



2017-18 District Annual Report

Oxford High School

745 N. Oxford Rd, Oxford, MI 48371 • 248-969-5100 • Fax 248-969-5145

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 Oxford High School. 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 Steve Wolf, OHS Principal for assistance. The AER is available for you to review electronically by visiting the following link <http://bit.ly/2HhLYHi> or you may review a copy in the main office at your child's school.

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. Some schools are not identified with any of these labels. In these cases, no label is given. Oxford High 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.

Oxford High School uses student performance data to make instructional decisions. This is done formatively by our individual teachers, and summatively in departments through our shared common assessments. We identify our students' needs in various measures, including standardized tests and local assessments, in order to identify instructional strategies for academic growth. Within our departments and Professional Learning Communities, our staff has improved the frequency and the depth to which they use data to share best practices and meet the needs of our learners.

Our local and standardized data shows that OHS has both areas of strength and struggle within math, reading, and writing. When viewing SAT data, OHS students achieve at levels at or above State of Michigan averages in all subject areas. An identified area of struggle, and a main focus within our School Improvement Plan is math.

Both SAT and M-Step score results 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 of Michigan averages. Challenges within the areas of mathematics, reading, and writing continue to be related to identified gaps. Hispanic, Black or African-American, Economically Disadvantaged, and English Language Learners underperform their OHS peer groups. Similarly, male students outperform their female counterparts in math while females outperform males in reading and writing.

OHS has revised the framework and process for identifying interventions to support each subgroup within our Multi-Tiered System of Supports (MTSS) team. Course sequencing and remediation opportunities are also explored and utilized to meet the needs of struggling students. Staff and administration are committed to meeting the evolving needs of all students and take pride in the vast opportunities available for student growth both in and outside of the classroom.

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 in 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,
Steve Wolf, Principal

Process for Assigning Students to the School

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

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 Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

Status of 3-5 year School Improvement Plan

Oxford High School is accredited by AdvancED with 2017-18 being the second year of our five-year cycle. Oxford High School 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. OHS is an authorized IB World school with re-authorization for the MYP component to take place in 2018-19

Academic Core Curriculum

Oxford Community Schools implements a core curriculum which covers all grades, kindergarten through twelve, and

describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the National Common Core curriculum, Michigan Grade Level Content Standards and Michigan Merit Curriculum Standards. To access information on the curriculum, please visit our district website: <http://www.oxfordschools.org> Refer to the *Departments* tab, then *Curriculum & Instruction*, then *Secondary Curriculum*.

Aggregate Student Achievement results for nationally normed assessments

Oxford High School Fastbridge				
	Winter 2017		Winter 2018	
Grade	Reading	Math	Reading	Math
9th	71%	68%	81%	79%

Parent Involvement

2016-2017: 628 students (35%) were represented by their parents/guardians at fall conferences and 188 (11%) of students were represented by their parents/ guardians at spring conferences.

2017-2018: 594 students (33%) were represented by their parents/guardians at fall conferences and 360 (11%) of high school students were represented by their parents/guardians at spring conferences.



Oxford students can participate in FIRST® Robotics events

Postsecondary Enrollments/ College Equivalent Courses

Postsecondary Enrollment:

2016-2017 school year: 211 students/ 11.8%

2017-2018 school year: 242/13.1%

College equivalent (AP/IB) courses offered:

2016-2017 school year: 49

2017-2018 school year: 51

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

2016-2017 school year: 501/ 31.8%

2017-2018 school year: 520/ 32.1%

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

2016-2017 school year: 316/ 20.1%

2017-2018 school year: 324/20.5%