



Department of
Education

Virtual School Monitoring Framework Overview



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Introduction to Virtual School Monitoring

Virtual schools provide flexible and unique learning opportunities for students across Tennessee. Statutes and regulations that frame virtual schools in Tennessee give LEAs the flexibility to create virtual learning environments that fit the needs of their students and families. Tennessee students deserve high-quality education, and it is incumbent upon virtual schools and LEAs that authorize virtual schools to ensure the best outcomes for all students.

The Tennessee Department of Education has created this virtual school monitoring framework to provide LEAs a structure by which to monitor their virtual school's efficacy, legal compliance, and operation. Monitoring conversations and feedback held throughout this process should serve as a catalyst for reflection and action to help virtual schools provide services that are best for all.

The Virtual School Monitoring Framework consists of two documents:

- *The Virtual School Monitoring Framework Overview* (this document) provides LEAs and virtual schools
 - an overview of the monitoring process and components;
 - an [overview of monitoring requirements](#);
 - a [recommended step-by-step guide to the virtual school monitoring process](#);
 - an overview of [how to rate indicators and assign designations](#);
 - a [glossary of terms and acronyms for virtual school monitoring](#);
 - and a [recommended site visit schedule template](#).

- *The Virtual School Monitoring Report Template* provides LEAs a template to
 - organize monitoring findings;
 - identify a virtual school's strengths and areas for improvement;
 - rate virtual school monitoring indicators and assign designation levels;
 - and provide stakeholders information related to school operations, accountability scores, and academic models.

Statutes and Rules that Frame Virtual School Monitoring

The following Tennessee statute and State Board of Education rule frame the requirements for virtual school monitoring:

Tenn. Code. Ann. § 49-16-213

(a) A virtual school shall be evaluated annually by its establisher based on the following criteria:

1. The extent to which the school demonstrates increases in student achievement according to the goals of its authorizing contract and state academic standards; and
2. The accountability and viability of the virtual school, as demonstrated by its academic, fiscal, and operational performance.

SBE Rule 0520-01-03-.05 (1)(b)(6)(i)

- (i) The evaluation must assess the following utilizing a standardized template provided by the Department of Education:
 - (I) Academic, fiscal, and operational performance; and
 - (II) The extent to which the school demonstrates increases in student achievement.
- (ii) The results of such evaluation shall be publicly reported through the following methods:
 - (I) Posting of the results of the evaluation, utilizing a standardized template provided by the Department of Education on both the virtual school's and the LEA's website;
 - (II) Direct distribution of the evaluation, utilizing a standardized template provided by the Department of Education, to all enrolled families. Such distribution may be accomplished via e-mail, U.S. mail, or other method determined by the LEA.

Domains and Strands At-a-Glance

For use in this framework, the department has identified domains, assurances, strands, and indicators that align to statutes and rules that frame virtual education in Tennessee. The LEA will utilize the *Virtual School Monitoring Report Template* located in ePlan to provide a rating and rationale for each indicator.

- **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

Monitoring Requirements Overview

The list below outlines the actions that LEAs and virtual schools are required to complete during their annual virtual school monitoring process.

- LEAs must monitor their virtual schools annually, including virtual schools in which the instruction and/or operation is outsourced to another entity. The monitoring window opens on July 1st each year.
- LEAs must monitor their virtual schools using the Tennessee Department of Education's approved Virtual School Monitoring Framework as outlined within this overview document. (*Areas within the framework documents that are expressly stated as "recommended" may be utilized at the LEA's discretion.*)
- LEAs must collaborate with their virtual schools to complete the Virtual School Monitoring Report Template.
- Virtual schools must provide evidence, as defined by the LEA, that shows the school's alignment and/or compliance with each monitoring indicator.
- LEAs must rate and provide rationale for each indicator by utilizing the methods outlined within the [Indicator Rating Table](#) section of this document.
- LEAs must designate each monitoring assurance as compliant or non-compliant by choosing yes or no within the assurances section of each monitoring domain. If an assurance is marked no for non-compliance, the LEA must provide the steps that the school will take to come into compliance.
- LEAs must complete all sections of the Virtual School Monitoring Report Template.
- LEAs must directly distribute the virtual school's monitoring results to all families enrolled within the virtual school using the department's approved Virtual School Monitoring Report Template. (*Distribution can be accomplished via e-mail, U.S. mail, or other method determined by the LEA.*)
- LEAs must post the virtual school's monitoring results to both the LEA's website and the virtual school's website using the TDOE approved Virtual School Monitoring Report Template located in ePlan.
- LEAs must submit their completed Virtual School Monitoring Report Template to the department via ePlan by December 15th.

Implementation Guidance

Below are the recommended steps regarding preparation, communication, and execution before, during, and after the monitoring site visit.

Step-by-Step Checklist				
Step	Process	Action Overview	Timeframe	Best Practices & Resources
Step 1	Introduction & Scheduling	<ul style="list-style-type: none"> – The LEA primary point of contact (LEA PPOC) should email the school leadership regarding the virtual school monitoring site visit*. This email should establish the details for the guidance phone call (outlined in step 2) and identify both the LEA PPOC and school's primary point of contact (School PPOC). <p style="margin-left: 20px;">* <i>Virtual site visits held via a video conferencing platform are allowed.</i></p>	<p>The LEA PPOC should reach out to the school leader 6-8 weeks prior to the site visit date.</p> <p>The school PPOC should respond to the LEA PPOC with any questions or comments within 5 business days of receipt of the email.</p>	<p>Best Practice: Start with the school principal as the School PPOC; they may identify someone else to take over after the process gets started. Include in the email the Virtual School Monitoring Framework Overview document (this document), the Virtual School Monitoring Report Template (found in ePlan), and your version of the Virtual School Monitoring Agenda template.</p>
Step 2	Guidance Phone Call	<ul style="list-style-type: none"> – The LEA PPOC and School PPOC should discuss the following: <ul style="list-style-type: none"> ○ The monitoring framework, agenda, and process ○ Evidence submission protocols and deadlines ○ The site visit, potential challenges, and best practices ○ Identify who will serve on the LEA and school monitoring teams 	<p>The LEA PPOC should initiate the phone call or virtual video call 6-8 weeks prior to the site visit date.</p>	<p>Best Practice: Adjust this agenda based on qualitative data from other visits or perceived struggles of an individual school.</p> <p>The LEA PPOC may establish an LEA monitoring team to help complete the monitoring process.</p> <p>The School PPOC may establish a school monitoring team to help complete the monitoring process.</p>

Step-by-Step Checklist

Step	Process	Action Overview	Timeframe	Best Practices & Resources
Step 3	Documentation Submission	<ul style="list-style-type: none"> - The School PPOC should submit all evidence and share the completed site visit agenda at least 10 business days before the site visit. - The LEA PPOC should send calendar invitations per the shared agenda; the calendar invites should include instructions to access the digital platform and/or physical location in which the site visit will be held. 	The School PPOC should email the LEA PPOC the site visit agenda and upload documentation at least 10 business days before the site visit.	<p>Best Practice: Create shared (digital) folders that both the school and LEA team can access. The folders should align to each indicator; provide guidance outlining how to name each shared document.</p> <p>Naming Example: Instructional_procedures1_Academic Handbook.doc</p> <p>Resources: Virtual School Monitoring Agenda template</p>
Step 4	Documentation Review	<ul style="list-style-type: none"> - The LEA monitoring team should use the evidence that the school submitted to assign a pre-visit rating and add notes for each indicator in the 'Final Rating & Rationale' section of the Virtual School Monitoring Report Template. <i>(Note: The LEA will amend and refine the final rating and rationale after the formal site visit and evidence review.)</i> o The LEA PPOC should review the indicator ratings assigned during the document review process and adjust the site visit protocols or amend the site visit questions if additional information is needed.. 	The LEA monitoring team should review the school's submitted evidence and rate the monitoring indicators 2 - 10 business days before the site visit.	<p>Best Practice: During the evidence review process, collaborate with other internal teammates who will be leading or attending the site visit.</p>

Step-by-Step Checklist

Step	Process	Action Overview	Timeframe	Best Practices & Resources
Step 5	Site Visit	<ul style="list-style-type: none"> – The LEA monitoring team, school monitoring team, and other applicable participants will conduct the site visit. – The LEA PPOC should discuss each applicable indicator with the school leadership by using LEA created questions and/or the recommended questions listed in each indicator of the virtual school monitoring report template. – During the site visit interviews, the LEA PPOC can skip questions related to indicators where the school’s submitted evidence meets or exceeds the LEA’s expectations, – The LEA monitoring team should take notes throughout the ‘Final Rating & Rationale’ column of the monitoring tool. – The LEA PPOC is not required to assign a ‘Final Rating & Rationale’ for each indicator during the site visit. 	<p>The LEA monitoring team and school monitoring team should conduct the site visit in one business day.</p>	<p>Best Practice: The outcome of the site visit is to discuss indicators and assurances that did not meet the LEA’s expectations. This discussion will allow the LEA monitoring team to review and reassess their pre-visit indicator ratings. Additionally, the LEA PPOC should ensure that the School PPOC understands the next steps and expectations within the monitoring process.</p> <p>Resources:</p> <p>Virtual School Monitoring Framework Overview document (this document)</p> <p>Virtual School Monitoring Report Template (found in ePlan)</p> <p>Virtual School Monitoring Agenda template</p>
Step 6	Post-Site Visit Documentation Submission	<ul style="list-style-type: none"> – The School PPOC should submit any additional documents requested during the site visit within five business days of the visit. 	<p>The LEA PPOC should send an email outlining outstanding actions and/or documents to the school PPOC within 5 business days after the site visit.</p>	

Step-by-Step Checklist

Step	Process	Action Overview	Timeframe	Best Practices & Resources
		<ul style="list-style-type: none"> - The LEA monitoring team should accept documents that are readily on hand or were overlooked during the evidence submission process. New evidence created by the school after the site visit should not be accepted. 	<p>The school PPOC should respond to any outstanding needs the LEA PPOC identifies within 5 business days after receiving a request for additional information.</p>	
<p style="text-align: center;">Step 7</p>	<p style="text-align: center;">Designations and Action Plans</p>	<ul style="list-style-type: none"> - The LEA monitoring team should complete the following: <ul style="list-style-type: none"> o Review collected notes and any additional submitted evidence o Finalize all assurance responses, indicator ratings, and rationale for ratings o Compile the monitoring report using the TDOE approved Virtual School Monitoring Report Template - The school monitoring team should review the compiled Virtual School Monitoring Report and create a plan* to address notable areas for improvement identified during the monitoring process. <p><i>*LEAs and virtual schools can utilize local templates and processes to develop and document plans to address monitoring findings.</i></p>	<p>The LEA PPOC should email the compiled Virtual School Monitoring Report to the School PPOC within 15 business days after the site visit.</p> <p>The School PPOC should email the plan to address notable areas for improvement to the LEA PPOC within 15 business days after receipt of the compiled Virtual School Monitoring Report.</p>	<p>Resources:</p> <p>Virtual School Monitoring Report Template (<i>located in ePlan</i>)</p>

Step-by-Step Checklist

Step	Process	Action Overview	Timeframe	Best Practices & Resources
Step 8	Monitoring Report Finalization	<ul style="list-style-type: none"> – The LEA PPOC should include the school’s plan to address notable areas for improvement in the ‘School Overall Designation’ section of the report template. – The LEA monitoring team should finalize the monitoring report. 	<p>The LEA PPOC should email the finalized Virtual School Monitoring Report to the school PPOC in pdf form within <i>10 business days</i> after receipt of the school’s plan to address notable areas for improvement.</p>	<p>Resources:</p> <p>Virtual School Monitoring Report Template (<i>located in ePlan</i>)</p>
Step 9	Final Report Distribution	<ul style="list-style-type: none"> – The LEA PPOC must ensure that: <ul style="list-style-type: none"> ○ The finalized Virtual School Monitoring Report is posted on both the LEA’s website and the virtual school’s website. ○ The finalized Virtual School Monitoring Report is distributed to the families of enrolled students. ○ The final Virtual School Monitoring Report is submitted to the TDOE via ePlan. 	<p>The LEA should post, distribute, and submit the Virtual School Monitoring Report on or before the December 15th deadline.</p> <p>Note: the monitoring window opens on July 1st each year. The final report must be posted to the LEA and school website, submitted to the TDOE, and distributed to all currently enrolled families by December 15th.</p>	<p>Best Practice: Ensure that all temporary notes and comments are removed from the finalized document.</p> <p>Ensure that all required fields are completed (see the Completing the Virtual School Monitoring Report Template section).</p> <p>Save a PDF version of the LEA’s finalized Virtual School Monitoring Report and distribute it to enrolled families and post it on the LEA and school’s website.</p> <p>Upload both the PDF and the Microsoft Word versions of the LEA’s finalized Virtual School Monitoring Report into ePlan by December 15th.</p>

Completing the Virtual School Monitoring Report Template

The Virtual School Monitoring Report Template is located within the ePlan LEA document library. LEAs are encouraged to use the Microsoft Word desktop app to complete the report template. LEAs may complete the report template using other word processing applications; however, it may skew the standard formatting and layout of the report. Predefined form fields are editable within the template, but formatting is limited by document restrictions. The department has intentionally restricted format and layout editing within this document. Document restrictions within the monitoring report template are not password protected, this allows LEAs to remove the restrictions if minor editing and layout corrections are needed. If removing the restrictions, LEAs should not make any changes to content, formatting, or the layout of the document other than minor changes needed for page breaks and other minor formatting corrections.

The table below provides form field definitions and outlines actions that LEAs and virtual schools must take to complete the Virtual School Monitoring Report.

Section of Report Template	Required LEA Action	Required Virtual School Action
Cover page	<ul style="list-style-type: none"> – Insert the school's name and the school district's name as they appear in the State Data systems (EIS, ePlan) 	N/A
Overall Designation and Findings	<ul style="list-style-type: none"> – Select an overall designation for the virtual school's monitoring findings. – Remove the prefilled text instructions within the form fields and insert a brief narrative summarizing each of the following sections: overall findings, strengths, notable areas for improvement, and plan to address notable areas for improvement. 	<ul style="list-style-type: none"> – Create and share a plan to address notable areas for improvement (if applicable) with the LEA PPOC.
Domain 1 through 3 Findings	<ul style="list-style-type: none"> – Select an overall designation for each domain's monitoring findings. – Remove the prefilled text instructions within the form fields and insert a brief narrative summarizing the strengths and notable areas for improvement identified for each domain. 	N/A
Results Snapshot	<ul style="list-style-type: none"> – Remove the prefilled text instructions within the form fields. – Count the number of compliant assurances and insert the total within the correct field. Repeat this process for non-compliant assurances and monitoring indicators. 	N/A

Section of Report Template	Required LEA Action	Required Virtual School Action
School Contact Information	<ul style="list-style-type: none"> – Insert the school's name and the school district's name as they appear in the State Data systems (EIS, ePlan). – Insert the school year using the following format: 2022-23. – Insert contact information within each field. 	N/A
School Snapshot	<ul style="list-style-type: none"> – School Name: Insert the school's name as it appears in the State Data systems (EIS, ePlan). – Years in Operation: Insert a whole number within this field. Do not include the current school year within the count. If it is the school's first year of operation, insert the words, "First Year of Operation". – Total Current Enrollment: Current count of students enrolled across all grades who hold a primary enrollment in the virtual school. Do not count students who are part-time or who have a service enrollment. This number should match the total number of 'All Students' within the Enrollment Summary section. – Grades Served: Insert the grades that the virtual school serves during the current school year. Format the entry as K-8, 9-12, etc. – Enrollment Types Accepted: Choose the enrollment type that the school accepts within the current school year. Choose all that apply. See appendix A for definitions of terms. – Primary Instructional Model: Choose the instructional model that the school utilizes for a majority of its classes. More than one choice is allowed, but LEAs should ensure that they select the model that is primarily used. See appendix A for definitions of terms. 	<ul style="list-style-type: none"> – Provide data and information required within this section to the LEA PPOC.
Enrollment Summary	<ul style="list-style-type: none"> – All Students: Insert current count of students enrolled per grade who hold a primary enrollment in the virtual school. Do not count students who are part-time or who have a service enrollment. <i>Note: To compile these data, LEAs may use "End of Month Membership" counts from the last completed reporting period. These data are found in the Director's Membership Attendance - By Period report in EIS.</i> – English Language Learners: Insert current count of students per grade who hold a primary enrollment in the virtual school and have an "English Language Background" of L, W, N, 1, or 2. <i>Note: To compile these data, LEAs may create an</i> 	<ul style="list-style-type: none"> – Provide data and information required within this section to the LEA PPOC.

Section of Report Template	Required LEA Action	Required Virtual School Action
	<p><i>Excel pivot table of distinct student counts by grade using data from the “English Language Learners” research query in EIS reports. Only count students with a type of service (TOS) of “P” and that hold an “English Language Background” code of L, W, N, 1, or 2.</i></p> <ul style="list-style-type: none"> – Students with a Disability: Insert current count of students enrolled per grade who hold a primary enrollment within the virtual school and hold at minimum, a primary special education option. <i>Note: To compile these data, LEAs may create an Excel pivot table of distinct student counts by grade using data from the “Special Education Students” research query in EIS reports. Only count students with a type of service (TOS) of “P” and that hold at minimum, a primary option (SpEd Level = “P”).</i> – Economically Disadvantaged: Insert current count of students enrolled per grade who hold a primary enrollment within the virtual school and hold one of the following student classifications: (“FOS01” – Foster Care, “H” – Homeless, “I” – Migrant, “J” - Direct Certified Economically Disadvantaged, “U” – Runaway). <i>Note: To compile these data, LEAs may create an Excel pivot table of distinct student counts by grade using data from the “Student Classifications” research query in EIS reports. Only count students with a type of service (TOS) of “P” and that hold at least one of the following student classification codes: FOS01, H, I, J, or U.</i> 	
<p>Accountability Data</p>	<ul style="list-style-type: none"> – The LEA must use Tennessee state report card data from the previous school year to complete this section. For example, LEAs will use accountability data generated from the 2021-22 school year to complete the accountability data section of the 2022-2023 Virtual School Monitoring Report template. – Put “N/A” for data that are not applicable (i.e., graduation rate for a K-8 school). – Put “Not Available” for data that are not available due to the Hold Harmless law or data not meeting the minimum number of assessments (N count) for accountability purposes. 	<ul style="list-style-type: none"> – Submit data and information required within this section to the LEA PPOC.
<p>Monitoring Domains</p>	<ul style="list-style-type: none"> – Review all evidence and artifacts submitted by the virtual school and determine the rating for each assurance and indicator by utilizing the Assurance Rating Table and Indicator Rating Table. <i>Note: LEAs may define the type of evidence or artifacts that the virtual school must submit during the monitoring process. The</i> 	<ul style="list-style-type: none"> – Submit evidence showing compliance or alignment with each assurance and indicator. <i>Note: LEAs may define the type of evidence or artifacts that the virtual school must submit during the monitoring process.</i>

Section of Report Template	Required LEA Action	Required Virtual School Action
	<p><i>department has provided recommended evidence examples within the strand and indicator section of the Virtual School Monitoring Report Template.</i></p> <ul style="list-style-type: none"> – Choose “yes” or “no” indicating compliance or non-compliance for each assurance. Insert the school’s plan to come into compliance for any assurance found in non-compliance. – Choose a rating for each indicator based on evidence gathered during the monitoring process. – Insert the rationale and provided evidence for the rating of each indicator. – For indicators that are not applicable, the LEA must provide rationale as to why they are not applicable (i.e., Grades not served, no data in the previous school year, not applicable due to LEA policy, etc.). 	<p><i>The department has provided recommended evidence examples within the strand and indicator section of the Virtual School Monitoring Report Template.</i></p>

Finalizing and Distributing the Virtual School Monitoring Report

Action	Required LEA Action
<p style="text-align: center;">Finalizing and Submitting the Report</p>	<ul style="list-style-type: none"> – Ensure that all temporary notes and comments are removed from the finalized document. – Ensure that all required fields are completed (see the Completing the Virtual School Monitoring Report Template section). – Save a PDF version of the LEA’s finalized Virtual School Monitoring Report and distribute it to enrolled families and post it on the LEA and school’s website. – Upload both the PDF and the Microsoft Word versions of the LEA’s finalized Virtual School Monitoring Report into ePlan by December 15th.

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>

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

The acronyms and nomenclature below are used throughout the virtual school monitoring 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.

Terms	Acronym/Short Term	Meaning
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 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.

Terms	Acronym/Short Term	Meaning
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 – Recommended Virtual School Monitoring Site Visit Schedule

Below is a recommended site visit agenda template designed to assist LEAs when scheduling a virtual school monitoring site visit. The School PPOC, or designee, will complete the visit schedule and email an editable version to the LEA PPOC at least ten (10) business days before the site visit. After the school PPOC completes and submits the site visit agenda, the LEA PPOC will send calendar invitations to the school monitoring team with instructions regarding how to access the digital platform (Zoom, Teams, WebEx, etc.) and/or physical location in which the site visit will be held.

Recommended Site Visit Roles and Responsibilities

School Primary Point of Contact (PPOC)

- Identifies and lists staff/interviewees who can address the monitoring item content that is relevant to their work. The name, title, and email address of the participant should be listed in the 'Participant Names and Titles' column of the site visit agenda.
- Coordinates with and schedules school team interviews and stakeholder interviews.
- Specifies the start and end times for meetings/interviews in the 'Time' column of the site visit agenda.
- Determines and reserves space for in-person visits. Share the locations and any access to notes with LEA PPOC.
- Participates in all school team interviews.

School Faculty and/or Staff

- Participate in interviews, as appropriate. For example, Finance Office staff should participate in the Finance & Operations interviews.

Stakeholder Interviews

- Stakeholder interviews are intended to complement the document review and school team interviews.
- School leaders do not attend, observe, or participate in any stakeholder interviews.

Recommended Virtual School Monitoring Site Visit Agenda Template

Virtual School:

Visit Date:

Instructions: Please enter the time for the interview (and location if applicable) in the left column of the template as well as the names, titles, and email addresses of the interview participants in the right column. The template includes a suggested schedule for covering monitoring item content, but sessions can be moved, grouped, and adjusted as needed based on staff availability and other considerations. Please avoid scheduling interview blocks longer than 2 hours without a break.

Time and Location	Discussion Items	Participant Names, Titles, and Emails
<p><i>Time Example: 8:00 – 8:15 AM (CST)</i></p> <p><i>Location Example: Conference Room B – Virtual School Office</i></p>	<p>Introductions and Background - (15 minutes) LEA PPOC introduces the team and asks for introductions from school-based staff. LEA PPOC shares the purpose for monitoring and overview of the day.</p>	<p>(ex:) Jane Blue, Director of Schools - jblue@school.org</p>
<p>Time:</p> <p>Location:</p>	<p>Classroom Observations - (30 minutes) School PPOC enables the LEA team to observe multiple classrooms. The School PPOC should prepare access links, etc. for entering the virtual classrooms.</p> <p>Note: classroom observations can be moved to any time that works best for the school.</p>	

Time and Location	Discussion Items	Participant Names, Titles, and Emails
<p>Time:</p> <p>Location:</p>	<p>Domain 1: Instruction (~45 minutes)</p> <ul style="list-style-type: none"> - Assurances Discussion - Strand 1.1: Instructional Practices & Procedures <p>Domain 2: Fiscal Management - (~30 minutes)</p> <ul style="list-style-type: none"> - Assurances Discussion - Strand 2.1: Fiscal Budgeting 	
<p>Time:</p>	<p>Break</p>	
<p>Time:</p> <p>Location:</p>	<p>Domain 3: School Operations - (~90 minutes)</p> <ul style="list-style-type: none"> - Assurances Discussion - Strand 3.1: Attendance - Strand 3.2: Enrollment - Strand 3.3: Staffing & Operations - Strand 3.4: Technology & Instructional Materials - Strand 3.5: Special Populations 	
<p>Time:</p>	<p>Lunch Break</p>	

Time and Location	Discussion Items	Participant Names, Titles, and Emails
Time: Location:	Stakeholder Interviews (<i>if applicable</i>): Parents	
Time: Location:	Stakeholder Interviews (<i>if applicable</i>): Teachers	
Time:	Break	
Time: Location:	End-of-Visit Debrief <ul style="list-style-type: none"> - Opportunity to address any additional matters - Questions 	