

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Virtual Learning Academy of St. Clair County. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Josh Everitt, Virtual Learning Academy Principal, for help if you need assistance.

The District AER is available for you to review electronically by visiting [Virtual Learning Academy – MI School Data](#) or you may review a copy in the main office at VLA. This will also be communicated to parents directly.

These reports contain the following information:

Student Assessment Data – This includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks. **WAIVED - No 2019-20 assessment data will be included this year.*

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale. **WAIVED - No 2019-20 accountability data will be included this year, with the exception of Graduation Rates.*

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our school. For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Virtual Learning Academy of St. Clair County	No Label	Targeted one-on-one teacher mentoring support in mathematics, reading, credit completion and career exploration and readiness.

General Information

Virtual Learning Academy of St. Clair County is a specialized public school academy (PSA) chartered through St. Clair County RESA. We serve students in grades 9-12 and up to the age of 22. Our goal is to provide students educational and career opportunities, services and support through the use of innovative and blended online tools, resources and staff. We strive to...

- Provide a structured and safe learning environment that allows students to find academic success and earn their high school diploma.
- Provide targeted mathematics and reading support and tutoring to minimize achievement gaps.
- Provide career experience and exposure that promotes 21st century learning and skill building.
- Offer students an opportunity to develop workplace readiness skills.
- Provide targeted intervention in a student’s life while we can still make an impact.
- Give students a chance to participate in an online high school credit recovery opportunity that may allow for re-entry to their regular high school.

Virtual Learning Academy students are required to meet a rigorous academic curriculum as set by both the State of Michigan and our school board. Virtual Learning Academy provides a strong core curriculum along with research based intervention strategies for both remediation and enrichment intentions to support all students in finding success.

Eligible students are those who are not regularly attending school for a variety of reasons including students who have dropped-out, been expelled, or students who are exiting court-placed programs, along with students referred to the program from traditional schools or students just seeking an alternative learning option.

Key challenges for the school include chronic absenteeism, lack of parental support, lack of consistent transportation, lack of consistent living arrangements (homelessness), low math and reading abilities, a high number of students with anxiety, and students facing many barriers to success.

Virtual Learning Academy uses the Test of Adult Basic Education (TABE) assessment to determine student's math and reading abilities upon enrollment in the program. For students with low grade level knowledge and skills at entry, targeted supplemental instruction and tutoring is provided to bridge gaps and to get students at high school grade level. Our testing efforts were negatively impacted as a result of COVID-19.

Students are given increased flexibility to work in their courses at their own pace, any place, and any time. Students have access to state-certified teachers who are available in the school building Monday through Friday from 8:00a.m. to 4:00p.m. as well as after hours at night and on the weekends through our school chat site from 6:00p.m. to 9:00p.m. Teacher mentors are able to work one-on-one with students to overcome barriers to success and guide them toward high school graduation while establishing a post-high school college or career plan. Bus tickets are provided to students to remove transportation barriers.

State law requires that we also report additional information.

1. Process for Assigning Pupils to the School

Virtual Learning Academy has a centralized enrollment that allows eligible students in St. Clair County and contiguous counties to enroll. Please see the paragraph above for further information on eligible students.

2. The Status of the 3-5 Year School Improvement Plan

Virtual Learning Academy is fully accredited by Michigan Department of Education and engages in a continuous cycle of school improvement; conducting the comprehensive needs assessment and analyzing achievement trends, identifying areas of need along with designing and implementing strategies to address those needs. The Virtual Learning Academy School Improvement Plan may be viewed in its entirety at: [School Improvement Plan](#). It may also be obtained by contacting the Virtual Learning Academy at 810-364-1362. **Note – VLA’s School Improvement Plan for 2019-2020 was also used (with no changes made) for the 2020-2021 school year as a result of the COVID-19 pandemic.*

Mission Statement: The mission of Virtual Learning Academy is to provide a blended online learning pathway to academic and life success for students who have dropped out, been expelled from high school, been referred to the program, or are seeking an alternative learning option.

2018-2019 School Improvement Goals:

- College or Career Ready Students
- Math Proficiency
- MMC Instruction & Credits Earned
- Reading Proficiency

2019-2020 School Improvement Goals:

- College or Career Ready Students
- Math Proficiency
- MMC Instruction & Credits Earned
- Reading Proficiency

Progress towards goals:

- Individualized supplemental instruction is provided throughout a student's enrollment at VLA to ensure students are at or above grade level proficiency in both math and reading. This is assessed using the Test of Adult Basic Education (TABE) which is given to students minimally 2 times during their time at VLA.
- The use of student data in the online learning management system (LMS) is used by staff to analyze student performance levels and has helped to identify strengths and weaknesses related to student performance and face-to-face classroom instructional needs.
- Data is used and collected to minimize barriers to student’s academic and life success and to guide students toward high school graduation (diploma) with post-high school plans in place.

- VLA's Student Center has been created to provide resources and targeted support for students to obtain work readiness skills and become college and career ready. In addition, we have a full time Career Advisor to assist students in obtaining experience and exposure to careers and develop a post-high school career plan.
- Individualized instruction and small workshop classes emphasis SAT/PSAT formatted activities to assist in preparing students for the SAT/PSAT test given in April each year for student's freshman, sophomore, and junior years.

3. A Brief Description of Each Specialized School:

Virtual Learning Academy is a specialized public school academy chartered by St. Clair County RESA to provide a blended online learning pathway to academic and career success for students who have dropped out, been expelled from high school, been referred to the program, or who are seeking an alternative learning option.

4. Core Curriculum

The district curriculum consists of core academic curriculum for all high school age students in grades 9-12. The district curriculum is standards-based for all students. A standards-based curriculum communicates to students, parents and the community exactly what VLA students are expected to learn.

The K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. Virtual Learning Academy develops rigorous and aligned curricula, using the State of Michigan's Core Curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area. Instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the core curriculum is available for you to review electronically by opening the following link: [VLA Curriculum](#), or may also be obtained by contacting Virtual Learning Academy at 810-364-1362.

5. The Aggregate Student Achievement Results for any Local Competency Tests or Nationally Normed Achievement Test

The academic progress of students in high school is evaluated by district common assessments and reported within the Learning Management System (LMS). Students and parents have 24/7 access to the scores. Students take either the PSAT or SAT test 9th, 10th, and 11th grade years. To view the report showing specific scores and achievement trends, please refer to [Virtual Learning Academy - MI School Data](#) or you may obtain this information by contacting Virtual Learning Academy at 810-364-1362.

6. Parent-Teacher Conference Rate:

- 2018/2019 – 40%
- 2019/2020 – Conferences not held as a result of the COVID-19 pandemic.

7. For High Schools Only, also Report on the Following:

- Post-Secondary Enrollment (Dual Enrollment): 2 (1.7%)
- College Equivalent Courses Offered (AP/IB): 0 (none)
- Students Enrolled in College Equivalent Courses (AP/IB): 0 (none)
- Students Receiving a Score Leading to College Credit: 2 (1.7%)

Virtual Learning Academy has experienced another very successful year in academics. We are very proud of the students, parents, and staff of Virtual Learning Academy and look forward to continued success in 2020-2021 and the years to come. At the time of this writing, we have had more than 410 graduates. Virtual Learning Academy will continue to strive for excellence and would love feedback from all stakeholders as we seek to make VLA the best it can be.

Sincerely,

Josh Everitt, Principal
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