



Maryville Virtual School

School District: Maryville City 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

<input checked="" type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
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Overall Findings:

Based on the overall results of Maryville Virtual School's monitoring, the team has designated MVS as Meeting Expectations. During its first year of implementation, Maryville Virtual School has met and exceeded its goal of meeting the needs of students and providing strong academic coursework for students who seek an alternative learning environment. The evidence provided throughout the monitoring process clearly supports a student-centered environment with focus on engagement and strong communication. The administrator shared multiple examples of students who, in the traditional school environment, struggled academically, socially, or with attendance; however, these students are now exceling at Maryville Virtual School. With a total of 63 enrolled students, it's important to note the diversity of students ranging from grades 2-12. 11 students have an IEP; 4 students have a 504; students are enrolled in 10 AP courses; 1 student is enrolled in a Dual Enrollment course, and 1 student is earning credit through Work-Based Learning. Extending beyond academics, MVS students include a professional jazz pianist, a championship rower, students with extensive past disciplinary infractions, and students suffering from anxiety and depression. The staffing of Maryville Virtual School includes an administrator, 1 part-time bookkeeper/registrar, 1 part-time teaching assistant, 1 part-time teacher (grades 2-5) for RTI and SPED, 1 504 coordinator, 1 part-time teacher (grades 6-8), 1 part-time SPED case manager and 9-12 teacher, 26 adjunct teachers, 1 guidance counselor (as needed), and 18 adjunct course builders. Although a virtual school, academic support is provided four hours each day, on-site, for students who may be struggling with academics or attendance. Classroom space is available for one-on-one or small group tutoring and five different group sessions, such as Mindful Mavericks and Algebra 1. The monitoring process highlighted the quality instructional, fiscal, and operational practices of Maryville Virtual School and its adherence to guidelines that support students' strong educational opportunities and experiences.

Maryville Virtual School's overall strengths center around maximizing student success and the consistent monitoring of students as they progress toward mastering TN academic standards. Although benchmark assessments, given three times each year, provide a snapshot of student mastery, weekly monitoring of student progress provides teachers with the opportunity to deliver targeted virtual and in-person tutoring. For example, detailed course reports and pacing guides provide data that includes completed assignments, timelines, and scores. Based on a student's progress, he or she may require additional support ranging from virtual daily check-in's to in-person tutoring. A tutoring log, for students attending in-person tutoring, is an additional method to provide targeted, quality instruction to assist students with individual academic needs. For elementary students, MVS teachers utilize Common Curriculum to track standards to determine the level of intervention and support that is necessary for student mastery. Although a virtual school, providing in-person support for students is a priority of both the school and district. In addition to providing opportunities for students who are not progressing at a satisfactory rate, Maryville Virtual Schools offers differentiated, accelerated learning paths for its students through Advanced Placement, Honors, and Dual Enrollment coursework. A MVS Family Handbook and Scholar's Preparatory Guide details advanced curriculum offerings and guidelines for students who wish to work ahead.

Strengths:

Maryville Virtual School strongly and effectively supports students with Individualized Education Plans through an on-sight special education teacher who provides direct services to students including intervention and study skills support. A 504 coordinator oversees support services to students with 504 Plans and assists with establishing uniformity of practices and procedures.

An additional strength of Maryville Virtual School is the depth, frequency, and methods of communication. During the enrollment process, parents and students are required to attend an orientation where students receive recommended daily schedules based on grade band, proficiency and required credits for graduation and Ready Graduate. Precise and detailed information is shared regarding attendance expectations, including in-person requirements for state assessments and applicable tuition and/or fees required for attendance. In addition to the in-person orientation, parents and students receive communication through the MVS Family News newsletter that is published weekly. This weekly communication provides important dates (breaks, testing, etc.), in addition to recognizing student achievements. Individual communication with parents and/or students is always initiated if a student is struggling with attendance or academics.

Maryville Virtual School recognizes the necessity of student engagement to achieve success. Attendance requirements are clearly communicated through the MVS Family Handbook and during the initial orientation. Daily attendance, monitored by work completion and time-on-task, is submitted by teachers through a Microsoft Form, and the Maryville Virtual School administrator maintains an

attendance tracker spreadsheet. Prior to a student being identified as chronically absent or truant, the MVS administrator and the student's instructors will have taken measures to address the absences. These measures may include, but are not limited to, attending MVS in-person, un-enrolling from MVS, meeting with the Maryville City Schools Attendance Coordinator, and filing truancy. The success of Maryville Virtual School, during its first year of implementation, is a reflection of the emphasis placed on meeting the needs of individual students and providing them with the tools for success. Maryville Virtual School is not a "one size fits all" school; rather, it is composed of a diverse range of students who seek a variety of experiences and opportunities, in addition to flexibility, as they work toward graduation. MVS effectively provides equity and access to all students in a virtual setting through both resources and supports, including a school-issued laptop and a hotspot for internet access, if needed.

Notable Areas for Improvement:

Maryville Virtual School is a grades 2-12 school, and the grade span requires precise tracking from elementary age through graduation. Maryville Virtual School seeks to align with both Maryville Junior High School and Maryville High School in its offerings of Ready Graduate opportunities, and tracking students who are not in a traditional brick and mortar building can be a challenge, particularly for students who have not been in Maryville City Schools during grades 9-12. A second area for improvement is fiscal budgeting. As a first year school, predetermining an accurate budget based on anticipated needs also proved to be a challenge, particularly with increasing student enrollment during the weeks before the beginning of the school year. First year purchases, such as curriculum, along with office supplies and materials were purchased to meet the needs of students and staff. The cost of major yearly purchases, including graduation supplies, online subscriptions/licenses, etc. were also difficult to predetermine.

Plan to Address Notable Areas for Improvement:

Although Maryville Virtual School tracks graduation requirements and Ready Graduate indicators to assist students with obtaining EPSO's, the process will be improved to increase transparency for students and families. This increase in transparency will be achieved through a District College and Career Coordinator who will provide support to Maryville Virtual School in developing cohorts of graduates who have earned postsecondary credits while in high school and are equipped with the skills for success in postsecondary learning and education. Expanded personalized advisement practices will enhance clear communication that explains pathways/experiences students may choose based on their current college and career interests. Implementing a digital tool, like YouScience, will open personalized pathways for students by uncovering student aptitudes and connecting them to

educational pathways. Analysis of YouScience data will assist in determining course needs and other opportunities to support student interests and promote clear communication to all families regarding opportunities within CTE pathways, dual enrollment, digital CTE course offerings, Advanced Placement, apprenticeship and career connections within the community, and refined course offerings. Maryville Virtual School will improve fiscal budgeting by reviewing and identifying first-year needs and yearly purchases that will need to be maintained, as well as data trends predicting future student enrollment. A process will be implemented to analyze goals to prepare a budget that aligns with them and identify expenses. Considerations such as purchase of additional software/curriculum, hiring additional teachers, and increased student enrollment will be crafted into the budget that supports both short and long-term goals.

Domain 1 Findings: Instruction

Meeting Expectations

Approaching Expectations

Below Expectations

Strengths:

Maryville Virtual School's strengths in *Domain 1: Instruction* are driven by student-success and progression towards mastery of standards. Data from benchmarks, attendance, time-on-task, and academic performance is utilized to support students who are not progressing at an expected or appropriate rate. Although MVS is a virtual school where students work asynchronously, individual and/or group tutoring is available for 4 hours each day by a certified teacher. Communication with parents and students is consistent and targeted to assist students in meeting expectations for performance and attendance. Effective tools, including a One Note Notebook Student Achievement/Engagement Tracker, sample pacing guides from Edgenuity, RTI Progress monitoring reports, tutoring logs, and standards trackers in PowerSchool assist the MVS administrator and teachers in accurately tracking student progress and achievement. MVS seeks to serve the needs of all students, and this is evidenced through the services provided through Special Education teachers, a 504 coordinator, and RTI services. Students who wish to pursue an advanced, accelerated or differentiated learning path may select courses from the Scholar's Preparatory Guide including: Advanced Placement, Honors Dual Enrollment, Work Based Learning, and apprenticeships. Curricular alignment with TN Academic Standards and progression for those standards is achieved through strong differentiated instruction and course offerings, along with effective tracking of students.

Notable Areas for Improvement:

Notable areas for improvement in *Domain 1: Instruction* revolve around the tracking of graduation and Ready Graduate progress. Although tracking of graduation and Ready Graduate progress is occurring, transparency will allow students and parents to track progression. Tracking will also be improved with the purchase of software/platform to increase student and parent knowledge of CTE pathways, EPSO opportunities, and focus areas. Monitoring of data in this area of improvement will reveal an increased percentage of Ready Graduate students, increased percentage of students earning EPSO's, increased parent communication and engagement opportunities regarding college and career pathways, and targeted goals for students' educational plans.

Domain 2 Findings: Fiscal Management

✓ Meeting Expectations

☐ Approaching Expectations

☐ Below Expectations

Strengths:

Communication regarding applicable tuition or fees that students must pay to attend Maryville Virtual School is both clear and easily accessible to both parents and students. All fees and charges are in compliance with T.C.A. 49-6-3003, State Board Rule 0520-02-01-.05, and State Board Rule 0520-01-02.16. Applicable tuition and fees are provided to parents before the enrollment process and during the enrollment process in the Maryville Virtual School Parent Handbook, on the Maryville City Schools website, at registration, and during the orientation presentations.

Notable Areas for Improvement:

Maryville Virtual School registered its first students for the 22-23 school year. Establishing a new school in which students are learning virtually and asynchronously was a new experience for Maryville City Schools; therefore, predetermining an accurate fiscal budget was challenging. Securing faculty and staff to both teach and develop high-impact learning experiences for students was and is a priority; however, fluctuating, increased student enrollment in grade bands made it difficult to establish a concrete budget. For example, recent enrollments in the middle school grades will require transitioning a current half-time teacher to full-time instruction. Improvement to the budget process will also be achieved with the knowledge of one-time purchases necessary for establishing a virtual school that also provides space for in-person individual tutoring and group sessions, along with major purchases. Yearly software subscriptions for digital learning are now established, and additional on-going budgetary needs are being documented. As MVS enters the 2023-24 school year, a process for the development of an accurate fiscal budget will be implemented, with considerations made in anticipation of an increased number of student enrollments.

Domain 3 Findings: School Operations

✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	<p>During the monitoring process, the committee recognized the strength of Maryville Virtual School's process for student attendance, enrollment, and access. Moreover, the attainment of qualified and certified teachers is a reflection of both the Maryville City Schools District and the administrator at Maryville Virtual School's communication and vision of short and long-term goals for student success and achievement. Time-on-task accountability provides teachers with the necessary data to provide accurate attendance for each student. Strong and defined accountability measures are in place to prevent chronic absenteeism and/or truancy that progresses from communicating with parents to requiring students to attend in-person, and finally involving the district's attendance coordinator. The process of reporting absences is clearly defined and communicated with parents in the Maryville Virtual School Family Handbook and during the initial orientation presentation. With student success as a priority, procedures and guidelines are in place to determine if and when a student is no longer eligible for virtual instruction. Prior to the administrator's recommendation for returning a student to his or her zoned school for traditional learning and instruction, numerous interventions have taken place including: meetings with students and families; tutoring and group sessions, reporting to MVS to complete assignments in-person, and targeted RTI. Maryville Virtual School recognizes that the quality of technology and access to online resources is vital to the success of any student who pursues digital instruction. Upon enrollment, each student receives a laptop, a student email address, and a hotspot (if needed). The monitoring process exposed a variety of processes and procedures, developed during the planning of MVS, that promote student success.</p>	
Notable Areas for Improvement:	<p>Although established processes are in place for enrollment procedures, the communication of the processes and accessibility to registration materials is an area for improvement. Most families seeking to enroll a student in Maryville Virtual School will access the district website to locate information for both in-district and out-of-district enrollment. Although information about Maryville Virtual School is available, expanding the available information and materials on the website will provide clarity about the enrollment processes and materials for parents and students.</p>	

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	17
Number of Non-compliant Assurances	0

Number of Applicable Indicators as Determined by the LEA:	22
Number of Fully Met Indicators:	20
Number of Partially Met Indicators:	2
Number of Indicators Not Met:	0

School Contact Information

Maryville City Schools

Maryville Virtual School]

Monitoring – 22-23

School Primary Point of Contact	
Principal's Name: Deana Bishop	Principal's Phone Number: 865-681-2289
School Mailing Address: 715 Lamar Street, Maryville, TN 37804	Principal's Email: deana.bishop@maryville-schools.org
School's Primary Point of Contact (if not principal): Click or tap here to enter text.	School's Primary Point of Contact (if not principal) Phone: Click or tap here to enter text.
School's Primary Point of Contact (if not principal) Email: Click or tap here to enter text.	

LEA Primary Point of Contact	
LEA Primary Point of Contact Name: Amy Vagnier	LEA Primary Point of Contact Phone Number: 865-982-7121
LEA PPOC Title: Assistant Director of Schools	LEA Primary Point of Contact Email: amy.vagnier@maryville-schools.org

School Snapshot

School Name: Maryville Virtual School Years In Operation: 0

Total Current Enrollment: 63 Grades Served: 2-12

Enrollment Types Accepted: In-district Out-of-district State-wide
Choose all that apply
See appendix A for definitions of terms

Primary Instructional Model: Synchronous Asynchronous Bynchronous Hybrid
Choose all that apply
See appendix A for definitions of terms

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	0	0	0	0
1st Grade	0	0	0	0
2nd Grade	2	0	1	1
3rd Grade	0	0	0	0
4th Grade	3	0	1	2
5th Grade	2	0	1	1
6th Grade	6	0	2	3
7th Grade	6	0	0	2
8th Grade	6	0	0	3
9th Grade	15	0	4	4
10th Grade	12	0	3	1
11th Grade	8	0	1	2
12th Grade	3	0	0	0

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:

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

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.

<i>Compliant with Assurance</i>	<i>Non-compliant with Assurance</i>
– The LEA's director of schools or their designee attests that the virtual school is fully compliant with the listed assurance.	– The LEA's director of schools or their designee attests that the virtual school is not fully compliant with the listed assurance.

Numeric Value of Assurance Ratings	
<i>Compliant with assurance = 1</i>	<i>Non-compliant with Assurance = 0</i>

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”.

<i>Fully Meets the Indicator</i>	<i>Partially Meets the Indicator</i>	<i>Does Not Meet the Indicator</i>	<i>Indicator Not Applicable</i>
<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 	<ul style="list-style-type: none"> – 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 <p>Note: LEA must enter rationale when choosing indicator not applicable.</p>

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

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

N/A

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

96.1

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

71.5

School Average ACT Composite Score

District Average ACT Composite Score

N/A

22.9

School Percentage of CTE Concentrators

District Percentage of CTE Concentrators

N/A

61.6

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
N/A	3

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
N/A	55.8

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
N/A	64.7
School Math Achievement Percent	District Math Achievement Percent
N/A	45.5
School Social Studies Achievement Percent	District Social Studies Achievement Percent
N/A	none
School Science Achievement Percent	District Science Achievement Percent
N/A	60.7

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
N/A	8.5

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	63.7

Staffing

Number of Teachers in Virtual School

3 part-time and 26 adjunct

Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
13:1	16:1

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 utilizing state-approved textbooks and instructional materials 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?

[Click or tap here to enter text.](#)

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 (RTI²) 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
<p>Instructional Practices & Procedures 1</p> <p>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.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5 	<ul style="list-style-type: none"> – 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) 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input checked="" type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS is within its first year, thus there is no data.</p>

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 2</p> <p>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.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-16-205 - SBE rule 0520-01-03 .05 (1)(b)(8) - TILS A3, A4, A5 	<ul style="list-style-type: none"> - Narrative response - Pacing guides - Progress monitoring reports - Student / academic handbook - Data tracker 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by administering benchmarks three times a year, monitoring student grades weekly, and providing needed virtual and in-person tutoring.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • <i>"MVS Students" ONN student achievement/engagement tracker</i> • <i>Sample pacing guide from Edgenuity</i> • <i>RTI Progress Monitoring report</i> • <i>Tutoring logs</i> • <i>Standards tracker from gradebook</i>

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 3</p> <p>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:</p> <p>Grade bands:</p> <ul style="list-style-type: none"> – K – 1st – 5th – 6th – 8th – 9th – 12th <p>Instructional models:</p> <ul style="list-style-type: none"> – Fully asynchronous – Fully synchronous – Bisynchronous – Hybrid – Other (please explain) 	<p>– TILS A2, A4</p>	<ul style="list-style-type: none"> – Student / academic handbook – Course catalog or school master schedule – Screenshots or exports or student schedules 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by outlining a typical day in each grade band, providing both on-line and off-line assignments.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • Suggested Daily schedules for 2-5, 6-8, 9, and 10-12 grades from MVS Family Handbook and Scholar's Prep Guide • Student orientation presentations • Sample class schedules for 2-5, 6-8, 9, & 10-12. • Sample off-line assignments

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 4</p> <p>Show how the school offers or allows an advanced or accelerated learning path for its students.</p>	<p>– T.C.A. § 49-16-205</p> <p>– SBE Policy 2.103 (1)(22)</p> <p>– TILS A5, D3</p>	<p>– Advanced curriculum</p> <p>– Learning path tracker</p> <p>– Student / academic handbook</p>	<p>– How are students informed that they may work at their own pace to advance through a course?</p> <p>– How do teachers manage a classroom of students on differentiated learning paths?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by providing Advanced Placement, Honors, and Dual Enrollment courses and allowing students the ability to work at an accelerated pace.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide <i>showing course offerings</i> • <i>Sample pacing guide from Edgenuity</i>

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 5</p> <p>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.</p>	<ul style="list-style-type: none"> - SBE Policy 2.103 (6)(3) - SBE Rule 0520-01-03-.05 - TILS D3 	<ul style="list-style-type: none"> - Internal TCAP planning documents - Example of distributed communication - TCAP proctor training 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by administering all state testing within the MCS window, with make-up days assigned as needed.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • <i>Winter Testing communication to parents</i> • <i>22-23 Testing Plan for MVS</i> • <i>MVS Family Handbook and Scholar's Prep Guide with state testing policy</i> • <i>MVS Master Calendar with testing dates</i>

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 6</p> <p>Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12.</p> <p>List of EPSOs here: Early Postsecondary Opportunities (tn.gov)</p>	<p>– T.C.A. § 49-6-414</p> <p>– SBE Rule 0520-01-03-.06</p> <p>– TILS A5</p>	<p>– Internal tracker or database</p> <p>– Transcript audit schedules</p> <p>– EPSO catalog</p> <p>– Career Pathway catalog</p>	<p>– How does the school provide opportunity for students to track their graduation or Ready Graduate progress?</p> <p>– What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?</p>	<p>Rating:</p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input checked="" type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by tracking graduation requirements and Ready Graduate indicators. MVS is working on making this process more transparent to students and families, so they can also track the progression.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide <i>with information on graduation requirements, Ready Graduates, EPSO course marked</i>

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				<ul style="list-style-type: none"> • <i>MVS Ready Graduate Tracker spreadsheet</i>

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:
<p>Fiscal Budgeting 1</p> <p>Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.</p>	<p>– TILS D2, D4</p>	<p>– Financial manual</p> <p>– Narrative</p> <p>– Outline of budgeting process</p> <p>– Budgeting needs assessment document</p>	<p>– Did last year’s fiscal budget adequately meet the school’s needs? Why or why not?</p> <p>– Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year’s fiscal budget?</p> <p>– How does the school identify fiscal needs during the planning process?</p> <p>– Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How will the school plan for the change?</p>	<p>Rating:</p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input checked="" type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by tracking major purchases this first year and the planning for next year’s budget based on the anticipated needs. Since this is the first year of operation, the exact process is still in development.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • <i>MVS 22-23 School Budget</i> • <i>List of Major MVS Purchases in 22-23</i>

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Fiscal Budgeting 2</p> <p>Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.</p>	<p>– SBE Rule 0520-01-02-.16</p> <p>– TILS D3</p> <p>– TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees</p>	<p>– Documentation of the tuition or fee and why it is required</p> <p>– Documentation of communication to families</p>	<p>– If required, what is the tuition amount to attend the school?</p> <p>– List any fees that students are required to pay.</p> <p>– List any fees that students are asked, but not required to pay.</p> <p>– 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?</p> <p>– How are students and parents notified of required fees before they enroll within the school?</p> <p>– How are students and parents notified of required fees as opposed to requested fees?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by communicating applicable tuition and fees in the MVS Family handbook, on the website, and during registration.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide • MVS Orientation presentations

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:
<p>Attendance 1</p> <p>Show how the school tracks daily student attendance.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A4, A5, D3 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by tracking daily attendance through work completion and time on-task.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, attendance policy • <i>PS screenshot of daily and period attendance</i> • <i>Admin procedures around marking attendance</i> • MVS Attendance Form • Edgenuity weekly attendance reports

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 2</p> <p>Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A1, A3, A5, B3, B5 	<ul style="list-style-type: none"> - Communication logs - Student / academic handbook - Attendance tracker/report 	<ul style="list-style-type: none"> - What challenges have surfaced when speaking with parents regarding attendance data? - How frequently are staff required to communicate with parents/guardians? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by tracking attendance and communicating attendance through PowerSchool parent logins, Weekly Progress Reports, and the MCS truancy procedures.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, attendance policy • Chronically Absent reports • Sample truancy letters to parents

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 3</p> <p>Show how the school supports students who are chronically absent and/or truant.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A4, A5, B4, B5 	<ul style="list-style-type: none"> - Student / academic handbook - Attendance procedures 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by tracking attendance, intervening through the Academic Support Center, and following the MCS truancy procedures.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, attendance policy • Chronically absent report form PS • Academic Support Center Calendar

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 4</p> <p>Show how the school informs students, parents, and guardians of attendance procedures.</p>	<p>– TILS A4, A5, B4, B5</p>	<p>– Parent outreach materials</p> <p>– Student / academic handbook</p>	<p>– How often do parents get updates regarding attendance?</p> <p>– What is the process for addressing parent feedback or a concern regarding attendance?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by notifying parents of attendance procedures in the handbook, at orientation, and Weekly Progress Reports.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, attendance policy • Weekly Progress Report • Orientation presentations

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 1</p> <p>Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.</p>	<p>– T.C.A. § 49-16-211</p> <p>– T.C.A. § 49-6-3102(f)</p> <p>– TILS B1, D3</p>	<p>– Student / academic handbook</p> <p>– Screening Criteria</p>	<p>– What is the process for determining if the virtual setting is the right school for a student?</p> <p>– What does communication with families look like throughout this process?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by notifying parents of the Continued Enrollment Criteria in the handbook, at orientation, and having parents & students sign a copy at orientation.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, Continued Enrollment Policy • Policy signature sheet • Orientation presentations

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 2</p> <p>Show that the school has an established process for in-district student enrollment that does not use selective enrollment criteria as a condition for enrollment</p>	<p>– TILS B3, D3</p>	<p>– Student / academic handbook</p> <p>– Enrollment application that outlines process</p> <p>– Orientation materials</p> <p>– Samples of distributed communication</p>	<p>– Outline the school's enrollment process from the perspective of the student/family.</p> <p>– How does the school ensure that the student has everything needed to log in for their first day of school?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by having MVS Applications at each on-site school and application information on the website.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS website statement • MCS Application for MVS • Sample email to parent for hardship application

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 3</p> <p>Show how the school ensures or completes the following:</p> <ul style="list-style-type: none"> - 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 	<p>- TILS B1, B4, D3</p>	<ul style="list-style-type: none"> - Board Approved Policy - Student / academic handbook - Enrollment application that outlines process - School created communication documents - Screenshot of website showing out-of-district enrollment information 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by having tuition application information on the website and a form that is sent out when requested.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS website statement • MCS Tuition Application for MVS • MCS Board Policy on tuition

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
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<p>Staffing & Operations 1</p> <p>Show how the school ensures that the teacher of record for each course::</p> <ul style="list-style-type: none"> - verifies student daily attendance. - monitors the safety and well-being of their students. 	<ul style="list-style-type: none"> - SBE Rule 0520-01-03-.05 - TILS A5, D3 	<ul style="list-style-type: none"> - Teacher Schedules 	<ul style="list-style-type: none"> - Explain how teachers monitor the well-being of their students. - How is this model increasing student achievement and well-being? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by verifying daily attendance through the front office and communicating with families when grades or attendance drop.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, attendance policy • PS screenshot of daily and period attendance • Admin procedures around marking attendance • MVS Attendance Form • Edgenuity weekly attendance reports • MVS Students ONN
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Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Staffing and Operations 2</p> <p>Show how the school:</p> <ul style="list-style-type: none"> – ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers. 	<ul style="list-style-type: none"> – TILS A2, A5, C2, C3 	<ul style="list-style-type: none"> – TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report – Documentation of a coaching model 	<ul style="list-style-type: none"> – How are struggling teachers identified? – What supports does the school offer struggling teachers? – What trends have been identified when supporting struggling teachers? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by verifying teachers are trained on TN State Standards and identifies and supports teachers through the TIGER Evaluation process.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Teacher Evaluation ONN

Strand 3.4 - Technology and Instructional Materials

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Tech. & Instructional Materials 1</p> <p>Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.</p>	<p>– T.C.A. § 49-16-206</p> <p>– TILS D3, D4</p>	<p>– Inventory tracker</p> <p>– Student / academic handbook</p> <p>– Student / family technology contract</p>	<p>– Describe to us the system for distributing the necessary technology to a family.</p> <p>– How does the school ensure every family has the proper technology before school starts?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by providing each student with a laptop, (if needed) WIFI Hotspot, and the ability to come into MVS to print.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Family Handbook and Scholar's Prep Guide, Technology Hardware, and Support policy • MVS Family Handbook and Scholar's Prep Guide, Printing and Picking Up Supplies section • Orientation presentations

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 1</p> <p>Show how the school implements child find procedures in a virtual setting.</p>	<p>– 20 U.S.C. § 1412(a)(3)</p> <p>– SBE Rule 0520-01-09-.05</p> <p>– TILS A3, A4, A5</p>	<p>– Screeners Used</p> <p>Student / academic handbook</p> <p>Data regarding special populations</p>	<p>– What screeners are used in the school's child find process?</p> <p>– Explain how the school identifies students who may have a learning disability that are not receiving special education services.</p>	<p>Rating:</p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by screening students, analyzing screening data, and provides RTI services.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • MVS Testing Timeline • RTI Model graphic • Example of Tier 2 meeting letter and multi-metrics of data used in the process

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 2</p> <p>Show how the school identifies students in need of EL screening in a virtual setting.</p> <p>TDOE ELL guidance found here: TDOE English Learners</p>	<ul style="list-style-type: none"> - Title VI of the Civil Rights Act of 1964 - SBE Rule 0520-01-19-.03 - SBE Policy 3.207 - TILS A3, B4, D3 	<ul style="list-style-type: none"> - Screeners used - Student / academic handbook - Home language survey data 	<ul style="list-style-type: none"> - Describe the steps that the school takes to identify students who may need EL services. - Outline the screening process for. 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by questioning each new student to determine if any screening is necessary and then conducting need screenings.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • New student language questionnaire

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 3</p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students..</p>	<p>– SBE Rule 0520-01-09</p> <p>– SBE Policy 3.206</p> <p>– SBE Policy 3.207</p> <p>– TILS A2, A3, A4, A5, B2, D3</p>	<p>– IEP/ILP example (redacted where necessary)</p> <p>– Student / academic handbook</p>	<p>– Outline the process in which ESL and Special Education teachers provide virtual supports for students?</p> <p>– How do students receive required in-person support?</p> <p>– How does the school ensure that students that are receiving tiered interventions are advancing academically?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by logging IEP hours per week and allowing families to choose to Zoom or receive intervention in person.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • 2-8 Support Calendar • 9-12 Support Calendar and Attendance Sheet

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 4</p> <p>Show how the school ensures that student's EL and SPED services are met.</p>	<ul style="list-style-type: none"> - SBE Rule 0520-01-09 - SBE Policy 3.206 - SBE Policy 3.207 - TILS A2, A3, A4, A5, D3 	<ul style="list-style-type: none"> - Schedule of EL or SPED services - Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information) 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by logging IEP hours per week and allowing families to choose to Zoom or receive intervention in person.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • 2-8 Support Calendar • 9-12 Support Calendar and Attendance Sheet

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 5</p> <p>Show how the school provides appropriate staff and resources to support SWD and EL students.</p>	<p>– ESSA, Title III § 3102</p> <p>– SBE Rule 0520-01-09</p> <p>– SBE Policy 3.206</p> <p>– SBE Policy 3.207</p>	<p>– Staffing Documents</p> <p>– Class Rosters</p>	<p>– Describe the school's staffing model and how it is meets student needs.</p> <p>– What resources has the school used to ensure that SWD and EL students have the supports they need?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>MVS meets this indicator by providing needed staff to support SWD and EL students.</p> <p>MVS Provided the following evidence:</p> <ul style="list-style-type: none"> • 2-8 Support Calendar • 9-12 Support Calendar and Attendance Sheet

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.

Terms	Acronym/Short Term	Meaning
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.
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.

Terms	Acronym/Short Term	Meaning
Virtual Instruction		Instruction that is asynchronous, synchronous, or bisynchronous.