



2017-18 District Annual Report

Oxford Bridges High School

1420 Lakeville Road, Oxford, MI 48371 • 248-969-1884 • Fax 248-969-1840

Emergency Phone Line: 248-969-5070 • 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

Tim Throne, *Superintendent*

Ken Weaver, *Deputy Superintendent of Curriculum & Instruction*

Sam Barna, *Assistant Superintendent of Business & Operations*

David Pass, *Assistant Superintendent of Human Resources*

Denise Sweat, *Assistant Superintendent of Student Services*

Anita Qonja, *Executive Director of Elementary Education*

Board of Education

Tom Donnelly	President
Dan D'Alessandro	Vice-President
Heather Shafer	Secretary
Korey Bailey	Treasurer
Erick Foster	Trustee
Chad Griffith	Trustee
Mary Hanser	Trustee



April 12, 2019

Dear Parents and Community Members:



We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Oxford Bridges High School (OBHS). 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 Aletha VanLoozen, Principal, for assistance. The AER is available for you to review electronically by visiting the following link <http://bit.ly/2HI7UBf>, or you may review a copy in the main office at the school, or via the district website.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the *Every Student Succeeds Act (ESSA)*. A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels. * Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are: TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

There are several challenges related to State data and OBHS. Students attend OBHS primarily because they have not been successful in a traditional high school program for various reasons, yet despite the many challenges the students continue to show progress within the curriculum and most graduate with their cohort. OBHS staff and administration are committed to the development of an exemplary educational program that focuses on the holistic needs of students who are at-risk for not achieving high school graduation. We strive to provide students with the opportunity to gain not only academic mastery, but to understand their role in the community and the world.

OBHS staff are dedicated not only to student academic success, but to building emotional capacity for future achievement. We show this daily by building positive relationships with students and their families. Our small classrooms provide students with the opportunity to receive individualized assistance when necessary. Our instructional methods revolve around best practices for students who typically have struggled in their academic careers. We focus our teaching in a way that students are able to make connections not only in their own lives, but expand that learning to a global context. We continue to strive to implement curriculum and supports to ensure we are providing the best possible educational environment for our students. I would like to encourage you to stop by and visit our school community.

Sincerely
Aletha VanLoozen ~ Principal

Process for Assigning Students to the School

Students are referred to, or requested to attend OBHS due to being behind in their academic progress at Oxford High School (OHS). Students who are most at risk for high school failure are transferred from OHS with approval by OBHS and OHS administration. Students' academic and behavioral history is reviewed to ensure students will have appropriate resources available to them at OBHS.

Status of 3-5 year School Improvement Plan

The school improvement process at OBHS is led by the school leadership team. Our school has goals for each content area complete with strategies and activities to support student growth within each. OBHS is accredited through AdvancED, and 2017-18 is the second year of the five year cycle. Data continues to be collected and utilized in terms of classroom success and overall school success.

Our current school goals are:

- Students will improve their reading performance.
- Students will improve their writing performance.
- Students will improve their mathematical skills and knowledge.
 - Students will improve their skills and knowledge within social studies.
 - Students will improve their skills and knowledge within science.
 - Students will enhance their preparation for success in a global environment.

Strategies are implemented to reach these goals based on researched best practices. Over the last 4 years, teachers in all grades received training in the areas of technology, project based assessments, NGSS, modeling, culture diversity, and curriculum development. OBHS staff attend and engage in professional development to increase their competency in working with at-risk students.

Specialized Schools

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2017-18 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

Academic Core Curriculum

All Oxford curricula are based upon the Michigan Academic Standards. Please refer to the school's website www.bridges.oxfordschools.org, select the *Academics* tab, then *Bridges Course Catalog*.

Aggregate Student Achievement results for nationally normed assessments

In house data collection shows student success for high school course completion for 2017/2018 school year at 90%. OBHS students do not take local assessments that are nationally normed.

Parent Involvement

In 2016-17, 11 families attended fall parent-teacher conferences representing 20% of students; 11 families attended in the spring, representing 12.5% of students. In the Fall of 2017 15% of parents participated in parent teacher conferences and in the Spring of 2018 there was an 11% participation. Many parents keep regular contact through email and phone. Oxford Bridges High School has approximately 75% of students who are low SES and approximately 30% who do not live in district.

Postsecondary Enrollments/College Equivalent Courses

Due to the alternative education nature of Oxford Bridges High School, no college prep courses are offered to students.



May 2018- Oxford Bridges High School
Commencement ceremony