TN Department of Education

LEA Virtual School Monitoring Tool

School Year: 2025-2026

Tennessee Department of Education | May 2025

REMINDER: Upload both this tool and the Virtual School Monitoring Report into ePlan.

NOTE: There have been no changes made to this tool or the monitoring framework since the last monitoring cycle.

Operational Information

School Name:	Knox County Virtual School	Number of Years In Operation:	3
Total Current Enrollment:	302	Grades Served:	1 - 12

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

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

Primary Instructional Model by Grade

See appendix A for definitions of terms

K	1st	2nd	3rd	4th	5th
☐ Asynchronous ☐ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid

6th	7th	8th	9th	10th	11th	12th
☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid	☐ Asynchronous ☒ Synchronous ☐ Bisynchronous ☐ Hybrid

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

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

School's Strengths:	*In the 24-25 school year, Knox County Virtual increased its ELA scores to a level 5 in middle and high school. The school has developed strong foundations in early literacy that are fundamental to the academic success of every student. High-quality literacy instruction has addressed standardized instructional practices by ensuring a strong knowledge of the standards, pedagogy, use of the instructional materials and collaboration in PLCs to broaden teacher content knowledge. High leverage teacher and student moves are planned to ensure students are engaging in the content and having supports to address student hurdles that can help ensure deeper levels of thinking and problem-solving.*
School's Notable Areas for Improvement:	This past school year, our district adopted new HQIM (High Quality Instructional Materials) in mathematics. We saw a dip in our 24-25 math scores and are working to focus on foundational math skills to ensure students are prepared to take on higher-level mathematics without significant foundational gaps. We have expanded high school math to encompass a year-long program to allow for additional time to support gaps students have in their foundational knowledge. We no longer have an asynchronous day of instruction. We are focused on providing students with more opportunities for interventions and time spent with instructors in the synchronous environment.
School's Plan to Address Notable Areas for Improvement:	*We have expanded high school math to encompass a year-long program to allow for additional time to support gaps students have in their foundational knowledge. We no longer have an asynchronous day of instruction. We are focused on providing students with more opportunities for interventions and time spent with instructors in the synchronous environment.*

Specific Domain Designations

Domain 1 Designation	✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Domain 2 Designation	✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Domain 3 Designation	✓ Meeting Expectations	☐ Approaching Expectations	☐ 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.	☒ Yes	☐ No

Domain 1: Instructional Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
INST_IPP01: Instructional Practices & Procedures 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.	– T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5	– Data and info from school improvement plan.	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: – 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?	Rating: ☐ Fully Meets the Indicator ✔ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
INST_IPP02: Instructional Practices & Procedures Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.	– T.C.A. § 49-16-205 – SBE rule 0520-01-03 .05 (1)(b)(8) – TILS A3, A4, A5	– Narrative response – Pacing guides – Progress monitoring reports – Student / academic handbook – Data tracker	– How does the school ensure curricular alignment with TN Academic Standards? – How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA? – Who leads the process of tracking student progress? – What data is used to determine and define student success? – What actions are taken to support students who are not progressing appropriately? – How does the school communicate and partner with a family if the student is behind in their progress?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
INST_ILP01: Instruction & Learning Paths Show how the school offers or allows an advanced or accelerated learning path for its students.	– T.C.A. § 49-16-205 – SBE Policy 2.103 (1)(22) – TILS A5, D3	– Advanced curriculum – Learning path tracker – Student / academic handbook	– How are students informed that they may work at their own pace to advance through a course? – How do teachers manage a classroom of students on differentiated learning paths?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
INST_ILP02: Instruction & Learning Paths Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.	– SBE Policy 2.103 (6)(3) – SBE Rule 0520-01-03-.05 – TILS D3	– Internal TCAP planning documents – Example of distributed communication – TCAP proctor training	– Describe the school's plans and approach to administer TCAP testing. – How will the school offer makeup testing for students who are absent on the day of test administration?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
INST_ILP03: Instruction & Learning Paths Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12. List of EPSOs here: https://www.tn.gov/education/students/early-postsecondary.html	– T.C.A. § 49-6-414 – SBE Rule 0520-01-03-.06 – TILS A5	– Internal tracker or database – Transcript audit schedules – EPSO catalog – Career Pathway catalog	– How does the school provide opportunity for students to track their graduation or Ready Graduate progress? – What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

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
FM_BUDG02: Fiscal Budgeting Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.	– SBE Rule 0520-01-02-.16 – TILS D3 – TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees	– Documentation of the tuition or fee and why it is required – Documentation of communication to families	– If required, what is the tuition amount to attend the school? – List any fees that students are required to pay. – List any fees that students are asked, but not required to pay. – How has the school addressed situations in which a family is unable to pay the fees and/or tuition for enrollment and/or extracurricular activities? – How are students and parents notified of required fees before they enroll within the school? – How are students and parents notified of required fees as opposed to requested fees?	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ✔ 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
SO_ATT01: Attendance Show how the school tracks daily student attendance.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, D3	– Internal attendance tracking system – Student attendance data – Student / academic handbook – Note: Evidence needs to be varied – describe each method and how they interact with each other	– How does the school ensure students are engaging in 6.5 hours of learning each day? – How does the school use attendance data to support students?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
SO_ATT02: Attendance Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A1, A3, A5, B3, B5	– Communication logs – Student / academic handbook – Attendance tracker/report	– What challenges have surfaced when speaking with parents regarding attendance data? – How frequently are staff required to communicate with parents/guardians?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
SO_ATT03: Attendance Show how the school supports students who are chronically absent and/or truant.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, B4, B5	– Student / academic handbook – Attendance procedures	– What percentage of enrolled students are currently considered chronically absent? – What factors lead to chronic absenteeism within the school? – What steps has the school taken to support chronically absent students?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
SO_ATT04: Attendance Show how the school informs students, parents, and guardians of attendance procedures.	– TILS A4, A5, B4, B5	– Parent outreach materials – Student / academic handbook	– How often do parents get updates regarding attendance? – What is the process for addressing parent feedback or a concern regarding attendance?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
SO_ENRL01: Enrollment Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.	– T.C.A. § 49-16-211 – T.C.A. § 49-6-3102(f) – TILS B1, D3	– Student / academic handbook – Screening Criteria	– What is the process for determining if the virtual setting is the right school for a student? – What does communication with families look like throughout this process?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
SO_ENRL02: Enrollment Show that the school has an established process for in-district student enrollment that does <u>not</u> use selective enrollment criteria as a condition for enrollment.	– TILS B3, D3	– Student / academic handbook – Enrollment application that outlines process – Orientation materials – Samples of distributed communication	– Outline the school's enrollment process from the perspective of the student/family. – How does the school ensure that the student has everything needed to log in for their first day of school?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
SO_STAF01: Staffing & Operations Show how the school ensures that the teacher of record for each course: – verifies student daily attendance – monitors the safety and well-being of their students	– SBE Rule 0520-01-03-.05 – TILS A5, D3	– Teacher Schedules	– Explain how teachers monitor the well-being of their students. – How is this model increasing student achievement and well-being?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
SO_STAF02: Staffing & Operations Show how the school:	– TILS A2, A5, C2, C3	– TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report	– How are struggling teachers identified? – What supports does the school offer struggling teachers?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
– ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers		– Documentation of a coaching model	– What trends have been identified when supporting struggling teachers?	

Strand 3.4 - Technology and Instructional Materials				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
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	– Inventory tracker – Student / academic handbook – Student / family technology contract	– Describe to us the system for distributing the necessary technology to a family. – How does the school ensure every family has the proper technology before school starts?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
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	– Screeners Used – Student / academic handbook – Data regarding special populations	– What screeners are used in the school's child find process? – Explain how the school identifies students who may have a learning disability that are not receiving special education services.	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
SO_SPOP02: Special Populations Show how the school identifies students in need of EL screening in a virtual setting. TDOE ELL guidance found here: https://www.tn.gov/education/families/student-support/english-learners.html	– Title VI of the Civil Rights Act of 1964 – SBE Rule 0520-01-19-.03 – SBE Policy 3.207 – TILS A3, B4, D3	– Screeners used – Student / academic handbook – Home language survey data	– Describe the steps that the school takes to identify students who may need EL services. – Outline the screening process.	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating
SO_SPOP03: Special Populations Show how the school oversees the implementation of IEPs and ILPs for virtual school students.	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3	– IEP/ILP example (redacted where necessary) – Student / academic handbook	– Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
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	– Schedule of EL or SPED services – Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information)	– How does the school ensure student's service minutes are being met and schedules are correct for SWDs and EL students? – How does the school execute these schedules and service minutes with fidelity?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ 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.
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.
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.

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

Terms	Acronym/Short Term	Meaning
Monitoring Framework		A series of documents that define and outline standardized monitoring practices for virtual schools and LEAs operating virtual schools.
Monitoring Indicators	Indicator	Items aligned with state statute, regulation, and/or TILS that LEAs will use to determine if the school is meeting the LEA's operational expectation.
Monitoring Strand	Strand	Topics that LEAs should focus on when monitoring their virtual schools. Strands are high-level topics that are divided into monitoring indicators.
Out-of-district Enrollment		Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the LEA 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.
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:

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

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.

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

Fully Meets the Indicator	*Partially Meets the Indicator*	*Does Not Meet the Indicator*	*Indicator Not Applicable*
– LEA determines that the virtual school **fully** aligns with elements addressed in the indicator.	– LEA determines that the virtual school **partially** aligns with elements addressed in the indicator.	– LEA determines that the virtual school does **not** meet or align with elements addressed in the indicator.	– 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			
Fully Meets the Indicator	*Partially Meets the Indicator*	*Does Not Meet the Indicator*	*Indicator is Not Applicable*
1	*.5*	*0*	*No numeric score assigned and not counted in totals*