



LEA Virtual School Monitoring Tool

School Year: 2023-2024

Tennessee Department of Education | June 2023



Operational Information

School Name: Robertson County Virtual School. Years In Operation: 11

Total Current Enrollment: 57 Grades Served: 3rd-12th

Enrollment Types Accepted:

Choose all that apply

See appendix A for definitions of terms

In-district Out-of-district State-wide

Primary Instructional Model by Grade

See appendix A for definitions of terms

K	1 st	2 nd	3 rd	4 th	5 th
<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid

6 th	7 th	8 th	9 th	10 th	11 th	12 th
<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid

LEA's 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 monitoring tool. Below is the LEA's overall findings and areas of notability.

School Overall Designation

<input type="checkbox"/> Meeting Expectations	<input checked="" type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
School's Strengths:	RCVS has a strong staff/parent connection which aids in timely communication and increases student success. The Pearson Connexus platform also provides a wide variety of courses which provides a more individualized curriculum path. Direct instruction can also be provided for students who are exhibiting academic struggles.	
School's Notable Areas for Improvement:	School data does not reflect our students' true academic abilities. Many enrolled in the virtual platform are struggling with mental health issues and/or medical concerns which can lead to poor performance on state testing. Some students report struggling with the overall design of the platform. Likewise, we have high achievers but due to there being too small of a test group, some of our data isn't included. Alg.2, MS math show a need for improvement in growth. All math levels show a significant need for improvement in achievement.	
School's Plan to Address Notable Areas for Improvement:	<i>RCVS will work closely with Pearson Connexus to provide educators access to assessment items. Direct instruction time will be focused on increased skill mastery. Pre- assessment will be administered to identify skill development.</i>	

Specific Domain Designations

Domain 1 Designation	<input type="checkbox"/> Meeting Expectations	<input checked="" type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Domain 2 Designation	<input checked="" type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Domain 3 Designation	<input checked="" type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations

LEA Monitoring Assurances and Indicators

LEAs must use the following monitoring domains, assurances, and indicators to evaluate the viability of the virtual school. LEAs may use the recommended evidence and/or recommended questions within each indicator to inform their rating determination. However, LEAs are not required to utilize the recommended questions or evidence outlined in each indicator. Additionally, LEAs are no longer required to provide a rationale and list of evidence for each monitoring indicator.

LEAs are required to choose yes/no for each assurance and choose a rating level for each monitoring indicator.

Domain 1: Instruction

Domain 1: Assurances

INST_A01 - 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

INST_A02 - 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

INST_A03 - 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

INST_A04 - 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

INST_A05 - 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

Domain 1: Assurances

INST_A06 - 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

Domain 1: Instructional Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Rating
<p>INST_IPP01: Instructional Practices & Procedures</p> <p>Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEA’s 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"> – Data Report – 	<p>LEAs may use previously held conversations related to the annual school improvement plan to satisfy evidence and questions for this indicator. Alternatively, the LEA may use the following recommended questions:</p> <ul style="list-style-type: none"> – Did the school meet their goals as outlined in the previous year’s annual school improvement 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> <ul style="list-style-type: none"> <input type="checkbox"/> Fully Meets the Indicator <input checked="" type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Rating
<p>INST_IPP02: Instructional Practices & Procedures</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"> – Yearly data report – Pearson Connexus reports- student activity, #office visits, course grade reports – Parent/student communication log 	<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 type="checkbox"/> Fully Meets the Indicator <input checked="" type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable

Strand 1.2 - Instruction and Learning Paths

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>INST_ILP01: Instruction & Learning Paths</p> <p>Show how the school offers or allows an advanced or accelerated learning path for its students.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-16-205 - SBE Policy 2.103 (1)(22) - TILS A5, D3 	<ul style="list-style-type: none"> - course handbook - one-on-one student parent meeting - partnerships with local colleges - Transcript audit - Student / academic handbook 	<ul style="list-style-type: none"> - 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? 	<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>INST_ILP02: Instruction & Learning Paths</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"> - school announcements regarding upcoming state assessment - assessment calendar distributed - TCAP proctor training - secured location for testing. 	<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> <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>INST_ILP03: Instruction & Learning Paths</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: https://www.tn.gov/educatio</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-414 - SBE Rule 0520-01-03-.06 - TILS A5 	<ul style="list-style-type: none"> - individual enrollment meeting - access to trade school or TCATS - all juniors are enrolled in an ACT prep class. - Transcript audit schedules - EPSO catalog 	<ul style="list-style-type: none"> - 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? 	<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>

Strand 1.2 - Instruction and Learning Paths

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
n/students/early-postsecondary.html		– Career Pathway catalog		

Domain 2: Fiscal Management

Domain 2: Assurances

FM_A01 - 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

FM_A02 - 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

Domain 2: Fiscal Management Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>FM_BUDG02: Fiscal Budgeting</p> <p>Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.</p>	<ul style="list-style-type: none"> – SBE Rule 0520-01-02-.16 – TILS D3 – TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees 	<ul style="list-style-type: none"> – There is no cost to attend RCVS – information is available on our website 	<ul style="list-style-type: none"> – 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? – How are students and parents notified of required fees as opposed to requested fees? 	<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

Domain 3: School Operations

Domain 3: Assurances

SO_A01 - 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

SO_A02 - The virtual school implements the establishing LEA's progressive truancy intervention plan for students enrolled at the virtual school. Yes No

SO_A03 - 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

SO_A04 - 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

SO_A05 - 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

SO_A06 - 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

Domain 3: Assurances

SO_A07 - 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

SO_A08 - 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

SO_A09 - 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

Domain 3: School Operations Monitoring Strands

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>SO_ATT01: Attendance</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"> - Daily/weekly attendance reports - Grade reports-most often grades are a direct reflection of time spent on-line working. 	<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>SO_ATT02: Attendance</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"> - 5,7,10 day attendance meeting - Attendance meeting at 5 days - Parent contact - 	<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

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>SO_ATT03: Attendance</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"> - Review attendance policy - Refer to the social worker - host parent/student success meeting - refer to the school counselor - conduct a statement interview to see what additional support may be needed 	<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>SO_ATT04: Attendance</p> <p>Show how the school informs students, parents, and guardians of attendance procedures.</p>	<ul style="list-style-type: none"> - TILS A4, A5, B4, B5 	<ul style="list-style-type: none"> - host an open house to review expectation - all students have an orientation class loaded that discusses proper attendance.. - review attendance policy at enrollment meeting. - Notify parents when students have missed a day and discuss attendance expectation - newsletters sent home regarding attendance. 	<ul style="list-style-type: none"> - How often do parents get updates regarding attendance? - What is the process for addressing parent feedback or a concern regarding attendance? 	<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

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>SO_ENRL01: Enrollment</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>	<ul style="list-style-type: none"> - T.C.A. § 49-16-211 - T.C.A. § 49-6-3102(f) - TILS B1, D3 	<ul style="list-style-type: none"> - discuss and review enrollment expectations during the enrollment meeting - assist the family with creating a plan of success for working online - provide the family with outside academic support to increase success 	<ul style="list-style-type: none"> - 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? 	<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>SO_ENRL02: Enrollment</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>	<ul style="list-style-type: none"> - TILS B3, D3 	<ul style="list-style-type: none"> - school counselors make referrals to RCVS. - Enrollment information is available on the website. - District administrators also make referrals to RCVS. 	<ul style="list-style-type: none"> - 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? 	<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>

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>SO_STAF01: Staffing & Operations</p> <p>Show how the school ensures that the teacher of record for each course:</p>	<ul style="list-style-type: none"> - SBE Rule 0520-01-03-.05 - TILS A5, D3 	<ul style="list-style-type: none"> - all students are assigned a student advisor that makes weekly contact. - RCBS is notified if a teacher suspects they student it 	<ul style="list-style-type: none"> - Explain how teachers monitor the well-being of their students. - How is this model increasing student 	<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>

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<ul style="list-style-type: none"> – verifies student daily attendance – monitors the safety and well-being of their students 		<p>this struggling with mental health issues</p>	<p>achievement and well-being?</p>	
<p>SO_STAF02: Staffing & Operations</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 	<p>– TILS A2, A5, C2, C3</p>	<ul style="list-style-type: none"> – all teacher evaluations are conducted by Pearson connexus. – All standards are provided to Pearson connexus. – Pearson connexus teachers meet weekly and attend regular training. – Pearson connexus also has a very rigorous hiring process to ensure teachers can provide high quality instruction via online 	<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

Strand 3.4 - Technology and Instructional Materials

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_TECH01: Tech. & Instructional Materials 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	– RCVS students have access to computers and hotspots if requested. – RCVS students may come on site for additional tech support.	– 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: <input type="checkbox"/> Fully Meets the Indicator <input checked="" type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_SPOP01: Special Populations 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	– RCVS staff meet individually with families to discuss any academic struggles or needs. – RCVS staff reviews previous academic history, attendance and behavioral incidences. – RCVS staff makes referrals to school psychologists or interventionist to aid in identifying additional support students may have.	– 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: <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

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>SO_SPOP02: Special Populations</p> <p>Show how the school identifies students in need of EL screening in a virtual setting.</p> <p>TDOE ELL guidance found here: https://www.tn.gov/education/families/student-support/english-learners.html</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"> – while conducting enrollment meetings home language forms are completed. – RCVS we'll meet with each family and students desiring to enroll. – Screeners conducted 	<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. 	<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>SO_SPOP03: Special Populations</p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students.</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, B2, D3 	<ul style="list-style-type: none"> – Pearson connexus advisor is also aware of students to receive special education for EI services. – IEP's are uploaded to each students account to ensure teachers are aware of academic modifications accommodation – /Student / academic handbook 	<ul style="list-style-type: none"> – 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? 	<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

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_SPOP04: Special Populations 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	–	– 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: <input type="checkbox"/> Fully Meets the Indicator <input checked="" type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable
SO_SPOP05: Special Populations 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: <input type="checkbox"/> Fully Meets the Indicator <input checked="" type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable

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.

Terms	Acronym/Short Term	Meaning
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		<i>See Ready Graduate</i>
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.
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.

Terms	Acronym/Short Term	Meaning
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.
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 that established 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.

Terms	Acronym/Short Term	Meaning
State-wide Enrollment		Enrollment option for students who reside in Tennessee and outside the zone of residency of the LEA that established the virtual school.
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 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.

Appendix B: 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. 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</i>	<i>Non-compliant with Assurance</i>
1	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”.

<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"> – LEA determines that the virtual school fully aligns with elements addressed in the indicator. 	<ul style="list-style-type: none"> – LEA determines that the virtual school partially aligns with elements addressed in the indicator. 	<ul style="list-style-type: none"> – LEA determines that the virtual school does not meet or align with elements addressed in the indicator. 	<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

Numeric Value of Indicator Ratings			
<i>Fully Meets the Indicator</i>	<i>Partially Meets the Indicator</i>	<i>Does Not Meet the Indicator</i>	<i>Indicator is Not Applicable</i>
1	.5	0	<i>No numeric score assigned and not counted in totals</i>