



Virtual School Monitoring Overview

Matt Bowser

*Director of Virtual Schools |
Division of Choice*
July 27, 2023





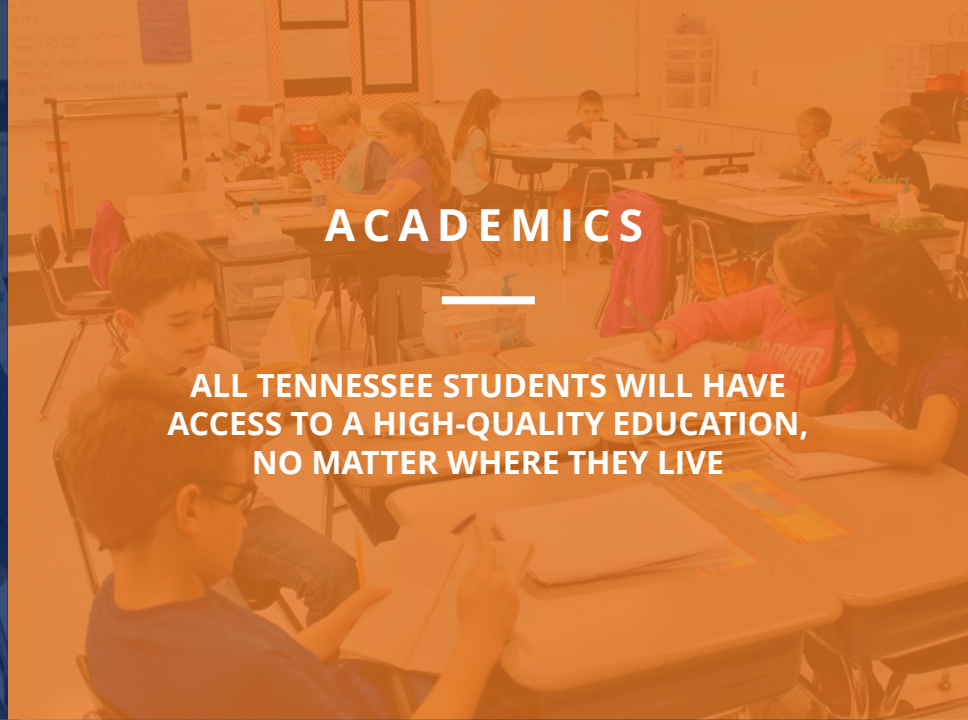
BEST FOR ALL

We will set all students on a path to success.



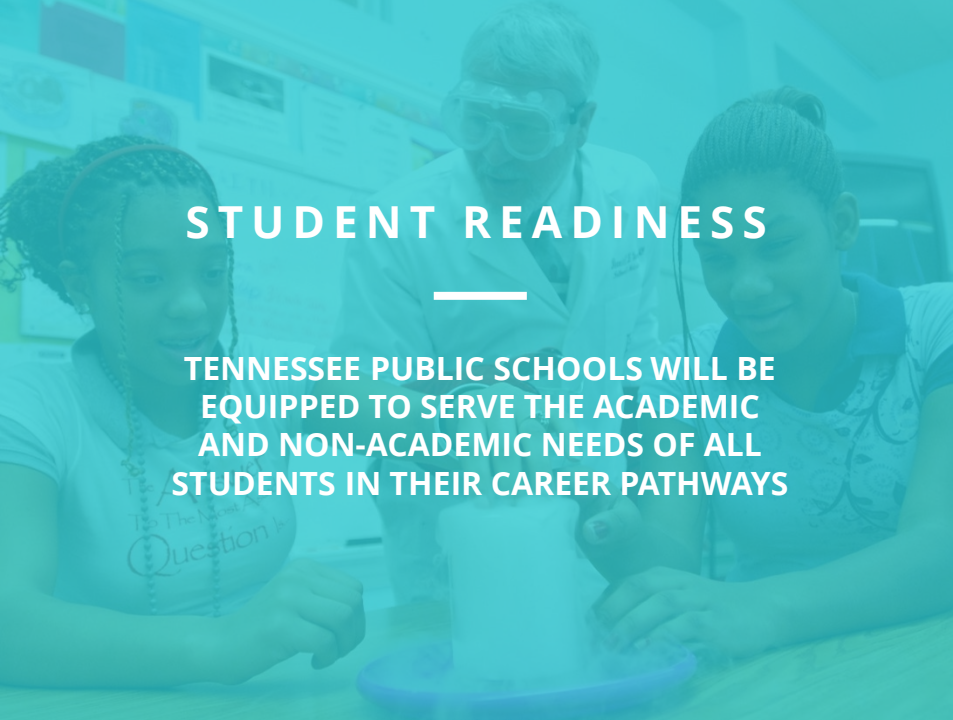
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



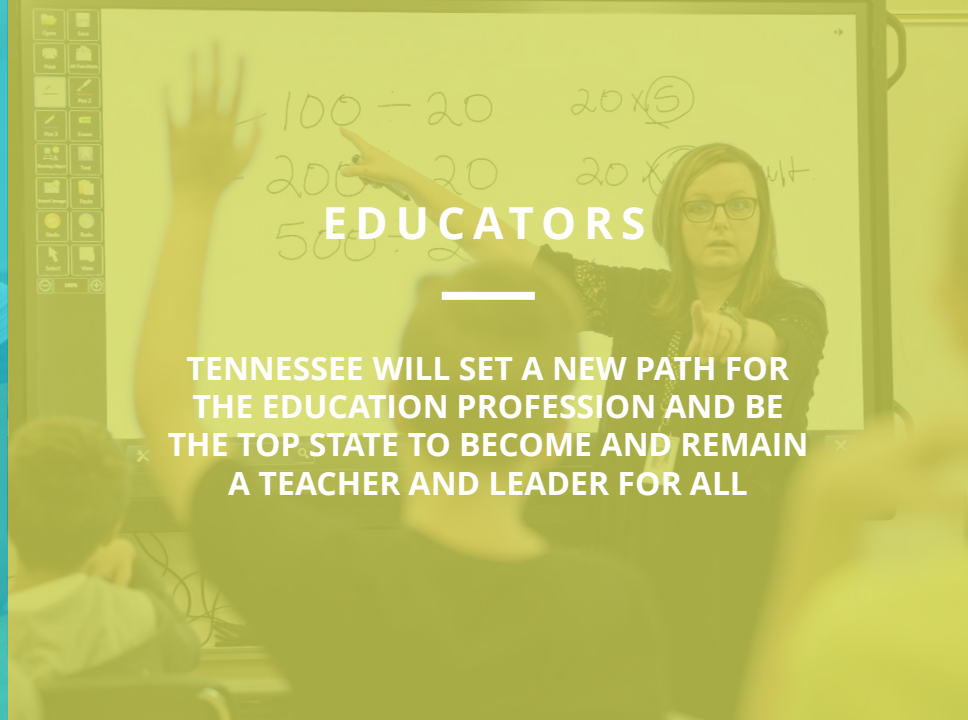
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Laws and Rules that Govern Virtual Schools

What Laws and Rules Govern Virtual Education in Tennessee?

Virtual Schools

- *Tenn. Code Ann. §§ 49-16-201 – 49-16-215*
 - Tennessee General Assembly passed Public Chapter 492 the “Virtual Public Schools Act” in 2011.
- *SBE Rule [0520-01-03-.05\(1\)](#)*

Virtual Education Programs

- *Tenn. Code Ann. §§ 49-16-101 – 49-16-105*
 - Tennessee General Assembly passed Public Chapter 1096 in 2008.
- *SBE Rule [0520-01-03-.05\(2\)](#)*



Statutory and Regulatory Requirements



A virtual school must be evaluated annually by its establisher (LEA).

T.C.A. § 49-16-213; SBE 0520-01-03-.05(b)(6)

The evaluation must include:

- the extent to which the school demonstrates increases in student achievement according to the goals of its authorizing contract and state academic standards; and
- the accountability and viability of the virtual school, as demonstrated by its academic, fiscal, and operational performance.

The evaluation must assess the following utilizing a standardized template provided by the department:

- academic, fiscal, and operational performance; and
- the extent to which the school demonstrates increases in student achievement.

Statutory and Regulatory Requirements cont.

The results of the LEA's evaluation of the virtual school shall be publicly reported utilizing a standardized template provided by the department through the following methods:

- posting of the results of the evaluation on both the virtual school's and the LEA's website; and
- direct distribution of the evaluation to all enrolled families. Such distribution may be accomplished via e-mail, U.S. mail, or other method determined by the LEA.



Overview of Virtual School Monitoring

Purpose of Virtual School Monitoring



Virtual School Monitoring:

- is a framework to strengthen virtual schooling;
- leads to reflection regarding current virtual school practices and procedures;
- provides a way for LEA and school leadership to work in collaboration to better their virtual school; and
- provides a way for stakeholders to learn how the virtual school performs and operates.

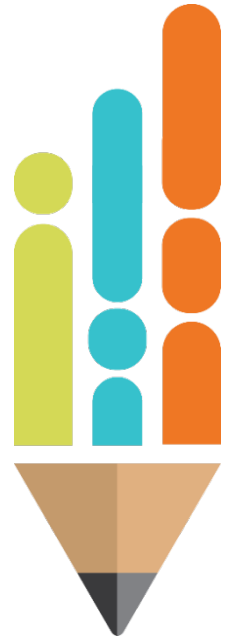
Timeline of Monitoring



- LEAs may begin the virtual school monitoring process on July 1.
- The LEA and virtual school must post the finalized Virtual School Monitoring Report on both the LEA's and the virtual school's website by December 15.
- The LEA or virtual school must directly distribute the finalized Virtual School Monitoring Report to all families enrolled within the virtual school by December 15.
- LEAs must upload the finalized Virtual School Monitoring Report and the completed LEA Virtual School Monitoring Tool into ePlan by December 15.

Changes to Monitoring Template and Tools

- Divided the framework into three separate documents:
 - [The Monitoring Report Template](#)
 - [LEA Virtual School Monitoring Tool](#)
 - [Virtual School Monitoring Manual](#)
- Changed the Monitoring Report Template to be more stakeholder focused
- Reduced the amount of data compilation and input needed to complete both the Monitoring Report Template and LEA Virtual School Monitoring Tool



Changes to Monitoring Template and Tools Cont.

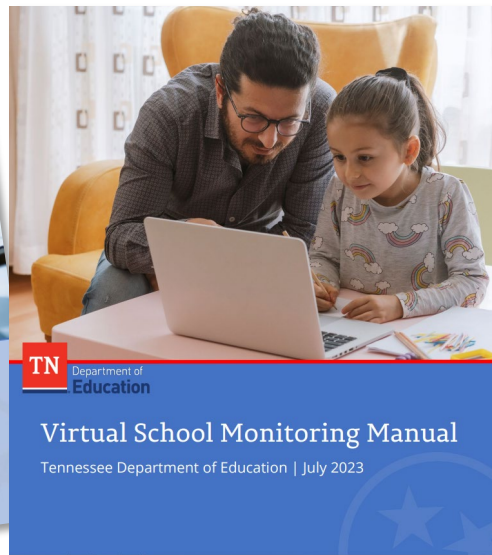
- Provided the LEA the discretion to include a rationale for each indicator ratings and to require evidence from the virtual school for each monitoring indicator and assurance
- Consolidated required LEA narratives to reduce redundancy
- Incorporated the school's annual SIP and state report card



Components of Monitoring Framework




- The Virtual School Monitoring Framework consists of two (2) documents:
 - [The Monitoring Report Template](#)
 - [LEA Virtual School Monitoring Tool](#)
 - [Virtual School Monitoring Manual](#)



Accessing Department-provided Tools

- To download and/or upload the Virtual School Monitoring Framework, ePlan users must hold an LEA level access role in ePlan.
- LEAs should coordinate with the LEA ePlan administrator to ensure that the appropriate user access roles are granted.
- LEAs can access the User Access Form within ePlan's public TDOE resources page: [TDOE Resources \(tn.gov\)](http://TDOEResources.tn.gov).



ePlan User Access Form for LEAs

Tennessee's Electronic Planning and Grants Management System

Instructions:

1. Fill out **LEA-user** information. If the user needs role(s) for a charter school or community based organization, see ePlan.tn.gov > [TDOE Resources](#) > [User Access Forms](#) for the correct forms.
2. Write and/or select **new user access role(s)**; do not include existing role(s). See [ePlan User Access Roles for LEAs](#) for a complete list.
3. To remove and/or copy access from previous users, check the appropriate options and write in previous user(s)'s full names.
4. Obtain required signatures. *Adobe Certified Signatures* are acceptable.
5. Email the completed form to ePlan.Help@tn.gov. **Copy all users who sign the form when submitting.**

User's Name: _____ LEA Name: _____ LEA ID #: _____

Email (ePlan User ID email, not SSD log-in): _____

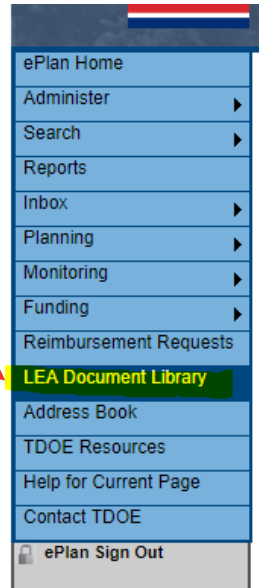
Funding Application/Grant Director Roles		Data View
1		<input type="checkbox"/> LEA Data View Only: view all ePlan components, upload to LEA Document Library but can't edit other ePlan components. (Allows user to be selected as a contact in the CFA)
2		
3		
4		<input type="checkbox"/> Fiscal & Approve Roles
5		<input type="checkbox"/> LEA Fiscal Update* (Bookkeeper): request reimbursements from any funding app (CFO approval required for this role)
6		<input type="checkbox"/> LEA Fiscal Representative (CFO/Finance Director): fiscal approve funding app.; complete FER; submit state funds app.
7		<input type="checkbox"/> Board Chair: approve state funds app.
Monitoring Roles		<input type="checkbox"/> County/City Clerk or SSD Recorder: approve state funds app.
1		<input type="checkbox"/> LEA Authorized Representative: final approve any funding app. & monitoring document (Only Director of Schools may have this role)
2		
3		
Other Roles		LEA-Level Planning Roles
1		<input type="checkbox"/> LEA Plan Data Entry: edit LEA Plan. (This role is not for editing individual school plans.)
2		<input type="checkbox"/> LEA School Plan Reviewer: edit, school- & LEA-approve school plan. (For LEA-level staff to review school plans)
3		<input type="checkbox"/> LEA User Access Admin.: add users to edit school plan(s)

To copy and/or replace previous user(s): Select the correct

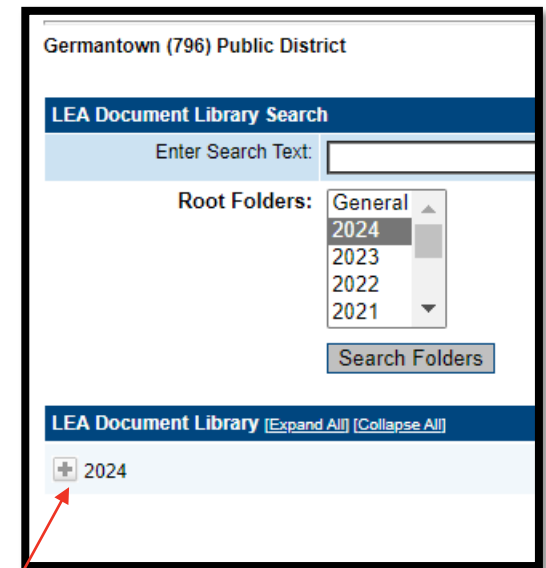
<input type="checkbox"/> Copy all access	<input type="checkbox"/> Remove all access	Previous User(s): _____
	<input type="checkbox"/> Remove access indicated above <u>only</u>	

Downloading the Monitoring Documents from ePlan

Step 1: Select the LEA Document Library from the main menu.

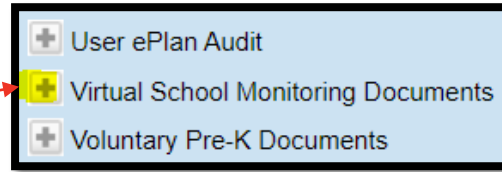


Step 2: Click on 2024 and hit search folders. Then click the + in front of the 2024.

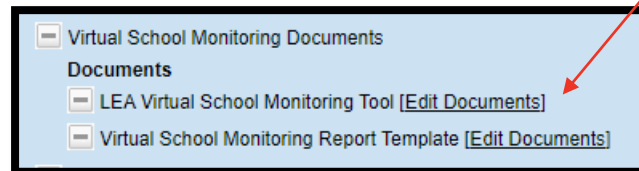


Downloading the Monitoring Documents from ePlan cont.

Step 3: Click the + to open the Virtual School Monitoring Documents folder.



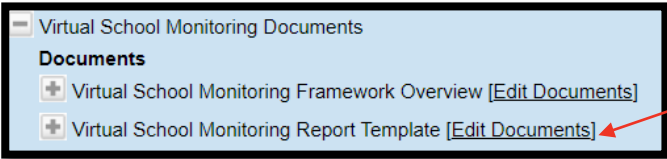
Step 4: Click edit documents.



Step 5: Click the underlined document template name. Repeat step 4 and 5 for both monitoring documents.

Document Information	
Document Name	LEA Virtual School Monitoring Tool
Folder Hierarchy	2024 Virtual School Monitoring Documents
Upload Begin Date ⓘ	8/4/2023
Upload End Date ⓘ	
Minimum Required Count	0
Maximum Allowed Count	
Document Template	<u>LEA Virtual School Monitoring Tool</u>

Uploading the Finalized Monitoring Documents into ePlan



Step 1: Repeat the same process in steps 1 through 3 for downloading the monitoring documents.

Step 2: Click edit documents for the Virtual School Monitoring Report Template.

Step 3: Click upload document to upload the finalized monitoring report.

Document Information	
Document Name	Virtual School Monitoring Report Template
Folder Hierarchy	2023 Virtual School Monitoring Documents
Upload Begin Date ⓘ	8/4/2022
Upload End Date ⓘ	
Minimum Required Count	1
Maximum Allowed Count	
Document Template	<u>Virtual School Monitoring Report Template</u>
Upload Document	

Uploading the Finalized Monitoring Documents into ePlan cont.

Step 4: Insert the document name as "<Virtual School Name> Monitoring Report <Current School Year>". (i.e., ABC Virtual School Monitoring Report 2022-23)

Step 5: Click select and choose the **completed monitoring document**

Upload Document

Document Name:

Document:

Document Description:

Step 6: Click save

- Repeat these steps for both the completed LEA Virtual School Monitoring Tool and the Virtual School Monitoring Report Template.
- LEAs are not required to upload monitoring evidence provided by the school into ePlan.

LEA Virtual School Monitoring Tool Overview

LEA Virtual School Monitoring Tool Overview



- The Virtual School Monitoring Tool contains the following:
 - School operational information
 - LEA's designation of the virtual school's viability
 - LEA's narrative outlining the school's strengths, areas for improvement, and plan to address areas of improvement
 - Explanation of the designation methodology
 - Assurances and indicators that the LEA will use to monitor the virtual school
 - **Recommended** questions for the LEA to use during the monitoring process
 - **Recommended** evidence the virtual school may submit during the monitoring process
 - The LEA's rating of monitoring indicators
 - Glossary of terms and acronyms for virtual school monitoring

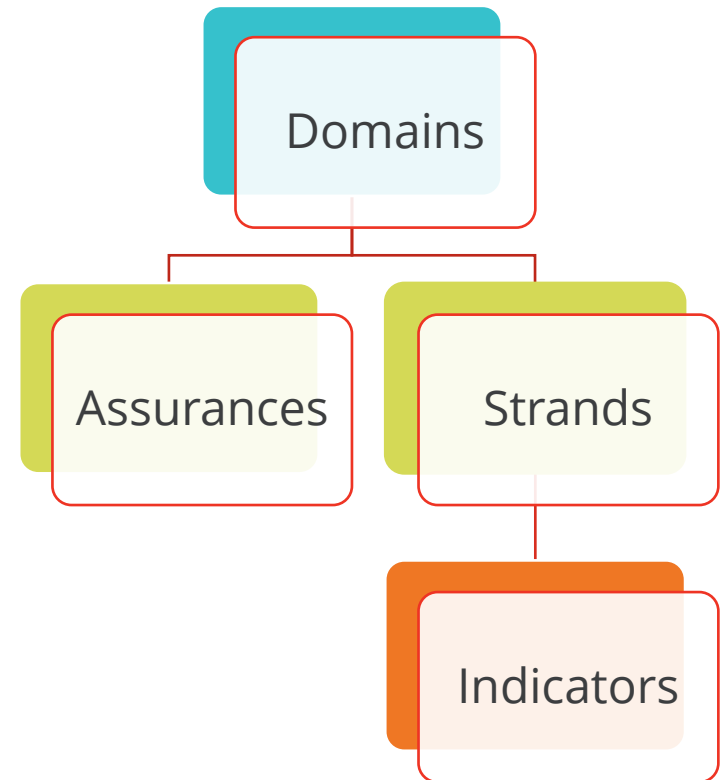
Conducting Successful Monitoring



- LEAs are **required** to utilize and complete the following monitoring components within the monitoring framework:
 - use of the provided designation methodology and report template;
 - use of the provided domains, assurances, strands, and indicators;
 - posting of the finalized report on both the LEA’s and virtual school’s websites by December 15;
 - distribution of the finalized report to all enrolled families via e-mail, U.S. mail, or other method determined by the LEA by December 15; and
 - submission of the finalized monitoring report and completed monitoring tool in ePlan by December 15.

Monitoring Domains, Assurances, Strands, and Indicators

- Domains are high-level topics that LEAs operating a virtual school are statutorily obligated to monitor on an annual basis (e.g., Instruction, Fiscal Management, and School Operations).
- Assurances are statements drawn from Tennessee statutes and Tennessee State Board of Education (SBE) rules pertaining to specific domains.
- Strands are sub-topics within a monitoring domain.
- Indicators are specific monitored items that are aligned with state statute, regulation, and/or Tennessee Instructional Leadership Standards (TILS). Monitoring strands may contain numerous indicators.



Anatomy of Monitoring Domains



Domain

Three statutorily defined topics:

- Domain 1: Instruction
- Domain 2: Fiscal Management
- Domain 3: School Operations

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 AMD and Double AMC 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 type="checkbox"/> Indicator Not Applicable Rationale and Provided Evidence: Click or tap here to enter text.

Indicator

Specific evidence-based indicators that LEAs must monitor and rate.

Strand

Subtopics within the domain

Designation Methodology

- This section outlines the methodology LEAs must use to calculate designation levels for the virtual school.

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.

Meeting Expectations = 80-100% of Indicators Met	Designation Levels	Below Expectations = Below 60% of Indicators Met
	Approaching Expectations = 60-79% 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 of schools or their designee must provide a statement outlining the steps the LEA and/or virtual school will take to come into compliance with the non-compliant assurance. The LEA will assign a numeric value to each assurance based on the tables below.

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

Numeric Value of Assurance Ratings
Compliant with assurance = 1
Non-compliant with Assurance = 0



Assurance Rating Table

- Each monitoring domain has associated assurances that are drawn from statute and State Board rule.
- For each assurance, the LEA's director of schools or their designee will choose either "yes" or "no" signifying compliance or non-compliance.

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

Numeric Value of Assurance Ratings	
Compliant with assurance = 1	Non-compliant with Assurance = 0



Indicator Ratings

Fully Meets the Indicator

- LEA determines that the virtual school fully aligns with elements addressed in the indicator.

Partially Meets the Indicator

- LEA determines that the virtual school partially aligns with elements addressed in the indicator.

Does Not Meet the Indicator

- LEA determines that the virtual school does not meet or align with elements addressed in the indicator.

Indicator Not Applicable

- 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

Indicator Ratings cont.



- Each indicator rating has an assigned numeric value.

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>

- LEAs will calculate the virtual school's designation level using the below formula.

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

Designation Levels



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

- The LEA will assign a designation level based on the percentages of applicable indicators and assurances as indicated in the “Designation Levels” table.

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

Overall Designation and Findings



- LEAs must select the appropriate designation.
- LEAs should use evidence identified in the monitoring process to provide high quality feedback in the following qualitative sections:
 - School’s Strengths;
 - School’s Notable Areas for Improvement; and
 - Plan to Address Notable Areas of Improvement.

LEA’s 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

School’s Strengths: Remove this text: Monitoring team should write a narrative to explain the overall strengths of the school. The narrative should be inserted here, and instructional text erased. **The narrative should include a bulleted list of at least two (2) indicators of strength identified during the monitoring process.**

School’s Notable Areas for Improvement: Remove this text: Monitoring team should write a narrative to explain the notable areas for improvement that the school must make. The narrative should be inserted here, and instructional text erased. **The narrative should include a bulleted list of at least one (1) indicator to strengthen as identified during the monitoring process.**

School’s Plan to Address Notable Areas for Improvement: Remove this text: Monitoring team should write a narrative to explain the plan to address any notable areas for improvement that the school must make. The narrative should be inserted here, and instructional text erased.

Domain Specific Designations and Findings



- LEAs must select an appropriate designation for each domain.

Specific Domain Designation Level

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

Specific Domain Designations			
Domain 1 Designation	<input type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Domain 2 Designation	<input type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations
Domain 3 Designation	<input type="checkbox"/> Meeting Expectations	<input type="checkbox"/> Approaching Expectations	<input type="checkbox"/> Below Expectations

Overall Designation and Findings (Example)



Area of Strength

ABC Virtual School has shown tremendous strides to improve student academic growth and achievement within the subjects of math and language arts. The school implemented a robust academic program that closely tracks student progress toward mastery of individual academic standards. Furthermore, the school has provided training opportunities for parents to learn how to track student progress within the school's learning management system (LMS).

By implementing this learning acceleration plan and monitoring student progress, ABC Virtual School students scored significantly higher in math and language arts during the 2022-2023 school year.

Monitoring Indicators of Strength:

INST_IPP01: Instructional Practices & Procedures

INST_IPP02: Instructional Practices & Procedures

Operational Information

The purpose of this section is to provide stakeholders with an overview of the school's student enrollment, instructional model, and type of enrollment options.

- Years in Operation – Number of years the school has operated under its current school number.
 - LEAs can find a history of the school's operational years in the [Tennessee School Directory](#).
- Term definitions for enrollment types and instructional models are located in the glossary within Appendix A of both the Monitoring Tool and Monitoring Report template.

Operational Information

School Name:

Total Current Enrollment:

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

Years in Operation:

Grades Served:

Primary Instructional Model by Grade

Grade	Instructional Model
K	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
1 st	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
2 nd	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
3 rd	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
4 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
5 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
6 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
7 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
8 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
9 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
10 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
11 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid
12 th	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Bisynchronous <input type="checkbox"/> Hybrid

Operational Information cont.



LEAs may compile enrollment data from their SIS and/or use the data sources listed below to complete this section.

- Total Current Enrollment - Current count of students enrolled across all grades who hold a primary enrollment in the virtual school. Do not count students who are part-time or who have a service enrollment.
- All Students – Current count of students enrolled who hold a primary enrollment in the virtual school. Do not count students who are part-time or who have a service enrollment.
 - To compile data for the report, LEAs may use “End of Month Membership” counts from the last completed reporting period. These data are found in the Director's Membership Attendance - By Period report in EIS.

School's State Report Card



- The LEA must provide a hyperlink to the Tennessee [state report card](#) from the previous school year to complete this section.

School's State Report Card

Families and community members deserve accessible, understandable information about Tennessee schools. Currently, the State Report Card includes a dashboard of detailed, easy-to-understand information about the key indicators families can use to understand school and district performance, including achievement, growth, attendance, English learners' proficiency in English, graduation rate, and postsecondary readiness of students. Information about schools and districts, including student enrollment, contact information, staff information, school and district expenditures and funding, and longitudinal data on student performance over the past four years. State-level data is also provided as a reference to understand how schools and districts are performing in comparison with others across the state.

School's Tennessee State Report Card

Remove this text and insert URL to school's TN State Report Card. Access the State report Card here: [Tennessee School Report Cards | Tennessee Department of Education \(sas.com\)](#)

School's Improvement Plan



- The LEA must provide a hyperlink to the public facing annual [school plan](#) for the **current school year** to complete this section.

School's Improvement Plan

Each year, school and district leaders complete a school improvement plan (SIP). Each public virtual school has a SIP that outlines goals and strategies to improve student academic success. The link below allows families to review the SIP for the virtual school.

School's Improvement Plan

Remove this text and insert URL to school's TN State Report Card. Access public SIPs here:
[Search Public Plans \(tn.gov\)](#)

Assurances



- LEAs must choose either “Yes” or “No” for each assurance.

Domain 2: Fiscal Management	
Domain 2: Assurances	
FM_A01 - 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
FM_A02 - 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Monitoring Indicators



- LEAs must select a rating for each indicator.

Domain 3: School Operations Monitoring Strands

Strand 3.1 - Attendance				
Indicator	Citation	Recommended Evidence	Recommended Interview Questions	Final Rating & Rationale:
SO_ATT01: Attendance Show how the school tracks daily student attendance.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A4, A5, D3	– Internal attendance tracking system – Student attendance data – Student / academic handbook – Note: Evidence needs to be varied – describe each method and how they interact with each other	– How does the school ensure students are engaging in 6.5 hours of learning each day? – How does the school use attendance data to support students?	Rating: <input 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
SO_ATT02: Attendance Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians.	– T.C.A. § 49-6-3007 – SBE Rule 0520-01-03-.05 – TILS A1, A3, A5, B3, B5	– Communication logs – Student / academic handbook – Attendance tracker/report	– What challenges have surfaced when speaking with parents regarding attendance data? – How frequently are staff required to communicate with parents/guardians?	Rating: <input 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

Rules of Thumb for Completing the Report Template

- Use the monitoring report template as it is provided; sections should not be added, removed, or rearranged.
- Remove instructional text when applicable and replace it with text specific to the monitoring findings.
- Use Open Sans or Open Sans Light font to match the Final Report template text.
- It is permissible to correct formatting issues that occur while completing the template. However, nothing should be added to or removed from the original template contents.
- The Final Report template is most easily edited in the Microsoft Word desktop app.



Overview of the Virtual School Monitoring Report Template

Virtual School Monitoring Report Template



- The Virtual School Monitoring Report Template consists of the following sections:
 - Virtual school designations, findings, and monitoring results
 - URL to school’s state report card
 - URL to school’s school improvement plan
 - School’s operational information
 - Glossary of definitions

Purpose of the Monitoring Report

- Provides LEAs a systematic approach to communicate the notable areas of strength and areas for improvement for the virtual school.
- Provides stakeholders a consolidated yearly snapshot of the operational, fiscal, and academic practices within the virtual school.
- Provides LEAs a systematic approach to ensure that the virtual school aligns to state statutes and rules.
- Fulfills state statutory and regulatory requirements.
- Provides information for the department to review, report, and support, if needed.



Next Steps After Monitoring

Action Steps for Monitoring Findings

- LEAs have autonomy to develop action steps to address monitoring findings.
- LEAs and virtual schools should prioritize action steps to correct non-compliant assurances.
- LEAs and virtual schools may (and are encouraged to) include the monitoring findings and action steps in their yearly school planning within InformTN.
- The department will review the virtual school's final monitoring report and contact the LEA if needed.



Monitoring Framework Recap



- LEAs must monitor virtual schools using the Monitoring Framework.
- LEAs may begin the monitoring process on July 1.
- The virtual school must post and distribute the Final Report by December 15.
- The LEA must upload the completed Final Report into ePlan by December 15.
- LEA and school may incorporate monitoring findings and plans to address findings into the annual school plan during the InformTN planning window.
- The department will review all final reports and follow-up as needed.

Resources

Statute and Regulation Resources

- **Tennessee Code – Lexis Law Link:**
<https://www.tncourts.gov/Tennessee%20Code>
- **Tennessee State Board of Education Rules, Policies, and Guidance:**
<https://www.tn.gov/sbe/rules--policies-and-guidance.html>

TDOE Websites

- **TDOE Virtual School Website:**
<https://www.tn.gov/education/families/school-options/virtual-schools.html>
- **ePlan Website:** <https://eplan.tn.gov/user/signin.aspx>



Questions?

Matt Bowser |
Director of Virtual Schools
Matt.Bowser@tn.gov
901-258-4065