



2023-2024 Annual Education Report

Oxford Virtual Academy

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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

Dr. Vickie Markavitch,
Interim Superintendent

Sam Barna, Assistant Superintendent
of Business & Maintenance

Anita Qonja-Collins, Assistant
Superintendent of Elementary
Instruction

Ryan Reid, Assistant Superintendent
of Human Resources

Steve Wolf, Assistant Superintendent
of Secondary Instruction

Board of Education

Erin Reis	President
Amanda McDonough	Vice President
Mary Hanser	Treasurer
James Sommers	Secretary
Colleen Schultz	Trustee
Heather Shafer	Trustee
Michael Whitney	Trustee



January 31, 2024

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 Clear Lake Elementary 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 Janet Schell, Principal, for assistance.

The AER is available for you to review electronically by visiting [this link](#), or you may review a copy in the main office at your child's school.

For the 2022-23 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.

Our school was identified as Additional Targeted Support.

Key challenges for Oxford Virtual Academy are centered around our unique learning opportunities for students. Students are largely self-paced and may be classified as homeschooled, hybrid, full-time online, shared time, or dual enrolled. Over half of OVA's students are considered at-risk. Students come from a wide variety of backgrounds, including seated schools, virtual schools, and home school environments. As a result, students who enroll at OVA represent a wide range of foundational academic skills. OVA uses math and reading screeners to identify the proficiency levels of all students. OVA uses the following screeners:

	Elementary School	Middle School	High School
Math	K: USNS (i.e. Boulder Valley) 1-5: Delta Math	6-8: Delta Math	9-11: IXL
ELA	K-5: F & P Extensive: K-1 MLPP 2-5: FastBridge, CBMreading	6-8: IXL	9-11: IXL

Based on screener cut scores, students are placed into tier 1, tier 2, or tier 3 intervention support. Students in tier 2 and tier 3 support received consistent, targeted skill-based intervention from their teachers and their screener platforms. Intervention support and data is tracked through the district's EduClimber database and through Google Sheets to consistently monitor and track interventions.

State law requires that we also report additional information:

Process for Assigning pupils to the school

OVA students can be district residents or out of district residents. Schools of Choice and students with a superintendent waiver, take place twice annually, with the window for new enrollment dates based on board approval each semester.

Status of 3-5 Year School Improvement Plan

Oxford Virtual Academy (OVA) is in the second year of the Michigan Integrated School Improvement Process (MICIP) plan. At the start of the 2022-23 school year OVA began the school improvement process by identifying a team of administrators, teachers, counselors, and other leaders who represent all aspects of our virtual school community to develop the following goals: Identifying areas of inquiry; Discovering whole child data; Analyzing data from local and state testing; Determining root causes; Creating a plan of measurable goals in the areas of math, reading, writing, and SEL; Developing strategies to support the goal, including professional development.

A Brief Description of each Specialized School

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2022-2023 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.

Academic Curriculum

A core academic curriculum includes all grades, kindergarten through twelve, and describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the Michigan Academic Standards. To access curriculum information please visit our district website or contact the principal of your child's school.

Aggregate Student Achievement for nationally normed assessments

After each NWEA MAP Growth test, results are delivered in the form of a RIT score that reflects the student's academic knowledge, skills, and abilities.

Oxford Virtual Academy - NWEA RIT Scores				
	Fall 2021		Fall 2022	
Grade	Math	Reading	Math	Reading
K	NA	159.7	NA	NA
1	NA	177.3	NA	NA
2	187.4	185.9	NA	NA
3	195.9	185.4	NA	NA
4	203.2	199.4	NA	NA
5	212.5	204.4	NA	NA
6	215.7	213.9	221	215.8
7	221.1	218.4	224.3	219.8
8	227.6	222.8	228.5	222
9	226.6	222.6	232.3	227.4
10	231.2	225.7	233.4	222.6
11	230.9	223.4	232.8	228.5
12	NA	NA	NA	NA

Parent Participation

2022-2023 School Year: 28% of families attended formal parent-teacher conferences. Online learning legislation requires interactions with elementary parents weekly throughout the school year.

Postsecondary Enrollment/College Equivalent Courses

Postsecondary Enrollment:

- 2021-2022: 32 / 10% of secondary students
- 2022-2023: 38 / 15% of secondary students

College Equivalent (AP) courses offered:

- 2021-2022: 37
- 2022-2023: 36

Students enrolled in college equivalent (AP) courses:

- 2021-2022 school year: 14 / 4% of secondary students
- 2022-2023 school year: 9 / 3% of secondary students

The OVA staff and administration are committed to developing 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 our online and hybrid students with the best learning experience possible. We are proud of the support services that help us maintain strong completion rates, and we are committed to the school improvement process.

Sincerely,

Janet Schell, Principal