



School Annual Education Report (AER) Cover Letter

January 20, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for West Michigan Virtual Academy High School, Battle Creek. 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 Bob Kubiak, Executive Director, for assistance.

The AER is available for you to review electronically by visiting the following website **<https://bit.ly/3pbIn0o>**, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given any of these labels.

Our key challenges in data are the following: We have an entire population of at-risk and underserved youth. This has caused the following:

1. Achievement is not where we would like it to be in math and ELA. We are below the state average. Our ELA is much closer to like schools but we do have a significant gap with math. We have hired math interventionists, updated our course offering and courses themselves to include courses that contain intervention practice for both math and ELA. We had simulated testing situations to help prepare our students in test taking skills. We offer office hours, go guardian, zoom, and google hangout sessions to improve face to face support for classes.
2. Due to the at-risk 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. Our average caseload ratio is 1:40 mentor to student. This seems to be a nice number to keep our staff challenged and our students engaged. Leadership positions have been given professional development to increase leadership capacity to help guide our staff to improvement in both behavior and instructional support. Another focus of our Professional Development has been doing work around the 5 Psychological needs for at-risk youth. Our School improvement strategies include providing staff support through Professional Learning Communities, Mentor/Mentee groups, and Building Bridges for new staff.

3. Our students can turn off engagement in a moment so we need to be prepared. We have done that by creating a communication rubric for staff to be trained on and live by. We need to reach kids before we teach them. This training has given our staff the confidence in how to talk to students without the benefit of having a “captive audience” due to our virtual nature. Our dashboards drive what we do and how we focus on teaching and learning. We continue to be data driven and data informed.
4. Our demographics are fairly similar to other schools but our population is extremely transient. We service students up to the age of 22 and in some cases later than 22. Many of these older students work, so it can be difficult to reach them during school hours. We work around this by providing staff support after hours and on weekends.

State law requires that we also report additional information.

Process for Assigning Pupils to the school

Our school is an alternative education program that is delivered virtually. We do have drop in centers for students to come into at any time for additional support by certified staff. Any Michigan resident in grade 9-12 can attend our program. Each student who enrolls in WMVA is provided with a comprehensive EDP so their educational goals can be achieved.

Status of the 3-5 Year School Improvement Plan

The two main focuses of our plan are mathematics and student engagement. We continue to be focused on the needs of our students and are actively monitoring our plan. We have created opportunities for students to receive



tutoring in person and also virtually. Our social worker provides leadership in addressing the whole child. Our courses were updated and improved. We continued with our summer school offerings to keep students engaged and motivated to gain additional credits toward graduation.

WMVA students may qualify and have a need for special education programs and/or services. The program is continuing to develop its Multi-Tier Systems of Supports (MTSS) model, providing general education options for struggling students and monitoring their progress over time. For those students who are unable to demonstrate progress with significant interventions, students being referred for special education programming/services may begin this process through a request for an evaluation or Child Study Team (CST) meeting. Should a student qualify for special education programs and/or services, or already have established services upon enrollment, a team of individuals will develop an Individualized Education Program (IEP) to help assist the child progress within the general education setting.

Resource Room Services

Current special education programs within WMVA include Secondary Resource Room. Students follow a general education curriculum with the Common Core State Standards. Specialized instruction at WMVA is done virtually and/or in-person. Part of the IEP process includes the determination of appropriate aids, supplementary services, accommodations, and modifications for success in general education. WMVA currently has 35 students receiving special education resource room services.

Ancillary Services

Ancillary services are available for students who qualify, these services may include speech-language therapy, school social work, and/or consultant services. Currently WMVA has three students receiving direct or consult school social work services, two students receiving speech and language services, and one student receiving VI consultation and orientation and mobility services.

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>

Our course guide is available on our website:



<https://www.wmva.education/high-school-curriculum/>

Aggregate Student Achievement Results for Local Assessments

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 two years:

Test	Grade Level	Fall 2021-22	Spring 2021-22
Math	9	223	223
	10	225	226
	11	224	221
	12	224	228
Reading	9	215	217
	10	220	218
	11	217	214
	12	214	217

Parent-Teacher Conference Participation

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.

Post-Secondary Enrollment

West Michigan Virtual Academy High School, Battle Creek offers several dual-enrollment options with local colleges throughout the State. Unfortunately, due to the virtual nature of our school, 3 students participated in 6 dual enrollment courses for the 2021-22 school year, and 0 students participated in dual enrollment courses for the 2020-21 school year.

College Equivalent Courses Offered

West Michigan Virtual Academy High School, Battle Creek students have access to a full course catalog aligned with their Educational Development Plans at local community colleges.

College Equivalent Course Enrollment

West Michigan Virtual Academy High School, Battle Creek had 0 students



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participate in college equivalent coursework during the 2020-21 and 2021-22 school years. This represents 0% of the students enrolled at West Michigan Virtual Academy in 2020-21 and 2021-22 .

Score Leading to College Credit

West Michigan Virtual Academy High School, Battle Creek had 0 students participate in college equivalent coursework during the 2020-21 and 2021-22 school years. This represents 0% of the students enrolled at West Michigan Virtual Academy in 2020-21 and 2021-22 .

West Michigan Virtual Academy High School, Battle Creek 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,

A handwritten signature in black ink, appearing to read "Bob Kubiak". The signature is fluid and cursive.

Mr. Bob Kubiak
Executive Director