



BEST **FOR**
ALL

We will set all students on a path to success.

Virtual School Monitoring Framework Overview

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Division of Choice, Tennessee Department of Education



BEST **FOR**
ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE TO BECOME AND REMAIN
A TEACHER AND LEADER FOR ALL

Agenda

- Virtual Education Laws and Regulations
- Overview of Virtual School Monitoring
- Department-provided Tools
- Virtual Schools Monitoring Framework Overview Document
- Virtual School Monitoring Report Template Overview
- Best Practices & Recommendations
- Next Steps After Monitoring



Laws and Rules that Govern Virtual Schools



What Laws and Rules Govern Virtual Education in Tennessee?

Virtual Schools

- *Tenn. Code Ann. §§ 49-16-201 – 49-16-216*
 - Tennessee General Assembly passed Public Chapter 492 the “Virtual Public Schools Act” in 2011.
- *SBE Rule [0520-01-03-.05\(1\)](#)*

Virtual Education Programs

- *Tenn. Code Ann. §§ 49-16-101 – 49-16-105*
 - Tennessee General Assembly passed Public Chapter 1096 in 2008.
- *SBE Rule [0520-01-03-.05\(2\)](#)*



Statutory and Regulatory Requirements



A virtual school must be evaluated annually by its establisher (LEA).

T.C.A. § 49-16-213; SBE 0520-01-03-.05(b)(6)

The evaluation must include:

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

The evaluation must assess the following utilizing a standardized template provided by the department:

- academic, fiscal, and operational performance; and
- the extent to which the school demonstrates increases in student achievement.

Statutory and Regulatory Requirements cont.

The results of the LEA's evaluation of the virtual school shall be publicly reported utilizing a standardized template provided by the department through the following methods:

- posting of the results of the evaluation on both the virtual school's and the LEA's website; and
- direct distribution of the evaluation to all enrolled families. Such distribution may be accomplished via e-mail, U.S. mail, or other method determined by the LEA.



Overview of Virtual School Monitoring



Purpose of Virtual School Monitoring



Virtual School Monitoring:

- is a framework to strengthen virtual schooling;
- leads to reflection regarding current virtual school practices and procedures;
- provides a way for LEA and school leadership to work in collaboration to better their virtual school; and
- provides a way for stakeholders to learn how the virtual school performs and operates.

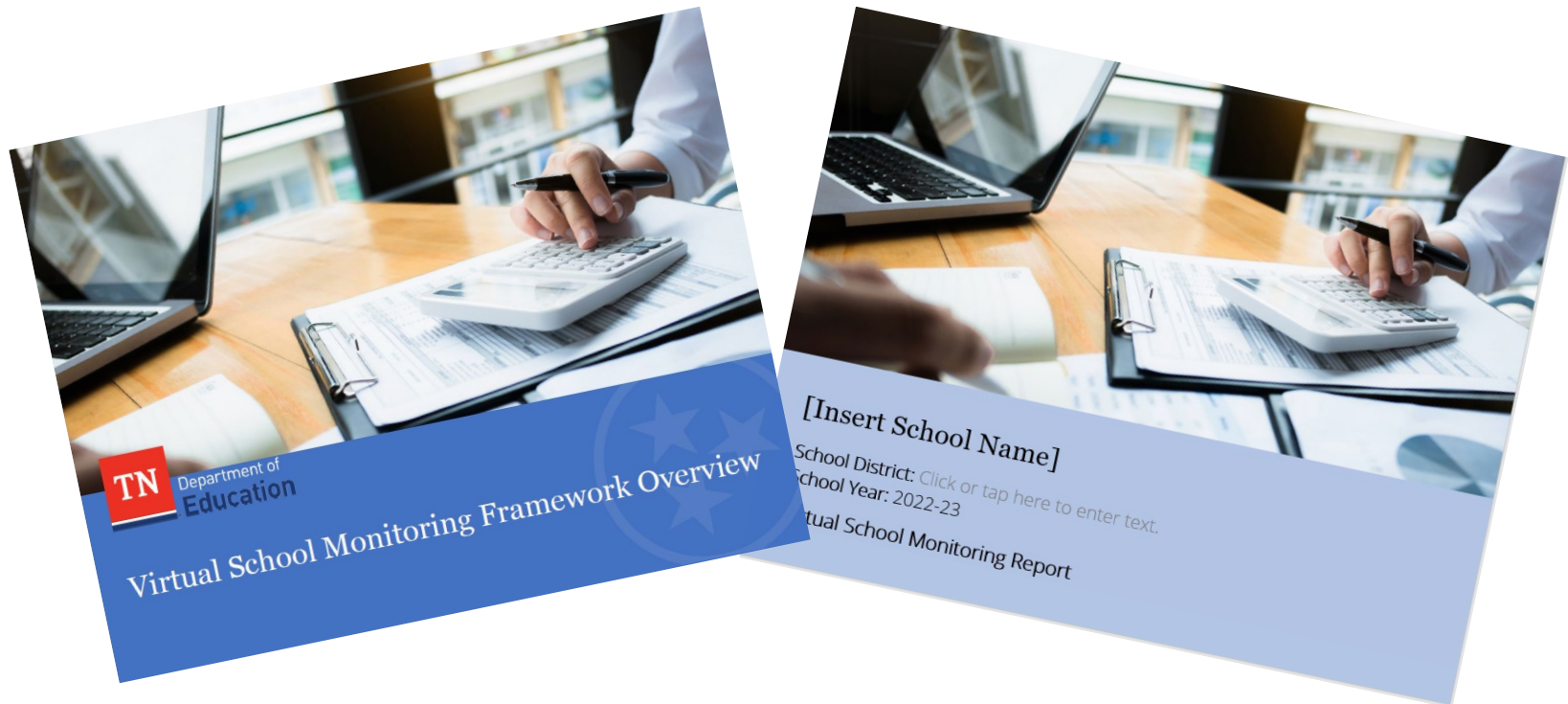
Timeline of Monitoring



- LEAs may begin the virtual school monitoring process on July 1.
- It is recommended that the LEA and/or virtual school should incorporate plans to address monitoring findings within the annual school plan during the InformTN planning window.
- The LEA and virtual school must post the finalized Virtual School Monitoring Report on both the LEA's and the virtual school's website by December 15.
- The LEA or virtual school must directly distribute the finalized Virtual School Monitoring Report to all families enrolled within the virtual school by December 15.
- LEAs must upload the finalized Virtual School Monitoring Report into ePlan by December 15.

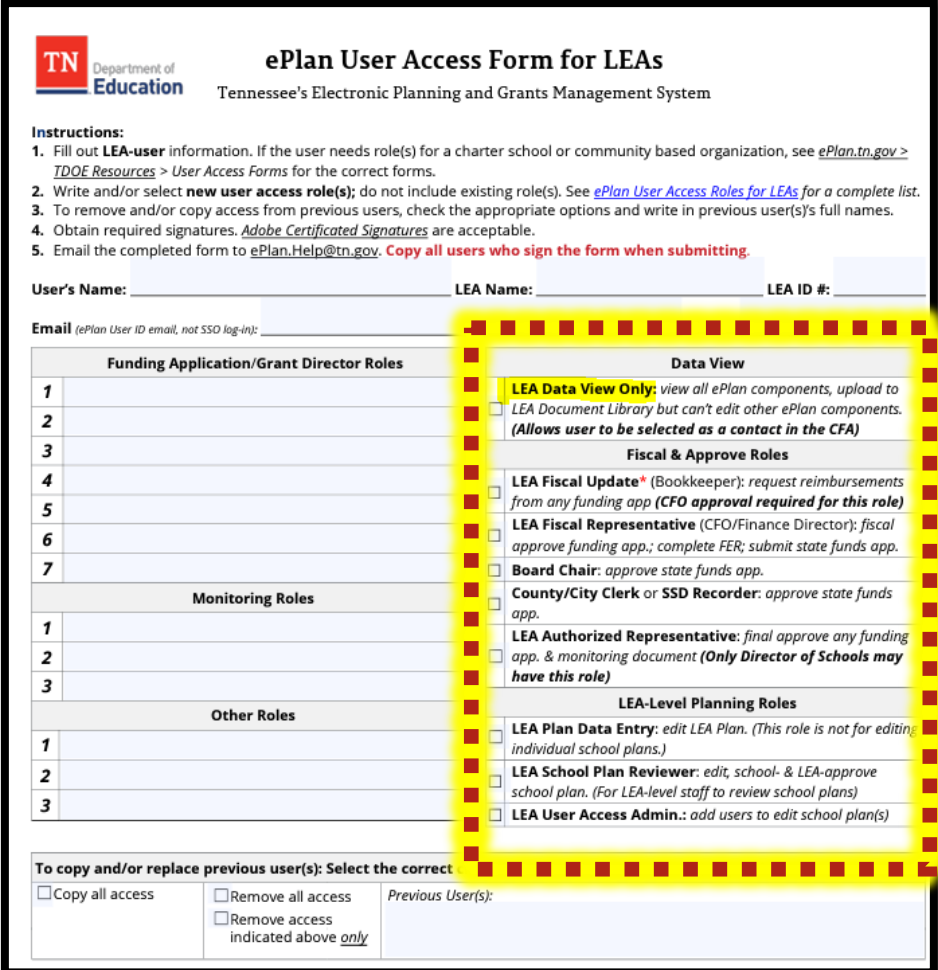
Department-provided Tools

- The Virtual School Monitoring Framework consists of two (2) documents:
 - Virtual School Monitoring Framework Overview.pdf
 - Virtual School Monitoring Report Template.docx



Accessing Department-provided Tools

- To download and/or upload the Virtual School Monitoring Framework, ePlan users must hold an LEA level access role in ePlan.
- LEAs should coordinate with the LEA ePlan administrator to ensure that the appropriate user access roles are granted.
- LEAs can access the User Access Form within ePlan's public TDOE resources page: [TDOE Resources \(tn.gov\)](https://www.tn.gov/tndoe/resources).



The image shows a screenshot of the 'ePlan User Access Form for LEAs' from the Tennessee Department of Education. The form is titled 'ePlan User Access Form for LEAs' and 'Tennessee's Electronic Planning and Grants Management System'. It includes instructions for users, a section for user information (Name, LEA Name, LEA ID #, Email), and several tables for selecting roles. A yellow dashed box highlights the 'Data View' and 'LEA-Level Planning Roles' sections. The 'Data View' section includes 'LEA Data View Only' (which allows viewing all ePlan components and uploading to the LEA Document Library) and 'Fiscal & Approve Roles' (which includes roles like LEA Fiscal Update, LEA Fiscal Representative, Board Chair, and County/City Clerk or SSD Recorder). The 'LEA-Level Planning Roles' section includes 'LEA Plan Data Entry', 'LEA School Plan Reviewer', and 'LEA User Access Admin.'. At the bottom, there is a section for 'To copy and/or replace previous user(s): Select the correct' with checkboxes for 'Copy all access', 'Remove all access', and 'Remove access indicated above only', and a field for 'Previous User(s)'.

TN Department of Education
ePlan User Access Form for LEAs
Tennessee's Electronic Planning and Grants Management System

Instructions:

1. Fill out **LEA-user** information. If the user needs role(s) for a charter school or community based organization, see [ePlan.tn.gov > TDOE Resources > User Access Forms](https://www.tn.gov/tndoe/resources) for the correct forms.
2. Write and/or select **new user access role(s)**; do not include existing role(s). See [ePlan User Access Roles for LEAs](#) for a complete list.
3. To remove and/or copy access from previous users, check the appropriate options and write in previous user(s)'s full names.
4. Obtain required signatures. *Adobe Certificated Signatures* are acceptable.
5. Email the completed form to ePlan.Help@tn.gov. **Copy all users who sign the form when submitting.**

User's Name: _____ LEA Name: _____ LEA ID #: _____

Email (ePlan User ID email, not SSD log-in): _____

Funding Application/Grant Director Roles	
1	
2	
3	
4	
5	
6	
7	

Monitoring Roles	
1	
2	
3	

Other Roles	
1	
2	
3	

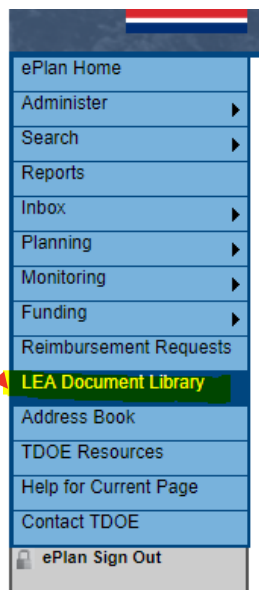
Data View	
<input type="checkbox"/>	LEA Data View Only: view all ePlan components, upload to LEA Document Library but can't edit other ePlan components. (Allows user to be selected as a contact in the CFA)
Fiscal & Approve Roles	
<input type="checkbox"/>	LEA Fiscal Update* (Bookkeeper): request reimbursements from any funding app (CFO approval required for this role)
<input type="checkbox"/>	LEA Fiscal Representative (CFO/Finance Director): fiscal approve funding app.; complete FER; submit state funds app.
<input type="checkbox"/>	Board Chair: approve state funds app.
<input type="checkbox"/>	County/City Clerk or SSD Recorder: approve state funds app.
<input type="checkbox"/>	LEA Authorized Representative: final approve any funding app. & monitoring document (Only Director of Schools may have this role)
LEA-Level Planning Roles	
<input type="checkbox"/>	LEA Plan Data Entry: edit LEA Plan. (This role is not for editing individual school plans.)
<input type="checkbox"/>	LEA School Plan Reviewer: edit, school- & LEA-approve school plan. (For LEA-level staff to review school plans)
<input type="checkbox"/>	LEA User Access Admin.: add users to edit school plan(s)

To copy and/or replace previous user(s): Select the correct

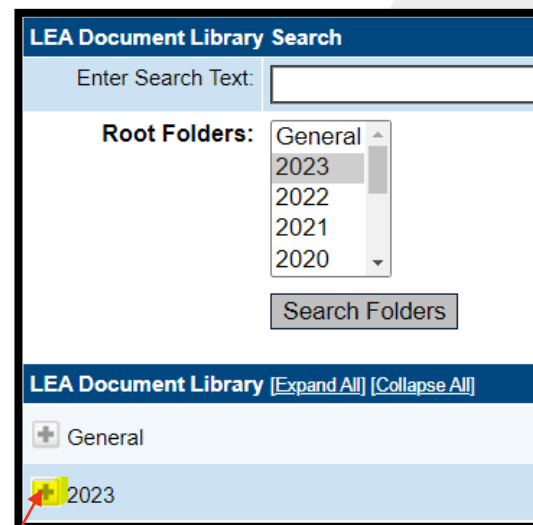
<input type="checkbox"/> Copy all access	<input type="checkbox"/> Remove all access	Previous User(s): _____
	<input type="checkbox"/> Remove access indicated above <u>only</u>	

Downloading the Framework from ePlan

Step 1: Select the LEA Document Library from the main menu.

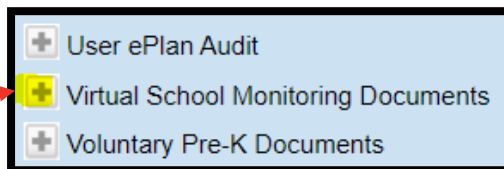


Step 2: Click on 2023 and hit search folders. Then click the + in front of the 2023.

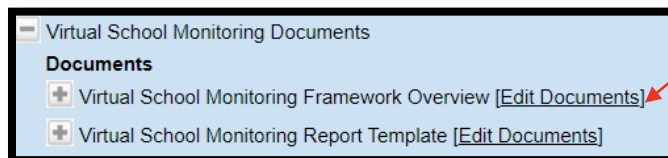


Downloading the Framework from ePlan cont.

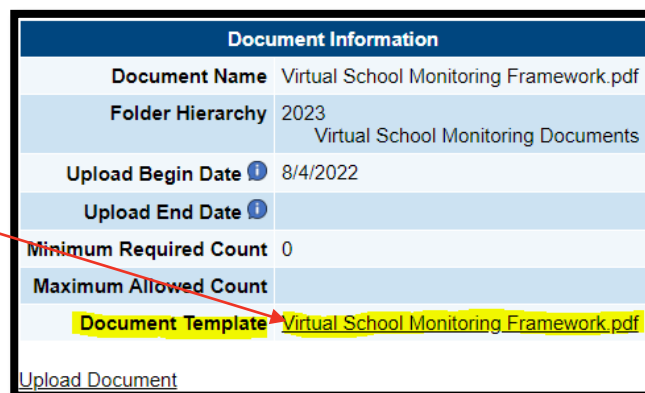
Step 3: Click the + to open the Virtual School Monitoring Documents folder.



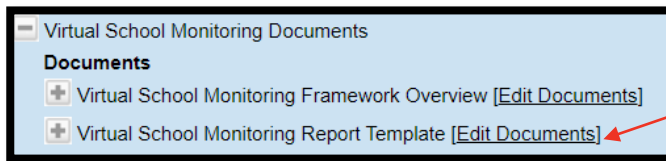
Step 4: Click edit documents.



Step 5: Click the underlined document template name. Repeat step 4 and 5 for both monitoring documents.



Uploading the Finalized Virtual School Report into ePlan



Step 1: Repeat steps 1 through 3 for downloading the framework files.

Step 2: Click edit documents for the Virtual School Monitoring Report Template.

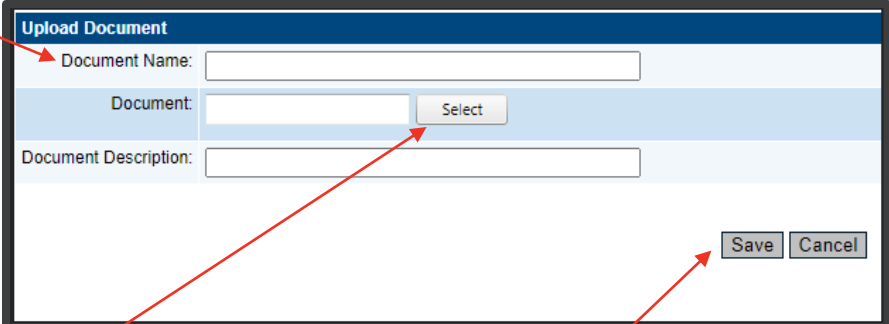
Step 3: Click upload document to upload the finalized monitoring report.

LEAs are not required to upload other documents related to virtual school monitoring into ePlan.

Document Information	
Document Name	Virtual School Monitoring Report Template
Folder Hierarchy	2023 Virtual School Monitoring Documents
Upload Begin Date ⓘ	8/4/2022
Upload End Date ⓘ	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	Virtual School Monitoring Report Template
Upload Document	

Uploading the Finalized Virtual School Report into ePlan cont.

Step 4: Insert the document name as "<Virtual School Name> Monitoring Report <Current School Year>". (i.e., ABC Virtual School Monitoring Report 2022-23)



The screenshot shows a web form titled "Upload Document". It contains three main input fields: "Document Name:" with a text box, "Document:" with a text box and a "Select" button, and "Document Description:" with a text box. At the bottom right are "Save" and "Cancel" buttons. Red arrows point from the instructional text boxes to the "Document Name" field, the "Select" button, and the "Save" button.

Upload Document	
Document Name:	<input type="text"/>
Document:	<input type="text"/> <input type="button" value="Select"/>
Document Description:	<input type="text"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

Step 5: Click select and choose the **Microsoft Word version** of the finalized monitoring report.

Step 6: Insert a desired document description and click save.

Virtual Schools Monitoring Framework Overview Document



Virtual School Monitoring Framework Overview Document



- The Virtual School Monitoring Framework Overview document outlines the following:
 - Tennessee statutes and rules that frame virtual school monitoring
 - Overview of the assurances, domains, and strands that an LEA must use during the monitoring process
 - Monitoring requirements, deadlines, and guidance
 - Designation methodology
 - Recommended Virtual School Monitoring Pre/Post Site Visit Agenda
 - Recommended Virtual School Monitoring Site Visit Agenda
 - Instructions for completing the Virtual School Monitoring Report
 - Glossary of terms and acronyms for virtual school monitoring



Virtual School Monitoring Requirements

- LEAs must monitor their virtual schools annually using the Tennessee Department of Education's approved Virtual School Monitoring Framework.
- 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 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.)

A stylized graphic on the left side of the slide. It features a hand with five fingers, each represented by a different colored oval (orange, teal, yellow, orange, yellow). The hand is holding a pencil that is also stylized with colored segments (orange, teal, yellow, orange, yellow) and a brown eraser. The pencil is pointing towards the bottom right.

Virtual School Monitoring Requirements cont.

- LEAs must post the virtual school's monitoring results to both the LEA's website and their 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.

Conducting Successful Monitoring



- LEAs should refrain from using internal shorthand or acronyms not commonly known or listed in the glossary.
 - The glossary within the framework provides a shared language for LEAs, virtual schools, and external stakeholders.
- It is recommended that LEAs utilize the implementation guidance found in the Virtual School Monitoring Framework Overview document during the monitoring process.
 - LEAs may conduct monitoring in a way that aligns to their internal procedures/processes.
 - The provided implementation guidance was created to ensure that LEAs complete all required elements of the monitoring process and that internal communications are streamlined.

Conducting Successful Monitoring cont.

- The Virtual School Monitoring Framework includes **recommended** monitoring guidelines. LEAs may amend the following monitoring components to fit their individual needs:
 - communication methods and frequency of communication;
 - internal document sharing procedures;
 - type and amount of evidence that the virtual school is required to submit for each indicator;
 - interview/guiding questions used during the monitoring process; and
 - the monitoring step-by-step checklist and site visit schedule.

Conducting Successful Monitoring cont.



- LEAs are **required** to utilize and complete the following monitoring components within the monitoring framework:
 - use of the provided designation methodology and report template;
 - use of the provided domains, assurances, strands, and indicators;
 - posting of the finalized report on both the LEA's and virtual school's websites by December 15;
 - distribution of the finalized report to all enrolled families via e-mail, U.S. mail, or other method determined by the LEA by December 15; and
 - submission of the finalized monitoring report in ePlan by December 15.



Recommended Monitoring Process

The table below outlines the recommended flow of the monitoring process.

Monitoring Step	Time Frame	Considerations
LEA creates the monitoring schedule	6-8 Weeks Prior to Monitoring (recommended)	The school should have ample time to prepare documentation.
School submits evidence and data to LEA	10 Days Prior to Monitoring (recommended)	<p>The school is required to submit evidence for each applicable indicator.</p> <p>The LEA should determine and communicate the appropriate method to share evidence, files, and data.</p>
LEA reviews documentation and conducts monitoring	Held on LEA/School Selected Monitoring Date	LEAs should base ratings on evidence and information that the virtual school provides during the monitoring process.
LEA communicates monitoring findings and results with school	Within 30 Days of Monitoring (recommended)	LEAs should communicate monitoring findings and collaborate with the school to create actions steps to correct the findings before finalizing the monitoring report.
LEA and school distributes the finalized Virtual School Monitoring Report	On or before December 15th (required)	LEAs must distribute the virtual school's monitoring results to all families enrolled within the virtual school using the Virtual School Monitoring Report Template. Distribution can be accomplished via e-mail, U.S. mail, or other method determined by the LEA. (required)

Overview of the Virtual School Monitoring Report Template



Virtual School Monitoring Report Template



- The Virtual School Monitoring Report Template consists of the following sections:
 - Virtual school designations, findings, and monitoring results
 - LEA and school directory information
 - LEA and school accountability data
 - Explanation of the designation methodology
 - Assurances and indicators that the LEA will use to monitor the virtual school
 - Recommended questions for the LEA to use during the monitoring process
 - Recommended evidence the virtual school may submit during the monitoring process
 - The LEA's rating of monitoring indicators and rationale for the rating
 - Glossary of terms and acronyms for virtual school monitoring

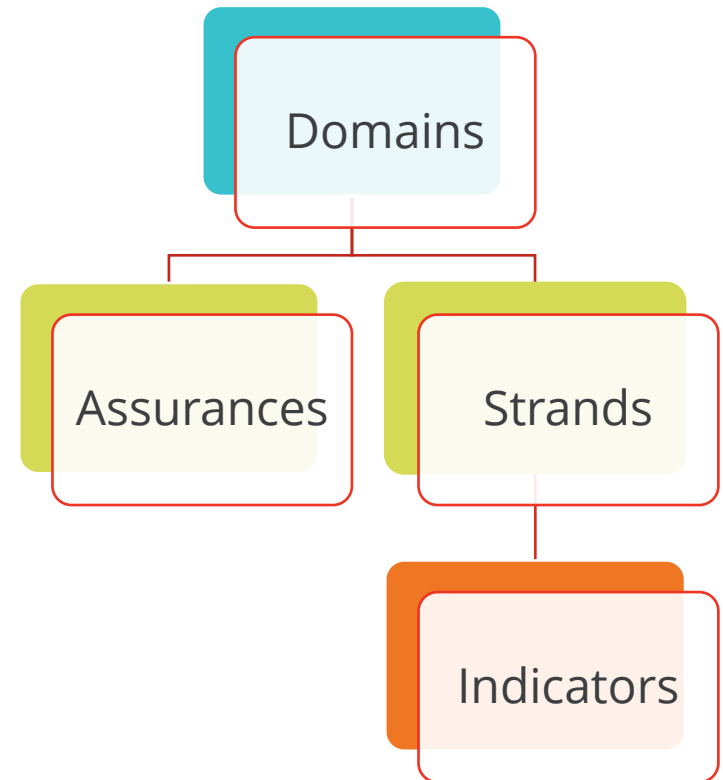
Purpose of the Monitoring Report

- Provides LEAs a systematic approach to communicate the notable areas of strength and areas for improvement for the virtual school.
- Provides stakeholders a consolidated yearly snapshot of the operational, fiscal, and academic practices within the virtual school.
- Provides LEAs a systematic approach to ensure that the virtual school aligns to state statutes and rules.
- Fulfills state statutory and regulatory requirements.
- Provides information for the department to review, report, and support, if needed.

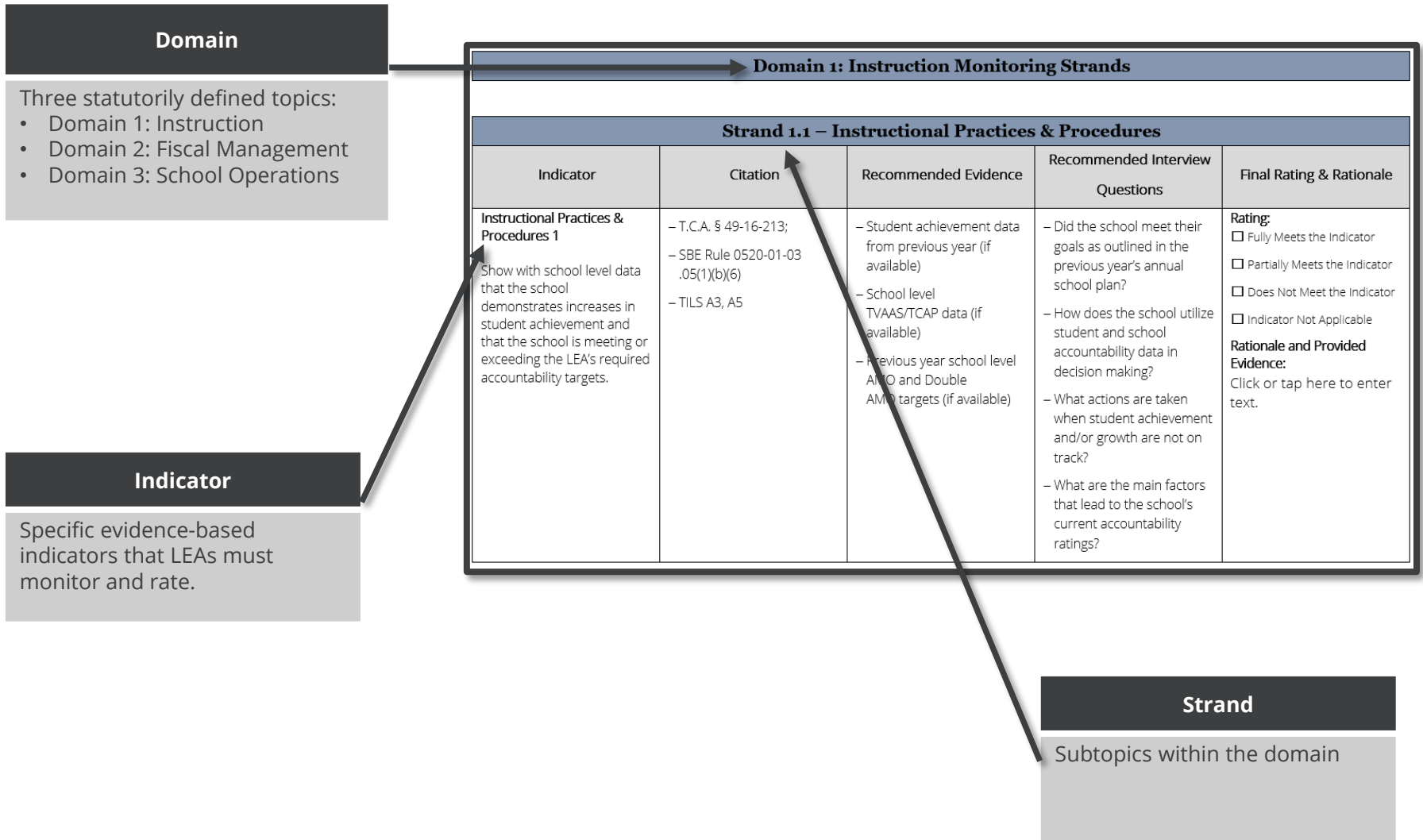


Monitoring Domains, Assurances, Strands, and Indicators

- Domains are high-level topics that LEAs operating a virtual school are statutorily obligated to monitor on an annual basis (e.g., Instruction, Fiscal Management, and School Operations).
- Assurances are statements drawn from Tennessee statutes and Tennessee State Board of Education (SBE) rules pertaining to specific domains.
- Strands are sub-topics within a monitoring domain.
- Indicators are specific monitored items that are aligned with state statute, regulation, and/or Tennessee Instructional Leadership Standards (TILS). Monitoring strands may contain numerous indicators.



Anatomy of Monitoring Domains





Designation Methodology

- This section outlines the methodology LEAs must use to calculate designation levels for the virtual school.

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.

Compliant with Assurance

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

Non-compliant with 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 = 1

Non-compliant with Assurance = 0

Assurance Rating Table

- Each monitoring domain has associated assurances that are drawn from statute and State Board rule.
- 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 that the LEA and/or virtual school will take to come into compliance.

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 = 1

Non-compliant with Assurance = 0





Indicator Ratings

Fully Meets the Indicator

- 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

Partially Meets the Indicator

- 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

Does Not Meet the Indicator

- 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

Indicator Not Applicable

- The indicator is not applicable due to grade-level configuration
- The indicator is not applicable due to absence of previous year accountability data
- The indicator is not applicable due to LEA policy
- Note: LEA must enter rationale when choosing indicator not applicable.

Indicator Ratings cont.

- Each indicator rating has an assigned numeric value.

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>

- LEAs will calculate the virtual school's designation level using the below formula.

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





Designation Levels

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

- The LEA will assign a designation level based on the percentages of applicable indicators and assurances as indicated in the “Designation Levels” table.

Designation Levels
<i>Meeting Expectations</i> = 80-100% of Indicators Met
<i>Approaching Expectations</i> = 60-79% of Indicators Met
<i>Below Expectations</i> = Below 60% of Indicators Met



Overall Designation and Findings

- LEAs must select an appropriate designation.
- LEAs should use evidence identified in the monitoring process to provide high quality feedback in the following qualitative sections:
 - overall findings;
 - strengths;
 - notable areas for improvement; and
 - plan to address notable areas of improvement.

Overall Designation and Findings

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

School Overall Designation

<input type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
---	---	---

Overall Findings: LEA PPOC should lead the team to craft a narrative to explain the overall results of the monitoring. This should include a designation of Meeting Expectations, Approaching Expectations, or Below Expectations. The narrative should be inserted here, and instructional text erased.

Strengths: LEA PPOC should lead the team to craft a narrative to explain the overall strengths of the school. The narrative should be inserted here, and instructional text erased.

Notable Areas for Improvement: LEA PPOC should lead the team to craft a narrative to explain the notable areas for improvement that the school must make. The narrative should be inserted here, and instructional text erased.

Plan to Address Notable Areas for Improvement: LEA PPOC should lead the team to craft a narrative to explain the plan to address the school's overall notable areas for improvement. The narrative should be inserted here, and instructional text erased.



Domain Specific Designations and Findings

- LEAs must select an appropriate designation for each domain.

Specific Domain Designation Level

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

Domain 1 Findings: Instruction

☐ Meeting Expectations

☐ Approaching Expectations

☐ Below Expectations

Strengths:

LEA PPOC should lead the team to craft a narrative to explain the strengths of the school in Domain 1. The narrative should be inserted here, and instructional text erased.

Notable Areas for Improvement:

LEA PPOC should lead the team to craft a narrative to explain the notable areas for improvement in Domain 1 that the school must make. The narrative should be inserted here, and instructional text erased.

Overall Designation and Findings (Example)

School Overall Designation

☒ Meeting Expectations

☐ Approaching Expectations

☐ Below Expectations

Overall Findings:

Based on monitoring findings compiled on 9/15/22, ABC Virtual School is meeting ABC district's instructional, fiscal, and operational expectations.

Overall Strengths:

Based on monitoring findings, ABC Virtual School has created a master schedule that is highly flexible which creates numerous opportunities for students to advance through coursework at their own pace. Additionally, the monitoring findings show that the school is providing thorough RTI2 screening and is using the collected data to take timely instructional action.

Identified Assurances and/or Indicators

- *Instructional Practices & Procedures 4*
- *Instruction Assurance 6*

Overall Notable Areas for Improvement:

Based on monitoring findings, ABC Virtual School must create student attendance tracking and monitoring procedures that align to board policy. Additionally, the monitoring findings show that the school's leadership should create a yearly tracker of budgetary concerns to address within the next budgeting cycle.

Identified Assurances and/or Indicators

- *Fiscal Monitoring 1*
- *Attendance 1*

Plan to Address Overall Notable Areas for Improvement:

ABC district's central administration office (CAO) personnel will assist ABC virtual school's leadership in developing attendance procedures that align to board policies. This support will be completed within 2 weeks of the monitoring findings. CAO personnel will also assist with a budgetary tracking process that captures data from various sources to validate the school's request for increases in the annual budget. This process will require data collection and analysis. Therefore, this support may extend through the first semester of the school year.

School Snapshot

The purpose of the school snapshot is to provide stakeholders with an overview of the school's student population, instructional model, and type of enrollment options.

- Years in Operation – Number of years the school has operated under its current school number.
 - LEAs can find a history of the school's operational years in the [Tennessee School Directory](#).
- Term definitions for enrollment types and instructional models are located in the glossary within Appendix A of both the Monitoring Framework and Final Report template.

School Snapshot

School Name: Click or tap here to enter text.

Total Current Enrollment: Click or tap here to enter text.

Years In Operation: Click or tap here to enter text.

Grades Served: Click or tap here to enter text.

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

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

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
1st Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2nd Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3rd Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
6th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
7th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
8th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
9th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
10th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
11th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
12th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

School Snapshot cont.

LEAs may compile enrollment data from their SIS and/or use the data sources listed below to complete this section.

- 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.
- All Students – 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.
 - To compile data for the report, 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.



School Snapshot cont.

LEAs may compile enrollment data from their SIS and/or use the data sources listed below to complete this section.

- English Language Learners – 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.
 - To compile data for the report, LEAs may create an 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.



School Snapshot cont.

LEAs may compile enrollment data from their SIS and/or use the data sources listed below to complete this section.

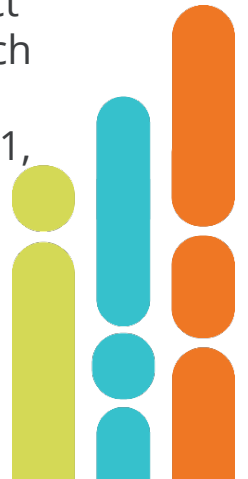
- Students with a Disability – Current count of students enrolled per grade who hold a primary enrollment within the virtual school and hold at minimum, a primary special education option.
 - To compile data for the report, LEAs may create an Excel pivot table of distinct student counts by grade using 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”).



School Snapshot cont.

LEAs may compile enrollment data from their SIS and/or use the data sources listed below to complete this section.

- Economically Disadvantaged - 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
- To compile data for the report, 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.



Accountability Data

- The LEA must use Tennessee [state report card](#) data from the previous school year to complete this section.
- 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 or data not meeting the minimum number of assessments (N count) for accountability purposes.

Accountability Data

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

URL to School's Tennessee State Report Card

Click or tap here to enter text.

Graduation Rate (if applicable for grades served)

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

School Graduation Rate	District Average Graduation Rate
Click or tap here to enter text.	Click or tap here to enter text.

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

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

School Ready Graduate Rate	District Ready Graduate Rate
Click or tap here to enter text.	Click or tap here to enter text.
School Average ACT Composite Score	District Average ACT Composite Score
Click or tap here to enter text.	Click or tap here to enter text.
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
Click or tap here to enter text.	Click or tap here to enter text.

Accountability Data cont.

Use the navigation notes below to access needed data within the state report card.*

Note: to access district level data within the school's report card, select the "More" option below each measure.

- **Graduation Rate:** School Report Card -> Performance Indicators -> Graduation Rate -> "Four Year Graduation Rate" percentage
- **Ready Graduate:** School Report Card -> Performance Indicators -> "Ready Graduate" percentage
- **Overall Academic Growth:** School Report Card -> Performance Indicators -> Student Growth -> "Growth" Level 1 through 5 score
- **Success Rate:** School Report Card -> Performance Indicators -> Academic Achievement -> "Success Rate" percentage
- **Academic Achievement by Subject:** School Report Card -> Performance Indicators -> Academic Achievement -> Student Achievement by subject -> Subject Achievement percentage

* Navigation guidance is based on the 2020-2021 State Report Card. The location of accountability data may change with the release of report cards in subsequent years.



Accountability Data cont.

- **Chronic Absenteeism:** School Report Card -> Performance Indicators -> Chronically Out of School -> “Chronic Absenteeism” percentage
- **Overall Progress on English Language Proficiency:** School Report Card -> Performance Indicators -> Progress on English Language -> “English Language Progress” percentage
- **Staffing:**
 - School Report Card -> Other Indicators -> Staff -> “Number of Teachers”
 - School Report Card -> Other Indicators -> Staff -> “Student to Teacher Ratio”
 - District Level Report Card -> Other Indicators -> Staff -> “Student to Teacher Ratio”



Assurances

- LEAs must choose either “Yes” or “No” for each assurance.
- For each assurance marked “No”, LEAs must provide the school’s plan to come into compliance.

Domain 1: Instruction

Assurances

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

☐ Yes ☐ No

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

Click or tap here to enter text.

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

☐ Yes ☐ No

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

Click or tap here to enter text.

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

☐ Yes ☐ No

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

Click or tap here to enter text.

Monitoring Indicators

- LEAs must select a rating for each indicator.
- LEAs must provide a rationale 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, or not applicable due to LEA policy).

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Instructional Practices & Procedures 4 Show how the school offers or allows an advanced or accelerated learning path for its students.	- T.C.A. § 49-16-205 - SBE Policy 2.103 (1)(22) - TILS A5, D3	- Advanced curriculum - Learning path tracker - Student / academic handbook	- How are students informed that they may work at their own pace to advance through a course? - How do teachers manage a classroom of students on differentiated learning paths?	Rating: <input 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 Rationale and Provided Evidence: Click or tap here to enter text.
Instructional Practices & Procedures 5 Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.	- SBE Policy 2.103 (6)(3) - SBE Rule 0520-01-03-.05 - TILS D3	- Internal TCAP planning documents - Example of distributed communication - TCAP proctor training	- Describe the school's plans and approach to administer TCAP testing. - How will the school offer makeup testing for students who are absent on the day of test administration?	Rating: <input 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 Rationale and Provided Evidence: Click or tap here to enter text.

Rules of Thumb for Completing the Report Template

- Use the virtual school monitoring report template as it is provided; sections should not be added, removed, or rearranged.
- Remove instructional text when applicable and replace it with text specific to the monitoring findings.
- Use Open Sans or Open Sans Light font to match the report template text.
- It is permissible to correct formatting issues that occur while completing the template. However, nothing should be added to or removed from the original template layout or contents.
- The report template is most easily edited in the Microsoft Word desktop app.
- LEA should export the finalized virtual school monitoring report as a non-editable PDF before posting or sharing the final report with stakeholders.



Next Steps After Monitoring



Action Steps for Monitoring Findings

- LEAs have autonomy to develop action steps to address monitoring findings.
- LEAs and virtual schools should prioritize action steps to correct non-compliant assurances.
- LEAs and virtual schools may (and are encouraged to) include the monitoring findings and action steps in their yearly school planning within InformTN.
- The department will review the virtual school's final monitoring report and contact the LEA if needed.



Resources

Statute and Regulation Resources

- **Tennessee Code – Lexis Law Link:**
<https://www.tncourts.gov/Tennessee%20Code>
- **Tennessee State Board of Education Rules, Policies, and Guidance:**
<https://www.tn.gov/sbe/rules--policies-and-guidance.html>

TDOE Websites

- **TDOE Virtual School Website:** <https://www.tn.gov/education/school-options/virtual-schools.html>
- **ePlan Website:** <https://eplan.tn.gov/user/signin.aspx>



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