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 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 combined reports or you may review a copy in the main office at the school.

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. Oxford Virtual Academy has not been given one of these labels for the 2018-19 school year.

Oxford Virtual Academy staff identifies varying levels of achievement gaps in educational experiences upon enrollment as a key challenge. Our challenge and focus are to maintain a high level of achievement for all students as we welcome students from diverse educational backgrounds who have not thrived in a traditional schooling environment. This could be due to being considered at-risk or those who are experiencing physical or mental health challenges. We (administration, content teachers, mentor teachers, special education teachers, counselors, and support staff) hold regular Child Study meetings to collaborate on student needs, design and plan support measures, and monitor the progress of students. This focus will support our continuous focus on increasing student achievement growth, especially in reading, writing, and mathematics. Oxford Virtual staff also receive ongoing professional development in the areas of social and emotional learning, data analysis, and the Child Study/MTSS process. An instructional coach has also been added to provide job-embedded professional learning for K-12 content and mentor teachers.

State law requires that we also report the additional information:

**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 2018-19 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
This eighth year of AdvancED accreditation began with implementing our updated goals, strategies, activities, assessments and action plans. This continuous improvement process involves the partnership between OVA staff, students, parents, and the community. Our current school improvement goals are:

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

We identified skill-based areas where we saw a need for improvement and designed our goals to reflect those desired outcomes across the curriculum. An additional focus was in the areas of career-focused education and research in social-emotional learning.

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.

The Hybrid Social Studies curriculum deviates from the State's normal progression model of Social Studies skills and concepts. Rather than teaching students 1st grade Social Studies standards in 1st grade and 2nd grade Social Studies standards in 2nd grade, the curriculum looks at the whole of the elementary standards, rearranges them, and teaches them from a more chronological approach. The same concept is applied to grades 6-8 standards. Much like the Next Generation Science Standards, the curriculum introduces Common Core concepts in the order of the district's choosing and students within the curriculum are exposed to all MI Social Studies standards throughout their K-5 and 6-8 schooling.

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.

2017-18: 27 families (11%) attended fall parent/teacher conferences. 19 families (8%) attended spring conferences

2018-19: 9% of families attended conferences.

Aggregate Student Achievement Result for local assessments

NWEA Fall 2018-19 Results for OVA

After each MAP Growth test, results are delivered in the form of a RIT score that reflects the student’s academic knowledge, skills, and abilities. Think of this score like marking height on a growth chart. You can tell how tall your child is at various points in time and how much they have grown between one stage and another.

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<thead>
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<th>Oxford Virtual Academy</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
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</table>

NM denotes not enough testing data to create statistical mean.

Postsecondary Enrollments/ College Equivalent Courses
OVA offers opportunities for Postsecondary Enrollment in college courses and college equivalent (AP) courses:

Postsecondary Enrollment:
2017-2018 school year: 49 courses /6.6%
2018-2019 school year 146 enrollments/11%

College equivalent (AP/IB) courses offered:
2017-2018 school year: 16
2018-2019 school year: 18

Students enrolled in college equivalent (AP/IB) courses:
2017-2018 school year: 16/5%
2018-2019 school year: 12/3/6%

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

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 proud of the support services that help us maintain a strong successful completion rate. 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 hybrid locations within the community.

Sincerely,
Janet Schell
Principal