



Claiborne Virtual Learning Academy

School District: Claiborne

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:	<p>Based on monitoring findings, Claiborne Virtual Learning Academy is meeting the Claiborne County School District's instructional, fiscal, and operational expectations.</p> <p>In only their third year of existence, Claiborne Virtual Learning Academy has become a valuable alternative for students and families in Claiborne County who have chosen a different path for meeting their academic goals. CVLA adheres closely to all federal, state, and local laws, rules, policies, and guidelines while offering students a hybrid educational experience focused on academic and personal growth. CVLA addresses the State of Tennessee Academic Standards for grades 6-12 via an asynchronous virtual platform combined with weekly in-person classes and check-ins. CVLA's certified teachers are committed and exemplary Claiborne County School District employees who are highly-trained, experienced educators evaluated through the stringent TEAM process. The low teacher-to-student ratio allows CVLA to provide exceptional monitoring of attendance, coursework, growth, and achievement while having contact with parents at least once per week on students' in-person learning days. Additionally, the inclusive environment provides for a student population that is not determined by selective enrollment and meets and supports the individual needs of all learners.</p>	
Strengths:	<p>CVLA exhibits many strengths within their program and structure that provide access to high-quality teaching and learning of Tennessee Academic Standards for students in grades 6-12. Flexpoint pacing guides, AIMSWebPlus Universal Screeners, Study Island benchmarking, TCAP testing data, and active formative assessments by CVLA staff combine to monitor student progress and attendance so that appropriate instructional adjustments can be made as necessary. Attendance policies are clear and concise, and weekly in-person classes create parent engagement opportunities required for successful outcomes of virtual learning and allow for clear communication of expectations, progress, and growth.</p>	
Notable Areas for Improvement:	<p>CVLA saw a decline in TCAP Achievement Percentages in Reading and Science from year one to year two, and students and staff are working to reverse that trend this year.</p> <p>Identified Indicator: Instructional Practices & Procedures 1</p>	

Plan to Address Notable Areas for Improvement:

Students are receiving more intensive instruction in English/Language Arts and are spending additional time actively reading with classmates and staff on their in-person learning days. More frequent formative assessments are being conducted by instructional staff in all areas as they work toward remediating deficiencies more efficiently. In order to address the decline in Reading and Science TCAP Achievement, teachers and staff have participated in data review sessions of 2022 assessment results in order to improve assessment scores. Instructional planning to address academic deficits have taken place with the data accountability supervisor, principal and teachers. Teacher training sessions on standards analysis with 2022 student scores will guide instructional modifications to improve the areas of Reading /Language Arts and Science for the 2022-2023 school year.

Domain 1 Findings: Instruction

<input checked="" type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Strengths:	Claiborne Virtual Learning Academy (CVLA) addresses the State of Tennessee Academic Standards for grades 6-12 by using Flexpoint as its blueprint for instructional foundation. Benchmark assessments from Study Island and AimsWebPlus are used three times per year to monitor student progress and address academic needs. When needs for supplemental instruction and academic support are identified, students have access to Moby Math, IXL, and Study Island. All students take the required TCAP/EOC assessments for their grade level in a proctored environment, and students in grades 9-12 are monitored closely to assure graduation requirements are being met.	
Notable Areas for Improvement:	CVLA saw a decline in TCAP Achievement Percentages in Reading and Science from year one to year two, and students and staff are working to reverse that trend this year.	

Domain 2 Findings: Fiscal Management

<input checked="" type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Strengths:	CVLA provided fiscal budgeting evidence for identifying fiscal school needs for the upcoming year. The primary expenses are the yearly purchase of curriculum seats. The cost of these seats are covered by the district. CVLA enrolls consistently between 25 and 50 students per year. Due to the curriculum seats being purchased in groups of 25, and the student enrollment history over the past three years, CVLA's future fiscal needs are not forecasted to change. CVLA student enrollment is directly related to the school's fiscal requirements. School supplies are covered through the district's per school supply line budget. CVLA does not require tuition or fees to attend the virtual school.	

Notable Areas for Improvement:

Currently, CVLA exhibits no notable areas for improvement; however, going forward within the next 3-5 years, a technology replacement plan will need to be developed. Recommendation is for CVLA admin and district admin to plan for technology replacement.

Domain 3 Findings: School Operations

✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	CVLA does not have selective enrollment criteria and fully complies with compulsory attendance requirements while implementing the LEA’s progressive truancy intervention plan. The provision of appropriate technology and instructional materials, as well as a low teacher-to-student ratio, allows for properly endorsed and licensed teachers to closely monitor each student’s individualized attendance, progress, and growth. Weekly in-person classes provide the opportunity for any necessary related services to be provided on-site and allow for open lines of communication with families regarding all policies and procedures related to the operation of the school in addition to personalized feedback of student progress.	
Notable Areas for Improvement:	Currently CVLA exhibits no notable areas for improvement. However, the CVLA principal stated that going forward, he plans on increasing communication with students. Specifically, consideration will be given to adding a synchronous “homeroom” through google meets. This year, CVLA staff began weekly ‘student check-ins’ along with the school’s weekly on-line google meets and face-to-face class sessions at the school. The principal feels that the additional ‘live’ teacher-student time will improve student academic retention and will be an additional opportunity for teachers to emphasize key lesson concepts for the week and target deficit standards that teachers identified through the standards analysis at the beginning of the school year.	

Results Snapshot

The school received the following totals:

Number of Compliant Assurances	17
Number of Non-compliant Assurances	0
Number of Applicable Indicators as Determined by the LEA:	21
Number of Fully Met Indicators:	20
Number of Partially Met Indicators:	1
Number of Indicators Not Met:	0

School Contact Information

Claiborne County Schools
 [Claiborne Virtual Learning Academy]
 Monitoring – [2022-23]

School Primary Point of Contact	
Principal's Name: Dr. Arland "Early" Perkins	Principal's Phone Number: (423) 626-3543
School Mailing Address: P.O. Box 179, Tazewell, TN 37879	Principal's Email: early.perkins@claibornecsd.org
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: Leigh Anne McAfee	LEA Primary Point of Contact Phone Number: (423) 626-3543
LEA PPOC Title: ESSER 3.0 Implementation & Support	LEA Primary Point of Contact Email: leighanne.mcafee@claibornecsd.org

School Snapshot

School Name: Claiborne Virtual Learning Academy Years In Operation: 3

Total Current Enrollment: 25 Grades Served: 7-11

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	n/a	n/a	n/a	n/a
1st Grade	n/a	n/a	n/a	n/a
2nd Grade	n/a	n/a	n/a	n/a
3rd Grade	n/a	n/a	n/a	n/a
4th Grade	n/a	n/a	n/a	n/a
5th Grade	n/a	n/a	n/a	n/a
6th Grade	0	0	0	0
7th Grade	2	0	0	0
8th Grade	4	0	1	2
9th Grade	9	0	1	4
10th Grade	6	0	2	4
11th Grade	5	0	0	2
12th Grade	n/a	n/a	n/a	n/a

Domains and Strands At-a-Glance

The purpose of monitoring is to assess the strengths and areas needing improvement at each virtual school. This report reflects the current state of the virtual school being monitored.

Each virtual school is monitored to determine an overall designation through a series of domains and strands as categorized below:

- Domain 1: Instruction
 - o [Assurances](#)
 - o [Strand 1.1: Instructional Practices & Procedures](#)

- Domain 2: Fiscal Management
 - o [Assurances](#)
 - o [Strand 2.1: Fiscal Budgeting](#)

- Domain 3: School Operations
 - o [Assurances](#)
 - o [Strand 3.1: Attendance](#)
 - o [Strand 3.2: Enrollment](#)
 - o [Strand 3.3: Staffing & Operations](#)
 - o [Strand 3.4: Technology & Instructional Materials](#)
 - o [Strand 3.5: Special Populations](#)

Designation Methodology

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

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

Formula for calculating school designation levels:

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

Assurance Rating Table

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

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

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

Indicator Rating Table

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

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

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

Accountability Data

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

URL to School's Tennessee State Report Card

<https://tdepublicschools.ondemand.sas.com/school/001300010>

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	92.3% in 2022 94.0% in 2021

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	31.3%
School Average ACT Composite Score	District Average ACT Composite Score
N/A	17.9% for 2022 18.1% for 2021
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
N/A	71.0% for 2021

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
1	1

Success Rate		
<i>Success rate represents the percentage of students that scored on track or mastered on annual state tests.</i>		
Overall School Success Rate	Overall District Success Rate	
Not Available	Grades 3-5 29.9%	Grades 6-8 28.6% Grades 9-12 20.6%

Academic Achievement by Subject		
<i>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.</i>		
School ELA Achievement Percent	District ELA Achievement Percent	
Grades 5-8 12.5% -8.9% High School English 18.2%	Grades 3-8 30.1% +5.0% High School English 26.4%	
School Math Achievement Percent	District Math Achievement Percent	
Grades 5-8 12.5% +5.8% High School Math **	Grades 3-8 27.3% +1.2% High School Math 14.9%	
School Social Studies Achievement Percent	District Social Studies Achievement Percent	
Grades 5-8 30.4% +23.7% High School US History N/A	Grades 6-8 33.7% -0.7% High School US History 36.6% +4.7%	
School Science Achievement Percent	District Science Achievement Percent	
Grades 5-8 16.7% -3.3% Biology I N/A	Grades 3-8 34.5% +4.8% Biology I 28.5% -6.2%	

Chronic Absenteeism	
<i>The chronic absenteeism rate is the percent of students who are chronically absent.</i>	
School Percent of Chronically Absent Students	District Percent of Chronically Absent Students
13.9%	26.7%

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
N/A	Not Available

Staffing

Number of Teachers in Virtual School

4

Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
6:1	14:1

Monitoring Domains

Domain 1: Instruction

Assurances

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

Domain 1: Monitoring Strands

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 1</p> <p>Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEAs required accountability targets.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-213; – SBE Rule 0520-01-03 .05(1)(b)(6) – TILS A3, A5 	<ul style="list-style-type: none"> – Student achievement data from previous year (if available) – School level TVAAS/TCAP data (if available) – Previous year school level AMO and Double AMO targets (if available) 	<ul style="list-style-type: none"> – Did the school meet their goals as outlined in the previous year’s annual school plan? – How does the school utilize student and school accountability data in decision making? – What actions are taken when student achievement and/or growth are not on track? – What are the main factors that lead to the school’s current accountability ratings? 	<p>Rating:</p> <p><input type="checkbox"/> Fully Meets the Indicator</p> <p><input checked="" type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: CVLA showed increased TCAP Achievement Percentages in Math and Social Studies over the previous year.</p>

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 2</p> <p>Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-205 – SBE rule 0520-01-03 .05 (1)(b)(8) – TILS A₃, A₄, A₅ 	<ul style="list-style-type: none"> – Narrative response – Pacing guides – Progress monitoring reports – Student / academic handbook – Data tracker 	<ul style="list-style-type: none"> – How does the school ensure curricular alignment with TN Academic Standards? – How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA? – Who leads the process of tracking student progress? – What data is used to determine and define student success? – What actions are taken to support students who are not progressing appropriately? – How does the school communicate and partner with a family if the student is behind in their progress? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA provided evidence that the school adequately tracks progress toward TN academic standards, and CVLA identifies students behind on academic progress and addresses those deficits.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Narrative Response • Flexpoint pacing guides • Aims Web and Study Island progress monitoring • Standards checks • P-T Conf and reteaching

Strand 1.1 – Instructional Practices & Procedures

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale
<p>Instructional Practices & Procedures 3</p> <p>Outline a typical daily schedule for students in each of the following grade bands. Please include the percentage of time spent engaging in the following instructional models:</p> <p>Grade bands:</p> <ul style="list-style-type: none"> – K – 1st – 5th – 6th – 8th – 9th – 12th <p>Instructional models:</p> <ul style="list-style-type: none"> – Fully asynchronous – Fully synchronous – Bisynchronous – Hybrid – Other (please explain) 	<p>– TILS A2, A4</p>	<ul style="list-style-type: none"> – Student / academic handbook – Course catalog or school master schedule – Screenshots or exports or student schedules 	<ul style="list-style-type: none"> – On average, how much daily instructional time is spent on a computer for each grade band? – How are students engaging with curriculum when not on a computer? – How does the school ensure that students stay engaged in learning when learning asynchronously? – How does the school provide instructional differentiation virtually? – How does the school provide high-dosage, low-ratio tutoring to virtual students? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA provided evidence of grade levels served and met the required daily instructional time on the grade bands/ academic subjects in Flexpoint within the school’s asynchronous / hybrid virtual school setting.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Flexpoint course catalog • Student schedule • Asynchronous 75% • In-Person 25%

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 4</p> <p>Show how the school offers or allows an advanced or accelerated learning path for its students.</p>	<p>– T.C.A. § 49-16-205</p> <p>– SBE Policy 2.103 (1)(22)</p> <p>– TILS A5, D3</p>	<p>– Advanced curriculum</p> <p>– Learning path tracker</p> <p>– Student / academic handbook</p>	<p>– How are students informed that they may work at their own pace to advance through a course?</p> <p>– How do teachers manage a classroom of students on differentiated learning paths?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>CVLA provided evidence of advanced curriculum options which included:</p> <ul style="list-style-type: none"> • Flexpoint AP Course options • Flexpoint embedded honors assignments • Student Handbook

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 5</p> <p>Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment.</p>	<ul style="list-style-type: none"> - SBE Policy 2.103 (6)(3) - SBE Rule 0520-01-03-.05 - TILS D3 	<ul style="list-style-type: none"> - Internal TCAP planning documents - Example of distributed communication - TCAP proctor training 	<ul style="list-style-type: none"> - Describe the school's plans and approach to administer TCAP testing. - How will the school offer makeup testing for students who are absent on the day of test administration? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA provided 2021-22 TCAP and EOC folders with planning documentation, assessment schedules, emails, proctor and admin training and signatures.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • TCAP and EOC Assessment Schedules • Parent letters for TCAP and EOC's • Proctor documentation training

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Instructional Practices & Procedures 6</p> <p>Show how the school tracks both graduation requirements and Ready Graduate indicators for each student in grades 9-12.</p> <p>List of EPSOs here: Early Postsecondary Opportunities (tn.gov)</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-414 - SBE Rule 0520-01-03-.06 - TILS A5 	<ul style="list-style-type: none"> - Internal tracker or database - Transcript audit schedules - EPSO catalog - Career Pathway catalog 	<ul style="list-style-type: none"> - How does the school provide opportunity for students to track their graduation or Ready Graduate progress? - What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>CVLA provided evidence examples of internal transcript course checklists and Aspen transcripts used for students in grades 9-12.</p> <p>Credit recovery is available for grades 9-12 as a support for students who are not on track to graduate. Lastly, CVLA offers up to 2 credits during summer school term for 9-12 grade students who are not on track to graduate and situations where credit recovery is not an option. CVLA tracks ACT student scores.</p>

Domain 2: Fiscal Management

Assurances

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

Yes No

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

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

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

Yes No

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

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

Domain 2: Monitoring Strands

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Fiscal Budgeting 1</p> <p>Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle.</p>	<p>– TILS D2, D4</p>	<p>– Financial manual</p> <p>– Narrative</p> <p>– Outline of budgeting process</p> <p>– Budgeting needs assessment document</p>	<p>– Did last year’s fiscal budget adequately meet the school’s needs? Why or why not?</p> <p>– Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year’s fiscal budget?</p> <p>– How does the school identify fiscal needs during the planning process?</p> <p>– Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How will the school plan for the change?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: CVLA stated that the fiscal budget is appropriate. CCBOE provides curriculum seats, a yearly supply line, and CVLA consistently enrolls between 25-50 students year to year. All expenses are processed according to finance policies and procedures.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> Examples of a Quote, PO Request, Invoice, and a county issued PO. Supply line budget.

Strand 2.1 - Fiscal Budgeting

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Fiscal Budgeting 2</p> <p>Show how the school has outlined and communicated applicable tuition or fees that students must pay to attend virtual school.</p>	<p>– SBE Rule 0520-01-02-.16</p> <p>– TILS D3</p> <p>– TDOE Office of General Counsel Guidance and Frequently Asked Questions Regarding Public School Fees</p>	<p>– Documentation of the tuition or fee and why it is required</p> <p>– Documentation of communication to families</p>	<p>– If required, what is the tuition amount to attend the school?</p> <p>– List any fees that students are required to pay.</p> <p>– List any fees that students are asked, but not required to pay.</p> <p>– 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?</p> <p>– How are students and parents notified of required fees before they enroll within the school?</p> <p>– How are students and parents notified of required fees as opposed to requested fees?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: Indicator Not Applicable.</p> <p>CVLA does not require any tuition or fees that students must pay to attend virtual school.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • CVLA Handbook excerpt of no cost statement to attend CVLA.

Domain 3: School Operations

Assurances

- 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.

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

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

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

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

Yes No

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

Click or tap here to enter text.

Domain 3: Monitoring Strands

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 1</p> <p>Show how the school tracks daily student attendance.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A4, A5, D3 	<ul style="list-style-type: none"> - Internal attendance tracking system - Student attendance data - Student / academic handbook - Note: Evidence needs to be varied – describe each method and how they interact with each other 	<ul style="list-style-type: none"> - How does the school ensure students are engaging in 6.5 hours of learning each day? - How does the school use attendance data to support students? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA follows the required attendance procedures and policies set forth by the State of Tennessee and CCBOE. Interviews with CVLA staff provided the attendance process that ensures all students are engaged in 6.5 hours per academic day. Evidence included how the CVLA staff take student attendance. The attendance policy is stated in the handbook. All students are in the ASPEN -Student Information System. The Flexpoint tracker is monitored along with the required face-to-face weekly attendance and weekly check-ins with the students at home. These are logged by CVLA staff, and CVLA enters absences, parent notes, excuses, updates, and other data into the Aspen portal.</p>

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 2</p> <p>Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.</p>	<ul style="list-style-type: none"> - T.C.A. § 49-6-3007 - SBE Rule 0520-01-03-.05 - TILS A1, A3, A5, B3, B5 	<ul style="list-style-type: none"> - Communication logs - Student / academic handbook - Attendance tracker/report 	<ul style="list-style-type: none"> - What challenges have surfaced when speaking with parents regarding attendance data? - How frequently are staff required to communicate with parents/guardians? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>CVLA staff track student absences. CVLA staff communicate weekly with parents and students by phone, and if needed, staff communicate information at the weekly required day of attendance. Challenges to communication have been parents inability to talk during the day due to their workplace situation and sometimes inconsistent reception of cell service. CVLA adheres to CCBOE Attendance policy. Attendance letters are mailed to the students' home along with a follow up phone call.</p> <p>Evidence provided:</p> <ul style="list-style-type: none"> • Handbook policy • Weekly check in communication logs

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 3</p> <p>Show how the school supports students who are chronically absent and/or truant.</p>	<p>– T.C.A. § 49-6-3007</p> <p>– SBE Rule 0520-01-03-.05</p> <p>– TILS A4, A5, B4, B5</p>	<p>– Student / academic handbook</p> <p>– Attendance procedures</p>	<p>– What percentage of enrolled students are currently considered chronically absent?</p> <p>– What factors lead to chronic absenteeism within the school?</p> <p>– What steps has the school taken to support chronically absent students?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: CVLA staff discussed absenteeism, in general, and how the school supports students who are chronically absent. CVLA follows the county Truancy Intervention Tier Plan. Services are sometimes recommended by attendance coaches or counselors.</p> <p>Evidence Provided:</p> <ul style="list-style-type: none"> • Progressive Truancy Plan • Tier I Contract

Strand 3.1 - Attendance

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Attendance 4</p> <p>Show how the school informs students, parents, and guardians of attendance procedures.</p>	<p>– TILS A4, A5, B4, B5</p>	<p>– Parent outreach materials</p> <p>– Student / academic handbook</p>	<p>– How often do parents get updates regarding attendance?</p> <p>– What is the process for addressing parent feedback or a concern regarding attendance?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>CVLA provided a variety of measures the school and district use to provide parents updated weekly attendance and the process for addressing parents' concerns.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Handbook policy • Progressive Truancy Plan • Attendance Letter • Attendance Contract • Parent Portal • Weekly Check-Ins

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 1</p> <p>Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.</p>	<p>– T.C.A. § 49-16-211</p> <p>– T.C.A. § 49-6-3102(f)</p> <p>– TILS B₁, D₃</p>	<p>– Student / academic handbook</p> <p>– Screening Criteria</p>	<p>– What is the process for determining if the virtual setting is the right school for a student?</p> <p>– What does communication with families look like throughout this process?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: CVLA staff discussed the process of parent-teacher meetings to address specific student issues including attendance and enrollment, progress on the modules in Flexpoint, attendance of required in person weekly classes, and completion of required instructional hours. Students re-enroll each year at CVLA. For students with chronic absenteeism and/or lack progress within the modules, a P/T conf will be called to discuss steps to assist the student with recommendations. This process is in conjunction with the policies and procedures of enforcing Attendance Laws and CCBOE truancy guidelines with the 3 Tier process.</p> <p>Evidence Included:</p> <ul style="list-style-type: none"> • Enrollment Survey • Flexpoint progress

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 2</p> <p>Show that the school has an established process for in-district student enrollment that does not use selective enrollment criteria as a condition for enrollment</p>	<p>– TILS B3, D3</p>	<p>– Student / academic handbook</p> <p>– Enrollment application that outlines process</p> <p>– Orientation materials</p> <p>– Samples of distributed communication</p>	<p>– Outline the school's enrollment process from the perspective of the student/family.</p> <p>– How does the school ensure that the student has everything needed to log in for their first day of school?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence: CVLA administration provided information and evidence that the policy of CVLA is to provide virtual school education as an option for student residents within Claiborne County. CVLA nor any of CCBOE's schools use selective enrollment as a condition for enrollment.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • CVLA Student Application • County yearly enrollment form

Strand 3.2 - Enrollment

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Enrollment 3</p> <p>Show how the school ensures or completes the following:</p> <ul style="list-style-type: none"> – that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment – communicates a timeline and process for out-of-district enrollment 	<ul style="list-style-type: none"> – TILS B₁, B₄, D₃ 	<ul style="list-style-type: none"> – Board Approved Policy – Student / academic handbook – Enrollment application that outlines process – School created communication documents – Screenshot of website showing out-of-district enrollment information 	<ul style="list-style-type: none"> – How does the school ensure that its out-of-district (non-residency) enrollment procedures align to LEA policy? – How does the school ensure the public (i.e., families) understands how to enroll when living in an out of district area? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>School web page statement that CVLA Welcomes Students who are Claiborne County Residents.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • CVLA enrollment statement

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Staffing & Operations 1</p> <p>Show how the school ensures that the teacher of record for each course::</p> <ul style="list-style-type: none"> - verifies student daily attendance. - monitors the safety and well-being of their students. 	<ul style="list-style-type: none"> - SBE Rule 0520-01-03-.05 - TILS A5, D3 	<ul style="list-style-type: none"> - Teacher Schedules 	<ul style="list-style-type: none"> - Explain how teachers monitor the well-being of their students. - How is this model increasing student achievement and well-being? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA staff explained that they are able to monitor the well-being of the virtual students through the weekly check-ins and weekly in-person classes at the school. Student achievement is monitored through the Flexpoint module completion and progress tracker.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • CVLA Master Schedule • Individual Teacher Schedule • Check In Log Sheets • Progress Tracker

Strand 3.3 - Staffing & Operations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Staffing and Operations 2</p> <p>Show how the school:</p> <ul style="list-style-type: none"> – ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers. 	<ul style="list-style-type: none"> – TILS A2, A5, C2, C3 	<ul style="list-style-type: none"> – TEAM evaluation data – Teacher evaluation tracker/report – Areas of refinement and reinforcement report – Documentation of a coaching model 	<ul style="list-style-type: none"> – How are struggling teachers identified? – What supports does the school offer struggling teachers? – What trends have been identified when supporting struggling teachers? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA teachers are county teachers all of which have fifteen plus years of experience and have completed standards training. CVLA teachers and admin are evaluated through the TEAM process.</p> <p>Evidence Included:</p> <ul style="list-style-type: none"> • TEAM evaluation data • Refinement and Reinforcement report • CCBOE Teacher Growth Plan

Strand 3.4 - Technology and Instructional Materials

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Tech. & Instructional Materials 1</p> <p>Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection.</p>	<p>– T.C.A. § 49-16-206</p> <p>– TILS D3, D4</p>	<p>– Inventory tracker</p> <p>– Student / academic handbook</p> <p>– Student / family technology contract</p>	<p>– Describe to us the system for distributing the necessary technology to a family.</p> <p>– How does the school ensure every family has the proper technology before school starts?</p>	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>CVLA staff provided evidence that the school ensures students have access to needed technology. Distribution of technology occurs before the school year begins during open house and student orientation.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Chromebook Inventory • EMail invitation for Summer Open House and Student Orientation.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 1</p> <p>Show how the school implements child find procedures in a virtual setting.</p>	<ul style="list-style-type: none"> - 20 U.S.C. § 1412(a)(3) - SBE Rule 0520-01-09-.05 - TILS A3, A4, A5 	<ul style="list-style-type: none"> - Screeners Used <p>Student / academic handbook</p> <p>Data regarding special populations</p>	<ul style="list-style-type: none"> - What screeners are used in the school's child find process? - Explain how the school identifies students who may have a learning disability that are not receiving special education services. 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Indicator met with information provided during site visit interview of CVLA staff and district SPED asst director. They presented district procedures along with evidence of CVLA implementing Child Find procedures:</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Aims Web and Study Island Screeners • Any student already with IEP and or has consent for evaluation will continue the evaluation process at CVLA. • Asst Principal contacts SPED dept to identify students that may have a learning disability • Child Find Info Sheet

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 2</p> <p>Show how the school identifies students in need of EL screening in a virtual setting.</p> <p>TDOE ELL guidance found here: TDOE English Learners</p>	<ul style="list-style-type: none"> – Title VI of the Civil Rights Act of 1964 – SBE Rule 0520-01-19-.03 – SBE Policy 3.207 – TILS A3, B4, D3 	<ul style="list-style-type: none"> – Screeners used – Student / academic handbook – Home language survey data 	<ul style="list-style-type: none"> – Describe the steps that the school takes to identify students who may need EL services. – Outline the screening process for. 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Indicator met with an identification process of potential EL students. Evidence presented during the site visit interview of CVLA and district SPED staff explained the EL student identification process. CVLA staff check Aspen enrollment form to see if EL is marked, and if so, the EL coordinator is sent to do a student WIDA assessment. WIDA is the screener used in the Claiborne district.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • CCBOE Enrollment Form • WIDA Screener

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 3</p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students..</p>	<ul style="list-style-type: none"> – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3 	<ul style="list-style-type: none"> – IEP/ILP example (redacted where necessary) – Student / academic handbook 	<ul style="list-style-type: none"> – Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: Indicator met. CVLA provided an example student IEP during the site visit interview which provided evidence that CVLA implements student IEP services.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Compete redacted student IEP
<p>Special Populations 4</p> <p>Show how the school ensures that student’s EL and SPED services are met.</p>	<ul style="list-style-type: none"> – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, D3 	<ul style="list-style-type: none"> – Schedule of EL or SPED services – Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information) 	<ul style="list-style-type: none"> – How does the school ensure student’s service minutes are being met and schedules are correct for SWDs and EL students? – How does the school execute these schedules and service minutes with fidelity? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA staff provided the process and examples of how EL and SPED services are being met at the school.</p> <p>Evidence included:</p> <ul style="list-style-type: none"> • Student redacted IEP including services and meeting minutes • Related service provider login

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
<p>Special Populations 5</p> <p>Show how the school provides appropriate staff and resources to support SWD and EL students.</p>	<ul style="list-style-type: none"> – ESSA, Title III § 3102 – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 	<ul style="list-style-type: none"> – Staffing Documents – Class Rosters 	<ul style="list-style-type: none"> – Describe the school’s staffing model and how it is meets student needs. – What resources has the school used to ensure that SWD and EL students have the supports they need? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence: CVLA staff provided a sample CVLA complete student IEP which included SPED staff for services including therapy. During site visit interview district SPED staff explained that CVLA special populations’ students receive services through SPED district personnel including contracted therapy on site (CVLA building) during the students’ required weekly in-person visits.</p>

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

The acronyms and nomenclature below are used throughout the framework.

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

Terms	Acronym/Short Term	Meaning
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.
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.

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