



Vanguard Virtual High School

School District: Williamson County Schools

School Year: 2022-23

Virtual School Monitoring Report

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Overall Designation and Findings

The purpose of monitoring is to assess the strengths and areas needing improvement at each virtual school. Each year, local education agencies (LEAs) monitor the instructional, fiscal, and operational practices within their virtual schools using a state-defined series of common practices and statutory requirements. This report reflects the LEA's findings during the monitoring process. The monitoring strands and assurances can be viewed within the [Monitoring Domains](#) section of this report. Below is the LEA's overall findings and areas of notability.

School Overall Designation

Meeting Expectations		<input type="checkbox"/> Approaching Expectations		<input type="checkbox"/> Below Expectations	
Overall Findings:		Vanguard High School has completed its first year as a school within Williamson County Schools and has received the “Meeting Expectations” designation of the state monitoring tool while also meeting the LEA’s expectations in its first year. In addition to meeting compliance, fiscal, and curricular expectations for the past academic year, Vanguard High School has demonstrated its ability to meet the individual learning needs of enrolled students while engaging them in a virtual environment.			
Strengths:		Vanguard High School has created a school environment with systems and structures in place to closely monitor the academic work and needs of each individual student within an online setting. Though not every student is successful initially through tier one instruction, intervention teams work to ensure the needs are immediately discovered and intervene in hopes of getting students to succeed using a variety of methods. Intervention includes synchronous instruction or face-to-face live sessions as needed to ensure students master the content. In addition, students who learn quickly through tier one instruction have stretch opportunities or are offered honors, AP, dual enrollment, and dual credit courses to ensure they are met with appropriately challenging curriculum.			
Notable Areas for Improvement:		Though there are no distinguishable required areas of improvement, Vanguard is encouraged to continue to focus on areas that will improve and enhance the learning and mastery of content for each student. Additionally, VHS is encouraged to continue to provide professional development for teachers that covers instructional content and the operational support systems in place to meet the individual needs of each student.			
Plan to Address Notable Areas for Improvement:		Vanguard is encouraged to continue regular communication with district staff to identify and address any needs that may arise in instructional, fiscal, and operational areas.			

Domain 1 Findings: Instruction

✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	Vanguard High School provides an equal and high level education to all students through synchronous and asynchronous daily education while mirroring the same academic minutes as a traditional school setting. VHS successfully meets students where they are through differentiated instruction with teachers collaborating regularly to ensure student instruction is individualized to them personally. In addition, the progress of each student is individually tracked, monitored, and mentored with weekly evaluation by the school intervention and counseling team. There is constant interaction planned for students who need additional help while professional development for teachers is ongoing to ensure they are prepared with tools to ensure student success.	
Notable Areas for Improvement:	The only NA on the review was due to the lack of accountability targets due to Vanguard High School being a first year school. Though there are no distinguishable required areas of improvement, Vanguard is encouraged to continue instructional best practices of the core curriculum to ensure students are learning and growing at or exceeding one year's academic growth.	

Domain 2 Findings: Fiscal Management

✓ Meeting Expectations	☐ Approaching Expectations	☐ Below Expectations
Strengths:	Vanguard High School has well-thought out planning to ensure that students and teachers have access to all materials and tools needed for academic success in an online platform. Students have a free and appropriate education provided while having access to the same instruction, enrichment, and remediation experiences as students in a traditional setting. School fees are used sparingly as the primary means of instruction are provided by the district's budget.	
Notable Areas for Improvement:	Though there are no distinguishable required areas of improvement, Vanguard is encouraged to continue instructional best practices of the core curriculum to ensure students are learning and growing at or exceeding one year's academic growth. When conditions warrant through student or teacher needs, VHS leadership will be in continued communication with district staff to advocate and secure funding needed that may not be initially budgeted for the current fiscal year. In addition, VHS leadership is recommended to continue regular reflection conversations with executive directors to ensure the current and highest fiscal needs are addressed in the annual budget process that begins each October.	

Domain 3 Findings: School Operations

✓ Meeting Expectations	□ Approaching Expectations	□ Below Expectations
Strengths:	Vanguard High School has the systems and structures in place to ensure students attend regularly, have the individualized supports they need, and have all the appropriate plans in place to ensure compliance with state and federal guidelines while providing a safe environment for each student. VHS has the systems and structures in place to ensure parents receive ongoing and regular communication regarding required and available student supports while communicating how the individual needs of each child will be met. VHS has ensured that teacher training and professional development occurs at the start of the academic year and is ongoing throughout the school year.	
Notable Areas for Improvement:	Though there are no distinguishable required areas of improvement, Vanguard is encouraged to continue refining systems and structures in place to ensure teachers receive ongoing training to meet the individualized needs and plans for students while communicating effectively with families.	

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:	20 Total (2 - NA)
Number of Fully Met Indicators:	20
Number of Partially Met Indicators:	0
Number of Indicators Not Met:	0

School Contact Information

Williamson County Schools

Vanguard Virtual High School]

Monitoring – 2022-23

School Primary Point of Contact	
Principal's Name: Allison Fisher	Principal's Phone Number: 615-472-5482
School Mailing Address: 1320 W. Main Street, Ste 202, Franklin, TN 37064	Principal's Email: allison.fisher@wcs.edu
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 Webb	LEA Primary Point of Contact Phone Number: 615-472-4096
LEA PPOC Title: Assistant Superintendent	LEA Primary Point of Contact Email: leighw@wcs.edu

School Snapshot

School Name: Vanguard Virtual High School

Years In Operation: 1

Total Current Enrollment: 126

Grades Served: 9-12

Enrollment Types Accepted:

☒ In-district

☐ Out-of-district

☐ State-wide

Choose all that apply

See appendix A for definitions of terms

Primary Instructional Model:

☐ Synchronous

☒ Asynchronous

☐ Bisynchronous

☐ Hybrid

Choose all that apply

See appendix A for definitions of terms

Enrollment Summary

Grade Level	Current Enrollment			
	All Students	English Language Learners	Students With a Disability	Economically Disadvantaged
Kindergarten	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	13	0	2	1
10th Grade	19	0	2	1
11th Grade	46	0	2	4
12th Grade	48	0	11	5

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</i> 1	<i>Non compliant with Assurance</i> 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”.

<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</i> 1	<i>Partially Meets the Indicator</i> = .5	<i>Does Not Meet the Indicator</i> 0	<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/009400093>

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	96.2

Ready Graduate (College and Career Readiness) (if applicable for grades served)

Ready Graduate measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next. The CTE concentrators rate represents the percentage of graduates who concentrated in a Career and Technical Education program of study.

School Ready Graduate Rate	District Ready Graduate Rate
N/A	75.3%
School Average ACT Composite Score	District Average ACT Composite Score
N/A	24.9
School Percentage of CTE Concentrators	District Percentage of CTE Concentrators
N/A	40.5

Overall Academic Growth	
<i>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.</i>	
School Wide Growth Score	District Wide Growth Score
3	5

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
41.6%	63.6%

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
70.8%	74.8%
School Math Achievement Percent	District Math Achievement Percent
25.0%	50.3%
School Social Studies Achievement Percent	District Social Studies Achievement Percent
49.2%	67.8%
School Science Achievement Percent	District Science Achievement Percent
50%	71.5%

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
<5%	13.3%

Overall Progress on English Language Proficiency	
<i>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.</i>	
School Progress of English Language Proficiency Rate	District Progress of English Language Proficiency Rate
NA – Less than 10 students	59.8%

Staffing	
Number of Teachers in Virtual School	
13	
Student to Teacher Ratio within Virtual School	Student to Teacher Ratio within District
19:1	15:1

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: Instruction 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 LEA's 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: <input type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input checked="" type="checkbox"/> Indicator Not Applicable Rationale and Provided Evidence: VHS is in its first year and does not have accountability targets due to not having prior years' data. However, the school has data from the past academic year and will continue to work with individual teachers and teaching teams to increase student achievement and student growth. Particular areas of focus for the 22-23 school year are Algebra I, Algebra II, US History, and ACT. Algebra I had a very low achievement rate (6%), but also carried a level 3 growth for those students. Algebra II had 21% achievement and level 2 growth. ACT math growth also was listed as level 2 growth. Math continues to be a focus area for VHS.

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.	<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> <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>Weekly data meetings are held by school administration, teachers, and interventionists to identify students failing to meet academic standards. After identifying struggling students, they are brought into a meeting to discuss academic progress and to formulate an academic plan of support that is standard-specific. The meetings are held in-person and virtually, depending on multiple factors.</p>

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: <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 Rationale and Provided Evidence: VHS is a 9-12 school serving students fully (100%) asynchronously with face-to-face supports as needed. In addition to the asynchronous daily instruction that fills a 7-hour day plus homework, teachers also offer daily instructional zooms, weekly office hours, and in-person evening enrichment and remediation.

**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: <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 Rationale and Provided Evidence: VHS offers standard, honors, AP courses, and statewide dual credit while differentiating within those individual courses as needed. Students are expected to show adequate progress each day by engaging in assigned content. Students receive work released one week at a time with a recommended timeline to complete the work. Support staff members, as well as teachers, offer Zoom sessions each day to allow students the ability to work with an adult for supports as needed. When the support team sees a student needs differentiation, they work to meet the student where they are.

**Strand 1.2 -
Instruction and Learning Paths**

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
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.	<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> <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>VHS schedules all state assessments in-person at a WCS location. Communication about in-person assessments begins with enrollment and is communicated annually and in an on-going manner. All assessments are administered by a VHS staff member in the same manner as students enrolled in traditional school settings. All staff are trained by VHS administration prior to administering state assessments. Make-up tests are scheduled at the conclusion of each test day, again by utilizing WCS facilities and VHS staff.</p>

**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)	<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> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>The VHS school counselor works with the administrative team to track the academic progress of each student. Weekly meetings are held to evaluate each enrolled student. Students who are not on track with course standards have an intervention plan developed to ensure their continued success. The VHS school counselor meets individually with students to review EPSO options and create pathways to college readiness.</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: Fiscal Management 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: <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 Rationale and Provided Evidence: In addition to meeting approximately every two weeks with district leadership teams, VHS administration tracks virtual school enrollment, interest, and need of students within WCS. In October of each year, principals review all data points to make budget requests for the following school year by communicating them directly to the Assistant Superintendent for review. When school, teacher, or student needs warrant additional spending that could take

Strand 2.1 - Fiscal Budgeting				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				VHS over their allotted budget, immediate conversations are initiated by VHS administration to ensure funding can be secured to meet the ongoing needs.
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	Rating: <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 Rationale and Provided Evidence: There are no tuition fees associated with enrollment. VHS is a public school with the Williamson County School District. The Board-approved fee list for class and school fees is also applicable to students enrolled at VHS. The class fees are optional, but VHS teachers do not request the class fees. The only required fees for VHS

Strand 2.1 - Fiscal Budgeting				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
			required fees as opposed to requested fees?	students are associated with AP testing requirements, PSAT testing requirements, and a graduation fee (approved by WCS Board).

Domain 3: School Operations

Assurances

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

☒ Yes

☐ No

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

Click or tap here to enter text.

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

☒ Yes

☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

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

☒ Yes ☐ No

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

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

Domain 3: School Operations Monitoring Strands

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

<p>Attendance 1</p> <p>Show how the school tracks daily student attendance.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, D3 	<ul style="list-style-type: none"> – Internal attendance tracking system – Student attendance data – Student / academic handbook – Note: Evidence needs to be varied – describe each method and how they interact with each other 	<ul style="list-style-type: none"> – How does the school ensure students are engaging in 6.5 hours of learning each day? – How does the school use attendance data to support students? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Students are required to make daily adequate progress by engaging in school work assigned by the teacher in order to maintain attendance for that class period. Students failing to engage in the assigned work will be counted absent for that class period and a daily attendance call is made to notify parents. All school attendance by period is entered into Skyward as a method of tracking attendance, allowing teachers to track attendance in other classes, and to meet the expectations of state reporting. Students who fail to engage with the content on an assigned day (absent) as well as students who fall behind academically are pulled for an intervention meeting to produce and</p>
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Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				individual plan to meet expectations. Ultimately if students regularly do not engage in the assigned content (excessive absences), a meeting is called to progress through the truancy intervention tiers and in some cases a recommendation for a different learning environment is made.

<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> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>Students are required to make daily adequate progress by engaging in school work assigned by the teacher in order to maintain attendance for that class period. Students failing to engage in the assigned work will be counted absent for that class period and a daily attendance call is made to notify parents. All school attendance by period is entered into Skyward as a method of tracking attendance, allowing teachers to track attendance in other classes, and to meet the expectations of state reporting. Students who fail to engage with the content on an assigned day (absent) as well as students who fall behind academically are pulled for an intervention meeting to produce and</p>
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Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				individual plan to meet expectations. Ultimately if students regularly do not engage in the assigned content (excessive absences), a meeting is called to progress through the truancy intervention tiers and in some cases a recommendation for a different learning environment is made.

<p>Attendance 3</p> <p>Show how the school supports students who are chronically absent and/or truant.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, B4, B5 	<ul style="list-style-type: none"> – Student / academic handbook – Attendance procedures 	<ul style="list-style-type: none"> – What percentage of enrolled students are currently considered chronically absent? – What factors lead to chronic absenteeism within the school? – What steps has the school taken to support chronically absent students? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>Students are required to make daily adequate progress by engaging in school work assigned by the teacher in order to maintain attendance for that class period. Students failing to engage in the assigned work will be counted absent for that class period and a daily attendance call is made to notify parents. All school attendance by period is entered into Skyward as a method of tracking attendance, allowing teachers to track attendance in other classes, and to meet the expectations of state reporting. Students who fail to engage with the content on an assigned day (absent) as well as students who fall behind academically are pulled for an intervention meeting to produce and</p>
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Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				individual plan to meet expectations. Ultimately if students regularly do not engage in the assigned content (excessive absences), a meeting is called to progress through the truancy intervention tiers and in some cases a recommendation for a different learning environment is made.

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: <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 Rationale and Provided Evidence: VHS shares the common district handbook as the traditional high schools in WCS. The details of items particular to VHS are shared through the school website and in parent and student newsletters. The newsletters are sent to families on a weekly basis and with students through homeroom each week. These details are also shared at the school's annual Open House and in our orientation for new students as they enroll throughout the school year.

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

<p>Enrollment 1</p> <p>Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school.</p>	<ul style="list-style-type: none"> – T.C.A. § 49-16-211 – T.C.A. § 49-6-3102(f) – TILS B1, D3 	<ul style="list-style-type: none"> – Student / academic handbook – Screening Criteria 	<ul style="list-style-type: none"> – What is the process for determining if the virtual setting is the right school for a student? – What does communication with families look like throughout this process? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>VHS students making proper academic progress, engaging regularly in academic work, and maintaining regular school attendance are students evidenced to be a good fit for virtual education. Positive phone calls are made to reaffirm students are on the right path with their virtual education. Students who fail to meet academic progress, do not engage regularly in assigned academic work, and accrue unexcused absences are those who receive weekly communication, intervention plans, and ultimately may receive a recommendation to another mode of instructional delivery.</p>
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Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Enrollment 2 Show that the school has an established process for in-district student enrollment that does not use selective enrollment criteria as a condition for enrollment	– TILS B3, D3	<ul style="list-style-type: none"> – Student / academic handbook – Enrollment application that outlines process – Orientation materials – Samples of distributed communication 	<ul style="list-style-type: none"> – Outline the school's enrollment process from the perspective of the student/family. – How does the school ensure that the student has everything needed to log in for their first day of school? 	Rating: <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 Rationale and Provided Evidence: VHS does not use selective enrollment criteria for a student to enroll. Once WCS students express written interest in attending VHS, VHS engages with each individual student/family to discuss the expectations of this virtual learning environment, skills and self-discipline needed for success, and how progress and attendance will be tracked. Occasionally after those conversations, a student may be determined not a good fit for a virtual learning environment. An individual new student orientation is held before the first day of class as well as a schoolwide

Strand 3.2 - Enrollment				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				orientation to ensure all students know how to engage in the learning environment. Students sign course syllabi to share their understanding of expectations per course. Parents sign a parent agreement form that affirms their wish to enroll and commitment to supporting their student in this new mode of instruction.
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: <input type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input checked="" type="checkbox"/> Indicator Not Applicable Rationale and Provided Evidence: WCS does not engage in out of district enrollment for students who reside in other counties who do not have parents working within the Williamson County School System.

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:

<p>Staffing & Operations 1</p> <p>Show how the school ensures that the teacher of record for each course::</p> <ul style="list-style-type: none"> – verifies student daily attendance – monitors the safety and well-being of their students 	<ul style="list-style-type: none"> – SBE Rule 0520-01-03-.05 – TILS A5, D3 	<ul style="list-style-type: none"> – Teacher Schedules 	<ul style="list-style-type: none"> – Explain how teachers monitor the well-being of their students. – How is this model increasing student achievement and well-being? 	<p>Rating:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fully Meets the Indicator <input type="checkbox"/> Partially Meets the Indicator <input type="checkbox"/> Does Not Meet the Indicator <input type="checkbox"/> Indicator Not Applicable <p>Rationale and Provided Evidence:</p> <p>Students are required to make daily adequate progress by engaging in school work assigned by the teacher in order to maintain attendance for that class period. Teachers log student attendance each class period. Students failing to engage in the assigned work will be counted absent for that class period and a daily attendance call is made to notify parents. All school attendance by period is entered into Skyward as a method of tracking attendance, allowing teachers to track attendance in other classes, and to meet the expectations of state reporting. Students who fail to engage with the content on an assigned day (absent) as well as students who fall behind</p>
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				<p>academically meet with VHS staff for an intervention meeting to produce an individual plan to meet expectations. Ultimately if students regularly do not engage in the assigned content (excessive absences), a meeting is called to progress through the truancy intervention tiers and in some cases a recommendation for a different learning environment is made. Students are required to have their cameras turned on during asynchronous instruction and during homeroom. All teachers are mandatory reporters and receive annual state-required training to ensure they understand signs of abuse, danger, and other warning signs that may signal that a student needs additional supports, intervention, home visit, social work referral, mental health therapy support from a contracted provider, or even a DCS or court referral for additional safety supports. Welfare</p>
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Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				checks are conducted by VHS staff as needed to ensure student safety and care is provided. The school counselor meets with students as needed to provide supports, recommendations for general referral meeting for strategic supports, or to develop a wellness plan for the individual child.
Staffing and Operations 2 Show how the school: <ul style="list-style-type: none"> – ensures teachers are trained to teach Tennessee State Standards – identifies and supports struggling teachers 	– 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? 	Rating: <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 Rationale and Provided Evidence: All VHS teachers follow the TN state standards for each course as well as the WCS scope and sequence guide. All teachers are supported by the Teaching, Learning, and Assessment department that includes mentors, curriculum specialists,

Strand 3.3 - Staffing & Operations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				virtual class visits, and ongoing professional development. All teachers are certified in their content areas and evaluated using the TEAM evaluation model. Each new teacher is assigned a mentor and all teachers are assigned to a teaching team where supports are provided. VHS administration, academic dean, and instructional coach do instructional rounds to ensure quality instruction is taking place and plans of supports are generated to provide opportunities for growth or when deficiencies are identified.

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: <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 Rationale and Provided Evidence: Like all WCS students, VHS students are provided an individual Chromebook and access to a traditional school location for Wi-Fi and printer access as needed. During the individual student orientation, staff ensure that all students have the technology and supports needed to start the school year. During the evening intervention sessions, the staff meets with students at a location where Wi-Fi and printers are also available.

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.	<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 Student / academic handbook Data regarding special populations	<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. 	Rating: <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 Rationale and Provided Evidence: VHS administers the same screeners (STAR), processes for identification, and systems for interventions as all WCS schools while ensuring all Child Find guidelines are met. Communication is sent at the start of each year to ensure parents are also aware of the child find responsibilities.

Strand 3.5 - Special Populations

Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
Special Populations 2 Show how the school identifies students in need of EL screening in a virtual setting. TDOE ELL guidance found here: TDOE English Learners	<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> <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: VHS administers the same processes for EL identification (WIDA) and systems for interventions as all WCS schools while ensuring all students have the supports needed for success.</p>

<p>Special Populations 3</p> <p>Show how the school oversees the implementation of IEPs and ILPs for virtual school students.</p>	<ul style="list-style-type: none"> – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, B2, D3 	<ul style="list-style-type: none"> – IEP/ILP example (redacted where necessary) – Student / academic handbook 	<ul style="list-style-type: none"> – Outline the process in which ESL and Special Education teachers provide virtual supports for students? – How do students receive required in-person support? – How does the school ensure that students that are receiving tiered interventions are advancing academically? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>VHS administers the same screeners (STAR) and identification processes and systems for interventions as all WCS schools while ensuring students with disabilities are provided FAPE as well as receive needed supports to access school content and teaching. VHS has a full Student Support staff with gifted, inclusion, teacher assistant, and course modification supports as needed. Services are provided synchronously each day by trained Special Education teachers, trained teacher assistants, and other specialty support staff as determined by the child's IEP or ILP. District Student Support Services Specialists provide additional supports to VHS administration in</p>
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Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				monitoring SSS files and serve as supports in IEP development as needed.

<p>Special Populations 4</p> <p>Show how the school ensures that student's EL and SPED services are met.</p>	<ul style="list-style-type: none"> – SBE Rule 0520-01-09 – SBE Policy 3.206 – SBE Policy 3.207 – TILS A2, A3, A4, A5, D3 	<ul style="list-style-type: none"> – Schedule of EL or SPED services – Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information) 	<ul style="list-style-type: none"> – How does the school ensure student's service minutes are being met and schedules are correct for SWDs and EL students? – How does the school execute these schedules and service minutes with fidelity? 	<p>Rating:</p> <p><input checked="" type="checkbox"/> Fully Meets the Indicator</p> <p><input type="checkbox"/> Partially Meets the Indicator</p> <p><input type="checkbox"/> Does Not Meet the Indicator</p> <p><input type="checkbox"/> Indicator Not Applicable</p> <p>Rationale and Provided Evidence:</p> <p>VHS has a full Student Support staff with gifted, inclusion, teacher assistant, and course modification supports as needed. Services are provided synchronously each day by trained Special Education teachers, trained teacher assistants, and other specialty support staff as determined by the child's IEP or ILP. District Student Support Services Specialists provide additional supports to VHS administration in monitoring SSS files and serve as support in IEP development as needed. A daily schedule is provided for staff to ensure students are receiving the direct services needed as determined by their IEPs. Staff intervenes when students do not engage in</p>
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Strand 3.5 - Special Populations				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
				<p>the Zoom sessions and occasionally face-to-face interaction is scheduled. The school works closely with the EL and SSS specialists to ensure all student needs are met and all staff training needs are met while maintaining compliance with state laws.</p>

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.	<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> <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>VHS SSS and EL staff are allocated based on the individual plans for each student being served with a plan. Staff are assigned based on tracking the services needed for each student with service mapping provided to the District SSS dept for review and compliance.</p>

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

The acronyms and nomenclature below are used throughout the framework.

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

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

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

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