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February 14, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Michigan Virtual Charter Academy. 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 Andrei Nichols, Head of School, for assistance.

The AER is available for you to review electronically by visiting the following web site www.k12.com/mvca or you may review a copy in the main office, located at 678 Front Street, NW, Grand Rapids, Michigan 49504.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes



NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Michigan Virtual Charter Academy uses data to identify key areas in need of improvement. Our plan is focused around the concept of data-driven instruction. This concept is research-based and has been shown to have highly effective results in a short amount of time. Data-driven instruction is implemented successfully with four key components: culture, assessment, analysis, and action.

Culture is addressed in actions addressing additional support to students groups and addressing the needs of our staff for quality professional development. This includes extensive professional development on the use of data-driven instruction and the inclusion of highly-effective instructional strategies.

Assessment is addressed in almost every strategy. Interim assessments ensure that the teachers have reliable, valid and standards-based data points on each of our students.

Analysis is also addressed in almost every strategy. Our Instructional Coaches have worked with our teachers in order to train them to become expert data analysts in their content areas and have provided them multiple opportunities to data conference and learn from the data in order to better inform their instruction.

Action is the most important component of data-driven instruction and the driving force of our academic plan. The assessments and analysis help us to identify the areas of weakness and our struggling learners. The actions of what we do once we identify needs will be the key to the success of this plan. Planning effective instruction will be crucial to these actions. Success of our actions is addressed in our metrics for implementation and academic success. With each action, we have identified metrics that inform us if the action is being implemented with fidelity and if the action is having an impact on student learning.

Review the table below listing our schools. For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more

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of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no status label is given.

| School Name | Status Label | Key Initiative to Accelerate Achievement |
|----------------------------------|------------------------|---|
| Michigan Virtual Charter Academy | Priority School Status | New Academic Plan; Professional Development; Coaching; Data-driven Instruction and Decisions |

Michigan Virtual Charter Academy is committed to ensuring all students develop the academic knowledge and critical thinking skills he/she needs to succeed in school and beyond. We want to challenge our students and elevate our teaching methods to meet the demands of the 21st century; we test knowledge, but teach students how to apply it in real-world situations. We look forward to serving in such capacity now, and in the future. If you have any questions, please contact me @ (616) 309-1600.

Sincerely,

Andrei Nichols

Head of School