Response	If you offer virtual learning to ALC-qualified students in your district, could you please respond to this question? I am looking for data from other schools/districts that shows efficacy of virtual learning for struggling high school students. If you have had success, which students were the most/least successful? The data could include both initial credit and/or credit recovery. I am exploring possible applications of virtual learning in our district, and will appreciate any comments that you might have about your experience with it. Thank you.
1	Feel free to call and/or bring a team to a site visit to the Duluth Area Learning Center and Academic Excellence Online High School
2	I don't really have data to support this, but in general I've found that students need to be strong readers to be successful with Odysseyware. A few students have recovered a fair number of credits, but most of them struggle with it.
3	Our ALP uses an online program for credit recovery. We currently have all of our students taking some courses online. What we have found is that this blanket application does not work. Online learning can be successful, but it should be an option versus a requirement. The students who have been successful are students who had previous academic success, but are struggling in school now due to non-academic reasons. Students who are responsible and good time managers do really well with online learning and can move through material pretty quickly and with little help. Students who have lower academic skills tend to struggle with online learning. They seem to get stuck on concepts and then just stop working. For example in English, if they are asked to read a text that is hard for them to understand they will just avoid that course until you strongly direct them back to the work.
4	We are a full-time online school. I would suggest contacting our director Amy Larsen or High School Principal Dan Ondich or Middle School Principal Renee Parchetta as they would have actual data to share with you.
5	Highest rate of success: students taking an online class as part of their school day in the alc (hybrid-online). Medium rate of success: students taking an online class in our extended-day program where they complete seat hours at our site. Lowest rate of success: students taking an online class remotely where they complete all work outside of our facilities and have communication with staff via email/phone/text.
6	I'd be interested in your feedback if willing to share. Thanks!
7	Leslie, River Bend has been using online learning as part of our ALC program for the past 9 years. We have mostly used it for independent study and credit recovery until this year. We have now implemented a Hybrid class system where during the school day students have the opportunity to access either teacher led classes or hybrid classes. In our situation, hybrid classes are a mix of online and teacher led instruction. We are planning to up our game on the teacher led part of the hybrid model for next year by introducing a new writing across the curriculum plan. This year we have seen an increase in engagement and a great number of credits being earned, both in full classes and as credit recovery. We use Odysseyware, but i think

		this can work with whatever online curriculum vendor you choose. Odysseyware works very well for us. One of our teachers works for them in the summer, so we have a resident expert. If you have more specific questions you want answered, feel free to call me. 507-359-8763
	8	Hello. Our district has purchased Edgenuity - a software curriculum to use in our Credit Recovery Program. Our CR program wraps up May 10th. After that, if my administrator doesn't mind me sharing, I could provide data such as % passed and earning credit. Would that be helpful?
	9	I teach a Career Exploration class online that is part of the Work Program. Online is problematic for many of our students as you might expect. It is helpful to offer some one on one or having a small cohort to teach as if it's a hybrid course. Another difficulty I have is that the Work Program (and related online class) are sometimes seen as extra work for our students, who are frequently also trying to catch up with required credits. They are capable of navigating the curriculum when they get to it. Getting them to be consistent online learners outside the regular framework of their day is the problem. I suspect if there was a classroom time assigned to the class it would go much better for them. Some platforms present greater difficulty than others. Schoology is introduced early in regular ed here so it's a smoother go. Blackboard is more difficult and needs more attention from the teacher to navigate. We don't have a lot of electives in our ALC so the student's ability to earn multiple credits my work program is essential. That being the case, seniors who have 'cleared' most of their other classes are the most successful. When they have a lighter load, they are as competent as any students in our district! Terrance Reiscg

10	This is Mary Leadem Ticiu and I serve as principal of the St. Croix Valley ALC in the school within a school at Stillwater Area High School. Although I may need your definition for "virtual," I can share what I believe you are seeking. We have both a digital credit recovery from 2:15-4 M-TH as an on site program and have tested out distance learning with a "3 credit or less online privilege" for accessing Edgenuity during the day. We also tested out teacher assigned digital learning assignments with teacher created online assignments for our existing seat based program. Edgenuity is our best program and works well with prescriptive tests and progress reporting to family in form of emails. We craft a clear set of expectations to gain a "P" for the courses failed in the SAHS site. Tests are taken on site w licensed teachers. Students are also "hungry" for the 3 credit or less access and graduate earlier when they have this access. The distance learning digital days do not accomplish what we hope for as kids who attend this ALC in our seat based program do not want to work at home and actually come here to avoid "homework." Call if you want to talk more. Mary Ticiu, 651-351-8470
11	I would like very much for you to share what you learn with us! I teach a Work-Based Learning course and I have a classroom of students and I have all the coursework on Schoology, so that students can work on their own, as well. I have not found many students to take the initiative to actually do the coursework on their own until they are close to graduating and need some elective credits, and then they are sometimes motivated to do so. I would like to learn how to make virtual learning more engaging and motivating for students if possible. Thanks in advance for sharing what you learn! - Teresa Depuydt at the Willmar ALC
12	Online learning works for the students who are self motivated. I set a goal each week for the students to complete a set amount of work. It shows clearly on Edgenuity what percent they have completed. If they meet the goal that week, they reduce 10 detentions or receive a Buffalo Wild Wings reward. Students are scheduled for class every day with the minimum state mandated hours to be met for each course. If students are not showing up to class consistently, they are dropped from the program after warnings. Our room looks like a regular classroom where students come in, work on the computer for 1-3 hours. We find 2 hours is generally the best amount of time allotment for productivity. I'd be happy to speak more if you'd like. _Emily Lee, Moorhead High School/Red River ALC.