Franklin County Virtual Alternative Learning School

School District: Franklin County
School Year: 2025 – 2026

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:

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.

School's Strengths:	The successful launch of the Franklin County Virtual Alternative Learning (VAL) School in its inaugural year is attributed to comprehensive pre-opening planning and diligent operational execution. These foundational elements were consistently communicated through the Parent/Student Handbook and mandatory orientation sessions. Two key strengths driving Year 1 success are: *Instruction and Learning Path* *Through a hybrid model, students proceed through courses at their own pace, allowing for competency-based advancement. Lessons are consistently recorded so students can review material for remediation or additional support as needed.* *The school deliberately utilized a small, capped enrollment limit to ensure a manageable and focused environment for its first year.* *Student Handbook and Orientation* *The VAL Principal and district team hosted several Parent and Student Awareness sessions prior to enrollment to ensure families were fully informed of the school's rigorous expectations.* *The VAL School provided a comprehensive Parent/Student Handbook during the July orientation that clearly outlined all policies, including attendance requirements, testing windows, and physical activity standards.*

School's Notable Areas for Improvement:	As with any new initiative, areas for growth and improvement are inevitable. As the VAL Principal and district leadership continue to reflect on and refine current practices, one primary area for improvement has been identified. *Special Populations* • *Data Limitations: Due to limited enrollment numbers, there is currently insufficient data and evidence to fully assess performance in this area.* • *Resource Allocation: Consequently, the VAL School does not yet fully meet the indicator regarding the provision of appropriate staff and resources to support Students with Disabilities (SWD) and English Learners (EL).*

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/district/00260*

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/18779/*

Operational Information

School Name: Franklin County Virtual Alternative Learning School

Number of Years In Operation: 0

Total Current Enrollment: 2

Grades Served: 6-8

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

✔ In-district   ☐ Out-of-district   ☐ State-wide

Primary Instructional Model by Grade

See appendix A 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.