



District Annual Education Report (AER) Cover Letter

January 31, 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 Michigan Great Lakes Virtual Academy. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Kendall Schroeder, Head of School, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tzLmES> or you may review a copy in the main office at your child's school.

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access 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 – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

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

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Michigan Great Lakes Virtual Academy	Comprehensive Support Improvement (CSI) School	Graduation Rate at or below 67%

One of the key challenges facing Michigan Great Lakes Virtual Academy identified in the Comprehensive Support Improvement needs assessment is increase support for students to engage and persist in the virtual school. The Student Support Team at MGLVA was created to support this need. Upon enrollment all students at MGLVA (K-12) are assigned dedicated Advisor as their point of contact for the school year. Our Community Engagement Specialist (CES) facilitates our Orientation and is dedicated to our Parents/Learning Coaches, preparing them for the virtual school experience. This orientation is required to ensure a successful school year. In addition, Advisors facilitate daily short orientation sessions for students during their first week and beyond. These are designed to help support parents/learning coaches and the student as they acclimate to the online environment and ensure a strong start at MGLVA. The Advisor will ensure students know the requirements of the program, how to navigate the various platforms, how to access a student's daily plan, how to log attendance, and how to participate in the online classrooms with the teachers and peers. This added support system will help ensure students stay on track and are supported through graduation.

Process for Assigning Pupils to the School

The Michigan Great Lakes Virtual Academy (MGLVA) serves full-time students in grades K-12 who meet the requirements for enrollment and who are residents of the state of Michigan or are foreign exchange students.

The Michigan Great Lakes Virtual Academy does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school district.

An open enrollment period will be held annually using the procedure outlined below. The deadline for accepting applications will be clearly stated on the enrollment

section of the school website hosted on the K12 server, the K12 corporate website and at all information sessions and publications regarding enrollment for the school. The MGLVA Board of Directors set an enrollment cap of 3,100 students in grades K-12 for the 2019-2020 school year. To apply for enrollment in MGLVA during the open enrollment period, parents must complete the online application at the MGLVA portion of the website, <http://www.k12.com/MGLVA/enroll> including the names, birthdates, and grades of all students they wish to enroll in the school for the following school year.

Applications will be reviewed for age eligibility. Students must be 5 years of age on or before October 1 to enroll in Kindergarten. If an application states that the student will not meet the age requirement for Kindergarten, the parent will be contacted to confirm the date of birth before the student is deemed ineligible for the school. During the enrollment process, age eligibility will be verified by requiring a certified copy or original of the student's birth certificate before a student's enrollment is complete. Students who were enrolled at the Academy in the prior school year shall be admitted and enrolled. All current students' siblings who have compliant applications will be placed.

After admitting and enrolling students who were enrolled at the Academy in the prior school year, if there are remaining seats in either the K-8 or the 9-12 ranges, in the event that the number of eligible applications for enrollment exceeds capacity for the K-12 Program, a lottery will be held.

Status of the 3-5 Year School-Wide Plan

Our team worked on and developed a school wide single district improvement plan for the upcoming school year. The goals of the plan are listed below with a brief description.

Goal 1	All MGLVA families will increase their engagement in the online school environment.
Goal 2	MGLVA will demonstrate compliance with Federal Programs.
Goal 3	All students in K-5 th grade will demonstrate 1 year's growth on Teacher's College Assessments.
Goal 4	MGLVA will increase ELA and Math proficiency on all standardized assessments.
Goal 5	MGLVA will implement the Career Development Model in grades K-12.

Elementary School Program

Our Elementary School Program serves students in grades K-5. Each student is assigned a homeroom teacher whom also serves as the content teacher for Math, Language Arts, Science, Social Studies, and any electives.

Middle School Program

Our Middle School Program serves students in grades 6-8. Each student is assigned a homeroom teacher, but also have separate content teachers for Math, Language Arts, Science, Social Studies, Health, Physical Education, Art, and other electives.

High School Program

Our High School Program serves students in grades 9-12. Each student is assigned a homeroom teacher who acts as a main point of contact and support. The student also has highly qualified teachers for Math, Language Arts, Science, Social Studies, and other electives.

All students in 9-12 grade have the opportunity to be a part of the MGLVA Destinations Career Academy, a career and technical education program within the MGLVA high school program. This DCA offers students the ability to develop skills in four key areas, which include Business Management, Marketing, Finance, Entrepreneurship, and Health Sciences. The DCA program offers MGLVA high school students to opportunity to develop partnerships with business and health care professionals in their desired field. More information about the MGLVA Destinations Career Academy can be found at <http://mglva.k12.com/destinations>.

Michigan Great Lakes Virtual Academy high school also offers dual enrollment for students. Less than 1% of students participated in dual enrollment courses. No students enrolled in college equivalent IB courses. Michigan Great Lakes Virtual Academy offers 17 Advanced Placement (AP) courses in English, mathematics, science, history, and world languages. Less than 1% of students were enrolled in these AP courses.

Aggregate Student Achievement Results on the local STAR 360 assessment

MGLVA students are given the STAR 360 assessment at the beginning, middle and end of the school year. The following data details the growth between the beginning and middle of the year assessments. MGLVA staff uses this data to help determine the next course of action for each student.

2018-2019 Academic Year					2018-2019 Academic Year				
NWEA Growth from Fall to Spring - All Students					NWEA Growth from Fall to Spring - All Students				
	Math		Reading			Math		Reading	
	Number of Students that Met or Exceeded their Growth Goal	% of Students that Met or Exceeded their Growth Goal	Number of Students that Met or Exceeded their Growth Goal	% of Students that Met or Exceeded their Growth Goal		Number of Students that Met or Exceeded their Growth Goal	% of Students that Met or Exceeded their Growth Goal	Number of Students that Met or Exceeded their Growth Goal	% of Students that Met or Exceeded their Growth Goal
3rd Grade	38/99	38%	40/101	40%	6th Grade	39/94	41%	37/87	43%
4th Grade	55/144	38%	51/139	37%	7th Grade	88/202	44%	99/199	50%
5th Grade	25/97	26%	23/88	26%	8th Grade	141/253	56%	141/252	56%

In 2018-19 School Year, MGLVA students in grade 3-8 were given the NWEA assessment at the beginning, middle and end of the school year. The data details the growth between the beginning and end of the year assessments. Growth was determined by the percent of Full Academic Year (FAY) students that met or exceeded their growth goal on their spring assessment.

	% of FAY Students that MET ELA Goal	% of ALL Students that MET ELA Goal
9th	21%	28%
10th	19%	28%
11th	21%	25%
12th	24%	24%
Average	21.25%	26.25% <i>For comparison</i>

	% of FAY Students that MET Math Goal	% of ALL Students that MET Math Goal
9th	47%	44%
10th	44%	34%
11th	51%	31%
12th	49%	36%
Average	47.8%	36.3% <i>For comparison</i>

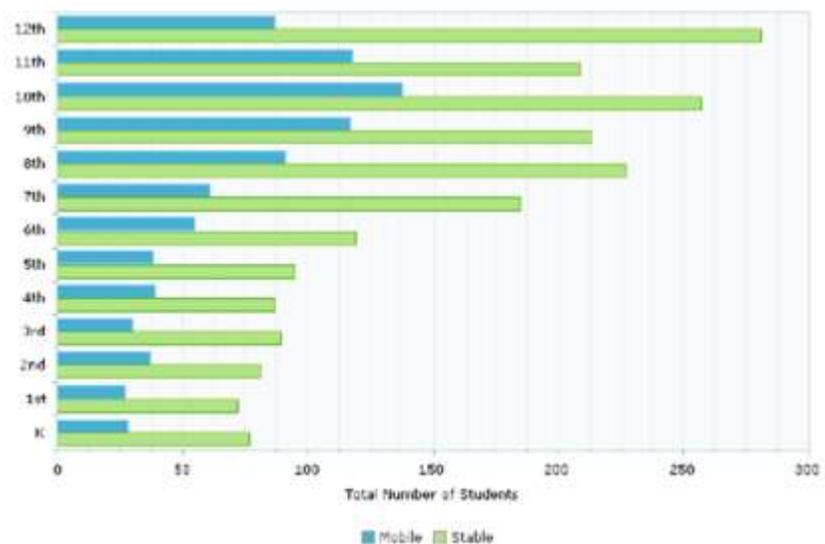
High School assessments from locally delivered USA Test Prep was used for growth projections to prepare students for the SAT.

81/773 (10.5%) scored 80%+ in ELA. ELA overall scores decreased 11% from 15% (Readiness) to 44% (IA3). Scores showed growth in 10/14 Essential Content Strands of the Reading test.

21/772 (3%) scored 80%+ in Math. Math overall scores increased 4%, from 36% (Readiness) to 44% (IA3). Scores showed growth in 14/22 Essential Content Strands of the Math test.

Mobility

This chart compares the counts of mobile students (blue) to the counts of stable students (green) for MGLVA. A student is considered mobile if he or she is present for fall count day and then exits a school before the end of the school year or transfers into a school mid-year. Stable students remain enrolled in the same school for the entire school year.



The data are important, because frequent mobility can disrupt student learning and have significant impacts on student growth, proficiency and graduation rates.

Curriculum

All parents are given access to the MGLVA curriculum upon approval of enrollment. Curriculum alignment teams ensure that all curricula are aligned to state and Common Core Standards. Curriculum documents are available at the Michigan Great Lakes Virtual Academy, 1309 Madison Road, Manistee, MI 49660, for your review at any time and also on our website at <https://mglva.k12.com>

Parent Teacher Conferences

In our model, parents interact on a consistent basis with teachers as we have a collaborative partnership to ensure student success. In K-5, Individual Learning Plan (ILP) conferences are held 2 times per year.

Conclusion

It is our goal to consistently improve student performance year over year. Virtual schools are unique and need a open mindset for learning. Building relationships with each student and family is a goal that is critical to implementing change. Setting expectations for improvement and striving to overcome the obstacles of this form of distance learning is imperative to our success. Active engagement of students, consistent review of instructional practices, identifying areas of need, and providing support for students within the virtual environment will continue to help our students reach their potential.

Sincerely,

Kendall Schroeder
Head of School
Michigan Great Lakes Virtual Academy