Maryville Virtual School

School District: Maryville City Schools
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:

☒ 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.

School's Strengths:	In its third year of operation, Maryville Virtual School (MVS) continues to revolutionize educational opportunities for diverse families seeking innovative learning pathways. The school's comprehensive approach centers on meticulous student progress tracking and personalized academic support strategies. Key Educational Strengths: Comprehensive Progress Monitoring • Sophisticated benchmark assessment systems systematically evaluate student mastery of academic standards • Proactive weekly progress tracking enables targeted interventions • Flexible virtual and in-person tutoring options support individualized learning needs Accelerated Learning Pathways MVS offers multiple advanced academic opportunities designed to challenge and engage high-performing students: • Advanced Placement (AP) coursework • Honors-level curriculum • Dual Enrollment programs, including Early College Experience • Industry Certifications Monitored Areas of Strength: • Instructional Practices & Procedures (INST_IPP02) • Instruction & Learning Paths (INST_ILP01) • Enrollment Management (SO_ENRL01) The fundamental mission of Maryville Virtual School remains unwavering: prioritizing individual student success and maximizing academic growth potential for every learner.

School's Notable Areas for Improvement:	Through the primarily asynchronous instruction offered and teacher support, the students made a year's growth in math, as shown by the TVAAS scores related to the End of Course assessments in grades 9-12. Although the average growth per student was a level 3, the achievement Success Rate of the same group of students was at a level 1, meaning that only a low percentage of students scored in the range of "met expectations" or "exceeded expectations." Monitored Area for Improvement INST_IPP01: Instructional Practices & Procedures To improve the achievement Success Rate of our 9-12 math students, MVS will focus on a multifaceted data-driven methodology designed to improve educational outcomes and student performance metrics. Key Strategic Components: Data-Driven Analysis • Conduct in-depth examination of assessment data • Perform granular analysis of student performance across curriculum standards Targeted Performance Intervention • Execute root cause analysis for academic performance variations • Develop personalized academic support strategies Assessment Alignment and Verification • Cross-reference benchmark assessment achievement reports with standardized testing results (TCAP) • Validate instructional rigor • Ensure comprehensive alignment between classroom instruction and standardized evaluation metrics Enhanced Instructional Support • Implement supplemental virtual direct instruction sessions • Focus additional support on upper-level mathematics courses Anticipated Outcomes: • Increased percentage of students achieving "met expectations" and "exceeded expectations" status • Improved overall academic performance • More targeted and effective instructional approaches By implementing this comprehensive strategy, we aim to create a robust, adaptive educational environment that maximizes student potential and academic success.

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.

School's Tennessee State Report Card	*https://tdepublicschools.ondemand.sas.com/school/000520022*

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.

School's Annual Improvement Plan	*https://edplan.tn.gov/public/plans/15742/*

Operational Information

School Name:	Maryville Virtual School	**Years In Operation:**	3
Total Current Enrollment:	71	**Grades Served:**	4-12
Date that the school begins accepting enrollment applications:	Windows throughout the year- see dates on website	**Date that the school stops accepting enrollment applications:**	Windows throughout the year- see dates on website

School's Website	*Remove this text and insert URL to school's website*

Enrollment Types Accepted:
Choose all that apply
See appendix for definitions of terms

☒ In-district   ☒ Out-of-district   ☒ State-wide

Primary Instructional Model by Grade:
Choose all that apply
See appendix for definitions of terms

K	1st	2nd	3rd	4th	5th
☐ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid

6th	7th	8th	9th	10th	11th	12th
☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☒ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid

Appendix: Definitions of Terms

Enrollment Types	Explanation
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.

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.