finally, she has very high expectations for herself, demonstrating daily respect for our district, patrons, students, support staff, teachers and administration."

Nominations for the Beyond and Above Award were made by principals, teachers, administrators, supervisors and coworkers. A five-member committee consisting of site and district administrators conducted a review of all candidate nominations before spring break.



PARENT ENGAGEMENT

SCHOOL-TO-HOME COMMUNICATION IMPROVED BY SENDING DIGITAL FLYERS TO PARENTS

Broken Arrow Public Schools is committed to educational excellence and ensuring that parents stay informed about important activities and events that enhance their child's life. In an effort to improve parent and community engagement, the district partnered with Peachjar to send digital flyers directly to parents.

"This green initiative makes flyer viewing more convenient for our parents and will reduce the amount of paper sent home in backpacks. It also saves our schools paper and decreases copy costs by thousands of dollars," said BAPS Superintendent Dr. Janet Dunlop.

Beginning in January 2017, digital flyers were sent directly to parents via email. Additionally, all flyers were posted to each school's website. Parents can now easily register their children for youth sports, enrichment programs and community events.



Did you know...?

Using Peachjar, has eliminated the need to print roughly

1,378,163
pieces of paper per year,
which equals nearly

165 trees.

BROKEN ARROW PTA COUNCIL

Throughout much of the district's history, the Broken Arrow Parent Teacher Association (BAPTA) has played an active role in improving public education for Broken Arrow students. Its several thousand members volunteer their time and creativity in a number of ways.

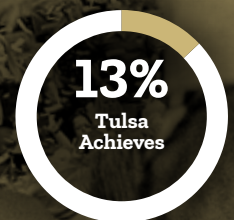
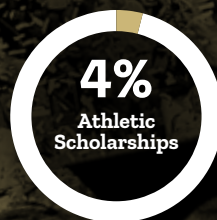
The BAPTA encourages members to advocate for children, which may include writing to legislators, raising awareness of a cause through events or discussing issues with friends.

Did you know...?

*Broken Arrow graduates
accepted more than*

\$7,959,603

*in scholarships
for the 2016-17 school year.*



Graduation

The Final Step of Our Mantra

Research shows that more than 60 percent of job opportunities require a high school diploma, which is why Broken Arrow Public Schools remains committed to making sure every student succeeds beyond high school.

CLASS OF 2017 SAYS FAREWELL DURING COMMENCEMENT CEREMONY

With more than 15,000 parents, friends, families and teachers in attendance at Tulsa's BOK Center, the Class of 2017 said farewell to a chapter in their lives at Broken Arrow Public Schools' (BAPS) 109th commencement ceremony.

More than 1,100 graduating seniors descended upon the arena floor as "Pomp and Circumstance" echoed amidst cheers, applause and flashing cameras, forever capturing the moments for years to come.

"In times of uncertainty, we find hope when we celebrate successful milestones, and witnessing these young ladies and gentlemen walk across the graduation stage is indeed, a celebration of success and hope," BAPS Superintendent Dr. Janet Dunlop said during the ceremony. "Students, we want you to know that we believe in you. It is our belief in your intellect, your altruism, your spirit and your drive that gives us great hope for the future.

"Life is not about home runs, but you have demonstrated a passion for changing the world, so we beg you - swing for the fences."

Class of Distinction Representative Jacob Taylor's speech echoed Dr. Dunlop's sentiments, stating that his fellow classmates have the opportunity to do something great after high school.

"We are the leaders of today, not tomorrow," Taylor said. "Don't wait until it's too late to try and change the world. Be the hero you were meant to be."

BAHS Principal Liz Burns encouraged the class to have grit, perseverance and the simple refusal to give up on their goals.

"You are cheered and applauded, and we rejoice in celebrating with you your accomplishments thus far," Burns said. "But there will come other times in your lives when you will encounter obstacles, and you will be tempted to give up.

"When that happens, when things get tough, when you are tempted to accept defeat - will you quit or will you have grit? The way in which you answer that question throughout life will determine not only whether or not you succeed but also the attitude with which you will meet life's inevitable challenges."

As names were announced and students crossed the stage to receive their diplomas, classmates shared smiles and cheers with each other and their teachers.

Burns concluded the evening by addressing the students.

"We believe in your ability to conquer as you move on from us to meet your future and make it your own," she said.

"... when things get tough, when you are tempted to accept defeat - will you quit or will you have grit? The way in which you answer that question throughout life will determine not only whether or not you succeed but also the attitude with which you will meet life's inevitable challenges."

- Liz Burns

Broken Arrow High School Principal





1:1 COMPUTER INITIATIVE EXPANDS TO INCLUDE HIGH SCHOOL STUDENTS

At the beginning of the school year, Broken Arrow Public Schools entered into its second phase of its 1:1 computer initiative and provided every student in grades 9-12 with a Google Chromebook to enhance student learning – making it the largest high school program in the state.

“From accessing class content and textbooks online to communicating and collaborating with classmates and teachers, these personal computers allow students to have the best teacher-facilitated instruction combined with the latest technology at their fingertips,” BAPS Superintendent Dr. Janet Dunlop said.

In 2015, the district launched its pilot phase of this program, which was made possible by the 2009 bond issue. These funds provided a personal computer to each student at the Freshman Academy.

Through a collaborative effort between instruction and technology, the district began planning and laying the groundwork for this program nearly three years ago by bolstering wireless infrastructure, researching the best device for students and evaluating best practices for internet safety.

Due to the passage of the 2015 bond issue, the district was able to provide a Chromebook to nearly 3,700 students at the high school, despite the current state budget crisis, at the beginning of the school year.

In addition, the district will expand technology in its middle schools by adding more laptop computers and working towards a one-to-stay program, where each middle school student will have access to a computer the entire school day. These bond funds will also provide a classroom set of Chromebooks for every fifth grade class.

In an effort to provide Chromebook training to students, staff and parents, measures are being taken to ensure the initiative is successful. These include parent technology nights, instructional videos for students, professional development for staff and more.

In addition, Chrome Desks were created for students to gain hands-on experience in the field of information technology by providing troubleshooting and repairs through exceptional customer service.

CLASS OF 2017 ACCEPTS \$7.9 MILLION IN SCHOLARSHIPS, COLLEGE AND CAREER CENTER ENSURES SUCCESS AFTER HIGH SCHOOL

Amidst a number of achievements both inside and outside the classroom, the Class of 2017 proved themselves to be one of a kind. On May 15, Broken Arrow graduates accepted more than \$7.9 million in scholarships.

Northeastern State University, Oklahoma City University, the University of Tulsa and many others.

“Our mantra is ‘Literacy, Engagement, Graduation,’ however, it doesn’t stop there,” Dunlop said. “We must continue to provide our students with the support they need to follow their dreams after graduation.”

Whether students seek post-secondary education or aspire to begin a career, BAPS ensures continued success beyond high school with BeyondBA, a college and career readiness center located on the high school campus. This planning facility is equipped with trained counselors who provide students with personal and academic guidance regarding college and career preparations.

Throughout the year, BeyondBA hosts college fairs, career fairs, and informative sessions on student loans and scholarship opportunities.

“Our mission is to increase awareness of all the possibilities that exist after graduation by making information easily accessible,” Lead College and Career Counselor Kristin Carr said. “We strive to hone the talents, goals and interests of our students as they move forward in their academic and professional careers.”

“We strive to hone the talents, goals and interests of our students as they move forward in their academic and professional careers.”

*- Kristin Carr
Lead College and
Career Counselor*



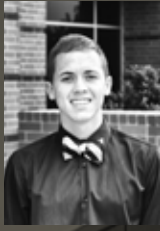
Broken Arrow seniors received scholarships from universities located across the nation, including the U.S. Air Force Academy, Baylor University, Harding University, Vassar College and the University of Arkansas.

Many also received scholarships from Oklahoma universities, including Oklahoma State University, the University of Oklahoma,

NATIONAL MERIT FINALISTS



Maia Cruse



Jacob Taylor



Madeline Pratt

2017 US PRESIDENTIAL SCHOLAR

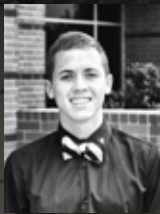


Jada Holliday

2017 NATIONAL AP SCHOLARS



Johna Pulliam



Jacob Taylor

ADVANCED PLACEMENT COURSES

BAPS offers students a rigorous Advanced Placement (AP) Program that is a cooperative educational endeavor among secondary schools, colleges and universities. The high school currently offers 28 AP courses for its students. During the 2016-17 school year, 951 students in grades 10-12 were enrolled in an AP class.

AP courses and exam scores help students qualify for scholarships. According to the College Board, 31 percent of colleges and universities consider AP experience when making scholarship decisions.

DISTRICT PARTNERS WITH TULSA TECHNOLOGY CENTER FOR PROGRESSIVE MANUFACTURING PROGRAM

According to the U.S. Census Bureau, the manufacturing sector is the fourth largest employer, hiring more than 11 million people annually. In Oklahoma, the manufacturing sector has been a key component in strengthening the state's economy in recent years, and because of this, Broken Arrow Public Schools is partnering with Tulsa Technology Center (TTC) to offer an ongoing manufacturing program for secondary students.

Beginning in sixth grade, all students are introduced to Gateway to Technology in their science classes. Students in seventh and eighth grade may then select the GTT course as an elective. These classes focus on the history of inventions and innovations, learning the core concepts of technology and various approaches to problem solving, including engineering design and manufacturing.

With an interest in manufacturing established at the middle school level, students have the opportunity to progress into an Introduction to Manufacturing course in ninth grade. This course, which doesn't require any prerequisites, provides a jump start into advanced manufacturing courses at the high school and vocational levels. Students will learn

about safety and tool usage, the basics of blueprint reading, welding principles and more.

At the high school level, students are able to enroll in Foundations to Manufacturing, a course taught by TTC teacher Charles Young, after completing the Introduction to Manufacturing. This course offered by Tulsa Tech on the campus of Broken Arrow High School covers topics ranging from welding to fundamentals of robotics, learning the concepts of creating products.

Once students have completed the Foundations to Manufacturing course, they have the opportunity to apply to one of Tulsa Tech's manufacturing-related programs during grades 11 and 12. These programs include applied engineering technology, drafting, machining, mechatronics and welding.

"This partnership is ideal because TTC delivers the programming, materials and expertise, while the district provides the student population," BAPS Superintendent Dr. Janet Dunlop said. "Filling high-skill and high-salary careers with Broken Arrow graduates is key to the economic development of our community."

CAREER EXPLORATION PROGRAM

The Career Exploration Program (CEP), piloted in 2013, gives students an authentic learning experience in the business world. Through CEP, students are provided with an overview of their chosen career area and familiarized with decision-making processes of that profession. With the guidance of more than 20 local business partners, more than 70 students gained hands-on experience during the 2016-17 school year.





www.baschools.org