KCS Virtual Elementary School

School District: Knox County Schools
School Year: 2022-23

Virtual School Monitoring Report

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Overall Designation and Findings

   The purpose of monitoring is to assess the strengths and areas needing improvement at each virtual school. Each year, local education agencies (LEAs) monitor the instructional, fiscal, and operational practices within their virtual schools using a state-defined series of common practices and statutory requirements. This report reflects the LEA's findings during the monitoring process. The monitoring strands and assurances can be viewed within the [Monitoring Domains](#) section of this report. Below is the LEA's overall findings and areas of notability.

School Overall Designation

☒ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Overall Findings:	*The Virtual Monitoring Team found that the Knox County Virtual Elementary School met expectations with a score of 97.5%. We only found one indicator, Instructional Practices and Procedures 1 from Strand 1.1, that was not fully met. Since SY2122 was the school's first year of existence, all data served as baseline data for the school. However, when reviewing the SY2122 School Plan, we found that the school did not meet all of their goals.*

Strengths:	*There are two strengths that stand out as contributing factors to the success of the school thus far this year: communication and relationships. The teachers at the school are expected to call parents on a regular basis concerning attendance, grades, and the well-being of the students. The administration and the school social worker also make calls in regard to those same areas. Additionally, the school makes daily, consistent use of Parent Square, the district's automated call platform, to inform parents of school-wide events, student absences, and other announcements. The other strength, relationships, is deeply rooted in communication. The Virtual Elementary School offers a social recess time built in around lunch time. This time allows teachers to lead fun activities for the students that get them up and moving in order to meet the Physical Education requirement and also allows teachers to check in on the physical and emotional well being of the students.*

Notable Areas for Improvement:	*Based on the SY2122 data, the area of notable improvement is the overall student success rate. The overall success rate, 32%, was 7.7% below the district. The team noted that 2 of the 3 core content areas, math, and science, fell below the district success rate in each subject area; math is the area in biggest need of improvement as it was 9.5% below the district's success rate. One reason provided was that a number of the students who enrolled with KCS Virtual Elementary were previously chronically absent and had lower performing scores due to missed instruction. Many of the students have health conditions or special circumstances that have impacted regular school attendance and caused a number*

	of skill deficits or gaps. The school is recording lessons to provide additional access to the learning for students who miss and is utilizing RTI2 and small group instruction to address skill deficits and provide remediation. Fidelity checks are routinely implemented with integrity to ensure that state approved intervention materials are being made and student attendance is being addressed through the Whole Child Team, with the teacher making contact after every absence. They are diligently working to make academic improvements.

Plan to Address Notable Areas for Improvement:	*KCS Virtual Elementary is working to continue supporting teachers in the use of effective strategies that target foundational skills in the early grades. Utilizing weekly PLCs to look deeply at student work allows the teachers to gain valuable insight into skill gaps and areas to target in small groups and in the intervention setting. This allows for continued differentiation based on student needs. The school will continue its work with NIET to provide clarity in student learning and in clear success criteria that supports students' progress toward mastery of the standards.*

Domain 1 Findings: Instruction

☒ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	*As with the KCS Virtual Middle and High Schools, the VIrtual Elementary School utilizes a variety of methods to track student progress toward Tennessee academic standards. Classroom instruction is aligned to both district and state standards and expectations. The school RTI2 interventions are developed based on benchmark data and district approved curriculums are used and monitored for fidelity to support targeting skill gaps and areas of deficit. Teachers monitor student progress on a daily basis through the analysis of student work, as well as formative and summative assessments. The school utilizes weekly professional learning communities for collaborative planning and professional learning focused on grouping, student ownership, analyzing student work/data, and setting student goals. The PLC structure is aligned with state standards and the TEAM Rubric and allows for the work to guide and inform instructional focuses and shifts to support all students.*

Notable Areas for Improvement:	*Based on the SY2122 data, the area of notable improvement is the overall student success rate. The overall success rate, 32%, was 7.7% below the district. The team noted that 2 of the 3 core content areas, math, and science, fell below the district success rate in each subject area; math is the area in biggest need of improvement as it was 9.5% below the district's success rate.*

Domain 2 Findings: Fiscal Management

☑ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	*The Virtual Elementary School is funded by the Knox County School District and is provided allocations based on the student population and the number of teachers on staff. The district has worked with them to provide the school what is needed to enable the students to be successful virtual students. Additionally, they are a Title 1 school. They are good stewards of their district money as well as their Title 1 funding.*

Notable Areas for Improvement:	KCS Virtual Elementary School is continuing to have a more identified student population size. They are encouraged to continue identifying recurring budget needs from this school year and the previous year that can help with the development of a regular annual budget in the future.

Domain 3 Findings: School Operations

☑ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	The Knox County Virtual Elementary School goes above and beyond in supporting students who have IEPs, who are identified as EL, and those who are medically fragile. The school provided evidence to show that student's individualized learning plans were being created and followed with fidelity and in accordance with all district policies and state laws. The school schedule and students' schedules demonstrated that supports were built in and that additional supports were provided through the asynchronous learning/tutoring time. The previous year's data showed that students in this category made gains and that some of the gains were higher than those in the district.
Notable Areas for Improvement:	Although Chronic Absenteeism was 14.2% last year, much lower than the district and the VIrtual Middle and High Schools, there is still room for improvement. The school has made a concentrated effort to reduce that percentage for SY2223. The school began the year by addressing absenteeism with families and clarifying how attendance is taken in the virtual setting. They have also utilized their Whole Child Team to address absenteeism and help develop plans with families to increase student attendance. They continue to utilize support staff and the school social worker to add additional layers of communication with families regarding student's attendance. The school has seen improvements in student attendance and is encouraged to continue addressing chronic absenteeism.

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	17
Number of Non-compliant Assurances	17

Number of Applicable Indicators as Determined by the LEA:	20
Number of Fully Met Indicators:	19

Number of Partially Met Indicators:	1
Number of Indicators Not Met:	0

School Contact Information

Knox County Schools

KCS Virtual Elementary
Monitoring – 2022-2023

School Primary Point of Contact	
Principal's Name: Jennifer Garrett	Principal's Phone Number: (865) 622-3902
School Mailing Address: 600 N. Chilhowee Dr.	Principal's Email: jennifer.garrett@knoxschools.org
School's Primary Point of Contact (if not principal): Jennifer Garrett	School's Primary Point of Contact (if not principal) Phone:
School's Primary Point of Contact (if not principal) Email: jennifer.garrett@knoxschools.org	(865) 622-3902

LEA Primary Point of Contact	
LEA Primary Point of Contact Name: Sallee Reynolds - Region 5 Supervisor **Virtual Monitoring Team** Anne Stinnett - Math Specialist Sarah Kosak - ELA Facilitator Katherine Shultz - Social Studies Supervisor Andrea Berry - Science Supervisor Inna Slisher - ELL Supervisor Michelle Flynn - Special Education Supervisor Dexter Murphy - Region 5 Director	LEA Primary Point of Contact Phone Number: (865) 594 -1717
LEA PPOC Title: Region 5 Supervisor.	LEA Primary Point of Contact Email: sallee.reynolds@knoxschools.org

School Snapshot

School Name:	KCS Virtual Elementary School	Years In Operation:	1
Total Current Enrollment:	118	Grades Served:	1-5

Enrollment Types Accepted: *Choose all that apply* *See appendix A for definitions of terms*	■ In-district	☐ Out-of-district	☐ State-wide
Primary Instructional Model: *Choose all that apply* *See appendix A for definitions of terms*	■ Synchronous	☐ Asynchronous	☐ Bisynchronous	☐ Hybrid

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	0	0	0	0.
1st Grade	7	0.	0	4
2nd Grade	19	0	3	7
3rd Grade	24	0	6	13
4th Grade	29	0	3	10
5th Grade	39	0	10	17
6th Grade	N/A	N/A	N/A	N/A
7th Grade	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	N/A
9th Grade	N/A	N/A	N/A	N/A
10th Grade	N/A	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A	N/A
12th Grade	N/A	N/A	N/A	N/A

Domains and Strands At-a-Glance

The purpose of monitoring is to assess the strengths and areas needing improvement at each virtual school. This report reflects the current state of the virtual school being monitored.

Each virtual school is monitored to determine an overall designation through a series of domains and strands as categorized below:

- Domain 1: Instruction

    o   Assurances

    o   Strand 1.1: Instructional Practices & Procedures

- Domain 2: Fiscal Management

    o   Assurances

    o   Strand 2.1: Fiscal Budgeting

- Domain 3: School Operations

    o   Assurances

    o   Strand 3.1: Attendance

    o   Strand 3.2: Enrollment

    o   Strand 3.3: Staffing & Operations

    o   Strand 3.4: Technology & Instructional Materials

    o   Strand 3.5: Special Populations

Designation Methodology

The LEA will assign the virtual school a designation level based on the percentages of applicable indicators and assurances as indicated in the table below. Use the tables and formula below to calculate the school designation level.

Designation Levels		
Meeting Expectations = 80-100% of Indicators Met	**Approaching Expectations =** 60-79% of Indicators Met	**Below Expectations =** Below 60% of Indicators Met

Formula for calculating school designation levels:

$$Designation\ Level\ =\ \left(\frac{Sum\ of\ Indicator\ Ratings + Sum\ of\ Assurance\ Ratings}{\#\ of\ Applicable\ Indicators + \#\ of\ Assurances}\right) \times 100$$

Assurance Rating Table

Each monitoring domain has associated assurances that are drawn from Tennessee statutes and Tennessee State Board of Education (SBE) rules. The included assurances are indicators of statutory and regulatory compliance and are not an exhaustive list of statutes, rules, or regulations that govern virtual schooling. For each assurance, the LEA's director of schools or their designee will choose either yes or no signifying compliance or non-compliance. If non-compliant assurances are identified, the LEA's director or schools or their designee must provide a statement outlining the steps the LEA and/or virtual school will take to come into compliance with the non-compliant assurance. The LEA will assign a numeric value to each assurance based on the tables below.

Compliant with Assurance	Non-compliant with Assurance
− The LEA's director of schools or their designee attests that the virtual school is fully compliant with the listed assurance.	−

Numeric Value of Assurance Ratings	
Compliant with assurance = 1	Non-compliant with Assurance = 0

Indicator Rating Table

LEAs will rate how the virtual school aligns to each applicable indicator within the monitoring strands. The LEA will assign a numeric value to each applicable indicator based on the tables below. Certain indicators may not be applicable to the virtual school; these indicators should not have a numeric value assigned and should be marked as "Indicator Not Applicable".

Fully Meets the Indicator	Partially Meets the Indicator	Does Not Meet the Indicator	Indicator Not Applicable
− School provides evidence that aligns **fully** with the elements addressed in the indicator − Provided evidence shows fulfillment or compliance of the indicator − One or more pieces of evidence are provided	− School provides evidence that aligns **partially** with the elements addressed in the indicator − Provided evidence shows progress towards fulfillment or compliance of the indicator − One or more pieces of evidence are provided	− School does not provide evidence that satisfies the elements addressed in the indicator − School provides evidence that does not address the indicator − School does not provide evidence	− The indicator is not applicable due to grade-level configuration − The indicator is not applicable due to absence of previous year accountability data − The indicator is not applicable due to LEA policy Note: LEA must enter rationale when choosing indicator not applicable.

Numeric Value of Indicator Ratings			
Fully Meets the Indicator = 1	Partially Meets the Indicator = .5	Does Not Meet the Indicator = 0	Indicator is Not Applicable = No Numeric Score

Accountability Data

School accountability data is taken directly from the Tennessee State Report Card and reflects the prior year's data. Schools that opened in the current academic year will not have state report card data; the LEA should put N/A in this section for these schools.

URL to School's Tennessee State Report Card

Last year was the first year no report card available

Graduation Rate
(if applicable for grades served)

Graduation Rate measures the percentage of students that are graduating in four years and whether this percentage is increasing from one year to the next.

School Graduation Rate	District Average Graduation Rate
N/A	90

Ready Graduate (College and Career Readiness)
(if applicable for grades served)

Ready Graduate measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next. The CTE concentrators rate represents the percentage of graduates who concentrated in a Career and Technical Education program of study.

School Ready Graduate Rate	District Ready Graduate Rate
N/A	43.6
School Average ACT Composite Score	District Average ACT Composite Score
N/A	20.4
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
N/A	53.7

Overall Academic Growth

Student growth measures the academic growth rates of groups of students from year to year. Schools are rated as Level 1 through Level 5. Level 1 indicates significant evidence that students are making less than expected growth while Level 5 indicates significant evidence that students are making more than expected growth.

School Wide Growth Score	District Wide Growth Score
1	2

Success Rate

Success rate represents the percentage of students that scored on track or mastered on annual state tests.

Overall School Success Rate	Overall District Success Rate
32	39.7

Academic Achievement by Subject

Academic achievement is the percentage of students performing on grade level on state assessments as well as the improvement in this percentage from one year to the next.

School ELA Achievement Percent	District ELA Achievement Percent
42.4	41.7
School Math Achievement Percent	District Math Achievement Percent
22.7	32.2
School Social Studies Achievement Percent	District Social Studies Achievement Percent
N/A	N/A
School Science Achievement Percent	District Science Achievement Percent
40.3	45.6

Chronic Absenteeism	
The chronic absenteeism rate is the percent of students who are chronically absent.	
School Percent of Chronically Absent Students	District Percent of Chronically Absent Students
14.2	27

Overall Progress on English Language Proficiency	
Progress on English language proficiency rate indicates the percent of English Language Learners who are demonstrating growth in their ability to read, write, listen to, and speak English.	
School Progress of English Language Proficiency Rate	District Progress of English Language Proficiency Rate
N/A	42.3

Staffing	
Number of Teachers in Virtual School	
12 General Education Teachers, 3.5 Related Arts Teachers, and 2.5 Special Education Teachers	
Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
7:1	13:1

Monitoring Domains

Domain 1: Instruction

Assurances

1. The virtual school uses technology to deliver a significant portion (majority) of instruction to its students via the Internet in a virtual or remote setting.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

2. The virtual school provides access to a sequential curriculum that meets or exceeds the academic standards adopted by the State Board <u>utilizing state-approved textbooks and instructional materials</u> unless a waiver has been granted to the LEA in accordance with T.C.A. § 49-6-2206 and State Board Rule 0520-01-18.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

3. The virtual school provides instructional materials and ensures access to necessary technology, such as a computer, printer, and Internet connection, to each family with a student enrolled in the virtual school.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

Students are provided with a touchscreen chromebook and wireless hotspots as needed. Printers are not provided for students since we use a LMS that allows students to complete course work digitally. If a need for printed materials exists the school provides printed materials to the student.

4. The virtual school provides the same length of time for learning opportunities per academic year that is required under T.C.A. § 49-6-3004 for public school students (minimum of 180 days of instruction and 6.5 hours per day).

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

5. The virtual school fully complies with requirements for physical activity and physical education pursuant to T.C.A. § 49-6-1021(e)-(f) and State Board Policy 4.206.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

6. The virtual school fulfills the requirements to implement the Response to Instruction and Intervention (RTI[2]) framework adopted by the State Board in accordance with State Board Rule 0520-01-03-.09.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

Domain 1: Monitoring Strands				

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale

				Rating:
Instructional Practices & Procedures 1 Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEAs required accountability targets.	– T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5	– Student achievement data from previous year (if available) – School level TVAAS/TCAP data (if available) – Previous year school level AMO and Double AMO targets (if available)	– Did the school meet their goals as outlined in the previous year's annual school plan? – How does the school utilize student and school accountability data in decision making? – What actions are taken when student achievement and/or growth are not on track? – What are the main factors that lead to the school's current accountability ratings?	☐ Fully Meets the Indicator ■ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Although SY2122 was the first year of existence for the VIrtual Elementary School and SY2122 data serves as baseline data for the school, the team found that the school did not meet its goals set forth in their InformTN plan. The school had a higher success rate in ELA than that of the district and their chronic absenteeism rate was 12.8% lower than that of the district. However, overall success rate and the student success rate of math and science fell below that of the district. **Evidence:** **See Accountability Data above and Visit the SY2122 Inform TN Plan for KCS VIrtual Elementary School Additional evidence in link below:**

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
				📄 **2021-22 TCAP Data...** 📄 **2022-2023 Student...**

| Instructional Practices & Procedures 2

Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.	− T.C.A. § 49-16-205 − SBE rule 0520-01-03 .05 (1)(b)(8) − TILS A3, A4, A5	− Narrative response − Pacing guides − Progress monitoring reports − Student / academic handbook − Data tracker	− How does the school ensure curricular alignment with TN Academic Standards? − How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA? − Who leads the process of tracking student progress? − What data is used to determine and define student success? − What actions are taken to support students who are not progressing appropriately? − How does the school communicate and partner with a family if the student is behind in their progress?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: The KCS Virtual Elementary School has been tracking data, sharing with students and having them take a role in discussing the data with their parents. The administration collected pacing guides to ensure that the teachers are using HQIM that are aligned to the State standards. They use Wednesdays for data chats with the staff to get them to reflect on their data and use the information to inform instruction. The Virtual Elementary School uses social recess after lunch to check in with students to monitor social/emotional/physical health as well as have the students engage in physical activity.

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
				When it is determined that students are behind academically, the Whole Child Support Team meets to determine if the student needs small group support for reading or math, tutoring in math by the Allcore tutors, or needs additional testing to determine if the student is in need of Tier 2 or Tier 3 RTI. **Evidence in the link below:** 📄 **RTI Tier Information.p...** 📄 **Grade3_Math with Da...** 📄 **2021-22 Aimsweb Dat...** 📄 **2022-23 2nd Grade P...** 📄 **2022-23 3rd Grade M...** 📄 **2022-23 All Grades Re...** 📄 **2022-23 Daily Check-I...** 📄 **2022-23 Example Aim...** 📄 **2022-23 Literacy Stan...** 📄 **2022-23 RTI Framwor...** 📄 **2022-23 Selection of I...** 📄 **2022-23 Student Mon...**

| Instructional Practices & Procedures 3

Outline a typical daily schedule for students in each of the following grade bands. Please include the percentage of time spent engaging in the following instructional models:

Grade bands:

- K

- 1st – 5th

- 6th – 8th

- 9th – 12th

Instructional models:

- Fully asynchronous

- Fully synchronous

- Bisynchronous

- Hybrid

- Other (please explain) | - TILS A2, A4 | - Student / academic handbook

- Course catalog or school master schedule

- Screenshots or exports or student schedules | - On average, how much daily instructional time is spent on a computer for each grade band?

- How are students engaging with curriculum when not on a computer?

- How does the school ensure that students stay engaged in learning when learning asynchronously?

- How does the school provide instructional differentiation virtually?

- How does the school provide high-dosage, low-ratio tutoring to virtual students? | Rating:

■ Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:
The KCS VIrtual Elementary School follows a traditional elementary schedule that meets all State requirements. They have built in a "social recess" around their lunch periods to provide students the required time for physical activity. Teachers lead the students through different movements. RTI/enrichment is built in immediately following math and ELA instruction. Elementary is fully synchronous instruction. Additionally, they work with the KCS gifted and talented department to provide additional challenges to those students who are excelling at a level above and beyond their peers.

Evidence in the link below:
📄 **KCS Virtual Elem. Sch...**
📄 **KCS BOE School Day ...**
📄 **KCS School Calendar....** |

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Instructional Practices & Procedures 4

Show how the school offers or allows an advanced or accelerated learning path for its students. | – T.C.A. § 49-16-205

– SBE Policy 2.103 (1)(22)

– TILS A5, D3 | – Advanced curriculum

– Learning path tracker

– Student / academic handbook | – How are students informed that they may work at their own pace to advance through a course?

– How do teachers manage a classroom of students on differentiated learning paths? | Rating:
■ Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:
The Virtual Elementary School does not offer any honors or accelerated classes as per Knox County Schools Policy and Procedures. However, they do work with the Gifted and Talented District Department to provide additional challenges to their students who are exceeding above their peers.

Evidence in link beow:

📄 **Gifted and Talented in...**
📄 **GT Service Delivery M...**
📄 **GT Service Delivery M...** |

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Instructional Practices & Procedures 5 Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.	– SBE Policy 2.103 (6)(3) – SBE Rule 0520-01-03-.05 – TILS D3	– Internal TCAP planning documents – Example of distributed communication – TCAP proctor training	– Describe the school's plans and approach to administer TCAP testing. – How will the school offer makeup testing for students who are absent on the day of test administration?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: All state proctored exams are taken in-person at Holston Middle School during their in-person testing. The testing site is where the Virtual Elementary School is located. All staff are trained on how to proctor the exam. When a student misses an exam, parents are called and informed when the make-up exam is scheduled. IEPs and 504s are checked prior to testing to ensure that the students accommodations are met during testing. **Evidence in link below:** ▤ TCAP Chain of Custody … ▤ Communication to fami…

Strand 1.2 - Instruction and Learning Paths				
Indicator	**Citation**	**Recommended Evidence**	**Recommended Interview Questions**	**Final Rating & Rationale:**
Instructional Practices & Procedures 6 Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12. List of EPSOs here: Early Postsecondary Opportunities (tn.gov)	– T.C.A. § 49-6-414 – SBE Rule 0520-01-03-.06 – TILS A5	– Internal tracker or database – Transcript audit schedules – EPSO catalog – Career Pathway catalog	– How does the school provide opportunity for students to track their graduation or Ready Graduate progress? – What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ■ Indicator Not Applicable Rationale and Provided Evidence: Click or tap here to enter text.

Domain 2: Fiscal Management

Assurances

1. The virtual school fully complies with T.C.A. § 49-6-3003 and State Board Rule 0520-02-01-.05 and does not charge tuition to attend the virtual school for students who live within the zone of residency of the LEA that operates the virtual school.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

2. The virtual school fully complies with State Board Rule 0520-01-02-.16 and does not require that students or families pay a fee to use equipment and/or software while receiving educational training. The virtual school does not require students or families to pay a fee for equipment insurance.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

Domain 2: Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Fiscal Budgeting 1 Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.	– TILS D2, D4	– Financial manual – Narrative – Outline of budgeting process – Budgeting needs assessment document	– Did last year's fiscal budget adequately meet the school's needs? Why or why not? – Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year's fiscal budget? – How does the school identify fiscal needs during the planning process? – Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How will the school plan for the change?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: The Virtual Elementary School is provided funds through Knox County Schools. They are provided allocations for the different departments. They are a Title 1 school. They use their TItle funds to support a technician to support families with technical questions. Additionally they use their funds for software, document cameras, etc… Hapara is one such software that has been extremely beneficial for teachers and administrators to use to help track what students are doing during the class period. Finally, there are a few conferences

Strand 2.1 - Fiscal Budgeting				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				that they will attend using Title 1 funds. **Evidence in the link below:** 📄 **Disctrict Budgeting Pl...** 📄 **FY23 KCS Virtual Elem...** 📄 **2022-23 Elem Virtual ...**
Fiscal Budgeting 2 Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.	– SBE Rule 0520-01-02-.16 – TILS D3 – [TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees](#)	– Documentation of the tuition or fee and why it is required – Documentation of communication to families	– If required, what is the tuition amount to attend the school? – List any fees that students are required to pay. – List any fees that students are asked, but not required to pay. – How has the school addressed situations in which a family is unable to pay the fees and/or tuition for enrollment and/or extracurricular activities? – How are students and parents notified of required fees before they enroll within the school?	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ⬛ Indicator Not Applicable Rationale and Provided Evidence: Tuition is not charged and students are not required to pay fees.

Strand 2.1 - Fiscal Budgeting				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
			– How are students and parents notified of required fees as opposed to requested fees?	

Domain 3: School Operations

Assurances

1. The virtual school fully complies with all compulsory attendance requirements and monitors and reports daily attendance for students enrolled in the virtual school pursuant to T.C.A. § 49-6-3007 and State Board Rule 0520-01-03-.05.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

2. The virtual school implements the establishing LEA's progressive truancy intervention plan for students enrolled at the virtual school.

   ■Yes   ☐No

   If not, what is the school's plan to come into compliance?

   Click or tap here to enter text.

3. On or before August 1 of each year, the virtual school notifies all LEAs of the enrollment of students residing within another LEA's jurisdiction. The virtual school notifies the LEA of residency within two (2) weeks when enrollment changes occur relative to students residing within that LEA of residency's jurisdiction pursuant to State Board rule 0520-01-03-.05(1)(d).

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

4. The virtual school does not enforce selective enrollment criteria for a student to attend the virtual school if the student resides within the residency zone of the LEA establishing the virtual school pursuant to T.C.A. § 49-16-211.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

5. The virtual school records and monitors class sizes and meets class size standards as established by T.C.A. § 49-1-104, State Board Rule 0520-01-03-.05(1), and State Board Policy 3.206.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

6. The virtual school ensures that students with special needs, including students with disabilities and students with limited English proficiency, are not excluded from enrolling and participating in the virtual school and receive all services required by the student's Individualized Education Program (IEP), Section 504 Plan, or Individual Learning Plan (ILP).

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

7. For each course offered, the virtual school has an assigned teacher of record who is properly endorsed and licensed to teach in Tennessee in compliance with state law pursuant to State Board Rule 0520-02-03, and State Board Policy 5.502.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

8. The virtual school annually evaluates all teachers employed by the LEA serving as teacher of record within the virtual school pursuant to T.C.A. § 49-1-302 and State Board Rule 0520-02-01.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

9. The virtual school and the LEA establishing the public virtual school maintains and provides to the Department of Education accurate records and information regarding the operation and compliance of the virtual school.

■Yes   ☐No

If not, what is the school's plan to come into compliance?

Click or tap here to enter text.

Domain 3: Monitoring Strands				
Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

Attendance 1 Show how the school tracks daily student attendance.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, D3	– Internal attendance tracking system – Student attendance data – Student / academic handbook – Note: Evidence needs to be varied – describe each method and how they interact with each other	– How does the school ensure students are engaging in 6.5 hours of learning each day? – How does the school use attendance data to support students?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: The requirement to be counted as present is a little different for the VIrtual School than it is for other KCS schools. The students must be present and engaged in the learning or are submitting assignments in order to be counted present. The teachers can track how long the students are online. Canvas allows the teachers to see when students submit assignments and are sending messages to the teacher. Every click the student makes leaves a trail - including if they are online but engaged in another activity. This is helpful when the school engages with parents. Students must click on the Canvas link prior to clicking on the TEAMS link. This provides 2 trails for student engagement and attendance. **Evidence in link below:** 📄 **View and download …** 📄 **BOE Policy Attendanc…**

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				📄 **Example of Daily Atte...** 📄 **Attendance Narrative....** 📰 **Narrative 3.3.1**

Attendance 2 Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.	− T.C.A. § 49-6-3007 − SBE Rule 0520-01-03-.05 − TILS A1, A3, A5, B3, B5	− Communication logs − Student / academic handbook − Attendance tracker/report	− What challenges have surfaced when speaking with parents regarding attendance data? − How frequently are staff required to communicate with parents/guardians?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Teachers are required to reach out to families of absent students every day. The school uses Parent Square - an automated message - that informs parents of student absences. The school social worker makes home visits when trends show that the student is not regularly attending and is trending toward chronic absenteeism. For students who are undergoing chemotherapy or physical therapy, all lessons are recorded and students still have the opportunity to fully make up all sessions. Due to the amount of communication provided by the school, the teachers and the social worker, attendance is improving. **Evidence in link below:** 🗎 **Social Worker Job Des...** 📄 **Narrative 3.1.2** 🗎 **Tier 2 Truancy.pdf**

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 3 Show how the school supports students who are chronically absent and/or truant.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, B4, B5	– Student / academic handbook – Attendance procedures	– What percentage of enrolled students are currently considered chronically absent? – What factors lead to chronic absenteeism within the school? – What steps has the school taken to support chronically absent students?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: The social worker makes home visits and parents have to sign a contract when the student is trending toward chronic absenteeism. The school works diligently to build relationships with families to ensure that students stay engaged. If/when families become homeless, they work to provide internet hotspots so that students can continue to engage in learning. Currently, they have cut their chronic absenteeism in half at the midpoint of the school year. **Evidence in link below:** 📄 **Social Worker Job Des...**

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 4 Show how the school informs students, parents, and guardians of attendance procedures.	– TILS A4, A5, B4, B5	– Parent outreach materials – Student / academic handbook	– How often do parents get updates regarding attendance? – What is the process for addressing parent feedback or a concern regarding attendance?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Attendance procedures are in the handbook and every family received a handbook at the beginning of the school year. The handbook was reviewed during an in-person open house. Additionally, teachers reviewed the information again during a virtual orientation. Parents receive updates regarding attendance on a daily basis through Parent Square and through teacher phone calls. **Evidence in link below:** 📄 **Virtual Beginning of S...** **https://drive.google.com/file/d/1aDJnQfrtbWhHv0UQXF0NdHyP-KiBTKhv/view?usp=share_link**

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Enrollment 1 Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.	– T.C.A. § 49-16-211 – T.C.A. § 49-6-3102(f) – TILS B1, D3	– Student / academic handbook – Screening Criteria	– What is the process for determining if the virtual setting is the right school for a student? – What does communication with families look like throughout this process?	**Rating:** ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The VIrtual School follows the KCS policy/procedure for revoking transfers. Transfers are revoked for attendance and academic reasons. If the student is attending and making progress, they may remain at the school through the terminal grade. The district and the school communicate the information about the transfer window through Parent Square. If a transfer is to be revoked, a meeting is held with the parents and the school social worker. **Evidence in link below:** ▪ **Domain 3_ Monitorin...** ▪ **KCS Student Transfer ...** ▤ **Narrative 3.2.1** ▤ **Domain 3: Monitoring...**

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Enrollment 2 Show that the school has an established process for in-district student enrollment that does <u>not</u> use selective enrollment criteria as a condition for enrollment	– TILS B3, D3	– Student / academic handbook – Enrollment application that outlines process – Orientation materials – Samples of distributed communication	– Outline the school's enrollment process from the perspective of the student/family. – How does the school ensure that the student has everything needed to log in for their first day of school?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: The school follows the Knox County policy and procedure for transfer enrollment. **Evidence in link below:** 📄 **Domain 3_ Monitorin...** 📄 **KCS BOE Transfer (1)....** 📄 **KCS Student Transfer ...**
Enrollment 3 Show how the school ensures or completes the following: – that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment – communicates a timeline and process for out-of-district enrollment	– TILS B1, B4, D3	– Board Approved Policy – Student / academic handbook – Enrollment application that outlines process – School created communication documents – Screenshot of website showing out-of-district enrollment information	– How does the school ensure that its out-of-district (non-residency) enrollment procedures align to LEA policy? – How does the school ensure the public (I.e., families) understands how to enroll when living in an out of district area?	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ■ Indicator Not Applicable Rationale and Provided Evidence: The Virtual Elementary does not accept out of district enrollment. **Evidence in link below:** 📄 **Domain 3_ Monitorin...**

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Staffing & Operations 1 Show how the school ensures that the teacher of record for each course:: – verifies student daily attendance. – monitors the safety and well-being of their students.	– SBE Rule 0520-01-03-.05 – TILS A5, D3	– Teacher Schedules	– Explain how teachers monitor the well-being of their students. – How is this model increasing student achievement and well-being?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Attendance is taken daily. Teachers participate in weekly check-in visits to monitor and support student health. If a student is struggling, they make connections with the school counselor or the Whole Child Support Team. These check-ins provide students with an avenue to voice some things that might be going on in their lives. The counselor has been given access to the Google Documents that the teachers are using. **Evidence in link below:** ▪ **Attendance Narrative....** ▤ **Domain 3: Monitoring St...** ▤ **Narrative 3.3.1**

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Staffing and Operations 2 Show how the school: – ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers.	– TILS A2, A5, C2, C3	– TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report – Documentation of a coaching model	– How are struggling teachers identified? – What supports does the school offer struggling teachers? – What trends have been identified when supporting struggling teachers?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Observation scores are used to determine areas for refinement. They also use the data when they perform walk-throughs to see what progress is being made. They provide professional development to support teachers. The school instructional coach works closely with the teachers and the district support team works one-on-one with struggling teachers as well. Walk-throughs are also used to ensure that the teachers are using HQIM and are teaching the standards. **Evidence in link below:** 📄 **Domain 3: Monitorin...** 📄 **Teacher PD - Best Pra...** 📄 **Teacher PD - Ed Puzzl...** 📄 **Teacher PD Fall VirtC...**

Strand 3.4 - Technology and Instructional Materials				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

Tech. & Instructional Materials 1 Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.	– T.C.A. § 49-16-206 – TILS D3, D4	– Inventory tracker – Student / academic handbook – Student / family technology contract	– Describe to us the system for distributing the necessary technology to a family. – How does the school ensure every family has the proper technology before school starts?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Knox County Schools has been a 1:1 district for 3 years, providing a chromebook to every student. If families need a hot spot, the virtual school partners with the district to provide one. The school uses Canvas which provides the students with an avenue for submitting assignments online. Thus, printers are not needed. Any student who might need adaptive technology would work with the district to ensure that the technology is provided. Currently, nothing is needed. **Evidence in the link below:** ▪ **Internet Assitance .pdf** ▪ **Narratives 3.4.1.pdf** ▣ **Domain 3: Technolog...** ▪ **Example Technology ...**

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 1 Show how the school implements child find procedures in a virtual setting.	− 20 U.S.C. § 1412(a)(3) − SBE Rule 0520-01-09-.05 − TILS A3, A4, A5	− Screeners Used Student / academic handbook Data regarding special populations	− What screeners are used in the school's child find process? − Explain how the school identifies students who may have a learning disability that are not receiving special education services.	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The school follows the KCS procedures for identifying students. They begin with the RTI and S-Team processes. They involve the school psychologist if necessary and move to testing when needed. **Evidence in link below:** ▪ **TN-Special-Ed-Eligibility-F...** ▪ **Screen Shot 2022-12-04 ...** ▪ **Screen Shot 2022-12-04 ...** ▤ **Domain 3: School Mana...** ▤ **Child Find and Student Id...**

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 2 Show how the school identifies students in need of EL screening in a virtual setting. TDOE ELL guidance found here: [TDOE English Learners](#)	– Title VI of the Civil Rights Act of 1964 – SBE Rule 0520-01-19-.03 – SBE Policy 3.207 – TILS A3, B4, D3	– Screeners used – Student / academic handbook – Home language survey data	– Describe the steps that the school takes to identify students who may need EL services. – Outline the screening process for.	**Rating:** ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The Virtual School follows the same policies/procedures that Knox County Schools uses. They initiate the home language survey. If they find that additional screening is needed, they connect with the ELL department for support and screening. They utilize WIDA testing. There is a Migrant Occupational survey in the enrollment packet. **Evidence in link below:** 📄 **ESL_Program_Guide_KCS…** 📄 **Knox County Schools Ho…** 📘 **Domain 3: School Manag…** 📄 **KCS BOE ESL Policy.pdf**

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 3 Show how the school oversees the implementation of IEPs and ILPs for virtual school students..	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3	– IEP/ILP example (redacted where necessary) – Student / academic handbook	– Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** There is a large SPED population in the Virtual School. The principal spends a large portion of her job overseeing the IEPs. Because parents are in the virtual setting with their children, they know when the IEP is being implemented and when it is not. Admin, case managers and teachers meet regularly. They partner closely with the SPED support staff to ensure that everything is being implemented as required and hours are being met. All teachers receive a copy of the IEP of any student enrolled in their classes. The school receives monthly compliance emails for review and the department chair works closely with the district staff to ensure compliance. **Evidence in link below:** 📄 **Domain 3: School Mana...** 📄 **Domain 3: School Manag...** 📄 IEP Example.pdf

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 4 Show how the school ensures that student's EL and SPED services are met.	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, D3	– Schedule of EL or SPED services – Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information)	– How does the school ensure student's service minutes are being met and schedules are correct for SWDs and EL students? – How does the school execute these schedules and service minutes with fidelity?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: All IEPs and ILPS are monitored and followed. These students have access to the curriculum and are supported as required. The virtual school follows the Knox County policies and procedures. Ellevation is the platform that is used for compliance for ELs. **Evidence in link below:** **▤ Domain 3: Monitoring Str...**

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 5 Show how the school provides appropriate staff and resources to support SWD and EL students.	– ESSA, Title III § 3102 – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207	– Staffing Documents – Class Rosters	– Describe the school's staffing model and how it is meets student needs. – What resources has the school used to ensure that SWD and EL students have the supports they need?	Rating: ■ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The school is staffed according to Knox County and State policy. The ratio for staffing for EL is 1:20 and the staffing for SPED depends on caseload. The district provided OT/PT and other support. The district reviews the staffing support with the principal and provides additional support as needed. **Evidence in link below:** 📄 **Domain 3: Monitoring St…**

Appendix A: Glossary of Terms and Acronyms for Virtual School Monitoring

The acronyms and nomenclature below are used throughout the framework.

Terms	Acronym/Short Term	Meaning
Academic Achievement		The percentage of students performing on grade level or above on state assessments as well as the improvement in this percentage from one year to the next.
Advanced Placement	AP	Early post-secondary courses offered that allow students to engage with highly rigorous course work.
Annual Measurable Objective	AMO	Yearly targets for improving performance based on prior year results.
Assurances		Statements aligned to Tennessee statutes, rules, and/or guidance that virtual schools and LEAs operating virtual schools must comply with.
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.
Career & Technical Education	CTE	Career & Technical Education consists of nationally recognized career clusters with the goal of preparing students for success at the postsecondary level and in their chosen careers.
Chronically Absent		Tennessee public school students are considered chronically absent if they are absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions.
College and Career Readiness		See Ready Graduate
CTE Concentrator		A student who concentrates in CTE by at least 2 sequenced courses in a single career and technical education program or program of study.

Terms	Acronym/Short Term	Meaning
Dual Credit	DC	Statewide (SWDC) and Local Dual credit (LDC) courses are high school course aligned to a postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the postsecondary institution.
Dual Enrollment	DE	Postsecondary course taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty.
Early Post-Secondary Opportunities	EPSO	A course and/or exam that give students a chance to obtain postsecondary credit while still in high school.
Economically Disadvantaged	ED	Students identified as participants in federal/state income/nutrition programs (e.g., TANF, SNAP), or students that meet categorical eligibility through their status as foster care, homeless, migrant, and/or runaway students.
English Learner	EL	Student identified by the LEA that have a native language other than English. EL student needs and placement can range across a spectrum of ESL/ELL services.
Graduation Rate		Measures the percentage of students that are graduating in four years and whether this percentage is increasing from one year to the next.
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.
Individual Learning Plans	ILP	A document that describes an EL student's academic and language needs and goals.
Individualized Education Plan	IEP	A document that identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported.
Individuals with Disabilities Education Act	IDEA	A federal law that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.
In-district Enrollment		Enrollment option for students who reside within the zone of residency of the LEA establishing the virtual school.
Inform TN		A data and planning system that districts use to review accountability data and enter school/district plans.
Local Education Agency	LEA	The school district that oversees the virtual school.
Monitoring Domain	Domain	High-level topics that LEAs operating a virtual school are statutorily obligated to monitor on an annual basis. The domains are divided into monitoring strands.

Terms	Acronym/Short Term	Meaning
Monitoring Framework		A series of documents that define and outline standardized monitoring practices for virtual schools and LEAs operating virtual schools.
Monitoring Indicators	Indicator	Items aligned with state statute, regulation, and/or TILS that LEAs will use to determine if the school is meeting the LEA's operational expectation.
Monitoring Strand	Strand	Topics that LEAs should focus on when monitoring their virtual schools. Strands are high-level topics that are divided into monitoring indicators.
Out-of-district Enrollment		Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the LEA establishing the virtual school.
Ready Graduate		Measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next.
State-wide Enrollment		Enrollment option for students who reside outside the zone of residency of the LEA establishing the virtual school and do not reside in a contiguous county, municipality, or city.
Students With Disabilities	SWD	A student who has been identified to have a disability that affects their academic progress.
Success Rate		The one-year success rate represents the percentage of students that scored on track or mastered on annual state tests.
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.
Tennessee Comprehensive Assessment Program	**TCAP**	Tennessee Comprehensive Assessment Program includes TNReady assessments in math, English language arts, social studies, and science, as well as alternative assessments, like MSAA and TCAP-Alt, for students with special needs.
Tennessee Instructional Leadership Standards	TILS	Core performance indicators of ethical and effective instructional leaders.
Tennessee Value-Added Assessment System	TVAAS	Tennessee accountability component that measures student growth year over year.
Virtual Instruction		Instruction that is asynchronous, synchronous, or bisynchronous.