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| Claiborne Virtual Learning Academy**School District:** Claiborne County**School Year:** 2024-2025**Virtual School Monitoring Report** |

# School District’s Overall Designation and Findings

Each year, school districts across Tennessee monitor the instructional, financial, and operational practices within their virtual schools using a state-defined series of common practices and requirements. This report reflects the school district’s designation of the virtual school’s academic, operational, and financial viability.

The school district determined that the virtual school is:

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| x Meeting Expectations | **☐**  Approaching Expectations | ☐Below Expectations |

During the annual monitoring process, the school district identified areas of strength and areas that need strengthened within the virtual school. The school district has summarized these monitoring findings below.

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| **School’s Strengths:** |  Based on monitoring findings, Claiborne Virtual Learning Academy is meeting Claiborne County School District's instructional, fiscal, and operational expectations. Entering their fifth year of operation, Claiborne Virtual Learning Academy has become a valuable alternative for students and families in Claiborne County who have chosen a different path for meeting their academic goals. CVLA adheres closely to all federal, state, and local laws, rules, policies, and guidelines while offering students a hybrid educational experience focused on academic and personal growth. CVLA addresses the State of Tennessee Academic Standards for grades 7-12 via an asynchronous virtual platform combined with weekly in-person classes and check-ins. The Claiborne County School District provides CVLA with certified teachers of record who are committed exemplary Claiborne County employees who are highly-trained, experienced educators evaluated through the stringent TEAM process. The low teacher-to-student ratio allows CVLA to provide exceptional monitoring of attendance, coursework, growth, and achievement while having contact with parents at least once per week on students' in-person learning days. Lastly, the inclusive environment that Claiborne Virtual Learning Academy provides for the student population is not determined by selective enrollment and meets and supports the individual needs of all learners. ·         The attendance policies are clear and concise, and the weekly in-person classes create parent engagement opportunities required for successful outcomes of virtual learning and allow for clear communication of expectations, progress, and growth.·         The virtual academic program, Flexpoint provides the core instruction and pacing guides.  Benchmark testing and tracking of student progress is achieved through the schools Response to Intervention (RTI) program. Students are assessed with the AIMSWebPlus Universal Screeners, Study Island benchmarking, TCAP testing data, and active formative assessments by CVLA staff to monitor student progress and attendance so that appropriate instructional adjustments can be made as necessary. |

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| **School’s Notable Areas for Improvement:** |  The most notable area for improvement is TCAP 7-12 grade Social Studies, specifically U.S. History EOC. CVLA TCAP Achievement percentages in Spring 2024 showed of “All Students,” 54% below expectations, 46% approaching expectations, 0% met expectations, and 0 % exceeded expectations. Staff and students are working to reverse that trend this year specifically targeting the US History EOC student standards, review of the Flexpoint virtual lesson pacing, Spring ‘25 changes to the Social Studies 7-8 TCAP and US History EOC testing schedules, and a quarterly lesson standards review. |

# School’s State Report Card

Families and community members deserve accessible, understandable information about Tennessee schools. Currently, the State Report Card includes a dashboard of detailed, easy-to-understand information about the key indicators families can use to understand school and district performance, including achievement, growth, attendance, English learners’ proficiency in English, graduation rate, and postsecondary readiness of students. Information about schools and districts, including student enrollment, contact information, staff information, school and district expenditures and funding, and longitudinal data on student performance over the past four years. State-level data is also provided as a reference to understand how schools and districts are performing in comparison with others across the state.

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| **School’s Tennessee State Report Card** | [Tennessee School Report Cards | Claiborne Virtual Learning Academy | About This School](https://tdepublicschools.ondemand.sas.com/school/001300010) |

# School’s Improvement Plan

Each year, school and district leaders complete a school improvement plan (SIP). Each public virtual school has created a SIP that outlines goals and strategies used to improve student academic success. The link below allows families to review the SIP for the virtual school.

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| **School’s Annual Improvement Plan** | [Claiborne Virtual Learning Academy Annual Plan (2024 - 2025)](https://edplan.tn.gov/public/plans/14820/) |

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| **Operational Information** |

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| School Name: | Claiborne Virtual Learning Academy | **Years In Operation:** | 5 |
| Total Current Enrollment: | 43 | **Grades Served:** | 7-12 |
| Date that the school begins accepting enrollment applications: | Continuous | **Date that the school stops accepting enrollment applications:** | Continuous |
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| School’s Website | [Home - Claiborne Virtual Learning School](https://cvls.claibornecountyschools.com/) |

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| Enrollment Types Accepted:*Choose all that apply**See appendix for definitions of terms* | [x] In-district | [ ]  Out-of-district | [ ] State-wide |
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**Primary Instructional Model by Grade:**

***Choose all that apply***

*See appendix for definitions of terms*

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| 6th | **7th** | **8th** | **9th** | **10th** | **11th** | **12th** |
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| Appendix: Definitions of Terms |

| Enrollment Types | Explanation |
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| In-district Enrollment | Enrollment option for students who reside within the zone of residency of the school district that established the virtual school. |
| Out-of-district Enrollment | Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the school district establishing the virtual school. |
| State-wide Enrollment | Enrollment option for students who reside within Tennessee and outside the zone of residency of the school district that established the virtual school. |

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| Instructional Model | Explanation |
| Asynchronous Virtual Instruction | An instructional model that provides students access to on-demand instruction that is fully virtual/online. This model allows students to access instructional materials and progress at their own pace and does not require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher. |
| Bisynchronous Virtual Instruction | An instructional model that utilizes both asynchronous and synchronous virtual instruction. |
| Hybrid Virtual Instruction | An instructional model that provides students access to virtual instruction and requires students to periodically attend class in-person within a brick-and-mortar location. |
| Synchronous Virtual Instruction | An instructional model that provides scheduled, teacher supervised instruction that is fully virtual/online. This model of instruction does require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher. |