

WEST BRANCH-ROSE CITY AREA SCHOOLS

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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 **Ogemaw Heights 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 our Director of Curriculum and Instruction, Gail Hughey, for assistance.

The AER is available for you to review electronically by visiting the following web site www.wbrc.k12.mi.us selecting **Academics** at the top; then clicking on "Annual Education Reports" or you may review a copy in the main office at your child's school.

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.

Our school has not been given one of these labels.

Key Initiatives to Accelerate Achievement and Close Achievement Gaps

Ogemaw Heights High School is working to close the achievement gap with the bottom 30 percent of students within each grade level. In order to increase fidelity and consistency of English and Language Arts skill development across all secondary grade levels, the district has approved the implementation of a uniform curriculum delivery model in grades 6-12. The integration of Pearson's *My Perspectives* literacy program creates a truly coherent curriculum model that will prepare all students in becoming prepared for the college and/or career of their choosing. The Algebra and Geometry curriculums have also been updated to include more critical thinking and problem-solving through the adoption of College Preparatory Math (CPM).

Teachers are continuing to engage in a continuous process of making the instructional adjustments in order to fully implement the Common Core State Standards in English Language Arts, Mathematics and Science. Implementation is monitored by administration during frequent observations over the course of the school year, using the 5 Dimensions of Teaching and Learning rubrics. Accelerating academic achievement for all students is an expectation across the curriculum and will be accomplished by strengthening Tier 1 instruction and providing tier 2 and Tier 3 support for students through frequent progress monitoring, instructional interventions within the classroom, and extended day and extended year programs.

In addition to traditional educational programming, Ogemaw Heights continues to expand educational offerings in the areas of Dual Enrollment, Early Middle College, Work-Based Learning, and AP Courses.

State law requires that we also report additional information for the past two years. Below is a brief summary of the required information.

1. Process for Assigning Pupils to Schools

The West Branch-Rose City school district services most of Ogemaw County and parts of Gladwin and Oscoda counties and covers an area of approximately 538 square miles. Parents can contact the transportation department at 343.2240 with inquiries regarding the attendance areas.

2. Status of the 3-5 Year School Improvement Plan

The district improvement plan identifies the academic goals for all district students, including a measurable objective, strategy and activity details, and required fiscal resources. Each building submits a school improvement plan that is aligned to the district plan but has the flexibility to focus on action plans specific to the needs of the students in that building identified in the School Data Analysis. The building school improvement team evaluates the effectiveness of the plan and reports progress toward achieving the school improvement goals to the district school improvement team each spring. The school improvement team consists of representatives of all stakeholders. School improvement documents are available in each building, at central office, and on the web site www.wbrc.k12.mi.us.

3. Description of Each Specialized School

Besides in-district programs for students with specialized learning needs, students who are eligible may access the C.O.O.R. Educational Center at the ISD site. The purpose of the center is to provide services to students with specialized disabilities as defined by state statute.

4. Core Curriculum

Alignment to our state academic standards set forth by the Michigan Department of Education is reviewed following the district schedule of curriculum review and implementation. Adjustments are made within that schedule and as needed to meet the required changes. The Michigan standards outline learning expectations for our students and guide our work at the district level. Local content experts work together to choose the necessary resources, instructional strategies and pacing to meet the rigorous standards which are assessed using local and state assessments.

Most recently we have adopted the ReadyGen reading series K-5 and My Perspectives series 6-12. These resources align our ELA program K-12 and continue our work to integrate the Essential Literacy Practices. Our math instruction K-7 uses Engage NY resources, while our higher math has recently adopted the CPM program focused on problem solving and collaboration. Teachers are immersed in professional learning surrounding our math and reading programs with our consultant from MSU and the CPM trainers. Our Science instruction is focused on inquiry. We currently utilize Mystery Science at the K- 5 level, the Modeling Curriculum 6-12, and Project Lead the Way in our Rose City School. Social studies teachers utilize the Open Book and Giants resources for instruction. Science and Social Studies teacher also receive professional learning from local and statewide sources.

5. Student Achievement Results for Nationally Normed Achievement Tests

2019-20 SAT Scores (Fall Testing Window Due to COVID-19)

Academic Area	OHHS Students Average Score	Benchmark Score	Percent Meeting Benchmark
Evidence Based Reading and Writing	486	480	60
Math	481	530	40
Total Score	992	1010	38

6. Students Represented by Parents at Parent-Teacher Conferences

Parent-teacher conferences are held in the fall at Ogemaw Heights High School. During the spring of 2020, conferences were canceled due to COVID-19. The number and percent of students represented by a parent or guardian at the fall conferences are as follows:

Fall 2019: 199 conferences held = 33%

7. Postsecondary Enrollments and College Equivalent Courses

Information regarding dual enrollment in postsecondary institutions and enrollment and credits earned in Advanced Placement (AP) college equivalent courses is provided below.

- 2018-2019:**
- There were 15 students (3%) enrolled in dual enrollment courses.
 - There were 11 AP courses offered onsite (plus online through MVU).
 - There were 131 students (23%) enrolled in AP onsite and online courses.
 - There were 21 students (4%) receiving a score of 3 or above leading to college credit.

e. Total enrollment equals 572 students.

- 2019-2020:**
- a. There were 27 students (4.7%) enrolled in dual enrollment courses.
 - b. There were 10 AP courses offered onsite (plus online through MVU).
 - c. There were 107 students (18.7%) enrolled in AP onsite and online courses.
 - d. There were 38 students (6.6%) receiving a score of 3 or above leading to college credit.
 - e. Total enrollment equals 572 students.

The West Branch-Rose City staff is commended for the hard work and dedication that is evident on a daily basis. The district works to provide a quality education to all students and sets high academic standards. Accelerating academic achievement for all students is an expectation across the curriculum. Parent, community, and business involvement is welcomed at all levels; contact the building principals to learn about opportunities to get involved. I am proud of the fact that the district provides quality instruction and programs for students with support from the community. This will continue to be our organizational focus.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Philip Mikulski', written in a cursive style.

Philip Mikulski, Superintendent