



January 29, 2019

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 the 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 Dallas Bell for assistance.

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

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.

Our school was identified as: Success Virtual Learning Centers of Michigan has not been given a designation. Success Virtual Learning Centers of Michigan continues to seek new programs to increase student achievement, such as Conover Classes, and Thrive Nation. There is an ongoing effort to implement and evaluate new programs, while seeking additional programs.

Student retention has been identified as an opportunity for improvement that would positively impact student academic progress. Our teachers and staff will be communicating with our students more frequently throughout the week using various technologies. A weekly metric is utilized to track communication and student progress in their class. As students experience success in their classes they are more likely to retain, and graduate. Success Virtual Learning Centers of



Michigan hires a third party to evaluate and review our student data and that report is included at the end of the AER.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. Students are currently assigned to the program through our extensive enrollment process. Each parent must complete an enrollment packet, provide a copy of all documented paperwork and have a meeting with the program director before placement is considered with our program.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a. The school improvement plan is updated on a yearly basis through AdvancED. The latest update was made in the Spring of 2017.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. Success Virtual Learning Centers Background: Success VLC is a non-traditional program partnering with public school systems to better serve students. Success VLC focuses on students who have dropped out or are at risk for not completing high school. Success VLC combines an online/virtual school with first-class facilities that students can visit as often as needed, one-on-one teaching assistance (35:1 student to teacher ratio) and their own computers and internet access. Students are able to learn at their own pace, while receiving all of the tools and support in a welcoming, unassuming, and inclusive learning environment. Success VLC offers internships and mentoring opportunities with local businesses, as well as field trips, clubs, and other extracurricular activities, setting Success VLC apart from other alternative education programs or virtual schools, all at no cost to the student. This unique educational approach is targeted at high school students that may not have found success with traditional schools. In fact, school staff actively recruit students who have disengaged from their previous school. Re-engagement strategies include going to students' homes and encouraging them to return to school in a different setting that may help them be more successful-- giving them hope for their future. Since many Success VLC students have struggled with traditional course loads, students take one class at a time (utilizing the Edgenuity online curriculum) and typically complete a course in about 3 weeks. This course load and pacing helps students who have attention issues and also gives students an opportunity to experience success in a short time period, thereby fueling their motivation to continue earning credits.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
 - a. A copy of the core curriculum can be found at our website: successvlc.com
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
 - a. Across our student population, average growth was achieved in all areas tested: math, and reading. AIMS testing was used for the 2016-17 school year. We started using NWEA for the 2017-18 school year.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 - a. <10%
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - i. 1-2%
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. 0
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. 0
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>
 - i. 0

Teachers are incredible, but since 20-30% of students drop out - our system of education is broken.

Rather than complain we started schools that teach students the skills needed to succeed in jobs and life.

Most of our students are at risk so we have 3 times the staff and cool non school type buildings to support students in their own community.

We started with 12 students and myself, seven years ago. Now we have 23 schools, 3300 students, and 150 staff.

We teach the employability skills that businesses are looking for.

- show up on time
- communicate effectively
- ambitious

We partner with businesses for internships and jobs, this helps inspire hope in our students for their future.

We sit in the living rooms of students who have dropped out and ask them what they want in life, and we build a plan to help them get it.

We created a scalable duplicatable system that we believe will be copied nationwide to solve this crisis - we are the answer!

Are schools getting safer?

Let me ask another way, do you think many parents will have more time to spend raising their kids or less? If less, does it make sense that many schools will be enrolling kids that are less prepared and have less coping skills? Will that make schools less safe?

At what point will other parents not send their kids to a place they don't know their kids will be safe from bullying and other real danger?

We are the future! We have only 200 kids in a center and about 10% of them a day drop in and usually only 4 or 5 at a time, which allows us to offer one on one support!

Our results speak for themselves.

We have the best 6 year graduation rate (as most kids come to us in their 3rd or 4th year with 2-3 credits) than any other school serving the same type of students.

Our SAT scores are not only higher than the other schools that serve our students, but in many cases are higher than traditional high schools in the areas we serve. This is achieved by students who are credit deficient and have many traumatic events in their lives.

Our one class at a time, with three times the staff to support students really is proven effective. We would be honored to have you join our family! Join our movement to reimagine schools!

Sincerely,

A handwritten signature in black ink, appearing to read 'Dallas Bell', with a stylized flourish at the end.

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hypothesi
Applied Research & Evaluation

External Evaluation Reports
Success Virtual Learning Centers: 2016-17
FINAL VERSION

September 15, 2017

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Ann Arbor, MI

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Part I. Overview and Executive Summary

This report contains the results of the **Success Virtual Learning Centers (Success VLC)** 2016-17 program evaluation, conducted by Hypothesi Applied Research & Evaluation, an independent evaluation firm based in Ann Arbor, Michigan. The evaluation describes Success VLC's student population, enrollment and graduation statistics, student achievement, and the results of surveys measuring students' attitudes toward school and perception of the program.

Success Virtual Learning Centers Background: Success VLC is a non-traditional program partnering with public school systems to better serve students. Success VLC focuses on students who have dropped out or are at risk for not completing high school. Success VLC combines an online/virtual school with first-class facilities that students can visit as often as needed, one-on-one teaching assistance (50:1 student to teacher ratio) and their own computers and internet access. Students are able to learn at their own pace, while receiving all of the tools and support in a welcoming, unassuming, and inclusive learning environment. Success VLC offers internships and mentoring opportunities with local businesses, as well as field trips, clubs, and other extracurricular activities, setting Success VLC apart from other alternative education programs or virtual schools, all at no cost to the student.

This unique educational approach is targeted at high school students that may not have found success with traditional schools. In fact, school staff actively recruit students who have disengaged from their previous school. Re-engagement strategies include going to students' homes and encouraging them to return to school in a different setting that may help them be more successful--giving them hope for their future. Since many Success VLC students have struggled with traditional course loads, students take one class at a time (utilizing the Edgenuity online curriculum) and typically complete a course in about 3 weeks. This course load and pacing helps students who have attention issues and also gives students an opportunity to experience success in a short time period, thereby fueling their motivation to continue earning credits.

Third Party Evaluation: In 2013-14, Success VLC sought out an independent review through Hypothesi to objectively identify areas where they were having success and areas in need of improvement. This evaluation has been conducted annually since that point. As a part of this process, Hypothesi works in collaboration with administrators to create a database containing critical student-level data (e.g., enrollment data, test data, program participation data, demographics). Success VLC administrators gathered data for all current and previous Success VLC students across the 14 centers in Michigan located in Alpine (Kenowa Hills), Belding, Central Montcalm, Escanaba, Grand Rapids-Alger Heights, Grand Rapids – Fuller Ave., Lakeview, Menominee, Muskegon, Port Huron, St. Louis, Three Rivers, Tri-County, and Vestaburg.

The evaluation also includes a student survey component. Three versions of the student survey were administered: 1) a fall survey for new students, 2) a graduate survey, and 3) an end-of-year survey. The surveys included a mix of Likert-style items (i.e., statements evaluated on a 5-point scale) and short-response items. A hard-copy version of the main end-of-year survey can be found in the Appendix. The survey items assess students' self-efficacy (*"I believe that I can succeed at this school"*), expectations (*"I expect that I will graduate from high school"*), motivation to learn (*"Becoming a high school graduate is really important to me"*), positive feelings about school (*"I enjoy the time I spend at Success VLC"*), engaged behavior (*"I am usually on task when I'm at Success VLC"*),

work habits (“I set aside time to do my schoolwork and study”), academic help from teachers (“If I have trouble understanding a problem, I can get the help I need at this school”), connections with teachers/adults (“The adults at this school are glad that I am here”), and family support (“My family/guardian(s) encourage me to work hard at school”).

Executive Summary of Results: 2232 high school students were enrolled at a Success Virtual Learning Center for at least a portion of the 2016-17 school year. The majority Success VLC students reported that they come to the center about 1 day per week and spend an average of 4.6 hours per week on site and an additional 11.4 hours logged in remotely. Success VLC students who graduated in 2016-17 took an average of about 15 months to graduate. When drop out / withdrawal occurs, it typically happens within 6 months of enrollment.

In total, 179 students graduated from Success VLC in 2016-17 (124 were enrolled by October 1st and the remaining 55 enrolled later). 181 students were targeted to graduate at the beginning of the year, of these students 124 (69%) graduated by the end of August 2017. The remaining students were, on average, only 2.7 credits away from completing their graduation requirements. Full-year students (enrolled at least October - March) earned an average of 3.3 credits; graduates earned an average of 4.5 credits.

686 Success VLC students completed the fall and spring AIMS assessment (Pearson). About 12% to 28% of the students exhibited an increased percentile ranking from fall to spring (depending upon subject area), with the highest percentage showing an increase in the Reading –MAZE segment. 122 Success VLC students took the SAT in 2016-17, earning an average total score of 840.

In an end-of-year survey of Success VLC students, we found that the overwhelming majority of students (between 88% and 92% of students) strongly believed that they would graduate from high school, that they could succeed at Success VLC, and that finishing school would make a big difference in their lives. 81% strongly believed that they had a better chance of succeeding at Success VLC than if they were at a different school. Around 89% of students indicated that the teachers at Success VLC centers cared about them, believed in them, worked hard to make sure that they didn’t drop out, and provided the help they needed. Although the students at Success VLC have generally faced academic setbacks in the past, survey results indicate that they are now hopeful about their future (85% agreed or strongly agreed) and are highly motivated to achieve their goals and graduate.

The new student and graduating student surveys yielded additional insight into students’ experiences. For example, new students’ ratings of teacher support at Success VLC (at the end of the year) were far higher than these same students’ ratings of teacher support at their previous schools. In general, only about 45% of the students reported that they felt supported by their previous teachers, compared to about 80% who felt supported by their current Success VLC teachers. The graduating student survey results provided insight into which factors helped students complete their courses and graduate. The most critical factors (those with the highest percentage being rated as a “4” or “5” on 5-pt scale) were “having teachers/adults at the Success VLC site who could help me when I was confused” (90%) and “being able to work at one’s own pace” (89%). 91% of graduates agreed or strongly agreed that the adults at Success VLC cared about their future. 42% of graduates agreed or strongly agreed that if they were attending a traditional high school, they probably would not have graduated. If we apply the 42% statistic to the graduate count of 179, we estimate that 75 of those graduates may never have earned a high school diploma without the Success VLC option.

Part II. Who are Success VLC students?

There were a total of 2232 high school students enrolled at a regular Success Virtual Learning Center for at least a portion of the 2016-17 school year. An additional 138 students enrolled in one of the cyber-school locations (Port Huron, Muskegon). Due to the mid-year launch of the cyber-schools, achievement and credit information presented in this report only includes regular center students.

Based on available data, Success students have the following characteristics:

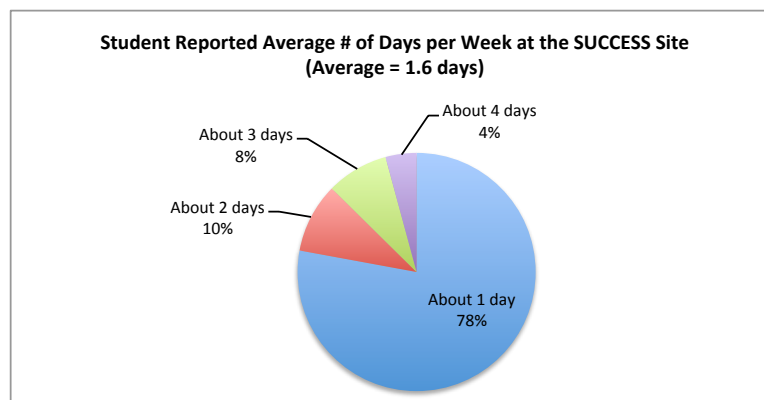
- 54% female
- 63% White, 11% Hispanic, 13% African American, 13% other
- 30% 9th grade; 26% 10th grade; 25% 11th grade; 18% 12th grade students

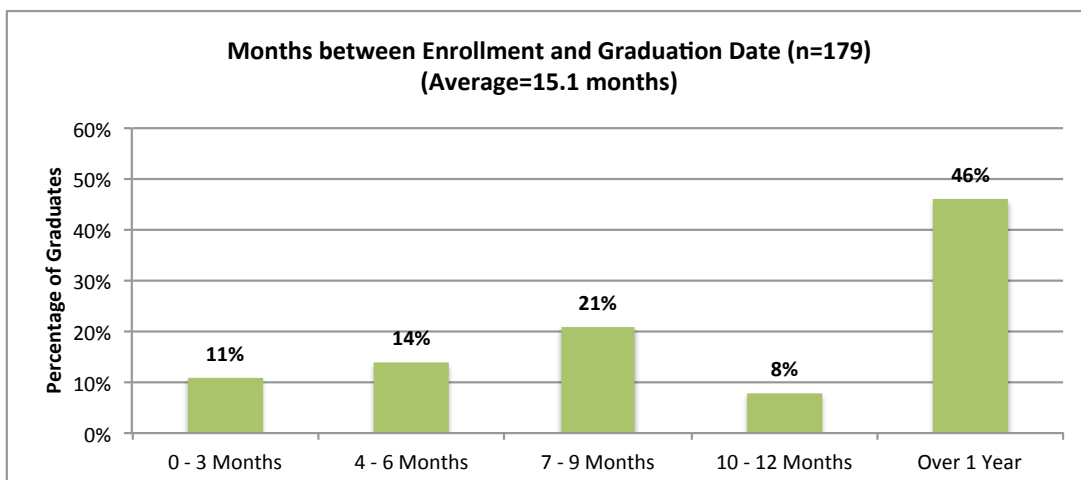
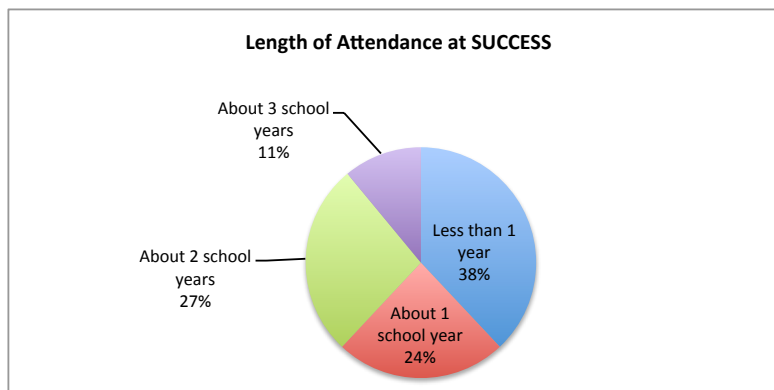
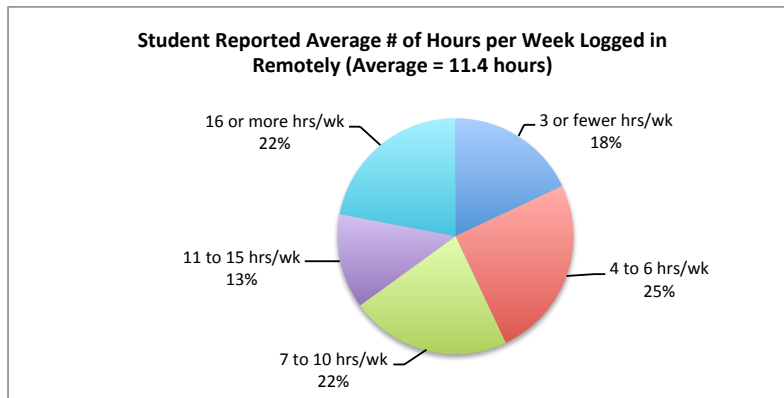
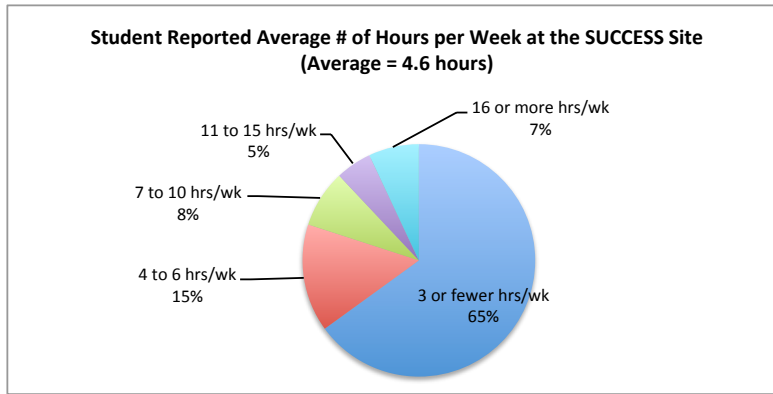
Part III. What are the enrollment and attendance patterns of Success VLC students?

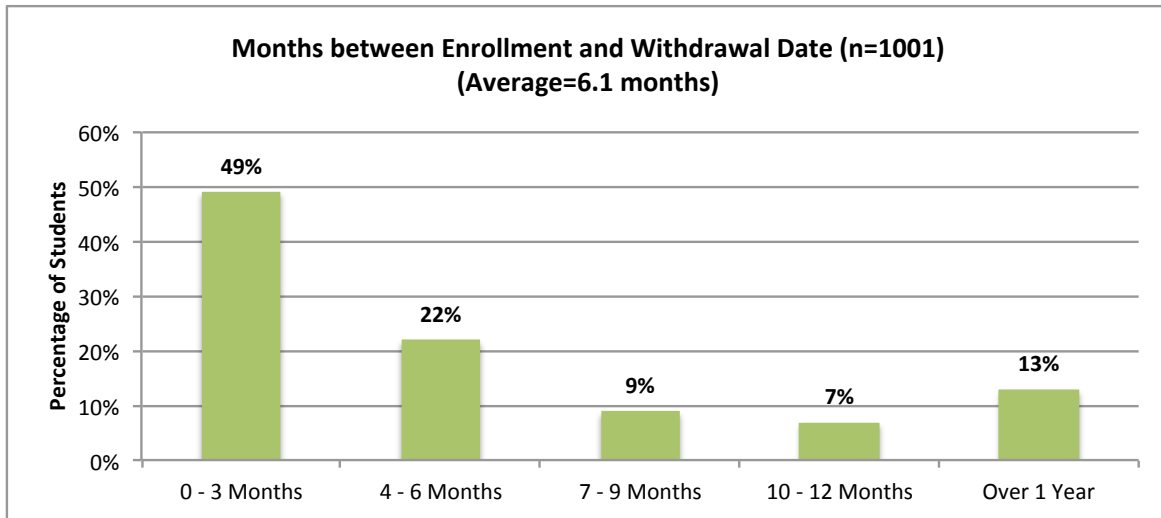
Enrollment Status: Of the 2232 students who were enrolled for any portion of the 2016-17 academic year at a regular Success VLC center:

- 1143 (51%) were enrolled by the end of September; 893 (40%) enrolled between October through the end of March; 196 (9%) enrolled between April through June
- 643 (29%) were enrolled for the majority of the school year (October 1 through April 1)
- 1256 (56%) were either still enrolled or had graduated by the end of the school year
- 976 (44%) withdrew or returned to a traditional public school before the end of the school year
- Of those who withdrew, 571 (59%) never engaged (dropped out within 30 days or never earned any credits)

Descriptive statistics on students' participation in the learning program shown below and on the next page are based students' self-reported survey responses (combined end-of-year student survey and graduate survey). Survey responses indicate that most students come to the Success VLC school site about 1 day per week and spend 3 or fewer hours per week at the site. Hours per week logged in remotely varied widely, with an average of 11.4 hours per week (self-reported). The majority of the survey respondents (62%) had been enrolled at Success VLC one year or less. Per administration records, the average amount of time between enrollment and graduation is 15 months; with about 1/2 taking over 1 year to graduate and 1/2 completing graduation requirements in 1 year or less. When drop out / withdrawal occurs, it typically happens by 6 months of enrollment.







Part IV. What are the achievements of Success VLC students?

Graduation Data: 179 students graduated from Success VLC during the 2016-17 academic year: 124 of these students were enrolled prior to the first count date in October, the remaining 55 enrolled later in the school year.

Based upon an analysis of students who were enrolled before the first count date and targeted to graduate during the 2016-17 school year (within 6 credits of graduation requirements at the beginning of the school year or targeted for graduation for other reasons), the graduation rate was 69% (124 out of 181 students graduated by the end of August 2017). The remaining students were, on average, only 2.7 credits away from completing their graduation requirements by the end of the year.

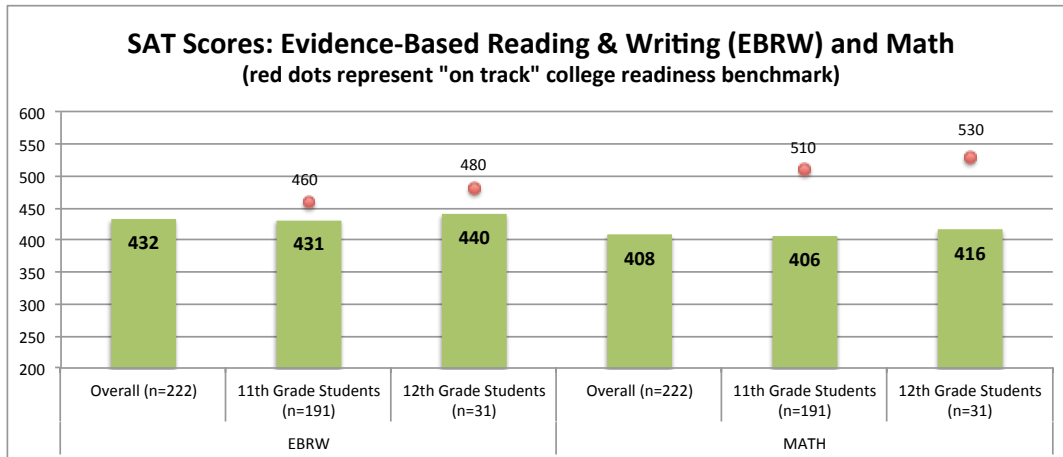
Credits Earned: Students who were enrolled by the first count day and graduated during the 2016-17 academic year earned an average of 4.9 credits. Credit completion by student subgroup is shown below. A supplemental analysis of Edgenuity system data for all enrolled students indicated that, on average, students earned a score of 75% in their courses, spent an average of 117 hours logged in and took approximately 34 hours to complete a course.

Credits Earned at Success Virtual Learning Centers					
	Avg. credits earned by students enrolled for any part of the 2016-17 school year (n=2205)	Avg. credits earned by students enrolled by October 1 (n=1129)	Avg. credits earned by students enrolled by Oct 1 and remained enrolled through April (n=639)	Avg. credits earned by students who graduated (n=179)	Avg. credits earned by students enrolled by Oct 1 who graduated (n=124)
Total Credits Earned	1.5	2.1	3.3	4.5	4.9

AIMS Scores: Student performance on the AIMS assessment (Pearson) varied by test sub-section, with the percentage of students making norm gains being highest on the Reading-MAZE section (47%) and Mathematics Concepts and Application section (43%). A similar pattern was seen when examining the % of students who experienced an increase in his/her percentile ranking from fall to spring (28% and 25% for Reading-MAZE and Math Concepts and Application, respectively). The Reading Curriculum-Based Measurement was an area of weakness for Success VLC students (as seen by the lower percent making norm gains). This could be tied to the variation in the scope of courses a student may be working on during the school year (students take one course at a time and if they haven't been working on English courses, it would be unlikely to see substantial gains in that area). Also note that limited normative data are available on the AIMS assessment for high school level students (limited sample size of norms study) and results should be interpreted with caution.

AIMS Performance for Students with Fall and Spring Scores		
Reading Curriculum-Based Measurement (R-CBM)	% Making Norm Gains (or above)	% with an Increase in Percentile Ranking from Fall to Spring
Overall (n=664)	21%	12%
Grade 9 (n=231)	21%	13%
Grade 10 (n=174)	14%	11%
Grade 11 (n=167)	28%	13%
Grade 12 (n=92)	21%	9%
Reading - MAZE	% Making Norm Gains (or above)	% with an Increase in Percentile Ranking from Fall to Spring
Overall (n=680)	47%	28%
Grade 9 (n=231)	48%	29%
Grade 10 (n=197)	48%	24%
Grade 11 (n=148)	47%	31%
Grade 12 (n=106)	41%	28%
Mathematics-Computation (M-COMP)	% Making Norm Gains (or above)	% with an Increase in Percentile Ranking from Fall to Spring
Overall (n=685)	39%	16%
Grade 9 (n=238)	45%	17%
Grade 10 (n=181)	29%	20%
Grade 11 (n=169)	36%	11%
Grade 12 (n=97)	46%	16%
Mathematics Concepts & Applications (M-CAP)	% Making Norm Gains (or above)	% with an Increase in Percentile Ranking from Fall to Spring
Overall (n=686)	43%	25%
Grade 9 (n=236)	41%	29%
Grade 10 (n=181)	45%	22%
Grade 11 (n=172)	42%	25%
Grade 12 (n=97)	43%	21%

SAT Scores: 122 Success VLC students took the SAT in 2016-17, earning an average total score of 840. The average scores on the Evidence-Based Reading & Writing section and Math section were 432 and 408, respectively. 15% of the students earned a total score that was above the 50th percentile (based on the SAT nationally representative sample of 11th and 12th grade students). 31% of the students scored at or above the college & career readiness benchmark for their cohort in reading, 7% scored at or above the benchmark in math.



Part V. What are Success VLC students' attitudes toward school and perception of the Success VLC program?

Three versions of the student survey were administered in 2016-17: 1) a fall survey for new students, 2) a graduate version survey, taken by students who graduated during the school year, and 3) an end-of-year survey. Center location sites are encouraged to compare end-of-year survey numbers to their enrollment records to determine response rates (% of students completing the survey out of those enrolled). Response rates of 75% or greater are preferable in this setting to ensure results are representative of the overall student population.

Success VLC Location	New Student Survey	End-of-Year Survey	Graduate Survey	Linked "New Student" & "End-of-Year" surveys
Alpine (Kenowa Hills)	163	64	9	49
Belding	55	66	30	14
Central Montcalm	50	22	12	9
Escanaba	195	59	20	22
Grand Rapids - Alger Heights.	339	119	7	59
Grand Rapids - Fuller Ave.	159	53	10	29
Lakeview	44	0	4	0
Menominee	109	73	7	26
Muskegon	0	9	0	0
Port Huron	27	0	1	1
St. Louis	47	31	1	10
Three Rivers	211	71	19	39
Tri-County	18	31	5	3
Vestaburg	64	43	5	16
Total Sample	1481	641	130	277

Perceived Challenges: When interpreting the survey items and scales in this section, it is helpful to consider the extent to which students perceive graduating as something difficult to accomplish given their life circumstances. As shown below, the majority of students indicated that it was at least “somewhat true” that they were facing many challenges in their life that make finishing high school difficult.

I'm facing many challenges in my life right now that make finishing school difficult for me	% of responses (new student survey fall/winter)	% of responses (end-of-year survey in spring)
1 Not at all true for me	13%	9%
2	17%	19%
3 Somewhat true for me	29%	27%
4	18%	20%
5 Very true for me	23%	26%

Despite the challenges, Success VLC students were generally optimistic about their chances of success at Success VLC. Of note, 90% of students strongly believed (gave a rating of 4 or 5) that they would graduate from high school, 88% believed that they could succeed at Success VLC, and 92% believed that finishing school would make a big difference in their lives. 81% strongly believed that they had a better chance of succeeding at Success VLC than if they were at a different school. Students at Success VLC schools have generally faced academic setbacks in the past, yet they are now indicating that they are hopeful about their future (85% agreed) and are highly motivated: 90% agreed that becoming a high school graduate is really important to him/her and that they would not give up on their goal to complete high school, even in the face of challenges.

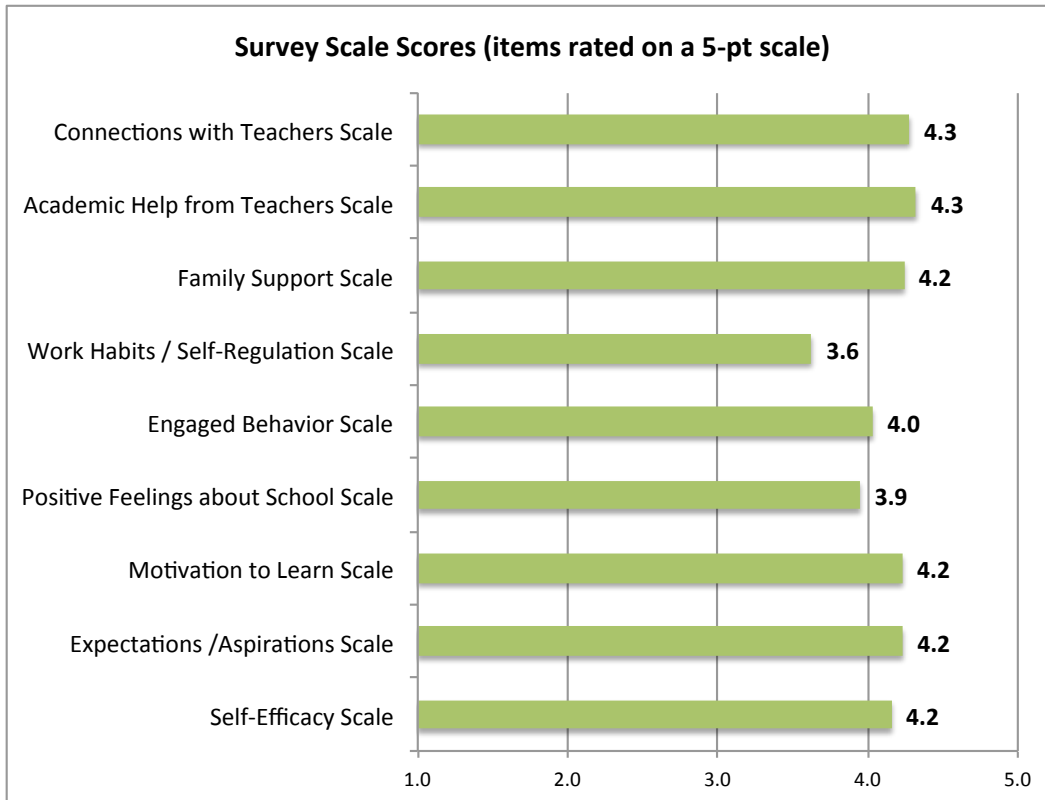
Students also strongly endorsed items pertaining to connections with teachers and academic support. For example, approximately 89% of students indicated that the Success VLC teachers cared about them, believed in them, worked hard to make sure that they didn’t drop out, and provided the help they needed (see table on next page for specific item percentages). In fact, the second highest rated item on the survey was “If I have trouble understanding problem, I can get the help I need at this school” (91% agreed), which highlights the value of the Success VLC blended learning approach versus an online only approach where students may not have easy access to help.

The table on the next page shows the percentage of students who strongly endorsed each end-of-year survey item (rated the item as a “4” or “5” on a 5-pt scale, anchored at 1=Not at all true for me or strongly disagree and 5=Very true for me or strongly agree). These results combine the end-of-year survey with the graduate survey results, when applicable.

Scale	Survey Item	% Strongly Endorsing ("4" or "5" on 5-pt scale)
Motivation to Learn	Finishing school will make a big difference in my life	92%
Academic Help from Teachers	If I have trouble understanding a problem, I can get the help I need at this school	91%
Motivation to Learn	Becoming a high school graduate is really important to me	90%
Motivation to Learn	I will not give up on my goal to complete high school, even if I face challenges	90%
Expectations / Aspirations	I expect that I will graduate from high school	90%
Connections with Teachers / Guidance	The teachers here work hard to make sure that I stay in school (don't drop out)	89%
Connections with Teachers / Guidance	Adults at this school believe in me	89%
Positive Feelings about School	I feel safe at Success	88%
Self-Efficacy	I believe that I can succeed at this school	88%
Connections with Teachers / Guidance	The adults at this school care about how I am doing	87%
Family Support	My family/guardians want me to keep trying when things are tough at school	87%
Family Support	My family/guardian(s) are proud that I am in school and working to get my diploma	86%
Expectations / Aspirations	I am hopeful about my future	85%
Motivation to Learn	It is important to me that I improve my academic skills	85%
Academic Help from Teachers	The teachers here know the subject matter well	85%
Family Support	My family/guardians encourage me to work hard at school	85%
Academic Help from Teachers	The teachers here give me specific suggestions about how I can improve my work	83%
Connections with Teachers / Guidance	The adults at this school are glad that I am here	83%
Self-Efficacy	In general, I have the ability to meet my goals here at Success	82%
Self-Efficacy	I believe I have a better chance of succeeding here than if I were at a different school	81%
Academic Help from Teachers	The teachers explain things in a different way if I don't understand something	80%
Positive Feelings about School	I am proud of what I have accomplished at Success	80%
Motivation to Learn	It's important that I really learn the information in my courses, not just complete it	79%
Connections with Teachers / Guidance	The teachers here set high expectations for me	78%
Positive Feelings about School	I enjoy the time I spend at Success	77%
Positive Feelings about School	Overall, I feel good about being (back) in school	76%
Engaged Behavior	I am REALLY working hard here at Success	66%
Connections with Teachers / Guidance	I've had conversations with adults at this school about my future	64%
Engaged Behavior	I am usually "on-task" when I'm at Success	63%
Motivation to Learn	I want to go to college	63%
Family Support	My family/guardians take time to help me make decisions about school and my future	60%
Work Habits / Self-Regulation	I set goals for what I want to accomplish each week or month at school	58%
Expectations / Aspirations	I am making good progress toward completing the courses I need to graduate	54%
Work Habits / Self-Regulation	I set aside time most days of the week to do my schoolwork	53%
Work Habits / Self-Regulation	I manage my time well enough to make good progress on my courses	52%
Positive Feelings about School	I have some friends at this school	33%
Motivation to Learn	I'm pretty sure I could still get a good job, even if I don't finish high school*	25%
Self-Efficacy	When I work on my coursework, I often feel like I just can't do it*	20%
Engaged Behavior	When I'm at Success, I sometimes just pretend I'm working*	8%

*For these, items a low percentage is desirable; items were reverse scored before combining in a scale score (reported on next page).

Survey scale scores (average score across items measuring a particular component) were relatively high with most scales having an average score of 4 or higher. Lowest scores were seen for the work habits / self-regulation scale, suggesting that managing time and setting goals is somewhat of a struggle for Success VLC students.



Students' post-graduation plans are shown in the table below (end-of-year survey and graduate survey responses are combined). The majority of students responded that it was likely that they would be able to get the kind of job they would like and planned to work full-time after completing high school. A substantial portion of students had plans for higher education.

How likely is it that you will do each of the following after completing high school?						
	Start working a full-time job	Get the kind of job I would like	Attend a technical or vocational school	Serve in the armed forces	Graduate from a 2-year college program	Graduate from a 4-year college program
1 Not at all likely	2%	3%	29%	61%	13%	17%
2	4%	5%	21%	15%	12%	18%
3 Somewhat likely	17%	23%	25%	12%	26%	25%
4	18%	25%	12%	6%	20%	16%
5 Very likely	59%	44%	13%	6%	29%	24%

Part VI. How do end-of-year survey results vary by Success VLC location?

Due to varying sample sizes across Success VLC locations, the school-level results presented in this section should be interpreted with caution. If a site has a low response rate, results may not accurately reflect the perception of the general student population. The tables below display survey scale scores by site and average ratings for items pertaining to teachers at the school (provided here as a reference for data-driven school improvement efforts). Scores that are above the mean are shaded in green to highlight sites that are excelling in certain areas. Data are not reported for Lakeview and Port Huron due to an extremely low sample size (fewer than 5 students responded).

Scale	Overall	Alpine (Kenowa Hills)	Belding	Central Montcalm	Escanaba	Grand Rapids - Alger Heights	Grand Rapids - Fuller Ave.	Menominee	Muskegon	St. Louis	Three Rivers	Tri-County	Vestaburg
Self-Efficacy Scale	4.2	4.1	4.2	4.3	4.3	4.3	4.1	4.2	4.0	4.2	4.0	4.3	3.9
Expectations /Aspirations Scale	4.2	4.1	4.2	4.3	4.3	4.4	4.3	4.2	4.3	4.4	4.0	4.2	4.0
Motivation to Learn Scale	4.2	4.2	4.2	4.2	4.2	4.4	4.3	4.2	4.2	4.2	4.1	4.0	4.2
Positive Feelings about School Scale	3.9	4.0	3.7	3.9	4.2	4.1	3.9	4.0	3.8	4.0	3.8	3.8	3.7
Engaged Behavior Scale	4.0	4.0	4.0	4.3	4.1	4.1	4.0	4.1	3.6	4.0	3.9	4.1	3.9
Work Habits / Self-Regulation Scale	3.6	3.5	3.8	4.0	3.7	3.9	3.8	3.4	3.0	3.8	3.4	3.3	3.3
Family Support Scale	4.2	4.3	4.1	4.3	4.3	4.3	4.4	4.1	3.8	4.3	4.2	4.2	4.2
Academic Help from Teachers Scale	4.3	4.4	4.1	4.2	4.5	4.5	4.2	4.5	3.9	4.0	4.2	4.2	4.3
Connections with Teachers Scale	4.3	4.2	4.0	4.4	4.5	4.4	4.3	4.5	4.2	4.0	4.1	4.3	4.1

Teacher-related Items	Overall	Alpine (Kenowa Hills)	Belding	Central Montcalm	Escanaba	Grand Rapids - Alger Heights	Grand Rapids - Fuller Ave.	Menominee	Muskegon	St. Louis	Three Rivers	Tri-County	Vestaburg
If I have trouble understanding a problem, I can get the help I need at this school	4.5	4.7	4.2	4.4	4.7	4.7	4.5	4.7	4.3	4.3	4.4	4.5	4.5
The teachers here know the subject matter well	4.3	4.5	4.1	4.1	4.5	4.6	4.3	4.5	3.9	3.8	4.1	4.1	4.2
The teachers here give me specific suggestions about how I can improve my work	4.3	4.3	4.0	4.3	4.4	4.5	4.1	4.5	3.8	3.8	4.2	4.1	4.2
The teachers explain things in a different way if I don't understand something	4.2	4.2	4.1	4.3	4.4	4.3	4.1	4.5	3.8	3.9	4.2	4.1	4.0

	Overall	Alpine (Kenowa Hills)	Belding	Central Montcalm	Escanaba	Grand Rapids - Alger Heights	Grand Rapids - Fuller Ave.	Menomin ee	Muskegon	St. Louis	Three Rivers	Tri- County	Vestaburg
The adults at this school are glad that I am here	4.3	4.3	4.1	4.2	4.5	4.4	4.3	4.5	4.2	4.1	4.0	4.4	4.1
The adults at this school care about how I am doing	4.4	4.4	4.2	4.3	4.5	4.5	4.4	4.6	4.0	4.3	4.1	4.5	4.2
I've had conversations with adults at this school about my future	3.9	3.8	3.7	3.9	4.2	3.8	3.8	4.4	4.0	3.3	3.8	4.0	3.6
Adults at this school believe in me	4.4	4.4	4.1	4.6	4.6	4.6	4.4	4.7	4.1	4.1	4.2	4.4	4.3
The teachers here set high expectations for me	4.2	4.0	4.0	4.3	4.4	4.4	4.2	4.3	4.4	4.0	4.1	3.9	4.0
The teachers here work hard to make sure that I stay in school (don't drop out)	4.5	4.6	4.2	4.6	4.6	4.6	4.4	4.7	4.2	4.4	4.4	4.4	4.5

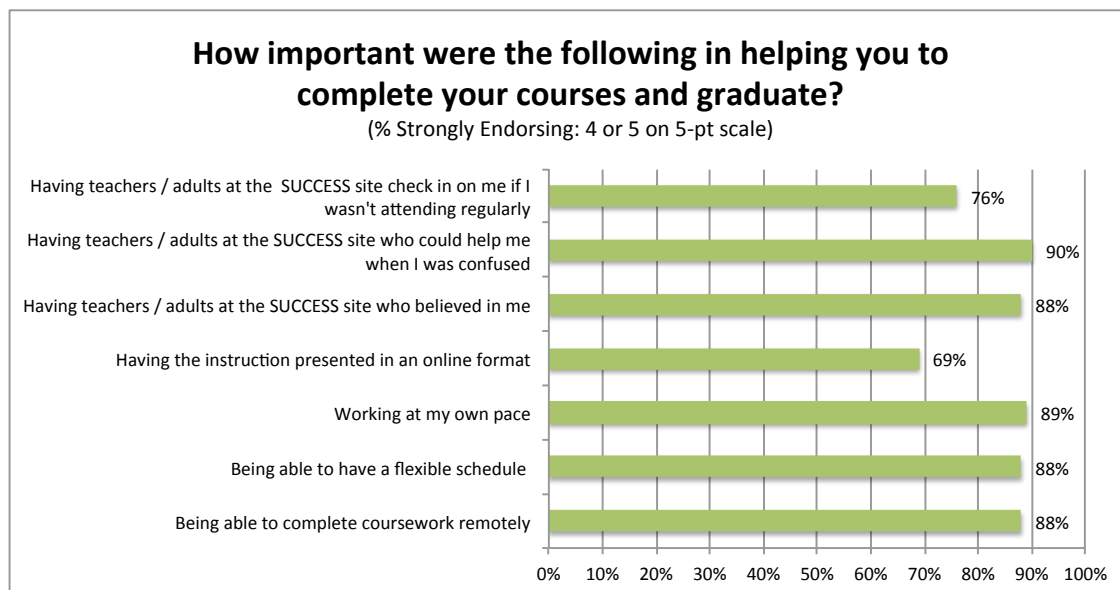
Part VII. A Closer Look at Graduates' Survey Responses

Students who graduated throughout the year (including end-of-year graduates) were asked to complete the graduate version of the student survey. This survey contained many of the same items on the regular end-of-year survey as well as some additional graduate-specific items (e.g., factors that helped them to graduate and the importance of becoming a graduate), which are presented below.

Graduating students reported high levels of support, specifically:

- **91% of graduates agreed or strongly agreed that the adults at the school cared about their future**
- **89% agreed or strongly agreed that they were satisfied with the level of support teachers and other adults provided to them while at Success Virtual Learning Centers**
- **42% agreed or strongly agreed that if they were attending a traditional high school, they probably would not have graduated**

When asked about specific factors that helped them complete their courses and graduate, the highest rated item was having teachers/adults at the Success VLC site who could help when he/she was confused (90%), followed closely by “working at my own pace” (89%).



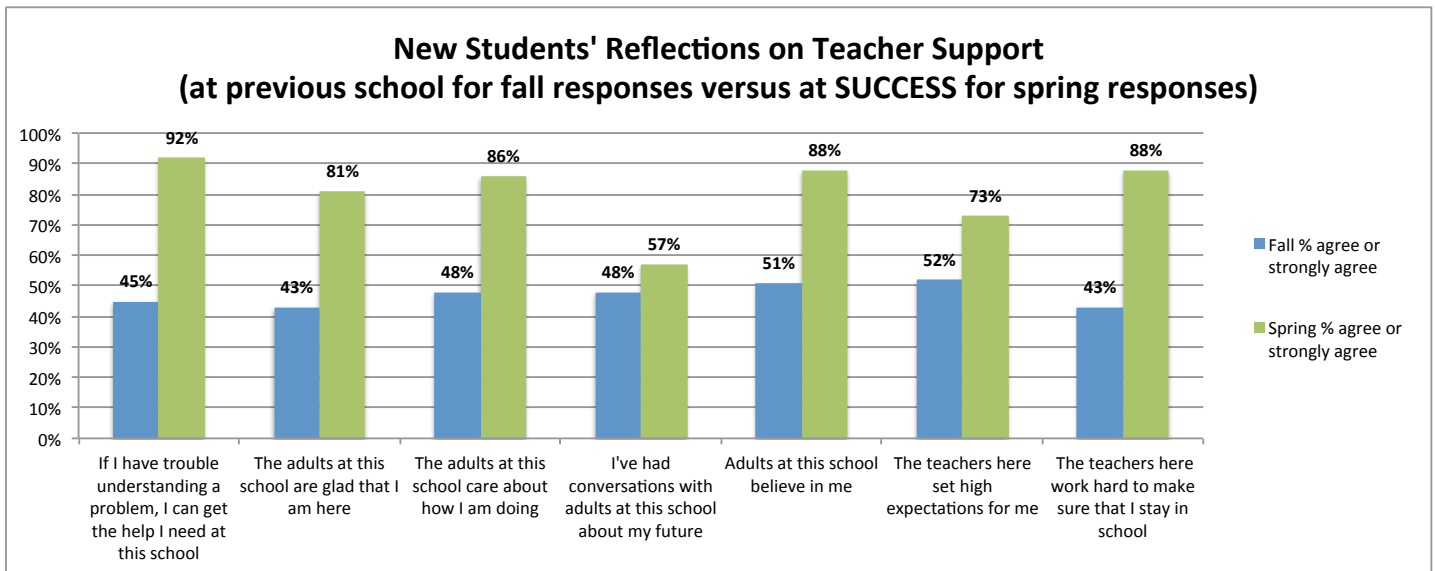
Other statistics on graduates:

- 87% of graduates indicated that when they started at Success VLC, completing high school was the most important goal in their life at that point (% responding 4 or 5 on a 5-pt-scale)
- 86% agreed with the statement “I’m pretty sure I can get a good job now that I’ve finished high school”
- 80% indicated that they improved their academic skills while at Success VLC
- 77% indicated that they learned to manage their time better while attending Success VLC
- 77% indicated that they have a plan for what they wanted to accomplish after graduation

Part VIII. New Student Survey Results

New students who enrolled throughout the year were asked to complete the new student version of the student survey within the first few weeks after enrollment. This survey has fewer items than the end-of-year version and, where appropriate, asks students to provide perceptions of their previous school.

In a linked comparison of fall and spring responses provided by these new students, we found a substantial increase in the percentage of students responding favorably about the level of teacher support. More specifically, when reflecting on teacher support at their previous school, only about 43% to 52% of students felt supported in the various areas shown in the chart below; in comparison, 57% to 92% felt supported in these areas by Success VLC teachers in the spring.



The new student survey also contained a few of items from the self-efficacy scale, motivation to learn scale, positive feelings about school scale, family support scale, expectations/aspirations scale, and post high school plans. Students' responses to these items showed relatively little change from fall to spring, however there seems to be a slight trend for responses to be somewhat less optimistic by the spring.

	Fall % responding "4" or "5"	Spring % responding "4" or "5"	Change
I believe that I can succeed at this school	92%	87%	-5%
I believe I have a better chance of succeeding here than if I were at a different school	87%	78%	-9%
In general, I have the ability to meet my goals here at Success	95%	80%	-15%
When I work on my coursework, I often feel like I just can't do it	18%	21%	3%
It's important that I really learn the information in my courses, not just complete it	81%	79%	-2%
Becoming a high school graduate is really important to me	95%	90%	-5%
Finishing school will make a big difference in my life	96%	94%	-2%
I'm pretty sure I could still get a good job, even if I don't finish high school	20%	24%	4%
I want to go to college	74%	62%	-12%
I will not give up on my goal to complete high school, even if I face challenges	94%	89%	-5%
Overall, I feel good about being (back) in school	80%	75%	-5%
I have some friends at this school	28%	32%	4%
My family/guardians take time to help me make decisions about school and my future	66%	59%	-7%
I expect that I will graduate from high school	94%	88%	-6%
I am hopeful about my future	89%	84%	-5%
I'm facing many challenges in my life right now that make finishing school difficult for me	35%	44%	9%
After high school: Start working a full-time job	78%	78%	0%
After high school: Get the kind of job I would like	70%	71%	1%
After high school: Attend a technical or vocational school	22%	27%	5%
After high school: Serve in the armed forces	8%	12%	4%
After high school: Graduate from a 2-year college program	51%	50%	-1%
After high school: Graduate from a 4-year college program	45%	42%	-3%

Appendix: Word Version of the End-of-Year Student Survey

Welcome to the Success VLC Student Survey!

This survey is being given to all Success VLC students. The survey asks about your experiences at school, beliefs about learning and your future plans. This is NOT a test. There are no right or wrong answers. Everything you write on the survey is confidential. Teachers, parents, and other people will never know how you, personally, have responded to each survey question. The survey is being administered by an outside company, Hypothesi LLC, in order to ensure the confidentiality of your answers. Thank you in advance for your valuable input. Your answers, in combination with the answers of your classmates, will help Success improve the quality of education they provide. Please complete this survey no later than Friday, May 16th. Thanks!

The questions in the following section have to do with your feelings about school, your future, and the work you do at Success.

How true are the following statements for you?

	1 Not at all true for me	2	3 Somewhat true for me	4	5 Very true for me
1. I believe that I can succeed at this school.	()	()	()	()	()
2. I am making good progress toward completing the courses I need to graduate.	()	()	()	()	()
3. Finishing school will make a big difference in my life.	()	()	()	()	()
4. I enjoy the time I spend at Success.	()	()	()	()	()
5. I am REALLY working hard here at Success.	()	()	()	()	()
6. I set goals for what I want to accomplish each week or month at school.	()	()	()	()	()
7. In general, I have the ability to meet my goals here at Success.	()	()	()	()	()
8. My family/guardians want me to keep trying when things are tough at school.	()	()	()	()	()

	1 Not at all true for me	2	3 Somewhat true for me	4	5 Very true for me
9. It's important that I really learn the information in my courses, not just complete it.	()	()	()	()	()
10. I am proud of what I have accomplished at Success.	()	()	()	()	()
11. I am usually "on-task" when I'm at Success.	()	()	()	()	()
12. I set aside time most days of the week to do my schoolwork.	()	()	()	()	()
13. My family/guardians encourage me to work hard at school.	()	()	()	()	()
14. I will not give up on my goal to complete high school, even if I face challenges.	()	()	()	()	()
15. I have some friends at this school.	()	()	()	()	()
16. It is important to me that I improve my academic skills.	()	()	()	()	()

	1 Not at all true for me	2	3 Somewhat true for me	4	5 Very true for me
17. I believe I have a better chance of succeeding here than if I were at a different school.	()	()	()	()	()
18. When I work on my coursework, I often feel like I just can't do it.	()	()	()	()	()
19. I expect that I will graduate from high school.	()	()	()	()	()
20. I'm pretty sure I could still get a good job, even if I don't finish high school.	()	()	()	()	()
21. Overall, I feel good about being (back) in school.	()	()	()	()	()
22. My family/guardian(s) are proud that I am in school and working to get my diploma.	()	()	()	()	()
23. I manage my time well enough to make good progress on my courses.	()	()	()	()	()

	1 Not at all true for me	2	3 Somewhat true for me	4	5 Very true for me
24. Becoming a high school graduate is really important to me.	()	()	()	()	()
25. I want to go to college.	()	()	()	()	()
26. When I'm at Success, I sometimes just pretend I'm working.	()	()	()	()	()
27. My family/guardians take time to help me make decisions about school and my future.	()	()	()	()	()
28. I'm facing many challenges in my life right now that make finishing school difficult for me.	()	()	()	()	()
29. I feel safe at Success.	()	()	()	()	()
30. I am hopeful about my future.	()	()	()	()	()

This next section asks you about the teachers and other adults at the Success location you attend.

How much do you agree with the following statements?

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
31. The teachers here give me specific suggestions about how I can improve my work.	()	()	()	()	()
32. Adults at this school believe in me.	()	()	()	()	()
33. The teachers here set high expectations for me.	()	()	()	()	()
34. The teachers here know the subject matter well.	()	()	()	()	()
35. The teachers here work hard to make sure that I stay in school (don't drop out).	()	()	()	()	()
36. If I have trouble understanding a problem, I can get the help I need at this school.	()	()	()	()	()
37. I've had conversations with adults at this school about my future.	()	()	()	()	()
38. The adults at this school are glad that I am here.	()	()	()	()	()
39. The teachers explain things in a different way if I	()	()	()	()	()

don't understand something.					
40. The adults at this school care about how I am doing.	()	()	()	()	()

This section asks you about your future plans.

How likely is it that you will do each of the following things after completing high school?

	1 Not at all likely	2	3 Somewhat likely	4	5 Very likely
Start working a full-time job	()	()	()	()	()
Get the kind of job I would like	()	()	()	()	()
Attend a technical or vocational (trade) school	()	()	()	()	()
Serve in the military	()	()	()	()	()
Graduate from a two-year college	()	()	()	()	()
Graduate from a four-year college	()	()	()	()	()

About how long have you been attending Success?

- Less than 1 year
- About 1 school year
- About 2 school years
- 3 or more school years

About how many days a week do you usually come to Success?

- About 1 day
- About 2 days
- About 3 days
- About 4 days
- About 5 days

About how many hours a week do you log on to the program and work on your courses?

At Success site: _____

Logged on remotely (Example: from home): _____

1) What is your gender?

- Male
- Female

All finished! Thanks for completing this survey. Your answers will help Success improve so that more students like you can be successful!