

September 2026 Board Report

Texas Virtual Academy at Hallsville

TVAH Scorecard



**TEXAS VIRTUAL ACADEMY
AT HALLSVILLE**
POWERED BY K12

HALLSVILLE ISD | SCHOOL BOARD REPORT

September 2026

STRATEGIC GOAL ALIGNMENT

GOAL 1 | ACADEMIC WIG

Rigorous, equitable instruction that produces measurable academic excellence and future-ready skills.

GOAL 2 | CULTURE WIG

Inclusive, trusting, safe environment where students, staff, and families feel connected and valued.

GOAL 3 | LEADERSHIP WIG

Staff guide growth, students lead learning, and families partner in student success.

G1+G2+G3 ACADEMIC ACHIEVEMENT

B-Rated School within AEA

STAAR: 60% Approaches+ | 40% Meets+ | 5% Masters

G1 + G2 + G3 GRADUATION

96%

4/5/6-year graduation rate

G1+G2+G3 EL PROFICIENCY

28%

Domain 3 English language proficiency

1 | CURRENT ENROLLMENT AND KEY METRICS

24,633

Current Active

1,629

Future Cohorts

286

Withdrawn Last 7 Days

Current percent of students on cohort for 2027 + current students enrolled 2026, and 2025

Class of 2027 (4-year cohort) **3302/4415**

Class of 2026 (5-year cohort) **583**

Class of 2025 (6-year cohort) **97**

2 | BOY ASSESSMENT PARTICIPATION

Overall BOY
Participation

73%

Participation by content / grade band

ELA / Reading **69%**

Math **76%**

Data includes new cohorts; will be at 95% by window closing

3 | BOY ASSESSMENT DATA

Reading performance levels

Far Below Grade Level **35%**

Below Grade Level **7%**

On Grade Level **6%**

Above Grade Level **52%**

Math performance levels

Far Below Grade Level **46%**

Below Grade Level **10%**

On Grade Level **16%**

Above Grade Level **28%**

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Prepared for Hallsville ISD Board of Trustees

Elementary School

We are back to school in a big way at TVAH Elementary! Students are engaged, keeping their cameras on, actively participating in lessons, and demonstrating evidence of learning in tremendous ways. It has been an exciting start to the school year, and we are encouraged by the positive momentum we are seeing across grade levels.

In Mathematics, students are practicing fluency daily and are already showing significant growth. In ELAR, students are reading and writing every day as they build foundational literacy skills and strengthen their ability to communicate their thinking. We are eager to review the results of our first Common Formative Assessments, which will provide valuable insight into student progress and guide our next instructional steps.

Our teachers continue to work diligently in Professional Learning Teams (PLTs) to internalize lessons, analyze student work, and plan for Quarter 2 instruction. Each teacher has selected focal students to monitor throughout the school year and is bringing student work samples to PLTs for collaborative analysis and instructional planning. This focused approach allows teachers to closely monitor growth and make timely adjustments to meet student needs.

Beginning-of-Year (BOY) assessment results have been encouraging, with completion rates exceeding 80%. We will continue assessing our new cohort of students to ensure we have comprehensive baseline data for all learners. The data we have collected thus far will help us target interventions and accelerate student achievement throughout the year.

As with any new school year, we have encountered challenges during our startup process. However, our team has worked proactively to make necessary adjustments to ensure student schedules are accurate, students can successfully access and navigate the Launchpad in Canvas, and students are appropriately placed in the instructional pods that best meet their individual learning needs.

WIN (What I Need) time has been fully implemented across the campus. During WIN time, teachers provide targeted intervention and support for students who have not yet demonstrated mastery of lesson TEKS. Teachers are identifying these students weekly and delivering focused instruction designed to close learning gaps and strengthen academic achievement.

Strong communication and partnership with families remain a priority at TVAH Elementary. Teachers and administrators are consistently communicating with parents, and we have seen a high level of parent engagement and responsiveness. We recently hosted our first Parent Night of the school year, where we discussed the increase in live instructional minutes, reviewed our high expectations for student success, and shared ways families can support learning at home.

Our overarching goal this year is to ensure that every TVAH Elementary student demonstrates at least one year of growth in both ELAR and Mathematics. We have established specific targets in writing and math fluency to support this goal. Additionally, our comprehensive writing plan emphasizes weekly writing opportunities across all core content areas, ensuring that students consistently develop and apply their writing skills in meaningful ways.

We are proud of the strong start to the school year and remain committed to providing rigorous instruction, meaningful interventions, and strong family partnerships that will support the success of every TVAH Elementary student.

Middle School

We are almost a month into our school year and things are really starting to fall into place with our processes and programs. Our efforts here at TVAH Middle School has centered on the implementation of new intervention structures, refining collaborative practices among staff, strengthening family engagement, and resolving scheduling challenges to ensure a strong foundation for student success

Launch of WIN Time and Level Up Time

We are very excited about the launch of two new programs this year: WIN (What I Need) Time and Level Up Time both of which will provide targeted academic support and enrichment opportunities for students.

WIN Time allows students to receive differentiated instruction based on their individual academic needs. Teachers are using data to identify areas where students require additional support, ensuring interventions are timely and purposeful.

Level Up Time provides an additional layer of support focused on helping students develop essential skills, improve academic performance, and build confidence. These dedicated intervention periods allow teachers to respond proactively to student needs and create more personalized learning experiences.

Strengthening Professional Learning Teams (PLTs)

Our Professional Learning Teams continue to be a cornerstone of instructional improvement. This year, we are intentionally refining our PLT processes to increase effectiveness and consistency across grade levels and content areas.

Teams are engaging in more focused data analysis, collaborative planning, and discussions centered on student outcomes. We are also working to streamline meeting structures, clarify expectations, and ensure that PLT time remains dedicated to reviewing student performance, identifying instructional strategies, and monitoring progress toward academic goals. These refinements will help teachers work more cohesively and make informed instructional decisions that directly impact student achievement.

Parent Engagement and First Parent Meeting

Family partnership remains a priority for TVAH Middle School. We recently hosted our first parent meeting of the school year, which provided families with important information regarding various campus expectations.

The meeting offered an opportunity for parents to connect with school leadership and learn more about the campus in general. We look forward to building on this initial momentum through continued family outreach efforts throughout the year. Establishing strong partnerships with families will remain a key component of supporting student success and fostering a positive school culture.

Resolving Scheduling Challenges

One of our primary operational focuses at the start of the school year has been addressing scheduling issues that impacted students and teachers. Our team worked diligently to review schedules, identify conflicts, and implement solutions to ensure students were placed in appropriate courses and instructional groups.

Through collaboration between administration, counselors, and our operations team, we strongly believe moving forward; we have implemented a plan that will improve schedule accuracy and reduce disruptions to student learning. These efforts will create greater stability for students and teachers while supporting the successful implementation of our academic programs, including WIN Time and Level Up Time.

Looking Ahead

As we move forward, TVAH Middle School remains committed to continuous improvement in instruction, intervention, and student support. Our focus will remain on maximizing the impact of

WIN Time and Level Up Time, strengthening PLT practices, fostering meaningful family engagement, and maintaining efficient operational systems that support learning for all students.

We are excited about the progress already being made and look forward to building on this strong start to the school year.

High School

Level-Up Courses Are Taking Shape!

Our Level-Up courses are looking great! The Math TSIA/ACT course is especially exciting. We've leaned heavily into the resources available through IXL, giving students opportunities to learn, practice, and grow whether they attend the live session or complete the week's lesson asynchronously.

Beginning with the End in Mind has also been a tremendous help as we've mapped out the roadmaps for these courses, ensuring that each lesson and learning experience is purposeful and aligned to the outcomes we want for our students.

We are excited to get Level-Up off the ground this week as we have already done with WIN sessions.

Growing Together Through PLT

Our teachers are becoming more comfortable with the new PLT cadence and, even more exciting, they're beginning to take risks and try strategies that may feel a little uncomfortable.

That's a true WIN-WIN! As our teachers grow, stretch, and learn, we know our students will benefit and grow right alongside them.

Getting Ready for Parent Nights

We're also excited to prepare for Parent Nights! This is a great opportunity to BE PROACTIVE in building strong, meaningful connections with our families.

We're looking forward to creating welcoming experiences, strengthening partnerships, and working together with families to support student success!

Looking Ahead

As we move into the next few weeks, we're excited to keep the momentum going! We'll continue refining our Level-Up courses, supporting teachers as they settle into the PLT cadence, and looking for new ways to turn great instructional ideas into meaningful student growth.

Special Programs

Level Up Special Education Team: This school year we are continuing to strengthen the sense of community surrounding our students by creating more intentional connections between students, families, and staff. One exciting step is new to Texas and first of its kind. Our Case Managers host Homeroom for all students on their caseload, giving them another opportunity to build relationships with the students they support beyond traditional case management responsibilities. These consistent touchpoints allow Case Managers to stay connected to student engagement, progress, and overall success throughout the school year.

CM/Teacher Collaboration: This is at the center of this work. Case Managers are partnering closely with Inclusion Teachers who facilitate Bobcat Connect, our Social Skills program overseen by our Behavior Specialists, to create a stronger network of support for students. Allowing for true small group social skills classes with our inclusion teachers to target associated IEP goals with

intension. By connecting the work happening in Homeroom, Bobcat Connect, and the classroom, our teams can share information, identify student needs earlier, and work together to provide meaningful support. This partnership increases Case Manager involvement in the day-to-day student experience while ensuring that instruction, IEP supports, and student engagement remain connected.

DAEP Collaboration: Bobcat Connect is also expanding as an important resource for students who benefit from additional behavioral and social-emotional support. Our new IDEA Behavior Specialists are collaborating with our DAEP partners to strengthen services for special education students placed in DAEP and their families. Through this partnership, our Behavior Specialists can help ensure students continue to receive individualized behavioral supports, families remain informed and connected, and our school and DAEP teams work collaboratively to support successful transitions and continued progress.

Looking ahead: We are excited to create additional opportunities for families to learn about and connect with our special education program. On September 16, 2026, at 5:00 PM, we will host a SPED Program Overview and Supports meeting for families. This session will provide an overview of our special education program, introduce families to the different roles and supports available to students, and explain how our teams work together to support students academically, behaviorally, socially, and through the IEP process. Families will also learn more about available resources, ways to partner with their student's team, and who to contact when they have questions or need additional support. We look forward to using this event as another opportunity to strengthen the school-family partnership and ensure families feel informed, connected, and supported throughout the school year.

Career and College Prep

TVAH CTE Update: Building Momentum for Student Success

As we continue to move through the school year, we are excited to welcome both new students and new staff members to the TVAH community. Our team is committed to ensuring that every student feels connected and supported from day one.

This month, our Engagement Specialists personally welcomed every new student and family. In addition, more than **500 families** participated in our monthly Program and School Overview sessions. These events provide valuable opportunities for students and parents to learn about our comprehensive Career and Technical Education (CTE) programs and explore the many pathways available to support future college and career goals.

Students also had the opportunity to participate in a live Industry Chat with the **City of Houston**. During this engaging session, students explored potential spring and summer opportunities across a variety of career fields, including:

- Finance
- Fire Services
- Law Enforcement
- Healthcare
- Information Technology
- Legal Services
- Business and Entrepreneurship

These real-world connections help students gain insight into career pathways while building awareness of future internship, employment, and networking opportunities.

Looking ahead, Texas Career and College Prep will host a **Workforce Dual Credit Spring 2027 Information Session on September 15**. Students and families will learn how to get started with Workforce Dual Credit, including available opportunities, enrollment steps, key dates, and important requirements for participation. This session is designed to help students maximize opportunities that allow them to earn college credit and workforce credentials while still in high school.

Highlights at a Glance:

- ✓ All new students personally welcomed by Engagement Specialists
- ✓ 500+ families attended Program & School Overview sessions
- ✓ City of Houston Industry Chat connected students to multiple career fields
- ✓ Workforce Dual Credit Information Session scheduled for September 15
- ✓ Continued growth in student awareness of CTE pathways and career opportunities

We are off to a strong start and are excited about the opportunities ahead. The energy, engagement, and enthusiasm from our students, families, and staff continue to make this an outstanding year for TVAH CTE programs. We are truly rocking and rolling into the school year!

Counseling

TVAH Comprehensive School Counseling Program

The Counseling Department has had a strong start to the 2026–2027 school year, with teams across all grade levels focused on appropriate placement, graduation planning, acceleration, student support, and successful transitions.

Elementary School

At the elementary level, counselors have been busy welcoming our newest students and supporting successful transitions to TVAH, with particular attention given to students transferring from LSOA. Counselors are providing outreach and individualized support to help these students and families become connected to their new school community.

Middle School

Our Middle School acceleration program provides eighth-grade students with opportunities to begin earning high school credit before entering ninth grade. Currently, 192 eighth-grade students are enrolled in English I and 127 are enrolled in Algebra I. The majority of these students are enrolled based on academic qualifications.

In addition, we have a targeted acceleration pathway for students who are overage due to previously repeated grade levels. These students are able to take English I and Algebra I during eighth grade, along with several additional high school credit courses, allowing them to earn multiple high school credits before entering ninth grade. This gives students who have lost time due to grade retention an opportunity to regain academic ground and make progress toward getting back on track for an on-time graduation. Currently, 21 overage eighth-grade students are enrolled in English I and 16 overage eighth-grade students are enrolled in Algebra I through this pathway.

High School

At the high school level, we have already enrolled more than 5,000 students this semester. Our Counselor Techs have entered 825 transcripts into our systems to support these students on their journey toward graduation. Counselors have reviewed records, scheduled students, and are making continued progress toward completing graduation plans for all students.

Our Project Graduate dropout recovery program currently serves 10 students who have returned to complete their high school diploma. Students work through individualized, self-paced plans designed to move them efficiently toward graduation, and we already have students nearing completion of their first course.

Dual Credit participation remains strong, with 319 students enrolled in 941 college courses, providing students opportunities to simultaneously earn high school and college credit.

We are also excited to report that 15 students have already graduated during the 2026–2027 school year, demonstrating that our work toward graduation continues throughout the school year.

Student Resource Coordinators

Our SRCs continue to support crisis referrals while providing additional resources and wraparound support for students and families. They also create a monthly family newsletter filled with helpful community, mental health, wellness, and student support resources. The current newsletter can be viewed here: <https://app.smore.com/n/qnfr6>

Across all grade levels, the Counseling Department continues to focus on meeting students where they are—whether that means helping a new elementary student transition successfully, providing an overage middle school student with an accelerated pathway to regain academic ground, supporting high school students toward CCMR and graduation, or reconnecting students who previously left school.

HISD TVAH Updates

- 20,973 students actively engaged in the 010 campus as of 9/15/2026.
- Still waiting on College Board to approve our last AP course so the final course waiver can be submitted. TXVSN is aware of the situation.
- Authorization under SB569(TEC30B) will be presented to the board this month.



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Rosalyn Petry

Rosalyn is using Smore to create beautiful newsletters