

678 Front Avenue NW, Suite 190
Grand Rapids, MI 49504
Phone: 616.309.1600
Fax: 616.309.1608
www.k12.com/mvca



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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Michigan Virtual Charter Academy (MVCA). 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 Elizabeth Roth for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/Lm1JCn> or you may review a copy in MVCA's central office, located at 678 Front Avenue NW, Suite 190, Grand Rapids, MI 49504

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

MVCA was identified as a Comprehensive Support and Improvement school. MVCA's Comprehensive Support and Improvement designation is a direct result of the graduation rate. Schools with a graduation rate below 67% are identified as a school in need of comprehensive support, and MVCA's graduation rate was below 67%. One step taken in order to increase graduation rate was hiring a Family Compliance Liaison. The role of the Family Compliance Liaison is to communicate with students and families who wish to withdraw and ensures that there is a plan in place to continue their education, even if it is with a different institution. MVCA has recognized that student turnover rate has a strong negative correlation with the graduation rate. Many measures are being taken to retain students at the academy, including but not limited to building stronger relationships with students and families.

MVCA uses the Michigan Student Test of Educational Progress (M-STEP), Michigan's Alternate Assessment Program (MIACCESS), PSAT, SAT, as well as internal assessments to drive the academic plan. Although growth in all subjects were achieved, MVCA is committed to identifying all opportunities for academic growth. Some initiatives include but are not limited to; the addition of a math coach to the team, content specific teachers for all elementary grades, as well as the professional learning communities on going data-driven focus. Professional development surrounding the use of data-driven instruction and the inclusion of highly effective instructional strategies has also been, and will continue to be a focus in the next academic year. Planning effective instruction and implementing plans with fidelity will be crucial increasing student achievement and closing gaps.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

MVCA (MVCA) serves full-time students in grades K-12 who meet the requirements of this Policy and who are residents of the state of Michigan or are foreign exchange students. MVCA does not charge tuition and does not discriminate in its pupil admissions policies or practices based on 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. MVCA's enrollment was capped at 4,079 students in the 2015-2016 school year and 3,000 the 2016-2017 school year.

To apply for enrollment in MVCA during the open enrollment period, parents must complete the online application at the MVCA portion of the K12 corporate website, <https://mvca.k12.com/how-enroll.html>. Applications will be reviewed for age eligibility.

Students must be 5 years of age on or before September 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 ages 17-21 enrolling in the Passport program, must be identified as a dropout in the Michigan Student Data System (MSDS) maintained by The Center for Educational Performance and Information (CEPI). Students who were enrolled at the Academy in the prior school year shall be admitted and enrolled. All current students and their siblings who have compliant applications will be placed. If there are remaining seats in either the K-8 or the 9-12 ranges and the number of eligible applications for enrollment exceeds capacity for the K-12 program, an enrollment lottery will be held.

Status of the 3-5 Year School-Wide Plan

MVCA's School Improvement Team collaborated several times during 2015-2016, as well as the 2016-2017 school year, to create, revise, and monitor the school-wide plan. Several data sources, including those in the combined report, were analyzed throughout the process. This plan is a living document and is revisited regularly. Professional development opportunities are offered based on the goals in the plan. Time is also set aside for teachers to meet weekly in Professional Learning Communities based on the school-wide plan.



Specialized Schools

Elementary School Program – MVCA’s elementary school program serves students in grades K-5. Each student in grades K-3 is assigned a homeroom teacher who serves as the content teacher for math, language arts, science, social studies, and any electives. Students in grades 4-5 are assigned to a homeroom teacher, and in addition also have content specific teachers.

Middle School Program – MVCA’s middle school program serves students in grades 6-8. Each student is assigned a homeroom teacher, and in addition have content specific teachers for math, language arts, science, social studies, and any electives.

High School Program – MVCA’s 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 content specific teachers for math, language arts, science, social studies, and any electives.

Core Curriculum

All parents are given access to the K12 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 MVCA, 678 Front Avenue NW, Suite 190, Grand Rapids, MI 49504 for your review at any time.

Aggregate Student Achievement Results

Student in grades K-8 take the Northwest Evaluation Association (NWEA) assessment three times per year – fall, winter, and spring. NWEA is a nationally normed assessment, which has been aligned with the MSTEP. The Rasch Unit (RIT) score is a scaled score, the Percentile is a normed national percentile ranking on a scale of 1-99, and the Conditional Growth Percentile (CGP) is based on a z-score, where 50 is expected growth. Students in every grade level exceeded expected growth percentile from fall to spring in both the 2015-2016 school year and the 2016-2017 school year. At the end of school year 2015-2016, reading percentiles were greater than or equal to math percentiles in every grade level. Students also earned higher percentiles in reading than in math, in all grades at the end of school year 2016-2017.

NWEA 2015-2016 School Year and 2016-2017 School Year Summary

Grade 2												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	186.9	192.7	206.5	169.1	190	185.5	184.6	191.1	205.7	174.9	190.2	188.8
Percentile	96	85	99	88	73	15	92	86	99	99	82	51
CGP	*	1	96	*	93	72	*	8	99	*	71	55
Grade 3												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	194.1	202.6	210.1	184.4	201.3	197.4	195.4	201.5	208.8	188.6	198.6	200.6
Percentile	74	76	85	15	69	18	87	81	94	52	68	62
CGP	*	69	85	*	90	71	*	10	95	*	53	84
Grade 4												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	202.6	209.6	216.6	192.3	209.3	208	199.8	206.1	213	195.6	207.2	207.7
Percentile	54	55	67	6	54	22	65	65	86	35	71	61
CGP	*	56	78	*	90	98	*	51	99	*	77	98
Grade 5												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	209.3	214.5	223.9	200.9	213.4	211.4	204.8	210.4	213.8	202.5	208.7	211.4
Percentile	38	36	62	7	31	11	48	54	62	31	43	48
CGP	*	38	95	*	73	68	*	99	99	*	61	95
Grade 6												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	211.6	215.9	220.7	203.4	214.2	211.6	210.6	214	218.1	205.5	209.4	211.8
Percentile	20	21	28	2	15	4	45	49	64	19	22	27
CGP	*	53	75	*	80	74	*	53	83	*	47	66
Grade 7												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	216.5	221.7	224.1	213.1	221.7	219.9	213.9	216.4	218.1	213.9	217.3	219.1
Percentile	21	29	30	11	29	15	45	47	50	47	52	56
CGP	*	95	88	*	77	67	*	59	68	*	64	78
Grade 8												
	Math						Reading					
	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017	Fall 2015	Winter 2016	Spring 2016	Fall 2016	Winter 2017	Spring 2017
RIT	221.4	223.9	227.6	217.8	222.1	222.9	215.9	218.4	221	216.4	217.2	219.5
Percentile	29	28	36	17	22	20	43	46	55	46	40	47
CGP	*	45	56	*	57	61	*	69	64	*	51	56

*Conditional Growth Percentile measures are not available for the fall term.



Parent-Teacher Conference Representation

As a virtual school, parents and guardians are key to their students' success. Parent-Teacher conferences are held virtually, twice a year in elementary and middle school. During the first conference period in the 2015-2016 school year, 86% of K-8 students were represented by a parent or guardian, and during the second conference period, 80% of K-8 students were represented by a parent or guardian. During the first conference period in the 2016-2017 school year, 82% of K-8 students were represented by a parent or guardian, and during the second conference period, 84% of K-8 students were represented by a parent or guardian.

Postsecondary Enrollment/College Equivalent Courses

During the 2016-2017 school year, 11 students enrolled in postsecondary courses (dual enrollment). MVCA offered 8 college equivalent courses (AP) in which 27 students were enrolled. During the 2015-2016 school year, 41 out of 596 students (6.88%) were enrolled in postsecondary courses or college level courses.

Michigan Virtual Charter Academy aims to provide an innovative, intensive academic preparation that inspires and educates its students to achieve the highest levels of academic knowledge and skills. MVCA is proud of the growth the students have achieved and are continuing to achieve. MVCA students steadily show significant gains on local assessments, and we are excited to see the positive projection of growth in the next academic year. MVCA is committed to identifying best practices and supports for its students to gain the experience they need to be active participants in the MVCA community, as well as to become productive individuals within their local communities.

Sincerely,

Elizabeth Roth

Interim Head of School