



**IMPROVING LEARNING.
IMPROVING LIVES.**



MICHIGAN VIRTUAL UNIVERSITY
ANNUAL REPORT: 2019-20

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About Michigan Virtual

Michigan Virtual University®, commonly known as *Michigan Virtual*™, is a nonprofit 501(c)(3) organization whose mission is to advance both learning and teaching through research, practice, and partnerships. Its vision is that every person can use digital learning to reach their full potential.

Michigan Virtual works to fulfill that mission through a three-pronged approach to virtual learning. Since 2000, *Michigan Virtual* has provided over 368,000 online enrollments to high school and middle school students. *Michigan Virtual* is not a full-time virtual program nor a cyber school where students take 100% of their courses online. Rather public school, non-public school, and homeschool students typically enroll in only one or two *Michigan Virtual* courses as part of or in addition to their normal coursework, usually to resolve a scheduling conflict or to gain access to a course not offered face-to-face in their 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. *Michigan Virtual* partners with schools to provide educator training, develops and implements blended learning models, and identifies and enacts best practices in technology integration. Through this role, *Michigan Virtual* is a statewide leader in providing educators with the required professional development hours necessary for renewal of their teaching certificates.

The final prong is the *Michigan Virtual Learning Research Institute*® (MVLRI®). Formed in 2012, the Institute expands Michigan's capacity to support new learning models, engages in active research to inform new policies in online and blended learning, and strengthens the state's infrastructures for sharing best practices. It is a nationally recognized thought leader in online and blended learning.

During the 2019-20 year, *Michigan Virtual* created a new strategic plan that will provide a North Star for the organization over the next three years. The plan can be summarized by three powerful words: *lead*, *collaborate*, and *build*. *Michigan Virtual* will lead by providing thought leadership, collaborate by engaging with partners, and build by creating scalable solutions.

From these drivers, the organization identified three goals. The first is to improve outcomes for Michigan learners by leading research, development, deployment, and dissemination of innovative and effective practices. The second is to increase access to high-quality learning opportunities and resources. The final goal is to establish *Michigan Virtual* as a thought leader and the preferred statewide learning partner for Michigan schools and educators. By increasing access and serving as a trusted learning partner, *Michigan Virtual* will help catalyze the systemic changes required to positively impact student achievement. To accomplish these goals, Michigan Virtual will focus on three strategic initiatives. They include enabling flexible learning models for Michigan schools, redesigning and scaling professional learning for Michigan, and inspiring innovation in learning and teaching. More information about the strategic plan is available on our website.¹

This Annual Report provides highlights of *Michigan Virtual*'s student learning, professional learning, and research activities for the 2019-20 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 2018-19,² we know that:

- 608 Michigan public school districts reported at least one virtual enrollment.
- Of the 1,225 schools with virtual enrollments, over half had 100 or more virtual enrollments.
- Over 120,000 Michigan K-12 students took at least one virtual course in 2018-19, totaling close to 640,000 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 — 59,188 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-six 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 experience³ 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 to take an online course rather than have a 20-hour minimum experience.

The second policy driver has been Section 21f the State School Aid Act.⁴ 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.⁵

The 2019-2020 school year saw another powerful driver, the COVID-19 pandemic, radically impact the use of virtual learning in the state. Through local decisions or statewide Executive Orders, schools for some period of time shifted to distance learning, many incorporating some form of online or virtual

learning. This has proven to be a significant disruption to the system and one that has continued into the 2020-21 school year.

Michigan Virtual Student Learning Fast Facts for 2019-20

- Over 18,100 students benefited from taking an online course through *Michigan Virtual*.
- Over 32,600 student enrollments were delivered to students.
- On average, students take less than two virtual courses with *Michigan Virtual* during a school year.
- About 61% of Michigan LEA Districts used *Michigan Virtual* for student courses.
- Students enrolled in 279 different online courses.
- The pass rate for *Michigan Virtual* courses was 77.8% — well above the statewide virtual learning pass rate of about 55%.⁶

Students

A total of 18,194 students took online courses with *Michigan Virtual* in 2019-20. During the 2019-20 school year, *Michigan Virtual* accounted for 32,689 student enrollments. This includes 30,533 enrollments in our teacher-led Plus, Essentials and AP courses, 904 enrollments in collaborative courses, 75 enrollments in dual enrollment courses, 78 enrollments in Pinckney cyber courses, 658 EdReady or Test Out enrollments, and 441 enrollments in summer enrichment experiences. Students averaged less than two enrollments, a statistic that aligns well with *Michigan Virtual's* supplementary mission. Roughly half of students using *Michigan Virtual* took only one course.

Districts

Student enrollments came from 387 Michigan districts including 326 local education agency districts (LEA districts), 28 public school academy districts (PSA districts), four intermediate school districts (ISDs), and 29 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, in November 2020, there were 537 open-active LEA districts, 293 PSA districts, 56 ISDs, and 678 nonpublic schools. Using these counts as estimates for the 2019-20 school year, *Michigan Virtual* served approximately 61% of the LEA districts, 10% of the PSA districts, 7% of the ISDs, and 4% of the nonpublic schools with student courses. A list of Michigan districts served in 2019-20 is included in Appendix A, Figure 1.

Michigan schools accounted for 29,998 enrollments with the number of enrollments from a school ranging from a single enrollment to 1,536 enrollments. The average number of enrollments per school was 52. In addition to serving Michigan schools, *Michigan Virtual* generated 62 enrollments from 8 non-Michigan schools. *Michigan Virtual* also had 2,629 enrollments from parents or guardians directly enrolling their children in online courses. Students in 72 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 279 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, CTE courses through Pinckney Cyber Training Institute, dual enrollment through St. Clair County Community College, 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 (77%) were offered at the high school level, though 63 online courses were

specifically available for elementary/middle school students. The full listing of the online courses used by Michigan districts and students during 2019-20 is available in Appendix A, Figure 3.

Pass Rates

Michigan Virtual had a 77.8% 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 (441) or where the data to calculate the pass rate was unavailable due to it residing in a partner provider's system (1,715)(2,156). Of the 30,533 attempted *Michigan Virtual* teacher-led enrollments, 29,267 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, 23,748 of the 30,533 enrollments earned 60% or more of the total course points for an overall pass rate of 77.8%. To put that pass rate into perspective, the statewide - all providers - pass rate for virtual courses for the past several 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 = 72%
- Life and Physical Sciences = 78%
- Mathematics = 72%
- Social Sciences and History = 82%

For comparison purposes, the statewide pass rates for online courses from all providers for each of the four core subjects ranged from 49% to 55%. Appendix A, Figure 4, shows the *Michigan Virtual* pass rate for each subject area. A full list of the 2019-20 *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, 106 districts (32%) had a district-wide pass rate of 90% to 100% with *Michigan Virtual* student online courses. An additional 73 districts had pass rates of 80% to 90%. Thus, about 5 in 10 LEA districts had a pass rate of 80% or greater when using *Michigan Virtual*. There were 53 districts that had pass rates of less than 60%. Of those, more than half (34) had double digit enrollments. Nine of those 53 districts had pass rates of less than 10% with 8 of the 9 having four or fewer enrollments. Of the 326 LEA districts, one district had enrollments only in courses which do not receive a final score. Figure 5 of Appendix A includes a chart displaying the distribution of district pass rates.

Current Initiatives

Michigan Virtual continues to expand learning opportunities for 2020-21 to better meet the needs of schools and students across the state. We have established a partnership with the College Board to pilot a program focused on student engagement, persistence, and performance in online Advanced Placement (AP) courses. Through this partnership, we are seeking to increase access and opportunity for students, particularly in rural areas, to engage in AP courses. The pilot includes additional training for select instructors, development of training materials to expand the program's reach state-wide, collaboration between College Board and Michigan Virtual course developers and analysis of student success indicated by enrollment, persistence and performance in the AP course.

Our partnership with St. Clair County Community College provided the opportunity to expand dual enrollment courses offered to students across the State. In addition, our partnership with Pinckney Cyber Training Institute has continued to grow and provide students access to programs not available locally. Through our work with the VLLA, we will explore and review course materials with the potential of extending our current catalog to include more elementary and middle school options. This will provide more resources to school districts looking to provide a solution K-12.

As a part of our strategic plan, *Michigan Virtual* will begin embarking on the development of competency-based course elements to better support this growing educational movement not only within the State but throughout the country. Instructional designers will receive training and begin exploring the elements needed to develop a course structured in a competency model. Our goal is to complete development of at least one course using this model to better inform future development.

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:

- Begin experimenting with online science lab development to support access and availability of STEM programs to students in a non-traditional environment.
- Maintain accreditation for the 2020-21 school year.
- Refine our newly established flexible scheduling model designed to better serve enrollment needs of districts across the State, along with the updates needed to migrate courses to our new Learning Management System.
- Develop a new Advanced Placement course aligned to the College Board's new AP Chemistry course.
- Submit a minimum of 6 semester-length courses to Quality Matters for independent course quality reviews.
- Update content standards alignment documentation for high school social studies and science courses intended to fulfill graduation requirements under the Michigan Merit Curriculum guidelines.
- Develop a tool for evaluating conformance with WCAG 2.1 web accessibility guidelines within online courses.

Professional Learning

Professional Learning in Michigan

Equitable access to professional development is important to improving the quality of instruction for students. All educators should have the same opportunities to grow professionally no matter where they teach. While in the past, face-to-face professional development has predominantly been offered, this year, it became clear that there is a need for professional development available to anyone anywhere. The COVID-19 pandemic highlighted gaps in skill readiness and inequities in access to resources needed to instruct virtually. Looking back, the teaching and learning that occurred during the spring of 2020 was emergency teaching. Teachers sought out guidance with regards to creating virtual classrooms and obtaining skills to pivot quickly from face to face to remote learning. Schools around the state did the best they could with the short timeframe they were given, knowing that in the future, planning for blended and online learning would need to be established.

Barriers and Opportunities for Professional Development

Teachers are being asked to do more now than ever before with very little training in how to instruct in a blended or online classroom. While teachers know what is important for student success, the methods for creating relationships and engagement are very different online than in a traditional classroom.

The pandemic has forced districts to consider a more personalized approach to student learning. Students have been given options to learn at their own pace, on their own time and many want that flexibility to continue. To meet learner demands, and more importantly improve learning outcomes, educators must be trained in various methods of teaching and learning, whether they teach face-to-face with online options, or fully online. To ensure quality instruction, attention must be paid to the access of

quality professional development. Face-to-face instruction and online instruction look very different and require a different set of strategies. Professional development focused on the best practices in online learning is limited and is not available equitably across the state. In many areas while online professional development is available, the lack of quality internet options or devices are barriers to teachers receiving the support they need.

One area of need or opportunity for professional learning is around strategies to support students' social and emotional learning. We know that social and emotional learning is a focus for educators, but practical training around what teachers can do in the classroom is limited. As we continue to support students virtually, we will also need training specific to meeting these social and emotional needs remotely. This need reaches far beyond the virtual classroom. Plenty of stories abound as to the trauma that students are experiencing through remote learning. There is no doubt that for many students the transition has been very difficult. Also, just as true is that there is another population of students whose stress has decreased, and the social and emotional well-being has improved by not having to attend a physical building five times a week. For these kids, returning to the physical classroom brings a very different set of feelings than the aforementioned group.

In the same vein, support for educators' own social and emotional well-being is an area that is lacking. Teachers are being asked to teach both in a face-to-face and in an online environment either at the same time or independently. With their attention being pulled in so many directions, teachers feel overwhelmed and burned out. Before the pandemic, there was concern over a teacher shortage; the pandemic has exacerbated this problem and spotlighted the need for more support with regards to the well-being of our educators.

Professional development for teachers should not be a one size fits all approach, rather a personalized approach that meets teachers where they are at -- just like we espouse for students -- is needed in district professional learning efforts. Teachers should have the opportunity to self-assess and individually pursue professional learning best suited to helping them support students. Options for professional development that are applicable and focus on pedagogical strategies and more competency-based options will allow for a deeper understanding of impactful teaching.

A barrier that we experience with scaling personalized professional learning is the state's technology infrastructure. This year, we have provided 299,483 State Continuing Education Clock Hours (SCECH). As one of the largest providers of SCECHs in Michigan, we are struggling with the limitations of the state's certification system, MOECS. This system needs updating that would allow for educators to be awarded State Continuing Education Clock Hours (SCECH) faster and more reliably. There are a number of difficulties associated with this system such as the inability to make edits to both program applications and SCECH uploads without first contacting the coordinator at the state, or the process of bulk uploading without the opportunity to identify inaccurate data beforehand, this only occurs after you submit the upload causing valuable time to be lost and preventing a computerized upload of the data. While this is not an exhaustive list, it paints a picture of the barriers facing the delivery of SCECHs to educators. We recommend that policy leaders consider funding a system redesign of MOECs to meet such demands.

Michigan Virtual Professional Learning Fast Facts for 2019-20

- *Michigan Virtual* delivered enrollments in 300 online courses through its Professional Learning Portal between October 1, 2019 and September 30, 2020.
- During that same time frame, *Michigan Virtual* had over 178,000 enrollments in online, blended, and face-to-face training.

- *Michigan Virtual* provided just under 300,000 completed State Continuing Education Clock Hours (SCECH).
- Served more than 45,000 educators.
- Over 30,700 enrollments were provided in Essential Instructional Practices in Early Literacy K-3, Prekindergarten, and School and Center-wide courses.
- Over 48,900 enrollments occurred in courses addressing remote and online teaching and learning, and over 24,000 enrollments in courses about Social-Emotional Learning.
- Provided over 1,100 counselors with courses in College Preparation and Selection as well as Military Options.
- Use of *Michigan Virtual's* online professional learning offerings was widespread. Educators enrolled from 100% of the state's ISDs, 99% of the LEA districts, 96% of the PSA districts, and 57% of the nonpublic schools.

Professional Learning Activities

As teachers found themselves working differently than ever before, the need for quality professional development focused on design and implementation of virtual and hybrid learning took center stage. *Michigan Virtual* worked to provide guidance around best practices in reaching all learners and addressing the needs of the Whole Child. From webinars to just-in-time courses on transitioning from face-to-face classrooms to virtual environments, *Michigan Virtual* provided support to administrators, teachers, students, and parents.

To help teachers plan for school closures, *Michigan Virtual* created resources to gauge readiness including a Teacher Continuity Readiness Rubric⁷ and Teacher Continuity Readiness Checklist.⁸ These tools allow teachers to evaluate their readiness to effectively reach and teach students in a remote or blended learning environment. Upon completing this checklist, teachers received an automated playlist of professional development options based on their personal growth areas.

Along with the ability to assess readiness, we reached out to educators around the state of Michigan to host discussions in a webinar format. The Keep Michigan Learning webinar series⁹ covered a variety of topics including teacher well-being, engaging and building relationships with students online, ideas for communicating with students and parents remotely, and addressing the needs of the Whole Child during these difficult times.

Educators in the spring of 2020 needed professional development around transitioning from face-to-face to remote teaching. In response to these requests, *Michigan Virtual* created six online courses¹⁰ focused on remote teaching. Each of these courses included helpful resources and provided opportunities for teachers to reflect on considerations when transitioning to remote teaching. Since their launch at the beginning of April, close to 5,000 educators interacted with the content and, as of September 30, almost 27,500 SCECHs were awarded in these courses.

One of the challenges facing educators is the implementation and application of new pedagogical strategies. To address this challenge, educators supporting students through distance learning practices are able to participate in *Michigan Virtual* office hours sessions.¹¹ Teachers can ask questions and seek expert advice from trained online instructors and instructional designers. This support is designed to promote the application and effective use of the content and resources that *Michigan Virtual* has made available during this time, as well as teacher-designed content.

As we moved forward, considering what school would look like in the fall, districts were requesting synchronous professional development with a focus on best practices in online learning. While the school

closings in the spring of 2020 were not foreseeable and remote teaching was more of an emergency option, districts were looking for support in planning for quality online teaching and learning for the upcoming school year. In previous years, *Michigan Virtual* had partnered with Heather Staker to provide a one-day professional development for teachers on best practices with implementing personalized and student-centered learning called Teacher Boost. This well-received, one day event gave teachers the opportunity to experience personalized learning and build learning opportunities for students. *Michigan Virtual* looked to create the same quality professional learning experience as in previous years now just in a virtual model. Our professional development specialists worked closely with Heather Staker to develop Online Teacher Boost,¹² a professional development experience that models quality online and blended learning. There has been an overwhelming positive response from educators who have attended Teacher Boost.

"They gave a good overview of blended learning and teaching. I am motivated to incorporate the principles into my own teaching."

"They really showed us how to navigate this individually, with a small group and as a whole group. I feel like I have a better idea of what blended learning looks and feels like."

"The best PD I've ever had. Instead of feeling like I'll fall asleep, I was engaged. Instead of feeling micromanaged, I was able to work independently at my own pace. I wish all professional development was like this."

Since launching in June 2020, *Michigan Virtual* has delivered 11 Online Teacher Boost experiences to educators across the state of Michigan and beyond.

Keeping students motivated and engaged in online and blended settings is very different than in a face-to-face environment. The National Standards for Quality Online Teaching¹³ were developed by experts from the online learning community and supported by research and best practice. *Michigan Virtual* has created a suite of courses designed to support educators by tweaking existing teaching practices for a remote or blended environment in ways that are aligned with the National Standards for Quality Online Learning. In addition to explaining the best practices, learners can review a multitude of examples for elementary and secondary levels to support the application in their own settings.

In addition to our new professional learning options we have updated our series of blended learning courses¹⁴ to meet the current needs of educators. These courses are self-paced with new examples of learning and opportunities for educators to reflect and share their application of learning. As of the end of the fiscal year, 48,900 enrollments occurred in courses addressing remote and online teaching and learning.

Partnerships to Reach Educational Professionals

Through collaborative partnerships, *Michigan Virtual* has been able to build online course content meeting the needs of administrators, teachers, and counselors. These partnerships 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 Department of Education
- Michigan Elementary and Middle School Principals
- US Army

These partnerships resulted in new opportunities for educators, counselors, and administrators. The following are just a few examples of courses developed through our partnerships.

Students and families need guidance from school counselors on the full range of career and education opportunities available to them after leaving school, where counselors can discover different strategies to support their students better in the College Preparation and Selection Process.

Michigan Virtual partnered with the US Army to build a course¹⁵ showcasing the vast opportunities and pathways for students in the Military based on their interests and needs. This course helps counselors gain valuable knowledge about military career and education opportunities and help them to support students and families as they explore military careers. This course meets the five SCECH criteria required of school counselors in understanding military career pathways for students.

This year, we also worked with Michigan ASCD to create an online professional development course¹⁶ that informs educators about best practices for implementing a Whole School, Whole Child, Whole Community (WSCC) model at their school. The WSCC model combines and builds on elements of the traditional coordinated school health approach and the whole child framework, an element found in The Michigan Integrated Continuous Improvement Process (MICIP).¹⁷

For Michigan's students to be competitive in the 21st-century economy, it is critical that they have access to computer science learning opportunities. In partnership with the Michigan Department of Education, we have developed a course that provides an overview of Michigan's K-12 Computer Science Standards¹⁸ and demonstrates how they can be integrated with existing teaching practice in a K-5 classroom setting.

Along with SCECHs, we also offer several micro-credentials for educators. Micro-credentials allow for competency-based professional learning by allowing educators to focus on discrete skills related to their practice and then submit evidence to demonstrate proficiency.

In partnership with the Michigan Elementary and Middle School Principals Association (MEMSPA), we have designed and launched several micro-credentials for current or aspiring school principals that not only ask leaders to reflect on their knowledge, but to act on it to support their students and staff.¹⁹ The most recent micro-credentials launched focused on Social-Emotional Learning (SEL), including Embedding SEL Schoolwide, SEL & Whole Child; SEL & Family Engagement; Comprehensive Staff Well-Being; Braiding SEL & Multi-Tiered Systems of Support (MTSS).

Together with the Michigan Association of Superintendents and Administrators (MASA), we designed micro-credential courses that prepare administrators and superintendents with training to address key issues within their districts.

Looking to the Future

This year has been one of change and growth. As we continue to support educators in Michigan, we strive to enable flexible learning models that promote the growth of skills and dispositions that have an impact on student learning. In continued partnership with leading educational organizations around the globe, we are developing innovative solutions offering a more personalized approach to professional

learning. Over the course of 2019-2020, *Michigan Virtual* has been working to enable a personalized professional learning platform with 2gno.me, a learning experience platform that personalizes and improves professional learning for educators. The approach identifies skill gaps and uses data to provide relevant and high-quality professional learning, at scale, based on individual strengths and weaknesses. This is the key to improving practice and impact. Currently *Michigan Virtual* has developed competency frameworks and self-assessments aligned with the *Essential Instructional Practices in Early Literacy, K-3* and the *National Standards for Quality in Online Teaching (NSQ)*. As teachers use the personalized PD system, they will be able to identify training opportunities that meet multiple overlapping frameworks, including the *ISTE Standards for Educators*, *Danielson Framework Clusters*, and before mentioned frameworks already developed with *Michigan Virtual*. This will allow educators to not only grow quickly by addressing skill gaps efficiently, but also recognize cross-functional competencies across multiple frameworks.

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.

Michigan Virtual continued the development work of a mobile app that is designed to help students become successful online learners by providing useful content for students, mentors, and parents. The app was made available to four separate Michigan school districts in the form of a pilot program. All pilot program participants were mentors in online learning programs at the high school level. Each participant was provided access to the application and overview of the features and functionality in mid-August of 2020. Unfortunately, the uncertainty posed by the COVID-19 pandemic, along with the significant increase in responsibilities and workload for those supporting virtual learners in local schools, led each of the pilot participants to drop from the pilot. These participants did, however, voice interest in further exploring the mobile app at a later date. *Michigan Virtual* is actively developing plans to re-engage with the pilot participants during the 2020-21 school year.

New tools and resources for creating immersive virtual and augmented reality experiences in K-12 education are being explored by *Michigan Virtual*. In September 2020, *Michigan Virtual* leaders participated in discovery meetings with a virtual reality company to pursue partnership opportunities that could positively impact Michigan schools and districts. This discovery work will continue throughout the 2020-21 school year.

Michigan Virtual continues participation in the IMS Global Statewide Steering Committee as a K-12 stakeholder.²⁰ Executive leadership of MVLRI is currently serving as the co-chair of the Virtual School Institutional Leaders Network (ILN) as part of the Statewide Executive Committee. MVLRI leadership also continued participation in the badging and comprehensive learner records technical workgroups with members from the Michigan Department of Education (MDE).

To better serve educators looking for quality educational tools to meet all their instructional needs, *Michigan Virtual* staff developed and published six blog posts²¹ highlighting the use of technology in the classroom. In addition, six webinars²² highlighting classroom tools have also been recorded and

published on the *Michigan Virtual* website. These webinars include teacher feedback and recommendations for technology tools that support communication, student engagement, assessment, and content delivery.

Michigan Virtual also released five episodes of its podcast, The Digital Backpack Podcast,²³ focusing on a range of topics within K-12 education. This podcast series was designed to explore topics in educational innovation, digital learning, educational technology, and instructional design. While the published podcasts met the intended original purpose, *Michigan Virtual* podcast developers also recognized the need to address learning continuity concerns of school and districts caused by the COVID-19 pandemic, so the specific content of some podcasts were aimed at providing related guidance.

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 conducted a comprehensive review of its research from the past 6 years and produced a report titled, *MVLRI Research in Review: K-12 Program Evaluation, Quality, and Policy*.²⁴ This report includes 10 mini reports²⁵ that highlight specific areas of research related to online learning. Approximately 100 eligible resources from past MVLRI blog posts and publications were identified, organized, analyzed, and synthesized for use in this review. The *Michigan Virtual* research team reviewed these resources to identify what each resource contributed to research on online learning as well as the practical implications of the new knowledge. This information is being shared with Michigan teachers and administrators in this way to help make the research more consumable and practical for application in schools and classrooms.

The collaborative study between *Michigan Virtual* and Boise State University related to the development of early warning predictive models has been placed "on hold" due to the disruption of learning caused by the school closures related to the COVID-19 pandemic. Since the activity and performance data of students involved in the study would not be reflective of "typical" data, the *Michigan Virtual* research team determined that the study should be deferred until the 2020-21 school year pending the severity of the pandemic. The Boise State University researchers were given a modified data set to continue testing their model in preparation for the pilot study during the 2020-21 school year.

As schools throughout the state of Michigan continue to work toward more student-centered learning models that include elements of digital learning, personalization, and competency-based progressions, *Michigan Virtual* conducted a study on student-centered learning titled, *Student-Centered Learning: In Principle and In Practice*²⁶ which provides readers with a thoughtful understanding of what student-centered learning is, and what it is not, based on ideas from experts and organizations in the field. Readers are also given a glimpse into several examples of the innovative approaches being utilized by school districts across the country. In addition, school leaders at three cutting edge Michigan schools share some of the ways in which they are making learning more student-centered in their schools and offer advice for anyone who is considering moving towards a more student-centered learning model.

Michigan Virtual recognized the need for continued research in social and emotional learning and launched a study that investigated the impact of the Suite360 character development and behavior intervention program on a select population of Michigan schools. The extended school closures and unavailability of school personnel caused by the COVID-19 pandemic affected the execution of this study. As a result, the study was abbreviated, yet the resulting report titled, *Addressing Social and Emotional Learning with the Suite360 Program*²⁷ still yielded valuable insights for schools and districts seeking to implement social and emotional learning supports for virtual learners.

Michigan Virtual also collaborated with the Friday Institute for Educational Innovation to develop a concept paper detailing a possible pilot study that focuses primarily on the effectiveness of the use of micro-credentials in teacher professional development. The concept paper was completed in January 2020, and the *Michigan Virtual* leadership team determined that it was feasible to execute such a pilot in the next fiscal year with a limited number of Michigan schools, providing that additional funding is secured to offset the costs incurred by *Michigan Virtual*. Further discussions related to the development and execution of a pilot have been deferred due to the uncertainties of the future demands on Michigan schools caused by the current COVID-19 pandemic.

During the 2019-20 school year, *Michigan Virtual* explored more ways in which online learning can meet the unique needs of all students. A team of staff members within the organization investigated how online learning programs can be structured to accommodate the concept of flexible start and end dates for student enrollment in online courses. As part of this process, *Michigan Virtual* launched an expanded course calendar for Flexible High School Courses²⁸ alongside its launch of a new learning management system (LMS), Brightspace, in August 2020. The expanded calendar serves students taking online courses by providing choices to start their course that mirror the various school year start dates that exist in Michigan. A case study report titled, *Flexible Start for K-12 Online Courses: Michigan Virtual Case Study*²⁹ provides a summary of the feedback received from schools and the potential solutions in response which led to the expanded course start dates implemented by *Michigan Virtual* for the 2020-21 school year.

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.

As an increasing number of schools and districts throughout the state of Michigan are including an online learning format in their academic programs, there is a related and growing need to ensure students are receiving the highest quality education in this format. The *Michigan Virtual* research team authored and published a brief titled, *Committing to Quality Online Learning*,³⁰ which provides both MDE and school practitioners with an overview of the National Standards for Quality Online Learning.³¹ These standards are intended to provide guidance to schools and districts and to serve as a framework to improve online and blended learning programs. The brief also details the many ways in which *Michigan Virtual* continues to promote the national standards through blog posts, website publications, and online program reviews.

Michigan Virtual also created a series of four online professional learning courses for teachers and administrators that are grounded in the NSQOL standards—Course 1: Getting Started, Course 2: Course Content and Design, Course 3: Assessment, and Course 4: Meeting Needs. Throughout each course, specific examples with links to relevant resources are provided to guide teachers on how they can meet specific standards to improve their instructional pedagogy and align it more closely with the National Standards for Quality Online Learning.

Further efforts to promote the National Standards for Quality Online Learning and to recommend best practices associated with the development and delivery of online learning programs occurred throughout the 2019-20 school year. *Michigan Virtual* initiated an email campaign to schools and districts throughout the state offering to conduct such program reviews at no cost. The online program review process was aligned to the newly released national standards. Ten schools across the state expressed interest, and two schools began the process. As a result of COVID-19 school closings in March 2020, the interested schools postponed participation to focus on serving students during the pandemic. This effort will continue during the 2020-21 school year, however.

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 seventh annual *Michigan's K-12 Virtual Learning Effectiveness Report*³² 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 2018-19 enrollment totals, completion rates, and the overall impact of virtual courses on K-12 pupils. The report found that over 120,000 K-12 students took virtual courses in 2018-19, accounting for almost 640,000 virtual course enrollments. Local Education Agencies (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 8% of all K-12 students in the state took a virtual course. In addition to mailing the report, *Michigan Virtual* posted an infographic³³ and a recorded presentation³⁴ 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.

A family of six free, vendor-agnostic Guides to Online Learning³⁵ were updated and published on the *Michigan Virtual* website. In their current form, each of these guides are tailored to key audiences, including students, parents, mentors, teachers, administrators, and school board members. Each guide contains key definitions, research findings, and practical strategies that paint a picture of the types of preparations and support systems that are necessary to ensure students succeed in their online courses. The guides were modified to include emerging best practices and resources aligned to the widely recognized National Standards for Quality Online Learning. In response to the abrupt shift to pandemic learning, the Parent Guide, specifically, was expanded to include information for parents and guardians who were guiding their children learning online due to COVID-19 related school closures.

Michigan Virtual also developed and published 12 blog posts related to designing, implementing, and maintaining online learning programs. The blog series, available on the *Michigan Virtual* website, highlights the ways in which schools and districts can prepare and support online learners, common elements of successful online programs, unseen elements of successful online courses, create supportive learning environments, support online teachers, and the importance of instructional leadership, communication, and engagement in the online classroom.

An additional 12 blog posts were written and published on the *Michigan Virtual* website related to student-centered learning. This blog series explored what student-centered learning is in a theoretical sense, defined the relationship between student-centered learning and blended learning, and took an inside look at what student-centered learning looks like in practice. The *Michigan Virtual* blog post authors discussed the motivating factors behind why some schools make the shift towards student-centered learning as well as the catalysts that may facilitate change and give student-centered learning momentum. In the *Stories from the Field: Student-Centered Learning* mini-series, the authors celebrated and highlighted the successes of three different Michigan schools that are embracing student-centered learning. In addition, the *Engage and Empower Learners* mini-series revisited the core tenets of student-centered learning to explain how student-centered learning supports learning continuity as well as how to look ahead to thrive in and beyond the 2020-21 school year.

Michigan Virtual also continued to offer to conduct voluntary online learning program reviews for schools and districts throughout the state. Through these reviews, which are based on the recently released National Standards for Quality Online Learning, best practices relating to the design and operation of online programs were to be provided to participating schools. While 10 schools within Michigan expressed interest, and two schools began the process, the school closings in March 2020 as a result of the COVID-19 pandemic prompted all schools to postpone their reviews until further notice.

With virtual learners representing a small but growing portion of the total students reported on Michigan's Count Days, *Michigan Virtual* connected with school practitioners, typically mentors of virtual learners and the business officials at each school who are responsible for reporting student counts, to identify best practices and resources schools can incorporate into their virtual programs. *Michigan Virtual* researchers developed and published a brief titled, *Count Day: Making Every Virtual Learner Count*, which distills the legislative guidelines for reporting virtual learners detailed in MDE's Michigan's Pupil Accounting Manual. Input was also solicited from the Michigan Pupil Attendance and Accounting Association whose

membership includes the school practitioners involved in an audit as well as the auditors who perform such audits.

A second brief related to Count Day was planned to take a deeper look at one specific aspect of Count Day - reporting on virtual learners known as two-way interaction. This brief was deferred after Michigan passed legislation in late August 2020 to address the continuation of pandemic learning at the start of the 2020-21 school year. The legislation is effective for the 2020-21 school year only, and MDE published specific guidance for schools on the two-way interaction reporting during this period.

Michigan Virtual also committed to sharing expertise on digital learning with educators through the delivery of presentations at Michigan conferences. In total, *Michigan Virtual* staff presented at five different conferences which included the MACUL Computer Science Summit, the MiCoOp Winter Conference, The Michigan Merit Curriculum (MMC) Flexibility Conference, the 2020 MACUL annual conference, and the Michigan Afterschool Association Spring conference. A total of 11 presentations were delivered on topics related to online student data analysis, web-based gaming, orienting students to online learning, using online learning to meet MMC requirements, supporting online teachers, instructional technology tools and resources, learning management systems/platforms, online instructional design, student-centered learning, and designing professional learning.

Michigan Virtual personnel have also shared expertise by connecting with educators across the state to provide guidance and insight on the design and implementation of personalized learning models. A total of four onsite training sessions for educators have been conducted: Mt. Pleasant Teacher Boost (11/4/19), Ingham Teacher Boost: (11/21/19), Wayne RESA Teacher Boost (1/29/20), and Kent ISD Teacher Boost (2/13/20). Based on the success of these sessions, additional onsite trainings are being planned.

As more and more Michigan schools seek to implement LMSs for the purposes of evolving their digital learning programs, *Michigan Virtual* deemed it appropriate to conduct a case study related to the evaluation, selection, and implementation of their own learning management system with the intent to share the best practices and lessons learned during the process. *Michigan Virtual* collected data from research, literature, and their own practical experience to understand the challenges and opportunities regarding the implementation and maintenance of an LMS. The report titled, *LMS Selection and Implementation: Michigan Virtual Case Study*,³⁶ outlines the general features and characteristics that organizations should take into consideration when selecting and evaluating an LMS. The report also documents, in detail, *Michigan Virtual's* LMS selection and implementation process and provides advice and lessons learned from the *Michigan Virtual* LMS selection and implementation team.

(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.

The virtual learning recommendations shared by *Michigan Virtual* in the spring of 2020 included three areas of opportunity. The first was to shift the teacher effectiveness rating reporting requirement from the local school to the virtual provider when the teacher is an employee of the virtual provider rather than the school. The second was to create an online mentor training course, endorsed by MDE, to inform and reinforce best practices in local support strategies for virtual learners. The final recommendation was to update a data field, Virtual Method, in the Michigan Student Data System whose current data value is not

yielding insightful data with a simpler set of values that provide data on whether an enrollment is delivered virtual as well as whether it was for credit recovery.

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

Michigan Virtual continues to maintain the nationally recognized Research Clearinghouse³⁷ There are currently 1,120 resources in the clearinghouse, including the 69 new resources added in 2020. The Research Clearinghouse, and the resources specifically, were promoted through the development, publication, and dissemination of quarterly newsletters.³⁸

In addition, *Michigan Virtual* developed and published six blog posts related to research on online and digital learning to the *Michigan Virtual* blog under the category Research Round Up.³⁹ In total the six-post series highlighted 22 resources related to research in K-12 online and blended education.

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

Michigan Virtual continues to promote and distribute the most current instructional design standards and guidelines for virtual teaching. Recently, *Michigan Virtual* issued a press release about its involvement in the creation of the National Standards for Quality Online Learning. As a result of that press release, *Michigan Virtual* staff were interviewed on Education Talk Radio, and the recorded interview is now published on the *Michigan Virtual* website.⁴⁰ In addition, *Michigan Virtual* personnel updated several pages on its website to incorporate the new information about the standards, and four separate blog posts sharing the standards were published to the *Michigan Virtual* website. The webpages and blog posts were also promoted through *Michigan Virtual* social media channels.

Michigan Virtual also added instructional design guidelines and standards to the Research Clearinghouse to help raise awareness and to provide access to design standards. The National Standards for Quality Online Learning have all been tagged and added to the Research Clearinghouse as well as three other instructional design specific resources in 2019. During 2020, five additional instructional design resources were added to the clearinghouse.

Further promotion on instructional design standards by *Michigan Virtual* occurred through the development of professional learning courses. An educator course titled, *So You Want to be an Instructional Designer?* has been developed during this fiscal year, and it is available and open for enrollment in *Michigan Virtual's* Professional Learning Portal. This course provides Michigan educators an introduction to the field of instructional design as well as the role of an instructional designer.

Michigan Virtual entered the year intending to continue to develop a full series of courses on instructional design; however, due to the extended school closures related to the COVID-19 pandemic, *Michigan Virtual* staff turned to developing a series of more practical courses to support teachers in creating digital content for their students. The newly developed courses were: *Transitioning to Remote Teaching 3: Digital Content* - this course provided educators with an understanding of how they might organize digital content and explored tools that can be used to create and distribute digital content and *Transitioning to Remote Teaching 4: Digital Assessment* - this course provided educators with an understanding of the importance of assessments, various assessment strategies, and the exploration of tools to facilitate online assessment.

Additionally, a session titled *A Face-to-Face Teacher's Guide to Designing Online Experiences* was scheduled to be presented at the 2020 MACUL annual conference. The goal of the session was to provide classroom instructors with mindsets and strategies, based on instructional design theories, to support them in designing and developing online learning experiences for their students. Unfortunately, the presentation was unable to happen, as MACUL canceled Day 2 of the conference due to the COVID-19 pandemic. Instead, members of the *Michigan Virtual* team participated in the development of a recorded webinar as part of its COVID-19 response, and this presentation in particular was later presented to *Michigan Virtual's* online instructors at the Collaboration of the Minds conference in August 2020.

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 collaborated with two universities to support implementations and improvements related to effective online and blended learning instruction. Members of the *Michigan Virtual* leadership team engaged in conversations with Michigan State University in the fourth quarter of the 2020 fiscal year. These conversations were focused on specific resources related to blended and online teacher professional development made available to the university through *Michigan Virtual*. *Michigan Virtual* also collaborated with Central Michigan University to preview the *Online National Standards* professional learning course series created by *Michigan Virtual* for use in the university's Master of Education program.

Additional communication with teacher preparation institutions occurred throughout the spring and summer of 2020. Many of these institutions' programs elect to use the functionality of the *Michigan Virtual* Professional Learning Portal to enroll their students into blended and online professional learning courses, forgoing the need to coordinate access to content embedded within their own systems. During the 2020 fiscal year, 1,183 enrollments within these courses are attributed to such higher education affiliations.

The *Michigan Virtual* research team originally designed a student-centered learning research study that intended to include a research partnership with a college or university that operated a teacher or administrator preparation program. This study was scaled down significantly since K-12 school and district personnel across the state were largely unavailable due to the extended school closures caused by the COVID-19 pandemic. As a result, the participation of colleges and universities in the abbreviated study was no longer needed. *Michigan Virtual* believes in the importance of conducting a more comprehensive study in the future, and it intends to offer participation opportunities to these institutions at a later date.

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

Michigan Virtual planned to partner extensively with schools, districts, and higher education institutions through the execution of research studies throughout the 2019-20 school year. These plans were altered due to school closures caused by the COVID-19 pandemic. Schools and districts that were to be surveyed through a combination of individual interviews, focus groups, and online questionnaires were unavailable as their priority rapidly shifted to learning continuity for the remainder of the 2019-20 school year. Universities faced similar challenges, diverting attention away from forming research partnerships. Additionally, outreach to MASA, MASSP, and MEMSPA to partner in the dissemination of statewide

online questionnaires related to these studies was planned for the spring of 2020; however, the needs of these organizations to support schools and districts throughout the state during the pandemic became their priority.

While the original plans for research partnerships were altered, they were not eliminated altogether. School leaders of three Michigan school districts participated in the *Michigan Virtual* study titled, *Student-Centered Learning: In Principle and In Practice*, which included components of competency-based learning models. In addition, nine schools participated in *Michigan Virtual*'s social and emotional research study titled, *Addressing Social and Emotional Learning with the Suite360 Program*. The *Michigan Virtual* research team intends to continue to develop public/private partnerships during the next fiscal year to increase participation in and the impact of future research studies.

During the 2020 fiscal year, *Michigan Virtual* also continued partnerships with other organizations through its micro-credentialing work. Meetings with the Michigan Assessment Consortium were conducted to plan a future launch of a district-wide pilot using assessment micro-credentials created in 2018-2019. Additional micro-credentialing work was also executed with MEMSPA. The following micro-credentials related to this particular work were developed and released in the areas of: Social-Emotional Learning, Leadership & Literacy Part 1 (rework), Leadership & Literacy Part 2 (rework), Leadership & Literacy Part 3 (rework), SEL and Whole Child, SEL and MTSS, SEL and Family Engagement, Staff Well-Being, Title IV, and Leading Student Engagement.

Michigan Virtual's leadership and promotion of this micro-credentialing initiative is growing as the organization is now a "contributing member" of IMS Global, which allows the organization to participate in the design groups working on IMS Global supported standards and programs. *Michigan Virtual* personnel attended the IMS Global Quarterly Meeting and Digital Credentials Summit on February 10-13, 2020 in Atlanta, GA and presented *Credentialing Online: Compelling Stories of Three Online K-12 Programs*.

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's commitment to supporting mentors of virtual learners is evident through the efforts it makes to provide a variety of professional learning opportunities for these individuals. *Michigan Virtual* staff held a face-to-face mentor event in February 2020 at Plymouth-Canton Community Schools, bringing 20 mentors together from multiple schools and districts to compare program models, share resources and strategies, and learn more about *Michigan Virtual* supports that are available to them. *Michigan Virtual* also held its annual Mentor Collaboration of the Minds event in August 2020, which drew 21 attendees. The event provided updates around pupil accounting practices, *Michigan Virtual* system use, and the sharing of practical strategies for building relationships with students. While the COVID-19 pandemic prompted *Michigan Virtual* to change the format of the event to be fully virtual, the program was a success for those who attended.

Additional support for mentors of virtual learners consisted of updates to the digital content in the Online Mentor Community, housed in *Michigan Virtual*'s Professional Learning Portal. Content was added and revised to reflect more up-to-date resources and revisions. Two *Michigan Virtual* staff members also engaged participants throughout the year in an online discussion board to share about their programs and to find solutions to common issues mentors face. Additionally, existing *Michigan Virtual* resources that

were previously developed to support mentors were reformatted and redeveloped for the pilot of *Michigan Virtual's* new mobile application.

Michigan Virtual staff also provided expertise and guidance to mentors through a combination of a presentation and a live webinar. In November 2019, *Michigan Virtual* presented at the Michigan School Counselors Association annual fall conference in Lansing. The focus of this presentation was a discussion on the challenges that school counselors face when mentoring students in an online environment. As part of this discussion, *Michigan Virtual* shared best practices for supporting online learners with tips for pupil accounting, creating policies, proctoring exams, and holding students accountable in the online learning space. Due to the COVID-19 pandemic, most Michigan education conferences scheduled to be held in spring 2020 were either cancelled or moved to a virtual format with a focus on delivering instruction during a pandemic. Therefore, *Michigan Virtual* was not able to present at two additional conferences. In lieu of these conference presentations, *Michigan Virtual* hosted a live webinar in May 2020 that featured a panel discussion with mentors from Michigan schools titled, *Mentoring Through a Pandemic*.⁴¹

Mentors throughout Michigan were also supported this year through the development and publishing of a blog post series focused specifically on the role of mentors.⁴² The six blog posts in this series included topics such as strategies for mentoring online students, mentoring as personalized learning, revisiting mentor voices, why mentors matter, what research says about mentoring online students, and mentoring through a pandemic. The blog post series was published on the *Michigan Virtual* website.

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's original plan to conduct focus groups of students in March 2020 to collect data on student-related factors and school- or program-related factors that impact student success was altered due to school closures caused by the COVID-19 pandemic. Instead, instructional staff within schools and districts were interviewed to identify areas of concern around emergency remote teaching and learning. *Michigan Virtual* partnered with Sundberg-Ferar to conduct this study. In addition, *Michigan Virtual* played a leadership role in the formation and operation of a Learning Continuity Work Group, through which various school and district leaders and teachers participated in weekly conversations and work sessions to address the challenges and concerns schools and districts were experiencing related to emergency remote teaching and learning.

The school closures caused by the COVID-19 pandemic also had a negative impact on the distribution of a statewide online questionnaire related to *Michigan Virtual's* student-centered learning study. As a result, the availability of schools during the spring of 2020 was greatly reduced. In response to this lack of availability of school and district personnel, the *Michigan Virtual* research team conducted three individual interviews of school superintendents to learn how their schools have incorporated elements of student-centered learning into their educational experiences for students. The data collected during this process were included in the student-centered learning study report titled, *Student-Centered Learning: In Principle and In Practice*, which was published to the *Michigan Virtual* website.

Michigan Virtual also conducted two student focus groups during the fall 2019 semester with a total of 13 students. The focus groups were held at Novi High School (eight students) and Brighton High School (five students). Each focus group interview lasted for approximately 50 minutes with the group discussions centered on: student perceptions of Michigan Virtual online classes, how students felt when they found

out they'd be taking an online class and what they did during this "discovery" phase, and students' experiences in their online classes.

Due to the COVID-19 pandemic and the related school closures in Spring 2020, additional student focus groups were not able to be conducted by *Michigan Virtual* staff. Online focus groups were considered, but the logistics of arranging them during school shutdowns and emergency remote learning was determined to be too taxing on school personnel that were already addressing more pressing matters.

Learners in *Michigan Virtual*'s professional and student courses were presented with a voluntary end-of-course survey in each of their courses. Between October 1, 2019 and September 30, 2020, the *Michigan Virtual* professional learning survey received 39,288 responses, while the student end-of-course survey received 6,266 responses in that same period. The surveys, which yielded a 92% overall highly satisfied rating, provided feedback on user demographics and user experience which helped *Michigan Virtual* refine course offerings and identify barriers and opportunities related to virtual learning.

While *Michigan Virtual* did not conduct a year-end survey of mentors due to COVID-19 and the related school closures, a survey of mentors was conducted at the end of the fall 2019 semester. This survey, sent to all mentors with students in *Michigan Virtual* courses, received 132 responses from mid-December 2019 through mid-January 2020. The survey included questions on mentors' overall satisfaction, suggestions for improving satisfaction, professional development needs, preferences within the *Michigan Virtual* Student Learning Portal, and the number of students supported. Additionally, the *Michigan Virtual* Mentor Advisory Board met twice during the 2019-20 school year, in-person in the fall and remotely in the spring, to provide feedback on the mentor and student experience.

In January 2020, *Michigan Virtual* prepared and distributed online surveys focused on better understanding the challenges and opportunities faced by today's educators and students, as well as to learn about views on the future of education and the role technology will play. This survey was shared with MASSP, MEMPSA, MASA, MAISA, MASP, and MANS with the intent that it be distributed to their memberships. Only four of the organizations were able to distribute the survey prior to COVID-19, and those four yielded 118 responses. *Michigan Virtual* also conducted focus groups with membership from MASSP, MEMPSA, and the Michigan Competency Consortium to collect related data.

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 host and update the *Consumer Awareness Report*⁴³ twice annually. The fall and spring updates were completed which included new data on courses in the Micourses catalog as well as updated data on course providers. The spring update also included data from the latest *Effectiveness Report*. The purpose of this resource is to make consumers aware of the status of online learning in Michigan. It 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 continues to work collaboratively with schools, districts, and Intermediate School Districts to make available resources that align to Michigan's K-12 curriculum. Specifically, *Michigan Virtual* continues to send a representative to take part in the work of the Michigan #GoOpen community. As of October 2020, there have been 4,608 enrollments in the #GoOpen course offered freely through *Michigan Virtual*. Moving forward there is discussion planned around possible micro-credentials associated with this work and the creation of a professional development hub for administrators.

Michigan Virtual has also made available the course titled, *#GoOpen: Open Educational Resources in Michigan*, which is now available and open for enrollment in *Michigan Virtual's* Professional Learning Portal. This course provides instruction on how and why to use open educational resources, where to find them, and how to incorporate them into the design of online course work.

During the 2019-20 school year, *Michigan Virtual* also offered multiple courses in the Professional Learning Portal that support educators in the development of their own digital learning objects. Some of these courses include *#GoOpen: Open Educational Resources in Michigan*, *Digital Content in the Blended Classroom*, *Assessment in the Blended Classroom*, as well as the *Michigan Virtual* suite of Podcast PD courses. Additionally, a series of courses to support teachers with the transition to remote learning during the COVID-19 pandemic were launched in the spring and fall of 2020. Two of those courses, *Transitioning to Remote Teaching 3: Digital Content* and *Transitioning to Remote Teaching 4: Digital Assessment*, also support teachers with the development of their own digital content.

Additional resources are added to the GoOpenMichigan website⁴⁴ periodically throughout the year. *Michigan Virtual* uploaded a total of 676 learning objects to the Michigan GoOpen platform during the 2019-20 school year.

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.

In an effort to continue providing the best experience to users of the statewide catalog, *Michigan Virtual* engaged with a web developer, Web Ascender, to completely redesign publicly accessible pages of micourses.org. This change was in response to growing accessibility concerns of the original design as well as the desire to provide a more up-to-date experience to users. The front-end search functionality has been divorced from the backend system and, as part of an extensive overhaul, was developed in the Wordpress content management system. The new user experience was launched, and the new design now allows for a better user experience, centered on accessibility and providing a more up-to-date design and feel.

Michigan Virtual also contracted with Web Ascender to transition the administrator back end of the statewide catalog to the same technologies used in the front end and utilize modern technologies to store data and deliver the interface for users who populate the catalog throughout the state. The new technologies allow for a more fluid interaction by administrators and an increased ability to customize and expand data as needed.

Michigan Virtual is also committed to incorporating the ability for schools to use National Standards for Quality Online Courses when reporting their online course reviews. The organization has done an analysis of desired functionality and defined the scope of the work that needs to take place to include the national standards as part of the course review and upload on micourses.org. It was determined that the statewide catalog core systems require extensive development and updates in order to implement the new standards. The redesign work will also allow *Michigan Virtual* the ability to add additional standards, if necessary, to future-proof the system. The re-coded version of the site is expected to launch before the end of the 2020 calendar year.

Michigan Virtual also continued to add online courses that have been successfully reviewed for quality to the statewide catalog. This year, 10 semester-length courses were submitted - and met expectations - to Quality Matters for independent quality review. These courses included: *Health Education -Abstinence Only, Japanese 2B, German 2B, French 2B, Medical Terminology, Bioethics, Pre-Calculus A/B, Calculus A/B, Mobile Apps and Game Design, and AP World History Modern.*

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

As part of its ongoing support of the statewide catalog, *Michigan Virtual* maintains knowledge base articles specific to micourses.org, including information for guardians, students, and counselors who want to search the catalog for online courses, instructions for enrolling via the catalog, and companies, districts, or other qualified parties who want to list their online courses in the catalog. Knowledge base articles are routinely audited and updated by *Michigan Virtual* on an as-needed basis or when new functionality within the system is developed. All knowledge base articles can be accessed through the *Michigan Virtual* website.⁴⁵ *Michigan Virtual's* Customer Care Center is also available on business days from 7:30am - 5:00pm ET to answer calls and respond to online support tickets that are submitted in regard to the statewide catalog.

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.

Michigan Virtual implemented an updated Modified Danielson Rubric for the evaluation process of its teachers. Throughout the year, course “walk-through” reviews have been conducted by *Michigan Virtual* department leads and instructional coaches. In addition, a large portion of the *Michigan Virtual* instructional staff received mid-year evaluation reviews as an opportunity to check on progress and to provide some just-in-time feedback to support their growth in the second half of the school year. Although the state of Michigan formally cancelled teacher evaluation requirements for the 2019-20 school year due to the disruption caused by the COVID-19 pandemic, *Michigan Virtual* still completed its teacher evaluation process throughout the entire year in an effort to support and to help teachers grow. *Michigan Virtual* courses were able to continue as scheduled, and expectations for instructional staff were not changed. As a result, *Michigan Virtual* was able to complete its Modified Danielson Rubric for all full- and part-time instructors.

Michigan Virtual representatives met with representatives from the CEPI and the Michigan Department of Education to discuss the challenge that currently exists with teacher effectiveness reporting and the implication of the current process within the state. A formal recommendation has been submitted to the house and senate subcommittees, the state fiscal agents, MDE, and the state budget office.

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. 2019-20 Districts Served by Michigan Virtual with Student Online Courses

LEA Districts:

Airport Community Schools	Buchanan Community Schools	East Jordan Public Schools
Alcona Community Schools	Bullock Creek School District	East Lansing School District
Allegan Public Schools	Byron Area Schools	Eaton Rapids Public Schools
Allen Park Public Schools	Byron Center Public Schools	Edwardsburg Public Schools
Allendale Public Schools	Cadillac Area Public Schools	Elk Rapids Schools
Alma Public Schools	Caledonia Community Schools	Engadine Consolidated Schools
Almont Community Schools	Carman-Ainsworth Comm. S.	Escanaba Area Public Schools
Anchor Bay School District	Caro Community Schools	Evart Public Schools
Ann Arbor Public Schools	Carson City-Crystal Area S.	Fairview Area School District
Armada Area Schools	Caseville Public Schools	Farmington Public S.D.
Avondale School District	Cass City Public Schools	Fennville Public Schools
Bad Axe Public Schools	Cedar Springs Public Schools	Fenton Area Public Schools
Baldwin Community Schools	Centreville Public Schools	Ferndale Public Schools
Bangor Public Schs (Van Buren)	Charlevoix Public Schools	Forest Hills Public Schools
Bath Community Schools	Charlotte Public Schools	Forest Park School District
Battle Creek Public Schools	Chassell Township School D.	Fowler Public Schools
Bay City School District	Cheboygan Area Schools	Fowlerville Community Schools
Beal City Public Schools	Chelsea School District	Frankenmuth School District
Bear Lake Schools	Chesaning Union Schools	Frankfort-Elberta Area Schools
Beaver Island Community S.	Chippewa Hills School District	Freeland Community S.D.
Beaverton Rural Schools	Chippewa Valley Schools	Fremont Public School District
Bedford Public Schools	Clare Public Schools	Fruitport Community Schools
Belding Area School District	Clarkston Community S.D.	Fulton Schools
Bellaire Public Schools	Clinton Community Schools	Galesburg-Augusta Comm. S.
Bellevue Community Schools	Clio Area School District	Gaylord Community Schools
Bentley Community S.D.	Coldwater Community Schools	Gibraltar School District
Benzie County Central Schools	Coloma Community Schools	Gladwin Community Schools
Berkley School District	Concord Community Schools	Glen Lake Community Schools
Berrien Springs Public Schools	Constantine Public S.D.	Gobles Public School District
Big Bay De Noc School District	Coopersville Area Public S.D.	Grand Blanc Community S.
Birch Run Area Schools	Davison Community Schools	Grand Haven Area Public S.
Birmingham Public Schools	Dearborn City School District	Grand Ledge Public Schools
Bloomfield Hills Schools	Deckerville Community S.D.	Grandville Public Schools
Bloomington Public S.D.	Detroit Public Schools Com. D.	Grass Lake Community Schools
Boyne City Public Schools	DeWitt Public Schools	Greenville Public Schools
Brandon S.D. (Oakland)	Dexter Community S.D.	Grosse Ile Township Schools
Brandywine Community S.	Dollar Bay-Tamarack City Area	Grosse Pointe Public Schools
Breckenridge Community S.	K-12 School	Gull Lake Community Schools
Breitung Township S.D.	Dowagiac Union School District	Hamilton Community Schools
Bridgman Public Schools	Dryden Community Schools	Hancock Public Schools
Brighton Area Schools	Durand Area Schools	Harper Creek Community S.
Brimley Area Schools	East China School District	Harrison Community Schools
Brown City Community Schools	East Grand Rapids Public S.	Hart Public School District

Hartford Public Schools
Hartland Consolidated Schools
Haslett Public Schools
Hastings Area School District
Hemlock Public School District
Holland City School District
Holly Area School District
Holt Public Schools
Hopkins Public Schools
Houghton Lake Community S.
Houghton-Portage Twp. S. D.
Howell Public Schools
Hudson Area Schools
Hudsonville Public S. D.
Huron School District
Huron Valley Schools
Imlay City Community Schools
Inland Lakes Schools
Ionia Public Schools
Iron Mountain Public Schools
Ishpeming Public S. D. No. 1
Ithaca Public Schools
Jackson Public Schools
Jenison Public Schools
Johannesburg-Lewiston Area S.
Kalamazoo Public Schools
Kaleva Norman Dickson S. D.
Kalkaska Public Schools
Kearsley Community S. D.
Kelloggsville Public Schools
Kenowa Hills Public Schools
Kent City Community Schools
Kentwood Public Schools
Kingsley Area Schools
Kingston Community S. D.
L'Anse Area Schools
L'Anse Creuse Public Schools
Laingsburg Community Schools
Lake Fenton Community S.
Lake Linden-Hubbell School D.
Lake Orion Community Schools
Lake Shore Public S. (Macomb)
Lakeshore S. D. (Berrien)
Lakeview Public S. (Macomb)
Lakeview S. D. (Calhoun)
Lakewood Public Schools
Lansing Public School District
Lawrence Public Schools
Lawton Community S. D.

Leland Public School District
Leslie Public Schools
Lincoln Consolidated S. D.
Livonia Public Schools S. D.
Ludington Area School District
Mackinac Island Public Schools
Mackinaw City Public Schools
Madison S. D. (Lenawee)
Manchester Community S.
Manistee Area Public Schools
Manistique Area Schools
Manton Consolidated Schools
Marion Public Schools
Marlette Community Schools
Marquette Area Public Schools
Marshall Public Schools
Martin Public Schools
Marysville Public Schools
Mason Public S. (Ingham)
Mattawan Consolidated School
Memphis Community Schools
Mendon Community S. D.
Meridian Public Schools
Mesick Consolidated Schools
Michigan Center School District
Midland Public Schools
Milan Area Schools
Millington Community Schools
Monroe Public Schools
Montabella Community S.
Montague Area Public Schools
Morenci Area Schools
Negaunee Public Schools
NICE Community S. D.
Niles Community Schools
North Branch Area Schools
North Central Area Schools
North Dickinson County S.
North Huron School District
North Muskegon Public S.
Northport Public School District
Northview Public Schools
Northville Public Schools
Novi Community School District
Oakridge Public Schools
Okemos Public Schools
Olivet Community Schools
Onekama Consolidated S.
Onsted Community Schools

Orchard View Schools
Oscoda Area Schools
Otsego Public Schools
Ovid-Elsie Area Schools
Owosso Public Schools
Oxford Community Schools
Parchment School District
Paw Paw Public School District
Pennfield Schools
Perry Public Schools
Pewamo-Westphalia Comm. S.
Pickford Public Schools
Pinckney Community Schools
Pine River Area Schools
Plainwell Community Schools
Plymouth-Canton Comm. S.
Port Huron Area School District
Portage Public Schools
Portland Public Schools
Pottersville Public Schools
Quincy Community Schools
Ravenna Public Schools
Redford Union Schools, D. No. 1
Reed City Area Public Schools
Reeths-Puffer Schools
Richmond Community Schools
River Valley School District
Riverview Community S. D.
Rochester Community S. D.
Rockford Public Schools
Romeo Community Schools
Roscommon Area Public S.
Royal Oak Schools
Rudyard Area Schools
Saginaw School District
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.
Shepherd Public Schools
South Haven Public Schools
South Lyon Community Schools
South Redford School District
Southgate Community S. D.
Sparta Area Schools
Spring Lake Public Schools

Springport Public Schools
 St. Ignace Area Schools
 St. Johns Public Schools
 St. Joseph Public Schools
 Standish-Sterling Comm. 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
 Tawas Area Schools
 Tecumseh Public Schools
 Thornapple Kellogg S. D.
 Three Rivers Comm. S.

Traverse City Area P. 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
 Vestaburg Community Schools
 Vicksburg Community Schools
 Wakefield-Marenisco S.D.
 Walkerville Public Schools
 Walled Lake Consolidated S.
 Warren Woods Public Schools
 Waterford School District
 Watersmeet Township S. D.

Watervliet School District
 Waverly Community Schools
 Wayland Union Schools
 Wayne-Westland Comm. 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
 Whitehall District Schools
 Whitmore Lake Public S. D.
 Williamston Community S.
 Woodhaven-Brownstown S. D.
 Wyoming Public Schools
 Yale Public Schools
 Zeeland Public Schools

PSA Districts

Arbor Preparatory High School
 Black River Public School M/H
 Blue Water Middle Coll. Acad.
 Canton Charter Academy
 Canton Preparatory H.S.
 Casman Alternative Academy
 Charlevoix Montessori
 Academy for the Arts
 Charyl Stockwell Acad. H.S.
 Concord Academy - Boyne
 Cornerstone Health and

Technology School
 DeTour Arts and Tech. Acad.
 Excel Charter Academy
 Flextech High School Shepherd
 Genesee STEM Academy
 Grand River Preparatory H.S.
 Honey Creek Community S.
 Island City Academy
 Joseph K. Lumsden Bahweting
 Anishnabe Academy
 Kensington Woods Schools

Kingsbury Country Day School
 LifeTech Academy
 Nah Tah Wahsh PSA
 New School High
 NexTech H.S. of Lansing
 Renaissance PSA
 Trix Academy
 Wellspring Preparatory H.S.
 West Michigan Aviation Acad.

Nonpublic Schools

Austin Catholic High School
Calvin Christian High School
Cardinal Mooney Catholic S.
Catholic Central High School
Divine Child High School
Everest Academy
Farber Hebrew Day School -
 Yeshivat Akiva
Fr. Gabriel Richard High School
Gabriel Richard Catholic H.S.
Gaylord St. Mary Cathedral S.

Grand Rapids Christian H.S.
Grand Rapids Christian M.S.
Holland Christian High School
Interlochen Arts Academy
Lansing Catholic Central H.S.
Lansing Christian School
Lumen Christi Catholic School
Midland Christian School
Muskegon Catholic Central
Plymouth Christian Academy
Regina High School

Shrine Catholic H.S. & Acad.
South Christian High School
Southfield Christian School
St. Gerard School
St. Mary Catholic School-Sault
 Sainte Marie
Traverse City Christian School
Unity Christian High School
Valley Lutheran High School

Figure 2. 2019-20 Michigan Virtual ISD, LEA, PSA District and Nonpublic Schools with Student Enrollments

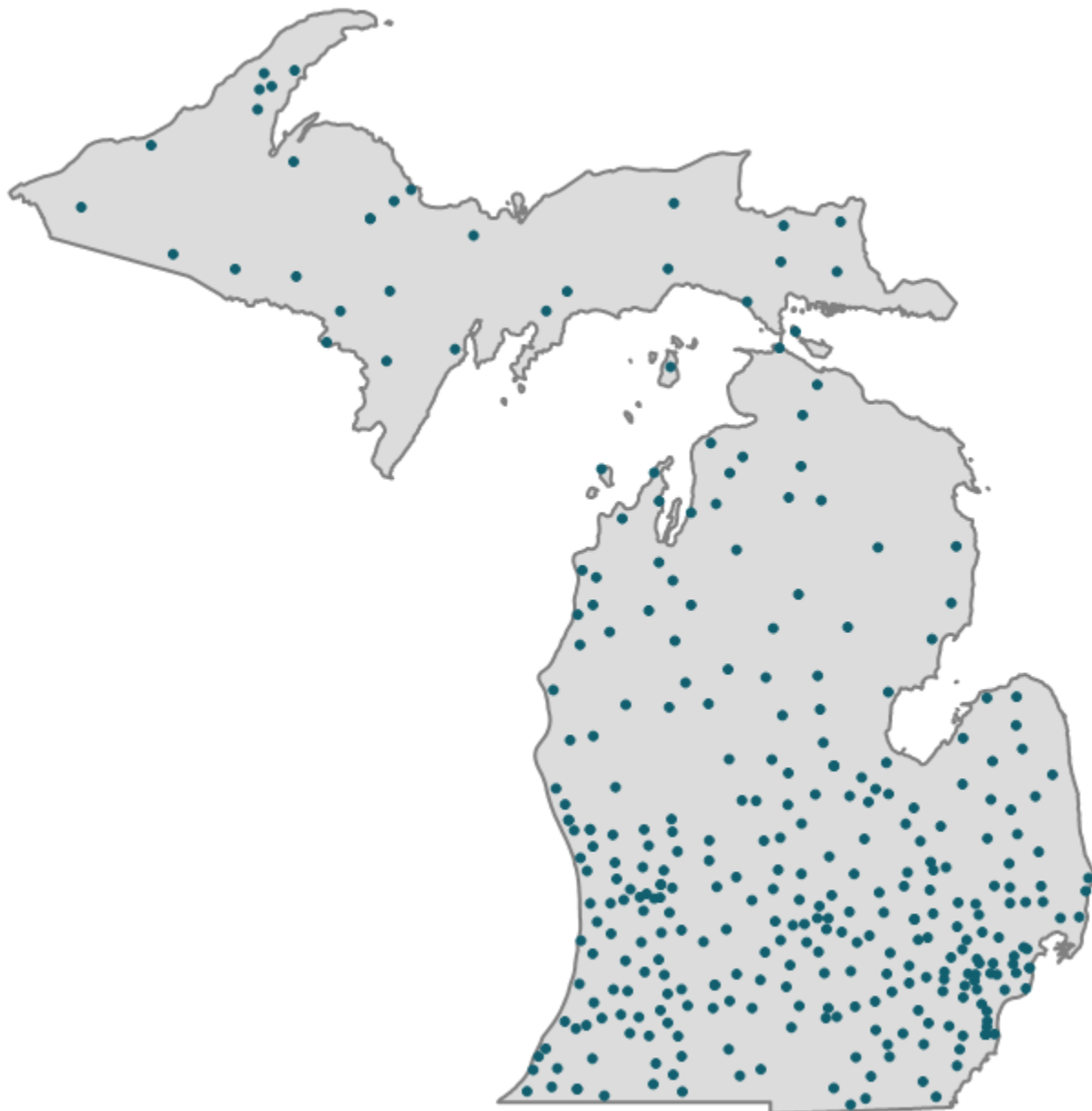


Figure 3. 2019-20 Michigan Virtual Student Courses Offered with Performance Data

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Business and Marketing	Accounting A	189	87%
Business and Marketing	Accounting B	81	79%
Business and Marketing	BUS 150: Principles of Business	< 10	NR
Business and Marketing	Business Ethics	280	86%
Business and Marketing	Entrepreneurship	234	73%
Business and Marketing	Hosp. & Tourism: Traveling the Globe	172	87%
Business and Marketing	Sports and Entertainment Marketing	269	82%
Commun. & Audio/Visual Tech.	Journalism (Advanced)	< 10	NR
Commun. & Audio/Visual Tech.	Journalism (Introduction)	109	73%
Computer and Information Sciences	Adv. Prog: Game Design & Animation	27	81%
Computer and Information Sciences	Advanced Web Design: JavaScript	23	87%
Computer and Information Sciences	AP Computer Science A (Sem 1)	142	84%
Computer and Information Sciences	AP Computer Science A (Sem 2)	115	90%
Computer and Information Sciences	AP Computer Science Principles (Sem 1)	47	89%
Computer and Information Sciences	AP Computer Science Principles (Sem 2)	40	90%
Computer and Information Sciences	Basic Web Design: HTML & CSS	128	77%
Computer and Information Sciences	CCNA 1: Introduction to Networking	< 10	NA
Computer and Information Sciences	CCNA 2: Routing and Switching Essentials	< 10	NA
Computer and Information Sciences	CIS 110: CIS Concepts and Careers	< 10	NA
Computer and Information Sciences	Computer Basics (Google Suite)	< 10	NR
Computer and Information Sciences	Digital Information Technology A	37	84%
Computer and Information Sciences	Digital Information Technology B	11	91%
Computer and Information Sciences	Foundations of Programming A	157	93%
Computer and Information Sciences	Foundations of Programming B	78	85%
Computer and Information Sciences	Java Programming A	82	66%
Computer and Information Sciences	Java Programming B	10	90%
Computer and Information Sciences	JavaScript Game Design	58	84%
Computer and Information Sciences	Linux Essentials	25	NA
Computer and Information Sciences	Linux Operating System 1	< 10	NR
Computer and Information Sciences	Linux Operating System 2	< 10	NR
Computer and Information Sciences	Networking and Cybersecurity Essentials	32	NA

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Computer and Information Sciences	Procedural Programming	< 10	NR
Computer and Information Sciences	Social Media	323	73%
Engineering and Technology	Bioethics	164	85%
English Language and Literature	American Literature A - English 11-12	226	77%
English Language and Literature	American Literature B - English 11-12	196	70%
English Language and Literature	AP English Lang. & Composition (Sem 1)	43	84%
English Language and Literature	AP English Lang. & Composition (Sem 2)	38	92%
English Language and Literature	AP English Lit. & Composition (Sem 1)	65	92%
English Language and Literature	AP English Lit. & Composition (Sem 2)	65	94%
English Language and Literature	British Literature A - English 11-12	176	73%
English Language and Literature	British Literature B - English 11-12	156	65%
English Language and Literature	Composition (Advanced)	33	88%
English Language and Literature	Composition (Beginning)	71	75%
English Language and Literature	EdReady English (Grades 10-12)	< 10	NR
English Language and Literature	EdReady English (Grades 8-9)	14	NA
English Language and Literature	ENG 101: English Composition I	< 10	NR
English Language and Literature	English 10A	109	63%
English Language and Literature	English 10B	127	71%
English Language and Literature	English 9A	58	53%
English Language and Literature	English 9B	92	60%
English Language and Literature	Essentials H.S. English 1A	78	54%
English Language and Literature	Essentials H.S. English 1B	61	59%
English Language and Literature	Essentials H.S. English 2A	58	59%
English Language and Literature	Essentials H.S. English 2B	34	59%
English Language and Literature	Essentials H.S. English 3A	55	44%
English Language and Literature	Essentials H.S. English 3B	27	52%
English Language and Literature	Essentials H.S. English 4A	42	60%
English Language and Literature	Essentials H.S. English 4B	24	71%
English Language and Literature	Language Arts A (6th Grade)	< 10	NR
English Language and Literature	Language Arts A (7th Grade)	< 10	NR
English Language and Literature	Language Arts A (8th Grade)	20	50%
English Language and Literature	Language Arts B (6th Grade)	< 10	NR

NCES Subject Area	Course Name	Enroll Count	Pass Rate
English Language and Literature	Language Arts B (7th Grade)	< 10	NR
English Language and Literature	Language Arts B (8th Grade)	21	57%
English Language and Literature	Mythology and Folklore: Legendary Tales	312	86%
English Language and Literature	Reading for College Success	32	81%
English Language and Literature	World Literature	65	89%
Fine and Performing Arts	AP Art History (Sem 1)	36	86%
Fine and Performing Arts	AP Art History (Sem 2)	24	88%
Fine and Performing Arts	ART 120: Art Appreciation	< 10	NR
Fine and Performing Arts	Digital Photography	212	70%
Fine and Performing Arts	Film Studies: American Film Survey	273	77%
Fine and Performing Arts	Guitar 1A	111	69%
Fine and Performing Arts	Guitar 1B	22	73%
Fine and Performing Arts	Middle School Guitar 1A	< 10	NR
Fine and Performing Arts	Middle School Guitar 1B	< 10	NR
Fine and Performing Arts	Music Appreciation Odyssey	94	71%
Fine and Performing Arts	Visual Art Comprehension I	87	66%
Foreign Language and Literature	American Sign Language 1A	1,458	73%
Foreign Language and Literature	American Sign Language 1B	916	78%
Foreign Language and Literature	American Sign Language 2A	393	94%
Foreign Language and Literature	American Sign Language 2B	358	83%
Foreign Language and Literature	AP Chinese (Sem 1)	29	97%
Foreign Language and Literature	AP Chinese (Sem 2)	31	100%
Foreign Language and Literature	AP French (Sem 1)	17	71%
Foreign Language and Literature	AP French (Sem 2)	14	64%
Foreign Language and Literature	AP Spanish (Sem 1)	49	59%
Foreign Language and Literature	AP Spanish (Sem 2)	25	100%
Foreign Language and Literature	Chinese 1A	69	87%
Foreign Language and Literature	Chinese 1B	58	91%
Foreign Language and Literature	Chinese 2A	53	94%
Foreign Language and Literature	Chinese 2B	39	97%
Foreign Language and Literature	Chinese 3A	34	91%
Foreign Language and Literature	Chinese 3B	29	90%

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Foreign Language and Literature	Chinese 4A	45	98%
Foreign Language and Literature	Chinese 4B	35	91%
Foreign Language and Literature	French 1A	278	71%
Foreign Language and Literature	French 1A (Grades 6-8)	18	61%
Foreign Language and Literature	French 1B	232	65%
Foreign Language and Literature	French 1B (Grades 6-8)	< 10	NR
Foreign Language and Literature	French 2A	142	89%
Foreign Language and Literature	French 2A (Grades 6-8)	< 10	NR
Foreign Language and Literature	French 2B	158	84%
Foreign Language and Literature	French 2B (Grades 6-8)	< 10	NR
Foreign Language and Literature	French 3A	26	77%
Foreign Language and Literature	French 3B	19	63%
Foreign Language and Literature	German 1A	289	63%
Foreign Language and Literature	German 1A (Grades 6-8)	11	100%
Foreign Language and Literature	German 1B	148	68%
Foreign Language and Literature	German 1B (Grades 6-8)	10	90%
Foreign Language and Literature	German 2A	141	83%
Foreign Language and Literature	German 2B	110	90%
Foreign Language and Literature	Japanese 1A	223	78%
Foreign Language and Literature	Japanese 1B	146	82%
Foreign Language and Literature	Japanese 2A	67	93%
Foreign Language and Literature	Japanese 2B	62	89%
Foreign Language and Literature	Latin 1A	92	86%
Foreign Language and Literature	Latin 1B	61	90%
Foreign Language and Literature	Latin 2A	162	19%
Foreign Language and Literature	Latin 2B	29	93%
Foreign Language and Literature	Spanish 1A	381	47%
Foreign Language and Literature	Spanish 1A (Grades 6-8)	38	82%
Foreign Language and Literature	Spanish 1B	233	56%
Foreign Language and Literature	Spanish 1B (Grades 6-8)	30	83%
Foreign Language and Literature	Spanish 2A	189	80%
Foreign Language and Literature	Spanish 2A (Grades 6-8)	< 10	NR

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Foreign Language and Literature	Spanish 2B	164	78%
Foreign Language and Literature	Spanish 2B (Grades 6-8)	< 10	NR
Foreign Language and Literature	Spanish 3A	94	80%
Foreign Language and Literature	Spanish 3B	73	85%
Foreign Language and Literature	Spanish 4A	54	81%
Foreign Language and Literature	Spanish 4B	34	94%
Health Care Sciences	HE 101: Math Related to Drug Admin.	< 10	NA
Health Care Sciences	HE 102: Medical Terminology	< 10	NA
Health Care Sciences	Medical Terminology	650	84%
Life and Physical Sciences	Anatomy and Physiology A	261	87%
Life and Physical Sciences	Anatomy and Physiology B	136	80%
Life and Physical Sciences	AP Biology (Sem 1)	67	94%
Life and Physical Sciences	AP Biology (Sem 2)	72	96%
Life and Physical Sciences	AP Chemistry (Sem 1)	28	75%
Life and Physical Sciences	AP Chemistry (Sem 2)	19	95%
Life and Physical Sciences	AP Environmental Science (Sem 1)	75	89%
Life and Physical Sciences	AP Environmental Science (Sem 2)	59	95%
Life and Physical Sciences	AP Physics 1 (Sem 1)	55	80%
Life and Physical Sciences	AP Physics 1 (Sem 2)	36	94%
Life and Physical Sciences	AP Physics 2 (Sem 1)	15	87%
Life and Physical Sciences	AP Physics 2 (Sem 2)	12	100%
Life and Physical Sciences	AP Physics C (Sem 1)	57	77%
Life and Physical Sciences	AP Physics C (Sem 2)	34	88%
Life and Physical Sciences	Astronomy	270	79%
Life and Physical Sciences	Biology A	117	75%
Life and Physical Sciences	Biology B	121	77%
Life and Physical Sciences	Chemistry A	121	70%
Life and Physical Sciences	Chemistry B	120	65%
Life and Physical Sciences	Earth Science A	90	77%
Life and Physical Sciences	Earth Science B	64	86%
Life and Physical Sciences	Environmental Science A	90	81%
Life and Physical Sciences	Environmental Science B	43	86%

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Life and Physical Sciences	Essentials Biology A	39	51%
Life and Physical Sciences	Essentials Biology B	42	50%
Life and Physical Sciences	Essentials Chemistry A	45	71%
Life and Physical Sciences	Essentials Chemistry B	35	71%
Life and Physical Sciences	Oceanography A	243	78%
Life and Physical Sciences	Oceanography B	86	90%
Life and Physical Sciences	Physical Science A	119	55%
Life and Physical Sciences	Physical Science B	96	54%
Life and Physical Sciences	Physics A	133	87%
Life and Physical Sciences	Physics B	103	81%
Life and Physical Sciences	Science A (6th Grade)	< 10	NR
Life and Physical Sciences	Science A (7th Grade)	< 10	NR
Life and Physical Sciences	Science A (8th Grade)	48	25%
Life and Physical Sciences	Science B (7th Grade)	< 10	NR
Life and Physical Sciences	Science B (8th Grade)	22	64%
Life and Physical Sciences	Veterinary Science: The Care of Animals	321	90%
Mathematics	Algebra 1A	200	74%
Mathematics	Algebra 1B	180	81%
Mathematics	Algebra 2A	225	77%
Mathematics	Algebra 2B	246	73%
Mathematics	AP Calculus AB (Sem 1)	42	79%
Mathematics	AP Calculus AB (Sem 2)	26	85%
Mathematics	AP Calculus BC (Sem 1)	56	95%
Mathematics	AP Calculus BC (Sem 2)	58	83%
Mathematics	AP Statistics (Sem 1)	106	93%
Mathematics	AP Statistics (Sem 2)	94	89%
Mathematics	Calculus A	38	74%
Mathematics	Calculus B	18	89%
Mathematics	EdReady Math (4th Grade)	< 10	NR
Mathematics	EdReady Math (6th Grade)	< 10	NR
Mathematics	EdReady Math (7th Grade)	< 10	NR
Mathematics	EdReady Math (8th Grade)	17	NA

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Mathematics	EdReady Math (HS Algebra 1)	12	NA
Mathematics	EdReady Math (HS Algebra 2)	< 10	NR
Mathematics	EdReady Math (HS Geometry)	< 10	NR
Mathematics	EdReady Math (SAT Math Prep)	< 10	NR
Mathematics	Essentials Algebra 1A	55	49%
Mathematics	Essentials Algebra 1B	71	51%
Mathematics	Essentials Algebra 2A	61	61%
Mathematics	Essentials Algebra 2B	48	73%
Mathematics	Essentials Geometry A	62	61%
Mathematics	Essentials Geometry B	49	67%
Mathematics	Geometry A	494	45%
Mathematics	Geometry B	377	54%
Mathematics	Mathematics A (6th Grade)	< 10	NR
Mathematics	Mathematics A (7th Grade)	11	82%
Mathematics	Mathematics A (8th Grade Pre-Algebra)	13	62%
Mathematics	Mathematics B (6th Grade)	< 10	NR
Mathematics	Mathematics B (7th Grade)	11	82%
Mathematics	Mathematics B (8th Grade Pre-Algebra)	24	42%
Mathematics	Mathematics in the Workplace	147	82%
Mathematics	Mathematics of Baseball	98	84%
Mathematics	Mathematics of Personal Finance	412	85%
Mathematics	MTH 104: Foundations of Math	< 10	NA
Mathematics	MTH 113: Pre-Calculus	< 10	NA
Mathematics	MTH 120: Introduction to Statistics	< 10	NA
Mathematics	Pre-Calculus A	104	84%
Mathematics	Pre-Calculus B	138	86%
Mathematics	PreCalculus A: Algebra Review & Trig.	59	95%
Mathematics	Probability and Statistics	151	76%
Mathematics	Trigonometry	54	83%
Miscellaneous	Career Planning	514	79%
Miscellaneous	Careers - Find Your Future	315	75%
Miscellaneous	Character Education	18	44%

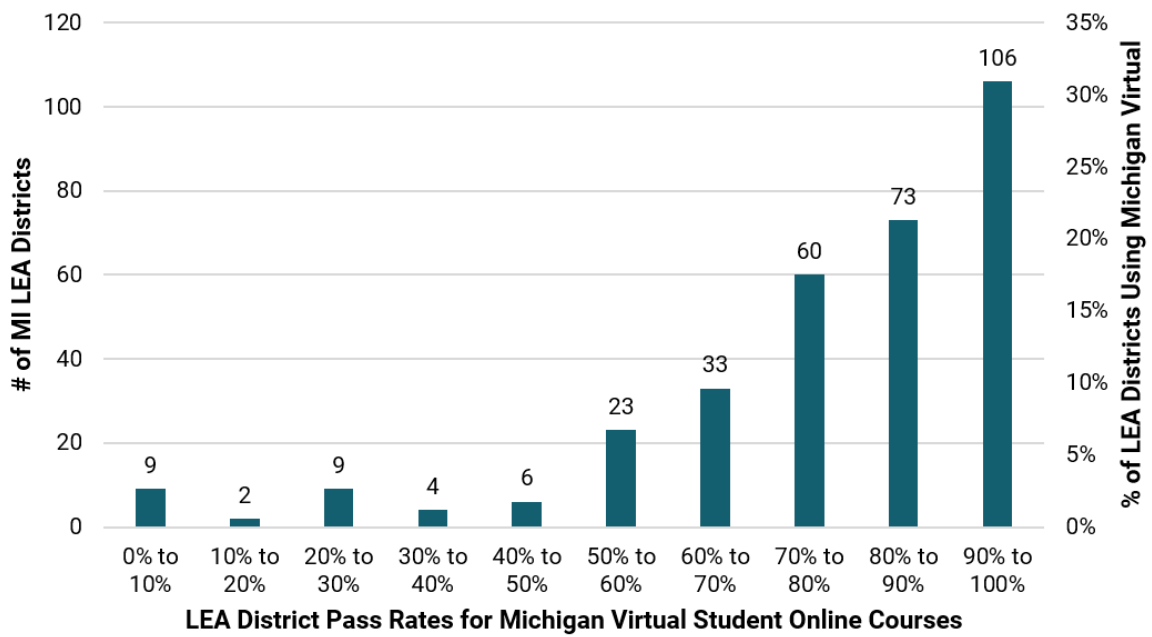
NCES Subject Area	Course Name	Enroll Count	Pass Rate
Miscellaneous	Employability Skills	410	70%
Miscellaneous	Leadership Skills Development	73	58%
Miscellaneous	Leadership Skills Develop. A (Grades 6-8)	< 10	NR
Miscellaneous	Leadership Skills Develop. B (Grades 6-8)	< 10	NR
Miscellaneous	Linqco Language Summer Enrichment	29	NA
Miscellaneous	Minecraft Summer Enrichment	441	NA
Miscellaneous	Study Skills	409	71%
Physical, Health, and Safety Education	Health Education	869	91%
Physical, Health, and Safety Education	Health Education (Abstinence Only)	105	89%
Physical, Health, and Safety Education	Personal Fitness	818	86%
Public, Protective, and Gov. Service	CJ 101: Introduction to Criminal Justice	< 10	NA
Public, Protective, and Gov. Service	Forensic Science	345	70%
Religious Education and Theology	World Religions: Exploring Diversity	110	83%
Social Sciences and History	Anth. I: Uncovering Human Mysteries v18	88	81%
Social Sciences and History	AP Human Geography (Sem 1)	29	97%
Social Sciences and History	AP Human Geography (Sem 2)	27	81%
Social Sciences and History	AP Macroeconomics	147	86%
Social Sciences and History	AP Microeconomics	155	95%
Social Sciences and History	AP Psychology (Sem 1)	244	89%
Social Sciences and History	AP Psychology (Sem 2)	214	86%
Social Sciences and History	AP U.S. Government and Politics	104	88%
Social Sciences and History	AP U.S. History (Sem 1)	53	75%
Social Sciences and History	AP U.S. History (Sem 2)	41	93%
Social Sciences and History	Archaeology: Detectives of the Past	46	83%
Social Sciences and History	Civics	753	94%
Social Sciences and History	Criminology	668	75%
Social Sciences and History	Economics	667	91%
Social Sciences and History	Economics of Personal Finance	145	84%
Social Sciences and History	Essentials Economics	36	56%
Social Sciences and History	Essentials U.S. Government	50	56%
Social Sciences and History	Essentials U.S. History A	38	55%
Social Sciences and History	Essentials U.S. History B	27	48%

NCES Subject Area	Course Name	Enroll Count	Pass Rate
Social Sciences and History	Essentials World History A	45	73%
Social Sciences and History	Essentials World History B	28	61%
Social Sciences and History	HIS 101: History of Western Civ. to 1715	< 10	NA
Social Sciences and History	HIS 102: Hist. of Western Civ. Since 1715	< 10	NA
Social Sciences and History	Middle School U.S. History A	22	68%
Social Sciences and History	Middle School U.S. History B	31	77%
Social Sciences and History	Middle School World History A	< 10	NR
Social Sciences and History	Middle School World History B	< 10	NR
Social Sciences and History	Native American History	97	86%
Social Sciences and History	Philosophy: The Big Picture	87	83%
Social Sciences and History	PS 101: Introduction to Political Science	< 10	NA
Social Sciences and History	PSY 180: Introduction to Psychology	17	NA
Social Sciences and History	PSY 220: Life Span Develop. Psychology	< 10	NA
Social Sciences and History	PSY 260: Abnormal Psychology	< 10	NA
Social Sciences and History	Psychology	366	72%
Social Sciences and History	SOC 101: Principles of Sociology	< 10	NA
Social Sciences and History	Sociology I: Introduction to Sociology	221	82%
Social Sciences and History	Sociology II: Social Problems	44	75%
Social Sciences and History	U.S. History and Geography A	238	76%
Social Sciences and History	U.S. History and Geography B	219	83%
Social Sciences and History	World History and Geography A	250	85%
Social Sciences and History	World History and Geography B	285	88%

Figure 4. 2019-20 Michigan Virtual Student Performance Data by NCES Subject Area

NCES Subject Area	Attempted Count	Withdrawn	Completed/ Failed	Michigan Virtual Pass Rate	Statewide 18 19 Pass Rate ⁴⁶
Business and Marketing	1,225	1%	16%	82%	69%
Commun. and Audio/Visual Tech.	118	2%	24%	75%	66%
Computer and Information Sciences	1,292	2%	17%	82%	59%
Engineering and Technology	164	1%	14%	85%	62%
English Language and Literature	2,305	2%	26%	72%	51%
Fine and Performing Arts	864	2%	25%	73%	60%
Foreign Language and Literature	7,397	2%	23%	75%	54%
Health Care Sciences	650	1%	15%	84%	61%
Life and Physical Sciences	3,310	2%	20%	79%	51%
Mathematics	3,733	2%	27%	72%	49%
Miscellaneous	1,747	2%	25%	73%	65%
Physical, Health, and Safety Education	1,792	1%	11%	88%	61%
Public, Protective, and Gov. Service	345	2%	28%	70%	68%
Religious Education and Theology	110	0%	17%	83%	87%
Social Sciences and History	5,481	2%	15%	84%	55%

Figure 5. 2019-20 Michigan Virtual Student Performance Data by LEA District



Appendix B - Michigan Virtual Professional Enrollment Data

Figure 6. 2019-20 Michigan Virtual Professional Learning Courses

Course Name	Enroll Count
#GoOpen: Open Educational Resources in Michigan	4,076
21st Century Skills	30
A to Z Grant Writing	28
Active Shooter On Campus (A.L.I.C.E.)	<10
Aiding Students with Learning Disabilities	65
Anger Management & Effective Discipline to Prevent Violence, Part I	54
Anger Management & Effective Discipline to Prevent Violence, Part II	<10
Art Safety for Educational Facilities	81
Assessment and Grading for Student Achievement	13
Assessment and the Common Core State Standards	<10
Assessments in the Blended Classroom	2,181
Basic First Aid	3,216
Becoming a Culturally Responsive Teacher	52
Becoming a Reflective Teacher	<10
Best Practices for Teaching African American Boys	52
Blended Classroom Design	3,692
Blogging and Podcasting for Beginners	14
Bloodborne Pathogens	13,711
Bloodborne Pathogens for Research and Campus Activities	114
Brightspace Instructor Training	<10
Building a College List	306
Building Academic Language, Grades 7-12	<10
Building Academic Language, Grades K-6	<10
Building Teams That Work	17
Campus Emergency Action Plans	101
Changing Minds to Address Poverty in the Classroom	5,110
Character Education, Part I	35
Character Education, Part II	<10
Charlotte Danielson's A Framework for Teaching	13
Chemical Safety	61
College Counseling for 9-10 Graders	317
Conflict Resolution Strategies	330
Content Literacy: Grades 6-12	<10
Coronavirus (COVID-19) Prevention in the Workplace	969
Coronavirus Prevention Course	1,762
Counseling in the College Selection Process	89
CPR Refresher	2,407
Creating Classroom Centers	32
Creating the Inclusive Classroom: Strategies for Success	<10

Course Name	Enroll Count
Curriculum Leadership Institute - Phase I	15
Curriculum Leadership Institute - Phase II	<10
Data-Driven Decision Making	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 1	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 2	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 3	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 4	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 5	<10
Deeper Dialogue: Teaching with Poverty in Mind Chapter 6	<10
Differentiated Instruction in the Classroom	<10
Differentiated Instruction: Maximizing Learning for All	3,309
Differentiating K-12 Assessments	<10
Differentiation and the Brain	<10
Digital Content in the Blended Classroom	2,868
Discover Sign Language	25
Discrimination in the Workplace	145
Diversity in the Workplace	317
DLN: A Teacher's Guide to Khan Academy	35
DLN: Administrator Simulator – Staff Accountability	<10
DLN: Classroom Environment & Culture	19
DLN: Foundations of Restorative Practices & Circles	39
DLN: Getting to Know the SAT Suite of Assessments	<10
DLN: Implementing Official SAT Practice on Khan Academy in Your School	<10
DLN: Leading Collaborative Meetings in a Virtual World	<10
DLN: Mentoring through Coaching Certification	10
DLN: Project Gameplan - Keeping Compliant Scenarios	<10
DLN: School Culture: Creating an Inclusive Learning Environment	<10
DLN: Strategies for Using SAT Suite Data in Schools	84
DLN: Student Engagement & Ownership	<10
DLN: Student Mental Health 101	23
DLN: Trauma Informed Schools: A Whole School Approach	17
DLN: Understanding Human Behavior Through Restorative Practices	46
DLN: Using AP Potential for Opportunity and Access	83
Early Literacy Coaches Online Community	44
Early Literacy Resources	584
Educator Evaluation in MI: Evidence of Reflective Practice	892
Educator Evaluation in MI: Measurement of Student Growth	942
Educator Evaluation in MI: Preparing for Formative Review	707
Educator Evaluation in MI: Preparing for Summative Evaluation	674
Educator Evaluation in MI: Unpacking the Framework	637
Educator Evaluation: Self-Assessment and Goal Setting	826
Effective College Counseling Meetings with Juniors	287

Course Name	Enroll Count
Effective Relationships with College Admissions Officers	258
Elementary Reading Intervention Strategies	19
Emergency Action Plans for Office Employees	62
Emergency Response	344
Empowering Students With Disabilities	25
Engaging Students with Interactive Content Using Michigan Virtual's Makerspace	<10
Enhancing Language Development in Childhood	13
Essential Instructional Practices in Early Literacy: K-3 Essential 1	2,868
Essential Instructional Practices in Early Literacy: K-3 Essential 10	1,208
Essential Instructional Practices in Early Literacy: K-3 Essential 2	1,890
Essential Instructional Practices in Early Literacy: K-3 Essential 3	2,109
Essential Instructional Practices in Early Literacy: K-3 Essential 4	1,576
Essential Instructional Practices in Early Literacy: K-3 Essential 5	1,531
Essential Instructional Practices in Early Literacy: K-3 Essential 6	1,459
Essential Instructional Practices in Early Literacy: K-3 Essential 7	1,389
Essential Instructional Practices in Early Literacy: K-3 Essential 8	1,207
Essential Instructional Practices in Early Literacy: K-3 Essential 9	1,341
Essential Instructional Practices in Early Literacy: Pre-K Essential 1	2,379
Essential Instructional Practices in Early Literacy: Pre-K Essential 10	1,204
Essential Instructional Practices in Early Literacy: Pre-K Essential 2	1,448
Essential Instructional Practices in Early Literacy: Pre-K Essential 3	1,316
Essential Instructional Practices in Early Literacy: Pre-K Essential 4	1,263
Essential Instructional Practices in Early Literacy: Pre-K Essential 5	1,216
Essential Instructional Practices in Early Literacy: Pre-K Essential 6	1,215
Essential Instructional Practices in Early Literacy: Pre-K Essential 7	1,104
Essential Instructional Practices in Early Literacy: Pre-K Essential 8	1,114
Essential Instructional Practices in Early Literacy: Pre-K Essential 9	1,022
Essential Instructional Practices in Early Literacy: School-wide and Center-wide Practice	851
FERPA - Family Educational Rights and Privacy Act	1,497
Fire Safety	152
Flu Symptoms and Prevention Strategies	119
Food Safety	238
Formative Assessment 101	215
Formative Assessment and Standards-Based Grading	<10
Foundations for Online Student Success	<10
General Safety Orientation	98
Get Assertive!	10
Get Grants!	<10
GLPS: Tech Use Strategies for Supporting Distance Learning	322
Grading: A Guide to Effective Practice	<10
Grammar Refresher	48
Guided Reading: Strategies for the Differentiated Classroom	<10

Course Name	Enroll Count
H5P Skills Training	<10
Hand and Power Tool Safety	24
Hazard Communication	118
Hazardous Materials Classification	37
Hazardous Waste Awareness (RCRA)	82
HIPAA Compliance Training	908
Human Anatomy and Physiology	13
Human Anatomy and Physiology II	<10
ILC: Implementing Effective Instruction Non-Facilitated	1,088
Implementing Professional Learning Communities	144
Improving Instruction through Strategic Conversations with Teachers	<10
Individual Excellence	<10
Instructional Practices with Technology 101	3,820
Integrating Technology in the Classroom	24
Interpersonal Communication	10
Intro to CEL's 5D/5D+ Teacher Evaluation System	78
Intro to Computer Science for Middle School Educators	<10
Intro to Computer Science Standards for K-5 Educators	812
Intro to Online Course Facilitation, 6-12	15
Intro to Online Course Facilitation: Practical Knowledge	2,132
Introduction to Blended Learning for School Leaders	114
Introduction to Microsoft Excel 2013	11
Introduction to Microsoft PowerPoint 2013	<10
Introduction to Microsoft Word 2013	<10
Introduction to OSHA	108
Introduction to Phenomenal Science	531
Introduction to Phenomenal Science, Grade 1	211
Introduction to Phenomenal Science, Grade 2	178
Introduction to Phenomenal Science, Grade 3	179
Introduction to Phenomenal Science, Grade 4	198
Introduction to Phenomenal Science, Grade 5	207
Introduction to Phenomenal Science, Grade K	231
Keys to Effective Communication	<10
Kitchen Equipment Safety	26
Laboratory Safety – Biological Hazards	22
Lansing School District New Teacher Orientation	58
Latex Allergy	40
Leadership	<10
MAC: Assessment Systems That Support 21st Century Learners	42
MAC: Assessment Uses & Users Microcredential	13
MAC: Collaborative Inquiry	42
MAC: Developing a High Quality Balanced Assessment System	43

Course Name	Enroll Count
MAC: Developing Appropriate Assessments	43
MAC: Developing Clear Learning Targets Microcredential	13
MAC: Formative Feedback Microcredential	13
MAC: Making Meaning from Student Assessments	43
MAC: Selecting Appropriate Assessments	43
MAC: Understanding the Formative Assessment Process	45
MAC: Understanding the Technical Concepts Used in Student Assessment	43
MACAC: Building a Resume	13
Making Student Thinking Visible	<10
MASA: Communications Micro-Credential	<10
MASA: District Leadership Team Micro-Credential	<10
MASA: District Leadership: Board Responsibilities and Relationships	<10
MASA: HR Best Practices for Leadership: District Framework	<10
Mastering Public Speaking	<10
MDE Assessment Security	10,347
MDE Program Evaluation Tool	59
Measuring Implementation Fidelity at the School Level	31
MEMSPA: Braiding MTSS & SEL	83
MEMSPA: Comprehensive Needs Assessment	13
MEMSPA: Comprehensive Staff Well-Being	17
MEMSPA: Developing Your Personal Mission	26
MEMSPA: Embedding SEL Schoolwide	17
MEMSPA: Leadership & Literacy Part 1 - Action Plan	18
MEMSPA: Leadership & Literacy Part 2 - Resources & Alignment	19
MEMSPA: Leadership & Literacy Part 3 - Reflection	15
MEMSPA: Leading Student Engagement	11
MEMSPA: Module 1 - Supporting Improvement with Systems	12
MEMSPA: School Vision for Learning	22
MEMSPA: SEL & Family Engagement	27
MEMSPA: SEL & Whole Child	27
MEMSPA: Understanding Your Title I Part A Program	13
MEMSPA: Understanding Your Title II, Part A Program	13
MEMSPA: Understanding Your Title IV, Part A Program	13
Mentor Site Institute	<10
MI Excel Coaching: Being A Math Coach	546
MI Excel Coaching: Being A Reading Coach	723
MI Excel Coaching: Being A Science Coach	331
MI Excel Coaching: Being A Social Studies Coach	373
MI Excel Coaching: Being A Writing Coach	497
MI Excel Coaching: Module 1 - Coaching Basics	649
MI Excel Coaching: Module 2 - Using Data to Inform Instruction	463
MI Excel Coaching: Module 3 - Coaching Instructional Planning & Practice	409

Course Name	Enroll Count
MI Excel Coaching: Module 4 - Multi-Tiered System of Supports	454
MI-Access Training: Participation and Scoring Administration	<10
Michigan Continuous School Improvement (MI-CSI)	177
Michigan Virtual Instructor Onboarding External	563
Michigan Virtual Online Instructor Training	<10
Microsoft PowerPoint 2013 in the Classroom	<10
Motivating and Engaging Students	19
Music Made Easy	13
MyPD - 10 SCECHs	25
MyPD - 6 SCECHs	15
Occupational Safety and Health Programs	53
Office Safety	97
Online Mentor Community	110
Online Mentor Training	21
Online National Standards 1: Getting Started	54
Online National Standards 2: Course Content & Design	34
Online National Standards 3: Assessment	17
Online Teacher's Guide: Announcements	285
PBIS Assessment Coordinator Certification Module	100
Personal Finance	15
Personal Protective Equipment	108
Podcast PD: Google Forms, Failure-Free Failing & CBE	1,659
Podcast PD: Growing Student Agency and Implementing Google Classroom	1,631
Podcast PD: Screencasting, the Future of Education	1,496
POWERful Coaching	<10
Prepare for the GED Test	<10
PTL: Application	158
PTL: Application (2 Year)	17
PTL: Module 1	169
PTL: Module 2	168
PTL: Module 3	186
PTL: Module 4	92
PTL: Module 5	200
PTL: Module 6	160
PTL: Module 7	177
PTL: Module 8	158
PTL: Orientation	199
PTL: Orientation (2 Year)	18
Ready, Set, Read!	<10
Response to Intervention: Reading Strategies That Work	19
Run, Hide, Fight	328
Seclusion and Restraint	3,258

Course Name	Enroll Count
Sexual Harassment and Discrimination for Employees	1,785
Sexual Harassment Prevention for Managers	57
SIF and DIF 2.0 Overview Course	19
Slips, Trips and Falls	51
So You Want to be an Instructional Designer?	92
Social-Emotional Learning: Creating a Professional Culture Based on SEL	4,510
Social-Emotional Learning: Embedding SEL Schoolwide	2,570
Social-Emotional Learning: Integrating SEL Into Culturally Responsive Classrooms	4,877
Social-Emotional Learning: Introduction to SEL	4,097
Social-Emotional Learning: Trauma-Informed Support	3,690
Solving Classroom Discipline Problems	50
Solving Classroom Discipline Problems II	<10
Spanish in the Classroom	20
Speed Spanish	17
Speed Spanish II	<10
Speed Spanish III	<10
STEM Teacher Network	<10
STEM.org Online Certification	17
Student Risk Screening Scale	108
Surveys of Enacted Curriculum: Promoting a Culture of Growth and Support (Facilitator Training)	248
Survival Kit for New Teachers	10
TBAISD: Introduction to Student Learning Outcomes (SLOs)	13
Teaching Adult Learners	<10
Teaching High School Students	13
Teaching Students With ADHD	13
Teaching Students With Autism: Strategies for Success	12
Teaching, Learning, and Leading in the Digital Age	<10
Technology Applications for Teaching and Supporting the Struggling Reader	<10
The Creative Classroom	29
The Differentiated Instruction and Response to Intervention Connection	<10
Title IX/Sexual Misconduct at Educational Facilities	769
Transitioning to Remote Teaching 1: Getting Started	4,494
Transitioning to Remote Teaching 2: Communication Online	3,809
Transitioning to Remote Teaching 3: Digital Content	3,634
Transitioning to Remote Teaching 4: Digital Assessment	3,441
Transitioning to Remote Teaching 5: Adapting to Meet Needs	3,367
Transitioning to Remote Teaching 6: SEL Supports	3,438
Understanding Adolescents	20
Understanding Culture and Race	31
Understanding the Digital Generation	<10
Understanding the Modern Military	825

Course Name	Enroll Count
Using Assessment Data Well	42
Using Digital Media to Enhance Learning	<10
Violence in the Workplace	146
Whole Child & Continuous Improvement: A Deeper Understanding	683
Whole School Ongoing PD	529
Writing Effective Counselor Letters for College	249

Figure 7. 2019-20 Districts Served by Michigan Virtual with Professional Learning

ISDs

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

LEA Districts

Adams Township School District	Atlanta Community Schools	Benton Harbor Area Schools
Addison Community Schools	Au Gres-Sims School District	Benzie County Central Schools
Adrian Public Schools	Avondale School District	Berkley High School
Airport Community Schools	Bad Axe Public Schools	Berkley School District
Akron-Fairgrove Schools	Baldwin Community Schools	Berlin Township S/D #3
Alanson Public Schools	Bangor P.S. (Van Buren)	Berrien Springs Public Schools
Alba Public Schools	Bangor Township S/D #8	Bessemer Area School District
Albion Public Schools	Bangor Township Schools	Big Bay De Noc School District
Alcona Community Schools	Baraga Area Schools	Big Rapids Public Schools
Algonac Community S.D.	Bath Community Schools	Birch Run Area Schools
Allegan Public Schools	Battle Creek Public Schools	Birmingham Public Schools
Allen Park Public Schools	Bay City School District	Blissfield Community Schools
Allendale Public Schools	Beal City Public Schools	Bloomfield Hills Schools
Alma Public Schools	Bear Lake Schools	Bloomington Public S.D.
Almont Community Schools	Beaver Island Community School	Boyne City Public Schools
Alpena Public Schools	Beaverton Rural Schools	Boyne Falls Public School District
Anchor Bay School District	Bedford Public Schools	Brandon S.D. (Oakland & Lapeer)
Ann Arbor Public Schools	Beecher Community S.D.	Brandywine Community Schools
Armada Area Schools	Belding Area School District	Breckenridge Community S.
Arvon Township School District	Bellaire Public Schools	Breitung Township S.D.
Ashley Community Schools	Bellevue Community Schools	Bridgeport-Spaulding Com. S.D.
Athens Area Schools	Bendle Public Schools	
Atherton Community Schools	Bentley Community S.D.	

Bridgman Public Schools	Coleman Community Schools	Ellsworth Community School
Brighton Area Schools	Colfax Township S/D #1F	Engadine Consolidated Schools
Brighton Shared Services	Coloma Community Schools	Escanaba Area Public Schools
Brimley Area Schools	Colon Community School District	Essexville-Hampton Public S.
Britton Deerfield Schools	Columbia School District	Evart Public Schools
Bronson Community S.D.	Comstock Park Public Schools	Ewen-Trout Creek Cons. S.D.
Brown City Community Schools	Comstock Public Schools	Fairview Area School District
Buchanan Community Schools	Concord Community Schools	Farmington Public School District
Buckley Community Schools	Constantine Public S.D.	Farwell Area Schools
Bullock Creek School District	Coopersville Area Public S.D.	Fennville Public Schools
Burr Oak Community S.D.	Corunna Public Schools	Fenton Area Public Schools
Byron Area Schools	Covert Public Schools	Ferndale Public Schools
Byron Center Public Schools	Crawford AuSable Schools	Fitzgerald Public Schools
Cadillac Area Public Schools	Crestwood School District	Flat Rock Community Schools
Caledonia Community Schools	Croswell-Lexington Com. S.	Flint, School District of the City of
Camden-Frontier School	Dansville Schools	Flushing Community Schools
Capac Community Schools	Davison Community Schools	Forest Area Community Schools
Carman-Ainsworth Com. S.	Dearborn City School District	Forest Hills Public Schools
Carney-Nadeau Public Schools	Dearborn Heights S.D. #7	Fowler Public Schools
Caro Community Schools	Decatur Public Schools	Fowlerville Community Schools
Carrollton Public Schools	Deckerville Community S.D.	Frankenmuth School District
Carson City-Crystal Area Schools	Delton Kellogg Schools	Frankfort-Elberta Area Schools
Carsonville-Port Sanilac S.D.	DeTour Area Schools	Fraser Public Schools
Caseville Public Schools	Detroit City School District	Freeland Community S.D.
Cass City Public Schools	Detroit Public Schools	Fremont Public School District
Cassopolis Public Schools	Detroit Public Schools Community District	Fruitport Community Schools
Cedar Springs Public Schools	DeWitt Public Schools	Fulton Schools
Center Line Public Schools	Dexter Community S.D.	Galesburg-Augusta Com S.
Central Lake Public Schools	Dollar Bay-Tamarack City Area	Garden City Public Schools
Central Montcalm Public Schools	K-12 School	Gaylord Community Schools
Centreville Public Schools	Dowagiac Union School District	Genesee School District
Charlevoix Public Schools	Dryden Community Schools	Gibraltar School District
Charlotte Public Schools	Dundee Community Schools	Gladstone Area Schools
Cheboygan Area Schools	Durand Area Schools	Gladwin Community Schools
Chelsea School District	East China School District	Glen Lake Community Schools
Chesaning Union Schools	East Detroit Public Schools	Gobles Public School District
Chippewa Hills School District	East Grand Rapids P.S.	Godfrey-Lee Public Schools
Chippewa Valley Schools	East Jackson Community S.	Godwin Heights Public Schools
Church School District	East Jordan Public Schools	Goodrich Area Schools
Clare Public Schools	East Lansing School District	Grand Blanc Community Schools
Clarenceville School District	Easton Township S/D #6	Grand Haven Area Public S.
Clarkston Community S.D.	Eaton Rapids Public Schools	Grand Ledge Public Schools
Clawson Public Schools	Eau Claire Public Schools	Grand Rapids Public Schools
Climax-Scotts Community S.	Ecorse Public Schools	Grandville Public Schools
Clinton Community Schools	Edwardsburg Public Schools	Grant Public School District
Clintondale Community Schools	Elk Rapids Schools	Grass Lake Community Schools
Clio Area School District	Elkton-Pigeon-Bay Port Laker S.	Greenville Public Schools
Coldwater Community Schools		Grosse Ile Township Schools
		Grosse Pointe Public Schools

Gull Lake Community Schools
 Gwinn Area Community Schools
 Hagar Township S/D #6
 Hale Area Schools
 Hamilton Community Schools
 Hamtramck, S.D.
 Hancock Public Schools
 Hanover-Horton School District
 Harbor Beach Community S.
 Harbor Springs School District
 Harper Creek Community S.
 Harper Woods, S.D.
 Harrison Community Schools
 Hart Public School District
 Hartford Public Schools
 Hartland Consolidated Schools
 Haslett Public Schools
 Hastings Area School District
 Hazel Park, S.D.
 Hemlock Public School District
 Hesperia Community Schools
 Highland Park City Schools
 Hillman Community Schools
 Hillsdale Community Schools
 Holland City School District
 Holly Area School District
 Holt Public Schools
 Holton Public Schools
 Homer Community S.D.
 Hopkins Public Schools
 Houghton Lake Com. S.
 Houghton-Portage Twp S.D.
 Howell Public Schools
 Hudson Area Schools
 Hudsonville Public S.D.
 Huron School District
 Huron Valley Schools
 Ida Public School District
 Imlay City Community Schools
 Inkster, S.D.
 Inland Lakes Schools
 Ionia Public Schools
 Iron Mountain Public Schools
 Ironwood Area Schools of
 Gogebic County
 Ishpeming Public S.D. No. 1
 Ithaca Public Schools
 Jackson Public Schools
 Jefferson Schools (Monroe)

Jenison Public Schools
 Johannesburg-Lewiston Area S.
 Jonesville Community Schools
 Kalamazoo Public Schools
 Kaleva Norman Dickson S.D.
 Kalkaska Public Schools
 Kearsley Community S.D.
 Kelloggsville Public Schools
 Kenowa Hills Public Schools
 Kent City Community Schools
 Kentwood Public Schools
 Kingsley Area Schools
 Kingston Community S.D.
 L'Anse Area Schools
 L'Anse Creuse Public Schools
 Laingsburg Community Schools
 Lake City Area School District
 Lake Fenton Community Schools
 Lake Linden-Hubbell S.D.
 Lake Orion Community Schools
 Lake Shore P.S. (Macomb)
 Lakeshore S.D. (Berrien)
 Lakeview Com. S. (Montcalm)
 Lakeview P.S. (Macomb)
 Lakeview Sch. District (Calhoun)
 Lakeville Community S.D.
 Lakewood Public Schools
 Lamphere Public Schools
 Lansing Public School District
 Lapeer Community Schools
 Lawrence Public Schools
 Lawton Community S.D.
 Leland Public School District
 Les Cheneaux Community S.
 Leslie Public Schools
 Lincoln Consolidated S.D.
 Lincoln Park, S.D.
 Linden Community Schools
 Litchfield Community Schools
 Livonia Public Schools S.D.
 Lowell Area Schools
 Ludington Area School District
 Mackinac Island Public Schools
 Mackinaw City Public Schools
 Madison District Public Schools
 Madison S.D. (Lenawee)
 Mancelona Public Schools
 Manchester Community Schools
 Manistee Area Public Schools

Manistique Area Schools
 Manton Consolidated Schools
 Maple Valley Schools
 Mar Lee School District
 Marcellus Community Schools
 Marion Public Schools
 Marlette Community Schools
 Marquette Area Public Schools
 Marshall Public Schools
 Martin Public Schools
 Marysville Public Schools
 Mason Consolidated S. (Monroe)
 Mason County Central Schools
 Mason County Eastern Schools
 Mason Public Schools (Ingham)
 Mattawan Consolidated School
 Mayville Community S.D.
 McBain Rural Agricultural S.
 Melvindale-North Allen Park S.
 Memphis Community Schools
 Mendon Community S.D.
 Menominee Area Public Schools
 Meridian Public Schools
 Merrill Community Schools
 Mesick Consolidated Schools
 Michigan Center School District
 Mid Peninsula School District
 Midland Public Schools
 Milan Area Schools
 Millington Community Schools
 Mio-AuSable Schools
 Mona Shores Public S.D.
 Monroe Public Schools
 Montabella Community Schools
 Montague Area Public Schools
 Montrose Community Schools
 Moran Township School District
 Morenci Area Schools
 Morley Stanwood Com. S.
 Morrice Area Schools
 Mount Clemens Com. S.D.
 Mt. Morris Consolidated Schools
 Mt. Pleasant City School District
 Munising Public Schools
 Muskegon Heights S.D.
 Muskegon, P.S.
 Napoleon Community Schools
 Negaunee Public Schools
 New Buffalo Area Schools

New Haven Community Schools	Pontiac City School District	South Redford Shared Services
New Lothrop Area Public Schools	Port Huron Area School District	Southfield Public School District
Newaygo Public School District	Portage Public Schools	Southgate Community S.D.
NICE Community School District	Portland Public Schools	Sparta Area Schools
Niles Community Schools	Posen Cons. S.D. No. 9	Spring Lake Public Schools
North Adams-Jerome P.S.	Pottersville Public Schools	Springport Public Schools
North Branch Area Schools	Powell Township Schools	St. Charles Community Schools
North Central Area Schools	Public Schools of Calumet, Laurium & Keweenaw	St. Ignace Area Schools
North Huron School District	Public Schools of Petoskey	St. Johns Public Schools
North Muskegon Public Schools	Quincy Community Schools	St. Joseph Public Schools
Northport Public School District	Ravenna Public Schools	St. Louis Public Schools
Northview Public Schools	Reading Community Schools	Standish-Sterling Com. S.
Northville Public Schools	Redford Union Schools, D. No. 1	Stanton Township P.S.
Northwest Community Schools	Reed City Area Public Schools	Stephenson Area Public Schools
Norway-Vulcan Area Schools	Reese Public Schools	Stockbridge Community Schools
Nottawa Community School	Reeths-Puffer Schools	Sturgis Public Schools
Novi Community School District	Republic-Michigamme Schools	Summerfield Schools
Oak Park, S.D.	Richmond Community Schools	Superior Central School District
Oakridge Public Schools	River Rouge, S.D.	Suttons Bay Public Schools
Okemos Public Schools	River Valley School District	Swan Valley School District
Olivet Community Schools	Riverview Community S.D.	Swartz Creek Community S.
Onaway Area Community S.D.	Rochester Community S.D.	Tahquamenon Area Schools
Oneida Township S/D #3	Rockford Public Schools	Tawas Area Schools
Onkama Consolidated Schools	Rogers City Area Schools	Taylor School District
Onsted Community Schools	Rogers City Elementary School	Tecumseh Public Schools
Ontonagon Area School District	Romeo Community Schools	Tekonsha Community Schools
Orchard View Schools	Romulus Community Schools	Thornapple Kellogg S.D.
Oscoda Area Schools	Roscommon Area Public Schools	Three Rivers Community Schools
Otsego Public Schools	Roseville Community Schools	Traverse City Area P.S.
Ovid-Elsie Area Schools	Royal Oak Schools	Trenton Public Schools
Owendale-Gagetown Area S.D.	Rudyard Area Schools	Tri County Area Schools
Owosso Public Schools	Saginaw Township Com. S.	Troy School District
Oxford Community Schools	Saginaw, S.D.	Ubyly Community Schools
Parchment School District	Saline Area Schools	Union City Community Schools
Paw Paw Public School District	Sand Creek Community Schools	Unionville-Sebewaing Area S.D.
Peck Community School District	Sandusky Community S.D.	Utica Community Schools
Pellston Public Schools	Saranac Community Schools	Van Buren Public Schools
Pennfield Schools	Saugatuck Public Schools	Van Dyke Public Schools
Pentwater Public School District	Sault Ste. Marie Area Schools	Vanderbilt Area Schools
Perry Public Schools	Schoolcraft Community Schools	Vandercook Lake Public Schools
Pewamo-Westphalia Com. S.	Shelby Public Schools	Vassar Public Schools
Pickford Public Schools	Shepherd Public Schools	Verona Township S/D #1F
Pinckney Community Schools	Sigel Township S/D #3F	Vestaburg Community Schools
Pinconning Area Schools	Sigel Township S/D #4F	Vicksburg Community Schools
Pine River Area Schools	South Haven Public Schools	Wakefield-Marenisco S.D.
Pittsford Area Schools	South Lake Schools	Waldron Area Schools
Plainwell Community Schools	South Lyon Community Schools	Walkerville Public Schools
Plymouth-Canton Com. S.	South Redford School District	Walled Lake Cons. 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 Com. S.D.
 Webberville Community Schools
 West Bloomfield School District
 West Branch-Rose City Area S.

West Iron County Public Schools
 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 School
 (Lenawee & Monroe)
 Whitehall District Schools
 Whitmore Lake Public S.D.

Whittemore-Prescott Area S.
 Williamston Community Schools
 Wolverine Community S.D.
 Woodhaven-Brownstown S.D.
 Wyandotte, S.D.
 Wyoming Public Schools
 Yale Public Schools
 Ypsilanti Community Schools
 Zeeland Public Schools

PSA Districts

Academic and Career Ed. Acad.
 Academy for Business & Tech.
 Academy of Warren
 Academy of Waterford
 ACE Academy (SDA)
 Achieve Charter Academy
 Advanced Technology Academy
 AGBU Alex-Marie Manoogian S.
 Alternative Educational Academy
 of Iosco County
 Alternative Educational Academy
 of Ogemaw County
 American International Academy
 American Montessori Academy
 Ann Arbor Learning Community
 Arbor Academy
 Arbor Preparatory High School
 Arts Academy in the Woods
 Arts and Tech. Acad. of Pontiac
 Augusta Academy
 Battle Creek Montessori Acad.
 Bay City Academy
 Bay-Arenac Community H.S.
 Benton Harbor Charter S.A.
 Black River Public School
 Blended Learning Academies
 Credit Recovery High 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 High School
 Capstone Academy C.S. (SDA)
 Casman Alternative Academy
 Central Academy
 Cesar Chavez Academy
 Chandler Park Academy
 Chandler Woods Charter Acad.
 Charlevoix Montessori Academy
 for the Arts
 Charlton Heston Academy
 Charyl Stockwell Academy
 Chatfield School
 Clara B. Ford Academy (SDA)
 Cole Academy
 Concord Academy - Boyne
 Concord Academy - Petoskey
 Conner Creek Academy East
 Cornerstone Health & Tech. S.
 Cornerstone Jefferson-Douglass
 Academy
 Countryside Academy
 Covenant House Acad. Detroit
 Covenant House Academy
 Grand
 Rapids
 Creative Montessori Academy
 Creative Technologies Academy
 Crescent Academy
 Cross Creek Charter Academy
 Crossroads Charter Academy
 Da Vinci Institute
 David Ellis Academy
 David Ellis Academy West
 Detroit Academy of Arts & Sci.
 Detroit Achievement Academy

Detroit Community Schools
 Detroit Edison P.S.A.
 Detroit Enterprise Academy
 Detroit Innovation Academy
 Detroit Leadership Academy
 Detroit Merit Charter Academy
 Detroit Premier Academy
 Detroit Public Safety Academy
 Detroit Service Learning Acad.
 Dove Academy of Detroit
 Dr. Joseph F. Pollack Academic
 Center of Excellence
 Eagle Crest Charter Academy
 Eagle's Nest Academy
 East Arbor Charter Academy
 East Shore Leadership Academy
 Eaton Academy
 Endeavor Charter Academy
 Escuela Avancemos
 Evergreen Academy
 Excel Charter Academy
 Faxon Language Immersion
 Academy
 Flagship Charter Academy
 Flat River Academy
 FlexTech High School
 Flint Cultural Center Academy
 Forest Academy
 Fortis Academy
 Four Corners Montessori Acad.
 Francis Reh PSA
 Frontier International Academy
 GEE Edmonson Academy
 GEE White Academy
 Genesee STEM Academy

George Crockett Academy	Lake Superior Academy	Nexus Academy of Grand Rapids
George Washington Carver Academy	Lakeside Charter School	Nexus Academy of Lansing
Global Heights Academy	Landmark Academy	Noor International Academy
Global Preparatory Academy	Lansing Charter Academy	North Saginaw Charter Academy
Global Tech Academy	Laurus Academy	North Star Academy
Grand Blanc Academy	Leelanau Montessori P.S.A.	Northridge Academy
Grand Rapids Child Discovery Center	Legacy Charter Academy	Oakland Academy
Grand River Academy	Life Skills Center of Pontiac	Oakland International Academy
Grand River Preparatory H.S.	LifeTech Academy	Oakside Scholars Charter Acad.
Grand Traverse Academy	Light of the World Academy	Ojibwe Charter School
Great Lakes Academy	Lighthouse Academy	Old Redford Academy
Great Lakes Cyber Academy	Lincoln-King Academy	Outlook Academy
Great Oaks Academy	Linden Charter Academy	Pansophia Academy
Greater Heights Academy	Livingston Classical Academy	Paragon Charter Academy
Hamilton Academy	MacDowell Preparatory Academy	Paramount Charter Academy
Hamtramck Academy	Macomb Academy	Pathways Academy
Hanley International Academy	Macomb Montessori Academy	Plymouth Educational Center
Henry Ford Academy	Madison Academy	Charter School
Henry Ford Academy: School for Creative Studies (PSAD)	Madison-Carver Academy	Plymouth Scholars Charter Academy
Highland Park P.S.A. System	Marshall Academy	Pontiac Academy for Excellence
Highpoint Virtual Acad. of MI	Martin Luther King, Jr. Education Center Academy	Presque Isle Academy II
Hillsdale Preparatory School	Marvin L. Winans Academy of Performing Arts	Prevail Academy
Holly Academy	Merritt Academy	Quest Charter Academy
Honey Creek Community School	Metro Charter Academy	Reach Charter Academy
Hope Academy	Michigan Connections Academy	Regent Park Scholars Charter Academy
Hope Academy of West Michigan	MI Educational Choice Center	Relevant Acad. of Eaton County
Hope of Detroit Academy	Michigan Great Lakes Virt. Acad.	Renaissance P.S.A.
Huron Academy	Michigan International Prep S.	Richfield Public School Academy
ICademy Global	Michigan Math. and Sci. Acad.	Ridge Park Charter Academy
Inkster Preparatory Academy	Michigan Online School	River City Scholars Charter Acad.
Innocademy	Michigan School for the Arts	Riverside Academy
Innocademy Allegan Campus	Michigan Virtual Charter Acad.	Rutherford Winans Academy
Insight School of Michigan	Mid-Michigan Leadership Acad.	Saginaw Learn to Earn Academy
International Academy of Flint	Mildred C. Wells Prep. Acad.	Saginaw Preparatory Academy
International Acad. of Saginaw	Momentum Academy	Sarah J. Webber Media Arts Academy
Island City Academy	Mt. Clemens Montessori Acad.	South Arbor Charter Academy
Jackson Prep. & Early College	Multicultural Academy	South Canton Scholars Charter Academy
Jalen Rose Leadership Academy	Muskegon Heights P.S.A System	Southwest Detroit Com. S.
Joseph K. Lumsden Bahweting Anishnabe Academy	Muskegon Montessori Academy for Environ. Change	St. Clair County Intervention Academy
Joy Preparatory Academy	Nah Tah Wahsh P.S.A.	Star International Academy
Kensington Woods Schools	New Bedford Academy	Starr Detroit Academy
Keys Grace Academy	New Beginnings Academy	State Street Academy
Keystone Academy	New Branches Charter Academy	Success Virtual Learning Centers
Kingsbury Country Day School	New Paradigm College Prep	
Knapp Charter Academy	New Paradigm Loving Academy	
	New School High	

of Michigan
Summit Academy
Summit Academy North
Taylor Exemplar Academy
Taylor International Academy
Taylor Preparatory High School
The Dearborn Academy
The Greenspire School
The New Standard Academy
Three Lakes Academy
Three Oaks P.S.A.
Timberland Academy
Timbuktu Academy
Tipton Academy
Trillium Academy
Triumph Academy
Universal Academy
Universal Learning Academy
University Prep. Acad. (PSAD)

University Preparatory Science
and Math (PSAD)
University Yes Academy
Vanderbilt Charter Academy
Vanguard Charter Academy
Vista Charter Academy
Vista Meadows Academy
Voyageur Academy
W-A-Y Academy
Walden Green Montessori
Walker Charter Academy
Walton Charter Academy
Warrendale Charter Academy
Washington-Parks Academy
Washtenaw Tech. Middle
College
Waterford Montessori Academy
WAY Academy - Flint
WAY Michigan

Wellspring Preparatory H.S.
West MI Acad. of Arts & Acad.
West MI Academy of
Environmental Science
West Michigan Aviation Acad.
West Village Academy
Westfield Preparatory H.S.
Weston Preparatory Academy
White Pine Academy
William C. Abney Academy
Windemere Park Charter Acad.
Windover High School
Woodland Park Academy
Woodland School
Woodward Academy
WSC Academy
Youth Advancement Academy

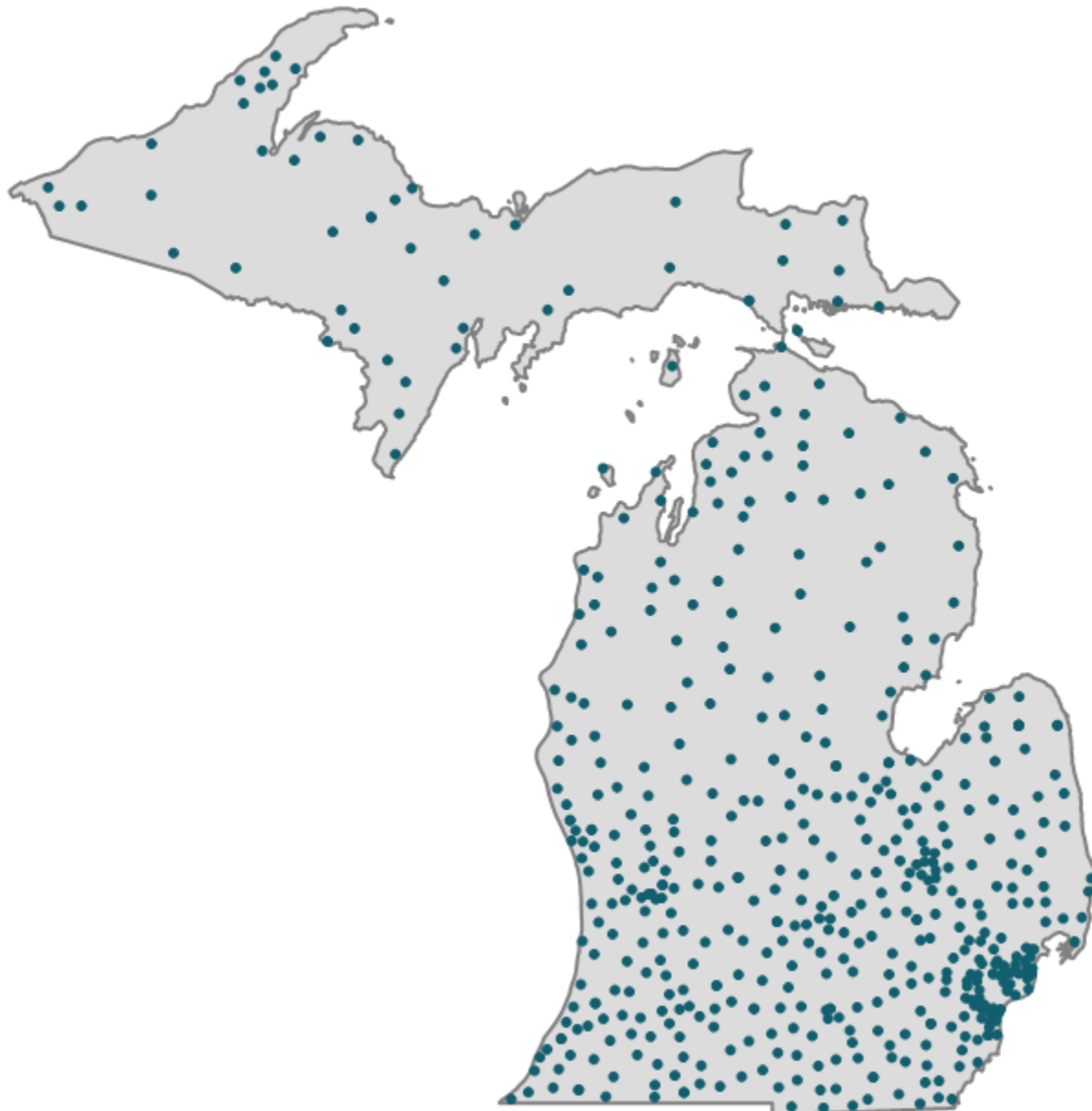
Nonpublic Schools

Academy Of Sacred Heart	Christ The King School	Center
Ada Christian School	Concordia Lutheran North	Grand Haven Christian School
Adams Christian School	Cornerstone Christian Academy	Grand Rapids Christian
Adelphian Junior Academy	Cornerstone Christian School –	Elementary School
Aim High School	Brighton	Grand Rapids Christian H.S.
Alderbrook Sterling South-Detroit	Corpus Christi Catholic School	Grand Rapids Christian M.S.
Campus	Crescent Academy International	Grandville Christian School
Algoma Christian School	Cross Lutheran School	Grant Christian School
All Saints Academy Elementary	Delasalle Collegiate High School	Grayling Sda School
All Saints Catholic Academy	Detroit Catholic Central H.S.	Great Lakes Adventist Academy
All Saints Catholic S. - Canton	Detroit Christian Schools Of	Great Revelations Academy
All Saints Central School	Excellence	Greenhills School
All Saints Elementary	Detroit Collegiate High School	Grosse Pointe Academy
Allendale Christian School	Detroit Country Day Jr. School	Guardian Angels School
Anchorpoint Christian School	Detroit Country Day Lower S.	Guardian Lutheran School
Ann Arbor Academy	Detroit Country Day Middle S.	Hackett Catholic Prep
Ann Arbor Christian School	Detroit Cristo Rey High School	Harbor Light Christian School
Assumption of the Blessed Virgin	Divine Child Elementary School	Havenwyck School
Mary Catholic School	Divine Child High School	Hebrew Day School Of Ann
Auburn Area Catholic School	Divine Providence Acad. -	Arbor
Auburn Hills Christian School	Conklin	Heritage Christian School –
Austin Catholic High School	Divine Provid. Acad. - Ravenna	Hudsonville
Barry County Christian School	Dutton Christian S. - Caledonia	Hillel Day School
Berean Baptist Academy	Eagle Creek Academy	Hillsdale Academy
Bethel Lutheran School	East Martin Christian School	Holland Adventist School
Bethlehem Lutheran School	Ebenezer Christian School	Holland Christian High School
Beverly Hills Academy	Emanuel First Lutheran School	Holland Christian Middle School
Bishop Foley Catholic H.S.	Emerson School	Holt Lutheran Schools
Bishop Kelley Memorial School	Eton Academy	Holy Cross Catholic School
Bloomfield Christian School	Everest Academy	Holy Cross Lutheran School
Borculo Christian School	Faith Baptist School	Holy Family Regional School
Brightmont Academy –	Faith Lutheran School	Holy Family School - East Tawas
Birmingham	Faithway Christian School	Holy Family School - Grand
Brother Rice High School	Farber Hebrew Day School –	Blanc
Byron Center Christian School	Yeshivat Akiva	Holy Ghost Lutheran School
Cabrini High School	Fellowship Baptist Academy	Holy Name School - Birmingham
Calvary Baptist Academy	Fr. Gabriel Richard High School	Holy Redeemer Elementary S.
Calvary Christian School	Fr. Luke M. Powers High School	Holy Rosary School
Cardinal Mooney Catholic School	Fr. Marquette Catholic School	Holy Spirit Central School
Catholic Central High School	Franklin Road Christian School	Holy Spirit Roman Catholic S.
Charlotte Mason Com. S.	Fremont Christian School	Holy Spirit School
Christ Lutheran School –	Gabriel Richard Catholic H.S.	Holy Trinity Catholic School
Stevensville	Gagie School	Hope Protestant Reformed
Christ The King Lutheran-	Genesee Academy	Christian School
Sebewaing	Genesee Christian School	Howardsville Christian School
Christ The King Lutheran-	Gesu Elementary School	Huda School And Montessori
Unionville	Good Shepherd Early Childhood	Hudsonville Christian School

Huron Valley Catholic School	Monroe Catholic Es - St. Mary Campus	Plymouth Christian High School
Immaculate Conception Ele. S.	Monroe Catholic Es - St. Michael Campus	Potters House High School
Immaculate Con. School – Ira	Montessori Children's Center Of Allen Park, Inc.	Potters House School
Immaculate Conception Ukranian School	Montessori Childrens House	Providence Christian School
Immaculate Heart Of Mary S.	Most Holy Trinity School - Detroit	Queen Of Miraculous Medal S.
Immaculate Heart Of Mary-St. Casimir	Most Holy Trinity School - Fowler	Regina High School
Immanuel - St. James Lutheran School	Muskegon Catholic Central E.S.	Resurrection School
Immanuel Lutheran S. - Alpena	Muskegon Catholic Central H.S.	Rockford Christian School
Immanuel Lutheran S. - Bay City	Muskegon Christian School	Roeper City & Country E.S.
Immanuel Lutheran S. - Macomb	Nd Marist Acade. Middle Div.	Rose Park Christian School
Immanuel Lutheran S. - Saginaw	Nd Marist Academy-Lower Div.	Rudolf Steiner High School
Inter City Baptist School	New Covenant Christian School	Rudolf Steiner S. Of Ann Arbor
Interlochen Arts Academy	New Life Christian Academy	Sacred Heart Academy – G.R.
Jackson Christian School	Northern Michigan Christian S.	Sacred Heart Academy - Mount Pleasant
Jenison Christian School	Northpointe Christian School	Sacred Heart School - Dearborn
John Paul Ii Catholic School	Grades 1-5 – G.R.	Sacred Heart School - Mount Pleasant
Kalamazoo Christian H.S.	Northpointe Christian School	Saginaw Chippewa Indian Tribe Of Michigan
Kalamazoo Christian School	Grades 6-12 – G.R.	Saint John Paul Ii Catholic Acad.
Kazoo School	Northville Christian School	Schoolhouse Montessori Acad.
Lake Michigan Academy	Notre Dame Preparatory School	Shajara Tayyiba School
Lake Michigan Catholic MS/HS	Nouvel Catholic Central Ele.	Shepherd Of The Lakes
Lamont Christian School	Nouvel Catholic Central H.S.	Lutheran School
Lansing Baptist School	Oakland Christian School	Shrine Catholic Grade School
Lansing Catholic Central H.S.	Our Lady Of Consolation School	Shrine Catholic H.S. & Academy
Lansing Christian School	Our Lady Of Good Counsel S.	South Christian High School
Legacy Christian School	Our Lady Of Lake Huron School	South Olive Christian School
Lenawee Christian School	Our Lady Of Refuge School	South Side Christian School
Libertas Christian School	Our Lady Of Sorrows School	Southfield Christian School
Living Stones Academy	Our Lady Of The Lake School	Spiritus Sanctus Academy - Ann Arbor
Livingston Christian Schools	Our Lady Of The Lakes School	Spiritus Sanctus Academy – Plymouth
Loyola High School	Our Lady Of Victory School	Ss. Peter And Paul School
Lumen Christi Catholic School	Our Lady Queen Of Martyrs S.	St. Ann School
Lutheran High School-North	Our Lady Star Of The Sea School	St. Anne Catholic Grade School
Lutheran High School-Westland	Our Savior Lutheran S. - Hartland	St. Anselm School
Macomb Christian Schools	Our Savior Lutheran S. - Lansing	St. Anthony Of Padua School
Manistee Catholic Central S.	Our Savior Lutheran S. - Marlette	St. Augustine Catholic School
Marian High School	Our Shepherd Lutheran School	St. Basil School
Martin Luther High School	Parkway Christian School	St. Brigid Catholic School
Meadow Montessori School	Peace Lutheran S. - Shelby Twp.	St. Catherine Of Siena Academy
Mercy High School	Peterson-Warren Academy	St. Charles Borromeo C.S.
Michigan Islamic Academy	Pine Ridge Christian School	St. Charles Catholic School
Michigan Lutheran High School	Pinecrest School	St. Charles School
Midland Christian School	Plymouth Christian Academy	St. Clare Of Montefalco School
Moline Christian School	Plymouth Christian Ele. School	
Monroe Catholic Es - St. John Campus		

St. Edith School	St. Mary School - Lake Leelanau	St. Stanislaus School
St. Edward On The Lake School	St. Mary School - Mount Clemens	St. Stephen Elementary School
St. Elizabeth Ann Seton M.S.	St. Mary School - Niles	St. Stephen School
St. Elizabeth Catholic School	St. Mary School - Paw Paw	St. Thecla Catholic School
St. Fabian Catholic School	St. Mary School - Pinckney	St. Thomas Aquinas School
St. Frances Cabrini School	St. Mary School - Royal Oak	St. Thomas The Apostle S – G.R.
St. Francis De Sales School	St. Mary School - Saint Clair	St. Valentine School
St. Francis High School	St. Mary School - Wayne	St. William Catholic School
St. Francis Of Assisi School	St. Mary School - Westphalia	Steppingstone Center For The Potentially Gifted
St. Francis Xavier School	St. Mary School - Williamston	Tawheed Center Of Detroit S.
St. Gerard School	St. Mary Star Of The Sea School	The Jean And Samuel Frankel Jewish Academy
St. Germaine Elementary School	St. Mary's Visitation School	The Pathfinder School, Inc.
St. Hugo Of The Hills School	St. Mary's Preparatory School	Traverse City Christian School
St. Isaac Jogues Catholic School	St. Mary/McCormick Cath. Acad.	Tree Of Life School
St. Joan Of Arc School	St. Matthew Lutheran School – Westland	Tri-Unity Christian Elementary S.
St. John Ev Lutheran School	St. Michael School - Grand Ledge	Trinitas Classical Association
St. John Lutheran School - Fraser	St. Michael School - Livonia	Trinity Ev Lutheran S. - Bay City
St. John Lutheran School – Rochester	St. Michael School - Pinconning	Trinity Lutheran Monitor
St. John the Evangelist School – Fenton	St. Michael School - Remus	Trinity Lutheran S. - Clinton Twp.
St. John The Evangelist School – Jackson	St. Monica School	Trinity Lutheran School - Jackson
St. John Vianney School - Flint	St. Patrick School - Ada	Trinity Lutheran School - Monroe
St. John's Lutheran School	St. Patrick School - Brighton	Trinity Lutheran S. - Reed City
St. John's Ev. Lutheran School	St. Patrick School - Carleton	Trinity Lutheran School - Reese
St. John's Lutheran Amelith	St. Patrick School - White Lake	Trinity Lutheran S. - Saint Joseph
St. Johns Lutheran School	St. Patrick'S School	Trinity Lutheran School - Utica
St. Joseph Catholic School - Erie	St. Paul Lutheran School - Flint	Unity Christian High School
St. Joseph C.S. - Lake Orion	St. Paul Lutheran S. - Millington	University Of Detroit Jesuit
St. Joseph Elementary School	St. Paul Lutheran S. - Northville	University-Liggett School
St. Joseph Middle School	St. Paul Lutheran S. - Royal Oak	Valley Lutheran High School
St. Joseph School - Howell	St. Paul Lutheran S. - Saginaw	Waldorf School Assn. Of MI
St. Joseph School - Pewamo	St. Paul S. - Grosse Pointe Farms	Walnut Corner School
St. Joseph School - Saint Johns	St. Paul School - Owosso	Washtenaw Christian Academy
St. Joseph School - Trenton	St. Paul The Apostle School	West Catholic High School
St. Joseph's School	St. Paul's Lutheran School	West Highland Christian Acad.
St. Lawrence School	St. Peter Lutheran S. - Eastpointe	West Michigan Lutheran H.S.
St. Linus School	St. Peter Lutheran S. - Macomb	West Side Christian School
St. Lorenz Lutheran School	St. Peter Luth. S. - Saint Johns	Western Michigan Christian H.S.
St. Luke Lutheran School	St. Peter's Lutheran School	Westside Christian Academy
St. Margaret School	St. Philip Catholic Central H.S.	Wise Academy
St. Mary Cathedral School	St. Pius Catholic School	Yeshiva Beth Yehudah School
St. Mary Catholic Central H.S.	St. Pius X School	Zeeland Christian School
St. Mary Catholic School - Sault Sainte Marie	St. Regis School	Zion Christian School
St. Mary School - Big Rapids	St. Robert Catholic School	Zion Lutheran Beaver School
St. Mary School - Charlotte	St. Sebastian School	Zion Lutheran School - Bay City

Figure 8. 2019-20 Michigan Virtual ISD, LEA, PSA Districts and Nonpublic Schools with Professional Learning Enrollments



Endnotes

¹ To read more about the new strategic plan, please visit <https://michiganvirtual.org/strategic-planning/>

² Statistics cited from *Michigan's K-12 Virtual Learning Effectiveness Report 2018-19* available at <https://michiganvirtual.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2018-19/>

³ See the Michigan Merit Curriculum Guidelines: Online Experience document available at https://www.michigan.gov/documents/mde/Online10.06_final_175750_7.pdf

⁴ A full text version of Section 21f is available at <http://legislature.mi.gov/doc.aspx?mcl-388-1621f>

⁵ The statewide catalog of online courses can be found at <https://micourses.org>

⁶ The statewide virtual pass rate for 2018-19 is published in *Michigan's K-12 Virtual Learning Effectiveness Report 2018-19* available at <https://michiganvirtual.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2018-19/>

⁷ Our Teacher Continuity Readiness Rubric is available at <https://michiganvirtual.org/wp-content/uploads/2020/03/Teacher-Continuity-Readiness-Rubric.pdf>

⁸ Our Teacher Continuity Readiness Checklist is available at <https://michiganvirtual.org/wp-content/uploads/2020/03/Teaching-Continuity-Readiness-Checklist.pdf>

⁹ The Keep Michigan Learning webinars are available at https://michiganvirtual.org/webinars/?_webinar_subject_area=learning-continuity

¹⁰ More information on our Transition to Remote Learning courses is available at <https://michiganvirtual.org/remote-teaching/>

¹¹ For more information about Virtual Office Hours, please visit <https://michiganvirtual.org/professionals/virtual-office-hours/>

¹² For more information about our online Teacher Boost, please visit <https://michiganvirtual.org/professionals/blended-learning/teacher-boost/>

¹³ The National Standards for Quality Online Teaching are available at <https://www.nsqol.org/the-standards/quality-online-teaching/>

¹⁴ Blended teaching courses are featured on the following page of our website: <https://michiganvirtual.org/remote-teaching/>

¹⁵ More information about our *Understanding the Modern Military* course is available at <https://michiganvirtual.org/course/understanding-the-modern-military/>

- ¹⁶ More information about the WSCC Model course is available at <https://michiganvirtual.org/wsccl/>
- ¹⁷ More information about MICIP is available on the Michigan Department of Education's website at https://www.michigan.gov/mde/0,4615,7-140-81376_92325---,00.html
- ¹⁸ More information about the Michigan Computer Science Standards course is available at <https://michiganvirtual.org/professionals/computer-science-standards-courses/>
- ¹⁹ A full listing of professional courses develop with MEMSPA is available at https://michiganvirtual.org/courses/professional/?_course_partner=memspa
- ²⁰ More information on IMS Global can be found at <https://www.imsglobal.org/>
- ²¹ Blog posts related to tips and trick for educators can be found at <https://michiganvirtual.org/blog/category/teaching/tips-and-tools/>
- ²² Recorded webinars can be found at <https://michiganvirtual.org/webinars/>
- ²³ The Digital Backpack Podcasts can be found at <https://michiganvirtual.org/blog/category/podcast/>
- ²⁴ This publication can be found at <https://michiganvirtual.org/research/publications/mvlri-research-in-review-k-12-online-program-evaluation-quality-and-policy/>
- ²⁵ Mini reports can be found at <https://michiganvirtual.org/research/publications/>
- ²⁶ The report from this study can be found at <https://michiganvirtual.org/research/publications/student-centered-learning-in-principle-and-in-practice/>
- ²⁷ The report from this study can be found at <https://michiganvirtual.org/research/publications/addressing-social-and-emotional-learning-with-the-suite360-program/>
- ²⁸ The Flexible High School Courses schedule can be found at <https://michiganvirtual.org/students/calendar/>
- ²⁹ This report can be found at <https://michiganvirtual.org/research/publications/flexible-start-for-k-12-online-courses-michigan-virtual-case-study/>
- ³⁰ This brief can be found at <https://michiganvirtual.org/research/publications/committing-to-quality-online-learning/>
- ³¹ The three sets of national standards can be found at <https://www.nsqol.org/the-standards/>
- ³² The *Effectiveness Report* is available at <https://michiganvirtual.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2018-19/>
- ³³ View the *Effectiveness Report* infographic at <https://michiganvirtual.org/wp-content/uploads/2020/03/ER-2019-At-A-Glance-Web.pdf>

- ³⁴ View the *Effectiveness Report* presentation at <https://michiganvirtual.zoom.us/rec/play/LskvKnz1oUfsI1RN-4P7p-8YppHD2DwK7vMkbGo67uukzm3QxdsL8Vsr2pN21Ifdz05 IEUBzTljRsBG.roahBBlv4uTKY-vy?>
- ³⁵ The Guides to Online Learning can be found at <https://michiganvirtual.org/resources/guides/>
- ³⁶ This report can be found at <https://michiganvirtual.org/research/publications/lms-selection-and-implementation-michigan-virtual-case-study/>
- ³⁷ The Research Clearinghouse can be found at <https://k12onlineresearch.org/>
- ³⁸ Winter 2019 Quarterly Newsletter sent November 2019 - <https://mail.michiganvirtual.org/spring-19-quarterly-research-clearinghouse-newsletter-3> Spring 2020 Quarterly Newsletter sent April 2020 - <https://mail.michiganvirtual.org/fall-19-quarterly-research-clearinghouse-newsletter>
- ³⁹ The Research Round Up blog series can be found at <https://michiganvirtual.org/blog/tag/research-roundup-blog-series/>
- ⁴⁰ The announcement and link to the interview can be found at <https://michiganvirtual.org/about/news/online-education-accessibility-and-equity/>
- ⁴¹ The recording of this webinar can be found at <https://michiganvirtual.org/webinar/mentoring-through-a-pandemic/>
- ⁴² The mentor blog post series can be found at <https://michiganvirtual.org/blog/tag/mentor-forum-blog-series/>
- ⁴³ The Consumer Awareness Report is available at <https://michiganvirtual.org/research/consumer-awareness/>
- ⁴⁴ The GoOpenMichigan website can be found at <https://goopenmichigan.org/>
- ⁴⁵ Knowledge base articles for micourses.org can be accessed through the *Michigan Virtual* website at <https://michiganvirtual.org/about/support/knowledge-base/catalog-help-resources/>
- ⁴⁶ The 2018-19 statewide pass rates come from the Michigan's K-12 Virtual Learning Effectiveness Report, 2018-19 available at <https://michiganvirtual.org/research/publications/michigans-k-12-virtual-learning-effectiveness-report-2018-19/>

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