



2021-22 District Annual Report

Oxford High School

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• www.oxfordschools.org

Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

Vision

To create a world-class education today to shape tomorrow's leaders

Administration

Dr. Vickie Markavitch,
Interim Superintendent

Sam Barna, Assistant Superintendent
of Business & Maintenance

Anita Qonja-Collins, Assistant
Superintendent of Elementary
Instruction

Ryan Reid, Assistant Superintendent
of Human Resources

Steve Wolf, Assistant Superintendent
of Secondary Instruction

Board of Education

Dan D'Alessandro	President
Heather Shafer	Vice President
Mary Hanser	Treasurer
Erin Reis	Secretary
Amanda McDonough	Trustee
James Sommers	Trustee
Michael Whitney	Trustee



January 31, 2023



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Oxford High School (OHS). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dacia Beazley, principal of Oxford High School for assistance. The AER is available for you to review electronically by visiting [this link](#) or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the *Every Student Succeeds Act* (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given a label.

The 2021-2022 school year presented unique challenges and interrupted schooling due to the COVID 19 pandemic and our November 30th tragedy. In response to these events, our district leaned into our multi-tiered system of support to regularly assess students' academic and behavioral progress and needs. OHS uses student performance data to make instructional decisions. We identify our students' needs in various measures, including standardized tests and local assessments, to identify instructional strategies for academic growth. We measure and identify curriculum standards, concepts, student skills and content knowledge within our common assessments. This has allowed for ongoing monitoring and measurement of student and teaching progress throughout the school year. Within our Departments and Professional Learning Teams, our staff has improved the frequency and depth in which they use data to share best practices and meet the needs of our learners.

Our local and standardized test data captures the learning loss and interrupted instruction time students experienced during the last three school years. This is also reflected in the lower number of students who attempted to earn college credit in an AP or IB exam. When reviewing standardized test data, we have identified a larger gap in student performance in math, reading and writing as a result. However, upon review, OHS students demonstrated achievement levels at or above State of Michigan averages

in all subject areas. For the three testing cycles, Evidence Based Reading and Writing was an area of noted strength. An identified area of struggle, and a major focus within our School Improvement Plan is math. Both SAT and M-Step scores indicate that OHS students identified as Economically Disadvantaged outperform both their county and State-wide peer group in most subject areas. Students identified as White, however, underperformed their peers across the county, but are above State averages.

State law requires that we also report the following additional information:

Process for Assigning pupils to the school

Resident students who live within the physical boundaries of Oxford Community Schools may attend Oxford High School. In addition, the school was open to Schools of Choice students who meet the legal eligibility requirements and registration timelines.

Status of 3-5 Year School Improvement Plan

Oxford High School is accredited by Cognia. Our school participated in an external review for successful reaccreditation during the 2020-2021 school year. OHS has goals in Reading, Writing, Math, Science, Social Studies, and Global Awareness. The themes running through each of these goal areas are reading, writing, and problem solving across the curriculum.



Our athletic teams honoring their lost classmates, who will never be forgotten.

A Brief Description of each Specialized School

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2021-2022 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OHS students may also attend Oxford Virtual Academy, Oxford Schools Early College, Oxford Bridges High School, and Oakland Schools Technical Campus where appropriate and after referral or application.

Academic Curriculum

All Oxford curricula are based upon the National Common Core curriculum, Michigan Grade Level Content Standards and Michigan Merit Curriculum Standards. To access curriculum information please visit the district website.

Aggregate Student Achievement

OHS participates in the SAT exam, a nationally normed achievement assessment taken in the spring by 11th grade students:

OHS Mean SAT Composite Score (including Essay)	
2020-2021	2021-2022
1022	1006

Parental Participation

2021-2022: 424 (25%) high school students were represented by parents/guardians at fall conferences.

2020-2021: 420 (23%) high school students were represented by parents/guardians at fall conferences.

Postsecondary Enrollments/College Equivalent Courses

Postsecondary Enrollment:

- 2020-2021 school year: 227 students/12.9%
- 2021-2022 school year: 237 students/13.4%

College equivalent (AP/IB) courses offered:

- 2020-2021 school year: 39
- 2021-2022 school year: 40

Students enrolled in college equivalent (AP/IB) courses:

- 2020-2021 school year: 498/28%
- 2021-2022 school year: 488/28.9%

Students in college equivalent courses who receive a score leading to college credit:

- 2020-2021 school year: 321/19%
- 2021-2022 school year: 203/12%

With International Baccalaureate ideology at the base of our instructional model, OHS boasts a global approach to learning and teaching. Our instructional methods revolve around best practices, and our professional development is ongoing throughout the school year. We offer our students a range of programing and pathways that extend beyond their time in Oxford. We take pride in creating many opportunities for our students which will allow them to discover their talents and passion. We also take pride in building strong relationships, as this is the foundation of all things within our High School. We aim for a student-centered approach to teaching in order to meet the social and emotional needs of our learners. Our community and parental involvement are a key component in the positive school culture we strive to maintain. It is no secret that we are successful as a school and district because of the strong support and unity of our extended community.

Sincerely,

Dacia Beazley, Principal



Student section supporting the team at Wildcat Stadium, Fall 2021