Tennessee Connections Academy 9-12

School District: Johnson County
School Year: 2022-23

Virtual School Monitoring Report

Table of Contents

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:	Based on monitoring findings compiled for Tennessee Connections Academy (TNCA), TNCA is meeting expectations for Johnson County School District's instructional, fiscal, and operational expectations.
Strengths:	1.Based on monitoring findings, TNCA creates a flexible learning environment for students. (instructional Practices and Procedures Indicator 3) 2.Based on monitoring findings, TNCA has a clear and concise process to identify and document fiscal needs for budgeting cycles. (Fiscal Budgeting 1) 3.Based on monitoring findings, TNCA has a stong system of support in place to support students who are chronically absent. (Attendance Indicator 3) 4.Based on monitoring findings, TNCA has a strong system of support to track student safety and well-being. (Staffing and Operations Indicator 1) 5. Based on monitoring findings, TNCA produced documentation to show that protocols and procedures are in place to track graduation and Ready Graduate indicators. (instructional Practices and Procedures Indicator 6)
Notable Areas for Improvement:	1 .Based on monitoring findings, Tennessee Connections Academy needs to ensure that Tennessee State approved curriculum (textbooks) are used for student instruction. (Instructional Assurance 2) 2. Based on monitoring findings, TNCA needs to provide a state approved RtI screener for grades 4-12 (Instructional Assurance 6, Special Population 1) 3. Based on monitoring findings, TNCA has an existing progressive truancy intervention plan for students, but it does not mirror that of Johnson County Schools. (School Operations Assruance 2) 4. Based on monitoring TNCA does not notify Johnson County Schools of the enrollent of students residing within another school district's jurisdiction by August 1. (School Operations Assurance 3, Enrollment Indicator 3) 5. Based on monitoring findings, TNCA did not fully evaluate two teachers per state requirements during the 2021-2022 school year. (School Operations Assurance 8)

Plan to Address Notable Areas for Improvement:	Johnson County School District's central office (CO) administrators will assist Tennessee Connections Academy leadership team in each of the following: 1.TNCA is working to have a state approved math curriculum in place for the 2023-2024 school year. Due to non-adoption year for ELA curriculum, TNCA will review their ELA curreiculum and will have a state approved curriculum in place after the next adoption cycle. 2.TNCA is reviewing state approved screeners for the 2023-2024 school year. 3.Developing attendance procedures that will mirror Johnson County Schools Progressive Truancy Intervention policy per board policy. 4.A process is being developed to ensure that Johnson County Schools will be notified of student enrollment of student's residing within another school district. This plan will be in place by January 2023. 5.TNCA school leadership has a plan to audit the teacher evaluation process and progress three times per year to ensure that all teachers receive the appropriate number of evaluations.

Domain 1 Findings: Instruction

☐ Meeting Expectations	✔ Approaching Expectations	☐ Below Expectations

Strengths:	TNCA offers/allows an advanced or accelerated learning path that is flexible for its students. TNCA handbook, course catalog, and school master schedule demonstrated the learning path and its flexibility for families. (Instructional Practices and Procedures Indicators 3 and 4)

Notable Areas for Improvement:	TNCA TCAP scores did not meet the Annual Measurable Objective. (Instructional Practices and Procedures Indicator 1) TNCA did not meet the 95% student testing rate set by the state for 2021-2022. (Instructional Practices and Prcedures Indicator 5)

Domain 2 Findings: Fiscal Management

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations

Strengths:	TNCA has a clear and concise process in place with Pearson to identify and document fiscal needs for budgeting cycles. Families do not pay fees or tuition to attend TNCA due to being a public online school. (Fiscal Budgeting Indicators 1 and 2)

Notable Areas for Improvement:	No notable areas for improvement were found in the Fiscal Management Section.

Domain 3 Findings: School Operations

✔ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	TNCA has a System of Escalation in place to support students who are chronically absent. Counselors are assigned to work with chronically absent students (Attendance Indicator 3) TNCA provided a Student/Academic Handbook along with screening criteria to communicate the enrollment process for families. (Enrollment Indicator 1) TNCA provided evidence to show how they monitor the safety and well-being of all students through teacher observation and use of the Escalation system. (Staffing and Operations Indicator 1) If a family has a hardship case and does not have access to technology, it will be provided if determined that it is needed. TNCA also provides and internet subsidy for families.(Technology and Instructional Materials Indicator 1)	
Notable Areas for Improvement:	TNCA needs to develop a timeline and process for communicating to Johnson County Schools of the enrollment of students residing within another LEA's jurisdiction by August 1. (Enrollment Indicator 3) TNCA uses the STAR Early Literacy Screener (state approved) for students in grades K-1. TNCA needs to provide a state approved screener for grades 9-12 (currently uses STAR Reading and Math) (Special Populations Indicator 1)	

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	*12*
Number of Non-compliant Assurances	*5*

Number of Applicable Indicators as Determined by the LEA:	*23*
Number of Fully Met Indicators:	*18*
Number of Partially Met Indicators:	*4*
Number of Indicators Not Met:	*1*

School Contact Information

Johnson County Schools

[Tennessee Connections Academy 9-12]
Monitoring – 2022

School Primary Point of Contact	
Principal's Name: Dr. Dusty Reed	Principal's Phone Number: 615-241-5895
School Mailing Address: 117 Edenway Dr, White House, TN 37188	Principal's Email: dreed@jocoed.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: Jessie Laing	LEA Primary Point of Contact Phone Number: 423-727-2640
LEA PPOC Title: Student Management/Virtual Learning Supervisor	LEA Primary Point of Contact Email: jlaing@jocoed.net

School Snapshot

School Name: Tennessee Connections Academy

Years In Operation: 3

Total Current Enrollment: 1,500

Grades Served: 9-12

Enrollment Types Accepted:
Choose all that apply
See appendix A for definitions of terms

☐ In-district   ☐ Out-of-district   ✔ State-wide

Primary Instructional Model:
Choose all that apply
See appendix A for definitions of terms

☐ Synchronous   ☐ Asynchronous   ✔ Bisynchronous   ☐ Hybrid

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
1st Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2nd Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3rd Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
6th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
7th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
8th Grade	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
9th Grade	280	8	46	162
10th Grade	410	7	64	243
11th Grade	444	4	53	222
12th Grade	369	4	54	192

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/00460

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
No graduation rate in Spring 2021.Spring 2022 graduation rate is 90%.	90% (Lagging indicator will be on next year's report card)

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
None	Not Available
School Average ACT Composite Score	District Average ACT Composite Score
16.5 for 21-22 school year	17.5
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
57% for 21-22 school year	45.6%

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
Level 1	Level 1

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

Overall School Success Rate	Overall District Success Rate
17.8	30.2

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
32.9%	30.5%
School Math Achievement Percent	District Math Achievement Percent
2.5%	16.8%
School Social Studies Achievement Percent	District Social Studies Achievement Percent
20.8%	29%
School Science Achievement Percent	District Science Achievement Percent
27.5%	32.1%

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
18.4%	13.1%

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
30% of TNCAJ made growth trajectory	22.2%

Staffing	
Number of Teachers in Virtual School	
49 Full Time Teachers	
Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
30.6:1 (homeroom model)	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 <u>utilizing state-approved textbooks and instructional materials</u> 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?

   MATH

   Based on the information shared by the state of Tennessee as part of the recent mathematics textbook approval process, no changes are needed regarding the mathematics instructional materials currently being used during this 2022-2023 School Year (SY).

   Looking ahead to the 2023-2024 SY, we'd like to request that Johnson County submit a waiver request to continue with the Pearson Virtual Schools (PVS) mathematics curriculum. We believe the curriculum is worthy of a waiver due to both its coverage of Tennessee state standards for mathematics instruction as well as the online, interactive nature of the curriculum. This online curriculum is very different from the presentation of learning material found in a physical textbook and has been developed based on our 20+ years of

13

experience with online learners.

If a waiver request to use the PVS math curriculum is submitted but denied, we will continue to support Johnson County and TNCA with an alternative solution. PVS will source state-approved materials and make them available to teachers and students along with the mathematics instructional materials we currently provide.

ELA

During the previous ELA approval cycle in 2020, the state of Tennessee did not review or approve digital instructional materials. The new approval process by the state that includes digital instructional materials did not go into effect until the recent 2022 reviews of math curriculum. It is our understanding that the ELA curriculum review and approval cycle is not scheduled to happen again until 2024. Based on this information, we believe the current ELA curriculum provided by PVS does not fall under the old approval guidelines and it is appropriate to continue with its use until the new renewal cycle in 2024.

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?

According to the TN Universal Reading Screener Document, released by state in September 2021, we are meeting the Universal Screening requirements for Kindergarten - Third grade. However, as specified on page 1 of the linked document, this requirement of a specific, state-approved, screener is unique to grades K-3 only and is linked to the Tennessee Literacy Success Act. The STAR Early Literacy Screener is listed as an option on the approved list and therefore satisfies the requirement.

The Tennessee State Response to Intervention Manual (p.19), states that K-8 and 9-12 schools/districts should adopt a norms-based universal screener. STAR Reading and STAR Math Screeners are popular, norms-based screeners and meet the requirements outlined by the TN RTI Implementation Manual, 1.3 Universal Screener Rubric. Neither the Response to Intervention or Implementation Manuals specify a set list of screeners for grades 4-12. Therefore, we do believe that our current screeners meet the assurance.

It is important to note that, although we can not change our universal screen choice for the 22/23 school-year, TNCA is reviewing other choices for the 23/24 school-year. This includes the possibility of procuring NWEA Measures of Annual Progress and/or iReady.

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:** TCAP scores did not meet AMO.

Strand 1.1 – Instructional Practices & Procedures				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
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:** TNCA does not use a state approved benchmark for grades 9-12.

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:** Documentation was provided to fully meet indicator which included teacher schedules and what model of instruction was used.

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:** TNCA fully met indicator. TNCA provided an extensive course catalog.
Instructional Practices & Procedures 5 Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.	– SBE Policy 2.103 (6)(3) – SBE Rule 0520-01-03-.05 – TILS D3	– Internal TCAP planning documents – Example of distributed communication – TCAP proctor training	– Describe the school's plans and approach to administer TCAP testing. – How will the school offer makeup testing for students who are absent on the day of test administration?	Rating: ☐ Fully Meets the Indicator ✔ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** TNCA provided evidence to show that devices and facilities rented to test students. TNCA did not meet the required testing percentage of students required by the state.

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:** TNCA provided documentation to show that protocols are in place to track graduation and Ready Graduate indicators.

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:** TNCA provided evidence that the school has a process in place to identify and document fiscal needs for the upcoming budgeting cycle.

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:** TNCA provided documentation that students pay no fees or tuition for their program due to being on online public school.

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?

After meeting with Johnson County for the Virtual Monitoring Visit, we immediately started to make changes to the progressive truancy intervention plan. The new policy matches that of Johnson County in terms of levels of absences, and intervention intensity. The new TNCAJ Standard Operating Procedure for Attendance and Truancy is under development by the school leadership team. The full, updated plan should be published and in place by January 2023.

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?

The School Leader will meet with attendance/truancy, withdrawal and lead administrative assistants to determine and develop a standard operating procedure that ensures this required process. This process will be in place by the start of the second semester during the 22/23 school-year (Jan. 2023).

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?

   During the 22/23 school year, the School Leader will audit teacher evaluations (using TN Compass) three times. The last audit will take place one month before the end of the school-year to ensure that all teachers have completed evaluation cycles.

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:** TNCA provided evidence of daily attendance tracking of students.

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:** TNCA utilizes an Escalation system tracking student assignments and attendance. Parents are sent letters/email for communication purposes.
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:** Escalation system in place and counselors are assigned to work with chronically absent students.

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 included in the student handbook and parents must sign a form stating they read it.

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:** Information included in student handbook and through Escalation system.
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:** Documentation provided by TNCA shows that TNCA does not use selective enrollment criteria as a condition for enrollment.

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:** TNCA provided enrollment procedures, but did not notify the LEA of the enrollment of students residing within another LEA's jurisdiction by August 1.

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:** Procedures are in place to monitor teacher verification of student attendance. Escalation system and teacher observation in place to help monitor safety and well-being of students.
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:** Through TEAM evaluation and provided documentation, TNCA identifies and supports all teachers in areas of refinement.

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:** TNCA provides access to technology if in a hardship situation. An internet subsidy is provided for families.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 1 Show how the school implements child find procedures in a virtual setting.	– 20 U.S.C. § 1412(a)(3) – SBE Rule 0520-01-09-.05 – TILS A3, A4, A5	– Screeners Used Student / academic handbook Data regarding special populations	– What screeners are used in the school's child find process? – Explain how the school identifies students who may have a learning disability that are not receiving special education services.	**Rating:** ☐ Fully Meets the Indicator ✔ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** TNCA uses STAR Reading and Math to benchmark students. STAR is not a state approved screener for grades 9-12.
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:** TNCA complies with identifying students in need of EL services through provided documentation.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 3 Show how the school oversees the implementation of IEPs and ILPs for virtual school students..	– SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3	– IEP/ILP example (redacted where necessary) – Student / academic handbook	– Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically?	**Rating:** ✔ Fully Meets the Indicator ☐ Partially Meets the Indicator ☐ Does Not Meet the Indicator ☐ Indicator Not Applicable **Rationale and Provided Evidence:** TNCA provided documentation of IEP and ILP implementation
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:** TNCA produced documentation to show how the school ensures that EL and SPED services are met.

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:** TNCA teachers have the appropriate endorsements to teach SWD and EL students.

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.