January 2021-

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Success Virtual Learning Centers of Michigan. 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 Mr. John Prescott, Superintendent, for assistance.

The AER is available for you to review electronically by visiting the following web site www.successmichigan.org, or you may review a copy in the center that your student attends.

For the 2019-20 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.

Our school was identified as a school that 'HAS NOT BEEN GIVEN ONE OF THESE LABELS'.

Key challenges in our work are composed around the majority of our student population of at-risk/underserved youth: Also, as the State of Michigan instituted the lockdown of schools in the spring of 2020, our students did not take the official State of Michigan Assessments. Our state data is still reporting as our 18-19 Annual Education Report. A low number of students came into the centers this fall to take the "optional" opportunity with the SAT/PSAT. We await the chance for our students to take the MDE suite of assessments in the spring of 2021.

1.   Achievement is not ideal in math and EBR. We are below the state average and below like schools. Our EBR is much closer to "like "schools but we do have a significant gap with math. We have hired math interventionists, purchased math and reading intervention courses and have simulated testing situations to help prepare our students to be more successful with the next testing session this spring.

2. Due to the at-risk and underserved nature of our population, we have another challenge with student engagement and motivation to "do school". We are currently providing many support services for our students including SSW, special education support, ELL services, MTSS intervention support and creating strong relationships with students. We maintain a 1: 35 mentor/student ratio to keep caseloads smaller and allow for richer relationship building. We have hired Student Success Support Specialists (S4) to target specific, most challenging caseloads. Leadership positions have been added to support our staff in terms of behavior and instructional support as well as providing professional development to our entire staff that focuses on the 5 Psychological needs of kids/students and the awareness of enhancing the staff abilities to communicate as multicultural leaders and how societal changes impact inclusive leadership practices.

3. Our demographics are fairly similar to other schools but our population is extremely transient. We service students up until the age of 22 and in many cases later than 22. Many of these older students work, so it is difficult to reach them during school hours. We work around this by providing staff support after hours and on weekends.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
Our school is a public school available to all students who are Michigan residents. Any Michigan student in grades 9 through 12 may attend our school. Each student who enrolls is provided a comprehensive Education Development Plan so that the student's educational goals can be achieved.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**
During the 19-20 school year we added some new components to our school improvement plan to increase achievement. Math and English have always been areas identified to work on, but we felt for this year we needed to be more intentional and focused. We added math intervention positions, additional staff to lower teacher/student ratio, professional development that focused on our population (Social Emotional issues/Trauma/Educational Equity). A career college advisor was added to meet with students to bridge school to the future. MiPath courses were added to fill the skill deficiencies in math and reading. Summer school hours will be offered this summer to keep our students actively engaged as well as give them time to gain additional credits to get them to graduation faster.

Our ELL students now have a second teacher to teach them. We also purchased and are using interpretalk, and imagine learning licenses to help our ESL students and their families overcome the

language barrier. We made sure some of our paraprofessional positions that were filled, were filled with those that can speak languages other than English to help with the communication and language barrier. This has also helped communication with students, as well with the families.

As we move into the 2020-2021 and 2021-2022 school year, we will continue on the path originally started in the SIP, but will add a few items to enhance what is already being implemented. Professional development will continue to focus on trauma, SEL and leadership capacity for all as multicultural leaders in our communities. We have added the 5 psychological need components which will remain a focus. Our achievement data continues to take the forefront as we are educators and our job is to educate. Our math interventionists and S4 positions will remain. We are making changes to our organizational structure to better serve students and to attract HQ teachers with relational qualities. Finally, our focus for the remainder of this year and into next year is to create an environment that students and parents truly feel they belong, improve communication with parents, and continue to teach our staff how to use student data and give specific feedback. These three goals will enhance our existing plan and build upon it.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
Success Virtual Learning Centers of Michigan does not operate any specialized schools.

4. Accessibility of Core Curriculum, Implementation, and Variances from State Model
Our school utilizes Edgenuity's core curriculum, aligned with the standards required under the State of Michigan's school law, and which is available on Edgenuity's website at:
https://www.edgenuity.com/course-lists/Edgenuity-Michigan-Course-List.pdf.
Also, our course list is provided on our website at: www.successmichigan.org

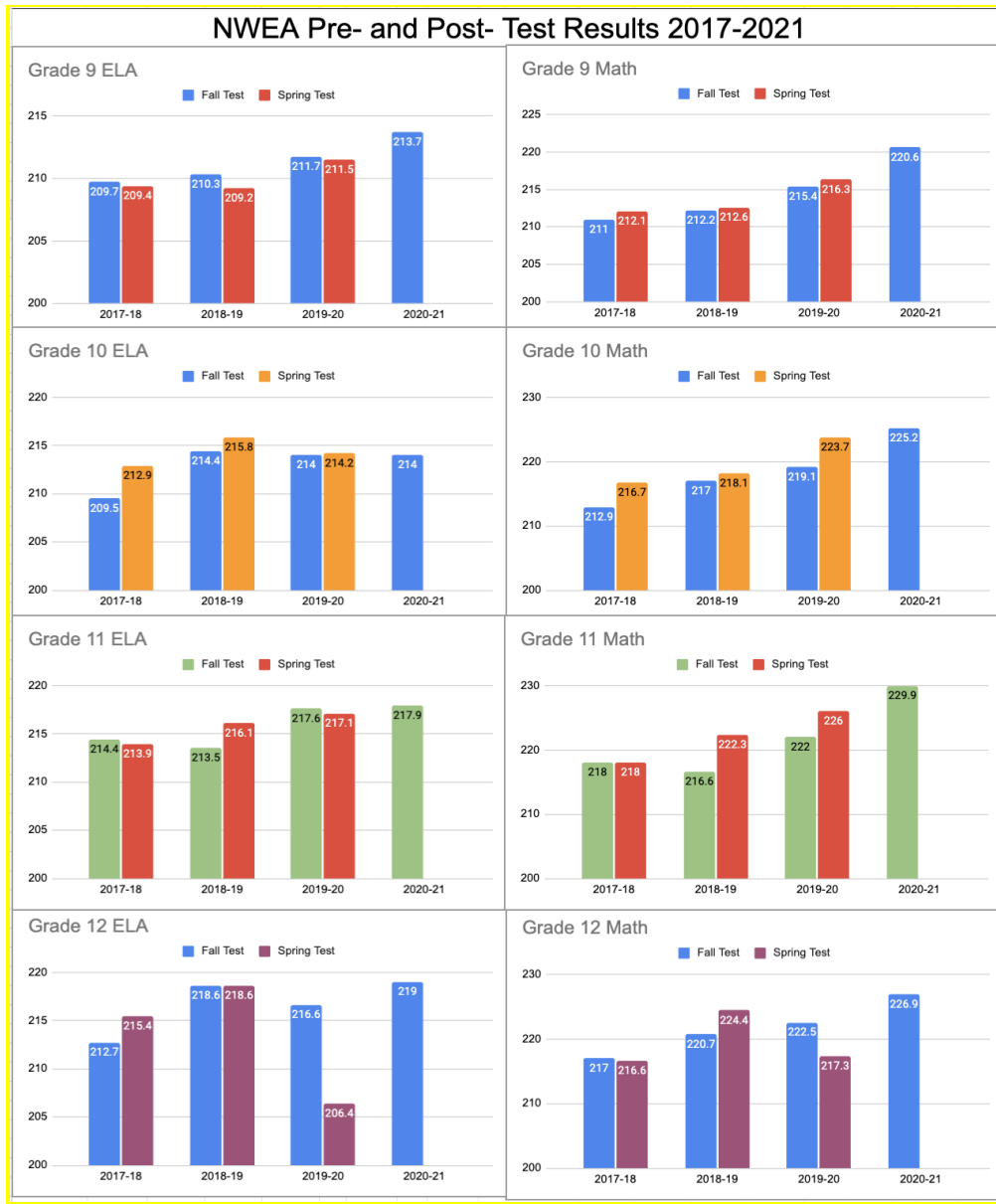### 5. Aggregate student test scores from the school's locally administered NWEA test.
All students are required to complete the NWEA both at the time of enrollment and at the end of the school year. The following are the growth metrics for the last four years by grade level and subject:

YOU'VE FOUND YOUR WAY.

NWEA Pre- and Post- Test Results 2017-2021

Grade 9 ELA
Fall Test — Spring Test

Year	Fall	Spring
2017-18	209.7	209.4
2018-19	210.3	209.2
2019-20	211.7	211.5
2020-21	213.7	

Grade 9 Math
Fall Test — Spring Test

Year	Fall	Spring
2017-18	211	212.1
2018-19	212.2	212.6
2019-20	215.4	216.3
2020-21	220.6	

Grade 10 ELA
Fall Test — Spring Test

Year	Fall	Spring
2017-18	209.5	212.9
2018-19	214.4	215.8
2019-20	214	214.2
2020-21	214	

Grade 10 Math
Fall Test — Spring Test

Year	Fall	Spring
2017-18	212.9	216.7
2018-19	217	218.1
2019-20	219.1	223.7
2020-21	225.2	

Grade 11 ELA
Fall Test — Spring Test

Year	Fall	Spring
2017-18	214.4	213.9
2018-19	213.5	216.1
2019-20	217.6	217.1
2020-21	217.9	

Grade 11 Math
Fall Test — Spring Test

Year	Fall	Spring
2017-18	218	218
2018-19	216.6	222.3
2019-20	222	226
2020-21	229.9	

Grade 12 ELA
Fall Test — Spring Test

Year	Fall	Spring
2017-18	212.7	215.4
2018-19	218.6	218.6
2019-20	216.6	206.4
2020-21	219	

Grade 12 Math
Fall Test — Spring Test

Year	Fall	Spring
2017-18	217	216.6
2018-19	220.7	224.4
2019-20	222.5	217.3
2020-21	226.9	

6. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Our school does not hold formal parent/teacher conferences due to the nature of our program. Parents are continuously engaged throughout the enrollment cycle of the student. Parent's are a key component in the support network of virtual learners, so they are an integral part of helping educate our students.

7. **FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:**
    a. **THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

Success Virtual Learning Centers offers dual-enrollment options with local colleges throughout the State. For the school year 2019-2020, SVLCM had a total of 5 students enrolled in dual enrollment courses, with a total of 6 courses being completed. The fall of 2020-2021 school year, we had 1 student in dual enrollment courses and the winter/spring enrollment there are 5 students set to be in dual enrollment courses.

    b. **THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**

Students working in our school have not taken advantage of the AP courses offered within the Edgenuity Curriculum. The majority of our students are working through the 18 Michigan Merit Curriculum and beyond that option, you will find our students attending dual enrollment courses through a local college or a local CTE program.

    c. **THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)**

Students working in our school have not taken advantage of the AP courses offered within the Edgenuity Curriculum. The majority of our students are working through the 18 Michigan Merit Curriculum and beyond that option, you will find our students attending dual enrollment courses through a local college or a local CTE program.

    d. **THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**

Students working in our school have not taken advantage of the AP courses offered within the Edgenuity Curriculum. Success Virtual Learning Centers of Michigan had 0 students participate in Advanced Placement coursework during the 19-20 school year. This represents 0% of the students enrolled at Success Virtual Learning Centers of Michigan during the 2019-2020 school year. The majority of our students are working through the 18 Michigan Merit Curriculum and beyond that option, you will find our students attending dual enrollment courses through a local college or a local CTE program.

YOU'VE FOUND YOUR WAY.

Success Virtual Learning Centers is a great option for students who want flexibility with schedules, want to re-engage with their education, or simply want a different option. We offer a complete array of services for all students that are with us. Our goal is to see all of our students succeed, not only to graduation, but into adulthood doing what they want for their future. We offer the best services so no child is left behind.

Sincerely,

Mr. John Prescott
Superintendent

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	19.41%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	12.59%	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	13.79%	82.01%	86.99%	94.44%
Native Hawaiian or Other Pacific Islander	76.67%	<10	84.57%	88.52%	94.44%
Two or More Races	74.74%	7.14%	83.50%	87.88%	94.44%
White	83.48%	26.21%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	15.69%	79.46%	85.46%	94.44%
English Learners	72.14%	11.76%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	15.00%	73.71%	82.00%	94.44%

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Success Virtual Learning Centers of Michigan (59900)	0	13	8	0
Success Virtual Learning Centers of Michigan (03014)	0	13	8	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Success Virtual Learning Centers of Michigan (59900)	21.00	11.00	52.4%	N/A	N/A	N/A	N/A
Success Virtual Learning Centers of Michigan (03014)	21.00	11.00	52.4%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Success Virtual Learning Centers of Michigan (59900)	1.00	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Success Virtual Learning Centers of Michigan (59900)	21.00	0.00	0.0%	N/A	N/A	N/A	N/A
Success Virtual Learning Centers of Michigan (03014)	21.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Success Virtual Learning Centers of Michigan (59900)	21.00	0.00	0.0%	N/A	N/A	N/A	N/A
Success Virtual Learning Centers of Michigan (03014)	21.00	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or Afican American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Success Virtual Learning Centers of Michigan (59900)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Success Virtual Learning Centers of Michigan (59900)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
No Data to Display				