January 27, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 combined reports, or you may review a copy in the main office at the school, or via the district website.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Oxford Bridges has not been given one of these labels for the 2019-20 school year.

There are several challenges as it relates to State of Michigan data and Oxford Bridges High School. First and foremost, OBHS students are in attendance because they have not been successful in a traditional high school program. This lack of success in traditional high school can be for a multitude of reasons such as consistent and effective study habits, chronic absences, student engagement and academic motivation. Despite the many challenges facing our students, they continue to show progress within the curriculum and most graduate with their cohort. However, their performance on State assessments is overall lower than a traditional high school setting.

We continue to focus on our strategies and engagement processes with students as it relates to implementation of classroom curriculum. Oxford Bridges High School continues to utilize standards based grading to focus teaching staff and students in identifying what students know and understand through both formative and summative assessments.

Oxford Bridges High School 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 high school failure. 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 around them. This year we are implementing Cultures of Thinking to support this goal.

Key academic skills are emphasized in all four core classes, as well as in elective courses. Emphasis on essential skills are also highlighted throughout the curriculum, focusing on critical thinking, problem solving, communication, and collaboration. Teachers deliver classroom instruction using diverse strategies including, cooperative learning, individualized planning, project based assessments and standards-based grading. To assist in recovering credits, we use GradPoint and Edgenuity as a virtual based recovery program.

State law requires that we also report the additional information:
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 2019-2020 is the fourth 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 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, Cultures of Thinking, Team Development, Cultural competency 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 2019-20 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 2019-2020 school year at 82%

this is lower than the previous year, but includes remote learning data.
OBHS students do not take local assessments that are nationally normed.

Parent Involvement
During the 2019-20 school year 21.5% of parents attended fall conferences and 21.5% attended spring conferences.

Postsecondary Enrollments/College Equivalent Courses
Due to the alternative educational nature of Oxford Bridges High School, no college prep courses are offered to students.

We are dedicated not only to student academic success, but to build emotional capacity for future achievement. We show this daily by building positive healthy relationships with students providing support and implementing learning tasks in Student Academic Success class for students to explore and build on current strategies for emotional success. Academic methods for instruction development and delivery 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 on a global level.

I would like to encourage you to stop by and visit our school community.

Sincerely,

Aletha VanLoozen
Principal

Oxford Bridges High School – Celebration of Hispanic Heritage