



Tennessee Online Public School

School District: Bristol Tennessee City 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

✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Overall Findings:	This monitoring process has allowed us to designate our Tennessee Online Public School as "Meeting Expectations". We are proud to celebrate our eleventh year of operation as a 9-12 school. Post Covid, we added grades 6-8 and we formed a partnership with Greenville City Schools to provide an online learning platform for our K-5 learners. Even with our recent expansion, we have maintained reward status for 5 consecutive years. We are very proud of this team and their dedication to meeting the needs of all students individually!	
Strengths:	TOPS provides a flexible, rigorous learning platform supported by mentor teachers, full time staff, including synchronous and asynchronous teaching/learning. We find that our students are an extremely diverse group of learners. They bring vast perspectives to our class conversations supporting rich coloration. Each year when students attend graduation we are reminded of their uniqueness. Learning with us at TOPS is a truly beautiful process.	
Notable Areas for Improvement:	Although we celebrate multiple years of reward status, we know there are always areas where we can improve. When we unpack our data each year we direct coaching as well as school and district support in needed areas. This year, Biology, Math in middle grades and support for a growing Special Education population are areas where we want to provide support. As we grow in enrollment, we want to make sure we are focused on maintaining the rigor and integrity of the learning experience at TOPS.	

**Plan to Address
Notable Areas for
Improvement:**

In response to our areas of improvement, this year we sustained coaching support for all online courses. In addition, to support online content development, we added quarterly coaching meetings with district curriculum coaching, school leadership, and the district administration. We also added monthly meetings for curriculum coaches and teachers. More time was assigned in critical areas of need. To support Biology, we purchased much need instructional materials and adjusted content pacing. We also included support for middle school Science. We plan to hire a Science teacher in the spring. To address and support needs in Math, we hired a 6-12 endorsed Math teacher to develop as well as teach strong Geometry content and teach 8th Math as a lead in class to Algebra. To ensure continued support for all Special Education students, we hired a Special Education teacher with a Math background.

Domain 1 Findings: Instruction

Meeting Expectations

Approaching Expectations

Below Expectations

Strengths:

As mentioned above, we are most proud of the multi-year reward status TOPS has achieved. This honor is even more relevant since the additional numbers of students have enrolled with us in Bristol to experience our online program. The reward status alone allows us to confidently reflect that the TOPS team has exceeded our expectations! Post-COVID, we added not only Curriculum Coaching in all grades and all levels of learning, but we also dedicated time and funding to Coaching specific to remote instruction. In previous years TOPS students have struggled in Math. This year, we hired an additional Math teacher and we hired a Special Education teacher with Math experience. We offer follow-up synchronous instruction, personalized office hours, and tutoring to help support the process of learning. This document provides evidence of rigorous instruction, high quality planning, and delivery designed to support the mastery of our challenging standards from a remote platform.

**Notable Areas for
Improvement:**

Although we are very proud of our achievement, attendance, and growth at TOPS, we know improvements are necessary. As we unpack our data, we clearly see attention is needed in Biology, 7th grade Science instruction, and 8th grade Math instruction. These are all areas we have addressed as mentioned above. We are also beginning to track the productivity of our SPED students. This will allow us to better serve their needs and determine which online strategies help them the most.

Domain 2 Findings: Fiscal Management

✓ Meeting Expectations

☐ Approaching Expectations

☐ Below Expectations

Strengths:

TOPS staff does an excellent job creating and staying in budget. The leadership team meets weekly to discuss needs and to have conversations around program funding. As in any school community, TOPS must balance how to best provide the most opportunities with the money that is allocated in the operating budget. TOPS has a team focused on communicating costs and fees to families through handbooks, webpages, in-person town meetings, and parent organization meetings. They strive to keep the cost of the programming as low as possible. Due to the growth (as mentioned above) in our school enrollment, we have shifted funding from the district to the school level.

Notable Areas for Improvement:

We feel moving money to the school level is an area of focus/improvement. As a district, we are committed to supporting this process with scheduled meetings that include the following groups: school personnel, district support, and support from our financial offices. This transition allows for the school to have more of a site-based model of budget management of their general purpose funds. Trust and capacity has been established with this team to ensure a successful transition. We depended on the school's feedback to understand staff needs and the other school needs. Now, the TOPS leadership will lead this process with district guidance.

Domain 3 Findings: School Operations

✓ Meeting Expectations

□ Approaching Expectations

□ Below Expectations

Strengths:

We are pleased to report that attendance at TOPS is the highest in our district. This past year, TOPS added homeroom support, mentor support, and they started a parent support team called The Den Mothers and Dads. We feel these support teams have helped with enrollment. Having students who feel supported, allows for future families to reach out to them to hear stories of challenge that have been turned into success stories. Our staff supports with posted office times, individual student meetings, and in person road shows. TOPS has a handbook that is developed and adjusted by the school-level leadership team. It is then submitted to our District Supervisory Team followed by Board of Education approval. This handbook is aligned with our board policies. We contract with TSBA to review handbooks every 2 years to ensure accuracy as stated in state policy. The TOPS increase in enrollment shows the fruits of these efforts. All enrollment and staff operation expectations are met per our district policies and procedures. This process is followed in all BTCS schools. This includes safety drills, official record of attendance, and verification of highly qualified instructors. Teachers are supported through the Curriculum Coaching Team. This year, we meet quarterly with the principal, monthly with the teachers, and as often as needed with struggling teachers. Our support is based on our Curriculum Framework.

Notable Areas for Improvement:

In domain three, we would like to focus on making sure the needs of our students with special needs are met. In the past, we have met all of the needs of our special populations with part-time employment. As our numbers continue to grow, so do our needs. We want to strive to be confident in our layers of support to recruit students with special needs including EL. To ensure this area continues to improve, we have hired a full-time Special Education teacher and a part-time EL teacher. We have started face-to-face learning opportunities and additional learning sessions for our Special Population students. The leadership team has also started tracking student data to support mastery of skills. We are confident these additions will help ensure students and teachers will have the support they need for all learners to be successful.

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	3
Number of Non-compliant Assurances	0

Number of Applicable Indicators as Determined by the LEA:	23
Number of Fully Met Indicators:	23
Number of Partially Met Indicators:	0
Number of Indicators Not Met:	0

School Contact Information

Bristol Tennessee City Schools

Tennessee Online Public School] Monitoring – 2022-2023

School Primary Point of Contact	
Principal's Name: Jeremy Humphrey	Principal's Phone Number: (423) 652-9209
School Mailing Address: 615 Martin Luther King JR. BLVD., Bristol, TN 37620	Principal's Email: humphreyj@btcs.org
School's Primary Point of Contact (if not principal): Dr. Amy Scott	School's Primary Point of Contact (if not principal) Phone: (423) 652-9451
School's Primary Point of Contact (if not principal) Email: scotta@btcs.org	

LEA Primary Point of Contact	
LEA Primary Point of Contact Name: Dr. Annette Tudor	LEA Primary Point of Contact Phone Number: (423) 652-9451
LEA PPOC Title: Director of Schools	LEA Primary Point of Contact Email: tudora@btcs.org

School Snapshot

School Name: Tennessee Online Public School Years In Operation: 11 years

Total Current Enrollment: 239 Grades Served: K-12

Enrollment Types Accepted: In-district Out-of-district State-wide

Choose all that apply
See appendix A for definitions of terms

Primary Instructional Model: Synchronous Asynchronous Bisynchronous Hybrid

Choose all that apply
See appendix A for definitions of terms

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	2	0	0	0
1st Grade	4	0	0	0
2nd Grade	3	0	0	0
3rd Grade	5	0	1	0
4th Grade	4	0	0	0
5th Grade	3	0	1	0
6th Grade	9	0	2	0
7th Grade	14	0	2	0
8th Grade	30	0	2	0
9th Grade	42	0	5	0
10th Grade	40	0	4	0
11th Grade	39	0	2	0
12th Grade	43	0	4	0

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:

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

Assurance Rating Table

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

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

Numeric Value of Assurance Ratings	
<i>Compliant with assurance = 1</i>	<i>Non-compliant with Assurance = 0</i>

Indicator Rating Table

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

<i>Fully Meets the Indicator</i>	<i>Partially Meets the Indicator</i>	<i>Does Not Meet the Indicator</i>	<i>Indicator Not Applicable</i>
<ul style="list-style-type: none"> – School provides evidence that aligns fully with the elements addressed in the indicator – Provided evidence shows fulfillment or compliance of the indicator – One or more pieces of evidence are provided 	<ul style="list-style-type: none"> – School provides evidence that aligns partially with the elements addressed in the indicator – Provided evidence shows progress towards fulfillment or compliance of the indicator – One or more pieces of evidence are provided 	<ul style="list-style-type: none"> – School does not provide evidence that satisfies the elements addressed in the indicator – School provides evidence that does not address the indicator – School does not provide evidence 	<ul style="list-style-type: none"> – The indicator is not applicable due to grade-level configuration – The indicator is not applicable due to absence of previous year accountability data – The indicator is not applicable due to LEA policy <p>Note: LEA must enter rationale when choosing indicator not applicable.</p>

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

Accountability Data

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

URL to School's Tennessee State Report Card

<https://tdepublicschools.ondemand.sas.com/school/008210050>

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
96.4%	91.2%

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
64.3%	55.0%
School Average ACT Composite Score	District Average ACT Composite Score
21.7	20.9
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
33.3%	61.9%

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
4	1

Success Rate

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

Overall School Success Rate	Overall District Success Rate
46.6%	(6-8): 37.1% & (9-12): 42.5%

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
53.1%	6-8: 35.3%, 9-12: 50%
School Math Achievement Percent	District Math Achievement Percent
37.4%	6-8: 39.4%, 9-12: 35.4%
School Social Studies Achievement Percent	District Social Studies Achievement Percent
60.3%	6-8 59.2%, 9-12: 57.4%
School Science Achievement Percent	District Science Achievement Percent
47.5%	6-8: 45.1%, 9-12: 52.2%

Chronic Absenteeism

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

School Percent of Chronically Absent Students	District Percent of Chronically Absent Students
< 5%	13.5%

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
< 10 students	38.9%

Staffing

Number of Teachers in Virtual School

3

Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
55:1	14:1

Monitoring Domains

Domain 1: Instruction

Assurances

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

Domain 1: Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 1</p> <p>Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEAs required accountability targets.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5 	<ul style="list-style-type: none"> – 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) 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>TCAP and EOC scores from the 21-22 school year (46.6% success rate). TVAAS growth data from the previous school year. The school had an average of 3.7 on AMOs for the 21-22 school year.</p>

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 2</p> <p>Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-205 – SBE rule 0520-01-03 .05 (1)(b)(8) – TILS A3, A4, A5 	<ul style="list-style-type: none"> – Narrative response – Pacing guides – Progress monitoring reports – Student / academic handbook – Data tracker 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school requires district pacing guides and curriculum maps and uses state-approved HQIM. The school utilizes a universal screener, RTI intervention, and SPED services if students are behind. Tutoring services will be assigned as needed per data analyses.</p>

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 3</p> <p>Outline a typical daily schedule for students in each of the following grade bands. Please include the percentage of time spent engaging in the following instructional models:</p> <p>Grade bands:</p> <ul style="list-style-type: none"> – K – 1st – 5th – 6th – 8th – 9th – 12th <p>Instructional models:</p> <ul style="list-style-type: none"> – Fully asynchronous – Fully synchronous – Bisynchronous – Hybrid – Other (please explain) 	<p>– TILS A2, A4</p>	<ul style="list-style-type: none"> – Student / academic handbook – Course catalog or school master schedule – Screenshots or exports or student schedules 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>K-5 students are mostly synchronous (80%), with one day being asynchronous. 6-8 students are 20% synchronous with 80% asynchronous. 9-12 students are mostly 100% asynchronous, except for Tier II and Tier III services.</p>

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 4</p> <p>Show how the school offers or allows an advanced or accelerated learning path for its students.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-16-205 - SBE Policy 2.103 (1)(22) - TILS A5, D3 	<ul style="list-style-type: none"> - Advanced curriculum - Learning path tracker - Student / academic handbook 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>There are weekly due dates; if students finish their work early, there are enrichment opportunities. In addition, our middle school students can possibly take 9-12 courses.</p>
<p>Instructional Practices & Procedures 5</p> <p>Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.</p>	<ul style="list-style-type: none"> - SBE Policy 2.103 (6)(3) - SBE Rule 0520-01-03-.05 - TILS D3 	<ul style="list-style-type: none"> - Internal TCAP planning documents - Example of distributed communication - TCAP proctor training 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>State testing is a requirement for students in the school. All state assessments are with a trained test administrator. We follow district policy for testing same as brick and mortar schools.</p>

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 6</p> <p>Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12.</p> <p>List of EPSOs here: Early Postsecondary Opportunities (tn.gov)</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-414 - SBE Rule 0520-01-03-.06 - TILS A5 	<ul style="list-style-type: none"> - Internal tracker or database - Transcript audit schedules - EPSO catalog - Career Pathway catalog 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The full-time counselor tracks this information using our SIS system (PowerSchool).</p>

Domain 2: Fiscal Management

Assurances

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

Yes No

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

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

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

Yes No

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

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

Domain 2: Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Fiscal Budgeting 1</p> <p>Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.</p>	<p>– TILS D2, D4</p>	<ul style="list-style-type: none"> – Financial manual – Narrative – Outline of budgeting process – Budgeting needs assessment document 	<ul style="list-style-type: none"> – 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 will the school plan for the change? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school leadership team meets weekly to discuss and plan for upcoming items. In addition, the district fiscal team meets with school leadership two times per semester to discuss budgeting items.</p>

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Fiscal Budgeting 2</p> <p>Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.</p>	<ul style="list-style-type: none"> - SBE Rule 0520-01-02-.16 - TILS D3 - TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees 	<ul style="list-style-type: none"> - Documentation of the tuition or fee and why it is required - Documentation of communication to families 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school does not charge tuition or fees. The only required fee is an application fee, but if there is a need, the school will waive it. Communication is provided to families through the school handbook.</p>

Domain 3: School Operations

Assurances

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

Domain 3: Monitoring Strands

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 1</p> <p>Show how the school tracks daily student attendance.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A4, A5, D3 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Teachers take attendance by using PowerSchool and follow the district-tiered attendance policy. Attendance is mainly based on work completion by the due dates.</p>

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 2</p> <p>Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A1, A3, A5, B3, B5 	<ul style="list-style-type: none"> - Communication logs - Student / academic handbook - Attendance tracker/report 	<ul style="list-style-type: none"> - What challenges have surfaced when speaking with parents regarding attendance data? - How frequently are staff required to communicate with parents/guardians? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Reports are run in PowerSchool, and students/families are contacted based on the tiered policy through email, letters, and phone calls.</p>
<p>Attendance 3</p> <p>Show how the school supports students who are chronically absent and/or truant.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A4, A5, B4, B5 	<ul style="list-style-type: none"> - Student / academic handbook - Attendance procedures 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Intervention strategies are set in place (parent contact, contracts, building time management skills with the counselor, etc.).</p>

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 4</p> <p>Show how the school informs students, parents, and guardians of attendance procedures.</p>	<p>– TILS A4, A5, B4, B5</p>	<p>– Parent outreach materials</p> <p>– Student / academic handbook</p>	<p>– How often do parents get updates regarding attendance?</p> <p>– What is the process for addressing parent feedback or a concern regarding attendance?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>Students and families sign saying they have read the student handbook and procedures. School leadership and teachers reinforce these procedures each week with a pacing guide and attendance summary each week in their courses.</p>

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 1</p> <p>Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-16-211 - T.C.A. § 49-6-3102(f) - TILS B1, D3 	<ul style="list-style-type: none"> - Student / academic handbook - Screening Criteria 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school's leadership team determines if the student is successful based on attendance, grades, TNReady scores, etc. In the end, school leadership makes the decision on students remaining at the school.</p>
<p>Enrollment 2</p> <p>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</p>	<ul style="list-style-type: none"> - TILS B3, D3 	<ul style="list-style-type: none"> - Student / academic handbook - Enrollment application that outlines process - Orientation materials - Samples of distributed communication 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Any student can apply for the school. The leadership team looks at current GPA, attendance, grades, and reasoning for wanting to attend the virtual school.</p>

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 3</p> <p>Show how the school ensures or completes the following:</p> <ul style="list-style-type: none"> - that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment - communicates a timeline and process for out-of-district enrollment 	<ul style="list-style-type: none"> - TILS B1, B4, D3 	<ul style="list-style-type: none"> - Board Approved Policy - Student / academic handbook - Enrollment application that outlines process - School created communication documents - Screenshot of website showing out-of-district enrollment information 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school allows state-wide enrollment and has the same application process no matter where the student lives in Tennessee.</p>

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Staffing & Operations 1</p> <p>Show how the school ensures that the teacher of record for each course::</p> <ul style="list-style-type: none"> – verifies student daily attendance. – monitors the safety and well-being of their students. 	<ul style="list-style-type: none"> – SBE Rule 0520-01-03-.05 – TILS A5, D3 	<ul style="list-style-type: none"> – Teacher Schedules 	<ul style="list-style-type: none"> – Explain how teachers monitor the well-being of their students. – How is this model increasing student achievement and well-being? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Teachers take attendance in PowerSchool. They also utilize check-ins with students and can see their progress in the LMS. Teachers post office hours, recorded lessons and meet for personalized instruction sessions.</p>
<p>Staffing and Operations 2</p> <p>Show how the school:</p> <ul style="list-style-type: none"> – ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers. 	<ul style="list-style-type: none"> – TILS A2, A5, C2, C3 	<ul style="list-style-type: none"> – TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report – Documentation of a coaching model 	<ul style="list-style-type: none"> – How are struggling teachers identified? – What supports does the school offer struggling teachers? – What trends have been identified when supporting struggling teachers? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>All teachers are certified and endorsed in the state of Tennessee. The school uses professional development throughout the year and supports them with curriculum</p>

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				coaches and school leadership.

Strand 3.4 - Technology and Instructional Materials

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Tech. & Instructional Materials 1</p> <p>Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.</p>	<p>– T.C.A. § 49-16-206</p> <p>– TILS D3, D4</p>	<p>– Inventory tracker</p> <p>– Student / academic handbook</p> <p>– Student / family technology contract</p>	<p>– Describe to us the system for distributing the necessary technology to a family.</p> <p>– How does the school ensure every family has the proper technology before school starts?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>Students can use their own devices. However, if the family needs a device or any technical assistance, the school will help.</p>

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 1</p> <p>Show how the school implements child find procedures in a virtual setting.</p>	<ul style="list-style-type: none"> - 20 U.S.C. § 1412(a)(3) - SBE Rule 0520-01-09-.05 - TILS A3, A4, A5 	<ul style="list-style-type: none"> - Screeners Used <p>Student / academic handbook</p> <p>Data regarding special populations</p>	<ul style="list-style-type: none"> - 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. 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school utilizes the STAR universal screener. If below a certain percentage, more testing will be completed to determine Tier II services using AIMSweb. After gathering data points, SST can determine the need for SPED services.</p>

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 2</p> <p>Show how the school identifies students in need of EL screening in a virtual setting.</p> <p>TDOE ELL guidance found here: TDOE English Learners</p>	<ul style="list-style-type: none"> - Title VI of the Civil Rights Act of 1964 - SBE Rule 0520-01-19-.03 - SBE Policy 3.207 - TILS A3, B4, D3 	<ul style="list-style-type: none"> - Screeners used - Student / academic handbook - Home language survey data 	<ul style="list-style-type: none"> - Describe the steps that the school takes to identify students who may need EL services. - Outline the screening process for. 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school looks at previous records to look for EL services/WIDA scores. In addition, when applying to the school, a language survey is given to students and families if the original HLS cannot be located.</p>

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 3</p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students..</p>	<ul style="list-style-type: none"> - SBE Rule 0520-01-09 - SBE Policy 3.206 - SBE Policy 3.207 - TILS A2, A3, A4, A5, B2, D3 	<ul style="list-style-type: none"> - IEP/ILP example (redacted where necessary) - Student / academic handbook 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>If a student has an IEP or ILP, teachers will administer services virtually (through Zoom) for whatever services are needed. All SPED services, including Speech and OT/PT are given synchronously online.</p>
<p>Special Populations 4</p> <p>Show how the school ensures that student's EL and SPED services are met.</p>	<ul style="list-style-type: none"> - SBE Rule 0520-01-09 - SBE Policy 3.206 - SBE Policy 3.207 - TILS A2, A3, A4, A5, D3 	<ul style="list-style-type: none"> - Schedule of EL or SPED services - Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information) 	<ul style="list-style-type: none"> - 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? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>The SPED and EL teachers provide a schedule to school leadership each semester to match with student service schedules.</p>

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 5</p> <p>Show how the school provides appropriate staff and resources to support SWD and EL students.</p>	<ul style="list-style-type: none"> – ESSA, Title III § 3102 – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 	<ul style="list-style-type: none"> – Staffing Documents – Class Rosters 	<ul style="list-style-type: none"> – 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? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>The school uses the same tools, resources, and training as the local school district. This includes curriculum and support from the district.</p>

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

The acronyms and nomenclature below are used throughout the framework.

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

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

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.