Haywood County Virtual Academy

School District: Haywood
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:	The Haywood County Virtual Academy receives a designation of Meeting Expectations in this monitoring process.

Strengths:	-utilizes High Quality Instructional Materials which meets or exceeds the academic standards adapted by the State Board -all students are provided free access to necessary instructional materials and technology -provides the same length of time for learning opportunities per academic year that is required for public school students -fulfills the requirements to implement the RTI2 framework adopted by the State Board -complies with requirements for physical activity -does not charge students to attend -tracks attendance daily and chronically absent students are indentified and provided with intervention supports -enrollment in HCVA is welcome to all students in TN -students' safety and well-being are monitored with their cameras on, social-emotional learning during homeroom, and with weekly or bi-weekly sessions with school counselors -supports educators to teach TN State Standards -utilizes processes in place to identify and support students with special needs

Notable Areas for Improvement:	-HCVA does not fully comply with requirements for physical education pursuant to T.C.A. § 49-6-1021(e)-(f) and State Board Policy 4.206. -Although the workload is significant, the student/teacher ratio is disproportionate to state suggested ratios.

Plan to Address Notable Areas for Improvement:	-HCVA will provide physical education, as outlined in state board policy. Videos will be shared for students to participate daily. -HCVA will strive to increase student enrollment.

Domain 1 Findings: Instruction

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	-utilizes High Quality Instructional Materials which meets or exceeds the academic standards adapted by the State Board -provides all students with necessary instructional materials and technology -provides the same length of time for learning opportunities per academic year that is required for public school students -fulfills the requirements to implement the RTI2 framework adopted by the State Board -complies with requirements for physical activity		
Notable Areas for Improvement:	-does not comply with requirements for physical education		

Domain 2 Findings: Fiscal Management

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	- HCVA does not charge students to attend. - Students are provided with all necessary materials. -Although the workload is significant, the student/teacher ratio is disproportionate to state suggested ratios.		
Notable Areas for Improvement:	-Although the workload is significant, the student/teacher ratio is disproportionate to state suggested ratios.		

Domain 3 Findings: School Operations

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	- Attendance is tracked daily and chronically absent students are indentified and provided with intervention supports. - All students are welcome to enroll in HCVA. - Students' safety and well-being are monitored with their cameras on, social-emotional learning during homeroom, and with weekly or bi-weekly sessions with school counselors. - Teachers are supported to teach TN State Standards. - All students have free access to necessary devices and materials. - Processes are in place to identify and support students with special needs.
Notable Areas for Improvement:	-All expectations were met

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	16
Number of Non-compliant Assurances	1

Number of Applicable Indicators as Determined by the LEA:	22
Number of Fully Met Indicators:	19
Number of Partially Met Indicators:	3
Number of Indicators Not Met:	0

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School Contact Information

Haywood County Schools

Haywood County Virtual Academy]
Monitoring – 2022-2023

School Primary Point of Contact	
Principal's Name: Brittany Pittman	Principal's Phone Number: 731-772-9613 ext. 6020
School Mailing Address: 900 E Main St. Brownsville, TN 38012	Principal's Email: Brittany.Pittman@hcsk12.net
School's Primary Point of Contact (if not principal): Click or tap here to enter text.	School's Primary Point of Contact (if not principal) Phone: Click or tap here to enter text.
School's Primary Point of Contact (if not principal) Email: Click or tap here to enter text.	

LEA Primary Point of Contact	
LEA Primary Point of Contact Name: Chris Davis	LEA Primary Point of Contact Phone Number: 731-772-9613 ext. 2250
LEA PPOC Title: Deputy Superintendent	LEA Primary Point of Contact Email: Chris.Davis@hcsk12.net

School Snapshot

School Name: Haywood County Virtual Academy   Years In Operation: 1

Total Current Enrollment: 27 Students   Grades Served: K-8th Grades

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	1	-	-	-
1st Grade	1	-	-	-
2nd Grade	3	1	-	2
3rd Grade	7	1	-	5
4th Grade	4	1	-	3
5th Grade	2	-	1	-
6th Grade	4	-	-	1
7th Grade	2	-	1	1
8th Grade	3	-	-	1
9th Grade	-	-	-	-
10th Grade	-	-	-	-
11th Grade	-	-	-	-
12th Grade	-	-	-	-

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:

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

Assurance Rating Table

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

https://tdepublicschools.ondemand.sas.com/district/00380/about

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
N/A	93%

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
N/A	36%
School Average ACT Composite Score	District Average ACT Composite Score
N/A	15.6
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
N/A	48.4%

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
5	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
10.3%	12.8%

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

School ELA Achievement Percent	District ELA Achievement Percent
11%	17%
School Math Achievement Percent	District Math Achievement Percent
3%	9%
School Social Studies Achievement Percent	District Social Studies Achievement Percent
0%	N/A
School Science Achievement Percent	District Science Achievement Percent
10%	24%

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
17.1%	32.2%

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
100%	87.5%

Staffing	
Number of Teachers in Virtual School	
5	
Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
5:1	2763/235 = 12:1

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
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 ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Although HCVA did not meet its goals for student achievement, it surpassed goals and expectations for TVAAS. – Student Achievement Data – School Level TVAAS/TCAP Data

| 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:** ☐ Fully Meets the Indicator ✔ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Data Team Meetings are held each 4.5 weeks to review students' progress monitoring and pertinent data along with discussion about each students' strengths and needs. We also utilize CASE assessments to determine student progress on given standards in 3rd-8th grade ELA, Math, Science and Socials Studies. Teachers participate in weekly PLCs with colleagues on-campus as well as with HCVA colleagues. – Student Intervention Plans – Progress Monitoring Reports – RTI2 Parent Notification Letters – CASE Analysis Forms – PowerSchool Parent Portal (Access Grades & Attendance)

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
				– iReady Diagnostics

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** All HCVA students are scheduled to attend classes or participate in independent work time from 8:00am-3:00pm daily. Students utilize the same curriculum as those on-campus and have access to the same materials. All students participate in an appropriate intervention based on data. – Student Schedules – Student Handbook – Interventions

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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** All students receive tier 1 instruction as core instruction. Differentiated instruction is offered through interventions and iReady MyPath in both reading and math. – High Quality Instructional Materials – iReady MyPath Data

Instructional Practices & Procedures 5	– SBE Policy 2.103 (6)(3)	– Internal TCAP planning documents	– Describe the school's plans and approach to administer TCAP testing.	Rating:
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 Rule 0520-01-03-.05 – TILS D3	– Example of distributed communication – TCAP proctor training	– How will the school offer makeup testing for students who are absent on the day of test administration?	✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** HCVA rosters in PowerSchool, PA Next, and VisTool are cross-referenced to ensure that all students are assigned the appropriate tests. Schedules are created for all tested grade levels and subject areas and distributed to families. Teachers participate in training to administer or proctor tests. Students complete tests on the HCVA's campus. In compliance with TCAP guidelines, students should complete make-up opportunities for missed tests. – TCAP Schedules & Flyers – TCAP Training Documentation

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 ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ✔ Indicator Not Applicable **Rationale and Provided Evidence:** N/A – we only serve students in K-8.

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:
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 will the school plan for the change?	Rating: ☐ Fully Meets the Indicator ✔ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The LEA budgets the positions and salaries for HCVA faculty. The district fulfills any necessary requests throughout the year.

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
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? – How are students and parents notified of required fees before they enroll within the school? – How are students and parents notified of required fees as opposed to requested fees?	**Rating:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** HCVA does not require any fees or tuitions to attend. Communication is made with families regarding fees for items not returned to HCVA. – Student Handbook – Student Inventory Sheets – Student Authorized User Agreement

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:
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:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Teachers submit attendance for each class through PowerSchool. The principal ensures that attendance is recorded for each class. – PowerSchool Attendance Data – Teacher Gradebooks

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:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Attendance is tracked through PowerSchool by school social workers. The HCS Truancy Intervention Plan is utilized as necessary. Teachers have office hours scheduled daily to contact families. – Truancy Intervention Plan – TIP Parent Letters

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Attendance 3 Show how the school supports students who are chronically absent and/or truant.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, B4, B5	– Student / academic handbook – Attendance procedures	– What percentage of enrolled students are currently considered chronically absent? – What factors lead to chronic absenteeism within the school? – What steps has the school taken to support chronically absent students?	Rating: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Social workers follow the tiered truancy policy and notify parents at 3, 5, and 8 unexcused absences. Letters are mailed and phone calls are completed. All classes are recorded, and students may view them anytime they are absent. – Truancy Intervention Plan – Individualized Student Assessment

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:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Attendance procedures are outlined in the student handbook. Social workers follow the tiered truancy policy and notify parents at 3, 5, and 8 unexcused absences. Letters are mailed and phone calls or visits are completed at. Report cards go out quarterly for parents to see the total number of absences and tardies. Families also have 24/7 access to PowerSchool's Parent Portal. – Report Cards – Truancy Intervention Plan Letters – PowerSchool Attendance

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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Any student may enroll in HCVA. The process and criteria for enrollment is detailed in our student handbook. – HCVA Student Handbook
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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The option to enroll in HCVA is open to any student who adheres to the guidelines set forth in our student handbook. – HCVA Student Handbook

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
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 out-of-district enrollment	– TILS B1, B4, D3	– Board Approved Policy – Student / academic handbook – Enrollment application that outlines process – School created communication documents – Screenshot of website showing out-of-district enrollment information	– 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:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** The option to enroll in HCVA is open to any student who adheres to the guidelines set forth in our student handbook. – HCVA Student Handbook

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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Teachers record attendance for each class period. The principal ensures that each teacher has taken attendance each day. Teachers begin each day with their homerooms to focus on social-emotional learning. Students are required to have their cameras on for all meetings. School counselors meet weekly or bi-weekly with students to monitor their safety and well-being. – PowerSchool Attendance – Data Team Meeting Documentation – Name, Strength, & Need

	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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** All HCVA teachers met the criteria to be certified teachers in TN. The TEAM model is used to evaluate and coach teachers. Teachers attend PLCs on campus with colleagues who teach the same grade-level content. Professional development with consulting partners offer opportunities for deep dives into the curriculum. – TNCompass Data – PLC Agendas

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:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** All students have access to any necessary technology or materials needed. Parents/Guardians and students sign the inventory sheets, HCVA Student Handbook, and Student Authorized User Agreement. These are filed and consulted, as needed. – HCVA Student Inventory Sheets – SAUA

Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

Special Populations 1	– 20 U.S.C. § 1412(a)(3)	– Screeners Used	– What screeners are used in the school's child find process?	Rating:
Show how the school implements child find procedures in a virtual setting.	– SBE Rule 0520-01-09-.05 – TILS A3, A4, A5	Student / academic handbook Data regarding special populations	– Explain how the school identifies students who may have a learning disability that are not receiving special education services.	✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** We use data from our universal screener (AIMSweb+) and discuss each student in data team meetings each 4.5 weeks, with school psychologists present. We implement interventions in K-8. The public is notified through the newspaper and radio regarding K screenings. Parent referrals are accepted and processed by the diagnostician. Students are formally screend for gifted evaluation. – Data Team Meeting Documentation – Parent Referrals – Gifted Referrals

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: ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** All students in district complete a home language survey, and they are reviewed to see if a home language is other than English. Dates are set and students are screened with the WIDA screener or the WIDA kindergarten screener. Results are reviewed, and if students qualify, we reach out to parents and send home a placement form to accept or waive services. If services are accepted, and appropriate ILP is created and services begin. – Home Language Survey – Instructional Learning Plans

Special Populations 3	– SBE Rule 0520-01-09	– IEP/ILP example (redacted where necessary)	– Outline the process in which ESL and Special Education teachers provide virtual supports for students?	Rating: ✔ Fully Meets the Indicator
Show how the school oversees the implementation of IEPs and ILPs for virtual school students..	– SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3	– Student / academic handbook		☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable
			– How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically?	**Rationale and Provided Evidence:** ESL Students: ILPs are sent to teachers at the beginning of the year and when needed as the goals update. ESL students receive daily support either through virtual meetings with ESL staff members or through online activities that help support English language development. Students on an IEP: IEPs are delivered to teachers at the beginning of the school year and as needed as the goals update. Students receive support, as outlined in their IEPs, with special educators. – ILPs – IEPs – Teacher Schedules

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 ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Staff members are scheduled to provide services daily for virtual students, either through one on one meetings or through online assignments. Online assignments receive feedback when completed and assignments are selected base on how much time it would take to complete them. Between the assignments and meetings students are receiving as much time as possible weekly. – Teacher Schedules – IEPs – ILPs

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 ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** Our High Quality Instructional Materials provide grade level, tier 1, core instruction for all students. Differentiated instructional materials are utilized as necessary. Resources are available for all teachers. Some resources are provided online and others are provided in person. If needed, teachers can reach out to the ESL or special education departments for additional resources. – Teacher Schedules – HQIM Teacher Manuals

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.