



# 2017-18 District Annual Report

## Oxford Virtual Academy

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



April 12, 2019



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Oxford Virtual Academy (OVA). 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 <http://bit.ly/2Hh5a8d> or you may review a copy in the main office at the school.

For the 2017-18 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 three or more underperforming student subgroups. 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.\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:  
*TSI* – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. *ATS* – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. OVA has not been given one of these labels.

The key challenge for Oxford Virtual Academy is that we see many of our students are enrolling with significant gaps in their education for a variety of reasons. Our school welcomes students who are experiencing physical and mental health problems, are at-risk and not thriving in a traditional school environment, and who come from a diverse educational background. We will continue to focus on increasing student achievement growth especially in reading, writing and mathematics.

The OVA staff and administration are committed to the development of an exemplary educational program that continues to partner with families and the community. We look for new ways to meet the needs of students pursuing a very personalized education. We are dedicated to providing the best learning experience possible for our online and hybrid students. We are pleased to report that OVA continues to place at the top of the "Top to Bottom List" for successful completion rates in online learning. OVA takes the distance out of distance learning by working in partnership with families to provide rigorous academic preparation that is teacher mentored, parent-directed and customized to meet the needs of students from all academic backgrounds. We encourage you to stop by and visit our K-5 & 6-12 learning centers and partnership locations within the community.

Sincerely  
Janet Schell, Principal

## Process for Assigning Students to the School

OVA students can be district residents or out of district residents. Schools of Choice (Out of District) enrollments take place twice annually, with the window for new enrollment dates based on board approval.

## Specialized Schools

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2017-18 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

## Status of 3-5 year School Improvement Plan

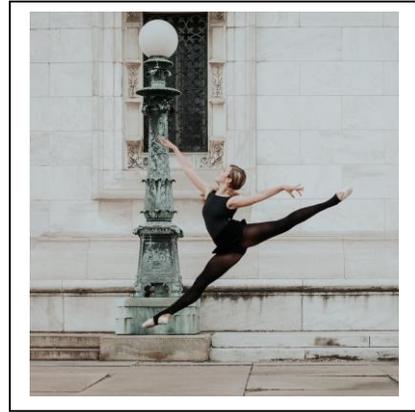
OHS is accredited through AdvancED with 2017-18 being year two of the five-year cycle. This continuous improvement process involves the partnership between OVA staff, students, parents, and community. Our current school improvement goals are:

- Students will improve their inquiry skills and become prepared to lead in a global environment.
- Students will improve their reading performance.
- Students will improve their writing performance.
- Students will improve their skills and knowledge within mathematics.
- Students will improve their skills and knowledge within social studies.
- Students will improve their skills and knowledge within science.

The focus areas for professional development include a strong emphasis on raising student achievement for all students, serving both our accelerated students and those who are at-risk. Concentrated efforts were made in the following areas: data dialogue and focused child studies; growth in implementing the student learning objective process; online curriculum delivery training and building; school improvement planning through AdvancEd, MTSS training & development; improving the NWEA and Exact Path intervention programs; digital collaboration training; common writing assessments across the vendor curriculums; peer-to-peer teacher workshops; and general educational technology training.

## 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*. Please contact the Principal of your child's school for further information about our curriculum.



*OVA students can successfully fit their learning around other activities.*

## Parent Involvement

Parents of elementary students communicate on a weekly basis with the mentor teacher, as well as at twice-yearly formal conferences. In grades 6-12 parents and mentors communicate weekly and meet as needed. Twice yearly formal conferences occur in the fall and winter.

**2016-17:** 39 families (16%) attended fall parent/teacher conferences.

19 families (9%) attended spring conferences.

**2017-18:** 27 families (11%) attended fall parent/teacher conferences.

19 families (8%) attended spring conferences



*OVA students learn everywhere, with their parent and teacher mentors.*

## Aggregate Student Achievement Result for local assessments

NWEA Fall 2017-2018 Results for OVA

### Mathematics

Oxford Virtual Academy

Growth: Math 2-5 CCSS 2010 V2

Common Core State Standards Mathematics: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | 3     | 8             | 189.4    | 23.0    | 196    |
| Fall 2017-2018 | 4     | 15            | 210.4    | 13.7    | 213    |
| Fall 2017-2018 | 5     | 17            | 210.2    | 11.1    | 208    |

Growth: Math 6+ CCSS 2010 V2

Common Core State Standards Mathematics: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | 6     | 17            | 225.6    | 9.6     | 227    |
| Fall 2017-2018 | 7     | 11            | 221.0    | 14.3    | 225    |
| Fall 2017-2018 | 8     | 25            | 237.2    | 15.7    | 235    |
| Fall 2017-2018 | 9     | 30            | 236.9    | 18.2    | 238    |
| Fall 2017-2018 | 10    | 24            | 239.9    | 21.3    | 245    |
| Fall 2017-2018 | 11    | 25            | 239.1    | 16.1    | 239    |
| Fall 2017-2018 | 12    | 39            | 242.9    | 17.5    | 242    |

Growth: Math K-2 CCSS 2010 V2

Common Core State Standards Mathematics: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | K     | 10            | 172.0    | 23.6    | 171    |
| Fall 2017-2018 | 1     | 7             | 199.4    | 16.8    | 199    |
| Fall 2017-2018 | 2     | 9             | 195.1    | 7.4     | 194    |

### Reading

Oxford Virtual Academy

Growth: Reading 2-5 CCSS 2010 V3

Common Core State Standards English Language Arts/ Literacy: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | 3     | 8             | 197.8    | 25.5    | 203    |
| Fall 2017-2018 | 4     | 15            | 211.1    | 7.2     | 211    |
| Fall 2017-2018 | 5     | 17            | 215.6    | 10.7    | 216    |

Growth: Reading 6+ CCSS 2010 V3

Common Core State Standards English Language Arts/ Literacy: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | 6     | 17            | 224.2    | 13.6    | 227    |
| Fall 2017-2018 | 7     | 10            | 221.5    | 9.5     | 223    |
| Fall 2017-2018 | 8     | 26            | 227.6    | 14.0    | 230    |
| Fall 2017-2018 | 9     | 30            | 231.0    | 16.0    | 231    |
| Fall 2017-2018 | 10    | 24            | 229.1    | 18.8    | 232    |
| Fall 2017-2018 | 11    | 25            | 231.0    | 10.1    | 231    |
| Fall 2017-2018 | 12    | 39            | 234.7    | 12.4    | 235    |

Growth: Reading K-2 CCSS 2010

Common Core English Language Arts: 2010

| Term           | Grade | Student Count | Mean RIT | Std Dev | Median |
|----------------|-------|---------------|----------|---------|--------|
| Fall 2017-2018 | K     | 10            | 172.8    | 16.6    | 179    |
| Fall 2017-2018 | 1     | 8             | 196.3    | 8.4     | 195    |
| Fall 2017-2018 | 2     | 9             | 194.6    | 12.0    | 195    |

*Note: The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on content-specific RIT scales. The study's results are based on K–11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1,000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population. Norms help you see if students are growing at an expected pace, regardless of where a student started. NWEA norms allow you to make predictions about what kind of growth is typical and atypical. To better understand the NWEA norms and student scores, visit <https://www.nwea.org/normative-data-rit-scores/>*

## Postsecondary Enrollments/ College Equivalent Courses

OVA offers opportunities for Postsecondary Enrollment in college courses and college equivalent (AP) courses:

### Postsecondary Enrollment:

2016-2017 school year: 106 courses/ 16%

2017-2018 school year: 49 courses /6.6%

### College equivalent (AP/IB) courses offered:

2016-2017 school year: 16

2017-2018 school year: 16

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

2016-2017 school year: 16/ 5%

2017-2018 school year: 16/5%

*These students all tested at test centers other than Oxford, and we do not receive their scores.*