

**Report of the
Quality Assurance Review Team
for
Michigan Virtual School**

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North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self-assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the NCA CASI Distance Education Office (NCA-CASI-DIST-ED), a division of AdvancED, visited the Michigan Virtual School in Lansing, Michigan, United States on 10/27/2010 - 10/28/2010.

During the visit, members of the Quality Assurance Review Team interviewed 23 members of the administrative team, 2 students, 4 parents, and 5 teachers. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **Data are used effectively in program assessment and decision-making.**

The data analyst hiring is evidence of the organization's commitment to the collection and analysis of valid and reliable data. Multiple points of data are used in the pursuit of continuous improvement.

By using data to inform continuous program improvement, student success and completion rates have increased.

- **Clear and effective communication is practiced in all facets of the organization.**

The use of advanced, collaborative technology provides for quick and thorough identification of pertinent issues. A review of the agendas of the weekly meetings provided evidence of consistent, consideration of

issues related to the metrics. Varied, high quality media are used to communicate to respective stakeholders. Handbooks and guides are professionally prepared.

Clear and effective communications reinforces the concept of team that has been implemented across the organization.

- **Strategic planning and follow-through are imbedded in the ongoing operations.**

The team reviewed the framework document that establishes direction and a basis for evaluating continuous progress. Weekly leadership and project development meetings guide the formation of strategies and metrics. Annual reports to stakeholders provide information on students, courses, achievement rates, and cost benefits.

Implementation of effective strategic planning ensures that the vision and mission stay connected with all aspects of the program. The commitment to follow-through involves constant evaluation of the implementation progress of the strategic plan components.

- **There is a substantial commitment to the professional development of the staff.**

A review of training documents indicated that they are well designed and professionally produced. They are reviewed frequently and modified as needed. Online professional development offerings are available to anyone who wishes to access them. An annual retreat is offered to all staff. Attendance rosters and minutes of professional development workshops and meetings indicate high participation.

A goal of MVS is to become a major provider of professional development for all schools in Michigan. Therefore, it continues to develop its expertise and identity as a professional development provider. The organization has a goal that 40,000 instructional and 10,000 non-instructional Michigan personnel will have used MVS professional development products within five years.

- **The curriculum design results in offerings of high quality and great rigor that are aligned with the Michigan Department of Education standards.**

An alignment document that matches the curriculum with state standards was reviewed. In interviews with teachers, all indicated that their courses are rigorous and aligned with state standards. All students are surveyed upon completion of courses. Survey results indicated student perceptions of course rigor being high in relation to that of their home high schools. Data were presented indicating high course completion success on Advanced Placement exams.

Student achievement and post high success is directly related to the quality of the curriculum design and rigor in the courses they have experienced. Client high schools have choices of online deliverers. Increasing enrollment at MVS is testimony to the quality of programs and services. Consistently high quality products ensure continued financial support by the state legislature.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest

impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Follow through in the improvement of data collection, analysis, and use.**

Although considerable program and financial data are collected and analyzed, student, parent, and school demographic data are practically non-existent. After numerous requests by the team for student, parent, and school contact information, access was minimal. Student survey data and interviews with staff indicate a need for further analysis to inform program improvement for specific populations, such as for credit recovery.

As stated in the Frameworks, stakeholder feedback is to guide product and service development plans. This should include students, parents, and information from feeder school stakeholders.

- **Develop strategies to imbed student and parent involvement into the fabric of the school.**

The team was unable to identify parent involvement in program development, implementation, and assessment. Although student completion survey data was available for review by the team, substantial interactions with students were not possible. Stakeholder involvement appears to be limited beyond the confines of the internal operations of the school.

As a service provider, MVS should establish systems to connect with the ultimate consumers as players in the strategic planning process.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA-CASI-DIST-ED accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Michigan Virtual School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Michigan Virtual School (MVS) is a state sponsored virtual school and is a division of Michigan Virtual University (MVU). MVS has established a clear vision in collaboration with the MVU Board of Directors, advisory groups, and staff.

Core strategies have been developed to communicate the vision and purpose to the stakeholders. The vision and purpose is communicated in newsletters, annual reports to the Michigan Legislature, and on the website. The team found evidence that the leadership allocates resources based on the vision and purpose. MVS also provided evidence of their need to partner with school districts, the state legislature, and other organizations to secure the financial resources necessary to provide future support for their vision.

Clear goals have been identified to advance the vision. In 2009, a Framework for the Future, 2009-2014 was published that included an updated vision and mission statement and a reorganized set of core strategies for MVU and MVS. The QAR team met with only two students and found very little evidence of student involvement in their updated vision.

Surveys have been developed to collect feedback from contracted instructors and evaluation instruments to measure student success and achievement. The team found evidence that the vision and purpose guides the teaching and learning process.

Strengths - The team noted the following successful practices deserving of recognition:

- The vision and purpose statements were visible throughout the school.
- Vision and mission statements were clearly stated on the website and on most printed materials.
- The board of directors enthusiastically embraces the school's vision and shows an ongoing commitment to MVU.
- Allocation of resources within MVU reflects the stated vision and purpose of the school.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop and deliver products and services that address the ever-changing needs of the partner

- schools.
- Develop a dependable, reliable base of funding.
- Establish clear connections between future program planning and the existing framework.

Finding: Michigan Virtual School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Michigan Virtual School (MVS) has established policies and procedures that provide an effective operating system. In 2009, the MVU Board of Directors approved a new organizational model that reorganized the leadership staff around teams. Weekly meetings are held with team directors and project managers. The goal of this reorganization was to more efficiently and effectively deliver MVS services to students and local school districts. MVS recognizes the leadership prerogatives of the local school districts and a number of superintendents serve on the MVU Board of Directors. The MVS leadership team members are strong advocates for the vision and support innovation.

MVS complies with applicable local, state, and federal laws, standards, and regulations. It reports annually to the Michigan State Legislature and local school districts. Policies and procedures are in place that promote clear expectations for student learning and ensure the quality of the learning opportunity. A system is in place that provides for analysis and review of student performance. Multiple methods of collecting student data are used. The hiring of a data analyst shows evidence of the commitment to the collection and analysis of valid and reliable data. These data are shared with instructors and staff members for planning, continuous improvement, and decision-making.

MVS supports learning communities within the local school districts and their contracted instructors. Artifacts indicate clear expectations for their instructors.

The team did not find evidence that students had meaningful roles in the decision-making process or opportunities to lead. Teachers and students are encouraged to complete end-of-course surveys, and this information is shared with instructors and management staff for improvement efforts.

The MVU Board of Directors represents a wide range of constituents from across the state. During the interview with two board members, it was evident that they felt they had a meaningful role in the decision-making process of the school. Evidence was provided which indicated that MVS staff members have meaningful roles in the new organizational model and in the decision-making process.

The curriculum is very closely controlled, aligned with state standards, and taught by highly qualified staff. The leadership team allocates resources needed to support innovation and improvement in curricular

design. The school does not sponsor extra-curricular activities.

An evaluation system is in place that provides for the professional growth of all personnel. Michigan LearnPort, a division of MVU, provides an online system of professional development activities for all teachers and staff in Michigan.

Strengths - The team noted the following successful practices deserving of recognition:

- There is clear understanding among the stakeholders of general policies and specific procedures.
- Professional development activities reflect support for innovation and equity.
- There are meaningful leadership roles assigned.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Define a role for the end consumers, students, and parents in the governance and leadership of the school.

Finding: Michigan Virtual School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Curriculum developed and used by Michigan Virtual School (MVS) has been well-researched and provides for a rigorous base to student learning. The QAR team observed a high level of organization, adherence to standards, clear student guidance, and professional support. Students and teachers have multiple levels of communication that are supported through the online school interface. Teaching is supported by the maintenance of a positive learning environment through MVS and its participating schools.

The team had the opportunity to interview staff members, a few teachers, and a small number of students. There was also a review of a substantial number of artifacts summarizing curriculum development and implementation strategies. There was a common theme showing a commitment to clear communication and high expectations for students. Curriculum correlation artifacts indicate pertinent connections between curriculum and current educational research. The students and teachers referred to clear guidelines for communication between teachers and students.

Student assessments are directly connected to curriculum and provide teachers with valuable data. Assessments are both formative and summative. Artifacts of teacher-student interaction pointed to direct use of assessment in instructional choices by teachers.

Courses are connected through a general framework of curricular design. The curriculum development

department is involved closely with initial development as well as course review. Communication lines between curriculum developers and school contact staff are clearly defined.

Survey data, as well as performance data, have been used in curriculum assessment and modification. A substantial commitment to greater data utilization has been made with the hiring of a data analysis professional.

The online environment maintained by MVS has proven to be reliable, secure, and easily available to all students and staff. Multiple safeguards are in place to assure security and dependability. Through ongoing development, review, and revision, a high quality instruction is maintained.

Staff is provided access to the professional development opportunities provided by MVU.

Strengths - The team noted the following successful practices deserving of recognition:

- Curriculum is rigorous, challenging, and meets state standards.
- Modular design of curriculum allows for flexibility to meet unique school and student needs.
- An extremely secure and stable online environment is available for student and instructor use.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Support innovation in improving teacher-student interface capabilities.

Finding: Michigan Virtual School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

As an online school, Michigan Virtual School (MVS) takes advantage of unique opportunities to collect and use data from and about its students and staff. Strategic planning directs the school to identify important measures and data so that the quantity of the data does not become a problem. MVS has shown a dedication to utilizing data to drive decision-making on the level of curriculum development, as well as course implementation. The QAR team determined the school is operating at a very effective level, with clear goals to improve data utilization.

Within the curriculum, assessments are both formative and summative. Curriculum contains assessment components that provide multiple points with which the teacher can effectively assess student progress. Examples of assessments and teacher feedback provided evidence of teachers utilizing assessment data to inform instruction.

The MVS staff coordinates closely with teachers and local school staff to monitor student involvement, progress, and achievement. Curriculum review and modification takes place as indicated by data from staff and students.

Hiring a data analyst will address the goal of streamlining and increasing the effectiveness of the use of data.

Student success shows a generally upward trend as instructional data inform curriculum development and teaching strategies. Student trend data indicate an increase in student achievement and course completions.

Strengths - The team noted the following successful practices deserving of recognition:

- Curriculum and instructors provide varied and accurate evaluation of student progress.
- The school has invested in data collection and analysis to inform strategic planning.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create systems for further access to student demographic data for analysis.

Finding: Michigan Virtual School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

It is clear that Michigan Virtual School (MVS) has developed a talented, dedicated team of professionals that plan, develop, and deliver the education programs. Although the selection of the mentors of student instructional time in the home high schools is not determined by MVS, the training program provided by MVS does assure a high level of qualification. The team examined the training package.

The team was able to examine the extensive professional development program available to staff throughout the year. The annual staff retreat agenda documents the commitment to common vision and mission.

Through discussions with the department heads, the team learned how staffing based on enrollments is determined. Home schools purchase courses from MVS. Revenues are primarily generated by enrollments and development grants from the state. A review of the strategic plan provided the visiting team with a clear sense of how the resources are allocated with vision and purpose in mind.

The team was provided with a good understanding of support services that are available. Some of these are

provided through the home schools, some by MVS, and others collaboratively by the two. Of special note are the career planning services available. MVS is also interested in the development of additional credit recovery opportunities, especially in light of projected increased enrollment demands, anticipated due to the implementation of new state graduation requirements.

As a non-profit organization, MVS is bound by the accountability requirements of the law. Financial systems appear to be in place to assure security.

Strengths - The team noted the following successful practices deserving of recognition:

- All instructional staff meet Highly Qualified requirements and are teaching in their areas.
- The board and advisory group support a budget process that assigns resources to curriculum and instruction to support the vision.
- Leadership demonstrates commitment to the development of instructional staff excellence through extensive pre-service and ongoing professional development.
- The department chairperson system that is in place provides staff with collegial support and the system with instructor evaluative data.
- Outreach efforts are instrumental in the development and maintenance of positive relationships with schools that utilize the supplemental course offerings.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop systems to identify students who have special needs that need to be accommodated for them to succeed in the online program.
- Incorporate student support services as an integral component of instructional delivery.

Finding: Michigan Virtual School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

There is impressive educational and business professional input to the product development and governance of Michigan Virtual School (MVS). These stakeholders have guided the establishment of the vision and advocated for resources to develop the products. The corporate board of directors brings an exceptional group of leaders from corporate, educational, and government arenas together to drive the school.

An examination of publications provided the team good evidence of the capability to produce very high

quality work. It appears that communications are a priority, and staff is poised to broaden the audience.

An examination of planning documents provided little evidence of a strategy for seeking regular input from home school district administration and staff. It appears that needs are primarily determined by the legislature.

All students are surveyed upon completion of their courses. Selected survey results provided valuable evaluative and planning data. The team was unable to identify avenues of parent communications. MVS staff indicated an interest in the development of a parent portal.

Strengths - The team noted the following successful practices deserving of recognition:

- A communication's specialist is on staff to assure that all communications are clear and of high quality.
- School officials share the findings of their research and development with interested publics at conferences, meetings, and hearings, as well as through printed documents.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop a parent/mentor portal, which can be used to communicate student progress, missing assignments, etc. on an ongoing basis to keep parents informed.
- Reinforce the importance of the mentorship role in the success of students in the use of the online program.

Finding: Michigan Virtual School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Through interviews and discussion with Michigan Virtual School (MVS) leadership, the QAR team was impressed with the consistent dedication to the vision and the planning dedicated to address it. An examination of planning documents articulated a thoughtful process that is followed faithfully. That process is data driven and informs actions.

Evidence of a commitment to continuous improvement was gathered and indicated that vision and purpose are central to the process, and student learning is central to vision and purpose.

The team reviewed selected professional development opportunities from a large array that are available on line through MVU. Staff are encouraged to avail themselves of these offerings.

There is evidence that leadership monitors the plan closely. Communications are perceived as strengths of MVS by the team. The examples that were reviewed were of exceptional quality and keep selected stakeholders informed.

Strengths - The team noted the following successful practices deserving of recognition:

- There is a strategic five-year plan, with well-defined metrics, that guides the direction of each division of the school.
- There is evidence that professional development is encouraged and is related to a strategic plan for instructional improvement.
- Discussions with instructional and support staff provide evidence of broad commitment to the continued plan for evolution of the school vision.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Work with those who maintain state and local student databases to obtain information that is necessary and helpful to inform decision-making.
- Devise strategies that will result in local schools envisioning shared ownership of the MVS vision.

Finding: Michigan Virtual School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA-CASI-DIST-ED accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. John Sedey, Chair
- Mr. Craig Smith, Team Member (Odyssey Academy Charter School)
- Ms. Julie Ann Warner, Team Member (Wright Technical Center)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.