



# 2023-2024 Annual Education Report

## Oxford Bridges High School

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[www.oxfordschools.org](http://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

Erin Reis	President
Amanda McDonough	Vice President
Mary Hanser	Treasurer
James Sommers	Secretary
Colleen Schultz	Trustee
Heather Shafer	Trustee
Michael Whitney	Trustee



January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for 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, OBHS Principal, 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 2023-24 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 2022-23. 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 one of these labels.

The 2022-2023 school year continued to present challenges as a result of the pandemic, as well as the shooting from November 30, 2021. In response to these events, our school continued to lean into our multi-tiered system of support to regularly assess students' academic and behavioral progress and needs. First and foremost, students are enrolled at OBHS because they have not been successful in a traditional high school. This lack of success can be for a multitude of reasons such as consistent and effective study habits, chronic absences, student engagement and academic motivation.

OBHS 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. 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 high school failure

State law requires that we also report additional information:

### **Process for Assigning pupils to the school**

Students are referred to or request to attend OBHS due to being behind in their academic progress at Oxford High School (OHS) and Oxford Virtual Academy (OVA). Students who are most at risk for high school failure are transferred from OHS/OVA with approval by OBHS and OHS/OVA 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 identified content areas complete with strategies and activities to support student growth within each. There is also a goal to focus on students' social and emotional well-being, as well as college and career planning. OBHS is accredited through Cognia and was renewed in May of 2021.

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 safety, threat assessment, suicide assessment, Trauma Informed Classroom, team development, and curriculum development.

### **A Brief Description of each Specialized School**

The Oxford Community School District offers a full continuum of program/service options designed to meet the individual needs of eligible students with disabilities from birth through age 26. Several students with unique or extensive needs attend county center programs operated by neighboring school districts at OCS expense. During the 2022-23 school year, OCS had students attending center programs in Lake Orion, Waterford, and Bloomfield Hills.

### **Academic Curriculum**

All Oxford curricula are based upon the Michigan Academic Standards. To access curriculum information please visit the district website or contact the principal of your child's school.

### **Aggregate Student Achievement for nationally normed assessments**

In-house data collection shows student success for high school course completion for 2022-23 school year at 90%. OBHS students do not take local assessments that are nationally normed.

### **Parent Participation**

**Fall 2022-23:** 18% of OBHS students were represented by parents/guardians at fall conferences

**Spring 2022-23:** 18% of OBHS students were represented by parents/guardians at fall conferences

Due to the alternative educational nature of Oxford Bridges High School, no postsecondary enrollments or college equivalent classes are offered to students.

Oxford Bridges High School is dedicated not only to student academic success, but in building emotional competence for future achievement. We are committed to the development of a climate where students feel safe, connected, and confident participating in classroom learning. I would like to encourage you to stop by and visit our school community.

Sincerely,

Aletha VanLoozen  
Principal



*Oxford Bridges High School Graduation 2022-23*