



# 2018-19 District Annual Report

## Oxford Schools Early College

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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

Tim Throne, *Superintendent*

Ken Weaver, *Deputy Superintendent of Curriculum & Instruction*

Sam Barna, *Assistant Superintendent of Business & Operations*

David Pass, *Assistant Superintendent of Human Resources*

Denise Sweat, *Assistant Superintendent of Student Services*

Anita Qonja, *Executive Director of Elementary Education*

### Board of Education

Tom Donnelly	President
Chad Griffith	Vice-President
Heather Shafer	Secretary
Korey Bailey	Treasurer
Dan D'Alessandro	Trustee
Erick Foster	Trustee
Mary Hanser	Trustee



January 24, 2020

Dear Parents and Community Members:



We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Oxford Schools Early College (OSEC). 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 Janet Schell, 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 2018-19 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. OSEC has not been given one of these labels for the 2018-19 school year.

The increase in social-emotional issues among the students has had an impact on our data. OSEC is working through mentor teachers and counselors to develop coping skills and tools for the students to use during challenging times. OSEC students are enrolled in college level course work. Our continuous improvement goal is to ensure we closely monitor and support students in college level students by working more in partnership with college faculty.

State law requires that we also report the additional information:

### Process for Assigning Students to the School

After completing the application process and being accepted into the program, new students are enrolled through Central Enrollment at Oxford Schools District Office. Schools of Choice (Out of District) enrollments are available once per year with the enrollment dates based on board approval.

### Status of 3-5 year School Improvement Plan

Our goals for the 2018-19 school year are as follows:

- OSEC students will improve their writing performance.
- OSEC students will improve their inquiry skills and become prepared to lead in a global environment.
- OSEC students will improve their reading comprehension.
- OSEC students will improve cross curricular problem-solving, critical thinking skills, and logical reasoning.

### Specialized Schools

The students in OSEC take their high school courses either through Oxford High School, Oxford Virtual Academy, or a combination of both. As they progress through

the school, they all will take college courses through Rochester College, Macomb Community College, Washtenaw Community College or a combination of the options.

Oxford Community Schools provides educational programs, services and support to eligible special education students at our school. During the 2017-18 school year, one OSEC student attended Oakland Schools Technical Campus. During the 2018-19 school year OSEC did not have any students attend Oakland Technical Campus.

**Academic Core Curriculum**

All Oxford curricula are based upon the Michigan Academic Standards and Common Core Standards. To access information on the curriculum, please visit our website: <http://www.oxfordschools.org> Refer to the *Departments* tab, then *Curriculum and Instruction*. Building principals can provide further information about specific content area curricula.

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

The student population of OSEC continues to grow. Giving the students the ability to take charge of their education, by allowing them to choose how and where they learn, has lead OSEC students to be passionate about learning. This school year, OSEC students amassed 2242 college credits with an overall GPA of 3.486. The average SAT score during the 2018 MME was 1187.1; well above the state average of 985.1. The school’s Soft Skills curriculum continues to produce great student outcomes.

NWEA Fall 2018-19 Results for OSEC:

**Growth: Math 6+ MI 2010**

**MI K-12 Standards Mathematics: 2010**

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2018-2019	9	43	244.8	14.9	246
Fall 2018-2019	10	106	248.8	16.1	247
Fall 2018-2019	11	37	255.4	17.4	257

**Growth: Reading 6+ MI 2010**

**MI K-12 Standards Language Arts: 2010**

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2018-2019	9	43	230.5	12.6	230
Fall 2018-2019	10	104	233.1	12.4	234
Fall 2018-2019	11	38	235.8	13.9	239
Fall 2018-2019	12	1			

**Parent Involvement**

In grades 9-12, parents and mentors communicate weekly and meet as needed. Twice annually formal conferences

occur in the fall and winter. Most of our parents opt to conference via phone or web tools or schedule individual conferences with OSEC staff throughout the academic year. We see the greatest parent participation in person at fall conferences.

In 2017-18 27% of parents attended in-person conferences. In 2018-19 57 parents, 32% attended parent teacher conferences.



*OSEC students attending Michigan Early Middle College Association (MEMCA) student leadership conference.*

**Postsecondary Enrollments/College Equivalent Courses**

**Postsecondary Enrollment:**

2017-18 school year: 655 course enrollments /44%

2018-19 school year: 640 course enrollments/42%

**College equivalent (AP) courses offered:**

2017-18 school year: 51

2018-19 school year: 34

**Students enrolled in college equivalent (AP/IB) courses:**

2017-18 school year: 24/11%

2018-19 school year: 2/5%

Many of these students test at other test centers and we do not receive their scores.

The Oxford Schools Early College staff and administration continues its commitment to the development of an exemplary educational program that prepares students for the rigors of college course as an early age while continuing to partner with families and the community. OSEC scored an A in the Mackinac Center’s Context and Performance score report and a Bronze medal in US News and World Report. We celebrate each of our student’s successes and we are dedicated to providing the best learning experience possible for our seated and online students.

Sincerely,

Janet Schell  
Principal