



# HC Learning Academy

School District: Hickman

School Year: 2022-23

## Virtual School Monitoring Report



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# Overall Designation and Findings

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

## School Overall Designation

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

|                   |   |
|-------------------|---|
| Overall Findings: | HC Learning Academy meets expectations in instruction, fiscal management, and school operations based on the statutory requirements set forth for virtual schools and the practices established for the stakeholders of the school. |
|-------------------|---|

|            |  |
|------------|--|
| Strengths: | HC Learning Academy teachers are highly qualified, locally based educators that provide high quality instruction to the students enrolled. These teachers are selected based on their experience and expertise with on-line and remote learning. While the number of learners enrolled is lower than previous years, the selection of learners is based upon the superior screening process of student records for enrollment. |
|------------|--|

|                                |  |
|--------------------------------|--|
| Notable Areas for Improvement: | An area identified as a possible area of improvement is for the teacher of record to record daily attendance. Currently, the principal checks the daily attendance and time on task. The principal then reports any attendance absences due to logging in daily or off task to the system data base administrator who logs the daily attendance. |
|--------------------------------|--|

|  |  |
|--|--|
| Plan to Address Notable Areas for Improvement: | The school will have a daily check in requirement for students in their teacher's Google classroom. Teachers of record will share this report with the district data base administrator who will log the attendance from the daily check-in sheet. |
|--|--|

## Domain 1 Findings: Instruction

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

|            |   |
|------------|---|
| Strengths: | <p>HC Learning Academy teacher selection is based off the coursework that students enrolled need to complete. All of the 2022-2023 teachers of HC Learning Academy have previous experience with teaching through an online platform and taught at HC Learning Academy the previous year. These teachers also taught remotely during the pandemic. All teachers of HC Learning Academy are also teachers in their content areas at brick and mortar schools within the district. Student applications are thoroughly processed and reviewed. Because of the review committee process, only students that meet the qualifications are admitted into the school. Constant contact and support from the teachers and staff as well as built in supports such as tutoring have made the school successful</p> |
|------------|---|

|                                |  |
|--------------------------------|--|
| Notable Areas for Improvement: | <p>Based on the data, the school's ACT scores are notably lower than the district. Seniors were enrolled in an ACT prep class this year to hopefully increase their scores. All seniors were encouraged to retake their ACT after completion of the class.</p> |
|--------------------------------|--|

## Domain 2 Findings: Fiscal Management

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

|            |  |
|------------|--|
| Strengths: | <p>There are no costs associated for students to apply or attend HC Learning Academy. The majority of the school's needs are technology related items which were purchased through ESSER funds. HC Learning Academy constantly reviews the needs of the school and revises the budget accordingly.</p> |
|------------|--|

|                                |   |
|--------------------------------|---|
| Notable Areas for Improvement: | <p>Based on trend data, enrollment in the virtual school has decreased by 50% or more since opening. HC Learning Academy would like to increase their enrollment for the 2023-2024 school year. Many of the students returned to brick and mortar schools after the pandemic.</p> |
|--------------------------------|---|



## Domain 3 Findings: School Operations

|                        |                            |                      |
|------------------------|----------------------------|----------------------|
| X Meeting Expectations | □ Approaching Expectations | □ Below Expectations |
|------------------------|----------------------------|----------------------|

|            |   |
|------------|---|
| Strengths: | <p>HC Learning Academy implements the IEP's and ILP's with fidelity and ensures these students their plans are implemented with fidelity. Students are benchmarked to monitor progress. All students provides multiple avenues of support for students.</p> <p>Progressive intervention tiers are implemented, if needed. Supports for students include counseling through our SEL team, learning lab, and afterschool supports through grant programs.</p> |
|------------|---|

|                                |   |
|--------------------------------|---|
| Notable Areas for Improvement: | <p>Teachers do not take daily attendance since the majority of work is done online independently. A plan will be implemented to for the upcoming school year on how teachers can verify daily attendance.</p> |
|--------------------------------|---|

### Results Snapshot

The school received the following totals:

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

|   |    |
|---|----|
| Number of Applicable Indicators as Determined by the LEA: | 21 |
| Number of Fully Met Indicators:                           | 19 |
| Number of Partially Met Indicators:                       | 2  |
| Number of Indicators Not Met:                             | 0  |





## School Contact Information

**[Hickman]**

[HC Learning Academy]  
Monitoring – [2022-2023]

| School Primary Point of Contact   |   |
|---|---|
| Principal's Name:<br>Becky Malugin  | Principal's Phone Number:<br>(931) 729-3391   |
| School Mailing Address:<br>115 Murphree Ave   | Principal's Email:<br>becky.malugin@hickmank12.org  |
| School's Primary Point of Contact (if not principal):<br>Click or tap here to enter text.       | School's Primary Point of Contact (if not principal) Phone:<br>Click or tap here to enter text. |
| School's Primary Point of Contact (if not principal) Email:<br>Click or tap here to enter text. |   |

| LEA Primary Point of Contact                        |   |
|---|---|
| LEA Primary Point of Contact Name:<br>Becky Malugin | LEA Primary Point of Contact Phone Number:<br>(931) 729-3391        |
| LEA PPOC Title:<br>Secondary Supervisor             | LEA Primary Point of Contact Email:<br>becky.malugin@hickmank12.org |

## School Snapshot

|                           |                     |                     |      |
|---------------------------|---------------------|---------------------|------|
| School Name:              | HC Learning Academy | Years In Operation: | 3    |
| Total Current Enrollment: | 9                   | Grades Served:      | 3-12 |

|   |   |  |                                      |  |
|---|---|--|--------------------------------------|--|
| <b>Enrollment Types Accepted:</b><br><i>Choose all that apply</i><br><i>See appendix A for definitions of terms</i>   | <input checked="" type="checkbox"/> In-district | <input type="checkbox"/> Out-of-district         | <input type="checkbox"/> State-wide  |  |
| <b>Primary Instructional Model:</b><br><i>Choose all that apply</i><br><i>See appendix A for definitions of terms</i> | <input type="checkbox"/> Synchronous            | <input checked="" type="checkbox"/> Asynchronous | <input type="checkbox"/> Bynchronous | <input checked="" type="checkbox"/> 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    | 1                                | 0                                | 1                                | 0                                |
| 9th Grade    | 1                                | 0                                | 0                                | 1                                |
| 10th Grade   | 1                                | 0                                | 0                                | 1                                |
| 11th Grade   | 2                                | 0                                | 0                                | 1                                |
| 12th Grade   | 4                                | 0                                | 1                                | 4                                |

## Domains and Strands At-a-Glance

The purpose of monitoring is to assess the strengths and areas needing improvement at each virtual school. This report reflects the current state of the virtual school being monitored.

Each virtual school is monitored to determine an overall designation through a series of domains and strands as categorized below:

- Domain 1: Instruction
  - [o Assurances](#)
  - [o Strand 1.1: Instructional Practices & Procedures](#)
  
- Domain 2: Fiscal Management
  - [o Assurances](#)
  - [o Strand 2.1: Fiscal Budgeting](#)
  
- Domain 3: School Operations
  - [o Assurances](#)
  - [o Strand 3.1: Attendance](#)
  - [o Strand 3.2: Enrollment](#)
  - [o Strand 3.3: Staffing & Operations](#)
  - [o Strand 3.4: Technology & Instructional Materials](#)
  - [o Strand 3.5: Special Populations](#)

## Designation Methodology

The LEA will assign the virtual school a designation level based on the percentages of applicable indicators and assurances as indicated in the table below. Use the tables and formula below to calculate the school designation level.

| Designation Levels   |   |  |
|--|---|--|
| <b>Meeting Expectations =</b><br>80-100% of Indicators Met | <b>Approaching Expectations =</b><br>60-79% of Indicators Met | <b>Below Expectations =</b><br>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  | 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 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"> <li>- School provides evidence that aligns <b>fully</b> with the elements addressed in the indicator</li> <li>- Provided evidence shows fulfillment or compliance of the indicator</li> <li>- One or more pieces of evidence are provided</li> </ul> | <ul style="list-style-type: none"> <li>- School provides evidence that aligns <b>partially</b> with the elements addressed in the indicator</li> <li>- Provided evidence shows progress towards fulfillment or compliance of the indicator</li> <li>- One or more pieces of evidence are provided</li> </ul> | <ul style="list-style-type: none"> <li>- School does not provide evidence that satisfies the elements addressed in the indicator</li> <li>- School provides evidence that does not address the indicator</li> <li>- School does not provide evidence</li> </ul> | <ul style="list-style-type: none"> <li>- The indicator is not applicable due to grade-level configuration</li> <li>- The indicator is not applicable due to absence of previous year accountability data</li> <li>- The indicator is not applicable due to LEA policy</li> </ul> <p><b>Note: LEA must enter rationale when choosing indicator not applicable.</b></p> |

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

## Accountability Data

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

### URL to School's Tennessee State Report Card

<https://tdepublicschools.ondemand.sas.com/school/004100019>

### 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 |
|------------------------|----------------------------------|
| 100%                   | 93.4%                            |

### 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             |
|--|--|
| 20%                                    | 34%                                      |
| School Average ACT Composite Score     | District Average ACT Composite Score     |
| 15.2%                                  | 17.8%                                    |
| School Percentage of CTE Concentrators | District Percentage of CTE Concentrators |
| N/A                                    | 76%                                      |

### Overall Academic Growth

*Student growth measures the academic growth rates of groups of students from year to year. Schools are rated as Level 1 through Level 5. Level 1 indicates significant evidence that students are making less than expected growth while Level 5 indicates significant evidence that students are making more than expected growth.*

School Wide Growth Score

District Wide Growth Score

N/A

Level 1

### Success Rate

*Success rate represents the percentage of students that scored on track or mastered on annual state tests.*

Overall School Success Rate

Overall District Success Rate

N/A

20.8%

### Academic Achievement by Subject

*Academic achievement is the percentage of students performing on grade level on state assessments as well as the improvement in this percentage from one year to the next.*

School ELA Achievement Percent

District ELA Achievement Percent

Click or tap here to enter text.

36.2%

School Math Achievement Percent

District Math Achievement Percent

Click or tap here to enter text.

8.0%

School Social Studies Achievement Percent

District Social Studies Achievement Percent

Click or tap here to enter text.

29.0%

School Science Achievement Percent

District Science Achievement Percent

Click or tap here to enter text.

24.2%

### Chronic Absenteeism

*The chronic absenteeism rate is the percent of students who are chronically absent.*

School Percent of Chronically Absent Students

District Percent of Chronically Absent Students

0%

18.9%

### Overall Progress on English Language Proficiency

*Progress on English language proficiency rate indicates the percent of English Language Learners who are demonstrating growth in their ability to read, write, listen to, and speak English.*

School Progress of English Language Proficiency Rate

District Progress of English Language Proficiency Rate

N/A

45%

### Staffing

Number of Teachers in Virtual School

Click or tap here to enter text.

Student to Teacher Ratio within Virtual School

Student to Teacher Ratio within District

N/A

89.8%



## Monitoring Domains

### Domain 1: Instruction

#### Assurances

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

Yes       No

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

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

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

Yes       No

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

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

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

Yes       No

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

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

4. The virtual school provides the same length of time for learning opportunities per academic year that is required under T.C.A. § 49-6-3004 for public school students (minimum of 180 days of instruction and 6.5 hours per day).

Yes       No

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

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

5. The virtual school fully complies with requirements for physical activity and physical education pursuant to T.C.A. § 49-6-1021(e)-(f) and State Board Policy 4.206.

Yes       No

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

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

6. The virtual school fulfills the requirements to implement the Response to Instruction and Intervention (RTI<sup>2</sup>) framework adopted by the State Board in accordance with State Board Rule 0520-01-03-.09.

Yes       No

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

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

## Domain 1: Monitoring Strands

### Strand 1.1 – Instructional Practices & Procedures

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions  | Final Rating & Rationale  |
|---|--|---|--|---|
| <p style="text-align: center;"><b>Instructional Practices &amp; Procedures 1</b></p> <p>Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEAs required accountability targets.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-16-213;</li> <li>- SBE Rule 0520-01-03 .05(1)(b)(6)</li> <li>- TILS A3, A5</li> </ul> | <ul style="list-style-type: none"> <li>- Student achievement data from previous year (if available)</li> <li>- School level TVAAS/TCAP data (if available)</li> <li>- Previous year school level AMO and Double AMO targets (if available)</li> </ul> | <ul style="list-style-type: none"> <li>- Did the school meet their goals as outlined in the previous year's annual school plan?</li> <li>- How does the school utilize student and school accountability data in decision making?</li> <li>- What actions are taken when student achievement and/or growth are not on track?</li> <li>- What are the main factors that lead to the school's current accountability ratings?</li> </ul> | <p><b>Rating:</b></p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input checked="" type="checkbox"/> Indicator Not Applicable</p> <p><b>Rationale and Provided Evidence:</b></p> <p><a href="https://tdepublicschools.org/demand.sas.com/school/004100019/about">https://tdepublicschools.org/demand.sas.com/school/004100019/about</a></p> <p>The indicator is not applicable due to absence of previous year accountability data.</p> |

**Strand 1.1 – Instructional Practices & Procedures**

| Indicator  | Citation   | Recommended Evidence  | Recommended Interview Questions  | Final Rating & Rationale  |
|--|--|---|--|---|
| <p><b>Instructional Practices &amp; Procedures 2</b></p> <p>Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-16-205</li> <li>- SBE rule 0520-01-03 .05 (1)(b)(8)</li> <li>- TILS A3, A4, A5</li> </ul> | <ul style="list-style-type: none"> <li>- Narrative response</li> <li>- Pacing guides</li> <li>- Progress monitoring reports</li> <li>- Student / academic handbook</li> <li>- Data tracker</li> </ul> | <ul style="list-style-type: none"> <li>- How does the school ensure curricular alignment with TN Academic Standards?</li> <li>- How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA?</li> <li>- Who leads the process of tracking student progress?</li> <li>- What data is used to determine and define student success?</li> <li>- What actions are taken to support students who are not progressing appropriately?</li> <li>- How does the school communicate and partner with a family if the student is behind in their progress?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>HC Learning Academy reflects on data in order to prescribe necessary supports for students. Such analysis could result in policy revisions, identification of a social-emotional piece to be implemented, or teacher training.</p> <p>Student tracking is lead by teachers and monitored by the principal. Students are required to communicate with his/her teacher weekly via email. Any students falling behind are required to attend a learning lab for remediation. Parent communication is utilized monthly at minimum.</p> |

|   |   |  |   |   |
|---|---|--|---|---|
| <p><b>Instructional Practices &amp; Procedures 3</b></p> <p>Outline a typical daily schedule for students in each of the following grade bands. Please include the percentage of time spent engaging in the following instructional models:</p> <p>Grade bands:</p> <ul style="list-style-type: none"> <li>- K</li> <li>- 1st – 5th</li> <li>- 6th – 8th</li> <li>- 9th – 12th</li> </ul> <p>Instructional models:</p> <ul style="list-style-type: none"> <li>- Fully asynchronous</li> <li>- Fully synchronous</li> <li>- Bisynchronous</li> <li>- Hybrid</li> <li>- Other (please explain)</li> </ul> | <ul style="list-style-type: none"> <li>- TILS A2, A4</li> </ul> | <ul style="list-style-type: none"> <li>- Student / academic handbook</li> <li>- Course catalog or school master schedule</li> <li>- Screenshots or exports or student schedules</li> </ul> | <ul style="list-style-type: none"> <li>- On average, how much daily instructional time is spent on a computer for each grade band?</li> <li>- How are students engaging with curriculum when not on a computer?</li> <li>- How does the school ensure that students stay engaged in learning when learning asynchronously?</li> <li>- How does the school provide instructional differentiation virtually?</li> <li>- How does the school provide high-dosage, low-ratio tutoring to virtual students?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>The majority of students enrolled in HC Learning Academy are high school students. All instruction is provided by high-qualified, certified teachers of Hickman County. Instruction is primarily provided asynchronously to students with the exception of a few dual enrollment classes that students take those courses within the building. Student schedules are built as those of our brick and mortar high schools based off previous transcripts so that a transition back to those schools can be easily made if needed. A learning lab is provided for needing additional academic support.</p> |
|---|---|--|---|---|

**Strand 1.2 -  
Instruction and Learning Paths**

| Indicator   | Citation  | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|---|---|---|---|
| <p><b>Instructional Practices &amp; Procedures 4</b></p> <p>Show how the school offers or allows an advanced or accelerated learning path for its students.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-16-205</li> <li>- SBE Policy 2.103 (1)(22)</li> <li>- TILS A5, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Advanced curriculum</li> <li>- Learning path tracker</li> <li>- Student / academic handbook</li> </ul> | <ul style="list-style-type: none"> <li>- How are students informed that they may work at their own pace to advance through a course?</li> <li>- How do teachers manage a classroom of students on differentiated learning paths?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>Students and parents meet with the principal prior to enrollment for an individual enrollment which includes selection of classes and the learning platform. Dual enrollment, AP, and SDC courses are offered to students. These students are hybrid students as they receive instruction for the majority of the advanced classes at their respective brick and mortar schools. Students with IEP's and 504 are provided with case managers that meet with them virtually each week for additional supports. As well, the learning lab is open for any students needing assistance.</p> |

**Strand 1.2 -  
Instruction and Learning Paths**

| Indicator   | Citation  | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|---|---|---|---|
| <p><b>Instructional Practices &amp; Procedures 5</b></p> <p>Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.</p> | <ul style="list-style-type: none"> <li>- SBE Policy 2.103 (6)(3)</li> <li>- SBE Rule 0520-01-03-.05</li> <li>- TILS D3</li> </ul> | <ul style="list-style-type: none"> <li>- Internal TCAP planning documents</li> <li>- Example of distributed communication</li> <li>- TCAP proctor training</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the school's plans and approach to administer TCAP testing.</li> <li>- How will the school offer makeup testing for students who are absent on the day of test administration?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>The Student/Parent contract that is reviewed at the in-person orientation contains state mandated assessment information. A district assessment calendar is provided to families and the principal ensures that families are aware of assessment dates via email. The principal and testing coordinator work with schools to plan for virtual program students' participation to come onto school campuses to complete assessments. Make-up tests are completed at the learning lab by the principal and testing coordinator in accordance with state testing administration guidelines. All personnel receive testing training.</p> |

**Strand 1.2 -  
Instruction and Learning Paths**

| Indicator   | Citation  | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:  |
|---|---|--|---|--|
| <p>Instructional Practices &amp; Procedures 6</p> <p>Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12.</p> <p>List of EPSOs here: <a href="http://www.tn.gov">Early Postsecondary Opportunities (tn.gov)</a></p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-6-414</li> <li>- SBE Rule 0520-01-03-.06</li> <li>- TILS A5</li> </ul> | <ul style="list-style-type: none"> <li>- Internal tracker or database</li> <li>- Transcript audit schedules</li> <li>- EPSO catalog</li> <li>- Career Pathway catalog</li> </ul> | <ul style="list-style-type: none"> <li>- How does the school provide opportunity for students to track their graduation or Ready Graduate progress?</li> <li>- What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>Before enrollment, the principal pulls each student's transcript to evaluate. Some dual enrollment and elective focus courses are not offered virtually; therefore, students receive hybrid instruction and report to the home building offering those courses. Students are tracked using a 6 year plan guide. Students needing additional support to graduate have regular conversations both in person, at the learning lab, through emails or phone calls with the principal and teacher.</p> |





## Domain 2: Fiscal Management

### Assurances

1. The virtual school fully complies with T.C.A. § 49-6-3003 and State Board Rule 0520-02-01-.05 and does not charge tuition to attend the virtual school for students who live within the zone of residency of the LEA that operates the virtual school.

Yes       No

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

Click or tap here to enter text.

2. The virtual school fully complies with State Board Rule 0520-01-02-.16 and does not require that students or families pay a fee to use equipment and/or software while receiving educational training. The virtual school does not require students or families to pay a fee for equipment insurance.

Yes       No

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

Click or tap here to enter text.

## Domain 2: Monitoring Strands

### Strand 2.1 - Fiscal Budgeting

| Indicator  | Citation  | Recommended Evidence   | Recommended Interview Questions  | Final Rating & Rationale:   |
|--|---|--|--|---|
| <p><b>Fiscal Budgeting 1</b></p> <p>Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.</p> | <ul style="list-style-type: none"> <li>- TILS D2, D4</li> </ul> | <ul style="list-style-type: none"> <li>- Financial manual</li> <li>- Narrative</li> <li>- Outline of budgeting process</li> <li>- Budgeting needs assessment document</li> </ul> | <ul style="list-style-type: none"> <li>- Did last year's fiscal budget adequately meet the school's needs? Why or why not?</li> <li>- Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year's fiscal budget?</li> <li>- How does the school identify fiscal needs during the planning process?</li> <li>- Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How will the school plan for the change?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>To ensure that the fiscal needs are met for HC Learning Academy, the principal analyzes the need for technology for students, student enrollment projections as well as the necessary staff. Because teachers are already employees in the district, professional development is already provided during days built into the calendar. An emphasis is made in providing resources to meet the many needs of our students in Hickman County. There are additional resources in place through partnerships</p> |

## Strand 2.1 - Fiscal Budgeting

| Indicator   | Citation  | Recommended Evidence   | Recommended Interview Questions  | Final Rating & Rationale:   |
|---|---|--|--|---|
|   |   |  |  | in our community for students who need help with getting school supplies or having basic nutritional needs met.   |
| <p><b>Fiscal Budgeting 2</b></p> <p>Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.</p> | <ul style="list-style-type: none"> <li>- SBE Rule 0520-01-02-.16</li> <li>- TILS D3</li> <li>- <a href="#">TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees</a></li> </ul> | <ul style="list-style-type: none"> <li>- Documentation of the tuition or fee and why it is required</li> <li>- Documentation of communication to families</li> </ul> | <ul style="list-style-type: none"> <li>- If required, what is the tuition amount to attend the school?</li> <li>- List any fees that students are required to pay.</li> <li>- List any fees that students are asked, but not required to pay.</li> <li>- 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?</li> <li>- How are students and parents notified of required fees before they enroll within the school?</li> <li>- How are students and parents notified of</li> </ul> | <p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p><b>Rationale and Provided Evidence:</b></p> <p>There are no fees associated for students to enroll or attend HC Learning Academy.</p> |

### Strand 2.1 - Fiscal Budgeting

| Indicator | Citation | Recommended Evidence | Recommended Interview Questions             | Final Rating & Rationale: |
|-----------|----------|----------------------|---|---------------------------|
|           |          |                      | required fees as opposed to requested fees? |                           |

## Domain 3: School Operations

### Assurances

1. The virtual school fully complies with all compulsory attendance requirements and monitors and reports daily attendance for students enrolled in the virtual school pursuant to T.C.A. § 49-6-3007 and State Board Rule 0520-01-03-.05.

Yes       No

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

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

2. The virtual school implements the establishing LEA's progressive truancy intervention plan for students enrolled at the virtual school.

Yes       No

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

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

3. On or before August 1 of each year, the virtual school notifies all LEAs of the enrollment of students residing within another LEA's jurisdiction. The virtual school notifies the LEA of residency within two (2) weeks when enrollment changes occur relative to students residing within that LEA of residency's jurisdiction pursuant to State Board rule 0520-01-03-.05(1)(d).

Yes       No

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

Hickman County Virtual Academy does not accept students which do not reside in Hickman County. The school does not enroll out of county students.

4. The virtual school does not enforce selective enrollment criteria for a student to attend the virtual school if the student resides within the residency zone of the LEA establishing the virtual school pursuant to T.C.A. § 49-16-211.

Yes       No

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

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

5. The virtual school records and monitors class sizes and meets class size standards as established by T.C.A. § 49-1-104, State Board Rule 0520-01-03-.05(1), and State Board Policy 3.206.

Yes       No

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

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

6. The virtual school ensures that students with special needs, including students with disabilities and students with limited English proficiency, are not excluded from enrolling and participating in the virtual school and receive all services required by the student's Individualized Education Program (IEP), Section 504 Plan, or Individual Learning Plan (ILP).

Yes       No

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

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

7. For each course offered, the virtual school has an assigned teacher of record who is properly endorsed and licensed to teach in Tennessee in compliance with state law pursuant to State Board Rule 0520-02-03, and State Board Policy 5.502.

Yes       No

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

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

8. The virtual school annually evaluates all teachers employed by the LEA serving as teacher of record within the virtual school pursuant to T.C.A. § 49-1-302 and State Board Rule 0520-02-01.

Yes             No

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

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

9. The virtual school and the LEA establishing the public virtual school maintains and provides to the Department of Education accurate records and information regarding the operation and compliance of the virtual school.

Yes             No

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

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

**Domain 3: Monitoring Strands**

### Strand 3.1 - Attendance

| Indicator  | Citation   | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:   |
|--|--|--|---|---|
| <p><b>Attendance 1</b></p> <p>Show how the school tracks daily student attendance.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-6-3007</li> <li>- SBE Rule 0520-01-03-.05</li> <li>- TILS A4, A5, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Internal attendance tracking system</li> <li>- Student attendance data</li> <li>- Student / academic handbook</li> <li>- <b>Note:</b> Evidence needs to be varied – describe each method and how they interact with each other</li> </ul> | <ul style="list-style-type: none"> <li>- How does the school ensure students are engaging in 6.5 hours of learning each day?</li> <li>- How does the school use attendance data to support students?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>The school coordinator monitors student progress and active time in the enrolled courses weekly. Reports within the platform calculate active time within the platform. Additional outside curricular activities are also provided. Time spent by students being actively engaged is monitored by teachers. Logging into the program consistently and maintaining high levels of completion on assigned activities will be considered acceptable student attendance for daily activities. Daily attendance is recorded in the school EIS system.</p> |



### Strand 3.1 - Attendance

| Indicator   | Citation   | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|--|--|---|---|
| <p><b>Attendance 2</b></p> <p>Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-6-3007</li> <li>- SBE Rule 0520-01-03-.05</li> <li>- TILS A1, A3, A5, B3, B5</li> </ul> | <ul style="list-style-type: none"> <li>- Communication logs</li> <li>- Student / academic handbook</li> <li>- Attendance tracker/report</li> </ul> | <ul style="list-style-type: none"> <li>- What challenges have surfaced when speaking with parents regarding attendance data?</li> <li>- How frequently are staff required to communicate with parents/guardians?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>Teachers are required to communicate with parents monthly. The principal communicates more often if necessary if the students' grades, participation, or attendance is insufficient. Communication is done via email, phone or letters. Attendance monitoring is done through the system EIS system by the districtwide database manager. The progressive truancy tier model is followed and implemented. If a student continues to be non-compliant, they will be removed from the virtual school and remanded back to his/her home school.</p> |

|   |  |  |   |  |
|---|--|--|---|--|
| <p><b>Attendance 3</b></p> <p>Show how the school supports students who are chronically absent and/or truant.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-6-3007</li> <li>- SBE Rule 0520-01-03-.05</li> <li>- TILS A4, A5, B4, B5</li> </ul> | <ul style="list-style-type: none"> <li>- Student / academic handbook</li> <li>- Attendance procedures</li> </ul> | <ul style="list-style-type: none"> <li>- What percentage of enrolled students are currently considered chronically absent?</li> <li>- What factors lead to chronic absenteeism within the school?</li> <li>- What steps has the school taken to support chronically absent students?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>HC Learning Academy has never had any chronically absent students since opening. This is accredited to the thorough selection process and well as teachers and staff relationships with students. HC Learning Academy follows the progressive truancy tiers. If absences become a problem for students, implements supports for students. This can include supports for mental health, social and emotional supports, after school social and learning groups as well as tutoring at the learning lab. If transportation is needed fore learning lab interventions, the ditrict can and hasprovided that support.</p> |
|---|--|--|---|--|

### Strand 3.1 - Attendance

| Indicator  | Citation  | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:   |
|--|---|--|---|---|
| <p><b>Attendance 4</b></p> <p>Show how the school informs students, parents, and guardians of attendance procedures.</p> | <ul style="list-style-type: none"> <li>- TILS A4, A5, B4, B5</li> </ul> | <ul style="list-style-type: none"> <li>- Parent outreach materials</li> <li>- Student / academic handbook</li> </ul> | <ul style="list-style-type: none"> <li>- How often do parents get updates regarding attendance?</li> <li>- What is the process for addressing parent feedback or a concern regarding attendance?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>Attendance procedusres are communicated with families during orientation. The parent and student contract also addresses attendance expectations. Attendance can be checked daily by families through the district EIS system.</p> |

### Strand 3.2 - Enrollment

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:  |
|---|--|---|---|--|
| <p><b>Enrollment 1</b></p> <p>Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-16-211</li> <li>- T.C.A. § 49-6-3102(f)</li> <li>- TILS B1, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Student / academic handbook</li> <li>- Screening Criteria</li> </ul> | <ul style="list-style-type: none"> <li>- What is the process for determining if the virtual setting is the right school for a student?</li> <li>- What does communication with families look like throughout this process?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>Families meet with the virtual school principal to review the application. School expectations are reviewed with families. A committee reviews the application, transcript and student academic success. If a student meets the criteria, a parent and student contract is signed with the school expectations.</p> |

## Strand 3.2 - Enrollment

| Indicator   | Citation  | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|---|--|---|---|
| <p><b>Enrollment 2</b></p> <p>Show that the school has an established process for in-district student enrollment that does <b>not</b> use selective enrollment criteria as a condition for enrollment</p> | <ul style="list-style-type: none"> <li>- TILS B3, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Student / academic handbook</li> <li>- Enrollment application that outlines process</li> <li>- Orientation materials</li> <li>- Samples of distributed communication</li> </ul> | <ul style="list-style-type: none"> <li>- Outline the school's enrollment process from the perspective of the student/family.</li> <li>- How does the school ensure that the student has everything needed to log in for their first day of school?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>Families can complete an application found on the school and district website. Once the application is completed, the family should email the application to the school's email. A committee reviews the application, transcript and student academic success. If students meet the criteria, the family meets with the principal. For an orientation. The principal provides each student with the email addresses for each teacher, models how to log in to his/her respective classes, and where to find his/her online text books. The pacing platform is shown to families as well. The</p> |

## Strand 3.2 - Enrollment

| Indicator  | Citation  | Recommended Evidence   | Recommended Interview Questions  | Final Rating & Rationale:   |
|--|---|--|--|---|
|  |   |  |  | <p>student's username, password, and teacher email addresses are emailed as well to parents and students. Student grades can be monitored through the online platform as well the system EIS where attendance can be monitored as well.</p>   |
| <p><b>Enrollment 3</b></p> <p>Show how the school ensures or completes the following:</p> <ul style="list-style-type: none"> <li>- that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment</li> <li>- communicates a timeline and process for out-of-district enrollment</li> </ul> | <ul style="list-style-type: none"> <li>- TILS B1, B4, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Board Approved Policy</li> <li>- Student / academic handbook</li> <li>- Enrollment application that outlines process</li> <li>- School created communication documents</li> <li>- Screenshot of website showing out-of-district enrollment information</li> </ul> | <ul style="list-style-type: none"> <li>- How does the school ensure that its out-of-district (non-residency) enrollment procedures align to LEA policy?</li> <li>- How does the school ensure the public (I.e., families) understands how to enroll when living in an out of district area?</li> </ul> | <p><b>Rating:</b></p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input checked="" type="checkbox"/> Indicator Not Applicable</p> <p><b>Rationale and Provided Evidence:</b></p> <p>HC Learning Academy does not accept students that do not reside within the district as per the approved application for a new school.</p> |

### Strand 3.3 - Staffing & Operations

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions  | Final Rating & Rationale:   |
|---|--|---|--|---|
| <p><b>Staffing &amp; Operations 1</b></p> <p>Show how the school ensures that the teacher of record for each course::</p> <ul style="list-style-type: none"> <li>- verifies student daily attendance.</li> <li>- monitors the safety and well-being of their students.</li> </ul> | <ul style="list-style-type: none"> <li>- SBE Rule 0520-01-03-.05</li> <li>- TILS A5, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher Schedules</li> </ul> | <ul style="list-style-type: none"> <li>- Explain how teachers monitor the well-being of their students.</li> <li>- How is this model increasing student achievement and well-being?</li> </ul> | <p><b>Rating:</b></p> <p style="padding-left: 20px;">Fully Meets the Indicator</p> <p><input checked="" type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p><b>Rationale and Provided Evidence:</b></p> <p style="padding-left: 20px;">Student progress is monitored by active minutes within the course platform each day. Students are required to log in daily. Logging into the program consistently and maintaining high levels of completion on assigned activities will be considered acceptable student attendance. Student well being is monitored by teachers through weekly communication as well as progress within the platform on daily activities.</p> |

### Strand 3.3 - Staffing & Operations

| Indicator   | Citation  | Recommended Evidence   | Recommended Interview Questions  | Final Rating & Rationale:   |
|---|---|--|--|---|
| <p><b>Staffing and Operations 2</b></p> <p>Show how the school:</p> <ul style="list-style-type: none"> <li>- ensures teachers are trained to teach Tennessee State Standards</li> <li>- identifies and supports struggling teachers.</li> </ul> | <ul style="list-style-type: none"> <li>- TILS A2, A5, C2, C3</li> </ul> | <ul style="list-style-type: none"> <li>- TEAM evaluation data</li> <li>- Teacher evaluation tracker/report</li> <li>- Areas of refinement and reinforcement report</li> <li>- Documentation of a coaching model</li> </ul> | <ul style="list-style-type: none"> <li>- How are struggling teachers identified?</li> <li>- What supports does the school offer struggling teachers?</li> <li>- What trends have been identified when supporting struggling teachers?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>Teachers at HC Learning Academy are highly qualified in their areas of content. Teachers are evaluated at his/her respective home schools. Evaluation data from observations are monitored by the district. Areas of refinement are added through additional professional development provided during the summit as well as through district trainings.</p> |



## Strand 3.4 - Technology and Instructional Materials

| Indicator  | Citation  | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:  |
|--|---|--|---|--|
| <p><b>Tech. &amp; Instructional Materials 1</b></p> <p>Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.</p> | <ul style="list-style-type: none"> <li>- T.C.A. § 49-16-206</li> <li>- TILS D3, D4</li> </ul> | <ul style="list-style-type: none"> <li>- Inventory tracker</li> <li>- Student / academic handbook</li> <li>- Student / family technology contract</li> </ul> | <ul style="list-style-type: none"> <li>- Describe to us the system for distributing the necessary technology to a family.</li> <li>- How does the school ensure every family has the proper technology before school starts?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p>Rationale and Provided Evidence:</p> <p>Families sign a distinct AUP form as well as a student usage device agreement. Chromebooks are distributed to students at his/her orientation meeting with the principal. Signed agreement forms are placed in each individual student's information folder that is housed with the principal. At the end of the school year, students turn back in devices to the principal.</p> |

## Strand 3.5 - Special Populations

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|--|---|---|---|
| <p><b>Special Populations 1</b></p> <p>Show how the school implements child find procedures in a virtual setting.</p> | <ul style="list-style-type: none"> <li>- 20 U.S.C. § 1412(a)(3)</li> <li>- SBE Rule 0520-01-09-.05</li> <li>- TILS A3, A4, A5</li> </ul> | <ul style="list-style-type: none"> <li>- Screeners Used</li> </ul> <p>Student / academic handbook</p> <p>Data regarding special populations</p> | <ul style="list-style-type: none"> <li>- What screeners are used in the school's child find process?</li> <li>- Explain how the school identifies students who may have a learning disability that are not receiving special education services.</li> </ul> | <p><b>Rating:</b></p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p><b>Rationale and Provided Evidence:</b></p> <p>HC Learning Academy uses aimsweb to screen students. Students receive the benchmark three times per year in grades 3-8. For high school students, student progress is monitored through grades and teacher recommendation. The student would be screened using aimsweb and STAR reading and Math.</p> |

## Strand 3.5 - Special Populations

| Indicator   | Citation   | Recommended Evidence   | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|--|--|---|---|
| <p style="text-align: center;"><b>Special Populations 2</b></p> <p>Show how the school identifies students in need of EL screening in a virtual setting.</p> <p>TDOE ELL guidance found here: <a href="#">TDOE English Learners</a></p> | <ul style="list-style-type: none"> <li>- Title VI of the Civil Rights Act of 1964</li> <li>- SBE Rule 0520-01-19-.03</li> <li>- SBE Policy 3.207</li> <li>- TILS A3, B4, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Screeners used</li> <li>- Student / academic handbook</li> <li>- Home language survey data</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the steps that the school takes to identify students who may need EL services.</li> <li>- Outline the screening process for.</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>A Home Language survey is sent home with new students entering the district. If the Home Language survey indicates that English is not the primary language, a WIDA screener is provided. After identified and assessed ELL students are provided the appropriate services. For students within the district transferring to HC Learning Academy, A Home Language survey has already been received from their homeschool and identified.</p> |

## Strand 3.5 - Special Populations

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|--|---|---|---|
| <p style="text-align: center;"><b>Special Populations 3</b></p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students..</p> | <ul style="list-style-type: none"> <li>- SBE Rule 0520-01-09</li> <li>- SBE Policy 3.206</li> <li>- SBE Policy 3.207</li> <li>- TILS A2, A3, A4, A5, B2, D3</li> </ul> | <ul style="list-style-type: none"> <li>- IEP/ILP example (redacted where necessary)</li> <li>- Student / academic handbook</li> </ul> | <ul style="list-style-type: none"> <li>- Outline the process in which ESL and Special Education teachers provide virtual supports for students?</li> <li>- How do students receive required in-person support?</li> <li>- How does the school ensure that students that are receiving tiered interventions are advancing academically?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>Students with an IEP are provided with case managers that meet with them virtually each week for additional supports. As well, the learning lab is open for any students needing assistance. Students accommodations are communicated to content area teachers as stated on IEP's. Other Services are implemented to students as well. If students require in-person support, students come to the learning lab to meet with their case managers or they meet at their respective home-school. Studentns are encouraged to join outside activities such as</p> |

## Strand 3.5 - Special Populations

| Indicator   | Citation   | Recommended Evidence  | Recommended Interview Questions  | Final Rating & Rationale:   |
|---|--|---|--|---|
| <p style="text-align: center;"><b>Special Populations 4</b></p> <p>Show how the school ensures that student's EL and SPED services are met.</p> | <ul style="list-style-type: none"> <li>- SBE Rule 0520-01-09</li> <li>- SBE Policy 3.206</li> <li>- SBE Policy 3.207</li> <li>- TILS A2, A3, A4, A5, D3</li> </ul> | <ul style="list-style-type: none"> <li>- Schedule of EL or SPED services</li> <li>- Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information)</li> </ul> | <ul style="list-style-type: none"> <li>- How does the school ensure student's service minutes are being met and schedules are correct for SWDs and EL students?</li> <li>- How does the school execute these schedules and service minutes with fidelity?</li> </ul> | <p>Rating:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>If a student is identified as EL or SPED, the case manager of the student provides content teachers with the appropriate accommodations for these students. The case manager consults with the general education teachers to discuss accommodations, supplemental materials, and differentiating instruction.</p> |

## Strand 3.5 - Special Populations

| Indicator   | Citation  | Recommended Evidence  | Recommended Interview Questions   | Final Rating & Rationale:   |
|---|---|---|---|---|
| <p style="text-align: center;"><b>Special Populations 5</b></p> <p>Show how the school provides appropriate staff and resources to support SWD and EL students.</p> | <ul style="list-style-type: none"> <li>- ESSA, Title III § 3102</li> <li>- SBE Rule 0520-01-09</li> <li>- SBE Policy 3.206</li> <li>- SBE Policy 3.207</li> </ul> | <ul style="list-style-type: none"> <li>- Staffing Documents</li> <li>- Class Rosters</li> </ul> | <ul style="list-style-type: none"> <li>- Describe the school's staffing model and how it is meets student needs.</li> <li>- What resources has the school used to ensure that SWD and EL students have the supports they need?</li> </ul> | <p><b>Rating:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Fully Meets the Indicator</li> <li><input type="checkbox"/> Partially Meets the Indicator</li> <li><input type="checkbox"/> Does Not Meet the Indicator</li> <li><input type="checkbox"/> Indicator Not Applicable</li> </ul> <p><b>Rationale and Provided Evidence:</b></p> <p>Hickman County Learning Academy provides a case manager for all students receiving services. Some students receive related services as well. Students meet with teachers virtually at a minimum of 1x per week, more if needed. Tutoring is available for students in the learning lab and additional supports are offered at schools that provide after school enrichment programs through the lottery grant.</p> |

## Appendix A: Glossary of Terms and Acronyms for Virtual School Monitoring

The acronyms and nomenclature below are used throughout the framework.

| Terms                             | Acronym/Short Term | Meaning   |
|-----------------------------------|--------------------|---|
| Academic Achievement              |                    | The percentage of students performing on grade level or above on state assessments as well as the improvement in this percentage from one year to the next.   |
| Advanced Placement                | AP                 | Early post-secondary courses offered that allow students to engage with highly rigorous course work.  |
| Annual Measurable Objective       | AMO                | Yearly targets for improving performance based on prior year results.   |
| Assurances                        |                    | Statements aligned to Tennessee statutes, rules, and/or guidance that virtual schools and LEAs operating virtual schools must comply with.  |
| Asynchronous Virtual Instruction  |                    | An instructional model that provides students access to on-demand instruction that is fully virtual/online. This model allows students to access instructional materials and progress at their own pace and does not require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher. |
| Bisynchronous Virtual Instruction |                    | An instructional model that utilizes both asynchronous and synchronous virtual instruction.   |
| Career & Technical Education      | CTE                | Career & Technical Education consists of nationally recognized career clusters with the goal of preparing students for success at the postsecondary level and in their chosen careers.  |
| Chronically Absent                |                    | Tennessee public school students are considered chronically absent if they are absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions.   |
| College and Career Readiness      |                    | See Ready Graduate  |
| CTE Concentrator                  |                    | A student who concentrates in CTE by at least 2 sequenced courses in a single career and technical education program or program of study.   |

| Terms                                       | Acronym/Short Term | Meaning   |
|---|--------------------|---|
| Dual Credit                                 | DC                 | Statewide (SWDC) and Local Dual credit (LDC) courses are high school course aligned to a postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the postsecondary institution. |
| Dual Enrollment                             | DE                 | Postsecondary course taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty.  |
| Early Post-Secondary Opportunities          | EPSO               | A course and/or exam that give students a chance to obtain postsecondary credit while still in high school.   |
| Economically Disadvantaged                  | ED                 | Students identified as participants in federal/state income/nutrition programs (e.g., TANF, SNAP), or students that meet categorical eligibility through their status as foster care, homeless, migrant, and/or runaway students.                   |
| English Learner                             | EL                 | Student identified by the LEA that have a native language other than English. EL student needs and placement can range across a spectrum of ESL/ELL services.   |
| Graduation Rate                             |                    | Measures the percentage of students that are graduating in four years and whether this percentage is increasing from one year to the next.  |
| Hybrid Virtual Instruction                  |                    | An instructional model that provides students access to virtual instruction and requires students to periodically attend class in-person within a brick-and-mortar location.  |
| Individual Learning Plans                   | ILP                | A document that describes an EL student's academic and language needs and goals.  |
| Individualized Education Plan               | IEP                | A document that identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported.   |
| Individuals with Disabilities Education Act | IDEA               | A federal law that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.  |
| In-district Enrollment                      |                    | Enrollment option for students who reside within the zone of residency of the LEA establishing the virtual school.  |
| Inform TN                                   |                    | A data and planning system that districts use to review accountability data and enter school/district plans.  |
| Local Education Agency                      | LEA                | The school district that oversees the virtual school.   |
| 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 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   | <b>TCAP</b>        | Tennessee Comprehensive Assessment Program includes TNReady assessments in math, English language arts, social studies, and science, as well as alternative assessments, like MSAA and TCAP-Alt, for students with special needs.                  |
| Tennessee Instructional Leadership Standards | TILS               | Core performance indicators of ethical and effective instructional leaders.  |
| Tennessee Value-Added Assessment System      | TVAAS              | Tennessee accountability component that measures student growth year over year.  |
| Virtual Instruction                          |                    | Instruction that is asynchronous, synchronous, or bisynchronous.   |