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MICHIGAN VIRTUAL UNIVERSITY
ANNUAL REPORT: 2018-19

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About Michigan Virtual

Michigan Virtual University®, commonly known as *Michigan Virtual*™, is a nonprofit 501(c)(3) organization that supports the growth and development of digital learning in Michigan's K-12 schools. We initially served to demonstrate and document the benefits of online learning. More recently, we have invested significant time and resources to build awareness of and access to effective online learning opportunities for Michigan's K-12 schools and students.

Michigan Virtual provides a three-pronged approach to virtual learning. Since 2000, *Michigan Virtual* has been serving Michigan's K-12 community with online courses for high school and middle school students. As an accredited state virtual school, *Michigan Virtual* celebrated its 300,000th online course enrollment this fall. Unlike full-time virtual programs or cyber schools where students take 100% of their courses online, *Michigan Virtual* offers a supplemental program where students average less than two online courses per year, most often enrolling because the course was not available in their traditional school.

Michigan Virtual also has a long history of providing professional learning services to Michigan districts through both innovative online courses and face-to-face offerings. In this capacity-building role, *Michigan Virtual* partners with schools to provide educator training, develop and implement blended learning models, and identify and enact best practices in technology integration. Through this role, *Michigan Virtual* is one of the statewide leaders in providing educators with the required professional development hours necessary for renewal of their teaching certificates.

The final prong is *Michigan Virtual's* long history of working with Michigan's K-12 community and policy leaders to help make Michigan a leader in innovative education and forward-thinking policies. Early on, *Michigan Virtual* served primarily as a change agent when most school leaders and parents were not familiar with online learning. This work continues today with leadership from the *Michigan Virtual Learning Research Institute*® (MVLRI®), which was formed by *Michigan Virtual* in 2012 to expand Michigan's capacity to support new learning models, engage in active research to inform new policies in online and blended learning, and strengthen the state's infrastructures for sharing best practices.

The organization's mission is to advance K-12 digital learning and teaching through research, practice, and partnerships. Its vision is that every person can use digital learning to reach his or her full potential.

This Annual Report provides highlights of *Michigan Virtual's* student learning, professional learning, and research activities for the 2018-19 fiscal year.

Student Learning

Student Online Learning in Michigan

Before detailing the impact of the *Michigan Virtual's* student learning efforts, it may be valuable to provide a comprehensive statewide snapshot of virtual learning for K-12 students. Based on data published in *Michigan's K-12 Virtual Learning Effectiveness Report 2017-18*,¹ we know that:

- 598 Michigan public school districts reported at least one virtual enrollment.
- Of the 1,158 schools with virtual enrollments, over half had 100 or more virtual enrollments.
- Over 112,688 Michigan K-12 students took at least one virtual course in 2017-18, totaling over 581,911 virtual enrollments.
- Schools are disproportionately enrolling students in poverty into online courses. On average, schools also tend to enroll students who are struggling academically in their face-to-face courses or for a subject in which a student has failed rather than for advanced coursework or for a subject in which the student is proficient.
- The overall pass rate for virtual courses was 55%; however, almost half of the virtual learners – 54,700 students – passed every virtual course they took. The pass rate is low because of cases where students are being provided with large numbers of virtual courses without passing any of them. Restricting the number of virtual courses a student can take to one or two at a time until the student demonstrates successful completion might dramatically improve the statewide pass rate.
- Some schools are clearly more effective in using virtual learning than others. Twenty-five percent of schools with virtual learning had virtual pass rates of 90% to 100%.

From a policy perspective, there are two main drivers of virtual learning in Michigan schools. The first is that Michigan students are required to have an online learning experience² in order to graduate from high school. This requirement was adopted in 2006 as part of the Michigan Merit Curriculum (MMC) and was intended to prepare K-12 students for the digital world they will encounter in higher education, their future workplaces, and their personal lives. Schools were provided with flexibility in how they could fulfill the online learning requirement – in part due to the vast difference in technology access and readiness of schools in 2006. The options included:

- Take an online course.
- Complete a meaningful online experience of at least 20 hours.
- Complete the meaningful online experience of at least 20 hours incorporated into the required courses of the MMC.

While Michigan was the first state in the country with such a requirement, several other states have since followed suit. Some of these states have adopted more stringent requirements than Michigan, requiring students take an online course rather than have a 20-hour minimum experience.

The second policy driver has been Section 21f of the State School Aid Act.³ Since 2013, Michigan public schools have been required to honor parent or student requests for enrollment in up to two online courses per academic term or more if parents, students, and school leadership agree that more than two are in the best interest of the child. Eligible courses for enrollment include those

published in the student's school district's catalog of board-approved courses or from those in a statewide catalog of virtual courses.⁴

Research suggests that despite these two policies existing for some time, Michigan adults are not very informed about them. A survey with 600 Michigan adults⁵ in the February of 2019 found that only 23% of those surveyed were aware of Michigan's online learning graduation requirement and only 33% were aware that middle school and high school students were allowed to take up to two online courses per academic term. Despite the lack of awareness, these same adults tended to hold a favorable view of online learning including 77% indicating that it was either very important (38%) or somewhat important (39%) for students in middle school and high school to have the option of enrolling in an online class at their local district.

One of the mindsets that led to the adoption of the online learning requirement was a belief that online learning would better prepare students for careers and college. Those assumptions seem to have been correct. That same survey of 600 Michigan adults found that for those currently employed or in school, 31% were required to take classes for continuing education or certifications online and an additional 42% said it was possible for them to do so.

At the same time as the survey of Michigan adults, another survey of Michigan college students was also conducted. Based on data from 400 students, 75% replied having taken a college/university class that used a learning management system (LMS), 71% had taken an online course at college/university, and 76% thought students who took an online course in high school would be better prepared for college/university.

Michigan Virtual Student Learning Fast Facts for 2018-19

- Over 16,900 students benefited from taking an online course through *Michigan Virtual*.
- Over 30,100 student enrollments were delivered to students.
- On average, students take less than two virtual courses with *Michigan Virtual* during a school year.
- Over 60% of Michigan LEA Districts used *Michigan Virtual* for student courses.
- Students enrolled in 266 different online courses.
- The pass rate for *Michigan Virtual* courses was 82% – well above the statewide virtual learning pass rate of about 55%.⁶

Students

A total of 16,919 students took online courses with *Michigan Virtual* in 2018-19. During the 2018-19 school year, *Michigan Virtual* accounted for 30,140 student enrollments.⁷ Thus, students averaged less than two enrollments, a statistic that aligns well with *Michigan Virtual's* supplementary mission. Fifty-one percent of students using *Michigan Virtual* took only one course.

Districts

Student enrollments came from 398 Michigan districts including 331 local education agency districts (LEA districts), 26 public school academy districts (PSA districts), three intermediate school districts (ISDs), and 38 nonpublic schools. As a point of comparison, based on data available

through the Center for Educational Performance and Information's (CEPI) Educational Entity Master website,⁸ in November 2019, there were 545 open-active LEA districts, 294 PSA districts, 56 ISDs, and 682 nonpublic schools. Using these counts as estimates for the 2018-19 school year, *Michigan Virtual* served approximately 61% of the LEA districts, 9% of the PSA districts, 5% of the ISDs, and 6% of the nonpublic schools with student courses. A complete list of Michigan districts served in 2018-19 is included in Appendix A, Figure 1.

Michigan schools accounted for 27,208 enrollments with the number of enrollments from a school ranging from a single enrollment to 1,400 enrollments. The average number of enrollments per school was 59. In addition to serving Michigan schools, *Michigan Virtual* generated 100 enrollments from 10 non-Michigan schools. *Michigan Virtual* also had 1,973 enrollments from parents or guardians directly enrolling their children in online courses. Students in 76 of Michigan's 83 counties were supported with online learning opportunities through *Michigan Virtual*. For a map of locations where students and schools were served, see Figure 2 of Appendix A.

Courses

Students enrolled in 266 different online courses with *Michigan Virtual*. These online courses included titles offered during the fall, spring, and summer. The list included core academic courses specifically aligned with the MMC, Advanced Placement® (AP®) courses, credit recovery courses, and summer enrichment experiences for students. These online courses included those developed by *Michigan Virtual* as well as courses and content licensed from nationally-recognized providers. The majority of courses (81%) were offered at the high school level, though 51 online courses were specifically available for elementary/middle school students. The full listing of the online courses used by Michigan districts and students during 2018-19 is available in Appendix A, Figure 3.

Pass Rates

Michigan Virtual had an 82% pass rate for the year. In calculating the pass rate, enrollments were excluded where credit or a grade were not attempted due to it being an enrichment opportunity (122) or where the data to calculate the pass rate was unavailable due to it residing in a partner provider's system (859). Of the 29,159 attempted enrollments, 28,607 were from students who finished or remained enrolled in the course through the last day for a 98% completion rate. In terms of course success, 24,038 of the 29,159 enrollments earned 60% or more of the total course points for an overall pass rate of 82%. To put that pass rate into perspective, the statewide - all providers - pass rate for virtual courses for the last three years has been below 60%.

From a subject area perspective, *Michigan Virtual* maintains an above average pass rate for each of the four core subject areas:

- English Language and Literature = 77%
- Life and Physical Sciences = 81%
- Mathematics = 77%
- Social Sciences and History = 85%

For comparison purposes, the statewide pass rates for online courses from all providers for each of the four core subjects ranged from 48% to 56%. Appendix A, Figure 4, shows the *Michigan Virtual*

pass rate for each subject area. A full list of the 2018-19 *Michigan Virtual* student pass rates by course title is also provided in Figure 3 of Appendix A. Pass rate also varied by district. Using Michigan LEA districts as an example, 117 of the 331 (35%) districts had a district-wide pass rate of 90% to 100% with *Michigan Virtual* student online courses. An additional 88 districts had pass rates of 80% to 90%. Thus, about six in 10 LEA districts had a pass rate of 80% or greater when using *Michigan Virtual*. There were 46 districts that had pass rates of less than 60%. Of those, less than half (21) had double digit enrollments. Twelve of those 46 districts had pass rates of less than 10% with 10 of the 12 having three or fewer enrollments. Figure 5 of Appendix A includes a chart displaying the distribution of district pass rates.

Current Initiatives

Michigan Virtual continues to expand its catalog of student learning opportunities for 2019-20 to better meet the needs of schools and students across the state. One example includes the introduction of dual enrollment courses offered online in partnership with St. Clair County Community College, ensuring that the full suite of dual enrollment courses offered provide for the opportunity to fulfill Michigan Transfer Agreement requirements through online dual enrollment.

This intentional strategy helps address both the financial challenge to students and families as well as the ultimate goal of getting 60% postsecondary attainment by 2030. Dual enrollment offers students and families a no or low cost option to obtain post-secondary credits. The online flexibility means students' zip codes or ability to drive to a campus are no longer a restriction to postsecondary options at the high school level. By graduating with postsecondary credits in hand, the cost of completing a degree is lessened and makes achieving a diploma more financially viable.

The following are the bulk of the priorities proposed in the Sec. 98 Plans & Benchmarks drafted for the current fiscal year as *Michigan Virtual* annually strives to continuously improve. Some of the efforts in this quality assurance endeavor include:

- The refinement of evaluating all *Michigan Virtual* teachers using the state-endorsed, modified Charlotte Danielson rubric.
- Working with the Center for Educational Performance and Improvement to produce recommendations for addressing the Teacher Effectiveness reporting requirements for online instructors.
- Maintaining accreditation for the 2019-20 school year.
- Selecting a new Learning Management System and migrating courses to the new platform to better meet the needs of learners and offer flexible options for districts with varying needs around school year and term start and end dates.
- Removing or replacing identified flash-based media assets in courses through a combination of product development efforts and vendor course licensing to improve the end-user experiences.
- Developing a new Advanced Placement course aligned to the College Board's new AP World History.
- Submitting a minimum of 10 semester-length courses to Quality Matters for independent course quality reviews.

Professional Learning

Professional Learning in Michigan

The Michigan Department of Education maintains guidelines for professional development that qualifies under Michigan law for both new teachers (those within the first three years of employment) as well as all teachers in the state.⁹ These guidelines deal primarily with the provision of professional learning for the purpose of recertification. Additionally, professional development standards for school counselors¹⁰ were recently adopted in light of the passage of regulations that specify the quantity of professional learning hours required within specific topic areas for counselor recertification. While these guidelines and standards are helpful for understanding Michigan's professional learning landscape, additional context can be gleaned by hearing directly from the educators served by professional development offerings. Research has shown that only 43% of Michigan educators receive professional learning tailored to their needs, and just over half say that their professional learning is helping to improve their performance. Additionally, Michigan educators with five or fewer years of experience feel ill-prepared for behavioral and social-emotional issues, highlighting a distinct area of need for professional development.¹¹ Understanding the policy landscape as well as the stated needs and preferences of Michigan educators is crucial for identifying the barriers and opportunities for professional development and effective strategies that *Michigan Virtual* can pursue to affect lasting change.

Barriers and Opportunities for Professional Development

Educators in Michigan continue to receive the majority of their formal professional learning through district or ISD/RESA supported learning opportunities rather than seeking out their own supplemental learning opportunities. This allows districts to customize professional learning to the goal-driven needs outlined in their school improvement plans, providing both challenge and opportunity for professional learning providers to align offerings to the key areas of need identified in school improvement plans.

In addition, ESSA has encouraged states to require more strenuous focus on using Title II, Part A funds for professional development on evidence-based instructional activities. The challenge this presents is that while some professional learning experiences are evidence-based and have been effective in supporting teachers and students in certain contexts, many professional development activities have resulted in negligible impacts for students. Ongoing focus is critical for developing professional learning experiences that can be evaluated for impact on student learning.

The Michigan Department of Education has also issued new guidelines for SCECH providers to allow for SCECHs to be easier to issue, be awarded in smaller increments, and have more rigor and value for educators. While alignment with identified district needs is essential, individual educators and school leaders are also driven by their own personal learning goals and by the needs of the students they are directly working with. Balancing the needs of an entire district while also providing personalized learning options for educators provides a challenge for the current system of professional learning.

This attention to goal-driven professional learning, along with the ESSA guidelines for Professional learning activities that are sustained and not just stand-alone, 1-day, or short term workshops, are collaborative, job-embedded, data-driven, and classroom-focused, has resulted in many districts

turning their attention to reducing the amount of “sit and get” professional learning within their district.

Further, both individual educators and school leaders are seeking opportunities for personalized professional learning. Digital learning options can provide personalized professional learning tailored to individual educators within a district. Leveraging digital systems, like a learning management system for professional learning, as well as mobile applications for educator learning allows participants to make their own learning reach beyond the staff meeting, professional development day, or conference experience. These tools also allow educators to focus on specific and individual goals for individual learning experiences. As in the prior year, the need for personalized professional learning is driving conversations with *Michigan Virtual* about how the Professional Learning Portal (PLP) and newly developed mobile web applications can serve as 24/7 learning tools allowing flexible access to multiple learning experiences.

As has been true for many years, time and the ability to release teachers from their classrooms during the school day to attend professional learning continues to be a significant challenge facing school districts. The significant and growing shortage of substitutes in Michigan leaves schools reaching out for alternative learning opportunities in order to keep teachers in their classrooms. This has been a key driver for the district-wide use of online systems for formal learning experiences, but also for informal learning, such as professional learning communities (PLCs).

Digital delivery of professional learning can and does reduce barriers for educators to receive quality professional learning. The ability to and the benefit of leveraging technology to allow expertise to flow across the state, without the constraints of time or geography, are well known. As educators become more adept at using technology, their ability to leverage technology like smartphones and mobile devices for professional learning will grow. *Michigan Virtual* continues to seek innovative solutions to address challenges around the lack of job-embedded support and opportunity for educators to receive professional development through technological innovation.

Michigan Virtual Professional Learning Fast Facts for 2018-19

- *Michigan Virtual* delivered enrollments in 324 online courses through its Professional Learning Portal¹² between October 1, 2018 and September 30, 2019.
- During that same time frame, *Michigan Virtual* had over 70,600 enrollments in online, blended, and face-to-face trainings.
- *Michigan Virtual* provided over 130,000 completed State Continuing Education Clock Hours (SCECH).
- Served more than 25,000 educators with more than 280,000 hours of professional learning services.
- Over 22,300 enrollments were provided in Essential Instructional Practices in Early Literacy K-3, Prekindergarten, and School and Centerwide courses.
- Use of *Michigan Virtual*'s online professional learning offerings was widespread. Educators enrolled from 100% of the state's ISDs, 90% of the LEA districts, 74% of the PSA districts, and 46% of the nonpublic schools.

- A new training focused on personalized learning, called Teacher Boost,¹³ was facilitated in Lansing with 22 teachers from across Michigan.
- Three sessions of Blended Learning Live!,¹⁴ a two-day program supporting school-based and district-wide teams to develop an implementation plan for virtual and personalized learning models at the systems-level, were held throughout the fiscal year.
- Four face-to-face mentor trainings were held across Michigan to help broaden the knowledge and perspectives on the role of the mentor in supporting online learners.¹⁵ These trainings totaled 50 participants and complemented the learning and resources within the online mentor community which served 294 members.
- A total of 30 new courses were launched in *Michigan Virtual's* Professional Learning Portal, including courses developed by *Michigan Virtual* staff as well as courses fully developed and run by partner organizations.

Professional Learning Activities

In fiscal year 2019, *Michigan Virtual* offered over 320 online and hybrid professional learning experiences through its Professional Learning Portal and generated over 70,600 enrollments. These online professional learning enrollments came from people who reported being affiliated with 56 ISDs, 490 LEA districts, 218 PSA districts, and 314 nonpublic schools. A complete list of Michigan districts served in 2018-19 is included in Figure 7 of Appendix B. A map showing the locations of these districts is provided in Figure 8 of Appendix B.

Offerings in the areas of early literacy essentials, differentiated instruction, and working with students in poverty saw some of the highest numbers of enrollments. To continue expanding *Michigan Virtual's* reach and impact, staff focused on strengthening partnerships with the Michigan Department of Education and other education associations, tapping into ongoing or newly begun statewide professional learning initiatives, and refining and growing offerings that allowed for more personalized and relevant professional development.

MDE Collaboration

Michigan Virtual continued its partnership with the Michigan Department of Education to scale professional learning through the use of digital and online learning environments. This year saw the development of new courses in topic areas including social-emotional learning and educator evaluation, along with updates and continued support of other courses launched since the partnership began in 2016.

Michigan Virtual iterated on its professional learning course focused on social-emotional learning that was launched in fiscal year 2018 by acting on feedback from users about the length and breadth of the course. The course was revised and separated into five individual courses focusing on the foundations of SEL, embedding SEL schoolwide, integrating SEL into culturally responsive classrooms and professional culture, and trauma-informed support. These courses have generated nearly 4,000 enrollments statewide.

MDE and *Michigan Virtual* also partnered to develop and launch a suite of six courses on educator evaluation in Michigan. The content for these courses was informed by representatives from the

Michigan Education Association and aimed to empower Michigan educators to take a level of ownership over their evaluations for the purpose of professional improvement. The courses cover topics including formative and summative reviews, self-assessment and goal setting, and reflective practices. These courses have generated over 1,500 enrollments since their launch.

Two other courses were updated to reflect revised policy and knowledge: Seclusion & Restraint and Assessment Security. These courses, which help education professionals understand crucial policies and practices in the context of a school setting, have garnered nearly 11,000 enrollments since their launch. *Michigan Virtual* is also working with MDE to offer two tracks for the Assessment Security course: one that is comprehensive and required for all test administrators throughout the state, and another that is scaled down and focuses only on annual updates to the policy, and will be offered to only those who have completed the first comprehensive course.

Michigan Virtual also continues to offer courses developed under the MI Excel program at MDE to support schools with comprehensive school improvement. The most popular courses in this group, “Differentiated Instruction: Maximizing Learning for All” and “Changing Minds to Address Poverty in the Classroom”, have totaled nearly 6,000 enrollments since being launched.

Michigan Virtual also provides additional support for several statewide initiatives, including:

- *Michigan Virtual* continues to update and maintain 21 professional learning modules, developed in partnership with MDE and MAISA, around essential pre-K through third grade literacy instructional practices. To date, there have been nearly 34,000 educator enrollments in the modules.
- The Michigan #GoOpen initiative, which pushes for open access to quality learning materials. *Michigan Virtual* has dedicated resources through representation on statewide workgroups to provide strategic input on the initiative, as well as through the development and hosting of a free 4-SCECH course on open educational resources in Michigan. This course has generated over 1,300 enrollments since its launch.
- The adoption and rollout of the K-12 Computer Science Standards,¹⁶ which will require significant effort to build awareness and opportunities for teachers to engage in professional learning to best support CS learning at all levels. *Michigan Virtual* participates in a statewide workgroup which includes multiple offices at MDE, the General Education Leadership Network, the MiSTEM Network, and multiple education associations, to help define a rollout and implementation plan for the standards. Additionally, *Michigan Virtual* hosted a design sprint with statewide stakeholders to propose a competency-based framework for professional learning around CS, and has agreed to develop introductory trainings that cover the standards and their use.

Additional Statewide Efforts

Michigan Virtual has continued to partner with stakeholders interested in competency-based professional learning and micro-credentialing. This includes working with the Michigan Elementary and Middle Schools Principals’ Association (MEMSPA) to launch four new micro-credential courses on topics including comprehensive needs assessments, student engagement, and school

improvement, and brings the total of MEMSPA micro-credential courses offered with *Michigan Virtual* to nine. Additionally, the continued partnership with the Michigan Association of School Administrators (MASA) produced a new micro-credential course on building a district leadership team; the MASA micro-credential course on communications was also continually offered throughout the fiscal year. The partnerships with MEMSPA and MASA will continue throughout the coming fiscal year to produce more micro-credentials to serve their members.

The Michigan Assessment Consortium continues to partner with *Michigan Virtual* to develop and offer online professional learning on assessment strategies. One course, on collaborative inquiry, was fully developed and launched on the Professional Learning Portal; four additional micro-credentials, focusing on learning targets, assessment development, balanced assessment systems, and formative feedback, have been developed and are currently in beta testing. These micro-credentials will be included in pathways built around the nine MAC courses that are currently hosted with *Michigan Virtual*.

Members of the *Michigan Virtual* professional learning team continued participation on a statewide workgroup coordinated by the MDE Office of Educator Excellence, focused on building awareness, outlining quality expectations, and determining the incentives structure for micro-credentials in Michigan. The workgroup created a combined whitepaper covering topics from quality and rigor, to technical delivery and challenges around building a micro-credential ecosystem across the state. The workgroup completed its work in late spring 2019.

Michigan Virtual continues to provide strong support for educational associations looking to make the transition to the online space for professional learning. Groups that *Michigan Virtual* provided professional learning assistance to over the last year are listed in alphabetical order:

- Michigan ASCD
- Michigan Assessment Consortium
- Michigan Association of College Admissions Counselors
- Michigan Association of Intermediate School Administrators
- Michigan Association of Secondary School Principals
- Michigan Association of Superintendents and Administrators
- Michigan Elementary and Middle School Principals
- Michigan's Integrated Behavior and Learning Support Initiative
- General Education Leadership Network

Michigan Virtual continued its advocacy for effective mentoring of online learners, a significant factor in the success of students learning online. During the 2019 fiscal year, professional learning opportunities for mentors were provided in both online and face-to-face modalities. These learning opportunities are designed to connect mentors to one another from across the state and spur collaboration and strategy sharing for the purpose of effective support of online learners. The online opportunities provided include a 12 SCECH course on mentoring skills and strategies, which was updated this year to include the latest research and resources, as well as the online mentor community, which served 294 members through the provision of resources and discussion forums.

Personalization

Statewide research has highlighted a lack of personalized, relevant professional development opportunities available to teachers and other education professionals in Michigan. With this in mind, *Michigan Virtual* efforts this past fiscal year focused on:

- Knowledge Network - Work continued on the *Michigan Virtual*-designed mobile application formerly referred to as NuTeacher. The application and web platform, focused on professional learning and community building, was revised based on internal team feedback and suggestions from pilot users. Two pilots, one with *Michigan Virtual* teaching staff and one with teachers from Lansing School District, provided valuable data on implementation and usefulness of the content and platform.
- Blended Suite - *Michigan Virtual* continues to offer a comprehensive package of services and products that include professional development for educators and administrators that support the implementation and adoption of effective blended and personalized learning.¹⁷ This year, a newly developed course was launched that focuses on the use of technology tools to develop course content for use in a blended classroom, called Digital Content in the Blended Classroom.
- Blended Learning Live! - *Michigan Virtual* offered three Blended Learning Live!, events for educators around the state of Michigan.¹⁸ Related to districtwide blended learning implementation efforts, *Michigan Virtual* is continuing the partnership with Heather Staker, a nationally-recognized expert, to offer Blended Learning Live!. Blended Learning Live! addresses a district's desire to push forward with blended, online, and personalized learning in their district without knowing all of the details on how to start. Often a school leader wants a formula for the correct implementation and rollout of 1:1, blended learning, and more tech integration in their district. Through this program, a team of district or school leaders receive scaffolded support to develop a blended learning implementation plan. In true blended fashion, the two-day, face-to-face event is enhanced by online opportunities before and after the face-to-face learning experience.
- Teacher Boost - *Michigan Virtual* has partnered with Heather Staker to provide a one day professional development for teachers on best practices with implementing personalized and student centered learning. This one day event gives teachers the opportunity to experience personalized learning and build learning opportunities for students.¹⁹
- MyPD - The MyPD course offering,²⁰ an innovative and highly personalized professional development experience, saw an increased number of enrollments as well as an iteration on the program design. *Michigan Virtual*, working with MDE, responded to learner feedback about the desire to have a variable number of SCECHs be awarded based on the amount of learning and level of detail of the plan submitted by the learner.
- Podcast PD - *Michigan Virtual* launched a new course in its Podcast PD series, which leverages the podcasting outreach initiative led by Senior Instructional Design Coach Jeff Gerlach known as the *Digital Backpack*.²¹ The course, titled Growing Student Agency and Implementing Google Classroom, features a podcast interview with a Michigan teacher and focuses on student agency as a multi-faceted skill that can be grown with the use of technology. This new course brings the total number of Podcast PD courses offered within the portal to three.

Research Institute

Section 98 of the State School Aid Act also directs *Michigan Virtual* through its research institute, *MVLRI*, to address the following tasks to strengthen teaching and learning for K-12 education. Toward that end, *MVLRI* has responsibilities as summarized in the items below.

(A) Support and accelerate innovation in education through the following activities:

2(a)(i) Test, evaluate, and recommend as appropriate new technology-based instructional tools and resources.

To better serve educators looking for quality educational tools to meet their needs, *Michigan Virtual* published a blog series focused on educators utilizing technology to serve the needs of their students. The series of 12 posts under the tag “Tips and Tools”²² on the *Michigan Virtual* blog page all feature different educators and different technologies and strategies. The posts feature specific technologies such as Google Slides, Powtoons, and Calendly as well as strategies such as blended learning, roadmaps, and supporting computational thinking and computer science in Kindergarten.

Michigan Virtual's digital outreach effort for fiscal year 2019 included a suite of blog posts and podcasts that highlight teachers and their use of educational technology in their settings. Four podcast episodes were published on topics including student engagement, student agency and Google Classroom, building student relationships in online courses, and digital well-being.²³

Michigan Virtual also continued to offer its innovative professional learning courses that utilize podcasts and other digital media assets for learning and reflection; a new course, Growing Student Agency and Implementing Google Classroom,²⁴ was also made available in the Professional Learning Portal.

2(a)(ii) Research, design, and recommend digital education delivery models for use by pupils and teachers that include age-appropriate multimedia instructional content.

Michigan Virtual continued research on learning analytics in mathematics courses for the 2016-17 and 2017-18 academic years by exploring a wide array of student engagement and tracking variables obtained from the learning management system repositories. Growth Mixture Modeling explored students’ sub-groups based on their learning trajectories in the course and identified a large group of on-track, linear growth students in the 2017-18 year as well as a smaller group that struggled to obtain the necessary course points. A write up²⁵ of this research is available on the *MVLRI* blog page.

In exploring methods to monitor progress on professional learning and better understand professional discourse in online learning communities, *Michigan Virtual* staff collected network and text data from discussion forums housed in two virtual professional communities and analyzed data using text-mining focused on content words, text-mining with function words, and social network analysis. *Michigan Virtual* published a report²⁶ to the *MVLRI* website detailing the three methods of analysis, implications of the results, and discussion of findings and next steps.

As a continuation of work done in the 2017-18 year, *Michigan Virtual* again worked with Kerry Rice and Andy Hung of Boise State University to refine models to identify early warning indicators of student success or failure in their online courses. For 2018-19, this research was expanded to include course enrollments from prior school years. The expanded model was then tested on data from another school year. *Michigan Virtual* published a recorded webinar²⁷ summarizing the research conducted by Kerry Rice and Andy Hung. This webinar emphasized the topic of how learning analytics provides a mechanism to support educational decision-making and provide timely interventions. In the webinar, the researchers presented a summary of early warning prediction and how it relates to online learners at the K-12 level.

Last fiscal year, *Michigan Virtual* designed a mobile application called “NuTeacher.” NuTeacher was developed to help all teachers, but particularly new teachers, connect, share, and learn from their colleagues. It is based on the theory of action that beginning teachers have a need to connect with master teachers, establish professional relationships, and maintain continuous discussions around classroom-related topics. The app is now available on the iOS App and Google Play stores. *Michigan Virtual* launched two pilots of the NuTeacher app: one with the Lansing School District’s New Teacher Network Initiative, and another with *Michigan Virtual*’s student learning instructional staff. Results from the pilot showed mixed success but provided *Michigan Virtual* with valuable data and information for future implementations and rollouts of the application. Additionally targeted feedback from pilot users has been incorporated into numerous continuous updates to the application to improve the user interface and overall user experience.

In speaking with stakeholders throughout the state, many leaders are sharing their challenges dealing with social and emotional issues in their districts. To help address this concern, *Michigan Virtual* partnered with Evolution Labs to make available their Suite 360 online and mobile application.²⁸ Suite360 is a digital character development and behavior intervention program that offers programs for students and parents as well as professional development for teachers, administrators, and support staff. It also includes a restorative justice program for students who need extra support with conduct and behavior. We have provided post-implementation surveys to each customer to collect information on how the product is being used, the areas where the product is meeting schools’ needs and expectations, and areas for improvement. We have also followed up in each instance where there were post-implementation concerns to gather more information and to ensure effective product use. Feedback is also shared with our partners at Evolution Labs to inform product revisions where appropriate.

The dynamic nature of communication that takes place between the instructor and students poses challenges for both. Further, communications between instructors and schools and parents/guardians are pivotal roles in successful online teaching. To gain an understanding of that dynamic, *Michigan Virtual* explored the communication experiences and perspectives of instructors.²⁹ Data from student end of course surveys were examined using a variety of statistical tests, including factor analysis, multivariate analysis of variance, its post-hoc test, and effect size estimation. Findings include (a) students who are more motivated and engaged in communicative interactions with the teacher are more likely to show course outcomes and satisfaction at a greater degree than their counterparts; (b) one of the most preferred communication methods is in-house messaging tools; and (c) this preference has a significant association with the final grade, course

engagement level, course satisfaction, and student perceived quality of course. Lastly, analyses of actual transaction data confirmed that the greater the frequency of student outgoing messages through the messaging tool, the better the chance of success in the course.

For the past couple of years, *Michigan Virtual* has worked with Dr. Charles Graham to develop and validate a blended teaching readiness instrument. As part of his work in blended learning, Dr. Graham and his colleagues released an open educational textbook, entitled *K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration*.³⁰ *Michigan Virtual*, along with others reviewed the book and gave feedback on best practices. This publication is an open resource for educators.

2(a)(iii) Research, develop, and recommend annually to the department criteria by which cyber schools and virtual course providers should be monitored and evaluated to ensure a quality education for their pupils.

Michigan Virtual, along with staff from MDE, participated in the revision of the *National Standards for Quality Online Programs, Teaching, and Courses*.³¹ This effort was led by the Virtual Learning Leadership Alliance³² and Quality Matters.³³ All three nationally-recognized standards were updated and published in 2019. *Michigan Virtual* promotes the quality standards on its website, in presentations and newsletters, and in meetings with the many partnerships it maintains within and beyond Michigan.

The importance for a district to have a process in place to report virtual learners in accordance with pupil attendance and accounting guidelines in order to receive appropriate state funding led *Michigan Virtual* to solicit feedback and tools from schools across Michigan on how they report their online learners for pupil count day. This effort resulted in a webinar collaboration with staff from the Michigan Department of Education (MDE). Approximately 150 educators participated in the live webinar where they learned what's expected and had questions answered. The webinar was recorded and is available on demand.³⁴ Communication with CEPI on data collection and enhancements is ongoing.

A meeting with MDE in May shared information about *Michigan Virtual's* program reviews. *Michigan Virtual* offers supplemental online program reviews³⁵ to Michigan school districts for the purpose of reviewing their programs in the areas of: content procurement and monitoring practices, instructor training and communication, mentor training and student support techniques, student selection processes, parent communication and support, and overall program evaluation. Reviews collect survey and interview data from online programs and culminate in reports that include written feedback on the strengths and opportunities for further development in each of the focus areas as well as more than 60 resources schools may utilize to increase program effectiveness. A rubric is included as a resource for school leaders to reflect on the structure and implementation of online courses in their schools. *Michigan Virtual* invites schools to participate through Michigan's education organizations' newsletters, at presentations, on its website and through individual invitations to participate. Reviews were completed for two Michigan schools, two are in progress awaiting school feedback, and four more expressed interest and were unable to begin the review process.

2(a)(iv) - Based on pupil completion and performance data reported to the department or the center for educational performance and information from cyber schools and other virtual course providers operating in this state, analyze the effectiveness of virtual learning delivery models in preparing pupils to be college- and career-ready and publish a report that highlights enrollment totals, completion rates, and the overall impact on pupils. The report shall be submitted to the house and senate appropriations subcommittees on state school aid, the state budget director, the house and senate fiscal agencies, the department, districts, and intermediate districts not later than March 31 of each year.

The sixth annual *Michigan's K-12 Virtual Learning Effectiveness Report*³⁶ was published and mailed to required stakeholders, including superintendents and high school and middle school principals. The report is based on pupil completion and performance data reported by schools to MDE or CEPI, and highlights 2017-18 enrollment totals, completion rates, and the overall impact of virtual courses on K-12 pupils. The report found that over 112,000 K-12 students took virtual courses in 2017-18, accounting for over 580,000 virtual course enrollments. Local Education Agency (LEAs) provided about 58% of all virtual enrollments with Public School Academy (PSA) schools adding another 39% of the virtual enrollments. Enrollments were heaviest in the high school grades. The pass rate for virtual courses was 55%; however, almost half of the virtual learners passed every virtual course they took. About one in four virtual learners, on the other hand, did not pass any of the virtual courses they took. Two-thirds of Michigan school districts reported having virtual enrollments. About 7% of all K-12 students in the state took a virtual course. In addition to mailing the report, *Michigan Virtual* posted an infographic³⁷ and a recorded presentation³⁸ on its website to spread the findings.

2(a)(v) - Provide an extensive professional development program to at least 30,000 educational personnel, including teachers, school administrators, and school board members, that focuses on the effective integration of virtual learning into curricula and instruction. The Michigan Virtual Learning Research Institute is encouraged to work with the MiSTEM advisory council created under section 99s to coordinate professional development of teachers in applicable fields. In addition, the Michigan Virtual Learning Research Institute and external stakeholders are encouraged to coordinate with the department for professional development in this state. Not later than December 1 of each year, the Michigan Virtual Learning Research Institute shall submit a report to the house and senate appropriations subcommittees on state school aid, the state budget director, the house and senate fiscal agencies, and the department on the number of teachers, school administrators, and school board members who have received professional development services from the Michigan Virtual University. The report shall also identify barriers and other opportunities to encourage the adoption of virtual learning in the public education system.

Details of *Michigan Virtual's* professional learning activities are documented earlier in this report under the professional learning section.

2(a)(vi) Identify and share best practices for planning, implementing, and evaluating virtual and blended education delivery models with intermediate districts, districts, and public school academies to accelerate the adoption of innovative education delivery models statewide.

Michigan Virtual has been heavily involved in the creation of quality standards for online learning, including having members serve on the leadership and working groups for this national effort. The National Standards for Quality Online Learning Programs and Teaching were released on March 1, 2019, and the National Standards for Quality Online Learning Course Standards were released in the fall of 2019.³⁹ *Michigan Virtual* promotes the standards on its website, in presentations and newsletters and in meetings with the many partnerships it maintains within and beyond Michigan.⁴⁰

Michigan Virtual also spreads best practice by conducting supplemental online program reviews free of charge to Michigan schools.⁴¹ These reviews assess programs in the areas of content procurement and monitoring practices, instructor training and communication, mentor training and student support techniques, student selection processes, parent communication, and overall program evaluation. Each review culminates in a summary of findings detailing program strengths, opportunities to further develop program effectiveness, and includes targeted resources regarding the growth opportunities identified during the review.

Michigan Virtual staff also offers blended training events. Our Blended Learning Live! two-day program supports school-based or district-wide teams as they develop an implementation plan for virtual and personalized learning models at the systems-level.⁴² This two-day program has been implemented at three districts around the state to support school-based or district-wide teams as they develop an implementation plan for virtual and personalized learning models at the systems-level.

Michigan Virtual facilitated a new face-to-face training around personalized learning with technology. The personalized learning face-to-face training was held on August 7, 2019 at *Michigan Virtual*. Twenty-two educators participated in the training. During this training teachers experienced different models of blended learning in order to personalize learning within their own classrooms.

The MACUL conference is Michigan's premier educational technology professional learning conference serving more than 5,000 attendees. *Michigan Virtual* delivered seven presentations this year. Session titles include: 10 Innovative Tech Tools You Can Bring into Your Classroom Tomorrow, Expectations vs. Reality of Online Teaching, High School Online Learners Share Their Stories, You Get Three Wishes from the PD Genie: What Are They?, Unlocking Personalized Learning for Students, Social-Emotional Learning Enters the Digital World, and How the G Suite for Education Can Help You Personalize Your Classroom. A lab session entitled It's Time to Get Smart: Bringing PD to Your Smartphone was also conducted.

Michigan Virtual annually participate and/or present at approximately 11 education-focused Michigan conferences. Some others this year, in addition to MACUL, were MASA Women in Leadership, MANS education conference, MASA mid-winter conference and MASSP Edcon.

Every year, *Michigan Virtual* maintains, and updates where needed, versions of each resource in its family of guides: *Parent Guide to Online Learning*, *Mentor Fundamentals: A Guide to Mentoring Online Learners*, *Student Guide to Online Learning*, *Teacher Guide to Online Learning*, *School Board Guide to Online Learning*, *Administrator Guide to Online Learning* and *Implementation Guidelines: Section 21f of the State School Aid Act*.⁴³ The most recent addition to the guides, the *Administrator Guide to Online Learning* is supported and promoted by MASA, MASSP, MEMSPA, and MAISA. These guides are free, vendor-agnostic resources created to inform the public about the nature of online learning and what should be considered and understood by specific stakeholders. The guides are also used by other states and countries and can be customized. Alternative formats are being explored, such as a mobile application, for the purpose of expanding the usefulness of the best practices published in the guides.

(B) Provide leadership for this state's system of virtual learning education by doing the following activities:

2(b)(i) Develop and report policy recommendations to the governor and the legislature that accelerate the expansion of effective virtual learning in this state's schools.

Our virtual learning recommendations were provided in the spring of 2019. They included three areas of opportunity. The first was to coordinate with the Department to create a one-hour or less training for mentor teachers and look for ways to encourage and promote the training. The second was to assist MDE in creating examples on how to collect parental consent in line with the requirements of Section 21f of the State School Aid Act. The final recommendation was to explore with the Department and CEPI the possibility of modifying an existing virtual learning field that schools are required to report to the State. The focus would be on making the item easier to report accurate data on, reduce the number of potential responses from four to three, and increase the usefulness of the data received.

2(b)(ii) Provide a clearinghouse for research reports, academic studies, evaluations, and other information related to virtual learning.

Michigan Virtual continued to provide the *Research Clearinghouse for K-12 Blended and Online Learning*.⁴⁴ As of September 2019, the Clearinghouse has been up and running 99.95% of the time. Four quarterly newsletters were shared out in December 2018,⁴⁵ March,⁴⁶ May,⁴⁷ and July 2019.⁴⁸ The newsletters highlighted approximately five resources from *Michigan Virtual* as well as external researchers. *Michigan Virtual* added over 100 new resources during the fiscal year and now houses citations for 1,042 resources.

2(b)(iii) Promote and distribute the most current instructional design standards and guidelines for virtual teaching.

Research on instructional design guidelines and standards is key to meaningful design of online and blended learning environments for K-12 students. Because of this, *Michigan Virtual* adds relevant articles and reports in the Clearinghouse and continues to tag with keywords including “instructional design” and “standards” to highlight continued work being done in the field regarding these two

topics. To date, there are 60 resources tagged with these keywords, more than 20 of which were added in 2019.

Additionally, as was mentioned earlier under the “Identify and Share Best Practices” section, *Michigan Virtual* has been heavily involved in the quality standards for online learning revision work, which includes guidelines for virtual teaching and instructional design components.

Michigan Virtual also created an online course on instructional design this year. Called *So You Want to be an Instructional Designer?*,⁴⁹ this four module course introduces educators to some of the basics of instructional design. Interested individuals can sign up for the self-paced course free of charge through the PLP.

2(b)(iv) In collaboration with the department and interested colleges and universities in this state, support implementation and improvements related to effective virtual learning instruction.

Michigan Virtual has developed a suite of online resources and courses that may be of value to teacher preparation institutions. These resources include digital content around areas such as early literacy, blended and online instruction, and use of open educational resources. The resources are available to colleges and universities to use through the *Michigan Virtual*-hosted environments, and in some cases, are portable for use in a university-hosted environment.

In August 2019, *Michigan Virtual* sent a communication⁵⁰ to the deans, directors, or chairs at each of the teacher preparation programs at Michigan public universities to detail how they can use *Michigan Virtual* professional learning content and courses in their college offerings to help teachers in the areas of online and blended learning, mentoring learners in online learning settings, and effective use of technology in instruction. Additionally, opportunities to collaborate on Literacy Essentials, online and blended learning, and courses focusing on the use of open educational resources developed in partnership with the Michigan Department of Education and the #GoOpen initiative were featured in the communication. *Michigan Virtual* additionally offered to coordinate access to the content as well as provide technical support materials for self-hosting by the college or university.

2(b)(v) Pursue public/private partnerships that include districts to study and implement competency based technology-rich virtual learning models

Since October 2018, *Michigan Virtual* has coordinated and assisted in the development of six micro-credentials for educators in Michigan. The associations currently hosting micro-credentials for principals, administrators, and teachers are the Michigan Elementary and Middle School Principal Association (MEMSPA), the Michigan Association of School Administrators (MASA), and the Michigan Assessment Consortium (MAC). MASA has developed a superintendent communications and district leadership team micro-credentials, with a human resources micro-credential in development.⁵¹ MEMSPA has been developing micro-credentials aligned with the Michigan Integrated Continuous Improvement Process (MI-CIPS) for building principals on Title I, IIa, IV funding, comprehensive needs analysis, and school systems and supports.⁵²

In December 2018, *Michigan Virtual* kicked off a development effort on creating a platform to help facilitate the coordination of reviewer pools for micro-credentials. In the micro-credential experience, users submit evidence of competency to reviewers for feedback and scoring. Managing these qualified reviewers has become an increasingly difficult workflow for organizations delivering micro-credentials. *Michigan Virtual* worked with partners to understand the issues they were experiencing around recruiting, managing and delivering high quality evidence scoring in a timely manner. The effort has produced a platform, called Wondercert, that is co-developed by *Michigan Virtual*. The platform allows for easy creation and management of reviewer pools, which can be integrated into existing technology infrastructure used in delivering micro-credentials. The platform has been in development since February 2019, with a pilot being released in late October 2019. Outside of integrating the platform into *Michigan Virtual* professional learning systems, efforts to coordinate early implementation of the platform for pilots has been underway since summer 2019, with early commitments from Michigan State University, and the Friday Institute at North Carolina State University.

Since March of 2019 Ed-Fi licensing requirements have been reviewed by the *Michigan Virtual* legal team to determine validity of *Michigan Virtual* as a licensed developer. The technology integration team has been in contact with Michigan Data Hubs representatives to determine the possibility of establishing a sandbox environment to allow for testing of our internally developed applications. After the initial communications, a statement of work for the project was created that identified personnel, objectives, deliverables and a potential road-map for further work.

2(b)(vi) Create a statewide network of school-based mentors serving as liaisons between pupils, virtual instructors, parents, and school staff, as provided by the department or the center, and provide mentors with research-based training and technical assistance designed to help more pupils be successful virtual learners.

Michigan Virtual continues to advocate for strong mentors in online learning, a key leverage point that research has shown to be a critical factor in the success of online students. Using mentor data provided by CEPI, *Michigan Virtual* reached out to Michigan mentors to invite them to participate in the Online Mentor Community⁵³ that *Michigan Virtual* facilitates through its PLP. This community provides mentors access to the latest resources, a way to register for upcoming mentor trainings offered by *Michigan Virtual*, and a place to connect with other Michigan educators serving as mentors for online students. In February, *Michigan Virtual* mailed postcards⁵⁴ to over 2,000 Michigan mentors that shared five ways mentors could take their mentoring skills to the next level. One of the five ways is to join our online community of mentors which has nearly 300 members.

Michigan Virtual also worked with mentor leaders throughout the state to conduct onsite trainings at Michigan schools or ISDs. These face-to-face trainings allowed mentors to see how mentoring works in other programs, share challenges of practice, and develop and deepen their professional networks. *Michigan Virtual* conducted four face-to-face trainings for mentors of online learners during the 2019 fiscal year; these included trainings at Gull Lake High School, Genesee ISD, Delta-Schoolcraft ISD, and Grand Ledge High School (as part of the annual Collaboration of the Minds event hosted by *Michigan Virtual*). Attendance across all 4 events totaled 50 participants.

This summer and fall, *Michigan Virtual* has been working on developing a mobile app for use by students, parents, and mentors. The mobile app, which includes the ability to login using a web browser, represents a new way for *Michigan Virtual* to work with and communicate to students, parents, and mentors. Material currently featured in the Mentor Guide is planned for updating and repackaging for the mobile app in FY20.

Finally, *Michigan Virtual*, through its Outreach Coordinator – Mentors and Outreach Coordinator – Special Populations, analyzes the needs of schools and develops a support plan to assist mentors by providing training, resources, best practices, and consultations throughout the school year specifically focused on increasing student achievement in online learning.

2(b)(vii) Convene focus groups and conduct annual surveys of teachers, administrators, pupils, parents, and others to identify barriers and opportunities related to virtual learning.

Michigan Virtual contracted with Public Sector Consultants Inc. (PSC) to conduct surveys with 600 Michigan adults and 400 Michigan college students as part of ongoing public opinion research designed to better understand the opinions, preferences, and beliefs of Michigan residents about online learning opportunities for high school students in the state. The adult survey was a follow-up to similar polls conducted by PSC in 2014, 2015, 2016, and 2017, and was designed to include common questions for comparison. The college student survey, new in 2017, included questions about their specific experiences with online learning in high school and college. Taken together, these surveys allow for continued monitoring of opinion trends about online learning while providing important context about the experiences of current college students.⁵⁵

During the 2018-19 school year, *Michigan Virtual* held student focus groups at four Michigan high schools. In these, we heard from a total of 32 students about why they chose to take an online course, what they liked and disliked about online learning, and what opportunities they saw for improving online experiences. We also conducted end of course surveys for each of our online student classes and professional learning courses. This produced feedback from more than 14,500 professionals (including teachers, support staff, and administrators) and 4,650 students. An end-of-year survey of online Mentors who support students in *Michigan Virtual* courses also resulted in 160 responses with feedback on what works and what could be improved for those supporting students in online courses.

Michigan Virtual conducted an additional survey of schools that was aimed at gaining a deeper understanding of the factors that impact online learner success. Specifically, the *MVLR* research team distributed an online questionnaire to 134 schools and districts throughout the state to collect data specific to how these schools and districts are designing their online learning programs and how they are supporting students, teachers and mentors in their individual roles within the programs. Meaningful information was obtained through the questionnaire, and follow-up interviews with a total of nine schools and districts representing teachers, guidance counselors, mentors, and school-level administrators were conducted. These data are currently being used in the development of strategies and solutions that are aimed at helping all schools and districts throughout the state of Michigan increase the course pass rate of their virtual learners.

2(b)(viii) Produce an annual consumer awareness report for schools and parents about effective virtual education providers and education delivery models, performance data, cost structures, and research trends.

Michigan Virtual continued to maintain and update its consumer awareness report⁵⁶ twice annually. The updates are completed in the fall and in the spring. The report, which is listed as available on the Micourses website, contains sections Background, Providers and Delivery Models, Performance Data, Cost Structures, Research Trends, Conclusions and Resources. The purpose of this report is to make consumers aware of the status of online learning in Michigan and is specifically designed to inform parents, school personnel, and school board members of the nature of online learning options, their effectiveness for Michigan students, the cost of these programs and current trends.

2(b)(ix) Provide an internet-based platform that educators can use to create student-centric learning tools and resources for sharing in the state's open educational resource repository and facilitate a user network that assists educators in using the content creation platform and state repository for open educational resources. As part of this initiative, the Michigan Virtual University shall work collaboratively with districts and intermediate districts to establish a plan to make available virtual resources that align to Michigan's K-12 curriculum standards for use by students, educators, and parents.

Michigan Virtual has been supporting the #GoOpen Michigan initiative⁵⁷ through work in the areas of vetting content and professional development. Utilizing resources provided by the #GoOpen Michigan professional development group, *Michigan Virtual* has built a free, four-SCECH course,⁵⁸ available in the PLP, for those interested in learning more about Open Educational Resources. The course includes how and why to use them, where to find them, and how to incorporate them. In addition, *Michigan Virtual* staff serve on strategy and subcommittee teams for #GoOpen. During the 2019 fiscal year, *Michigan Virtual* created and shared more than 1,000 *Michigan Virtual* learning objects in the GoOpenMichigan website.⁵⁹

2(b)(x) Create and maintain a public statewide catalog of virtual learning courses being offered by all public schools and community colleges in this state. The Michigan Virtual Learning Research Institute shall identify and develop a list of nationally recognized best practices for virtual learning and use this list to support reviews of virtual course vendors, courses, and instructional practices. The Michigan Virtual Learning Research Institute shall also provide a mechanism for intermediate districts to use the identified best practices to review content offered by constituent districts. The Michigan Virtual Learning Research Institute shall review the virtual course offerings of the Michigan Virtual University, and make the results from these reviews available to the public as part of the statewide catalog. The Michigan Virtual Learning Research Institute shall ensure that the statewide catalog is made available to the public on the Michigan Virtual University website and shall allow the ability to link it to each district's website as provided for in section 21f. The statewide catalog shall also contain all of the following:

(A) The number of enrollments in each virtual course in the immediately preceding school year.

(B) The number of enrollments that earned 60% or more of the total course points for each virtual course in the immediately preceding school year.

(C) The completion rate for each virtual course.

The statewide catalog of online courses⁶⁰ is continually maintained by *Michigan Virtual* and allows districts and third-party providers to input course syllabi, course offerings, course reviews, and performance data. In September of each year, *Michigan Virtual* requests completion data from districts offering courses through the statewide catalog and offers to batch upload large data files for those districts.

Courses input into the catalog are required to undergo an online course review. The statewide catalog website allows the district catalog manager to manually create or update the course review results or to create performance data for a school year in individual courses through the interface.

In anticipation of the release of the National Standards for Quality Online Courses⁶¹ which were released in October 2019, *Michigan Virtual* developed a plan to incorporate the new standards into the statewide catalog. *Michigan Virtual* intends to add the new standards to the catalog during the 2019-2020 fiscal year so that schools have the option to review their courses using the new standards. *Michigan Virtual* will continue, for the near future, to allow the old standards to be used.

Michigan Virtual also sent 10 semester-length student courses through a third-party quality review process.⁶² Quality Matters, a nationally-recognized and respected organization, certified each of the courses as passing their standards for quality online courses. This independent review of quality, is used to share ratings on *Michigan Virtual* courses in the catalog. To date, *Michigan Virtual* has 75 student courses that have earned Quality Matters certification.

2(b)(xi) - Support registration, payment services, and transcript functionality for the statewide catalog and train key stakeholders on how to use new features.

Michigan Virtual provided personalized support to users of the statewide course catalog. User support included creating new district catalog administrators and new vendors, uploading completion data, providing database support for reporting and for managing course offerings. Training is provided as requested and a webinar recording is accessible as a training resource. More than 50 knowledge base articles are maintained which include step-by-step instructions for districts on how to allow and accept enrollments through the statewide catalog, how to manage payment options, and how to communicate student performance through the system.⁶³

2(b)(xii) Collaborate with key stakeholders to examine district level accountability and teacher effectiveness issues related to online learning under section 21f and make findings and recommendations publicly available.

Administrators at *Michigan Virtual* developed and piloted a modified Danielson evaluation rubric in the 2017-18 school year evaluation cycle with a small group of full-time instructors. Based on the results of the pilot and feedback from instructors and administrators, the evaluation rubric was further honed to better represent best practices in online teaching. The 2018-19 evaluation cycle incorporated the Danielson rubric to all *Michigan Virtual* instructors, both full-time and part-time, with the goal of continuous improvement in online teaching practices.

The evaluation effort has not solely focused on *Michigan Virtual* teachers. Through the Collaborative partnerships that *Michigan Virtual* has established, we have provided support services and resources to Gull Lake Schools, St. Clair County and Lakeshore Schools. These resources were provided in an effort to help support the local evaluation of teachers working in an online format for the local school or system of schools. Our goal is to establish additional Collaborative partners in this format and provide similar resources in subsequent years. *Michigan Virtual* staff have also presented on its teacher evaluation system during a webinar and conference session.

Michigan Virtual has also been working closely with Michigan districts and CEPI to facilitate the reporting of virtual instructors, including their teacher effectiveness ratings, in the CEPI REP Report.⁶⁴ In coordination with CEPI, *Michigan Virtual* has developed a streamlined process whereby districts can download their virtual learning and teacher data for easy upload to meet the CEPI REP reporting requirements. This reporting requirement ensures a more complete report on virtual learning in the state.

Michigan Virtual is also working on teacher effectiveness challenges that impact online instructors, particularly those working with *Michigan Virtual* related to the current REP reporting system for teacher effectiveness. Currently, local schools are required to identify the *Michigan Virtual* teacher as the teacher of record for their local “count day” reporting. Due to this requirement, *Michigan Virtual* teachers appear to have taught at dozens upon dozens of schools across the State in a single year. In addition, each of those local schools is required to provide an effectiveness rating for the teacher. While *Michigan Virtual* currently conducts annual evaluations of its teachers and reports them to the local school, there is nothing currently preventing a school from assigning its own rating.

An additional challenge lies in the multiple ratings that a teacher can receive in one year when they work for a local school and *Michigan Virtual* (or other similar service provider). A local school may rate a teacher lower than *Michigan Virtual* leading to potential issues when removing the teacher due to effectiveness. Likewise, *Michigan Virtual* may rate a teacher lower than the local school leading to a group of alternative problems. Neither of these scenarios is ideal for the State or the teacher. The possible identification of a 'virtual' rating and a 'traditional' rating may be a resolution. *Michigan Virtual* continues to work with CEPI to try to identify solutions to these challenges.

2(b)(xiii) - Provide a report on the activities of the Michigan Virtual Learning Research Institute.

The "Research Institute" section of this report provides the required reporting for *MVLR*.

Appendix A - Michigan Virtual Student Enrollment Data

Figure 1. 2018-19 Districts Served by Michigan Virtual with Student Online Courses

LEA Districts:

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| Airport Community Schools | Boyne City Public Schools | Davison Community Schools |
| Alanson Public Schools | Brandon S.D., Oakland/Lapeer | Dearborn City School District |
| Alba Public Schools | Breckenridge Community S. | Deckerville Community S.D. |
| Alcona Community Schools | Breitung Township S.D. | DeWitt Public Schools |
| Allegan Public Schools | Bridgman Public Schools | Dexter Community S.D. |
| Allen Park Public Schools | Brighton Area Schools | Dowagiac Union School District |
| Allendale Public Schools | Brimley Area Schools | Dryden Community Schools |
| Alma Public Schools | Brown City Community Schools | Durand Area Schools |
| Almont Community Schools | Buchanan Community Schools | East China School District |
| Alpena Public Schools | Bullock Creek School District | East Grand Rapids Public S. |
| Anchor Bay School District | Byron Area Schools | East Lansing School District |
| Ann Arbor Public Schools | Byron Center Public Schools | Eaton Rapids Public Schools |
| Armada Area Schools | Cadillac Area Schools | Edwardsburg Public Schools |
| Athens Area Schools | Caledonia Community Schools | Elk Rapids Schools |
| Avondale School District | Carman-Ainsworth C. S. | Engadine Consolidated Schools |
| Bad Axe Public Schools | Caro Community Schools | Escanaba Area Public Schools |
| Baldwin Community Schools | Carson City-Crystal Area S. | Evart Public Schools |
| Bangor Public Schools | Caseville Public Schools | Fairview Area School District |
| Bath Community Schools | Cass City Public Schools | Farmington Public S.D. |
| Battle Creek Public Schools | Cedar Springs Public Schools | Fennville Public Schools |
| Bay City School District | Centreville Public Schools | Fenton Area Public Schools |
| Beal City Public Schools | Charlevoix Public Schools | Ferndale Public Schools |
| Bear Lake Schools | Charlotte Public Schools | Flushing Community Schools |
| Beaver Island Community S. | Cheboygan Area Schools | Forest Hills Public Schools |
| Beaverton Rural Schools | Chelsea School District | Forest Park School District |
| Bedford Public Schools | Chippewa Hills School District | Fowler Public Schools |
| Belding Area School District | Chippewa Valley Schools | Fowlerville Community Schools |
| Bellaire Public Schools | Clarkston Community S.D. | Frankenmuth School District |
| Bellevue Community Schools | Clinton Community Schools | Frankfort-Elberta Area Schools |
| Bentley Community S.D. | Clio Area School District | Freeland Community S.D. |
| Benzie County Central Schools | Coldwater Community Schools | Fremont Public School District |
| Berkley School District | Coloma Community Schools | Fruitport Community Schools |
| Berrien Springs Public Schools | Comstock Public Schools | Fulton Schools |
| Big Bay De Noc School District | Concord Community Schools | Galesburg-Augusta C. S. |
| Birch Run Area Schools | Constantine Public S.D. | Gaylord Community Schools |
| Birmingham Public Schools | Coopersville Area Public S.D. | Gibraltar School District |
| Blissfield Community Schools | Crawford AuSable Schools | Gladwin Community Schools |
| Bloomfield Hills Schools | Crestwood School District | Glen Lake Community Schools |
| Bloomington Public S.D. | Dansville Schools | Gobles Public School District |

| | | |
|--------------------------------|--------------------------------|----------------------------------|
| Grand Blanc Community S. | Kearsley Community S.D. | Meridian Public Schools |
| Grand Haven Area Public S. | Kelloggsville Public Schools | Merrill Community Schools |
| Grand Ledge Public Schools | Kenowa Hills Public Schools | Mesick Consolidated Schools |
| Grandville Public Schools | Kent City Community Schools | Michigan Center School District |
| Grass Lake Community Schools | Kentwood Public Schools | Midland Public Schools |
| Greenville Public Schools | Kingsley Area Schools | Milan Area Schools |
| Grosse Ile Township Schools | Kingston Community S.D. | Millington Community Schools |
| Grosse Pointe Public Schools | L'Anse Area Schools | Monroe Public Schools |
| Gull Lake Community Schools | L'Anse Creuse Public Schools | Montabella Community S. |
| Hamilton Community Schools | Laingsburg Community S. | Montague Area Public Schools |
| Hancock Public Schools | Lake Fenton Community S. | Muskegon, P.S. of the City of |
| Hanover-Horton School District | Lake Linden-Hubbell S.D. | Negaunee Public Schools |
| Harbor Springs School District | Lake Orion Community Schools | New Lothrop Area Public S. |
| Harper Creek Community S. | Lake Shore Public S. (Macomb) | Niles Community Schools |
| Harper Woods, The School | Lakeshore S.D. (Berrien) | North Branch Area Schools |
| District of the City of | Lakeview Public S. (Macomb) | North Central Area Schools |
| Hartford Public Schools | Lakeview S.D. (Calhoun) | North Dickinson County S. |
| Hartland Consolidated Schools | Lakeville Community S.D. | North Muskegon Public S. |
| Haslett Public Schools | Lakewood Public Schools | Northport Public School District |
| Hastings Area School District | Lansing Public School District | Northview Public Schools |
| Hemlock Public School District | Lawrence Public Schools | Northville Public Schools |
| Hillman Community Schools | Lawton Community S.D. | Novi Community School District |
| Holland City School District | Leland Public School District | Oakridge Public Schools |
| Holly Area School District | Leslie Public Schools | Okemos Public Schools |
| Holt Public Schools | Lincoln Consolidated S.D. | Olivet Community Schools |
| Hopkins Public Schools | Livonia Public Schools S.D. | Onkama Consolidated S. |
| Houghton Lake Community S. | Ludington Area School District | Onsted Community Schools |
| Houghton-Portage Twp. S.D. | Mackinac Island Public Schools | Ontonagon Area Schools |
| Howell Public Schools | Mackinaw City Public Schools | Orchard View Schools |
| Hudson Area Schools | Madison S.D. (Lenawee) | Oscoda Area Schools |
| Hudsonville Public S.D. | Manchester Community S. | Otsego Public Schools |
| Huron School District | Manistee Area Public Schools | Ovid-Elsie Area Schools |
| Huron Valley Schools | Manistique Area Schools | Owosso Public Schools |
| Imlay City Community Schools | Marion Public Schools | Parchment School District |
| Inland Lakes Schools | Marlette Community Schools | Paw Paw Public School District |
| Ionia Public Schools | Marquette Area Public Schools | Pennfield Schools |
| Iron Mountain Public Schools | Marshall Public Schools | Perry Public Schools |
| Ishpeming P.S.D. No. 1 | Martin Public Schools | Pewamo-Westphalia C.S. |
| Ithaca Public Schools | Marysville Public Schools | Pickford Public Schools |
| Jackson Public Schools | Mason Public S. (Ingham) | Pinckney Community Schools |
| Jenison Public Schools | Mattawan Consolidated School | Plainwell Community Schools |
| Johannesburg-Lewiston Area S. | Memphis Community Schools | Plymouth-Canton C.S. |
| Kalamazoo Public Schools | Mendon Community S.D. | Port Huron Area School District |
| Kalkaska Public Schools | Menominee Area Public S. | Portage Public Schools |

Portland Public Schools
 Potterville Public Schools
 Public Schools of Calumet,
 Laurium & Keweenaw
 Quincy Community Schools
 Rapid River Public Schools
 Ravenna Public Schools
 Reading Community Schools
 Reed City Area Public Schools
 Reeths-Puffer Schools
 Republic-Michigamme Schools
 Richmond Community Schools
 Rochester Community S.D.
 Rockford Public Schools
 Rogers City Area Schools
 Romeo Community Schools
 Roscommon Area Public S.
 Royal Oak Schools
 Rudyard Area Schools
 Saginaw, S.D. of the City of
 Saline Area Schools
 Sand Creek Community S.
 Sandusky Community S.D.
 Saranac Community Schools
 Saugatuck Public Schools
 Sault Ste. Marie Area Schools
 Schoolcraft Community S.
 Shelby Public Schools

Shepherd Public Schools
 South Haven Public Schools
 South Lake Schools
 South Lyon Community S.
 South Redford School District
 Southfield Public S.D.
 Southgate Community S.D.
 Sparta Area Schools
 Spring Lake Public Schools
 Springport Public Schools
 St. Ignace Area Schools
 St. Johns Public Schools
 Standish-Sterling Community S.
 Stockbridge Community S.
 Sturgis Public Schools
 Summerfield Schools
 Superior Central School District
 Suttons Bay Public Schools
 Swan Valley School District
 Swartz Creek Community S.
 Tahquamenon Area Schools
 Tecumseh Public Schools
 Thornapple Kellogg S.D.
 Three Rivers Community S.
 Traverse City Area Public S.
 Trenton Public Schools
 Tri County Area Schools
 Ubly Community Schools

Union City Community Schools
 Unionville-Sebewaing Area S.D.
 Utica Community Schools
 Van Buren Public Schools
 Vanderbilt Area Schools
 Vandercook Lake Public S.
 Vestaburg Community Schools
 Vicksburg Community Schools
 Walkerville Public Schools
 Walled Lake Consolidated S.
 Warren Woods Public Schools
 Waterford School District
 Watersmeet Township S.D.
 Watervliet School District
 Waverly Community Schools
 Wayne-Westland C.S.D.
 West Bloomfield School District
 West Branch-Rose City Area S.
 West Iron County Public S.
 West Ottawa Public S.D.
 Western School District
 Whitehall District Schools
 Whitmore Lake Public S.D.
 Whittemore-Prescott Area S.
 Williamston Community S.
 Woodhaven-Brownstown S.D.
 Yale Public Schools
 Zeeland Public Schools

PSA Districts

Achieve Charter Academy
 Arbor Preparatory High School
 Black River Public School
 Blue Water Middle College
 Canton Charter Academy
 Canton Preparatory H.S.
 Chandler Park Academy
 Charlevoix Montessori
 Academy for the Arts
 Charlton Heston Academy

Charyl Stockwell Academy
 Concord Academy - Boyne
 Cross Creek Charter Academy
 DeTour Arts and Technology A.
 Genesee STEM Academy
 Grand River Preparatory H.S.
 Grand Traverse Academy
 Henry Ford Academy: School
 for Creative Studies
 Honey Creek Community S.

Kensington Woods Schools
 LifeTech Academy
 Midland Academy of Advanced
 and Creative Studies
 New School High
 NexTech H.S. of Lansing
 Taylor Preparatory High School
 Wellspring Preparatory H.S.
 West Michigan Aviation A.

Nonpublic Schools

All Saints Central School
Austin Catholic High School
Calvary Baptist Academy
Cardinal Mooney Catholic S.
Catholic Central High School
Detroit Christian Schools of
Excellence
Divine Child High School
Everest Academy
Farber Hebrew Day School
Fr. Gabriel Richard H.S.
Gabriel Richard Catholic H.S.
Grand Rapids Christian H.S.
Holland Christian High School

Interlochen Arts Academy
Jackson Christian School
Kalamazoo Christian H.S.
Lansing Catholic Central H.S.
Lansing Christian School
Muskegon Catholic Cent. H.S.
Notre Dame Preparatory S.
Oakland Christian School
Plymouth Christian Academy
Regina High School
Saint John Paul II Cath. Acad.
Shrine High School
South Christian High School
Southfield Christian School

St Mary School-Westphalia
St. Francis High School
St. Gerard School
St. Mary Cathedral School -
Gaylord
St. Mary Catholic School -
Sault Sainte Marie
St. Mary School-Lake Leelanau
St. Patrick School
Traverse City Christian School
Unity Christian High School
Valley Lutheran High School
Wixom Christian School

Figure 2. 2018-19 Michigan Virtual ISD, LEA, PSA District and Nonpublic Schools with Student Enrollments

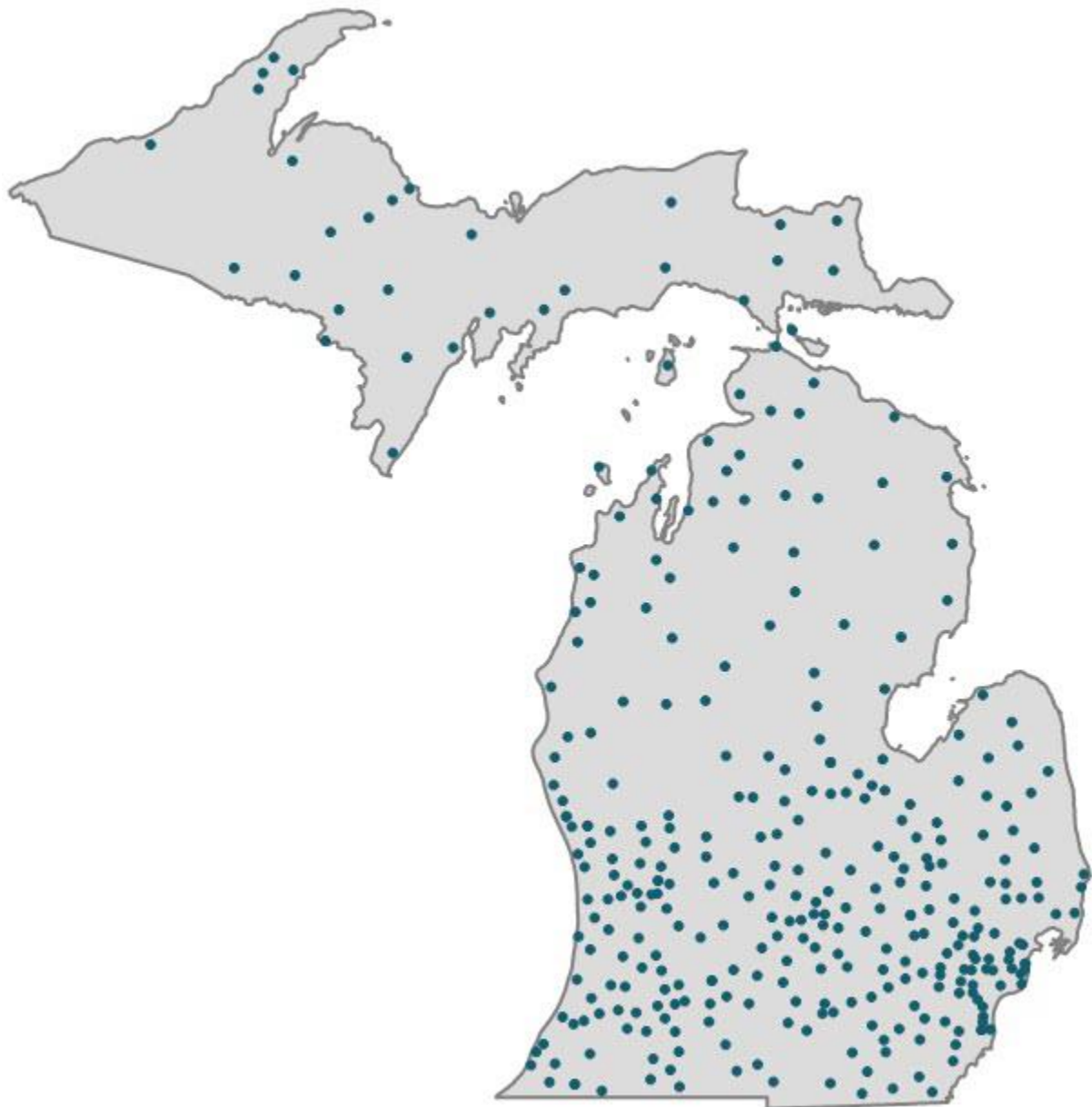


Figure 3. 2018-19 Michigan Virtual Student Courses Offered with Performance Data

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|-----------------------------------|--|--------------|-----------|
| Business and Marketing | Accounting A | 168 | 81% |
| Business and Marketing | Accounting B | 56 | 89% |
| Business and Marketing | Business Ethics | 291 | 89% |
| Business and Marketing | Entrepreneurship | 259 | 79% |
| Business and Marketing | Hospitality & Tourism: Traveling the Globe | 152 | 93% |
| Business and Marketing | Sports and Entertainment Marketing | 283 | 92% |
| Commun. & Audio/Visual Tech. | Journalism (Advanced) | 14 | 71% |
| Commun. & Audio/Visual Tech. | Journalism (Introduction) | 105 | 87% |
| Computer and Information Sciences | Adv Prog: Game Design & Animation | 83 | 61% |
| Computer and Information Sciences | Advanced Web Design: JavaScript | 40 | 90% |
| Computer and Information Sciences | AP Computer Science A (A) | 175 | 87% |
| Computer and Information Sciences | AP Computer Science A (B) | 130 | 94% |
| Computer and Information Sciences | AP Computer Science Principles (A) | 28 | 93% |
| Computer and Information Sciences | AP Computer Science Principles (B) | 26 | 88% |
| Computer and Information Sciences | Basic Web Design: HTML & CSS | 135 | 65% |
| Computer and Information Sciences | Digital Information Technology A | 75 | 91% |
| Computer and Information Sciences | Digital Information Technology B | 18 | 94% |
| Computer and Information Sciences | Digital Literacy & Programming (18 Wks) | 14 | 64% |
| Computer and Information Sciences | Foundations of Programming A | 247 | 91% |
| Computer and Information Sciences | Foundations of Programming B | 89 | 93% |
| Computer and Information Sciences | Social Media | 228 | 85% |
| Engineering and Technology | Bioethics | 141 | 92% |
| English Language and Literature | AP English Lang. and Composition (A) | 45 | 89% |
| English Language and Literature | AP English Lang. and Composition (B) | 44 | 84% |
| English Language and Literature | AP English Lit. and Composition (A) | 66 | 83% |
| English Language and Literature | AP English Lit. and Composition (B) | 54 | 87% |
| English Language and Literature | Composition (Advanced) | 37 | 92% |
| English Language and Literature | Composition (Beginning) | 106 | 73% |
| English Language and Literature | Language Arts A (6th Grade) | <10 | 50% |
| English Language and Literature | Language Arts A (7th Grade) | 22 | 55% |
| English Language and Literature | Language Arts A (8th Grade) | 13 | 69% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|---------------------------------|---|--------------|-----------|
| English Language and Literature | Language Arts B (6th Grade) | <10 | 100% |
| English Language and Literature | Language Arts B (7th Grade) | 14 | 71% |
| English Language and Literature | Language Arts B (8th Grade) | 12 | 92% |
| English Language and Literature | EdReady English (Grades 8-9) | <10 | NA |
| English Language and Literature | EdReady English (Grades 10-12) | <10 | NA |
| English Language and Literature | Essentials H.S. English 1A | <10 | 60% |
| English Language and Literature | ELA 9A: Intro to Literature Essentials | 21 | 38% |
| English Language and Literature | ELA 9B: Intro to Literature Essentials | 25 | 68% |
| English Language and Literature | English 9A | 64 | 55% |
| English Language and Literature | English 9B | 71 | 59% |
| English Language and Literature | ELA 10A: World Literature Essentials | 28 | 50% |
| English Language and Literature | ELA 10B: World Literature Essentials | 28 | 50% |
| English Language and Literature | English 10A | 82 | 49% |
| English Language and Literature | English 10B | 81 | 78% |
| English Language and Literature | ELA 11A: American Literature Essentials | 45 | 71% |
| English Language and Literature | ELA 11B: American Literature Essentials | 35 | 60% |
| English Language and Literature | American Literature A - English 11-12 | 260 | 83% |
| English Language and Literature | American Literature B - English 11-12 | 233 | 83% |
| English Language and Literature | British Literature A - English 11-12 | 220 | 69% |
| English Language and Literature | British Literature B - English 11-12 | 179 | 84% |
| English Language and Literature | ELA 12A: British Literature Essentials | 33 | 70% |
| English Language and Literature | ELA 12B: British Literature Essentials | 21 | 71% |
| English Language and Literature | Mythology and Folklore: Legendary Tales | 300 | 93% |
| English Language and Literature | Reading for College Success | 67 | 87% |
| English Language and Literature | World Literature | 63 | 79% |
| Fine and Performing Arts | AP Art History (A) | 28 | 82% |
| Fine and Performing Arts | AP Art History (B) | 21 | 95% |
| Fine and Performing Arts | Digital Photography | 191 | 85% |
| Fine and Performing Arts | Film Studies: American Film Survey | 269 | 83% |
| Fine and Performing Arts | Guitar 1A | 75 | 77% |
| Fine and Performing Arts | Guitar 1B | <10 | 78% |
| Fine and Performing Arts | Middle School Guitar 1A | <10 | 100% |
| Fine and Performing Arts | Music Appreciation Odyssey | 128 | 78% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|---------------------------------|----------------------------|--------------|-----------|
| Fine and Performing Arts | Visual Art Comprehension I | 70 | 81% |
| Foreign Language and Literature | American Sign Language 1A | 1,460 | 73% |
| Foreign Language and Literature | American Sign Language 1B | 855 | 91% |
| Foreign Language and Literature | American Sign Language 2A | 449 | 95% |
| Foreign Language and Literature | American Sign Language 2B | 402 | 94% |
| Foreign Language and Literature | AP Chinese (A) | 35 | 94% |
| Foreign Language and Literature | AP Chinese (B) | 29 | 97% |
| Foreign Language and Literature | AP French (A) | 13 | 69% |
| Foreign Language and Literature | AP French (B) | <10 | 75% |
| Foreign Language and Literature | AP Spanish (A) | 56 | 79% |
| Foreign Language and Literature | AP Spanish (B) | 45 | 91% |
| Foreign Language and Literature | Chinese 1A | 60 | 82% |
| Foreign Language and Literature | Chinese 1B | 39 | 95% |
| Foreign Language and Literature | Chinese 2A | 43 | 81% |
| Foreign Language and Literature | Chinese 2B | 27 | 93% |
| Foreign Language and Literature | Chinese 3A | 42 | 95% |
| Foreign Language and Literature | Chinese 3B | 36 | 94% |
| Foreign Language and Literature | Chinese 4A | 23 | 100% |
| Foreign Language and Literature | Chinese 4B | 27 | 93% |
| Foreign Language and Literature | French 1A | 212 | 74% |
| Foreign Language and Literature | French 1A (Grades 6-8) | 17 | 88% |
| Foreign Language and Literature | French 1B | 133 | 87% |
| Foreign Language and Literature | French 1B (Grades 6-8) | 13 | 85% |
| Foreign Language and Literature | French 2A | 176 | 75% |
| Foreign Language and Literature | French 2A (Grades 6-8) | <10 | 100% |
| Foreign Language and Literature | French 2B | 146 | 89% |
| Foreign Language and Literature | French 2B (Grades 6-8) | <10 | <20% |
| Foreign Language and Literature | French 3A | 49 | 65% |
| Foreign Language and Literature | French 3B | 24 | 83% |
| Foreign Language and Literature | German 1A | 327 | 61% |
| Foreign Language and Literature | German 1A (Grades 6-8) | 20 | 40% |
| Foreign Language and Literature | German 1B | 236 | 78% |
| Foreign Language and Literature | German 1B (Grades 6-8) | <10 | 100% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|---------------------------------|--|--------------|-----------|
| Foreign Language and Literature | German 2A | 106 | 84% |
| Foreign Language and Literature | German 2A (Grades 6-8) | <10 | 100% |
| Foreign Language and Literature | German 2B | 94 | 89% |
| Foreign Language and Literature | German 2B (Grades 6-8) | <10 | 100% |
| Foreign Language and Literature | Japanese 1A | 245 | 79% |
| Foreign Language and Literature | Japanese 1B | 152 | 84% |
| Foreign Language and Literature | Japanese 2A | 70 | 89% |
| Foreign Language and Literature | Japanese 2B | 54 | 87% |
| Foreign Language and Literature | Latin 1A | 92 | 90% |
| Foreign Language and Literature | Latin 1B | 60 | 95% |
| Foreign Language and Literature | Latin 2A | 48 | 94% |
| Foreign Language and Literature | Latin 2B | 55 | 98% |
| Foreign Language and Literature | Latin 3A | 12 | 92% |
| Foreign Language and Literature | Latin 3B | <10 | 100% |
| Foreign Language and Literature | Spanish 1A | 372 | 61% |
| Foreign Language and Literature | Spanish 1A (Grades 6-8) | 38 | 71% |
| Foreign Language and Literature | Spanish 1B | 207 | 87% |
| Foreign Language and Literature | Spanish 1B (Grades 6-8) | 16 | 100% |
| Foreign Language and Literature | Spanish 2A | 290 | 66% |
| Foreign Language and Literature | Spanish 2A (Grades 6-8) | <10 | 100% |
| Foreign Language and Literature | Spanish 2B | 215 | 82% |
| Foreign Language and Literature | Spanish 2B (Grades 6-8) | <10 | 100% |
| Foreign Language and Literature | Spanish 3A | 114 | 79% |
| Foreign Language and Literature | Spanish 3B | 78 | 83% |
| Foreign Language and Literature | Spanish 4A | 73 | 84% |
| Foreign Language and Literature | Spanish 4B | 52 | 87% |
| Health Care Sciences | Medical Terminology | 604 | 91% |
| Human Services | Success Skills for the Real World (18 Wks) | <10 | <20% |
| Human Services | Success Skills for the Real World (9 Wks) | <10 | <20% |
| Life and Physical Sciences | Anatomy and Physiology A | 188 | 92% |
| Life and Physical Sciences | Anatomy and Physiology B | 104 | 93% |
| Life and Physical Sciences | AP Biology (A) | 63 | 87% |
| Life and Physical Sciences | AP Biology (B) | 53 | 94% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|----------------------------|------------------------------|--------------|-----------|
| Life and Physical Sciences | AP Chemistry (A) | 45 | 67% |
| Life and Physical Sciences | AP Chemistry (B) | 29 | 93% |
| Life and Physical Sciences | AP Environmental Science (A) | 76 | 91% |
| Life and Physical Sciences | AP Environmental Science (B) | 54 | 91% |
| Life and Physical Sciences | AP Physics 1 (A) | 65 | 83% |
| Life and Physical Sciences | AP Physics 1 (B) | 45 | 91% |
| Life and Physical Sciences | AP Physics 2 (A) | 14 | 86% |
| Life and Physical Sciences | AP Physics 2 (B) | 11 | 100% |
| Life and Physical Sciences | AP Physics C (A) | 25 | 92% |
| Life and Physical Sciences | AP Physics C (B) | 22 | 100% |
| Life and Physical Sciences | Astronomy | 301 | 87% |
| Life and Physical Sciences | Biology A | 125 | 76% |
| Life and Physical Sciences | Biology A Essentials | 23 | 52% |
| Life and Physical Sciences | Biology B | 112 | 82% |
| Life and Physical Sciences | Biology B Essentials | 20 | 60% |
| Life and Physical Sciences | Chemistry A | 139 | 50% |
| Life and Physical Sciences | Chemistry A Essentials | 35 | 54% |
| Life and Physical Sciences | Chemistry B | 129 | 60% |
| Life and Physical Sciences | Chemistry B Essentials | 25 | 40% |
| Life and Physical Sciences | Earth Science A | 129 | 68% |
| Life and Physical Sciences | Earth Science B | 90 | 78% |
| Life and Physical Sciences | Environmental Science A | 65 | 88% |
| Life and Physical Sciences | Environmental Science B | 30 | 97% |
| Life and Physical Sciences | Oceanography A | 238 | 87% |
| Life and Physical Sciences | Oceanography B | 70 | 90% |
| Life and Physical Sciences | Physical Science A | 44 | 61% |
| Life and Physical Sciences | Physical Science B | 32 | 75% |
| Life and Physical Sciences | Physics A | 114 | 89% |
| Life and Physical Sciences | Physics A Essentials | <10 | 29% |
| Life and Physical Sciences | Physics B | 105 | 86% |
| Life and Physical Sciences | Science A (6th Grade) | <10 | 40% |
| Life and Physical Sciences | Science A (7th Grade) | 16 | 56% |
| Life and Physical Sciences | Science A (8th Grade) | 11 | 55% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|----------------------------|---|--------------|-----------|
| Life and Physical Sciences | Science B (6th Grade) | <10 | 71% |
| Life and Physical Sciences | Science B (7th Grade) | 12 | 92% |
| Life and Physical Sciences | Science B (8th Grade) | 11 | 82% |
| Life and Physical Sciences | Veterinary Science: The Care of Animals | 294 | 91% |
| Mathematics | Algebra 1 Testing Out | <10 | NA |
| Mathematics | Algebra 1A | 184 | 71% |
| Mathematics | Algebra 1A Essentials | 12 | 25% |
| Mathematics | Algebra 1B | 197 | 79% |
| Mathematics | Algebra 1B Essentials | 52 | 40% |
| Mathematics | Algebra 2A | 213 | 74% |
| Mathematics | Algebra 2A Essentials | 41 | 61% |
| Mathematics | Algebra 2B | 259 | 64% |
| Mathematics | Algebra 2B Essentials | 40 | 85% |
| Mathematics | AP Calculus AB (A) | 31 | 87% |
| Mathematics | AP Calculus AB (B) | 18 | 89% |
| Mathematics | AP Calculus BC (A) | 81 | 84% |
| Mathematics | AP Calculus BC (B) | 54 | 89% |
| Mathematics | AP Statistics (A) | 115 | 93% |
| Mathematics | AP Statistics (B) | 106 | 88% |
| Mathematics | Calculus A | 64 | 73% |
| Mathematics | Calculus B | 36 | 92% |
| Mathematics | EdReady Math (4th Grade) | <10 | NA |
| Mathematics | EdReady Math (5th Grade) | <10 | NA |
| Mathematics | EdReady Math (6th Grade) | <10 | NA |
| Mathematics | EdReady Math (7th Grade) | <10 | NA |
| Mathematics | EdReady Math (8th Grade) | 10 | NA |
| Mathematics | EdReady Math (HS Algebra 1) | 12 | NA |
| Mathematics | EdReady Math (HS Algebra 2) | <10 | NA |
| Mathematics | EdReady Math (HS Geometry) | <10 | NA |
| Mathematics | Essentials Algebra 1A | 12 | 67% |
| Mathematics | Essentials Algebra 1A - PILOT (2) | 41 | 24% |
| Mathematics | Essentials Algebra 1A – PILOT (1) | 42 | 33% |
| Mathematics | Geometry A | 214 | 75% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|--------------------------------------|---|--------------|-----------|
| Mathematics | Geometry A Essentials | 25 | 56% |
| Mathematics | Geometry B | 213 | 85% |
| Mathematics | Geometry B Essentials | 33 | 48% |
| Mathematics | Mathematics A (6th Grade) | <10 | 63% |
| Mathematics | Mathematics A (7th Grade) | 28 | 32% |
| Mathematics | Mathematics A (8th Grade Pre-Algebra) | 18 | 33% |
| Mathematics | Mathematics B (6th Grade) | <10 | 78% |
| Mathematics | Mathematics B (7th Grade) | 10 | 80% |
| Mathematics | Mathematics B (8th Grade Pre-Algebra) | 12 | 75% |
| Mathematics | Mathematics in the Workplace | 142 | 86% |
| Mathematics | Mathematics of Baseball | 143 | 89% |
| Mathematics | Mathematics of Personal Finance | 342 | 88% |
| Mathematics | Pre-Calculus A | 130 | 85% |
| Mathematics | Pre-Calculus B | 122 | 84% |
| Mathematics | Probability and Statistics A | 113 | 84% |
| Mathematics | Probability and Statistics B | 40 | 75% |
| Mathematics | Trigonometry | 66 | 83% |
| Miscellaneous | Career Planning | 461 | 92% |
| Miscellaneous | Careers - Find Your Future | 365 | 85% |
| Miscellaneous | Employability Skills | 364 | 89% |
| Miscellaneous | Leadership Skills Development | 80 | 81% |
| Miscellaneous | Leadership Skills Development (A) | <10 | 100% |
| Miscellaneous | Leadership Skills Development (B) | <10 | 100% |
| Miscellaneous | PBIS (18 Weeks) | <10 | 67% |
| Miscellaneous | PBIS (9 Weeks) | 18 | 33% |
| Miscellaneous | Study Skills | 354 | 80% |
| Physical, Health, and Safety Ed. | Health Education | 617 | 87% |
| Physical, Health, and Safety Ed. | Health Education (Abstinence Only) | 99 | 91% |
| Physical, Health, and Safety Ed. | Health Education (Abs Only) Testing Out | <10 | NA |
| Physical, Health, and Safety Ed. | Health Education Testing Out | 48 | NA |
| Physical, Health, and Safety Ed. | Personal Fitness | 532 | 85% |
| Public, Protective, and Gov. Service | Forensic Science | 359 | 82% |
| Religious Education and Theology | World Religions: Exploring Diversity | 131 | 93% |

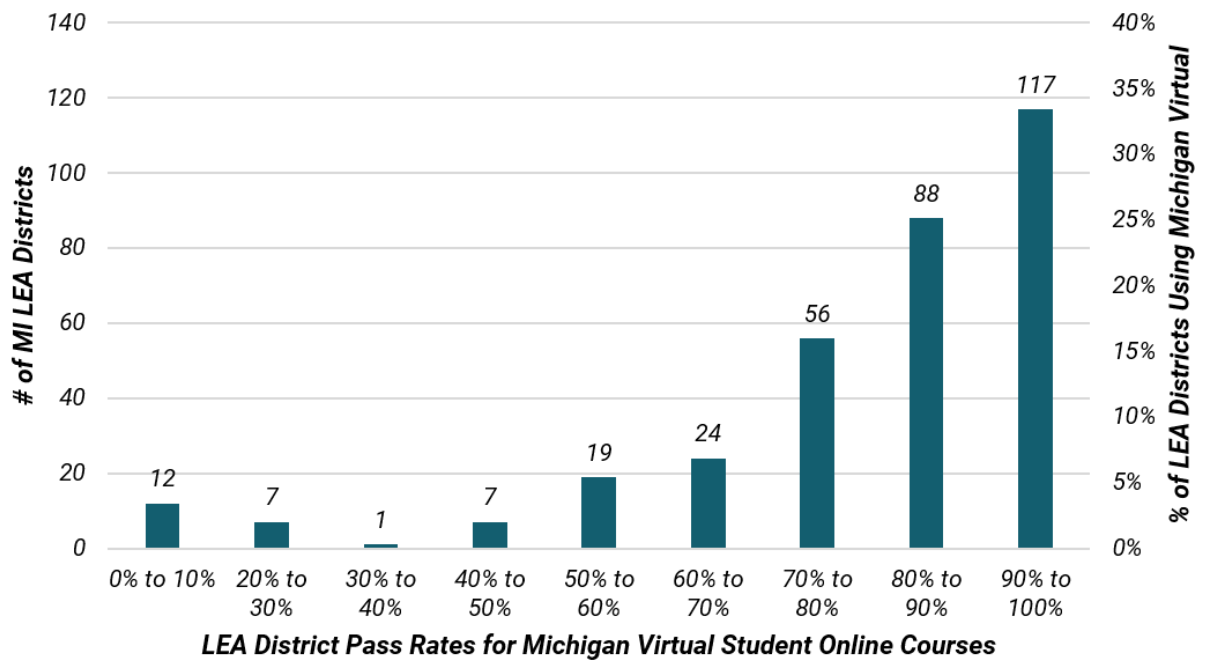
| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|-----------------------------|---|--------------|-----------|
| Social Sciences and History | American History A (8th Grade) | 22 | 55% |
| Social Sciences and History | American History B (8th Grade) | 17 | 88% |
| Social Sciences and History | Anthropology (Introduction) | 106 | 90% |
| Social Sciences and History | Anthropology I | 12 | 83% |
| Social Sciences and History | AP Human Geography (A) | 22 | 100% |
| Social Sciences and History | AP Human Geography (B) | 19 | 100% |
| Social Sciences and History | AP Macroeconomics | 189 | 91% |
| Social Sciences and History | AP Microeconomics | 146 | 95% |
| Social Sciences and History | AP Psychology (A) | 288 | 85% |
| Social Sciences and History | AP Psychology (B) | 226 | 92% |
| Social Sciences and History | AP U.S. Government and Politics | 117 | 82% |
| Social Sciences and History | AP U.S. History (A) | 66 | 77% |
| Social Sciences and History | AP U.S. History (B) | 46 | 83% |
| Social Sciences and History | AP World History (A) | 73 | 70% |
| Social Sciences and History | AP World History (B) | 52 | 81% |
| Social Sciences and History | Archaeology: Detectives of the Past | 53 | 87% |
| Social Sciences and History | Civics | 612 | 89% |
| Social Sciences and History | Criminology | 695 | 84% |
| Social Sciences and History | Economics | 620 | 89% |
| Social Sciences and History | Economics Essentials | 27 | 48% |
| Social Sciences and History | Middle School World History A | 22 | 68% |
| Social Sciences and History | Middle School World History B | 20 | 85% |
| Social Sciences and History | Modern World History & Geography A | 23 | 35% |
| Social Sciences and History | Modern World History & Geography B | 12 | 75% |
| Social Sciences and History | Native American History | 84 | 85% |
| Social Sciences and History | Personal Finance for Young Adults | 251 | 91% |
| Social Sciences and History | Philosophy: The Big Picture | 126 | 89% |
| Social Sciences and History | Psychology | 361 | 85% |
| Social Sciences and History | Sociology I: Introduction to Sociology | 244 | 84% |
| Social Sciences and History | Sociology II: Social Problems | 30 | 87% |
| Social Sciences and History | U.S. History A: 1877-Present Essentials | 28 | 39% |
| Social Sciences and History | U.S. History and Geography A | 211 | 76% |
| Social Sciences and History | U.S. History and Geography B | 187 | 78% |

| NCES Subject Area | Course Name | Enroll Count | Pass Rate |
|-----------------------------|---|--------------|-----------|
| Social Sciences and History | U.S. History B: 1877-Present Essentials | 13 | 38% |
| Social Sciences and History | World History and Geography A | 280 | 85% |
| Social Sciences and History | World History and Geography B | 295 | 88% |

Figure 4. 2018-19 Michigan Virtual Student Performance Data by NCES Subject Area

| NCES Subject Area | Attempted Count | Withdrawn | Completed/Failed | Michigan Virtual Pass Rate | Statewide 17-18 Pass Rate |
|--|-----------------|-----------|------------------|----------------------------|---------------------------|
| Business and Marketing | 1,209 | 1% | 12% | 87% | 69% |
| Communications & Audio/Visual Tech. | 119 | 3% | 12% | 85% | 63% |
| Computer and Information Sciences | 1,288 | 2% | 14% | 85% | 62% |
| Engineering and Technology | 141 | 0% | 8% | 92% | 64% |
| English Language and Literature | 2,281 | 3% | 20% | 77% | 51% |
| Fine and Performing Arts | 794 | 2% | 16% | 82% | 58% |
| Foreign Language and Literature | 7,478 | 2% | 17% | 81% | 58% |
| Health Care Sciences | 604 | 1% | 9% | 91% | 68% |
| Human Services | < 10 | 0% | 100% | 0% | 78% |
| Life and Physical Sciences | 2,983 | 2% | 16% | 81% | 52% |
| Mathematics | 3,266 | 3% | 20% | 77% | 48% |
| Miscellaneous | 1,656 | 2% | 12% | 86% | 62% |
| Physical, Health, and Safety Education | 1,248 | 2% | 12% | 86% | 62% |
| Public, Protective, and Gov. Service | 359 | 1% | 16% | 82% | 69% |
| Religious Education and Theology | 131 | 2% | 5% | 93% | 85% |
| Social Sciences and History | 5,595 | 2% | 13% | 85% | 56% |

Figure 5. 2018-19 Michigan Virtual Student Performance Data by LEA District



Appendix B - Michigan Virtual Professional Enrollment Data

Figure 6. 2018-19 Michigan Virtual Professional Learning Courses

| Course Name | Enroll Count |
|--|--------------|
| #GoOpen: Open Educational Resources in Michigan | 1,184 |
| 21st Century Skills | 25 |
| A to Z Grant Writing | <10 |
| Acknowledgements in SWPBIS: Understanding the Why | <10 |
| Active Shooter On Campus (A.L.I.C.E.) | 159 |
| Advanced Microsoft Excel 2010 | <10 |
| Aiding Students with Learning Disabilities | 23 |
| Anger Management & Effective Discipline to Prevent Violence, Part I | 28 |
| Anger Management & Effective Discipline to Prevent Violence, Part II | 11 |
| AOD: Catechist Certification - Topic 2 | 73 |
| AOD: Catechist Certification - Topic 3 | 71 |
| AOD: Catechist Certification - Topic 5 | 66 |
| AOD: Catechist Certification - Topic 6 | 68 |
| Art Safety for Educational Facilities | 81 |
| Assessment and Grading for Student Achievement | <10 |
| Assessment and the Common Core State Standards | <10 |
| Assessments in the Blended Classroom | 33 |
| Authentic Innovation in the 21st Century Classroom | <10 |
| Basic First Aid | 653 |
| Becoming a Culturally Responsive Teacher | 15 |
| Becoming a Reflective Teacher | <10 |
| Beginning Conversational French | <10 |
| Behavior Science and the Three Term Contingency | <10 |
| Best Practices for Teaching African American Boys | <10 |
| Big Ideas of Early Reading: Fluency | <10 |
| Big Ideas of Early Reading: Phonics | <10 |
| Big Ideas of Early Reading: Vocabulary | <10 |
| Blended Classroom Design | 64 |
| Blogging and Podcasting for Beginners | 14 |
| Bloodborne Pathogens | 7,970 |
| Bloodborne Pathogens for Research and Campus Activities | 605 |
| Brightspace Instructor Training | <10 |
| Building a College List | <10 |
| Building Academic Language, Grades 7-12 | <10 |
| Building Academic Language, Grades K-6 | <10 |
| Building Level Implementation | <10 |
| Building Teams That Work | 11 |
| Campus Emergency Action Plans | 72 |
| Changing Minds to Address Poverty in the Classroom | 1,529 |

| Course Name | Enroll Count |
|--|--------------|
| Character Education, Part I | <10 |
| Character Education, Part II | <10 |
| Charlotte Danielson's A Framework for Teaching | <10 |
| Chemical Hygiene Plan | 13 |
| Chemical Safety | 44 |
| Coaches Corner | <10 |
| College Counseling for 9-10 Graders | <10 |
| Common Core in ELA: Instructional Shifts for Effective Implementation, Grades 3-5 | <10 |
| Common Core in Mathematics: Instructional Shifts for Effective Implementation, Grades 6-8 | <10 |
| Common Core in Mathematics: Instructional Shifts for Effective Implementation, Grades 9-12 | <10 |
| Common Core Standards for English Language Arts K-5 | <10 |
| Common Core State Standards in Literacy, Grades 3-8 | <10 |
| Common Core State Standards in Mathematics, Grades 3 - 8 | <10 |
| Computer Skills for the Workplace | <10 |
| Conflict Resolution Strategies | 1,53 |
| Content Literacy: Grades 6-12 | <10 |
| Correcting Behavior Fluently | <10 |
| Counseling in the College Selection Process | 72 |
| CPR Refresher | 400 |
| Creating a Classroom Website | <10 |
| Creating a Professional Learning Community at Work: Foundational Concepts and Practice | <10 |
| Creating Classroom Centers | 18 |
| Creating the Inclusive Classroom: Strategies for Success | <10 |
| Curriculum Leadership Institute - Phase I | 25 |
| Curriculum Leadership Institute - Phase II | <10 |
| Data, Data Everywhere | <10 |
| Data-Driven Decision Making | <10 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 1 | 187 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 2 | 105 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 3 | 62 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 4 | 60 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 5 | 57 |
| Deeper Dialogue: Teaching with Poverty in Mind Chapter 6 | 56 |
| Designing and Developing in the Blended Classroom | <10 |
| Developing Effective Course Announcements | <10 |
| Differentiated Instruction in the Classroom | 11 |
| Differentiated Instruction: Maximizing Learning for All | 1,543 |
| Differentiating Instruction Using the Common Core State Standards | <10 |
| Differentiating K-12 Assessments | <10 |
| Differentiation and Assessment for Middle School | <10 |

| Course Name | Enroll Count |
|--|--------------|
| Differentiation and the Brain | 11 |
| Digital Content in the Blended Classroom | 24 |
| Discover Sign Language | 10 |
| Discrimination in the Workplace | 66 |
| Diversity in the Workplace | 104 |
| DLN: Foundations of Restorative Practices & Circles | <10 |
| DLN: Mentoring through Coaching Certification | 10 |
| DLN: Observation & Feedback | <10 |
| DLN: School Culture: Creating an Inclusive Learning Environment | <10 |
| DLN: School Improvement | <10 |
| DLN: School Law 101: What Principals Must Know | <10 |
| DLN: School Safety Best Practices | <10 |
| DLN: Understanding Human Behavior Through Restorative Practices | <10 |
| Driving On and Off Campus | <10 |
| Early Literacy Coaches Online Community | 285 |
| Early Literacy Resources | 10 |
| Early Warning Systems Module 1 | <10 |
| Early Warning Systems Module 2 | <10 |
| Educator Evaluation in MI: Evidence of Reflective Practice | 306 |
| Educator Evaluation in MI: Measurement of Student Growth | 678 |
| Educator Evaluation in MI: Preparing for Formative Review | 84 |
| Educator Evaluation in MI: Preparing for Summative Evaluation | 54 |
| Educator Evaluation in MI: Unpacking the Framework | 375 |
| Educator Evaluation: Self-Assessment and Goal Setting | 551 |
| Effective College Counseling Meetings with Juniors | <10 |
| Effective Relationships with College Admissions Officers | <10 |
| Elementary Reading Intervention Strategies | 16 |
| Emergency Action Plans for Office Employees | 84 |
| Emergency Response | 336 |
| Empowering Students With Disabilities | 15 |
| Engaging Students with Interactive Content Using Michigan Virtual's Makerspace | 131 |
| Enhancing Language Development in Childhood | <10 |
| Enhancing Your Curriculum through Art | <10 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 1 | 2,197 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 10 | 971 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 2 | 1,473 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 3 | 1,693 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 4 | 1,251 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 5 | 1,328 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 6 | 1,217 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 7 | 1,241 |
| Essential Instructional Practices in Early Literacy: K-3 Essential 8 | 1,047 |

| Course Name | Enroll Count |
|--|--------------|
| Essential Instructional Practices in Early Literacy: K-3 Essential 9 | 991 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 1 | 1,537 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 10 | 797 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 2 | 950 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 3 | 780 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 4 | 744 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 5 | 772 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 6 | 715 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 7 | 729 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 8 | 631 |
| Essential Instructional Practices in Early Literacy: Pre-K Essential 9 | 668 |
| Essential Instructional Practices in Early Literacy: School-wide and Center-wide Practices | 579 |
| Essentials Online Instructor Training | <10 |
| FERPA - Family Educational Rights and Privacy Act | 1,845 |
| Fire Safety | 76 |
| Fire Safety On Campus | 12 |
| Flu Symptoms and Prevention Strategies | 77 |
| Food Safety | 116 |
| Formative Assessment 101 | 430 |
| Formative Assessment and Standards-Based Grading | <10 |
| General Safety Orientation | 138 |
| Get Assertive! | <10 |
| Get Grants! | <10 |
| Grading: A Guide to Effective Practice | <10 |
| Grammar Refresher | 27 |
| Guided Reading and Writing: Strategies for Maximum Student Achievement | <10 |
| Guided Reading: Strategies for the Differentiated Classroom | 10 |
| H5P Skills Training | 17 |
| Hand and Power Tool Safety | 54 |
| Hazard Communication | 214 |
| Hazardous Materials Classification | 23 |
| Hazardous Waste Awareness (RCRA) | 44 |
| HIPAA Compliance Training | 341 |
| Human Anatomy and Physiology | 10 |
| Human Anatomy and Physiology II | <10 |
| ILC: Implementing Effective Instruction Non-Facilitated | 692 |
| Implementing Professional Learning Communities | 70 |
| Improving Instruction through Strategic Conversations with Teachers | <10 |
| Individual Excellence | 15 |
| Instructional Practices with Technology 101 | 47 |
| Integrating Technology in the Classroom | 18 |

| Course Name | Enroll Count |
|--|--------------|
| Interpersonal Communication | <10 |
| Intro to Online Course Facilitation, 6-12 | 20 |
| Intro to Online Teaching and Learning | <10 |
| Introduction to Algebra | 11 |
| Introduction to Biology | <10 |
| Introduction to Chemistry | <10 |
| Introduction to Microsoft Excel 2010 | <10 |
| Introduction to Microsoft Excel 2013 | <10 |
| Introduction to Microsoft PowerPoint 2013 | <10 |
| Introduction to Microsoft Word 2013 | <10 |
| Introduction to OSHA | 102 |
| Introduction to Phenomenal Science | 399 |
| Introduction to Phenomenal Science, Grade 1 | 123 |
| Introduction to Phenomenal Science, Grade 2 | 108 |
| Introduction to Phenomenal Science, Grade 3 | 115 |
| Introduction to Phenomenal Science, Grade 4 | 123 |
| Introduction to Phenomenal Science, Grade 5 | 120 |
| Introduction to Phenomenal Science, Grade K | 132 |
| Keys to Effective Communication | <10 |
| Kitchen Equipment Safety | 36 |
| Laboratory Safety – Biological Hazards | 48 |
| Laboratory Safety – Chemical Hazards | <10 |
| Laboratory Safety in Research and Education | <10 |
| Lansing School District New Teacher Orientation | <10 |
| Latex Allergy | 25 |
| Lawful Hiring Practices | 13 |
| Lawful Terminations and Employee Separation | 15 |
| Leadership | <10 |
| learn.BLEND.lead | <10 |
| MAC: Assessment Systems That Support 21st Century Learners | 31 |
| MAC: Assessment Uses & Users Microcredential | <10 |
| MAC: Collaborative Inquiry | 25 |
| MAC: Developing a High Quality Balanced Assessment System | 34 |
| MAC: Developing Appropriate Assessments | 61 |
| MAC: Developing Clear Learning Targets Microcredential | <10 |
| MAC: Formative Feedback Microcredential | <10 |
| MAC: Making Meaning from Student Assessments | 30 |
| MAC: Selecting Appropriate Assessments | 27 |
| MAC: Test Blueprint Design | <10 |
| MAC: Understanding the Formative Assessment Process | 32 |
| MAC: Understanding the Technical Concepts Used in Student Assessment | 29 |
| MAC: Using Assessment Data Well | 28 |

| Course Name | Enroll Count |
|---|--------------|
| Making Student Thinking Visible | <10 |
| Manage It All: Students, Curriculum, and Time | 15 |
| MASA: Communications Microcredential | 11 |
| MASA: District Leadership Team Microcredential | <10 |
| Mastering Public Speaking | <10 |
| MDE Assessment Security | 4,226 |
| MDE Program Evaluation Tool | 33 |
| MDE Social Emotional Learning | 26 |
| Measuring Implementation Fidelity at the School Level | 19 |
| MEMSPA: Comprehensive Needs Assessment | 16 |
| MEMSPA: Developing Your Personal Mission | <10 |
| MEMSPA: Leadership & Literacy | 72 |
| MEMSPA: Leading Student Engagement | <10 |
| MEMSPA: Module 1 - Supporting Improvement with Systems | 13 |
| MEMSPA: School Vision for Learning | <10 |
| Mentor Site Institute | 48 |
| Mentoring Students Enrolled in Online Essentials Courses | 32 |
| MI Excel Coaching: Being A Math Coach | 237 |
| MI Excel Coaching: Being A Reading Coach | 331 |
| MI Excel Coaching: Being A Science Coach | 163 |
| MI Excel Coaching: Being A Social Studies Coach | 175 |
| MI Excel Coaching: Being A Writing Coach | 237 |
| MI Excel Coaching: Module 1 - Coaching Basics | 350 |
| MI Excel Coaching: Module 2 - Using Data to Inform Instruction | 256 |
| MI Excel Coaching: Module 3 - Coaching Instructional Planning & Practice | 216 |
| MI Excel Coaching: Module 4 - Multi-Tiered System of Supports | 258 |
| Michigan Continuous School Improvement (MI-CSI) | 172 |
| Michigan's K-12 Virtual Learning Effectiveness Report | <10 |
| Microsoft PowerPoint 2013 in the Classroom | <10 |
| Motivating and Engaging Students | 10 |
| Motivating Underachievers Using Response to Intervention and Differentiated Instruction | <10 |
| Music Made Easy | 21 |
| MyPD - 10 SCECH's | 73 |
| MyPD - 6 SCECH's | 22 |
| Occupational Safety and Health Programs | 51 |
| OD: Catechist Certification - Topic 1 | 82 |
| OD: Catechist Certification - Topic 4 | 69 |
| Office Safety | 127 |
| Online Mentor Community | 48 |
| Online Mentor Training | 18 |
| OSHA Reporting and Recordkeeping | 12 |
| PBIS Assessment Coordinator Certification Module | 93 |

| Course Name | Enroll Count |
|--|--------------|
| Personal Finance | <10 |
| Personal Protective Equipment | 101 |
| Podcast PD | <10 |
| Podcast PD: Google Forms, Failure-Free Failing & CBE | 55 |
| Podcast PD: Screencasting, the Future of Education | 389 |
| Portable Fire Extinguishers | 19 |
| POWERful Coaching | 21 |
| PTL: Application | 222 |
| PTL: Module 1 | 177 |
| PTL: Module 2 | 146 |
| PTL: Module 3 | 172 |
| PTL: Module 4 | 95 |
| PTL: Module 5 | 180 |
| PTL: Module 6 | 168 |
| PTL: Module 7 | 179 |
| PTL: Module 8 | 147 |
| PTL: Orientation | 214 |
| Pyramid Response to Intervention: How to Respond When Kids Don't Learn | <10 |
| Ready, Set, Read! | 12 |
| Response to Intervention: Reading Strategies That Work | 14 |
| Run, Hide, Fight | 236 |
| SafetySkills Bloodborne Pathogens | 4,770 |
| Seclusion and Restraint | 1,929 |
| Sexual Harassment and Discrimination for Employees | 1,261 |
| Sexual Harassment Prevention for Managers | 62 |
| SIF and DIF 2.0 Overview Course | <10 |
| Singapore Math Strategies: Advanced Model Drawing for Grades 6-9 | <10 |
| Singapore Math: Number Sense and Computational Strategies | 12 |
| Slips, Trips and Falls | 21 |
| So You Want to be an Instructional Designer? | <10 |
| Social-Emotional Learning: Creating a Professional Culture Based on SEL | 497 |
| Social-Emotional Learning: Embedding SEL Schoolwide | 416 |
| Social-Emotional Learning: Integrating SEL Into Culturally Responsive Classrooms | 468 |
| Social-Emotional Learning: Introduction to SEL | 921 |
| Social-Emotional Learning: Trauma-Informed Support | 1,231 |
| Solving Classroom Discipline Problems | 35 |
| Solving Classroom Discipline Problems II | <10 |
| Spanish in the Classroom | 13 |
| Speed Spanish | 18 |
| Speed Spanish II | <10 |
| Speed Spanish III | <10 |
| STEM.org Online Certification | <10 |

| Course Name | Enroll Count |
|---|--------------|
| Student Risk Screening Scale | 113 |
| Supporting Struggling Students with Rigorous Instruction | <10 |
| Surveys of Enacted Curriculum: Promoting a Culture of Growth and Support (Facilitator Training) | 143 |
| Survival Kit for New Teachers | <10 |
| Survival Strategies for New Teachers, Grades 6-8 | <10 |
| Survival Strategies for New Teachers, Grades 9-12 | <10 |
| Survival Strategies for New Teachers, Grades K-5 | <10 |
| SWPBIS: Identifying 3-5 Behavioral Expectations | <10 |
| Teaching Adult Learners | <10 |
| Teaching English Language Learners Across the Curriculum, Part I | <10 |
| Teaching English Language Learners Across the Curriculum, Part II | <10 |
| Teaching High School Students | <10 |
| Teaching Math: Grades 4-6 | <10 |
| Teaching Reading and Comprehension to English Learners, K-5 | <10 |
| Teaching Science: Grades 4-6 | <10 |
| Teaching Students With ADHD | 23 |
| Teaching Students With Autism: Strategies for Success | 15 |
| Teaching Writing: Grades 4-6 | <10 |
| Teaching, Learning, and Leading in the Digital Age | <10 |
| Technology Applications for Teaching and Supporting the Struggling Reader | <10 |
| The Creative Classroom | <10 |
| The Differentiated Instruction and Response to Intervention Connection | <10 |
| Title IX/Sexual Misconduct at Educational Facilities | 1,000 |
| Understanding Adolescents | <10 |
| Understanding Blended Learning for School Leaders | <10 |
| Understanding Culture and Race | <10 |
| Understanding the Digital Generation | <10 |
| Using Data for Meaningful Classroom Change | <10 |
| Using Digital Media to Enhance Learning | <10 |
| Using the Internet in the Classroom | <10 |
| Using Web 2.0 in Teaching and Instruction | <10 |
| Violence in the Workplace | 104 |
| Working With Lasers in Research and Education | <10 |
| Writing Effective Counselor Letters for College | <10 |
| Writing Essentials | <10 |
| Writing for Children | <10 |

Figure 7. 2018-19 Districts Served by Michigan Virtual with Professional Learning in 2018-19

ISDs

| | | |
|-------------------------------|-----------------------|-------------------------|
| Allegan Area ESA | Gogebic-Ontonagon ISD | Midland County ESA |
| Alpena-Montmorency Alcona ESD | Gratiot-Isabella RESD | Monroe ISD |
| Barry ISD | Hillsdale ISD | Montcalm Area ISD |
| Bay-Arenac ISD | Huron ISD | Muskegon Area ISD |
| Berrien RESA | Ingham ISD | Newaygo County RESA |
| Branch ISD | Ionia ISD | Oakland Schools |
| C.O.O.R. ISD | Iosco RESA | Ottawa Area ISD |
| Calhoun ISD | Jackson ISD | Saginaw ISD |
| Charlevoix-Emmet ISD | Kalamazoo RESA | Sanilac ISD |
| Cheb-Otsego-Presque Isle ESD | Kent ISD | Shiawassee Regional ESD |
| Clare-Gladwin Regional ESD | Lapeer ISD | St. Clair County RESA |
| Clinton County RESA | Lenawee ISD | St. Joseph County ISD |
| Copper Country ISD | Lewis Cass ISD | Traverse Bay Area ISD |
| Delta-Schoolcraft ISD | Livingston ESA | Tuscola ISD |
| Dickinson-Iron ISD | Macomb ISD | Van Buren ISD |
| Eastern Upper Peninsula ISD | Manistee ISD | Washtenaw ISD |
| Eaton RESA | Marquette-Alger RESA | Wayne RESA |
| Genesee ISD | Mecosta-Osceola ISD | West Shore ESD |
| | Menominee ISD | Wexford-Missaukee ISD |

LEA Districts

| | | |
|--------------------------------|------------------------------|---------------------------------|
| Adams Township S.D. | Ashley Community Schools | Benton Harbor Area Schools |
| Addison Community Schools | Athens Area Schools | Benzie County Central Schools |
| Adrian Public Schools | Atherton Community Schools | Berkley School District |
| Airport Community Schools | Au Gres-Sims School District | Berlin Township S/D #3 |
| Akron-Fairgrove Schools | Avondale School District | Berrien Springs Public Schools |
| Alanson Public Schools | Bad Axe Public Schools | Big Bay De Noc School District |
| Alba Public Schools | Baldwin Community Schools | Big Jackson School District |
| Albion Public Schools | Bangor Public S. (Van Buren) | Big Rapids Public Schools |
| Alcona Community Schools | Bangor Township Schools | Birch Run Area Schools |
| Algonac Community S.D. | Baraga Area Schools | Birmingham Public Schools |
| Allegan Public Schools | Bath Community Schools | Blissfield Community Schools |
| Allen Park Public Schools | Battle Creek Public Schools | Bloomfield Hills Schools |
| Allendale Public Schools | Bay City School District | Bloomington Public S.D. |
| Alma Public Schools | Beal City Public Schools | Boyne City Public Schools |
| Almont Community Schools | Bear Lake Schools | Brandon S.D. in the Counties of |
| Alpena Public Schools | Beaverton Rural Schools | Oakland and Lapeer |
| Anchor Bay School District | Bedford Public Schools | Brandywine Community S. |
| Ann Arbor Public Schools | Belding Area School District | Breckenridge Community S. |
| Arenac Eastern School District | Bellaire Public Schools | Breitung Township S.D. |
| Armada Area Schools | Bellevue Community Schools | Bridgeport-Spaulding C.S.D. |
| Arvon Township School District | Bentley Community S.D. | Bridgman Public Schools |

| | | |
|--------------------------------|--------------------------------|---------------------------------|
| Brighton Area Schools | Coldwater Community Schools | Elkton-Pigeon-Bay Port Laker S. |
| Brighton Shared Services | Coleman Community Schools | Ellsworth Community School |
| Brimley Area Schools | Coloma Community Schools | Engadine Consolidated Schools |
| Britton Deerfield Schools | Colon Community S.D. | Escanaba Area Public Schools |
| Bronson Community S.D. | Columbia School District | Essexville-Hampton Public S. |
| Brown City Community Schools | Comstock Park Public Schools | Evart Public Schools |
| Buchanan Community Schools | Comstock Public Schools | Ewen-Trout Creek Cons. S.D. |
| Buckley Community Schools | Constantine Public S.D. | Fairview Area School District |
| Bullock Creek School District | Coopersville Area Public S.D. | Farmington Public S.D. |
| Byron Area Schools | Corunna Public Schools | Farwell Area Schools |
| Byron Center Public Schools | Covert Public Schools | Fennville Public Schools |
| Cadillac Area Public Schools | Crawford AuSable Schools | Fenton Area Public Schools |
| Caledonia Community Schools | Crestwood School District | Ferndale Public Schools |
| Camden-Frontier School | Croswell-Lexington C.S. | Fitzgerald Public Schools |
| Carman-Ainsworth C.S. | Dansville Schools | Flat Rock Community Schools |
| Carney-Nadeau Public Schools | Davison Community Schools | Flint, S.D. of the City of |
| Caro Community Schools | Dearborn City School District | Flushing Community Schools |
| Carrollton Public Schools | Dearborn Heights S.D. #7 | Forest Area Community S. |
| Carson City-Crystal Area S. | Decatur Public Schools | Forest Hills Public Schools |
| Carsonville-Port Sanilac S.D. | Deckerville Community S.D. | Fowlerville Community Schools |
| Caseville Public Schools | Delton Kellogg Schools | Frankenmuth School District |
| Cass City Public Schools | DeTour Area Schools | Frankfort-Elberta Area Schools |
| Cassopolis Public Schools | Detroit City School District | Fraser Public Schools |
| Cedar Springs Public Schools | Detroit Public Schools | Freeland Community S.D. |
| Center Line Public Schools | Detroit Public Schools C.D. | Fremont Public School District |
| Central Lake Public Schools | DeWitt Public Schools | Fruitport Community Schools |
| Central Montcalm Public S. | Dexter Community S.D. | Galesburg-Augusta C.S. |
| Centreville Public Schools | Dollar Bay-Tamarack City Area | Garden City Public Schools |
| Charlevoix Public Schools | K-12 Schools | Gaylord Community Schools |
| Charlotte Public Schools | Dowagiac Union School District | Genesee School District |
| Cheboygan Area Schools | Dryden Community Schools | Gibraltar School District |
| Chelsea School District | Dundee Community Schools | Gladstone Area Schools |
| Chesaning Union Schools | Durand Area Schools | Gladwin Community Schools |
| Chippewa Hills School District | East China School District | Glen Lake Community Schools |
| Chippewa Valley Schools | East Detroit Public Schools | Gobles Public School District |
| Church School District | East Grand Rapids Public S. | Godfrey-Lee Public Schools |
| Clare Public Schools | East Jackson Community S. | Godwin Heights Public Schools |
| Clarenceville School District | East Jordan Public Schools | Goodrich Area Schools |
| Clarkston Community S.D. | East Lansing School District | Grand Blanc Community S. |
| Clawson Public Schools | Eaton Rapids Public Schools | Grand Haven Area Public S. |
| Climax-Scotts Community S. | Eau Claire Public Schools | Grand Ledge Public Schools |
| Clinton Community Schools | Ecorse Public Schools | Grand Rapids Public Schools |
| Clintondale Community S. | Edwardsburg Public Schools | Grandville Public Schools |
| Clio Area School District | Elk Rapids Schools | Grant Public School District |

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|---------------------------------|-----------------------------------|---------------------------------|
| Greenville Public Schools | Jenison Public Schools | Madison S.D. (Lenawee) |
| Grosse Ile Township Schools | Johannesburg-Lewiston Area S. | Mancelona Public Schools |
| Grosse Pointe Public Schools | Jonesville Community Schools | Manchester Community S. |
| Gull Lake Community Schools | Kalamazoo Public Schools | Manistee Area Public Schools |
| Gwinn Area Community S. | Kaleva Norman Dickson S.D. | Manistique Area Schools |
| Hamilton Community Schools | Kalkaska Public Schools | Manton Consolidated Schools |
| Hamtramck, S.D. of the City of | Kearsley Community S.D. | Marcellus Community Schools |
| Hancock Public Schools | Kelloggsville Public Schools | Marion Public Schools |
| Hanover-Horton School District | Kenowa Hills Public Schools | Marlette Community Schools |
| Harbor Beach Community S. | Kent City Community Schools | Marquette Area Public Schools |
| Harper Creek Community S. | Kentwood Public Schools | Marshall Public Schools |
| Harper Woods, S.D. of the City | Kingsley Area Schools | Marysville Public Schools |
| Harrison Community Schools | Kingston Community S.D. | Mason Cons. S. (Monroe) |
| Hart Public School District | L'Anse Area Schools | Mason County Central Schools |
| Hartford Public Schools | L'Anse Creuse Public Schools | Mason Public S. (Ingham) |
| Hartland Consolidated Schools | Laingsburg Community S. | Mattawan Consolidated School |
| Haslett Public Schools | Lake City Area School District | Mayville Community S.D. |
| Hastings Area School District | Lake Fenton Community S. | McBain Rural Agricultural S. |
| Hazel Park, S.D. of the City of | Lake Linden-Hubbell S.D. | Melvindale-North Allen Park S. |
| Hemlock Public School District | Lake Orion Community Schools | Memphis Community Schools |
| Hesperia Community Schools | Lake Shore Public S. (Macomb) | Mendon Community S.D. |
| Highland Park City Schools | Lakeshore S.D. (Berrien) | Menominee Area Public S. |
| Hillsdale Community Schools | Lakeview C.S. (Montcalm) | Merrill Community Schools |
| Holland City School District | Lakeview Public S. (Macomb) | Mesick Consolidated Schools |
| Holly Area School District | Lakeview S.D. (Calhoun) | Michigan Center School District |
| Holt Public Schools | Lakeville Community S.D. | Midland Public Schools |
| Homer Community S.D. | Lakewood Public Schools | Milan Area Schools |
| Hopkins Public Schools | Lamphere Public Schools | Millington Community Schools |
| Houghton Lake Community S. | Lansing Public School District | Mio-AuSable Schools |
| Howell Public Schools | Lapeer Community Schools | Mona Shores Public S.D. |
| Hudson Area Schools | Lawrence Public Schools | Monroe Public Schools |
| Hudsonville Public S.D. | Lawton Community S.D. | Montabella Community S. |
| Huron School District | Leland Public School District | Montague Area Public Schools |
| Huron Valley Schools | Les Cheneaux Community S. | Moran Township S.D. |
| Imlay City Community Schools | Leslie Public Schools | Morenci Area Schools |
| Inland Lakes Schools | Lincoln Consolidated S.D. | Morley Stanwood C.S. |
| Ionia Public Schools | Lincoln Park, S.D. of the City of | Morrice Area Schools |
| Iron Mountain Public Schools | Litchfield Community Schools | Mount Clemens C.S.D. |
| Ironwood Area Schools of | Livonia Public Schools S.D. | Mt. Morris Consolidated S. |
| Gogebic County | Lowell Area Schools | Mt. Pleasant City S.D. |
| Ishpeming Public S.D. No. 1 | Ludington Area School District | Munising Public Schools |
| Ithaca Public Schools | Mackinac Island Public Schools | Muskegon Heights S.D. |
| Jackson Public Schools | Mackinaw City Public Schools | Muskegon, P.S. of the City of |
| Jefferson Schools (Monroe) | Madison District Public Schools | Napoleon Community Schools |

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|-------------------------------------|---|----------------------------------|
| Negaunee Public Schools | Pittsford Area Schools | Sigel Township S/D #3F |
| New Buffalo Area Schools | Plainwell Community Schools | Sodus Township S/D #5 |
| New Haven Community S. | Plymouth-Canton C.S. | South Haven Public Schools |
| Newaygo Public School District | Pontiac City School District | South Lake Schools |
| NICE Community S.D. | Port Huron Area School District | South Lyon Community Schools |
| Niles Community Schools | Portage Public Schools | South Redford School District |
| North Adams-Jerome Public S. | Portland Public Schools | Southfield Public S.D. |
| North Branch Area Schools | Posen Consolidated S.D. No. 9 | Southgate Community S.D. |
| North Central Area Schools | Potterville Public Schools | Sparta Area Schools |
| North Huron School District | Public Schools of Calumet, Laurium & Keweenaw | Springport Public Schools |
| North Muskegon Public S. | Public Schools of Petoskey | St. Charles Community Schools |
| Northport Public School District | Quincy Community Schools | St. Ignace Area Schools |
| Northview Public Schools | Ravenna Public Schools | St. Johns Public Schools |
| Northville Public Schools | Reading Community Schools | St. Joseph Public Schools |
| Northwest Community Schools | Redford Union S., District No. 1 | St. Louis Public Schools |
| Norway-Vulcan Area Schools | Reed City Area Public Schools | Standish-Sterling Community S. |
| Nottawa Community School | Reese Public Schools | Stanton Township Public S. |
| Novi Community School District | Reeths-Puffer Schools | Stephenson Area Public S. |
| Oak Park, S.D. of the City of | Republic-Michigamme Schools | Stockbridge Community S. |
| Oakridge Public Schools | Richmond Community Schools | Sturgis Public Schools |
| Okemos Public Schools | River Rouge, S.D. of the City of | Summerfield Schools |
| Olivet Community Schools | River Valley School District | Superior Central School District |
| Onaway Area Community S.D. | Riverview Community S.D. | Suttons Bay Public Schools |
| Onkama Consolidated S. | Rochester Community S.D. | Swan Valley School District |
| Onsted Community Schools | Rockford Public Schools | Swartz Creek Community S. |
| Orchard View Schools | Rogers City Area Schools | Tahquamenon Area Schools |
| Oscoda Area Schools | Romeo Community Schools | Tawas Area Schools |
| Otsego Public Schools | Romulus Community Schools | Taylor School District |
| Ovid-Elsie Area Schools | Roscommon Area Public S. | Tecumseh Public Schools |
| Owosso Public Schools | Roseville Community Schools | Tekonsha Community Schools |
| Oxford Community Schools | Royal Oak Schools | Thornapple Kellogg S.D. |
| Parchment School District | Rudyard Area Schools | Three Rivers Community S. |
| Paw Paw Public School District | Saginaw Township C.S. | Traverse City Area Public S. |
| Peck Community S.D. | Saginaw, S.D. of the City of | Trenton Public Schools |
| Pellston Public Schools | Saline Area Schools | Tri County Area Schools |
| Pennfield Schools | Sand Creek Community S. | Troy School District |
| Pentwater Public S.D. | Sandusky Community S.D. | Ubly Community Schools |
| Perry Public Schools | Saranac Community Schools | Union City Community Schools |
| Pewamo-Westphalia Community Schools | Saugatuck Public Schools | Unionville-Sebewaing Area S.D. |
| Pickford Public Schools | Sault Ste. Marie Area Schools | Utica Community Schools |
| Pinckney Community Schools | Schoolcraft Community S. | Van Buren Public Schools |
| Pinconning Area Schools | Shelby Public Schools | Van Dyke Public Schools |
| Pine River Area Schools | Shepherd Public Schools | Vanderbilt Area Schools |

Vandercook Lake Public S.
 Vassar Public Schools
 Vestaburg Community Schools
 Vicksburg Community Schools
 Waldron Area Schools
 Walkerville Public Schools
 Walled Lake Consolidated S.
 Warren Consolidated Schools
 Warren Woods Public Schools
 Waterford School District
 Watersmeet Township S.D.
 Watervliet School District
 Waverly Community Schools
 Wayland Union Schools

Wayne-Westland C.S.D.
 Webberville Community S.
 West Bloomfield School District
 West Branch-Rose City Area S.
 West Iron County Public S.
 West Ottawa Public S.D.
 Western School District
 Westwood Community S.D.
 Westwood Heights Schools
 White Cloud Public Schools
 White Pigeon Community S.
 Whiteford Agricultural S.D. of
 the City of Lenawee &
 Monroe

Whitehall District Schools
 Whitmore Lake Public S.D.
 Whittemore-Prescott Area S.
 Williamston Community S.
 Wolverine Community S.D.
 Woodhaven-Brownstown S.D.
 Wyandotte, S.D. of the City of
 Wyoming Public Schools
 Yale Public Schools
 Ypsilanti Community Schools
 Zeeland Public Schools

PSA Districts

Academic and Career Edu. A.
 Academy for Business & Tech.
 Academy of Warren
 ACE Academy (SDA)
 Achieve Charter Academy
 Advanced Technology A.
 Alternative Educational Acad.
 of Ogemaw County
 American International A.
 American Montessori Academy
 Ann Arbor Learning Community
 Arbor Academy
 Arbor Preparatory High School
 Arts Academy in the Woods
 Arts and Tech. A. of Pontiac
 Augusta Academy
 Battle Creek Montessori A.
 Bay City Academy
 Benton Harbor Charter S. A.
 Black River Public School
 Blue Water Middle College
 Bradford Academy
 Branch Line School
 Bridge Academy
 Burton Glen Charter Academy
 Byron Center Charter School
 Caniff Liberty Academy
 Canton Charter Academy
 Canton Preparatory H. S.
 Capstone A. Charter S. (SDA)
 Central Academy
 Cesar Chavez Academy

Chandler Park Academy
 Chandler Woods Charter A.
 Charlevoix Montessori
 Academy for the Arts
 Charlton Heston Academy
 Chatfield School
 Cole Academy
 Concord Academy - Boyne
 Concord Academy - Petoskey
 Cornerstone Health and Tec. S.
 Cornerstone Jefferson -
 Douglass Academy
 Countryside Academy
 Covenant House A. Detroit
 Covenant House A. G. Rapids
 Creative Technologies A.
 Crescent Academy
 Cross Creek Charter Academy
 Crossroads Charter Academy
 Da Vinci Institute
 David Ellis Academy
 David Ellis Academy West
 Detroit A. of Arts and Sciences
 Detroit Collegiate High School
 Detroit Community Schools
 Detroit Enterprise Academy
 Detroit Innovation Academy
 Detroit Leadership Academy
 Detroit Merit Charter Academy
 Detroit Service Learning A.
 Dove Academy of Detroit

Dr. Joseph F. Pollack Academic
 Center of Excellence
 East Shore Leadership A.
 Eaton Academy
 Escuela Avancemos
 Excel Charter Academy
 Faxon Language Immersion A.
 Flagship Charter Academy
 Flat River Academy
 Fortis Academy
 Four Corners Montessori A.
 Francis Reh PSA
 Frontier International Academy
 GEE Edmonson Academy
 GEE White Academy
 Genesee STEM Academy
 George Crockett Academy
 George Washington Carver A.
 Global Heights Academy
 Global Preparatory Academy
 Global Tech Academy
 Grand Blanc Academy
 Grand Rapids Child Disc. Center
 Grand River Academy
 Grand River Preparatory H.S.
 Great Lakes Cyber Academy
 Greater Heights Academy
 Hamtramck Academy
 Henry Ford Acad.: School for
 Creative Studies
 Highland Park Public School
 Academy System

Highpoint Virtual Acad. of MI
 Hillsdale Preparatory School
 Honey Creek Community S.
 Hope Academy
 Hope A. of West Michigan
 Hope of Detroit Academy
 Huron Academy
 ICademy Global
 Inkster Prep. A. Innocademy
 Innocademy
 Innocademy Allegan Campus
 Insight School of Michigan
 International A. of Flint
 International A. of Saginaw
 Jackson Prep. & Early College
 Jefferson International A.
 Joseph K. Lumsden Bahweting
 Anishnabe Academy
 Joy Preparatory Academy
 Kensington Woods Schools
 Keys Grace Academy
 Kingsbury Country Day School
 Knapp Charter Academy
 Lakeside Charter School
 Landmark Academy
 Lansing Charter Academy
 Laurus Academy
 Leelanau Montessori PSA
 Life Skills Center of Pontiac
 LifeTech Academy
 Light of the World Academy
 Lighthouse Academy
 Lincoln-King Academy
 MacDowell Preparatory A.
 Macomb Academy
 Macomb Montessori Academy
 Madison Academy
 Madison-Carver Academy
 Marshall Academy
 Martin Luther King, Jr.
 Education Center Academy
 Marvin L. Winans Academy of
 Performing Arts
 Merritt Academy
 Metro Charter Academy
 Michigan Connections A.

Michigan Edu. Choice Center
 Michigan Great Lakes Virtual A.
 Michigan International Prep S.
 Michigan Math and Sci. A.
 Michigan School for the Arts
 Michigan Virtual Charter A.
 Mid-Michigan Leadership A.
 Midland Academy of Advanced
 and Creative Studies
 Mildred C. Wells Preparatory A.
 Multicultural Academy
 Muskegon Heights Public
 School Academy System
 Nah Tah Wahsh Public S. A.
 New Bedford Academy
 New Branches Charter A.
 New Paradigm Loving A.
 New School High
 Nexus A. of Grand Rapids
 Noor International Academy
 North Saginaw Charter A.
 North Star Academy
 Northridge Academy
 Oakland Academy
 Oakland International Academy
 Oaksdide Scholars Charter A.
 Ojibwe Charter School
 Old Redford Academy
 Outlook Academy
 Pansophia Academy
 Paramount Charter Academy
 Plymouth Educational Center
 Charter School
 Plymouth Scholars Charter A.
 Pontiac A. for Excellence
 Prevail Academy
 Quest Charter Academy
 Regent Park Scholars Chrtr A.
 Renaissance Public School A.
 Richfield Public School A.
 Ridge Park Charter Academy
 River City Scholars Charter A.
 Riverside Academy
 Rutherford Winans Academy
 Saginaw Learn to Earn A.
 Saginaw Preparatory Academy

Sarah J. Webber Media Arts A.
 South Arbor Charter Academy
 South Pointe Scholars Chart. A.
 St. Clair County Intervention A.
 Star International Academy
 State Street Academy
 Summit Academy
 Summit Academy North
 Taylor Exemplar Academy
 Taylor Preparatory High School
 The Dearborn Academy
 The New Standard Academy
 Three Lakes Academy
 Three Oaks Public School A.
 Timbuktu Academy
 Tipton Academy
 Universal Academy
 Universal Learning Academy
 University Preparatory. A.
 University Prep. Science and
 Mathematics (PSAD)
 Vanderbilt Charter Academy
 Vista Charter Academy
 Voyageur Academy
 W-A-Y Academy
 Walden Green Montessori
 Walton Charter Academy
 Warrendale Charter Academy
 Washington-Parks Academy
 Waterford Montessori Academy
 WAY Academy - Flint
 WAY Michigan
 Wellspring Preparatory High S.I
 West MI Academy of
 Environmental Science
 West Michigan Aviation A.
 West Village Academy
 Westfield Preparatory High S.
 White Pine Academy
 Will Carleton Charter School A.
 Windemere Park Charter A.
 Woodland Park Academy
 Woodland School
 Woodward Academy
 WSC Academy

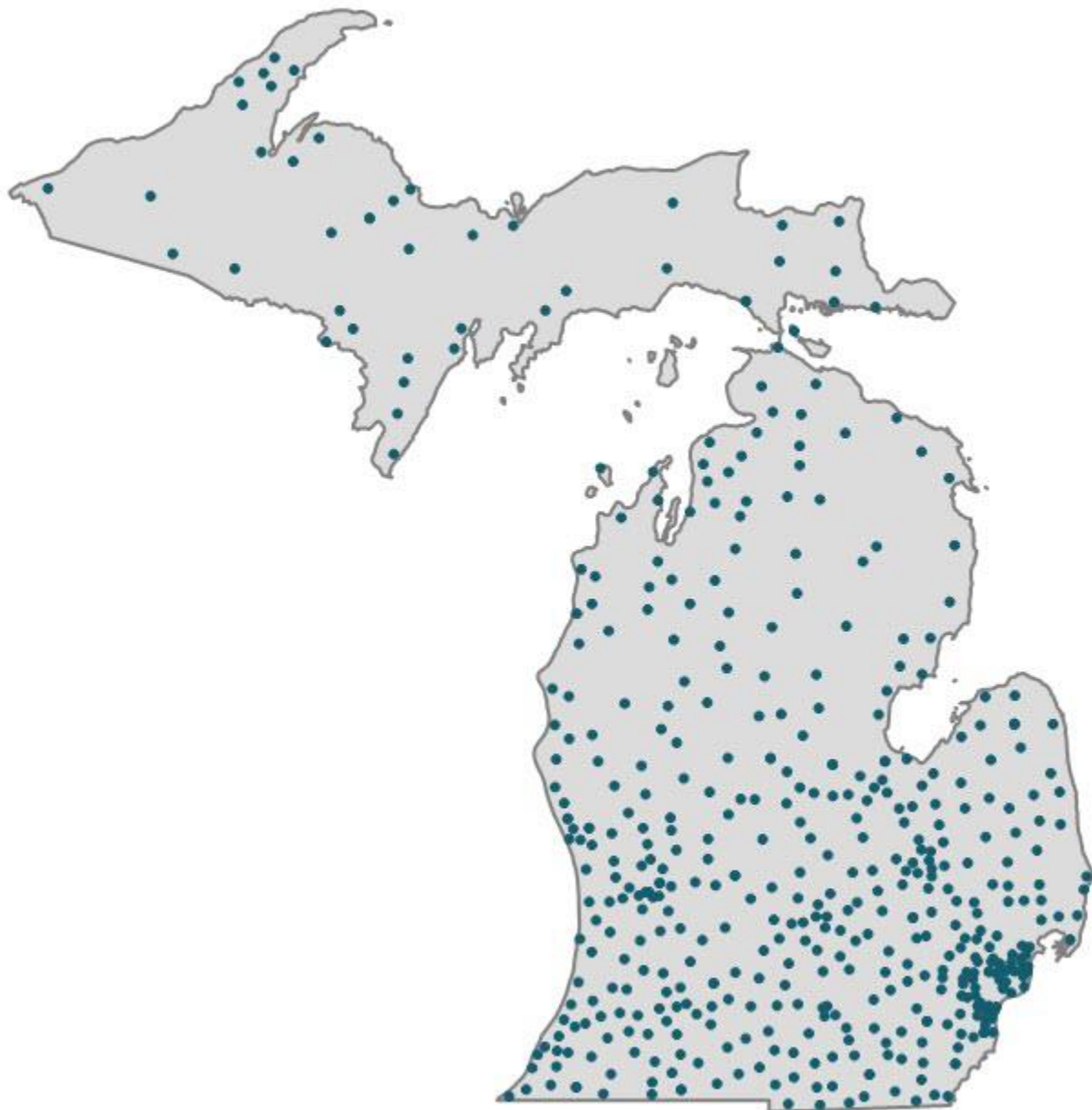
Nonpublic Schools

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| Academy of Sacred Heart | Cranbrook School | Hackett Catholic Prep |
| Ada Christian School | Crescent A. International | Harbor Light Christian School |
| Aim High School | Cross Lutheran School | Heritage Christian Academy |
| Alderbrook Sterling South- Detroit Campus | Daycroft Montessori School | Hillsdale Academy |
| Algoma Christian School | Delasalle Collegiate H.S. | Holland Adventist School |
| All Saints Academy Elementary | Detroit Catholic Central H.S. | Holland Christian High School |
| All Saints Catholic Academy | Detroit Christian Schools of Excellence | Holt Lutheran Schools |
| All Saints Catholic School - Canton | Detroit Country Day Lower S. | Holy Angels Elementary School |
| All Saints Central School | Detroit Country Day Middle S. | Holy Cross Catholic School |
| All Saints Elementary | Detroit Cristo Rey High School | Holy Cross Lutheran School |
| Allendale Christian School | Divine Child Elementary School | Holy Family Regional School |
| Alpena SDA Elementary School | Divine Child High School | Holy Family School - East Tawas |
| Ann Arbor Adventist Ele. S. | Divine Providence Academy - Conklin | Holy Name School - Birmingham |
| Ann Arbor Christian School | Divine Providence Academy - Ravenna | Holy Redeemer E. S. |
| Assumption of the Blessed Virgin Mary Catholic School | Dreamy Islamic Academy | Holy Spirit Central School |
| Austin Catholic High School | Eagle Creek Academy | Holy Spirit Roman Catholic S. |
| Bethel Lutheran School | Early Impressions | Holy Spirit School |
| Bethlehem Lutheran School | East Martin Christian School | Holy Trinity Catholic School |
| Bishop Baraga Catholic School - Iron Mountain | Ebenezer Christian School | Huron Valley Catholic School |
| Bishop Foley Catholic H.S. | Emerson School | Immaculate Conception School - Ira |
| Bishop Kelley Memorial School | Faith Baptist School | Immaculate Conception Ukrainian School |
| Bloomfield Christian School | Faith Lutheran School | Immaculate Heart of Mary S. |
| Borculo Christian School | Faithway Christian School | Immanuel - St. James Lutheran School |
| Brightmont Academy - Birmingham | Farber Hebrew Day School - Yeshivat Akiva | Immanuel Lutheran School - Alpena |
| Brookfield Academy - Rochester Hills | Fr. Gabriel Richard High School | Immanuel Lutheran School - Bay City |
| Brother Rice High School | Fr. Luke M. Powers High School | Immanuel Lutheran School - Macomb |
| Byron Center Christian School | Fr. Marquette Catholic School | Immanuel Lutheran School - Saginaw |
| Cabrini High School | Fr. Marquette Middle School | Inter City Baptist School |
| Calvary Baptist Academy | Franklin Road Christian School | Interlochen Arts Academy |
| Calvary Christian School | Fremont Christian School | Jenison Christian School |
| Cardinal Mooney Catholic S. | Gabriel Richard Catholic H.S. | John Paul II Catholic School |
| Christ Lutheran School - Stevensville | Genesee Academy | Kalamazoo Christian H.S. |
| Christ the King Lutheran - Sebewaing | Genesee Christian School | Kalamazoo Christian School |
| Christ the King Lutheran - Unionville | Gesu Elementary School | Ladywood High School–Detroit |
| Christ the King School | Good Shepherd Early Childhood Center | Laingsburg Christian School |
| Concordia Lutheran North | Grace Baptist Christian School | Lake Michigan Academy |
| Cornerstone Christian School - Brighton | Grand Haven Christian School | Lake Michigan Catholic MS/HS |
| Corpus Christi Catholic School | Grand Rapids Christian E. S. | Lake Michigan Catholic School |
| Covenant Christian High School | Grand Rapids Christian H. S. | Lamont Christian School |
| | Grand Rapids Christian M. S. | Lansing Christian School |
| | Grandville Christian School | |
| | Grayling SDA School | |
| | Grosse Pointe Academy | |
| | Guardian Angels School | |

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| Legacy Christian School | Plymouth Christian Academy | St. Isaac Jogues Catholic S. |
| Libertas Christian School | Potters House High School | St. Joan of Arc School |
| Livingston Christian Schools | Potters House School | St. John Lutheran School - Bay City |
| Lumen Christi Catholic School | Providence Christian School | St. John Lutheran School - New Boston |
| Lutheran High School - Westland | Queen of Miraculous Medal School | St. John Lutheran School - Rochester |
| Macomb Christian Schools | Regina High School | St. John the Evangelist School - Fenton |
| Manistee Catholic Central S. | Resurrection School | St. John the Evangelist School - Jackson |
| Marian High School | Roeper City and Country Elementary School | St. John Vianney School - Wyoming |
| Mercy High School | Rudolf Steiner High School | St. John's Lutheran School |
| Midland Christian School | Rudolf Steiner School of Ann Arbor | St. John's Ev. Lutheran School |
| Moline Christian School | Sacred Heart School - Dearborn | St. John's Evangelical Lutheran School |
| Monroe Catholic Es - St. John Campus | Sacred Heart School - Hudson | St. Johns Lutheran Amelith |
| Monroe Catholic Es - St. Mary Campus | Sacred Heart School - Mount Pleasant | St. Johns Lutheran School |
| Monroe Catholic Es - St. Michael Campus | Saginaw Chippewa Indian Tribe of Michigan | St. Joseph Catholic School - Erie |
| Montessori Children's Center | Saint John Paul II Catholic A. | St. Joseph Catholic School - Lake Orion |
| Montessori Children's Center of Allen Park, Inc. | Shajara Tayyiba School | St. Joseph Elementary School |
| Most Holy Trinity School - Detroit | Shrine Catholic Grade School | St. Joseph School - Howell |
| Muskegon Catholic Central E.S. | Shrine Catholic H.S. & Academy | St. Joseph School - Pewamo |
| Muskegon Catholic Central H.S. | South Side Christian School | St. Joseph School - Saint Johns |
| Muslim American Youth A. | Southfield Christian School | St. Joseph School - Trenton |
| Northern Michigan Christian S. | Spiritus Sanctus Academy - Ann Arbor | St. Joseph's School |
| Northpointe Christian School Grades 1-5 - Grand Rapids | Spiritus Sanctus Academy - Plymouth | St. Lawrence School |
| Northpointe Christian School Grades 6-12 - Grand Rapids | SS. Peter and Paul School | St. Linus School |
| Notre Dame Preparatory School | St. Ann School | St. Luke Lutheran School |
| Nouvel Catholic Central H.S. | St. Anne Catholic Grade School | St. Luke's Lutheran School |
| Oakland Christian School | St. Anselm School | St. Mary Cathedral School |
| Otsego Christian Academy | St. Anthony of Padua School | St. Mary Catholic Central H.S. |
| Our Lady of Consolation School | St. Augustine Catholic School | St. Mary Catholic School - Rockwood |
| Our Lady of Good Counsel S. | St. Brigid Catholic School | St. Mary Catholic School - Sault Sainte Marie |
| Our Lady of Refuge School | St. Catherine of Siena Academy | St. Mary School - Big Rapids |
| Our Lady of Sorrows School | St. Charles Borromeo Catholic School | St. Mary School - Charlevoix |
| Our Lady of the Lake School | St. Charles Catholic School | St. Mary School - Charlotte |
| Our Lady of the Lakes School | St. Charles School | St. Mary School - Mount Clemens |
| Our Lady of Victory School | St. Clare of Montefalco School | St. Mary School - Mount Morris |
| Our Lady Queen of Martyrs S. | St. Edith School | St. Mary School - Niles |
| Our Lady Star of the Sea S. | St. Edward on the Lake School | St. Mary School - Pinckney |
| Our Savior Lutheran School - Lansing | St. Elizabeth Catholic School | St. Mary School - Royal Oak |
| Our Savior Lutheran School - Marlette | St. Fabian Catholic School | St. Mary School - Saint Clair |
| Parkway Christian School | St. Frances Cabrini School | St. Mary School - Wayne |
| Peace Lutheran School - Shelby Township | St. Francis De Sales School | |
| | St. Francis of Assisi School | |
| | St. Germaine Elementary S. | |
| | St. Hugo of the Hills School | |

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| St. Mary School - Westphalia | St. Paul School - Grosse Pointe Farms | Trinity Ev Lutheran School - Bay City |
| St. Mary School - Williamston | St. Paul School - Owosso | Trinity Lutheran Monitor |
| St. Mary's Preparatory School | St. Paul's Lutheran School | Trinity Lutheran School - Jackson |
| St. Mary/McCormick Catholic Academy | St. Peter Lutheran School - Big Rapids | Trinity Lutheran School - Reed City |
| St. Matthew Lutheran School - Westland | St. Peter Lutheran School - Eastpointe | Trinity Lutheran School - Saint Joseph |
| St. Michael Lutheran School - Wayne | St. Peter Lutheran School - Macomb | Trinity Lutheran School - Traverse City |
| St. Michael School - Grand Ledge | St. Philip Catholic Central H.S. | Trinity Lutheran School - Utica |
| St. Michael School - Livonia | St. Pius Catholic School | University Of Detroit Jesuit |
| St. Michael School - Pinconning | St. Pius X School | University-Liggett School |
| St. Michael School - Remus | St. Regis School | Village SDA Elementary School |
| St. Monica School | St. Robert Catholic School | Vineyard Academy |
| St. Patrick School - Ada | St. Rose of Lima Catholic S. | Waldorf School Assn. Of Michigan |
| St. Patrick School - Brighton | St. Sebastian School | Washtenaw Christian Academy |
| St. Patrick School - Carleton | St. Stephen School | West Catholic High School |
| St. Patrick School - White Lake | St. Thecla Catholic School | West Michigan Lutheran H.S. |
| St. Patrick's School | St. Therese Catholic School | West Side Christian School |
| St. Paul Lutheran School - Ann Arbor | St. Thomas the Apostle School - Grand Rapids | Western Michigan Christian High School |
| St. Paul Lutheran School - Bay City | St. Valentine School | Yeshivas Darchei Torah |
| St. Paul Lutheran School - Millington | St. William Catholic School | Zion Evangelical Lutheran S. |
| St. Paul Lutheran School - Northville | Stepping Stones Montessori S. | Zion Lutheran Beaver School |
| St. Paul Lutheran School - Saginaw | Tawheed Center of Detroit S. | Zion Lutheran School - Bay City |
| | The Pathfinder School, Inc. | Zion Lutheran School - Harbor Beach |
| | Traverse Bay Mennonite School | Zion Lutheran School - Monroe |
| | Tri-Unity Christian M/H School | |
| | Trinitas Classical Association | |

Figure 8. 2018-19 Michigan Virtual ISD, LEA, PSA Districts and Nonpublic Schools with Professional Learning Enrollments



Endnotes

¹ Statistics cited from *Michigan's K-12 Virtual Learning Effectiveness Report 2017-18* available at <https://mvlri.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2017-18/>

² See the *Michigan Merit Curriculum Guidelines: Online Experience* document available at https://www.michigan.gov/documents/mde/Online10.06_final_175750_7.pdf

³ A full text version of Section 21f is available at <http://legislature.mi.gov/doc.aspx?mcl-388-1621f>

⁴ The statewide catalog of online courses can be found at <https://micourses.org>

⁵ The survey instrument and report for both the adult and college student populations were published in *Public Awareness and Views of K-12 Online Learning in Michigan 2019* available at <https://mvlri.org/research/publications/public-awareness-and-views-of-k-12-online-learning-in-michigan-2019/>

⁶ The statewide virtual pass rate for 2017-18 is published in *Michigan's K-12 Virtual Learning Effectiveness Report 2017-18* available at <https://mvlri.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2017-18/>

⁷ Of the 30,140 enrollments, 859 enrollments occurred outside of the student learning portal, either using a partner's system or website enrollment. These 859 are excluded from the student count as we cannot determine if a student appears in both system. Similarly, these enrollments, which include enrichment (non-credit bearing) learning opportunities are not included in the pass rate as those data are not available.

⁸ CEPI's Entity Quick Search can be accessed at <https://www.cepi.state.mi.us/eem/EntitySearchQuick.aspx>

⁹ For more information about Professional Learning Requirements, please visit the MDE website at https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83468--,00.html

¹⁰ For more information about the School Counselor Professional Development Standards, please visit https://www.michigan.gov/documents/mde/School_Counselor_PD_Standards_626294_7.pdf

¹¹ See Launch Michigan's 2019 Educator Survey available at <https://www.launchmichigan.org/wp-content/uploads/2019/03/Launch-MI-Full-Report-2019-FINAL.pdf>

¹² The PLP is available at <https://plp.mivu.org/>

- ¹³ For more information about Teacher Boost, please visit <https://michiganvirtual.org/professionals/blended-learning/teacher-boost/>
- ¹⁴ For more information about Blended Learning Live!, please visit <https://michiganvirtual.org/professionals/blended-learning/blended-learning-live/>
- ¹⁵ For more information about ways *Michigan Virtual* works to training mentors, please visit <https://michiganvirtual.org/professionals/mentors/>
- ¹⁶ For more information about the K-12 computer science standards, please visit https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510_65522-485702--,00.html
- ¹⁷ For more information about the Blended Suite, please visit <https://michiganvirtual.org/professionals/blended-learning/>
- ¹⁸ For more information about Blended Learning Live!, please visit <https://michiganvirtual.org/professionals/blended-learning/blended-learning-live/>
- ¹⁹ For more information about Teacher Boost, please visit <https://michiganvirtual.org/professionals/blended-learning/teacher-boost/>
- ²⁰ For more information about MyPD, please visit <https://michiganvirtual.org/professionals/mypd/>
- ²¹ Digital Backpack is available at <https://michiganvirtual.org/blog/category/podcast/>
- ²² The blog series can be found at <https://michiganvirtual.org/blog/category/tips-and-tools/>
- ²³ The podcast series can be found at <https://michiganvirtual.org/blog/category/podcast/>
- ²⁴ The course is available at <https://michiganvirtual.org/course/podcast-pd-growing-student-agency-and-implementing-google-classroom/>
- ²⁵ The blog post can be found at <https://mvlri.org/blog/pacing-guide-for-success-in-online-mathematics-courses/>
- ²⁶ The text-mining report is published at <https://mvlri.org/research/publications/exploring-professional-discourse-using-data-from-online-discussion-forums-showcase-of-three-methods>
- ²⁷ The predictive analytics webinar is available from <https://mvlri.org/research/webinar-podcast/supporting-student-success-through-predictive-analytics/>
- ²⁸ More information about Suite360 is available at <https://michiganvirtual.org/sel/>
- ²⁹ The communications report is available at <https://mvlri.org/research/publications/communicative-interactions-with-teachers-in-k-12-online-courses-from-the-student-perspective/>
- ³⁰ The textbook is available from <https://edtechbooks.org/k12blended>

- ³¹ The quality standards are available from <http://www.nsqol.org/>
- ³² For more about the VLLA, please visit <https://www.virtuallearningalliance.org/>
- ³³ For more about Quality Matters, please visit <https://www.qualitymatters.org/>
- ³⁴ Watch the recorded count day webinar at https://michiganvirtual.zoom.us/webinar/register/WN_8UOpSWzFT72aHT5qO3DIgG
- ³⁵ More information about the supplemental online program reviews is available at <https://mvlri.org/resources/online-program-reviews/>
- ³⁶ The *Effectiveness Report* is available at <https://mvlri.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2017-18/>
- ³⁷ View the *Effectiveness Report* infographic at <https://mvlri.org/wp-content/uploads/2019/02/ER-2019-At-A-Glance-Web.pdf>
- ³⁸ View the *Effectiveness Report* presentation at <https://michiganvirtual.zoom.us/recording/share/DYIH5k2yWQ3AXb0RbTg-w9ruEjEFD5Yr6kF3ze6H13GwlumekTziMw>
- ³⁹ All three sets of standards are available at <https://www.nsqol.org/>
- ⁴⁰ See an example of how *Michigan Virtual* shares information about the Quality Standards at <https://michiganvirtual.org/blog/what-constitutes-quality-online-teaching-revised-national-standards/>
- ⁴¹ For more information about the supplemental online program reviews, please visit <https://mvlri.org/resources/online-program-reviews/>
- ⁴² For more information about Blended Learning Live!, please visit <https://michiganvirtual.org/professionals/blended-learning/blended-learning-live/>
- ⁴³ The Guides are available at <https://michiganvirtual.org/resources/guides/>
- ⁴⁴ The Research Clearinghouse for K-12 Blended & Online Learning is available at <https://k12onlineresearch.org/>
- ⁴⁵ The December Newsletter is available at https://preview.hs-sites.com/_hcms/preview/content/6825997581?portalId=3943841&_preview=true&cacheBust=0&preview_key=AuhuLizl&from_buffer=false
- ⁴⁶ The March newsletter is available at <https://mail.michiganvirtual.org/spring-19-quarterly-research-clearinghouse-newsletter>

- ⁴⁷ The May newsletter is available at <https://mail.michiganvirtual.org/spring-19-quarterly-research-clearinghouse-newsletter-1>
- ⁴⁸ The July newsletter is available at <https://mail.michiganvirtual.org/spring-19-quarterly-research-clearinghouse-newsletter-2>
- ⁴⁹ The instructional design course is available at <https://michiganvirtual.org/course/so-you-want-to-be-an-instructional-designer/>
- ⁵⁰ The communication can be seen at <https://mailchi.mp/e6adee4f571b/opportunity-for-teacher-preparation-programs-from-michigan-virtual-437417>
- ⁵¹ For more information about the MASA micro-credentials, please visit <http://gomasa.org/microcredentials/>
- ⁵² For more information about MEMSPA micro-credentials, please visit https://michiganvirtual.org/courses/professional/?_course_search=MEMSPA
- ⁵³ For more information about the Online Mentor Community, please visit <https://michiganvirtual.org/course/online-mentor-community/>
- ⁵⁴ A pdf of the postcard is available at <https://michiganvirtual.org/wp-content/uploads/2019/02/Mentor-Postcard.pdf>
- ⁵⁵ The survey instrument and report for both the adult and college student populations were published in *Public Awareness and Views of K-12 Online Learning in Michigan 2019* available at <https://mvlri.org/research/publications/public-awareness-and-views-of-k-12-online-learning-in-michigan-2019/>
- ⁵⁶ The Consumer Awareness Report is available at <https://mvlri.org/consumer-awareness/>
- ⁵⁷ The Michigan #GoOpen website is at <https://goopenmichigan.org/>
- ⁵⁸ To enroll in the Open Educational Resource course, please visit <https://michiganvirtual.org/course/goopen-open-educational-resources-in-michigan/>
- ⁵⁹ *Michigan Virtual* Open Educational Resources can be found at <https://goopenmichigan.org/browse?f.provider=michigan-virtual>
- ⁶⁰ The statewide catalog of online courses is available at <https://www.micourses.org>
- ⁶¹ The quality online course standards are available at <https://www.nsqol.org/the-standards/quality-online-courses/>
- ⁶² A list of the 2019 student courses that received QM certification is available at https://www.qmprogram.org/qmresources/courses/grouped_by_inst.cfm?year=2019&program=3&institution=Michigan%20Virtual#157203

⁶³ Statewide catalog help resource examples can be viewed at
<https://michiganvirtual.org/about/support/knowledge-base/public-help-resources/>

⁶⁴ More information about the REP Report can be found on the CEPI website at
https://www.michigan.gov/cepi/0,4546,7-113-986_10478--,00.html

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