



2024-2025 IMPACT REPORT

COLLEGE READY
CAREER READY
LIFE READY
PRE-K TO PROFESSIONAL









Charger Students
Charger Staff
Connections
Community





OXFORD SCHOOL DISTRICT
IMPACT REPORT
2024-2025

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BIG AIMS

All students successfully transition to college and/or the workplace, prepared for their future.

All students and families feel they belong in our school community.

All students and adults are engaged, learning, and improving.



A Message from the Superintendent

It truly takes a partnership to raise today's youth. The Oxford School District is unwavering in its commitment to making a difference for every child and serving our families with excellence. Our ability to learn, grow, and improve is essential to providing the best possible education for our students. Every period, day, and week of the year presents a valuable opportunity to examine what works—and just as importantly, what doesn't work—in our classrooms and schools. Through this process, we have learned from our mistakes, become more efficient, and documented everything we've discovered so that we can learn from one another.

Our success and ability to sustain excellence depend on our commitment to continuous improvement. Improvement means eliminating unnecessary obstacles, enhancing outcomes, and solving problems for our students, families, and staff. It is a relentless dedication to getting better every day on what truly matters. We must cultivate a culture of support and a focus on thoughtful risk-taking. We must identify and remove barriers to ensure every student's success and foster a positive culture for students, staff, and families.

In a thriving organization, improvement is everyone's responsibility. Engaging staff members, students, and families at every level of the improvement process is critical, which is why maintaining a strong partnership throughout the educational journey of our children is so essential. High impact at scale is achieved when students, staff, leaders, parents, and the community are all engaged in the process of improvement. As we begin the 2024-2025 school year, our relationship has grown stronger, but the challenge now is to keep our partnership vibrant and ensure that we all remain connected and engaged with one another.

This publication is designed to give our staff, families, business leaders, and community members an inside look at our district's strengths and areas for growth. We have so much to be proud of, and at the same time, countless opportunities to improve.

I look forward to further strengthening our partnership with you and our community. By working together, we can do the hard work necessary to ensure that all our classrooms and schools are places where our young people can learn, thrive, and succeed.

Thank you for your continued support.



Bradley Roberson
Superintendent
Oxford School District

VISION

A bold, innovative, and continually improving district; understanding today to prepare students for tomorrow.

MISSION

Empowering all students to become confident and creative builders of the future.

CORE VALUES

Excellence, Opportunity, Service, Support, and Relationships.

DISTRICT LEADERSHIP

Board of Trustees



Carter Myers
President



Lolita Gregory
Secretary



Denson Hollis



Denny Tosh



Ashley Wilkinson

Superintendent's Cabinet



Narita Edwards
Chief Financial Officer



Marni Herrington
Chief Academic Officer



Dr. Steve Hurdle
Chief of Operations



Dr. Germain McConnell
Chief of Staff



Dr. LaTonya Robinson
Chief of Student Services

School Principals



Keri Jo Sapp
Oxford Early Childhood Center



Misa Presley
Bramlett Elementary School



Patches Calhoun
Della Davidson Elementary School



Chasity Arbuckle
Central Elementary School



Chase Goolsby
Oxford Intermediate School



Jeff Clay
Oxford Middle School



Dr. Dana Bullard
Oxford High School

2024-2025 FACTS & FIGURES

WE ARE REDEFINING READY

Oxford School District's mission is to empower all students to become confident and creative builders of the future.

7 SCHOOLS

4,657 STUDENTS

738 FACULTY & STAFF

$14,955.63 EXPENDITURE PER PUPIL STATE AVG.: $14,676.97

20.0 AVERAGE A.C.T. SCORE STATE AVG.: 17.7 NATIONAL AVG.: 19.4

48 ATHLETIC TEAMS

35 STUDENT CLUBS

BUSINESS VIEW MAGAZINE **2025 BEST-MANAGED** SCHOOL DISTRICT

1 DEVICE FOR EVERY STUDENT

19 A.P. COURSES

PERCENT OF STUDENTS WITH SCORES OF 3+
OXFORD: 91.2% STATE: 56.7% NATIONAL: 72.6%

41 LANGUAGES SPOKEN

78 STATE CHAMP ATHLETIC TITLES

84 NATIONAL BOARD CERTIFIED

Accomplishments:

Best-Managed School District, Business View Magazine – 2025

Best High Schools in America, U.S. News & World Report – 2024, 2025

Niche Best School Districts, Niche – 2024

"A" School District, Mississippi Department of Education

National Blue Ribbon School, Della Davidson Elementary – 2021

U.S. Department of Education Green Ribbon School District Sustainability Awardee

Steinway Select School District – 2021 to Present

7A Sportsmanship Award – 2024

Mississippi's All-Sports Award, Class 5A - 2017

OXFORD SCHOOL DISTRICT

PORTRAIT OF A GRADUATE



Oxford School District is committed to developing these essential skills in our Pre-K – 12 students to prepare them for their future.

Effective Communicators

Convey information in a meaningful and effective way to achieve common goals with others.

Culturally Aware

Possess a set of skills, values and principles that acknowledge and adapt to differences in various cultures and ethnicities, in order to work cross-culturally.

Ethical

Act with key moral principles that include honesty, fairness, opportunity, dignity and individual rights.

Critical Thinkers

Conceptualize, apply, analyze, and evaluate information gathered from observation, experience, reflection, reasoning, as a guide to belief, understanding and action.

Creative Thinkers

Approach problems with curiosity and imagination to generate innovative ideas and solutions without fear of failure.

Resilient

Withstand and recover from challenges with independence, courage and emotional competency.

Personally Responsible

Accept and maintain ownership of one's own actions by meeting obligations, expectations and being accountable within one's power, control, or management.

Active Citizens

Take an active role in society, conducting oneself in accordance with the rights, duties, and privileges of their community, country and world.

OXFORD SCHOOL DISTRICT INVESTS IN THE FUTURE OF OXFORD CHILDREN

A Student's Journey from Pre-K to Professional

Oxford School District has a profound responsibility to ensure that its students graduate college ready, career ready, and life ready. The current state accountability model is short-sighted and minimizes students down to a single standardized test score. The standardized test scores — traditionally used as the primary readiness indicator — do not always provide an accurate representation of our students' potential. Like the global economy, today's students are driven by ideas and innovations. They should not be reduced down to, or defined by, a single test score.

As a result of believing a child is MORE than a score, the Oxford School District has developed research-based academic, career, and life readiness indicators to measure student performance from the time he/she begins Pre-K until well after high school graduation. Our nation's top school systems provide students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them to be global citizens in an ever-changing world. We believe in following our students well after graduation to see if we have prepared them for the next phase in life whether it is college or directly to the workforce.

Students learn in a variety of ways. They should be able to demonstrate readiness in a variety of ways. "Current assessments fail to capture what we know matters most, and do not provide key stakeholders – students, parents and educators – with the insights they need to accelerate learning," Carnegie Foundation President Timothy F.C. Knowles said. "How we demonstrate progress must become competency-based, and families and educators should be supported by assessments that capture learning whether it occurs in the classroom, after school, on a farm, in the workplace, or in an internship."

It is time for the educational landscape to shift and place value on a rich tapestry of skills that enable individuals to thrive in the 21st century. That is the motive behind our district's new **Pre-K to Professional Initiative** which is a four-pronged approach to educating our children:



- We believe we must provide the students the needed **academic knowledge**.
- We believe we must teach students how to navigate the world of **college**.
- We believe we must teach students how to navigate the world of **work**.
- We believe we must teach students the needed dispositions to function in **society**.

The following pages outline the academic, career, and life metrics that we feel establish the desired outcomes that lead to student success after high school.



Development of our Readiness Indicators

In the Oxford School District, we recognize that traditional measures such as standardized test scores alone simply do not capture the full scope of what it means for a student to be prepared for the future. As outlined on our "Redefining Ready" page, we believe our students are far more than a single score.

To that end, we embarked on the development of a comprehensive system of readiness indicators—academic, career, and life—that allow us to evaluate and support students from Pre-K through post-graduation. Our approach was grounded in research and aligned with national initiatives such as the AASA (The School Superintendents Association) "Redefining Ready!" framework.

Across each grade span (Grades PreK-5, 6-8, and 9-12), our readiness indicators were crafted to reflect the evolving expectations of what students must know and be able to do: for example, meeting grade-level standards in the early years, demonstrating strong attendance and engagement in middle school, and attaining rigorous academic credentials or meaningful career/industry experiences in high school.

Key features of the indicators include:

- **Academic readiness**, such as achieving a 2.8 GPA or higher, taking Algebra II, AP courses or dual credit, and earning strong grades in college-level courses.
- **Career readiness**, such as identifying a career cluster, participating in work-based learning, earning industry credentials, maintaining strong attendance and engaging in extracurriculars.
- **Life readiness**, including participation in community service, demonstrating learner dispositions (such as communication, critical thinking, resilience), and completing personal financial literacy or other real-world courses.

We anchored this work in our district's strategic pillars (Excellence, Opportunity, Service, Support, Relationships) and our Portrait of a Graduate initiative, ensuring that readiness is more than academic—it's holistic and student-centered.

2025-2026 HIGH SCHOOL INDICATORS | READINESS FOR GRADUATION



Students are College Ready when they…

Earn 1 of the following:

- Academic diploma endorsement
- Distinguished Academic diploma endorsement



Students are Career Ready when they…

- Achieve a 95% attendance rate for at least 2 of the 4 years of highs chool

AND earn 1 of the following:

- CTE or JROTC endorsement
- Silver or higher on the WorkKeys and 3 years of an MHSAA activity
- Silver or higher on the WorkKeys and WBL/job experience



Students are Life Ready when they…

Meet 2 or more of the following Citizenship Indicators:

- Register to Vote
- Complete 25 hours of school-affiliated community service while in high school
- Earn a C or higher in a financial literacy course
- Receive 1 or fewer discipline referrals each year of high school

2025-2026 MIDDLE SCHOOL INDICATORS | READINESS FOR HIGH SCHOOL



ACADEMIC INDICATORS

Students are academically ready for High School when they…

- Earn a 2.8 GPA or higher

AND achieve 1 of the following:

- Score Proficient or Advanced on 4 of the 7 state tests in grades 6-8
- Score C or higher on 80% of the state-tested standards in grades 6-8

CAREER & LIFE INDICATORS

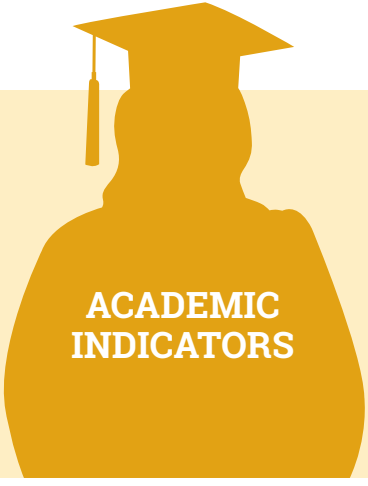
Students must also meet the following Career & Life indicators.

- Achieve a 90% attendance rate for at least 2 or the 3 years in grades 6-8
- Earn a C or higher in all social studies courses in grades 6-8

AND achieve 1 of the following:

- Receive no more than 1 discipline referral each year
- Participate in 1 MHSAA activity for 2 of the 3 years in grades 6-8
- Participate in a school-affiliated community service activity

2025-2026 ELEMENTARY INDICATORS | READINESS FOR MIDDLE SCHOOL



Students are academically ready for Middle School when they…

Achieve 2 of the following Academic Indicators:

- Score Proficient or Advanced on 4 of the 7 state tests in grades 3-5
- Score C or higher on 80% of the state-tested standards in grades 3-5
- Perform at or above grade level in Reading by the end of the 5th grade according to the STAR test



Students must also meet 4 or more Career & Life indicators.

- Achieve a 90% attendance rate for at least 3 years from Kindergarten to 5th grade

AND achieve 1 of the following:

- Participate in district intramurals
- Receive no more than 1 discipline referral each year
- Report a positive relationship with school according to the Panorama student survey

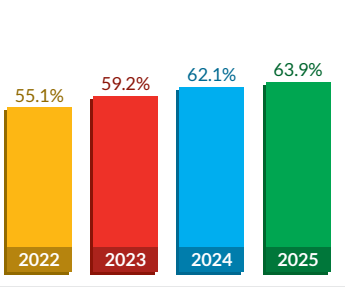


Oxford School District has a profound responsibility to ensure that its students are college ready, career ready, and life ready. It is clear that the knowledge, skills and dispositions needed to be successful in the global workforce are not demonstrated singularly through time on task, whether sitting at a desk or in front of a digital platform. Standardized test scores — traditionally used as the primary readiness indicator — do not always provide an accurate representation of our students' potential. Like the global economy, today's students are driven by ideas and innovations. They should not be reduced down to, or defined by, a single test score.

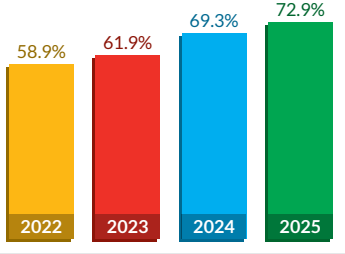
The Oxford School District provides students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them to be global citizens in an ever-changing world.

Accountability Scores

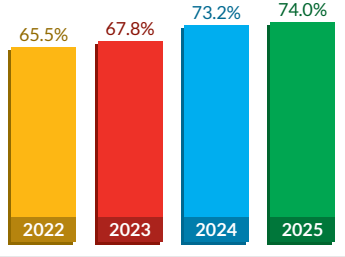
The Office of District and School Performance from the Mississippi Department of Education provides state, district, and school level performance measures on an annual basis to all Mississippi districts and schools. These data measures are used to help stakeholders make decisions regarding areas of improvement and need within our state education system. Statewide assessments are used to measure proficiency for students in grades 3-8 and high school students taking end-of-course subject area assessments in Algebra I, English II, Biology, and U.S. History. Schools and districts are expected to have an assessment participation rate of 95% or greater. Post-COVID Oxford School District proficiency trends are detailed in the following graphic representations.



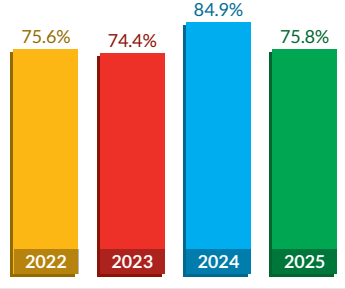
English Language Arts



Math



Science



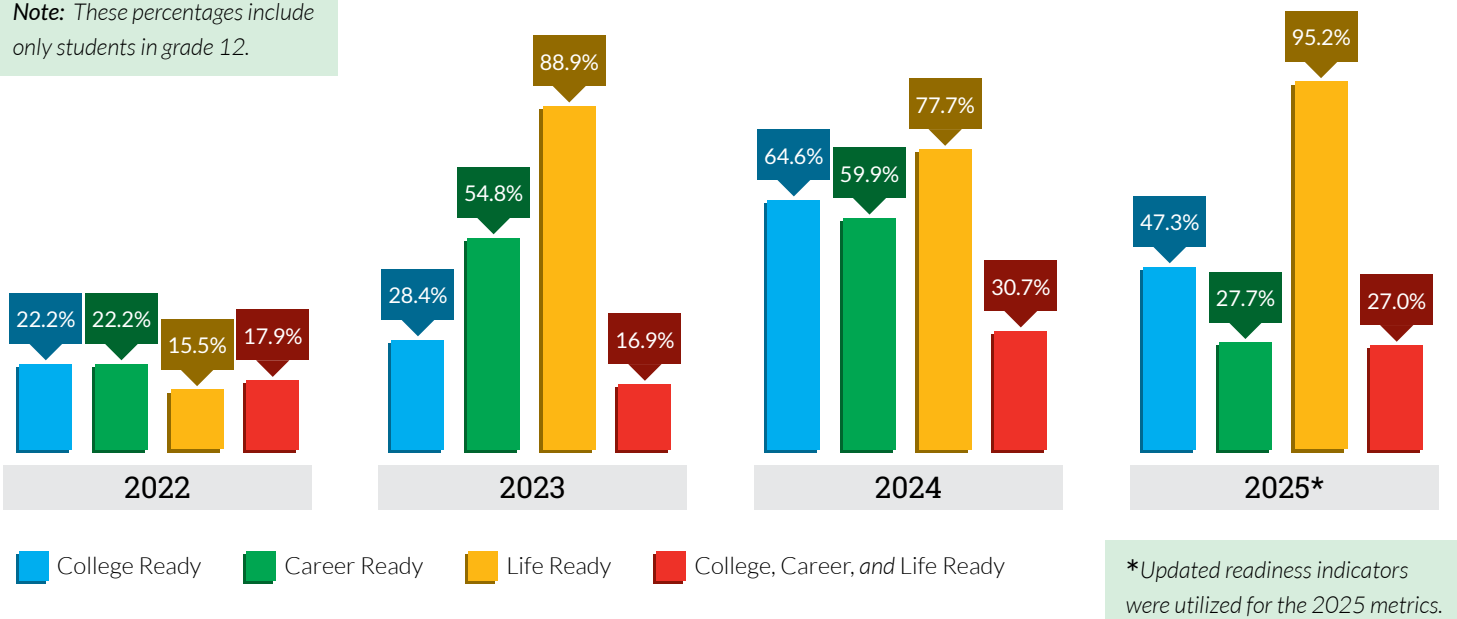
U.S. History

College, Career, and Life Ready Percentages

The Oxford School District recognizes the current education system is failing to meet the needs of American students. The increasingly non-linear path through and from education and into the workforce requires society to rethink how learning progressions and competencies are demonstrated, and the methods used to assess both.

As a result, the Pre-K to Professional Readiness Metric System was developed to ensure our students meet research-based college, career, and life metrics that lend themselves to future success. The year before the PreK-Professional Initiative was introduced, only 1.1% of Oxford High School students met the college, career, and life standards. The district has placed an emphasis on increasing the percentage of students that meet the required standards. The representation below shows the percentage of students that meet each standard as well as the percentage of students that meet all three standards (college, career, and life).

Note: *These percentages include only students in grade 12.*

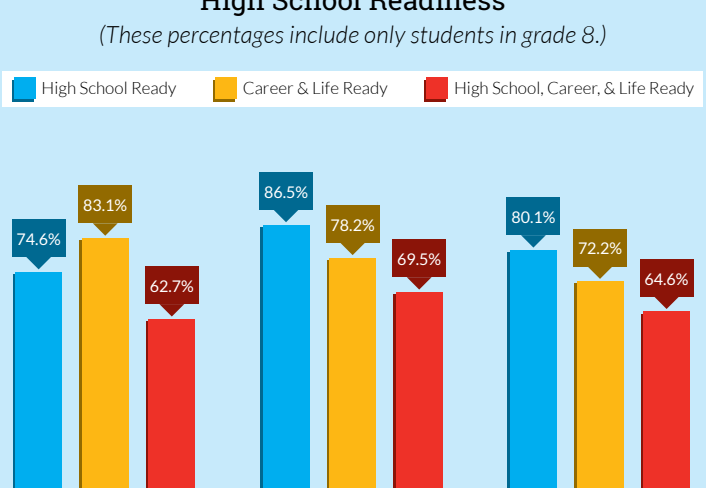


**Updated readiness indicators were utilized for the 2025 metrics.*

Developing students that are college, career, and life ready doesn't start in high school. It begins when students enter the school system as early as pre-kindergarten. As a result, the Oxford School District also developed high school readiness indicators for middle school students and middle school readiness indicators for elementary students. The graphs below show the percentage of middle school students and elementary students that meet the standards of readiness for their particular grade levels.

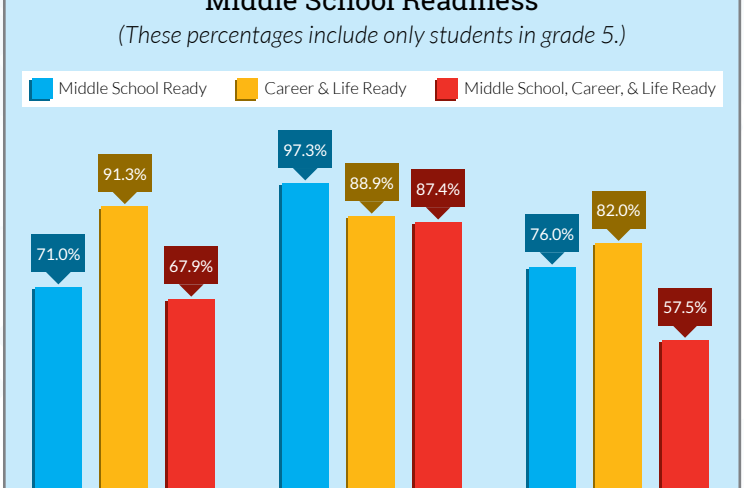
High School Readiness

(These percentages include only students in grade 8.)



Middle School Readiness

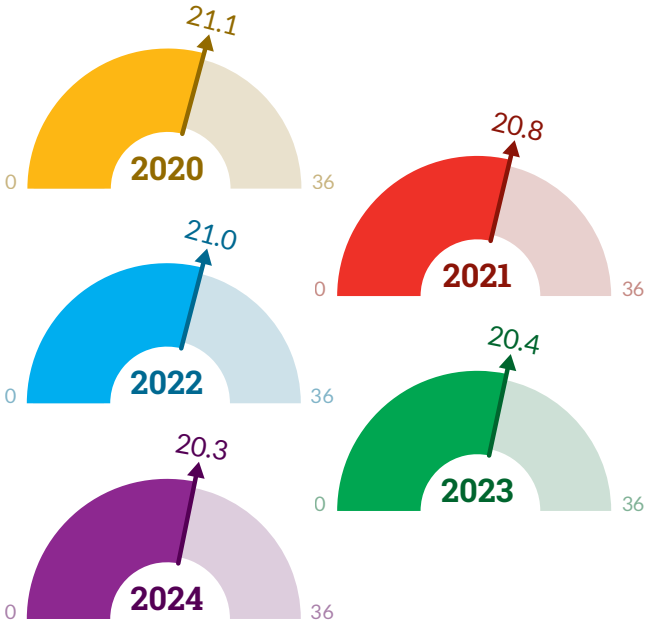
(These percentages include only students in grade 5.)



**Updated readiness indicators were utilized for the 2025 metrics.*

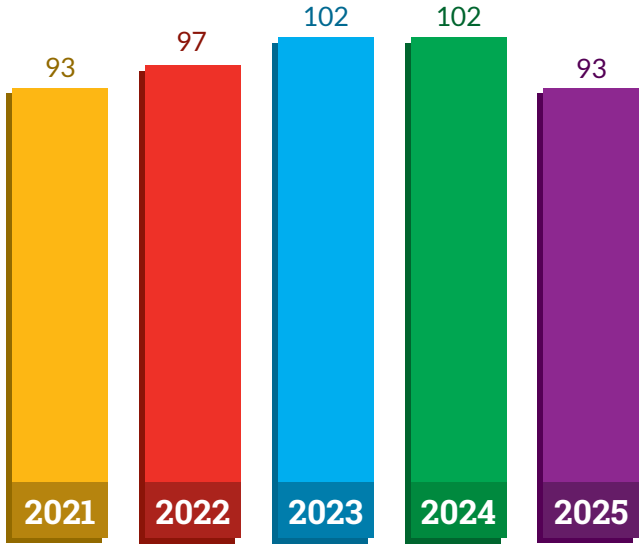
Average ACT Score of Juniors

Mississippi is one of 15 states that administers the ACT to all high school juniors. The ACT is designed to predict how well students will perform in college, and colleges use standardized tests like the ACT to compare students across schools and states. The Oxford School District consistently ranks in the top 3 school districts in regard to student ACT composite scores.

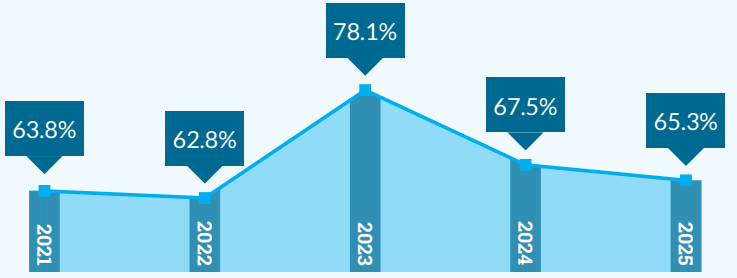


Students in the 30+ Club

Each year Oxford High School celebrates students who achieved a score of 30 or higher on the ACT — a score that places them in an elite group of high school students nationally. A score of 30 on the ACT means these students scored higher than 92% of the 2 million test-takers in the US. The graphic includes students who received a 30+ composite score on a single set administration or a 30+ super score.

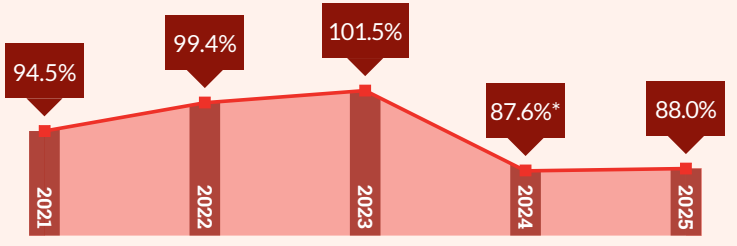


Mississippi Accountability Model: College & Career Readiness



A student must meet the ACT benchmark subscores in ELA and Math OR score at least a gold-level certification on the ACT WorkKeys assessment. A student who is a completer of a **Career Technical Pathway** must obtain a silver-level certification on the ACT WorkKeys to be considered College and Career Ready.

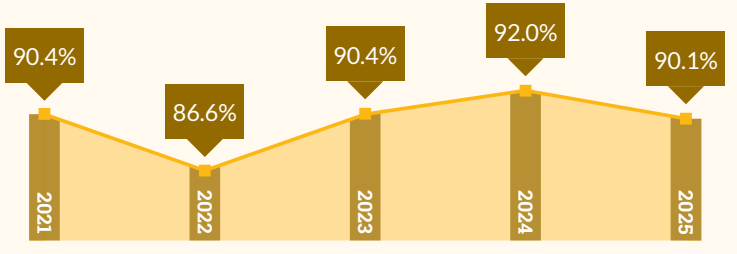
Acceleration Component of Mississippi Accountability Model



The **acceleration component of the Mississippi Accountability Model** measures the percentage of students that score a 3 or higher on an AP exam, score a C or better in a dual credit course, or receive a national certification for career technical education pathway.

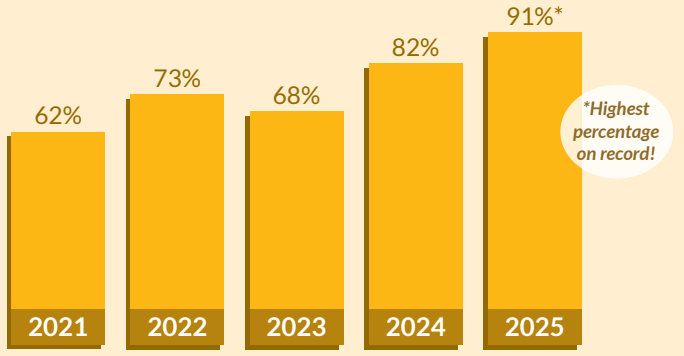
**In 2024, MDE implemented a new measure to calculate acceleration.*

Graduation Rate



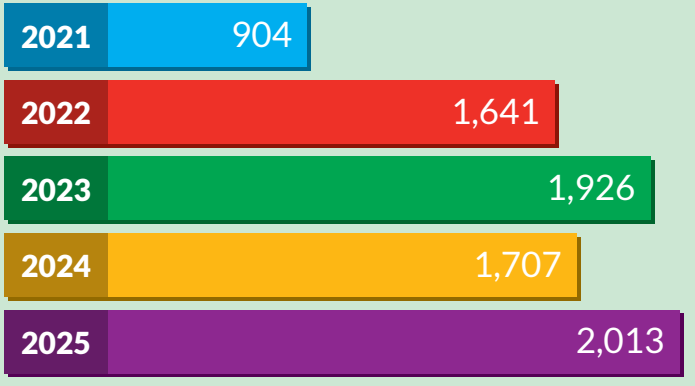
The **graduation rate** is the percentage of students who have successfully earned a regular high school diploma within four years of entering the ninth grade. This rate indicates how well schools help students achieve the high school curriculum standards established by the Mississippi State Board of Education (SBE).

Students Who Scored 3+ on A.P. Exams



Dual Credit Courses

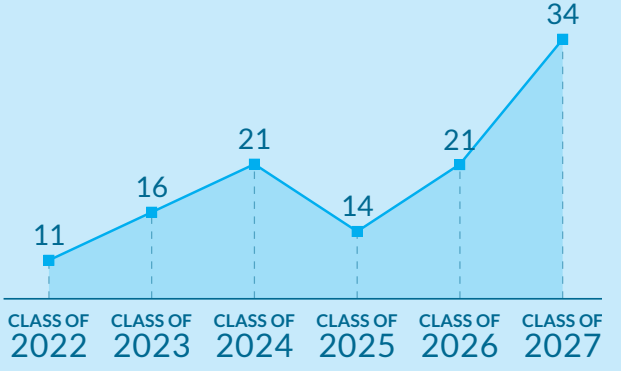
NUMBER OF CREDIT HOURS EARNED THROUGH DUAL CREDIT COURSES



Scholastic Institute
Oxford High School

The Scholastic Institute offers the unique opportunity for Oxford High School students to earn a high school diploma and an associate degree during the last two years of high school. Beginning their junior year, students enroll in dual credit courses at Oxford High School and Northwest. The Scholastic Institute offers students the opportunity to earn up to 60 hours of transferable college credit to universities.

Families have saved over $400,000 in tuition.



Enrollment Trend

National Certifications through CTE

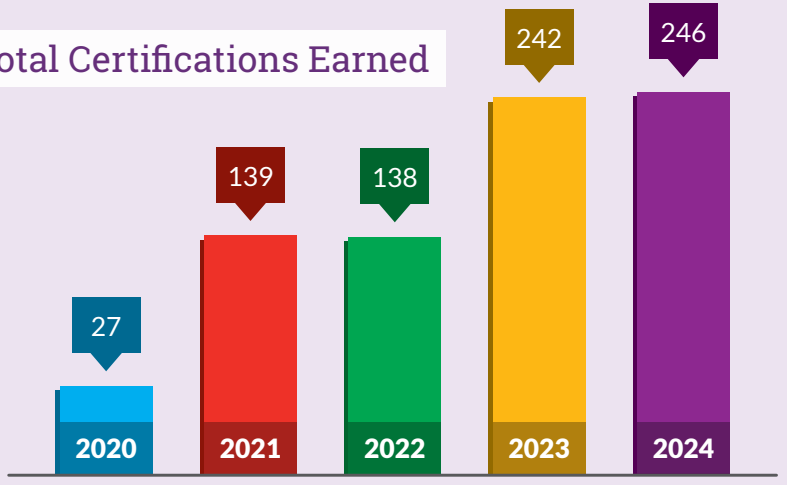
Several CTE programs offer industry-recognized national certifications for students to earn as a part of completion of the program.

The following certifications are associated with CTE programs:

- SolidWorks - CAD - Engineering
- TestOut - IT Fundamentals and Network Pro. - Information Technology
- ServSafe Food Manager - Culinary Arts
- Microsoft Entrepreneurship and Small Business - Business, Marketing and Finance
- National Center for Construction Education and Research (NCCER) - Core, Electrical Wiring, and HVAC - Construction/Electrical and HVAC
- OSHA 10 - General Industry Safety - Multiple Programs
- Java Script and Python - Software Development

Performance of CTE students on these exams has been measured since 2020.

Total Certifications Earned

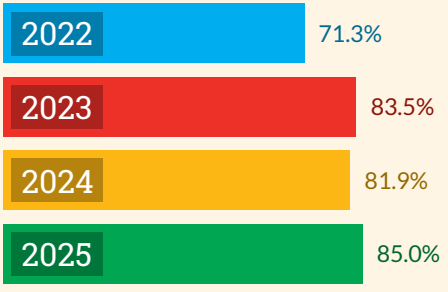


ACT WorkKeys

ACT WorkKeys is a tool to measure work readiness skills that are used in every career pathway. Students earn the National Career Readiness Certificate (NCRC) through ACT. The NCRC has four levels of performance (Bronze, Silver, Gold, and Platinum) and measures applied math, graphic literacy, and workplace literacy. For reference, ACT's linking study between WorkKeys and the traditional ACT found that students scoring Platinum on WorkKeys tend to score a 27 or higher on the ACT.

Mississippi considers silver on the WorkKeys to indicate College and Career Readiness Standards when coupled with completion of a CTE program. Below are the percentage of CTE graduates who completed a CTE program *and* earned a silver on the WorkKeys.

Percent Earning Certifications at Silver or Better:




OXFORD SCHOOL DISTRICT
STRATEGIC PLAN

STRATEGIC PLAN GOALS

Strategic planning is the ongoing organizational process of using available knowledge to document a school district's intended direction. This process is used to prioritize efforts, effectively allocate resources, align business leaders, families, community members, and employees on the organization's goals, and ensure those goals are backed by data and sound reasoning. The four goals listed drive the work of all Oxford School District employees.



GOAL 1:

Foster a safe and engaging learning environment to maximize achievements and experiences for all Charger students.



GOAL 2:

Recruit, retain, and inspire a diverse team of great teachers, leaders, and support staff.



GOAL 3:

Build healthy, trusting relationships to create a sense of belonging among students, staff, and families.



GOAL 4:

Develop partnerships and utilize resources to enhance and improve experiences and outcomes for students, staff, and community.

GOAL 1



Foster a safe and engaging learning environment to maximize achievements and experiences for all Charger students.

Having a healthy school culture and climate is vital to creating an educational environment that is conducive to producing positive student outcomes. According to the National School Climate Center, school climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. The following information provides insight on how the Oxford School District measures school climate as well as programs we institute to improve school climate and student engagement.

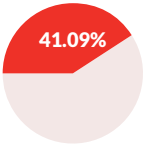
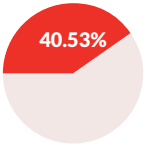
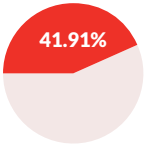
Studer Student Engagement Survey

Oxford School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to know that their children are receiving a great education. To build on this commitment, the leadership in the school district gathers data on essential goals and measures, including student engagement. This data is used to focus on continuous improvement in the district.

The Student Engagement survey provides students in all schools across the district an opportunity to share their perception of their school experience. Data is presented in this report aggregated at the district level and by school. Collecting feedback from students allows district and school leaders to recognize the good work that many teachers and staff accomplish every day, and to identify gaps in performance that should be addressed.

The Student Engagement Survey is measured using a scale of 1 to 5.

"Top Box Percentage" is the percentage of students across all schools who select the "Strongly Agree" option indicating that they are most positive. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand student satisfaction and loyalty.

	SPRING 2023	SPRING 2024	SPRING 2025
TOP BOX PERCENTAGE			
STUDENT ENGAGEMENT SURVEY MEAN	3.93	3.94	4.01

Improvement and Scorecard Process

Our ability to achieve and sustain excellence hinges on our ability to continuously improve. Leaders of all levels of our school system must lead teams of problem solvers. Our focus is on getting barriers out of the way for students, staff, and parents to all thrive. Improvement isn't a program or an initiative. It is a relentless commitment to getting better every day on what really matters. We must build a culture of support and a focus on intelligent risk taking. Chasing improvement does not improve results. It is a waste of time, energy, focus, and resources. Continuous improvement is skilled, principled, and disciplined leadership at all levels. It represents a system of leaders committed to aligning core work processes, sustaining a relentless focus on organizational culture and improving outcomes through disciplined behavior. Students are engaged, provide direct feedback, reflect, and lead their personal development.



Improvement is NOT:

- Isolated
- Chasing initiatives
- "Gate keeping" opportunities
- Random attempts
- Without input

Improvement IS:

- Sustained (go slow to go far)
- Hopeful
- Focused on every student
- Problem solving
- Directed by student input

Student performance and process improvement measures are key information to understand current performance and where to begin improvement efforts. Short cycle measures are the most meaningful and always imperfect. Performance data should never be a source of blame or something to explain away. We believe we can always improve. We focus our data use on how to intervene quickly to support student learning, clearly understand the root cause, and areas we can improve our processes to reduce barriers. Data points are the way to the "next step" in a series of many steps to improve outcomes. Data misused violates the core principles of continuous improvement. Improvement efforts without data rest on perception of progress.

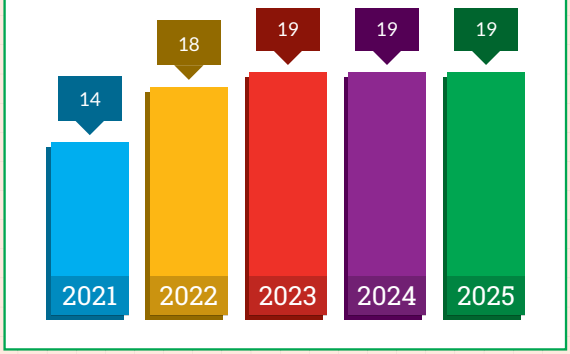
Our schools and departments have scorecards that define the quality of performance and targets for growth. Scorecards are reviewed 4 times per year to measure progress towards goals and the effectiveness of change ideas being implemented to improve student outcomes.

Advanced Placement (A.P.)

Available A.P. Courses

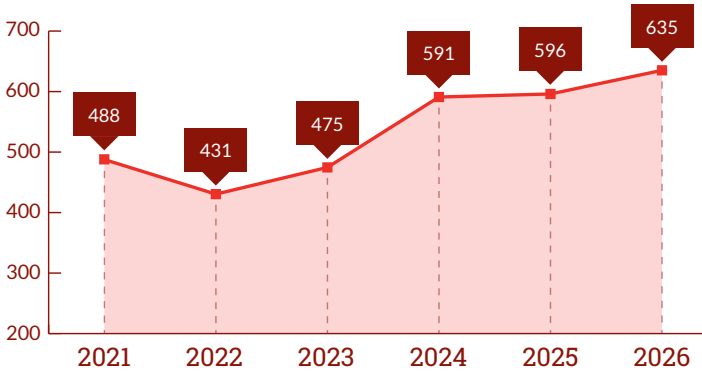
- A.P. Biology
- A.P. Calculus AB
- A.P. Calculus BC
- A.P. Chemistry
- A.P. Computer Science Principles
- A.P. English 3
- A.P. English 4
- A.P. Environmental Science
- A.P. European History
- A.P. French
- A.P. Human Geography
- A.P. Music Theory
- A.P. Physics C: Mechanics
- A.P. Pre-Calculus
- A.P. Spanish
- A.P. Statistics
- A.P. Studio Art
- A.P. U.S. History
- A.P. U.S. Government

A.P. Course Offerings



A.P. Enrollment Trends

Student participation in advanced placement courses have risen significantly. We have seen an increase in participation by typically underrepresented students over the past year.



Extracurricular Opportunities

ELECTIVES & ACTIVITIES

- ACT Prep
- Archery
- AVID
- Band
- Baseball
- Basketball
- Bowling
- Cheerleading
- Chorus
- College & Career Readiness
- Community Service Learning
- Cross Country
- Dance
- Drug Education
- E-Sports
- Football
- Golf
- JROTC
- Music Productions
- Orchestra
- Personal Finance
- Powerlifting
- Psychology
- Robotics
- Safety Education
- Soccer
- Sociology
- Softball
- Speech & Debate
- Sports Marketing
- Swimming
- Tennis
- Theatre
- The Charger Newspaper
- The Flashback Yearbook
- Track & Field
- Travel & Tourism
- Unified Sports
- VEX Robotics
- Visual Arts
- Volleyball
- Wrestling

CLUBS & ORGANIZATIONS

- Art Club
- Beta Club
- Books from Cooks
- Charger Gamerz Club
- Charger Steppers
- Chargers in Healthcare Advocacy Research Medicine (CHARM)
- Common Works
- Conservatory Club
- DECA
- Diamond Girls
- Educators Rising
- Elementary Math Tutoring Club
- Envirothon
- Fellowship of Christian Athletes
- French Club
- Future Farmers of America (FFA)
- Go Green!
- Health Occupation Students of America (HOSA)
- Key Club
- Mock Trial
- National Honor Society
- One Community
- Oxford Civic Leaders Club
- RISE
- Robotics Club
- Science Quiz Bowl
- Skills USA
- Soles4Souls
- Student Council
- Student Filmmaking Club
- Students for Alzheimer's
- Superior Super Star Supporters
- Technology Student Association (TSA)
- Ultimate Frisbee Club
- Writer's Club

Charger Intramurals

The mission of Charger Intramurals is two-fold:

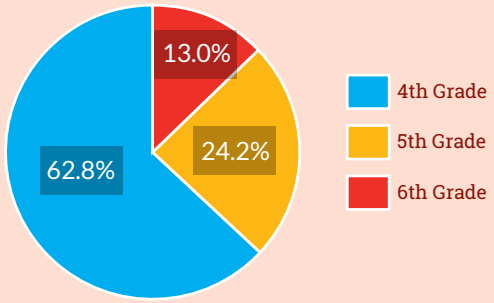
1. To enhance the opportunity for our 4th-, 5th-, and 6th-grade students to demonstrate their readiness for middle school and prepare students for success beyond academics by providing opportunities to learn from our high school Charger students through fun, engaging activities.
2. To enhance the opportunity for high school Charger students to demonstrate college, career, and life readiness by working towards Portrait of a Graduate skills and holding a leadership role while giving back to our community by sharing the valuable lessons they will learn.

This year, we offered three separate seasons with the following activities:

- **Fall Season:**
  Soccer, Baseball, Softball, Tennis
- **Winter Season:**
  Chess, Color Guard, Powerlifting, Cheer, Dance, Chorus
- **Spring Season:**
  Football, Basketball, Volleyball

On each intramurals date, we offered a session for our 4th- and 5th-grade students and a second session for our 6th-grade students. Sessions were led by OHS students and coaches/directors. Beginning with the Winter season, we asked parents to prioritize activities during signups and assigned students to specific dates. We were able to allow students to participate in all activities designated as a 1 or 2 on their priority rating.

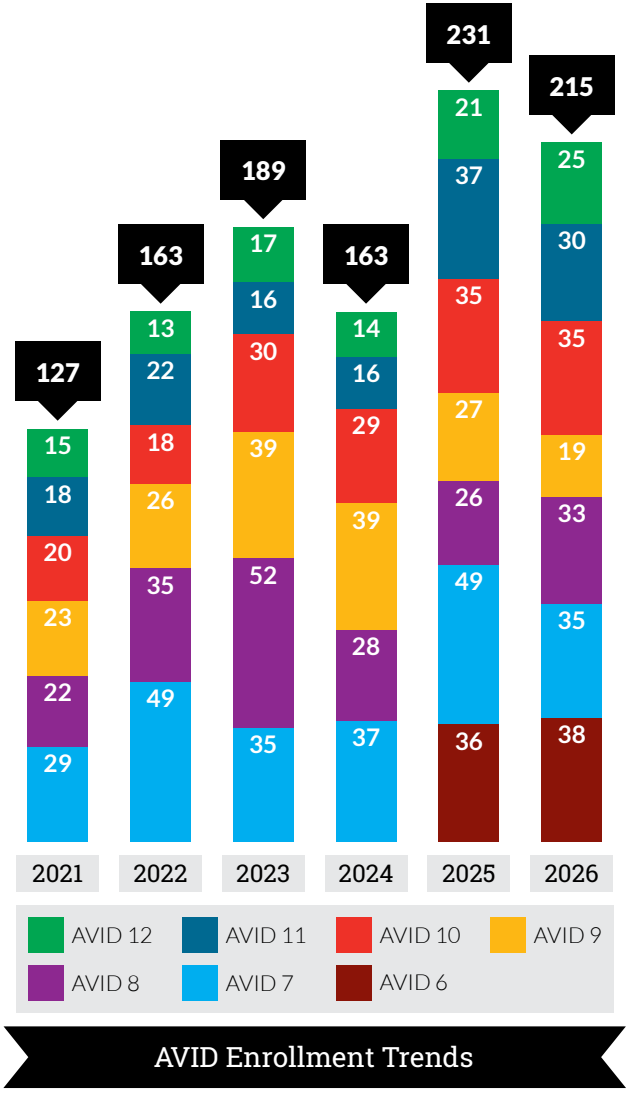
The 2024-25 school year saw 497 students sign up to participate in Charger Intramurals in at least one season. This represents 33% of our 4th, 5th, and 6th grade students.



AVID Program

AVID (Advancement Via Individual Determination) is designed to increase schoolwide learning and performance. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. A component of AVID, the AVID elective is a daily college-prep elective class that prepares students for college and beyond. The class focuses on study skills, organization, time management techniques, and college and career readiness work that will help students navigate high school and their years after high school successfully.

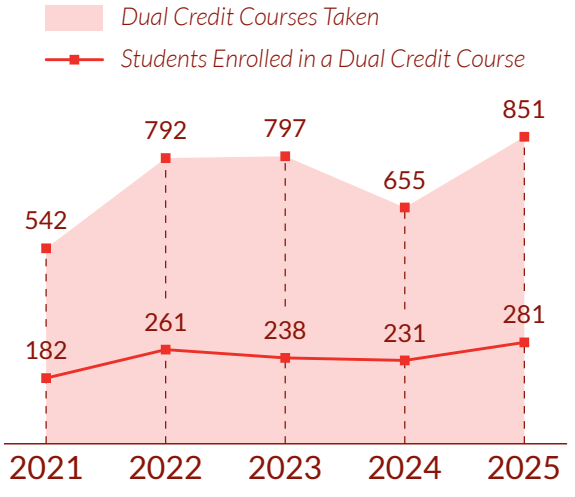




AVID Enrollment Trends

Enrollment Trends

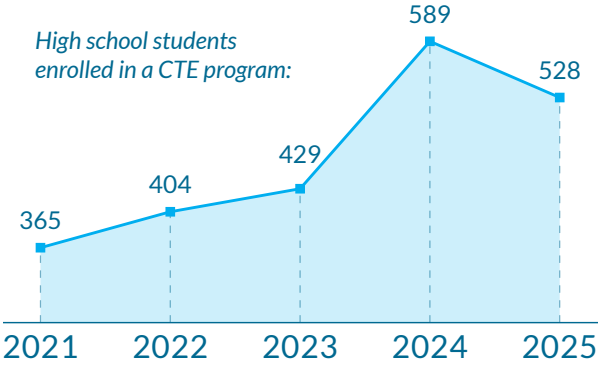
Dual Credit



Dual credit courses are offered at Oxford High School in partnership with Northwest Mississippi Community College (NWCC). Students are also able to take dual credit courses from Ole Miss and from NWCC on their Oxford Campus.

Beginning in the 2022-2023 school year, students were able to apply for financial assistance from the school district to offset much of the cost of dual credit courses.

Career Technical Education







GOAL 2

Recruit, retain, and inspire a diverse team of great teachers, leaders, and support staff.

A recent Gallup poll indicated out of 1.7 million workers, 67% could not answer "strongly agree" with the statement, "I know what is expected of me at work." Highly engaged employees contribute to higher overall student achievement, and are more collaborative and invested in their careers, which translates to a better quality school experience for students and families. The following information provides insight on how the Oxford School District measures and supports employee engagement.

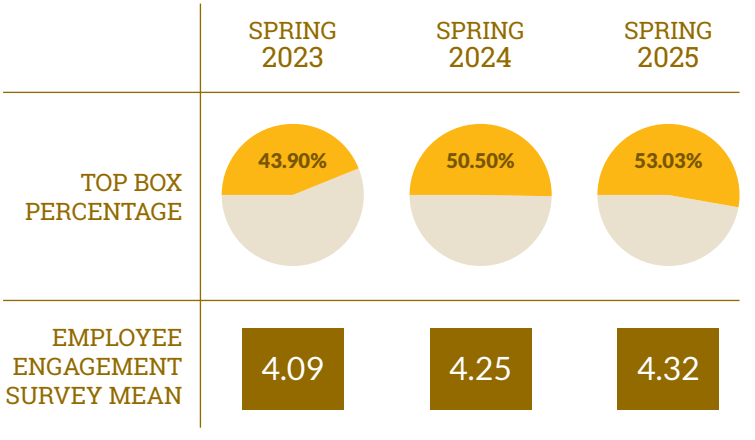
Studer Employee Engagement Survey

The Oxford School District is dedicated to creating a positive experience for all whom we serve. We are committed to listening and responding to your experiences with our organization to continuously improve our service to you.

Employees who perceive their immediate supervisor (leader) is engaged with them in the workplace will be more satisfied and therefore do a better job. An important tool that drives employee engagement and results across Pillar Goals is the use of organization wide surveys that measure the perception of employees regarding the degree to which their immediate supervisor provides the type of work environment that supports their ability to perform at the highest level. Understanding what we do well and what we need to improve through the lens of an employee of our team in crucial to creating a work environment that meets the needs of our staff members. The goal of the survey is to determine how you feel about your job and your work environment so that we can be more effective in planning and future decision making.

The survey is measured using a scale of 1 to 5.

"Top Box Percentage" is the percentage of employees across all schools who select the "Strongly Agree" option indicating that they are most positive. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand employee satisfaction and loyalty.



Curriculum & Instruction Support

The Office of Curriculum and Instruction (C&I) is designed to assist administrators, interventionists, teachers and paraprofessionals in improving classroom instruction through implementing the Mississippi College- and Career-Ready Standards (MCCRS) and technology. It is our goal to help all students meet and exceed the rigorous learning goals embedded in the standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments.



Johnnie Dudley
Director of
Teaching and Learning



Jill Caples
Elementary Math
Specialist



Andi Chavers
Special Education
Instructional
Coach



Mary Dickerson
Early Reading
Specialist



LaToya Dudley
Early Childhood
Specialist



Ashley Edwards
Improvement
Coach



Daniel Parrish
Improvement
Coach

Professional Learning Community

A professional learning community (PLC) is a team of educators who come together to share ideas to improve instructional practices and create a classroom environment in which all students can learn.

PLC meetings allow teachers to work collaboratively to share content-specific strategies to improve their instruction. The PLC process prioritizes the discussion of student achievement data. Teachers review data and further collaborate to adjust practices to meet the needs of all learners.

For OSD, PLCs are NOT just "another meeting." PLCs guide instructional decisions and create learning opportunities for all students. In PLCs, teachers are focused on the following objectives:

- **Discussing teacher work:** Teachers review unit plans or assessments and then offer feedback and recommendations for improvement.
- **Discussing student work:** Teachers offer recommendations on how lessons or teaching may be modified to improve the quality of student work or allow students to show mastery of learning.
- **Discussing student data:** Teachers analyze student data — such as which students are underperforming — and work together to develop strategies to help students.

> "When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it."
>
> *Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos*



LEADER ROUNDING

The Oxford School District has partnered with Studer Education to promote the practice of leader rounding with employees. Leader rounding is a systematic approach to connecting with employees one-on-one to get input on decisions that affect their jobs and gain insight into how the organization can improve.

By rounding with employees, leaders can better understand the needs of their employees, which is critical to retaining them. Rounding builds trust and shows employees that they are valued.

In the education setting, leader rounding connections are intended to be brief conversations that are focused on four questions:

- What is working well for you?
- Do you have what you need to do your job?
- Is there anything I can do to help you?
- Is there anyone who has been especially helpful to you?

Rounding helps leaders know what's working well within the organization and allows employees to provide feedback about their work environment. It allows leaders to know what support employees need and develop plans to address those needs. It also builds relationships because the employee knows that their input matters and that their leader is listening.

Employee Recruitment

The partnership with the School of Education at the University of Mississippi has served us well as a pipeline for quality student teachers and certified educators. In addition, Oxford is a desirable place to live and work. A major analysis was conducted on salaries prior to the 2021-2022 school year, and this process is ongoing. OSD leaders have taken several steps to recruit a diverse pool of highly qualified applicants:

- Engage OSD employees in recruitment efforts.
- Build stronger relationships with 4-year colleges that have education programs.
- Enhance district-sponsored recruitment activities.
- Better highlight the benefits of working in the Oxford School District.
- Improve the application process.

A wage increase for lower wage classified positions was instituted for the 2023-2024 and 2024-2025 school years.

Every employee in the Oxford School District received a minimum pay raise of $1,000 in the 2024-2025 and 2025-2026 school years.

The local National Board supplement was increased to $4,000 with the commitment of increasing it to $7,000 in the coming years.

Employee Retention

The Oxford School District understands that retention of quality employees is just as important as recruiting them. Superintendent Roberson has challenged OSD leaders to "love your people," and the Office of Human Resources has taken several steps to increase employee satisfaction and engagement to ensure that OSD employees feel respected and valued.

- Seek and examine employee input.
- Recognize employees for a job well done.
- Communicate expectations and relevant information consistently.
- Strengthen professional development efforts.
- Provide competitive salaries.



Charger Institute

The Charger Institute represents an innovative professional-development initiative within our district designed to build the collective capacity of our educators, staff, and leadership teams. Through the Institute, participants engage in leadership development, effective communication, change-management strategies, and instructional innovation—all aligned to our continuous improvement framework and our district's strategic plan.

By investing in this internal institute of learning, we aim to elevate professional practice, deepen collaboration, and embed a culture of inquiry and growth across the entire district. The Charger Institute furthers our commitment to ensuring our adults are equipped to lead and support meaningful student learning, and it plays a central role in realizing our vision of "Excellence in Action."



GOAL 3

Build healthy, trusting relationships to create a sense of belonging among students, staff, and families.

Providing students and staff with adequate facilities is essential in creating environments conducive for learning. The Oxford Community has long been supportive of the Oxford School District in making sure our children have classroom spaces that meet their education needs. Oxford residents recently, once again, showed their support by passing a 37 million dollar bond to renovate facilities as well as build new ones. Despite issuing a $37 million bond in 2024, property tax rates for the 2024-2025 fiscal year were not increased due to the district's sound financial planning.

The Mississippi State Legislature recently changed their funding formula from the Mississippi Adequate Education Program (MAEP) to the Mississippi Student Funding Formula (MSFF). Through the new formula, Oxford School District received a 7% increase in state funding, equating to an additional $1.85 million. This additional funding, plus the new construction recently added to the tax rolls in Lafayette County, enabled the district to give all employees a raise, meet debt obligations from the new bond, and still keep tax rates level.

Capital Improvement

Our district's physical facilities are more than buildings—they are the environments in which learning, innovation and student growth occur. Through our Capital Improvement process, we aim to ensure that every facility—from early childhood classrooms to high school labs—is safe, welcoming, modern, and aligned with the educational programming our students deserve. Guided by a dedicated Capital Improvement Committee that conducted a comprehensive facilities review in the first 90 days of Superintendent Roberson's tenure, our work is proactive and strategic.

"Expansion, reutilization, and maintenance are all pieces of our long-term strategy to be able to meet the demands of our rapidly growing district. We continue to monitor our existing facilities and property as we plan for the future. Our district administration is committed to ensuring our facilities are safe, efficient, and clean. Our community has high expectations for academics and extracurriculars, and it is imperative that our schools and facilities also represent a commitment to excellence. Currently, there are multiple ongoing capital improvements and more slated for the future. It is an exciting time to be a Charger!"

Dr. Steven Hurdle, Oxford School District Chief of Operations



DISTRICT PASSES $37M BOND REFERENDUM

In September 2023, the community had the opportunity to invest in the future of our students through the $37 million bond referendum for the Oxford School District. This strategic funding allows us to address critical facility needs—expanding early childhood capacity, renovating high school spaces for innovation and workforce development, improving athletics and practice facilities, and modernizing core infrastructure across our campuses. Our commitment is to manage these investments responsibly so that every dollar advances student opportunity and community value.

BUILDING GREAT OXFORD SCHOOLS

"Thanks to everyone who contributed to the success of the bond referendum, whether through financial support, services, or simply championing our efforts," said Superintendent Bradley Roberson. "Together, we are building something truly special for our students and the entire Oxford community."



Central Elementary School:
Construct and equip playground basketball courts.

Athletics Facility Expansion:

Renovate, repair, remodel, enlarge, and equip existing facilities and parking area; and construct and equip restrooms, weight rooms, and meeting rooms.









Oxford Early Childhood Center:

(Addition of NEW! 3-K program)

Renovate, replace, repair, remodel, enlarge, equip and add to existing facilities, including fencing, playground equipment, canopies, classrooms, restrooms, kitchen area, flooring and gym and perform site work.

Oxford High School:

Renovate, repair, remodel, enlarge and equip existing facilities, including adding a turf field for ROTC, Band and other school activities, and constructing and equipping a center for innovation and workforce development including classrooms, offices, work rooms and restrooms.









Oxford Soccer Complex:

Add turf to existing practice field and install bleachers and scoreboard.

Fiscal Responsibility

Fiscal responsibility is foundational to our mission: ensuring that resources are aligned with student-learning priorities, maximizing impact and maintaining trust with our community stakeholders. Through transparent budgeting, rigorous audit practices, and intentional resource allocation, we safeguard the public investment entrusted to us. Our goal is to invest in instruction, support teaching and learning, and deliver high-quality facilities—all while maintaining operational excellence and accountability.

The district maintains measurable goals by which leadership is expected to perform; those financial goals on the district scorecard are:

1. *Maintain 70% of the operating budget utilized for instructional resources and programs.*
2. *Maintain accurate financial statements and management of financial controls.*

Student-Based Budgeting (SBB) allocates dollars based on the number of enrolled students in a school with supplemental allocations



given based on sub-populations such as English Language learners and high-poverty students. SBB gives building principals more control over their resources, including staffing, and how they will align those resources to drive change. OSD leaders aligned their allocations based on their school goals and the action steps identified to achieve those goals. In this way, SBB plays an important role in OSD's overall strategy to improve student outcomes.

Annual Budgeting Timeline

FEBRUARY	APRIL	MAY	JULY	AUGUST
Budget workbooks with principals and directors	Budget work session with the school board	Budget work session with the school board	Receive assessed valuation, adopt budget	City approves budget, submit budget to MDE



GOAL 4

Develop partnerships and utilize resources to enhance and improve experiences and outcomes for students, staff, and community.

It truly takes a partnership to raise today's youth. Studies have shown that parent engagement in schools can promote positive education and health behaviors among children and adolescents. Research shows a strong relationship between parent engagement and educational outcomes, including school attendance, higher grades, and classroom test scores. It is the goal of the Oxford School District to establish strong partnerships with OSD families and stay connected about their child's educational experience. The following pages outline how we measure parent satisfaction and the plans to improve family engagement in OSD Schools.

Studer Parent Engagement Survey

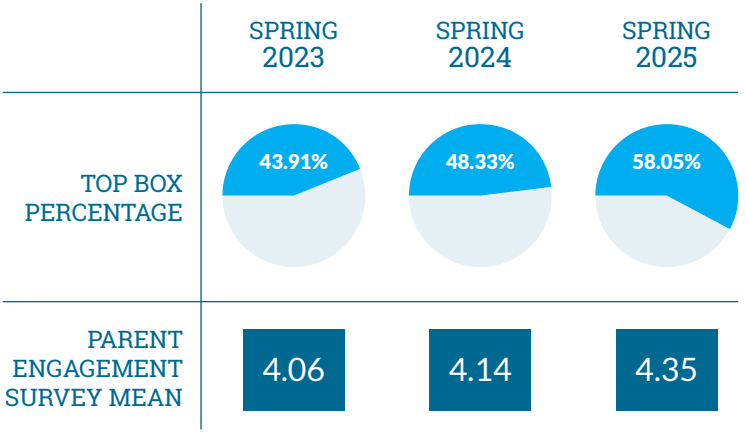
The Oxford School District focus one five major goals to improve our schools and school district. One primary goal is the satisfaction of our parents and community with the educational services received at our schools . We want parents to be satisfied with their child's educational experience in our school district. To determine the satisfaction level of our parents a parent satisfaction survey is administrated twice every year. All parents are invited to participate.

The initial results of the parent satisfaction survey provide baseline data that we will use to judge our improvement during the year and at the end of the academic year. Our goal is to use these results to talk about our strengths and areas that need improvement. We discuss the results at each school as well as the district level and develop an action plan for improvement. Parental input in this process is essential.

I consider this survey to be our school's report card on parent satisfaction. We celebrate our identified strengths and develop a plan to address our developmental needs.

The survey is measured using a scale of 1 to 5.

"Top Box Percentage" is the percentage of parents across all schools who select the "Strongly Agree" option indicating that they are most positive. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction and loyalty.



Work-based Learning

Businesses need a workforce that is knowledgeable and prepared. Making connections with students encourages career choices that will benefit businesses and aid in recruitment efforts. Partnerships bring financial and human resources to schools that enhance the schools' ability to provide quality education. Oxford High School's College and Career Readiness programs include numerous career-driven internships, job shadowing, and part-time employment opportunities.

Some work-based learning (WBL) opportunities give Oxford High School students the opportunity to earn academic credit for authentic work experiences. To receive credit, students must be enrolled in a WBL course and meet all course requirements. Students do not have to be enrolled in the Career-Technical Education (CTE) program to enroll in this course.



Oxford High School Class of 2026 graduate Zoe Shaw completed the first year of the Health Science pathway, which led to her interviewing for the internship at Drayer Physical Therapy (pictured standing).

A dedicated student, she was on the honor roll for four years, held a cumulative GPA of 3.96, and earned an ACT score of 28. Beyond academics, she spent the summer of 2025 lifeguarding at Oxford Swim Club, participated in OHS theatre productions (Spring 2026), and played on the OHS girls basketball team all four years.

She has decided to attend Mississippi State University, where she will major in Kinesiology.

To learn more about the Oxford School District's College & Career Readiness programs, visit: www.oxfordsd.org/CCR

Work-based Learning Business Partners

- Abraham Dental
- Aramark
- Athletico
- AutoZone
- Baptist Health Clinic
- Baptist Hospital - CNA Program
- Bim Bam Burgers
- Bottletree Animal Hospital
- Brad Mayo, Financial Planner
- Byrne-Zizzi Accountants
- Chaney's
- Charter Road Hospitality
- Chick-fil-A (Jxn)
- Chick-fil-A (Sisk)
- Children's Dental Center
- City of Oxford Buildings & Grounds/ Utilities
- City of Oxford Developmental Services
- City of Oxford Environmental Services
- City of Oxford Fire Department
- City of Oxford Human Resources
- City of Oxford Municipal Courts
- City of Oxford Planning Department
- Cline Tours
- CNA
- Concrete Visions
- CORE Fitness
- Daisy Gift Co.
- Della Davidson Elementary
- Develop Design Studio
- Dick's Sporting Goods
- Dollar General (Univ)
- Dr. Jerry Campbell
- Drayer Physical Therapy
- Dunkin'
- Edge Theory
- Elemental Informatics
- Ellington Broadcasting LLC
- Family Crisis Services of Northwest MS
- Federal Public Defender's Office
- Five Guys
- FNB Bank Oxford
- Giles/McPhail Advisors
- Goose Creek Club
- Granicus Bayou Farms
- Grantham Poole CPAs
- Hatboy Software
- Hickman, Goza, & Spragins
- Highpoint Coffee
- Howorth and Associates Architects
- Hummingbird Bakery
- ICM Construction
- Invitation Oxford
- Just Flip It
- Kroger
- Krystal
- Lafayette County Chancery Clerk
- Lafayette County Circuit Clerk
- Landshark Seafood
- Lost Pizza
- M-Trade (IT Dept)
- Magnolia at Oxford Commons
- Marshall's
- McDonald's (Jxn)
- McDonalds (Univ)
- McGlawn Homes, Inc.
- Meyer's Apothecary
- MT Construction
- My Michelle's
- My Michelle's Catering
- Myers Apothecary
- Newk's (Univ)
- Nicholas Air
- Northeast MS Electric Power Association
- OHS Counseling
- OHS Engineering
- OHS Horticulture
- OHS Theatre
- Ole Town Med
- OSD Child Nutrition
- OSD IT Department
- OSD Landscaping & Grounds
- OSD Nutrition & Wellness
- OSD Transportation
- Oxford -T-Shirt Co.
- Oxford City Pool
- Oxford Dental
- Oxford Eye Clinic
- Oxford Floral
- Oxford Grillhouse
- Oxford Meat Company
- Oxford Ortho
- Oxford Orthopaedics
- Oxford Pediatric Group
- Oxford Police Department
- Oxford Police Department- Forensics
- Oxford Police Department- Investigations
- Oxford Public Library
- Oxford Recycling Center
- Oxford Rx
- Oxford Swim Club
- Oxford T-Shirt Co.
- Oxford Vet Clinic
- Oxford/Lafayette Chamber of Commerce
- Pampered Paws Animal Hospital
- Pizza Hut
- Popeye's
- Raisin' Canes
- Rebel Detailing
- Rosati's
- S&J Custom Framing
- Serv-Pro
- Shadrach's
- Shivers Towing
- SnoBiz
- South Depot
- Southland Body Shop
- Sporting Life Kennels
- Stronger Together Oxford
- Tallahatchie Gourmet
- Tammy Herrod Cosmetology
- Taylor Grocery
- Taylor Wilson Photography
- The Buzz
- Ticos Steakhouse
- Tilly's Teas
- UM Biology Dept
- UM Center for Manufacturing Excellence
- UM Civil Engineering
- UM Computer & Info Sciences
- UM Dept of Physics and Astronomy
- US Army Corps of Engineers
- USDA Research Lab
- Visit Oxford
- Volta
- Walk-On's
- Walmart
- Wendy's (Jxn)
- Wendy's (Sisk)
- Willie Price Daycare
- Wilson Residential Design
- WingStop
- YAC/Thacker Mountain Radio
- Yaya's
- YLC Farm
- Zaxby's

Communication Strategies

It is important that Oxford School District ensures that parents have the tools they need to effectively help their child succeed. In order for parents to have the proper tools, parents must feel empowered with the communication they receive. In our connected culture, we expect our information to be accessible, timely, and relevant; we also expect our communication to be instant, important, and meaningful. Teachers in the Oxford School District use SchoolStatus™ for two-way communication with parents. District-level communications utilizes various methods such as *OSD News* email, text messaging, mobile app notifications, newsletters, social media, website content, and the local media to engage parents.

Teacher-to-Parent Engagement 2024-2025

26,400
Phone Calls

222,613
Emails

1.4 M
Text Messages

District-to-Parent Engagement 2024-2025

35,540
Phone Calls

1.3 M
Emails

315,181
Text Messages

Website Engagement 2024-2025

1.8 M
Total Views

4.3 M
Engagements

209
Views per Hour

Parent Involvement Plans

www.oxfordsd.org/ParentInvolvement

WEBSITE



FACEBOOK

YOUTUBE

INSTAGRAM

X (TWITTER)

FINALSITE

MOBILE APP

SCHOOLOGY

POWERSCHOOL

SCHOOL STATUS

LIVE-STREAM BROADCASTS

WSN LIVE

STUDENT REGISTRATION

SchoolMint

HERE COMES THE BUS

CLASSROOM

Seesaw

GOFAN

TEXT MESSAGING

EMAIL

PRINT

NEWS

RADIO

MEDIA

NEWS


THE ORACLE
HAZY
YES
NO
DOUBT
LIKELY
ASK ME ANYTHING



OXFORD
SCHOOL DISTRICT

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