Coffee County Virtual Academy

School District: Coffee County Schools
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

X Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Overall Findings:	The Coffee County Virtual Academy team provided an overwhelming amount of evidence to prove the work being accomplished at the virtual school. The virtual environment is asynchronous; however, CCVA staff is onsite and consistently involved in the learning of their students. CCVA has received an overall designation of "Meets Expectations".

Strengths:	*Instructional Practices & Procedures 2 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.* There is a layered approach to the process of student tracking at CCVA. Not only does Edgenuity provide internal progress monitoring reports, but students are also supported and tracked by the on-site coordinator and facilitator. In addition, teacher advisors provide students with content-specific support. When students are not making satisfactory progress, students are required to report to CCVA for mandatory in-person sessions or synchronous virtual sessions to reteach content.

Notable Areas for Improvement:	*Special Populations 3.5 Indicator 4 Show how the school ensures that student's EL and SPED services are met.* Coffee County Virtual Academy accepts all students regardless of disability. However, the formal process of ensuring that students with disabilities and English learner students' services are met and that the school oversees the development of the individualized education plans/individual learning plans is missing some fine processes and procedural details. CCVA has already identified this need for improvement through self-evaluation and is in the process of implementing an action plan for improvement.

Plan to Address Notable Areas for Improvement:	The CCVA Facilitator attended a special in-service with the District Special Services Director and collaboratively discussed the process and procedures involved in developing and implementing the individualized educational plan for students with disabilities. This included the necessary screenings involved and the special need of observing the special education student in the instructional setting regardless of virtual placements. CCVA staff was also added to the EZIEP platform giving them direct access to their students' IEPs. Special Services assigned a SPED-certified teacher to assist the CCVA staff with providing direct instruction to those students. CCVA will continue to work with SPED department to improve the process.

Domain 1 Findings: Instruction

X Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	*Instructional Practices & Procedures 2 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* **There is a layered approach to the process of student tracking at CCVA. Not only does Edgenuity provide internal progress monitoring reports, but students are also supported by the on-site coordinator and facilitator. In addition, teacher advisors provide students with content-specific support. When students are not satisfactory in progress, students are required to report to CCVA for mandatory in-person sessions or synchronous virtual sessions to reteach content.**

Notable Areas for Improvement:	*Instructional Practices & Procedures 6 Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12.* **CCVA tracks students for schedule counseling, analyzes quarterly progress, and discusses upcoming academic plans in order to meet graduation requirements, etc. However, become familiar with and begin tracking courses and opportunities for students to become *Ready Graduates* in grades 9-12 at CCVA. The desired outcome is an increase in the percentage of students from the previous year who are *Ready Graduates.*** **There are four pathways for graduates to earn a *Ready Graduate* status; students must meet one of the following criteria to be counted (students can only be counted once):** **• Score of 21 or higher on the ACT (or 1060 or higher on the SAT); or** **• Complete 4 early postsecondary opportunities (EPSOs); or** **• Complete 2 EPSOs and earn an industry credential; or** **• Complete 2 EPSOs and earn a score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT.)**

Domain 2 Findings: Fiscal Management

X Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Note: There are only two indicators in this domain; Indicator 2 is NA.

Strengths:	***Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.*** **For the first year of implementation, the district developed a budget for successful fiscal implementation.. Last year's budget adequately met the needs of the virtual school. Since CCVA was budgeted for two years with ESSER 2.0, this provided a safety net for *year one* in case budget lines were underestimated or overdrawn. However, all expenditures were adequate and sufficient. Appropriate checks and balances from the school to the district level are utilized to ensure all purchases are aligned with program goals.**

Notable Areas for Improvement:	***Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.*** **Because there is a lack of trend data with student enrollment, it remains challenging to know how much to appropriately budget in respective lines. Student enrollment impacts not only the number of instructional licenses needed but also the number of teacher advisors assigned to students. In addition, while the 5% teacher raise in 22-23 was needed and welcomed, unexpected raises and corresponding benefits are detrimental to proper budgeting. Better communication with the Director of Schools, Director of Finance, and the School Principal may help offset some of the potential challenges in the future.**

Domain 3 Findings: School Operations

X Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	*Attendance 3.2 Indicator 2 Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.* **Coffee County Virtual Academy had developed a robust early warning progress tracking system embedded within the online learning management program such that the coordinators are alerted on a daily basis when a student falls 2-3% behind in assignments. The lack of assignment completion equates to a lack of attendance within the policy of the school and interventions begin immediately between the student, coordinators, and parents. Remedies range from informal tutoring, online workshops, up to and including required onsite attendance for remediation. Because of the tiered approach to attendance issues, CCVA has significantly limited chronic absenteeism problems with an overall daily attendance rate averaging greater than 97%.**

Notable Areas for Improvement:	*Special Populations 3.5 Indicator 4 Show how the school ensures that student's EL and SPED services are met.* **Coffee County Virtual Academy accepts all students regardless of disability. However, the formal process of ensuring that students with disabilities and English learner student services are met and that the school oversees the development of the individualized education plans/individual learning plans is missing some fine process and procedural details. CCVA has already identified this need for improvement through self-evaluation and is in the process of implementing an action plan for improvement.**

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	13
Number of Non-compliant Assurances	4

Number of Applicable Indicators as Determined by the LEA:	21
Number of Fully Met Indicators:	16
Number of Partially Met Indicators:	5
Number of Indicators Not Met:	0

School Contact Information

Coffee County Schools

Coffee County Virtual Academy
Monitoring – 2022-2023

School Primary Point of Contact	
Principal's Name: Jeff Johnson.	Principal's Phone Number: 931-723-5169.
School Mailing Address: 1756 McMinnville Hwy Manchester, TN 37355	Principal's Email: johnsonj@k12coffee.net
School's Primary Point of Contact (if not principal): Betsy Phillips.	School's Primary Point of Contact (if not principal) Phone: Elizabeth Peckingpaugh.
School's Primary Point of Contact (if not principal) Email: phillipsb@k12coffee.net	

LEA Primary Point of Contact	
LEA Primary Point of Contact Name: Dr. Keith Cornelius and Mrs. Krista Cole	LEA Primary Point of Contact Phone Number: 931-723-5150
LEA PPOC Title: Attendance Director, Federal Programs & Secondary Director	LEA Primary Point of Contact Email: corneliusk@k12coffee.net, colek@k12coffee.net.

School Snapshot

School Name:	Coffee County Virtual Academy.	Years In Operation:	2
Total Current Enrollment:	57	Grades Served:	6-12

Enrollment Types Accepted: *Choose all that apply* *See appendix A for definitions of terms*	X In-district	☐ Out-of-district	☐ State-wide
Primary Instructional Model: *Choose all that apply* *See appendix A for definitions of terms*	☐ Synchronous	X Asynchronous	☐ Bisynchronous	☐ Hybrid

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	0	0	0	0
1st Grade	0	0	0	0
2nd Grade	0	0	0	0
3rd Grade	0	0	0	0
4th Grade	0	0	0	0
5th Grade	0	0	0	0
6th Grade	1	0	0	0
7th Grade	3	0	0	0
8th Grade	6	0	0	0
9th Grade	8	0	1	2
10th Grade	7	0	0	3
11th Grade	21	0	2	5

12th Grade	10	0	0	2

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		
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:

$$Designation\ Level\ =\ \left(\frac{18.5+13}{21+17}\right) \times 100 = \mathbf{82.9}$$

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".

Fully Meets the Indicator	Partially Meets the Indicator	Does Not Meet the Indicator	Indicator Not Applicable
- School provides evidence that aligns **fully** with the elements addressed in the indicator - Provided evidence shows fulfillment or compliance of the indicator - One or more pieces of evidence are provided	- School provides evidence that aligns **partially** with the elements addressed in the indicator - Provided evidence shows progress towards fulfillment or compliance of the indicator - One or more pieces of evidence are provided	- School does not provide evidence that satisfies the elements addressed in the indicator - School provides evidence that does not address the indicator - School does not provide evidence	- The indicator is not applicable due to grade-level configuration - The indicator is not applicable due to absence of previous year accountability data - The indicator is not applicable due to LEA policy Note: LEA must enter rationale when choosing indicator not applicable.

Numeric Value of Indicator Ratings			
Fully Meets the Indicator = 1	Partially Meets the Indicator = .5	Does Not Meet the Indicator = 0	Indicator is Not Applicable = No Numeric Score

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
NA.

Graduation Rate (if applicable for grades served)	
Graduation Rate measures the percentage of students that are graduating in four years and whether this percentage is increasing from one year to the next.	
School Graduation Rate	District Average Graduation Rate
Click or tap here to enter text.	Click or tap here to enter text.

Ready Graduate (College and Career Readiness) (if applicable for grades served)	
Ready Graduate measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next. The CTE concentrators rate represents the percentage of graduates who concentrated in a Career and Technical Education program of study.	
School Ready Graduate Rate	District Ready Graduate Rate
Click or tap here to enter text.	Click or tap here to enter text.
School Average ACT Composite Score	District Average ACT Composite Score
Click or tap here to enter text.	Click or tap here to enter text.
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
Click or tap here to enter text.	Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.

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.	Click or tap here to enter text.
School Math Achievement Percent	District Math Achievement Percent
Click or tap here to enter text.	Click or tap here to enter text.
School Social Studies Achievement Percent	District Social Studies Achievement Percent
Click or tap here to enter text.	Click or tap here to enter text.
School Science Achievement Percent	District Science Achievement Percent
Click or tap here to enter text.	Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.

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.

   X   Yes   ☐ No

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

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   X No

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

   We will be working with the virtual school in evaluating a model where Edgenuity may be moved towards being supplemental material.

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.

   X   Yes   ☐ No

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

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).

   X Yes   ☐ No

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

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.

   X Yes   ☐ No

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

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

   ☐ Yes   X No

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

   According to TDOE's RTI[2] manual, "...*the RTI[2] framework represents a continuum of intervention services in which general education and special populations work collaboratively to meet the needs of all students*. We will be working with SPED and CCVA in moving towards an *RTI[2]* framework for virtual students."

Domain 1: Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
Instructional Practices & Procedures 1 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.	- T.C.A. § 49-16-213; - SBE Rule 0520-01-03 .05(1)(b)(6) - TILS A3, A5	- Student achievement data from previous year (if available) - School level TVAAS/TCAP data (if available) - Previous year school level AMO and Double AMO targets (if available)	- Did the school meet their goals as outlined in the previous year's annual school 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 X Indicator Not Applicable 2021-22 was the inaugural SY of Coffee County Virtual Academy.

| Instructional Practices & Procedures 2

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:
X Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:
Instruction is primarily delivered asynchronously; therefore, students and teachers can access the courses at various times. Teaching and learning online do not occur simultaneously. However, teachers offer weekly virtual office hours to support students when additional assistance will be available to students in live format. In addition, learning gaps are identified through routine assessments, logged, and addressed in a live/digital live session. The Coffee County Virtual Academy's instructional delivery occurs through the Imagine |

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
				Edgenuity learning management system, an online curriculum that is aligned to TN Department of Education's State Standards. In addition to a certified on-site coordinator and facilitator, courses are supported by a team district certified teachers, as applicable. Our teachers provide support to students as needed through our virtual & face-to-face learning opportunities. Assignments must be passed with a score of 70% or more. Failure to meet passing requirements will result in mandatory in-person remediation sessions or live synchronous virtual sessions to reteach content

| Instructional Practices & Procedures 3

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:

Grade bands:

- K

- 1st – 5th

- 6th – 8th

- 9th – 12th

Instructional models:

- Fully asynchronous

- Fully synchronous

- Bisynchronous

- Hybrid

- Other (please explain) | - TILS A2, A4 | - Student / academic handbook

- Course catalog or school master schedule

- Screenshots or exports or student schedules | - On average, how much daily instructional time is spent on a computer for each grade band?

- How are students engaging with curriculum when not on a computer?

- How does the school ensure that students stay engaged in learning when learning asynchronously?

- How does the school provide instructional differentiation virtually?

- How does the school provide high-dosage, low-ratio tutoring to virtual students? | Rating:
X Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:

Students are routinely monitored and are made aware of expectations during the orientation period. Students must pass a performance checklist before being released to work asynchronously. The attendance policy also provides an additional accountability element for students as attendance is task-orientated. For example, what may take the sample 9th grader a 34-hour week to complete 109 tasks varies in another 9th grader who logged 21 hours completing 98 tasks. For both students, the week's requirement was a total of 97 tasks. See the current breakdown of CCVA Students here: CCVA Student demographic
• 96% on target or ahead |

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
				• 41% prefer to complete weekly tasks Mon-Wed • 16% prefer completing coursework daily by subject • 4% are chronically behind and currently in intervention tier 2 • 39% complete daily task minimum by Friday of each week meeting attendance requirements

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

| Instructional Practices & Procedures 4

Show how the school offers or allows an advanced or accelerated learning path for its students. | - T.C.A. § 49-16-205

- SBE Policy 2.103 (1)(22)

- TILS A5, D3 | - Advanced curriculum

- Learning path tracker

- Student / academic handbook | - How are students informed that they may work at their own pace to advance through a course?

- How do teachers manage a classroom of students on differentiated learning paths? | Rating:
X Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:
Self-paced instruction features highly qualified on-screen teachers who tailor their video-based lessons for the target grade. Online text-based content is considered through the lens of text complexity (quantitative, qualitative, and reader/task). And tasks and assignments are rigorous and interactive, yielding a rich store of data about every student. Virtual teachers (distinct from the on-screen video teachers) are trained in strategies for analyzing this data, pinpointing student needs, and differentiating instruction.

Coursework includes a variety of learning activities:

● Warm-up activity
● Video-based direct instruction
● Lab activities and simulations |

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				- Practice assignments - Journals and short-response prompts - Projects and performance tasks - Asynchronous and synchronous discussion

| Instructional Practices & Procedures 5

Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment. | - SBE Policy 2.103 (6)(3)

- SBE Rule 0520-01-03-.05

- TILS D3 | - Internal TCAP planning documents

- Example of distributed communication

- TCAP proctor training | - Describe the school's plans and approach to administer TCAP testing.

- How will the school offer makeup testing for students who are absent on the day of test administration? | **Rating:**
X Fully Meets the Indicator

☐ Partially Meets the Indicator

☐ Does Not Meet the Indicator

☐ Indicator Not Applicable

Rationale and Provided Evidence:

CCVA emphasizes strong communication to students and families to ensure proactive awareness of the limited instances a student must attend in-person sessions. State testing is no exception. Students receive practice opportunities throughout the year based on content mastery reports ran weekly. The CCVA website ("testing" tab) offers students resources including study and test prep for each subject, advisor contact information, testing registration, testing schedule by grade level, and checklist (seniors) for graduation. Students who are unable to attend a testing day will be contacted and placed on the CCVA LAB calendar for a makeup testing appointment with the necessary certified administrator. |

		Strand 1.2 - Instruction and Learning Paths		
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Instructional Practices & Procedures 6 Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12. List of EPSOs here: Early Postsecondary Opportunities (tn.gov)	- T.C.A. § 49-6-414 - SBE Rule 0520-01-03-.06 - TILS A5	- Internal tracker or database - Transcript audit schedules - EPSO catalog - Career Pathway catalog	- How does the school provide opportunity for students to track their graduation or Ready Graduate progress? - What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status?	Rating: ☐ Fully Meets the Indicator X Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: CCVA Students meet with CCVA coordinator in descending order (12-6) for schedule counseling *1 per quarter. Students unpack progress from each quarter, set goals using the tracker and discuss upcoming dates (testing, registration deadlines, assess checklist). CCVA offers students a flexible self-paced schedule to complete new courses, work ahead for missing credits, and recover lost or failed credits. During the screening process for acceptance into the CCVA program, students counsel with the school coordinator to fill out a graduation checklist together that is also

Strand 1.2 - Instruction and Learning Paths				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				kept on file in the CCVA office. This allows students who are not on track for graduation to identify and take ownership in transcript gaps. Student preference and pacing are taken into consideration when structuring a schedule and pacing guide. Pacing guides for each course are provided for students to support time vs task management.

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.

   X   Yes   ☐ No

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

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.

   X   Yes   ☐ No

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

Domain 2: Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Fiscal Budgeting 1 Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.	- TILS D2, D4	- Financial manual - Narrative - Outline of budgeting process - Budgeting needs assessment document	- Did last year's fiscal budget adequately meet the school's needs? Why or why not? - Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year's fiscal budget? - How does the school identify fiscal needs during the planning process? - Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How	Rating: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: CCVA is currently funded by ESSER 2.0; funds must be obligated by June 2023 and expended by September, 2022. The LEA utilized less than budgeted for CCVA for Year 1. CCBE bases budget decisions on the needs of students and the ESSER 2.0 awarded amount, while also considering timelines. All federal budgets are planned, discussed and reviewed in order to meet program objectives, assign responsibilities, and implement any changes to meet special conditions that may be listed as part of the grant. The Director of Federal Programs plans and reviews applicable budgets and assigns expenditures to appropriate

Strand 2.1 - Fiscal Budgeting				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
			will the school plan for the change?	functions and object codes, provided by the TDOE Chart of Accounts. If costs are in question, the Director of Federal Programs/Project Director contacts the appropriate TDOE fiscal contact for verification and/or refer to ePlan website for additional classification resources. If the cost is not allowable, then the respective project director or school principal is contacted. After the budgets are approved, they are provided electronically to the Director of Finance for entering into the accounting software. Adjustments are made, as deemed necessary, in order to better serve the students. Before signing purchase order requisitions, the Director of Federal Programs verifies the purchase is aligned with program goals. When in question, the Director of Federal Programs contacts TDOE. The following federal cost principles are considered for a cost to be allowable under federal awards: − Necessary and reasonable for proper performance and administration of the project. − Does not exceed that which would be incurred by a prudent person

				Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				under the circumstances prevailing at the time the decision was made to incur the cost. – Market prices of comparable goods and services – Adequate documentation – Benefits the federal program – Charged in accordance with the benefit received – Authorized under state and local laws or regulations
Fiscal Budgeting 2 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?	Rating: Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator X Indicator Not Applicable Rationale and Provided Evidence: There are no applicable tuition or fees that students must pay to attend virtual school.

	Strand 2.1 - Fiscal Budgeting			
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
			- 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?	

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.

    X Yes   ☐ No

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

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

    X Yes   ☐ No

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

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   X   No

    If not, what is the school's plan to come into compliance? *CCVA will amend the original application before June 1, 2023 to include the addition of out-of-district students to its enrollment and notify applicable LEAs prior to August 1 each year.*

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.

    X Yes   ☐ No

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

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.

   X Yes   ☐ No

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

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   X No

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

   CCVA coordinators have already met with the District Special Services Director to establish an action plan which has immediately been implemented. This includes a special education certified teacher working directly with students with disabilities, and the coordinators now having direct access to EZIEP program to help coordinate accommodations for students with disabilities.

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.

   X Yes   ☐ No

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

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.

   X Yes   ☐ No

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

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.

Ⅹ Yes   ☐ No

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

Domain 3: Monitoring Strands

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 1 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: Ⅹ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Attendance data is used by CCVA to determine appropriate measures to prescribe from the attendance tiers 1-3.

	Strand 3.1 - Attendance			
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 2 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: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The correlation between task-oriented attendance has caused challenges with 2% of current CCVA families. CCVA conducts weekly progress report communication with all CCVA families. Daily communication is conducted upon individual parent request (3%) or students who fall under risk of chronic absenteeism. Tier 3 intervention is supported by the behavior contract for students who are chronically absent. At this time CCVA does not have a percentage of students falling in this category. 2021-22 SY reflected 2% of the student population was chronically absent.

Attendance 3				Rating:
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?	**X** Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Tier 3 attendance intervention is supported by behavior contracts for students who are chronically absent. At this time CCVA does not have a percentage of students falling in this category. 2021-22 SY reflected 2% of the student population was chronically absent.

	Strand 3.1 - Attendance			
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				A student is considered "truant" when they are 15% or more (equivalent to five days absent without eligible attendance excuse recorded) off pace with completion benchmark percentages and becomes subject to compulsory school attendance enforcement. Students who are truant or failing to meet the grade requirements will be required to attend in-person at CCVA Lab at to complete assignment and grade requirements. *Failure to attend an intervention session or mandatory in-person lab session will result in an unexcused absence.

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 4 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: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: CCVA conducts weekly progress report communication with all CCVA families. Daily communication is conducted upon individual parent request (3%) or students who fall under risk of chronically absenteeism. Most feedback/concern is eliminated due to the proactive attendance plan. Any additional concern is addressed via conferences with the CCVA administrative team.

	Strand 3.2 - Enrollment			
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Enrollment 1 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: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: During the screening and interview process, students and families receive information on the procedures and a breakdown of "a-day-in-the-life" of a CCVA student. CCVA coordinator and facilitator model using a simulated student account to give students and families a visual breakdown of the expectations, routines, and responsibilities that comes with being a CCVA student.

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Enrollment 2 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: **X** Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Step one- Student and family thoroughly researches CCVA and applies at our website using the linked application on our home page. Step two- Student continues normal schedule at current school while awaiting an email or phone call from CCVA coordinator. Step three- Student and family receive an invitation for an in person interview with student interview questions linked. Step four- Following the interview and enrollment recommendation from the CCVA team, student and family make a decision to

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				move forward with the transfer process. Step five-Student chooses from a list of orientation sessions for new enrollments. Step six-Student receives technology kit bag at orientation session, demo walk-thru of the virtual platform and communication app set up, and finally complete an assessment and demo checklist of items covered in orientation
Enrollment 3 Show how the school ensures or completes the following: - that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment - communicates a timeline and process for	- TILS B1, B4, D3	- Board Approved Policy - Student / academic handbook - Enrollment application that outlines process - School created communication documents	- How does the school ensure that its out-of-district (non-residency) enrollment procedures align to LEA policy? - How does the school ensure the public (I.e., families) understands how to enroll when living in an out of district area?	Rating: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Click or tap here to enter text.

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
out-of-district enrollment		- Screenshot of website showing out-of-district enrollment information		

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Staffing & Operations 1 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: X Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: CCVA has a team of specialized certified teachers of record (advisors) who are available to students when learning challenges are presented. All advisors have established office hours for tutoring sessions and offer additional flexible support upon request.

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Staffing and Operations 2 Show how the school: - ensures teachers are trained to teach Tennessee State Standards - identifies and supports struggling teachers.	- TILS A2, A5, C2, C3	- TEAM evaluation data - Teacher evaluation tracker/report - Areas of refinement and reinforcement report - Documentation of a coaching model	- How are struggling teachers identified? - What supports does the school offer struggling teachers? - What trends have been identified when supporting struggling teachers?	Rating: **X** Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Coffee County Virtual Academy utilizes an asynchronous learning management platform with built in licensed educators teaching the courses through pre-recorded, scripted casts. The CCVA Coordinator and Lab Facilitator provided additional advising and academic support using various supplemental materials when a misconception or learning gap is identified. The CCVA Coordinator and Lab Facilitator are both certified through the TDOE, evaluated annually using the TEAM rubric (see evidence for most recent professionalism scores), and attend routine professional development

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				seminars that target virtual education including but not limited to DLAC, StudentAchieve, PureEdge, ImagineLearning, MLAC, etc.

Strand 3.4 - Technology and Instructional Materials				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

Tech. & Instructional Materials 1 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: **X** Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Upon arrival to the selected orientation session, students receive a technology bag containing the following required items: Chromebook IO45 Series, 65W Charger/attachment dongle, virtual school orientation reference link, digital and hard copy guided notes for all cataloged subjects grades 6-12, In addition to the technology bag, CCVA offers: onsite computer lab and printer, wifi troubleshooting reference link, communication application setup, and district issued email account.

Strand 3.4 - Technology and Instructional Materials				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				Once a student has completed and submitted all necessary enrollment documentation, CCVA lab facilitator submits a rostered tech. request, tags and inventories all supplies, and tracks student distributions via linked evidence.

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 1 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 X Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: CCVA completes routine diagnostic tests, tutoring, and progress monitoring to identify indicators of learning disabilities. Prior to enrollment, CCVA consults with previous teachers, counselors, and administrators to obtain an academic background for each student enrolled in the CCVA program. CCVA also utilizes a licensed school counselor to support identifying special population indicators.

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 2 Show how the school identifies students in need of EL screening in a virtual setting. TDOE ELL guidance found here: TDOE English Learners	- 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 for.	Rating: **X** Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence:

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				The majority of the Coffee County Virtual Academy student population transfers from the Central high school and has pre-placement EL and SWD services. For students who have not yet been screened, they are to indicate on the Home Language Survey during registration that their home language is anything other than English. Students are then tested for ESL services using the digital WIDA screening system. A student is only screened one time, so if that student was screened in a different school or was already receiving ESL services, then there is no need to screen them again. Once a student is determined for ESL services, they are provided accommodations in their customized courseware (such as text-to-speech, guided notes, read-aloud, sentence stems, and foreign language glossary, digital translation scanner, etc). Students also receive routine check-ins from the ESL advisor, who provides recommendations for academic remediations. Students continue to receive services until they pass the WIDA exit exam, graduate, or waive services.

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 3 Show how the school oversees the implementation of IEPs and ILPs for virtual school students..	- SBE Rule 0520-01-09 - SBE Policy 3.206 - SBE Policy 3.207 - TILS A2, A3, A4, A5, B2, D3	- IEP/ILP example (redacted where necessary) - Student / academic handbook	- Outline the process in which ESL and Special Education teachers provide virtual supports for students? - How do students receive required in-person support? - How does the school ensure that students that are receiving tiered interventions are advancing academically?	Rating: ☐ Fully Meets the Indicator X Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Once a student is selected to attend the Coffee County Virtual Academy, they will participate in the development of the Individualized Learning Plan (ILP) for students. The ILP is specifically written for each student and defines how students will be successful. In-person Learning Lab hours will be included in ILPs in order to ensure that students are successful in the virtual school. New students will be scheduled to come into the lab for in-person sessions during the first month for familiarization of Edgenuity. At the conclusion of this probationary period, student progress and needs will be assessed to determine if the in person requirements will be extended, reduced, or concluded. Academic, truancy, and other related issues will be considered and ILPs will be adjusted by the Virtual School Coordinator as needed. *IEP and 504 plan(s) accommodations will be customized into the courseware individually. Reevaluation will be completed by consultation from the ILP team in collaboration with a certified professional.

		Strand 3.5 - Special Populations		
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 4 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 X Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Documentation of applicable student communication and consultation is on file. The consultation log includes the date, type of consultation (parent/student), methods of communication, applicable notes, work samples, teacher/admin. name, action steps/interventions.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 5 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 X Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable Rationale and Provided Evidence: Once a student is selected to attend the Coffee County Virtual Academy, they will participate in the development of the Individualized Learning Plan (ILP) for students. The ILP is specifically written for each student and defines how students will be successful. In-person Learning Lab hours will be included in ILPs in order to ensure that students are successful in the virtual school. New students will be scheduled to come into the lab for in-person sessions during the first month for familiarization with Edgenuity. At the conclusion of this probationary period, student progress and needs will be assessed to determine if the in-person requirements will be extended, reduced, or concluded. Academic, truancy, and other related issues will be considered and ILPs will be adjusted by the Virtual School Coordinator as needed. *IEP and 504 plan(s) accommodations will be customized into the courseware on an individual basis. Reevaluation will be completed by consultation from the ILP team in collaboration with a certified professional.

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.

Terms	Acronym/Short Term	Meaning
Monitoring Domain	Domain	High-level topics that LEAs operating a virtual school are statutorily obligated to monitor on an annual basis. The domains are divided into monitoring strands.
Monitoring Framework		A series of documents that define and outline standardized monitoring practices for virtual schools and LEAs operating virtual schools.
Monitoring Indicators	Indicator	Items aligned with state statute, regulation, and/or TILS that LEAs will use to determine if the school is meeting the LEA's operational expectation.
Monitoring Strand	Strand	Topics that LEAs should focus on when monitoring their virtual schools. Strands are high-level topics that are divided into monitoring indicators.
Out-of-district Enrollment		Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the LEA establishing the virtual school.
Ready Graduate		Measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next.
State-wide Enrollment		Enrollment option for students who reside outside the zone of residency of the LEA establishing the virtual school and do not reside in a contiguous county, municipality, or city.
Students With Disabilities	SWD	A student who has been identified to have a disability that affects their academic progress.
Success Rate		The one-year success rate represents the percentage of students that scored on track or mastered on annual state tests.
Synchronous Virtual Instruction		An instructional model that provides scheduled, teacher supervised instruction that is fully virtual/online. This model of instruction does require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher.
Tennessee Comprehensive Assessment Program	**TCAP**	Tennessee Comprehensive Assessment Program includes TNReady assessments in math, English language arts, social studies, and science, as well as alternative assessments, like MSAA and TCAP-Alt, for students with special needs.
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.

Terms	Acronym/Short Term	Meaning
Virtual Instruction		Instruction that is asynchronous, synchronous, or bisynchronous.