

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 2022-23 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, Heather Phelps, 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 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.

Key Initiatives to Accelerate Achievement and Close Achievement Gaps

Ogemaw Heights High School is systematically working to close the achievement gap with the bottom 30 percent of students within each grade level. In order to increase fidelity and establish continuity of instructional delivery 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 full implementation of SAVVAS Learning Company's *My Perspectives* literacy program creates a truly coherent curriculum model that will prepare all students in becoming prepared for college, career, or post-secondary training of their choosing. Our Algebra, Geometry and Algebra II curriculums have also been strengthened and updated to include more critical thinking and problem-solving

through the adoption of CPM (Collaborative Learning, Problem-Based Learning, Mixed Spaced Practice)

Teachers are engaged in a continuous improvement process of making the instructional adjustments in order to fully implement State provided content standards in English Language Arts, Mathematics, and Science. Implementation is monitored by the leadership team through the use of informal walkthroughs and formal observations over the course of the school year, using the 5 Dimensions of Teaching and Learning process. Accelerating academic achievement for all students is an expectation across the curriculum and will be accomplished by strengthening targeted 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 provide expanded educational offerings in the areas of Career and Technical Education, 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. The district submits an improvement plan that is aligned to the specific needs of the students in each building. 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-5 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. 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 McGraw-Hill.

5. Student Achievement Results for Nationally Normed Achievement Tests

2022-23 SAT Scores

Academic Area	OHHS Students Average Score	Benchmark Score	Percent Meeting Benchmark
Evidence Based Reading and Writing	454	480	43%
Math	437	530	15%
Total Score	892	1010	13%

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 2022. The number and percent of students represented by a parent or guardian at the fall conferences are as follows:

Fall 2022: 104 conferences held = 19%

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.

- 2021-2022:**
- a. There were 106 students (18%) enrolled in dual enrollment courses.
 - b. There were 8 AP courses offered onsite (plus online through MVU).
 - c. There were 76 students (13%) enrolled in AP onsite and online courses.
 - d. There were 29 students (5%) receiving a score of 3 or above leading to college credit.
 - e. Total enrollment equals 576 students.
- 2022-23:**
- a. There were 71 students (13%) enrolled in on-site, off-site, and virtual dual enrollment courses.
 - b. There were 11 AP courses offered onsite (plus online through MVU).
 - c. There were 117 students (21%) enrolled in AP onsite and online courses.
 - d. There were 33 students (6%) receiving a score of 3 or above leading to college credit.
 - e. Total enrollment equals 546 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,



Gail Hughey, Superintendent