January 24, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 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 web site combined reports, or you may review a copy in the main office at your child’s school.

For the 2018-19 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. Oxford High School has not been one of these labels for the 2018-19 school year.

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. 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. 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. Interventions designed for these at risk populations are embedded in school improvement efforts. OHS has revised our framework and process for identifying interventions to support each subgroup within our Multi-Tiered System of Supports (MTSS) team.

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. For the 2017 testing cycle, Evidence Based Reading and Writing was an area of noted strength. An identified area of struggle, and a main focus within our School Improvement Plan is math. This includes basic and advanced algebra concepts, as well as problem solving, interpreting graphs and data analysis.

We are still making adjustments within our team to create a more efficient process for identifying the needs of learners and providing the appropriate level of support. Our needs identification and support systems will continue to enhance all academic programs, as well as improve our school culture. Course sequencing and remediation opportunities are also explored and utilized to meet the needs of struggling students. Oxford High School staff and administration are committed to meeting the evolving needs of all students and take pride in the vast opportunities available to student growth both in...
and outside of the classroom. Within the expansive offerings of curriculum, we strive to provide students the opportunity to gain not only academic mastery, but to understand their role in the community and the world around them. State law requires that we also report the additional information:

**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 2018-2019 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. Our school participated in an AdvancED external review for successful re-accreditation during the 2016-17 school year. The external review provided feedback on our school improvement goals. 2018-19 was our third 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.

**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**

<table>
<thead>
<tr>
<th></th>
<th>Winter 2018</th>
<th>Winter 2019</th>
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<tbody>
<tr>
<td>Grade 9th</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>Math</td>
<td>79%</td>
<td>63%</td>
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**Parent Involvement**
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.

2018-2019, 510 (32%) high school students were represented by parents/guardians at fall conferences.

**Postsecondary Enrollments/College Equivalent Courses**

- Postsecondary Enrollment:
  - 2017-2018 school year: 242 students/13.1%
  - 2018-2019 school year: 240 students/12.9%

- College equivalent (AP/IB) courses offered:
  - 2017-2018 school year: 39
  - 2018-2019 school year: 39

- Students enrolled in college equivalent (AP/IB) courses:
  - 2017-2018 school year: 520/32.1%
  - 2018-2019 school year: 534/32.6%

- Students in college equivalent courses who receive a score leading to college credit:
  - 2017-2018 school year: 324/20.5%
  - 2018-2019 school year: 320/20.3%

With International Baccalaureate ideology at the base of our instructional model, OHS boasts a global approach to learning and teaching. 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 built within our High School. It has truly made Oxford High School an amazing place to learn and work!

Sincerely,

Steve Wolf
Principal