Marion Virtual High School Monitoring Tool

School Year: 2024-2025

Tennessee Department of Education | June 2023

Operational Information

School Name: Marion County Virtual High School   Years In Operation: 4

Total Current Enrollment: 31   Grades Served: 6-12

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

Primary Instructional Model by Grade

See appendix A for definitions of terms

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

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

LEA's Overall Designation and Findings

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

School Overall Designation

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

School's Strengths:	The Marion County Virtual High School is a practical solution for students and parents who are interested in a non-traditional school setting. Partnering with our vendor, SchoolsPLP, has ensured that quality instruction is being provided for our students. Particular strengths include: • Instructional Practices and Procedures (02)– Communication - The school has a clear and successful plan in communicating with students and parents to ensure that students are on track and successful in their daily learning. • Instruction and Learning Paths (02)- The school has developed a plan for administering required assessments that ensures utmost security and fidelity.
School's Notable Areas for Improvement:	The Marion County Virtual High School has students in grades 6-8. It wants to continue to increase the strength of its RTI program for these students. Its partnership with a different vendor this school year has helped, but there still is a need to solidify the program to ensure that all students in need of intervention services are receiving the most appropriate and beneficial services. • Instructional Practices and Procedures (02) – The school is able to offer intervention services, but would like to be able to offer services that closely target skills deficits that are identified in benchmark testing.
School's Plan to Address Notable Areas for Improvement:	The school will continue to communicate with its partner to ensure that the intervention services being provided are high quality and skills deficient specific. The principal of the school will continue to work with the personnel of its vendor to communicate assessment results to ensure the integrity and fidelity of intervention services.

Specific Domain Designations

Domain 1 Designation	✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Domain 2 Designation	✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Domain 3 Designation	✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

LEA Monitoring Assurances and Indicators

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

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

Domain 1: Instruction

Domain 1: Assurances

INST_A01 - The virtual school uses technology to deliver a significant portion (majority) of instruction to its students via the Internet in a virtual or remote setting.	☒ Yes	☐ No
INST_A02 - The virtual school provides access to a sequential curriculum that meets or exceeds the academic standards adopted by the State Board utilizing state-approved textbooks and instructional materials unless a waiver has been granted to the LEA in accordance with T.C.A. § 49-6-2206 and State Board Rule 0520-01-18.	☒ Yes	☐ No
INST_A03 - The virtual school provides instructional materials and ensures access to necessary technology, such as a computer, printer, and Internet connection, to each family with a student enrolled in the virtual school.	☒ Yes	☐ No
INST_A04 - The virtual school provides the same length of time for learning opportunities per academic year that is required under T.C.A. § 49-6-3004 for public school students (minimum of 180 days of instruction and 6.5 hours per day).	☒ Yes	☐ No
INST_A05 - The virtual school fully complies with requirements for physical activity and physical education pursuant to T.C.A. § 49-6-1021(e)-(f) and State Board Policy 4.206.	☒ Yes	☐ No

Domain 1: Assurances

INST_A06 - The virtual school fulfills the requirements to implement the Response to Instruction and Intervention (RTI²) framework adopted by the State Board in accordance with State Board Rule 0520-01-03-.09.

☒ Yes   ☐ No

Domain 1: Instructional Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Rating
INST_IPP01: Instructional Practices & Procedures Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEA's required accountability targets.	– T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5	– Data and info from school improvement plan.	LEAs may use previously held conversations related to the annual school improvement plan to satisfy evidence and questions for this indicator. Alternatively, the LEA may use the following recommended questions: – Did the school meet their goals as outlined in the previous year's annual school improvement plan? – How does the school utilize student and school accountability data in decision making? – What actions are taken when student achievement and/or growth are not on track? – What are the main factors that lead to the school's current accountability ratings?	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ✔ Does Not Meet the Indicator ✔ Indicator Not Applicable All subgroups for tested subjects in high school have less than ten students, therefore, not generating data. The district partners with a third party vendor, SchoolsPLP, that provides instruction by certified Tennessee teachers. Marion Virtual Elementary School has a small enrollment and works with each family to ensure that they have a sound understanding of the virtual school platform as well as an understanding of the Marion County Board of Education Policies and Procedures.

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Rating
INST_IPP02: Instructional Practices & Procedures Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.	– T.C.A. § 49-16-205 – SBE rule 0520-01-03 .05 (1)(b)(8) – TILS A3, A4, A5	– Narrative response – Pacing guides – Progress monitoring reports – Student / academic handbook – Data tracker	– How does the school ensure curricular alignment with TN Academic Standards? – How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA? – Who leads the process of tracking student progress? – What data is used to determine and define student success? – What actions are taken to support students who are not progressing appropriately? – How does the school communicate and partner with a family if the student is behind in their progress?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable School personnel checks student progress daily and meets with parents/students who are not meeting expectations. Students who are not meeting expectations and/or passing are provided supports such as 1:1 teacher support as well as support from the guidance counselor and principal. Upon early signs that students are not meeting expectations, a parent/student meeting is held and a "Plan of Success" is jointly created by parent/guardian, student, guidance counselor, and school principal. If this is not successful in getting the student back on track, a contract is then implemented with a probationary period. Students receive weekly progress reports each Monday morning and parent/guardians have full access to their child's gradebook and account.

Strand 1.2 - Instruction and Learning Paths

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
INST_ILP01: Instruction & Learning Paths Show how the school offers or allows an advanced or accelerated learning path for its students.	– T.C.A. § 49-16-205 – SBE Policy 2.103 (1)(22) – TILS A5, D3	– Advanced curriculum – Learning path tracker – Student / academic handbook	– How are students informed that they may work at their own pace to advance through a course? – How do teachers manage a classroom of students on differentiated learning paths?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Students are able to work at their own pace and individualized schedule as long as it is within a 24 hour period. They may work ahead as long as they complete the required daily work. Students and parents have immediate access to their dashboard which includes course information, a suggested pacing guide, gradebook, activity log, and transcript.
INST_ILP02: Instruction & Learning Paths Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.	– SBE Policy 2.103 (6)(3) – SBE Rule 0520-01-03-.05 – TILS D3	– Internal TCAP planning documents – Example of distributed communication – TCAP proctor training	– Describe the school's plans and approach to administer TCAP testing. – How will the school offer makeup testing for students who are absent on the day of test administration?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Students are required to come on-site for state required testing such as benchmarking, TNReady, and end of the year assessments. TNReady is proctored by district personnel.
INST_ILP03: Instruction & Learning Paths	– T.C.A. § 49-6-414 – SBE Rule 0520-01-03-.06	– Internal tracker or database – Transcript audit schedules	– How does the school provide opportunity for students to	Rating: ✔ Fully Meets the Indicator

Strand 1.2 - Instruction and Learning Paths

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12. List of EPSOs here: https://www.tn.gov/education/students/early-postsecondary.html	– TILS A5	– EPSO catalog – Career Pathway catalog	track their graduation or Ready Graduate progress? – What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?	☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable The guidance counselor of the virtual school is also the guidance counselor for one of the high school within the district. She uses her knowledge of the necessary graduation requirements to ensure that all of the virtual students are on the required path to graduate. These students are held to the same high academic standards as the "in person" learning students.

Domain 2: Fiscal Management

Domain 2: Assurances

FM_A01 - The virtual school fully complies with T.C.A. § 49-6-3003 and State Board Rule 0520-02-01-.05 and does not charge tuition to attend the virtual school for students who live within the zone of residency of the LEA that operates the virtual school.	☒ Yes	☐ No
FM_A02 - The virtual school fully complies with State Board Rule 0520-01-02-.16 and does not require that students or families pay a fee to use equipment and/or software while receiving educational training. The virtual school does not require students or families to pay a fee for equipment insurance.	☒ Yes	☐ No

Domain 2: Fiscal Management Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
FM_BUDG02: Fiscal Budgeting Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.	– SBE Rule 0520-01-02-.16 – TILS D3 – TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees	– Documentation of the tuition or fee and why it is required – Documentation of communication to families	– If required, what is the tuition amount to attend the school? – List any fees that students are required to pay. – List any fees that students are asked, but not required to pay. – How has the school addressed situations in which a family is unable to pay the fees and/or tuition for enrollment and/or extracurricular activities? – How are students and parents notified of required fees before they enroll within the school? – How are students and parents notified of required fees as opposed to requested fees?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable The district budgets each year for a set amount of students. Based on enrollment data throughout the school year, it is projected that enrollment numbers will remain the same for the next school year. Students in the virtual high school attend free of charge.

Domain 3: School Operations

Domain 3: Assurances

SO_A01 - The virtual school fully complies with all compulsory attendance requirements and monitors and reports daily attendance for students enrolled in the virtual school pursuant to T.C.A. § 49-6-3007 and State Board Rule 0520-01-03-.05.	☒ Yes	☐ No

Domain 3: Assurances		
SO_A02 - The virtual school implements the establishing LEA's progressive truancy intervention plan for students enrolled at the virtual school.	☒ Yes	☐ No
SO_A03 - On or before August 1 of each year, the virtual school notifies all LEAs of the enrollment of students residing within another LEA's jurisdiction. The virtual school notifies the LEA of residency within two (2) weeks when enrollment changes occur relative to students residing within that LEA of residency's jurisdiction pursuant to State Board rule 0520-01-03-.05(1)(d).	☒ Yes	☐ No
SO_A04 - The virtual school does not enforce selective enrollment criteria for a student to attend the virtual school if the student resides within the residency zone of the LEA establishing the virtual school pursuant to T.C.A. § 49-16-211.	☒ Yes	☐ No
SO_A05 - The virtual school records and monitors class sizes and meets class size standards as established by T.C.A. § 49-1-104, State Board Rule 0520-01-03-.05(1), and State Board Policy 3.206.	☒ Yes	☐ No
SO_A06 - The virtual school ensures that students with special needs, including students with disabilities and students with limited English proficiency, are not excluded from enrolling and participating in the virtual school and receive all services required by the student's Individualized Education Program (IEP), Section 504 Plan, or Individual Learning Plan (ILP).	☒ Yes	☐ No
SO_A07 - For each course offered, the virtual school has an assigned teacher of record who is properly endorsed and licensed to teach in Tennessee in compliance with state law pursuant to State Board Rule 0520-02-03, and State Board Policy 5.502.	☐ Yes	☒ No
SO_A08 - The virtual school annually evaluates all teachers employed by the LEA serving as teacher of record within the virtual school pursuant to T.C.A. § 49-1-302 and State Board Rule 0520-02-01.	☒ Yes	☐ No
SO_A09 - The virtual school and the LEA establishing the public virtual school maintains and provides to the Department of Education accurate records and information regarding the operation and compliance of the virtual school.	☒ Yes	☐ No

Domain 3: School Operations Monitoring Strands

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_ATT01: Attendance Show how the school tracks daily student attendance.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, D3	– Internal attendance tracking system – Student attendance data – Student / academic handbook – Note: Evidence needs to be varied – describe each method and how they interact with each other	– How does the school ensure students are engaging in 6.5 hours of learning each day? – How does the school use attendance data to support students?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Each day the guidance counselor of the school checks student activity from the day prior. If a student is not engaging in the 6.5 hours of learning each day, parents are notified by email on a daily basis. Should a situation arise, where a parent does not respond to email, phone calls are made. If there is an occasion to have a support meeting, student attendance records are reviewed with the parent and the student.

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_ATT02: Attendance Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A1, A3, A5, B3, B5	– Communication logs – Student / academic handbook – Attendance tracker/report	– What challenges have surfaced when speaking with parents regarding attendance data? – How frequently are staff required to communicate with parents/guardians?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable The virtual school follows the same attendance policies as the Marion County Board of Education. At the beginning of the school year or at any time that a student enrolls in the virtual school, the parent and student are required to attend an orientation. During this orientation, the school handbook is distributed. Attendance requirements and all procedures are fully explained during the orientation. Daily attendance is tracked in the district's student information system using the same procedures for students who are on-site. If a student becomes truant, all Marion County truancy procedures are then implemented.

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_ATT03: Attendance Show how the school supports students who are chronically absent and/or truant.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, B4, B5	– Student / academic handbook – Attendance procedures	– What percentage of enrolled students are currently considered chronically absent? – What factors lead to chronic absenteeism within the school? – What steps has the school taken to support chronically absent students?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **The virtual school adheres to the Marion County Progressive Truancy Intervention Plan as outlined by the Marion County Attendance Policy. There are three levels that have distinct actions to address students who are chronically absent and/or truant. The daily contact with parents is a best practice to assist in students becoming truant.**
SO_ATT04: Attendance Show how the school informs students, parents, and guardians of attendance procedures.	– TILS A4, A5, B4, B5	– Parent outreach materials – Student / academic handbook	– How often do parents get updates regarding attendance? – What is the process for addressing parent feedback or a concern regarding attendance?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Attendance requirements and procedures are fully explained during the orientation. Daily attendance is tracked in the district's student information system using the same procedures for students who are on-site. If a student becomes truant, all Marion County truancy procedures are then implemented.**

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_ENRL01: Enrollment Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.	– T.C.A. § 49-16-211 – T.C.A. § 49-6-3102(f) – TILS B1, D3	– Student / academic handbook – Screening Criteria	– What is the process for determining if the virtual setting is the right school for a student? – What does communication with families look like throughout this process?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **At the beginning of the school year, a student/parent orientation is held that fully explains the student and parent expectations for the Marion County Virtual Elementary School. If students/parents express interest after the start of the school year, the principal has extensive conversations detailing the procedures and policies of the virtual school. Students/parents in this situation must also complete the required orientation prior to enrollment.**
SO_ENRL02: Enrollment Show that the school has an established process for in-district student enrollment that does **not** use selective enrollment criteria as a condition for enrollment.	– TILS B3, D3	– Student / academic handbook – Enrollment application that outlines process – Orientation materials – Samples of distributed communication	– Outline the school's enrollment process from the perspective of the student/family. – How does the school ensure that the student has everything needed to log in for their first day of school?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **The enrollment period for the upcoming school year is posted on social media in May and remains open until the 2 weeks prior to the school year starting. Orientations are held in August for students who**

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				register and/or transfer prior to the start of school. All other orientations are held throughout the school year on an as needed basis.

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_STAF01: Staffing & Operations Show how the school ensures that the teacher of record for each course: – verifies student daily attendance – monitors the safety and well-being of their students	– SBE Rule 0520-01-03-.05 – TILS A5, D3	– Teacher Schedules	– Explain how teachers monitor the well-being of their students. – How is this model increasing student achievement and well-being?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **The enrollment period for the upcoming school year is posted on social media in May and remains open until the 2 weeks prior to the school year starting. Orientations are held in August for students who register and/or transfer prior to the start of school. All other orientations are held throughout the school year on an as needed basis.**
SO_STAF02: Staffing & Operations Show how the school:	– TILS A2, A5, C2, C3	– TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report	– How are struggling teachers identified? – What supports does the school offer struggling teachers?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
– ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers		– Documentation of a coaching model	– What trends have been identified when supporting struggling teachers?	In partnership with our virtual school provider, SchoolsPLP, all teachers are Tennessee certified and are constantly monitored. Should any issue arise with a teacher, it is reported to our account manager. This person then addresses issues and makes decisions on needed support. The guidance counselor and principal both have the ability to reach out to teachers at any time.

Strand 3.4 - Technology and Instructional Materials				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_TECH01: Tech. & Instructional Materials Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.	– T.C.A. § 49-16-206 – TILS D3, D4	– Inventory tracker – Student / academic handbook – Student / family technology contract	– Describe to us the system for distributing the necessary technology to a family. – How does the school ensure every family has the proper technology before school starts?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Chromebooks have been purchased for virtual school students who are in need. There is no cost or fee associated with this service. The devices are checked out during orientation and returned at the end of the school year. All devices are tagged and this information is kept on file. Should a student's device need repair, a replacement device is provided upon successful return of the device to be repaired. Students and parents have to complete a Student Device Contract prior to the checkout of the device. These contracts are kept on file.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_SPOP01: Special Populations Show how the school implements child find procedures in a virtual setting.	– 20 U.S.C. § 1412(a)(3) – SBE Rule 0520-01-09-.05 – TILS A3, A4, A5	– Screeners Used – Student / academic handbook – Data regarding special populations	– What screeners are used in the school's child find process? – Explain how the school identifies students who may have a learning disability that are not receiving special education services.	Rating: ☐ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ✔ Indicator Not Applicable
SO_SPOP02: Special Populations Show how the school identifies students in need of EL screening in a virtual setting. TDOE ELL guidance found here: https://www.tn.gov/education/families/student-support/english-learners.html	– Title VI of the Civil Rights Act of 1964 – SBE Rule 0520-01-19-.03 – SBE Policy 3.207 – TILS A3, B4, D3	– Screeners used – Student / academic handbook – Home language survey data	– Describe the steps that the school takes to identify students who may need EL services. – Outline the screening process.	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Students are identified by noting on the Home Language Survey if any language other than English is spoken in the home and/or was the student's first language. The student is then interviewed to confirm the finding and screened using the ELPA Screener and parents are notified. Once screened, the student is placed in an appropriate ESL service model with the appropriate amount of service time. Students are able to exit the ESL program when the Tennessee criteria for exiting is met.**

SO_SPOP03: Special Populations				Rating:
Show how the school oversees the implementation of IEPs and ILPs for virtual school students.	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3	– IEP/ILP example (redacted where necessary) – Student / academic handbook	– Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically?	✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable IEPs are maintained on the district IEP web-based platform. IEPs are updated annually by the assigned special education case manager for the virtual student. Services are provided by the IEP case manager as outlined in the IEP. Direct services with the case manager are provided virtually as part of the student's overall education. IEP students receiving tiered interventions are progress monitored twice monthly. Modifications and accommodations for assignments are provided by the virtual teachers. Although there are no EL students in the virtual school, the following information is a plan for how services would be implemented should the need arise: ESL services are administered virtually when an EL is enrolled in virtual school. Services are still the appropriate amount of time and exit criteria remains the same. In-Person support is not required for ESL services, but one-on-one services are provided for all virtual ELs. Data is continually collected to ensure interventions are provided and students are

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				improving at an effective rate. ELs receive the appropriate amount of service time daily as recommended by his or she screener and/or ELPA assessment score. The service time is set daily and executed with fidelity.
SO_SPOP04: Special Populations Show how the school ensures that student's EL and SPED services are met.	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, D3	– Schedule of EL or SPED services – Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information)	– How does the school ensure student's service minutes are being met and schedules are correct for SWDs and EL students? – How does the school execute these schedules and service minutes with fidelity?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable The special education case manager provides service minutes as indicated in the IEP. The Director of Exceptional Education monitors the fidelity of service and schedules through check-in calls with parents or students. There are no EL students in the virtual school.

				Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_SPOP05: Special Populations Show how the school provides appropriate staff and resources to support SWD and EL students.	– ESSA, Title III § 3102 – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207	– Staffing Documents – Class Rosters	– Describe the school's staffing model and how it is meets student needs. – What resources has the school used to ensure that SWD and EL students have the supports they need?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable SchoolsPLP works closely with the Special Education staff of Marion County Schools to address the needs of SWD and EL students. In most cases a SPED teacher is assigned as a coach in the Student Information System for the virtual school so that this person receives weekly progress reports for all students and all courses. The district has the ability to modify courses to meet the specifications of IEPs and 504. There are accommodations in the courses that include the following: a) Extended time b) Text-to-Speech c) Content presented in multiple formats (visual, auditory, text, interactives, etc.) d) Extra grading opportunities (including automatic retries) e) Use of notes on assessments f) Verbal submission of written work.

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

The acronyms and nomenclature below are used throughout the framework.

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

Terms	Acronym/Short Term	Meaning
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.
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.

Terms	Acronym/Short Term	Meaning
Out-of-district Enrollment		Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the LEA that established the virtual school.
Ready Graduate		Measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next.
State-wide Enrollment		Enrollment option for students who reside in Tennessee and outside the zone of residency of the LEA that established the virtual school.
Students With Disabilities	SWD	A student who has been identified to have a disability that affects their academic progress.
Success Rate		The one-year success rate represents the percentage of students that scored on track or mastered on annual state tests.
Synchronous Virtual Instruction		An instructional model that provides scheduled, teacher supervised instruction that is fully virtual/online. This model of instruction does require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher.
Tennessee Comprehensive Assessment Program	**TCAP**	Tennessee Comprehensive Assessment Program includes assessments in math, English language arts, social studies, and science, as well as alternative assessments, like MSAA and TCAP-Alt, for students with special needs.
Tennessee Instructional Leadership Standards	TILS	Core performance indicators of ethical and effective instructional leaders.
Tennessee Value-Added Assessment System	TVAAS	Tennessee accountability component that measures student growth year over year.
Virtual Instruction		Instruction that is asynchronous, synchronous, or bisynchronous.

Appendix B: Designation Methodology

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

Designation Levels		
Meeting Expectations = 80-100% of Indicators Met	**Approaching Expectations** = 60-79% of Indicators Met	**Below Expectations** = Below 60% of Indicators Met

Formula for calculating school designation levels:

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

Assurance Rating Table

Each monitoring domain has associated assurances that are drawn from Tennessee statutes and Tennessee State Board of Education (SBE) rules. The included assurances are indicators of statutory and regulatory compliance and are not an exhaustive list of statutes, rules, or regulations that govern virtual schooling. For each assurance, the LEA's director of schools or their designee will choose either yes or no signifying compliance or non-compliance. The LEA will assign a numeric value to each assurance based on the tables below.

Compliant with Assurance	Non-compliant with Assurance
– The LEA's director of schools or their designee attests that the virtual school is fully compliant with the listed assurance.	– The LEA's director of schools or their designee attests that the virtual school is not fully compliant with the listed assurance.

Numeric Value of Assurance Ratings	
Compliant with assurance	Non-compliant with Assurance
1	0

Indicator Rating Table

LEAs will rate how the virtual school aligns to each applicable indicator within the monitoring strands. The LEA will assign a numeric value to each applicable indicator based on the tables below. Certain indicators may not be applicable to the virtual school; these indicators should not have a numeric value assigned and should be marked as "Indicator Not Applicable".

Fully Meets the Indicator	Partially Meets the Indicator	Does Not Meet the Indicator	Indicator Not Applicable
– LEA determines that the virtual school **fully** aligns with elements addressed in the indicator.	– LEA determines that the virtual school **partially** aligns with elements addressed in the indicator.	– LEA determines that the virtual school does **not** meet or align with elements addressed in the indicator.	– The indicator is not applicable due to grade-level configuration – The indicator is not applicable due to absence of previous year accountability data – The indicator is not applicable due to LEA policy

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